



Zumbrota-Mazeppa Public Schools

Independent School District #2805

2020–2021 World’s Best Workforce Annual Report & Plan

District Mission and Goals

Zumbrota-Mazeppa District Mission Statement
Building a bridge to the future where all individuals have the opportunity to reach their full potential in a safe, challenging learning environment.

- ❑ **Goal #1** The district will offer high-quality, innovative student curriculum so that graduates are prepared to meaningfully contribute to a diverse society.

- ❑ **Goal #2** The district will provide high quality effective teachers and administrators who have been trained in and are working toward equitable education.

- ❑ **Goal #3** The district will ensure a safe learning environment that embraces and welcomes student differences through student training, staff training, community training and facility upgrades.

- ❑ **Goal #4** The district will remain fiscally responsible to the taxpayers of our state and school district.

20-21 Identified Areas of focus:

- ❖ Review, research and purchase new Science and Language Arts curriculum.

- ❖ Learn, implement, and improve upon synchronous and asynchronous instruction and learning during a pandemic.

21-22 Identified Areas of focus:

- ❖ Identified Areas of Focus: Innovation, Equity/Inclusion/Diversity, meaningful contribution to society, MTSS (Interventions), Social Emotional Learning

[CLICK HERE](#) to see ZM’s organizational structure



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District Advisory Committee

- Michael Harvey, Superintendent
- Dave Anderson, HS/MS Principal
- Jen Lohman, Community Education
- Jessica Holst, Curriculum & Staff Development
- Cindy Jacob, MS/HS Teacher
- Morgan Stamschror, Counselor
- Lidia Wallerich, Elem. IGNITE Teacher
- Stacy Libenow, Primary Teacher
- Shannon Johnson, Elementary Teacher
- Hailey Schliep, Student
- Jean Roth, School Board
- Jason Lohman, School Board
- Kari Gunhus, Community member
- Beth Arendt, Community member
- Charise Mehrkens, Community member
- Derrek Chapin, Community member
- Greg Mort, Community member
- Jodi Peterman, Community member
- Wendy Ahern, Primary Principal & Special Ed. Director
- Quinn Rassmussen, Elementary Principal
- Katrina Schuneman, MS/HS Teacher
- Josh Boraas, MS/HS Teacher
- Angela Hunstad, Counselor
- Chelsie Lockner, Counselor
- Amanda Braithwaite, Elementary Teacher
- Grant Voth, Technology Coordinator
- Anne Solberg, Elementary Teacher
- Addie Voxland, Student
- Angie Bredehoff, School Board
- Brittany Thomforde, Community member
- Jeanette Richardson, Community member
- Jackie Brown Eyes, Community member
- Tara Gosse, Community member
- Sheila Moldenhauer, Community member
- Kathryn Scharnweber, Community member
- Christine Rude, Community member

Site Leadership Teams

Primary/Elementary

Megan Nelson
Jesse Duden
Megan Fergeson
Melissa Boraas
Rachael Dreyer
Ann Paukert
Kelli Smith
Jamie Quam
Logan Jensen

High School/Middle School

Nathan Warneke
Josh Boraas
Mae James
Angela Hunstad
Jamie Ringstad
Jessica Holst
Mike Matuska



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Equitable Access to Excellent Teachers

WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students. While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An *ineffective teacher* is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An *inexperienced* teacher is defined as a licensed teacher who has taught for three or fewer years.
- An *out-of-field* teacher is defined as a licensed teacher who is providing instruction in an area in which they are not licensed.

Are students receiving access to high quality educators?

Minnesota Report Card: Staffing profile for Zumbrota-Mazeppa Public Schools [CLICK HERE](#)

Race/Ethnicity of Licensed Staff & Students		
Race/Ethnicity	Staff count/percentage	Student count/percentage
Hispanic/Latino	NA	36/ 2.9%
American Indian or Alaska Native	NA	5/ 0.4%
Asian	NA	8/ 0.7%
Black or African American	NA	19/ 1.5%
Native Hawaiian or other Pacific Islander	NA	NA/ 0.00%
White	NA	1,134/ 92.3%
Two or more races	NA	26/ 2.1%
Unknown race	NA	NA/ 0.00%

Z-M Staffing Profile notes:

- ❖ Z-M is considered a “**low poverty district**” (LPD) by MDE because 19.27% of our students receive free/reduced price meals.
- ❖ **97%** of our students are taught by licensed educators.
- ❖ **89%** of our teachers are considered experienced, having had more than 3 years of teaching experience.
- ❖ **56%** of our teachers have advanced degrees (master’s or more).

Teacher Evaluation

The goal of Z-M's teacher evaluation process is to promote teacher growth and increase student achievement for all students regardless of their demographic background. Z-M's three year cycle for teacher evaluation is based on the Charlotte Danielson Framework and uses personalized feedback. The Danielson Framework addresses four domains of quality teaching and allows for principals and teachers to discuss effective instruction within the assigned curriculum. All ZM teachers annually write a growth and development plan based on data and have a triennial summative evaluation.

[CLICK HERE](#) to see our Teacher Evaluation and Q Comp requirements

Z-M principals will be evaluated annually using the [Evaluation of Minnesota's School Principals guide](#), as part of a three year cycle of performance improvement. Vested in best practice and tied closely to Minnesota's Principal Competencies, this system is designed to provide the Superintendent with the means to assess principal performance and to enhance professional growth. As part of the principal evaluation process, the principal uses introspection, reflection and gathers input from various stakeholders. This evidence is used to provide self-assessment, goal setting, professional development, and demonstration of performance on the core competencies.

Z-M Schools elected to participate in Q Comp beginning with the 2016-2017 school year. Q Comp is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the four components of the law (Career Advancement Options, Job-embedded Professional Development, Teacher evaluation, and Performance Pay and Alternative Salary Schedule).

2020-2021 Q Comp Goals (carried over from 19-20)

- Primary: The percentage of all students enrolled in grade 2 at ZM Primary School who are in the 'low risk' category on the Fastbridge aReading will increase from 72% in Fall of 2019 to 73% in Spring of 2020.
 - No Fastbridge Spring results from 2020 to address if goal was met
- Elementary: The percentage of all students enrolled in grades 3-6 at Zumbrota-Mazeppa Elementary school who are in the 'low risk' category on the Fastbridge aReading will increase from 68.5% in the Fall of 2019 to 69.5% in the Spring of 2020.
 - No Fastbridge Spring results from 2020 to address if goal was met
- Middle/High School: The percentage of all students in grades 7,8 and 10 who earn an achievement level of 'Meets the Standards' or 'Exceeds the Standards' in all accountability tests (MCA and MTAS) will increase from 70.2% in 2019 to 70.3% in 2020.
 - No 2020 MCA data to address if goal was met or not

[CLICK HERE](#) to see the Q Comp MOU

Professional Development

The fundamental purpose of staff development is to improve student learning. The intent of the legislation is that districts and schools implement a site-based process for both education goals and staff development opportunities that will best help meet these goals. Providing teacher and other school district staff with individual and professional organizational growth and development opportunities prepares them to provide excellent educational experience for students and ultimately helps achieve the fundamental purpose of improving student learning.

Through professional learning communities, teachers regularly examine national, state, and/or local standards as well as benchmarks and align curriculum maps. Through In-service days, Q Comp peer reviews, and PLC's teachers have opportunities to observe and implement best practices in education.

[CLICK HERE](#) to see the District Staff Development Report & Plan
[CLICK HERE](#) to see the Primary Staff Development Report & Plan
[CLICK HERE](#) to see the Elementary Staff Development Report & Plan
[CLICK HERE](#) to see the MS/HS Staff Development Report & Plan

Student Progress

Student data is disaggregated through PLC's by individual teachers, grades, departments, and by the District Leadership Team and shared with teachers. Identified students can receive additional support through: Title I (K-5), Targeted Services (K-8), WIN time (K-6), Power Hour (7-8), ALP & Credit Recovery (9-12).

[CLICK HERE](#) to see the district assessment calendar

[CLICK HERE](#) to see the District Literacy Plan

[CLICK HERE](#) to see District Technology information

[CLICK HERE](#) to see Minnesota Report Card: Test Achievement Levels, Test Results and Participation for Zumbrota-Mazeppa Public Schools

Collaborative Professional Culture

Professional Learning Communities have been built into our District calendar, providing monthly collaboration focused on student learning and instructional growth. Key questions we ask during PLC meetings:

- What knowledge and skills do we expect our students to learn?
Student voice: What do I expect to learn and why do I care?
- How will we know if our students have learned expected outcomes?
Student voice: How do you, the teacher, know if I've learned it (because sometimes, I don't understand)?
- How will we respond, when our students have difficulty with learning expected outcomes?
Student voice: If I did not learn it, how will you help me to understand and know what to do next?
- How will we respond when our students have already learned our expected outcomes?
Student voice: If I know it, what are my next steps? What do I get to do now?



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Goals and Results

All Children Are Ready For School		
District Goal	Result	Goal Status
<p>The percentage of students enrolled in ZM's preschool who can identify upper and lowercase letters will increase from the majority of students knowing two letters in September of 2020 to 77% of students identifying at least 13 upper and lower case letters in May of 2021</p> <p>Z-M Strategies</p>	<p>79.5% of students met the goal of naming 13 letters in the Spring of 2021.</p>	<p>Multi-Year Goals</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>Multiple Goals</p> <p><input type="checkbox"/> Met All</p> <p><input type="checkbox"/> Met Some</p> <p><input type="checkbox"/> Met None</p>

All Third Graders Can Read At Grade Level		
District Goal	Result	Goal Status
<p>The percentage of all students enrolled in grade 2 at ZM who are in the "low risk" category on the Fastbridge aReading will increase from 20% in the Fall of 2020 to 21% in the Spring of 2021.</p> <p>Z-M Strategies</p>	<p>32% of ZM 2nd graders scored in the "low risk" category in the Spring of 2021 - up from 20% in the Fall.</p> <p>**Low risk is reflective of scoring well on this assessment.</p>	<p>Multi-Year Goals</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>Multiple Goals</p> <p><input checked="" type="checkbox"/> Met All</p> <p><input type="checkbox"/> Met Some</p> <p><input type="checkbox"/> Met None</p>
<p>The percentage of all students enrolled in grades 3-6 at ZM who are in the "low risk" category on Fastbridge aReading will increase from 32% in the Fall of 2020 to 33% in the Spring of 2021.</p> <p>Z-M Strategies</p>	<p>69% of ZM 3-6 graders scored in the "low risk" category in the Spring of 2021 - up from 32% in the Fall.</p> <p>**Low risk is reflective of scoring well on this assessment.</p>	



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Goals and Results

All Students Career and College Ready by Graduation		
District Goal	Result	Goal Status
<p><i>During the 2020-2021 school year, the district MCA scores for all students who meet or exceed proficiency will increase:</i></p> <p>-In reading from 65.9% to 66.9%</p> <p>-In math from 67.0% to 68.0%</p> <p>-In science from 65.3% to 66.3%</p> <p>Z-M Strategies</p>	<p>Reading = (58.3% in 2021)</p> <p>Math = (60.1% in 2021)</p> <p>Science = (53.9% in 2021)</p>	<p>Multi-Year Goals</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>Multiple Goals</p> <p><input type="checkbox"/> Met All</p> <p><input type="checkbox"/> Met Some</p> <p><input checked="" type="checkbox"/> Met None</p>
<p><i>The percentage of all students who take the ACT assessment at ZM, who meet all 4 college readiness benchmarks on the ACT assessment will increase from 38% in 2020 to 40% in 2021.</i></p> <p>Z-M Strategies</p>	<p><i>Results from the Spring 2021 ACT indicate 47% of students who took the ACT met all 4 college readiness benchmarks in:</i></p> <p>- English</p> <p>-Math</p> <p>-Reading</p> <p>-Science</p>	<p>Multi-Year Goals</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p>Multiple Goals</p> <p><input type="checkbox"/> Met All</p> <p><input type="checkbox"/> Met Some</p> <p><input type="checkbox"/> Met None</p>

All Students Graduate		
District Goal	Result	Goal Status
<p><i>ZM will have a 100% graduation rate in 2021</i></p> <p>Z-M Strategies</p>	<p><i>ZM had a 97% graduation rate for 2021</i></p> <p><i>(In house, MDE might be different)</i></p>	<p>Multi-Year Goals</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p>Multiple Goals</p> <p><input type="checkbox"/> Met All</p> <p><input type="checkbox"/> Met Some</p> <p><input type="checkbox"/> Met None</p>



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Goals and Results

All racial and economic achievement gaps between students are closed.		
District Goal	Result	Goal Status
<p>The percentage of identified free/reduced price lunch students who earn an achievement level of “doesn’t meet” or “partially meets” standards on district math MCAs will decrease from 48.3% in 2019 (last time MCA’s were taken) to 45% in 2021.</p> <p>Z-M Strategies</p>	<p>The 2021 Spring MCA results for math indicate that 66.2% of students scored “does not meet” or only “partially meets” standards - did not reach our goal of 45%.</p>	<p>Multi-Year Goals</p> <ul style="list-style-type: none"><input type="checkbox"/> On Track<input type="checkbox"/> Not on Track <p>One-Year Goal</p> <ul style="list-style-type: none"><input type="checkbox"/> Goal Met<input type="checkbox"/> Goal Not Met <p>Multiple Goals</p> <ul style="list-style-type: none"><input type="checkbox"/> Met All<input type="checkbox"/> Met Some<input checked="" type="checkbox"/> Met None
<p>The percentage of identified free/reduced price lunch students who earn an achievement level of “doesn’t meet” or “partially meets” standards on district reading MCAs will decrease from 45.5% in 2019 (last time MCA’s were taken) to 45% in 2021.</p> <p>Z-M Strategies</p>	<p>The 2021 Spring MCA results for Reading indicate that 63.7% of students scored “does not meet” or only “partially meets” standards - did not reach our goal of 45%.</p>	