

## 2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Bemidji Area Schools

Grades Served: PreK-12

WBWF Contact: Colleen Cardenuto

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes  No

[List of districts with a Minnesota Department of Education \(MDE\) approved Achievement and Integration plan during the 2019-20 school year.](#)

This report has three parts:

- [WBWF](#): Required for all districts/charters.
- [Achievement and Integration](#): Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 school year. *No charter schools should complete this section.*
- [Racially Isolated School](#): Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 school year. *No charter schools should complete this section.*

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

### World's Best Workforce

#### Annual Report

MDE understands this past school year (2019-20) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials

## Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-20 school year.

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

## District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Ami Aalgaard	Gene Dillon Principal	
Colleen Cardenuto	Director of Curriculum & Administrative Services	
Christine Christiansen	Teacher on Special Assignment Distance Learning Coordinator	
Ashley Charwood	Parent & Community Member	
Erin Curran	Bemidji High School Media Specialist	
Michelle Dahlby	Gene Dillon Elementary Grade 5 Teacher	
Mary Fairbanks	LIEC Parent Committee and Community Member, BSU Professor	

Priscilla Fairbanks	American Indian Culture and Curriculum Specialist	
John Gonzalez	Bemidji School Board Member	
Donna Hickerson	Bemidji Middle School Grade 7 Language Arts Teacher	
Drew Hildenbrand	Bemidji Middle School Principal	
Carol L. Johnson	Bemidji School Board	
Ann LongVoelkner	Bemidji School Board Member	
Tim Lutz	Superintendent of Bemidji Area Schools	
Amanda Mix	Teacher on Special Assignment Distance Learning 4 <sup>th</sup> Grade	
Jacque Pearce	District Curriculum Secretary	
Ken Schreiber	Bemidji High School Science Teacher	
Jason Stanoch	Bemidji High School Principal	
Brian Stefanich	Solway and Career Academies Principal	
John Truedson	Community Member, BSU Professor	
Kathy VanWert	Horace May Principal	
Sonia Wadena	Indian Education Coordinator	
Dana Woods	District Technology Integration Specialist	

## Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.*

**WBWF Requirement:** 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/charters 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 which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

*Respond to the questions below.*

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
  - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
    - Below are the groups that reexamine our equitable access data through our STAR Report and District-wide Staffing Documents twice a year:
      - The Cabinet reviews the final STAR report and any discrepancies in staff licensing.
      - The Leadership Team examines how staff are distributed among schools.
      - Our Indian Education Committee reviews and discusses the data .
      - The data was also discussed with the Curriculum Advisory Committee.
  - Who was included in conversations to review equitable access data? **Limit response to 200 words.**
    - Included in our conversations of our review of equitable access data is our Cabinet, Leadership Team, Indian Education Committee and Curriculum Advisory Committee.
  - What strategies has the district initiated to improve student equitable access to experienced, infield, and effective teachers
    - We are a regional center with a very competitive salary and benefit structure which results in an applicant pool that is typically more effective and qualified in our licensed area. Our district

maintains a competitive salary structure, which attracts highly qualified teachers, but the pool is limited in the State of Minnesota.

- We have recruited and encouraged members in our community to go back to school and become highly qualified in the areas of concerns.

○ What goal(s) do you have to reduce and eventually eliminate equitable access gaps? **Limit response to 200 words.**

- Our goal is to increase the number of American Indian and Special Education staff members by 5% in each area by the 2022 school year. We will continue to strive to increase our numbers of staff to eliminate the gap completely.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
    - Bemidji Area Schools is striving to increase the number of American Indian and Special Education staff in our district.
  - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? **Limit response to 200 words.**
    - Bemidji Area Schools would need approximately 14% additional American Indian staff members to reflect our student population.

Staffing:

- Bemidji Area School has 15.58 FTE American Indian licensed staff out of 412.44 FTE licensed staff for a rate of 3.78 % American Indian Licensed staff population. Bemidji Area Schools employs 20.78 FTE non-licensed staff out of 423.84 FTE non-licensed staff for a rate of 4.90 % non-licensed American Indian staff.

	2018		2019		Change
<b>Licensed</b>	14.02/394.85	3.55%	15.58/412.44	3.78%	+0.23%
<b>Non-Licensed</b>	19.49/399.23	4.88%	20.78/423.84	4.90%	+0.02%

○ What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

**Limit response to 200 words.**

- Our district has reached out to the Office of Indian Education, tribal colleges and a variety of other places to expand the diversity of our applicant pool.
- We have also tried to recruit and encourage individuals in our area to work towards their teaching license.

## Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

### All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the <b>2019-20</b> school year.</p> <p><b>Goal 1: Literacy Knowledge:</b> Bemidji Area Schools Pre-K program students will improve the foundational skill of letter knowledge so that 80% of students will demonstrate acquisition of 10 out of 26 upper case letters as measured by the Spring 2020 Pre-K assessment.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p><b>Goal 1 Results:</b> In the school readiness Pre-K program, 80% of students achieved the goal of capital letter knowledge by the spring of 2020.</p>	<p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"</p> <p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input type="checkbox"/> Unable to report</p>

<p><b>Goal 2: Math Knowledge:</b> We will improve the foundational skill of number recognition for students enrolled in Bemidji Area School Pre-K programs so that 75% will demonstrate number recognition of 0-10 as measured by the Spring 2020 Pre-K assessment.</p> <p><b>Goal 3: Improved Attendance Rates:</b> The students of Bemidji Area Schools Paul Bunyan 5-day a week Preschool will consistently attend programming in a full day Pre-K program 85% of the time as measured by the spring 2020 classroom attendance records.</p>	<p><b>Goal 2 Results:</b> In the school readiness Pre-K program, 96% of students achieved the goal of number recognition of 0-10 by the spring of 2020.</p> <p><b>Goal 3 Results:</b> The students in Bemidji Area Schools pre-k program met the 85% overall attendance goal during the 2019-20 school year. The school readiness pre-k program had an overall attendance of 92%.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input type="checkbox"/> Unable to report</p> <p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input type="checkbox"/> Unable to report</p>
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**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Bemidji Area Schools uses the Letter Knowledge, Math Knowledge Assessments and an observation rubric to determine the number of students that meet this goal.
  - Data is disaggregated by identified subgroups.
- What strategies are in place to support this goal area?
  - Bemidji Area Schools increased the amount of time our students attend our preschool program to increase opportunity for learning. We have also integrated technology based activities into our curriculum to engage and enhance our student learning.

## All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2019-20 school year.</i></p> <p><b>Reading Goal-Grades Kindergarten - Third - 2018-2021</b> In support of all students <b>Read Well By Third Grade</b>, Bemidji Area Schools Kindergarten through third grade students will increase from: 56.75% of the students to 62.75% of the students reaching the Spring Mean Average RIT score identified by NWEA:            *Kindergarten Spring Mean Average RIT Target – 158.1            *First Spring Mean Average RIT Target – 177.5            *Second Spring Mean Average RIT Target – 188.7            *Third Spring Mean Average RIT Target – 198.6</p> <p><b>Reading Goal-Grades Third-Tenth-2018-2021:</b> Bemidji Area Schools’ district-wide “All Students” group will increase their proficiency of 57.17% in the spring of 2018 to 63% in the spring of 2021 as measured by the MCA Reading Assessment and identified on the North Star Report.</p>	<p><i>Provide the result for the 2019-20 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> Due to the COVID-19 Pandemic, Bemidji Area Schools did not assess students in Spring 2020.</p> <p><b>Results:</b> Due to the COVID-19 Pandemic, Bemidji Area Schools did not assess students in Spring 2020.</p>	<p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”</p> <p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)  <input type="checkbox"/> Not On Track (multi-year goal)  <input type="checkbox"/> Goal Met (one-year goal)  <input type="checkbox"/> Goal Not Met (one-year goal)  <input type="checkbox"/> Met All (multiple goals)  <input type="checkbox"/> Met Some (multiple goals)  <input type="checkbox"/> Met None (multiple goals)  <input type="checkbox"/> District/charter does not enroll students in grade 3  <input checked="" type="checkbox"/> Unable to Report</p> <p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)  <input type="checkbox"/> Not On Track (multi-year goal)  <input type="checkbox"/> Goal Met (one-year goal)  <input type="checkbox"/> Goal Not Met (one-year goal)  <input type="checkbox"/> Met All (multiple goals)  <input type="checkbox"/> Met Some (multiple goals)  <input type="checkbox"/> Met None (multiple goals)  <input type="checkbox"/> District/charter does not enroll students in grade 3  <input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Bemidji Area Schools uses NWEA MAP, MCA Reading Assessment, FAST, STAR and the LLI Assessments to identify needs in achieving grade level literacy. This year we were unable to collect the data due to Covid.



- Data is disaggregated by identified subgroups on the MCA Assessments. This year we were unable to collect the data due to Covid.
- What strategies are in place to support this goal area?
  - Bemidji Area Schools Strategies:
    - Bemidji Area Schools provide individualized learning opportunities for our students based upon their needs.
    - Our district is revitalizing our MTSS process in the K-3 schools
    - The district provides MTSS Specialists to train and coach staff on reading, math, science, and social studies instructional practices.
    - Our district increases parent involvement by hosting family nights, literacy nights, and conferences; and through ongoing two-way communications prior to Covid.
    - Our staff researches, develops and implements a relevant and rigorous curriculum.

### Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2019-20 school year.</i></p> <p><b>Achievement Gap Goal 1:</b> The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MCA Reading Assessment and identified on the North Star Report.</p> <ul style="list-style-type: none"> <li>• <u>Special Education</u> students’ “achievement level improved” rate will increase from 20.7 in the spring of 2018 to 26.7% in the spring of 2021.</li> <li>• <u>American Indian</u> students’ “achievement level improved” rate will increase from 24.1% in the spring of 2018 to 30.1% in the spring of 2021.</li> <li>• <u>Free and Reduced Lunch</u> students’ “achievement level improved” rate will increase from 23.8% in the spring of</li> </ul>	<p><i>Provide the result for the 2019-20 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> Due to the COVID-19 Pandemic in the spring of 2020, Bemidji Area Schools did not assess students.</p>	<p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”</p> <p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

<p>2018 to 26.8% in the spring of 2021.</p> <p><u>Two or More Races</u> students' "achievement level improved" rate will increase from 25.8% in the spring of 2018 to 28.8% in the spring of 2021.</p> <p><b>Achievement Gap Goal 1:</b> The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MCA Mathematic Assessment and identified on the North Star Report.</p> <ul style="list-style-type: none"> <li>• <u>Special Education</u> students' "achievement level improved" rate will increase from 16.03% in the spring of 2018 to 18.03% in the spring of 2021.</li> <li>• <u>American Indian</u> students' "achievement level improved" rate will increase from 13.29% in the spring of 2018 to 16.29% in the spring of 2021.</li> <li>• <u>Free and Reduced Lunch</u> students' "achievement level improved" rate will increase from 17.02% in the spring of 2018 to 20.02% in the spring of 2021.</li> <li>• <u>Two or More Races</u> students' "achievement level improved" rate will increase from 19.32% in the spring of 2018 to 22.32% in the spring of 2021.</li> </ul>	<p><b>Results:</b> Due to the COVID-19 Pandemic in the spring of 2020, Bemidji Area Schools did not assess students.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>
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Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - o Bemidji Area Schools utilized NWEA Map, MCA Assessments, FAST and Common Assessments to identify the needs in closing the achievement gap. This year we were unable to collect the data due to Covid.

- Data is disaggregated by identified subgroups on the MCA Assessments. This year we were unable to collect the data due to Covid.
- What strategies are in place to support this goal area?
  - At the annual August District Data Retreat, school and district teams examine MDE secure data for all state accountability tests based on student enrollment, analyzing academic standard strands, trends over time, grade levels, and subgroups compared to the State.
  - The data teams examine their data, analyze root cause, and create an Action Plan and SMART Goals. The teams report their results to their school staffs during the August teacher workshop.
  - The School Improvement Teams prepare School Improvement and Staff Development Plans, which are printed and posted on the district website, and shared with the Bemidji School Board, District Leadership Team, District Curriculum Advisory Committee and District Staff Development Committee.
  - Our district is revitalizing a system-wide Multi-Tiered Systems of Support (MTSS), which identifies a student’s needs (academic and/or social/emotional) and determines the most effective intervention to meet that need.
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**All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2019-20 school year.</i></p> <p><b>IV. College &amp; Career Ready:</b>  <b>Goal 1:</b> During the 2019-2020 school year, Bemidji High School will develop and initiate the next six Career Academies and develop community partnerships to support them. At least five students will enroll in each academy.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p><b>Results:</b> The Bemidji Area School District met their goal. Our district implemented the following Career Academies with support from our community partners:</p> <ol style="list-style-type: none"> <li>1. Agriculture</li> <li>2. Culinary Arts</li> <li>3. Entrepreneur</li> <li>4. Fire and Rescue</li> <li>5. Law Enforcement</li> <li>6. Leadership</li> </ol>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student group?
  - A survey was done last year to determine the need for additional Academies.
  - Enrollment data was also used to determine if this goal was met. Subgroups are identified and reviewed within the enrollment data.
- What strategies are in place to support this goal area?
  - Our district partnered with local businesses to provide opportunities for students to gain real-world experiences both inside and outside of the classroom.

- Our district created Bemidji Career Academies that allow students to expand and grow in their area of interest.
- Bemidji Area Schools staff connected with our community and business partners to support our youth and provide opportunities for our students.
- Our district continues to provide multiple opportunities for student to earn higher education credits in schools through our Career Academies, Advanced Placement, College in Schools and Post-Secondary Enrollment Options.

## All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><b>Graduation Goal 1:</b> Bemidji Area Schools four-year graduation rate will increase from 75.9% to 81.9% in the Spring of 2021 as measured by the MDE four-year graduation and identified on the North Star Report.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p><b>Results:</b> Per data via MDE's Minnesota Report Card, Bemidji Area Schools' four-year graduation rate increased slightly from 75.9% in 2018 to 78.0% in 2019, the most current available data.</p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>
<p><b>Goal 1A:</b> The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MDE four-year graduation and identified on the North Star Report.</p> <p>Special Education students' graduation rate will increase from 69.8% to 75.8% in the Spring of 2021.</p> <p>American Indian students' proficiency will improve from</p>	<p><b>1A Results – MN Report Card Four-Year Sub-Group 2019 Graduation Rates</b></p> <ul style="list-style-type: none"> <li>• <i>The graduation rate for <u>Special Education</u> students decreased to 61.8%</i></li> <li>• <i>The graduation rate for <u>American Indian</u> students stayed the same 46.0%</i></li> <li>• <i>Students eligible for <u>Free and Reduced Lunch</u> had an increased graduation rate to 59.9%</i></li> </ul>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

<p>46% in the Spring of 2018 to 52% in the Spring of 2021</p> <p>Free and Reduced Lunch students' proficiency will improve from 55.9% in the Spring of 2018 to 61.9% in the Spring of 2021</p> <p><b>Goal 2A: Bemidji High Schools</b> four-year graduation rate will increase from 88.3% to 94.3% in the spring of 2021.</p> <ul style="list-style-type: none"> <li>• Bemidji Area Learning Center's four-year graduation rate will increase from 14.6% to 20.6% in the Spring of 2021.</li> <li>• Bemidji Lumberjack High School's four-year graduation rate will increase from 39.1% to 45.1% in the Spring of 2021.</li> <li>• Bemidji First City School's four-year graduation rate will increase from 4.5% to 10.5% in the Spring of 2021.</li> </ul>	<p><b>2A Results – Minnesota Report Card Four-Year Graduation Rates 2019</b></p> <ul style="list-style-type: none"> <li>• <i>The Bemidji High School graduation rate decreased to 85.8%.</i></li> <li>• <i>The graduation rate for the Bemidji Area Learning Center increased to 25.7%.</i></li> <li>• <i>The graduation rate for Bemidji Lumberjack High School increased to 46.2%</i></li> <li>• <i>There was a slight increase in the graduation rate for First City School, with 5.0% rate.</i></li> </ul>	<p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p> <p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>
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Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Bemidji Area Schools uses MDE Graduation Rates and Bemidji Area School Graduation Counts to determine the needs for this goal.
  - Subgroups are identified and reviewed within the MCA and Bemidji Area Schools graduation data.
- What strategies are in place to support this goal area?
  - At the annual August District Data Retreat, school and district teams examine MDE secure data which includes our four and seven-year graduation rates.
  - Our district provides alternative pathways to graduation.
  - Bemidji Area Schools provide flexible options for students to earn credits towards graduation through alternate delivery methods, such as the AEC and the Academies.

**Bemidji Area Schools, at this point in time, does not have an Achievement & Integration plan.**

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your three-year plan (years 2017-20). If you are reporting on year 1 of your three-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals ([Minn. Stat. § 124D.862, subd. 8](#)).

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2019-22 plan.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

### Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
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Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report
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Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

**Please Note:** If you have more than two goals, copy and paste additional A&I Goal tables below.

### Integration

**Narrative is required; 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

### Impacts from Distance Learning

**Narrative is required; 200-word limit.**

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

## Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: \_\_\_\_\_

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

### Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

*Narrative is required; 200-word limit.*



- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

**Please Note:** If there are additional goals for this school, copy and paste this A&I goal table below.

## Integration

**Narrative is required; 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

## Impacts from Distance Learning

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## Achievement and Integration

**This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your three-year A&I plan (SY 2018-20). If you are reporting on year 1 of your three-year A&I plan (SY 2020-22), please use pages 16-22 of this document.**

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## Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

## Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan.	Provide the result for the 2019-20 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

**Please Note:** If you have more than two goals, copy and paste additional A&I Goal tables below.

## Integration

**Narrative is required; 200-word limit.**

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## Racially Identifiable Schools

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**School Name:** \_\_\_\_\_

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