



2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

~~Achievement and Integration (A&I) Progress Report~~

District or Charter Name: *Badger Public Schools Independent School District #676 (Badger ISD 676)*

Grades Served: *Pre-Kindergarten through Twelve*

WBWF Contact: *Kevin Ricke*

A and I Contact: *Not Applicable = N/A*

Title: *Superintendent/Principal K-12*

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This report has *one part* ~~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 2020-21 SY. 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 SY. 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 (2020-21) 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.

World's Best Workforce (WBWF) information is available on the website for Badger Public Schools ISD 676:

Please go to this website: www.badger.k12.mn.us

On the top horizontal green toolbar please click on "About Us"

Under the "W" in the directory please click on "Worlds Best Workforce"

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 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.

Reverse Timeline:

Anticipate Badger ISD 676 adopting WBWF Plan at the Public School Board Meeting Monday, December 13, 2021 at 7:00pm as presented/amended.

Annual school performance data in areas of proficiency, growth, achievement gap reduction and graduation rates was highlighted at the September 13 School Board Meeting during his Dean of Students report.

The annual public hearing to meet the statutory requirement for World's Best Workforce was held on December 13, 2021 at 5:30pm in Badger Community School Business & Tech Room 29. Badger ISD 676 staff participated in a staff development in-service training Monday, November 8 where a portion of the day was dedicated to reviewing annual WBWF goals as well as explore instructional strategies in conjunction with the Professional Learning Communities (PLC's) initiatives for the remaining academic year.

Staff Development Committee met on October 15 (and September 2) to prepare November 8 in-service where a portion of the day was dedicated to reviewing annual WBWF goals as well as collaboration through Professional Learning Communities (PLC's) for the remaining academic year. Each student's annual Minnesota Comprehensive Assessment (MCA) results for reading, mathematics and science as well as other data were mailed along with with the invitation to October 7, 2021 Parent-Teacher Conferences. Students and Parents also had an opportunity to discuss Ramp-Up to Readiness Rubric (Career and College Readiness Goals) with Teachers at conferences.

*Additional information is also available at the
Minnesota Department of Education (MDE) website:
www.education.state.mn.us > Data Center > Minnesota Report Card > My School (enter Badger)*

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 2020-21 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 <i>Listed in alphabetical order</i>	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes) <i>Not Applicable = N/A</i>
<i>Jim Christianson (through Dec. 31, 2020)</i>	<i>Community Resident Member School Board Vice Chair (through Dec. 31, 2020)</i>	
<i>Mike Coltom</i>	<i>Tech/Ind Tech Teacher Coaching Staff</i>	
<i>Becky Dostal</i>	<i>Community Resident Member ECFE & School Readiness Staff Elementary Teacher</i>	
<i>Jodie Davy (starting Jan. 11, 2021)</i>	<i>Parent Community Resident Member School Board Director (starting Jan. 11, 2021)</i>	
<i>Cari Dostal</i>	<i>Parent (through SY18-19) Community Resident Member School Board Clerk</i>	
<i>Curt Hauger (through Dec. 31, 2020)</i>	<i>Community Resident Member School Board Director (through Dec. 31, 2020)</i>	
<i>Erika Howell (for SY20-21)</i>	<i>Student Community Resident Member National Honor Society President</i>	
<i>Mr. Jamie Isane</i>	<i>Parent Community Resident Member School Board Chair</i>	
<i>Aulona Jasiqi (for SY21-22)</i>	<i>Student Community Resident Member Student Council Co-President</i>	
<i>Greta Lee (for SY21-22)</i>	<i>Student Community Resident Member Student Council Co-President</i>	
<i>Gretchen Lee</i>	<i>Parent Community Resident Member ECFE & School Readiness Staff FACS Teacher President of Badger Ed. Assoc. of Teachers</i>	
<i>Continues on next page</i>		

District Advisory Committee Members <i>Listed in alphabetical order</i>	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes) <i>Not Applicable = N/A</i>
<i>Isabella Monsrud (for SY20-21)</i>	<i>Student Community Resident Member Student Council President</i>	
<i>Janice Mostofi</i>	<i>Ramp Up to Readiness Coordinator Business & Tech Teacher</i>	
<i>Brent Olson (starting Jan. 11, 2021)</i>	<i>Parent Community Resident Member School Board Director (starting Jan. 11, 2021)</i>	
<i>Carol Rhen</i>	<i>Parent (through SY18-19) Community Resident Member School Board Treasurer</i>	
<i>Kevin Ricke</i>	<i>Community Member Superintendent/Principal K-12</i>	
<i>Jeremy Swenson</i>	<i>Parent Community Member Coaching Staff Substitute Transportation Staff School Board Vice Chair (starting Jan. 11, 2021)</i>	
<i>Hailey VonEnde (for SY21-22)</i>	<i>Student Community Resident Member National Honor Society President</i>	
<i>Mr. Stacey Warne</i>	<i>Parent Community Resident Member District Assessment Coordinator Dean of Students</i>	

Equitable Access to Excellent and Diverse Educators

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?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

Badger Schools continue to be fortunate to have a very veteran core teaching staff. As reported in the Minnesota Report Card, 90% of teachers are considered ‘veteran’ or= ‘experienced’ teachers; and 100% of courses were taught by properly licensed teachers during SY20-21.

Using the pre-COVID pandemic higher free/reduced meal percentages of 48.54% for elementary and 47.91% for secondary from the previous SY19-20 at that time the district was classified as neither high nor low poverty district. Due the free meal USDA program statewide for SY20-21 our free/reduced meal count is lower in the thirty-percentile range; therefore, again, neither high nor low poverty district for SY20-21.

Student to Teacher Ratio is 11.15 to 1 = 223 K-12 students / 20 teachers.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

Since all core teachers at the elementary are highly qualified and considered to be in good standing, it is clear that students have equitable access to high quality teachers.

At the high school, all core content area teachers are also duly licensed and in good standing. All students within the grade level are taught by the same teachers.

No staff have been identified as needing improvement.

Badger School goals are congruent with state priorities of improving student achievement and engagement, reducing achievement gaps and other goals established by the World's Best Workforce Plan.

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? 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.

Racial and ethnic student groups at Badger include: American Indian or Alaska Native (0.4%), Hispanic or Latino (0.9%), Black or African-American (2.1%), Asian (2.1%), Two or more races (2.1%), White or Caucasian (92.3%) according to the local enrollment data. At this time all teaching staff have self-identified as Caucasian. Badger has a very veteran teaching staff all in good standing.

- 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.

In addition to listing teaching vacancies on state-level and nationwide job-posting websites...

Badger ISD 676 explored virtual education career fairs during COVID attempting to recruit diverse teachers candidates (i.e., American Indian teachers, teachers of color) to apply for open vacancies in our school as well as partnering with other school districts in our northwestern Minnesota geographic region. By collaborating as a group we were able to share resources to reach out/connect with potential teacher candidates. This allows schools to attend recruiting events outside of the immediate local geographical area and to increase

the number of diverse teacher candidates who may wish to explore employment within one or more of our collaborating school districts located here in greater northwestern Minnesota.

We strive to increase the number of diverse teacher candidates (i.e., teachers of color, American Indian). Base number in SY20-21 was zero (0).

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 2020-21 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.

Badger ISD 676 publicly approves/reports Teacher Seniority list along with their licensure function codes.

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. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p><i>All students entering Kindergarten will demonstrate age appropriate social interaction skills with their peers.</i></p> <p><i>Documentation occurs in all of the developmental domains outlined in the Creative Curriculum and benchmarks are utilized to determine if a child can perform daily activities at an age appropriate level.</i></p>	<p><i>Unable to Report results because of disruptions due to COVID-19 pandemic</i></p> <p><i>Some not all students were assessed up to three (3) times throughout the year monitoring benchmark skill development utilizing a variety of assessments.</i></p> <p><i>During pandemic Parent virtual meetings were conducted on two three separate occasions during the academic year.</i></p>	<p><u>X</u> <i>Met Some (multiple goals)</i></p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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?

Working closely with the Northwest Community Action organization which provides the Head Start Pre-School Teacher: meetings and discussions occur regularly throughout the year with the parent(s) of students as well as the existing Kindergarten teacher to ensure the child is ready for school when entering Kindergarten. The "Creative Curriculum" is utilized to identify benchmarks as well as recommend strategies to ensure each child has met designated benchmarks as defined within curriculum prior to entering Kindergarten.

Early Childhood staff also monitor student progress toward kindergarten readiness via observations and checklists. Additionally, the district does follow up with students in Kindergarten and first grade, using early literacy assessments, for benchmarking, screening and progress monitoring.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Spring 2019: 50.0% of Badger third grade students achieved Grade 3 Reading proficiency according to MCA assessments.</i></p> <p><i>Grade 3 Goal: Proficiency for Spring 2021 third graders at Badger Elementary School will be at or above 53% on the Minnesota Comprehensive Assessments in Reading. This represents a target goal of 3% increase in proficiency rates from Spring 2019, which is the last MCA data available.</i></p>	<p><i>Spring 2021 Grade 3 Reading proficiency results:</i></p> <p><i>60% = 6 out of the 10 total third graders do Meet or Exceed.</i></p>	<p><i>X Goal Met (one-year goal)</i></p> <p><i>Please note that statewide the 2021 Grade 3 Reading proficiency was 48.48%</i></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?
- What strategies are in place to support this goal area?

Goal met was good news! Other than when individual students had to either isolate as a positive COVID case or quarantine as an identified close contact exposure - Badger Elementary students were very fortunate to remain at school with the in-person learning model for the duration of the SY2020-2021 school. Please note in addition to MCA's, our teachers will continue to use locally developed classroom assessments to determine grades and student growth as well as other longitudinal benchmarking assessments, which include but are not limited to: Dibbels, STAR, and MWEA MAP. Additionally, small group and/or individual tutoring is provided by licensed teachers in both reading and math through Title IV grants.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status																																				
<p><i>Decrease the District Wide achievement gap indicated by the MCA Reading subgroup population results for Students eligible for Free/Reduced Priced Meal compared to All Students districtwide from the previous year.</i></p>	<p><i>Data is not available on the North Star Report for SY2020-21; therefore, unable to report</i></p> <p><i>Students eligible for Free/Reduced Priced Meal Students Districtwide:</i></p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;"><u>2021</u></td> <td style="text-align: center;"><u>2020</u></td> <td style="text-align: center;"><u>2019</u></td> </tr> <tr> <td><i>Badger All</i></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">70.2%</td> </tr> <tr> <td></td> <td colspan="3" style="text-align: center;"><i>(124 in 2019) Students</i></td> </tr> <tr> <td><i>Badger FRPL Meal</i></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">61.5%</td> </tr> <tr> <td></td> <td colspan="3" style="text-align: center;"><i>(52 in 2019) Students</i></td> </tr> <tr> <td><i>Badger Achievement Gap:</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>All – FRPL =</i></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">8.7%</td> </tr> <tr> <td><i>All Students Statewide</i></td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;">59.1%</td> </tr> <tr> <td></td> <td colspan="3" style="text-align: center;"><i>(448,778)</i></td> </tr> </table>		<u>2021</u>	<u>2020</u>	<u>2019</u>	<i>Badger All</i>	_____	_____	70.2%		<i>(124 in 2019) Students</i>			<i>Badger FRPL Meal</i>	_____	_____	61.5%		<i>(52 in 2019) Students</i>			<i>Badger Achievement Gap:</i>				<i>All – FRPL =</i>	_____	_____	8.7%	<i>All Students Statewide</i>	_____		59.1%		<i>(448,778)</i>			<p><u>X</u> <i>Unable to Report</i></p>
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Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

The district relies on the state’s North Star Report and SLEDS for this measure. The North Star and SLEDS updated reports have not been made available yet, presumably due to the pandemic, so we are unable to report results. STAR 360 longitudinal data from the previous year is also not available, according to the owners of Renaissance Learning. This impacts the reporting for any and all student subgroups.

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?

Data used includes results of MCA Math, Reading and Science tests, along with local data including MWEA Measures of Academic Progress (MAP) benchmark and STAR 360 assessments and formative assessments developed by teachers are used to approximate a baseline and to determine student growth.

There were a small number of families that opted for the distance-learning model all year to protect vulnerable family members from COVID exposure. A combination of synchronous and asynchronous lessons/tutoring/intervention via Google Meets and Zoom were provided to students and families navigating remote learning.

The district implements a Title I program in the elementary, which provides reading and math support. A combination of synchronous and asynchronous lessons/tutoring/intervention via Google Meets and Zoom was also provided to remote learning students and families navigating remote learning.

During in-person learning, small group and/or individual tutoring continued to be provided by licensed teachers in both reading and math through Title One services, as well as assistance to students and families navigating distance learning remotely from home when short-term quarantining and/or isolating.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>1. Badger ISD 676 11th grade students will perform at or above the national average of 50% on the Armed Services Vocational Aptitude Battery (ASVAB) in Verbal Ability, Math Ability and Science/Technical Ability.</p>	<p>Fall 2021 Results (Current Juniors in SY21-22): Verbal Ability: 54.1 Math Ability: 55.21 Technical Ability: 52.62</p> <p>ASVAB Goal Met in 3 of the 3 areas. Additionally, students performed better in all 3 areas than the previous year (there was growth in each area)</p> <p>Fall 2020 Results (Current Seniors in SY21-22): Verbal Ability: 51.76 Math Ability: 53.06 Technical Ability: 50.76</p>	<p>X Goal Met (one-year goal)</p>

Goal	Result	Goal Status
<p>2. <i>Students in grades 7-12 will complete the Ramp-Up to Readiness Advisory Program partnered with Readiness Rubrics to assess their readiness in areas like grades, academic belief, self-management, effort and persistence, and standardized an college entrance test scores.</i></p>	<p><i>Due to COVID-19 pandemic and public health guideline restrictions for in-person events during SY20-21, students hopefully in the future will share their Readiness Rubrics at traditional in-person Parent-Teacher Conferences during October and February as well as spring registration for courses hopefully next year in a traditional non-COVID school year.</i></p>	<p><u>X</u> <i>On Track (multi-year goal)</i></p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

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?

Data used for this goal for this year are results from ASVAB testing and completion of career exploration activities as part of the Ramp-Up-To-Readiness curriculum.

The ASVAB test was administered in the fall of 2021.

The Ramp-Up-To-Readiness curriculum provides real-world exposure/training in areas of personal finance, finding employment, goal setting, etc.

These were identified by stakeholders during the planning process as an important part of education and preparation for post-secondary life.

Multi-year goal in progress: Ramp-Up-To-Readiness Advisory Program partnered with Readiness Rubrics as well as academic report cards.

CCR graduation plans are created and reviewed by secondary students grades 7-12 with the assistance of advisors and parents. Student progress is monitored and communicated with parents periodically each year; especially throughout senior high school years grades 9-12.

All Students Graduate

Goal	Result	Goal Status
<p><i>One hundred percent of the students at the Badger School District will graduate in four years as measured by the Minnesota Department of Education 4-Year Graduation Rate</i></p> <p><i>4-Year Cohort Rate for Badger Class of 2019: 76.2% (16 graduates)</i></p> <p><i>4-Year Cohort Rate for Badger Class of 2018: 88.9% (16 graduates)</i></p>	<p><i>MDE data is offset by one year so the most recent Class of 2021 not available yet;</i></p> <p><i>4-Year Graduation Rate for Class of 2020 (last reported year) 100% (13 graduates)</i></p> <p><i>Again, please note that the 4-Year Graduation Rate does <u>not</u> include the most recent graduating class of 2021</i></p>	<p><i>X Met Some (one-year goal)</i></p> <p><i>For the 25 Seniors in the Class of 2020 enrolled at the start of SY2020-2021, 96% (=24 out of 25) did graduate in May.</i></p> <p><i>Need to wait to see the release of the 4-Year Cohort Graduate Rate will be.</i></p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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 that the 4-Year Graduation Rate does not include the most recent graduating class of 2021 Adjustments to the cohort counts are made for students who transfer into the school or for students who transfer out to another educational program offering a diploma.

To compute Badger's 4-Year Graduation Rate for the Class of 2020: The number of Badger graduates in 2020 divided by the count of students that entered 9th grade for the first time back in SY2016-2017 (the cohort). Multiply this by 100 to provide the percentage where applicable.

Academic planning and four year graduation plans are created and reviewed by students with the assistance as needed. Student progress is monitored and communicated with parents periodically throughout the four-year High School year span. The goal of the Badger School District is to have 100% of eligible students successfully complete graduation requirements each and every year. Anything less is not meeting our goals, standards or expectations as a School District.