



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

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

**District or Charter Name:** Bemidji Area Schools

**Grades Served:** PreK-12

**WBWF Contact:** Colleen Cardenuto

**A&I Contact:** Type response here

**Title:** Director of Curriculum and Administrative Services

**Title:** Type response here

**Phone:** 218-333-3100 31103

**Phone:** Type response here

**Email:** Colleen\_Cardenuto@isd31.net

**Email:** Type response here

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes  No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I 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.

**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 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. 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 2020-21 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 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	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	Assistant High School Principal	
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	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Ann Long Voelkner	Bemidji School Board Member	
Tim Lutz	Superintendent of Bemidji Area Schools	
Amanda Mix	Teacher on Special Assignment Distance Learning 4th 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	
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 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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?
  - Who was included in conversations to review equitable access data?

**Limit response to 200 words.**

• 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.

- 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.**

- 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.
- 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? 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 is striving to increase the number of American Indian and Special Education staff in our district.
- Bemidji Area Schools would need approximately 20.42% additional American Indian staff members to reflect our student population. Staffing: ▪ Bemidji Area School has 8 FTE American Indian licensed staff out of 383.9 FTE licensed staff for a rate of 2.08 % American Indian Licensed staff population. Bemidji Area Schools employs 18 FTE non-licensed staff out of 451 FTE non-licensed staff for a rate of 3.99 % non-licensed American Indian staff.

	2019		2020		Change
Licensed	15.58/412.44	3.78%	8/383.9	2.08%	-1.7%
Non-Licensed	20.78/423.84	4.90%	18/451	3.99%	-.91%

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 the Office of Indian Education, tribal colleges and a variety of other places to expand the diversity of our applicant pool.](#)

Type response here

## 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.

## 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>Provide the established SMART goal for the 2020-21 school year.</p> <p>Literacy Knowledge – Students enrolled in Bemidji Area Schools Pre-K programs will improve their foundational skill of letter knowledge so that 75% of students will demonstrate acquisition of 10 out of 26 upper case letters as measured by the Spring DRDP 2021 Pre-K assessment.</p> <p>Math Knowledge – Students enrolled in Bemidji Area Schools Pre-K programs will improve the foundational skill of number recognition so that 70% will recognize 8 out of 11 numbers (0-10) by the Spring DRDP 2021 Pre-K assessment.</p> <p>Safe &amp; Welcoming Environment - During the 2020-2021 school year, one hundred (100%) of all classroom teachers will implement the Second Step Social Emotional Curriculum in an effort to reduce the number of behavior infractions.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>In the school readiness pre-k program, 87% of students achieved the goal of capital letter knowledge by the spring of 2021.</p> <p>In the school readiness pre-k program, 87% of students achieved the goal of number recognition of 0-10 by the spring of 2021.</p> <p>In the school readiness pre-k program, 100% of the classroom teachers achieved the goal of implementing the Second Step Social Emotional Curriculum.</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 checked="" 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>



**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?
  - Bemidji Area Schools uses the DRP Letter and Math Knowledge Assessments and an observation rubric to determine the number of students that meet this goal.
- How is this data disaggregated by student groups?
  - 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.
  - Bemidji Area School staff utilizes progress monitoring tools, formative assessments and engage in PLC Discussions which focus on improving letter knowledge for all students to determine progress toward our goal.

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

Goal	Result	Goal Status
<p><b>Reading Goal-Grades Kindergarten - Third - 2018- 2021</b>            In support of all students Read Well by Third Grade, 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:</p> <p>*Kindergarten Spring Mean Average RIT Target – 153.09</p> <p>*First Spring Mean Average RIT Target – 171.40</p> <p>*Second Spring Mean Average RIT Target – 185.57</p> <p>*Third Spring Mean Average RIT Target – 197.12</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Bemidji Area Schools Kindergarten through third grade students will increase from: 56.75% of the students to 60.02% of the students reaching the Spring Mean Average RIT score identified by NWEA.</p> <ul style="list-style-type: none"> <li>➤ Results: The Bemidji Area Schools Kindergarten subgroup scored an overall RIT score of 155.74 on their Spring 2021 NWEA Map Reading Assessment. The goal was met.</li> <li>➤ Results: The Bemidji Area Schools First Grade subgroup scored an overall RIT score of 172.5 on their Spring 2021 NWEA Map Reading Assessment. The goal was met.</li> <li>➤ Results: The Bemidji Area Schools Second Grade subgroup scored an overall RIT score of 183.3 on their Spring 2021 NWEA Map Reading Assessment. The goal not met.</li> </ul>	<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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<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.</p>	<p>➤ Results: The Bemidji Area Schools Third Grade subgroup scored an overall RIT score of 195.3 on their Spring 2021 NWEA Map Reading Assessment. The goal was not met.</p> <p><i>Third-Tenth Grade Spring 2019 MCA Reading Results:</i> Bemidji Area Schools district-wide “All Students” group did not meet the set goal, achieving 49.8% proficiency.</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?  
Bemidji Area Schools uses NWEA MAP, MCA Reading Assessment, FAST, STAR and the LLI Assessments to identify needs in achieving grade level literacy.
- How is this data disaggregated by student groups?
  - Data is disaggregated by identified subgroups from the MCA’s. We review this data on an ongoing basis to continually improve.
- 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 continually improving our MTSS process in our 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. Some of these activities have had to be placed on hold due to COVID or have become virtual.
- Our staff researches, develops and implements a relevant and rigorous curriculum.

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Achievement Gap Goal 1: The Bemidji Area Schools will close the achievement gap for the following subgroups as measured by the MCA Reading Assessment.</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 2018 to 26.8% in the spring of 2021.</li> <li><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.</li> </ul> <p><b>Achievement Gap Goal 1:</b> The Bemidji Area Schools will close the achievement gap for the following</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><b><i>Third-Tenth Grade MCA Reading Closing the Achievement Gap Results 2018-2021</i></b></p> <ul style="list-style-type: none"> <li>• Bemidji <u>Special Education</u> students’ “achievement level improved” rate increased from 20.7 in the Spring of 2018 to 23.2% in the Spring of 2021.</li> <li>• Bemidji <u>American Indian</u> students’ “achievement level improved” rate increased from 24.1% in the Spring of 2018 to 32.5% in the Spring of 2021.</li> <li>• Bemidji <u>Free &amp; Reduced Lunch</u> students’ “achievement level improved” rate increased from 23.8% in the Spring of 2018 to 32.5% in the Spring of 2021.</li> <li>• Bemidji <u>Two or More Races</u> students’ “achievement level improved” rate increased from 25.8% in the Spring of 2018 to 42.7% % in the Spring of 2021.</li> </ul> <p><b><i>Third-Tenth Grade MCA Math Closing the Achievement Gap Results 2018-2021</i></b></p>	<p><b><i>Check one of the following:</i></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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>subgroups as measured by the MCA Mathematic Assessment.</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>	<ul style="list-style-type: none"> <li>• <u>Special Education</u> students' "achievement level improved" rate increased from 16.03% in the Spring of 2018 to 19.8% in the Spring of 2021.</li> <li>• <u>American Indian</u> students' "achievement level improved" rate increased from 13.29% in the Spring of 2018 to 21.9% in the Spring of 2021.</li> <li>• <u>Free &amp; Reduced Lunch</u> students' "achievement level improved" rate increased from 17.02% in the Spring of 2018 to 24.7% in the Spring of 2021.</li> <li>• <u>Two or More Races</u> students' "achievement level improved" rate increased from 19.32% in the Spring of 2018 to 38.8% % in the Spring of 2021.</li> </ul>	

**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?
  - Bemidji Area Schools utilized NWEA Map, MCA Assessments, FAST and Common Assessments to identify the needs in closing the achievement gap.
  - Data is disaggregated by identified subgroups on the MCA Assessments.
  
- 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. They 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 utilizing a system-wide Multi-Tiered Systems of Support (MTSS), which identifies student's needs (academic and/or social/emotional) and determines the most effective intervention to meet that need.

**All Students Career and College-Ready by Graduation**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><b>College &amp; Career Ready: Goal 1:</b> During the 2019-2021 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 2020-21 school year that directly ties back to the established goal.</p> <p>The Bemidji Area School District met their goal. Our district has implemented 15 Career Academies in all. Thanks to the support from our community partners we are offering the following Career Academies:</p> <ol style="list-style-type: none"> <li>1. Business</li> <li>2. Health Careers</li> <li>3. Mechatronics/Manufacturing</li> <li>4. PLTW-Pre Engineering</li> <li>5. Light, Sound &amp; Video</li> <li>6. Construction Trades</li> <li>7. Agriculture</li> <li>8. Culinary Arts</li> <li>9. Leadership</li> <li>10. Aerospace Tech</li> <li>11. Art and Design</li> <li>12. Automotive Technology</li> <li>13. Child Care and Professional Education</li> <li>14. Natural Resources Management</li> <li>15. Public Services</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 checked="" 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>

**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?
  - A survey was done two years ago 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 the Schools and Post-Secondary Enrollment Options.

Type response here

**All Students Graduate**

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 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 2021as measured by the MDE four-year graduation rate.</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 rate</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 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>Bemidji High Schools four-year graduation rate will increase from</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><b>Bemidji Area Schools four-year graduation rate increased slightly from 75.85% in 2018 to 78% in 2020.</b></p> <p><b>Bemidji Area Schools Four-year Special Education graduation rate increased slightly from 69.8% in 2018 to 68.7% in 2021.</b></p> <p><b>Bemidji Area Schools Four-year American Indian graduation rate increased slightly from 46% in 2018 to 46.8% in 2021.</b></p> <p><b>Bemidji Area Schools Four-year Free and Reduced graduation rate increased slightly from 55.9% in 2018 to 63.7% in 2021.</b></p> <p><b>Bemidji High Schools Four-year Free and Reduced graduation rate increased slightly from</b></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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
57.6% to 64.3% in the spring of 2021.	55.9% in 2018 to 87.9% in 2021.	

**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?
  - 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.
  - Our district monitors the progress of our students to ensure that they are on track to graduate.

Type response here

## 2020-21 Achievement and Integration (A&I) Progress Report

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 is on track. 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 2020-21 A&I plan goals for each of those schools were on track.

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).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### **This progress report has two parts:**

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

*MDE understands this past school year (2020-21) brought on 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.*

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

## Achievement and Integration

**District Name:** Type response here

**A and I Contact:** Type response here

**Title:** Type response here

**Phone:** Type response here

**Email:** Type response here

### ***Annual Public Reporting***

**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***

**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 2020-21 school year.

***Achievement and Integration Goal 1***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 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."	<b>Check one of the following:</b> <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?

Type response here

***Achievement and Integration Goal 2***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 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?

Type response here

***Achievement and Integration Goal 3***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 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 three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here



### ***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 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

### ***Impacts from Online Learning***

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

Briefly explain how you modified your strategies this past school year 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 2021-22 school year?

Type response here

## Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section 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	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 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?

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***Achievement and Integration Goal 2***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
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Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
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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 three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

### ***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 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

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Type response here