

2014-2015 World's Best Workforce Report Summary

District or Charter Name: **Bdote Learning Center**

Contact Person Name and Position: **Angela Christian, Operations Manager**

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

The 2014-15 school year was the first year for Bdote Learning Center (Bdote). The District Advisory Committee (DAC) was not established as defined by the WBWF Planning Tool. However, the Board of Directors did review the data from the 2014-15 school year in preparation for the 2015-16 school year and for the recruitment and hiring of a new school leader.

The school leader hired during the year prior to opening the school stayed for two months, March and April 2014. In May of 2014, Bdote hired an Interim Director; who subsequently was named Executive Director. However, in June 2015, both the Executive Director and the Director of Curriculum ended their roles at Bdote. The board expects to fill the Executive Director position by the end of the calendar year.

The World's Best Work Force Annual Report will be posted on Bdote's website, <http://www.bdotelearningcenter.org/audits---reports.html> Currently, the general Annual Report is posted there.

Annual Public Meeting

An annual meeting will be completed to review the achievements of the 2014-15 school year by March 1, 2016. In future years, the annual meeting will be scheduled in August or September to allow time for the school director, board and DAC to compile and analyze the previous years' data.

District Advisory Committee

The District Advisory Committee (DAC) will be established and an annual meeting will be completed to review the achievements of the 2014-15 school year by March 1, 2016. The DAC will include teachers, parents, support staff, students and other community residents. It will be the responsibility of the new Executive Director to organize this committee.

Goals and Results

Overview of each of the WBWF goals

1) *All children are ready to start kindergarten.*

Bdote does not provide any pre-Kindergarten services.

2) *All third-graders can read at grade level.*

MCA Testing		2014-15		
		Goal	Actual	Met?
Bdote Goal #2 Minimum academic MCA requirements				
School-wide MCA Reading % of students proficient		30%	12.5%	Not Met
School-wide MCA Math % of students proficient		20%	12.5%	Not Met
Bdote Goal #5 Comparison with Mpls district school Anishinabe				
Gr. 3-8 MCA: %points above in reading and math when Compared with Mpls sites with comparable demographics		10%	Math -8.4% Reading 5.2%	Not Met
Bdote Goal #6 Student performance in comparison with other MN sites				
Gr. 3-8 MCA: % points above in reading and math when Compared with sites in MN with comparable demographics		Same	Comparison Not Determined	

During the 2014-15 school year, Bdote had sixteen third-grader students take the MCA-III tests. 12.5% of these students (2 students) tested at the proficient level. Due to the small number and the fact that this was their first year at Bdote, it is hard to say if these results are reflective of the learning at Bdote.

2015 spring MCA scores for 3rd grade

MCA-III % proficient								
	All Students			American Indian/Alaskan Native				
	Bdote		State	Bdote		Anishinabe	Mpls. Public Schools	State
3rd Grade	# stu			# stu				
Math	16	12.5%	70.9%	14	14.3%	22.7%	20.9%	51.2%
Reading	16	12.5%	58.7%	14	14.3%	9.1%	21.9%	40.5%

The numbers of third graders are fairly low at both Bdote and at Anishinabe Academy and the resulting

proficiency percentages are significantly impacted by a single student achieving proficiency. Bdote's intention of meeting the Metro Area proficiency levels (of similar schools) in year one seem to have been met with Bdote slightly exceeding Anishinabe in reading proficiency percent and Anishinabe slightly exceeding Bdote in math percentage. The challenge with regard to meeting the State proficiency for demographically similar students remains.

3) *All achievement gaps between students are closed.*

MCA Testing: as seen in figure 8, the MCA scores do not indicate that the achievement gap is closing.

4) *All students are ready for career and/or postsecondary education.*

Bdote does not have any high school students or alumni.

5) *All students graduate from high school.*

Bdote does not have any high school students or alumni.

Identified Needs Based on Data

Bdote's vision is to break the intergenerational cycle of poverty in the Minneapolis American Indian community that both threatens the potential and promise of American Indian youth and destroys chances of long-term economic prosperity for the community. Therefore, the district areas of focus in 2014-15 were based on implementation of the plan outlined in Bdote's charter application based on the following data.

- American Indian high school students had the lowest graduation 4-yr. graduation rates (17% vs. 48.6% for all students) and highest dropout rates (9.4% vs. 3.6% for all student) of any racial/ethnic group in the system.¹
- American Indian students' academic challenges are evident at Anishinabe Academy, a MPSD "magnet school focusing on high academic achievement through Native American culture and language".² In 2013, 11% of students were proficient in reading (23 out of 206) compared to an average of 58% statewide; and only 13% were proficient in math (28 out of 212) compared to 60% statewide.

Systems, Strategies and Support Category

Students

Bdote used the Beginning Kindergarten Assessments (BKA) and the NWEA MAP to test students at the beginning of the year to understanding students' knowledge and skills at the beginning of the school year. Teachers used daily assessments such as observation and students' progress on daily work and classroom participation to determine if adjustments needed to be made to the instruction or if remediation needs to occur.

¹ MPS REA Department, September 11, 2011

² <http://anishinabe.mpls.k12.mn.us>

Data on standardized tests was disaggregated by gender, ethnicity, FRL status and grade. Beginning of year data was provided to the board in the fall. Thereafter, academic updates are provided during the Executive Directors' report at monthly board meetings.

Teachers and Principals

The annual performance review is conducted for all staff and includes appreciative inquiry evaluation tied back to student and school performance based on the value-added model. The board evaluates the Director and the Director evaluates all license and non-licensed staff. Staff development opportunities addressed areas that needed further development and interests identified by the staff in the performance review. Bdote has ten days of planning each year for staff to work together in teams to align the curriculum, instruction and assessment strategies to ensure that the place-based, experiential, rigorous academics, American Indian culture and language immersion mission is upheld.

In addition to individual staff reviews, Charter School Partners conducted a mid-year school review. The strength identified were developing students' ability to speak Dakota or Ojibwe, growing community support and staff engagement. The challenges identified the need for math and literacy curriculum and instructional support. Additionally, classroom management was a challenge for many teachers. Bdote brought on an immersion and culture specialist once a month for observation and feedback. The Director of Director of Teaching and Learning focused on the curriculum and instruction concerns.

District

Prior to the opening of the school, the board raised funds to translate and develop curriculum in both Dakota and Ojibwe; in addition to researching best practices in immersion education. Consequently, Bdote started the year with ten days of professional development to build the team and establish the culture of high expectations in a place-based immersion environment. While progress throughout the year was slower than anticipated, the commitment of staff and board persisted.

During the 2014-15 school year, there was a Director of Teaching and Learning in addition to the Principal to support teachers and students. Based on the challenges of the 2014-15 year, the board secured funds for the addition of a Director for Language Development, that can focus on Dakota and Ojibwe, to solidify the core educational programming.