



2016-17 World's Best Workforce Report Summary

District or Charter Name:

Grades Served:

Contact Person Name and Position:

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: 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.]

□ <http://www.bdotlearningcenter.org/reports---audit.html>

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

□ October 23, 2017

1c. District Advisory Committee

[Note: 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 2016-17 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 Member	Role in District
Beth Brown (Co Chair)	Teacher and Board Member
Graham Hartley (Co Chair)	Community Member and Board Member
Kari Sandin	Community Member
Monica Briggs	Parent and Teacher
Veronica Briggs	Parent and Teacher
Laura Potter	Parent and Reading Coach
Caley Pieper	Paraprofessional
Paula Kostman	Parent
Mark Rockymore	Paraprofessional
Mary Abraham	Grandparent

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School: There was no 2016-2017 goal in this area. Bdote does not have a PreK component.

Goal	Result	Goal Status
		<p><i>Check one of the following:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Goal Met</i><input type="checkbox"/> <i>Goal Not Met</i><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Goal 1: 30% of Bdote's 3rd grade students will be proficient in reading on the MCA</i></p> <p><i>Goal 2: 10% more of Bdote's 3rd grade students will be proficient in reading as compared to our comparison school's 3rd graders</i></p>	<p><i>0% of Bdote 3rd grade students were proficient on the MCA assessments.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p><i>Goal 1: 30% of Bdote's 3rd-5th grade students will be proficient in reading on the MCA</i></p> <p><i>Goal 2: 20% of Bdote's 3rd-5th grade students will be proficient in math on the MCA.</i></p>	<p><i>0% of 3rd-5th grade students were proficient in math and/or reading on the MCA assessment.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<i>Bdote did not have a goal in this area for 2016-2017</i>		<p><i>Check one of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>

2e. All Students Graduate

Goal	Result	Goal Status
<i>Bdote did not have a goal in this area for 2016-2017.</i>		<p><i>Check one of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

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.

- *0% of our students were proficient on the 3rd grade Reading and Math MCA. To work on this a reading coach was hired and tier one and two interventions were initiated. Individual Learning Plans (ILPs) were completed for every student with parent, teacher, and student input.*
- *91% of our students are below grade level in reading and 92% are below grade level in math based on the start of school NWEA MAP Assessments.*
- *19% of our students are habitually truant. Our school success team works with parents on reducing obstacles to getting students to school.*
- *Only 40% of Bdote's students had attendance of 95% or higher. Bdote planned incentives and worked with families to reduce obstacles standing in the way of getting students to school.*
- *Four of Bdote's teachers were licensed under community expert provisions. Seventeen days of professional development and coaching by teaching experts helped to support new teachers. Teachers were encouraged and continue to be encouraged to enroll in licensure programs and participate in further staff development. Four teachers will complete licensure in 2017-2018.*
- *Over one-third of Bdote students are homeless or highly mobile based on admission data.*
- *Bdote students learn in Dakota and Ojibwe, not English. Research shows a lag in English-based testing scores..*

4. Systems, Strategies and Support Category

4a. Students

Bdote used the Beginning Kindergarten Assessment (BKA) and the NWEA MAP to assess students at the beginning of the school year. The Ending Kindergarten Assessment was completed in the spring. The NWEA MAP assessments in reading and math were given to all students just after starting school, in January, and in May. Teachers used daily assessment tools such as observation and quizzes to determine if adjustments needed to be made to instruction or if remediation needed to occur.

Our reading specialist looks over data with teachers to determine interventions that are used with students. Teachers meet regularly to view math data and discuss interventions.

- o *Our numbers are small enough that disaggregating data cannot be done while maintaining data privacy*

4b. Teachers and Principals

- ☐ *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - o *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*
 - ☐ *The annual performance review is conducted for all staff by either the Director of Administration or the Director of Operations (depending on who is reported to). Teachers are evaluated based on at least three observations using the Charlotte Danielson's Framework for Teaching. Bdote chose to apply for Q Comp and utilize a peer coaching method of evaluating and coaching teachers starting in the 2016-2017 school year. One Danielson's Framework domain is chosen every year to be the focus of the school professional development. The Curriculum Committee, chaired by school board member Kate Beane, evaluates the school curriculum and advises the school on changes that need to be made.*
 - ☐ *Teachers have 14 days of professional development throughout the school year with seven at the beginning of the school year. The professional development was taught by curriculum experts, mental health experts, and Dakota and Ojibwe cultural experts. All teachers ending 2015-2016 returned in fall of 2016. Bdote's teacher retention shows that the professional development is improving.*
- ☐ *The Director of Administration and Director of Operations are evaluated by the board each spring.*

4c. District

- ☐ *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*
 - ☐ *Bdote raised funds from the Administration for Native Americans to translate and develop curriculum in Dakota and Ojibwe for grades K-3. During the 2015-2016 school year that curriculum was evaluated and enhanced with assistance from the curriculum team. 4th grade was added and developed during the school year with assistance from elders and curriculum experts. A Technology Specialist was added during the 2015-2016 school year to work with students and teachers on using technology in the classroom and oversee technology based assessments.*
 - ☐ *Teachers started meeting weekly on Tuesdays after school according to language (Dakota or Ojibwe) to work on classroom practices, academics, and language.*

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- ☐ Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.
- District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.
 - Include how the district reviews data to examine the equitable distribution of teachers.
 - Strategies used to improve students' equitable access to experienced, effective and in-field teachers.

As an Ojibwe and Dakota immersion school, it is difficult to find licensed qualified teachers. Of Bdote's nine teachers during the 2015-2016 school year, six were on community expert provisions. Of those six teachers, four are currently in teacher licensure programs that will award K-6 licensure as well as a master's degree in education. With such a unique model, Bdote has already determined that we will need to develop our own teachers instead of being able to hire already prepared teachers. Bdote continues to work with area universities to enhance the pool of immersion teachers.