2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.
When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019.
Save your specific survey link for easy access to your district/charter's summary report.
Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.
If you would like a Word copy of the summary report questions, you can access the document **here**.

Cover Page

District or Charter Name

Bdote Learning Center

Grades Served

Please check all that apply:

Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade

WBWF Contact Information

WBWF Contact Name

Cynthia Ward-Thompson

WBWF Contact Title

Director

WBWF Contact Phone Number

6127299266

WBWF Contact Email

cindy@bdote.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

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 link to the district's WBWF annual report and A&I materials.

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

https://img1.wsimg.com/blobby/go/e090f72d-2f6f-44c8-bb34-2e8c3581bcbe/downloads/2018-2019%20Bdote%20Annual%20Report.pdf?ver=1576009272803

Provide the direct website hyperlink to the A&I materials.

Annual Public Meeting

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 2018-19 school year.

October 28, 2019

World's Best Workforce

District Advisory Committee

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 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Beth Brown	Teacher	
District Advisory Committee Member	Graham Hartley	Board Member	
District Advisory Committee Member	Caley Pieper	Staff Member	
District Advisory Committee Member	Veronica Peterson-Briggs	Parent	
District Advisory Committee Member	Monica Briggs	Parent	
District Advisory Committee Membe	Corwin Thompson	Student	
District Advisory Committee Member	Julie Kunze	Staff Member	
District Advisory Committee Member	Katie Vigness	Parent	
District Advisory Committee Member	Cindy Ward-Thompson	Director	
District Advisory Committee Member	Daryl Peterson	Parent	
District Advisory Committee Member	Emily Schwarting	Staff	
District Advisory Committee Member			
District Advisory Committee Member			
District Advisory Committee Member			
District Advisory Committee Member			
District Advisory Committee Member			

Equitable Access to Effective and Diverse Teachers

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.

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?
(200 word limit)

All but one student is of color or American Indian. Most of our students are from low income families (over 90% qualify for free or reduced lunch). To ensure our students have access to experienced, in-field and effective teachers we need to ensure we have experienced, in-field and effective teachers. So, essentially we need to hire and coach the best teachers possible. We look at professional development, survey data, test scores, and licensure information.

What equitable access gaps has the district found?
What are the root causes contributing to your equitable access gaps?
(200 word limit)

There are no access gaps.

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?
(200 word limit)

We hire the best possible candidates and pay them a wage equal to that they would get at the traditional districts. Our staff does not turn over much--teacher retention is high and important to us. We do not have equitable access gaps.

WBWF Requirement: WBWF 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?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

We would need for all of our teachers to be American Indian and that isn't going to happen. Our school is a Dakota and Ojibwe immersion school. Yes, we try to hire Dakota and Ojibwe staff, but sometimes the best people are Ho Chunk. Currently 70% of Bdote staff identify as Native American. We are not attempting to have a staff with no diversity.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

The state of Minnesota needs to do more to allow American Indian students access to the college with language programs. For example, a young American Indian woman in our community graduated from high school with a 3.7 GPA and a 28 on her ACT. She wanted to be a Dakota language teacher and she could not get into the U of MN. Instead she is at Iowa. There is only one school in Minnesota with four years of Dakota, the University of Minnesota, and it has terribly restrictive entrance policies with the elimination of General College. If you look at the language classes you'll find 75% white students. We need our immersion teachers to be both fluent in Dakota or Ojibwe and licensed in a field. This pathway does not exist. Higher Ed in Minnesota needs to help partner with our community so that we can protect our languages and get our students an education.

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?

(200 word limit)

We have not had difficulty in this. 100% of our teachers of color or American Indian Teachers have remained at Bdote. To do this we pay them well and provide positive work environments.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers 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.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report data.

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

Goals and Results

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

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

50% of students will be at grade level by the end of their kindergarten year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

According to the FAST assessment, only 21% of Kindergarten students were at grade level in math and 19% in reading at the end of their kindergarten year.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

We have used FAST data, but now are switching our goal to be Ojibwe and Dakota focused instead of an immersion school looking at data kids took in English. We expect them to not do well on the tests, so it makes no sense to set ourselves up for failure on reaching unreachable goals. To meet our goals we worked with 22 other immersion programs to establish reading assessments in Dakota and Ojibwe and to pilot them. Now students have goals in the target languages. 2019-2020 is the first year we will be using those goals and we're excited to actually have a chance.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

30% of students will be at grade level by the end of their 3rd grade year as shown on the aReading FAST assessment.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

27% of 3rd grade students tested at grade level on the FAST aReadig Assessment in English. We did not meet the goal at that time, but they are now in 4th grade and over 30% are at grade level in reading as measured by the Fall FAST assessment in English reading.

Goal Status

Check one of the following:

On Track (multi-year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

We also have data on our students in reading in Dakota and Ojibwe. Our goal for 2019-2020 is for 50% of students to test at or above 80% in Dakota or Ojibwe Reading. We don't disaggregate our data because basically all of our students are Native. PLCs meet weekly to work on reading and math goals with a target of having all our assessments in Dakota or Ojibwe.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

25% of students will be at grade level in Reading and 20% in math by spring of 2019

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

25% of students in grades 3-7 were at grade level in English reading and 22% in English math in 2018-2019 as measured by the English-based FAST assessments. The goal of 25% in reading and 20% in math were both met. In the fall of 2019 (we measure fall to fall and not fall to spring) the goal was surpassed in double digits for both reading and math. There is not a proficiency gap at Bdote. By raising up our Native students' test scores we will help eliminate the state achievement gap. We expect to continue to see lagging test scores in English for our students until they catch up to their English only peers in middle school.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

We identify needs based on test scores. Weekly PLCs are used to improve instruction. We have two teacher coaches who observe and mentor our less experienced/less effective teachers. WE know things are working based on assessments including oral language fluency, Ojibwe and Dakota reading proficiency, and FAST assessments.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

Take the middle school students on at least one college visit and have a post-secondary plan for every student in grades 3-7.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Students went to visit the University of Minnesota, Dunwoody, and MCTC and worked with college student mentors from the University of Minnesota on a variety of projects. All of our students developed future plans.

Goal Status

Check one of the following:

On Track (multi-year goal)

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

We look at assessment data and how well we are meeting our goals.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Narrative
What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Achievement & Integration

This section is only required for districts with an **approved Achievement and Integration plan during the 2018-19 school year**.

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1576005678_5deff02e1ef1f8.23907126&sg_navigate=start