

2019-20 Combined World's Best Workforce (WBWF) Summary and 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*

Title: *Interim Superintendent/Principal K-12*

Phone: *(218) 528-3201 ext. 102*

Email: *kricke@badger.k12.mn.us*

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

Title: *N/A*

Phone: *N/A*

Email: *N/A*

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?
☐ Yes ☒ *No*

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 2019-20 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 (2019-2020) 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 2019-2020 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:

Badger ISD 676 adopted WBWF Plan at the Public School Board Meeting Monday, December 14, 2020 at 7:30pm.

Statewide Minnesota Comprehensive Assessment (MCA) tests in the spring of 2020 were cancelled due to the declared state of emergency related to the COVID-19 pandemic. Additionally, all available teacher days without student contact were designated as planning days to prepare for the required models of learning as we moved into school re-opening during the pandemic.

Badger ISD 676 staff did participate in a staff development in-service training Monday, November 9 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.

*Also a virtual Zoom meeting was held November 9 for feedback
(same link for Nov. 9 School Board Meeting)*

<https://us02web.zoom.us/j/86087484856?pwd=c2RRU3A5elp5amJ6VDlQeS83RlBlUT09>

Meeting ID: 860 8748 4856

Passcode: ISD676

Traditionally in a non-COVID pandemic year, Mr. Stacey Warne, District Assessment Coordinator, would have highlighted assessment data at either of the October 12 and September 14 School Board Meetings during his Dean of Students report. Instead, Teachers as an alternative reviewed MWEA Measures of Academic Progress (MAP) benchmark and STAR 360 benchmark data to approximate a baseline. The ACT test, which is a high school benchmark, was not taken during the spring of 2020, but was administered October 6. Badger High School juniors also took the ASVAB test in the fall of 2020.

Staff Development Committee met on October 9 to prepare November 9 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.

Parent-Teacher Conferences were held October 8, 2020. Traditionally, in a non-COVID pandemic year, each student's annual MCA results for reading, mathematics and science as well as other data would have been mailed in advance with the invitation to October 8, 2020 Parent-Teacher Conferences; however again due to cancelled MCA and other assessment, data not available to use at Conferences this year. Older students and Parents 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 2019-20 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)
<i>Listed in alphabetical order</i>		<i>Not Applicable = N/A</i>
<i>Jim Christianson (through Dec. 31)</i>	<i>Community Resident Member School Board Vice Chair</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>Cari Dostal</i>	<i>Parent (through SY18-19) Community Resident Member School Board Clerk</i>	
<i>Curt Hauger (through Dec. 31)</i>	<i>Community Resident Member School Board Director</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>Gretchen Lee</i>	<i>Parent Community Resident Member ECFE & School Readiness Staff FACS Teacher President of Badger Ed. Assoc. of Teachers</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>Morgan Praska (for SY19-20)</i>	<i>Student Community Resident Member National Honor Society President Student Council President</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>Carol Rhen</i>	<i>Parent (through SY18-19) Community Resident Member School Board Treasurer</i>	
<i>Kevin Ricke (for SY19-20 and SY20-21)</i>	<i>Community Member Interim Superintendent/Principal K-12</i>	
<i>Deanna Rybakowski (for SY19-20)</i>	<i>Student Community Resident Member Student Council President</i>	
<i>Jeramy Swenson</i>	<i>Parent Community Member Coaching Staff Substitute Transportation Staff School Board Director</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. Limit response to 200 words.

- 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?

With a free-reduced lunch percentage of 48.54% for elementary and 47.91% for secondary the district is classified as neither high nor low poverty district. 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.

Respond to the questions below. Limit response to 200 words.

- 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?

ISD 676 is one building serving prekindergarten through twelfth grade with an enrollment of 233 K12 students and 22 PreK students. All students have access to the same teachers throughout their education while attending the Badger School with a few exceptions in the area of: special education as well as electives. The Badger School has single-section elementary classroom teachers therefore all students have equitable access to effective teachers. While attending secondary grades there is little variation in access to our experienced teaching staff from a student perspective due to the small size of the Badger School.

Student to Teacher Ratio is 12 to 1 = 233 K12 students / 20 teachers.

Number of ineffective teachers? Zero; no staff members were on a Teacher Improvement Plan during SY2019-20. Number of inexperienced probationary teachers? Two probationary teachers during SY2019-20; however, one of the two had teaching experience prior to employment with Badger ISD 676.

Number of out of field teachers? Zero; Badger School has highly qualified instructors certified for their designated teacher licensure function codes and their appropriate licensure age bands.

Badger ISD 676 annually approves and publishes our Teacher Seniority List, which also includes probationary teachers employed for three or less years.

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 on state-level and nationwide job-posting websites, Badger ISD 676 may explore attending the Minnesota Education Fair in the Twin Cities 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 may be able to share resources to reach out/connect with potential teacher candidates. This allows partnered 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 SY19-20 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 2019-20 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

X 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.

X 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; however, this list does not provide all of the details regarding equitable teacher distribution. Prior to SY2021-22 this is an area our district will need to seek guidance as to how to prepare and best communicate “equitable teacher distribution” to the public.

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

Goal	Result	Goal Status
<i>All students entering Kindergarten will demonstrate age appropriate social interaction skills with their peers.</i> <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>	<i>Unable to Report results because of disruptions due to COVID-19 pandemic</i> <i>Students were assessed 2 of 3 are assessed three (3) times throughout the year monitoring benchmark skill development utilizing a variety of assessments. Parent meetings are conducted on three separate occasions during the academic year.</i>	<i><u>X</u> Met Some (multiple goals)</i>

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 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.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>During the 2018-2019 academic year 50.0% of Badger third grade students achieved Grade 3 Reading proficiency according to MCA assessments.</i> <i>The stated goal was to improve upon the 50.0% proficiency rate in 2020.</i>	<i>Due to statewide school closures related to the COVID-19 pandemic, MCA tests were not administered.</i>	<i><u>X</u> Unable to Report</i>

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?

The goal was to increase reading proficiency. Due to statewide school closures related to the COVID-19 pandemic, MCA tests were not administered. Teachers used 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>Due to statewide school closures related to the COVID-19 pandemic, MCA tests were not administered.</i></p> <p><i>Students eligible for Free/Reduced Priced Meal Students Districtwide:</i></p> <table> <tr> <td></td><td><u>2020</u></td><td><u>2019</u></td></tr> <tr> <td><i>Badger All (124) Students</i></td><td>_____</td><td><i>70.2%</i></td></tr> <tr> <td><i>Badger FRPL Meal (52) Students</i></td><td>_____</td><td><i>61.5%</i></td></tr> <tr> <td><i>Badger Achievement Gap: All – FRPL =</i></td><td>_____</td><td><i>8.7%</i></td></tr> <tr> <td><i>All Students Statewide (448,778)</i></td><td>_____</td><td><i>59.1%</i></td></tr> </table>		<u>2020</u>	<u>2019</u>	<i>Badger All (124) Students</i>	_____	<i>70.2%</i>	<i>Badger FRPL Meal (52) Students</i>	_____	<i>61.5%</i>	<i>Badger Achievement Gap: All – FRPL =</i>	_____	<i>8.7%</i>	<i>All Students Statewide (448,778)</i>	_____	<i>59.1%</i>	<p><u>X</u> <i>Unable to Report</i></p>
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<i>All Students Statewide (448,778)</i>	_____	<i>59.1%</i>															

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 in SY2018-2019 both Badger FRPL Meal Students and Badger All Students had a higher proficiency percentage compared to All Students Statewide. It would have been interesting to see in a non-COVID pandemic closure if similar results would have been repeated.

During in-person learning, small group and/or individual tutoring is 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.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<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 college entrance test scores.</i>	<i>Due to statewide school closures related to the COVID-19 pandemic and public health guideline restrictions for in-person school events, 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>	<i><u>X</u> On Track (multi-year goal) <u>X</u> Met Some (multiple goals)</i>

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?

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>Not available yet; MDE data is offset by one year...</i></p> <p><i>Please note that the 4-Year Graduation Rate does <u>not</u> include the most recent graduating class of 2020</i></p>	<p><i><u>X</u> Met Some (one-year goal)</i></p> <p><i>For the 13 Seniors in the Class of 2020 enrolled at the start of SY2019-2020, all 13 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>

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 2020. 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 2019: The number of Badger graduates in 2019 divided by the count of students that entered 9th grade for the first time back in SY2015-2016 (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.

Thank You!

Thank you for completing the 2019-20 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, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1608037766_5fd8b58677d213.81023649&sg_navigate=start