2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

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, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@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

0727-01 Big Lake Public School District

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

David Bernard

WBWF Contact Title

Executive Director of Teaching and Learning

WBWF Contact Phone Number

7632625105

WBWF Contact Email

d.bernard@biglakeschools.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

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.

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

https://www.biglakeschools.org/domain/126

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 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. 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 2019-20 school year.

October 29 (and 30), 2019

World's Best Workforce

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Steve Westerberg

Role in District

Superintendent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

David Bernard

Role in District

Executive Director of Teaching and Learning

Part of Achievement and Integration Leadership Team?

No

First and Last Name

 Bob Dockendorf

Role in District

 BLHS Principal

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Mark Ernst

Role in District

 BLMS Principal

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Jona Deavel

Role in District

 Independence Elementary

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Caryl Gordy

Role in District

 Liberty Principal

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Ryan Purdy

Role in District

 Peer Coach

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Frosty Horton

Role in District

 Peer Coach

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Todd Skinner

Role in District

 Peer Coach

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Jon Murray

Role in District

 Peer Coach

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Amber Sixberry

Role in District

 Board Member

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Dan Nygaard

Role in District

 Board Member

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Mark Hedstrom

Role in District

 Board Member

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

 Tony Scales

Role in District

 Board Member

Part of Achievement and Integration Leadership Team?

 No

First and Last Name

Tanya Reasoner

Role in District

Board Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Lenette Brown

Role in District

Board Member

Part of Achievement and Integration Leadership Team?

No

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)

Human Resources and Teaching and Learning analyze staff data to ensure all staff are highly qualified. This includes an analysis of hiring data for the past five years to determine how hiring occurs at all of our schools. We reviewed demographic data for our students and our staff. We currently have two teachers who have identified themselves as teachers of color. Not unalike most schools in Minnesota, this creates a gap between the percentage of students of color and the percentage of teachers of color. We continue to reach out to colleges of education and attend career fairs for prospective educators. In many cases, especially for special education positions, we struggle to find applicants. When we do hire teachers, our first consideration is the quality of a teacher. Our goal will be to continue to recruit highly qualified teachers, including teachers of color, but we compete with districts that have a larger percentage of students of color. Our salary differences and our distance from more urban centers provide challenges to recruit and sustain teachers.

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)

Continued from combined response above:
We are, however, very pleased with the caliber of our teachers, many of whom are extremely dedicated to meeting the needs of students who have been underserved and who are underrepresented.

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?
(200 word limit)

We do not have teachers who are American Indian or Black. However, we only have one teacher who identifies as Latina and one who identifies as Asian. To close the gap between our students of color and the number of teachers of color we would need to staff would mean an additional 27 teachers of color. If it were possible to add that number of teachers of color, we would also need to ensure our students of color are assigned to teachers of color; this, however, would require teachers of color with multiple licenses so that they could move with our students of color. Again, we are seeking highly qualified teachers to fill our positions. Again, we communicate opportunities with colleges of education and attend recruitment fairs for teachers. We also compete with all other Minnesota school districts to hire and retain teachers of color. With discrepancies in our salary schedule and our distance from urban areas with higher concentrations of students of color, we will continue to attract and retain highly qualified teachers.

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)

See combined responses above.

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.

For this 2019-20 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.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

During the 2019-2020 school year, the percentage of students undergoing preschool screening that receive a rating of developing as expected will increase from 82 to 90 percent.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?
(Narrative is required. 200 word limit)

Typically, we disaggregate data by student group (race, SPED, socio-economic, and experience and/or participation in formal preschool programs. We use state approved early childhood assessments to determine student readiness. Our early childhood teachers/programs are focusing on integrating SEL programming with structured play and early literacy and numeracy skills to ensure readiness. Teachers also participate in professional learning communities and professional learning to support their effectiveness. We monitor program goals and continue to provide support via PLCs, professional learning, and coaching.

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 2019-20 school year.

By May 2020, grade 3 students will improve overall proficiency on the MCA III reading test, increasing the percentage of proficiency from 64.2 to 70 percent.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

We utilize MCA III reading scores to disaggregate student performance by student group as part of our annual school improvement planning and data retreats. At that time, instructional leadership teams utilize the disaggregated data to identify strategies to support improvement for targeted student groups. Because of ADSIS and budgeting to support our literacy goal, we have two literacy specialists at Independence Elementary School who provide Tier 2 and Tier 3 interventions. Our district is also developing a comprehensive standards-aligned literacy plan. For that we are aligning state standards to instructional focus areas in Star (Renaissance Learning), MN test specifications, MN benchmark reports, and MN achievement level descriptors to strengthen Tier 1 instruction. Additional funding has provided targeted evidence-based interventions to support literacy, especially in relation to foundational skills. We engage in scheduled progress monitoring to respond to students' needs. With Covid, however, we were forced to interrupt our intervention supports because most of our interventions were not structured for remote learning. Other strategies were implemented, however.

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 2019-20 school year.

By the end of the 2019-2020 school year, BLS will reduce the achievement gap by 3 percent on MCA reading, math, and science tests.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?
(Narrative is required. 200 word limit)

While we traditionally have used MCAs and Star testing, we were unable to deliver both MCAs and Star testing during remote learning. Teachers were engaged in emergency-and often times reactive- teaching. PLCs still met and worked on engagement strategies and identified students who were demonstrating challenges while learning in distance learning. Teachers were engaged in implementing their professional growth plans (part of Q-Comp and TDE programs) to support student learning and engagement. By the end of the school year, a number of students who normally would have been more success during in-person learning were struggling to learn remotely. Conversely, some students who struggled in-person were showing signs of improvement and engagement during remote learning.

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 2019-20 school year.

For the 2019-2020 school year, the average composite score for Big Lake High School students taking the ACT will increase by 1.5 points.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

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?
(Narrative is required. 200 word limit)

While we normally have encouraged all juniors to take the ACT, we still make that opportunity available; however, we organized an assessment day where juniors would be able to take the ACT, ASVAB, or Accuplacer so that all students would be engaged in testing that could be applied to future learning/opportunities aligned to their chosen career/college options. Counselors were engaged in consulting with students, and all juniors were engaged in a general information session to learn about the choices that would be available for them. We did offer opportunities for ASVAB and Accuplacer testing for students who wanted to take multiple tests given their interests in various pathways.

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?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The graduation rate for Big Lake High School will increase by 2 percent for the 2019-2020 school year.

Result

Provide the result for the 2019-20 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."

The graduation rate for 2019-2020 was unchanged from 2018-2019.

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?
(Narrative is required. 200 word limit)

We disaggregate data by student groups (race, FRP, SPED, EL, gender, attendance, participation in advanced courses) to monitor students' graduation. Data specific to course failures and credit recovery are also analyzed. We are increasing the number of graduation requirements with courses specific to college and career readiness with the goal of increasing the number of students who are on track for graduation. BLHS also has changed its intervention program to target students who need additional support in core courses throughout the school year. We are also changing how our PLCs are structured to be more responsive to targeted students/student groups. Aside from increasing college and career graduation requirements, BLHS is also focusing on student agency and teacher as facilitator to support personalized learning as an approach to increase graduation rates among students at BLHS.

Do you have another goal for All Students Graduate?

No

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=1607870813_5fd6295d2eaa90.08073298&sg_navigate=start