



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

District or Charter Name:

Grades Served:

WBWF Contact: Andy Kubas

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A&I Contact: Dinna Wade-Ardley

Title: Director of Educational Equity

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

Yes

No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.](#)

This report has 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.

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 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.

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

<https://www.bloomington.k12.mn.us/sites/default/files/2020-08/fy20-23-bloomington-ai-plan.pdf>

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.

December 14, 2020

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)
Briana Eicheldinger	Parent	
Kim Figueroa	Parent	
Natalie Peterson co-chair	Parent	
Rosalie Strommen	Parent	
Andrea Crane	Parent	
Carla Ries	Parent	
Rachel Perlick	Parent	
Melissa Herem	Parent	
Meredith Epee	Parent	
Leila Sturz co-chair	Parent	
Jen Rasmussen	Parent	
Gregory Merceir	Parent	
Juma Waganda	Student	
Tristan Phay	Student	
Mike Jones	Community Member	
Jim Houlding	Community Member	
Amy Bustos	Community Member	
Andrew Kubas	Executive Director of Learning and Teaching	X

Beth Flottmeier	Director of Curriculum and Instruction	
Dave Heistad	Executive Director of Research and Evaluation	X
Dinna Wade-Ardley	Director of the Office of Educational Equity	X
Dawn Steigauf	School Board Member	
Sarah Moline	Director of Early Childhood	
Richard Scott	District Diversity Committee	X
Katie Schmidt	Parent	
Kellie McGowan	Community and Adult Basic Education	
Susan Colvin	Parent	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.

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.

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.

- o How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
- o Who was included in conversations to review equitable access data?

Limit response to 200 words.

The District’s Human Resources Department reviews data regarding equitable access for students to experienced, in-field, and effective teachers on an annual basis. The data reviewed includes staff demographic data, educational attainment data, and the distribution of staff, including teachers, across sites and schools. Stakeholders engaged in this process include principals, district administrators and the Human Resources department. During our annual staffing process, we ensure that compensatory funding is spent within the building it is derived from to gain additional staffing to meet the needs of low-income and minority students in those buildings. On the occasions that we do need to seek a license variance due to no qualified applicants posting to a position, which are rare, we examine if any one school is showing a greater need than another school for those variances.

- o What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- o What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

The District ensures hiring and transfers of experienced and qualified teachers by ensuring licensure in the subject area taught before placement, and hiring experienced teachers, when appropriate and available, to join our District when hiring. Our demographics show that we have experienced teachers in our District. Our average Lane and Step placement in the District is currently MA +10, Step 13. In addition, the education background of our teaching staff is currently made up of over 83% Master’s or higher degreed teachers. Furthermore, over 90% of our teachers are experienced teachers. With a relatively low turnover rate of 4.2%, we are able to maintain experienced teachers in all of our schools. Additionally, if we have staff that are viewed as ineffective teachers in an area of their evaluation, we are providing support and improvement plans to help that teacher become effective again.

Our District’s goal is to recruit, hire and retain a teaching staff that more closely reflects our student demographics in terms of percentage racially/ethnically diverse. Please see below for specific strategies.

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.

- o 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.

All racial/ethnic groups are represented by licensed teacher staff. However, the percentage of staff who are racially/ethnically diverse does not match the diversity of our student population. Although all groups are represented by licensed staff, the District will continue to focus on hiring teachers of color and American Indian teachers whenever the opportunity presents and a qualified candidate has applied. Since our District is almost 50% diverse, we would need to hire about 410 teachers to reflect that diversity as openings occur.

One of the biggest challenges the District faces is the limited number of teachers of color and American Indian teachers who are obtaining teaching licenses in Minnesota - the pool is small. Currently teachers of color and American Indian teachers comprise about 4% of all licensed teachers in the state. Our District has 4.6% teachers of color and American Indian teachers, so we are slightly higher than the average.

Another challenge is our low attrition rate while going through multiple years of budget reductions. This gives us a limited opportunity to bring in new teachers of color and American Indian teachers

- o 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.

We have formed a partnership with the U of MN for a Grow Your Own Program to encourage current employees (in any employee group) to go back and pursue their teaching degree. We give them leave to do so, provide student teaching opportunities and tuition is lowered for the students. We have also formed a partnership with Normandale Community College to offer a paraprofessional training program free of charge that includes two educational courses towards an education degree, hoping to ignite interest in teaching. The target participants for this program are people of color.

Our teacher contract is also one of the best in the State for salaries, working conditions and benefits. Our voluntary attrition rate of 5% is lower than the State average. We also offer many professional development opportunities to staff, and mentoring through our Q-Comp program to help provide support. Leadership opportunities exist for teachers in our District through many TOSA roles, including areas such as curriculum, special education, tech integration, instructional support, and Deans. Also offered are Professional Learning Communities within contract time. Our overall goal is to have a teaching staff that more closely reflects our student demographics in terms of percentage racially/ethnically diverse.

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.

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. 64.1% of all entering Kindergarten students will be on course for proficiency in reading with a score of 80 or higher on the BEKA Literacy Assessment	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 because of COVID-19	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in kindergarten <input checked="" type="checkbox"/> Unable to report

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? The Bloomington Early Kindergarten Assessment (BEKA) is given to all students attending a regular school at the beginning of Kindergarten. These data are disaggregated by racial/ethnic category, poverty, ELL, Special Education, and pre-K provider. This assessment cannot be given on-line.

What strategies are in place to support this goal area?

We serve 4-year-old preschool children with a focus on English Language Learners, students with special needs, and/or low income families. Students attend half-days five days per week, and transportation is provided. All teachers are licensed and classroom paraprofessionals are highly qualified. Staff coaching and dual language community liaisons are part of the learning support team, parent education and engagement are included in our programming. Ready for Kindergarten and Jump Start are available for students who need additional support prior to entering kindergarten. Early Learning Services instructional team members focus on standards-based instruction and assessment across the eight domains of the Early Childhood Indicators of Progress. Teachers have additional training in language and literacy strategies through the Striving Readers Comprehensive Literacy grant.

The BEKA will be administered in fall 2020 to all entering Kindergarten students. Strategies to support early literacy development include the adoption of the “Creative Curriculum” by Teaching Strategies for Bloomington Pre-K programs, use of TS Gold assessment for monitoring progress, and collaboration with ServeMN to provide service and support to all pre-K programs in Bloomington.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>64.1 percent of students will read at grade level in grade 3 by scoring at or above the 50th percentile on MAP Reading.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>56.6% of grade 3 students in the Hybrid learning model scored at or above the 50th percentile. This is a non-random sample of students which can’t be compared to previous 3rd grade cohorts.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How are these data disaggregated by student groups?

The Measures of Academic Progress (MAP Growth) is typically given to all students attending a regular school at the beginning and end of grade 3. These data are disaggregated by racial/ethnic category, poverty, ELL, Special Education, and pre-K provider. This assessment cannot be given on-line.

What strategies are in place to support this goal area?

Principals and teachers are trained in evidence-based practices for literacy instruction through a train the trainer model. Building leadership teams provided 6+ hours of literacy professional development in 2019-20. We screen all students for reading difficulties and provide them with intervention. 282 students received interventions through the ADSIS program. 5% of students who received interventions from ADSIS teachers met grade level standards; 22% made above average growth, and 44% made average growth. Special education referrals for reading-related difficulties decreased in all elementary schools. A focus on attendance also continues to be a major initiative. The percentage of students attending at least 95% of possible days was 68.3% at all grade bands with grade 3 at 80.2%.

MAP Growth assessments will be given to all grade 3 students in the Spring of the 2020-21 school year.

Data will be disaggregated and reported at the school and district levels. Individual teachers will have access to MAP Growth data on the district portal called the HUB.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Goals are set for each grade level for decreasing White/Hispanic, White/African American, and Full vs. Free or reduced price lunch on MAP Reading and Math Assessments.</p> <p>Goals: The Gap between White and Hispanic students will be no more than 34.7% at grade level in Reading and 38.5% in Math;</p> <p>The Gap between White and African American students will be no more that 28.1% in Reading and 35,7% in Math;</p> <p>The Gap between Full price lunch and free or reduced price lunch will be no more than 35.1% in Reading and 34.1% in Math.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Reading for Hybrid only:</p> <p>White – Hispanic =42.1% White – AfrAmer = 31.9% Full – FrLunch = 33.7% (Hybrid only)</p> <p>Math assessments were not completed because of COVID-19</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How are the data disaggregated by student groups?

MAP Growth assessments will be given to all grade 1-5 students in the Spring of the 2020-21 school year.

Data will be disaggregated and reported at the school and district levels. Individual teachers will have access to MAP Growth data on the district portal called the HUB.

What strategies are in place to support this goal area?

All PLC facilitators were trained in culturally-responsive teaching strategies, and all teachers participated in peer observations. Our Title I plan emphasizes the importance of family engagement in student growth and success. Partners in Education nights were implemented at the four elementary title sites. Equity specialists also assist with family engagement activities and learning. A Targeted Services program for students in grades K-8 focuses on experiential learning to increase language and background knowledge. This service is offered during the school year and summer and aims to accelerate learning in reading and math. 364 students participated in the online 2020 summer school program. A significant achievement gap still exists despite the strategies implemented.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. 51.0% of all 11th grade students will have an ACT Composite score of 18 or higher.	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." In 2020, 50.1% of enrolled grade 11 students scored 18 or higher on ACT Composite.	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How are the data disaggregated by student groups?

The ACT is offered to all 11th grade students. Because of COVID-19 many students may defer testing until 12th grade.

What strategies are in place to support this goal area?

BPS supports each student in developing a Personal Growth Plan (PGP) that guides the student, their family and staff in reaching the student's identified goals. All students in grades 6-12, have a PGP, which captures specific student interests, skills and postsecondary plans. Students are prepared for life after graduation as they complete their selected academic course work, pursue a career and college pathway and participate in internships, mentorships and other opportunities that provide guidance and direction as they work toward their goals. New course proposals are created to meet the needs of our learners.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. The 7-year graduation rate will be 88.6% or higher	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 7-year graduation rate was 88.9%	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 12 <input type="checkbox"/> Unable to Report

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?

Graduation data are provided on the MN State Report Card and broken down by race/ethnicity, poverty, ELL, and Special Education.

What strategies are in place to support this goal area?

MN Report Card Graduation data were used for this goal area. These data were disaggregated by racial/ethnic category, ELL, Special Education and Students Receiving Free or Reduced Price Lunch. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status. A workgroup of administrators and teachers developed a vision for secondary programming focused on expanding pathways to career and college success through Personal Growth Plans (PGPs). Recommendations included increased online and hybrid course offerings at the high school level, opportunities to take concurrent enrollment classes and partnerships within and beyond our schools through mentorships and internships. Personal Growth Plans serve as the cornerstone for our students’ career and college plans and pathways. 35 hybrid and/or online courses are currently offered at Jefferson High School and 33 at Kennedy High School. 14 concurrent enrollment courses are offered at Kennedy High School, with additional concurrent enrollment opportunities available through the Bloomington College and Career Academy and Dimensions High School for both Kennedy and Jefferson students.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>Increase achievement for BPS underserved students in grades PreK-12 from 37.8% to 39.8% as measured by the Reading MCA III by June 2020.</p> <p>The percentage of Hispanic/Latino students making</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Because of COVID-19 BPS does not have sufficient data to report. BPS has not been able to measure the growth due to a combination of</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

<p>national norm growth in reading will increase from 49.1% in 2016 to 51.1% in 2020</p> <p>The percentage of African American students making national norm growth in reading will increase from 48.5% in 2016 to 51.4% in 2020</p> <p>The percentage of students receiving free or reduced price lunch making national norm growth in reading will increase from 49.4% in 2016 to 51.4% in 2020</p>		<p>54.8%</p> <p>55.1%</p> <p>54.9%</p>	<p>Hybrid and Distance Learning.</p>	
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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?

NWEA MAP reading growth data were used for this goal. These data were disaggregated by racial/ethnic category, ELL, Special Education and Students Receiving Free or Reduced Price Lunch. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status.

The achievement goals and targets for the 2017-20 Achievement and Integration Plan are aligned with the district’s current Strategic Plan Success Measures. Additionally, the Success Measures are aligned with Bloomington’s Pathways to Graduation plan. BPS will continue to use additional indicators, beyond standardized tests, which include but are not limited to:

- Pathways measurements
- Attendance
- Discipline referrals
- Suspension rates
- Standards-based grading
- Student and family opinions regarding diversity and equity
- Special education rates

BPS used the MCA III to measure the growth in this goal area. We disaggregate student groups by ethnicity and Free and reduced lunch status. BPS monitors this growth throughout the year. As BPS moved from MCA III to MAP for measuring growth for each student group, we monitor students groups by ethnicity and by free and reduced lunch status.

What strategies are in place to support this goal area?

Check and Connect, AVID, Check in and Check out, Family engagement groups are a few strategies that we are currently working to improve, along with a vast array of other strategies that support this goal area.

1. Provide academic, emotional, social, and mental health support to students of protected classes to ensure they are focused on and successful in school.
2. Continue to grow and implement Advancement Via Individual Determination (AVID) at Valley View Elementary, Valley View Middle School, and Kennedy High School.
3. Increase the enrollment of the gifted education program (Nobel Program) at Valley View Middle School. BPS will grow Nobel into a program that attracts students from the entire BPS attendance area. Transportation will be provided free of charge.
4. Provide enrichment programs to promote placement on the Pathway to Graduation
5. Provide program and support options to promote college and career readiness for underserved students to ensure they are on their individual Pathway to Graduation and (PGP) Personal Growth Plan.
6. Build capacity in families to support their children’s success on the Pathways to Graduation through a comprehensive and aligned family engagement system.

We need to continue being vigilant at implementing our strategies. More long range data is needed. However the short range data provided by families we serve is rewarding.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan To improve respect and safety for all students from 86.4% to 88.4% as measured by BPS student survey, professional development opportunities will	Check one of the following: __ Achievement Goal _X_ Integration Goal	Copy the baseline starting point from your 2017-20 plan. * improve respect and safety for all students from 86.4% to 88.4% *professional development opportunities will	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.” .	Check one of the following: __ Goal Met __ Goal Not Met _X_ Unable to Report

increase from 60.0% to all BPS staff, by June of 2020.		increase from 60.0% to all BPS staff		
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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?

NWEA MAP math data were used for this goal area. These data were disaggregated by racial/ethnic category, ELL, Special Education and Students Receiving Free or Reduced Price Lunch. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status.

What strategies are in place to support this goal area?

1. Build capacity for this work with Leadership. Provide training and sponsor conversations with ESC central administration, principals and school board members.
- 2.
3. Administer an all-system equity audit to gather data around equity system needs. This audit will be administered to staff, students, and families.
- 4.
5. Based on the equity audit results, create a three-year professional development plan and implement it for all BPS staff.
- 6.
7. Continue to transition the existing Professional Development structure from one that provides cultural competency as an add-on to one that has cultural competency, awareness and sensitivity as the foundation for all professional development experiences.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan Decrease opportunity, access and achievement gaps for all traditionally underserved students in	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. Decrease Reading MCA from 36% to 30% by June 2020.	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	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report

BPS as measured by the Reading MCA from 36% to 30% by June 2020.			respond, "Unable to report." MCAIII was not administered in 2020 because of COVID-19.	
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What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

NWEA MAP reading growth data were used for this goal. These data were disaggregated by racial/ethnic category, ELL, Special Education and Students Receiving Free or Reduced Price Lunch. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status.

- What strategies are in place to support this goal area?
 1. Equitable access for every student to high quality and culturally relevant instruction.
 2. Equitable access to multiple pathways to success in order to meet the needs of our diverse and unique learners.
 3. Commit to remedy the practices, including assessment, that lead to the overrepresentation of students of color in areas such as special education and discipline. Additionally, commit to provide equality of access and participation of our under-represented students in programs such as gifted and talented.
 4. Work with REA to study and begin solving the underrepresentation and overrepresentation of students in various programs.

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan</p> <p>BPS is committed to implementing practices that recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional staff and support personnel. Our goal is to increase from 19% to 22% staff that reflects the BPS students' ethnicity by 2020.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>Our goal is to increase from 19% to 22% staff that reflects the BPS students' ethnicity by 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

NWEA MAP reading growth data were used for this goal. These data were disaggregated by racial/ethnic category, ELL, Special Education and Students Receiving Free or Reduced Price Lunch. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status.

- What strategies are in place to support this goal area?
 1. Partner with Human Resources to study Bloomington's recent hiring trends and practices in the area hiring and retention of our traditionally underserved populations.
 2. Partner with Human Resources to study, develop, or acquire a hiring tool that allows BPS to capture the indication of a new employee's cultural competence level as well as their cultural growth mindset.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

NWEA MAP growth data were used for this goal area. These data were disaggregated by racial/ethnic category, ELL, Special Education and Students Receiving Free or Reduced Price Lunch. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status.

- What strategies are in place to support this goal area?

We must continue to Implementate and sustain Check and Connect, Check in and out, AVID, family Engagement and Education for and with students that are following behind in academics, behavior and/or attendance.

Our Saturday Leadership Academy is proving to be quite a success.

Racially Identifiable Schools

If your district's 2019-22 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district

Please Note: Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district.

Achievement and Integration -Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
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<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>BPS is working to decrease the achievement gap by 2% a year and to grow the graduation rate by 2% per year by providing Choice for parents and students.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>Type response here.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to report because of COVID-19</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>
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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?

Provide the information requested below for each of racially identifiable schools in your district.

School Name: Valley View Middle School

Achievement and Integration Goal 1 - Valley View Middle School

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>BPS will begin to decrease the racial isolation of VVMS by providing a gifted art program to all middle school families that qualify throughout BPS at VVMS. We will increase our integration efforts from 11% to 15% by 2020.</p>	<p>Check one of the following:</p> <p>x Achievement Goal</p> <p>___ Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>Integration efforts baseline = 11%</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p>	<p>Check one of the following:</p> <p>On Track</p> <p>Not on Track</p> <p>_ Goal Met</p> <p>Unable to report</p>

Key indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
6 th year graduation rates of African American for BPS students	86%	89%	90%
6 th year graduation rates for Hispanic for BPS students	86%	88%	90%
6 th year graduation rate for American Indian	80%	82%	84%

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?

NWEA MAP data were used for this goal area. These data were disaggregated by racial/ethnic category, ELL, Special Education and Students Receiving Free or Reduced Price Lunch. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status.

- What strategies are in place to support this goal area?

We must continue to implement and sustain Check and Connect, Check in and out with students that are following behind in academics, behavior and/or attendance. Our Saturday Leadership Academy is proving to be quite a success.

Please Note: Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.

Provide the information requested below for each of racially identifiable schools in your district.

School Name: Valley View Elementary

Achievement and Integration Goal 2-Valley View Elementary

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>BPS will continue to intentionally promote Hillcrest Art Elementary school as a choice program for Valley View Elementary school students and families. VVE is a RIS school and has the first option at attending Hillcrest community school with free transportation. We have 43% kindergarten of color enrolled for next year (many from VVE). We hope to decrease the racial isolation by increasing our enrollment at Hillcrest from VVE.. Our goal is to increase enrollment to Hillcrest from VVE</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>43% of VVE Kindergarten Class were students of color</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>84.7% of Kindergarten Class were students of color during 2019-20 school year</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

from 10%to 12% by June of 2020.				
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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?

NWEA MAP data were used for this goal area. These data were disaggregated by racial/ethnic category, ELL, Special Education and Students Receiving Free or Reduced Price Lunch. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status.

- What strategies are in place to support this goal area?

We must continue to implement and sustain Check and Connect, Check in and out with students that are following behind in academics, behavior and/or attendance. Our Saturday Leadership Academy is proving to be quite a success.

We must continue to Implementate and sustain Check and Connect, Check in and out, students that are following behind in academics, behavior and/or attendance. We also have programs like NOBEL and AVID to support students and families. Our Saturday Leadership Academy is proving to be quite a success.

Please Note: Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.

Provide the information requested below for each of racially identifiable schools in your district.

We must continue to Implementate and sustain Check and Connect, Check in and out with students that are following behind in academics, behavior and/or attendance. Our Saturday Leadership Academy is proving to be quite a success.

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?

NWEA MAP growth data were used for this goal area. These data were disaggregated by racial/ethnic category, ELL, Special Education and Students Receiving Free or Reduced Price Lunch. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status.

- What strategies are in place to support this goal area?

We must continue to Implementate and sustain Check and Connect, Check in and out with students that are following behind in academics, behavior and/or attendance. Our Saturday Leadership Academy is proving to be quite a success.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

Please Note: Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.

Evaluation of Check and Connect Effects on student attendance - Executive Summary

The data listed below is from the 2018-2019 school year. The Office of Educational Equity continues to work with students on attendance using the Check and Connect system. During 2019-2020 we do not have the appropriate data to show that gains have been made. However we continue to serve our families and students. We are mentoring 160 students during the 2019-2020 school year.

Last year's data 2018-2019:

Students who received mentoring from the Office of Educational Equity Cultural Liaisons had statistically significant higher attendance in 2018 than a matched sample of students.

Students who received mentoring from the Office of Educational Equity Cultural Liaisons had higher reading growth in 2018 but the difference was not statistically significant.

Methodology

The 123 students who were mentored by OEE Cultural Liaisons were matched with students who did not receive OEE support.

Students were matched hierarchically on 9 variables: 2017 attendance, grades, ELL status, special education status, Free/reduced lunch, home language, homelessness, racial/ethnic category, and gender

All students were equivalent on at least 7 of the 9 variables

Attendance in 2017 was identical for both groups: 95.5% for Check and Connect and 95.5% for the Matched Sample.

Demographic Category	Check and Connect	Matched Sample
Free/reduced price lunch	89.6%	89.7%

Special Ed current IEP	19.7%	20.3%
ELL Services	22.0%	19.5%
Male	42.3%	45.5%
African American	59.0%	55.3%
Hispanic	29.5%	28.5%
Asian	5.7%	4.9%
White	4.1%	8.9%
American Indian	1.6%	2.4%
Non-English Home Language	30.3%	32.3%
Homeless/Highly Mobile	2.4%	4.1%

Attendance was significantly higher in 2018 for Check and Connect Students

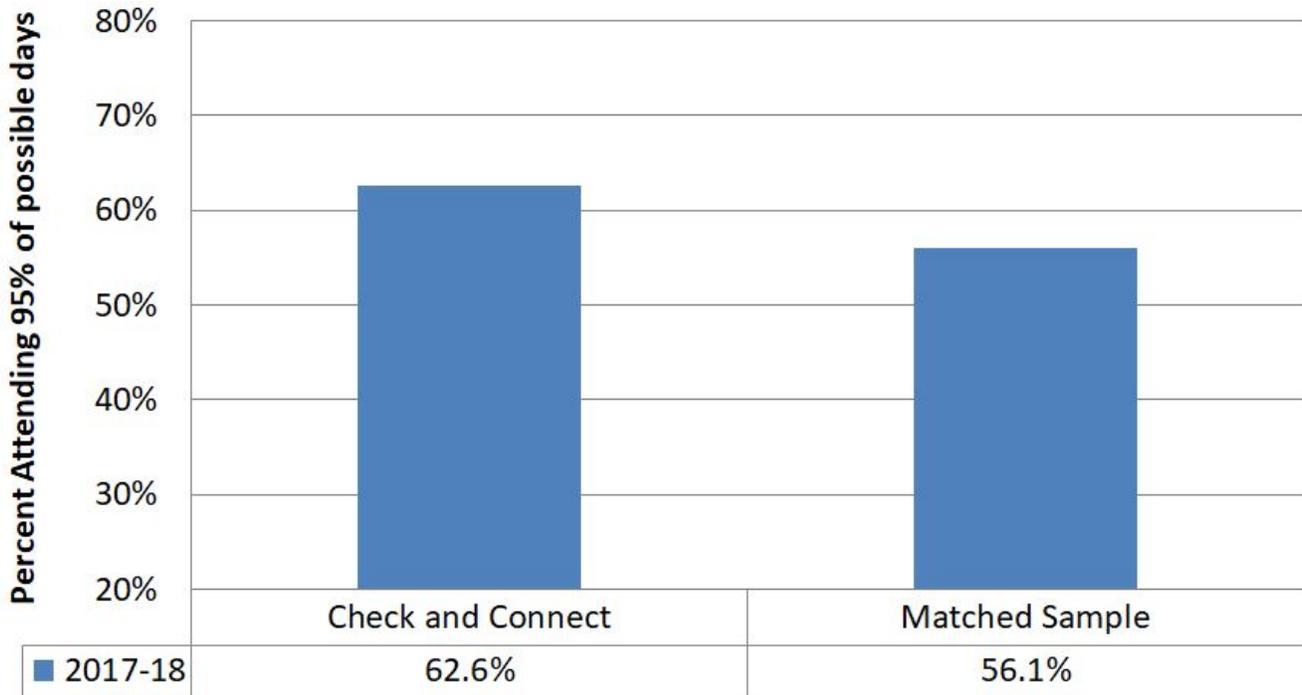
Report

PercAtt18			
checkconnect	Mean	N	Std. Deviation
.00	.9323	123	.07014
1.00	.9512	123	.03872
Total	.9417	246	.05732

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
PercAtt18 * checkconnect	Between Groups (Combined)	.022	1	.022	6.822	.010
	Within Groups	.783	244	.003		
	Total	.805	245			

2017-18 Attendance at 95% or higher



Matched Sample analysis in 2018-19 - Methodology

Of the 123 students who were mentored by OEE Cultural Liaisons, 84 Students had reading growth scores.

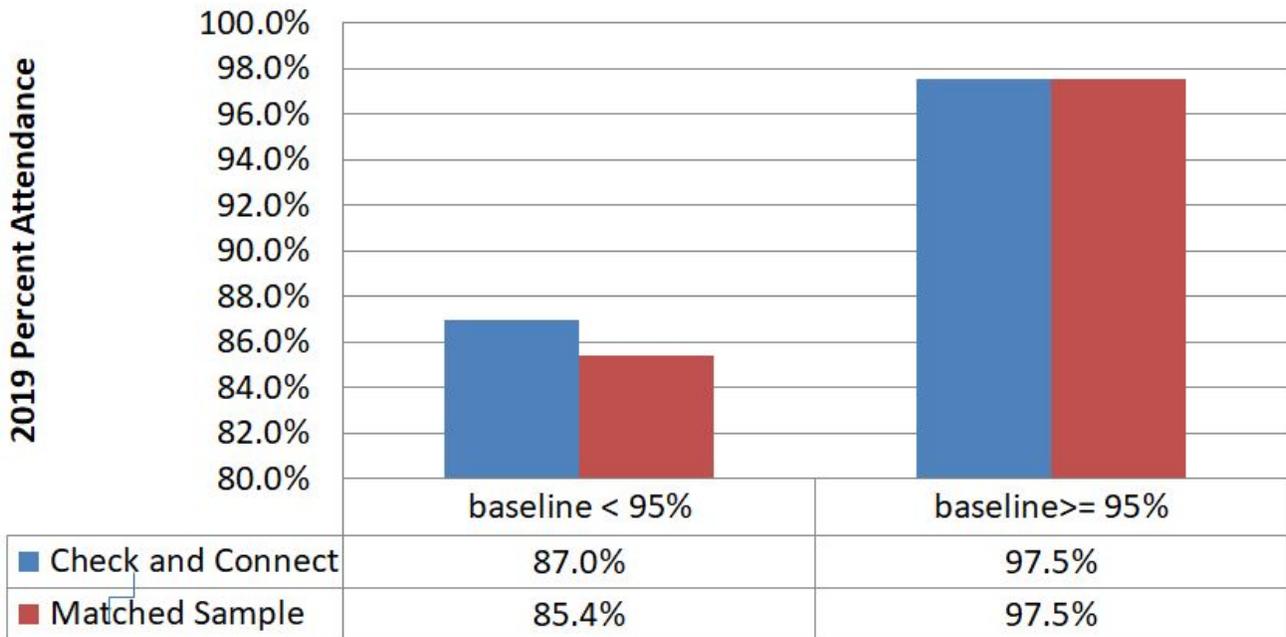
They were matched hierarchically on 9 variables: 2017 MAP Reading Scale Score, grade, ELL status, special education status, Free/reduced lunch, home language, homelessness, racial/ethnic category, and gender

All students were equivalent on at least 7 of the 9 variables

Demographic Category	Check and Connect	Matched Sample
Free/reduced price lunch	85.7%	84.5%
Special Ed current IEP	23.8%	21.4%

ELL Services	20.2%	22.6%
Male	46.4%	42.9%
African American	58.3%	54.8%
Hispanic	29.8%	27.4%
Asian	4.8%	7.1%
White	4.8%	9.5%
American Indian	2.9%	2.4%
Non-English Home Language	45.2%	42.9%
Homeless/Highly Mobile	2.4%	0%

Check and Connect vs. Matched Sample



Attendance at 95% or higher in 2018-19 was different for students who started below 95% attendance in 2017-2018 (see graph above). There was no difference for students who started out above the threshold of 95% or more of possible days attended in 2017-18.

These data were broken out separately for each Diversity Liaison Specialist.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Distance learning has provided BPS an opportunity to reach each student and family in a different and unique way. Some of these unique ways we provide are home visits for families as needed, Virtual meetings with students and families, small group virtual meetings with students to provide support, one to one virtual meetings with students and families as needed, etc....