

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

## Report Instructions and Information

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### 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](mailto: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

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### District or Charter Name

0877-01 Buffalo-Hanover-Montrose Public Sch

### Grades Served

### Please check all that apply:

Prekindergarten - 12th grade

### WBWF Contact Information

#### WBWF Contact Name

Pam Miller

#### WBWF Contact Title

Director of Teaching & Learning

#### WBWF Contact Phone Number

763-682-8777

## **WBWF Contact Email**

pmiller@bhmschools.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?**

Yes

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

Year 3 (3-year plan spans SY 2018-20)

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

No

## **A&I Contact Name**

Nancy Eiyndck

## **A&I Contact Title**

Diversity & Curriculum Integration Coordinator

## **A&I Contact Phone Number**

763-682-8767

## **A&I Contact Email**

neiyndck@bhmschools.org

## **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.bhmschools.org/teaching-learning>

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

<https://www.bhmschools.org/teaching-learning>

## 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

## World's Best Workforce

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## 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**

Pam Miller

**Role in District**

Director of Teaching & Learning

**Part of Achievement and Integration Leadership Team?**

Yes

**First and Last Name**

Amy Ernst

**Role in District**

Director of Special Education

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Brad Koltes

**Role in District**

Hanover Elementary Principal

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Matt Lubben

**Role in District**

BCMS Principal

**Part of Achievement and Integration Leadership Team?**

Yes

**First and Last Name**

Amanda Reineck

**Role in District**

School Board Member

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Ken Ogden

**Role in District**

School Board Member

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Corrina Schmidt

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

MaryAnn Hallstein

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Sam Sandsness

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Loula El Menawi

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Beth Davis-Salonek

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Rebecca Calvin

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Anne Jungwirth

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Phil Giddings

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Kayla Johnson

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Rachel Kugler

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Dave Reitveld

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Sheila Feldman

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Angela Miller

**Role in District**

community member

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Meaghan Hibbard

**Role in District**

parent

**Part of Achievement and Integration Leadership Team?**

No

# Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 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.

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)

Licensed staff qualifications and evaluations are reviewed throughout the staffing process annually. K-12 Administrators, HR Director, Superintendent and Director of Teaching and Learning review this during staffing discussions

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)

During the Teacher Development and Evaluation process, administrators are committed to releasing teachers who are not meeting standards.

In an effort to increase diversity, we advertise in both local and statewide job sites for our licensed teaching positions. However, we do not have a specific program in place to attract educators of diverse backgrounds.

**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)

Hispanic, American Indian, Asian  
approximately 30

**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)

In an effort to increase diversity, we advertise in both local and statewide job sites for our licensed teaching positions. However, we do not have a specific program in place to attract educators of diverse backgrounds.

# 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.**

The percentage of children age 4 years as of October 1, 2018 who have attended BHM school readiness preschool for over 20 weeks will increase their ability to understand spatial relationships and positional words from 79% to 82% proficient as measured by the TSGOLD assessment. (79% of the children were proficient in this skill at the end of 20 weeks of preschool for the 2017-18 program year) Objective 21a

### 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)**

n/a

## 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.**

The percentage of BHM students enrolled Oct. 1 in grade 3 who earn an achievement level of "Meets" or "Exceeds" standards will increase from 64.9% in 2018 to 68.9% in 2019 on all reading accountability tests (MCA and MTAS)

## 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)**

n/a

## 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 2020, the proficiency gap between the free/reduced price lunch students for all grades tested on all state reading accountability tests will decrease by 10%.

### 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)**

n/a

## 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.

By 2020, the composite ACT score of students in Buffalo Hanover Montrose schools will increase from a 23 to a 24

### 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)**

n/a

### 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.

Using MDE's 4 year graduation rate (MDE reports on the prior school year) BHM students will increase from 91.7% in 2017 to 95% in 2018.

### 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)**

n/a

### Do you have another goal for All Students Graduate?

No

## Achievement & Integration

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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.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2018-20 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).

*This section is only required for districts with an [approved Achievement and Integration plan during the 2019-20 school year](#). If your district does not have an MDE approved Achievement and Integration plan, click on the Back button at the bottom to return to question #4 and ensure you indicated your district does not have an MDE-approved A&I Plan for the 2019-20 school year.*

## Achievement Goal

### Goal Statement

**Copy the SMART goal statement from your 2017-20 plan.**

By 2020, the composite ACT score of students in Buffalo Hanover Montrose schools will increase from a 23 to a 24 (baseline data was found to be incorrect after submission- true goal statement data should be an increase from 21.7 to a 22.7)

### Baseline

**Copy the baseline starting point from the Goal Statement of your 2017-20 plan.**

Average ACT 21.7

### Year 3 (2019-20) Actual

**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

## On Track?

### Check one of the following:

Unable to Report

## Narrative

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?

### **(Narrative is required. 200 word limit.)**

BHS ACT data is reviewed and analyzed. The site leadership team reviews the disaggregated data. Our ACT goal aligns with our district wide focus on College and Career readiness. We have expanded our AVID system districtwide, which supports high quality instructional strategies, a college and career readiness focus and the promotion of culturally relevant teaching methodologies with all K-12 teachers. We monitor the data of the number of teachers trained, as well as having walk-throughs 3 times a year at each building to provide feedback for growth. A CCI rubric at each site to ensure that we are progressing toward our goal, as well as guide us in identifying areas where extra support is needed.

## Do you have another Achievement goal?

No

## Integration Goal

### Goal Statement

#### **Copy the SMART goal statement from your 2017-20 plan.**

By 2020, the proficiency gap between the free/reduced price lunch students for all grades tested on all state reading accountability tests will decrease by 10%.

### Baseline

#### **Copy the baseline starting point from the Goal Statement of your 2017-20 plan.**

Proficiency Gap was 14.1% in 2017-2018

### Year 3 (2019-20) Actual

**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

## On Track?

### Check one of the following:

Unable to Report

## **Narrative**

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?

**(Narrative is required. 200 word limit.)**

Site and district MCA data is reviewed and analyzed. The data is disaggregated by student groups by MDE. We also receive data, which is disaggregated by race, from Northwest Suburban Integration School District to monitor progress.

We have aligned our work to focus on a districtwide College and Career readiness plan, which includes our districtwide AVID system, to increase student achievement and close our opportunity gap. All of our sites are implementing high quality WICOR (Writing, Inquiry, Collaboration, Organization and Reading) instructional practices. We also have been able to work closely with our collaborative (Northwest Integration School District) to provide academic opportunities for our students through both our magnet schools, as well as other student programming that they facilitate.

## **Do you have another Integration goal?**

No

## **Integration**

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

**(Narrative is required. 200-word limit.)**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more schools choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD, such as Educators Rising, Essence and Step Up. Each of these groups provide students with multiple opportunities for college and career activities/events with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others. Data shows that 627 students were served in 2019-2020 through various programming through our partnership with NWSISD. This number has increased from 2018-2019.

## **Impacts from Distance Learning**

**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?**

**(Narrative is required. 200-word limit.)**

We were able to continue using many of our strategies via distance learning. In fact, distance learning has really uncovered that our WICOR strategies are crucial to keep students on track for college and career readiness. We were also able to continue our student integration in our Step Up and Essence groups via video conferencing. We were unable to finish with some of our walk-throughs and not all of our schools were able to revisit their CCI rubric to monitor AVID progress at their sites. As our students were unable to take the reading or ACT tests to inform our progress on those goals, we will move forward with collecting that data this year. We also have regrouped our college and career readiness leadership group that was unable to meet last year so we can move forward from where we left off in the spring.



**Thank You!**

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**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=1605907866\\_5fb8359a6a8de1.50225514&sg\\_navigate=start](http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1605907866_5fb8359a6a8de1.50225514&sg_navigate=start)**