



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

District Name: *Badger Public Schools Independent School District #676 (Badger ISD 676)*

Grades Served: *Pre-Kindergarten through Twelve*  
*For SY2018-19 Thomas Jerome, Superintendent/Principal K-12*  
*Newly hired for SY2019-20 Kevin Ricke, Interim Superintendent/Principal K-12*

WBWF Contact: <i>Kevin Ricke</i>	A and I Contact: <i>Not Applicable = N/A</i>
Title: <i>Interim Superintendent/Principal K-12</i>	Title: <i>N/A</i>
Phone: <i>(218) 528-3201 ext. 102</i>	Phone: <i>N/A</i>
Email: <i>kricke@badger.k12.mn.us</i>	Email: <i>N/A</i>

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?  
 Yes       *No*

This report has three parts:

**WBWF:** Required for all districts/charters. *YES*

~~**Achievement and Integration:**~~ Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B. *N/A*

~~**Racially Isolated School:**~~ Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B. *N/A*

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report. *N/A*

## World’s Best Workforce

### Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

*World’s Best Workforce (WBWF) information is available on the website for Badger Public Schools ISD 676:*

*Please go to this website: [www.badger.k12.mn.us](http://www.badger.k12.mn.us)  
On the top horizontal green toolbar please click on “About Us”  
Under the “W” in the directory please click on “Worlds Best Workforce”*

## Annual Public Meeting

**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. 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. *N/A*

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

### Reverse Timeline:

*Badger ISD 676 adopted WBWF Plan at the Public School Board Meeting Monday, December 9, 2019 at 7:30pm. Annual school performance data in areas of proficiency, growth, achievement gap reduction and graduation rates was again highlighted.*

*The annual public hearing to meet the statutory requirement for World's Best Workforce was held on December 9, 2019 at 7:00pm in Badger Community School FACS Room 16.*

*Badger ISD 676 staff participated in a staff development in-service training Friday, November 15 where a portion of the day was dedicated to reviewing annual WBWF goals as well as explore instructional strategies in conjunction with the Professional Learning Communities (PLC's) initiatives for the remaining academic year. Thank you to Mr. Stacey Warne, District Assessment Coordinator, for highlighting data shared at the both the October 14 and September 9 School Board Meetings during his Dean of Students report.*

*Staff Development Committee met on October 11 (and August 28) to prepare November 15 in-service where a portion of the day was dedicated to reviewing annual WBWF goals as well as collaboration through Professional Learning Communities (PLC's) for the remaining academic year.*

*Each student's annual Minnesota Comprehensive Assessment (MCA) results for reading, mathematics and science as well as other data were mailed in advance with the invitation to October 5, 2019 Parent-Teacher Conferences. Students and Parents also had an opportunity to discuss Ramp-Up to Readiness Rubric (Career and College Readiness Goals) with Teachers at conferences.*

*Additional information is also available at the Minnesota Department of Education (MDE) website:*

*[www.education.state.mn.us](http://www.education.state.mn.us) > Data Center > Minnesota Report Card > My School (enter Badger)*

## District Advisory Committee

District Advisory Committee Members  <i>Listed in alphabetical order</i>	Role in District	<b>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</b> <i>Not Applicable = N/A</i>
<i>Jim Christianson</i>	<i>Community Resident Member School Board Vice Chair</i>	
<i>Mike Coltom</i>	<i>Tech/Ind Tech Teacher, Coaching Staff</i>	
<i>Becky Dostal</i>	<i>Community Resident Member ECFE &amp; School Readiness Staff</i>	

<b>District Advisory Committee Members</b>  <i>Listed in alphabetical order</i>	<b>Role in District</b>	<b>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</b>  <i>Not Applicable = N/A</i>
	<i>Elementary Teacher</i>	
<i>Cari Dostal</i>	<i>Parent (through SY18-19) Community Resident Member School Board Clerk</i>	
<i>Curt Hauger</i>	<i>Community Resident Member School Board Director</i>	
<i>Mr. Jamie Isane</i>	<i>Parent Community Resident Member School Board Chair</i>	
<i>Thomas Jerome (for SY18-19)</i>	<i>Principal/Superintendent</i>	
<i>Gretchen Lee</i>	<i>Parent Community Resident Member ECFE &amp; School Readiness Staff FACS Teacher President of Badger Ed. Assoc. of Teachers</i>	
<i>Janice Mostofi</i>	<i>Ramp Up to Readiness Coordinator Business &amp; Tech Teacher</i>	
<i>Morgan Praska (for SY19-20)</i>	<i>Student Community Resident Member National Honor Society President</i>	
<i>Carol Rhen</i>	<i>Parent (through SY18-19) Community Resident Member School Board Treasurer</i>	
<i>Kevin Ricke (for SY19-20)</i>	<i>Community Member Interim Superintendent/Principal K-12</i>	
<i>Deanna Rybakowski (for SY19-20)</i>	<i>Student Community Resident Member Student Council President</i>	
<i>Jeramy Swenson</i>	<i>Parent Community Member Coaching Staff Substitute Transportation Staff School Board Director</i>	
<i>Alex Ylitalo (for SY18-19)</i>	<i>Student Community Resident Member National Honor Society President</i>	

District Advisory Committee Members <i>Listed in alphabetical order</i>	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes) <i>Not Applicable = N/A</i>
	<i>Student Council President</i>	
<i>Mr. Stacey Warne</i>	<i>Parent Community Resident Member District Assessment Coordinator Dean of Students</i>	

### Equitable Access to Excellent and Diverse Educators

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

**Limit response to 400 words.**

*ISD 676 is one building school serving pre-kindergarten through twelfth grade with a total enrollment of approximately 218 k-12 students and 16 pre-k students. All students have access to the same teachers throughout their education while attending the Badger School District with a few exceptions in the area of: special education as well as electives. The Badger School District has single-section elementary classroom teachers therefore assuring all students have equitable access to effective teachers. While attending secondary grades 7-12 there is little variation in access to or experience with teaching staff from a student perspective due to the small size of the Badger School District.*

*Student-to-Teacher Ratio: 11 to 1 = 218 K-12 students / 20 teachers*

*Number of ineffective teachers? Zero (0) - no staff members were on a Teacher Improvement Plan (TIP) during SY2018-19.*

*Number of inexperienced (probationary) teachers? Four (4) probationary teachers during SY2018-19; however, two out of the four had teaching experience prior to employment with Badger ISD 676. Badger ISD 676 annually approves and publishes our Teacher Seniority List, which also includes probationary teachers employed for three or less years.*

*Number of out-of-field teachers? Zero (0) – Badger ISD 676 has highly qualified instructors certified for their designated teacher licensure function codes and their appropriate licensure age bands.*

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. **Limit your response to 400 words.**

*In addition to listing teaching on stat- level and nationwide job-posting websites, Badger ISD 676 may explore attending the Minnesota Education Fair in the Twin Cities to recruit diverse teachers candidates (i.e., American Indian teachers, teachers of color) to apply for open vacancies in our school as well as partnering with other school districts in our northwestern Minnesota geographic region. By collaborating as a group we may be able to share resources to reach out/connect with potential teacher candidates. This allows partnered schools to attend recruiting events outside of the immediate local geographical area and to increase the number of diverse teacher candidates who may wish to explore employment within one or more of our collaborating school districts located here in greater northwestern Minnesota.*

*We strive to increase the number of diverse teacher candidates (i.e., teachers of color, American Indian).*

*Base number in SY2018-19 was zero (0).*

### Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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

X District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

*Badger ISD 676 publicly approves/reports Teacher Seniority list along with their licensure function codes; however, this list does not provide all of the details regarding equitable teacher distribution. Prior to SY2020-21 this is an area our district will need to seek guidance as to how to prepare and best communicate “equitable teacher distribution” to the public.*

### Goals and Results

#### All Students Ready for School

Goal	Result	Goal Status
<i>All students entering Kindergarten will demonstrate age appropriate social</i>	<i>Students are assessed three (3) times throughout the year monitoring benchmark skill</i>	<u>X</u> <i>Goal Met (one-year goal)</i>

Goal	Result	Goal Status
<p><i>interaction skills with their peers.</i></p> <p><i>Documentation occurs in all of the developmental domains outlined in the Creative Curriculum and benchmarks are utilized to determine if a child can perform daily activities at an age appropriate level.</i></p>	<p><i>development utilizing a variety of assessments. Parent meetings are conducted on three separate occasions during the academic year.</i></p>	

**Narrative is required; 200-word limit.**

*Working closely with the Northwest Community Action organization which provides the pre-school teacher, meetings and discussions occur regularly throughout the year with the parent(s) of students as well as the existing Kindergarten teacher to ensure the child is ready for school when entering Kindergarten. The "Creative Curriculum" is utilized to identify benchmarks as well as recommend strategies to ensure each child has met designated benchmarks as defined within curriculum prior to entering Kindergarten.*

**All Students in Third Grade Achieving Grade-Level Literacy**

Goal	Result	Goal Status
<p><i>During the 2017-2018 academic year 35.3% of Badger third grade students achieved Grade 3 Reading proficiency according to MCA assessments.</i></p>	<p><i>50.0% of Badger students achieved Grade 3 Reading proficiency according to MCA assessments during the 2018-19 academic year.</i></p>	<p><u>X</u> <i>Goal Met (one-year goal)</i></p>

Goal	Result	Goal Status
<i>The stated goal was to improve upon the 35.3% proficiency rate in 2019.</i>		

**Narrative is required; 200-word limit.**

*A comprehensive review of the MCA data occurs each year as well as the interventions and assessment results that occur at the K-2 grade levels. The assessments are reviewed and attempts are made to intervene as needed to ensure each student can or will be achieving Third Grade – Level Literacy. Some assessments, which are assessed and monitor to assist in determining interventions include but are not limited to: Dibbels, Star, MAP and MCA assessments.*

**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status																		
<i>Decrease the District Wide achievement gap indicated by the MCA Reading subgroup population results for Students eligible for Free/Reduced Priced Meal compared to All Students districtwide from the previous year.</i>	<p><i>Students eligible for Free/Reduced Priced Meal Students Districtwide:</i></p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>2019</u></th> <th style="text-align: center;"><u>2018</u></th> </tr> </thead> <tbody> <tr> <td><i>Badger All (126) Students</i></td> <td style="text-align: center;"><i>70.2% (124)</i></td> <td style="text-align: center;"><i>63.5%</i></td> </tr> <tr> <td><i>Badger FRPL Meal (46) Students</i></td> <td style="text-align: center;"><i>61.5% (52)</i></td> <td style="text-align: center;"><i>58.7%</i></td> </tr> <tr> <td><i>Badger Achievement Gap: All – FRPL =</i></td> <td style="text-align: center;"><i>8.7%</i></td> <td style="text-align: center;"><i>4.8%</i></td> </tr> <tr> <td><i>All Students Statewide (448,778)</i></td> <td style="text-align: center;"><i>59.1%</i></td> <td style="text-align: center;"><i>59.8%</i></td> </tr> <tr> <td></td> <td style="text-align: center;"><i>(448,778)</i></td> <td style="text-align: center;"><i>(448,966)</i></td> </tr> </tbody> </table>		<u>2019</u>	<u>2018</u>	<i>Badger All (126) Students</i>	<i>70.2% (124)</i>	<i>63.5%</i>	<i>Badger FRPL Meal (46) Students</i>	<i>61.5% (52)</i>	<i>58.7%</i>	<i>Badger Achievement Gap: All – FRPL =</i>	<i>8.7%</i>	<i>4.8%</i>	<i>All Students Statewide (448,778)</i>	<i>59.1%</i>	<i>59.8%</i>		<i>(448,778)</i>	<i>(448,966)</i>	<p><b><u>X</u> Goal Not Met (one-year goal)</b></p> <p><i>+6.7% more proficient Badger All Students compared to previous year</i></p> <p><i>+ 2.8% more proficient Badger students eligible for FRPL meals compared to previous year</i></p> <p><i>Despite more FRPL Meal students proficient compared to a year ago, the achievement gap widened by 3.9%</i></p> <p><i>Please note that in 2019 both Badger FRPL Meal Students and Badger All Students had a higher proficiency percentage compared to All Students Statewide 😊</i></p>
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**Narrative is required; 200-word limit.**

*Through direct strategies attempted to personalize learning and provide support as needed outside of the classroom, the Badger School District Free/Reduced Priced Meal demographic had 2.8% more students proficient (6 more students) compared to the previous year; however, the achievement gap widened by 3.9% compared to Badger All Students a year ago. Please note that in 2019 both Badger*

*FRPL Meal Students and Badger All Students had a higher proficiency percentage compared to All Students Statewide.*

**All Students Career- and College-Ready (CCR) by Graduation**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<i>Students in grades 7-12 will complete the Ramp-Up to Readiness Advisory Program partnered with Readiness Rubrics to assess their readiness in areas like grades, academic belief, self-management, effort and persistence, and standardized an college entrance test scores.</i>	<i>Students will share their Readiness Rubrics at traditional Parent-Teacher Conferences during October and February as well as spring registration for courses next year transitioning to a more student-led conference.</i>	<u>X</u> <i>On Track (multi-year goal)</i>

**Narrative is required; 200 word limit.**

*Multi-year goal in progress: Ramp-Up to Readiness Advisory Program partnered with Readiness Rubrics as well as academic report cards.*

*CCR graduation plans are created and reviewed by secondary students grades 7-12 with the assistance of advisors and parents. Student progress is monitored and communicated with parents periodically each year ; especially throughout senior high school years grades 9-12.*



## All Students Graduate

Goal	Result	Goal Status
<p><i>One hundred percent of the students at the Badger School District will graduate in four years as measured by the Minnesota Department of Education 4-Year Graduation Rate</i></p>	<p><i>Available MDE data is offset by one year... Please note that the 4-Year Graduation Rate does <u>not</u> include the most recent graduating class of 2019</i>  <i>Class of 2018:</i>  <i>88.9% = 16 out of 18 Seniors graduated.</i></p>	<p><u>X</u> <i>Goal Not Met (one-year goal)</i></p>

**Narrative is required; 200-word limit.**

*Please note that the 4-Year Graduation Rate does not include the most recent graduating class of 2019*

*Adjustments to the cohort counts are made for students who transfer into the school or for students who transfer out to another educational program offering a diploma.*

*To compute Badger's 4-Year Graduation Rate for the Class of 2018: The number of Badger graduates in 2018 divided by the count of students that entered 9<sup>th</sup> grade for the first time back in SY2014-2015 (the cohort). Multiply this by 100 to provide the percentage where applicable.*

*Academic planning and four year graduation plans are created and reviewed by students with the assistance of guidance as needed. Student progress is monitored and communicated with parents periodically throughout the four-year High School year span. The goal of the Badger School District is to have 100% of eligible students successfully complete graduation requirements each and every year. Anything less is not meeting our goals, standards or expectations as a School District.*

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**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?~~
- ~~How well are you implementing your strategies?~~
- ~~How do you know whether it is or is not helping you make progress toward your goal?~~

**Achievement and Integration Goal 2**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

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

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

**Narrative:**

## Racially Identifiable Schools

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.

**School Name:**

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

### ~~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?~~
- ~~• How well are you implementing your strategies?~~
- ~~• How do you know whether it is or is not helping you make progress toward your goal?~~

**Please Note:** If there are additional goals for this school, copy and paste this A&I goal table below.

### 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:~~

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

## Thank You!

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

[http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1576384640\\_5df5b880e5b5f9.51573086&sg\\_navigate=start](http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1576384640_5df5b880e5b5f9.51573086&sg_navigate=start)