



2021–22 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: Bloomington Public School ISD 271

WBWF Contact: Andrew Kubas

A&I Contact: Dinna Wade Ardley

Title: Executive Director of Learning and Teaching

Title: Director of the Office of Educational Equity

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020–21 school year (SY)?

☒ Yes ☐ No

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

☒ Year 3 (3-year plan spans 2020–22 SY)

☐ Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in 2021–22 SY?

☒ Yes ☐ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020–21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020–21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

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.

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:

<https://www.bloomington.k12.mn.us/sites/default/files/2022-05/2020-21-combined-wbwf-ai-summary-and-progress-report.pdf>

Provide the direct website link to the A&I materials: <https://www.bloomington.k12.mn.us/educational-equity>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for 2021–22 SY.

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 2020–21 SY: November 28, 2022

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>The percent of students proficient in literacy on the Bloomington Early Kindergarten Assessment (BEKA) will increase from 34.1% in fall of 2021 to 36.1% in fall of 2022.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>Literacy proficiency on the BEKA increased from 34.1% in 2021 to 36.5% in 2022.*</p> <p>*VVE was excluded from analysis because the site did not have complete literacy scores</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 checked="" 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>The percent of students proficient in numeracy on the Bloomington Early Kindergarten Assessment (BEKA) will increase from 46.4% in fall of 2021 to 47.4% in fall of 2022.</p>	<p>Numeracy proficiency on the BEKA increased from 46.4% in 2021 to 49.4% in 2022.</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 checked="" 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>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>The percentage of students in grade 3 who are proficient on the MCA-III Reading test will increase from 41.0% in 2021 to 42.0% in 2022.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The percentage of students in grade 3 who are proficient on the MCA-III Reading test was 47.8% in 2022.</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 checked="" type="checkbox"/> Goal Met (one-year goal)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>All student achievement proficiency gaps will decrease by 2% or more on the MCA-III Reading and Math assessments.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>Reading:</p> <p>White-Hispanic gap increased by 2.4%</p> <p>White-American Indian or Alaska Native gap decreased by 4.1%</p> <p>White-Asian gap increased by 3.8%</p> <p>White-Black or African American gap increased by 2.3%</p> <p>White-Two or more races gap increased by 1.1%</p> <p>Math:</p> <p>White-Hispanic gap increased by 1.8%</p> <p>White-American Indian or Alaska Native gap increased by 2.4%</p> <p>White-Asian gap increased by 3.3%</p> <p>White-Black or African American gap increased by 1.6%</p> <p>White-Two or more gap decreased by 3.0%</p>	<p><i>Check one of the following:</i></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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>The percentage of graduates who have earned a diploma or certificate six years after graduation will increase 1% each year.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The percentage of graduates who have earned a diploma or certificate six years after graduation increased from 55.0% in 2021 to 55.2% in 2022.</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 checked="" 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>

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>The seven-year graduation rate will increase from 88.8% in 2020 to 89.8% in 2021.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The seven-year graduation rate for all students was 90.9% in 2021.</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 checked="" 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>

2021–22 Achievement and Integration (A&I) Progress Report

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 was on track or 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 2021–22 A&I plan goals for each of those schools were on track or have been 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).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2021–22 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2021–22 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name: Bloomington Public School #ISD271

A and I Contact: Dinna Wade-Ardley

Title: Director of Educational Equity

Phone: 952-681-6417

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Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2019–June 30, 2022). If you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
100% of BPS building equity teams members will be trained on Cultural Proficiency tools, (which will improve techniques, tools and strategies in reaching and teaching 100% of all students in BPS) and 100% of all buildings will implement the Cultural Proficiency tools by June 30, 2023.	Check one of the following: ___ Achievement Goal ___ Integration Goal __X_ Teacher Equity	2020-2021 As of 2020-21 more than 50% of all BPS buildings and programs have completed the process of being trained.	2021-2022 70% of Building Teams are trained	Check one of the following: __X_ Goal Met ___ Goal Not Met

2021 school year: BPS will train 70% of all building equity team members in the use of the Cultural Proficiency tools the second year. 2022 school year: BPS will train 70% of all building equity teams in the second school year. The third school year BPS will train 100% of their teams. This is a train the trainer model. As building equity teams are trained they will begin to train other staff members within their buildings. By 2023, 100% of all building staff members will be trained in the use of these tools.

2020-2023 School year: Each year BPS will ensure equitable access for every student to high quality and culturally relevant instruction by 2%.

We will continue to transition to 100% of all existing Professional Development structures 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 by the end of this three-year plan. Additionally, we will continue to build capacity for this work with 100% of the BPS Leadership team. We will provide training and sponsor conversations with ESC central administration, principals and school board members. We will use BPS Safe and Supportive school metrics to evaluate our process with equity for BPS each year. Data includes attendance, discipline, and survey scales to measure our success.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
BPS will train 50% of staff and implement restorative practices in the following buildings (VVMS, IM, OLMS, OLE, VVE, OGMS, OGE) by June 30, 2020.	Check one of the following: ___X___ Achievement Goal ___ Integration Goal ___ Teacher Equity	25 % of staff will implement restorative practice in 7 of our school buildings and programs.	40% of staff will implement restorative practice in 10 buildings and programs.	Check one of the following: ___X___ Goal Met ___ Goal Not Met

Each year BPS will increase the buildings trained in restorative practice. Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and educators, and even between educators, (whose behavior often serves as a role model for students).

Restorative practices allow each member of the school community to develop and implement a school's adopted core values. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. Restorative practices also represent a mindset that can help guide adult and youth behavior and relationship management in schools. Restorative practices are valued and worthwhile. Conflicts that have begun with raised voices and closed ears, through restorative approaches they have ended in smiles, handshakes, and hugs. This seems ultimately more healthful for interpersonal relationships and overall school culture than traditional reactionary disciplinary measures.

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
BPS will increase enrollment in our gifted and talented education programs from 17% for BPS BIPOC students to 23% by June 30, 2023.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	2020-2021 Results: 28.3% diverse students at the Elementary level, 34.1% diverse students at the Middle school level, and 31.2% diverse students at the High School level.	Provide the result for the 2021–22 SY that directly ties back to the established goal. 26.6% diverse students at the Elementary level, 33.0% diverse students at the Middle school level, and 34.4% diverse students at the High School level.	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
The OEE Leadership Academy will increase integration for students of color as well as those in challenging socio-economic status by 2%.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	OEE Leadership Academy experienced a decrease in participation due to COVID. The membership remained the same.	OEE Leadership Academy has experienced decreased participation for 20-21, We are getting back on track.	<input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

2020-2023 School Years: All three years we will gradually grow our gifted and talented programs by 2% each year for students of color and students experiencing socio-economic difficulty. 2020-2023 School Year: All three years BPS will provide cross-district opportunities for academic, SEL and mental health support and programming during school days and out of school during OEE Leadership on Saturday by increasing the engagement and participation by 2% each year.

The BPS Gifted and Talented department is partnering to continue to remove barriers for entrance into Gifted and Talented programs. After which, support will be provided to ensure success and retention of students.

Examples:

1 - Nobel is an academic program of study designed to develop talent in high-ability students through a rigorous humanities approach. The focus is on critical thinking and creativity. Students will engage in a rich curriculum connecting literature, social sciences, philosophy, and the arts.

2 - Elements and Dimensions Academy (DA), is BPS's traditional gifted and talented programming. This programming was developed to challenge and nurture highly able students by offering a high level of academic rigor and an experiential learning environment.

In the name of integration, the Nobel program is identifying highly qualified caucasian students to attend the program which is located at VVMS. This strategy will aid in decreasing the racial isolation of VVMS - one of the major goals of the A&I plan.

The achievement goals and targets for the 2020-2023 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

Achievement and Integration Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Increase participation in programs that promote college and career readiness (AVID, NOBEL and HC). That is, we will increase student participation in AVID by 2% each year. And, we will increase diversity at Hillcrest and Nobel by 2% each school year.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	146 students participated in AVID in 2020-21 47.2% diverse students in Nobel at the Middle school level, and 33.3% diverse students in Nobel at the High School level in 2020-21 36.9% diverse students at Hillcrest in 2020-21	179 students participated in AVID in 2021-22, an increase of 22.6% 47.3% diverse students in Nobel at the Middle school level, and 56.3% diverse students in Nobel at the High School level in 2021-22. 36.0% diverse students at Hillcrest in 2021-22	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

<p>We will increase achievement for each student involved in the AVID and Nobel programs by 2% each year (2020-2023).</p>	<p><input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>The percentage of students enrolled in AVID who are proficient on the MCA-III Reading test was 21.8% and on the MCA-III Math test was 20.7% in spring 2021.</p> <p>The percentage of students enrolled in Nobel in Middle School who are proficient on the MCA-III Reading test was 86.5% and in MCA-III Math test was 63.5% in spring 2021.</p> <p>The percentage of students enrolled at Hillcrest who are proficient on the MCA-III Reading test was 51.0% and on the MCA-III Math test was 35.9% in spring 2021.</p>	<p>The percentage of students enrolled in AVID who are proficient on the MCA-III Reading test was 34.3% and on the MCA-III Math test was 30.4% in spring 2022.</p> <p>The percentage of students enrolled in Nobel in Middle School who are proficient on the MCA-III Reading test was 87.9% and on the MCA-III Math test was 75.8% in spring 2022.</p> <p>The percentage of students enrolled at Hillcrest who are proficient on the MCA-III Reading test was 51.8% and on the MCA-III Math test was 41.5% in spring 2022.</p>	<p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
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AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to increase school-wide learning and performance and to ensure that all students, most especially the most underserved students in the middle of the population, are capable of succeeding after high school. The AVID College Readiness System works to ensure students are college-ready by equipping them with the personal skills, academic success, high positive behaviors, and college knowledge necessary to succeed at every level from elementary to college. AVID helps students develop a vision for their future, gain confidence in their abilities, and take ownership of their learning.

Hillcrest Community School uses the Artful Learning® instructional model. The mission is to inspire, challenge, and empower student learning through the arts. This nationally recognized and highly researched instructional model from the late composer Leonard Bernstein’s organization, embeds the arts into learning in every classroom. Students learn core academics through arts-focused experiences, inquiry, creation, and reflection. Resident artists regularly visit our classes to work with students, and students take many field trips to performances and art spaces around the twin cities. Hillcrest is a community school, welcoming students from the entire Bloomington community. Students are selected from a lottery pool. Bus transportation is available for any Bloomington district student attending Hillcrest Community School. BPS will ensure that 100% of all families of color will be provided information about Hillcrest community school each year. BPS will increase enrollment of students of color by 2% each year. This will ensure that the Hillcrest student population will begin to accurately reflect the demographics of students of color at Elementary Schools level (53% students of color). Transportation is free.

Nobel is an academic program of study designed to develop talent in high-ability students through a rigorous humanities approach. Focused on critical thinking and creativity, students will engage in a rich curriculum connecting literature, social sciences, philosophy, and the arts.

Achievement and Integration Goal 5

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-2022 SY)	On Track?
BPS will increase its staff of color from 4.4% to 7% by June 30, 2023.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	2020-2021 Results 4.4% of all BPS teachers are teachers of color.	2021-2022 Results 4.9% of all BPS teachers are teachers of color	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

All groups are represented by licensed teacher staff, however, not at the percentages we would like to see.

Our teachers of color and American Indian teachers compose less than 5% of our licensed staff. We would need to hire a substantial number of teachers of color and American Indian teachers to match the diversity level in our students (100+). Although challenging, our District will continue to hire teachers of color and American Indian teachers whenever the opportunity presents itself and we have qualified candidates to increase the percent of representation.

We also are recipients of the Grow Your Own Grant for secondary students to help foster an interest in teaching in our diverse student population. Additionally, our teacher contract is also one of the best in the State for salaries, working conditions and benefits. We also offer professional development opportunities to staff, and mentoring through our Q-Comp program and Office of Educational Equity to help provide support to our teachers of color. 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.

Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section 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: Indian Mounds, Valley View Elementary and Valley View Middle School

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline: 2020-2021	Actual Result (2021- 22 SY)	On Track?
BPS will decrease the achievement gap by 2% each year at VVE, VVMS and IM by June 30, 2023	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Reading: IM: White-Hispanic gap was 22.4% White-Black/African American was 13.5% VVE: White-Hispanic gap was 8.2% White-Black or African American gap was 14.0% White-Two or more races gap was 5.3% VVM: White-Hispanic gap was 22.2% White-Asian gap	Reading: IM: White-Hispanic gap decreased by 15.2% White-Black or African American gap decreased by 12.1% VVE: White-Hispanic gap increased by 22.6% White-Black or African American gap increased by 18.9% White-Two or more races gap increased by 17.8% VVM: White-Hispanic gap increased by 2.2% White-Asian gap	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

		<p>was 7.4% White-Black or African American gap was 16.7% White-Two or more races gap was 10.9%</p> <p>Math: IM: There was no White-Hispanic gap There was no White-Black or African American gap in 2021</p> <p>VVE: White-Hispanic gap was 27.0% White-Black or African American gap was 35.3% White-Two or more races gap was 35.3%</p> <p>VVM: White-Hispanic gap was 35.5% There was no White-Asian gap in 2021 White-Black or African American gap was 30.4% White-Two or more races gap was 18.6%</p>	<p>increased by 3.5% White-Black or African American gap increased by 0.2% White-Two or more races gap decreased by 1.4%</p> <p>Math: IM: White-Hispanic gap increased by 8.1%</p> <p>White-Black or African American gap has not changed. Black/African American students outperformed their White peers by 0.1% in Spring 2022.</p> <p>VVE: White-Hispanic gap decreased by 25.0% White-Black or African American gap decreased by 33.8% White-Two or more races gap decreased by 35.3%</p> <p>VVM: White-Hispanic gap decreased by 1.1% White-Asian gap increased by 7.8% White-Black or African American gap increased by 1.6% White-Two or more races gap decreased by 1.1%</p>	
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BPS will continue to seek and implement strategies that aid in helping reduce disparities in achievement at the 3 racially identifiable schools. Some of these initiatives include:

VVE & IM:

- CLSD - Comprehensive State Literacy Development to assist with core literacy instruction
- Literacy and Math classroom visits used to provide data on core instruction and focus for professional development
- All sites use multiple measures for determining tiered systems of support and intervention
- Grade level data meetings to study student performance and achievement

VVMS:

- Establishing a culture of literacy
- School wide system of AVID and WICOR
- Integration of study time and habits into the daily schedule
- Using student data to design and implement tiered systems of support
- Implementing a Math specialist to provide support in math classes across the school

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline 2020-2021	Actual Result (2021-22 SY)	On Track?
The BPS OEE program will increase achievement for each student of color involved in the Check and Connect by 2% each year (2020-2023).	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	"Unable to report."	Due to Covid related effects on learning, attendance and engagement, it has been hard getting back on track. January 2023 we are hopeful to implement 100% of students engaged in Check and Connect with data collection.	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

We will continue to implement and train staff on the use of progress monitoring tools such as Check and Connect and Check-in and out. These programs are intended to help students, staff and families understand on a weekly basis and to increase the understanding of working collaboratively for a student's achievement as well as the importance of increasing the graduation rate.

We will train 20 staff new members, as well as monitor their success over the next school year. Currently we have 25 staff members that have been trained and currently working with the University of Minnesota to ensure the success of the program on student's achievement.

The Cultural Liaisons have been trained to support students that need tier two and tier three support from the MTSS intervention pyramid.. The Cultural Experts and the Family Engagement Liaisons work together to provide services that link students, staff and parents around supporting the students and families in nontraditional approaches. All programming provided to schools by the Office of Educational Equity staff,(including the RIS), uses both of these research based programs to serve students.

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline 2020-2021	Actual Result (2021-22 SY)	On Track?
BPS will increase the six-year graduation rates by 2% for underserved students each school year by providing options for learning to families by June 30, 2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Six-year graduation rates reported in 2020-2021 for underserved populations were: Hispanic = 82.3% Black or African American = 81.9%	Six-year graduation rates reported in 2021-22 for underserved populations were: Hispanic = 79.5% Black or AA = 91.7%	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Strategies to increase six-year graduation rates:

BPS will provide academic and experiential-focused integration opportunities to 100% of our traditionally underserved BPS students each year. Examples may include; integrated after school and summer school experience, Office of Educational Equity Leadership Academy (focused on academics, behavior, and attendance as monitored by Equity Specialists using Check and Connect).

Additionally, we have continued to leverage our work through Professional Learning Communities, (PLC's). The practice of working in these PLC's allows us to better understand our student's academic "profile". In other words: what students have learned, how to respond when some students have not learned, and how to extend the learning for those students who are already proficient.

BPS will continue to use the Personal Growth Plan (PGP) as a tool to aid in tracking students progress and goals. The PGP help students build strong academic habits, set relative and achievable goals, and began envisioning their future career and college plans.