

## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: Bemidji Area Schools, District #0031-01  
Grades Served: Grades PreK-12  
Contact Person Name and Position: Kathy Palm, Director of Curriculum & Administrative Services

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to:  
[MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### 1. Stakeholder Engagement

#### 1a. Annual Report

[Note: 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.]

- <http://www.bemidji.k12.mn.us/wp-content/uploads/2014/04/2015-2016-Annual-Report.pdf>

#### 1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

- *September 19, 2016 2015-2016 World's Best Workforce Report*
- *December 19, 2016 2015-2016 World's Best Workforce Summary Report*

### 1c. District Advisory Committee

[Note: 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.]

- *The 2015-2016 Bemidji District Advisory Committee included the following 27 members: 3 School Board members, Superintendent, Director of Curriculum & Administrative Services, 2 high school principals, 2 middle school principals, 2 elementary principals, Indian Education Coordinator, 3 Bemidji State University professors (2 parents, 1 American Indian), 2 high school teachers, 2 middle school teachers (1 special education), 1 elementary teacher, 2 District Rtl Specialists, 2 retired teachers, 1 American Indian parent & early childhood special education teacher, 2 community members/parents.*
- *The Bemidji District Advisory Committee makes recommendations to the Bemidji School Board.*
- *All committee agendas and minutes are posted on the district World's Best Workforce website at: <http://www.bemidji.k12.mn.us/curriculum/district-curriculum/district-curriculum-advisory-committee-01/>*
- *We post notices in the district fall news and in the World's Best Workforce Report inviting parents and community members to join this committee.*

## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for Kindergarten

| Goal   | Result   | Goal Status   |
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| <p><i>In Bemidji Area Schools the number of students participating in district preschool programs will increase from 527 students to 579 students in the Spring of 2016.</i></p> | <ul style="list-style-type: none"> <li>• <i>The goal numbers include all children attending preschools in Bemidji. Community preschool numbers maintained, and district numbers increased.</i></li> <li>• <i>Our school readiness enrollment increased from 140 in 2014 to 190 students in in the fall of 2015 to 193 students in the spring of 2016. That is an increase of almost 38%.</i></li> <li>• <i>The district Early Childhood Intervention program served over 200 birth to age 5 children in 2015-2016, compared to 195 in 2014-2015.</i></li> <li>• <i>The district K-1 program served 40 age five students not yet ready for kindergarten in 2015-2016. This number is the same as previous years.</i></li> <li>• <i>Bemidji School Readiness students participate in 45 minutes of direct reading instruction per day using PreK-3 aligned curriculum and will enter kindergarten ready to learn.</i></li> <li>• <i>School Readiness staff work with parents to encourage them to continue education in the home. Parents are given take-home activities and suggestions to promote literacy with their preschooler.</i></li> <li>• <i>Each elementary school provides a kindergarten registration at their school in the spring. In the fall schools provide a kindergarten orientation to inform students and</i></li> </ul> | <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p> |

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|  | <p>parents of what to expect in kindergarten.</p> <ul style="list-style-type: none"> <li>• <i>At the fall orientation, every district and nonpublic kindergartener receives a Kindergarten Packet from District Title I. This packet includes math numbers and number line, reading letters and sight words, a reading book, a math literacy book, pencil, colors, glue stick, and bookmark to assist parents in working with their children at home.</i></li> <li>• <i>Bemidji formed a Ready for Kindergarten Committee in 2014-2015 to discuss how we can improve preschool screening and preparing students for kindergarten. This committee is composed of early childhood teachers, elementary principals, special education, and curriculum/Title director.</i></li> <li>• <i>Bemidji's Early Childhood Family Education (ECFE) staff surveyed parents regarding their reading to their children, and they noted an increase compared to last year in the number of parents reading to their children and the amount of time they read.</i></li> <li>• <i>ECFE also works with the public library on field trips and encourages families to go to the library. The number of library cards issued to ECFE families has increased compared to last year.</i></li> <li>• <i>Bemidji planned to greatly expand our pre-school opportunities for 2016-2017, but we were denied the new voluntary state pre-school funding. We hope to expand in future years with State support.</i></li> </ul> |  |
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**2b. All Students in Third Grade Achieving Grade-Level Literacy**

| Goal  | Result  | Goal Status   |
|---|---|---|
| <p>To support all students Reading Well by Third Grade, Bemidji Area Schools kindergarten and grades 1 and 2 will improve their reading in the following:</p> <ul style="list-style-type: none"> <li>▪ Kindergarten students will improve Phoneme Segmentation percentage meeting Tier I from 56.3% to 61.3% in Spring 2016 as measured by AIMSweb.</li> <li>▪ Grade 1 students will improve Reading Curriculum Based Measurement percentage meeting Tier I from 65.6% to 70.6% in Spring 2016 as measured by AIMSweb.</li> <li>▪ Grade 2 students will improve their overall Mean RIT score from 186.9 to 188.7 in Spring 2016 as measured by NWEA MAP.</li> </ul> | <ul style="list-style-type: none"> <li>• Kindergarten AIMSweb Phoneme Segmentation decreased from 56.3% in Spring 2015 to 55% in Spring 2016.</li> <li>• Grade 1 AIMSweb Reading Curriculum-Based Measurement increased from 65.6% in Spring 2015 to 66% in Spring 2016.</li> <li>• Grade 2 NWEA MAP overall Mean RIT score increased from 186.9 in Spring 2016 to 188.6 in Spring 2016.</li> <li>• Title II and District Staff Development Grants provided teachers with training in Jan Richardson’s Guided Reading, district reading interventions, and Daily 5 Cafe.</li> <li>• Minnesota Reading Corps provided tutors to work with K-3 students who were just below proficiency.</li> <li>• Bemidji Rtl teams meet at every school to discuss student progress and recommend reading interventions according to student needs.</li> <li>• Every elementary school provides reading interventions including: Reading Recovery, Fountas &amp; Pinnell’s Leveled Literacy Intervention, Great Leaps, Reading PALS, Read Naturally, PAST, and interventions within the Houghton Mifflin Journeys series.</li> </ul> | <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"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p>Improvement shown in grades 1 and 2 reading.</p> |

**2c. Close the Achievement Gap(s) Among All Groups**

| Goal   | Result   | Goal Status   |
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| <p><b>Reading:</b> Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Reading:</p> | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Bemidji Special Education 2016 MCA Reading proficiency increased by 3.3% to 30.5%, just short of our goal of 30.7%.</li> </ul> | <p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> |

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| <ul style="list-style-type: none"> <li>• <i>Special Education students' proficiency to improve from 27.2% to the State Special Education proficiency level of 30.7% in Spring 2016 as measured by the MCA in Reading.</i></li> <li>• <i>American Indian students' Reading proficiency will improve from 40.6% to 42.6% in Spring 2016 as measured by the MCA in Reading.</i></li> <li>• <i>Bemidji Area Schools students receiving Free &amp; Reduced Lunch will improve proficiency from 47.1% to 49.1% in Spring 2016 as measured by the MCA in Reading.</i></li> </ul> <p><b>Math:</b> <i>Bemidji Area Schools district-wide will close achievement gaps for the following subgroups as measured by the MCA in Mathematics:</i></p> <ul style="list-style-type: none"> <li>• <i>Special Education students' proficiency to improve from 25.6% to the State Special Education proficiency level of 31.9% in Spring 2016 as measured by the MCA in Mathematics.</i></li> <li>• <i>American Indian students' proficiency will improve from 43.3% to 45.3% in Spring 2016 as measured by the MCA in Mathematics.</i></li> <li>• <i>Bemidji Area Schools Free &amp; Reduced Lunch students' proficiency will improve from 53.4% to 55.4% in Spring 2016 as measured by the MCA in Mathematics.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Bemidji American Indian 2016 MCA Reading proficiency increased by 1.7% to 41.8%, short of our goal of 42.6%.</i></li> <li>• <i>Bemidji Free &amp; Reduced Lunch 2016 MCA Reading proficiency increased by 0.7% to 47.7%, short of our goal of 49.1%.</i></li> <li>• <i>Bemidji students receiving Free and Reduced Lunch, Mobile, and American Indian students outperformed the State.</i></li> <li>• <i>Bemidji Special Education students did not outperform the State, but they closed the gap to 0.6%.</i></li> <li>• <i>District Title II added a fulltime RtI Reading Specialist to provide coaching, mentoring, and professional development for all teachers.</i></li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• <i>Bemidji's Special Education 2016 MCA Math proficiency increased by 4.3% to 29.9%, short of our goal of 31.9%.</i></li> <li>• <i>Bemidji's American Indian 2016 MCA Math proficiency decreased by 0.7% to 41.8% and short of our goal of 45.3%.</i></li> <li>• <i>Bemidji Free &amp; Reduced Lunch 2016 MCA Math proficiency decreased by 4.4% to 48.8% and short of our goal of 55.4%.</i></li> <li>• <i>Bemidji students receiving Free and Reduced Lunch, Mobile, and American Indian students outperformed the State in math.</i></li> <li>• <i>Bemidji Special Education students did not outperform the State, but they closed the gap to 1.5%.</i></li> <li>• <i>District Title II added a fulltime RtI Math Specialist to provide coaching, mentoring, and professional development for all teachers.</i></li> </ul> | <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><i>Improvement shown in all three subgroups for reading and in special education for math.</i></p> |
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**2d. All Students Career- and College-Ready by Graduation**

| Goal  | Result  | Goal Status   |
|---|---|---|
| <p><i>Bemidji Area schools will increase by 10% the number of students participating in college and career opportunities such as: Lumberjack Academies, Ramp Up to Readiness, and college and career courses as documented with a participant survey and the actual number of students participating. (Baseline Data of number of students participating in college and career courses: 2013-2014 = 262, 2014-2015 = 307.) Goal of 331 for 2015-2016.</i></p> | <ul style="list-style-type: none"> <li>• <i>Over the last three years, the number of students completing college courses has increased from 262 in 2013-14, to 307 in 2014-15, to 352 in 2015-16, an increase of 34%, surpassing our goal of 331.</i></li> <li>• <i>Over the last three years, the number of college credits earned has increased from 1,328 in 2013-14, to 1,590 in 2014-15, to 2,058 in 2015-16, an increase of 55%.</i></li> <li>• <i>During the 2015-2016 school year, 352 Bemidji High School students completed:</i> <ul style="list-style-type: none"> <li>○ <i>501 College in the High School Courses</i></li> <li>○ <i>1,818 credits through Bemidji State University</i></li> <li>○ <i>189 credits in Project Lead the Way through University of Minnesota</i></li> <li>○ <i>51 credits in Project Lead the Way through St. Cloud State University</i></li> </ul> </li> <li>• <i>Elementary and Middle schools participated in MN Higher Education’s Get Ready program, which provided curriculum to address college and career preparation.</i></li> <li>• <i>Many Bemidji students and their parents have no knowledge of how to prepare for college. For that reason we arrange for Grade 5 students to tour Bemidji State University and Grade 7 students to tour Bemidji Northwest Technical College every year. These tours give them the vision of the possibilities for their future.</i></li> <li>• <i>The Bemidji Career Academy Advisory Committee, which includes district educators, area businesses, the Chamber of Commerce, BSU, and NTC</i></li> </ul> | <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i><br/><i>(only for multi-year goals)</i></p> |

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|  | <p><i>continues to provide input for the creation of Career Academies for high school students.</i></p> <ul style="list-style-type: none"> <li>○ <i>The Bemidji Career Academies provide students with coursework, college credit, and hands-on information for careers that interest them. The Academies ready to be implemented in 2016-2017 include:<br/>Manufacturing/Mechatronics, Health Care/Careers, Construction Trades/Management, Accounting and Business, Project Lead the Way, and Light and Sound Technician.</i></li> <li>● <i>Other Career Academies that will soon be implemented are: Skilled Trades: Welding, Marine Mechanics, Small Engine Repair; Computer/Digital Technology/Graphic Design; Information Technology; Automotive Technologies; Environmental Conservation/Forestry/Natural Resources; Engineering; and Emergency Medical Technician.</i></li> <li>● <i>Through the Rural and Low Income Grant, the district hired a .44 FTE College and Career Interventionist to work with the alternative programs and Bemidji High School to catch students from falling between the cracks, graduate, and make college and career plans.</i></li> <li>● <i>Bemidji High School provides student advisory sessions every week where advisors share career information.</i></li> <li>● <i>Ramp Up to Readiness provides high school students with career inventories and information about careers and college.</i></li> <li>● <i>The Career Center at Bemidji High School provides college and</i></li> </ul> |  |
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|  | <p>career information and arranges for student scholarships.</p> <ul style="list-style-type: none"> <li>• District Special Education provides a Transition Expo where students on IEPs can visit with different businesses, organizations, and colleges to help them transition after high school.</li> <li>• Bemidji High School provides over 250 course options including: pre-AP, eleven Advanced Placement, eleven College on Campus, Post-Secondary Enrollment Options, Project Lead the Way, and Work Experience courses that prepare students for future college and career success.</li> <li>• Orientations are provided for students and parents for 5th grade to BMS and 8th grade to BHS.</li> <li>• Link Crew at BHS and homeroom activities improve the transition for students entering 9th grade.</li> </ul> |  |
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**2e. All Students Graduate**

| Goal   | Result  | Goal Status   |
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| <p><b>Bemidji High School:</b> The Bemidji High School student graduation rate as measured by MDE’s Four-Year Graduation Rate calculations will increase to 90% for all students in 2015-2016. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2010 = 82.5%, 2011 = 83.2%, 2012 = 86.6%, 2013 = 85.8%, 2014 = 83.2%.)</p> <p><b>Bemidji District:</b> During the 2015-2016 school year Bemidji Area Schools will increase by 5% the Four-Year on Time Graduation Rate for “All Students” as measured by the Minnesota Department of Education. (Baseline Data: 2010 = 69.3%, 2011 = 68.9%, 2012 = 75.3%, 2013 = 76.6%, 2014 = 72.3%.)</p> | <ul style="list-style-type: none"> <li>• According to the MDE web site, Bemidji High School’s 2015 four-year graduation rate increased to 86.2%, short of our 90% goal. The 2016 graduation information is not yet available.</li> <li>• According to the MDE web site, Bemidji District’s 2015 four-year graduation rate increased to 73.8%, short of our goal. The 2016 graduation information is not yet available.</li> <li>• Bemidji High School’s 2015 five-year graduation rate is 87.7%, and the six-year rate is 90.3%</li> <li>• Bemidji District’s 2015 five-year graduation rate is 78.7%, and the six-year rate is 81.7%.</li> </ul> | <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"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p>Improvement shown at both Bemidji High school (by 3.6%) and Bemidji District (by 2.1%) but not yet 90%.</p> |

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|  | <ul style="list-style-type: none"> <li>• <i>Through the Rural and Low Income Grant, we hired a .44 FTE College and Career Interventionist to work with the alternative programs and Bemidji High School to catch kids from falling between the cracks, graduate, and make college and career plans.</i></li> <li>• <i>Bemidji Indian Education provides an annual graduation meal and ceremony to honor the American Indian graduates.</i></li> </ul> |  |
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### 3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

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| <p>➤ <i>List and describe the district's needs that were identified at the start of the 2015-2016 school year and the data the needs were based upon.</i></p> <p>➤ <i>Include only the key data used to determine identified needs. Limit response to 200 words.</i></p> <p><u>IDENTIFIED NEEDS:</u></p> <ul style="list-style-type: none"> <li>• <i>Bemidji MCA Reading for grades 3, 5, 10, and special education decreased from 2014 to 2015, and Bemidji special education performs below State special education in MCA Reading.</i></li> <li>• <i>Bemidji MCA Math for grades 3-5 and special education decreased from 2014 to 2015, and Bemidji special education performs below State special education in MCA Math.</i></li> <li>• <i>The Bemidji High School and Bemidji District 2014 Four-Year Graduation Rates are below the required 90%.</i></li> </ul> <p><u>READING DATA:</u></p> <ul style="list-style-type: none"> <li>• <i>According to the 2015 MCA Reading assessments, Bemidji grades 3, 5, and 10 decreased proficiency compared to 2014. (Grade 3 from 61.1% in 2014 to 56.7% in 2015, Grade 5 from 71.6% to 69.2%, Grade 10 from 60.9% to 57.2%)</i></li> <li>• <i>Bemidji's special education students decreased proficiency from 27.9% in 2014 to 27.2% in 2015 and perform below the State in reading (30.7%).</i></li> <li>• <i>The 2015 special education reading gap increased slightly from 38.5% to 39.9%.</i></li> </ul> <p><u>MATH DATA:</u></p> <ul style="list-style-type: none"> <li>• <i>According to the 2015 MCA Math assessments, Bemidji grades 3, 4 and 5 decreased proficiency compared to 2014. (Grade 3 from 72.5% in 2014 to 69.1% in 2015, Grade 4 from 68.4% to 67.5%, Grade 5 from 62.6% to 54.0%)</i></li> <li>• <i>Bemidji's special education students decreased proficiency from 27.3% in 2014 to 25.6% in 2015 and perform below the State in math (31.9%).</i></li> <li>• <i>The 2015 special education math gap increased from 42.0% to 45.6%.</i></li> </ul> |
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GRADUATION RATE:

- Bemidji High School's 2014 four-year graduation rate decreased from 2013 (85.8%) to 2014 (83.2%), and Bemidji District's 2014 four-year graduation rate decreased from 2013 (76.6%) to 2014 (72.3%). Both are below the 90% required four-year graduation rate.

## 4. Systems, Strategies and Support Category

### 4a. Students

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
  - Process for assessing and evaluating student progress toward meeting state and local academic standards.
  - Process to disaggregate data by student group.
  - At the annual District Data Retreat, school and district teams examine MDE secure data for all state accountability tests based on October 1 student enrollment, analyzing academic standard strands, trends over time, grade levels, and subgroups compared to the State.
  - The data teams examine their data, analyze Root Cause, and create an Action Plan and SMART Goals. They report their results to their school staffs during the August teacher workshop.
  - A fall district staff development day provides school staffs time to discuss data and plan their goals, school improvement strategies, and better meeting their academic standards.
  - Schools prepare a School Improvement Plan, which is printed and posted on the district website, and shared with the Leadership Team, District Curriculum Advisory Committee, District Staff Development Committee, and Bemidji School Board.
  - Throughout the school year, Bemidji schools and district evaluate students with MCA data, OLPA, NWEA MAP (fall and spring), and AIMSweb data (three times a year). Besides proficiency, we focus on individual student growth.
  - With the Viewpoint Data Warehouse teachers and principals can track specific student assessments, demographics, discipline, and attendance to better help students succeed.
  - In the spring, the schools prepare School Improvement Reports, used to write the World's Best Workforce Report.

### 4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.
  - System to review and evaluate the effectiveness of:
    - Instruction
    - Curriculum
    - Teacher evaluations
    - Principal evaluations

- *Principals are the instructional leaders in their schools. They evaluate teachers and through regular communication check teachers' lesson planning for alignment to the standards and their classroom performance on standardized tests.*
- *The district curriculum review process brings teachers together from all schools, grades, and special education to examine their standards, align curriculum to the standards, survey teachers, and select materials. In 2014-2015 Bemidji reviewed PreK-12 math curriculum, and in 2015-2016 art, music, health, physical education, and world language. The review committee reports to the District Curriculum Advisory Committee and the Bemidji School Board, which approves the new standards-aligned curriculum outcomes. Teachers are provided training in the new curriculum. To determine the effectiveness of the curriculum, teachers complete surveys about how well it meets the academic standards. Standardized and formative assessments are analyzed and compared to the previous year for students' meeting benchmarks.*
- *The Teacher Evaluation and Principal Evaluation processes follow the state guidelines, and 35% is based on student achievement data. The Superintendent meets individually with administrators to discuss their progress at meeting their goals. Principals conduct pre and post observation meetings to discuss instruction and standards. A committee oversees evaluation and organizes training to meet teacher and administrator needs.*
- *Through Response to Intervention, Bemidji school teams analyze data to provide research-based reading and math interventions for all students needing academic support.*

#### **4c. District**

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
  - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
    - *Technology*
    - *Collaborative professional culture*
  - *The district technology manager and several technology support specialists provide support for all schools in connectivity, purchasing hardware, and using technology.*
  - *In 2015-2016, we purchased five Chromebook carts with Rural & Low Income Grant to support testing and instruction.*
  - *Title II provides a district Rtl Reading/Social Studies Specialist and an Rtl Math/Science Specialist to support teachers, provide training, mentor new teachers, and model teach.*
  - *The district provides four Early Release days to allow time for teachers to participate in Professional Learning Communities (PLCs) and training time for paraprofessionals.*
  - *The district provides a District Staff Development Day in September for schools to address School Improvement planning.*
  - *District Staff Development grants and Title II provide after-school reading, math, data training, differentiation, SMARTBoard, and Google training.*
  - *The district provides online professional development training through Infnittec, which provides training on multiple topics.*

- *Bemidji High School sponsors Tuesday Tech to provide support for Google Docs and technology.*
- *The district Leadership Team is comprised on all principals, coordinators, and district administrators and meets monthly to address all district topics and issues.*
- *Each school has a site team that analyzes the data and keeps track of their progress at meeting their school goals.*

## 5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
  - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
  - *Limit response to 200 words.*
  - *Bemidji Area Schools hire the most highly qualified teachers. We do not eliminate considering a teacher who has more experience or education because he/she would cost more.*
  - *According to the MN School Report Card, 56.2% of Bemidji Area Schools' teachers hold Master's degrees, and 99.2% meet highly qualified requirements. The percent of teachers with more than ten years' experience is 67.6%, 27.1% have 3-10 years' experience, and 5.4% have less than three years' experience.*

- *We use the same quality hiring practices for all of our schools. We also apply the same district staff to student ratios for all schools.*
- *The Cabinet reviews the final STAR report and any discrepancies in staff licensing, and the Leadership Team examines how staff are distributed among schools.*
- *All staffing information is reported to the District Curriculum Advisory Committee and Bemidji School Board.*
- *We actively encourage staff to advance their education by salary adjustments which are offered several times per year. Many district sponsored staff development activities offer both recertification credit and salary advancement credit. At times we offer stipends for staff to take advanced hours or training.*
- *We try creative recruitment ideas to attract high-quality teachers during this time of teacher shortages.*
- *We attempt to hire teachers from diverse backgrounds by posting and recruiting at locations where they would likely be connected.*