



## 2020-21 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 is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

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:**

- **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
- **Racially Identifiable School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

*MDE understands this past school year (2020-2021) brought on 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.*

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

## Achievement and Integration

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## Annual Public Reporting

**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://meetings.boardbook.org/Public/Organization/1183>

<https://meetings.boardbook.org/Documents/FileViewerOrPublic/1183?file=6b2ccf62-17f1-4ec1-941f-c89f5e311be4&isFromMeeting=True>

The notice was posted in the local newspaper on January 4, 2022 and ran through January 18, 2022.

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

[ACHIEVEMENT & INTEGRATION | Bagley School District 162](#) - Last years report. Our platform changed so I have not been able to update until everything is final with the changes.

## Annual Public 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 school year.  
[SY 21/22 Public Forum document for Bagley School District #162 - Google Docs](#) – Public Forum was held on October 18, 2021. – Due to Covid-19 the goals were not met but the grant was amended to assist with summer school and achievement. The WBWF was not completed as of yet so we discussed the plan and progress at the District Public Forum. The WBWF Public was held on 1/18/22.

## Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Reduce the reading achievement gap for American Indian student groups in Reading from 23.5% in 2018 to 34.4% in 2022.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	10% increase in reading for American Indian students – 2018 Baseline 23.5%  2020 Target was 28.4%	Provide the result for the 2020-21 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Unable to Report

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

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We have invalid data as testing was completed in the Fall of 2020 but not in the spring of 2021. We were unable to show growth. The Data that we do have is not comparable to our baselines and target results.
- What strategies are in place to support this goal area? We have issued extra books for reading, have hosted/partnered for family reading events to promote in home reading as well as provide staff to have in class support.

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Increase all students' equitable access to College/Career readiness activities from 75.5% in 2018 to 80.5 % participation of eligible students in 2022.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	5% increase of students participating in college/Career exploration – 2018 Baseline 83	Provide the result for the 2020-21 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Unable to Report
		5% increase in the number of students taking the ACT - 2018 Baseline 68		
		Average Comfort level on a Likert Scale of 5 self-reported by students in their level of comfort with initiating and maintain social relationships with students different than themselves.		

**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? Due to Covid-19 we were unable to complete college and exploratory visits due to things being shut down. We were able to get 2 students on campus who otherwise would not have had the opportunity to get on campus and that was an issue.  
We were unable to have students take the ACT due to not being in person.  
We were unable to integrate students due to most schools not allowing students to cross with other schools.
- What strategies are in place to support this goal area? We are reaching out to colleges and still providing information to students regarding colleges, universities and other after HS experiences. We have communication technology in place to support virtual integration activities.

### Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?			
Diverse Teachers – Increase student exposure to teachers from their cultural background by doing targeted recruitment for diverse applicants from 1 to 3 and an increase of diverse staff from 3.6% to 6% by 2022.	Check one of the following:  <input type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal  <input checked="" type="checkbox"/> Teacher Equity	Diverse College students will be met with and spoken to for education tracts <table border="1"> <tr> <td>5</td> <td>10</td> <td>15</td> </tr> </table>	5	10	15	Provide the result for the 2020-21 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"	Check <b>one</b> of the following:  <input type="checkbox"/> On Track  <input type="checkbox"/> Not on Track  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Unable to Report
		5	10	15			
		Applications for the "Bagley Scholarship" and signed commitment from Diverse College students <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	1	2	3		
		1	2	3			
Diverse Teachers 3:02							
Increase the number of applicants received from teachers of color <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	1	2	3	Increase the percentage of <table border="1"> <tr> <td>36%</td> <td>48%</td> <td>60%</td> </tr> </table>	36%	48%	60%
1	2	3					
36%	48%	60%					

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
		<div> <div>teachers of color from 3.6% in 2019 to 6% in 2022.</div> <div></div> <div></div> <div></div> </div>		

**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? We have had zero applicants apply for the scholarships and have the Minnesota Education Fair has not taken place due to COVID-19
- What strategies are in place to support this goal area?

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

## Integration

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

Due to Covid-19 we were unable to provide any integration activities as most of our year was spent in distance learning. We planned a few events and as numbers rose and fell we had to cancel.

## Impacts from Distance Learning

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

Briefly explain how you modified your strategies this past school year 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 2021-22 school year?

We were unable to implement our integration strategies but as a result Bagley Achievement and Integration amended our budget and purchased an OWL and Smart Board to be able to virtually provide Integration. We ordered but due to supply and demand we did not receive those devices until late summer, so again no integration activities happened. We do have intentions of utilizing these for the 2021-2022 SY.

**Racially Identifiable Schools – N/A**