



2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: BlueSky Charter School

Grades Served: 7-12

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Did you have an MDE approved Achievement and Integration plan implemented in the 2020-21 school year? ____
Yes No

[List of districts with a Minnesota Department of Education \(MDE\) approved Achievement and Integration plan during the 2020-21 school year.](#)

This report has three parts:

1. [WBWE](#): Required for all districts/charters.
2. [Achievement and Integration](#): Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 school year. *No charter schools should complete this section.*
3. [Racially Isolated School](#): Required for districts that were implementing an MDE approved
 - a. Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 school year. *No charter schools should complete this section.*

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the 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.
- BlueSky Charter School's annual public meeting and strategic plan review meeting was held on July 29, 2020 from 11:30 am to 2:00 pm at BlueSky's office located at 2051 Killebrew Drive, Suite #500, Bloomington, MN 55425. The agenda for the Annual Strategic Planning/WBWF meeting can be found on our website.
- Provide the direct website link to the A&I materials.
https://www.blueskyschool.org/wp-content/uploads/2020/07/wbwf_strategicplanning_agenda_07.29.2020.pdf

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.
- BlueSky Charter School's annual public meeting and strategic plan review meeting was held on June 28, 2021 from 10:00 am to 2:00 pm at BlueSky's office located at 2051 Killebrew Drive, Suite #500, Bloomington, MN 55425. The [agenda](#) for the Annual Strategic Planning/WBWF meeting can be found on our website.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Sandra Meinerts	Parent/Board Member	
Jim Stocco	Community/Board Member	
Paula Forbes	Community/Board Member	
Judy Pekarek	Community/Board Member	
Matthew Schempp	Teacher/Board Member	
Heidi Kelbel	Teacher/Board Member	
Julie Johnson	Teacher/Board Member	
Brenda Ritter	IT/Staff Development Chair	
Darren Sonenstahl	Teacher	
Grant Cameron	Counselor	
Carla Anderson-Diekmann	Counselor	
Heather Novak	Teacher	
Karen Kraco	Teacher/Advisor	
Alisa Snyder	Retention & Orientation Coordinator	
Erin Winchell	Teacher	
Daniel Ondich	Administrator/Parent	
Renee' Parcheta	Administrator	
Amy Larsen	Administrator	
Heidi van der Hagen	Administrator	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

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

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area in which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - BlueSky Charter School is a single site district serving students across the state of Minnesota in grades 7-12. Therefore, all students have equitable access to effective, in-field, experienced teachers.
 - BlueSky’s hiring procedures ensure that all teachers hold the proper credentials for the courses they are hired to teach through the recruitment, interview and offer process.
 - BlueSky’s principals in conjunction with department leads review teacher assignments at least annually to ensure that teaching assignments are appropriate considering their license and experience.
 - BlueSky administration and human resources reviews internal qualification data, experience and education level annually for all licensed staff. Data reports from the Minnesota Department of Education are also utilized to gain an understanding of BlueSky’s licensed staff profile. Classroom level data was also reviewed.
 - During the 2020-21 school year, 95.56% of BlueSky educators were experienced (3 or more years) compared to 88.97% of educators in low-poverty schools and 78.69% of educators in high-poverty schools across Minnesota.
 - During the 2020-21 school year, 66.67% of educators at BlueSky held advanced degrees compared to 47.11% of educators in high-poverty schools.

- Who was included in conversations to review equitable access data? **Limit response to 200 words.**
 - BlueSky’s principals in conjunction with department leads and HR review teacher assignments at least annually to ensure that teaching assignments are appropriate considering their license and experience.
 - BlueSky administration and human resources reviews internal qualification data, experience and education level annually for all licensed staff.
- What strategies has the district initiated to improve student equitable access to experienced, infield, and effective teachers?
 - BlueSky’s hiring procedures ensure that all teachers hold the proper credentials for the courses they are hired to teach through the recruitment, interview and offer process.
 - BlueSky’s principals in conjunction with department leads review teacher assignments at least annually to ensure that teaching assignments are appropriate considering their license and experience.
 - BlueSky administration and human resources reviews internal qualification data, experience and education level annually for all licensed staff. Data reports from the Minnesota Department of Education are also utilized to gain an understanding of BlueSky’s licensed staff profile.
 - Starting with the 2021-22 school year a diversity, equity and inclusion committee will be formed to assist with providing guidance and reviewing school practices.
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps? **Limit response to 200 words.**
 - BlueSky will continue with its existing practices to reduce equitable access gaps.

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.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? **Limit response to 200 words.**
 - Currently BlueSky serves Hispanic or Latino students, Black or African American Students that are not represented by our licensed staff.
 - We would need at least 2 additional licensed staff to reflect our student population.
 - What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing? **Limit response to 200 words.**

- When BlueSky has an open teacher position, we post the opportunity in a variety of online job boards. Because we are an online school, the majority of our teachers work from their homes which means we can hire teachers from anywhere in Minnesota. This allows BlueSky to reach applicants living in all parts of the state and gives us the potential to receive a diverse population of candidates. BlueSky also has a variety of staff incentives which continue to be the reason for our high staff retention rates. The HR Committee reviews staff satisfaction surveys annually and develops goals based on the staff feedback.

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 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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

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

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
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Provide the established SMART goal for the 2020-21 school year.	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 one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input checked="" type="checkbox"/> District/charter does not enroll students in kindergarten <input type="checkbox"/> Unable to report
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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?

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2020-21 school year.</i>	<i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i> <i>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"</i>	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input checked="" type="checkbox"/> District/charter does not enroll students in grade 3 <input 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?

- What strategies are in place to support this goal area?

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2020-21 school year.</i></p> <p>The percent of BlueSky FRL students who meet or exceed state mathematics proficiency will increase from 4.5% to 8.5% as measured by All Accountability Tests (mathematics) using the ESSA calculation.</p> <p>The percent of BlueSky FRL students who meet or exceed state reading proficiency will increase from 33.3% to 36.3% as measured by All Accountability Tests (reading) using the ESSA calculation.</p>	<p><i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i></p> <p>Due to COVID-19 assessment data is not available but based on all tested students, 21.4% met math proficiency.</p> <p>Due to COVID-19 assessment data is not available but based on all tested students, 57.1% met reading proficiency.</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><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.
 - Due to the COVID-19 pandemic and the difficulty of proctoring assessments for students across the state of Minnesota we had low student participation. Restrictions only allowed us to proctor MCAs at our district office site and not sites across the state.
- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Both MCA and Renaissance Star data was reviewed. This data was disaggregated by grade level, gender, race and FRL status.
- What strategies are in place to support this goal area?
 - BlueSky utilizes tier 1 and tier 2 intervention support. Interventions include in class support by classroom teachers and pull out supports utilizing intervention curriculum and progress monitoring.
 - Targeted one-on-one supports are provided using Title 1 and Coordinated Early Intervention (CEIS) supports.

- All core content area curriculum is aligned to the Minnesota State Academic Standards and incorporate research-based instructional strategies. Implementation progress is monitored by BlueSky’s administrative team and Intervention Team.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2020-21 school year.</i></p> <p>BlueSky's number of students who graduate with a completed Personal Learning Plan (consisting of career goals, plan for future education, career assessments, and interest inventories) will be 100% or more during the 2020-21 school year.</p>	<p><i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i></p> <p>During the 2020-21 school year 100% of all graduates had a completed Personal Learning Plan.</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><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.
 - This goal was not impacted by the COVID-19 pandemic.
- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Data sources include student surveys, individual student and parent feedback, and course registration participation.
- What strategies are in place to support this goal area?
 - BlueSky counselors now require students to complete an online course each year. This course focuses on specific elements of the Personal Learning Plan.

All Students Graduate

Goal	Result	Goal Status
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<p><i>Provide the established SMART goal for the 2020-21 school year.</i></p> <p>BlueSky's 4 year graduation rate will exceed 26.9% in 2020.</p>	<p><i>Provide the result for the 2020-21 school year that directly ties back to the established goal.</i></p> <p>BlueSky's 4 year graduation rate was 50.3 in 2020.</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 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><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>
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Narrative is required; 200-word limit.

- Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.
 - The data for this goal is reflected in the early days of the COVID-19 pandemic. Students greatly struggled with mental health and motivation during this time.
- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - With the support of the Regional Centers of Excellence BlueSky completed a comprehensive needs assessment. Student data were disaggregated by age, race, gender and FRL status. This assessment found that many students come to BlueSky behind on credits and are not able to graduate on time as a result of the student's previous educational setting.
- What strategies are in place to support this goal area?
 - BlueSky has adopted the Social and Emotional Learning evidence based strategy to improve student attendance and graduation rates.

Achievement and Integration

BlueSky does not need to report on this.