

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

District or Charter Name: Northfield Public Schools

Grades Served: PreK-12

Contact Person Name and Position: Mary Grace Hanson, Director of Teaching and Learning

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.]

- *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.*

<http://northfieldschools.org/news/wbwf/>

#### 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.]

- *Provide the date of the school board annual public meeting to review progress from the 2015-2016 school year.*

Public Meeting: Monday, November 28, 2016; 6:30 PM followed by the School Board meeting at 7:00 PM.

# INDEPENDENT SCHOOL DISTRICT 659

## **PUBLIC HEARING: World's Best Workforce**

Monday, November 28, 2016 6:30 PM -7:00 PM Northfield High School, Media Center

### **AGENDA**

- I. Call to Order
- II. Procedures for Public Hearings
- III. Review goals, outcomes and strategies of the 2015-2016 World's Best Workforce Plan and plans for the upcoming school year.
- IV. Opportunity for Community Feedback
- V. Adjournment

#### **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.]

- *Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).*

#### District Educational Program Advisory Committee

Dr. Matthew Hillmann, Superintendent

Dave Craft, Elementary Principal

Marnie Thompson, High School Assistant Principal

Greg Gelineau, Middle School Principal

Margaret Colangelo, School Board Member

Firtz Bogot, School Board Member

Ellen Iverson, School Board Member

Kim Birske, Director of Technology

Mary Grace Hanson, Director of Teaching and Learning

Kyle Willkomm, Parent  
Caroline Yuan, Parent  
Ellen Mucha, High School Teacher  
Kari Nelson, Community Member  
Cheryl Hall, Director of Special Education  
Daryl Kehler, Director of the Area Learning Center  
Stacy Fox, Parent  
Carrie Duba, School Psychologist  
Paula Teiken, Community Member  
Hope Langston, District Assessment Coordinator  
Amy Tachney, Elementary Teacher  
Amanda Tracy, High School Teacher  
Zach Pruitt, Community Member  
Anne Maple, Community Member  
Lawson Wheatley, High School Student  
Sophie Bernstorf, High School Student  
Berit Hendel, High School Student

## 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
75% of incoming kindergarten students will be academically and behaviorally ready for kindergarten.	84% of Northfield kindergarten students are ready for kindergarten based on the results of the FAST assessment.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in Kindergarten

### 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Northfield School District will increase third grade MCA reading proficiency by 10.3%.	The results of the 2016 MCA scores indicate a decrease of 2.8% in third grade reading proficiency district-wide.	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 3

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

Goal	Result	Goal Status
Northfield School District will decrease the FRP, LEP, and Hispanic math proficiency gaps by 3% and reading proficiency gaps by 6%.	<p><b>Hispanic proficiency gap results:</b>            Math: Increased the gap by 2.7%            Reading: Decreased the gap by 3.7%</p> <p><b>LEP proficiency results:</b>            Math: Increased the gap by 4.7%            Reading: Increased the gap by 1.1%</p> <p><b>FRP proficiency results:</b>            Math: Increased the gap by 3.3%            Reading: Increased the gap by .3%</p>	<p>Check one of the following:  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress            (only for multi-year goals)</p>

**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
Northfield School District will increase the percentage of 8 <sup>th</sup> graders reaching the college ready composite benchmark by 5% and the MCA proficiency rates by 6% in math and 9% in reading.	58% of 8 <sup>th</sup> graders are college ready as assessed by the Explore. College ready composite benchmark decreased by 4.8%. Math proficiency: Decreased by 2.9% Reading proficiency: Increased by 2.6%	<p>Check one of the following:  <input type="checkbox"/> Goal Met  <input checked="" type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress            (only for multi-year goals)</p>
Northfield School District will increase the percentage of 11 <sup>th</sup> graders reaching the college ready composite benchmark by 6%.	62% of 11 <sup>th</sup> graders reached the benchmark. College readiness percentage remained the same.	<input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met
85% or more of Northfield students will score a 3 or higher on the AP exams.	86.1% scored a 3 or higher on the AP exams.	<input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

**2e. All Students Graduate**

Goal	Result	Goal Status
Northfield School District will maintain or exceed a 90% graduation rate.	Northfield School District had a graduation rate of 93.4%	<p>Check one of the following:  <input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> Goal in Progress            (only for multi-year goals)  <input type="checkbox"/> District/charter does not enroll students in grade 12</p>

### 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.]

- *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.*
- *Include only the key data used to determine identified needs. Limit response to 200 words.*

Northfield Public Schools continue to have two key areas of need: Students who qualify for free and reduced lunch (FRP) and students who have limited English proficiency (LEP). The data used were MCA results for all students in third grade and closing the achievement gap(s). The data indicate that 59.6% (MCA reading results) of our students are reading at grade level in third grade and that there is a 30-50% gap in the achievement of our FRP and LEP students compared to the non-FRP and non-LEP on both reading and math MCA scores. The good news is that the MCA reading proficiency rate of third grade English Language Learners has risen steadily in each of the last four years from 12% to 26% in 2016.

Kindergarten students are in the second year of using the FAST assessments as part of the KEP (Kindergarten Entry Profile) with support through MDE. In 2016, 81% of kindergarten students were determined to be ready for literacy and 79% in math. Our graduation rate (93.4%), and AP course pass rates (86.1%) are above state averages. ACT composite scores indicate 62% met college readiness benchmark.

### 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.*

Northfield Public Schools uses benchmarking three times during the year using DIBELS for literacy and math, MAP in the fall, and Benchmark Assessment System (BAS) as needed.

Students scoring below benchmark and those who failed to make adequate progress based on data were referred for an intervention through the classroom teacher/volunteers, the Response to Intervention (RtI) process, Title 1, Alternative Delivery of Specialized Instructional Services (ADSIS), and/or special education referral and evaluation. The assessments and benchmarks are based on research and the MN academic standards.

New in 2015-16 is the addition of ADSIS services in all five buildings. A school team examines and evaluates the data to determine the level of service for each student, with the lowest 20% receiving ADSIS interventions. Data (MCA results, college and career readiness indicators, and benchmarking) were analyzed to quantify the number of students moving toward proficiency and making adequate progress in an intervention.

Indicators of progress include the annual report of the School Improvement Plans to the school board and the Evidence of Practice forms completed by each Professional Learning Community. The District Assessment and Data Coordinator assists in the disaggregation of the data for each building and at the PLC level.

#### **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*

Northfield Public Schools along with the Northfield Education Association have developed a principal and teacher evaluation process that meets state requirements and high local expectations based on work by Kim Marshall. The major components include direct classroom observation by an administrator and stakeholder input. Students and parents are surveyed about courses, communication, school climate and safety, and satisfaction. Teachers and administrators are evaluated on their reflection of this data and how it can be used to improve practice. Administrators and teachers were involved in the development of the process and have all received training on the process.

Key indicators of progress are the summative evaluations of 1/3 of the teachers each year and the evaluation of principals every year. The Evidence of Practice reflection documents from PLCs are an indicator of progress. The reflection document is required from every teacher every year, and all three documents are attached to the summative evaluation every three years.

In the second year of this process, teachers are improving their practice of implementing the student survey. At the secondary level, certain hours for the survey are selected so students do not experience survey fatigue by completing too many surveys.

#### 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

Northfield Public Schools has a curriculum review and professional learning process. A district wide committee, District Curriculum and Staff Development committee (DCSDC), meets monthly to study relevant topics, particularly the effects of poverty on students and English language learners, and plan for meaningful and timely professional learning. Professional Learning Communities meet weekly for one hour. (Wednesday mornings are late starts in the district.) Each PLC sets norms and roles, decides on a SMART goal, examines data, and discusses best practices. Indicators of progress are reported twice a year on the evidence of practice form. These are public documents and published on the school district's website. The director of technology and the director of teaching and learning are on the leadership team, the District Education Program Advisory Committee, and the District Curriculum and Staff Development Committee.

For 2015-16, we expanded the one-to-one iPad initiative to include fourth and fifth graders. (They do not take them home.) In grades K-3, we have one iPad for every two students. Various opportunities for professional learning occur throughout the school year and during the summer.

## 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.*

The data provided in the MDE report card indicate that Northfield Public Schools have 99.8% of teaching staff who meet highly qualified requirements and 99.5 % of teachers are in compliance. As a district, 2.9% of our teachers have less than 3 years experience, 27.4% have 3 to 10 years of experience, and 69.6% have more than 10 years of experience. Our elementary school with the highest rate of poverty and minority students have 100% of staff meeting highly qualified requirements, and 100% of teachers with more than 3 years of experience. The principal at this elementary school keeps that in mind during the hiring process. The principals hire the best qualified applicant. The contract with the Northfield Education Association allows for hiring applicants with experience and advanced education beyond minimum requirements. District-wide, 46.9% have a bachelor's degree and 52.4% have a master's degree. The District Education Program Advisory Committee, the district administration leadership team, the Northfield Department of Human Resources, and the teachers' organization have a voice and work together in hiring practices.