

**NORTHFIELD PUBLIC SCHOOLS**  
**Office of the Superintendent**  
**Memorandum**

**TO:** Board of Education  
**FROM:** Matt Hillmann Ed.D., Superintendent  
**RE:** Table File Items for Oct. 14, 2024 Regular School Board Meeting

7. Consent Agenda

e. Personnel items

**Appointments**

9. Stephanie Graff, Building Supervisor with Community Education, beginning 11/2/2024.  
\$19.32/hr.
10. Anya Haas, EarlyVentures Float Teacher for 40 hrs/week at the NCEC, beginning approximately 10/17/2024 - 6/6/2025. Step 1-\$19.06/hr.

**Increase/Decrease/Change in Assignment**

27. Madison Anderson, .40 FTE Art Teacher at the High School, add .60 FTE Art Teacher at the ALC, effective 11/1/2024.
28. Sara Redetzke, Special Ed EA and Crossing Guard AM at the Middle School, change to Special Ed EA at the Middle School, effective 10/7/2024.

**Leave of Absence**

5. Adriana Bermudez Araujo, Special Education EA/PCA at the NCEC, FMLA leave of absence beginning on or about 11/30/2024 through the end of the 2024-25 school year.
6. Updated: Michelle Sonnega, English/Language Arts teacher at the High School, 1.0 FTE unpaid leave of absence from 1/2/2025 through 1/31/2025.

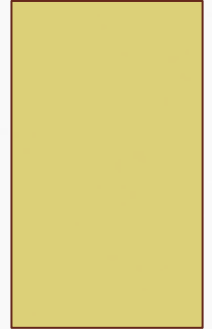
**Retirements/Resignation/Terminations**

2. Stephanie Wilson, Early Ventures Teacher at the NCEC, resignation effective 9/18/2024.

\*Conditional offers of employment are subject to successful completion  
Of a criminal background check and Pre-work screening (if applicable)

# 2024 NPS MCA and Attendance Pilot Overview

October 14, 2024 School Board Meeting



# Strategic Plan

## VISION

We prepare **every** student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

## Reaching Out, Reaching Up: THE 2027 STRATEGIC PLAN



### VISION

We prepare every student for lifelong success by developing critical thinkers who are curious and ready to engage in our society.

### STRATEGIC COMMITMENTS



#### People

We prioritize the engagement, satisfaction, and support of every student, staff member, and family.



#### Learner Outcomes

We prepare every student to be academically and socially ready to choose their preferred pathway after high school graduation.



#### Equity

We ensure that every child has a fair opportunity to reach their full potential.



#### Communication

We communicate effectively and transparently with all stakeholders.



#### Stewardship

We responsibly manage our personnel, finances, property, time and environmental impact.



#### Partnerships

We seek community partnerships that accelerate student achievement of district benchmarks.

### BENCHMARKS

**1**  
All children are ready for **kindergarten**.

**2**  
All students are connected to the **community**.

**3**  
All students are at grade level in **reading and mathematics** by the end of third and sixth grades.

**4**  
All students exhibit physical, social and emotional **well-being**.

**5**  
All students have a **connection** with a caring adult beyond their parents as they transition to middle school.

**6**  
All students have interests, goals and a **vision** for the future by the end of eighth grade.

**7**  
All students **graduate** from high school with a plan to reach their full potential.

**8**  
All **employees** report satisfaction in the workplace.

**9**  
All **parents** report satisfaction with their children's educational experience.

**10**  
The district maintains 14% of its annual expenditures in its unassigned fund balance to ensure **financial stability**.

**11**  
**Community education** provides relevant and accessible learning opportunities for all residents.

Note: The first seven benchmarks are aligned with the language identified by Northfield Process, a collective impact consortium of 20 community organizations committed to helping Northfield's youth thrive from cradle to career.

# 2024 MCA District Overview

With State Context

# Reading

Grade	Subject	2024 Proficiency Rate	Northfield Proficiency Change from 2023	State Proficiency Change from 2023	Percent of Districts (01) with Proficiency Rate <small>(testing 10+ students)</small>	Percent of Northfield Students Testing
	Above State Proficiency Rate		Increase Decrease	Increase Decrease		Above State Proficiency Rate
3	Reading	63.1%	-4.4%	-0.8%	89.0%	98.0%
4	Reading	61.5%	+9.9%	-0.3%	86.1%	96.3%
5	Reading	70.9%	-1.3%	-1.3%	84.4%	98.5%
6	Reading	68.0%	+2.4%	+1.3%	85.1%	97.9%
7	Reading	54.9%	-7.2%	+0.3%	86.3%	96.7%
8	Reading	58.5%	+2.1%	-0.2%	90.8%	98.0%
10	Reading	51.1%	-3.7%	+0.5%	49.2%	85.3%

# Math

Grade	Subject	2024 Proficiency Rate	Northfield Proficiency Change from 2023	State Proficiency Change from 2023	Percent of Districts (01) with Proficiency Rate (testing 10+ students)	Percent of Northfield Students Testing
	Above State Proficiency Rate		Increase Decrease	Increase Decrease		Above State Proficiency Rate
3	Math	73.1%	-4.3%	-0.4%	78.3%	98.4%
4	Math	69.7%	+6.4%	-0.4%	75.1%	97.1%
5	Math	59.8%	-3.8%	-0.3%	84.8%	98.5%
6	Math	49.3%	+0.4%	+0.8%	72.4%	98.6%
7	Math	57.0%	-2.9%	+0.3%	87.3%	96.7%
8	Math	65.8%	+10.1%	+0.9%	93.7%	97.7%
11	Math	50.9%	+8.8%	-1.2%	88.1%	78.2%

# Science

Grade	Subject	2024 Proficiency Rate	Northfield Proficiency Change from 2023	State Proficiency Change from 2023	Percent of Districts (01) with lower 2024 Proficiency Rate <small>(testing 10+ students)</small>	Percent of Northfield Students Testing
	Above State Proficiency Rate		Increase Decrease	Increase Decrease		Above State Proficiency Rate
5	Science	51.0%	-9.7%	-3.4%	59.4%	98.9%
8	Science	56.9%	+12.7%	+2.9%	97.5%	97.4%
10	Science	43.2%	-13.2%	+1.7%	57.1%	84.1%

# Bright Spots!



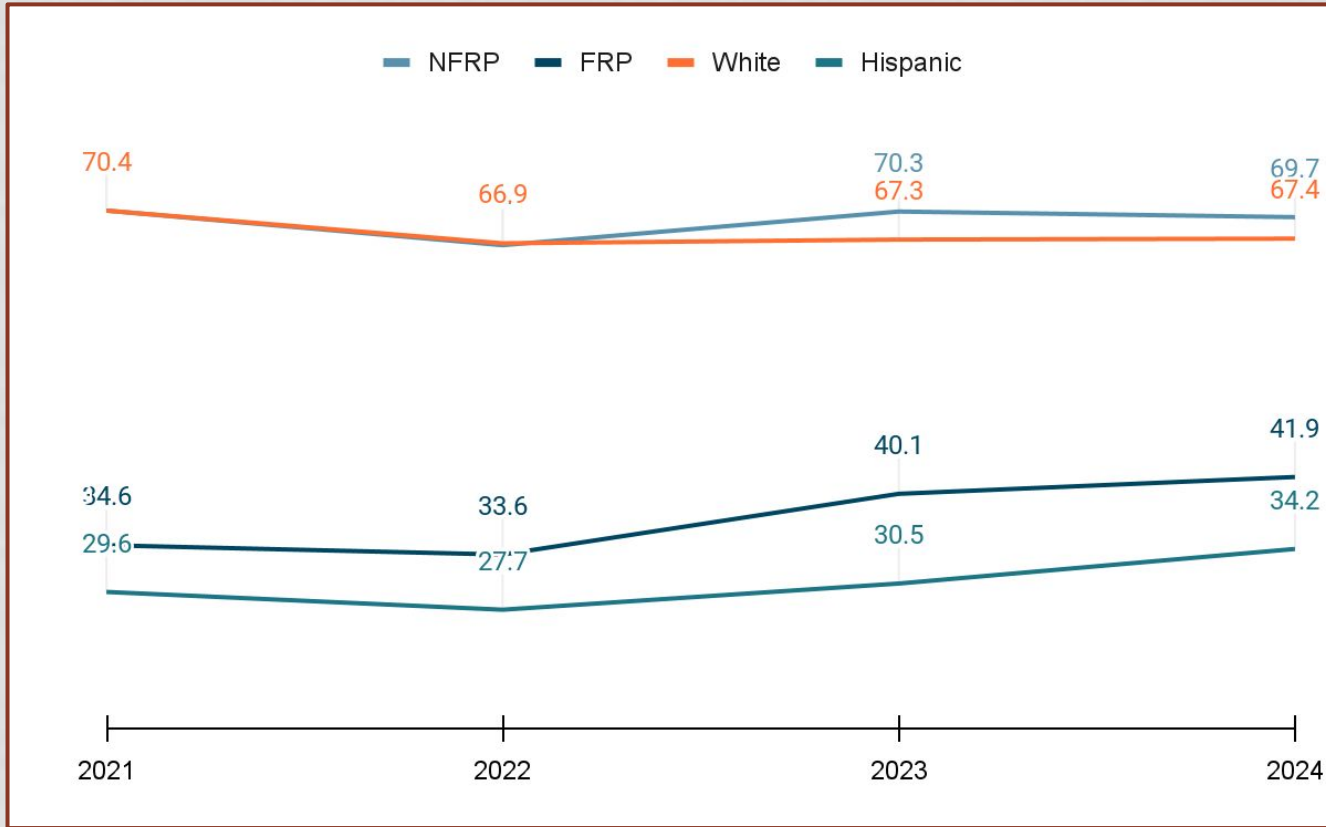
- **Grade 8 Science: 8th highest proficiency rate** in the state (01 districts testing 10 or more students. This was the first cohort to have science as a special in grade 5)
- **Grade 6 Math: Third** consecutive increase in FRP proficiency since 2021.
- **80% Goal Achieved:**
  - Non FRP District Grade 3 Math
  - Non FRP Grade 4 Math at GVP and SC
  - Non FRP Grade 5 Math at GVP



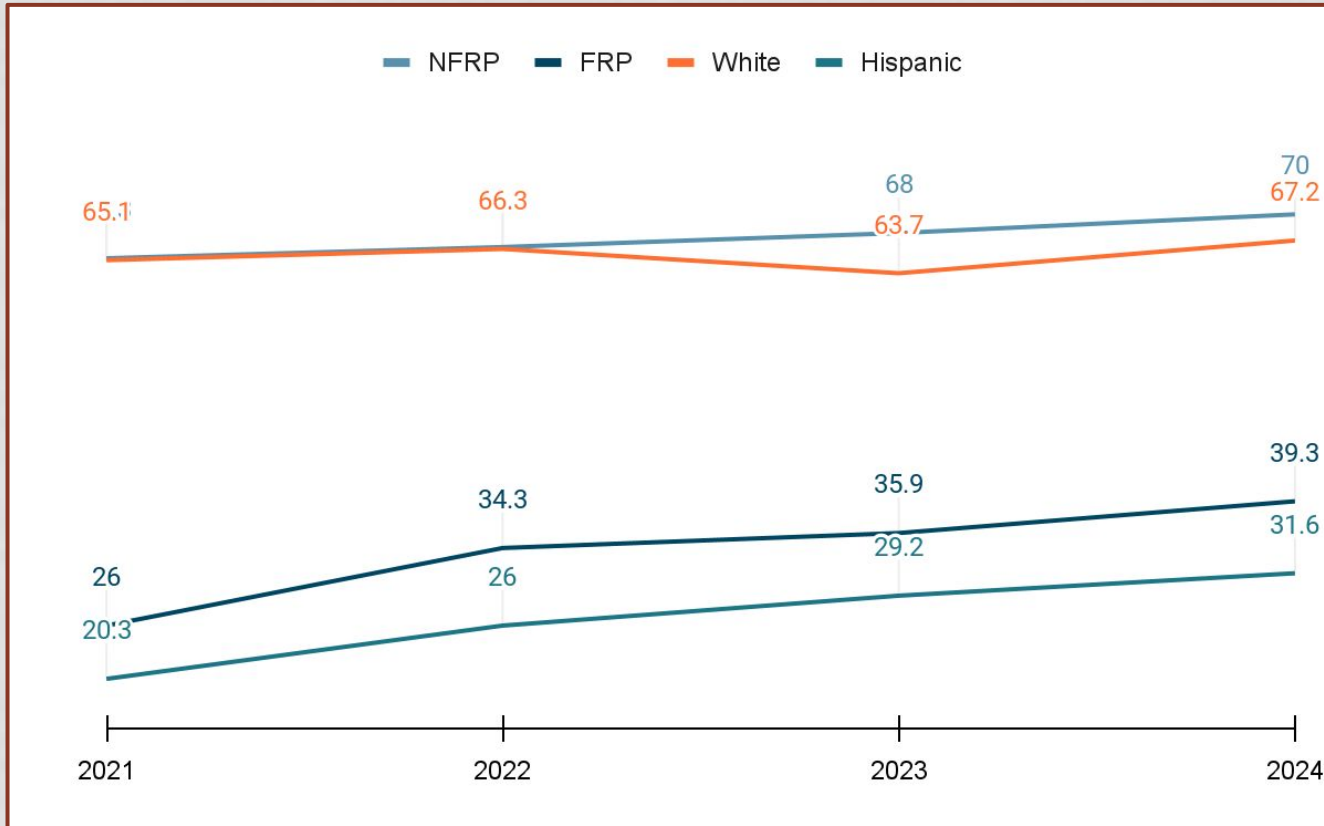
# 2024 MCA Area for Growth

Persistent Achievement Gap

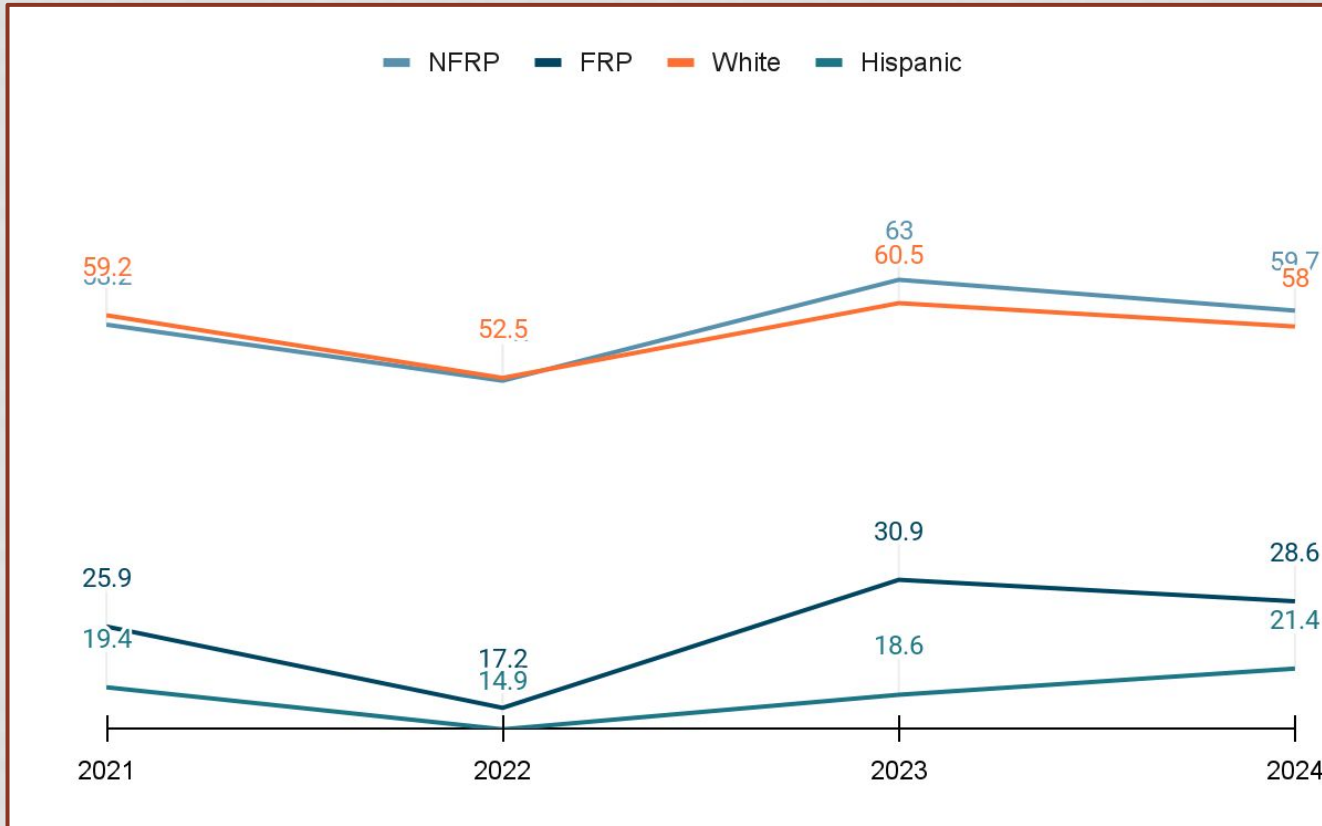
# Reading Proficiency Gap



# Math Proficiency Gap

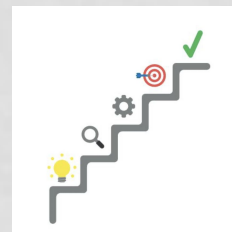


# Science Proficiency Gap



# Action Steps

- **TNTP partnership**
- **Content and Instructional Review (CIRC) work across the district**
- **High Quality Instructional Materials adoption**
  - **Coherence**
  - **Vertical Alignment**
  - **Accessibility**
  - **Grade Level Material**



# Northfield Attendance Pilot



The attendance pilot plan was developed with these key strategies:

1. Target the **correct** students - most at-risk
2. Scale what's **working** - Family Navigators
3. **Collaborate** with partners - HCI, Fernbrook, Carleton
4. Support **Families** - strategies and information
5. Consistently **Communicate** expectations

### Collaboratively Linked Teams

- Collaboratively linked school and **community** teams
- SBMH and Cradle to Career **partners**
- Shared practices
- **Attendance Teams Identified our needs**



### Layered Practices

- Added **secondary attendance liaison**
- Key **intensification** of supports
- **Addresses a current support gap**
- Flexible cohort model
- Liaison attendance team member



### Family Engagement

- Feedback from parent focus groups
- Parents requested **support**
- We will offer **parent groups**
- Home visiting and strategies
- Modeled after **SPACE Treatment** plans



### Assessment

- Identified what was **currently working**
- Elementary attendance liaison evaluation - **scaled up**
- Pilot program evaluation



### Data-based Decision Making

- Partnership with Carleton Statistics group - **deep data dive**
- Identified the **correct** students for cohort
- Outliers distorting data became our **high-risk** cohort



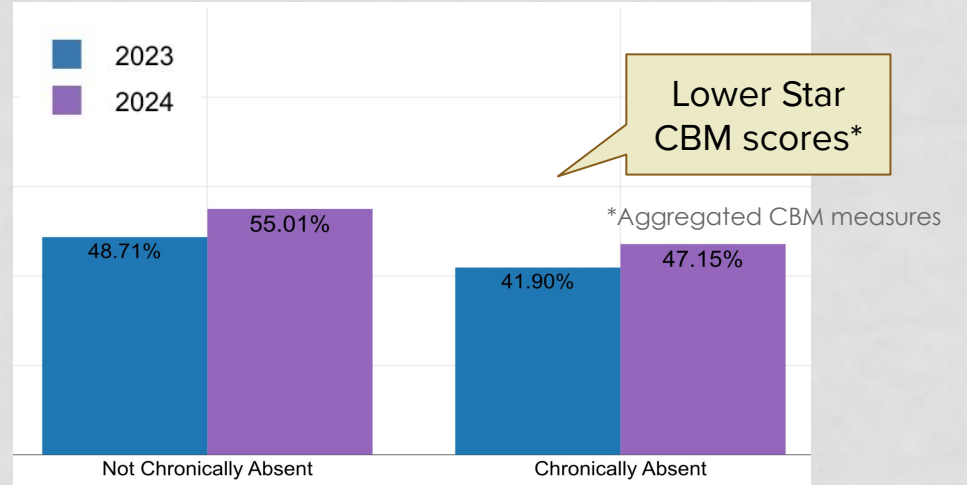
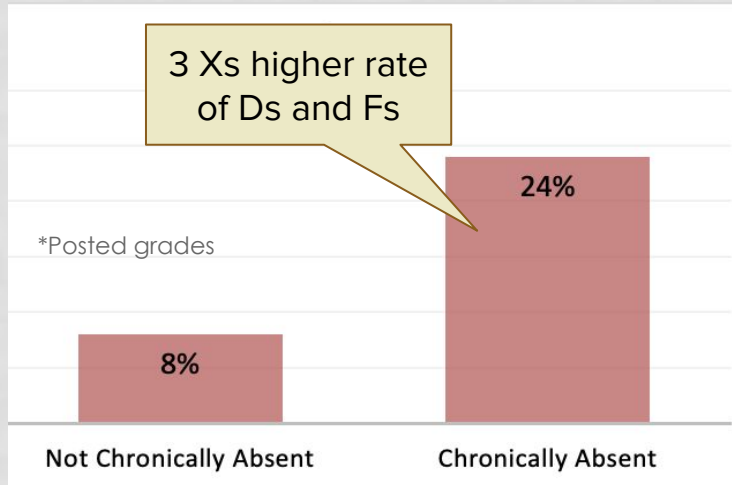
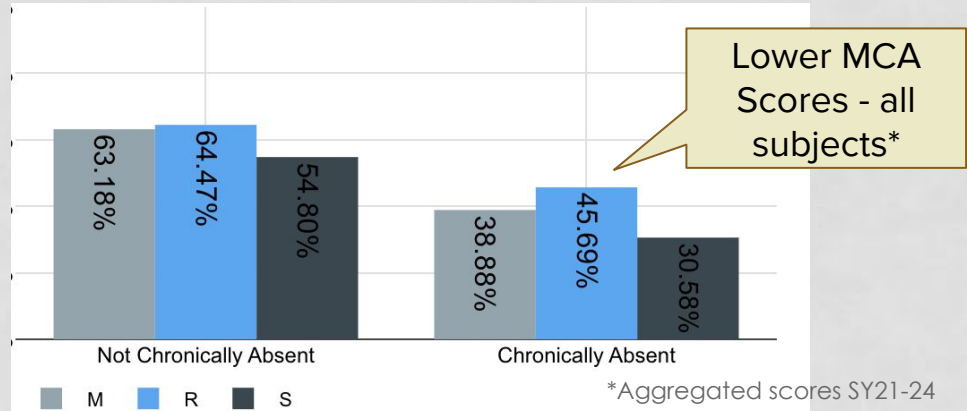
# Northfield Schools Attendance Pilot Project

**Attendance Pilot:** to develop and implement strategies to improve student attendance and help policymakers determine how to effectively support school district efforts to improve student attendance and engagement.

**The Student Attendance and Truancy Legislative Study Group** was established to study and evaluate ways to increase student attendance and reduce truancy. The study group must identify and include in its report any statutory changes needed to implement the study group recommendations.

# Chronic Absence Impact on Engagement

Secondary students who are chronically absent are 10% less likely to report that teachers care about them



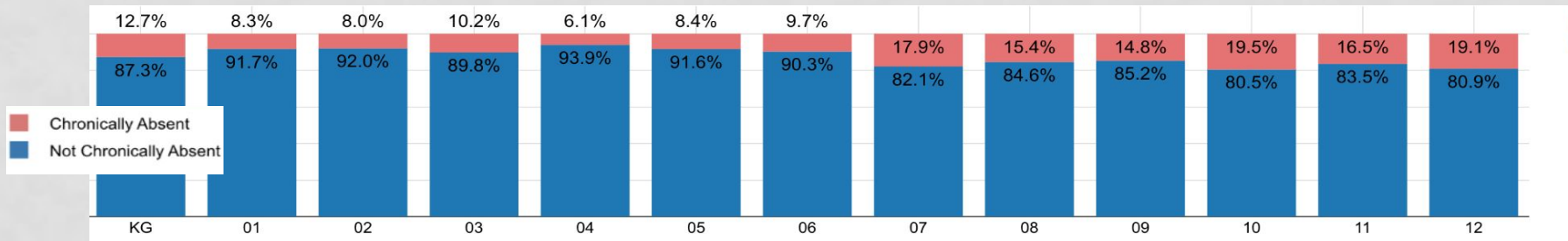


# Attendance - Chronic Absenteeism

- **Chronic Absenteeism** = absent from school for excused or unexcused 10% or more of the school days.
- **Absences add up quickly:** A pattern of missing as few as 2 days a month results in chronic absenteeism that will impact educational performance
- Research shows that students have a harder time learning skills like reading and math, and how to be a student when they are chronically absent

# 13%

Of our students currently meet the definition of a chronically absent student



**Students who are chronically absent are more likely to be:**

- Students of color
- Multilingual learners
- In Kindergarten or first grade OR secondary
- Low income students (*but not like we thought*)

# Barriers for Students and Families

- Transportation
- No medical insurance
- New to country families
- Academic challenges for - students and guardians
- Mental health concerns - students and guardians
- Limited awareness of attendance expectations
- Lack of information about how to help their child (support group)

# Family Engagement Navigator/Attendance Liaison Roles

1. Go to the student and family - supportive 'hopes and dreams' home visits
2. Develop relationships with cohort group
3. Coach and support access to school learning platforms and offering paperwork assistance
4. Connect family to community resources so that they may re-prioritize school
5. They are a trusted resource and consistent point of contact

# Family Engagement Navigator Program Evaluation Data

25%

Reduction in number of students  
meeting the threshold for Chronic  
Absenteeism

75%

Of students in the cohort improved  
their rate of attendance year over  
year

# Data Gathering to Plan Outcomes

## Data Review

- FEN evaluation data
- Carleton Statistics Research Group
- MnMTSS team data reviews
- Family focus meetings

## Learnings

- Families need help
- Families need information
- Our FEN model is effective
- We are lacking support at the secondary level

# District Plan

- Secondary Attendance Navigator
  - ◆ Home Visits
  - ◆ Parent Groups
  - ◆ Student Groups
- SPACE: Supporting Parenting for Anxious Childhood Emotions training for SWs and SBMH
- **Cohesive and intentional communication push**

- Attendance Works designed messaging
- Information about our local data on attendance and absence impact
- Awareness about attendance policies, expectations and procedures
- Consistent messaging district-wide



# Attendance Project to Date

- Presented to the legislative group
- Meet with the pilot districts monthly
- Consult with the MDE data scientists
  - Pilot progress monitoring
  - Attendance reporting
  - Definitions and Attendance code alignment
- Examined our own district practices and have identified a need to bring the definition of elementary tardy into standard alignment
  - Students arriving before 9:30 am are tardy
  - Students arriving after 9:30 am are half-day absent
  - Students leaving after 2:00 pm have 'left early'
  - Students leaving before 2:00 pm are half-day absent

**Current district language:** Any student that arrives after the bell rings or leaves school early, for any reason, will be counted tardy. You must call the attendance line to report that your child will be tardy.



## Next steps:

1. Further development of student and family cohort for the liaison
2. Identify processes for increased family support with the SPACE strategies
3. Per pilot guidance, develop robust progress monitoring and consistent data reporting strategies
4. Continue to bring our attendance tracking and reporting practices into coherence
5. Edit, finalize and roll - out attendance messaging

# Questions?

