



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name:

Grades Served:

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A and I Contact: Enter name.
Title: Enter title.
Phone: Enter phone number.
Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

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.*

<https://northfieldschools.org/news/worlds-best-workforce-annual-report/>

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

Annual Public Meeting

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 A&I plan for participating districts) for the 2017-18 school year.*

The annual public meeting was Monday, December 10, 2018, at 6:30 pm in the Northfield Senior High School Media Center.

District Advisory Committee

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 2017-18 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)
Matt Hillmann	Superintendent	
Mary Grace Hanson	Director of Teaching and Learning	
Hope Langston	Director of Assessment	
Kim Briske	Director of Technology; Parent	
Marnie Thompson	Assistant High School Principal	
Greg Gelineau	Middle School Principal	
Daryl Kehler	ALC Director	
Scott Sannes	Elementary Principal; Parent	
Ellen Iverson	School Board Member	
Margaret Colangelo	School Board Member	
Julie Pritchard	School Board Member; Parent	
Ellen Mucha	HS Teacher; Parent	
Carrie Duba	HS Psychologist	
Steve Taggart	MS Teacher; Parent	
Lahna Tran	Elementary Teacher; Parent	
Robert Garcia	Elementary Teacher; Parent	
Ellen Trotman	EL Teacher; Parent	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Peg Witt	Elementary Behavior Coach	
Kyle Willkomm	Community Member; Parent	
Caroline Yaun	Community Member; Parent	
Kari Nelson	Community Member	
Zach Pruitt	Community Member	
Fritz Bogot	Community Member; Parent	
Pasha Quaas	Community Member; Parent	
Angie Schewe	Early Childhood Teacher; Parent	
Sue Leidner	Educational Assistant; Paraprofessional	
Delina Haileab	HS Student	
Berit Hendel	HS Student	
Elias Lawler	HS Student	
Eyely Baker	HS Student	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Who is included in the conversations to review equitable access data and when do these occur?*
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
 - *What are the root causes contributing to your gaps?*
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*

	Highly Qualified %	BA %	MA %	PhD %	License Compliance	< 3 Years; %	3-10 years; %	> 10 years; %	Poverty % of school
District	99.8	47.0	53.0	0.4	99.3	3.0	27.0	71.0	26.3
BW	100	57.0	43.0	0	100	0	36.0	64.0	25.0
GVP	100	56.0	45.0	0	100	2.5	37.3	60.3	42.1
SB	100	43.0	57.0	0	97.4	7.6	17.9	74.5	24.1
MS	100	46.4	53.6	0	99.7	2.3	17.8	80.1	26.4
HS	99.1	34.2	64.5	1.4	99.5	0	20.7	79.3	21.3
ALC	100	42.2	43	14.8	100	0	60.2	39.8	60.7

The district leadership team (Nfld Lead) and Northfield Forward have conversations about this data. These occur at Nfld Lead meetings (twice/month) and Northfield Forward meetings (4/year). At this point, Northfield district does not have a gap in access to highly qualified teachers. Data include the level of preparation and degree obtainment, license compliance, and years of experience of the teachers as well as the schools to which these teachers are assigned. Strategies in place include interviewing teachers of color and being able to provide individual placement on the salary schedule based on experience.

- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
 - *What efforts are in place to increase the diversity of the teachers in the district?*

Northfield has four teachers of Hispanic origin teaching in our elementary dual language program. Leadership continues to encourage our high school students to pursue a career in education. Several students in the high school TORCH program are placed as Reading Corps workers in the elementary schools.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

X 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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

<input checked="" type="checkbox"/> X WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
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<input type="checkbox"/> X WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>As measured by the FAST assessment, the percentage of low-risk readers will improve from 49% in the fall of 2017 to 75% in the fall of 2018 on the early reading assessment. The percentage of low risk math students will increase from 56% to 75% in the fall of 2018 on the early math assessment.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Please note: The assessment used to measure kindergarten readiness in reading and math changed from FAST to Primary MAP in the fall of 2018.</p> <p>The results: 55% of incoming kindergarten students met the grade level benchmark for reading and 56% met the grade level benchmark in math on the Primary MAP assessment.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Data used and student groups: NWEA Primary MAP assessments are used as district screening data to identify students at risk in reading and math. Data are disaggregated by FRP/NonFRP; White/Non white; and Hispanic student groups.

Strategies in place: Cooperation with Northfield Promise including several joint meetings each year with kindergarten, preschool, and daycare providers to vertically align instruction from birth to age 5
Implementation of Mother Goose curriculum in daycares

How well are strategies being implemented: hiring of two preschool navigators to help families access preschool programs; using NWEA MAP for fall, winter, and spring assessments for consistency in student data in K-8; Mother Goose curriculum is used in 26 daycare settings; two navigators were hired in July, 2018, one joint meeting has been completed, fall MAP assessment has been completed and the winter session has been scheduled. The strategies are being implemented consistently.

Progress toward goal: The navigators track the number of families they serve; 45 families have been served July 2018-November 2018, resulting in 17 children newly enrolled in preschool programs. The meetings and agendas with the kindergarten, PreK, and daycare providers are tracked. The NWEA MAP data will be analyzed for growth in the winter and spring.

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> X WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Using baseline from spring 2017, when 57% of third graders met MCA reading proficiency, 70% of third graders will meet or exceed grade level standards on the 2018 reading MCA.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Results from the 2018 third grade reading MCA indicate that 64% of third graders reached the meets or exceeds levels. While not meeting the 70% goal, the results indicate a 7% improvement from 2017.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> X Goal Not Met <input type="checkbox"/> District/charter</p>

<input type="checkbox"/> X WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
		<i>does not enroll students in grade 3</i>

Bulleted narrative is appreciated. 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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Data and student groups: The district uses reading MCA subject and strand scores for analysis of student need. This data is disaggregated into white/non white; FRP/non FRP; Hispanic; English learners; and Special Ed student groups.

Strategies: The strategies are the implementation of a new literacy series: Center for Collaborative Classroom (CCC), including their intervention program called SIPPS (Systematic instruction is phonemic Awareness, Phonics, and Sight Words) and the continuing efforts of the Multi-Tiered System of Supports (MTSS) including ADSIS and Title I.

How well are strategies implemented: All elementary grade levels have received extensive staff development on CCC, and all are implementing the three components. The MTSS programs are in place. Staff survey results indicate satisfaction with the curriculum implementation.

Progress toward goal: Regular progress monitoring of at risk students is occurring.

Assessments with the CCC literacy program are consistent and the data are being collected and analyzed on a district-wide basis.

NWEA MAP assessment is being conducted three times during this school year to monitor student progress.

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> X WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Using the 2017 baseline data from the MCA results, the district FRP achievement gap exceeded the state gap. In 2018 the district FRP achievement gap will be 3% less than the state average achievement gap on the 2018 reading and math MCAs.</p> <p>Using the 2017 baseline data from the MCA results, the Hispanic and English Learner achievement gaps were greater than the state average. In 2018, the Hispanic and English Learner achievement gaps will be smaller than the state average on the reading and math achievement gap on the 2018 reading and math MCAs.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In 2018 the NFRP/FRP achievement gap was 5% higher than the state gap in reading, and 2% less in math.</p> <p>The White/Hispanic gap was 12% higher than the state average in reading and 10% higher in math; the NonEL/EL gap was 13% higher than the state gap in reading and 16% higher than the state average in math.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> X Goal Not Met</p>

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- *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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Data and student groups: District and state level MCA results in reading and math from 2018. Data are disaggregated by FRP/non FRP; Hispanic/non Hispanic; English Learners/non English Learners

Strategies in place: MTSS, including a review of K-12 MTSS system during the 2018-20 school years; Northfield Promise and their work with the Latino community; the Community School located in the Greenvale Park Elementary School; the Professional Learning Community (PLC) of the EL teachers at the High School ; targeted services programs K-8; TORCH program 6-12.

How well are strategies implemented: We will know more after the review of the MTSS system.

Community school attendance continues to increase. The EL teachers at the high school have met with the assessment coordinator to analyze the data of EL students. The next step is to generate a plan to use the data to track growth of students in acquiring English language proficiency.

Progress toward goal: The winter NEWA MAP and ACCESS scores will provide an indication if students are achieving their growth targets. The unit test scores in Everyday Math in grades 1-5 will be another indicator as will the reading assessments with Collaborative Classroom. The unit test scores and CCC scores are being collected and analyzed at the district as well as the school and classroom level.

All Students Career- and College-Ready by Graduation

<input type="checkbox"/> XWBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Using baseline data from 2017, when 66% of 8th graders were proficient in reading and 71% were proficient in math, 70% will reach proficiency in reading and 75% will reach proficiency in math on the 2018 MCAs.</p> <p>Using the 2017 baseline data which indicated 63% of 11th graders meeting the college ready composite score on the ACT, Northfield School District will increase the percentage of 11th graders reaching the college reading composite by 5% to 68% in 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Grade 8 2018 reading proficiency was 68%, up 2% from the 2017 MCA.</p> <p>Grade 8 2018 math proficiency was 76%, up 5% from the 2017 MCA.</p> <p>The goal was partially met as we met our math proficiency goal for 2018.</p> <p>55% of 11th graders achieved the college ready score on the 2018 ACT, down 8% from the 2017 cohort.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p>On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> X Goal Not Met</p>

Bulleted narrative is appreciated. 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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Data and student groups: The MCA 8th grade results in reading and math and the ACT composite career and college ready score. Data are disaggregated into white, FRP, Hispanic, English Learners, and special ed student groups.

Strategies in place: MTSS program in reading and math at the MS and HS; Second Step social emotional curriculum in grades PreK-8; Reading Plus (online reading program) in grades 5-7; Ramp Up to Readiness (career and college readiness curriculum) in grades 6-12; flex time at HS

How well are strategies implemented: Progress monitoring occurs in the MTSS classes to determine if students are on track to meet goals; staff development has occurred with the new curricula; Reading Plus data are monitored by teachers; flex time offers ACT strategy classes at the HS

Progress toward goal: Data are analyzed throughout the year, especially in the MTSS program and the Reading Plus programs.

All Students Graduate

<input type="checkbox"/> X WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Using baseline data from the class of 2016 when 92.5% of Northfield students graduated in four years, 95% of Northfield students will graduate in four years in 2017.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The results for the graduating class or 2017 indicate that the district rate was 91% overall (High School and ALC) and 97% for Northfield High School.</p> <p>The goal was met at Northfield High School, and not met at Northfield ALC.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> X Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Bulleted narrative is appreciated. 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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Data and student groups: The data used are the graduation rates reported by MDE. The data are disaggregated by school, ethnicity, and socio-economic status.

Strategies in place: Students Supporting Students (SSS): peer helpers and academic coaches at the HS; improved procedure for tracking graduation cohorts; MTSS for math and reading at the HS is fully in place; OdesseyWare is available for credit recovery; Flex time implemented at the HS (students have one hour for lunch, Ramp Up curriculum, and access to teachers for help).

How well are strategies implemented: The procedure for tracking graduation cohorts has been reviewed and improved; the Peer Helper program is in the second year of implementation; flex time is in the first year of implementation.

Progress toward goal: Credit recovery can be tracked through the program; survey of students and staff are being collected to determine how well the new Flex Time program is working; and students are regularly progress monitored for progress in MTSS in reading and math.

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 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?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>
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Bulleted narrative is appreciated. 200-word limit.

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- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.