



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: Columbia Heights Public Schools

Grades Served: PreK-12

Contact Person Name and Position: Zena Stenvik, 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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto: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.

### 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.

<https://www.colheights.k12.mn.us/Page/683>

#### 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 2016-17 school year. September 18, 2017

### 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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

<b>District Advisory Committee Member</b>	<b>Role in District</b>
Victoria Campoverde	Parent
Shari Alexon	Parent and Support Staff
Kathy TwoBears	Parent
Tanya Moore	Parent
Carla Anderson	Teacher
Jennifer Hauswirth	Teacher
Dan Thompson	Community Member
Charles Cooke	Community Member
Tara Thukral	Curriculum Coordinator
Jennifer Babiash	Professional Development Coordinator
Disa Fabeck	Assessment Coordinator
Kristen Stuenkel	Director of Community Education
Zena Stenvik	Director of Teaching and Learning

## 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 School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Increase kindergarten readiness by increasing the number of students participating in pre-kindergarten programs by 10% in the 2016-17 school year compared to the 2015-16 school year.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Pre-K enrollment increased from 168 in 2015-16 to 224 in 2016-17. This increase exceeds the 10% goal.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Increase reading proficiency by 5% for third grade students from all ethnic groups as measured by the MCA Reading in 2016-2017 as compared to the 2015-16 school year.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Third grade students' reading proficiency increased by 6.9%.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>The achievement gap in Columbia Heights Public Schools will decrease by 10% in the 2016-2017 school year as measured by the MCA reading in grades 3-11 compared to the 2015-16 school year.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>The gap remained the same as the previous year.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Increase the percentage of students by 10% overall that reach proficiency on the following benchmarks: MCA reading at 3rd grade, MCA reading at 10th grade, MCA math at 11th grade and ACT in 11<sup>th</sup> grade.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Goal partially met, but not on ALL four measures listed in the goal.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

## 2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p> <p>Increase graduation rate by 7% in 2016-2017 from previous year and reach 90% graduation rate in 2 years.</p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p> <p>Goal in progress:</p> <p>Graduation Rate 2015-2016: 83.2%</p> <p>Graduation Rate 2016-2017: 83.6%</p> <p>Graduation Rate 2017-2018: <i>not yet available</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></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 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

#### **Data Reviewed to Determine Needs**

- **Academic Data**
  - MN Comprehensive Assessments (MCAs)
    - Math: Overall proficiency decreased from 35.6% in 2016 to 32.9% in 2017.
    - Reading: Overall proficiency increased from 36.7% in 2016 to 37.6% in 2017.
  - ACCESS for ELLs 2.0 (WIDA released a new proficiency scale, cannot compare from 2016 to 2017.)
  - ACT: Average composite score 2016 was 17.3 and 16.9 in 2017.

Based on the review and analysis of the data listed above, it was determined that the key areas of need were increase literacy proficiency, provide structured literacy intervention to identified students, increase math proficiency by providing math interventions and support, reduce the race based achievement gaps, long term English Learner students need additional support to reach English language proficiency.

## 4. Systems, Strategies and Support Category

### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Process to disaggregate data by student group.*

Assessing and evaluating student progress in 2016-17 occurred in a variety of ways. The administration participated in monthly Lead and Learn meetings which were data driven discussions and check in meetings among all principals, district staff and the superintendent. The superintendent also conducted Literacy Walk-throughs in each school to assess the implementation of the goals. Literacy and math leadership teams met quarterly to participate in professional development and lead the work in their school and grade level. Teacher teams participated in PLC data discussions to review pre and post assessment data and progress monitoring data disaggregated by student groups and also to discuss instructional strategies and interventions. The district assessment coordinator met with administration and teacher teams to facilitate the dissemination of disaggregated data and to support the data analysis process. The district uses a secure online data warehouse where student data can be sorted and disaggregated. The warehouse is used by Pre-K – 12<sup>th</sup> grade staff.

## 4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *System to review and evaluate the effectiveness of*
    - *Instruction*
      - Columbia Heights staff receive annual professional development on effective instructional practices. The implementation of the instructional practices is monitored by school and district staff using formal and informal walkthrough rubrics, a feedback protocol is used to support the implementation.
    - *Curriculum*
      - The school board approved curriculum implementation is evaluated by principals, lead teacher teams and the district curriculum coordinator. The four step process includes: Study/ Preparation, Program Design, Implementation, and Refine/ Sustain. Throughout this process, implementation rubrics are used by district and school staff to monitor the curriculum implementation process and its alignment to standards.
    - *Teacher evaluations*
      - The evaluation of teachers' use of effective instructional practices and curriculum implementation is evaluated by a combination of principal and peer reviewer using the Danielson Model. Teachers work with their designated peer reviewer to set individual growth and development goals. Peer reviewers and principals conduct walk throughs and formal observations of teachers. Other components of the evaluation process include student learning goals, student survey data and shared goals.
    - *Principal evaluations*
      - The principal evaluations take place on an annual basis. The criteria for principal evaluations is; instructional leadership, school performance, stakeholder survey, smart goals, leadership action and other measures.



#### 4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
    - *Technology*
    - *Collaborative professional culture*

Columbia Heights Public Schools engages students through a personalized learning initiative which includes technology. Technology devices are used to:

- create self-paced differentiated instruction
- individualize instruction
- use formative assessment to increase rigor
- increase student engagement through relevant, exciting learning
- provide equity by challenging and supporting all students with flexible tools and differentiated content
- increase rigor leading to college and career readiness for all students

The Personalized learning initiative spans elementary through high school grades and is supported by technology integration specialists. The integration specialists provide professional development and in-class coaching and support.

Columbia Heights has a professional collaborative culture. Staff collaborates in the following ways:

- Co-teaching: General ed, special ed and EL students are supported in some classrooms through a co-teaching model.
- Professional Learning Communities: Teacher teams meet weekly, biweekly or monthly to review student progress toward standard and share instructional practices.
- Leadership teams: Math, Literacy and science teachers meet in vertical teams (K-5 or K-12) and in grade level teams representing the schools in the district. The leadership teams receive professional development and also inform curriculum development and implementation of instructional practices.
- All principals meet monthly with the superintendent, Dir. Of Technology, Dir. Of Teaching and Learning, Dir. Of Student Services, Dir. Of Community Education and district coordinators for an admin level PLC.

## 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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

The district administrative team in Columbia Heights Public Schools, including the superintendent, principals, assistant principals when applicable, the director of human resources, director of student services and director of teaching and learning follow an annual process to identify and discuss placement and evaluation of probationary and veteran teachers. Included in the process is a thorough discussion of evaluations based on the Charlotte Danielson model. During the discussions, the team identifies where additional support or staff development is needed. Probationary teachers who are not performing are not renewed. Tenured teachers are on a three-year cycle for evaluations, when identified as not performing, they are placed onto an improvement plan.

In addition to the annual staffing process, the district administrative team analyzes and discusses enrollment monthly. In the spring and fall of each year, the team discusses staff and student placement protocols which account for supporting students with special needs, language development. Low-income and minority student enrollment is equitably distributed among the three elementary schools based on the attendance areas. Columbia Heights has one middle school and one high school so all students at those grade levels attend the same school and have access to high quality instruction.