

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

District or Charter Name: Columbia Heights Public School District ISD #13

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 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.*

<https://mn02204243.schoolwires.net/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 2015-2016 school year.*
- *October 24, 2016*

**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).*

<b>Name</b>	<b>Role</b>	<b>Name</b>	<b>Role</b>
Shari Alexon	Parent	Victoria Campoverde	Parent
Lenny Austin	Community Member	Rebecca Dickson	Parent
Chuck Cooke	Parent	Jennifer Laine	Parent
Rhonda Heryla	Parent	Orlando Rodriguez	Parent
Dan Thompson	Community Member	Tara Thukral	Staff: Curriculum Coordinator
Carla Anderson	Staff: Teacher	Zena Stenvik	Staff: Director of Teaching and Learning
Jennifer Hauswirth	Staff: Teacher		

## 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
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>To vertically align literacy standards, instruction and assessment from Pre-K (3 year olds) to grade 3.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>Literacy standards, instruction and assessment were vertically aligned for grades PreK 3 to Grade 2 in Foundational Skills, Literature, Informational Text and Language.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>Increase reading proficiency by 10% for all students as measured by the MCA Reading in 2015-2016.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><b>3rd Grade Data (All Groups)</b></p> <p>% Proficient on MCA Reading 2014-2015: 36.8%</p> <p>% Proficient on MCA Reading 2015-2016: 27.7%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>The achievement gap in Columbia Heights Public Schools will decrease by 10% in the 2015-2016 school year as measured by the MCA reading in grades 3-11.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><b>2014-2015 Benchmark Proficiency in Reading - all grades:</b>                      White: 59%                      Non-white: 37%                      Gap: 22%</p> <p><b>2015-2016 Benchmark Proficiency in Reading - all grades:</b>                      White: 53%                      Non-white: 41%                      Gap: 12%</p>	<p><i>Check one of the following:</i></p> <p><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></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>Increase the percentage of students by 10% overall that reach proficiency on the following benchmarks: MCA reading at third 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 2015-2016 school year that directly ties back to the established goal.</i></p> <p><b>2014-2015 Benchmark Proficiency:</b>                      Gr 3 MCA Reading: 36.8%                      Gr 10 MCA Reading: 41.7%                      Gr 11 MCA Math: 30.0%                      Composite ACT Average: 18.6</p> <p><b>2015-2016 Benchmark Proficiency:</b>                      Gr 3 MCA Reading: 27.7%                      Gr 10 MCA Reading: 41.5%                      Gr 11 MCA Math: 31.2%                      Composite ACT Average: 17.95</p>	<p><i>Check one of the following:</i></p> <p><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></p>

**2e. All Students Graduate**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>Increase graduation rate by 7% in 2015-2016 from previous year and reach 90% graduation rate in 2 years.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>Graduation Rate 2015-2016: 76.0%            Graduation Rate 2014-2015: 83.2%            Graduation Rate 2015-2016: <i>not yet available</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress  <i>(only for multi-year goals)</i></p> <p><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.*

In 2015-16, the identified needs were determined by reviewing MCA data for both reading and math in grades 3-8, 10 and 11, along with the rate of students qualifying for free/reduced lunch. Other assessment data collected and analyzed for elementary progress includes; reading fluency, letter naming and sounds, math fact fluency and local math assessments. For early childhood, participation rates were reviewed. For grades 9-12, Advanced Placement participation and assessments were reviewed along with ACT scores.

The data review process revealed that grades 3-5 had a downward trend from the previous year in math and reading. Grades 6-8 achievement levels decreased from the previous year in both math and reading. Math achievement increased at the high school level but reading achievement decreased. In addition, rates of participation and achievement in Advanced Placement increased at the high school level. In addition, the rate of students qualifying for free/reduced lunch has increased over the last five years to 82.3%. The other local assessments indicated a need for increasing reading and math achievement levels across the board. Based on the data, there is a clear need to increase both growth and proficiency in both academic areas.

## 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.*

The district uses a framework of formative assessments including cognitively based measures of literacy development and common math assessments in K-5 and PLC data cycles in 6-12. The District Assessment Coordinator works with the school administration and School Assessment Coordinators to create a district assessment calendar each year and supports the schools to carry out the testing plans. Progress monitoring takes place through regular data meetings. During the data meetings, teams of teachers and administration review student formative assessment data based on academic standards, including multiple data points and disaggregated by student groups. The team then determines the needs of students, and selects interventions or extensions to match the needs of the students. School administration is responsible for ensuring the intervention plans are implemented with fidelity. The school district supports the intervention plans by providing resources and oversight.

### 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*

Columbia Heights Public Schools uses a formal process to evaluate the effectiveness of instruction, curriculum implementation, teachers and principals. The evaluation of teachers' use of effective instructional practices and curriculum implementation is evaluated by a combination of principal and peer reviewer. 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. 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. 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.

#### 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*

Columbia Heights Public Schools engages students through a personalized learning initiative which provides;

- self-paced, differentiated instruction
- use of technology to individualize instruction
- continuous use of formative assessment to increase rigor
- student engagement through relevant, exciting learning
- 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.

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. 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 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.

## **Gifted and Talented**

### **A. Process to Assess and Identify Student for Participation and Gifted and Talented Programs**

Gifted services in Columbia Heights exist to provide academic challenge for gifted students. The identification process for gifted students is based on a body of evidence, and not limited to one measure. The district follows a three step identification process. First, all students in grade 2 and 5, and other students upon request, are assessed using the non-verbal NNAT Ability Test. Second, students who receive a qualifying score in step one, are assessed using the Cognitive Abilities Test. The third step is put into place when the results of the two assessments are unclear. In the third step, a team of staff review multiple performance measures to help inform the identification process.

### **B. Acceleration**

Teachers in gifted programs receive professional development on student needs and acceleration. Columbia Heights is piloting a multi-age gifted classroom where students have access to accelerated curriculum. The students are assessed using the NWEA MAP to determine their reading and math proficiency and growth. In other elementary classrooms, identified gifted students are clustered into flexible classrooms in which the teachers are able to differentiate instruction to provide acceleration. In secondary schools, identified gifted students have access to multiple levels of acceleration, including pre-AP, AP and Honors, in different subject areas.

### **C. Early Admission to Kindergarten and First Grade**

Columbia Heights conducts early childhood screening. Through the results of the screening and in collaboration with parents/ guardians, students have access to early admission to Kindergarten.