



2016-17 World's Best Workforce Report Summary

District or Charter Name: Barnum Public Schools

Grades Served: PreK - 12

Contact Person Name and Position: Mr. David Bottem, Superintendent

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.

If you have questions while completing this 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.

1. Stakeholder Engagement

1a. Annual Report

➤ <http://barnumwbwf.weebly.com/>

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.]

➤ November 21, 2017

1c. District Advisory Committee

District Advisory Committee Member	Role in District
Linda Redetzke	Education Minnesota-Barnum
David Bottem	Superintendent
Jill Litfin	Education Minnesota-Barnum
Tom Cawcutt	Principal
Brian Kazmierczak	Principal
Sheri Smith	Office Manager
Colleen Feters	School Board/Community Member
Tony Newman	School Board/Parent/Community Member
Jessica Unkelhauser	School Board/Parent/Community Member
Josh Rye	Special Education Coordinator
Lori Cawcutt	ECFE
Ann-Marie Vossler	ADIS Teacher
Anna Salo	ESEA Programs

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
Barnum students will increase their school readiness from 58.9% being average/above average to 60% being average/above average by the spring of 2017.	The 2016-2017 Barnum School Readiness percentage of children scoring “average” or “above” the readiness cutoff and considered on track to be ready for kindergarten was: 80% as measured by the Brigance Inventory of Early Development in the academic domain. In Language, children scored 92% and in Motor, children scored 100%.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>

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

Goal	Result	Goal Status
All Barnum 3 rd graders will increase their Reading MCA scores from to 63.7% in 2016 to 65% by 2017.	The 2017 Barnum 3rd grade students achieved a level of 71% as measured by the MCA-III Reading assessment.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>

		<input type="checkbox"/> District/charter does not enroll students in grade 3
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2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p>Barnum Public Schools will Close the Achievement Gap with a student proficiency goal(s) in Math for White from 72.82 to 82.08% Special Education from 51.88 to 57.47% FRP from 67.61 to 70.54 % by the fall of 2017.</p> <p>Barnum Public Schools will Close the Achievement Gap with a student proficiency goal(s) in Reading for White from 78.24 to 81.47% Special Education from 52.44 to 56.48% FRP from 71.93 to 72% by the fall of 2017.</p>	<p>The achievement gap with student proficiency in math for our white population of students was 77.33, for Special Education was 54.05, and for FRP was 70.96. Barnum Public Schools met the goal in FRP, but not within the white and special education population.</p> <p>The number of white students needing one point to reach the math goal was 29 students and the number of students needing .5 points to reach the math goal was 57. The number of special education students needing one point to reach the math goal was 6. The number of special education students needing .5 points to reach the goal was 12.</p> <p>We met the goal for FRP in Math.</p> <p>The achievement gap with student proficiency in reading for our white population of students was 75.89, for Special Education was 52.03, and for FRP was 68.75 and for FRP was 68.75.</p> <p>The number of white students needing one point to reach the reading goal was 36 students and the number of students needing .5 points to reach the math goal was 71. The number of special education students needing one point to reach the reading goal was 9. The number of special education students needing .5 points to reach the goal was 18. The number of students needing one point to reach the FRP goal was 2. The number of students needing .5 points to reach the FRP goal was 3.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met X 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
Barnum High School maintains a goal of having more than 69% of graduating seniors attend college.	Barnum High School met the College and Career Readiness goal as 63.6% of 2017 graduates attended college. We did not meet our goal for this year.	<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>

2e. All Students Graduate

Goal	Result	Goal Status
During the 2016-2017 school year, Barnum High School will graduate 100% of the eligible students.	Barnum High School graduation rate goal for 2017 was 100%. Barnum High School met that goal.	<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 grade 12

3. Identified Needs Based on Data

Barnum students are performing well on state and local progress assessments. To strive for continued improvement, several data sets are analyzed annually. District needs, descriptions and data can be found below.

Programs	Description & Data
Early Childhood	Continue to increase student school readiness. Data analyzed - Brigance school readiness (age 4) and Kindergarten (age 5), program enrollment and Early Childhood Indicators of Progress (ECIPS)
K-12	Continue to increase student achievement and close the achievement gap. Data analyzed - MCA's, and proficiency scores, Minnesota Report Card, ACT, graduation rates, post secondary participation, attendance, and behavior referrals
Sub-Groups (Special Education, Free and Reduced Lunch)	Continue to increase student achievement, close the achievement gap and increase the graduation rate. Data analyzed - MCA's and proficiency scores, Minnesota Report Card and graduation rates

4. Systems, Strategies and Support Category

4a. Students

Barnum Public Schools offers many programs to students to support academic achievement. Programs incorporate academic, social, emotional and cultural components to consider and support the whole student. The Barnum Leadership Team and PLC groups meet monthly to review MCA and classroom data as well as academic standards and student benchmarks. Math, Reading, Science, Graduation, Career and College Readiness, ACT and Kindergarten Readiness goals, data, best practice strategies and action steps are reviewed and revised annually in an effort to achieve continual improvement. Goals, best practice strategies and actions steps are specifically outlined for All students, Free and Reduced Lunch students, Special Education students and American Indian students. All goals are written using the SMART format and are data driven. Key indicators include data from MCA, behavior, attendance, ACT, graduation, post secondary participation, and Brigance measurements.

4b. Teachers and Principals

Barnum Public Schools offer support for teachers and principals. This support is directed to ensure that staff are always learning and growing professionally so that students can have the best possible education. Teachers are evaluated by the building principals using the Charlotte Danielson Framework. The Barnum Leadership Team works to ensure that the teacher evaluation process is consistently and clearly communicated across the district. Principal goals are concentrated on maintaining AYP status for schools and students. Activities and programs which close the achievement gap are specifically targeted. State reports on AYP and MMR scores are used to assess progress. Program implementation and progress for student and program improvement may not be reflected in test scores.

Teacher & Principal Programs	Description
New & Non-tenured Teacher Mentorship (Nikki Biondich, Ann Finifrock)	New teachers are provided mentors from the same content area or grade level. Mentors and mentees meet regularly throughout the year for support. Teachers are offered extra time at the beginning of the year to prepare their classrooms and meet with district staff.
Teacher Evaluation (Linda Redetzke & Jill Litfin)	The Charlotte Danielson Framework, Tiers, and District Approved Evaluation System are used to provide feedback to teachers and assist them in meeting goals for continual improvement.
Peer Observation (All)	Teachers are encouraged and supported to visit peer classrooms and learn from one another.
Membership Organizations	MASSP, MESPA, NEA, NAESP, MEA, ASHA, NASSP
Principal Evaluation (David Bottem)	Principal evaluations are conducted annually by the superintendent. The evaluation includes (1) staff survey and self-assessment of skills based on job descriptions, (2) academic (value added) and professional goals, (3) superintendent observations, and (4) portfolio files. Principals work with the Barnum Leadership Team (BLT) and building staff members to assess student progress and to set building WBWF and Health and Safety goals. Principals work with the BLT, WBWF Coordinator, Title I Coordinator, and District Assessment Coordinator to assess student progress. Principals also work with building staff in data review meetings to identify students who need additional support.

4c. District

Barnum Public Schools help students meet goals by providing district level programs, leadership, collaborations and support for students, parents, staff and the community. Barnum Schools use district, building and department level Professional Learning Community (PLC) groups to increase student achievement, by aligning and reviewing curriculum based on the state standards, creating formative and summative assessments, reviewing assessment data, developing instructional strategies, and developing a "pyramid of classroom interventions." The district also provides teachers with inservice opportunities in reading, positive behavioral intervention strategies, making appropriate academic accommodations for students, key warning signs for mental illnesses in children and adolescents, and integrating technology to increase student learning. Faculty and staff are given training on how to better integrate technology into the curriculum and teaching, as well as using technology to better track student performance and communicate with parents and families. The district uses a learning management system to house digital collaborations and staff development resources in addition to providing frequent building and district level opportunities for professional development and idea sharing. Our Barnum Leadership Team (BLT) organizes and monitors staff development progress based on pre and post staff development surveys and staff feedback. District level goals are listed and described below.

Staff Development Goals	Description
District Staff Development Goal A	In order to increase student achievement, the Barnum Leadership Team supports Professional Learning Communities based on best teaching practices to meet the needs of diverse learners.
District Staff Development Goal B	The Barnum Leadership Team supports the expansion of staff development opportunities within the Northeast Area Schools Consortium, (NASC).
District Staff Development Goal C	The Barnum Leadership Team supports continued refinement of the Teacher Evaluation Process, utilizing discussion between the teacher and principal.

Key Indicators of Progress

Measure	Site & Description
MCA	Specific school Reading, Math and Science MCA proficiency scores by subgroup.
Attendance	The table below shows very general absence data for each school. This includes any type of absence including excused absences and tardies. A detailed attendance report is maintained at the site level and analyzed regularly by the attendance committee.

Behavior	The report table shows very general behavior referral data for each site. This includes any type of behavior referral including behavior and reward documentation. A detailed behavior report is maintained at the site level and analyzed regularly.
Graduation Rate	Barnum High School graduation data from Minnesota Report Card.
ACT	Barnum High School ACT data from Minnesota Report Card.
Career and College Readiness	Barnum High School data for post secondary participation.
Kindergarten Readiness	Early Childhood data from Brigance measurement.
MMR	District Summary Table for Multiple Measurement Rating
FR	District Summary Table for Focus Rating

All Students Ready for Kindergarten

Barnum Public Schools is actively working to ensure that all students are ready for kindergarten. Barnum Schools work actively and intentionally to foster collaboration between school, community, county and district level programs to encourage and support common systematic best practices and the use of state approved assessment tools (Brigance) and curriculums (Opening the World to Learning (OWL)) for early childhood students. In addition to establishing and implementing common systemic best practices and measures for school readiness, the district seeks to increase program enrollments and participation.

All Students in Third Grade Achieving Grade-Level Literacy

0091 Barnum Local Literacy Plan - Reading Well by 3rd Grade - RW3G

Goal: Ensure reading proficiency for all students by the end of 3rd grade. We strive to accomplish this by providing (1) Assessment of all K-3 student levels of reading proficiency and identification of those who are at-risk for learning to read, (2) Comprehensive and scientifically based core reading instruction for all students aligned with the MN state standards, (3) Comprehensive and scientifically based remedial reading instruction for all at-risk learners, (4) Notification to all parents of at-risk learners, (5) Identifying and providing staff development opportunities to improve instructional techniques and strategies. Progress is monitored using MCA-III data.

Barnum Third Grade Reading Literacy Summary Data

Student Group	Grade 3 Reading Proficiency (%) 2015	Grade 3 Reading Proficiency (%) for 2016	Grade 3 Reading Proficiency (%) for 2017
FRP	81.8	54.2	65.4
WHT	88.1	65.3	72.9
All	86.2	63	72.1

Closing the Achievement Gap

All schools, subgroups, and grade levels in the areas of School Readiness, Math, Reading, Science, ACT Scores, and Graduation Rate will strive to close the achievement gap. The best practice strategies and action steps used to achieve these goals were developed collaboratively by specialists within each particular field and can be found in each school's detail below. All best practice strategies and action steps take advantage of district plans, programs, staff and resources, as well as community collaborations, to drive achievement forward and seek continued growth. Barnum Public Schools views closing the achievement gap as a shared team effort. Progress is monitored using MCA-III data, graduation rates, ACT scores, Brigance measurements and post secondary participation.

Barnum Achievement Gap Summary Data 2016-2017

AYP Year	Subject	Student Group	Proficiency Index	Proficiency Index Target	Difference	Closing Achievement Gap
2017	M	White	77.33	84.63	-7.3	No
2017	M	Special	54.05	61.84	-7.79	No
2017	M	FRP	70.96	70.54	.42	Yes
2017	R	White	75.89	84.9	-9.01	No
2017	R	Special	52.03	63.54	-11.51	No
2017	R	FRP	68.75	69.77	-1.02	No

The Barnum Public School District meets the Safe Harbor Index Target for all students, white students, and students receiving special education services in both reading and math. The district is also meeting the Safe Harbor Index Target for Free/Reduced Price Lunch in math.

All Students Career- and College-Ready by Graduation

Barnum Public Schools maintains a path for all students to be career and college ready. The main focus this year (2015-2016) is to fully implement the Ramp Up to Readiness program. The district is also organizing and facilitating more College/Career Ready assessments including PSAT & ACT (all of Grade 11), ACCUPLACER, and ASVAB. The district vision is to develop a system for conducting senior interviews senior each fall as well as holds individual junior parent/student meetings in the spring with every to assist with post-secondary planning, college application process, and credit tracking. The district uses post secondary participation to measure progress.

All Students Graduate

Barnum Public Schools strives to have all students graduate from high school. To achieve this goal the district will incrementally seek improvement in each group and subgroup using the Minnesota Report card 4 year graduation rate data to measure progress. A collaborative effort

between systemic district programs and staff, building level programs and staff and classroom best practices is used to reach goals. In addition to in-class best practices to reach graduation targets, the district uses strategies including (1) targeted professional development, (2) credit recovery, intervention, and enrichment programs (3) dual credit opportunities for industrial tech classes (4) College-in-the-Schools program access (5) implementation of Ramp Up to Readiness program (6) student/staff advisory (7) implementation of MCIS (MN Career Inventory Survey) and (8) utilization of Perkins funds for career and vocational/technology courses.

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.

ACCESS TO EXPERIENCED AND QUALIFIED TEACHERS

- Due to the size of the district there are only two schools; one elementary for early childhood through grade 6, one high school grade 7 - grade 12. More than 90% of the faculty have achieved continuing contract so there are very few probationary teachers in the system. All of the continuing contract faculty have reached the "highly qualified" criteria through the former No Child Left Behind legislation. The district does not cluster students based on English Learner, racial, or Free/Reduced Price Lunch designation so they are equitably distributed. There is no one department or grade level that has more than one probationary teacher. The district maintains the following percentages: Experience teachers: 87.93% Of Classes Unqualified, the district has 0% in this category. All classes maintain a Highly Qualified Teacher. Classes taught out of Field, the district manages 2.42% of classes out of field. The district manages .81% of non-Licensed teachers. This is due to Long-Term Sub variance requirements. This percentage is one of the lowest in the region 3 as classified by MDE.
- The district will continue to monitor and make sure that students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers.

ACCESS TO DIVERSE TEACHERS:

- To address this, the school district is assessing and evaluating student's access to effective teachers who reflect the diversity of enrolled students every 3 years. The District evaluates and adjusts its recruitment plan to recruit and retain teachers who represent the diversity of enrolled students by contacting universities and colleges about future teacher and student teaching placements as well as accessing media sources that focus on diversity efforts.
- The District also looks at data from surrounding districts as well as comparable statewide data. Currently, Barnum has relatively low turnover with licensed teachers which results in minimal change to teaching staff year after year.