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

District or Charter Name: Hayfield Community Schools
Grades Served: PK-12

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual 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, (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.

- *http://hayfield.k12.mn.us/schoolboard/wp-content/uploads/sites/101/2017/12/9-G-1-Hayfield-WBWF-2016-2017-Summary-Report1.pdf*
- http://hayfield.k12.mn.us/schoolboard/wp-content/uploads/sites/101/2017/03/Achievement-and-Integration-2017-2020.pdf

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.

- *Wednesday, December 12th at 5:30 PM in the 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)
Gregg Slaathaug	Superintendent	
Grant Klennert	PK-12 Principal	
John Howe	Assistant PK-12 Principal	X
Mary Carlson	Teacher	X
Dorien Grav	Teacher	X
Stacy Tempel	Support Staff	
Chris Nelson	Parent	
Paul O'Brien	Parent	
Justin Holtan	Parent	
Kathy Zelinske	Community Member	
Hannah Faulhaber	Student	
Courtney Ellis	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*

  The principals, on a yearly basis analyze our Fastbridge and MCA tests scores along with yearly formal evaluations of every teacher on staff. The district has used its Title funds to develop a program in which additional assistance is given to our Title students in need of additional academic help. These programs, led by experienced Tier IV teachers, include additional resources both during school and after school for students who meet the threshold of low-income. Fastbridge quarterly assessments, along with other indicators allow the district to assign students in classrooms equally based on academic need, socio-economic status, and a variety of other factors.

- *Access to Diverse Teachers*

  With the noted teacher shortage statewide and especially in out-state Minnesota all qualified candidates are given an opportunity to interview. In the few positions that we have had more than 5 candidates, some of the criteria to select candidate to interview are based on years teaching, previous teaching experiences, and previous experience working with students. Given our limited candidate pool, the district has not had much of an opportunity to utilize criteria for diverse teachers. The efforts in place to increase diversity are the same efforts in place to attract quality candidates into the field of education. This has included a pay increase to our incoming steps and lanes, as well as continuing a mentor-mentee program, which aids and develops teacher growth for our newly hired teachers.

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.

☐ 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

☒ WBWF Goal **Only** ☐ WBWF /A & I Goal	**Result**	**Goal Status**
In 2017, the district will have 100% of children screened between the age of three years nine months and their fifth birthday.	*Screened students: 100%*	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On Track ***One-Year Goal*** ☒ *Goal Met* ☐ *Goal Not Met* ☐ *District/charter does not enroll students in kindergarten*

Bulleted narrative is appreciated. 200-word limit. • *Students who are screened for kindergarten allow the district ample time to provide the necessary resources for the incoming class.* • *We work hard communicating with the public the importance of screening their child and how it can immediately influence the education given their child.*

All Students in Third Grade Achieving Grade-Level Literacy

☐ WBWF Goal **Only** ☒ WBWF /A & I Goal	**Result**	**Goal Status**
The percentage of all 3rd graders at Hayfield Community Schools who meet or exceed the CBM reading on the FastBridge Assessment will increase from 45% in 2017 to 85% in 2020.	**2017 AIMSweb R-CBM Results** 3rd Grade: 45.4% **2018 Fastbridge CBM Results** 3rd Grade: 68%	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ On Track ☐ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met* ☐ *District/charter does not enroll students in grade 3*

Bulleted narrative is appreciated. 200 word limit. • *The data used to measure this goal is our FastBridge assessment data. This measures student growth three times a year.* • *Our reading curriculum matches the state standards and emphasizes that all students read well by third grade.* • *The district will continue to use FastBridge assessments to monitor its progress towards the goal and make appropriate changes as needed based on the assessment data.*

Close the Achievement Gap(s) Between Student Groups

☐ WBWF Goal **Only** ☒ WBWF /A & I Goal	**Result**	**Goal Status**
The proficiency gap between higher achieving students (white students) and lower achieving students (Free/Reduced lunch students) in grades 3-11 at Hayfield Community Schools using both math and reading accountability tests will decrease by 2020 by increasing the proficiency rate of the groups over the next three years as follows: **Math** • White = 3% • Free/Reduced = 6% **Reading** • White = 3% • Free/Reduced = 6%	**Math 3-11 MCA Results** **Year** / **White** / **F/R** **2017** 56.6 42.8 **2018** 52.6 35.5 **2019** **2020** **Reading 3-10 MCA Results** **Year** / **White** / **F/R** **2017** 59.8 42.9 **2018** 60.7 42.3 **2019** **2020**	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☒ Not On *Track* ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met*

Bulleted narrative is appreciated. 200-word limit.

- *The data used is the MCA test scores in math and reading across the district, and each special group disaggregates the data, with the district's focus being on free/reduced lunch students.*
- *We are implementing strategies in the classroom as well and referring many students into a meet and confer with a teacher/adult in the building to help build relationships and establish a positive role model for academic success. We have also established an After School Academy, which provides students additional support in both reading and math.*
- *The programs mentioned above are a great start, however looking at the data it looks as though we will need to provide additional support to both target groups to meet the goal.*

All Students Career- and College-Ready by Graduation

☒ WBWF Goal **Only** ☐ WBWF /A & I Goal	**Result**	**Goal Status**
All (100%) students in grades 9-11 will identify career and college pathways using the MCIS program in conjunction with the RAMP-UP to readiness curriculum taught by our homeroom teachers in 2018.	Students enrolled in homeroom courses and successfully completing the college and career MCIS requirement: 2018: 93.8%	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On *Track* ☐ Not *On* Track ***One-Year Goal*** ☐ *Goal Met* ☒ *Goal Not Met*

Bulleted narrative is appreciated. 200 word limit.

- *Our college readiness and MCIS initiative is carried out in our advisory course, which meets every day for 20 minutes.*
- *This curriculum matches what the University of Minnesota has established for career and college readiness through their RAMP-UP curriculum.*
- *Implementation of these strategies is successful; we need to continue to monitor students to ensure full completion of the MCIS requirement in advisory.*

All Students Graduate

☐ WBWF Goal **Only** ☒WBWF /A & I Goal	**Result**	**Goal Status**
The percentage of students who graduate in 5 years will increase from 95.7% in 2017 to 98.0% in 2020.	**<u>5-Year Graduation Rates</u>** 2017: 95.7% 2018: 2019: 2020:	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ *On* Track ☐ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met* ☐ *District/charter does not enroll students in grade 12*

Bulleted narrative is appreciated. 200-word limit.

- *Being a small district with an average graduating class of 50, we have the capability to personally identify and form relationships with the 2-3 students in trouble of not graduating.*
- *Through these relationships, we are able to formally track and meet with these students on a quarterly basis identifying their needs and weaknesses to help assist them instructionally.*

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?**
The proficiency of FRP students enrolled the full academic year for all grades tested within Hayfield Public Schools on all state Math accountability tests (MCA, MTAS) will *INCREASE* from 49% to 58%. The proficiency of Hispanic students will increase from 29.6% to 40%. The proficiency of white students will increase from 62.8% to 72%	*Check one of the following:* ☒ *Achievement Goal* ☐ *Integration Goal*	*See WBWF goal 3.*	*See WBWF goal 3.*	*Check **one** of the following:* ☐ *On Track* ☒ *Not on Track*

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?*
- *We have been tracking the data for our Key Indicators of Progress for each initiative to monitor our impact.*
- *Strategies include Project E3, Robotics, and K-2 Extended School Year Academy, and Success Coaches.*
- *Project E3 has been an extremely well-received integration strategy. Interest is growing each year, and we have 14 students enrolled and attending on a regular basis.*
- *After studying our historical data, we realized we needed to shift strategies and implemented a new K-2 extended school year program in the summer. We will not have MCA data to validate the effectiveness of this program for another 1-2 years, but kids and parents appreciate the added support. The program is voluntary and proactive, which has helped build positive home-school connections.*

Achievement and Integration Goal 2

Goal Statement	**Achievement or Integration Goal?**	**Baseline**	**Year 1 (2017-18) Actual**	**On Track?**
The proficiency of FRP students enrolled the full academic year for all grades tested within Hayfield Public Schools on all state Reading accountability tests (MCA, MTAS) will *INCREASE* from 50% to 58%. The proficiency of Hispanic students will increase from 34.5% to 42%. The proficiency of white students will increase from 64.9% to 72%.	*Check one of the following:* ☒ *Achievement Goal* ☐ *Integration Goal*	*See WBWF Goal 3.*	*See WBWF Goal 3.*	*Check one of the following:* ☐ *On Track* ☒ *Not on Track*

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?*

See AI Goal 1 Summary.

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.

Hayfield continues to find great value in being part of the collaborative. Transportation gives kids in rural areas a chance to participate in ways that typically would be prohibitive because of timing, proximity, and work schedules. The collaborative has found great value in the participation of the Hayfield students, because many of them bring unique perspectives and funds of knowledge due to their background growing up in a rural, agricultural community. The students have benefited from the ability to learn more about different cultural styles, ways of communicating and norms of behavior in groups that are different from the ones they normally have access to.