2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name:
Grades Served:

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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 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, 2019,** 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.

- The district link to the WBWF report is: http://hayfield.k12.mn.us/schoolboard/reports/
- *The direct link to the A&I report is:* http://hayfield.k12.mn.us/schoolboard/achievement-integration-archive/

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.

- *The date for both the WBWF and A&I public presentation will be Wednesday, December 11, 2019 at 5:30 PM.*

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	High School Principal	X
Jeff Snider	Elementary 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 Serratore	Community Member	X
Kathy Hegna-Zelinske	Community Member	
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*
  Our district is considered neither a low poverty nor high poverty district. In looking at the state report card, our district possesses 84.0% of teachers are an identified as experienced, effective, in-field teachers. This is right on with the state average. For our students at the secondary level in our advanced courses, six of our seven teachers possess a master's degree and six of our seven teachers qualify as "experienced" per the definition provided above. 79% of our students, well above the state average of 32%, take a concurrent enrollment course from these highly qualified teachers. We continue to work on improvements, but acknowledge with 20 of our 51 teachers with 20 or more years teaching experience, in the near future we will have turnover in staff, merely to retirements, which will push our districts focus more towards teacher recruitment and retainment in the next 3-5 years.
- *Access to Diverse Teachers*
  With the noted teacher shortage statewide and especially in greater Minnesota all qualified candidates are given an opportunity to interview. Given our limited candidate pool, the district has not had much of an opportunity to utilize criteria for hiring diverse staff. We continually seek the most qualified candidates for our district. Additionally, we have begun offer additional stipends for teachers who teach concurrent coursework, which should help offset the costs of furthering their education beyond their bachelor's degree. This creates a highly trained teaching staff which should fully prepare all students for graduation and beyond.

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**
By 2020, the district percentage of preschoolers who are screened before kindergarten, will be 100%.	*2017-18: 100%* 2018-19: 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.

- *The district works on ensuring all students are screened, but highly encourage families to screen students when they are three years of age. This provides more time for the district to address any concerns and provide action when necessary.*
- *The district works hard communicating with families the importance of screening their child as soon as they are able to and how it can influence the education of their child. This is done through individual phone calls to our parents and families.*

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 2020-21.	*2016-17 R-CBM AIMSWEB Results* *3rd Grade: 45.4%* *2017-18 R-CBM Fastbridge Results* *3rd Grade: 68%* *2018-19 R-CBM Fastbridge Results* *3rd Grade: 69%*	*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 district continues to use Fastbridge as our assessment data, measuring student growth three times a year.*
- *85% of students are on track for the accuracy goal in the assessment tool, but only 31% of this year's 3rd grade students were a low-risk in automaticity. The district and our building teams will continue to explore how to improve this segment of data as a way to achieve our overall goal.*
- *The district uses our SRBI tiered literacy plan to provide additional instruction support for those students who need it. We will continue to use the Fastbridge results on a seasonal basis to gauge the effectiveness of the tiered interventions.*

Close the Achievement Gap(s) Between Student Groups

<table>
<tr><th>☐ WBWF Goal Only ☒ WBWF/A&I Goal</th><th>Result</th><th>Goal Status</th></tr>
<tr>
<td>The proficiency gap between non free/reduced students and free/reduced students in grades 3-11 will decrease by 25% in math and 25% in reading as measured by the end of the 2022-23 school year.</td>
<td>
Math 3-11 MCA Results
<table>
<tr><th>Year</th><th>Non F/R</th><th>F/R</th></tr>
<tr><td>2018-19</td><td>50.0%</td><td>18.2%</td></tr>
<tr><td>2019-20</td><td></td><td></td></tr>
<tr><td>2020-21</td><td></td><td></td></tr>
<tr><td>2021-22</td><td></td><td></td></tr>
<tr><td>2022-23</td><td></td><td></td></tr>
</table>
Reading 3-11 MCA Results
<table>
<tr><th>Year</th><th>Non F/R</th><th>F/R</th></tr>
<tr><td>2018-19</td><td>57.9%</td><td>26.7%</td></tr>
<tr><td>2019-20</td><td></td><td></td></tr>
<tr><td>2020-21</td><td></td><td></td></tr>
<tr><td>2021-22</td><td></td><td></td></tr>
<tr><td>2022-23</td><td></td><td></td></tr>
</table>
</td>
<td>
Check one of the following:

Multi-Year Goal:

☐ On Track
☐ Not On Track

One-Year Goal

☐ Goal Met
☐ Goal Not Met
</td>
</tr>
</table>

Bulleted narrative is appreciated. 200-word limit.

- *Our district has very limited demographics (89% Caucasian), that our focus for identify our achievement gap is based on poverty. Our district has 29.4% of students on F/R lunch. While this is not considered, high poverty nor low poverty, it is the biggest single gap our district has.*
- *Our district continues to implement strategies in the classroom as well as referring many students into a meet and confer with a teacher/staff member to help build relationships and establish positive role models for academic success. We additionally have two after school programs which are funded for the purpose of all students to succeed. These programs provide transportation and a snack for students, free of cost, and focus on additional academic support for students.*

All Students Career- and College-Ready by Graduation

☒ WBWF Goal **Only** ☐ WBWF/A&I Goal	**Result**	**Goal Status**
All (100%) students by the time they have finished 11th grade will identify career and college pathways (including employability skills, mindsets, and social awareness) using the MCIS program by 2020-21.	Students enrolled in homeroom courses and successfully completing the MCIS requirements as determined by the district: 2017-18: 93.8% 2018-19: 98.0%	*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 CCR and MCIS initiative is carried out in our advisory course, which meets every day for 20 minutes. Students need to show sufficient growth in this course of their high school careers to graduate.*
- *The CCR curriculum matches what the University of Minnesota has established for CCR through their RAMP-UP curriculum.*
- *Implementation of these strategies has been successful. The district needs to continue to monitor students to ensure full completion of the MCIS module, as well as continue to provide additional CCR opportunities for students such as college visits, job fairs, and work-study programs.*

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 the 2017-18 to 98.0% in the 2020-21 school year.	*2017-18: 90.2%* *2018-19: 98.0%*	*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, we focus on the students who are in danger of not graduating and providing them with the necessary skills and resources to assist them graduate.*
- *We continue to monitor students through our Problem Solving Team, counseling office, and other relationships in the building to help connect with the student and their family to assist them in all ways possible to ensure they can achieve graduation in a timely manner.*

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

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.
View list of participating districts.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) 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: _x_ Achievement Goal __ Integration Goal	FRP students: 49% Hispanic students: 29.6%. White students: 62.8%	FRP students: Hispanic students White students:	Check **one** of the following: __ On Track _x_ Not on Track __ Goal Met

Narrative is required; 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?
  Afterschool Academy is a safe place after school for kids to get help with homework, organizational strategies, and making good choices. Parent feedback has been key in determining that afterschool support for students has a positive impact on their ability to complete homework and feel prepared for class. ACE (Assignments Completed Everyday) is a homework referral club, twice a week in which junior high students are mandated to attend if their grades and other academic indicators are poor. It is a one-hour session twice a week for students to seek additional assistance.

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Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) 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: _x_ Achievement Goal __ Integration Goal	FRP students: 50% Hispanic Students: 34.5% White Students: 64.9%	FRP students: Hispanic Students: White Students:	Check **one** of the following: __ On Track _x_ Not on Track __ Goal Met

Narrative is required; 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 above, we are utilizing the same strategies for math and reading.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

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Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

Project E3 has made a profound impact on the students who have participated. Students report increased friendships with diverse peers across the collaborative area. The Hayfield students who participate often feel like they're pushed out of their comfort zone initially when they begin the E3 program, but as they develop friendships, they report being excited to interact with their friends from the program outside of E3. 72 students completed the program in 2019, and 10 were from Hayfield. The students included represented a wide variety of racial and socio-economic backgrounds. We hope that as students begin their high school careers, we see an impact in the number of diverse students and Project E3 alumni who enroll in rigorous courses, especially in STEM areas.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative: Hayfield Public Schools has grown slightly more diverse over the course of our three-year plan. In 2017, our Hispanic population was 6.29%. Our white population was 89.77%. Our Hispanic/Latino population is now 7.4%. 88.9% of our students identify as white. Integration programs, especially Project E3, have garnered strong support from students and parents, who have advocated for the program and promoted it for newly eligible students. These parents are respected in the community and have helped to establish Project E3 as a sought-after and meaningful opportunity for students. The relationships and friendships that the students have made over the course of the program have been enduring and have helped students develop confidence, inter-disciplinary academic skills, and confidence in interacting with their peers. Transportation has been the critical element that has helped make this a sustainable program for our community.

Please Note: Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.