Minnesota Department of Education

2015-2016 World's Best Workforce Report Summary

District or Charter Name:	Hayfield Community Schools
Grades Served:	Kindergarten through Grade 12, Early Childhood Special Education
Contact Person Name and Position:	Belinda Selfors, Superintendent of Schools

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.

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.]

- The World's Best Work Force plan is located on the School District's website at: *www.hayfield.k12.mn.us*

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.]

- The Annual Public Meeting was held on December 12, 2016 at 7:00 p.m. in the Hayfield High School Library.

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.]

- The District Advisory Committee membership consisted of:
  Belinda Selfors, Superintendent of Schools
  Annette Freiheit, Elementary School Principal (left the district on June 30, 2016)
  John Howe, High School Principal
  Grant Klennert, Dean of Students
  Mary Carlson, Colleen Fish, Molly Heydt, Courtney Schroeder, Nikki Smith, Mark Voyce, Teachers
  Brian Bartley, Technology Coordinator
  Rebecca Jennings, Special Education Coordinator

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
All students enrolled in the Early Childhood Family Education program through Hayfield Community Schools will be ready for kindergarten in math and reading by meeting or exceeding minimum competency composite scores on the FAST Bridge assessment.	The minimum competency composite score for math and reading on the FAST Bridge assessment is 31. **2016 FAST Bridge Math Scores** Hayfield ECFE Students = 39.83 Average for All Students = 36.85 **2016 FAST Bridge Reading Scores** Hayfield ECFE Students = 36.50 Average for All Students = 34.62	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☒ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
Students in grade 3 who were enrolled in the district by October 1 will demonstrate fluency competency as measured by the AIMSweb R-CBM and/or comprehension competency as measured by the AIMSweb MAZE administered in the Spring of 2016 at a rate of 80% or higher.	**AIMSweb R-CBM Results** Spring 2012 = 55% Spring 2015 = 56% Spring 2016 = 78% **AIMSweb MAZE Results** Spring 2014 = 82% Spring 2015 = 74% Spring 2016 = 73%	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☒ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

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

Goal	Result	Goal Status
The District continued to focus on the following student groups for closing the achievement gap: White, Hispanic, Free/Reduced Lunch, and Special Education. These groups will be proficient at the following rates by 2017. **Math** • White = 78.9% • Hispanic = 71.1% • Free/Reduced = 70.7% • Special Education = 62.5% **Reading** • White = 81.2% • Hispanic = 72.4% • Free/Reduced = 71.6% • Special Education = 57.8%	In the Spring of 2016, the following student groups enrolled at Hayfield Community Schools on October 1 were proficient at the rates listed below. This will be an ongoing focus for 2016-2017. **Math** • White = 62.8% • Hispanic = 29.6% • Free/Reduced = 49.0% • Special Education = 28.9% **Reading** • White = 64.9% • Hispanic = 34.5% • Free/Reduced = 50.0% • Special Education = 28.6%	*Check one of the following:* ☐*Goal Met* ☐*Goal Not Met* ☒*Goal in Progress (only for multi-year goals)*

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

Goal	Result	Goal Status
Students enrolled in Hayfield High School by October 1 of their freshman year and take the ACT test in the spring of their Junior year will score at or above the state average. In addition, the percentage of students will meet or exceed the state average for college-ready benchmark scores.	**ACT Results Hayfield High School** Year | # | Eng | Math | Rdg | Sci | Comp 2012 | 49 | 22.4 | 21.5 | 22.8 | 22.5 | 22.4 2013 | 29 | 20.9 | 20.7 | 21.7 | 21.1 | 21.2 2014 | 33 | 21.1 | 21.9 | 21.7 | 21.6 | 21.8 2015 | 39 | 21.1 | 22.8 | 22.5 | 23.1 | 22.6 2016 | 51 | 19.0 | 20.6 | 21.7 | 22.2 | 21.0 **ACT Results MN State Averages** Year | Eng | Math | Rdg | Sci | Comp 2012 | 22.1 | 23.0 | 22.9 | 22.7 | 22.8 2013 | 22.2 | 23.1 | 23.1 | 22.9 | 23.0 2014 | 22.1 | 23.0 | 23.1 | 22.9 | 22.9 2015 | 21.8 | 22.8 | 23.0 | 22.7 | 22.7 2016 | 20.0 | 21.2 | 21.3 | 21.3 | 21.1 **College-Ready Benchmarks** | | **Eng** | **Alg** | **Soc Sci** | **Bio** | **All 4** | **Benchmark** | 18.0 | 22.0 | 22.0 | 23.0 | ---- **Hayfield** | 59% | 41% | 51% | 43% | 33% **MN State** | 61% | 46% | 45% | 40% | 29%	*Check one of the following:* ☐*Goal Met* ☐*Goal Not Met* ☒*Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Students enrolled in the Hayfield School District by October 1 of their freshman year will earn a high school diploma at a rate of 90% within 6 years.	**2015 4-year Cohort** • All Students = 92.73% • White = 92.59% • Free/Reduced Lunch = 87.5% **2015 5-year Cohort** • All Students = 94.12% • White = 93.75% • Free/Reduced Lunch = CSTR% **2015 6-year Cohort** • All Students = 98.08% • White = 98.04% • Free/Reduced Lunch = 100.0%	*Check one of the following:* ☒*Goal Met* ☐*Goal Not Met* ☐*Goal in Progress (only for multi-year goals)* ☐*District/charter does not enroll students in grade 12*

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.]

Hayfield Community Schools continues to focus on improving student performance on MCA assessments in reading and math. The district continues to work on making progress in increasing the percentages of students who are proficient on the assessments.

MCA Test Data for Students

- Reading, All Grades 3-8, 10
  - School Year, Hayfield Average, State Average
  - 2012-2013, 61.6% proficient, 57.8% proficient
  - 2013-2014, 67.0% proficient, 59.1% proficient
  - 2014-2015, 58.0% proficient, 59.4% proficient
  - 2015-2016, 62.3% proficient, 59.7% proficient

- Math, All Grades 3-8, 11
  - School Year, Hayfield Average, State Average
  - 2012-2013, 69.8% proficient, 62.6% proficient
  - 2013-2014, 64.4% proficient, 61.4% proficient
  - 2014-2015, 59.2% proficient, 60.2% proficient
  - 2015-2016, 59.4% proficient, 59.4% proficient

- Reading, Grade Level Data
  - Grade Level, Hayfield Average, State Average
  - 3, 58.5% proficient, 57.3% proficient
  - 4, 51.0% proficient, 58.3% proficient
  - 5, 68.4% proficient, 67.7% proficient
  - 6, 63.0% proficient, 62.3% proficient
  - 7, 59.1% proficient, 56.6% proficient
  - 8, 62.5% proficient, 57.0% proficient
  - 10, 70.5% proficient, 58.9% proficient

- Math, Grade Level Data
  - Grade Level, Hayfield Average, State Average
  - 3, 75.5% proficient, 69.4% proficient
  - 4, 75.5% proficient, 68.7% proficient
  - 5, 50.9% proficient, 58.8% proficient
  - 6, 52.2% proficient, 55.9% proficient
  - 7, 56.8% proficient, 56.2% proficient
  - 8, 60.7% proficient, 58.0% proficient
  - 11, 37.8% proficient, 47.1% proficient

4. Systems, Strategies and Support Category

4a. Students

- Students receive academic support in a number of programs in the district that include: Title I, Special Education, mentoring, tutoring, summer school, credit recovery, alternative learning center, structured study hall, and assistive technology. To support academic achievement, students are provided with opportunities in concurrent enrollment for college credit, enrichment activities including Academic Triathalon, Math Masters, Project E^3, and others. Faculty are available to students before and after school or by appointment. Additionally, students receive support through our multi-tiered system of support programs as listed above.

4b. Teachers and Principals

- Hayfield Community Schools supports teachers and principals in meeting district goals with a staff development plan that has input from administrators and teachers. A new principal and teacher evaluation model has also been developed to further improve performance and support using research-based best practices and action steps that help staff meet their desired goals. A mentoring program for all new faculty helps teachers adjust to their new positions and careers. Professional Learning Communities provide opportunities for teachers to analyze evidence of student learning and use this data to improve instructional practice.

4c. District

- A key practice in improving student achievement in Hayfield Community Schools is utilizing Professional Learning Communities from Pre-K through 12th grade. At the elementary level, the PLCs are organized around grade level teams and at the high school level, around departments/subject matter. During the 2015-2016 school year, Hayfield Community schools conducted 2 full days of professional development in the areas of ***Monitoring for Learning*** and ***Learning Goals and Scales*** through Learning Sciences International (Robert Marzano), 2 full days of ***Coaching for Implementation*** focused on implementing the skills and strategies learned, and 4 ½ days of PLC meetings focused on collaborative support for implementation of the skills and strategies learned.

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.

We are a small, rural school district with an enrollment of approximately 700 students in Kindergarten through Grade 12. Across the district, data collection regarding the teacher evaluations of these staff indicated that there were no concentrations of ineffective and/or inexperienced teachers at any particular grade level nor in any particular content area.

- **Hayfield Elementary School for grades K-2 and 4-6 and Brownsdale Elementary School for grades K-3**
  At Hayfield Elementary, there were two sections for each grade level. At Brownsdale Elementary, in grades K-2, there was one section for each grade level and in grade 3, there were two sections. Students were assigned to classrooms equitably when considering ethnicity, special needs, and socio-economic status. Staff used a variety of data sources to ensure that grade level sections are balanced including academic achievement data, information from previous teachers and school support personnel as well as information about student needs and learning styles provided by parents.
- **Hayfield High School for grades 7-12**
  We did not have more than one content area teacher at each grade level. For example, in Math, one teacher had all of our 7th and 8th grade students, a second teacher had all of our 9th and 10th grade students, and a third part-time teacher had all of the 11th and 12th grade students. For elective content areas such as FACS, Art, Business, Spanish, etc., we had one teacher in each area teaching all of the grade levels from 7 through 12.