2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Hayfield Community Schools ISD 203

Grades Served: PK-12

WBWF Contact: Grant Klennert

Title: High School Principal

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A&I Contact: Kathy Serratore

Title: A&I Coordinator

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-21 school year?

_X_ Yes ___ No

List of districts with an MDE approved Achievement and Integration plan during the 2020-21 SY.

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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.

- 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.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 school year.*

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.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *Report on your membership list.*

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 2020-21 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	Board Member	
Kathy Serratore	Community Member	X
Kathy Hegna-Zelinske	Community Member	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
    - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
    - Who was included in conversations to review equitable access data?
      Limit response to 200 words.

      In looking at the state report card, our district possesses 79.17% of teachers that are identified as experienced, effective, in-field teachers. This is slightly below the state average. We have had some retirements in recent years and have replaced them with newer staff who do not have the experience to be qualified as "experienced" per the definition above. For our students at the secondary level in our advanced courses, six out of seven teachers possess a master's degree and are classified 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 that 14 of our 56 teachers with 20 or more years teaching experience, in the near future we will have turnover of staff, merely to retirements, which will push the district to focus more on teacher recruitment and retainment in the next 3-5 years.

    - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
    - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
      Limit response to 200 words.

      Dealing with the workforce demands post-COVID and noted teacher shortage statewide, coupled with being a district in rural Minnesota, in the 2020-21 school year we interviewed all qualified candidates merely because of the shortage of applicants. We continue to seek the most qualified candidates for every teaching position. Additionally, we offer a stipend in the teacher contract for those teachers who teacher concurrent enrollment coursework, which should assist in offsetting the

costs of teacher furthering their education. This creates a highly trained teaching staff which should fully prepare all students for graduation and beyond.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
    - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
      Limit response to 200 words.

      Around 90% of our student body is white/Caucasian. The remaining 10% of our student population is non-white/non-Caucasian. To match these percentages, we would need approximately 3-4 teachers who are not white/Caucasian to match our student demographics. We had one teacher in the 2020-21 school year.

    - What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
      Limit response to 200 words.

      As mentioned above in the previous response, due to the noted teaching shortage in multiple areas and the district being in rural Minnesota we already interview all qualified applicants.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

_X_ 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.

_X_ District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

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

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. In 2020, the district had 17.1% of children screened between their third and fourth birthday. Our district will increase the percent of children screened between their third and fourth birthday to 50% by 2024.	Provide the result for the 2020-21 school year that directly ties back to the established goal. **2020: 17.1%**	***Check one of the following:*** ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in kindergarten __ Unable to report

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?

The data used in the census/demographic information for our current 3 and 4 year-olds in the district. The district works on ensuring all students are screened, but strongly communicates to families the screen their students when they are the age of three. This provides the district adequate time to address and 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 and how it can influence the education of their child, even before entering formal education in kindergarten. Being a small district, we personally call each family to communicate this information.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. 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.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." 2016-2017: 45.4 % 2017-18: 68% 2018-19: 69% 2019-20: 31.0% 2020-21: 67.3%	***Check one of the following:*** __ On Track (multi-year goal) _X_ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 3 __ Unable to Report

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?

The district continues to use Fastbridge as our assessment data, measuring student growth three times a year. The failure to meet this goal can be somewhat attributed to the effects of learning loss due to different learning models during the pandemic. In the past year the district has begun implementing a new series/curriculum and have invested additional time and professional development to not only implement this new curriculum with fidelity, but also address the shortage of standards in reading that has occurred with the COVID-19 pandemic. The data demonstrates that we are back to pre-COVID levels, now we have to regain focus on attaining our goal. We have also hired a reading strategist to work with our K-5 students who are not meeting grade level in reading. Using additional data, 85% of students were on track for the accuracy goal in the assessment tool, but only approximately one-third of 3rd graders were a low-risk in automaticity. The district and our building teams continue to explore how to improve this segment of data to achieve our overall goal. The district also uses the SRBI tiered literacy plan to provide additional instructional support and data for those students who need it. We will continue to use the Fastbridge results on a seasonal basis to gauge effectiveness of the tiered interventions.

Close the Achievement Gap(s) Between Student Groups

<table>
<tr><th>Goal</th><th>Result</th><th>Goal Status</th></tr>
<tr>
<td>Provide the established SMART goal for the 2020-21 school year.

The proficiency gap between non free/reduced lunch students and free/reduced lunch 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>Unable to Report</td><td>Unable to Report</td></tr>
<tr><td>2020-21</td><td>34.3%</td><td>14.0%</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>Unable to Report</td><td>Unable to Report</td></tr>
<tr><td>2020-21</td><td>44.5%</td><td>20.6%</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:
__ On Track (multi-year goal)
__ Not On Track (multi-year goal)
__ Goal Met (one-year goal)
__ Goal Not Met (one-year goal)
__ Met All (multiple goals)
__ Met Some (multiple goals)
__ Met None (multiple goals)
_X_ Unable to Report
</td>
</tr>
</table>

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?

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. These programs provide transportation for all our students as well as a snack, free of cost and focus on additional academic interventions and support for students. In addition, with our federal ESSER allotments we have made commitments to additional summer supplemental programs beyond traditional "summer school" with a focus on narrowing the gap of students who struggle and bring them closer to grade level.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. All (100%) students by the time they have completed 11th grade will identify career and college pathways (including employability skills, mindsets, and social awareness) using the MCIS program by 2020-21	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." 2017-18: 93.8% 2018-19: 98.0% 2019-20: Unable to Report 2020-21: 100%	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) _X_ Unable to Report

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?

The CCR curriculum matches what the University of Minnesota has established for CCR through their RAMP-UP curriculum. 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. We have begun implementation of a course with our seniors focused on study skills, communication, time management, and many other soft skills that will transition beyond graduation, through Riverland Community College that is the introductory course they require for incoming freshman. Doing this, allows us to get our students a step ahead as it pertains to CCR.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. The percentage of students who graduate in 5-years will increase from 95.7% in 2017-18 to 98.0% in the 2020-21 school year.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." 2017-18: 90.2% 2018-19: 98.0% 2019-20: 98.4% 2020-21: 98.1%	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) _X_ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 12 __ Unable to Report

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?

Being a small district, we focus on the number of students who are in danger of not graduating early in their high school careers and provide them with the necessary skills and interventions to succeed. However, some of our students who were on track prior to the pandemic in the Spring of 2020 were on track to graduate but could not make the transition to distance learning. The effects of the quick transition to distance learning, effected students and it was difficult to correct during the spring of 2020 as the pandemic was rapidly evolving. We are continually monitoring 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. Additionally, we have developed our in-house credit recovery program and our working with our coop to find the best programming to keep students on track to graduate.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2020-21 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

View list of participating districts required to report progress of goals during the 2020-21 school year.

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-23) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. Hayfield FRPL-eligible students' graduation rate will increase from 81.3% in 2019 to 90% by 2023.	Check one of the following: _X_ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2020-23 plan. 2020: 81.4%	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." 2021: 84.6%	Check **one** of the following: __ Goal Met __ Goal Not Met _X_ On Track __ Unable to Report

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?

The graduation rate for our FRPL eligible students increased by about three percentage points despite disruptions due to the pandemic. Students benefitted from as much in person instruction as possible, with the inclusion of a "fifth quarter" made possible due to our extended school year funds through integration revenue.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-23) Actual	On Track?
Copy the SMART goal statement from your 2020-23 plan. Alliance for Educational Equity students participating in integration programs will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort determined by a pre-survey in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of 2022-23 school year.	Check one of the following: __ Achievement Goal _X_ Integration Goal	Copy the baseline starting point from your 2020-23 plan. Due to COVID 19, much of our Project E3 sessions were cancelled, and students were not surveyed about the portion of the program they were able to attend.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.” Unable to Report	Check **one** of the following: __ Goal Met __ Goal Not Met _X_ Unable to Report

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?

We have been collecting feedback from parents and students about their needs regarding learning loss during the pandemic, and interest continues to be high in hands on, applied academic enrichment opportunities. We will continue to offer Project E3 in response to ongoing high community interest. We continue to ensure that we are purposeful about inviting and including diverse students to participate in Project E3 and including diverse staff as role models for kids.

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

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Hayfield, Austin, and Lyle held a four-week summer program to help students access integrated academic enrichment. Project E3 was a success, even though students were not able to interact across districts daily in person. They connected virtually and in writing through individual pen pals. Students benefitted from hands-on, outdoor learning experiences following a year with abundant on-line instruction.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

We were not able to fully implement our Project E3 and Robotics programs since we were unable to transport students across districts. We cancelled our Saturday sessions and held an abbreviated summer program with a virtual inter-district component. Due to these adjustments, we were unable to collect comparable data about the impact of our programs on student connections and relationship building across districts. We were, however, able to continue the program, recruit some new students, and build trust and confidence with families, so that we can return to a full implementation when it's safe to do so.