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# HAYFIELD COMMUNITY SCHOOLS

## WORLD'S BEST WORK FORCE SUMMARY REPORT

Regular School Board Meeting

December 12, 2016

# WBWF - FIVE MAJOR GOAL AREAS

- All Students Ready for Kindergarten
- All Students in Third Grade Achieving Grade-Level Literacy
- Close the Achievement Gap Among All Groups
- All Students Career- and College-Ready by Graduation
- All Students Graduate

# 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.	<p>The minimum competency composite score for math and reading on the FAST Bridge assessment is 31.</p> <p><u>2016 FAST Bridge Math Scores</u> Hayfield ECFE Students = 39.83 Average for All Students = 36.85</p> <p><u>2016 FAST Bridge Reading Scores</u> Hayfield ECFE Students = 36.50 Average for All Students = 34.62</p>	Goal Met

## ALL 3<sup>RD</sup> GRADE STUDENTS 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.	<u>AIMSweb R-CBM Results</u> Spring 2012 = 55% Spring 2015 = 56% Spring 2016 = 78%  <u>AIMSweb MAZE Results</u> Spring 2014 = 82% Spring 2015 = 74% Spring 2016 = 73%	Goal in Progress

# CLOSE THE ACHIEVEMENT GAP AMONG ALL GROUPS

Goal	Result	Goal Status
<p>The District continued to focus on the following student groups for closing the achievement gap: White, Hispanic, Free/Reduced Lunch, and Special Education with proficiency rates by 2017.</p> <p><u>Math</u></p> <ul style="list-style-type: none"> <li>• White = 78.9%</li> <li>• Hispanic = 71.1%</li> <li>• Free/Reduced = 70.7%</li> <li>• Special Education = 62.5%</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• White = 81.2%</li> <li>• Hispanic = 72.4%</li> <li>• Free/Reduced = 71.6%</li> <li>• Special Education = 57.8%</li> </ul>	<p>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.</p> <p><u>Math</u></p> <ul style="list-style-type: none"> <li>• White = 62.8%</li> <li>• Hispanic = 29.6%</li> <li>• Free/Reduced = 49.0%</li> <li>• Special Education = 28.9%</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• White = 64.9%</li> <li>• Hispanic = 34.5%</li> <li>• Free/Reduced = 50.0%</li> <li>• Special Education = 28.6%</li> </ul>	Goal in Progress

# 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.	<u>2016 ACT Results Hayfield High School</u> English = 19.0 Math = 20.6 Reading = 21.7 Social Science = 22.2 Composite = 21.0  <u>2016 ACT Results State of Minnesota</u> English = 20.0 Math = 21.2 Reading = 21.3 Social Science = 21.3 Composite = 21.1	Goal in Progress

# 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.	<u>2016 Hayfield College-Ready</u> English = 59% Algebra = 41% Social Science = 51% Biology = 43% All 4 = 33%  <u>2016 State of MN College-Ready</u> English = 61% Algebra = 46% Social Science = 45% Biology = 40% All 4 = 29%	Goal in Progress

# 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.	<u>2015 4-year Cohort</u> <ul style="list-style-type: none"><li>• All Students = 92.73%</li><li>• White = 92.59%</li><li>• Free/Reduced Lunch = 87.5%</li></ul> <u>2015 5-year Cohort</u> <ul style="list-style-type: none"><li>• All Students = 94.12%</li><li>• White = 93.75%</li><li>• Free/Reduced Lunch = CSTR%</li></ul> <u>2015 6-year Cohort</u> <ul style="list-style-type: none"><li>• All Students = 98.08%</li><li>• White = 98.04%</li><li>• Free/Reduced Lunch = 100.0%</li></ul>	Goal Met



# IDENTIFIED NEEDS BASED ON DATA

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.

## Reading MCA Results, 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 MCA Results, 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

# IDENTIFIED NEEDS BASED ON DATA

## Reading, 2016 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, 2016 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

# SYSTEMS, STRATEGIES AND SUPPORT

## ■ 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 Triathlon, Math Masters, Project E<sup>3</sup>, 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.

# SYSTEMS, STRATEGIES AND SUPPORT

## ■ 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 **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.

# SYSTEMS, STRATEGIES AND SUPPORT

## ■ District

A key practice in improving student achievement in Hayfield Community Schools is utilizing **Professional Learning Communities from Pre-K through 12<sup>th</sup> 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.

# EQUITABLE ACCESS TO EXCELLENT TEACHERS

Hayfield is 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.

# EQUITABLE ACCESS TO EXCELLENT TEACHERS

- Hayfield High School for grades 7-12

Hayfield High School does not have more than one content area teacher at each grade level. For example, in Math, one teacher had all of our 7<sup>th</sup> and 8<sup>th</sup> grade students, a second teacher had all of our 9<sup>th</sup> and 10<sup>th</sup> grade students, and a third part-time teacher had all of the 11<sup>th</sup> and 12<sup>th</sup> 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.

# PUBLICATION OF REPORT

- Hayfield Community Schools' World Best Work Force summary and report will be published on the school district's website.
  - District
    - School Board
      - Reports
        - World's Best Work Force Summary for 2015-2016