



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

**District or Charter Name:** Hawley Public School District

**Grades Served:** PreK - 12

WBWF Contact: Kelly Anderson

A&I Contact: Kelly Anderson

Title: High School Principal

Title: High School Principal

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes       No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 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 2019-20 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 2019-20 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 (2019-2020) 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 2019-2020 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 2019-20 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 2019-20 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)
Phil Jensen	Superintendent	yes
Kelly Anderson	High School Principal	yes
Chris Ellingson	Elementary Principal	yes
Abi Masten	Reading Specialist	yes
Ben Lofgren	Elementary Teacher	no
Keith Hanson	HS Math	no
Laurie Sandness Boeshans	HS Counselor	yes
Judy Hegna	Support Staff	no
Darcy Schenck	Parent	no
Lindsey Pederson	Parent	no
Brant Bigger	Parent	no
Steven Sellin	Student	no

## Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 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.**

The district has utilizes two leadership teams to look at issues and make recommendations. One is comprised of building leadership teams that include board members and parents. The other is the Q Comp PLC leaders. Issues in this segment of the report would be handled primarily by the first team. We have found no gaps in access (explained below). Regarding teachers reflecting the diversity of our students, we are 94% white, 3% Hispanic, 2% two or more races, and 1% American Indian, Asian, Black or African-American, or Native Hawaiian or other Pacific Islander so it seems the staff reflects the composition of the student body.

At the high school, and as a small district, there is often not a choice of teachers for any particular subject at grade level. Regardless, we do have a well-functioning Teacher Evaluation Program that utilizes annual data from three resources, including student surveys, to assess, to the extent possible, teacher effectiveness. The plan has a means to access remediation if necessary. Last year not one teacher fell below the minimal threshold which triggers an improvement plan.

At the elementary school, there are three or five sections at each grade level. The purpose of this is to provide small class sizes that allows teachers to focus on the individual needs of students. Feedback from the district’s parent survey, indicated the high priority they place on keeping class section sizes low and demanding rigor. The average elementary classroom is between 18 and 22 students. Hawley Elementary does not solicit, but will honor, parent choice with regard to the child’s teacher. Through Q Comp, Hawley schools have a comprehensive teacher evaluation program where all teachers are formally observed by the principal once a year (3 times/year for probationary teachers) and a minimum of two times by a peer observer. All teachers at the elementary met the standard as indicated by the student survey.

- 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.**

In all instances, all teachers in ISD 150 are teaching within their area of license. All paraprofessionals meet the *highly qualified* definition.

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.**

As previously stated, our student body is 94% white, 3% Hispanic and 2% two or more races, and 1% other races/ethnicities so it seems that our staff reflects the composition of our student body. This year we were able to hire one teacher who is in the minority so we now reflect our demographics.

- 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.**

Our teaching positions are posted statewide and our applicant pool has again, reflected our student body. Very rarely have we had teachers of color or American Indian teachers apply for positions in the district. The district will continue to post open positions statewide and hire highly 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 2019-20 WBWF summary report submission, *please check the lines below* to confirm that 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.

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
<p>1. 100% of students entering kindergarten will identify 13 letter names in one minute as measured by AIMSweb benchmarking data.</p> <p>2. 100% of students age 5 by 9/1/2020 who enter kindergarten will receive an early childhood screening and all medically accepted immunizations</p>	<p>1. Goal Not Met-</p> <p>2. Goal Met- 100%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input type="checkbox"/> Unable to report</p>

**Narrative is required; 200-word limit.**

- Data that is used to identify needs in the goal are AIMSweb benchmark screening tools for each student and that data is used to determine whether the goal is met or not. Strategies that are in place to support this goal are screening tools at the preschool, direct instruction, ECFE and parent education. The strategies are implemented with fidelity. Growth is measured yearly to know whether or not it is helping make progress toward the goal(s).

## All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
100% of students will be reading at grade level proficiency as indicated by the MCA III Reading test results by May 15, 2021.	57.9% of 3 <sup>rd</sup> grade students were proficient in Reading according to MCA III reading test for the 2020-2021 school year.	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input type="checkbox"/> Unable to Report</p>

**Narrative is required; 200-word limit.**

- Data that is used to identify the needs in this goal area are AIMSweb, STAR Reading, Accelerated Reader and PRESS Assessments. MTSS and PRESS interventions are used based on need. Reading Corps, direct instruction, Tier I-III leveled interventions as needs arise as well. This is our 6<sup>th</sup> year with our WIN (What I Need) program where students receive 30 minutes of direction intervention and extended learning instruction with high fidelity. We know whether it is, or not, helping us make progress toward our goal by reflecting on student outcomes and making changes based on need. Teachers meet monthly with the literacy coordinator, principal, and school psychologist to analyze the data at each grade level and discuss student progress.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>The district’s special education MCA III-Math scoring gap will decline from 43.1% in 2019 to 40% for the 2020-21 school year based on the Spring MCA-Math results.</p>	<p>2021: 43.9%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>

**Narrative is required; 200-word limit.**

- We have a district data team that dissects and disseminates the data to appropriate staff. We focus on the special education scores in comparison to non-special education students as we work to close the gap. After examining the data we look to make curricular updates as well as delivery changes in order to address any issues in these areas. This is done with cooperation between the general education teachers and the special education teachers. Over the past year of disrupted learning due to covid, we made several additional accommodations for special education students. In the high school, that included allowing special education students to attend class in-person every day, instead of follow a hybrid schedule.

## All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Goal 1: 100% of the 7-12 graders will complete their yearly <i>Post-Secondary Plan</i> from Ramp Up to Readiness by May 1, 2021.</p> <p>Goal 2: 60% or more of the students identified as “Core or More” will achieve “College Ready” in all four core areas on the April ACT.</p>	<p>Goal 1: Unable to Meet Goal 2: Not met: 48%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>

**Narrative is required; 200-word limit.**

Due to the pandemic, we were not able to complete the post-secondary plan from the Ramp-Up program. This has been a consistent area of strength for us so we are hopeful that can continue with the program during the upcoming school year, with some possible modifications.

We are continuing to make a concerted effort to increase our students’ proficiencies in social and emotional learning competencies. This began 3 years ago when a large group of parents and teachers met to determine what our students needed to be successful when they leave high school. We settled upon five major categories with 21 subcategories. Our PLC’s worked on deliberate implementation plans for their classrooms. This year we are going to be more intentional with our approach in developing a three year plan. This will start with a student pre-assessment survey in the fall followed by a post-survey in the spring to look for gaps.

The detailed ACT Profile Report is the data report used to identify needs for goal 2. ACT is no longer including this in their report so it was hand calculated. Last year we made the shift to our focus from taking academic class time for ACT prep, as many colleges and universities are using a more holistic approach to admissions.

## All Students Graduate

Goal	Result	Goal Status
<p>Of the seniors who are enrolled at Hawley High School on the first day of school in 2020, 100% of the Class of 2020 will complete all course work on time and be eligible to participate in commencement exercises and be listed as graduates in the MARRS system by May 31.</p>	<p>Goal Met: 98.6%</p>	<p><b><i>Check one of the following:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On Track (multi-year goal)</li> <li><input type="checkbox"/> Not On Track (multi-year goal)</li> <li><input type="checkbox"/> Goal Met (one-year goal)</li> <li><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</li> <li><input type="checkbox"/> Met All (multiple goals)</li> <li><input type="checkbox"/> Met Some (multiple goals)</li> <li><input type="checkbox"/> Met None (multiple goals)</li> <li><input type="checkbox"/> District/charter does not enroll students in grade 12</li> <li><input type="checkbox"/> Unable to Report</li> </ul>

**Narrative is required; 200-word limit.**

This is a traditionally strong area for us. We had one student fall short of this goal, the student transferred to the YES program to finish up some credit recovery but was unsuccessful. This fall, the student is enrolling in a credit recovery program that we offer at HHS so hopefully the student will successfully graduate this year. We do not intend to make any changes. We have added an academic interventionist at the high school that will only serve to make things better for kids in an already strong situation.

## Achievement and Integration

**This portion is only required for districts with an approved A&I plan during the 2020-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year A&I plan (SY 2018-20). If you are reporting on year 1 of your 3-year A&I plan (SY 2020-22), please use pages 16-22 of this document.**

[View list of participating districts required to report progress of goals during the 2019-20 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 or not 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 2019-20 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, Integration or Teacher Equity Goal?	Baseline	Year 2 (2020-21) Actual	On Track?
To increase reading proficiency from 70% to 90% for all third-sixth grade students enrolled prior to 10-1-2021 will be reading at grade level as measured by MCA III Reading test results, by June 2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	68%	66.4%	Check <b>one</b> of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Unable to Report

**Narrative is required; 200-word limit.**

- All K-3 students will participate in differentiated reading instruction through the RTI Reading Block.
- Students in grades K-3 who are below target in reading fluency will receive research-based interventions.
- Student data will be reviewed monthly by a team consisting of classroom teachers, special education teachers, school psychologists, the principal and the literacy coordinator.

The following Key Indicators of Progress will be utilized:

1. 100% of elementary students will master Phonemic Awareness and Phonics Skills in PRESS program.
2. 100% of elementary students will be reading at grade level fluency targets.
3. 100% of elementary students will score at MCAIII predictors in STAR Reading.

## Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 2 (2020-21) Actual	On Track?
By the conclusion of each graduation year 2021, 2022, and 2023, 100% of seniors will be identified as <i>ready for career and college</i> per our established system of determination.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	From the 18-20 plan, the baseline starting point was zero.	Unable to report	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Unable to Report

**Narrative is required; 200-word limit.**

- We use the ACT Profile Report, data collected by teachers who implement the Ramp Up to Readiness curriculum, the Civil Rights report we maintain, and our annual review of our A & I activities. We are heavily reliant on our active participation in Ramp Up to Readiness to support this goal. We also have an A&I plan that provides a framework for cultural exploration. For creating post-secondary opportunity exploration, we, again, utilize Ramp Up, college and career day held locally, job shadowing day, and participation in college fairs. We were not able to complete all of the A & I activities nor were we able to complete the spring 2020 Ramp Up activities as planned.

\*The objectives noted above relate to the following:

**Objective 2.1:** All students grades 7-12 will participate in all grade-level activities in Ramp Up to Readiness each school year from 2019-2020 through 2022-2023.

**Objective 2.2:** Students will be provided multiple opportunities to explore diverse cultures, access college courses, and learn about post-secondary opportunities in addition to four-year college options.

**Objective 2.3** 50% of juniors taking the ACT in the three years of this plan will achieve *Met All Four* on the College Readiness Benchmarks.

**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 2020-2021 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

We could not quantify the impact that the integration strategies that we began to implement during the 2020-2021 school year. Due to Covid and the various learning models with the A & I partnering schools, we could not implement the strategies as defined in our plan. Over the next 2 years we will be able to increase integration within our district as often the virtual environment leaves a lot to be desired.