Minnesota Department of
Education

2014-2015 World's Best Workforce Report Summary

District or Charter Name HIAWATHA ACADEMIES

Contact Person Name and Position   PATRICK SLAVEN, Network Assessment Coordinator

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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

http://hiawathaacademies.org/board-of-directors/

Annual Public Meeting

Hiawatha Academies reviewed its World's Best Workforce goals, outcomes and strategies during its Board Meeting held on **June 17, 2015**.

District Advisory Committee

Hiawatha Academies' District Advisory Committee is comprised of Emily Loh (teacher member), Whitney McKinley (teacher member), Eric Throldahl (community member), and Linda Yang (parent member).

Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	Hiawatha Academies' educational program begins in kindergarten. The elementary schools assess students within their first weeks of school to determine their proficiency level in reading and math. This data informs teachers of where	• In 2014-15, 26% of Kindergarteners were at grade level proficiency in reading by EOY and 60% met their individual growth goal.

	2014-2015 Goals	2014-2015 Goal Results
	each child is at and the gains necessary to get them on grade level as quickly as possible.	• In 2014-15, 34% of Kindergarteners were at grade level proficiency in math by EOY and 67% met their individual growth goal.
All Students in Third Grade Achieving Grade-Level Literacy	Hiawatha Academies has goals and benchmarks for instruction at all grade-levels to ensure students are on track to achieve grade-level literacy. These include proficiency benchmarks and individual growth goal attainment. • Kindergarten: 50% of students at grade level proficiency by EOY and 75% of students will meet their individualized growth goal. • 1st Grade: 60% of students at grade level proficiency by EOY and 75% of students will meet their individualized growth goal. • 2nd grade: 70% of students at grade level proficiency by EOY and 75% of students will meet their individualized growth goal.	In 2014-15, 38% of 3rd grade students were proficient in reading as measured by the MCA. • Kindergarten: In 2014-15, 26% were at grade level proficiency in reading by EOY and 60% met their individual growth goal. • 1st Grade: In 2014-15, 43% were at grade level proficiency in reading by EOY and 34% met their individual growth goal. • 2nd grade: In 2014-15, 62% were at grade level proficiency in reading by EOY and 55% met their individual growth goal.
Close the Achievement Gap(s) Among All Groups	Hiawatha continues to work towards closing the achievement gap between ELs and non-ELs. The district has the following goal for reducing	At Hiawatha Academies, English Learners are developing proficiency (versus non-English Learners) faster than their peers in Minneapolis Public Schools and across the state of Minnesota.

	2014-2015 Goals	2014-2015 Goal Results
	this gap for the 2014-15 school year: • The proficiency gap between EL and non-EL students across Hiawatha schools decreases to less than 10 percentage points in both reading and math on the NWEA MAP for grades K-2 and the MCA for grades 3-8.	The proficiency gap between Hiawatha ELs and non-ELs was under 10 percentage points for two grades in end of year Math assessments in 2014-15. However Hiawatha did not meet this goal on other Reading and Math assessments in 2014-15.
All Students Career- and College-Ready by Graduation	Hiawatha Collegiate High School has established the following initial benchmarks to track career and college-readiness: • Grade level means will reach 17 in 9th grade, 19 in 10th grade, and 21 in 11th grade on the EXPLORE, PLAN or ACT program assessment (21 is the number the College Board considers "college ready." • 75% of scholars will meet their individualized EXPLORE, PLAN, or ACT growth goal. • 85% of students will meet all community service, college exploration, and enrichment benchmarks within their 4 year high school career.	The first cohort of students did not matriculate to Hiawatha Collegiate High School until August 2015, so we do not have data towards these goals for 2014-15.

	2014-2015 Goals	2014-2015 Goal Results
All Students Graduate	Hiawatha Collegiate High School has developed goals to ensure that students are on track to graduate from high school. Additional goals and benchmarks will be set as the high school leader continues to plan the high school program in the current year. A preliminary proficiency goal includes: • 80% of 10th grade students will score advanced or proficient on the MCA Reading and 80% of 11th grade students will score advanced or proficient on the MCA Math.	The first cohort of students did not matriculate to Hiawatha Collegiate High School until August 2015, so we do not have data towards these goals for 2014-15.

2014-15 Identified Needs Based on Data

1. Increased literacy proficiency levels in all grades across the network

   • Hiawatha Academies' scholars scored the following proficiency levels on the 2013-14 Minnesota Comprehensive Assessment: 3rd: 35%, 4th: 38%, 5th: 53%, 6th: 44%, 7th: 35%. These scores are higher than local public schools serving similar populations, but do not meet the goals outlined in the district's World's Best Work Force plan.

2. Increased student growth in literacy

   • Hiawatha Academies' scholars made, on average, 1.3 years of academic growth in reading during the 2013-14 school year as measured by the NWEA MAP Assessment. The district has a goal of 75% of students meeting their individual growth goals (as measured by NWEA MAP and/or the MCA). The following is the percent of students who met their individual growth goal in reading during the 2013-14 school year: Kindergarten: 50%; 1st: 52%; 2nd: 40%; 3rd: 8%; 4th: 14%; 5th: 69%; 6th: 49%; 7th: 40%

3. Increased student growth for English Language Learners

   • Academic achievement results from the MCA and the NWEA MAP for 2013-14 indicate that academic achievement gaps exist between LEP and non-LEP students in both reading and math

across grade levels in our district. Examination of our ELD growth and proficiency scores from the ACCESS indicate that our students are showing consistent gains in their language proficiency from year to year.

Systems, Strategies and Support Category

Students

Hiawatha Academies' district goals were to provide services and support to all students to demonstrate growth and proficiency in literacy, especially for our English Language Learners. In 2014-2015, all grades K-8 took internally-created interim assessments, with K-4 taking STEP tests, 8th grade taking ACT Explore, and all students taking end of year NWEA MAP and/or MCA assessments. In addition, our ELLs took the ACCESS assessment. Data from all of these assessments were stored in our Student Information System and central data warehouse, which allowed for the disaggregation of data by student group. 2014-15 MAP data indicates that 59% of Hiawatha students met or exceeded growth goals in Reading. Of students who qualify for English Learner Services, 22% met or exceeded Minnesota grade-level Reading standards as measured by the 2014-15 MCA.

Teachers and Principals

Literacy Support
- Hiawatha schools have had an increased focus on supporting teachers in their literacy instruction. Schools have changed their schedules to have more time and more human capital focused on reading instruction. The district has instituted a better reading progress monitoring tool which provides teachers with more accurate student data to inform instruction. Teachers will continue to receive additional professional development training focused on literacy instruction. Principals have had the opportunity to visit other high-performing schools to learn from their best practices.

English Language Development Support
- Hiawatha Academies will continue to prioritize professional development for our ELD staff focused on developing the skills necessary to address language development standards while reinforcing academic content. We have designated two ELD teachers to serve as mentors for their ELD teaching peers, providing on-going coaching on planning and guidance on instructional techniques through an observation and feedback model. General education content teachers will receive additional training in effective techniques and strategies to support students' development of academic language and vocabulary, while simultaneously ensuring that their content area instruction is both rigorous and comprehensible for ELs. All teaching staff will received targeted professional development on sheltered instruction techniques to support ELs in their classroom.

District

Hiawatha Academies continues to strategically expand its Network Support Team (central shared services) to add capacity across the district. Most recently, a Special Education Coordinator, an ELD & Equity Coordinator and an Assessment Coordinator were hired. These roles join the Senior Director of Program and the Network Literacy coordinators to make up the Academic Team. The Academic Team supports campus leaders and

teachers in meeting student achievement goals. The data and analytics team was also expanded to create data systems and help teachers use data to drive student instruction. The district continues to help support the Bee team, a collaborative group of teacher-leaders who work together to develop and strengthen curriculum & assessments, share best practices, and promote communication within content areas across grade levels.

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:
- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.