



HIAWATHA
ACADEMIES

Annual Report

2015-2016

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Organizational Mission, Vision, and Purpose

Hiawatha Academies is a growing network of open-enrollment public charter schools, with four current school sites located in South Minneapolis:



Mission

All Hiawatha Academies scholars will be empowered with the knowledge, character, and leadership skills to graduate from college and serve the common good.

Vision

Hiawatha Academies will permanently disrupt educational inequity by ensuring a great school for every child.

Equity Vision

To honor the humanity of all people, we actively disrupt systemic inequity in pursuit of an equitable world.

History and Purpose

Hiawatha Academies was initially formed in 2006, with the mission of providing a rigorous, college- and character-focused education to students most affected by Minnesota's educational opportunity gap. At over 1200 current students, it is among the largest charter networks in Minnesota, with the majority of its student population residing in South Minneapolis. 90% of HA students qualify for free / reduced price lunch, and 65% are English Language Learners. As measured by MCA results, Hiawatha consistently outperforms area schools serving similar demographic groups, and in some cases outperforms state averages for any demographic.

While Minnesota is recognized nationally as a leader in education, the reality is that some Minnesota students simply do not have access to the same educational opportunities as their more privileged peers. National data indicates that Minnesota is home to one of the worst achievement gaps in the U.S. Of 50 states, we rank 47th in 4-year graduation rates for low-income students, 49th for both Asian / Pacific Islander and Black students, and 50th for Latino students. Hiawatha's student base is faced with some of the largest inequities within the achievement gap, with about 10% of students

entering Kindergarten on grade-level. If current Hiawatha students enrolled in other area schools, statistics indicate that four out of ten would graduate from high school, and only one out of ten would graduate from college.

Hiawatha Academies is committed to disrupting this reality, with a goal that 100% of Hiawatha scholars will graduate from high school at a college-ready level. While this goal cannot be officially measured until 2019 – when the first class of 12th-graders leaves Hiawatha Collegiate High School – HA scholars are already proving that demographic background does not limit academic ability. As measured by the NWEA MAP assessment, Hiawatha scholars continually outperform their peers nationally in academic growth, regularly surpassing nationally normed growth. As measured by MCA results, Hiawatha scholars receiving Free / Reduced Price Lunch outperform city- and state-wide peers in almost all areas. Hiawatha's English Language Learners outperform city- and state-wide peers in *all* areas.

Of course, college readiness is not an end in itself, but rather a gateway that allows students to fulfill their personal hopes and dreams. It is not enough for Hiawatha scholars to be equipped with academic knowledge. In order to succeed through college and reach their dreams, they must have a strong foundation of character, talent, and identity development. Each of these areas is actively incorporated into Hiawatha's program of study, so that HA scholars are prepared to persist through the challenges that come with living in a systematically inequitable society.

Growth Vision – 5 Schools by 2018

Hiawatha Academies has set a bold vision of expanding to 5 schools by 2018.

The elementary, middle, and high school model is projected to serve over 2,200 Hiawatha scholars in South Minneapolis and over 5% of all Minneapolis students. Reaching this tipping point, Hiawatha seeks to inspire larger systemic change for all Minneapolis students so that race or zip code no longer determine a child's educational future.

Hiawatha's 5 school model, below, is focused solely on south Minneapolis, serves one of the highest needs, fastest growing student populations and provides a demonstrated and replicable model to scale to additional students and to affect larger systemic change across all Minneapolis schools.



Academic Accountability and Performance Measures

Academic Performance – MCA Proficiency

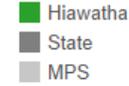
Hiawatha Academies scholar proficiency on the MCA continues to outperform the local public school district in most grade levels and content areas. In addition, Hiawatha scholars significantly outperform their demographic peers across the local district and state of Minnesota. Hiawatha Academies is proving that closing the achievement gap—a task some say is impossible—is indeed possible.



In SY1516...

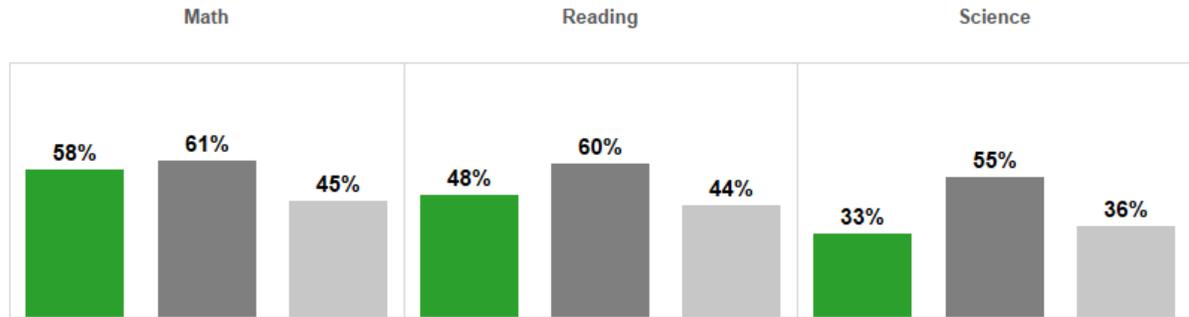
How did Hiawatha scholars' achievement compare to state and local district peers?

for the network

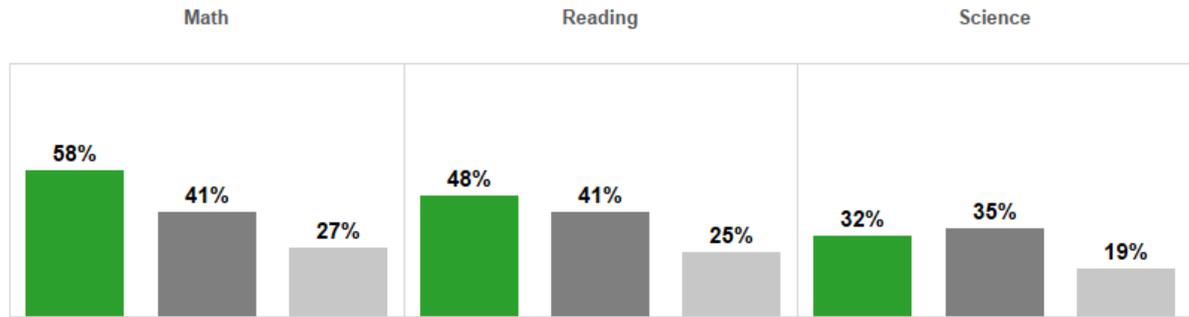


Share of students who met or exceeded standards on state assessments (MCA/MTAS)

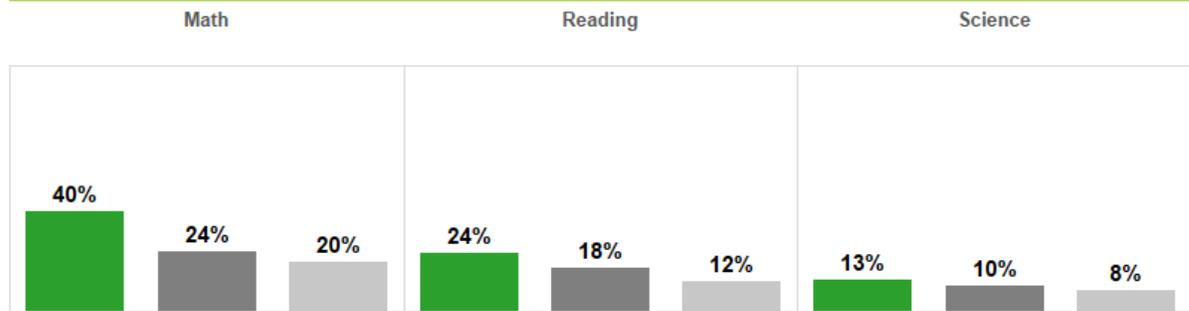
Among all students



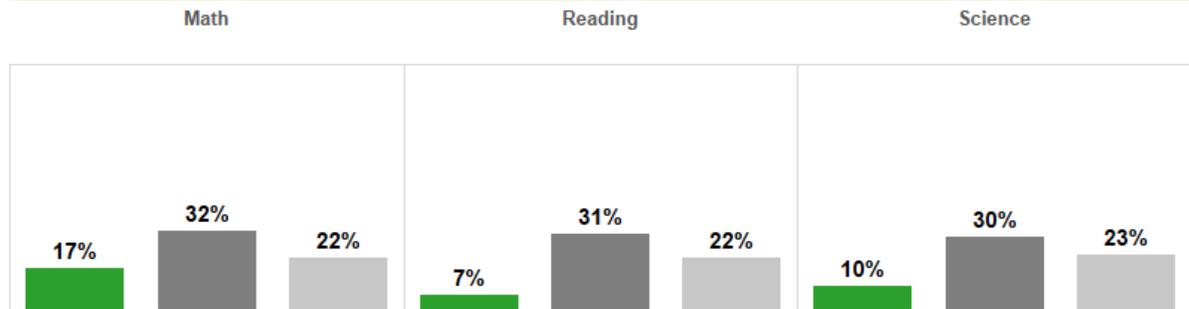
Among students eligible for free or reduced-price lunch



Among English learners



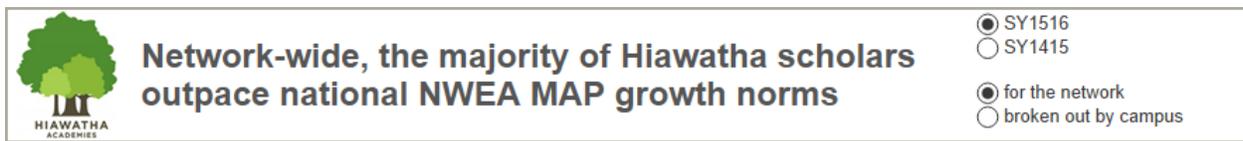
Among students receiving Special Education support



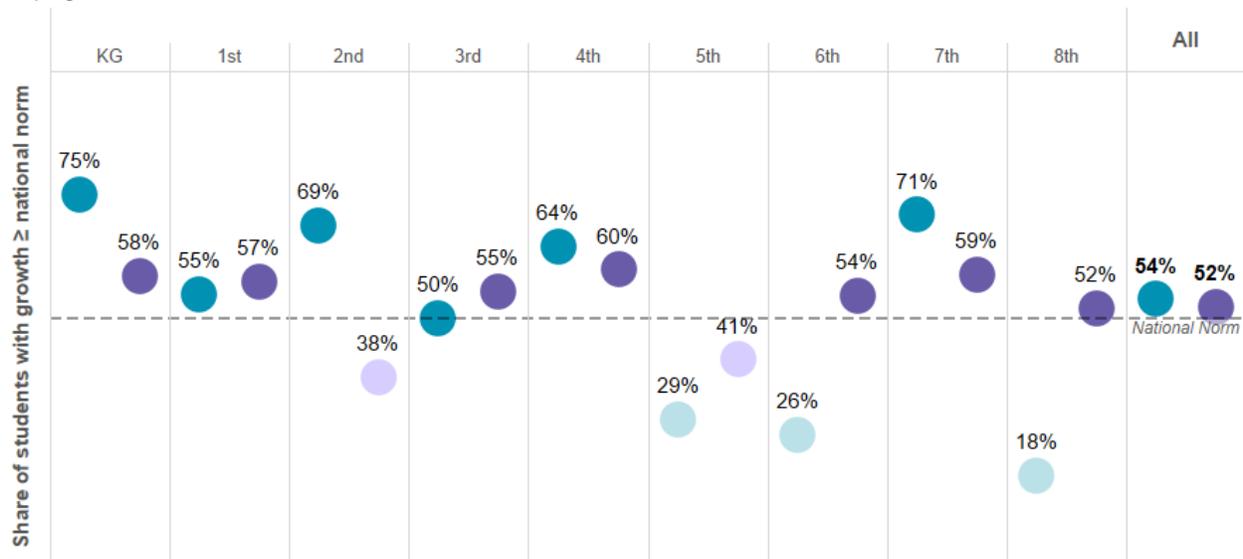
Academic Performance – MAP Growth

In the 2015-16 school year, the majority of students in most Hiawatha grade levels exceeded national MAP growth norms in both math and reading. In math, 54% of all students had MAP math growth greater than or equal to national norms. In reading, 52% of students had MAP reading growth greater than or equal to national norms.

It is important to note that in grades 4-8 Hiawatha does not administer fall MAP assessments. Upper grade student growth is therefore measured spring-spring, a more difficult growth measure to achieve given summer loss.



The figure below shows the share of students with NWEA MAP growth greater than or equal to the national norm in **Math** and **Reading**, based on their grade level and starting RIT score. For students in KG - 3rd grades, growth is measured fall-to-spring; for students in other grade levels, growth is spring-to-spring. All results available as of 8/22/2016 are included.



Non-Academic Performance – Attendance

In the 2015-16 school year, Hiawatha Academies' average daily attendance was **96.5%**, 1.5% above its ambitions attendance goal of 95%. In the current 2016-17 school year, year-to-date attendance remains strong at **97%**.

Academic Program and Innovation

Hiawatha Academies' scholars achieve these results through a rigorous, college-preparatory and character-focused education. Hiawatha's core beliefs and innovative practices include:

Set high expectations

We aim to prepare all of our scholars for college, for leadership, and to reach their full potential as individuals.

Expand learning time

Our scholars receive roughly 25% more learning time than a traditional public school provides, allowing more opportunities to engage students in high-quality instruction through a well-rounded curriculum.

Support effective teaching; people matter

Great teachers are critical to students' success. We design observation, feedback, and professional development opportunities for teachers to continuously improve their craft.

Focus on results and accountability

Hiawatha Academies relies on standardized tests, six-week interim benchmark exams, and portfolio project-based work to continually assess scholar's readiness for college and leadership.

Build character and leadership skills

Focusing on character helps develop traits, habits of mind and behaviors that are not only critical for success in school but also help young people grow into active citizens and community leaders.

Engage parents as partners

Hiawatha Academies believes that a quality education results from a partnership between parents, scholars, and the school; our vision for each scholar cannot be fulfilled without parental involvement.

Academic Curriculum

Hiawatha Academies employs a comprehensive instructional design approach to curriculum that develops the whole scholar and is closely tailored to the needs of our students.

Reading

Reading instruction at Hiawatha is designed to incorporate an appropriate mix of guided, shared, and independent reading. Elementary schools use the Reading Mastery curriculum for phonics instruction, in addition to the Reading Street curriculum for English Language Arts ("ELA") at our Northrop campus. Secondary ELA instruction includes required courses in Multicultural Literature and Language and Composition, with an emphasis on preparing students for ACT-level texts. All grades are in the process of implementing "close reading," a specific approach to reading that emphasizes critical thinking and inquiry, so that students can make independent meaning of rigorous texts.

Math

Math instruction is based on the Cognitively Guided Instruction model ("CGI") at the elementary level. The basis of CGI is to cultivate students' "number sense" through the use of inquiry-based investigations. At the middle and high school levels, lessons are based more heavily on discrete objectives, with learning outcomes measured through daily exit tickets. Network-wide, student proficiency in math has been a historical strength of the Charter School.

Science

Science teachers employ a similar blend of direct instruction and inquiry-based learning. Elementary schools use the Full Option Science System program (FOSS), which reinforces understanding of science content and the scientific method through a variety of inquiry-based student investigations. Middle and high school students are instructed in content knowledge through objective-based lessons, and continue to develop their critical inquiry skills through formal lab investigations.

K-3 Step Literacy Program

In grades K-3 Hiawatha Academies utilizes the STEP Assessment Literacy Program to drive differentiated reading instruction for each student. Students are assessed in order to best target their needs through our whole class, small group, and individual instruction. STEP offers tools and training which define the pathway and track the

progress of pre-kindergarten through third grade students as they learn to read using research-based milestones.

For 100 minutes each day students receive support at their instructional level, including support in phonics and fluency through a direct instruction curriculum, small group guided reading lessons with texts at their level, and independent reading and learning.

J-Term

2016-2017 will be Hiawatha's third school year of offerings J-Term, a focused mid-year and end-of-year period that creates extra space for students to pursue their passions through experiential learning, guest instructors, real-world experiences and intensive, focused areas of study. After a few pilot years, Hiawatha has now expanded the J-Term program to all students at multiple points through the school year. Examples of J-Term study include the experiential study of circuitry, stop motion animation, and real-world student experiences and engagements with local businesses, community-based organizations, and several Fortune 100 companies in the Minneapolis-St. Paul area.

21st Century Learning

College preparedness includes ensuring scholars have the skills to navigate 21st Century college classrooms and workplaces. As such, Hiawatha scholars begin learning about different forms of technology in Kindergarten to develop the skills and adaptability to meaningful use and learn new forms of technology. All elementary school scholars use computer-based differentiated reading programs as one part of their daily literacy blocks. In addition to providing uniquely differentiated reading growth exercises, these programs help young scholars begin to learn the language of computers and technology.

At HLA-Morris Park, all scholars participate in a Technology class every three days. The course includes different computer-based programs including art, presentation skills, and typing. Scholars also use cameras and other forms of 21st Century art and communication.

At Hiawatha College Prep, scholars use multiple forms of computing technology in order to gain fluency with multiple operating systems. Scholars also build technology into co-curricular courses such as a unit on digital photography, a video drama unit, and music composition.

Hiawatha Collegiate High School moves scholars toward 1:1 computing. In 9th and 10th grade, every scholar has access to an individual computer, and computer-based work is built into their classes, including writing essays, conducting research, and using email effectively. The HCHS Media Center also provides collaborative workspace, a library,

computers, and technology such as cameras and voice and video recorders that scholars can check out for special projects.

Professional Development and Teacher Evaluation

Focused Staff Development

Hiawatha Academies provides professional development for teachers and school leaders on a regular basis. Teachers review curriculum, unit planning, instructional strategies and student performance at grade level meetings and all-staff trainings to further discussion and refinement of instructional practices. Teachers meet weekly in grade level teams to discuss instructional strategies towards the school-wide goals. Staff members also meet every Friday afternoon to attend school-wide professional development on a variety of topics. Further, teachers have weekly one-on-one meetings with their school leader to discuss best practices and areas of growth. Finally, teachers attend 16 full days of professional development each school year.

Teacher Evaluation

Hiawatha Academies has a robust teacher observation and evaluation process that is ongoing throughout the school year. Teachers are formally observed and evaluated by their direct manager against Hiawatha's instructional essentials rubric multiple times in the year. In addition, every teacher is observed weekly by their direct manager to receive ongoing support and development to improve their teaching practice. Teachers and leaders utilize the one-on-one meetings each week to discuss areas for growth and observations results. Hiawatha Academies also implements the state of Minnesota Q Comp program district-wide.

Scheduling

In February 2016, Hiawatha Academies' Board of Directors approved a recommendation to shorten the length of Hiawatha's school day by 60 minutes. Starting in 2016-17, Hiawatha scholars now attend school for 7.5 hours each day. The Board also agreed to remove three instructional days from our school calendar to give teachers and staff more planning time.

	HLA - Morris Park	HLA - Northrop	HCP	HCHS
Monday-Thursday	7:25-3:00	7:25-3:00	8:40-4:15	8:15-3:45
Friday	7:25-1:15	7:25-1:15	8:40-2:30	8:15-1:20

At Hiawatha Academies, we believe in putting children at the center of our work and making our work more sustainable for teachers and staff. These values must be thought of as harmonious goals. Long-term, we can't do one without the other.

This harmony and balance between fulfilling our mission and being great for our staff community is a core part of who we are as an organization, and we firmly believe this new school schedule is in the best interest of our staff and scholars.

These changes will give our scholars more opportunities to rest, play, study and explore important enrichment programs after school. We are also excited to have an educational model that allows our staff to pursue personal responsibilities, interests, and ambitions, as well as plan and prepare even better lessons for our scholars.

Even though our school day and year are now shorter, Hiawatha still values more time in school and will have a longer school day and school year than the vast majority of schools in Minneapolis. In addition, Hiawatha continues to have early release Friday's which allow for increased professional development opportunities for Hiawatha staff.

Parent Involvement and Satisfaction

Parent surveys are administered twice per year, and results are evaluated at the Board level through a Key Performance Indicator evaluating parent "net promoter score": HA sets an ambitious goal that 95% of families agree or strongly agree that they would recommend Hiawatha to a friend or family member. The latest parent survey, administered in spring 2016, indicated a 91% parent recommendation rate, with 435 families (or roughly 40% of families) responding to the survey. HA also monitors attendance rates at parent teacher conferences, with a goal that 98% of parents will attend conferences. 99.3% of parents attended conferences in spring 2015-16.

Parent engagement is a key component of HA's instructional model: HA believes that engaging parents as partners helps to motivate students, and is a key component of their success. Conferences and surveys are important aspects of HA's parent

engagement model. In addition, Hiawatha leads two innovative programs that further engage and involve parents: Family Academy and Academic Parent Teacher Teams.

Hiawatha is in its fourth year a Family Academy, which is a 6 week course offered twice a year specifically designed to build parent social capital, awareness of educational opportunities and disparities, and parent engagement in both their child's education and the education landscape at large. In the fall of 2016, family academy exceeded its capacity enrollment target with over 60 families enrolled.

In 2016-17, Hiawatha is launching Academic Parent Teacher Teams (APTT) in all elementary grade levels as an intentional, systematic means of increasing student academic achievement by improving the quality and quantity of parent-teacher communication and interaction. Teachers coach parents to become engaged, knowledgeable members of the academic team in three classroom APTT meetings and one in-depth individual conference each year. APTT provides teachers and families a time and place to share student performance data and set achievable and measurable, student-centered academic goals.

New Initiatives and Future Plans

In April of 2016, Hiawatha Academies' board adopted a renewed strategic plan: Reimagine Possible. At its core, Reimagine Possible is a strategic commitment to achieving excellence with Hiawatha's five school model. By 2020, Hiawatha Academies seeks to be among the best school systems in the country in preparing scholars for college graduation and a lifetime of success.

Reimagine Possible is rooted in our mission, vision, equity vision, and core values, which are foundational to everything we do at Hiawatha Academies and will continue to guide the core of our work for years to come. More details on Reimagine Possible can be found at <http://hiawathaacademies.org/about-hiawatha/strategic-plan>.

Hiawatha Academies has identified three network wide priorities that will focus our organizational work in the 2016-17 school year; Close Reading, Equity, and Sustainability. The combination of priorities address challenge areas for the organization, including reading outcomes, the need to more explicitly address issues of race and inequity in our school and broader community, and the need retain high quality staff for years to come. At the same time, these priorities also leverage Hiawatha's strengths. In 2015-16 Hiawatha made significant strides in launching close reading in our network and in changing the length of the school day. The addition of our equity vision reflects a core value strength at Hiawatha in that our mission requires bold thought and action and that students and families are at the center of everything

we do. Hiawatha's strengths of organizational design, planning, and strong network support structures have allowed for the three priorities to be effectively and consistently launched across our organization.

Priority 1: Close Reading - Every Hiawatha school will implement close reading strategies to empower students to make meaning of rigorous, complex texts.

Priority 2: Equity - Through robust staff development, we will live into our equity vision with a focus on creating culturally relevant classrooms across Hiawatha schools.

Priority 3: Sustainability - We will successfully change the length of day in a way that makes our work more sustainable short and long-term and also drives our mission for scholars forward.

Governance and Operational Management

Board of Directors

The 2015-16 Hiawatha Academies board is a diverse group of Minneapolis professionals that bring an array of expertise. Board members represent a variety of sectors including education, consulting, business, law and non-profit. Teachers and parents also sit on the board as representatives of the organization's key stakeholders.

Hiawatha Academies Board of Directors - Terms and Training (As of September 30, 2016)

Name	Office	Email Address	Type	Affiliation	Term	Initial Training	Most Recent Training
Bob Josephson	Chair	robert.josephson@usbank.com	Community	U.S. Bank	June 2016 - June 2017	RR: 12/8/12 EPP: 12/8/12 FM: 12/8/12	RR: 11/18/15 EPP: 06/15/16 FM: 12/16/15
Margarita Cultu	Vice Chair	margarita1531@yahoo.com	Community	Pinnacle Performance Group	June 2015 - June 2018	RR: 4/18/15 EPP: 4/18/15 FM: 4/18/15	RR: 11/18/15 EPP: 06/15/16 FM: 12/16/15
John Erickson	Treasurer	jjerrickson@usinternet.com	Community	Standard Health	June 2014 - June 2017	RR: 12/12/10 EPP: 12/12/10 FM: 12/12/10	RR: 11/18/15 EPP: 06/15/16 FM: 12/16/15

Emily Loh	Secretary	eloh@hiawathacademies.org	Teacher	Hiawatha Academies Teacher - File Folder #469897	June 2016 - June 2018	RR: 10/15/14 EPP: 10/15/14 FM: 10/15/14	RR: 11/18/15 EPP: 06/15/16 FM: 12/16/15
Ann Behrendt		anne.behrendt@dorancompanies.com	Parent	Doran Companies	Sept 2016 - June 2019	Planned for Fall 2016	Planned for Fall 2016
Charise Powell		cpowell@hiawathacademies.org	Teacher	Hiawatha Academies Teacher - File Folder #472692	June 2016 - June 2018	Planned for Fall 2016	Planned for Fall 2016
Eric Throldahl		eric.a.throldahl@wellsfargo.com	Community	Wells Fargo	June 2015 - June 2018	RR: 4/18/15 EPP: 4/18/15 FM: 4/18/15	RR: 11/18/15 EPP: 06/15/16 FM: 12/16/15
Jerry Alcazar		galcazar@blackwellburke.com	Community	Blackwell Burke	June 2015 - June 2018	RR: 4/18/15 EPP: 4/18/15 FM: 4/18/15	RR: 11/18/15 EPP: 06/15/16 FM: 12/16/15
Joe Dixon		joseph.dixon.ii@gmail.com	Community	United Health	June 2016 - June 2017	RR: 4/20/13 EPP: 4/20/13 FM: 4/20/13	RR: 11/18/15 EPP: 06/15/16 FM: 12/16/15
Linda Yang		linda.yang02@gmail.com	Parent	Hiawatha Academies Parent	June 2015 - June 2018	RR: 12/8/12 EPP: 12/8/12 FM: 12/8/12	RR: 11/18/15 EPP: 06/15/16 FM: 12/16/15
Marcos Ortega		mortega@macalester.edu	Community	Macalester College	June 2016 - June 2019	Planned for Fall 2016	Planned for Fall 2016
Penny Leporte		penny.leporte@genmills.com	Community	General Mills	June 2015 - June 2018	RR: 4/18/15 EPP: 4/18/15 FM: 4/18/15	RR: 11/18/15 EPP: 06/15/16 FM: 12/16/15
*RR: Board's Roles and Responsibilities, EPP: Employment Policies and Practices, FM: Financial Management							

Board Training

All Hiawatha board members are in compliance with state required board trainings necessary of public charter school boards. New board members attend comprehensive board trainings at the University of St. Thomas within the first six months of membership in the areas of board roles and responsibilities, employment policies and practices, and financial management. The full board receives ongoing group training at a board meeting each fall.

Staffing

With the additions of 3rd grade and 10th grade and the continued growth of the Network Support Team, Hiawatha oversaw a 25% increase in staff from the 2015-16 school year to the 2016-17 school year.

Staff Category	Total Staff
Campus Leadership	16
Instructional	106
Network Support Team	21
Operations	15
Senior Leadership Team	6
Social-Emotional	18
Total	182

Senior Leadership Team

The senior leadership team also brings a diverse array of expertise to the management of Hiawatha Academies. The team has a combined over 30+ years of experience working in schools with low-income minority populations and has an array of experience in non-profit management, instructional leadership, curriculum design, bilingual communication, community engagement, school operations, and business management. As the organization grows, Hiawatha Academies continues to establish a diverse pipeline of future leaders that can continue to positively impact student success.

Eli Kramer– Executive Director

Eli Kramer is the Executive Director of Hiawatha Academies. Prior to assuming the ED role, he served as an instructional coach with Hiawatha Academies. Prior to joining Hiawatha, Eli was a founding Dean of Curriculum and Instruction with Uncommon Schools. He taught for six years in New York City at the elementary and middle school level. Eli was a 2003 Teach for America corps member in the Bronx, NY. He holds a B.A. in government from Harvard, a Master's in Education from Bank Street College, and a Master's in Educational Leadership from Brooklyn College.

Sean Elder – Chief Operating Officer

Sean Elder joined Hiawatha Academies as Chief Operating Officer in June 2011. Prior to joining Hiawatha, Sean was the Minnesota Area Manager for Skyhawks Sports Academy, the nation's largest provider of youth sports programs and also served as an Undergraduate Admissions Counselor at the University of Minnesota from 2004-2006. Sean is a former Education Pioneers Fellow and currently sits on the Education and Jobs Committee for the Greater Twin Cities United Way. He holds a B.A. in Sociology – Law,

Criminology, and Deviance from the University of Minnesota and an M.B.A. from the University of St. Thomas.

Dawn Gunderson Taylor – Chief Talent Officer

Dawn Gunderson Taylor holds a Bachelor of Arts in English and a Master of Fine Arts in Creative Writing from Minnesota State University Moorhead. She was a Peace Corps volunteer in Ethiopia where she taught ESOL to grade ten students and a 2001 Teach For America corps member. She taught high school English for six years in Baltimore, Maryland, and returned overseas to continue teaching in Istanbul, Turkey. In 2008, Dawn joined the staff of Teach For America where her work focused on alumni affairs for over seven years. Dawn returned to the Midwest in the summer of 2014 and joined Hiawatha as Chief Talent Officer. Dawn's daughter, Neela, is a student at HLA - Northrop.

Stephen Courchane – Senior Director of Operations

Stephen is a homegrown Minnesotan, serving as the Senior Director of Operations for Hiawatha Academies. Prior to joining Hiawatha Academies in 2012, Stephen taught 3rd grade in Jacksonville, Florida and worked as a School Operations Manager at Teach For America's 2011 Summer Institute. Stephen earned his B.A. in English at the University of Minnesota and is currently completing his MBA at the University of St. Thomas.

Sara Boedecker-Johnston – Senior Director of People and Program

Sara Boedecker-Johnston is the Senior Director of Program at Hiawatha Academies. Prior to joining Hiawatha, Sara worked for 10 years as a teacher and principal at a Lutheran Pre-K – 8 school on the south side of Chicago. Sara grew up in Michigan and attended Valparaiso University, where she completed her undergraduate degree in Psychology and Sociology and Master's of Education degree in an alternative licensure program.

Ambar Hanson – Senior Director of Community Engagement

Ambar Cristina Hanson, MPA, is the Senior Director of Community Engagement at Hiawatha Academies. Since moving to the U.S. from the Dominican Republic 18 years ago, Ambar has been dedicated to advocating for immigrant communities and communities of color to have equal opportunity and access to higher education, jobs that provide livable wages, health, housing and safety. Over the past ten years, Ambar advocated for domestic violence and sexual assault survivors through several roles at Casa de Esperanza and National Latin@ Network for Healthy Families and Communities. Currently, Ambar oversees the recruitment, marketing, parent engagement and community collaborations for the Hiawatha Academies network. Recently, Ambar received the Mano Amiga Award from the Minnesota Latino Economic Development

Center for her commitment and generous contribution of time and work in behalf of the Latino community.

Brandon Royce-Diop – Director of Equity Initiatives

Brandon Royce-Diop joined Hiawatha Academies as the Director of Equity Initiatives in 2015. Brandon received his Bachelor's degree in Psychology from St. John's University in 2007, and is currently working towards a Master's Degree in Education at the University of St. Thomas. His professional experience is heavily rooted in working with K-12 schools and non-profit organizations in the Twin Cities. His work is communal and collaborative in nature, and is centered around building systemic structures of racial equity in schools. He has served as a Discipline Specialist and Equity Coordinator with Minneapolis Public Schools, and as the Dean of Students at Fair School Crystal, where he developed a discipline model rooted in Restorative Practices. Last year, he worked in higher education as a Dean of Students at Bowdoin College in Brunswick, Maine. In addition, he is the founder and co-founder of the Minnesota Solutions Not Suspensions campaign, and the New Lens Urban Mentoring Society, respectively. Over the course of his career he has gained invaluable experience as a policy advocate, community organizer, organization founder, program coordinator, administrator, student and father.

Professional Development for Administrators and Campus Leaders

For staff serving in leadership roles, Hiawatha Academies provides ongoing professional development throughout the year. Approximately once per month, leadership cohorts engage in targeted training around instructional coaching. Specific topics include, but are not limited to: observing instruction, providing feedback, using data to drive instruction, performance management, and leading adult teams. Quarterly, leadership cohorts analyze network-wide performance results, and action-plan around those results in facilitated teams. Further, 16 full days are allotted for professional development prior to the school year starting and throughout the year. Leaders also have the opportunity to conduct site visits of other Hiawatha schools and visit other high performing charter school networks to observe and collaborate around best practices.

Enrollment Trends and Demographics

In the 2015-16 school year 90% of Hiawatha scholars qualified for free or reduced lunch and 65% of all Hiawatha scholars were English Language Learners. 9% of Hiawatha scholars received special education services.

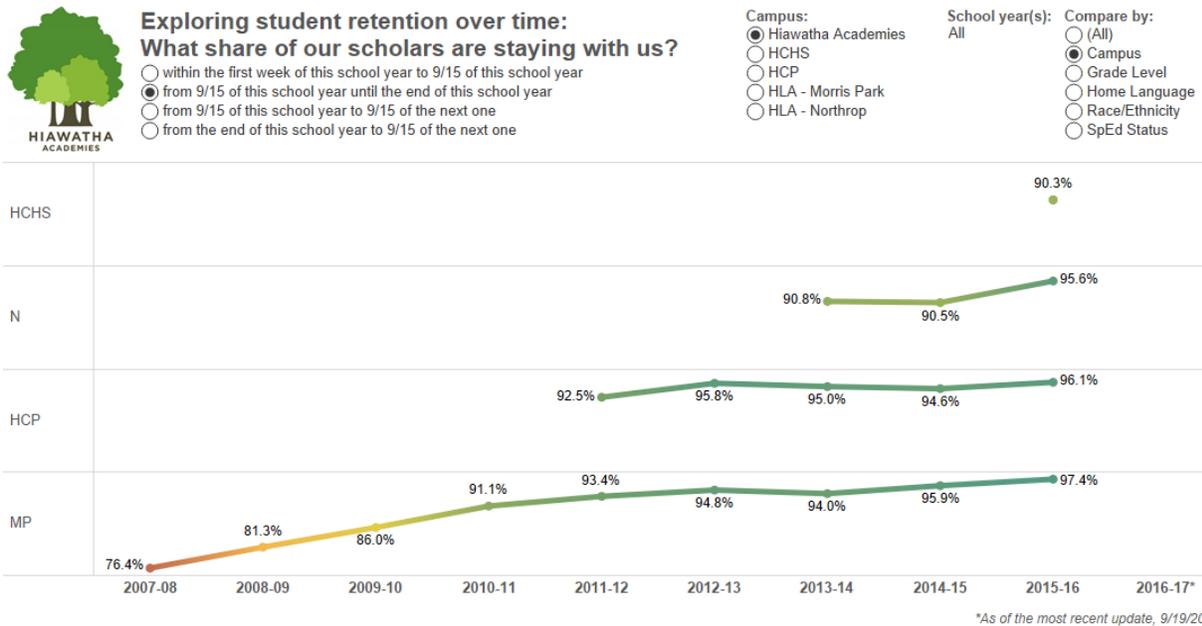
Hiawatha Academies' current student enrollment and historical enrollment for the six (6) most recently completed school years is below.

Historical Enrollment by Grade and Year, 2011-2016 (Network Wide)

School Year	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	Total
2010-11	79	94	75	82	45							375
2011-12	79	75	90	71	78	40						433
2012-13	78	78	75	78	77	72	49					507
2013-14	141	79	76	78	77	81	76	46				654
2014-15	153	143	78	75	78	83	84	84	59			837
2015-16	153	154	153	77	78	85	83	78	84	105		1050

Retention and Attrition Trends

Retention of Hiawatha Academies' scholars within the 2015-16 school year (Sept. 15th – Last day of school) was strong at 95.9%. Hiawatha's fall enrollment window closes on September 15th each year so this date is used for attrition tracking rather than October 1st. Attrition within the school year is provided by campus in the chart below.



Retention of Hiawatha Academies scholars from the start of 2015-16 to the start of 2016-2017 (Sept. 15th – Sept. 15th), which includes summer attrition loss, was 84.1%. Summer attrition was most pronounced at school transition points between elementary to middle and middle to high as well as Kindergarten to first grade. School year start to school year start attrition data by campus is provided in the chart below.



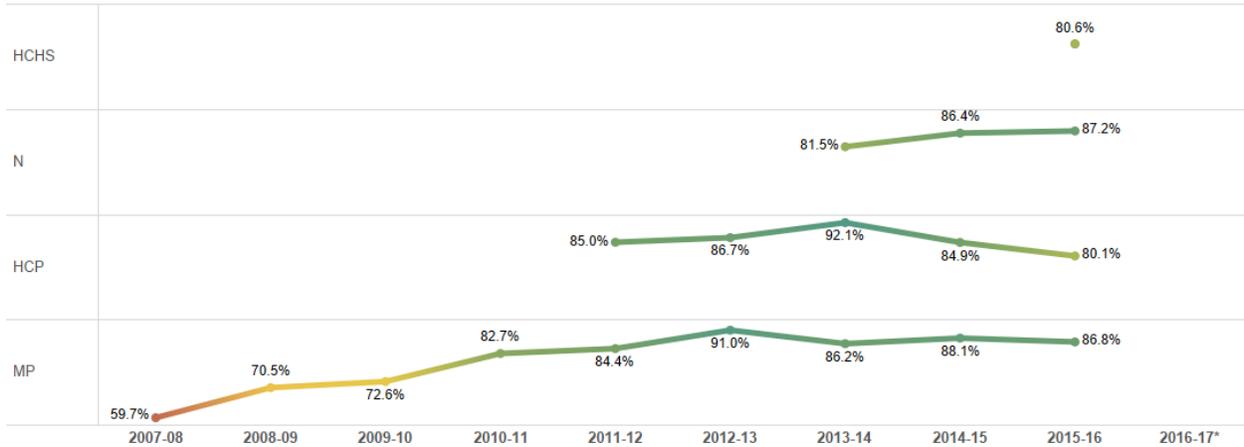
**Exploring student retention over time:
What share of our scholars are staying with us?**

- within the first week of this school year to 9/15 of this school year
- from 9/15 of this school year until the end of this school year
- from 9/15 of this school year to 9/15 of the next one
- from the end of this school year to 9/15 of the next one

- Campus:
- Hiawatha Academies
 - HCHS
 - HCP
 - HLA - Morris Park
 - HLA - Northrop

- School year(s):
- All

- Compare by:
- (All)
 - Campus
 - Grade Level
 - Home Language
 - Race/Ethnicity
 - SpEd Status



*As of the most recent update, 9/19/2016

Financial Management

Financial Statements

Preliminary, unaudited financial statements for Hiawatha's June 30th, 2016 fiscal year end are provided, demonstrating yet another strong year of financial health and stability at Hiawatha Academies. Preliminary net income for FY16 was \$66,171 with a fund balance ratio of 15%. Hiawatha's annual audit is in progress and is scheduled to be complete by December 2016.

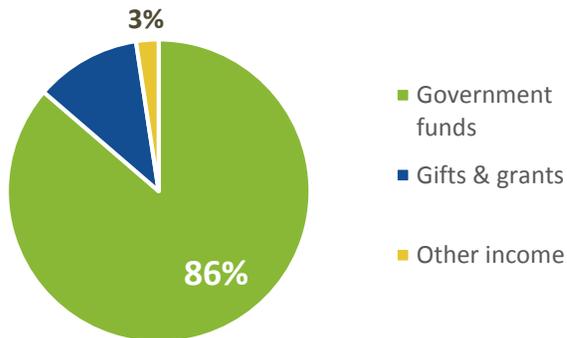
Hiawatha has never been in statutory operating debt, consistently maintains a strong reserve balance, and is also on track to receive the school finance award for the 2015-16 schools year.

Summary Income Statement and Balance Sheet

Income Statement	
Revenue	
Government funds	\$ 14,146,621
Gifts & grants	\$ 1,847,727
Other income	\$ 392,579
Total revenue	\$ 16,386,927
Expenses	
School instruction & operations	\$ 13,819,465
Network-wide services	\$ 2,052,314
New school start-up	\$ 448,977
Total expenses	\$ 16,320,756
Net Income	\$ 66,171

Balance Sheet	
Total assets	\$ 3,614,603
Total liabilities	\$ 1,157,277
Net income	\$ 66,171
FY15 ending fund balance	\$ 2,391,155
FY16 ending fund balance	\$ 2,457,326
Total liabilities + fund balance	\$ 3,614,603

2015-16 Distribution of Revenue Sources



2015-16 Distribution of Expenses

