

## 2015-2016 World's Best Workforce Report Summary

**District or Charter Name:** Hiawatha Academies

**Grades Served:** Kindergarten – 9<sup>th</sup>

**Contact Person Name and Position:** Sean Elder, Chief Operating Officer

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 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to:  
[MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### 1. Stakeholder Engagement

#### 1a. Annual Report Location

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

#### 1b. Annual Public Meeting

- Hiawatha Academies reviewed its World's Best Workforce goals, outcomes, and strategies during its Board meeting held on June 15, 2016.

#### 1c. District Advisory Committee

- Hiawatha Academies' 2015-16 District Advisory Committee was comprised of Emily Loh (teacher member), Whitney McKinley (teacher member), Eric Throldahl (community member), and Linda Yang (parent member).

## 2. Goals and Results

### 2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
<p>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 each child is at and the gains necessary to get them on grade level as quickly as possible. Given low percentages of incoming kindergarteners on grade level at the beginning of year (BOY), Hiawatha sets an ambitious goal of having 50% of kindergarteners on grade level proficiency by end of year (EOY) and 75% meeting their individualized growth goal.</p>	<ul style="list-style-type: none"> <li>In 2015-16, 12% of kindergarteners were on grade level at BOY in math, and 50% were on grade level at EOY in math. 59% met their individual growth goal.</li> <li>In 2015-16, 22% of kindergarteners were on grade level at BOY in reading, and 39% were on grade level at EOY in reading. 46% met their individual growth goal.</li> </ul>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

### 2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>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.</p> <ul style="list-style-type: none"> <li>Third Grade: 50% of students at grade level proficiency by EOY and 75% of students will meet their individualized growth goal.</li> </ul>	<ul style="list-style-type: none"> <li>In 2015-16, 59% of third grade students were on grade level at EOY in reading. 50% met their individual growth goal.</li> </ul>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

**2c. Close the Achievement Gap(s) Among All Groups**

Goal	Result	Goal Status
<p>Hiawatha continues to work towards closing the achievement gap between ELs and non-ELs. The district had the following goal for reducing this gap for the 2015-16 school year:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>The proficiency gap between Hiawatha ELs and non-ELs was under 10 percentage points for 7 out of 9 grades in the NWEA Math assessments in 2015-16.</p> <p>The proficiency gap between Hiawatha ELs and non-ELs was under 10 percentage points for 8 out of 9 grades in the NWEA Reading assessments in 2015-16.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

**2d. All Students Career- and College-Ready by Graduation**

Goal	Result	Goal Status
<p>Hiawatha Collegiate High School has established the following initial benchmarks to track career and college-readiness:</p> <ul style="list-style-type: none"> <li>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.")</li> <li>75% of scholars will meet their individualized EXPLORE, PLAN, or ACT growth goal.</li> <li>85% of students will meet all community service, college exploration, and enrichment benchmarks within their 4 year high school career.</li> </ul>	<p>In 2015-16 the 9<sup>th</sup> grade Explore mean was 15, lower than the goal of 17. Hiawatha did not enroll grades 10-12 in the 2015-16 school year so this data is not available.</p> <p>40% of 9<sup>th</sup> grade students met their EXPLORE individualized growth goal.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

**2e. All Students Graduate**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>Hiawatha Collegiate High School has developed goals to ensure that students are on track to graduate from high school.</p> <ul style="list-style-type: none"> <li>• 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.”</li> <li>• 100% of high school students will graduate.</li> </ul>	<p>In 2015-16 the 9<sup>th</sup> grade Explore mean was 15, lower than the goal of 17. Hiawatha did not enroll grades 10-12 in the 2015-16 school year so this data is not available.</p> <p>Hiawatha Collegiate did not enroll students in grade 12 and therefore does not have graduation data at this time.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

### 3. Identified Needs for 2015-16 Based on Data

#### **Increased literacy proficiency levels in all grades across the network**

- Hiawatha Academies' scholars scored the following proficiency levels on the 2014-15 Minnesota Comprehensive Assessment: 3rd: 37%, 4th: 55%, 5th: 49%, 6th: 41%, 7th: 30%, 8<sup>th</sup>: 38%. These scores were higher than local public schools serving similar populations, but did not meet the goals outlined in the district's World's Best Work Force plan.

#### **Increased student growth in literacy**

- 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 2014-15 school year: Kindergarten: 60%; 1st: 34%; 2nd: 55%; 3rd: 49%; 4th: 74%; 5th: 69%; 6th: 45%; 7th: 39%; 8<sup>th</sup>: 58%

#### **Increased student growth for English Language Learners**

- 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. However, academic achievement results from the MCA and the NWEA MAP for 2014-15 continue to indicate that academic achievement gaps exist between LEP and non-LEP students in both reading and math across grade levels in our district.

## Systems, Strategies and Support Category

### 4a. 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 2015-2016, all grades K-9 took internally-created interim assessments, with K-4 taking STEP tests, 9<sup>th</sup> grade taking ACT Explore, and all students took 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.

### 4b. Teachers and Principals

#### Literacy Support – Close Reading

Hiawatha schools have had an increased focus on supporting teachers in their literacy instruction. Schools have calibrated schedules to have more time and more human capital focused on reading instruction. All schools focused professional development, as a district-wide priority, on close reading instructional strategies that are designed to empower students in making meaning of rigorous, complex text. Principals have also had in depth professional development in close reading to support their coaching of effective teaching strategies.

#### 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. Hiawatha has leveraged campus ELD lead teachers to serve as mentors for their ELD teaching peers, and to provide on-going coaching, planning and guidance on instructional techniques through an observation and feedback model.

General education content teachers continue to receive 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 received targeted professional development on sheltered instruction techniques to support ELs in their classroom.

### 4c. District

In 2015-16, Hiawatha Academies continued to strategically expand its Network Support Team (i.e. shared central services team) to add capacity across the district. In 2015-16, a Special Education Coordinator, an ELD & Equity Coordinator, an Assessment Coordinator, and additional literacy coach were hired. These roles, led by the Senior Director of Program increased the academic supports to campus leaders and teachers in meeting student achievement goals. The data and analytics team was also expanded to improve data systems and help teachers use data to drive student instruction.

The network Program team continues facilitate network days where teachers from across the network learn and grow together. The Bee team, a collaborative group of teacher-leaders, also continue to work together to develop and strengthen curriculum & assessments, share best practices, and promote communication within content areas across grade levels and campuses.

## 5. Equitable Access to Excellent 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 excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

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. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

Hiawatha Academies has rigorous hiring and professional development processes to ensure that our students are served by effective, experienced, and well trained teacher. 74% of teachers at Hiawatha have three to ten years of experience, 3% have more than ten years of experience, and 23% have less than three years of experience. 87% of teachers of fully licensed in their content area, with 13% licensed through special permissions. 63% of teachers have a bachelor's degree, 35% have a master's degree, and 1% have a doctorate. Hiawatha's rigorous hiring process, ongoing professional development, and accountability and data systems further ensure the effectiveness of our experienced teacher workforce.

Given Hiawatha's high population of students of color (98%) and students eligible for free/reduced lunch (90%), our teachers are equitably distributed across student demographic groups within the district.

Hiawatha's human capital committee, comprised of Penny Leporte (Chair and community member), (Emily Loh – teacher), and (Caitlin Brickman – community member), annually review Hiawatha's staffing mix, benchmarked compensation and benefit strategies, and teacher distribution across the district.