



2016-17 World's Best Workforce Report Summary

District or Charter Name: Hiawatha Academies

Grades Served: K-11

Contact Person Name and Position: Sara Boedecker-Johnston, Senior Director of Program and People

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: 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.]

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

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

- Hiawatha Academies reviewed its World's Best Workforce goals, outcomes, and strategies at a meeting held on August 11, 2017.

1c. District Advisory Committee

[Note: 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 2016-17 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 Member	Role in District
Eric Throdahl	community member
Alicia Muñoz	community member
Charise Powell	teacher
Roberto Lazo	teacher
Margarita Dimas Cultu	community member

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result*	Goal Status
Hiawatha Academies' educational program begins in kindergarten. The elementary schools assess students within their first	<ul style="list-style-type: none"> In 2016-17, 18% of kindergarteners were on grade level at BOY in math, and 38% were on grade level at EOY in 	<i>Check one of the following:</i>

<p>weeks of school to determine their proficiency level in reading and math. This data informs teachers of where each child is currently performing and the gains necessary to attain or exceed grade level proficiency as quickly as possible. Given low percentages of kindergarteners on grade level at the beginning of the year (BOY), Hiawatha sets an ambitious goal of having 50% of kindergarteners on grade level by the end of the year (EOY) and 75% meeting their individualized growth goal.</p>	<p>math. 38% met their individualized growth goal in math.</p> <ul style="list-style-type: none"> In 2016-17, 26% of kindergarteners were on grade level at BOY in reading, and 28% were on grade level at EOY in reading. 29% met their individualized growth goal in reading. 	<p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>
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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 goals and individualized growth goal goals.</p> <ul style="list-style-type: none"> Third Grade: 50% of students reach grade level proficiency by EOY and 75% of students meet their individualized growth goal. 	<ul style="list-style-type: none"> In 2016-17, 34% of third grade students were grade level at EOY in reading. 56% of third grade students met their individualized growth goal. 	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <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 the gap during the 2016-17 school year:</p>	<ul style="list-style-type: none"> In 2016-17, the proficiency gap was less than 10 percentage points for 1 out of 9 grades in math. In 2016-17, the proficiency gap was less than 10 percentage points for 0 out of 9 grades in reading. 	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

<ul style="list-style-type: none"> The proficiency gap between EL and non-EL across Hiawatha schools decreases to less than 10 percentage points in both reading and math on the NWEA MAP assessment (K-2), MCA (3-8). 		
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2d. All Students Career- and College-Ready by Graduation

Goal	Result*	Goal Status
<p>Hiawatha Collegiate High School has established the following benchmarks to track college and career readiness:</p> <ul style="list-style-type: none"> The median composite score on the Pre-ACT will be 19 for 9th grade and 20 for 10th grade. <i>The median composite score on the ACT will be 21 for 11th grade and 22 for 12th grade.</i> 75% of students will meet their individualized growth goal as measured by the Pre-ACT. 85% of students will meet all community service, college exploration, and enrichment benchmarks by graduation. 	<ul style="list-style-type: none"> The median composite score on the Pre-ACT was 16 for 9th grade and 15 for 10th grade. 60% of 9th graders met their individualized growth goal, and 40% of 10th graders met their individualized growth goal. Hiawatha Collegiate High School only enrolled 9th and 10th graders in 2016-17, and therefore cannot yet measure the third goal. 	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result*	Goal Status
<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"> The median composite score on the Pre-ACT will be 19 for 9th grade and 20 for 10th grade. <i>The median composite score on the ACT will be 21</i> 	<ul style="list-style-type: none"> The median composite score on the Pre-ACT was 16 for 9th grade and 15 for 10th grade. Hiawatha Collegiate High School only enrolled 9th and 10th graders in 2016-17, and therefore cannot yet measure the goal for 11th and 12th grade, or graduation rate goal. 	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input checked="" type="checkbox"/> District/charter does not enroll students in</p>

<p><i>for 11th grade and 22 for 12th grade.</i></p> <ul style="list-style-type: none"> ● 100% of students graduate from high school. 		<p><i>grade 12</i></p>
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3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Increased student growth in reading

- In 2016-17, Hiawatha Academies had a goal of 75% of students meeting their individualized growth goals in reading as measured by NWEA MAP (K-2), MCA (3-8) and Pre-ACT (9). This goal was set in consideration of 2015-16 student achievement data (see below), and the districts’ goal of 12th grade students reaching a median ACT composite score of 22, a known college readiness benchmark.
 - During the 2015-16 school year, the following share of students met their individualized growth goal: Kindergarten: 46, 1st: 43%, 2nd: 45%, 3rd: 50%, 4th: 58%, 5th: 28%, 6th: 54%, 7th: 50%, 8th: 56%, 9th: 40%.*

Increased student proficiency in reading

- In 2016-17, Hiawatha Academies had goals for the share of students in each grade level proficient in reading as measured by NWEA MAP (K-2), MCA (3-8) and Pre-ACT (9). This goal was set in consideration of 2015-16 student achievement data (see below), and the districts’ goal of 12th grade students reaching a median ACT composite score of 22, a known college readiness benchmark.
 - During the 2015-16 school year, the following share of students scored proficient for their grade level: Kindergarten: 39%, 1st: 38%, 2nd: 45%, 3rd: 59%, 4th: 47%, 5th: 51%, 6th: 49%, 7th: 40%, 8th: 43%, 9th: Pre-ACT median composite 15.*

4. Systems, Strategies and Support Category

4a. Students

Student progress towards reading growth and proficiency goals was monitored and evaluated using a variety assessments including:

- NWEA MAP (grades K - 3)
- MCA (grades 3-8, 10)
- Internally created interim assessments (grades 3-10)
- Pre-ACT (grades 9-10)
- STEP Assessment (grades K -4)
- SRI (grades 5-10)

Data from these assessments was stored in our student information system and central data warehouse and

visualized as Tableau workbooks. Teachers and instructional leaders had access to these workbooks for analysis and data driven instructional planning. The workbooks allowed for the disaggregation of data by school, grade, English Learner status, Special Education support status, and student tenure within the district.

4b. Teachers and Principals

In 2016-17, Hiawatha Academies continued its district-wide focus on increasing student reading growth and proficiency by implementing close reading strategies. The purpose of this initiative was to build students' skill in making meaning of complex, rigorous, culturally relevant text. Teachers and instructional coaches received ongoing training, observation and coaching in close reading from district level leaders and external partners. Teachers received additional support in writing and adapting curriculum to include close reading strategies. Teachers and instructional coaches (principals, assistant principals) were evaluated informally and formally on a close-reading specific competency indicator.

4c. District

The close reading initiative was led at the district level by an elementary and secondary literacy coach under the direction of the Senior Director of Program. Instructional leaders across the district met for development and collaboration monthly, while teachers across the district met in grade level content teams quarterly. Teacher collaboration was led by a group of teacher leaders under the guidance of the district program team. The focus of teacher collaboration was close reading development differentiated by grade level and content, sharing of best instructional practices, and data analysis and planning.

The district supported the technology required to assess students and create data visualizations by employing a 3 person data team under the direction of a Director of Data and Analytics.

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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 summary report submission, please provide the information below.

Hiawatha Academies has rigorous hiring and professional development processes to ensure that our students are served by effective, experienced, and well trained teachers. 79% of teachers at Hiawatha have three to ten years of experience, 7% have more than ten years of experience, and 14% have less than three years of experience. 87% of teachers are fully licensed in their content area, with 13% same licensed through special permissions. 59% of teachers have a bachelor's degree, 39% have a master's degree, and 2% 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 (98.8%) and students eligible for free/reduced lunch (84.6%) 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), Doug Hepper (community member) and Caitlyn Brickman (community member) annually review Hiawatha's staffing mix, benchmarked compensation and benefit strategies, and teacher distribution across the district.

* All academic goal results include students enrolled by 9/15/16.