2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.
When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019.
Save your specific survey link for easy access to your district/charter's summary report.
Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.
If you would like a Word copy of the summary report questions, you can access the document **here**.

Cover Page

District or Charter Name

Hiawatha Academies

Grades Served

Please check all that apply:

Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade
Ninth grade
10th grade
11th grade
12th grade

WBWF Contact Information

WBWF Contact Name

Christine H Reed

WBWF Contact Title

COO

WBWF Contact Phone Number

773-573-5721

WBWF Contact Email

creed@hiawathaacademies.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

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 link to the district's WBWF annual report and A&I materials.

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

This document is posted annually to th Hiawatha Academies Website

Provide the direct website hyperlink to the A&I materials.

Annual Public Meeting

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 2018-19 school year.

June 12, 2019

World's Best Workforce

District Advisory Committee

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 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Rochelle Van Dijk	Chief Academic Officer	
District Advisory Committee Member	Colette Owens	Executive Director	
District Advisory Committee Member	Roberto Lazo	Teacher	
District Advisory Committee Member	Alexander Knoblock	Teacher	
District Advisory Committee Member	Margarita Dimas Cultu	Community Member	
District Advisory Committee Membe	Alicia Munoz	Community Member	
District Advisory Committee Member			
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Equitable Access to Effective and Diverse Teachers

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.

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?
(200 word limit)

• Who is included in the conversations to review equitable access data and when do these occur?
• The WBWF district advisory committee members, Chief Talent Officer and the Senior Director of HR meet in preparation for the annual public meeting in June.
• Data reviewed includes years of teaching experience, teacher certification(s). Data is tracked throughout the school year and year over year.

What equitable access gaps has the district found?
What are the root causes contributing to your equitable access gaps?
(200 word limit)

Statewide teacher shortages, especially in math and special education, as well as per-pupil funding, affect the district's ability to recruit and hire highly qualified teachers.
• Teachers new to the field often struggle to meet expectations and sometimes transition from their roles.

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?
(200 word limit)

• The district has implemented a number of strategies to recruit and develop experienced, effective and in field teachers that include:
• Attending job fairs and developing pipeline partnerships with organizations with diverse talent pools (e.g. nonprofits, professional groups, universities, etc.)
• Partnering with teacher preparation institutions nationwide,
• Critically examining hiring practices for bias and preferential treatment and increasing professional development and coaching for new teachers.
Goals include 100% of teachers hired are certified and reported to MDE; 100% of teachers hired by first day of school.

WBWF Requirement: WBWF 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?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

• In 2018-19, approximately 32% of teachers self-identified as people of color, a 10 point increase from 22% in 2017-18. The district continues to prioritize the hiring and retention of teachers who reflect the diversity of the student body. Similar to the efforts described above, the district actively recruits, develops and seeks to retain a diverse body of teachers. The district has also partnered with local organizations to advocate for legislation and develop alternative licensure programs that increase pathways for diverse teachers to enter the field.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

Statewide teacher shortages, especially in math and special education, as well as per-pupil funding, affect the district's ability to recruit and hire highly qualified teachers in general thereby increasing the challenges to hiring teachers of color and American Indian Teachers

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?

(200 word limit)

Similar to the efforts described above, the district actively recruits, develops and seeks to retain a diverse body of teachers. The district has also partnered with local organizations to advocate for legislation and develop alternative licensure programs that increase pathways for diverse teachers to enter the field.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers 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.

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

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

The class median Fall-to-Spring conditional growth percentile (CGP) will be 60 or higher on the NWEA MAP for Primary Grades Assessment.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

KG Math: 76th percentile; KG reading - 40th percentile

Goal Status

Check one of the following:

Met Some (multiple goals)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

1. What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
NWEA MAP for Primary Grades disaggregated by grade, school, homeroom, main math/reading teacher, SpEd support, EL support, time enrolled in district, race/ethnicity, and sex.

2. What strategies are in place to support this goal area?
Implementation of researched-based math and reading curriculum.
Elementary school schedule that prioritizes three hours of literacy instruction per day.
Creation of district-wide core instructional practices on which all teachers are regularly observed and coached.
3. How well are you implementing your strategies?
Moderately well. SY18/19 was the second year of implementing a comprehensive literacy strategy. As such, learning curve for curriculum implementation has been steep.
All teachers are receiving regular observation and coaching along with regular professional development sessions throughout the school year.
4. How do you know whether it is or is not helping you make progress toward your goal?
Analysis of NWEA MAP for Primary Grades data beginning, middle and end of year using interim assessments.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

Third graders' median fall-to-spring conditional growth percentile (CGP) in Reading on the NWEA MAP assessment will be 60. This represents growth that is moderately accelerated relative to national peers.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

3rd Grade Reading – 25th percentile

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
NWEA MAP disaggregated by grade, school, homeroom, main math/reading teacher, SpEd support, EL support, time enrolled in district, race/ethnicity, and sex.
What strategies are in place to support this goal area?
Implementation of researched-based reading curriculum.
Elementary school schedule that prioritizes three hours of literacy instruction per day.
Creation of district-wide core instructional practices on which all teachers are regularly observed and coached.
How well are you implementing your strategies?
We have experienced challenges. SY18/19 was the second year of implementing a comprehensive literacy strategy. As such, learning curve for areas such as curriculum implementation has been steep.
All teachers are receiving regular observation and coaching along with regular professional development sessions throughout the school year.
How do you know whether it is or is not helping you make progress toward your goal?
All teachers are receiving regular observation and coaching along with regular professional development sessions throughout the school year.
Regular interim assessments and data analysis is used to provide specific guidance on intervention strategies

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

There will be a gap of 5 percentile points or less between the fall-to-spring conditional growth percentile (CGP) on NWEA MAP assessments of students identified as English learners (ELs) and that of students who are not EL-identified.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Math: EL students = 51, Non-EL students = 62 (11 pt gap); Reading EL students = 38, Non-EL students = 53 (15 pt gap)

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
• NWEA MAP disaggregated by EL support.
Strategies are in place to support this goal area?
• All ELs have access to rigorous, grade level curriculum and teachers provide scaffolded opportunities for students to acquire discipline specific academic language.
• New curriculum implemented in K-8 provides structure and guidance for teachers to build content knowledge and skills and support students' academic language acquisition.
• At the Hiawatha Collegiate High School, newcomers receive targeted language instruction within a small group setting with the goal of transitioning them into regular core content classrooms as quickly as possible.
Effectiveness of implementation?
• We have had challenges. Our gaps in math and reading tell us that ELs are not growing at a similar rate to their non-EL identified peers; however all students must grow at a more accelerated rate in order to reach grade level proficiency.

How do you know whether it is or is not helping you make progress toward your goal?
• Analysis of NWEA MAP data disaggregated by EL support at beginning, middle and end of year.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

The percentage of all students in grade 11 at Hiawatha Collegiate High School who meet or exceed the College Readiness Benchmark composite score (22) as measured by ACT will increase from 18.4% in 2018 to 25% in 2019.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

96 11th graders who were enrolled at the time took the ACT - 18 scored 22 or higher 18/96=18.8%

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

• What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
• ACT data disaggregated by race/ethnicity, sex, English Learner status, Special Education status.

• What strategies are in place to support this goal area?
• All students have access to standards-based instruction aligned to ACT College and Career Readiness Standards.
• Teachers administer quarterly interims in English, reading, math and science and conduct data analysis to review student progress to goal and plan instruction accordingly.
• Students with below-average ACT scores take weekly nightly classes to build test-taking skills.

• How well are you implementing your strategies?
• Moderately well. Instruction and data analysis practices at Hiawatha Collegiate High School are strong, but the majority of students enter 9th grade below grade level and have significant ground to make up in order to reach a composite score of >/= 22.

• How do you know whether it is or is not helping you make progress toward your goal?
• Students will take the ACT a second time in the fall of their senior year.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

75% of students will graduate within 4 years of entering 9th grade.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Out of a total of 75 12th graders, 71 graduated at the end of SY2018-2019

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

• What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
o Data used includes:
￢ Promotion/retention rates by grade, SPED, EL,etc
￢ Student attendance rates by grade, SPED, EL,etc
• What strategies are in place to support this goal area? Strategies include:
o Advisory program in which all students have the same advisor throughout HS
o Summer/after school credit recovery progam.
o Early college and Sr college seminar courses
• How well are you implementing your strategies?
o Moderately well.
• How do you know whether it is or is not helping you make progress toward your goal?
o Leading indicators include promotion/retention rates; # of students enrolled in credit recovery programming.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

This section is only required for districts with an approved Achievement and Integration plan during the 2018-19 school year.

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report//?snc=1578175050_5e110a4a8812e0.40270663&sg_navigate=start