



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Hiawatha Academies

Grades Served: K-12

WBWF Contact: Sara Boedecker-Johnston

Title: Senior Director of Program and People

Phone: 612-385-6388

Email: sboedeckerjohnston@hiawathaacademies.org

A and I Contact: NA

Title: NA

Phone: NA

Email: NA

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkforce@state.mn.us.

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

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

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

- *Provide the direct website link to the A & I materials.*
NA

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 A&I plan for participating districts) for the 2017-18 school year.*

Hiawatha Academies reviewed its World's Best Workforce goals, outcomes, and strategies at a meeting held on June 5, 2018.

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 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Eric Throdahl	community member	NA
Alicia Muñoz	community member	NA
Charise Powell	teacher	NA
Roberto Lazo	teacher	NA
Margarita Dimas Cultu	community member	NA
Rochelle Van Dijk	chief academic officer	NA

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *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, Senior Director of HR, and Senior Director of Equity Initiatives meet in preparation for the annual public meeting in June.

- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
 - The district reviews classroom level data to determine if a disproportionate number of low income students, students of color or American Indian students were assigned to inexperienced, ineffective or out of field teachers.
 - Since Hiawatha Academies serves a high percentage of students receiving free or reduced price lunch (85%), students of color (98%) and American Indian students (1%), we did not find meaningful gaps between these populations and White or students growing up in higher-income households within our district. Instead, we chose to focus on increasing access to quality teachers for all students in our district.

- *What are the root causes contributing to your gaps?*
 - 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 put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
 - The district has implemented a number of strategies to recruit and develop experienced, effective and in field teachers, including attending job fairs and partnering with preparation institutions nationwide, critically examining hiring practices for bias and preferential treatment, and increasing professional development and coaching for new teachers.

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
 - In 2017-18, 22% of teachers self-identified as people of color, an increase

from 13% in 2016-17. The district continues to prioritize the hiring and retention of teachers who reflect the diversity of the student body.

- *What efforts are in place to increase the diversity of the teachers in the district?*
 - Similar to the efforts already 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 Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The class median Fall-to-Spring conditional growth percentile (CGP) will be 60 or higher on the NWEA MAP for Primary Grades Assessment.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Math: 80th percentile Reading: 54th percentile</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met in Math <input checked="" type="checkbox"/> Goal Not Met in Reading</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 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 for Primary Grades 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 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.

- *How well are you implementing your strategies?*
 - Moderately well. The learning curve for curriculum implementation is high, and teachers at the elementary level are still adjusting to the shift from writing their own lesson plans to internalizing a purchased curriculum.
 - All teachers are receiving regular observation and coaching.
- *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.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year</i></p> <p>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.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>42 CGP</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 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?*
 - Moderately well. The learning curve for curriculum implementation is high, and teachers at the elementary level are still adjusting to the shift from writing their own lesson plans to internalizing a boxed curriculum.
 - All teachers are receiving regular observation and coaching.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Analysis of NWEA MAP data beginning, middle and end of year.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>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.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Math: 60 for EL-identified students, 63 for non-ELs (gap = 3)</p> <p>Reading: 43 for EL-identified students, 55 for non-ELs (gap = 12)</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met in Math <input checked="" type="checkbox"/> Goal Not Met in Reading</p>

Bulleted narrative is appreciated. 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 EL support.
- *What 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.

- *How well are you implementing your strategies?*
 - Moderately well. Our small gap in math and relatively small gap in reading tell us that ELs are 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.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The graduating class of 2019 will have a median scale score of 21 composite on the ACT during the spring test administration their junior year.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>17 median composite score</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 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 21.
- *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.

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>In 2017-18, Hiawatha did not enroll students in grade 12</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In 2017-18, Hiawatha did not enroll students in grade 12</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p>X District/charter does not enroll students in grade 12</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *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?*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program. **Not applicable for Hiawatha Academies.**

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Provide the baseline starting point here.	Provide the result for the 2017-18 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- 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?

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration	Provide the baseline starting point here.	Provide the result for the 2017-18 school year that directly ties back to the established	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track

	Goal		goal.	
--	------	--	-------	--

Bulleated narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *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?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.