



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: Seven Hills Preparatory Academy

Grades Served: K – 8

Contact Person Name and Position: Carl Schlueter, Executive Director

### 1. Stakeholder Engagement

#### 1a. Annual Report

- Annual Report Link: <http://sevenhillspreparatoryacademy.org/about-our-school/board-of-directors/>

#### 1b. Annual Public Meeting

- Public meeting dates are: Tuesday, October 14<sup>th</sup>, 2017 and Tuesday, April 17<sup>th</sup>, 2018 (tentative)

#### 1c. District Advisory Committee

District Advisory Committee Member	Role in District
Carl Schlueter	Executive Director
Heather Burfeind	Academic Program Director
Martine Reinhardt	Classroom Teacher
Alex Herrera	Special Education Assistant
Holly Ziebol	Parent Teacher Association
Hodan Hassan	Community Member
Aedan Erickson	Student Honor Council
Amal Mohamed	Student Honor Council

## 2. Goals and Results

### 2a. All Students Ready for School

Goal	Result	Goal Status
Utilizing the school’s self-created interim assessments, 80% of students will achieve “M” for Meets Standards on quarter 4 report card on seven out of nine math standards.	<i>Utilizing the school’s self-created interim assessments, 92.1% of Kindergarten students met seven out of nine kindergarten math standards on their quarter 4 report cards for 2016-17</i>	Check one of the following: <input checked="" type="checkbox"/> X Goal Met <input 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

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

Goal	Result							Goal Status
Sub Goal 1.2: <u>Comparative Proficiency:</u>  Each year, the School will demonstrate higher grade level and school-wide proficiency rates than Bloomington school district for reading, math, and science (for the same grades as offered by the School), and higher school-wide proficiency rates than a Bloomington district school (for the same	Grade Level	2017 MCA Reading	2017 MCA Local District	2017 MCA Math	2017 MCA Local District	2017 MCA Science	2017 MCA Local District	Check one of the following: <input type="checkbox"/> X Goal Met <input 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
	3 <sup>rd</sup>	86.2	53.2	94.3	59.8	n/a	n/a	
	4 <sup>th</sup>	81.7	55.9	81.7	60.3	n/a	n/a	
	5 <sup>th</sup>	89.5	66.9	75.4	52.5	89.5	54.1	

Goal	Result				Goal Status
grades as offered by the School), which the School students would otherwise likely attend, for reading, math, and science. Schools for K-5 comparison are Hillcrest and Ridgeview, the comparison school for grades 6-8 is Olson Middle School.	School	2017 MCA Reading	2017 MCA Math	2017 MCA Science	
	Seven Hills	85.4	85.0	89.5	
	Hillcrest	75.1	69.7	65.6	
	Ridgeview	78.1	77.0	70.6	
	Bloomington District (3-5)	58.9	57.4	54.1	

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

Goal	Result	Goal Status
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**Sub Goal #1.4:**

**Achievement Gap**

**Reduction:** By the conclusion of FY2017, for both reading and math, the proficiency rate for each subgroup for which the School had publicly-reportable/sufficient counts in 2013 will be no less than:

[One-half of (100 - 2013 subgroup proficiency rate)] + 2013 subgroup proficiency rate

In addition, by the conclusion of FY2017, the difference between the non-FRL proficiency rate in the School and the FRL proficiency rate will be no greater than five percentage points for both reading and math.

	Special Education		Free-Reduced Lunch	
	2017 MCA Reading	2017 MCA Math	2017 MCA Reading	2017 MCA Math
Elem. School	75.8	66.7	65.5	75.9
Middle School	44.4	22.2	56.3	42.4
2017 Goal	89.3	75.0	87.5	83.4

Difference between FRL & non-FRL proficiency in 2017		
School	2017 Reading MCA	2017 Math MCA
Elem. School	22.8	10.4
Middle School	25.4	29.4

Check one of the following:

- Goal Met
- Goal Not Met
- Goal in Progress (only for multi-year goals)

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

Goal	Result	Goal Status
8th grade students 'Ready' or 'Exceeding' proficiency on the Writing assessment of the ACT Aspire will increase from 2% in 2015 to 30% in 2016.	In 2016 39% of 8th grade students scored in the 'Ready' or Exceeding' proficiency range on the ACT Aspire Writing assessment.	<p><i>Check one of the following:</i></p> <p>X <input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

**2e. All Students Graduate**

Goal	Result	Goal Status
District/charter does not enroll students in grade 12	District/charter does not enroll students in grade 12	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p>

### 3. Identified Needs Based on Data

The school continues to have high levels of proficiency in Reading and Math, outperforming comparison schools and districts, meeting most annual proficiency goals, and is well positioned to meet long-term proficiency goals. The growth data shows that high growth generally outpaces low growth, with strength in Reading and Middle School growth. It also shows that non-proficient students are in line with proficient students in terms of their growth, but are still under targets. Finally, achievement gap data shows progress towards long-term goals with regard to the Elementary School, however, some Middle School student groups and Elementary FLP still have considerable progress to make. While the LEA's attendance percentage remained strong across schools and campuses at 95.34%, growth factors of note from the review and discussion of the Advisory Council include:

- The LEA's FLP percentage increased from 20.1% to 24.4%
- The LEA's percentage of students of color also increased from 29.7% to 38.7%.
- The LEA's number of EL students also increased from 52 to 72.

The school remains focused on classroom and school-wide goals in Mathematics stemming from its annual comprehensive needs analysis, and continues to make adjustments to scope and sequence to find the right balance in curriculum and instruction. Mathematics trainings have also been added to the professional development calendar, including at back to school workshops for new and returning staff and at quarterly PLC meetings using an Understand by Design planning model. These meetings help address standardization of supplemental materials as well as scope and sequence adjustments and also provide a deeper understanding of the standards and benchmarks as well as test results and resources. As a result, teachers are well-versed in Mathematical theory and better prepared to anticipate and correct common misunderstandings and misapplications by students, including students identified as ELL and students with IEPs.

## 4. Systems, Strategies and Support Category

### 4a. Students

While the school celebrates the recognition and success of its efforts, it recognizes there is still much progress to be made, especially as its student demographics and needs steadily diversify. Current systems for analyzing and using academic data to support student learning include the following:

- Quarterly Interim Assessments in elementary school and triennial in middle school
- MCAs administration in Reading, Math, and Science and 8<sup>th</sup> Grade ACT Aspire
- Special Education evaluations administered as necessary throughout the year
- WIDA and ACCESS tests administered in the fall and as necessary during the year

The school also has established the following procedures to identify and support student learning needs:

- Child Study Team that meets biweekly and includes classrooms teachers and school counselors
- CEIS system includes an Enrichment Model and targeted services from Literacy & Math Specialists
- Gifted and Talented program at the elementary level (Grades 3-5) to support accelerated learning
- Advanced academic programming in Math, Language, and Reading at the middle level (Grades 6-8)

Strategies used by classroom teachers as well as Literacy and Math Specialists include the following:

- Teach Like a Champion Techniques that also incorporate data-driven instruction methods to ensure instructional techniques are aligned with performance data and delivered effectively
- Intercultural competency training with outside experts that centered on raising awareness around educational equity in the classroom and creating more inclusive learning environments; these efforts are laying the groundwork for increased parent and family involvement and engagement through more intentional outreach and greater access to school information and resources
- Second Step and Developmental Designs integrated into elementary school morning meetings and middle school daily advisory to provide social-emotional growth and academic guidance
- Special Education programs and strategies such as STARS and SPIRE and STAMS to ensure students with disabilities are making progress toward IEP goals, grade-level proficiency, and AYP

#### 4b. Teachers and Principals

As the school continues to steadily diversify its student demographic and staffing profile as a result of its growth and replication, its differentiated instruction and inclusive model continue to serve as successful strategies to guide and measure success. Principals and teachers collaborate on strategic planning objectives and relevant professional development, which include diversity goals and equity efforts to ensure growth and proficiency among students of all backgrounds and ability levels.

The following systems are in place to review and evaluate the effectiveness of teachers and administration:

- Teachers are observed between 13 - 23 times annually by Q Comp Team Members and by Administration as part of a formal and informal observation processes intended to provide actionable feedback to support continuous instructional growth and development.
- PLCs meet semimonthly to share and discuss instructional strategies and management techniques with recent assistance from experts in areas of formative assessment and child development.
- Teachers are expected to participate in all PLC professional development activities and achieve a minimum 3.0 overall proficiency on the Charlotte Danielson Rubric as part of Q Comp.
- Teachers meet semi-monthly in teams consisting of Q Comp, Assessment, Equity, Assessment and Special Education to problem-solve, plan programs, and make curriculum adjustments.
- Summer sessions are scheduled as necessary with staff and administration to review curriculum scope and sequencing and ensure horizontal and vertical alignment with subjects and standards
- Administrators are evaluated annually by the School Board, which utilizes a leadership rubric and references data from parent and staff surveys, for performance review and goal setting.
- Professional development is designed to be meaningful and relevant and based on comprehensive needs analyses, and consists of conferences and workshops delivered by the school's Authorizer and the MDE and other professional organizations such as NACS, AMLE, and Metro ECSU.

#### 4c. District

Although the MDE discontinued use of its Multiple Measurement Ratings and Focus Ratings, the school continues to calculate its average growth z-scores to gauge progress toward reducing achievement gaps. Below are two such data graphs calculating z-scores and percentage of high growth among non-proficient students. Data such as this is the focus of PLC, Grade-level, and Department meetings and used to drive individual and collaborative reflection and action around improving curriculum and instruction.

	Elem. Reading	Elem. Math	Middle Reading	Middle Math
Z-Score	0.05	-0.37	0.26	-0.07

% of Non Proficient Students with High Growth		
	Reading	Math
Elem. School	36.4	20.0
Middle School	46.3	23.1

The LEA's ongoing aim is to use data to shape curriculum, coach instruction, and analyze assessments to foster a collaborative professional culture and inform the school's use of technology. Strong team-based structures and high-functioning PLCs work with experts and collaborate with literacy and math specialists and other support staff to increase student engagement and improve formative assessments. These efforts are further enriched by educational technology consisting of Chromebooks and iPads to smart boards and document cameras. Interim assessments and data dives produce value-added information and insight that advances our CNA and leads to the creation of evidence-based SMART goals in Reading, Math, and Science consistent with our Authorizer and Q Comp goals.

Because the school offers a Classical learning model, it remains conscientious of integrating educational technology in a way that is intentional and planful, that involves staff training and development, and that enriches and extends the classical skills of responsible research, critical thinking, and creative presentation. As a result, classical subjects such as Latin and Grammar as well as classical methods such as Socratic seminar and student coaching are made more engaging through the use of various technologies.

## 5. Equitable Access to Excellent Teachers

In its CNA, the LEA reviews the aforementioned assessment data that subsequently informs its curriculum and scheduling. Students identified as not meeting standards or in need of targeted Literacy or Math interventions are grouped with corresponding Specialists, all of whom are highly-qualified teachers. Additionally, students identified as requiring EL or Special Education services are also scheduled to receive these supports in either a push-in or pull-out model most effective in meeting their learning needs while adhering to our inclusive model. All classroom teachers are highly-qualified and receive the same professional development and coaching instruction to ensure common language and consistent application of effective strategies mentioned above.

The classroom placement process involves teachers, administrators, and other relevant staff and reflects efforts to create diverse learning environments. It is the school's practice to utilize data and place students from historically underserved populations with more experienced, expert teachers. The school continues to work with intercultural competency experts and has created equity teams at each campus. The school's board also continues to make progress in creating a more diverse and inclusive community as part of its strategic plan.

The school also utilizes the Alternative Delivery of Specialized Instructional Services (ADSIS) program to implement a tiered intervention model of academic supports in Literacy and Mathematics for our students who are struggling. Our Special Education teachers, EL Teachers, and Literacy and Math Specialists work in cooperation with grade level teachers to deliver evidence-based targeted services and interventions. Special Education Teachers utilize STARS, SPIRE, and STAM curriculum and assessment resources to ensure the school makes AYP and students with IEPs make progress toward their respective goals. The school is committed to guaranteeing all students have equitable access to excellent teachers and continue to make efforts to reach and partner with all parents in the learning process.