



2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Seven Hills Preparatory Academy

Grades Served: K – 8

WBWF Contact: Carl Schlueter

Title: Executive Director

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A and I Contact: NA

Title: NA

Phone: NA

Email: NA

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

Yes

No

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

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

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.*
<https://sevenhillspreparatoryacademy.org/about-our-school/accountability/>
- *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 Achievement and Integration plan for the 2018-19 school year. Tuesday, November 12th, 2019*

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. 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) |
|-------------------------------------|--------------------------------|---|
| Carl Schlueter | Executive Director | |
| Joanie Jeffrey | Assistant Principal | |
| Tou Thao | Enrollment Coordinator | |
| Amy Munsinger | Teacher and Parent | |
| Jeanette Andrade | Special Education Case Manager | |
| Hadley Sayotovich | Teacher | |
| Jocelyn Rivas-Galvez | Student | |
| Jeremy Erickson | Student | |
| Kassaye Kiflu | Parent | |
| Matthew Kiflu | Alumnus | |
| Kathi Schaff | MN Chamber of Commerce | |

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.

Biannual CNAs and quarterly data analysis meetings led by Q Comp coaches, teacher leaders, and administrators examine state and interim assessment data from prior and current year. Other comparative data from the MDE Report Card also informs academic goals and strategies to improve learning and instruction. Last year, the school outperformed the State and its resident districts in Reading, Math, and Science proficiency. The school's elementary programs also outperformed district elementary schools with similar profiles in absolute proficiency in all subjects tested. Although the school's middle school outperformed its comparison school in Science, it was outperformed in both Math and Reading, although it is now more diverse than the middle school it most closely resembles. The comparative data below show the school's SY 18/19 trend toward a more diverse student population:

- Bloomington K-5: Students of Color 32.2%/37.6%, FLP 11.5%/14.1%, EL 8.7%/9.6%
- Richfield K-3: Students of Color 52.9%/59.8%, FLP 24.8%/25.8%, EL 15.7%/16.0%
- Richfield 6-8: Students of Color 41.9%/46.0%, FLP 28.1%/32.2%, EL 12.9%/11.7%

Students not meeting standards receive targeted Literacy or Math supports based on an RTI model. Students requiring EL or Special Education services also receive supports via an inclusive model. EL and Special Education teachers receive the same observation and coaching to ensure consistent and effective growth and development. This year, the school increased the following FTEs in achievement gap areas:

- Literacy Specialists: added first 1.0 FTE position at the Richfield Middle School
- Math Specialists: added 1.5 FTE at Bloomington Elementary and Richfield Middle School
- EL Teachers: added .3 FTE at Richfield Elementary and Middle School
- Special Education Teachers: added 1.0 FTE at Richfield Elementary School

While the school's percentage of teachers with advanced degrees is significantly lower than other low-poverty schools, its percentage of licensed teacher is roughly comparable, and its percentage of experienced teachers is steadily increasing. The school is dedicated to using data to place students from under-resourced populations with effective, experienced, in-field teachers. In response to declining Math scores at certain grade levels and identification for targeted EL support, the school has increased its staffing levels in both areas, implemented a new 6th grade Math curriculum, and provided ongoing training, especially for its effective and in-field, but inexperienced, EL and Special Education teachers. In addition, the Advisory Council recommends exploring transportation for afterschool homework help, free breakfast and tutoring opportunities, more online resources, and a re-evaluation of our Back to School night to support parents.

WBWF also 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.

The school's Richfield Campus student population is more diverse than its Bloomington Campus student population. While the school has much progress to make to reflect more fully its racial and ethnic student groups in its licensed teaching staff, it does have teachers who represent the African American, LatinX, and Asian Indian communities it primarily serves. The school's Bloomington Campus, however, does not yet have teachers who represent any of its racial and ethnic student groups, with its largest population Asian Indian students. The school's Bloomington Campus would need approximately 20 more licensed teachers to represent better its student population while the school's Richfield Campus would need approximately 10 more licensed teachers to reflect its racial and ethnic student groups. However, the school continues to make progress in its diversity and inclusivity work through its equity teams and with assistance from outside experts, and remains committed to guaranteeing all students equitable access to high-quality teachers, including more teachers of color. The following recruitment and retention efforts by the school are worth noting:

- Two of the Five or 40% of the above-mentioned FTE staffing increases were teachers of color
- Approximately 10% of staff are school staff of color compared with the state average of 5%
- Approximately 95% teacher retention rate from the 2018-19 to the 2019-20 school year

Staffing shortages in high-need areas, comparatively less funding than district public schools, and a growing and diversifying program have presented challenges as a charter public school. The school employs Special Education and EL Paraprofessionals according to need, allocating grant and general funds for teacher training and growth toward licensed teaching positions. Engagement in intentional and focused equity work has raised awareness and deepened understanding regarding the extensive and complex challenges involving race and ethnicity in relation to education. This is a historical problem with root causes that go back centuries, or, with respect to modern education, the result of unintended consequences of desegregation efforts a half-century ago. Present racial and ethnic disparities and gaps in education correlate to current housing policies, economic conditions, immigration reform, systemic racism, and white privilege. Among the efforts the school is making to address racial and ethnic equitable access and achievement gaps are the following:

- Diversity and inclusion is a key initiative in the school board's strategic plan
- Job postings, position descriptions, and interview questions have an equity focus
- Professional development, staff supports, and resource allocation prioritize equity goals

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.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that 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.

District/charter publicly reports data on an annual basis related to 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

| Goal | Result | Goal Status |
|--|---|--|
| <p><i>Each year, by February 1st, 60% of all the LEA's kindergarten students continuously enrolled since the first day of school will be able to identify all 26 lower and upper case letters and 80% will be able to count up to 30.</i></p> | <p><i>By February 1st, data showed that 50/76 kindergartener students or 65.79% were able to identify all 52 upper and lower case letters. By February 1st, data showed that 85% of students were able to count up to 30.</i></p> | <p><i>Check one of the following.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> <i>Goal Met (one year goal)</i> <input type="checkbox"/> <i>Goal Not Met (one year goal)</i> <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i> |

The school does not offer a pre-kindergarten program, and the goal above aligns with the school’s contract renewal with its Authorizer. In addition to this single skill proficiency data, kindergarten teachers administer and analyze quarterly interim assessments to provide a more complete measure of academic progress. Teachers participate in frequent and ongoing observation and receive actionable feedback to improve their instruction. PLCs meet semimonthly to share evidenced-based strategies and techniques. Teachers participate in professional development throughout the year and must achieve a minimum 3.0 overall proficiency on the Danielson Rubric as part of Q Comp. Additional data is collected and disaggregated through the following:

- Special Education evaluations
- WIDA and ACCESS exams
- QRI placement tests

Teachers and administrators collaborate on meaningful and relevant goal-planning and professional development. Strategies used by classroom teachers and specialists include:

- Teach Like a Champion and Envoy incorporate evidence-based instructional techniques to ensure methods are consistent with performance data and delivered effectively
- Second Step and Developmental Designs are integrated into elementary school morning meetings and middle school advisories to provide social-emotional support
- Equity training focuses on raising classroom awareness and engagement, reflecting students in the curriculum, and increasing parent and guardian involvement

All Students in Third Grade Achieving Grade-Level Literacy

| Goal | Result | Goal Status |
|---|---|---|
| <p><i>The LEA’s 4-year average in 3rd grade Reading proficiency will be greater than the state average in Reading proficiency + 10%.</i></p> | <p><i>The LEA’s 4-year average in 3rd grade Reading proficiency was 83.5%, 28.9% greater than the state average of 54.6% in Reading proficiency.</i></p> | <p>Check one of the following.</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> |

| Goal | Result | Goal Status |
|------|--------|--|
| | | <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i> |

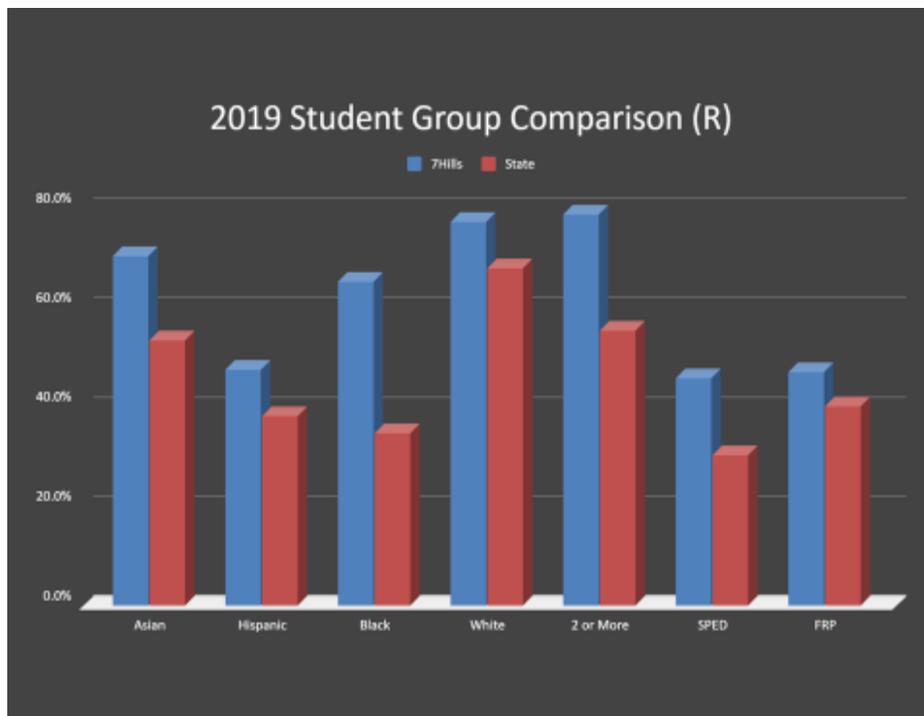
The school uses interim and state assessments to measure reading progress and identify literacy needs. The above data on 3rd grade reading proficiency demonstrate the school's success regarding this particular goal, a result that garnered recognition from the MDE. In addition to research-based and data-driven instructional strategies mentioned elsewhere, the school employs an enrichment program that includes effective and experienced Literacy Specialists who utilize strong Guided Reading strategies and A-Z programs and benefit from the schools robust coaching and observation process. The above Authorizer goal also includes an alternative QRI assessment stretch goal, which the school also nearly met:

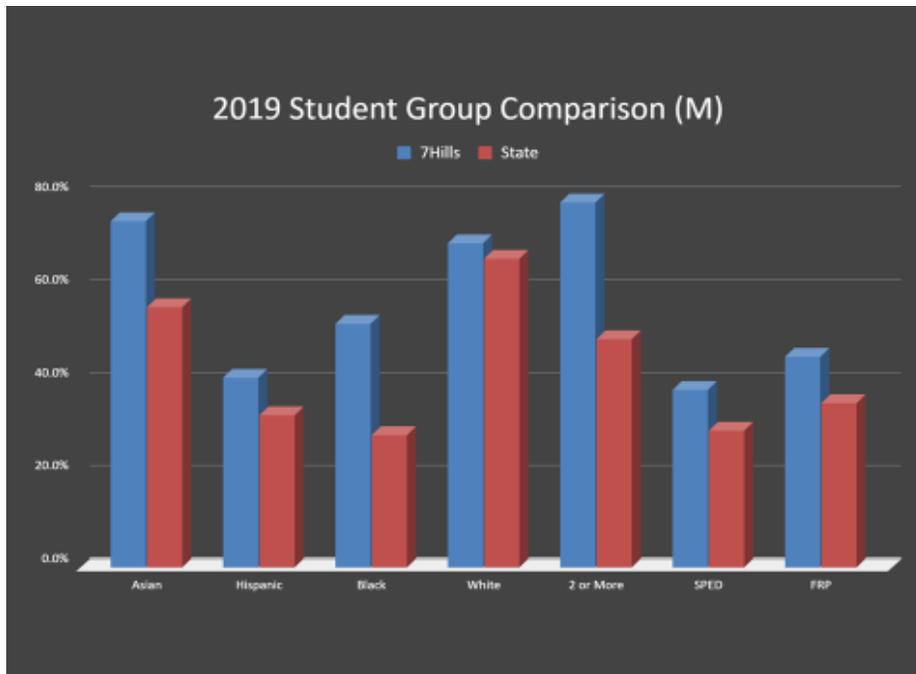
- The percentage of 3rd grade students who are absolute proficient at grade level on the QRI will be greater than 90%; in 2018-19, 84.8 % of 3rd grade students tested absolute proficient at grade level

Quarterly data analysis meetings and semi-monthly PLCs create opportunities for Literacy Specialists to collaborate with other teachers to track progress and make curricular and instructional adjustments as necessary. This ensures teachers remain focused on maintaining progress toward individual, classroom, and school-wide reading goals. As the school's EL population increases, greater cooperation between Literacy Specialists and EL teachers is proving beneficial in supporting classroom learning and instruction.

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|--|--|---|
| <p><i>The LEA's group proficiency should be greater than the state average proficiency for the same group in Reading and Math on the 2019 Minnesota Comprehensive Assessments.</i></p> | <p><i>The LEA's group proficiencies compared to the state's average proficiency for the same groups on the 2019 Minnesota Comprehensive Assessments are represented in the bar graph charts below.</i></p> | <p>Check one of the following.</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input checked="" type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |





The above 2019 data show the LEA outperforming the state in absolute proficiency in Math and Reading in each of the recognized student subgroups. This comparative data helps to show the school’s comparative progress in closing the achievement gaps as its student population has become more diverse than the state’s overall student population. Previous student demographic data in this report summary show the school continues to diversify, and elsewhere in this report summary are some of the school’s efforts to respond to this growth.

In particular, the school is focused on its EL population and their progress and proficiency, which is an additional achievement gap reduction goal in its Authorizer contract. This goal compares the LEA and state’s EL index and the percentage of EL students meeting their target and shows the state is outperforming the school

The school celebrates its diverse student population, and continues to engage in educational equity work to ensure an inclusive and supportive environment that identifies the needs and assets of all students. The school fundamentally believes that all students can learn, and its efforts to create a safe and welcoming culture resulted in high special education and multiracial attendance rates recognized by the MDE.

All Students Career- and College-Ready by Graduation

| Goal | Result | Goal Status |
|--|--|---|
| <p><i>The LEA's percentage of 8th grade students who perform above national average on a nationally normed secondary assessment will be greater than 50%.</i></p> | <p><i>62.1% of 8th grade students scored at or above the 50th percentile in Reading and 60% of 8th grade students scored at or above the 50th percentile in Math on the CTP.</i></p> | <p>Check one of the following.</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

The school changed its 8th grade assessment from ACT Aspire to CTP to align with its 5th grade assessment for the purpose of data trend analysis and the option of a writing test. In addition to CTP data, the middle school analyzes triennial interim assessments and the MCAs to measure growth and identify areas of improvement. The aforementioned increases in Math and EL staffing levels in addition to a new 6th grade Math curriculum endeavor to address the following academic needs:

- Reading: Decline in absolute proficiency from 63.7% to 63.2%
- Math: Decline in absolute proficiency from 51.4% 46.2%
- EL: Only 33.1% average progress toward target

The school offers a Classical education model focused on critical reading, writing, speaking and strong character development. This liberal arts emphasis ensures college and career readiness while also preparing students to be equity-focused, civic-minded, lifelong learners. Recent data show while STEM graduates make initially higher salaries in a constantly changing tech sector, liberal arts graduates earn more over time due to problem-solving, team-building, and adaptive skills resulting in management and leadership promotion. Our alumnus, a Harvard student working on the development of a new software app, confirmed the importance of such a well-rounded education.

All Students Graduate

| Goal | Result | Goal Status |
|---|---|--|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> | <p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p> |

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?*
- *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?*