

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

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, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@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

4159-07 Seven Hills Preparatory Academy

Grades Served

Please check all that apply:

Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade

WBWF Contact Information

WBWF Contact Name

Carl Schlueter

WBWF Contact Title

Executive Director

WBWF Contact Phone Number

612-314-7606

WBWF Contact Email

cschlueter@shpamn.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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 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.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

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 2019-20 school year.

Tuesday, October 20th

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Carl Schlueter

Role in District

Executive Director

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Joanie Jeffrey

Role in District

Assistant Principal

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Leslie Rimstad

Role in District

Parent and Community Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Tou Thao

Role in District

Enrollment Coordinator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kristina Baker

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kimberly White

Role in District

EL Paraprofessional

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ben Wanggaard

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Zoey Rimstad

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

TaQue Chatman

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Yanet Moreno

Role in District

Parent and Community Member

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

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)

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. 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. For SY 20-21, the school budgeted to increase the FTEs in achievement gap areas:

- Literacy Specialists: added .5 FTE position at the Richfield Elementary School
- Math Specialists: added .5 FTE at the Richfield Elementary School
- EL Teachers: added .5 FTE at Richfield Elementary and Middle School
- Special Education Teachers: added 1.0 FTE at Richfield Elementary School

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 increased its specialist staffing levels in these areas, budgeted for a new middle school Math curriculum, and provided ongoing training, especially EL and Special Education teachers.

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)

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 continues to progress in its diversity and inclusivity work through its equity teams and remains committed to guaranteeing all students equitable access to high-quality teachers, including more teachers of color. The following recruitment and retention efforts are of note:

- 3 EL and Interventionist staffing increases involved teachers of color
- Expanded hiring search to include equity-minded teaching programs and HBCUs
- 95% teacher retention rate

The school employs Special Education and EL Paraprofessionals according to need, allocating grant and general funds for training and growth toward licensed teaching positions. Among the efforts 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
- Equity forums involving parents and community members to identify areas of success and growth

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?

(200 word limit)

The school's Richfield Campus student population is more diverse than its Bloomington Campus student population, which has teachers who represent the African American, Latinx, and Asian Indian communities it primarily serves. In addition, the school has staff who are Indian and Hmong, but none who are Tibetan, which is a small portion of the school's population. Unlike the school Richfield Campus, the school's Bloomington Campus does not yet have teachers who represent any of its racial and ethnic student groups, with its largest population Indian students. The school's Bloomington Campus would need approximately 20 more teachers, one American Indian, to represent its student population. The school's Richfield Campus would need approximately 10 more teachers, one American Indian, to reflect its racial and ethnic student groups. The percentages below show an overall trend toward a more diverse student population:

- Bloomington K-5: Students of Color 37.6%/39.6%, FLP 14.1%/17.0%, EL 9.6%/11.8%
- Richfield K-4: Students of Color 59.8%/61.8%, FLP 25.8%/34.4%, EL 16.0%/17.2%
- Richfield 6-8: Students of Color 46.0%/47.3%, FLP 32.2%/27.2%, EL 11.7%/10.5%

Engagement in intentional and focused equity work has raised awareness and deepened understanding of the extensive and complex historical and systemic challenges involving racial and ethnic inequities in education.

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)

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. Previous student demographic data in this report show the school continues to diversify, and elsewhere in this report summary are some of the school's efforts to support this growth. The school celebrates its diverse student population in its programming, and continues to engage in educational equity work to ensure an inclusive and supportive environment that identifies the needs and assets of all students and families. The school fundamentally believes all students can learn, and endeavors to create a safe and inclusive learning space for everyone. Racial equity issues intensified socio-politically toward the end of the 2019-20 school year and proved difficult to fully address during the distance learning period. However, the school maintained its commitment to anti-racism and educational equity and believe its community emerged from this challenging period more resilient and committed to this effort. Specific strategies that support the above beliefs include: posting open positions to reach communities of color, including equity commitments in job postings, including diversity and inclusivity question in job interviews, creating and sustaining cultural affirmation and anti-racism efforts.

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 2019-20 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

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

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.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

By February 1st, 82% of all the LEA's kindergarten students continuously enrolled since the first day of school were able to identify all 26 upper and lower case letters, and 72% were able to count up to 30.

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?

(Narrative is required. 200 word limit)

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. Due to the pandemic and subsequent school closure, some of the aforementioned expectations were not able to be met. 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 teachers 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 family access and involvement in the school

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 2019-20 school year.

At the conclusion of FY2023, the LEA's third-grade proficiency rates (students who meet or exceed standards) for the most recent four years will average no less than 10 points higher than the state average in reading, or each year at least 90% of the 3rd-grade students will be at grade level-proficiency on a standardized literacy benchmark assessment.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to Report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

The school uses interim, state, and nationally-normed assessments to measure reading progress and identify literacy needs. Due to the pandemic and subsequent school closure, only fall interims, limited nationally-normed assessments, and no state tests were administered. In addition to research-based and data-driven instructional strategies, the school employs an enrichment program that includes effective and experienced Literacy Specialists who utilize strong Guided Reading strategies and Learning A-Z programs and benefit from the schools robust coaching and observation process. In addition to its Authorizer goal, the school sets an alternative QRI assessment stretch goal (from winter):

- The percentage of 3rd grade students who are absolute proficient at grade level on the QRI will be greater than 90%; in 2019-20, 99% 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 will prove beneficial in supporting classroom learning and instruction.

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

Yes

All Students in Third Grade Achieving Grade-Level Literacy

Goal

Provide the established SMART goal for the 2019-20 school year.

- Each year, the LEA proficiency rates will exceed the state-average proficiency rates for the same grades served by the LEA in math, reading, and science.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to Report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

See previous response.

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 2019-20 school year.

- Each year, for each subgroup other than English Learners, for which the LEA had publicly-reportable / sufficient counts: the LEA's proficiency rate will exceed the state-average proficiency rate for the subgroup for each reading and math.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to Report

Goal Status

Check one of the following:

Unable to report

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?

(Narrative is required. 200 word limit)

Previous student demographic data in this report show the school continues to diversify, and elsewhere in this report summary are some of the school's efforts to support this growth. 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 and families. The school fundamentally believes all students can learn, and endeavors to create a safe and inclusive learning space for everyone. Although this was tested during the distance learning period, the school emerged more resilient and committed to this effort. Understanding the critical value of social-emotional learning and mental health and wellness, the school continues to provide daily programs during its elementary school morning meetings and middle school advisories. These relationally-focused classroom and small group supports are extended through direct individual services, including a CARES mentoring program through which staff volunteer to provide additional support and guidance to students throughout the school year in partnership with their parents. For additional information in response to this question, please see the narrative associated with Question 19, the goal for which we do have limited data to report on results.

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

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

- English-Learners: As published by the Minnesota Department of Education, for each year the LEA has publicly-reportable / sufficient counts of English-Learner students: the LEA's English Learners will average higher progress towards target than the statewide average, and the LEA's percentage of English Learners who met or exceeded their targets will exceed the statewide average.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

2019 EL ACCESS SUMMARY RESULTS • Total Students Tested: 112 • Average Proficiency: 3.52 (out of 6) • Number of Students Exited: 12 (11%) • Number of students who met their target proficiency score: 30 (27%) 2020 EL ACCESS SUMMARY RESULTS • Total Students Tested: 116 • Average Proficiency Level: 3.68 (out of 6) • Number of Students Exited: 17 (15%) • Number of students who met their target proficiency score: 40 (34%)

Goal Status

Check one of the following:

Met All (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?

(Narrative is required. 200 word limit)

The above 2019 EL ACCESS data show the LEA is making progress in the area of EL learning and instruction. This comparative data helps to show the school's summary growth in supporting EL students specifically and closing the achievement gaps generally as the school's EL and overall student populations have become more diverse than the state's. The summary data is further disaggregated by district assessment coordinators working with teachers and in consultation with administration. The school is especially focused on its EL students' progress and proficiency, which is an additional achievement gap reduction goal in its Authorizer contract and a recent focus area targeted by the state. The school has recently increased its FTE in EL and provided workshop and training opportunities to EL teachers. In addition, the school has assigned EL program coordination duties to ensure a reliable and effective ongoing process for screening, referral, instruction, assessment, and analysis. This process is situated within and connects to the schools previously-mentioned comprehensive program consisting of data-driven instruction, interim assessments, frequent team meetings, RTI utilization, and the coaching and observation of best practices. All of this is summarily reviewed in biennial comprehensive needs assessment and reflected in school-wide goals and reports.

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 2019-20 school year.

The LEA's percentage of 8th grade students who perform above national average on a nationally normed secondary assessment will be greater than 50%.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

57% of 8th grade students scored at or above the 50th percentile in Reading and 63% of 8th grade students scored at or above the 50th percentile in Math on the CTP.

Goal Status

Check one of the following:

Met All (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?

(Narrative is required. 200 word limit)

The 8th grade CTP aligns with the 5th grade CTP to establish data trend analysis. In addition to CTP data, the middle school analyzes triennial interim assessments (only offered in the fall due to the school closure) and the MCAs to measure growth and identify areas of improvement. Recent increases in Math and EL staffing levels in addition to a new 6th grade Math curriculum endeavor to address a previously-reported declines in Math growth and proficiency at certain grade levels. The data is disaggregated and further analyzed by district assessment coordinators and teachers at regularly-scheduled assessment meetings in cooperation with administration, which collectively assesses the aggregate and disaggregate data at its biennial comprehensive needs assessments. The school offers a Classical education model in the democratic classicist tradition that emphasizes critical reading, writing, speaking and character development. A liberal arts focus ensures college and career readiness and prepares students to be equity-focused, civic-minded, lifelong learners. Past Advisory Council recommendations in process include a free breakfast program and more online resources. The Advisory Council presently recommends considering additional personnel or further training as well as a family engagement coordinator to support access, success, and more effective outreach to families in the community.

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?

No

Goal

Provide the established SMART goal for the 2019-20 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Goal Status

Check one of the following:

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?

(Narrative is required. 200 word limit)

Thank You!

Thank you for completing the 2019-20 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, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1605824222_5fb6eede358710.23229364&sg_navigate=start