

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

## Report Instructions and Information

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### Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019. Save your specific survey link for easy access to your district/charter's summary report.

Contact Jeanne Redfield at [jeanne.redfield@state.mn.us](mailto:jeanne.redfield@state.mn.us) if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

## Cover Page

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### District or Charter Name

Higher Ground Academy

### Grades Served

### Please check all that apply:

Kindergarten - 12th grade

### WBWF Contact Information

#### WBWF Contact Name

Samuel Yigzaw

#### WBWF Contact Title

Executive Director

#### WBWF Contact Phone Number

6123250085

#### WBWF Contact Email

samuel@hgacademy.org

**Did you have an MDE approved Achievement and Integration plan**

**implemented in the 2018-19 school year?**

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

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

No

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

**A&I Contact Name**

**A&I Contact Title**

**A&I Contact Phone Number**

**A&I Contact Email**

## **Annual Report**

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

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

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

<https://www.hgacademy.org/ourpages/auto/2015/9/2/23306325/2019%20HGA%20annual%20report.pdf>

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

## **Annual Public Meeting**

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

**Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.**

September 10, 2019 (for K - 6 parents) and September 12, 2019 for high school parents

## **World's Best Workforce**

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### **District Advisory Committee**

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

**Complete the list of your district advisory committee members for the 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).**

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Abdirahman Ahmed	Family Liason	
District Advisory Committee Member	Awil Hussein	Parent	
District Advisory Committee Member	Pamela LaMnanna	Teacher	
District Advisory Committee Member	Samuel Yigzaw	Executive Director	
District Advisory Committee Member	Abeer Aburia	Assistant Principal	
District Advisory Committee Membe	Neliya Tkachenko	Board Member	
District Advisory Committee Member	Faisal Wako	Teacher	
District Advisory Committee Member	Fowzia Mohamud	Parent	
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District Advisory Committee Member			

**Complete the list of your district advisory committee members for the 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).**

**District Advisory Committee Member**

See list above

**District Advisory Committee Member**

See list above

## Equitable Access to Effective and Diverse Teachers

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

**While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:**

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

In the reporting school year, the leadership was comprised of teachers/teacher leads, an Assistant Principal, other school leaders and the Executive Director. The school operates from one building. Therefore, equity across buildings is not an issue for this school. However, equity among classroom is. Naturally, some teachers had more training and experience than others. Therefore, the school leadership team has been trying to address this problem with ongoing staff development opportunity for teachers who are not as experienced as others.

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?

(200 word limit)

Obviously, students taught by inexperienced teachers did not perform as well as those taught by those with more experience. The school's approach for dealing with this gap is to deal with it through ongoing staff development for those with less experience.

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)

As said in response to the previous question, staff development for new teachers has been the approach. Furthermore, the school will work on teacher retention because every time a teacher leaves his/her teaching position with the school, he/she is replaced by someone with less experience.

**WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.**

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

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

(200 word limit)

Truly, our staff is very diverse. In addition to diversity among our U.S. born teachers, we have teacher from Liberia, Cameron, Ethiopia, Somalia, Korea, Spain. In addition, eight out of twenty-six (31%) of our elementary teachers are men. All four of our Special Education teachers are teachers of color.

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

**(200 word limit)**

As reported on the previous question, we are not experiencing this problem.

**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)**

Our goal is to maintain or increase the present level. To the most part, the teachers from communities are helping us recruit diverse teachers. We will continue working with them.

## **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.**

**Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report 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 2018-19 school year.**

We will have immunization record on all entering Kindergarten students.

## Result

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

One hundred percent (100%) of entering students submitted immunization record.

## Goal Status

**Check one of the following:**

Goal Met (one year goal)

## Narrative

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

What strategies are in place to support this goal area?

How well are you implementing your strategies?

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

**(Narrative is required. 200 word limit)**

Initially, it was difficult to get the records from some of the families. However, we were able to do so with the support of family liaisons.

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

No

## All Students in Third Grade Achieving Grade-Level Literacy

**Does your district/charter enroll students in grade 3?**

Yes

## Goal

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

N/A

## Result

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

Measure 5.1 [RG3] – .25%: From FY16 to FY19, the school's aggregate proficiency index score for grade 3 students will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 43.5).

## Goal Status

### Check one of the following:

Goal Met (one year goal)

### Narrative

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

What strategies are in place to support this goal area?

How well are you implementing your strategies?

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

**(Narrative is required. 200 word limit)**

We used third grade MCA score for FY16 - FY 19. Data was segregated by gender, Free and Reduced Lunch, EL, Special Ed. Goals are being met, with the exception of EL and special ed. students. Staff development and additional staffing (to reduce student teacher ration has been our approach).

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

No

## Close the Achievement Gap(s) Between Student Groups

### Goal

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

From FY16 to FY19, the school's aggregate proficiency index score will be greater than that of the resident district (ISD 625 – St. Paul Public Schools) for the same grades (3-8, 10).

### Result

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

The aggregate reading proficiency index for the St. Paul Public schools is 49.4 points. This is 16.8 points below HGA's. Based on that HGA Exceeds this standard.

## Goal Status

### Check one of the following:

Goal Met (one year goal)

## **Narrative**

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

What strategies are in place to support this goal area?

How well are you implementing your strategies?

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

**(Narrative is required. 200 word limit)**

We used third grade MCA score for FY16 - FY 19. Data was segregated by gender, Free and Reduced Lunch, EL, Special Ed. Goals are being met, with the exception of EL and special ed. students. Staff development and additional staffing (to reduce student teacher ration has been our approach)

## **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 2018-19 school year.**

In math, From FY16 to FY19, the school's aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8, 11).

### **Result**

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

HGA Exceeds this standard because the schools FY16 – FY19 aggregate score for the FRP population is 11.6 points higher than the State's 52.4 points

### **Goal Status**

**Check one of the following:**

Goal Met (one year goal)

## **Narrative**

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

What strategies are in place to support this goal area?

How well are you implementing your strategies?

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

**(Narrative is required. 200 word limit)**

MCA data, segregated by the demographic attributes of the student population is used. We have both after school and during school support for struggling students. Trend data FY16 to FY19 shows continued growth. Therefore, our approach is working.

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

No

## All Students Career- and College-Ready by Graduation

### Goal

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

From FY16 to FY19, the aggregate percentage of graduates that are accepted into at least one college prior to graduation will be at least 60.0%.

### Result

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

Acceptance into a postsecondary education institution is a condition for graduation from HGA. Therefore, all students who graduated from the school have submitted copies of their college admission letter to the school prior to graduation. Therefore, the college admission rate for the school from FY16 to FY19 is 100%. HGA exceeds on this standard.

### Goal Status

**Check one of the following:**

Goal Met (one year goal)

### Narrative

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

What strategies are in place to support this goal area?

How well are you implementing your strategies?

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

(Narrative is required. 200 word limit)

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

No

## All Students Graduate

**Does your district/charter enroll students in grade 12?**

Yes

### Goal

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

From FY16 to FY19, the aggregate percentage of graduates that earned college credit prior to graduation will be at least 20.0%.

## Result

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

The aggregate % of seniors who earned college credit prior to graduation was 45%. Therefore HGA exceeds this standard.

## Goal Status

**Check one of the following:**

Goal Met (one year goal)

## Narrative

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

What strategies are in place to support this goal area?

How well are you implementing your strategies?

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

**(Narrative is required. 200 word limit)**

Active monitoring, tutorials for struggling students, frequent contact with parents are some of the strategies that are used to increase graduation rates. These strategies have been working.

**Do you have another goal for All Students Graduate?**

No

## Achievement & Integration

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

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

## Thank You!

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

**[http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1574113069\\_5dd30f2dbcba79.50569587&sg\\_navigate=start](http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1574113069_5dd30f2dbcba79.50569587&sg_navigate=start)**