



2016-17 World's Best Workforce Report Summary

District or Charter Name: Yinghua Academy

Grades Served: K-8

Contact Person Name and Position: Susan Berg, Executive Director

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: 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.]

On September 18, 2017, the School Board of Yinghua Academy voted to approve the 2016-17 Annual Report. On October 1, 2017, the document was uploaded to the Yinghua Academy website and shared with Friends of Education, the school's authorizer. This is the link to the published document:
<https://www.yinghuaacademy.org/wp-content/uploads/2010/10/Yinghua-Academy-Annual-Report-2016-17.pdf>.

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

The date of the Yinghua Academy School Board annual public meeting to review progress from the 2016-2017 school year was May 1, 2017.

1c. District Advisory Committee

[Note: 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 2016-17 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 Member	Role in District
Sue Berg	Staff (Yinghua Academy Executive Director)
Mei Chen, Committee Chair for last part of the school year	Parent, Yinghua Academy School Board Member
Shumei Lai	Teacher, Yinghua Academy School Board Member
Luyi Lien	Staff (Yinghua Academy Academic Director)
Karen Lu, Committee Chair for first part of the school year	Parent, Past School Board Chair
Lisa Matre	Parent, Yinghua Academy School Board Chair
Raquel Mayorga	Parent
Ruth Straub	Parent
Chris Ziolkowski	Community Member, School Board Member

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p>The established “Ready for Kindergarten” SMART goals for the 2016-17 school year are:</p> <p>Goal 1: Before beginning kindergarten at Yinghua Academy, 100% of incoming kindergarten parents (or guardians) will share with Yinghua the results of their children’s Early Childhood Screening reports.</p> <p>Goal 2: Before beginning kindergarten at Yinghua Academy, 100% of incoming kindergarten parents (or guardians) will share with Yinghua documentation of their child’s immunizations or a notarized immunization waiver.</p>	<p>These are the 2016-2017 school year results that tie directly back to the that established goals.</p> <p>Goal 1: During the 2016-17 school year, Yinghua had Early Childhood Screening reports on file for 98% of kindergarten students. These reports are filed by the Health Office staff and teachers have access to this information.</p> <p>Goal 2: During the 2016-17 school year Yinghua had immunizations or notarized waivers on file for 99% of kindergarten students. The Health Office took the lead on making sure that students submitted this information to the school. Health Office staff asked every parent to check in with them during the April Kindergarten Roundup and at our August Meet Your Teacher events.</p>	<p><input checked="" type="checkbox"/> Goal 1 Not Met (by 2%)</p> <p><input checked="" type="checkbox"/> Goal 2 Not Met (by 1%)</p>

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

Goal	Result	Goal Status
<ul style="list-style-type: none"> Our goal is for all students to demonstrate reading proficiency throughout the primary grades. By third grade, 100% of students will be at or above grade level on the Northwest Evaluation Association assessments (NWEA) which reports highly accurate norm-referenced scores. Based on the outcomes of the assessment, students may qualify for support through intervention services. 	<p>Students who are “at grade level,” score at or above the 50th percentile. As measured by the NWEA Survey with Goals (MAP), the percent proficient rate for 103 students tested in grade 3 was 69.9% (72 students).</p> <p>In accordance with immersion teaching best practices, Yinghua Academy delays the teaching of English until grade 2. We believe that this delay accounts for our lower than desired Reading proficiency rates in grade 3.</p>	<input checked="" type="checkbox"/> <i>Goal Not Met</i>

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

Goal	Result	Goal Status
<p>Part 1: By the conclusion of FY 2017, 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.</p> <p>Part 2: In addition, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate will be reduced each year in both reading and math.</p>	<p>Part 1: The first part of the goal, regarding proficiency rates for all subgroups for which data is reportable, was partially met. Groups assessed were Asian, Black/African American, White, Special Education, and FRP.</p> <p>Part 2: The second part of the goal was met: By the conclusion of FY 2017, for both reading and math, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate was reduced in both reading (from 61.4% proficient to 79.6% proficient) and math (81.8% proficient to 88.7% proficient).</p>	<input checked="" type="checkbox"/> Goal Not Met (Part 1) <input checked="" type="checkbox"/> Goal Met (Part 2)

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

Goal	Result	Goal Status
During the 2016-17 school year 100% of students in grades 5-8 will participate in Discovery Class and the school will host at least one high school readiness event for current students and parents.	100% of students in grades 5-8 participated in the weekly Discovery Class, and the school hosted a high school panel of area private, charter and district high schools.	<input checked="" type="checkbox"/> Goal Met

2e. All Students Graduate

Goal	Result	Goal Status
In June 2017, 100% of students enrolled in 8th grade will graduate from Yinghua Academy.	<p>The school met its 8th grade graduation goal with 48/48 students graduating on June 8, 2017. This was Yinghua’s largest graduating class to date. Students went on to district public high schools, charter public high schools, and area private schools.</p> <p>Yinghua Academy is a K-8 charter public school and does not enroll students in 12th grade. However, Yinghua believes that its 8th grade graduates are well equipped for high school success. 100% of Yinghua graduates who have reached grade 12 level have completed that grade and have graduated from high school.</p>	<p><input checked="" type="checkbox"/> <i>8th Grade Graduation Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

3. Identified Needs Based on Data

- Gap identified. Before the beginning of the 2016-17 school year, we observed an assessment scores gap between FRL-eligible students and FRL-non-eligible students.
- Data reviewed to identify gap: NWEA and MCA test scores and Free and Reduced Price lunch eligibility.
- Action: Last year Yinghua used Title I funds to provide intensive academic support for academically-disadvantaged students.

4. Systems, Strategies and Support Category

4a. Students

- Assessing and evaluating students: Yinghua administers the nationally-normed NWEA reading and mathematics assessments. Results are analyzed by teachers and administrators, shared with parents and used to determine learning goals. Our charter contract with Friends of Education designates three comparison districts—Minneapolis, St. Anthony/New Brighton, and Minnetonka. Yinghua's 2017 MCA proficiency rates outperformed our three comparison school districts.
- Process: The process used to disaggregate data by student group includes scrutiny of test scores by an administrative team including the Special Education Coordinator, English Language Arts Assessment Coordinator, Chinese Language Arts Assessment Coordinator, Academic Director, and Executive Director. The group uses DDI and meets on an ongoing basis to review standardized test scores.
- Students are supported through small group instruction. In classes such as English Language Arts, more than one teacher is assigned per class in order to facilitate small groups and specifically to support at-risk students.
- Grouping of students. To facilitate differentiation, students are grouped with others who have similar skills development.
- Strategy: Ongoing assessments are performed to guide instruction. Three times per year, NWEA tests are administered to evaluate student progress.

4b. Teachers and Principals

During the 2016-17 school year, systems were in place to review and evaluate the effectiveness of instruction and curriculum and to evaluate teachers and the principal (Executive Director/CEO).

- Instruction: Teachers submit weekly lesson plans to the Academic Director for review, participate in monthly curriculum map “check-ins” and weekly curriculum planning meetings.
- Curriculum: The school has implemented Professional Learning Communities for all instructional staff and trains staff in Differentiated Instruction. Language curricula are aligned across Chinese and English.
- Teacher evaluations: Teachers are evaluated three times per year. All teachers are evaluated annually in the following nine categories: Job Knowledge, Accountability; Commitment to Quality; Planning and Organization; Problem Solving; Communication; Cooperation; Internal Reporting and Compliance; and Judgment. Peer review occurs during Terms I and II.
- Principal evaluations: The Executive Director and Academic Director create annual professional development plans. The Executive Director is evaluated annually by the School Board. The Executive Director/CEO and the Academic Director are evaluated annual in the following nine categories: Job Knowledge, Accountability; Commitment to Quality; Planning and Organization; Problem Solving; Communication; Cooperation; Internal Reporting and Compliance; and Judgment.

4c. District

- Technological learning is integrated into classroom learning. Seventh and eighth graders have school-issued iPads. Assignments in science, English and social studies may be issued via iPad and texts often are provided via this medium. At all ages, Chinese teachers use web-based tools such as iChinese Reader, IQChinese, 5QChannel, VoiceThread, Lexia, Accelerated Reader, and Renaissance.com. Regular video-conferencing takes place between Yinghua students and sister school peers in Taiwan and China. Students on both ends of the conversation are given conversation tools and prompts on a range of topics and themes.
- Collaborative professional culture: The school uses coordinates Professional Learning Communities for all instructional staff. An ongoing, job-embedded program of professional development is in place for staff and 100% of staff participated last year. Coaching meetings with education consultant Nathan Eklund took place during the 2016-17 school year to promote leadership development. Q-Comp leadership meets monthly and Weekly team planning time was added to the schedule to facilitate common planning.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- Yinghua Academy is a performance-based school. No employees have tenure. Each year, in their evaluation meetings with school administrators, teachers are asked to assess whether returning to teach at Yinghua is a good fit for them. Answers to these questions are considered conscientiously with an eye toward retaining the best teachers for all learners. All students at Yinghua Academy have equal access to experienced, licensed, and in-field teachers and who help them reach their potential.
- Student placement in classes is done with an eye toward equity. All teachers, whether new or experienced, are assigned a set of students with a range of learning styles and academic achievement. Every teacher has a mix of students of different backgrounds.
- All teachers are licensed, either by state issued license or by MDE-approved applications for community expert permission waivers for language immersion teachers. Immersion teachers' expertise is fluency and literacy in Mandarin Chinese.
- Ongoing, high-quality professional development is a school-wide commitment as is rigorous teacher evaluation including peer observation and coaching.
- The Academic Director annually presents to the Academic Committee (which serves as Yinghua's district advisory committee and reports to Yinghua School Board) new teacher qualifications and school-wide teaching assignments.