##

2014-2015 World’s Best Workforce Report Summary

District or Charter Name: Yinghua Academy 4140-07

Contact Person Name and Position: Susan M. Berg, CEO/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 fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by December 1, 2015 to MDE.WorldsBestWorkForce@state.mn.us.

STAKEHOLDER ENGAGEMENT

Following is the electronic link to the Yinghua Academy 2014-15 Annual Report. On Friday, October 23, 2015, this document was emailed as an attachment to parents and guardians of current students, members of the School Board and members of the public who have asked to be copied on School Board correspondence. Accompanying the report was a cover letter, also linked below, from the School Board Chair, Ms. Karen Lu and the school’s CEO/Executive Director, Mrs. Susan Berg. In addition, the Annual Report is posted on the school’s website under About Us/School Management/Annual Report.

<http://www.yinghuaacademy.org/wp-content/uploads/2010/10/2014_15-ANNUAL-REPORT-FINAL.pdf>

<http://www.yinghuaacademy.org/wp-content/uploads/2010/10/2015-Annual-Report-Letter.pdf>

ANNUAL PUBLIC MEETING

The School Board of Yinghua Academy met at a public meeting on Monday, September 21, 2015, and the 2014-15 Annual Report was approved during this meeting. The minutes from this meeting are linked below.

[Link to September 2015 School Board Meeting Minutes](http://www.yinghuaacademy.org/wp-content/uploads/2015/10/150921-Board-Minutes-FINAL.pdf)

**DISTRICT ADVISORY COMMITTEE**

At Yinghua Academy, the Academic Committee serves as a district advisory committee in matters concerning academics and makes recommendations to the School Board. Members of this committee, listed here, reflect the diversity of the school and include teachers, school board members, parents, community members and school administrators: Sue Berg (CEO/Executive Director); Kimberly Gill (Teacher; English Language Arts, Grades 2-3); Luyi Lien, Ph.D. (Committee Co-Chair; Academic Director); Li-Chen Lin (Teacher, Middle School Math); Karen Lu (School Board Chair, parent); Suzanne Reider (Committee Co-Chair; community constituent member of the School Board); Ruth Straub (parent); and Rachel Walker (parent). Because Yinghua Academy is a K-8 school, with students ages 5-14, the Academic Committee does not include Yinghua students who lack the maturity to participate meaningfully as members of the committee.

The mission of the Academic Committee is to prepare students to be engaged and productive global citizens by providing a research-based, rigorous, Chinese immersion educational program; to develop an ongoing, job-embedded program of professional development for staff; and to serve as Yinghua Academy's World's Best Workforce Advisory Committee.

## GOALS AND RESULTS

| **SMART Goal** | **2014-2015 Goals** | **2014-2015 Goal Results** |
| --- | --- | --- |
| **All Students Ready for Kindergarten**  | *Not applicable. Yinghua Academy does not enroll pre-K students.*  | *N/A* |

|  |  |  |
| --- | --- | --- |
| **All Students in Third Grade Achieving Grade-Level Literacy** | *By the conclusion of FY 2017 school year, according to our contract goal with Friends of Education, our authorizer, the school-wide proficiency rate will be no less than 75% for grades 3-5 (consolidated) to reflect the research-based increase in native language acquisition over time in immersion programs.* | *During the 2014-15 school year MCA reading proficiency was 83.1% in grades 3-5.* |

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| --- | --- | --- |
| **Close the Achievement Gap(s) Among All Groups** | *By the conclusion of FY 2017, for both reading and math, the subgroup proficiency rate will be no less than [One-half of (100-2013 subgroup proficiency rate)] + 2013 subgroup proficiency rate; and 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. 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.* | *There are four sub-groups for which the school had publicly-reportable, sufficient counts in 2013. These four subgroups were: Asian, White, Special Ed, and FRL students. The following \*****Chart Indicating Achievement Gap Results*** *shows the student counts (N) in each year for each sub group. The results show that White students and Asian students are on track. However, special education and free-reduced lunch students showed little to no progress, indicating the school must focus attention and support on these two groups of students in order to meet this goal by FY17.* |

**\*Chart Indicating Achievement Gap Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | [One-half of (100 – 2013 subgroup proficiency rate)] + 2013 subgroup proficiency rate | 2013 | 2014 | 2015 |
| Reading | Math | Reading | Math | Reading | Math | Reading | Math |
| Asian | 74.4 | 79.4 | 73.7N=133 | 87.2N=133 | 76.6N=141 | 85.1N=141 | 83.4N=145 | 84.1N=145 |
| White | 82.6 | 83.4 | 75.0N=84 | 91.7N=84 | 85.4 N=89 | 94.3N=88 | 83.9N=143 | 86.0N=143 |
| Special Ed | 66.5 | 66.0 | 34.5N=29 | 65.5N=29 | 51.7N=29 | 58.6N=29 | 51.4N=35 | 51.4N=35 |
| FRP | 69.4 | 70.8 | 59.1N=22 | 77.3N=22 | 58.6N=29 | 69.0N=29 | 70.7N=41 | 65.9N=41 |

|  |  |  |
| --- | --- | --- |
| **All Students Career- and College-Ready by Graduation**  | *Not applicable. Yinghua Academy, a K-8 school, does not enroll HS students, specifically seniors.* | *N/A* |

|  |  |  |
| --- | --- | --- |
| **All Students Graduate** | *Not applicable. Yinghua Academy, a K-8 school, does not enroll HS students, specifically seniors.* | *N/A* |

IDENTIFIED NEEDS BASED ON DATA

Yinghua’s academic performance is exceptional. In 2014-2015, the school was designated as a REWARD School, indicative of a ranking in the top 15% of Title I schools based on the Multiple Measurement Rating (MMR). Most impressively, Yinghua received two prestigious awards: the school was one of five (out of 851) Confucius Classrooms world-wide to receive a Confucius Classroom of the Year award and MDE nominated the school, one of only eight schools in the state, for the National Blue Ribbon School Award through the United States Department of Education. Yet, we are committed to maximizing every student’s potential.

##  In 2014, the entire school’s reading proficiency score on MCA Reading was 78.8% and increased to 83.1% in 2015. While the overall proficiency increased, there are two groups of students who we will focus on:

## One group is the third graders. In 2014, 68.7% of these students met or exceeded the proficiency level. In 2015, 69.7% of third grade students met or exceeded the proficiency level, only a 1% increase. GOAL: The percentage of all students in grade 3 at Yinghua Academy who will meet or exceed the standards for MCA Reading will increase from 69.7% in 2015 to 72.0% in 2016.

## The other group is the free/reduced lunch students. In 2014, 58.6% met or exceeded the reading proficiency level. In 2015, 70.7% of free/reduce lunch students met or exceeded the reading proficiency level, which was a great improvement from the previous year. However, the school's non-free/reduced lunch students' proficiency level was 85.0%. This difference of 14.3% is significant. GOAL: The difference between the free/reduced lunch students and non- free/reduced lunch students in grades 3-8 at Yinghua Academy who meet or exceed the standards for MCA Reading will decrease from 14.3% in 2015 to 10% in 2016.

1. The school’s MCA Mathematics proficiency percentages from 2011 to 2015 were 82.8%, 90.8%, 89.0%, 88.8%, and 84.4% respectively. Although the overall proficiency percentages are solid, data does indicate a 4% drop from 2014 to 2015. On close analysis of each grade group and sub group, it is the free/reduced lunch student group whose scores have decreased: from 2011 to 2015, the free/reduced lunch students who earned achievement levels of 62.5%, 80.8%, 77.3%, 69.0%, and 65.9% respectively. This data suggests Yinghua needs to provide extra support to free/reduced lunch students. **GOAL: The percentage of free/reduced lunch students in grades 3-8 at Yinghua Academy who will earn achievement levels which meet or exceed the MCA Mathematics standards will increase from 65.9% in 2015 to 70.0% in 2016.**

## SYSTEMS, STRATEGIES AND SUPPORT CATEGORY

**Students**

***Overall Systems:***

Yinghua uses Data Driven Instruction (DDI) to internally monitor learning and student performance. Tests in these subjects are given after the completion of each unit and summative assessments occur at the conclusion of each term. Immediately after testing, each grade or subject-team reviews assessment results with the Academic Director. Teachers submit an action plan and re-teach components as necessary. Yinghua also administers Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments to all students three times annually. These external test results assist teachers with differentiation and ensure that the curriculum is well timed to prepare students for success on MCA assessments. Student progress and curricular updates are shared with parents on a weekly basis on web-based “Classroom Pages” and via “Friday Folders,” which include corrected student work. Parent-teacher conferences, which are held each fall and spring, are attended by nearly 100% of parents. Report cards, mailed to parents at the end of each of the three terms, are systematic avenues for dialogue between the school and parents.

***Additional Support Strategies:***

1. *Hire an additional English teacher to allow for lower teacher/student ratio for primary immersion students who are not formally taught English until 2nd grade*
2. *Level students in English in grades 2-4 to maximize opportunity for differentiated instruction*
3. *Utilize reading intervention specialists to support students in grades 2-4 before school from 7:45-8:15AM and during morning meeting from 8:15-8:55AM*
4. *Support free/reduced lunch students specifically through Title I teacher support in push-in as well as short pull-out intensive sessions*
5. Sustain Homework FIRST, staffed by Chinese and English speaking teachers, for one-on-instruction in math and reading after school from 4:00-5:00PM. Offer this service at no cost for free-reduced lunch students.
6. *Adopt the Accelerated Reader program to assess, monitor, and improve students’ independent reading levels and reading comprehension*
7. *Utilize Lexia at school with students in KG-3 and encourage to take advantage of the at-home application availability provided to all families*
8. *Incorporate peer tutors and reading buddies to offer student-to-student support through the Student Life Organization led by 7th and 8th graders*

**Teachers and Principals**

 ***Overall systems:***

Yinghua recruits, develops, and strives to retain outstanding teachers and administrators. The last two years saw teacher retention rates of 89% and 93%. Although seventy-eight percent (78%) of Yinghua’s teachers have advanced degrees in their fields, the school invests significant effort to train its teachers on critical topics such as differentiated instruction, professional learning communities, US and Chinese cross-cultural competencies, responsive classroom methods, and integrating technology into lessons. The school’s authorizer regularly invites national leaders in education, such as DDI expert Paul Bambrick-Santoyo, to address the staff of its charter schools. A summer staff-training program brings in speakers on topics such as “Teach Like a Champion,” DDI, and classroom management. Yinghua participates in professional associations such as the Center for Advanced Research on Language, the Minnesota Advocates for Immersion Network, and the Asia Society’s Chinese Early Learning and Immersion Network. The National Security Agency has awarded Yinghua five “STARTALK” summer program grants, which are designed to expand national capacity in critical languages such as Chinese. Many Yinghua teachers and educational assistants participate in STARTALK programs to hone their teaching skills. They immediately apply what they learn with elementary students. Immersion experts and mentors observe teachers and offer practical teaching advice that is advantageous for application during the school year.Teachers may not earn tenure at Yinghua as there is no tenure system, but they may participate in a Minnesota teacher merit-pay program called Quality Compensation. In 2013-14 the program provided approximately $125,000 for merit pay, teacher seminars, courses, and speakers. This program systematizes peer observation in classrooms, peer and mentor teacher feedback, and collaborative grade-level planning. Teachers are evaluated three times a year by administrators and experienced teachers and then meet with school leaders to discuss observations. Some classroom lessons are recorded via iPad, a technique that prompts reflection and has been used to great benefit. Typically, 95% of licensed teachers earn performance-pay for student achievement based on observations and evaluations. Administrators also provide on-going feedback through an open-door policy — they partner with teachers daily on curriculum, classroom management techniques, and best practices for engaging parents.Each grade-level team meets 60 minutes per week for lesson planning, teaching strategies, classroom procedures and routines, feedback from observations, and advice on differentiation. This collaborative process of analysis has helped teachers increase NWEA reading and math scores. Weekly, each grade-level team submits to the Academic Director a teaching plan (including content, language, and culture) for the following week, including specific initiatives aimed at struggling students.

***Additional Support Strategies:***

1. *Utilize lead teachers to demonstrate effective teaching strategies aimed at differentiation*
2. *Train teachers at all grade levels in Guided Reading; incorporate guided reading into morning meeting routine once per week*
3. *Engage all teachers through Professional Learning Communities in Total Participation Techniques aimed at “making every student an active learner”*
4. *In addition to a Mentor Lead, design a one-on-one mentor program so that each new teacher to Yinghua is matched with a seasoned teacher on staff*
5. *Continue to utilize Academic Support Team for pro-active intervention techniques for teachers regarding struggling students*

**District**

Yinghua is an independent K-8 Chinese Immersion Charter School and as such is not part of a larger district.

***Overall systems:***

Friends of Education, the school’s charter authorizer, provides strict guidelines for academic performance and ensures school adherence to national standards for charter school oversight and quality. Our authorizer closely monitors student testing and results, conducts site visits, and requires comprehensive annual reports. Assessment results are evaluated on the basis of academic performance, Adequate Yearly Progress, absolute proficiency, comparative proficiency, growth, and success at closing any achievement gap.

Yinghua’s charter contract with Friends of Education was renewed effective July 1, 2014, for five years, the longest term allowed by Minnesota law. In our new charter contract, the designated compared districts are Minneapolis, St. Anthony/New Brighton, and Minnetonka. Our school’s MCA proficiency rates out-performed these three school districts in Math for grades 3-8; in Reading for grades 6-8, and in Science for grade 5 and grade 8. Despite our high proficiency rate in reading and math, our students still show significant growth. Specifically, 38.1% of students in reading and 30.7% of students in math attained high growth. In a letter to the school awarding the five-year contract, FOE Executive Director Beth Topoluk wrote “(we applaud) Yinghua Academy for its superior academic performance, having achieved 90% of its academic goals…”

***Additional Support Strategies:***

1. *Network monthly with other Friends of Education school leaders to share best practices*
2. *Enroll Executive Director and Academic Director in Adaptive Schools Training*
3. *Develop relationships with other public, charter, and private high schools to fully understand expectations as well as opportunities of various educational settings*
4. *Maximize opportunities to celebrate and sustain status as a 2015 Blue Ribbon School*