



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Yinghua Academy

Grades Served: K-8

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Title: Executive Director

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A and I Contact: N/A

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorlBestWorkforce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorlBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

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.

- *On September 17, 2018, the School Board of Yinghua Academy voted to approve the 2017-18 Annual Report. On October 1, 2018, the Annual Report was uploaded to the Yinghua Academy website and shared with Friends of Education, Yinghua’s authorizing body.*

- *This is the link to the published document: <https://www.yinghuaacademy.org/wp-content/uploads/2018/10/Yinghua-Academy-Annual-Report-2017-18.pdf>.*

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.

- *The date of the Yinghua Academy School board annual public meeting to review progress during the 2017-18 school year was May 7, 2018.*

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 2017-18 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)
Sue Berg	Staff, Yinghua Academy Executive Director, Committee Member	
Mei Chen	Parent, Yinghua Academy School Board, Committee Chair	
Brooke Darrah-Hage	Parent, Yinghua Academy School Board, Committee Member	
Shu-Mei Lai	Teacher, Yinghua Academy School Board, Committee Member	
Luyi Lien	Staff, Yinghua Academy Academic Director, Committee Member	
Lisa Matre	Parent, Yinghua Academy School Board, Board Chair, Committee Member	
Raquel Mayorga	Parent, Committee Member	
Jane Steiner	Parent, Yinghua Academy School Board, Committee Member	
Ruth Straub	Parent, Committee Member	
Christopher Ziolkowski	Community Member, Yinghua Academy School Board, Committee Member	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective,

inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

- *Who reviews equitable access data and when?* The Executive Director and Academic Director assign teaching duties in June through August. Teachers are hired and retained based on their records of success in the classroom, test scores, and a robust evaluation system. No employees have tenure. Our school operates in a single facility, and assignment of students to K-4 homeroom sections is finalized by the Executive Director with teacher and Dean of Student input. Chinese, math, and English classes are leveled in 5th-8th according to test scores, participation, and grades. Specialists teach multiple levels and grades.
- All teachers have annual professional development plans. Teachers annually meet with the Academic Director and Executive Director to assess performance. The school retains the best teachers. Students have equal access to experienced, licensed, and in-field teachers. Yinghua does not assign teachers to teach outside of their field expertise or licensure area. There are no identified gaps at Yinghua related to equitable access for subgroups. Multiple tutoring programs are in place to assist all learners of all backgrounds.
- No gaps have been identified in Yinghua student access to experienced, effective, and in-field teachers. Seventy-nine percent (79%) of Yinghua’s faculty have advanced degrees in their fields, including three (3) with doctorate degrees. Teachers of Mandarin Chinese are native speakers or have proven native-like proficiency.
- *Strategies to improve access* Robust teacher evaluation and review includes peer review. Leveling is based on tests and classroom performance. Work to close the achievement gap between student subgroups is on the right track. 2017-18 data show that the two subgroups that need added attention are students in special education and students who qualify for free or reduced-price lunch. Using Title I funds, Yinghua provides intensive academic support to students in these subgroups who need it.
- *Access to diverse teachers* What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district? Yinghua students are 36% Asian Pacific Islander, 50% Caucasian, 5% African American, 3% Hispanic/Latino, 1% Native American (2017-18). Yinghua staff is approximately 64% Asian, 34% Caucasian, and 1% African American.
- *Efforts to increase teacher diversity* Yinghua hires teachers and staff who are qualified for their roles. The majority of Yinghua teachers is of Chinese descent. This is fitting for a Chinese immersion school.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>The established SMART goal for the 2017-18 school year.</i></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><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Goal 1: During the 2017-18 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 2017-18 school year Yinghua had immunizations or notarized waivers on file for 98% 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><i>Check one of the following:</i></p> <p><i>One-Year Goal Not Met by 2%</i></p> <p><i>One-Year Goal Not Met by 2%</i></p>

- Goal 1. We hope, prior to enrollment, that all parents/guardians will undertake ECS for their children and share results, but we do not discriminate against any who do not.
 - ✓ No disaggregation: This data is not disaggregated by student groups. Strategies: Health Office staff works during summer months to connect with all families, collect data, and enter data into the school’s database, Infinite Campus.
 - ✓ Implementation: This strategy is fully implemented. The school’s Registrar supports this work and engages the advocacy of the Executive Director as needed.
 - ✓ Effectiveness: Since we have close to 100% adherence to this policy, we believe that our strategies are effective.
- Goal 2: Our hope is that all parents/guardians will immunize their children prior to enrollment at Yinghua. Some parents/guardians present a waiver.
 - ✓ No disaggregation: This data is not disaggregated by student groups.
 - ✓ Strategies: Health Office staff works during summer months to connect with all families, collect data, and enter data into the school’s database, Infinite Campus.
 - ✓ Implementation: This strategy is fully implemented and the school’s Executive Director monitors it and supports the work as necessary.
 - ✓ Effectiveness: Since we have close to 100% success, we believe that our strategies are effective.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>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>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Students who are “at grade level,” score or above, as measured by the NWEA Survey with Goals (MAP): The percent proficient literacy rate for 121 students tested in grade 3 was 57% (69 students). Link to Reading Well by Third Grade.</p> <p>The percent proficient for male students was 47.8% (69 tested, 33 at or above grade level).</p> <p>The percent proficient for female students was 69.2% (52 students tested, 36 at or above grade level).</p> <p>In accordance with immersion teaching best practices, Yinghua</p>	<p>One-Year Goal Not Met</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
	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.	

- *Data and disaggregation* The Academic Director and Executive Director analyze test score data from these subgroups: Asian, Black/African American, White, Special Education, FRL. They work together with teachers and parents to set strategies for all learners including struggling learners.
- *Strategies 2017-18* data show that the two subgroups that need added attention are students in special education and students who qualify for free or reduced-price lunch. Using Title I funds, Yinghua provides intensive academic support to students in these subgroups who need it. This includes small group tutoring with teachers during the school day and Middle School students tutoring younger students during afternoon Homeroom time. Students in grades two and three are leveled as developing readers, intermediate readers, and advanced readers.
- *Implementation* Our tutoring strategies are fully implemented. We also use Lexia, Reading A-Z, and Accelerated Reader as phonics and vocabulary support programs which are available to students outside of school.
- *Evaluating progress* Teachers evaluate students daily using a “teach, practice, check-for-understanding” point system. Grade level teams and English language specialists meet weekly with the Academic Director to evaluate student progress and identify any gaps.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <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><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The most recent goal was to be reached by the end FY 2017. New goals have not yet been established.</p> <p>The school did not meet its Part 1 goal.</p> <p>At the conclusion of FY 2017, the school did meet its Part 2 goal. However, this goal was not met at the end of FY 2018.</p>	<p>Multi-Year Goal Not Met</p> <p>Multi-Year Goal Not Met</p>

- *Data disaggregation* The Academic Director and Executive Director analyze test score data from these subgroups: Asian, Black/African American, White, Special Education, FRL. They work together with teachers and parents to set strategies for all learners including struggling learners.
- *Strategies* Yinghua uses Title I funds to provide intensive academic support to students in subgroups who need extra support. For families that are housing insecure, the school provides free homework supervision after school. This helps address the problems of misplaced resources during frequent moves and inconsistent home support. Yinghua provides small group tutoring with teachers during the school day and Middle School students tutoring younger students during afternoon Homeroom time. Students in grades two and three are leveled as developing readers, intermediate readers, and advanced readers.
- *Implementation* Our tutoring and homework help strategies are fully implemented. We use weekly unit tests and quizzes to frequently assess learning and adjust teaching strategies if gaps are identified.
- *Evaluation* Teachers evaluate students daily using a “teach, practice, check-for-understanding” point system. Grade level teams and English language specialists meet weekly with the Academic Director to evaluate student progress and identify any gaps.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>During the 2017-18 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/guardians.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>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.</p>	<p>One-Year Goal Met</p>

- *Data disaggregation* All students participate in Discovery classes in grades 5 through 8 to identify learning styles, develop strategies for organization, identify high schools of interest, and consider university readiness.
- *Strategies* An annual shadow day is offered, with free transportation and free lunch, at Highland Park Senior High School which offers Mandarin Chinese at a level that is appropriate for our graduates. Website links and other resources are offered to help families select a high school that is a good match for the student. A high school panel is hosted annually with representatives from district, charter and private schools who talk about their offerings and answer questions. The Executive Director visits and builds relationships with area high schools to create pathways for our students. Yinghua also shares information about university scholarships and programs designed for Mandarin language learners such as the University of Minnesota’s Chinese Language Flagship program.
- *Implementation* Discovery class and assistance with high school selections are programs that have been in place for six years as our middle school program has grown. Relationship building with high schools and colleges is ongoing.
- *Evaluation* Parents are invited to submit an annual survey which includes questions about high school readiness.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>In June 2018, 100% of students enrolled in 8th grade will graduate from Yinghua Academy.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>The school met its 8th grade graduation goal with 50/50 students graduating on June 7, 2018. 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 prepared 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>One-Year Goal Met</p> <p>District/charter does not enroll students in grade 12</p>

- *Data disaggregation* Since its founding, 100% of 8th grade students enrolled at Yinghua have graduated on time. Likewise, 100% of Yinghua graduates have graduated on time from their respective high schools. Yinghua believes that a strong academic program combined with a nurturing school environment provide the building blocks for future high school and college success.
- *Strategies* At Yinghua Academy students learn to be organized, to manage a rigorous academic program, and to be accountable. The middle school Discovery class and Responsive Classroom are keys to building a positive and supportive school environment.
- *Implementation* Yinghua is committed to weekly Discovery classes for grades 5-8 and to daily Morning Meetings for all students in all grades.
- *Evaluation* Alumni regularly return to Yinghua to volunteer, and we keep in touch with them to learn how well they were prepared for high school. They have reported to school leaders that even if they were not top students at Yinghua, in high school they are often placed in higher level classes and are considered to be high achieving students. We take these anecdotal reports to be a sign of our program's academic success with a wide range of learners.