

# 2019-20 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:**

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](mailto: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

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### **District or Charter Name**

4140-07 Yinghua 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**

Susan Berg

**WBWF Contact Title**

Executive Director

**WBWF Contact Phone Number**

612 788 9095

**WBWF Contact Email**

susan.berg@yinghuaacademy.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://www.yinghuaacademy.org/about/school-management/>

**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.**

April 23, 2020

## World's Best Workforce

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## 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**

Susan Berg

**Role in District**

Executive Director

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Brooke Darrah-Hage

**Role in District**

Parent, School Board Member, and Chair of District Advisory Committee

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Cala Hefferan

**Role in District**

Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Zhongkui Ju

**Role in District**

Community Member

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Chi-ping Li

**Role in District**

Community Member

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Luyi Lien

**Role in District**

Academic Director

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Lisa Matre

**Role in District**

Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Erica Rasmussen

**Role in District**

Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Amanda Schneider

**Role in District**

Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Jane Steiner

**Role in District**

Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Ruth Straub

**Role in District**

Parent

**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)

The Executive Director (ED) assigns all students to classes, sections, and teachers. The Academic Director and Dean of Students review these assignments.

To create class and section groupings, the ED examines student data including gender, ethnicity, FRL status, and academic achievement. Students with challenges are assigned to experienced teachers with the strongest track records of supporting diverse learning needs. The ED also draws on data from teachers about groupings of students which support optimal learning for all. The ED receives and assesses any and all parent concerns about placement and may make late August adjustments if deemed necessary in order to maximize student academic success and social-emotional development.

By design, the groupings of students vary from year to year in order to build community during a student's years (9 or more) of enrollment.

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)

No employees have tenure.

All teachers have annual PD plans.

Yinghua does not assign teachers to teach outside their expertise or licensure.

There are no identified gaps in access to equitable, experienced, in-field, effective teachers.

The Executive Director and Academic Director assign teaching duties and annually evaluate all teachers.

Robust teacher evaluation and assessment includes peer review.

Goals include rigorously continuing to implement the following strategies: teacher PD plans; hiring teachers to teach within their licensure and expertise; review of student groupings to ensure equitable access to experienced, in-field, effective teachers; intentional assignment of teaching duties to ensure equitable access; robust teacher evaluation including peer review.

**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 majority of staff were raised in mainland China or Taiwan and self-identify as Asian/Pacific Islanders. No additional teachers of color are required to reflect the diversity of the Yinghua student population: People of color make up 64% of teachers and 51% of students.
- 2% of students are American Indian. Yinghua needs to add 1 American Indian teacher to match this proportion. 6% of students are African or African American. Yinghua needs to add 2 teachers who are African or African American to match this proportion.
- The small disparity between student and teacher subgroups relates to the limited supply of non-Asian teachers who speak Chinese. Speaking Chinese is required for roughly 68% of teaching positions.
- There is no racial gap in teacher retention strategies.
  - Yinghua is a performance-based employer.
  - No employees have tenure.
  - All employees are evaluated annually.
  - Yinghua follows equal opportunity law.
  - All jobs have job descriptions.
  - Teaching candidates complete a written application and teach a sample class.
  - Reviews include peer observation, evaluation by a teaching coach, and review by Q-Comp leads and the Academic Director.
  - Weekly team meetings mix inexperienced and seasoned teachers.

**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)**

There is no racial gap in teacher retention strategies. All teachers are evaluated in the same, robust manner.

Teachers are not asked to share ethnicity information.

The 2019-2020 teacher retention rate was 83%, and 64% of teachers are persons of color. Yinghua did not analyze teacher attrition according to ethnicity. Typically, teacher retention is higher. In 2018-2019, teacher retention was 90%. In the 2019-2020 school year, Covid-19 played a role in teachers' decisions to move closer to home.

Teachers are not asked to share ethnicity information, but the school believes that there are no teachers of American Indian descent on staff.

Speaking native-Chinese, or speaking Chinese with native-like fluency, is required for roughly 68% of teaching positions. If the school continues to provide an exceptional Chinese immersion education to a diverse student body, one day, a Yinghua graduate of American Indian descent may return to Yinghua as a teacher. The strategy is to continue to attract a diverse student body, to provide an outstanding Chinese immersion education, and to encourage graduates to continue with further Chinese studies.



## 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.**

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.

#### 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."**

98%.

## Goal Status

### Check one of the following:

Goal Not 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?

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

Yinghua serves a racially and economically diverse student population and strives to provide an education that is both excellent and equitable to all students, regardless of race or socio-economic status. Care is taken to ensure that class rosters are balanced among various student groups and special populations. After reviewing 2019-2020 data, including course rosters detailing the status of students in terms of race and ethnicity, primary home languages, gender, and socio-economics, Yinghua did not find any gaps related to equitable access to effective teachers for students of color, nor were any found for low income students.

Yinghua takes care to ensure that all students, regardless of background, are placed with the teachers who will be able to help them make the most academic gains.

Strategies: Class lists are balanced between genders and ethnic backgrounds. Teachers receive training on the school's pedagogical and classroom management practices to ensure consistency across classrooms and grade levels. Teachers are observed regularly throughout the year and classroom data are closely monitored to support the success of all students.

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

Yes

## All Students Ready for School

### Goal

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

Before the school year begins, the school has on file immunization records or notarized waivers for 100% of kindergarten students.

### 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."**

99%

## Goal Status

### Check one of the following:

Goal Not 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?

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

Data regarding immunizations is not disaggregated by groups or subgroups. The school nearly meets this goal each year (usually with 99%) and continues to strive for 100%.

The school's health office takes responsibility for reaching out to all incoming kindergartners' families as well as the families of any older students new to the school. Strategies include devoting one person on staff to outreach; communicating with families through US Post, email, phone, and text message.

## **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.**

By third grade, 100% of students will be at or above grade level on the Northwest Evaluation Association assessments (NWEA).

## **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)**

Unable to report.

## **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.**

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.

### 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.”**

Not On Track. The most recent goal was to be reached by the end of FY2017. New goals have not been established.

### Goal Status

**Check one of the following:**

Not On Track (multi-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?

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

The Academic Director and Executive Director are evaluating what new goals might be set in this area.

**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.**

In addition, by the conclusion of FY2017, 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.

### 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.”**

Not On Track. The most recent goal was to be reached by the end of FY2017. New goals have not been established.

## Goal Status

### Check one of the following:

Not On Track (multi-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?

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

The Academic Director and Executive Director are evaluating what new goals might be set in this area.

### 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.**

During the 2019-2020 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 or guardians.

### 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 Met, 100%

## 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?

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

During the 2019-2020 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 or guardians. Result: During the 2019-2020 school year, 100% of students in grades 5-8 participated in the weekly Discovery Class, and the school hosted two high school readiness panels. The first was a panel of current high school students who are graduates of Yinghua Academy, and the second was a panel of area private, charter, and district high schools.

**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!**

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**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=1606324856\\_5fbe92789870c4.10831205&sg\\_navigate=start](http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1606324856_5fbe92789870c4.10831205&sg_navigate=start)**