DEPARTMENT OF EDUCATION

2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Yinghua Academy

Grades Served: K-8

WBWF Contact: Susan Berg	**A&I Contact**: N/A
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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

___ Yes   _X_ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) 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 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.
- 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 2020-21 school year.*

The 2020-2021 Annual Public Meeting, where School Board candidates introduced themselves and the School Board chair reviewed progress on the World's Best Workforce plan, took place via Zoom at 6 p.m. on Thursday, April 29, 2021, and 34 people attended the 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.

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.

Complete the list of your district advisory committee members for the 2020-21 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)
Susan Berg	Executive Director/CEO	
Brooke Darrah-Hage	Committee Chair, Parent	
Dr. Paul Haller	Parent	
Cala Hefferan	Parent	
Esra Kucukciftci	Parent	
Chi-Ping Li	Community Member	
Dr. Luyi Lien	Academic Director, Parent	
Cindy Moeller	Community Member	
Erica Rasmussen	Teacher	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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.

Respond to the questions below.

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?

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 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?

- 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 also 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?

    - 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 70% of teachers and 55% of students.
    - 2% of students are American Indian. Yinghua needs to add 1 American Indian teacher to match this proportion. 7% of students are African or African America. Yinghua needs to add 2 teachers who are African or African American to match this proportion.
    - The 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?

- 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 2020-2021 teacher retention rate was 83%, and 70% of teachers are persons of color. Yinghua did not analyze teacher attrition according to ethnicity. Typically, teacher retention is higher than it was this year. In 2019-2020, teacher retention was also 83%. In the 2020-2021 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 Excellent and Diverse Educators 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 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

_X_ 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.

_X_ 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. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
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.	Goal 1: 82%	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) _X_ Goal Not Met (one-year goal)
Goal 2: Before the school year begins, the school has on file immunization records or notarized waivers for 100% of kindergarten students	Goal 2: 97%	___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. Due to the pandemic and following lockdown in March 2020, many locations that offer Early Childhood Screenings were temporarily closed or canceled appointments. Yinghua has identified this as a limiting factor for families to complete Early Childhood Screenings, lowering the percentage of reports shared with Yinghua before beginning kindergarten.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Part 1: The school registrar reaches out to and follows up with all new families to request Early Childhood Screening records.

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 2020-2021 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: The registrar's persistent outreach to new families helps to ensure that the school has the data it needs before students begin kindergarten. 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.

Part 2: 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.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
By the conclusion of FY 2023, the school's third-grade proficiency rates for the most recent four years will average no less than two points higher than the state average in reading.	Unable to report	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

While third grade students did achieve a higher proficiency rate than the state average by 8.1 points, the data will be used as a marker of student progress in an unusual school year. This data is not further disaggregated into groups or subgroups. In keeping with immersion best practices, Yinghua Academy delays the teaching of English Language Arts until second grade. Research shows that by fifth grade, immersion students will reach or exceed the reading levels of non-immersion peers.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Goal Part 1: Each year, for each subgroup other than English Learners, for which the school has publicly-reportable/sufficient counts: the school's proficiency rate will exceed the state-average proficiency rate for the subgroup for each reading and math. Goal Part 2: As published by the Minnesota Department of Education, for each year the school has publicly-reportable/sufficient counts of English-Learner students: the school's English Learners will average higher progress towards target than the statewide average, and the school's percentage of English Learners who met or exceeded their targets will exceed the statewide average.	Goal 1: In 2021 both subgroups achieved higher proficiency rates than the state average in math. In reading, the Free/Reduced Price Lunch subgroup achieved a higher proficiency rate than the state average, though the Special Education subgroup was below the state average by 1.4% with a proficiency rate of 24.4%. Goal 2: Not reportable as data is not available.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) _X_ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. Data for part 2 of this goal is not available due to impacts from the COVID-19 pandemic. All data from both parts of this goal will be used as a way to monitor student progress in the 2020-2021 school year, but will not be officially recorded towards the progress of this goal.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Yinghua uses data from MCA, NWEA, and in-school tests to determine subject areas where students in subgroups may need further support. As in stated in the goals, this data is disaggregated into two student groups, Special Education and Free/Reduced Lunch.

Strategies: Yinghua staff are frequently observed and given feedback on how to better their teaching methods to suit the needs of all students. The Academic Support Team, comprised of experienced teachers to assist all staff, provide guidance and assistance on how to best serve students of varying subgroups.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Each year, the school will administer a nationally-normed assessment in at least 4th and 8th grades. Each year, the school's percentage of 4th and 8th grade students who meet or exceed the nationally-normed average for their respective grade, will exceed 50%.	Students in fourth grade achieved this goal with 72.9% in math and 62% in reading. Eighth grade students also achieved this goal with 85.5% in math and 69.8% in reading.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) _X_ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. Due to the pandemic, students in distance learning completed the NWEA at home in a different testing environment than students physically present at school.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Due to the pandemic, students in distance learning completed the NWEA at home in a different testing environment than students physically present at school. With this variable in mind, and the various learning challenges occurring over the 2020-2021 school year, Yinghua will use this data as a baseline for future student progress. Data from this goal is not disaggregated any further than the division of 4th and 8th grades.

All Students Graduate

Goal	Result	Goal Status
N/A. Yinghua serves K-8.	N/A	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)