



2017-2018 Annual and World's Best Work Force Report

Our Mission: To provide all students with the knowledge, skills, and character to graduate from high school and the confidence to successfully complete their post-secondary education.

Approved by the HES Board on September 11, 2018.

School Enrollment

In 2017-18 the Hennepin Elementary School (HES) demographics were 90% Black, 10% Latino and less than 1% White (non-Latino) students. HES was 96% free and reduced price lunch and 70% English Language Learner, down 3% from the previous school year. Nine percent (9%) of its students was identified as special education, down 2% from the previous year, and less than ten students were classified as homeless sometime during the given school year. The table below describes the number of students budgeted versus actually enrolled:

Grade	Budgeted Enrollment	Actual Enrollment	Number of students on the waiting list during course of the school year
K	64	69	0
1	64	69	0
2	64	60	0
3	64	50	0
4	64	57	0
5	55	54	0
6	25	22	0
Totals:	400	381	0

Student Attrition

Of the 381 students who were enrolled on June of 2017, ninety-six percent (96%) intended to return in the fall of 2017. The school loses on average 15% of its students over the summer to other programs, and after the summer of 2017, eleven percent (11%) or 38 students did not return in the fall of 2017.

Governance and Management

The school was in its sixth year of operations and conducted its fourth board elections in the 2017-18 school year (see section titled Board Elections and Composition at the end of this report). The 2017-18 board consisted of one founding member, the board chair, and the entire board was comprised of a wide range of expertise in school leadership, finance, governance, and instruction. Two board members were up for reelection in the spring of 2018: William Griffith, Board President/Chair and Community Representative and Nekey Oliver, Secretary and Parent Representative. Both board members retired at the conclusion of the 2017-18 school year and their spots were filled by Ms. Muna Omar (Community Representative) and Ms. Deqa Adan

(Parent Representative), both seats uncontested. After the conclusion of the board elections, the board also appointed Mr. Jeffrey Rainey to a one year term as a Community Representative, bringing the board up to seven members for the start of the 2018-19 school year. Here is a list of the 2017-18 HES Board, which remained stable the entire year:

HES 2017-18 Board

Name	Position	Contact Information	Board Term Start Date/End Date	Board Member Designation School
Bill Griffith	President/Chair	wgriffith@hennepinelementary.org	2009-2018	Founder, non-parent community member
Linda Bladine-Hageseth, File Folder 413618	Director	lbladinehageseth@hennepinelementary.org	2016-2020	HES Teacher
Yusuf A. Mohamed	Treasurer	ymohamed@hennepinelementary.org	2014-2020	Parent community member
Nekey Oliver	Secretary	noliver@hennepinelementary.org	2015-2018	Parent community member
Charlanye Myers File Folder 243349	Director	cmyers@hennepinelementary.org	2016-2019	Non-parent Community member
Miguel Mendez	Director	mmendez@hennepinelementary.org	2016-2019	Non-parent Community member

Board Member Training

All of the board members in 2017-18 had participated in their initial Board Member Training. The board completes annual job-embedded trainings based on topics the board deems areas of interest/need. This year, the board focused its training topics on the strategic plan, reviewing the school's academic plan, and providing input on the five year strategic business plan, approved and adopted in June of 2018.

The school is very mission driven and expects its Executive Director, along with the administration team, to manage all day to day staffing, instruction, compliance, bussing, and building maintenance. Below are HES's evaluation goals with the authorizer; its World's Best Work Force goals; and how the school performed against the goals in its sixth year of operation.

Evaluation Goal #1: Recruitment and Retention

School started with 399 students and ended with 381 students, forty more students than the previous year. The school was originally budgeted at 420, but then a reduction by the board reduced the school budget to 400 students. Over the course of the summer of 2017, HES lost 38 students.

Below is a table listing all the reasons for students leaving HES and the total number of students in each of those seven categories:

Reason for Leaving HES	Number of Students
1. Moving/Lack of transportation	12
2. Behavior issues	1
3. Program was too rigorous	5
4. Transfer to another school	10
5. Transfer to Universal Academy	10
Total Number of Students:	38

Over the course of the same time period, HES added 27 new students off the waiting list, some returning from years past and some from other programs. This data was kept by the Assistant Office Manager on a monthly basis. The school always maintained a student body at or above 380 throughout the course of the school year, and 91% of HES's students returned from fall of 2017 to fall of 2018.

Recruitment Goal: MET, slightly under budget

Retention Goal: MET

Evaluation Goal #2: Maintain and Increase the Fund Balance

At the beginning of the 13-14 school year, the board set an 8% fund balance goal, with a steady increase each year to 20% (official policy adopted May 6, 2016). In 2015-16, the actual fund balance was 33.5%. In 2016-17 the actual fund balance was 43.5%. And in 2017-18, we are projected to end the year with a 41.6% fund balance. The past three years HES has surpassed the 20% fund balance policy.

Fund Balance Goal: SURPASSED

Goal #3: Attendance

The school will maintain at least a 95% student attendance rate.

The actual 2017-18 student attendance rate was 95%.

Subgoal: MET

Goal #4: Satisfaction Survey

Parent satisfaction: At least 90% of all parents returning the annual survey will indicate overall satisfaction with the school and at least 70% of parents will indicate a level of high satisfaction with the school.

On an annual survey conducted in the 2017-18 school year at March parent/teacher conferences, 91 families, many with multiple siblings in the school) filled out parent satisfaction surveys. Ninety-nine percent (99%) agreed or strongly agreed of satisfaction with the school. Eighty percent (80%) had a high level of satisfaction with the school (strongly agreed).

Subgoal: MET

Goal #5: Professional Development

100% of all staff will receive professional development each year in areas such as best practices, core knowledge, effective LEP/ELL techniques and classroom effectiveness.

100% of teaching staff attended the August 2017 training, which included Direct Instruction, school routines and rituals, school goals, the teacher evaluation rubric, and extensive training on Great Habits Great Readers. Over the course of the school year, 100% of staff attended in-depth training on Steve Dunn's writing program (three full weeks across the course of the school year). HES staff attended all Friends of Education trainings offered over the course of the school year, but this was attended by a subset of HES staff each time.

Every Monday, school is in session: K-6, target time and specialist teachers meet for 50 minute intervals to discuss weekly quiz data, next week's lesson plans, QComp goal, and the current study topic for discussion.

Every Friday, school is in session: SPED meets for 50 minutes to discuss lesson plans, programing, and QComp goal.

In addition to the above job embedded training, staff regularly attends workshops and presentations that align to our mission and their job descriptions on an individual basis.

The Instructional Leadership Team (7 teaching staff, plus ED and Lead Teacher) met every other week throughout the school year and planned all staff development and curricular and instructional initiatives.

In addition, the ED, Lead Teacher and AD went through extensive observation coaching training through RELAY graduate school.

Subgoal: MET

Evaluation Goal #6: Contract Goals

Goal #1: State Assessments (50% weight)

Subgoal 1.1: In 2018, **Absolute Proficiency**: In 2018, the schoolwide proficient rate for students who have been in the school at least three consecutive years will meet or exceed the state average in both reading and math.

Subgoal 1.1: The statewide proficiency rates and the schoolwide proficiency rate for students who have been in the school at least three years are as follows:

	State Proficiency Rates	HES Proficiency Rates/Students 3+ Consecutive Years
Mathematics	57.2%	61.5%
Reading	59.9%	56.4%

Subgoal 1.1: PARTIALLY MET (Met in mathematics, not in reading)

Subgoal 1.2: **Comparative Proficiency**: Each year, the School will demonstrate higher grade level and school wide proficiency rates than Minneapolis school district in each tested subject: reading, math and science (for the same grades as offered by the School).

2018 Subject	Grade 3 HES	Grade 3 MPS	Grade 4 HES	Grade 4 MPS	Grade 5 HES	Grade 5 MPS	Grade 6 HES	Grade 6 MPS
Reading	49.0%	44.0%	41.8%	45.4%	64.4%	52.6%	40.0%	50.3%
Mathematics	69.4%	50.4%	76.4%	50.1%	37.8%	42.1%	45.0%	41.3%
Science					42.2%	41.1%		

2018 Subject	Schoolwide HES	Districtwide MPS
Reading	49.7%	46.4%
Mathematics	60.4%	43.5%
Science	42.2%	41.1%

Subgoal 1.2: SUBSTANTIALLY MET in 2018, in 9 out of 12 cells.

Subgoal 1.3: **Growth**: All measures and targets are as published by the Minnesota Department of Education:

- Each year, the School combined weighted average growth z-score will exceed 0 in each reading and math.

Year	2016	2017	2018
Combined Weighted Average Growth Z-Score Reading	-0.167737	Not calculated by MDE	Not calculated by MDE
Combined Weighted Average Growth Z-Score	0.283694	Not calculated by MDE	Not calculated by MDE

<i>Mathematics</i>			
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Subgoal 1.3: PARTIALLY MET (Met in mathematics, not in reading) in 2016; not calculated in 2017 or 2018

- In 2108, the percentage of non-proficient students achieving high growth will be at least 50% in reading and 60% in mathematics.

Subgoal 1.3: NOT MET (20.9% in reading and 19.1% in mathematics) Medium and high growth combined for non-proficient students in 2018 was 39.2% in reading and 40.8% in mathematics

- In 2018, the growth z-score average for each sub-group for which the school has a reportable sub-group in 2018, will meet or exceed the statewide target growth z-score target for that subgroup.

Subgoal 1.3: Unknown, the state has not provided z-score data to schools and districts since 2016.

Subgoal 1.4: **Achievement Gap Reduction**: By the conclusion of FY2018, for each reading and mathematics, the proficiency rate for each subgroup of students of color (all non-white are one subgroup), students qualifying for free and reduced price lunch, and English language learners will be no less than:

[One-half of (100-2014 subgroup rate)] plus 2014 subgroup rate

	2014 Subgroup Rate, grade 3 only	Target Rate [One-half of (100-2014 subgroup rate)] plus 2014 subgroup rate	2018 Actual Rate, grades 3-6
Students of Color Mathematics	62% n = 23 students proficient	81%	60% n = 102 students proficient
Students of Color Reading	47% n = 17 students proficient	73.5%	49% n = 83 students proficient
FRPL Mathematics	62% n = 23 students proficient	81%	59% n = 95 students proficient
FRPL Reading	47% n = 17 students proficient	73.5%	47% n = 76 students proficient
ELL Mathematics	55% n = 16 students proficient	78%	52% n = 54 students proficient
ELL	39% n = 11	69.5%	32% n = 33

Reading	students proficient		students proficient
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Subgoal 1.4: NOT MET, although we tested almost five times as many students in 2018 (n= 173) than in 2014 (n = 37), our scores did not see any precipitous drops.

Goal #2: English as a Second Language (20% weight)

In 2018, the School will meet the state-wide targets for AMAO English Language Acquisition and AMAO English Language Proficiency.

Goal #2: MET in 2016, not calculated by MDE in 2017 or 2018

Goal #3: National Normed Assessment (NWEA Measures of Academic Progress) (20% weight)

Each year the School will administer a nationally-normed assessment in at least grades 1 and 4.

- For first grade students who remain in the School through 4th Grade:
- If their 1st grade national percentile ranking was less or equal to 25%, 50% of the students will increase their national percentile ranking by a minim of ten percentage points.
- If their 1st grade national percentile ranking was between 26-40%, 50% of the students will increase their national percentile ranking by a minim of five percentage points.
- If their 1st grade national percentile ranking was over 40%, 50% of the students will increase their national percentile ranking.

Goal #3: MET in 2018; all six subgroups were met.

Goal #4: Academic Governance (10% weight)

The School will implement and Academic Governance Plan to critically evaluate and strategically lead the school’s academic performance and improvement. The school shall include a summary of its findings in the School’s board minuets no less than twice annually.

Goal #4: MET in 17-18 the strategic plan and academic governance was discussed at several board meetings and recorded in the minutes throughout the school year. The ED spent significant time creating a 5 year strategic business plan for the board’s approval.

In addition, HES has been given the following awards and accolades by external audiences:

- In 2014, 2015, 2016, and 2017, HES was identified by the Star and Tribune as a school that “Beat the Odds” and was featured in the 2017 article in the Star and Tribune on gap closing schools.
- In 2015 and 2016 HES was listed as a High Quality Charter School by MDE.

- In 2017, HES was nominated as a Finalist for a Minnesota Business Community Impact Awards, Youth Initiative division, and was featured in the March 2017 Minnesota Business Magazine.
- In 2018, HES was granted a site and grade expansion from Friends of Education and MDE.
- In summer of 2018, HES launched a middle school expansion in a separate site.
- In 2018, HES made our district wide QComp Goal for the first time in 6 years and was able to give out over \$140,000 in bonuses to licensed teaching staff.
- In 2018, HES was funded 496,000\$ over two years to improve our reading through the Struggling Readers grant from MDE. Only 35 grants were awarded out of over 120 districts who applied.
- In 2018, HES was funded 450,000\$ over two years to expand its middle school by Great MN Schools.
- In 2018, HES retained 89% of our teachers, some of whom will move to the middle school in different but similar positions.
- In 2018, HES received a Certificate of Achievement from MDE for Special Education Due Process, (Sept. 2017).
- In 2018, the school's executive director, school director, and three of its lead teachers were trained in RELAY and the executive director and one lead teacher were awarded certificates with distinction as graduates of RELAY.
- In 2018, the executive director was awarded an Innovative Program Award from the MN School Psychologists Association for the school's work in child find and special education offerings.

Staffing/Equitable Access to Excellent Teachers

During the 2017-18 school year, the school had thirty-seven licensed teachers, two office staff, an executive director, an assistant director, a lead teacher, a dean of students, ten special education assistants, and two general education assistants. Eight-five percent of the staff returned for the 17-18 school year, and seventy-five percent of the staff returned for 18-19 school year. All teachers hold a valid Minnesota license in the area(s) for which they teach.

All students in the school were provided with classroom choice options of single gender or mixed gender (when there are three or more sections available in a grade). Parental requests are honored in the vast majority of incidents, but not guaranteed. In addition, all students are exposed to the same instruction via a grade level pacing guide, aligned to the state standards and Core Knowledge standards, in mathematics, language arts, science and social studies. All students, regardless of instructor, take the same rigorous grade level formative assessments weekly and a larger assessment each of four terms. These system-wide checks ensure all students are getting access to high quality instruction and assessment and excellent teachers. The board commissioned a report on single gender options in 2017-18 and decided to phase out this option over the course of the next two school years, due to lack of research and results.

Finances

Abdo, Eick, and Meyers audited the school for the 16-17 school year after its fifth year of operation. According to the auditor's report, there were no control deficiencies, no significant audit findings, and no material weaknesses. Its seventh audit (FY2018) is currently underway. The school has earned the state's finance award six years in a row.

Academic Performance

For the first four years it has tested on state tests, Hennepin Elementary has been named a Beat the Odds school by the Star Tribune for both Mathematics and Reading (two consecutive years/2013-14 and 2014-15) and for Mathematics (two consecutive years/2015-16 and 2016-17). The school outpaced the state averages in mathematics and reading in all of its large subgroups, except for two cells highlighted in red below. See table below*:

Percentages of Students Who Met and Exceeded on All State Accountability Tests (MCA III and MTAS) by Subgroup and Subject

Demographic	English Language Learners		Free and Reduced Price Lunch		Black, Not Hispanic	
	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>
<i>All Accountability Tests</i>						
State % Meets and Exceeds, Grade 3	33.2%	21.9%	47.6%	37.8%	38.8%	32.5%
HES % Meets and Exceeds, Grade 3	61.8%	44.1%	68.1%	46.8%	71.7%	50.0%
State % Meets and Exceeds, Grade 4	29.9%	17.1%	46.1%	37.0%	37.9%	31.9%
HES % Meets and Exceeds, Grade 4	73.0%	27.0%	75.0%	38.5%	76.6%	44.7%
State % Meets and Exceeds, Grade 5	14.5%	17.8%	35.4%	49.6%	28.0%	42.4%
HES % Meets and Exceeds, Grade 5	18.2%	36.4%	34.1%	63.4%	35.3%	64.7%
State % Meets and Exceeds, Grade 6	8.1%	11.0%	31.9%	45.7%	24.0%	38.0%
HES % Meets and Exceeds, Grade 6	Count too small to report	Count too small to report	45.0%	40.0%	42.9%	50.0%

Demographic	English Language Learners	Free and Reduced Price Lunch	Black, Not Hispanic
<i>All Accountability Tests</i>	<i>Science</i>		
State % Meets and Exceeds Grade 5	11.0%	38.5%	28.8%
HES % Meets and Exceeds, Grade 5	27.3%	39.0%	47.1%

*All data was retrieved from the Minnesota Department of Education website (www.education.state.mn.us) on September 9, 2018.

The executive director, lead teacher, and classroom teachers convened weekly in professional learning communities to go over weekly quiz data in mathematics and reading. Quiz data was analyzed for reteach and small group opportunities. Student needs were shared among intervention staff (e.g. classroom teachers, Title I, ELL, tutors) to ensure mastery. Every eight weeks the school had a Data Day or a professional development day. Grade level teams track data by student and standard. These grade level “comps” are comprehensive formative assessments, aligned to the benchmarks taught during that term. This was the first year HES had the capacity to do comp tests in science as well. Although weekly quiz data and quarterly comp assessments are not designed to show growth, we do see students progressing in grade level knowledge and skills over time.

The nationally normed reference test we give is the NWEA MAP. The school collected baseline data in fall of 2017 and administered the final test in May of 2018. In addition, online practice tests gave students a chance to practice the format and questions frequently in a low stakes setting. The NWEA is specifically designed to be a growth measure from fall to spring, and the school relied heavily on this assessment this year to demonstrate its early success. Overall, 80% of the students tested (n = 377) in mathematics made their target RIT goal for the year, but only 60% of those did in reading. Reading will continue to be an area of focus for the upcoming school year.

The teachers created pacing guides aligned to the MN state standards. The teachers aligned the Core Knowledge scope and sequence to the state standards and the science and social studies state standards to our reading series. Each week state level benchmarks are broken down into daily objectives. Depending on class need, scaffolding and additional background knowledge is incorporated into lessons to ensure mastery.

During the 2017-18 school year, the executive director, lead teacher and team leads did informal observations in each classroom weekly and provided feedback on the instruction during our data meetings. Further, the executive director, assistant director and lead teacher implemented an intensive observation feedback cycle, aligned to training received in the RELAY graduation school of education for the first time. And finally, the school uses QComp funding to address formal teacher evaluation and professional development.

Innovative Practices and Implementation

Our most innovative practice is our ability to stay mission focused to implement what was agreed to in the school's contract with its authorizer. This includes ensuring community safety; providing all students with strong academic skills; and teaching the necessary cross-cultural good manners and discourse needed in civil society.

To enact these three goals, Hennepin has developed a strong school culture by implementing the following components:

- A schoolwide set of routines and rituals in all common areas;
- A common discipline and incentive plan;
- Student uniforms;
- Behavior and academic awards;
- Weekly school assemblies; and
- Daily recitation of the school creed.

Although individually these things are not educationally innovative in and of themselves, they are outward symbols that define the day to day interactions between staff and students. Students are rewarded for their successes, taught how to learn and to behave in a public school setting, and are nurtured as individuals. All new innovative practices are piloted in the fourth term of the school year for consideration in the upcoming year.

HES also implemented the Independent Reading Level Assessment (IRLA) and its framework school wide for its second year in 2017-18. This student level diagnostic assessment has helped ground our reading intervention work and help staff and students stay focused on progress throughout the year.

Future Plans

Hennepin Schools plans to operate one K-8 system in Minneapolis, currently in two sites, with the ambition to replicate another K-8 site in the west metro beginning in the 2019-2020 school year. Several key measures or greenlighting indicators will need to be in place in order for the board to grant approval to begin the replication in the west metro.

Board Elections and Composition

HES conducted its fourth board election in winter of 2018 with the overarching goal of an open and transparent process in compliant with state statute. Two board members were up for reelection, plus one open seat, based on the board terms previously decided. The board appointed an HES Election Commissioner, the school’s Assistant Director, who led the process through to completion.

The board nomination window was three weeks in length. The nomination window and application process was announced via website, email, and translated mailer sent home to families. Applicants could email, drop off or mail their application to the school and the Election Commissioner. The two current board members, whose positions were finished in 2018, chose not run again, but two replacement applicants who met the criteria ran uncontested. The third spot, open all school year due to a resignation, did not receive an applicant. After the board nomination window closed, the ballot was finalized and candidate biographies were disseminate to all HES families via the website and a mailer sent home. The election took place over the course of two days, March 1 and 2, 2018, in conjunction with Parent/Teacher conferences. Results were published and the information was translated and sent home to parents the following week. Newly elected board members took office on July 1, 2018 for a three year term. In addition, the board appointed one additional member to a one year term at its June 2018 regular board meeting. The 2018-19 board composition is as such:

2018-19 HES Board of Directors

Name	Position	Contact Information	Board Term Start Date/End Date	Board Member Designation School
Char Meyers	Chair/President	cmyers@hennepinschools.org	2016-2019	Non-parent community member
Miguel Mendez	Vice President	mmendez@hennepinschools.org	2016-2019	Non-parent community member
Linda Bladine-Hageseth, File Folder 413618	Secretary	lbladinehageseth@hennepinschools.org	2016-2020	Teacher, non-parent community member
Yusuf A. Mohamed	Treasurer	ymohamed@hennepinschools.org	2014-2020	Parent community member
Deqa Adan	Director	dadan@hennepinschools.org	2018-2021	Parent community member
Muna Omar	Director	momar@hennepinschools.org	2018-2021	Non-parent community member
Jeffrey Rainey	Director	jrainey@hennepinschools.org	2018-2019	Non-parent community member

All existing Board Members have completing mandatory board training; the three new board members must complete this training by June 20, 2019. All future board appointments will be

for three-year length terms, unless fulfilling a position open due to death or resignation, as per the HES By-Laws. The board will consist of four community members, two parents and one teacher. Candidate criteria was defined as follows: a teacher has full time teaching license in Minnesota and works in a teaching capacity at HES; a parent / legal guardian has student(s) enrolled at HES and is not employed at HES; and a community member is not employed at HES nor has students enrolled at HES.

Dissemination and Marketing Information

The school participated in two targeted marketing events during the 2017-18 school year. HES sent out 5,000 targeted mailers in February of 2018 to all households with students in K-12 in the surrounding Minneapolis zip codes. In addition, it advertised its program in two local newspapers in the spring of 2018.

Both marketing techniques were successful in bringing new, diverse families to HES and the school will continue to pursue these efforts in subsequent years. However, and in addition, the school will begin a more active, aggressive enrollment strategy, due in part to several new charter schools opening in close proximity to HES last year and in the 2018-19 school year.

Authorizer Contact Information

If you would like to contact Hennepin Elementary school's authorizer directly, you may contact Beth Topoluk at:

Friends of Education

200 East Lake Street

Wayzata, MN 55391

info@improjek-12education.org

<http://www.improvek-12education.org>