



## 2014-2015 World's Best Workforce Report Summary

District or Charter Name: High School for Recording Arts \_\_\_\_\_

Contact Person Name and Position: Tony Simmons, Executive Director \_\_\_\_\_

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

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

### Stakeholder Engagement

#### Report

[Note: 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.]

- The High School for Recording Arts World's Best Workforce plan will be posted on the school website, at <http://www.hsra.org/About.aspx>.

#### Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

- All meetings of the High School for Recording Arts board are open to the public. A meeting schedule is posted on the school's website, at <http://www.hsra.org/Board-of-Directors.aspx>. The 2015-16 Annual Meeting will be held December 9.

#### District Advisory Committee

[Note: 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.]

- HSRA's advisory committee for WBWF includes the following individuals:
  - Tony Simmons, Executive Director
  - Paula Anderson, Education Director
  - Dan Frey, Assistant Director of Student Support & Engagement

- Joey Cienian, Lead Advisor / Social Studies Facilitator
- Tonya Draughn, Parent and board member
- Lana Harris, Community Member
- Malik Hollon, Orientation Support
- Shaniya Comer, student
- Andrew Adelman, Evaluation consultant

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.

HSRA has Goals and Performance Targets as part of its charter authorization contract. Goals and Targets are now split into five areas, with multiple measures for each:

- Academic Goals (6 measures)
- Mission, Vision and Strategies (11 measures)
- Governance (2 measures)
- Finance (3 measures)
- Operations and Leadership (2 measures)

In the table below 2014-15 goals and results are listed for the measures that most directly relate to WBWF.

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
All Students Ready for Kindergarten	Not applicable for high school	Not applicable for high school
All Students in Third Grade Achieving Grade-Level Literacy	Not applicable for high school	Not applicable for high school
Close the Achievement Gap(s) Among All Groups	<ul style="list-style-type: none"> <li>• NWEA Growth Target, Reading: At least 50% of students meet or exceed Growth Projection</li> <li>• NWEA Growth Target, Mathematics: At least 50% of students meet or exceed Growth Projection</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA growth target, Reading: Forty-six students tested both times; analysis of their results shows that 29 of 46 or 63% met or exceeded their projected score. <b>HSRA met this target.</b></li> <li>• NWEA growth target, math: Sixty-four students tested both times; analysis of their results shows that 40 of 64 or 63% met or exceeded their projected score. <b>HSRA met this target.</b></li> </ul>

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
All Students Career- and College-Ready by Graduation	<ul style="list-style-type: none"> <li>• Postsecondary or Workforce Assessment target: Baseline for Accuplacer test results to be set during 2014-15, with improvements in performance in the subsequent four years.</li> <li>• Post-secondary acceptance: At least 90% of graduates will be accepted to college or other post-secondary institutions by graduation, as evidenced by acceptance letters in their digital portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>• Postsecondary or Workforce Assessment target: 2014-15 data is being compiled to establish the baseline.</li> <li>• Evidence of acceptance in a post-secondary program is required for all graduates. Most applied to and were accepted at a two-year college such as St. Paul College or Minneapolis Community Technical College; a few were accepted at four-year colleges are a trade-school. <b>HSRA met this target.</b></li> </ul>

	<b>2014-2015 Goals</b>	<b>2014-2015 Goal Results</b>
All Students Graduate	<ul style="list-style-type: none"> <li>• Credits earned, overall: Students enrolled for a full semester and in regular attendance will earn at least 4.75 credits on average</li> <li>• Student retention, within the year: Proportion of HSRA students enrolled Oct. 1 who are retained at year's end will increase in 2014-15 at least to 66%, from the baseline of 64% set during 2013-14</li> <li>• Student retention, year-to-year: The proportion of students who completed the 2013-14 school year and are eligible to re-enroll, who do return and attend HSRA for at least 12 weeks during 2014-15, will be measured during the spring of 2015 to set a baseline.</li> <li>• Graduation rate, annual: HSRA's graduation rate will increase in 2014-15 from the baseline of 85% set during 2013-14.</li> </ul>	<ul style="list-style-type: none"> <li>• Credits earned, overall: Review of enrollment and credits-earned information from 2014-15 showed the during the first semester, there were a total of 77 students continuously-enrolled and with at least 75% attendance; these students earned 4.68 credits on average. For the second semester, there were 57 students, who earned 8.23 credits on average. <b>Overall, HSRA easily exceeded this target.</b> The HSRA Education Manager noted, many of the second-semester students (23 of the 57) graduated and were finally finishing things, some of which they had been working on much more than one semester.</li> <li>• Student retention, within the year: Of 280 students enrolled by 10/1/2014, who did not graduate prior to the end of the school year, 178 or 63.6% remained enrolled as of the last day of the school year.</li> <li>• Student retention, year-to-year: There were 205 students enrolled in June 2014, who were eligible to re-enroll: 152 or 74% of these students re-enrolled during 2014-15 and stayed at least 12 weeks (60 days).</li> <li>• Graduation rate, annual: There were 92 students who met the criteria to be included in this measure; of these students, 78 or 85% graduated by year's end.</li> </ul>

### Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *List and describe the district's needs that were identified at the start of the 2014-2015 school year, and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 200 words.*
  
- Data including NWEA MAP test results, MN Comprehensive Assessments, and teacher observation show that most students are behind in basic reading, math and writing skills;

however, due to students' test-averse behavior, test results may not be an entirely accurate reflection of students' abilities. Also, many students enter HSRA far behind in basic academic skills, so scores reflect prior negative school experiences. HSRA is committed to improving all students' results, in terms of test scores as well as life skills, attitude and outlook.

- In addition to academic needs, HSRA's demographic data show the challenging nature of the student population; HSRA serves students who have many outside-of-school factors that impact their ability to attend school and focus on academics. The following risk factor data was collected during the 2013-14 school year (but demographics remained similar during 2014-15):
  - Of HSRA students that do live with a parent or guardian, about half of those parents/guardians struggle with addiction issues.
  - Upon enrollment, 65% of students report being formally involved with the criminal justice system.
  - Upon enrollment, almost 40% of students report being kicked out or excluded from their previous schools.
  - HSRA students' average age as of the beginning of the 2013-14 school year was 17.9<sup>1</sup>; about half the students in attendance are over 18.
  - The average HSRA student is over a year and a half behind in credits upon enrollment.
  - During 2014-15, 99% of HSRA's students were eligible for free or reduced-price school lunch; 23% had active IEP's as of October 1.

About half of HSRA students are categorized as homeless or highly mobile at some point during the year. This figure was higher than ever early in the 2015-16 school year, with 60% of students categorized as homeless/highly mobile in October 2015. Also, per an intake survey done in the fall of 2013, 73% of incoming students had been out of school prior to enrolling, for an average of 6.47 months.

## **Systems, Strategies and Support Category**

### **Students**

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
  - *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Include the process to disaggregate data by student group.*
  - *Include key indicators of progress to demonstrate evidence of implementation.*
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

During its eighteen years of operation as an independent charter school district, HSRA has identified and developed best-practices strategies for serving its population of students who have not succeeded in other schools. Personal learning plans (PLPs) for each student, which serve as the framework for the student's program, and an advisory system to ensure

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<sup>1</sup> Calculated based on the age of all 408 students who were enrolled at any time during the 2013-14 school year, but using their age as of the first day of school in September 2014.

tracking and regular updating of the PLPs, ensure progress toward meeting academic standards is assessed and evaluated. HSRA requires students to apply to and be accepted in a post-secondary institution (two- or four-year college or training program) before graduation; staff are assigned to track graduation candidates and ensure they are receiving needed support in the application process (including taking tests such as the Accuplacer, and completing the FAFSA).

Disaggregation by student groups is not applicable at HSRA, a small charter school serving a relatively homogeneous student population. Key indicators of progress are the six Academic Goals and measures and eleven Mission, Vision and Strategies goals and measures, developed as part of the charter school accountability framework required by HSRA's authorizer, Pillsbury United Communities. Several of the key indicators are listed in the "Goals and Results" table above; complete results are tracked and reported on in the school's Annual Report.

### **Teachers and Principals**

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
  - *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.*
  - *Include key indicators of progress to demonstrate evidence of implementation.*
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

HSRA has put in place a staff management and evaluation system which includes individualized job descriptions, self-reflection, and observations by both peers and supervisors. Each staff has a Professional Development Plan (PDP), which is reviewed twice per year. Staff meet on a regular basis and work as a team to review and improve instructional strategies. For 2015-16, HSRA teachers agreed to common elements which are to be part of classroom interactions, informed by Doug Lemov's recommendations in Teach Like a Champion. Assessment of the effectiveness of curriculum and instruction is ongoing, overseen by lead staff in each subject area; changes are made regularly in response to student needs. HSRA uses a critical-friends protocol to do data-based inquiry annually, including measures such as credits earned, Hope Survey data, test results, and other elements of the goals and measures for the authorizer.

There are two goals in HSRA's Goals and Performance Targets, that relate specifically to supporting education staff: 1) At least 80% of staff employed throughout the year will have two Professional Development Plan Review meetings; and 2) At least 80% of HSRA staff employed throughout the year will complete SMART goals set forth in their initial PDP meetings.

### **District**

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*

- *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.*
- *Include key indicators of progress to demonstrate evidence of implementation.*
- *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

The HSRA governing board discusses school goals, progress and plans for improvement, receiving a report from the Executive Director and Education Director at each meeting. For HSRA as a single-site charter school district, there is no systemic or district level beyond the school itself.