DEPARTMENT OF EDUCATION

2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: High School for Recording Arts

Grades Served: 9-12

HSRA's annual graduation-rate target was selected from the school's eight "Mission, Vision, and Strategies" academic goals included in HSRA's contract with its Authorizer, Pillsbury United Communities. Additional goals include credits earned in a semester, by students remaining enrolled and in regular attendance throughout the term; student retention is also carefully monitored.

During its twenty 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. These strategies include Personal learning plans (PLPs) for each student, which serve as the framework for the student's program. HSRA has in place a robust advisory system to ensure tracking and regular updating of the PLPs; this helps ensure progress toward graduation. The efficacy of the advisory system is regularly reviewed by school leadership and adjusted.

WBWF Contact: Tony Simmons   Title:
Title: Executive Director
Phone: 651 287-0890   Phone:
Email: tony@hsra.org
                                                                  Email:
 A and I Contact: N/A – HSRA is not an A&I
school

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

_____   Yes   X__ No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

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.

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.

> *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://hsra.org/Board-of-Directors.aspx. The World's Best Workforce requirements were reviewed by the HSRA Board at its December 18, 2019 meeting; the finalized WBWF Summary Progress Report will be reviewed by the Board January 29, 2020.*

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 2018-19 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
Tony Simmons	Executive Director
Paula Anderson	Education Director
Joey Cienian	Director of Education Programming
Dan Frey	Director for Student Support & Engagement
Malik Hollon	Pupil Services Personnel
Tabitha Wheeler	School Social Worker
Stephanie Miska	Special Education Coordinator
Andrew Adelmann	Technical Assistance
Pamela Weems	Community Member (and Board rep.)
Tonya Draughn	Community Member

Equitable Access to Excellent and Diverse Educators

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. Limit response to 400 words.

- 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?

  ○ What equitable access gaps has the district found?

  ○ What are the root causes contributing to your equitable access gaps?

  ○ 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?

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. Limit your response to 400 words.

  ○ 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?

  ○ What are the root causes contributing to a lack of student access to teachers of color and American Indian 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?

As a Minnesota charter school, HSRA operates as its own independent school district. To ensure quality staff, HSRA employs a robust, multi-stage hiring process for educators including strong experience/references but also hands-on demonstration of abilities to teach and to connect with students. Prospective teachers are asked to guest-teach, after which students provide feedback which is used in decision-making. Hiring criteria include not only licensure and general competence in teaching but also commitment to and ability to effectively connect with urban youth.

HSRA provides extensive professional development for all staff, including several weeks during the summer. Each staff person has a Professional Development Plan with improvement goals for which they are held accountable.

HSRA has a project based learning focus, seeking to maintain students' connection with education through projects that connect to their passions. In its efforts to re-engage students who have dropped out of other schools, educators at HSRA help students build real-world connections through both classroom-based and student-designed projects. For these strategies to work, cross-disciplinary teaching is required – content-area teachers need to be

able to apply expertise across multiple disciplines to advise students on projects. Leadership at HSRA constantly monitors the effectiveness of teaching staff, based on multiple measures, and provides support as needed to ensure all students have access to quality teaching.

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 2018-19 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

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	***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) _X_ District/charter does not enroll students in 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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	***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) _X_ District/charter does not enroll students in grade 3

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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
NWEA Growth Goal, Reading: Percentage of students who meet their RIT Growth Projections on the NWEA Measures of Academic Progress (MAP) in Reading will show HSRA at least keeping up with the norming group.	16/21 students who tested in both fall and spring, met or exceeded projected growth (76%)	*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)
NWEA Growth Goal, Mathematics: Percentage of students who meet their RIT Growth Projections on the NWEA MAP in Mathematics will show HSRA at least keeping up with the norming group.	14/25 students who tested in both fall and spring, met or exceeded projected growth (56%)	*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)

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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

HSRA is organized by design as a dropout-recovery program, that engages students who have not succeeded in traditional secondary programs or are otherwise dis-engaged from education. By helping these students catch up with their age-cohort peers, HSRA helps close achievement gaps. Disaggregation of data is taken to the individual-student level, as each student at HSRA has a personal learning plan, overseen by their advisor, which maps an appropriately individualized path for the student, to graduation and preparedness for life beyond high school.

HSRA's NWEA Measures of Academic Progress MAP test growth goals have been selected from the school's seven academic goals included in HSRA's contract with its Authorizer, Pillsbury United Communities. The MAP tests are one strategy HSRA staff use to gauge students' achievement in the

core areas of reading and math (other measures include the Minnesota Comprehensive Assessments, reading fluency checks, and internal math assessments). By ensuring that our population of previously underserved youth are able to attain higher levels of achievement in the core academic areas, HSRA contributes to closing achievement gaps.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Post-secondary acceptance: HSRA graduates will be accepted to college or other post-secondary institutions as evidenced by acceptance letters in their digital portfolios (target: at least 90% acceptance rate)	All 2018-19 graduates applied for and were accepted in a post-secondary program	*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)

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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

HSRA's Post-secondary Acceptance target was selected from the school's eight "Mission, Vision, and Strategies" academic goals included in HSRA's contract with its Authorizer, Pillsbury United Communities.

At HSRA we value higher education by creating pathways through our programming for students to develop the skills and knowledge they'll need to fulfill their post-secondary goals that will lead to a career. We focus particularly on developing and certifying skills linked with the music industry, photography, technical trades, entrepreneurial and business skills, as well as core academic and socio-emotional development necessary for success in the professional world. Students have access to PSEO while attending HSRA and many choose to take college classes at local community colleges. We also have a robust program of college visits and college and job fairs in house. We prepare students for college entry exams like the Accuplacer and connecting students with community Internships and Industry Connections in the field.

HSRA requires students to apply to and be accepted in a post-secondary institution (two- or four-year college or training program) before graduation, though not all students choose to attend. 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).

All Students Graduate

Goal	Result	Goal Status
Graduation rate, annual (proportion of students enrolled 10/1 who are grad-eligible, combined with proportion of students who enroll later but are deemed grad candidates based on credits, who do graduate by year's end; target: at least 85% over term of contract)	25/28 or 89% grad rate – HSRA staff identified a cohort of graduation-eligible seniors during the first quarter of the school year; students who enrolled later with sufficient credits to be graduation-eligible were added to the list, and those who did not remain continuously-enrolled were removed from the cohort. This resulted in a grad cohort of 28 students, of whom 25 graduated by June 2019.	*Check one of the following:* _X_ 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) __ District/charter does not enroll students in grade 12

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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?