



2018-2019 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 HS Board on September 10, 2019.

School Enrollment

In 2018-19 the Hennepin School's (HS/Hennepin) demographics were 91.4% Black; 8% Latino; and less than 1% White. Hennepin was 95% free and reduced price lunch and 62% English Language Learner, down 8% from the previous school year. Eleven percent (11%) of its students was identified as special education, up 2% from the previous year, and no students were classified as homeless at some time 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	96	76	0
1	69	50	0
2	69	59	0
3	69	56	0
4	46	42	0
5	46	42	0
6	46	41	0
7	23	19	0
Totals:	464	385	0

Student Attrition

Of the 385 students who were enrolled in March of 2019, ninety-eight percent (98%) intended to return in the fall of 2019, as determined by a survey at parent conferences. The school loses on average 15% of its students over the summer to other programs and locations, and after the summer of 2019, sixteen percent (16%) or 64 students did not return in the fall of 2019, as of the first week of school.

Governance and Management

The school was in its seventh year of operations and conducted its fifth board election in the 2018-19 school year (see section titled Board Elections and Composition at the end of this report). The 2018-19 board consisted of a wide range of expertise in school leadership, finance, governance, business, and instruction. Three new board members joined the board in the 18-19 year; however, one member resigned in the fall of 2018 (Ms. Muna Omar) for personal reasons, leaving the board at six. To fill that position, the board appointed Jon Gustafson as an additional teacher representative from the middle school.

Here is a list of the 2018-19 HS Board:

HS 2018-19 Board

Name	Position	Contact Information	Board Term Start Date/End Date	Board Member Designation School
Charlanye Myers File Folder 243349	President	cmyers@hennepinschools.org	2016-2019	Non-parent Community member
Miguel Mendez	Vice-President	mmendez@hennepinschools.org	2016-2019	Non-parent Community member
Yusuf A. Mohamed	Treasurer	ymohamed@hennepinschools.org	2014-2020	Parent community member
Linda Bladine-Hageseth, File Folder 413618	Secretary	lbladinehageseth@hennepinschools.org	2016-2019	HES Teacher
Jeffrey Rainey	Director	jrainey@hennepinschools.org	2018-2021	Non-parent Community member
Deqa Adan	Director	dadan@hennepinschools.org	2018-2019	Parent community member
Jon Gustafson	Director	jgustafson@hennepinschools.org	2018-2019	HMS Teacher

Board Member Training

Mr. Rainey and Mr. Gustafson were able to participate in initial Board Member Training within the first six months, and Mr. Rainey was able to complete it according to statute. 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 board compliance aspects featured in the Statement of Assurances in October of 2018 and Open Meeting Law, Virtual Board Meeting Attendance, and MSBA Board Member Expectations in March of 2019. In addition, the board had a retreat with an outside consultant in order to further the structure of the board, its processes, and the development of its committee structure in January of 2019.

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 HS’s evaluation goals with the authorizer; its World’s Best Work Force goals; and how the school performed against the goals in its seventh year of operation.

Evaluation Goal #1: Recruitment and Retention

School started with 381 students and ended with 385 students. The school was originally budgeted at 440, but then the board reduced and approved a new budget in October for 380 students. The greatest impact on the school's 18-19 enrollment, according to data collected by the office team, was the split into two buildings; many parents preferred their students attend in one school location as long as possible.

Recruitment and Retention Goal: SUBSTANTIALLY MET

Please note Evaluation Goals #2-4 are subsumed in Evaluation Goal #6: Contract Goals 2015-2019

Evaluation 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 2018 training, which included Direct Instruction, school routines and rituals for each site, 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 days in September, October, February, and April). HS staff attended all Friends of Education trainings offered over the course of the school year, but this was attended by a subset of HS staff each time.

Every Tuesday, school is in session: Kindergarten through fourth grade met for 50 minutes to discuss weekly quiz data, next week's lesson plans, and their Q-Comp goal.

Every Thursday, specialists at HES meet for 50 minutes to discuss quiz data, lesson plans, and their Q-Comp goal.

Two Fridays a month, school is in session: SPED elementary and middle school teams meets for 50 minutes to discuss lesson plans, programing, and their Q-Comp goal, one of which is a monthly SPED director meeting.

HMS content teachers met weekly with their lead teacher to discuss weekly quiz data, next week's lesson plans, and their Q-Comp 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. Hennepin staff takes advantage of authorizer's trainings when available.

The HES Director finished the Minnesota Principal Academy. This is an 18-month program that meets two days every other month.

The Executive Director, Instructional Coach, and a kindergarten teacher attended a two-day workshop for Eureka Math from July 10-11.

Two Lead Teachers attended Relay Graduate School's week long program in June 2018.

One Lead Teacher attended the Hamline Literacy Institute the week of July 19, 2018.

The Executive Director, Instructional Coach, and three Lead Teachers attended a SRCL Leadership Team training on August 6, 2018.

Eight staff members (Two Directors, Operational Coordinator, Deans of students from HES and HMS, Social Worker, and two classroom teachers) attended training for PBIS cohort 13 with the state of Minnesota. The days attended were August 9 and November 12, 2018.

Middle School Director attended ALICE training in August of 2018 and used lessons learned to inform the HS Emergency Action Plans at both sites.

The Instructional Coach and a Lead Teacher attended the SRCL coaches meeting on September 20, 2018.

The Instructional Coach and three Lead Teachers attended the LiRN conference on September 21, 2018, January 17 and March 21, 2019.

All special education educational assistants attended training through Indigo on October 18, 2018.

The three Lead Teachers facilitated monthly half-days with each grade unpacking standards and planning.

The HMS Director, Lead Teacher, Operational Coordinator, and two classroom teachers attended the Get Better Faster workshop on November 6, 2018.

The Executive Director, HES director, Instructional Coach, Lead Teacher, and a classroom teacher attended the DDI: 2.0 workshop on November 7, 2018.

The Instructional Coach and two teachers attended a three-day workshop for Eureka Math from November 13-15, 2018.

Subgoal: MET

Evaluation Goal #6: Contract Goals 2015-2019

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:

2018	State Proficiency Rates	HS 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).*

2016 Subject	Grade 3 HS	Grade 3 MPS	Grade 4 HS	Grade 4 MPS	Grade 5 HS	Grade 5 MPS
Reading	39.1%	44.2%	35.7%	43.0%	47.6%	50.6%
Mathematics	62.5%	54.0%	61.0%	51.9%	42.9%	46.4%
Science					28.6%	43.6%

2016 Subject	Schoolwide HS	Districtwide MPS
Reading	39.4%	44.2%
Mathematics	58.7%	45.7%
Science	28.6%	43.6%

Subgoal 1.2: PARTIALLY MET in 2016, in 3 out of ten cells (grades 3 and 4 mathematics and overall in mathematics).

2017 Subject	Grade 3 HS	Grade 3 MPS	Grade 4 HS	Grade 4 MPS	Grade 5 HS	Grade 5 MPS
Reading	45.6%	43.9%	49.2%	42.2%	33.5%	50.1%
Mathematics	57.9%	52.5%	50.8%	49.8%	37.5%	44.9%
Science					25.0%	42.1%

2017 Subject	Schoolwide HS	Districtwide MPS
<i>Reading</i>	45.0%	44.6%
<i>Mathematics</i>	51.4%	44.1%
<i>Science</i>	25.0%	42.1%

Subgoal 1.2: PARTIALLY MET in 2017, in 6 out of 10 cells (with significant improvements in reading grades 3 and 4 and overall in reading).

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

2018 Subject	Schoolwide HS	Districtwide MPS
<i>Reading</i>	49.7%	46.4%
<i>Mathematics</i>	60.4%	43.5%
<i>Science</i>	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	2019
<i>Combined Weighted Average Growth Z-Score Reading</i>	-0.167737	Did Not Calculate	Did Not Calculate	Will Not Calculate
<i>Combined Weighted Average Growth Z-Score Mathematics</i>	0.283694	Did Not Calculate	Did Not Calculate	Will Not Calculate

Subgoal 1.3: PARTIALLY MET (Met in mathematics, not in reading) in 2016; not calculated in 2017, 2018, or 2019

- In 2018, 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: 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. It is unclear if the state is providing z-score data to schools and districts as of 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 Reading	39% n=11 students proficient	69.5%	32% n=33 students proficient

Subgoal 1.4: NOT MET, although we tested almost five times as many overall students in 2018 (n=173) than in 2014 (n=37), our scores on average did not decline.

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 in 2017, 2018, or 2019

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

Subgoal 3.1: 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.*

In 2015-16 Goal #3.1: SUBSTANTIALLY MET, five out of six subgroups were met; the sixth subgroup had a cell size of three students.

In 2016-17 Goal #3.1: MET, all six subgroups were met.

In 2017-18 Goal #3.1: MET, all six subgroups were met.

In 2018-19 Goal #3.1: MET, all six subgroups were met.

Sub Goal 3.2: Grades 7 & 8 Growth for the 2018-19 school year only:

The School will administer the NWEA MAP in both math and reading to all students enrolled in grades 7 and 8, no later than September 30, 2018, and no later than January 31, 2019. 70% of students in each grade 7 and 8 enrolled for both the fall and winter assessments will achieve at least the following RIT growth:

	Winter RIT Growth Target		
	for students scoring below 51st percentile in fall	for students scoring in the 51st - 61st percentile in the fall	for students scoring above the 61st percentile in the fall
Reading - Grade 7	4	2	1
Math - Grade 7	5	4	2

In 2018-19 Goal #3.2: DID NOT MEET IN MATH (17% met this goal across all 3 percentiles); DID NOT MEET IN READING (42% met this goal across all 3 percentiles); and School (HMS) did not serve 8th grade in 2018-19 school year.

Goal #4: Academic Governance (10% weight)

The School will implement an 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 minutes no less than twice annually.

In 2015-16 and 2016-17, MET the school reviewed its former strategic plan annually in June and also reviewed an assessment dashboard of formative assessments three times annually.

In 2017-18, MET 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 five year strategic business plan for the board's approval.

In 2018-19, MET the strategic plan and academic governance was discussed at several board meetings and recorded in the minutes throughout the school year.

Additional fiscal, operational and governance performance during the terms of the contract:

Attendance

The actual 2015-16 student attendance rate was 95%. The actual 2016-17 student attendance rate was 97%. The actual 2017-18 student attendance rate was 95%. The actual 2018-19 student attendance rate was 95%.

Fund Balance

HS's fund balance goals have been met and exceeded during the life of the contract, ending in 2019 with an unaudited fund balance of 27.5%.

Fiscal Audits

Since 2012, and through 2018, HS has never had any findings or deficiencies on any of its external audits.

Parent 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 2015-16 school year at March parent/teacher conferences, 146 families filled out parent satisfaction surveys. Ninety-eight percent (98%) agreed or strongly agreed of satisfaction with the school. Eighty-one percent (81%) had a high level of satisfaction with the school (strongly agreed).

On an annual survey conducted in the 2016-17 school year at March parent/teacher conferences, 165 families filled out parent satisfaction surveys. Ninety-nine percent (99%) agreed or strongly agreed of satisfaction with the school. Eighty-seven percent (87%) had a high level of satisfaction with the school (strongly agreed).

On an annual survey conducted in the 2017-18 school year at March parent/teacher conferences, 91 families 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).

On an annual survey conducted in the 2018-19 school year at March parent/teacher conferences, 130 families at both sites filled out parent satisfaction surveys. Ninety-eight percent (98%) agreed or strongly agreed of satisfaction with the school. Sixty-eight percent (68%) had a high level of satisfaction with the school (strongly agreed).

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

- In 2015, 2016, and 2017, HS was identified by the Star and Tribune as a school that “Beat the Odds” and was featured in the 2017 article on gap closing schools.
- In 2015 and 2016 HS was listed as a High Quality Charter School by MDE.
- In 2017, HS 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, HS was granted a site and grade expansion from Friends of Education and MDE.
- In summer of 2018, HS launched a middle school expansion in a separate site.
- In 2018, HS made our district wide Q-Comp 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, HS 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, HS was funded \$450,000 over two years to expand its middle school by Great MN Schools.
- In 2018, HS retained 89% of our teachers, some of whom will move to the middle school in different but similar positions.
- In 2018, HS 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.

- In 2018-19, HS on-boarded a Human Resources Manager, an Operations Manager, and a Community Outreach Coordinator; 100% of staff managed by the Executive Director returned in the 2019-20 school year.
- In 2018-19, organization successfully launched a second site, Hennepin Middle School.
- In 2018-19, organization partnered with Great Minnesota Schools on several initiatives, including the Board Candidate Pool; the Charter School Board Governance Program with CharterSource or Eklund Consulting (Board Development); the Academic Community Partnership; Bloomwell Enrollment Support; Relay; TNTP Insight Survey; and TNTP Recruitment and Sourcing Support

Staffing/Equitable Access to Excellent Teachers

During the 2018-19 school year, the district and its administration team managed two campuses. The two building staff included: licensed teachers, office staff, an executive director, two school directors, 3.5 lead teachers, two deans of students, special education assistants, and general education assistants. Eight-five percent of the staff returned for the 17-18 school year; seventy-five percent of the staff returned for 18-19 school year; and sixty-seven percent of the staff returned for the 19-20 school year. All teachers hold a valid Minnesota license in the area(s) for which they teach.

Two grade levels 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. The 19-20 school year will be the last one with single-gender classroom options at the elementary level.

Finances

Abdo, Eick, and Meyers audited the school for the 17-18 school year after its sixth year of operation. According to the auditor's report, there were no control deficiencies, no significant audit findings, and no material weaknesses. Its eighth audit (FY2019) is currently underway. The school has earned the state's finance award seven years in a row.

Academic Performance

For the six 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 (four years/2013-14, 2014-15, 2017-18, and HES 2018-19); for Mathematics (two consecutive years/2015-16 and 2016-17)

or for Reading (HMS 2018-19). In 2018-19, the school outpaced the state averages in mathematics and reading in all of its large subgroups, except for three cells highlighted in yellow below. See table below*:

Percentages of Students Who Met and Exceeded on All State Accountability Tests (MCA III and MTAS) by Subgroup and Subject, 2018-19

Demographic	English Language Learners		Free and Reduced Price Lunch		Black, Not Hispanic	
	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading
<i>All Accountability Tests</i>						
State % Meets and Exceeds, Grade 3	31.1%	19.4%	45.2%	35.5%	38.5%	32.5%
HS % Meets and Exceeds, Grade 3	36.7%	34.7%	57.4%	38.9%	56.9%	37.3%
State % Meets and Exceeds, Grade 4	26.6%	15.9%	43.2%	35.7%	35.0%	30.7%
HS % Meets and Exceeds, Grade 4	48.3%	Count too small to represent; fewer than 10 students	43.6%	30.8%	43.6%	30.8%
State % Meets and Exceeds, Grade 5	20.2%	16.8%	32.0%	47.5%	25.8%	39.8%
HS % Meets and Exceeds, Grade 5	Count too small to represent; fewer than 10 students	37.9%	37.0%	45.7%	39.0%	46.3%
State % Meets and Exceeds, Grade 6	8.0%	10.0%	28.8%	43.8%	22.6%	38.0%
HS % Meets and Exceeds, Grade 6	Count too small to represent; fewer than 10 students	Count too small to represent; fewer than 10 students	24.4%	24.4%	Count too small to represent; fewer than 10 students	Count too small to represent; fewer than 10 students
State % Meets and Exceeds, Grade 7	8.1%	8.1%	29.5%	38.1%	23.8%	32.0%
HS % Meets and Exceeds, Grade 7	Count too small to represent; fewer than	Count too small to represent; fewer than	Count too small to represent; fewer than	Count too small to represent; fewer than	Count too small to represent; fewer than	Count too small to represent; fewer than

	10 students					
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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	8.9%	34.2%	24.2%
HS % Meets and Exceeds, Grade 5	Count too small to represent; fewer than 10 students	30.4%	31.7%

*All data was retrieved from the Minnesota Department of Education website (www.education.state.mn.us) on September 2, 2019.

The lead teachers and school directors and classroom teachers convened weekly in professional learning communities to go over weekly quiz data in mathematics and reading and science. 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. 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 2018 and the winter of 2019 and administered the final test in May 2019. 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, 61% of the students tested (n = 385) in mathematics made their target RIT goal for the year and 61% of those did in reading. Reading will continue to be an area of focus for the upcoming school year, as it is the second year of the federal SCRL grant.

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 2018-19 school year, the executive director and lead teachers did informal observations in each classroom weekly and provided feedback on the instruction during our data

meetings. Further, the executive director, directors and lead teachers 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 a state-approved Q-Comp plan to address formal teacher evaluation and benchmarks met in professional development and learning communities.

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 was greatly challenged this year with expansion efforts. Our school district focus 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.

Hennepin also implemented the Independent Reading Level Assessment (IRLA) and its framework school wide for its third year in 2018-19. 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 operate one K-8 system in Minneapolis, currently in two sites, in the 2018-19 school year. Its ten-year strategic plan includes the replication of another K-8 site in the west metro beginning as early as the 2020-2021 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, and this winter the board delayed the replication in favor of improving its current K-8 program.

Board Elections and Composition

Hennepin conducted its fifth board election in the winter of 2019 with the overarching goal of an open and transparent process in compliance with state statute. Two board members were up for reelection, based on the board terms previously decided. The board appointed an Election Commissioner, HES's School 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. Two board members were up for reelection in the winter of 2019: Dr. Charlayne Myers, Board President/Chair and Community Representative and Mr. Miguel Mendez, Vice President and Community Representative. The two current board members, whose positions were finished in 2019, and a third candidate, ran for two open Community Member positions. After the board nomination window closed, the ballot was finalized and candidate biographies were disseminated to all HS families via the website and a mailer sent home. Candidates also campaigned at the Literacy Carnival event on February 27, 2019. The election took place over the course of two days, March 7 and 8, 2019, in conjunction with Parent/Teacher conferences. Results were published and the information was translated and sent home to parents the following week. The community of voters elected Dr. Myers and Mr. Abdi Mahamed. After the conclusion of the board elections, the board also appointed Mr. Mendez to a one-year term as an additional Community Representative, bringing the board up to seven members for the start of the 2018-19 school year. Newly elected board members took office on July 1, 2019 for a three year term.

In June of 2019, at the end of the school year, two board members resigned (teachers who no longer work for the school). One board member, Ms. Deqa Adan, was forced to resign at the request of the authorizer, due to noncompliance with state law (mandatory board training within the first six months of being seated). The board is currently seeking an elementary school licensed teacher to join the board for the remainder of the 19-20 school year.

The 2019-20 board composition is listed below:

2018-19 HS Board of Directors

Name	Position	Contact Information	Board Term Start Date/End Date	Board Member Designation School
Char Meyers	Chair/President	cmyers@hennepinschools.org	2016-2022	Non-parent community member
Miguel Mendez	Vice President	mmendez@hennepinschools.org	2016-2020	Non-parent community member
John Slavik 465208	Secretary	jslavik@hennepinschools.org	2019-2022	Teacher, non-parent community member
Yusuf A. Mohamed	Treasurer	ymohamed@hennepinschools.org	2014-2020	Parent community member
Jeffrey Rainey	Director	jrainey@hennepinschools.org	2018-2021	Non-parent community member
Abdi Mahamed	Director	amahamed@hennepinschools.org	2019-2022	Non-parent community member

All previously seated Board Members have completed mandatory board training; one new board members must complete all mandatory board training, and one (John Slavik) has completed his training online in the summer of 2019. All future elected board appointments will be for three-year length terms, unless fulfilling a position open due to death or resignation, as per the HS By-Laws. Candidate criteria was defined as follows: a teacher has full time teaching license in Minnesota and works in a teaching capacity at HS; a parent/legal guardian has student(s) enrolled at HS and is not employed at HS; and a community member is not employed at HS nor has students enrolled at HS.

Dissemination and Marketing Information

The school participated in many targeted marketing events during the 2018-19 school year, with the on-boarding of a Community Outreach Specialist in the winter of 2019. HS sent out 10,000 targeted mailers in February of 2019 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 winter and spring of 2019. It launched a Facebook targeted ads campaign as well. Key staff attended several Open Streets and Farmers Markets over the summer to spread the word. Door knockers were placed on 10,000 doors in the summer of 2019, and the Executive Director spoke at Head Start events in late spring. Finally, outreach was done with local daycares surrounding a two mile radius from the schools.

The extensive combination of marketing techniques were successful in bringing new, diverse families to HS in fall of 2019, and the school will continue to pursue these efforts in subsequent years.

Authorizer Contact Information

If you would like to contact Hennepin 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>