



2019-2020 Annual and World's Best Workforce 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 November 10, 2020.

School Enrollment

According to the MDE Report Card, in 2019-20 the Hennepin School's (HS/Hennepin) demographics were 91.6% Black; 7.9% Latino; and less than 1% White. Hennepin was 95% free and reduced price lunch and 64.7% English Language Learner. Nine and four tenths percent (9.4%) of its students were identified as special education, and fewer than ten students were classified as homeless at any given time during the 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 2020, as determined by a survey at parent conferences. Throughout the course of the entire school year, HS had 49 students drop and 57 students were added to the program. 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 eighth year of operations and conducted its sixth annual board election in the 2019-20 school year. The 2019-20 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 19-20 school year; two teachers and a parent. Here is a list of the 2019-20 HS Board:

HS Board 2019- 20

Name	Position	Annual Training Dates and Contact Information	Board Term Start Date/End Date	Board Member Designation School
Dr. Charlanye Myers File Folder 243349	President	cmyers@hennepinschools.org Oct. 8, 2019, HS Achievement on State Tests, MCA Overview, <i>Ongoing Board Training</i> March 10, 2020 Board Goal Setting, <i>Ongoing Board Training</i>	2016-2022	Non-parent Community member
Miguel Mendez	Vice-President	mmendez@hennepinschools.org Oct. 8, 2019, HS Achievement on State Tests, MCA Overview, <i>Ongoing Board Training</i>	2016-2020	Non-parent Community member
Yusuf A. Mohamed	Treasurer	ymohamed@hennepinschools.org Oct. 8, 2019, HS Achievement on State Tests, MCA Overview, <i>Ongoing Board Training</i> March 10, 2020 Board Goal Setting, <i>Ongoing Board Training</i>	2014-2020	Parent community member
John Slavik File Folder 465208	Secretary	jslavik@hennepinschools.org Oct. 8, 2019, HS Achievement on State Tests, MCA Overview, <i>Ongoing Board Training</i> March 10, 2020 Board Goal Setting, <i>Ongoing Board Training</i>	2019-2022	HMS Teacher

		July 28, 2019, Board Basic Series (Finance, Governance, Employment), Initial Board Training		
Jeffrey Rainey	Director	jrainey@hennepinschools.org March 10, 2020 Board Goal Setting, Ongoing Board Training	2018-2021	Non-parent Community member
Fardowsa Jama	Director	fjama@hennepinschools.org November 9, 2020, Board Basic Series (Finance, Governance, Employment), Initial Board Training	2020-2022	Parent community member
Christina Ferrell (Lacina) File Folder 180100	Director	cferrell@hennepinschools.org March 10, 2020 Board Goal Setting, Ongoing Board Training Governance February 9, 2020, Board Basic Series (Finance, Governance, Employment), Initial Board Training	2020-2023	HES Teacher

19-20 Board Elections and Composition

Hennepin conducted its sixth board election in the winter of 2020 with the overarching goal of an open and transparent process in compliance with state statute.

The board appointed an Election Commissioner, HES’s School Director, who led the process through to completion. Two board members seats were up for election, an HS Parent Member seat and an HS Community Member seat. 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. 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. Both candidates, Miguel Mendez, an incumbent, and Alma Iglesias, ran uncontested. The election took place over the course of two days, March 5 and 6, 2020, 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 Mr. Miguel Mendez and Ms. Alma Iglesias. Newly elected board members took office on July 1, 2020 for a three year term. The 2020-21 board composition is listed below:

2020-21 HS Board of Directors

Name	Position	Contact Information	Board Term Start Date/End Date	Board Member Designation School
Dr. Char Meyers	Chair/President	cmyers@hennepinschools.org	2016-2022	Non-parent community member
Miguel Mendez	Vice President	mmendez@hennepinschools.org	2016-2023	Non-parent community member
John Slavik File Folder 465208	Secretary	jslavik@hennepinschools.org	2019-2022	Teacher, non-parent community member
Jeffrey Rainey	Treasurer	jrainey@hennepinschools.org	2018-2021	Non-parent community member
Christina Ferrell (Lacina) File Folder 180100	Director	clacina@hennepinschools.org	2020-2023	HES Teacher
Fardowsa Jama	Director	fjama@hennepinschools.org	2020-2022	Parent community member
Alma Iglesias	Director	aiglesias@hennepinschools.org	2020-2023	Parent community member

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 a full time teaching license in Minnesota and works in a teaching capacity at HS; a parent/legal guardian has a student or students enrolled at HS and is not

employed at HS; and a community member is not employed at HS nor has students enrolled at HS.

Staffing/Equitable Access to Excellent Teachers

During the 2019-20 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, an academics director, three instructional coaches, two deans of students, special education assistants, and general education assistants. Seventy-five percent of the staff returned for the 18-19 school year; sixty-seven percent of the staff returned for the 19-20 school year; and eighty-five percent of the staff returned for the 20-21 school year. All teachers hold a valid Minnesota license in the area(s) for which they teach.

All students, regardless of instructor, take the same rigorous grade level formative assessments weekly and a larger assessment each of four terms. However, due to the state shut down, the larger assessment and the state tests were canceled. 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 was the last one with single-gender classroom options at the elementary level.

Below is a list of the 19-20 HS Staff:

District Level:

HS Executive Director, Henderson, Julie

HS HR Manager, Haliti, Merita

HS Student Services Coordinator,
Mohamed, Amal

HS Community Outreach Coordinator,
Haraway, Matt

HS Special Education Director, Heieie,
Jen

HS Special Education Coordinator,
Mahmud, Yassin

HS Speech Teacher, Vining, Azmina

HES Instructional Coach, Krohn,
Jacqueline

HES Instructional Coach, Palony, Amber

HES Dean of Students, Osman, Guled

HES Assist Office Manager, Mohamed,
Safiyo

HES Assist Office Manager, Palma,
Raquel

Custodian and Maintenance, Palma, Juan

HES Social Worker, Adomaitis, Natalie

HES Special Education Teacher,
Anderson, Marcie

HES Second, Beedle, Kelsey

HES Third, Christina Ferrell

HES Second, Nabil, Crescence

HES Fifth, Dungan, Leah

HES First, Gussel, Claire

HES Kinder, Herda, Elizabeth

HES Fourth, Klobe, Alissa

Hennepin Elementary School:

HES Director, Kandil, Mahrous

HES Academic Director, Feehan Kapsner,
Ashley

HES Operations Coordinator, Adam,
Ahmed

HES ESL, Lewis, Mary Jo
HES Third, Losness, Rachel
HES Phy Ed. Teacher, Lushanko, Cory
HES Fifth, Matti, Rachel
HES Third, Hass (Knack), Sarah
HES First, Montgomery, Laura
HES Co-Teacher, Nell, Grace
HES Special Education Teacher, Brandon, Kaitlyn
HES Kinder, Phimister, Taylor
HES ESL, Regalado, Elizabeth
HES Science, Rome, Heather
HES Fourth, Stephens, Kari
HES Fourth Co-Teacher, Youngblom, Taylor
HES Kinder, Strinden, Emily
HES ESL, Swanson, Sophia
HES Science, Walker, Kristen
HES ESL, Yarmolik, Dziyana
HES ELL EA, Osman, Halima
HES Kinder EA, Abdi, Kaltun
HES Kinder EA, Ali, Kawthar
HES Kinder EA, Velez, Enidza
HES Lunch/Special Education Bus EA, Ahmed, Istarina
HES Lunch/Special Education Bus EA, Assalle, Abdullahi
HES Lunch/Special Education Bus EA, Mohamed, Naimo
HES Nurse Aide/EA Floater, Ballard, Tamika
HES Special Education Bus EA, Ali, Khalif
HES Special Education EA, Fatah, Nasra
HES Special Education EA, Hassan, Fatuma
HES Special Education EA, Hassan, Safia

HES Special Education EA, Ibrahim, Anab
HES Special Education EA, Ibrahim, Fathya
HES Special Education EA, Kassim, Sahra
HES Special Education EA, Mohamed, Sahra
HES Special Education EA, Mohamud, Kadra
HES Special Education EA, Osman, Nasra
HES Special Education EA, Yusuf, Muna

Hennepin Middle School:

HMS Director, Fajardo, Julieta
HMS Phy. Ed. Teacher, Slavik, John
HMS Instructional Coach, Kim Knuttila
HMS Science, Aldridge, Aaron
HMS Dean of Students, Chopra, Marlon
HMS Social Studies, Calhoun, Klaudia
HMS Office Manager, Bantley, AJ
HMS Social Worker, Moore, Whitney
HMS Assist Office Manager, Rojas-Navarro, Tlauhitzin
HMS Special Education Teacher, Helmen, Madeline
HMS Lang. Arts, Vogel, Samantha
HMS Special Education Teacher, Nelson Anderson
HMS ESL Teacher, Reyes, Juan
HMS EA, Hussein, Mohamed
HMS Lang. Arts, Gangl, Rita
HMS Lunch EA, Elfalah, Mohamed
HMS- Math, Diaz, David
HMS Lunch EA, Palma, Carlos
HMS- Math, Reed, Amanda
HMS Special Education Bus/Lunch, Osman, Mohamed
HMS Special Education EA, Rodol, Saida

Staff Professional Development Plans:

Two of the four school leaders, Dr. Julie Henderson, HS Executive Director, and Ms. Julieta Fajardo, HMS School Director, held valid administrator licenses last year and did not require additional professional development plans. However, Dr. Mahrous Kandil, HES School Director, and Ms. Ashley Feehan-Kapsner, HES Academic Director, did not hold valid administrator licenses. Their professional development plans are listed below:

Dr. Kandil's Annual Goals were as follows:

1. Retain HES Teachers from 40% in 2018 to 70% in 2019 by June 1, 2020
2. Provide a safe, nurturing and cooperative learning environment by completing the outstanding items from the school's safety audit to effect positive change on compliance with: 1) the school's bullying policy; 2) the school's compliance with accident reporting and playground safety; and 3) the student uniform policy through professional development, data driven surveys, and monthly spot checks

These goals were monitored in weekly check ins with the school's Executive Director. This school year, Dr. Kandil's professional development plan was focused on reading the book titled, *Managing to Change the World* by A. Green and J. Hauser (2012) and subsequent book talk discussions with the Executive Director.

Ms. Feehan-Kapsner's Annual Goals were as follows:

1. From November 1st to March 31st, conduct 80% of scheduled face-to-face coaching conversations.
2. By June 1, 2020, update all K-8 stats on calls, paper work, and overall attendance for COVID-19 Plan.
3. By June 30, 2020, complete Hennepin's definition of excellence for the K-5 academic program.
4. The percentage of all students in grades K-1 at Hennepin Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP and NWEA MAP for Primary Grades in Mathematics will increase from 68% in spring 2019 to 80% in spring 2020.
5. By managing the Instructional Coaches and guiding their work, the percentage of all students in grades 3-5 at Hennepin Elementary who meet or exceed their MCA in Reading will increase from 44% in spring 2019 to 50% in spring 2020.

These goals were monitored in weekly check ins with the school's Executive Director. This school year, Ms. Feehan-Kapsner's professional development plan was focused on 1) attending professional development through the SCRL grant and through LiRN; 2) attend a school culture walk through in Denver, CO with GMS in February of 2020; and 3) participate in bi-weekly coaching conversations with an outside consultant, also provided by GMS.

Finances

HS's fund balance goals have been met and exceeded during the life of the contract, ending in 2020 with a final fund balance of 27%. Since 2012, HS has been audited by Abdo, Eick, & Meyers. Abdo, Eick, and Meyers audited the school for the 19-20 school year after its eighth year of operation. According to every auditor's report, including the 19-20 one, Hennepin has never had any deficiency in internal controls or material weaknesses of any kind, in any of its nine external audits. The school has earned the state's finance award eight years in a row.

Academic Performance

For the seven 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, HES 2018-19, and HS 2020-2019); for Mathematics (two consecutive years/2015-16 and 2016-17) and for Reading (HMS 2018-19).

The Instructional Coaches and classroom teachers convened weekly in professional learning communities to go over weekly quiz data. 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 referenced test we give is the NWEA MAP. The school collected baseline data in fall of 2019 and the winter of 2020, but the schools were unable to administer the spring NWEA due to COVID-19.

The teachers created pacing guides aligned to the MN state standards. 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 2019-20 school year, the HES Academic Director and three Instructional Coaches did informal observations in each classroom weekly and provided feedback on the instruction during our data meetings. 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.

World's Best Workforce Goals

All Students Ready for School: See Contract Goal #3, Ready for School, below

Hennepin had an additional WBWF goal of 65% of kinder students will reach their Target RIT goal in Reading by spring of 2020. Unfortunately, due to COVID-19 we were unable to measure that goal effectively.

All Students in Third Grade Achieving Grade-Level Literacy

Hennepin's Goal of 65% of third grade students will reach their Target RIT goal in Reading by spring of 2020 was not measurable due to COVID-19.

Close the Achievement Gap(s) Between Student Groups

Hennepin had the WBWF Goal of 59% of grade 3-8 students would meet the standards on the spring 2020 MCAs. Unfortunately, due to COVID-19 we were unable to measure that goal effectively.

All Students Career- and College-Ready by Graduation

WBWF Goal: 95% of all students will attend school on a regular basis in grades K-8.

HS was able to measure this goal this year, and even though we were on Distance Learning, March through June, we had a 95% K-8 attendance rate.

Contract Goals

Hennepin Schools entered into a five year contract, renewed with Friends of Education beginning on July 1, 2019 and ending on June 30, 2024 (unless renewed). The current contract has four goals but unfortunately the school was only able to evaluate Goal 3 and Goal 4 this year due to the Government Shut Down due to COVID-19.

Goal #3: Ready for School (20% weight)

World's Best Workforce Charter Contract Target: All children are ready for school.

Each year, by February 1st, 80% of all School's kindergarten students continuously enrolled since the first day of school will be able to identify all 26 upper and lower case letters and count to 20.

Goal: SUBSTANTIALLY MET

Goal #4: School Culture (10% weight)

Sub-Goal 4.1: Attendance. Each year, the School will achieve a higher rate of consistent attendance than the state average. Consistent Attendance means students who attend more than 90 percent of the time the student is enrolled.

Sub-Goal: EXCEEDED the attendance goal of 90% both pre and post Distance Learning with a year long rate of 95%.

Sub-Goal 4.2: Academic Governance. 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.

Sub-Goal: MET by evaluating and critically commenting on the School’s MCA data at the board meeting on October 8, 2019 and by reviewing the School’s Term 2 Data Dashboard at the board meeting on March 10, 2020.

Distance Learning Academics Program, March through June 2020

Goal: Provide daily K-8 instruction with a licensed teacher and appropriate, grade level materials.

Based on this goal, the academic component of our distance learning plan consisted of two pillars: daily instructional calls with each student and high-quality instructional work.

Daily instructional calls:

- Every K-8 student received an individual phone call (via phone, FaceTime, Zoom)
- Daily calls for each student were tracked in Google sheets.
- Teachers provided notes for each call on the instruction provided.
- The teachers and social workers at both campuses monitor the trackers for students with whom we were unable to connect for any extended series of days.

This table represents the percentage of daily contacts all DL teachers were able to make with our 403 students on any given week:

	Week of March 30	Week of April 6	Week of April 13	Week of April 20	Week of April 27	Week of May 4	Week of May 11	Week of May 18	Week of May 25
Percentage of K-8 Phone Calls	85%	88%	89%	88%	89%	89%	86%	86%	88%

High quality instructional work:

- Each HES student received one packet containing high quality materials in math, ELA, writing, science, and social studies.
- Each HES family received a weekly P.E. plan with activities for K-5 students.
- Each HMS student received one packet for each subject: math, ELA, P.E., science, and social studies.
- Students received pencils (weekly) and erasers (on occasion) in their envelopes.
- All instructional materials were uploaded on our digital platform by grade for families and staff to access.
- Every week, students turned in their finished work by bus or parent drop off.

This table describes the K-8 percentage of packets per student received weekly up through May 25, 2020. Materials for the last week of school were not collected as the last date for distribution and collection was Tuesday, May 26, 2020:

	Week of March 30	Week of April 6	Week of April 13	Week of April 20	Week of April 27	Week of May 4	Week of May 11	Week of May 18	Week of May 25
Percentage of K-8 Homework Returned	86%	79%	73%	82%	77%	74%	76%	64%	N/A

This table provides the K-8 student DL attendance, a combination of daily calls and instructional work returned:

	Week of March 30	Week of April 6	Week of April 13	Week of April 20	Week of April 27	Week of May 4	Week of May 11	Week of May 18	Week of May 25
Percentage of K-8 Attendance	97%	97%	97%	97%	97%	96%	96%	94%	88%

Successes:

- The Academic Team (all instructional coaches and HES Academics Director) set goals for phone calls and instructional packets the week of March 30th with the grade level teams.
- The Academics Team continued to coach all PLCs and to guide them on DL issues and creating high quality instructional materials.
- DL Teachers met all goals and outcomes for material production, instructional phone calls, and attendance records.
- Anecdotal reports from several families was that instruction was very well appreciated and received by parents who they themselves were going through multiple transitions due to COVID-19

Challenges:

- Families with multiple siblings and/or students' with Individual Education Plans (IEPs) received multiple phone calls a day
- Only 70% of families had a technology device allocated to their student(s) on March 30th. That number increased to 100% by the third week of DL.

- Primary age students (K-2) were required to use tablets for instruction and communication remotely was difficult at times due to developmental age and technology requirements
- Addressing the engagement needs of middle school males as compared to middle school females is a subset of the data that needs to be addressed long term
- Ensuring families had internet connectivity and phone data use over time, as families struggled with paying bills

Innovative Practices and Implementation

In 2019-20, HS partnered with Great Minnesota Schools on several initiatives, including the Bellwether evaluation and 3 year plan; Bloomwell Enrollment Support; Relay; TNTP Insight Survey; and an EdFuel Talent Cohort. Bellwether in the fall of 2019 conducted a comprehensive school review and helped to create a subsequent three year plan. Much of the support for these planning initiatives was generously provided by Great Minnesota Schools, and the goal setting and plan efforts will hopefully be reported on in the next Annual Report, as they are being enacted in the 20-21 school year.

Hennepin Schools is in a three year adoption of two new textbook adoptions which are designed to provide highly rigorous learning opportunities for all our students. The Eureka Math program, implemented in grades K and 1 in 2019-20, have shown initial success in fall to fall growth on NWEA mathematics in the fall of 2020. The EL curriculum adopted in grades 3-7 in 19-20 provided students with college ready tasks designed around culturally relevant works of fiction and non-fiction.

Hennepin also worked with 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; and
- Weekly school assemblies.

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.

Future Plans

Hennepin Schools operate one K-8 system in Minneapolis, currently in two sites. Its strategic plan includes the replication of another K-8 site in the west metro, however those plans are currently on hold as the Mpls. K-8 begins a single site search. In addition, 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 the board delayed the replication for another year in favor of improving its current K-8 program.

Dissemination and Marketing Information

Marketing was more complex this year due to COVID-19. HS sent out 10,000 targeted mailers in spring of 2020 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. We visited nine preschool programs and began to develop partnerships with those programs, their teachers, and their directors. It created two marketing videos with an outside consultant. Outreach was mainly achieved through an upgraded, targeted Facebook campaign, as all outside gatherings were canceled due to the pandemic.

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>