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Achieve Language Academy

SCHOOL YEAR 2015-2016
CHARTER SCHOOL ANNUAL REPORT
AND WORLD'S BEST WORKFORCE PLAN

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SCHOOL INFORMATION

This report provides the Minnesota Department of Education, our authorizer (Novation Education Opportunities or NEO), parents of Achieve Language Academy (ALA), and the general public with information describing the progress of ALA and its students.

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St. Paul, MN 55119

Phone: 651-738-4875
Website: www.achievemn.org

Grades Served: PK-8

Year opened: 1996 (approved in 1995)

ALA is an urban charter school that offers a second language and serves students in pre-kindergarten through eighth grade. The 2015-2016 school year marked ALA's 20th year of operations. The school was granted its charter in 1996. In July of 2012, Novations Education Opportunities (NEO) became the authorizer. Achieve is located in the city limits of St. Paul, Minnesota. During the 2015-2016 school year, Achieve enrolled approximately 440 (PK-8) students.

ALA is built on the beliefs that good schools transform communities; that community is created by shared values and common goals; that all children can learn and achieve; and that education is essential to a fulfilling life.

At ALA, students:
- **WORK** cooperatively with other students of various cultural backgrounds and toward personal high academic goals;
- **RESPECT** each individual's uniqueness, cultural heritage and opinions and ideas; and
- **BELONG** to a community that gives back to the larger community and are active members of a challenging learning community.

Unique Characteristics
I.   Students have an opportunity to become literate in two languages: English and either Hmong or Spanish.
II. Extended summer programming available for all students.
III. 5-day a week preschool program (4 yr old).
IV. English is considered the second language for approximately half of the students.

Mission Statement

The mission of ALA is to provide a rigorous, standards-based, data-driven, best practices educational program for students in grades Pre-K through 8. Achieve educates the whole child in a safe environment that values diversity and promotes the Hmong and Spanish languages and cultures.

Philosophy

The underlying philosophy statements underscore the commitment that Achieve has for preparing students for success once they leave the school.

Learner success is based on a partnership where:
- o Teachers facilitate;
- o Learners participate; and
- o Families engage.

Proficiency in Hmong or Spanish will prepare our learners to thrive in a diverse society.

Small learning communities create a welcoming, safe, and nurturing environment. Learning is centered in the classroom.

Achieve focuses on the whole learner's:
- o Emotional health;
- o Social development; and
- o Academic achievement.

A culturally diverse student population enriches each learner's experience

Achieve continues to improve through the active participation of:
- o Learners;
- o Families;
- o Community;
- o Staff; and the
- o School Board.

Teachers work in learning teams to ensure the success of all learners

Achieve strives for academic success by:
- o Using standards based curricula;
- o Making data driven decisions in planning for each student; and
- o Using research based instructional practices.

School Calendar/Hours of Operation:

In 2015-2016, ALA closely followed the St. Paul Public Schools' calendar of 173 scheduled days during the regular school year. The school was in session, Monday through Friday, from 8:35 a.m. to 3:50 p.m. Achieve also provided students the opportunity to participate in a summer program administered through the St. Paul School system. The program ran Monday through Thursday, for 20 days during June and July from 8:30 a.m. to 1:30 p.m.

Authorizer Information

Novation Education Opportunities (NEO)
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Eagan, MN 55123
Wendy Swanson Choi, Executive Director
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Phone – (612) 889-2103
Email – www.neoauthorizer.org

Minnesota Department of Education's
 website for ALA report card:
http://rc.education.state.mn.us/#mySchool/orgId--401807010__p--1

KEY DEMOGRAPHIC TRENDS

Student Characteristics:
During the 2015-2016 school year a total of 440 students attended ALA in grades pre-kindergarten through eighth grade. The student body is very diverse and most qualify for free or reduced lunch. Over half were classified as English Language Learners (ELL). The table below outlines demographic characteristics of ALA students.

	2013-2014	2014-2015	2015-2016
Total Enrollment (Oct 1 count)	427	446	444
Male	221	216	206
Female	206	230	238
Special Education	8.5%*	8.6%*	10.1%*
LEP	56.4%*	61.4%*	62.4%*
Asian	39.6%*	42.6%*	40.5%*
Black	13.9%*	13%*	12.3%*
White	10.4%*	10.2%*	13%
Hispanic	35.1%*	33.3%*	33.4%*
American Indian	.9%*	1.0%*	.7%*
F/R Lunch	89.9%*	79.5%*	82.8%*

 *Does not include pre-kindergarten students

Student Enrollment

Over the past 5 years ALA has had a very stable population, averaging 435 students in grade Prekindergarten through 8th grade each year. During the 2015-2016 school year there was a slight increase in the 7th-8th grade population.

	2012-13	2013-14	2015-2016	2015-2016	*2016-2017
Prekindergarten	21	21	35	37	37
Kindergarten	46	44	45	42	49
1st Grade	42	48	48	45	48
2nd Grade	47	43	49	50	46
3rd Grade	49	47	45	48	50
4th Grade	44	46	48	40	48
5th Grade	46	44	50	48	45
6th Grade	47	44	47	46	49
7th Grade	45	48	46	43	50
8th Grade	40	42	44	41	44
Total	430	427	457	440	466
Total ADM (Average Daily Membership) for year					

*October 1 count

Student Attendance, Attrition & Mobility

	2011-12	2012-13	2013-14	2015-2016	2015-2016
Overall Attendance Rate	95.0	95.0	95.0	96.0	93.5

Admissions

As ALA began the 2015-2016 school year, there were waiting lists in most of the grades. The enrollment guidelines and procedures were reviewed and updated in spring 2016. A lottery is held each March and waitlists are kept by grade level to fill any openings after the lottery deadline.

Attrition and Mobility

Over the past three years ALA has had a very low mobility rate. During the 2015-2016 school year 23 students transferred out of Achieve and 32 students moved into open seats. This was a 9 student gain during the school year. This is approximately a 13% change in students across all grade levels. (Mobility index is calculated by taking the total transfers in and out divided by the October 1st population.)

WORLD'S BEST WORKFORCE COMPONENTS

In May 2013, the State legislature passed important legislation aimed at ensuring career and college readiness for all graduates in Minnesota Statute 120B.11: School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce. According to the Minnesota Department of Education, MS 120B.11 requires school districts to develop a plan that includes the following components:

1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups;

2. A process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying strengths and weakness of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness leading to the world's' best workforce;

3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, building principal evaluations, and teacher evaluations;

4. Strategies for improving instruction, curriculum, and student achievement;

5. Effective practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

6. An annual budget for continuing to implement the plan.

The purpose of this section is to outline the Core Strategies for achieving the goals identified in the Strategic Framework, the annual School Improvement Plan (SIP), and to fulfill the school's reporting responsibilities outlined in Minnesota Statute 120B.11. These compelling interests have been combined into a single, comprehensive, and aligned school plan.

In 2013, ALA School Board updated the Strategic Framework that has been in place since 2008. The process involved input from teachers, parents and community. The final result was updating our mission, core values, strategic goals (see section I of Annual Report). Along with the updating of the Strategic Framework. ALA annually updates the School Improvement Plan (SIP). The school continues to develop a plan.

ALA is committed to student success. Ensuring the success of each student begins with a clear idea of why we exist as a charter school, how we work to accomplish our goals, and what the end result will be.

Strategic Goals 2012-2017

High Achievement for all Students
Learners will maximize their academic potential to create and sustain a learning environment that inspires our student body to strive and obtain high achievement and nurturing students to become future positive role models within our world's society.

Language and Culture
Learners will develop a greater appreciation of world cultures and be able to communicate in English and either Hmong or Spanish.

Community Building
School resources will fortify the core collaboration with and between parents and the community.

Leadership, School Governance, and Management
Ensure that leadership and management systems continue to operate in a responsive, transparent, and fiscally sound manner.

School Improvement Plan (SIP) Goals

During the 2015-2016 school year, the Leadership team reviewed and updated the ongoing school improvement plan based on the strategic plan. This is an annual process. They agreed on four goals to focus on during the 2015-2017 school years.

School Improvement Goals (2015-2017)
  I.   All incoming kindergarten students will be ready for school. *(aligns with Strategic Goal I)*
  II. All students will show proficiency and make Medium or High growth in Reading. *(aligns with Strategic Goal I)*
  III. All students will show proficiency and make Medium or High growth in Math.*(aligns with Strategic Goal I)*
  IV. All learners will be able to communicate in two languages and will have an appreciation for diverse cultures. *(aligns with Strategic Goal II)*
  V.   Continue to improve communications with parents and engage them in the process of teaching their children *(aligns with Strategic Goal III)*

High Achievement for all Students: Learners will maximize their academic potential to create and sustain a learning environment that inspires our student body to strive and obtain high achievement and nurturing students to become future positive role models within our world's society.

SIP Goal I
All incoming kindergarten students will be ready for school.
By October of 2015, ALA will ensure 100% of incoming kindergartners will be screened for kindergarten readiness.

Strategy	Actions required
Solidify screening process	- review incoming files of students - identify students who have not been screened - using the components of the Early Childhood Screening program, screen students - Admini,ster NWEA survey - share information gathered with Kinder staff

SIP Goal II
All students will show proficiency and make Medium or High growth in Reading.
·   By June of 2017, 75% of students in grades Kindergarten through grade 3 will be at or above grade level according to DRA.
·   By June of 2017, 60% of students in grades 2-3 will meet or exceed their growth target on the NWEA.
·   By June of 2017, 60% of all 3-8 students will meet proficiency in the Reading MCA III and 85% will exhibit medium to high growth in grades 4-8.
·   By June of 2017, 25% of English Learner (EL) students will meet proficiency on the ACCESS test.

Strategy	Actions required
Review and evaluate practices currently used at Achieve for effectiveness and fidelity	· Research/ visit schools with similar enrollment demographics making gains, examine strategies used and reflect · Work on co-teaching best practices (within grade levels, intervention levels, etc) · Continue Non-Fiction reading and writing K-8 · Continue focus on Academic vocabulary
Review and implement Language Arts curriculum K-8	· Fountas & Pinnell Framework · Close Reading · Academic Vocab · Non-fiction writing (K-8) · I-Ready (K-8) · Reading Eggs (K-2) · Reading Horizons (K-2)
Work on exposing students to various assessment types &	· formative · summative

situations	· timed/ open ended
Continue reading intervention program with a continued focus on Tier 1	· focus on tier I strategies
Continue to work on the common core outside the Language Arts block	· Provide opportunities for mentoring/ staff development for teachers teaching subjects other than reading · Continue to implement non-fiction reading and writing
Alignment of procedures and strategies K-8 ('Achieve way') including documentation and resources for new teachers (and experienced)	· NF Writing · Books and book lists per grade · Software programs
Standardized analysis timeline (documented) and tracking of student data	· establish assessment calendar/ reporting dates · Continue using data folders for each students · Continue using data centers in the classroom · Skyward: Test scores, RtI data · I-Ready, Reading Eggs, Study Island
Continue to develop a common set of instructional practices that will be used by all staff	· Research best practices · Identify 'best' for ALA · Train staff in 'best' strategies · Use PD360 · Academic Vocabulary · Develop hierarchy of practices · PLC learning

SIP Goal III **All students will show proficiency and make Medium or High growth in Math**.
1.   By June of 2017, 75% of students in grades Kindergarten and 1 will be at or above grade level according to the NWEA (2015: 21/48 1st graders & ? Kinder).
2.   By June of 2017, 60% of students in grades 2-3 will meet or exceed their growth target on the NWEA.
3.   By June of 2017, 55% of all 3-8 students will meet proficiency in the Math MCA III and 75% will exhibit medium to high growth in grades 4-8.

Strategy	Actions Required
Review alignment of current curriculum	· Vertically align · Grade level teams review current maps · Create a consensus map that includes above curriculum, skill sets, instructional strategies, resources and assessments

Strategy	Actions Required
	· Additional alignment resources to include SciMath Frameworks
Research and examine Tier I & II intervention strategies	
Common set of instructional practices	· Co-teaching best practices (within grade levels, intervention levels, etc) · Continue focus on academic vocabulary (K-2 math vocab list creation)
Alignment of procedures and strategies K-8 ('Achieve way') including documentation and resources for new teachers (and experienced)	·
Standardized analysis timeline (documented) and tracking of student data	· establish assessment calendar/ reporting dates · Continue using data folders for each students · Continue using data centers in the classroom · Skyward: Test scores, RtI data · I-Ready, Reading Eggs, Study Island
Math Across content areas	·

Strategic Goal 2012-2017
Language and Culture: *Learners will develop a greater appreciation of world cultures and be able to communicate in English and either Hmong or Spanish.*

SIP Goal IV
All learners will be able to communicate in two languages and will have an appreciation for diverse cultures.
1. By June of 2017, all learners will participate in three culturally significant experiences annually, one of each of the following:
· Service Learning
· Culturally intentional field trip
· School wide
2. By June of 2017, all learners that have attended Achieve for more than five years will be able to speak and write in a second language other than English.

Strategy	Actions Required
Develop a list of options for activities	· Define expectations for culturally significant events ·

Implement language assessment for Hmong and Spanish	· Research criteria for each assessment · Obtain/develop appropriate assessment · Align assessment targets · Create assessment · Gather baseline data · Monitor and adjust
Ongoing training for Culturally Responsive teaching/learning	·

Strategic Goal 2012-2017
Community Building: *School resources will fortify the core collaboration with and between parents and the community.*

<u>**SIP Goal V**</u>
Continue to improve communications with parents and engage them in the process of teaching their children.
1. By June 2017, increase participation in parent events.
2. By June 2017, increase Skyward parent traffic by 10%

Strategy	Actions Required
Increase skyward usage by staff & families	
Explore increasing parent involvement at Achieve, possible parent group	· Survey parents regarding their needs and assumptions regarding participation in their children's education · Enlist parents and staff to jointly develop and distribute the parent involvement plan to all parents

Student needs
ALA uses a comprehensive process to determine student progress and growth toward career and college readiness. The system incorporates an assessment system that begins in the classroom and expands to state and national assessments. This system provides a profile of achievement by individual student, subgroups, and the school. Data from assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

School assessments used
Achieve uses several forms of assessment data to determine the needs of students in the learning community. The Northwest Education Association (NWEA) Measurement of Academic Progress (MAP) assessment is a nationally normed test that students at Achieve take twice annually in the area(s) of: Reading, Language Usage, Math, and Science. Minnesota Comprehensive Assessment III (MCA III) data was also reviewed. And an in-house, online program I-Ready, administers three diagnostic assessments to all students 1st through 8th grade and provides reporting in the domains of Math and Reading.

Identified student needs (based on data)
Data examined in Leadership Meetings throughout the school year aid in identification of students needs in several academic areas. Reading scores continue to be a challenge for students to improve at Achieve and discussions center around the Common Core Standards and the level of rigor in reading and writing.

Identified teacher needs
It was identified that teachers would benefit from additional training in Reading strategies, along with Professional Development around ELA Common Core standards. PLCs incorporate the Continuous Improvement Cycle (CIC), which prioritized data as the starting point of all learning and/or work.

CURRENT EDUCATIONAL APPROACH AND CURRICULA

ALA is built on the beliefs that: good schools transform communities; community is created by shared values and common goals; all children can learn and achieve; and education is essential to a fulfilling life. Our mission is to facilitate dual language proficiency and the appreciation of diverse cultures for all learners.

ALA provides a core program of language arts, mathematics, science, and social studies, based on the Minnesota Academic and Common Core National Standards with an overall focus on literacy and math skills. A good portion of every day is spent on each student acquiring the necessary literacy skills they will need for academic success in the world of work. The focus in all classrooms is on hands-on and concrete experiences in all subject areas to reinforce skills and concepts. At Achieve, teachers understand that each child learns in his/her own way and work with students to help them identify their learning styles, strengths and interests. Teachers plan and modify classroom experiences around the individual strengths, interests, cultural backgrounds, and needs of their students.

The middle level program is designed to build on each student's skills and interests in a holistic approach to subject areas. The program is committed to the unique needs of middle level learners, which include developmental, academic, and social needs, and personal attributes specific to their age. This is accomplished by providing for a variety of learning modalities, focusing on utilizing community-based learning resources outside the traditional classroom, and emphasizing transition.

Common instructional strategies
ALA continues to build a common set of instructional strategies that all teachers implement in their classrooms. This practice is reviewed and updated annually based on student needs by the Leadership Team.

Currently, practices include:
- Sheltered Instructional Observation Protocol (SIOP);
- Non-fiction writing
- Gradual Release
- Reciprocal Teaching
- Identified Content, Language and Social Learning Targets

Major content areas
The language arts program is based on the Fountas and Pinnell Literacy Continuum. The common core standards are the basis for all instruction in the classrooms, with teachers developing grade level pacing guides and curriculum maps. Plans are adapted each year to best meet the needs of the students at each individual grade level. During the 2015-2016 school year students in grades 1-8 were assessed three times using the Developmental Reading Assessment (DRA), the I-Ready diagnostic assessment, and in the spring using NWEA MAP assessment.

The current math program was reviewed and implemented in the 2012-13 school year. The program includes Go Math (grades K-6) and Big Ideas (grades 6-8). During the 2015-2016 school year grade levels looked at where there were still gaps between the materials used and the state standards and where supplemental materials were needed. During the 2015-2016 school year

students in grades 1-8 were assessed three times using the I-Ready diagnostic assessment and in the spring using NWEA MAP assessment.

The K-8 science program was reviewed during the 2014-2015 school year. The orginial curriculum materials (adopted in 2006) have been Foss kits and teacher generated materials. The science units are aligned to the Minnesota State Science Standards. The science committee chose to update the Foss Kits in the summer of 2015 in alignment with the science standards.

The K-8 social studies program was updated in 2010-2011. The implementation process has included the incorporation of social studies into the language arts curriculum at all grade levels.

Current process to review and evaluate instruction and curriculum
ALA has an identified cycle in place for the formal review and evaluation of language arts, math, social studies, and science curricula. ALA has also utilized a more informal process as needs arise or if there are changes in the MDE content standards, testing requirements, etc. In both cases, the ALA Leadership Team is involved in determining any changes.

Professional development that supports improving instruction in the classroom includes:
- PLCs;
- mentoring/coaching;
- Educator choice in Professional Develop/ Workshop attendance tied to SMART goal setting; and
- In-house workshops throughout the school year.

Practices that support remediation and acceleration include:
- Response to Intervention (RTI) for all;
- I-Ready (grades 1-8); and
- Guided groups across all content areas.

Special education services
ALA special education services focus on collaboration between the special education staff and classroom teachers. Approximately 50% or more of all instructional time provided by the special education staff is completed in the mainstream classroom using a cooperative teaching model. During the 2015-16 school year the identified special population represented approximately 15% of the student population. There were three special education teachers, a social worker (Special Services Coordinator), contracted speech, occupational, and physical therapists, and paraprofessionals (as needed) working with the students.

The Response to Intervention (RtI) team is the ALA version of a child-find team. This team is coordinated by the Special Services Coordinator who oversees the process of identifying students for academic, social, and emotional support beyond the classroom.

Academic Support Services (including English language programming)
ALA has taken a broad view of academic services needed for our students to be successful in the classroom. The Academic Support Services program included: the Reading Coordinator, the English language teachers, a math/science academic support teacher, a reading intervention teachers, and education assistants (as needed). The English language programming is embedded in the mainstream classroom. There is an English language (El) teacher assigned to each grade

level team. The El teacher provides most service to the English language learners through a cooperative teaching model within those grade levels. The math academic support teacher also provides support in the mainstream classrooms and in small groups in grades 5-8. The reading intervention teacher and as well as educational assistant support provide reading intervention for k-3 students outside the mainstream classrooms. Achieve also provides a blended learning model (personalized student instruction via the computer) for students in grades k-2 using *I-Ready and Reading Eggs,* supported by an educational assistant who monitors students working on the computers while classroom teachers are working with small groups of students in guided groups.

ALA Preschool Program
ALA opened its current preschool program for students turning age four by September 1st of each year in 2004. The program has been a five-day a week, half-day program up until the 2013-14 school year. During 2013-14, the program grew to offer both a morning and afternoon section. This program has continued to be in great demand for parents with young children and has continually had a significant wait-list. Due to MDE mandates ALA applied for and was granted an affidavit of expansion to continue the program. The program was staffed with ad licensed teachers and funded with Title I funds during 2015-16. For at least the last three years at least 95% of the children that attend ALA preschool enroll in the ALA kindergarten program.

ALA Summer Program
ALA summer programming has been in place since 2001 and has utilized MDE learning year funding in the past. The program focus continues to be on the acceleration of academic skills in primarily reading and math. 2013-14 was the last year that the state funding was available to charter schools and was the last year that ALA provided (in-house) programming. In the summer of 2014, ALA provided a 20-day program for students in grades K-7 supported through the St. Paul Schools ALC program. Enrollment under this new funding was limited to qualifying students under the ALC at-risk categories. The final student count was approximately 180 students with staffing continuing at a 1:15 students ratio. The 2015 program was evaluated by the ALA board and the partnership was continued for the 2016 summer program.

INNOVATIVE PRACTICES & IMPLEMENTATION

Academic Program

Best Practices include, but are not limited to:
- PLCs and the use of the Continuous Improvement Cycle;
- Staff training around Culturally and Linguistically Responsive Teaching strategies, which includes academic use of language, vocabulary, and code switching;
- Reading intervention groups (Tier I RtI) in grades K-6 as an approach to ensure quality instruction in the classroom and timely, relevant interventions for students in need of help beyond classroom instruction;
- Visible learning targets in all classrooms including content, language and social targets
- I-Ready in grades 1-8 – I-Ready is an online individualized instruction program aligned to state and national standards used in both Math and Reading building-wide (minimum of 1 hour a week in all language arts and math classrooms);
- The online assessment program Study Island is used as a formative assessment for students in all grades 3-8. It is aligned to MN state standards in the areas of Math, Reading and Science. Teachers are able to use this information to re-teach and/or recommend students for intervention;
- School-wide and grade-level parent/family events are created by teams, based on Epstein's model of family involvement and are tailored to grade level needs;
- Comprehension Strategies: SIOP, SQ3PRS, and Fab 4 instructional strategies are used to enhance student learning and comprehension of material; and
- Triangulation of data to drive interventions and teach at all levels in the classroom and in tiered groups deliver concise knowledge of students' learning.
- Comprehensive implementation of RtI process
- Math & Reading Corps were both implemented during the 2014-15 school year
- Use of the Responsive Classroom and Developmental Designs models throughout the building and maintaining a community within the school;
- SMART goal setting: individual and team and professional learning/ development is tied to SMART goals

Program Strengths include, but are not limited to:
- Data - Staff is consistently using data from year to year. Data is used in PLCs to drive student instruction in order for staff to create personal SMART goals. There are several forms of data available to staff, parents and students;
- Curriculum – All teaching is standards-based. It's about teaching the whole child in an individualized way. There is a large pool of resources available for staff for focused instruction;
- Intervention programming – Tier I strategies and planning within each classroom and a coordinator for the Reading Intervention program, which became a more formal, structured approach in the 2009-2010 academic year and has continued to evolve through 2015-2016 school year;
- Culture of Learners – The overall focus at Achieve is on learning for both students and staff. A high majority of students want to come to school daily, which is evident from the consistently high 95% attendance rate annually;
- Conference Attendance – Parents attend conferences 3 times per year at a rate of 75% or higher. Teachers reach out to families through phone calls and/or flexible meeting scheduling to ensure communication; and

- In-school professional development and support – Teachers are supported by the Curriculum and Assessment Coordinator, Reading/RtI Coordinator, and Technology Coordinator/Math Mentor in a variety of ways, including peer coaching, model teaching, professional training, etc.
- After-school activities (many FREE) offered: various sports, rock band, concert band, clubs
- Five-day a week preschool.

AdvancEd Accreditation Review **

During the 2015-2016, ALA went through an initial AdvancEd Performance Accreditation Review. This is a voluntary method of quality assurance developed 100 years ago by American universities and secondary schools designed to primarily distinguish schools adhering to a set of educational standards. Today's AdvancEd is recognized for its ability to effectively drive student performance and continuous improvement in education. Schools seeking accreditation must meet Advanced Standards specific to their school type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction.

The initial process that ALA went through included a self-study of its programs which was then reviewed and validated by an external review team using AdvancEd Standards, associated indicators and criteria related to student performance and stakeholder engagement that guide the evaluation. The external review was a rigorous process that included the in-depth examination of evidence and relevant data, interviews, with all stakeholder groups, and extensive observations of learning, instruction, and operations. The final review culminated with a report focusing on the powerful practices of ALA and also pointing out areas of improvement.

External Review Team Conclusions (per the final report)

Areas of Strength/Powerful Practices
The External Review Team was impressed with the number and high level of important indicators of success or themes that were observed at ALA. The school board, the school leaders and stakeholders were in alignment and had the same focus on many of the things that lead to student success. It was stated that this shared purpose and direction has had much to do with the fact that the State of Minnesota named ALA a High Quality Charter School.

The important success themes included a high student retention rate and low teacher/staff turnover. Also, the school's director has served for most of the school's twenty-year history. This kind of stability has allowed for continuity in long-range planning and making it possible to assess curriculum and instruction over time. Adjustments have been made for students whose skills and challenges are known and can be tracked year after year. They felt that ALA has worked on the premise that academic success comes from hard work over time and a collaborative effort with a single-minded focus on what works for students who are known and valued is is primary.

Another theme they focused on was that ALA students are known and valued and that this has been an important part of the school's mission and culture. Also, educating the whole child in a caring family environment was seen by parents, students and teachers as a hallmark of the school and a reason for parents to send their children ALA. In addition, it was highlighted that students

feel safe and are willing to engage in their lessons and this in turn resulting in teachers coming back year after year because they are able to do work that makes them proud.

It was also pointed out that the board and school leaders have taken great care with the school's finances and have managed budgets in ways that have made academic success more possible. They have been able to purchase their own building, add to it when student needs changed and provided the spaces and equipment that teachers and students require for success. The team concluded that the clear focus at ALA on improving student performance to increased proficiency scores was because students have been able to learn in a healthy, safe and appropriate environment.

And finally, the team noted that at ALA, staff, administration, students and parents all value the school's diversity and view it not as something to compensate for, but as strength to build on and as a means to help prepare their students for success in an increasingly diverse society.

Areas for Continuous Improvement
There were several areas that were identified as areas of improvement, the first was the challenge of differentiating curriculum and instruction to meet students needs. While much was being done at ALA to address this need and some important successes achieved, more could be done because the school's aim is improvement for all. The External Review Team believed that the school could build on its strengths that already exist in the area of teacher staff development, mentoring and collaboration. Much of the academic success at ALA can be attributed to its strong teacher training and mentoring programs and the collaborative approach to teaching that the teams exhibit. If this approach can be extended to all staff, the Review Team believes that more students can be met where they are and the results could be more students achieving higher levels of achievement.

The Team also suggested that reconsideration and a clarification of the Hmong and Spanish Language and Culture programs could lead to more effective differentiation and consequently more progress. If each student were to be assessed on important language and culture goals annually, it would make it easier to evaluate and adjust efforts in this mission objective. Higher levels of proficiency, especially in the Spanish and Hmong language area, could transfer to higher rates of English language arts proficiencies.

Another challenge area came forward as a consequence of the seven-hour student day. Undoubtedly the longer day has played a part in the school's success. It has, however, cut into the time teachers have at the beginning and ending of the day to plan and to communicate about larger school issues and concerns. It also is a constant challenge to teachers to prepare and correct and plan together. Over time, there is a possibility that the stress that comes from constricted time to prepare, communicate and collaborate will affect teacher longevity that is seen to support school success. The External Review Team did not suggest a change in the length of the school day, but rather is hoping that some of possible down-sides of the longer day can be considered and mitigated.

The final challenge focused on family engagement and providing parents multiple ways to engage in school activities and events that support their children's education.

Final Creditation determination

The external Review Team recommended and it was approved that Achieve Language Academy would receive the distinction of accreditation for a five-year term.

*** The full Report of the External Review Team for Achieve Language Academy is available by contacting mapuli@achievemn.org.*

WORLD'S BEST WORKFORCE GOAL RESULTS

Goal I
All students are ready to start kindergarten.
Results: All registered kindergarten students were either screened by ALA or verified that they had been screened prior to enrolling at Achieve. All kindergarten students also participated in a kindergarten MAP skill screening test in September 2015 which assesses readiness.

Goal II
All 3rd grade students can read at grade level.
Results: According to the MCA III Reading results, 34% of 3rd graders were at or above grade level in Spring of 2015 at Achieve.

Goal III
All achievement gaps between students are closed.
Results: Both the Multiple Measure Rating (MMR) and Focus Rating (FR) increased with spring 2016 MCA III results. Both of these measurements consider achievement gap reduction and student growth in their ratings. Achieve Language Academy saw Achievement Gap Reduction scores improve from 2015 to 2016.

Goal IV
All students are ready for career and/or postsecondary by graduation
Results: Achieve Language Academy does not have a high school but works with students through 8th grade to create a solid foundation of values and work ethic that will prepare students for high school and beyond. A portion of this preparation is centered around student proficiency goals on the MCA III assessments. In 2015-2016, 7th and 8th grade students also worked with Teen Outreach Program (TOP) weekly.

Academic Performance

Reading and Math GROWTH

MDE Report Card Data:
Students "on track for success" in reading and math and the percent of students making high, medium and low growth.

MATH (Achieve Language Academy)		2013	2014	2015	2016
Percent of students "On Track for Success"		58.8%	40.8%	46.5%	49.5%
% of Students	High Growth	36.2%	19.2%	24.3%	27.6%
	Medium Growth	40.1%	42.3%	43.2%	44.9%
	Low Growth	25.7%	38.5%	32.4%	27.6%

READING (Achieve Language Academy)		2013	2014	2015	2016
Percent of students "On Track for Success"		54.2%	37.5%	51.6%	52.3%
% of Students	High Growth	19.7%	32.2%	36.7%	27.1%
	Medium Growth	46.2%	41.9%	43%	45.8%
	Low Growth	34.1%	25.8%	20.4%	27.1%

✍ Achieve's percentage of students "On Track for Success" increased in both Math and Reading from 2015-2016. Additionally, Math MCA growth data indicated an increase in Medium and High growth for students. However, in Reading, there was a decrease in High growth, which resulted in an increase in low growth. Further analysis of individual student data will occur in team meetings and PLCs in the 2016-2017 school year.

PROFICIENCY Results in Reading, Math, and Science

MATH
Proficiency Rates ALL STUDENTS: *MATH (% of students Meeting and Exceeding)*

✍ When Achieve Language Academy compares Math proficiency rates to the State of MN, resident district (St Paul Public Schools) and a neighborhood charter school with similar demographics (Community of Peace Academy), Achieve's scores outperform St Paul & Community of Peace. Achieve Language Academy is not scoring close to the State of MN average however.

Year	Achieve Language Academy	State	SPPS	Community of Peace
2016	46.2	59.5	36.9	36.8
2015	45	60.2	37.4	35.2
2014	46.1	60.5	39.2	29

✍ The table below displays subgroup trend data (over 3 years) of students' proficiency rates (%) at Achieve Language Academy, the State of MN, and St Paul Public Schools. All student subgroups at Achieve, except the White subgroup and Special Ed, score higher on the Math MCA assessments when compared to students in the State of MN and St Paul.

Subgroup (Math)	Achieve			State of MN			SPPS		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Asian	46.5	44.4	44.4	59.3	59.4	58.7	37.8	36.0	35.6
Hispanic	42.6	41.1	44.9	37.8	37.5	36.6	28.5	27.7	37.4
Black	37.8	42.4	43.2	33.2	32.5	31.7	24.4	22.3	22.2

White	73.1	*66.7*	*45.5*	68.1	*68.2*	*68*	67.3	*65.6*	*65.6*
EL	37.4	*37.6*	*41.1*	27.3	*25.4*	23.2	25.1	*23.4*	*20.2*
Free/Red	45.2	41.6	43.8	41.7	40.8	39.7	29.0	26.8	26.5
Sp Ed	12.8	14.7	17.5	32.1	30.9	30.4	18.6	16.4	17.2

READING
Proficiency Rates ALL STUDENTS: *READING (% of students Meeting and Exceeding)*

✍ When Achieve Language Academy compares Reading proficiency rates to the State of MN, resident district (St Paul Public Schools) and a neighborhood charter school with similar demographics (Community of Peace Academy), Achieve's scores outperform St Paul & Community of Peace. Achieve Language Academy is not scoring close to the State of MN average however.

Proficiency Rates, ALL STUDENTS: *READING (% of students Meeting and Exceeding)*

Year	Achieve	State	SPPS	Community of Peace
2016	45.3	59.9	39	35.3
2015	45.7	59.5	37.5	27.7
2014	34	58.8	38	31.1

✍ The table below displays subgroup trend data (over 3 years) of students' proficiency rates (%) at Achieve Language Academy, the State of MN, and St Paul Public Schools. All student subgroups at Achieve, except the Asian, White subgroup and Special Ed, score higher on the Reading MCA assessments when compared to students in the State of MN and St Paul.

Subgroup (Reading)	Achieve			State of MN			SPPS		
	2014	*2015*	*2016*	*2014*	*2015*	*2016*	*2014*	*2015*	*2016*
Asian	31.6	39.5	41	51.4	53.7	55.6	28.7	29.8	32.9
Hispanic	30.4	46.3	49.4	36.1	36.9	38.1	29.0	30.0	31.5
Black	35.1	51.5	43.2	33.9	34.6	35.4	25.2	25.2	25.6
White	61.5	66.7	51.5	66.6	67.5	67.8	72.0	68.8	71.3
EL	22.7	36.4	41.7	17.6	17.5	16.9	15.9	17.5	15.4
Free/Red	32.3	43.4	45	40.1	40.4	30	26.3	26.1	18.9
Sp Ed	23.1	14.7	12.5	33.7	30.0	40.4	21.7	15.7	27.9

NCLB Focus Group: Eligible for Free/Reduced Meals (From 2010-2014, 89% of students fit this demographic)

Percent FRM Proficient at LGA Compared to Resident District and State FRM
Free/Reduced Lunch Subgroup Proficiency Comparison

☝ In 2016, Achieve Language Academy Free/Reduced Lunch students outperformed both St Paul District and MN State Free/Reduced Reading proficiency levels in both Reading and Math. Notably, in Reading, this trend has continued for the past 6 academic years.

Year	Achieve Reading	St. Paul Reading	State Reading
2010	38.99%	42.42%	55.97%
2011	54.42%	45.97%	59.24%
2012	53.30%	45.61%	60.40%
2013	37.12%	25.53%	39.13%
2014	32.28%	26.02%	40.69%
2015	43.5%	26.10%	40.4%
2016	45%	27.9%	40.9

Year	Achieve Math	St. Paul Math	State Math
2010	46.12%	41.63%	52.44%
2011	43.26%	31.45%	40.24%
2012	49.34%	31.54%	47.70%
2013	50.44%	32.74%	44.15%
2014	45.85%	30.80%	44.58%
2015	44.16%	26.8%	40.8%
2016	45.2%	26.5%	39.7%

English Learner Subgroup Proficiency Comparison

☝ In 2016, Achieve Language Academy English Learner students outperformed both St Paul District and MN State Free/Reduced Reading proficiency levels in both Reading and Math.

Year	Achieve Reading	St. Paul Reading	State Reading
2010	29.41%	35.10%	34.78%
2011	45.04%	39.78%	39.26%
2012	45.58%	39.31%	39.42%
2013	22.14%	10.66%	17.90%
2014	22.50%	16.35%	18.58%
2015	36.4%	17.5%	17.5%
2016	41.7%	15.4%	16.9%

Year	Achieve Math	St. Paul Math	State Math
2010	40.15%	45.28%	39.78%
2011	38.17%	32.85%	28.01%
2012	44.22%	32.64%	33.39%
2013	43.08%	25.71%	29.49%
2014	38.13%	27.51%	29.60%

2015	37.6%	23.4%	25.4%
2016	41.1%	20.2%	23.2%

2016 Multiple Measure Rating (MMR) & Focus Rating (FR)

Multiple Measure Rating

Multiple Measure Rating (MMR) is a calculated average based on a school's proficiency, growth and achievement gap reduction. As pictured below, Achieve's MMR was 45.02%, which was about a 2% increase from 2015, out of a possible 100% (75 points). Proficiency was a very low area that pulled Achieve Language Academy's average down in 2016. There was an increase in the Achieve Gap Reduction Measurement.
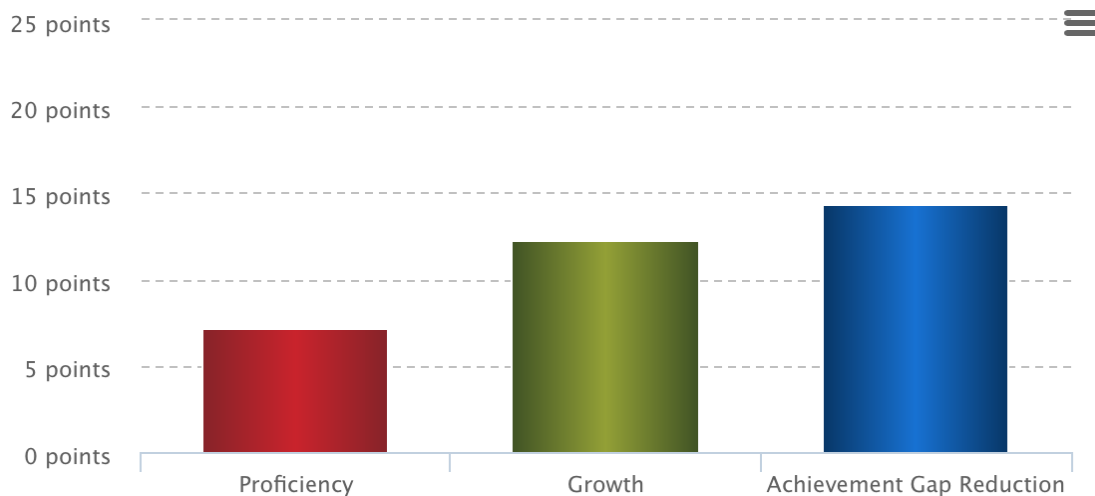
Multiple Measurements Rating (MMR) is 45.02%.

Domain	Score
Proficiency	**7.12 points**
Weighted percentage of subgroups reaching targets	28.5%
Growth	**12.31 points**
Average Growth Z-Score	-0.0393
Achievement Gap Reduction	**14.34 points**
Achievement Gap Reduction Score	0.0413
TOTAL POINTS	**33.77 points**
Possible points	75 points

Focus Rating

Focus Rating (FR) is a calculated average based around the achievement gap and focused proficiency (focused on particular subgroups). As pictured below, Achieve's FR was 47.97% out of a possible 100% (50 points). The overall FR increased by 7% from 2015 to 2016.

Focus Rating (FR) is 47.97%.

Domain	Score
Achievement Gap Reduction	**14.34 points**
Achievement Gap Reduction Score	0.0413
Focused Proficiency	**9.65 points**
Weighted percentage of subgroups reaching targets	38.6%
TOTAL POINTS	**23.99 points**
Possible points	50 points
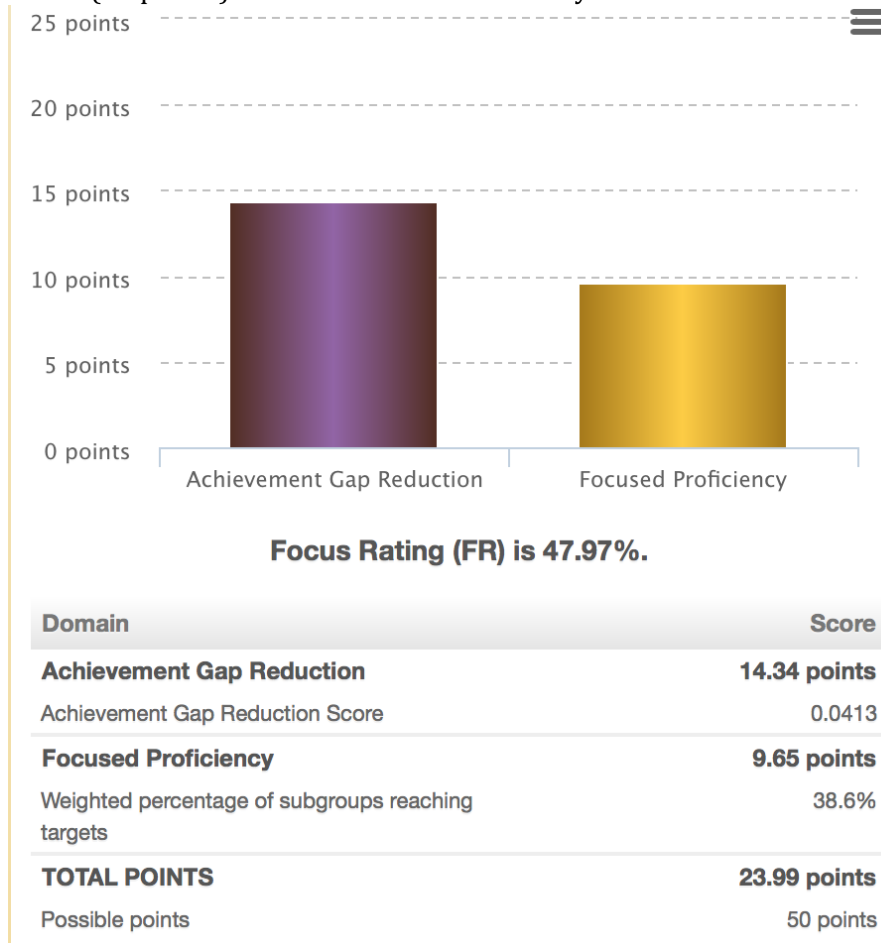
Proficiency Index Rates and Targets for NCLB Focus Groups
Data source: MDE *Multiple Measurement District Download*

2015

Group	Subject	Number of Students	Proficiency Rates	Targets	Target met?
Asian	Math	124	58.47	71.20	N
Asian	Reading	124	52.82*	62.69	Y*
Hispanic	Math	93	51.61	56.65	N
Hispanic	Reading	93	59.14	50.78	Y
Black	Math	33	53.03	47.48	Y
Black	Reading	33	59.09	43.48	Y
EL	Math	175	50.86	54.26	N
EL	Reading	175	51.14	41.25	Y
SPED	Math	38	26.32*	46.45	Y*
SPED	Reading	38	31.58	43.23	N

| FRP | Math | 223 | 54.26 | 63.40 | N |
| FRP | Reading | 223 | 55.83* | 57.36 | Y* |

2016

Group	Subject	Number of Students	Proficiency Rates	Targets	Target met?
Asian	Math	114	63.16	73.88	Y*
Asian	Reading	114	53.95	67.39	Y*
Hispanic	Math	85	58.24	60.51	Y*
Hispanic	Reading	85	60.59	57.5	Y
Black	Math	33	59.09	51.81	Y
Black	Reading	33	53.03	50.15	Y
EL	Math	174	58.62	58.58	Y
EL	Reading	174	54.89	49.44	Y
SPED	Math	50	29	53.30	N
SPED	Reading	50	29	51.66	N
FRP	Math	228	60.09	67.35	Y*
FRP	Reading	228	56.8	63.78	Y*

*Met target with multi-year averaging- MDE averages up to three years.

Proficiency Index Rates and Targets for NCLB Focus Groups

NCLB Focus Groups include special education (SPED), eligible for free or reduced price meals (FRP), English learners (EL), American Indian/Alaskan Native (Am Ind), Asian/Pacific Islander (Asian), Hispanic, and Black.

Achieve evaluates whether proficiency rates at the school meet or exceed the targets that Minnesota set for closing achievement gaps. ALA met seven (7) of the twelve (12) targets in 2015 and ten (10) of the twelve (12) targets in 2016. The overall increase in subgroups is mirrored in Achieve's Focus Proficiency (FR) rating increase as well. A focus on subgroup growth and proficiency needs to be a continued priority in the 2016-2017 Academic year.

Student and Parent Satisfaction

In the fall of 2015 ALA surveyed parents, students, and staff using the AdvancEd Stakeholder Feedback Diagnostic tools for all three groups. This data along with information gathered during interviews with individuals or groups from these three groups was used in the AdvancEd accreditation process that was finalized in April of 2016. Areas of notable achievement using the AdvancEd data included:

- In the parent and staff surveys the majority of the questions were rated at or above 80% as strongly agree or agree.
- In the area of purpose and direction there was a rating of above 85%.
- In all student surveys, which were grouped by elementary and middle school levels, the levels of all questions were above the 50%.
- In the student interviews it was established that ALA created a nurturing and safe environment where the whole child matters and is known.
- Both parents and student interviews included comments both how welcoming ALA is to new students, how respected students felt and that ALA was a safe environment for all students.

Areas covered in the parent and staff surveys included:
- Purpose and direction
- Governance and leadership
- Teaching and assessing learning
- Resources and support systems
- Using results for continuous improvement

STAFFING

Staff Information: During the 2015-2016 school year there were 18 K-8 classrooms and 1 preschool classroom. The goal has been to keep class sizes at the ratio of 24:1 across all grade levels. During the 2015-2016 school year there were 1 or 2 classrooms that were over the 24 student cap.

In 2015-2016, the specialists in Hmong, Spanish, Music, and Physical Education provided preparation time for the classroom teachers and specialists saw all K-8 students on a four-day rotation. The Special Services teaching staff including Special Education, English Language, and Academic Support provided a combination of co-teaching classroom support for identified students and pullout programming for students needs extended services. During the 2015-2016 school year there was also a concerted push to improve the Response to Intervention program (RtI) that was implemented in 2008.

Student/Classroom Teacher Ratio: Achieve employed 18 licensed K-8 classroom teachers, 1.0 preschool teacher, 4 licensed specialists/cultural experts, 8 licensed support services staff, 1 administrator, 1 curriculum and assessment coordinator, 1 reading specialist, 1 social worker, 1 technology coordinator, and 10 classified support staff. The average student/classroom teacher ratio was 24:1. During the summer program Achieve employed 10 licensed teachers and support staff. Approximately 175 students participated in the summer program with a ratio of 15:1.

Staffing
In the fall of 2015-2016 Achieve hired 7 new teaching staff. There was also an increase in Special Education support staffing due to increased needs of students.

Teaching Staff demographics

	11-12	12-13	13-14	14-15	15-16
Teacher Full Time Equivalent (FTE)	32.1	31	32.7	30.73	32.73
Number of Teachers (headcount)	33	31	34	34	34
Years of Experience as a Teacher (Average)	5	6	7	8	8
Highest Level of Education (all teachers)					
a. Bachelors	65.7%	65	45.0	41.3	46
b. Masters and Above	34.3	35	55.0	58.7	54
c. Other or Not Reported					
Number of License Variances	2	1	1	3	2
Number of First Year Teaching Assignments	2	5	1	2	1
Paraprofessionals					
a. Classroom Aide Full Time Equivalent (6 hr)	5	5	4.4	6	7
b. Number of Classroom Aides (headcount)	5	5	5	6	7

Table 6: Licensed and non-licensed Staff Name/Position/File Folder Number

Classroom Teachers	Position	File Folder Number	Years at Achieve	Status
**Roba, Jennifer	1st Grade	395670	3	Returning
Hartman, Erin	1st Grade (3 days/wk)	441525	8	Resigned
Sorenson, A Marlene	1st Grade (2 days/wk)	357680	17	Returning
Streitz, Kathy	2nd Grade	326707	20	Returning
Vang, MaiNhia	2nd Grade	470453	4	Returning
**Christian, Jackie	3rd/4th Grade	369020	17	Returning
Linne, David	3rd/4th Grade	418625	12	Returning
Videen, Cindy	3rd/4th Grade	366864	17	Returning
Hall, Lindsey	3rd/4th Grade	476396	3	Returning
Cooan, Kristen	5th-6th Grade	461548	4	Returning
*Korger, Christina	5th-6th Grade	475782	1	Returning
Bzdawka, Suzanne	5th-6th Grade	470823	3	Resigned
Allen, Susan	5th-6th Grade	426224	9	Returning
Flink, Julene	7th-8th Grade Language Arts	400636	2	Returning
Schley, Renee	7th-8th Grade Math	442556	1	Returning
@Zilka, Ellen	7th-8th Grade Science	467321	3.5	Left 1/16
*Vondriska, Emily	7th-8th Grade Science	300513	.5	New 1/16
Rimkus, Ed	7th-8th Grade Social Studies	221093	15	Returning
Yang, Ka	Kindergarten	431550	3	Returning
*Seeling, Casey	Kindergarten	461884	1	Returning
Holm, Megan	Preschool	469008	2	Resigned

Other Licensed Teachers/Staff	Position	File Folder Number	Years at Achieve	Status
**Brandt, Beth	Academic Support	374188	16	Returning
Wagers, Mary	Academic Support	443578	8	Returning
Wenker, Andrea	Academic Support	443609	7	Returning
Lenhart, Sharon	Academic Support	280983	8	Returning
@Parks, Lynita	Academic Support	398626	5.5	Left 1/16
Hanson, Kelly	Reading Intervention	465579	3	Returning
Larpenteur. Ariel	Special Education Teacher	483514	2	Returning
Petschauer, Amy	Special Education Teacher	385053	16	Returning
*Farkas, Bryan	Special Education Teacher	409031	1/12(left for 1 year)	Returning
Hegna-Oezle, Kathy	Social Worker	363833	19	Returning
Snavely, Katherine	Reading Intervention	418193	2	Returning
Chapdelaine, Allen	Physical Education	449355	2	Returning

Schramke, Julie	Music Teacher	397038	12	Returning
Voegele, Andrew	Spanish Language/Culture	482990	2	Returning
Yang, Vue	Hmong Language/Culture	998664	7	Returning

*identifies new staff   **identifies staff changing position   @left mid-year

Non-licensed staff	Position	Years at Achieve
Ballard, Joyce	Special Education Paraprofessional	10
Beaumount, Richard	Custodian	6
Boege, Curt	Head Custodian	15
Davilla, Daniel	Student Service Manager	5
Estrada, Tracey	Educational Assistant	19
Freeman, Heather	Office Manager	20
Mapa, Catherine	Preschool Educational Assistant	2
Lee, Mai	Educational Assistant	16
Rios, Carol	Food Service Assistant	2
Vang, Yee	Custodian/Food Service	2
Olson, Jamie	Food Service Manager	2
Roberts, Rebecca	School Office Receptionist	8
Russell, Andreia	Special Education Paraprofessional	18
Liesen, Aaron	Business Manager consultant	1
Vega, Daniel	School Office/Family Liaison	4
*ZiZi, Kollie	Nurse (LPN)	1

*identifies new staff   **identifies staff changing positions   @left mid-year

Licensed teacher percentage turnover rate:
2015-2016 to 2016-2017: 15% of the teaching force did not return for the 2015-16 school year. This has been the trend for the last 3 years with 4-6 teachers not returning each year. Most of the turnover has been due to teachers moving to district schools within the Metro area.

GOVERNANCE AND MANAGEMENT

Board of Directors

- School Board elections are currently held in late May/early June of each year.
- The Board membership includes 3 teachers, 3 community members, and 3 parents.
- All terms are two-year positions. Each voting seat has a maximum of three consecutive terms. Board members must step down for a minimum of one year before seeking re-election for additional terms. Terms are staggered to ensure board continuity.
- 2015-2016 Board meetings were held at the school on the third Tuesday. In month July-February board meetings are held every other month and March-June are held every month.
- Board meeting schedule and meeting minutes are posted on the www.achievemn.org web site.
- Board meetings are conducted with Robert's Rules of Order and comply with Minnesota Open Meeting Law.
- Board policies go through an adoption cycle that includes a first-read process before the actual adoption at a later meeting.
- The school board has developed a 5-year strategic plan with goals aligned to the charter contract.

Members

School Year July 2014 through June 2015

Member Name	Board Position	Relation to School	Term	Met training goals
				G/E/H*
Lisa Kugler	Director	Community Member	7/2016-6/2018	yes/yes/yes
Lynita Parks	Director	Community Member	1/2016-6/2018	yes/yes/yes
Amber Sullivan	Director	Community Member	7/2015/1/2016 Resigned	yes/yes/yes
Pat Ortiz	Director	Parent	7/2014-6/2016	yes/yes/yes
PaHoua Vang	Director	Parent	7/2015-6/2016 Resigned	yes/yes/yes
Steve Miller	Director	Parent	7/2015-6/2016 Resigned	yes/yes/yes
Ed Rimkus	Chair	Teacher	7/2015-6/2017	yes/yes/yes
Dave Linne	Director	Teacher	7/2014-6/2016	yes/yes/yes
Open/ Lynita Parks	Director	Teacher	1/2016 Resigned	

*G=Governance   E=Employment practices and policies   F=Financial management

All of the board members completed state-required training on governance, employment matters, and finances (one during the 2015-2016 school year). In January, in conjunction with the audit presentation Bill Lauer, from MMKR provided an update on requirements for school audits. Also, throughout the year, board training needs are addressed as they surface. New board member also receives a board handbook that contains job descriptions, bylaws, policies, open meeting requirements, role of a nonprofit board, and other resources.

Required Board training:

Course and Provider	Description	Participant	Date
Governance Course MN Assoc of Charter Schools	Explores characteristics of charter school governance and the 10 major responsibilities of the board of directors and well as the responsibilities of individual board members.	PaHoua Vang	10/6/2015
Finance Course MN Assoc of Charter Schools	Explores the 3 basic responsibilities of a board relative to school finance and accountability for public funds.	PaHoua Vang	10/2015 (online)
Employment MN Assoc of Charter Schools	Explores topics of employment in a public charter school vs. a traditional public school, legal foundations of employment law, and board's responsibility in the employment process.	PaHoua Vang	10/20/2015

Additional Ongoing Training:

| Charter School law and Board roles	Review of the charter school law and the roles and responsibilities of the school board in regard to charter school law, data practices and employment law. Presenter: E. McVeigh	Linne, Parks, Rimkus, Miller, Ortiz, Sullivan, Kugler, Vang	8/2015

MANAGEMENT

Management Structure

The current director oversees all operations of the school and reports directly to the school board. The director holds an administrative licensure in community education.

The business manager position is a contracted position. The current business manager has worked in charter school financial management for over 15 years and has prior experience in traditional public schools and at MDE.

Achieve Language Academy
Organizational Chart, Fall 2013

The director of special education position is a contract position through Innovative Special Education Services (ISES). The day-to-day operations of the special education program are overseen by the school social worker.
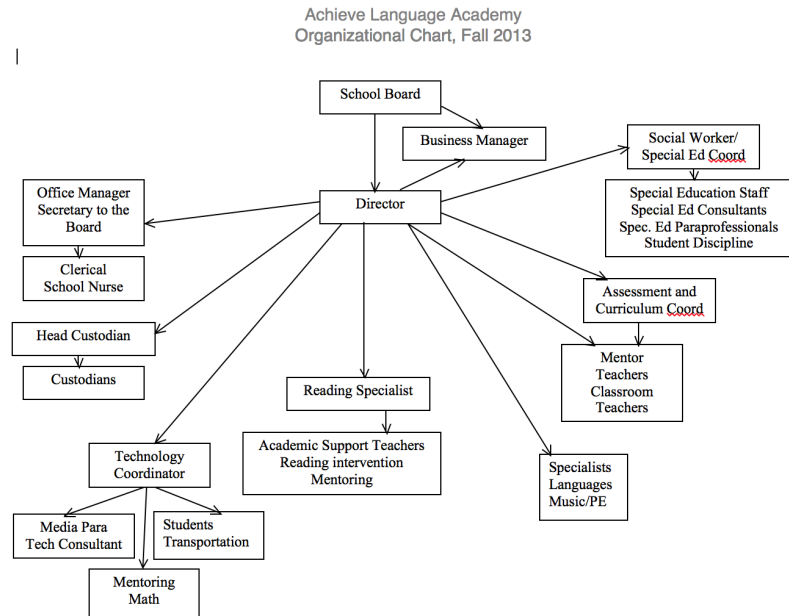
The Educational Administrative Team at Achieve consists of 5 members:

Name	Title	Description	Yrs.	Status	File Folder #
Apuli, Mary	Director	Oversee all operations of the school	18	Continued employment	192525
Minea, Jennifer	Curriculum and Assessment Coordinator	Oversee curriculum and assessment, oversee professional learning community process, serve as mentor for teaching staff, oversees summer programming	10	Continued employment	390382
Oelze, Kathy	SpEd Coordinator	Coordinate special education services and social services, supervise students	20	Continued employment	363833
Sanders, Kris	Technology Coordinator/ Math Mentor	Oversee technology in the building and serve as mentor for teaching staff.	10	Continued employment	409264
Sorenson, Marlene	Reading/ RtI Coordinator	Oversee language arts, reading, and intervention programs, serve as mentor for teaching staff	18	Continued employment	357680

Currently, ALA utilizes a team approach to oversee the educational management of the school (see above). Each team member has clear and specific roles within the school structure. Each individual has built a professional development plan around the goals of the school and his/her individual duties.

During the 2015-16 the focus of staff development for the management team was staff evaluation, common instructional strategies, and student behavioral management.

Specifically:
- Sorenson attended the MDE reading specialist sessions throughout the year
- Oelze attended the annual state Social Worker conference
- Sanders and Minea attended the fall annual NWEA conference
- Minea served on the MN Association of Charter Schools Relicensure Committee
- Apuli served as the Chairperson on the MN Association of Charter Schools
- Minea attended Metro ECSU Math leadership conference
- Apuli participated in the MDE committee redefining high quality charter schools
- Sorenson attended the Hamline summer literacy institute
- Sanders attending the Math Coordinator's group at MDE
- Minea participated in Responding to Misbehavior workshop through Responsive Classroom
- Sanders and Minea attended the MDE sessions for testing training and prep
- Minea attended MDE sessions for ACCESS 2.0 online test training
- Apuli and Sanders attending Skyward training (student information database)

Leadership Team
Within the overall structure at ALA, there is also a leadership team made up of licensed staff from each grade level and specialist team and the management team members. This group is responsible for reviewing, developing, and implementing the annual school improvement plan, and advising on school issues and projects as needed. During the last two years this group has been directly responsible for the development of ALA's Teacher Evaluation Plan which was presented to the board in the summer of 2015.

OPERATIONS

Regulations:
Achieve uses Skyward, a state compliant software for finance, human resources, and student management.

All state finance reports were submitted on time. Achieve received the MDE Finance Award for FY 2015 for the management and oversight of the school finances. All other reports due to the state were also submitted appropriately and in a timely manner. Lease aid was applied for and granted in the fall for the school year.

All state and federal taxes, pensions, and insurances were paid as required. Payroll and accounts payable are completed in-house and have been carried out in a timely manner throughout the year. The financial audit was completed on time and submitted to the state by the required deadline. The 2015 Audit was filed on time and was presented to the board in December 2015 by our auditor from MMKR. The audit contained one material finding regarding a late payment. The

corrective action includes reviewing who receives invoices and by what schedule invoices are paid.

Facility and Grounds:
ALA meets or exceeds all necessary building and content insurance as per state statute. The building and grounds maintenance is managed well by the lead custodian with an eye to the long-term service of the building. Achieve is a positive feature on the east edge of St. Paul. During the 2015-2016 school year no significant work was required.

 In the spring of 2015 the ALA board agreed to move ahead with the building company to add an additional 2000 square foot space to expand the administrative offices, small group student space, and additional meeting space. The planning process began in the summer of 2015 and continued throughout the year. Construction on the addition began in May 2016.

Health and Safety
Achieve has had a nurse in house 5 days a week during the 2015-2016 school year.   is The nurse was responsible for state immunization reports, daily medications, student health plans, vision and hearing tests, as well as working with the special education department when needed on student evaluations.

Achieve has a written Crisis Management Plan that is reviewed each year. Staff members and students routinely practice emergency procedures during the year to ensure safety measures are followed. Evacuation maps are reviewed and in every room showing appropriate routes to safety.

Due Process and Privacy Rights
The Achieve Parent – Student Handbook outlined the disciplinary procedures for students. The handbook is updated yearly.

Employment
The procedures for hiring include defining staffing needs, reviewing or developing job descriptions if a new position, posting the openings, and interviewing. References are checked and the candidate meets with the director to learn more about the employment terms and benefits. New employees meet with the office manager upon hiring to fill out all forms and review employment policies and procedures.

All new employees undergo background checks upon hiring. All school board members and volunteers also undergo background checks upon beginning service at Achieve. No problems found in 2015-2016.

Food Service
For the 2015-2016 school year, Achieve provided it's own food service program using a contracted caterer, Done Right Foods. This was the first year of programming.

FINANCES

Questions regarding 2016 school finances contact:
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Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and NEO no later than December 31, 2016. (below is draft from June 2016)

Achieve Language Academy
Balance Sheet
Fiscal Year 2016
As of June 30, 2016

	General Fund	Food Service Fund	Community Service Fund	Total All Funds
Assets				
Cash				
Checking and Savings Accounts	3,024,786	(78,109)	32,866	2,979,543
Investments	1,619,864	-		1,619,864
Receivable	58,268	-		58,268
Due To/ From MDE	(25,398)	(13,708)		(39,106)
Prepaid Expenditures	45,259	-		45,259
Total Cash	**4,722,779**	**(91,817)**	**32,866**	**4,663,828**
Fixed Assets				
Equipment & Leasehold Improvements	-	-	-	-
Accum. Depreciation	-	-	-	-
Total Fixed Assets	**-**	**-**	**-**	**-**
Total Assets	**4,722,779**	**(91,817)**	**32,866**	**4,663,828**
Liabilities and Fund Balance				
Current Liabilities				
Accounts Payable	34,522			34,522
Payroll Liabilities	247,296	138		247,434
Total Current Liabilities	**281,819**	**138**	**-**	**281,957**
Fund Balance				
Investments in Fixed Assets	-	-		-
Audited Fund Balance, 06.30.2015	4,699,262	-	24,009	4,723,271
Net Income FY16	(258,302)	(91,955)	8,858	(341,399)
Total Fund Balance	**4,440,960**	**(91,955)**	**32,866**	**4,381,872**
Total Liabilities & Fund Balance	**4,722,779**	**(91,817)**	**32,866**	**4,663,828**

State Holdback Calculation:	
Total Fiscal Year School Budgeted State Revenues	4,836,230
Fiscal Year-to-Date (12 of 12 months)	100%
Total Fiscal Year-to-Date Budget (June 2016)	4,836,230
State Holdback Percentage	10%
Total Estimated Year-to-Date Holdback	**483,623**

Future Planning

- Yearly, the SIP plan will be reviewed and updated, given the most recent available data
- During this first year, after initial accreditation, Achieve will continue work on AdvancED fulfilling the accreditation process creating a continuous improvement plan.
- The strategic plan retires in Spring of 2017 and the review process will begin during the 2017-2018 school year
- Continue transitional work toward new administrator by December 2017