Achieve Language Academy

School Year 2013-14 Charter School Annual Report
&
World's Best Work0Force Report
October 1, 2014

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School Information

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

2169 Stillwater Ave E
St. Paul, MN 55119

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

Grades Served: PK-8

Year opened: 1996

ALA is an urban charter school that offers a second language and serves students in pre-kindergarten through eighth grade. The 2012-2013 school year marked ALA's seventeenth 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 2013-2014 school year, Achieve enrolled approximately 430 (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;
   • **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. (adopted 11/12).

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
  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:
  o Emotional health
  o Social development
  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
  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
  o Using research based instructional practices

School Calendar/Hours of Operation:

In 2013-2014, 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 all students the opportunity to participate in a Learning Year summer program that 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)
3432 Denmark Avenue, Suite 130
Eagan, MN 55123

- (612) 889-2103
- www.neoauthorizer.org
  Wendy Swanson Choi, Executive Director

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

Student Enrollment and Admissions

Key Demographic Trends

Student Characteristics: During the 2013-2014 school year a total of 427 students attended ALA in grades kindergarten through eighth grade. The majority of the students are of color and qualified for free or reduced lunch. Over half were classified as English Language Learners (ELL). The table below outlines demographic characteristics of ALA students.

	2012-13 (Yr 16)	2013-2014 (Yr 17)	2014-2015 (Yr 18)
Total Enrollment	430	427	446
Male	209	221	216
Female	228	206	230
Special Education	10.6	8.5	10.0
LEP	54.2	56.4	55.00
Asian	42.1	39.6	41.7
Black	15.1	13.9	10.0
White	10.3	10.4	11.4
Hispanic	31.2	35.1	33.8
American Indian	1.3	.9	1.0
F/R Lunch	85.6	89.9	90.0

Student Enrollment

Over the past 5 years ALA has a very stable population, averaging 430 students in grade Prekindergarten through 8th grade each year. During the 2013-14 there was a slight increase in the 7-8 grade population. The 2014-15 numbers show a serge in growth across all grade levels.

	2012-13	2013-14	2014-2015 (est.)
Prekindergarten	21	21	35
Kindergarten	46	44	48
1st Grade	42	48	48
2nd Grade	47	43	50
3rd Grade	49	47	48
4th Grade	44	46	49
5th Grade	46	44	52
6th Grade	47	44	48
7th Grade	45	48	49
8th Grade	40	42	46
Total	430	427	473
Total ADM (Average Daily Membership) for year	**402**	**421**	

Student Attendance, Attrition & Mobility

	2011-12	2012-13	2013-14
Overall Attendance Rate	95.0	95.0	95.0

Admissions

As ALA begin the 2013-14 school year it became clear that given the student numbers there would be waiting lists in many of the grades beyond prekindergarten. The school board reviewed the admissions policy and the staff set up clearer guidelines for all procedures related to enrolling at Achieve. 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 2013-14 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.)

Worlds' 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 worlds' 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).

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 Goals

During the 2013-14 school year the Leadership team reviewed and updated the ongoing school improvement plan based on the strategic plan. They agreed on six goals to focus on during the 2013-2015 school years.

School Improvement Goals (2013-2015)
   I.   All Learners will read and write at grade level as measured by the MCAIII. (Strategic Goal I.)
   II. All Learners will perform math skills and processes at grade level as measured by the MCAIII. (Strategic Goal I.)
   III. Continue to implement a comprehensive accountability system. (Strategic Goal IV.)
   IV. Continue to improve communications with parents and engage them in the process of teaching their children. (Strategic Goal III.)
   V.   All learners will be able communicate in two languages and will have an appreciation for diverse cultures. (Strategic Goal II.)
   VI. All learners will demonstrate behaviors aligned with ALA's Core Values: Work, Respect, Belong. (Strategic Goal III.)

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 arrive at determining needs for 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 much discussion is 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. The structure of PLCs changed by incorporating the Continuous Improvement Cycle (CIC), which prioritized data as the starting point of all learning and/or work the group began.

Strategies and Action Steps taken in 2013-14

  <u>**See attached SIP Action Plan**</u>

Current Educational Approach and Curriculum

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. 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 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 there is an environment where 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 fact that middle level learners have developmental, academic, social needs and personal attributes specific to their age. The

learning environments provide for a variety of learning modalities, focus on utilizing community-based learning resources outside the traditional classroom, and emphasize on transition.

Common instructional strategies

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

Currently the practices include:
- Sheltered Instructional Observation Protocol (SIOP)
- Framework 360 lesson design
- Non-fiction writing

Major content areas

The language arts program was under review by the Leadership team during the 2014 school year. The 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 2013-2014 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 2013-14 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 2013-2014 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 has been in place since the 2006 school year with little change. The curriculum materials include Foss kits and teacher generated materials. Science units are aligned to the Minnesota State Science Standards. The current plan is to evaluate the K-8 science curriculum during the 2014-15 school date for implementation during the 2015-16 school year.

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 a 7-year 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
- PLCs
- mentoring/coaching
- Educator choice in Professional Develop/Workshop attendance tied to SMART goal setting
- In-house workshops throughout the school year

Practices that support remediation and acceleration
- Response to Intervention (RTI) for all
- I-Ready (grades 1-8)
- 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 2013-14 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), a contracted speech therapist, contracted occupational and physical therapists, and two paraprofessionals working with the students.

The ALA Responsive 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 teacher, and two education assistants. The English language programming is embedded in the mainstream classroom. There is an English language (el) teacher assigned to each grade level team with 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 provides also provides support in the mainstream classrooms and in small groups in grades 5-8. The reading intervention teacher and one of the educational assistants provide reading intervention for k-3 students outside the mainstream classrooms. One of the educational assistants monitors and provides support to k-2 students working on personalized student instruction via the computer.

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 two licensed teachers and funded with Title I funds during 2013-14. 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. The program focus has always been 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 programming. ALA provided a 20- day program for students in grades K-7. Enrollment as always was open to all ALA students and at final count was approximately 180 students. Staffing as historically been at 1:15 students.

Innovative Practices & Implementation

Academic Program
Best Practices
- PLCs continued and the Continuous Improvement Cycle was introduced as a format for teams to follow.
- Staff took part in extensive training around Culturally and Linguistically Responsive Teaching strategies. Academic use of language and code switching was emphasized.
- Reading intervention groups were continued 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.
- Framework 360 was used as a means to focus instruction further around student learning at high cognitive levels inclusive of student self-assessment and learning targets
- I-Ready was continued 1-8. I-Ready is an online individualized instruction program aligned to state and national standards and was used in both Math and Reading building wide.
- The online assessment program Study Island was 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 were able to use this information to re-teach and/or recommend students for intervention.
- School wide and grade level parent/family events were created by teams based on Epstein's model of family involvement. Events were well attended and the approach will continue to be used.
- Comprehension Strategies: SIOP, SQ3PRS, Big 5 were all used as strategies to enhance student learning and comprehension of material.
- Triangulation of data to drive interventions and teach at all levels in the classroom and in tiered groups delivered concise knowledge of students' learning.

Program Strengths
- Data - Staff is consistently using data from year to year. Data is used in order for staff to create SMART goals and used in PLC's. 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.
- Use of the Responsive classroom and Developmental Designs models in building and maintaining a community within the school.

- 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.
- 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.
- In-school professional development and support – Teachers are supported by the Curriculum and Assessment Coordinator, Reading/RtI Coordinator and Tech Coordinator/Math Mentor in a variety of ways: peer coaching, model teaching, professional training, etc.

School Improvement Goals

Goal Statements: The School Leadership team team meets through each school year to oversee the implementation of the school improvement plan and then review tfor the next school year. The goal statements for 2013-2015 follow:

I.   All Learners will read and write at grade level as measured by the MCAIII. (Strategic Goal I.)
- In June of 2015, 52.8% of students in grades 1-8 will meet or exceed their growth target in reading as measured by the spring NWEA reading scores.
- In June of 2015 75% of all kindergarten students will show first grade readiness for reading as measured by the Kindergarten Assessment- not including DRA.
- Free/Reduced subgroup will achieve 80% Medium/High growth

II. All Learners will perform math skills and processes at grade level as measured by the MCAIII. (Strategic Goal I.)
- By June of 2015, 75% students in grades 1-8 will meet or exceed their growth target in math as measured by the spring NWEA reading scores.
- By June of 2015 75% of all kindergarten students will show first grade preparedness for math as measured by the Kindergarten Assessment.
- By June of 2015 80% of Free/Reduced subgroup will achieve medium/high growth

III. Continue to implement a comprehensive accountability system.
- By June of 2015 all teaching staff will implement Skyward Comprehensive Data System to ensure the Minnesota State Standards are being addressed, to document, and update curriculum, instructional and assessment information. (Strategic Goals I & VI.)
- Implement & document school wide research-based strategies and best practices

IV. Continue to improve communications with parents and engage them in the process of teaching their children.
- During the 2013-15 school year we will increase participation in all parent events. (Strategic Goal III & IV.)

V. All learners will be able communicate in two languages and will have an appreciation for diverse cultures.
- Each year 100% of students in grades K-8 will participate in three culturally significant experiences.
- By June 2015 students that have attended Achieve for more than five years will be able to speak and write (basic skills) in a second language (to be determined) other than English.

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	2012	2013	2014
Percent of students "On Track for Success"	45.6%	58.8%	40.8%
Percent of students making High, Medium, and Low Growth			
High	25%	36.2%	19.2%
Medium	47.6%	40.1%	42.3%
Low	27.4%	25.7%	38.5%

READING	2012	2013	2014
Percent of students "On Track for Success"	56%	54.2%	37.5%
Percent of students making High, Medium, and Low Growth			
High	31.5%	32.2%	19.7%
Medium	41%	41.9%	46.2%
Low	27.5%	25.8%	34.1%

Achieve's percentage of students "On Track for Success" decreased significantly in both Math and Reading from 2013-2014. Additionally, pair this data with a drop in Medium/High growth percentages and it is something that is of significant concern for Achieve. Further analysis of individual student data will occur in team meetings and PLCs in the 2014-2015 school year to work on reversing the decrease in order to avoid a downward trend.

Proficiency Results in Reading, Math, and Science

Comparisons to the Local District, State, and comparable schools and school populations.

Proficiency Index, Math					
	Achieve Language Academy	**State**	**SPPS (St Paul)**	**Community of Peace**	
2014	60.9	74.6	73	65.4	
2013	58.9	67.7	64.6	53.9	
2012	62.5	72	65.6	56.6	

Proficiency Index, Reading

	Achieve Language Academy	State	SPPS	Community of Peace	
2014	56.5	80.6	78.1	63.8	
2013	70.2	82.1	77.6	68.3	
2012	69.5	82.9	80.6	67.9	

Proficiency Rates, Math

	Achieve	State	SPPS	Community of Peace	
2014	47.4	61.4	60.5	45.4	
2013	51.4	62.6	60.2	36.0	
2012	49.4	65.4	61.3	38.3	

MATH *(% of students Meeting and Exceeding)*	Achieve 2013	St. Paul Schools 2013	State of MN 2013	Achieve 2014	St. Paul Schools 2014	State of MN 2014
Free/Reduced Lunch	50%	31.7%	41.5%	45.2%	29.0%	41.7%
English Learners (EL)	42.4%	21.8%	25.4%	37.5%	25.7%	24.5%
Asian	54.4%	39.4%	43.9%	46.8%	35.1%	43.8%
Hispanic	44.3%	27.3%	31.5%	42.7%	24.5%	32.7%
Black	45.5%	22.9%	28.5%	34.3%	22.4%	29.5%
White	66.7%	51%	42.7%	76.5%	39.5%	51.1%

Proficiency Rates, Reading

	Achieve	State	SPPS	Community of Peace	
2014	33.7	54.1	38.0	32.4	
2013	36.1	57.8	37.1	30.4	
2012	N/A	N/A	N/A	N/A	

READING *(% of students Meeting and Exceeding)*	Achieve 2013	St. Paul Schools 2013	State of MN 2013	Achieve 2014	St. Paul Schools 2014	State of MN 2014
Free/Reduced Lunch	36.3%	25.5%	38.8%	32.2%	26.3%	40.1%
English Learners (EL)	23%	10%	15.7%	23.1%	15.1%	16.3%
Asian	26.5%	22.9%	30.8%	31.5%	24.7%	33.7%
Hispanic	40.7%	24.6%	28.4%	28.9%	24.9%	29.9%
Black	36.4%	23.3%	28.5%	31.4%	22.9%	29.6%
White	77.8%	44.6%	49%	64.7%	46.9%	50.5%

Achieve saw a drop in proficiency in both Math and Reading MCA III scores from 2013-2014 following a similar pattern of decline as the overall State averages. Achieve Language Academy often compares data to the St. Paul district scores and charter schools with very similar student demographics such as Community of Peace.

Performance of English learners of ACCESS Assessment

AMAO Progress	School	SPPS	State	State Target
2014	N/A	N/A	N/A	N/A
2013	49.1%	N/A	N/A	41.94

AMAO Proficiency	School	SPPS	State	State Target
2014	18.9%	11.1%	15.7%	
2013	19.4%	9.9%	16%	10.43

While there was a slight drop in proficiency from 2013 to 2014, Achieve continues to score higher levels of proficiency than both the local district, St. Paul Public Schools and the State averages. AMAO data is used in PLCs to determine areas of focus for students at varying levels of English Proficiency.

(Some AMAO data unavailable at the time of this report.)

Multiple Measures Rating

Multiple Measurements Rating (MMR) is XX%	
Proficiency	**34.1 points**
Weighted percentage of subgroups reaching targets	
Growth	**16.75 points**
Average Growth Z-Score	

Achievement Gap Reduction	21.09 points
Achievement Gap Reduction Score	
Graduation (as appropriate)	**N/A**
Weighted percentage of subgroups reaching targets	
TOTAL POINTS	**71.94 points**
Possible points	75 points

Focus Rating (FR) is XX%	
Achievement Gap Reduction	**21.09 points**
Achievement Gap Reduction Score	
Focused Proficiency	**41.88 points**
Weighted percentage of subgroups reaching targets	
TOTAL POINTS	**62.97 points**
Possible points	100 points

Additional World's Best Workforce Data

Kindergarten
Achieve Language Academy continues to have a solid Pre-K program in place. It is academic based and focuses on preparing students for Kindergarten.

Third grade achieve grade level literacy
Achieve continues to work with teachers on Tier 1 interventions in the classroom and there is a Tier 2 Reading Intervention program building wide.

Ensuring that all students graduate from high school
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.

Student and Parent Satisfaction

In general, student and parent satisfaction is very high year after year at ALA. The majority of families seem to agree or strongly agree that ALA provides a safe and welcoming environment. One area of concern this year was the quality of the food. Questions regarding uniforms were

also added to the 2013-14 survey. The questions included: how important uniforms were to the parents, student willingness to comply, should ALA discontinue uniforms, and colors. Parents want to see the uniform policy continue and colors basically stay the same.

		Staffing

Staff Information: During the 2013-14 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 2013-14 there was 1 or 2 classrooms that were over the 24 student cap for a portion of the year.

In 2013-2014 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. In the 2013-2014 school year there was also a concerted push to improve the Response to Intervention program (RtI) that was added 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 2013-2014 Achieve hired 6 new staff.

Teaching Staff demographics

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

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

Classroom Teachers	Position	File Folder Number	Years at Achieve	Status
Christian, Jackie	1st Grade	369020	15	Returning
Hartman, Erin	1st Grade (3 days/wk)	441525	6	Returning
Sorenson, A Marlene	1st Grade (2 days/wk)	357680	15	Returning
Streitz, Kathy	2nd Grade	326707	18	Returning
Vang, MiNhia	2nd Grade	470453	2	Returning
Brandt, Beth	3rd/4th Grade	374188	14	Returning
Linne, David	3rd/4th Grade	418625	10	Returning
Videen, Cindy	3rd/4th Grade	366864	15	Returning
*Hinckley, Lindsey	3rd/4th Grade	476396	1	Returning
Zobott, Maren	5th-6th Grade	463863	3	Resigned
Cooan, Kristen	5th-6th Grade	461548	2	Returning
*Roba, Jennifer	5th-6th Grade	395670	1	Returning
Bzdawka, Suzanne	5th-6th Grade	470823	2	Returning
*Flink, Julene	7th-8th Grade Language Arts	400636	1	Returning
Allen, Susan	7th-8th Grade Math	426224	8	Returning
Zilka, Ellen	7th-8th Grade Science	467321	2	Returning
Rimkus, Ed	7th-8th Grade Social Studies	221093	13	Returning
*Yang, Ka	Kindergarten	431550	1	Returning
*Schroeder, Sara	Kindergarten	461884	1	Returning
Wenker, Andrea	Preschool/Acad Support	443609	5	Returning
*Peterson, Elizabeth	Preschool	477063	1	Resigned

Other Licensed Teachers/Staff	Position	File Folder Number	Years at Achieve	Status
Sharon Lenhart	Academic Support	280983	6	Returning
Schlank, Bonnie	Academic Support	389951	3	Returning
Wagers, Mary	Academic Support	443578	6	Returning
Parks, Lynita	Academic Support	398626	4	Returning
*Hanson, Kelly	Reading Intervention	465579	1	Returning
Rose, Isabella	Special Education Teacher	469856	2	Resigned
Petschauer, Amy	Special Education Teacher	385053	14	Returning
Farkas, Bryan	Special Education	409031	11	Resigned
Hegna-Oezle, Kathy	Social Worker	363833	17	Returning
Clark, Ryan	Physical Education	445750	3	Resigned
Schramke, Julie	Music Teacher	397038	10	Returning
Sheridan-McIver, Fiona (TFA)	Spanish Language/Culture	463888	3	Resigned
Yang, Vue	Hmong Language/Culture	998664	5	Returning

*identifies new staff   **identifies staff changing positions

Non-licensed staff	Position	Years at Achieve
Ballard, Joyce	Special Education Paraprofessional	7
Beaumount, Richard	Custodian	4
Boege, Curt	Head Custodian	13
Davilla, Daniel	Special Education Assistant	3
Estrada, Tracey	Educational Assistant	17
Freeman, Heather	Office Manager	18
Lee, Mai	Educational Assistant	14
Lor, Mai	School Office Receptionist/Family Liaison	16
Russell, Andreia	Special Education Paraprofessional	16
Schultz, Nancy	Business Manager (part time)	8
Vega, Daniel	School Office/Family Liaison	2
*Olson, Lori	Nurse (LPN)	1

*identifies new staff   **identifies staff changing positions

Licensed teacher percentage turnover rate:
2013-14 to 2014-15: 15% of the teaching force did not return for the 2014-15 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 in 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.
- 2013-2014 Board meetings were held at the school on the third Tuesday of each 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.

Board of Directors

School Year July 2013 through June 2014

Member Name	Board Position	Relation to School	Term	Met training goals
				G/E/H*
Lisa Kugler	Director	Community Member	7/2012-6/2014	yes/yes/yes
Darcy Golish	Director	Community Member	7/2013-6/2015	yes/yes/yes
Rose Hotchkiss	Director	Community Member	7/2012-6/2014	yes/yes/yes
Karla Martinez	Director	Parent	7/2012-6/2014	yes/yes/yes
Amber Sullivan	Director	Parent	7/2013-6/2015	yes/yes/yes
Steve Miller	Director	Parent	4/2013-6/2015	yes/yes/yes
Ed Rimkus	Chair	Teacher	7/2013-6/2015	yes/yes/yes
Dave Linne	Director	Teacher	7/2012-6/2014	yes/yes/yes
Lynita Parks	Director	Teacher	1/2014-6/2014	yes/yes/yes

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

All nine members completed state-required training on governance, employment matters, and finances. In addition, board training specific to the needs of ALA is conducted at the first meeting of the year.   Also, throughout the year board training needs are addressed as they surface. Each 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.

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.
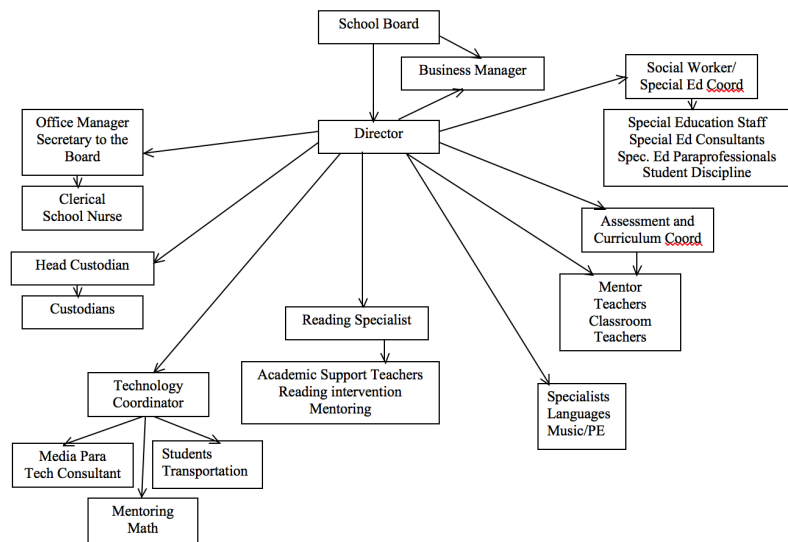
The director of special education position is a contract position through Innovative Special Education Services (ISES). The day-to-day operations of the special education program are overseen by the school social worker.

Achieve Language Academy
Organizational Chart, Fall 2013

Currently, ALA utilizes a team approach to oversee the educational management of the school. 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.

The Educational Administrative team at Achieve consists of 5 members:

Apuli, Mary	Director	Oversee all operations of the school	15	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	7	continued employment	390382
Oelze, Kathy	SpEd Coordinator	Coordinate special education services and social services, supervise students	17	continued employment	363833
Sanders, Kris	Technology Coordinator/ Math Mentor	Oversee technology in the building and serve as mentor for teaching staff.	7	continued employment	409264
Sorenson, Marlene	Reading/ RtI Coordinator	Oversee language arts, reading, and intervention programs, serve as mentor for teaching staff	15	continued employment	357680

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 NEO Stewardship Award in Finance for FY 2014 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.

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 2013-14 school year no significant work was required.

In the spring of 2014 the ALA Building Company (ALABC) refinanced the bonds for the school building. An amended lease agreement was written between the school and the building company at that time. ALABC reviewed the future building needs of the school with the school board in January of 2014. A decision was made to pursue purchasing the adjoining St. Thomas Apostle Catholic church building. To do this ALA applied for an affidavit for expansion with NEO. The affidavit was approved in August 2014 and an offer for the building was presented to the church. The offer was declined. No further action has bee taken.

Health and Safety
Achieve hired a nurse in the fall of 2013 whom worked four days a week. She 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 emergency and safety 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 very room showing appropriate routes to safety.

Due Process and Privacy Rights
The Achieve Parent – Student Handbook outlined the disciplinary procedures for students. In the fall of 2013 Achieve added a student support manager to oversee the day to day disciplinary needs of the school. This position has been very effective in helping to curb minor discipline issues that disrupt daily learning for many students.

Employment

The procedures for hiring include defining staffing needs, reviewing or developing job descriptions if a new position, posting the openings, interviewing, and interviews. 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 2013-14.

Food Service
During the 2013-14 food services were provided by St. Paul School District (SPPS). The contract with SPPS was canceled as of June 30, 2014. For the 2014-15 Achieve will be providing it's own food service program using a contracted caterer, Done Right Foods.

Finances

Questions regarding school finances contact:
Nancy Schultz, Business Manager
 651-738-4875
nschultz@achievemn.org

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, 2014.

FY14 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	$5,123,382	NA	9,892
Total Expenditures	4,807,515	NA	9,892
Net Income	316,167	NA	0
Total Fund Balance	2,756,722		

Overview
Achieve has had a stable budget for the last three years. Achieve has a strong fund balance which has allowed the school to forgo the need to borrow funds during the significant state aid hold-back.

Attachment

2013-15 SIP Action Plan

I. All Learners will read and write at grade level as measured by the MCAIII. (Strategic Goal I.)
In June of 2015, 52.8% of students in grades 1-8 will meet or exceed their growth target in reading as measured by the spring NWEA reading scores.
In June of 2012 75% of all kindergarten students will show first grade readiness for reading as measured by the Kindergarten Assessment- not including DRA.
Free/Reduced subgroup will achieve 80% Medium/High growth

Strategy	Actions required	Responsibility	Date to finish
Continue to implement, evaluate, and refine language arts curriculum K-8: -Close Reading -Academic Vocab -Common Core	Non-fiction writing (K-8) I-Ready (K-8) Reading Eggs (K-2) Reading Horizons (K-2)	RtI/Reading Coord Language arts curriculum team Grade level teams Mentor teachers	ongoing
Create a consensus curriculum map for each grade level which would include balanced literacy structure	Grade level teams review current maps Create a consensus map that includes above curriculum, skill sets, instructional strategies, resources, and assessments Align Study Island assessments alignment (optional) I-Ready lessons alignment (optional) Vertical alignment	Curriculum Coord RtI/Reading Coord Grade level teams Mentor teachers	ongoing
Track individual student progress toward meeting MN Standards	Continue using data folders for each student Continue using data centers in the classroom I-Ready Skyward: test scores, RtI Study Island	Curriculum Coord Grade level teams	ongoing
Identify and implement a common set of instructional practices for reading and language development that will be used by all teaching staff: Follow ALA norms	Research best practices Identify "best" for Achieve Language Academy Train staff in "best" strategies Use PD360 Academic Vocabulary Develop hierarchy of practices PLC learning	Curriculum Coord RtI/Reading Coord Mentors	ongoing
Continue to expand Common Core ELA standards outside the language arts block	Provide opportunities for mentoring/ staff development for teachers teaching subjects other than reading. Continue to implement Non-fiction	Mentors, Academic support RtI/Reading Coordinator	Ongoing

	Reading and Writing		
Continue Reading Intervention Program	Focus on Tier I strategies and Tier II small group rotations	Administration RtI Coordinator Special Ed staff Academic support team/ RtI team Grade level teams	ongoing
Alignment/Standardization of resources	NF Writing Books and books lists per grade Software programs		
Summer School program	Continue the program Become a contract school for SPPS	Administration	ongoing annually

II. All Learners will perform math skills and processes at grade level as measured by the MCAIII. (Strategic Goal I.)
By June of 2015, 75% students in grades 1-8 will meet or exceed their growth target in math as measured by the spring NWEA reading scores.
By June of 2015 75% of all kindergarten students will show first grade preparedness for math as measured by the Kindergarten Assessment.
By June of 2015 80% of Free/Reduced subgroup will achieve medium/high growth

Strategy	Actions Required	Responsibility	Date to Finish
Align Math Curriculum(s)	Train teachers in curricula Vertically align Review current maps in Curriculum Connector Grade level teams review current maps Create a consensus map that includes above curriculum, skill sets, instructional strategies, resources, and assessments * Align Study Island assessments with consensus maps (optional) * I-Ready alignment (optional)	Teachers Coaches	Ongoing
Identify and implement a common set of instructional practices for math development that will be used by all teaching staff: Follow ALA norms	Using Learning Framework 360 strategies & 90/90/90 research Train staff Implement and support Observe and continue training	Administration Coaches	ongoing
Track individual student progress toward meeting MN Standards	Continue using data folders for each student Continue using data centers in the classroom I-Ready	Teachers	Fall – then ongoing

	Study Island Skyward: Test scores, RtI		
Alignment/Standardization of resources			

III. Continue to implement a comprehensive accountability system.
By June of 2015 all teaching staff will implement Skyward Comprehensive Data System to ensure the Minnesota State Standards are being addressed, to document, and update curriculum, instructional and assessment information. (Strategic Goals I & VI.)
Implement & document school wide research-based strategies and best practices

Strategy	Actions Required	Responsibility	Date to Finish
Introduce and implement curriculum & lesson planning archive schoolwide	Training for Skyward curriculum map and lesson plan archive Standardize: Parameters for when to roll over Expectations of staff use after staff leave	Mentor teacher Administration	Fall Staff development Ongoing
Continue to implement common student data systems	Staff development and use data folders for each students to assess growth throughout the year (sharing them) Teaching teams use Skyward, I-Ready for students to be accessed by all and continue with them to each grade along with their report card	Teaching teams Tech support	November
Field Trips & Events	Create a list of events/field trips by grade level aligned to academics and grade level norms (bi-annual list)	Teachers	Fall 2014

IV. Continue to improve communications with parents and engage them in the process of teaching their children.
During the 2013-15 school year we will increase participation in all parent events. (Strategic Goal III & IV.)

Strategy	Actions Required	Responsibility	Date to Finish
Continue to develop a parent involvement plan	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.	Administration, staff, parents	Fall
Provide a variety of parent involvement activities that will	Plan events and implement	Administration, staff, parents	October

complement the academic programming at the school.			
• Increased parent education- 'ALA way'			
• Teacher Standards for parent involvement for the 'ALA way'	Weekly communication Monthly newsletter Specialists' role Conferences 20 contacts per month		

V. All learners will be able communicate in two languages and will have an appreciation for diverse cultures.
Each year 100% of students in grades K-8 will participate in three culturally significant experiences.
By June 2015 students that have attended Achieve for more than five years will be able to speak and write (basic skills) in a second language (to be determined) other than English.

Strategy	Actions Required	Responsibility	Date to Finish
Implement language assessment for Hmong and Spanish	Research criteria for each assessment Obtain/develop appropriate assessment Align assessment targets Create assessment Gather baseline data Adjust	Language specialists Administration	Fall & spring