



# Annual Report

2019-2020

Achieve Language Academy  
[www.achievemn.org](http://www.achievemn.org)

2169 Stillwater Avenue  
St. Paul, MN 55119  
[achievemn.org](http://achievemn.org)  
651-738-4875  
651-738-8268 (Fax)

<b>List of Appendices</b>	<b>4</b>
<b>SCHOOL INFORMATION</b>	<b>5</b>
Unique Characteristics	5
Mission Statement	5
Philosophy	6
School Calendar/Hours of Operation:	6
Authorizer Information	6
<b>KEY DEMOGRAPHIC TRENDS</b>	<b>6</b>
Student Characteristics:	6
Student Enrollment	7
Student Attendance, Attrition & Mobility	7
Admissions	7
Enrollment Priorities	8
<b>WORLD'S BEST WORKFORCE COMPONENTS</b>	<b>8</b>
School Improvement Plan (SIP) Goals NEO Performance Framework	8
Student Needs	20
School Assessments	20
Identified Student Needs (Based on Data)	21
Identified Teacher Needs	21
<b>CURRENT EDUCATIONAL APPROACH AND CURRICULA</b>	<b>21</b>
Common Instructional Strategies	21
Major Content Areas	22
Curriculum Review Process	22
Professional Development Model	22
Remediation and Acceleration Practices	22
Special Education Services	23
Academic Support Services	23
ALA Prekindergarten Program	23
ALA Summer Program	23
<b>INNOVATIVE PRACTICES &amp; IMPLEMENTATION</b>	<b>23</b>
Academic Program Best Practices	23
Program Strengths	24
<b>STAFFING</b>	<b>25</b>
Staffing	25
Teaching Staff Demographics	25
2019-2020 Teaching Faculty	25
2019-2020 Non-Instructional Staff	26
Licensed Teacher Turnover	27

<b>GOVERNANCE AND MANAGEMENT</b>	<b>27</b>
Board of Directors	27
School Board Members	27
<b>MANAGEMENT</b>	<b>28</b>
Management Structure	28
Educational Administrative Team	28
Leadership Team	29
<b>OPERATIONS</b>	<b>29</b>
Regulations	29
Facility and Grounds	29
Health and Safety	29
Due Process and Privacy Rights	30
Employment	30
Food Service	30
<b>FINANCES</b>	<b>30</b>
<b>FUTURE PLANNING</b>	<b>30</b>
<b>Appendix A</b>	<b>31</b>
<b>Appendix B</b>	<b>32</b>

## List of Appendices

Appendix A            Achieve Language Academy Organizational Chart 2019-2020

Appendix B            Financial Statement June 30, 2019

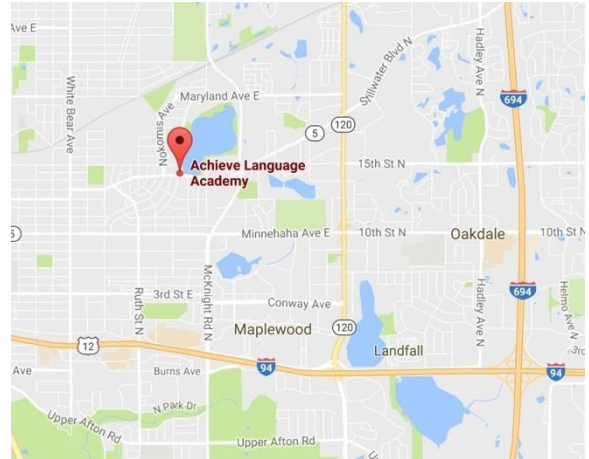
## SCHOOL INFORMATION

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.

2169 Stillwater Ave E  
St. Paul, MN 55119  
Phone: 651-738-4875  
Website: [www.achievemn.org](http://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 20<sup>th</sup> 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 2019-2020 school year, Achieve enrolled approximately 462 (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

1. Students have an opportunity to become literate in two languages: English and either Hmong or Spanish.
2. Extended summer programming available for all students.
3. 5-day a week preschool program (4-year-old).
4. English is considered the second language for approximately half of the students.
5. ALA has Smart Board Technology in every classroom.
6. The ratio of computers to students is 1:1.
7. Achieve students are exposed to a variety of in-school and out of school arts, athletic, and academic enrichment activities.

### Mission Statement

The mission of Achieve Language Academy 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:
  - Teachers facilitate;
  - Learners participate; and
  - 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:
  - Emotional health;
  - Social development; and
  - Academic achievement.
- A culturally diverse student population enriches each learner's experience
- Achieve continues to improve through the active participation of:
  - Learners;
  - Families;
  - Community;
  - Staff; and the
  - School Board.
- Teachers work in learning teams to ensure the success of all learners
- Achieve strives for academic success by:
  - Using standards-based curricula;
  - Making data driven decisions in planning for each student; and
  - Using research based instructional practices.

## School Calendar/Hours of Operation:

In 2019-2020, Achieve Language Academy had 174 instructional days scheduled. Due to the COVID-19 pandemic, fewer instructional days were held due to mandated closures and preparation for distance learning during the regular school year. The school was in session, Monday through Friday, from 8:35 a.m. to 3:50 p.m. Due to the COVID-19 pandemic, a summer school program was not offered in summer of 2020.

## Authorizer Information

Novation Education Opportunities (NEO)  
3432 Denmark Avenue, Suite 130, Eagan, MN 55123  
Wendy Swanson Choi, Executive Director  
Phone – 612-889-2103  
Email – executive.director.neo@gmail.com

MN Department of Education Report Card (rc.education.state.mn.us)  
[ALA report card](#)

## KEY DEMOGRAPHIC TRENDS

### Student Characteristics:

During the 2019-2020 school year a total of 462 students attended ALA in grades pre-kindergarten

through eighth grade. The student body is very diverse and many qualify for free or reduced lunch. Just under half were classified as English Language Learners (ELL). The table below outlines demographic characteristics of ALA students. Note: counts for specific groups do not include pre-kindergarten students.

	2014-2015	2015-2016	2016-2017	2017-2018	2019-2020	2019-2020
Total Enrollment (Oct 1 count)	429	404	456	446	451	462
Special Education	8.6%	10.1%	9.6%	8.5%	9.3%	12.1%
LEP	61.5%	62.6%	53.7%	50.7%	40.4%	37.9%
Asian	42.7%	40.1%	36.8%	33.4%	31.9%	32.7%
Black	12.8%	12.4%	12.5%	12.6%	13.1%	10.2%
White	10.3%	13.1%	11.6%	10.5%	9.3%	9.5%
Hispanic	33.3%	33.7%	34.6%	39.2%	40.8%	43.5%
American Indian	0.9%	0.7%	0.7%	0.7%	0.2%	0.4%
F/R Lunch	79.7%	83.2%	83.1%	48.2%	82.3%	75.9%

### Student Enrollment

Over the past 6 years ALA has had a very stable population, averaging 445 students in grades pre-kindergarten through 8<sup>th</sup> grade each year.

	2014-2015	2015-2016	2016-2017	2017-2018	2019-2020	2019-2020
Pre-Kindergarten			34	35	34	39
Kindergarten	45	42	49	49	45	49
1st Grade	46	45	46	48	45	48
2nd Grade	50	48	43	46	46	48
3rd Grade	47	48	49	50	51	43
4th Grade	48	40	47	48	48	47
5th Grade	51	49	45	45	48	49
6th Grade	48	48	49	49	47	44
7th Grade	48	44	50	50	48	49
8th Grade	46	40	44	44	39	46
Total	429	404	456	466	451	462

\*October 1 count

### Student Attendance, Attrition & Mobility

	2014-2015	2015-2016	2016-2017	2017-2018	2019-2020	2019-2020
Attendance Rate	95.0%	78.77%*	86.17%*	90.69%*	86.80%*	86.40%*

\*Beginning in 2015-2016, the state began calculating consistent attendance rates for the North Star accountability reporting, which changes the way attendance figures are calculated.

### Admissions

Even though Achieve Language Academy is a public school, an application must be filled out and submitted before starting school. Admission is limited by grade level. The deadline for application (for the upcoming school year) was March 1 for the 2019-2020 school year. If there was space available, new students were enrolled by the date of application prior to the March 1 deadline. If there were more

students than the number of spaces available on March 1, a lottery (by grade level) was held, which included all students with current applications. Families who submitted applications after the March 1 application deadline were placed on the bottom of the waiting list in the order received. If openings became available, and there was no waiting list, students were enrolled on a first come, first serve basis.

**Enrollment Priorities**

Once enrolled, a student retains their enrollment spot until they unenroll at Achieve or enroll in another school/district.

- o Requests for admission shall give priority for attendance to siblings and foster children in the household of children currently enrolled.
- o Employees of the school shall receive priority admission after all above enrollment requests.
- o Transportation: It shall be at the discretion of the school to provide transportation outside the normal transportation radius.

Once your child is accepted, staff will review the application with your help in order to determine the best placement for your child. No placement will be considered finalized or may be held up until all necessary information has been received. Due to the Minnesota State law regarding immunizations, if your child is not current with his/her immunizations, you may be asked to complete this process before your child starts at Achieve Language Academy.

**WORLD’S BEST WORKFORCE COMPONENTS**

ALA has been undergoing a period of transition with both its administrative team and school board. The former 2013-2018 Strategic Framework expired has not yet been revised. This is a top priority for the new School Board during the 2020-2021 school year. The process of creating a new Strategic Plan will involve soliciting input from teachers, parents and community.

**School Improvement Plan (SIP) Goals NEO Performance Framework**

Due to the COVID-19 Pandemic, assessment data was not collected in spring of 2020.

I. All Children are Ready for School				
I.A Early Literacy and Early Numeracy Goals				
Performance Rating	NWEA MAP for Primary Math Targets (Grade K)		Point Value	Points Earned
<b>Exemplary</b>	More than 75 percent of kindergarten students will meet their individualized growth targets.		<b>2</b>	<b>1</b>
<b>Satisfactory</b>	60-74 percent of kindergarten students will meet their individualized growth targets in the combined FY 2017-FY 2020 AND/OR the school improves from the baseline FY17 (35.56%) by at least 10%.		<b>1</b>	
<b>Not Satisfactory</b>	Less than 60 percent of kindergarten students will meet their individualized growth targets AND/OR the school does not improve from the baseline year by at least 10%.		<b>0</b>	
Results	Year	Number of Students Meeting Growth Targets	Total Students Tested	Percent of Students Meeting Growth Targets
	2014-2015	NA	NA	NA



	2015-2016	NA	NA	NA
	2016-2017	16	45	35.56%
	2017-2018	26	41	63.41%
	2019-2020	33	44	75.00%
	2019-2020	N/A	N/A	N/A
	2015-2020	75	130	57.69%

**Analysis** The 2015-2020 combined percent of kindergarten students meeting their individualized growth targets is 57.69%. The school improved from the baseline year by 39.44%.

Performance Rating	NWEA MAP for Primary Reading Targets (Grade K)	Point Value	Points Earned
<b>Exemplary</b>	More than 75 percent of kindergarten students will meet their individualized growth targets.	2	
<b>Satisfactory</b>	60-74 percent of kindergarten students will meet their individualized growth targets in the combined FY 2016-FY 2020 AND/OR the school improves from the baseline FY16 (27.91%) by at least 10%.	1	
<b>Not Satisfactory</b>	Less than 60 percent of kindergarten students will meet their individualized growth targets AND/OR the school does not improve from the baseline year by at least 10%.	0	1

Results	Year	Number of Students Meeting Growth Targets	Total Students Tested	Percent of Students Meeting Growth Targets
	2014-2015	NA	NA	NA
2015-2016	12	43	27.91%	
2016-2017	15	45	33.33%	
2017-2018	24	41	58.54%	
2019-2020	34	44	77.27%	
2019-2020	N/A	N/A	N/A	
2015-2020	85	173	49.13%	

**Analysis** The 2015-2020 combined percent of kindergarten students meeting their individualized growth targets is 49.13%. The school improved from the baseline year by 49.37%.

**II. All Students are Ready for Career and College, Including Third Grade Literacy (As Measured by Grade Level Proficiency)**

**II.A Attain Grade-level Proficiency- All Students State Comparison**

Performance Rating	MCA-Math (Grades 3-8)	Point Value	Points Earned
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.	2	0

<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the state combined FY 2015-FY 2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (45.49%) by at least 10 percentage points by FY 2020.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>State Percent Proficient</b>
	2014-2015	126	277	45.49%	63.21%
	2015-2016	123	266	46.24%	62.60%
	2016-2017	108	280	38.57%	61.33%
	2017-2018	123	279	44.09%	59.99%
	2019-2020	124	279	44.44%	56.90%
	2014-2019	604	1381	43.74%	60.76%
<b>Analysis</b>	The school's combined proficiency rate of 43.74% is 17.02 percentage points lower than the state's combined proficiency rate of 60.76%.				
	From the baseline year 2014-2015 rate of 45.49% the school's proficiency decreased to 44.44%, a decrease of 1.04 percentage points.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the state combined FY 2015-FY 2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (46.21%) by at least 10 percentage points by FY 2020.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	<b>0</b>
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>State Percent Proficient</b>
	2014-2015	128	277	46.21%	60.82%
	2015-2016	120	266	45.11%	60.91%
	2016-2017	128	280	45.71%	61.05%
	2017-2018	129	279	46.24%	61.18%
	2019-2020	134	279	48.03%	59.46%
	2014-2019	639	1381	46.27%	60.67%

<b>Analysis</b>	The school's combined proficiency rate of 46.27% is 14.40 percentage points lower than the state's combined proficiency rate of 60.67%.
	From the baseline year 2014-2015 rate of 46.21% the school's proficiency increased to 48.03%, an increase of 1.82 percentage points.

**II.B Attain Grade-level Proficiency- All Students Resident District (St Paul) Comparison**

<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>	<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.	<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.	<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.	<b>0</b>	

<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>St Paul Percent Proficient</b>
		2014-2015	126	277	45.49%
	2015-2016	123	266	46.24%	38.58%
	2016-2017	108	280	38.57%	36.48%
	2017-2018	123	279	44.09%	34.81%
	2019-2020	124	279	44.44%	33.22%
	2014-2019	604	1381	43.74%	36.49%

<b>Analysis</b>	The school's combined proficiency rate of 43.74% is 7.25 percentage points higher than the resident district's combined proficiency rate of 36.49%.
-----------------	---

<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>	<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.	<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.	<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.	<b>0</b>	

<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>St Paul Percent Proficient</b>
		2014-2015	128	277	46.21%
	2015-2016	120	266	45.11%	39.74%
	2016-2017	128	280	45.71%	38.42%
	2017-2018	129	279	46.24%	39.19%

	2019-2020	134	279	48.03%	39.18%
	2014-2019	639	1381	46.27%	39.09%
<b>Analysis</b>	The school's combined proficiency rate of 46.27% is 7.18 percentage points higher than the resident district's combined proficiency rate of 39.09%.				
<b>III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)</b>					
<b>III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the state combined FY 2015-FY 2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (42.15%) by at least 10 percentage points by FY 2020.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>State Percent Proficient</b>
	2014-2015	94	223	42.15%	43.60%
	2015-2016	104	230	45.22%	42.58%
	2016-2017	65	173	37.57%	40.97%
	2017-2018	68	158	43.04%	39.36%
	2019-2020	101	237	42.62%	35.79%
	2014-2019	432	1021	42.31%	40.43%
<b>Analysis</b>	The school's combined proficiency rate of 42.31% is 1.88 percentage points higher than the state's combined proficiency rate of 40.43%.				
	From the baseline year 2014-2015 rate of 42.15% the school's proficiency increased to 42.62%, an increase of 0.46 percentage points.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the state combined FY 2015-FY 2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (43.95%) by at least 10 percentage points by FY 2020.			<b>1</b>	

<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>State Percent Proficient</b>
	2014-2015	98	223	43.95%	41.79%
	2015-2016	103	230	44.78%	42.02%
	2016-2017	82	173	47.40%	41.80%
	2017-2018	69	158	43.67%	42.26%
	2019-2020	113	237	47.68%	40.36%
	2014-2019	465	1021	45.54%	41.64%
<b>Analysis</b>	The school's combined proficiency rate of 45.54% is 3.90 percentage points higher than the state's combined proficiency rate of 41.64%.				
	From the baseline year 2014-2015 rate of 43.95% the school's proficiency increased to 47.68%, an increase of 3.73 percentage points.				

### III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison

<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>2</b>
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	2014-2015	94	223	42.15%	28.03%
	2015-2016	104	230	45.22%	27.50%
	2016-2017	65	173	37.57%	24.98%
	2017-2018	68	158	43.04%	23.64%
	2019-2020	101	237	42.62%	21.80%
	2014-2019	432	1021	42.31%	25.28%
<b>Analysis</b>	The school's combined proficiency rate of 42.31% is 17.03 percentage points higher than the resident district's combined proficiency rate of 25.28%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>2</b>

<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	2014-2015	98	223	43.95%	26.89%
	2015-2016	103	230	44.78%	28.04%
	2016-2017	82	173	47.40%	25.40%
	2017-2018	69	158	43.67%	27.55%
	2019-2020	113	237	47.68%	26.91%
	2014-2019	465	1021	45.54%	26.96%
<b>Analysis</b>	The school's combined proficiency rate of 45.54% is 1858 percentage points higher than the resident district's combined proficiency rate of 26.96%.				
<b>III.C Attain Grade-level Proficiency- EL Focus Group State Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	<b>2</b>
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the state combined FY 2015-FY 2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (38.01%) by at least 10 percentage points by FY 2020.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>State Percent Proficient</b>
	2014-2015	65	171	38.01%	27.71%
	2015-2016	72	172	41.86%	25.31%
	2016-2017	40	156	25.64%	22.45%
	2017-2018	42	142	29.58%	21.71%
	2019-2020	37	118	31.36%	18.98%
	2014-2019	256	759	33.73%	23.23%
<b>Analysis</b>	The school's combined proficiency rate of 33.73% is 10.50 percentage points higher than the state's combined proficiency rate of 23.23%.				
	From the baseline year 2014-2015 rate of 38.01% the school's proficiency decreased to 31.36%, a decrease of 6.66 percentage points.				

Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the state combined FY 2015-FY 2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (36.84%) by at least 10 percentage points by FY 2020.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>State Percent Proficient</b>
	2014-2015	63	171	36.84%	18.84%
	2015-2016	72	172	41.86%	18.03%
	2016-2017	47	156	30.13%	15.58%
	2017-2018	38	142	26.76%	15.88%
	2019-2020	25	118	21.19%	14.54%
	2014-2019	245	759	32.28%	16.57%
<b>Analysis</b>	The school's combined proficiency rate of 32.28% is 15.71 percentage points higher than the state's combined proficiency rate of 16.57%.				
	From the baseline year 2014-2015 rate of 36.84% the school's proficiency decreased to 21.19%, a decrease of 15.66 percentage points.				
<b>III.D Attain Grade-level Proficiency- EL Focus Group Resident District Comparison</b>					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	2014-2015	65	171	38.01%	25.83%
	2015-2016	72	172	41.86%	22.39%
	2016-2017	40	156	25.64%	18.08%
	2017-2018	42	142	29.58%	17.81%

	2019-2020	37	118	31.36%	15.49%
	2014-2019	256	759	33.73%	20.34%
<b>Analysis</b>	The school's combined proficiency rate of 33.73% is 13.39 percentage points higher than the resident district's combined proficiency rate of 20.34%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>2</b>
<b>Satisfactory</b>	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Achieve Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	2014-2015	63	171	36.84%	19.05%
	2015-2016	72	172	41.86%	16.02%
	2016-2017	47	156	30.13%	11.58%
	2017-2018	38	142	26.76%	12.60%
	2019-2020	25	118	21.19%	12.70%
	2014-2019	245	759	32.28%	14.68%
<b>Analysis</b>	The school's combined proficiency rate of 32.28% is 11.94 percentage points higher than the resident district's combined proficiency rate of 14.68%.				
<b>IV. All Students are Ready for Career and College (as Measured by Growth)</b>					
<b>IV.A Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth</b>					
<b>Performance Rating</b>	<b>NWEA MAP Fall-Spring Growth- Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	Students will achieve a combined growth of at least 129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			<b>2</b>	<b>1</b>
<b>Satisfactory</b>	Students will achieve a combined growth of 120-129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			<b>1</b>	
<b>Not Satisfactory</b>	Students achieve a combined growth of less than 120 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			<b>0</b>	



Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made
	2014-2015	NA	NA	NA
	2015-2016	1390	1250	111.20%
	2016-2017	1882	1453	129.53%
	2017-2018	2150	1502	143.14%
	2019-2020	1353	1230	110.00%
	2019-2020	N/A	N/A	N/A
	2015-2020	6775	5435	124.66%
<b>Analysis</b>	The 2015-2020 combined average growth for NWEA MAP Fall-Spring for math is 124.66%.			
<b>Performance Rating</b>	<b>NWEA Fall- Spring MAP Reading Growth Targets (Grades 3-8)</b>		<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	Students will achieve a combined growth of more than 129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.		<b>2</b>	
<b>Satisfactory</b>	Students will achieve a combined growth of 120-129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.		<b>1</b>	
<b>Not Satisfactory</b>	Students achieve a combined growth of less than 120 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.		<b>0</b>	<b>0</b>
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made
	2014-2015	NA	NA	NA
	2015-2016	1188	1176	101.02%
	2016-2017	1650	1368	120.61%
	2017-2018	2070	1427	145.06%
	2019-2020	1156	1148	100.70%
	2019-2020	N/A	N/A	N/A
	2015-2020	6064	5119	118.46%
<b>Analysis</b>	The 2015-2020 combined average growth for NWEA MAP Fall-Spring for reading is 118.46%.			
<b>IV.B Meet or Exceed National Growth Norms- Students At or Above Grade Level Making Medium or High Growth</b>				
<b>Performance Rating</b>	<b>NWEA MAP Fall-Spring Growth- Math (Grades 3-8)</b>		<b>Point Value</b>	<b>Points Earned</b>

<b>Exemplary</b>	Students will achieve a combined growth of more than 109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			<b>2</b>	
<b>Satisfactory</b>	Students will achieve a combined growth of 100-109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			<b>1</b>	
<b>Not Satisfactory</b>	Students achieve a combined growth of less than 100 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			<b>0</b>	<b>1</b>
<b>Results</b>	<b>Year</b>	<b>Aggregate of Actual RIT Growth Points Made</b>	<b>Aggregate of Expected RIT Growth Points</b>	<b>Percent of Growth Made</b>	
	2014-2015	NA	NA	NA	
	2015-2016	1215	1211	100.33%	
	2016-2017	1048	1096	95.62%	
	2017-2018	1245	965	129.02%	
	2019-2020	1100	1256	87.58%	
	2019-2020	N/A	N/A	N/A	
	2015-2020	4608	4528	101.77%	
<b>Analysis</b>	The 2015-2020 combined average growth for NWEA MAP Fall-Spring for math is 101.77%.				
<b>Performance Rating</b>	<b>NWEA Fall- Spring MAP Reading Growth Targets (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	Students will achieve a combined growth of more than 109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			<b>2</b>	
<b>Satisfactory</b>	Students will achieve a combined growth of 100-109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			<b>1</b>	
<b>Not Satisfactory</b>	Students achieve a combined growth of less than 100 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			<b>0</b>	<b>0</b>
<b>Results</b>	<b>Year</b>	<b>Aggregate of Actual RIT Growth Points Made</b>	<b>Aggregate of Expected RIT Growth Points</b>	<b>Percent of Growth Made</b>	
	2014-2015	NA	NA	NA	
	2015-2016	444	598	74.25%	

	2016-2017	563	607	92.75%	
	2017-2018	633	485	130.52%	
	2019-2020	513	670	76.57%	
	2019-2020	N/A	N/A	N/A	
	2015-2020	2153	2360	91.23%	
<b>Analysis</b>	The 2015-2020 combined average growth for NWEA MAP Fall-Spring for reading is 91.23%.				

## V. The School Conditions Promote a Climate of Engagement

### V.A Attendance Rates

Performance Rating	Attendance Rate (Grades K-8)	Point Value	Points Earned
<b>Exemplary</b>	More than 95 percent attendance rate.	2	
<b>Satisfactory</b>	90-95 percent attendance rate in the combined FY 2015-FY 2020.	1	
<b>Not Satisfactory</b>	Below 90 percent attendance rate.	0	
<b>Results</b>	<b>Year</b>	<b>Attendance Rate</b>	
	2014-2015	93.12%	
	2015-2016	94.47%	
	2016-2017	95.25%	
	2017-2018	90.7%	
	2019-2020	86.8%	
	2019-2020	86.4%	
	2014-2020	94.28%	
<b>Analysis</b>	The 2014-2020 combined average attendance rate is 91.12%.		

### V.B Parent Satisfaction

Performance Rating	5-Point Parent Satisfaction Survey (Grades K-8)	Point Value	Points Earned		
<b>Exemplary</b>	At least 90 percent or more of parents agree (4) or strongly agree (5) that they are satisfied with the school.	2			
<b>Satisfactory</b>	75-89 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school in the combined FY 2015-FY 2020.	1			
<b>Not Satisfactory</b>	Less than 75 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.	0			
<b>Results</b>	<b>Year</b>	<b>Number of Parents Agreeing or Strongly Agreeing</b>	<b>Total Number of Parents</b>	<b>Parent Satisfaction Survey Percent</b>	<b>Percent Participation of Parent</b>

					Respondents
	2014-2015	NA	NA	NA	NA
	2015-2016	32	39	82.05%	13.78%
	2016-2017	36	38	94.74%	16.17%
	2017-2018	90	95	94.74%	40.43%
	2019-2020	64	66	96.97%	27.50%
	2019-2020	96	97	98.9%	
	2015-2020	222	238	93.28%	23.97%
<b>Analysis</b>	The 2015-2020 combined average parent satisfaction rate is 93.28%.				
<b>V.C Mobility</b>					
<b>Performance Rating</b>	<b>Mobility (Grades K-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	Fewer than 10 percent of students transfer out of school after October 1 based on most recent MDE Mobility Report data available at the MDE Data and Analytics site.			<b>2</b>	<b>2</b>
<b>Satisfactory</b>	10 - 15 percent of students transfer out of school after October 1 in the combined FY 2015-FY 2020.			<b>1</b>	
<b>Not Satisfactory</b>	More than 15 percent of students transfer out of school after October 1.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Students Transferring After October 1</b>	<b>Total Students Enrolled October 1</b>	<b>Mobility Percent</b>	
	2014-2015	15	430	3.49%	
	2015-2016	56	407	13.76%	
	2016-2017	14	457	3.06%	
	2014-2019	85	1294	6.57%	
<b>Analysis</b>	The 2014-2019 combined average mobility rate is 6.57%.				

## 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

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 all students at Achieve take three times annually in the areas of reading and math. All 7th and 8th graders take the MAP test in science. Minnesota Comprehensive Assessment III (MCA III) data is also reviewed for 3-8 reading and math; and 5th and 8th grade science. Achieve Language Academy also invested in the Fastbridge program during the 2019-2020 school year, and will continue to explore assessment options moving forward.

Due to the COVID-19 pandemic, assessments were not conducted during the spring of 2020.

### **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 and Math 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
- Guided Groups

## **Major Content Areas**

The language arts program is based on the Fountas and Pinnell Classroom Curriculum. The common core standards are the basis for all instruction in the classrooms, with teachers developing grade level pacing guides and curriculum maps. During the 2019-2020 school year, a new English Language Arts curriculum was purchased. Grades K-5 use Fountas and Pinnell, and grades 6-8 use Pearson My Perspectives. Plans are adopted each year to best meet the needs of the students at each individual grade level. During the 2019-2020 school year students in grades K-8 were assessed using a variety of assessments, though spring and therefore growth assessments and data points were interrupted due to the COVID-19 pandemic.

A new math curriculum was purchased for the 2019-2020 school year. K-8 use Envisions, and K-5 also had access to Investigations.

The K-8 science program was reviewed during the 2014-2015 school year. The original 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 science curriculum will be under review in the 2019-2020 school year in keeping with the New Generation Science Standards the state will adopt.

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.

## **Curriculum Review Process**

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 Model**

- PLCs;
- Mentoring/coaching;
- Educator choice in Professional Development/ Workshop attendance tied to SMART goal setting; and
- In-house workshops throughout the school year.

## **Remediation and Acceleration Practices**

- Response to Intervention (RTI) for all;
- Study Island
- 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 25% 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 2019-2020 school year the identified special education population represented approximately 12% of the student population. There were four special education teachers, a social worker (Special Education Coordinator), contracted speech, early childhood services, ( we had an inhouse person for the 1st time last year) we also contracted with a D/HH teacher occupational and physical therapists, and paraprofessionals (as needed) working with the students.

The Comprehensive Teaming to Assure Resilient Students (CTARS) team is the ALA version of a child-find team. This team is coordinated by the Special Education Coordinator who oversees the process of identifying students for academic, social, and emotional and behavior support beyond the classroom.

### **Academic Support Services**

ALA has taken a broad view of academic services needed for our students to be successful in the classroom. 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 reading intervention teacher and as well as educational assistant support provide reading intervention for K-3 students outside the mainstream classrooms.

### **ALA Prekindergarten Program**

ALA opened its current prekindergarten program for students turning age four by September 1<sup>st</sup> 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 licensed teachers and funded with VPK funds during 2016-17. For at least the last three years at least 95% of the children that attend ALA preschool enroll in the ALA kindergarten program. We received a four-star Parent Aware rating for our program in 2019.

### **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 2019, 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 160 students with staffing at a 1:22 teacher to student ratio. Due to the COVID-19 pandemic, summer program services were not available during the summer of 2020.

## **INNOVATIVE PRACTICES & IMPLEMENTATION**

### **Academic Program Best Practices**

- PLCs and the use of the Continuous Improvement Cycle;
- Staff training around Culturally and Linguistically Responsive Teaching strategies, which

- includes academic use of language and expanding vocabulary.
- Reading intervention groups (Tier II Rtl) 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
- The online assessment program Study Island is used as a formative assessment for students in all grades 2-8. It is aligned to MN state standards in the areas of math, reading, science and social studies. 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. Family involvement is consistent and reaches across all grade levels.
- Comprehension Strategies: SIOP, Fab 4, and Math Big 5 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 Rtl process
- Reading Corps was implemented during the 2019-2020 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**

- 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 2019-2020 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 attendance. In addition to student learning, our staff has a high proportion of advanced degrees.
- Conference Attendance – Parents attend conferences 3 times per year at a rate of 90% or higher. Teachers reach out to families through phone calls and/or flexible meeting scheduling to ensure communication. Due to COVID-19, spring conferences were not held during the 19-20 school year.
- In-school professional development and support – Teachers are supported in a variety of ways, including peer coaching, model teaching, professional training, etc.
- After-school activities offered: various sports, rock band, concert band, clubs, volleyball, running, flag football
- Five-day a week, half-day preschool
- Well attended family events
- Work, Respect, and Belong are the Core Values of Achieve the Spring Awards are tied to this values system. An active ALA Student Council helps to foster the values among their fellow students;
- Achieve Welcomes many Community Partnerships: Beaver Lake Church Community



- volunteers time and donates food and school supplies; Minnehaha Academy volunteers it's time at our school,
- Diverse support staff.

## STAFFING

Staff Information: During the 2019-2020 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.

In 2019-2020, 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 needing extended services.

Student/Classroom Teacher Ratio: Achieve employed 18 licensed K-8 classroom teachers, 1 prekindergarten teacher, 6 licensed specialists/cultural experts, 4 special education teachers, 9 licensed intervention staff, 1 administrator, 1 curriculum and assessment coordinator, 1 reading specialist, 1 social worker, 1 technology coordinator, and 10 paraprofessionals. The ratio of students to licensed teachers in the building was 12:1.

## Staffing

### Teaching Staff Demographics

	2019-2020
Number of Teachers	34
Experienced Teachers (3+ Years) %	85.71%
Teachers with Advanced Degrees	51.43%

### 2019-2020 Teaching Faculty

This table contains information for all instructional staff employed by the school or providing services contractually (e.g. special education teacher, reading specialist, speech therapist, etc.).

Name	File Folder Number	Assignment	Left During 19-20	Not Returning for 20-21
Tourville, Jill	428211	Prekindergarten		
Bradfield, Sara	442199	Kindergarten		
Seeling, Casey	461884	Kindergarten		x
Gorman, Heather	514802	1st Grade		
Yang, Ka	431550	1 <sup>st</sup> Grade		
Vernstrom, Denise	496504	2 <sup>nd</sup> Grade		
Mandt, Kristen	377219	2 <sup>nd</sup> Grade		
Linne, David	418625	3 <sup>rd</sup> /4 <sup>th</sup> Grade		
Videen, Cindy	366864	3 <sup>rd</sup> /4 <sup>th</sup> Grade		
Brandt, Beth	374188	3 <sup>rd</sup> /4 <sup>th</sup> Grade		
Hall, Lindsay	476396	3 <sup>rd</sup> /4 <sup>th</sup> Grade		
Christian, Jackie	369020	5th Grade		x

Lund, Jackson	501702	5th Grade		
Gueltzow, Kaylee	505978	6 <sup>th</sup> Grade		
Flanagan, Marissa	502402	6th Grade		
Flink, Julene	400636	7 <sup>th</sup> -8 <sup>th</sup> Grade Language Arts		x
Vondriska, Emily	300513	7 <sup>th</sup> -8 <sup>th</sup> Grade Science		
Lincoln, Joshua	500389	7 <sup>th</sup> -8 <sup>th</sup> Grade Social Studies	x	x
Seegebarth, James	502737	7 <sup>th</sup> -8 <sup>th</sup> Grade Social Studies		
Evans, Shaun	514080	7th-8th Grade Math		x
Munoz, Thomas	471940	Academic Support	x	x
Schley, Renee	442556	Technology Integration (TOSA)		
Trimble, Susan	426224	Special Education Teacher		x
Wagers, Mary	443578	Academic Support		
Wenker, Andrea	443609	Academic Support		x
Roling, Lisa	362241	Academic Support		
Lenhart, Sharon	280983	Academic Support		
Hanson, Kelly	465579	Reading Intervention		
Snavelly, Katherine	418193	Reading Intervention		
Glickman, Nicole	446982	Special Education Teacher		
Petschauer, Amy	385053	Special Education Teacher		
Strand, Rosalynn	476800	Special Education Teacher		
Chapdelaine, Allen	449355	Physical Education		
Schramke, Julie	397038	Music Teacher		
York, Sarah	493085	Spanish Language/Culture		x
Nelson, Brad	405739	Spanish Language/Culture		
Vang, Chria	513278	Hmong Language/Culture		
Hartman, Erin	441525	Building Substitute		
Anderson, Zach	438601	Building Substitute		

### 2019-2020 Non-Instructional Staff

Name	File Folder (if applicable)	Assignment	Left during 19-20	Not Returning for 20-21
Serres, Karolina		SPED Paraprofessional		
Whitney, Dania		SPED Paraprofessional		
Meador, Bobbi		SPED Paraprofessional		
Carter, Perry		SPED Paraprofessional		
Vandal, Noemi	374662	Educational Assistant		
Chavez Zacarias, Daniela		Educational Assistant		
Estrada, Tracey		Educational Assistant		
Lara Tello, Gabriela		Educational Assistant		
Nelson, Sydney		Educational Assistant		
Boie, Amber		Preschool Educational Assistant		
Davila, Daniel		Student Service Manager		
Rios, Carol		Food Service Assistant		
Vang, Yee		Custodian/Food Service		
Olson, Jamie		Food Service Manager		

Roberts, Rebecca	443426	Operations Manager		x
Beaumont, Richard		Custodian		
Ramkhalawon, Clea		Custodian		
Vega, Daniel		School Office/Family Liaison		
Lee, Mai		School Office		
Vang, Ker		School Office		
Sorenson, Marlene	357680	Rtl/Reading Coordinator		
Lester, Keith	170865	Executive Director	x	x
Leverly, Kris	409264	Curriculum/Assessment Coordinator		x
Hegna-Oezle, Kathy	363833	Social Worker		
Halverson, Andrea	432186	Principal		x

### Licensed Teacher Turnover

Approximately 20% of the teaching staff did not return for 2020-2021.

## 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.
- 2019-2020 Board meetings were held at the school on the fourth Tuesday.
- Board meeting schedule and meeting minutes are posted on the [www.achievemn.org](http://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.

### School Board Members

Member Name	Board Position	Relation to School	Term	Met Training Goals G/E/F*
Dave Linne	Director	Teacher	7/2018-6/2020	yes/yes/yes
Sam Rivard	Director	Parent	7/2017-6/2019	yes/yes/yes
Patricia Forestal-Ortiz	Director	Parent	7/2018-6/2020	yes/yes/yes
Cindy Videen	Director	Teacher	7/2017-6/2019	no/no/no
Barbara Young	Chair	Community Member	7/2018-6/2020	yes/yes/yes

\*G=Governance

E=Employment practices and policies

F=Financial management

## MANAGEMENT

### Management Structure

For the 2019-2020 school year, ALA hired an interim executive director. The interim director left ALA in December of 2019. The school continued under the leadership of the principal and the Board of Directors. The interim director, and principal oversaw all operations of the school and reported directly to the school board.

The director of special education position is a contract position through Indigo Education. The day-to-day operations of the special education program are overseen by the school social worker/Special Education Coordinator.

### Educational Administrative Team

Name	Title	Description	Status	File Folder #
Keith Lester	Interim Executive Director	Oversee all operations of the school	New Hire	170865
Andrea Halverson	Principal	School Leadership	New Hire	
Kris Leverty	Curriculum and Assessment Coordinator	Oversee curriculum and assessment, oversee professional learning community process, serve as mentor for teaching staff, oversees summer programming	Continued employment	409264
Kathy Oelze	SpEd Coordinator	Coordinate special education services and social services, supervise students	Continued employment	363833
Kris Leverty	Math Mentor	Oversee technology in the building and serve as a mentor for teaching staff	Continued employment	409264

Marlene Sorenson	Reading/RTI Coordinator	Oversee language arts, reading, and intervention programs, serve as a mentor for teaching staff	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.

**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.

**OPERATIONS**

**Regulations**

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

All state finance reports were submitted on time. 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. At the beginning of the 2019-2020 school year, payroll and accounts payable were completed by ALA staff. The financial audit was completed on time and submitted to the state by the required deadline. The 2019 audit was filed on time and was presented to the board in January 2020 by our auditor from MMKR. The audit contained no findings. The auditor did make a recommendation regarding timeliness of payroll taxes; starting in March 2020, SMS began performing all payroll duties, which eliminated late penalties and interest charges previously accrued.

**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.

**Health and Safety**

Achieve had a contracted school nurse during the 2019-2020 school year. The nurse was responsible for state immunization reports, vision and hearing tests, as well as working with the special education department when needed on student evaluations. Achieve had an on-site health aid that assisted with daily medications and managing student health plans.

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 displayed 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 were found in 2019-2020.

### **Food Service**

For the 2019-2020 school year, Achieve provided its own food service program using a contracted caterer, Done Right Foods. This is the third year of programming.

## **FINANCES**

Questions regarding 2020 financial practices and records can be directed to Student Management Services.

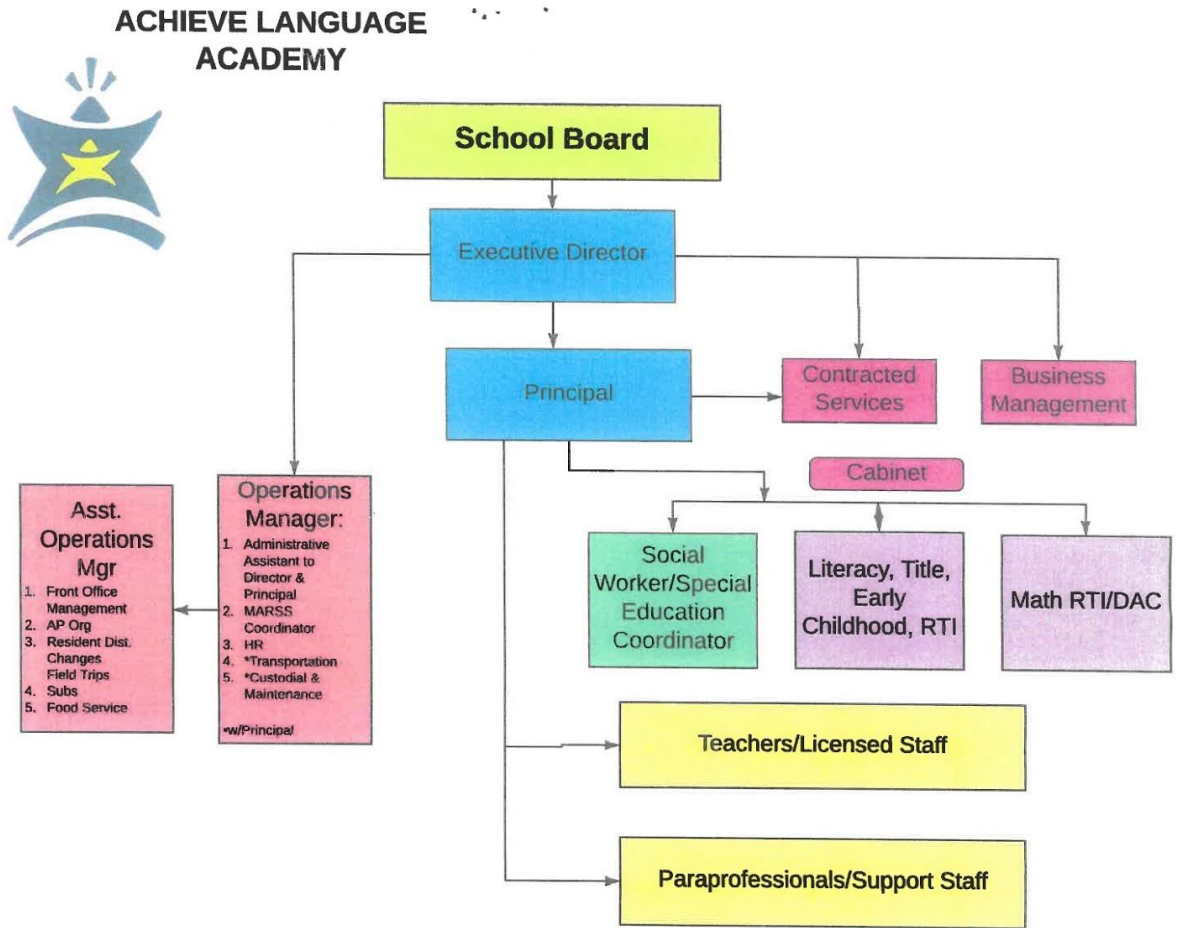
## **FUTURE PLANNING**

Plans for the 2020-2021 school year include:

- ALA will purchase a new reading curriculum for grades 4-8 to compliment the purchase of Fountas & Pinnell in 2019-2020.
- ALA will purchase a new math curriculum to replace the current GoMath curriculum in 2020-2021.
- The organizational structure of the school will change with the new administration.
- The school day will be shortened from its current extended length to a regular length school day. The change will provide more time for after school activities and teacher development.
- ALA will work to adopt a curriculum review cycle to ensure curriculum maps and resources are updated regularly.
- ALA will end its working partnership with SMS and will begin using The Anton Group (TAG) as it's business management company.
- ALA will develop a mentorship program to support new teachers.

# Appendix A

Achieve Language Academy Organizational Chart 2019-2020



## FINANCIAL ANALYSIS OF THE ACADEMY AS A WHOLE

Table 1 is a summarized view of the Academy's Statement of Net Position:

	<u>2020</u>	<u>2019</u>
<b>Assets</b>		
Current and other assets	\$ 6,817,284	\$ 6,550,068
Capital assets, net of depreciation	<u>4,547,984</u>	<u>4,792,514</u>
<b>Total assets</b>	<u><u>\$ 11,365,268</u></u>	<u><u>\$ 11,342,582</u></u>
<b>Deferred outflows of resources</b>		
Pension plan deferments	<u>\$ 2,378,473</u>	<u>\$ 3,438,425</u>
<b>Liabilities</b>		
Current liabilities	\$ 703,107	\$ 572,269
Long-term liabilities, including due within one year	<u>7,315,611</u>	<u>7,561,614</u>
<b>Total liabilities</b>	<u><u>\$ 8,018,718</u></u>	<u><u>\$ 8,133,883</u></u>
<b>Deferred inflows of resources</b>		
Pension plan deferments	<u>\$ 3,593,143</u>	<u>\$ 4,523,433</u>
<b>Net position</b>		
Net investment in capital assets	\$ 194,902	\$ 130,675
Restricted for debt service	756,600	640,200
Restricted for loan covenants	1,645,567	1,640,659
Restricted for Building Company purposes	64,753	25,546
Restricted for community service	5,850	4,527
Unrestricted	<u>(535,792)</u>	<u>(317,916)</u>
<b>Total net position</b>	<u><u>\$ 2,131,880</u></u>	<u><u>\$ 2,123,691</u></u>

The Academy's financial position is the product of many factors. For example, determination of the Academy's net investment in capital assets involves many assumptions and estimates, depreciable lives, and capitalization thresholds. A conservative versus liberal approach to depreciation estimates, as well as capitalization policies, will produce a significant difference in the calculated amounts. Unrestricted net position includes the Academy's long-term liability for pensions, which are not fully funded.

Total net position increased by \$8,189 from current year operating results. Total assets and deferred outflows of resources decreased \$1,037,266, while total liabilities and deferred inflows of resources decreased \$1,045,455. The changes in long-term liabilities, deferred outflows and inflows of resources, and the unrestricted portion of net position, were primarily related to changes in the Academy's proportionate share of the state-wide pension plans administered by the Public Employees Retirement Association (PERA) and the Teachers Retirement Association (TRA).



Table 2 presents a condensed version of the change in net position of the Academy:

	<u>2020</u>	<u>2019</u>
<b>Revenue</b>		
Program revenue		
Charges for services	\$ 20,005	\$ 36,206
Operating grants and contributions	1,769,839	1,738,353
General revenue		
General grants and aids	4,446,778	4,316,630
Other	<u>76,178</u>	<u>115,180</u>
Total revenue	<u>6,312,800</u>	<u>6,206,369</u>
<b>Expenses</b>		
Administration	200,222	104,337
District support services	607,074	479,959
Elementary and secondary regular instruction	3,320,163	2,504,577
Special education instruction	719,552	572,933
Instructional support services	115,868	196,146
Pupil support services	449,209	554,317
Sites and buildings	392,841	432,112
Fiscal and other fixed cost programs	40,155	33,281
Food service	306,498	309,628
Interest and fiscal charges	<u>153,029</u>	<u>185,809</u>
Total expenses	<u>6,304,611</u>	<u>5,373,099</u>
Change in net position	<u>\$ 8,189</u>	<u>\$ 833,270</u>

This statement is presented on an accrual basis of accounting and includes all of the governmental activities of the Academy. This statement includes depreciation expense, but excludes capital asset purchase costs, debt proceeds, and the repayment of debt principal.

The increase in general grants and aids and significant increase in expenses reflects the change in the state-wide PERA and the TRA benefit pension plans mentioned earlier.