

world's best workforce
2017-2018



ACHIEVE LANGUAGE ACADEMY
achievemn.org



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SCHOOL INFORMATION



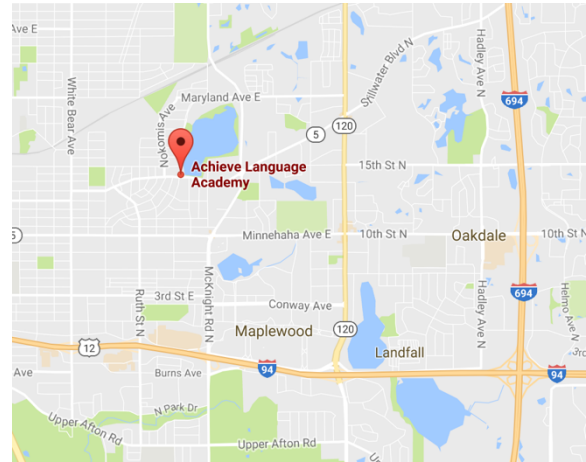
This report provides the Minnesota Department of Education, our authorizer (Novation Education Opportunities or NEO), parents of Achieve Language Academy (ALA), and the general public with information describing the progress of ALA and its students.

2169 Stillwater Ave E
St. Paul, MN 55119

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

Grades Served: PK-8

Year opened: 1996 (approved in 1995)



ALA is an urban charter school that offers a second language and serves students in pre-kindergarten through eighth grade. The 2015-2016 school year marked ALA's 20th year of operations. The school was granted its charter in 1996. In July of 2012, Novations Education Opportunities (NEO) became the authorizer. Achieve is located in the city limits of St. Paul, Minnesota. During the 2017-2018 school year, Achieve enrolled approximately 440 (PK-8) students.

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

At ALA, students:

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

Unique Characteristics

I. Students have an opportunity to become literate in two languages: English and either Hmong or Spanish.

- II. Extended summer programming available for all students.
- III. 5-day a week preschool program (4-year old).
- IV. English is considered the second language for approximately half of the students.
- V. ALA has Smart Board Technology in every classroom.
- VI. The ratio of computers to students is 1:1.
- VII. Achieve students are exposed to a variety of in-school and out of school arts 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:
 - o Teachers facilitate;
 - o Learners participate; and
 - o Families engage.
- ☐ Proficiency in Hmong or Spanish will prepare our learners to thrive in a diverse society.
- ☐ Small learning communities create a welcoming, safe, and nurturing environment. Learning is centered in the classroom.
- ☐ Achieve focuses on the whole learner's:
 - o Emotional health;
 - o Social development; and
 - o Academic achievement.
- ☐ A culturally diverse student population enriches each learner's experience
- ☐ Achieve continues to improve through the active participation of:
 - o Learners;
 - o Families;
 - o Community;
 - o Staff; and the
 - o School Board.
- ☐ Teachers work in learning teams to ensure the success of all learners
- ☐ Achieve strives for academic success by:
 - o Using standards-based curricula;
 - o Making data driven decisions in planning for each student; and
 - o Using research based instructional practices.

School Calendar/Hours of Operation:

In 2017-2018, ALA closely followed the St. Paul Public Schools' calendar of 173 scheduled days during the regular school year. The school was in session, Monday

through Friday, from 8:35 a.m. to 3:50 p.m. Achieve also provided students the opportunity to participate in a summer program administered through the St. Paul School system. The program ran Monday through Thursday, for 20 days during June and July from 8:30 a.m. to 1:30 p.m.

Authorizer Information

Novation Education Opportunities (NEO)
3432 Denmark Avenue, Suite 130, Eagan, MN 55123
Wendy Swanson Choi, Executive Director
Phone – 612-889-2103 Email – neoauthorizer.org

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

KEY DEMOGRAPHIC TRENDS



Student Characteristics:

During the 2017-2018 school year a total of 450 students attended ALA in grades pre-kindergarten through eighth grade. The student body is very diverse and most qualify for free or reduced lunch. Over half were classified as English Language Learners (ELL). The table below outlines demographic characteristics of ALA students.

	2014-2015	2015-2016	2017-2018	2017-2018
Total Enrollment (Oct 1 count)	427	446	444	448
Male	221	216	206	
Female	206	230	238	
Special Education	8.5%*	8.6%*	10.1%*	8.7%*
LEP	56.4%*	61.4%*	62.4%*	50.7%*
Asian	39.6%*	42.6%*	40.5%*	33.3%*
Black	13.9%*	13%*	12.3%*	12.7%*
White	10.4%*	10.2%*	13%	10.5%*
Hispanic	35.1%*	33.3%*	33.4%*	39.3%*
American Indian	.9%*	1.0%*	.7%*	.7%*
F/R Lunch	89.9%*	79.5%*	82.8%*	88.8%*

*Does not include pre-kindergarten students

Student Enrollment

Over the past 5 years ALA has had a very stable population, averaging 435 students in grade Prekindergarten through 8th grade each year.

	2013-14	2014-15	2015-2016	2017-2018	*2017-2018
Prekindergarten	21	21	35	37	37
Kindergarten	46	44	45	42	49
1st Grade	42	48	48	45	48
2nd Grade	47	43	49	50	46
3rd Grade	49	47	45	48	50
4th Grade	44	46	48	40	48
5th Grade	46	44	50	48	45
6th Grade	47	44	47	46	49
7th Grade	45	48	46	43	50
8th Grade	40	42	44	41	44
Total	430	427	457	440	466
Total ADM (Average Daily Membership) for year					

**October 1 count*

Student Attendance, Attrition & Mobility

	2013-14	2014-15	2015-16	2017-2018	2017-2018
Overall Attendance Rate	95.0	95.0	95.0	96.0	93.5 Currently

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) is April 1. If there is space available, new students will be enrolled by the date of application prior to the April 1 deadline. If there are more students than the number of spaces available on April 1, a lottery (by grade level) will be held, which includes all students with current applications. Families who submit applications after the April 1 application deadline will be placed on the bottom of the waiting list in the order received. If openings are available, and there is no waiting list, students will be enrolled on a first come, first serve basis.

Enrollment priorities:

Once enrolled, a student must fill out a re-admission form on a yearly basis.

- 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 school's attendance area.

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.

Attrition and Mobility

Over the past three years ALA has had a very low mobility rate. During the 2017-2018 school year 23 students transferred out of Achieve and 32 students moved into open seats. This was a 9-student gain during the school year. This is approximately a 13% change in students across all grade levels. (Mobility index is calculated by taking the total transfers in and out divided by the October 1st population.)

WORLD'S BEST WORKFORCE COMPONENTS



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

1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups;
2. A process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying strengths and weakness of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness leading to the world's' best workforce;
3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best

practices, student outcomes, building principal evaluations, and teacher evaluations;

4. Strategies for improving instruction, curriculum, and student achievement;
5. Effective practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and,
6. An annual budget for continuing to implement the plan.

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

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

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

Strategic Goals 2013-2018

High Achievement for all Students

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

Language and Culture

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

Community Building

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

Leadership, School Governance, and Management

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

School Improvement Plan (SIP) Goals NEO Performance Framework

I. All Children are Ready for School					
I.A Early Literacy and Early Numeracy Goals					
Performance Rating	NWEA MAP for Primary Reading and Math Targets (Grade K)			Point Value	Points Earned
Exemplary	At least 75 percent or more of kindergarten students are proficient.			4	0
Satisfactory	60-74 percent of kindergarten students are proficient in the combined FY 2015-FY 2020.			2	
Not Satisfactory	Less than 60 percent of kindergarten students are proficient or			0	
Results	Year	Proficient Students	Total Students Tested	Percent Proficient Students	
	2014-2015	NA	NA	NA	
	2015-2016	39	91	42.86%	
	2017-2018	35	98	35.71%	
	2017-2018	30	86	34.88%	
	2018-2019			#DIV/0!	
	2019-2020			#DIV/0!	
	2015-2020	104	275	37.82%	
	Analysis: The 2015-2020 combined percent of kindergarten students scoring proficient in math and reading is 37.82%.				
Performance Rating	NWEA MAP for Primary Reading and Math Targets (Grade 1)			Point Value	Points Earned
Exemplary	At least 75 percent or more of first-grade students are proficient.			4	0
Satisfactory	60-74 percent of kindergarten students are proficient in the combined FY 2015-FY 2020.			2	

Not Satisfactory	Less than 60 percent of first-grade students are proficient			0	
Results	Year	Proficient Students	Total Students Tested	Percent Proficient Students	
	2014-2015	NA	NA	NA	
	2015-2016	44	90	48.89%	
	2017-2018	57	94	60.64%	
	2017-2018	34	86	39.53%	
	2018-2019			#DIV/0!	
	2019-2020			#DIV/0!	
	2015-2020	135	270	50.00%	
Analysis	The 2015-2020 combined percent of first-grade students scoring proficient in math and reading is 50.00%.				
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
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	0
Satisfactory	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.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	2014-2015	126	277	45.49%	63.21%
	2015-2016	123	266	46.24%	62.60%

	2017-2018	108	280	38.57%	61.33%
	2017-2018	123	279	44.09%	59.99%
	2018-2019			#DIV/0!	
	2014-2019	480	1102	43.56%	61.77%
Analysis	The school's combined proficiency rate of 43.56% is 18.21 percentage points lower than the state's combined proficiency rate of 61.77%.				
	From the baseline year 2014-2015 rate of 45.49% the school's proficiency decreased to 44.09%, a decrease of 1.40 percentage points.				
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	0
Satisfactory	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.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	2014-2015	128	277	46.21%	60.82%
	2015-2016	120	266	45.11%	60.91%
	2017-2018	128	280	45.71%	61.05%
	2017-2018	129	279	46.24%	61.18%
	2018-2019			#DIV/0!	
	2014-2019	505	1102	45.83%	60.99%
Analysis	The school's combined proficiency rate of 46.24% is 15.16 percentage points lower than the state's combined proficiency rate of 60.99%.				
	From the baseline year 2014-2015 rate of 46.21% the school's proficiency increased to 46.24%, an increase of 0.03 percentage points.				

II.B Attain Grade-level Proficiency- All Students Resident District (St Paul) Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	1
Satisfactory	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	2014-2015	126	277	45.49%	39.26%
	2015-2016	123	266	46.24%	38.58%
	2017-2018	108	280	38.57%	36.48%
	2017-2018	123	279	44.09%	34.81%
	2018-2019			#DIV/0!	
	2014-2019	480	1102	43.56%	37.30%
Analysis	The school's combined proficiency rate of 43.56% is 6.26 percentage points higher than the resident district's combined proficiency rate of 37.30%.				
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	1
Satisfactory	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient

	2014-2015	128	277	46.21%	38.94%
	2015-2016	120	266	45.11%	39.74%
	2017-2018	128	280	45.71%	38.42%
	2017-2018	129	279	46.24%	39.19%
	2018-2019			#DIV/0!	
	2014-2019	505	1102	45.83%	39.07%
Analysis	The school’s combined proficiency rate of 45.83% is 6.76 percentage points higher than the resident district’s combined proficiency rate of 39.07%.				
III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)					
III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	1
Satisfactory	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.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	2014-2015	94	223	42.15%	43.60%
	2015-2016	104	230	45.22%	42.58%
	2017-2018	65	173	37.57%	40.97%
	2017-2018	68	158	43.04%	39.36%
	2018-2019			#DIV/0!	

	2014-2019	331	784	42.22%	41.62%
Analysis	The school's combined proficiency rate of 42.22% is 0.60 percentage points higher than the state's combined proficiency rate of 41.62%.				
	From the baseline year 2014-2015 rate of 42.15% the school's proficiency increased to 43.04%, an increase of 0.89 percentage points.				
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	1
Satisfactory	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.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	2014-2015	98	223	43.95%	41.79%
	2015-2016	103	230	44.78%	42.02%
	2017-2018	82	173	47.40%	41.80%
	2017-2018	69	158	43.67%	42.26%
	2018-2019			#DIV/0!	
	2014-2019	352	784	44.90%	41.97%
	Analysis	The school's combined proficiency rate of 44.90% is 2.93 percentage points higher than the state's combined proficiency rate of 41.97%.			
From the baseline year 2014-2015 rate of 43.95% the school's proficiency increased to 44.90%, an increase of 0.95 percentage points.					
III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2

Satisfactory	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	2014-2015	94	223	42.15%	28.03%
	2015-2016	104	230	45.22%	27.50%
	2017-2018	65	173	37.57%	24.98%
	2017-2018	68	158	43.04%	23.64%
	2018-2019			#DIV/0!	
	2014-2019	331	784	42.22%	26.08%
Analysis	The school's combined proficiency rate of 42.22% is 16.14 percentage points higher than the resident district's combined proficiency rate of 26.08%.				
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2
Satisfactory	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	2014-2015	98	223	43.95%	26.89%
	2015-2016	103	230	44.78%	28.04%
	2017-2018	82	173	47.40%	25.40%
	2017-2018	69	158	43.67%	27.55%

	2018-2019			#DIV/0!	
	2014-2019	352	784	44.90%	26.97%
Analysis	The school’s combined proficiency rate of 44.90% is 17.93 percentage points higher than the resident district’s combined proficiency rate of 26.97%.				
III.C Attain Grade-level Proficiency- EL Focus Group State Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	1
Satisfactory	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.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	2014-2015	65	171	38.01%	27.71%
	2015-2016	72	172	41.86%	25.31%
	2017-2018	40	156	25.64%	22.45%
	2017-2018	42	142	29.58%	21.71%
	2018-2019			#DIV/0!	
	2014-2019	219	641	34.17%	24.33%
Analysis	The school’s combined proficiency rate of 34.17% is 9.84 percentage points higher than the state’s combined proficiency rate of 24.33%.				
	From the baseline year 2014-2015 rate of 38.01% the school’s proficiency decreased to 34.17%, a decrease of 3.85 percentage points.				
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	2

Satisfactory	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.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results			Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Year	Proficient Students			
	2014-2015	63	171	36.84%	18.84%
	2015-2016	72	172	41.86%	18.03%
	2017-2018	47	156	30.13%	15.58%
	2017-2018	38	142	26.76%	15.88%
	2018-2019			#DIV/0!	
	2014-2019	220	641	34.32%	17.10%
Analysis	The school’s combined proficiency rate of 34.32% is 17.22 percentage points higher than the state’s combined proficiency rate of 17.10%.				
	From the baseline year 2014-2015 rate of 36.84% the school’s proficiency decreased to 34.32%, a decrease of 2.52 percentage points.				
III.D Attain Grade-level Proficiency- EL Focus Group Resident District Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2
Satisfactory	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results			Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Year	Proficient Students			

	2014-2015	65	171	38.01%	25.83%
	2015-2016	72	172	41.86%	22.39%
	2017-2018	40	156	25.64%	18.08%
	2017-2018	42	142	29.58%	17.81%
	2018-2019			#DIV/0!	
	2014-2019	219	641	34.17%	21.40%
Analysis	The school’s combined proficiency rate of 35.17% is 12.77 percentage points higher than the resident district’s combined proficiency rate of 21.40%.				
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2
Satisfactory	The school's combined FY 2015-FY 2020 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	2014-2015	63	171	36.84%	19.05%
	2015-2016	72	172	41.86%	16.02%
	2017-2018	47	156	30.13%	11.58%
	2017-2018	38	142	26.76%	12.60%
	2018-2019			#DIV/0!	
	2014-2019	220	641	34.32%	15.12%
Analysis	The school’s combined proficiency rate of 34.32% is 19.20 percentage points higher than the resident district’s combined proficiency rate of 15.12%.				
IV. All Students are Ready for Career and College (as Measured by Growth)					

IV.A Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth					
Performance Rating	NWEA Fall- Spring MAP Math Growth Targets (Grades 2-8) (Should be 3-8)			Point Value	Points Earned
Exemplary	At least 75 percent of students meet or exceed their individualized growth target.			4	
Satisfactory	60-74 percent of students meet or exceed their individualized growth target in the combined FY 2015-FY 2020.			2	
Not Satisfactory	Less than 60 percent of students meet or exceed their individualized growth target.			0	
Results	Year	Students Meeting/Exceeding Individualized Growth Target	Total Students Tested	Students Below Grade Level Meeting/Exceeding Individualized Growth Target	
	2014-2015	NA	NA	NA	
	2015-2016	64	117	54.70%	
	2017-2018	115	174	66.09%	
	2017-2018	173	333	51.95%	
	2018-2019			#DIV/0!	
	2019-2020			#DIV/0!	
	2015-2020	352	624	56.41%	
Analysis	The 2015-2020 combined average growth on NWEA MAP for math is 56.41%.				
Performance Rating	NWEA Fall- Spring MAP Reading Growth Targets (Grades 2-8)			Point Value	Points Earned
Exemplary	At least 75 percent of students meet or exceed their individualized growth target.			4	
Satisfactory	60-74 percent of students meet or exceed their individualized growth target in the combined FY 2015-FY 2020.			2	
Not Satisfactory	Less than 60 percent of students meet or exceed their individualized growth target.			0	
Results	Year	Students Meeting/Exceeding Individualized Growth Target	Total Students Tested	Students Below Grade Level Meeting/Exceeding Individualized Growth Target	

				ng Individualized Growth Target	
	2014-2015	NA	NA	NA	
	2015-2016	64	132	48.48%	
	2017-2018	99	184	53.80%	
	2017-2018	153	333	45.95%	
	2018-2019			#DIV/0!	
	2019-2020			#DIV/0!	
	2015-2020	316	649	48.69%	
Analysis	The 2015-2020 combined average growth on NWEA MAP for reading is 48.69%.				
IV.B Meet or Exceed National Growth Norms- Students at or Above Grade Level Making Medium to High Growth					
Performance Rating	NWEA Fall- Spring MAP Math Growth Targets (Grades 2-8)			Point Value	Points Earned
Exemplary	At least 75 percent of students meet or exceed their individualized growth target.			4	0
Satisfactory	60-74 percent of students meet or exceed their individualized growth target in the combined FY 2015-FY 2020.			2	
Not Satisfactory	Less than 60 percent of students meet or exceed their individualized growth target.			0	
Results	Year	Students Meeting/Exceeding Individualized Growth Target	Total Students Tested	Students At/Above Grade Level Meeting/Exceeding Individualized Growth Target	
	2014-2015	NA	NA	NA	
	2015-2016	79	144	54.86%	
	2017-2018	73	147	49.66%	
	2017-2018	83	130	63.85%	
	2018-2019			#DIV/0!	

	2019-2020			#DIV/0!	
	2015-2020	235	421	55.82%	
Analysis	The 2015-2020 combined average growth on NWEA MAP for math is 55.82%.				
Performance Rating	NWEA Fall- Spring MAP Reading Growth Targets (Grades 2-8)			Point Value	Points Earned
Exemplary	At least 75 percent of students meet or exceed their individualized growth target.			4	
Satisfactory	60-74 percent of students meet or exceed their individualized growth target in the combined FY 2015-FY 2020.			2	
Not Satisfactory	Less than 55 percent of students meet or exceed their individualized growth target.			0	
Results	Year	Students Meeting/Exceeding Individualized Growth Target	Total Students Tested	Students At/Above Grade Level Meeting/Exceeding Individualized Growth Target	
	2014-2015	NA	NA	NA	
	2015-2016	58	128	45.31%	
	2017-2018	73	138	52.90%	
	2017-2018	42	125	33.60%	
	2018-2019			#DIV/0!	
	2019-2020			#DIV/0!	
	2015-2020	173	391	44.25%	
Analysis	The 2015-2020 combined average growth on NWEA MAP for reading is 44.25%.				
These are the Climate Performance Indicators. They are 6.52% of the points possible.					
V. The School Conditions Promote a Climate of Engagement					
V.A Attendance Rates					
Performance Rating	Attendance Rate (Grades K-8)			Point Value	Points Earned
Exemplary	More than 95 percent attendance rate.			2	1

Satisfactory	90-95 percent attendance rate in the combined FY 2015-FY 2020.			1	
Not Satisfactory	Below 90 percent attendance rate.			0	
Results	Year	Attendance Rate			
	2014-2015	93.12%			
	2015-2016	94.47%			
	2017-2018	95.40%			
	2017-2018	94.80%			
	2018-2019				
	2014-2019	94.45%			
Analysis	The 2014-2019 combined average attendance rate is 93.80%.				
V.B Parent Satisfaction					
Performance Rating	5-Point Parent Satisfaction Survey (Grades K-8)			Point Value	Points Earned
Exemplary	At least 90 percent or more of parents agree (4) or strongly agree (5) that they are satisfied with the school.			2	2
Satisfactory	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	
Not Satisfactory	Less than 75 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			0	
Results		Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	2014-2015	NA	NA	NA	NA
	2015-2016	32	39	82.05%	13.78%
	2017-2018	36	38	94.74%	16.17%
	2017-2018	90	95	94.74%	40.43%

	2018-2019			#DIV/0!	#DIV/0!
	2019-2020			#DIV/0!	#DIV/0!
	2015-2020	158	172	91.86%	22.84%
Analysis	The 2015-2020 combined average parent satisfaction rate is 91.86%.				
V.C Mobility					
Performance Rating	Mobility (Grades K-8)			Point Value	Points Earned
Exemplary	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.			2	2
Satisfactory	10 - 15 percent of students transfer out of school after October 1 in the combined FY 2015-FY 2020.			1	
Not Satisfactory	More than 15 percent of students transfer out of school after October 1.			0	
Results	Year	Students Transferring After October 1	Total Students Enrolled October 1	Mobility Percent	
	2014-2015	15	430	3.49%	
	2015-2016	56	407	13.76%	
	2017-2018	14	457	3.06%	
	2017-2018	14	471	#DIV/0!	
	2018-2019			#DIV/0!	
	2014-2019	85	1294	6.57%	
Analysis	The 2014-2019 combined average mobility rate is 6.57%.				
These are the Operational Performance Indicators. They are 21.74% of the total Performance Framework points possible.					

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 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 6th and Study Island is used in 7th and 8th grade and provides reporting in the domains of Math and Reading.

Identified Student Needs (Based on Data)

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

Identified Teacher Needs

It was identified that teachers would benefit from additional training in Reading Strategies 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. Plans are adapted each year to best meet the needs of the students at each individual grade level. During the 2017-2018 school year students in grades K-5 were assessed three times using the Benchmark Assessment System (BAS), Midwinter NWEA, MCAs in spring, the Study Island diagnostic assessment, and in the spring using NWEA/MAP assessment. NWEA assessment scores integrate with Study Island.

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 2017-2018 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 2017-2018 school year students in grades 1-8 were assessed three times using the Study Island diagnostic assessment and, in the spring, using NWEA/MAP assessment.

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

Current Process to Review and Evaluate Instruction and Curriculum

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

Professional development that supports improving instruction in the classroom includes:

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

Practices that support remediation and acceleration include:

- Response to Intervention (RTI) for all;
- I-Ready (grades 1-8); and 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 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 2016-17 school year the identified special population represented approximately 10% of the student population. There were three special education teachers, a social worker (Special Services Coordinator), contracted speech, occupational, and physical therapists, and paraprofessionals (as needed) working with the students.

The Comprehensive Team to Assure Resilient Students (C-Tars) 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: Reading Coordinator, English language teachers, math/science academic support Achieve Language Academy

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

ALA Preschool Program

ALA opened its current preschool program for students turning age four by September 1st of each year in 2004. The program has been a five-day a week, half-day program up until the 2013-14 school year. During 2013-14, the program grew to offer both a morning and afternoon section. This program has continued to be in great demand for parents with young children and has continually had a significant wait-list. Due to MDE mandates, ALA applied for and was granted an affidavit of expansion to continue the program. The program was staffed with licensed teachers and funded with Title I 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. Our Preschool Coordinator is currently applying for Parent Aware rating for our program in early 2018. We are happy to report that we have added a developmentally appropriate preschool/kindergarten playground.

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 2016, 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 continuing at a 1:14 student ratio.

INNOVATIVE PRACTICES & IMPLEMENTATION



Academic Program Best Practices include, but are not limited to:

- PLCs and the use of the Continuous Improvement Cycle;
- Staff training around Culturally and Linguistically Responsive Teaching strategies, which includes academic use of language and expanding vocabulary.

- Reading intervention groups (Tier II RtI) in grades K-6 as an approach to ensure quality instruction in the classroom and timely, relevant interventions for students in need of help beyond classroom instruction;
- Visible learning targets in all classrooms including content, language and social targets
- The online assessment program Study Island is used as a formative assessment for students in all grades 7-8. It is aligned to MN state standards in the areas of Math, Reading and Science. Teachers are able to use this information to re-teach and/or recommend students for intervention;
- School-wide and grade-level parent/family events are created by teams. Family involvement is consistent and reaches across all grade levels.
- Comprehension Strategies: SIOP, SQ3PRS, and Fab 4, 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 RtI process
- Math & Reading Corps were both implemented during the 2016-17 school year
- Use of the Responsive Classroom and Developmental Designs models throughout the building and maintaining a community within the school;
- SMART goal setting: individual and team and professional learning/development is tied to SMART goals

Program Strengths include, but are not limited to:

- Data - Staff is consistently using data from year to year. Data is used in PLCs to drive student instruction in order for staff to create personal SMART goals. There are several forms of data available to staff, parents and students;
- Curriculum – All teaching is standards-based. It's about teaching the whole child in an individualized way. There is a large pool of resources available for staff for focused instruction. ALA formed a curriculum team to look at an English Language Arts curriculum with the plan to implement in the 2018-2019 school year.
- 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 2017-2018 school year;
- Culture of Learners – The overall focus at Achieve is on learning for both students and staff. A high majority of students want to come to school daily, which is evident from the consistently high 95% attendance rate annually. In addition to student learning, our staff has a high proportion of advanced degrees. Staff turnover is generally low.
- Conference Attendance – Parents attend conferences 3 times per year at a rate of 80% or higher. Teachers reach out to families through phone calls

- and/or flexible meeting scheduling to ensure communication; and
- In-school professional development and support – Teachers are supported in a variety of ways, including peer coaching, model teaching, professional training, etc.
- After-school activities (many FREE) offered: various sports, rock band, concert band, clubs, 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,
- Award winning SPED Program
- Diverse support staff

STAFFING



Staff Information: During the 2017-2018 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 2017-2018 school year there were 1 or 2 classrooms that were over the student cap of 24.

In 2017-2018, the specialists in Hmong, Spanish, Music, and Physical Education provided preparation time for the classroom teachers and specialists saw all K-8 students on a four-day rotation. The Special Services teaching staff including Special Education, English Language, and Academic Support provided a combination of co-teaching classroom support for identified students and pullout programming for students needs extended services. During the 2017-2018 school year there was also a concerted push to improve the Response to Intervention program (RtI) that was implemented in 2008.

Student/Classroom Teacher Ratio: Achieve employed 19 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 180 students participated in the summer program with a ratio of 15:1.

Staffing

In the fall of 2017-2018 Achieve hired 6 new teaching staff. There was also an increase in Special Education support staffing due to increased needs of students.

Teaching Staff Demographics %

	12-13	13-14	14-15	15-16	16-17
Teacher Full Time Equivalent (FTE)	31	32.7	30.73	32.73	32.6
Number of Teachers (headcount)	31	34	34	34	34
Years of Experience as a Teacher (Average)	6	7	8	8	9
Highest Level of Education (all teachers)					
a. Bachelors	65	45.0	41.3	46	39
b. Masters and Above	35	55.0	58.7	54	61
c. Other or Not Reported					
Number of License Variances	1	1	3	2	2
Number of First Year Teaching Assignments	5	1	2	1	1
Paraprofessionals					
a. Classroom Aide Full Time Equivalent (6 hours)	5	4.4	6	7	7
b. Number of Classroom Aides (headcount)	5	5	6	7	7

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

Classroom Teachers	Position	File Folder Number	Years at Achieve	Status
Flanagan, Marissa	5th Grade	502402	1	New
Yang, Ka	1 st Grade	431550	5	Returning
Vernstrom, Denise	2 nd Grade	496504	1	New
Anderson, Abby	2 nd Grade	489927	2	Returning
Christian, Jackie	1st Grade	369020	19	Returning
Linne, David	3 rd /4 th Grade	418625	14	Returning
Videen, Cindy	3 rd /4 th Grade	366864	19	Returning
Brandt, Beth	3 rd /4 th Grade	374188	17	Returning
Hall, Lindsey	3 rd /4 th Grade	476396	5	Returning
Cooan, Kristen	5 th -6 th Grade	461548	6	Returning

Tinawi, Emily	5 th -6 th Grade	449724	2	Returning
Flink, Julene	7 th -8 th Grade Language Arts	400636	5	Returning
Schley, Renee	7 th -8 th Grade Math	442556	4	Returning
Vondriska, Emily	7 th -8 th Grade Science	300513	2.5	Returning
Lincoln, Joshua	7 th -8 th Grade Social Studies	500389	1	New
Bradfield, Sara	Kindergarten	442199	1	Returning
Seeling, Casey	Kindergarten	461884	2	Returning
Tourville, Jill	Preschool	428211	2	Returning

Other Licensed Teachers/Staff	Position	File Folder Number	Years at Achieve	Status
Allen, Susan	Academic Support	426224	11	Returning
Wagers, Mary	Academic Support	443578	10	Returning
Wenker, Andrea	Academic Support	443609	9	Returning
Lenhart, Sharon	Academic Support	280983	10	Returning
Hanson, Kelly	Reading Intervention	465579	5	Returning
Larpenteur, Ariel	Special Education Teacher	483514	4	Returning
Petschauer, Amy	Special Education Teacher	385053	18	Returning
Farkas, Bryan	Special Education Teacher	409031	4	Returning
Hegna-Oezle, Kathy	Social Worker	363833	20	Returning
Snively, Katherine	Reading Intervention	418193	4	Returning
Chapdelaine, Allen	Physical Education	449355	4	Returning
Schramke, Julie	Music Teacher	397038	14	Returning
York, Sarah	Spanish Language/Culture	493085	2	Returning
Yang, Vue	Hmong Language/Culture	998664	9	Returning

Non-licensed staff	Position	Years at Achieve
Rath, Jacob	Special Education Paraprofessional	2
Beaumont, Richard	Custodian	8
Boege, Curt	Head Custodian	17
Davilla, Daniel	Student Service Manager	7
Estrada, Tracey	Educational Assistant	21
Freeman, Heather	Operations Manager	22
Mitchell, Ashley	Preschool Educational Assistant	2
Lee, Mai	Educational Assistant	18

Rios, Carol	Food Service Assistant	4
Vang, Yee	Custodian/Food Service	4
Olson, Jamie	Food Service Manager	4
Roberts, Rebecca	School Office Receptionist	10
Liesen, Aaron	Business Manager consultant	4
Vega, Daniel	School Office/Family Liaison	7
Short, Monica	Nurse (LPN)	2

*identifies new staff

**identifies staff changing positions

@left mid-year

Licensed Teacher Percentage Turnover Rate:

12% of the teaching force did not return for the 2017 school year. This has been the trend for the last 3 years with 4-6 teachers not returning each year. Most of the turnover has been due to teachers moving to district schools within the Metro area.

GOVERNANCE AND MANAGEMENT



Board of Directors

- School Board elections are currently held in late May/early June of each year.
- The Board membership includes 3 teachers, 3 community members, and 3 parents.
- All terms are two-year positions. Each voting seat has a maximum of three consecutive terms. Board members must step down for a minimum of one year before seeking re-election for additional terms. Terms are staggered to ensure board continuity.
- 2017-2018 Board meetings were held at the school on the third Tuesday. In month July-February board meetings are held every other month and March-June are held every month.
- Board meeting schedule and meeting minutes are posted on the www.achievemn.org web site.
- Board meetings are conducted with Robert's Rules of Order and comply with Minnesota Open Meeting Law.
- Board policies go through an adoption cycle that includes a first-read process before the actual adoption at a later meeting.

- The school board has developed a 5-year strategic plan with goals aligned to the charter contract.

Members – School Year July 2017 through June 2018

Member Name	Board Position	Relation to School	Term	Met Training Goals G/E/F*
Lisa Kugler	Director	Community Member	7/2016-6/2018	yes/yes/yes
Lynita Parks	Vice Chair	Community Member	1/2016-6/2018	yes/yes/yes
Paul Tillman	Director	Parent	7/2017-6/2019	yes/yes/yes
Pat Ortiz	Chair	Parent	7/2016-6/2018	yes/yes/yes
Kristen Coonan	Director	Teacher	7/2016-6/2018	yes/yes/yes
Sam Rivard	Director	Parent	7/2017-6/2019	yes/yes/yes
Andrea Wenker	Director	Teacher	7/2017-6/2019	yes/yes/yes
Cindy Videen	Treasurer	Teacher	7/2016-6/2018	yes/yes/yes
Open	Director	Community Member	7/2017-6/2019	

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

Required Board Training:

Course and Provider	Description	Participant	Date
Governance Course MN Assoc of Charter Schools	Explores characteristics of charter school governance and the 10 major responsibilities of the board of directors and well as the responsibilities of individual board members.	Andrea Wenker Sam Rivard	10/2017
Finance Course	Explores the 3 basic responsibilities of a board relative to school finance and accountability for public funds.	Sam Rivard Andrea Wenker	10/2017 (online)

MN Assoc of Charter Schools			
Employment MN Assoc of Charter Schools	Explores topics of employment in a public charter school vs. a traditional public school, legal foundations of employment law, and board's responsibility in the employment process.	Sam Rivard Andrea Wenker	10/2017

Additional Ongoing Training:

Charter School law and Board roles	Review of the charter school law and the roles and responsibilities of the school board in regard to charter school law, data practices and employment law. Presenter: E. McVeigh	Patricia Foresta-Ortiz, Cindy Videen, Lynita Parks, Paul Tillman, Kriste n Coonan	8/2017
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MANAGEMENT



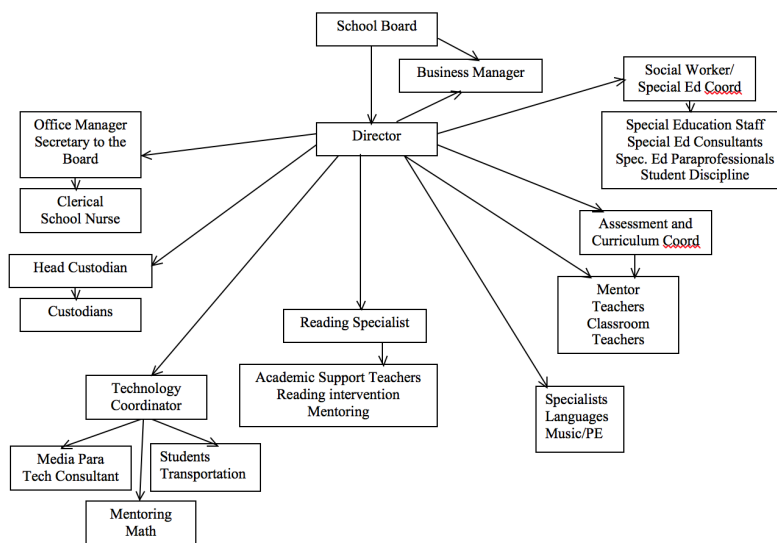
Management Structure

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

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

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



The Educational Administrative Team at Achieve consists of 5 members:

	Title	Description	Yrs	Status	File Folder #
Paul McGlynn	Director	Oversee all operations of the school	1	New Hire	383556
Kristen Sanders	Curriculum and Assessment Coordinator	Oversee curriculum and assessment, oversee professional learning community process, serve as mentor for teaching staff, oversees summer programming	11	Continued employment	409264

Kathy Oelze	SpEd Coordinator	Coordinate special education services and social services, supervise students	21	Continued employment	363833
Kristen Sanders	Technology Coordinator / Math Mentor	Oversee technology in the building and serve as mentor for teaching staff.	11	Continued employment	409264
Marlene Sorenson	Reading/ RtI Coordinator	Oversee language arts, reading, and intervention programs, serve as mentor for teaching staff	19	Continued employment	357680

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

During the 2017-18 the focus of staff development for the management team was staff evaluation, common instructional strategies, and student behavioral management.

Specifically:

- Sorenson attended the MDE reading specialist sessions throughout the year
- Oelze attended the annual state Social Worker conference
- Sanders attended the fall annual NWEA conference
Sanders attended Metro ECSU Math leadership conference
- Sanders attending the Math Coordinator's group at MDE
- Sanders attended the MDE sessions for testing training and prep
- Sanders attended MDE sessions for ACCESS 2.0 online test training
- McGlynn and Sanders attending Skyward training (student information database)

Leadership Team

Within the overall structure at ALA, there is also a leadership team made up of licensed staff from each grade level and specialist team and the management team members. This group is responsible for reviewing, developing, and implementing the annual school improvement plan, and advising on school issues.

OPERATIONS



Regulations:

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

All state finance reports were submitted on time. Achieve received the MDE Finance Award for FY 2016 for the management and oversight of the school finances. All other reports due to the state were also submitted appropriately and in a timely manner. Lease aid was applied for and granted in the fall for the school year.

All state and federal taxes, pensions, and insurances were paid as required. Payroll and accounts payable are completed in-house and have been carried out in a timely manner throughout the year. The financial audit was completed on time and submitted to the state by the required deadline. The 2016 Audit was filed on time and was presented to the board in December 2016 by our auditor from MMKR. The audit contained one material finding regarding a late payment. The corrective action includes reviewing who receives invoices and by what schedule invoices are paid.

Facility and Grounds:

ALA meets or exceeds all necessary building and content insurance as per state statute. The building and grounds maintenance is managed well by the lead custodian with an eye to the long-term service of the building. Achieve is a positive feature on the east edge of St. Paul. During the 2017-2018 school year no significant work was required.

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

Health and Safety

Achieve has had a nurse in house 5 days a week during the 2017-2018 school year. The nurse was responsible for state immunization reports, daily medications, student health plans, vision and hearing tests, as well as working with the special education department when needed on student evaluations.

Achieve has a written Crisis Management Plan that is reviewed each year. Staff members and students routinely practice emergency procedures during the year to ensure safety measures are followed. Evacuation maps are reviewed, and 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 found in 2017-2018.

Food Service

For the 2017-2018 school year, Achieve provided its own food service program using a contracted caterer, Done Right Foods. This is the second year of programming.

FINANCES

Questions regarding 2018 school finances contact Aaron Liesen, Business Consultant; 612-790-0399; Aaron.Liesen@gmail.com

Information presented 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, 2017.

Achieve Language Academy
Balance Sheet
Fiscal Year 2018
As of June 30th, 2018

	General Fund	Food Service Fund	Total All Funds
Assets			
Cash			
Checking and Savings Accounts	3,817,048	(36,582)	3,780,466
Investments	1,635,765	-	1,635,765
Receivable	193,578	-	193,578
Due To/ From MDE	839,491	37,193	876,684
Prepaid Expenditures	-	-	-
Total Cash	6,485,881	611	6,486,493
Fixed Assets			
Equipment & Leasehold Improvements	-	-	-
Accum. Depreciation	-	-	-
Total Fixed Assets	-	-	-
Total Assets	6,485,881	611	6,486,493
Liabilities and Fund Balance			
Current Liabilities			
Accounts Payable	360,870		360,870
Payroll Liabilities	409,418	611	410,029
Total Current Liabilities	770,288	611	770,899
Fund Balance			
Investments in Fixed Assets	-	-	-
Audited Fund Balance, 06.30.2018	5,715,593	-	5,715,593
Total Fund Balance	5,715,593	-	5,715,593
Total Liabilities & Fund Balance	6,485,881	611	6,486,493

Future Planning

- Yearly, the SIP plan will be reviewed and updated, given the most recent available data
- During the second year, after accreditation, Achieve will continue to follow the directives put forth by AdvancED in the process of a continuous improvement plan.
- The Strategic Plan, formulated in May of 2017, will be implemented in the 2017-2018 school year and will be revisited and revised May of 2019.
- New director will develop and continue the positive growth of ALA students, staff and families.