



# **Annual Reports**

**Curriculum, Instruction, School Achievement  
&  
World's Best Workforce**

School District #4239

*2021-2022 School Year*

**Submitted to the District Board of Directors**

## VERIFICATION of STATUTORY COMPLIANCE

<b>Statutory or Contract Required Annual Report Element</b>	<b>Page(s)</b>
Introduction	3-4
School Enrollment & Student Retention Rates	5
Governance	6-7
Management	7-8
School Annual Plan for Assessments & Results	10-14
Finances	14
WBWF Provisionns	14-15
Service Learning Plan and Outcomes	15-16
Innovative Practices and Implementation	16
Future Plans	16

# INTRODUCTION

The 2021-2022 school year marks the completion of Twin Lakes STEM Academy's (TLSA) seventh year of operation. TLSA is a free, public charter school serving students in kindergarten through grade 6 residing in the Twin Cities metropolitan area. During the 2021-2022 school year TLSA served a population that included over 96% of students qualifying for Free or Reduced Lunch (FRL) and over 61% of students identified as English Language Learners (ELL) .

We are proud of the academic growth of the students in our program which will be detailed in this report. Furthermore, we have built a strong school culture supported by the evidence that in fall 2021 we had 87% teacher retention and 82% student retention following the pandemic despite moving to our new location. We have evolved as a school characterized by academic growth, stability and a healthy financial position.

TLSA began operation in the fall of 2015. A deep commitment to improving the educational options for the historically underserved children in the Twin Cities, drove the development of the school. Consequently board members that exhibit enthusiasm for the unique mission and vision for Twin Lakes are part of the team. A demonstrated commitment to educational equity, and a high degree of expertise continue to be represented on the board, the staff and throughout the Twin Lakes community.

## **MISSION STATEMENT**

*Through a global-minded education, we empower and prepare all students with the empathy, knowledge, and skills to take risks and pursue goals that contribute meaningfully to their community.*

## **STATUTORY PURPOSE**

The content of this annual report fulfills the required data elements and information requested by the Minnesota Department of Education and by Volunteers of America (VOA). State statute requires that school districts create and publish an Annual Report on Curriculum, Instruction, and Student Achievement. Furthermore, this report fulfills the **World's Best Workforce Report** requirements identified by Minnesota Statutes, section 120B.11.

TLSA's mission and vision are fully aligned with a number of statutory purposes contained in *Minn. Stat. § 124D.10, Sec. 1B. 1*. Its' educational focus lies in *improving*

*learning and increasing opportunities for area students*, particularly those from low-income families. TLSA places a high value on academic rigor, data-driven instruction, and accountability with a focus on preparing each student toward eventual graduation from high school and college. We hold ourselves accountable for results supported by data. Tesfa has carefully designed an educational program that has the capacity to deliver upon its promises:

- TLSA will “improve pupil learning” and “increase learning opportunities for pupils” by providing a rigorous and comprehensive program.
- TLSA will “measure learning outcomes and create innovative forms of measuring outcomes” by using multiple on-line adaptive learning programs to measure student progress toward state and college readiness standards.

## **AUTHORIZER**

TLSA is proud to have Volunteers of America (VOA) as our authorizer. The school has completed our sixth year of operation and will be entering its third contract with our authorizer. VOA expects its charter schools to provide a quality education and operate a quality school program.

VOA’s expectations regarding accountability and performance are clearly stipulated in its contract and through their oversight of school submissions, site visits, attendance at board meetings and other district sponsored events. Copies of each month’s board packets, which include agendas, minutes, financial information, and board policies are submitted to the authorizer for review and feedback.

VOA completed multiple site visits during the school year, which provided the school with critical and constructive feedback about the school’s operations and progress. The authorizer liaisons attended board meetings, visited the school, and maintained ongoing communication with school management in order to provide up to date information.

# School Enrollment & Retention

## ***OCTOBER 1, 2022 ENROLLMENT***

Total	231	100%
Black	200	87%
White/Other	17	7%
Two or More Races	1	1%
Asian	3	1%
Hispanic/Latino	10	4%
English Learners	140	61%
Free & Reduced Lunch	223	97%
Special Services Students	20	9%

## ***STUDENT RETENTION RATES***

School Year	K	1	2	3	4	5	6	Total	Retention Rates
2015-16	32.55	17.91	19.07	19.70	10.94	16.40	14.60	<b>131.17</b>	NA
2016-17	38.58	13.71	15.21	22.78	12.92	17.24	13.99	<b>134.43</b>	
2017-18	32.64	25.32	32.24	22.29	24.21	17.98	10.76	<b>167.44</b>	30%
2018-19	26.63	22.25	26.04	29.90	21.70	22.25	15.53	<b>164.30</b>	72%
2019-2020	35.99	22.66	26.96	29.83	24.76	22.53	16.49	<b>179.22</b>	77%
2020-2021	19.70	28.54	17.99	23.11	19.65	17.60	13.95	<b>140.46</b>	74%
2021-2022	43.88	29.80	33.41	22.38	36.30	22.61	32.18	<b>221.09</b>	82%

# GOVERNANCE

The School Board is the policy making body for TLSA. The Board is responsible for school programs & operations by law; it delegates some portion of that authority to the Executive Director. The School Board monthly meeting schedule is posted on the website as are copies of the Board summary minutes. Elections for the School Board are held in May for available positions. Terms of service are two years. Parents, school faculty, community members, and the public are welcome to attend regularly scheduled Board meetings.

## **2021-2022 Charter Public School Board**

<b>Name</b>	<b>Board Position</b>	<b>Group Affiliation (if teacher, file folder #)</b>	<b>Date Elected or Appointed</b>	<b>Date Seated</b>	<b>Term Expiration or resignation</b>	<b>E-Mail Address</b>
Patrick Exner	Board Chair	Community Member	May 2020	June 2020	June 2022	Patrick.exner@twinlakesacademy.org
Abigail Hendricks	Vice Chair	Teacher	May 2021	June 2021	June 2024	Abby.hendricks@twinlakesacademy.org
Beth Al-Qudah	Board Member	Parent	May 2020	June 2020	resigned October 2021	beth.alqudah@twinlakesacademy.org
Malaney Peterson	Board Member	Teacher	May 2021	June 2021	June 2024	malaney.peterson@twinlakesacademy.org
Amir Orandi	Board Member	Parent	May 2021	June 2021	June 2024	Amir.Orandi@twinlakesacademy.org
Abdirashid Abdi	Board Member	Community Member	December 2021	January 2022	June 2025	abdirashid.abdi@twinlakesacademy.org
Ann Peterson	Board Member	Community Member	May 2021	June 2021	June 2023	ann.peterson@twinlakesacademy.org
Jonas Beugen	Principal/Supintendent Ex-Officio	Ex-Officio Staff				jonas.beugen@twinlakesacademy.org

### **REQUIRED BOARD TRAINING**

All board members completed annual training in Governance and Finance in provided prior to the January and February school board meetings, Rod Henke provide governance training and Joe Alipe

### **INITIAL REQUIRED STATUTORY TRAINING COMPLETED BY BOARD MEMBERS**

<b>Board Member Name</b>	<b>Governance Basic Training Completed</b>	<b>Finance Basic Training Completed</b>	<b>Employment Basic Training Completed</b>	<b>Dates, locations and trainers</b>
Patrick Exner	X	X	X	MNSBA August 2018
Abigail Hendricks	X	X	X	MNSBA August 2018
Abdirashid Abdi	X	X	X	
Amir Orandi	X	X	X	MNSBA August 2018
Ann Peterson	X	X	X	
Beth Al-Qudah	X	X	X	MNSBA Fall 2020 on-line
Malaney Peterson	X	X	X	

## **MANAGEMENT**

### **ADMINISTRATIVE TEAM INFORMATION**

<b>Name</b>	<b>Admin License Yes/No</b>	<b>File Folder Number</b>	<b>Position</b>	<b>Years Employed by the School</b>	<b>Left During 21/22</b>	<b>Not Returning 20/21</b>
Jonas Beugen	Y	355690	Superintendent /Principal	6	NA	Returning
Jason Stockwell	Y	436077	Assistant Principal	5	NA	Returning

## **ADMINISTRATION**

The school's management team consists of a Principal/Superintendent who is responsible for the overall operations of the school, budget, employee evaluation, human resources, and state reporting. An Assistant Principal reports to the director and is primarily responsible for teaching and learning, curriculum, and assessment. The Assistant Principal assists with all areas of operational and instructional management. The school contracts with a business manager who provides accounting and payroll services for the school. Other contracted services include a director of special education, school psychologist, developmental adapted physical education consultant, speech language pathologist, occupational therapist, MVNA school nurse, and technology consultant.

## **DESCRIPTION OF ROLES AND RESPONSIBILITIES**

The Principal/Superintendent provides educational leadership; maintains positive behavior management policies; communicates to the board, staff, families, students, and the community; manages the building operations; oversees financing, budgeting, and grant writing; oversees human resources; oversees operations; and reports to the state.

### Supervision:

The Principal/Superintendent is supervised by the School Board of Directors.

### Evaluation:

The Principal/Superintendent's job performance is monitored systematically against the job expectations. Reasonable progress must be made toward accomplishment of the Board's policies, annual objectives and goals, and the school's organizational operation.

## **School Faculty Information**

**2021-2022 Faculty Information**

<b>Name</b>	<b>File Folder Number</b>	<b>Assignment/ Subject</b>	<b>Returning 21/22?</b>
Abigail Hendricks	396283	Elementary Teacher	Not Returning
Janelle Kopa	1002025	Elementary Teacher	Not Returning
Jennifer Goplen	484601	Elementary Teacher	Returning
Marissa Wynja	1002663	Elementary Teacher	Returning
Melanie Niewendorp	417419	Elementary Teacher	Not Returning
Malaney Peterson	489209	Elementary Teacher	Returning
Paige Lund	501384	Elementary Teacher	Returning
Chanin Smith	498709	Elementary Teacher	Not Returning
Julia Nyangacha	508727	Elementary Teacher	Not Returning



Terry Hill	1006084	Physical Education Teacher	Returning
Jonathan Braziel	478171	ESL Teacher	Returning
Jennifer Reeck	474576	Special Education Coordinator	Returning
Elizabeth Robertson	475077	ESL Teacher	Returning
Seynab Warsame	NA	Kitchen Staff	ESL Teacher
James Cosgrove	NA	SPED Para	Returning
Amin Khelifa	NA	SPED Para	Returning
Jill Phillips	NA	SPED Para	Returning
Falis Mohamed	NA	SPED Para	Returning
Elena Hanson	NA	Office Manager	Returning
Mandy Kasowicz	423029	Sped Director-Contracted	ESL Teacher
Heather Schmidt	102943	OT-Contracted	Returning

## *Professional Development*

TLSA has developed an extensive professional development program for staff members that is focussed upon helping teachers expand their capacity to meet the high expectations established by the school. All teachers and most support staff members participated in intensive training in three primary areas of focus for 2021-2022. Strategic Directions. ENVOY and digital learning trainings were held over several days throughout the school year,

### **Strategic Directions Planning**

Our team worked with the regional center of excellence to collaboratively plan to increase student achievement. As a result of this work we established two primary instructional areas of focus:

1. Effectively utilizing and emphasizing academic language for English Learners.
2. Productive struggle in math instruction.

The staff engaged in extensive training in both of these strategies throughout the school year.

### **Project Lead the Way**

In August 2021 all staff members participated in a two day full day training designed to prepare the team to implement Project Lead the Way STEM curriculum across the entire school. st.

### **Strategic Directions Team (SDT)**

Our SDT which includes all licensed staff members met weekly for 2 hours throughout the school year. These meetings consistently included at least one segment that was designed to have a professional development focus. Each of the extensive trainings noted above was revisited in these meetings as were several other topics focussed on the professional growth of staff members

# **SCHOOL ANNUAL ASSESSMENT PLAN & RESULTS**

### **Minnesota Comprehensive Assessments**

The MN Comprehensive Assessments (MCA-III, MTAS), are tests that measure how well a student has mastered the state's academic standards in 3<sup>rd</sup> through 6<sup>th</sup> grade in reading and math. Students do not pass or fail the MCAs but are considered "proficient" if they meet or exceed the standards set by the State.

The MCA's were not administered in Spring 2021 due to Covid-19. It has been widely acknowledged that they would have little validity and reliability for MCA assessments administered in spring 2021. Consequently, the Minnesota Department of Education did not include these scores in the determination of school performance for the 2020-2021 school year.

Despite the reality that the spring 2021 assessments following 15 months of altered learning during the pandemic hold little if any value, as their validity and reliability are clearly compromised, the results are included below as required by statute and presented without further comment.

### Minnesota Comprehensive Assessment Results

<b>TLSA – SPRING 2022</b> <b>MCA III READING Achievement Levels: GRADE 3, 4, 5, 6 – Reading Performance</b>							
	Grade	Total #Tested	Does Not Meet Standards	Partially Meets Standard	Meets Standards	Exceeds Standards	Proficiency
SPRING	3 <sup>rd</sup>						
2017		22	61.9%	3.3%	4.8%	0%	9.1%
2018		18	77.8%	11.1%	11.1%	0%	11.1%
2019		24	62.5%	12.5%	25.0%	0%	25.0%
<b>2022</b>		16	62.5%	18.8%	12.5%	6.3%	18.8%
SPRING	4 <sup>th</sup>						
2017		12	66.7%	16.7%	16.7%	0%	16.7%
2018		20	70.0%	25.0%	5.0%	0%	5.0%
2019		19	63.2%	10.5%	21.1%	5.3%	26.3%
<b>2022</b>		31	67.7%	16.1%	16.1%	0%	16.1%
SPRING	5 <sup>th</sup>						
2017		16	56.3%	12.5%	25.0%	6.3%	31.3%
2018		17	58.8%	11.8%	29.4%	0%	29.4%
2019		19	36.8%	31.6%	31.6%	0%	31.6%
<b>2022</b>		16	68.8%	18.8%	12.5%	0%	12.5%
SPRING	6 <sup>th</sup>						
2017		14	53.8%	23.1%	23.1%	0%	23.1%
2018		10	50.0%	20.0%	30.0%	0%	30.0%
2019		14	42.9%	21.4%	35.7%	0%	35.7%
<b>2022</b>		26	38.5%	34.6%	19.2%	7.7%	26.9%

Overall Proficiency:
2017 -18%  
2018 -17%  
2019-29%  
2021-20%  
2022-19%

\*CCTS = Cell Count Too Small to Report

<b>TLSA. District – SPRING 2021</b> <b>MCA III Math Achievement Levels: GRADE 3, 4, 5, 6 – Math Performance</b>							
	Grade	Total # Tested	Does Not Meet Standards	Partially Meets Standard	Meets Standards	Exceeds Standards	Proficiency
<b>SPRING</b>	3 <sup>rd</sup>						
2017		23	78.3%	21.7%	0%	0%	0%
2018		18	55.6%	5.6%	38.9%	0%	38.9%
2019		24	33.3%	16.7%	41.7%	8.3%	50.0%
<b>2022</b>		15	60.0%	13.3%	20.0%	6.7%	26.7%
<b>SPRING</b>	4 <sup>th</sup>						
2017		13	61.5%	30.8%	7.7%	0%	7.7%
2018		20	60.0%	30.0%	10.0%	0%	10.0%
2019		19	57.9%	15.8%	26.3%	0%	26.3%
<b>2022</b>		29	82.8%	3.4%	13.8%	0%	13.8%
<b>SPRING</b>	5 <sup>th</sup>						
2017		19	89.5%	10.5%	0%	0%	0%
2018		17	88.2%	11.8%	0%	0%	0%
2019		19	42.1%	36.8%	21.1%	0%	21.1%
<b>2022</b>		14	92.9%	7.1%	0%	0%	0%
<b>SPRING</b>	6 <sup>th</sup>						
2017		16	68.8%	18.8%	12.5%	0%	12.5%
2018		CCTS	CCTS	CCTS	CCTS	CCTS	CCTS
2019		14	42.9%	35.7%	21.4%	0%	21.4%
<b>2022</b>		24	87.5%	4.2%	8.3%	0%	8.3%

\*CCTS = Cell Count Too Small to Report

Overall Proficiency:

2017 - 4%

2018- 14%

2019- 32%

2021- 7%

2022- 12%

<b>TLSA. District – SPRING 2021</b> <b>MCA III Science Achievement Levels: GRADE 5 – Science Performance</b>							
	Grade	Total #Tested	Does Not Meet Standards	Partially Meets Standard	Meets Standards	Exceeds Standards	Proficiency
SPRING	5 <sup>th</sup>						
2017		20	75%	15%	10%	0%	10%
2018		20	58.8%	23.5%	18%	0%	18%
2019		22	59.1%	13.6%	27.3%	0%	27.3%
2022		16	93.8%	6.2%	0%	0%	0%

Please note: Only Students who are enrolled by December 15 are counted for calculations on participation and proficiency.

## **ACCESS**

ACCESS is the State of MN designated English Language Proficiency Exam. It is given at all grades K-6 and measures English Language Proficiency in the areas of Listening, Speaking, Reading and Writing. It also uses a formula to calculate scores in the areas of Comprehension and Oral Language. Below is the overall composite score for the ACCESS test for students in Grades K-6.

### **ACCESS COMPOSITE SCORE RESULTS (SCHOOLWIDE) 2021-2022**

	1	2	3	4	5	6
Total #	Entering	Beginning	Developing	Expanding	Bridging	Reaching
2017- #81	24.7%	33.3%	28.4%	13.6%	0%	0%
2018 #80	10%	31.3%	33.8%	23.8%	1.3%	0%
2019 #79	8.9%	34.2%	39.2%	16.5%	1.3%	0%
2021 #77	28.6%	26.0%	33.8%	11.7%	0%	0%
2022 #100	21.0%	26.0%	43.0%	8.0%	2.0%	0%

**RESUME HERE**

## NWEA-MAP

MAP tests are computerized assessments done in the fall and winter, of each year. These assessments show student growth over time as well as providing nationally-normed grade equivalent benchmarks and predictors of performance on the State MCA assessments. Students set goals for growth at each assessment window and teachers are able to pinpoint individual learning targets (standards) for their students.

## FINANCES

TLSA is currently in a strong financial position. The School's business management for 2021-2022 was contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Dieci School Finance, LLC, was the recognized and independent professional accounting firm that Tesfa contracted with for business management services and accounting.

TLSA contracts with a separate company to issue payroll and an independent auditing company, Clifton, Allen, Larsen Inc, Inc. was used for the annual audit.

### **Fund Balance:**

- Fund Reserve-all funds as of June 30, 2021 are estimated at \$678,967 which is %16.66 of the annual budget.

### **Fiscal Year 2022 Timeline of Audit:**

- Clifton, Allen, Larsen Inc. is the audit firm of the school for 2021-2022
- Audit fieldwork was completed during September 2021.
- Final audited financial statements are expected to be completed by November 30, 2021.

## WORLD'S BEST WORKFORCE

Many elements of this report overlap with requirements of the World's Best Workforce plan. Some overlapping items are highlighted below.

## ***ACADEMIC PERFORMANCE STANDARDS***

1) all children are ready for school; the school implemented an early education program for 3 & 4 year olds during the 2021-2022 school year.

2) all third-graders can read at grade level, and the school redesigned its literacy program around the latest science of reading research and implemented curriculum aligned with the research. This process has had a particularly strong impact on our K-2 reading program

The impact of the pandemic was evident in the proficiency of students in grades 1-3 and we are working to ramp up our intervention program to address this challenge. On a more positive note Kindergarten students scored higher than any previous year on MAP reading assessments at our school.

3) all racial and economic achievement gaps between students are closed. MCA data indicates students of color perform as well as their white peers at TLSA. For example, the percentage of black students scoring proficient on the MCA Math Assessment was virtually identical to the school's overall proficiency rate. The percentage of black students scoring proficient on the MCA Reading Assessment was within 2% points of the school's overall proficiency rate.

## ***INCREASE LEARNING OPPORTUNITIES FOR ALL PUPILS***

- After school programming was implemented, including:
  - Reading Tutoring
  - Math Tutoring
  - Chess Club
  - Robotics
  - Theater
  - Basketball Club
  - Soccer Club

## **SERVICE LEARNING**

A key element of all VOA Authorized schools is engaging students in authentic action projects which encourage students to use the knowledge they acquire throughout their learning to take action to make the world a better place. TLSA students participated in

a variety of projects. One local project involved learning about growing food in environmental science and then putting the learning to work growing vegetables in a school garden. Food was then donated to families in need, which solved a local problem.

## INNOVATIVE PRACTICES

*Innovative Practice #1 - Literacy instruction based upon the science of reading.* All staff members participated in training in how to redesign literacy instruction based upon the science of learning. Initial implementation began in spring of 2022 with full implementation slated for Fall 2022

*Innovative Practice #2 Co-teaching.* All staff members participated in training in how to effectively co-teach classes. This practice was utilized in a variety of formats throughout the school but was most effective in classes co-taught with elementary homeroom teachers and English Learner teachers.

*Innovative Practice #3 Project Led the Way Curriculum and Instruction as a Comprehensive Approach to Implementing a High Quality STEM Program.* The curriculum was fully implemented in every homeroom.

## Future Plans

- The school is working to build enrollment in our current location.
- Continue to expand the scope of our STEM focus.
- Pre-K and Middle School Expansion -TLSA plans to add 7th and 8th grade to our programming in fall 2024. Our finances, enrollment and facility have all reached levels needed to support expansion.