



Annual Report

**Curriculum, Instruction, School Achievement
&
Comprehensive Achievement and Civic Readiness
Report**

School District #4239-07

2024-2025 School Year

Submitted to the District Board of Directors

VERIFICATION of STATUTORY COMPLIANCE

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INTRODUCTION

The 2024-2025 school year marks the completion of Twin Lakes STEM Academy's (TLSA) tenth year of operation. TLSA is a free, public charter school serving students in kindergarten through grade 7 residing in the Twin Cities metropolitan area. During the 2025-2025 school year, TLSA served a population that included over 99% of students qualifying for Free or Reduced Lunch (FRL) and over 54.4% 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 that is 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. Board members continue to exhibit enthusiasm for this mission and vision. 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

Comprehensive Achievement and Civic Readiness 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, 2024 ENROLLMENT

Black	201	92.6%
White/Other	5	2.3%
Two or More Races	1	0.5%
Hispanic/Latino	10	4.6%
English Learners	106	48.8%
Free & Reduced Lunch	215	99.0%
Special Services Students	16	7.4%

STUDENT RETENTION RATES

School Year	K	1	2	3	4	5	6	7	Total	Retention Rates
2015-2016	32.55	17.91	19.07	19.70	10.94	16.40	14.60	-	131.17	NA
2016-2017	38.58	13.71	15.21	22.78	12.92	17.24	13.99	-	134.43	
2017-2018	32.64	25.32	32.24	22.29	24.21	17.98	10.76	-	167.44	30%
2018-2019	26.63	22.25	26.04	29.90	21.70	22.25	15.53	-	164.30	72%
2019-2020	35.99	22.66	26.96	29.83	24.76	22.53	16.49	-	179.22	77%
2020-2021	19.70	28.54	17.99	23.11	19.65	17.60	13.95	-	140.46	74%
2021-2022	43.88	29.80	33.41	22.38	36.30	22.61	32.18	-	221.09	82%
2022-2023	26.62	25.14	22.69	26.61	20.99	27.98	8.08	-	158.11	63%
2023-2024	25.51	34.56	38.35	34.21	32.64	23.44	26.36	-	215.07	86%
2024-2025	35.49	15.68	37.42	28.80	29.82	24.57	16.86	16.43	205.07	84%

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.

2024-2025 Twin Lakes STEM Academy School Board

Name:	Board Position:	Affiliation:	Date Elected/ Appointed:	Date Seated:	Term Expiration/ Resignation:	Email Address:
Malaney Peterson	Board Member	Teacher, #489209	May 2021	June 2021	June 2026	malaney.peterson@twinlakesacademy.org
Jeremy Gharineh	Board Chair	Parent	May 2023	July 2023	June 2025	jeremy.gharineh@twinlakesacademy.org
Paige Lund	Board Member	Teacher, #501384	May 2023	July 2023	June 2025	paige.lund@twinlakesacademy.org
James Cosgrove	Board Member	Community Member	May 2023	July 2023	June 2025	james.cosgrove@twinlakesacademy.org
Badrudin Aden	Board Member	Community Member	September 2024	October 2024	June 2025	badrudin.aden@twinlakesacademy.org
<i>Patrick Exner</i>	<i>Board Member</i>	<i>Community Member</i>	<i>May 2020</i>	<i>June 2020</i>	<i>July 2024 (Change in MN Law)</i>	<i>patrick.exner@twinlakesacademy.org</i>
<i>Abdirashid Abdi</i>	<i>Board Member</i>	<i>Community Member</i>	<i>December 2021</i>	<i>January 2022</i>	<i>July 2024 (Change in MN Law)</i>	<i>abdirashid.abdi@twinlakesacademy.org</i>
<i>Jonas Beugen</i>	<i>Board Member</i>	<i>Community Member</i>	<i>May 2024</i>	<i>July 2024</i>	<i>July 2024 (Change in MN Law)</i>	<i>jonas.beugen@twinlakesacademy.org</i>

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Malaney Peterson	Board Member	Teacher, #489209	May 2021	June 2021	June 2026	malaney.peterson@twinlakesacademy.org
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Patrick Exner	Board Member	Community Member	May 2020	June 2020	July 2024 (Change in MN Law)	patrick.exner@twinlakesacademy.org
Abdirashid Abdi	Board Member	Community Member	December 2021	January 2022	July 2024 (Change in MN Law)	abdirashid.abdi@twinlakesacademy.org
Jason Stockwell	Principal/ Executive Director	Ex-Officio	July 2024 (Executive Director Role)			jason.stockwell@twinlakesacademy.org

REQUIRED BOARD TRAINING

INITIAL REQUIRED STATUTORY TRAINING COMPLETED BY BOARD MEMBERS

Board Member Name	Governance Basic Training Completed	Finance Basic Training Completed	Employment Basic Training Completed	Dates, locations and trainers
<i>Patrick Exner</i>	X	X	X	MNSBA August 2018
Paige Lund	X	X	X	MNSBA Fall 2023 on-line
<i>Abdirashid Abdi</i>	X	X	X	Through AIM Academy 2022
James Cosgrove	X	X	X	MNSBA Winter 2023 on-line
Jeremy Gharineh	X	X	X	MNSBA Fall 2023 on-line

Badrudin Aden	X	X	X	MNSBA Fall 2024 on-line
Malaney Peterson	X	X	X	VOA Conference June 2022
Jason Stockwell	X	X	X	MNSBA Fall 2024 on-line

MANAGEMENT

ADMINISTRATIVE TEAM INFORMATION

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by the School	Left During 2024-2025	Returning/ Not Returning 2025-2026
Jason Stockwell	Y	436077	Principal/ Executive Director	7	NA	Returning
Jennifer Reeck	N	474576	Asst. Director (.15 FTE)	10	NA	Returning

ADMINISTRATION

The school's management team consists of a Principal/Executive Director and an Assistant Director (.15 FTE). The Principal/ Executive Director is responsible for the overall operations of the school, budget, employee evaluation, human resources, and state reporting. The Assistant Director role reports to the director and is responsible for many aspects of teaching and learning, curriculum, SEL, and ML. The Assistant Director 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/Executive Director 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/Executive Director is supervised by the School Board of Directors.

Evaluation:

The Principal/Executive Director'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

2024-2025 Faculty Information

Name	File Folder Number	Assignment/ Subject	Returning 2025-2026
Skyler Tordsen	1024386	Elementary Teacher	Yes
Marissa Wynja	1002663	Elementary Teacher	Yes
Malaney Peterson	489209	MS Science Teacher	Yes
Paige Lund	501384	Special Education Teacher	Yes
Terry Hill	1006084	Physical Education Teacher	Yes
Kristina Penttila	1018481	Elementary Teacher	Yes
Maren Schultz	374064	Special Education Teacher	Yes
Emily Macaluso	1004743	Special Education Teacher	Yes
Halle Peterson	1009103	Elementary Teacher	No
Jennifer Reeck	474576	Special Education Coordinator (.85 FTE)	Yes
Iftu Ali	1034336	Elementary Teacher	Yes
Amelia Campbell	1004884	Elementary Teacher	Yes
Anna Ashmun	476886	Elementary Teacher	Yes
Nahili Ahmed	1002792	Elementary Teacher	Yes
Margene Celeste	1028989	Elementary Teacher	No
Rhys Jones	1031717	MS Social Studies Teacher	Yes
Samira Hassan	1011949	EL Teacher	No
Abdo Osman	1014480	EL Teacher	No
Jared Dooley	1026816	MS ELA Teacher	Yes
Tammi Stahl	402134	Special Ed Director-Contracted	Yes
Heather Schmidt	102943	OT-Contracted	Yes

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 participated in intensive training in two primary areas of focus for 2024-2025.

Strategic Directions Planning

Our team worked with our COMPASS advocates to collaboratively plan to increase student achievement. As a result of this work we established two primary instructional areas of focus:

1. Providing daily writing instruction and practice across disciplines was identified by the staff as an instructional practice we are committed to fully implementing. During the 2023-2024 the team conducted a needs analysis, selected the practice, studied the practice and took implementation steps in Fall 2023, and continued to advance toward full implementation during the 2024-2025 school year. Success and data demonstrated a need to continue this practice and implementation into 2025-2026, as student work and writing capacity across all genres are improving schoolwide.
2. For the 2024-2025 school year, TLSA adopted a new Math curriculum, iReady. This was chosen after an intense selection process. With the coming changes in MN State Standards, staff had the opportunity to study the rollout of new Math standards and implement the full curriculum with fidelity and support from iReady, with an eye toward full alignment in the coming year.

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

ANNUAL ASSESSMENT PLAN & RESULTS

Minnesota Comprehensive Assessments

The MN Comprehensive Assessments (MCA, MTAS), are tests that measure how well a student has mastered the state's academic standards in 3rd through 7th 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. TLSA MCA results in Spring 2025 showed strong growth class to class and a continuation toward “rebound” to pre-pandemic levels of proficiency across Reading, Math and Science.

Minnesota Comprehensive Assessment Results

TLSA – SPRING 2025 MCA READING Achievement Levels: GRADE 3, 4, 5, 6, 7 – Reading Performance							
	Grade	Total # Tested	Does Not Meet Standards	Partially Meets Standard	Meets Standards	Exceeds Standards	Proficiency
SPRING 2022 2023 2024 2025	3 rd	16	62.5%	18.8%	12.5%	6.3%	18.8%
		22	54.5%	13.6%	31.8%	0%	31.8%
		35	80%	11%	9%	0%	9%
		26	69%	15%	15%	0%	15%
SPRING 2022 2023 2024 2025	4 th	31	67.7%	16.1%	16.1%	0%	16.1%
		17	58.8%	5.9%	23.5%	11.8%	35.3%
		30	47%	33%	20%	0%	20%
		29	83%	10%	7%	0%	7%
SPRING 2022 2023 2024 2025	5 th	16	68.8%	18.8%	12.5%	0%	12.5%
		26	46.2%	19.2%	30.8%	3.8%	34.6%
		23	43.5%	21.8%	30.4%	4.3%	34.8%
		24	42%	33%	17%	8%	25%
SPRING 2022 2023 2024 2025	6 th	26	38.5%	34.6%	19.2%	7.7%	26.9%
		8	CCTS	CCTS	CCTS	CCTS	CCTS
		25	32%	28%	40%	0%	40%
		15	40%	13%	40%	7%	47%
SPRING 2025	7 th	13	62%	15%	23%	0%	23%

*CCTS = Cell Count Too Small to Report

Overall Reading Proficiency:

2017 -	18%
2018 -	17%
2019-	29%
2021-	20%

2022- 19%
 2023- 26.1%
 2024- 23.9%
2025- 20.9%

TLSA. District – SPRING 2025 MCA Math Achievement Levels: GRADE 3, 4, 5, 6, 7 – Math Performance							
	Grade	Total # Tested	Does Not Meet Standards	Partially Meets Standard	Meets Standards	Exceeds Standards	Proficiency
SPRING	3rd						
2022		15	60.0%	13.3%	20.0%	6.7%	26.7%
2023		21	52.4%	14.3%	28.6%	4.8%	33.4%
2024		34	59%	29%	12%	0%	12%
2025		26	54%	23%	23%	0%	23%
SPRING	4th						
2022		29	82.8%	3.4%	13.8%	0%	13.8%
2023		17	58.8%	11.8%	11.8%	17.6%	29.4%
2024		29	59%	31%	10%	0%	10%
2025		28	82%	14%	4%	0%	4%
SPRING	5th						
2022		14	92.9%	7.1%	0%	0%	0%
2023		26	61.5%	26.9%	11.5%	0%	11.5%
2024		20	50%	30%	15%	5%	20%
2025		24	71%	25%	4%	0%	4%
SPRING	6th						
2022		24	87.5%	4.2%	8.3%	0%	8.3%
2023		8	CCTS	CCTS	CCTS	CCTS	CCTS
2024		25	76%	24%	0%	0%	0%
2025		15	47%	33%	7%	13%	20%
SPRING	7th						
2025		13	62%	38%	0%	0%	0%

*CCTS = Cell Count Too Small to Report

Overall Math Proficiency:

2017 - 4%
 2018- 14%
 2019- 32%
 2021- 7%
 2022- 12%

2023- 19.1%
 2024- 10.2%
2025- 10.0%

TLSA. District – SPRING 2025 MCA Science Achievement Levels: GRADE 5 – Science Performance							
	Grade	Total #Tested	Does Not Meet Standards	Partially Meets Standard	Meets Standards	Exceeds Standards	Proficiency
SPRING	5 th						
2022		16	93.8%	6.2%	0%	0%	0%
2023		29	48.3%	27.6%	24.1%	0%	24.1%
2024		20	40%	40%	20%	0%	20%
2025		24	79.2%	12.5%	4.2%	4.2%	8.3%

Note: Only Students who are enrolled by December 15th 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. Below is the overall composite score for the ACCESS test.

ACCESS COMPOSITE SCORE RESULTS (SCHOOLWIDE) 2024-2025

	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%
2023 #85	14.1%	32.9%	41.2%	10.6%	1.2%	0%
2024 #105	7.6%	20.9%	45.7%	18.0%	2.8%	0%
2025 #106	0.0%	50.0%	35.7%	14.3%	0.0%	0%

NWEA-MAP

MAP tests are computerized assessments done in the Fall, Winter, and Spring each school 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.

DIBELS

In conjunction with our implementation of literacy practices consistent with the Science of Reading, TLSA began assessing students' foundational skills in reading using the DIBELS Benchmark Assessment. This assessment is given 3 times per year and used in conjunction with NWEA results to provide teachers greater insights into where to focus instruction to improve results. This process also includes screening for dyslexia.

FINANCES

TLSA is currently in a solid financial position. The school's business management for 2024-2025 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. Thomas and Company was used for the annual audit.

Fund Balance:

- Fund Reserve-all funds as of June 30, 2024 are estimated at \$143,108, which is 3.73% of the annual budget.

Fiscal Year 2024 Timeline of Audit:

- Thomas and Company is the audit firm of the school for 2024-2025
- Audit fieldwork was completed during October 2024.
- Final audited financial statements are expected to be completed by December 31, 2025.

Comprehensive Achievement and Civic Readiness

Many elements of this report overlap with requirements of the Comprehensive Achievement and Civic Readiness 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 and grew the program to two rooms in 2024-2025. Students are matriculating to our Kindergarten, meeting Kindergarten readiness checkpoints while learning important structures and routines, and utilizing similar curriculum.

2) **All racial and economic achievement gaps between students are closed.** Analysis of the performance of students from the following subgroups indicates that students in these subgroups outperform their peers at the two closest elementary schools to our building: Brooklyn Center Elementary and Garden City Elementary. The subgroups are:

- Black or African American students
- English Learners
- Students qualifying for Free or Reduced Lunch
- Students with Disabilities

INCREASE LEARNING OPPORTUNITIES FOR ALL PUPILS

- Programming implemented in the last year includes:
 - Chess Club
 - Cooking
 - Gardening
 - Theater
 - Basketball Club
 - Soccer Club
 - Outdoor Adventures
 - Coding Club
 - Lego Engineering Club
 - Student Council

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 students studying recycling and waste management and developing a proposal to make recycling at TLSA more effective, in conjunction with a grant opportunity from Hennepin County to improve composting and recycling in the building.

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. The school implemented Core Knowledge Language Arts as its primary literacy curriculum materials and fully aligned the instruction with practices based upon the science of reading.

Innovative Practice #2 Daily Writing Instruction Across all Grades and Disciplines. TLSA staff members selected this strategy based upon a needs analysis that determined writing was a significant growth area across all grades. All teachers participated in the needs assessment and subsequent study of the instructional practice. Initial implementation steps were completed and piloted in Spring 2023 with full implementation achieved during the 2024-2025 school year and continuing into building a culture of writing in 2025-2026.

Innovative Practice #3 Project Led the Way Curriculum and Instruction as a Comprehensive Approach to Implementing a High Quality STEM Program. The curriculum is fully implemented in every homeroom and is in the expansion and improvement phase. We have included PLTW Gateway for 7th, and eventually, 8th graders to keep our students on a rigorous and organized path in STEM learning.

Future Plans

- Continue to expand the scope of our STEM focus and seek partnership opportunities.
- Continue to develop and retain high quality instructors needed for longitudinal academic and institutional growth.
- Grow our roots in the surrounding community through visibility, community events, and bringing the community into the building.

- Middle School Expansion -Our expansion application was approved by VOA and the Minnesota Department of Education in 2023-2024. 2024-2025 was our first year of 7th grade, and 8th grade will begin in Fall 2025. Our finances, enrollment, and the facility have all reached levels needed to support expansion.
- Intentionally develop extracurricular opportunities for students, beginning in middle school grade levels and building to elementary levels.

Dissemination of Information

The school complies with the Dissemination of Statute (MS 124E.17) through most of our mass and targeted communications. Twin Lakes STEM Academy is located in a geographic area that has a high percentage of families of color, high percentage of families whose primary language is not English, and has a high percentage of families with socioeconomic needs. Our student demographic profiles are similar to the surrounding neighborhood. As such, our materials are targeted to the neighborhood and surrounding area in a number of ways, to make them as accessible as possible to everyone. We send out targeted mailings to a variety of neighborhoods in the area, utilize our website, Facebook, and Talking Points for distributing materials and enrollment and other information to families. We advertise in the local SUN Post newspaper, participate in the Robbinsdale Parade, Crystal Frolics Festival, and hold Summer Open Houses for tours and enrollment that we advertise to the community in a number of languages.

Nonprofit Status Legal Status

Twin Lakes STEM Academy is a registered and active Nonprofit Corporation, File Number 775106700026, with the State of Minnesota. More information can be found at <https://mbisportal.sos.mn.gov/Business/Search>.