

**Twin Cities Academy High School**  
**4132-07**  
**2012-2013**



**2012-2013**  
**Twin Cities Academy High School**  
**Annual Charter School Report**  
**(4132-07)**

Submitted by Betsy Lueth, Principal

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## **Purpose**

The purpose of this report is to communicate to the constituents of Twin Cities Academy High School who we are and to monitor and report our annual school data, accomplishments and goals.

### **Mission**

*Twin Cities Academy High School is committed to enhancing the capacity of young adults in developing one's ability to lead in an ever-changing world through academic rigor, leadership development, and character building.*

Twin Cities Academy High School (TCAHS) is a college preparatory public charter high school authorized by the University of St. Thomas. TCAHS is located near downtown St. Paul, Minnesota and serves grades 9-12.

TCAHS opened in the fall of 2006 with grades 9 and 10. The school expanded a grade each of the two subsequent years, and by the 2008-09 school year was fully articulated with 9-12<sup>th</sup> grades. TCAHS has a current enrollment over 200 students, and a capacity to serve up to 300 students.

Twin Cities Academy High School is committed to preparing our students for postsecondary education, and has been selected as a Ramp-Up to Readiness School by the College Readiness Consortium at the University of Minnesota. Our college preparatory program and instruction for 9<sup>th</sup>-12<sup>th</sup> grade youth concentrates on mastery of grade level skills in accordance with state and federal educational mandates, college readiness, and development of higher-order critical thinking and life skills. High academic and behavioral expectations are infused in the program along with character and leadership development. All-school volunteerism is a key component of the program with both group and individual community service expectations. The foundation of our program supports the student's ability to be ready for college at the end of their secondary education. Last year 100% of our graduates continued their education beyond high school.

There are many reasons families and students choose us, including our reputation, our educational model, and our outstanding results. As a public charter school, we are different from traditional public schools. We have the freedom to commit ourselves to a specific education model that we believe makes our students successful. Families who entrust their children to us also commit to this model. We maintain high expectations of our students, and hold accountability as one of our core values. We provide a robust and disciplined environment: we meet students where they are in their development and encourage them to build self-confidence through hard work and well-earned success. We are committed to providing opportunities and experiences that allow our students to be and do their very best, assisting all our students to meet educational goals and begin developing important and lifelong skills. Because of our small school environment, we are able to focus on each individual while also building community. Our educational model emphasizes community involvement and relationship building. Connections between our middle and high school students help develop a whole community of learners. This is the educational choice we offer to Minnesota families: a high-quality, individualized educational experience.

**Twin Cities Academy High School**  
**4132-07**  
**2012-2013**

## **School Enrollment**

For several years, enrollment at Twin Cities Academy has been sustained right below 200.

<b>Year</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total School Population</b>
<b>2009-2010</b>	36	38	18	28	<b>120</b>
<b>2010-2011</b>	46	39	28	16	<b>129</b>
<b>2011-2012</b>	60	54	28	23	<b>165</b>
<b>2012-2013</b>	60	56	45	25	<b>186</b>
<b>Estimated 2013-2014</b>	60	60	50	40	<b>210</b>

### **Admissions**

Twin Cities Academy High School is dedicated to a free-access quality education, without discrimination, and follows all Minnesota statutes as they relate to application and admission procedures for charter schools. Enrollment is open to all high school students residing in any school district in Minnesota.

TCAHS holds open houses and accepts applications throughout the year. Per the school board adopted enrollment policy, the school board establishes the open enrollment period applicable to the following school's year admission by October 1<sup>st</sup> or the current year. Available enrollment seats by grade is published by February 1<sup>st</sup> of the current year for the following year, which will always be prior the last day of the open enrollment period, and the lottery, if a lottery is required. Lottery numbers are generated electronically and drawn randomly through a computer program. Lottery results are mailed to families.

Students submitting applications after the last day of the open enrollment period, are placed on our waiting list and acceptance is based on space availability.

Once students are accepted, they are then asked to complete a registration packet, attend a covenant meeting, and participate in new student orientation.



A St. Paul Charter School for Grades 6 thru 12

STUDENT INFORMATION

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Current Grade \_\_\_\_\_ Grade Next Fall \_\_\_\_\_ School Year Applying For: 20\_\_\_\_ - 20\_\_\_\_

Home Address \_\_\_\_\_ Apartment \_\_\_\_\_

City & State \_\_\_\_\_ Zip Code \_\_\_\_\_ Home Phone \_\_\_\_\_

Sibling Enrolled at TCA\* \_\_\_\_\_ Yes \_\_\_\_\_ No Sibling Enrolled at TCAHS\* \_\_\_\_\_ Yes \_\_\_\_\_ No

PARENT / GUARDIAN INFORMATION

Parent / Guardian \_\_\_\_\_ Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_ Email \_\_\_\_\_

Parent / Guardian \_\_\_\_\_ Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_ Email \_\_\_\_\_

\*Twin Cities Academy's enrollment is independent of Twin Cities Academy High School. Alumni and sibling preference does not transfer between TCA and TCAHS.

Signature of Parent / Guardian \_\_\_\_\_ Date \_\_\_\_\_

"A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents before accepting other pupils by lot. If a charter school is the only school located in a town serving pupils within a particular grade level, then pupils that are residents of the town must be given preference for enrollment before accepting pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability."MS124d.10 Subd.9.

If applying for enrollment during the current school year, please contact the school office.

OFFICE USE ONLY: Date Received \_\_\_\_\_ Lottery Number \_\_\_\_\_
Lottery Drawing Held February 28th

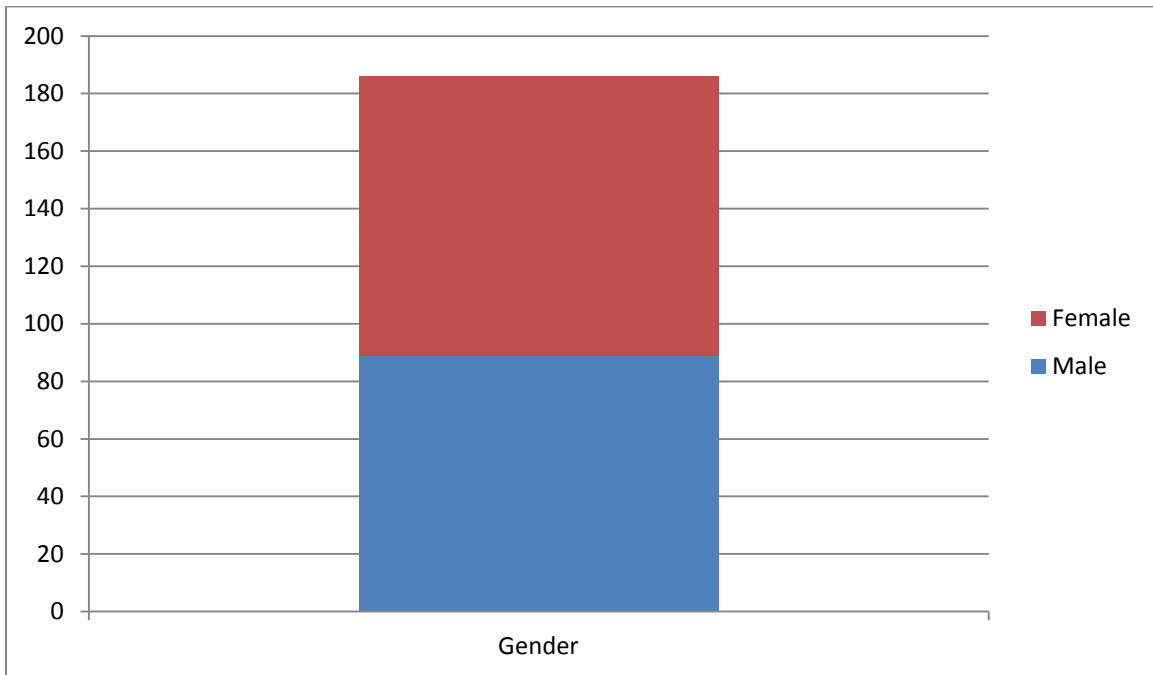
835 5th Street East St. Paul, MN 55106 (651) 205-4797 Fax (651) 205-4799 09/11

## Student Demographic Data for 2012-13

### Gender

	Male	Female	Total	Male/Female Ratio
<b>2012-13</b>	89	97	<b>186</b>	48%/52%

**Proportion of Males and Females, 2012-13**

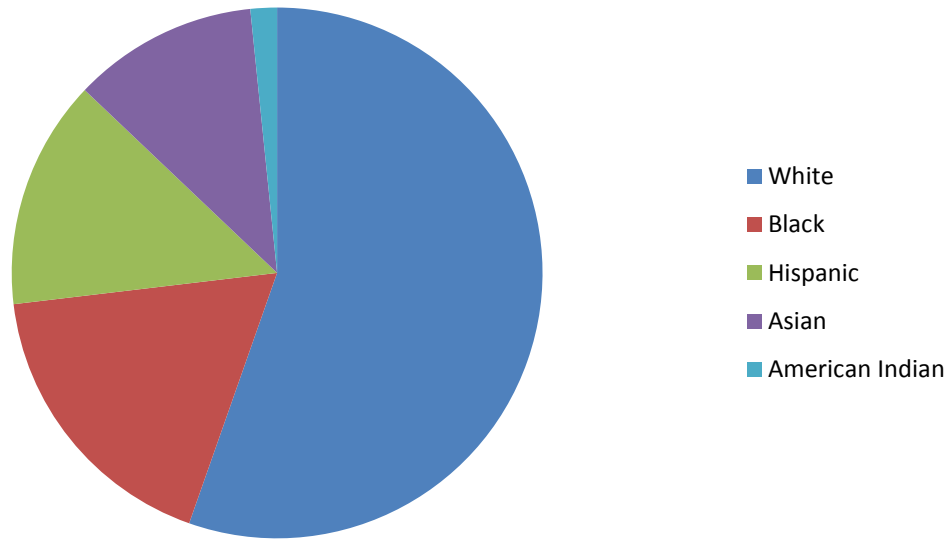


### Race/Ethnicity

In 2012-13, approximately 45% of the students were of color.

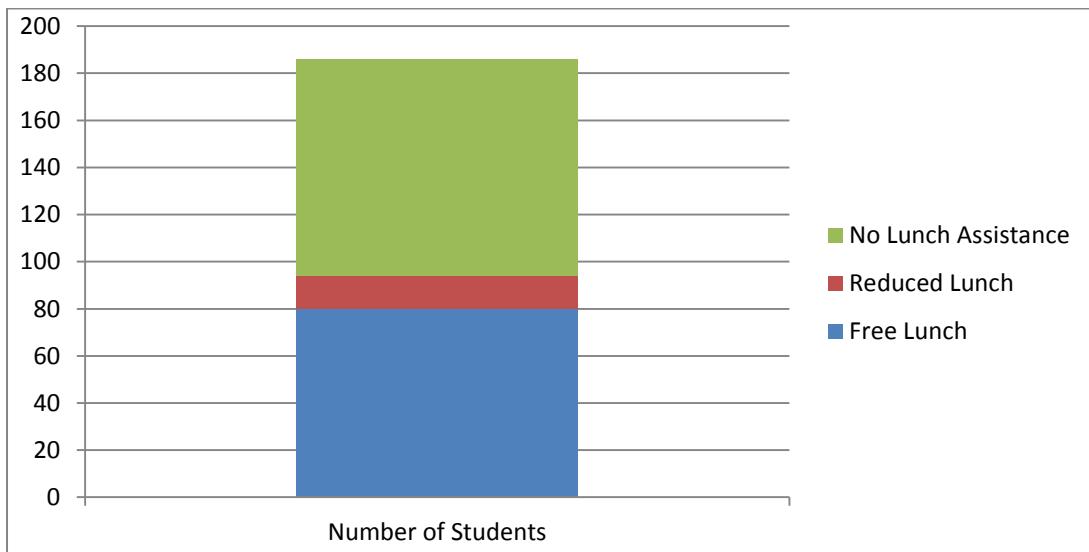
	Asian American	Black American	Hispanic	White	American Indian	Total
No. of Students	21	33	26	103	3	<b>186</b>
%	11.3%	17.7%	14.0%	55.4%	1.6%	<b>100%</b>

## Racial Data



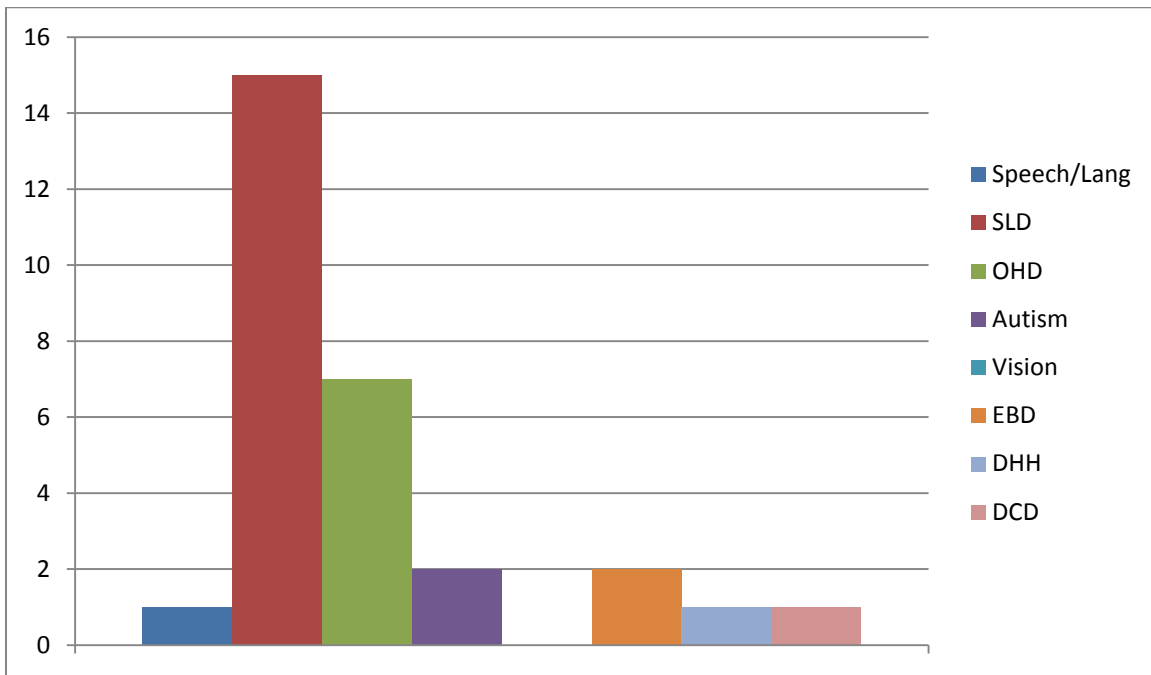
## Free & Reduced Lunch

	No. of Students	% to Total School Enrollment
Free Lunch	80	43%
Reduced Lunch	14	8%
Combined Free & Reduced	94	51%
No Lunch Assistance	92	49%



## Special Education

No. of Students	% to Total School Total	Primary Disability	Students Per Category
29	15%	<ul style="list-style-type: none"> <li>▪ Speech &amp; Language</li> <li>▪ SLD</li> <li>▪ OHD</li> <li>▪ Autism</li> <li>▪ Vision</li> <li>▪ EBD</li> <li>▪ DHH</li> <li>▪ DCD</li> </ul>	1 15 7 2 0 2 1 1



## Limited English Proficiency

No. of Students	% to Total School Enrollment	Home Language	Students Per Grade
3	1.6%	Liberian Spanish	1 – 10th 2 – 9th

## **Student Attrition**

Overall, student attrition at Twin Cities Academy has been low, and fairly stable.



## Mobility

	Students Enrolled September 2012	Students Enrolled June 2013	Students Enrolled September 2013
Grade 9	62	64	66
Grade 10	57	59	61
Grade 11	41	36	52
Grade 12	26	26	37
All School	186	185	216

. The retention rate of students in 2012-13 was approximately 95%.

## Governance and Management

### Authorizer Information

Authorizer	Contact Information	Liaison	Contract Expiration
University of St. Thomas	University of St. Thomas 1000 LaSalle Street Minneapolis, MN 651-962-4844	Molly McGraw-Healy <a href="mailto:mccgraw@stthomas.edu">mccgraw@stthomas.edu</a>	June 30, 2018

Because charter schools are not part of traditional community school districts, they are accountable to the State of Minnesota for student learning and financial performance through a state-approved charter school overseer, or authorizer. Our authorizer is The University of St. Thomas, in St. Paul, Minnesota. Their role is to ensure that we are true to our school’s mission; provide continued quality of our academic programs as demonstrated by quantifiable student learning; that we meet parents’ expectations and satisfaction; and that we comply with state and federal mandates. We submit our School Board minutes and financial statements monthly to the University of St Thomas. They have agreed to be our authorizer for two years.

### Board of Directors

TCA’s governing board includes teachers, parents, and community members. The following chart shows membership for 2012-13.

Name	Board Position	Group	Term Exp.	Phone Number	Email Address	Attendance Rate
Gary Jader	Chair	Parent	Oct. 2014	651-738-7690	<a href="mailto:g.jader@comcast.net">g.jader@comcast.net</a>	83%
Craig Koch	Vice	Teacher	Oct.	651-284-3528	<a href="mailto:ckoch30@twintici">ckoch30@twintici</a>	100%

	Chair	#388277	2013		<a href="http://esacademy.org">esacademy.org</a>	
Phil Jemielita	Treas.	Com Member	Oct. 2015	651-205-4797	<a href="mailto:pjemielita@twincitiesacademy.org">pjemielita@twincitiesacademy.org</a>	91%
Alexandra Howes	Secretary	Teacher #446701	Oct. 2013	612-978-0263	<a href="mailto:ahowes@twincitiesacademy.org">ahowes@twincitiesacademy.org</a>	66%
Rhiannon Hollinger		Teacher #440139	Resigned Aug. 2013	651-493-3568	<a href="mailto:rmhollinger@twincitiesacademy.org">rmhollinger@twincitiesacademy.org</a>	83%
John Tuttle		Com Member	Oct. 2013	651-293-0246	<a href="mailto:johntuttle@gmail.com">johntuttle@gmail.com</a>	83%
Renetta Walk		Parent	Oct. 2014	651-675-7294	<a href="mailto:walk4walk@gmail.com">walk4walk@gmail.com</a>	66%
Lucy Mikroberts		Parent	Oct. 2014	651-815-0492	<a href="mailto:ljmikro@yahoo.com">ljmikro@yahoo.com</a>	83%
Sherry Johnson		Com Member	Resigned May 2013	651-776-3060	<a href="mailto:sherryjohnson@gmail.com">sherryjohnson@gmail.com</a>	66%
Elizabeth Hickey		Teacher #462843	Oct. 2014	651-216-8971	<a href="mailto:ehickey@twincitiesacademy.org">ehickey@twincitiesacademy.org</a>	100%

Professional development is scheduled for the governing board, both as a group (total board trainings) and individually. Minnesota Charter Law mandates ongoing education for the governing board, in which TCAHS is compliant. From July 2012 to June 2013, Board Members attended the following training sessions:

All current board members participate in regular board training during regularly scheduled board meetings. Specifically this year, all current board members participated in governance structure conversations and trainings during the strategic planning process. The strategic plan was presented at the June 2013 meeting, and the strategic plan contractor provided board members with instruction on their role as board members in the areas of governance and financial oversight as it pertained to the three year strategic vision of the school. Additionally, newly elected board members participated in Minnesota statutory required trainings in governance, finance and policy as follows:

Member Name	Governance Training	Personnel/Employment Training	Finance Training
Phil Jemielita	4-20-13 at UST	4-20-13 at UST	4-20-13 at UST
Renetta Walk	4-20-13 at UST	4-20-13 at UST	4-20-13 at UST
Lucy Mikroberts	4-20-13 at UST	4-20-13 at UST	4-20-13 at UST
Elizabeth Hickey	12-8-12 at UST	12-8-12 at UST	12-8-12 at UST

All current board members satisfied the state required board training in board governance, personnel/employment and finances. Services were provided by the MN School Board Association, Non-Profit Assistance Fund or the University of St. Thomas.

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### School Management

During the 2012-2013 school year, Twin Cities Academy functioned using a co-director model. Both the principal and the director of operations reported to the school board. The principal’s primary focus was on the academic leadership of the school, with the director of operations focused on the financial and operational management of the school, including facilities and transportation. Based on staff feedback and a full review of the co-director model by both the governance and executive board sub-committees, a proposal to move back to the single leader model was adopted by the board in June 2013.

For the 2013-2014 school year, Betsy Lueth, principal, will function as the single leader of the school, and be the only direct report to the school board. Ms. Lueth is a MN licensed K-12 principal with seven years of administrative experience in charter schools. The 2013-2014 school year will be her second year at Twin Cities Academy.

### Staffing

Name	File Number	Assignment	Yrs. w/ School	Status
Lueth, Betsy	397306	Principal	1	Returning Fall 2013
Minck, Andrew		Director of Operations	2.5	Not returning Fall 2013
Ausen, Terri		Office Manager	4	Returning Fall 2013
Mikolai, Judi		Library Aide	1	Returning Fall 2013
Cook, Lyssa		Office Assistant	2	Returning Fall 2013
Fleischhacker, Laverne		Custodian/Cafeteria	14	Returning Fall 2013
Diallo, Sam		Cafeteria/Custodian	4	Returning Fall 2013
Zakrzewski, JoAnn		Cateteria	1	Returning Fall 2013
Hobyan, Bob		Accountant	14	Not Returning Fall 2013

## Teaching Faculty Information

<b>Staff Member</b>	<b>File #</b>	<b>Assignment</b>	<b>Yrs</b>	<b>Status</b>
Cullen-Benson, Brendan	435573	Art	3	Returning Fall 2013
Corcoran, Tom	469525	Math/Science	1	Returning Fall 2013
Buege, Melissa	428149	French	5	Not Returning Fall 2013
Schultz, Nathan	441465	English	4	Returning Fall 2013
Clark, Lindsey	428664	Math	7	Returning Fall 2013
Shelhamer, Michael	421650	Social Studies	4	Resigned Winter 2013
Lindholm, Scott	441065	Physical Education	5	Returning Fall 2013
Howes, Alexandra	446701	English	4	Returning Fall 2013
Koch, Craig	388277	History	7	Returning Fall 2013
Hollinger, Rhiannon	440139	Science	5	Returning Fall 2013
Dostal, Jon	427733	Music, Band	2	Returning Fall 2013
Talavera, Jessica	437113	Spanish	6	Returning Fall 2013
Coughlin, Kevin	331877	Social Studies	1	Returning Fall 2013
Hahn, Stephanie	463500	Science	1	Returning Fall 2013
Dusek, Samantha	468240	School Counselor	1	Returning Fall 2013
Hady, Shannon		Special Education Paraprofessional	2	Returning Fall 2013
Riebe, Melody	443433	Special Education	3	Not Returning Fall 2013
Walters, Emily	447835	Special Education	1	Returning Fall 2013
Hickey, Elizabeth	462843	Special Education	2	Returning Fall 2013
Berry, Melissa	471799	English as a Second Language	0.5	Returning Fall 2013
Gould Gourley, Shannon	375103	Academic Dean	4	Returning Fall 2013
McCall, Maureen	264099	School Social Worker	2	Returning Fall 2013
Pence, Tyler	466668	Mathematics	1	Returning Fall 2013

**Twin Cities Academy High School**  
**4132-07**  
**2012-2013**

**Finances**

Twin Cities Academy is on solid financial footing. The school entered the 2012-13 school year with a positive fund balance of \$231,853.

The Board, primarily through the Finance Committee, actively partners with both the principal/director of operations to oversee financial matters. The Director of Operations compiles and presents a financial report to the Board monthly. This report is a review of checking and savings account balances, fund balance, income and expenses statements and a 6 month cash flow projection. These financial statements are provided to the treasurer and finance committee members a week before the board meeting. The Board reviews and analyzes all budgets, expenditures, and bank statements, and provides monthly/quarterly financial statements to the authorizer.

Following is a summary of TCAHS's budget and actual (unaudited) financial results for Fiscal Year 2013 as well as our financial position at June 30, 2013. TCAHS is expected to contribute \$214,312.00 to the fund balance based on the unaudited financials at the end of June 30, 2013. This represents a 25.4% fund balance with an expected total amount in the fund balance of \$446,165 (unaudited). The final audited financials will be available in January 2014.

The audit for the fiscal year 2012 contained no material weaknesses or significant deficiencies as prepared by MMKR audit firm and presented to the school board during the fall of 2013.

Twin Cities Academy did not employ an outside agency or business manager. School administration and the Board managed the finances during the 2012-2013 school year. At the end of the fiscal year, the school board and administration chose to pursue working with Belz, Kes, Darling and Associates and have also employed an internal business manager Dr. Terry Tofte to prepare the financials. The board and the principal will continue to oversee the overall financial health of the school, on a monthly basis through review of detailed finances in the board finance sub-committee, and by presenting the financials monthly to the full school board during the regular school board meeting.. By using an outside firm such as BKDA, Twin Cities Academy is assured to have strong internal controls and procedures in place to continue financial health and clean audits.

**Fund Balance:**

Un-audited fund balance as of June 30, 2012 - \$446,165

2010-2011 Annual Audit Report –  
MMKR Certified Public Accountants & Co.  
55353 Wayzata Blvd. Suite 410  
Minneapolis, MN 55416

**Twin Cities Academy High School  
St. Paul, MN**

**Balance Sheet  
As of June 30, 2013**

	<b>Audited Balance June 30, 2012</b>	<b>Balance June 30, 2013</b>
<b><u>Assets</u></b>		
<b>Current Assets</b>		
Cash and Investments	36,811	242,415
Accounts Receivable	9,814	200
Due from Other MN Dist - TCA	2,455	10,677
Due from Other MN Dist - Great River	0	15,000
State Aids Receivable	526,853	291,448
Federal Aids Receivable	8,818	17,205
Prepaid Expenses and Deposits	7,278	29,058
<b>Total Current Assets</b>	<b>592,030</b>	<b>606,003</b>
<b>Total All Assets</b>	<b>592,030</b>	<b>606,003</b>
<b><u>Liabilities and Fund Balance</u></b>		
<b>Current Liabilities</b>		
Salaries and Wages Payable	74,882	91,428
Line of Credit Payable	219,740	0
Due to Other Districts	21,278	3,258
Due to Other Government Units	98	0
Accounts Payable	31,798	40,609
Payroll Deductions and Contributions	2,805	24,543
Deferred Revenue	9,577	0
<b>Total Current Liabilities</b>	<b>360,177</b>	<b>159,838</b>
<b>Fund Balance</b>		
Fund Balance 7-1-2012	231,853	231,853
Net Income To Date	0	214,312
<b>Total Fund Balance</b>	<b>231,853</b>	<b>446,165</b>
<b>Total Liabilities and Fund Balance</b>	<b>592,030</b>	<b>606,003</b>

# Academic Performance

## Academic Program Overview

Twin Cities Academy High School is committed to providing a college preparatory program. Courses at TCAHS prepare students for matriculation into college. Courses are either one semester or one year, and .5 credit is granted at the end of each semester. Students must earn 24 credits to graduate from TCAHS. Our students take mathematics and science in all 4 years of high school. Students have options for accelerated coursework, including Advanced Placement courses, College in the Schools, or Post Secondary Enrollment Options (PSEO) college courses. Our academic program responds to the needs of the students. We provide struggling learners with additional support, in the form of supportive and extended classes, remediation, tutoring, modifying instruction and curriculum, and child study meetings, so they can experience academic success.

TCAHS has been selected as a Ramp-Up to Readiness School by the College Readiness Consortium at the University of Minnesota. As part of the Ramp-Up program, all TCAHS students participate in a minimum of 13 focused college and career readiness lessons throughout the school year. College professors communicate that the areas of most concern for incoming collegiate freshmen are mathematics, writing, and study habits. TCAHS offers courses focused on building these essential skills to ensure college readiness. Upper class students may take College Math, a cumulative course that identifies and addresses gaps in the student's math career and helps them master a range of mathematical skills. Seniors take Senior Seminar and Financial Literacy during their last semester in high school. This course concentrates on life after high school – college study skills, research skills, workplace ethics and behavior, personal finance, resume preparation, and independent living skills.

The academic program also includes components such as internships, teaching assistantships, and community service. These real-life challenges and opportunities provide students with chances to learn about and pursue career options. TCAHS believes that in order for students to become leaders, they must have an understanding of the needs that exist in the community and the world. The school strongly supports the community service component by organizing “All School Volunteer Days” four times per year at local community organizations. In addition, all TCAHS students are required to independently contribute 20 hours of volunteer service at an organization of their choice. As part of the Senior Year Leadership experience, TCAHS students develop and implement a large-scale project that identifies and addresses a need in the local community. In 2012-2013, students volunteered over 3500 hours in their communities.

TCA students and families show strong engagement with the school, in support of the academic program. TCAHS had a 96% average daily attendance rate for its students in 2012-2013. Our website offers parent and student online portals to ensure community members are well informed in a timely manner regarding assignments, assessments, and class progress. Parent-teacher conferences had a 93% attendance rate. Parent education sessions such as Back to School Night, College Readiness and Helping Children with Academics are scheduled throughout the school year, and are well-attended. Parents are also involved with the school as volunteers.

## 2012-2013 Academic Goals and Results

- Surpass State, St. Paul, and Minneapolis MCA-II averages in every area of the MCA-II tests: Reading, Writing, Math and Science

### 2013 MCA-II Scores (Math), Grad Writing & MCA-III (Reading/Science)

	Reading	Math	Science	Writing
TCAHS	64.4%	47.4%	70.6%	88.7%
Statewide	57.6%	60.2%	52.4%	87.8%
SPPS	37.1%	42.1%	27.7%	69.5%
MPS	41.6%	42.9%	32.2%	71.7%

*Performance to Goal:* As evidenced in the chart above, TCAHS student proficiency scores on the spring 2013 MCA tests exceeded the Statewide average and the averages of St. Paul Public Schools and Minneapolis Schools in every measure of the MCA Reading, Writing, Math and Science tests, with the exception of the statewide average on the MCA Math test.

- Introduce and implement a Data-Driven Instructional Model, and in so doing, increase overall school proficiency in mathematics by at least 10%, using spring 2012 MCA-II results.

*Performance to Goal:* During the summer of 2012 the entire team of math teachers met to review the current curriculum and course scope and sequence. In so doing the math faculty discovered several areas for improvement as they matched the current curriculum to the state standards. After reviewing the curriculum the math department designed curriculum-based measures to be administered to all students every four to five weeks. Testing data was closely analyzed to determine the degree of our potential achievement gap for students of color in reading and math. Teachers also implemented an Algebra vertical course alignment so that both MS and HS students enrolled in Algebra would have the same high quality instruction. We utilized our data from our NWEA testing to guide our instruction and target areas of need. However, despite our efforts and additional supports for the development of our students math skills, they achieved 47.4% proficiency overall in MCA math tests this spring. This figure is .6% lower than our results in Spring 2012, of 48% proficiency. Therefore, while we implemented DDI in mathematics, in this pilot year we were not able to achieve our goal of surpassing our Spring 2012 results by 10%. The administration will meet regularly with the math faculty to review the results of the assessments and modify instruction as needed to ensure that all students are growing towards and hopefully surpassing the Minnesota state mathematics standards.

- Maintain a high school graduation rate of 100%

*Performance to Goal:* Every student enrolled in 12<sup>th</sup> grade during the 2012-13 school year met our graduation requirements. Additionally, 100% of our graduates had plans to continue their higher education, and were accepted at a postsecondary institution at the time of their graduation. Approximately 75% had plans to attend a 4-year college or university, and 25% had planned to attend a 2-year college or degree program.

- Using NWEA data, analyze the achievement gap and make curricular/programming changes to address any discrepancies.



*Performance to Goal:* NWEA testing in the fall of 2012 revealed that less than 50% of students were on track to pass MCA proficiency levels in mathematics and reading. We introduced a different math instructional model addressing the same content, but with a different instructional approach. We invited our math staff to return to school an additional week prior to the beginning of the school year. At that time, they were trained in Data Driven Instruction, and curriculum changes were made. We provided the math department with collaborative prep time to analyze and use the data for more effective classroom instruction. We monitored math instruction and progress closely by implementing 4-6 week formative assessments.

- Identify “at-risk” students in math, reading and writing and implement year-long interventions to be sure they are on track for graduation.

We provided extended classes, courses designed to improve fundamental skills, Reading Extensions and Algebra Extensions, for students who were not performing at grade level. Even though students received additional time and targeted work, we continued to see some students lagging behind their peers.

The current schedule at TCAHS is well-designed and based on strong practices focused on beating the achievement gap, with double doses of math and reading during the school day. The administration, along with a leadership team of five lead instructors, reviewed other research-based scheduling models to ensure all students are fully benefitting from their time in school. The leadership team is interested in expanding the academic minutes students receive in the core content areas of math, English, and science.

In order to identify and monitor at-risk students, teachers in several core subjects have been developing and implementing interim assessments to track progress and student gains in targeted skills. The interim assessments are focused on showing student growth rather than proficiency. Growth models are proven tools to reduce the achievement gap.

## **2013-2014 Academic Goals**

For the last two consecutive years TCAHS has dropped in the overall proficiency scores in all subject areas. We recognize that new standards, and the MCA-III tests as indicated by statewide decreasing proficiencies scores, have contributed to this data. However, this is an alarming trend, which the administration and staff are attempting to reverse, through the re-alignment of curriculum to standards, and the re-training of staff on new instructional techniques including the data-driven instructional model.

Based on NWEA growth from the fall of 2011 to the fall of 2012, TCAHS 94.0% students actually experienced one year or more growth, and 83.3% of students grew in reading at one year or more. However, this growth is not leading students to higher proficiency rates.

TCAHS administration has set that goal of 100% student growth based on the MCA-III and internal assessments designed through the data-driven instruction model. We recognize that this goal is aggressive, however we feel that with this goal in mind, students have a better opportunity to reach proficiency over the long term. With this growth goal in mind, we expect to gain 15% or more proficiency in math, science and reading, and 5% in writing based on the state-wide assessments. Additionally, all goals set in 2012-2013 will remain intact for the 2013-2014 school year as well.

## **Innovation and Implementation Practices**

During the 2012-2013 school year Twin Cities Academy High School launched several new initiatives to support student achievement and growth. The first was to begin implementing a data-driven instructional model for all content areas beginning with math and language and moving to the other disciplines throughout the year. TCAHS teachers and administration focused on preparing and monitoring student growth through regular formative assessments every 4-6 weeks, and targeted instruction based on the analysis of assessment data. This system was only piloted in 2012-13: we are hopeful that when it is fully implemented, we will see rapid student growth that will lead to higher proficiency on the statewide examinations.

Mathematics teachers spent one week in August aligning curriculum to the state standards and designing interim assessments for the implementation of data-driven instruction. By mid-year, the language arts and social studies faculty had also begun developing a data-driven instructional model. Faculty in these disciplines are reviewing the Common Core standards 6-12 and ensuring that the current curriculum and course scope and sequence meets these standards. After completing the review of current curriculum and instruction, faculty along with administration will ensure that all standards are met throughout the course sequences. The language arts and social studies faculty will then also be developing curriculum-based measurements to be conducted every four to five weeks for all students during the 2013-2014 school year. These assessments will be reviewed with administration to ensure student achievement is growing and meeting the Common Core standards.

Individual and large group staff development opportunities were made available to teachers to improve their skill in curriculum differentiation. Administration supports close communication between special education and general education staff. We also hired additional special education staff for the 2012-2013 school year. The necessity and expectation of differentiation is communicated on a regular basis. Administration monitors the classroom instruction to see that differentiation is occurring.

The special education teachers deliver services in the regular classroom in collaboration with the regular classroom teacher. This inclusionary special education delivery model is an asset to our program. To further enhance this model, especially in the English and literacy courses, the English department along with all three Special Education Case Managers, attended a training on co-teaching. Co-teaching is a model that is particularly effective in the type of inclusion environment TCAHS offers its special education students. The co-teaching model will further benefit all learners, offering more teachers in the core content classrooms delivering instruction in a variety of modalities. In addition to increased Special Education services, TCAHS also added English Language Learner services mid-year.

The School Board adopted a new student discipline policy, and the administration developed a five-tier infraction plan addressing student behaviors. TCAHS began development of a school-wide bully prevention program. Students participated in weekly lessons related to self-esteem, peer conflict resolution, and team-building. The school also holds bimonthly all-school forums, often with guest speakers and performances, as an avenue for building a strong climate and culture focused on respect and scholarship. Every staff member is expected to contribute to the school climate in a way that is healthy, safe, respectful, and conducive to learning, by developing that culture in the classrooms, in the hallways, and during unstructured times such as cafeteria lunch.

## **Future Plans**

As our population of students grows, and the needs of the students becomes more diversified, we will be adding staff, facilities and technology to accommodate those needs. Additionally as our programs develop, the Twin Cities Academy High School school board and administration will be working collaboratively to review school policies and resources to ensure systematic and sustainable models to support our growth.

To do this we completed the process of designing a 3-5 year strategic plan to better address the needs of the school to ensure progress. The strategic plan focuses on three strategic directions: 1) Launching the staff to new levels with a focus on engaging staff in effective instructional practices; 2) committing to the college-preparatory mission through marketing and investing our stakeholders; and 3) expanding and aligning finances and funding with the mission of the school. The plan is to address the stabilization of Twin Cities Academy as it transitions from a startup charter school to a respected educational institution in the Twin Cities area.

Currently we support struggling students through afterschool tutorial and study hall programs. For some students tutorial periods are built into the daily schedule. Often these same students receive double-doses of math and literacy as well. Recently TCA is experiencing the enrollment of more students needing additional support to bring them up to grade level in math and reading. Capacity to address achievement gaps and the enrollment of students more than a grade level behind in math and reading must be planned for in the coming school years. For the 2013-2014 school year, we are planning an expansion of our tutoring program by partnering with college students.

As we are seeing increasing enrollment of students with special needs and students qualifying for free and reduced lunch, we have been adding support services for students, and anticipate a continuation of that trend. In 2013-14, we added a breakfast program. We have increased the number of special education teachers and paraprofessionals, as well as increased health, social work, and counseling services. As we further develop these programs, we will be looking to build community partnerships, particularly on the Eastside of St. Paul.

Another area we are looking forward to strengthening is our technology resources. In 2012-2013 we submitted a schoolwide Technology Plan to MDE. Our hope is to improve and enhance our technology to better meet the needs of and engage our students. Currently most classrooms have Smartboards and with additional funding through enrollment and grants we are hopeful to have all classrooms equipped with Smartboards by the 2013-2014 school year. Additionally we are hopeful through granting and fiscal frugality to add at least one laptop computer lab to our existing technology for students.

In order to ensure the quality of instruction in all classrooms, in collaboration with teachers, the current administration is designing a teacher leadership and evaluation model focused on student achievement. All teachers in the 2012-2013 school year were evaluated at least two times (three times for teachers new to profession per the statute) using an evaluation rubric based in Charlotte Danielson's model and a rubric provided by a 90-90-90 school. This evaluation process will provide the data to support future teacher performance pay and provided the beginnings of a framework for a Q-Comp plan for the 2014-2015 school year. In addition a teacher leadership team was established in the 2012-2013 school year, and in 2013-2014 they will provide the framework for the career-ladder requirements of a Q-Comp plan. TCA has recently submitted their letter of intent to submit a Q-Comp plan in the 2013-2014 school year to MDE in hopes of implementation in the 2014-2015 school year.

