

COLLEGE PREP ELEMENTARY 2016-17 ANNUAL REPORT



College Prep Elementary

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School Information

School Program

College Prep Elementary (CPE) is a K-6 charter school located in Saint Paul, Minnesota. CPE provides a specialized focus on college and career readiness. CPE has a small school environment to accomplish their mission of preparing every student to succeed in college and career. CPE utilizes research-based, proven methods to promote English language development and literacy, mathematics proficiency, science mastery, and engagement in the learning process. CPE provides students with a strong educational program within a learning community that builds self-confidence and awareness of diverse cultures and ideas. The school has partnered with multiple local universities, including University of Minnesota, University of Saint Thomas, and Concordia University, as well as other community organizations and families to ensure that students receive ongoing support in college and university preparation. Through extensive academic preparation and community collaboration, CPE gives students the tools to succeed.

CPE's program focuses on meeting local community needs. The school serves a community where families are new to the country, speak a language other than English, are living in poverty, and whose children are behind their peers academically. CPE employs specialized staff, partners and implements multiple strategies as a means of meeting these and other unmet community needs. Some examples of how CPE goes beyond supporting the academic needs of our scholars is by partnering with Community Dental, Sheridan Story and other community organizations to provide increased access to dental information and services, as well as offer flu shots and additional nutrition to many of our families.

Mission

"We provide a specialized focus on college and career readiness. We have a small school environment to accomplish our mission of preparing every student to succeed in college and career. CPE utilizes research-based, proven methods to promote English language development and literacy, mathematics proficiency, science mastery, and engagement in the learning process. We provide our students with a strong educational program within a learning community that builds self-confidence and awareness of diverse cultures and ideas."

Authorizer

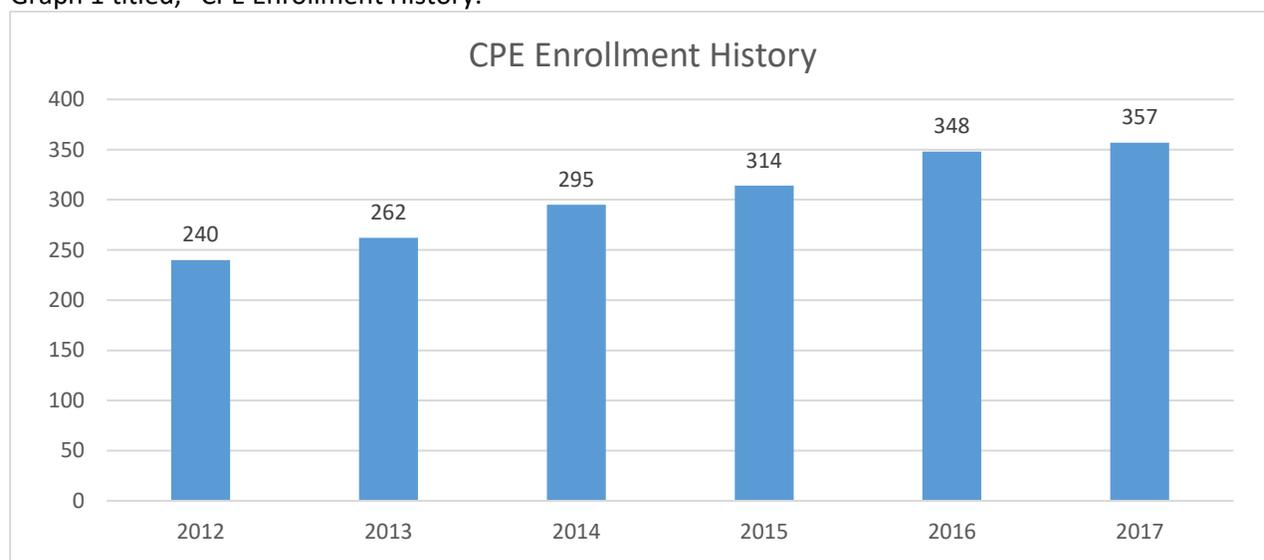
Minnesota Guild of Public Charter Schools
67 8th Avenue NE
Minneapolis, MN 55413

School Calendar/Hours of Operation

School was in session September 6, 2015 through June 12, 2016, for a total of 168 school days. The school day at CPE ran from 9:15 a.m. to 4:00 p.m., Monday through Friday. Extended School Year was offered in the summer of 2017 for qualifying SPED students.

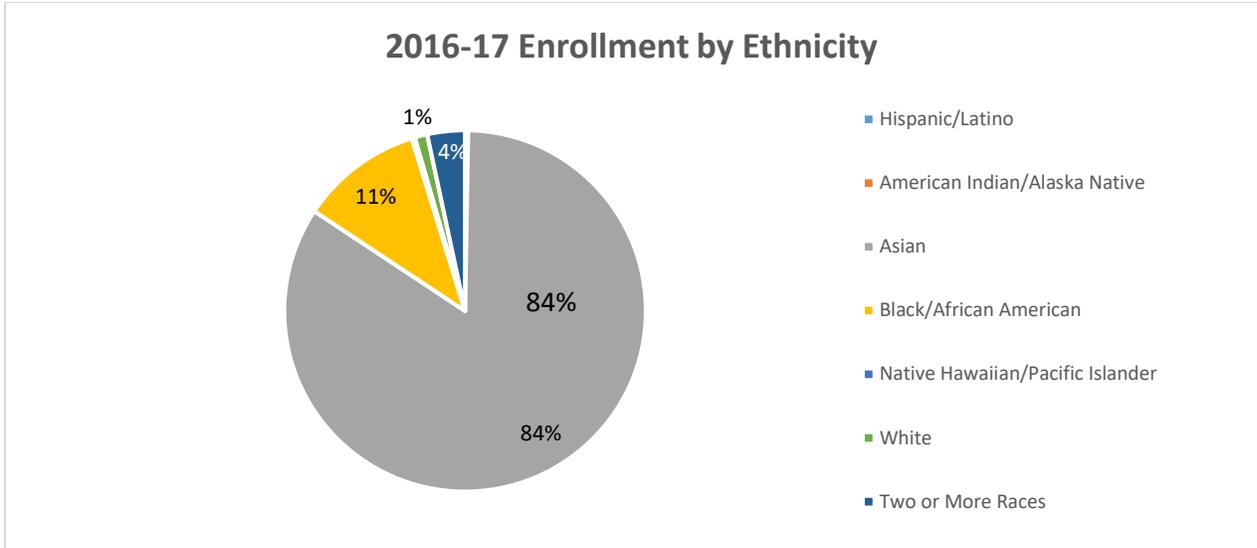
School Enrollment

Since opening its doors in 2009, CPE has experienced consistent growth in total enrollment. CPE began with two Kindergarten classrooms and a single classroom for grades 1-5. The 2nd year of operation, CPE had its first 6th grade classroom. Since then, growth in enrollment has happened in two ways. Every year, for several years, a new, second classroom was added, starting in first, and continuing each year with the next higher grade, as the double classroom cohort of students aged through successive grades. 2016-2017 marked the final stage of this type of expansion with it being the first time the school had two 6th grade classrooms. Since opening, CPE also realized a rise in enrollment through increases in average class sizes as students transferred into various grades. Although some students also transfer out, CPE tends to gain more students than it loses through the course of any given year. See Graph 1 titled, "CPE Enrollment History."

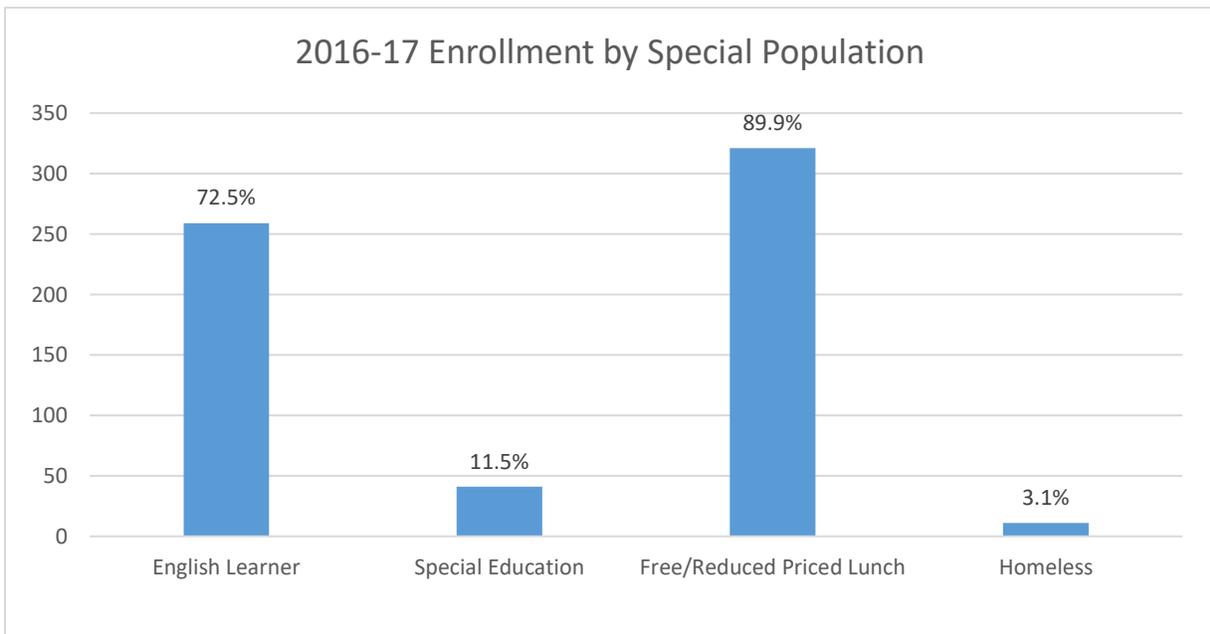


Graph 1

CPE student population consists mainly of Asian/Pacific Islander, but has varied some in the past few years to include single digit changes is Black, not of Hispanic Origin as compared to Asian. 2016-17 enrollment breakdowns represents typical enrollment by ethnicity. See pie chart titled, "2016-2017 Enrollment by Ethnicity," for visual.



Enrollment by special population has not varied much over the last several years. 2016-2017 enrollment includes a very high FRP population of nearly 90%, and a high EL population of 72.5%. SPED populations tend to be below the state average at around 11.5%, and homeless is 3.1%. Graph below, titled, “2016-2017 Enrollment by Special Population,” provides a visual.

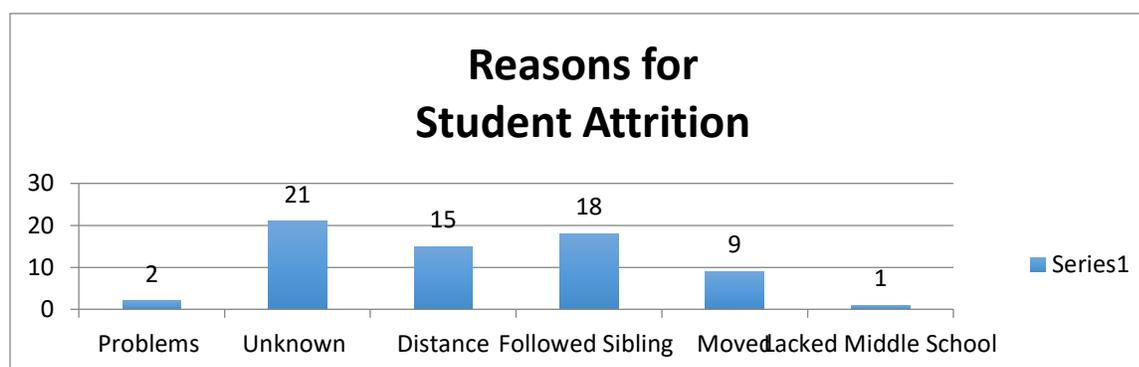


Student Attrition

CPE experiences some student attrition over the course of any given year. After conversations with parents, or through other informal means, staff were able to gather some reasons for why these students left. A 2016-17 summary of why 66 students left shows that the reasons for leaving included: Student having problems, distance (wanted a school closer to home), student followed sibling or cousin, family moved, parent wanted a middle school program, and unknown. The reason accounting for the

largest number of students leaving was unknown, followed closely by students leaving to follow a sibling. During 2016-17, students leaving for unknown reasons most often went to a competing charter school with similar demographics. More information would be needed to know why these families preferred these other schools to CPE.

In reference to attrition due to following siblings, CPE has learned that this is sometimes due to whole families leaving when their oldest child graduates from 6th grade and enrolls into a K-12 school. We learn that in these cases, parents prefer that all their children be in the same school and they enroll all younger siblings into that same school as well. Even with considering all reasons for and numbers of attrition, CPE has continued to grow in enrollment during every year of its operation.



Governance and management

School Board

In accordance with state laws, CPE's bylaws specify the size, makeup, and term length of CPE's governing school board. The bylaws also stipulate notification of regular and special board meetings, officer positions, establishing a quorum, conflict of interest, and voting rights.

Board meetings are open to the public and follow parliamentary procedures that include a published agenda, minutes of meetings, and a structured meeting process. School board meetings are typically held the 4th Monday of the month, after school, although special meetings sometimes do occur, with proper notification. The table below shows the most current configuration of the board.

Name	Board Position	Contact Information	Group	Seated
Mike Vang	Board Chair	mike.vang@cpe-k6.org	Community	
Maya Kruger	Board Secretary	maya.kruger@cpe-k6.org	Community	
Mike Hang	Board Member	mike.hang@cpe-k6.org	Parent	
Yang Xiong	Board Member	yang.xiong@cpe-k6.org	Parent	Feb-17
Shelly Patraw	Board Member/Vice Chair	shelly.patraw@cpe-k6.org	Teacher	

Stacy Johnson	Board Member/Treasurer	stacy.johnson@cpe-k6.org	Teacher	Oct-17
Andy Xiong	Board Member	andrew.xiong@cpe-k6.org	Teacher	Oct-17
Open	Board Member		Parent	
Open	Board Member		Community	

Staffing

For the 2016-17 school year, CPE had the following numbers of staff by category: Teachers: 30, Other licensed Professionals: 1, Paraprofessionals: 20, Administrators: 1, and Other Staff – including non-licensed staff: 13, for a staff total of 65. The percentages as compared to the entire staff are shown in the pie chart below, titled “2016-17 Staffing Profile.”



For the 2016-17 school year, 90.6% of licensed staff met federal highly qualified standards. Nearly 1 of 4 teachers had earned a Master’s Degree, the rest having Bachelors’ Degrees. 30% of CPE teachers had less than 3 years of experience, 16.7% had more than 10 years of experience, and just more than half of CPE teachers made up the largest group of having somewhere in the middle, 3-10 years of experience. Teacher student ratios were 12 licensed teachers to every student.

Staff retention and turnover shows areas for improvement, especially in the area of Licensed Homeroom/Classroom Teachers. CPE needed to replace at least one Homeroom/Classroom Teacher who left at the end of 2016-17 school year and did not return for the next school year for every grade K-5. When considering all licensed teacher positions (to include specialists, ELD and SPED) teacher retention was much better at 75% retention. All other staff, including paraprofessionals, office staff, and other licensed and non-licensed staff retention rate was 83%.

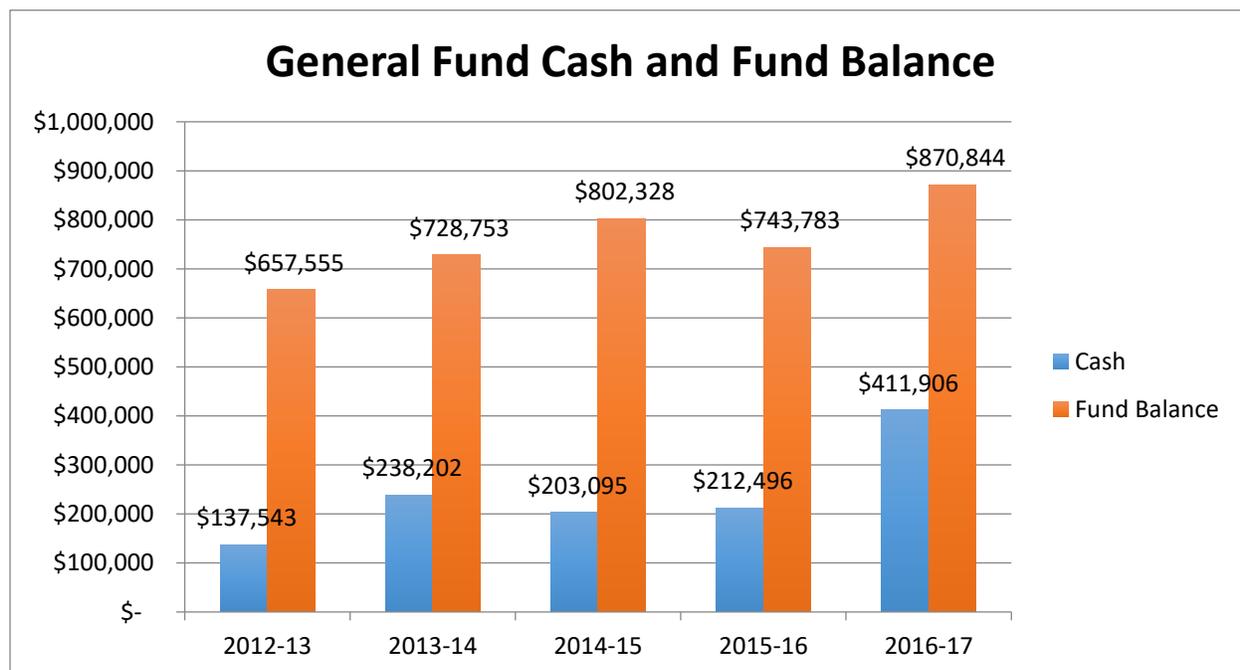
Finances

College Prep Elementary's total revenues were \$6,054,147 for the year ending in Jun 30, 2017. The total expenditures and transfers out was \$5,927,086. Total revenues exceeded total expenditures, increasing the fund balance to \$870,844.

Key Financial Highlights for the 2016-17 fiscal year include the following:

- Total revenues exceeded total expenditures by \$127,061 for fiscal year 2016-17.
- Total fund balance of the General Fund is \$870,844 at June 30, 2017.
- The ending fund balance at June 30, 2017 for CPE represents 14.7% of expenditures incurred for the year, which is up from the prior year 12.4%.
- The School's food service program operated at a surplus of \$11,527 for fiscal year 2017.

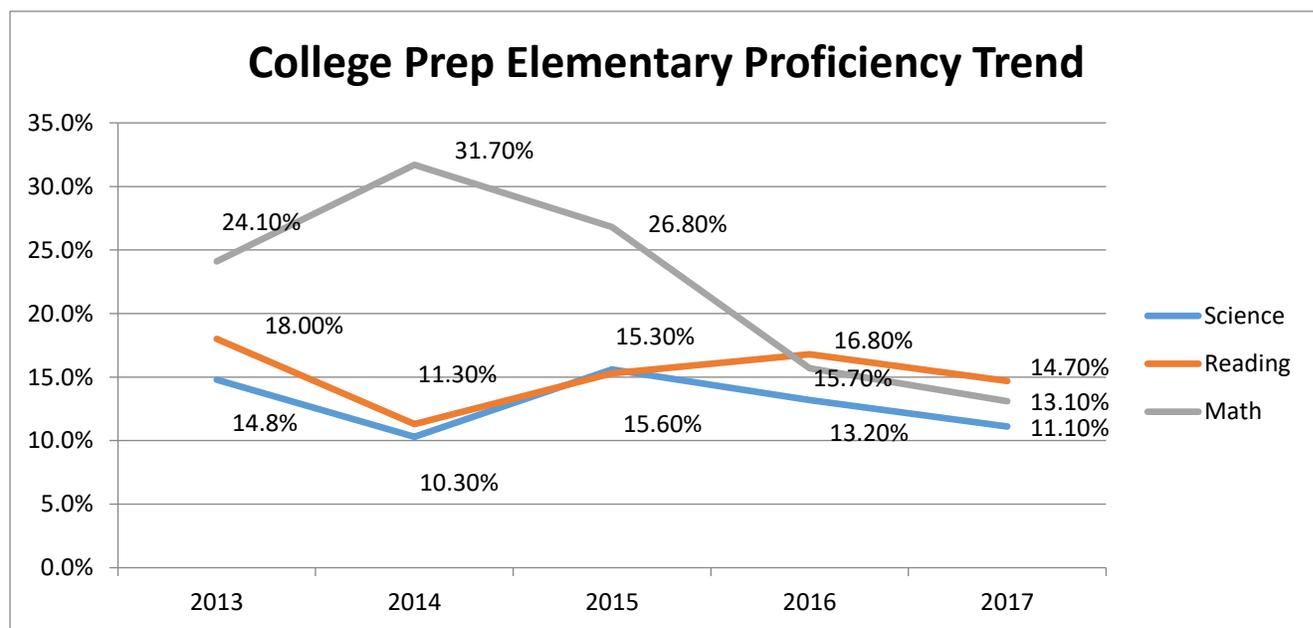
The Executive Audit Summary (EAS) for year ending June 30, 2017 issued a "clean" audit report for the 2016-17 school year. As for Yellow Book Compliance, No compliance issues were noted. Under Internal Controls, No deficiencies were noted that were considered to be material weaknesses. Under Legal Compliance, No compliance issues were noted with Respect to Minnesota Statutes related to charter schools.



Academic performance

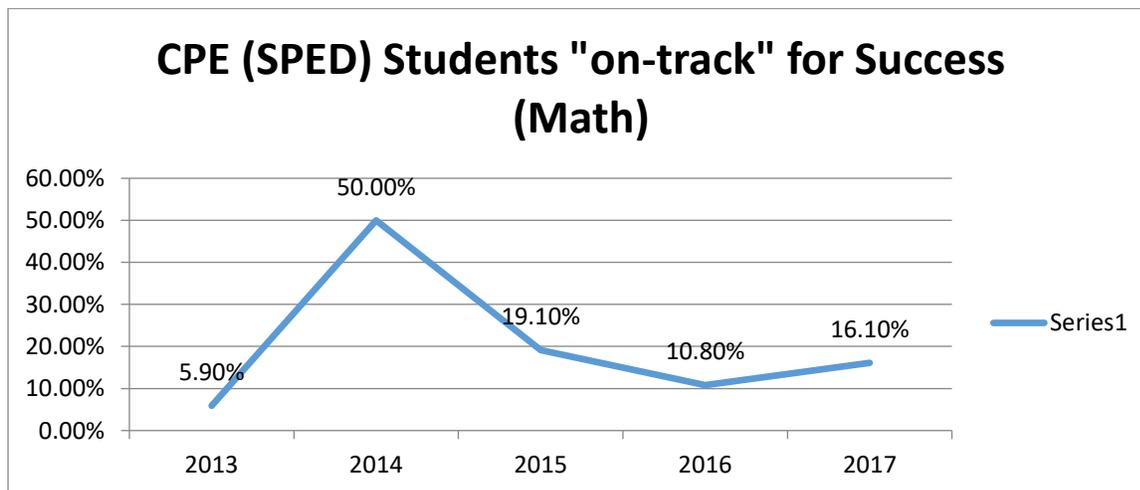
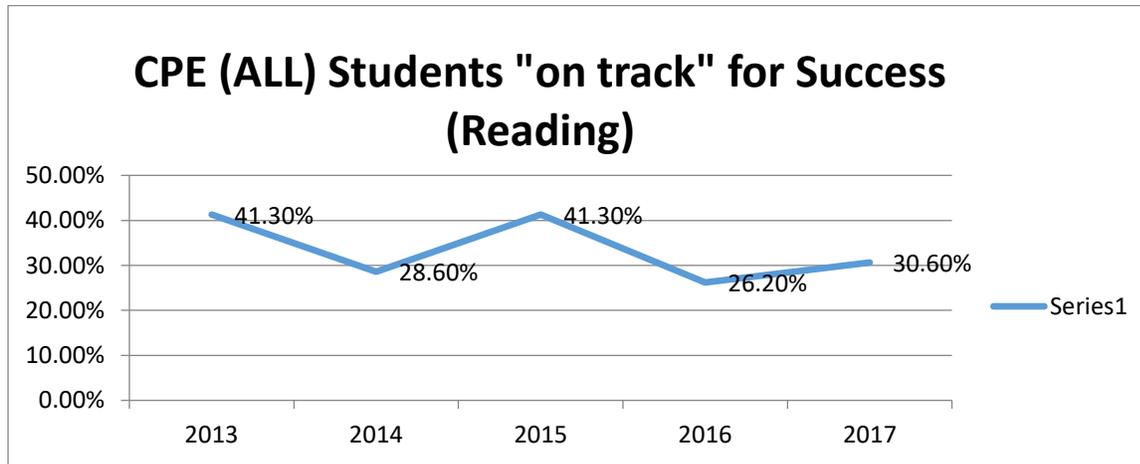
The Minnesota Comprehensive Assessments (MCA) is a mandatory statewide assessment of reading and mathematics performance in grades 3 through 6. The MCA is used to measure students' progress toward mastery of Minnesota's academic standards and was first administered to CPE scholars spring 2006. Performance on the MCA is reported in scaled scores and achievement levels (does not meet expectations, partially meets expectations, meets expectations, and exceeds expectations). Those students who achieve "meets expectations" and "exceed expectations" levels are identified as having achieved proficiency with Minnesota's academic standards by the Minnesota Department of Education. CPE saw a slight decrease in the overall proficiency in all subjects: reading math and science over the last year.

The following graph is taken directly from the MDE data center. It shows CPE students have struggled with respect to increasing overall proficiency for a number of years. CPE has hired a new Executive Director, Spring of 2016, and the school and new leadership remain committed to implementing several new best practices to raise student achievement.



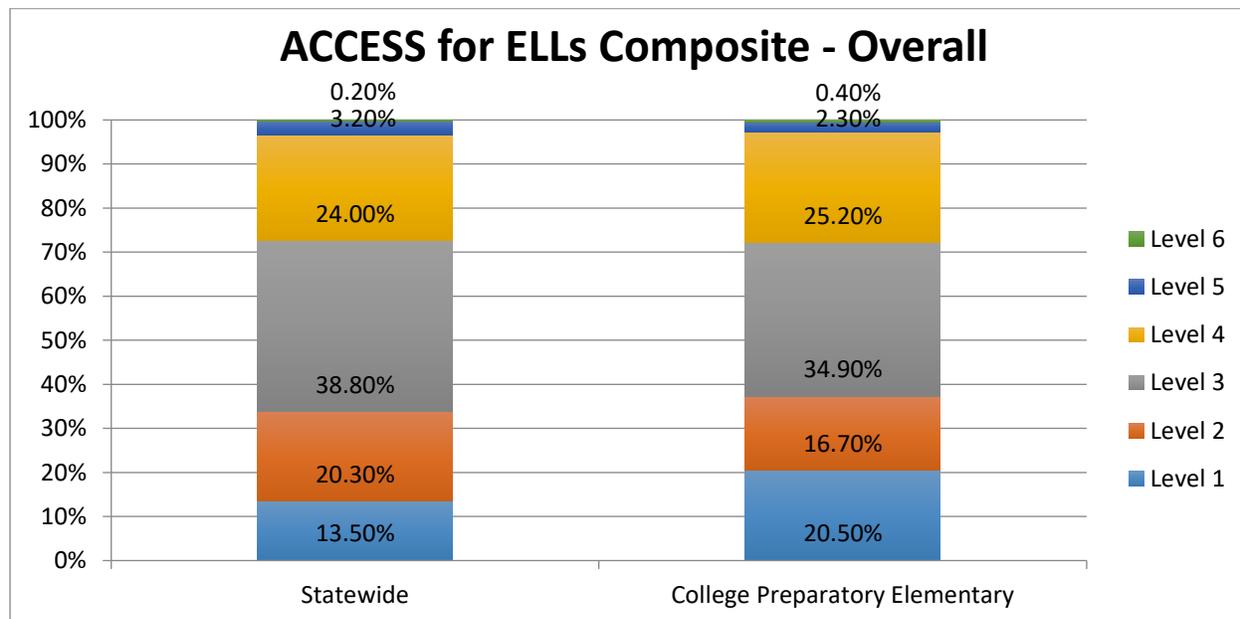
CPE leadership and staff have worked hard to implement several best practices and have seen some improvements in select groups of students. CPE hopes to capitalize these incremental improvements and expand them to all students groups. The below graphs, the first titled, "CPE ALL Students On Track for Success" and the second titled, "CPE SPED Students On Track for Success" shows the number of proficient students who made medium or high growth and non-proficient students who made high growth in the ALL student and SPED student categories, respectfully. Both graphs show an

increase in the percentage of students measuring On-Track in comparison to the prior year. This might suggest that some of our lower performing students may be responding to these aforementioned best practices.



ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. The following visual shows the overall composite breakdown for CPE language learners by language level. Level 1 students are just learning the English language, and level 6 students have a grasp of the English language nearing that of their English speaking peers.

As compared to the state, CPE has significantly more Level 1 language learners, and slightly fewer language learners in each of the Levels 2, 3, 4, and 6.



When breaking down the ACCESS by domains: reading, writing, listening, speaking, CPE's EL students' language levels as compared to the state varies. In reading, CPE has a slightly larger percentage of level 1's, 3's and 4's, and slightly smaller amounts in all other categories. In writing, CPE actually fares slightly better than the state's ELs, with more students in level 4, and fewer in level 3, with all other levels appearing near identical. In listening, CPE's level 6 lags behind the states. We have more level 5 and 1 instead; all other language levels being nearly identical with the state. In the domain of Speaking, CPE has significantly more EL students in lowest language categories and far fewer in the higher language categories, as compared to the state.

The Multiple Measurement Rating (MMR) considers the proficiency, growth, achievement gap reduction, and graduation rates. Points are assigned to each of the four domains based on a school's rank compared to other Minnesota schools, and the total MMR is the percentage of possible points the school earned. CPE's MMR rating has seen variation over the last several years, first decreasing, then increasing and most recently decreasing again as of 2015-16. There was no MMR data available for 2016-17.

Innovative Practices and Implementation Response to Intervention

The 2016-17 school year represented the 5th year of implementation of CPE's school-wide Response to Intervention (RtI) model. RtI is a multi-tier approach to identifying and addressing students'

learning and behavioral needs. Each student has access to specially leveled instruction during a 30 minute daily RtI block. During this time, students are broken down into small groups, based on their need and ability level. Specialists, including ELD teachers, SPED teachers, Title, and Classroom teachers then work with these students through the course of 4 week long interventions. Teachers in grades k-2 focusing on reading interventions followed PRESS reading intervention curriculum for reading intervention and performed weekly progress monitoring checks, using PRESS assessments and FAST. Teachers in grades 3-5 participated in a state funded research initiative called Rock n Read program where students learned to read and sing American Folk songs. The 6th grade RtI focus varied throughout the year. Teachers and Specialists met monthly to review progress monitoring data and reform groups based on need, as determined.

Professional Learning Communities

Professional Learning Community (PLC) continues to be a strong component of professional development, problem solving through a team effort, and fidelity to the Record of Continuous Improvement. PLCs are comprised of the licensed teaching staff, and met weekly on Wednesday Mornings for 45 minutes. The 2016-17 focus during PLC discussion and PD was using Understanding by Design to plan for improved Math lessons that better aligned to and better covered the standards.

Action Team

Action Team is a group specifically designed to help align all school events to support the 4 goals of Improve Reading Scores, Improve Math Scores, Improve Attendance, and Improve Welcoming Environment. Action Team takes a special interest in reaching out to families and helping them get better connected to the school and their child's education. A few of the many events and/or accomplishments Action team supported or provided are:

- A Holiday Coat Drive from Nov 1st thru Dec 15th which provided hundreds of families with new and/or gently used coats, hats, gloves, mittens, scarves ages 5-12. Lots of teachers from every grade brought their students to the gym to select items that would help them stay warm & toasty over our cold long winters.
- Annual movie night, in which all students and families who attended really had fun and got to meet teachers, staff and other community members all sharing and committed to the CPE experience and vision.
- Two mental health workshops in Ms. Nao's classroom.
 - Session 1: Feb. 28, 2017, 5:30-7:00. (identify symptom of mental condition)
 - Session 2: April 11, 2017, 5:30-7:00 p.m. (how support your child through various mental health condition)

Those parents who attended filled out feedback forms (ACTION Team generated) and the response was grateful. Parents walked away with a clearer understanding of issues surrounding mental health. And the presenters gave them tips on what to look for, tools, and strategies and look-for so they [parents] can support their children in more nurturing and meaningful ways.

- Four-weekend computer series (4 Saturdays in March) for families and parents which provided them with an introductory understanding of how to assist their children with online homework, learn how to effectively use and manage email accounts in AOL, Yahoo, Google etc. and how to use Microsoft Office and Word features and functions.
- Meetings to set up a loose framework and foundation where a new PTO could be implemented; one that would give parents and families more inclusion, autonomy and power to create something that belonged to them -for them; one where CPE merely acted as a facilitator & more of a support arm, and which would serve as a meeting place for this newly formed PTO to conduct business.

Specialist Classes

At CPE our staff and faculty use rigorous courses to improve student performance and support their learning and growth. These include Hmong Language & World Culture, Visual Art, Physical Education offered every 3rd day, on a rotating ABC day schedule for most grades, the exception being that Kindergarten gets PE every day, and Hmong and Art rotate on an AB schedule.

- **Hmong Language & World Culture course** introduces our students at a young age to the structure of a foreign language and by winter/spring semester the content begins to point towards Asian, Karen, African and Spanish cultures, customs and traditions. By learning a second language students learn respect for diversity. Learning a second language has its cognitive benefits too. Research studies have shown that not only do student's linguistic abilities improve, but so do their cognitive and creative abilities. Children learn from different perspectives, thereby able to use a variety of strategies to solve problems; these can carry over into other mainstream classes. Mainstream classes are unable to provide this second language part.
- **Physical Education course** teaches students about leadership, teamwork, and sportsmanship. Students develop positive social skills. They learn the value of following rules the importance of cooperating with peers. Students learn about the human body such as how their bodies move and how to perform a variety of physical activities. They develop proper mechanic and develop hand-eye coordination. Students also learn the health-related benefits of regular physical activity. PE is a lifelong learning experience which our students will carry with them into the future.
- **Visual Art enrichment course** investigates and explores ideas and concepts surrounding art & design. Students learn about the elements and principles of design. Students understand how to apply these principles in creating 2D images and constructing 3D models.
- **Service Learning:** Our school partnered with University of St. Thomas and Concordia College to provide our young students with that college readiness component that's so vital in today's educational systems. During Service Learning, our students visit these campuses where they are exposed to some familiarities of college life. U of St. Thomas has partnered with students for a service learning program. Last year, one 6th grader class and one 4th grade class participated in Service Learning with St. Thomas University students during the fall semester.
- **Music:** During the first half of the school year, CPE offered scholars music class by a visiting music teacher once or twice a week for a half hour. Students practiced regularly by class, and then performed together at a school-wide assembly midyear. Students learned age appropriate and culturally diverse songs and rhythms.
- **New ELA Curriculum, grades K-6:** CPE committed to purchasing a new curriculum for the 2016-17 school year. Grades K-2 received Superkids ELA curriculum and extensive front end PD as well as continued coaching throughout the year as needed by Superkis professional trainers.

Grades 3-6 received Benchmark Literacy as well as extensive before the school year training on how to implement the program. Teachers met monthly to share successes, and discuss challenges problem solving as they learned to use the new curriculum.

- **Nature Walks:** CPE continues to utilize the new community and Mississippi River park for nature walks where inspirational Science and Social Studies/History lessons can be developed that give students a hands-on experience.

Future Plans for CPE

In addition to continuing the innovative and effective best practices described above, CPE has a number of future plans to prioritize student achievement.

- CPE is exploring math curriculums and is exploring the idea of purchasing a complete and comprehensive Math curriculum for all grade levels ready for implementation for the 2018-19 school year.
- CPE is moving in the direction of 1:1 technology, having already purchased several class sets of Chromebooks for student use.
- CPE plans to regularly celebrate students' academic growth and achievement at monthly assemblies.
- CPE plans to continue exploring and implementing PBIS systems and best practices.
- CPE is offering a Karen language class during the 2017-18 school year
- CPE is exploring extended day and summer school programming to be implemented sometime during the 2017-18 school year

Leadership Training

Both current executive Director and Principal hold a valid administrative license.

Michael, Executive Director, (through December 31, 2017) Trainings: (no evidence of trainings provided at time of report publication)

Dao Lor, Executive Director (beginning April 2017) License: K-12 Principal License

Mary Yakibchuk, Principal, and Interim Executive Director (Jan-March, 2017) License: K-12 Principal License