



Annual Reports

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

School District #4239-07

2023-2024 School Year

Submitted to the District Board of Directors

VERIFICATION of STATUTORY COMPLIANCE

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INTRODUCTION

The 2023-2024 school year marks the completion of Twin Lakes STEM Academy's (TLSA) ninth 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 2023-2024 school year, TLSA served a population that included over 95% of students qualifying for Free or Reduced Lunch (FRL) and over 53% 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 **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, 2023 ENROLLMENT

Black	189	93.1%
White/Other	6	3.0%
Two or More Races	1	0.5%
Hispanic/Latino	7	3.4%
English Learners	108	53.2%
Free & Reduced Lunch	NR	95.0%
Special Services Students	17	8.4%

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	131.17	NA
2016-17	38.58	13.71	15.21	22.78	12.92	17.24	13.99	134.43	
2017-18	32.64	25.32	32.24	22.29	24.21	17.98	10.76	167.44	30%
2018-19	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%

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.

2023-2024 Charter Public School Board

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected or Appointed	Date Seated	Term Expiration or resignation	E-Mail Address
Patrick Exner	Board Chair	Community Member	May 2020	June 2020	June 2025	patrick.exner@twinlakesacademy.org
Jenabo Touray	Board Member	Parent	May 2022	June 2022	December 2023	jenabo.touray@twinlakesacademy.org
Malaney Peterson	Board Member	Teacher	May 2021	June 2021	June 2024	malaney.peterson@twinlakesacademy.org
Abdirashid Abdi	Board Member	Community Member	December 2021	January 2022	June 2024	abdirashid.abdi@twinlakesacademy.org
Paige Lund	Board Member	Teacher	May 2023	July 2023	June 2025	paige.lund@twinlakesacademy.org
James Cosgrove	Board Member	Community Member	December 2023	December 2023	June 2025	james.cosgrove@twinlakesacademy.org
Jeremy Gharineh	Board Member	Parent	May 2023	July 2023	June 2025	jeremy.gharineh@twinlakesacademy.org
Jonas Beugen	Principal/ Superintendent Ex-Officio	Ex-Officio Staff				jonas.beugen@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
Patrick Exner	X	X	X	MNSBA August 2018
Paige Lund	X	X	X	MNSBA Fall 2023 on-line
Abdirashid Abdi	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
Jenabo Turay	X	X	X	MNSBA Fall 2022 on-line
Malaney Peterson	X	X	X	VOA Conference June 2022

MANAGEMENT

ADMINISTRATIVE TEAM INFORMATION

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by the School	Left During 2022/2023	Not Returning 2023
Jonas Beugen	Y	355690	Superintendent /Principal	7	NA	Returning
Jason Stockwell	Y	436077	Assistant Principal	6	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

2023-2024 Faculty Information

Name	File Folder Number	Assignment/ Subject	Returning 2024/25
Skyler Tordsen	1024386	Elementary Teacher	Yes
Marissa Wynja	1002663	Elementary Teacher	Yes
Malaney Peterson	489209	Elementary 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	Elementary Teacher	Yes
Emily Macaluso	1004743	Elementary Teacher	Yes
Halle Peterson	1009103	Elementary Teacher	Yes

Jennifer Reeck	474576	Special Education Coordinator	Yes
Elizabeth Robertson	475077	EL Teacher	No
Amelia Campbell	1004884	Elementary Teacher	Yes
Anna Ashmun	476886	Elementary Teacher	Yes
Nahili Ahmed	1002792	Elementary Teacher	Yes
Margene Celeste	1028989	Elementary Teacher	Yes
Rhys Jones	1031717	Elementary Teacher	Yes
Samira Hassan	1011949	EL Teacher	Yes
Abdo Osman	1014480	EL Teacher	Yes
Lauryn Collins Holt	1015234	Special Education Teacher	No
Jill Phillips	N/A	Daycare/ Food Service	No
Elena Hanson	N/A	Office Manager	No
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 2023-2024.

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 Responsive Classroom practices across all classrooms..
2. 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 fully implemented during the 2023-2024 school year. Success and data demonstrated a need to continue this practice and implementation into 2024-2025.

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-III, MTAS), are tests that measure how well a student has mastered the state’s academic standards in 3rd through 6th 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. TLSEA MCA results in Spring 2024 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

TLSEA – SPRING 2024 MCA III READING Achievement Levels: GRADE 3, 4, 5, 6 – Reading Performance								
	Grade	Total # Tested	Does Not Meet Standards	Partially Meets Standard	Meets Standards	Exceeds Standards	Proficiency	
SPRING	3 rd	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%	25.05	0%	25.0%
		2022	16	62.5%	18.8%	12.5%	6.3%	18.8%
		2023	22	54.5%	13.6%	31.8%	0%	31.8%
		2024	35	80%	11%	9%	0%	9%
SPRING	4 th	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%
		2022	31	67.7%	16.1%	16.1%	0%	16.1%
		2023	17	58.8%	5.9%	23.5%	11.8%	35.3%
		2024	30	47%	33%	20%	0%	20%
SPRING	5 th	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%

2022		16	68.8%	18.8%	12.5%	0%	12.5%
2023		26	46.2%	19.2%	30.8%	3.8%	34.6%
2024		23	43.5%	21.8%	30.4%	4.3%	34.8%
SPRING	6th						
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%
2022		26	38.5%	34.6%	19.2%	7.7%	26.9%
2023		8	CCTS	CCTS	CCTS	CCTS	CCTS
2024		25	32%	28%	40%	0%	40%

*CCTS = Cell Count Too Small to Report

Overall Proficiency:	2017 -	18%
	2018 -	17%
	2019-	29%
	2021-	20%
	2022-	19%
	2023-	26.1%
	2024-	23.9%

TLSA. District – SPRING 2024							
MCA III Math Achievement Levels: GRADE 3, 4, 5, 6 – Math Performance							
	Grade	Total # Tested	Does Not Meet Standards	Partially Meets Standard	Meets Standards	Exceeds Standards	Proficiency
SPRING	3rd						
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%
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%
SPRING	4th						
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%
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%

SPRING	5th						
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%
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%	
SPRING	6th						
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%
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%	

*CCTS = Cell Count Too Small to Report

Overall Proficiency:

2017 - 4%
 2018- 14%
 2019- 32%
 2021- 7%
 2022- 12%
 2023-19.1%
2024- 10.2%

TLSA. District – SPRING 2024							
MCA III Science Achievement Levels: GRADE 5 – Science Performance							
	Grade	Total #Tested	Does Not Meet Standards	Partially Meets Standard	Meets Standards	Exceeds Standards	Proficiency
SPRING	5th						
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%
2023		29	48.3%	27.6%	24.1%	0%	24.1%
2024	20	40%	40%	20%	0%	20%	

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. Below is the overall composite score for the ACCESS test. f

ACCESS COMPOSITE SCORE RESULTS (SCHOOLWIDE) 2023-2024

	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%	2.8%	0%

NWEA-MAP

MAP tests are computerized assessments done in the Fall and Winter 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.

FINANCES

TLSA is currently in a solid financial position. The school's business management for 2023-2024 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, and Larsen Inc. was used for the annual audit.

Fund Balance:

- Fund Reserve-all funds as of June 30, 2023 are estimated at \$118,231, which is 2.9% of the annual budget.

Fiscal Year 2023 Timeline of Audit:

- Clifton, Allen, Larsen Inc. is the audit firm of the school for 2023-2024
- Audit fieldwork was completed during October 2023.
- Final audited financial statements are expected to be completed by December 31, 2024.

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 and grew the program in 2023-2024. Students are matriculating to our Kindergarten, meeting Kindergarten readiness checkpoints.

2) **All third-graders can read at grade level;** TLSA redesigned its literacy program around the latest science of reading research and has now fully implemented curriculum and instruction aligned with the research. This process has had a particularly strong impact on our K-2 reading program. The addition of using the DIBELS Benchmark Assessment 3 times per year with each student has contributed to this effort.

3) 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 three closest elementary schools to our building. Brooklyn Center Elementary, Garden City Elementary and Northport 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:
 - Reading Tutoring
 - Math Tutoring
 - Chess Club
 - Cooking
 - Gardening
 - Theater
 - Basketball Club
 - Soccer Club
 - Outdoor Adventures

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. Another project involved students studying recycling and waste management and developing a proposal to make recycling at TLSA more effective.

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 in Fall 2023.

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.

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. TLSA has Ready to Open approved plans to add 7th and 8th grade to our programming in Fall 2024. Our finances, enrollment, and the facility have all reached levels needed to support expansion.