



TEAM Academy

ISD # 4127

School Year 2016-17 CHARTER SCHOOL ANNUAL REPORT
&
WORLD'S BEST WORKFORCE ANNUAL REPORT

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1. School Information

Address: 220 17th Ave. NE, Waseca, MN 56093

Phone: 507-833-8326

Website: www.team.k12.mn.us

Grades Served: K-6

Year opened: 2004

Mission: TEAM Academy: Where students and potential meet.

Vision: Through collaboration of students, teachers, and parents we expect:

- Achievement of personal growth
- Building of strong character
- Contribution to a diverse society

Authorizer Information

Our authorizer is Novation Education Opportunities (NEO). We have been authorized by NEO since the 2010-11 school year. We renewed our contract for another five years (2018) at the end of the 2012-13 school year. NEO provides oversight to our school by conducting visits, attending board meetings, reviewing school board packets, and required reports.

Novation Education Opportunities (NEO)

3432 Denmark Ave. Ste. 130

Eagan, MN 55123

612-889-2103

<http://www.neoauthorizer.org/>
executive.director.neo@gmail.com

Wendy Swanson Choi, Director of Charter School Authorizing

2. Student Enrollment

Number of Students Enrolled

Our enrollment has held steady each year. We continue to see our numbers higher in the younger grades.

	2015-2016	2016-17	2017-18 (est.)
Kindergarten	20	22	14
1st Grade	13	22	20
2nd Grade	15	10	25
3rd Grade	25	17	15
4th Grade	15	21	21
5th Grade	13	14	24
6th Grade	11	11	14
Total	112	117	133
Total ADM (Average Daily Membership) for year	112.24	109.78	

Key Demographic Trends

Our demographics have continued to be the same over the past three years. Our F/R lunch percentage has stayed around 70% for the past three years. We have a high population of migrant students in the fall each year. Our LEP has increased with adding our ELL teacher and being able to screen our students now and identify them better.

	2015-2016	2016-17	2017-18 (est.)
Total Enrollment	120	117	124
Male	59	58	62
Female	61	59	62
Special Education	20%	21.4%	21%
LEP	10%	15.2%	16%
African American	2	3	7
Latino	34	32	36
Asian/PI	2	0	0
American Indian	0	0	0
White	80	81	77
F/R Lunch	71%	72%	71%

3. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

	2014-15	2015-16	2016-17
Overall Attendance Rate	94%	93%	93%

Our attendance goal is 95% each year. We saw our attendance drop below that again this past school year. We did implement a new attendance policy and a calling system through Infinite Campus. Parents are called if their student has an unexcused absence.

STUDENT ATTRITION

Percentage of students* who are continuously enrolled between October 1 of 2015-16 school year and October 1 of 2016-17 school year.	<u>93%</u>
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Percentage of students* who continue enrollment in the school from Spring 2016 to October 1, 2016.	<u>87%</u>
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We continue to see a number of our families moving to where they can find affordable housing. This is sometimes in another town so students are forced to leave our school. We have seen a trend where our 5th and 6th grade students will transition to the resident district.

STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index*
2014-15	14	136	14	32	46	33.8%
2015-16	9	120	24	17	41	34.2%
2016-17	9	117	17	18	35	29.9%

* Total mid-year transfers divided by Number of students on Oct. 1.

Our student mobility has changed over the past three years. We continue to see a number of our families moving to where they can find affordable housing. This is sometimes in another town so students are forced to leave our school. We have seen a trend where our 5th and 6th grade students will transition to the resident district. We also have a migrant population in the fall and they leave around mid-October each year.

Percentage of students who were enrolled for 95% or more of the 2016-17 school year.	<u>95%</u>
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4. Worlds' Best Workforce Components

4a. Educational Approach and Curriculum

Ways that we will achieve our mission and vision:

Our school day will begin at 8:00 and will end at 2:45, however academic offerings will be provided until 4:00 each day. A lengthened school day is a key to enhanced student learning.

Teachers are on call if students or parents have questions regarding homework beyond school hours. This means of communication will be expected and encouraged. Parents, teachers and students will be active members in the communication process.

Each teacher will give daily homework. Parents will be asked to sign-off on homework completion. Increased homework is viewed as essential for heightened learning.

The vision and goal of attending a post-secondary education will be developed with the students and will be integrated throughout the daily curriculum and atmosphere of the school. *At TEAM, the belief is not that every child can learn, but that every child WILL learn.*

Every child learning is not something that will happen automatically. At TEAM Academy the creation of partnerships between the school, parents, and teachers is essential. TEAM staff will meet with parents and students before the start of each school year. The purpose of these meetings will be to explain the details of the program and to build collaboration with the staff, parents and student. The teacher, parent(s) and student(s) will sign a contract indicating their choice and commitment.

In the beginning of the year the majority of the instructional time will be spent building a collaborative, structured, and caring community. The majority of our teachers are trained in Responsive Classroom. All staff at TEAM have this same philosophy. Parents, students, and teachers working collaboratively are essential to carrying out these beliefs.

Our reading curriculum is Reading Street and for math we use Math Expressions. Both reading and math curriculums are aligned to the Minnesota State Standards. A team of teachers attended Daily 5 training over the summer.

TEAM Academy uses a variety of tools to measure and determine students' academic growth and proficiency of grade level standards. These tools range from informal assessments observed during classroom activities to formal, mandated assessments such as the Minnesota Comprehensive Assessment (MCA). Educators can use these assessments to identify the needs of the students and adjust instructional strategies to meet the needs of their students and encourage individualized academic growth.

There are three main assessment windows: Fall (September/October), Winter (January/February), and Spring (March-May). School-wide assessments such as AIMSweb are used to monitor student growth throughout an academic year and from year-to-year. The Minnesota Comprehensive Assessments (MCAs) are required for all students in Minnesota to determine student proficiency of academic standards. Classroom teachers also use curriculum assessments in reading and math.

TEAM Academy 17-18 Testing Calendar

Test	Reading	Math	Science	Approximate Total Testing Time
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<p style="text-align: center;">MCA</p> <p>http://education.state.mn.us/MDE/fam/tests/</p>	<p style="text-align: center;">April 16-20 3rd & 4th - 8:30-9:30 5th & 6th - 10:15-11:15</p>	<p style="text-align: center;">April 23-27 3rd & 4th - 8:30-9:30 5th & 6th - 10:15-11:15</p>	<p style="text-align: center;">April 30- May 1 5th - 8:30</p>	<p style="text-align: center;">6 hours</p>
<p style="text-align: center;">AIMSweb</p> <p>http://www.aimswebplus.com/</p>	<p style="text-align: center;">September 11-29 January 8-25 May 1-18</p>	<p style="text-align: center;">September 11-29 January 8-25 May 1-18</p>		<p style="text-align: center;">1 hour</p>

Once new testing data is available, staff meets in various formats to discuss student progress. This evaluation starts on a school-wide basis and eventually funnels down to the individual student level. As the process moves forward, the information gathered from assessment data is used in a number of ways. These include (but are not limited to) planning for progress monitoring, flex grouping and qualifications for special programming such as Title I and Intervention Time. Students who are not making progress might be placed in our Title 1 or ADSIS intervention programs. Students in these programs are progress monitored every two weeks. Progress monitoring data is looked at every two weeks to see if students are making progress.

TEAM Academy ensures that all students will receive instruction, curriculum and assessment, which will complete the state and district academic standards in all disciplines. Technology will be integrated across all disciplines. When the Minnesota Department of Education adopts new standards in a subject area, that subject area will be given a two year review to align curriculum to the new standards.

Year	Curriculum Mapping/Implement	Evaluate present curriculum; research & recommend improvements; plan and pilot; spring board report
2015-16	Math	Reading
2016-17	Reading	Science
2017-18	Science	Social
2018-19	Social	Art, Music, & Spanish
2019-20	Art, Music, & Spanish	Math

All professional development at TEAM Academy aligns with student data and our Q-Comp plan. Teachers meet in a Professional Learning Community every Wednesday morning for one hour. The PLC Leaders plan these meetings with the director. Our Continuing Education Committee will be responsible for planning all In-service days. The PLC Leaders also sit on this committee to align staff development to our student data and Q-Comp goals.

Our special education students have always been mainstreamed in the regular education classroom and only pulled out for when they need to be. We want them to get as much reading and math with their classmates and get extra instruction from their special education teacher in order to help give them this extra boost of learning. We have one Learning Disabilities teacher and one Emotional Behavior Disability teacher. Our social worker also spends about a quarter of her time working with special education students.

All ELL students are mainstreamed for the entire school day. Teachers use ELL strategies with students and consult with our reading intervention teacher when needed. We have a part time ELL teacher.

Q-Comp:

Reading - The percentage of all students enrolled October 1 in grades 3-6 at TEAM Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability

tests (MCA and MTAS) will increase from 42.3% in 2017 to 47.3% in 2018.

Math - The percentage of all students enrolled October 1 in grades 3-6 at TEAM Academy who earn an achievement level of Meets the Standards or Exceeds the Standards in Math on all state accountability tests (MCA and MTAS) will increase from 48.1% in 2017 to 53.1% in 2018.

Title 1 Goals:

Reading - The percentage of all students in grades 3-6 at TEAM Academy enrolled by October 1 who are proficient on the Reading MCA will increase from 42.3% in 2017 to 47.3% in 2018.

Math – The percentage of all students in grades 3-6 at TEAM Academy enrolled by October 1 who are proficient on the Math MCA will increase from 48.1% in 2017 to 53.1% in 2018.

Local Literacy Plan:

The percent of 3rd graders proficient on the MCA will increase from 13.3% in spring 2017 to 20% in spring 2018. All students will achieve grade-level proficiency and read well by grade 3.

Other School-wide goals:

TEAM Academy average student attendance will maintain 95% or better each year as tracked by Infinite Campus Student System.

Each year 100% of TEAM Academy students continue to recite the TEAM Academy Creed and know what TEAM C.A.R.E.S. stands for as observed by classroom teachers and staff.

85% of former TEAM Academy students surveyed in grades 7-12 are planning on going to college or tech school after high school.

Parent attendance at conferences each year will be at least 95%.

4b. Innovative Practices & Implementation

TEAM Academy students take Art, Spanish, Music, SMART, and Library classes each week. TEAM Academy offers an after school program from 2:47-4:00 PM each day. Our after school program is a time where students can work on more reading and math skills in a different setting.

We offer summer school each year. All students are invited to attend summer school session for five weeks. Our summer school had a theme of the camping while working on math and reading skills.

This past school year we had great success continuing to implement our Reading Street Curriculum, Daily 5, and Math Expressions Curriculum.

One challenge we are seeing more each year is the mobility of our students. Every year more students are moving in and out of our school during the year. Housing, employment, and family dynamics seem to be the top reasons why students are moving.

4c. Academic Performance

I. Progress on NEO Contractual Academic Goals including Mission Related goals.

Novation Education Opportunities- TEAM Academy Performance Framework					
TEAM Academy					
June 30, 2017					
Contract: July 1, 2013-June 30, 2018 (Revised June 30, 2017)					
Baseline: 2014-2015					
District Number: 4127					
These are the Academic Performance Indicators. They are 51.16% of the points possible. TEAM Academy earned __ points out of __ points possible (__.%)					
I. All Children Ready for School					
I.A Early Literacy and Early Numeracy Goals					
Performance Rating	AIMSweb Test of Early Numeracy (Grade K)			Point Value	Points Earned
Exemplary	At least 85 percent of students will score Average or Above Average on the AIMSweb Test of Early Numeracy for oral counting, missing number, number identification, and quantity discrimination.			2	2
Satisfactory	75-84 percent of students will score Average or Above Average on the AIMSweb Test of Early Numeracy for oral counting, missing number, number identification, and quantity discrimination.			1	
Not Satisfactory	Less than 75 percent of students will score Average or Above Average on the AIMSweb Test of Early Numeracy for oral counting, missing number, number identification, and quantity discrimination.			0	
Results	Year	Number of Average or Above Average Test Results	Total TEN Tests	Percent of Average or Above Average Test Results	Total Students Tested
	2014-2015	39	40	97.50%	10
	2015-2016	70	76	92.11%	19
	2016-2017	63	68	92.65%	17
	2017-2018			#DIV/0!	0
	2014-2018	172	184	93.48%	46
Analysis	The 2014-2018 combined average AIMSweb early numeracy rate is 93.48%.				
Performance Rating	AIMSweb Test of Early Literacy (Grade K)			Point Value	Points Earned
Exemplary	At least 85 percent of kindergarten students will score Average or Above Average on the AIMSweb Test of Early Literacy for letter naming, letter sound, and phonemic segmentation.			2	1
Satisfactory	75-84 percent of kindergarten students will score Average or Above Average on the AIMSweb Test of Early Literacy for letter naming, letter sound, and phonemic segmentation.			1	

Not Satisfactory	Less than 75 percent of kindergarten students will score Average or Above Average on the AIMSweb Test of Early Literacy for letter naming, letter sound, and phonemic segmentation.			0	
Results	Year	Number of Average or Above Average Test Results	Total TEL Tests	Percent of Average or Above Average Test Results	Total Students Tested
	2014-2015	29	30	96.67%	10
	2015-2016	38	54	70.37%	18
	2016-2017	40	51	78.43%	17
	2017-2018			#DIV/0!	0
	2014-2018	107	135	79.26%	45

Analysis The 2014-2018 combined average AIMSWEB early literacy rate is 79.26%.

II. All Students Graduate from High School (As Measured by Grade Level Proficiency)

II.A Attain Grade-level Proficiency- All Students State Comparison

Performance Rating	MCA-Math (Grades 3-6)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	1
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	State Percent Proficient
	2014-2015	23	64	35.94%	65.79%
	2015-2016	23	59	38.98%	64.50%
	2016-2017	25	52	48.08%	63.05%
	2014-2017	71	175	40.57%	64.43%
Analysis	The school's combined 2014-2017 proficiency rate of 40.57% is 23.86 percentage points lower than the state's combined 2014-2017 proficiency rate of 64.43%.				
	From the baseline year 2014-2015 rate of 35.94% the school's proficiency increased to 48.08% in 2016-2017, an increase of 12.14 percentage points.				
Performance Rating	MCA- Reading (Grades 3-6)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	0
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	State Percent Proficient
	2014-2015	22	64	34.38%	62.69%
	2015-2016	25	59	42.37%	62.25%

	2016-2017	22	52	42.31%	61.96%
	2014-2017	69	175	39.43%	62.30%
Analysis	The school's combined 2014-2017 proficiency rate of 39.43% is 22.87 percentage points lower than the state's combined 2014-2017 proficiency rate of 62.30%.				
	From the baseline year 2014-2015 rate of 34.38% the school's proficiency increased to 42.31% in 2016-2017, an increase of 7.93 percentage points.				

II.B Attain Grade-level Proficiency- All Students Resident District (Waseca) Comparison

Performance Rating	MCA-Math (Grades 3-6)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	Waseca Percent Proficient
	2014-2015	23	64	35.94%	68.38%
	2015-2016	23	59	38.98%	71.74%
	2016-2017	25	52	48.08%	64.69%
	2014-2017	71	175	40.57%	68.21%

Analysis The school's combined 2014-2017 proficiency rate of 40.57% is 27.64 percentage points lower than the resident district's combined 2014-2017 proficiency rate of 68.21%.

Performance Rating	MCA- Reading (Grades 3-6)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	Waseca Percent Proficient
	2014-2015	22	64	34.38%	70.10%
	2015-2016	25	59	42.37%	69.20%
	2016-2017	22	52	42.31%	64.45%
	2014-2017	69	175	39.43%	67.86%

Analysis The school's combined 2014-2017 proficiency rate of 39.43% is 28.43 percentage points lower than the resident district's combined 2014-2017 proficiency rate of 67.86%.

III. Close the Achievement Gaps Among all Groups (As Measured by Grade Level Focus Proficiency)

III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison

Performance Rating	MCA-Math (Grades 3-6)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	1
Satisfactory	The school's proficiency rate exceeds the state average by up to			1	

	10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.				
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	State Percent Proficient
	2014-2015	14	43	32.56%	46.77%
	2015-2016	17	46	36.96%	44.96%
	2016-2017	15	31	48.39%	43.17%
	2014-2017	46	120	38.33%	44.95%

Analysis The school's combined 2014-2017 proficiency rate of 38.33% is 6.62 percentage points lower than the state's combined 2014-2017 proficiency rate of 44.95%.
From the baseline year 2014-2015 rate of 32.56% the school's proficiency increased to 48.39% in 2016-2017, an increase of 15.83 percentage points.

Performance Rating	MCA- Reading (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.	2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	0	

Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	State Percent Proficient
	2014-2015	13	43	30.23%	43.84%
	2015-2016	17	46	36.96%	43.31%
	2016-2017	10	31	32.26%	42.84%
	2014-2017	40	120	33.33%	43.32%

Analysis The school's combined 2014-2017 proficiency rate of 33.33% is 9.99 percentage points lower than the state's combined 2014-2017 proficiency rate of 43.32%.
From the baseline year 2014-2015 rate of 30.23% the school's proficiency increased to 32.26% in 2016-2017, an increase of 2.03 percentage points.

III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison

Performance Rating	MCA-Math (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	0	

Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	Waseca Percent Proficient
	2014-2015	14	43	32.56%	59.46%
	2015-2016	17	46	36.96%	60.22%
	2016-2017	15	31	48.39%	49.49%

	2014-2017	46	120	38.33%	56.43%
Analysis	The school's combined 2014-2017 proficiency rate of 38.33% is 18.10 percentage points lower than the resident district's combined 2014-2017 proficiency rate of 56.43%.				
Performance Rating	MCA- Reading (Grades 3-6)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students	TEAM Percent Proficient	Waseca Percent Proficient
	2014-2015	13	43	30.23%	58.56%
	2015-2016	17	46	36.96%	54.95%
	2016-2017	10	31	32.26%	52.28%
	2014-2017	40	120	33.33%	55.41%
Analysis	The school's combined 2014-2017 proficiency rate of 33.33% is 22.08 percentage points lower than the resident district's combined 2014-2017 proficiency rate of 55.41%.				
III.C Attain Grade-Level Proficiency- AIMSweb					
Performance Rating	AIMSweb MCOMP- Math (Grade 2-6)			Point Value	Points Earned
Exemplary	At least 85 percent of students will score Average or Above Average on the AIMSweb Math Computation Assessment.			4	2
Satisfactory	75-84 percent of students will score Average or Above Average on the AIMSweb Math Computation Assessment.			2	
Not Satisfactory	Less than 75 percent of students will score Average or Above Average on the AIMSweb Math Computation Assessment.			0	
Results	Year	Students Scoring Average or Above Average	Total Students Tested	Percent of Students Scoring Average or Above Average	
	2014-2015	66	83	79.52%	
	2015-2016	54	69	78.26%	
	2016-2017	54	60	90.00%	
	2017-2018			#DIV/0!	
	2014-2018	174	212	82.08%	
Analysis	The school's 2014-2018 combined average AIMSweb MCOMP Math rate is 82.08%.				
Performance Rating	AIMSweb CBM- Reading (Grade 2-6)			Point Value	Points Earned
Exemplary	At least 85 percent of students will read with 95 percent accuracy on the AIMSweb Reading CBM (fluency).			4	4
Satisfactory	75-84 percent of students will read with 95 percent accuracy on the AIMSweb Reading CBM (fluency).			2	
Not Satisfactory	Less than 75 percent of students will read with 95 percent accuracy on the AIMSweb Reading CBM (fluency).			0	
Results	Year	Students Reading with 95 Percent Accuracy	Total Students Tested	Percent of Students Reading with 95	

				Percent Accuracy	
	2014-2015	76	85	89.41%	
	2015-2016	58	70	82.86%	
	2016-2017	53	61	86.89%	
	2017-2018			#DIV/0!	
	2014-2018	187	216	86.57%	

Analysis The school's 2014-2018 combined average AIMSweb CBM Reading rate is 86.57%.

IV. All Students Graduate from High School (as Measured by Growth)

IV.A Meet or Exceed State Growth Norms- Students Below Grade Level

Performance Rating	Growth as Measured by MCA- Math (Grade 4-6)	Point Value	Points Earned
Exemplary	The percentage of students below grade level who make high growth increases by more than 20 percentage points from the baseline year.	4	
Satisfactory	The percentage of students below grade level who make high growth increases 10-20 percentage points from the baseline year.	2	
Not Satisfactory	The percentage of students below grade level who make high growth does not increase by 10 percentage points from the baseline year.	0	4

Results	Year	Students Below Grade Level Making High Growth	Students Below Grade Level	TEAM Percent of Students Making High Growth
	2014-2015	0	23	0.00%
2015-2016	7	18	38.89%	
2016-2017	10	23	43.48%	
2014-2017	17	64	26.56%	

Analysis From the baseline year 2014-2015 rate of 00.00% the school's proficiency increased to 43.48% in 2016-2017, an increase of 43.48 percentage points.

Performance Rating	Growth as Measured by MCA- Reading (Grade 4-6)	Point Value	Points Earned
Exemplary	The percentage of students below grade level who make high growth increases by more than 20 percentage points from the baseline year.	4	
Satisfactory	The percentage of students below grade level who make high growth increases 10-20 percentage points from the baseline year.	2	
Not Satisfactory	The percentage of students below grade level who make high growth does not increase by 10 percentage points from the baseline year.	0	0

Results	Year	Students Below Grade Level Making High Growth	Students Below Grade Level	TEAM Percent of Students Making High Growth
	2014-2015	9	28	32.14%
2015-2016	4	21	19.05%	
2016-2017	7	24	29.17%	
2014-2017	20	73	27.40%	

Analysis	From the baseline year 2014-2015 rate of 32.14% the school's proficiency decreased to 29.17% in 2016-2017, a decrease of 2.98 percentage points.				
IV.B Meet or Exceed State Growth Norms- Students at or Above Grade Level					
Performance Rating	Growth as Measured by MCA- Math (Grade 4-6)			Point Value	Points Earned
Exemplary	The percentage of students at or above grade level who make medium or high growth increases by more than 20 percentage points from the baseline year.			4	4
Satisfactory	The percentage of students at or above grade level who make medium or high growth increases 10-20 percentage points from the baseline year.			2	
Not Satisfactory	The percentage of students at or above grade level who make medium or high growth does not increase by 10 percentage points from the baseline year.			0	
Results	Year	Students At/Above Grade Level Making Medium/High Growth	Students At/Above Grade Level	TEAM Percent of Students Making Medium/High Growth	
	2014-2015	10	24	41.67%	
	2015-2016	10	13	76.92%	
	2016-2017	11	12	91.67%	
	2014-2017	31	49	63.27%	
Analysis	From the baseline year 2014-2015 rate of 41.67% the school's proficiency increased to 91.67% in 2016-2017, an increase of 50.00 percentage points.				
Performance Rating	Growth as Measured by MCA- Reading (Grade 4-6)			Point Value	Points Earned
Exemplary	The percentage of students at or above grade level who make medium or high growth increases by more than 20 percentage points from the baseline year.			4	4
Satisfactory	The percentage of students at or above grade level who make medium or high growth increases 10-20 percentage points from the baseline year.			2	
Not Satisfactory	The percentage of students at or above grade level who make medium or high growth does not increase by 10 percentage points from the baseline year.			0	
Results	Year	Students At/Above Grade Level Making Medium/High Growth	Students At/Above Grade Level	TEAM Percent of Students Making Medium/High Growth	
	2014-2015	11	20	55.00%	
	2015-2016	8	10	80.00%	
	2016-2017	9	11	81.82%	
	2014-2017	28	41	68.29%	
Analysis	From the baseline year 2014-2015 rate of 55.00% the school's proficiency increased to 81.82% in 2016-2017, an increase of 26.82 percentage points.				
These are the Climate Performance Indicators. They are 6.98% of the points possible. TEAM Academy earned __ points out of __ points possible (__._%)					

V. The School Conditions Promote a Climate of Engagement

V.A Attendance Rates

Performance Rating	Attendance Rate (Grades K-6)	Point Value	Points Earned	
Exemplary	More than 95 percent attendance rate.	2	1	
Satisfactory	90-95 percent attendance rate.	1		
Not Satisfactory	Below 90 percent attendance rate.	0		
Results	Year	Attendance Rate		
	2014-2015	93.10%		
	2015-2016	93.11%		
	2016-2017			
	2014-2017	93.11%		
Analysis	The 2014-2017 combined average attendance rate is 93.11%.			

V.B Parent Satisfaction

Performance Rating	5-Point Parent Satisfaction Survey	Point Value	Points Earned		
Exemplary	Average score of at least 4.0.	2	2		
Satisfactory	Average score of 3.0 to 3.9.	1			
Not Satisfactory	Average score of less than 3.0.	0			
Results	Year	Total Parent Satisfaction Survey Points Scored	Total Parent Satisfaction Survey Questions Answered	Parent Satisfaction Survey Score	Percent Participation of Parent Respondents
	2014-2015	173	40	4.33	8.70%
	2015-2016	687	157	4.38	39.76%
	2016-2017	484	115	4.21	27.38%
	2017-2018			#DIV/0!	#DIV/0!
	2014-2018	1171	272	4.31	21.62%
Analysis	The 2014-2018 combined average parent satisfaction score is 4.31.				

V.C Mobility

Performance Rating	Mobility (Grades K-6) not including migrant students	Point Value	Points Earned		
Exemplary	Fewer than 10 percent of students transfer out of school after October 1 based on most recent MDE Mobility Report data available at the MDE Data and Analytics site.	2	1		
Satisfactory	10 - 15 percent of students transfer out of school after October 1.	1			
Not Satisfactory	More than 15 percent of students transfer out of school after October 1.	0			
Results	Year	Number of Transfers Out	Total Number of Students	Percent Transferring Out	Migrant Students-Transferred out
	2014-2015	11	122	9.02%	16

	2015-2016	12	108	11.11%	12
	2016-2017			#DIV/0!	
	2014-2017	23	230	10.00%	28

Analysis The 2014-2017 combined average mobility rate is 10.00%.

These are the Operational Performance Indicators. They are 20.93% of the total Performance Framework points possible. TEAM Academy earned __ points out of __ points possible (__.%)

VI. School is Compliant with Contract and Statute

VI.A Compliance

Performance Rating	Compliance	Point Value	Points Earned
Exemplary	No infractions.	18	18
Satisfactory	No more than three infractions AND any infraction is resolved by assigned deadline.	9	
Not Satisfactory	More than three infractions or infractions not resolved by assigned deadline.	0	
Analysis	The school had no compliance infractions in 2015-2016.		

These are the Finance Performance Indicators. They are 20.93% of the total Performance Framework points. TEAM Academy earned __ points out of __ points possible (__.%)

VII. School is Financially Solvent/Sustainable

VII.A Finance Awards

Performance Rating	Awards	Point Value	Points Earned
Exemplary	NEO Stewardship Award in Finance Recipient	4	2
Satisfactory	MDE Finance Award Recipient	2	
Not Satisfactory	Not an MDE or NEO Finance Award Recipient	0	
Analysis	The school earned an MDE FY 2016 School Finance Award for FY 2015 Financial Reporting.		

VII.B Fund Balance

Performance Rating	Fund Balance	Point Value	Points Earned
Exemplary	Reserve is at least three months' expenditures (20%) as measured by end of year reserves.	10	10
Satisfactory	Reserve is enough to cover one full payroll as measured by end of year reserves.	5	
Not Satisfactory	Reserve is less than one full payroll as measured by end of year reserves.	0	
Results	Fund Balance	Expenditures	SOD Calculation
	\$662,831	\$1,504,423	44.06%

Analysis	The school has built a fund balance reserve of 44.06% in 2016-2017 (unaudited).		
VII.C Financial Audit			
Performance Rating	Financial Audit	Point Value	Points Earned
Exemplary	No findings cited in the audit.	4	
Satisfactory	No more than one finding (nonmaterial) cited in the audit.	2	
Not Satisfactory	More than one finding cited in the audit.	0	
Analysis	The school had four material audit findings in 2015-2016 related to annual financial reporting under generally accepted accounting practices (GAAP), material audit adjustments, controls over transaction coding, and controls over payroll disbursements.		

Contract Renewal and Intervention			
Each school must earn 50-70% of points possible overall and in each area to be eligible for a three-year contract renewal.			
Each school must earn more than 70% of points possible overall and at least 50% of points possible in each area to be eligible for a five-year contract renewal.			
Schools that earn less than 50% of the points possible overall or in any one area are a candidate for a nonrenewal in their final contract year or intervention in the other contract years.			

Summary and Analysis			
TEAM Academy has earned 55 out of a total of 86 points possible, 63.95%, as of May 11, 2017.			
TEAM Academy did not earn 50% of points possible in the Academic Performance section.			
Therefore, TEAM Academy would not be eligible for a renewal, if renewed this year.			

Academic Performance Points Earned	23		
Academic Performance Total Points Possible	44		
Academic Performance Percent of Points Earned	52.27%		
Academic Performance Percent of Total Framework Points	51.16%		
Climate Performance Points Earned	4		
Climate Performance Total Points Possible	6		
Climate Performance Percent of Points Earned	66.67%		
Climate Performance Percent of Total Framework Points	6.98%		
Operations Performance Points Earned	18		
Operations Performance Total Points Possible	18		
Operations Performance Percent of Points Earned	100.00%		
Operations Performance Percent of Total Framework Points	20.93%		

Finance Performance Points Earned	12				
Finance Performance Total Points Possible	18				
Finance Performance Percent of Points Earned	66.67%				
Finance Performance Percent of Total Framework Points	20.93%				
Performance Framework Points Earned	57				
Performance Framework Total Points Possible	86				
Performance Framework Percent of Total Points	66.28%				

VII. Additional World’s Best Workforce Data

We are working to close the achievement gap and helping all students to read well by third grade by offering our intervention program, after school program, intervention time, and progress monitoring students on a bi-weekly basis.

We encourage our families to take advantage of preschool screening. We have a new student open house night for new students in March each year. At this meeting, our kindergarten teacher will go over the kindergarten program and what parents can do to ensure their child is ready.

4d. Student and Parent Satisfaction

See comments from Winter 2017 Parent Survey results

Please tell us what you enjoy about TEAM Academy. (17 responses)

Class sizes favor kids, teachers and staff are engaged with all kids.

My son loves school, Ms Schmidt is amazing. Always keeps me informed.

More like what don't I enjoy.

I dont enjoy this "school".

Small class sizes, the after school program, no costs, and how nice and easy teachers are to communicate with.

My child is continuously learning/growing academically.

small class size

I enjoy how everyone seems like family.

Very positive staff. Very accepting of the kids and their situations.

The way you work with students.

How TEAM Academy is very personal with individuals.

Family based activities.

End of Worlds' Best Workforce Components

5. Q-Comp Annual Report

Date Presented to the School Board: 06/20/17

Core Component: Career Advancement Options

Implementation

1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
 - a. If no, please explain what changes have occurred and why?

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction? All licensed staff at our school were able to implement strategies for reading and math (Daily 5 and math talk). All licensed staff met their evaluation goal for the year. We met 100% of our school-wide goal and all teachers met their individual classroom goals.

How did the work of teacher leaders impact student achievement? We met 100% of our school-wide goal and 85% of teachers met their individual classroom goals.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members? The teacher leaders knew what was expected of them throughout the year. They were able to lead successful PLC meetings and complete all tasks that were assigned to them.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members? The teacher leaders knew what was expected of them throughout the year. They were able to lead successful PLC meetings and complete all tasks that were assigned to them.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership? We will review the evaluation form used to evaluate the PLC leaders.

Core Component: Job-embedded Professional Development

Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction? Teachers were able to learn new strategies from Daily 5, Math Talk, science curriculum alignment, technology, and Responsive Classroom to implement in their classrooms. All teachers would look over reading and math data, set goals, and find strategies to help meet goals.

3. How did teacher learning from learning teams and other job-embedded professional development impact student achievement? We met 100% of our school-wide goal and 85% of teachers met their classroom goals.

Review Findings

4. How did the sites or learning teams identify needs and instructional strategies to increase student achievement? The PLC would look over data from AIMSweb and MCA. Data was triangulated to identify student needs. Based on test data and evaluation data the PLC Team would find strategies from Daily 5 and Math Talk to introduce to the PLC.
5. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation? During the school year data was looked at after every testing session (3 times/year). Intervention teachers would also share math and reading data with staff and our social worker would share behavior data that she had collected. After strategies were implemented by teachers they would share with the PLC in the following weeks how beneficial they felt it was with their students. Every PLC meeting would start by reviewing previous strategies and introducing a new strategy.

Recommendations

6. How will the district use the review findings to improve the effectiveness of job-embedded professional development? Next year we will be in the 3rd year of implementing a new math curriculum and in our 4th year with our reading curriculum. We will also be in our 5th year of implementing Daily 5. In order to successfully implement these curriculums and programs we will need to take time in our PLCs to go over them and have teachers reflect on what is working. Our school leadership team has developed practice profiles for reading, math, and responsive classroom. These tools will help focus our PLCs on strategies for the teachers.

Core Component: Teacher Evaluation

Implementation

1. Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no
 - a. If no, please explain the changes that have occurred and why?

Impact

2. What impact did the observation/evaluation process, including coaching, have on classroom instruction? Before each evaluation teachers submit a lesson plan and answer pre-evaluation questions. A post-evaluation conference will take place on the Tuesday following the evaluation. During the post-evaluation conference any questions the teacher has about their rubric scores will be discussed. Then the evaluator will share a refinement area and a reinforcement area. These two areas are chosen based on the most impact they will have on improving classroom instruction.
3. What impact did the observation/evaluation process, including coaching, have on student achievement? All staff were able to meet their evaluation goal for the school year. In past years teachers struggled with the area of questioning on the rubric and this year everyone was proficient in that area. The PLC Team would analyze rubric areas that staff needed to improve in and we would find strategies to help them move up on the rubric.

Review Findings

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice? After each evaluation teachers fill out a lesson reflection form. This form includes a series of questions about the lesson to help them reflect on how successful the lesson was in helping their students understand the lesson objective(s). During the post-evaluation meeting a refinement and reinforcement area are discussed with the teacher.

5. How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members? During the meeting before school started we went over all evaluation forms with the PLC leaders. Together we talked through them and what each part of the form meant. We watched videos of teachers and evaluated them together and separately to compare our scores.

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher evaluation? We need to take more time to go over parts of the rubric during PLC meetings.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

yes no

a. If no, please explain the changes that have occurred and why?

2. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? yes no

a. If no, please explain the changes that have occurred and why?

Impact

3. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 100%

4. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 100%

a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? NA – Charter School

b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? NA – Charter School

5. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

yes no

a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

6. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%

a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? NA Charter School

- b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? NA Charter School

Recommendations

5. How will the district use the data to improve the effectiveness of this core component? Continue to keep up the rigor we established this year so all staff members continue to meet their goals during the school year.

General Program Impact and Recommendations

1. What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program? Q Comp has allowed our school to set aside time to focus on learning new instructional strategies. All staff focused on strategies from Daily 5, Technology, Science Curriculum, Responsive Classroom and Math Talk this year. Strategies chosen were based on student data and evaluations.
2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program? By taking time to meet each week, our staff has time discuss student concerns either academically or behaviorally and come up with interventions to implement in their classrooms so all students can be successful at school.
3. How will the district use the review findings to improve the overall effectiveness of the program? We will continue to focus all of our professional development around student achievement. The walk through evaluation form will be reviewed and we will go over all changes with staff during workshop week to make sure everyone understands our Q-Comp program.

6. Staffing

TEAM Academy strives to find staff members that are dedicated, hardworking, strong character, and have an invested interest in our school. A hiring committee is used when any new staff member needs to be hired.

2016-17 Licensed Teaching Staff				
Name	File #	License / Assignment	2017-18 Status*	Comments
Janel Schmidt		Kindergarten	R	
Sheryl Osweiler		1 st grade	R	Community Expert In licensure program through SMU
Denise Gilbertson		2 nd grade	R	
Hannah Loewen		3 rd grade	R	
Jenni Brittain		4 th grade	R	
Ashley Lloyd		5 th grade	R	
Chris Hering		6 th grade	R	
Ruby Teague		Reading intervention	R	
Robin Negrete		Math intervention Spanish	R	
Kelvin Nelson		EBD Teacher	R	Community Expert In licensure program through SMU
Karen Treachler		Music	R	

Jennifer Zabel		Art - SMART	R	Community Expert
Andrea Reger		LD Teacher	R	
Nadine Omans		ELL	R	Variance - in licensure program through MNSU

* R = Return, NR = Not Return

Licensed teacher percentage turnover rate:

2016-17 to 2017-18: $[0 / 16 \times 100] = 0\%$

All licensed teachers are returning for the 17-18 school year!

2016-17 Other Licensed (non-teaching) Staff			
Name	Assignment	17-18 Status*	Comments
Jenna Auen	Social Worker	R	
Cindy Rieck	Nurse	R	
Jill Courtney	Director	R	

* R = Return, NR = Not Return

2016-17 Non-Licensed Staff			
Name	Assignment	17-18 Status*	Comments
Cathy Eldeen	Paraprofessional	R	
Ashley Kath	Paraprofessional	R	
Brooke Camerer	Paraprofessional	NR	
Lee Blowers	Paraprofessional	R	
Sue Nelson	Custodian/Kitchen	R	
Rebecca Volovsek	Paraprofessional	R	
Jenae Ross	Paraprofessional	R	
Jamie Robeck	Paraprofessional	R	
Merlia Kramer	Paraprofessional	R	
Nicole Block	Paraprofessional	R	

* R = Return, NR = Not Return

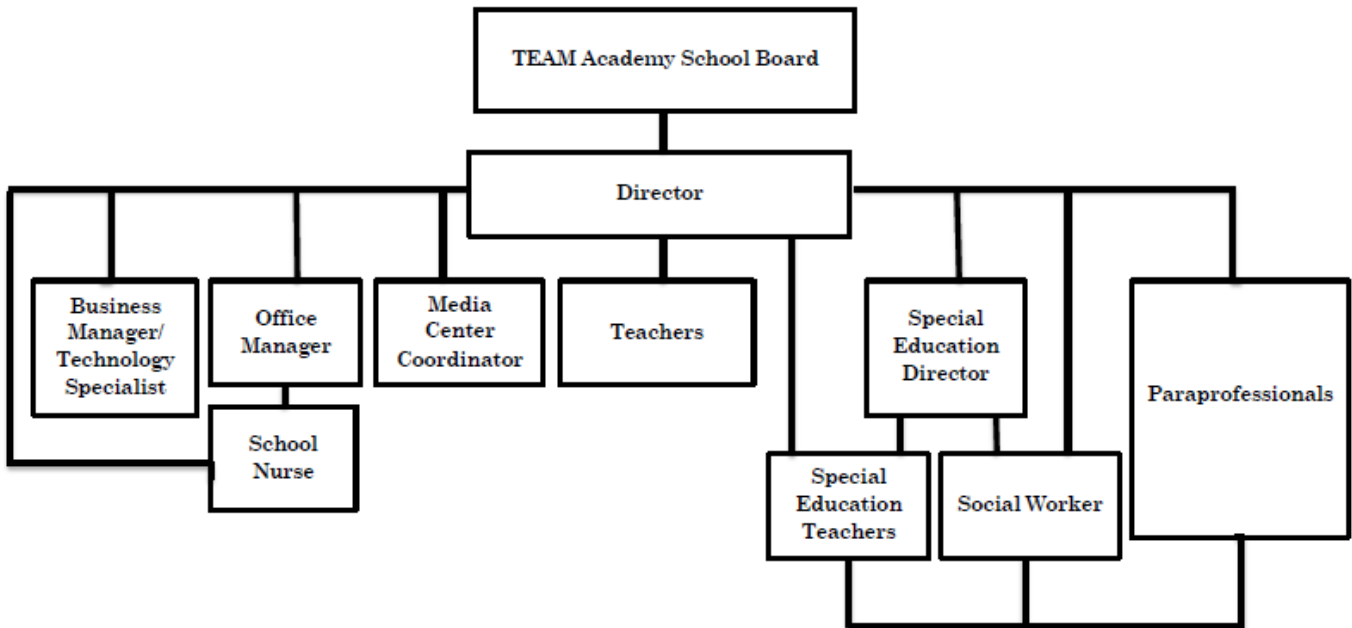
7. Governance and Management

Board members attend the Minnesota School Board Associations Charter School Board Training. The training consists of three components: Board Governance, Financial Matters, and Employment Matters.

Member Name	Board Position	Election Date Date Seated Term Expiration	Board Member Training Completed	Postal Address	Phone Number(s)	E-Mail Address
Jaala Miller	Director Parent Chair	06/30/15 Term ends Nov. 2019	August 2015	14125 Timber Lane Waseca, MN 56093	507-676-0356	jmiller@team.k12.mn.us
Antonio Wegner	Director Community Member	10/24/17 Term ends Nov. 2019	January 2015	Waseca, MN 56093		awegner@team.k12.mn.us
Chris Hering	Treasurer Teacher	11/12/13 Term ends Nov. 2019	June 2010	107 Shoreview Dr. Elysian, MN	507-833-8326	chering@team.k12.mn.us
Jenna Auen	Director Teacher	11/18/14 Term ends Nov. 2020	August 2012	108 1 st Ave. SE Clarks Grove, MN 56016	507-833-8326	jlageson@team.k12.mn.us
Jenni Brittain	Director Teacher Clerk	8/18/15 Term ends Nov. 2020	August 2015	306 ½ East Broadway Owatonna, MN 55060	507-833-8326	jbrittain@team.k12.mn.us
Jedidiah Kalbow	Parent	12/20/16 Term ends Nov. 2020	January 2017	1112 5TH ST SE , WASECA, MN 56093	850-380-8022	jkalbow@team.k12.mn.us
John McNair	Parent Vice Chair	11/17/15 Term ends Nov. 2018	February 2016	300 5TH AVE SE , WASECA, MN 56093	507 833-9137	jmcnair@team.k12.mn.us
Janel Schmidt	Teacher	11/15/12 Term ends Nov. 2018	June 2009	204 4TH AVE NE , WASECA, MN 56093	507-833-8326	jschmidt@team.k12.mn.us
Denise Gilbertson	Director Teacher	11/17/15 Term ends Nov. 2018	August 2015	11025 Shieldsville Blvd. Montgomery, MN 56069	507-833-8326	dgilbertson@team.k12.mn.us

MANAGEMENT

Our organizational chart is outlined below.



8. Operational Performance

School started on Tuesday, September 6 and concluded on Friday, May 226. Our school day started at 8:00 AM and concluded at 2:47 PM each day. We had 4 teacher in-service days and 9 early out days. Our bussing was provided by our resident district Waseca Public Schools. We were in the 7th year of doing our own food service. We serve our own breakfast and cater our lunches from Waseca Public Schools. We offer a before and after school Extended Day Program as well as a Targeted Services After School Program. We contract our cleaning services with Job's Plus. They clean and take out trash before school everyday and come over the lunch hours as well.

9. Finances

Questions regarding school finances and for complete financials for 2016-17 and/or an organizational budget for 2017-18, contact: Missy Pfeifer

Position: Business Manager

Phone: 507-833-8326

Email: mpfeifer@team.k12.mn.us

FY16 Finances	Fund 1	Fund 2
Total Revenues	1,658,570	106,153
Total Expenditures	1,638,620	106,153
Net Income	19,950	0
Total Fund Balance	592,254	0

Overview

Our school continued to be financially healthy during the 2016-17 school year and we had a healthy fund balance. During our FY 2016 audit our auditor had four findings:

- Annual financial reporting under generally accepted accounting principles
- Material audit adjustments
- Controls over transaction coding
- Controls over payroll disbursements

Revenues

Grants were received for special events for students. ADSIS funding was approved for the 15-16 and 16-17 school years.

Expenses

Large costs for the 16-17 school year included our new mobile lab and Chromebooks.

Net Income and Fund Balance

Our fund balance is \$592,254. It is our school goal to have a fund balance that will last us three months. Our auditor stated that our fund balance will last us 19 weeks.

10. Future Plans

Currently our school is not at capacity. We would like to grow our school to 175 students. We want to continue to be a successful school and a viable choice for families looking for an elementary school in the Waseca area.

Our five year goals are listed below:

1 Finance

- a. Continue to operate efficiently by having a fund balance to last us 90 operating days, explore other revenue sources and manage all district funds to maximize benefits that flow to students and that accommodate student growth.
- b. Each year we will continue to contribute money into our fund balance.

2 Parent Involvement

- a. Parent participation and involvement at our school will continue to increase each school year.
- b. By the 2016-17 school year, we will offer at least two Family Night activities.

3 Community and Business Partnerships

- a. We will work to expand our school-business and school-community partnership programs by promoting awareness of our school in the community through newspaper articles, social media, school events, etc.

4 Enrollment and Recruitment

- a. Our school will be at capacity every year – 175 students.

5 Technology

- a. By the 2016-17 school year we will have a mobile lab.
- b. By the 2016-17 school year a scope and sequence for media literacy during students' library time will be developed.