



2018-
2019



Annual
Report



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School Information

Partnership Academy is a Preschool-6th grade charter school with a seventeen year track record of academic success, innovative educational practices, social justice work, and fiscal responsibility. Started in partnership with Project for Pride in Living, the school began with a student body of around 100, predominantly African-American students from South Minneapolis and Richfield. Over time, the student body has grown to its current size of around 300 students and shifted to be over ninety-percent Latino, drawing from Richfield, Bloomington, and South Minneapolis.

In 2018-2019 Partnership Academy began building a new school building at 6500 Nicollet Avenue in Richfield. Through the many steps along the way, construction remained on-time, and the building was complete in June 2019. The new building offers enhanced learning experiences through flexible classroom spaces, technology and additional rooms for small group instruction. Additionally, Early Wonders preschool and Partnership Academy are finally under one roof and the school is able to offer 7th grade in the 2019-2020 school year.



CONTACT INFORMATION

Partnership Academy

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GRADES SERVED: Preschool- Grade 7

YEAR OPENED: 2002

MISSION AND VISION

Mission: Partnership Academy's mission is to create learning experiences and partnerships that empower students to achieve their greatest potential in order to be positive contributors in their community.

Vision: To be an innovative school that prepares students for a successful future.

OUR VALUES IN ACTION

In 2015, the Executive Leadership Team adopted Partnership Academy's "Values in Action" to further clarify the specific actions that support the school's mission and vision. As a complement to the mission and vision, the Values in Action help illustrate what it means to be a culturally responsive school. These are frequently referenced, discussed, analyzed, and dissected within professional development activities, including Cluster and Staff Meetings and Equity Trainings. During our biannual staff performance reviews, the Values in Action are discussed and staff receive written feedback on their strengths and areas of growth in supporting these foundational values.

Partnership Academy Values in Action

We honor and respect every child and family in our community, we speak when we see them, we take time for them and we honor them as their child's first teacher. We honor that we are content experts, and families are the experts on their child. We accept that families know what's best for their children and we partner with families accordingly.

We advance our personal development through reading, research and relationship building in affinity and in intentional interracial dialogue.

We help one another even when it's not in our job description, we pitch in without being asked, we do without expectation of acknowledgement or credit, we give the support we want for ourselves. Because we recognize the power and influence of our words, we do not gossip and we are thoughtful and purposeful with what we say about staff, families and children.

We work hard to improve ourselves as individuals first and then educators by examining our values, habits and heart consistently in order to grow and learn as we strengthen our profession.

We honor and acknowledge and see race and culture of our families, students and staff as a special gift, not a detriment, we name race and openly explore, challenge and fight structures that keep our humanity and collective community oppressed thorough racism, sexism and poverty and other isms.

We believe that partnership is an integral part of our school community and we work openly with organizations and community members in innovative and creative ways to engage and build trust for our children and our families.

We work with our families to give our students the positive identity development necessary to fight oppression that they may face in a world/environment/structure that's not made for them.

We extend ourselves with everything we have, by treating kids in word, deed and care as if they were our own, so that our children experience a new way of being educated.

We treat every child with care, we believe in their abilities and work to build on their strengths through the decisions we make in the classroom and the organization because we believe and in turn treat them as the brilliant and beautiful people that they are.

OUR AUTHORIZER

Partnership Academy learned during the 2015-2016 school year that its founding partner and long-time authorizer, Project for Pride in Living (PPL), would cease to authorize charter schools in alignment with their strategic plan. In response, Partnership Academy conducted a year long process to identify a new

authorizer whose mission would align with the values, mission and goals of the school. On August 5, 2016, Partnership Academy submitted a change of authorizer application to the Audubon Center of the North Woods which was approved by the ACNW board on September 17, 2016 and was then approved by the Minnesota Department of Education on January 23, 2017. Partnership Academy, PPL and ACNW then worked in collaboration to execute a midyear transfer with a new contract between ACNW and Partnership Academy beginning on February 1, 2017 and running through June 30, 2020.

The authorizing mission of Audubon Center of the North Woods (ACNW) is *to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.*

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Erin Anderson, Director of Charter School Authorizing Audubon Center of the North Woods
Charter School Division 43 Main St. S.E., Suite #507 Minneapolis, MN 55414 612-331-4181
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Implementation of Primary and Additional Statutory Purposes

The primary purpose of Partnership Academy is to improve student achievement for all. As a learning community, Partnership Academy's staff partner with families and stakeholders to ensure the school's mission is lived out on a daily basis. This shared sense of commitment reduces the educational disparities that have contributed to Minnesota's polarized system of education, which has long been defined by significant gaps separating white students from students of color. As professionals in the field of education, we believe these disparities can be lessened by providing opportunities for students to learn in culturally relevant ways that allow them to reach their best potential, to engage with the surrounding community through hands-on learning experiences, and to set ambitious goals for postsecondary education and employment.



Assessment is another key driver of our school that ensures the primary purpose of the school is met. Both qualitative and quantitative assessments are used frequently to impact teaching and learning in powerful ways. This occurs through daily lessons with checks for understanding, weekly planning at Cluster meetings and grade-level planning sessions with student work analysis, and frequent progress checks with comprehensive teaching and planning. As a result, teaching closely mirrors what students need. Student engagement, attitudes and mindsets are also evaluated formally in surveys and informally in discussions and observations to measure our success educating the whole child. Staff consistently review student feedback and use it to refine practices in the school. Data and feedback is reviewed in the context of our school's mission and vision at the individual, team, school, and I board level to ensure that our work and data are in alignment with our purpose.

The additional purpose of Partnership Academy is to increase learning opportunities for all students. Partnership Academy fulfills this purpose by providing individual attention for all learners by maintaining at least a 12:1 teacher to student ratio in each classroom and providing after school and summer programs to enrich and extend student learning. Additionally, the school uses technology to increase learning opportunities by providing each student in grades 3-6 with a Chromebook computer. Students in K-2nd grade also have access to Chromebooks and additional technology that allow for individualized learning, additional practice and enrichment.

Student Enrollment & Demographics

STUDENT ENROLLMENT

Partnership Academy's enrollment has been strong over the school's history. Recruitment efforts include radio announcements, social media, fliers, and outreach at community events. Additionally, PA hosts recruitment events in the summer for interested families. Most families come to Partnership Academy through word of-mouth and referrals from current families. There has been a lot of community interest with the new school building and enrollment for the 2019-2020 school year has greatly increased with a waiting list for many grade levels.

Number of Students	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 (est.)
Preschool	Not offered	20*	20*	20*	20*
Kindergarten	39	41	39	44	51
1 st Grade	42	43	38	42	43
2 nd Grade	47	46	48	47	53
3 rd Grade	53	45	39	51	52
4 th Grade	55	45	47	42	54
5 th Grade	44	51	48	49	52
6 th Grade	Not offered	Not offered	Not offered	42	55
7 th Grade					47
Total	280	291	279	337	426
Total ADM (Average Daily Membership)	274	273*	260*	307*	414*

*Only Voluntary Pre-Kindergarten students generate ADM

STUDENT DEMOGRAPHICS

The majority of Partnership Academy students come from Richfield (33%) and the adjacent communities of Bloomington (35%) and Minneapolis (25%). As a percentage of total enrollments, 89% of students are Hispanic/Latino, 7% are Black and approximately 2% are White. Additionally, special population groups represented in 2018-2019 included: 78% students receiving free/reduced price lunch 98% students of color 75% English learners.

Demographic Trends	2015-16	2016-17	2017-18	2018-2019	2019-2020 (est.)
Total Enrollment	280	291	284	337	426

Male	146	151	140	178	208
Female	134	140	123	159	218
Special Education	30	31	43	70	74
English Learners	237	225	224	252	335
Free/Reduced Priced Lunch	275	275	240	263	306
Black, not of Hispanic Origin	10	21	21	23	28
Hispanic/Latino	270	261	254	307	392
Asian/Pacific Islander	0	0	1	1	1
American Indian/Alaskan Native	0	0	1	2	0
White, not of Hispanic Origin	0	9	9	4	5

Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Partnership Academy has high attendance rates. For the past five years, attendance rates have been 95% or higher. Staff recognize student attendance as critical to academic success and have procedures in place to motivate students to come to school on a daily basis. The school's office manager promptly follows up on student absences and coordinates alternative transportation to the school if necessary.

	2014-15	2015-16	2016-17	2017-2018	2018-2019
Overall Student Attendance Rate	96%	96%	95%	95%	95%

STUDENT RETENTION

With high levels of parent satisfaction at the school Partnership Academy retains a high percentage of its students from year to year. Most families who enroll at the school remain until their child graduates from the program with the exception of a small percentage moving due to affordable housing availability.

Percentage of Students Who Continued Enrollment in the Charter School

From Spring 2016 to Fall 2016	From Spring 2017 to Fall 2017	From Spring 2018 to Fall 2018
97%	95%	91%

STUDENT MOBILITY

Partnership Academy has consistently had a relatively low level of student mobility. However, beginning in the 2015-2016 school year the affordable housing availability began to decline in the Richfield area

which increased the mobility percentage for the school. Further information related to student mobility is presented in the table below.

	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2013-14	282	12	7	19	6.7%
2014-15	294	5	3	8	2.7%
2015-16	280	24	14	38	13.6%
2016-17	291	19	10	29	10%
2017-18	282	22	15	37	13.1%
2018-19	302	7	15	22	7.3%

* Total mid-year transfers divided by number of students on October 1.

Educational Approach & Curriculum

Partnership Academy's mission is to create learning experiences and partnerships that empower students to achieve their greatest potential in order to be positive contributors in the community, which meets the primary purpose of a charter school as defined in statute. Our community works together daily to ensure our mission is lived out through culturally relevant learning, engaging with the community to provide hands-on experiences, and partnering with families to set ambitious goals with students beyond the elementary years. Partnership Academy demonstrates its namesake by partnering with families and our community to best serve students. Families are invited into the school frequently for a variety of cultural, communal, and collaborative events throughout the year to honor important events and accomplishments. Our partnership with families to best educate students is evident in our thrice yearly conferences, which we have had 100% parent attendance for the past 12 years. In our broader community, students and family volunteers frequently visit nature centers, museums, libraries, camps, parks, community venues, and more. Community members are also involved at Partnership Academy events, Junior League partnership at conferences, Junior Achievement social studies lessons, and more. As these many activities show, Partnership Academy truly serves to partner with families and community to support student learning.



Instruction at Partnership Academy is driven by collaboration, standards-based culturally relevant instruction, and individualized learning. Educators collaborate in teams to plan meaningful content that is rooted in engaging, culturally relevant materials. Across the school, Partnership Academy uses an "Equity Scope & Sequence" at each grade level that was created by a diverse group of educators in summer 2016. This sequence outlines key activities at each grade level that strengthen students' pride in themselves and their heritage, learn about other cultures, and have opportunities for students to

make an impact in their community. Each grade level has key objectives, culturally relevant texts and projects that are developmentally appropriate for their age and fit on a continuum of learning around equity at the school. Additionally, grade level educators use the Minnesota State standards for all subjects as a guide for their instruction and assessments. Furthermore, at each grade level, Classroom, Special Education, and Emergent Bilingual educators collaborate for an 80-minute prep daily to plan instruction that is engaging, relevant, differentiated and supporting state standards. Partnership Academy has many educators co-teaching together daily to best meet the needs of our students.

Through the programs and systems stated, Partnership Academy lives out its mission to use partnerships and experiences to empower students in their community.

The Special Education Program

Partnership Academy's Special Education program is constantly praised by outside consultants for its culturally-informed, thoughtful, and personalized approach to help all students succeed in the least restrictive environment. With just above 70 students receiving special education services, there are a wide range of needs and approaches, with an underlying emphasis on building skills, knowing each child and family, and increasing students' independence. In the 2018-2019 school year, Partnership Academy employed 4.5 FTE special education teachers, one full-time speech language pathologist, one 0.8 FTE school social worker, and 14 associate educators. In addition, the school consulted with outside organizations for a special education director, school psychologist, audiologist, deaf/hard of hearing teacher, and occupational therapist. Two school administrators provide support to special education, including culturally relevant practices and language translation services, effective instructional practices, and general organization.

Most students learn in differentiated mixed ability classrooms with associate educator support as needed. In addition, some services are provided within the resource room as determined by the student's needs and scheduling availability. The resource room offers a full sensory space including activities for occupational therapy breaks and three small group classroom areas.

Special Education staff meet biweekly to problem solve how to best support students and coordinate due process. The full special education team also meets monthly to collaborate on effective strategies to best serve students. Finally, the due process team meets quarterly to ensure that parent contact is done in a culturally responsive and humanistic way. As a result of many levels of collaboration and reflection, families consistently remark how supported they feel at Partnership Academy.

The English Learner Program

The Emergent Bilingual (EB) program serves to support and enhance accessibility to English content while also creating spaces for students to use, build identity in and further develop their home languages in a school context. Emergent Bilingual educators and all educators work collaboratively on grade level teams to implement best practice for Emergent Bilingual students through use of native language and English supports in every lesson, and research-based best practices to support English Learners. We believe all teachers are EB teachers and must ensure they are supporting the language needs of their students. PA strives to have at least one native Spanish speaker on each grade level team to support content in Spanish as much as possible. At the classroom level, educators create opportunities throughout the day to discuss, collaborate, learn and share in any language the students would like. Collaboratively, teams use language resources from the World Class Instructional Design and Assessment (WIDA) Consortium, a national professional learning and assessment tool required by the state of Minnesota, to service English Learners. WIDA resources focus on what students 'Can Do' at

language levels 1-6 and what language skills are needed to reach higher language levels. Also, educators plan and deliver using the Sheltered Instruction Observation Protocol (SIOP) model, a research-based instructional planning tool that addresses strategies that support the academic and linguistic needs of English learners. Through specific content and language instruction and creating communities that honor and use home languages, Partnership Academy empowers students as Emergent Bilinguals.

Individualized Learning (including remediation and acceleration practices or programming)

Individualized learning at Partnership Academy is seen through data-driven decision making and small group teaching. Both qualitative and quantitative assessments are used frequently with educators and administrators to impact teaching and learning in powerful ways. This occurs through daily lessons with checks for understanding, benchmarking assessments and analysis, and weekly planning at Cluster meetings and grade-level planning sessions with student work analysis. As a result, teaching closely mirrors what students need. Grade Level Educators, Special Educators, and Associate Educators work together during core content to deliver instruction that is tailored to student strengths and areas of need. Additionally, each class has a designated time daily for re-teaching and interventions with multiple educators. Students who are scoring far above or below grade level in the areas of reading or math are brought to the Student Assistance Team (SAT) where they work together with families to gather information socially and academically to make decisions to best support the student. As a result, per a family's decision and supporting academic and social data, a student can accelerate a grade level or be retained. This process is done in rare circumstances and the majority of student needs are met through high levels of differentiation at each grade level.

Summer Academy

For five weeks in July and August, PA scholars were actively engaged in literacy learning. In order to be in accordance with the Striving Readers grant parameters, Summer Academy serviced a smaller number of students for a longer school day (9:00-3:30) than in years past. As part of the grant, students were to spend their entire day immersed in evidence-based reading practices in a targeted small group setting. Teachers worked with literacy coaches to plan meaningful learning activities centered on literacy and wove in other subjects. Additionally, as construction of the new building was complete in June, Summer Academy began in July at the new school site. Serving approximately 50 students at Summer Academy was a great 'soft opening' of the new school, allowing staff to try out routines and procedures like bus arrival and breakfast in a smaller setting to make adjustments and tweaks prior to the beginning of the 2019-2020 school year.



Environmental Education

Partnership Academy believes in the importance of environmental education for all students. All grade levels have an Environmental Literacy goal they work to achieve each year. Furthermore, most grade levels

engage in service learning to help the environment with activities like storm Stenciling and park clean up.

In 2018-2019, Partnership Academy received two grants through Hennepin County. The first grant titled the Youth Stewardship Grant, was granted to provide funding for middle school scientists to create vertical farms, and design landscapes for a pollinator garden at the new school site. Students were very engaged in their applicable learning. In spring, a design was chosen and a pollinator garden was planted in August 2019 by students, families and staff!



Partnership Academy also received a Recycling grant through Hennepin County to spearhead recycling initiatives at the new building. Funding was used to purchase recycling and composting stations around the school and fund an after school club focused on empowering students as leaders for the environment.

Early Wonders Preschool Program



Early Wonders Preschool serves a diverse group of students ages 3-5 in order to prepare them socially, emotionally, academically, linguistically, and culturally for success in school and life. The school day mixes quality literacy and math activities with child-centered play and thoughtful guidance from caring adults. Since 2016, the Early Wonders Preschool shifted its home from PPL to Partnership Academy due to restructuring at the non-profit, PPL. The site still holds the same core mission and follows the values of Partnership Academy. The preschool operates at a site in South Minneapolis but is eager to have our preschool program in the same building as our elementary and middle school program with the new building for the 2019-2020 school year, which will then transition it to a free 4 year-old program for families.

How the school is staffed to meet its educational mission

At Partnership Academy we strive to have leaders and educators that are reflective of our students in each classroom. We believe this honors the race and culture of our students and supports positive identity development. Of the school staff, 51% (35 of 68 staff) identify as people of color, and 38% (26 out of 68 staff) identify as Latino/a. All of the seven grade level teams have at least one Latino/a educator and every team has a fluent Spanish speaker.

Innovative Practices & Implementation

Innovative Practices

In the 2018-2019 school year, Partnership Academy demonstrated its namesake by partnering with families and our community to best educate students. Families were invited into the school frequently for a variety of cultural, communal, and collaborative events including Welcome Back Night, Latinos Unidos Day, National African American Parent Involvement Day, Día del Niño, Family Science Night, Lucha Libre, Friends and Family Night, PA 5K and Carnival, Family Pajama Breakfast, Family Movie Night, Asian Heritage Day classroom showcases, readers' theater performances, monthly Spotlight parties and assemblies, and more. These events continued to have strong engagement and enthusiasm, bringing a variety of families into the school for both academic and social reasons. Our partnership with families was also evident in our thrice yearly conferences, which we have had 100% parent attendance again for the twelve years in a row.



At the 5th annual Latinos Unidos celebration on September 2018, students celebrated Mexican, Guatemalan, Salvadorian, and other Latin American heritage by making tortillas out of masa, enjoying traditional food, creating art projects, playing Loteria, hearing the traditional Grito at an all-school assembly, and much more.



Partnership Academy believes in the importance of the use of technology for 21st century learners. All students grades 3-6 have a Google Chromebook that they use daily for individualized instruction, group work, projects, and enrichment. Students in 4th through 6th grade frequently create presentations in Word, Google Slideshows, See Saw and more. Students use programs such as IXL, XtraMath, TypingAgent, ReadWorks, Reading A-Z, EPIC, and Storyline Online to deepen their learning while using technology.

Key Successes

The schoolwide goals of Relationships and Assessment continued in the 2018-2019 school year. Relationships between students, staff, and families are a critical pillar of a culturally responsive education, and they were strengthened throughout the year. In the fifth year of intensive equity

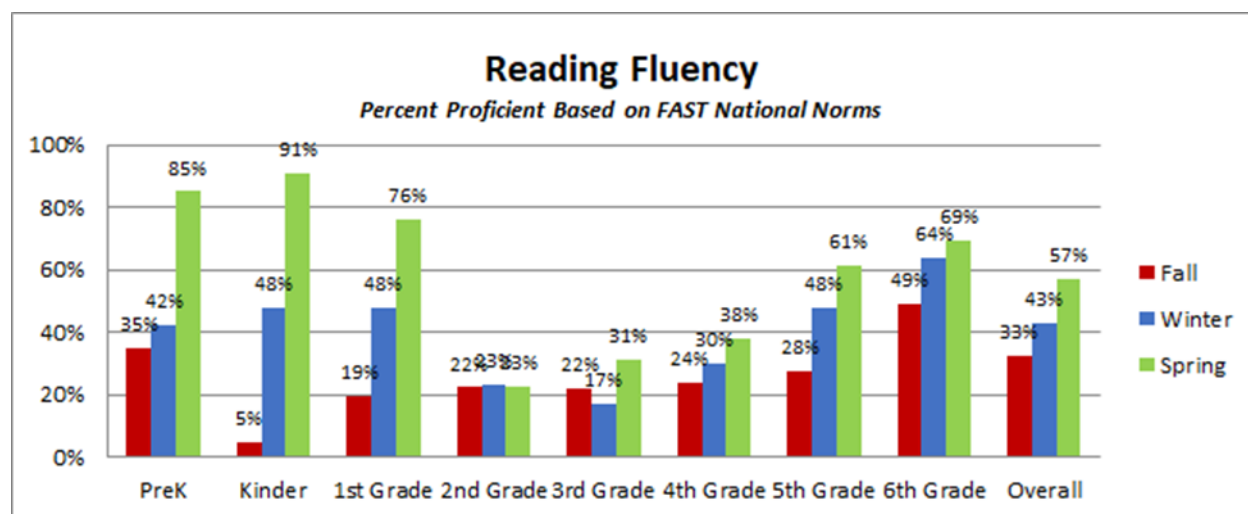
professional development, Partnership Academy staff were able to continue meeting in racial affinity groups, interracial groups, and in teams to have authentic and honest conversations on both a personal and professional level. The deep support and camaraderie staff feel continues to be a strength. Moreover, teams worked together to address academic, behavioral, and interpersonal needs. Students and families also expressed how supported they felt in the environment, and how they appreciated the unique atmosphere and connections at Partnership Academy.

The relationships have continued to strengthen, and will continue to be a deep area of focus. Each year, a high number of alumni students come back to volunteer at the school each year. It is impactful to see how Partnership Academy students as adults and have them give back by helping in the classroom (reading with students, helping out at lunch and in the office, etc).

Two alumni students, Carlos and Josselyn Sanchez's visit to PA is shown (right). Carlos is a senior at the University of Southern California studying Aerospace Engineering and Josselyn is at Gustavus Adolphus College majoring in Psychology!

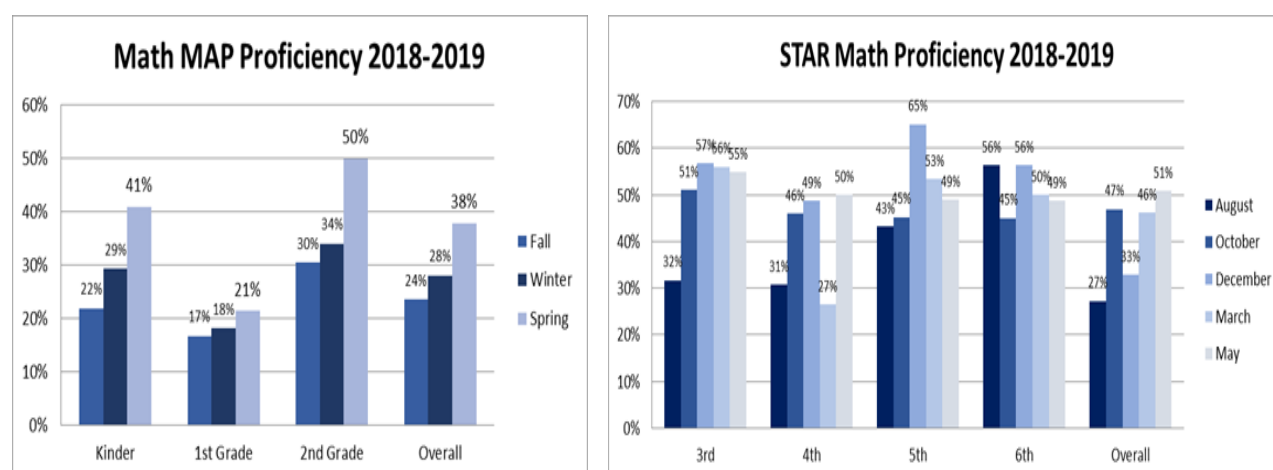
In addition, Partnership Academy began a partnership with Cristo Rey Jesuit High School in 2018-2019 and hosted one student worker position for the year. A few of our alumni students who were Cristo Rey students, served in this capacity. It was a true mission moment to see past PA students being role models and giving back to the school in this way!

Academic growth was a major strength in the 2018-2019 school year. Internal assessments, including early literacy skills (MAP), reading fluency (FAST), and reading comprehension (STAR) all showed strong increases with the percent of students on grade level, even as the benchmark target increased throughout the year. Our FAST data through the PRESS Literacy Interventions continued to strengthen in 2018-2019. Our schoolwide proficiency increased from 40% in spring 2017 to 47% in spring 2018 to 56% in Spring 2019.



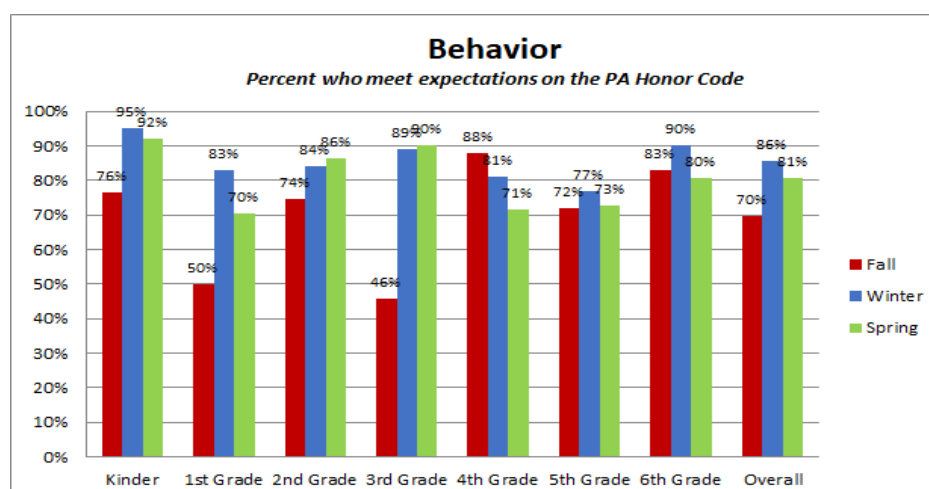
Schoolwide, from fall 2018 to spring 2019, Partnership Academy increased from 33% to 57% proficient on reading fluency, a key schoolwide assessment for overall reading outcomes. In addition, the Reading MCA assessment, 24% of students increased in a proficiency band, such as from “Does Not Meet” to “Progressing.”

On math assessments, 6 out of 7 grade levels saw significant proficiency increases throughout the school year. As the benchmark goal increased, even more students hit grade level targets, with an overall proficiency increase of 14% in grades K-2 and 24% in grades 3-6. Both the MAP and STAR assessment test a variety of math skills.



Emergent Bilingual, or English Learner (EL), students at Partnership Academy continued to show strong gains in the 2018-2019 school year. On the ACCESS 2.0 assessment, Partnership Academy students outranked the statewide average by over 5% (PA 67.1% vs. Statewide 61.4%) in the Average Progress Towards Target metric of the new North Star Accountability system.

Behavior also made significant improvements in 2018-2019. Beginning in fall 2018, Partnership Academy’s universal behavior screening changed to reflect a more relevant practice showcased at the Spring Alternate Delivery of Specialized Instructional Services (ADSIS) Intervention Conference. School-wide, there was significant improvement in students demonstrating proficient behavior, with an overall increase from 70% proficient in the fall to 81% proficient in the spring.



In Fall 2018, Partnership Academy grew to offer 6th grade again, which was another success for the year. Families were very grateful to have their 6th graders continue on at Partnership Academy. The 5th and 6th grade teams met at least once a month with administrators to talk through programming, questions, and ways to create a program model that is developmentally appropriate for older grades students. Eighty-six percent of students who were in 5th grade enrolled in 6th grade for 2018-2019. The middle school program was extremely successful due to the leadership and teamwork between educators and administration.



The most notable success in the 2018-2019 school year was the completion of our new school building. The school adopted a tagline for the year, “Luchando por Nuestro Sueno”, which means “pressing on toward our dream”. Along the way, there were many challenges, but the Executive Leadership Team and staff worked tirelessly to overcome obstacles and press on to our dream! In September 2018, Partnership Academy celebrated the groundbreaking of the new school site and construction was complete on June 17, 2019.



In August 2019, Executive Director and Founder, Lisa Hendricks, along with co-founders Rosa Herrera and Lena Stackhouse-Rogers and Richfield Mayor Maria Regan Gonzalez and City Council members officially cut the ribbon to the new school as part of a Ribbon Cutting Ceremony. Over 300 staff, students, families, and community members attended Partnership Academy’s Ribbon Cutting event.





During Summer Academy 2019, students worked with Brian Jensen through the community organization Artistry, based in Bloomington, to create a community mural in which students designed and painted for the 1st floor hallway.

Key Challenges and Responses

The political and social climate nationally continues to have a profound impact within the walls of PA. The current state of immigration reform and legislature deeply affect many students and staff, creating a sense of fear, uncertainty, and tension. Partnership Academy emphasizes the use of Responsive Classroom to build a safe classroom community for our students each day. Furthermore, for our staff, we feel it is essential to create spaces in professional development where staff can speak openly about their cares, concerns, needs and to build community with one another. Additionally, the school continues to host events for families in an attempt to reassure students, families, and staff that PA would stand by our immigrant families and always strive to be a place of comfort and safety. The Associate Director of Family and Student Support Services holds informative Parent Advisory Committees meeting throughout the year bringing in legal resources, local police, and a Latina representative to answer questions and provide resources around immigration and due process. Partnership Academy continued to focus on putting race and equity at the forefront of its work with students and families, including affinity and interracial dialogue to process the events. Above all, staff strives to maintain a positive and consistent environment where all students can thrive.

Partnership Academy scholars continue to grow at high rates, but an area to improve is in overall student proficiency on the Minnesota Comprehensive Assessments. The percent of students passing the assessment increased slightly in reading overall and went down in math. While the 5th and 6th grade Reading proficiency increased, proficiency in 3rd and 4th grade did not. In addition, factors such as student mobility, new teachers, and new curriculum impacted overall proficiency. This was true in subcategories as well, such as Special Education and English Learners.

Another area of growth was in the area of supporting positive behavior. With the use of Responsive Classroom for the past few years, strong class communities have been built but responding to behavior effectively in a way that is consistent across the school has been lacking. Additionally, Partnership Academy has not had an effective system for recording data to analyze and support behavior needs in the school. In 2019, Partnership Academy applied and was accepted to join the state of Minnesota's Positive Behavior Interventions and Supports (PBIS) Cohort 15 to provide additional learning in this area.

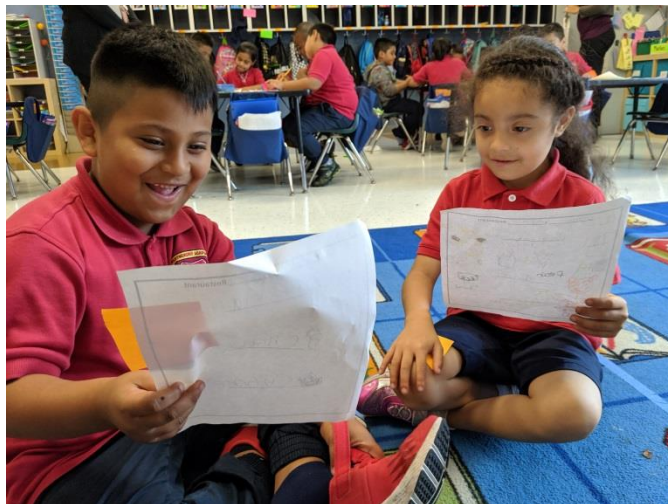
The Teacher Leadership Team worked hard to explore PBIS and determine that it was a good fit for our school, leading to nearly 100% staff buy-in for this initiative for 2019-2020.

Partnership Academy is poised to start in Positive Behavior Intervention Strategies (PBIS) Cohort 15, welcome two additional Social Workers, and partner with City Connects in order to address students' social and emotional health, especially in vulnerable students.

Moving into the 2019-2020 school year, Partnership Academy is focusing on three goal areas: supporting Emergent Bilingual students, data driven instruction and positive behavior. Professional learning communities, or Clusters, will focus on each of these topics on a three week rotation.

Supporting Emergent Bilingual students at Partnership Academy is imperative. With over seventy-five percent of our students identifying at Emergent Bilinguals (EB), it is essential that all educators feel equipped to support EB needs. Every 3 weeks, educators will engage in learning centered around analyzing student data and using research based best practices for supporting EB students. Teams will work to identify language levels of their students in order to plan effective instruction using skills like language objectives, sentence stems, word banks, visuals, and WIDA resources like the writing and speaking rubrics. Additionally, two EB teachers will work to support grade level educators in planning effective instruction for EB students and servicing individual students' language needs. The hope is to continue and grow the program to have 3 EB teachers in PreK-8th grade.

Furthermore, through the Striving Readers Comprehensive Literacy grant, two literacy coaches will continue to work with grade level educators through coaching, observations, and professional development based on research-based best practices for literacy and Emergent Bilingual students.



Data driven instruction continues to drive instruction at Partnership Academy. Literacy remains a key focus area for Partnership Academy. In 2018-2019 the school implemented of Writer's Workshop. This model brought in research-based best practices to facilitate a strong continuum of skill development in writing. Student growth and staff feedback around Writer's Workshop were extremely positive. So much so that educators and leadership made the decision to implement Reader's Workshop for the 2019-2020 school year. As reading MCA scores increased only slightly, Reader's Workshop will

take literacy learning to the next level. Striving Reader's coaches and TLT members will support implementation and accountability. Through implementation of Reader's and Writer's workshop, and professional development and coaching from our Striving Reader's coaches, we feel the changes we have made for the 2019-2020 school year will positively impact student achievement.

Academic Performance: Goals & Benchmarks

PROGRESS ON ACNW CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT

Summary

Partnership Academy had another strong year academically and programmatically, meeting or exceeding the many measures in the authorizer contract. Student growth was a notable strength, especially on the high-stakes measures of Universal Formative Assessment System for Teachers (FAST), NWEA Measures of Academic Progress (MAP) assessment and ACCESS testing. While many students experienced high levels of growth, proficiency scores still lag. This may be attributed to academic English demands in testing, summer retention, lower fall benchmarking scores, and staffing constraints.

School Environment continued to be a highlight in 2018-2019. Surveys show high levels of student engagement at school, and behavior data shows students on track with developmentally appropriate behavior and social skills. In Spring 2019, a group of educators came together and chose the “Second Step” social skills curriculum to be used in each classroom and throughout the school. Third grade educators piloted the curriculum and found it to be successful, and it was recommended highly from other culturally-responsive schools. Leadership has worked hard to hold high expectations for behavior and academics in a culturally responsive framework and believes that the implementation of PBIS with fidelity will produce even strong results for the 2019-2020 school year.

Indicator 1: Mission Related Outcomes

Goal:

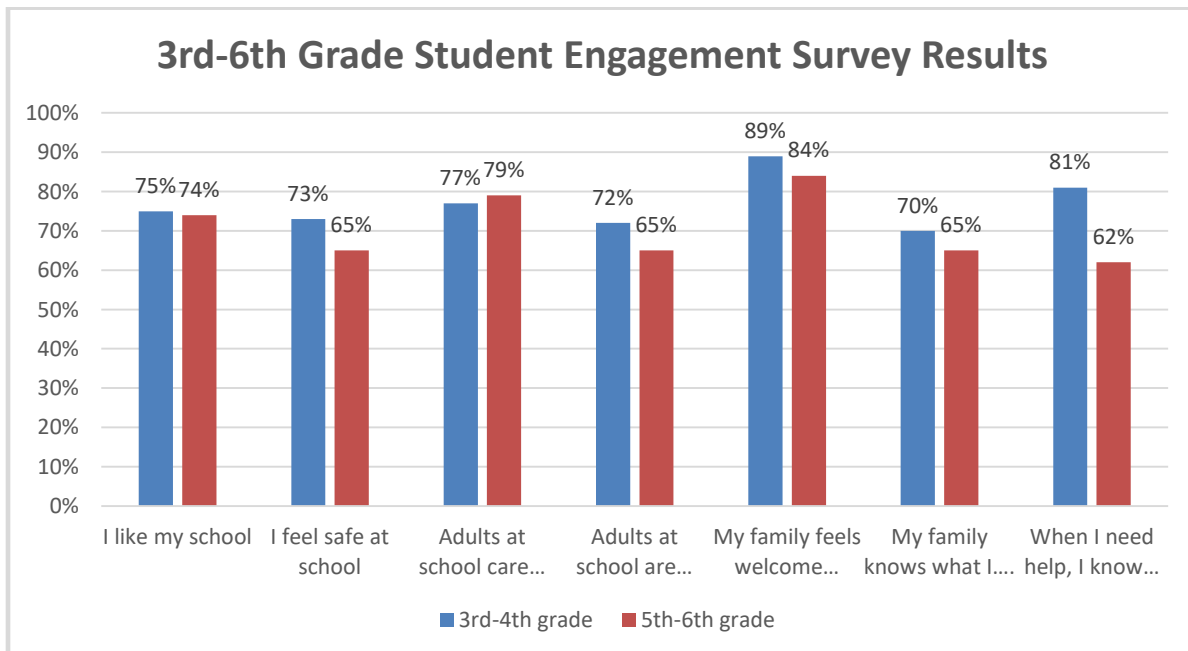
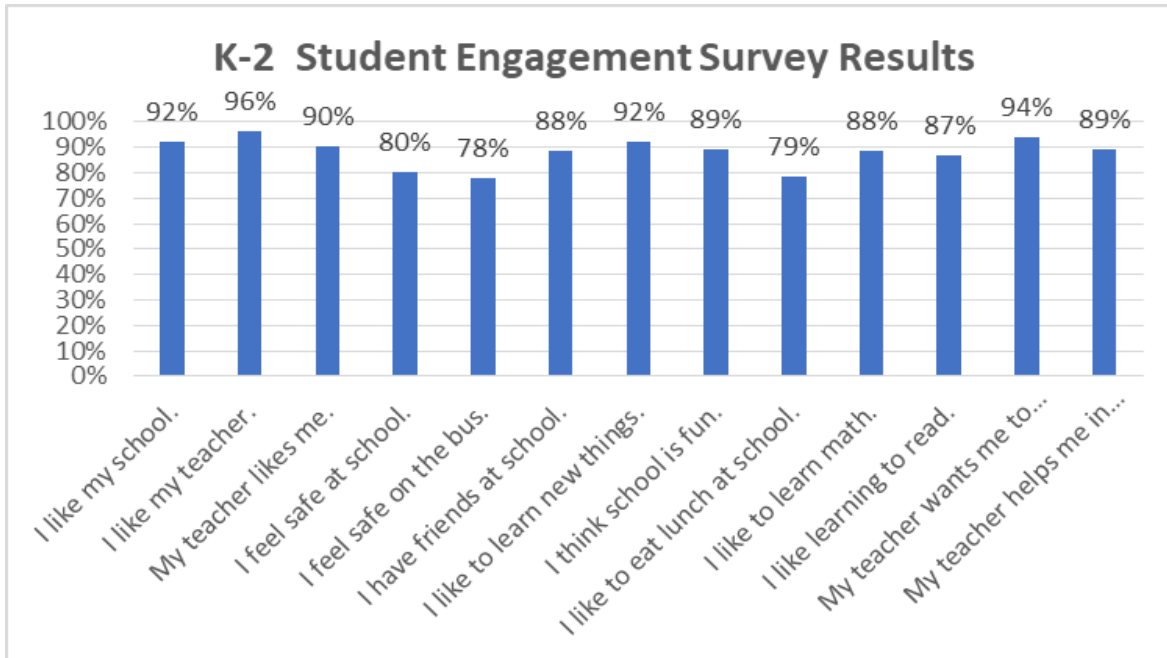
- 1.1 *From FY17 to FY19, the aggregate percentage of students who respond with one of the top two ratings on a four-point scale on all metrics in PA’s Mission Alignment and Engagement Survey will be at least 70%.*

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Closure (AGC)*

Key Measures & Results for this Goal:

Measure 1.1: Student Engagement Survey	Result: 84% Agree Exceeds Target
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Percentage of Students with Top 2 Ratings	
2017	88%
2018	90%
2019	73%



Indicator 2: English Language Learners

Goal:

2.1 From FY18-FY19, the aggregate percentage of English Learners meeting target on the ACCESS test

grades K-6 will be equal to or greater than the state percentage of English Learners meeting targets.

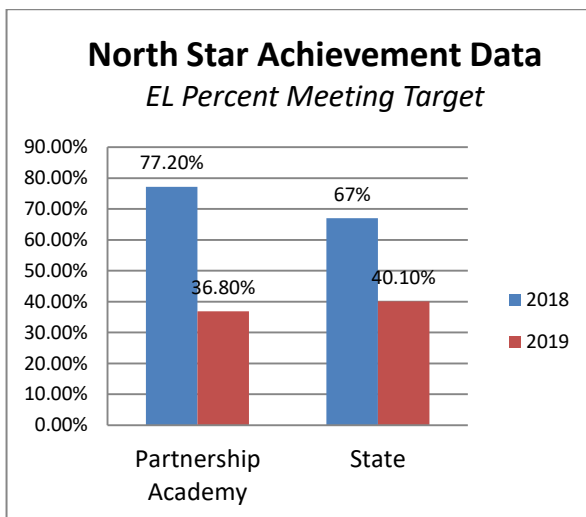
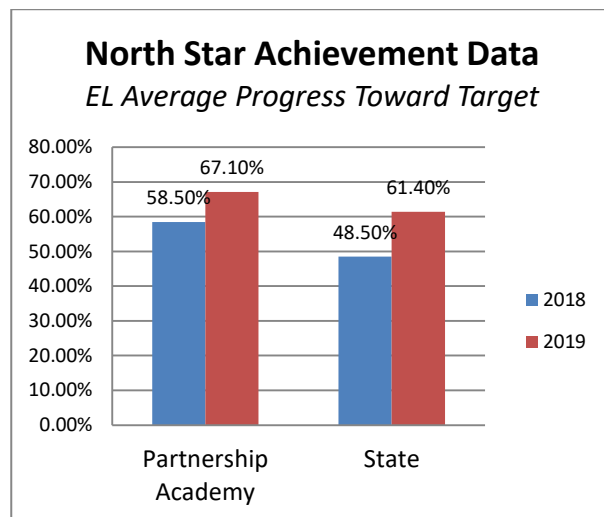
WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure (AGC)

Key Measures & Results for this Goal:

Measure 2.1: ELs Meeting Targets	Result: PA 62.8%- 54.95%= 7.85% Meets Target
Measure 2.2: ELs Average Progress	Result: PA 57%-53.55%= 3.45% Meets Target

2018-2019 North Star Accountability Partnership Academy-English Learner (EL) Performance:

EL Average Progress Toward Target			ELs Percent Meeting Target	
	Partnership Academy	State	Partnership Academy	State
2018	58.5%	48.5%	77.2%	67%
2019	67.1%	61.4%	36.8%	40.1%



Indicator 3: Reading Growth

Goal:

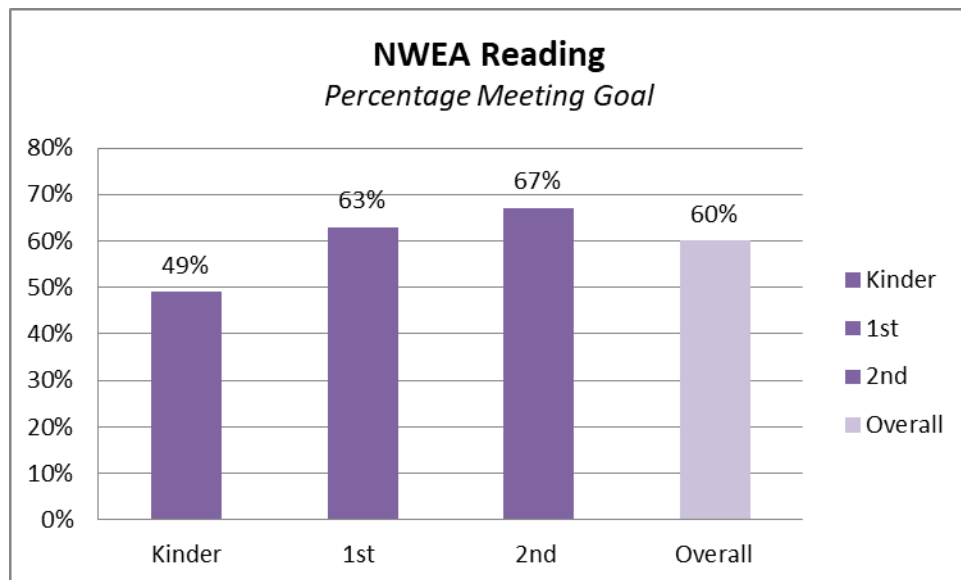
- 3.3 From FY17 to FY19, the aggregate percentage of students in grades K-2 who meet their fall to spring NWEA RIT expected growth target will be at least 55%.
- 3.4 In FY 20, the aggregate percentage of students in grades K-2 who meet their fall to spring growth goals or meet grade level expectations on the FAST Early Reading measures (K: Letter Sounds, 1:Decodable Words, 2: PRESS Phonics Inventory) will be at least 55%.

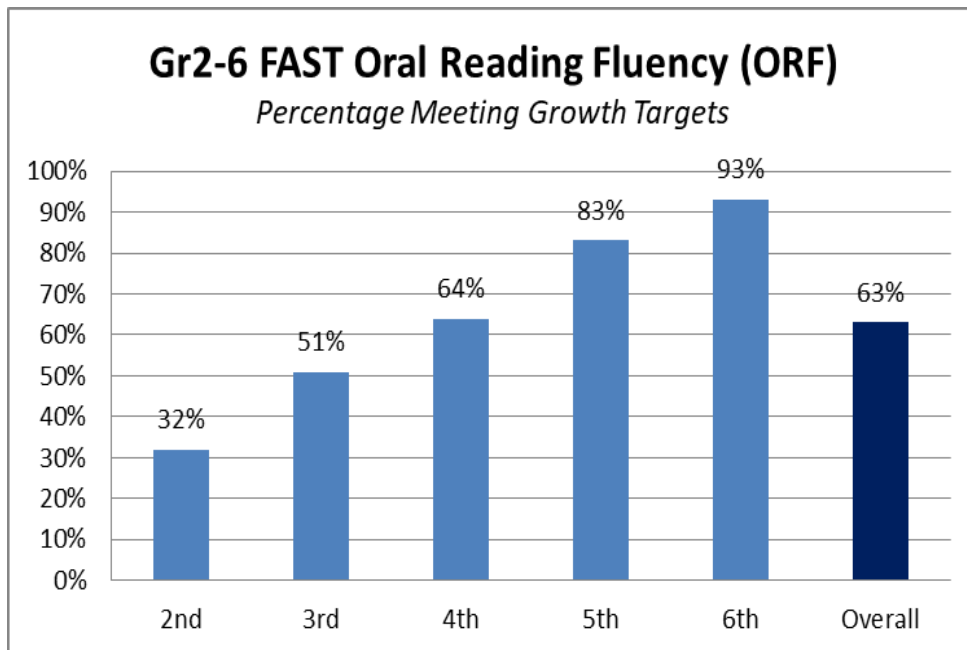
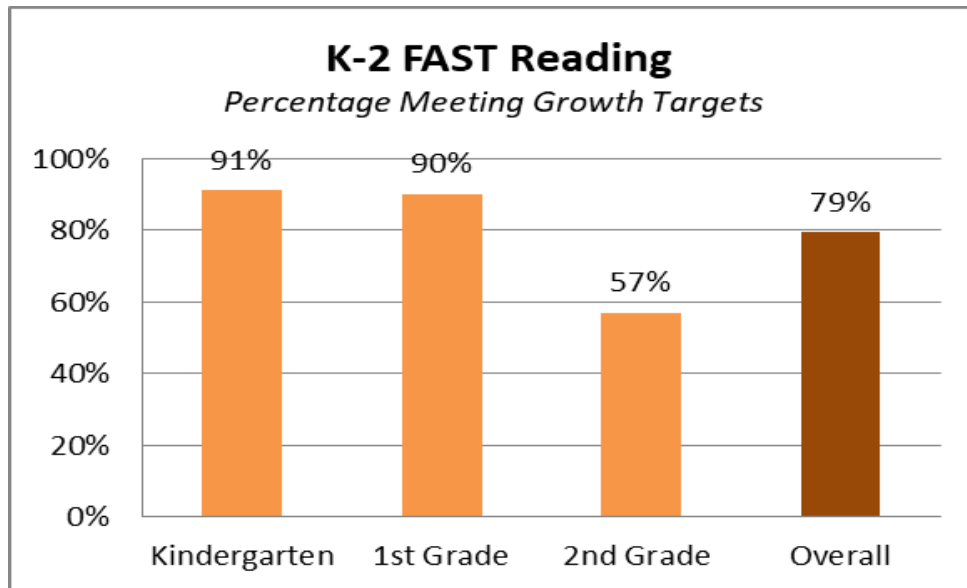
- 3.5 *From FY17 to FY20, the aggregate percentage of students in grades 2-8 who meet or exceed the fall to spring growth goals or meet grade level expectations on the FAST assessment designated to their grade level will be at least 55%.*

WBWF Goal Areas Addressed by this Goal: Reading Well by 3rd Grade (RG3), Achievement Gap Closure (AGC)

Key Measures & Results for this Goal:

Measure 3.3: NWEA RIT Growth	Result: 62.7% Meet or Exceed (K-2) Meets Target
Measure 3.4: K-2 FAST Growth Rate	Result: 79% Meet or Exceed (K-2) Exceeds Target
Measure 3.5: Gr2-8 FAST Growth	Result: 60.2% Meets Target





Indicator 4: Math Growth

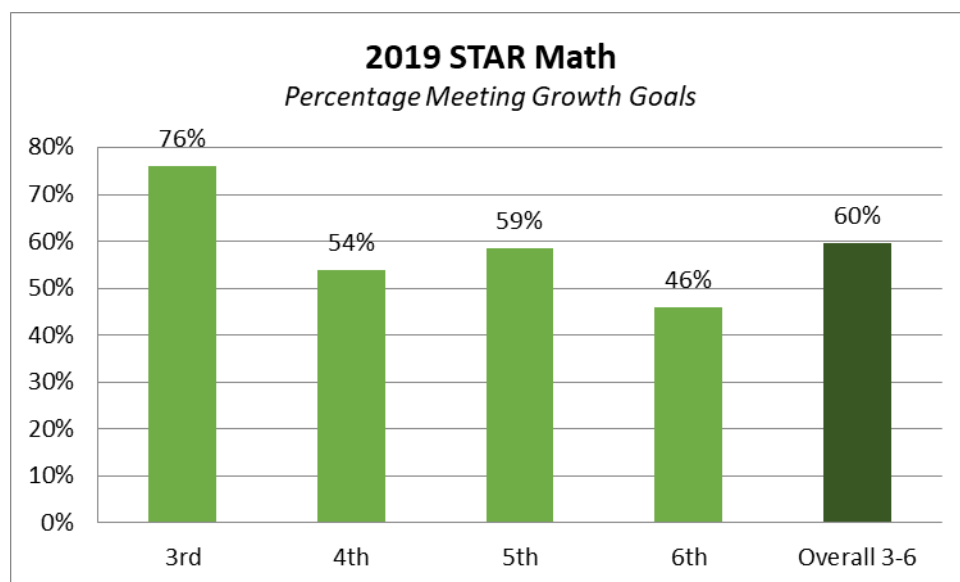
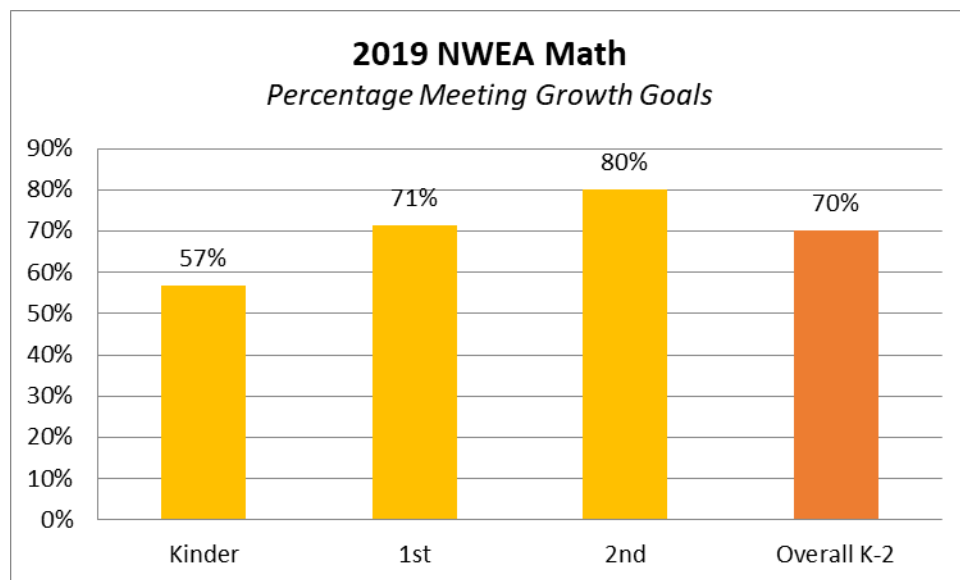
Goal:

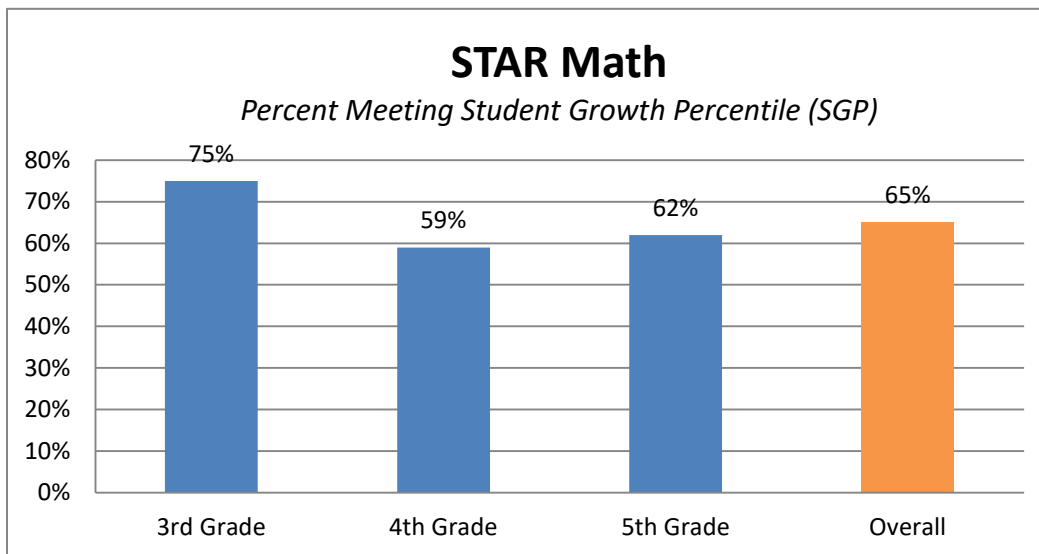
- 4.3 From FY17 to FY19, the aggregate percentage of students in grades K-2 who meet their fall to spring NWEA RIT expected growth target will be at least 55%.
- 4.4 From FY17 to FY19, the aggregate percentage of students in grades 3-5 (except in FY17, grades 4-5) who met their Student Growth Percentile (40th percentile or higher) on the STAR Math assessment will be at least 55%. (FY16 baseline = 55%)

WBWF Goal Areas Addressed by this Goal: Reading Well by 3rd Grade (RG3), Achievement Gap Closure (AGC)

Key Measures & Results for this Goal:

Measure 4.3: NWEA RIT Growth	Result: 70% Meet or Exceed (K-2) Exceeds Target
Measure 4.4: STAR Growth	Result: 62.9% Meets Target





Indicator 5: Reading Proficiency

Goal:

- 5.8 From FY17 to FY19, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the resident district (ISD 280 – Richfield Public School District) for the same subgroup and the same grades (3-5).
- 5.11 From FY17 to FY19, the aggregate percentage of students in grades K-2 who achieve scores at the 41st percentile or above as measured by the NWEA MAP assessment in the spring benchmark period will increase by at least 8.0 percentage points from the baseline percentage. (FY16 baseline = 29.5%).
- 5.12 From FY18 to FY19, the aggregate percentage of students in grades K-5 who achieve grade level proficiency as measured by the FAST Assessment in the spring benchmark period will increase by at least 8.0 percentage points from the baseline percentage. (FY17 baseline to be determined in spring 2017.)

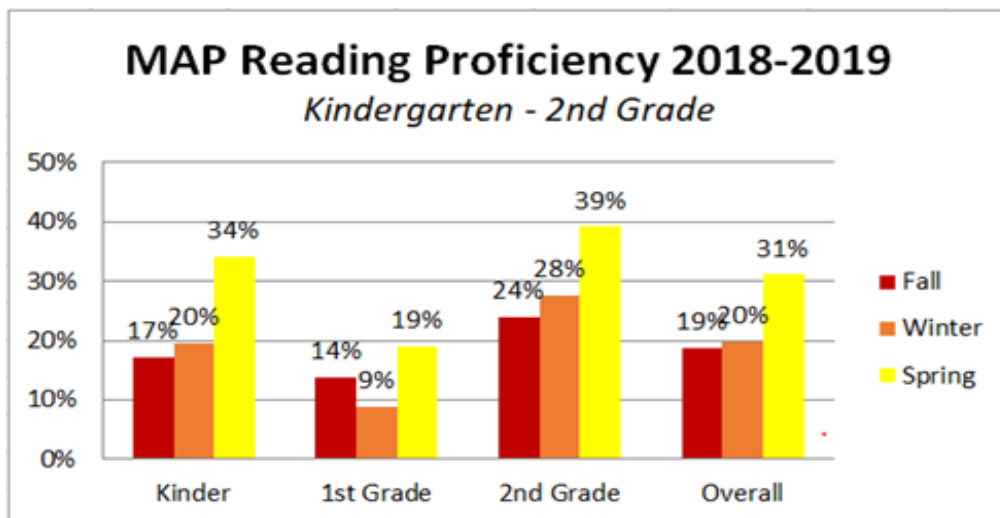
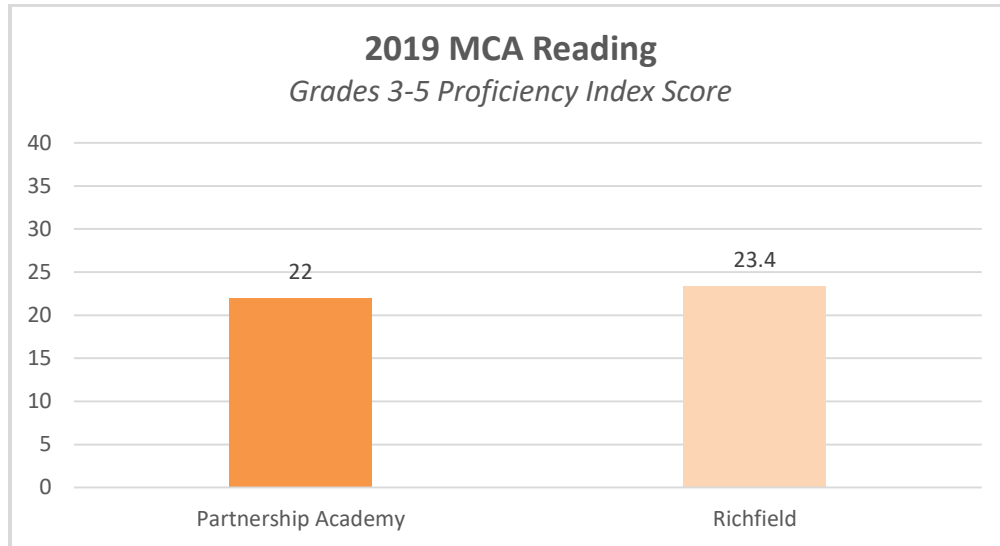
WBWF Goal Areas Addressed by this Goal: Reading Well by 3rd Grade (RG3), Achievement Gap Closure (AGC)

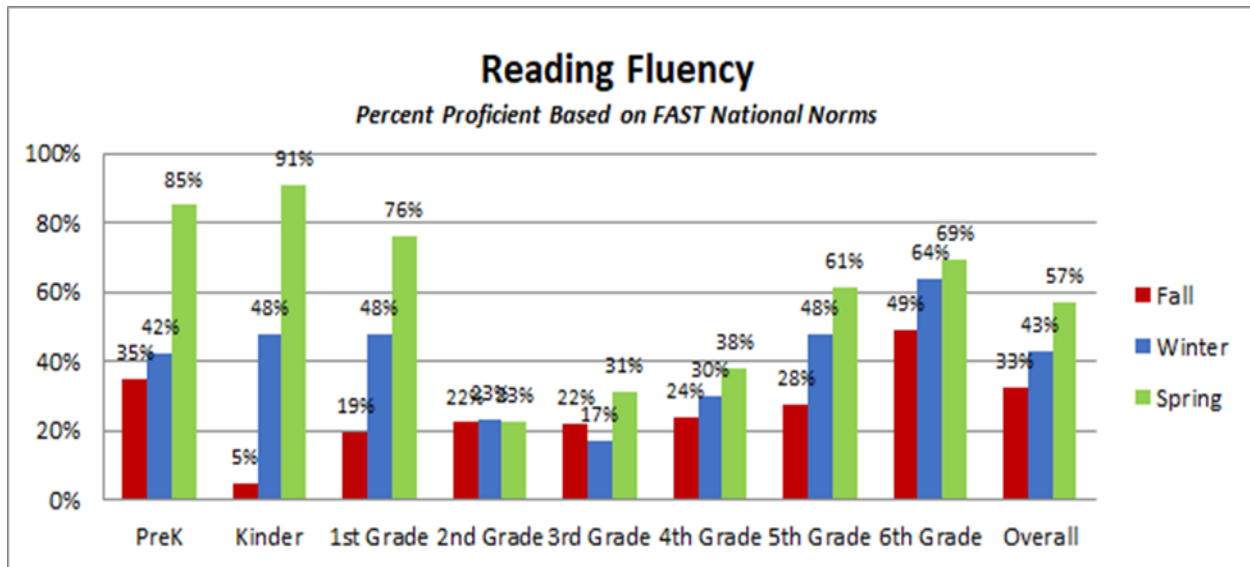
Key Measures & Results for this Goal:

Measure 5.8: MCA: English Learners: PA vs. Richfield	Results: Partnership Academy: 22 Richfield: 23.4 Approaches Target
Measure 5.11: NWEA MAP Proficiency (baseline 29.5%)	Result: 34% Approaches Target

Measure 5.12:
FAST Proficiency

Result:
2019: 56% Meet or Exceed (K-6)
Exceeds Target





Indicator 6: Math Proficiency

Goal:

- 6.6 From FY17 to FY19, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the resident district (ISD 280 – Richfield Public School District) for the same subgroup and the same grades (3-5).
- 6.9 From FY17 to FY19, the aggregate percentage of students in grades K-2 who achieve scores at the 41st percentile or above as measured by the NWEA MAP assessment in the spring benchmark period will increase by at least 8.0 percentage points from the baseline percentage. (FY16 baseline = 42.3%).
- 6.10 From FY17 to FY19, the aggregate percentage of students in grades 3-5 (except in FY17, grades 4-5) who achieve grade level proficiency (GE equivalent) as measured by the STAR Math Assessment in the spring benchmark period will increase by at least 5.0 percentage points from the baseline percentage. (FY16 baseline = 29.8%)

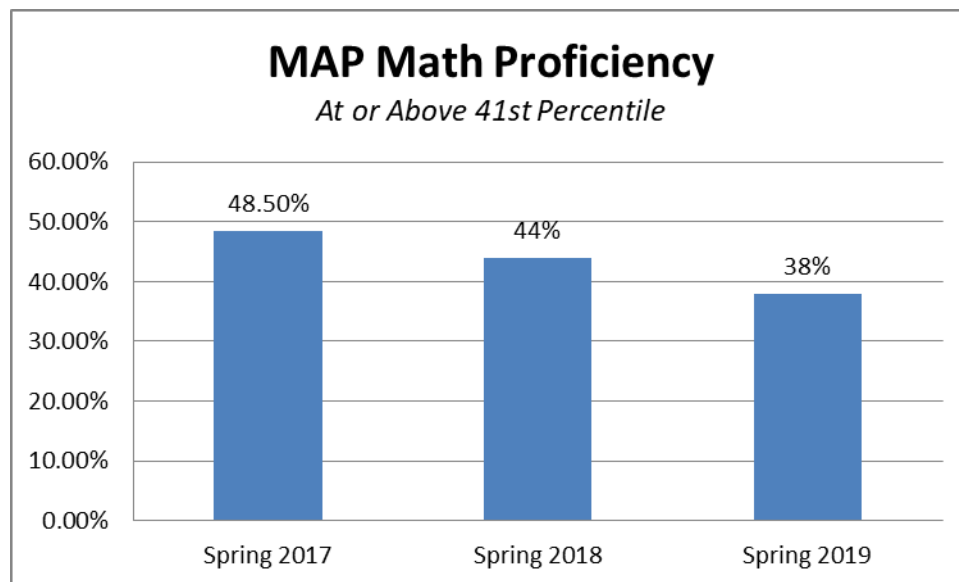
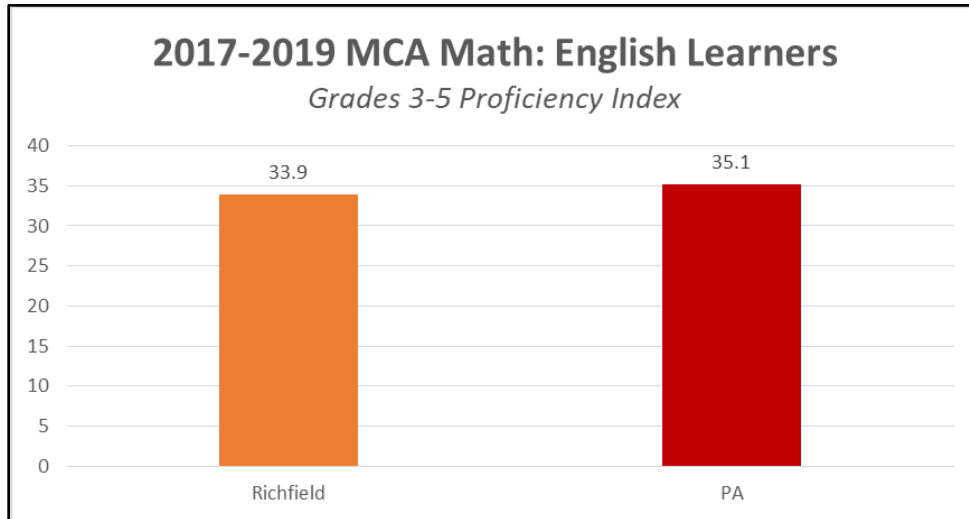
WBWF Goal Areas Addressed by this Goal: Reading Well by 3rd Grade (RG3), Achievement Gap Closure (AGC)

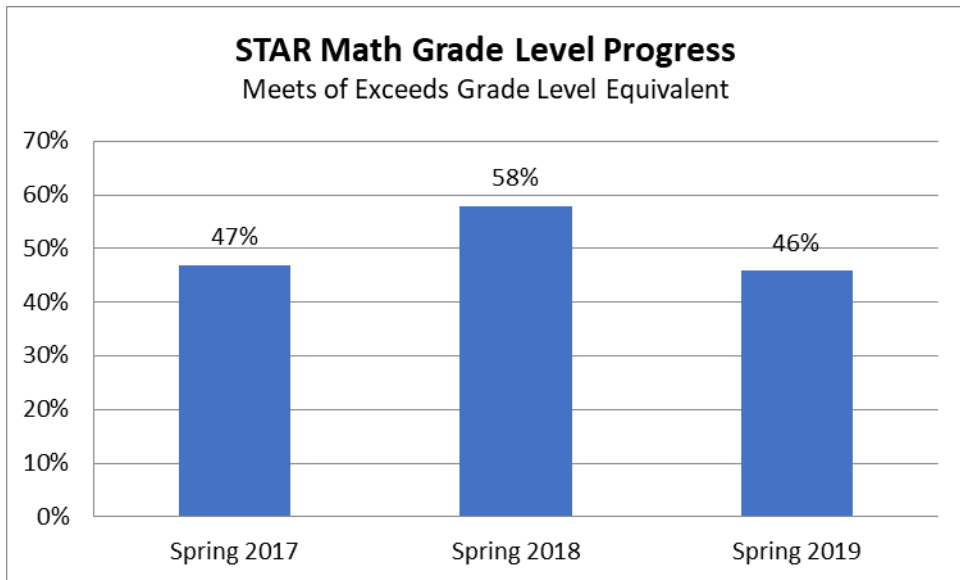
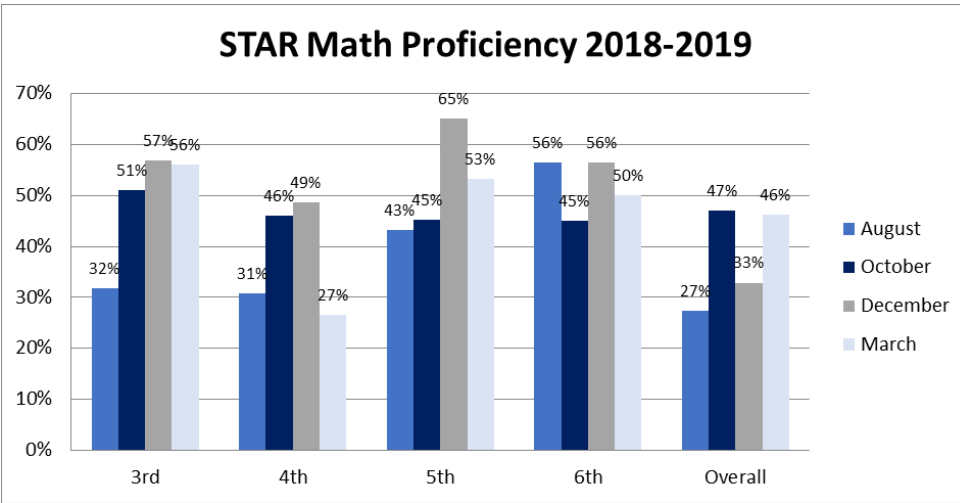
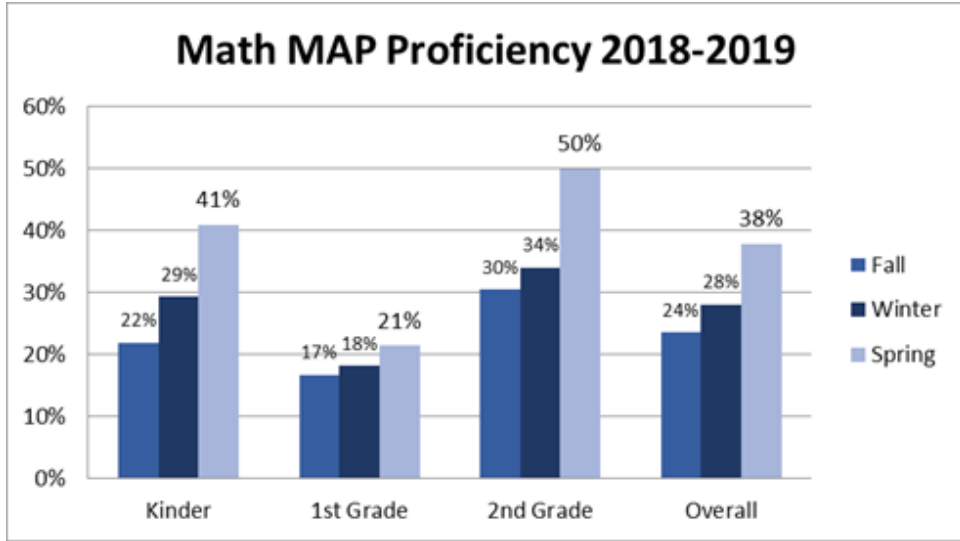
Key Measures & Results for this Goal:

Measure 6.6: MCA: English Learners PA vs. Richfield	Result: Partnership Academy: 35.1 Richfield: 33.9 Meets Target
Measure 6.9: NWEA MAP Proficiency (baseline 42.3%)	Result: 2019: 43.5% Approaches Target

Measure 6.10:
STAR Proficiency Grade Equivalent (GE) (baseline 29.8%)

Result:
2019: 52% (Aggregate)
Exceeds Target



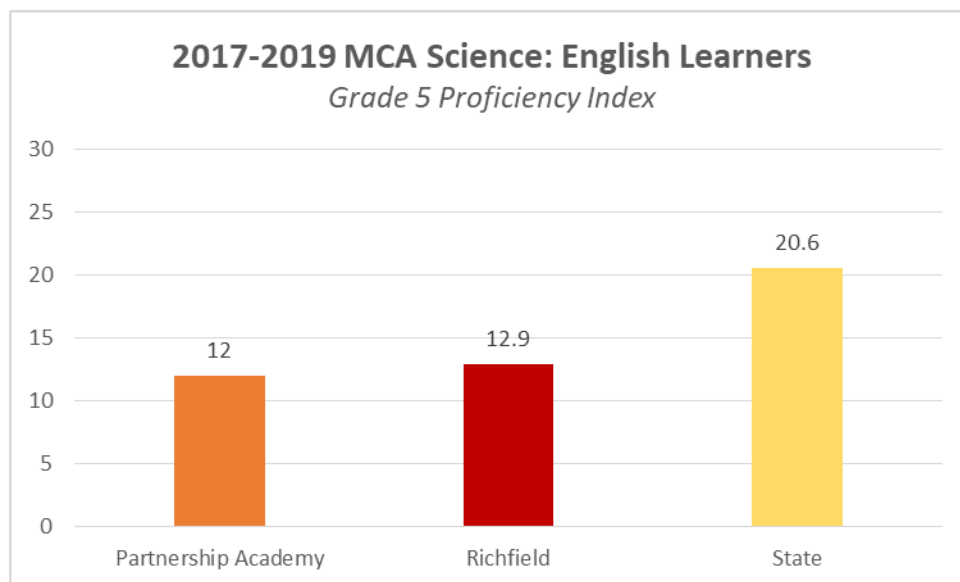


Indicator 7: Science Proficiency (and Growth)

Goal:

- 7.5 From FY17 to FY19, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the state for the same subgroup and the same grade (5).
- 7.6 From FY17 to FY19, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the resident district (ISD 280 – Richfield Public School District) for the same subgroup and the same grade (5).

Measure 7.5: MCA: English Learners PA vs. State	Result: Partnership Academy: 12 State: 20.6 Approaches Target
Measure 7.6: MCA: English Learners PA vs. Richfield	Result: Partnership Academy: 12 Richfield: 12.9 Approaches Target



Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal: From FY18 to FY20, the aggregate percentage of entering kindergarten students who participate in the Early Learning screener before or within the first ten days of kindergarten will be at least 95%.

WBWF Goal Areas Addressed by this Goal: Ready for Kindergarten (RFK)

Key Measures & Results for this Goal:

Measure 8.1: Early Learning Screener	Result: 2019: 100% Participation Exceeds Target
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Indicator 9: Post-Secondary Readiness

This school does not have a contractual goal in this area as it does not serve high school students.

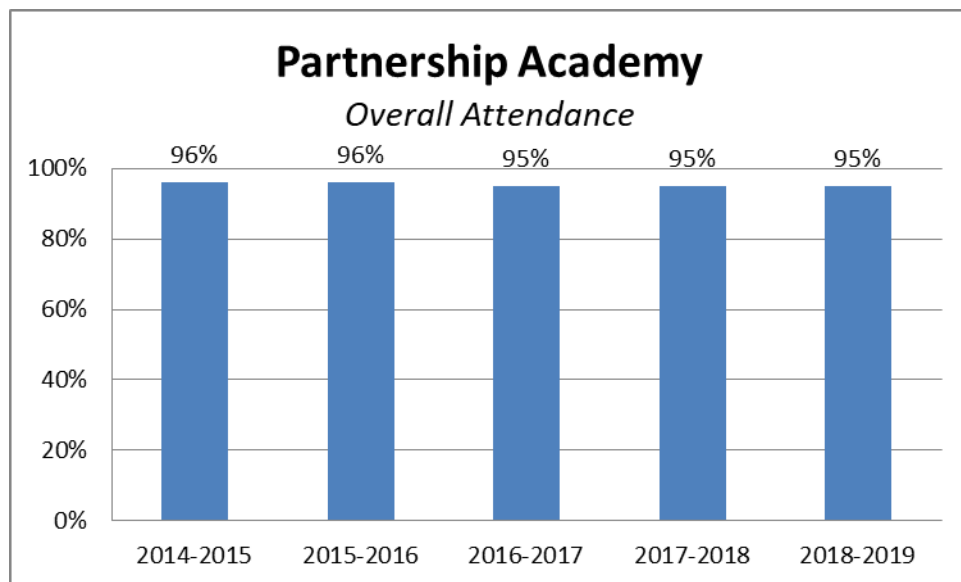
Indicator 10: Attendance

Goal: *From FY17 to FY19, the average of the school's annual attendance rates will be at least 90.0%.*

WBWF Goal Areas Addressed by this Goal: *College and Career Ready?*

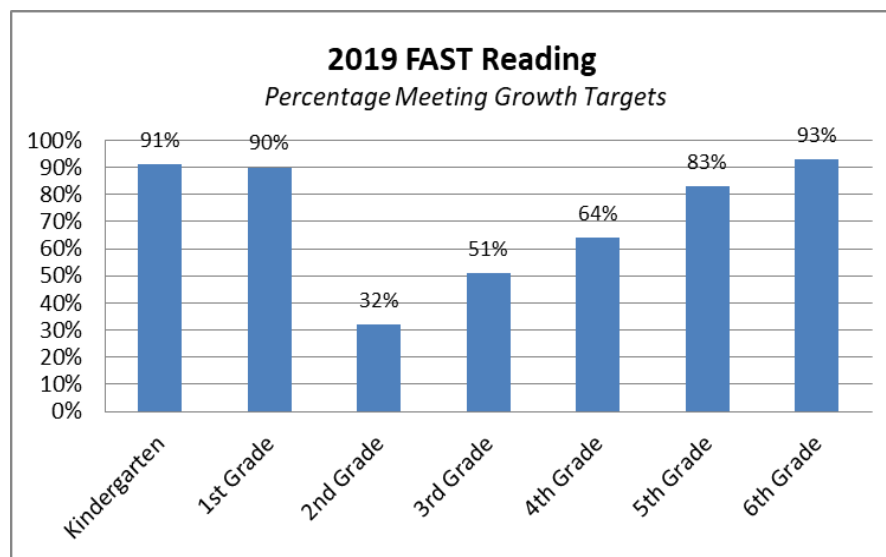
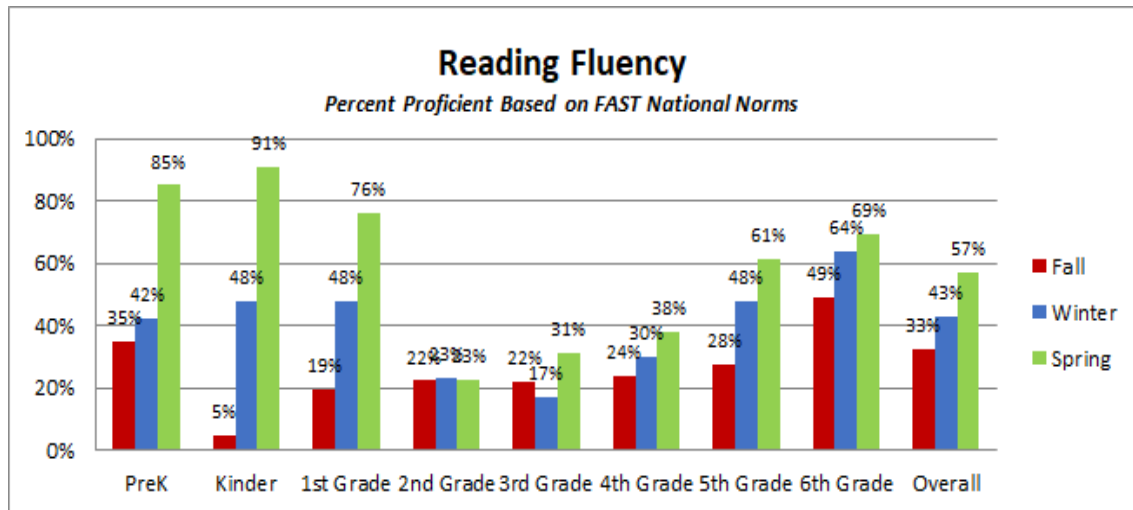
Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

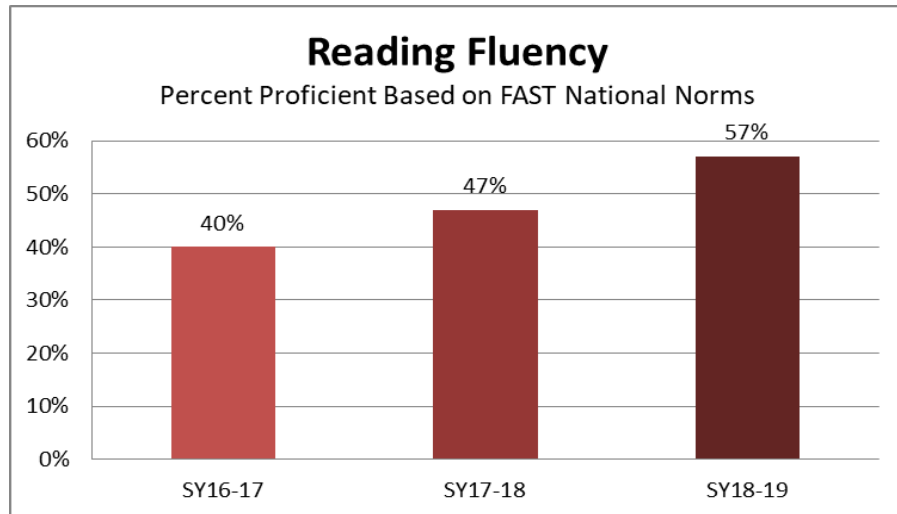
Measure 10.1: Attendance	Result: 95% Daily Attendance Exceeds Target
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Indicator A: Federal and State Accountability – World’s Best Workforce

Third Grade Reading Scores: In 2018-2019, educators at all grade levels worked together to create goals that rapidly decrease the number of students who are not making grade level targets in reading. As a school, we are committed to closing the gap through bridging foundational skills in literacy through the PRESS system created by the Minnesota Center for Reading Research. As a result of our PRESS interventions K-5 since 2016, there has been notable improvement seen in reading proficiency and reading growth.





In Fall 2018, 3rd grade educators set the goal to have 32% of students meeting or exceeding grade level proficiency targets on the FAST Oral Reading Fluency (ORF) assessment. Teachers brought this goal to life in the classroom with inspiring texts, celebrations of goals, and showcases of student learning. Unfortunately, third grade was just shy of meeting their goal with 31% meeting or exceeding grade level targets.

<i>Based on the FAST reading test, students will make the following progress from Fall 2018 to Spring 2019:</i>	
3rd grade	The percentage of students meeting or exceeding grade level proficiency on the FAST Oral Reading Fluency assessment will increase from 25% in Spring 2018 to 32% in Spring 2019 (following student cohort from 2 nd grade in Spring 2018 to 3 rd grade in Spring 2019).

Teacher Equity Data: At Partnership Academy, we believe that all students deserve exceptional teachers. We have a rigorous employment process including three interviews with key leaders and team members and a teaching lesson with feedback. We strive to employ educators who reflect the diversity of the population we serve. We network with local colleges and the community to attract applicants. When new staff is hired at Partnership Academy, leadership meets to determine educator placement, making changes as necessary to ensure all grade levels and classrooms have highly effective teachers. Furthermore, our school has begun offering small scholarships for current staff to receive their teaching license. We have a high number of staff of color who work in an unlicensed role and are working to provide financial opportunities towards teacher licensure.

Teachers at Partnership Academy engage extensive weekly professional development for all educators using research-based, field tested strategies, give tools for effective instructional practices that engage students and increase student achievement. TAP leaders consistently observe teachers to ensure effective implementation and evaluate teacher effectiveness. Teacher observation data and student achievement scores are used quarterly to evaluate teachers and drive decision making. Additionally, the TAP program provides career paths as mentor and master teachers for highly effective educators to

coach career teachers.

Achievement Gap Data:

Achievement Gap data increased in 2019. Factors that positively impacted this change were the use of Writer's Workshop, Reading Scope and Sequences, and literacy coaching are all factors that contributed to this gain.

MCA Reading: Mean Growth Z-Score	
Year	Z-Score
2016	-0.34
2017	-0.12
2018	-0.22
2019	-0.12

Please Note: Beginning in 2017, MMR scores were no longer calculated by MDE.

Kindergarten Readiness: Partnership Academy operates Early Wonders Preschool that serves approximately 15-20 students each year (between 10-15 of those students are entering kindergarten the following year). For the past three years, one-hundred percent of incoming Kindergarteners have completed the Early Learning Screener prior to entering kindergarten (see p.30-31, Audubon Goal-Indicator 8- Kindergarten Readiness). Moving into the 2019-2020 school year, Partnership Academy leadership and preschool educators determined a new goal stating: in spring 2020, 50% of students will be proficient on the Preschool Early Literacy Indicator assessment.

ESSA Identification: Based on Spring 2018 data, Partnership Academy was designated at the "support" level according to ESSA which remains until 2021. PA received no new designations in 2019. There are no requirements with this designation but MDE provides professional development and resources for support schools. Additionally, MDE recommends analyzing student achievement data and implementing school improvement strategies to increase achievement outcomes. Partnership Academy has consistently evaluated end of year data and determined research based best strategies to implement for the following year. As a result of the 2018-2019 school year, Partnership Academy will continue with implementation of Writer's Workshop and Math Expressions, and will begin implementation of Reader's workshop in the new school year. Furthermore, the TLT team has been further redefined two break into two teams, one focused on academics and the other focused on behavior. Both teams continue to includes a representative from each grade level and department and focuses on implementation of curriculum and best practice including observations and follow up to increase student achievement.

Educational Effectiveness: Assessment & Evaluation

Partnership Academy's core mission focuses on equitable and effective instruction for all students. At the core of our model, we believe in high levels of professional collaboration, reflection, and continuous improvement. This is achieved on multiple levels: At the classroom level, a system of co-teaching and co-planning (described in Section 5) leads to highly differentiated, innovative, and thoughtful instruction. At the grade level, frequent professional development, intensive coaching on both technical and relational skills, collaboration across classrooms and grade levels, and purposefully inclusive

classrooms allow for educators and students to develop in robust ways. At the school level, feedback from diverse staff and leaders is sought out and incorporated into many types of decisions. Leaders, educators, students and families work together as partners in reflection and ongoing improvement toward a common goal.

Partnership Academy's Teacher Leadership Team (TLT), led by three Associate Directors, is the main vehicle to monitor educational effectiveness and equity. To do this, the TLT guides the cyclical process of analyzing staff and student data, providing professional development, and gathering new feedback and data. The TLT is comprised of the four of the Associate Directors, two literacy coaches, and lead teachers, with other participants joining as needed. Teacher leaders applied and were selected for the team based on strong teaching and interpersonal skills. In the 2018-2019 school year, there was at least one representative from each grade level and department. The TLT meets weekly, with additional retreats and professional development, to carry out a year-long process of improving the quality of teaching and learning. A full long-range plan of TLT activities is available upon request.

In the beginning of the 2018-2019 year, the TLT, along with other leaders and educators, identified that literacy overall, and reading comprehension strategies in particular, have been areas of challenge. Given our student demographics with over 75% of students identifying as English language learners, linguistic flexibility is an area of strength, and at the same time the rigorous academic language in grade level texts often presents an obstacle to student understanding. This was evident in proficiency scores on a variety of tests, including the state MCAs, the NWEA Measures of Academic Progress test, the Developmental Reading Assessment, and the STAR assessment. Literacy has been our school focus for the past several years.

As a result, the TLT wanted to focus on providing age-appropriate and targeted skills instruction on reading comprehension within our weekly cluster meetings, formal observations, and coaching to better equip teachers with the skills to make literacy accessible. Cluster learning focused around Emergent Bilingual strategies in Speaking, Writing, and Reading using the WIDA frameworks. Partner talk strategies, guided reading, grammar instruction and the writing process were some of the research based strategies that were implemented.

At Partnership Academy, we constantly analyze how racial and linguistic subgroups perform compared to similar populations and students in the Richfield district and state level. As the preceding graphs show, we have made significant gains in student growth, with many more English learner meeting growth targets. For the past two years, Emergent Bilingual students at PA have outranked the state in the North Star Accountability measure for English Learner "Meeting Targets" on the ACCESS test. In 2019, 67.1% of students at PA were meeting EL targets, as compared to 61.4% of students statewide. These measures show that the strong efforts by school leaders, educators, students, and families are paying off. At the same time, analysis of Partnership Academy's ACCESS language test shows that there are continued areas where students have room for improvement, specifically in speaking and writing. This is a trend that was continues from 2018. As a result, the TLT identified a continued need for language strategies to increase students' productive language across content areas in 2019-2020. The implementation of Writer's Workshop has shown huge gain in student's writing abilities on internal assessments and continued use and refinement of this curriculum will further strengthen writing skills in 2019-2020. Additionally, Emergent Bilingual strategies will be a focus area of weekly cluster meetings and leadership will work to hold staff accountable for using these strategies in the classroom daily.

Another function of the TLT is to analyze instruction through formal observations. Each educator is observed formally four times per year, and the TLT additionally must receive observer training, recertification each year, and professional development to ensure inter-rater reliability between the different observers. The TLT dedicates significant time to ensure that the TAP rubric is aligned with the school's values of equitable education and that the professional needs of teachers throughout the school are reflected within professional development offerings.

Detailed information about the observation rubric, process and data analysis on staff needs resulting from observations, are available upon request. In addition, school leaders are also observed leading professional development (and teaching, if applicable), as well as assessed through a survey by their mentees and supervisor. The full report of their strengths and areas of growth is available in the spring, and includes several sources of data.

Student & Parent Satisfaction

Feedback from students and families is very important at Partnership Academy. There are multiple opportunities throughout the year for students to give feedback and suggestions during class meetings, online surveys, and focus groups. Parent feedback is gained through Parent Advisory Committee (PAC) meetings monthly, quarterly conferences, and through surveys.

Formally, student feedback is gathered each spring in Student Engagement Surveys (see Engagement Survey Results on pg. 19-20). Each year, students report that our school makes them feel safe, cared for and they enjoy learning. At high levels, students indicate that they like the school, feel teachers help them when they need it, have friends, and are engaged in learning. Furthermore, the data demonstrates that students feel safe in their community.

Parent satisfaction is evident in our 12 year 100% parent attendance at quarterly conferences. Formal parent feedback was obtained during conferences in March 2019 through a survey. Overall, parent satisfaction was very high and results demonstrate PA's commitment to serving our families. Ninety-eight percent of families indicated they were pleased with Partnership Academy. All survey questions had 80% or more of families reporting satisfaction. A few highlights include: 95% of families were pleased with the academic program, 92% were pleased with the quality of teachers at Partnership Academy and 96% of families felt that PA was a safe space for their child.

Environmental Education

At Partnership Academy, service-based, experiential learning is a pillar of the academic program because of the importance of community engagement and partnership. Throughout the year in each grade level, students engaged in meaningful learning about the environment and actively participate in bettering the community. Partnership Academy's Environmental Literacy Plan was a helpful framework that engaged educators and students in learning about their environment in meaningful ways. Staff reviewed and



revised the Environmental Literacy plan this summer and made refinements for the 2018-2019 school year.

Family Science Night is an annual event that lives out our mission to partner with families and our local community to provide learning experiences for our students. In March 2019 at our 4th annual Family Science Night, each grade level designed a unit and activity to present. Over 100 families attended the event and each room was bustling with learning and fun! Community volunteers discussed aquaponics with students and allowed students to help create some of the the classroom. Staff from Woodlake Nature Center in Richfield shared information about animals and habitats. Students made milk carton bird feeders to take home. The Junior League of Minneapolis let students experiments with coding small robot cars. PA staff led students in a variety of experiments on various topics. Students and families were filled with amazement as they experienced this great event!

Also, Partnership Academy received two grants through Hennepin County to deepen our environmental efforts. The first, the Youth Stewardship grant, provided funding for designing a vertical farming unit in the classroom and project in which student designed and planted a pollinator garden as part of the landscape at our new school site. The school also received a recycling grant to lead recycling and composting efforts in the school cafeteria and around the school. Students are very involved in empowering one another to help the environment and make lasting change!

Over the past four years, teachers have driven a stronger science program with an environmental and hands-on focus. One of our continued successes is the collaboration between educators to create a strong science program for students at Partnership Academy. In 2015, a team of teachers representing all six grade levels mapped the science standards to better understand their content and to strategize

how to successfully integrate science into the school day routinely. Teachers see that students absolutely love to engage with science curriculum. Teaching methods have focused on hands-on lessons which align with community needs, from planting seeds and observing plant growth in kindergarten to community presentations about outer space considerations in third grade to an extensive river



study in fifth grade. In the summer of 2017, a group of educators from each grade level collaborated together to create Partnership Academy's Environmental Literacy Plan that spans across grade levels focusing on building environmental literacy through learning, experimenting, and serving the environment and community. In collaboration, grade levels chose an area of focus and determined how they will evaluate progress along the way. Partnership Academy refined this plan in summer of 2018 in order to maximize student learning in environmental literacy. In 2018-2019 school year, 5th and 6th

grade students had a daily science block for the first time, led by a veteran teacher at Partnership Academy.

Governance & Management

BOARD OF DIRECTORS

The school has a Board of Directors that is actively engaged in ensuring Partnership Academy offers an excellent educational experience for all students, is financially viable, and provides strong operational systems that assist the school in reaching its mission. The board has six sitting members and is comprised of two parents of an enrolled students, one licensed teacher who is employed by the school, and three community members who are not employed by the school and do not have a child enrolled at the school. The board plays a key role in ensuring the school meets the performance goals outlined in the Authorizer's performance framework. Another key role for the board is to annually evaluate the performance of the Executive Director. The Accountability Committee of the board is responsible for leading the evaluation process which is aligned to a performance based rubric that includes data collection from multiple stakeholders that is analyzed by an outside consultant, Lange Research and Evaluation.

2018-2019 Board Roster

Name	Date of Election	Position	Affiliation	Term End Date	Email Address
Teresa Bechtold	10/2018	President	Community	10/2021	tbechtold@rutherfordbechtold.com
Frannie Becquer	10/2018	Vice President	Community	10/2021	fbecquer@isd191.org
Robbie Burkhart	10/2016	Treasurer	Community	10/2019	robbieburkhart@gmail.com
Jessica Arnoldi	10/2016	Secretary	Teacher	10/2019	jarnoldi@paschool.org
Nancy Aguilar	10/2017	Member	Parent	10/2020	naguilar@paschool.org
Martin Luna	10/2018	Member	Parent	10/2021	martinfrijolito@gmail.com

Board Training and Development

Partnership Academy's Board implements a hybrid of Carver Policy Governance that provides a structure for the board to continuously analyze their progress and development towards their established "Results Policy" goals and strategic initiatives.

Initial Board Training				
Name	Date Joined Board	Date Completed: Board Governance	Date Completed: Financial Matters	Date Completed: Employment Matters
Robbie Burkhart	September 2010	November 2010	November 2010	November 2010
Lisa Hendricks	Ex-officio	November 2010	November 2010	November 2010
Teresa Bechtold	September 2014	November 2014	November 2014	October 2014
Nancy Aguilar	October 2017	January 2018	January 2018	January 2018
Jessica Arnoldi	September 2015	February 2016	January 2016	December 2015
Frannie Becquer	September 2016	September 2017	August 2018	August 2018
Martin Luna	October 2018	January 2019	January 2019	January 2019

Annual Training – FY 19				
Board Member Name	Every Student Succeeds Act (ESSA) Overview Presented By: Ashley Leary 9/27/18	Assess Academic & Environmental Education Presented By: Ashley Leary 12/20/18	Open Meeting Law 1/24/19 Presented By: Lisa Hendricks	Records Retention Presented By: Dianna Chang 03/28/19
Robbie Burkhart	No	Yes	No	No
Teresa Bechtold	Yes	Yes	Yes	No
Nancy Aguilar	Yes	Yes	Yes	Yes
Jessica Arnoldi	Yes	Yes	Yes	Yes
Frannie Becquer	Yes	Yes	Yes	Yes
Martin Luna	Yes	Yes	Yes	Yes

MANAGEMENT

Partnership Academy's board and executive team believes distributed leadership honors the school's Values in Action to best meet the needs of students, families, and staff. The Executive Leadership Team (ELT) is made up of the executive director and associate directors. The executive team meets biweekly, and each member is responsible for overseeing specific areas within the school, as detailed below. Additionally, the school's strong focus on leadership development and coaching has allowed them to provide ongoing support and supervision through differentiated coaching from other leaders in the building. The profiles for the additional leaders who provided supervision and coaching during the 2018-

2019 school year are also listed below.

LIST OF ADMINISTRATORS/QUALIFICATIONS

Lisa Hendricks, Executive Director

Lisa is a licensed teacher and principal who founded Partnership Academy in 2002. She is studying for her doctorate in Organizational Leadership, Policy and Development at the University of Minnesota. She supervises the other directors and executive coordinator. Lisa also oversees relationships with the board, authorizer, and community. Most importantly, Lisa manages the school's finances, human resources, strategic planning, expansion efforts; and serves overall as a superintendent.

Molly Schwaiger, Associate Director

Molly completed her Masters of Arts in Literacy Education and additional licensure in K-12 Reading from Hamline University. She began at Partnership Academy over nine years ago coordinating the Gifted and Talented Program, the After School Program, the Service Learning Program, and started the Response to Intervention Program, which she continues to oversee. She has taught intervention, gifted, and mainstream classes from kindergarten through sixth grade. She served as a TAP Mentor teacher for one year, a Master Teacher for three years, and has been a director for six years. Molly currently oversees academic programming in preschool through seventh grade, intervention, special education, and professional development through the TAP system. She supervises instructional leaders and specialized teachers.

Major Responsibilities:

- **Staff supervision:** Supervise instructional staff, Special Education, and Reading Corps
- **Teacher Leadership Team:** Co-facilitate leadership team meetings, conduct teacher observations, facilitate professional learning and leadership development, monitor student growth and teacher feedback
- **Intervention:** Oversee Intervention programming PreK through grade 5, maintain ADSIS documentation and monitoring, lead Intervention team meetings
- **Special Education:** Participate actively in Child Study and due process meetings, facilitate the Child Find process from the intervention process, coach and support special education staff
- **Academic Director:** Oversees curriculum, instruction, assessment, and professional development; maintains program compliance with board, state, and authorizer

In the 2018-2019 school year, Molly had several professional goals, namely to further support implementation with fidelity of new Writers Workshop and Math Expressions curriculum and to pave the way for Readers Workshop curriculum in the 2019-2020 school year. This focus, Molly believed, would be critically important in order to align standards-based instruction in a rigorous way across grade levels. Molly supported implementation through close work with the Striving Readers Literacy Coaches, individual and team coaching support, long-range planning, and formal and informal observations with frequent feedback. Writing instruction took a huge leap forward, with students in K-6 writing with more frequency and intention. Staff reported strong positive gains and personal enjoyment in teaching writing as a result. In addition, Molly supported the middle school expansion by coaching teachers on accountability practices for pre-adolescents. There was a lot of learning in the middle school space, and the team begins the 2019-2020 school year with even better foundational supports including a family handbook, Infinite Campus parent communication for grades and assignments, a revamped schedule including social/emotional curriculum through a daily advisory, and more. Finally, Molly helped pave

the way for school-wide Positive Behavior Intervention and Supports (PBIS) programming and led the teacher leadership team to have a more collaborative and democratic decision-making process. Molly will continue to focus on many of these areas, with a particular focus on curriculum implementation and school-wide fidelity heading into the 2019-2020 school year.

Rosa Herrera, Associate Director focused on Family and Student Services. Ms. Herrera is a founding member of the Charter School, has been the Associate Director focused on Family and Student Services since 2002, and is active member of the Executive Leadership Team. Ms. Herrera has overseen many areas in her sixteen year tenure at the Charter School, including the main office, attendance, transportation, student discipline, the Parent Advisory Committee, school fundraisers, recruitment, special education translation services, parent groups for students with special needs, and more. Ms. Herrera has strong ties in the community and has created partnerships for the school with Comunidades Latinos Unidos en Servicio (CLUES), Southside Health Services, Fairview Southdale Hospital, the University of Minnesota, PACER, Hacienda La Paz, and many others.

Major Responsibilities: In her role as Associate Director, Ms. Herrera supports family involvement, student discipline, transportation, special education (especially interpreting services), parent education, fundraising, enrollment and marketing.

Goals:

- Work with school leaders, community leaders and staff to increase student enrollment
- Continue to work with community partners to improve services for families in need

Professional Development received during 2017-2018:

- City Connects Breakfast
- City of Richfield- READY- Back to School Event
- Bloomington Police Department
- MAEH CY monthly meetings
- “Together Bloomington” Co-Chair

Jessica Rivas, Associate Director focused on Student Success, Equity, and MARSS Coordination. Ms. Rivas has worked at the Charter School for over eleven years and has been the Associate Director focused on Student Success, and Equity. Ms. Rivas has also served as the MARSS Coordinator at the Charter School since 2009. Ms. Rivas is a member of the Charter School’s Executive Leadership Team and is a key leader in the Special Education department, including as a cultural and linguistic interpreter.

Major Responsibilities: In her role as Associate Director, Ms. Rivas oversees state MARSS reporting and the student information system, leads Equity programming at the Charter School, co-facilitates the Teacher Leadership Team, oversees the AMIGOS after school program, and supervises and provides coaching to the majority of the associate educators at the Charter School.

Goals:

- Ensure all teams, programs and structures at the school are aligned to the schools Values in Action and are culturally relevant and student focused
- Provide ongoing coaching and support to supervisees

- Provide accurate data and timely reports to Minnesota Department of Education
- Coordinate, facilitate, support and provide culturally relevant school wide celebrations throughout the school year.

Goals:

- Provide support so that all teams, programs and structures of the school are aligned Values in Action, are culturally relevant and student focused
- Provide ongoing coaching and support to supervisees and staff
- Provide accurate data and timely reports to Minnesota Department of Education
- Provide culturally relevant perspective and insight to Special Ed Department.
- Provide ongoing interpreting and translating support to teams and Special Ed Department in order to provide effective communication between families and school
- Provide ongoing coaching and supervision with Cristo Rey Work-study Program
- Coordinate, facilitate, support and provide culturally relevant school wide celebrations throughout the school year.

Professional Development received during 2019-2020:

- MARSS University, Summer 2019
- CPI Training, Fall 2018
- Infinite Campus 2019
- MARSS USER GROUP Infinite Campus quarterly sessions
- Cristo Rey Supervisor quarterly meetings

Jake Kizewski, Operations Coordinator

Jake Kizewski has worked at Partnership Academy for the past 11 year. For the 2018-2019 school year, he served as the Operations Coordinator. Jake holds a Bachelor's degree from St.Cloud State University in Physical Educator and has served as a P.E. teacher, mentor and master teacher at Partnership Academy. His leadership, organizational and operational skills set him apart as a leader at Partnership Academy. His role as Operations Coordinator was essential as the new building was being built. He oversaw all construction elements.... He also played an integral role in the development of the middle school program.

Moving into the 2019-2020 school year, Jake will serve on the Executive Leadership Team as an Associate Director who oversees the middle school program and operations.

Major Responsibilities: Jake oversees and supervises the specialists and operations team. He provides leadership and coaching for the middle school program and helps facilitate Teacher Leadership Team meetings.

Goals:

- To support behavior through the implementation of strategies and systems to promote a positive community.
- Supporting with school wide goals/policies
- Develop relationships with students and provide support for growth in all academic areas

Professional Development:

- Bi-weekly coaching with Lisa Hendricks to support both school-wide and personal leadership goals.
- Enrollment in Educational Leadership Graduate Program at St. Mary's University spring/summer of 2020.

Alison Tanner, Special Education Lead Teacher

Alison has worked at Partnership Academy for eight years, including two years as an associate educator. She has a Bachelor of Science in Social Work and a Master of Arts in Special Education and is licensed in Specific Learning Disabilities, Emotional/Behavioral Disabilities, and Autism Spectrum Disorder, Kindergarten through 12th grade. Alison oversees due process, facilitates Child Find and other special education professional development, co-leads the special education parent group, and teaches small groups of students. She supervises three associate educators with the support of the preK-2 academic director.

Major Responsibilities:

- Coordinator of the special education program at Partnership Academy,
- Maintain a 100% compliance rate for completing all Annual Reviews (IEPs), Initial, and Three-Year Reevaluations according to State and Federal law.
- Monitor student's IEPs and to ensure program compliance: that required timelines are being observed; that direct services, accommodations, modifications and other services indicated on the plan are being implemented across all school settings; and that the student is benefitting from the services provided.
- Monitor student progress according to frequency stated in IEP goals.
- Maintain accurate student data and other records and submit reports as required.
- Coach, mentor, and supervise special education staff. Build and maintain relationships with staff at Partnership Academy and consultants.
- Organize and lead bi-monthly special education team meetings, child study, and professional developments.

As the special education lead teacher, Alison works with the Teacher Leadership Team (TLT) and SPED team. Alison continues to develop in leadership through the observations and facilitation of professional development, as well as to improve her staff communication by focusing on direct, effective, and frequent communication with many teams and individuals. Alison has built collegial relationships with staff and has expanded the lines of communication between herself, her team, and many general education staff, with more frequent check-ins around student needs and professional practices. Alison will continue to work to sustain these efforts in the 2019-2020 school year.

Dianna Chang, Executive Coordinator

Dianna completed her Bachelors of Science in Psychology and has completed two semesters of additional graduate coursework in Psychology and Counseling. She began with Partnership Academy during the 2014-2015 school year but has been working in the educational field since 2007. Prior to joining Partnership Academy, she was with another charter school for five years in various roles, with

her last role being a Hmong Language & Culture Specialist to students in grades K-8 in which she developed curriculum and resources for the program. At Partnership Academy, Dianna manages the business operations and human resources departments. She also supervises and oversees the technology department, maintenance department and school lunch program.

Major Responsibilities:

- Human Resources
- Finance /Business Office
- Operations/ Maintenance
- Technology
- School Nutrition Program

18-19 Goals:

- Supporting with school wide goals/policies
- Develop relationships with students and provide support for growth in all academic areas
- Engage in more equity/affinity conversations
- Enhance learning to further improve the Food Nutrition Program

Professional Development received during 2018-2019:

- Race & Equity training with onsite leaders
- Food Nutrition Program training by Minnesota Department of Education
- Facilities Management training by WASBO

Katie Bening, Preschool Program Coordinator

Katie holds a B.S. in Early Childhood Education from The University of Wisconsin Stout and has worked in the education field for over twelve years. Her experience includes overseeing preschool programming at multiple sites and engaging community resources to enrich the experiences of preschoolers and their families. Katie manages and directs enrollment, data collection, policy and procedure, health and safety, family engagement, and staff development for Early Wonders Preschool. Her prior experience includes direct classroom teaching at Early Wonders Preschool, where she completed her student teaching and worked as a teacher in the classroom for three years. She also has five years of work in environmental education.

Major Responsibilities:

- Supervise preschool staff, coordinator staff development and training.
- Communicate with Partnership Academy, Minneapolis Public Schools (MPS) , MN Department of Education, NAEYC, Parent Aware, Department of Health and Human Services, CACFP
- Accountable for processing administrative paperwork on a timely basis
- Ensure that all federal, state, county and district wide regulations and reporting requirements have been met
- Complete monthly budget review; CCAP, Pathways and family payments; Food Service Reimbursements
- Complete all MPS, County, Think Small, NAEYC, United Way and other financial reports as needed. Monitor family payments.
- Develop, implement and monitor progress on plan for achieving program/contract goals

Overseeing the Early Wonders Program and supervising staff at a separate location, Katie's professional goals focused around her consistent communication between herself, her staff, and Partnership Academy's administration. Katie instituted some changes in her staff's daily schedule to allow more frequent communication between all educators and worked to connect more frequently with Partnership Academy leaders. In addition, she worked to institute more professional development and coaching for her staff at Early Wonders through frequent feedback and applicable training. Both of Katie's goals remain ongoing focuses heading into the 2019-2020 school year, and with her additional responsibilities supporting the lunch program at PA, much of her attention will be on setting up a strong program in the new PreK-7th grade building.

Staffing

Partnership Academy's unique four-person team structure encourages collaboration, peer mentoring, and a strong sense of community. As a result, school climate survey results have been strong for the past years and the school experiences less turnover than other charter schools with similar characteristics. Eighty seven percent of staff are returning in the 2018-2019 school year, and 44% of all educators have been at Partnership Academy for five years or more. When staff turnover does occur, the strong co-teaching and collaboration structures ensure that new staff are thoroughly mentored and supported.

In addition, the school's focus on race and equity uniquely shapes its recruitment, training, and staff satisfaction practices. Every effort to recruit staff of color is made through networking with staff, families, and community members to attract qualified candidates. The school works hard to attract candidates that reflect the diversity of the school. The three-step interview process asks questions aligned to the mission, vision, and Values in Action at every stage, including a phone interview, two in-person interviews, and reference and background checks. As a result of extensive focus on equity and race, staff of color express more satisfaction in their working conditions and are more likely to stay at Partnership Academy. Of new hires for the 2018-2019 school year, over half were staff of color. As a result of our efforts, strong community and intentional recruitment practices, for the past two school years, over 50% of employees are staff of color. Additionally, more than half of the staff are fluent in Spanish. Beginning in 2018-2019, educators who want to pursue teacher licensure programs could apply for tuition reimbursement from the school. The hope is that many of our exceptional non-instructional educators are able to hear their Bachelor's degree and teach at Partnership Academy.

In spring of 2019, educators and leaders came together to evaluate the TLT and TAP systems implemented as part of the TIF grant in order to make refinements for the 2018-2019 school year. Educators felt it was important to have a leadership team devoted to behavior and academics. As a result, the teacher leadership team broke into two different teams, one focused on behavior and the other on academics. The teams are comprised of a variety of educators across grade levels and departments and will meet on a biweekly basis. Teacher Leaders serve on the TLT and receive an annual stipend. This leadership position empowers and acknowledges experienced educators and helps retain highly effective staff.

2018-2019 Staffing

Title	Staff Name	File #
Executive Director	Lisa Hendricks	374657

Associate Director	Rosa Herrera	Non-Licensed
Associate Director	Jessica L. Rivas	Non-licensed
Associate Director	Molly Schwaiger	438788
Associate Director	Lena Stackhouse-Rogers	371143
Technology Support / Associate Educator	Jason Bannerman-Thompson	Non-licensed
Executive Coordinator	Dianna Chang	Non-licensed
Office Manager	Veronica Martinez	Non-licensed
Operations Coordinator	Jake Kizewski	445333
Data Coordinator	Ashley Leary	434513
Maintenance	Miguel Torres	Non-licensed
Lunchroom Assistant	Vanessa Pantoja de Lopez NR	Non-licensed
Administrative Assistant	Lucy Albino NR	Non-licensed
Student Success Specialist	Jonathan Cunningham	Non-licensed
Literacy Coach	Tara Garrett NR	Non-licensed
Literacy Coach	Becky Wellington	439866
Emergent Bilingual Educator	Jessica Martinez-Martinez	Non-licensed
KA	Amanda Allgaier	463267
KB	Alexis Gerrish	442349
Intervention + SPED	Celia Vergara Quintero	Non-licensed
Associate Educator	Ana Escobar	Non-licensed
1A	Aly Meier NR	479556
1B	Arielle Thomas	491844
Intervention	Becky Gibson	408163
Associate Educator	Leticia Enriquez	Non-licensed
2A	Jessica Arnoldi	454572
2B	Lisa Paterson	455017
Intervention	Lindsey Beich	442182
Associate Educator	Paola Martinez	Non-licensed
Associate Educator	Ian Toledano Solis	Non-licensed
3A	Matthew Olson	464271
3B	LaShunda Claiborn NR	422284
Intervention	Whitney Koliha	466495
Associate Educator	Antonio Walker	Non-licensed
Associate Educator	Jazmin Rivas	Non-licensed
4A	Kellen Roberts NR	455957
4B	Gabriela Ortega	490795
Intervention	Randi Kay Weiland	465519
Associate Educator	Cristian Baca-Perez	Non-licensed
Associate Educator	Jacelyn Bendel	464439
Literacy	Nichole Symons	463775
Literacy AE	Nancy Saucedo Olanda	Non-licensed
Science	Shannon Jaeger	426746
Science AE	Abby LeGare NR	Non-licensed
Math	Joaquin Vences	506658
Math AE	Daniela Urbina Sanchez	Non-licensed
Social Studies	Andrew Witkins	507091
Social Studies AE	Vicky Cuate Vergara NR	Non-licensed

Student Success Specialist	Jonathan Ceballos Gonzalez	Non-licensed
SPED Teacher	Kirstan Ketter NR	510321
Special Education Lead	Alison Tanner	470009
Special Education Teacher	Stephanie Chavez Estrada	499726
Special Education Teacher	Morgan Haug	995571
Special Education Teacher	Mary Kondrak	511675
Social Worker	Caitlin Scott	489386
Speech/Language	Kelly Schmidt	492195
Associate Educator	Jason Regan	Non-licensed
Art	Emmi Hadfield	483100
Music	Patrick Hayes	469022
Physical Education	Tim Turner	511725
Spanish	Jenny Pinedo	995856
Specials AE	Brianna Inamagua	455891
Program Coordinator	Katie Bening	Non-licensed
Lead Teacher	Javon Williams	Non-licensed
Preschool Teacher	Lindsey Haugen	Non-licensed
Preschool Teacher	Jon Seldat	Non-licensed
Teacher Assistant	Andrea Galeno	Non-licensed

Key:

NR= Not Returning for the 2018-2019

2018-2019 Teacher Professional Development Activities

In the 2018-2019 school year at Partnership Academy, professional development activities were focused around implementation of Writers Workshop curriculum, evidence based practices for literacy, and fidelity of implementation. At the beginning of the school year, staff worked to create fidelity check forms for informal observations that included key TAP indicators and equity look-fors. Staff worked to implement key indicators of student engagement throughout the school year and received feedback in coaching and reflection documents.

Writer's Workshop Fidelity Check

Points	Out of	Component
	2	Class Environment <ul style="list-style-type: none"> Classroom displays student work and artifacts representing students' cultures and interests Classroom environment is organized and student-friendly to promote learning <i>Rubric connections: Respectful Culture, Environment</i>
	2	Mini Lesson <ul style="list-style-type: none"> 10 minutes or fewer One clear teaching point accessible to students (may need it visually, simpler language, or written out) Includes a connection to students' lives, naming the teaching point, model/teaching the teaching point, active engagement, and a link to writing <i>Rubric connections: Standards + Objectives, Presenting Instructional Content, Teacher Knowledge of Students</i>
	2	Students' Work Time

		<ul style="list-style-type: none"> • Most/all students are independent and on task • Students are producing multiple writing pieces in a week <i>Rubric connections: Student Work, Managing Student Behavior</i>
	2	Individual and Small Group Support <ul style="list-style-type: none"> • Teacher maximizing time to check in with students • Feedback is high quality and builds on students' strengths <i>Rubric connections: Academic Feedback, Teacher Knowledge of Students</i>
	2	Engages different language modalities <ul style="list-style-type: none"> • Includes opportunities for students to frequently do at least 2 or more: speaking, listening, reading, writing • Clear visual supports are apparent <i>Rubric connections: Student Work, Teacher Knowledge of Students</i>
	1	Mid-workshop Interruption <ul style="list-style-type: none"> • Teacher interrupts to connect to teaching point (concise!) <i>Rubric connections: Academic Feedback, Standards + Objectives</i>
	1	Wrap-up/Share <ul style="list-style-type: none"> • Teacher helps wrap up the learning briefly connected to the teaching point (<5 minutes) <i>Rubric connections: Lesson Structure and Pacing, Standards + Objectives</i>
	1	Assessment <ul style="list-style-type: none"> • Some clear forms of assessment occurring (analysis of student writing, checks for understanding in small groups or with individuals) that are clearly driving future instruction <i>Rubric connections: Assessment, Teacher Knowledge of Students</i>

Additionally, there were monthly data meetings between educators and administrators in which they worked together to evaluate their student work or test scores to identify a specific student need. Educators analyzed overarching assessments, or focused on an observational checklist or review students' writing on a recent assignment to determine an upcoming teaching point. Students themselves also took an active role in tracking their learning: Some students helped graph their reading fluency over weekly assessments, all upper elementary students measured their growth on the STAR Reading and Math assessments and review their trend line on the corresponding graphs, and teachers frequently led discussions of goal-setting and self-evaluation.

Additionally, there were formal times that staff and administrators looked at data. In the 2018-2019 school year, each grade level worked with their literacy coaches to analyze overarching assessments and monthly formative assessments based on Minnesota State Standards and the Minnesota Comprehensive Assessments (MCAs) to evaluate student learning throughout the year. The STAR and FAST assessments were additional data tools that were used. Educators worked together weekly to analyze student needs and progress on assessments, communicate these needs with families, and create targeted instructional groups.

Teacher Retention

Partnership Academy prides itself on maintaining a strong school community with high quality educators. In the past sixteen years, Partnership Academy has had stronger retention of teachers than comparable charter schools. In the 2015-2016 school year, the focus around race and equity work and student achievement proved to be a challenge for some educators and our turnover rate was

approximately 30% which was one of the highest turnover rates in the schools existence. Moving forward from that experience, we were purposeful in our hiring process to communicate with prospective employees about our values around race and equity and closing the achievement gap for students of color. As a result, staff who were hired were more aligned with our values and supportive of our mission. Additionally, in the 2016-2017 school year, a concerted effort was made by the Executive Leadership Team to address staff turnover by providing additional opportunities to receive staff feedback and perspectives. As a result, much effort was given by administration to support teachers in the classroom, use feedback to impact changes in the school, and ensure that compensation is comparable to other districts beginning in 2017-2018. Due to these changes, in 2018-2019 the turnover rate was 13% in 2019. As the school continues to grow and additional staff are hired, continued efforts remain to ensure leaders are listening to staff voices to best support students and ensure high quality educators are in every classroom.

Percentage of Licensed Teachers from 2018-2019 not returning in 2019-2020 (non-returning teachers/total teachers from 2018-2019 X 100)	13.2%
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Current Year- 2019-2020 Staffing

	Title	Staff Name	File Number
Directors (Non-instructional)	Executive Director	Lisa Hendricks	374657
	Founding Director	Rosa Herrera	Non-Licensed
	Founding Director	Lena Stackhouse-Rogers	371143
	Associate Director	Jake Kizewski	445333
	Associate Director	Jessica L. Rivas	Non-licensed
	Associate Director	Molly Schwaiger	438788
Operations (Non-instructional)	Technology Support	Jason Bannerman-Thompson	Non-licensed
	Executive Coordinator	Dianna Chang	Non-licensed
	Office Manager	Veronica Martinez	Non-licensed
	Data Coordinator	Ashley Leary	434513
	Maintenance	Miguel Torres	Non-licensed
	Preschool & Operations Coordinator	Katie Bening	Non-licensed
	Lunch/Recess Supervisor	Nancy Aguilar	Non-licensed
	Lunch/Recess Supervisor	Ishana Lee	Non-licensed
Instructional Support	Student Success Specialist	Jonathan Cunningham	Non-licensed
	Literacy Coach	Randi Kay Weiland	465519
	Literacy Coach	Becky Wellington	439866
	Emergent Bilingual Teacher	Brianna Inamagua	455891
	Emergent Bilingual Teacher	Laura Klein	507554
	School Based Therapist	Ileana Ortiz	Non-licensed
	City Connects Social Worker	Cassandra Norris	514074
	ADSIS Social Worker	Najah Charlton	481889
	MN Reading Corps	Mary Kay Riley	Non-licensed
	MN Reading Corps	Lana Tossa	Non-licensed

Preschool	Preschool Teacher	Javon Williams	Non-licensed
	Preschool Teacher	Jon Seldat	Non-licensed
	Intervention and Associate Educator	Andrea Galeno	Non-licensed
Kindergarten	KA	Amanda Allgaier	463267
	KB	Lisa Paterson	455017
	Intervention	Alexis Gerrish	442349
	Emergent Bilingual Associate Educator	Celia Vergara Quintero	Non-licensed
1st Grade	1A	Julia Nahorski	1001723
	1B	Arielle Thomas	491844
	Intervention	Becky Gibson	408163
	Associate Educator	Lindsey Haugen	494871
	Associate Educator	Ana Escobar	Non-licensed
2nd Grade	2A	Jessica Arnoldi	454572
	2B	Alison Kelso	473976
	Intervention	Lindsey Beich	442182
	Associate Educator	Leticia Enriquez	Non-licensed
3rd Grade	3A	Matthew Olson	464271
	3B	Gabriela Ortega	490795
	Intervention	Whitney Koliha	466495
	Associate Educator	Paola Martinez	Non-licensed
	Associate Educator	Marcia Barcelata	Non-licensed
4th Grade	4A	Claire Jordan	1000110
	4B	Christa Heiligenthal	490108
	Intervention	Mary Willmeng	1001810
	Associate Educator	Jazmin Rivas	Non-licensed
5th Grade	Social Studies/ELA	Andrew Witkins	507091
	Math/Science	Joaquin Vences	506658
	Intervention	Christina Freeman	359592
	Special Education Teacher	Jensyn Rickenbach	1000924
	Associate Educator	Cristian Baca	Non-licensed
	Associate Educator	Daniela Urbina Sanchez	Non-licensed
Middle School	Language Arts	Nichole Symons	463775
	Math	Annie Malcom	505796
	Science	Shannon Jaeger	426746
	Social Studies	Christien Carmickle	100157
	Special Education Teacher	Stephanie Chavez Estrada	499726
	Special Education Teacher	Morgan Haug	995571
	Math Intervention	Lisa Anenson	501581
	Literacy Intervention	Craig Noles	1000092
	Associate Educator	Nancy Saucedo Olanda	Non-licensed
	Associate Educator	Jason Regan	Non-licensed
	Associate Educator	Antonio Walker	Non-licensed
	Associate Educator	Ian Toledano Solis	Non-licensed
	Student Success Specialist	Jonathan Ceballos Gonzalez	Non-licensed
Special Education	Special Education Lead	Alison Tanner	470009
	Special Education Teacher	Mary Kondrak	511675
	Special Education Teacher	Hamdi Salad	471030
	Special Education Teacher	Jacelyn Bendel	4644329
	Social Worker	Caitlin Scott	489386

	Occupational Therapist	Amber DeGraff	Non-licensed
	Speech/Language Pathologist	Kelly Schmidt	492195
	Associate Educator	Jessica Martinez-Martinez	Non-licensed
	Special Education Teacher	Jacqualyn Rivera	1002611
Specialists	Art	Emmi Hadfield	483100
	Music	Patrick Hayes	469022
	Physical Education	Tim Turner	511725
	Spanish	Jenny Pinedo	995856

Operational Performance

Facilities

In Spring 2019, Partnership Academy ended its lease with Church of the Assumption. For many years, enrollment has exceeded the building's capacity. In fall 2018, construction began on the new building at 6500 Nicollet Avenue. The new building will meet longstanding needs for more small group pull-out space, private meeting space, and classrooms for preschool and middle school offerings.

Transportation

The school currently uses the Richfield Public Schools transportation for all Richfield residents. Additionally, the school contracts with Monarch Bus Company to provide transportation for all (South) Minneapolis and Bloomington residents. Monarch also provides transportation for all students attending the five week summer school program.

Food Service

Partnership Academy contracts with CKC Good Food for food service meals. The school has a full service kitchen attached to the gym/lunchroom where CKC prep and serve the catered meals to students. CKC also provides meals for breakfast and the "Fresh Fruit and Vegetable" grant from the Minnesota Department of Education. The school also has a part time staff member who oversees the lunch program and CLICS reporting to MDE.

Health and Safety

Partnership Academy contracts with Minnesota Visiting Nurses Association (MVNA) for nursing services. A registered nurse reviews all student files for appropriate documentation and oversees school procedures related to medication, allergies, immunizations, and other medical needs. The office manager works closely with MVNA to ensure all procedures are carefully followed, and she is the main point of contact for distributing medication during the school day, administering basic first aid (that cannot be done in the classroom), and working with parents to complete required paperwork. All staff is trained biannually in CPR, AED use and First Aid. Additionally, the school has a Crisis Team of key leaders in the building who have developed student safety procedures and ensure that all required safety drills are performed annually.

Student Discipline

Partnership Academy's discipline approach is centered around creating a consistent, loving and caring environment for all students through proactive behavior modeling, positive reinforcement and clear procedures. Educators use Responsive Classroom techniques to create an environment that has a

positive classroom community, effective management, student academic choice, engaging learning experiences, and is built around the developmental levels of the students.

As stated in our school discipline policy and code of conduct Partnership Academy recognizes that individual responsibility and mutual respect are essential components of the educational process. The school further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility.

The school also implements many practices framed around the school's Honor Code to promote positive behavior. Each month, educators nominate students who are going above and beyond at the classroom level and at the school level in the form of "Spotlight". Spotlight is a way to recognize students at the monthly assembly and invite families for a special celebration and ceremony to honor the students. Additionally, each week students can earn Wolf Pack awards for following the honor code in their classroom. For Wolf Pack awards, at the end of each week there is a drawing and a student from each class receives an out of uniform ticket. Each classroom has additional ways such as "Star Student", "Music Rock Stars", and "Nominate a Classmate" to promote positive behavior through class goal setting and celebrating accomplishments.

Additionally, the Student Success Team work together with students throughout the year to provide resources to promote a positive school climate. The Student Success Specialist, Social Worker, and Associate Directors lead a unit around anti-bullying. Together with teachers and students, the unit focuses on class activities, morning meetings, student created projects, skits, and role plays to promote being "Upstanders", students who actively disrupt and prevent bullying.

Hiring Practices

Partnership Academy has a rigorous three-step interview process that asks questions aligned to the mission, vision, and Values in Action at every stage, including a phone interview and two in-person interviews with team members and the Executive Leadership Team. During the second interview, educators are asked to prepare and deliver a lesson to students and are given feedback by an administrator after the lesson using the TAP with Equity Mindset Rubric. Staff ensure that candidates are able to receive critical feedback and use it to positively impact instruction. The third and final interview is conducted by the Executive Leadership Team and focuses on teacher dispositions, professionalism, and effectiveness outlined by Haberman's STAR Teacher framework. Additionally, PA staff conduct three reference checks for each candidate with at least one from a current supervisor and all candidates must pass a criminal background check prior to any offers of employment. All volunteers at Partnership Academy must also pass a criminal background check.

Community and Parent Involvement

One of Partnership Academy's true strengths is the high level of engagement and satisfaction of its parent population. Over the past twelve years, 100% of parents have attended school conferences at least three times per year. Their extraordinary commitment results from a strong feeling of school community, culturally-aware bilingual staff and resources, and a persistent zeal among faculty to engage

families. Each year, parent satisfaction surveys are collected at conferences, and a pattern of persistent approval and appreciation has been seen over several years. In the spring 2019 survey, 95% of parents strongly agreed or agreed with the statement: "In general, I am pleased with PA." Almost all parents agreed or strongly agreed with nearly all of the statements. A comprehensive list of parent feedback is available upon request.

Parents are valued partners in students' education. Teachers communicate frequently with parents through report cards and conferences, phone calls, notes, classroom websites, student awards, and monthly assemblies. Students are recognized for exceptional academics or behavior through the Spotlight awards and monthly parties, which frequently boast dozens of families. Many parents comment that they appreciate these bilingual events where students are honored for positive actions.

The school's Associate Director of Student and Family support also provides families with additional learning opportunities throughout the school year. Parents and guardians have opportunities to take ESL classes and/or a series of family education classes offered as part of collaboration between the school and several community partners such as Southside Family Health Services, Fairview Southdale Community Health, CLUES, PACER, Nystrom and Associates, Bloomington Public Health and many more. The Parent Advisory Council (PAC) meets monthly to engage parents in meaningful collaboration with school leaders.

Additionally, community involvement occurs through a variety of activities including service learning, community volunteers within classrooms, and high-quality experiences in the community. For the past three years, Junior League members support engaging science learning at four school events throughout the school year, and Junior Achievement volunteers have been welcomed as guest teachers to share real world social studies lessons over the past several years. Students all have an opportunity to participate in service learning within the community, such as providing thank you cards to fire fighters, organizing food at a food bank, and supporting animals at the Animal Humane Society. There are numerous field experiences that students enjoy, including through partnerships with Friends of the Mississippi, the National Park Service, Minnehaha Creek Watershed District, Junior Achievement, Youth Frontiers, the YMCA, and many more.

Finances

For questions regarding school finances and for complete financials for 2018-2019 and/or an organizational budget for 2019-2020, contact:

Name: Lisa Hendricks Position: Executive Director

Phone: 612-866-3630 ext. 215 Email: lhendricks@paschool.org

The Anton Group provides financial services for Partnership Academy. Contact information for the school's contracted accountant is found below.

Dawn Jenkins djenkins@theag.org 651-274-5149

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2019.

FY 19 Finances	Fund 1	Fund 2	Fund 4
Total Revenue	\$6,351,940	\$287,409	N/A
Total Expenditures	\$5,965,441	\$314,538	N/A
Net Income	\$386,499	(\$27,129)	N/A
Total Fund Balance	\$ 1,245,501	\$0	N/A

Overview

Partnership Academy has consistently maintained a balanced budget and strong fiscal position. The school places a strong emphasis on financial management and there are several strategies the finance team implements to ensure the school meets the annual budget goals along with the long term fund balance goals. The Board, Finance Committee, Executive Director and contracted Business Manager work together to prepare the annual budget that is approved by the Board in June of each year. Once the annual budget is approved the finance team uses the monthly, detailed financials to monitor current spending and receipt of revenue. A strong emphasis is also placed on monitoring enrollment and Average Daily Membership (ADM) to ensure the budgeted ADM is consistent with actual ADM

Revenues

Partnership Academy's total Fund 01 (General Fund) revenue for fiscal year 2019 was \$6,351,940. State and Federal Program aid comprised \$5,539,587. Corporate partners, local grants and preschool revenue totaled \$812,353. Total Fund 02 revenue for fiscal year 2019 was \$287,409.

Expenses

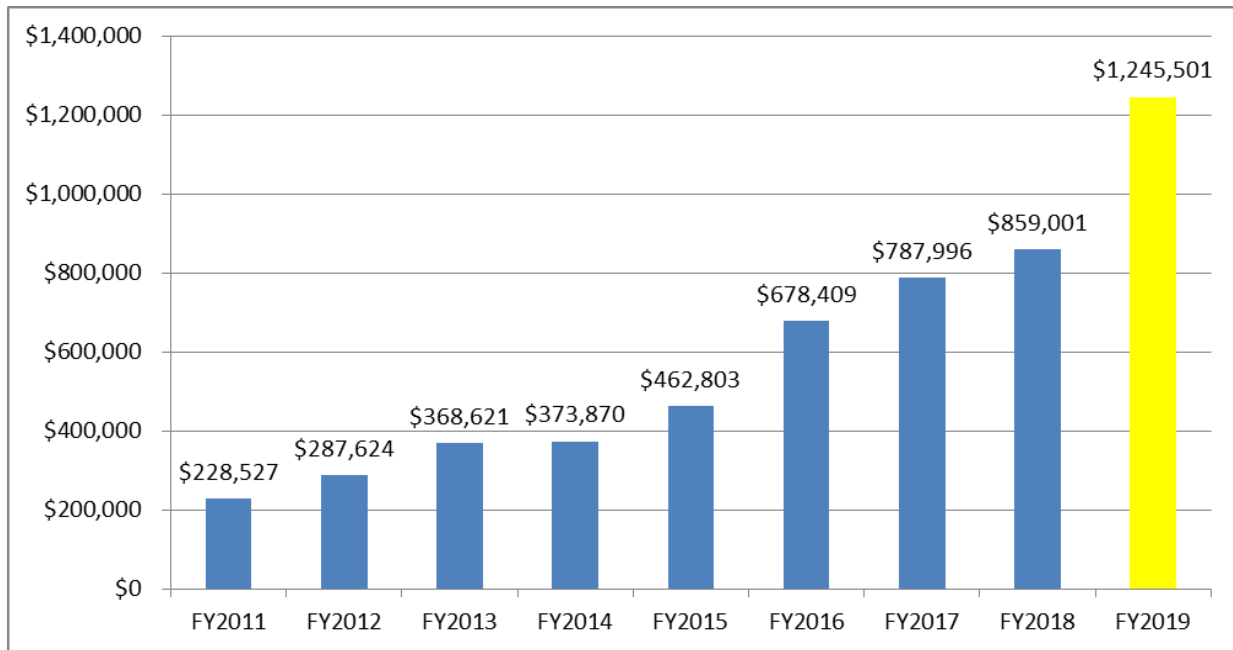
Partnership Academy's total Fund 01 (General Fund) expenditures for FY 19 were \$5,965,441. Academic and Student Support expenses totaled \$4,648,155, which was approximately 78% of all expenditures for the year, and includes 29% in Special Education expenses. Facilities, Operations and Administration expenses totaled \$1,317,286 which is approximately 22% of overall expenditures.

Total Fund 02 (Food Service) expenses for fiscal year 2018 totaled \$314,538 which exceeded revenues by \$27,129. The Fund 02 deficit was covered through a Fund 01 transfer in the amount of \$27,129.

Net Surplus or Deficit and Fund Balance

The net surplus for fiscal year 2019 was \$386,499. That increases the overall fund balance of Partnership Academy to \$1,245,501, which represents 20% of annual expenditures. It is the goal of Partnership Academy to achieve and maintain an unassigned fund balance in the General Fund equal to 20% of annual expenditures. Partnership Academy will use the annual budgeting process as a means to reach the fund balance goal by setting a budget that, if no unexpected expenses or decreases in funding arise, would set aside at least 1% of its revenue each year to ensure the fund balance goal is met. Please see the historic fund balance trend for Partnership Academy in the chart below.

Fund Balance Totals Fiscal Year 2011-19



World's Best Workforce Annual Budget

The budget for the World's Best Workforce is embedded within the overall Partnership Academy budget. The school has a strong track record of providing intervention and individualized support for students as demonstrated by our nearly 12:1 student to staff ratio. This staffing model is the largest budget expenditure that supports the schools WBWF goals. Additionally, the school has dedicated additional funds towards technology and extended learning opportunities provided in the after school and summer program.

Future Plans

For the 2019-2020 school year, Partnership Academy will serve students in PreK to 7th grade at our new site and will grow to PreK to 8th grade for the 2020-2021 school year. We look forward to continuing to build strong partnerships with our families and community in order to serve students from preschool through 8th grade all under one roof at 6500 Nicollet Ave.