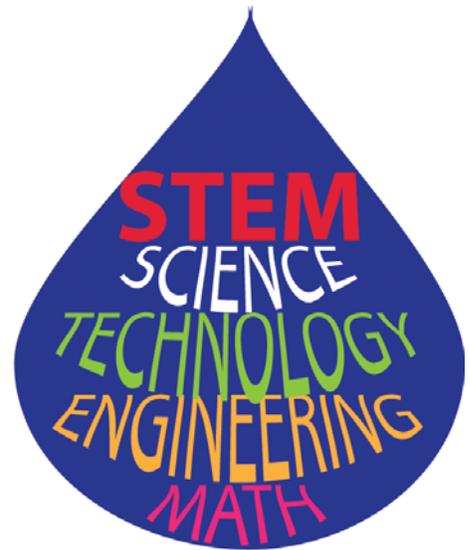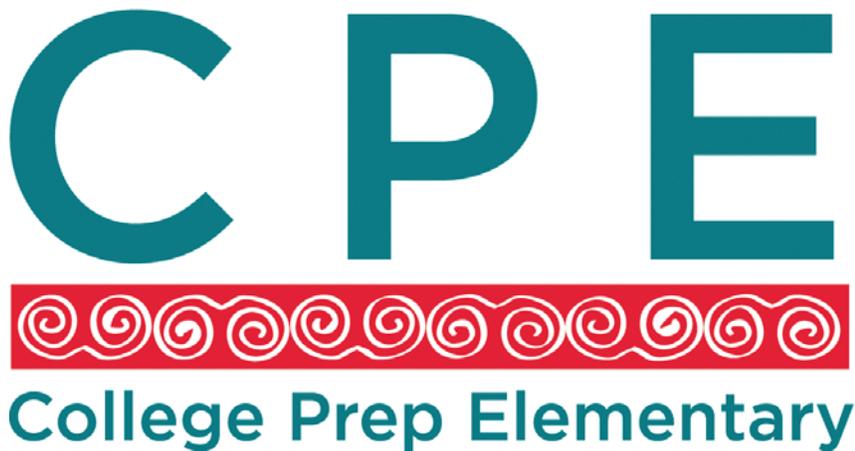# COLLEGE PREP ELEMENTARY

2014 ANNUAL REPORT ON CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT

College Prep Elementary
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EXECUTIVE SUMMARY

This report provides the stakeholders of College Preparatory Elementary (CPE) with information describing the progress of CPE and its students. A summary of the key findings in this annual report follows:

- UA serves a unique and diverse group of learners.
  - Most students were students of color (97% total with 80% Asian or Pacific Islander), qualified for free or reduced price lunch (97%), and had limited English proficiency (70%); all percentages were greater than the surrounding school district of Saint Paul. Some students (12%) qualified for special education services. Many CPE students were new to the country.
  - CPE has increased total enrollment in each of the past three school years.
- CPE has maintained a strong fund balance and has increased the ratio of fund balance to expenditures in 2013-14. The Minnesota Department of Education recognized CPE's financial management with the Finance Award in 2013 and 2014.
- Although reading proficiency rates decreased on the MCA from 2013 to 2014, from 18.0% to 11.3%, math proficiency rates improved by +7.6%, increasing from 24.1% in 2013 to 31.7% in 2014.
  - Compared to two schools with a similar student population, CPE reading proficiency rates changed at a rate lower than the comparison schools (-6.7% for CPE and +0.5% and +9.3% for the comparison schools). In math, CPE proficiency rates increased by +7.6%, which was greater than either comparison school (+3.0% and 0.6%).
  - The percent of students On Track for Academic Success in reading has decreased in 2014 to reach a rate of 28.6%; math rates have increased greatly between 2013 and 2014 by +44.8% to reach a rate of 70.5% in 2014.
  - CPE's Multiple Measurements Rating increased substantially between 2013 and 2014 by +26.5% to reach 31.8% of all possible points in 2014.
- English Language Proficiency rates continue to improve at CPE. Proficiency rates have increased since 2012 by +3.5% to reach 9.5% of students attaining proficiency within the 2013-14 school year. The percent of students making progress has also increased with 60.3% of students making progress in 2013 compared to 49.6% on 2012.[1]
- Attendance rates have continued to remain high in 2012-13 with a 95.3% attendance rate.
- CPE had a number of successes in 2013-14 and also discovered some areas for improvement.
  - Through the School Improvement Plan (SIP), the SIP Leadership Team is using student achievement data consistently in addressing the needs of students, staff, and families of CPE.
  - The Action Team has prioritized and continued to improve reading and math outcomes, improving the welcoming environment of the school, promoting community involvement, and connecting with families through events and summer home visits.
  - The number of English Language Learners and students new to the country has continued to increase at CPE.
  - CPE faced the challenge of decreased levels of reading proficiency in 2013-14, but have several strategies to address this challenge including implementing a school-wide Tier III level of Response to Intervention, providing staff professional development on the Developmental Reading Assessment, fully implementing Academic Vocabulary Instruction Leading to Accountable Academic Discourse, improving teaching staff turnover rates, and continuing high quality professional development.

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[1] 2014 rates are not yet available.

GENERAL INFORMATION

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

CPE's program focuses on meeting local community needs. The school serves a community where families are new to the country, speak a language other than English, are living in poverty, and whose children are behind their peers academically. CPE employ specialized staff and implement multiple strategies as a means of meeting these unmet community needs.

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

Authorizer Information

2013-2014 Sponsor
Concordia University
Sally Baas
baas@csp.edu
651-603-6188

Authorization began July 1, 2012, and the current contract will end June 30, 2015.

School Calendar/Hours of Operation. School was in session September 3, 2013 through June 11, 2014. The school day at CPE ran from 9:15 a.m. to 4:00 p.m., Monday through Friday. Summer school consisted of a partnership between Concordia's Hmong Language and Culture Program and CPE.

Characteristics of CPE Students. CPE has traditionally served high percentages of Asian/Pacific Islander students, students qualifying for free or reduced price meals, and Limited English Proficient students. In 2013-2014, the majority of students were of color (97%, of which 80.0% were Asian or Pacific Islander students), qualified for free or reduced price lunch (98%), and students with limited English proficiency (70%); these percentages have been relatively stable for the past 3 school years. Table 1 below shows a number of important demographic characteristics of CPE students.

Table 1: Student Characteristics

|	11-12	12-13	13-14
October 1 Enrollment	240	262	295
Attendance Rate[2]	96.7%	96.4%	N/A
Male	122 (50.8%)	131 (50.0%)	152 (51.5%)
Female	118 (49.2%)	131 (50.0%)	143 (48.5%)
Race / Ethnicity			
American Indian	0 (0.0%)	3 (1.1%)	4 (1.4%)
Asian/Pacific Islander	218 (90.8%)	212 (80.9%)	236 (80.0%)
Black/Non-Hispanic	21 (8.8%)	42 (16.0%)	45 (15.3%)
Caucasian	1 (0.4%)	4 (1.5%)	8 (2.7%)
Hispanic	0 (0.0%)	1 (0.4%)	2 (0.7%)
Students of Color	239 (99.6%)	258 (98.5%)	287 (97.3%)
Free or Reduced Price Lunch	220 (86.7%)	250 (95.4%)	288 (97.6%)
Limited English Proficient	184 (76.7%)	170 (64.9%)	207 (70.2%)
Special Education Status	30 (12.5%)	34 (13.0%)	35 (11.9%)

CPE is situated within the northwestern boundary of the Saint Paul Public School District (SPPS). CPE, because of its size and unique location, serves a unique population of students compared to SPPS. Figures 1 through 4 below show the proportion of various types of students enrolled at CPE and SPPS. As can be seen in the figures, CPE has a much higher proportion of students of color, students eligible for free or reduced price lunch, and students with limited English proficiency compared to SPPS. A similar proportion of students qualifying for special education services enroll at CPE and SPPS.

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[2]The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is computed by taking the number of days a student was marked in attendance divided by the number of instructional days reported for that school. ADM is computed by taking the number of days the student was reported as enrolled divided by the number of instructional days reported for that school. Attendance rate for 2014 is not yet available from MDE.

Figure 1: Proportion of Students of Color Enrolled at SPPS and CPE

Students of Color

	11-12	12-13	13-14
☐ SPPS	74%	76%	76%
■ CPE	100%	99%	98%
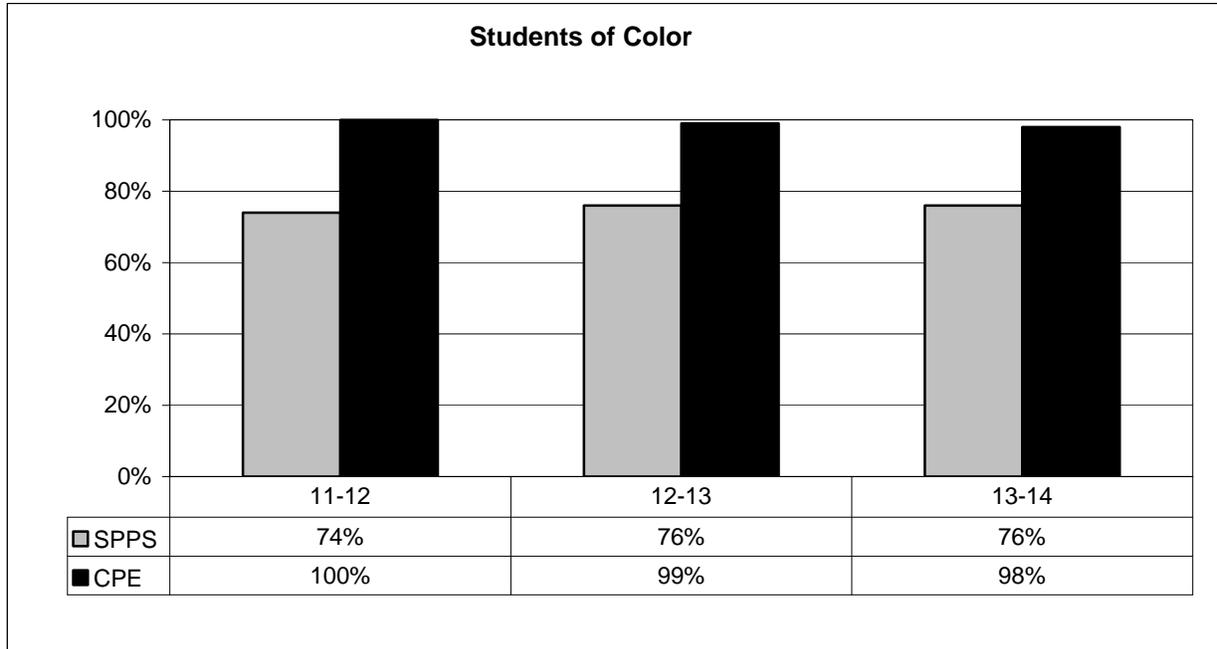
Figure 2: Proportion of Students Eligible for Free or Reduced Price Lunch at SPPS and CPE

Free / Reduced Price Lunch

	11-12	12-13	13-14
☐ SPPS	72%	73%	72%
■ CPE	94%	97%	98%
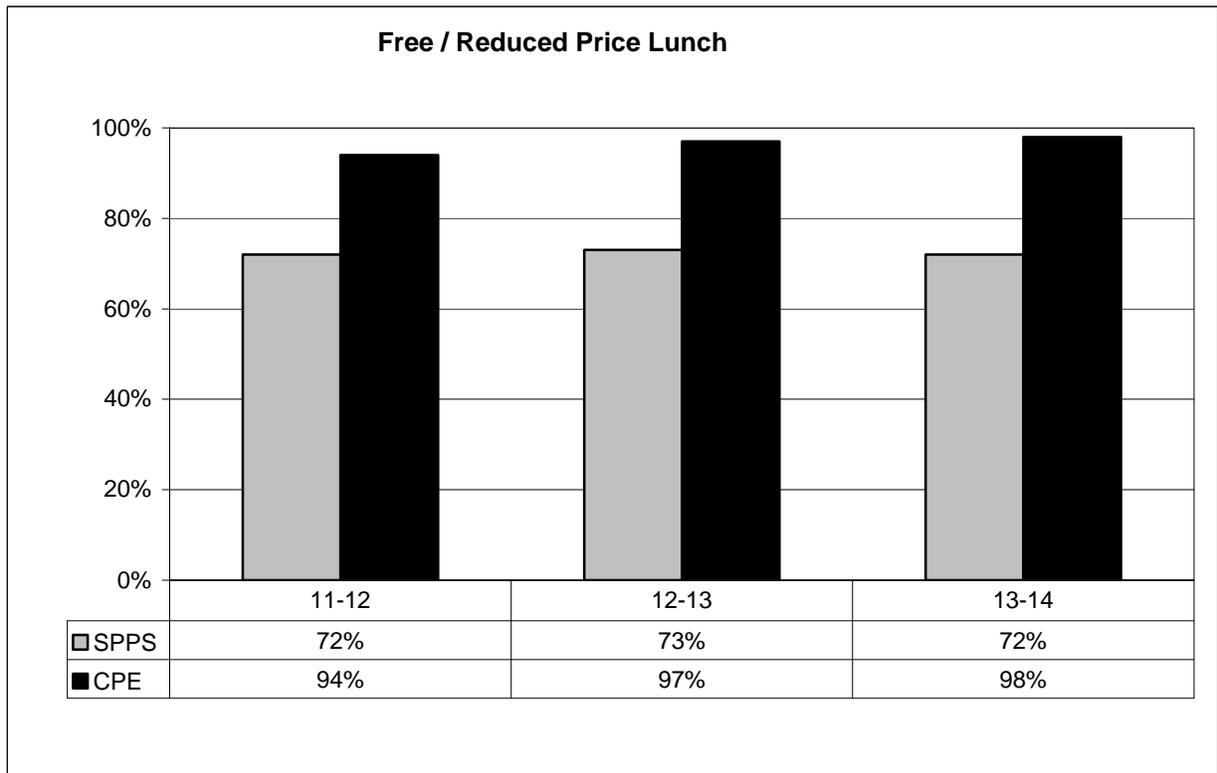
Figure 3: Proportion of Students with Limited English Proficiency at SPPS and CPE

Limited English Proficiency

	11-12	12-13	13-14
SPPS	39%	30%	36%
CPE	77%	65%	70%
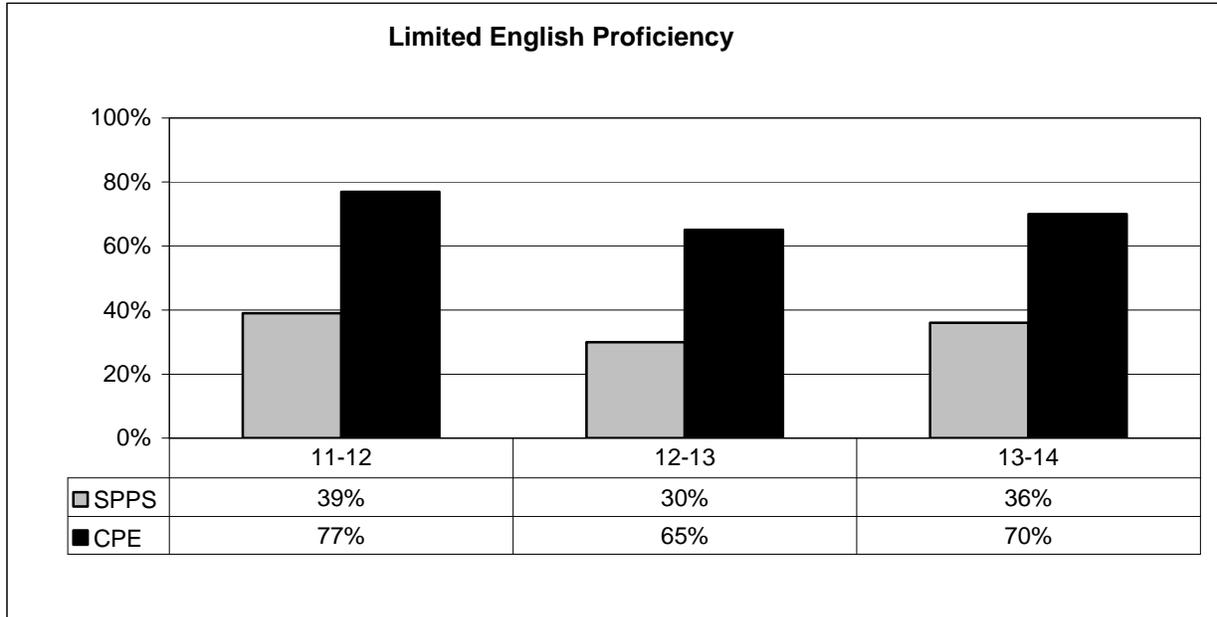
Figure 4: Proportion Special Education Students at SPPS and CPE

Special Education Status

	11-12	12-13	13-14
SPPS	15%	17%	13%
CPE	13%	12%	12%
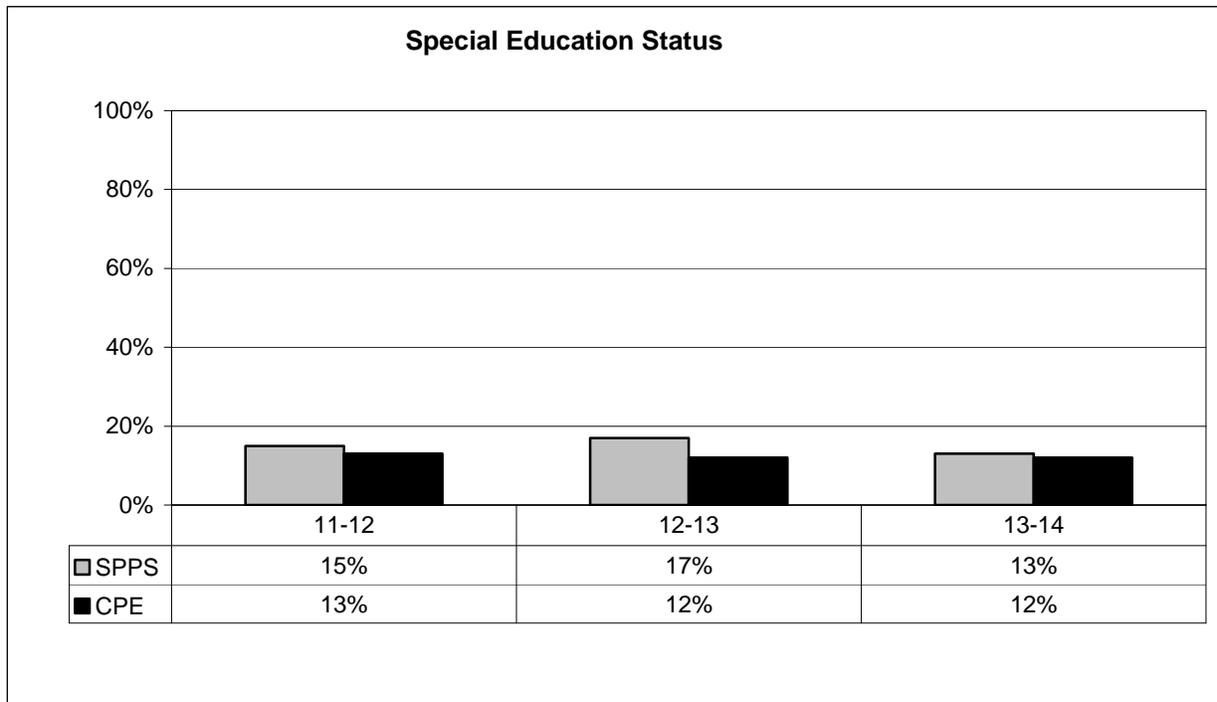
Student Attrition. CPE's enrollment has increased every year since the 2011-12 school year through 2013-14, adding 20 students (an 8.0% increase) in 2012-13, and adding 21 students (a 7.8%) in 2013-14. Notable changes in 2013-14 include a decrease in Kindergarten enrollment by 16 students (26%), but an increase in 1st grade students by 12 (25%) and 4th grade students by 13 (48%).

Table 2: Student Attrition

Grade	2011-12	2012-13	2013-14
K	60	60	44
1st	40	48	60
2nd	40	48	48
3rd	29	40	44
4th	25	27	40
5th	25	25	26
6th	30	21	28
Total	*249*	*269*	*290*

GOVERNANCE, MANAGEMENT, AND OPERATIONAL PERFORMANCE

School Board. In accordance with state laws, CPE's bylaws specify the size, makeup, and term length of CPE's governing school board. The bylaws also stipulate notification of regular and special board meetings, officer positions, establishing a quorum, conflict of interest, and voting rights. Board meetings are open to the public and follow parliamentary procedures that include a published agenda, minutes of meetings, and a structured meeting process. Board members make key decisions on school policy, performance expectations, budgeting and budget reviews, expenditure approvals, and the annual school finance audit. The board is responsible for reviewing the school's director on an annual basis. The board is briefed regularly on student academic performance to aid in the decision-making process. The board also is required to approve any educational improvement plans and CPE's Annual Reports to MDE and Concordia. The membership of CPE's School Board is listed in Table 3 below.

Table 3: CPE School Board

Name	Board Position	Contact Information	Group	Seated
Ben Stegeman	Board Chair	ben.stegeman@cpe-k6.org	CPE Staff	Dec 2012
Jane Prince	Board Member	Jane.prince@gmail.com	Community	Feb 2012
Bee Vang	Board Member	Bvang14@yahoo.com	CPE Parent	May 2012
Maria Riebe	Board Member	Maria.riebe@cpe-k6.org	CPE Staff	Feb 2012
Sandra McNeal	Board Member	mcnsa@bethel.edu	Community	Nov 2012
Madaline Edison	Board Secretary	Madaline.edison@gmail.com	Community	May 2012
Anglea Frenell	Board Treasurer	Angela.frenell@gmail.com	Community	May 2012

The CPE Board is planning to attend MDE-approved training sessions in 2014-2015 on budgeting and data privacy.

Staffing. CPE employed 14 administrative and other non-teaching staff, and 36 teaching and specialist staff. The overall student to classroom teacher ratio for 2013-2014 was 22.7 to 1.

CPE continues to have a very low turnover rate for administrative staff in 2013-2014 with only 1 of 14 (7.1%) administrative staff not returning for 2014-15; 7 of 36 teaching staff (19.4%) are not returning for 2014-15. Overall, the turnover rate for all staff was 16.0%.

Table 4: Turnover Rates Among Teaching and Non-Teaching Staff at CPE

	Number of Staff	Returning Staff	Turnover Rate
Teaching staff	27	22	18.5%
Non-teaching staff	24	20	16.6%
Total	51	42	17.6%

Table 5 below shows all staff employed at CPE for the 2013-2014 school year, their positions, and whether or not they will be returning for the 2014-2015 year. All CPE staff classified as classroom teachers are Highly Qualified Teachers as defined by MDE.

Table 5: CPE Staff

Name	Position	Return 14-15
Michael Raimondi	Executive Director	Yes
Jillian Yang	MARSS Coordinator	Yes
Nao Thao	Office Manager	Yes
Laula Vang	Office coordinator	Yes
Levi Lee	Admin support	Yes
Chu Say	Admin support	Yes
Eboun Singhatip	Admin support	Yes
Paw Nay Bu	Admin Support	Yes
Karen Yang	Transportation Coordinator and Homeless Liaison	Yes
Mr. Thor	Maintenance	Yes
Kennedy Lor Food	Food Coordinator	Yes
Vincent Yang	Food Assistant	Yes
Allison Putz	Nurse	Yes
Isabella Som	SPED Parent Liaison	No
Mary Yakibchuk	Education Lead Teacher	Yes
Danessa Snustad	Kindergarten	No
Lana Johnson	Kindergarten	Yes
Maria Riebe	Kindergarten	Yes
Elliot Kohl	1st Grade	Yes
Emily Webster	1st Grade	Yes
Kia Yang	2nd Grade	Yes
Karen Anderson	2nd Grade	Yes
Kalia Yang	3rd Grade	Yes
Katie Feuerbach	3rd Grade	Yes
Erin Lamkin	4th Grade	Yes
See Xiong	4th Grade	Yes
Becky Novotny	5th Grade	No
Ben Stegeman	6th Grade	Yes
Phia Jalao	SPED Lead Teacher	Yes
Laura Bremseth	SPED Teacher	No
Christine Evens	SPED Teacher	No
Allison Cowley	SPED Teacher	No
Shelly Patraw	SPED Teacher	Yes
Jean Fauskee	Title Lead teacher	Yes
Jen Andrews Van Horne	ELL Lead Teacher	Yes
Annie Becker Peterson	ELL Teacher	Yes
Spencer Neitzel	ELL Teacher	Yes

Name	Position	Return 14-15
Meghann Murphy	ELL Part Time Teacher	Yes
Maia Mack	Art Teacher	Yes
Yer Yang	Hmong Language and World Culture	Yes
Tom Yang	Physical Education teacher	Yes
Linda Vang	Title Teaching Assistant	Yes
Pang Xiong	SPED ParaEducator	No
Xong Lor	SPED ParaEducator	No
Joseph Yang	SPED ParaEducator	No
Faye Aida	SPED ParaEducator	Yes
Key Yang	SPED ParaEducator	Yes
Tang Yang	SPED ParaEducator	Yes
Tanner Neasha	SPED ParaEducator	Yes
Tong Ge Yang	SPED ParaEducator	Yes
Vang Khang	SPED ParaEducator	Yes
Will Delmont	SPED ParaEducator	Yes

Professional Development. All staff at CPE attended an 11-day training prior to the start of the students arriving for the 2013-14 school year. The training covered a variety of topics, some academic (e.g. SPED training, co-teaching, collaboration), some social (e.g. conflict resolution, children's mental health, diversity training), and logistical (e.g. emergency training, CPR).

CPE staff participated in 36 professional development activities that ranged from 1 to 4 hours throughout the school year. Topics were all education based and focused on the needs of the school and staff. Common topics covered included ELL specific topics, Response-to-Intervention (RtI), and a variety of other topics.

Enrollment Procedures. College Prep Elementary is a tuition-free public charter school open to any student in the state of Minnesota. As a public charter school, CPE's admission policy is governed by federal and state laws. CPE's admission policy states that if the number of applications exceeds the capacity of CPE's program, grade level, or building, students are accepted by a lottery on a grade-per-grade basis. Applicants who do not receive classroom placements in the lottery are put on a waiting list in the order they were selected in the lottery. Each school year is a separate enrollment period, and students on the waiting list for one school year have to reapply the following school year to be reconsidered for admission. Policies and procedures give preference to a sibling of an enrolled CPE student and to children of CPE employees.

College Prep Elementary does not discriminate on the basis of sex, religion, color, and national and ethnic origin in its admission or educational policies, athletics, and other school administered programs.

FINANCES

Financial Audit. CPE has had a long history of strong financial management. A financial audit, conducted by ClifftonLarsonAllen, reported on CPE's finances for the year ending June 30, 2014. The audit highlighted no compliance issues with laws, regulations, contracts, or grant agreements. The school's fund balance of $728,753 represented an increase of $71,198 from the previous year, and 17.4% of expenditures for the year, which decreased in 2013-14 from 18.8%. Appendix A shows CPE's Executive Audit Summary and Management report.

MDE Finance Award. MDE has also recognized CPE's commitment to strong financial management. In 2013 and 2014, CPE qualified for and won MDE's Finance Award, which is given to schools that show strong financial management and timely, appropriate reporting of finances.

STUDENT ACHIEVEMENT AND PROGRESS TOWARDS GOALS

Academic Outcomes

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

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

Proficiency by Student Group. The table below breaks down MCA proficiency performance by student group from 2013 to 2014[3] in reading. The percentage of students proficient at CPE increased for African American students, and decreased slightly for Asian or Pacific Islander (API)[4], Free or Reduced Price Lunch (FRL), English Language Learner (ELL), and Special Education (SPED) students.

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[3] In 2013, new standards were implemented; comparisons in reading from 2012 to 2013 should not be made.
[4] Other ethnic categories of Hispanic, White, and American Indian or Alaskan Native had too few students to report.

Table 6: Reading Proficiency Rates by Year and Student Group

Year	Reading					
	All	**AA**	**API**	**FRL**	**ELL**	**SPED**
2014	11.3%	10.0%	11.1%	11.7%	7.9%	0.0%
2013	18.0%	0.0%	20.7%	16.0%	16.5%	3.6%

The table below breaks down MCA proficiency performance by student group from 2012 through 2014 in math. The percentage of students proficient in each category listed in the table increased from 2012 to 2014. In 2014, proficiency rates exceeded all previous years for AA, API, FRL, students while both API, ELL, and SPED students. While all student groups exceeded previous proficiency rates in 2014, SPED students did particularly well by nearly doubling their 2012 rate.

Table 7: Mathematics Proficiency Rates by Year and Student Group

Year	Math					
	All	**AA**	**API**	**FRL**	**ELL**	**SPED**
2014	31.7%	25.0%	32.2%	30.4%	28.4%	12.5%
2013	24.1%	20.0%	23.7%	21.5%	15.0%	10.7%
2012	29.6%	N/A*	29.3%	29.9%	25.6%	7.7%

* Too few students tested to report

MCA SMART Goals. Through the School Improvement process CPE has developed two MCA related Specific, Measurable, Attainable, Realistic, and Timely (SMART) goals by which to gauge the progress of the changes implemented at CPE:

1) The percentage of students in grades 3-6 at CPE who earn achievement levels of Meets Standards or Exceeds Standards on the Reading MCA will increase from 18.0% in 2013 to 25.0% in 2014 (an increase of +7.0%).

2) The percentage of all students in grades 3-6 at CPE who earn achievement levels of Meets Standards or Exceeds Standards on the Mathematics MCA will increase from 24.1% in 2013 to 31.1% in 2014 (an increase of 7.0%).

Table 8 breaks down the three-year trend in changes in proficiency scores at CPE. While CPE did not achieve the goal for reading (showing a slight decrease of -6.7% in proficiency in 2014) CPE exceeded the goal for math showing a +7.6% increase in proficiency in 2014.

Table 8: CPE Reading Proficiency Rates of Change from 2012 to 2014

Year	2012	2013	Difference (2012-13)	2014	Difference (2013-14)
Reading	N/A*	18.0%	N/A	11.3%	-6.7%
Mathematics	29.6%	24.1%	-5.5%	31.7%	+7.6%

* Reading standards changed in 2013; comparisons to previous years should not be made.

ACCESS SMART Goals. One goal developed through the School Improvement Plan process emphasizes improvements on academic English language proficiency as measured by the Assessing Comprehension and Communication in English State-to-State (ACCESS) testing:

1) Increase the percent of ELL students reaching language proficiency as determined by ACCESS testing at the end of the 2013-14 year by 25% as compared with the number of students reaching language proficiency at the end of previous year (2012-13).

Table 9 shows ACCESS English Language Proficiency attainment and the percent of students making progress towards English Language Proficiency. Over two-thirds (70.2%) of CPE students

are ELL, and the percent of students attaining English language proficiency has increased steadily from 2012 to 2014 from 4.4% in 2012 to 7.9% in 2013 for an increase of +3.5%, and to 9.5% in 2014 for an increase of +1.6%, falling short of the goal. Although not all students might attain English proficiency in one school year, nearly half of all students (49.6%) made progress in 2012 and 60.3% made progress in 2013 for an increase of +10.7%.

**Table 9: CPE English Language Proficiency and Progress from 2012 to 2014**

ACCESS	2012	2013	2014
Proficiency	4.4%	7.9%	9.5%
Progress	49.6%	60.3%	N/A*

* Not yet available from MDE.

MCA Proficiency Comparison Schools. CPE serves a rather unique population of students, large percentages of which are ELL and Hmong students. There are two schools with similar grade levels and student populations served that also have similar historical MCA achievement levels by which we can compare progress over time: Dugsi Academy (DA) and Community School of Excellence (CSOE).

Since new standards were implemented in 2013 for reading, there are only two years of trends by which to compare schools. In 2013, CPE had a proficiency proportion slightly below that of DA and slightly above CSOE. In 2014, CPE proficiency levels were below both DA and CSOE. (see Figures 5 and 6 and Table 10 below).

Figure 5: MCA Reading Proficiency Trends of Students at CPE, DA, and CSOE
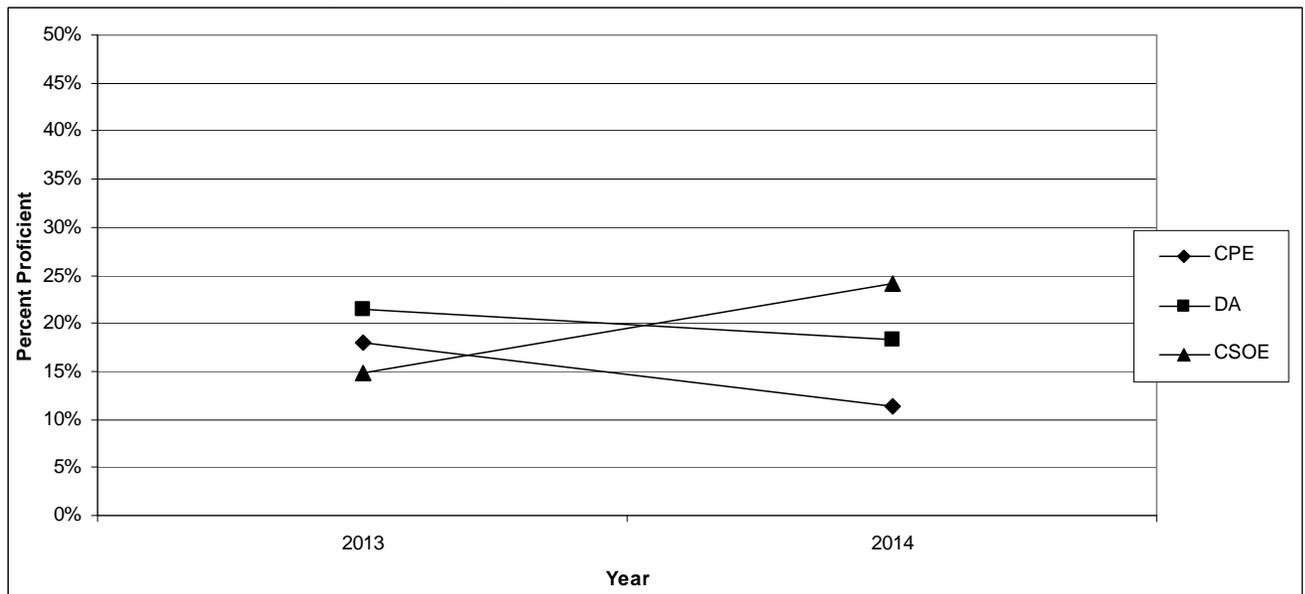
For math, from 2012 to 2014, CPE has had and maintained a higher proportion of students scoring proficient compared to DA and CSOE and has gained in proficiency at a rate grater than both comparison schools (see Figure 6 and Table 10 below).

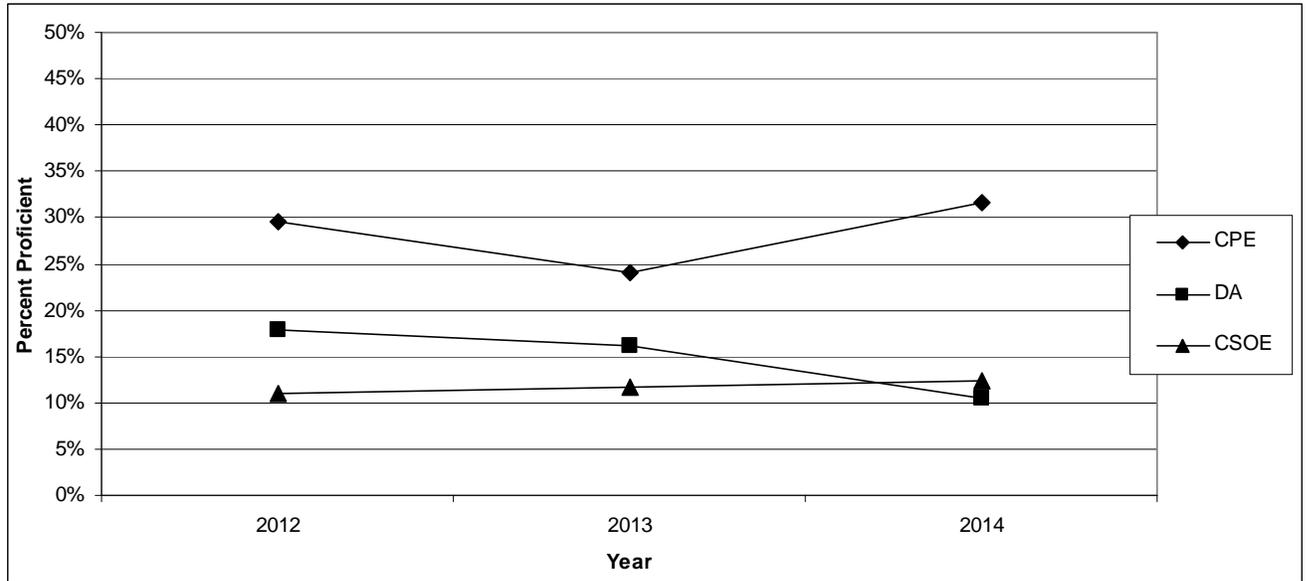**Figure 6: MCA Math Proficiency Trends of Students at CPE, DA, and CSOE**

Table 10 below summarizes proficiency changes from 2012 through 2014 in reading and math for CPE and comparison schools. While reading proficiency levels have decreased at CPE in the two years available for a trend analysis, math proficiency levels have increased by +7.6% and this increase exceeds the positive gains by both comparison schools.

Table 10: Change in Proficiency Scores from 2012 to 2014 for CPE, DA, and CSOE

Year	Reading			Mathematics		
	CPE	**DA**	**CSOE**	**CPE**	**DA**	**CSOE**
2012	N/A	N/A	N/A	29.6%	17.9%	11.0%
2013	18.0%	21.4%	14.9%	24.1%	16.2%	11.7%
2014	11.3%	18.3%	24.2%	31.7%	10.4%	12.3%
Change	*-6.7%*	*-3.1%*	*+9.3%*	*+7.6%*	*-5.8%*	*+0.6%*

Academic Growth. MDE has defined students to be "on track" on for success if: 1) a student is proficient on the MCA in one year and makes medium or high growth in the next year of testing, or 2) a student is not proficient on the MCA in one year and makes high growth in the next year of testing.

For reading, percentages of students on track showed a slight increase from 2012 (36.8%) to 2013 (41.3%), but decreased in 2014 to 28.6%. However, the percentage of students on track exceeded the percent of students proficient in reading for each school year. For math, the percent of students on track decreased from nearly half of students in 2012 (48.6%) to 25.7% of students in 2013; in 2014, the on track percent nearly tripled to 70.5%. The percent of students on track exceeded proficiency levels in all three years.

Figure 7: Percent of Students On-Track for Academic Success
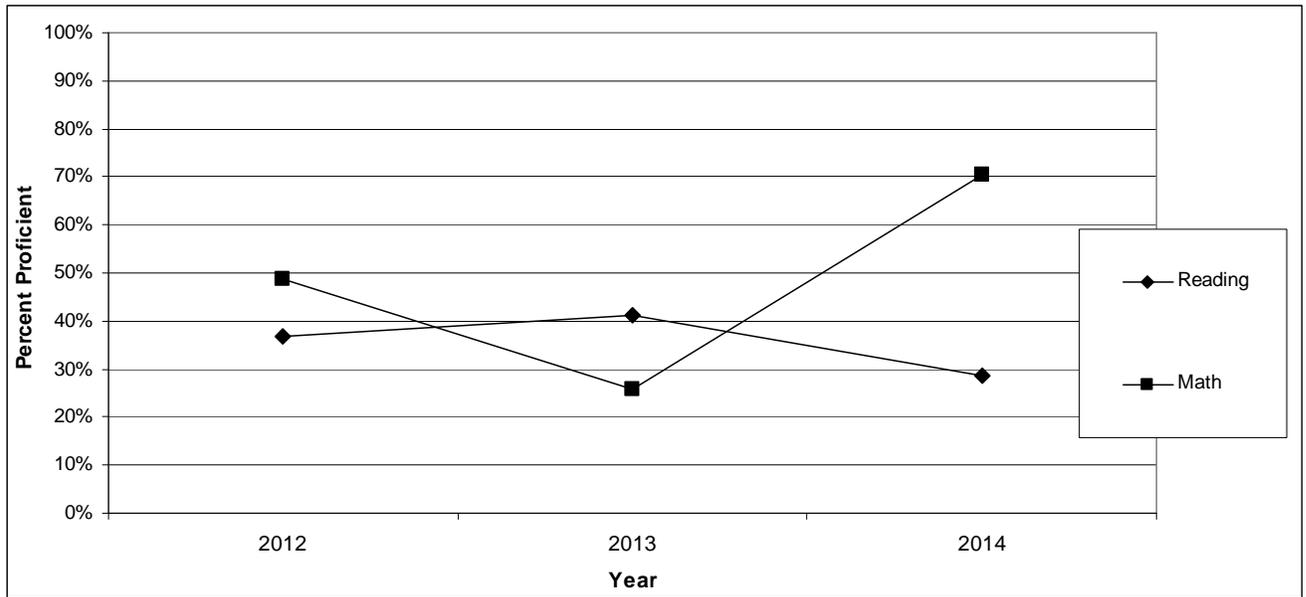
**Table 11: Percent of Students On-Track for Academic Success**

	2012	2013	2014
Reading	36.8%	41.3%	28.6%
Math	48.6%	25.7%	70.5%

Achievement Gap Reduction

Figure 8 and Table 12 below display proficiency trends for CPE's African American (AA) and Asian or Pacific Islander (API) student populations[5] and statewide Caucasian proficiency rates in reading. CPE's AA and API student group proficiency rates were below that of statewide Caucasian students in 2013 and 2014, and while CPE's API students decreased slightly in reading proficiency levels between 2013 and 2014 (-9.6%), CPE's AA students increased proficiency rates by +10.0%, a rate 8.5% greater than statewide Caucasian students.

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[5] Other ethnic categories of Hispanic and American Indian or Alaskan Native had too few students to report.

Figure 8: Reading Achievement Gap Reading Trends for CPE African American and Asian or Pacific Islander Students Compared to Caucasian Students
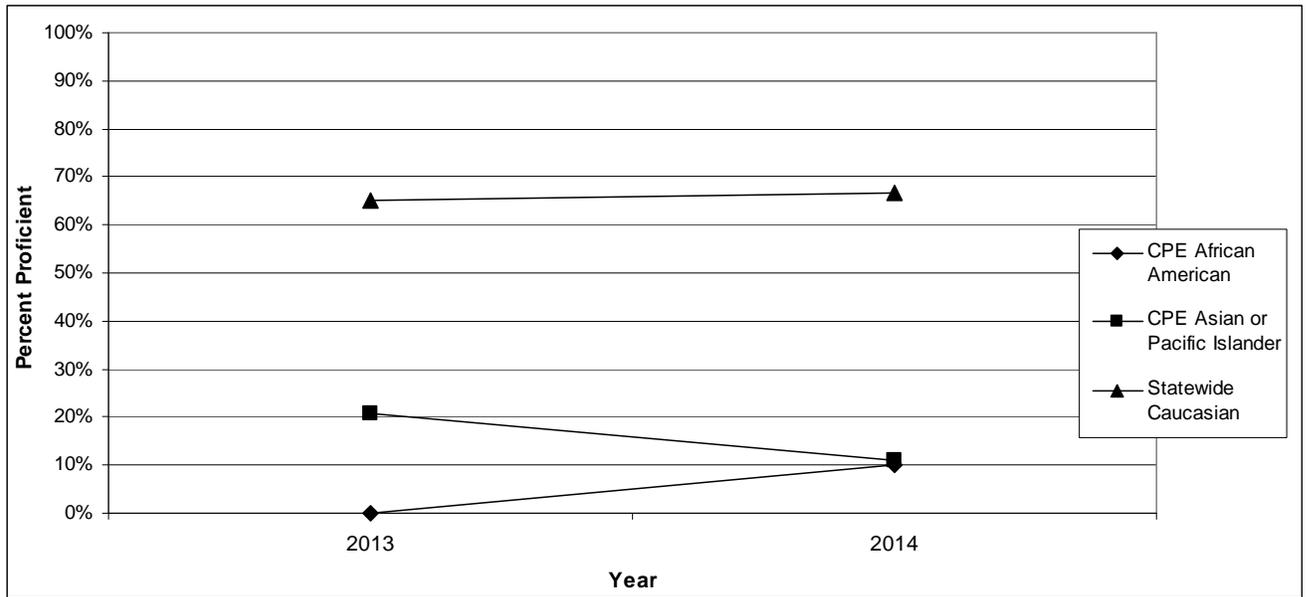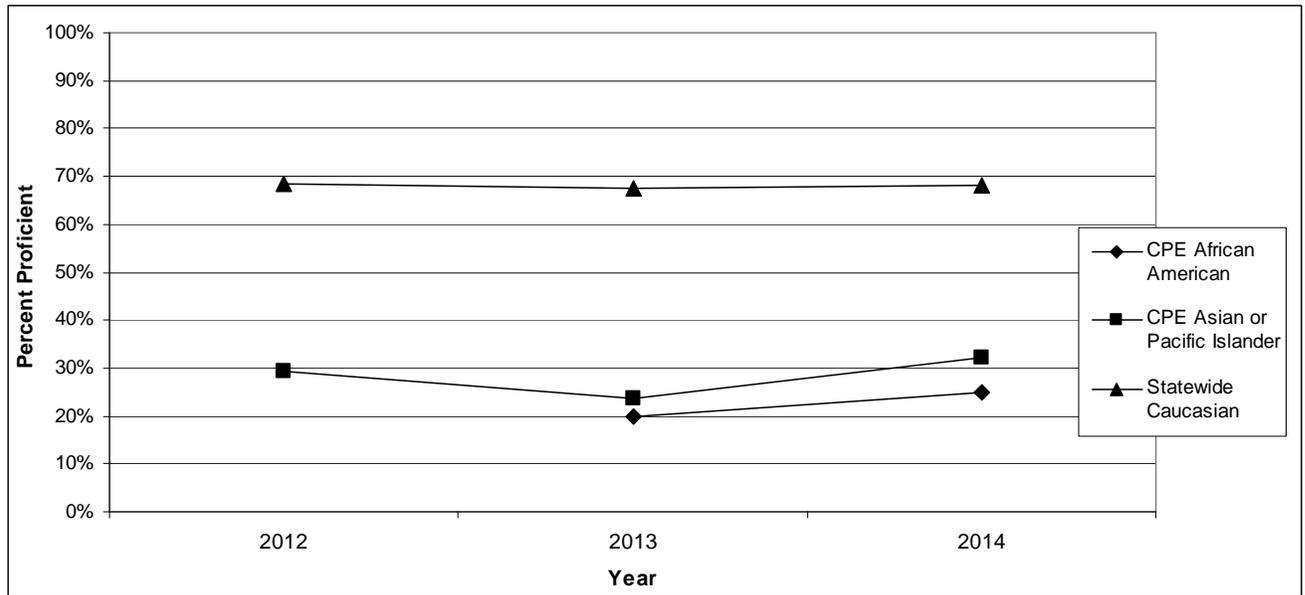

Table 12: Reading Achievement Gap Reading Trends for CPE African American and Asian or Pacific Islander Students Compared to Statewide Caucasian Students

Group	2012	2013	2014	Change 2013 to 2014
CPE African American	N/A*	0.0%	10.0%	+10.0%
CPE Asian or Pacific Islander	N/A*	20.7%	11.1%	-9.6%
Statewide Caucasian	N/A*	65.1%	66.6%	+1.5%

Figure 9 and Table 13 below display proficiency trends for CPE's African American (AA) and Asian or Pacific Islander (API) student populations and statewide Caucasian proficiency rates in math. While proficiency rates for Caucasian students has remained stable from 2012 to 2014, both AA and API students showed positive changes between 2013 and 2014, +5.0% for AA students and +8.5% for API students, thereby reducing the ethnic achievement gap in mathematics.

Figure 9: Achievement Gap Math Trends for CPE African American and Asian or Pacific Islander Students Compared to Caucasian Students

Table 13: Math Achievement Gap Math Trends for CPE African American and Asian or Pacific Islander Students Compared to Caucasian Students

Group	2012	2013	Change 2012 to 2013	2014	Change 2013 to 2014
CPE African American	N/A*	20.0%	N/A	25.0%	+5.0%
CPE Asian or Pacific Islander	29.3%	23.7%	-5.6%	32.2%	+8.5%
Statewide Caucasian	68.3%	67.5%	-0.8%	68.1%	+0.6%

* Too few students tested to report.

Multiple Measurements Rating

The Multiple Measurement Rating (MMR) considers the proficiency, growth, achievement gap reduction, and graduation rates[6]. Points are assigned to each of the four domains based on a school's rank compared to other Minnesota schools, and the total MMR is the percentage of possible points the school earned. CPE's MMR rating has increased since the 2012 school year. Overall, CPE has scored more points in each of the three MMR categories in 2014 compared to 2012 and 2013, and this has improved CPE's total percent of points earned to 31.8% for a change of +26.5% percentage points. CPE is working with MDE to implement interventions to improve academic outcomes.

Table 14: Multiple Measurements Rating

|	Proficiency	Growth	Achievement Gap Reduction	MMR
2012	0.9	4.6	9.0	19.3%
2013	0.5	1.3	2.1	5.3%
2014	2.6	21.5	23.7	31.8%

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[6] Graduation rates only apply for schools that have a 12th grade.

Non-Academic Outcomes

Attendance. CPE has maintained a high attendance rate historically. Figure 10 below summarizes attendance rates from the 2011-2012 school year to the 2012-2013 school year.[7] CPE employs specific strategies to keep attendance rates high by creating a welcoming environment for students and families and surrounding students with a range of knowledgeable and skilled staff to manage any behavioral disruptions.

Figure 10: CPE Attendance Rates Over Time

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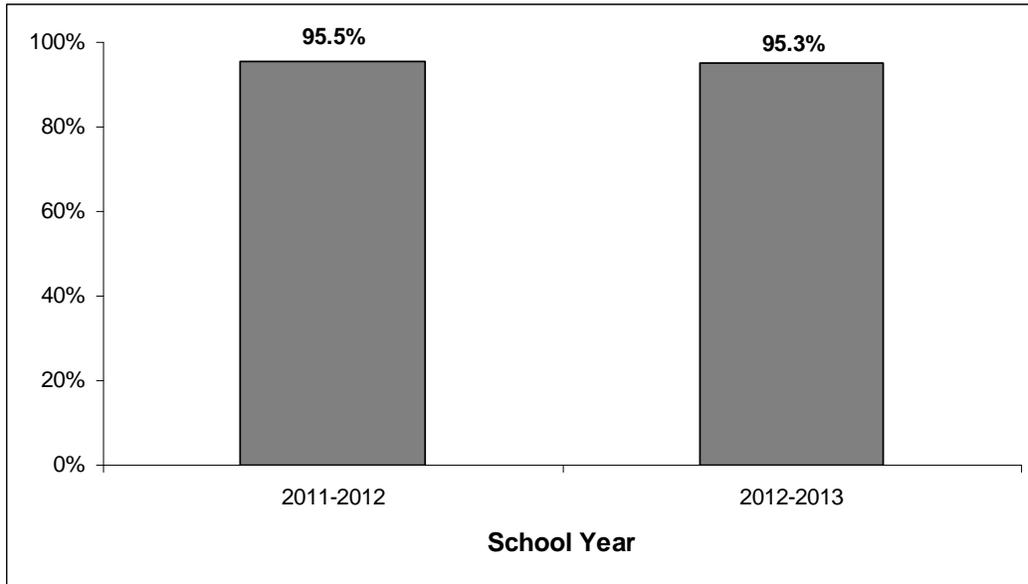
[7] 2013-2014 attendance rates are not currently available from MDE.

SUCCESSES, INNOVATIVE AND BEST PRACTICES, IMPLEMENTATION, CHALLENGES, AND FUTURE PLANS

Successes and Challenges

Successes. CPE's Leadership Team has been implementing the school's School Improvement Plan (SIP) and Focus School Plan since 2012, and the combined effort of staff's dedication to the plan and improving the educational outcomes of CPE students has shown a great deal of success. Below are some highlights of the ways in which CPE has changed to further impact student lives.

- CPE math scores continue to improve. From 2013 to 2014, CPE increased the math proficiency rate from 24.1% to 31.7%, an increase of +7.6%.
  - o CPE has prioritized aligning classroom lessons to Minnesota standards through bimonthly Professional Learning Communities (PLC) that include all teaching staff; staff share lessons, ideas, student work, and challenges and solutions in aligning instruction to standards.
  - o The PLC has also created a plan for classroom lessons that spans the entire school year and covers all of the Minnesota math standards.
- The SIP Leadership Team is high functioning. The team's decision making process utilizes student achievement data consistently in addressing the needs of students, staff, and families of CPE. CPE continues to refine the proactive communication between the Leadership Team, staff, parents, and other stakeholders.
- The Action Team provided a highly effective connection from CPE to families and the community.
  - o In 2013-14, the action team continued its work of improving reading and math outcomes, improving the welcoming environment of the school, promoting community involvement, connecting with parents (including those absent from an event at CPE), and conducting summer visitation of CPE families.
- ELL population and students new to the country continues to grow at CPE. Given CPE's reputation in providing high quality education to ELL students and students new to the country, families continue to recommend the school to other families.

- CPE ELL students continue to make progress towards English proficiency with 60.3% making progress in 2013.

Challenges. CPE also faced several challenges in the 2013-14 school year, and has developed plans to address these challenges.

- Reading MCA proficiency decreased from 2013 to 2014, declining from 18.0% to 11.3% for a decrease of -6.7%. However, CPE has several strategies to address and improve reading proficiency as guided by the SIP.
  - Implement a school-wide system for Tier 3 III level of intervention for the lowest performing students in reading.
  - Provide staff with training of Developmental Reading Assessment 2nd Edition (DRA-2) to improve fidelity in usage and accuracy of the scores and to guide instruction.
  - Fully implement Academic Vocabulary Instruction Leading to Accountable Academic Discourse by June 2015, leading to a better understanding of academic language for our plethora of ELL students.
  - In 2013-14, half of 3-6 teaching staff were new to CPE. However, for 2014-15, four out of five teaching staff in 3-6 are continuing teaching at CPE.
  - Increase the frequency of immediate feedback to teaching staff.
  - Provide high quality professional development surrounding literacy and English language skills in vocabulary instruction, practice profiles, timely and constructive feedback, and Response to Intervention. The professional development will take place not only through conferences or training external to the school but also through regular PLC meetings.
- Changes in staffing in 2013-14, particularly in classroom teachers in grades 3-6, created the challenge of training new staff in CPE's practices and educational model. Moving forward, most teaching staff are returning for 2014-15, and CPE is continuing to refine and define its practices through the School Improvement process and integrate these practices into teacher's daily activities.

Innovative and Best Practices

- The 2013-14 school year represented the second year of implementation of CPE's Response To Intervention (RtI) model. RtI is a multi-tier approach to identifying students' learning and behavioral needs.
  - CPE's RtI model is divided into two segments depending on grade level. For grades Kindergarten through 3rd, students are taught a standard (all class instruction during Tier I), then assessed on the standard, and students who do not pass the standard are given an extra half-hour of instruction per day on that standard; this is Tier II of the intervention. Tier II saturates students with specialists from various areas (ELL, Special Education, Title I) to create a smaller student to teacher ratio, and to intervene and ensure students learn in Tier II what they missed in Tier I. CPE has also identified students in grades K-3 who do not seem to benefit as much from Tier II instruction compared to their peers. These students are severely lacking in certain foundational skills as identified through phonics screeners or other assessments. As part of the Read Well by 3rd Grade initiative and the desire to ensure these students succeed, these students are given Tier III intervention. Tier III is an intensive, skills-based instruction within a small group setting (2 to 4 student to teacher ratio) as a pull-out intervention for 1 hour everyday for 6 to 8 weeks. Tier III includes regular assessments that closely monitor student progress.
  - For grades 4-6, CPE offers the Tier I and Tier II interventions, although classroom teachers do have the freedom to determine what kind of Tier II instruction by which their students would benefit the most, whether that is a second pass at the standard or foundational skills practice, offered 30 minutes/day. Tier III (the 60 minutes per day intensive intervention) is reserved for grades K-3 due to limitations in staffing.

- Professional Learning Community (PLC) continues to be a strong component of professional development, problem solving through a team effort, and fidelity to the SIP. CPE follows the Best Practices of the DuFour PLC model.
- CPE continues to offer a variety of services and activities to meet the needs of students, families, and the community.
  - Many students at CPE have some developmental disabilities, and CPE has a high expenditure per child on these students, thereby offering them immediate and complete interventions to prevent future complications. CPE employs a school psychologist, social worker, and homeless liaison.
  - CPE celebrates its diversity with Hmong Language and World Culture classes for all students, and reaches the community through several cultural events for families and the community (e.g. Asian Heritage celebration, New Year's Around the World).
  - In 2013-14, CPE partnered with PCs for People to offer computers to each family that wanted a computer at home.
  - Students are given 10 books to take home and read with families each summer.
  - Students take multiple field trips each year to places they would not be exposed to outside of school (e.g. Minnesota Zoo, Underwater World, Mill City Museum).
  - Families benefit from clothing and food donations, and from events at the school and the community as directed by CPE (e.g. education of reading with children, library usage education).
  - CPE also conducts home visits to every family each summer to remain connected to families and students.

Future Plans

In addition to continuing the innovative and effective best practices described above, CPE has a number of future plans to prioritize student achievement.
- Provide comprehensive professional development relevant to teachers' needs in the areas of assessments for monitoring student progress, use of assessment results, Big 5 implementation, complete implementation of interventions, Guided Reading, Writer's Workshop, use of the DRA, and other areas as necessary.
- CPE has limited space in its present location, and is exploring options for giving staff and students more space to learn.
- CPE plans to extend its outreach to parents by partnering with Saint Paul Public Library to provide education to parents on using computers and accessing the internet to assess information on their students' grades.

ABOUT ACET, INC.

ACET has provided evaluation and research services for 15 years. ACET takes great pride in providing a wide range of evaluation services and solutions to local, regional, and national clients. ACET's collaborative, flexible, and transparent approach helps programs achieve outcomes to promote maximum potential for current and prospective generations. We believe the power of evaluation will transform the way our clients help people.

APPENDIX A

2014 Financial Audit

September 24, 2014

Members of the Board of Education
Charter School No. 4193
College Preparatory Elementary
St. Paul, Minnesota

This Executive Audit Summary and Management Report presents information which we believe is important to you as members of the school board. We encourage you to review the sections of this report, the audited financial statements and the auditors' reports.

We would be pleased to furnish additional information with respect to these suggestions and discuss this memorandum with you at your convenience. We wish to express our appreciation to the School for the courtesies, cooperation and assistance extended to us during the course of our work.

CliftonLarsonAllen LLP

Dennis Hoogeveen, CPA
Principal

COLLEGE PREPARATORY ELEMENTARY
CHARTER SCHOOL NO. 4193

EXECUTIVE AUDIT SUMMARY (EAS)

JUNE 30, 2014

COLLEGE PREPARATORY ELEMENTARY
CHARTER SCHOOL NO. 4193
EXECUTIVE AUDIT SUMMARY (EAS)
TABLE OF CONTENTS
JUNE 30, 2014

EXECUTIVE AUDIT SUMMARY (EAS)
FOR
COLLEGE PREPARATORY ELEMENTARY
YEAR ENDED JUNE 30, 2014

AUDIT FINDINGS AND RESULTS

Audit Opinion – The financial statements are fairly stated. We issued what is known as a "clean" or unmodified audit report.

Compliance – No compliance issues were noted in our review of laws, regulations, contracts, grant agreements or other matters that could have significant financial implications to the School.

Internal Controls – No "control deficiencies" in internal control were noted.

Legal Compliance – No compliance issues were note with respect to Minnesota Statutes related to charter schools.

Fund Balance – The fund balance of the School's General Fund ended at a balance of $728,753 at June 30, 2014. This was an increase of $71,198. We recommend that a charter school develop a plan that will eventually result in a target fund balance that is at least 20% to 25% of annual expenditures. The ending fund balance at June 30, 2014 for College Preparatory Elementary represents 17.38% of expenditures incurred for the year which is down only slightly from the prior year percentage of 18.76%. Fund balance is an important aspect in the School's financial well being since a healthy fund balance represents things such as cash flow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies, state aid metering changes, and aid prorations at the state level and similar problems.
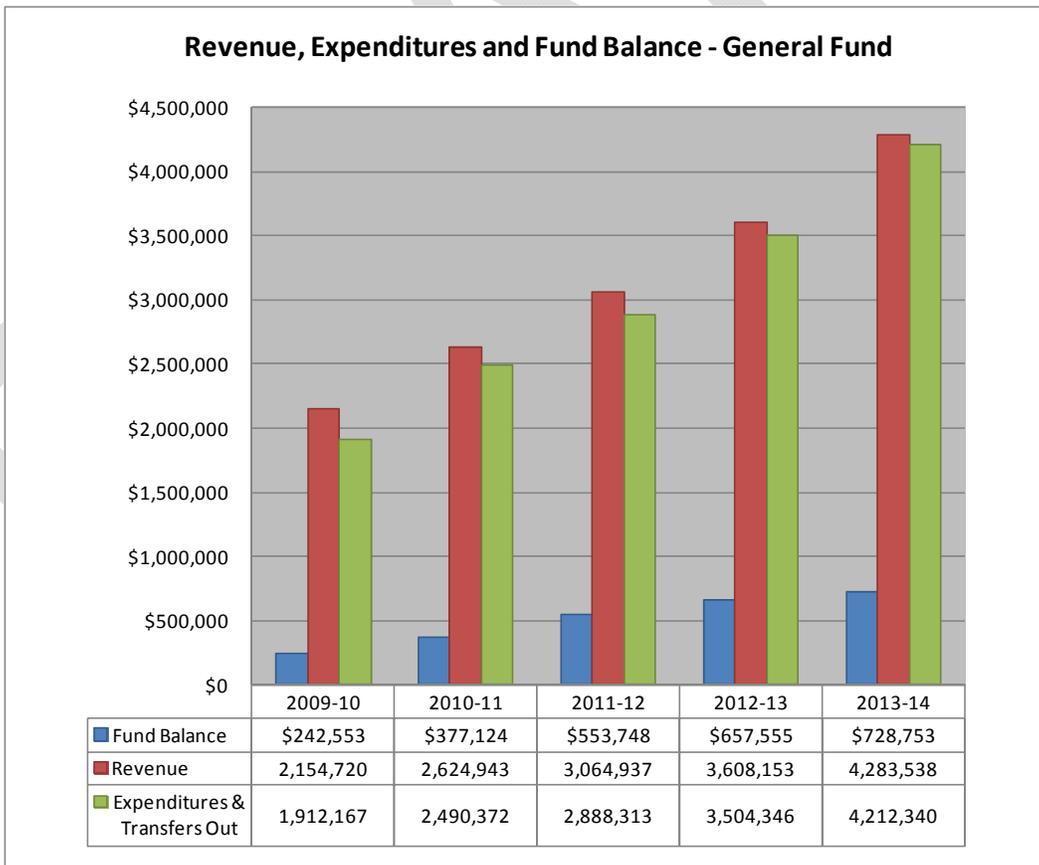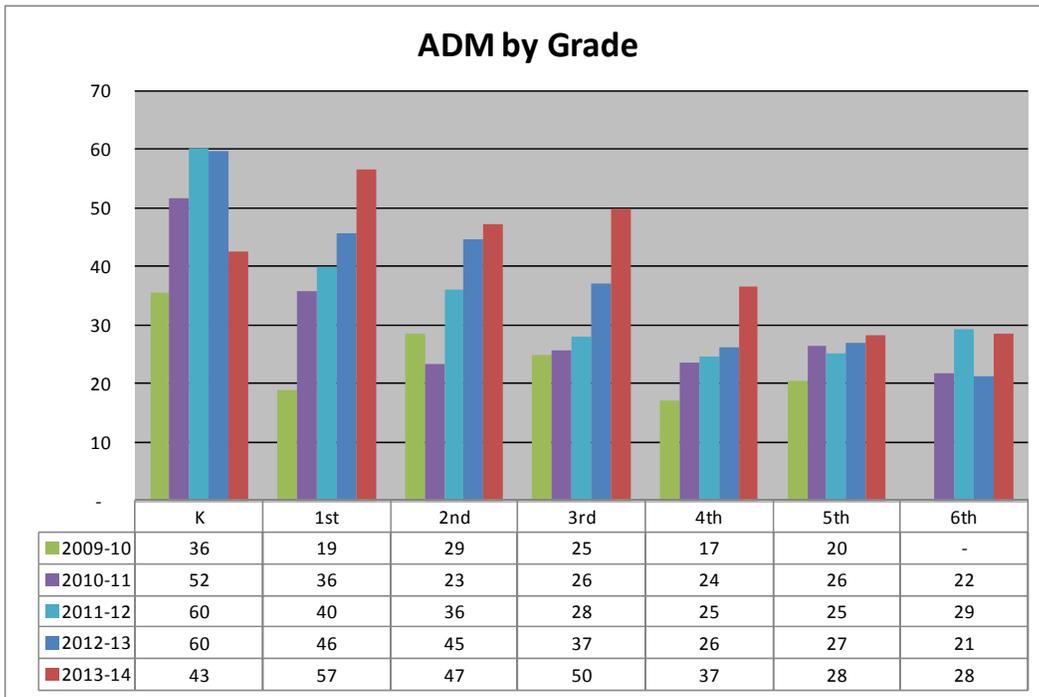
General Fund Budget – Total revenues on a net basis were $271,980 (or 6.8%) higher than the budgeted amount while total expenditures were $218,483 (or 5.5%) higher than had been budgeted. As part of any budget update initiated for fiscal 2014-15, the Board will want to take these variances into consideration in order to limit budget differences to every extent possible. We recommend that budget variances in a charter school environment (which is more volatile than in a traditional school environment but on a much smaller scale) be limited to 1% to 2% on either side of zero once operations have matured and stabilized. We recommend that the School continue the practice of undertaking mid-year budget reviews resulting in the adoption of a revised General Fund budget when updated information becomes available.

Food Service Fund – The School's food service program operated at a deficit of $20,246 for fiscal year 2014. Under UFARS (Uniform Financial Accounting Reporting Standards) the School is required to eliminate the deficit either through operations during the next fiscal year or through an operating transfer from the General Fund. The School approved the transfer of $20,246 from the General Fund to the Food Service Fund to eliminate the year-end deficit. It is not uncommon for charter schools to operate a subsidized food service program in which a portion of general education funds are utilized (via an annual operating transfer from the General Fund to the Food Service Fund) to ensure that all students have access to a nutritious meal as part of a healthy learning environment. It is basically a board-level decision as to whether or not the intent of the School is to run a food service program on a break-even basis (which may necessitate higher meal prices for students that pay for full-price meals) or on a subsidized basis (where the conclusion is that it is not practical to operate the type of program you want to have without a subsidy). We recommend that the Board continue to indicate in the budget the extent to which it is willing to subsidize the food service program.

Time Card Approval – During our review of payroll transactions, we noted one instance in which a time card did not have proper evidence of a supervisor's approval of the employee's hours worked for the pay period tested. While this instance appears to be isolated, it is an important aspect of sound internal controls that all employees who receive wages on an hourly basis have their time cards reviewed and approved by an appropriate individual to ensure all employees receive pay only for time worked.

Annual Compensation Adjustments - During the course of our discussions with management, we became aware that the Board has delegated the authority to make annual wage/salary adjustments for the School's employees to the Executive Director. In our experience, it is best practice within the industry to have multiple people involved in the process evaluating employee performance and the resulting compensation adjustments. It is our recommendation that the Board, or a Board designated committee, review and provide input on all employee compensation adjustments.

ADM by Grade

	K	1st	2nd	3rd	4th	5th	6th
2009-10	36	19	29	25	17	20	-
2010-11	52	36	23	26	24	26	22
2011-12	60	40	36	28	25	25	29
2012-13	60	46	45	37	26	27	21
2013-14	43	57	47	50	37	28	28

Revenue, Expenditures and Fund Balance - General Fund

	2009-10	2010-11	2011-12	2012-13	2013-14
Fund Balance	$242,553	$377,124	$553,748	$657,555	$728,753
Revenue	2,154,720	2,624,943	3,064,937	3,608,153	4,283,538
Expenditures & Transfers Out	1,912,167	2,490,372	2,888,313	3,504,346	4,212,340

FINANCIAL TRENDS (CONTINUED)

General Fund Cash and Fund Balance

	2009-10	2010-11	2011-12	2012-13	2013-14
■ Cash	$45,289	$84,241	$-	$137,543	$238,202
■ Fund Balance	$242,553	$377,124	$553,748	$657,555	$728,753

Fund Balance - General Fund