



**ASPIRE**  
**ACADEMY**

**2021-22 WBWF/Annual Report**

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## **Introduction**

Aspire Academy opened in fall of 2021 in Shakopee, Minnesota in response to need and demand, particularly among immigrant families whose children were not making academic progress necessary to be on track to graduate and be college and career ready and who desired a STEM (Science, Technology, Engineering, and Math) focus.

Aspire Academy is a community-based school whose mission is to empower and educate all students to attain high academic performance, while eliminating achievement gaps by delivering an engaging STEM (Science, Technology, Engineering, and Math) curriculum and meet the individual needs of all students.

The vision is to have all students equipped with the knowledge, character and skills needed to meet the demands of a competitive global economy.

During the 2021-2022 school year, Aspire Academy focused on meeting the primary purpose of improving all student achievement and all pupil learning by providing the core academic programming and supplemental services to accelerate learning to help ensure that all students are on track to graduate and are college and career ready. Aspire Academy provided after-school tutoring and enrichment in the STEM areas as well as small class sizes to support student achievement and learning.

Aspire Academy met the additional purposes for which it was chartered in the following ways.

Aspire Academy provided a STEM focused curriculum and engages the families of students to support the connection between STEM careers to increase learning opportunities for students.

Aspire Academy encouraged the use of different and innovative teaching methods by providing for professional learning community activities focused on facilitating sharing of effective, different and innovative teacher practices.

Aspire Academy created new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site by providing for an instructional leader to facilitate teacher leadership at the school.

Aspire Academy fulfilled the purposes of increasing learning opportunity in the southwest metro area through STEM curriculum and encouraged the use of different and innovative teaching methods.

Aspire Academy espouses Teacher as Designer, thereby creating new professional opportunities for teachers. Aspire Academy Founders believe that the current post-industrial model of school is largely irrelevant. The paradigm of school needs to shift and requires a more individualized approach to learning, one that makes education more relevant for all students in terms of who they are (cultural relevance), how they learn (instructional relevance) and what they want to do (career relevance).

The authorizer of Aspire Academy is Novation Education Opportunities (NEO). NEO oversees, monitors and evaluated the performance of Aspire Academy in the areas of academics, school climate, operations and compliance, governance and finance.

Authorizer Contact Information:  
 Novation Education Opportunities  
 (612) 889-2103  
 3432 Denmark Avenue  
 Eagan, MN  
 55123

## School Enrollment

Aspire Academy opened its doors to the following small class sizes and has grown by almost 20 students to serve 80 students currently.

### Enrollment 2021-22

Grade	Number of Students Served
Kindergarten	12
1	8
2	5
3	10
4	12
5	8
6	7
<b>All Grades</b>	<b>62</b>

Aspire Academy served the following focus groups.

	Count	Percent
<b>English learner</b>	54	87.1%
<b>Special education</b>	0	0.0%
<b>Free/Reduced-Price meals</b>	NR	>=90%
<b>Black</b>	NR	>=90%
<b>Homeless</b>	0	0.0%

NR = Not reported due to state reporting limitations for performance results.

## **Student Attrition**

The school opened in challenging circumstances statewide including staffing shortages, pandemic circumstances, and transportation shortages.

In the beginning of the school year in 2021-22, these conditions impacted enrollment which was originally projected and budgeted to be higher.

After stabilizing staffing and transportation and with improving pandemic conditions, the enrollment has begun to increase as a result of the quality programming and word of mouth, as well as other marketing efforts.

In the beginning of the school year, due to the circumstances noted above, Aspire Academy experienced about 40 students unenrolling the first week of school.

However, between October 1, 2021 and June 30, 2022, the Academy did not have any students unenrolling.

During the current year, only one student has unenrolled since the beginning of the school year.

## **Governance and Management**

Aspire Academy filed with the Minnesota Secretary of State as a nonprofit corporation under chapter 317A on 5 July, 2018.

Seated, the Board of Directors conducts business on behalf of Aspire until an ongoing board is elected before the end of the third year of operation ( Minnesota Statutes §124E.07 ).

Pursuant to the Statute and Aspire Bylaws, the Board of Directors was composed of at least five non- related members and included:

- 1) at least one licensed teacher employed as a teacher at the school;
- 2) at least one parent/legal guardian of a student enrolled who is not a school employee;
- 3) at least one community member who resides in Minnesota and is not employed by Aspire and does not have a child enrolled in the school.

### Board Member Roles and Responsibilities.

The Duty of Care: Board members exercised reasonable care when making decisions as stewards of the school. All decisions will be shaped to fulfill the purpose defined in Minnesota Statutes §124E : to improve all pupil learning and all student achievement.

The Duty of Loyalty: Board members exercised loyalty to the school. Conflicts of interest, including the appearance of conflicts of interest, were avoided. All board members signed the Conflict of Interest Policy.

The Duty of Obedience: Board members acted in a way that is consistent with the goals of the school, being faithful to the mission and fulfilling the public’s trust that the state’s funds will be used to fulfill the educational mission of the school.

Current Board Members

Name	Officer Position	Seat
Abdinasir Gaylab	Secretaru/Vice Chair	Parent
Mustaf Mohamed	Board Chair	Parent
Sahra Bashir	Treasurer	Parent
Abdullahi Houssein	Board Member	Community Member
Osman Mohamed	Teacher	Teacher # 1014678 Expires 2023

School Year 2021-2022 Board Members

Name	Officer Position	Seat
Abdirizak Hassan	Board Chair	Parent - Community Member
Idil Farah	Secretary	Parent
Khalid Mohamed	Vice Chair	Community member
Abdinaser Ahmed	Teacher	Teacher
Cumar Karshe	Board Member	Parent – Community Member
Abdulkadir Gelle	Board Member	Community Member

**Training Board Members Attended 2021-22**

Name	Topics
Abdirizak Hassan	Create a Board Development Plan, Adopt a Budget, Evaluate the Leader, Develop and Use Policies, Conduct Open Board Meetings, Evaluate Progress Towards Contract Goals, Abide by the Bylaws, Adopt a World’s Best Workforce Strategic Plan, Hold a Public World’s Best Workforce Meeting, Approve a World’s Best Workforce and Annual Report, Take Minutes, Safeguard Student Data, Look Out for Conflicts of Interest, Retain and Maintain Records, Safeguard Personnel Data, Oversee the Use of Public Funds, Conduct Financial Oversight, and Prevent Audit Findings
Mustaf Mohamed	
Idil Farah	
Khalid Mohamed	
Cumar Karshe	
Abdinaser Ahmed	
Abdulkadir Gelle	

## **Professional Development Plan of Leadership**

The Executive Director of Aspire Academy engages in the following professional development plan.

*a) instruction and assessment;*

The Executive Director meets weekly with the Instructional Leader to improve academic oversight and evaluation of student achievement and learning.

*b) human resource and personnel management;*

The Executive Director

*c) financial management;*

The Executive Director meets monthly with the Board Treasurer and financial service provider to improve financial oversight and evaluation of school financial performance.

*d) legal and compliance management;*

The Executive Director meets quarterly with the school's legal counsel and monthly with the school's authorizer to improve legal and compliance management.

*e) effective communication; and*

The Executive Director meets weekly with the school's staff and monthly with the parents of students to improve effectiveness of communication. In addition, the Executive Director analyzes the results of staff and parent surveys to identify strengths and opportunities for improvement and creates an action plan in response to the survey results.

*f) board, authorizer, and community relationships.*

The Executive Director meets monthly with the school's board and monthly with the school's authorizer and parents to improve relationships.

## Staffing

Aspire Academy follows the intent of all federal, state, and local employment laws and is committed to equal employment opportunity.

To that end, the Board of Directors and Executive Director of Aspire Academy does not discriminate against any employee or applicant in a manner that violates the laws.

Aspire Academy was committed to providing equal opportunity for all employees and applicants without regard to race, color, religion, national origin, sex, age, marital status, sexual orientation, disability, political affiliation, personal appearance, family responsibilities, matriculation, or any other characteristic protected under federal, state, or local law.

Each person was evaluated on the basis of personal skill and merit.

Aspire Academy's policy regarding equal employment opportunity applies to all aspects of employment, including recruitment, hiring, job assignments, promotions, working conditions, scheduling, benefits, wage and salary administration, disciplinary action, termination, and social, educational, and recreational programs.

The Executive Director acted as the responsible agent in the full implementation of the Equal Employment Opportunity policy.

<b>Name</b>	<b>Position</b>	<b>Teacher License Number (if applicable)</b>
MK. Adam	Executive Director	
Amal Mohamed	Adminstration	
Asma Warsame	Para	
Ayaan Mohamud	Para	
Lera Valegh	Teacher	475677
Osman Mohamed	Teacher	1014678
Abdilatif Hasan	Para	
Asha Ali	Food Service	
Safiya Barow	Food Service	
Lauren Akers	Teacher	1010058
Shanda Cooper	Teacher	495367
Charles Sietsema	Teacher	1006294
Najib Nuuh	Teacher	1001324

## **Finances**

Due to statewide staffing shortages, securing financial services was particularly challenging for Aspire Academy.

Other challenges in the area of finances included disruptive changes to the way that the Charter School Program (CSP) Grant was administered, including changes to allowable expenses from what had been approved in the school's original Budget.

In addition, as noted previously, disruptions in transportation due to statewide staffing shortages impacted enrollment.

Shortages in financial services also impacted the quality and reliability of financial statements.

The cumulative impact of these circumstances is that the school ended the 2021-22 school year in Statutory Operating Debt (SOD).

Statutory Operating Debt is the condition in which the year-end Net Negative Unreserved General Fund Balance exceeded more than 2.5 percent of its unreserved/undesignated operating expenditures.

The school is currently implementing a plan to build the fund balance.

## Academic Performance, Student Achievement Goals and Success in Realizing the Goals and Related Benchmarks, and Local Assessment Outcomes

### Goals and Results

#### *All Students Ready for School*

Goal	Result	Goal Status
<p>The established SMART goal for the 2021-22 SY is as follows:</p> <p>At least 60% of Kindergarten students meet the NWEA MAP Kindergarten learning targets in the combined 2021-22 through 2025-26 school years.</p>	<p>The result for the 2021-22 SY that directly ties back to the established goals is as follows:</p> <p>The school opened in the 2021-22 school year. The results of the first year are 46% of Kindergarten students meeting the Kindergarten learning targets in math and 31% of the Kindergarten students meeting the Kindergarten learning targets in reading.</p> <p>This is baseline data for the school and the school plans to increase the percent meeting the target each year by at least 5 percentage points in math and 8 percentage points in reading to meet the targets.</p>	<p>2021-22 SY is baseline data.</p>

#### *All Students in Third Grade Achieving Grade-Level Literacy*

Goal	Result	Goal Status
<p>The established SMART goal for the 2021-22 SY is as follows:</p> <p>Aspire Academy will exceed the resident district in the percent of all students achieving MCA state test grade-level literacy in the combined 2021-22 through 2025-26 school years.</p>	<p>The number of third grade students tested in 2021-22 was too small to report. The school collected baseline data and has plans for meeting this goal.</p>	<p>The number of third grade students tested in 2021-22 was too small to report.</p>

*Close the Achievement Gap(s) Between Student Groups*

Goal	Result	Goal Status
<p>The established SMART goal for the 2021-22 SY is as follows:</p> <p>Aspire Academy will exceed the resident district and statewide average in the percent of students achieving grade-level proficiency in math and reading for the focus groups of English Learner and Free/Reduced Lunch in the combined 2021-22 through 2025-26 school years.</p>	<p>The result for the 2021-22 SY that directly ties back to the established goals is as follows:</p> <p>For the focus group English Learner, 16% of students achieved grade level proficiency at Aspire Academy compared to 12% statewide in reading.</p> <p>For the focus group English Learner, 5% of students achieved grade level proficiency at Aspire Academy compared to 12.5% statewide in math.</p> <p>For the focus group Free/Reduced Price Meals, 28% of students achieved grade level proficiency at Aspire Academy compared to 32% statewide in reading.</p> <p>For the focus group Free/Reduced Price Meals, 12% of students achieved grade level proficiency at Aspire Academy compared to 24% statewide in math.</p> <p>For the focus group English Learner, 16% of students achieved grade level proficiency at Aspire Academy compared to 12% in the Shakopee district in reading.</p> <p>For the focus group English Learner, 5% of students achieved grade level proficiency at Aspire Academy compared to 14% in the Shakopee district in math.</p> <p>For the focus group Free/Reduced Price Meals, 28% of students achieved grade level proficiency at Aspire Academy compared to 38% in the Shakopee district in reading.</p>	<p>2021-22 SY is baseline data.</p>

Goal	Result	Goal Status
	For the focus group Free/Reduced Price Meals, 12% of students achieved grade level proficiency at Aspire Academy compared to 28% in the Shakopee district in math.	

*All Students Graduate and are Career and College-Ready by Graduation*

Goal	Result	Goal Status
The established SMART goal for the 2021-22 SY is as follows: At least 60% of all students below grade level will meet the numeracy and at least 60% of all students below grade level will meet literacy targets identified to ensure students become proficient in math and reading in the combined 2021-22 through 2025-26 school years to be on track to graduate college and career ready.	For the focus group of students below grade level, 40% of students met numeracy targets identified to ensure students become proficient in math at Aspire Academy.  For the focus group of students below grade level, 26% of students met literacy targets identified to ensure students become proficient in reading at Aspire Academy.  This is baseline data for the school and the school plans to increase the percent meeting the target each year by at least 5 percentage points in math and 10 percentage points in reading to meet the targets.	2021-22 SY is baseline data.

## **Improvement Plans Leading to the World’s Best Workforce**

### *All Students Ready for School*

Aspire Academy provided small class sizes which afforded individualized instruction to accelerate student learning so that all students made progress toward developing the literacy and numeracy skills to achieve grade-level proficiency and to be ready for school in the following years.

### *All Students in Third Grade Achieving Grade-Level Literacy*

Aspire Academy provided small class sizes which afforded individualized instruction to accelerate student learning so that all students made progress in the literacy skills of listening, speaking, reading and writing to achieve grade-level literacy.

### *Close the Achievement Gap(s) Between Student Groups*

Aspire Academy provided small class sizes which afforded individualized instruction to accelerate student learning and make progress in eliminating achievement gaps between student groups in Minnesota.

### *All Students Graduate and are Career and College-Ready by Graduation*

Aspire Academy provided small class sizes which afforded individualized instruction to accelerate student learning so that all students made progress with the numeracy and literacy skills in the STEM areas of Science, Technology, Engineering and Math to be on track to graduate career and college ready.

## **Innovative Practices and Implementation**

Aspire Academy leveraged technology in innovative ways to improve instruction and student learning. For example, Aspire Academy provided a STEM online program that connected students to engineering and other STEM instruction and experiences with experts nationwide.

## **Plans, Strategies and Practices for Improving Curriculum and Instruction and Cultural Competency**

Aspire Academy improved curriculum and instruction and cultural competency with a leadership team that included the school leader who is proficient in the primary home languages of the families of the students and an instructional leader who is an expert in curriculum and instruction. Together, this leadership team connected and engaged families with the instruction and curriculum and student learning.

Diversity training was incorporated into the professional development at the start of school and during professional development days. The teachers completed a self-assessment on cultural competency; this process was facilitated by an expert in cultural competency.

From the results of this self-assessment, a plan was developed on training (individually as well as group). As the teachers developed the curriculum, equity and inclusion was considered in all program design. Aspire is committed to its educational program and is intentional and deliberate in ensuring that it supports the vision and mission of the school at every layer.

Aspire Academy encouraged staff members to talk about issues of diversity, values, and social justice within their Professional Learning Community. They discussed strategies and practices that were implemented to enhance their ability to effectively address issues of diversity, values, and social justice.

Aspire Academy modeled equity beliefs for staff members. School leadership attitudes toward equity not only affect policy but also influence teachers' beliefs and practices. In modeling those beliefs through daily interactions with staff members, students, and parents, school leaders confronted racist language and racial stereotypes and treated all stakeholders—students, staff, and parents—with respect.

Aspire Academy clarified misconceptions about equity.

Aspire Academy created a safe, affirming school environment. School leaders must move beyond legal compliance to create an environment in which all students feel welcomed and valued. This involved creating support networks for students who may be subject to harassment because of cultural, sexual, disabilities, or gender identity.

### **Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers**

Aspire Academy employed a school leader who speaks the primary home languages of the students and families and serves as an effective communicator and recruiter for diverse, effective and in-field teachers.

Currently 25% of teachers at Aspire Academy speak the primary home languages of the students and families served and 100% of the teachers are licensed, in-field, effective teachers.

### **Future Plans**

Aspire Academy has a board-adopted World's Best Workforce Strategic Plan. Please see the following pages for future plans.

## Aspire Academy WBWF Plan 2021-2025

### **World's Best Workforce Plan**

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.

Aspire Academy has developed comprehensive, long-term strategic plans that address the following five WBWF goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Aspire Academy's strategic plan is a multi-year, detailed document that illustrates how the school will execute its goals concerning the five WBWF goals. The goals are specific, measurable, attainable, realistic and timely (SMART) and documented in the Performance Framework in the NEO-Aspire Academy Charter Contract.

### **WBWF annual report and public meeting**

Aspire Academy will submit an annual summary report with details about strategies and local progress toward the five WBWF goals.

In addition Aspire Academy will hold an annual public stakeholder meeting on the progress made toward WBWF's five goals. The meeting is designed to empower stakeholders (teachers, parents, support staff, students and other community residents) to provide feedback on the data in the report.

Minnesota Statutes, section 120B.10, requires school boards to establish advisory committees.

The Aspire Academy Advisory Committee:

- Ensures that community members have an opportunity to participate in the strategic planning process.
- Is reflective of the district's diversity and its schools, and thus include, to the extent possible, teachers, parents, support staff, students, and other community residents.
- Makes recommendations to the school board concerning rigorous academic standards and student achievement goals and measures.

Aspire Academy has a plan to prepare all students for school and align a standards-based curriculum with classroom instruction, so that students are career- and college-ready at graduation.

## Aspire Academy WBWF Plan 2021-2025

The success of the plan is measured locally using, among other possible data sources:

- The NWEA MAP for Primary and Goals Survey.
- The Minnesota Comprehensive Assessments

### **The Plan to Prepare All Students for School and Align a Standards-Based Curriculum with Classroom Instruction, so that All Students are Career and College Ready**

Aspire Academy will adopt curricula for each grade and subject with high standards and aligned, differentiation-ready lessons and interim assessments. Ensuring access to high-standards materials and learning opportunities will improve student success in meeting Minnesota's Student Academic Achievement Standards.

During the preoperational phase, Aspire Academy will engage the school leader and teachers to map the curriculum listed to ensure standard based curriculum, standard-based instruction and standard-based assessments. The executive director in collaboration with the teachers will design the scope and sequence and pacing guide. In addition, state standard alignment will be reinforced with a lesson plan template. For example, all teachers will utilize a lesson plan template that requires language and content objectives in student friendly language. In every class, the teacher will write the objective statements on the board. The objective statements include guiding question(s), learning target(s), and language target(s). Also written on the board or a strategic place in the classroom is the agenda for the day. Students will enter a classroom that fosters high expectations with clear understanding of what, why and how of the learning for each day. The teacher will lead the class in reading the objective statements and constantly refer to them throughout the instructional time. Every student with the support of the teachers will create a goal based on the student outcome and revisit the goal as the exit ticket for each class.

Formative Assessment aligned with the MN Academic Standards will be used to monitor learning progress toward meeting and exceeding the state standards.

Formative assessments will form an integral part of the instructions whereby students are reflecting on their learning for continuous improvement. Students will be encouraged to use self-assessments, goals and rubrics to discover their progress. The formative assessments include pre-test, post-test, test, quizzes, questioning techniques, class work, assignments, homework and lab work.

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Comprehensive Assessments aligned with the MN Academic Standards will be administered at the end of each unit.

The Executive Director will supervise teaching and learning in the classes through both informal walkthrough protocol and formal observations and annual performance evaluation, and provide feedback to teachers to improve student learning and student achievement.

### Reading and Literacy

Daily 5 is a literacy framework that instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with the time and structure to meet diverse student needs, including the needs of English learners. The framework supports identified curricular content that meets school, district, state, and national standards. The Daily 5 Literacy Framework affords extended periods of structured and independent time to practice literacy skills, combined with focused, intentional instruction that supports independent learning in all areas of the Reading/Language Literacy. This framework builds stamina, provides student choice, and incorporates time for independent reading and writing practice. The Daily Five Framework includes structured blocks of learning that incorporates Read to Self, Work on Writing, Read to Someone, Word Work, and Listen to Reading; research based components of Reading/Language Literacy. These learning experiences provide students with opportunities to practice authentic literacy skills at the learner's developmental level. Aspire Academy will also offer Arabic and Somali and/or other languages that the families served request.

### Mathematics

The goal of math instruction is to provide foundational math knowledge for everyday life and to develop a solid platform for higher-order math learning. Aspire teachers will guide students to actively construct their knowledge of mathematical concepts (i.e., math literacy) while becoming proficient at arithmetic (i.e., operational proficiency). [Bridges in Mathematics](#) is a comprehensive PreK–5 curriculum that equips teachers to fully implement Minnesota State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all

## Aspire Academy WBWF Plan 2021-2025

students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

[Bridges in Mathematics](#) along with Khan Academy (see above, Tech “Enabled”) constitute the core Aspire mathematics curriculum. *Bridges* Intervention program which is designed for mathematics intervention in Tier 2 environments where students need extra support to be successful, provides targeted instruction and support within the RtI framework. This not only helps struggling students, but also focuses on developing interventions for individual students, thereby individualizing their educational environment. As with reading, math will not be taught in a silo but integrated into all other subject areas. For example, graphing and statistics will be taught along with Social Studies. In addition, Aspire will integrate the materials of [Mission Mathematics](#), a series developed by NASA and NCTM in an unprecedented effort to link the science of aeronautics with NCTM Principles and Standards for school Mathematics. The learning materials focus on actively engaging students in NCTM's Process Standards and tactile, hands-on and collaborative learning.

### Science

The goal of science instruction is to inspire thinking skills necessary for scientific inquiry and to introduce students to the wonders of science through daily lab experiences at all grade levels. Aspire students will gain positive attitudes towards science education and more confidence in their scientific abilities. [FOSS \(Full Option Science System\)](#) curriculum, developed by Lawrence Hall of Science at the University of California Berkeley, engages students through activity-based learning. A 2010 study found that students have better retention (short- and long-term) with inquiry (FOSS) than traditional text-based options (C. McKenzie, Investigating the effectiveness of Full Option Science System). Students also achieved higher scores in reading comprehension, mathematics computation, and mathematics applications. In addition, Aspire is exploring EIE (Engineering Is Elementary) activity-based learning.

Minnesota has several STEM organizations that provide resources to schools; Minnesota organizations focusing on STEM include: [SciMathMN](#), [getSTEM](#), [HighTechKids](#), [STEM of Minnesota](#), [Minnesota STEM Teaching Center](#), [Bakken Museum](#), [Minnesota Zoo STEM Programs](#), etc. Aspire will actively recruit these organizations for assistance with teacher training, lesson planning, family workshops, resources, etc.

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### Robotics

Aspire learning spaces will include a plethora of tools and opportunities to engage in design, building, and programming/coding.

- Aspire will join the 'Makers' movement and fabricate two Makerspaces, one for the lowergrades (K-4) and one for the upper grades (5-8). The labs/spaces will be accessible to classes for project-based learning, including robotics.
- LEGO® WeDo 2.0 includes programmable hardware with sensors. The primary grades robotics curriculum is built on Next Generation Science Standards and delivers key science content, including: life-, physical-, earth- and space sciences, and engineering. The iconic code/software is smart, tablet compatible, and supports the needs of English Language Learners (ELL).
- Aspire will offer extended learning opportunities for 1st-4th grade students, registering robotics teams in the FIRST LEGO League Jr. Challenge. The tournament is sponsored and hosted by [Minnesota High Tech Kids](#).
- LEGO® Mindstorms EV3 Robotics will serve as the foundation for 4-8th grade robotics, including engineering and coding/programming. The coding has a low floor entry (iconic based) that affords access to ALL students, especially ELL students. On the other end, the ceiling is very high and includes options for a variety of languages and platforms.
  - Aspire will offer extended learning opportunities for 5th-8th grade students, registering robotics teams in the FIRST LEGO League Challenge .  
\_ The tournament is sponsored and hosted by [Minnesota High Tech Kids](#).
- In Year 3, Aspire will afford advanced robotics for 7th and 8th grade students. Using Tetrishardware and a variety of controller options (including National Instruments myRio, Arduino, Raspberry Pi. Aspire will register teams for the FIRST Tech Challenge. Also, because the robotics seasons are different for FIRST Tech, the upper school students will have the opportunity to mentor the LEGO League teams.

### Social Studies

Core Knowledge; MN Historical Society; Northern Lights

“Young people are most likely to become civically engaged when they are in settings, such as faith-based institutions, workplaces, schools, and community organizations, where they become

## Aspire Academy WBWF Plan 2021-2025

knowledgeable about issues and about how to take action on them, where they are asked by someone to join an organization or attend a meeting, or where normative pressures encourage them to participate in civic affairs.” (Verba, S., Lehman Schlozman, K., Brady, H. *Voice and Equality: Civic Voluntarism in American Politics*, Harvard).

Aspire teachers will engage resources of the local community and study the geography and natural resources of the area. Every student will participate in community service activities either within the school or as part of broader community experiences. This may include efforts to restore and/or preserve an area, care for the facility, help at school events, participate on committees, engage in event programming, volunteer at the community library, and assist with other programmed events within the surrounding community.

### Music, Arts and Movement

All students will participate in movement regularly. Physical Education, Music and Visual and Media Arts will be offered on a three day rotation, and curricula will support interdisciplinary STEM concepts and learning/creating processes. Wherever possible, teachers will be supported in the creation and delivery of authentic interdisciplinary instruction across the curriculum.

### School Culture and Support

To ensure the needs of ALL students are met, activities on social/emotional learning will be integrated into the curriculum and will be included weekly in the classroom to promote positive behavior. Students will be assessed three times per year, fall, winter and spring. The results from all three assessments will be used by teachers to develop classroom instruction and activities that build on positive social behaviors. When possible, these lessons will be incorporated into the academic subjects so that social, emotional learning is included in all subject areas.

Classroom management and consistency between teachers on the norms, rules and expectations is crucial to a successful school. Aspire plans to use the techniques identified in *Teach Like a Champion* by Doug Lemov to establish the school’s protocols for expected behaviors and behavior and classroom management. Training on techniques and setting school-wide protocols will occur during the workshop prior to the start of school and further developed and honed during the school year in the professional learning communities.

## Aspire Academy WBWF Plan 2021-2025

### *MEETING THE NEEDS OF ENGLISH-LANGUAGE LEARNING STUDENTS*

The demographics of the target population and certainly the families that have attended events and responded to information via social media suggests that a relatively high proportion of students will be starting or continuing to learn English as a second language. Students whose first language is not English will have equal rights and access to a high-quality education through a Language Instruction Educational Program. The program will provide support for language acquisition and cultural adjustment. The goal of the program will be to provide students with the opportunity to develop communication skills in speaking, listening, reading and writing, thereby enabling the students to be successful within the academic mainstream classroom. Aspire will identify an English learner as a student who:

1) Is identified on the Minnesota Language Survey (MNLS):

- first learned a language other than English;
- comes from a home where the language usually spoken is other than English; or
- usually speaks a language other than English; AND

2) Is determined by developmentally appropriate measures to lack the necessary English skills to participate fully in classes taught in English. If, according to the HLQ, an assessment is warranted, a licensed English as a Second Language (ESL) teacher will administer an applicable assessment, the WIDA-Screener [Standardized English Learner Procedures Identifying Students as English Learners Using the WIDA Online or Paper Screener. Minnesota Department of Education Student Support Division, August 2017](#) ).

Aspire staff will collaboratively develop a comprehensive EL Plan for each qualifying student with inputs from parents/guardians, teachers, and support staff. Aspire will serve English learners through an integrated Language Instruction Educational Program (LIEP), using primarily a “push-in” model, i.e., students will spend the majority of learning time with their peers through in the mainstream classroom.

### *SERVING STUDENTS WITH SPECIAL NEEDS AND COMPLYING WITH SECTIONS 613(a) (5) and 613(e) (1) (B) OF IDEA*

Aspire Academy will comply with sections 613(a) (5) and 613(e) (1) (B) of the Individuals with Disabilities Education Act. Aspire Academy is committed to evaluating, identifying, and supporting students with special needs as required by the federal Individuals with Disabilities Education Act

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(IDEA) and those eligible for services under Section 504 of The Rehabilitation Act of 1973 and related Minnesota statutes.

Aspire Academy will serve these students by providing appropriately qualified staff and hiring a Director of Special Education through contracting with a service provider such as Indigo or Designs for Learning. Aspire Academy will ensure that students with special needs have the appropriate assessments, intervention, adaptations, and modifications needed for learning.

Guided by the federal Individuals with Disabilities Education Act (IDEA) and Minnesota regulations, the School ensures all special education students receive a free and appropriate public education. This is guided by the Individualized Education Plan (IEP) and development process, which results in a comprehensive plan addressing needs specific to the individual students.

The School offers programs and services for students who have met special education eligibility in any of the thirteen disability areas identified in Minnesota Rules Chapter 3525. The School also follows requirements pertaining to districts special education responsibilities found in the United States Code, title 20, chapter 33, sections 1400 et seq., and Code of Federal Regulations, title 34, part 300. After enrollment of each student, the School will proceed with the request for transfer documents including any assessment results and existing IEP or 504 plans for the students. After enrollment, in the initial registration form and conference with family, information will also be collected. The School will use a Special Needs "Child Find Process" continuously to identify, provide interventions for and if warranted, assess students for placement in Special Education and/504 services and develop the appropriate IEP.

**Law:** 125A.03 SPECIAL INSTRUCTION FOR CHILDREN WITH A DISABILITY. (a) As defined in paragraph (b), every district must provide special instruction and services, either within the district or in another district, for all children with a disability, including providing required services under Code of Federal Regulations, title 34, section 300.121, paragraph (d), to those children suspended or expelled from school for more than ten school days in that school year, who are residents of the district and who are disabled as set forth in section [125A.02](#). For purposes of state and federal special education laws, the phrase "special instruction and services" in the state Education Code means a free and appropriate public education provided to an eligible child with disabilities and includes special education and related services defined in the Individuals with Disabilities Education Act, subpart A, section [300.24](#).

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**Child Find:** A child find process for identifying and potentially referring students for intervention and/or assessment of special education needs will include:

- Special education information in marketing materials, on the school's web site, and in brochures
- Information requested on Transfer of Records request.
- Examination of records of incoming students.
- Parental Request for evaluation.
- A child study team will monitor and research the needs of any child suggested for assessment, service and/or other help.
- Classroom teachers will be in-serviced on pre-referral and referral procedures
- Procedures necessary to ensure parents are consulted, informed, and kept apprised.
- Proper management of a student IEP including the provision and monitoring of all required educational and related services.
- The various forms and documents that must be prepared, updated and filed related to a special needs student including initial referrals, and more.
- A procedure for maintaining confidentiality and accurate and timely reporting.
- Data collections as required by IDEA, and the state; for example, the number of students being provided special education services; the types and numbers of students exempted from state assessments; the basis of exit of students with disabilities from the school.

**IEP:** The Case Manager will follow all Special Education due process laws. The Case Manager will facilitate an annual IEP meeting to review students' progress, strengths, weaknesses, present level performance, and consult with all team members including parents regarding students' progress or lack of progress. Goals and objectives will be written in accordance to students' disabilities and needs. The team will also review and discuss appropriate adaptations, modifications, test assessments, technology needs and transportation needs. After the meeting, the Case Manager will follow Minnesota Special Education best practice policies; which is to have the IEP written and sent out within 4 days, giving parents 10 days to review the IEP. The IEP will be implemented after the IEP has been agreed upon and signed by the parent or after the 14 days are up. At this time, all relevant teachers will be notified of the student's adaptations and modifications of the IEP. The goals and objectives will be monitored and reported in writing as often as the general education student body is monitored as reported, and parents will be notified of progress in writing.

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**Staffing:** The School contracts with a third party to serve as the Special Education Director to provide leadership and guidance in the area of special education. With the assistance of the contracted third party special education director, the school has developed a Total Special Education System Manual to comply with all state and federal requirements as outlined, to ensure that the needs of special education students are met. In addition, the school hires a Special Education Teacher (multiple licenses preferred) and as many HQ Special Education Assistants as required by the IEPs. All Special Education staffing and supplies are outlined in the school's budget, including the SPED director in the Budget. Currently, over 90% of the expenditures for SPED are billed to the home district of student residence and the school will receive additional resources from Federal SPED payments.

### **504 Plans:**

**Law:** Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal access to an education. The child may receive accommodations and modifications. Unlike the Individuals with Disabilities Education Act (IDEA), Section 504 does not require the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provides the child with educational benefit. Under Section 504, fewer procedural safeguards are available to children with disabilities and their parents than under IDEA.

**Child Find:** Similar to the special education program, a child find process for identifying and potentially referring students for determination of eligibility 504 needs will include:

- Special education information in marketing materials, on the school's web site, and in brochures
- Information requested on Transfer of Records request.
- Questions asked on home visits.
- Examination of records of incoming students.
- Parental Request for evaluation.

**504 Plan:** A 504 plan will be developed by appropriate and qualified staff that meets the requirements of the law. This plan will assure non-discrimination and full rights to FAPE. Examples of 504 eligibility include those students that narrowly miss qualifying for SPED services, students with injuries, physical handicaps, and others.

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**Staffing:** As a small charter school, the School assigns the duties of 504 plans with assistance from the SPED director.

### **Aspire Academy will appropriately serve students in the least restrictive environment.**

Aspire Academy estimates that approximately 15-20% of students who enroll will receive special education services based on information from the Mounds View public school district.

Aspire Academy will implement a Multi-Tiered System of Supports to support all students in making learning progress. Concerns based on progress monitoring through the Multi-Tiered System of Supports will be identified by staff from within the school or by parents. Within the school, pre-intervention efforts will be identified at a team problem-solving meeting according to the Child Find Process that the Special Education Director will work with the school leadership to formalize that will include a) a plan to develop the Child Study Team including roles and responsibilities, b) communication with parents, c) documentation of interventions and d) plans for monitoring the impact of the interventions on student learning including a timeline.

Tier One approaches that Aspire Academy will implement to improve learning for all students in the general education setting include the following:

#### *Individualized Learning through Formative Assessment*

- Aspire Academy supports student learning in ways that match how they learn, who they are and where they aspire to go in life. Students receive academic content when and how they need it to move forward in their learning.

#### *Commitment to Student Agency*

- Aspire Academy provides learning experiences that promote and build student agency and ownership of learning.

#### *Authentic Experiences & Assessment*

- Aspire Academy embraces learning experiences and assessments of understanding that are interesting, engaging and connected to the real world.

#### *Tech “Enabled”*

- Aspire Academy understands that learning is supported by technology, but “tech” by itself is not the solution to developing innovative and individualized learning experiences. Seamless integration is critical; technology is intuitive to students, they are digital natives.

#### *▸ Serving All (Equity)*

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If students are not effectively accessing the knowledge and skills, Tier Two work will include small group instruction carefully planned to support more effective access to the knowledge and skill that the group of students did not master as well as enrichment for students who demonstrated mastery.

If Tier Two is not proven successful, Tier Three intervention will be employed and will include one-on-one tutoring and after-school focused instruction.

Interventions will be monitored and evaluated, and when necessary a formal assessment will be planned. If the student qualifies for special education services, an initial Individualized Education Plan ("IEP") planning meeting will be held with parents and relevant special education teachers and school leaders and an IEP will be written and implemented.

When a concern is communicated by a parent, an assessment-planning meeting can be held at that point and the evaluation process will proceed without pre-intervention efforts and documentation.

Students may enroll at Aspire Academy with prior qualification. Documents received following enrollment will be thoroughly reviewed to identify whether or not a current IEP or 504 plan is in place. Aspire Academy will operate in accordance with the Minnesota Statute that must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the school under this part.

[Aspire Academy will employ or contract with an appropriately licensed special education director, teachers, specialists, etc.](#)

Resources for adequately serving students with special needs will include: Tier 1, 2, and 3, Child Find, IEP, MTSS, special education teachers, Director of Special Education, speech pathologist, social worker, psychologist, counselor, occupational therapist, special education rooms, paraprofessionals, van/small buses with accommodation, sensory and motor room. Our school will contract for services for the position of the Director of Special Education, speech therapist, social worker, psychologist, counselor and occupational therapist on part-time basis.

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### *TEACHER JOB-EMBEDDED PROFESSIONAL DEVELOPMENT INITIATIVES*

Aspire teachers will be designers, developing learning materials and experiences (aligned to the Minnesota Academic Standards/Common Core) in all areas so they can ensure that the curriculum supports an interdisciplinary, STEM approach. Resources will be available for teachers to build the curriculum both horizontally and vertically. Additionally, each teacher will have a content area of expertise. This curriculum development model will promote collaboration among teachers and will be particularly beneficial when doing vertical curriculum mapping and will support the development of interdisciplinary delivery. Affording teachers the opportunity to develop learning materials is consistent with [Minnesota Statutes §124E](#), creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program.

Aspire teachers will use a research based practice for incorporating hands-on learning and exploratory activities called the CRA (Concrete, Representational, and Abstract) approach. Students have shown increased achievement when they are taught in a CRA approach. (CRA) is a three step instructional approach that has been found to be highly effective in teaching math concepts. The first step is called the concrete stage. It is known as the "doing" stage and involves physically manipulating objects to solve a math problem. The representational (semi-concrete) stage is the next step. It is known as the "seeing" stage and involves using images to represent objects to solve a math problem. The final step in this approach is called the abstract stage. It is known as the "symbolic" stage and involves using only numbers and symbols to solve a math problem. CRA is a gradual systematic approach. Each stage builds on the previous stage and therefore must be taught in sequence.

For Job-embedded Professional Development, Aspire will contract with the developers of [Bridges in Mathematics](#) and *Daily 5* for professional development. The on-going webinar training and support materials are exceptional and the professional network extensive.

STEM education requires a professional teaching force empowered with the skills necessary for designing learning experiences that maximize student potential. Therefore, effective STEM professional development requires teachers to experience high-quality professional development in the quest to learn how to design experiential learning activities.

Proposed Professional Development prior to the start of school, includes 3 days of STEM and Interdisciplinary training, 3 days of Curriculum mapping and development of scope and sequence and

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pacing guides (both individually and as teams/groups), and 2 days of Learning spaces and classroom set-up. In addition, the school calendar and schedule on the following pages reflect the commitment to iterative professional development and support. Professional development and support will be based on the identified needs from classroom visits and coaching, focus on continued training on STEM/Interdisciplinary instruction and further curriculum alignment and development.

Aspire Academy's goals are laid out in the school's contract with the authorizer in a Performance Framework as detailed on the following pages.

## Novation Education Opportunities- Aspire Academy Performance Framework

### Aspire Academy

Date of Last Update/Review: 9/14/2022

Contract Term: July 1, 2021 - June 30, 2026

Baseline Year Results: 2021-2022

Charter Number:

Initial Year of Operation: 2020

Grades Served: PK-12

Enrollment:

These are the Academic Performance Indicators. They are 60.47% of the points possible.

#### I. All Children are Ready for School

##### I.A Early Literacy and Early Numeracy Goals

Performance Rating	NWEA MAP for Primary Math Targets (Pre-K)			Point Value	Points Earned
<b>Exemplary</b>	At least 75% or more of pre-k students meet the pre-k learning targets.			2	
<b>Satisfactory</b>	60-74% of pre-k students meet the pre-k learning targets in the combined FY 2021-FY 2026.			1	
<b>Not Satisfactory</b>	Less than 60 percent of pre-k students met the pre-k learning targets.			0	
<b>Results</b>	<b>Year</b>	<b>Students Meeting Targets</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	
	2021-2022	6	13	46.15%	
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2026	6	13	46.15%	
<b>Analysis</b>	The school's combined rate of students meeting NWEA MAP learning targets is 46.15%.				
Performance Rating	NWEA MAP for Primary Reading Targets (Pre-K)			Point Value	Points Earned
<b>Exemplary</b>	At least 75% or more of pre-k students meet the pre-k learning targets.			2	
<b>Satisfactory</b>	60-74% of pre-k students meet the pre-k learning targets in the combined FY 2021-FY 2026.			1	
<b>Not Satisfactory</b>	Less than 60 percent of pre-k students met the pre-k learning targets.			0	
<b>Results</b>	<b>Year</b>	<b>Number of Students Meeting Growth Targets</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	
	2021-2022	4	13	30.77%	
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2026	4	13	30.77%	
<b>Analysis</b>	The school's combined rate of students meeting NWEA MAP learning targets is 30.77%.				

II. All Students Graduate from High School (As Measured by Grade Level Proficiency)					
II.A Attain Grade-level Proficiency- All Students State Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Aspire Academy Percent Proficient	State Percent Proficient
	Baseline	3	26	11.54%	46.49%
	2021-2022	3	26	11.54%	46.49%
	2022-2023				
	2023-2024				
	2021-2025	3	26	11.54%	46.49%
<b>Analysis</b>	The school's combined proficiency rate of 11.54% is 34.95% lower than the state's combined proficiency of 46.49%.				
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Aspire Academy Percent Proficient	State Percent Proficient
	Baseline	7	26	26.92%	51.14%
	2021-2022	7	26	26.92%	51.14%
	2022-2023				
	2023-2024				
	2021-2025	7	26	26.92%	51.14%
<b>Analysis</b>	The school's combined proficiency rate of 26.92% is 24.22% lower than the state's combined proficiency of 51.14%.				

II.B Attain Grade-level Proficiency- All Students Resident District Comparison (Shakopee)					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>Resident District Percent Proficient</b>
	2021-2022	3	26	11.54%	47.62%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	3	26	11.54%	47.62%
<b>Analysis</b>	The school's combined proficiency rate of 11.54% is 36.08% lower than the resident district's combined proficiency of 47.62%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>Resident District Percent Proficient</b>
	2021-2022	7	26	26.92%	54.95%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	7	26	26.92%	54.95%
<b>Analysis</b>	The school's combined proficiency rate of 26.92% is 28.02% lower than the resident district's combined proficiency of 54.95%.				

III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)					
III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			2	0
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline	3	25	12.00%	24.41%
	2021-2022	3	25	12.00%	24.41%
	2022-2023				
	2023-2024				
	2021-2025	3	25	12.00%	24.41%
<b>Analysis</b>	The school's combined proficiency rate of 12.00% is 12.41% lower than the state's combined proficiency of 24.41%.				
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			2	0
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline	7	25	28.00%	31.27%
	2021-2022	7	25	28.00%	31.27%
	2022-2023				
	2023-2024				
	2021-2025	7	25	28.00%	31.27%
<b>Analysis</b>	The school's combined proficiency rate of 28.00% is 3.27% lower than the state's combined proficiency of 31.27%.				

III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>Resident District Percent Proficient</b>
	2021-2022	3	25	12.00%	28.01%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	3	25	12.00%	28.01%
<b>Analysis</b>	The school's combined proficiency rate of 12.00% is -16.01% lower than the resident district's combined proficiency of 28.01%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>Resident District Percent Proficient</b>
	2021-2022	7	25	28.00%	38.26%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	7	25	28.00%	38.26%
<b>Analysis</b>	The school's combined proficiency rate of 28.00% is 10.26% lower than the resident district's combined proficiency of 38.26%.				

III.C Attain Grade-level Proficiency- EL Focus Group State Comparison					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>State Percent Proficient</b>
	<b>Baseline</b>	1	19	5.26%	13.19%
	2021-2022	1	19	5.26%	13.19%
	2022-2023				
	2023-2024				
	<b>2021-2025</b>	1	19	5.26%	13.19%
<b>Analysis</b>	The school's combined proficiency rate of 5.26% is 7.92% lower than the state's combined proficiency of 13.19%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>State Percent Proficient</b>
	<b>Baseline</b>	3	19	15.79%	12.17%
	2021-2022	3	19	15.79%	12.17%
	2022-2023				
	2023-2024				
	<b>2021-2025</b>	3	19	15.79%	12.17%
<b>Analysis</b>	The school's combined proficiency rate of 15.79% is 3.62% higher than the state's combined proficiency of 12.17%.				

III.D Attain Grade-level Proficiency- EL Focus Group Resident District Comparison					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>Resident District Percent Proficient</b>
	2021-2022	1	19	5.26%	17.50%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	1	19	5.26%	17.50%
<b>Analysis</b>	The school's combined proficiency rate of 5.26% is 12.24% lower than the resident district's combined proficiency of 17.50%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>Resident District Percent Proficient</b>
	2021-2022	3	19	15.79%	13.22%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	3	19	15.79%	13.22%
<b>Analysis</b>	The school's combined proficiency rate of 15.79% is 2.57% higher than the resident district's combined proficiency of 13.22%.				

III.E Attain Grade-level Proficiency- SPED Focus Group State Comparison					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>State Percent Proficient</b>
	<b>Baseline</b>	CSTSR	CSTSR	CSTSR	25.12%
	2021-2022	CSTSR	CSTSR	CSTSR	25.12%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	0	0	#DIV/0!	25.12%
<b>Analysis</b>	The cell size is too small to report (under 10 students).				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>State Percent Proficient</b>
	<b>Baseline</b>	0	26	0.00%	25.86%
	2021-2022	0	26	0.00%	25.86%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	0	26	0.00%	25.86%
<b>Analysis</b>	The school's combined proficiency rate of 0.00% is 25.86% lower than the state's combined proficiency of 25.86%.				

III.F Attain Grade-level Proficiency- SPED Focus Group Resident District Comparison					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>Resident District Percent Proficient</b>
	2021-2022	CSTR	CSTR	CSTR	25.88%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	0	0	#DIV/0!	25.88%
<b>Analysis</b>	The cell size is too small to report (under 10 students).				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>0</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Aspire Academy Percent Proficient</b>	<b>Resident District Percent Proficient</b>
	2021-2022	0	26	0.00%	28.05%
	2022-2023				
	2023-2024				
	2024-2025				
	2021-2025	0	26	0.00%	28.05%
<b>Analysis</b>	The school's combined proficiency rate of 0.00% is 28.05% lower than the resident district's combined proficiency of 28.05%.				

IV. All Students Graduate from High School (as Measured by Growth)					
IV.A Meet or Exceed National Growth Norms- Students Below Grade Level					
Performance Rating	NWEA MAP Fall-Spring Growth- Math (Grades 1-8)			Point Value	Points Earned
<b>Exemplary</b>	At least 75% of students below grade level will meet the numeracy targets identified to ensure students become proficient in math.			<b>4</b>	
<b>Satisfactory</b>	60-74% of students below grade level will meet the numeracy targets identified to ensure students become proficient in math.			<b>2</b>	
<b>Not Satisfactory</b>	Fewer than 60% of students below grade level meet the numeracy targets identified to ensure students become proficient in math.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Number of Students Meeting Targets</b>	<b>Total Students Tested</b>	<b>Percent Meeting Targets</b>	<b>Total Students Below Grade</b>
	2021-2022	8	20	40.00%	4300.00%
	2022-2023				
	2023-2024				
	2024-2025				
	2025-2026				
	2021-2026				
<b>Analysis</b>	The school's combined rate of students meeting NWEA MAP targets is 40.00%.				
Performance Rating	NWEA Fall- Spring MAP Reading Growth Targets (Grades 1-8)			Point Value	Points Earned
<b>Exemplary</b>	At least 75% of students below grade level will meet the numeracy targets identified to ensure students become proficient in reading.			<b>4</b>	
<b>Satisfactory</b>	60-74% of students below grade level will meet the numeracy targets identified to ensure students become proficient in reading.			<b>2</b>	
<b>Not Satisfactory</b>	Fewer than 60% of students below grade level meet the numeracy targets identified to ensure students become proficient in reading.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Number of Students Meeting Targets</b>	<b>Total Students Tested</b>	<b>Percent Meeting Targets</b>	<b>Total Students Below Grade Level</b>
	2021-2022	6	23	26.09%	4300.00%
	2022-2023				
	2023-2024				
	2024-2025				
	2025-2026				
	2021-2026				
<b>Analysis</b>	The school's combined rate of students meeting NWEA MAP targets is 26.09%.				

IV.B Meet or Exceed National Growth Norms- Students At or Above Grade Level Making Medium or High Growth					
<b>Performance Rating</b>	<b>NWEA MAP Fall-Spring Growth- Math (Grades 1-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	At least 75% of students at or above grade level will meet the numeracy targets identified to ensure students maintain and improve in math proficiency.			<b>4</b>	
<b>Satisfactory</b>	60-74% of students at or above grade level will meet the numeracy targets identified to ensure students maintain and improve in math proficiency.			<b>2</b>	
<b>Not Satisfactory</b>	Fewer than 60% of students at or above grade level meet the numeracy targets identified to ensure students maintain and improve in math proficiency.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Number of Students Meeting Targets</b>	<b>Total Students Tested</b>	<b>Percent Meeting Targets</b>	<b>Total Students At/Above Grade Level</b>
	2021-2022	1	12	8.33%	2400.00%
	2022-2023				
	2023-2024				
	2024-2025				
	2025-2026				
	2021-2026				
<b>Analysis</b>	The school's combined rate of students meeting NWEA MAP targets is 8.33%.				
<b>Performance Rating</b>	<b>NWEA Fall- Spring MAP Reading Growth Targets (Grades 1-8)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	At least 75% of students at or above grade level will meet the literacy targets identified to ensure students maintain and improve as proficient readers.			<b>4</b>	
<b>Satisfactory</b>	60-74% of students at or above grade level will meet the literacy targets identified to ensure students maintain and improve as proficient readers.			<b>2</b>	
<b>Not Satisfactory</b>	Fewer than 60% of students at or above grade level meet the literacy targets identified to ensure students maintain and improve as proficient readers.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Number of Students Meeting Targets</b>	<b>Total Students Tested</b>	<b>Percent Meeting Targets</b>	<b>Total Students At/Above Grade Level</b>
	2021-2022	2	12	16.67%	2400.00%
	2022-2023				
	2023-2024				
	2024-2025				
	2025-2026				
	2021-2026				
<b>Analysis</b>	The school's combined rate of students meeting NWEA MAP targets is 16.67%.				

These are the Climate Performance Indicators. They are 11.63% of the points possible.

**V. The School Conditions Promote a Climate of Engagement**

**V.A Attendance Rates**

Performance Rating	Attendance Rate (Grades K-8)	Point Value	Points Earned
<b>Exemplary</b>	More than 95 percent attendance rate.	<b>2</b>	
<b>Satisfactory</b>	90-95 percent attendance rate.	<b>1</b>	
<b>Not Satisfactory</b>	Below 90 percent attendance rate.	<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Attendance Rate</b>	
	2021-2022		
	2022-2023		
	2023-2024		
	2024-2025		
	2025-2026		
	2021-2026		

**Analysis**

**V.B Parent Engagement**

Performance Rating	Parent Event Attendance (Grades K-8)	Point Value	Points Earned	
<b>Exemplary</b>	At least 90 percent of parents or guardians attend all parent conferences.	<b>2</b>		
<b>Satisfactory</b>	80-89 percent of parents or guardians attend all parent conferences.	<b>1</b>		
<b>Not Satisfactory</b>	Less than 80 percent of parents attend all parent conferences.	<b>0</b>		
<b>Results</b>	<b>Year</b>	<b>Parents/Guardians Attending Conferences</b>	<b>Total Parents/Guardians That Could Attend Conferences</b>	<b>Parent Event Attendance Percent</b>
	2021-2022			
	2022-2023			
	2023-2024			
	2024-2025			
	2025-2026			
	2021-2026			

**Analysis**

V.C Parent Satisfaction					
Performance Rating	5-Point Parent Satisfaction Survey			Point Value	Points Earned
<b>Exemplary</b>	More than 80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			2	
<b>Satisfactory</b>	60-80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			1	
<b>Not Satisfactory</b>	Less than 60 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			0	
Results	Year	Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2025-2026				
	2021-2026				
Analysis					
V.D Mobility					
Performance Rating	Mobility (Grades K-8)			Point Value	Points Earned
<b>Exemplary</b>	Fewer than 10 percent of students transfer out of school after October 1. <del>based on most recent MDE Mobility Report data available at the MDE Data and Analytics site.</del>			2	
<b>Satisfactory</b>	10 - 15 percent of students transfer out of school after October 1.			1	
<b>Not Satisfactory</b>	More than 15 percent of students transfer out of school after October 1.			0	
Results	Year	Students Transferring After October 1	Total Students Enrolled October 1	Mobility Percent	
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2025-2026				
	2021-2026				
Analysis					

V.E Student Engagement					
Performance Rating	Student Ownership of Learning (Grades 3-8)			Point Value	Points Earned
<b>Exemplary</b>	More than 80 percent of students can identify their goals, strategies for reaching them, and status toward reaching the goals.			<b>2</b>	
<b>Satisfactory</b>	60-79 percent of students can identify their goals, strategies for reaching them, and status toward reaching the goals.			<b>1</b>	
<b>Not Satisfactory</b>	Fewer than 60 percent of students can identify their goals, strategies for reaching them, and status toward reaching the goals.			<b>0</b>	
<b>Results</b>				<b>Percent of Students that can identify their goals, strategies for reaching them, and status toward reaching the goals.</b>	
	<b>Year</b>	<b>Number of Students</b>	<b>Total Students</b>		
	2021-2022				
	2022-2023				
	2023-2024				
	2024-2025				
	2025-2026				
2021-2026					
<b>Analysis</b>					

These are the Operations Performance Indicators. They are 11.63% of the total Performance Framework points possible.			
<b>VI. School is Compliant with Contract and Statute</b>			
<b>VI.A Compliance</b>			
Performance Rating	Compliance During Contract Term	Point Value	Points Earned
<b>Exemplary</b>	No infractions.	10	
<b>Satisfactory</b>	No more than three infractions AND any infraction is resolved by assigned deadline.	5	
<b>Not Satisfactory</b>	More than three infractions or infractions not resolved by assigned deadline.	0	
<b>Analysis</b>	The school currently has more than items in the Compliance Checklist and must resolve them by June 30th.		
These are the Finance Performance Indicators. They are 16.28% of the total Performance Framework points.			
<b>VII. School is Financially Solvent/Sustainable</b>			
<b>VII.A Finance Awards</b>			
Performance Rating	Awards at End of Contract Term	Point Value	Points Earned
<b>Exemplary</b>	NEO Stewardship Award in Finance Recipient	2	0
<b>Satisfactory</b>	MDE Finance Award Recipient	1	
<b>Not Satisfactory</b>	Not an MDE or NEO Finance Award Recipient	0	
<b>Analysis</b>	The school was not a recipient of the MDE Finance Award or the NEO Stewardship Award.		
<b>VII.B Fund Balance</b>			
Performance Rating	Fund Balance at End of Contract Term	Point Value	Points Earned
<b>Exemplary</b>	Reserve is at least three months' expenditures (20%) as measured by end of year reserve (fund balance).	10	0
<b>Satisfactory</b>	Reserve is enough to cover one full payroll as measured by end of year reserve (fund balance).	5	
<b>Not Satisfactory</b>	Reserve is less than one full payroll as measured by end of year reserve (fund balance).	0	
<b>Results</b>	<b>Fund Balance</b>	<b>Expenditures</b>	<b>SOD Calculation</b>
	-\$339,811	\$1,097,436	-30.96%
<b>Analysis</b>	The school's reserve is less than one full payroll in 2021-2022.		
<b>VII.C Financial Audit</b>			
Performance Rating	Financial Audits During Contract Term	Point Value	Points Earned
<b>Exemplary</b>	No findings cited in the audit.	2	0
<b>Satisfactory</b>	No more than one finding (nonmaterial) cited in the audit.	1	
<b>Not Satisfactory</b>	More than one finding cited in the audit.	0	
<b>Analysis</b>	The school had 2 audit findings cited in FY21.		

**Contract Renewal and Intervention**

NEO schools must achieve at least a Satisfactory Rating (50% of points possible) in the Performance Framework overall and in each performance area (Academic, Climate, Compliance, Finance) to be automatically recommended for a three-year contract renewal.

NEO schools must achieve at least an Exemplary Rating (70% of points possible) in the Performance Framework overall to be automatically recommended for a five-year contract renewal.

Schools that earn less than 50% of the points possible overall or in any one area are a candidate for a nonrenewal in their final contract year or intervention in the other contract years.

**Summary and Analysis**

Academic Performance Points Earned	2		
Academic Performance Total Points Possible	52		
Academic Performance Percent of Points Earned	3.85%		
Academic Performance Percent of Total Framework Points	60.47%		
Climate Performance Points Earned	0		
Climate Performance Total Points Possible	10		
Climate Performance Percent of Points Earned	0.00%		
Climate Performance Percent of Total Framework Points	11.63%		
Operations Performance Points Earned	0		
Operations Performance Total Points Possible	10		
Operations Performance Percent of Points Earned	0.00%		
Operations Performance Percent of Total Framework Points	11.63%		
Finance Performance Points Earned	0		
Finance Performance Total Points Possible	14		
Finance Performance Percent of Points Earned	0.00%		
Finance Performance Percent of Total Framework Points	16.28%		
Performance Framework Points Earned	0		
Performance Framework Total Points Possible	86		
Performance Framework Percent of Total Points	0.00%		