

EL COLEGIO CHARTER SCHOOL 2017-2018 ANNUAL REPORT AND WORLD'S BEST WORKFORCE SUMMARY

2017-18

November 1, 2018

4137 Bloomington Ave.

Minneapolis, MN 55407

612-728-5728

www.el-colegio.org

Board Approval: December 18, 2018

Website location: <http://www.el-colegio.org/about-us-2/board-of-directors/>

Sections

School Overview and Authorizer Information	2
Student Enrollment, Attendance, and Attrition	5
Governance and Management	9
Staffing	11
Finances	14
Academic Performance	15
School Operations	19
Innovative Practices and Implementation	20
Future Plans	22
Professional Development of Director	23
2017-18 Combined WBWF Summary	24

School Overview and Authorizer Information

El Colegio Charter School

Norma C. Garcés Executive Director

Phone: 612-728-5728

E-mail: info@el-colegio.org

Mailing Address:

El Colegio

4137 Bloomington Ave.

Minneapolis, MN 55407

El Colegio Charter School is a small public charter high school in Minneapolis that has been serving students in English and Spanish since 2000.

El Colegio Charter School is a public, tuition-free high school with an affiliated after-school program located in the vibrant and ethnically diverse Bancroft neighborhood of south Minneapolis. Rooted in the Latino experience, El Colegio builds upon the talents of bilingual, bicultural students and their families to provide the academic preparation, leadership skills, and community connections necessary to become lifelong leaders and change agents.

We do this by way of our two critical components. First, we offer a high school experience that builds on the cultural and linguistic strengths of our students are developing a rigorous academic curriculum, including a soon-to-be-launched dual enrollment option with Minneapolis Community and Technical College. Second, we support our students, along with their families and other youth in the community, through a wide-ranging after-school enrichment program that provides academic support, leadership opportunities, and community connections.

AUTHORIZER

Pillsbury United Communities Office of Public Charter Schools

Pillsbury United Communities is committed to ensuring all students are prepared and ready for life. As a charter school authorizer, we work to make certain that every young person is in school, engaged and in an environment that believes in their endless potential- no matter their current circumstance.

125 West Broadway Ave, #130

Minneapolis, MN 55411

<https://www.puc-mn.org/impact-areas/education/office-public-charter-schools#>

General agency phone: 612-302-3400

General agency fax: 612-302-3414

Mission

Rooted in the Latino experience, El Colegio builds upon the talents of bilingual, bicultural students and their families to provide the academic rigor, leadership skills, college and career preparation, and community connections necessary to become lifelong leaders and change agents.

Vision

Minneapolis will be transformed by the knowledge, skills, and leadership of Latino students and their families.

Core Values

El Colegio is distinct from traditional schools in its embrace of four values that permeate all aspects of its work with youth: identity, community, intellect, justice.

Identity: We support our youth and their families in recognizing and embracing their own unique histories, cultures, and languages.

Community: We recognize that we all live in the context of our communities; we must therefore invest in our community as a whole in order to most effectively support our youth.

Intellect: Book learning and intelligence alone may help youth achieve short-term academic goals, but success in life and community change requires critical thinking and a deeper level of consciousness.

Justice: We pursue our work not solely for the individual benefit of the youth and families we serve, but because we believe their role is critical in securing equity and opportunity for all members of society.

Statutory Purpose

The primary statutory purpose of El Colegio is to improve all pupil learning and all student achievement. The school will report its implementation of this primary purpose annually in its Annual Report. To improve all pupil learning and all student achievement El Colegio students are assessed for learning and growth through multiple Academic measures; and career and college readiness tools. Students have their formal testing through the state of Minnesota and also are tested three times yearly on the NWEA assessment. An additional statutory purpose is

to increase learning opportunities for pupils. We specialize in offering unique programming centered around the context of our communities - honoring, recognizing, and utilizing their histories, their cultures, and their languages.

School Board approval of report:

Report can be found online at: <http://www.el-colegio.org/about-us-2/board-of-directors/>

Student Enrollment, Attendance, and Attrition

2018 Enrollment by Race/Ethnicity

Race/Ethnicity	Count	Percent
Hispanic or Latino	92	100.0%
American Indian or Alaska Native	0	0.0%
Asian	0	0.0%
Black or African American	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0.0%
White	0	0.0%
Two or More Races	0	0.0%
All Students	92	100.0%

2018 Enrollment by Special Population

Special Population	Count	Percent
English Learner	49	53.3%
Special Education	18	19.6%
Free/Reduced Priced Lunch	70	76.1%
Homeless	6	6.5%

Student Backgrounds tend to separate into three groups of students. Each group has special needs and opportunities El Colegio works to meet:

True 9th-Graders: With El Colegio all 4 years, 100% graduation rate

New Arrivals: Level 1 ESL, Bi-National

Transfer Students: Low GPA, Low Attendance, Many with Special Education IEPs, Behavioral Incidents, “Invisible” for 9th to 11th Grade, Level 5 ESL but still not fluent, Most US-born, Most previously attended other MN schools

Attendance

School Year	2014-15	2015-16	2016-17	2017-18
Overall Student Attendance Rate	84%	83.5%	89.5%	81%

Attendance Goal: 85%

Final Attendance: 81 %

Budgeted ADM: 85

Final ADM: 91.64

Enrollment Oct 1, 2017: 94

Final Enrollment: 97 scholars

Monthly Enrollment and Attendance Results

	ADM	Attendance	# students enrolled	Females	Males
Aug	89	88.44%	95	37	58
Sep	92.77	87.28%	96	40	56
Oct	91.96	87.67%	92	41	51
Nov	91.08	87.80%	93	41	52
Dec	90.94	86.85%	95	44	51
Jan	91.15	86.56%	96	43	53
Feb	91.56	86.63%	99	43	56
Mar	91.9	86.93%	95	41	54
Apr	91.82	86.58%	96	41	55
May	91.74	86.36%	97	43	54
Jun	91.64	86.61%	97	43	54

Attrition and Mobility

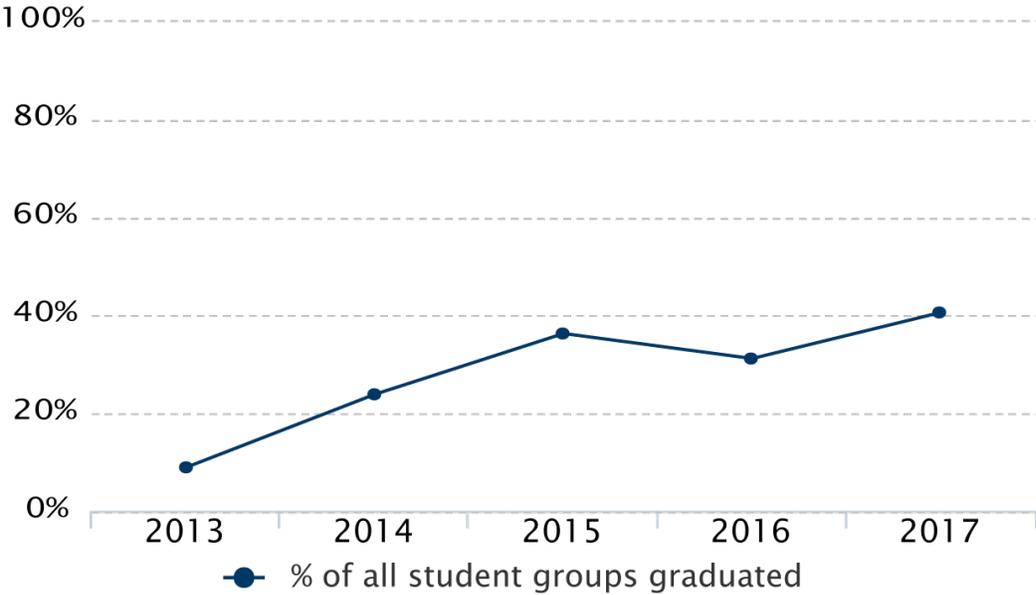
94 students were enrolled as of October 1, 2017.

18 students left before the end of the school year.

81% was our final retention rate.

Graduation Rates

Year over year graduation rates have improved since 2013.



Demographic	Year	Graduated count	Graduated %
All students	2013	3	9.1%
All students	2014	6	24.0%
All students	2015	12	36.4%
All students	2016	10	31.3%
All students	2017	11	40.7%

Minneapolis Public Schools’ Latino 4-year graduation rate is **56.7%**.

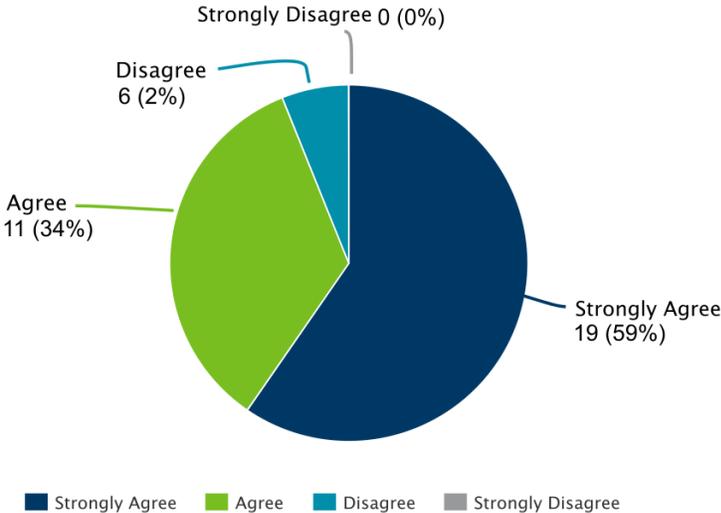
El Colegio’s graduation rate of students that enter in 9th grade is about **100%**.

100% of our 2018 graduating class was accepted to at least two institutions of higher education.

Student Climate

In a climate survey students responded to the statement:

Student Survey: At my school, teachers care about students



Governance and Management

Board of Directors

Rene Felix Antrop-Gonzalez Board Chair
Dean and Professor of Urban Education
School of Urban Education
Metropolitan State University
Midway 100B 1450 Energy Park Drive
Saint Paul, Minnesota 55108
rene.antrop-gonzalez@metrostate.edu

Ann Zukoski DrPH MPH (December 2012-Current) Vice-Chair
Evaluation Supervisor, Office of Statewide Health Improvement Initiatives (OSHII)
Minnesota Department of Health
Office: 651-201- 5392 | Mobile: 541-760-6630
2201 W 52nd St
Minneapolis, MN 55419

Josey Landrieu (August 2015- Current) Secretary
Director of Programs and Evaluation, Diversity and Equity
Minnesota State Colleges & Universities
30 East 7th Street, Suite 350
Saint Paul, MN 55101

Jennifer Godinez (December 2012-Current) Treasurer
Associate Executive Director
Minnesota Minority Education Partnership
Project Director, Race Equity and Excellence in Education Action Network
jgodinez@mmep.org
651-645-7400 x203
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2233 University Ave. West #220
St. Paul, MN 55114

Tamara Ramirez Teacher Member
Teacher
El Colegio Charter School
Tramirez-torres@el-colegio.org
4137 Bloomington Ave. South
Minneapolis MN 55407

Kristine Snyder (December 2012-Current) Community Member
LEAP Director
Project for Pride in Living
kristy.snyder@ppl-inc.org
3344 34th Ave S
Minneapolis MN 55406

Bianet Castellanos (December 2016-Current)
Associate Professor
Department of American Studies, UofM
19 Scott Hall
72 Pleasant St SE
Minneapolis, MN 55455
mbc@umn.edu
612-624-3858

Community Member

Jacqueli Yaurincela Bonete (December 2016-Current)
Hamline University School of Business
1492 Hewitt Avenue
Saint Paul, MN 55104
jyaurincelabonete01@hamline.edu
612-695-4993

Community Member

Kent Fordyce (December 2017-Current)
Kent's Accounting Services, LLC
Certified QuickBooks ProAdvisor 2005-2017
kfordyce@el-colegio.org
612-889-2959

All board members received required training during FY18.

Management

Norma C. Garcés served her fifth full term as Executive Director. Her responsibilities include:

- Implement the Vision and Mission of the School
- Public Relations
- Recruitment
- Funding and Development
- Board Relations
- Strategic Direction School
- Operations
- School Finance
- Staffing

The School Board conducts an annual review of the Executive Director.

Staffing

We recruit our staff from within the community that our students are from. 80% of our staff are Hispanic Community. It is a challenge to get more experienced teachers because of the competition of salaries. We do a national search by connecting with organizations that we are affiliated with such as The National Council La Raza. We also post jobs locally as well as national websites such as Idealist.org that are known in the Hispanic Community. We partner with the Chicano Latino Studies Department at the University of Minnesota. We also have a partnership with the urban education program at Metro State University.

Staff Roster

2017-2018

All Staff

1	Barrera, Mayra	Office Manager
2	Asencio, Steve	Teacher - ESL
3	Contreras, Alicia	Receptionist
4	Cruz, Alejandra	Parent Liaison
5	Davidson, Chad	Teacher – Mathematics
6	Derrick, James	Teacher – Social Studies
7	Estrada, Adalinda	School Based Therapist
8	Ferguson, Clinton	School Counselor
9	Gamino, Milka	Educational Assistant
10	Garcés, Norma	Executive Director
11	Giebink, Peter	Teacher- ELA
12	Glaser, Peter	Teacher - Science
13	Gonzalez, Edwin	SpEd EA
14	Hammeken, Graciela	Student Services
15	Julian, Rocio	Educational Assistant
16	Kendrick, Jennifer	SpEd Coordinator
17	Loverude, Linda	Teacher - Social Studies

18	Malaga, Deborah	Head School Counselor
19	Martinez, Jessica	Educational Assistant
20	Martinez Cardenas, Maribel	Kitchen Manager
21	Nelson, Landon	Dean of Students
22	Nieves, Gary	Electives
23	Paskewitz, Emma	Educational Assistant
24	Ramirez-Torres, Tamara	Teacher- Spanish
25	Swanson, Theodore	SpEd EA
26	Toriz, Nancy	Student Support Services
27	Vasquez, Silvia	Teacher, SpEd

Licensed Teachers

Name	Position	License
Asencio, Steve	Teacher - ESL	509642 ENGLISH AS A SECOND LANGUAGE K-12
Davidson, Chad	Teacher – Mathematics	419776 MATHEMATICS 5-12 PHYSICS 9-12 419776 MATHEMATICS 5-12 Variance to teach in multidisciplinary areas.
Glaser, Peter	Teacher - Science	473977 SHORT CALL SUBSTITUTE SCIENCE 5-8 LIFE SCIENCES 9-12 CHEMISTRY 9-12
Giebink, Peter	Teacher - English Language Arts	491525 COMMUNICATION ARTS/LITERATURE 5-12
Kendrick, Jennifer	Sp. Ed Coordinator	477050 EMOTIONAL BEHAVIOR DISORDERS LEARNING DISABILITIES DEVELOPMENTAL DISABILITIES K-12

Lira, Gustavo	Teacher-- Art	997135 Community Expert – Visual Arts
Loverude, Linda	Teacher,- Social Studies	267484 ELEMENTARY EDUCATION 1-6 ENGLISH AS A SECOND LANGUAGE K-12 SOCIAL STUDIES MIDDLE S
Nieves, Gary	Social Studies	496506 HISTORY 7-12
Ramirez-Torres, Tamara	Teacher, Spanish	395014 SPANISH K-12
Vasquez, Silvia	Teacher, SpEd	412208 SOCIAL STUDIES 5-12

Finances

Executive Director: Norma C. Garces

Phone Number: 612-728-5728

Email: garces@el-colegio.org

Clifton Larson Allen provides accounting services for El Colegio.

For complete financials for 2017-18 and/or an organizational budget, contact Norma. C. Garces.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education no later than December 31, 2018.

Revenues

El Colegio has strived to have diverse funding sources. The majority of our funding comes from state and federal sources. Total revenues for 2017-18 were \$1,556,647. Approximately 85 % of revenue came from state sources and 9 % came from federal sources. Other revenue makes up 6% of the rest of our overall revenue.

El Colegio saw an increase in enrollment in 2017-18. Average Daily Membership (ADM) ended at 91.74 for 2017-18, which equates to 110.08 Pupil Units. We strive to increase enrollment in the coming years and understand the need for growth for our long-term sustainability.

Expenses

Overall expenses for 2017-18 were \$1,754,722. Approximately 60% of budgeted expenses were for staff salaries and wages, benefits, and building lease. An ongoing challenge for El Colegio is to be competitive with teacher salaries. Our staff continues to be young, we have a growing percentage of teachers with 5 or more years teaching experience, and salaries must grow to keep the best teachers in our school. Also, administrative salaries must become competitive with those of other public schools. We deal with this reality by working towards managing other expenses effectively, creating annual fund balances, and developing a specific, fair and workable system for salaries and raises.

Fund Balance

As of June 30, 2018, El Colegio has a total fund balance of \$(176,995) compared to \$21,081 as of June 30, 2017. This fund balance represents approximately (10)% of expenditures. The school's target fund balance, over the long term, is 20%, and the school will continue to grow and increase that fund balance through strategic budgeting and close fiscal monitoring in the years to come.

Audit Findings

The only audit finding is the timing of payments. Due to cash flow constraints, El Colegio was not able to pay all their invoices within the 35 days defined in statute in fiscal 2017-2018.

Academic Performance

Based on MCA and NWEA data analysis, we have continued to notice that vocabulary is an area of weakness. We need to continue to focus on vocabulary growth and vocabulary strategies. Developing academic language is another priority. We have for several years had a focus on “cultural competency.” We also use “math lab” courses, focus on building academic language, map curriculum to the MCA test specifications, increase parent understanding and participation in guiding their students’ academic pathway, and hold data meetings periodically to monitor the effectiveness of strategies on student performance.

Each year NWEA MAP Reading and Math Assessment tests are given to in the Fall and Spring. All assessment results are used by teachers to help each student target academic growth goals and work on specific areas of need. Academic measures are RIT units. NWEA provides growth goals for students based on their test results. Depending on the grade level, an increased RIT score somewhere between 6 and 3 RIT units represents a full grade level of academic growth in the subject. Students with Fall and Spring results can show academic growth. Here are a few highlights of results from the 2017-2018 School Year.

Math NWEA Results

Math RIT Growth Results

Students who tested Math in Fall and Spring who showed RIT growth.

Grade	# Tested	# with RIT Growth	% with Growth
9	10	6	60.0%
10	15	13	86.7%
11	25	16	64.0%
12	21	10	47.6%
All	71	45	63.4%

At Grade Level Comparisons

Many El Colegio students arrive at school behind a grade level or more. We strive to help these students catch up academically. The next sets of results show substantial academic growth for students who were behind in Math academically.

Grade	# At Grade Level Start	% At Grade Level Start	# Below Grade Level Start	% Below Grade Level Start
9	1	10.0%	9	90.0%
10	4	26.7%	11	73.3%

Grade	# At Grade Level Start	% At Grade Level Start	# Below Grade Level Start	% Below Grade Level Start
11	7	28.0%	18	72.0%
3 Grades	12	24.0%	38	76.0%

Math RIT Growth for Students Below Grade Level

Average Math RIT growth among students who started below grade level is significant. 12th grade students are excluded from this calculation.

Grade	# Students below grade level	3 with RIT Growth	% Students with Growth	Ave. RIT Growth
9	9	5	55.6%	10.0
10	11	10	90.9%	8.6
11	18	12	66.7%	9.0
3 Grades	38	27	71.1%	9.13

Grade Level Growth

Of all students who showed Math growth in the year, this table shows their growth in terms of estimated grade level growth. A grade level of growth is derived from the 2015 NWEA Norms Table.

Grade	Students Test 2x Count	Ave RIT Growth for students with RIT Growth	Ave Grade Level Growth for students with RIT Growth	# Students with Grade Level Growth >1 yr.	Total RIT Growth for students with growth
9	10	10	1.43	3	60
10	15	8.62	1.46	9	112
11	25	9	2.14	8	144
12	21	9.9	2.31	7	99
Total	71	9.22	1.89	20	415

Reading NWEA Results

Reading RIT Growth Results

Students who tested Reading in Fall and Spring who showed RIT growth.

Grade	# Students	# Students with RIT Growth	% of Students with Growth
9	10	6	60.0%
10	15	9	60.0%
11	25	15	60.0%
12	21	9	42.9%
All Grades	71	39	54.9%

At Grade Level Comparisons

Many El Colegio students arrive at school behind a grade level or more. We strive to help these students catch up academically. The next sets of results show substantial academic growth for students who were behind in Reading academically.

Grade	# Students Fall & Spring	# At Grade Level Start	% At Grade Level Start	# Below Grade Level Start	% Below Grade Level Start
9	10	2	20.0%	8	80.0%
10	15	6	40.0%	9	60.0%
11	25	8	32.0%	17	68.0%
3 Grades	50	16	32.0%	34	68.0%

Reading RIT Growth for Students Below Grade Level

Average Reading RIT growth among students who started below grade level is significant. 12th grade students are excluded from this calculation.

Grade	# Students	# with RIT Growth	% Students with Growth	Ave. RIT Growth	Total RIT Growth
9	8	5	62.5%	15.33	122.64
10	9	6	66.7%	9.22	82.98
11	17	12	70.6%	8.60	146.2
3 Grades	34	23	67.6%	10.35	351.82

Grade Level Growth

Of all students who showed Reading growth in the year, this table shows that growth in terms of estimated grade level growth. A grade level of growth is derived from the 2015 NWEA Norms Table.

Grade	# Students Tested	# with Grade Level Growth	% with Grade Level Growth	Ave. Grade Level Growth in Group with Growth	# Students with Grade Level Growth >1 yr.
9	10	6	60.0%	2.52	5
10	15	9	60.0%	1.20	5
11	25	15	60.0%	1.71	10
12	21	8	38.1%	2.50	7
All Grades	71	30	42.3%	1.90	27

School Operations

The administrative team, led by the Executive Director and the Business Manager and supported by the Receptionist, focused on ensuring a high level of performance for food and nutrition, student transportation, state reporting, finance, and facilities.

El Colegio's School Nutrition Program contracts Lancer Dining Services for breakfast and lunch. We hired Magdalena part time to serve lunch service. In addition, we continued to implement our Wellness Policy to improve practices related to student and staff wellness.

El Colegio continued to use Metro Transit for student transportation to and from school. We provide students with Student Passes.

El Colegio contracts with Clifton, Larson, Allen for month-to-month accounting needs as well as audit preparation.

The school's Executive Director takes the lead on facilities management in collaboration with the Dean of Students.

Innovative Practices and Implementation

Educational Approach

El Colegio engages students in challenging, profound learning experiences that integrate research-based teaching strategies with Latino culture and traditions. All staff, students, and families in the El Colegio community will appreciate the value of proficiency in two languages, high academic expectations, and cross-cultural understanding. We base our educational approach on the following core values:

Dual Language Literacy

Academic success for students is the key purpose for our school. Dual language (Spanish/English) education is critical for students' academic success and personal growth, so first and second language instruction in both English and Spanish is a foundation of our program.

Arts Education

Art education is essential to the development of a creative, fully developed mind. Therefore, the teaching of art and the integration of art across the curriculum is an important component of our program. Art is a tool, not only for increasing students' expressive and creative skills, but also to deepen learning in other areas of study.

Cultural Context

Cultural traditions are part of every education. At El Colegio students explore culture and its impact on learning and life by engaging in community cultural practices, exploring their own cultures, learning about other cultures, and investigating and participating in the ongoing creation of culture in our society and world.

Research-based teaching methodology

We use successful teaching and learning models and research proven methodologies as a basis for our work. Where research is lacking, we will add to the body of research on effective practices for teaching and learning. We believe that collecting and analyzing data is essential to informing and improving teaching practices.

Individualized attention

All students can succeed when they are treated as individuals and are allowed to bring their unique and innate gifts to the learning process. The small setting of El Colegio allows staff to interact with students in very individualized ways. Our advisory system and student to staff ratio of 8 to 1 create a structure that ensures that each student has a least one adult in the school with whom they connect. Advisors not only help students set goals and develop a plan for graduation, but also, they work with students and parents to track that progress.

Family and Community Values

El Colegio is located in a center for Latino culture, arts and education. In keeping with Latino values, the atmosphere of the building is welcoming, safe, respectful and inclusive. Students and families from all cultures are respected and nurtured equally. Values around family and community also come to life in our school. We actively encourage family and community to be partners in our students' learning, as well as to participate in cultural and arts activities in our building. Students and families of different cultures experience and learn from each other through school curriculum, cultural celebrations, parent meetings and other activities. In addition, students go into the community to improve their learning through community service, internships, and the creation of public art.

Community Resources Connected to El Colegio Students

The Girl Scouts Latinas Unidas program (Funding and program partner – Girl Scouts of America) which meets every other Monday through May 2 after school to provide career and college readiness and social emotional support. This program serves approximately 15 students.

Que Onda (Funding and program partner Planned Parenthood) provides sexual health guidance from 4-6 p.m. on Tuesdays from Sept. – Dec.; and then another new 3-month session in the winter/spring. This program will serve approximately 20 students.

El Colegio's Student Council program (funding partner – Youthprise), is an organization devoted to developing coordinated sustainable systems that provide access to high quality expanded learning for underserved and under-engaged youth) is facilitated by El Colegio teaching staff. This program serves approximately 10 students.

The STEM program (Program and funding partner Spark Y, an organization providing sustainable education for youth through local Twin Cities high schools and partner organizations) focuses on developing problem solving and critical thinking skills. This program serves approximately X students.

Casa De Esperanza - Provides a women's shelter and healthy relationship classes for girls.

Future Plans

We have recently hired an Academic Director. Her role is to lead the instructional leadership team, coach and evaluate teachers, and align curriculum to standards. This will be an important role within our school as it will free up the Executive Director to focus on partnerships, mission focused programming, and fundraising.

We plan a robust marketing campaign this spring and summer. We will work with a marketing and communication consultant to boost enrollment to over 100 students. The rebranding will be necessary to highlight the positive changes that have happened at the school the last few years and help the community know the strong story of success El Colegio is currently having in increasing graduation rates and college acceptance rates from our graduates. The community partnerships provide our students with opportunities that they would not have if they were attending a larger school where getting individual attention and guidance can be difficult. The school board is looking into the possibility of expanding the facility to house more students in anticipation of increased enrollment as a result of the rebranding and marketing.

Professional Development of Director

Norma Garces focused her professional development during 2017-2018 on building community partnerships, parent engagement, and cultural competency.

Her planned activities included:

- She learned through her own study more about curriculum and instruction resources related to cultural competency and college readiness.
- Utilizing a consultant mentor to work with her to learn more about the E3 program (Education, Equity, and Excellence).
- Attending Bush Foundation workshops on Personalized Learning.
- Attend charter school boot camps to learn more about:
 - MARSS Reporting
 - lease aid,
 - school nutrition programs: submitting a claim for reimbursement/annual verification,
 - teacher development and evaluation,
 - federal programs schoolwide/targeted assistance.
 - UFARS audit,
 - developing and implementing food safety plan,
 - special education fiscal monitoring--internal controls and eligibility.

2017-18 Combined WBWF Summary

District or Charter Name: El Colegio

Grades Served: 9-12

WBWF Contact: Norma Garces, Executive Director

Title: Director

Phone: 612-728-5728

Email: garces@el-colegio.org

4137 Bloomington Ave.

Minneapolis, MN 55407

www.el-colegio.org

This report delivers relevant information showing El Colegio's progress on World's Best Workforce goals and programs. This school is not in the Achievement and Integration Program.

This report has one part:

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

- *Website Link:* <http://www.el-colegio.org/about-us-2/board-of-directors/>

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.

- Public Meeting Date:

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds

of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members FY2018_[SCB1]	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Norma Garces	Role 1. Executive Director	
Chad Davidson	Role 2. Lead Math Teacher	
Megan Nagel	Role 4. English Teacher	
Heather Rawson	Role 5. ELL Teacher	
Mitch Roldan	Role 6. Dean of Students	
Deborah Malaga	Role 7. School Counselor	
Roberta Luby	Role 8. Special Ed Teacher	
Idalia Torreblanca	Parent	
Norma Gaona	Parent	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Equitable Access to Experienced, Effective, and In-Field Teachers

- **Who is included in the conversations to review equitable access data and when do these occur?**

School leadership, education consultant, sample of teachers, available parents.

• **What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?**

- Proportion of teachers by ethnicity does not yet match proportion of student ethnicities. The school utilizes student and teacher ethnicity data.

What are the root causes contributing to your gaps?

- The limited availability of well qualified teachers by ethnicity at time of hiring need, comply with laws and regulations contributes as does the lack of qualified and experienced teachers across the board and in particular from communities of color.

What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?

- There is a pipeline of people from two tracks. We have had one teacher come to us as a Promise Fellow that then pursued a teaching career with us. We also make efforts to hire people of color for Educational Assistants and then encourage them to enter teacher preparation programs.

Access to Diverse Teachers

What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?

- It is difficult because the colleges and universities do not produce enough licensed teachers from communities of color. In Minnesota, of the 58,211 public school teachers in the state, only 500 are Latino or 0.86%.

What efforts are in place to increase the diversity of the teachers in the district?

- We seek to first recruit qualified teachers and if they have similar ethnicities to our students that can become a contributing factor to our hiring decisions. The school provides assistance needed for teachers to be productive educators. All teachers are committed to our program, mission, students and families. We seek the best teachers, with drive and commitment to make a difference in urban education. We post job openings in multiple commonly used places.

Local Reporting of Teacher Equity Data

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

Not applicable.

All Students in Third Grade Achieving Grade-Level Literacy

Not applicable.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year. 50 percent of 9-11 graders, that pre and posttest, at El Colegio will meet or exceed their RIT Growth Projection on NWEA Measures of Academic Progress in Reading, annually.	Provide the result for the 2017-18 school year that directly ties back to the established goal. 50% of Grades 9 -11 students met or exceeded national expectations for growth	Check one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On <i>Track</i> One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
50 percent of 9 th and 10 th graders, that pre and posttest, at El Colegio will meet or exceed their RIT Growth Projection on NWEA Measures of Academic Progress in Math, annually.	68% of Grade 9 and 10 students met or exceeded national expectations for growth.	Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On <i>Track</i> One-Year Goal <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- We examine primarily NWEA data from past years, in particular from 2017-2018. 99% of our students are Latino, while 53% are English Language Learners, 20% are SPED, and 76% or FRP. We look at all subgroups.

What strategies are in place to support this goal area?

- Based on NWEA data analysis, we continue to recognize that vocabulary is an area of weakness in reading. We will continue to focus on vocabulary growth and vocabulary learning strategies. Developing academic language as students learn English is another priority. In review of the capacity of our staff in meeting the needs of our student population, we also know that continued training in “cultural competency” is needed. We want to support the 75% of our population that is not at grade level in reading and math. We are providing an Educational Assistant to support instruction in the classroom. This is in-class support for reading and math. We are providing a Student Support Specialist, full time, who monitors student academic issues and provides academic interventions. We provide a math lab elective class where students get pre-teaching and post-teaching to learn academic language, vocabulary, and concepts taught in the math school. We also train teachers and para-professionals in the “math lab” method to provide students more individual guidance within math courses. All of our teachers will be trained on Cultural Competency through attending workshops and study groups at school.

How well are you implementing your strategies?

- We have been seeing progress with student progress on the NWEA Nationally Normed Test which tells us many of these strategies are working. In math, 68% of our 9-11th graders started the year below grade level. However, 68% of those students showed growth. In fact, 68% of Grade 9 and 10 students met or exceeded national expectations for growth. (National Average = 50%) Of the students that showed growth, the average Grade Level Growth per student of these students was 1.89 grades. 9th Graders achieved 262% of expected growth. 10th Graders achieved 311% of expected growth. In reading, 76% of our 9-11th graders started the year below grade level. However, 71% of those students showed growth. 50% of Grades 9 -11 students met or exceeded national expectations for growth. (National Average = 50%) Of the students that showed growth, the average Grade Level Growth per student of these students was 1.9 grades. 9th Graders achieved 271% of expected growth. 10th Graders achieved 274% of expected growth.

How do you know whether it is or is not helping you make progress toward your goal?

- The data on growth helps us know that students are growing – so while they start well below grade level, most students who above average growth and those students that do grow, show exceptional growth.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
On each year of the contract, 95% of the graduates will be accepted into college or a career pathway program.	100% or 23/23 of our graduates were accepted to an average of 3.8 colleges.	Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not <i>On</i> Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Members of the staff development advisory committee, informed by informal meetings with parents, meet several times to identify student needs. At least 1/3 of our students have been neglected by the educational system. Most students come here because there is a perception that EC is for credit recovery. A majority come from other high schools where and behind in credits and skills. 75% re below grade level. About 50% that enter the school are EL. We looked at student credit attainment and test scores of our seniors last year. There is a strong correlation between attendance and graduation.

What strategies are in place to support this goal area?

The main strategies we use to support students with career and college readiness are providing remediation classes for students behind in credit accumulation, utilizing best Practices from Project GLAD, an effective instructional model for teaching English language development (ELD) and literacy; planning with parents and students, and providing a mentor program focused on college planning.

How well are you implementing your strategies?

Remediation classes for students behind in credit accumulation, utilizing best Practices from Project GLAD, the additional planning with parents and students, and providing a mentor program focused on college planning have been effective because of the training we have devoted, the resources applied, and because we were ranked #1 in the state for making content relevant to Latino students by the Minnesota Student Survey. The fact that all our graduates were accepted into college is evidence of effectiveness.

How do you know whether it is or is not helping you make progress toward your goal?

The credit attainment data, attendance data, and college acceptance data provide us with good feedback on what is working.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p>Scholars enrolled for a full semester and in regular attendance will make expected progress toward graduation as shown by credits earned. Specific Target: 2016-17: Average of at least 5.5 credits earned.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>· Scholars earned an average of 5.31 credits.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>
<p>· Scholar Retention within the year: Proportion of El Colegio scholars enrolled October 1 who is retained at year's end will be 65%, annually, excluding any students that left the state or the county.</p>	<p>·</p> <p>94 students were enrolled as of October 1, 2017.</p> <p>18 students left before the end of the school year.</p> <p>81% was our final retention rate.</p>	<p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>
<p>Graduation Rate, five-year: El Colegio's five-year graduation rate as reported by the MN Department of Education will be 35% or above each year of the charter contract.</p>	<p>12 scholars graduated in five years in FY2018. 36% is our final five-year graduation.</p>	<p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Members of the staff development advisory committee, informed by informal meetings with parents, meet several times to identify student needs. We look at attendance, credit attainment, retention, and graduation data to identify strengths and weaknesses.

What strategies are in place to support this goal area?

As with supporting students with college readiness, the main strategies we use to support students with attaining graduation are providing remediation classes for students behind in credit accumulation, utilizing best Practices from Project GLAD, an effective instructional model for teaching English language development (ELD) and literacy; and planning with parents and students. We also intentionally schedule classes to support four-year graduation goals and how to support students who need double or triple the dosage of math or reading classes. We support students by providing more vocabulary development, algebra skill building, and academic language improvement. The schedule is set up intentionally for students to be able to maximize their opportunities to take more math and reading support on top of credit earning classes. For students that failed classes, they would immediately take the remedial class over again right away.

How well are you implementing your strategies?

The more structured program where path to credits earning is “clear and transparent to students” has been effective. Our mentor program with college student volunteers to help EC students understand what it takes to graduate has also been well received by students. Parents also appreciate that they are better informed about what it takes for their student to graduate, stay in school, and graduate.

How do you know whether it is or is not helping you make progress toward your goal?

The school facilitates can track progress using the software program, SchoolMaster, to notate any meaningful communication between the school and parents which provides the opportunity to give parents correct and timely feedback on student progress towards graduation. The school provides parent workshops on how parents can support students earning credit at our school. The school provides very accurate feedback on how much academic progress students need to make in order to graduate and be college ready. All of these coordinated services result in an overall team effort to provide support for students and parents aimed at success.