



Annual Report 2008-2009

**Produced by Designs for Learning and the
Minnesota Internship Center Charter School
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Minneapolis, MN 55413
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School Summary

The Minnesota Internship Center, a charter school serving high school students in Minneapolis, has now completed its fifth year of operation and is pleased to present this Annual Report.

Our mission: **The Minnesota Internship Center partners with communities and learners to achieve academic, career, and life success. *Imagine waking up every day knowing that life is on your side.***

The Minnesota Internship Center (MNIC) is a new type of school with unique community and business roots – one that offers exciting learning through the internship process. We are a school which helps older teens with multiple challenges--including foreign-born persons – excel at learning and in their careers.

MNIC combines excellent classroom-based instruction with internships that help meet some of the new Minnesota academic standards. While internships are not required (many students prefer full days in the classroom, or paid employment rather than an internship), they do offer much potential in career and academic growth. Special education services are provided wherever needed, in all of our programs.

The Minnesota Internship Center has been approved as a Work Experience school by the Minnesota Department of Education, and some students combine work with classroom activity for some credit.

MNIC operates two programs which focus on students with different types of needs. Due to these differences separate approaches are necessary. The English Academy serves individuals recently arrived to the USA who lack sufficient fluency in English. The Circle Sites serve individuals who have experienced multiple challenges to success in the traditional Minnesota school environment.

Each Circle MNIC site focuses on particular interests or learners in the community. Sites are within walking or easy busing distance; MNIC provides transportation between sites for students and teachers. All needs are met by the program but may not all be met at one site, so teachers and students sometimes move from site to site. Students are placed at the MNIC site most appropriate for them based on interests and needs. The Circle sites serve a mainly African-American population, many of whom have dropped out of a “regular” or alternative education programs or are otherwise not academically engaged. Circles during 2008-09 were:

- **Unity** – the Unity Campus offers career-focused programs in Health Care, Transportation and general career exploration. It has a capacity of 150 students.
- **UTEC** - The Dinkytown Jobs and Career Center near the University of Minnesota’s East-Bank campus offers strong career and job programs, including some with a limited amount of paid training. Located at the University Technology Center, the site hosts our Building Trades program. This program is a joint program with Tree Trust.
- **Shiloh** – located at Shiloh Temple Church in North Minneapolis, this program had a Health Care career and family focus. It also provides limited onsite childcare. Shiloh has a unique character-building program, and extensive social services. Due to challenges

relating to site approval, the Shiloh site is not operating in 2009-10, and the program that operated there has moved to an expanded UTEC site.

- **Sabathani** - Our Education and Business Internship Circle, is located in Sabathani Community Center at 310 38th Street South in Minneapolis. The program emphasizes regular basic high school accreditation in the areas of English, History and Math, as well internships and trainings in business, office and other careers.

The MNIC English Language Academy (ELA) site is primarily LEP students. The English Academy site moved during the summer of 2007, to 300 Industrial Boulevard Northeast. The ELA operated somewhat below capacity during the 2008-09 school year, with approximately 175 students. Students served at present are almost all East African, with Somalis the largest group, and a small number of Spanish speakers. Many students are recent immigrants to the U.S. This site has an intensive focus on the development of English skills in Vocabulary, Reading, and Writing. Content classes in Social Studies, Science, and Math are also offered to students with a focus on reading skills. Students have additional learning opportunities in math and English through the ELA extended day program. Through volunteers, students receive homework help after school as well as individual help in the classroom.

Students start at the ELA with a personal interview, followed by testing and assessments to place them at the appropriate level of school. Once this is done, staff meet with each student to set learning goals and a learning contract. The ELA offers a high school diploma program which provides intensive English instruction, content classes adapted to the needs of second-language students, computer technology, cultural support and bilingual services, and career exploration. During 2008-09 planning began to increase the site's focus on vocational/career learning as well as language instruction. Building more of a jobs focus into the program aligns well with the interests and needs of immigrant communities, and brings the English Academy into alignment with the internship focus of MNIC as a whole.

The English Academy faces the dual challenge of teaching basic reading and math skills while also teaching academic content which students need to meet the state standards. English Academy teachers use an array of learning materials which strive to match to students' unique learning needs. Materials include content materials in academic core curriculum areas that are adapted to the needs of language learners. In the fall of 2008, the English Academy won a Title I School Improvement Grant which provided resources for a Professional Development specialist to work intensively with instructors to implement a professional learning community, analyze student data, observe and coach instructors, and help them implement formative assessment. The PD specialist was hired in February and worked most intensively with math instructors during the last four months of the school year. The grant project will continue for the 2009-10 school year expanding the focus to encompass all core academic subjects.

A very large portion of the students who attend MNIC, at both programs, come into the school with significant challenges. Most of them have been out of the school system for many months. Some have experienced homelessness, extreme poverty or have been incarcerated. Most are at least a year behind in their school work (self-reported), and score well below grade level on standardized tests. Because of these factors, MNIC students start out significantly behind in reading, math and other skills valued as state and federal learning requirements.

As noted above, MNIC operates at multiple sites. Sites during 2008-09 included:

- 300 Industrial Boulevard (at East Hennepin Ave., Northeast Minneapolis (English Academy and administrative headquarters)
- Shiloh Site, 1210 W. Broadway Avenue, North Minneapolis (Circle site)
- Unity Site, 2507 Fremont Avenue North Minneapolis (Circle site)
- Sabathani site at 310 East 38th Street, South Minneapolis (Circle site)
- UTEC Campus at 5th Street and 13th Avenue, Dinkytown (Circle site)

The body of this report follows the Commissioner's Required Data Elements for Charter School Annual Reports:

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1. School Mission and Vision

The Minnesota Internship Center partners with communities and learners to achieve academic, career, and life success.

Imagine waking up every day knowing that life is on your side.

2. Program Successes and Best Practices

Program successes and best practices at MNIC during 2008-09 included:

- Approximately sixty students completed a pre-medical career and patient feeding program at two of MNIC's five sites. This program began with six weeks of preparation in the classroom including first aid, CPR and other areas required for certification, followed by training to do patient feeding in a nursing home. Then there were four weeks of residency in one of several local nursing homes, where patients assisted with patient feeding and recreational activities. After this, students are eligible to apply for admission to a Certified Nursing Assistant program.

- MNIC had a large number of graduates again in 2008-09. Based on close-to-final 2008-09 school year data, collected September 2009, there were a total of 126 graduates in 2008-09, 62 from the English Academy and 64 from the Circle sites. This is down slightly from 2007-08 when there were 139 graduates (97 from the English Academy and 42 from the Circle sites) but more than in 2006-07 when there were just 87 graduates (67 from the English Academy and 20 from the Circle sites).
- MNIC continued to use volunteers, interns, work study students, MFIP workers and university service learning students to provide MNIC students with tutoring and advocacy. There were over 100 volunteers and student interns who contributed an estimated total of 14 full-time-equivalent staff positions or 29,000 hours of service at MNIC sites in 2008-09. Utilization of volunteer tutors, who work on a one-on-one or small-group basis, helping students improve their speaking skills as well as helping with reading (e.g. explaining unfamiliar vocabulary, correcting grammar mistakes), is a particularly important best-practices feature of the English Language Academy program. At all sites, volunteers supported students in math as well as English/reading, and also acted as college and career advocates, helping MNIC students prepare for required graduation tests and for college applications. Volunteer and work-study students were particularly strongly involved during 2008-09 in supporting MNIC's medical-career students, who participate in a patient feeding program as part of training that can lead to a Certified Nursing Assistant credential. MNIC was supported by the Blaisdell YMCA, which paid tutors ten hours per week to tutor students at the English Academy (Somali Tutors program). Twenty-three work study students came from the University of Minnesota and the colleges of Macalester and Augsburg, and worked at four sites. MNIC pays a small portion of the wages for these young people, who help our students as tutors and student-advocates (providing college, career, and living-stability assistance to students). There were 55 service learning students from the University of Minnesota. Also, the social worker had three social-work interns who assisted with her work. The MFIP Supported Worker program, through TreeTrust, provided assistance for clerical, food program and tutoring support.

Research on the process of learning to read supports the use of tutors, who work with students one-on-one or in small groups, to help struggling readers build their confidence and skills in reading. MNIC volunteers support teachers in their work with students and to support office staff in clerical work as well. These volunteers work in a variety of capacities including as classroom tutors and connecting students to community resources. The community-resources volunteer role is one in which volunteers help students find resources to promote living stability, obtaining employment, and seeking higher education. For example, volunteers help students build job-search skills such as e.g. developing a resume, filling out applications, developing interview skills. Virtually all ELA students have the opportunity to work with volunteers on a regular basis.

- To support students in completing high school and preparing for life beyond high school, MNIC has developed partnerships with several outside organizations, and has established a College and Career Access Coordinator position. The College and Career Access Coordinator works with students to provide them links to postsecondary education and/or a career in the workforce. Partnerships benefiting the Circle sites included:
 - MNIC students from all sites attended a college readiness course facilitated by the

YMCA's "Y Scholars" program. The "Y Scholars" program also coordinated visits to colleges and universities.

- In a new partnership begun in 2008-09, Multicultural Family Literacy work study students from the University of Minnesota supported the English Academy program. One of these students helped create and produce the school's first play!
- Another new initiative during 2008-09 was a partnership with the University of Minnesota's Carlson School of Management, in which Carlson students did a study of strategies for lowering the environmental impact of MNIC's lunch program. This led to an \$11,000 Waste Abatement grant from Hennepin County to implement some of the identified strategies, and also provided learning experiences for MNIC students.
- Also in 2008-09, MNIC developed a relationship with the Minnesota Office of Higher Education, which provided presentations for students on the process of applying for college.
- Best Prep recruited speakers to discuss topics such as construction careers, nursing careers, art careers, and business careers.
- Junior Achievement recruited speakers to provide a seven-week curriculum on work readiness and career exploration for MNIC students.
- The City County Federal Credit Union's Community Education Coordinator presented one-hour presentations on financial literacy for six weeks.
- The College and Career Access Coordinator recruited speakers from other organizations on topics of interest including gang violence, filing taxes, and other careers.
- Macalester college donated 130 caps and gowns, for MNIC graduation ceremonies.

With the move to its new site in 2007, a college and career center was set up at the English Academy, providing material on applying to colleges and applying for scholarships; also career-search resources. Students from all sites had opportunities to tour several local colleges and universities, facilitated by MNIC. Approximately 50 students from the English Academy were provided assistance with college access; staff estimate that half of these students are attending college this fall.

- There were a number of activities during 2008-09 that promoted the development of student leadership. At the Unity site there was a student council (begun in 2007-08 and continued in 2008-09), which helped improve school climate by giving students a voice in decisions. The student council at Unity identifies student events to support, and does fund-raising for these events, e.g. a prom which was very successful. Students ran a store during 2008-09 to raise funds for the prom; 100% of funds were raised by students and staff. A student-led student council also continued at the English Academy. Here, the student council drafted a student council constitution, created lunch surveys, met with the transportation provider regarding transportation solutions, and put on a culture show at the student awards program. During 2008-09 a fellow from the University of Minnesota's Humphrey Institute provided leadership training to the English Academy student council.

3. Program Challenges

The Minnesota Internship Center faced many challenges during 2008-09. The largest challenge faced by MNIC is our challenging student demographics. Most of the students who attend MNIC come into the school with significant challenges. Most of them have been out of the school system for many months. Some have experienced homelessness, extreme poverty or have been incarcerated. The English Academy serves immigrants, many quite new to the country, who usually start out with minimal English skills. The Circle sites serve mainly students who have dropped out, been expelled, or otherwise not succeeded in the regular public schools, and/or other alternative programs.

Support is available for students who need assistance – e.g., MNIC’s school social worker (a new position established fall 2007) helps students with a range of life challenges. MNIC staff work with local human-services providers to help connect students to resources that will help them address their non-academic needs. During the winter of 2008-09, MNIC leadership began discussions with the People’s Center Medical Clinic, a community health center which serves disadvantaged populations, about their providing a clinic at MNIC. This bore fruit for fall 2009, with a People’s Center clinic offering medical services to students and staff on a sliding-scale fee basis one day a week, at MNIC’s English Academy site. Assistance seeking post-secondary education for students who are close to graduation is also provided.

Other major challenges during the past year included:

- Attendance and retention. It is difficult to effectively serve students when they are not in attendance regularly, and/or do not attend school for extended periods of time. Due to the life challenges described above, many MNIC students have difficulty attending school consistently. For both of the past two years, the AYP teams for MNIC’s Circle programs identified improving attendance and retention as two of the goal areas, in addition to improving student performance in reading and math. Specific details about attendance and retention are provided below, under “Accountability data from reporting school year.” During 2008-09, MNIC continued to implement the Response to Intervention model at the Shiloh site – this program which seeks to provide early warning for students who are falling behind, so school staff can work together to find solutions, includes a component impacting attendance. Staff examined data around attendance, then applied different strategies to improve individual student attendance. Students were given immediate feedback about their attendance when it declines, and encouraged to come to school regularly. Attendance improved at the Shiloh site in 2007-08, which staff attributed to RTI. All Circle sites staff were trained in RTI, and the principles of this approach continue to be implemented.
- At the English Academy there was substantial turnover in staff during the year. As staff members left, administration focused on hiring content area-qualified teachers to better support the site’s efforts to meet AYP requirements, in support of the school’s plan to prepare for restructuring. In addition, there was a drop in enrollment. This was driven by a decline in the number of immigrants moving to the Twin Cities, particularly from East Africa; and may have also been related to the site location which is less convenient for communities served (the English Academy moved to its current site from south Minneapolis, in the summer of 2007). To address the student-enrollment challenge, the English Academy is seeking to diversify its student population, e.g. recruiting Hmong

and Hispanic students. To enhance the appeal to immigrant communities, the program is shifting from an emphasis on teaching basic English-language skills to recent immigrants, to a more comprehensive high school.

- Taking tests. Aside from student skill levels which often prevent them from scoring well, it is difficult with MNIC's American-born population to motivate students to take tests. Most students at the Circle sites come to MNIC with a history of doing poorly on tests and hence are not motivated to sit down and try their best. This has made it challenging for us to obtain high levels of student participation in tests such as the Measures of Academic Progress and Minnesota Comprehensive Assessments (students are more motivated to take the BST's as these are required for graduation). This area is a major priority for 2009-10; the Circle sites will implement the MAP tests in the new school year and leadership and staff are taking on the challenge to work with students to see that all take the test and do their best.
- Safety (of students, at school, on the way to school, and in the community). This is a major issue at the North Minneapolis sites, and remains a concern though to a lesser extent at the other sites. Some MNIC students have been involved in criminal activities; more are victims of crime, or are at risk of becoming victims, due to violence in the communities which we serve. MNIC staff work closely with probation and truancy officers; during 2008-09 about 15% of students at the Circle sites were seeing probation officers. Circle sites staff and administration discuss safety issues on a regular basis and continue to seek ways to address concerns. Aims for improving safety and security include having clear, well-communicated expectations of students; modeling respectful behavior; providing more supports to students including assistance finding employment; more integration with the community (e.g. projects to benefit the community, inviting speakers from the neighborhood, and working with law enforcement regarding truancy); more activities to encourage student bonding; and more resources to address student conflict and anger issues.

During 2006-07, Circles sites security staff started meeting weekly with the Dean of Students, to discuss what is happening at their sites and identify strategies to address concerns. These meetings have continued. Security staff were renamed *safety staff*, at their request, and ran an after-school program for some of the students with the most challenges, during part of the year. Ten percent of total MNIC staff are safety staff; these staff members act as youth counselors and advocates as well as providing security at all sites. To address the transportation issue (MNIC students have been harassed while riding city buses or at bus stops), we have explored the possibility of providing our own transportation, though this has not been feasible for the Circle sites. Keeping sites small helps reduce violence; MNIC seeks to increase safety for staff and students by having more than one staff member on-site at all times. MNIC has at least one on-site security staff person at each building.

- Site issues. The Circle Program sites cater almost exclusively to native born Black American youth, most of whom have had significant challenges with the conventional education system in Minneapolis. Providing effective and adequate facilities for these sites have been a significant challenge. Because most of these students live within gang territories, they cannot easily or safely attend anywhere in the city. The risks of violence

to students and disruption to the program are intensified because of this context. MNIC has adopted a multi-site strategy to dissipate some of these tensions, locating sites in areas that are either gang-neutral or within gang territories to allow students to attend with relative freedom. While this strategy has value, finding adequate facilities has not been easy. During 2008-09 there were four sites, the same as in the previous school year:

- English Language Academy High School, located at 300 Industrial Blvd in NE Minneapolis, is a well-equipped high school space with a small gymnasium. It satisfies school safety requirements and is gang-neutral.
 - Unity House, located at Fremont Ave N and 25th Ave. N. in north Minneapolis, was remodeled and improved to provide fire protection and satisfy other school safety requirements. This coincided with the owner's plans to move out of part of the building to lease the entire building to MNIC. This is the largest of the Circle sites, with capacity for 150 students.
 - Shiloh Site. Since the fall of 2007, MNIC has leased space at the Shiloh Temple, 1201 West Broadway, in north Minneapolis. The Shiloh Site satisfies school safety requirements. However, due to challenges relating to site approval, the Shiloh site was not able to continue operating for 2009-10. Programs at Shiloh were relocated to UTEC.
 - Sabathani Community Center leases space to MNIC in south Minneapolis, at 310 38th Ave. S. Beginning in the fall of 2007 MNIC leased new space at Sabathani, where Friendship Academy was previously located. This space satisfies school safety requirements. Because this space is located in the basement there is greater safety for students and staff.
 - Finally, MNIC leases space at the University Technology Center (UTEC) located near the University of Minnesota at Fifth Street and 13th Avenue Southeast. The building was once a research high school, Marshall High School. This space is similar to Sabathani with rooms located in the basement. Operating classes here provides some advantages as the area is relatively gang neutral, centrally located and many businesses operate there, lending social and cultural pressures to enhance student learning and mature behavior. The UTEC site program integrates academics and trade skills development in the construction industry. Effective utilization of space at UTEC was expanded during 2008-09.
- Finally, a major challenge to note is drug and alcohol use among students at MNIC's Circle sites. Staff believe a large majority of students are users. Substance-use contributes to a range of other problems from inability to sustain focus on schoolwork to violent tendencies and crime. Many students have left other programs due to substance-use issues. This is a challenge that is too big for the school to deal with alone. MNIC staff and leadership recognize the issue, however, and are exploring options for treatment with the goal of finding a treatment option with an African-American focus, to which students can be referred. While MNIC's major focus in 2008-09 was on other restructuring, this continues to be an area of concern which is to be addressed in strategic planning.

4. 2008-09 Academic Accountability Data

5. 2008-09 Other Accountability Data

The Minnesota Internship Center has been identified as not making Adequate Yearly Progress (AYP) – this applies to the “district” as a whole, and to the English Academy, Unity and UTEC sites. AYP planning continued during 2008-09 per State of Minnesota requirements, with School Level Improvement Plans completed for the English Academy, Unity, and UTEC sites in October, 2008.

The AYP planning process led to revised Performance Targets for the two programs for the 2008-09 school year. The following targets were articulated for the two programs, and incorporated into the District Improvement Plan which was submitted to MDE November 3, 2008:

Minnesota Internship Center Performance Targets, 2008-09	
MNIC South (English Academy)	MNIC North (Circle sites)
<p>Performance Target 1: Performance of English Academy students continuously enrolled since Oct. 1 on the Reading MCA-II will improve each year: at least 10% of students will meet or exceed the standards in spring 2009, improving from the current (spring 2008) level of no students meeting the standards. Also, pre-post Gates-MacGinitie and Academy of Reading test results will show that students on average will make at least one year’s progress from fall to spring.</p>	<p>Performance Target 1: Performance of Circle sites students continuously enrolled since Oct. 1 will improve on the Reading MCA-II: proportion of students meeting or exceeding the standards will increase from 35% (the 2008 figure) at least to 45% in 2009. Also, students will make significant progress in reading from fall to spring as gauged by a MySkills Tutor or Academy of Reading pre-post assessment.</p>
<p>Performance Target 2: Performance of English Academy students continuously enrolled since Oct. 1 on the Mathematics MCA-II or MTELL will improve each year: at least 10% of students will meet or exceed the standards in spring 2009, improving from the current (spring 2008) level of no students meeting the standards. Also, Academy of Math test results will show that students on average will make at least one year’s progress from fall to spring.</p>	<p>Performance Target 2: Performance of Circle sites students continuously enrolled since Oct. 1 will improve on the Mathematics MCA-II: proportion of students meeting or exceeding the standards will increase from no students (the 2008 figure) at least to 10% in 2009. Also, students will make significant progress in reading from fall to spring as gauged by a MySkills Tutor or Academy of Math pre-post assessment.</p>
<p>Performance Target 3: Of English Academy seniors enrolled Oct. 1, who remain continuously enrolled, at least 80% will graduate by the end of the school year.</p>	<p>Performance Target 3: The retention rate of students at MNIC Circle sites will increase, with the amount of the desired increase to be determined after final review of 2007-08 retention data. Retention rate is the percent of students who are enrolled October 1 and either graduate or remain enrolled to year’s end.</p>
	<p>Performance Target 4: The attendance rate of students continuously enrolled at MNIC Circle sites will increase, with the amount of</p>

Minnesota Internship Center Performance Targets, 2008-09	
MNIC South (English Academy)	MNIC North (Circle sites)
	the desired increase to be determined after final review of 2007-08 attendance data for this subset of students. Continuously enrolled means enrolled by October and either graduating or remaining to the end of the school year.

The remainder of this section is organized around the Performance Targets and measures; data pertaining to each is reported in turn.

2008-09 Accountability Data, MNIC South Site (English Academy)

MNIC South Performance Target 1: *Performance of English Academy students continuously enrolled since Oct. 1 on the Reading MCA-II will improve each year: at least 10% of students will meet or exceed the standards in spring 2009, improving from the current (spring 2008) level of no students meeting the standards. Also, pre-post Gates-MacGinitie and Academy of Reading test results will show that students on average will make at least one year’s progress from fall to spring.*

Measures pertaining to this goal are the MCA-II reading test and a pre-post test which had in the past been the Gates-MacGinitie reading test. However, the Gates-MacGinitie was discontinued in 2008-09 due to its unsuitability as a test of reading fluency. The computer-based Academy of Reading program was used in some classrooms but not consistently enough for meaningful data to be gleaned from student results on this measure. For 2009-10, pre-post progress in reading proficiency will be gauged by student gains in reading levels in the TEAE and IDEA Proficiency Test (IPT). MCA-II results are reported in this section, along with results on the Test of Emerging Academic English (TEAE) in Reading and Writing.

Also reported are Basic Skills Tests results in Reading; the BST is not directly relevant to the Performance Target but is important for students and for the school, as many MNIC students have not passed the BST and still need to do so in order to graduate.

Minnesota Comprehensive Assessments in Reading

There were just ten English Academy 10th graders who were continuously enrolled from October 1 through testing, who took the MCA-II in Reading in April 2009 (of a total of 21 students tested); all of these students scored at the lowest level (“Not Meeting Standards”). This result is unchanged from last year. English Academy staff continue to work together to identify strategies that will allow our students, most of whom come to us far behind in academic skills, to attain a level of mastery that will allow them to succeed on these tests. Strategies for improvement are outlined below, in the “Academic Goals for the 2009-10 School Year” section.

Test of Emerging Academic English

Test of Emerging Academic English (TEAE) results from English Academy students who took the test at the school twice, both in the spring of 2008 and again in the spring of 2009, show that most students made progress in reading from the previous school year to 2008-09, though not necessarily in writing¹. This test is an important indicator of language acquisition. TEAE scores are used to place students at four levels in terms of their degree of proficiency in English, moving toward proficiency.

TEAE Reading data shows that of a total of 136 students who had valid scores on the TEAE in the spring of 2009, 46 also had scores the previous year. Of the 46 students with pre-post scores:

- Thirty-five improved their scores (two stayed the same and nine declined)
- Fifteen improved their scores enough to move up at least one level (two moved up two levels, two went down a level, and the rest stayed the same)

TEAE Writing data shows that of a total of 134 students who had valid scores on the TEAE in the spring of 2009, 39 also had scores the previous year. Of the 39 students with pre-post scores:

- Sixteen improved their scores (six stayed the same and seventeen declined)
- Twelve improved their scores enough to move up at least one level (nine declined at least one level, and the rest stayed the same)

The below tables summarize the TEAE results for the students who took the TEAE tests both years. These results show that most students who remain enrolled at the English Academy over two years are improving their ability to read in English; but most are not yet proficient. On the TEAE Writing test, improvement is less consistent, suggesting that many students continue to progress in reading but did not advance as much in writing during 2008-09.

Again, this is not surprising considering research showing it typically takes several years for youth who emigrate to attain proficiency in their new language. The state's 2009 AMAO report for MNIC shows that of the 52 students with TEAE (Reading and or Writing) and/or Minnesota Student Oral Language Observation Matrix (MN-SOLOM) results at MNIC in both 2008 and 2009, 37 had been enrolled in Minnesota schools less than three years².

English Academy Students' Scores on the TEAE Reading test		
	# of students – 2008	# of students – 2009
Level 1	24	14
Level 2	14	20
Level 3	8	11
Level 4 (Proficient)	0	1

¹ This discussion is based on TEAE results reported in the District Student Results (DSR) file for MNIC, downloaded from MDE's Educator Portal in July 2009.

² Based on the AMAO Results Summary report for MNIC, downloaded from MDE's Educator Portal website Sept. 15, 2009.

English Academy Students' Scores on the TEAE Writing test		
	# of students – 2008	# of students – 2009
Level 1	14	11
Level 2	6	8
Level 3	12	12
Level 4	5	7
Level 5 (Proficient)	2	1

Basic Skills Tests in Reading

A total of 206 students in MNIC's English Academy program took the Reading BST in November, February, April and/or July of the 2008-09 school year; of these students 67 passed³. These results, which compare favorably to last year's BST results⁴, reflect the nature of the English Academy student population, which is 100% English Language Learners and mostly recent immigrants. Research studies have shown that students who have been in-country four years or less are rarely able to read at higher than a fifth-grade level. Such students are unlikely to pass the Basic Skills Test in Reading – however, school policy is to encourage students who are willing to take the tests regardless, for the experience of making the attempt, and to gain understanding of the level of language skill that is expected in American schools.

MNIC South Performance Target 2: *Performance of English Academy students continuously enrolled since Oct. 1 on the Mathematics MCA-II or MTELL will improve each year: at least 10% of students will meet or exceed the standards in spring 2009, improving from the current (spring 2008) level of no students meeting the standards. Also, Academy of Math test results will show that students on average will make at least one year's progress from fall to spring.*

The primary measure pertaining to this goal was Minnesota's Mathematics Test for English Language Learners, which students took in place of the MCA-II for Math in the spring of 2009. Results on the Basic Skills Tests in math are reported as well; this is a test which many MNIC students still need to pass in order to graduate. In addition, the Academy of Math computer-based supplemental skill-building program for math was used in several classrooms during the fall and winter of 2008-09. Though use was discontinued by the end of the school year, MNIC leadership felt that fall-winter pre-post results for those students who did use the program, were sufficiently significant to include in this report.

Minnesota Comprehensive Assessments in Mathematics

In place of the MCA in Mathematics, students at the English Academy took the Mathematics Test for English Language Learners (MTELL) in 2009. This is the state's equivalent high-stakes

³ This figure counts some students more than once, e.g. if a student took the test three times they would be counted three times.

⁴ During 2007-08, there were a total of 323 students at the English Academy who took the Reading BST, of whom 35 passed.

math test for ELL's. **There were just eight "October 1" 11th graders at the English Academy who took the MTELL in April 2009 (of a total of nine students tested); of these eight students, seven scored at the lowest level ("Not Meeting Standards") and one at Meeting Standards.** This result allowed the school to meet its AYP Safe Harbor target for 2009. Efforts to thoroughly revise and improve math curriculum and teaching strategies began during the last four months of the 2008-09 school year, supported by a Title I School Improvement grant which the English Academy was awarded in the fall of 2008. These efforts will continue through the 2009-10 school year, which will be Year 2 of the School Improvement Grant, and continued progress is anticipated. Strategies for improvement are outlined below, in the "Academic Goals for the 2009-10 School Year" section.

Basic Skills Tests in Mathematics

A total of 106 students at the English Academy took the Mathematics BST in November, February, April and/or July last year⁵. Of these students, 27 passed. These results compare favorably with last year, when a total of 49 of 319 students tested passed the Mathematics BST.

As with the BST in Reading, results here are largely reflective of the English Academy student population. Students who lack basic reading skills are unable to understand much of the content of the math BST.

Academy of Math results

Many English Academy students spent time building math skills using the computer-based Academy of Math program, particularly in the fall of 2008. According to its publisher, Autoskills, Academy of Math is a program that "supplements and reinforces key mathematical concepts introduced in the classroom, and provides students with an opportunity to practice mathematical procedures using a variety of content and question formats. The Academy of MATH develops mathematical proficiency by focusing on conceptual understanding, computational fluency and strategic competence across ten mathematical subject areas."

In the fall, participating students took a pre-test, the results of which were used to place them at an appropriate level in the program. Students who spent substantial time working in Academy of Math took a post-test midway through the year, in January. There were twenty-eight students with both pre- and post-test results; of these students all but five improved their scores from September to January. Median gain was 1.1 grade-equivalents, while ten of the 28 students progressed two grade-equivalents or more.

Performance Target 3: *Of English Academy seniors enrolled Oct. 1, who remain continuously enrolled, at least 80% will graduate by the end of the school year.*

⁵ This figure counts some students more than once, e.g. if a student took the test three times they would be counted three times.

This goal was included in the English Academy's School Improvement Plan; the school did not meet its Graduation Rate target for AYP in 2008, though it did in 2009 (AYP in Graduation rate is based on the previous year's data, such that 2009 Graduation Rate calculations for AYP are based on 2007-08 school year data).

A review of 2008-09 school year data, as of September 2009, showed that there were 75 seniors who were enrolled at the English Academy as of 10/1/08 and remained continuously enrolled throughout the school year unless they graduated sooner. **Of these 75 students, 52 graduated (69%).** Of the 23 who remained enrolled to the end of the year without graduating, 14 met the district's graduation rates but were unable to graduate due to not passing a state-mandated test. Thus the English Academy missed this target, due to some students' inability to either a BST or GRAD.

2008-09 Accountability Data, MNIC North Sites (Circles)

MNIC North Performance Target 1: *Performance of Circle sites students continuously enrolled since Oct. 1 will improve on the Reading MCA-II: proportion of students meeting or exceeding the standards will increase from 35% (the 2008 figure) at least to 45% in 2009. Also, students will make significant progress in reading from fall to spring as gauged by a MySkills Tutor or Academy of Reading pre-post assessment.*

The key measure pertaining to this goal was the MCA-II Reading test; plans were made to administer pre-post reading assessments included in either the MySkills Tutor or Academy of Reading computer-based supplemental learning programs in reading, but neither of these programs were used consistently across the Circle sites during 2008-09. For 2009-10, the Circle sites are implemented the Northwest Evaluation Association's Measures of Academic Progress (MAP) as a pre-post measure of growth. Also reported are Basic Skills Tests results in Reading, as many MNIC students have not yet passed this test and need to do so in order to graduate.

Minnesota Comprehensive Assessments in Reading

For the Circle sites combined, there were a total of just nine 10th-grade students who were continuously enrolled from October 1 through testing took the MCA-II in Reading (of a total of 39 students tested). Of these nine students, four scored at Not Meeting Standards, three Partially Meeting Standards, and two (22%) Meeting Standards. **Proportion of students meeting the standards was two of nine or 22% to MNIC did not meet this target.**

To improve in both Reading and Mathematics, the Circle sites will continue to implement their improvement plans, with the assistance in 2009-10 of a Professional Development specialist, funded through a Title I School Improvement grant which was awarded to the Unity site during the summer of 2009. Specific strategies for improvement in reading are included in the "Academic Goals for the 2009-10 School Year" section.

Basic Skills Tests in Reading

A total of 91 students⁶ at MNIC's four Circle sites took the Reading BST in November, February, April and/or July of the 2008-09 school year. Of these students 41 passed. These results are similar to 2007-08, when 58 of 103 students who took the Reading BST in November, February or April passed.

MNIC actively recruits students who dropped out of other schools, ALC settings and have been incarcerated. Most students enrolling at MNIC have already taken the BST's, and been unable to pass, multiple times. MNIC remains committed to building literacy skills but is working at a disadvantage. Results on these tests reflect students' academic achievement levels when they enter more than learning activities at MNIC.

MNIC North Performance Target 2: *Performance of Circle sites students continuously enrolled since Oct. 1 will improve on the Mathematics MCA-II: proportion of students meeting or exceeding the standards will increase from no students (the 2008 figure) at least to 10% in 2009. Also, students will make significant progress in reading from fall to spring as gauged by a MySkills Tutor or Academy of Math pre-post assessment.*

As with Performance Target 1, the key measure pertaining to this goal was the MCA-II; plans were made to administer pre-post mathematics assessments included in either the MySkills Tutor or Academy of Math computer-based supplemental learning programs in reading, but neither of these programs were used consistently across the Circle sites during 2008-09. Also reported are Basic Skills Tests results in Mathematics, as many MNIC students have not yet passed this test and need to do so in order to graduate.

Minnesota Comprehensive Assessments in Mathematics

For the Circle sites combined, there were twenty-three grade-11 students who were continuously enrolled from October 1 through testing who took the MCA-II in Mathematics (of a total of 45 students tested). **All 23 of these students scored in the Not Meeting Standards range, so MNIC did not meet this target.**

To improve in both Reading and Mathematics, the Circle sites will continue to implement their improvement plans, with the assistance in 2009-10 of a Professional Development specialist, funded through a Title I School Improvement grant which was awarded to the Unity site during the summer of 2009. Specific strategies for improvement in reading are included in the "Academic Goals for the 2009-10 School Year" section.

⁶ This figure counts some students more than once, e.g. if a student took the test three times they would be counted three times.

Basic Skills Tests in Mathematics

A total of 172 students⁷ at MNIC's four Circle sites took the Mathematics BST in November, February, April and/or July of the 2008-09 school year. Of these students 40 passed. These results are similar to 2007-08, when 48 of 222 students who took the Mathematics BST in November, February or April passed.

MNIC North Performance Target 3: *The retention rate of students at MNIC Circle sites will increase, with the amount of the desired increase to be determined after final review of 2007-08 retention data. Retention rate is the percent of students who are enrolled October 1 and either graduate or remain enrolled to year's end.*

Analysis of close-to-final 2008-09 student enrollment data, done in late September, showed that there were a total of 285 students enrolled at MNIC's four Circle sites as of 10/1/08. Of these 285 students, 48 graduated, 91 remained enrolled to year's end⁸, and 146 left MNIC without graduating. **Thus, retention rate was 139/285 or 48.8%. This represents a slight gain from 2007-08 on this measure.**

Retention rate by this measure has been close to 50% in each of the past two years, which represents a significant improvement from 2006-07:

- As of 10/1/06 there were 170 students enrolled at the Circle sites – 11 graduated by year's end and 49 remained enrolled (retention rate = 35.2%)
- As of 10/1/07 there were 221 students – 30 graduated and 74 remained enrolled (retention rate = 47.1%)
- As of 10/1/08 there were 285 students – 48 graduated and 91 remained enrolled (retention rate = 48.8%)

MNIC North Performance Target 4: *The attendance rate of students continuously enrolled at MNIC Circle sites will increase, with the amount of the desired increase to be determined after final review of 2007-08 attendance data for this sub-set of students. Continuously enrolled means enrolled by October and either graduating or remaining to the end of the school year.*

Analysis of final 2008-09 student attendance data, in late September 2009, showed the following: There were 130 students who were enrolled in one of the four Circle sites by October 31, and remained continuously enrolled from then to through the end of the year, unless they graduated sooner (forty-eight of the 130 graduated by the end of the school year). These 130 students' total days in attendance was divided by membership days, i.e. total days they were enrolled in the program. The resulting figure is 0.719, so attendance of continuously-enrolled students during 2008-09 was 71.9%.

⁷ This figure counts some students more than once, e.g. if a student took the test three times they would be counted three times.

⁸ For purposes of these retention-rate analyses, students who left the school but then returned and either graduated or remained to the end of the school year, were counted as having been retained.

In 2007-08 the percent-of-attendance figure for continuously-enrolled students at the Circle sites was 67.9%⁹, so this represents a 4% increase from last year.

6. Current academic goals for the 2009-2010 school year

7. Other student/school goals for the 2009-2010 school year

The below goals have been established for the 2009-10 school year, per the MNIC District School Improvement Plan, which MNIC leadership prepared in the fall of 2009. Below each goal are listed the strategies in place as of fall 2009, to improve in each key area.

English Language Academy targets

Performance Target 1: The AYP Reading Proficiency Index will increase from 0.00 in 2009 to at least 10.00 in 2010 as measured by the MCA-II in Reading.

Performance Target 1 strategies to improve include:

- Training is provided before beginning of the school year, focusing intensively on strategies for addressing core curriculum areas.
- Mentoring on strategies to teach reading is provided to reading/language teachers by the English Academy Professional Development specialist.
- In 2009-10 the English Academy is implementing the research-based Phonics for Reading program, to help our overwhelmingly ELL population master phonics.
- To improve performance in focused areas of need, English Academy students utilize Pearson Perspective, which provides students with assistance in the individual strands and substrands of the state standards in which they need help, referencing MCA questions from past tests.
- Beginning in August 2009, a Professional Learning Community focusing on reading/English instruction was established at the English Academy. This PLC consisting of the English instructors, PD Specialist and program administrator meets weekly to plan, discuss challenges, and receive training and coaching from the PD specialist. The Reading PLC is supported by a Social Studies PLC.
- Curriculum mapping has taken place in all English courses
- Professional Learning Communities are in place as of fall 2009, which will develop SMART goals around reading comprehension.
- The Sheltered Instruction model is being used for core academic courses at the English Academy. Staff have attended training for this (more will attend training in 2009-10 as implementation of Sheltered Instruction continues).
- Every student at the English Academy has a reading and vocabulary development class. The reading and vocabulary development classes use a wide variety of instructional materials, and students are placed based on their level of English language acquisition. Key academic vocabulary is embedded in all classes, all subjects.
- Additional time is devoted to reading/language acquisition: with regular English classes and the reading and vocabulary development class, students at the lowest two levels in terms of language acquisition are in English/reading classes at least three hours/day.
- The English Academy continues the effective practice of using volunteer tutors, to tutor students in reading. This is done in individual and small-group settings.
- MNIC obtained a federal Reading is Fundamental grant which will provide three new books for each student (obtained grant in 2008-09; implementation continues in 2009-10).
- Students in the English Academy's day program are encouraged to attend evening classes as well.
- An after-school homework center is provided for students to receive additional assistance

⁹ In 2007-08 there were 88 students enrolled in one of the four Circle sites by Oct. 31 and remaining to the end of the year unless they graduated sooner (28 of the 88 graduated by June 2008).

Performance Target 2: The AYP Mathematics Proficiency Index will increase from 12.50 in 2009 to at least 21.25 in 2010 as measured by the MTELL.

Performance Target 2 strategies to improve include:

- Training is provided before beginning of the school year, focusing intensively on strategies for addressing core curriculum areas.
- In the spring of 2009 the English Academy adopted a new core curriculum for math, from Prentice Hall. This was selected to meet the school's need for a system that was research-based and continuous, in that it guides students to build skills from basic math through calculus. An additional benefit is that this curriculum includes the use of manipulatives.
- The English Academy's math program places students at the appropriate level based on their math skill/ability level and specific challenges. Beginning in the fall of 2009, English Academy is shifting from conventional classes in math to a skill-based framework in which specific skills are addressed in math courses based on what students need (differentiated instruction). Students will be able to move mid-term to a different class if appropriate.
- Beginning in February 2009, a Professional Learning Community focusing on math instruction was established at the English Academy. This PLC consisting of the math instructors, PD Specialist and program administrator met weekly to plan, discuss challenges, and receive training and coaching from the PD specialist. The Math PLC continues for 2009-10, and is supported by a Science PLC.
- Curriculum mapping has taken place in all Mathematics courses
- To improve performance in focused areas of need, English Academy students utilize Pearson Perspective, which provides students with assistance in the individual strands and substrands of the state standards in which they need help, referencing MCA questions from past tests.
- Additional time is provided: All students are in math one hour a day, with additional classes provided in the evening for students who want or need to accelerate their progress.
- Staff define key math vocabulary and address with students across the curriculum
- MNIC successfully applied for a \$100,000 Title I School Improvement grant for the English Academy, which provided a full-time professional development specialist who focused primarily on the math program during the spring of 2009 (will expand to include a literacy focus and work with the whole school in 2009-10) The PD specialist is leading the effort to improve the program.
- The English Academy continues the effective practice of using volunteer tutors, to tutor students in math. This is done in individual and small-group settings.
- Students in the English Academy's day program are encouraged to attend evening classes as well.
- An after-school homework center is provided for students to receive additional assistance.

Performance Target 3: English Academy students who are enrolled for a full year will move toward proficiency in the English language as shown by improvements in the Comprehension substrand of the MCA in Reading: As shown by a test comprised of Comprehension questions from old MCA's, all students and students at each of three TEAE Reading-based language levels will improve from September 2009 to January 2010:

- Level 1 students: Average percent correct will improve from 32% in September at least to 38% in January
- Level 2 students: Average percent correct will improve from 38% to at least 53%
- Level 3 students: Average percent correct will improve from 53% to at least 68%
- All students: Average percent correct will improve from 42% to at least 53%

Performance Target 3 strategies to improve include:

- See strategies identified for Target 1 – effective instruction in reading helps students build language proficiency.
- Beginning in the fall of 2009, the Comprehension substrand from the MCA is an area of focus for instruction in literacy: this applies to all reading and English instructors, who are assisted by the social studies department to maximize instruction on this substrand.

- The English Academy is implementing a new speaking and listening curriculum for 2009-10 which is mapped to the state standards for speaking and listening, using the Sheltered Instruction approach.
- Beginning in the fall of 2009, teachers are asked to have a language objective as well as a content objective (applies to all classes, all subjects)
- Students are placed in Language Arts classes based on their Reading level as determined by the TEAE; since this test is only offered once a year, students are given the opportunity to take the IDEA Proficiency Test (IPT) at the end of a term. Students may take the IPT if they feel their level based on the TEAE was wrong, on teacher recommendation, or if TEAE data is missing.
- English Academy staff help students understand “code-switching,” the ability to use different levels of language depending on the situation. A new emphasis in 2009-10, this is critical to interviewing and employability skills and is part of the school’s shift to a high school emphasizing effective vocational training. Also, as part of the school’s vocational emphasis, staff help students write resumes.

Circle Sites targets

Performance Target 1: Performance of Circle sites students continuously enrolled since Oct. 1 will improve on the Reading MCA-II: proportion of students meeting or exceeding the standards will increase from 22% (the 2009 figure) at least to 32% in 2010. Also, students will make sufficient progress from fall to spring on the Northwest Evaluation Association’s Measures of Academic Progress (MAP) test in Reading to keep up with the national norming group.

Performance Target 1 strategies to improve include:

- Staff receive training in how to implement the Learning Circle philosophy (MNIC staff, done in-house, as Circle sites staff meetings every two weeks)
- Staff are receiving training to build their knowledge of effective pedagogy/art of urban education, including how people learn and how this informs an appropriate instructional environment (done in-house, through mentoring – Unity staff meet on weeks when there isn’t an all-staff meeting)
- A lead teacher for each Circle site (a Professional Development specialist at the Unity site) mentors less experienced staff to help them serve students effectively through the Circle-learning model.
- Training has been provided for all staff to understand the state reading standards and strands (“Unpacking the Standards” training offered by the Metro ECSU); training will also be provided in differentiated instruction, and reading strategies for high school students. For 2009-10, there will be a particular focus on building math vocabulary. Lack of key vocabulary is a barrier to many Unity student’s success on state tests; by focusing on this, reading instruction can help the school improve in math.
- Reading is integrated into other subjects across the curriculum, through the Circle learning methodology
- Beginning in the fall of 2009 a Professional Learning Community has been established at the Unity site (largest of the Circle sites), in which staff meet weekly to share challenges, successful practices, and resources; and to receive training and coaching from the Professional Development specialist.
- Students who score below proficient on an MCA or have not passed either the BST or the GRAD, use MCA and/or BST practice tests, to review material and prepare for taking the tests.
- Direct instruction in basic skills areas supplements thematic instruction (provided through computer-based programs such as MySkills Tutor, which link to Minnesota state standards). MySkills Tutor also provides diagnostic information to staff, identifying students’ particular areas of need so these can be addressed.
- A safety plan is in place, developed by the Circle sites’ Dean of Students, who leads the safety and security effort
- Staff strive to create a culture of high expectations for students at all sites, and make sure expectations, such as no swearing, are understood and adhered to by all
- Support outside of regular teachers is available for students who need assistance – e.g. school social worker helps students with a range of life challenges; assistance seeking post-secondary education for students who are close to graduation is also provided, via a college-placement specialist.

Performance Target 2: Performance of Circle sites students continuously enrolled since Oct. 1 will improve on the Mathematics MCA-II: proportion of students meeting or exceeding the

standards will increase from no students (the 2009 figure) at least to 10% in 2010. Also, students will make sufficient progress from fall to spring on the NWEA's MAP in Mathematics to keep up with the national norming group.

Performance Target 2 strategies to improve include:

- Staff receive training in how to implement the Learning Circle philosophy (MNIC staff, done in-house, as Circle sites staff meetings every two weeks)
- Staff are receiving training to build their knowledge of effective pedagogy/art of urban education, including how people learn and how this informs an appropriate instructional environment (done in-house, through mentoring – Unity staff meet on weeks when there isn't an all-staff meeting)
- A lead teacher for each Circle site (a Professional Development specialist at the Unity site) mentors less experienced staff to help them serve students effectively through the Circle-learning model.
- Training will be provided for all staff to understand the state mathematics standards and strands ("Unpacking the Standards" training offered by the Metro ECSU); as well as differentiated instruction. At the Unity site, all staff instructing students in math will be provided with extensive mentoring and support beginning in the fall of 2009, through the site's School Improvement grant.
- Beginning in the fall of 2009 a Professional Learning Community has been established at the Unity site (largest of the Circle sites), in which staff meet weekly to share challenges, successful practices, and resources; and to receive training and coaching from the Professional Development specialist.
- Students who score below proficient on an MCA or have not passed either the BST or the GRAD, use the MCA and BST practice math tests, to review material and prepare for taking the tests.
- Direct instruction in basic skills areas supplements thematic instruction. Direct instruction is provided through textbooks and via computer-based programs which align with Minnesota state standards – this includes MySkills Tutor for the basics; and Keys to Algebra for more advanced students. MySkills Tutor also provides diagnostic information to staff, identifying students' particular areas of need so these can be addressed.
- Students who are seriously considering a four-year college use the PSAT or SAT practice tests to prepare for these more advanced assessments of mathematics skills and knowledge.
- A safety plan is in place, developed by the Circle sites' Dean of Students, who leads the safety and security effort
- Staff strive to create a culture of high expectations for students at all sites, and make sure expectations, such as no swearing, are understood and adhered to by all
- Support outside of regular teachers is available for students who need assistance – e.g. school social worker helps students with a range of life challenges; assistance seeking post-secondary education for students who are close to graduation is also provided, via a college-placement specialist.

8. Sponsor Information

Minnesota Internship Center Charter School's sponsor is Pillsbury United Communities. Our contract with PUC was renewed in the spring of 2007, for a three-year term.

Sponsor contact is Chanda Smith Baker (email smithc@puc-mn.org; 612-302-3444). Ms. Baker is in regular contact with MNIC leadership and has attended Board meetings.

Enclosures

- **Governance Information**

The MNIC Board includes nine positions. There were a total of thirteen meetings of the MNIC Board during 2008-09. At the second meeting, five members left the Board: Abdighani Ali, Abdirahman Egeh, Rebecca Gutierrez-Bahr, Vin McMahon, and Janet White. They were replaced, effective at the third meeting, by Kat Anthony-Wigle, John Breyfogle, Susan Knittel, Takara Spaulding, and Reggie Womack. At the sixth meeting John Breyfogle was removed from the Board; at the at the eighth meeting Kaha Mohammed, Kassim Mohamed and Hassan Hilowle resigned from the Board resigned. At the ninth meeting Ali Egaale, Omar Fiqi, and Kathy Reamer joined the Board; at the tenth meeting Oliver White joined the Board bringing membership back to nine.

The below chart shows all MNIC Board members during 2008-09. Note: Phone/email information is included for those members who were on the Board as of the end of the 2008-09 school year.

Name	Board Position	Group (if teacher, file folder #)	Phone Number	E-Mail Address	Board Attendance
Abdighani Ali	Member	Staff			2 of 2 meetings
Kat Anthony-Wigle	Member	Teacher - 380859		wanji_winyan@yahoo.com	10 of 11 meetings
John Breyfogle	Member	Teacher - 424612			3 of 4 meetings
Ali Egaale	Member	Community member		egaale@yahoo.com	3 of 5 meetings
Abdirahman Egeh	Member	Teacher - 387163			2 of 2 meetings
Jama Farah	Member	Staff	612-722-5416	Jfarah@mnich.org	9 of 13 meetings
Omar Fiqi	Member	Teacher - 369215	612-722-5416	ofiqi@mnich.org	3 of 5 meetings
Rebecca Gutierrez Bahr	Member	Teacher - 450908			2 of 2 meetings
Hassan Hilowle	Member	Staff			4 of 8 meetings
Susan Knittel	Chair	Teacher - 387399	612-238-3020	sknittel@mnich.org	11 of 11 meetings
Vin McMahon	Member	Teacher - 394185			2 of 2 meetings
Kaha Mohamed	Member	Staff			4 of 8 meetings
Kassim Mohamed	Vice-Chair	Community member			4 of 8 meetings
Kathy Reamer	Treasurer	Teacher - 380352	612-588-1449	KReamer@mnich.org	5 of 5 meetings
Takara Spaulding	Member	Staff		tispaulding@hotmail.com	10 of 11 meetings
Janet White	Member	Teacher - 450503			2 of 2 meetings
Oliver White	Member		612-588-1449	owhite@mnich.org	4 of 4 meetings
Reggie Womack	Vice-Chair		612-588-1449	RWomack@mnich.org	11 of 11 meetings

- **Teaching Staff Information**

Name	file folder number	Assignment	Left during 08/09	Not returning 09/10
Katherine Anthony-Wigle	380859	Unity	<input type="checkbox"/>	<input type="checkbox"/>
Kathryn Boe	431432	Unity	<input type="checkbox"/>	<input type="checkbox"/>

Name	file folder number	Assignment	Left during 08/09	Not returning 09/10
John Breyfogle	424612	English Academy	x	<input type="checkbox"/>
Lisa Cooney	401612	English Academy (PD Specialist)	<input type="checkbox"/>	<input type="checkbox"/>
Lynn Cooper	445785	English Academy	<input type="checkbox"/>	<input type="checkbox"/>
Adrian Davis	431970	Shiloh	x	<input type="checkbox"/>
Rita Dugelman	302159	Sabathani	x	<input type="checkbox"/>
Mary Engelun	427215	English Academy	x	<input type="checkbox"/>
Jama Farah	998192	English Academy (Community Expert)	<input type="checkbox"/>	<input type="checkbox"/>
Omar Figi	369215	English Academy	<input type="checkbox"/>	<input type="checkbox"/>
Amy Gaspard	426023	Unity	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Hall	130290	English Academy	x	<input type="checkbox"/>
Tina Hyland	998216	Sabathani	x	<input type="checkbox"/>
Diane Jacoby	335211	English Academy	x	<input type="checkbox"/>
Susan Knittel	387399	Shiloh	<input type="checkbox"/>	<input type="checkbox"/>
Jillane Krause	407731	English Academy	x	<input type="checkbox"/>
Don Link	184726	Circle sites (Principal)	<input type="checkbox"/>	<input type="checkbox"/>
Hailemichael Mechesso	419826	English Academy	<input type="checkbox"/>	<input type="checkbox"/>
James Morehouse	432945	English Academy	<input type="checkbox"/>	<input type="checkbox"/>
Jason Morzenti	377021	English Academy	<input type="checkbox"/>	<input type="checkbox"/>
David Nelson	311440	English Academy	x	<input type="checkbox"/>
Kate Oliver	441255	Unity	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Olseen	444919	UTEC	<input type="checkbox"/>	<input type="checkbox"/>
Caroline Otis	429530	English Academy	x	<input type="checkbox"/>
Elizabeth Ottaviani	432000	English Academy	x	<input type="checkbox"/>
Joseph Pastoor	397978	English Academy	<input type="checkbox"/>	<input type="checkbox"/>
Kristin Quinn	436357	Unity	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Reamer	380352	Unity	<input type="checkbox"/>	<input type="checkbox"/>
Thomas Sima	318811	UTEC	<input type="checkbox"/>	<input type="checkbox"/>
Craig Smith	139607	UTEC/English Academy	<input type="checkbox"/>	<input type="checkbox"/>
Peter Sovell	273128	English Academy	<input type="checkbox"/>	<input type="checkbox"/>
Mary Stack-Ander	304742	Work Coordinator (multiple sites)	<input type="checkbox"/>	<input type="checkbox"/>
Tricia Torrey	430312	English Academy	<input type="checkbox"/>	<input type="checkbox"/>
Janet White	450503	Sabathani	<input type="checkbox"/>	<input type="checkbox"/>
Ron Wodtke	245280	UTEC	<input type="checkbox"/>	<input type="checkbox"/>
Victor Yepez	998337	English Academy (Community Expert)	<input type="checkbox"/>	<input type="checkbox"/>

- **Sponsor Information**

Sponsor name	Contact information	Sponsor liaison	Contract termination date
Pillsbury United Communities	Chanda Smith	612 302-3444	June 30, 2010

- **School Admissions Policies/Procedures**

MNIC's admissions policy is to enroll any student who requests attendance, limited by program capacity and grades served. All statutory requirements are followed including sibling preference. MNIC staff do not ask prospective students about special education background prior to enrollment. Staff have been trained regarding proper admission procedures.

Registration forms are available at the school and on the school's website, at <http://www.mnic.org/register.html>.

- **School's State Report Card**

The Minnesota Internship Center's 2007 Report Card Information (schoolwide) is online at http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=000&DISTRICT_NUM=4102&DISTRICT_TYPE=07. Report card information on the five sites that were operating during 2007-08 is available online, at http://education.state.mn.us/ReportCard2005/schoolsInDistrictListing.do?DISTRICT_NUM=4102&DISTRICT_TYPE=07&DISTRICT_NAME=MINNESOTA%20INTERNSHIP%20CENTER%20DISTRICT.

- **School's Current Non-Profit Status**

The Minnesota Internship Center Charter School is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>.

**Addendum to the MN Internship Center 2008-09 Annual Report
Additional Elements**

There are 10 additional elements to be included in charter school annual reports, per 2009 revised charter law provisions:

- *school enrollment*

Enrollment at MNIC’s five sites as of October 1, 2008 was:

- English Academy: 163 (down from 214, fall 2007)
- Unity: 119 (up from 105, fall 2007)
- UTEC: 29 (down from 33, fall 2007)
- Shiloh: 56 (up from 45, fall 2007)
- Sabathani: 47 (up from 27, fall 2007)

Enrollment at the English Academy declined from 2007-08 to 2008-09, driven by a decline in the immigrant population the school serves, and possibly also by the school’s move (noted in Program Challenges, p. 7.) Total enrollment decreased slightly, from 424 in the fall of 2007 to 414 as of October 1, 2008.

- *student attrition*

Retention of students is addressed with regards to Circle sites in the body of the report – see MNIC North Performance Target 3 (pp. 16-17). For the four Circle sites, retention rate, defined as the proportion of students enrolled 10/1/08 who either graduated during the school year or remained enrolled at year’s end, was 48.8%. For the English Academy, retention rate by this definition was 76.6%.

- *governance and management*

Governance is addressed via Governance Information in the Enclosures section of the report (p. 22). MNIC employs an Executive Director and two administrators, one for the English Academy and one for the Circle sites. The school as a whole is managed by a team led by its Executive Director, Kevin Byrne, and including the program administrators for the two programs, the volunteer manager, and the data manager.

- *staffing*

MNIC employed a total of 65.5 FTE’s of staff during 2008-09. These staff were in the following categories:

- Teachers, 30.3
- Administrative, 11.3
- Paraprofessionals, 10.3
- Safety (security) staff, 6.8
- Food service, 3.7
- Cleaners, 1.3
- Social worker, 0.9

Extensive use of volunteers, described under Best Practices, enhances the effectiveness of our staff . For 2009-10 there was a reduction in staff pay across the board, and reduction in the number of staff, especially paraprofessionals, to contain costs and maintain a balanced budget.

- *finances*

MNIC succeeded in increasing its Fund Balance during 2008-09:

	Fund 1 (General)	Fund 2 (Food Svc.)	Fund 4 (Community Svc.)
6/30/2008:	\$225,901	(\$84,160)	(\$3,788)
6/30/2009:	\$413,286	(\$89,549)	\$108,104

Total fund balance increased from \$137,953 to \$431,841. Balance in the General Fund and Community Service Fund improved, though the Food Service fund continues to run a deficit. This is due to MNIC's high poverty population, and the Board's commitment to feeding all students regardless of whether they can pay. In order to improve the school's effectiveness in financial management, the Board established a finance committee during 2008-09. The finance committee reviews financial status monthly and reports to the Board, working with the school's contracted financial manager.

- *academic performance*

Academic performance is addressed in Section IV of the report, 2008-09 Accountability Data

- *operational performance*

Several aspects of operational performance (community partnerships, attendance and retention, staff turnover, safety, and facilities) are addressed in the Program Successes and Program Challenges sections of the report. Facility challenges during 2008-09 led to the closing of the Shiloh site at the end of the school year. MNIC operations include the school's own food service, which prepares food on-site at the English Academy (delivered daily to the other sites). To transport students to its schools, MNIC contracts with Minnehaha Transport for students who attend the English Academy. For the other sites, MNIC provides bus tokens and quarters so students can use Metro Transit (for transport both to MNIC sites and to work sites for students who participate in a work program).

- *innovative practices and implementation*

Innovative practices are addressed in the Program Successes and Best Practices section.

- *future plans*

The drop in enrollment at the English Academy in 2008-09 has continued into 2009-10; this decline in student numbers is a major challenge the school is facing this school year. The overall focus of the English Academy's program is shifting in 2009-10, from a program focusing largely on teaching English to immigrants, to a more comprehensive high school which includes vocational preparation as well. During the morning there will be instruction focused on core academics, while during the afternoon students will have the option of continuing their studies in a more project-based format or leaving the site for work or internships. The new model is a variation on the "Circle learning" model which is utilized at MNIC's three other sites which serve primarily American-born students. This change is due to changes in the communities served by the English Academy (there are fewer immigrants coming to the Twin Cities than in past years so the focus needs to shift away from basic English), and also in response to demand from immigrant communities, for more advanced academic preparation and for schooling that will prepare students for careers. The name of the school has been unofficially changed as well, to MNIC East High School, to reflect this change in emphasis. These changes began during the fall of 2009.

To address the enrollment issue while planning for a better future, MNIC is beginning a strategic planning process in February 2010. School leadership will revisit key aspects of the program including the number of sites.

- *documentation of director's professional development plan*

MNIC's Executive Director, the Director of Volunteer Programs and Student Support Services, and one of the two site administrators, do not have administrative licensure. MNIC leadership is implementing best practices that will build strong and effective leadership in all aspects of the school, including but not limited to the requirements of the statute (M.S. 124D.10, Subd. 11, as revised in 2009). MNIC is putting in place HR practices and components for leadership positions ranging from job requirements and description, performance management and review, succession planning, and leader development programming, in order to positively impact school culture, staff performance, and student learning. MNIC is working with its sponsor, Pillsbury United Communities, in this initiative to develop leadership and

professional learning structures for all staff who are in leadership positions. Another resource supporting the initiative is the Principals' Academy run by Metro ECSU. In addition to the school's existing leadership team, other staff who are interested in leadership positions in the future will also have the opportunity to participate.

The leadership initiative is being presented to the MNIC Board for approval in January 2010. The MNIC Executive Director, the Director of Volunteer Programs and Student Support Services, and the non-licensed site administrator, will have professional development plans in place by March 2010.