



2016-2017 Annual Report District
4152-07

Draft Annual Report

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1. Background and Overview

As the Twin Cities German Immersion School (TCGIS) enters its 13th year of operation, the school continues to enjoy financial stability, strong enrollment and continued academic success. TCGIS is a healthy, tuition-free public charter school located in Saint Paul, Minnesota. It opened in 2005 with two grades and in the 2016-2017 school year completed its fifth year as a fully articulated K-8 school with 100% of our graduating 8th graders achieving German language proficiency on the European Reference exams, continuing the high language proficiency scores at our school. Additionally, the Twin Cities German Immersion School continued to do very well on the statewide Minnesota Comprehensive Assessments with over 75% of all students meeting or exceeding standard in math and over 80% doing the same in reading and science. The community, school board and administration are excited about the future of TCGIS as it solidifies its place as a premier public German immersion school in the state of Minnesota, nationally and internationally.

According to representatives of the German government responsible for interacting with German language schools worldwide, TCGIS continues to perform at the highest level of standards for German language acquisition by non-Germans. At the close of the 2016-2017 school year, TCGIS enrolled 517 students in grades K-8 and graduated 32 students in the 8th grade class.

Our full immersion program utilizes German as the language of instruction beginning in kindergarten and Spanish is offered as a third language elective in the middle school, continuing as one of the few public schools in the nation to provide this level of language instruction in the early instructional years. Furthermore, demand for a place at our school remained strong. Our waitlists break down as follows:

- Kindergarten: 90
- 1st grade 37
- 2nd grade 10
- 3rd grade 8

Retention in middle school remained strong with 98% of students staying and 4 new students joining the 5th grade.

2016-2017 saw TCGIS add a third bus route. The school continued its middle school sports program, as well. TCGIS was again awarded over \$162,000 from the Minnesota Department of Education in the "Alternative Delivery of Specialized Instructional Services" grant (ADSIS). This grant supports the school in its efforts to implement early interventions to meet struggling learners having behavior and academic challenges. 2016-2017 marked the second year in which these funds allowed TCGIS to provide additional instructional support with a Literacy Specialist and a Behavior Interventionist to support social and emotional needs.

TCGIS' affiliated building company and members of the school board Facilities Committee continued the exploratory work seeking a solution to accommodate future enrollment growth. Current enrollment has exceeded projections at the time of bonding for the facility in 2013.

Due to increased growth, TCGIS has greater building capital reserves at its disposal for future facilities projects.

TCGIS Vision, Mission and Values

In the fall of 2016, the TCGIS school board approved the following statements of mission, vision and values:

- **Mission:** Innovative education of the whole child through German immersion.
- **Vision:** *Andere hören, andere sehen, weltoffen denken und handeln.*

(English version: *An open mindedness toward the world seeing and hearing others.*
The Board has no plans for an official translation at this point.)

- **A learning environment that values:**
 - ❑ Curiosity
 - ❑ Kindness
 - ❑ Challenge and Support
 - ❑ Community
 - ❑ Intercultural Engagement

TCGIS Goals

It is our goal that students who complete our program through grade 8 possess a high level of language proficiency in German enabling them to communicate with native speakers comfortably and effectively. Also, grade 8 students will experience German culture and use their German language skills in the Capstone trip to Germany. In addition, they will be academically challenged to demonstrate high levels of proficiency in core subject areas as measured by the Common European Framework of Reference for Languages and the Minnesota Comprehensive Assessments. They will also develop the knowledge and skills to succeed in secondary school opportunities, including International Baccalaureate programs, Advanced Placement classes, College in the Schools programs and the Post-Secondary Educational Option.

TCGIS History & Culture of Commitment

A team of dedicated staff, parents and community members committed countless hours of their time and talent to ensure the gift of German language immersion would be available to children of the greater Twin Cities. TCGIS owes a huge debt of thanks to the pioneer staff and parents who were willing to dedicate themselves to the success of the school. In particular, a huge debt of gratitude is owed all of the staff and family members who worked so hard to bring the final permanent home of TCGIS to full completion.

Community Feedback

Results of this year's Parent Satisfaction Survey brought results that both affirmed and challenged:

- TCGIS is proud of an atmosphere that makes families feel good about choosing us:
 - 86% of respondents feel welcome at our school.
 - 91% of respondents report their child feeling safe at school.
 - 88% of respondents feel comfortable talking to teachers.
- Our school is academically strong.
 - 82% of respondents consider the learning environment excellent.
 - 76% of respondents are satisfied with the academic programs.
- Overall satisfaction is high with 84% being satisfied and 93% saying they are proud that their child attends TCGIS.

In addition to the challenge of pushing the above numbers upwards in the coming year, we also recognize specific challenges in:

- Improving consistency with parent communication from teacher to teacher.
- Working to increase school stability by increasing teacher retention.
- Strengthening instruction by providing teachers with support in differentiation and more effectively serving students with learning disabilities.

2. Notable Accomplishments

The following highlights some of the important accomplishments and new directions for TCGIS.

Academic Program

- TCGIS welcomed Christopher McKay to the school administrative team as Special Education Coordinator. While Tamera Pulver continued to provide contracted, state required Special Education Director services, Mr. McKay took care of the vast majority of director level work and guided the school's special ed program through its audit by the Minnesota Department of Education.
- TCGIS delivered Tier II interventions in behavior, literacy and math with the help of state aid for *Alternative Delivery of Specialized Instructional Services (ADSIS)*.
- TCGIS continued performing among the top schools of Minnesota in the MCA tests with 80.4% in reading, 77.8% in math and 84.8% in science, either meeting or exceeding grade level proficiency.
- 100% of the grade 8 students passed all areas of the DSD I exam at the B1 level (33 of 33 students). This is one of the highest passing rates for schools throughout the USA.
- TCGIS continued its upward growth with three sections per grade, K-4.

- The school continued its commitment to social-emotional learning, specifically working with the program “Positive Behavior Interventions and Supports” (PBIS) and the roll-out of the “*Mausmünze*”, the school’s reward ticket for good behavior.
- Spanish was extended into its seventh year as a 3rd language program.
- In grade 5, 100% of students passed in the German A2 exams. 5-8 grade students also participated in different contests and projects offered by the Zentralstelle für Auslandsschulwesen, or ZfA.
- TCGIS Capstone Program:
 - In October of 2016, TCGIS hosted our fourth exchange student group from Borghorst, Germany as part of the German-American Partnership Program. In addition, students from a second school, this one in Ochtrup, near Borghorst, participated as well.
 - TCGIS continued to receive funding from GAPP to defray chaperone costs and reduce the overall cost for our students.
 - The German American Chamber of Commerce donated money to support the Capstone Program, as well.
 - TCGIS once again made it possible for all 8th graders to participate in the Capstone exchange. As in 2016, the school applied for funds from MDE, supporting our mission that ALL students travel on Capstone. These MDE funds were used to support one teacher-chaperone from the Special Education Department who came to support one student while in Germany
- TCGIS welcomed 10 native speakers from Germany, Austria, Switzerland and Italy as classroom assistants - 9 interns and 1 trainee. All of them were in teacher training programs in their respective home countries and had completed at least one full year of training. Some of them were either close to completing their Master's degrees or had graduated from university prior to their internship/traineeship. In contrast to previous years, only four interns received their J1 visa through the Amity Intern Program. Six interns received their visa through our new visa agency partner CICD, the Center for International career Development. These young people were a very important language and cultural resource for the school and helped keeping the German language acquisition at a very high level throughout the school.
- Director of Community Relations Tina Haarbusch worked hard all year to “rebuild” the intern program and by the end of 2016-2017 had secured commitments from over 30 students of education in Germany to have an internship with TCGIS. Most of these students will remain for one semester with a few spending the whole year at TCGIS. All of this rebuilding work also included securing host family commitments from TCGIS families for each of the interns.
- The one-to-one Chromebook program was continued in grades 7-8 with students taking devices home and in grades 5-6 leaving them at school. This program was further implemented to continue developing students’ technology and career and college readiness skills.
- TCGIS’ First Lego League robotics teams competed for the 4th year. TCGIS won the “Judge’s Choice” award as a school and one team won the “Core Values” category. Another team made it to the quarterfinals in the head-to-head competition.
- TCGIS hosted its 2nd annual Hour of Code event in which families came together to program. Participants took home certificates.

- In it's third year, the TCGIS History Day program continues to flourish. By participating in History Day students build critical thinking, problem-solving, research, and writing skills. TCGIS students have competed in all levels of competition for History Day - from school level to nationals, building confidence, self esteem, and school spirit in the process.
 - In 2017, two student groups from TCGIS received honorable mentions at the State History Day.
 - A third student from TCGIS (7th grade), got 1st place at the state competition. The student moved on to the national competition in Washington, DC and competed against students from other states and even other countries. Our 7th grader got second place at National History Day making TCGIS history as not only the first TCGIS student to go to the national event, but also the first TCGIS student to place there.
 - With help from the PTO, the school was able to send History Day teacher Catie Jacobs to participate in the program in Washington, D.C.
- In accordance with MN Statute 120B.12, TCGIS continued a local literacy plan designed to have students read at or above grade level by the end of third grade. For the third time, Kindergarten students were assessed for pre-literacy skills coming into school in the fall using the FAST (Formative Assessment System for Teachers).
- TCGIS continued to offer a formalized fee-based after school enrichment activities program administered by the front office for wider, richer offerings. Classes include woodworking, baking, knitting, dance, handball and others. Band lessons continued with integrated band lessons during the day in 2016-2017.
- TCGIS held monthly social hours (“Kaffeeklatsch”) to welcome families into the school to observe German language class circle conversations followed by a social hour to meet with other parents and TCGIS office staff.

Curriculum, Assessment and Staff Development

- TCGIS continued with the “Quality Compensation” or “Q Comp” program endorsed by the teachers’ union.
- Staff Development was planned by teachers in conjunction with leadership to include topics in Social Emotional Learning, Immersion Learning Best Practices, Tiered Systems of Intervention, and School Climate Improvement.
- Teacher leadership roles continued and grew in the 2016-17 school year. This included leadership for the elementary program, middle school program and Q Comp program. During the year, a need for increased teacher leadership became clear and TCGIS created two elementary and two middle school coordinator positions. The positions are stipended.
- Director of Curriculum and Assessment was retained to coordinate with teachers in horizontal & vertical teams for curricular, instructional, and assessment consistency and collaboration for data based decision making for student academic improvement.

- Continued implementation of the ADSIS grant which included staffing for the ADSIS program (Alternate Delivery of Specialized Instructional Supports).
- PowerSchool Parent Portal was available to all parents grades K-8 for real time grade reporting to parents. The school continues its efforts in helping parents and students most effectively take advantage of this tool.

Financial

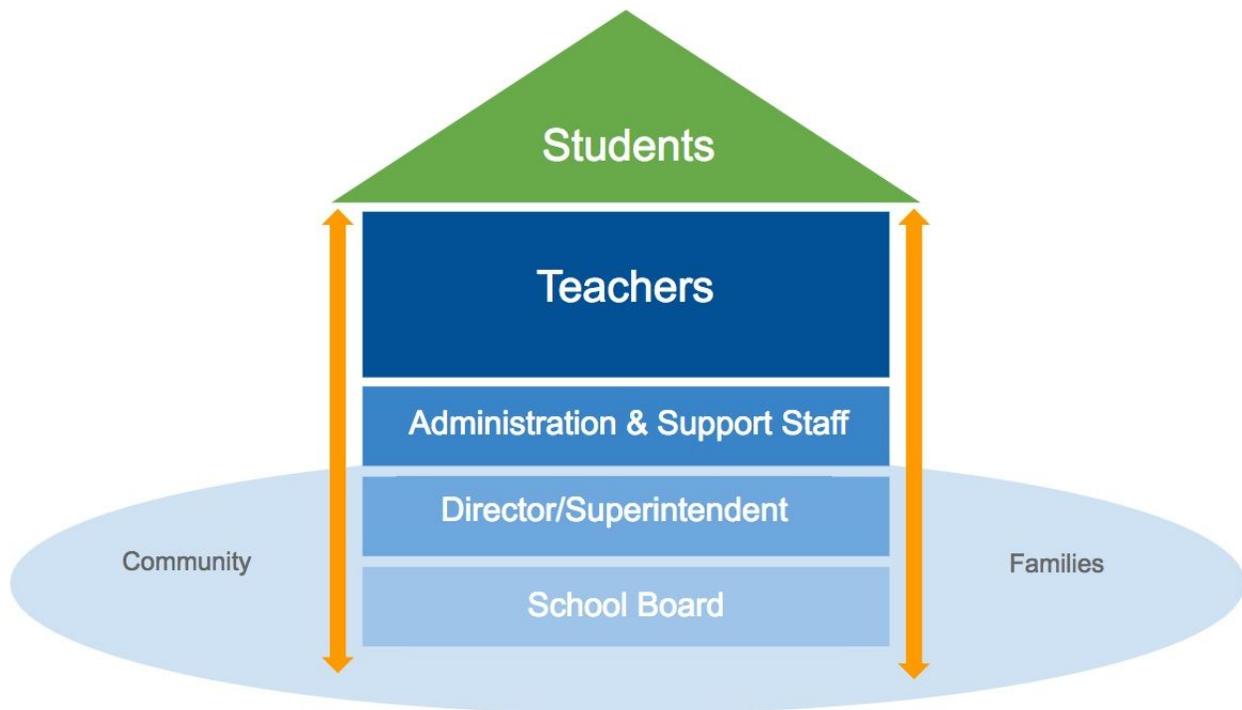
- In accordance with our collective bargaining agreement, teachers were granted increases the 2016-2017 school year and adjustments were made for those teachers who expanded their professional skills and gained additional credits of educational experience.
- TCGIS finished the 2016-2017 school year with a fund balance of 26.4%, bringing the school within its targeted range while providing teacher increases.
- The German Government continued its support of TCGIS by funding two full teaching positions and paying the salary of one half of another. They also continued funding almost \$5,000 worth of German textbooks and learning materials.

Operational

- On July 18, 2016, Ted Anderson began the position of Executive Director.
 - Mr. Anderson spent extensive time in his first weeks getting to know the school, its players and its history. He held listening sessions with:
 - parents
 - former board members
 - PTO
 - teachers
- During school year 2015-2016, TCGIS' previous authorizer, the Germanic American Institute of Minnesota (GAI) notified the school that it would not continue as authorizer. The GAI had been TCGIS' authorizer since its inception. Mr. Anderson worked with the Board to seek a new authorizer and after a thorough search, the school decided to apply to be authorized by the University of St. Thomas.
- On June 7, MDE approved the Authorizing Agreement between TCGIS and UST. The term is July 1, 2017-June 30, 2022.
- Gael Braddock became the school's Director of Human Resources and Operations.
- TCGIS Building Corporation will continue its ownership of the school's building through the 2016-17 school year.
- Property updates included a playground fence and an updated teacher's work/break room which were completed in Summer 2016.
- Bussing continues to be a popular service. We now have three busses; two of which are close to full capacity. Options for increasing capacity will be explored, with nearly 200 students using the bus service.
- Along with a new Executive Director, TCGIS created the following administrative positions: Director of Student Affairs, Director of Extracurricular Programming, and

Director of Human Resources & Operations. These positions were strategically planned to create a more horizontal leadership structure to increase administrative support for our instructional staff.

- In December 2016, the extended leadership team consisting of Executive Director, Director of Student Affairs, Director of HR and Operations, Director of Curriculum and Instruction, Special Education Coordinator, Kinderclub Director, Community Relations Director, Director of Technology, and Building Engineer met for a full day off site with Nathan Eklund from Eklund Consulting to work on team decision making processes and role clarity. One result of the work was the “Schulhaus”, an organizational schema that looks like this:



The full presentation made to Staff in January 2017 can be seen [here](#).

- As the School’s student body grows, we continue to build internal capacity to provide services that have historically been outsourced. The school no longer relies on contracted psychologist services, and has increased our in-house Speech Language Pathology capacity. We expect to absorb the duties of our contracted Special Ed. Director within three years, and also expect to decrease our need for contracted nursing services as our Health Service Associates gain experience in their positions.
- TCGIS teachers are currently unionized under a Collective Bargaining Agreement with the Education Minnesota Federation of Charter School Employees. A renewed contract is set to be negotiated through the 2017 school year, and is scheduled to go

into effect July 1, 2017. Negotiations began in May, 2017 and were in progress at the end of the fiscal year.

Collaboration with and recognition from other organizations

- Mr. Anderson and Mr. Mullins were active in their outreach efforts to the Minnesota chapter of the German American Chamber of Commerce (GACC). Mr. Mullins was able to secure a \$500 donation from them to support our Capstone Program.
- Board member Dianne Bell, along with Mr. Anderson and several teachers attended the GACC's Spring Gala event as guests of Allianz Insurance.
- Twin Cities German Immersion School continued to be recognized as a [Center of Excellence](#) by the American Association of Teachers of German.
- Representatives of TCGIS were regular attendees at the Germanic American Institute's *Gedankenaustausch* meetings, in which local German-focused organizations work to collaborate and support each other.
- Germany's Bundesprogramm Lehrkraft Program (BPLK) maintained its support of two full-time paid teachers from Germany at TCGIS in 2016-2017. Beate Simon continued her work with the expanded Deutsches Sprachdiplom program and implemented the DSD I exams at TCGIS. 2016-2017 marked the fourth year TCGIS tested grade 3 students at the A1 level.
- 2016-2017 marked the first year of an exciting new partnership with Saint Paul Public Schools in which graduating 8th grade TCGIS students receive spots at Central High School and continue immersion level German instruction. TCGIS teacher Beate Simon provided two days of weekly instructional support to the German teacher at CHS.
- June 2017 brought the exciting news that founding TCGIS director Mary-Fred Bausman-Watkins would be the new German teacher at Central High School starting in the fall of 2017.
- TCGIS Science Program collaborates with 3M's "Visiting Wizards" program.

3. School Retention, Enrollment and Attrition

In the 2016-17 school year, TCGIS enrolled 522 students at the start of the year and ended the year at 516 students with a 99% retention rate and demonstrating an ability to keep the enrollment up. TCGIS planned for and staffed three sections K-5 for the 2017-2018 school year.

TCGIS 2016-17 Student Retention

Grade Level	Initial Enrollment	New Enrollment	Attrition	Year-End Enrollment	Retention %
KG	72	2	2	73	97%
1	76	0	2	73	97%
2	73	0	0	73	100%
3	70	2	3	69	95%
4	66	0	1	65	98%
5	52	0	0	52	100%
6	46	0	1	45	98%
7	35	0	1	34	97%
8	32	0	0	32	100%
Total:	522	4	10	516	99%

4. School Governance

The Twin Cities German Immersion School is governed by a board of directors and managed by an executive director. The executive director for 2016-2017 was Ted Anderson. Kelly Laudon chaired the board of directors. The school board began the year 2016-2017 as a nine-member board elected by the parents, teachers and staff at the school. Andy Thompson was elected for a 3 year rotation, replacing Robert Hennelly. Kristin Helling and Kelly Laudon also rolled off their appointed term and both ran again for the board and were elected to serve 3 year terms. Board members serve on a three-year rotation, with one third of the members rotating off of the board each year. Table 2 summarizes the board composition for the 2015-2016 school year. Table 3 summarizes the board training that was completed in the 2015-2016 school year.

Table 2: 2016-2017 TCGIS Board Members

Member Name	Board Position	Election Date/Date Seated/Term Exp.	E-mail
Kelly Laudon (Parent Community Member)	Board Chair (effective June 2015)	Appointed and Seated February 2014 Elected May 2016 Seated June 2016 Term expires June 2019	klaudon@tcgis.org
Kristin Helling (Parent Community Member)	Administrative Liaison Committee Chair Parent Liaison (effective July 2017)	Appointed and Seated June 2015 Elected May 2016 Seated June 2016 Term Expires June 2019	khelling@tcgis.org
Christine VeLure-Roholt (Parent Community Member)	Parent Liaison Administrative Liaison Chair (July 2017) Vice Chair (effective June 2017)	Elected May 2015 Seated June 2015 Term Expires June 2018	cvelureroholt@tcgis.org
Jenneke Oosterhoff (Community Member)	Teacher Liaison Secretary (effective June 2017)	Elected May 2015 Seated June 2015 Term Expires June 2018	joosterhoff@tcgis.org
Nic Ludwig (Parent Community Member)	Facilities Committee Chair (effective July 2017)	Appointed and Seated October 2016 Term Expired June 2017	nludwig@tcgis.org
Sam Walling (Parent Community Member)	Finance Committee Chair	Appointed and Seated October 2016 Seated June 2017 Term expires June 2019	swalling@tcgis.org

	(effective July 2017) Treasurer (effective June 2017)	(finishing Andrew Thompson's term)	
Dianne Bell (Parent Community Member)	Fundraising & Development Committee Chair (effective July 2017)	Appointed and Seated October 2016 Re-elected May 2017 Term expires June 2020	dbell@tcgis.org
Stephanie Forsland (Parent Community Member)	Governance Chair (effective September 2017)	Elected May 2017 Seated June 2017 Term expires June 2020	sforsland@tcgis.org
Sarah Dye (TCGIS Teacher)		Appointed and Seated February 2017	sdye@tcgis.org
Fabian Liesner (TCGIS Teacher)	Teacher Liaison (effective July 2017)	Appointed and seated February 2017 Term expires June 2018	fliesner@tcgis.org
Wolfgang Koch (TCGIS Teacher)		Elected May 2017 Seated June 2017 Term expires June 2020	wkoch@tcgis.org
Ted Johnson (Parent Community Member)		Resigned September 2016	
Andrew Thompson (Community Member)		Elected May 2016 Seated June 2016 Resigned October 2016	
Burkhard Tiessen	Comm. & Dev. Chair	Elected May 2014 Seated June 2014	

(Parent Community Member)		Term Expired June 2017	
Natalie Yaeger (Parent Community Member)	Secretary (effective August 2015) Finance Committee Chair (effective September 2016)	Elected May 2014 Seated June 2014 Term Expired June 2017	
Hunter Goetzman (TCGIS Teacher)	Board member and Governance Chair as of 06/2015	Elected October 2012 Seated November 2012 Term Expired June 2015 Re-elected May 2015 Seated June 2015 Term expired 2018 Resigned February 2017	hgoetzman@tcgis.org

Table 3: 2016-2017 TCGIS Board Member Training

Training	Participating Board Members
Board Retreat with Denny Morrow November 10, 2016	Kelly Laudon, Rob Hennelly, Hunter Goetzman, Sam Walling, Natalie Yaeger, Burkhard Tiessen, Jenneke Oosterhoff, Kristin Helling, Christine VeLure Roholt, Nic Ludwig
Board Retreat with Nate Eklund Consulting January 28, 2017	Kelly Laudon, Rob Hennelly, Hunter Goetzman, Sam Walling, Natalie Yaeger, Burkhard Tiessen, Jenneke Oosterhoff, Kristin Helling, Christine VeLure Roholt, Nic Ludwig
Legally required new board member training (all three sections)	Nic Ludwig - Training completed, 3/2017 Dianne Bell - two courses remaining, will complete, Fall 2017 Sam Walling - Training completed, 4/2017 Fabian Liesner - Training completed 6/2017

5. School Management and Administration

After the resignation of Ann Jurewicz in June, 2016, the School welcomed Edward (Ted) Anderson to the Director role for the 2016-17 school year. Additional administrative changes were implemented during the transition period between the Ann Jurewicz's notice of resignation and Ted Anderson's arrival to create a more horizontal leadership structure and provide increased administrative support to our students and instructional employees. Michelle Wallace (File Folder #357442) moved from a Teacher on Special Assignment role as Dean of Students in the 2015-16 school year to a formally administrative role in 2016-17 school year as Director of Student Affairs. Christopher McKay (File Folder #448695) was hired beginning in August of 2016 to oversee the day to day operations of the Special Education Department as Special Education Coordinator. Bettina Haarbusch shifted from her role as Communications Coordinator in the 2015-16 school year to Community Relations Coordinator for the 2016-17 school year. In this role, she coordinated the School's intern program, volunteer program, fundraising efforts, and website. Emily Ruggles Johnson expanded her role from Kinderclub Director to Director of Extracurricular Activities

Michael Mullins maintained his role as Director of Curriculum & Instruction, Gael Braddock maintained her role as Director of HR & Operations, Jesse Whitney maintained his role as Information Technology Director, and Andreas Nettet maintained role overseeing Buildings & Grounds.

In 2016-17, TCGIS had two full-time Front Office Coordinators: Lauren Kalish, who focused on business & personnel services, and Maja Reyes, who focused on student data and state reporting. Stephanie Guitard was employed as a .75 FTE School Receptionist until October 2016, when she accepted a position as a Kindergarten Education Assistant. Becky Cairns replaced Stephanie Guitard for the remainder of the school year.

At the close of the 2016-17 school year, the position of Director of Student Affairs was cut from the administrative structure; the duties of which were to be redistributed among current administrative staff.

6. Staffing

Successful immersion education depends on recruiting highly qualified teachers who also possess native or near-native ability in the German language. In addition, maintaining a German language presence on a school-wide basis requires that most, if not all, staff have some proficiency in German, so that bilingual communication with the children continues outside of the classrooms. It remains an ongoing challenge to find teachers and staff who are proficient in German, are trained in their areas of specialty, are fully licensed or qualify for full licensure in Minnesota, and who are eligible to work in the United States.

TCGIS has successfully hired teachers locally, through a partnership with the Student Teacher Exchange program at the Checkpoint Charlie Foundation (a program which provides guest teachers for up to three years), and through Die Zentralstelle für das

Auslandsschulwesen. However, it is a trend that non-MN licensed German teachers from overseas (designated as Community Expert) tend to stay two (2) years or fewer due to their tenure benefits in Germany. Furthermore, retaining teachers with more than three (3) years of teaching experience in the charter environment can also be challenging. A lack of traditionally-licensed teachers also feeds into the turnover rate, with teachers pursuing professional opportunities in different educational, or non-educational, settings.

A total of ten teachers resigned at the close of the 2016-17 school year. Three out of the the ten teacher resignations were due to German nationals returning to their home country, two teacher resignations were due to relocating to different US states, two were due to pursuing career opportunities outside of education, two were due to accepting teaching positions in other Minnesota school districts, and one was due to pursuit of a Master’s degree in a German university.

The following tables outline the current employees of TCGIS, and those who put in resignations for the 2016-17 school year. Currently, about 81% of all of the school’s employees are German speakers (compared to 75% in the 2015-16 school year), and over 90% of instructional employees are fluent in German. The School administration has only one new member, compared to three new members of leadership in the 2015-16 school year. School support staff has remained almost entirely stable, with the addition of a new Food Service Associate and full-time Custodian. The teacher employee group has maintained a turnover rate similar to the 2015-16 school year, about 25%. The School added three new teaching positions, including an additional Technology Integration Specialist, an additional Middle School teacher, and an In-House Substitute. The Education Assistant group has had four staff members move into teaching positions, but experienced only one resignation.

Current TCGIS Employees

Administrative Staff Members

Last Name	First Name	Position
Anderson	Ted	Executive Director
Braddock	Gael	Director of HR & Operations
Haarbusch	Tina	Director of Communication & Outreach
Marquis	Olga	Kinderclub Director
McKay	Christopher	Director of Student Support
Mullins	Mike	Director of Teaching & Learning

Nesset	Andy	Buildings and Grounds Director
Whitney	Jesse	Information Technology Director

School Support Staff

Last Name	First Name	Position
Anderson	Benjamin	Food Service Associate
Cairns	Becky	Administrative Assistant
Kalish	Lauren	Front Office Coordinator
Lehnen	Jennifer	Health Office Associate
Luger	Jim	Custodian
Moreno	Pat	Custodian
Reyes	Maja	Student Records & Reporting Coordinator
Shuster	Sandy	Assistant Food Service Coordinator
Weeding	Alex	Food Service Coordinator

Teachers & Instructional Staff

Last Name	First Name	File Folder (if teacher)	Assignment
Bergman	Ellen	995793	Grade 2 Teacher
Brueske	Julia	995791	Grade 3 Teacher
Carroll	Emma	995640	Art Teacher - Middle School
Cotroneo/Koepke	Emily	502776	Special Education Teacher
Dye	Sarah	479834	Librarian
Fierke	Johanna	477000	Grade 3 Teacher
Garber	Samantha	996271	Kindergarten Teacher
Goetzman	Hunter	445334	Leave of Absence

Gruhl	Barbara	499121	German & Spanish Teacher - Middle School
Hall	Suzanne	479834	Drama Teacher - Grades K-3
Jacobs	Catherine	481785	English Teacher- Middle School
Kaari	Kathryn	404724	Speech Language Pathologist
Kile	Anne	411821	Special Education Teacher
Klarman	Andrew	458664	Grade 4 Teacher
Koch	Wolfgang	997724	Grade 4 Teacher
Krug	Anke	997882	Grade 1 Teacher
Kulhanek	Kim	473465	Grade 1 Teacher
Lauenstein	Stephanie	446396	Science Teacher - Middle School
Lenburg	Amy	399046	Art Teacher- Elementary
Liesner	Fabian	486789	German & Sport Teacher - Middle School
Ludwig	Katja	996291	Special Education Teacher
Lynham	Kristin	477443	Special Education Teacher
Mecklenburg	Carol	254940	School Psychologist
Meinert	Joseph	995790	Grade 4 Teacher
Mekacher	Stephanie	997200	Grade 1 Teacher
Morrissey	Melissa	444717	Math Teacher - Middle School
Neu	Esther	471842	Technology Integration Coordinator
Newell	Kirsten	477135	School Psychologist Intern
Nieters	Jennifer	405382	Kindergarten Teacher
Peterson	Michael	995795	Sport Teacher - Elementary & Recess Coordinator
Prater	Chad	480380	Math Teacher - Middle School
Richmond	Jacob	496662	Sport Teacher - Elementary
Ruggles Johnson	Emily	407524	Kindergarten Teacher
Sanford	Ginger	440677	English Teacher - Elementary
Schlee	Rachael	478312	English Teacher- Grades 4-6
Schneider-Baumeis	Eva	995638	Literacy Specialist

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Scholtz	Heidi	341798	German & Spanish Teacher - Middle School
Simon	Beate	996781	German Teacher- Middle School
Stephenson	Scot	397485	Grade 2 Teacher
Stillwell	Evelyn	482253	Science Teacher- Middle School
Tabisz	Christopher	995784	German Teacher- Middle School
Taulbee	Joshua	491318	Special Education Teacher
Uitto	Gabriele	997197	Leave of Absence
Vanderwyst	Lisa	423031	In-House Substitute Teacher
VanGerpen	Laura	483354	Grade 3 Teacher
VanKoolwijk	Jill	340286	Drama Teacher- Middle School
White	Michael		Technology Integration Specialist
Zinnow	Katrin	997196	Grade 2 Teacher
Zinn	Gesa	996750	Leave of Absence

Education Assistants

Last Name	First Name
Brask	Louise
Clarkson	Emma
Dornemann	Nico
Frenette	Brandon
Gandrud	Eric
Grand	Peter
Macijeski	Nathaniel
Nance	Kevin
Parker	Shelly
Quant	Aviva
Reinke	Sarah

Schmitz	Suzanne
Sierra	Valentina
Singleton	Timothy
Stromquist	Dagmar
Tesdell	Erica

2015-16 TCGIS Resignations/Non-Renewals:

Last Name	First Name	Position
Bledsoe	Wilma	Grade 2 Teacher
Dahl	John	Drama Teacher- Middle School
Fruehling	Beth	Food Service Coordinator
Heindl	Elena	Kindergarten Teacher
Kettenbach	Claudia	German Teacher- Middle School
Kuehl	Urte	Grade 4 Teacher
Lengauer	Alexander	Science Teacher- Middle School
Lidfors	Jeana	Art Teacher- Middle School
Martinson	Kirk	German Teacher- Middle School
Nixon	Susan	Behavior Interventionist
Sims	Margaret	Grade 3 Teacher
Thomas	Eva	Educational Associate
Wallace	Michelle	Director of Student Affairs
Yates	Malcolm	English Teacher- Middle School

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Successful Partnership with Amity Institute and CICD

Additional staffing comes in the form of teaching interns from Germany, Austria or Switzerland. Through a partnership with the Amity Institute and CICD (Center for International Career Development), TCGIS contracts with university students who are studying to be teachers and are able to spend five months to a year in an overseas internship. As native German speakers, they also add significantly to the presence of adult native speakers in the school.

In 2016-2017, TCGIS was fortunate to have 10 different interns add their talents to the school as teachers' aids. Of these, 5 interns were able to stay for the entire year, adding additional stability for both students and supervising teachers. Interns are hosted by school families and contribute 28 hours weekly to the classrooms.

7. Student Achievement Goals for Meeting State Academic Standards

As per TCGIS's literacy plan, students in grades K-3 are assessed at least three times per academic year to determine literacy proficiency. Assessments focus on key literacy indicators determined by our grade-specific achievement goals with instruction concentrated in: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. The achievement goals are based on grade level MN ELA academic standards. Proficiency is determined by percentage levels of 80% or greater on assessment measures created/implemented by the German/English classroom teachers. Information gathered from these assessments is used in planning targeted group instruction.

TCGIS made a change from previous years regarding our use of standardized testing in German. TCGIS continues to use the SOPA in grade 2 and in grade 3 the A1 European Reference tests for Das Deutsche Sprachdiplom or DSD. The A2 and B1 levels continue to be implemented in grade 5 and 8 respectively. TCGIS dropped the Stolperwörter-Lesetest in favor of the A1 in 2013-2014.

Student Oral Proficiency Assessment

The student oral proficiency assessment (SOPA) measures oral language proficiency for foreign language learners in listening, speaking, grammar and vocabulary. This standardized test is done by trained professionals. There are three levels of proficiency: "novice, intermediate, or advanced". The rating scale, developed by the Center of Applied Linguistics, was adapted from the American Council on the Teaching of Foreign Languages proficiency guidelines for listening and speaking. The SOPA assesses speaking and listening, focusing on challenging children to produce extended discourse levels. There is no specific grammar and vocabulary assessment.

In alignment with the TCGIS assessment philosophy, the SOPA is administered only in grade 2. The benchmark the school strives for is 95% of all students in second grade at an intermediate level or higher in both listening and speaking.

Minnesota Comprehensive Assessments (MCAs)

MCAs are state required tests. Math and reading tests are given each year in English from grades 3 through 8 and the science test in grades 5 and 8. As of the 2014-2015 school year, all tests were administered online. The math and reading MCAs are administered in April of each year. The science MCAs are administered in early May.

Deutsches Sprachdiplom A1, A2 and B1 levels

Das Deutsche Sprachdiplom A1, A2 and B1 level tests are created by the Zentralstelle für Auslandsschulwesen (ZfA). These tests, designed for German Language learners, are required of all schools that work in partnership with and are eligible to receive financial support from Germany. Reading, writing, listening and speaking skills are tested. The highest total score possible is 80 and a passing score as of 2014 is 48 or better. The A1 and A2 are basic skills tests, assuming mastery of elementary German. The A1 is given in grade 3 and the A2 in grade 5. In grade 8, students sit for the oral and written Deutsches Sprachdiplom B1 test, also called the DSD I. This test measures the fluency of German language learners 13-14 years old as they progress toward language fluency for high school studies.

Table 4: TCGIS Summary of Testing Results

Blue shaded boxes show TCGIS goal met or exceeded

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Student Oral Proficiency Assessment	Test in April each year: Expected achievement level: 95% of all students at intermediate or advanced level.								
Grade 2 listening	97%	100%	100%	100%	100%	100%	100%	100	100
Grade 2 speaking	93%	100%	100%	100%	100%	100%	100%	100	100
Stolperwoerter-Lesetest	Test in April each year (until 2014) Expected achievement level: 75% average (25th percentile +) compared to all German students								
Grade 3	N/A	71%	58%	N/A	96%	N/A	N/A	N/A	N/A
Grade 4	N/A	76%	79%	84%	93.5%	N/A	N/A	N/A	N/A
Minnesota Comprehensive Assessments (MCAs)	Test in April - May each year: Expected achievement level: 85% meet or exceed in reading, 80% in math and 65% in science. In 2013, Minnesota introduced a more rigorous reading and math test from previous years.								
	2009	2010	2011	2012	2013	2014	2015	2016	2017

Grade 3 Reading	82%	84%	80%	97%	72%	81%	76%	73.9%	57.6%
Grade 3 Math	100%	94%	56%	91%	88%	91%	93%	79.4%	59.7%
Grade 4 Reading	81%	80%	96%	84%	84%	86%	91%	77.3%	77.8%
Grade 4 Math	86%	95%	90%	78%	88%	95%	96%	77.8%	77.8%
Grade 5 Reading	N/A	88%	95%	96%	74%	94%	85%	95.6%	91.3%
Grade 5 Math	N/A	65%	55%	91%	52%	94%	70%	93.3%	87.2%
Grade 5 Science	N/A	59%	59%	92%	81%	100%	95%	93.3%	95.8%
Grade 6 Reading	N/A	N/A	94%	85%	88%	93%	94%	92.1%	93.4%
Grade 6 Math	N/A	N/A	56%	85%	92%	82%	83%	81.1%	82.6%
Grade 7 Reading	N/A	N/A	N/A	100%	73%	96%	93%	85.3%	87.9%
Grade 7 Math	N/A	N/A	N/A	62%	91%	100%	70%	82.4%	91.0%
Grade 8 Reading	N/A	N/A	N/A	N/A	*89%	91%	95%	92.3%	90.7%
Grade 8 Math	N/A	N/A	N/A	N/A	*50%	100%	100%	80.0%	81.3%
Grade 8 Science	N/A	N/A	N/A	N/A	*56%	73%	81%	84.6%	78.8%

*Pink shaded is not reported by MDE as sample size is too small.

Student Oral Proficiency Tests (SOPA)

Goals

100% of 2nd graders will demonstrate intermediate level proficiency in listening and speaking.

Results

In 2015, TCGIS met 100% proficiency on the SOPA test for students testing in the 2nd grade.

Minnesota Comprehensive Assessment Tests

Goals

85% of our students should meet or exceed state requirements at all grade levels in reading, 80% in all grade levels in math and 65% in grades 5 and 8 in science.

Results

- In 2016-17, TCGIS met the authorizer goal in reading in every grade level except grades 3 and 4. According to CARLA institute at the University of Minnesota, research indicates lower reading scores in quality immersion programs when first tested in English. After a couple of years, these reading scores catch up and exceed monolingual environments. TCGIS research aligns with this prediction.

- In 2016-2017, in every other grade level, in every tested subject TCGIS met the authorizer goal for performance except grade 3 and 4 math scores.
- 10% improvement gains have been shown by students in Math Grade 5 & 7 from 2015 to 2016.

Deutsches Sprachdiplom A1, A2 and B1

Goal

In the second year administering the A1 test for grade 3, TCGIS students passed. TCGIS did set a goal of 85% passing in grade 5 in the A2 tests and 85% passing in grade 8 in the DSD I (B1 level) tests.

Results

In 2017, in grade 3, our students showed strong progress in 3 of 4 modalities. You see below that the 2016 results show improvements in some areas of both A1 and A2 assessments. 93% of the 5th grade passed the A2 test, while 88% of grade 8 passed all components of the Deutsches Sprachdiplom B1 test. However, in both the A2 and the DSD I 100% of our students passed in all four modalities. TCGIS students were tested for standards in German reading, writing, listening and speaking.

Internationale Vergleichsarbeit A1	2015	2016	2017
Test in March each year: Expected achievement level: 95% passing rate overall (from SOPA standards)			
Grade 3 reading - % points achieved by cohort	61%	100%	86%
Grade 3 writing - % points achieved by cohort	76%	92%	94%
Grade 3 listening - % points achieved by cohort	94%	100%	99%
Grade 3 speaking - % points achieved by cohort	88%	96%	96%

Internationale Vergleichsarbeit A2	2009	2010	2011	2012	2013	2014	2015	2016	2017

Test in March each year: Expected achievement level: 95% passing rate overall									
5th Grade reading - % points achieved by cohort	N/A	83%	97%	97%	100%	97%	97.5%	98	100%
5th Grade writing - % points achieved by cohort	N/A	67%	76%	97%	97%	97%	97.5%	98	100%
5th Grade listening - % points achieved by cohort	N/A	81%	88%	100%	100%	100%	97.5%	96	10%
5th Grade speaking - % points achieved by cohort	N/A	91%	91%	100%	97%	97%	93%	95	100%
5th Grade overall - % of students passing	N/A	94%	100%	100%	97%	97%	93%	93	100%

Das Deutsche Sprachdiplom DSD I	2009	2010	2011	2012	2013	2014	2015	2016	2017
Test in March each year: Expected achievement level: 95% passing rate overall									
8th Grade reading - % points achieved by cohort	N/A	N/A	N/A	N/A	100%	91%	100%	100	100
8th Grade writing - % points achieved by cohort	N/A	N/A	N/A	N/A	89%	64%	95%	90	100
8th Grade listening - % points achieved by cohort	N/A	N/A	N/A	N/A	100%	100%	100%	100	100
8th Grade speaking - % points achieved by cohort	N/A	N/A	N/A	N/A	100%	91%	100%	100	100
8th Grade overall - % of students passing	N/A	N/A	N/A	N/A	89%	64%	95%	88	100

From the DSD I exam, after targeting writing skills in the 2015-2016 school year, TCGIS students made great strides in this area and passed all target goals for the DSD I. As TCGIS develops as a school, we hope to work with the ZfA and our authorizer to continue setting challenging and realistic goals for the International exams at grade 3, 5 and 8.

8. Finance

At the September 2016 School Board meeting, TCGIS received an unmodified opinion of our 2015 -2016 financials. The audit for FY17 was in progress at the time of submission of this annual report. In 2016-2017, the Twin Cities German Immersion School continued its history of financial strength based on conservative budgeting and cautious spending. The table below

includes a summary of net assets for 2016 and 2017, the most recent complete financial statement available.

The TCGIS board adjusted its fund balance policy at its August 2016 meeting to move from a requirement of a 15% - 40% fund balance to a required fund balance of 20% - 25% of annual expenses. The fund balance is equity, which is made up of cash, receivables, and other assets. The balance is indicative of the financial security of the school and serves as a cushion to weather unexpected events such as not being repaid an increase in the state funding holdback, unanticipated shifts in student enrollment, or other unforeseen costs.

The fund balance percentage increased from 23.6% to 26.4% in the 2017 fiscal year.

Looking forward to the 2017-2018 school year, we will continue to benefit from the support of the German government's Bundesprogrammlehrkraft (BPLK) program. We are pleased to be able to have two such teachers on staff after having only one in 2016-2017. Additionally the German Government funds a half of a teaching position.

The 2016-2017 school year was our first with three grade 4 class sections as the school continues on its predicted path of organizational growth. The school expects this upward growth to continue up through 8th grade. Growth has been happening by more than 24 students per year as the outgoing, below capacity classes have been replaced by full Kindergarten classes. The school no longer expects the middle school class sections to have fewer students than K-4.

Twin Cities German Immersion School
St. Paul, Minnesota
Balance Sheet
June 30, 2017

	Audited	
	6/30/2016	6/30/2017
<u>Assets</u>		
Cash and Investments	\$ 1,068,355	\$ 1,248,810
Accounts Receivable	17,785	14,436
Due from Building Company	50,863	7,794
State Aids Receivable	465,462	700,226
Federal Aids Receivable	35,937	16,304
Prepaid Expense	10,883	12,042
Total All Assets	1,649,283	1,999,612
<u>Liabilities and Fund Balance</u>		
Current Liabilities		
Salaries and Wages Payable	\$ 157,957	\$ 155,611
Accounts Payable	144,635	213,044
Payroll Deductions and Benefits	126,707	105,816
Deferred Revenue	9,069	13,707
Total Current Liabilities	438,368	488,177
Fund Balance		
Beginning Fund Balance	\$ 1,210,915	\$ 1,210,915
Increase (Decrease) for YTD	-	300,520
Total Fund Balance	1,210,915	1,511,435
Total Liabilities and Fund Balance	1,649,283	1,999,612
Cash on Hand (Days)	74.11	75.38

9. Innovative Practices and Implementation

Continued Title I services and Q Comp; Articulated grades 5-8 Middle School Program; Grade 8 Capstone Experience with GAPP Exchange

For the fourth year in a row, the Twin Cities German Immersion School accepted federal Title I monies to target students not meeting or partially meeting standards in reading and math. The program has enabled TCGIS to expand the teaching staff to support students needing extra instruction.

TCGIS also accessed approximately \$120,000 in state money through the Minnesota “Quality Compensation” Program or Q Comp. Teachers wrote the program for additional performance pay determining a school wide goal around math and implementing additional teacher professional training in Cognitive Coaching to set and meet goals for additional performance pay.

Regarding the middle school program overall, TCGIS continued its work solidifying the middle school program in which specialty subject area teachers instruct all subjects grades 5-8. Additionally, students continued to have the chance to either deepen their German skills in *Vertiefungsdeutsch* (additional, “deepening” German instruction) or could choose to add Spanish as their third language.

Twin Cities German Immersion School was very proud to complete its fifth year of a fully articulated K-8 educational program in 2016-2017, including a Capstone trip to Germany. In addition, TCGIS welcomed students from Borghorst and Ochtrup, Germany for a third year to the Twin Cities for a true partnership exchange. TCGIS qualified for a GAPP exchange grant to support the trip as a whole.

Responsive Classroom/Developmental Designs/Positive Behavior Interventions and Supports

The school remains committed to continue building on its work with the principles of Responsive Classroom (for elementary) and Developmental Designs (for Middle School) by Origins. This social-emotional program facilitated in the German language employs methods in which students talk, share, play and interact to build community and responsibility as the foundations for positive and effective academic learning. This routine provides regular oral fluency modeling and practice and helps target one of our academic goals. New teachers receive a full-week of training.

In addition, TCGIS simultaneously practices “Positive Behavior Interventions and Supports” across the school.

10. Program Challenges, World's Best Workforce Goals and Future Plans

TCGIS has proven to be a remarkably successful and resilient language immersion school, attracting the attention and support of local families as well as the German government. The teachers' commitment to students is evident from the high test scores in Science, English, and German. With the completed larger building, the school had planned to continue expanding from two sections to three sections each subsequent year until we reach three complete K-4 classes and 2 complete 5-8 classes. However, the school will soon face the reality of 3 sections of grade 5 and higher due to higher retention rates than predicted. Extensive exploratory work was done in 2016-2017 seeking solutions to the space crunch. One concrete change resulting from this growth is the transformation of a computer lab into a classroom. The lab will be replaced by a computer cart.

TCGIS continues to face challenges attracting a more diverse enrollment population. This problem is compounded by the preference given to siblings of current students and children of staff members, leaving only approximately 15 spots for at large applicants. The State dictates clearly that remaining spots are to be awarded via lottery, so change can only come slowly. Nonetheless, plans to provide professional development for the staff as well as recruit and support new families from diverse backgrounds will be supported for the 2016-2017 school year.

FAST Assessment: Formative Assessment System for Teachers

For the first time, TCGIS participated in the Minnesota Department of Education benchmark testing cohort FAST. This tool officially qualifies TCGIS in the larger World's Best Workforce program that the State of Minnesota requires of all schools. The FAST assessment was given in fall and winter in 2015-16 to all Kindergarten students. It will help us in establishing baseline phonemic and phonetic awareness measures of our Kindergarten students. Based on the results of these FAST assessments, C & I was able to implement comprehensively for the first time targeted interventions in grades K-4 and systematically in the Middle School.

The following summarizes a number of goals and future plans outlined by TCGIS leadership for the 2016-2017 school year and beyond:

Academic

- In July 2015, TCGIS received over \$162,000 in Alternative Delivery of Specialized Instruction Services (ADSIS) from the state of Minnesota. Along with a third year of Title I program to target students "not meeting" or "partially meeting" the Minnesota state standards in reading and math, the ADSIS money enables TCGIS to add a Behavior Interventionist, a Literacy Specialist and other support staff for addressing student needs early in the educational process for academic improvement.

- Begin implementation of PBIS (Positive Behavior Intervention Supports) to compliment socio-emotional learning curriculum (SEL) K-8.
- Increase community engagement opportunities, including, but not limited to, more social gatherings and increased volunteer opportunities.
- Implement teacher professional learning plans using the Minnesota Q Comp program focusing on math and German language acquisition through content in immersion instruction.
- As planned and mentioned in the Annual Report 2015-2016, the school added a Curriculum, Instruction and Assessment Director to guide scoping and sequencing the curriculum as the organization matures. As expected, this has provided greater continuity and support for staff changes.
- Increase use of Schoology as both an online Learning Management System or LMS and a curriculum mapping archive for the school including:
 - a. weekly and unit topics
 - b. US and German standards
 - c. assessments
- Continuation of Technology Integrationist position with returning staff member that is fluent in German and English to train teachers in integrating technology into the curriculum and expand the K-8 technology curriculum.
- Expand and conduct the robotics program in the German Language for grades 7-8 to promote hands on learning in coding and technology skills. Expand the History Day program in grade 6 to include grades 7 and 8 for authentic learning experience.
- Maintain a Family Handbook, a Staff Handbook, and a website to standardize school procedures, including discipline, absence and tardiness policies to maximize learning opportunities for students. Maintain consistency and identify areas for support with online tracking system for student incident reports.
- Successfully negotiate a new collective bargaining agreement with the teachers' union.
- Continue expanding teacher competency in using Web 2.0 tools for increased student engagement and academic achievement; this includes training on web-based apps, newly installed Smartboards and updated features of the PowerTeacher gradebook.
- Implement the fifth year of Minnesota's Quality Compensation program (Q Comp) for the 2016-2017 school year. Apply career ladder opportunities for teachers and provide transparent professional observation feedback loops, both in teacher-to-teacher mentorships, and in administrative feedback for professional growth as part of the Q Comp program to meet state mandates on teacher evaluation.
- Provide mentorship and training to the number of new teachers at TCGIS given natural growth and turnover.
- Maintain and expand Professional Learning Communities (PLCs) to develop data-driven practice for measurable student achievement improvements. The Professional Learning (PL) Committee will guide PLC improvement and determine use of time for Early Release and Teacher Professional Development days.

- Expand the effectiveness and utilization of PowerSchool and PowerTeacher gradebook for both teachers and parents as a school management and communication tool on student progress and achievement.

Financial

- Monitor and adjust the FY17 operating budget as needs associated with the new building and addition arise and change throughout the school year. Create a long term facilities maintenance plan (3-5 years).
- Demonstrate fiscal responsibility in costing out the expected revenues from future growth with the expenses associated with acquiring a permanent home in order to ensure a healthy fund balance.
- Maintain a healthy fund balance in the face of increased salary and benefits costs from the collective bargaining agreement with the union.
- Monitor costs of busing and measure success on financial metrics.

Operational

- Successfully navigate the transition from outgoing director to new director.
- Monitor and adjust in reaction to changes in management structure.
- Manage ongoing challenges in recruitment of personnel, especially employees with German knowledge.
- Manage transportation needs that arise with multiple buses.
- Achieve a successful start-up of TCGIS' partnership with Saint Paul Public Schools and the advanced German class at Central High School for TCGIS grads.
- Work with TCGIS alumni and families:
 - to support their efforts to retain a connection to German/Germany and to communicate
 - to gather feedback as to how well TCGIS prepared graduates for high school
 - to collaborate in building networks with the German-American community to create opportunities for students as they prepare to enter the workforce and/or post-secondary studies
- Continue maximization of the 24,000 sq. ft. addition to meet programming needs, including proper outfitting of spaces with furniture and materials.
- Monitor new program initiatives amidst growth, including middle school electives, Title I, Q Comp and expanded PLC practices. Maintain quality academic success.
- Provide training on new and current technologies, including Smartboards, an expanded PowerSchool system and web-based apps; continue developing technical support and tech integration for tech tools; maintain standardization for teacher laptop machines, including back-up options for staff.
- Expand library resources and tools, including online catalog/database system. Continue building out staffing for library oversight.
- Monitor the GAI's progress regarding the face-to-face and online German options for high school and study sessions for AP German; connect to area high schools to provide robust German and academic programs for TCGIS alumni as our numbers grow. Consider implementing the AP German test for grade 8 TCGIS students.
- Systematize the master schedule through the use of PowerSchool Scheduler.

- Integrate responsibility for PowerSchool to in-house employees and discontinue use of outside contracted services.
- Integrate the various online systems for parent communication, parent volunteerism, online registration, online purchasing and online after school activities sign-up and payment.
- Integrate Kinderclub as a part of TCGIS and improve the delivery of before and after school services, as well as summer programs.
- Expand the Communications and Relations component for internal community satisfaction and external relationship-building, grant writing and recruitment.
- Expand efforts to recruit students from the surrounding neighborhoods.
- Expand efforts to increase student diversity.

World's Best Workforce Goals

As part of 2014 legislation, all public school districts develop plans for achievement goals for the new school year and report back to the state on progress towards meeting those goals. For the 2016-2017 school year, TCGIS, in conjunction with the District Advisory Committee, set the following goals:

Assessments	Goals		
Student Oral Proficiency (SOPA)	95% of all grade 2 will pass the SOPA in spring 2017 (Third Grade Literacy Goal) (100%)		
MCA s	85% of all students will pass Reading on the 2017 MCA tests (80.4%)	80% of all students will pass Math on the 2017 MCA tests (77.8%)	75% of all students will pass Science on the 2017 MCA tests (84.8%)
German tests	75% of all students will pass the A1 exams in Grade 3 by the spring of 2017	95% of all students will pass the A2 exams in Grade 5 by the spring of 2017 (100%)	80% of all students will pass the DSD I exams in Grade 8 by the spring of 2017 (100%)
Gap Goal - Special Ed.	5.3% reduction in the difference between Non-special education and special education students (gap is currently 20.5%)		
Career College Readiness	80% of all students will pass math for outgoing Grade 8 in the 2017 MCA tests (891.3%)		

Actual percentage achieved is in parentheses. Reached goals are in green, unreached goals are in yellow.

11. Authorizer

In 2016-2017, the Germanic-American Institute, our school's founding institution, served out its term as our authorizer. The Board and the Director began work in August, seeking a new authorizer for the school. After a thorough exploration of the options, TCGIS applied to be authorized by the University of St. Thomas. Throughout the course of the year, TCGIS and

UST's Charter Authorizing Program worked together to prepare and sign a new, five year authorizing agreement. In June 2017, the agreement was signed by both parties and subsequently approved by the Minnesota Department of Education. On July 1, 2017, UST officially became our authorizer.

TCGIS thanks the Germanic American Institute for its years of support and collaboration. The organizations look forward to on-going cooperation as regional "anchors" for German learning, Germanic-American intercultural engagement to continue bringing people together and creating opportunities for young people.

TCGIS is pleased to partner with the University of St. Thomas and its network of charter schools.

Authorizer Liaison:

Molly McGraw Healy
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Contract expiration date – June 30, 2022

12. School's State Report Card

Please visit the Minnesota Department of Education's Data Center on their website and follow the prompts to select reports for the Twin Cities German Immersion School.
<http://education.state.mn.us/MDE/Data/>

13. Non-Profit Status

Confirmation information available at:
<http://www.ag.state.mn.us/Charity/SearchResults.asp?FederalID=562443462>