AIM Academy of Science and Technology

FY26 Annual Report

School year 2025–2026



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Minneapolis, Minnesota 55407
aimacademymn.org

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Welcome and FY26 at a Glance

Our students, families and school community

A message from the school leader

Welcome to AIM Academy of Science and Technology's annual report. Our mission is to provide young people with a successful path to college and STEM careers through culturally responsive mentorship, integrated STEM education and connections with technology-based businesses and industries.

FY26 marked our first graduating class, an important milestone in building a complete sixth-through-twelfth-grade pathway. Students and families reported increased satisfaction, and teachers continued to strengthen instruction through coaching, collaboration and targeted support. We recognize that improving growth target attainment and sustaining student engagement remain priorities. As we look ahead, we will deepen real-world STEM opportunities, strengthen daily academic support and maintain supportive relationships that help students progress toward graduation and future success.

Dr. Abdirashid Abdi
Executive Director

FY26 at a glance

83.3%
Graduation rate

57.5%
Students reaching at least partial MCA Reading standards

77%
Licensed staff returning for FY27

77%
Eligible students returning for FY27

96%
Students satisfied with their learning

100%
Parents satisfied with their child's sense of acceptance

Source: FY26 report, Academic Performance, Staffing, Student Retention and Satisfaction Survey Results.

Highlights Across the School

Progress in the areas that matter to our community

ACADEMICS

Black + FRP Students outperform MPS in reading and math

31% of AAST Black + FRP students were proficient on MCA reading compared to 14.3% in MSP.

STUDENTS AND FAMILIES

Satisfaction with learning strengthens

Student satisfaction with learning reached 96%. Parents reported 97% satisfaction with safety and 100% with acceptance.

Advisory and adult mentors support students' school experience.

GOVERNANCE

Training and reflection guide oversight

Board members participate in annual training and performance self-assessment.

Ayan Abdi was elected to a parent representative seat in May, with service to begin after initial training.

LEADERSHIP AND STAFF

Coaching supports instructional continuity

Licensed staff retention for FY27 is 77%.

Data Teams, PLCs and individual coaching guide professional learning and classroom practice.

PROGRAMS AND INNOVATIVE PRACTICES

STEM learning connects with future careers

University, coding and industry partnerships connect classroom learning with real-world opportunities.

PSEO, internships and the ARCTIC Library support college and career preparation.

FINANCES

The year closes with a positive balance

The General Fund recorded net income of $33,239.

Combined ending fund balances totaled $153,677. The school adjusted staffing and received grant support in response to revenue pressures.

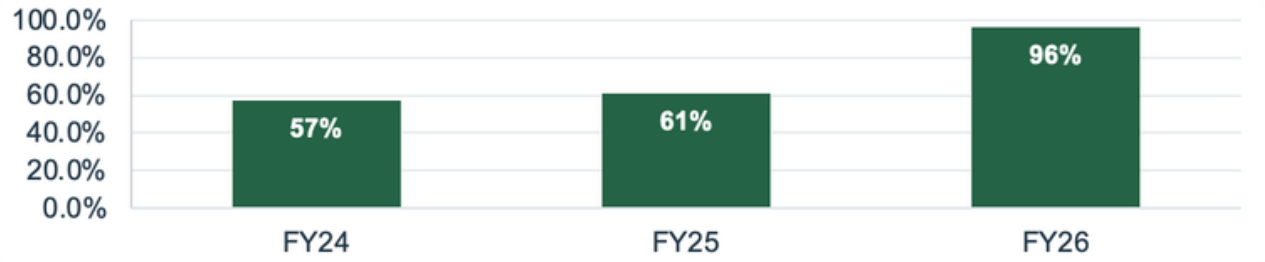
Source: FY26 report, Academic Performance, Governance, Staffing, Curriculum, Innovative Practices, Satisfaction Surveys and Finances.

Progress Across Recent Years

Comparable satisfaction measures, using the years available

Student satisfaction with learning reaches 96%

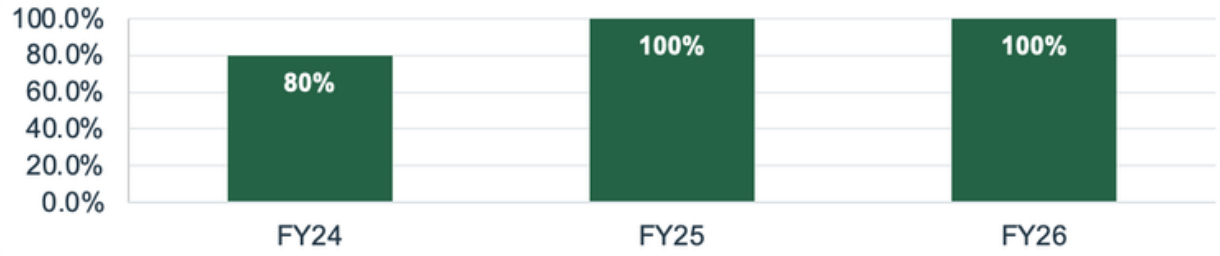
Percent of students satisfied with their learning



Source: FY26 report, Satisfaction Survey Results. Percentages rounded to whole numbers.

Staff satisfaction with professional development stays at 100%

Percent of staff satisfied with professional development opportunities



Source: FY26 report, Satisfaction Survey Results. Percentages rounded to whole numbers.

Parent satisfaction with safety increases

Percent of parents satisfied with school safety



Source: FY26 report, Satisfaction Survey Results. Percentages rounded to whole numbers. FY24 was not supplied for this measure.

Looking Ahead to FY27

Five priorities for instruction, student pathways and school stability

AAST will strengthen academic support, deepen STEM and workforce connections, and maintain the relationships and operating systems that support student success.

1

Classroom instruction and academic support

Expand daily targeted reading and math interventions, using assessment evidence and coaching to scaffold learning and maintain grade-level expectations.

2

Real-world STEM and workforce pathways

Deepen business partnerships for internships and work-based learning, expand advanced STEM coursework, and introduce career exploration in middle school.

3

Student belonging and retention

Strengthen Advisory, mentorship, student recognition and attendance check-ins while maintaining close family partnerships through graduation.

4

Governance and operational systems

Use repeatable compliance tracking, board training and twice-yearly equity data reviews to strengthen oversight and resource allocation.

5

Financial and enrollment stability

Conduct monthly board financial reviews and align operating budgets with realistic enrollment targets while protecting the school's fund balance.

Source: FY26 report, Future Plans, p. 60.

Introduction and School Information

A college and STEM pathway rooted in culturally responsive mentorship

Statement of the statutory purpose of the report

The statutory purpose of the annual report is to ensure public accountability by reporting on required information including school enrollment, student attrition, governance, management, staffing, finances, management agreements, academic performance, innovative practices, and future plans in compliance with Minnesota Statutes section 124E.16 Subd. 2 and 120B.11 Subd. 5.

Contact Information

AIM Academy of Science and Technology

Public Charter School Number 4285

Executive Director: Abdirashid Abdi

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History

Opened in the Fall of 2021.

Grades Served

6-12

Programmatic Focus

Integrated science, technology, engineering, and math (STEM) and culturally-responsive mentorship.

Mission and Vision

Discovering, creating and applying knowledge to real needs

Mission

AAST provides youth a successful path to college and STEM careers through culturally responsive mentorship, integrated STEM education, and curricular connections with technology-based businesses and industries.

Vision

AAST will be a vibrant asset to its students and the community by creating engaging learning opportunities that empower students to discover, create and apply knowledge to real needs resulting in life-long learners, global citizens, and world leaders.



Authorizer

Innovative Quality Schools supports innovation and accountability

Innovative Quality Schools (IQS)

IQS is a leader in authorizing innovative Minnesota charter schools, both in Minneapolis / St. Paul and greater Minnesota. We've been authorizing schools since 2010, and today authorize over twenty charter schools.

IQS Vision

The Vision of Innovative Quality Schools is "… achieve success for all learners by supporting schools engaged in educational innovation…"

IQS Mission

The sole Mission of Innovative Quality is to "…authorize charter schools that are innovative and successful in preparing students to achieve their full potential…"

IQS Values

Focus on Innovation: take risks to try creative new things, challenge old processes, and continuously adapt.

Avoid Insularity: Learn from, and be sensitive to, ideas and proposals that challenge our comfort zones.

Commit to Collaboration: Be interdependent, have an open flow of ideas, listen to others and value differences.

Embrace Diversity: Seek diversity in Board membership and sponsored schools.

Instill Clarity and Transparency: Follow fair and rigorous procedures resulting in the authorization of high quality schools focused on innovation and student achievement.

Transform for Educational Excellence: Work to ensure human and financial resources are available to carry out our authorizing responsibilities at the highest level of excellence.

IQS Contact

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Implementation of Primary and Additional Statutory Purposes

Integrated STEM learning connects knowledge with real-world application

The primary purpose of AAST Charter School (AAST) is to improve student learning and achievement. Additional purposes include:

- **Increasing learning opportunities for all pupils:** AAST seeks to do this by providing a quality STEM education for urban youth in the 6-12 education program in a context that represents the culture and the value of the students it serves. This will increase learning opportunities by providing a program that offers opportunities to succeed academically and in preparedness for twenty-first-century careers. AAST will evaluate its strategy and progress in this purpose annually as part of its annual reviewing and strategic planning. Review and evaluation will be in relation to stated strategic intents, plans, goals, and measures determined to be drivers or indicators of change for this purpose.

- **Encourage the use of different and innovative teaching methods:** AAST's integrated STEM education involves several innovations in teaching, such as integration of technology and engineering into science and math curricula; promotion of scientific inquiry and engineering design; and collaborative approaches to learning, connecting students and educators with STEM fields and professionals. AAST will evaluate its strategy and progress in this purpose annually as part of its annual reviewing and strategic planning. Review and evaluation will be in relation to stated strategic intents, plans, goals, and measures determined to be drivers or indicators of change for this purpose.

- **Measure learning outcomes and create different and innovative forms of measuring outcomes:** in addition to standard measures of success in reading, mathematics, and graduation rate, AAST in collaboration with its authorizer, will establish outcomes and measures in each of the three Frames of the school design (3FoS). These learning outcomes will extend beyond current academic measures linked to established standards to identify such things as measuring student engagement and vision for their personal future, and/or measuring the impact of collaborative learning on academic and career success.

- **Establish new forms of accountability for schools:** AAST will be accountable to its authorizer and to its stakeholders (students, their families, school staff, and the broader community) for its ability to reach new kinds of goals and measures specified within the charter contract. To legitimize these new goals and measures AAST will develop means to receive and give feedback to more stakeholders with the purpose to improve AAST's results and to benefit families and the broader community.

- **Create new professional opportunities for teachers,** including the opportunity to be responsible for the learning program at the school site: AAST is proposing a school model that nurtures collaboration among teachers, parents, and school leadership while improving student learning and student achievement through implementation of the Three Frames of Success Model, described in detail in School Foundation Part E. To implement this model and continually improve the program's success dedicated teacher collaboration and creativity will be needed

Student Enrollment & Demographics

A complete pathway from sixth grade through high school

Student Enrollment

AAST offers a complete 6–12 program, providing continuity in students' education from middle school through graduation. With all grade levels in place, the school is focused on sustaining academic momentum and strengthening student retention.

Number of Students Enrolled	2023-2024	2024-2025	2025-2026
6th Grade	10	11	6
7th Grade	24	15	25
8th Grade	32	31	21
9th Grade	47	33	34
10th Grade	27	40	31
11th Grade	29	20	27
12th Grade	NA	28	19
Total	169	178	163

Student Enrollment & Demographics continued

A complete pathway from sixth grade through high school

Student Demographics

Our school serves a population comprised almost entirely of African immigrant families, with over 90% qualifying for free or reduced-price lunch and nearly 40% navigating English as a new language. These demographic trends reflect a community that has been historically underserved by the educational system, making our targeted support both necessary and urgent. Understanding who we serve directly drives how we design our academic pathways, ensuring these students receive the focused opportunities needed to excel in higher education and twenty-first-century careers.

Demographic Trends	2023-24	2024-2025	2025-2026
Special Education	6.5%	3.4%	2.6%
English Learners	45.6%	38.2%	39.4%
Free/Reduced Priced Lunch	>90%	>90%	>90%
African American	98.8%	100.0%	100.0%
Latino/Hispanic	0.0%	0.0%	0.0%
Asian/PI	1.2%	0.0%	0.0%
American Indian	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%
2 or more races	0.0%	0.0%	0.0%

Student Attendance, Attrition & Mobility

Continuity and engagement support students through graduation

Student Consistent Attendance

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year. Data from the state is one year behind.

FY 2023	FY 2024	FY 2025
99.3%	90.3%	76.6%

Student Attrition

During the school year, retention remained strong, with new enrollment exceeding departures. The majority of student attrition occurs during the transition from eighth to ninth grade, as students transfer to larger high schools offering more extracurricular activities and academic programs.

Description	Number
Students who were in attendance on October 1, 2025	**153**
of those students remained until the end of the school year	**145**
Students who left the school after October 1, 2025	**8**
New students enrolled after October 1, 2025	**18**
Total students who were enrolled on June 1, 2026	**163**
Students who were enrolled on June 1, 2026 and re-enrolled in September of 2026.	**111**

Student Retention Rates

# of Students Eligible to Return for FY27	# of Students Returning for FY27	% of Students Returning FY27
144	111	77%

Academic Performance

Students meeting growth targets demonstrate accelerated progress

AAST operates on a foundational belief: every student can achieve high academic standards when supported by a rigorous curriculum and structured, compassionate support. Serving a student body that is 100% Black/African American, 39.4% English Learners (EL), and over 90% Free or Reduced-Price Meals (FRP) eligible, AAST's academic strategy focuses on closing persistent achievement gaps, fostering student independence, and building strong cross-curricular connections.

Strategic Priorities: A Targeted Framework for Accelerated Growth

AAST's academic outcomes are driven by an intentional, multi-faceted strategy centered on elevated instructional rigor and holistic student development. For FY26, the school aligned its academic operations around nine core strategic priorities:

1. **STEM Project-Based Learning (PBL):** Defining and embedding hands-on, real-world STEM projects that spark curiosity and deepen problem-solving skills.
2. **Targeted Intervention & High Rigor:** Balancing intensive Tier 2/3 remediation with high grade-level expectations so that foundational gaps are filled without lowering academic standards.
3. **Clear Student Expectations:** Establishing schoolwide academic and behavioral norms that empower students to take ownership of their learning.
4. **Addressing Programming Gaps:** Systematically identifying and closing gaps in curriculum mapping and grade-level alignment across middle and high school bands.
5. **Scaffolding for Independent Learners:** Utilizing gradual release models and scaffolded tools so students transition from teacher-guided support to independent mastery.
6. **Student-Centered Instruction:** Structuring lessons around student voice, collaborative discussion, and active cognitive engagement.
7. **Frequent Checks for Understanding:** Embedding real-time formative assessments, exit tickets, and mid-lesson checks to adapt instruction in real time.
8. **Cross-Curricular Projects:** Integrating literacy, math, science, and social studies across multi-disciplinary units to reinforce learning contexts.
9. **Social-Emotional Learning (SEL):** Integrating SEL routines into daily instruction to nurture resilience, self-advocacy, and emotional well-being alongside academic growth.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

Meeting Contractual Goals

The contract between Aim Academy of Science and Technology (AAST) and Innovative Quality Schools (IQS) establishes the terms for AAST's operation as a charter school, with IQS responsible for monitoring and evaluating the school's performance and compliance. IQS oversees key areas including academic achievement, school operations, governance, financial management, and student and family engagement, using a detailed performance framework to assess progress each year.

The academic section of the contract specifies student achievement goals and growth targets, with the school evaluated on proficiency rates, student growth on standardized tests, and progress toward mission-specific outcomes. To earn a 3- or 5-year contract renewal, AAST must meet or make substantial progress on academic, financial, and organizational benchmarks outlined in the contract and performance framework. Schools meeting all contract goals may qualify for a 5-year renewal, while those partially meeting benchmarks may be awarded a 3-year contract.

The 2025-2026 school year was the final year of a five-year contract cycle. IQS holds the school accountable through its annual evaluation process, providing feedback, monitoring compliance, and determining contract renewal eligibility based on the established framework and results from each contract year. Results of the contract showed that AAST met 6 of the 11 performance contract goals, earning a 3 year contract beginning FY27.

How is AAST performing on its contractual goals?

Goal 1: Student academic achievement levels in math and reading is given to each student within 2 weeks of entering school. **The school met this goal**. In each year of the contract, new to AAST students were assessed within the first 2 weeks.

Goal 2: The trendline of the percent of students who partially, meet, or exceed on the MCA Reading over the term of the contract will have a positive slope or a slope that exceeds that for the same grade levels for Minneapolis Public Schools. **The school exceeded this goal.** Each year of the contract, the percent of students increased from the prior year.

Goal 3: The school has reduced overall student performance gaps when comparing its sub-group performance from the previous school year. **The school exceeded this goal**. Comparing itself to nearby school, Andersen Middle School in Minneapolis, AAST continued to increase the percentage of students partially meeting, meeting, or exceeding proficiency standards, while Andersen Middle School did not. Similar results were seen in math, thus reducing gaps.

Goal 4: At least 60% and up to 75% of students will achieve their projected growth on the Reading and Math NWEA MAP assessment as measured from fall to spring. **The school made progress towards this goal**. In each year of the contract 40-59% of students met their reading and/or math growth targets.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

Goal 5: The school meets the graduation rate as established by the state and ESSA. **The school exceeded this goal.** The ESSA requirement was 67%. AAST exceeded this rate by more than 15% in both FY25 and FY26.

Goal 6: 75% of continuously enrolled students will perform at or above the national median on the MAP Reading Assessment (or alternative). **The school did not meet this goal.** For the majority years of the contract, less than 50% of students performed at/above the median on the MAP.

Goal 7: The school's consistent attendance rate is greater than or equal to 75% but less than 90%. **The school exceeded this goal. The school's average of the 3 years exceeded 90%.**

Goal 8: Students' level of satisfaction with their school in the areas of safety, acceptance, and learning is greater than or equal to 85% but less than 90%. **The school made progress towards this goal.** During the final year of the contract, over 90% of students expressed satisfaction, prior years had less than 85%.

Goal 9: Parents' level of satisfaction with their school in the areas of safety, acceptance, and learning is greater than or equal to 85% but less than 90%. **The school made progress towards this goal.** In FY25 and FY26 over 85% and over 90% of parents respectively expressed satisfaction with the school. However, in 3 of the years, satisfaction rates were below 85%.

Goal 10: Teachers' level of satisfaction with the school and with their professional development is greater than 85% but less than 90%. **The school met this goal.** The overall average satisfaction rate was 85%.

Goal 11: The school meets all the criteria required in MDE's World's Best Workforce (This changed to Comprehensive Achievement and Civic Readiness in FY25.). **The school made progress towards this goal**. In all but 1 year, the school met all requirements.

Accelerated Academic Growth: Students Closing Gaps and Exceeding National Benchmarks on NWEA

NWEA MAP Growth is a nationally normed, adaptive assessment that measures student academic progress in Mathematics and Reading from fall to spring. A significant portion of AAST students enter each academic year performing below grade level, highlighting the importance of targeted, data-driven academic support.

NWEA growth targets compare each AAST student's growth to nationally benchmarked peer groups of the same grade and starting achievement level. In NWEA assessments, having 50% or more of students meet their growth target indicates that a school is performing at or above the national average. When students who meet growth targets achieve well beyond 100% of projected growth, it provides clear evidence that classrooms are actively accelerating student learning and closing academic achievement gaps.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

AAST's FY26 NWEA results demonstrate encouraging academic momentum across Grades 6–11. Overall, 38.7% of students in Reading and 40.0% of students in Math met their personalized annual growth targets. The majority of students who met their growth targets were students that started the year below grade level (43.4% met math targets; 45.7% met reading targets.). This is clear evidence that the targeted interventions and responsive instruction the school implemented supported these students to achieve their annual growth goals.

Meeting a basic growth target keeps a student on their current trajectory, but closing an academic gap requires growing substantially faster than average. AAST students starting below grade level who met their growth targets achieved remarkable acceleration, gaining multiple years' worth of growth in a single academic year.

- Math Accelerated Growth: Below-grade-level students who met targets achieved 504.5% of expected growth.
- Reading Accelerated Growth: Below-grade-level students who met targets achieved 543.1% of expected growth.

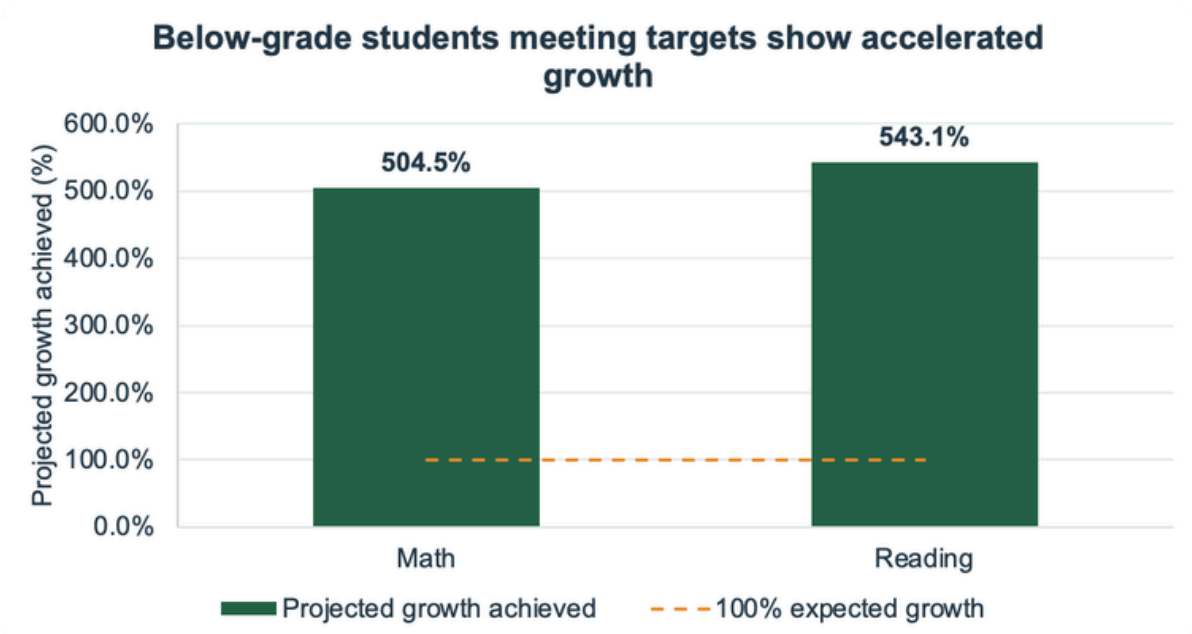


Figure 1. FY26 NWEA, students starting below grade level who met targets. Targets were met by 43.4% in math and 45.7% in reading. Dashed line: 100% projected growth.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

Students Starting At or Above Grade Level

AAST works to ensure that academic growth is also maintained for on-track learners. Students starting the year at or above grade level receive challenging instruction designed to keep them progressing relative to national norms.

- At/Above Grade Level Math: 36.2% met targets in FY26, achieving 331.8% of expected growth among those meeting goals.
- At/Above Grade Level Reading: 34.7% met targets in FY26, achieving 335.3% of expected growth among those meeting goals.

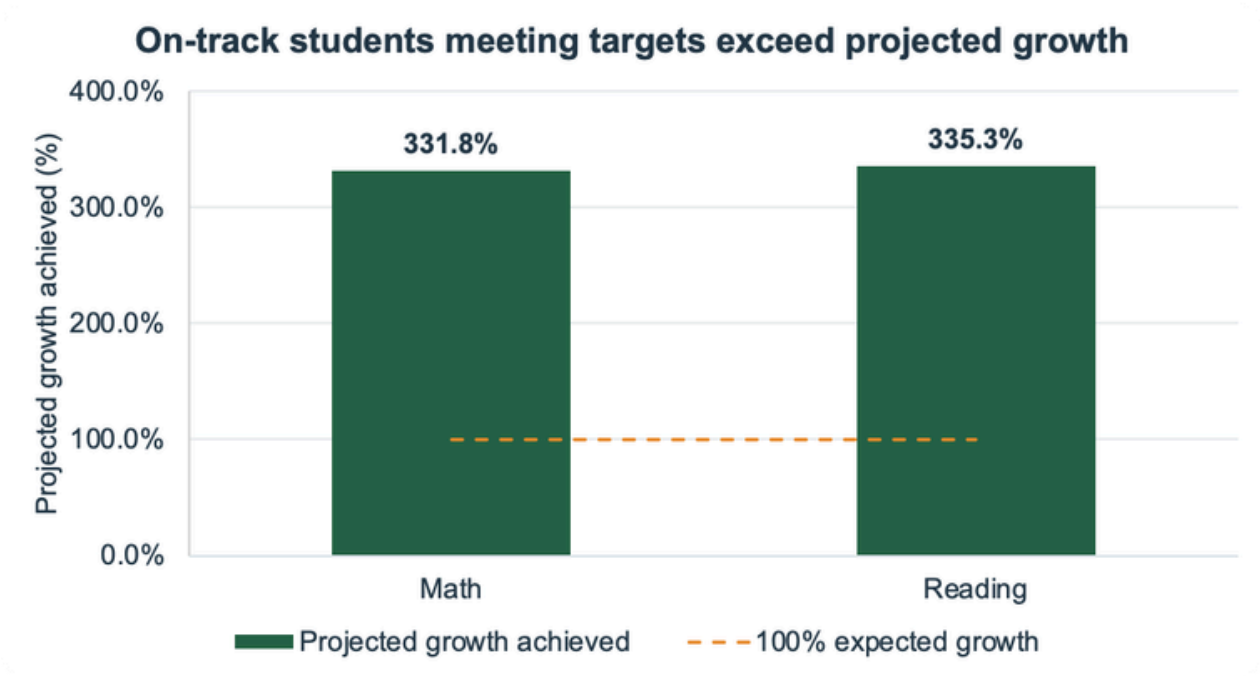


Figure 2. FY26 NWEA, students starting at or above grade level who met targets. Targets were met by 36.2% in math and 34.7% in reading. Dashed line: 100% projected growth.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

Looking across grade bands reveals key areas of strength, with specific cohorts showing outstanding academic performance in FY26.

- In Math, Grade 11 led the school with 56.3% of students meeting growth targets, followed closely by Grade 9 at 55.6%.
- In Reading, Grade 9 achieved a top completion rate with 53.6% of students meeting growth targets, followed by Grade 8 at 50.0% and Grade 11 at 42.1%. Notably, Grade 11 below-grade-level readers saw 100% of students meet their personalized growth targets.

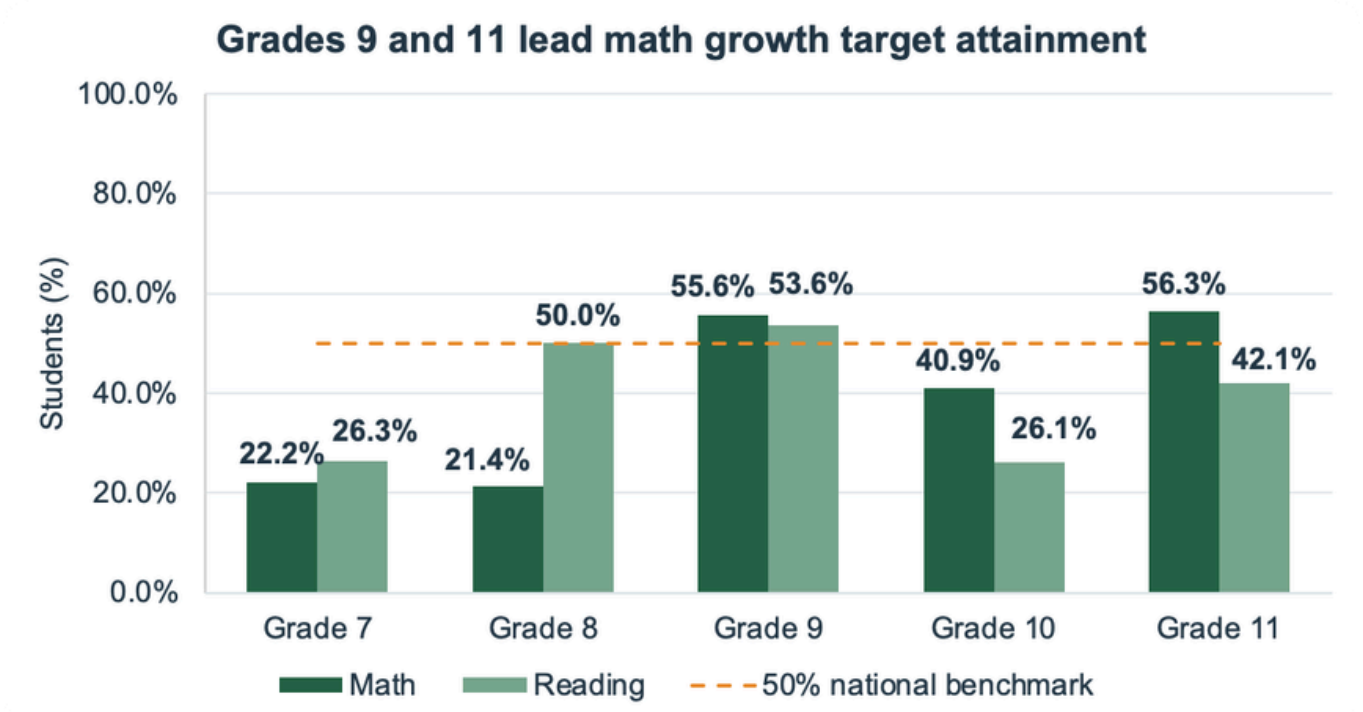


Figure 3. FY26 NWEA growth target completion by grade cohort. This figure covers grades 7–11. Orange dashed line: 50% national benchmark.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

Demonstrating Strong Performance Across Core Subjects on MCA

AAST relies on key standardized state assessments, including the Minnesota Comprehensive Assessments (MCA/MTAS) and ACCESS for ELLs, to measure academic achievement and track multi-year progress. MCAs are statewide tests administered annually to Minnesota students in grades 3–8, as well as high school students taking Reading in grade 10 and Math in grade 11. These assessments evaluate proficiency toward Minnesota Academic Standards and fulfill federal requirements under the Elementary and Secondary Education Act (ESEA).

Beyond measuring progress toward authorizer goals, AAST deeply analyzes assessment data to refine instructional strategies, guide Tier 2/3 interventions, and close achievement gaps. Additionally, AAST uses MCA data to evaluate its students' performance relative to peers attending Minneapolis Public Schools (MPS). Guided by FY26 strategic priorities—such as STEM Project-Based Learning, high-rigor interventions, scaffolded independent learning, student-centered instruction, and frequent checks for understanding—AAST translates assessment results into actionable classroom routines that drive student growth, particularly among English Learners, Black/African American students, and economically disadvantaged groups.



Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

Over Half of Students Partially Met, Met, or Exceeded Grade-Level Reading Standards

AAST's MCA Reading performance demonstrates a commitment to foundational literacy, cross-curricular text analysis, and scaffolded comprehension strategies.

- In FY26, amidst statewide assessment changes, 57.5% of students partially met, met, or exceeded on the Reading MCA assessment, and scored well above local subgroup benchmarks.

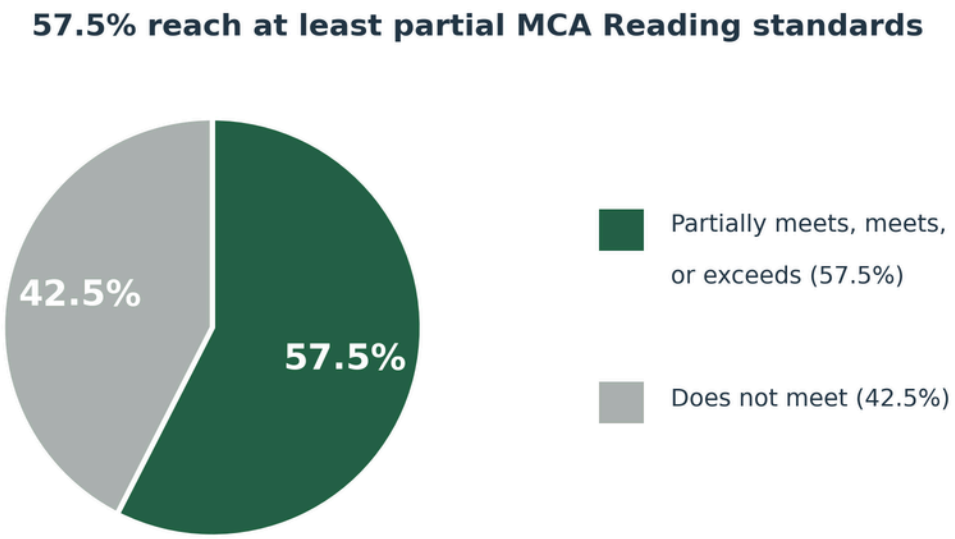


Figure 4. FY26 MCA Reading, all students. The 57.5% measure includes partial proficiency and is distinct from the proficient-only rates in subgroup comparisons.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

Building Essential Skills and Driving Steady Conceptual Mastery in Math

AAST's math performance reflects ongoing work to strengthen computational thinking, problem-solving, and conceptual math understanding through STEM Project-Based Learning and cross-curricular application.

In FY26, 20.5% of all AAST students partially met, met, or exceeded on the MCA math assessment.

Closing the Gap: AAST Subgroups Consistently Outperforming Local District Peers

AAST's most notable achievements appear when examining performance among student populations that have historically faced systemic educational barriers. Serving a student body that is 100% Black/African American, 39.4% English Learners (EL), and over 90% Free or Reduced-Price Meals (FRP) eligible, AAST consistently outperforms local public school district averages across key demographic subgroups.

Black/African American Students Achieve Significant Proficiency Lead Over District Averages

AAST's Black/African American students significantly outperform their peers in Minneapolis Public Schools (MPS) in Reading:

- In FY26 MCA Reading, AAST Black students achieved 30.1% proficiency compared to 15.6% in MPS, maintaining a 14.5 percentage point advantage over the local district.

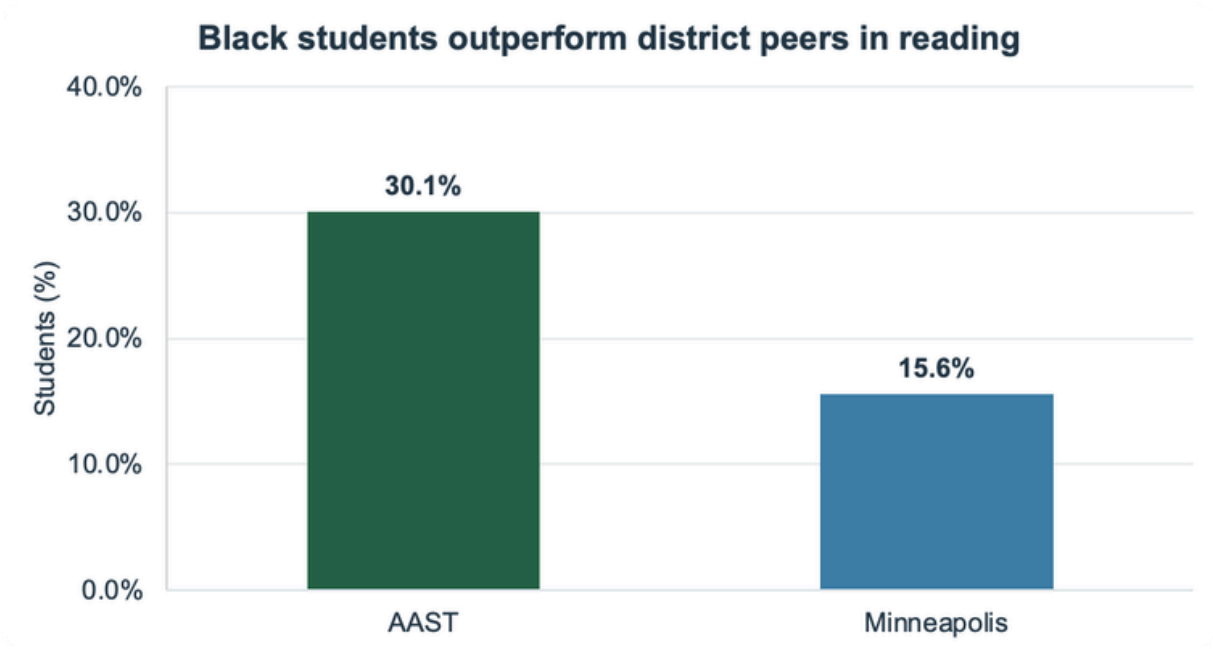


Figure 5. FY26 MCA Reading proficiency among Black/African American students. AAST exceeds Minneapolis Public Schools by 14.5 percentage points.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

EL Students Nearly Double State Proficiency Rates in Math

With nearly 40% of students classified as English Learners, AAST embeds language scaffolding, vocabulary deconstruction, and real-time checks for understanding directly into core content areas.

- In FY25 MCA Reading, AAST English Learners achieved 16.2% proficiency compared to 3.7% in MPS—outperforming district EL peers by 12.5 percentage points and exceeding statewide EL averages (9.9%).
- In FY26 MCA Reading, AAST English Learners expanded their achievement to 18.8% proficiency compared to 3.9% in MPS—outperforming district EL peers by 14.9 percentage points and nearly doubling the statewide EL average (9.6%).

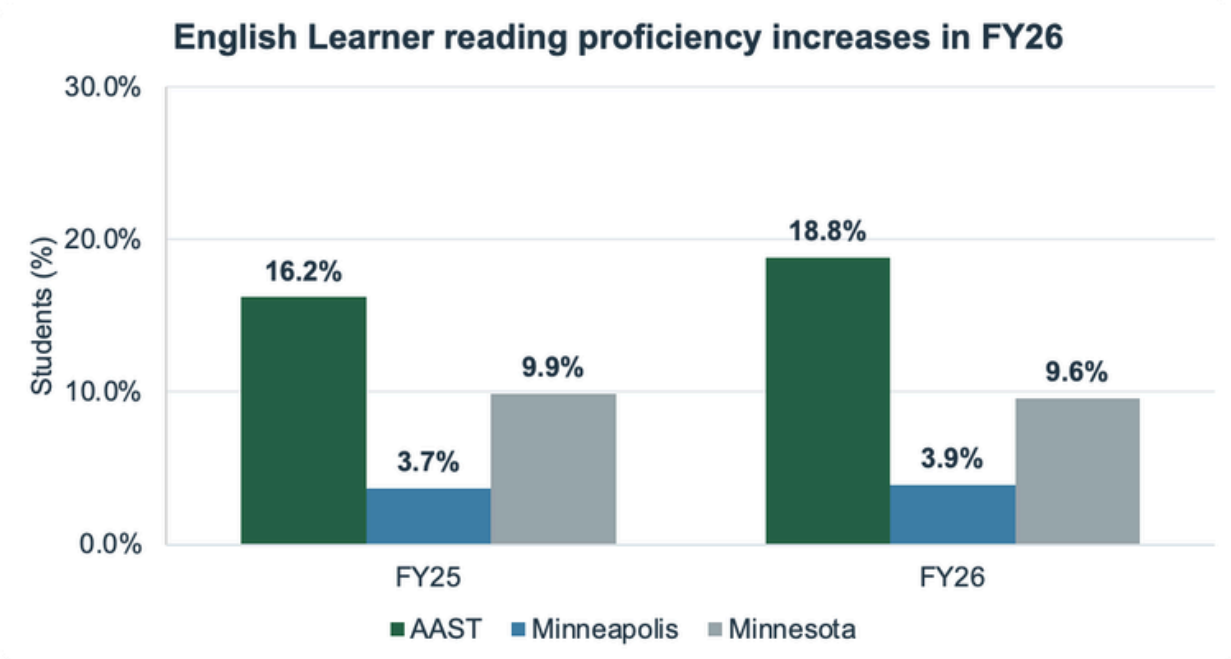


Figure 6. MCA Reading proficiency among English Learners. AAST exceeds Minneapolis by 12.5 percentage points in FY25 and 14.9 in FY26.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

- In FY26 MCA Math, AAST English Learners recorded a breakthrough 14.3% proficiency rate, significantly outpacing MPS EL students (5.6%) and exceeding the statewide EL average (12.5%).

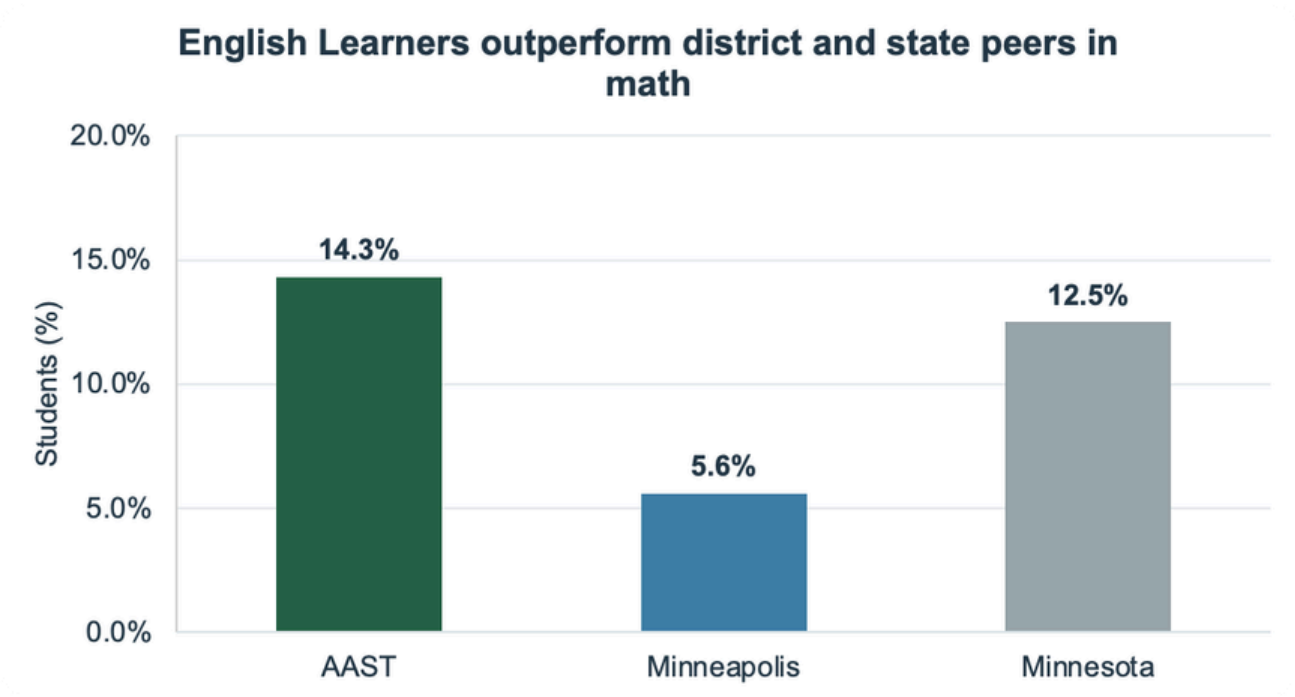


Figure 7. FY26 MCA Math proficiency among English Learners. AAST exceeds Minneapolis by 8.7 and Minnesota by 1.8 percentage points.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

Low-Income Learners Outpace District Peers by Double Digits

AAST's FRP students make up the vast majority of enrollment, and their outcomes challenge traditional assumptions about socioeconomic status and academic achievement.

- In FY26 MCA Reading, AAST FRP students achieved 31.0% proficiency compared to 17.9% in MPS, sustaining a 13.1 percentage point lead over district peers.

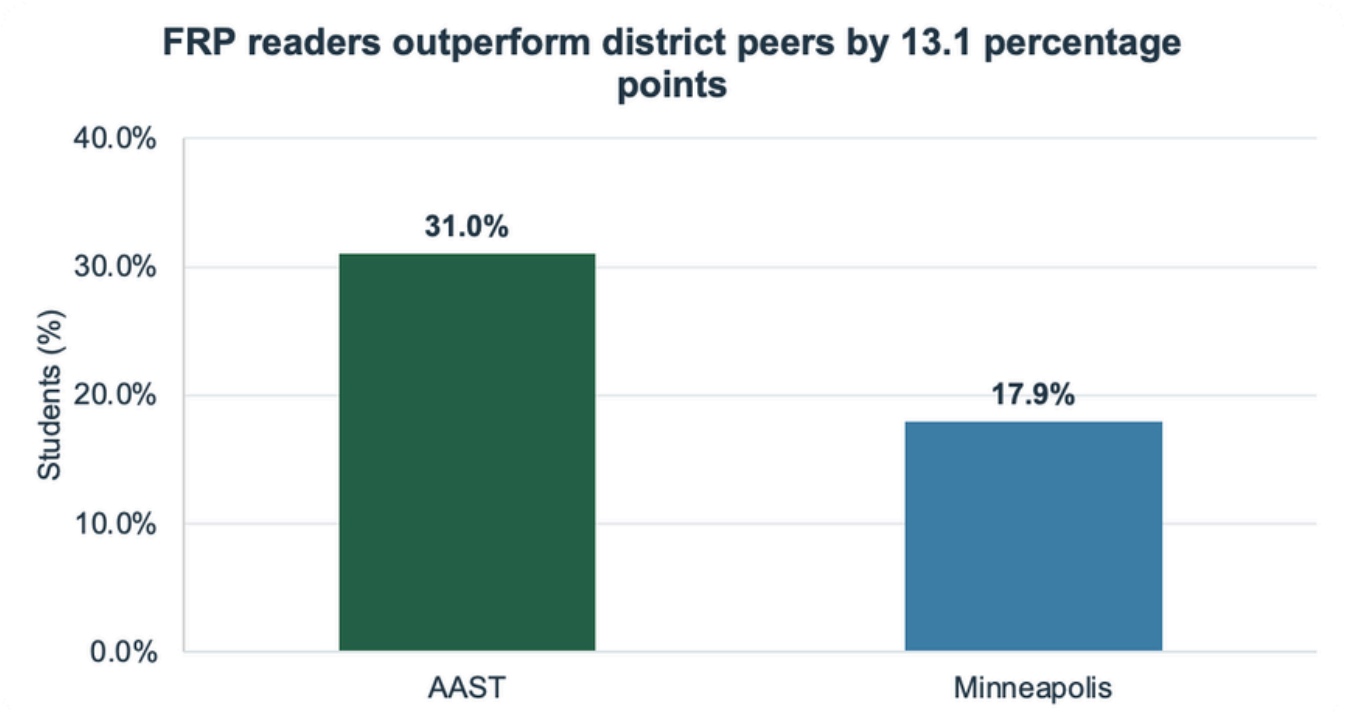


Figure 8. FY26 MCA Reading proficiency among students eligible for free/reduced-price meals. AAST: 31.0%; Minneapolis Public Schools: 17.9%.

Academic Performance continued

Students meeting growth targets demonstrate accelerated progress

ACCESS Results

The ACCESS for ELLs assessment tracks annual growth in English language acquisition across Listening, Speaking, Reading, and Writing for multilingual learners.

AAST's integrated language framework ensures students build both conversational fluency and academic language necessary for grade-level content mastery:

- Progressing Toward Targets: The percentage of AAST English Learners making expected progress toward their language acquisition targets was 17.3% and 9.5% of EL students met full proficiency targets.

Conclusion

AAST's academic results prove that combining high-rigor instruction with structured, real-time student supports produces real academic progress. By grounding daily instruction in STEM Project-Based Learning, scaffolded independent learning, targeted interventions, and integrated language tools, the school moves students forward—especially those who start the year behind grade level. As shown across national growth assessments and state proficiency benchmarks, AAST's Black, English Learner, and low-income students consistently outpace local district averages in key areas, demonstrating that when schools equip students with the skills and confidence they need, learning gaps can be closed.

Governance

Ongoing development supports effective school oversight

The AAST Board stands out because of its consistent, high-level governance and deep commitment to the school's mission. Led by experienced, returning members, the board maintains oversight by regularly updating and reviewing bylaws and policies, following Robert's Rules of Order to maintain orderly and efficient meetings, and prioritizing continuous training for all members. With the recent adoption of a five-year strategic plan and an ongoing focus on reviewing student achievement data, the board is able to hold the school accountable to its charter goals and ensure strong academic outcomes for all students.
The following table lists the governing board for the 2025-26 school year.



Governance continued

Ongoing development supports effective school oversight

Board of Directors

Board Member Name	Email	Role	Phone Number	Term Begins	Term Ends	File # (if applicable)
Alikhader Yusuf	alikhader.yusuf@aimacademymn.org	Board Chair	612-452-2274	July 2025	June 2028	NA
Mohamed Hassan	mohamed.hassan@aimacademymn.org	Treasurer	612-452-2274	July 2025	June 2028	NA
Jennifer Langreck	jlangreck@aimacademymn.org	Secretary	612-452-2274	April 2024	April 2027	502687
Asha Salad	ashasalad@gmail.com	Member	612-452-2274	July 2025	June 2028	1027317
Abdul Artan	aartan@aimacademymn.org	Vice Chair	612-452-2274	August 2023	Removed June 2026	NA
Mohamed Salah	mohslh@yahoo.com	Member	612-452-2274	July 2024	June 2027	NA
Abdirizak Diis	ibnmursal49@gmail.com	Member	612-452-2274	July 2025	June 2028	499562
Dr. Abdirashid Abdi	abdirashid.abdi@aimacademymn.org	Executive Director; Ex-Officio	612-452-2274	NA	NA	459234

Governance continued

Ongoing development supports effective school oversight

Board Training and Development

The AAST School Board remains committed to meeting all charter school governance requirements under Minnesota Statute § 124E.07, Subd. 7. Pursuant to state law:

- Every voting and nonvoting ex-officio board member participates in mandatory annual board training.
- Prior to taking office, newly elected members complete training on board roles and responsibilities, Minnesota Open Meeting Law, and data practices law.
- Annual training topics are selected through an annual board assessment to target specific growth areas for both individual members and the full board.



Governance continued

Ongoing development supports effective school oversight

FY26 Board Training Summary
New Board Member Training

The following table outlines the initial and ongoing governance training completed by new board members during FY26 to satisfy state charter school board requirement

Board Member	Training Area	Training Completed
Asha Salad	Board Roles and Responsibilities	How To Be a Better Board, 7.1.25, Instructional Designs, Inc.
Asha Salad	Open Meeting Law	Conduct Open Meetings, 7.1.25, Instructional Designs, Inc.
Asha Salad	Data Practices Law	Safeguard Student Data, 7.1.25, Instructional Designs, Inc.
Asha Salad	Board Roles and Responsibilities Regarding Student Achievement	Open Meeting Law, 12.17. 25, Marcy Myers, Instructional Designs, Inc.
Asha Salad	Employment Policies and Practices	Employment Key Policies, 12.17. 25, Marcy Myers, Instructional Designs, Inc.
Asha Salad	Public School Funding and Financial Management	Conduct Financial Oversight of Cash Flow, 12.17. 25, Marcy Myers, Instructional Designs, Inc.
Abdirizak Diis	Board Roles and Responsibilities	How To Be a Better Board, 7.7.25, Instructional Designs, Inc.
Abdirizak Diis	Open Meeting Law	Conduct Open Meetings, 7.7.25, Instructional Designs, Inc.
Abdirizak Diis	Data Practices Law	Safeguard Student Data, 7.7.25, Instructional Designs, Inc.

Governance continued

Ongoing development supports effective school oversight

Board Member	Training Area	Training Completed
Abdirizak Diis	Board Roles and Responsibilities Regarding Student Achievement	Open Meeting Law, 12.17. 25, Marcy Myers, Instructional Designs, Inc. Meet Requirements for Serving Students with IEPs, 2.25.26, Angela Reali-Crossland, Instructional Designs, Inc.
Abdirizak Diis	Employment Policies and Practices	Employment Key Policies, 12.17. 25, Marcy Myers, Instructional Designs, Inc.
Abdirizak Diis	Public School Funding and Financial Management	Conduct Financial Oversight of Cash Flow, 12.17. 25, Marcy Myers, Instructional Designs, Inc. Prevent Audit Findings Due to Misstatements, 2.25.26, Angela Reali-Crossland, Instructional Designs, Inc.

Training Completed by Board Members

All continuing board members and ex-officio leadership completed the following targeted professional development sessions during FY26:

Ongoing Board Member Training			
Board Member	**Date of Training**	**Topic**	**Facilitator**
Alikhader Yusuf	12.17.25	Conduct Financial Oversight of Cash Flow, Employment Key Policies, and Open Meeting Law	Marcy Myers, Instructional Designs, Inc.

Governance continued

Ongoing development supports effective school oversight

Ongoing Board Member Training			
Board Member	**Date of Training**	**Topic**	**Facilitator**
Alikhader Yusuf	2.25.26	Prevent Audit Findings Due to Misstatements and Meet Requirements for Serving Students with IEPs	Angela Reali-Crossland, Instructional Designs, Inc.
Mohamed Hassan	12.17.25	Conduct Financial Oversight of Cash Flow, Employment Key Policies, and Open Meeting Law	Marcy Myers, Instructional Designs, Inc.
Mohamed Hassan	2.25.26	Prevent Audit Findings Due to Misstatements and Meet Requirements for Serving Students with IEPs	Angela Reali-Crossland, Instructional Designs, Inc.
Jennifer Langreck	12.17.25	Conduct Financial Oversight of Cash Flow, Employment Key Policies, and Open Meeting Law	Marcy Myers, Instructional Designs, Inc.
Jennifer Langreck	2.25.26	Prevent Audit Findings Due to Misstatements and Meet Requirements for Serving Students with IEPs	Angela Reali-Crossland, Instructional Designs, Inc.
Mohamed Salah	12.17.25	Conduct Financial Oversight of Cash Flow, Employment Key Policies, and Open Meeting Law	Marcy Myers, Instructional Designs, Inc.

Governance continued

Ongoing development supports effective school oversight

Ongoing Board Member Training			
Board Member	**Date of Training**	**Topic**	**Facilitator**
Mohamed Salah	2.25.26	Prevent Audit Findings Due to Misstatements and Meet Requirements for Serving Students with IEPs	Angela Reali-Crossland, Instructional Designs, Inc.
Dr. Abdirashid Abdi (Ex-Officio)	12.17.25	Conduct Financial Oversight of Cash Flow, Employment Key Policies, and Open Meeting Law	Marcy Myers, Instructional Designs, Inc.
Dr. Abdirashid Abdi (Ex-Officio)	2.25.26	Prevent Audit Findings Due to Misstatements and Meet Requirements for Serving Students with IEPs	Angela Reali-Crossland, Instructional Designs, Inc.

Governance continued

Ongoing development supports effective school oversight

AAST End-of-Year Board Assessment FY26
This end-of-year assessment fulfills Minnesota Statute 124E.7, which requires boards to ensure an annual assessment of board performance and to report results in the school's annual report. Aim Academy uses this self-assessment to identify both strengths and areas for growth that can guide focused board development for the coming year.

Board Self-Assessment Results and Recommendations for Further Development
Overall, the board self-assessment indicates that Aim Academy board members believe they carried out most of their core responsibilities effectively during the year, while also recognizing clear opportunities to deepen practice and strengthen governance.

Based on the responses, 100% of board members rated 11 governance practices as "I clearly remember us doing this well." While these ratings reflect strong confidence in the board's performance in these areas, they should not be interpreted as areas that are complete. High ratings instead signal a solid foundation on which the board can continue to deepen its practice, increase consistency, and strengthen impact.

- Using fair and transparent practices for board elections, including recruiting strong candidates and encouraging people to vote.
- Running meetings in ways that were open, easy to follow, and that helped the public understand how and why decisions were made.
- Using meeting minutes to clearly record key points and decisions so that community members could understand what happened and why.
- Using state and local student learning data to understand how students were doing in different grades and groups.
- Checking on progress toward the School Improvement Plan (SIP) and CACR goals and using that information in board conversations.
- Reviewing financial reports to understand the school's financial health.
- Monitoring enrollment and pupil counts for alignment with the budget.
- Watching cash flow and budget variances to ask questions when something looked off or unexpected.
- Applying learning from board training to improve individual participation and effectiveness.
- Using board policies during discussion and decision-making so actions stayed aligned with the school's direction.

Governance continued

Ongoing development supports effective school oversight

In addition, some board members rated the following areas as a practice that happened but could be improved.

- Reading materials before meetings and asking questions that helped deepen discussion and improve decisions.
- Looking at achievement results over multiple years to ask questions about teaching and student support.
- Staying in touch with the school leader and using information from across the year to complete a fair, well-informed evaluation.

These responses demonstrate a reflective board that is willing to further sharpen its own practice. Boards that actively reflect on and strengthen their work are better positioned to support their schools effectively.

-
- To build on current strengths and move into the next phase of growth, the board identified the following priorities for continued development.
-
- Using student data more consistently in board discussions and decisions.
- Reading and discussing financial reports and budget projections.
- Understanding meeting requirements and best practices for open meetings.
- Preparing more fully for meetings and asking strong questions.
- Using board policies more actively in discussions and decisions.
- Taking a more active role in school leader feedback and evaluation.
- Improving communication, collaboration, and professionalism during meetings.
- Strengthening collaboration and mutual understanding of roles between the board and executive leader when making key decisions.

These responses demonstrate a reflective board that is willing to further sharpen its practice in both technical (data, finance, open meetings) and relational (communication, professionalism) domains.

While the self-assessment fulfills a statutory requirement, its primary purpose is to drive the board's ongoing growth and effectiveness, including in areas where we already perceive ourselves as strong. The results of this self-assessment will directly shape a comprehensive board development plan for the coming year, ensuring that we build on strengths and address gaps in practice. At the beginning of FY27, a follow-up needs-assessment survey will further refine these priorities, leading to a comprehensive board development plan that outlines targeted training, strengthened governance practices, and the board's annual responsibilities.

Governance continued

Ongoing development supports effective school oversight

Board Election
The AAST Annual Board Election took place on May 15, 2026, at 6:00 PM to fill one open parent representative seat. Ayan Abdi was elected to the position and will officially assume her role on the board in August following the completion of her required initial board training.

Board Development Plan
The AAST Board Development Plan for FY26 established structured training priorities to ensure effective governance, legal compliance with Minnesota Statute 124E.07 , and sound school oversight. To ensure alignment with board needs, the annual training plan was developed after all board members completed a comprehensive needs assessment survey to identify specific growth areas for the year. The core priorities and targeted outcomes identified for FY26 included:

- **Financial Management & Cash Flow:** Board members build foundational capacity to manage and anticipate cash flow while learning strategies to prevent audit findings resulting from material misstatements in annual financial reports.
- **HR Policies & Compliance:** Training clarifies board responsibilities in adopting, reviewing, and maintaining core human resource policies to ensure full legal compliance.
- **Open Meeting Law:** Board members deepen their understanding of state statutory requirements to ensure transparent, compliant governance practices during all public proceedings.
- **Student Support Services:** Training outlines critical federal and state mandates for serving students with Individualized Education Programs (IEPs) to maintain high-quality, compliant special education programming.

Management

Leadership aligns instruction with school improvement

School Leaders

At AAST, our leadership team's dedication goes beyond daily operations—they actively support teachers and strengthen student learning through collaboration, job-embedded professional development, and a shared educational mission. They monitor academic program implementation, engage in strategic planning, and make decisions that put students first. This focused leadership has driven strong student outcomes, improved teacher and student retention, and built a positive, welcoming school community where everyone can succeed.

Name	Title	Responsibilities	Admin License Yes/No	Returning FY27?
Abdirashid Abdi	Executive Director	Overall School Leadership	Yes	**Yes**
Abdirahman Ahmed Abdulle	Operation Manager/Behavior Specialist	HR, Student services, and School Climate	No	**Yes**
Abdirahman Bashir Ahmed	Assessment Coordinator/Assistant Director	Administering student assessments/Assisting with school day to day management	No	**Yes**
Michael Abraham	Curriculum Director/Instructional Coach	Curriculum selection, Data Analysis, staff professional development	Yes	**Yes**

Management continued

Leadership aligns instruction with school improvement

School Director Evaluation Process and Date:

The Board's FY26 evaluation of Dr. Abdirashid Abdi—formally conducted by board members in May and presented at the June 17, 2026 board meeting—demonstrates strong confidence in his executive leadership and strategic alignment. Across eight core evaluation standards, board members expressed high overall satisfaction, highlighting strong organizational stability while identifying key growth areas that were directly used to develop his professional development plan for FY27.

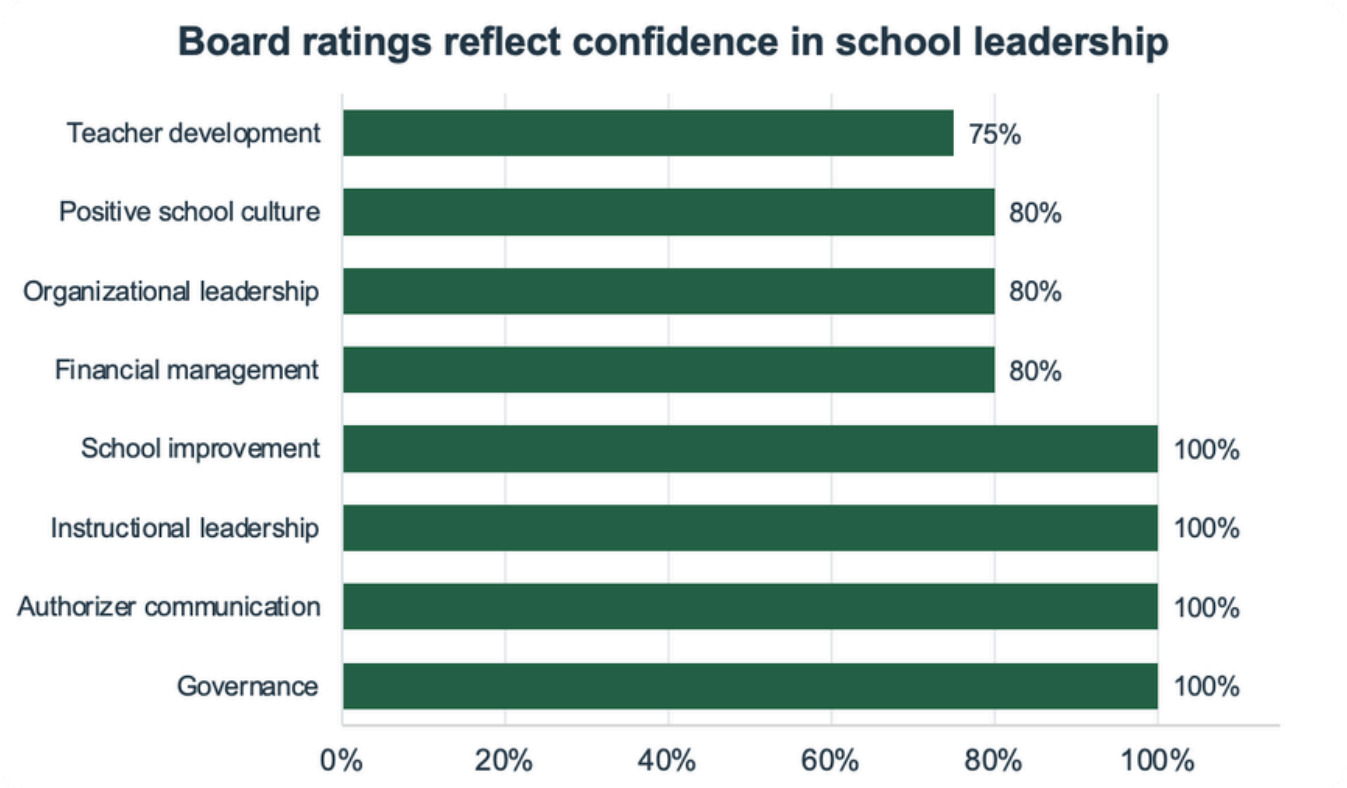


Figure 9. FY26 school leader evaluation. Percentage of board members rating each domain "Regularly" or "Always / Almost Always."

Professional Development Training of Director or Chief Administrator

Leadership development connects learning with school priorities

Professional Development Completed by the Executive Director

As a licensed administrator in Minnesota, Executive Director Abdirashid Abdi is not statutorily required to maintain a board-approved professional development plan. However, because the AAST Board of Directors prioritizes continuous organizational growth and leadership excellence, the board annually reviews and formally approves Mr. Abdi's professional development plan. To ensure this learning directly enhances school performance and operational stability, Mr. Abdi provides regular board updates on his coursework, key learnings, and practical strategies implemented to drive AAST's ongoing success. His FY26 Professional Development Plan was formally approved by the board on October 23, 2025. The table below documents the training Mr. Abdi completed in the 2025-26 school year.

Course / Module	Date Completed
Visioning and Strategic Planning with Staff and Community: Broader and Shared Strategic Plan	10/22/2025
Visioning and Strategic Planning with Staff and Community: Implementing and Monitoring Strategic Plans for Achievement	10/22/2025
Develop and Use Policies Quiz	10/21/2025
Effective Presentation Skills for School Leaders: Designing Clear and Effective Presentations	03/23/2026
Effective Presentation Skills for School Leaders: Engaging Presentation	03/23/2026
Integrating Curriculum, Technology, and Resources: Integrating Curriculum and Technology to Close Learning Gaps	12/16/2025
Integrating Curriculum, Technology, and Resources: Reconsidering Mindsets to Support Every Student's Success	12/16/2025
Conduct Financial Oversight of Cash Flow, Employment Key Policies, and Open Meeting Law	12/17/2025
Prevent Audit Findings Due to Misstatements and Meet Requirements for Serving Students with IEPs.	02/25/26

Staffing

77% of licensed staff return for FY27

AAST's 77% teacher retention rate for FY26 represents strong organizational stability, with 10 of its 13 licensed staff members returning for the 2027 school year. Maintaining a 77% retention rate is particularly notable for a small urban charter secondary school, as public charter schools in urban settings nationally experience annual teacher turnover rates between 20% and 30%, resulting in average retention rates of 70% to 80% (National Center for Education Statistics [NCES] / Annenberg Institute at Brown University). By retaining approximately 77% of its licensed teaching faculty, AAST preserves critical institutional knowledge, strengthens instructional continuity, and maintains consistent, supportive relationships between educators, students, and families.

Aim Academy's staffing during 2025-26 are as follows:

Non-Licensed Staff for FY26

Name	Assignment	Returning FY27?
Abdullahi Ismail	Parent Liaison/ Title-I Coordinator	**Yes**
Ayan Abi	Food Manager/School Health Professional	**Yes**
Hawo Haji	Kitchen/Hallway Support Staff	**Yes**
Fowziya Sheikh	Kitchen/Hallway Support Staff	**Yes**
Hussein Abdullahi	Community Outreach/Transportation	**Yes**
Javed Mohamed (Shunaki)	Library specialist	**Yes**
Jasim Abdi	SpEd/ para	**Yes**
Mohamed Abdi	Educational Assistant(.25)	**Not Returning**
Ruweida Said	SpEd/ para	**Yes**
Abdikhaliq Ahmed	SpEd Para	**Not Returning**

Staffing continued

77% of licensed staff return for FY27

Name	Assignment	Returning FY27?
Abdirahman Abi	Recruitment Coordinator	**Yes**

Licensed Staff for FY26

Name	File Folder Number	Assignment	Returning FY27?
Abdirashid Abdi	459234	Principal K-12	**Yes**
Michael Abraham	491011	ELL/Instructional Coach	**Yes**
Abdirahman Ahmed	1014928	ELL	**Yes**
Abdirahman Ahmed Abdulle	1022753	Assessment Coordinator/Assistant Director	**Yes**
Justina Akoto	1027000	School Counselor	**Yes**
Hanen Bouchrit	471321	World Languages	**Not Returning**
Elena Hansen	468087	Special Education Teacher	**Yes**
Christopher Koppinger	1020751	Social Studies	**Not Returning**
Jennifer Langreck	502687	HS ELA	**Yes**
Vern Nelson	1030559	Mathematics	**Yes**
Linet Nyariga	1036328	Middle School Math Teacher	**Yes**

Staffing continued

77% of licensed staff return for FY27

Name	File Folder Number	Assignment	Returning FY27?
Alice Otieno	1028566	Life Science, Biology, Chemistry	**Not Returning**
Awo Salad	1007862	MS Social Studies	**Yes**

Teacher Retention:

School Year	# Teachers Employed at End of School Year	# Teachers Returning at Start of Next School Year	Retention Rates
FY26	13	10	77%

Professional Development Provided to Staff

AAST invests heavily in continuous teacher growth, providing job-embedded coaching, structured evaluations, and bi-weekly collaborative time to elevate classroom instruction and drive student achievement.

Core Components of Teacher Support

- **Instructional Coaching:** A dedicated Instructional Coach provides ongoing 1-on-1 support, co-planning lessons, modeling strategies, and conducting non-evaluative feedback cycles.
- **Personalized Development Plans (PDP):** Teachers create individualized PDPs at the start of the year using initial student assessments and observation data. Plans are updated continuously based on classroom needs and coaching feedback.
- **Formal Teacher Evaluations:** Evaluated twice yearly using the Adapted Charlotte Danielson Rubric, the process focuses on peer observations, self-reflection, and actionable feedback to improve instructional quality.
- **Bi-Weekly Rotation (Data Teams vs. PD-Driven PLCs):** Teachers meet bi-weekly in Data Teams to analyze NWEA student assessment data. On alternating Fridays, staff participate in PD-Driven PLCs focused on instructional strategy, cross-disciplinary alignment, and schoolwide priorities.

Staffing continued

77% of licensed staff return for FY27

Key Focus Areas in FY26 Professional Learning Communities

During the 2025–2026 school year, AAST's professional development sessions and PLCs focused on four core instructional threads:

1. **Cross-Disciplinary & Intra-Disciplinary Collaboration:** Dedicated collaborative time for department-level and grade-band teams to align curriculum maps, share pedagogical practices, and design integrated, multi-subject units.
2. **Academic Language & EL Framework Expansion:** Targeted training on embedding academic language instruction across all content areas, including applying the WIDA Can-Do Descriptors to scaffold content, guide lesson planning, and assess multilingual learners.
3. **World Savvy Partnership (Active Learning Through Inquiry):** Structured inquiry training advancing through perspective-taking, source evaluation (CRAP test), cross-disciplinary projects, and thoughtful AI integration.
4. **Responsive & Trauma-Informed Support:** Pivoting sessions to address real-time community needs, including trauma-informed practices, educator wellness, student safety routines, and end-of-year building management.

Educational Approach and Curriculum

Integrated STEM education connects students with future pathways

Overview

AAST is a 6–12 public charter school in Minneapolis committed to providing youth with a successful path to college and 21st-century STEM careers. Serving a vibrant, resilient community primarily made up of African immigrant families, AAST delivers an integrated STEM education grounded in culturally responsive mentorship, hands-on scientific inquiry, and strong industry partnerships.

Our educational program centers on six Core Values: Learn Good Work, Have Personal Responsibility, Respect, Help One Another, Leverage Differences, and Pay Attention to Fundamentals. Through rigorous academics, real-world application, and character development, AAST empowers students to become global citizens, creative problem-solvers, and future world leaders.

Core Curriculum & Frameworks

- **Mathematics:** Math instruction is designed to build deep conceptual understanding and critical thinking. AAST utilizes McGraw-Hill Math and Big Ideas Math (including Geometry), encouraging students to explore open-ended problems, identify multiple solutions, and collaborate with peers. To support individualized learning, we integrate ALEKS, an online adaptive program providing targeted interventions and advanced challenges tailored to each scholar's needs.
- **English Language Arts (ELA):** Reading and literacy instruction centers on McGraw-Hill's Read to Achieve, which seamlessly embeds science and social studies content into literacy development. To further boost non-fiction comprehension, phonics, vocabulary, and writing skills, students use Achieve3000—a differentiated digital platform that adjusts text complexity to match individual reading levels.
- **Science:** Science learning is powered by Inspire Science (Grades 6–12), a research-based curriculum guided by the 5E Model (Engage, Explore, Explain, Elaborate, Evaluate). Through digital and physical lab experiments, students apply scientific concepts to real-world phenomena. Guided by Universal Design for Learning (UDL) principles, the curriculum ensures accessible, hands-on learning for all students.
- **Social Studies:** Students engage in physical geography, U.S. history, and world history using comprehensive materials from McGraw-Hill, Pearson Geography, and dedicated Minnesota History curricula.

Educational Approach and Curriculum continued

Integrated STEM education connects students with future pathways

STEM Integration & Real-World Pathways

At AAST, STEM is woven into every aspect of student learning to bridge classroom concepts with professional pathways:

- **Coding & Digital Literacy:** In partnership with the New Vision Foundation, students participate in hands-on coding and computer programming classes. Our technology curriculum also incorporates STEM Fuse and Gizmos, putting students in the role of STEM professionals to solve complex, case-study challenges through interactive simulations.
- **University Partnerships & Field Connections:** Through an active partnership with the University of Minnesota (including the CORE/STEM Roadshow and STEM Fairs), AAST students collaborate directly with university professors and educators. Students observe high-level science simulations, perform hands-on experiments, and explore college and career pathways alongside academic researchers.
- **Early College & Career Immersion:** Senior high students gain real-world exposure through robust Postsecondary Enrollment Options (PSEO) and career readiness initiatives. Through partnerships with organizations like Genesys Works, qualifying upperclassmen participate in paid internships with technology- and STEM-based industries.

Enriched Learning Supports: ARCTIC Library & Media Center

The ARCTIC Library & Media Center serves as the academic and research heart of the campus. Featuring a collection of over 12,000 physical titles—along with access to tens of thousands of digital titles, MacBooks, and iPads—the library emphasizes culturally responsive fiction and non-fiction. Students and educators utilize the space daily for silent reading, independent research, and interdisciplinary projects across science, computer science, history, literature, philosophy, and the arts.

Innovative Practices and Implementation

Mentorship, inquiry and evidence guide improvement

Overview

AAST implements innovative systems and targeted practices that drive continuous improvement and student success. From data-driven instructional planning and ongoing teacher development to culturally responsive mentorship and real-world career immersion, these initiatives ensure all students receive a supportive, high-quality education tailored to their needs.

Data-Driven Instruction & Comprehensive Improvement Planning

At AAST, driving student growth begins with a deliberate, continuous cycle of school improvement planning and implementation. Each planning cycle opens with a thorough Comprehensive Needs Assessment (CNA) to identify baseline performance, systemic gaps, and high-impact growth areas across all grade levels.

Using findings from the CNA, leadership establishes a targeted school improvement plan supported by dedicated professional development and instructional coaching. Teachers engage in bi-weekly Professional Learning Communities (PLCs) to conduct deep dives into current assessment data, refine standards-aligned curriculum maps, and ensure state standards directly guide daily classroom lessons. Through regular monitoring and ongoing coaching support, this data-driven process ensures that instructional adjustments are timely, targeted, and effective in maximizing academic achievement.

Celebrating Academic Excellence

AAST actively honors students who demonstrate high academic effort and growth. Through end-of-semester assemblies, Honor Roll recognitions, and targeted awards, AAST cultivates an environment where academic perseverance and achievement are publicly celebrated, motivating all students to reach their highest potential.

Innovative Practices and Implementation continued

Mentorship, inquiry and evidence guide improvement

Mission-Driven Programming: STEM, College Readiness & Culturally Responsive Support
Every instructional innovation at AAST directly advances the school's core mission: providing youth a successful path to college and STEM careers through culturally responsive mentorship, integrated STEM education, and curricular connections with technology-based businesses and industries.

To fulfill this mission and achieve the vision of developing life-long learners, global citizens, and world leaders, AAST integrates several signature practices:

- **Advisory & Individualized Mentorship:** Every AAST student is paired with an adult mentor who guides them throughout their entire academic journey. Meeting regularly, mentors and students review academic grades, discuss personal aspirations, and establish actionable plans to correct course or advance toward future goals. Advisory serves as the school's central structure for career identity formation—seamlessly integrating personal reflection, strategic goal-setting, and direct exposure to college and career pathways.
- **College Readiness & Experiential Learning:** Students participate in regular college campus visits to explore admissions, coursework, financial options, and campus life. In addition, educational field trips throughout the Twin Cities metro area allow students to develop essential social, behavioral, and academic skills through hands-on learning.
- **Culturally Responsive Mentorship & Career Readiness:** Designed specifically to empower African immigrant youth, AAST partners with guest speakers, STEM professionals, and community mentors who reflect students' lived experiences. These leaders share direct pathways into higher education and tech-based careers.
- **Staff Cultural Competency:** To maintain an inclusive environment tailored to community needs, all AAST educators and administrators complete annual cultural competency training, ensuring classroom instruction and schoolwide programming remain deeply supportive and culturally grounded.

Comprehensive Achievement and Civic Readiness Strategic Plan Report

Clear goals connect instruction, readiness and continuous review

AAST's CACR strategic plan, aligned with Minnesota Statute 120B.11, sets out a comprehensive, long-term approach for improving teaching, learning, and student outcomes, while closing achievement gaps across all student groups. The purpose is to ensure all students are career- and college-ready by adopting clearly defined goals, assessing progress with regular benchmarks, and engaging school stakeholders in plan evaluation.

In FY26, the school prioritized STEM Project-Based Learning (PBL), student-centered instruction, cross-curricular projects, and strong social-emotional learning (SEL). Instructional efforts focused on balancing intervention with academic rigor, setting clear student expectations, closing programming gaps, and utilizing frequent checks for understanding to scaffold learning toward student independence.

The plan is monitored and evaluated through continuous data review—including NWEA and MCA results, teacher evaluations, and family and community input—along with regular oversight by the board, site teams, and advisory committees. This ensures ongoing improvement, alignment with statutory requirements, and transparent public reporting of progress toward CACR goals.

CACR Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Minnesota Education Grant System (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize Every Student Succeeds Act (ESSA) funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to CACR.MDE@state.mn.us.
District or Charter Name: Aim Academy of Science and Technology

CACR Contact Name: Abdirashid Abdi

CACR Contact Title: Executive Director

CACR Contact Email: abdirashid.abdi@aimacademymn.org

CACR Contact Phone Number: 612-452-2274

Annual Public Meeting

These annual public meetings are to be held in the fall of each school year.

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

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners: Board Meetings – Aim Academy

Comprehensive Achievement and Civic Readiness Strategic Plan Report continued

Clear goals connect instruction, readiness and continuous review

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

In FY26, stakeholder satisfaction reached peak levels across all groups, with 100% of staff approving of professional development opportunities and 100% of parents feeling satisfied with their child's sense of acceptance. Student and parent satisfaction with learning reached 96% and 93% respectively, while feelings of safety surpassed 96% for both students and parents.

Goals and Results
All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. NA	Provide the result for the 2025-26 SY that directly ties back to the established goal. NA	Check one of the following: ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) __X_ N/A (no kindergarten enrollment)

Comprehensive Achievement and Civic Readiness Strategic Plan Report continued

Clear goals connect instruction, readiness and continuous review

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. The school's aggregate LEP subgroup FY2025 MCA reading proficiency index score is equal to or greater than the Minneapolis Public School (MPS) district's score for grades 6-8 and 10.	Provide the result for the 2025-26 SY that directly ties back to the established goal. AAST: 18.8% proficient MPS: 3.9%	Check one of the following: ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) _X__ On Track (multi-year goal) ___ Not On Track (multi-year goal)

All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. The percentage of AAST Black/African American students maintaining or improving their academic achievement in Math will be within 5 percentage points or better than Minneapolis Public Schools Black/African American students.	Provide the result for the 2025-26 SY that directly ties back to the established goal. AAST: 26.5% maintained or improved MPS: 18.3% maintained or improved. AAST exceeded MPS by 8.3 percentage points.	Check one of the following: _X__ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Comprehensive Achievement and Civic Readiness Strategic Plan Report continued

Clear goals connect instruction, readiness and continuous review

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. Over 70% of returning 11th grade students will graduate from high school by the end of the academic year (Including summer credit makeup)	Provide the result for the 2025-26 SY that directly ties back to the established goal. The graduation rate was 83.3%.	Check one of the following: __X_ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ N/A (no 12th grade enrollment)

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. We prepare students to be lifelong learners by building their independent learning skills and valuing learning. The school's consistent attendance rate is greater than or equal to 75% but less than 90%.	Provide the result for the 2025-26 SY that directly ties back to the established goal. The school's consistent attendance rate in FY25 was 76.6%. (Note: Data from MDE is 1 year behind.)	Check one of the following: ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) __X_ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

School Plan for Assessments

Assessment evidence guides targeted instructional support

AAST uses several measures to assess achievement, growth and language development. NWEA MAP Growth tracks reading and mathematics progress from fall to spring. MCA/MTAS assessments measure achievement against state standards, and ACCESS for ELLs evaluates language development in Listening, Speaking, Reading and Writing.

Teachers review NWEA results in bi-weekly Data Teams. These discussions, together with classroom formative assessments, exit tickets and checks for understanding, guide targeted interventions and adjustments to daily instruction.

New students receive reading and mathematics assessments within two weeks of entering the school. School leaders and teachers use assessment evidence to identify foundational needs, monitor progress and maintain grade-level expectations.

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

Recruitment and job-embedded support strengthen teaching

AAST actively focuses its efforts on recruiting, hiring, and retaining diverse, effective, and in-field teachers across all classrooms. Recognizing the broad teacher shortage facing small Minnesota charter schools, the school first directs recruitment toward attracting fully licensed and experienced candidates who reflect the diversity of the student body. To ensure high-quality instruction across every grade level when fully licensed applicants are limited, AAST provides new, emerging, and non-licensed teachers with intensive job-embedded support. This includes targeted one-on-one instructional coaching, bi-weekly peer data meetings, structured PLCs, and annual cultural competency training to continually build teacher capacity and drive equitable student outcomes.



Satisfaction Survey Results

Students and families report increased satisfaction

The survey data highlights clear, steady growth in stakeholder satisfaction driven by the school's commitment to actively listening to feedback and making direct operational and instructional improvements. Over the three-year period, satisfaction rates among staff, students, and parents increased significantly as AAST implemented targeted adjustments to meet community needs.

Staff Satisfaction Survey Results

Satisfaction with professional development opportunities increased from 80% in FY24 to 100% in FY25 and FY26, reflecting the school's direct investment in meaningful coaching and training tailored to teacher feedback. Satisfaction with roles and responsibilities remained steady, holding between 70% and 75%.

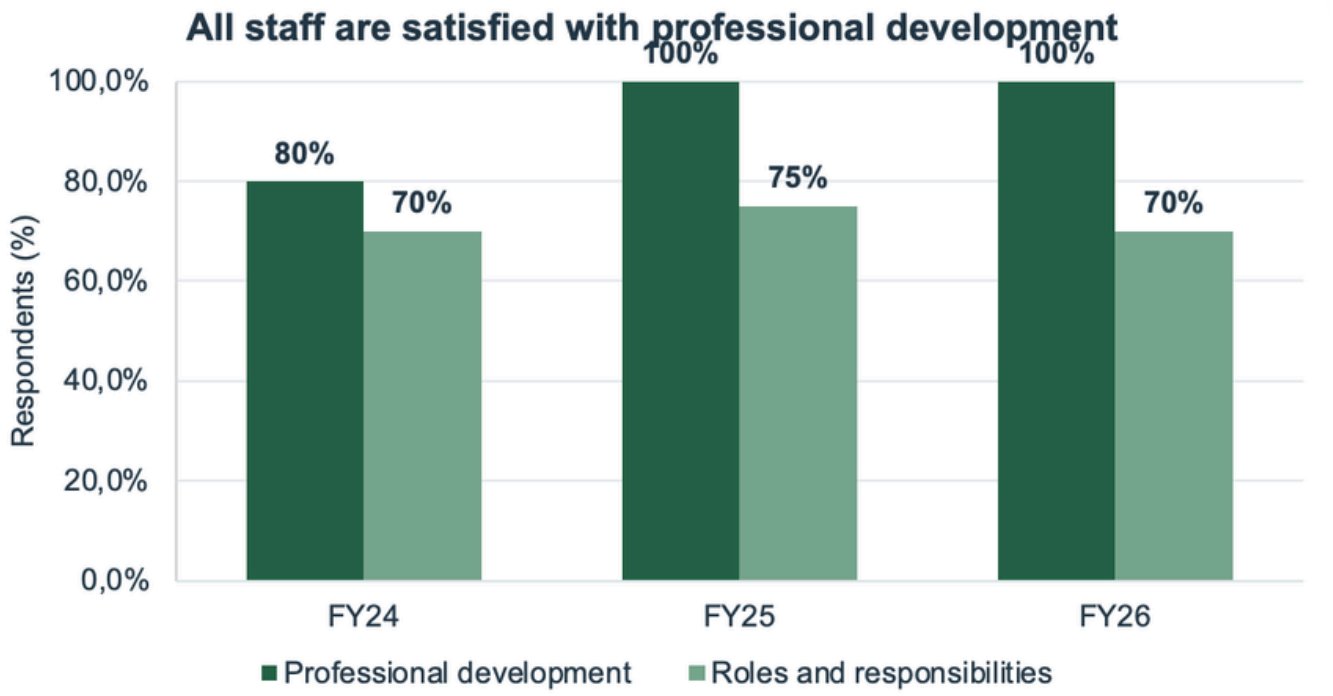


Figure 10. Staff satisfaction, percentage satisfied. FY24–FY26. Series labels and values follow the FY26 draft.

Satisfaction Survey Results continued

Students and families report increased satisfaction

Student Satisfaction Survey Results

Student satisfaction with learning saw a dramatic rise, moving from 57% in FY24 to 96% in FY26. Feelings of safety (96%) and acceptance (93%) in FY26 reached all-time highs, showing that targeted environmental and academic enhancements directly created a safe, welcoming learning space.

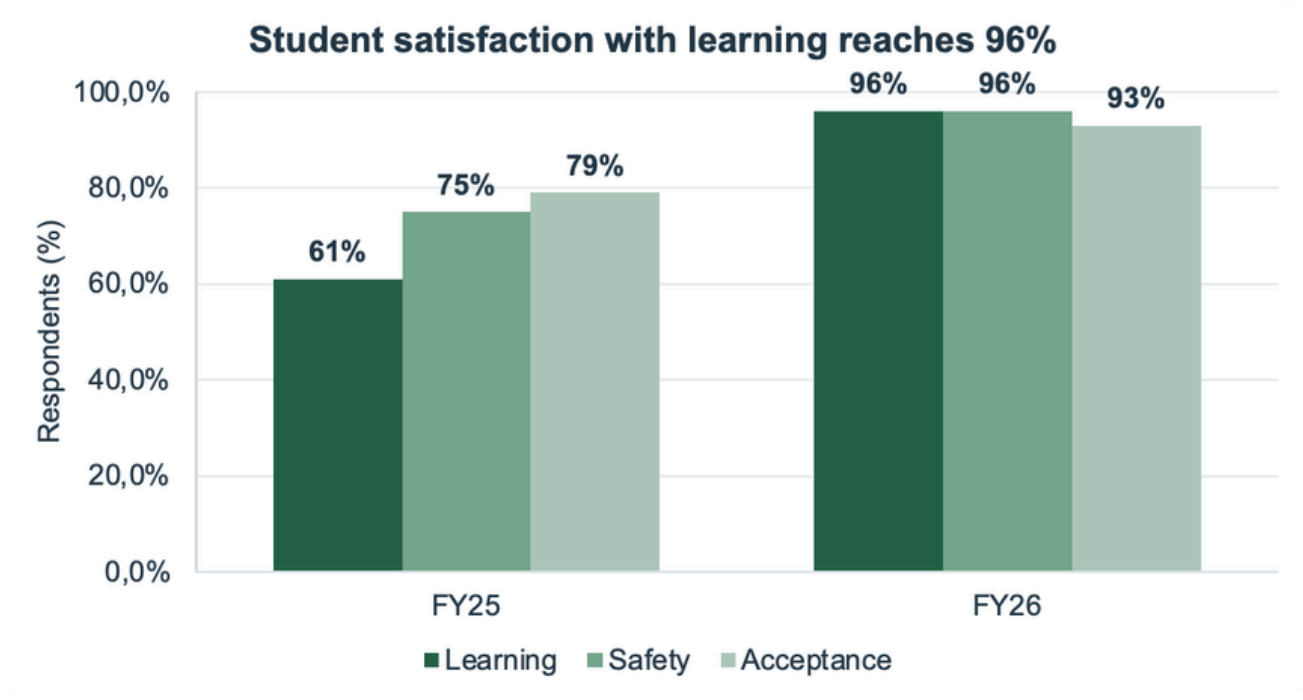


Figure 11. Student satisfaction, percentage satisfied, FY25–FY26. FY24 baseline: learning 57%, acceptance 55%; safety not reported.

Satisfaction Survey Results continued

Students and families report increased satisfaction

Parent Satisfaction

Parent satisfaction improved across all measured areas. By FY26, 100% of parents reported feeling satisfied with their child's sense of acceptance, while satisfaction with safety reached 97% and learning reached 93%, proving that responsive communication and school improvements built strong community trust.

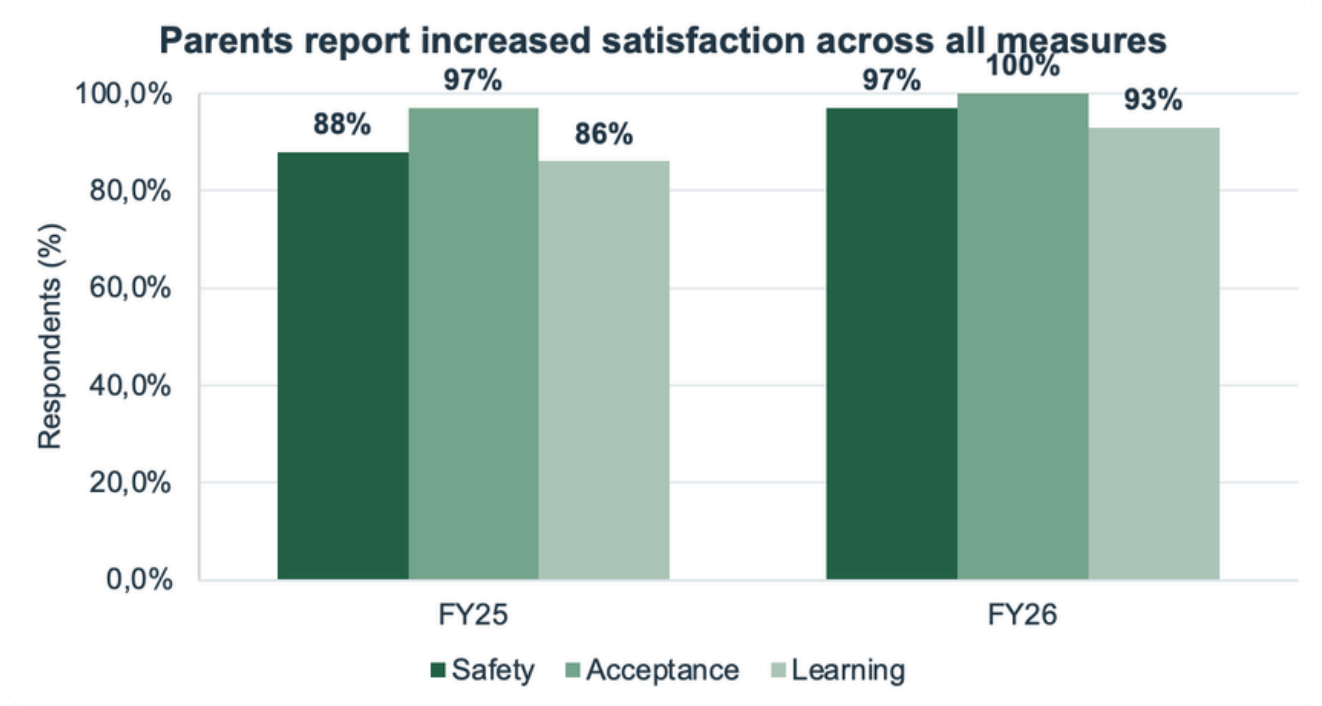


Figure 12. Parent satisfaction, percentage satisfied. FY25–FY26. Figures are rounded to whole numbers.

Finances

FY26 financial results and enrollment outlook

For questions regarding school finances and for complete financials for 2025-25 and/or an organizational budget for 2026-27, contact:

Name: Jess Hulitt
Position: Controller, Outsourced Accounting
School Services

Contact info:
Phone: 612.444.2497
Email: jess.hulitt@creativeplanning.com

	Fund 1	Fund 2	Fund 3
Total Revenues	2,864,955	202,218	0
Total Expenditures	2,831,716	201,625	0
Net Income	33,239	593	0
Total Fund Balance	153,084	593	0

Overview

Lower enrollment than anticipated, along with higher PSEO enrollments than expected, presented challenges with decreased revenue from what was originally projected. Mid year staffing adjustments were made to account for the shortage in funding. The school received the Youthprise Grant midyear as well which was helpful in maintaining programs and activities for students. Expenses incurred also ended higher than projected mainly due to maintenance and utility costs as well as contracted transportation. Projections for FY27 are looking more favorable with increased funding for Compensatory Aid and English Learner Funding.

Finances continued

FY26 financial results and enrollment outlook

Revenues

Over 90% of the school's funding comes from State Aid. The other 10% comes mainly from Federal sources. The largest aid category is General Education Aid which is dependent on enrollment totals.

Expenses

Purchased services make up the largest category of expenses, which includes transportation (roughly ⅓ of the category total), building lease, and various contracted services. Staffing costs are the next largest category.

Net Surplus or Deficit and Fund Balance

While the actual surplus was lower than projected, the year ended with a positive balance. The ending fund balance is $153,677 or around 5.2%. Enrollment for FY27 has increased over FY26 and there are plans to expand programing in the near future, including academics and athletics which we anticipate will help increase enrollment even further in the coming years.

Dissemination of Information

Information reaches families through trusted community channels

The school shares information with families and the community through its website, targeted advertising at local mosques and community centers, and by posting materials in the school gym when it is open for outside groups. Communication is further expanded through school-wide email blasts, regular updates, and word of mouth among parents and community members.



Future Plans

Five priorities for academic, operational and financial improvement

Starting in FY27, AAST plans to strengthen its academic programs, operational systems, and community partnerships through actionable improvements across five key areas:

- **Strengthen Classroom Instruction & Academic Supports: A**AST will expand its multi-tiered intervention system (MTSS) to provide daily, targeted reading and math support for students starting below grade level. Teachers will use frequent assessment data and job-embedded coaching to adjust lessons in real time, ensuring instruction is scaffolded for independent learning and aligned with state standards.

- **Expand Real-World STEM & Workforce Pathways:** The school will build deeper partnerships with local STEM businesses and industries to provide high school seniors with hands-on internships and work-based learning. AAST will also integrate career exploration into middle school advisories and expand access to advanced STEM coursework and industry certification programs.

- **Deepen Student Belonging & Retention:** AAST will utilize its Advisory and mentorship programs to build strong, supportive relationships between adults and students. The school will enhance student recognition programs, conduct regular attendance check-ins, and maintain strong family partnerships to keep students engaged and enrolled through high school graduation.

- **Streamline Governance & Operational Systems:** To ensure organizational health, AAST will implement repeatable, low-burden compliance tracking systems and conduct regular board trainings in finance, equity, and oversight. Leadership will also conduct bi-annual equity data reviews to ensure resources and academic supports are distributed effectively.

- **Maintain Financial & Enrollment Stability:** AAST will manage its finances conservatively by maintaining a healthy fund balance, conducting monthly board financial reviews, and aligning annual operating budgets with realistic enrollment targets.