

# **METRO SCHOOLS**

**620 Olson Memorial Highway  
Minneapolis, MN 55411  
<http://metroschoolsmn.org/>**

ISD # 4131  
School Year 2017-18 CHARTER SCHOOL ANNUAL REPORT  
&  
WORLD'S BEST WORKFORCE ANNUAL REPORT

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# 1. School Information

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<http://metroschoolsmn.org/>

Metro Schools College Prep (Metro Schools), Charter School District #4131, has completed its thirteenth year of operations and is pleased to present this Annual Report. It was founded in 2005. Metro Schools focuses on creating a caring, supportive learning community for students from all over the world. The academic program prepares students for college. Metro Schools combines a middle school serving grades 5-8 and a high school grades 9-12, located at the same facility. The school was founded in 2005 as Lighthouse Academy of Nations. It expanded to include the middle school in 2012-13. Both middle school and high school programs have the same philosophy and share administration.

Metro Schools was located in south Minneapolis but moved to a new facility, on Olson Memorial Highway in north Minneapolis, in 2017. The new building is much bigger than the prior facility and features amenities such as a gymnasium for students as well as an outdoor field. Metro Schools succeeded in attracting the anticipated larger number of students, during its first year in the new facility.

This annual report is for Metro Schools' Authorizer, supporters, partners and the general, regarding the 2017-18 school year. It addresses the required elements for charter school annual reports as defined in Minnesota Statute 124D.10, Subd. 14, and additional elements identified in the Audubon Center of the North Woods' FY18 World's Best Workforce and Annual Report Template.

## **Mission**

Metro Schools College Prep is committed to academic excellence and closing the achievement gap by establishing rigorous goals for students, parents, teachers and the school. Metro Schools College Prep values cultural, religious, ethnic, and socioeconomic diversity as central elements of a college preparatory education and provides a caring learning community that prepares students and staff to be responsible world citizens and environmental stewards.

## **Vision**

The vision of Metro Schools is for our students to have a steadfast belief in their worth as human beings and that they will be prepared socially and academically to fulfill their aspirations in a changing, challenging world community. We aim to be widely recognized as the most effective model for closing the achievement gap and preparing students for careers in the 21st century.

## **Authorizer Information**

Metro Schools' Authorizer is the Audubon Center of the Northwoods (ACNW). The authorizing mission of ACNW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

ACNW supports Metro Schools in terms of understanding the school's academic goals and how the school establishes a sustainable system. The authorizer has provided valuable teaching experience for teachers and helps Metro Schools' students to learn more about the environment and its protection. Metro Schools students attended an environmental education training offered by ACNW again during 2017-18. The authorizer liaison comes to Board meetings, provides advice and monitors operations. ACNW is very involved and supportive as the authorizer.

Metro Schools' contract with ACNW was renewed in the spring of 2015 for a three-year term, running July 2015 through June 2018. Thus 2017-18 was the final year of this contract. In early 2018 the school received a two-year contract renewal, to run July 2018 through June 2020.

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## 2. Implementation of Primary and Additional Statutory Purposes

Metro Schools seeks to meet the primary statutory purpose of improving pupil learning and student achievement by fulfilling the school mission of academic excellence and by working to close the achievement gap by providing a small, college-prep focused program that deliberately targets and seeks to meet the needs of immigrants to the Twin Cities, who often need intensive English language instruction. Metro Schools, in the language of its original charter application, seeks to be an innovative educational institution that empowers linguistically and culturally diverse students through academic and sociocultural support systems specifically structured to enhance their life skills. Metro Schools' methods and strategies, as described throughout this report, present a creative approach to collaborative education.

Metro Schools also seeks to meet the additional purposes of encouraging the use of different and innovative teaching methods; and creating new professional opportunities for teachers including the opportunity to be responsible for the learning program at the school site:

- *Encourage the use of different and innovative teaching methods:* Metro Schools addresses this through strategies including adjusting schedules to allow for intensive English language (EL) instruction as needed for EL students; sending students from the city to outdoor science and environmental training; addressing students' college-preparedness needs through additional supports which are needed by students who are likely to be the first in their families to attend college; and supporting credit-recovery for students who are behind in credits, through strategies including the Edmentum computer-based supplemental program, and a summer program specifically oriented toward credit recovery.
- *Create new professional opportunities for teachers:* Professional development for Metro Schools teachers is provided through in-service trainings and Professional Learning Community (PLC) meetings. PLC's at Metro Schools are content-based and attended by staff across all grades; teachers take responsibility for the learning program by collaborating with their colleagues via PLC's, which focus the school's efforts to improve through strategies such as reviewing student data, unit planning, aligning coursework to address content needs, focused skills training, identifying strategies to improve student learning. Professional opportunities for teachers at Metro Schools also include serving as department heads and sitting on the Instructional Leadership Team which directly advises the school director.
- *To increase learning opportunities for all pupils:* Metro Schools increases learning opportunities by providing a unique program that is centered around celebrating and honoring cultural, religious, ethnic, and socioeconomic backgrounds of students with the aim to prepare them for college entrance and success.

### 3. Student Enrollment & Demographics

#### STUDENT ENROLLMENT

Enrollment figures for 2016-17, 2017-18 and what is estimated for 2018-19, are as provided below. Actual student numbers for 2017-18, Metro Schools’ first year at its new, larger building, exceeded the projected figure, of 375 students.

<b>Number of Students Enrolled</b>	<b>2016-17</b>	<b>2017-18</b>
5 <sup>th</sup> Grade	8	14
6 <sup>th</sup> Grade	26	35
7 <sup>th</sup> Grade	25	40
8 <sup>th</sup> Grade	29	45
9 <sup>th</sup> Grade	71	61
10 <sup>th</sup> Grade	62	81
11 <sup>th</sup> Grade	36	57
12 <sup>th</sup> Grade	47	55
<b>Total</b>	<b>304</b>	<b>388</b>
<b>Total ADM (Average Daily Membership) for year</b>	<b>322.6</b>	<b>409.33</b>

#### STUDENT DEMOGRAPHICS

<b>Demographic Trends</b>	<b>2016-17</b>	<b>2017-18</b>

Total Enrollment	304	388
Male	140	201
Female	164	187
Special Education	19	26
English Learners	204	287
Free/Reduced Priced Lunch	252	363
Black, not of Hispanic Origin	304	388
Hispanic/Latino	-	-
Asian/Pacific Islander	-	-
American Indian/Alaskan Native	-	-
White, not of Hispanic Origin	-	-

## 4. Student Attendance, Attrition & Mobility

### STUDENT ATTENDANCE

As shown in the table below, Metro Schools continues to boast a high attendance rate.

	2015-16	2016-17	2017-18
<b>Overall Student Attendance Rate</b>	94.9%	95.5%	96.7%

### STUDENT ATTRITION

<b>Percentage of students* who continued enrollment in the school from Spring 2017 to October 1, 2017.</b>	<b>51.7%</b>
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*\*Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6<sup>th</sup> grade.*

Metro Schools had a total of 331 students enrolled at the end of the 2016-17 school year, and who were eligible to re-enroll for the fall; of these students, 171 or 51.7% returned for the new school year by the end of September 2017. This is a substantial increase in attrition from the previous year, when 85% of eligible students returned for the fall of 2016; however this may be attributable to the school having moved to a different location between the spring of 2017 and fall.

### STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
<b>2014-15</b>	2	288	125	57	182	63%
<b>2015-16</b>	31	276	56	61	117	42%



<b>2016-17</b>	53	304	59	69	128	42%
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\* Total mid-year transfers divided by number of students on October 1. Note: mobility data reported by MDE lags a year, so 2017-18 figures are not available for comparison.

## 5. Educational Approach & Curriculum

The educational approach and curriculum are informed by Metro Schools' Mission Statement: Metro Schools College Prep is committed to academic excellence and closing the achievement gap by establishing rigorous goals for students, parents, teachers and the school. Metro Schools College Prep values cultural, religious, ethnic, and socioeconomic diversity as central elements of a college preparatory education and provides a caring learning community that prepares students and staff to be responsible world citizens and environmental stewards. The following narrative addresses these aspects, as requested in the ACNW Annual Report Template.

*Metro has several key pedagogical approaches to meeting its mission.*

Metro Schools has college preparatory middle/high school curriculum aligned to ACT and Minnesota Standards. Metro offers small class sizes – often 15 to 20 students – allowing them to serve individual students, address rigorous goals based on assessment data, and strengthen skills needed for college. Metro utilizes an extended day schedule (with early dismissal Fridays) to help bridge the educational gap and improve a student's chance to attend the college or university of their choice. Key to providing a caring learning community is the schools approach to providing an environment that is safe and conducive to learning.

Metro Schools' diverse staff provides further support to their students to help them understand the path to college and how to succeed once accepted. Metro brings in guest speakers, facilitates visits to universities, joins competitions, participates in team-building activities, and encourages students to take leadership roles. These opportunities give students the confidence to focus on their studies and develop a solid work ethic both in class and through extracurricular activities.

Metro Schools also helps with financial aid applications and scholarships using the latest resources to aid in career exploration. Resources include online services, software programs, workshops, guest speakers, and college visits.

**The next section describes Metro Schools' instructional program and curriculum.**

Main characteristics of the Metro Schools academic program are as follows:

1. Students take classes at their proficiency level
2. Metro Schools offers an extended school day with more instructional time
3. Metro Schools offers extra instruction in English and Math; all subjects are taught using a school-wide systematic approach to learning.

Metro Schools offers an extended school day, running from 9:00 to 4:15 Monday through Thursday (students attend for a half-day Fridays as discussed below). This gives students more instructional time per day than most schools in the area. In addition to core academic courses, Metro Schools offers electives in physical education, fine arts, and computer literacy, among others. Course offerings are aligned with the state academic and graduation standards.

Metro Schools is also committed to helping its students pursue secondary education and/or success in today's workforce. Newly-enrolling high school students meet with a counselor for assessment and placement. Metro Schools facilitates academic decision-making, curriculum

information, interpretation of policies and procedures, and assessment of student interests and needs. The school also helps with financial aid applications and scholarships using the latest resources to aid in career exploration. Resources include online services, software programs, workshops, guest speakers, and college visits.

Metro Schools' curriculum and instructional focus has been standardized to support student achievement in the Minnesota state standards and most explicitly the benchmarks that guide learning toward mastery of academic standards. Professional development is provided to new staff in areas such as Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), sheltered instruction, backward design, curriculum mapping, thematic instruction, collaborative planning, homework help, MCA test preparation, and the interpretation of student scores to inform instruction.

One Friday per month there is a staff meeting of the whole staff; on the other three Fridays staff meet in department-based Professional Learning Community (PLC) groups. These meetings include reviewing student data, unit planning, aligning coursework to address content needs, focused skills training, identifying strategies to improve student learning. Inservice training is provided on topics relevant to the school's focus efforts to improve, which often focus on EL strategies or needs as the majority of Metro Schools' students are English Learners. There are five PLC's: English as a Second Language; English; Math; Science; and Social Sciences (including Art and PE). PLCs are content-based, and attended by staff across grades, 5-12. Special education teachers join wherever they are most needed.

In addition to professional development provided through PLC's, Metro Schools staff attend conferences off-site as well. During 2017-18, all members of the Instructional Leadership Team will have gone to a conference based on their needs, e.g. ASCD or the WIDA conference for EL staff.

Students' families are involved through parent-teacher conferences, held three times per year, and through regular communication with parents. Student assignments and grade information is available online for parents to view, and Metro Schools makes follow-up phone calls to parents after report cards are sent out. There are also two parent nights per year, which help enhance connections between students' families and the school.

In the grades 6-8 middle school program most students switch through the four core academic subjects during the day – there are four teachers, for Math, Science, Social Studies and English, who serve the middle school grades. In addition to the core academic subjects, grades 6-8 students see two specialists every day, in Technology, Arabic (once a week), and Advisory (four times a week). Physical Education is provided daily in the Middle School. Grade 5 is self-contained: in addition to the core academic areas, fifth-graders have art, gym and computers every day, and Arabic twice a week. There is also a single self-contained special education classroom for students in grades 5-6.

*Remediation and acceleration practices and programming include the following.*

Metro Schools offers preparation classes at the high school level for new-to-country students who are not ready for high school-level material. The goal for these students is to build the basic foundational skills as quickly as possible, e.g. through a sheltered literacy class and Foundation Math class, so they can begin taking credit-bearing courses as soon as possible. Bilingual Math and Bilingual Environmental Science are offered as well.

*Metro Schools provides special education programming as follows.*

Metro Schools meets the needs of its special education students through a combination of full-time staff members and contracted service providers based on the services in each student's Individual Education Plan (IEP). Services include academic and behavioral support from the special education teachers and may include paraprofessional support and/or services from related services service providers including the speech/language clinician, deaf/hard of hearing teacher, occupational therapist, school psychologist, and vocational rehabilitation counselor. The team also works closely with the school nurse and guidance counselor.

Metro Schools also has a child study team which meets as needed to discuss general education students, identified by teachers as struggling with academics and/or behavior. The child study team discusses each student and identifies interventions to implement to students to see if improvements can be made in student performance and to identify students who should be referred for a special education evaluation.

Metro Schools contracts with Designs for Learning for special education director services. The special education director oversees the special education department, ensuring compliance with the Minnesota Department of Education rules and regulations. The special education director also provides training and support for the special education teachers, working closely with the special education coordinator who is part of Metro Schools staff.

*Metro Schools provides English Learner services to a large fraction of its students.*

Metro Schools serves a population of primarily immigrants and first generation students. As a result, there are many English Learners (74% of the student population as of fall 2017). Upon arrival at the school, students' previous coursework is assessed via transcripts and academic assessments when necessary, as well as their fluency in the English language. If ACCESS results are not available, newly-enrolling English Learner students are given a placement test in English and Math when they enroll, for purposes of appropriate placement. This ensures that students are able to learn in collaboration with peers who are at similar stages in their academic development.

Metro Schools serves many students with very limited knowledge of English; ACCESS results from January 2017 showed 91 of 182 October 1-enrolled students, exactly half, with scores at levels 1 or 2 on the ACCESS composite, indicating the lowest levels of language acquisition. January 2018 results showed 79 of 178 or 44% of students scoring at Levels 1 and 2, indicating that the student population remains similar in this respect. Based on their performance, students are placed in classes according to their proficiency level. Because Metro Schools' students are experiencing the challenge of adapting to a new culture, new language, and new educational system, it is very important for school staff to be highly sensitive to their needs. This is a key component of the academic program. Many members of Metro Schools' staff are from the same areas of the world that the students are from. The staff members who are not from a foreign country have all lived for extended periods of time abroad. Teachers also receive on-going training in how to meet the needs of immigrant youth, as well as training in best teaching practices for teaching English Learners. Students are able to take two classes in English daily, and receive extra support, e.g. from the Title I teacher and for some students, the after-school program which runs two hours Mondays and Wednesdays.

Establishing a strong curriculum for newcomers to the country remains a major challenge Metro Schools faces. In response to this challenge, Metro Schools has increased ESL staff. The high population of new-to-country and SLIFE (Students with Limited and Interrupted Formal Education) students is also part of the reason for the after-school program. Metro Schools is committed to meeting this challenge, as preparing the school's population of diverse students for success in college and careers is central to the Metro Schools' mission.

*Metro Schools provides summer and after-school programming to support students who are behind.*

Metro Schools runs a summer credit recovery program, which was attended by about 90 students in 2018. The summer program is staffed by Metro Schools teachers who are paid stipends (there were four teachers in 2016; a fifth is being added for summer 2017, to address art and elective credits). The summer program runs four hours a day, four days a week, for four weeks.

Metro Schools provides an after-school program, running one and a half hours after school three days per week. The after-school program is available for all students, but is intended mainly for those who need extra help academically. The after-school program is free but parents need to provide transportation, which limits the ability of many students to participate. There is also a credit-recovery after-school program for high school students running four days per week, using Edmentum in Metro Schools' computer lab with teachers providing support and monitoring tests so students can receive credit when completing course requirements.

*Metro Schools' staffing is designed to meet the school's educational mission.*

Metro Schools has five Departments in the high school, for each of the four core academic subjects, and EL. Art and PE are included with Social Studies. The lead teachers for each Department meet with the middle school teachers as well, and this group serves on the advisory committee that advises the Head of Schools (the advisory committee also includes the high school and middle school deans, school social worker, instructional coach, Office Manager and building manager).

Metro Schools has a teaching staff that is fully licensed to teach in the subject areas of responsibility. The school also employs support staff to meet the needs of Metro Schools' unique student population, and leadership to guide the program and ensure the program retains its focus on the school mission.

*Metro Schools' graduation requirements are as follows.*

Metro requires 26.5 credits to graduate. Each course is worth 0.5 credits per semester. Graduation requirement includes 4 credits of English, 3 credits each in Math and Science, 3.5 credits in Social Studies, 11.5 Elective credits, 1 credit in Art, and 0.5 credit of Physical Education.

*Metro Schools' calendar and daily schedule for 2017-18 were as follows.*

Metro Schools' 2017-18 board approved calendar provided for 142 full days of school and 31 half-days; see below. Actual days were 141 full school days with 7 contact hours per day and 35 half-days with 3 contact hours per day. A total of 1092 contact hours were covered in the school year. The calendar for 2018-19 is similar, with 144 full and 30 half-days. School for 2018-19 started a week before Labor Day and will end with graduation on June 12, 2019.

## 6. Innovative Practices & Implementation

Metro Schools strives for academic excellence. Metro Schools' teachers and staff have proven experience helping students graduate to higher education and better employment opportunities. Innovative or unique aspects of Metro Schools include:

- Provides intensive English language instruction as needed, for our large English Learner student population.
- Provides advisories for all students in math or English provide enhanced support and motivation. Minnesota Comprehensive Assessments prep support is provided through the advisories as well, for students who need to take the MCA's.
- Uses a half-day schedule on Fridays. After the early release of students, teachers stay at the school to analyze assessment data, receive training and carry out joint planning.
- Recognizes unique language, cultural, religious needs of immigrant and refugee students and their families. The Friday half-days are in part a religious accommodation, as many of Metro Schools' students are committed to religious activities on Fridays. By mandating more instructional hours Monday through Thursday, the school maintains its academic focus while avoiding conflicts with religious commitments.
- Offers staff who speak many languages, from countries around the world.
- Sends students from the city to outdoor science and environmental training (supported by the Authorizer, Audubon Society of the North Woods).
- Prepares students for successful post-high school learning options. In addition to providing a strong academic program, Metro Schools addresses its students' needs for college preparedness by explaining the expectations and requirements to be admitted to a college or university. There is a college-prep class intended for juniors, in which students learn about how to choose a college, available scholarships, financial aid options, and the application process. The course also helps students prepare for the ACT.
- Identifies goals for every student, informed by NWEA MAP test results. Every class has targets as well. This helps ensure accountability of both students and teachers
- Uses a comprehensive online program, Edmentum, for credit recovery. This is an important resource for high school students who need to make up credits. Edmentum supplements in-school instruction to allow for a full high school curriculum. The academic and cultural counselor explains courses students need, the director assigns students to the program as needed, and their teacher-advisor monitors their progress. Students can access Edmentum twenty-four hours a day, seven days a week.
- Metro Schools offers an "MCA Academy" over spring break, to provide additional support to high school students taking the MCA in either Math or English, especially the former.

Metro Schools' key successes from the 2017-18 school year included the following:

- Successfully moving into and occupying a new facility. The current school building, at Olsen Memorial Highway and Highway 94, is superior to the previous site in several ways, including having more space, a gym, and good security at the entrance. With the improved facility helping to draw in more students, Metro Schools successfully expanded enrollment; while the school lost many students from the south Metro area and St. Paul, Metro Schools was able to enroll more from the north Metro.
- Another success was in carrying out planning for restructuring the school's administration, for 2018-19. Staffing structure was revised, allowing Metro Schools to hire a certified principal for the first time. For Fall 2018, Metro Schools has an experienced administrator in place as Head of School.

- Metro Schools' sports program was also a success in 2017-18; the school now has a gym and was able to join the Minnesota High School League and offer team sports to its students.

Key challenges from the past school year, and plans to address the challenges, included the following:

- Serving many new students, who came to Metro Schools from other area schools and often had many challenges, academically and behaviorally. Noted in the Student Attrition section, only 51.7% of students enrolled in the spring of 2017 returned in the fall; however, the total number of students served was substantially larger in 2017-18. Challenges included obtaining records from newly-enrolling students' previous schools, and accurately identifying needs, including special education/behavior needs and level of language knowledge for EL students.
- Another challenge Metro Schools is facing is due to the authorizer's requirement for an enrollment cap at 375 (the current facility could accommodate up to approximately 450). While Metro Schools had a waiting list for much of the 2017-18 school year, families whose students were unable to enroll have tended to go elsewhere, and there is not a waiting list as of October 2018.
- Metro Schools also faced the challenges of moving into and occupying a new building, including furnishing the building and deciding how best to configure classrooms, offices etc. in the new space.
- Transportation was a challenge at the beginning of the year. However, issues with busing were resolved in the first weeks of the school year.
- Finally, staffing was another challenge: several positions were difficult to fill, and Metro Schools began the year without a social worker, reading specialist, or several other positions. The school was fully staffed by spring, however.

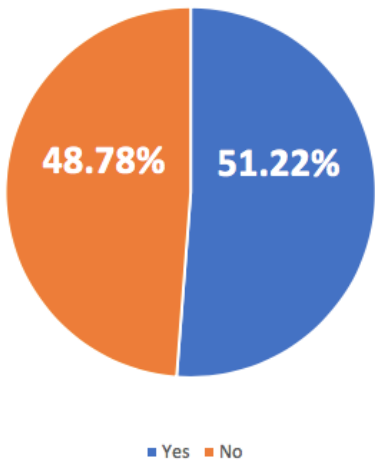


# 7. Academic Performance

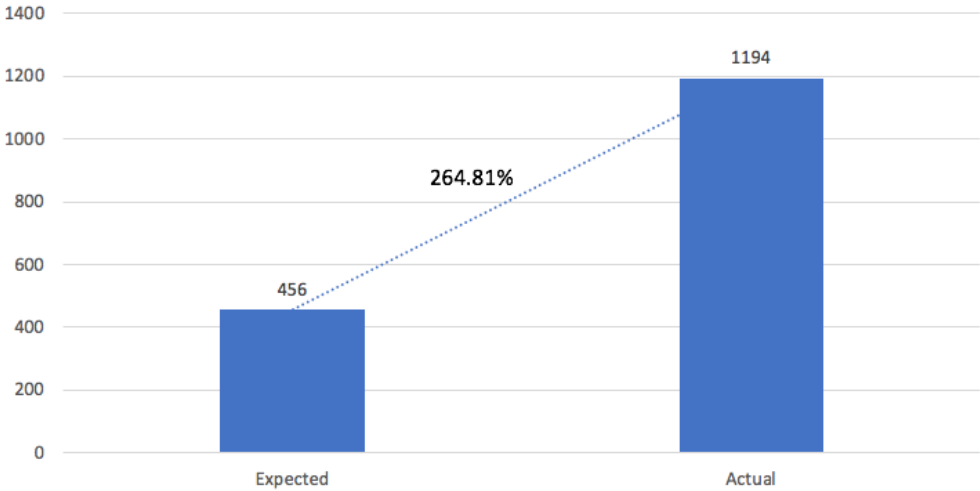
Metro Schools earned a contract renewal with Audubon Center of the Northwoods by earning 54% of the academic points in the schools performance contract. The school’s students have a history of beating expectations based on national norms on the NWEA MAP Assessment. More complete data Exhibit G of the school’s performance contract with ACNW is in the Appendix.

In 2018, 51.22% of students achieved their test score growth projections in Math on the NWEA. Those who met their growth projections exceed their expected growth by 263.81%

NWEA Results (Math)  
Percentage of students who met growth projections

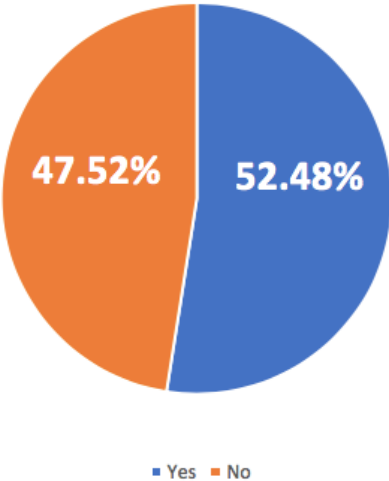


NWEA (Math) Test Score Growth  
Cumulative Points Above Expected Increase

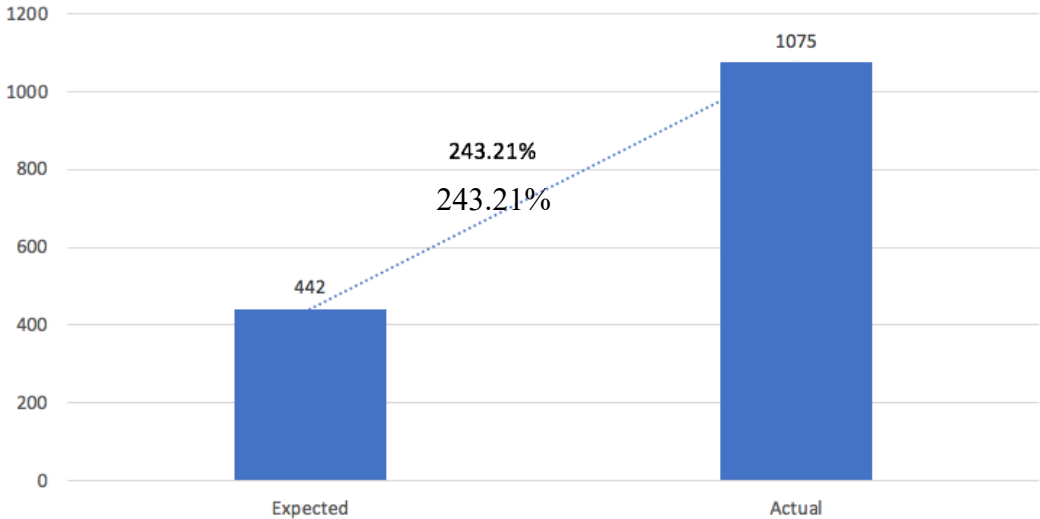


In 2018, 52.48% of students achieved their test score growth projections in Reading on the NWEA. Those who met their growth projections exceed their expected growth by 243.21%

NWEA Results (Reading)  
Percentage of students who met growth projections



NWEA (Reading) Test Score Growth  
Cumulative Points Above Expected Increase



## NWEA Grade by Grade Tables

<b>Metro Schools</b>		Comparison periods			Growth Evaluated Against					
<b>Reading</b>		Fall 2017	Spring 2018	Growth	School Norms			Student Norms		
Grade (Spring 2018)	Growth Count*	Mean RIT	Mean RIT	Observed Growth	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with projection	Count Met projection	Percent Met Projection
5	12	192.3	191.1	-1.2	6 6	-4.39	1	12	3	25
6	20	192.9	205.6	12.7	5.2	3.91	99	20	14	70
7	31	187.4	198.5	11.1	4.3	3.74	99	31	21	68
8	32	188.3	193.6	5.3	4 1	0.54	71	32	15	47
9	46	198	201.3	3.2	1.9	0.59	72	46	21	46
10	52	194.7	199.1	4.4	1.6	0.99	84	52	28	54
11	35	206.9	208.6	1.7						
12	26	203.4	204.8	1.3			Count totals	193	102	52.8%

<b>Metro Schools</b>		Comparison Periods			Growth Evaluated Against					
<b>Mathematics</b>		Fall 2017	Spring 2018	Growth	School Norms			Student Norms		
Grade (Spring 2018)	Growth Count*	Mean RIT	Mean RIT	Observed Growth	Projected Growth	School Conditional Growth Index	School Conditional Growth %ile	Count with Projection	Count Met Projection	Percent Met Projection

5	12	190	196.3	6.3	7.7	-0.53	30	12	3	25
6	28	195.4	204	8.5	6.1	1.11	87	28	13	46
7	36	198.2	205.7	7.5	45	1.43	92	36	16	44
8	37	196.9	200.6	3.7	2.7	0.49	69	37	17	46
9	49	204.4	208.6	4.2	1.3	1.26	90	49	25	51
10	60	199	205.6	6.5	1.3	2.02	98	60	41	68
11	37	205.2	208.3	3.1						
12	27	206.2	210.3	4.1			Count totals	222	115	51.8%

Metro students do not perform as well on the MCA state assessments that are given once a year in April. The new Head of School is making improvement on the MCAs a high priority in the School Improvement Plan.

#### MCA Reading

Reading MCA & MTAS Combined, All Grades, Enrolled Oct 1						
Year		Exceeds	Meets	Partially Meets	Does Not Meet	# Tested/ Proficiency Index
<b>2016</b>	Count	3	17	23	53	96
	Percent	3.10%	17.70%	24.00%	55.20%	32.81%
<b>2017</b>	Count	6	23	16	67	112
	Percent	5.40%	20.50%	14.30%	59.80%	33.04%
<b>2018</b>	Count	5	21	24	129	179
	Percent	2.80%	11.70%	13.40%	72.10%	21.23%

Mathematics MCA & MTAS Combined, All Grades, Enrolled Oct 1						
Year		Exceeds	Meets	Partially Meets	Does Not Meet	# Tested/ Proficiency Index
2016	Count	4	4	14	78	100
	Percent	4.00%	4.00%	14.00%	78.00%	15.00%
2017	Count	5	6	15	71	97
	Percent	5.20%	6.20%	15.50%	73.20%	19.07%
2018	Count	5	10	18	125	158
	Percent	3.20%	6.30%	11.40%	79.10%	15.19%

In the area of Post Secondary Readiness, 100% of graduating students were accepted into post-secondary institutions.

## 8. Educational Effectiveness: Assessment & Evaluation

*Specific areas of need in the school's education program that were identified at the start of the school year, and the data the needs were based upon*

To identify areas of need, Metro Schools' Instructional Leadership Team looks at MCA data as soon as it becomes available. Academic results data in combination with end-of-year PLC check-out's and teacher retention surveys, permit identification of areas of need for the coming year. When the team carried out this process during the summer of 2016 it identified the following schoolwide priorities (each department also articulated priorities):

- Raising our expectations for our kids (behaviorally and academically)
- Creating RIGOROUS standard-aligned assessments, plans and targets that translate to increased student learning
- Monitoring our students mastery of the standards and content more effectively and using that information to improve planning
- Increasing the efficacy of our PLC/department meetings to drive our professional development

*Metro Schools' process for assessing and evaluating each student's progress toward meeting state and local academic standards*

Because Metro Schools serves such a diverse student population with such a wide range of educational backgrounds, school staff work very hard to ensure that all students have class schedules that meet their needs. Upon arrival at the school, students take the NWEA MAP, and WAPT if needed as an English language assessment. Students who enroll late and miss taking the MAP in the fall, are tested during the winter. Based on their performance on these assessments, and a review of previous school transcripts for transferring high schoolers, students are then placed in classes according to their proficiency level. This ensures that students are able to learn in collaboration with peers who are similar stages in their academic development.

*The school's process for disaggregating data by student group in order to assess the school's educational effectiveness in relation to these groups*

Metro Schools' Academic Dean dis-aggregates academic achievement data by gender, EL status and by SLIFE status, as well as by grade level and enrollment date (how long students have been enrolled at the school).

*Metro Schools' process to review and evaluate the strengths and weaknesses of instruction and curriculum; and system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations, and teacher evaluations*

Metro Schools understands the role and influence of the building-based administrator yet also understand that others need to expand their capacity to work as a team at all levels, collaboratively. The School Director is committed to a shared leadership model and now has an Instructional Leadership Team in place. The Instructional Leadership Team consists of the Academic Dean, the math coach, and the five Department heads. It meets every Thursday after school.

The school has in place a continuous improvement model consisting of ongoing needs assessment, targeted goals, identified strategies, a professional development plan, ongoing, job

embedded professional development including the analysis of regular assessment data, and teacher evaluation system aimed at results. A school climate survey of teaching staff was carried out in the fall of 2016, on which 69% of respondents gave a positive rating on school climate overall. The Leadership Team used these results to inform work with staff.

Based on a needs assessment that included examining trend data, staff surveys, and interviews, the Metro Schools is implementing several improvement efforts, including:

- The Schoolwide discipline or student behavior system is improved, more proactive, and appropriately staffed. Metro Schools has a PBIS team which includes two behavior deans, the math coach, a 5<sup>th</sup> grade teacher, and a high school teacher. The PBIS team meets every other week, reviewing data to inform responses to behavior issues.
- The Teacher Evaluation System has been improved, to incorporate more observations and feedback utilizing google forms to share data immediately, including feedback to teachers.
- Needed curriculum resources are identified for acquisition, then mapped and aligned for all subjects. This is part of the work of the PLC's – each identifies appropriate resources for their curricular area, and ensures effective implementation.
- Metro Schools' staff has been trained on "backwards design" principles with a renewed effort to use data to inform instruction. This is addressed during pre-service training, immediately prior to the beginning of the school year, and is addressed in each academic area.

*Metro Schools' strategies for improving instruction, curriculum and student achievement include:*

- The Instructional Leadership Team is there to support teachers. They help staff by building relationships and by coordinating efforts for school improvement. The leadership team also leads learning community meetings (PLCs) in which staff, organized by Department, look at objectives, analyze student data, and identify strategies to improve student learning. School leadership's goal is that staff hear a consistent message by all members of the leadership team. The leadership team meets weekly for 60 minutes to review progress on the team goals of staying focused on student learning, improving communication and building more buy in and capacity across the staff.
- See also the *Educational Approach & Curriculum* section above, which addresses how professional development strategies are embedded throughout Metro Schools' program.

*Metro Schools' strategies to implement education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness include the following:*

- The staff use weekly Professional Learning Communities (PLC) to further analyze weekly student data from benchmark assessments based on the Minnesota Standards. Teachers in the PLCs examine student results and collaborate on developing strategies to help all students meet grade level proficiency. The staff receives high quality professional development in each key area, including how to develop and analyze formative assessments, how to understand Minnesota State Standards and grade level proficiency benchmarks, how to track student progress, and how to implement key components of the curriculum. The regular PLC meetings and the follow up support from the Academic Dean provides job embedded professional development aimed at improving teacher understanding of the concepts students need to master.
- Metro Schools utilizes a comprehensive online program, Edmentum, for credit recovery utilizing an interactive curriculum that is aligned to Minnesota State Standards.

*Metro Schools' strategies to examine the equitable distribution of experienced and qualified teachers throughout the school using data, including how the school uses this data to set forth*

*strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers include:*

Metro Schools strives to ensure all teachers are licensed in the area they will teach, as well as experienced and well-suited for the school's unique population of mainly immigrants and English Learners. Metro Schools' 2016 Staffing Profile information (on Minnesota's Report Card) show that all teachers were properly licensed, i.e. none working with special permissions.



## 9. Student & Parent Satisfaction

*Present data that the school has collected regarding student and parent satisfaction and perceptions of safety in chart or graph form along with a brief narrative interpreting the data.*

In the spring of 2017 Metro Schools' parents were given a survey, asking two questions:

- Are you satisfied with the education your child is receiving at Metro Schools? (response options: Very satisfied; Satisfied; Not Satisfied)
- Do you feel that your child is safe at Metro Schools? (response options: Very safe; Safe; Not Safe)

The parent's satisfaction rates are extremely strong showing 95% (251/263) of our parents are "Satisfied" or "Very Satisfied" with the education their student is receiving at Metro and 99% (261/263) of parents either "Very Safe" or "Safe."

## 10. Environmental Education

The mission of Metro Schools' authorizer, the Audubon Center of the North Woods, is to instill a connection and commitment to the environment in people of all communities through experiential learning. ACNW defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

Metro Schools carried out a number of Environmental Education activities during 2016-17, but the focus was not as systematic as was intended; and the EE lead left the school at the end of the year. For 2017-18 two lead staff have been identified, who are overseeing EE more-systematic activities at the middle and high school levels.

The below summarizes Metro Schools' EE plan which is in place for 2018-19:

### Indicator Area 1: Awareness

*Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.*

**Goal:** Students and staff at Metro College Prep have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

- **Strategy, Middle School:** Students in 7th grade will learn about the relationship Native Americans had with the environment in the Midwest and geography pre-Westward Expansion. They compare that to the relationship that white Americans had to the environment and the geography of the Midwest post-Westward Expansion.
- **Evaluation, Middle School:** For their summative assessment students will write about the dominant (white) narrative and the less prevalent (diverse) narrative of Westward Expansion and forced relocation. The rubric will evaluate students on discussing their understanding of these policies on the environment.
- **Strategy, High School:** All students will learn about the food we eat and how it impacts our environment.
- **Evaluation, High School:** Nutrition test, 80% of students will score 85% or higher on the test.

### Indicator Area 2: Knowledge

*Students have knowledge of how natural systems function and how human systems interact with and depend on them.*

**Goal:** Students and staff at Metro Schools College Prep have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

- **Strategy, Middle School:** Students in 6th grade will read an article on the environmental impacts of food.
- **Evaluation, Middle School:** At least 80% of students will score at least 3 points on a 4-point scale rubric.
- **waste and make infographic flyers/posters to be posted in the cafeteria**
- **Strategy, High School:** students will explore environmental issues on a monthly basis.
- **Evaluation, High School:** students will score at least 70% on the environmental test portion of the quiz and be re-evaluated at the end of the year to demonstrate knowledge obtained.

### **Indicator Area 3: Attitudes**

*Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.*

**Goal:** Students and faculty at Metro Schools College Prep have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

- **Strategy, Middle School:** Students in 8th grade will grow food along windowsills and record plant development.
- **Strategy, Middle School:** Students will write a reflection on how growing food made them think about food waste. At least 80% will earn a 3 out of 4.
- **Strategy, High School:** Students will make survey about the consequences of not recycling.
- **Evaluation, High School:** At least 70% of students ask their families and 3 friends.

### **Indicator Area 4: Skills**

*Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.*

**Goal:** Students and faculty at Metro School College Prep have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

- **Strategy, Middle School:** Students in 5th grade will use their knowledge of data analytics to analyze the results of the food waste initiative.
- **Evaluation, Middle School:** At least 80% of students will earn 3 out of 4 points on a data analysis rubric.
- **Strategy, High School:** students should be able to calculate or estimate sector size in terms of percentages if they are using circle graphs.
- **Evaluation, High School:** at least 75% should draw graphs that represent their calculations.

## Indicator Area 5: Action

*Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.*

**Goal:** Students and staff at Metro School College Prep demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

- **Strategy, Middle School:** When studying MN civics, students in 6th grade will complete a Civic Engagement project, which at least partially addresses an environmental need or concern of their choosing.
- **Evaluation, Middle School:** Students will choose a form of action regarding their chosen concern, such as writing letters to representatives, attending community meetings, creating or participating
  - in an awareness campaign; volunteering to pick up litter, etc.
- **Strategy, High School:** Students address and send letters to representatives communicating about environmental issues.
- **Evaluation, Middle School:** Students write reflections on personal and community impact on environment and government systems.

# 11. Governance & Management

Includes Annual Board Training & Administrator Professional Development Report(s)

## BOARD OF DIRECTORS

The below table lists all members of Metro Schools' board of directors during 2017-18.

Member Name	Board Position	Affiliation	Date Seated	Term End Date	Email Address
Abdulkadir Abdalla	Chair	Community Member	11/11/2017	11/2020	a.dahir.abdalla@gmail.com
Mohamed Khalif Gudaal	Member	Parent	Appointed on 2/25/2018	1/2021	gudaal
Mohamed Mohamoud	Member	Community Member	11/18/2016	10/2019	momoh@mnsapa.org
Aila O'Loughlin	Treasurer	Teacher	11/18/2016	Removed 07/2018	aoloughlin@metroschoolsmn.org
Megan Ormseth	Member	Teacher	11/18/2016	11//2019	mormseth@metroschoolsmn.org
Osman Salah Samatar	Member	Parent	11/18/2016	11//2019	nasro1@msn.com
Mohamed Warsame	Secretary	Teacher	Appointed on 10/28/2016	10/2019	mwarsame@metroschoolsmn.org

## Board Training and Development

Training

Member Name	Training Date Trainer

Abdulkadir Abdalla	Governance, Employment and Finance March 31, 2018 Keillen Curtis and Robert Procaccini, CPA
Mohamed Khalif Gudaal	Governance, Employment and Finance March 31, 2018 Keillen Curtis and Robert Procaccini, CPA
Mohamed Mohamoud	Governance, Employment and Finance March 5, 2018 Keillen Curtis and Robert Procaccini, CPA
Aila O'Loughlin	Did not complete training. Removed from the board.
Megan Ormseth	Governance, Employment and Finance March 31, 2018 Keillen Curtis and Robert Procaccini, CPA
Osman Salah Samatar	Governance, Employment and Finance March 31, 2018 Keillen Curtis and Robert Procaccini, CPA
Mohamed Warsame	Governance, Employment and Finance March 31, 2018 Keillen Curtis and Robert Procaccini, CPA Board Training/Retreat – Governance and Minutes Writing, Trainer Dan Jett November 11, 2017

**MANAGEMENT**

Below is a chart showing Metro Schools’ organization was for the 2017-18 school year. The school is retaining the same organization for 2018-19 but adding a Transportation Manager to the operational staff.

<b>Metro Schools Organization Chart</b>			
Executive Director			
Head of School (formerly Academic Dean)			Operational Staff
Instructional Staff	Special Education Director	Student Affairs Staff	Office Manager Schedule Manager Lunch Coordinator Facilities Coordinator
Instructional Coach High School Teachers Middle Sch. Teachers EL Teacher(s) Other teachers Social Worker Para professionals	Special Education Lead Special Education Teachers Special Education Paraprofessionals	Middle School Dean High School Dean	

**PROFESSIONAL DEVELOPMENT of Non-Licensed School Administrator: Ahmed Elmi, Director**

As an individual who does not have an administrative license, Metro Schools director Ahmed Elmi has a professional development plan. Mr. Elmi’s professional development activities to be completed during the 2017-2018 include:

- July 18, 2017 - Learn about MAARS reporting and how to fix reporting problems (MDE)
- October 2017 - Learn about best practices in leadership, management, and board work (Audubon Center of the North Woods Fall Leadership Retreat)
- November 1, 2017 - Learn about the future MCA Assessments (MDE)
- November 8, 2018 - Learn about school law, school safety, collective bargaining, FMLA, personnel issues, after school activities, and student discipline. (Ratwik, Roszak, and Maloney, P.A.)
- November 20, 2017 - Learn about special education transportation, best practices and models special education (MDE)
- December 1, 2017 - Learn about education financing and finance building and facilities (MDE).
- February 1, 2018 - Learn about immigration situations and how to support families (ACLU).

March 8, 2018 - School safety (Department of Homeland Security)

June 25-30, 2018 - Learn about best practices in: school culture, Understanding by Design, school safety, curriculum, data collection and use, social and emotional learning, and teacher leadership. (ASCD)

Mr. Elmi was also to participate in the Education Policy Fellowship Program - a monthly education policy discussion.



## 12. Staffing

*Provide a narrative that outlines the school's approach to staffing (both licensed and non-licensed) and how this approach, staffing levels, and qualifications support the school's mission and student achievement.*

Metro Schools strives to hire the best available licensed and non-licensed staff to meet the needs of its student population of primarily immigrants and English Learners. To the greatest extent possible, Metro Schools hires staff who are representative of the diverse cultures represented at the school. Metro Schools' staffing during 2017-18 was as stated in the below tables.

### Licensed Teacher 2017-2018

Name	File #	License and Assignment	2018-19 Status*
Ali, Osman	365650	Math (H.S.)	R
Asong-Morfaw, Irene	434270	Special Education	R
Beckman, Ben	427315	Physical Education	R
Bognar-Cronin, Brigitta	504710	ESL (M.S.)	NR
Botzet, Kalyn	488134	Science (M.S.)	NR
Carsten, Alissa	478035	Special Ed. (H.S.)	NR
Covert, Joe	363345	Social Studies (H.S.)	R
Diriye, Fuad	392562	Math (H.S.)	R
Fiqi, Mohamoud	451308	Science (H.S.)	R

Franz, Deanna	503245	English (M.S.)	NR
Godwin, Mary	243072	High School Teacher	NR
Hansen, Adam	482842	Art (H.S.)	R
Holman, Rebecca	484174	ESL (H.S.)	R
Houck, Madeline	505388	Social Studies (M.S.)	R
Huss, Paula	404819	Special Ed.	R
Johnson, Brian	497788	Social Studies (M.S.)	R
Kader, Samer	422364	English (M.S.)	R
Lee, Patsy	485513	ESL (H.S.)	R
Lehn, Anna	504441	English / French	R
Merritt, Micah	482385	Social Studies (H.S.)	NR
Miller, Kelly	490320	English Language Development (M.S.)	NR
Mohamed, Amina	474935	MS Admin	NR
Mohamoud, Osman B.	487678	Math (H.S.)	R

Moser, Zachary	In process	Math (M.S.)	R
Norman, Jennifer	497995	Science (H.S.)	NR
O'Loughlin, Aila	490974	English (H.S.)	R
Lucarelli (Seppanen), Laura	475612	ESL (H.S.)	NR
Stokes, Lys	481021	ESL (H.S.)	R
Takahashi, Megumi M	510772	Science (M.S.)	R
Warsame, Mohamed	495819	Math (M.S.)	R

\*NR = Not Returning

<b>Percentage of Licensed Teachers from 2017-18 not returning in 2018-19 (non-returning teachers/total teachers from 2017-2018 x 100)</b>	<b>30% (10/30)</b>
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### 2018-2019 New Licensed Teaching Staff

<b>Name</b>	<b>File #</b>	<b>License and Assignment</b>
Altaf, Seema	503308	Comm. Arts (M.S.)
Cutts, Sara	480964	5 <sup>th</sup> Grade

Gabriel, Mathew	509877	Math
Haille, Rahma	509780	Special Ed.
Lyons, Thom	314889	Social Studies
McArthur, Jeff	365231	Life Sciences
Parker, Andrew	511145	ESL (M.S.)
Thibodeaux, Ariale	449980	English

<b>2017-18 Other Licensed (non-teaching) Staff</b>			
<b>Name</b>	<b>License and Assignment</b>	<b>17-18 Status*</b>	<b>Comments</b>
Ahmed Elmi	357552; Director	R	

<b>2018-19 New Other Licensed (non-teaching) Staff</b>
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<b>Name</b>	<b>License and Assignment</b>	<b>Comments</b>
Heigaard, Cass	511727; Social Worker	
Heinz, Caitlin	449792; Instr. Coach	

Scanlon, Paul	357469; Principal	
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<b>2017-18 Non-Licensed Staff</b>			
<b>Name</b>	<b>Assignment</b>	<b>18-19 Status*</b>	<b>Comments</b>
Agbo, Denise	Manager Custodial	R	
Ahmed, Mustafa	Transportation / Sports	R	
Ali, Hamdi	Hallway Monitor	R	
Colon-Holmers, Katia	Dir. of Learning & Instruction (H.S.)	NR	
Cooper, Caitlin	Sign Language teacher (sped.)	R	
Egal, Abdullahi	Para-professional	R	
Elmi, Salman	Web design	R	
Farah, Abdikarim	Para-professional (M.S.)	R	
Farah, Amina	Para-professional	R	
Farah, Ifrah	Para-professional (M.S.)	R	
Gadobe, Suleiman	Para-professional	R	
Hersi, Amina	Para-professional (M.S.)	R	

Ismail, Amina	Hallway monitor	R	
Millan, Leydi	Operations & H.R.	R	
Mohamed, Hawo	Janitor	R	
Mohamed, Maria	Para-professional (M.S.)	R	
Mohamed, Mohamud	Tech Teacher	R	
Musa, Mohamed A.	Special ed. Clerk	R	
Noor, Saad	Front Desk	R	
Omar, Barka	Para-Professional (M.S.)	R	
Omar, Mohamed H.	Hallway monitor	R	
Osman, Dekha	Para-professional	R	
Osman, Kinisi	Bus aide	R	
Samatar, Kadija	Janitor	R	
Suleiman, Trudy	DAC, Academic Advisor	R	
Warsame, Abdirahman	Para-Professional / Arabic	R	
Warsame, Ahmed G.	Tech Teacher	R	

Wayarah, Abdiqani	Para-professional (M.S.)	R	
Yusuf, Ali	Bus aide	R	

\* R = Returning, NR = Not Returning

<b>2018-19 New Non-Licensed Staff</b>		
<b>Name</b>	<b>Assignment</b>	<b>Comments</b>
Abdi, Osman	Para-professional	
Abdirashid, Kawsar	Reading Specialist	
Adani, Asha	Para-professional	
Ali, Samira	Para-professional	
Hanad, Fodey	Para-professional	
Ibrahim, Bilad	Bus aide	
Jamac, Fadumo	Hallway Monitor	
Malone, Sam	Middle School Dean	
Mohamed, AbidiAyube O.	Para-professional (M.S.)	

## 13. Operational Performance

Here are some details regarding Metro Schools' operations:

- Health and Safety: Metro Schools contracts with Minnesota Visiting Nurses for a licensed school nurse, who is on-site one day per week. Students who are to receive medications at school are required to bring a note, from a doctor or parent; medications are then kept in the school office, and are administered by the office manager.
- Transportation: Metro Schools contracts with Minnehaha Transportation for student transportation services
- Facilities: Since its founding, Metro Schools leased a building at 2600 26<sup>th</sup> Avenue South, Minneapolis. However, during 2016-17 school leadership negotiated a lease for space in another building, at 620 Olson Memorial Highway, Minneapolis. This facility offers more space, and a gymnasium.
- Food Service: For 2017-18 the school switched to Lancer with good results as of early fall 2017.
- Due process / student discipline: Metro Schools' disciplinary system is applied to all students equitably. It is reviewed by administration annually and adjusted as needed.
- Parent engagement: Students' families are involved through parent-teacher conferences, regular communication, and events at the school (discussed in more detail under *Instructional program and curriculum*, in the section on *Educational Approach & Curriculum* above).
- Community engagement: Metro Schools contracts with an outreach liaison who represents the school in the community and helps integrate new students into the school community. Metro Schools' director has begun meeting with parents off-site, at locations in the community, at least five times per year, and attends neighborhood meetings as well.
- Hiring practices: Metro Schools posts all open positions, interviews candidates, and reports hiring recommendations to the board for approval. In keeping with the school's mission of serving a diverse student population, hiring criteria include a preference for bilingual staff.
- Background checks: Metro Schools conducts criminal background checks on all staff, Board members and volunteers, annually.



## 14. Finances

For questions regarding school finances and for complete financials for 2016-17 and/or an organizational budget for 2017-18, contact:

Position: Robert Proccacini

Contact info: Dieci School Finance; 2355 Highway 36 W., #400; Roseville, MN 55113

Phone: (651) 251-6980

Email: robert@diecisf.com

Dieci School Finance, LLC provides accounting services for Metro Schools.

Information presented below is derived from fiscal year 2017-18 audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2017.

<b>FY18 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	\$5,838,791.34	\$250,465.93	\$0.00
Total Expenditures	\$5,903,886.77	\$250,465.93	\$0.00
Net Income	\$(65,095.43)	\$0.00	\$0.00
Total Fund Balance	\$1,483,864.32	\$0.00	\$0.00

### Overview

In FY18 the school budgeted to decrease the school's fund balance to 24.30% from 33.60% in FY17. The school's overall fund balance goal is a minimum of 25%. The school exceeded their budget target but with a reduction of \$(65,095.43) to their fund balance. This brings the total fund balance to \$1,483,864.32 and a percentage of 25.13% in comparison to FY18 expenses. The school's cash reserves continue to stay strong with a fund balance of at least 25%. The school does have an available line of credit but did not draw on these loans during FY18.

### Revenues

The school's main sources of income are from state aids relating to ADM, special education funding, and federal grants. Enrollment is most important in maintaining revenue streams and additional special education students needs have also caused an increase in special education revenue.

### Expenses

The main expenditures the school incurs are related to staffing/benefits, facility rental, transportation, and expenses to serve their special education population. The school continues to strive for competitive salaries and benefits and understands that retention of teachers is an important part of their education program. In FY19, there were slight increases in the school's

facility lease. The school continued to utilize contracted transportation services in FY19 and the school's special education population continues to grow. The school is required to pay 10% of the tuition billing portion of all special education expenses which results in less revenue per dollar spent. The school's food service program does not charge students for lunch which results in an annual loss for the program. The school annually plans to transfer funds from the general fund to cover the food service program loss.

### **Net Income and Fund Balance**

In FY18, the school had a net income of \$(65,095.43) which decreased the fund balance to \$1,483,864.32 or 25.13%. The school is planning additional increases in fund balance for FY19 and hopes to maintain financial stability while investing additional resources into the school's educational programs.

- General Fund revenues were \$5,838,791.34 as compared to \$5,903,886.77 of expenditures, a loss of \$(65,095.43).
- Total fund balance decreased in fiscal year 2018 by \$(65,095.43) to a positive balance of \$1,483,864.32.
- School management continues to carefully monitor enrollment which is key to the financial stability of its programs.
- The School's net position was adjusted for changes in actuarial assumptions related to the state pension plans (GASB 68).
- General fund revenues increased by 18%, while expenditures increased by 33%.
- 2018-2019 student enrollment has stayed flat at about 375 ADM
- Metro Schools again received the Minnesota Department of Education 2018 finance award for excellence in financial reporting for the 2016-2017 school year.

## 15. Future Plans

In the next charter term Metro Schools, will focus on improving existing programs through improved practices, procedures and systems that lead to maximum impact on student achievement. Key elements of our program school improvement plan include:

- Since 60+ percent of our students are identified as EL2 and EL3 on the WIDA scale, we are going to focus on our Tier I core instruction to ensure that students have access to instruction and activities that give them access to key concepts and opportunities to practice their understandings of key concepts and build their academic vocabulary. We will structure our unit planning using Universal Designs for Learning (UDL), which incorporate language acquisition processes such as SIOP and GLAD and provide feedback to planning and instruction
- And since majority of our students may not have the understanding of key vocabulary and processes, which are presented in verbally and in written English, they may not have opportunities to acquire key concepts, practice their understandings, and gain proficiency and transfer of state standards if core instruction is not designed to particularly target their language proficiency, academic background, and academic skills.
- We will develop our understanding of our students' linguistic skills and understandings and ensure that our instruction and learning activities support both their language fluency and academic development as measured by the ACCESS and MAP. We will determine the percent of students and growth once we have our Fall NWEA data.
- We will provide WIDA level four students with a push-in model in key areas of Math, Science, and Social Studies with EL and ELA support.
- We will focus on our Tier I core instruction to ensure that students have access to instruction and activities that give them access to key concepts and opportunities to practice their understandings of key concepts and build their academic vocabulary. We will structure our unit planning using Universal Designs for Learning (UDL), which incorporate language acquisition processes such as SIOP and GLAD and provide feedback to planning and instruction.
- Provide training on Universal Designs for Learning (UDL).
- Provide training on WIDA indicators and how to use them to assess student learning.
- Implement UDL in unit planning and PLC data cycles.
- Conduct formal and informal observations focused on implementation of UDL and response to student assessments (formal, informal)

We also plan to continue to invest in technology to boost student learning and achievement. An important component will be training in the use of technology to impact student learning. We also continue to improve building leadership, improve the overall positive school culture by forming common language among staff and students, by unifying how staff interact with students, and by developing procedures that are more responsive to student needs. We plan to improve and further develop our implementation of PBIS and of Restorative Practices.

## Appendix

### PROGRESS ON ACNW CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT

The below narrative is organized around the school's Goals and Indicators per the charter contract with Metro Schools' authorizer (Exhibit G: Academic and Non-Academic Goals for Contract Period July 1, 2015 through June 30, 2018). In cases where the goal extends only through FY17, FY18 data is included to the extent that such is available. At the beginning of each section, the narrative describes which World's Best Workforce goal areas are addressed by the specific school goal.

#### World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten (not applicable for grades 5-12 school).
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy (also not applicable).
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

#### Indicator 1: Mission Related Goals

**Goal:** Over the period of the contract, students at Metro Schools will demonstrate preparedness for college.

**WBWF Goal Areas Addressed by this Goal:** Metro Schools' Mission-Related Goal addresses three of the WBWF Goal Areas: Achievement Gap Closure because the first element of the goal in particular focuses on ensuring that students who are behind catch up to their peers; Career and College Ready because this goal both elements of this goal help ensure that all students are career- and college-ready before graduating from high school; and Graduate from High School because the second element of this goal in particular helps ensure that students stay engaged and on track as they prepare for life beyond high school.

**Key Measures & Results for this Goal:** There was one measure for the Mission Related Goal: From FY16 to FY17, the aggregate percentage of graduating students who pass a school-based college preparation course will be at least 80%.

For FY16, of 41 graduates, 21 passed one or both semesters of college prep (51%). For FY17, 37 of 50 students passed a school-based college prep course (74%). Metro Schools remains not on-target to meet this measure. Students who entered Metro their senior year or only reached EL proficiency level 3 their senior year were not able to be enrolled in College Prep; thus the school's demographics put barriers in the way of reaching this target.

For FY18, during the fall semester, 42 of 43 students who were enrolled in College Prep passed.

**Indicator 2: English Language Learners<sup>1</sup>**

**Goal:** Over the period of the contract, English Learners at Metro Schools will demonstrate adequate progress toward English language proficiency.

**WBWF Goal Areas Addressed by this Goal:** Achievement Gap Closure. English Learners are a traditionally under-performing group; Metro Schools’ goal in this area helps ensure a continued focus on these students’ performance.

**Key Measures & Results for this Goal:** From FY15 to FY17, Metro Schools will meet the State Progress Target (AMAO 1) on the ACCESS assessment for English Learners each year. Targets are: FY15 – 46.39%; FY16 – 48.62%; FY17 – 50.85%.

<b>AMAO 1: Progress</b>	<b>School</b>	<b>State Target</b>
<b>2013-14</b>	44.33%	44.17%
<b>2014-15</b>	45.80%	46.39%
<b>2015-16</b>	33.32%	48.62%

<b>AMAO 2: Attainment</b>	<b>School</b>	<b>State Target</b>
<b>2013-14</b>	12.50%	12.53%
<b>2014-15</b>	8.21%	14.63%
<b>2015-16</b>	7.73%	16.73%

Metro Schools did not meet the standard for Indicator 2 for school years 2014-15 and 2015-16. FY2018 Progress toward English Language Proficiency data, tracked in the state’s Northstar system, showed that 31.6% of Metro Schools’ English Learners met their targets, compared to 48.5% statewide.

Metro Schools EL staff continue to support EL students, who were 74% of the student population as of October 2017. Many of these students have low levels of English skills as shown by their ACCESS test results. January 2018 ACCESS results showed 79 of 178 or 44% of students testing scoring at Levels 1 and 2 on the ACCESS Composite. A large majority of students score at Levels 2 or 3, so this is where EL instruction is mainly focused.

**Indicator 3: Reading Growth**

**Goal:** Over the period of the contract, students at Metro Schools will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments

**WBWF Goal Areas Addressed by this Goal:** The Reading Growth goal addresses two of the WBWF Goal Areas: Achievement Gap Closure because growth beyond keeping up with the national norming group shows that Metro Schools students, most of whom are students of color and low income, and many of whom are English Learners, are catching up with their peers; and

<sup>1</sup> The “percent of EL’s meeting their targets” is the percentage of English Learners who reached or went past their target on the ACCESS in that year.

Career and College Ready because the MAP measures skills students will need to succeed in college and the workforce.

**Key Measures & Results for this Goal:** There are three measures for the Reading Growth indicator, shown below:

- Measure 3.1: From FY15 to FY17, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.
  - FY15: Mean growth z-score was -0.189; Metro Schools was approaching this standard, with an aggregate growth z-score greater than -0.50
  - FY16: Mean growth z-score was 0.027; Metro Schools met this standard, with an aggregate growth z-score greater than 0
  - FY17: Mean growth z-score was -0.469; Metro Schools did not meet this standard but is approaching the standard, with average growth z-score greater than -.50.
  - FY18: Mean growth z-score was -0.5849<sup>2</sup>; Metro Schools did not meet this standard.
  
- Measure 3.2: From FY15 to FY17, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be at least 60.0%.
  - FY15: 40.9% (27 of 66 students with growth z-scores in Reading); Metro Schools did not meet this standard, with less than 50% of students achieving positive z-scores
  - FY16: 55.7% (39 of 70 students with growth z-scores in Reading); Metro Schools is approaching this standard, with more than 50% of students achieving positive z-scores
  - FY17: 32.9% (28 of 85 students with growth z-scores in Reading); Metro Schools is not meeting this standard.
  - FY18: 30.1% (80 of 266 students with growth z-scores in Reading); Metro Schools is not meeting this standard.
  
- Measure 3.3: FY16 to FY18, the school will earn at least 60.0% of possible NWEA growth index points.
  - FY16: When growth index points were calculated as prescribed in Metro Schools' Academic Goals<sup>3</sup>, Metro Schools earned 73.0% of possible points on the MAP Reading test; Metro Schools is meeting this standard.
  - FY17: When growth index points were calculated by the same method, Metro Schools earned 52.6% of possible points; Metro Schools is approaching this standard, with at least 50% of possible points earned.
  - FY18: NWEA MAP Growth Summary Report shows that of students with Projected Growth figures in Reading (excludes grades 11-12), 102 of 193 met or exceeded their projections (53%). Given that each student has a statistical 50% chance of meeting or exceeding the projection, Metro Schools is exceeding expectations in this measure.

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<sup>2</sup> Based on Reading Growth z-scores for all 266 students who had these scores for 2018.

<sup>3</sup> Growth Index Points calculation, shown in Table 1 to Exhibit G, was used for FY16 and FY17 but was dropped for FY18 per authorizer representative's advice, and replaced with the more usual method of measuring progress based on proportion of students meeting or exceeding fall-to-spring growth projections.

#### Indicator 4: Math Growth

**Goal:** Over the period of the contract, students at Metro Schools will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

**WBWF Goal Areas Addressed by this Goal:** The Math Growth goal addresses two of the WBWF Goal Areas: Achievement Gap Closure because growth beyond keeping up with the national norming group shows that Metro Schools students, most of whom are students of color and low income, and many of whom are English Learners, are catching up with their peers; and Career and College Ready because the MAP measures skills students will need to succeed in college and the workforce.

**Key Measures & Results for this Goal:** There are three measures for the Math Growth indicator, shown below:

- Measures 4.1: From FY15 to FY17, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.
  - FY15: Mean growth z-score was -0.813; Metro Schools did not meet this standard, with an aggregate growth z-score less than -0.50
  - FY16: Mean growth z-score was -0.239; Metro Schools is approaching this standard, with a mean growth z-score greater than -0.50 but less than 0.00
  - FY17: Mean growth z-score was -.3676; Metro Schools is approaching this standard, with a mean growth z-score greater than -.50.
  - FY18: Mean growth z-score was -6869<sup>4</sup>; Metro Schools did not meet this standard.
- Measure 4.2: From FY15 to FY17, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be at least 60.0%.
  - FY15: 25.8% (17 of 66 students with growth z-scores in Math); Metro Schools did not meet this standard, with less than 50% of students achieving positive z-scores
  - FY16: 38.5% (30 of 78 students with growth z-scores in Math); Metro Schools is not meeting this standard, with less than 50% of students achieving positive z-scores
  - FY17: 34.8% (23 of 66 students with growth z-scores in Math); Metro Schools is not meeting this standard, with less than 50% of students achieving positive z-scores.
  - FY18: 29.5% (76 of 258 students with growth z-scores in Math); Metro Schools is not meeting this standard.
- Measure 4.3: FY16 to FY18, the school will earn at least 60.0% of possible NWEA growth index points.
  - FY16: When growth index points were calculated as prescribed in Metro Schools' Academic Goals, Metro Schools earned 52.3% of possible points; Metro Schools is approaching this standard, with at least 50% of possible points earned.
  - FY17: When growth index points were calculated by the same method, Metro

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<sup>4</sup> Based on Math Growth z-scores for all 258 students who had these scores for 2018.

Schools earned 52.1% of possible points; Metro Schools is approaching this standard, with at least 50% of possible points earned.

- FY18: NWEA MAP Growth Summary Report shows that of students with Projected Growth figures in Mathematics (excludes grades 11-12), 115 of 22 met or exceeded their projections (52%). Given that each student has a statistical 50% chance of meeting or exceeding the projection, Metro Schools is exceeding expectations in this measure.

### **Indicator 5: Reading Proficiency**

**Goal:** Over the period of the contract, students at Metro Schools will demonstrate proficiency in reading as measured by state accountability tests.

**WBWF Goal Areas Addressed by this Goal:** The Reading Proficiency goal addresses the Career and College Ready goal of the WBWF because the MCA measures skills students will need to succeed in college and the workforce.

**Key Measures & Results for this Goal:** There are nine measures associated with the Reading Proficiency indicator, though data is not available for all measures. The measures are shown below along with results, to the extent that results are available.

- Measure 5.1: From FY15 to FY17, the school's aggregate proficiency index score<sup>5</sup> will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 30.0).
  - FY15: The proficiency index was 19. Metro Schools was not on target to meet this measure.
  - FY16: The proficiency index was 32.0. Metro Schools was not on target to meet this measure (requires a proficiency index at least 5 points about the baseline, to approach the standard).
  - FY17: The proficiency index was 27.2. Metro Schools remains not on target to meet this measure.
- Measure 5.2: From FY15 to FY17, the school's aggregate proficiency index score for students enrolled at the school for at least two years will increase by at least 12.0 points from the baseline proficiency index score (baseline score – 30.0). Data is not available to address this measure.
- Measure 5.3: From FY15 to FY17, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (5-8, 10).
  - FY15: The proficiency index was 19. The state's overall proficiency index was 69.1. Same-grades data was not calculated. Metro Schools was not on target to meet this

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<sup>5</sup> While Proficiency Index scores were part of Minnesota's reporting system under the No Child Left Behind Act and are no longer being reported, it is possible to derive these figures which are based on the percentage of students scoring proficient on the state accountability tests, with half-credit for students scoring at the Partially Meets proficiency level. This method has been used for FY17.



- measure.
- FY16: The proficiency index was 32.0, compared to 69.4 for the state. The school was not-on-target to meet this goal.
  - FY17: The proficiency index was 27.2, compared to 70.5 for the state. The school remains not on-target to meet this goal.
- Measure 5.4: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 1 – Minneapolis Public Schools) for the same grades (5-8, 10).
    - FY15: The proficiency index was 19. The Minneapolis district’s overall proficiency index was 52.0. Same grades data was not calculated. Metro Schools was not on target to meet this goal.
    - FY16: The proficiency index was 32, compared to 52.4 for the Minneapolis district. Metro Schools was not on-target to meet this goal.
    - FY17: The proficiency index was 27.2, compared to 53.1 for the Minneapolis district. Metro Schools remains not on-target to meet this goal.
  - Measure 5.5: From FY15 to FY17, the school’s aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5-8, 10).
    - FY 15: The proficiency index for the FRP sub group was 19.1. The state proficiency index for the FRP group was 51.8. Same grades data was not calculated. Metro Schools was not on target to meet this goal.
    - FY16: The proficiency index for the FRP group was 32.0. The state’s proficiency index for the FRP group was 52.4. Metro Schools was not on-target to meet this goal.
    - FY17: The proficiency index for the FRP group was 27.2. The state’s proficiency index for the FRP group was 53.2. Metro Schools remains not on-target to meet this goal.
  - Measure 5.6: From FY15 to FY17, the school’s aggregate proficiency index score for the EL subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5-8, 10).
    - FY15: Proficiency index for the EL subgroup was 16.3. The state’s proficiency index for this group was 37.9. Same grades data was not calculated. Metro Schools was not on target to meet this goal.
    - FY16: Proficiency index for the EL subgroup was not calculated due to low student count.
    - FY17: Proficiency index for the EL subgroup was 3.6. The state’s proficiency index for this group was 25.3.
  - Measure 5.7: From FY15 to FY17, the school’s aggregate proficiency index score for English Learners in the FRP subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public Schools) for English Learners in the same subgroup and the same grades (5-8, 10). Note: Federal Accountability data reported in the Minnesota State Report Card does not permit combining two categories; proficiency index scores

were calculated manually based on proportion of students enrolled October 1 and taking the Reading MCA, who scored at Meeting or Partially Meeting standards.

- FY15: The proficiency index for students in both the EL and FRP subgroups was 10.0. The district's proficiency index for this group was 21.8. Same-grades data was not calculated. Metro Schools was not on-target to meet this goal.
  - FY16: The proficiency index for students in both the EL and FRP subgroups was 15.8. The district's proficiency index for this group was 20.3. Metro Schools was approaching this standard, with its proficiency index score within 10 points of the district's score.
  - FY17: The proficiency index for students in both the EL and FRP subgroups was 3.6. The district's proficiency score for this group was 17.4. Metro Schools is not on-target to meet this goal.
- Measure 5.8: From FY15 to FY17, the school's aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5-8, 10). Data was not available for any of the three years due to small cell size.
  - Measure 5.9: From FY15 to FY17, the school's aggregate proficiency index score for the SpEd subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public Schools) for the same subgroup and the same grades (5-8, 10). Data was not available for any of the three years due to small cell size.

#### **Indicator 6: Math Proficiency**

**Goal:** Over the period of the contract, students at Metro Schools will demonstrate proficiency in math as measured by state accountability tests.

**WBWF Goal Areas Addressed by this Goal:** The Math Proficiency goal addresses the Career and College Ready goal of the WBWF because the MCA measures skills students will need to succeed in college and the workforce.

**Key Measures & Results for this Goal:** There are nine measures associated with the Math Proficiency indicator, though data is not available for all measures. The measures are shown below along with results, to the extent that results are available.

- Measure 6.1: From FY15 to FY17, the school's aggregate proficiency index score will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 27.7).
  - FY15: The proficiency index was 12.3. Metro Schools was not on target to meet this measure.
  - FY16: The proficiency index was 1.7. Metro Schools was not on target to meet this measure.

- The proficiency index was 11.4. Metro Schools remains not on target to meet this measure.
- Measure 6.2: From FY15 to FY17, the school’s aggregate proficiency index score for students enrolled at the school for at least two years will increase by at least 12.0 points from the baseline proficiency index score (baseline score – 27.7). Data is not available to address this measure.
- Measure 6.3: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (5-8, 11).
  - FY15: The proficiency index was 12.3. The state’s overall proficiency index was 70.8. Same-grades data was not calculated. Metro Schools was not on target to meet this measure.
  - FY16: The proficiency index was 1.7, compared to 70.0 for the state. The school was not on-target to meet this goal.
  - FY17: The proficiency index was 11.4, compared to 70.2 for the state. The school remains not on-target to meet this goal.
- Measure 6.4: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 1 – Minneapolis Public Schools) for the same grades (5-8, 11).
  - FY15: The proficiency index was 12.3. The Minneapolis district’s overall proficiency index was 55.9. Same grades data was not calculated. Metro Schools was not on target to meet this goal.
  - FY16: The proficiency index was 1.7, compared to 54.8 for the Minneapolis district. Metro Schools was not on-target to meet this goal.
  - FY17: The proficiency index was 11.4, compared to 53.4 for the Minneapolis district. Metro Schools remains not on-target to meet this goal.
- Measure 6.5: From FY15 to FY17, the school’s aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5-8, 11).
  - FY 15: The proficiency index for the FRP subgroup was 13.4. The state’s proficiency index for the FRP group was 53.9. Same grades data was not calculated. Metro Schools was not on target to meet this goal.
  - FY16: The proficiency index for the FRP group was 32.0. The state’s proficiency index for the FRP group was 52.7. Metro Schools was not on-target to meet this goal.
  - FY17: The proficiency index for the FRP group was 11.4. The state’s proficiency index for the FRP group was 52.4. Metro Schools remains not on-target to meet this goal.
- Measure 6.6: From FY15 to FY17, the school’s aggregate proficiency index score for the EL subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5-8, 11).
  - FY15: Proficiency index for the EL subgroup was 9.3. The state’s proficiency index for

- this group was 45.3. Same grades data was not calculated. Metro Schools was not on target to meet this goal.
- FY16: Proficiency index for the EL subgroup was not calculated due to low student count.
  - FY17: Proficiency index for the EL subgroup was 3.0. Metro Schools remains not on-target to meet this goal.
- Measure 6.7: From FY15 to FY17, the school’s aggregate proficiency index score for English Learners in the FRP subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public Schools) for English Learners in the same subgroup and the same grades (5-8, 11).
    - FY15: The proficiency index for students in both the EL and FRP subgroups was 7.3. The district’s proficiency index for this group was 33.3. Same-grades data was not calculated. Metro Schools was not-on-target to meet this goal.
    - FY16: The proficiency index for students in both the EL and FRP subgroups was 0.0. Metro Schools was not on-target to meet this goal.
    - FY17: The proficiency index for students in both the EL and FRP subgroups was 3.0. Metro Schools remains not on-target to meet this goal.
  - Measure 6.8: From FY15 to FY17, the school’s aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5-8, 11). Data was not available for any of the three years due to small cell size.
  - Measure 6.9: From FY15 to FY17, the school’s aggregate proficiency index score for the SpEd subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public Schools) for the same subgroup and the same grades (5-8, 11). Data was not available for any of the three years due to small cell size.

<b>Indicator 7: Science Proficiency</b>
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**Goal:** Over the period of the contract, students at Metro Schools will demonstrate proficiency in science as measured by state accountability tests.

**WBWF Goal Areas Addressed by this Goal:** The Science Proficiency goal addresses the Career and College Ready goal of the WBWF because the MCA measures skills students will need to succeed in college and the workforce.

**Key Measures & Results for this Goal:** There are nine measures associated with the Science Proficiency indicator, though data is not available for all measures. The measures are shown below along with results, to the extent that results are available (proficiency index scores calculated based on proportion of students enrolled October 1 and taking the Science MCA, who scored at Meeting or Partially Meeting standards).

- Measure 7.1: From FY15 to FY17, the school’s aggregate proficiency index score will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 23.8).
  - FY15: The proficiency index was 25.0. Metro Schools was not on target to meet this measure.
  - FY16: The proficiency index was 8.18. Metro Schools was not-on target to meet this measure.
  - FY17: The proficiency index was 8.1. Metro Schools remains not on target to meet this measure.
  
- Measure 7.2: From FY15 to FY17, the school’s aggregate proficiency index score for students enrolled at the school for at least two years will increase by at least 12.0 points from the baseline proficiency index score (baseline score – 23.8). Data is not available to address this measure.
  
- Measure 7.3: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (5, 8, High School).
  - FY15: The proficiency index was 25.0. The state’s overall proficiency index was 66.6. Same-grades data was not calculated. Metro Schools was not on target to meet this measure.
  - FY16: The proficiency index was 8.18, compared to 68.4 for the state. The school was not on-target to meet this goal.
  - FY17: The proficiency index was 8.1, compared to 67.3 for the state. The school remains not on-target to meet this goal.
  
- Measure 7.4: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the resident district (ISD 1 – Minneapolis Public Schools) for the same grades (5, 8, High School).
  - FY15: The proficiency index was 25.0. The Minneapolis district’s overall proficiency index was 48.1. Metro Schools was not on target to meet this goal.
  - FY16: The proficiency index was 1.7, compared to 47.4 for the Minneapolis district. Metro Schools was not on-target to meet this goal.
  - FY17: The proficiency index was 8.1, compared to 45.7 for the Minneapolis district. Metro Schools remains not on-target to meet this goal.
  
- Measure 7.5: From FY15 to FY17, the school’s aggregate proficiency index score for the FRP subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5, 8, High School).
  - FY 15: The proficiency index for the FRP subgroup was 27.3. The state’s proficiency index for the FRP group was 47.7. Metro Schools was not on target to meet this goal.
  - FY16: The proficiency index for the FRP group was 8.3. The state’s proficiency index for the FRP group was 50.3. Metro Schools was not on-target to meet this goal.
  - FY17: The proficiency index for the FRP group was 8.1. The state’s proficiency index for the FRP group was 48.6. Metro Schools remains not on-target to meet this goal.

- Measure 7.6: From FY15 to FY17, the school’s aggregate proficiency index score for the EL subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5, 8, High School).
  - FY15: Proficiency index for the EL subgroup was 19.0. The state’s proficiency index for this group was 20.5. Metro Schools was approaching the standard for this goal (with 10 points of the state’s score).
  - FY16: Proficiency index for the EL subgroup was 4.5. The state’s proficiency index for this group was 22.6. Metro Schools was not on-target to meet this goal.
  - FY17: Proficiency index for the EL subgroup was 0. Metro Schools remains not on-target to meet this goal.
  
- Measure 7.7: From FY15 to FY17, the school’s aggregate proficiency index score for English Learners in the FRP subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public Schools) for English Learners in the same subgroup and the same grades (5, 8, High School).
  - FY15: The proficiency index for students in the EL and FRP subgroups was 20.0. The district’s proficiency index for this group was 16.7. Metro Schools was on target to meet this goal.
  - FY16: Proficiency index for students in the EL and FRP subgroups was 4.6. The district’s proficiency index for this group was 21.1. Metro Schools was not on-target to meet this goal.
  - FY17: Proficiency index for students in the EL and FRP subgroups 0. Metro Schools remains no on-target to meet this goal.
  
- Measure 7.8: From FY15 to FY17, the school’s aggregate proficiency index score for the SpEd subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5, 8, High School). Data was not available for any of the three years due to small cell size.
  
- Measure 7.9: From FY15 to FY17, the school’s aggregate proficiency index score for the SpEd subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public Schools) for the same subgroup and the same grades (5, 8, High School). Data was not available for any of the three years due to small cell size.

**Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs**

**Goal:** Not applicable; Metro Schools does not have a contractual goal in this area.

**Indicator 9: Post Secondary Readiness**

**Goal:** Over the period of the contract, students at Metro Schools will demonstrate readiness for

post secondary success.

**WBWF Goal Areas Addressed by this Goal:** Metro Schools' Post-Secondary Readiness goal addresses the Career and College Ready Goal Area of the WBWF.

**Key Measures & Results for this Goal:** There are five measures for the Post Secondary Readiness goal, shown below with FY15 and FY16 results:

- Measure 9.1: From FY15 to FY17, the school's aggregate 4-year graduation rate will be at least 45.0%. Note: reported data on this measure lags a year; 2016-17 grad rate data is not expected until early 2018.
  - FY14: 36.4%
  - FY15: 39.4%
  - FY16: 37.5%
  - Metro Schools approaches this standard, with the 4-year grad rate above 30%
  
- Measure 9.2: In FY17, the school's 6-year graduation rate will be at least 60.0%.
  - FY14: 24.4%
  - FY15: 21.0%
  - FY16: 56.0%
  - Metro Schools is now approaching this standard, with a 6-year grad rate above 45%
  
- Measure 9.3: From FY16 to FY17, the aggregate percentage of graduating students continuously enrolled for at least three years who earn a score of college ready or needing no more than one semester of remediation on a college entrance or placement exam (ACT, SAT, or Accuplacer or ASVAB) will be at least 70.0%.
  - FY16: Of Metro Schools' 46 graduates, 20 had been continuously enrolled at least three years. Data on these students' status in terms of college readiness was not available for reporting.
  - FY17: All 50 graduating seniors took the ACT+W; only two had college-ready scores in at least one subject.
  
- Measure 9.4: From FY16 to FY17, the aggregate percentage of graduating students continuously enrolled for at least three years who earn at least one college credit prior to graduation will be at least 25.0%.
  - FY16: Data on college credits earned by Metro Schools' 20 graduates who had been continuously enrolled for at least three years was not available as of late October.
  - FY17: Only one of 50 students took PSEO; Metro Schools is not meeting this target.
  
- Measure 9.5: From FY16 to FY17, the aggregate percentage of graduates that are accepted into at least one post secondary institution prior to graduation will be at least 60.0%.
  - FY16: 43 of the 46 students who graduated (or were expect to finish grad requirements shortly, as of the end of August) were accepted into a post secondary institution prior to graduation; the other three students chose to work or travel.

- FY17: Metro Schools' Academic Advisor reported in the spring, 100% of graduating students had been accepted into post-secondary institutions. Metro Schools continues to exceed this target.



# 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Metro Schools Charter 4131

Grades Served: 5-12

WBWF Contact: Mr. Ahmed Elmi

Title: Executive Director

Phone: 612-722-2555

Email: [ahelmi@metroschoolsmn.org](mailto:ahelmi@metroschoolsmn.org)

A and I Contact: N/A

Title: N/A

Phone: N/A

Email: N/A

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

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program. This school is not in this program. Sections left Blank.

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## Part A: Required for All Districts

### Annual Report

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

**A & I Requirement:** Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

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

- *Website Link: <http://metroschoolsmn.org/archived-school-documents/>*

## Annual Public Meeting

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

**A&I Requirement:** The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.  
Public Meeting Date: October 27th, 2017 Board Meeting approval of annual report.*

## District Advisory Committee

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

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

Metro Schools provides translation/interpretation for members of the district advisory committee needing such translation/interpretation.

<b>District Advisory Committee Members</b>	<b>Role in District</b>	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Ahmed Elmi	Executive Director	
Katia Colon-Holmers	High school administrator	
Laura Ruuska	ESL/teacher	
Amina Mohamed	Middle School administrator	
Trudy Suleiman	Academic Counselor	
Micah Merritt	Teacher	
Adam Hansen	Teacher	
Aila O'Loughlin	Teacher	
Osman Ali	Teacher	

Mohamed Musa	Support staff	
Hamdi Ali	Parent	
Deeqo Mohamed	Student	
Mohamed Omar	Community member	

## Equitable Access to Excellent Teachers

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

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

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

*Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.*

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

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

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

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

Proportion of teachers by ethnicity does not yet match proportion of student ethnicities. Student and teacher ethnicity data.

- *What are the root causes contributing to your gaps?*

Availability of well qualified teachers by ethnicity at time of hiring need, laws that restrict selection by race/ethnicity. The highest priority is qualified and experienced teachers, their ethnicity is next.

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

We recruit educators that are committed to our program and mission, as well as to our students and families. We look for teachers attracted to teaching recent immigrants and that enjoy the challenge of helping students that need both language and academic support.

### *Access to Diverse Teachers*

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

It is difficult because the colleges and universities do not produce enough licensed teachers from communities of color.

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

Metro Schools employs certified classroom teachers and provides them with the assistance that they need to be an effective. We use the normal processes to find and hire teachers such as the Minnesota Association of Charter Schools website, Edpost, Craigslist, and other Minnesota job service sites. But we also try to recruit from the community in which we serve. We have several teachers and para professionals on staff that came to us from our connections to community organizations that serve many of our students. Several of our teachers came to us from our relationship with Teach for America as well.

## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

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

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## Goals and Results

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

**All Students Ready for School**

Not applicable.

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

Not applicable.

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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Reading proficiency:</p> <ul style="list-style-type: none"> <li>5.6 The school’s aggregate LEP subgroup reading proficiency index score is equal to or greater than the MSP district’s score for grades 5-8, 10.</li> <li>6.6 The school’s aggregate LEP subgroup math proficiency index score is equal to or greater than the MSP district’s score for grades 5-8, 11.</li> </ul>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <ul style="list-style-type: none"> <li>Results approach the goal. Metro reading LEP subgroup is 12.0%, eight scored Proficient and fourteen Partially Proficient of 125 students. The MPS LEP subgroup in the comparison grades is 15.7%.</li> <li>Results do not meet the goal. Metro math LEP subgroup is 8.8%, five scored Proficient and nine Partially Proficient of 108 students. The MPS LEP subgroup in the comparison grades is 16.0%.</li> </ul>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200-word limit. COMPOSE NEW NARRATIVES - None required prior year.*

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

The leadership team did a preliminary examination of enrollment data and possible changes in our student body. We anticipated as high as 60% of EL students. The leadership team also did a preliminary examination of the MCA data in all categories. We did experience a disappointing drop in our % of students reaching proficiency in math. The reading data was more consistent the previous year. Further examination showed that our EL students dropped significantly in math and some in reading.

- What strategies are in place to support this goal area?*

Since 60+ percent of our students are identified as EL2 and EL3 on the WIDA scale, we are going to focus on our Tier I core instruction to ensure that students have access to instruction and activities that give them access to key concepts and opportunities to practice their understandings of key concepts and build their academic vocabulary. We will structure our unit planning using

Universal Designs for Learning (UDL), which incorporate language acquisition processes such as SIOP and GLAD and provide feedback to planning and instruction.

- *How well are you implementing your strategies?*

We identified that our teachers need more coaching and that our students need to produce more in classes across content areas. One strategy we focused on was scaffolding content for students where students do more of the academic production versus teacher lectures where teachers are doing more of the work. We also wanted our EL students to be producing more language during lessons. We concluded that we need to develop better assessments that measure grade level competency of standards. We worked with our teachers to develop assessments that are varied in language, modality, format, formality, collaboration (collaborative vs independent). We also concluded that we need more overall focus in our math instruction – lesson planning, objectives, and assessments. We hired a math coach to support the teachers in these areas. We also developed a goal of significantly increasing the engagement level of our lessons by increasing the Depth of Knowledge level of our learning objectives more consistently. We also strongly believe that our students lack of prior knowledge in many areas restricts their command of vocabulary and academic vocabulary.

- *How do you know whether it is or is not helping you make progress toward your goal?*
  - We assess and evaluate student progress toward meeting state and local academic standards with several assessment instruments. We use the NWEA assessment in the fall to determine the grade level equivalent for our students in reading and math. The only significant sub group of students we have is ELL. So, we do this aggregate the data to see how our EL students are doing and support them with strategies. During the school year we also use the NWEA assessment to track student progress in reading and math. We do regular assessments as well in each classroom. We use professional learning community meetings to analyze this regular curriculum-based data to see how students are progressing. The classroom teachers assess students in class and results, disaggregated by student group, are shared as a staff with the intent to improve and find out how to best address that student’s learning goals. Classroom teachers give formative and summative evaluations. We use the information from the assessments to set useful measureable learner goals to improve all pupil learning and all student achievement. There are weekly PLCs held every Friday where the teaching staff, let by the school’s instructional leader, discuss interventions based on data review.

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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
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<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <ul style="list-style-type: none"> <li>• Metro’s aggregate FY2018 reading proficiency index score for all October 1-enrolled students will increase by at least 10.0 points from the baseline proficiency index score of 30.0.</li> <li>• Metro’s aggregate FY2018 math proficiency index score for all October 1-enrolled students will increase by at least 10.0 points from the baseline proficiency index score of 27.7.</li> <li>• The percentage of graduates successfully applying to a college or post-secondary institution will be at least 80%.</li> </ul>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <ul style="list-style-type: none"> <li>• The reading proficiency score in FY2018 was 21.2% for students enrolled 10/1/2017. Based on of 179 students, 5 scored ‘exceeds”, 26 proficient and 24 partially proficient). This did not meet the measure’s target goal.</li> <li>• The math proficiency score in FY2018 was 15.2% for students enrolled 10/1/2017. Based on of 158 students, 5 scored ‘exceeds”, 10 proficient and 18 partially proficient. This did not meet the measure’s target goal..</li> <li>• 98.1% of 54 graduating students applied to a post-secondary institution in FY2018.</li> </ul>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>
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*Bulleted narrative is appreciated. 200 word limit.*

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

Proficiency in reading and math as measured by results on the MCA statewide assessments was low. The school examines MCA data by subgroup and also looks for areas of particular weakness for particular students. We also examine NWEA data to see where our students are at in the fall. We often find that a vast majority of our students start the year several grade levels behind. Our high EL population also makes reaching proficiency a challenge.

- *What strategies are in place to support this goal area?*

One strategy we focused on was scaffolding content for students where students do more of the academic production versus teacher lectures where teachers are doing more of the work. We also wanted our EL students to be producing more language during lessons. We concluded that we need to develop better assessments that measure grade level competency of

standards. We worked with our teachers to develop assessments that are varied in language, modality, format, formality, collaboration (collaborative vs independent). We also concluded that we need more overall focus in our math instruction – lesson planning, objectives, and assessments.

- *How well are you implementing your strategies?*

The scaffolding of content and supporting more student language including academic language has been effective. The strong NWEA growth scores are evidence. Designing better assessments aligned to standards is also an effective way for us to push students towards grade level proficiency.

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

We assess and evaluate student progress toward meeting state and local academic standards with several assessment instruments. We also aggregate the data to see how our EL students are doing to support them with strategies. During the school year we also use the NWEA assessment to track student progress in reading and math. We do regular assessments as well in each classroom. We use professional learning community meetings to analyze this regular curriculum-based data to see how students are progressing. The classroom teachers assess students in class and results, disaggregated by student group, are shared as a staff with the intent to improve and find out how to best address that student’s learning goals. Classroom teachers give formative and summative evaluations.

**All Students Graduate**

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The the school’s aggregate 4-year graduation rate will be at least 45.0%. Note: reported data on this measure lags a year; 2016-17 grad rate data is not expected until early 2018.</p> <ul style="list-style-type: none"> <li>○ FY14: 36.4%</li> <li>○ FY15: 39.4%</li> <li>○ FY16: 37.5%</li> </ul> <p>The school’s 6-year graduation rate will be at least 60.0%.</p> <ul style="list-style-type: none"> <li>○ FY14: 24.4%</li> <li>○ FY15: 21.0%</li> <li>○ FY16: 56.0%</li> </ul> <p>The aggregate percentage of graduates that are</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Metro Schools approaches this standard, with the 4-year grad rate above 30%.</p> <p>Metro Schools is now approaching this standard, with a 6-year grad rate above 45%.</p>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On Track</li> <li><input type="checkbox"/> Not On Track</li> </ul> <p><b>One-Year Goal</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goal Met</li> <li><input checked="" type="checkbox"/> Goal Not Met</li> <li><input type="checkbox"/> District/charter does not enroll students in grade 12</li> </ul>



accepted into at least one post-secondary institution prior to graduation will be at least 60.0%.	FY17: All 50 or 100% graduating seniors were accepted into a post-secondary institution.	
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*Bulleted narrative is appreciated. 200-word limit.*

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

We looked at graduation data and post-secondary acceptance data from the past several years.

- *What strategies are in place to support this goal area?*

The main strategies for supporting graduation and post-secondary success for our students of the Metro Schools academic program are as follows:

- 1. Students take classes at their proficiency level
- 2. Metro Schools offers an extended school day with more instructional time
- 3. Metro Schools offers extra instruction in English and Math; all subjects are taught using a school-wide systematic approach to learning.

Metro Schools offers preparation classes at the high school level for new-to-country students who are not ready for high school-level material. The goal for these students is to build the basic foundational skills as quickly as possible, e.g. through a sheltered literacy class and Foundation Math class, so they can begin taking credit-bearing courses as soon as possible.

Metro Schools has college preparatory middle/high school curriculum aligned to ACT and Minnesota Standards. Metro offers small class sizes – often 15 to 20 students – allowing them to serve individual students, address rigorous goals based on assessment data, and strengthen skills needed for college. Metro utilizes an extended day schedule (with early dismissal Fridays) to help bridge the educational gap and improve a student’s chance to attend the college or university of their choice. Key to providing a caring learning community is the schools approach to providing an environment that is safe and conducive to learning.

Metro Schools’ diverse staff provides further support to their students to help them understand the path to college and how to succeed once accepted. Metro brings in guest speakers, facilitates visits to universities, joins competitions, participates in team-building activities, and encourages students to take leadership roles. These opportunities give students the confidence to focus on their studies and develop a solid work ethic both in class and through extracurricular activities.

Metro Schools also helps with financial aid applications and scholarships using the latest resources to aid in career exploration. Resources include online services, software programs, workshops, guest speakers, and college visits.

*How well are you implementing your strategies?*

We have put a great deal of effort – our overall increase in graduation rates and the fact that so many of our students graduate and are accepted into postsecondary institutions provide us with evidence that our efforts are working.

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

Attendance, graduation rates, and post-secondary acceptance help us to know we are making progress.