

METRO SCHOOLS

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



ISD # 4131

School Year 2016-17 CHARTER SCHOOL ANNUAL REPORT
&
WORLD'S BEST WORKFORCE ANNUAL REPORT

Prepared for Metro Schools by Designs for Learning

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1. School Information

620 Olson Memorial Highway (new address, summer 2017)
Minneapolis, MN 55411
612/722-2555
<http://metroschoolsmn.org/>

Metro Schools serves grades 5-12. It was founded in 2005 as Lighthouse Academy of Nations.

Metro Schools, Charter School District #4131, has completed its eleventh year of operations and is pleased to present this Annual Report. Metro Schools combines a middle school serving grades 5-8 and a high school, located at the same facility. Metro Schools has been located in south Minneapolis since inception but is moving to a new facility, on Olson Memorial Highway in north Minneapolis, for the 2017-18 school year. The new building is much bigger than the current facility and will feature amenities such as a gymnasium for students as well as an outdoor field. Metro Schools anticipates being able to attract more students.

Metro Schools focuses on creating a caring, supportive learning community for students from all over the world. The academic program prepares students for college. The school was founded in 2005 and expanded to include the middle school in 2012-13. Both programs are part of the same charter, have the same philosophy, and share administration.

This report is intended to inform Metro Schools' Authorizer, supporters, partners and the general public about the school, particularly regarding the 2016-17 school year. This report 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' FY17 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.

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). 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 2016-17. 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.

Contact: David Greenberg, Director of Charter School Authorizing
Audubon Center of the North Woods
Charter School Division
43 Main St. S.E., Suite #507
Minneapolis, MN 55414
612-331-4181
www.auduboncharterschools.org

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 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 OdysseyWare 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 2015-16, 2016-17 and what is estimated for 2017-18, are as provided below. Actual student numbers for 2016-17 exceeded the conservative projection, of 280 students. The 2017-18 estimated figure is based on Metro Schools' actual student enrollment as of mid-October, 2017.

Number of Students Enrolled	2015-16	2016-17	2017-18 (est.)
5th Grade	11	8	
6th Grade	19	26	
7th Grade	27	25	
8th Grade	34	29	
9th Grade	44	71	
10th Grade	43	62	
11th Grade	38	36	
12th Grade	60	47	
Total	276	304	375
Total ADM (Average Daily Membership) for year	260.7	322.6	375

STUDENT DEMOGRAPHICS

Demographic Trends	2015-16	2016-17	2017-18 (est.)
Total Enrollment	276	304	375
Male	128	140	
Female	148	164	
Special Education	19	19	
English Learners	214	204	
Free/Reduced Priced Lunch	260	252	
Black, not of Hispanic Origin	276	304	
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.

	2014-15	2015-16	2016-17
Overall Student Attendance Rate	96.3%	94.9%	95.5

STUDENT ATTRITION

Percentage of students* who continued enrollment in the school from Spring 2016 to October 1, 2016.	<u>85%</u>
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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 6th grade.*

Metro Schools had a total of 299 students enrolled at the end of the 2015-16 school year; subtracting the 32 seniors who graduated and one student who moved outside the district, there remained 266 students eligible to return. Of these students, 227 or 85% returned for the 2016-17 school year, by October 2016¹. This is a substantial decrease in attrition from the previous summer: the proportion of students enrolled at the end of the 2014-15 school year, who returned for fall 2015, was only 61%.

¹ These students were enrolled at Metro Schools as of Monday October 3, 2016.

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)
2013-14	2	356	117	88	205	57%
2014-15	2	288	125	57	182	63%
2015-16	31	276	56	61	117	42%

* Total mid-year transfers divided by number of students on October 1.

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. The following narrative addresses these aspects, and 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 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. We offer an extended school day with more instructional time
3. We offer extra instruction in English and Math and they are taught all subjects 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.

The Academic Dean plans professional development for Metro Schools teachers in coordination with the EL coordinator and Special Education Coordinator when relevant; on-site professional development and planning are carried out on Fridays, when students are present only part of the day. 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 2016-17, 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.

There are six class periods in a school day at Metro Schools. Each class period is fifty-three minutes long. There is a thirty-minute break for lunch and two thirty-minute Advisory periods each day. This enables high school students to take eight difference credit-bearing courses at one time (including one Advisory period).

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 (67% of the student population as of fall 2016). 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 February 2016 showed 68 of 222 students with valid scores at levels 1 or 2 on the ACCESS composite, indicating the lowest levels of language acquisition. January 2017 ACCESS results showed 91 of 182 students or exactly half, scoring at 1 or 2 (results are not strictly comparable however, as ACCESS standards were revised, becoming more stringent, from 2016 to 2017). Based on their performance, students are then 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' 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. Science became its own Department during 2016-17 rather than being combined with Math. 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 Director (the advisory committee also includes the high school and middle school deans, Academic Advisor/DAC, Academic Dean, 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. This 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 2016-17 were as follows.

Metro Schools' 2016-17 calendar provided for 134 full days of school and 29 half-days; see below. There were a total of 1020 instructional hours. Changes to the calendar for 2017-18 include provision of two possible "snow days," and moving the ACNW field trip from fall to spring.

Metro Schools Calendar, 2016-17

<p>141 Full Days Mon-Thur 9am-4:15pm 33 Half Days Friday 9am-12:30pm</p> <p>PD after school every Friday 12:30 pm-4:15 pm</p> <hr/> <p>15- 26 All staff orientation 26 Open House 29 First day of school Quarter One Begins</p>	<p>AUGUST 2016</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
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● School Event ● Staff Event
● No School ● Test Event

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, OdysseyWare, for credit recovery. This is an important resource for high school students who need to make up credits. OdysseyWare 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 OdysseyWare twenty-four hours a day, seven days a week.
- Metro Schools offered an "MCA Academy" over spring break, in 2017, to provide additional support to high school students taking the MCA in either Math or English, especially the former.

Metro Schools runs a summer credit recovery program, which was attended by about 90 students in 2016. 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. Students utilize online resources for credit-recovery, and receive in-person support at the school from Metro Schools teachers.

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 OdysseyWare in Metro Schools' computer lab with teachers providing support and monitoring tests so students can receive credit when completing course requirements.

Metro Schools' key successes from the 2016-17 year included:

- Success obtaining a new, larger site for the 2017-18 school year.
- Improvement in school climate among school staff. This has been shown by strong retention of staff and increasing productivity of PLCs. Metro Schools can't match major Metro-area school districts in terms of pay scale, but strives to remain close and to provide a supportive work environment so as to be able to hire and retain quality staff.
- Metro Schools had higher attendance at parent nights than in the past. The fall family night focused on the health of the school and the planned move to the new building. Metro Schools had an attorney attend the spring parent night to answer families' questions regarding immigration and the Trump administration's travel ban. High attendance was driven by the political situation, in particular families' concerns regarding the travel ban.
- Acquisition of new technology: Metro Schools purchased three additional iPad carts in the spring of 2017. MCA and MAP testing using the iPads went smoothly again this year.
- Metro Schools' athletic program is popular, and motivating for many students. Metro Schools offers soccer, basketball and track as extra-curricular activities through the charter school athletic league (Twin Cities Independent Schools' Conference).
- Metro Schools obtained a total of \$320,000 in renewable scholarships and grants for graduates who enrolled in colleges and universities (\$296,000 in grants and \$24,000 in scholarships).
- Metro Schools continues to employ an Academic Dean, who organizes scheduling and activities at the school, helps teachers to carry out formative and summative assessments, and to understand and set students' individual goals. A consultant supports the Academic Dean with broad experience in charter school improvement efforts and in the area of curriculum and instruction. An Academic Advisor position is in place as well, focusing on counseling students, tracking their credits toward graduation, and coordinating tests. The Academic Advisor helps Metro Schools' population of mainly immigrant student adjust to schooling in Minnesota, and helps graduating seniors apply to college.

- Metro Schools continues to offer honors and Advanced Placement courses, to effectively challenge students and help them prepare for college.
- Every Friday is a half-day at Metro Schools, which includes assessments for students. The assessments are an important checkpoint for teachers, by which they determine whether re-teaching is needed, of any of the material covered that week, with particular focus on Math and English content. Students who need additional assistance are able to stay at the school for help, into the afternoon and day from Monday through Thursday.
- Field trips during 2016-17 included the following:
 - Minnesota Zoo (all students)
 - Science Museum (middle schoolers)
 - ACNW field trip (high school)
 - MN Watershed – sewer grate painting & environmental literature drops, door-to-door (5th graders)
 - Neighborhood Clean-up for Earth Day (whole school)
 - Memory Lanes (bowling; honor roll students)
 - Roller Gardens in St. Louis Park (all students)
 - MN Landscape Arboretum (middle schoolers)
 - ACNW brought animals in for Middle School students (Environmental Education on-site at the school)
 - Trips to various colleges and universities (high school students)
 - Feed my Starving Children – high school club trip (team-up club)

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

- Academic performance continues to be a concern for Metro Schools, and an area in which the school is striving to improve. Most of Metro Schools' students are below proficiency in core academic areas. Some enroll with minimal English skills, and many are far behind in basic academics when they come to Metro Schools. Math instruction is a particular area of concern, as Metro Schools has had difficulty finding qualified math instructors. The school did benefit during 2015-16 from a math-specialist consultant from the Regional Centers of Excellence who provided valuable support. Whatever the challenges, Metro Schools seeks to prepare everyone for college as called for in the school mission. Strategies to do this are described throughout this report.
- During 2016-17 Metro Schools established a math coach as a new, non-instructional position. However, this was not effective and is not being continued for 2017-18. Math instructional strategies are being revisited for 2017-18. Additional resources are being made available in the form of technology – Chromebooks and iPads for supplemental support and additional practice after school, and Smartboards (being installed in the fall of 2017 for high school math and science classrooms). A math tutor position has been added as well.
- Metro Schools' facility presented challenges also, with lack of space for the school to expand, and lack of space for physical education (either in the building or on the

grounds). This was addressed for the 2017-18 school year with the move to a new facility, at 620 Olson Memorial Highway, on Minneapolis' north side. This facility, shared with the Prodeo Academy elementary charter school is more spacious, has better security and includes space for P.E. activities.

- Student behavior has continued to be a challenge. Metro Schools began implementation of Positive Behavioral Interventions and Supports (PBIS) during 2015-16 and now has a PBIS team in place. There have been improvements but also challenges as teachers are now expected to keep students in their classrooms rather than sending them to the office when there is a problem. During 2016-17 students were feeling stress due to political situation during 2016-17 which exacerbated behavior issues. For 2017-18 a part time school social worker is being added to the staff, in part to assist with behavior issues. Metro Schools has also begun to partner with the Community Resolution Center, a local organization that promotes mediation and the Restorative Justice approach, to implement restorative practices with students who have significant behavior issues.
- Metro Schools has in place a shared leadership structure, which seeks to effectively support classroom teachers. This structure, as described under *Staffing to meet the school's educational mission*, above, remains in place. Five teachers are included on the Instructional Leadership Team as department heads: lead teachers for science, math, social studies, English/art, and English Learners. All teachers are supported through regular trainings, weekly PLC meetings, and informal support from the department heads and administration. The PLC meetings are an important strategy to help teachers work collegially. Also, the department heads do walk-throughs of classrooms to observe in their departments.

Additional program challenges noted in the past, which Metro Schools continued to work on during 2016-17, included:

- Metro Schools continued to serve many recent immigrants during 2016-17. Most of these are students with very low skills in English, and some with minimal educational experience in their home countries. For new language learners, Metro Schools provides a Level 1 class, capped at 15-18 students. Effectively serving pre-literate students (recent immigrants) is much more challenging than serving non-English speakers who are literate in another language and have had schooling in another country. Providing a strong curriculum for newcomers to the country is a major challenge Metro Schools faces. The challenges of serving this population are reflected in the school's test scores. In response to this challenge, Metro Schools has retained increased English as a Second Language (ESL) staff, and additional paraprofessionals to work with language-learner students. The high population of new-to-country students is also part of the reason for the after-school program. Metro Schools is committed to meeting this challenge, as preparing its population of diverse students for success in college and careers is central the Metro Schools' mission.
- Metro Schools provides a rigorous, college preparatory-focused program, which is challenging for students, particularly those who are behind in basic academic skills. During 2015-16 Metro Schools found more students transferring in at the high

school level with very low grades and low academic skills as shown by intake assessments. Thus the school faces the challenge of maintaining academic rigor when serving students who are far behind. Expansion in enrollment continued during 2016-17, with a particular spike in enrollment among 9th graders. Many classes were capped, at 27 students.

- Parent involvement continues to be a challenge, especially with parents of high school students, though there was more interest in parent nights during 2016-17 as noted above. Metro Schools continues to seek to get parents more involved. At parent nights, parents, students and teachers share dinner at the school. Then, school staff discuss the school, explaining how Metro Schools operates, what it is seeking to accomplish, and how parents can support the program. Also, the Director has begun meeting with parents off-site, at locations in the community, at least five times per year. In addition to the parent night events, Metro Schools has a parent teacher committee, led by parents, which met four times during the school year. The committee will continue to meet, going to monthly meetings in 2017-18.

A draft strategic plan was considered by the Metro Schools Board at its meeting October 24, 2014, and remains in place. The outline of the plan follows:

BOARD STRATEGIC PLAN Metro Schools 2014-2018					
Strategies/Action Steps		Timelines (By, During)	People Involved *Responsible	Considerations (Resources, Budget, etc.)	Assessment (Measures of Progress or Success)
1	School Goals				
	Meeting school goals	Ongoing	Academic committee, director, academic dean, department head	Board/Staff	3 committee meetings a year
2	Financial Plan				
	School will add fund balance at 3% each year to in order to reach 20% fund balance.	4years	Finance committee, director, Robert	Board, director, accountant	Monthly meeting
3	Board training	Every Fall	Katia-Academic Dean	Academic Dean involvement	Survey
	Board will have ongoing training include Audubon yearly	Every year	All board will attend this training	Hiring consultant	Three trainings and

BOARD STRATEGIC PLAN Metro Schools 2014-2018					
Strategies/Action Steps		Timelines (By, During)	People Involved *Responsible	Considerations (Resources, Budget, etc.)	Assessment (Measures of Progress or Success)
	conference- All board members will have at list finance training, governance, and employment				participation Audubon yearly conference
4	Facility Improvement				
	Every summer school will improve the facility such as cleaning and fixing broken places	Each Summer	Director, Operation head	\$30,000	Board check facility during open house
5	Minimum 250 enrollment for next four years				
	Board will make sure each summer and fall we have 270 students.	Each summer and fall	Recruitment committee	\$	250 enrollment each fall

7. Academic Performance: Goals & Benchmarks and World’s Best Workforce

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. 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.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **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.

Indicator 2: English Language Learners

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%.

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

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

Metro Schools did not meet the standard for Indicator 2 for school years 2014-15 and 2015-16.

Metro Schools EL staff continue to support EL students, who were 67% of the student population as of October 2016. Many of these students have low levels of English skills as shown by ACCESS results from January 2017: of 157 October 1-enrolled students who had valid ACCESS scores, Composite results show 71 or almost half scored 1 or 2 on the test's 6-point proficiency scale, while

only 19 scored 4 or 5 which indicates the student is nearing proficiency. The ACCESS was changed from 2016 to 2017, to become more rigorous; the test developer so WIDA does not recommend comparing scores from 2016 to 2017.

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 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 with FY15 and FY16 results:

- 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 -4649²; Metro Schools did not meet this standard but is approaching the standard, with average growth z-score greater than -.50.

- 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.

- Measure 3.3: FY16 to FY18, the school will earn at least 60.0% of possible NWEA growth index points.

Note: The Northwest Evaluation Association does not provide for conversion of Measures of Academic Progress (MAP) test scores to grade level equivalents. To group students in terms of whether they were below, at or above grade level, NWEA's Student Status Norms were used. Students were defined as at least a year behind, if their fall RIT score was at or below the mean RIT score for students the previous grade. For instance, the mean-average beginning-of-year Reading RIT score for 6th graders is 211.0. Thus, a 7th grader whose fall score was 211 or lower would be defined as at least a year below grade level. If a student's

² Based on Growth z-scores for 85 students who were enrolled October 1, took the Reading MCA in the spring of 2017, and had growth z-scores, i.e. took the MCA at Metro Schools previously.

fall RIT score was at least as high as the average beginning-of-year score for the next-highest grade, they were defined as a year or more above grade level. Grade 11 norms were used as a proxy for seniors, as the MAP tests are not normed for grade 12. When students were grouped this way, 2016-17 MAP test results showed 75% of Metro Schools students with both fall and spring scores were a year or more below grade level (171 of 229 students); 6% were on grade level or less than a year behind; and 19% were a year or more above grade level.

- FY16: When growth index points were calculated as prescribed in Metro Schools' Academic Goals, 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. See Appendix 1 for details.

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 with FY15 and FY16 results:

- 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 -.3676³; Metro Schools is approaching this standard, with a mean growth z-score greater than -.50.
- 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.

³ Based on Growth z-scores for 66 students who were enrolled October 1, took the Math MCA in the spring of 2016, and had growth z-scores, i.e. took the MCA at Metro Schools previously.

- Measure 4.3: FY16 to FY18, the school will earn at least 60.0% of possible NWEA growth index points.
 Note: As with Measure 3.3, NWEA’s Student Status Norms were used to group students in terms of whether they were below, at or above grade level. Students were defined as at least a year behind, if their fall RIT score was at or below the mean RIT score for students the previous grade. For instance, the mean-average beginning-of-year Math RIT score for 6th graders is 217.6. Thus, a 7th grader whose fall score was 217 or lower would be defined as at least a year below grade level. If a student’s fall RIT score was at least as high as the average beginning-of-year score for the next-highest grade, they were defined as a year or more above grade level. Grade 11 norms were used as a proxy for seniors, as the MAP tests are not normed for grade 12. When students were grouped this way, 2016-17 MAP test results showed 80% of Metro Schools students with both fall and spring scores were a year or more below grade level (188 of 235 students); 7% were on grade level or less than a year behind; and 13% were a year or more above grade level.
 - 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. See Appendix 1 for details.
 - FY17: When growth index points were calculated by the same method, Metro Schools earned 52.1% of possible points; Metro Schools is approaching this standard, with at least 50% of possible points earned. See Appendix 1 for details.

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 score⁴ 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

⁴ 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.

- 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 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.

Indicator 7: Science Proficiency

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.

Indicator 10: Federal and State Accountability

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

Indicator 11: Attendance

Goal: Over the period of the contract, students at Metro Schools will attend the school at high rates.

WBWF Goal Areas Addressed by this Goal: Metro Schools' Attendance goal addresses two WBWF goal areas: the Career and College Ready goal area, because students need to stay enrolled and attending at high rates in order to develop skills for careers and college; and the Graduate from High School goal, because students need to attend regularly in order to accumulate academic credits so as to graduate from high school.

Key Measures & Results for this Goal: There is one measure for the Attendance goal: From FY15 to FY17, the average of the school's annual attendance rates will be at least 94.0%. Enrollment data shows the following:

- FY15: average percent-of-attendance was 96.27%
- FY16: average percent-of-attendance was 94.90%. Metro Schools is meeting this indicator, for the first two years of the charter contract.

Indicator A: Federal and State Accountability – World’s Best Workforce

World’s Best Workforce Goal Areas are addressed in the above.

8. Educational Effectiveness: Assessment & Evaluation

This section provides a narrative regarding Metro Schools’ education effectiveness practices, as prescribed in ACNW’s Annual Report template.

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 5th 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 technology based program, OdysseyWare, 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 just 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)

A total of 110 parents responded to the survey. On the first question, 106 or 96% selected Very Satisfied or Satisfied, with just four choosing Not Satisfied. On the second question, 105 or 95% selected Very Safe or Safe, with just five choosing Not 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 report on 2016-17 EE activities addressing five Indicator areas, is taken from Metro Schools' EE Results report submitted June 14, 2017.

Indicator Area 1: Awareness

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

Strategy: In Science classes, all students in Grades 5-12 will learn about the consequences of not recycling and litter on the natural environment, as well as how they can contribute to the solution.

Evaluation methods:

- 70% of students in Grades 5-6 will be able to write or draw a short description of one impact of unrecycled waste on the environment, and one thing they can do to help solve the problem. Measured by scoring a 3.0 or higher on a five-point rubric.

Results: Grades 5-8 all participated in a recycling activity where they played a recycling game where they were asked to sort trash and recycling items into various categories. 8th and 6th grade students were asked to write a paragraph about their solution to unrecycled waste. Grade 6 scored average of 23/26 points on this project which would be equivalent 4.5 out of 5.

- 70% of students in Grades 7-8 will be able to write a three paragraph description of one way in which humans impact the natural environment negatively, and one way in which they impact the natural environment positively. Measured by scoring a 3.0 or higher on a five-point rubric.

Results: 8th graders wrote 1 paragraph on human impact to the natural environment. The average score was 35/39 which is equivalent to about a 4.3 out of 5.

- All students in Grades 9-12 will write a five-paragraph essay relating human activity to the natural environment, and the importance of recycling. 75% of students in grades 9-12 will score an average 3.0 or higher on a five-point rubric on this essay.

Results: Environmental Science classes were asked to write a 5 paragraph paper on clean energy and how it effects the environment. This covered about 60% of the students 9-12 and the data regarding the scores was not submitted.

Indicator Area 2: Knowledge

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

Strategies:

- All students in Grades 5-12 will tour the Hennepin County Recycling Center and Transfer Station waste drop-off facility.
- Teachers in Grades 5-12 will use the “Reduce, Reuse, Recycle” learning trunk and recycling sorting activity, available from Hennepin County Environmental Services, to prepare for or reinforce the field trip and help students.

Evaluation method: All students in Grades 5-12 will take identical written pre- and post-field trip assessments to gauge their knowledge of recycling and waste reduction practices. Average post-test scores will increase by at least 20% over average pre-test scores.

Results: *Only 5th grade had an opportunity to visit the Recycling Center and Transfer Station. This was due to some racial issues the 5th grade teacher reported after their visit. We decided to cancel the remaining visits as result.*

Indicator Area 3: Attitudes

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

Strategy: All students in Grades 5-12 will learn about the impact of litter and waste on the natural environment.

Evaluation method: All students in Grades 5-12 will complete identical written questionnaires in January and at the end of the school year to measure their willingness to participate in recycling, and attitudes and beliefs related to recycling before and after participating in the strategies identified in this document. Average post-test scores will increase by at least 20% over average pre-test scores.

Results: *Due to the revision of previous goals, a pre-assessment was not given. There was an assessment given at the end of the school year which will provide a base line for the 2017-18 school year. This was not a graded assessment.*

Indicator Area 4: Skills

Students and staff at Metro Schools College Prep have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Strategy 4.1: All students will demonstrate the ability to consistently sort recyclables and use recycling bins throughout the school (including the lunchroom, classroom, and hallways) on a daily basis.

Evaluation method 4.1: Students, custodial staff, and teachers will monitor waste baskets and recycling bins to ensure that 100% of recyclable materials are placed in the correct bin.

Results: *Grades 5-8 all participated in a recycling activity where they played a recycling game where they were asked to sort trash and recycling items into various categories. 8th and 6th grade students were asked to write a paragraph about their solution to unrecycled waste. Grade 6 scored average of 23/26 points on this project which would be equivalent 4.5 out of 5. There is no data for high school for this goal.*

Strategy 4.2: All students in Grades 5-8 will research topics related to recycling (e.g. benefits, energy conservation, water contamination, etc.) and prepare an informational poster about what they've learned.

Evaluation method 4.2: 80% of students in Grade 5-8 will score an average 3.5 on a four-point poster rubric to meet this goal.

Results: *6-8th grade all did a research project on the effects waste has on the environment. 6th and 7th grade presented their findings to the class with a 54/65 average or 4.1 out of 5*

Strategy 4.3: All students in Grades 9-12 will research the costs and benefits of recycling, prepare written arguments, and participate in a fishbowl conversation.

Evaluation method 4.3: 80% of students in Grades 9-12 will score an average 3.5 on a four-point discussion rubric or earn a minimum of 8 points on a “Socratic Seminar” evaluation.

Results: *There was no data submitted to support this goal was met. There was an open discussion conducted about this topic. No statistical data was collected.*

Indicator Area 5: Action

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

Strategy 5.1: All students in Grades 5-8 will present their posters on a selected, recycling-related research topic to their class. Posters will also be displayed at a family night or other community event.

Evaluation method 5.1: Students in Grade 5-8 will score an average 3.0 on a five-point oral presentation rubric to meet this goal.

Results: *Students grades 5-8 did do this, however the data could not be converted into specific grade averages. This was a cross curricular project in which students were in groups with mixed grade levels. Some groups were chosen to present at a conference at the science museum.*

Strategy 5.2: All students in Grades 9-12 will work in teams to research a waste reduction solution, hypothesize results, prototype implementation at the school, and report on the results.

Evaluation method 5.2: Students will score an average 3.0 on a five-point project rubric to meet this goal.

Results: *There is no data available to support this goal.*

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 2016-17.

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Abdulkadir Abdalla	Chair	Community Member	1/21/2016	1/29/2016	1/29/2018	a_abdallah2000@yahoo.com
Mohamed Mohamoud	Member	Community Member	11/11/2016	1/30/2017	1/30/2019	momoh@mnsapa.org
Aila O'Loughlin	Treasurer	Teacher	11/11/2016	1/30/2017	1/30/2019	aoloughlin@metroschoolsmn.org
Megan Ormseth	Member	Teacher	11/11/2016	1/30/2017	1/30/2019	mormseth@metroschoolsmn.org
Osman Salah Samatar	Member	Parent	11/11/2016	1/30/2016	1/30/2019	nasro1@msn.com
Mohamed Warsame	Secretary	Teacher	appointed 10/28/2016	9/30/2017	1/30/2019	mwarsame@metroschoolsmn.org
Lakisha Witter*	Secretary	Teacher	8/28/2015	1/30/2015	9/30/2016	lwitter@metroschoolsmn.org

*Lakisha Witter did not complete Board training and was taken off the Board September 2016. She was replaced by math teacher Mohamed Warsame who will serve out her term.

Board Training and Development

Training in Governance and Personnel was carried out by Metro Schools attorney Kellein Curt, on governance & personnel while business manager Robert Poccacini trained the Board on Finance. Training was done in May, 2017.

MANAGEMENT

Below is a chart showing Metro Schools' organization was for the 2016-17 school year. The school is retaining the same organization for 2017-18, but adding a Transportation Manager to the operational staff.

Metro Schools Organization Chart			
Executive Director			
Head of School			Operational Staff
Instructional Staff	Special Education Director	Student Affairs Staff	Office Manager Schedule Manager Lunch Coordinator Facilities Coordinator
Instructional Coach/Academic Dean High School Teachers Middle School Teachers EL Teacher(s) Other teachers 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 during 2016-17 included the following:

- Annual Report Webinar presented by ACNW (August 2016)
- Two Day MDE Assessment Conference (August 2016); topics included improving graduation rates, data tracking, and formative assessments.
- MARSS and STAR Reporting sessions at MDE (October 2016)
- ASCD Leadership Conference, three days – (October 2016); sessions attended included Leadership, Innovative Strategies, Inner City Schools, Special Needs, Finding Resources, and Stakeholder Relationships.
- Audubon Center of the North Woods Fall Leadership Retreat (October 2016); sessions included Board Training by Dan Jett; and Instructional Leadership Team Strategies
- Charter School Law Conference (May 2016)
- Justice and Mediation Training, two days (May/June 2017)
- Plato Online Learning Training (June 2016)
- Financial Training provided by Robert Procaccini (June 2016)

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 2015-16 was as stated in the below tables.

2016-17 Licensed Teaching Staff				
Name	File #	License and Assignment	2017-18 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Ahmed, Rahima		ESL	NR	
Ali, Osman	365650	Math (H.S.)	R	
Beckman, Ben	427315	Physical Education	R	
Botzet, Kalyn	488134	Science (M.S.)	R	
Carsten, Alissa	478035	Special Education	R	
Covert, Joe	363345	Social Studies (H.S.)	R	
Diriye, Fuad	392562	Math (H.S.)	R	
Fiqi, Mohamoud	451308	Science (H.S.)	R	
Geach, Lucy	491004	English (H.S.)	R	
Gordon, Dan	476221	English (H.S.)	NR	
Guled, Hassan	478908	Math (H.S.)	NR	
Hansen, Adam	482842	Art (H.S.)	R	
Huss, Paula	404819	Special Education	R	
Kader, Samer	422364	English (M.S.)	R	
Kostka, Zachary	411341	ESL	NR	
Masikini, Sarah	465400	Special Education	NR	
Merritt, Micah	482385	Social Studies (H.S.)	R	
Miller, Kelly	490320	English Language Development (M.S.)	R	
Norman, Jennifer	497995	Science (H.S.)	R	
O'Loughlin, Aila	490974	English (H.S.)	R	
Quick, Megan	487212	5th Grade	NR	
Seppanen, Laura	475612	ESL (H.S.)	R	Now Laura Lucarelli
Slavik, John	465208	Athletic Coord. / M.S. Dean of Students	NR	

2016-17 Licensed Teaching Staff				
Name	File #	License and Assignment	2017-18 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Stokes, Lys	481021	ESL (H.S.)	R	
Tackett, David James	486483	Social Studies (M.S.)	NR	
Warsame, Mohamed	495819	Math (M.S.)	R	
Malaney, Collin	462354	Math Coach	NR	

*NR = Not Returning

Percentage of Licensed Teachers from 2016-17 not returning in 2017-18 (non-returning teachers/total teachers from 2016-2017 x 100)	33% (9/27)
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2017-2018 New Licensed Teaching Staff			
Name	File #	License and Assignment	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
Bognar-Cronin, Brigitta	504710	ESL (M.S.)	
Childers, Kip	N/A	English (H.S.)	Teach For America member
Franz, Deanna	503245	English (M.S.)	
Holman, Rebecca	484174	ESL (H.S.)	
Houck, Maddie	N/A	Social Studies (M.S.)	Teach For America
Johnson, Brian		Social Studies (M.S.)	
Lee, Patsy	485513	ESL (H.S.)	
Lehn, Anna	504441	English / French	
Mohamoud, Osman	487678	Math (H.S.)	
Moser, Zach	N/A	Math (M.S.)	Teach For America
Takahashi, Megumi	N/A	Science (M.S.)	Teach For America
Mohamed, Amina	474935	MS Admin	
Asong-Morfaw, Irene	434270	Special Education	

2016-17 Other Licensed (non-teaching) Staff			
Name	License and Assignment	17-18 Status*	Comments
Ahmed Elmi	357552; Director	R	

2016-17 Non-Licensed Staff			
Name	Assignment	17-18 Status*	Comments
Abdulle, Khadar	Para-professional	NR	
Agbo, Denise	Manager Custodial	R	
Ahmed, Mustafa	Para-professional	R	
Ali, Khadiya	Para-professional (M.S.)	NR	
Beavogui, Blaise	College/Career Coach	NR	
Block, Amy	Nurse	NR	
Colon-Holmers, Katia	Assistant Director / Academic Dean	R	
Egal, Abdullahi	Para-professional	R	
Gedi, Hamdi	Para-professional (H.S.)	NR	
Millan, Leydi	Office Manager	R	
Mohamed, Maria	Special Ed. Coord. (M.S.)	R	
Musa, Mohamed	Para-professional	R	
Mohamud, Abdiweli	Dean of Students (H.S.)	R	
Muse, Yusuf	Technology (M.S.)	NR	
Nooh, Saad	Front Desk	R	
Said, Salad	Para-professional	NR	
Suleiman, Trudy	DAC, Academic Advisor	R	
Warsame, Abdirahman	Para-Professional	R	
Wayarah, Abdiqani	Co-Dean of Students (M.S.)	R	
Yusuf, Gashan	Para-professional (H.S.)	NR	
Omar, Barka	Para-Professional	R	

* R = Returning, NR = Not Returning

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 26th 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:** Metro Schools changed food service contractors for 2016-17, to contract with Kilimanjaro Catering. However, this did not go well and for 2017-18 the school has 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

Includes Annual Budget for WBWF

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 2016-17 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.

FY17 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$4,934,903.61	\$247,439.45	\$0.00
Total Expenditures	\$4,428,533.86	\$247,439.45	\$0.00
Net Income	\$506,369.75	\$0.00	\$0.00
Total Fund Balance	\$1,548,959.75	\$0.00	\$0.00

Overview

In FY17 the school budgeted to increase the school's fund balance to 26.10% from 24.80% in FY16. The school's overall fund balance goal is 30%. The school exceeded their budget target and was able to add an additional \$328,307 to their fund balance. This brings the total fund balance to \$1,548,960 and a percentage of 33.60% in comparison to FY17 expenses. The school's cash reserves continue to rise with additional increases in fund balance. The school does have an available line of credit but did not draw on these loans during FY17.

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. 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.

Expenses

The main expenditures the schools 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 FY17, there were slight increases in the school's facility lease. The school continued to utilize contracted transportation services in FY17 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.

Net Income and Fund Balance

In FY17, the school had a net income of \$506,370 which increased the fund balance to \$1,548,960 or 33.60%. The school is planning additional increases in fund balance for FY18 and hopes to maintain financial stability while investing additional resources into the school's educational programs.

World's Best Workforce Annual Budget

In FY17, the school planned to work toward closing the achievement gap through a number of different strategies. The school maintained quality staff and small class sizes to allow for more focused student instruction. The school invested in additional English language instruction to meet the needs of immigrant students. The school also focused on preparing students for post-high school success through offering a college-prep course and invested in a comprehensive online program to allow for a full high school curriculum and the option for credit recovery.

15. Future Plans

Plans developed during 2016-17 included the following:

- Metro Schools successfully negotiated a lease at a new building, at 620 Olson Memorial Highway in Minneapolis, beginning fall 2017. This facility is larger, to accommodate school growth, and has more amenities such as a gymnasium. Future plans include adding more learning spaces and enrolling more students to fill the facility. A library / media center space is being added during the fall of 2017, and six more classrooms are being constructed as well (to be completed by January 2018). An outdoor creative learning space is also planned.
- The budget for 2017-18 was planned to include substantial investments in technology upgrades and curriculum materials as well as furniture for the new facility. Investing in infrastructure for all departments is a major priority for FY18, such that Metro Schools may run a small deficit for the year.
- For 2017-18 Metro Schools has added an Advanced Placement class in English Language Arts, and established a new position, for a literacy coach.
- Plans were made to expand the English Learners department in 2017-18, especially for the middle school, and developing co-teaching in the EL department. An additional EL teaching position was created and, beginning in the fall of 2017, EL teachers are working in classrooms with content area teachers to serve levels 4 and 5 students.
- Other additional academic positions were identified, to be filled for the 2017-18 school year: a math tutor, part time French teacher and part time literacy coach.

Appendix 1: Metro Schools' NWEA Growth Index Points Calculations

Metro Schools NWEA Growth Index Points Calculation for Reading, 2016-17						
NWEA Grade Equiv.	Below 60% of target	60-79.9% of target	80-99.9% of target	100-120% of target	Over 120% of target	Sum
1+ Years Behind GL	$94 \times 0 = 0$	$13 \times 0.25 = 3.25$	$4 \times 0.5 = 2$	$9 \times 1 = 9$	$51 \times 1.25 = 63.75$	78
Less than 1 Yr Behind GL	$8 \times 0 = 0$	-	-	-	$6 \times 1.25 = 7.5$	7.5
1+ Years Above GL	Below GL		Maintain at or above GL			
	$9 \times 0 = 0$		$35 \times 1 = 35$			35
Total points earned						120.5
Total points possible (number of students with pre- and post-tests)						229
Percent of possible points received						52.6%

Metro Schools NWEA Growth Index Points Calculation for Mathematics, 2016-17						
NWEA Grade Equiv.	Below 60% of target	60-79.9% of target	80-99.9% of target	100-120% of target	Over 120% of target	Sum
1+ Years Behind GL	$98 \times 0 = 0$	$12 \times 0.25 = 3$	$12 \times 0.5 = 6$	$13 \times 1 = 13$	$53 \times 1.25 = 66.25$	88.25
Less than 1 Yr Behind GL	$8 \times 0 = 0$	$0 \times 0.25 = 0$	$0 \times 0.5 = 0$	$3 \times 1 = 3$	$5 \times 1.25 = 6.25$	9.25
1+ Years Above GL	Below GL		Maintain at or above GL			
	$6 \times 0 = 0$		$25 \times 1 = 25$			25
Total points earned						122.5
Total points possible (number of students with pre- and post-tests)						235
Percent of possible points received						52.1%