

METRO SCHOOLS

**Charter School No. 4131
2600 26th Ave S #100
Minneapolis, MN 55406
[http:// http://metroschoolsmn.org/](http://metroschoolsmn.org/)**

ANNUAL REPORT

For the 2012-13 Academic School Year



Submitted to

the Minnesota Department of Education

and

Audubon Center of the Northwoods, Authorizer

October 1, 2013

Table of Contents

Page

Metro Schools: Introduction

Metro Schools, Charter School District #4131, has now completed its eighth year of operation and is pleased to present this Annual Report. Metro Schools combines a grades 5-8 middle school and a high school, located at the same facility in south Minneapolis. 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 as Lighthouse Academy of Nations high school. One challenge Lighthouse Academy faced was that its parent population want to send younger students to the school, especially younger siblings of students already attending. This presented a challenge in terms of student recruitment/ enrollment, as families may have children of differing ages, and most families prefer sending all their children to the same school. In response to this, the school expanded, creating a middle school which began fall 2012! Both programs are part of the same charter and have the same philosophy. They are located in the same building and share administration.

This report is intended to inform Metro Schools' supporters, partners and the general public about the school, particularly regarding the 2012-13 school year. This report addresses the required elements for charter school annual reports as defined in Minnesota Statute 124D.10, Subd. 14; all ten required elements are listed in the Table of Contents, along with a number of other elements which are also discussed.

Mission: Metro Schools is committed to academic excellence and closing the achievement gap by establishing rigorous goals for students, parents, teachers and the school. Metro Schools 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.

Metro Schools is a college preparatory middle/high school in Minneapolis, Minnesota. We offer small class sizes – less than 15 to 20 students – allowing us to focus on the individual and strengthen his/her skills needed for college. School staff 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. Another important factor for our success is our dedication to providing an environment that is safe and conducive to learning.

The diversity in our staff provides further support to our students; we are able to help them understand the path to college and how to succeed once accepted. We also help them understand and work with the issues facing today’s youth by reaching beyond the classroom. We bring in guest speakers, visit universities, join competitions, participate in team-building activities, and encourage students to take leadership roles. These opportunities give our students the confidence to focus on their studies and develop a solid work ethic both in class and through extracurricular activities.

Metro Schools is committed to helping our students pursue secondary education and/or success in today’s workforce. We facilitate academic decision-making, curriculum information, interpretation of policies and procedures, and assessment of student interests and needs. We also help 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.

Details on Metro Schools’ program are included in the Academic Performance section of this report, below.

School Enrollment and Student Attrition

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the past three school years, and projected numbers for 2013-14. Data reported is based on October 1 Average Daily Membership (ADM).

School Year	5	6	7	8	9	10	11	12	Total	Growth Rate
2010-11	-	-	-	-	23	38	27	70	158	-38%
2011-12	-	-	-	-	23	22	28	52	125	-21%
2012-13	43	17	16	16	54	38	70	30	284	+127%
Estimated 2013-14									250	-12%

Metro Schools’ enrollment was declining prior to the 2012-13 school year. Reasons for the drop in numbers included fewer immigrants (the major constituency served by the school), more competition from other charter schools, and a reduction of the geographic area for which the school was able to provide busing. However, the school was able to stabilize its program with

smaller numbers, and reversed the trend of lower enrollment with the addition of middle school grades beginning in the fall of 2012. The numbers of grades 9-12 students only were also higher in 2012-13 than the previous year.

Metro Schools complies with state-mandated policies, enrolling any student who submits a timely application, subject to limitations of program capacity. Enrollment forms are available at the school, and students can also enroll online, at <http://www.lighthouse.charter.k12.mn.us/enroll.php>.

Governance, Management, and Director’s PDP

Governance

2012-2013 School Year Charter Public School Board

This table contains information for ALL board members.

2012-13 Election Date: January, 2013

2012-13 Anticipated Election Month: January 2013

Metro Schools Board, 2012-13						
Name	Board Position, Group Affiliation	Date Elected	Date Seated	Term Expiration	Phone; email	Meeting Attendance Rate
Abdulkadir Abdalla	Chair; Community	Jan. 2012	Jan. 2012	Jan. 2014	A_abdalla2000@yahoo.com	7 of 7 meetings
Abraham Gadalla	Treasurer; Teacher (#353655)	Jan. 2012 (re-elected)	Jan. 2012	Jan. 2014	612-722-2555	6 of 7 meetings
Teresa Gloppen	Secretary; Teacher (#455759)	May ‘11	May ‘11	Jan. 2013	612-722-2555	0 of 3 meetings
Zakiyyah Islam	Parent	Jan. 2012	Jan. 2012	Jan. 2013		0 of 3 meetings
Mohamed Hassan Mohamoud	Director; community member	Jan. 2013	Jan. 2013	Jan. 2015		6 of 7 meetings
Abdinur Warfa	Parent	Jan. 2013	Jan. 2013	Jan. 2015	612 423-4660	4 of 4 meetings
Treacy Weldon	Secretary; Teacher (#455889)	Jan. 2013	Jan. 2013	Jan. 2015	612-722-2555	3 of 4 meetings

Management and Director’s Professional Development Plan

Metro Schools is led by its Director, Ahmed Elmi, with input from teaching staff, the Assistant Director, Dean of Students and community supporters. In November 2012, Metro Schools’ long-

serving director, Farhan Hussein, was replaced in the Director role by Ahmed Elmi; Farhan remains as Assistant Director with hours reduced to 0.6 of full time. There is also a high school lead teacher, who provides coaching for teachers, a middle school lead teacher, and a Special Education Coordinator who teaches part time.

Metro Schools director Ahmed Elmi has a professional development plan including the following elements which were undertaken during 2012-13:

- Two conferences – Mr. Elmi attended the ASCD conference, for sessions on topics including program evaluation, teacher evaluation, and coaching. He also attended a two-day retreat at the Audubon Center of the Northwoods, for ACNW-authorized charter schools which addressed charter school guidelines and contractual requirements.
- Training from the national HighBar organization, on board development.
- Charter school board training, on the three required topics of board role and responsibilities; personnel; and financial management. This was provided by charter school consultant Bryan Rossi, with Robert Proccacini of School Business Solutions also providing training on financial management.

All staff except licensed teachers are listed in the table below

This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)

Metro Schools Management and Faculty, 2012-13					
Name	File Folder Number	Assignment	Years Employed	Left During 2012/13	Not Returning 2013/14
Ahmed Elmi	N/A	Director	7	└	└
Farhan Ali Hussein	429052	Assistant Director (0.6 FTE)	5	└	└
Abdiweli Mohamud	N/A	Dean of Students, High School	8	└	└
Abdulfatah W. Isaac	N/A	Dean of Students, Middle School	1	└	└
Katia Colon-Holmers	N/A	High School Lead Teacher	2	└	└
Farhiya Einte	419808	Middle School Lead Teacher	1	└	X
Constance Bruner	298686	Special Ed. Coordinator	4	└	└
Leydi Marquez Millan	N/A	Office Manager	4	└	└

Metro Schools Management and Faculty, 2012-13					
Name	File Folder Number	Assignment	Years Employed	Left During 2012/13	Not Returning 2013/14
Tara R. Huhn	N/A	Assessment Assistant, High School	1	└	└
A. Xiong	N/A	Educational Communications Coord.	7	└	└
Trudy Suleiman	N/A	DAC, Academic and Cultural Counselor	3	└	└
Rukia Herzi	N/A	Paraprofessional	3	└	X
Ahmed D. Abas	N/A	Paraprofessional	1	└	└
Hibaq A. Khalif	N/A	Paraprofessional	1	└	└
Zainab Said	N/A	Paraprofessional	4	└	└
Ahmed Raima Abdulwaid Sheik	N/A	Paraprofessional	1	└	└
Agbo Ayawa	N/A	Supervisor of Food Service, Custodian	8	└	└
Mahdi F. Abdulle	N/A	Bus driver	1	└	└
Abdurahman O. Hussein	N/A	Bus driver	1	└	└
Fatima A. Kaahiye	N/A	Bus driver	1	└	└
Abdirashid Yusuf Nur	N/A	Bus Driver	1	└	x

Staffing

This table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).

Metro Schools Teaching Staff, 2012-13					
Name	File Folder Number	Assignment	Years Employed	Left During 2012-13	Not Returning 2013-14
Osman Mohamud Ali	365650	Math, High School	1	└	└
Harrison Bachman	449538	Math, High School	1	└	└
Justine Bjergo	465854	Social Studies, High School	1	└	└
Constance Bruner	298686	Special Education, High School	4	└	└
Joseph Covert	363345	Social Studies, High School	3	└	└
Joshua Espinosa	463840	Communication Arts, High School	2	└	x
Jordan Humble	469818	English, High School	1	└	└
Blair Mishleau	469724	ESL, High School	1	└	x

Metro Schools Teaching Staff, 2012-13					
Name	File Folder Number	Assignment	Years Employed	Left During 2012-13	Not Returning 2013-14
Megan Ormseth	469868	Science, High School	1	└	└
Kelly Rhodes	456174	ESL; Speech/ Writing, College Prep	3	└	x
Jenna Rossiter	450150	ESL, High School	3	└	└
Summer Scharringhausen	414540	Art	6	└	x
John Slavik	465208	Physical Education, Middle/High	1	└	└
Jennifer Smith	455785	Math, High School	2	└	x
Lauren Ward	469801	Science, High School	1	└	└
Treacy Weldon	455889	ESL	3	└	x
Katharine R. Hunziker	449016	Math, Middle School	1	└	x
Karen Mountain	430427	Special Education, Middle School	1	└	└
Erin M. Nielsen	453559	Social Studies, Middle School	1	└	x
Hamdi H. Salad	471030	5 th Grade	1	└	└
Cynthia Swanson	367321	Science, Middle School	1	└	x
Katherine A. White	469909	English, Middle School	1	└	└

All of the Metro Schools teachers remained to the end of the school year, and most are returning for the 2013-14 year.

Finances

Below, please see the Metro Schools Original and final-revised budgets for 2012-13. Metro Schools changed financial services providers part-way through the 2012-13 school year, and hence the original and revised budgets were organized differently, hence the categories do not match perfectly between the two columns. Though the revised budget was approved in the spring with a small surplus, Metro Schools expects a deficit for Fiscal 2013, of approximately \$100,000. Establishing the middle school program with new materials, supplies and equipment as well as additional staff, added significantly to expenses. Equipment purchased included a new computer lab with 30 laptop and 30 desktop computers; also the school's server needed to be replaced. In addition, there was relatively less compensatory revenue available as this is based on previous-year enrollment. Metro Schools leadership decided deficit spending was acceptable given these circumstances, and the healthy existing fund balance (\$265,327 as of 6/30/2012). The Metro Schools board has approved a budget for 2013-14 with a surplus.

Metro Schools FY 2013 Budgets		
Fund 01		
Code Description	FY13 Original Budget	FY13 Revised Budget
Fees From Patrons	4,000	150
Interest	-	10
Gifts And Bequests	4,000	
Misc Local Revenue	-	16,000
General Education Aid	1,994,093	2,189,178
Building Lease Aid	275,400	327,533
Endowment Fund Apportionment	-	4,094
Other state revenue	-	750
Title I	98,815	79,125
Title II	7,185	5,347
Title III	9,000	19,037
Federal Special Ed.	60,000	52,762
Early Intervening	-	15,465
State Special Ed.	100,000	447,590
Total Revenue	2,552,493	3,157,040
Sal-Adm/Supervision	183,600	258,475
Purchased services – admin.	-	122,000
Lic Classroom Tchr	500,860	761,796
Purchased services – general ed.	-	61,800
State SPED salaries/wages	-	269,640
Purchased services – State SPED	-	16,000
N-Lic Classroom Pers	78,420	110,457
Student Support Svcs salaries/wages	166,260	90,164
Purchased services – Instr & student support	-	146,800

**Metro Schools
FY 2013 Budgets**

Fund 01

Code Description	FY13 Original Budget	FY13 Revised Budget
Fees From Patrons	4,000	150
Interest	-	10
Operations salaries/wages	-	33,896
Purchased services – operations	-	68,000
Title I	-	79,125
Title II	-	5,347
Title III	-	19,037
Federal Special Ed.	-	52,762
Early Intervening Svcs.	-	15,465
Benefits	400,112	420,319
Postage & Parcel Svc	1,000	
Utility Services	20,000	
Insurance	10,000	15,000
Repair & Maint Svc	20,000	
Building remodeling	11,150	
Tran-Contract/Pub Pupil Transportation	280,000	
Trav/Conv/Conference	23,500	
Op. Rentals & Leases	322,000	363,926
Speech/Lang. Pathologist	45,000	
School Psychologist	14,770	
To Non-Ed Agency	26,000	
Sup/Mat Non-Instr.	17,500	46,100
Sup/Mat – instructional	44,000	45,000
Textbooks/Workbooks	28,000	
Standardized Tests	2,700	
Sup/Mat – admin.	-	21,500
Other expenditures – admin.	-	25,000
Equipment/furniture	31,000	70,066
Dues & Memberships	17,000	
Extra-curricular activities	3,000	
Federal Sub Award Subcontract	49,840	
Interest	-	2,000
Transfer out	22,000	28,930
Total Expenditures	2,317,740	3,148,605
Net Income	234,753	8,435

Fund 02

Code Description	FY 12 Original Budget	FY 12 Revised Budget
State revenue	28,400	7,000
Federal revenue	130,600	111,500
Other local revenue/transfer in	22,000	28,930

Metro Schools FY 2013 Budgets		
Fund 01		
Code Description	FY13 Original Budget	FY13 Revised Budget
Fees From Patrons	4,000	150
Interest	-	10
Total Revenue	181,000	147,430
Catering Service/fees for services	170,000	9,500
Supplies/materials	11,000	137,600
Dues	-	330
Total Expenditures	181,000	147,430
Net Income	-	-

Academic Performance

Program Summary

The Metro Schools academic program is organized around four factors:

- Students take classes on their proficiency level so that they can be challenged and find success.
- Metro Schools offers an extended school day with more instructional time than most schools in the
- Metro Schools offers extra instruction in English and ESL.
- Metro Schools staff have deep personal experience and extensive professional training to help them meet the needs of immigrant students.

Metro Schools provides a diverse, caring learning environment, through:

- Individual attention from highly experienced, certified teachers
- Teachers from all over the world share life experiences with the students they teach
- A Academic and Cultural Counselor helps students adjust to their new environment (new feature first established in 2010-11)
- Metro Schools offers a strong group of community partners who support students and their families.

Metro Schools strives to meet the highest expectations of our students and families with:

- Good attendance and excellent student behavior and effort
- A culture of discipline and respect for each students cultural background
- Excellent communication with parents and families

- Small class sizes and a safe, secure school environment

Because Metro Schools serves such a diverse student population with such a wide range of educational backgrounds, we work very hard to ensure that all students have class schedules that meet their needs. Upon arrival at the school, students take a placement exam in English and math. Based on their performance on that exam, 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.

Metro Schools provides six 53-minute periods for classes each day, with a 30-minute lunch, and two 30-minute Advisory periods every day. This enables high school students to take eight different credit-bearing courses at one time (including Advisory). Each course is worth 0.5 credits per semester. We require 26.5 credits to graduate. 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. In addition to the core academic subjects, Metro Schools offers electives in physical education, fine arts, and computer literacy, among others. Our course offerings are aligned with the state academic and graduation standards. There is also a brief, five-minute advisor at the beginning of the day.

In the 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 all middle school grades. The only exception to this is for the lowest skill level students in fifth grade, for whom there is a self-contained classroom to teach basic skills. The last thirty minutes of the middle school day are devoted to specialists – world language, computer class, sports, or homework help for students who need this. There is also a Physical Education teacher, who mainly serves the middle school – middle school students have gym most days.

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 Foundation Math, so they can begin taking credit-bearing courses.

Because our students are experiencing the challenge of adapting to a new culture, new language, and new educational system, we believe it is very important for our staff to be highly sensitive to their needs. This is a key component of our academic program. Many members of our staff are from the same areas of the world that our students are from. The staff members who are not from a foreign country have all lived for extended periods of time abroad. Our 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 Language Learners.

The following are some of the strategies in place at Metro Schools to improve education for our students:

- Metro Schools provides a longer-than-usual school day. The school day runs from 7:40 to 3:20 Monday through Thursday. On Friday, school runs from 8:00 to 12:00 pm. Some studies show that that an extended school-day – when combined with high quality instruction – can increase the gains that students make in areas such as: percentage of high school graduates, post-secondary attendance, and student test scores. Through the 2011-12 school year, Metro Schools had a longer school day (7:40 – 4:00 Monday-Thursday and 7:40 – noon on Fridays) but this was shortened due to fatigue on the part of both students and parents.
- During 2010-11 the school curriculum and instructional focus was standardized to support student achievement in the Minnesota state standards and most explicitly the benchmarks that guide learning toward mastery of academic standards. Continuing through 2012-13, professional development is provided to new staff in areas such as Response to Intervention (RTI), sheltered instruction, backward design, curriculum mapping, thematic instruction, collaborative planning, homework help, MCA test preparation, and the interpretation of student scores to inform instruction. Metro Schools is putting in place a culture of using common assessments that measure student growth and achievement on the standards and benchmarks, as the instructional norm evident in lessons and units in each content area. These are some of the ways the school supports teaching staff to ensure they are helping the school make adequate progress.
- Every 3rd Thursday of the month, Metro Schools held a parents’ night for the middle school – parents, teachers and students have dinner together at the school, and discuss issues related to education of middle schoolers. At parent nights school staff discuss the school, explaining how Metro Schools operates, what it is seeking to accomplish, and how parents can support the program. These events have helped enhance connections between students’ families and the school.
- Metro Schools provides an after-school program, running one and a half hours Monday through Wednesday. Metro Schools collaborates with the Somali American Parent Association which conducts an after school program, staffing for which is provided in part by SAPA staff and also by a number of the school’s teachers. The after-school program is available for all students, but intended mainly for those who need extra help academically. During 2012-13 about 40 students participated, mostly middle schoolers. The after-school program is free but parents generally need to provide transportation (there is one bus that leaves Metro Schools after the after-school program). In addition to providing supplemental academic support, there is also a leadership program, ACT prep assistance for students planning to go to college, drivers’ education, and recreation/sports.
- To prepare for the new school year, there are two weeks of professional development during August, for training and planning in which all teachers participate.

Academic Goals and Indicators, 2012-13

Metro Schools extensively revised its school goals and indicators for 2012-13, to meet the updated requirements of its authorizer, Audubon Center of the North Woods. Metro Schools had academic performance targets and measures in four categories for 2012-13: Academic Proficiency Goals; Academic Growth Goals; Other Academic Goals; and Academic-Related Goals. The goals, indicators, and data from the year are summarized in turn below.

Academic Proficiency Goals:

- Proportion of Metro Schools 10th graders testing proficient on the MCA-II in Reading will increase at least as much as the proportion proficient at three comparison schools in Minneapolis with similar student demographics¹ for 2012-2013, 2013-2014, and 2014-2015 school years.
- Proportion of Metro Schools 11th graders testing proficient on the MCA-III in Mathematics will increase at least as much as the proportion proficient at three comparison schools in Minneapolis with similar student demographics² for 2012-2013, 2013-2014, and 2014-2015 school years.

Academic Proficiency Results for 2012-13:

MCA Reading Results, 2012 vs. 2013³ (Students enrolled Oct. 1 only)				
School	# Students tested, 2012	Percent Proficient, 2012	# Students tested, 2013	Percent Proficient, 2013
Metro Schools	17	29%	103	24%
Lincoln International	22	0	26	0
Roosevelt HS (LEP students)	65	14%	63	24%
South HS (LEP students)	44	18%	61	16%

¹ The comparison schools are Lincoln International High School, a charter school with similar demographics to Lighthouse Academy; Roosevelt High School (Minneapolis district, LEP students only); and South High School (Minneapolis, LEP students).

² The comparison schools are the same as for the Reading goal.

³ The Reading MCA was updated from 2012 to 2013 to align the test with new and more challenging standards. This report continues to compare the results as per Metro Schools' reading indicators, but the two tests are not comparable as they are based on different standards.

MCA Mathematics Results, 2012 vs. 2013 (Students enrolled Oct. 1 only)				
School	# Students tested, 2012	Percent Proficient, 2012	# Students tested, 2013	Percent Proficient, 2013
Metro Schools	21	24%	100	16%
Lincoln International	13	0%	26	0
Roosevelt HS (LEP students)	48	6%	60	0
South HS (LEP students)	33	9%	47	13%

The proportion of Metro Schools students testing proficient on this measure declined slightly from 2012 to 2013, but Metro Schools continued to outperform two of the three comparison schools in Reading, and all three in Math. Also, Metro Schools' population of students testing is not comparable from 2012 to 2013 as the latter year was the first year middle grades students were included, resulting in the number of students tested increasing substantially.

For the next two school years, Metro Schools' proposed target referencing the MCA's calls for an increase of 5% in proportion testing proficient, each year.

Academic Growth Goals:

- The proportion of Metro Schools students with pre-post test results who achieve or exceed individual RIT score growth targets on the Reading NWEA MAP test from fall 2012 to spring 2013 will increase from 55% in 2011-12 to at least 60% in 2012-13, and to at least 63% by 2014-15.
- The proportion of Metro Schools students with pre-post test results who achieve or exceed individual RIT score growth targets on the Mathematics NWEA MAP test from fall 2012 to spring 2013 will increase from 54% in 2011-12 to at least 59% in 2012-13, and to at least 62% by 2014-15.

Academic Growth Goal Results for 2012-13:

- There were 231 students at Metro Schools who took the Reading Measures of Academic Progress (MAP) assessment in the fall; 178 students took the test in the spring. Of these students, a total of 164 took this test in both fall and spring. Of these 164 students, 100 or

61% met or exceeded the RIT score Growth Targets⁴, so Metro Schools did meet this goal.

- There were 227 students at Metro Schools who took the Mathematics MAP in the fall; 178 students took the test in the spring. Of these students, a total of 157 took this test in both fall and spring. Of these 157 students, 102 or 65% met or exceeded the RIT score Growth Targets, so Metro Schools met this goal as well.

Other Academic Goal:

Growth in English-language proficiency will be gauged by Metro Schools students' progress on the ACCESS for ELLs assessment which was administered in Minnesota for the first time in the spring of 2012. English as a second language students (over 90% of Metro Schools's population) will be expected to improve at least as much as students at comparison schools in Minneapolis with similar student demographics, based on year-to-year comparison of students who remain at the school from one spring to the next.

Other Academic Goal Results for 2012-13:

MDE's AMAO reports, available to the public on the MDE website, do include Progress toward English Language Proficiency information, which is based on ACCESS results from one year to the next. School Year 2011-12 data shows Metro Schools had 55 students with two years of assessment scores, of whom 20 made progress toward proficiency. However, 2012-13 AMAO data will not be available until October. This data will be reviewed by school leadership once it becomes available and will be included in next year's annual report. The Other Academic Goal referencing the ACCESS has been removed from Metro Schools' 2013-15 Goals and Indicators, which are pending final approval by the Authorizer as of late August.

Academic-Related Goals:

- Metro Schools students will continue to maintain at least a 95% rate of attendance.
- Annual parent survey results will show at least 80% of parents satisfied with the learning environment at Metro Schools.

⁴ A student chosen at random would have an even 50% chance of meeting or exceeding their expected growth. NWEA offered the following caveat regarding comparisons of pre-post test scores, when new norms were released in the fall of 2011: "The new norms emphasize projected student growth, as opposed to growth targets... The term "projected growth" more accurately reflects what the norms represent, which is the average progress made by students in the norming group. This data in itself is not sufficient to establish growth targets, but it is an important starting point: Knowing the average growth of a group of students provides useful context when setting targets because it lets you know what kind of growth would be considered typical or normal." It is also important to note that grade 10 growth projections are being used as an approximation for grades 11 and 12, since growth norms for the top two grades have not been publicized. Growth expectations on this assessment would likely be similar to those for grade 10.

- Annual parent survey results will show at least 80% of parents satisfied that Metro Schools provides a safe school environment for all students.
- Annual student survey results will show at least 80% of students satisfied with the learning environment at Metro Schools.
- Annual student survey results will show at least 80% of students satisfied that Metro Schools provides a safe school environment for all students

Academic-Related Goal Results for 2012-13

Academic-Related Goal and Indicators	Goal and Indicator Results for 2012-13
<p>Attendance Goal Lighthouse Academy students will continue to maintain at least a 95% rate of attendance.</p>	<p>Overall percent-of-attendance continued above 95% for the 2012-13 school year</p>
<p>Parent satisfaction goal Annual parent survey results will show at least 80% of parents satisfied with the learning environment at Lighthouse Academy. Annual parent survey results will show at least 80% of parents satisfied that Lighthouse Academy provides a safe school environment for all students.</p>	<p>Parents were giving a survey asking several questions about their level of satisfaction with Metro Schools. A total of 30 parents responded to the survey. Responses to the survey questions were on a four-point scale: Strongly disagree; Somewhat disagree; Somewhat agree; and Strongly agree.</p> <p>There were two items that particularly most relevant to satisfaction with the learning environment:</p> <ul style="list-style-type: none"> • I am satisfied with the education of my child • The School has high expectations for my child and all the children <p>On both of these questions 24 of the 30 parents who responded chose Somewhat agree or Strongly agree (80%).</p> <p>Also included on the survey was the item, I am satisfied with school safety. In response to this, 24 of the 30 respondents chose Somewhat agree or Strongly agree (again, 80%).</p>
<p>Student satisfaction goal Annual student survey results will show at least 80% of students satisfied with the learning environment at Lighthouse Academy. Annual student survey results will show at least 80% of students satisfied that Lighthouse</p>	<p>The student survey was not completed during 2012-13. Metro Schools staff ask students informally about their satisfaction with the learning program and school environment.</p>

Academy provides a safe school environment for all students	
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Metro Schools Goals and Indicators, 2013-14

School goals and indicators were revised during the summer of 2013, to be in alignment with the authorizer's revised expectations. Goals are now grouped into four categories: Academic Proficiency; Academic Growth; Post-Secondary Readiness; and Mission Related. The below Goals and Indicators are pending final approval by the Audubon Center of the North Woods, as of August 2013.

Academic Proficiency

Reading Proficiency Goal

Metro Schools' proportion of October 1-enrolled students proficient in reading, based on Minnesota Comprehensive Assessment (MCA) results, will increase each year from a baseline set in 2013⁵. In 2013, 25 of 103 students or 24% tested proficient in reading (This included 15% of Metro Schools' 33 10th graders who took the Reading MCA, and 29% of the 70 middle schoolers).

- 2014 Target, Reading MCA: 29% of all students tested enrolled by October 1 will be proficient.
- 2015 Target, Reading MCA: 34% of all students tested enrolled by October 1 will be proficient.

Math Proficiency Goal

Metro Schools' proportion of October 1-enrolled students proficient in mathematics, based on Minnesota Comprehensive Assessment (MCA) results, will increase each year from a baseline set in 2013. In 2013, sixteen of 100 students or 16% tested proficient in mathematics (This included 21% of Metro Schools' 29 juniors who took the Math MCA, and 14% of the 71 middle schoolers).

- 2014 Target, Math MCA: 21% of all students tested enrolled by October 1 will be proficient.

⁵ This is particularly appropriate in the case of a goal based on the Reading MCA, as this test was significantly updated and changed for 2013. A note regarding assessments which Commissioner Casselius sent to school superintendents at the end of May read, in part: "New academic standards have required the use of new state assessments for students to demonstrate success in meeting the more challenging standards. ...I want to make it very clear that comparing last year's reading scores to this year's reading scores is not appropriate: last year's tests and this year's tests are measuring two different standards of expectation. Instead, this year's test scores should be considered a new starting point for performance."

- 2015 Target, Math MCA: 26% of all students tested enrolled by October 1 will be proficient.

Academic Growth

Reading Growth Goal

Northwest Evaluation Association's Measures of Academic Progress (MAP) in Reading will show Metro Schools students at least keeping up with the national norming group in reading based on a fall-to-spring pre-post comparison. Proportion of Metro Schools students meeting or exceeding projected RIT score growth⁶ on the Reading MAP was 61% in 2012-13, an increase from 55% in 2011-12.

- In 2013-14, at least 61% of Metro Schools students with pre-post test results will achieve or exceed projected growth on the Reading NWEA MAP test.
- In 2014-15, at least 61% of Metro Schools students with pre-post test results will achieve or exceed projected growth on the Reading NWEA MAP test.

Math Growth Goal

Northwest Evaluation Association's MAP in Mathematics will show Metro Schools students at least keeping up with the national norming group in math based on a fall-to-spring pre-post comparison. Proportion of Metro Schools students meeting or exceeding projected RIT score growth on the Mathematics MAP was 65% in 2012-13, an increase from 54% in 2011-12.

- In 2013-14, at least 65% of Metro Schools students with pre-post test results will achieve or exceed projected growth on the Mathematics NWEA MAP test.
- In 2014-15, at least 65% of Metro Schools students with pre-post test results will achieve or exceed projected growth on the Mathematics NWEA MAP test.

Post Secondary Readiness Goal

To help ensure students are ready for college, Metro Schools will provide the means for juniors to take the Accuplacer, and for juniors and seniors to take the SAT (Metro Schools makes arrangements for its students to test and provides transportation to the test site).

- At least 50% of juniors and seniors will have taken the Accuplacer by the end of the 2013-14 school year
- At least 55% of juniors and seniors will have taken the Accuplacer by the end of the 2014-15 school year.

⁶ A student chosen at random would have an even 50% chance of meeting or exceeding their projected growth. It is also important to note that grade 10 growth projections are being used as an approximation for grades 11 and 12, since growth norms for the top two grades have not been publicized. Growth expectations on this assessment would likely be similar to those for grade 10.

Mission Related Goals

Metro Schools has defined two goals in support of its mission as a college preparatory school:

- Metro Schools will contribute to closing the achievement gap by identifying middle school students who are behind by two or more grade levels, and ensuring that 65% of these students gain at least a year and a half in reading and math for one full year enrolled. Progress is gauged by NWEA MAP scores in the fall and spring. Once fall testing is complete, Metro Schools staff will identify students two or more grade levels behind and will meet with students and their parents, to set a personal goal defining strategies to improve in both subject areas. Results of this effort will be reported in the 2013-14 and 2014-15 Annual Reports.
- Sixty percent of 11th grade students who are in Metro Schools fall to spring will take a College Prep course offered by Metro Schools⁷ and participate in a tour of four or two-year colleges in the Twin Cities Metro area. Results of this effort will be reported in the 2013-14 and 2014-15 Annual Reports.

Operational Performance

Non-Academic Goals and Indicators, 2012-13

Metro Schools had Non-Academic Goals and Indicators in four areas for 2012-13: Governance; Finance; Operations; and Environmental Education. The goals, indicators, and data from the year are summarized in turn below.

Non-Academic Goal and Indicators	Goal and Indicator Results for 2012-13
<p>Governance Goal: Metro Schools will create board a development plan with ACNW’s guidance by February, 2013 and will implement Fall of 2013. Board development plan at a minimum will include: training for all members in financial, governance, and policy responsibilities; identification of criteria for Board members’ competencies; and self-assessment of their capacities by Board members.</p>	<p>Operations Goals Results for 2012-13: Training for the Metro Schools Board was held at the initial meeting during the new school year, in August 2012, on board governance. Training on personnel, and on school finance were held at later meetings, provided by charter school consultant Bryan Rossi with Robert Proccacini from School Business Solutions assisting on finance training.</p>
<p>Finance Goals:</p> <ul style="list-style-type: none"> • Metro Schools will have a financial policies and procedures manual in place by June 2013 and will implement right 	<p>Finance Goals Results for 2012-13: Metro Schools leadership is pursuing the aim of increasing fund balance, with the goal of having a fund balance at least as large as the holdback.</p>

⁷ The College Prep course addresses how to take college admissions tests (the ACT, SAT, and Accuplacer), how to apply for financial aid, how to fill out college applications, and how to adjust to life in college.

Non-Academic Goal and Indicators	Goal and Indicator Results for 2012-13
<p>away.</p> <ul style="list-style-type: none"> By FY 15 Metro Schools will have a fund balance that is within 5% of the state of Minnesota General Education Aid holdback amount. 	<p>To this end, the school did increase enrollment substantially during 2012-13, and hopes to continue this trend in 2013-14. Compensatory aid, which is driven by the previous year's enrollment, was low in 2012-13 but will be higher next year – this is expected to have a positive impact on the school's finances in 2013-14.</p>
<p>Operations Goals:</p> <ul style="list-style-type: none"> Metro Schools will be independent of transportation service providers by 2013-14 (will transport all students via own vehicles). Metro Schools will implement a comprehensive online high school curriculum for credit recovery and supplementing classroom instruction⁸ for fall of 2012. Metro Schools will develop a system to measure effectiveness of the online curriculum, and set measureable goals in summer 2013. 	<p>Operations Goals Results for 2012-13:</p> <ul style="list-style-type: none"> Metro Schools made progress toward independence from transportation providers during 2012-13; the school owns four buses now, and transports over 80% of students while continuing to contract for two bus routes. Metro Schools plans to add two more buses for 2013-14 which will eliminate the need to contract for regular student transportation services. The Advanced Learning System or A+ remains in place at Metro Schools. A+ supplements in-school instruction to allow for a full high school curriculum, and provides an option for credit recovery which many students need. It was used with a few middle school students as well. Metro Schools did not develop a quantifiable way of measuring success with A+. Anecdotal evidence is positive, however – teachers report that students like using the system, and that parents appreciate their having this option.
<p>Environmental Education Goal: Metro Schools ensures its mission match with ACNW through four environmental education opportunities for its students:</p>	
<p>Field trip to a natural area – two per school year:</p> <ul style="list-style-type: none"> Each year, Metro Schools students will 	<ul style="list-style-type: none"> Metro Schools students did make the trip to St. Croix Camp during the 2012-12 school year, though this was in the spring rather

⁸ The online curriculum is offered by Advanced Learning Systems and is aligned with Minnesota state standards. Ninth graders will be encouraged to take online writing courses; tenth graders will be encouraged to take online reading courses; juniors will be encouraged to take online math courses; and seniors who have not passed the GRAD will be encouraged to take online courses in areas of deficiency and to earn needed credits for graduation. To encourage the use of Advanced Learning Systems curriculum for enhancement of reading and math skills, Lighthouse Academy will offer MCA reading and math prep classes six Saturdays a year.

Non-Academic Goal and Indicators	Goal and Indicator Results for 2012-13
<p>visit St. Croix Camp in order to explore environmental education (Fall of 2012; 2013; and 2014).</p> <ul style="list-style-type: none"> Students will visit ACNW each fall for three days (Fall of 2012; 2013; and 2014). 	<p>than the fall.</p> <ul style="list-style-type: none"> Metro Schools students visited ACNW in the fall of 2012 – at least 50 students, all 9th graders, and the 10th graders who were new to the school in the fall, visited ACNW for three days of environmental education.
<p>Pass forward environmental education commitment – two per school year:</p> <ul style="list-style-type: none"> Parent newsletter including earth-friendly shopping tips (Fall of 2012; 2013; and 2014). Host an Earth Day celebration and send parent newsletter home about Earth Day (Spring of 2013, 2014, and 2015). 	<ul style="list-style-type: none"> The shopping tips were included in school newsletters as planned. Whole-school Earth Day celebration was held again, in April 2013.
<p>Teacher-led Earth-Friendly Outdoor Recreation: Seniors will go each year to Minnehaha Falls to learn outdoor environmental recreation (Spring of 2013, 2014, and 2015).</p>	<p>Metro Schools continued this activity as an annual Earth Day event, which is celebrated by the whole school.</p>
<p>Environmental education-trained teachers/experts used: Three teachers will attend ACNW environmental education training (Fall of 2012; 2013; and 2014).</p>	<p>More than three Metro Schools teachers went with students during their fall visit to ACNW in the fall of 2012, and learned about environmental education as planned.</p>

Program Successes

Notable successes of Metro Schools during 2012-13 include:

- Metro Schools continues to employ an instructional leader (now lead teacher for the high school) during 2012-13, 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. An academic and cultural counselor position is in place as well. In addition to counseling responsibilities, this position includes coordinating tests (ACCESS, MCA/GRAD, NWEA MAP tests, ACT's / SAT's) and tracking students' credits toward graduation. In addition to helping Metro Schools' population of mainly immigrant student adjust to schooling in Minnesota, the academic and cultural counselor helps students apply to college. Several Metro Schools graduates were accepted into two- and four-year colleges in the spring of 2013.
- Metro Schools offered two Advanced Placement courses during 2012-13: Social Studies and Statistics.
- Metro Schools adopted a new student discipline system in 2010-11, which is used by Noble Street Charter School in Chicago. This system is based on demerits, for infractions

of rules including arriving late. The school also created a new position of Dean of Students, who enforced the discipline system. This improved the orderliness of the school, as did the implementation of a system of bells, providing students with three minutes between classes. We continued to use this system during 2011-12, with good results. The disciplinary system continued in use for the high school in 2012-13, and was extended to the middle school.

- Metro Schools continued to employ an AmeriCorps member during 2012-13. The AmeriCorps person worked on assessments, e.g. assisting the test coordinator and helping students with college-prep activities such as field trips to local colleges. The other main area in which this position provided support was in the classroom, providing classroom assistance to teachers and coordinating volunteers.
- Metro Schools established a relationship with Teach for America, and has obtained many of its teachers from TFA over the past years. During 2012-13 the school got three new teachers from this source.
- Metro Schools gained control of its own transportation in 2012-13, transporting 80% of students on the four school-owned buses. This shift occurred as the number of bus routes increased from four in 2011-12 to six in 2012-13, to accommodate the expanded student enrollment. Metro Schools continued to lease buses for two routes during 2012-13 but plans to eliminate this with the purchase of two additional buses for 2013-14. School-owned buses also are used for field trips, extra-curricular activities and after-school activities. Running our own buses allows Metro Schools to save money by reducing the fee for transportation services, provides more flexibility for the school in transporting students, and allows the school to control its own schedule.
- Every Friday is a half-day at Metro Schools – there are early-morning assessments, then sports. Many students participate in various sports; students who need additional academic help stay at the school for assistance. 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 (subjects covered in the Friday assessments alternate, but with Math and English addressed every week). Students are motivated to meet the expectations as they want to go to the YMCA; but those who need additional assistance are able to get it.
- Metro Schools continued using the Pinnacle program during 2012-13, as its comprehensive student information system. Pinnacle includes components addressing student placement, assessments, lesson plans linked to standards (teachers input lessons), and homework. Pinnacle is fully linked to Minnesota academic standards, and is proving to be a valuable tool to track student assessment data. Also, students and parents are able to access this system in order to see actual lessons and print out homework if they miss school or lose the homework.
- Finally, it is important to note that Metro Schools has shown a positive enrollment trend in 2012-13! With the addition of the middle school, student population more than doubled

compared to 2011-12; but the number of students in the high school alone also increased from the previous year.

Program Challenges

The following challenges to Metro Schools' success, which the school worked on during 2012-13, included:

- Metro Schools continued to serve many recent immigrants during 2012-13. There was a large influx of newcomers to the country during the 2012-13 school year; close to one-half of students served by the school were new, i.e. less than two years in the country. Most of these are students with very low skills in English, and some with minimal educational experience in their home countries. 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. Establishing a strong curriculum for newcomers to the country is one of the main challenges 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 our population of diverse students for success in college and careers is central the Metro Schools' mission.
- Student retention is another challenge. Metro Schools provides a rigorous, college preparatory-focused program which is challenging for students, particularly those who are behind in basic academic skills. While the school strives to support students who are behind so they can catch up as quickly as possible, some choose to transfer when they realize how challenging the program is.
- Parent involvement continued to be a challenge, especially with parents of high school students. The staff and school seek to engage students' families and the communities served by the school to systematically form sustainable partnerships that enhance the education of the students. Metro Schools continues to seek to get parents more involved. There were three parent-teacher conference nights schoolwide during 2012-13, but parent nights were just for the middle school.
- While higher enrollment was an area of success for Metro Schools during 2012-13, the school suffered financially from low compensatory aid (state and federal), as this is based on the previous fall's enrollment.
- Aligning Metro Schools' curriculum with state standards continues to be a challenge which staff work on, for instance by doing backward planning to create curriculum maps that show where standards are addressed. Alignment of curriculum with state standards

has been largely completed for the high school, but staff are continuing to work on this for the middle school.

- It continues to be a challenge to have the open communication necessary to having conversations about student data gathered from NWEA, MCA, and classroom formative assessments. Building teachers' understanding of assessment data and how to use it is also an ongoing challenge. Metro Schools seeks to address these challenges through our Professional Learning Community (PLC) of teachers. The PLC is important for guiding instructional decision-making to address students' areas of weakness in an instructionally responsive and systematic way.
- Finally, during 2012-13 Metro Schools faced the major challenge of inaugurating a middle school program, which doubled in one year the number of grades the school serves. Final approval for the grade-level expansion was not granted until late in the spring of 2012, leaving minimal time for planning. Areas of challenge included recruiting and training staff, expansion of the facility, recruiting students, obtaining curriculum and equipment for the new grades, and organizing all aspects of operations. Operating the middle school program was quite challenging at the beginning of the year, but was running much more smoothly by spring. The middle school was fully subscribed, with 100 students in grades 5-8.

Authorizer

Metro Schools' Authorizer is the Audubon Center of the Northwoods (ACNW). The 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 our students to learn more about the environment and its protection. Metro Schools students attended an environmental education training offered by ACNW again during 2012-13. The authorizer liaison comes to Board meetings, provides advice and monitors operations. ACNW is very involved and supportive as our sponsor. The Authorizer contact is David Greenberg (greenberg@auduboncharterschools.org; 612 331-4181).

Metro Schools' contract with ACNW was renewed for the 2012-13 school year; the current contract runs July 2012 through June 30, 2015.

Non-profit status

Metro Schools is a nonprofit corporation, incorporated in the state of Minnesota. Its registration as a Charity with the Minnesota Attorney General's office is pending (the school is registered as a charity with the A.G.'s office under its former name, Lighthouse Academy of Nations).

Innovative Practices and 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.

The school:

- Provides intensive English language instruction
- 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 schedules on Fridays. Having the option of participating in sports on Friday motivates students to work hard during the week; and the assessment data and planning time are helpful for the teachers.
- 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 like those of our students.
- Sends students from the city to outdoor science and environmental training (supported by our 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 which most seniors take, to learn about how to choose a college, available scholarships, financial aid options, and the application process.
- 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 computer based assessment program; assessments are given in advisory each month for each student. Assessment results are used to set growth goals for students and teachers.
- Uses a comprehensive online program, Advanced Learning Systems or A+, that has many features such as a gradebook, assessments, curriculum that is aligned Minnesota Standards, and a tool that manages instruction and lesson plan. A+ supplements in-school instruction to allow for a full high school curriculum, and provides an option for credit recovery which many students need. 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 A+ twenty-four hours a day, seven days a week.

Finally, an important innovative aspect of the Metro Schools program is its ability to attract students from multiple different communities. Communities served include Latino, East African, West African, and Hmong. Metro Schools continues to reach out to various immigrant communities.

Future Plans

Metro Schools' future plans are to sustain the school, with 270 students, and a good fund balance; we believe we are well on the way to achieving this goal.

Another future plan is to become fully independent of service providers for transportation – Metro Schools plans to purchase two additional buses for the 2013-14 school year, which should allow this.

Metro Schools plans to continue using the Advanced Learning Systems or A+ computer-based supplemental curriculum, and will extend use of this to middle school students in 2013-14. The A+ curriculum materials are fully aligned with Minnesota state standards. Students can access A+ from home any time; and there will be an additional computer lab at the school in 2013-14 that will help facilitate access to the system as well. To get credits through work in A+, students need to take an end-of-course assessment which is proctored by a school staff person, who also interviews students regarding the course material, to ensure validity of their work.

Metro Schools plans to continue most aspects of the program, as the existing program is working well in most respects. We will continue to utilize successful practices from other successful schools, for example the Noble Street Charter School in Chicago. Several staff members visited Noble Street during 2010-11, to see their practices in use; implementation of this model has continued since. Metro Schools will continue to focus the college-prep model, seeking to become more and more successful, with improving test scores and more graduates going to college. One program enhancement planned for next year is to extend use of Advanced Learning Systems to the middle school.

Board Training

For 2012-13, board training was held at the initial meeting during the new school year, in August 2012, on board governance. Training on personnel, and on school finance were held at future

meetings, provided by charter school consultant Bryan Rossi with Robert Proccacini from School Business Solutions assisting on finance training.