



North Metro Flex Academy

North Metro Flex Academy

2350 Helen St.

North St. Paul, MN 55109

651-300-6300

2022-2023

Annual Report

World's Best Workforce Summary and Plan

2022-2023 Annual Report

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Our Mission

NMFA is a learning community which values high expectations for both academics and behavior. Our NMFA staff embraces students, families and communities to build and develop well-rounded individuals who are independent critical thinkers and intrinsically motivated to be life-long learners. We believe that all children can learn as we seek to make a difference in the lives of our students

Our Vision

NMFA is a learning community which values high expectations for both academics and behavior. Our NMFA staff embraces students, families and communities to build and develop well-rounded individuals who are independent critical thinkers and intrinsically motivated to be life-long learners. We believe that all children can learn as we seek to make a difference in the lives of our students. North Metro Flex Academy's vision is to be a high-performing and innovative school that produces students capable of exemplary levels of higher order thinking and achievement, as well as students prepared for high school and any postsecondary opportunity they pursue. Our students have access to exceptional curriculum, tools, and teaching to maximize their success in life.

Our History

North Metro Flex Academy opened in the Fall of 2016 as a K-4 school with 170 students in attendance. The school has since expanded to include fifth grade in 2017, sixth grade in 2018, seventh grade in 2019 and eighth grade in 2020. Our school is very diverse, including a rich blend of students from different cultures, ethnicities, and socio-economic backgrounds. We continue to actively recruit staff to reflect the makeup of our student population, to include members of the Latino, East African, African American, and Asian communities.

Our Year

This report reviews the past year, but our focus is on the promise and hope for the future. From this point forward, we will only get better! We have been selected to be members of the BARR Program. BARR stands for Building Assets and Reducing Risks. The main 2 focuses are building relationships and focusing on data. We are building relationships with students, staff and families. We are also closely staying in touch with the data surrounding proficiency in reading and math, attendance, social emotional learning and behavior.

School Enrollment and Student Attrition

Student Enrollment – October 1, 2022: 215

Student Enrollment – June 2, 2023: 208

Student Demographics – October 1, 2022

Kindergarten-6th Grade

Race/Ethnicity	Count	Percent
American Indian	1	0.6%
Asian	8	4.6%
Black or African American	72	41.6%
Hispanic or Latino	39	22.5%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	0	0.0%
White	41	23.7%
Two or more races	12	6.9%
All students	173	100.0%

7th -8th Grade

Race/Ethnicity	Count	Percent
American Indian	0	0.0%
Asian	1	2.4%
Black or African American	17	40.5%
Hispanic or Latino	18	42.9%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	1	2.4%
White	2	4.8%
Two or more races	3	7.1%
All students	42	100.0%

Student Enrollment by other Criteria

Kindergarten-6th Grade

	Count	Percent
English learner	38	22.0%
Special education	40	23.1%
Free/Reduced-Price meals	NR	
Homeless	5	2.9%

7th -8th Grade

	Count	Percent
English learner	8	19.0%
Special education	9	21.4%
Free/Reduced-Price meals	NR	>=90%
Homeless	3	7.1%

2022-2023 Cohort Retention						
	October 1st, 2022 Student Enrollment	June 23' Enrollment	September 23' Returning Students	September 23' New Students	October 1st, 2023 Student Enrollment	Retention
K	21	20	0	13	13	
1	24	24	18	2	20	90%
2	22	22	22	6	27	92%
3	21	20	18	6	23	81%
4	28	27	16	2	17	80%
5	26	25	20	8	27	74%
6	31	29	18	4	21	72%
7	24	23	19	5	21	66%
8	18	18	16	3	19	69%

A. Governance, Management and Authorizer

2022-2023 NMFA Board of Directors

The NMFA Board is composed of parents, teachers, and community members, and meets on the third Wednesday of each month. Meeting dates and times are posted on the school door as well as on our website (www.nmfamn.org) We held a Board election in May 2023.

NAME	BOARD POSITION	BOARD SEAT	TERM
Mike Leary	Board Chair	Community Member	7/1/23 – 6/30/24
David Isaacson	Member	Teacher	7/1/22 - 6/30/24
Kyle Johnson	Treasurer	Teacher	7/1/23 - 6/30/25
Joe Palkowitsch	Member	Community Member	7/1/23 - 6/30/24



North Metro Flex Academy is authorized by Novation Education Opportunities.
Novation Education Opportunities (NEO) is a single purpose Charter School Authorizer
in the State of Minnesota.

*The Mission of NEO is to authorize and oversee charter schools through consistent, ongoing and robust
evaluation to achieve
significant and measurable student growth.*

*The Vision of NEO is to be a leading Minnesota Authorizer of
innovative, diverse, and effective Charter Schools.*

NEO is organized under the Minnesota Nonprofit Corporation Act exclusively for a charitable and educational purpose, more specifically to oversee innovative charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth through the authorizing of public charter schools as defined in Minnesota Statutes 124E. To this end, NEO shall always be operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes.

Contact Information:

Novation Education Opportunities

3432 Denmark Ave, Ste. 130

Eagan, MN 55123

612-889-2103

executive.director.neo@gmail.com

B. Staffing

PRINCIPAL: Debra Kranz M.Ed.

OPERATIONS MANAGER: Chelsea Smieja

SPECIAL EDUCATION TEACHER/COORDINATOR: David Isaacson

Last Name	First Name	Assignment	File Folder
Kranz	Debra	Principal	324225
Russell	Ember	Kindergarten	491609
Nash	Kaylee	1st Grade	1017601
O'Rourke	Colleen	2nd Grade	411593
Erickson	Nancy	3rd Grade	313884
Livdahl	Jill	4th/5th Grade	319680
Dobratz	Morgan	4th/5th Grade	1007068
Skalbeck	Paul	Literacy Interventionist	497487
Listerud	Tina	ELA 6th - 8th Grade Science- 6th Grade	460484
Johnson	Kyle	Social Studies 6th-8th Grade Science- 8th Grade	486413
Isaacson	David	Special Education Coordinator	369551
Hofstad	Chloe	Special Education Teacher	512904
Hastings	Lacey	Special Education Teacher	1011142
Dobbelmann	Amanda	Special Education Teacher	518511
Carey	Garius	Special Education Teacher	481112
Myers	Dwight	Special Education Teacher	483408
Karg	Jessaca	Office/Kitchen Manager Title 1 Coordinator	509076
Borchert	Josephine	Building Sub/Title Reading Para	1015641
Anderson	Madeline	Music/Art All Grades K-8	481661
Engstrom	Caesare	Physical Education K-8 Health 6-8	420204
Bercaw	Elizabeth	ELL	325575

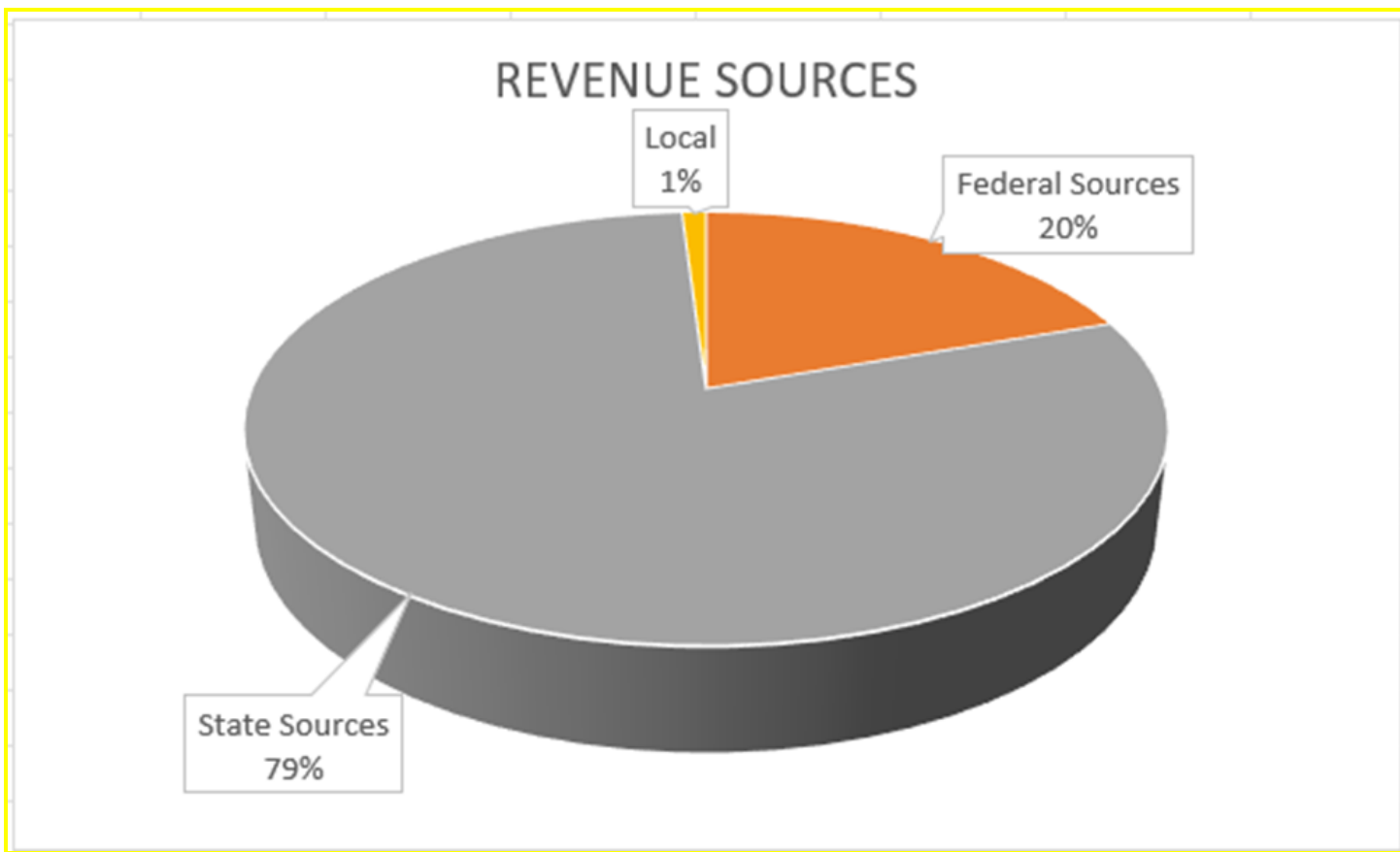
NORTH METRO FLEX ACADEMY 2022-2023 SUPPORT STAFF

Smieja	Chelsea	Operations Manager/Special Education Due Process
Robinson	Mark	Behavior Intervention Specialist
Crowley	Ceil	DAC/Destination Imagination
Fadlalla	Amina	Special Education Paraprofessional
Walton	Nicole	Special Education Paraprofessional/Food Service
Cowan	Christopher	Special Education Paraprofessional/Title Math Para
Johnson	Sara	Special Education Paraprofessional
Hernandez	Gerardo	Special Education Paraprofessional
Peterson	Lora	Special Education Paraprofessional
Olson	Carolina	Special Education Paraprofessional
Matsen	Megan	Flex / Paraprofessional
Kaeder	Pamela	Special Education Paraprofessional
Jageron	Madeline	Special Education Paraprofessional
Gonzaga	Anna	Special Education Paraprofessional
Gonzaga	Mary	Special Education Paraprofessional
Round	Karissa	Special Education Paraprofessional/Food Service
Loebel	Jennifer	Flex/Paraprofessional
Mogren	Amy	Flex/ Paraprofessional
Wheeler	Lisa	Flex/ Paraprofessional
Hubin	Jennifer	Flex/ Paraprofessional

C. Finances

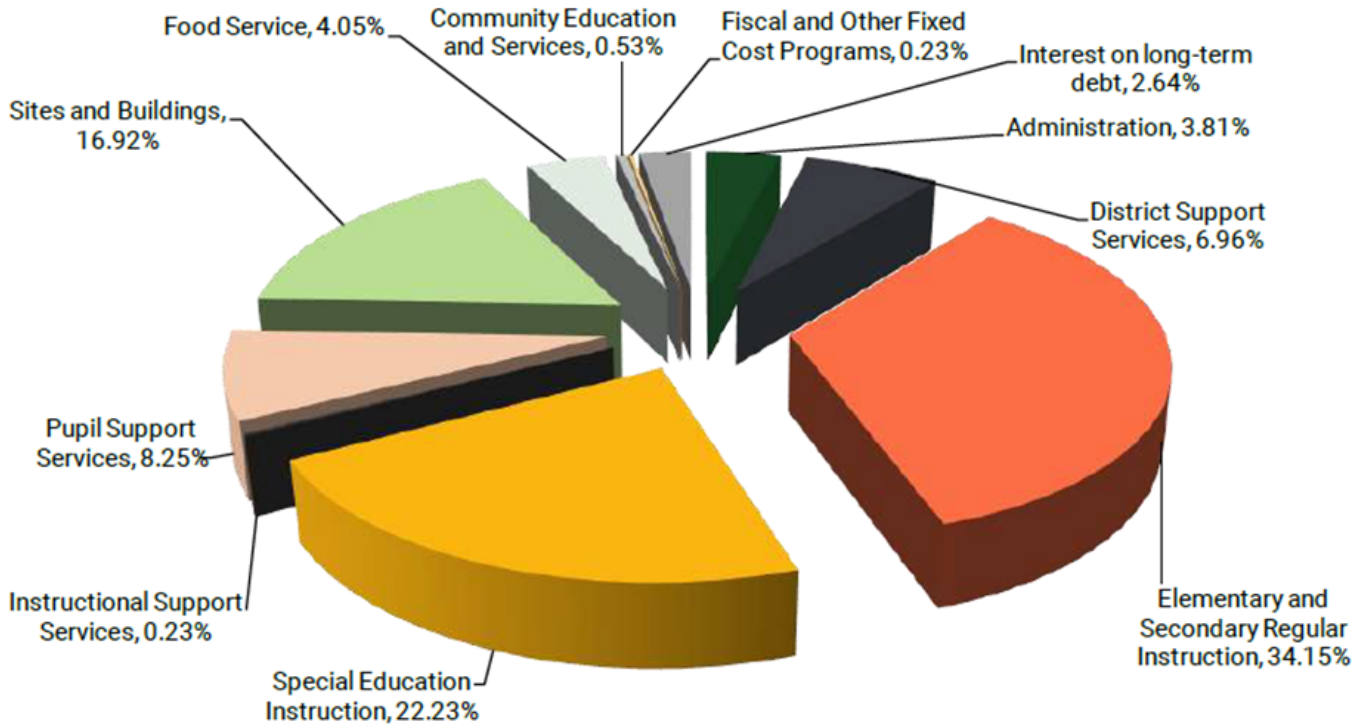
The school's financial documents are closely reviewed monthly by the Finance Committee. Committee members review and inspect the financials and challenge items that may be inconsistent with the budget. The Board Treasurer and Finance Manager provide a monthly update at each regularly scheduled board meeting providing full transparency to the board, staff and community.

Schools receive most of their funding through state funding sources, originating from the legislature. In FY2023, North Metro Flex made use of the remaining COVID related stimulus funds. Even with these funds available, the school received nearly 80% of all revenues from the State of Minnesota.



North Metro Flex Academy continues to focus on investing most of its dollars into the classroom. Spending money closest to the students enrolled in the school helps to ensure that our money is where our focus is, with our students. Classroom expenses make up nearly 70% of our spending in FY2023 as shown by the chart below:

Expenses - Governmental Activities Graph



Audited financial statements for North Metro Flex Academy showed a net profit of over \$77,000 resulting in a fund balance of \$751,746 in all funds or 15% of FY2023 expenditures. This is represented in the audited balance sheet and income statements below.

North Metro Flex Academy
Charter School No. 4243
North St. Paul, Minnesota
Balance Sheet
Governmental Funds
June 30, 2023

	General	Nonmajor Governmental Funds	Total Governmental Funds
Assets			
Cash and temporary investments	\$ 575,895	\$ 24,041	\$ 599,936
Due from the Minnesota Department of Education	227,981	-	227,981
Due from the Federal government	127,818	10,495	138,313
Prepaid items	15,384	-	15,384
Total Assets	\$ 947,078	\$ 34,536	\$ 981,614
Liabilities			
Accounts and other payables	\$ 19,493	\$ -	\$ 19,493
Accrued salaries payable	210,198	177	210,375
Total Liabilities	229,691	177	229,868
Fund Balances			
Nonspendable prepaid items	15,384	-	15,384
Restricted to			
Medical assistance	71,286	-	71,286
Food service	-	32,788	32,788
Community service	-	1,571	1,571
Unassigned	630,717	-	630,717
Total Fund Balances	717,387	34,359	751,746
Total Liabilities and Fund Balances	\$ 947,078	\$ 34,536	\$ 981,614

North Metro Flex Academy
Charter School No. 4243
North St. Paul, Minnesota
Statement of Revenues, Expenditures and
Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2023

	General	Nonmajor Governmental Funds	Total Governmental Funds
Revenues			
Revenue from federal sources	\$ 679,561	\$ 122,067	\$ 801,628
Revenue from state sources	3,209,970	4,396	3,214,366
Other local and county revenue	56,938	20,687	77,625
Interest earned on investments	38	-	38
Total Revenues	<u>3,946,507</u>	<u>147,150</u>	<u>4,093,657</u>
Expenditures			
Current			
Administration	101,038	-	101,038
District support services	286,082	-	286,082
Elementary and secondary regular instruction	1,217,654	-	1,217,654
Community education and services	-	19,155	19,155
Special education instruction	862,290	-	862,290
Instructional support services	8,383	-	8,383
Pupil support services	300,987	-	300,987
Sites and buildings	290,853	-	290,853
Food service	-	146,371	146,371
Fiscal and other fixed cost programs	8,333	-	8,333
Capital outlay			
Elementary and secondary regular instruction	23,967	-	23,967
Sites and buildings	13,042	-	13,042
Debt service			
Principal	641,339	-	641,339
Interest and other charges	96,949	-	96,949
Total Expenditures	<u>3,850,917</u>	<u>165,526</u>	<u>4,016,443</u>
Net Change in Fund Balances	95,590	(18,376)	77,214
Fund Balances, July 1	<u>621,797</u>	<u>52,735</u>	<u>674,532</u>
Fund Balances, June 30	<u>\$ 717,387</u>	<u>\$ 34,359</u>	<u>\$ 751,746</u>

E. Academic Performance

The data collected was reliable. We have stable testing conditions, a consistent proctor and reliable procedure to ensure a stable testing environment.

NWEA SPRING 2023

Kindergarten Math

Summary	
Total Number of Students With Valid Growth Scores	19
Mean RIT Score	148
Median RIT	147
Standard Deviation	11.7
District Grade-Level Mean RIT	148
Students At or Above District Grade-Level Mean RIT	8
Grade-Level Mean RIT	157.7
Students At or Above Grade-Level Mean RIT	5

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	11	58%	3	16%	3	16%	1	5%	1	5%	145-148-151	147	11.7

Kindergarten Reading

Summary	
Total Number of Students With Valid Growth Scores	19
Mean RIT Score	142.1
Median RIT	140
Standard Deviation	9
District Grade-Level Mean RIT	142.1
Students At or Above District Grade-Level Mean RIT	7
Grade-Level Mean RIT	153.6
Students At or Above Grade-Level Mean RIT	2

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	12	63%	5	26%	0	0%	1	5%	1	5%	140-142-144	140	9

First Grade Math

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	158.1
Median RIT	155
Standard Deviation	17.4
District Grade-Level Mean RIT	157.3
Students At or Above District Grade-Level Mean RIT	10
Grade-Level Mean RIT	176.9
Students At or Above Grade-Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	15	65%	3	13%	4	17%	0	0%	1	4%	154-158-162	155	17.4

First Grade Reading

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	156.1
Median RIT	154
Standard Deviation	16.3
District Grade-Level Mean RIT	156.1
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	171.8
Students At or Above Grade-Level Mean RIT	5

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	15	65%	2	9%	2	9%	4	17%	0	0%	153-156-160	154	16.3

Second Grade Math

Summary	
Total Number of Students With Valid Growth Scores	22
Mean RIT Score	176.5
Median RIT	179
Standard Deviation	16.2
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	*
Students At or Above Grade-Level Mean RIT	*

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	10	45%	4	18%	4	18%	4	18%	0	0%	173-177-180	179	16.2

Second Grade Reading

Summary	
Total Number of Students With Valid Growth Scores	21
Mean RIT Score	175.7
Median RIT	178
Standard Deviation	15.7
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	*
Students At or Above Grade-Level Mean RIT	*

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	9	43%	4	19%	4	19%	2	10%	2	10%	172-176-179	178	15.7

Third Grade Math

Summary	
Total Number of Students With Valid Growth Scores	20
Mean RIT Score	199.4
Median RIT	200.5
Standard Deviation	18.9
District Grade-Level Mean RIT	199.4
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	201.4
Students At or Above Grade-Level Mean RIT	9

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	6	30%	3	15%	6	30%	1	5%	4	20%	195-199-204	200	18.9

Third Grade Reading

Summary	
Total Number of Students With Valid Growth Scores	19
Mean RIT Score	192.9
Median RIT	190
Standard Deviation	17.3
District Grade-Level Mean RIT	192.9
Students At or Above District Grade-Level Mean RIT	8
Grade-Level Mean RIT	197.3
Students At or Above Grade-Level Mean RIT	7

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	5	26%	7	37%	0	0%	4	21%	3	16%	189-193-197	190	17.3

Fourth Grade Math

Summary	
Total Number of Students With Valid Growth Scores	27
Mean RIT Score	203
Median RIT	205
Standard Deviation	17.8
District Grade-Level Mean RIT	203
Students At or Above District Grade-Level Mean RIT	16
Grade-Level Mean RIT	210.9
Students At or Above Grade-Level Mean RIT	12

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	9	33%	5	19%	4	15%	7	26%	2	7%	200-203-206	205	17.8

Fourth Grade Reading

Summary	
Total Number of Students With Valid Growth Scores	27
Mean RIT Score	201.3
Median RIT	205
Standard Deviation	17
District Grade-Level Mean RIT	201.3
Students At or Above District Grade-Level Mean RIT	15
Grade-Level Mean RIT	204.9
Students At or Above Grade-Level Mean RIT	14

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	7	26%	5	19%	4	15%	7	26%	4	15%	198-201-205	205	17

Fifth Grade Math

Summary	
Total Number of Students With Valid Growth Scores	25
Mean RIT Score	203.4
Median RIT	204
Standard Deviation	14.9
District Grade-Level Mean RIT	203.4
Students At or Above District Grade-Level Mean RIT	13
Grade-Level Mean RIT	219.1
Students At or Above Grade-Level Mean RIT	3

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	14	56%	7	28%	1	4%	3	12%	0	0%	200-203-206	204	14.9

Fifth Grade Reading

Summary	
Total Number of Students With Valid Growth Scores	22
Mean RIT Score	201
Median RIT	199.5
Standard Deviation	13.7
District Grade-Level Mean RIT	201
Students At or Above District Grade-Level Mean RIT	10
Grade-Level Mean RIT	211.1
Students At or Above Grade-Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	9	41%	7	32%	3	14%	2	9%	1	5%	198-201-204	200	13.7

Sixth Grade Math

Summary	
Total Number of Students With Valid Growth Scores	29
Mean RIT Score	209
Median RIT	212
Standard Deviation	13.8
District Grade-Level Mean RIT	209
Students At or Above District Grade-Level Mean RIT	15
Grade-Level Mean RIT	223.1
Students At or Above Grade-Level Mean RIT	5

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	14	48%	7	24%	7	24%	1	3%	0	0%	206-209-212	212	13.8

Sixth Grade Reading

Summary	
Total Number of Students With Valid Growth Scores	29
Mean RIT Score	210.9
Median RIT	213
Standard Deviation	11
District Grade-Level Mean RIT	210.9
Students At or Above District Grade-Level Mean RIT	16
Grade-Level Mean RIT	215.4
Students At or Above Grade-Level Mean RIT	10

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	7	24%	6	21%	11	38%	3	10%	2	7%	209-211-213	213	11

Seventh Grade Math

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	215.2
Median RIT	212
Standard Deviation	18.5
District Grade-Level Mean RIT	215.2
Students At or Above District Grade-Level Mean RIT	10
Grade-Level Mean RIT	226.9
Students At or Above Grade-Level Mean RIT	7

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	11	48%	5	22%	2	9%	2	9%	3	13%	211-215-219	212	18.5

Seventh Grade Reading

Summary	
Total Number of Students With Valid Growth Scores	22
Mean RIT Score	211.1
Median RIT	209
Standard Deviation	22.9
District Grade-Level Mean RIT	211.1
Students At or Above District Grade-Level Mean RIT	10
Grade-Level Mean RIT	218.4
Students At or Above Grade-Level Mean RIT	9

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	8	36%	4	18%	2	9%	1	5%	7	32%	206-211-216	209	22.9

Eighth Grade Math

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	214.9
Median RIT	215
Standard Deviation	15.1
District Grade-Level Mean RIT	214.9
Students At or Above District Grade-Level Mean RIT	9
Grade-Level Mean RIT	230.5
Students At or Above Grade-Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	8	44%	5	28%	4	22%	1	6%	0	0%	211-215-219	215	15.1

Eighth Grade Reading

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	214.2
Median RIT	218.5
Standard Deviation	17.4
District Grade-Level Mean RIT	214.2
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	221.7
Students At or Above Grade-Level Mean RIT	8

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	6	33%	1	6%	8	44%	2	11%	1	6%	210-214-218	218	17.4

FastBridge Fall 2023

(CP= College Pathway 71-99th %ile, low = low risk 40-70th %ile, some = some risk 15-39th %ile, high = high risk below 15th %ile)

Grade - School	Fall				Winter				Spring			
	CP	Low	Some	High	CP	Low	Some	High	CP	Low	Some	High
02 North Metro Flex Academy	2.8%	5.20%	3.12%	15.60%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
03 North Metro Flex Academy	6.29%	5.24%	3.14%	7.33%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
04 North Metro Flex Academy	7.47%	1.7%	5.33%	2.13%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
05 North Metro Flex Academy	4.15%	7.27%	9.35%	6.23%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
06 North Metro Flex Academy	4.20%	4.20%	8.40%	4.20%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
07 North Metro Flex Academy	2.10%	7.33%	4.19%	8.38%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
08 North Metro Flex Academy	2.11%	7.37%	1.5%	9.47%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	27.18%	36.25%	33.22%	51.35%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Fall 2023 FastBridge AReading Impact Report Grades 2-8

Grade - School	Fall				Winter				Spring			
	CP	Low	Some	High	CP	Low	Some	High	CP	Low	Some	High
02 North Metro Flex Academy	2.8%	3.13%	5.21%	14.58%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
03 North Metro Flex Academy	2.10%	7.33%	5.24%	7.33%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
04 North Metro Flex Academy	6.41%	5.33%	2.13%	2.13%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
05 North Metro Flex Academy	1.4%	11.42%	5.19%	9.35%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
06 North Metro Flex Academy	2.10%	5.25%	8.40%	5.25%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
07 North Metro Flex Academy	1.5%	4.19%	7.33%	9.43%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
08 North Metro Flex Academy	2.11%	4.22%	3.17%	9.50%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	16.11%	39.27%	35.24%	55.38%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Fall 2023 FastBridge AMath Impact Report Grade 2-8

Grade - School	Fall				Winter				Spring			
	CP	Low	Some	High	CP	Low	Some	High	CP	Low	Some	High
01 North Metro Flex Academy	0.0%	1.6%	2.11%	15.83%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
KG North Metro Flex Academy	0.0%	4.31%	3.23%	6.46%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	0.0%	5.16%	5.16%	21.68%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Fall 2023 FastBridge Early Reading English Impact Report Grades k & 1

Grade - School	Fall				Winter				Spring			
	CP	Low	Some	High	CP	Low	Some	High	CP	Low	Some	High
01 North Metro Flex Academy	0.0%	5.28%	9.50%	4.22%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
KG North Metro Flex Academy	0.0%	6.46%	4.31%	3.23%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	0.0%	11.35%	13.42%	7.23%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Fall 2023 FastBridge EarlyMath Impact Report Grades k & 1

F. World's Best WorkForce Summary

District or Charter Name

4243-07 North Metro Flex Academy

Grades Served

Kindergarten

First Grade

Second Grade

Third Grade	Fifth Grade	Seventh Grade
Fourth Grade	Sixth Grade	Eighth Grade
WBWF Contact Name	WBWF Role	WBWF Contact Info
Debra Kranz	Principal	dkranz@nmfamn.org 651-300-6300

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

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

www.nmfamn.org

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022-2023 school year.

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

Provide the date of the school board annual public meeting to review progress on the WBWF plan for the 2022-23 school year: **Wednesday, January 18, 2023**

District Advisory Committee

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

The district advisory committee makes recommendations to the school board.

District Advisory Committee Members 2022-2023

First and Last Name	Role in District
Debra Kranz	Principal
Nichole Walton	Parent & SPED Paraprofessional
Carolina Olson	Cultural Liaison- Represent Hispanic Parents
Mark Robinson	BIS and Outreach
Barbara Smith, Selena Gant and Jolene Reed	Parents
Mike Leary	Board Member- Community
Joe Palkowitsch	Parent and School Board Member

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out of field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students. While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “**equitable access gap**” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather,

“equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers. Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, infield, and effective teachers.

Each spring we recruit new teachers and we consistently try to hire staff representing our current student demographic. Our STAR data is reviewed twice per year, giving us information used for future hiring. All teachers are licensed and highly qualified. Our support staff is representative of our student and family demographic. The NMFA Board of Directors reviews data annually. We have attended a state-wide job fair and advertised on a nationwide website Indeed, as well as Minnesota website St. Cloud EdPost and K-12 Jobspot. We have interviewed qualified applicants who have turned us down due to salary limitations.

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

We are partnering with colleges and high schools to pursue possible teachers and paraprofessionals. As our enrollment increases, we hope to be able to attract and hire diverse, experienced, effective teachers with an increased budget for teaching staff. We currently have numerous support staff who are attending college programs through Hamline, St.Thomas, River Falls and Concordia St. Paul.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

We are developing community partnerships that are inclusive of BIPOC to reflect our student population and increase an interest in the field of Education. We regularly advertise for teachers on three websites:

EdPost, K-12 JobSpot, and Indeed. We have been successful in recruiting teachers of color in our district. Our goal is to employ a diverse culture of staff members to reflect our school student population for the 2022 - 2023 school year. We have been partnering with St. Thomas and reviewing the program at Metro State University.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Each year data relating to Teacher Equitable Access is published in our World’s Best Workforce Summary and posted on our school website. Data is annually reported to MDE on the STAR Report.

Goals and Results

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

All Students Ready for School

Goal	Result	Goal Status												
<p>NWEA MAP for Primary Math Targets (Grade K)</p> <p>Students' average score will improve by at least 15-20% from Fall 2021 to Spring 2022.</p> <p>NWEA MAP for Primary Reading Targets (Grade K)</p> <p>Students' average score will improve by at least 15-20% from Fall 2021 to Spring 2022.</p>	<p>NWEA MAP for Primary Math Targets (Grade K)</p> <table border="1" data-bbox="540 1157 972 1392"> <thead> <tr> <th>Fall Student Avg. RIT Score</th> <th>Spring Student Avg. RIT Score</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>129.6</td> <td>140.6</td> <td>11.0%</td> </tr> </tbody> </table> <p>NWEA MAP for Primary Reading Targets (Grade K)</p> <table border="1" data-bbox="540 1562 972 1808"> <thead> <tr> <th>Fall Student Avg. RIT Score</th> <th>Spring Student Avg. RIT Score</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>122.4</td> <td>135.0</td> <td>12.6%</td> </tr> </tbody> </table>	Fall Student Avg. RIT Score	Spring Student Avg. RIT Score	Difference	129.6	140.6	11.0%	Fall Student Avg. RIT Score	Spring Student Avg. RIT Score	Difference	122.4	135.0	12.6%	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Fall Student Avg. RIT Score	Spring Student Avg. RIT Score	Difference												
129.6	140.6	11.0%												
Fall Student Avg. RIT Score	Spring Student Avg. RIT Score	Difference												
122.4	135.0	12.6%												

Goal	Result	Goal Status
<p>Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)</p> <p>NMFA staff was a part of the curriculum adoption team for both ELA and Math that will be implemented in 2022-2023 school year. We resumed the use of reading and math intervention groups school wide during 2022-2023.</p> <p>2022 - 2023 Goal: All Students Ready for School</p> <p>Students' average score will improve by at least 15-20% from Fall to Spring.</p> <p>Strategies used to address this goal in the 2022-2023 SY:</p> <ul style="list-style-type: none"> • Small group and individual instruction in Reading and Math • LETRS training and implementation • SuperKids K-2 Reading Program aligned with the Science Of Reading with on-site training and on-going coaching • Destination Imagination teams have been implemented and Kindergarten students take part in the K-1-2 teams that meet once a week to focus on problem-solving. • Co-Teaching efforts with Special Ed Teachers • Para Support for small groups • EL teacher supports multilingual students • IXL can be used as a supplemental intervention along with recently adopted Bridges, Illustrative and MyView online interventions • Schoolwide Title1. 		

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status								
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>The school's 3rd grade MCA proficiency rate exceeds the resident district average rate.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <table border="1" data-bbox="522 1346 977 1587"> <thead> <tr> <th data-bbox="522 1346 643 1514">Proficient Students</th> <th data-bbox="643 1346 740 1514">Total students tested</th> <th data-bbox="740 1346 854 1514">NMFA reading % proficient rate</th> <th data-bbox="854 1346 977 1514">St. Paul reading % proficient rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="522 1514 643 1587">7</td> <td data-bbox="643 1514 740 1587">15</td> <td data-bbox="740 1514 854 1587">46.6%</td> <td data-bbox="854 1514 977 1587">33.9%</td> </tr> </tbody> </table>	Proficient Students	Total students tested	NMFA reading % proficient rate	St. Paul reading % proficient rate	7	15	46.6%	33.9%	<p>Check one of the following:</p> <p><input type="checkbox"/> <u> </u>x_ On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Proficient Students	Total students tested	NMFA reading % proficient rate	St. Paul reading % proficient rate							
7	15	46.6%	33.9%							
<p>Narrative: We were able to apply and implement strategies and interventions with fidelity. We resumed the use of Schoolwide reading and math intervention groups during the 2022-2023 SY.</p>										

Goal	Result	Goal Status
<p>We continued to monitor the students using classroom assessments, Superkids assessments, Sondag progress monitoring assessments, NWEA scores, work completion, and teacher running records during the 2023-2024 SY. We had more consistent and accurate MCA data when the Spring 2023 statewide testing was completed.</p> <p>2022-2023 Goal: All Students in Third Grade Achieving Grade-Level Literacy</p> <p>The school's combined FY 2022 - FY 2026 third grade proficiency rate will exceed the resident district (St. Paul Public Schools) average.</p> <p>Strategies used to address this goal in the 2022 - 2023 SY:</p> <ul style="list-style-type: none"> • Small group and individual instruction in Reading using: SuperKids, Sondag, MyView and My Perspective. • LETRS training and implementation • Destination Imagination teams have been implemented and 3rd Grade students take part in the multi-grade teams once a week to focus on problem-solving • Co-Teaching efforts with Special Ed Teachers • Para Support for small groups • EL teachers supports multilingual students • EPIC, MyView, and Easy CBM can be used as a supplemental intervention • We are implementing interim assessments in Trimester 1 and 2 to provide data for the PLC teams to inform classroom instruction and differentiated groups. • Surveys were sent to families to offer tutoring services in Reading and Math. 		

Close the Achievement Gap(s) Between Student Groups

FRP - Focus Group

Goal	Result	Goal Status								
<p>Attain Grade-Level Proficiency- FRP Focus Group- State Comparison</p> <p>The school's combined proficiency rate (MCA-Math) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>MATH MCA</p> <table border="1" data-bbox="557 1419 1105 1604"> <thead> <tr> <th data-bbox="557 1419 695 1539">Proficient Students</th> <th data-bbox="695 1419 808 1539">Total students tested</th> <th data-bbox="808 1419 971 1539">NMFA % proficient</th> <th data-bbox="971 1419 1105 1539">State % proficient rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="557 1539 695 1604">17</td> <td data-bbox="695 1539 808 1604">116</td> <td data-bbox="808 1539 971 1604">14.66%</td> <td data-bbox="971 1539 1105 1604">27.3%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 14.66% is 12.64% lower than the state's combined proficiency rate of 27.3%.</p>	Proficient Students	Total students tested	NMFA % proficient	State % proficient rate	17	116	14.66%	27.3%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><i>Check one of the following:</i></p>
Proficient Students	Total students tested	NMFA % proficient	State % proficient rate							
17	116	14.66%	27.3%							

Goal	Result	Goal Status																								
<p>Attain Grade-Level Proficiency-FRP Focus Group- State Comparison</p> <p>The school's combined proficiency rate (MCA-Reading) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p> <p>Attain Grade-Level Proficiency-FRP Focus Group- Resident District Comparison</p> <p>The school's combined proficiency rate (MCA-Math) exceeds the resident district proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p> <p>Attain Grade-Level Proficiency-FRP Focus Group- Resident District Comparison</p> <p>The school's combined proficiency rate (MCA-Reading) exceeds the resident district proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>READING-MCA</p> <table border="1" data-bbox="557 210 1105 390"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA % proficient</th> <th>State % proficient rate</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>116</td> <td>28.4%</td> <td>32.7%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 28.9% is 4.3% lower than the state's combined proficiency rate of 32.7%.</p> <p>MATH MCA</p> <table border="1" data-bbox="557 703 1105 884"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA % proficient</th> <th>St. Paul % proficient rate</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>116</td> <td>14.66%</td> <td>14.6%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 14.66% is 0.06% higher than the resident district's combined proficiency rate of 14.6%.</p> <p>READING-MCA</p> <table border="1" data-bbox="557 1255 1105 1436"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA % proficient rate</th> <th>St. Paul % proficient rate</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>116</td> <td>28.4%</td> <td>21.3%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 28.9% is 7.1% higher than the resident district's combined proficiency rate of 21.3%.</p>	Proficient Students	Total students tested	NMFA % proficient	State % proficient rate	33	116	28.4%	32.7%	Proficient Students	Total students tested	NMFA % proficient	St. Paul % proficient rate	17	116	14.66%	14.6%	Proficient Students	Total students tested	NMFA % proficient rate	St. Paul % proficient rate	33	116	28.4%	21.3%	<p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)

We will continue to monitor these students using classroom assessments, NWEA scores, work completion, and teacher running records during the 2022-2023.

Goal	Result	Goal Status
<p>2022-2023 Goal: Close the Achievement Gap between Student Groups</p> <p>MCA Math: The school's combined FY 2021-2026 F & R proficiency rate exceeds the resident district.</p> <p>MCA Reading: The school's combined FY 2021-2026 F & R proficiency rate exceeds the resident district.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Small group and individual instruction in Reading and Math • LETRS training and implementation • The SuperKids K-2 Reading Program, MyView 3-5, My Perspective 6-8, Sunday are all aligned with the Science of Reading with on-site training and on-going coaching. • Destination Imagination teams have been implemented once a week to focus on problem-solving • Co-Teaching efforts with Special Ed Teachers • Para Support for small groups • EL teacher supports multilingual students • IXL can be used as a supplemental intervention • Title programming is school-wide. This was a shift from the Targeted assistance.. • Weekly progress monitoring has also been implemented this year in both Reading and Math. This data will be used in PLC's to inform classroom instruction and differentiated groups. • We are implementing interim assessments in Trimester 1 and 2 to provide data for the PLC teams to inform classroom instruction and differentiated groups. • Surveys were sent to families to offer tutoring services in Reading. 		

EL-Focus Group

Goal	Result	Goal Status																
<p>Attain Grade-Level Proficiency- EL Focus Group- State Comparison</p> <p>The school's combined proficiency rate (MCA-Math) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p> <p>Attain Grade-Level Proficiency- EL Focus Group- State Comparison</p> <p>The school's combined proficiency rate (MCA-Reading) exceeds the state combined proficiency rate AND/OR the</p>	<p>MATH MCA</p> <table border="1" data-bbox="516 1220 1068 1402"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA % proficient</th> <th>State % proficient rate</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>31</td> <td>10%</td> <td>10.9%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 10% is 0.9% lower than the state's combined proficiency rate of 10.9%.</p> <p>READING-MCA</p> <table border="1" data-bbox="516 1656 1068 1839"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA % proficient</th> <th>State % proficient rate</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>31</td> <td>13%</td> <td>9.9%</td> </tr> </tbody> </table>	Proficient Students	Total students tested	NMFA % proficient	State % proficient rate	3	31	10%	10.9%	Proficient Students	Total students tested	NMFA % proficient	State % proficient rate	4	31	13%	9.9%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
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Goal	Result	Goal Status																
<p>school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p> <p>Attain Grade-Level Proficiency- EL Focus Group- Resident District Comparison</p> <p>The school's combined proficiency rate (MCA-Math) exceeds the resident district proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p> <p>Attain Grade-Level Proficiency- EL Focus Group- Resident District Comparison</p> <p>The school's combined proficiency rate (MCA-Math) exceeds the resident district proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>The school's combined proficiency rate of 13% is 3.1% higher than the state's combined proficiency rate of 9.9%.</p> <p>MATH MCA</p> <table border="1" data-bbox="516 405 1068 585"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA % proficient</th> <th>St. Paul % proficient rate</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>31</td> <td>10%</td> <td>9.1%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 10% is 0.9% higher than the resident district's combined proficiency rate of 9.1%.</p> <p>-MCA</p> <table border="1" data-bbox="516 1016 1068 1197"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA % proficient rate</th> <th>St. Paul % proficient rate</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>31</td> <td>13%</td> <td>8.4%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 13% is 4.6% higher than the resident district's combined proficiency rate of 8.4%.</p>	Proficient Students	Total students tested	NMFA % proficient	St. Paul % proficient rate	3	31	10%	9.1%	Proficient Students	Total students tested	NMFA % proficient rate	St. Paul % proficient rate	4	31	13%	8.4%	<p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)

NMFA has a licensed EL teacher that meets with small intervention groups multiple times a week to ensure students in this focus group are receiving the individualized instruction.

Strategies:

- Individual instruction
- WIDA testing
- 2:1 intervention groups

Sped - Focus Group

Goal	Result	Goal Status								
<p>Attain Grade-level Proficiency-SPED Focus Group State Comparison</p> <p>The school's combined proficiency (MCA - Math) rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>Math - MCA</p> <table border="1" data-bbox="557 296 1036 510"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA % proficient</th> <th>State % proficient rate</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>33</td> <td>3.0%</td> <td>21.9%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 3.0% is 18.9% lower than the state's combined proficiency rate of 21.9%.</p>	Proficient Students	Total students tested	NMFA % proficient	State % proficient rate	1	33	3.0%	21.9%	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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Goal	Result	Goal Status								
The school's combined proficiency rate (MCA - Reading) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.	<table border="1"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA % proficient</th> <th>St. Paul % proficient rate</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>33</td> <td>3.0%</td> <td>13.7%</td> </tr> </tbody> </table>	Proficient Students	Total students tested	NMFA % proficient	St. Paul % proficient rate	1	33	3.0%	13.7%	<input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)
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The school's combined proficiency rate of 3.0% is 10.7% lower than the resident district's combined proficiency rate of 13.7%.										

Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)

We will continue to monitor these students using classroom assessments, NWEA scores, transitioning to FAST BRIDGE, work completion, and teacher running records during the 2023-2024. Students will receive individualized learning plans that reflect IEP goals and student needs.

Strategies:

- Small group and individual instruction in Reading and Math
- LETRS training and implementation
- The SuperKids K-2 Reading Program, MyView 3-5, My Perspective 6-8, Sonday are all aligned with the Science of Reading with on-site training and on-going coaching.
- Destination Imagination teams have been implemented once a week to focus on problem-solving
- Co-Teaching efforts with Special Ed Teachers
- Para Support for small groups
- EL teacher supports multilingual students
- IXL can be used as a supplemental intervention
- Title programming is school-wide. This was a shift from the Targeted assistance..
- Weekly progress monitoring has also been implemented this year in both Reading and Math. This data will be used in PLC's to inform classroom instruction and differentiated groups.
- We are implementing interim assessments in Trimester 1 and 2 to provide data for the PLC teams to inform classroom instruction and differentiated groups.
- Surveys were sent to families to offer tutoring services in Reading.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status								
NWEA MAP Fall-Spring Growth- Math (Grades 1-8) Students that were below the 40th percentile in grades 1 - 8 on the Fall NWEA will, on average, increase their national percentile rank by 5-10 from Fall to Spring in the combined FY 2022-2026.	<table border="1"> <thead> <tr> <th>Fall National %</th> <th>Spring National %</th> <th>Fall - Spring Growth</th> <th>TTL students below 40% tested</th> </tr> </thead> <tbody> <tr> <td>14.32%</td> <td>16.87%</td> <td>2.55%</td> <td>113</td> </tr> </tbody> </table>	Fall National %	Spring National %	Fall - Spring Growth	TTL students below 40% tested	14.32%	16.87%	2.55%	113	Check one of the following: <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals)
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Goal	Result	Goal Status								
<p>NWEA MAP Fall-Spring Growth- Reading (Grades 1-8)</p> <p>Students that were below the 40th percentile in grades 1 - 8 on the Fall NWEA will, on average, increase their national percentile rank by 5-10 from Fall to Spring in the combined FY 2022-2026.</p>	<table border="1" data-bbox="467 321 987 558"> <thead> <tr> <th data-bbox="467 321 574 485">Fall National %</th> <th data-bbox="574 321 696 485">Spring National %</th> <th data-bbox="696 321 813 485">Fall - Spring Growth</th> <th data-bbox="813 321 987 485">TTL students below 40% tested</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 485 574 558">16.95%</td> <td data-bbox="574 485 696 558">19.54%</td> <td data-bbox="696 485 813 558">2.59%</td> <td data-bbox="813 485 987 558">102</td> </tr> </tbody> </table>	Fall National %	Spring National %	Fall - Spring Growth	TTL students below 40% tested	16.95%	19.54%	2.59%	102	<p><input type="checkbox"/> Met None (multiple goals)</p> <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)

Typically, we use MCA data to identify needs for all students in this goal area. Data is disaggregated by F&R and ELL groups. We will continue to monitor these students using classroom assessments, NWEA scores, transitioning to FAST BRIDGE, work completion, teacher running records and Sunday assessment data during the 2023-24 SY.

2022-2023 Goals: All Students are Career and College Ready by Graduation

MCA Ready: The school's combined FY 2021- FY 2026 proficiency rate exceeds the state combined FY 2022 - FY 2026 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.

Strategies used to address this goal in the 2023-24 SY:

- Small group and individual instruction in Math
- LETRS training and implementation
- Destination Imagination teams have been implemented to focus on problem-solving
- Co-Teaching efforts with Special Ed Teachers
- Para Supports for small groups
- EL teachers supports multilingual students
- IXL, Illustrative, MyPerspectives can be used as a supplemental intervention
- Weekly progress monitoring has also been implemented this year in both Reading and Math. This data will be used in PLC's to inform classroom instruction and differentiated groups.
- We are implementing interim assessments in Trimesters 1 and 2 to provide data for the PLC teams to inform classroom instruction and differentiated groups.
-

All Students Graduate - N.A.

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. N/A	Provide the result for the 2021–22 SY that directly ties back to the established goal. N/A	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal 5: All students will Graduate. (NMFA does not enroll 12th grade students and is not required to have a goal in this area.)

Does your district/charter enroll students in grade 12? No

G. Innovative Practices and Implementation

2022-2023

Google Classroom Grades 6-8:

Programs utilized within NMFA:

- Superkids Reading Program Grades K-2, Aligned with Science of Reading
- IXL – All subject areas
- Generation Genius Science
- Destination Imagination Grades 1-8
- Bridges Grades K-5
- Illustrative Math Grade
- Science Fusion K-3rd
- MyWorld Interactive History and Geography 6th-8th
- Easy CBM
- Pearson/SAVVAS Curriculum including:
 - MyPerspective ELA
 - MyWorld Interactive History and Geography

H. The Future

Other plans for the future include:

- Continuing to increase our after-school tutoring, school clubs and activities.
- Grant received to be a BARR School for the next 3 years
- Bridges Grades K-5, New Math Curriculum
- Illustrative Math Grade, New Math Curriculum grades 6-8
- Transitioning to FAST BRIDGE for Reading, Math and SEL
- Literacy Specialist, Orton Gillingham, Soliday Reading Intervention Groups for grades 1 - 8
- Offering more access to our STEM, coding, robotics, and engineering activities.
- Offering cultural arts experiences grades k-8
- Hired an orchestra and band teacher
- Received the Disney Musical in the Schools Grant
- Improve our science program, including adding a new instructor, providing PD to all of our teachers, new equipment, and more hands-on activities.
- Improve our school student culture reflecting school wide restorative practices.
- Improve physical education curriculum.
- Improve school wide reading and math curriculums with school wide curriculum adoption process.
- Continue implementation with new reading and math curriculum
- Communication and family engagement

I. Administrator Professional Development Plan

Strategies	Timeline	Resources
<p>Read professional books/ articles and view webinars featuring strategies for continuing instruction and engaging students in Distant/Remote Learning. Extensive learning about the Science of Reading through LETRS Training.</p>	<p>September 1, 2023 - August 1, 2024</p>	<p>An abundance of articles and Webinars from:</p> <ul style="list-style-type: none"> ● Education Week, EdSource, EdWeb ● Edutopia ● The Institute of Educational Services ● Scholastic, Pearson ● American Psychological Association ● ASCD <p>Monthly LETRS Cohort (Science of Reading)</p> <ul style="list-style-type: none"> ● Reading, journaling, videos, case studies, discussions <p>Leadership Cohort through MDE</p>

Regional Centers of Excellence: Continuous Improvement Under ESSA Workshops	September 1, 2023 -August 1, 2024	<p>Continuing Participation in Professional Development with RCE Staff</p> <ul style="list-style-type: none"> ● Explore beliefs and dispositions that support the learning of all students ● Implementation new curriculum ELA/Math & Sunday ● Build understanding of how evidence and data is used in school improvement ● Explore resources that can be used in planning and conducting a Comprehensive Needs Assessment that is aligned with ESSA requirements (i.e. Resource Inequities) ● Build understanding of the Exploration stage of the active implementation framework in the context of school improvement planning, including: <ul style="list-style-type: none"> ○ The role of the leadership team in the continuous improvement planning process ○ Meaningful stakeholder engagement and communication ● Utilize work time with teams for School Improvement planning with support from Regional Centers of Excellence staff. <p>This support will continue throughout the 2023-2024 school year.</p>
MDE Charter Leader Support Network Training	Sept. 1, 2023 - August 1, 2024	<p>Understanding the crucial role principals play in directly and indirectly influencing student achievement, the Minnesota Department of Education (MDE) provides resources and direction to principals and their supervisors for use in growth-focused principal development and evaluation, and for use in principals’ work as instructional leaders.</p> <ul style="list-style-type: none"> ● MACS
<p>Personal Leadership Coaching and Mentorship with Ann Mitchell, MDE Principal Development, Support and Evaluation</p> <p>BARR Training and coaching</p>	<p>Sept. 1, 2023 -August 1, 2024</p> <p>September 2023 - June 2024</p>	<p>Understanding that it takes time and experience for new school principals to feel comfortable in their role, Ann works with me to not only focus on the immediate demands of the role, but also asking what differences these demands will make to students’ learning. By working with Ann, I gain insights into what works and what does not, while modeling the ongoing learning principles I expect from teachers and students.</p> <ul style="list-style-type: none"> ● Leadership / Peer Coaching <p>Cohort virtual meetings, networking, and training.</p>

J. Community Partnerships

Every Meal Project

NMFA partners with Every Meal Project to supply families with weekly weekend meal bags to take home. Meal bags provide families with shelf stable food items. Families can opt into this program throughout the school year based on family needs.

Hill Murray High School

Every semester 15 - 20 Seniors from Hill Murray High School tutor/Mentor students in reading and math on site. 4-5 times a week they come to our school. Twice a year there is a food or clothing drive to supplement food/clothing for our emergency food shelf. Hill Murray also invites our students to their theater performances. We would also like to broaden our partnership to help raise awareness of high school expectations and college and career readiness.

Kids In Need Teacher Resource Center

Teachers have access to Kids In Need to shop 3 times a year for classroom supplies. Teachers can sign up to shop and take items that they are in need of in their classrooms for the school year. Staff is encouraged to use this partnership to make sure that our classrooms are full of all possible supplies needed.

Mitten and Hats Project

Every year a Minnetonka "Mittens and Hat" group donates mittens, gloves, hats and scarves to our school.

North St. Paul Fire Department and Police Department

We have an ongoing partnership with both departments to provide education and support to our students and families. Last year 2 of our students were selected as award winners for the Fire Safety Poster Contest. The students were presented their awards at a North St. Paul City Council Meeting.

North St. Paul/Maplewood/Oakdale Local businesses

In the Fall our school participates in the Fall Round Up Parade. Numerous businesses throughout our community give donations to our annual carnival.

North Saint Paul Food Shelf

North Saint Paul Food Shelf provides our school with weekly donations for students to take home on the weekend. Fresh fruit, vegetables and dry/canned goods are provided for families.

North Presbyterian Church

North Presbyterian Church has donated funds to the Every Meal Project to provide 50 meals each week for families. These meals are sent home in students' backpacks. They have also helped us create an emergency food shelf for our families.

Saint Andrew's Resource Center

St. Andrew's resource center provides our school and families with meals during holidays with meals to ensure families have a hot meal

World's Best Workforce Plan

You can find our WBWF Plan at:

www.nmfaMN.org