



## ***North Metro Flex Academy***

2350 Helen St.

North St. Paul, MN 55109

651-300-6300

2020-2021

Annual Report

## **World's Best Workforce Summary and Plan**

2020-2021 Annual Report

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## **Our Mission**

*Our mission is to prepare a diverse community of elementary and middle school students to be successful in high school, college and in their chosen vocation through a flexible, individualized learning experience that develops analytical, compassionate, disciplined and self-directed learners.*

## **Our Vision**

*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. We are now in the process of forming committees, engaging stakeholders, and enriching our academic and extra-curricular activities to better serve our community of learners.*

## **Our Year**

*The 2020-2021 school year continued to challenge students, staff, and parents with COVID-19 impacting the delivery of academics and the overall social emotional well-being of our school community. In addition to COVID-19, many of our families were impacted by the death of George Floyd and the trial of Derek Chauvin. The staff needed to respond and adjust to the immediate needs of our families on a daily basis. During the Fall of 2020 we started the year in a hybrid learning model, while many students remained in a Full Distance Learning model. From November 2020 through February 2021, ALL of our students were in the FULL Distance Learning Model. We transitioned from FULL shutdown and distance learning to hybrid learning for some, distance learning for some students and FULL in person for some students. NMFA staff, students and families rose to the challenge by being flexible, patient, creative, and resilient. Academic data is difficult to provide, since the majority of our goals measure fall-spring progress. There was minimal and inconsistent academic testing in the spring of 2021 to be used to show growth and comparisons to area school districts. The data collected was unreliable due to the challenges and trauma of the year.*

## A. School Enrollment and Student Attrition

Student Enrollment – October 1, 2020: 240

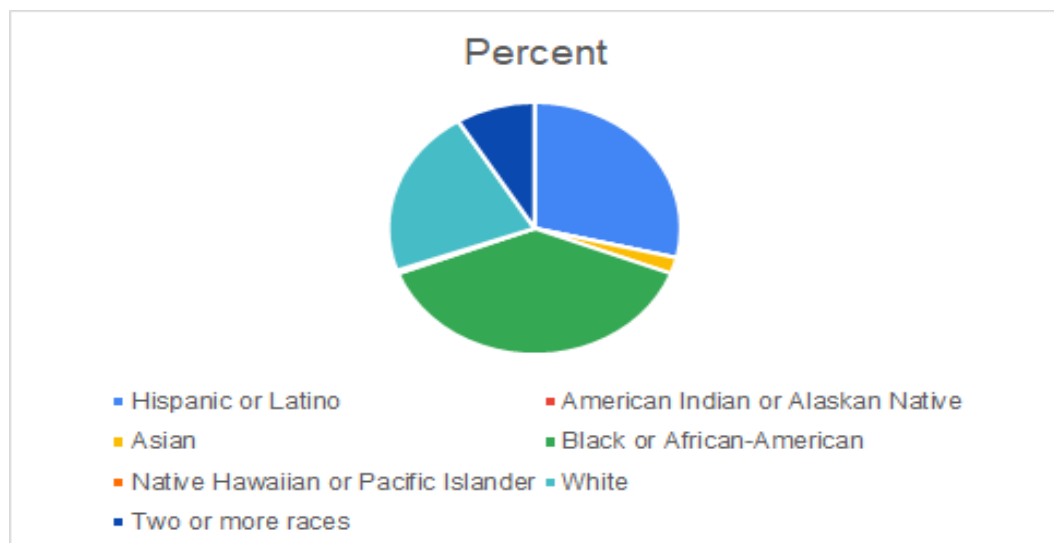
Student Enrollment – June 6, 2021: 225

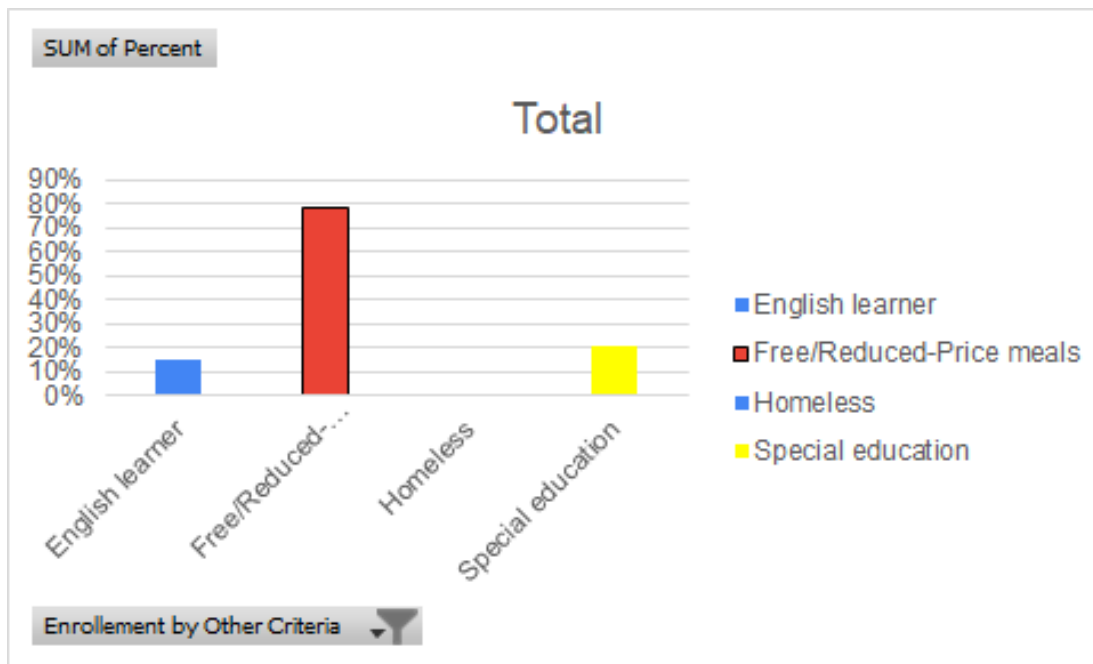
Student Demographics – October 1, 2020

Race/Ethnicity	Count	Percent
Hispanic or Latino	69	28.75%
American Indian or Alaskan Native	0	0.00%
Asian	5	2.08%
Black or African-American	92	38.33%
Native Hawaiian or Pacific Islander	1	0.42%
White	52	21.66%
Two or more races	21	8.76%
All students	240	100.00%

### Student Enrollment by other Criteria

Enrollement by Other Criteria	SUM of Count	SUM of Percent
English learner	36	15.00%
Free/Reduced-Price meals	189	78.76%
Homeless	3	0.01%
Special education	49	20.42%





2020-2021 Cohort Retention						
	October 1st, 2020 Student Enrollment	June 21' unable to get Accel Data from Powerschool	September 21' Returning Students	September 21' New Students	October 1st, 2021 Student Enrollment	Retention
k	19			22	25	100%
1	28		17	5	22	86%
2	32		23	1	22	78%
3	37		26	3	30	93%
4	40		26	3	28	75%
5	33		29	4	33	83%
6	21		19	4	23	70%
7	17		16	1	16	76%
8	11		9	3	10	59%

## B. Governance, Management and Authorizer

### 2020-2021 NMFA Board of Directors

The NMFA Board is comprised 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](http://www.nmfaMN.org)) We held a Board election in May 2021.

NAME	BOARD POSITION	BOARD SEAT	TERM
Pam Albrecht	Board Chair	Community Member	7/1/21 –6/30/22
Mike Leary	Treasurer	Community Member	7/1/21 – 6/30/22
David Isaacson	Board Member	Teacher	7/1/21 - 6/30/23
Ember Russell	Secretary	Teacher	7/1/21 – 6/30/23

## Authorizer



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

## C. Staffing

Context of Changes: At the end of January 2021, our School Board made the decision to sever from ACCEL Schools. This change directly impacted our administrative staff.

PRINCIPAL: Debra Kranz M.Ed. (Former Principal was Terri Privette, with ACCEL Schools)

OFFICE and OPERATIONS MANAGER: Chelsea Smieja (Former Office and Operations Manager was Jay Caballero, with ACCEL Schools)

SPECIAL EDUCATION TEACHER/COORDINATOR: David Isaacson

Last Name	First Name	Assignment	File Folder
Anderson	Madeline	Music All Grades K-8	481661
Bartholomew	Aaron	Math 5th - 8th Grade	504756
Bercaw	Elizabeth	ELL	325575
Cayou-Konkler	Heidi	Title 1	323394
Emery	Liana	2nd and 3rd Grade	375720
Erickson	Nancy	2nd Grade	313884
Hart	Victoria	First Grade	506097
Hofstad	Chloe	Special Education	512904
Isaacson	David	Special Education	369551
Johnson	Kyle	Social Studies/Science 5-8	486413
Karg	Jessaca	2nd Grade	509076
Karnitz	Helen	Special Education	319983
Listerud	Tina	ELA 5th - 8th Grade	460484
Livdahl	Jill	Special Education/Title 1	319680
Russell	Ember	Kindergarten	491609
Saline	Sandy	Special Education	449692
Sauerwein	Polly	1st Grade	505024
Sewich	Allyson	3rd Grade	1000990
Strasser	Kelly	Special Education	442684
Venne	Ann	3rd/4th Grade	407392
Wiatros	Anna	4th Grade	334676

**NORTH METRO FLEX ACADEMY 2020-2021 SUPPORT STAFF**

Arredondo	Elizabeth	PARAPROFESSIONAL
Fadlalla	Amina	PARAPROFESSIONAL/FOOD SERVICE
Hastings	Caylin	PARAPROFESSIONAL
Hastings	Lacey	PARAPROFESSIONAL/FOOD SERVICE
Heider	Katie	PARAPROFESSIONAL
Hurlburt	Desiree	PARAPROFESSIONAL
Johnson	Sara	PARAPROFESSIONAL
Konieczka	Christopher	PARAPROFESSIONAL
Lynch	Michael	BEHAVIOR INTERVENTION ASSISTANT
Olson	Carolina	PARAPROFESSIONAL/CULTURAL LIAISON
Peterson	Lora	PARAPROFESSIONAL
Skalbeck	Paul	PARAPROFESSIONAL
Smieja	Chelsea	SPECIAL EDUCATION DUE PROCESS/OPERATIONS
Tyler	Rachelle	PARAPROFESSIONAL

## D. 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.

### Management's Discussion and Analysis

As management of the North Metro Flex Academy (the Charter School), North St. Paul, Minnesota, we offer readers of the Charter School's financial statements this narrative overview and analysis of the financial activities of the Charter School for the period ended June 30, 2021.

#### Financial Highlights

- The assets and deferred outflows of resources of the Charter School were deficient to the liabilities and deferred inflows of resources at the close of fiscal year 2021 by \$2,446,004.
- A deficit of \$2,639,855 (*unrestricted net position*) exists at the close of fiscal year 2021. This deficit is due to the recognition of the pension liability and related balances.
- The Charter School's net position decreased \$148,577 in 2021. This decrease can be attributed to an increase in the pension liability and related balances.
- As of the close of the current fiscal year, the Charter School's governmental funds reported a total ending fund balance of \$572,710, an increase of \$533,744 from the prior year.

#### Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the Charter School's basic financial statements. The Charter School's basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplemental information in addition to the basic financial statements themselves.

Presented below is the balance sheet as of 6/30/2020 (audited):

## Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the Charter School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$2,446,004 at the close of the 2021 fiscal year.

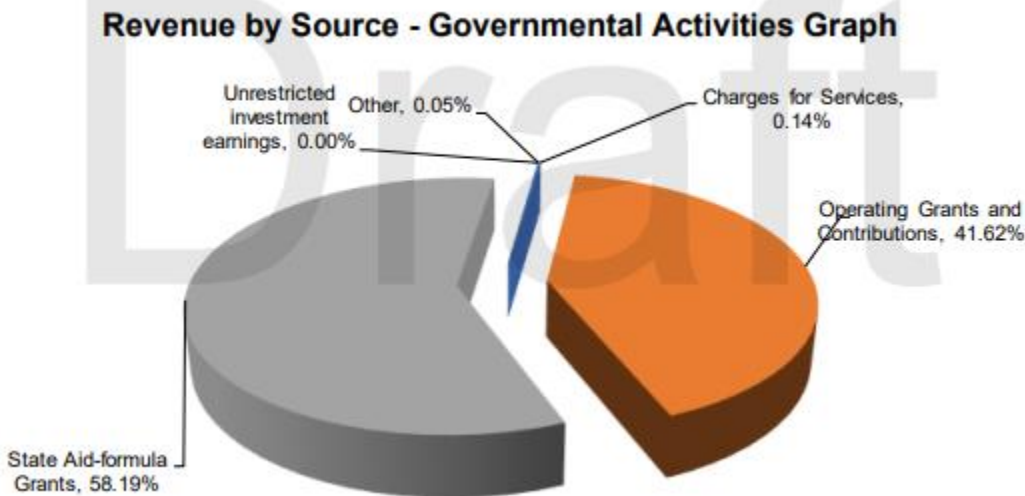
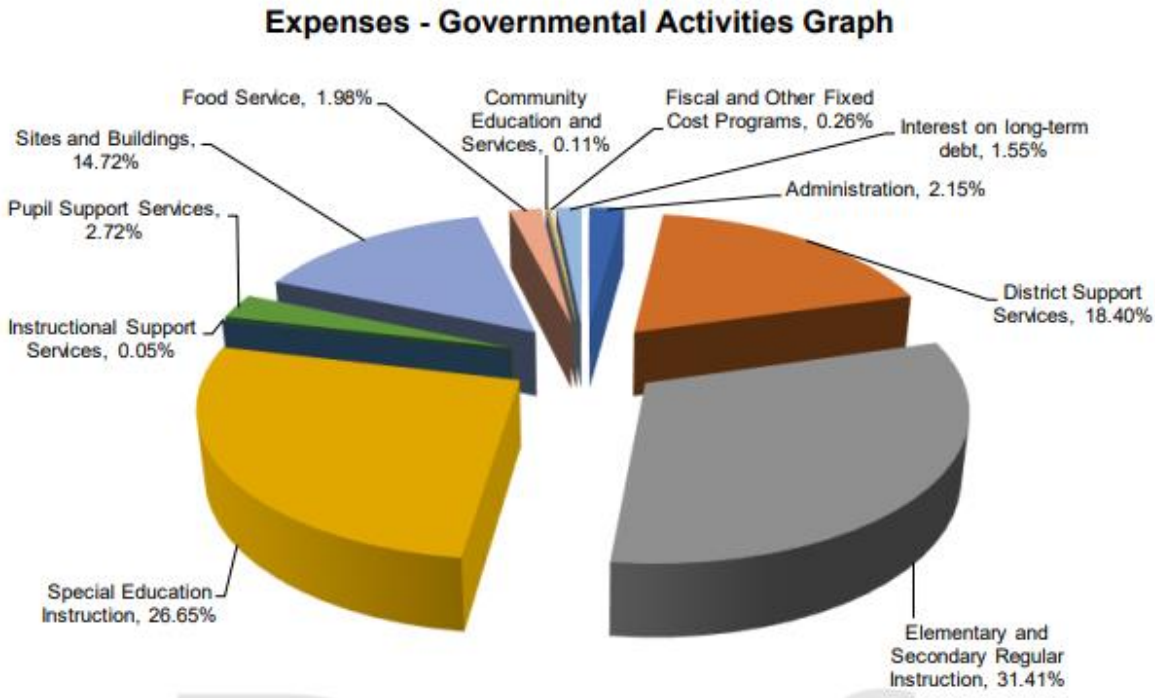
### North Metro Flex Academy's Summary of Net Position

	Governmental Activities		
	2021	2020	Increase (Decrease)
<b>Assets</b>			
Current and other assets	\$ 908,352	\$ 564,797	\$ 343,555
Capital assets, net of depreciation	33,496	32,916	580
Total Assets	<u>941,848</u>	<u>597,713</u>	<u>344,135</u>
<b>Deferred Outflows of Resources</b>			
Deferred pension resources	<u>1,314,286</u>	<u>1,914,594</u>	<u>(600,308)</u>
<b>Liabilities</b>			
Current and other liabilities	341,779	530,444	(188,665)
Noncurrent liabilities	<u>3,388,599</u>	<u>2,844,518</u>	<u>544,081</u>
Total Liabilities	<u>3,730,378</u>	<u>3,374,962</u>	<u>355,416</u>
<b>Deferred Inflows of Resources</b>			
Deferred pension resources	<u>971,760</u>	<u>1,434,772</u>	<u>(463,012)</u>
<b>Net Position</b>			
Investment in capital assets	33,496	32,916	580
Restricted	160,355	72,858	87,497
Unrestricted	<u>(2,639,855)</u>	<u>(2,403,201)</u>	<u>(236,654)</u>
Total Net Position	<u>\$ (2,446,004)</u>	<u>\$ (2,297,427)</u>	<u>\$ (148,577)</u>

A portion of the Charter School's net position, \$33,496, reflects its investment in capital assets (e.g., equipment). The Charter School uses these capital assets to provide services to students; consequently, these assets are *not* available for future spending.

At the end of the current fiscal year, the Charter School is able to report a positive balances in restricted net position, but a negative balance in unrestricted net position. The Charter School's net position decreased by \$148,577.

The following graph depicts various governmental activities and shows the expenses and program revenues directly related to those activities.



## E. Academic Performance

Academic data is difficult to provide, since the majority of our goals measure fall-spring progress. There was minimal and inconsistent academic testing in the spring of 2021 to be used to show growth and comparisons to area school districts. The data collected was unreliable due to the challenges and trauma of the year. We have done the best we could with the data we were able to collect.

## NWEA SPRING 2021

### Kindergarten Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	150.9
Standard Deviation	10.7
District Grade-Level Mean RIT	150.9
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	156
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	5	28%	3	17%	8	44%	0	0%	2	11%	148-151-153	10.7

### Kindergarten Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	17
Mean RIT Score	142.4
Standard Deviation	8
District Grade-Level Mean RIT	142.4
Students At or Above District Grade-Level Mean RIT	7
Grade-Level Mean RIT	152
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	10	59%	5	29%	1	6%	1	6%	0	0%	140-142-144	8

# First Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	24
Mean RIT Score	171.5
Standard Deviation	14.1
District Grade-Level Mean RIT	171.5
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	175.4
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	8	33%	5	21%	3	13%	5	21%	3	13%	169-172-174	14.1

# First Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	24
Mean RIT Score	167
Standard Deviation	16
District Grade-Level Mean RIT	167
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	170.6
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	8	33%	5	21%	4	17%	3	13%	4	17%	164-167-170	16

## Second Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	21
Mean RIT Score	186.2
Standard Deviation	15.1
District Grade-Level Mean RIT	186.2
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	188.6
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	6	29%	1	5%	6	29%	6	29%	2	10%	183-186-190	15.1

## Second Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	21
Mean RIT Score	181.6
Standard Deviation	13.1
District Grade-Level Mean RIT	181.6
Students At or Above District Grade-Level Mean RIT	10
Grade-Level Mean RIT	185
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	5	24%	6	29%	2	10%	7	33%	1	5%	179-182-185	13.1

## Third Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	26
Mean RIT Score	188.8
Standard Deviation	14.7
District Grade-Level Mean RIT	188.8
Students At or Above District Grade-Level Mean RIT	14
Grade-Level Mean RIT	200.3
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	12	46%	5	19%	6	23%	2	8%	1	4%	186-189-192	14.7

## Third Grade Reading

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	27
Mean RIT Score	180.9
Standard Deviation	16.2
District Grade-Level Mean RIT	180.9
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	196.7
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	15	56%	3	11%	7	26%	2	7%	0	0%	178-181-184	16.2

## Fourth Grade Math

### Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	31
Mean RIT Score	192.6
Standard Deviation	15.1
District Grade-Level Mean RIT	192.6
Students At or Above District Grade-Level Mean RIT	17
Grade-Level Mean RIT	209.8
Students At or Above Grade-Level Mean RIT	6

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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	16	52%	9	29%	4	13%	2	6%	0	0%	190-193-195	15.1

## Fourth Grade Reading

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	29
Mean RIT Score	190.3
Standard Deviation	18.9
District Grade-Level Mean RIT	190.3
Students At or Above District Grade-Level Mean RIT	14
Grade-Level Mean RIT	204.6
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	16	55%	4	14%	4	14%	3	10%	2	7%	187-190-194	18.9

## Fifth Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	27
Mean RIT Score	205
Standard Deviation	15.8
District Grade-Level Mean RIT	205
Students At or Above District Grade-Level Mean RIT	13
Grade-Level Mean RIT	218.1
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	14	52%	6	22%	3	11%	3	11%	1	4%	202-205-208	15.8

## Fifth Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	27
Mean RIT Score	206.2
Standard Deviation	14.3
District Grade-Level Mean RIT	206.2
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	210.8
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	8	30%	7	26%	6	22%	2	7%	4	15%	203-206-209	14.3

## Sixth Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	17
Mean RIT Score	205.5
Standard Deviation	15.3
District Grade-Level Mean RIT	205.5
Students At or Above District Grade-Level Mean RIT	8
Grade-Level Mean RIT	222.3
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	9	53%	4	24%	3	18%	1	6%	0	0%	202-206-209	15.3

## Sixth Grade Reading

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	17
Mean RIT Score	197.2
Standard Deviation	18.4
District Grade-Level Mean RIT	197.2
Students At or Above District Grade-Level Mean RIT	8
Grade-Level Mean RIT	215.2
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	11	65%	3	18%	0	0%	2	12%	1	6%	193-197-202	18.4

## Seventh Grade Math

### Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	12
Mean RIT Score	207.1
Standard Deviation	17.5
District Grade-Level Mean RIT	207.1
Students At or Above District Grade-Level Mean RIT	6
Grade-Level Mean RIT	226.3
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	7	58%	3	25%	1	8%	0	0%	1	8%	202-207-212	17.5

## Seventh Grade Reading

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	12
Mean RIT Score	198.6
Standard Deviation	17.8
District Grade-Level Mean RIT	198.6
Students At or Above District Grade-Level Mean RIT	5
Grade-Level Mean RIT	218.2
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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	8	67%	2	17%	0	0%	2	17%	0	0%	193-199-204	17.8

## Eighth Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	8
Mean RIT Score	205.9
Standard Deviation	16
District Grade-Level Mean RIT	205.9
Students At or Above District Grade-Level Mean RIT	3
Grade-Level Mean RIT	229.9
Students At or Above Grade-Level Mean RIT	0

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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	5	63%	2	25%	1	13%	0	0%	0	0%	200-206-212	16

## Eighth Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	9
Mean RIT Score	198.3
Standard Deviation	18.2
District Grade-Level Mean RIT	198.3
Students At or Above District Grade-Level Mean RIT	4
Grade-Level Mean RIT	221.5
Students At or Above Grade-Level Mean RIT	1

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)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	5	56%	3	33%	1	11%	0	0%	0	0%	192-198-205	18.2

## F. World's Best Work Force Summary

District or Charter Name

4243-07 North Metro Flex Academy

Grades Served

Kindergarten

First grade

Second grade

Third grade

Fourth grade

Fifth grade

Sixth grade

Seventh grade

Eighth grade

**WMBF Contact Name**

Debra Kranz

**WBWF Contact Title**

Principal

**WBWF Contact Phone Number**

(651) 300-6300

**WBWF Contact Email**

[dkranz@nmfamn.org](mailto:dkranz@nmfamn.org)

**MDE understands this past school year (2020-2021) continued under unique circumstances due to the COVID-19 pandemic. Therefore, they are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.**

**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](http://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 2020-2021 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 2020-21 school year: Wednesday, January 19, 2021**

## 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 2020-2021

### District Advisory Committee Members 2021-2022

**First and Last Name**

Debra Kranz

**Role in District**

Principal

**First and Last Name**

Nichole Walton

**Role in District**

Parent and SPED Para Professional

**First and Last Name**

Carolina Olson (Cultural Liaison)

**Role in District**

Representing Hispanic Parents

**First and Last Name**

Mark Robinson

**Role in District**

BIS and Outreach

**First and Last Name**

Heather Chouravong

**Role in District**

Parent

**First and Last Name**

Mike Leary

**Role in District**

Board member – Community

## 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 summer as we recruit new teachers, 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. Since we are not able to afford the higher salaries offered by local districts, we look for staff willing to accept lower pay for better working conditions. 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 advertised on 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 would like to partner with colleges and high schools to pursue possible teacher 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.

**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?

During the 2020-21 school year, the student demographic of NMFA was:

36.4 % Black  
29.7 % Latino  
23.1 % White  
8.0% 2 or More  
2.2 % Asian  
0.5% HPI

100% of our classroom teachers are Caucasian. To reflect our student population, our goal is to employ three Latino teachers, four Black teachers, and five Caucasian teachers. We do employ the following BIPOC at NMFA: **African American** -Behavior Intervention Assistant and Special Ed. Paraprofessionals; **East African** - Kitchen/Paraprofessional; **Latino** - Liaison/Paraprofessional; **Pacific Islander** - Operations and Office Manager is based on our student, we should employ at least two African American teachers.

### **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 not been successful in recruiting teachers of color in our district. Our goal is to employ at least one African American and one Latino teacher for the 2021-2022 school year.

## 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.

### 2020-21 Goal 1: All Students Ready for School

60-69 percent of kindergarten students will meet or exceed the first grade RIT target score of 159 for math in the combined FY 2017-FY 2021.

60-69% of kindergarten students will meet or exceed the first grade RIT target score of 158 for reading in the combined FY 2017- FY 2021.

### Result (Data used to measure progress)

58.67% met or exceeded the first grade RIT target score of 159 in Math between FY 2016- FY 2021.

48% met or exceeded the first grade RIT target score of 158 in Reading between FY 2016- FY 2021.

### Goal Status (Complete, On Track to complete, Need to update or re-write)

Did Not meet the goals as written. Goal has been updated below.

**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?)

The COVID 19 pandemic affected the quality of the data used to measure progress toward this SMART goal. We delivered instruction in Fall through a Hybrid model, in winter through a Distance Learning model and returned to a Hybrid model in the Spring. We were unable to apply and implement strategies and interventions with fidelity due to these learning model shifts. We will resume the use of Reading and Math Strategies and Interventions during the 2021-22 SY.

### 2021-22 Goal: All Students Ready for School

The student average RIT score will improve by at least 15-20 points from Fall to Spring in Reading and Math.

Strategies used to address this goal in the 2021-22 SY:

- Small group and individual instruction in Reading and Math
- LETRS training and implementation
- The SuperKids 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 team that meets 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
- Lexia and MobyMax can be used as a supplemental intervention

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.**



## **2020-21 Goal 2: All Students in Third Grade Achieving Grade-Level Literacy**

The school's third grade proficiency rate will be greater than the resident district (St. Paul Public Schools) average on SY 2019-2020 Reading MCAs.

### **Result (Data used to measure progress)**

Due to COVID 19 the 2019-20 MCA Reading proficiency rates were not available to measure progress on this goal. The 2020-21 SY MCA Reading results were NMFA 13.79% as compared to St. Paul's 28.10%.

### **Goal Status (Complete, On Track to complete, Need to update or re-write)**

The goal was not met and will be updated for the 2021-22 SY.

**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?)

The COVID 19 pandemic affected the quality of the data used to measure progress toward this SMART goal. We delivered instruction in Fall through a Hybrid model, in winter through a Distance Learning model and returned to a Hybrid model in the Spring. We were unable to apply and implement strategies and interventions with fidelity due to these learning model shifts. We will resume the use of Reading and Math Strategies and Interventions during the 2021-22 SY.

We will continue to monitor these students using classroom assessments, NWEA scores, work completion, and teacher running records during the 2021-22 SY. We will have more consistent and accurate MCA data when the Spring 2022 statewide testing is complete.

## **2021-22 Goal: All Students in Third Grade Achieving Grade-Level Literacy**

The school's combined FY 2021- FY 2024 third grade proficiency rate will exceed the resident district (St. Paul Public Schools) average.

**\*\***In the future we would like to revise this goal to be focused on the growth of our third-grade students based on the strategies we can control, shifting away from a comparison goal. For example, we could measure progress on our MCA proficiency increasing from one year to the next or showing growth with NWEA RIT scores from Fall to Spring each year.

Strategies used to address this goal in the 2021-22 SY:

- Small group and individual instruction in Reading
- 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 teacher supports multilingual students
- Lexia, MobyMax and iXL can be used as a supplemental intervention
- We are implementing interim assessments in Trimesters 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.

### **2020-21 Goal 3: Close the Achievement Gap between Student Groups**

MCA Math: The school's combined FY 2017-FY 2021 F & R proficiency rate exceeds the resident district average by up to 10 percentage points.

#### **Result (Data used to measure progress)**

Due to COVID 19 there was no accurate or complete data available to measure progress on this goal.

#### **Goal Status (Complete, On Track to complete, Need to update or re-write)**

Goal not complete so it will be updated for the 2021-22 SY.

**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?)

The COVID 19 pandemic affected the quality of the data used to measure progress toward this SMART goal. We delivered instruction in Fall through a Hybrid model, in winter through a Distance Learning model and returned to a Hybrid model in the Spring. We were unable to apply and implement strategies and interventions with fidelity due to these learning model shifts. We will resume the use of Reading and Math Strategies and Interventions during the 2021-22 SY.

We will continue to monitor these students using classroom assessments, NWEA scores, work completion, and teacher running records during the 2021-22 SY. .

### **2021-22 Goal: Close the Achievement Gap between Student Groups**

MCA Math: The school's combined FY 2021-FY 2024 F & R proficiency rate exceeds the resident district.

MCA READING: The school's combined FY 2021-24 F & R proficiency rate exceeds the resident district.

**\*\*In the future we would like to revise this goal to be focused on the growth of a specific student group compared to the non-student group. This would be based on strategies we can control, shifting away from a comparison goal. For example we could measure progress on our EL students' growth from one year to the next or showing growth with NWEA RIT scores from Fall to Spring each year for that same student group.\*\***

Strategies:

- Small group and individual instruction in Reading and Math
- LETRS training and implementation
- The SuperKids Reading Program 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
- Lexia, MobyMax, and iXL can be used as a supplemental intervention
- Title programming is in the process of being evaluated and has applied to be delivered school wide. This would be a shift from the Targeted assistance model now in place.
- 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.
- Surveys were sent to families to offer tutoring services in Reading.

#### **2020-21 Goal 4: All Students are Career and College Ready by Graduation**

MCA Math: The school's combined FY 2017-FY 2021 proficiency rate exceeds the state combined FY 2017-FY 2021 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2017 (38.10%) by at least 10 percentage points by FY 2021.

#### **Result (Data used to measure progress)**

Due to COVID 19 the 2019-20 MCA Math proficiency rates were not available to measure progress on this goal. The 2020-21 SY MCA Math results were NMFA 10.45% as compared to St. Paul's 21.24%.

The COVID 19 pandemic affected the quality of the data used to measure progress toward this SMART goal. We delivered instruction in Fall through a Hybrid model, in winter through a Distance Learning model and returned to a Hybrid model in the Spring. We were unable to apply and implement strategies and interventions with fidelity due to these learning model shifts. We will resume the use of Reading and Math Strategies and Interventions during the 2021-22 SY.

#### **Goal Status (Complete, On Track to complete, Need to update or re-write)**

Goal not complete so it will be updated for the 2021-22 SY.

**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?)

The COVID 19 pandemic affected the quality of the data used to measure progress toward this SMART goal. We delivered instruction in Fall through a Hybrid model, in winter through a Distance Learning model and returned to a Hybrid model in the Spring. We were unable to apply and implement strategies and interventions with fidelity due to these learning model shifts. We will resume the use of Reading and Math Strategies and Interventions during the 2021-22 SY.

Typically, we use MCA data to identify needs for all students in this goal area. Data is disaggregated by F&R and ELL groups. During distance learning, students received at least 60 minutes per day of math online instruction and support, with more support provided for Special Education and Title 1 students. We will continue to monitor these students using classroom assessments, NWEA scores, work completion, and teacher running records during the 2021-22 SY.

## **2021-22 Goal: All Students are Career and College Ready by Graduation**

The school's combined FY 2021-FY 2024 proficiency rate exceeds the state combined FY 2021-FY 2024 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2021 by at least 10 percentage points by FY 2024.

In addition to this quantitative goal, we would like to focus on a qualitative goal that will involve raising college and career awareness within our school community. We plan to utilize our Hill Murray partnership and create career and college readiness events as part of our yearly activities. This addition is important for our Grade 7-8 students as they prepare for high school. We would like to explore the ACT Aspire or some college and career readiness assessment.

Strategies used to address this goal in the 2021-22 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 Support for small groups
- EL teacher supports multilingual students
- Lexia, IXL and MobyMax 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.
- Surveys were sent to families to offer tutoring services in Reading.

**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

### 2020-2021

As in all schools around the world, during the COVID-19 Pandemic of 2020, NMFA implemented a wide variety of new, innovative practices.

#### **Google Classroom:**

Our entire online Student Learning System was based on Google Classroom. Google Classroom integrates ClassTag, our parent communication app, with daily student responsibilities and messages. Students log in to Google Classroom every morning to meet with teachers, find daily assignments, Zoom invitations, and other notifications. Work was completed and uploaded to be reviewed by classroom teachers.

Programs utilized within Google Classroom include:

- Lexia Reading Program
- Reflex and Freckle Math
- IXL – All subject areas
- Generation Genius Science
- HMH Digital Curriculum including:
  - Go Math
  - Science Fusion
  - Journeys Literacy Curriculum
  - Social Studies
- Pearson/SAVVAS Curriculum including:
  - MyPerspective ELA
  - MyWorld Interactive History and Geography

### 2021-2022

As the pandemic continues into the 2021-2022 school year, we are continuing to make our learning model flexible to all students and families at NMFA. We have continued to implement multiple learning opportunities.

#### **Google Classroom:**

All teachers have a google classroom set-up in the event that we are needing to switch to distance learning. We have classroom teachers who are using Google classroom daily with their students while at school, and we have 2 classroom teachers who teach both distance learning and in-person learning.

Programs utilized within NMFA:

- Lexia Reading Program
- Superkids Reading Program
- MobyMax - All subject areas
- IXL – All subject areas

- Generation Genius Science
- Math Masters
- Destination Imagination
- HMH Digital Curriculum including:
  - Go Math
  - Science Fusion
  - Journeys Literacy Curriculum
  - Social Studies
- 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.
- Offering more access to our STEM, coding, robotics, and engineering activities.
- Improve our science program, including adding a new instructor, providing PD to all of our teachers, new equipment, and more hands-on activities.

## I. Administrator Professional Development Plan

Strategies	Timeline	Resources
Read professional books and articles and viewing webinars featuring strategies for continuing instruction and engaging students in Distant/Remote Learning	September 1, 2021 - August 1, 2022	<p>An abundance of articles and Webinars from:</p> <ul style="list-style-type: none"> <li>● Education Week, EdSource, EdWeb</li> <li>● Edutopia</li> <li>● The Institute of Educational Services</li> <li>● Scholastic, Pearson</li> <li>● American Psychological Association</li> <li>● ASCD</li> </ul> <p>Weekly LETRS Cohort (Science of Reading)</p> <ul style="list-style-type: none"> <li>● Reading, journaling, videos, case studies, discussions</li> </ul> <p>Leadership Cohort through MACS Charter school leaders</p>

Regional Centers of Excellence: Continuous Improvement Under ESSA Workshops	September 1, 2021 -August 1, 2022	<p><b>Continuing Participation in Professional Development with RCE Staff</b></p> <ul style="list-style-type: none"> <li>● Explore beliefs and dispositions that support the learning of all students</li> <li>● Build understanding of how evidence and data is used in school improvement</li> <li>● Explore resources that can be used in planning and conducting a Comprehensive Needs Assessment that is aligned with ESSA requirements (i.e. Resource Inequities)</li> <li>● 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"> <li>○ The role of the leadership team in the continuous improvement planning process</li> <li>○ Meaningful stakeholder engagement and communication</li> </ul> </li> <li>● Utilize work time with teams for School Improvement planning with support from Regional Centers of Excellence staff.</li> </ul> <p>This support will continue throughout the 2021-2022 school year.</p>
MDE Charter Leader Support Network Training	Sept. 1, 2021 - August 1, 2022	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.
Personal Leadership Coaching and Mentorship with Ann Mitchell, MDE Principal Development, Support and Evaluation	Sept. 1, 2021 - August 1, 2022	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.

## **J. Community Partnerships**

### **North St. Paul Public Library**

Every week, every classroom walks to the library to borrow books for independent reading. The teachers coordinate with the librarians throughout the school year.

### **Hill Murray High School**

Every semester 40 Seniors from Hill Murray High School tutor/Mentor students in reading and math on site. Three times a week they come to our school. Twice a year there is a food drive to supplement food for our emergency food shelf. Hill Murray also invites our students to their theater performances. The English Department is planning on presenting their writing projects to our students this year. We would also like to broaden our partnership to help raise awareness of high school expectations and college and career readiness.

### **Mitten and Hats**

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

### **North High School**

The National Honor Society has partnered with us to provide support to our students and families to support our Scholastic Book Fair and tutoring. The Show Choir and band visit our school to showcase the performing arts. They have also helped stock our Emergency Food Shelf

### **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.

### **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. This 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.

## **World's Best Workforce Plan**

You can find our WBWF Plan at:

[www.nmfaMN.org](http://www.nmfaMN.org)