



**2020-21 Annual Report and  
World's Best Workforce  
Report**

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## **I. Mission, Vision, and Core Convictions:**

### **Our Mission:**

Northeast College Prep will ensure strong academic, social-emotional, and talent development in every member of its diverse student body, thereby positioning each student for college graduation, career success, and positive community impact.

### **Our Vision:**

**Northeast College Prep students will be empowered** with strong academic skills and knowledge, social and emotional intelligence, deeply-developed personal talents, commitment to the common good, on-going support from the NECP community, and a deep love of learning.

**Northeast College Prep graduates will thrive** in the local, national, and international community in a wide range of professional fields.

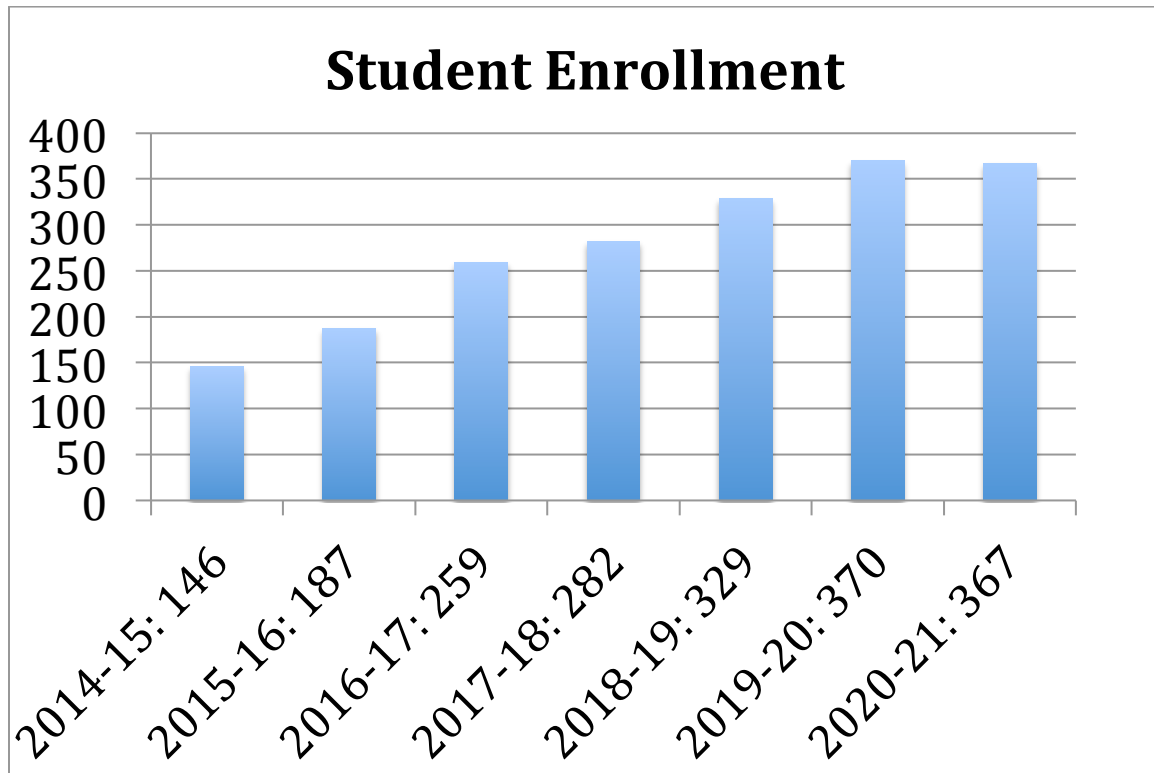
**Northeast College Prep's success will serve as a proof-point** that all students, regardless of background, flourish when a school's entire staff deeply believes in the potential and fully commits to the success of each and every one.

### **Our Core Convictions:**

1. All children have the potential for greatness within them.
2. Healthy childhood development requires strong academic, social-emotional, and personal talent development.
3. Strong academic development must be demonstrable through objective measures.
4. In all areas of childhood development, not everything that matters can be measured objectively.
5. Diversity enriches our experience and makes us better prepared for an increasingly complex world.
6. A long-term commitment between staff members to develop and support one another deepens a school's positive impact on its students and its community.
7. A child's education occurs amidst a partnership between the school and the family; a strong partnership increases the odds of a child's long-term success.
8. The clearest path to becoming a great school is to learn from great models.

## II. Student Enrollment, Attendance and Demographics:

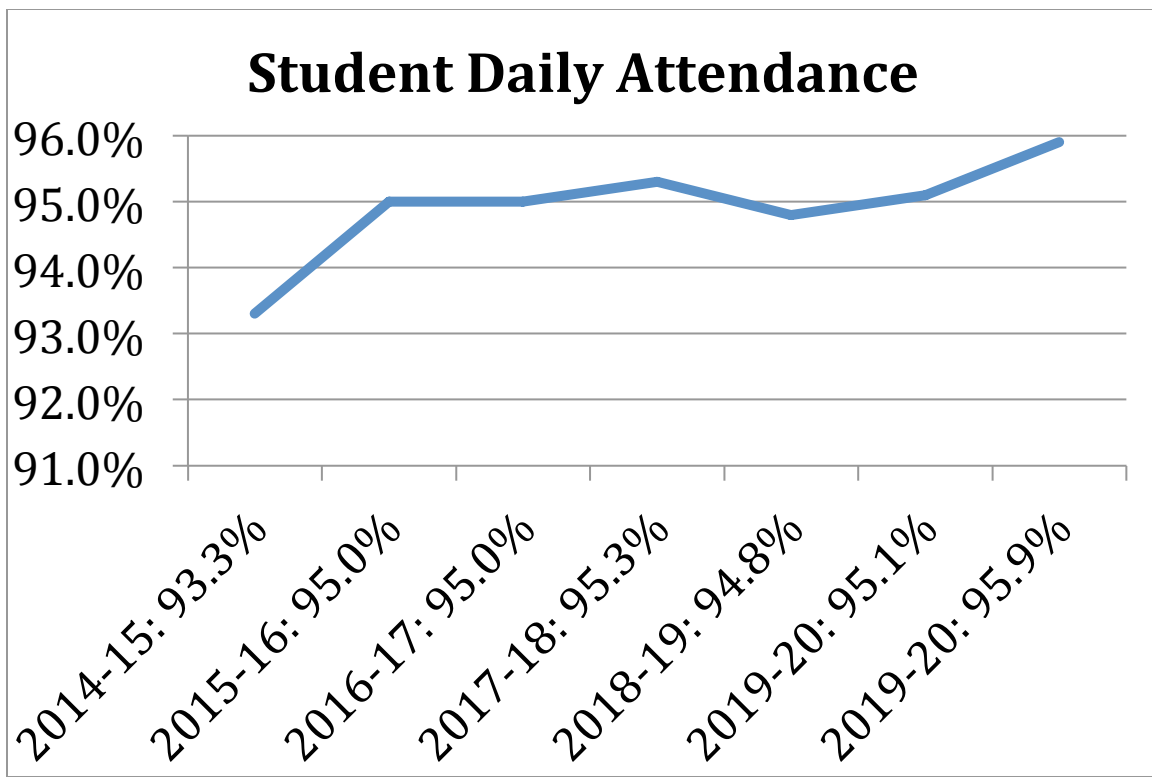
### Student Enrollment:



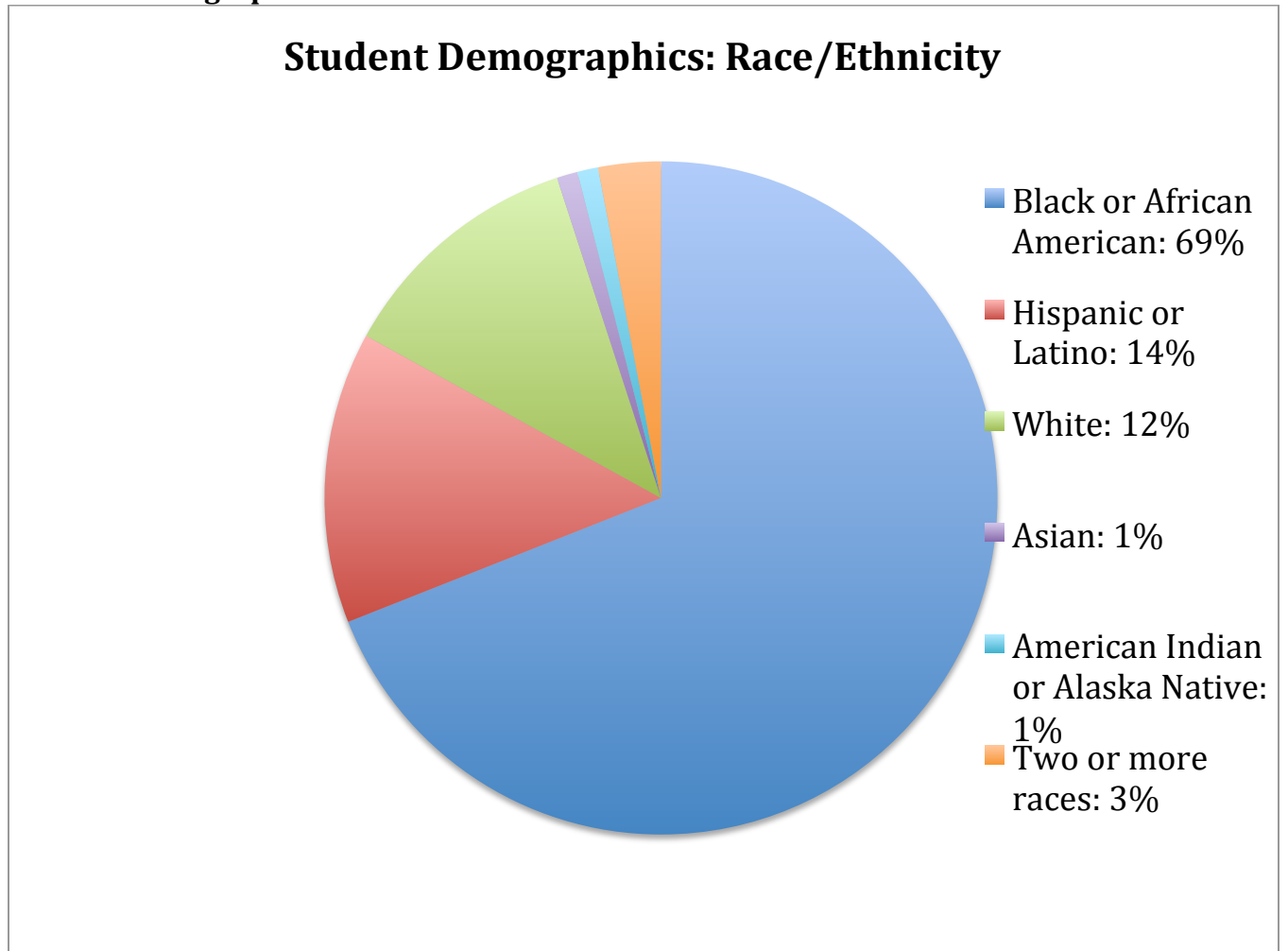
Our enrollment was strong for the seventh consecutive year. We added 8<sup>th</sup> grade in 2019-20, 2020-21 was our second year as a fully-grown out Kindergarten to 8<sup>th</sup> grade school.

### Student Attendance:

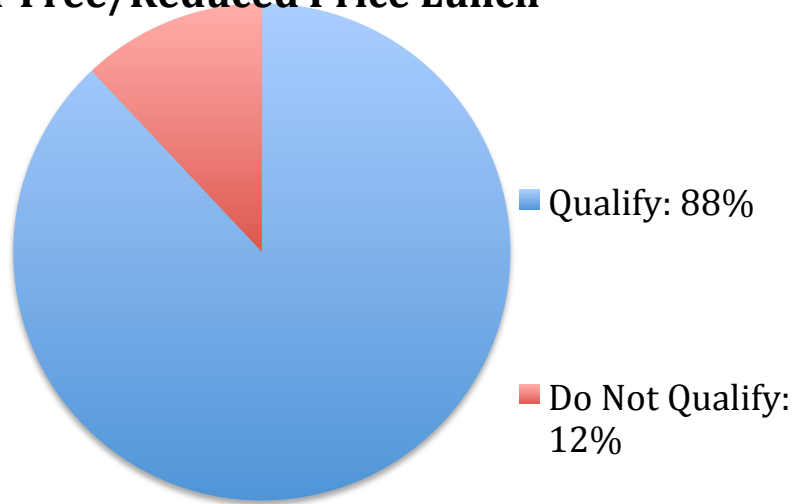
95 percent attendance is a goal in our authorizer contract. We did not hit that goal in our first year, but we did in our second, third, and fourth year. Our attendance dropped in 2018-19 to 94.8 percent, down from 95.3 percent in 2017-18. In 2019-20, our attendance percentage bumped back up to 95.1%. In 2020-2021 our attendance was 95.8%



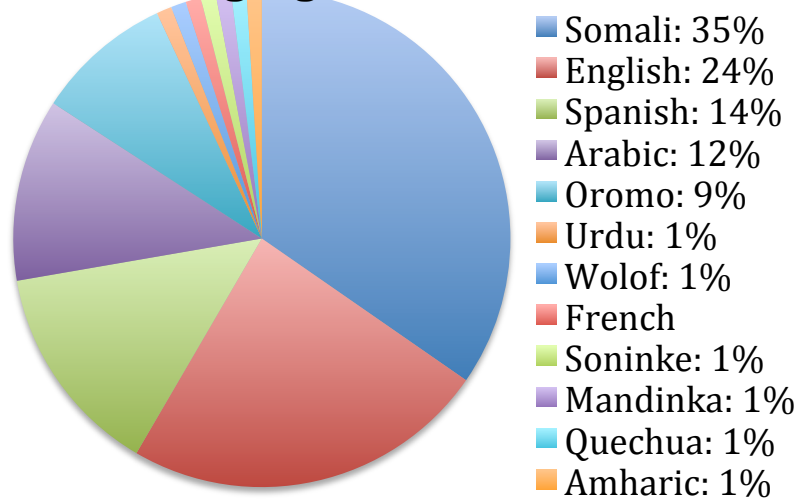
**Student Demographics:**



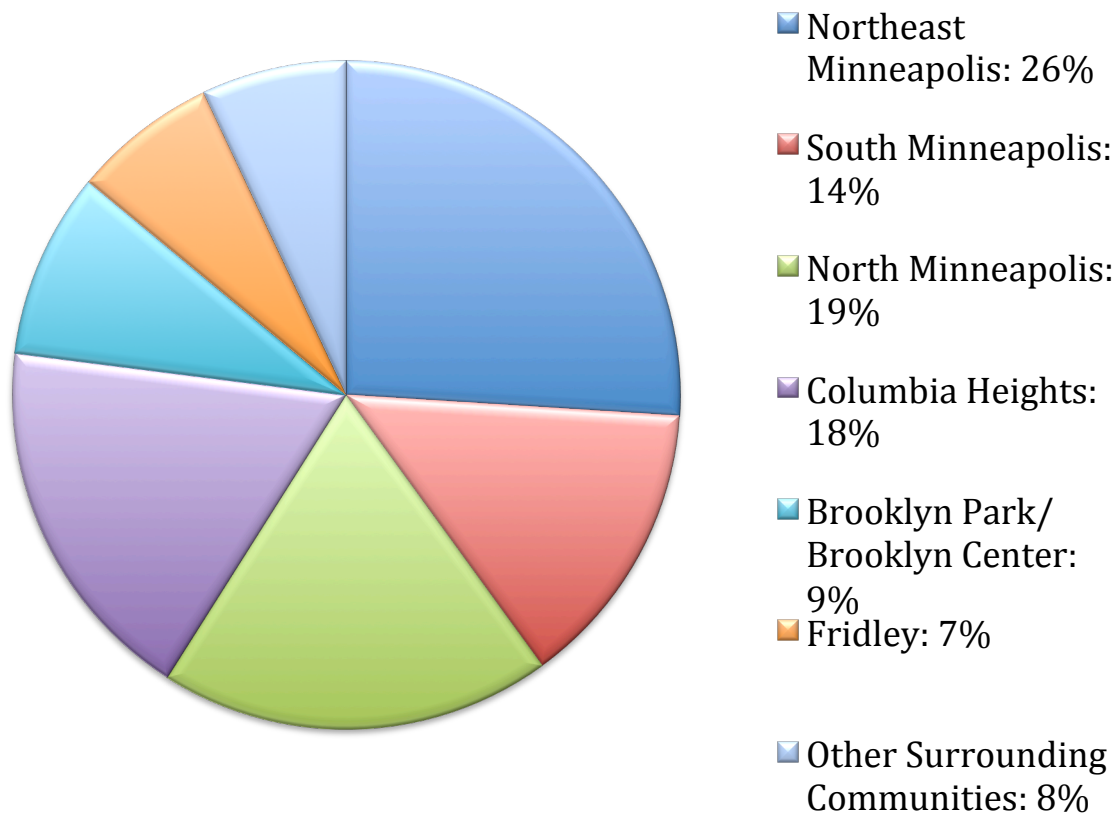
### Student Demographics: Students Qualifying for Free/Reduced Price Lunch



### Student Demographics: Primary Home Language



## Student Demographics: Where Students Live



As you can see in the graphs above, our students are racially and ethnically diverse and they speak twelve different languages in their homes. 69 percent identify their race as Black or African American. Within that group identifying as Black or African American, the largest majority of students are of Somali heritage, followed by African-American (or Black American), Oromo, and West African. Within the group that identifies as White, which was 12 percent of the student body in 2019-20, 90 percent of those families are from the Middle East or North Africa. Within the group identifying as Hispanic, which is 14 percent of our student population, those families originally come primarily from Ecuador or Mexico. 59 percent of our students live in the city of Minneapolis, with just under half of the Minneapolis residents living in our home of Northeast Minneapolis, and other large contingents from North and South Minneapolis. Our non-Minneapolis residents are concentrated primarily in Columbia Heights, but large and growing groups of students live in Brooklyn Park/Brooklyn Center, and Fridley. The demographic



diversity of our student population continued to grow in our seventh school year. As in 2019-20, there continued to be no single ethnic majority in our school.

### **III. Student Attrition:**

From the end of the 2020-21 school year to the start of the 2021-22 school year we were able to determine the following data on student attrition/retention:

- Students who finished the 2020-21 school year: 365
- 8<sup>th</sup> graders who graduated in 2020-21 school year: 33
- Current 2021-22 enrollment: 364
- Students who are new to the school for the 2021-22 school year: 85 (35 in Kindergarten)
- Students who returned for the 2021-22 school year: 279
- Students who did NOT return for the 2021-22 school year: 53 (this number does not include 8<sup>th</sup> graders who graduated in 2021)
- Percentage of students who returned: 84%
- Percentage of students who did *not* return (2021-22 attrition rate): 16%
- 2021-22 attrition rate: 16.0%
- 2020-21 attrition rate: 13.3%
- 2019-20 attrition rate: 24.3%
- 2018-19 attrition rate: 14.7%
- 2017-18 attrition rate: 15.0%
- 2016-17 attrition rate: 16.8%
- 2015-16 attrition rate: 22.8%

No lower than 85 percent student retention (continuous enrollment) is a goal in our authorizer contract. We did not quite meet this goal.

### **IV. Governance and Management/Administration:**

We held our fifth round of board elections in June of 2021. This resulted in the election of one new board member, Erica Ahlgren. This addition left our board with the following composition:

Jessica Waletski – Parent. Board Chair  
[Jmwalet1@hotmail.com](mailto:Jmwalet1@hotmail.com)  
 763-607-4685  
 Board Member: June 2017 to present

Joanna Schneider – Secretary, Teacher  
[boardchair@northeastcollegeprep.org](mailto:boardchair@northeastcollegeprep.org)  
 715-212-8406

Board Member: September 2014 to present

Bill Graves – Treasurer, Community Member  
[boardgovernance@northeastcollegeprep.org](mailto:boardgovernance@northeastcollegeprep.org)  
 612-743-5879

Board Member: June 2016 to present

Josh Crosson – Governance Committee Chair, Community Member  
[jcrosson@edalliesmn.org](mailto:jcrosson@edalliesmn.org)  
 202-957-2677

Board Member: June 2019 to present

Erica Ahlgren – Board Member, Community Member  
[ericaahlgren@gmail.com](mailto:ericaahlgren@gmail.com)  
 320-279-2750

Board Member: June 2021 to present

The board members bring a wide range of skills and experiences, including financial, fundraising, marketing, teaching, school leadership, and previous charter school board experience.

#### **V. Board Member Training:**

Our board members continue to take advantage of charter school board training opportunities in order to better equip themselves to perform the duties of a high quality charter school board. Over the 2020-21 school year, the following board training sessions were attended by board members:

- Board Role in Budget Development, offered by Great MN Schools (Board Member Waletski attended)
- What School Boards Should Know about Special Education, offered by CharterSource (Board Members Jagdeo, McKinley and Waletski attended)
- Understanding Student Data – NWEA MAP, offered by CharterSource (Board Members McKinley and Jagdeo attended)
- Understanding Student Data – MCA, offered by CharterSource (Board Members McKinley and Jagdeo attended)
- Crisis Management and Communication, offered by CharterSource (Board Members Jagdeo and Waletski attended)
- Reimagining Governance: Committing to Equity in Uncertain Times, offered by Education Board Partners (Board Member Waletski attended)
- Board Chair Governance, offered by Great MN Schools (Board Member Waletski attended)
- New Board Chair Orientation Series, offered by CharterSource (Board Member Waletski attended)

**VI. Staffing:**

	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	3	2	2	2	2
1 <sup>st</sup> Grade	2	2	2	2	2
2 <sup>nd</sup> Grade	2	2	2	2	2
3 <sup>rd</sup> Grade	2	2	2	2	2
4 <sup>th</sup> Grade	2	2	2	2	2
5 <sup>th</sup> Grade	2	2	2	2	3 for 5-6 <sup>th</sup> grade
6 <sup>th</sup> Grade	0	2	2	2	
7 <sup>th</sup> – 8 <sup>th</sup> Grade	0	0	1	3	3
Physical Education	1	1	1	1	0
Spanish	1	1	1 (replaced by STEM mid-year)	1 (left in November)	1
Arabic	1	1	1	1	1
Art	1	1	0	1	1
Music	0	0	1	1	1
ESL	2	2	3	1.3	3
Academic Intervention	2	2	2.3	2	2
SPED Teachers	3 (1 added Nov. 2016)	3.5	3.5	5.5	6
SPED Paraprofessionals	7.67 (2.67 added mid-year)	10	10	11.5	13
Office Manager	1	1	1	1	1
Director	1	1	1	1	1
Assistant Director	1	1	1	1	1
Academic Interventions Coordinator	1	1	0.7	0	0
Dean of Students	1	1	1	1	1
Curriculum & Instruction Coordinator	0	0	1	0	1
Instructional Coach	0	0	0	3	2
Talent Development Coordinator	0	0	1	0	0
Office Assistant/Outreach	3	4	4.5	4.5	5

ch/Kitchen					
Operations Coordinator	0	1	1	1	0
Social Worker	0.5	1	1	1	1
Custodial	1	1	1	1	1
Total FTE	41.17	49.5	53	56.8	58

*Equitable Access to Excellent Teachers:*

All of our classroom teachers, specialists and supporting teachers in 2020-21 had the appropriate licensure area for their teaching assignment, except for a few cases in which we applied for and were granted a Tier 1 or Tier 2 license (formerly known as a personnel variance). In each of these cases, we were unable to find a licensed teacher who had sufficient experience and appropriate mindset to successfully teach our students, so we had to find an internal or external candidate who did have such experience and mindset and apply for a Tier 1 or Tier 2 license for them.

All grade level teams do common planning for all subject areas and all planning is aligned to state standards. During the 2020-21 school year, all students took three FAST reading exams and three iReady diagnostic exams. These were taken in the fall, winter, and spring. Regardless of which classroom students are in (each grade had two classrooms), students are engaging with the same rigorous grade level standards and thus have equal access to a rigorous curriculum.

### **VII. School Director Professional Development Plan**

The school secured grant funding to provide executive coaching during the 2020-21 school year to the Executive Director, Carl Phillips.

### **VIII. Finances:**

Northeast College Prep finished the 2020-21 school year in strong financial health with a fund balance of \$1,122,818 (15%). Note that these are preliminary (unaudited) results. A 15% fund balance is a strong position to be in after just seven years of operations. The keys to this success have been strong enrollment, sound financial management, and robust fundraising.

One financial highlight of the 2020-21 school year was being named a recipient of the Minnesota School Finance Award for the seventh consecutive year. This is awarded to schools to recognize timely submission of financial data, strong financial health indicators, and accuracy in financial reporting.

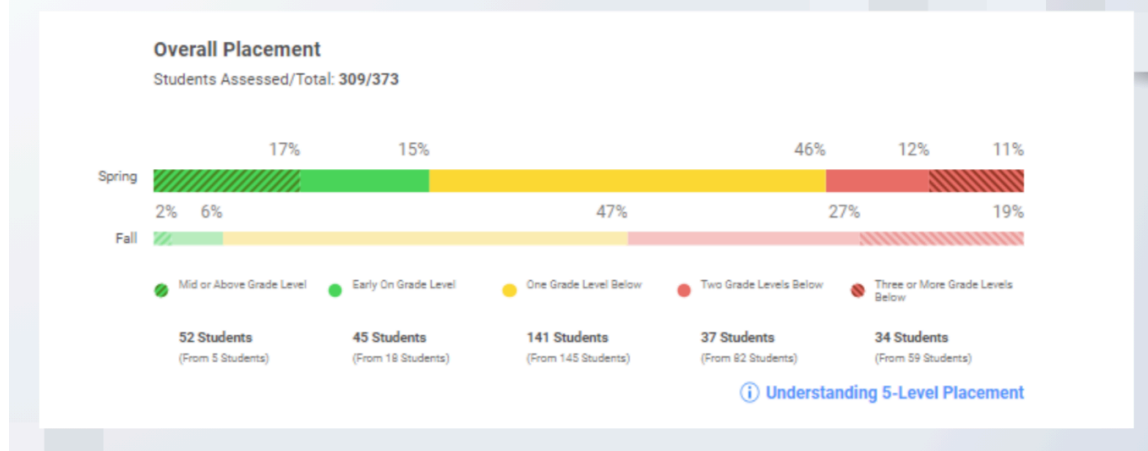
### **IX. Academic Performance:**

Given that our student population was overwhelmingly from minority racial and ethnic groups and 88% qualified for free or reduced price lunch, our student achievement goals aligned with the goals of the World's Best Workforce legislation to ensure that all students in third grade achieve grade-level literacy and all achievement gaps are closed.

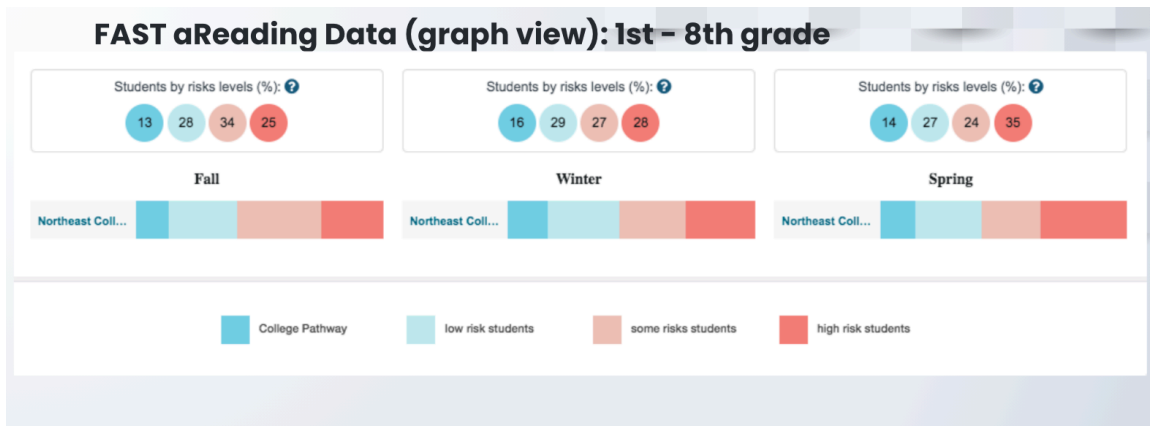
The 2020-21 school year was unlike any other in our nation's history, particularly in the era of test score accountability. Academic goals, broadly, did not change. But the conditions for achieving those goals changed massively. The degree of change of the conditions for student learning cannot be overstated. Our test scores dropped significantly. There is a lot of ground to make up in the coming years. We made massive and honorable efforts to get all students tested on MCAs and our nationally-normed reading (FAST) and math (iReady) assessments. We achieved getting 75-80% of students tested. To get to this point, we had to bring students who were learning from home to school in cabs afternoons/early evenings. For students that were learning in-person, we had to socially distance, stagger testing times, and use alternative spaces in order to get all students tested in safe environments. Many schools did not invest the time and resources necessary to make this happen. We chose to do it because we wanted to have a true sense of how the pandemic had impacted our students. It is obvious that it impacted them significantly in so many ways, including academic test scores. The test scores for 2020-21 were as follows:

iReady math diagnostic data (fall to spring):

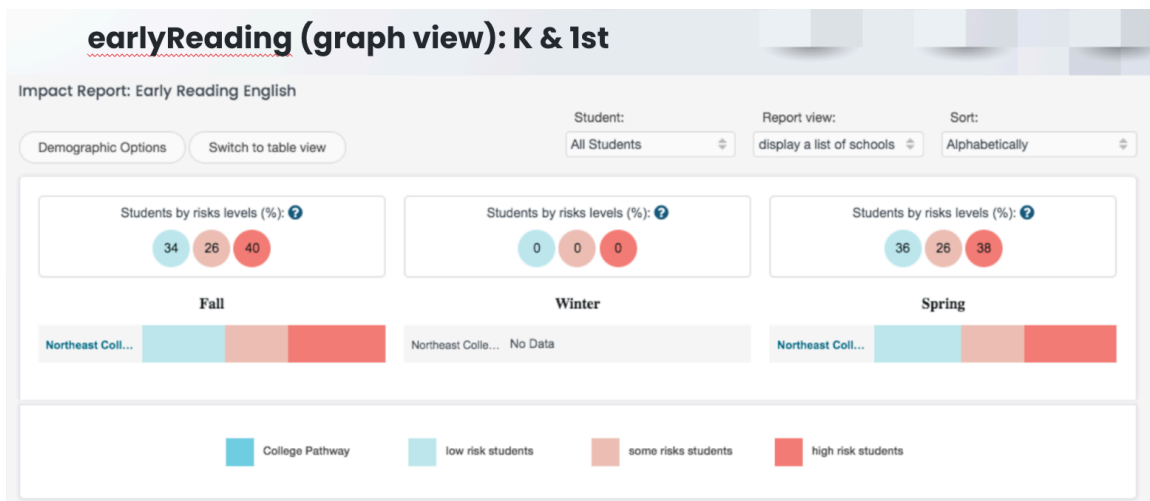
### Fall to spring math diagnostic data



iReady math growth (fall to spring):



FAST early Reading data (fall to spring):



MCA Reading:

## Preliminary Reading MCA results

	Percent meets/exceeds	Charter goal
3rd	28% Not Tested (NT) No CE	<b>46% - Overall</b> <b>60% - CE&gt;4 year</b>
4th	26% 1 CE - 100%	
5th	33% 19 CE - 31%	
6th	53% 15 CE - 57%	
7th	24% 14 CE - 22%	
8th	26% 11 CE - 18%	<b>47% - Overall</b> <b>60% - CE&gt;4 year</b>
All	31% 60 CE - 35%	<b>46% - Overall</b> <b>60% - CE&gt;4 year</b>

MCA Math:

## Preliminary Math MCA results

	Percent meets/exceeds	Charter goal
3rd	23% Not tested (10) 0 CE	<b>48% - Overall</b> <b>60% - CE&gt;4 year</b>
4th	24% NT (8) 1 CE - 100%	
5th	6% NT (13) 18 CE - 5%	
6th	30% (3) 15 CE - 26%	
7th	3% (6) 18 CE - 5%	
8th	13% (8) 11 CE = 27%	
All	15% 63 CE - 16%	

### X. Professional Development:

Meaningful, on-going, job-embedded professional development is a major focus for us every year. The table that follows shows our professional development topics throughout the year. We had to adapt our focus to the changing circumstances. We had a total of 19 full days of professional development over the course of the school year, as well as 1 hour every Wednesday afternoon (students are dismissed two hours early on Fridays). This added up to close to about 180 hours of professional development over the course of the school year. In addition to the top priority areas of data-driven instruction in math, reading, and writing, additional professional development topics included the following areas of focus:

- Responsive Classroom, Equity, IB, ENVoY, Welcoming Schools

PD topics over the 2020-21 school year:



8/10/20	New staff Day One *Zoom Norms & Basics
8/11/20	New Staff Day Two
8/12/20	New Staff Day Three
8/13/20	Remote ENVoY
8/14/20	Remote ENVoY
8/17/20	*All Staff Day One *Morning: What is school going to look like this year? *Staff Handbook *Live Teaching on Zoom/Synchronous & Asynchronous Teaching (Schoology/Seesaw Platforms embedded)
8/18/20	*Ready Classroom Math PD
8/19/20	*Hopes & Dreams *Grade level teams complete asynchronous math prep-pacing guide orientation, unit 1 internalization, returning teachers add to academic recovery plans in staff handbook (prepped by Joe & Laura)
8/20/20	Morning: *Schoology/Seesaw Platforms *Equity Team Afternoon: *Staff Agreements
8/21/20	*Social Cohorts Meet
8/24/20	*1 hour: Literacy Footprints Overview (3/4 & all K-4 co-teachers) *30 min: Lexia & Epic *3.5 hours: Digital Literacy Footprints (K-4 lead teachers, co-teachers, AST *1 hour: K-4 Assessment during DL (K-4 lead teachers, co-teachers, AST & SPED) *Amplify (5-8)  1:00 - 1:30 Performance Matters Meeting
8/25/20	Individual coaching meetings and work time
8/26/20	*IB PYP Training
8/27/20	Individual coaching meetings and work time
8/28/20	*Social Work Training/ Trauma-Informed Practices *Behavior/Engagement Management & Intervention (RC/ENVoY, Code of Conduct, SEL etc.) *Insurance/Benefits reps available *Walk through/final training for BTS/FAST
8/31/20	*Schoolwide Family Communication Plan/Remind *Teacher Prep for Virtual Home Visits
9/1/20	*Virtual Home Visits
9/2/20	*Virtual Home Visits *Alexa 10:00 - 1:00 Blast Training
9/3/20	*Virtual Home Visits *Dana 10:00 - 1:00 HD Word Training
9/4/20	*Virtual Home Visits
9/8/20	First Day of School

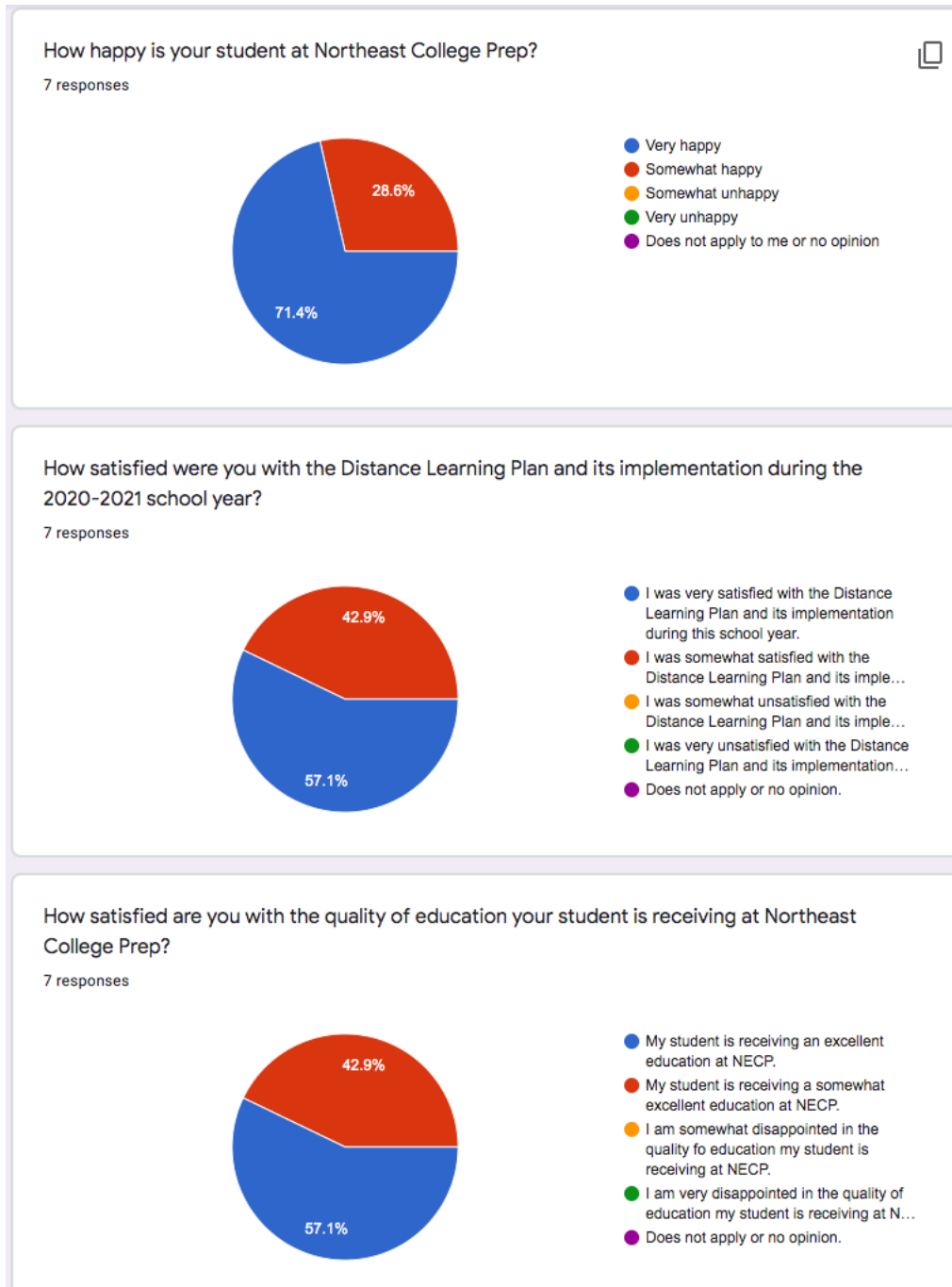
9/9/20	Time w/co-teachers or work time
9/16/20	Schoology training
9/23/20	K Lead Teachers: Work Time 1st-4th Lead Teachers: 1st-4th Literacy Assessment during Distance Learning (1 hr)  5-8 Ready Classroom Mathematics Q&A w/specialist from Ready (confirmed)
9/25/20	Student Free Day - K-6 IB Unit 1 Reflection & Unit 2 Planning; planner feedback Launch IB Self Study Build in work time 5/6: time to roll out WIN time planning
9/30/20	Conferences Overview
10/2/20	Student Free Day - 3 hours: Ready Classroom PD
10/7/20	Schoology/Power Teacher Pro Grading Follow-Up (30-60 min--TBD)
10/21/20	Time for community building Report Card Training (citizenship grades, comment banks)
10/28/20	No PD (report cards are due)
11/4/20	Community Building/Connection Systems maintenace for schoology/changing terms to quarters (30min)
11/11/20	Equity Team
11/18/20	MTSS
11/20/20	Student Free Day - K-6 IB Unit 2 Reflection & Unit 3 Planning
12/2/20	Equity Team
12/9/20	Optional Positive School Culture Committee Event: Virtual Game Day
12/16/20	K/1 Vertical alignment 2-6 work time/no PD
1/4/21 (Monday)	Math PD Ready Classroom & Work Time
1/6/21	Equity Team
1/13/21	Welcoming Schools
1/15/21	Student Free Day - K-6 IB Unit 3 Reflection & Unit 4 Planning
1/20/21	ACCESS Training
1/27/21	Conferences Overview
2/3/21	Work Time ACCESS training for those administering ACCESS test/supporting ACCESS
2/10/21	No PD Conference Prep

2/17/21	Equity Team
2/24/21	ELD Training 1 hour: goes toward relicensure
3/3/21	IB Peer Review
3/10/21	Math Night Prep
3/17/21	MCA Training
3/24/21	HOLD for school model shift
3/31/21	HOLD for school model shift
4/7/21	Spring Break
4/14/21	2 hours MCA Training  K-6 IB Unit 5 Reflection & Unit 6 Planning
4/23/21	Logistics
4/30/21	Class Distribution for 2021-22
5/7/21	Equity Team
5/28/21	K-6 teachers independently do PYP Unit 6 Reflections Work on EOY checklist
6/4/21	Time to fill out ED's 360 review
6/14/21	8:00 - 9:00: All staff closing 1:00 - 2:00: FOB check-in in conference room and also COVID testing in cafeteria 2-3:45: Summer school planning meeting
6/15/21	2-3:45: Summer school planning meeting

## **XI. Parent Satisfaction**

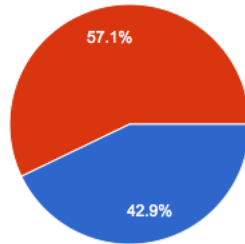
Parent satisfaction with the school has always been very important to us and our parent survey feedback has always been strong. Our annual parent survey looked different at the end of the 2020-21 school year than it had in most other school years because we were in the middle of the global pandemic and we had been in distance learning all school year. We also had surveyed families already 4 different times with very long and extensive surveys related to which school model they thought we should be in and they wanted for their children. By the end of the school year, there was some “survey fatigue” when it came time for the parent satisfaction survey—fatigue on the part of the parents and on the part of our staff. Each time we surveyed families during the school year about the school model, we had to use about 80 staffing hours to call every single family and survey them for 20-30 minutes in 5 different languages. We believed this was essential as the decision of our school model was so consequential for them. We believed they

deserved to understand all of the variables involved and we believed they deserved a chance to weigh in with an informed opinion. And we believed they deserved this regardless of what their native language was. This took an incredible amount of time and effort on our part as a school. So when it came time for the end of year survey, we just did not have the staffing capacity to do this kind of outreach to our families. Very few of our families ever respond to google surveys. So we got a low response rate to our end of year survey. It was about 5%. Here are the results of the 2020-21 parent satisfaction survey:



How much is your student learning at Northeast College Prep?

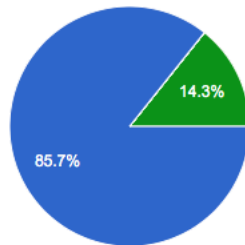
7 responses



- My student is learning a lot at Northeast College Prep.
- My student is sometimes learning at Northeast College Prep.
- My student is seldom learning at Northeast College Prep.
- My student is not learning at Northeast College Prep.
- Does not apply to me or no opinion.

How safe is your student at Northeast College Prep?

7 responses



- Northeast College Prep is a very safe school.
- Northeast College Prep is sometimes a safe school.
- Northeast College Prep is sometimes not a safe school.
- Northeast College Prep is not a safe school.
- Does not apply or no opinion.

How welcome do you feel at Northeast College Prep?

7 responses

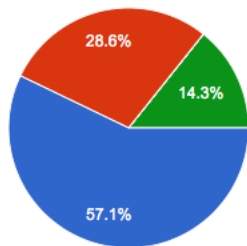


- I always feel welcome when I come to Northeast College Prep.
- I sometimes feel welcome when I come to Northeast College Prep.
- I sometimes feel unwelcome when I come to Northeast College Prep.
- I feel unwelcome at Northeast College Prep.
- Does not apply or no opinion.

How satisfied are you with the school's lunch program?



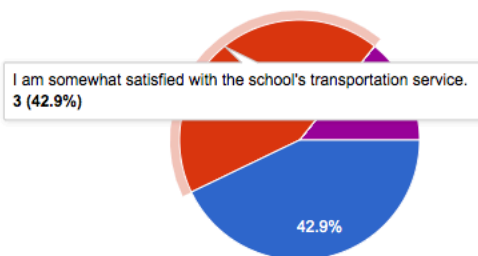
7 responses



- I am very satisfied with the school's lunch program.
- I am somewhat satisfied with the school's lunch program.
- I am somewhat unsatisfied with the school's lunch program.
- I am very unsatisfied by the school's lunch program.
- Does not apply or no opinion.

How satisfied are you with the school's transportation service?

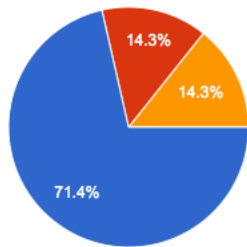
7 responses



- I am very satisfied with the school's transportation service.
- I am somewhat satisfied with the school's transportation service.
- I am somewhat dissatisfied with the school's transportation service.
- I am very unsatisfied with the school's transportation service.
- Does not apply or no opinion.

How satisfied are you with the communication you receive from the school?

7 responses

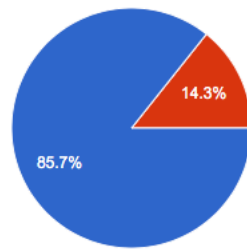


- I am very satisfied with the communication I receive from the school.
- I am somewhat satisfied with the communication I receive from the school.
- I am somewhat unsatisfied with the communication I receive from the school.
- I am very unsatisfied with the communication I receive from the school.
- Does not apply or no opinion.

Overall, how satisfied are you with Northeast College Prep?



7 responses



- I am very satisfied with Northeast College Prep.
- I am somewhat satisfied with Northeast College Prep.
- I am somewhat unsatisfied with Northeast College Prep.
- I am very unsatisfied with Northeast College Prep.
- Does not apply or no opinion.

Would you recommend Northeast College Prep to family or friends?

7 responses



- I would (or have) recommended NECP to my family or friends.
- I would recommend NECP with some reservations to my family or friends.
- I would not recommend NECP to my family or friends.
- Does not apply or no opinion.

## **XII. Innovative Practices**

We believe that our combination of programs (International Baccalaureate, Responsive Classroom, ENVoY, Talent Development) is quite innovative. Our longer school hours than the local district, more professional development hours, and abundant teacher coaching is also innovative and aligned to what research suggests is most important for the success of schools serving a high percentage of students who qualify for free or reduced price lunch. Another innovative aspect of our school model is the language instruction and the way we offer two specialist classes daily. All of our students are learning both Arabic and Spanish, in addition to the primary language of instruction, which is English. There is a large body of research showing that exposure to a student's native language in school enhances success in school and English language acquisition. About 25 percent of our student body's native language is either Spanish or Arabic and another 50 percent or so get significant exposure to Arabic from a young age through their religious instruction outside of school, so our model of offering Spanish and Arabic is strongly in line with research on promoting success in school and English language acquisition in our student population.

### **XIII. Major Accomplishments in 2020-21 and Future Plans**

#### *Accomplishments:*

- We had several major accomplishments in 2020-21, as cited below:
- **Transfer of building ownership to the NECP ABC (Affiliated Building Corporation)**
    - This was planned and worked on throughout the 2020-21 school year and it finally officially occurred in September 2021. We now, effectively, own our building, a major milestone.
    - This took well over a hundred hours of work from the school leadership team, but sets the school up on solid footing for many years.
  - **“Good to Great” Grant from Minnesota Comeback (Winter 2019 to present)**
    - We applied for and received this grant in 2019. The purpose of the grant was to assist us in going from “good to great.” This process began with a school quality review funded by the grant and done by Bellwether Education. It then led to us using the school quality review to identify our top priorities to improve as a school over the next four years and a “success plan” for how to hit those top improvement priorities. It concluded with an appeal to Great Minnesota Schools for additional grant funding in order to be able to implement the “success plan” with fidelity. This appeal was successful in securing \$472,000 over the next four years to implement this success plan. The grant will pay for curriculum, training, and technical supports. In 2020-21, we hit necessary benchmarks in order to receive the second year of grant funding.
  - **Starting the school year in distance learning, continuing with distance learning (with a small in-person program of 12% of our students who were struggling the most), then shifting to in-person learning in April 2021.**
    - When schools closed in mid-March 2020, our students' families faced immediate challenges. Many lost jobs and they depended on the daily breakfast and lunch that their children received each day at school; only about 40% had adequate technology and internet access to engage in distance learning via online platforms; most were not quite sure how to adapt to distance learning. We responded quickly and decisively. In order to ensure that all families who needed those daily meals got them, we cut ties with our transportation company, who had been woefully unreliable and unsanitary, and we contracted with another company to deliver 10 meals a week to any student whose family requested them. This company temperature checks their drivers each day before they started work and sanitizes its vehicles at the end of each day. We have been delivering well over 1000 meals each week ever since the second week of school closure in March. We quickly organized, prepared, and then distributed all of the technology



we had in our building and then applied for (and got) a \$21,000 grant to buy additional technology. By March 25th, all students had adequate technology to engage in distance learning. In order to be responsive to families' needs throughout the COVID time, we made weekly calls to every family, asking each week if their basic needs are taken care of, if they are healthy, if their technology is still working, if their children need any particular assistance with their schoolwork, and more. Many different needs came up, including needs for basic supplies (diapers, cleaning supplies). We met those needs. Teachers adapted their instruction to an online format quickly and skillfully. They learned from each other and steadily got better each week at creating online lessons.

- Based on family feedback, we put together a summer school in about two weeks at the end of the school year. Families expressed that they wanted to continue their children's learning over the summer. About 140 students attended and the focus was on literacy.
- In fall 2020, we planned a new "distance learning 2.0" model that included more training for our teachers in Zoom techniques, better technology equipment for our students and staff, and more supports for all students, especially struggling students. These supports included online study hall for struggling students, extra reading interventions for early and struggling readers, and continuing additional food deliveries for struggling families.
- In November 2020, we added 12% of our students who were struggling mightily with distance learning. We brought them to the school building every day and ensured that they were engaging in their classes and were getting the support they needed.
- In April 2021, we shifted to in-person learning, which 70% of families chose for their children. We maintained a quality online program for the remaining 30% who stayed at home.

#### *Future Plans:*

One of our major future projects is creating a more robust system of data. This system will enable us to track more easily individual student progress over time. It will also enable us, over time, to compare data from different assessments (FAST, iReady, MCA, unit and weekly assessments, etc.) to get better at predicting student performance on the MCAs and have a better sense, in real time, of whether or not a given student is performing on grade level. We have begun implementing this system by purchasing Performance Matters data management platform. We already have it up and running and we have begun comparing student performance on different assessments.

We will also be in the fifth year of our Alternative Delivery of Student Interventions Services (ADSIS) grant in 2020-21. This grant enabled us to continue to have 2 academic intervention teachers (funded by ADSIS—we have other ones

not funded by ADSIS) and a full-time social worker for the 2020-21 school year. The academic intervention teachers will continue to be instrumental in helping us meet the particular academic needs of a wider range of students. Our school serves students from an incredibly diverse range of racial, cultural, socioeconomic, and linguistic, backgrounds and circumstances. Meeting the particular needs of each student is an on-going challenge. Having these academic intervention teachers will continue to greatly enhance our school's capacity to meet all of their needs. The social worker will provide leadership and support in meeting social and behavioral needs for our students. He will also assist our student's families in accessing needed resources outside of our school.

A major plan on the horizon soon will be expanding into the lower level of our new building. That plan is on hold for now, though. During the summer of 2020, we completed major improvements of our cafeteria and middle school space, enabling our middle school to exist in a much more self-contained way than before. Because of these projects, currently we have enough space to house our program for several more years and we will not need to expand into the lower level of our building soon. This represents a huge savings in time, money, and resources.

#### **XIV. Northeast College Prep: Continuous Improvement Plan 2021-22**

Northeast College Prep is implementing many different measures in the upcoming 2021-22 school year to continue our process of improvement.

##### **Areas of Focus for the 2021-22 School Year:**

This continuous improvement plan will focus on our academic goals, which are those in our authorizer contract:

- The school will demonstrate grade level and school wide proficiency rates in math and reading that exceed those of the state of Minnesota and Minneapolis Public School District.
- The percentage of students achieving "on track" growth in math and reading will exceed the state average.

We also developed additional (and more detailed) goals through the "Good to Great" process. Through conversations with Great MN Schools, these goals were pushed back by one year due to the pandemic, so these goals are now as follows:

##### **Academic Goals:**

- MCA Math (proficiency): Over the next 3 school years (from 2021-22 through 2023-24), here are our target numbers for school-wide proficiency: 55%, 63%, 68%
- MCA Reading (proficiency): Over the next 3 school years (from 2021-22 through 2023-24), here are our target numbers for school-wide proficiency: 52%, 59%, 67%
- MCA Math (on-track growth): Over the next 3 school years (from 2021-22 through 2023-24), here are our target numbers for school-wide proficiency: 55%, 60%, 63%

- MCA Reading (on-track growth): Over the next 3 school years (from 2021-22 through 2023-24), are our target numbers for school-wide proficiency: 52%, 57%, 63%
- MCA Science (proficiency): Over the next 3 school years (from 2021-22 through 2023-24), here are our target numbers for school-wide proficiency: 40%, 46%, 53%

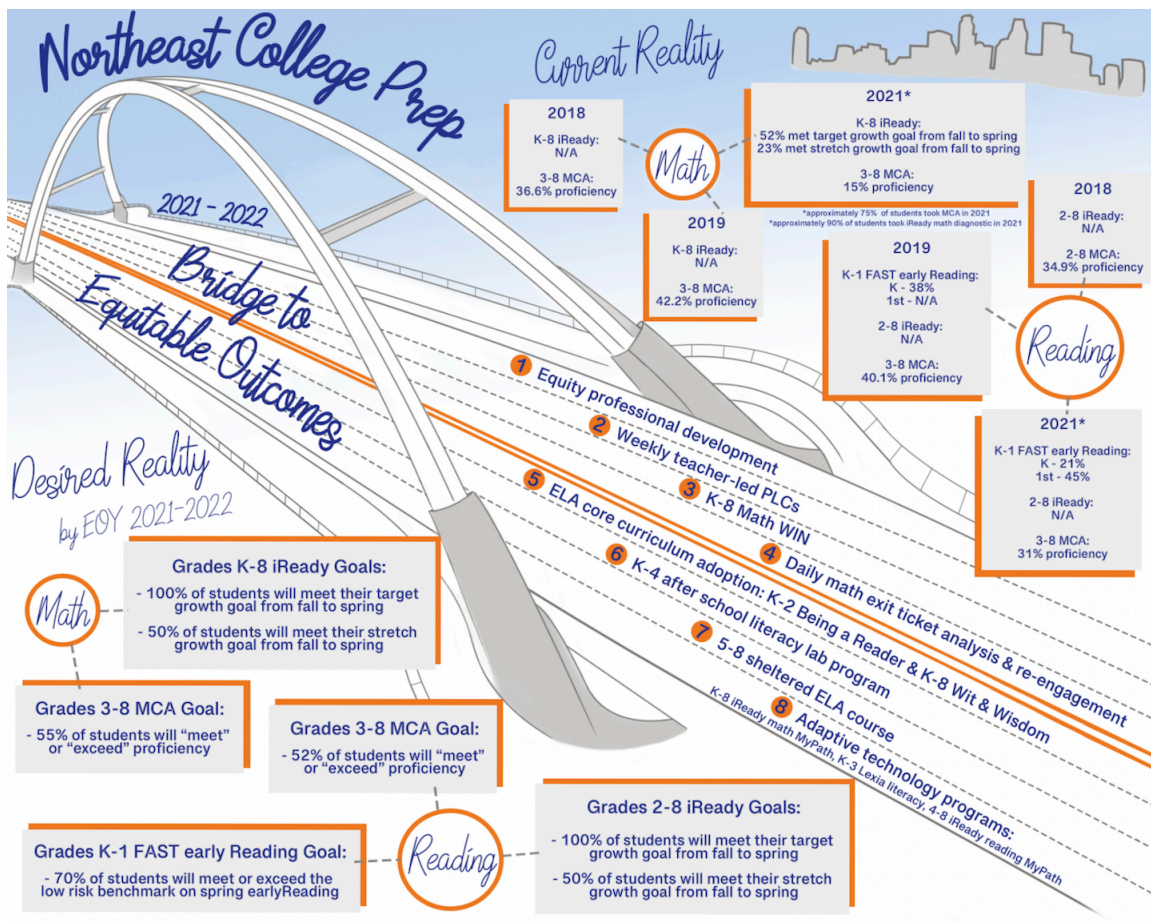
**Student Talent Development Goals:**

- Percent of students involved in a talent development opportunity: Over the next 3 school years (from 2021-22 through 2023-24), here are our target numbers: 60%, 65%, 70%
- Percent of students who increased personal areas of passion from BOY to EOY (survey data): Over the next 3 school years (from 2021-22 through 2023-24), here are our target numbers: 60%, 65%, 70%

**Teacher Growth Goals:**

- Percent of teachers who believe coaching support is making them a stronger teacher (survey data): Over the next 3 school years (from 2021-22 through 2023-24), here are our target numbers: 85%, 90%, 90%

The school-wide goals we have established for the year are best reflected in this document:



### The role of the board in the continuous improvement plan:

Our strategic planning process also resulted in several actions taken on the part of the board to strengthen oversight of the school's pursuit of charter contract goals. One such action was to create an Academic Committee to monitor the school's progress toward the annual academic goals. This group met quarterly during the 2019-20 school year prior to the pandemic to review interim assessment data, monitor progress, and ensure that the Director is accountable for academic outcomes. In the 2020-21 school year, the Academic Committee met monthly. The Governance Committee, another outcome of the strategic planning process, made great strides last school year to align the Director evaluation to the annual and interim academic goals. This work done by these committees, along with the work by the administrative team, is ensuring that there are clear lines of accountability from the board to the Director, through the administrative team, and down to the teachers, so that no student falls through the cracks.

### XV. Authorizer Contact Information

If you would like to contact Northeast College Prep's authorizer directly, you may contact Liz Wynne, Executive Director of Student Achievement Minnesota, at:

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