


MIDWAY ☆ ACADEMY

Annual REPORT

2023-2024

MIDWAY ☆ ACADEMY
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 <https://midwaystar.org/>

 (651) 642-0667


 info@midwaystar.org

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School Information

Contact Information

Midway Star Academy Charter School
1091 Snelling Avenue N.
Saint Paul, MN 55108
Telephone: (651)642-0667
Fax: (651)642-0668

History

2005-06 Academic Year

Grades Served

Kindergarten to 8th Grade.

Mission and Vision

Mission:

Midway Star Academy will provide students with educational opportunities that are respectful of the students' background and culture, learning styles and interests, enabling them to meet high academic expectations in an environment that allows them to celebrate their own unique culture while learning American customs and what it means to be a citizen

Vision:

The academic focus of Midway Star Academy is to integrate students into the scholastic community of Minnesota and enable students to use their talents and experiences to achieve to the best of their ability.



Authorizer

Pillsbury United Communities, Office of Public Charter Schools
Liaison: Larry McKenzie (LarryM@pillsburyunited.org; 612 302-3409)
1701 Oak Park Ave N, Minneapolis, MN 55411



Statutory Purposes

The primary purpose of mission-driven charter schools is to improve the learning achievement, and success of all students. The additional purposes of charter schools are to:

1. increase quality learning opportunities for all students;
2. encourage the use of different and innovative teaching methods;
3. measure learning outcomes and create different and innovative forms of measuring outcomes;
4. establish new forms of accountability for schools; or
5. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Midway Star seeks to meet the additional purposes of increasing quality learning opportunities for all students and encouraging the use of different and innovative teaching methods.

- *Increase quality learning opportunities for all students:* At Midway Star, we provide quality learning opportunities for all students. We achieve this by setting high academic expectations, monitoring individual student progress, and using effective curriculum and programs. We also regularly recognize student successes. Our student body is predominantly Second-Generation Americans with Somali and East African backgrounds. To support this diversity, we offer Somali language classes and host cultural events. This helps us create a learning environment that values and respects our students' cultures.

Encourage the use of different and innovative teaching methods: At Midway Star, we promote innovative teaching methods that prioritize student needs. Our approach focuses on personalized, student-centered learning that incorporates culturally relevant practices. This includes using strategies that integrate students' interests, provide opportunities for student voice and feedback, and offer choices that allow students to take ownership of their learning.

Student Enrollment & Demographics

Dissemination of Information

Midway Star employs multiple strategies to disseminate information and draw in new students that reflect the diversity of MN's population and targeted groups. Our outreach includes word-of-mouth referrals, community gatherings, and multiple parent information nights. Furthermore, our school website and regular newsletters keep families informed about our programs, events, and accomplishments.

Number of Students Enrolled	2021-22	2022-23	2023-24
Kindergarten	38	54	54
1st Grade	56	63	43
2nd Grade	50	70	51
3rd Grade	50	60	58
4th Grade	45	71	37
5th Grade	44	60	44
6th Grade	43	61	46
7th Grade	39	60	43
8th Grade	34	48	42

DEMOGRAPHICS

Demographic Trends	2023-24
Total Enrollment	444
Special Education	8%
English Learners	70%
Free/Reduced Priced Lunch	90%
Black/African American	443
Hispanic/Latino	0
Asian/Pacific Islander	0
American Indian/Alaskan Native	0
White, Not of Hispanic Origin	1
Two or More Races	0

Student Attendance, Attrition, and Enrollment Process

Brief narrative on attendance and attrition trends

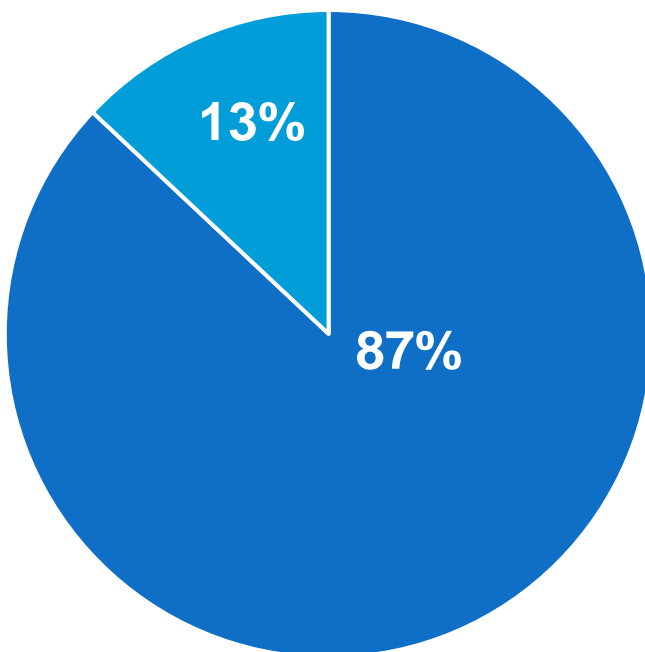
Student Attendance Rate

Year	Student Attendance Rate
2023-24	89.66%

Student Attrition

Description	Number
Students who were in attendance on October 1, 2023	416
of those students remained until the end of the school year	400
Students who left the school after October 1, 2023	23
New students enrolled after October 1, 2023	26
Total students who were enrolled on June 1, 2024	419
Students who were enrolled on June 1, 2024 and re enrolled in September of 2023.	340

Student Retention Rates



# of Students Eligible to Return for FY25	# of Students Returning for FY25	% of Students Returning FY25
377	330	87%

Member Name	Board Position	Affiliation	Date First Elected/ Appointed	Appointed/ Elected	Term End Date	Email Address
Abdiweli Mohamud	Chair	Community		Elected	6/30/2024	amohamud@metro schoolsmn.org
Amina Abdullahi	Member	Parent	8/1/2019	Elected	6/30/2026	aminaabdullahi021284@gmail.com
Osman Ali	Member	Community	5/15/2020	Elected	6/30/2026	oali@metro schoolsmn.org
Abdulkadir Abdalla	Vice-Chair	Community	7/1/2020	Elected	6/30/2026	a.dahir.abdalla@gmail.com
Kaltoon Aded	Member	Teacher	3/2022	Elected	6/30/2026	kaded@midwaystar.org
Anna Hemstead	Member	Teacher	8/25/23	Appointed	6/30/2026	ahemstead@midwaystar.org

Governance and Management

Board of Directors

The Midway Star Board of Directors is responsible for the overall governance of the school. The School Board is the primary decision-making body on matters concerning the development and implementation of all school policies. The Board provides leadership for policy development, regularly reviews academic performance, evaluates the executive director, and monitors student, parent, and staff satisfaction. The following table lists the governing board for the 2023-24 school year.

Board Training and Development

Possessing the necessary knowledge in key areas such as finance, policy, legal, personnel, and education is essential for a board to be effective. Therefore, Midway Star Board of Directors participate in training annually to ensure all members have the necessary knowledge to be informed and proficient members. Each year, all board members complete a self-evaluation to identify gaps in their knowledge of governance. A board development plan is then created and training is provided throughout the year based on the needs identified in the survey. The tables below indicate the initial training completed by new board members and the annual training completed by all board members during FY24.

Initial Training

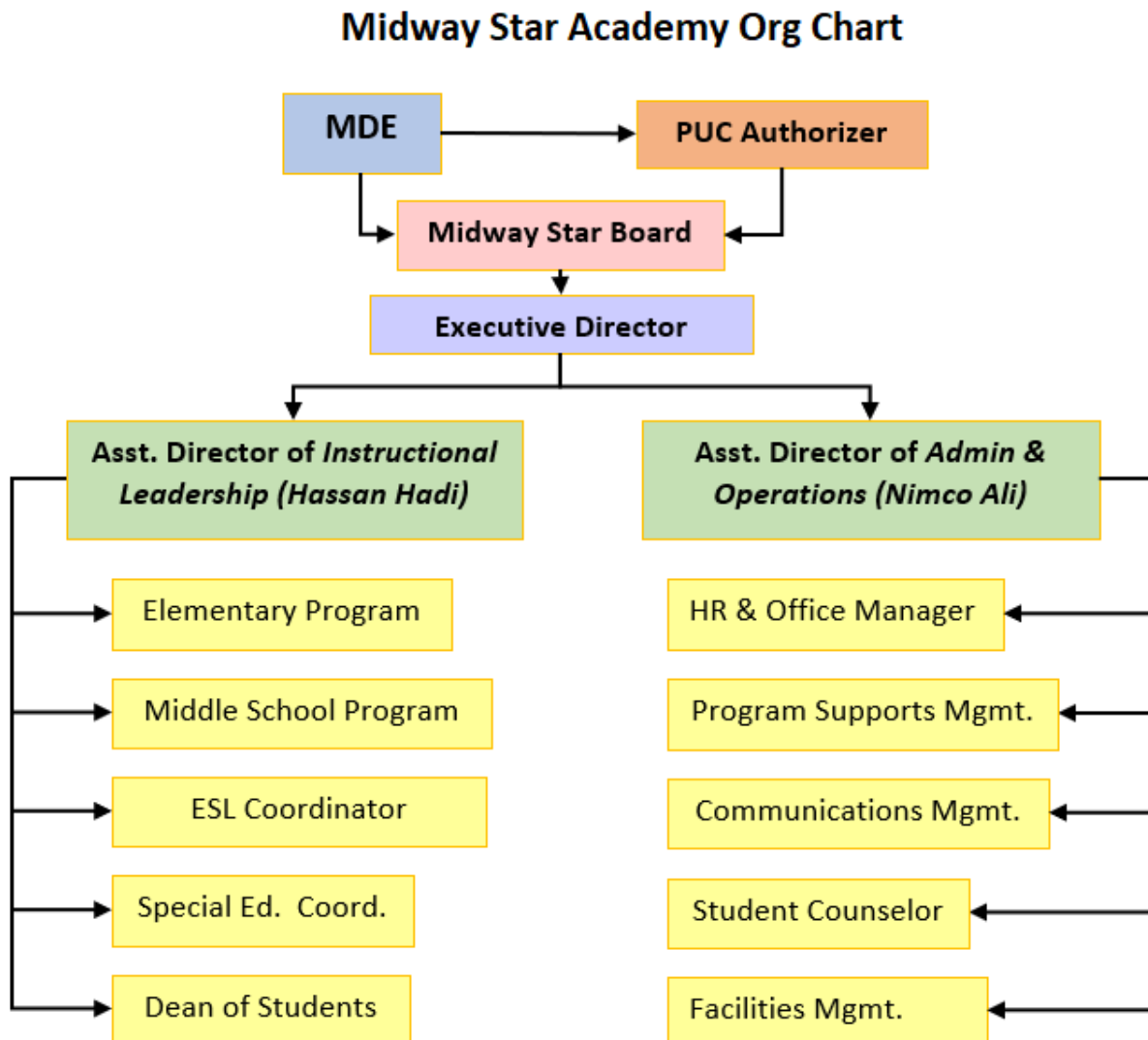
New Board Member	Training Completed		
	Board Roles and Responsibilities	Employment Policies and Practices	Financial Management
Anna Hemstead	Abide by the Bylaws, MNCharterboard, 10.20.23 Adopt a WBWF Strategic Plan, MNCharterboard, 11.17.23 Develop and Use Policies, MNCharterboard, 5.17.24	Safeguard Private Data, MNCharterboard, 10.20.23	Financial Oversight of Pupil Units, MNCharterboard, 3.22.24

Board Member	Training Completed
Abdiweli Mohamud	<p>Abide by the Bylaws, MNCharterboard, 10.20.23</p> <p>Safeguard Private Data, MNCharterboard, 10.20.23</p> <p>Adopt a WBWF Strategic Plan, MNCharterboard, 11.17.23</p> <p>Financial Oversight of Pupil Units, MNCharterboard, 3.22.24</p> <p>Develop and Use Policies, MNCharterboard, 5.17.24</p>
Amina Abdullahi	<p>Abide by the Bylaws, MNCharterboard, 10.20.23</p> <p>Safeguard Private Data, MNCharterboard, 10.20.23</p> <p>Adopt a WBWF Strategic Plan, MNCharterboard, 11.17.23</p>
Osman Ali	<p>Abide by the Bylaws, MNCharterboard, 10.20.23</p> <p>Safeguard Private Data, MNCharterboard, 10.20.23</p> <p>Adopt a WBWF Strategic Plan, MNCharterboard, 11.17.23</p> <p>Financial Oversight of Pupil Units, MNCharterboard, 3.22.24</p> <p>Develop and Use Policies, MNCharterboard, 5.17.24</p>
Abdulkadir Abdalla	<p>Abide by the Bylaws, MNCharterboard, 10.20.23</p> <p>Safeguard Private Data, MNCharterboard, 10.20.23</p> <p>Financial Oversight of Pupil Units, MNCharterboard, 3.22.24</p>
Kaltoon Aded	<p>Adopt a WBWF Strategic Plan, MNCharterboard, 11.17.23</p> <p>Financial Oversight of Pupil Units, MNCharterboard, 3.22.24</p> <p>Develop and Use Policies, MNCharterboard, 5.17.24</p>

School Leaders

The school employs a shared leadership model. Within this model specific individuals are clear on expectations regarding accountability and performance. The team includes the Director, the Assistant Director, and the Instructional Coach. Also helping are the ELL Coordinator, Special Education Coordinator, the Academic Advisor. Together this team ensures that compliance requirements are met, that ample support is provided to all staff, that professional learning takes place, and that data is monitored and utilized to inform operational and instructional excellence.

The Midway Star Organization Chart represents many of the positions in the school in 2023-24



Administrative Staff

Person	Title	Licensure	Role
Mohamed Warsame February 2, 2020- June 2025	Director	K12 Principal License	Oversees all school programs and operations under the board's oversight.
Hassan Hade	Assistant director	K12 Principal License	Oversees all operations under the director's oversight.
Anisa Awale	Instructional coach	K-6 Teacher	Oversees teaching and instructional practices
Jama Bulhan	District Assessment Coordinator	N/A	Oversees testing implementation and reporting.
Hussein Hussein	Operations Manager	HR manager	Oversees all operations under the director's oversight

Executive Director's Evaluation and Professional Development Plan

Mohamed Warsame – was hired in March 2020. He is evaluated annually by the Board of Directors. Board members completed the evaluation in March of 2024 and shared the results at the April 19, 2024, board meeting. All board members expressed their satisfaction with the job Mr. Warsame has done over the past 4 years. They commended his performance and support his vision for the future of the school. Mr. Warsame has an administrative license, file folder # 495819, for Principal K-12., and therefore, his professional development is guided by licensure requirements. Mr. Warsame is pursuing his doctorate in Education, so his doctoral program will guide his professional development.

Staffing

Midway Star Academy strives to hire the best available licensed and non-licensed staff to meet the needs of its student population of primarily immigrants and English Learners. To the greatest extent possible, Midway Star Academy hires staff who are representative of the diverse cultures represented at the school. Midway Star Academy’s staffing during 2024-25 was as stated in the below tables.

Licensed Teachers

Licensed Staff Name	License and Assignment	Folder Number	Returned for 24-25	# of Yrs. Experience	Is person teaching in area of license?	Have an advanced degree?
Larson, Michelle	2nd Grade Teacher	382890	R	8	Y	Master
Hoeffler, Maureen	4th-grade Teacher	332066	NR	16	Y	
Warsame, Khalif	Academic Advisor	477450	R	17	Y	
Herzi, Rukia	English Language Learner (ELL)	502918	R	7	Y	
Ali, Safia	Kindergarten Teacher (K)	517104	R	4	Y	Masters
Abdi, Warsan	Kindergarten Teacher (K)	1009011	R	3	Y	Masters
Gadiano, Thelma	1 st Grade Teacher	1028022	R	2	Y	
Olson, Ryan	4th grade teacher	1005558	R	5	Y	
Bejona, Chenee	5th grade Teacher	1018604	NR	5	Y	
Hemstead, Anna	Fourth Grade Teacher	1018398	R	3	y	

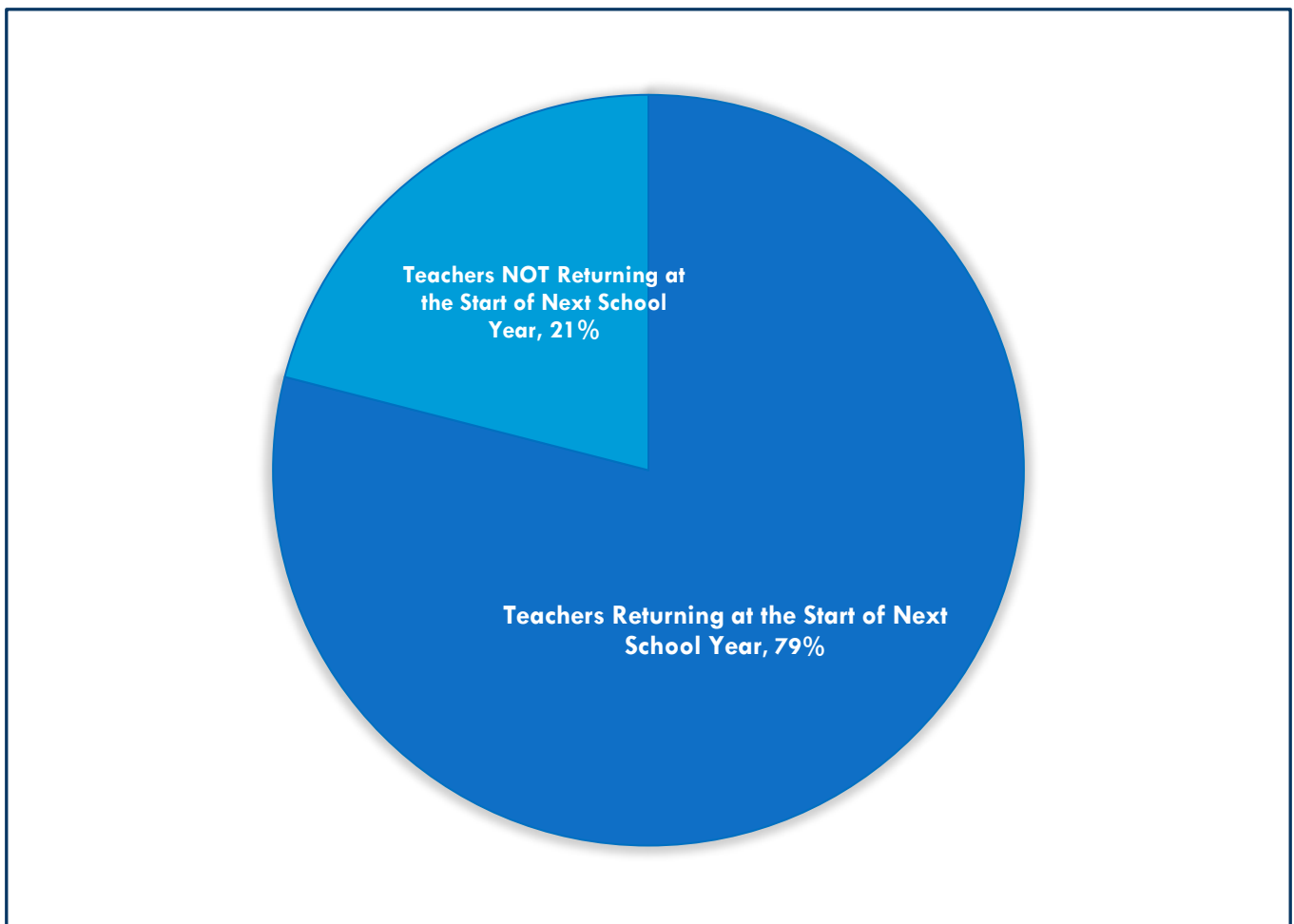
Licensed Staff Name	License and Assignment	Folder Number	Returned for 24-25	# of Yrs. Experience	Is person teaching in area of license?	Have an advanced degree?
Aded, Kaltoon	ELA Middle school	1008739	R	5	Y	
Abdirashid, Kowsar	Kindergarten teacher	1008002	R	4	Y	
Kimaiga, Eucabeth	SPED Teacher	493239	R	7	Y	Masters
Regala, Michelle	Science Teacher	1027578	R	2	Y	Masters
Yussuf, Nawaal	ELA Teacher	1027576	R	4	Y	Masters
Barnayha, Lalaine	SPED Teacher	1026446	R	4	Y	
Farah, Abdulkhaaliq	1 st Grade Teacher	1019587	R	3	Y	Masters
Ainab, Hasan	SPED Teacher	1026258	R	2	Y	Masters
Noor, Nasra	2 nd grade teacher	1005798	R	6	Y	
Gheddi, Abdihakim	Gym Teacher	1029330	R	2	Y	
Osman, Fahmo	5 th -grade	509772	R	7	Y	Masters
Nafisa Wako	5 th -grade	513902	NR	5	Y	
Manon-og, Christian	Social studies teacher	1027854	NR	1	Y	
Sinco, Waldymar	Middle school math teacher	1027579	NR	1	Y	

* R = Returning, NR = Not Returning

Teacher Retention

Of the 24 licensed teaching staff members employed by Midway Star Academy in 2024-25, 19 returned in Fall 2024.

School Year	# Teachers Employed at the end of School Year	# Teachers Returning at the Start of Next School Year	Retention Rates
2023-24 to 2024-25	24	19	79%



Professional Development

Ongoing professional development of teachers in FY23-24 included standard training and professional development activities developed over the prior 3 years.

Teachers participate in daily professional development during team collaboration time; Wednesday afternoon whole group convenings and Friday afternoon professional development; regular whole group professional development on designated days; and job-embedded coaching. In addition, staff have access to online resources related to teaching and learning, school culture, and best practice.

Weekly PLCs were held by teacher groups. Results from benchmark assessment data, as well as NWEA data, are analyzed on a regular basis. Teachers collaborate to develop targeted interventions to help students that are not meeting grade level standards. They also use this time to identify any student that may need enrichment. The Academic Dean acts as the mains trainer with consultants brought in as needed. She meets monthly with each teacher to review data collected from Lexia, IXL, and curricula assessments. Together, they analyze the data to determine the students not mastering skills and standards and which standards they are struggling with. They then work together to design intervention strategies and lessons to address the needs of each student. They also review the curriculum's Scope and Sequence to see if teachers are on track with the pacing guide and we provide support for them if they are falling behind. A Savvas consultant is also available to meet with teachers on an as needed basis.

Any teacher may request to participate in additional online training. If approved, the school will purchase the online training program for them. Additionally, the school shares pre-recorded webinars of various topics that teachers can view if they are seeking more professional development. The academic dean provides follow-up sessions and training for teams and individuals to assist with developing lesson plans, using various engagement strategies, and analyzing data.

Primary areas covered during professional learning in FY24 include:

- **Student Personalized Learning**
- **Staff Professional Learning**
- **Learner Focused**
- **Differentiated**
- **Data Informed**
- **Technology Supported**
- **Curriculum Implementation**
- **Foundational Reading and Comprehension Skills**

Finances

Midway Star FY24 Annual Report Finances Section

Information presented below is derived from fiscal year 2023-24 audit submission figures. The 2023-24 audit will be completed and presented to the Minnesota Department of Education.

FY2024 Finances	Fund 1 (General Fund)	Fund 2 (Food Program Fund)	Total Fund 1 and 2
Total Revenues	\$8,586,862.46	\$501,492.21	\$9,088,354.67
Total Expenditures	\$8,344,408.10	\$523,458.89	\$8,867,866.99
Net Income	\$242,454.36	\$(21,966.68)	\$220,487.68
Total Fund Balance	\$3,838,757.61	\$103,126.17	\$3,941,883.78

Overview

Overall, the school is doing well financially and is positioned to provide their students with the resources they need to reach their potential academically.

Revenues

Revenue for FY24 was under budget by \$2,811.16 which is extremely close to budget for the year.

Expenses

Expenses for FY24 were over budget by approximately 5% due to the school investing some additional funds into the school when comparing to budget.

Net Income and Fund Balance

The school had a strong year financially ending with a net income of \$220,487.68. The school fund balance percentage is 44.45% which is extremely strong. Most charter schools strive to have a minimum fund balance of 25% and the school is far exceeding that percentage.

Dieci School Finance, LLC provides accounting services for Midway Star Academy.

For questions regarding school finances and for complete financials for 2023-24 and/or an organizational budget for 2024-25, contact:

Position: Financial Management Vendor

Contact info: Dieci School Finance; 2489 Rice Street, Suite 202; Roseville, MN 55113

Phone: (651) 309-2233

Email: robert@diecisf.com

Educational Approach and Curriculum

Midway Star’s educational approach is guided by the school’s mission, “Midway Star will provide students with educational opportunities that are respectful of the students’ background and culture, learning styles and interests, enabling them to meet high academic expectation, in an environment that allows them to celebrate their own unique culture while learning American customs and what it means to be a citizen.” To accomplish this, Midway Star implements personalized learning methods that are built on the following design principles for student-centered learning:

- **Learning is Personalized:** Personalized learning recognizes that students engage in different ways and in different places. Students benefit from individually paced, targeted learning tasks that formatively assess existing skills and knowledge and that address the student’s needs and interests.
- **Learning is Competency-Based:** students move ahead when they have demonstrated mastery - not when they’ve reached a certain birthday or undergone the required hours in a classroom.
- **Learning Happens Anytime, Anywhere:** Learning takes place beyond the traditional school day and even the school year. The school’s walls are permeable—learning is not restricted to the classroom.
- **Students Take Ownership Over Their Learning:** student centered learning engages students in their own success and incorporates their interests and skills into the learning process, students support one another’s progress and celebrate success.

The Midway Star educational approach is built on the foundation of high academic expectations for all students. By closely monitoring student data and progress, implementing proven world-class curriculum and programs, and regularly celebrating student successes, we create an environment that supports achievement and establishes the belief that all children can learn at high levels.

Curriculum

Reading

FY24, we implemented a new reading curriculum for students in grades K-5. Savvas MyView is our English Language Arts (ELA) curriculum. It is designed to foster a love for reading and writing while developing critical thinking and communication skills. Through a rich collection of literature, diverse genres, and interactive activities, MyView empowers students to explore, analyze, and respond to a wide range of texts. This curriculum supports the development of literacy skills, comprehension, vocabulary, and effective communication.

Students in grades 6-8 utilized Wit and Wisdom. This curriculum is full of rich and engaging texts, curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts. The Wit & Wisdom approach helps teachers celebrate the joy of reading and writing with students, while also supporting all learners to tackle the rigor that the standards demand.

Math

FY24, we implemented a new math curriculum for students in grades K-8, EnVision Math by Savvas. This curriculum was chosen as it places a focus on student engagement strategies, visual learning, and is problem-based which helps students gain a better conceptual understanding of math concepts. Additionally, the program places an emphasis on math vocabulary which helps them to understand the math problem. There are checks for understanding embedded in the lesson for teachers to use that help guide the lesson and its pacing. Finally, the program includes assessments that are aligned to MN math standards which also allow teachers to progress monitor student learning. Interventions are also included to help with students not showing mastery.

Social Studies

The social studies content in each grade is organized into four major domains: history, geography, government, and economics. The curriculum covers all state standards as well as the National Curriculum Standards for Social Studies published by the National Council for Social Studies (NCSS).

Science

Our Science curriculum utilizes Touch Technology to its fullest potential. Students build molecular models, label parts of the skeletal system, create charts, and much more. The curriculum covers the entirety of the Next Generation Science Standards (NGSS) as well as MN standards.

Specials

Our students rotate among physical education and Somali.

Personalized Learning Tools

To ensure we are meeting the diverse needs of all our students, we have implemented the following tools to supplement our curriculum, designed to close the gaps in all students' learning.

- MobyMax (K-8): Tailored, adaptive learning to meet individual needs.
- IXL Math and ELA (K-8) Interactive online practice for math and English Language Arts skills.
- Lexia: (K-5) Personalized reading support for elementary students.
- PowerUp (6-8): A literacy program designed to strengthen reading and writing skills.

Innovative Practices and Implementation

At Midway Star, we have implemented following innovative practices to improve the educational program for all students:

Data Driven Instruction

PLCs meet weekly. During these weekly PLC meetings, teachers look at grade level and classroom assessment data to identify specific standards and objectives where students are struggling and excelling. This information is then used to develop strategies for improving student learning. Each Monday teachers meet with other members from their grade level. During these meetings, teachers discuss the curriculum, develop common assessments, review data, and problem solve issues directly related to their grade level. On Wednesdays, teachers meet in vertical teams to review standards and ensure they are aligned from grade to grade, they share instructional strategies, and may also use this time to receive professional development from the academic dean or EL teacher.



Multi-Tiered System of Support

Midway Star has established a process for MTSS to help identify students needing additional support in academics and behavior. Students' academics are monitored 3 times a year to ensure all students are making adequate growth. For students whose screening assessment results suggest working below or well below grade, additional diagnostic tests are given. This additional data point will help place the student at the appropriate tier and help identify the specific learning gaps a student may have in literacy development. Through this process, teachers were able to develop correct strategies to better support their students in the classroom, and the school was able to better identify students needing tier 2 or tier 3 support.

Job Embedded Professional Development

In addition to OL&LA training, teachers participate in ongoing professional development workshops throughout the year that focus on areas of need. In August teachers will receive training from Savvas that is focused on foundational and comprehension skills related to the Science of Reading. We offer self-paced online workshops for teachers. Based on needs identified through teacher evaluations and walkthroughs, the administration team chooses 3-5 workshops for staff to attend. Any teacher may request to participate in additional online training. If approved, the school will purchase the online training program for them. Additionally, the school shares pre-recorded webinars of various topics that teachers can view if they are seeking more professional development. The academic dean provides follow-up sessions and training for teams and individuals to assist with developing lesson plans, using various engagement strategies, and analyzing data.

Academic Performance

Midway Star Academy is committed to providing both a professional environment, and a learning environment that uses processes around assessment and evaluation to provide students with educational opportunities that are respectful of the students' background and culture, learning styles and interests, enabling them to meet high academic expectations in an environment that allows them to celebrate their own unique culture while learning American customs and what it means to be a citizen. We use multiple data points to evaluate the effectiveness of instruction within various student groups. Following is a summary of Midway Star's academic performance for the 2023-24 school year.

MCA

MCAs are statewide assessments given to students in grades 3-8. High school students take one last Reading MCA in grade 10 and one last Math MCA in grade 11. The tests help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Both the MCAs and the MTAS assess students in reading, mathematics and science. In addition, Midway Star Academy uses data from MCA as a tool to measure how our students compare to students that attend Minneapolis and St. Paul Public Schools.

Looking at MCA data over the past 4 years, Midway Star Academy students have shown growth from FY21 to FY24. In Math, the percentage of students meeting standards improved by 21.6 percentage points. In Reading, the percent of students meeting standards increased by 19.4 percentage points.

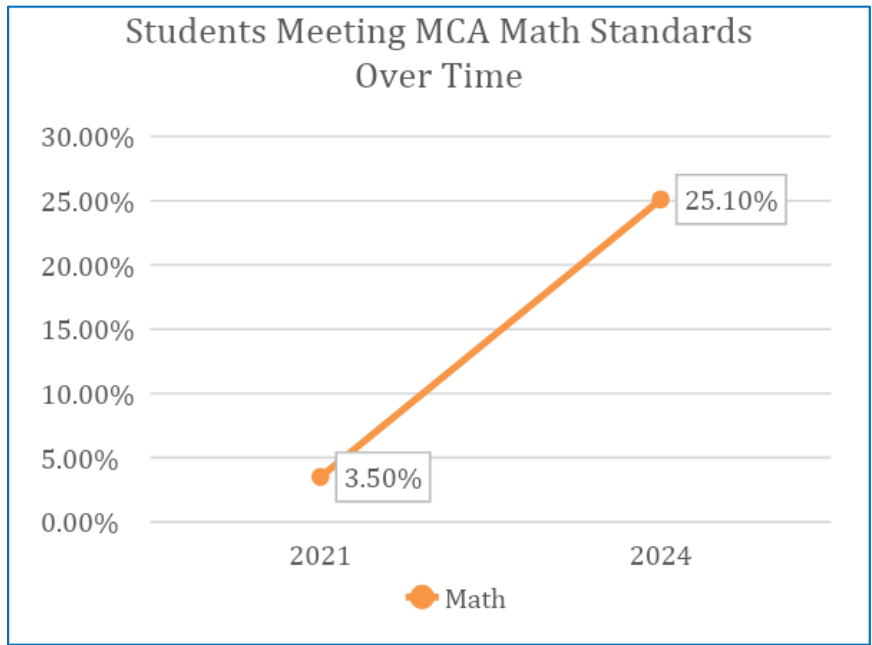


Chart 1: The percentage of Midway Star students who met MCA Math Standards has increased dramatically since 2021, from 3.5% to 25.1% in 2024.

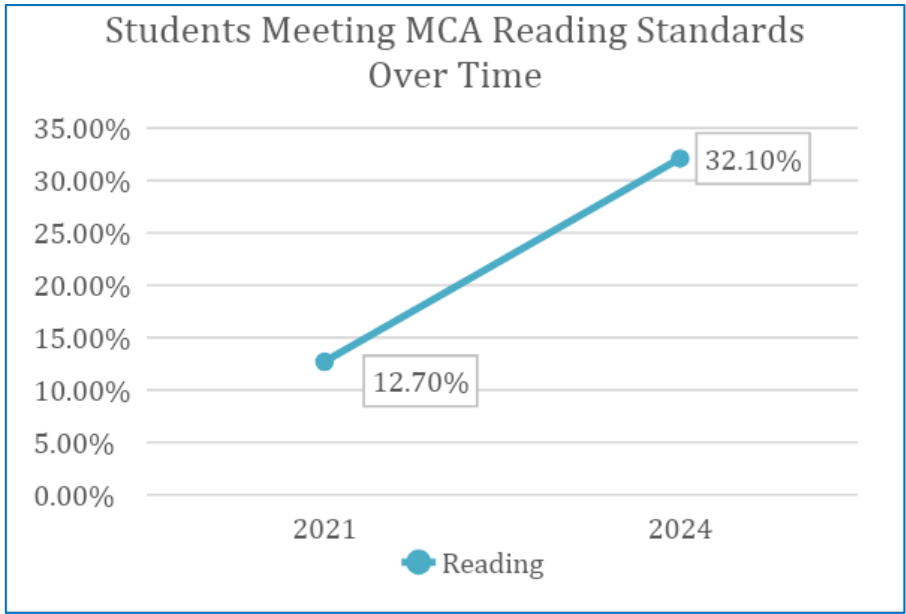


Chart 2: Midway Star students achieved a similarly dramatic improvement in meeting MCA Reading Standards from 12.7% in 2021 to 32.1% in 2024.

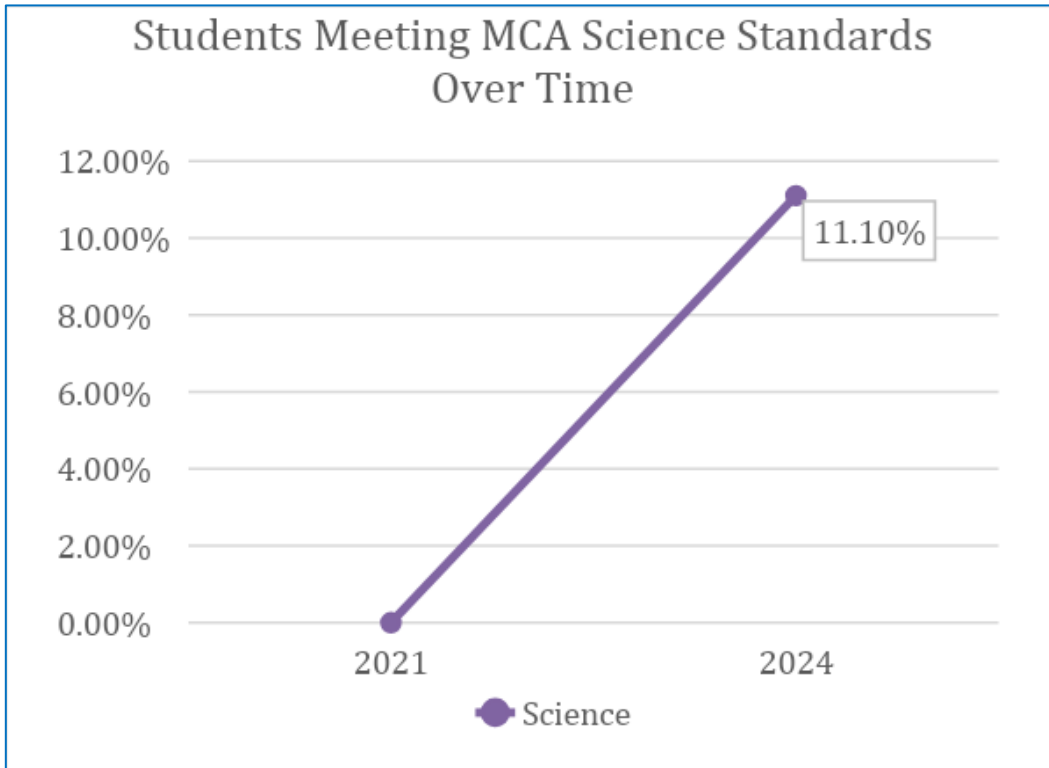


Chart 3: Midway Star students achieved an even more dramatic improvement in meeting MCA Science Standards from 0.0% in 2021 to 11.1% in 2024.

The primary purpose of charter schools is to improve all pupil learning and all student achievement. By using different and innovative teaching methods we aim to provide an education that is equal to or better than the state and the local school district. When analyzing the data it's important to recognize that Midway Star serves students that have been traditionally underserved by our schools. Our population is 99.5% Black/African American, 62.9% English Learner (EL), and over 90% qualify for Free/Reduced Price Meals (FRP). When we disaggregate the data by these demographics, Midway Star has consistently outperformed both St. Paul Schools and Minneapolis Schools in both Math and Reading over the past 2 years.

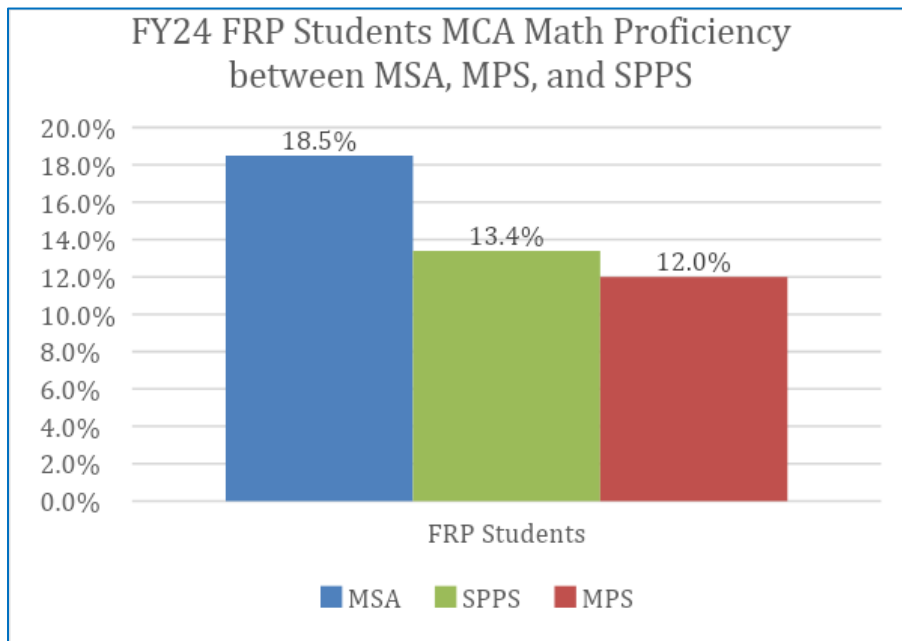


Chart 4: Midway Star compares its FY24 Free-Reduce Lunch Program (FRP) students' MCA Math Proficiency to Saint Paul Public Schools (SPSS) and Minneapolis Public Schools (MPS). Midway Star outperformed SPSS and MPS by 5.1% points and 6.5% points respectively.

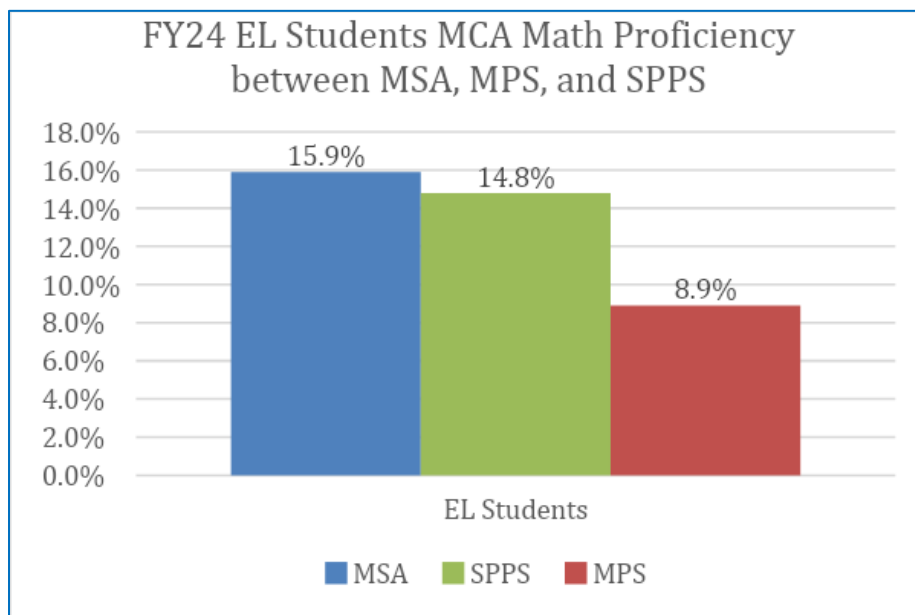


Chart 5: Again, for FY24 MCA Math Proficiency, Midway Star EL students outperformed SPSS by 1.1% points and MPS by 7.0% points.

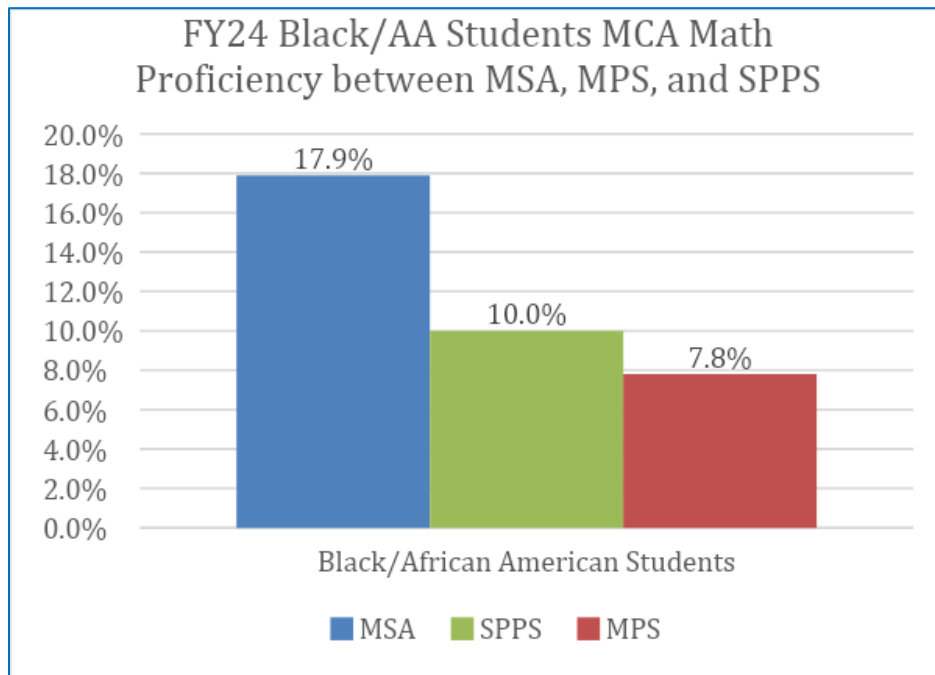


Chart 6: With MCA Math Proficiency for FY24 Black/African American (Black/AA) students, Midway Star students significantly outperformed SPSS by 7.9% points and MPS by 10.1% points.

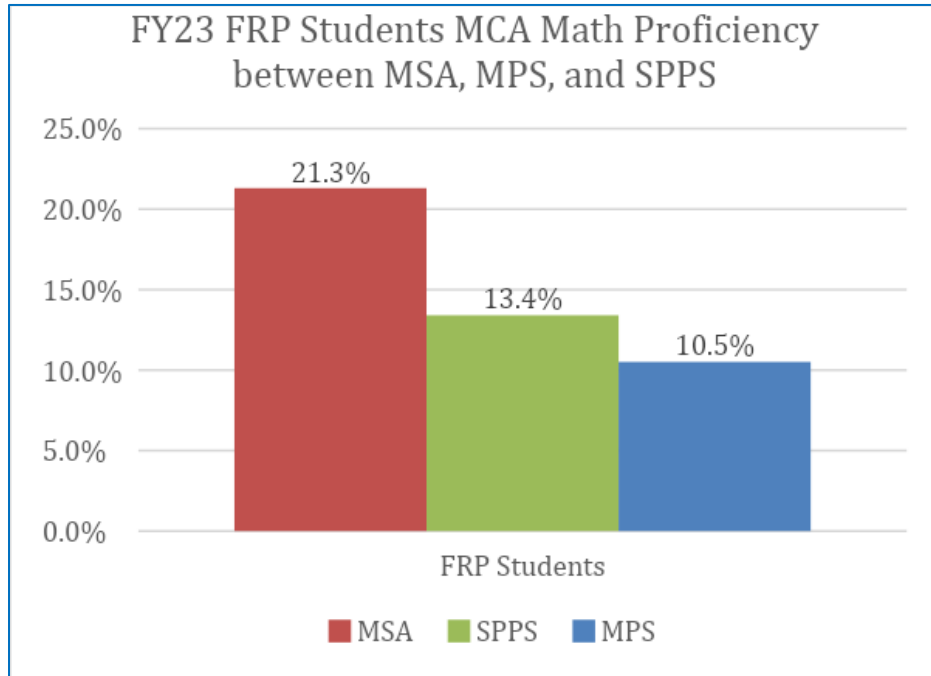


Chart 7: Viewing MCA Math Proficiency for FY23 Free-Reduce Lunch Program (FRP) students, Midway Star significantly outperformed SPSS by 7.9% points and MPS by 10.8% points.

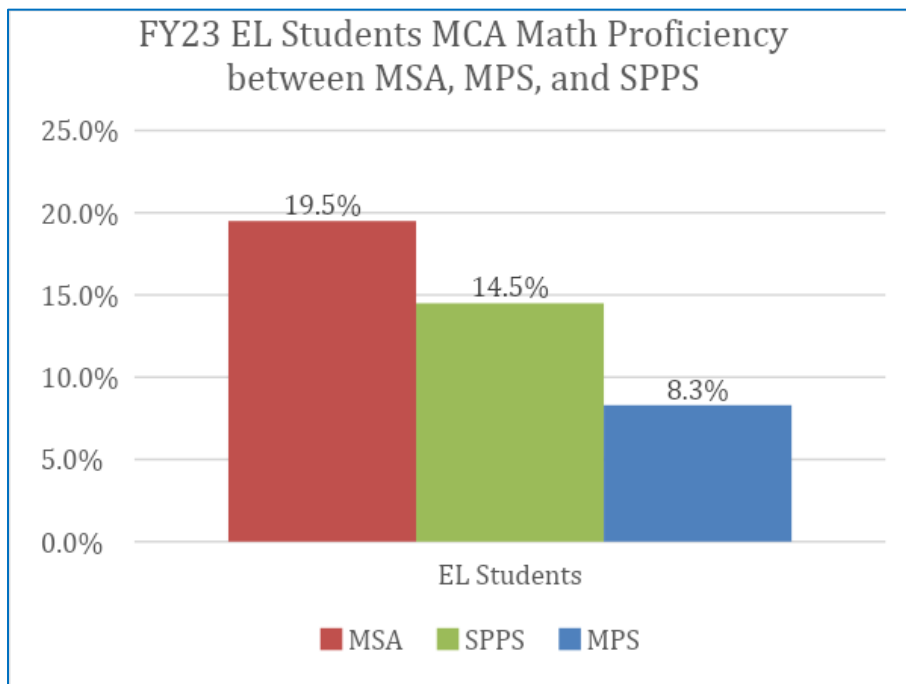


Chart 8: Comparing FY23 English Learners (EL) students' MCA Math Proficiency, Midway Star outperformed SPSS by 5.0% points and MPS by 11.2% points.

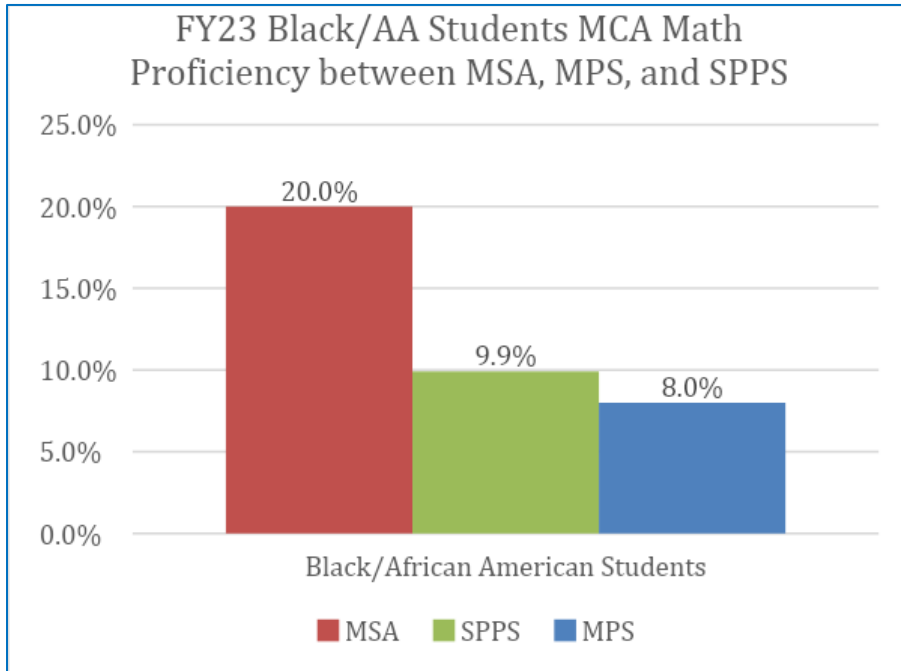


Chart 9: Comparing FY23 Black/African American (Black/AA) students' MCA Math Proficiency, Midway Star significantly outperformed SPSS by 10.1% points and MPS by 12.0% points.

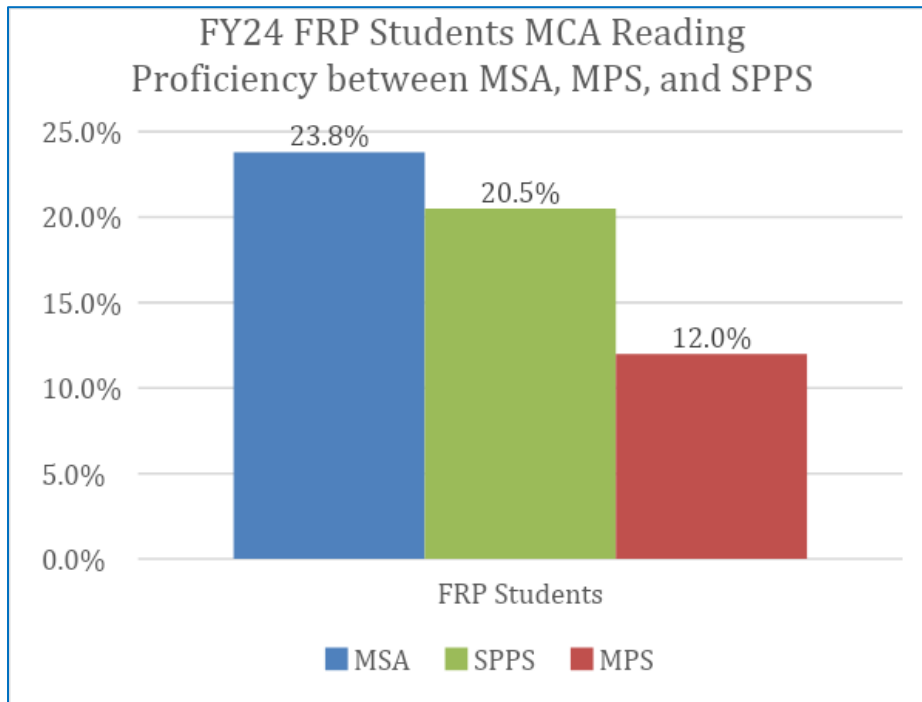


Chart 10: Midway Star compares its FY24 Free-Reduce Lunch Program (FRP) students' MCA Reading Proficiency to Saint Paul Public Schools (SPSS) and Minneapolis Public Schools (MPS). Midway Star outperformed SPSS and MPS by 3.3% points and 11.8% points respectively.

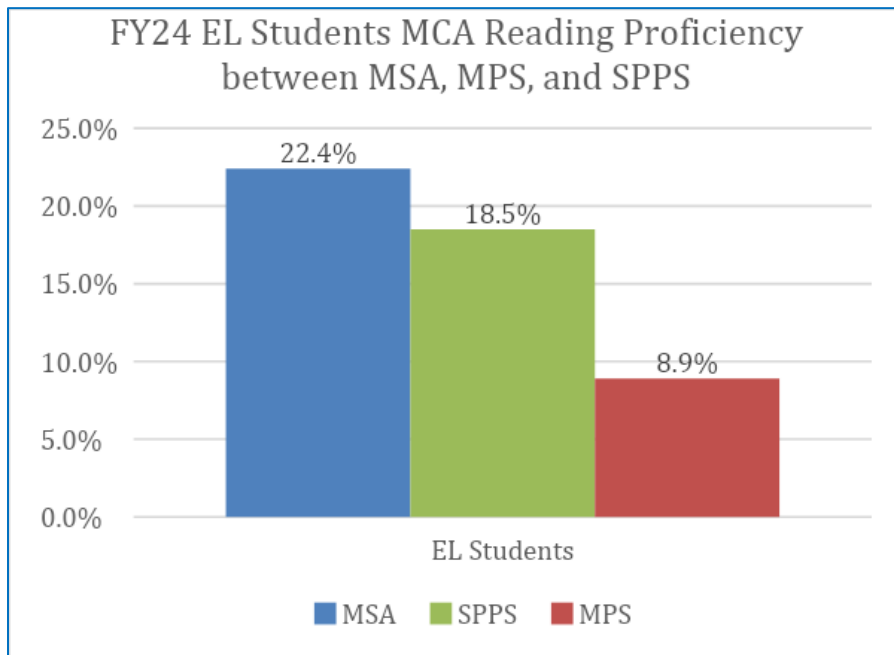


Chart 11: Comparing FY24 English Learners (EL) students' MCA Reading Proficiency, Midway Star outperformed SPSS by 3.9% points and significantly outperformed MPS by 13.5% points.

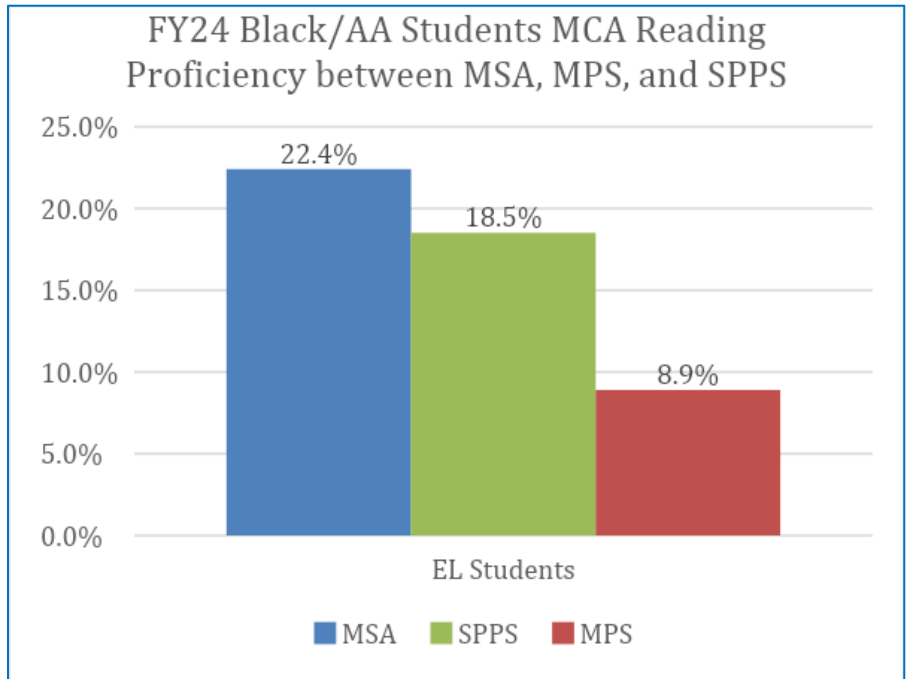


Chart 12: Comparing FY24 Black/African American (Black/AA) students' MCA Reading Proficiency, Midway Star outperformed SPSS by 4.1% points and significantly outperformed MPS by 13.5% points.

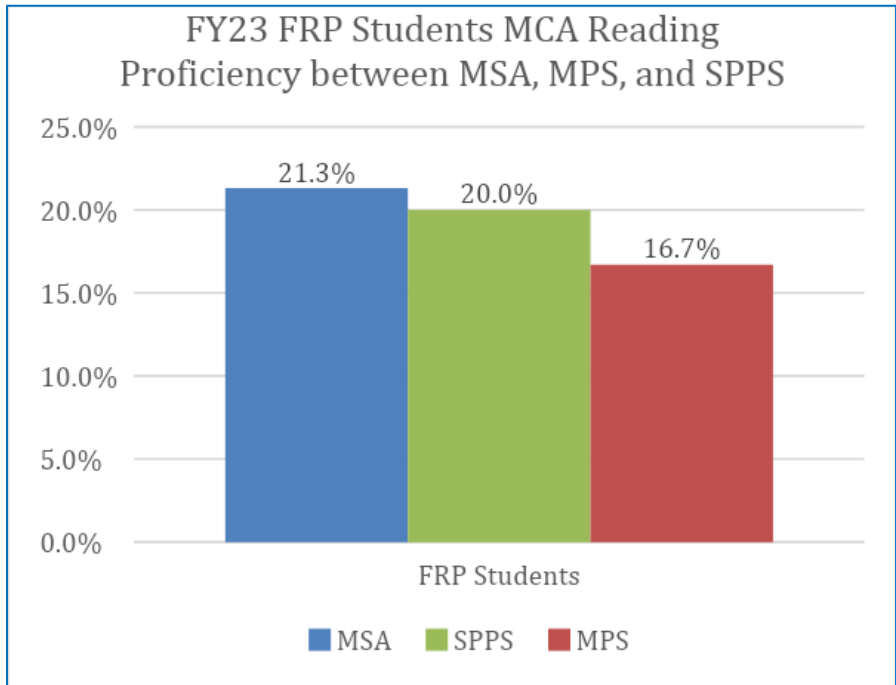


Chart 13: Comparing FY23 Free-Reduce Lunch Program (FRP) students' MCA Reading Proficiency, Midway Star outperformed SPSS by 1.3% points and MPS by 4.7% points.

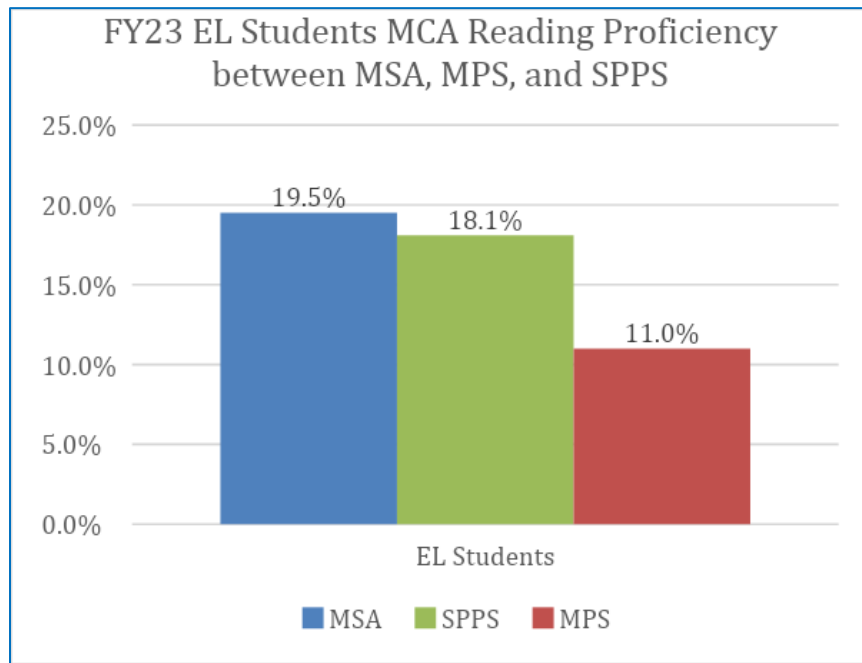


Chart 14: Comparing FY23 English Learners (EL) students' MCA Reading Proficiency, Midway Star outperformed SPSS by 1.4% points and significantly outperformed MPS by 8.5% points.

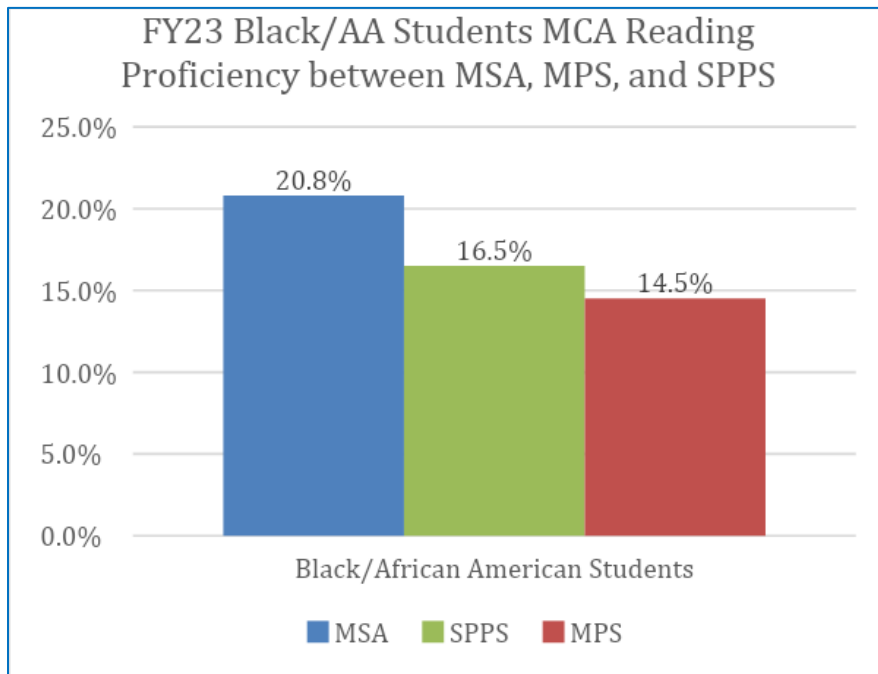


Chart 15: Comparing FY23 Black/African American (Black/AA) students' MCA Reading Proficiency, Midway Star outperformed SPSS by 4.3% points and outperformed MPS by 6.3% points.

We also use MCA scores to track student progress and monitor student achievement levels. Many of our students that enroll in Midway Star start the year performing below grade level; therefore, it's important to focus on their individual growth from year to year to ensure they are making progress towards meeting grade level proficiency. When we look at the data from FY21, only 3.5% of Midway Star students met or exceeded Math Standards. In FY24, that percentage grew to 25.2%! That's an increase of 21.7 percentage points. In Reading, the percentage of students meeting or exceeding grade level standards improved by 19.3 percentage points!

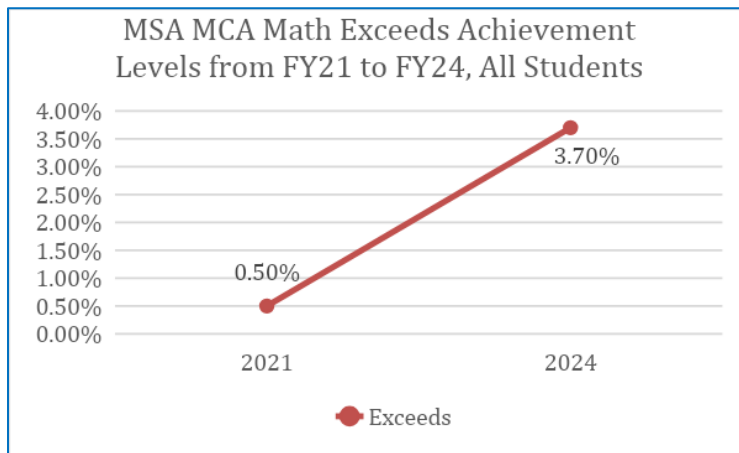


Chart 16: The percentage of Midway Star students who exceeded MCA Math Standards improved significantly from FY2021 at 0.5% to 3.7% in FY2024! This demonstrates how much student learning has improved.

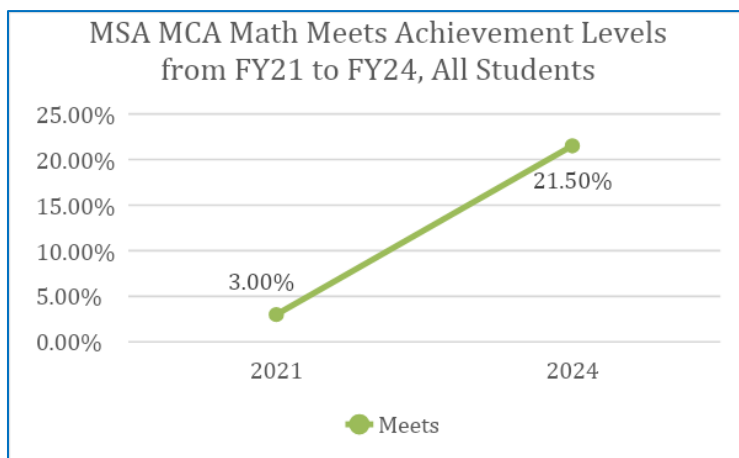


Chart 17: The percentage of Midway Star students who met MCA Math Standards improved very significantly from FY2021 at 3.0% to 21.5% in FY2024! This demonstrates substantially improved student learning.

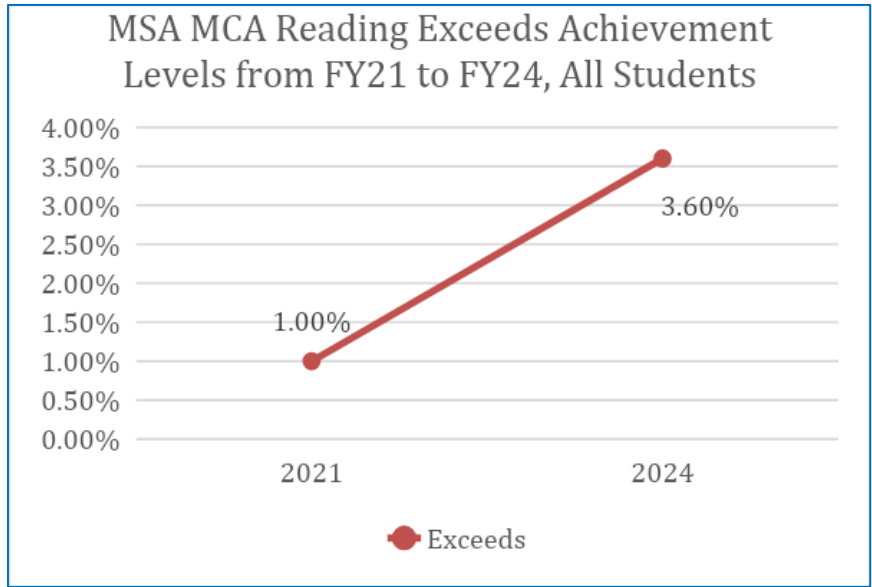


Chart 18: The percentage of Midway Star students who exceeded MCA Reading Standards improved significantly from FY2021 at 1.0% to 3.6% in FY2024! This demonstrates substantially improved student learning.

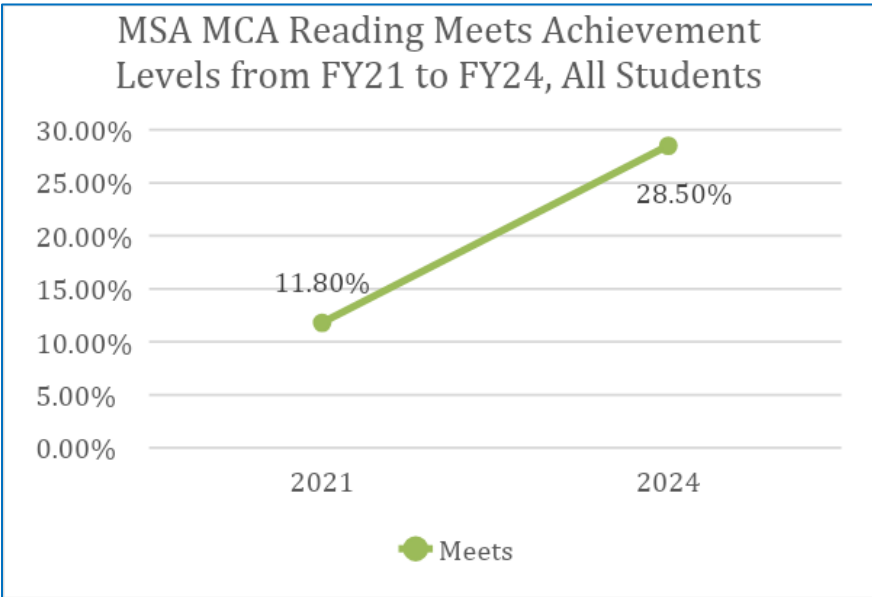


Chart 19: The percentage of Midway Star students who met MCA Reading Standards improved significantly from FY2021 at 11.8% to 28.5% in FY2024! This demonstrates substantially improved student learning in reading.

62.9% of students enrolled at Midway Star are English Language Learners. When students enroll, all families complete a language survey. If a language other than English is identified, the student is referred to the EL coordinator to be screened for English proficiency to determine whether or not the student is eligible for English language development instruction. The student’s level of English level proficiency determines the type of instruction and the number of minutes of EL instruction that will be delivered. English development goals are also developed and monitored for each student that qualifies for English language instruction. At Midway Star we utilize push-in instruction, pull-out instruction, and heritage language instruction. We use the ACCESS test to assess and monitor students’ English language proficiency and development. The following table indicates the percent of students that are making progress towards meeting their goals and the percent of students that met their English language goals

Progress Toward English Language Proficiency				
	Statewide	Midway Star Academy	Minneapolis Public Schools	Saint Paul Public Schools
Average Progress Toward Target	46.4%	39.2%	39.6%	43.3%
Percent of ELs Meeting Targets	28.3%	15.7%	19.2%	25.4%

NWEA

Over half of Midway Star Academy students start each year below their grade level academically. MSA teachers and staff inquire and look carefully to help these students learn well to meet and exceed their Growth Targets. Much of the impressive growth data in this NWEA Math and Reading sections is the result of the dedicated work and commitment by staff members who implement best teaching practices daily and use assessment data to drive their instruction.

NWEA provides a measure that compares Midway Star's students' growth in Math and Reading to all similar students across the nation. Each student's growth result is compared to similar students by grade and situation. Then these students are ranked into percentiles. For a student in the 50th percentile half of the students being compared have better growth results and half have lower growth results. For a student in the 99th percentile 99% of the students being compared would have lower growth results. In NWEA Assessments having over 50% of students meeting Growth Targets means that a school is performing better than average nationally. It is particularly impressive given the MSA's student population. When interpreting results be aware that around 62.9% of the students are English Language learners and over 90% qualify for Free/Reduced-Price meals. MSA also does well when measuring "how much" students that meet growth targets are growing – many over 120% which provides evidence that students are "catching up." During FY24, 69.7% of students met their growth target and the cumulative growth percent was 164.30% in Math! Similar results were seen in Reading where 64.60% of students met their growth target and their cumulative growth percent was 168.20%.



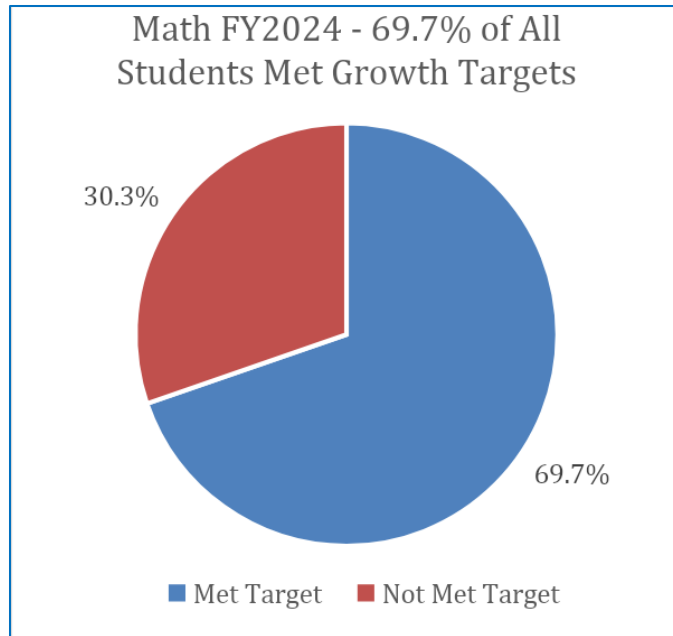


Chart 20: 69.7% of all UA students (191/274 students) met or exceeded their growth target in Math from Fall 2023 – Spring 2024! This is significantly above the 50% national average.

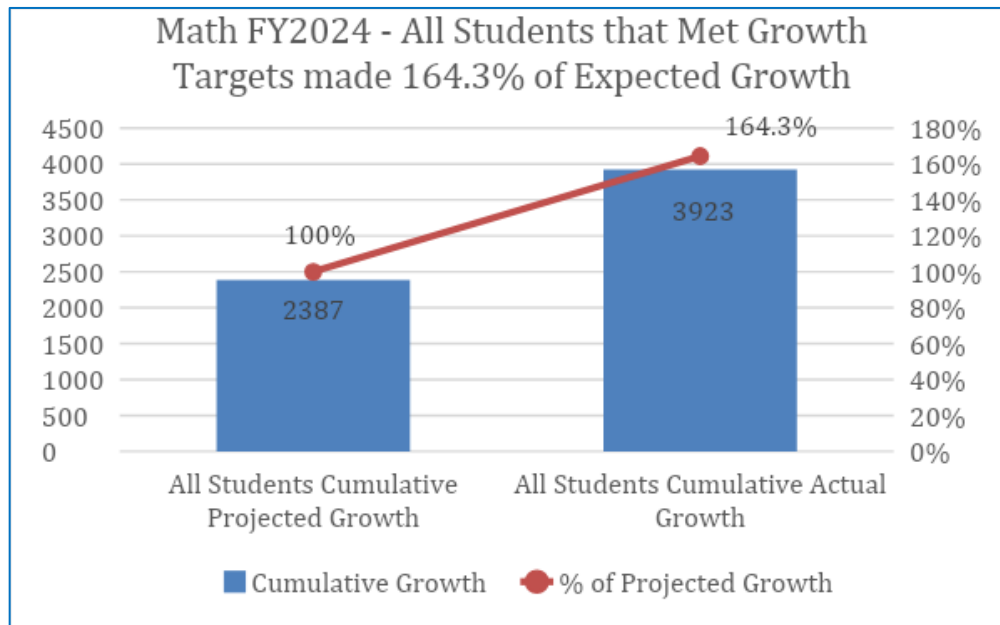


Chart 21: Not only did 69.7% of All Students make their growth targets they collectively made 164.3% of the growth that was expected in Math from Fall 2023 to Spring 2024. This again is significantly above the 100% national average level.

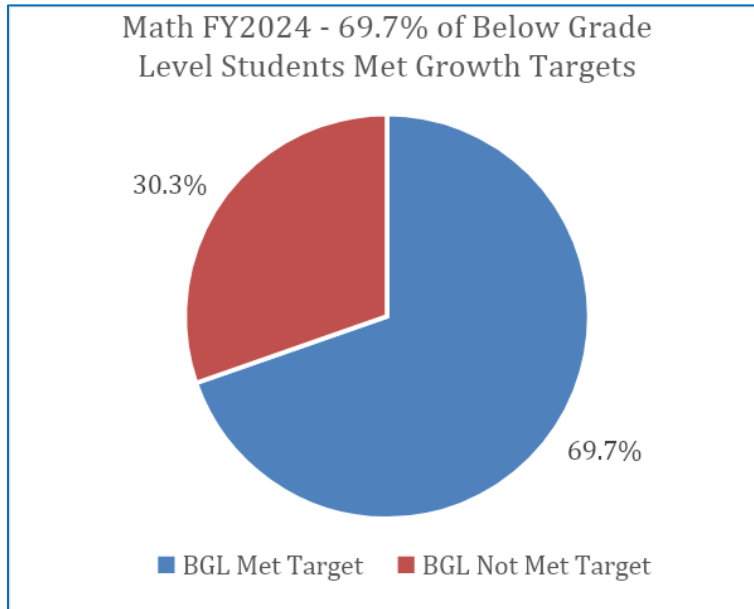


Chart 22: 69.7% of all UA students (124/178 students) met or exceeded their growth target in Math from Fall 2023 – Spring 2024! This is significantly above the 50% national average.

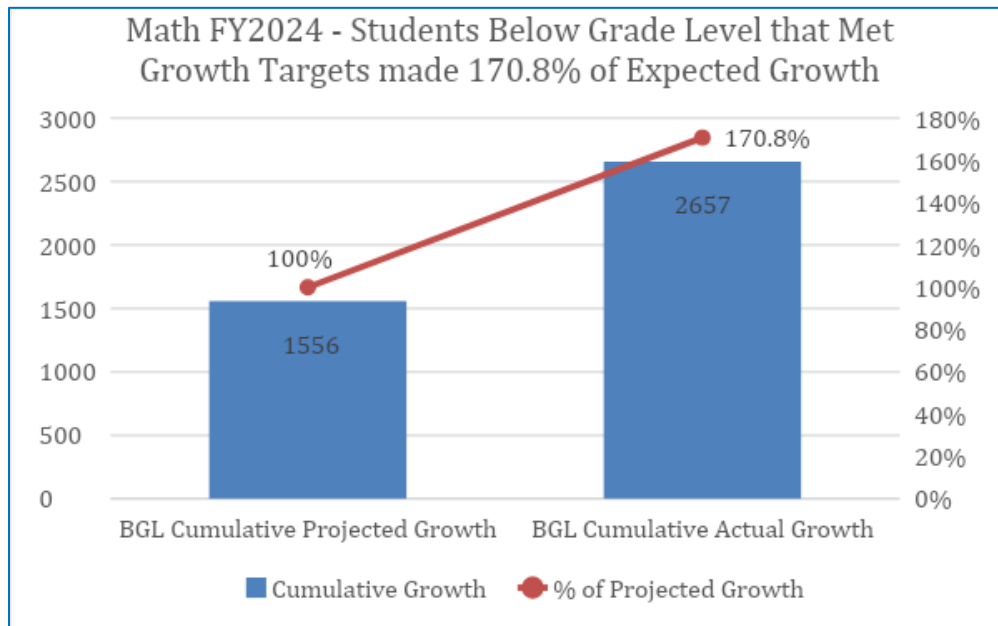


Chart 23: Not only did the 69.7% of Below Grade Level students make their growth targets they collectively made 170.8% of the growth that was expected in Math from Fall 2023 to Spring 2024. This again is significantly above the 100% national average (

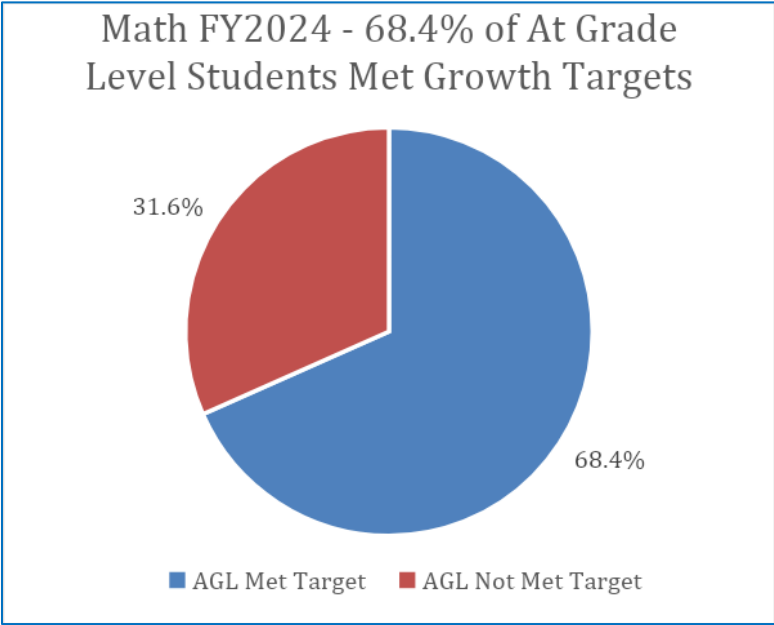


Chart 24: Even more impressively, 68.4% of the students that were At Grade Level (67/98) met or exceeded their growth target in Math from Fall 2023 – Spring 2024! This result is significantly above 50% national average!

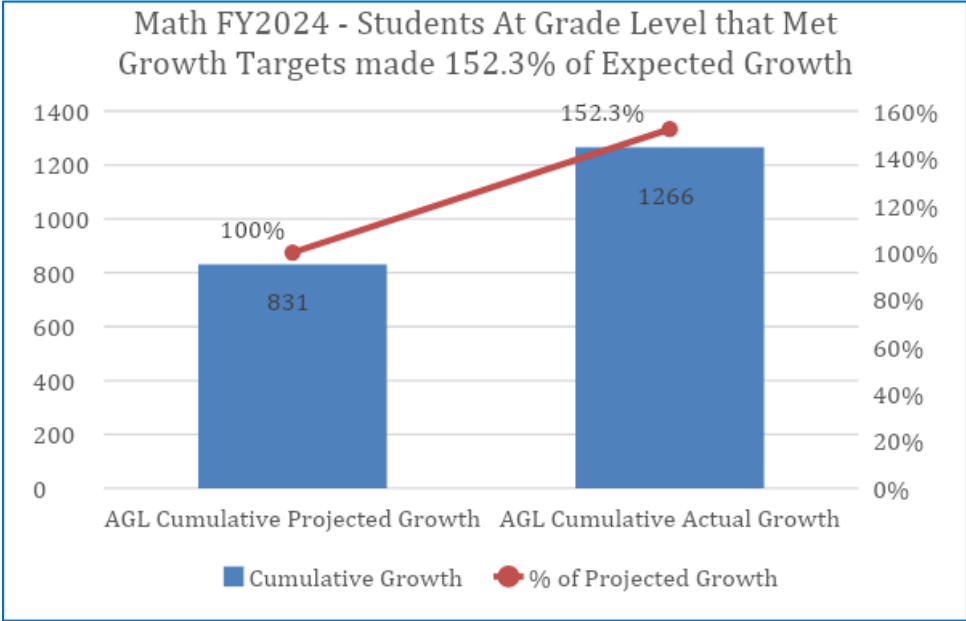


Chart 4: Again, not only did the 98 At Grade Level Students meet Growth Targets, they also collectively made 152.3% of Expected Growth. This is substantially better than the 100% national average (projected) growth.

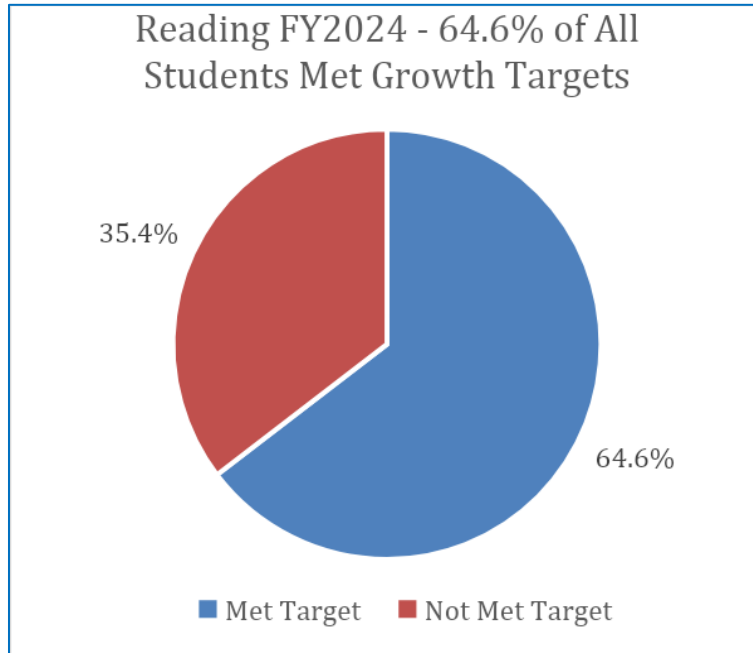


Chart 25: 64.6% of All Students (179/277 students) met or exceeded their growth target in Reading from Fall 2023 – Spring 2024! This significantly exceeds the 50% national average.

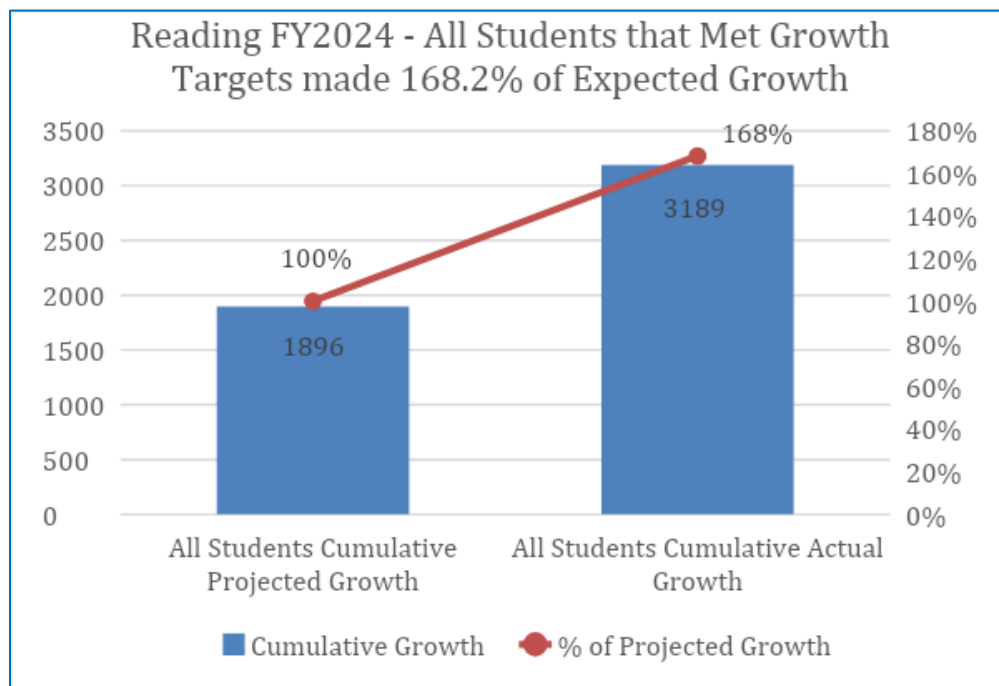


Chart 26: Not only did 64.6% of All Students make their growth targets they collectively made 168.2% of the growth that was expected in Math from Fall 2023 to Spring 2024. This is significantly above the 100% national average level.

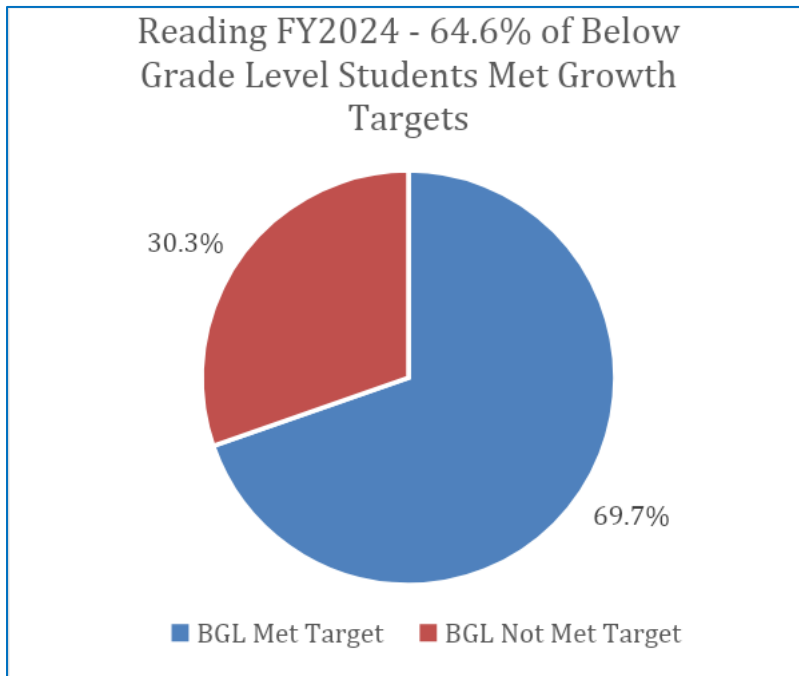


Chart 27: Even more impressively, 64.6% of the students that were Below Grade Level (115/178) met or exceeded their growth target in Reading from Fall 2023 – Spring 2024! This result is significantly above average!

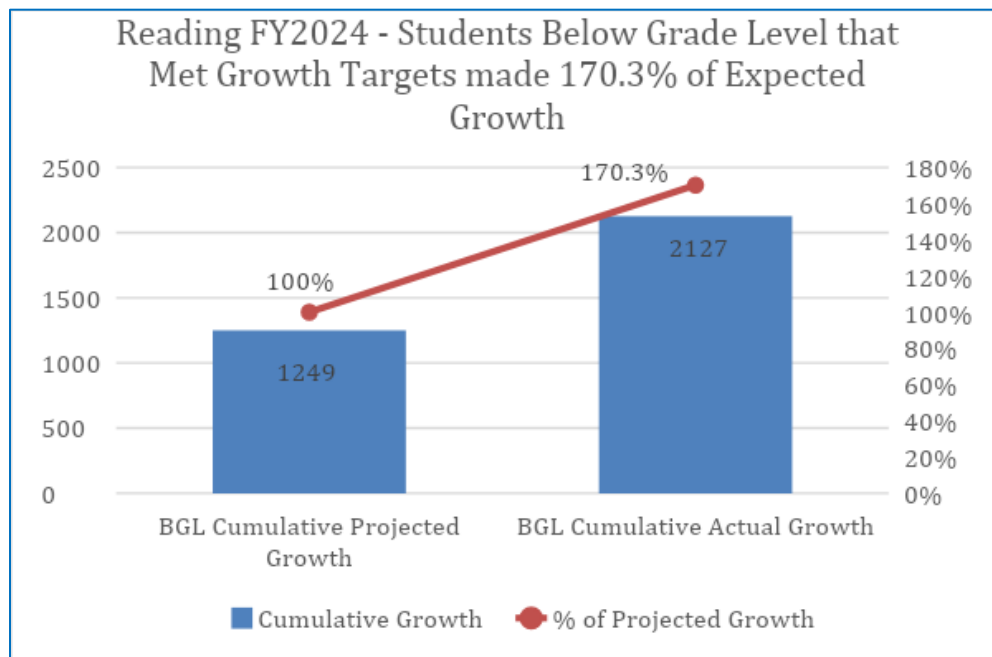


Chart 28: Not only did these 64.6% Below Grade Level students make their growth targets they collectively made 170.3% of the growth that was expected in Reading from Fall 2023 to Spring 2024. This significantly above the 100% national average (Projected) level.

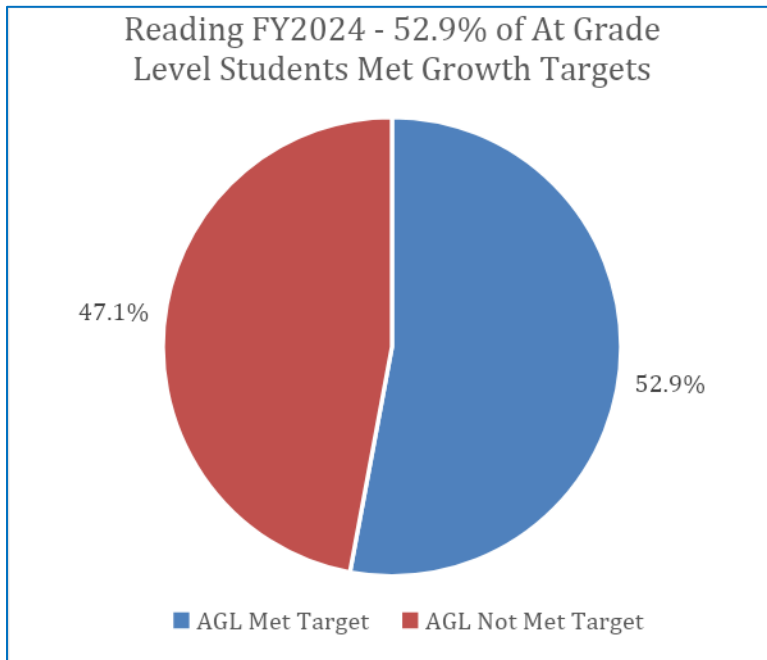


Chart 29: 52.9% of the students that were At Grade Level (54/102) met or exceeded their growth target in Math from Fall 2023 – Spring 2024! This result just exceeds the normal national average.

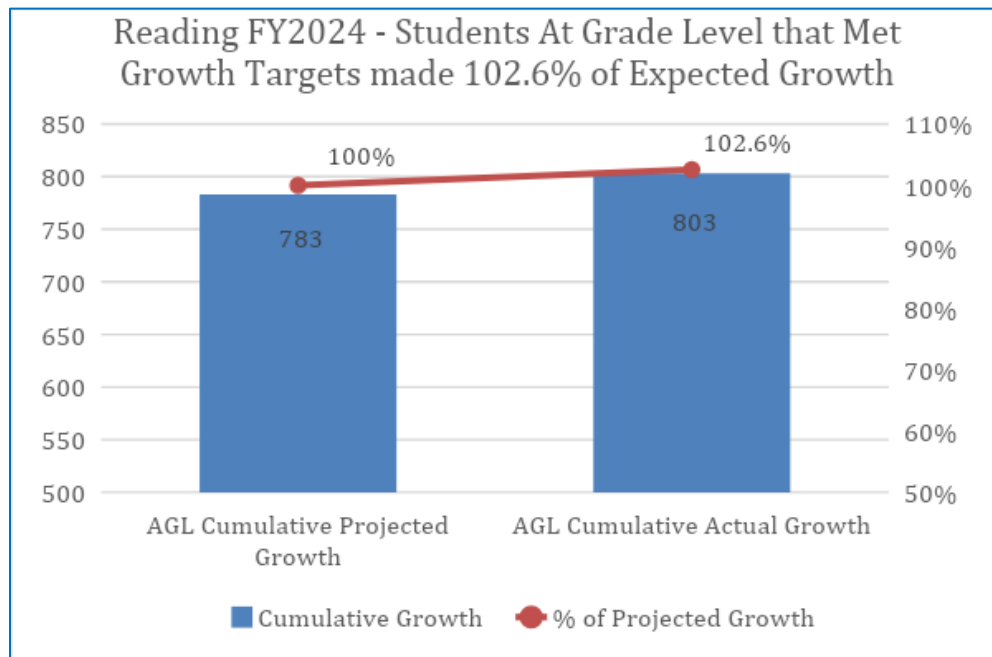


Chart 30: Next, the collective academic Reading growth of the 52.9% Below Grade Level students was 102.6% of the growth expected in Reading from Fall 2023 to Spring 2024, which is satisfactory, just above the 100% national (Projected) average

Contract Goals

Authorizers and schools work together to develop a performance contract. This contract is used as a guide to ensure the school is maintaining high standards for school performance in the areas of academics, climate, operations, and finance. Authorizers and schools work together to determine the percentage of goals that need to be met in order to gain contract renewal. Midway Star Academy just completed its first renewal process and was awarded a 5-year contract with Pillsbury United Communities (PUC), this is the maximum number of years a school can achieve! This past year, Midway Star met or exceeded all of its academic contract goals! See below for Midway Star Academy’s contract goals results.

ACADEMIC GOALS	REPORTED PROGRESS	EVIDENCE
<p>1.1. Growth Goal 1.1: Math</p> <p>At least 50% of students will meet their annual growth goal in math. From FY22 to FY24, the aggregate percentage of all students assessed in the Fall who achieve their Spring benchmark goal in Mathematics as measured by the NWEA/MAP suite of assessments will be within the target range.</p> <p><u>Parameters for Goal</u> Student Population: Students that take a fall and spring test annually. As measured by: NWEA Measure of Academic Progress - Goal Targets.</p> <p><u>Targets</u> Exceeds Expectations: 60% of students or more met their growth goal. Meets Expectations: 50% of students or more met their growth goal.</p>	<p>Meets Expectations</p>	<p>Goal Result:</p> <p>FY22: 60.1% of all students met their annual growth goal in math.</p> <p>FY23: 48.3% of all students met their annual growth goal in math.</p> <p>FY24: 69.7% of all students met their annual growth goal in math.</p> <p>FY22-FY24: 59.4% of all students met their annual growth goal in math.</p>

<p>Approaching Expectations: 45-49% of students met their growth goal. Of Concern: Less than 45% of students met their growth goal.</p>		<p>As measured by: NWEA</p>
<p>1.2. Growth Goal 1.2: Math</p> <p>At least 50% of below grade level students in the fall will meet their annual growth goal in math and those students cumulatively will make over 120% of expected growth in Math.</p> <p><u>Parameters for Goal</u> Student Population: Students that take a fall and spring test annually. As measured by: NWEA Measure of Academic Progress - Goal Targets.</p> <p><u>Targets</u> Exceeds Expectations: 50% of students or more who met their growth goals and also met the 140% growth goal. Meets Expectations: 50% of students or more who met their growth goals and also met the 120% growth goal. Approaching Expectations: 50% of students who met their growth goals and also met the 100-120% growth goal. Of Concern: Less than 50% of students who met their growth goals and met the 120% growth goal.</p>	<p>Exceeds Expectations</p>	<p>Goal Result:</p> <p>FY22: 59.2% of below grade level students met their annual growth goal in math. The growth of these students was 159.9%</p> <p>FY23: 53.4% of below grade level students met their annual growth goal in math. The growth of these students was 145.2%</p> <p>FY24: 69.7% of below grade level students met their annual growth goal in math. The growth of these students was 170.8%</p> <p>FY22-FY24: 60.8% of below grade level students met their annual growth goal in math.</p> <p>As measured by: NWEA</p>
<p>2.1. Growth Goal 2.1: Reading</p>	<p>Meets Expectations</p>	<p>Goal Result:</p>

<p>At least 50% of students will meet their annual growth goal in reading.</p> <p><u>Parameters for Goal</u> Student Population: Students that take a fall and spring test annually. As measured by: NWEA Measure of Academic Progress - Goal Targets.</p> <p><u>Targets</u> Exceeds Expectations: 60% of students or more met their growth goal. Meets Expectations: 50% of students or more met their growth goal. Approaching Expectations: 45-49% of students met their growth goal. Of Concern: Less than 45% of students met their growth goal.</p>		<p>FY22: 52.6% of all students met their annual growth goal in reading.</p> <p>FY23: 51.9% of all students met their annual growth goal in reading.</p> <p>FY24: 64.6% of all students met their annual growth goal in reading.</p> <p>FY22-FY24: 56. \$% of all students met their annual growth goal in reading.</p> <p>As measured by: NWEA</p>
<p>2.2. Growth Goal 2.2: Reading</p> <p>At least 50% of below grade level students in the fall will meet their annual growth goal in math and those students cumulatively will make over 120% of expected growth in Reading.</p> <p><u>Parameters for Goal</u> Student Population: Students that take a fall and spring test annually. As measured by: NWEA Measure of Academic Progress - Goal Targets.</p> <p><u>Targets</u></p>	<p>Meets Expectations</p>	<p>Goal Result:</p> <p>FY22: 50.7% of below grade level students met their annual growth goal in reading. The growth of these students was 160.5%.</p> <p>FY23: 54.7% of below grade level students met their annual growth goal in reading. The growth of these students was 154.2%</p>

<p>Exceeds Expectations: 50% of students or more who met their growth goals and also met the 140% growth goal.</p> <p>Meets Expectations: 50% of students or more who met their growth goals and also met the 120% growth goal.</p> <p>Approaching Expectations: 50% of students who met their growth goals and also met the 100-120% growth goal.</p> <p>Of Concern: Less than 50% of students who met their growth goals and met the 120% growth goal.</p>		<p>FY24: 64.6% of below grade level students met their annual growth goal in reading.</p> <p>The growth of these students was 170.3%</p> <p>FY22-FY24: 56.7% of below grade level students met their annual growth goal in reading.</p> <p>As measured by: NWEA</p>
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WBWF Summary

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. 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. Below lists the goals, results, and goal status for each of the WBWF goals in the areas of All Students Ready for School, Close the Achievement Gap Between Student Groups, and All Students Career and College Ready by Graduation.

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.

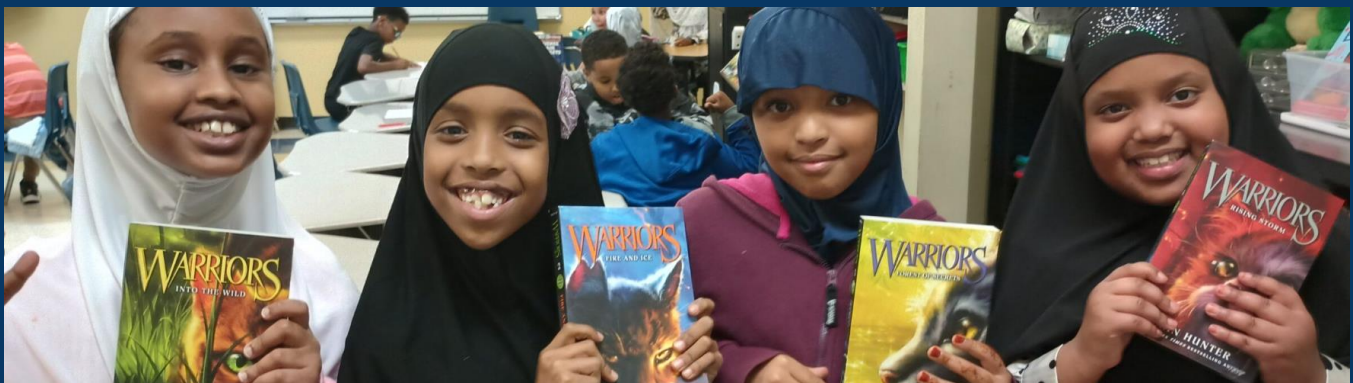
Provide the direct website link to the district’s CACR annual report. If a link is not available, describe how the district disseminates the report to stakeholders:

Annual Public Meeting

These annual public meetings were to be held in the fall of each 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 CACR plan for the 2023-24 SY: January 17, 2025



Appendix

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 SY.</p> <p>50% of Kindergarten students will achieve at grade level on the NWEA Reading MAP assessment.</p>	<p>Provide the result for the 2022-23 SY that directly ties back to the established goal. 80.8% of Kindergarten students achieved “at-grade-level” on the NWEA Reading MAP test by the spring assessment.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 SY.</p> <p>At least 50% of students will meet their annual growth goal in reading.</p>	<p>Provide the result for the 2022-23 SY that directly ties back to the established goal. 64.6% of all students met their annual growth goal in reading.</p> <p>As measured by: NWEA</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 SY.</p> <p>At least 50% of below grade level students in the fall will meet their annual growth goal in reading and those students cumulatively will make over 120% of expected growth in Reading.</p>	<p>Provide the result for the 2022-23 SY that directly ties back to the established goal. 53.7% of below grade level students in the fall met their annual growth goal in reading and made 170.3% growth.</p>	<p><i>Check one of the following:</i></p> <p>___ On Track (multi-year goal)</p> <p>___ Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p>___ Goal Not Met (one-year goal)</p> <p>___ Met All (multiple goals)</p> <p>___ Met Some (multiple goals)</p> <p>___ Met None (multiple goals)</p>

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 SY.</p> <p>At least 50% of below grade level students in the fall will meet their annual growth goal in math and those students cumulatively will make over 120% of expected growth in Math.</p>	<p>Provide the result for the 2022-23 SY that directly ties back to the established goal. 69.7% of below grade level students met their annual growth goal in math and made 170.8% growth.</p>	<p><i>Check one of the following:</i></p> <p>___ On Track (multi-year goal)</p> <p>___ Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p>___ Goal Not Met (one-year goal)</p> <p>___ Met All (multiple goals)</p> <p>___ Met Some (multiple goals)</p> <p>___ Met None (multiple goals)</p>

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 SY.</p> <p>At least 50% of students will meet their annual growth goal in math as measured by the NWEA/MAP suite of assessments will be within the target range.</p>	<p>Provide the result for the 2022-23 SY that directly ties back to the established goal. 69.7% of all students met their annual growth goal in math in FY2023</p> <p>As measured by: NWEA</p>	<p><i>Check one of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" 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)

Future Plans

Midway Star Academy is prioritizing academic improvement this year by implementing a strong intervention program supported by four math and reading corps members. To ensure the interventions are implemented with fidelity, we created an intervention coordinator position. The goal of this new intervention program is to improve student learning and to close any educational gaps students may have.