



Know Yourself. Know The World.

# NOVA CLASSICAL ACADEMY™

## 2020-2021 Annual Report



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## Introduction

Nova Classical Academy began as a small group of parents who wanted access to a high-quality education often found in private schools; the goal was to offer an academically rigorous curriculum with value placed on scholarship and individual excellence as well as self-discipline and virtues. Nova was the first public school to engage a classical education structure where students learn to think and reason from a solid foundation of knowledge and skills, and where parents, staff, and students all share a unity of purpose.

The founders looked into a number of different curriculum models. When they discovered the classical model of education, it struck a deep chord, and they knew without a doubt that it was not only what they wanted for their children, but it was also the education they wish that they had received.

## Mission Statement

In a supportive community and through a systematic, accelerated college-preparatory education in the classical tradition, Nova Classical Academy challenges its students to develop intellect, to attain the habits of learning and mastery, and to live a virtuous life of duty and ideals.

Classical education rests on the concept of the Trivium—grammar, logic, and rhetoric—not as subjects, although these subjects are studied, but as the structure of every subject and discipline.

- Grammar is the foundation of a subject—the collection of its parts and the mechanics of how they work.
- Logic is the organization of these parts into a whole and an understanding of the relationships among the parts.
- Rhetoric is the ability to apply the foundational knowledge and logical understanding of a subject purposefully and creatively to solve a problem, express an opinion with clarity or create something new.

## Educational Philosophy

Nova Classical Academy seeks to help develop young adults who possess the moral virtues of *prudence*, *justice*, *fortitude*, and *temperance* and the intellectual virtues of *wisdom*, *understanding*, and *science* as articulated in the western tradition in order that they may readily take up the responsibilities of adulthood.



## History

Nova Classical Academy has a K–12 charter. Nova opened in St. Paul in the fall of 2003 with grades K–6 and we have added grades yearly toward our goal of providing a complete K–12 education, beginning with our first ninth-grade class in the autumn of 2009. Nova’s first class of seniors graduated in the spring of 2013. In 2012, after renting spaces for nine years, we were excited to be in our new building in Victoria Park which houses our full K–12 program. Nova believes that an effective education must be systematic, comprehensive, and must have continuity from year to year. Nova provides many volunteer opportunities for parents to contribute to the success of the school.

Nova’s Lower School ranks as #1 in Best Public Elementary Schools in Ramsey County (Niche), #6 in the Best Public Elementary Schools in Minnesota (Niche), #1 of 130 in Best Elementary Charter Schools in Minnesota (Niche), #3 of 1,032 in Best Public School Elementary Teachers in Minnesota (Niche), #27 in Minnesota Elementary Schools (US News and World Report), and #68 of 856 in Minnesota Elementary Schools (SchoolDigger).

Nova’s Upper School ranks as #1 of 425 in Minnesota High Schools (SchoolDigger), #2 in the list of top High Schools in Minnesota (Niche and US News and World Report), #38 in Charter High Schools in the nation (U.S. News and World Report), #171 High School in national rankings, and #196 in STEM High Schools in the nation (U.S. News and World Report), and #325 of 17,219 Best College Prep Public High Schools in the nation (US News and World Report). Nova’s Upper School academic programming includes additional Advanced Placement (AP) and College in the Schools (CIS) courses.

## Authorizer Information



Friends of Education  
 1405 Xenium Lane North | Plymouth, MN 55441  
 Contact: Beth Topoluk, Executive Director  
 Duration: Expires June 30, 2022

## Accolades



## School Enrollment

Nova began in the fall of 2003 with 166 students enrolled in kindergarten through grade six. Continued growth of the Lower School supported the growth and development of grades seven through twelve. As of October 1, 2020, kindergarten through grade twelve had an enrollment of 1,011 students.

Membership															
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
2009-10	40	44	44	48	48	48	52	51	32	0	0	0	0	407	8%
2010-11	60	72	72	78	52	53	54	54	48	28	0	0	0	571	9%
2011-12	60	72	72	78	78	52	54	54	53	37	21	0	0	631	11%
2012-13	60	72	72	78	78	78	54	54	53	42	37	15	0	693	5%
2013-14	80	78	78	78	78	78	81	81	81	50	36	32	15	846	3%
2014-15	80	78	78	78	78	78	79	80	77	65	48	36	28	883	9%
2015-16	80	78	77	78	79	76	80	78	78	69	52	41	32	898	19%
2016-17	78	78	78	78	78	78	80	78	79	76	64	66	42	953	9%
2017-18	80	78	78	78	78	78	78	80	75	77	65	60	62	966	4%
2018-19	80	78	80	78	79	79	82	80	81	78	77	64	58	994	7%
2019-20	80	81	81	81	81	81	82	85	84	74	74	74	63	1,020	6%
2020-21	80	81	80	81	81	81	82	84	83	72	73	67	66	1,011	10%

Demographic and Subgroup Information								
School Year	American Indian	Asian & Pacific Islander	Hispanic	Black	White	Free & Reduced Meals	SPED	LEP
2013-14	.01%	8.2%	3.6%	5.3%	72.1%	13.3%	7.2%	2.0%
2014-15	.2%	9%	3%	6%	82%	12%	6.5%	1.9%
2015-16	.4%	9.1%	3.5%	6%	81%	13%	6.8%	3%
2016-17	.1%	9.4%	4.5%	5.9%	79.7%	11.9%	6.7%	3.8%
2017-18	.3%	9.6%	5.7%	6.0%	72.2%	12.3%	4.4%	5.6%
2018-19	.3%	10.3%	7.2%	6.2%	69.2%	11.9%	3.4%	4.1%
2019-20	.3%	9.9%	8%	6.7%	67.2%	10.8%	7.1%	3.7%
2020-21	.3%	10.8%	8.1%	8.0%	65.3%	4.5%	7.8%	3.8%



## Governance & Management

Nova Classical Academy has a parent majority board. During the 2020-2021 school year, Nova Classical Academy had 10 members on the Board of Directors: six parent members, three faculty members, and one community member. The board had 11 seats to start the year, but a second community member seat, which had been empty since December of 2019, was formally removed through a board vote on 11/30/2020. Additionally, on 12/5/2021, the board voted to remove a parent seat after the current term ended on 6/30/2021. The election in May 2021 resulted in the reelection of Claudia Gumbiner-Hungs (parent) and the election of Sasha Ross (teacher; no relation to Frank Ross) for three year terms. The board continued to meet via Zoom throughout the 2020-2021 school year and regularly had over 40 members of the public (employees, parents, and students) also attend each meeting, a number that tripled our usual public attendance.

2020-2021 School Year – Public Charter School Board							
Name	Board Position	Group (teacher FFN)	Date Seated	Term End	Phone Number	Board Member Training	Meeting Attendance %
Jason Belter	Director	Teacher 432080	7/2013	6/2021	651.428.5185	12.14.2013	94%
Diane Ruday	Director	Teacher 446587	7/2020	6/2023	651-285-1381	7.28.2020	94%
Melissa deJesus Hernandez	Director	Parent	7/2020	6/2023	651-532-0919	7.28.2020	94%
Claudia Gumbiner-Hungs	Director	Parent	7/2014	6/2021	562.208.8422	12.06.2014	100%
Divya Karan	Director	Parent	7/2019	6/2022	612.600.7993	11.18.2019	94%
Becky Lund	Director, Secretary	Teacher 389883	7/2016	6/2022	651.295.2570	12.11.2009	100%
Theresa Nelson	Director, Chair	Parent	7/2018	6/2021	621.695.8426	10.13.2018	100%
Nicholas LaRusso	Director	Community Member	7/2020	6/2023	507.284.1006	7.28.2020	81%
Frank Ross	Director, Chair-Elect	Parent	7/2019	6/2022	952.201.1959	11.18.2019	94%
Jennie Winter	Director, Treasurer	Parent	7/2017	6/2023	651.398.2006	8.8.2017	88%

During the 2020-2021 school year, the board had numerous presentations regarding situations pertaining to COVID-19 and Nova’s learning models and received the following training:

Date	Training Title(s)	Members Present
8.2020	Classical Education	Belter, deJesus Hernandez, Gumbiner-Hungs, Lund, Nelson, Ruday, & Winter
9.2020	Cultural Competency	All
10.2020	Cultural Competency (cont'd)	Belter, Gumbiner-Hungs, Karan, LaRusso, Lund, Nelson, Ross, Ruday, & Winter
12.2020	Cultural Competency (cont'd) & Governance	All
2.2021	Curriculum and the Great Conversation & Classical Education	All
5.2021	Equity Training	All

## Staffing & Retention

ADMINISTRATORS						
Name	File Folder Number	Assignment	Years Employed by School	New in FY21	Left During FY21	Not Returning FY22
Melissa Johnson	462224	Academic Director	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Pelofske	436269	Upper School Principal	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brooke Tousignant	397890	Lower School Principal	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brett Wedlund	419684	Executive Director	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACULTY					
Name	File Folder Number	Assignment/Subject	New in FY21	Left During FY21	Not Returning FY22
Heather Albrecht	503034	First Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeanie Anderson	437857	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jason Belter	432080	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Luke Brekke	393327	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Broen	397048	History	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sarah Brown	504509	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Buri	441724	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don Burrows	481868	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bryan Butts	403645	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Micah Chibana	1002614	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Conkle	450234	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nicholas Conlin	476701	Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Cranberg	509549	School Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Facendola	510699	Latin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brandon Foat	408188	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Frost	481483	English Language Learner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joshua Garvin	433596	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Pat German	319062	Fourth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Patricia Gilbert	450003	Fourth Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amy Gleason	492300	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamie Halvorson	492840	Third Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Morgan Hanlon	487978	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duane Heidemann	399230	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Hoiland	367504	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shannon Hooge	510576	Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeremy Hubbell	496473	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Derek Johnson	367417	Fourth Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diana Johnson	374011	Art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kimberly Johnson	421358	English Language Learner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meaghan Juedes	486890	Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Kibler	460242	Language Arts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Matthew Kimble	423854	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connie Knowles	398867	Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sara Knudsen	397730	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nelly Konkin	454587	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Krohn	484157	First Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Madeline Larsen	483397	First Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chad Long	410502	Third Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Lund	389883	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Marchand	411039	Fourth Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jonathan Martin	446476	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margaret McCarney	456216	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regina McDonald	366494	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tonopah Nee	500361	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brendan O'Hara	473851	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kelly O'Rourke	321838	Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heidi Reynolds	442587	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicholas Ritz	506885	Third Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Rogers-Tanner	476412	Third Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Jennifer Rogge	467769	Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alexandra Ross	482825	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Ruday	446587	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lee Schultz	485688	Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sara Seal	440531	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christopher Shepard	466387	History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jo Shultz	445885	Second Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
David Shuman	447264	School Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kimberly Strand	425938	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gary Stueck	485267	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Taylor	421853	Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traci Taylor	398736	Second Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Urbrock	408803	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kelly VanMoorlehem	512963	First Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naomi Walther	494667	Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alex Weninger	499481	Fifth Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Weninger	499481	Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maura Williams	479227	Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rena Williams	396488	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

In addition to the licensed teachers listed above, Nova Classical Academy employed an average of 28 Educational Assistants supporting general and special education. Nova Classical Academy also employed the following program support staff: Activities Administrative Assistant, Activities Director, Business Office Manager, Communications Manager, District Receptionist, Facilities Coordinator, Food Services Coordinator, Food Service Director, Health Office Manager, Human Resources Director, Operations Coordinator, Office Managers in each school, Program Coordinator & Scholar Zone Director, Special Education Coordinator, and an in-house substitute short-call teacher.

Staff Retention Percentages									
	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Licensed Faculty	90.7%	87.1%	94%	86%	88%	86.6%	82.2%	89.23%	82.09%
Educational Support	100%	47.8%	63.2%	71%	79%	85.2%	67.7%	70.37%	85.71%
Program Support	100%	87.5%	77.8%	100%	92%	83.4%	76%	72.6%	100%
Administration	100%	75%	54.5%	50%	60%	100%	100%	100%	100%
<b>Total</b>	<b>94.5%</b>	<b>78%</b>	<b>71.9%</b>	<b>71.9%</b>	<b>79.75%</b>	<b>88.8%</b>	<b>81.6%</b>	<b>83.05%</b>	<b>87.69%</b>

## Equitable Access to Excellent and Diverse Educators

As reported to the Minnesota Department of Education (MDE) in the 2020-2021 World's Best Workforce report, 82.81% of Nova's teaching staff has at least three years of teaching experience and 100% of our teachers are licensed, which is higher than the state average. Nova's hiring process prioritizes identifying teachers who are licensed in their content areas, as well as teachers who reflect the demographic makeup of our student body. Nova's licensed staff's race/ethnicity demographics are 95.5% white, .1% Asian, .1% Native Hawaiian or Other Pacific Islander, and .1% Two or More Races in comparison to Nova's student demographics, which are 10.8% Asian, 8.1% Hispanic or Latino, 8.0% Black or African-American, and 7.4% two or more races.

Students at Nova have access to high quality teachers. 82.81% of our teaching staff has at least 3 years of teaching. 100% of our teachers are licensed, which is higher than the state average. Our hiring process prioritizes identifying teachers who are licensed in their content areas, as well as teachers who reflect the demographic makeup of our student body.

By comparison, our licensed staff's race/ethnicity demographics are 95.5% white, .1% Asian, .1% Native Hawaiian or Other Pacific Islander, and .1% Two or More Races. We would need to add 21 teachers of color and American Indian background to reflect our student population.

The root causes contributing to a lack of student access to teachers of color and American Indian teachers are:

1. A lack of qualified (properly licensed or experienced) candidates who represent these demographics
2. A nationwide teacher shortage in multiple licensure areas, many of which are considered difficult to fill regardless of race/ethnicity considerations

The strategy employed by the district to increase and retain teachers of color and American Indian teachers is to increase the visibility of district openings on local, regional college-based, and nationwide job boards by incorporating additional platforms into our search and posting strategies. Nova's goal is to attract the best-qualified candidates from the widest and most diverse candidate pool for all job openings in the district. Nova also requires annual cultural competency training, beyond what is required for re-licensure, for all staff.

## Finances

Nova Classical Academy is financially viable. Nova contracts with Dieci School Finance for services related to its accounting, payroll, generation of financial statements, and compliance reporting. Nova also contracts with CliftonLarsonAllen, LLP for performance of its annual independent financial audit. The audit of FY21 is currently underway and the school expects to receive a clean audit with no material findings.

Nova's Budget & Finance Committee and administration completes an extensive budget development process for recommendation and discussion with the board. Each month the finance committee reviews any variances between actual and budget along with alignment to the financial goals. The committee reports this review/discussion to the board monthly.

Nova ended FY21 with an unaudited fund balance of 41.7%. Nova anticipates that it will meet the goal of maintaining a fund balance of at least 25% for years to come.

## Academic Performance

Nova Classical Academy administers the Minnesota Comprehensive Assessments (MCAs) to all students in grades 3–8 and qualifying high school students to measure math, reading, and science proficiency relative to Minnesota State Academic Standards over time. Nova administers the Minnesota Test of Academic Skills (MTAS) to qualifying students. Beginning in the Fall of 2021, Nova will move to the nationally-normed FastBridge aMath and aReading assessments.

55.5% of eligible Nova students (grades 3-11) participated in the state assessments (NCAs and MTAS) in April 2021, due to the exemption guidance from the Minnesota Department of Education. No nationally-normed assessments were administered in 2020-2021 due to the district being in distance learning until the second semester.



## 2020-2021 World's Best Workforce Report

*\*WBWF goals are also included in our reported Q Comp Goals to MDE. Per MDE recommendation, we have carried over our 2019-2020 goals to 2020-2021\**

### All Students Ready for School

#### Goal

Of the students enrolled in Kindergarten on the last day of summer during the 2020-2021 school year, 90% will participate in August 2020 Pre-Kindergarten Conferences.

#### Goal

Of the students enrolled in Kindergarten by October 1<sup>st</sup> of the 2020-2021 school year, 95% will advance to first grade.

#### Result: Goal Made

Of the students enrolled in Kindergarten on the last day of summer during the 2020-2021 school year, **100%** participated in August 2020 Pre-Kindergarten Conferences

#### Result: Goal Made

Of the students enrolled in Kindergarten by October 1<sup>st</sup> of the 2020-2021 school year, **96.25%** advanced to first grade.

**All Students in Third Grade Achieving Grade-level Literacy**

**Goal**

Nova’s goal for the third grade reading proficiency rate is to be at least 23% higher than the state average in reading, as measured by the MCAs.

**Result: Goal Made**

Nova’s goal for the third grade reading proficiency rate was **28.7%** higher than the state average in reading, as measured by the MCAs.

**Close the Achievement Gap(s) Between Student Groups**

**Goals**

**Lower School Math 3-5**

The proficiency gap between the Non-English Language Learners and the English Language Learners enrolled October 1<sup>st</sup> in grades 3-5 at Nova Classical Academy Lower School using all state **Math** accountability tests (MCAs and MTAS) will decrease from 67.9% in 2019 to 55.4% in 2021 by increasing the proficiency rate of the groups as follows:

- Non-English Language Learners from 84.6% in 2019 to 85.4% in 2021, representing 7 students moving from Partially/Does Not Meet to Meets/Exceeds

and

- English Language Learners from 16.7% in 2019 to 30.0% in 2021, representing 2 students moving from Partially/Does Not Meet to Meets/Exceeds.

**Lower School Reading 3-5**

The proficiency gap between the Non-English Language Learners and the English Language Learners enrolled October 1<sup>st</sup> in grades 3-5 at Nova Classical Academy Lower School using all state **Reading** accountability tests (MCAs and MTAS) will decrease from 49.2% in 2019 to 43.3% in 2021 by increasing the proficiency rate of the groups as follows:

- Non-English Language Learners from 82.5% in 2019 to 83.3% in 2021, representing 6 students moving from Partially/Does Not Meet to Meets/Exceeds

and

**Results: Goals Not Made**

**Lower School Math 3-5**

The proficiency gap did not decrease from 2019 to 2021, using all state **Math** accountability tests (MCAs and MTAS).

- Non-English Language Learners from 84.6% in 2019 to **70.7%** in 2021

and

- English Language Learners from 16.7% proficient in 2019 to **0.0%** in 2021

**Lower School Reading 3-5**

The proficiency gap did not decrease from 2019 to 2021, using all state **Reading** accountability tests (MCAs and MTAS).

- Non-English Language Learners from 82.5% in 2019 to **74.5%** in 2021

and

- English Language Learners from 33.3% in 2019 to 40% in 2021, representing 2 students moving from Partially/Does Not Meet to Meets/Exceeds

### Upper School Math 6-8, 11

The proficiency gap between the Non-English Language Learners and the English Language Learners enrolled October 1<sup>st</sup> in grades 6-8, 11 at Nova Classical Academy Upper School using all state **Math** accountability tests (MCAs and MTAS) will decrease from 69.2% in 2019 to 46.3% in 2021 by increasing the proficiency rate of the groups as follows:

- Non-English Language Learners maintaining 89.2% in 2019 to 89.2% in 2021, representing 34 students moving from Partially/Does Not Meet to Meets/Exceeds
- and
- English Language Learners from 20.0% in 2019 to 42.9% in 2021, representing 1 student moving from Partially/Does Not Meet to Meets/Exceeds

### Upper School Reading 6-8, 10

The proficiency gap between the Non-English Language Learners and the English Language Learners enrolled October 1 in grades 6-8, 10 at Nova Classical Academy Upper School using all state **Reading** accountability tests (MCAs and MTAS) will decrease from 59.4% in 2019 to 22.4% in 2021 by increasing the proficiency rate of the groups as follows:

- Non-English Language Learners maintaining 89.4% in 2019 to 89.4% in 2021, representing 24 students moving from Partially/Does Not Meet to Meets/Exceeds
- and
- English Language Learners from 30.0% in 2019 to 66.7% in 2021, representing 1 student moving from Partially/Does Not Meet to Meets/Exceeds

- English Language Learners from 33.3% in 2019 to **0.0%** in 2021

### Upper School Math 6-8, 11

The proficiency gap did not decrease from 2019 to 2021, using all state **Math** accountability tests (MCAs and MTAS).

- Non-English Language Learners maintaining 89.2% in 2019 to **74.5%** in 2021
- and
- English Language Learners from 20.0% in 2019 to **0.0%** in 2021

### Upper School Reading 6-8, 10

The proficiency gap did not decrease from 2019 to 2021, using all state **Reading** accountability tests (MCAs and MTAS).

- Non-English Language Learners maintaining 89.4% in 2019 to **84.1%** in 2021
- and
- English Language Learners from 30.0% in 2019 to **28.6%** in 2021

### **All Students Career- and College-ready by Graduation**

#### **Goal**

As measured by the ACT assessment, 70% of Nova’s juniors will demonstrate college readiness in all four College Readiness Benchmark Scores and will be at a platinum or gold level for career readiness which indicates that a student has the skills required for at least 93% of ACT-profiled jobs.

#### **Result: Goal Not Made**

As measured by the ACT assessment, 64.0% of Nova’s juniors demonstrated college readiness in all four College Readiness Benchmark Scores in 2021 and were at platinum or gold level for career readiness which indicates that a student has the skills required for at least 93% of ACT-profiled jobs.

### **All Students Graduate**

#### **Goal**

Nova Classical Academy will have a graduation rate of at least 90% in 2019-2020.

#### **Result: Goal Not Made**

Nova Classical Academy’s graduation rate was **82.0%** in 2020-2021.

## **Operational Performance**

### **Reporting Requirements**

Nova Classical Academy submitted all reporting documents: Minnesota Automated Reporting Student System (MARSS), Electronic Data Reporting System (EDRS), Compliance, etc., in a timely manner to the Minnesota Department of Education (MDE).

### **Legal Issues**

Currently, Nova has no legal issues outstanding.





## Innovative Practices & Future Plans

Charter schools were created to develop innovative educational practices, stabilize them, and pass those learnings on to mainstream schools for improvement. Nova continues in this tradition by building competence in our classical mission. In 2020-2021 this mission was advanced in several ways:

- Faculty and Administration supported and promoted the implementation of Data-driven Instruction in both the Lower and Upper Schools.
- Classical Pedagogy Leads provided training for all faculty during professional in-services throughout the year.
- Classical Education Certification: This program, created at Nova, trains new teachers in the strategies and philosophy of classical education. Nova’s new teachers – for whom the full-year course is a requirement – attended an immersive, which emphasizes both the technical elements of classical education as well as research-based components of instruction. The program meets once a month for an hour-long evening session, throughout the academic year.
- With the majority of the year being conducted in a distance learning model, the staff continued to work to implement best practices for distance learning.

Nova Classical Academy’s goals for the 2020-21 school year included increasing MCA scores in reading and math as outlined in this report; maintaining enrollment capacity in all grades; increasing workplace staff satisfaction and reviewing mandatory, legal, and recommended policies to improve organizational structure and efficiency.

1. Nova Classical Academy is in the process of evaluating its strategic direction as it relates to enrollment and facilities. In addition, the School is evaluating faculty compensation models to ensure long-term stability and viability.
2. Work in the Upper School will be to continue adding College in the Schools (CIS) course offerings and AP-approved courses, improving school-life balance for students, and working to grow the student population to capacity.



## School Demographics

As of October 1, 2020, Kindergarten through grade twelve had an enrollment of 1,011 students, with the following demographics:

Demographic and Subgroup Information								
School Year	American Indian	Asian & Pacific Islander	Hispanic	Black	White	Free & Reduced Meals	SPED	LEP
2020-21	.3%	10.8%	8.1%	8.0%	65.3%	4.5%	7.8%	3.8%

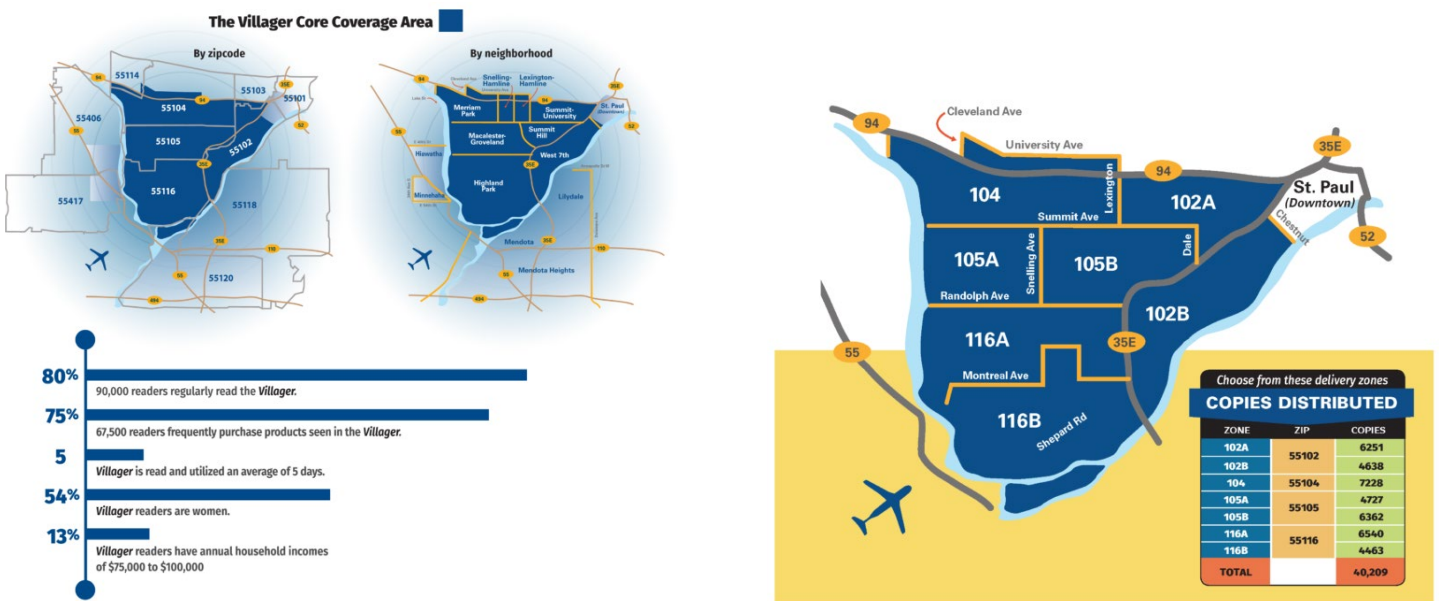
## Demographics of Counties Served

Of the counties served by Nova, 97.8% of the School’s enrollment comes from the following, core counties: Dakota, Hennepin, Ramsey, and Washington.

## Dissemination of Information to the Community

Nova disseminates information to the community via its website, social media channels, and ad placement in the Villager newspaper, known for its comprehensive local news coverage since 1953.

The Villager serves the Highland Park, Lexington-Hamline, Macalester-Groveland, Merriam Park, Snelling-Hamline, Summit Hill, Summit-University and West 7th neighborhoods of St. Paul, the Longfellow and Nokomis neighborhoods of Minneapolis, Lilydale, Mendota, and Mendota Heights. Its circulation is 57,500 and report 106,000 regular readers, with 80% engagement and an average shelf life of 5 days.

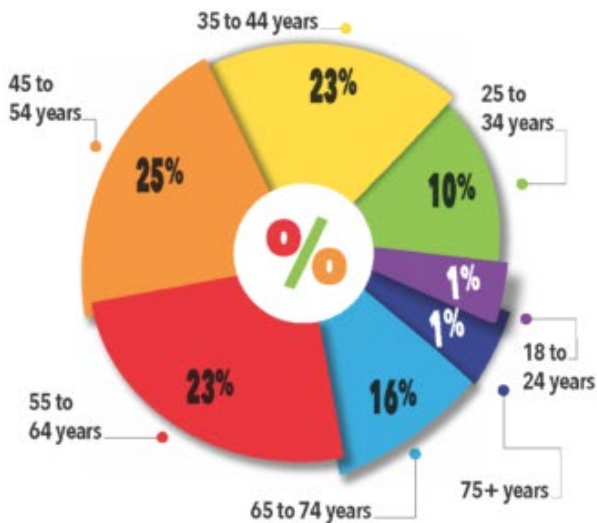


# READER DEMOGRAPHICS\*

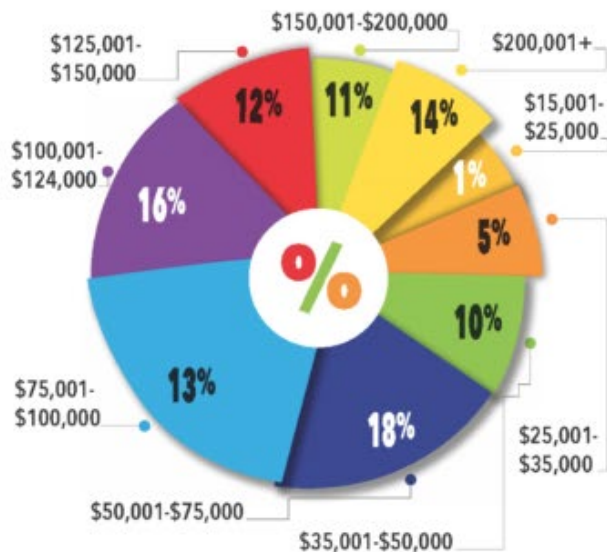
READERSHIP: 90,000



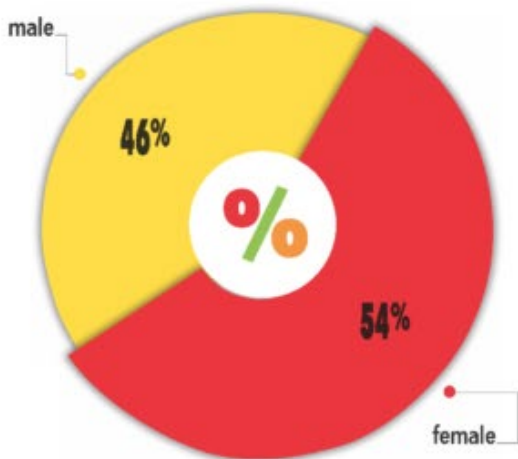
## AGE



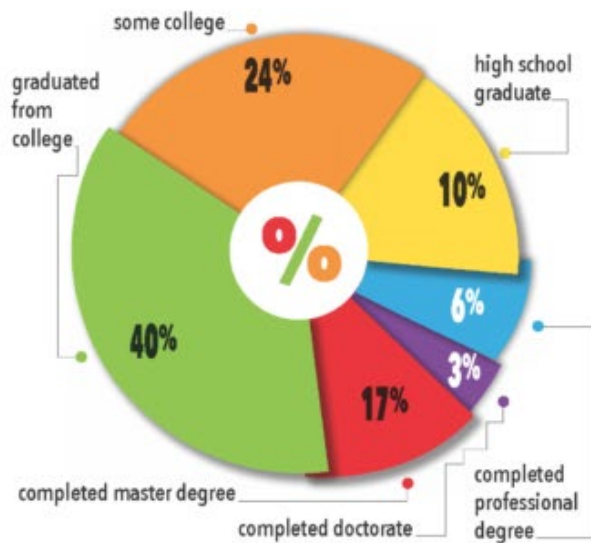
## HOUSEHOLD INCOME



## GENDER



## EDUCATION



\*2020 Survey by the Circulation Verification Council

## Strategic Plan 2017-2022

The Strategic Plan for 2017-2022 as adopted by the board.

### Strategic Vision

In five years, we will have developed, delivered, and be recognized for...

- A classical education achievable for all students across all economic and cultural backgrounds
- A strong college preparatory classical education that educates all students as lifelong learners
- A rigorous educational experience to look back on with joy
- Retention and recruitment of staff and students
- A welcoming, respectful, strong community with meaningful traditions
- A facility that fits our needs and allows us space to thrive
- Financial strength and stability

### Strategic Priorities

- Articulate and develop a comprehensive five-year facility needs plan
- Create a professional development plan that aligns with the classical curriculum and pedagogy
- Clearly and consistently align all decisions, programming, and activities with Nova's mission
- A classical education that is accessible to all student ability levels
- Successfully engage students in stewardship and community in part by drawing upon the examples set by other top performing schools
- Promote and encourage a joyful learning community for all students, staff, and families
- Develop a comprehensive staff retention plan

In addition, the Board has adopted the following guiding objectives:

### Classical Education

***We will create the habits of learning and mastery that carry beyond Nova.***

- Nova Classical Academy will continue to offer ongoing classical education training ranging from the philosophical to practical/applicable.
- Nova seniors will identify and discuss the Grammar, Logic, and Rhetoric stages of their project during their thesis process.
- Nova Classical Academy will continue to educate the community by including
- Classical Education readings in school communications.
- The Board will engage in yearly Classical Education training with the Pedagogy Leads.

### Engagement

***We will ensure students, families, and staff are actively connected to Nova Classical Academy.***

- By the end of FY22, Nova will design and implement a plan to use multiple communication formats to ensure consistency in messaging and branding with all internal and external audiences.
- By the end of FY22, 67% of Nova Upper School Students will participate in a Nova sponsored extracurricular activity.
- By the end of FY22, Nova's Lower School will add at least four new extracurricular opportunities.



## Academic Excellence

***We will set high academic standards and cultivate ongoing growth in all students.***

- At the conclusion of each school year, Nova’s third grade reading proficiency rate as measured by the MCAs will be no less than 23 points higher than the state average in reading.
- As published by the Minnesota Department of Education, each year the Upper and Lower School’s average growth z-scores will exceed zero in math and reading.
- At the conclusion of each school year, Nova’s school’s math proficiency rate as measure by the MCAs for each subgroup will be no less than:
  - English Learners – 28 points higher than the state average for this subgroup
  - Special Education – 24 points higher than the state average for this subgroup
  - Hispanic – 32 points higher than the state average for this subgroup
  - Asian – 28 points higher than the state average for this subgroup
  - Black – 34 points higher than the state average for this subgroup
  - Free/Reduced Priced Lunch – 29 points higher than the state average for this subgroup
- At the conclusion of each school year, Nova’s school’s reading proficiency rates measured by the MCAs for each subgroup will be no less than:
  - English Learners – 16 points higher than the state average for this subgroup
  - Special Education – 34 points higher than the state average for this subgroup
  - Hispanic – 35 points higher than the state average for this subgroup
  - Asian – 28 points higher than the state average for this subgroup
  - Black – 31 points higher than the state average for this subgroup
  - Free/Reduced Priced Lunch – 29 points higher than the state average for this subgroup
- Each year 70% of 12th grade students who have taken the ACT will meet all four College Readiness Benchmarks.

## Sustainability

***We will manage our resources to ensure the long-term availability of Nova’s model of classical education.***

- Each year Nova will approve and maintain an annual budget that meets or exceeds the charter contract and bond covenants. The budget will also include a 5-year pro-forma projection.
- By the end of FY22, Nova will ensure growth of all staff by creating an effective evaluation, feedback and professional development plan.
- By the completion of FY22, Nova will recommend a specific plan for updating and/or expanding facilities and recreation spaces to meet school needs.

**In addition to its ongoing strategic goals, Nova’s Board set two goals and four measures for its Executive Director to help shape the School’s response to the COVID-19 pandemic during the 2020-2021 school year.**

These goals were:

**Goal 1:** Ensure that Nova Classical Academy is positioned to begin the 2021-2022 school year fiscally sound.

### **Measures**

1. Nova Classical Academy ends the 2020/2021 school year within 3% of our final revised budget.
2. Nova Classical Academy ends the year no more than 1% below projected enrollment.

**Goal 2:** Ensure that Nova Classical Academy maintains its efforts supporting academic excellence.

**Measures**

1. Nova Classical Academy has taken steps to support both the process of individual student growth and continuing progress towards reducing the achievement gap, including measures supporting that progress.
2. Nova Classical Academy has taken steps to account for the continuity of teaching staff.

## **Annual Report Review and Approval Process**

Nova's Board of Directors review the Annual Report and World's Best Workforce Report.

The Board reviewed and approved the FY21 reports at their regularly scheduled meeting on 11.22.2021.

At their 10.20.2020 meeting, the Board's Academic Excellence subcommittee reviewed, and revised where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the 2021 World's Best Workforce report.