



GAP School 2024-2025 State of the School Report

This State of the School Report offers a chance to reflect on the 2024–25 school year, consider the current state of GAP School, and look ahead to a promising 2025–26.

While previous years focused on rebuilding structure and support post-pandemic, the 2024–25 school year challenged us to come together as a school community in a time when the world outside often felt divided. Our focus shifted toward strengthening unity, fostering connection, and creating a space where every student felt seen, valued, and supported.

Throughout the year, many of our students came to see GAP School as more than just a place for academic learning—they saw it as a community. Here, they built meaningful relationships with peers and adults, explored their identities and interests, and found a safe, encouraging environment to grow. GAP provided a sense of belonging and stability, helping students navigate not only their academic paths but also the broader challenges of the world around them. As we move into the 2025–26 school year, we remain committed to cultivating that same spirit of connection and support—working together to help every student thrive.

Now more than ever, we believe that by standing united as a school community, we are stronger together.

This strong sense of connection and community wasn't just something staff felt through daily interactions with students—it was also clearly reflected in the feedback we received from our end-of-year Parent and Student Surveys. Below is a summary of the results...

Results from our Parent Survey show that...

- 89% of Parents Agree or Strongly Agree that GAP School lives by its Mission & Philosophy Statements.
- 100% of Parents Agree or Strongly Agree that GAP is a caring community of staff, parents, and students.
- 97% of Parents Agree or Strongly Agree that GAP has a positive learning environment.
- 91% of Parents Agree or Strongly Agree that GAP assists in the preparation for life after high school.
- 94% of Parents Agree or Strongly Agree that GAP School provides a positive overall experience.

Results from our Student Survey show that...

- 89% of Students said their overall experience with GAP School was Very Good or Excellent.
- 84% of Students Agree or Strongly Agree that “I like GAP School most days”.
- 91% of Students Agree or Strongly Agree that “I feel successful at GAP”.
- 92% of Students Agree or Strongly Agree that “GAP School helps students reach their goals”.
- 88% of Students Agree or Strongly Agree that “Students at GAP are treated respectfully by other students”.
- 94% of Students Agree or Strongly Agree that “Students at GAP are welcoming to new students”.
- 90% of Students Agree or Strongly Agree that “I feel safe in my classes at GAP”, “I feel safe during non-class time at GAP (like passing time and lunch)”, and “I feel safe in the community on my way to and from GAP”.
- 82% of Students Agree or Strongly Agree that “I know an adult at GAP that I can talk with if I need help”.
- 98% of Students Agree or Strongly Agree that “All students are treated with respect by the adults at GAP”.

TO SEE THE COMPLETE RESULTS OF BOTH SURVEYS, [CLICK HERE](#)

Along with our daily practices, here is a list of events that helped bring our students a sense of family & community.

- Mentoring Program
- Partnership at Shalom Nursing Home
- Student Leadership Retreat
- Prom
- College & Career Connection Field Trips
- Finishing Up the Page St. House
- Parent Engagement Night
- YouthBuild/AmeriCorps Events
- Pathway Service Projects
- Youth Day at the Capitol
- Feed My Starving Children
- YALE Student Performance
- Dia de Los Muertos & Cinco de Mayo

**(To learn more about the events above, see past quarterly GAP School Newsletters.
To subscribe to future newsletters, click [here](#).)**

Assessment Philosophy

At GAP School, we assess student progress across three key areas: In-Class Assessments, School-Wide Assessments, and Certification Earning.

In-Class Assessments are designed to evaluate what students are learning within each individual course and help determine the credit they earn. These assessments may include pre- and post-tests, formative and summative evaluations, and can be administered both formally and informally. Specific details about in-class assessments are provided in each teacher's progress reports.

School-Wide Assessments reflect our philosophy of meeting students where they are. Our goal is to understand each student's current skill level so we can build on their existing foundation, rather than simply measuring them against grade-level norms. To support this, we use IXL.com for Math and Language Arts (including Reading). In addition, our English Language Learners take the CASAS Reading test, which measures academic language proficiency and higher-order reading skills.

Certification Earning provides students the opportunity to obtain nationally recognized certifications in fields such as construction and nursing, offering valuable credentials that support career readiness and real-world application.

IXL Assessment Data

The IXL Diagnostic Assessments tell the student where they are currently at in the areas of Math & Language Arts. To measure growth, we look at the average points increased per month. We do this because we have students entering our school at all times of the year. As a reference, +10 pts/mo would be increasing a standard grade level per school year. Many of our students come to us behind, so we aim for +15 pts/mo, which would be equivalent to 1 1/2 grade levels per school year. Below are the results based on the students that completed both a pre-test and at least one post-test.

Testing in Language Arts continues to show consistent improvement in test scores, highlighted with the percentage of students improving 15+ points per month (45%) and a significant improvement in the average increase in score per month (up to 17 points from a past high of 12).

On the other hand, Math testing resulted in the lowest scores GAP has seen since we began using IXL. This decline may be largely attributed to our strong emphasis on Financial Literacy last year. While Financial Literacy has always been a focus at GAP, the heightened emphasis during the 2024–25 school year may have come at the expense of growth in areas such as geometry, algebra, and data, probability, and statistics. Moving into the 2025–26 school year, we will continue to prioritize Financial Literacy—but not at the cost of improving student skills in core math subjects.

Students Meeting IXL Goals Last 4 Years

Math	'21-22	'22-23	'23-24	'24-25
15+ /mo	58%	50%	62%	23%
10+ /mo	76%	80%	76%	40%
Avg./mo	+19	+17	+21	+8
Lang Arts.	'21-22	'22-23	'23-24	'24-25
15+ /mo	39%	40%	36%	45%
10+ /mo	50%	63%	62%	57%
Avg./mo	+12	+12	+12	+17

Certifications Earned

Nationally Recognized Certifications Earned for the last 3 school years.

	'24-25	'23-24	'22-23
CPR/First Aid	30	15	25
MC3 (Multi-Craft Core Curriculum)	20	9	14
OSHA (Occupational Safety & Health)	9	10	0
CNA (Certified Nursing Assistant)	1	30	22
PCA (Personal Care Assistant) or	27	5	
CFSS (Community First Services & Supports)			



CASAS Assessment Data

The CASAS Reading Test is given to our ELL students and measures academic language and higher-order reading skills. The main measure of success for the CASAS is making an Educational Functional Level (EFL) gain.

For the 2024-2025 school year, 44 of 84 (52%) GAP students that took at least one post-test made an EFL Gain. GAP School has averaged 55% over the previous two school years.

Budget/Financials

GAP School ended fiscal year 2025 with revenues at \$3,112,937 leading to a surplus of \$297,746. GAP School is a State Approved Alternative Program and contracted site of the St. Paul Public Schools, receiving a percentage of state per pupil/membership dollars. Other support comes from government contracts and foundation grants.

Change Inc. is pursuing capital funding to support the renovation of the GAP School building within the next five years.

Our Students —

Who They Are & What They've Done

The total unduplicated enrollment for the 2024-2025 school year was 187 students. We had 49 graduates.

- **Breakdown by Grade:**

- 9th: 7 (3%) 10th: 19 (8%) 11th: 24 (11%) 12th: 28 (12%) 12+: 150 (66%)

- **Breakdown by Age:**

- High School Age (14-20): 137 (60%) Adult Ed. (21-24): 79 (35%) Adult Ed. (25+): 12 (5%)

- **Breakdown by Race:**

- American Indian/Alaskan Native: 2 (1%) Asian/Pacific Islander: 56 (25%)
Black/African American: 81 (36%) Hispanic/Latino: 44 (19%)
Two or More Races: 30 (13%) White: 14 (6%)

- Female: 121 (53%) Male: 105 (46%) Non-Binary: 2 (1%)

- **16 Different Birth Country Represented, Top 6 Being:**

USA: 55% Laos: 9% Thailand: 7% Ethiopia: 6% DR Congo: 5% Burma: 4%

- **13 Different Primary Languages Represented, Top 6 Being:**

English: 47% Spanish: 13% Hmong: 11% Karen: 9% Swahili: 7% Oromo: 4%

- **Industry Recognized Certificates Earned:**

- 52% of all students that were enrolled at least 1 quarter earned at least 1 certificate.
- 65% of all graduates earned at least 1 certificate while at GAP (up from 53%).

- **Employment:**

- 52% of Current Students are employed, working an average 31 hours per week.
- 84% of Graduates were employed at the time of graduation, averaging 32 hours per week.
- 82% of Past Graduates have maintained employment over the last 12 months, averaging 37 hours per week.

- **Grad Plan Students (students past their grad year, hybrid schedule, needing to pass competency based tests and complete a CCR goal to graduate), out of 45 students enrolled during the 24-25 school year:**

- 8 (17%) completed all requirements and graduated
- 8 (17%) have just 1 of the 7 requirements left to complete for graduation
- 13 (29%) are continuing to make progress towards graduation
- 16 (37%) left the program without completing

- 39 Different Zip Codes Represented, with 81% coming from St Paul, West St. Paul, & South St. Paul.
- 86% of Families Qualify for Free or Reduced Lunch.
- 44% are ELL. 11% are either on an IEP or 504 plan.
- 88% Persistence Rate (% of students who either graduated or maintained enrollment), a 1% decrease from last year, but a 5% increase from 22-23.
- 71% Attendance Rate (average % of days attended per student), a 2% increase from last year.
- 82% Graduation Progress Rate (% of students who earned 4 or more credits out of 6.5 per quarter), with 58% Averaging Full Credit Each Quarter, up 5% and down 1%, respectively.

MNSAA SCHOOL STRATEGIC PLAN UPDATE

2024-2025

A Strategic Plan serves as a roadmap that guides an organization's actions and decisions over a period of time. This School Strategic Plan (SSP) was developed last year as a part of the MNSAA re-accreditation process, and serves as a map for the years 2023-2030. Below is the outline of the SSP and includes what steps were completed during the 24-25 school year, and which steps we are looking at completing for 25-26.

(OBJECTIVE 1) GAP SCHOOL IS A RESPONSIVE, HOLISTIC ALTERNATIVE EDUCATION DESTINATION FOR YOUTH & YOUNG ADULTS FACING BARRIERS TO ACADEMIC SUCCESS

(STRATEGY 1) Deepen our school culture of using improvement science to remain effective and relevant in changing times

Upcoming: Action Step 3: Design policies/procedures for the evaluation of standards, instruction, and assessment, including developed curriculum review cycle.

Upcoming: Action Step 4: Pilot and refine policies/procedures for the evaluation of standards, instruction, and assessment, including developed curriculum review cycle.

Upcoming: Action Step 5: Design, pilot, and refine a training for all teaching and learning staff on the fundamentals of Improvement Science and foundational PDSA continuous improvement processes using the identified key metrics.

(STRATEGY 2) Optimize innovative as well as time-tested teaching and learning approaches that respond to the unique needs of GAP students, including promoting tech equity

Completed: Action Step 2: Research options for new-to-us academic technologies that align with our pedagogy and include supports for social students and science learning; select and purchase.

Completed: Action Step 3: Research and develop a protocol for being a cell-phone free school.

Continuing: Action Step 4: Develop and implement a tiered (based on years of experience) Teacher Performance Evaluation System that includes self-study, walkthroughs, and formal evaluation.

Completed & Upcoming: Action Step 5: Initiate and sustain a curriculum review cycle that includes scope, sequence, standards, and resources; teachers will be required to submit a curriculum map at the beginning of each quarter for every class they are teaching.

(STRATEGY 3) Promote students' physical, social, and emotional wellness to support learning

Completed: Action Step 1: Engage with the Minnesota Department of Education and Saint Paul Public Schools to learn how to access and develop a plan to leverage trainings they offer in Positive Behavioral Interventions and Supports, Social-Emotional Learning, and other resources for helping staff support student well-being.

Upcoming: Action Step 4: Once each school year, provide up-to-date training in Maltreatment of Minors/Mandated Reporting as required by policy in revised personnel policies.

(OBJECTIVE 2) GAP SCHOOL IS THE WORKPLACE OF CHOICE FOR MISSION-ALIGNED SCHOOL PROFESSIONALS

(STRATEGY 1) Provide competitive salaries and benefits

Upcoming: Action Step 2: Incrementally increase salaries to eventually reach 75th percentile for all positions using MN Council of Nonprofits salary survey; create and utilize an associated written policy and plan.

Completed & Upcoming: Action Step 3: Keep employee cost of benefits as steady as possible.

(STRATEGY 2) Support all staff in career development

Upcoming: Action Step 1: Each staff member will work with their supervisor to create an individualized career development plan

Completed: Action Step 3: Develop a "post-pandemic" school-wide professional development strategy that recognizes the stress of the past three years while also moving us toward a new normal, and is reflective of both individual staff development needs and school-wide priorities identified through ongoing continuous improvement efforts.

(STRATEGY 3) Develop a Leadership Pipeline

Upcoming: Action Step 2: Create and communicate scaffolded opportunities for advancement within the agency, including opportunities for school directors and managers to learn and develop leadership skills.

Upcoming: Action Step 3: Develop and utilize onboarding procedures for school leadership, administrative team members, and governance roles.

MNSAA SCHOOL STRATEGIC PLAN UPDATE

2024-2025

Continued from previous page...

(OBJECTIVE 3) GAP SCHOOL IS WELL-RESOURCED AND HAS CAPACITY TO FUND ITS MISSION

(STRATEGY 1) Develop and implement a school-specific advancement plan that is integrated with the overall organizational plan

Completed & Upcoming: Action Step 1: Develop and implement an iterative 3-to-5-year Advancement Plan that addresses grant-seeking, friendraising, congressionally directed spending, a comprehensive campaign, and other approaches.

Completed & Upcoming: Action Step 2: Develop a legislative agenda and priorities

(STRATEGY 2) Dedicate resources to “bridging the digital divide” as part of our commitments to equity and excellence

Upcoming: Action Step 1: Develop a 3-to-5-year organizational technology plan that includes specific goals and objectives for GAP School

Completed & Upcoming: Action Step 2: Engage in community-wide collaborations addressing the “digital divide”

(STRATEGY 3) Recruit and retain students who have struggled to find success in other school environments

Completed: Action Step 1: Create and maintain a culture of data-driven decision-making to address barriers to student retention

Completed & Upcoming: Action Step 2: Engage with the Ramsey County Justice System and other agencies as appropriate to recruit and support justice-involved youth and young adults

Upcoming: Action Step 3: Build a relationship with Humboldt High School to collaborate to meet the needs of West Side youth

Upcoming: Action Step 4: Develop a yearly recruitment plan that includes information about target audiences, communication and outreach strategies, and roles and responsibilities

(OBJECTIVE 4) GAP SCHOOL COMMUNICATES EFFECTIVELY TO BUILD COMMUNITY

(STRATEGY 1) Recommit to involvement in communities that impact and/or are impacted by GAP School

Completed & Upcoming: Action Step 1: Orient school staff to their roles as “ambassadors” and share community involvement expectations annually

Completed & Upcoming: Action Step 2: Set expectation that directors are engaged in community-wide collaborations and include in updated job descriptions

Completed: Action Step 3: Integrate opportunities for student involvement in community into curriculum and school culture

Completed & Upcoming: Action Step 4: Work with community partners, school staff, and student leaders to create opportunities for community members to engage with GAP School

(STRATEGY 2) Share relevant information with students and families in timely and accessible ways

Upcoming: Action Step 1: Update the Student Handbook, including aligning it with the Youth Build Participant Handbook

Completed: Action Step 3: Curate and share with GAP staff and leadership multiple ways to share available resources and supports with families (including Title I meetings and processes)

Upcoming: Action Step 4: Research, purchase, and implement a school-wide email/texting platform

(STRATEGY 3) Expand communications about GAP School to external stakeholders

Completed & Upcoming: Action Step 1: Develop and implement a “Community Communication” plan that includes visibility of the Philosophy and Mission statements, strategic priorities, and student performance.

Completed & Upcoming: Action Step 2: Design and implement tools to share accurate student performance and school effectiveness data with public.

Completed & Upcoming: Action Step 3: Create intentional, regular opportunities for the Board of Directors to be informed about GAP School successes and barriers

Completed: Action Step 4: Develop written policies and procedures for the development and review process of GAP’s School Strategic Plan, including the Mission and Philosophy Statements

2024-2025 STATE OF THE SCHOOL REPORT

CONCLUSION

WE WANT TO THANK ALL OF OUR STAFF, FAMILIES, COMMUNITY MEMBERS, PARTNERS, AND STUDENTS FOR HELPING MAKE GAP SCHOOL A WELCOMING AND SUPPORTIVE HOME FOR STUDENTS.

BECAUSE OF EACH OF YOU, OUR STUDENTS HAVE A PLACE WHERE THEY FEEL VALUED AND SUPPORTED EVERY SINGLE DAY.

As we look ahead to the 2025–2026 school year, our goal is not only to continue providing that “second home” feel, but also to deepen our sense of community and family—so that every student feels a strong sense of belonging, not just while they are at GAP, but long after their time with us.

Comments from our Parent Survey, when asked, “What do you see as the greatest strengths of GAP”...

- * Support, Patience, Tolerance, Communication.*
- * I see the greatest strength of gap in my daughter’s education and concern, and I am also amazed about her mental health and engagement and how I see the love from the teacher.*
- * That you are really concerned and give students a second chance.*
- * That it’s a small little community focused on kids that need extra love.*
- * How they take time to know each student and how involved they are.*
- * The greatest strengths would be, how well the staff/teachers work with students and communicate with the parents.*

Comments from our Student Survey, when asked, “What is the best thing about GAP”...

- * is its supportive community that fosters student growth and engagement.*
- * is that everyone is nice and helps each other learn.*
- * are the teachers and the dedication they give us day by day.*
- * is that there’s a lot of programs that could help you and also teachers try to help you with school and work if you need it.*
- * is that they are very inclusive and they are very career focused.*
- * is its commitent to nurturing every students potential through a supportive innovative and inclusive environment.*
- * helps students relax, learn at their own pace, and think about their future. it gives support and makes learning easier.*