

Minnesota Transitions Charter Schools WBWF Annual Report:

Reporting on the 2018-2019 Time Frame

While the full World's Best Workforce (WBWF) plan is a multi-year strategic roadmap, each year districts develop a WBWF Annual Report, engage in an annual public meeting with stakeholders, and release the annual report publicly on district websites. The annual report and annual public meetings are focused on the strategies, initiatives that the district engaged in to meet the goals, and the progress made on those goals in the prior school year. This is MTCS Annual Report on the strategies, initiatives the we engaged in to meet the goals and the progress made on the goals for 2018-2019.

Staff Development Activities:

Summer Staff Development

Program	Dates	Location	Topics
MTS Secondary	July 30	Lake street	Curriculum mapping
MTS Secondary	July 31	Lake street	Curriculum mapping
Select Elementary Staff Daily Five/CAFE Workshop	July 19-20	Mall of America	Daily Five/CAFE/Daily 3 Math
Math Recovery Training	July 23-26	Apple Valley	Math
Special Education Staff	August 14	MTCS District	CPI Recertification
MDE Online Learning Conf.	August 6	MDE	Online learning
Elementary Staff Days	August 7-8	Banaadir North	Multiple Topics
Cognitive Coaching	August 8-9, Oct. 3-4, Nov14-15 December 12-13	Civic Center Drive, Roseville, MN	Cognitive Coaching
Math Standards Placement etc.	Throughout July and August	MTS Elem	Math standards, Curriculum Alignment, DOK and Item writing

			Training, Start common assessments.
Art of coaching	Oct 22-23		Coaching

New Teacher Staff Development

2018-2019	Monday August 13	August 14	August 15	August 16	August 17
	Monday	Tuesday	Wednesday	Thursday	Friday
	Admin Return			All Staff Return cafeteria	
8:00-8:30				Breakfast at District cafeteria	
8:30-9:00			New Staff Return in board room	Welcome Brian Erlandson cafeteria	Restorative Practices Training
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30			Meet with Mary in board room		Restorative Practices Training
11:30-12:00			District Introductions in board room	HR Stuff Mary Becker cafeteria	
12:00-12:30					
12:30-1:00			Lunch	Lunch	
1:00-1:30				All District Mandatory Reporting and FERPA with Trevor cafeteria	
1:30-2:00			Skyward Training		Restorative Practices Training
2:00-2:30					
2:30-3:00			Meet with Mentors		
3:00-3:30					

3:30-4:00					
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Opening Week Staff Development

MTS Secondary		ELEM	BANorth	BASouth	PEASE	Virtual		
Individual Building Team time Restorative Practice		Individual Building Team Planning	Individual Building Team Planning	Individual Building Team Planning	Individual Building Team Planning	Individual Building Team Planning		
LUNCH								
Grades - attached to a standard and rubric, homework and Lesson Plans								
Co - Teaching								
Tuesday, August 21								
MTS Secondary		ELEM	BANorth	BASouth	PEASE	Virtual		
Other MTS staff in rooms	Blended Learning-Collaboration	CGI K-2 Jim Brickwedge in small district board room	CGI K-2 with Jim Brickwedge in small district board room	CGI K-2 with Jim Brickwedge in small district board room	Blended Learning-Collaboration	Blended Learning-Collaboration		

		Curriculum Mapping Grades 3-6 with Shannon and Kelsey in computer lab room # 201 Secondary site	Curriculum Mapping Grades 3-6 with Shannon and Kelsey in computer lab room # 201 Secondary site	Curriculum Mapping Grades 3-6 with Shannon and Kelsey in computer lab room # 201 Secondary site		
Lunch		Lunch				
Department meetings	Special Education	CGI K-2 cont. with Jlm in small conference room at district	CGI K-2 cont. with Jlm in small conference room at district	CGI K-2 cont. with Jlm in small conference room at district	Special Education	Special Education
		Curriculum Mapping Grades 3-6 with Shannon and Kelsey in computer lab room # 201 Secondary site	Curriculum Mapping Grades 3-6 with Shannon and Kelsey in computer lab room # 201 Secondary site	Curriculum Mapping Grades 3-6 with Shannon and Kelsey in computer lab room # 201 Secondary site		
		Special Education @ 11:30-2:30 at District	Special Education @ 11:30-2:30 at District	Special Education @ 11:30-2:30 at District		
Q Comp Plan Overview @ Secondary Cafeteria						

Wednesday, August 22						
MTS Secondary	ELEM	BANorth	BASouth	PEASE	Virtual	
MTSS training	CGI 3-8 training with James Brickwedd e in board room	CGI 3-8 training with James Brickwedd e in board room	CGI 3-8 training with James Brickwedd e in board room		Student Orientation Initiative	
	Curriculum Mapping K-2 with Shannon and Kelsey in computer lab secondary site room #201	Curriculum Mapping K-2 with Shannon and Kelsey in computer lab secondary site room #201	Curriculum Mapping K-2 with Shannon and Kelsey in computer lab secondary site room #201			
Lesson Plans, grades, Google classroom						
	Lunch	Lunch	Lunch			
	CGI 3-8 training with James Brickwedd e	CGI 3-8 training with James Brickwedd e	CGI 3-8 training with James Brickwedd e			
	Curriculum Mapping K-2 with Shannon and Kelsey	Curriculum Mapping K-2 with Shannon and Kelsey	Curriculum Mapping K-2 with Shannon and Kelsey			

Thursday, August 23					
					Virtual
Co-Teaching planning		Teaching Somali Students			Student Orientation Initiative
	Shawn TLAC, Goals, Data etc	Shawn TLAC, Goals, Data etc.	Shawn TLAC, Goals, Data etc.		
Refugee Mental Health		Refugee Mental Health			
Lunch	Lunch	Lunch	Lunch		
Classroom Time					
Open House					
	Open House				
Friday, August 24					

MTS Secondary	ELEM	BANorth	BASouth	PEASE	Virtual
Principal (Note to self that para's will work half day)	Principal/Building Time				Student Orientation Initiative
Building Time-Classroom time	Study Island Training: EXACT Path for all K-6 Teachers in computer lab at secondary room 201				
	Lunch	Lunch	LUNCH		
	All Elementary Teachers & Elem SpEd K-6 Daily Five Launch with Tami, Shannon in board room at district				
Restorative practice	All Elementary Teachers & Elem SpEd K-6 Daily Five Launch with Tami, Shannon in board room at district				
	MTSS Whats Next board room at district				

Equitable Teacher Access at MTCS Schools:

MTCS created an Equity Committee to work through all aspects of equity including equitable access to teachers. The Superintendent 'Cabinet was also involved with the final decision as to what the equity plan would be this year. It was determined that staff embedded staff development would happen through Q Comp/PLC's on Tuesday and every Friday as an Early release day that support teachers and staff in the indicative's that the data determined that the district needed to embrace. Through discussion with parents, staff and students, it was determined that the district needed training on Trauma Informed training, continue with Restorative Practices, more training and time to review data to determine what and who needs services, as well inform instruction. Scope and Sequence for Math and Reading would be implemented district wide along with interims and standards based reporting K-8. Curriculum Mapping would continue for all content areas with embedded standards and benchmarks.

Along with Early Release Fridays to help support the teaching staff with time and training on the staff development focus, the district has invested in instructional and data coaches for all the seat-based sites. The instructional coaches are assigned to each site as the support staff for that site. The instructional coaches will visit every classroom, observe, and coach teachers in areas of teaching and learning. The coaches will also help with data and assessments.

Number of teachers	Years of Service	Licensed appropriately	Location of Teacher
12	15-22	12	1 at 005 5 at 012 3 at 014 2 at 016 1 at 017
16	10-14	16	1 at 005 5 at 012 4 at 014 1 at 016 5 at 017
65	4-9	65	4 at 005 4 at 010 15 at 012 15 at 014 4 at 016 23 at 017
36	3	36	5 at 005 5 at 012 5 at 014 3 at 016 18 at 017
6	2	6	3 at 010 3 at 017
18	1	18	4 at 012 1 at 014 8 At 016 5 At 017

The majority of the teachers at MTCS have 3-22 years of service as a teacher in their licensure area. We have 12 teachers who are in the 15-22 years of service in the licensed area that they teach. 16 teachers have service years of 10-14 years of service in the area in which they are licensed. 63 Staff have 4-9 years of experience in the area of which they are licensed. 36 teachers have 3 years of experience in the area of which they are licensed. MTCS has 6 teachers who have 2 years of experience in the area of which they are licensed. Currently, we have 18 teachers who are first year teachers who teach in the area of which they are licensed.

We have two Tier 1 staff, 1 French Teacher and 1 Special Ed Teacher. MTCS, may have long term subs periodically, and we do not hire staff for a position that are not licensed in the correct content area.

Our students have access to teachers who have experience if not in the classroom, in the interventions and support areas. Throughout the day, students do rotate amongst staff for Phy. Ed, Title 1, ADSIS, and well Art and Music. At times grades combine in a co-teaching format so that there is a seasoned teacher available to our students throughout their experience at MTCS.

We are a Q Comp District and in the framework mentor/mentee programs is an iatrical part. The research supports that new teachers move forward and feel more support when they are assigned a seasoned mentor to help them traverse the school year in the areas of how to teach and what to teach as well how to work with students in many different capacities.

MTCS has been working in curbing teacher turn over by embedding staff development in the day, Mentor/mentee programs, Professional Learning Communities so that teachers can collaborate, as well hiring instructional coaches in math and reading. This has made a big difference in the movement of teachers out of the district.

The Staff development and foundational work of what and how to interact and take care of our students is another way, which MTCS has helped our teachers to stay with us. They report that having the tools and system to handle the important issues our students and families have to deal with, they report makes their work better and more manageable. They now know that a student needs to be ready to learn and they now how to do this through the training that we have in the district.

The Staff Development Advisory Committee Members for the 2018-2019 School Year:

	Grade
	K-12
	6-12
, Music	K-6
	7-12
	K-12

	K-12
	7-12
, Music	K-6
, Music	
	K-12
	K-12
	7-12
	K-12
	K-6
	7-12
	7-12

- Note: The Staff Development Advisory Committee Researched and implemented Restorative Practices, Trauma Informed Schools, Curriculum Mapping, and well Cognitively Guided Instruction and Coaching based the needs assessment that was done on the students and programs we serve.

District and School Site Goals for 2018-2019

District Goals:

1. Mission Specific Goal:

Schools will provide all students the opportunity for arts enrichment by funding projects that create arts expression and experiences. This will be done through our arts departments as well as bringing in artists either through grants or by paying for them from funds either general education, special education, or the title 1 grant.

- **All sites have access to the Arts for enrichment in the 2018-2019 school year.**

2. Operational-Leadership Goal:

At least 50% of school juniors and seniors will have taken the Armed Services Vocational Aptitude Battery (ASVAB) or the Accuplacer by the end of each school year.

- **50% of the school juniors and seniors took the ASVAB Assessment 2018-2019.**

3. Governance Goal:

During the contract years, MTCS Board will improve board trainings to be annual for all the required areas by either setting them to be scheduled before the monthly board meetings until completed by all board members.

- **The board held board trainings either before a board meeting or after board sessions and these were done quarterly for the 2018-2019 school year.**

4. Financial Goal:

School will reduce the number of audit findings over the term of the contract, moving toward the goal of no more than two minor findings for the 2019-2020 school year.

- **MTCS was audited for the 2017-2018 school year and there were 3 findings. That is a reduction in audit findings from 5 to 3.**

5. Community Stakeholders:

School administrators and teaching staff at each site will hold a quarterly family meeting to address any concerns, as well as offer strategies to support student learning in the areas of math, reading, and science at home.

Quarterly Family meetings and Events were held at all Title 1 sites as well as at the Non-Title 1 sites.

During and after schools supports were put in place to add academic support for math, reading and science.

World's Best Work Force Goals:

- 1. Closing the Achievement Gap in district: The following achievement gaps will close for READING will be measured by the 2019 MCA Reading Assessment for students who are enrolled as of Oct. 1, 2018:**

Black: 26.4% to 30%

Hispanic: 51.2% to 55%

American Indian: 40.9% to 44%

Asian: 54.5% to 57%

White: 63.7% to 66%

Two or More Races: 66.7% to 70%

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<u>Black</u>		<u>26.4%</u>	<u>26.4%</u>		
<u>Hispanic</u>		<u>51.2%</u>	<u>47.8%</u>		
<u>American Indian</u>		<u>40.9%</u>	<u>50%</u>		
<u>Asian</u>		<u>54.5%</u>	<u>76.5%</u>		
<u>White</u>		<u>63.7%</u>	<u>59.6%</u>		
<u>Two or More Races</u>		<u>66.7%</u>	<u>57.6%</u>		

Closing the Achievement Gap in the district: The following achievement gaps will close for MATH as measured by the 2019 MCA Math Assessment for students who

are enrolled as of Oct. 1, 2018.

- Black: 17.8% to 21%
- Hispanic: 20.5% to 23%
- American Indian: 15% to 18%
- Asian: 55% to 60%
- White: 34.5% to 36%
- Two: 37% to 40%

	2017	2018	2019	2020	2021
Black		17.8%	17.3%		
Hispanic		20.5%	18.1%		
American Indian		15%	15.8%		
Asian		55%	62%		
White		34.5%	32.8%		
Two or more Races		37%	20.8%		

2. All Students ready for Kindergarten:

All seat based elementary schools (BA, Ban S, MTCSE) 90% or greater of kindergarten students enrolled on the first day of school will be screened by the end of the first week of school.

- **90% of all kindergarten students were screened the first week of school.**

3. All students in third Grade achieving proficiency: The 3rd grade proficiency goal for non-ell students will go from 46% to 50% as measured by the 2019 MCA

Reading Assessment.

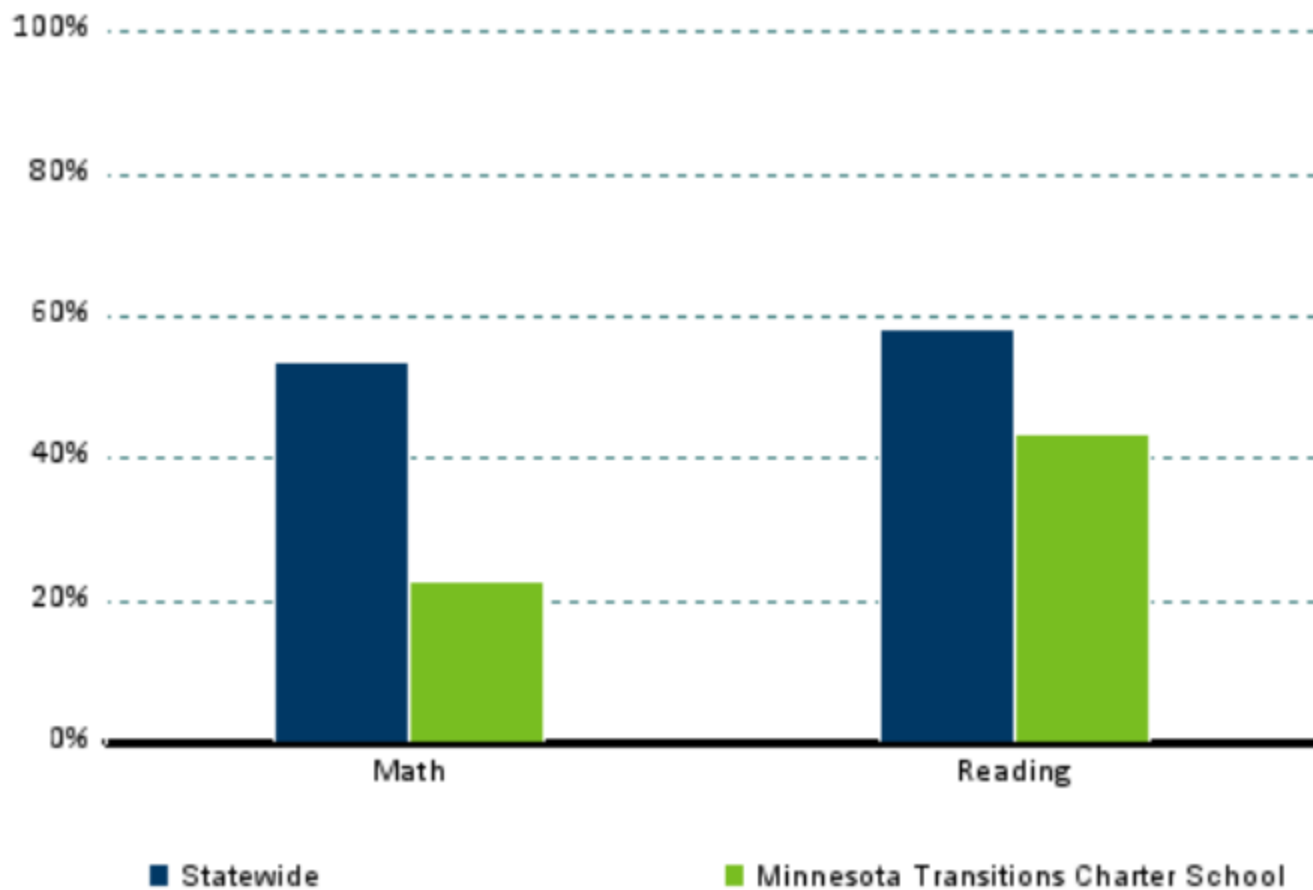
- **Non-ELL third Graders proficient on Reading MCA is at 42.6%**

North Star Accountability Areas

All Schools: All Students

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.

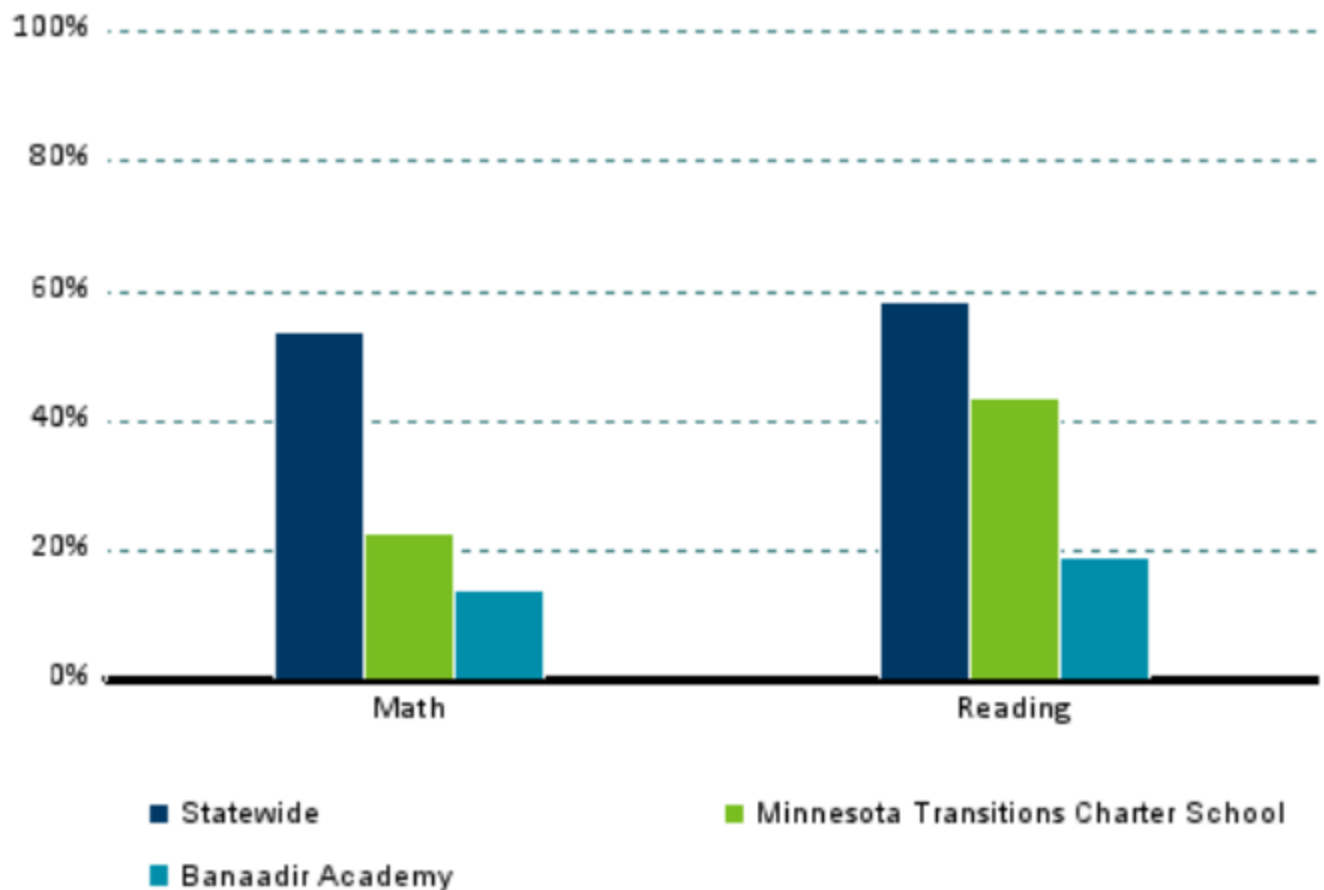


<u>Organization</u>	<u>Math Rate</u>	<u>Math Numer-</u>		<u>Reading Rate</u>	<u>Reading Numer-</u>	
		<u>ator Count</u>	<u>Count</u>		<u>ator Count</u>	<u>Count</u>
Statewide	53.85%	244,717	454,421	58.28%	267,452	458,830
Minnesota Transitions Charter School	22.99%	359	1,561	43.66%	700	1,603

Banaadir Academy: All Students

These are the students who have met or exceeded standards on state tests.

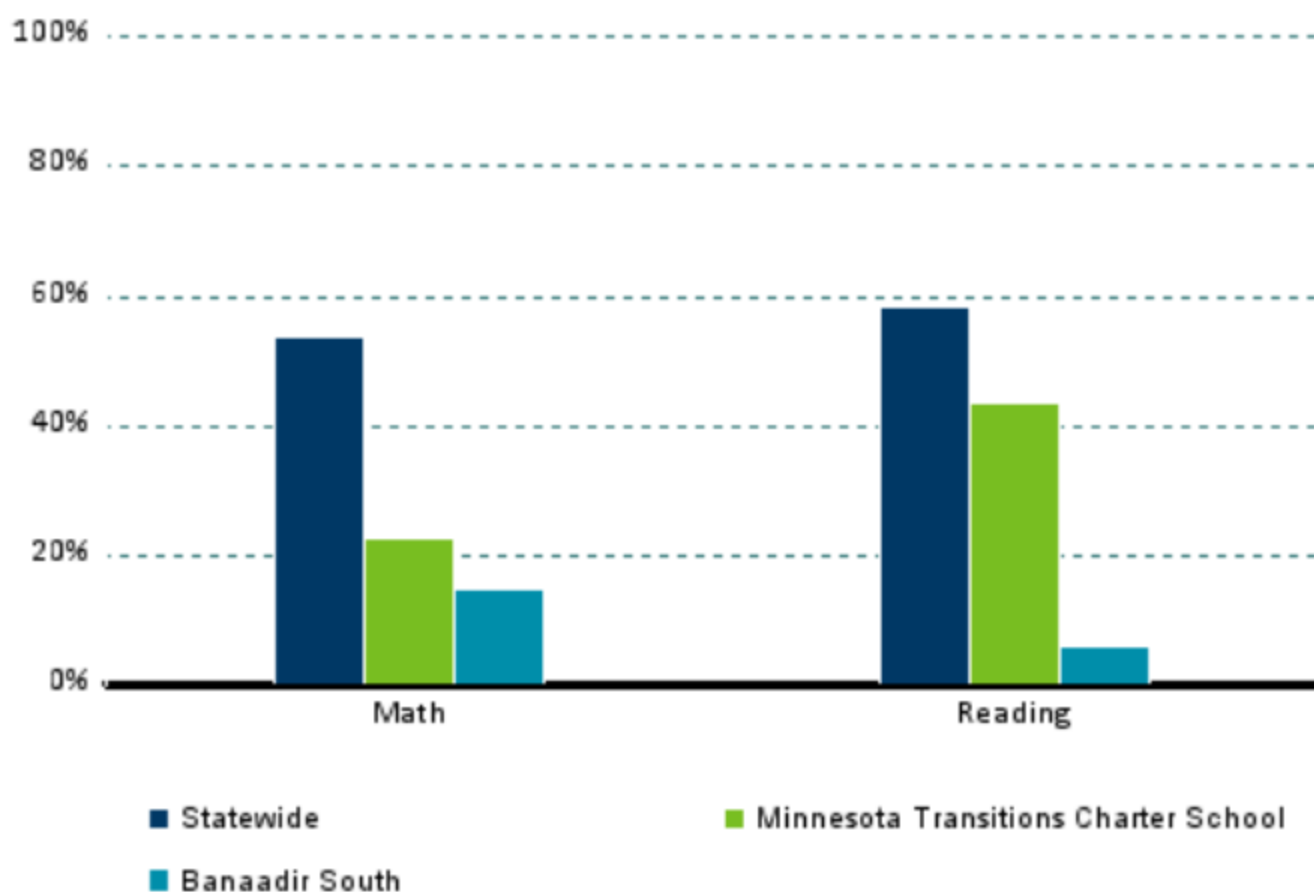
All students expected to test are included.



<u>Organization</u>	<u>Math Rate</u>	<u>Math Numer-ator Count</u>	<u>Math Count</u>	<u>Reading Rate</u>	<u>Reading Numer-ator Count</u>	<u>Reading Count</u>
Statewide	53.85%	244,717	454,421	58.28%	267,452	458,830
Minnesota Transitions Charter School	22.99%	359	1,561	43.66%	700	1,603
Banaadir	14.14%	14	99	19.19%	19	99

Banaadir South: ALL Students

All students expected to test are included.

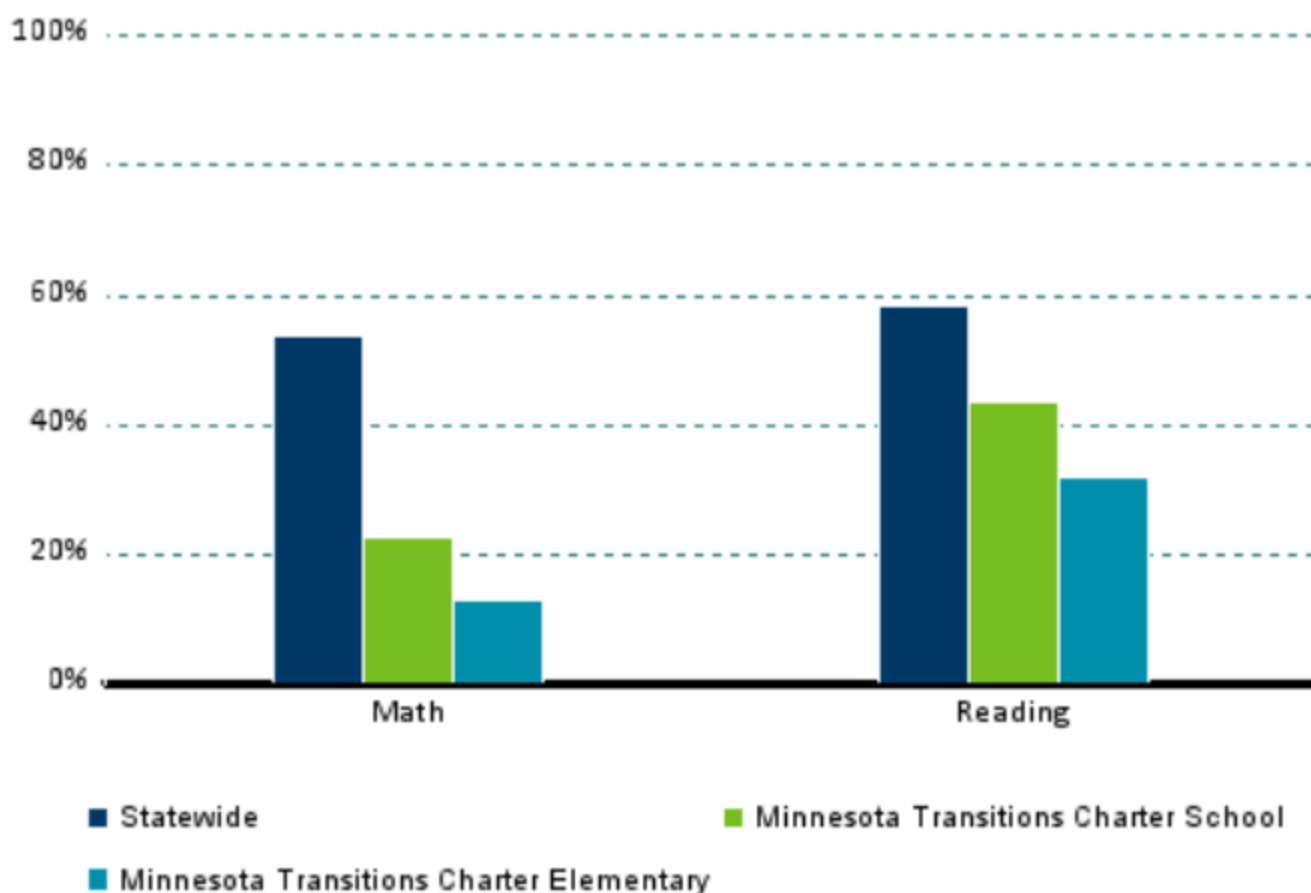


<u>Organization</u>	<u>Math Rate</u>	<u>Math Numerator Count</u>	<u>Math Count</u>	<u>Reading Rate</u>	<u>Reading Numerator Count</u>	<u>Reading Count</u>
Statewide	53.85%	244,717	454,421	58.28%	267,452	458,830
Minnesota Transitions Charter School	22.99%	359	1,561	43.66%	700	1,603
Banaadir South	14.89%	7	47	6.38%	3	47

Minnesota Transitions Charter

Elementary: ALL Students

All students expected to test are included.

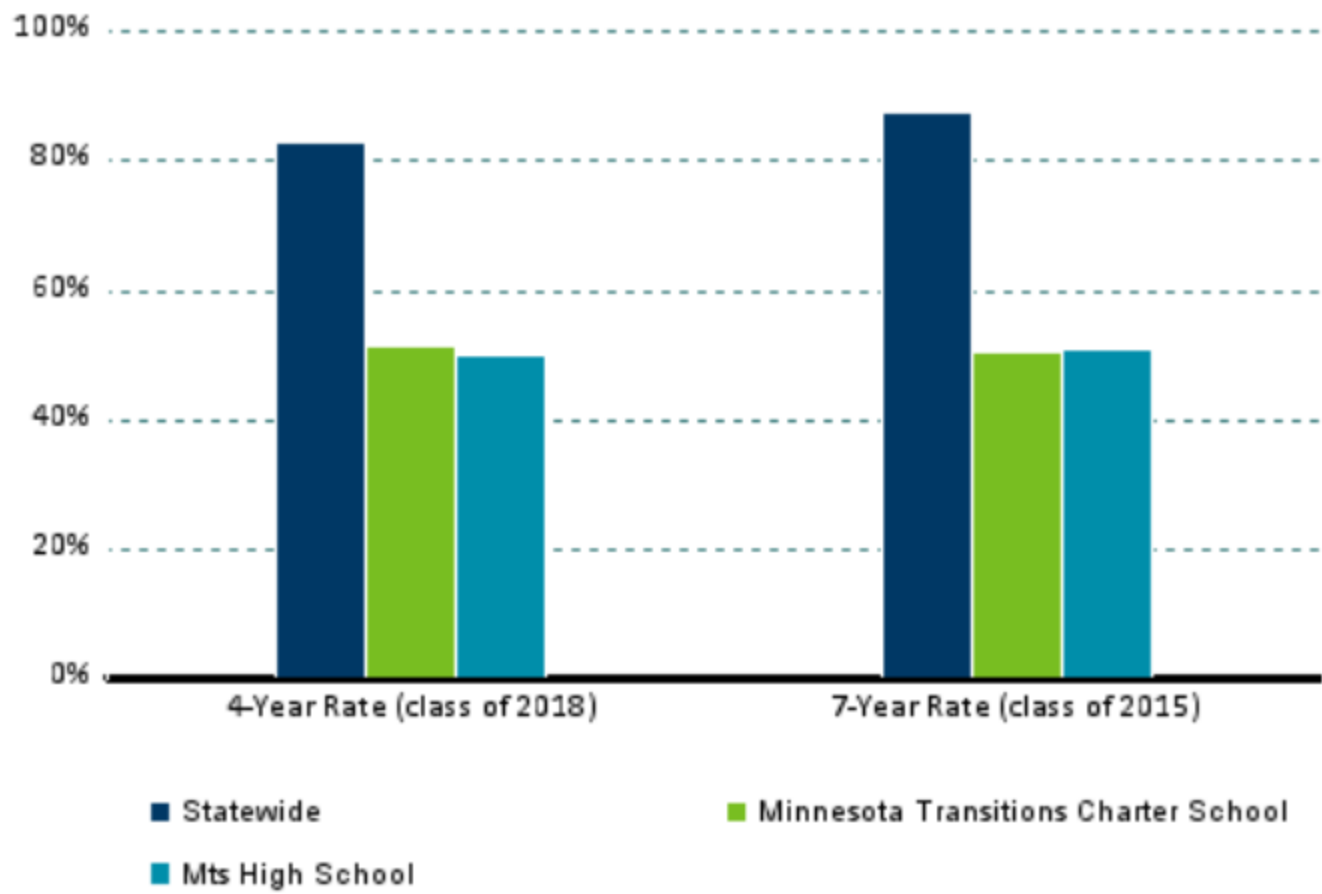


<u>Organization</u>	<u>Math Rate</u>	<u>Math Numerator Count</u>		<u>Reading Rate</u>	<u>Reading Numerator Count</u>	
		<u>Math Count</u>	<u>Math Count</u>		<u>Reading Count</u>	<u>Reading Count</u>
Statewide	53.85%	244,717	454,421	58.28%	267,452	458,830
Minnesota Transitions Charter School	22.99%	359	1,561	43.66%	700	1,603
Minnesota Transitions Charter Elementary	13.20%	7	53	32.07%	17	53

MTS Secondary: ALL Students

Graduation

Only four and seven year rates are included in accountability determinations.

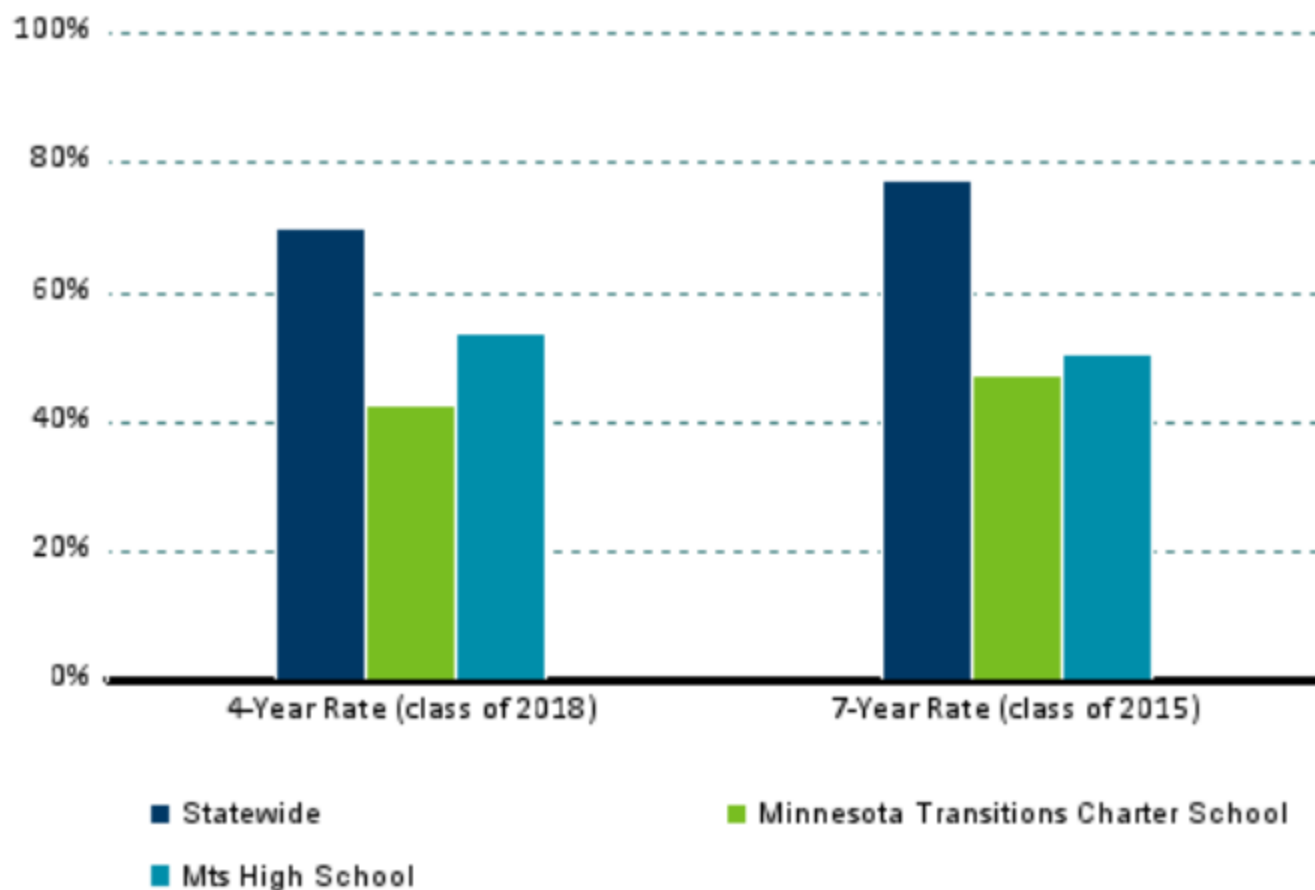


<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numer-ator Count</u>	<u>4-Year Denom-inator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numer-ator Count</u>	<u>7-Year Denom-inator Count</u>
Statewide	83.20%	55,869	67,148	87.53%	57,612	65,816
Minnesota Transitions Charter School	51.49%	276	536	50.48%	317	628
Mts High School	50.00%	15	30	51.16%	44	86

MTS Secondary: Free and Reduced Lunch Students Graduation Rate

Graduation

Only four and seven year rates are included in accountability determinations.

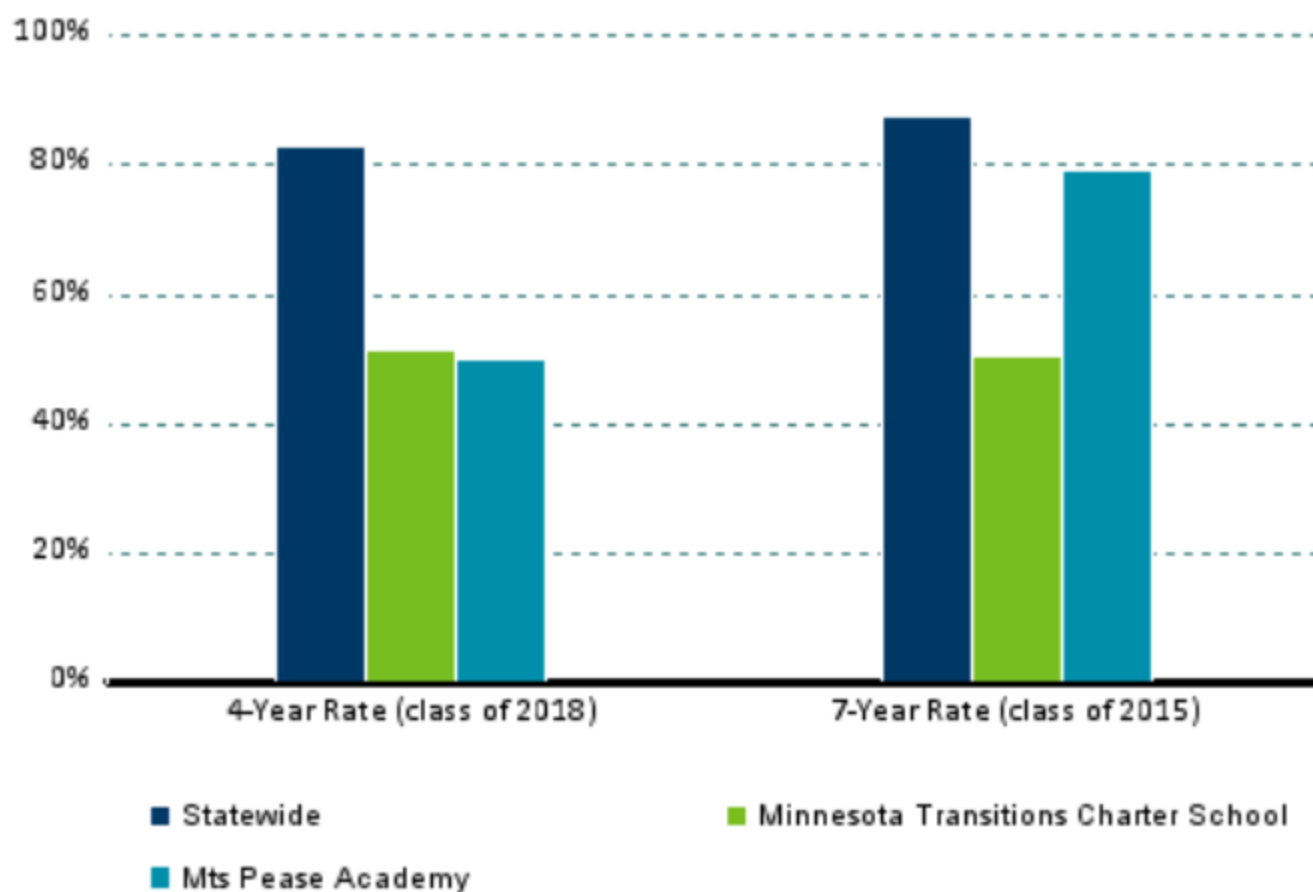


<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numer-ator Count</u>	<u>4-Year Denom-inator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numer-ator Count</u>	<u>7-Year Denom-inator Count</u>
Statewide	70.15%	20,385	29,058	77.22%	21,636	28,018
Minnesota Transitions Charter School	42.69%	143	335	47.45%	186	392
Mts High School	53.85%	14	26	50.60%	42	83

PEASE Academy All Students White Graduation

Graduation

Only four and seven year rates are included in accountability determinations.

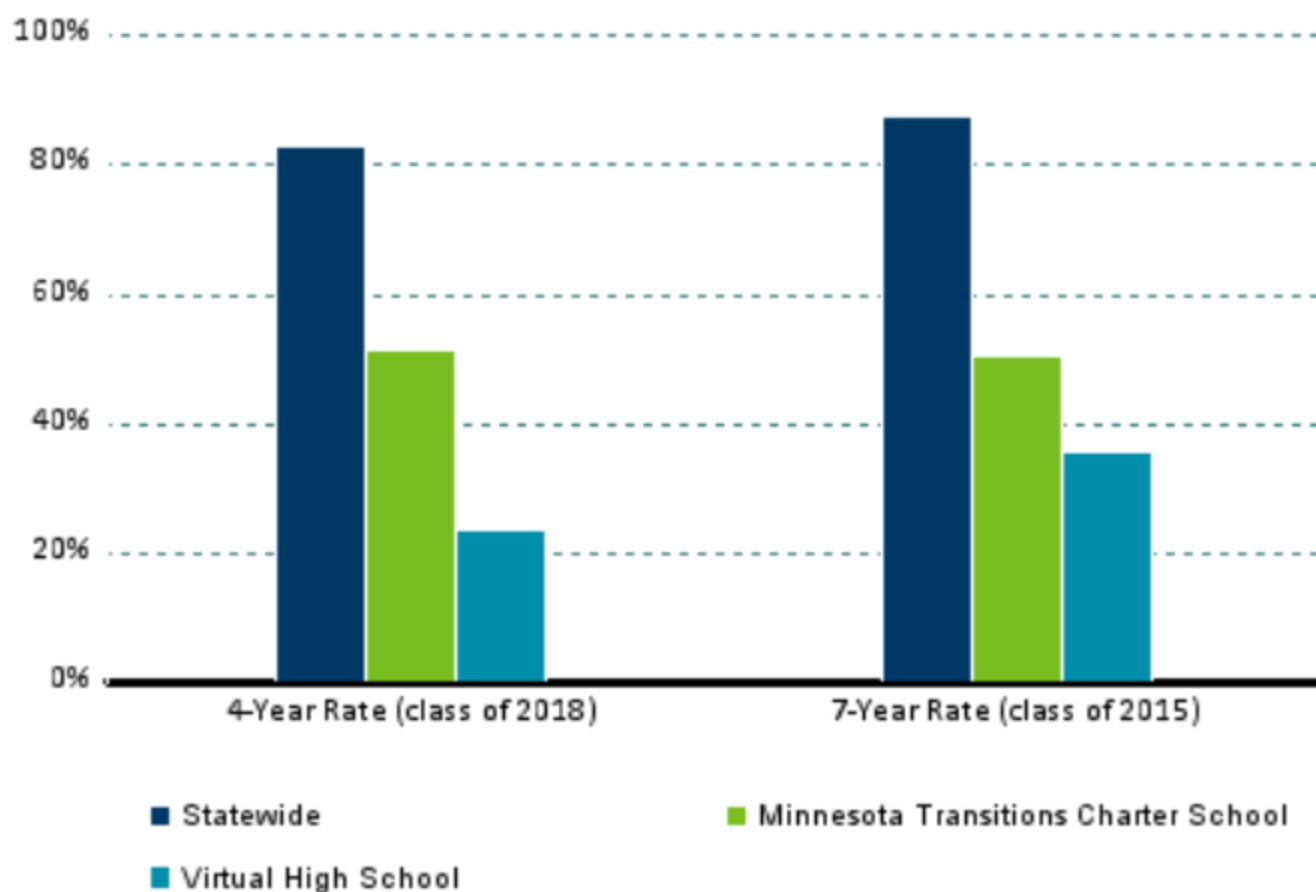


<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numerator Count</u>	<u>4-Year Denominator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numerator Count</u>	<u>7-Year Denominator Count</u>
Statewide	83.20%	55,869	67,148	87.53%	57,612	65,816
Minnesota Transitions Charter School	51.49%	276	536	50.48%	317	628
Mts Pease	50.00%	7	14	79.41%	27	34

Virtual High School: All Students Graduation Rate

Graduation

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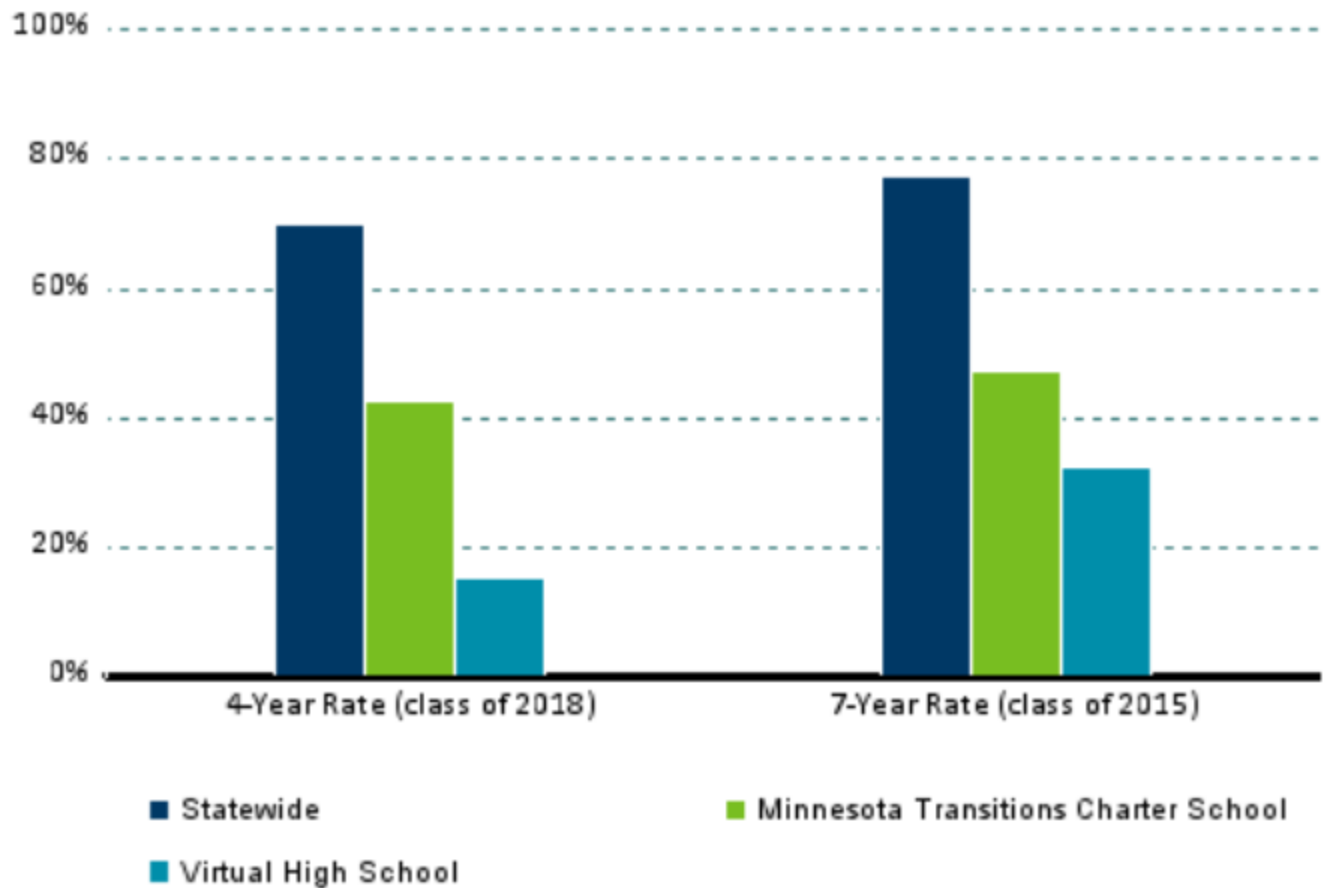


<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numer-ator Count</u>	<u>4-Year Denom-inator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numer-ator Count</u>	<u>7-Year Denom-inator Count</u>
Statewide	83.20%	55,869	67,148	87.53%	57,612	65,816
Minnesota Transitions Charter School	51.49%	276	536	50.48%	317	628
Virtual High School	23.84%	36	151	35.92%	88	245

Virtual High School: Free and Reduced Lunch Students Graduation Rate

Graduation

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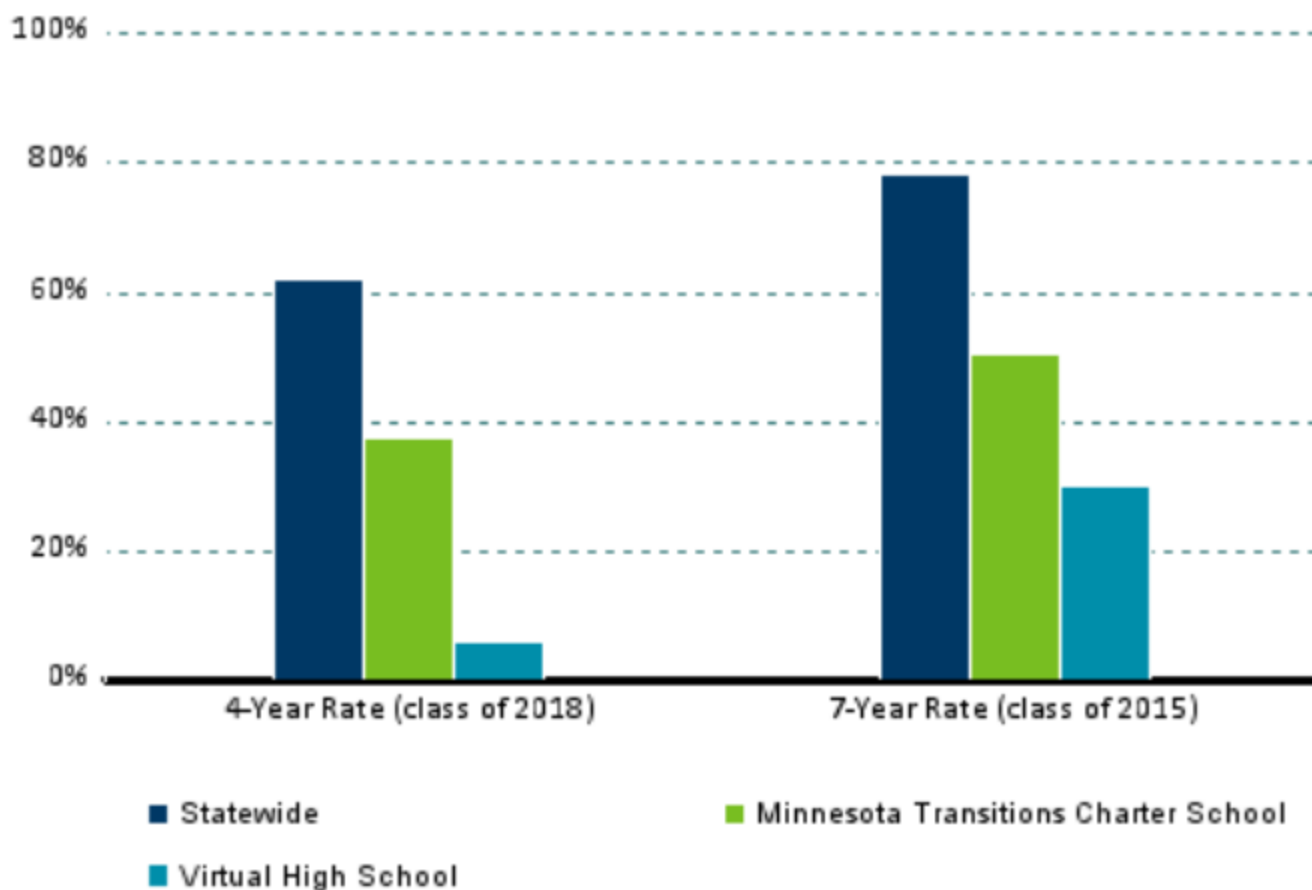


<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numerator Count</u>	<u>4-Year Denominator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numerator Count</u>	<u>7-Year Denominator Count</u>
Statewide	70.15%	20,385	29,058	77.22%	21,636	28,018
Minnesota Transitions Charter School	42.69%	143	335	47.45%	186	392
Virtual High School	15.60%	17	109	32.67%	49	150

Virtual High School: Special Education Grad Rate

Graduation

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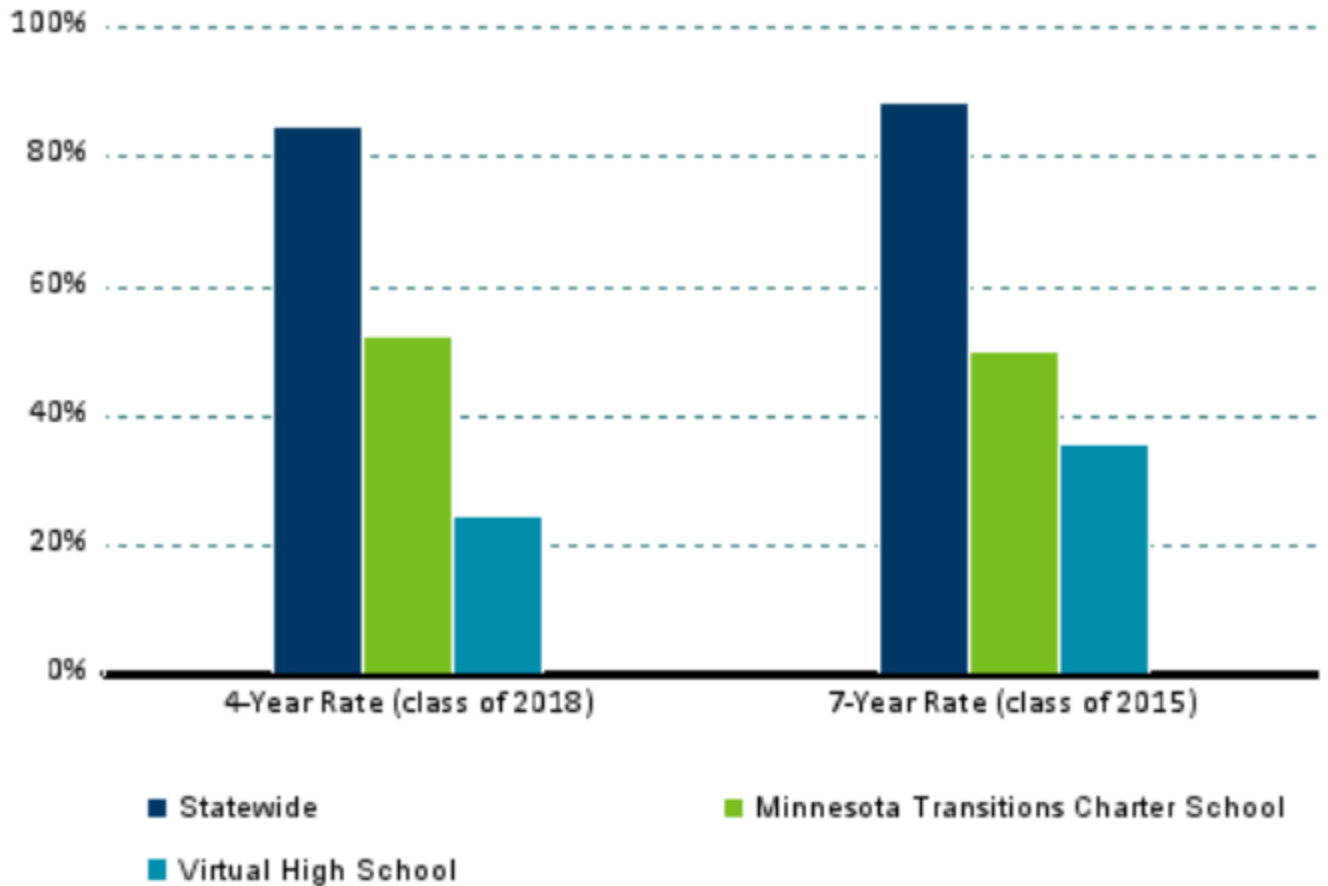


<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numerator Count</u>	<u>4-Year Denominator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numerator Count</u>	<u>7-Year Denominator Count</u>
Statewide	62.30%	6,398	10,270	78.14%	7,641	9,779
Minnesota Transitions Charter School	37.50%	36	96	50.47%	54	107
Virtual High School	6.06%	2	33	30.23%	13	43

Virtual High School; White Students Graduation Rate:

Graduation

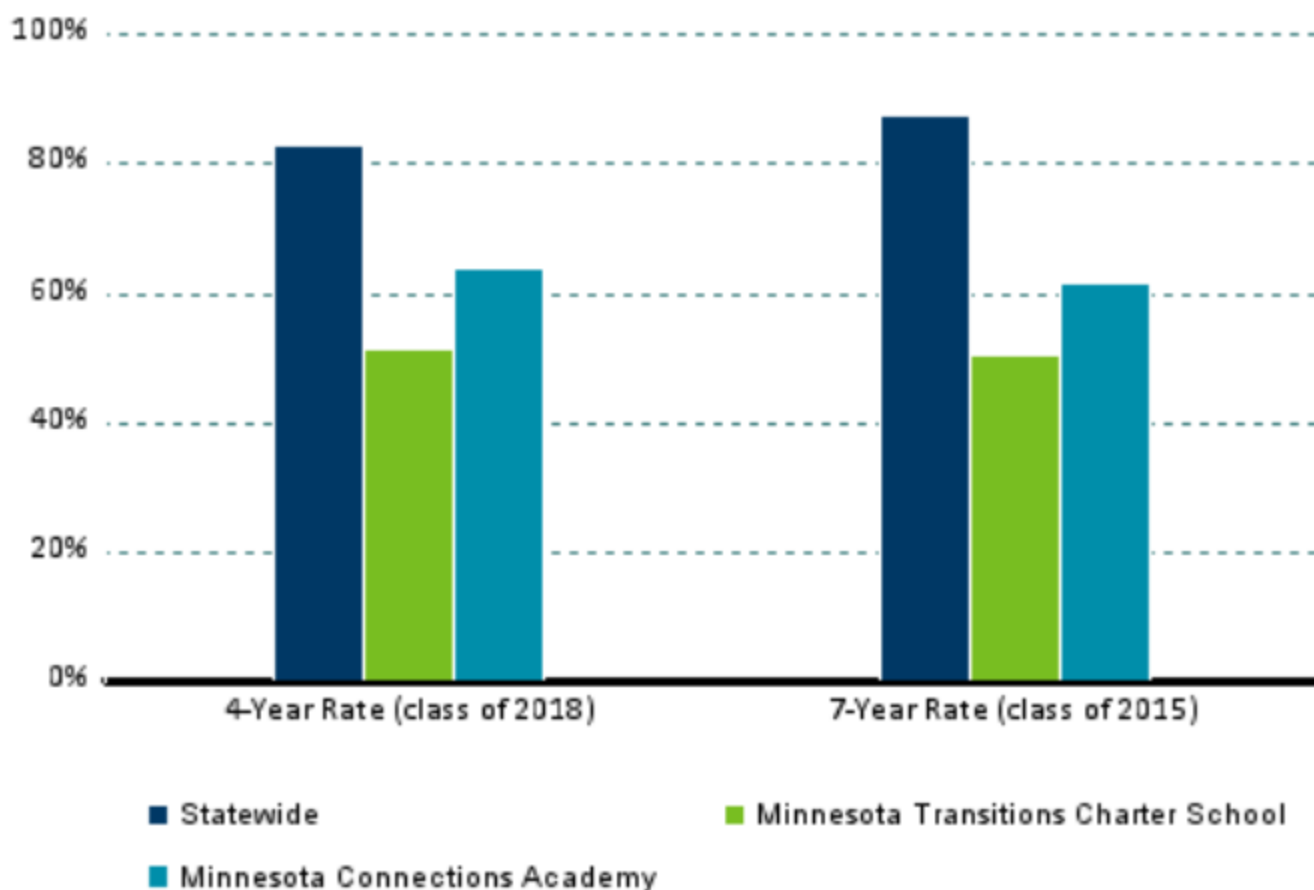
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<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numer-ator Count</u>	<u>4-Year Denom-inator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numer-ator Count</u>	<u>7-Year Denom-inator Count</u>
Statewide	84.77%	52,257	61,646	88.34%	54,080	61,218
Minnesota Transitions Charter School	52.33%	269	514	50.33%	303	602
Virtual High	24.48%	35	143	36.02%	85	236

Connections Academy: All Students Graduation Rate:

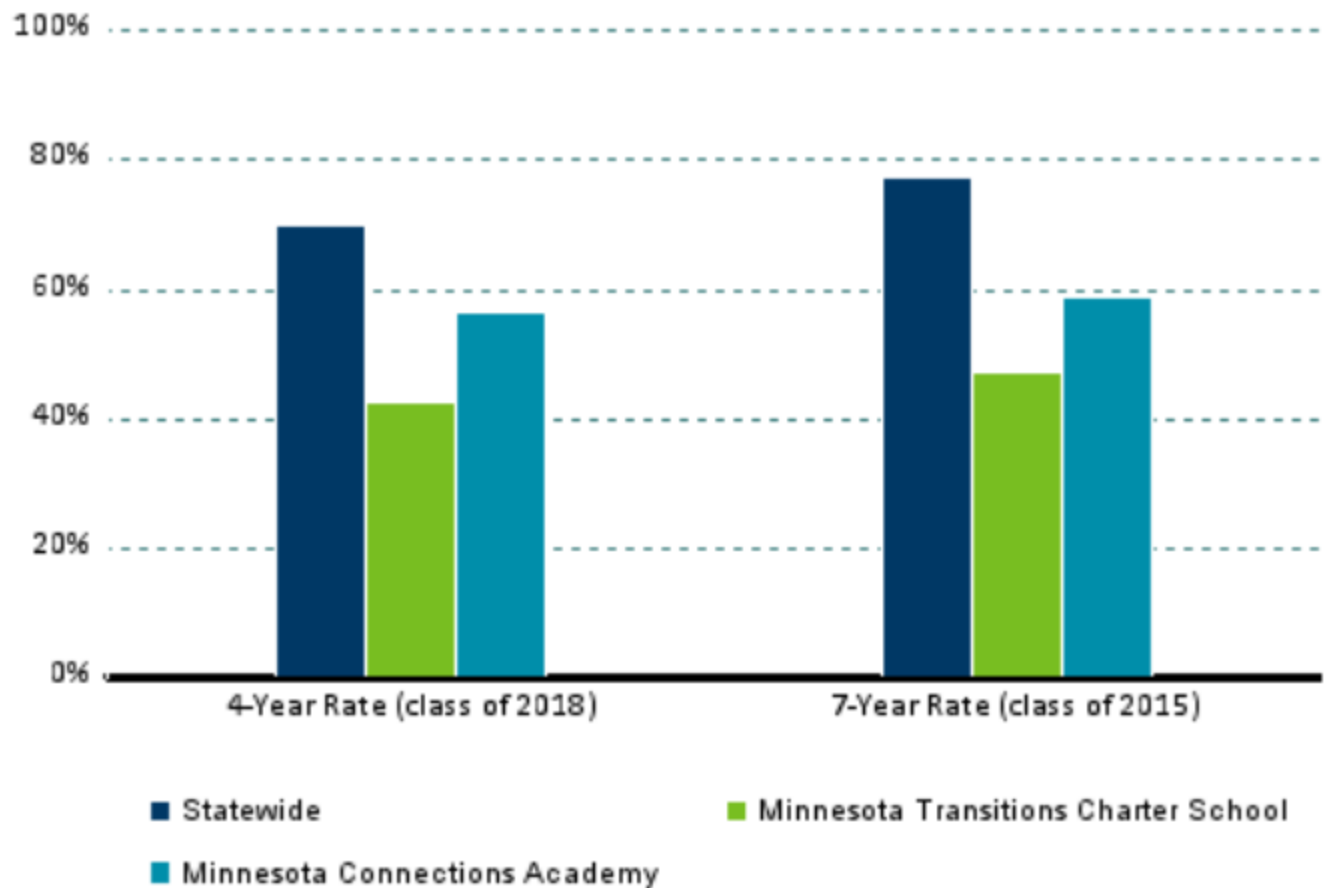
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<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numer-ator Count</u>	<u>4-Year Denom-inator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numer-ator Count</u>	<u>7-Year Denom-inator Count</u>
Statewide	83.20%	55,869	67,148	87.53%	57,612	65,816
Minnesota Transitions Charter School	51.49%	276	536	50.48%	317	628
Minnesota Connections Academy	63.93%	218	341	61.72%	158	256

Connections Academy: Free and Reduced Lunch Grade Rate:

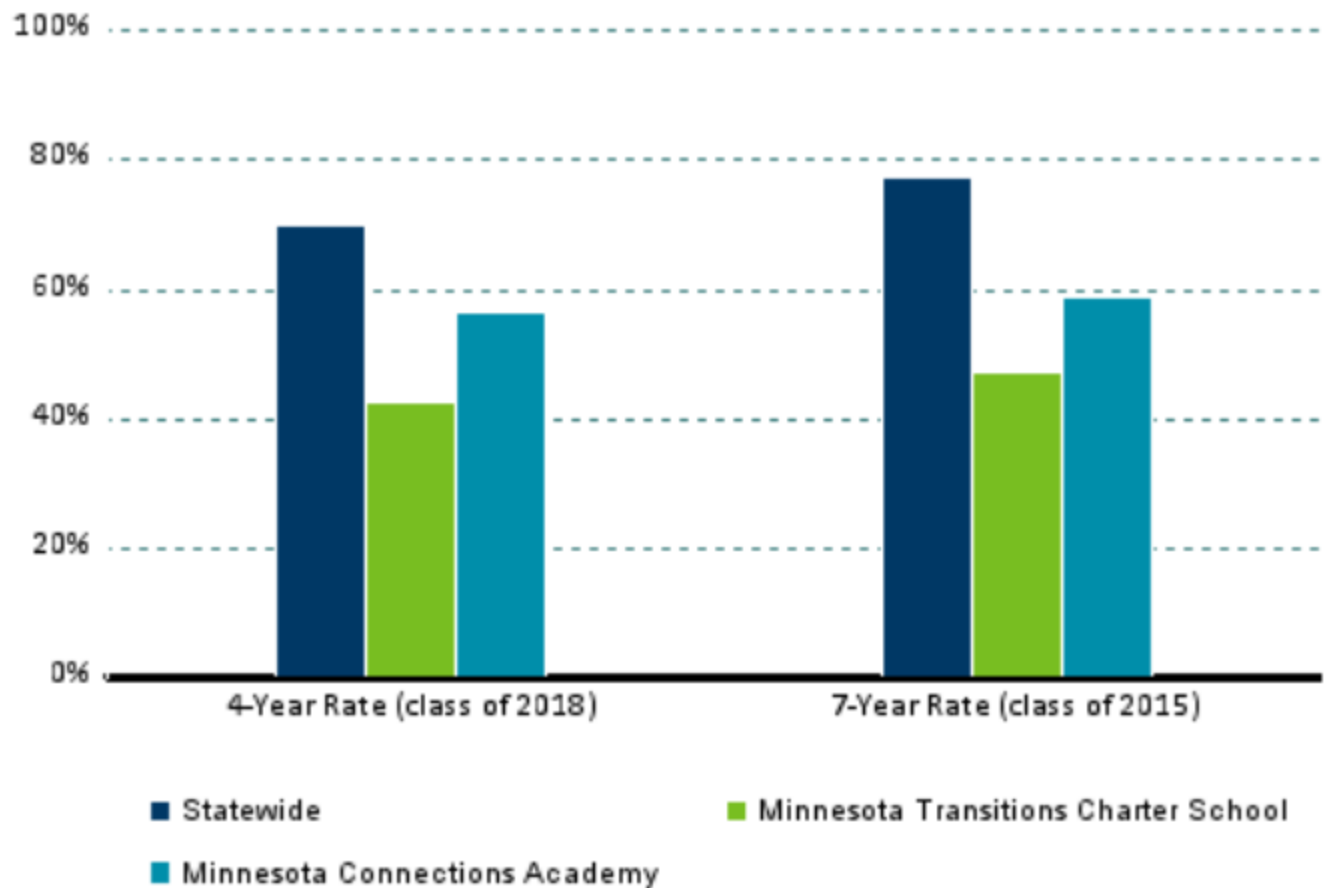
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Statewide	70.15%	20,385	29,058	77.22%	21,636	28,018
Minnesota Transitions Charter School	42.69%	143	335	47.45%	186	392
Minnesota Connections Academy	56.84%	108	190	58.78%	77	131

Connections Academy: Students Eligible for Free and Reduced Meals

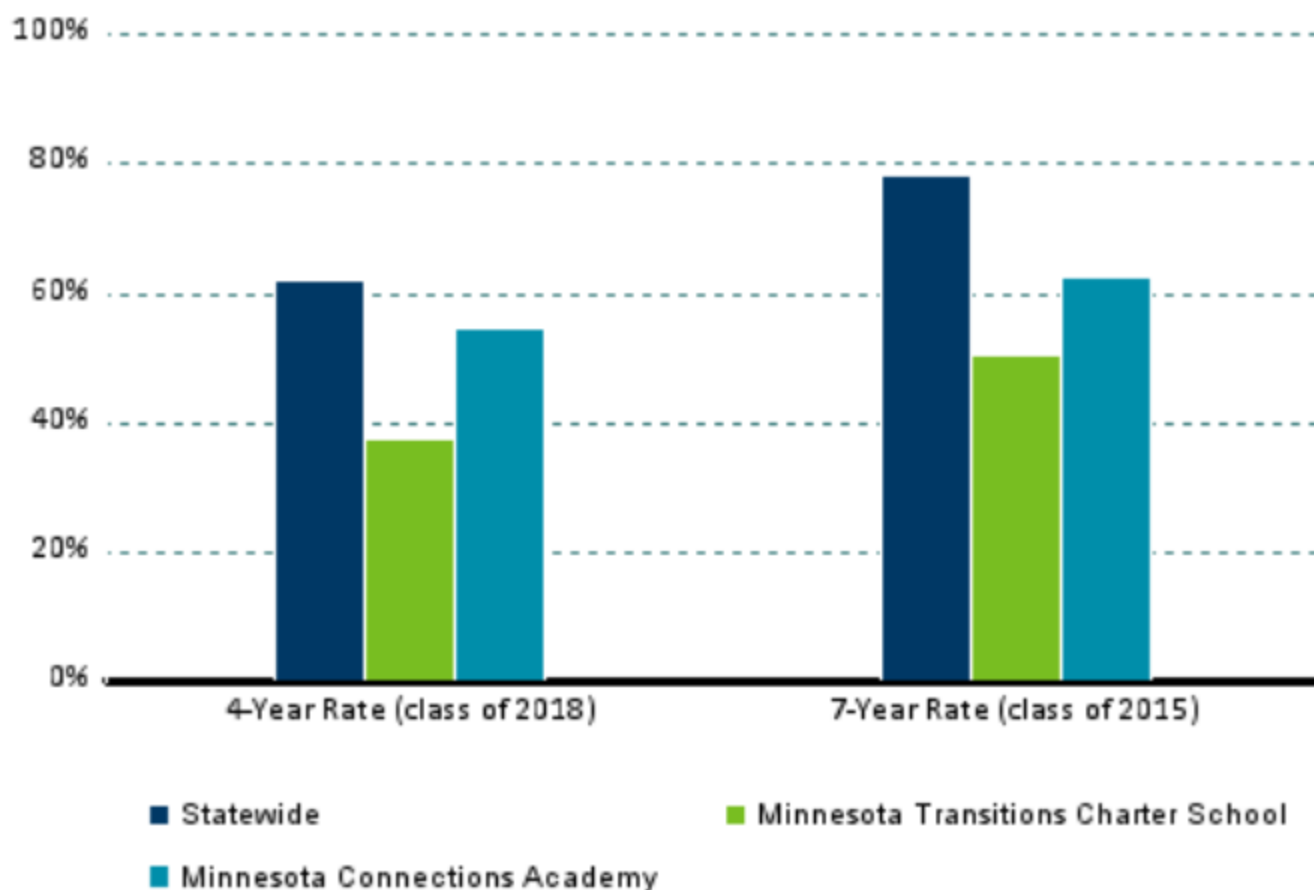
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Statewide	70.15%	20,385	29,058	77.22%	21,636	28,018
Minnesota Transitions Charter School	42.69%	143	335	47.45%	186	392
Minnesota Connections Academy	56.84%	108	190	58.78%	77	131

**Connections Academy: Students
Receiving Special Education Services
Graduation Rate:**

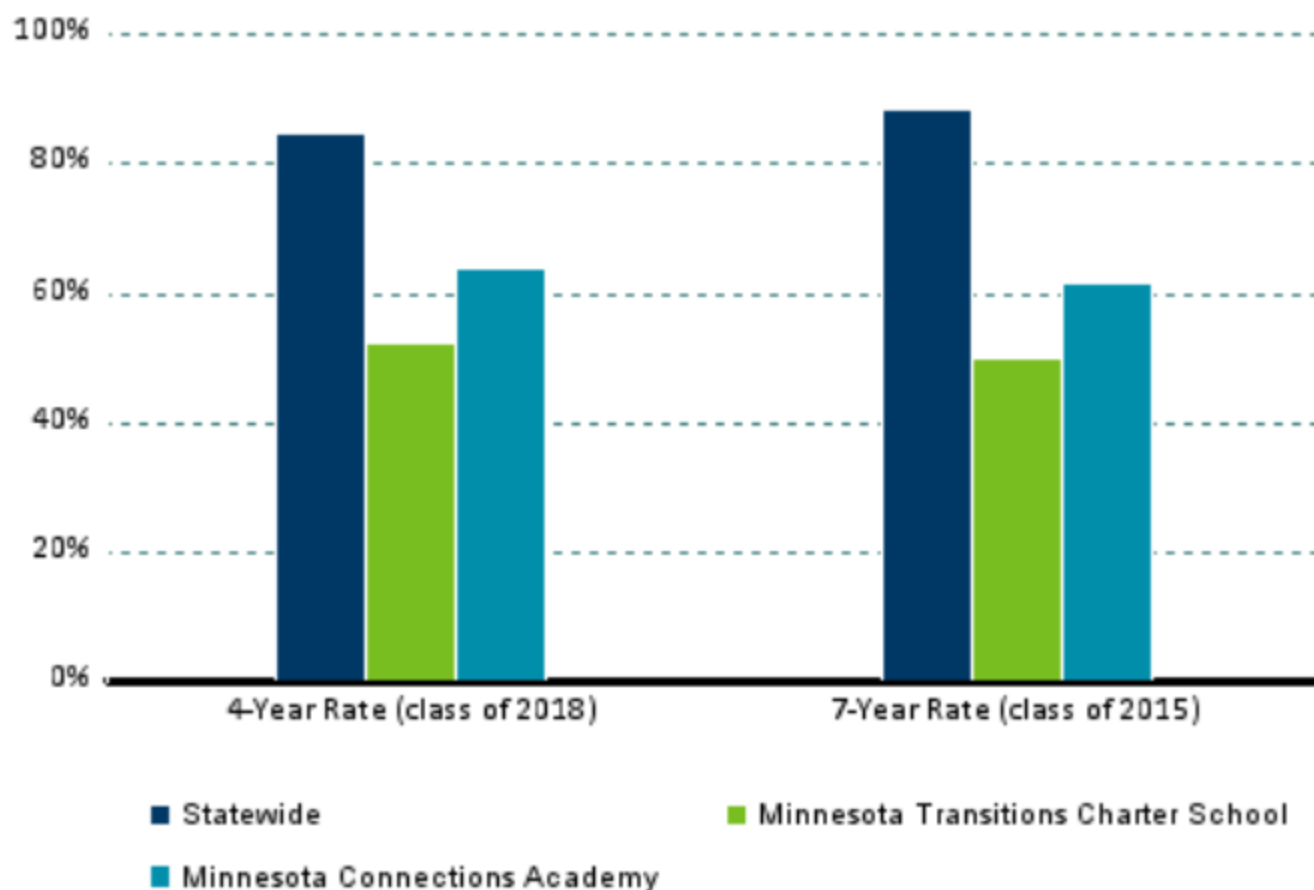
Only four and seven year rates are included in accountability determinations.



<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numerator Count</u>	<u>4-Year Denominator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numerator Count</u>	<u>7-Year Denominator Count</u>
Statewide	62.30%	6,398	10,270	78.14%	7,641	9,779
Minnesota Transitions Charter School	37.50%	36	96	50.47%	54	107
Minnesota Connections Academy	54.72%	29	53	62.86%	22	35

Connections Academy: White Students Graduation Rate:

Only four and seven year rates are included in accountability determinations.

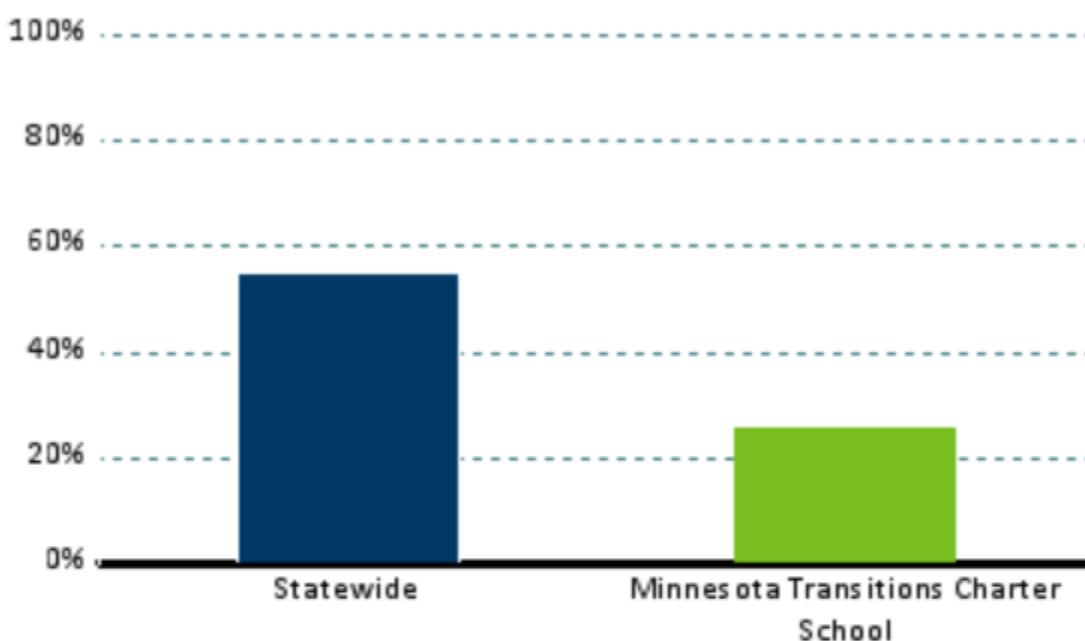


<u>Organization</u>	<u>4-Year Rate</u>	<u>4-Year Numer-ator Count</u>	<u>4-Year Denom-inator Count</u>	<u>7-Year Rate</u>	<u>7-Year Numer-ator Count</u>	<u>7-Year Denom-inator Count</u>
Statewide	84.77%	52,257	61,646	88.34%	54,080	61,218
Minnesota Transitions Charter School	52.33%	269	514	50.33%	303	602
Minnesota Connections Academy	64.07%	214	334	61.57%	157	255

Minnesota Transitions District Totals for Math Proficiency:

Summary Proficiency

2019 Math All Accountability Tests Grade All Grades

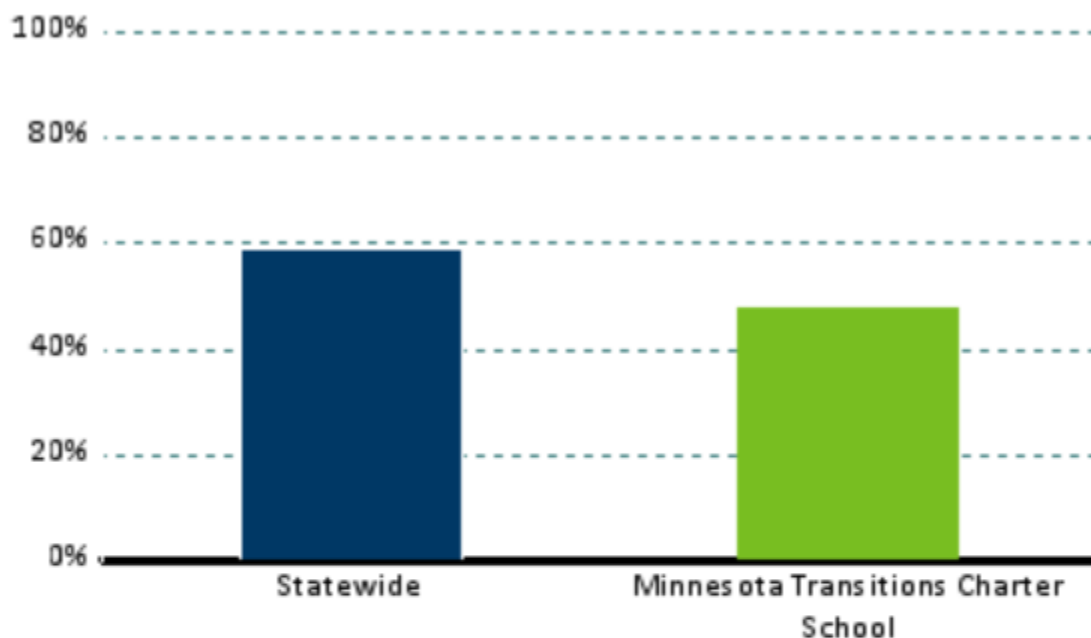


<u>Organization</u>	<u>Percent Proficient</u>	<u>Number Tested</u>
Statewide	55.0%	448,859
Minnesota Transitions Charter School	25.7%	1,695

Minnesota Transitions District Totals for Reading Proficiency:

Summary Proficiency

2019 Reading All Accountability Tests Grade All Grades

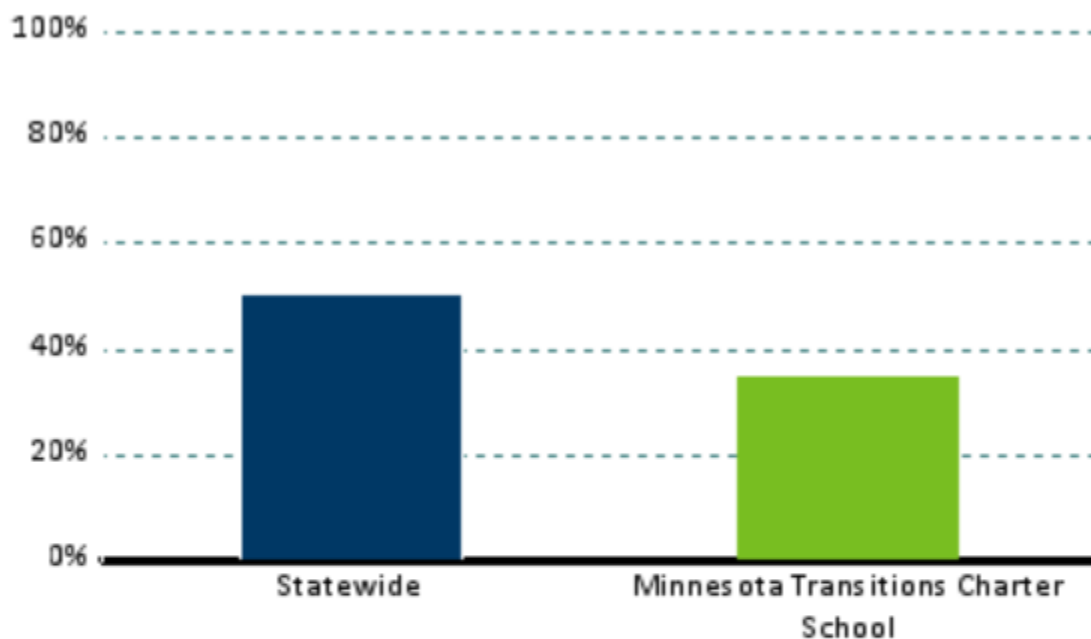


<u>Organization</u>	<u>Percent Proficient</u>	<u>Number Tested</u>
Statewide	59.2%	455,077
Minnesota Transitions Charter School	47.8%	1,719

Minnesota Transitions District Totals for Science:

Summary Proficiency

2019 Science All Accountability Tests Grade All Grades

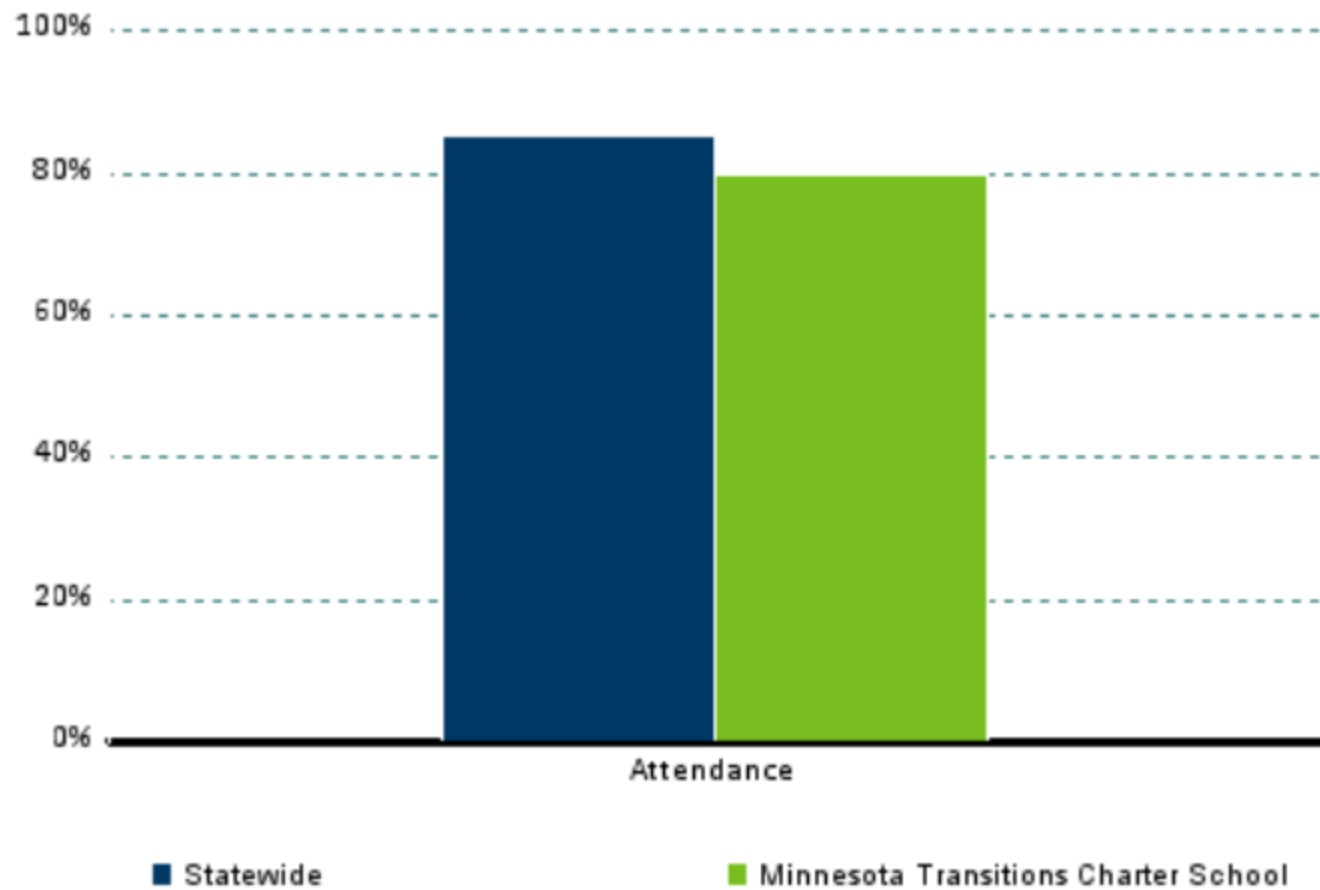


<u>Organization</u>	<u>Percent Proficient</u>	<u>Number Tested</u>
Statewide	50.7%	189,542
Minnesota Transitions Charter School	34.8%	808

District Wide Consistent Attendance:

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.

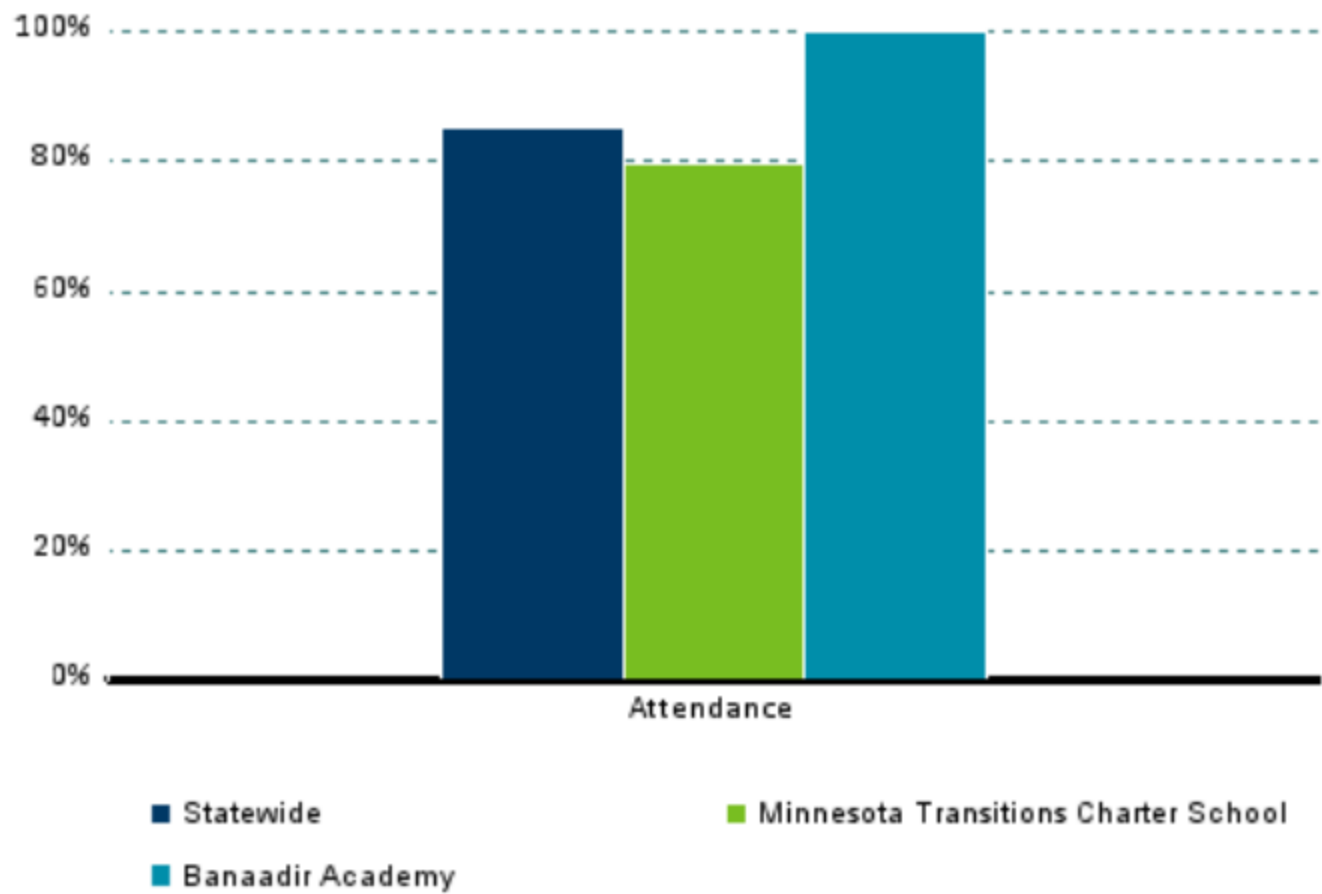


<u>Organization</u>	<u>Consistent Attendance Rate</u>	<u>Consistent Attendance Numerator Count</u>	<u>Consistent Attendance Denominator Count</u>
Statewide	85.35%	676,160	792,174
Minnesota Transitions Charter School	79.79%	2,540	3,183

Bannadir Consistent Attendance:

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.

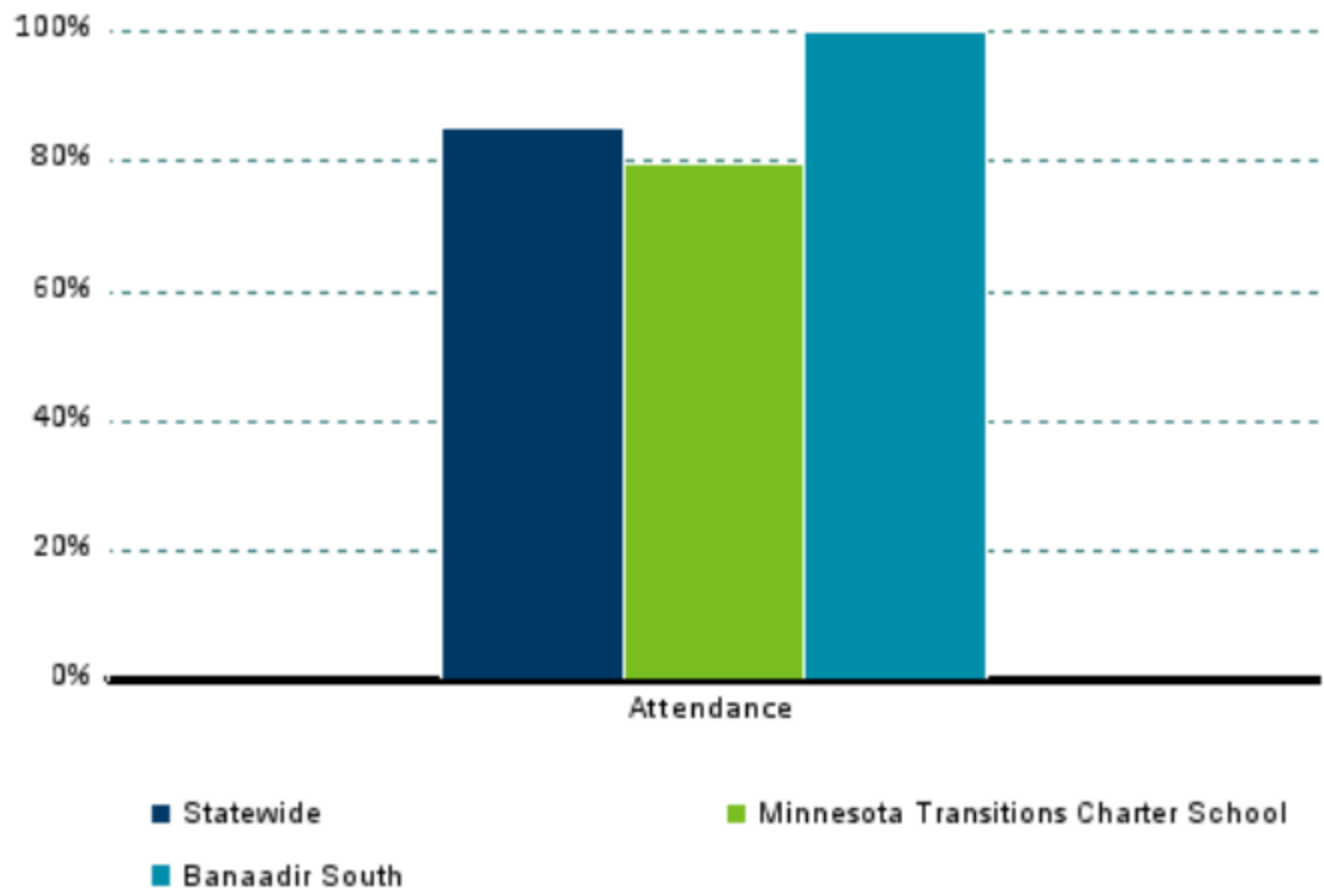


<u>Organization</u>	<u>Consistent Attendance Rate</u>	<u>Consistent Attendance Numerator Count</u>	<u>Consistent Attendance Denominator Count</u>
Statewide	85.35%	676,160	792,174
Minnesota Transitions Charter School	79.79%	2,540	3,183
Banaadir Academy	100.00%	227	227

Banaadir South Consistent Attendance:

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.

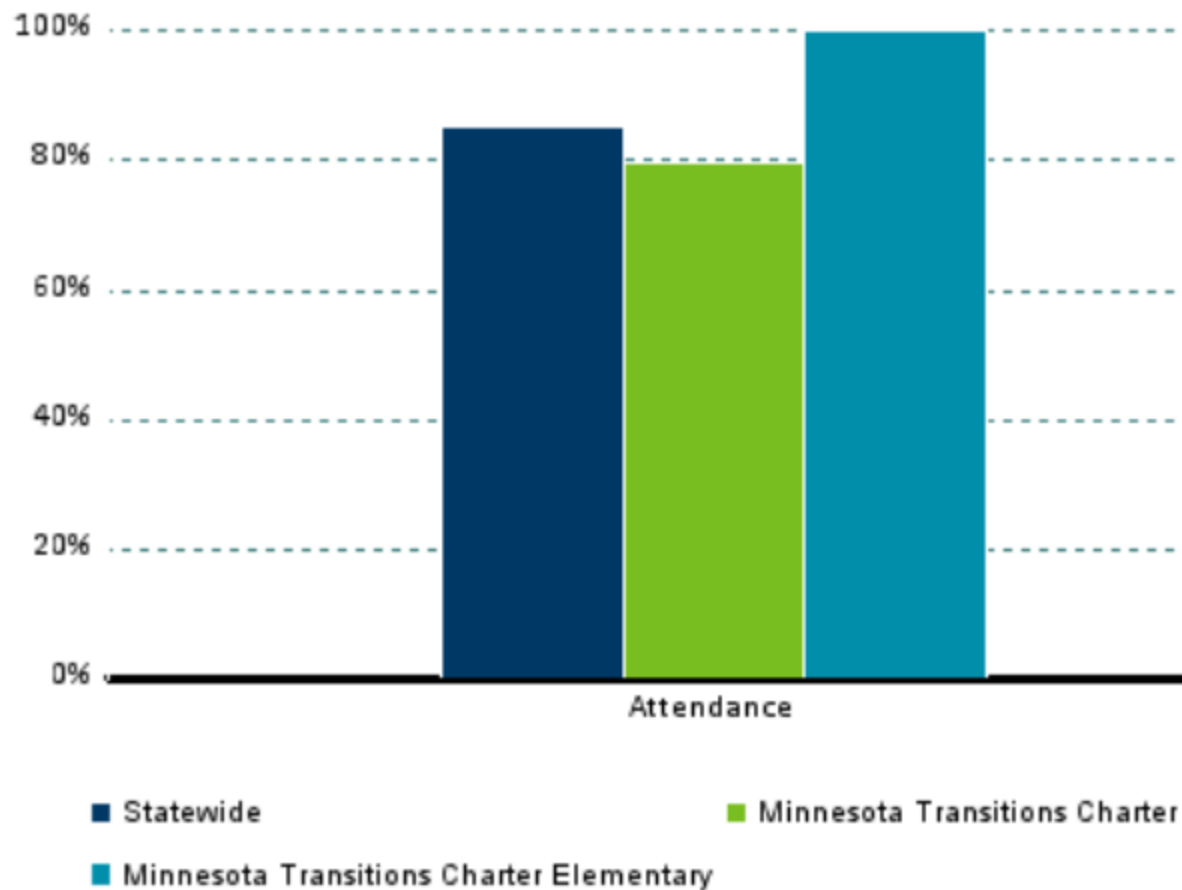


<u>Organization</u>	<u>Consistent Attendance Rate</u>	<u>Consistent Attendance Numerator Count</u>	<u>Consistent Attendance Denominator Count</u>
Statewide	85.35%	676,160	792,174
Minnesota Transitions Charter School	79.79%	2,540	3,183
Banaadir South	100.00%	86	86

Minnesota Transitions Charter Elementary Consistent Attendance:

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.



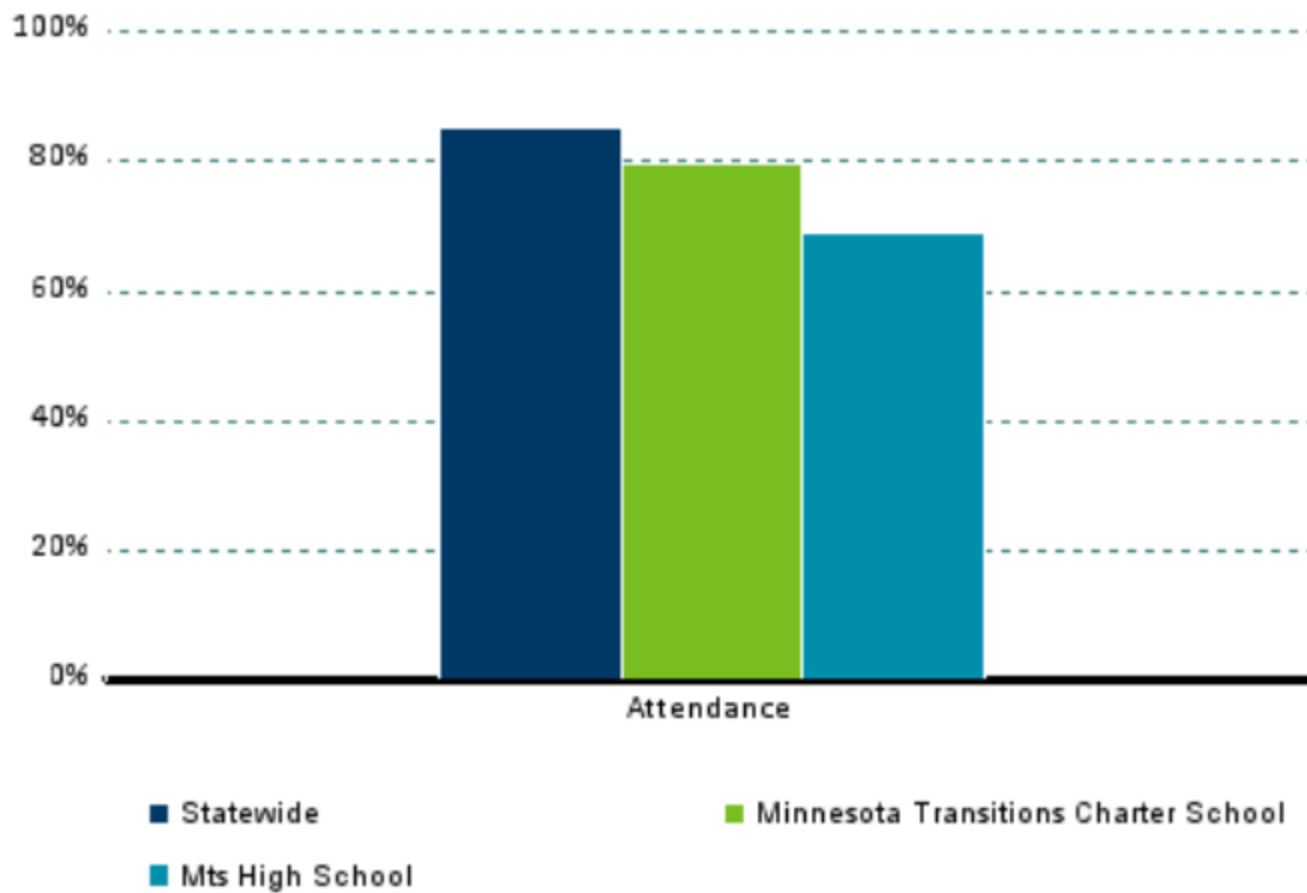
<u>Organization</u>	<u>Consistent Attendance Rate</u>	<u>Consistent Attendance Numerator Count</u>	<u>Consistent Attendance Denominator Count</u>
Statewide	85.35%	676,160	792,174
Minnesota Transitions Charter School	79.79%	2,540	3,183
Minnesota Transitions Charter Elementary	100.00%	77	77

Minnesota Transitions Charter

Secondary Consistent Attendance:

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.



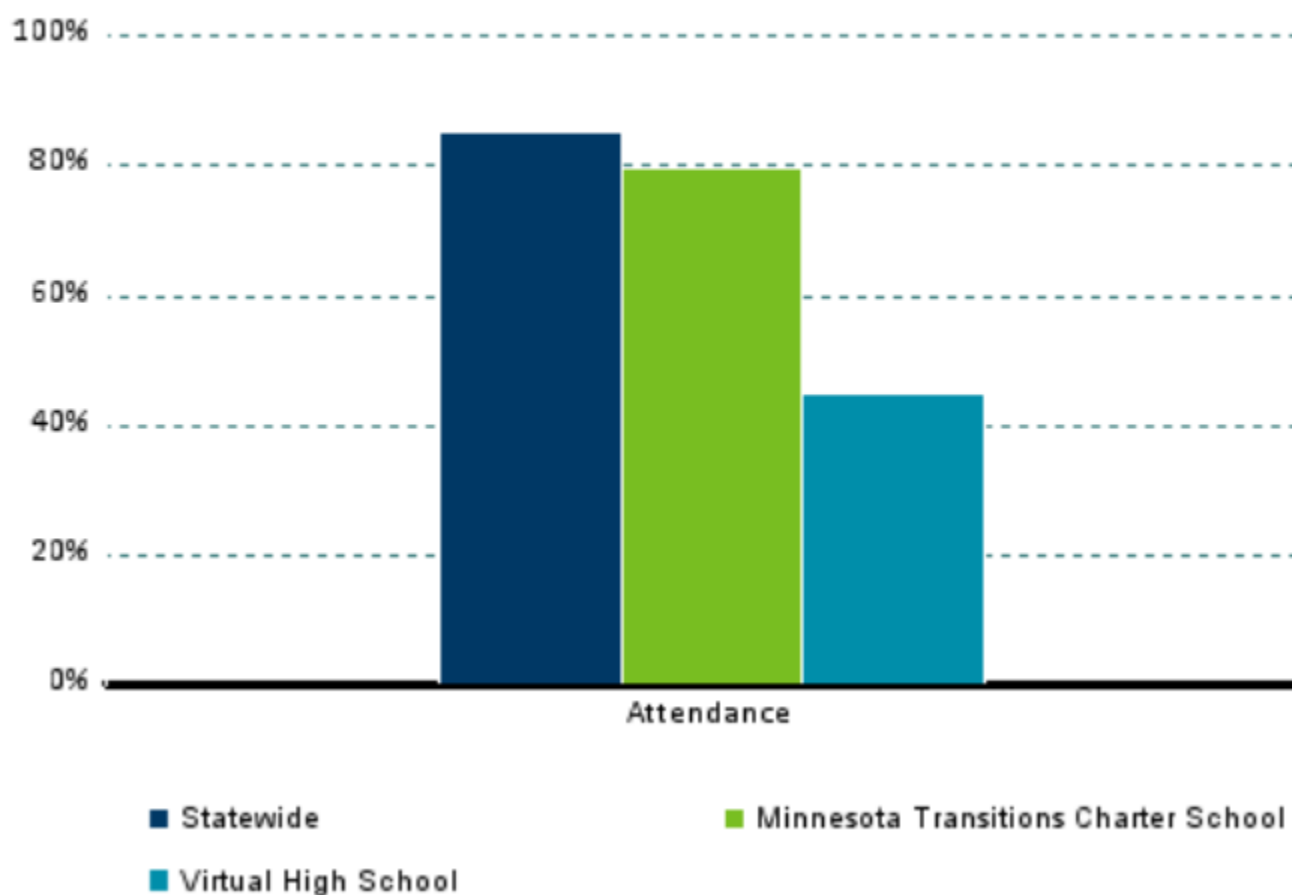
<u>Organization</u>	<u>Consistent Attendance Rate</u>	<u>Consistent Attendance Numerator Count</u>	<u>Consistent Attendance Denominator Count</u>
Statewide	85.35%	676,160	792,174
Minnesota Transitions Charter School	79.79%	2,540	3,183
Mts High School	69.19%	155	224

Minnesota Virtual High School

Consistent Attendance:

Consistent Attendance

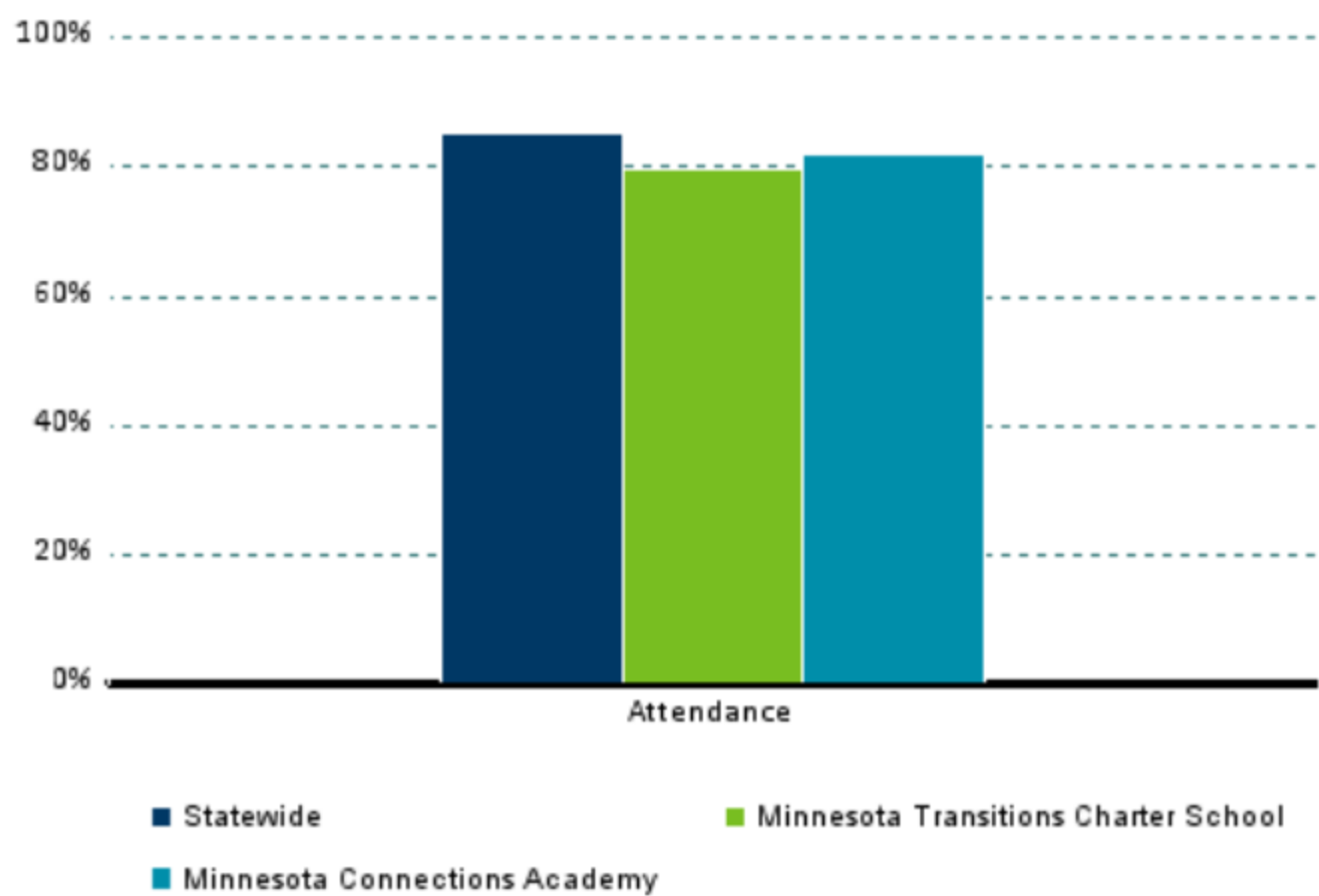
This is a measure of students who attend more than 90 percent of time they are enrolled.



Connections Academy Consistent Attendance:

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.

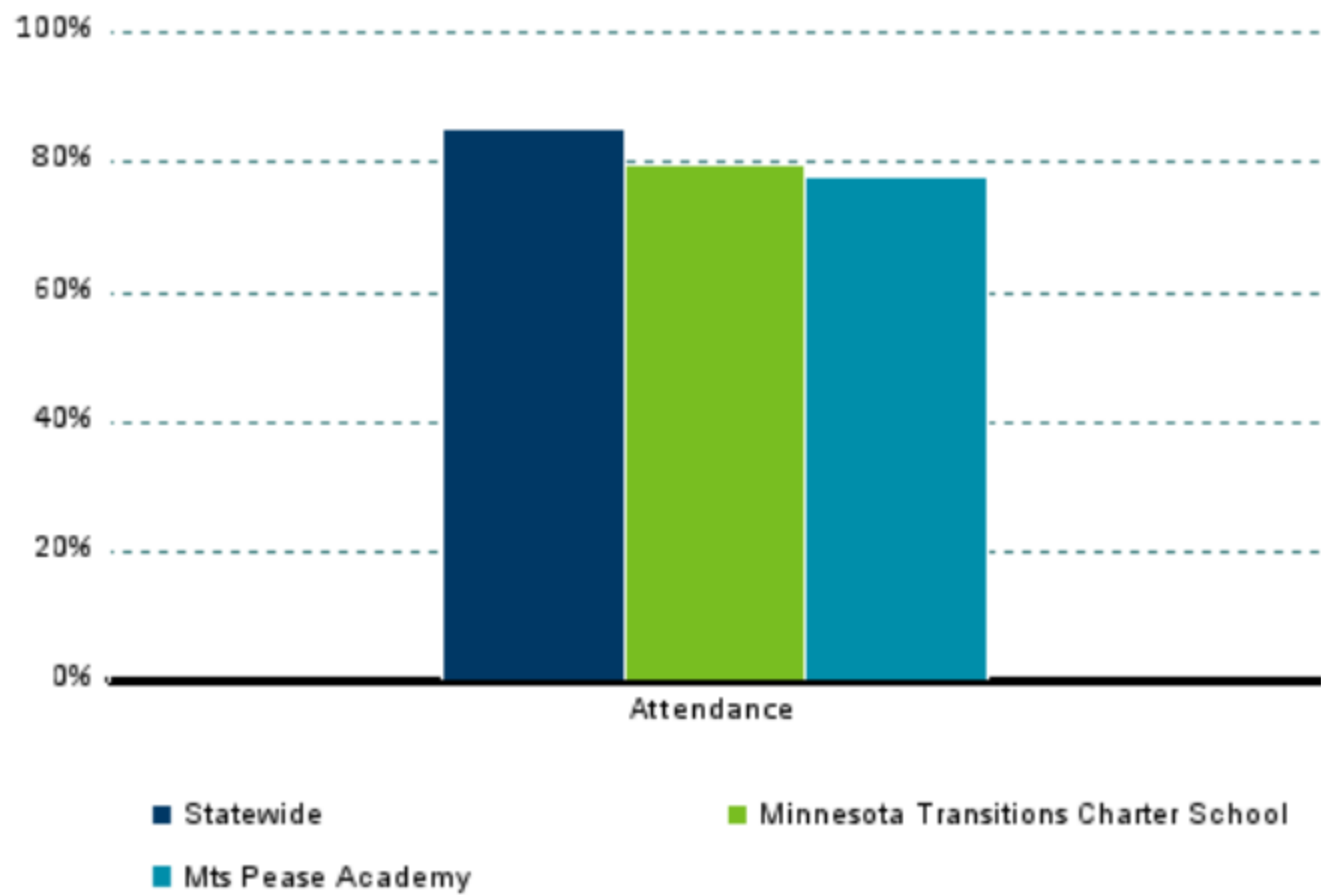


<u>Organization</u>	<u>Consistent Attendance Rate</u>	<u>Consistent Attendance Numerator Count</u>	<u>Consistent Attendance Denominator Count</u>
Statewide	85.35%	676,160	792,174
Minnesota Transitions Charter School	79.79%	2,540	3,183
Minnesota Connections Academy	82.03%	1,836	2,238

PEASE Academy Consistent Attendance:

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.



<u>Organization</u>	<u>Consistent Attendance Rate</u>	<u>Consistent Attendance Numerator Count</u>	<u>Consistent Attendance Denominator Count</u>
Statewide	85.35%	676,160	792,174
Minnesota Transitions Charter School	79.79%	2,540	3,183
Mts Pease Academy	77.77%	21	27