



Minnesota Transitions Charter Schools Annual and World's Best Workforce Report SY 2019-2020

The information included in this report reflects the data and results from the SY 2019-2020.

Each school year Minnesota Transitions Charter Schools (MTCS) develops an Annual Report in conjunction with the World's Best Workforce (WBWF) Report. The Annual Report and the WBWF Report are presented in an annual public meeting with stakeholders and posted on the district website for public view. The information presented is focused on the progress made on strategies and initiatives that MTCS has engaged in for the 2019-2020 school year. This report includes list areas: MTCS Strategic Plan, Demographics, Professional Development, District/School Goals for proficiency, growth, graduation, data for subgroups and student groups, and consistent attendance.

MTCS STRATEGIC PLAN

Mission Statement:

We are a student-centered learning community that inspires and supports all learners to achieve excellence through equitable, relevant learning experiences.

MTCS Core Values:

We hold ourselves and our students accountable to demonstrate these core values:

Be Respectful

- Show consideration for self, others and property

Be Responsible

- Carry out obligations in a dependable manner
- Acknowledge the consequences and rewards of one's choices
- Contribute to society

Appreciate and Celebrate Diversity

- Recognize and honor the dignity of each individual
- Celebrate differences among culture, gender and ability
- Work cooperatively with others and resolve conflicts

Have Integrity

- Display honesty, perseverance, confidence and pride
- Show the courage of your convictions
- Be trustworthy

Have Compassion for Others

- Show empathy, generosity, kindness, patience and sensitivity

Click here to view the MTCS Strategic Plan- [Strategic Plan](#)

Subgroups	MTCS District	Banaadir Academy	Banaadir South	MN Connections	MN Virtual	MTS Elementary	MTS High	P.E.A.S.E.
English Learners	9.5%	77.1%	78.9%	1.4%	3.0%	11.3%	33.9%	4.8%
Special Education	16.1%	2.9%	2.6%	15.4%	22.1%	23.8%	26.0%	14.3%
Free/Reduced	55.4%	greater than 90.0%	greater than 90.0%	49.3%	36.4%	greater than 90.0%	greater than 90.0%	33.3%
Homeless	2.7%	1.4%	0.0%	.9%	4.6%	17.5%	15.4%	14.3%

MTCS Teaching Profile

- An experienced educator is defined as one that has more than three years of experience. MTCS has 73.7% of their teachers considered experienced. This is 137 teachers.
- Licensed educators have a license or permission in the subject areas of the courses being taught. MTCS has 98.4% of their teachers licensed in the area they are teaching. This is 305 teachers.
- MTCS has 23.7% of their teachers with advanced degrees (masters or above). This is 44 teachers.

Staffing - Equitable Teacher Access

MTCS created an Equity Committee to work through all aspects of equity including equitable access to teachers. The Superintendent's Cabinet was also involved in the development of the equity for the school 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. These would allow support for teachers and staff. Through discussions with parents, staff and students, it was determined that the District needed training on Trauma Informed Practices, Restorative Practices, analyzing data, and standards based instruction. The Scope and Sequence for Math and Reading would be implemented district wide along with interim assessments. 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 at designated sites partner with teachers to analyze relevant data, set goals, identify and explain teaching strategies aligned to goals, and provide coaching and mentoring until the goals are met. The instructional coaches visit classrooms, observe, and coach teachers in areas of teaching and learning and provide support to teachers in Professional Learning Communities (PLCs).

MTCS is a Q-Comp District which includes a framework for a mentor/mentee program that supports new teachers in their first three years of teaching. Each school year, mentors are assigned to new teachers providing them the support for instruction and/or professional practices in order to increase professional success as well as ongoing growth and reflection. Other efforts that have been implemented to reward and maintain MTCS teaching staff are embedding staff development during the contract day, implementation of PLCs for teacher collaboration, leadership opportunities provided to instructional staff, and the hiring of instructional coaches in math and reading. MTCS has noticed that this has been critical in providing equity and retaining their instructional staff which has led to the sustainability of instructional practices.

PROFESSIONAL DEVELOPMENT

MTCS recognizes that effective professional development is essential for student success. Effective professional development has enabled MTCS teachers to develop the knowledge and skills they need to address the MTCS students’ learning challenges. MTCFS has been very deliberate each year to provide professional development aligned to the students’ needs. MTCS has a District Professional Development Committee that meets regularly and provides input in the development of the professional development calendar. MTCS has implemented Restorative Practices, Trauma Informed practices, analyzing data, and standards based instruction.

Below are the educators that serve on this Professional Development Committee, as well as the professional development calendar for the SY 2019-2020.

Tamara Schultz
Christine Schnaser
Kelsey Bennett

Shannon Kne
Wendy Lorenz-Walraven
Shawn Fondow

SY 2019-2020 Professional Development Calendar

Goal: Year 1 Lead and Keepers know what they are doing, Teachers come to training with expectation that they take training back to their classrooms with implementation.				
Friday PD Plan				
	TLAC	Restorative Practices	Trauma Informed	Standards Based Instruction
LEAD	Shawn Fondow	Courtney	Wendy	Christine, Tami
BA	Britta Hagstrom	Katie Laird-Cason	Katie Laird-Cason	Kelsey
BanS	Mandy Wiens	Kelly Nyberg	Janae Carvalho	Christine
MTSE	Sue	Megan Lexen	Sheila M	Shannon
MTSS/BMSA	Andrea	Alison Raney	Wendy/Mike	Christine/Tami

Directors Responsibilities:

1. Talk to your Wizards/keepers
2. Is this included in "look fors", walkthroughs and evaluations

Keeper Responsibilities :

1. Keeping the website updated on Friday PD Sites with powerpoint/minutes/video by Monday evening each week.
2. Google classroom assessment per training.
3. Meet with Lead and plan for each training - powerpoint, check for understanding, outcome

	BA	BAS	MTSE	Secondary	
9/6/19	RP	Routines & Procedures	SBI	TI	
9/13/19	Routines & Procedures	SBI	TI	RP	Focus for first Standard Based Instruction (SBI) Training: Unpacking standards (learning targets) with scope & sequence and lesson planning.
9/20/19	SBI	TI	RP	Routines & Procedures	
9/27/19	Data	Data	Data	Data	
					MTS Elementary 1:00 - 3:00
10/4/19	TI	RP	Routines & Procedures	SBI	Banaadir South 1:00 - 3:00
10/11/19	RP	Routines & Procedures	SBI	TI	MTS Secondary/Ban M&S 1:55-3:55
10/25/19	Data/Special Ed	Data/Special Ed	Data/Special Ed	Data/Special Ed	Banaadir North 1:00 - 3:00
11/1/19	Routines & Procedures	SBI	TI	RP	
11/8/19	SBI	TI	RP	Routines & Procedures	
11/15/19	TI	RP	Routines & Procedures	SBI	
11/22/19	Data/Special Ed	Data/Special Ed	Data/Special Ed	Data/Special Ed	
12/6/19	RP	Routines & Procedures	SBI	TI	

12/13/19	Routines & Procedures	SBI	TI	RP	
12/20/19	Data/Special Ed	Data/Special Ed	Data/Special Ed	Data/Special Ed	
1/10/20	SBI	TI	RP	Routines & Procedures	
1/17/20	TI	RP	Routines & Procedures	SBI	
1/31/20	Data/Special Ed	Data/Special Ed	Data/Special Ed	Data/Special Ed	
2/7/20	RP	Routines & Procedures	SBI	TI	
2/14/20	Routines and Procedures	SBI	TI	RP	
2/21/20	SBI	TI	RP	Routines & Procedures	
2/28/20	Data	Data	Data	Data	
3/6/20	TI	RP	Routines & Procedures	SBI	
3/13/20	RP	Routines & Procedures	SBI	TI	
3/20	Data	Data	Data	Data	
4/3	Routines & Procedures	SBI	TI	RP	
4/10/2020	SBI	TI	RP	Routines & Procedures	
4/17/2020	TI	RP	Routines & Procedures	SBI	
4/24/2020	Data	Data	Data	Data	
5/1/2020	RP	Routines & Procedures	SBI	TI	

5/8/2020	Routines & Procedures	SBI	TI	RP	
5/15/2020	SBI	TI	RP	Routines & Procedures	
5/22/2020	TI	RP	Routines & Procedures	SBI	
5/29/2020	Data	Data	Data	Data	

DISTRICT - GOALS

MTCS has continued implementation of evidenced-based strategies aligned to the school improvement turnaround model that allowed us to move from infrastructure to instructional practice allowing administrators more time to assess teaching and learning. Although MTCS continues to experience unprecedented challenges, we continue to push for sustainable practices that elevate and empower the voices of all stakeholders. Our work continues to provide educational excellence for all scholars and engage in the inside out work needed to address institutional biases. **Academic Successes:** MTCS has been successful in developing an academic comprehensive plan that addresses every aspect of the school research that suggests turnaround leaders are more successful with a clear vision. MTCS leadership has created School Leadership Teams that are committed to advancing the goals through a collaborative approach where staff and parents are involved in the decision-making process. Operational flexibility has also provided leadership to strategically hire and assign staff to ensure commitment to the MTCS vision and goals. Schools have been successful in using Professional Learning Communities (PLCs) to address academic barriers to learning through data analysis and differentiating instruction, using a curriculum review cycle/adoption to ensure curriculum/instruction is aligned to the State standards, and creating a safe and trusting environment where teaching produces positive academic outcomes. **Organizational Successes:** MTCS has embraced the model of instructional leadership where administration is a critical factor in the success of a school's improvement initiatives and the overall effectiveness of schools. MTCS administration is responsible to promote the learning and success of all its students. This is evident in the strategies we are implementing and the support we have received from the School Board and school communities. The following strategies are being implemented leading to positive outcomes:

- provide administrators the operational flexibility to make informed decisions
- alignment of administrative leadership in support of district initiatives
- retain and reward teachers and provide professional development as needed (Q-Comp)
- use an evaluation process that provides for immediate feedback and includes classroom walkthroughs
- use data to implement a research-based vertically-aligned and standards-aligned instructional program
- promote continuous use of student data to differentiate instruction to meet needs of individual students
- implement Professional Learning Communities (PLC) for teacher collaboration around differentiated learning
- provide ongoing, high quality, job-embedded professional development aligned with the district/schools' instructional program
- provide appropriate social-emotional and community-oriented services and supports for students
- promote family and parent engagement via community based representation

MTCS developed a three year timeline (2019-2021) for setting district goals aligned to Pillsbury United Communities vision, mission, and values (mission, operational leadership, governance, community and financial) and academic goals related to the World's Best Workforce goals stated below. The Pillsbury United Communities goals align with the goals around Minnesota Statute, section 120B.11 School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce. The School Board has adopted a long-term, comprehensive strategic plan to support and improve teaching and learning that aligns with the vision of PUC, as well as the Minnesota World's Best Workforce goals. If we strive for the following goals, we will have prepared our students to become successful in school and beyond:

- All children are ready for school.

- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school

NON-ACADEMIC GOALS (Aligned to Pillsbury United Communities Vision, Mission, and Values)	
Mission Goal - Schools will provide all students the opportunity for arts enrichment by funding projects that create arts expression and experiences.	
<i>Measurement</i>	School program offerings/schedules
<i>Progress</i>	Goal was met. All sites had access to the Arts enrichment opportunities in the SY 2019-2020.
Operational Leadership Goal - At least 50% of juniors and seniors will take the Armed Services Vocational Aptitude Battery (ASVAB) or the Accuplacer by the end of each school year.	
<i>Measurement</i>	Participation results
<i>Progress</i>	Goal was partially met. The ASVAB and/or Accuplacer tests were not administered during COVID-19 so we are unable to provide results for the entire school year. The tests were administered pre COVID-19.
Governance Goal - MTCS School Board will improve Board training which will be held annually for all required areas by either setting them to be scheduled before the monthly board meetings until completed by all board members.	
<i>Measurement</i>	List of trainings and participation dates
<i>Progress</i>	Goal was met. The board completed required training during the SY2019-2020 either before or after board meetings.
Community Goal - 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.	
<i>Measurement</i>	Date of meetings and participation list
<i>Progress</i>	Goal was met. School sites held meetings including Parent/Teacher Conferences, Open Houses, and Title Parent Nights.
Financial Goal - MTCS will reduce the number of audit findings moving toward the goal of no more than two minor findings for the SY 2019-2020.	
<i>Measurement</i>	2019-2020 audit report

<i>Progress</i>	Goal in Progress - 2019-2020 audit is in process and results will be provided to the School Board in December 2020.
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ACADEMIC GOALS (Aligned to MN World’s Best Workforce)

Goal #1 - READING -The percentage of MTCS students in the ethnic subgroups including Black, Hispanic, American Indian, Asian, White, and Two or More Races who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Reading MCA (all accountability tests) will increase based on the following targets for each subgroup from 2018-2021.

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%

<i>Measurement</i>	MCA Reading Assessment - All Accountability tests
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<i>Progress</i>	Goal is in Progress. The 2020 MCAs were cancelled due to COVID-19. The table below shows the progress to date.
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MCA Reading Results			
	2018	2019	2020
Black	26.4%	26.4%	<i>MCA 2020 assessment cancelled due to COVID-19.</i>
Hispanic	51.2%	47.8%	
American Indian	40.9%	50%	
Asian	54.5%	76.5%	
White	63.7%	59.6%	
Two or More Races	66.7%	57.6%	

Goal #2 - MATHEMATICS -The percentage of MTCS students in the ethnic subgroups including Black, Hispanic, American Indian, Asian, White, and Two or More Races who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Mathematics MCA (all accountability tests) will increase based on the following targets for each subgroup from 2018-2021.

- 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%

<i>Measurement</i>	MCA Mathematics Assessment - All Accountability tests
<i>Progress</i>	The 2020 MCAs were cancelled due to COVID-19. The table below shows the progress to date.

MCA Math Results			
	2018	2019	2020
Black	17.8%	17.3%	<i>MCA 2020 assessment cancelled due to COVID-19.</i>
Hispanic	20.5%	18.1%	
American Indian	15.0%	15.8%	
Asian	55.0%	62.0%	
White	34.5%	32.8%	
Two or more Races	37.0%	20.8%	

Goal # 3 - All Students Ready for School: By September 30, 2019 all seat based elementary schools (Banaadir Academy, Banaadir South, and MTS Elem) will have 90% or greater of their Kindergarten students enrolled on the first day of school be screened by the end of the first week of school.

<i>Measurement</i>	Kindergarten screening results
<i>Progress</i>	Goal was met. Banaadir Academy, Banaadir South, and MTS Elementary had 100% of their kindergarten students screened by the first week of school of the SY 2019-2020.

Goal # 4 - All third-graders can read at grade level: The percentage of all MTCS non-ELL students enrolled in Grade 3 for at least half an academic year who are proficient on the Minnesota Reading (all accountability tests) will increase from 46.6% in 2019 to 50.0% in 2020.	
<i>Measurement</i>	MCA Grade 3 Reading Assessment - All Accountability tests
<i>Progress</i>	Goal is in Progress. The 2020 MCAs were cancelled due to COVID-19.

MCA Grade 3 Reading Results		
	2019	2020
Grade 3 - Non English Learners	42.6%	<i>MCA 2020 assessment cancelled due to COVID-19.</i>

Goal # 4 - All Students are Ready for College and Career: The percentage of MTCS students who are eligible to graduate in SY 2019-2020 will have completed in a career and college readiness course either in a seat-based format or online through MN Virtual School by June 30, 2020.	
<i>Measurement</i>	Student Schedules
<i>Progress</i>	Goal was met. The percentage of MTCS students eligible for graduating in SY 2019-2020 enrolled in a career and college readiness course was 100%.

Goal # 5 - All Students Graduate: The MTCS 4-year graduation goal for 2019 will be 55.0% with no subgroup below 45.0% as measured by the MN 4-year graduation rates.											
<i>Measurement</i>	MN 4-year graduation rates (<i>Rates are reported in January for the previous year. 2020 rates will be reported in January 2021.</i>)										
<i>Progress</i>	<p>Goal was partially met. The 2019 four-year graduation rate for MTCS (district) was 61.4% exceeding the goal of 55.0%. The American Indian subgroup 2019 four-year graduation rate was 30.0% which is below the goal of 45.0%. All other subgroups rates were above 45.0%.</p> <table> <tr> <td>Special Ed: 50.8%</td> <td>American Indian: 30.0%</td> </tr> <tr> <td>Free/Reduced: 54.2%</td> <td>Asian: 50.0%</td> </tr> <tr> <td>English Learners: 55.6%</td> <td>Black: 47.9%</td> </tr> <tr> <td>Two or more races: 57.9%</td> <td>White: 65.2%</td> </tr> <tr> <td>Hispanic: 51.6%</td> <td></td> </tr> </table>	Special Ed: 50.8%	American Indian: 30.0%	Free/Reduced: 54.2%	Asian: 50.0%	English Learners: 55.6%	Black: 47.9%	Two or more races: 57.9%	White: 65.2%	Hispanic: 51.6%	
Special Ed: 50.8%	American Indian: 30.0%										
Free/Reduced: 54.2%	Asian: 50.0%										
English Learners: 55.6%	Black: 47.9%										
Two or more races: 57.9%	White: 65.2%										
Hispanic: 51.6%											

NORTH STAR ACCOUNTABILITY FOR PROFICIENCY AND GROWTH

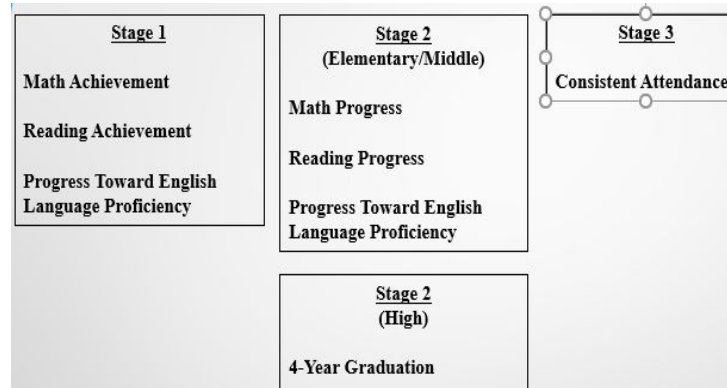
The MN Department of Education holds schools and districts accountable using a three stage identification process called North Star Accountability. Performance thresholds are set in each stage and support is provided to those districts and schools that are identified as comprehensive support and/or targeted support.

Understanding Accountability Ratings: How and Why Schools are Identified for Support under Every Student Succeeds Act (ESSA)

- Identifies Districts for support under the World’s Best Workforce law.
- Identifies Schools for support under the Every Student Succeeds Act.
- Uses several indicators grouped into three stages to prioritize schools for different levels of support.
- Replaces the accountability systems from No Child Left Behind and the Minnesota waiver.

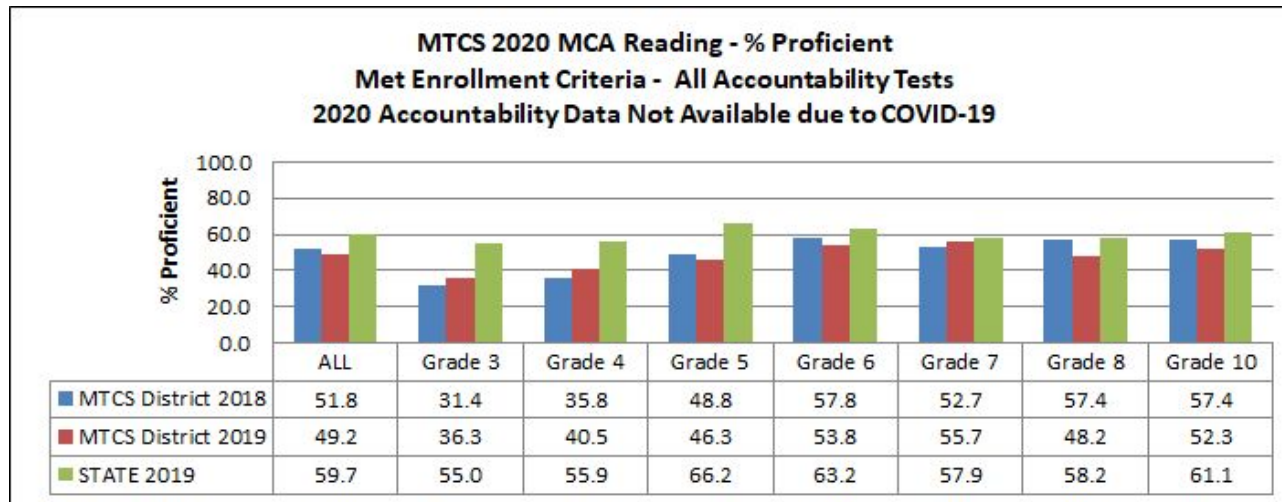
MN Department of Education - North Star Accountability System Accountability Indicators	
Academic Achievement	The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for math and reading.
Progress Towards English Language Proficiency	The average progress English learners made toward individual growth targets on the ACCESS for ELLs test
Academic Progress	A score based on students’ achievement levels from one year to the next. Calculated separately for math and reading.
Graduation Rates	The percentage of students who graduated in four years and seven years.
Consistent Attendance	The percentage of students attending more than 90% of the days they are enrolled.

Three Stage Decision Process



DISTRICT - READING

Below are the District and School results for the All Accountability Tests. 2019 results are used as the 2020 test was cancelled due to COVID-19. A student is considered to be enrolled for half an academic year if their MARSS record shows them enrolled for 50% of the days in the school’s year and enrolled by December 15. The combination of half an academic year and December 15 replaces the October 1 standard used in the previous accountability system.



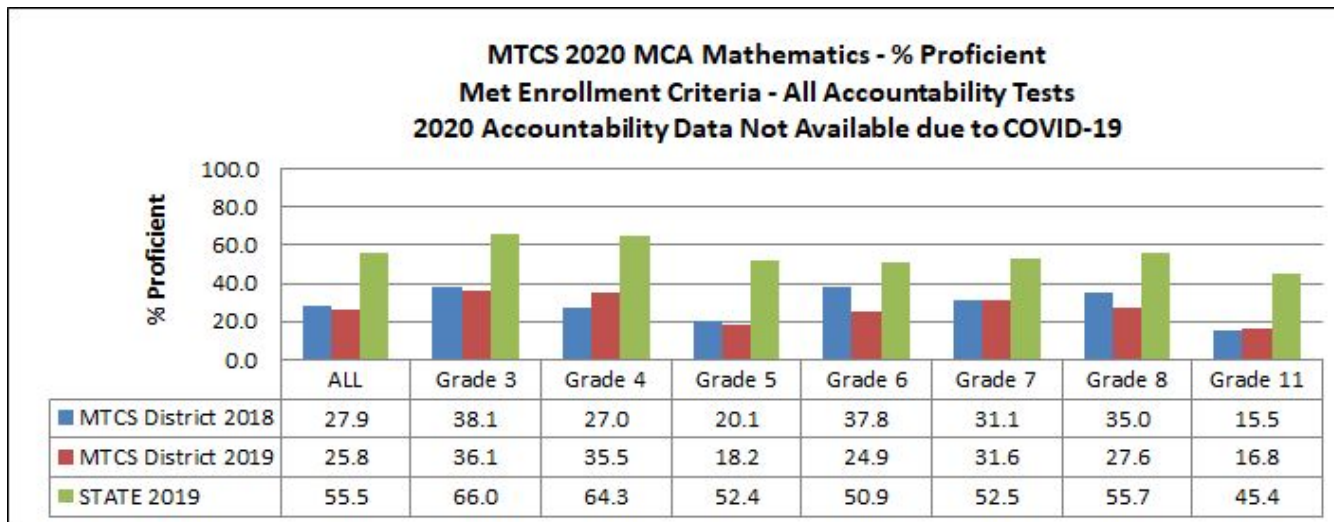
Reading Progress for 2019 (Growth)

	Statewide	Minnesota Transitions Charter School
Achievement level improved	18.9%	16.6%
Achievement level maintained	48.1%	39.3%
Achievement level decreased or stayed "does not meet standards"	33.1%	44.1%

Reading Results:

- Proficiency increased from 2018 to 2019 for ALL students, as well as in grade 3, grade 4, and grade 7. MTCS students are performing below the STATE level for ALL students, as well as in all grades.
- Growth results indicate 16.6% of students improved their proficiency level from 2018 to 2019, 39.3% maintained their proficiency level from 2018 to 2019, and 44.1% of students decreased achievement levels or stayed Does Not Meet.

DISTRICT - MATHEMATICS



Mathematics Progress for 2019 (Growth)

	Statewide	Minnesota Transitions Charter School
Achievement level improved	13.3%	11.0%
Achievement level maintained	49.4%	31.1%
Achievement level decreased or stayed "does not meet standards"	37.2%	57.9%

Mathematics Results:

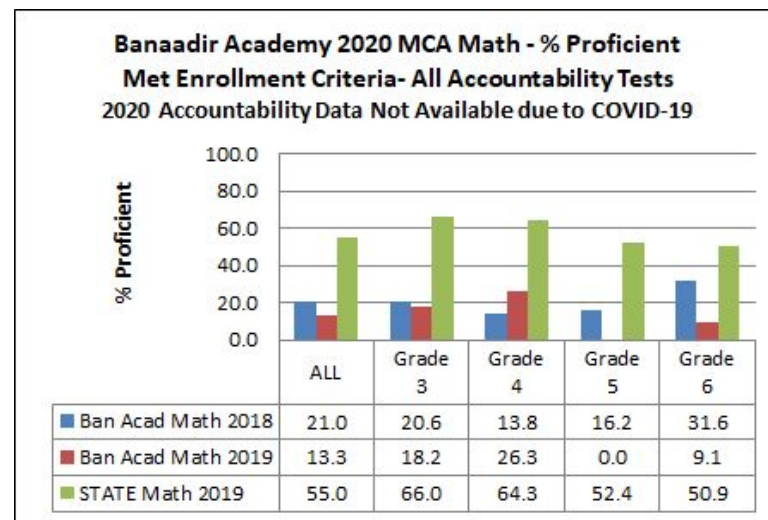
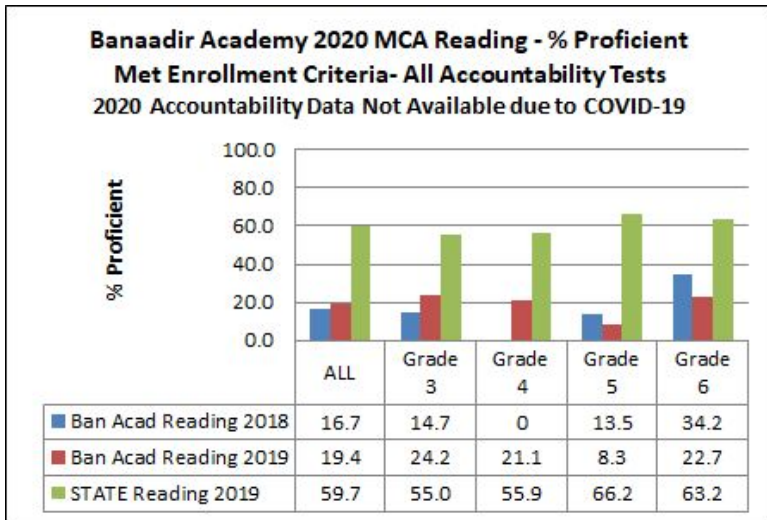
- Proficiency increased from 2018 to 2019 in grade 4, grade 7 and grade 11. Proficiency decreased for all students, grade 3, grade 5, grade 6, and grade 8. MTCS students are performing below the STATE level for ALL students, as well as in all grades.
- Growth results indicate 11.0% of students improved their proficiency level 2018 to 2019, 31.1% maintained their proficiency level from 2018 to 2019, and 57.9% of students decreased achievement levels or stayed Does not Meet.

DISTRICT SUBGROUPS AND STUDENT GROUPS - READING and MATHEMATICS

Subgroup	2019 - % Proficient	2018 - % Proficient	Subgroup	2019 - % Proficient	2018 - % Proficient
Special Education - Reading	29.0%	38.3%	Hispanic - Reading	43.9%	46.8%
Special Education - Math	21.3%	22.0%	Hispanic - Math	16.2%	18.1%
Free/Reduced - Reading	39.3%	41.1%	American Indian - Reading	52.6%	40.9%
Free/Reduced - Math	17.9%	20.7%	American Indian - Math	17.4%	13.6%
English Learners - Reading	9.4%	11.5%	Two or More Races - Reading	57.1%	65.1%
English Learners - Math	8.1%	12.4%	Two or More Races - Math	21.7%	36.7%

White - Reading	58.4%	62.7%		Black - Reading	25.2%	26.5%
White - Math	30.8%	32.2%		Black - Math	16.2%	18.3%
Asian - Reading	77.8%	66.7%				
Asian - Math	57.1%	54.5%				

BANAADIR ACADEMY - PROFICIENCY and GROWTH



Growth - Progress from 2018 to 2019	2019 Reading	2019 Math
Achievement Level Improved - students moving up one level	21.9%	9.4%
Achievement Level Maintained - students staying the same level	17.2%	14.1%
Achievement Level Decreased or Stayed the Same Does Not Meet - students who decreased levels or remained Does not Meets	60.9%	76.6%

Results:

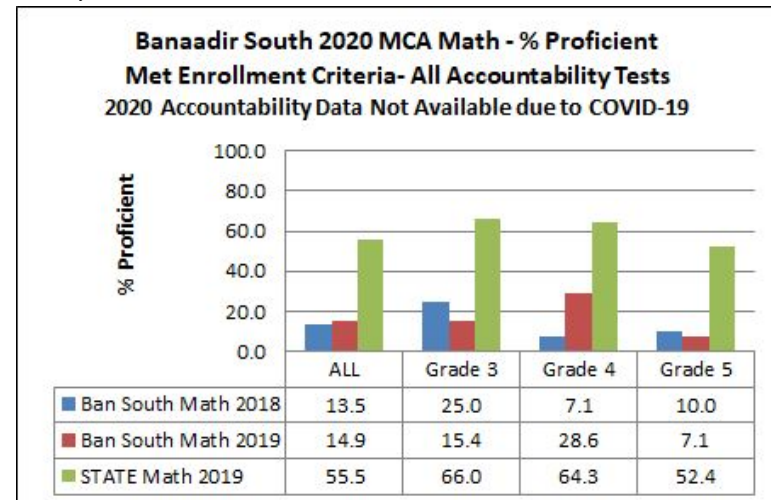
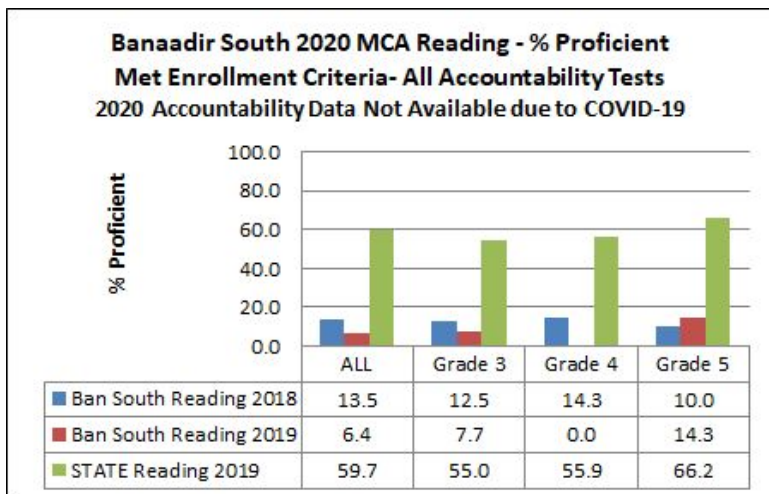
- Reading Proficiency increased from 2018 to 2019 for ALL students, in grade 3 and grade 4. Reading proficiency decreased in grade 5 and grade 6. Math proficiency increased from 2018 to 2019 in grade 4. Math proficiency decreased for all students, grade 3, grade 5 and grade 6.
- MTCS students are performing below the STATE level for ALL students, as well as in all grades both in reading and math.
- Reading growth results from 2018 to 2019 indicate that 21.9% of Banaadir Academy students moved up one level, 17.2% remained the same level and 60.9% decreased or remained Does Not Meet. Math growth results from 2018 to 2019 indicate that 9.4% students moved up one level, 14.1% remained the same level and 76.6% decreased or remained Does Not Meet.

Highlights:

- Fall to Winter Growth results showed 94% of 6th graders met their RIT Math, 78% of 6th graders met their RIT Reading, and 81% of 5th graders met their RIT Reading.

BANAADIR SOUTH - PROFICIENCY and GROWTH

Grade 6 results are not reported as cell sizes fell below 10 students. 2018 Grade 3 math and reading results did not meet the cell size limitation for All Accountability Tests so all students tested results are reported for grade 3 only. All other grade results are for All Accountability Tests.



Growth - Progress from 2018 to 2019	2019 Reading	2019 Math
Achievement Level Improved - students moving up one level	15.6%	28.1%
Achievement Level Maintained - students staying the same level	9.4%	9.4%
Achievement Level Decreased or Stayed the Same Does Not Meet - students who decreased levels or remained Does not Meets	75.0%	62.5%

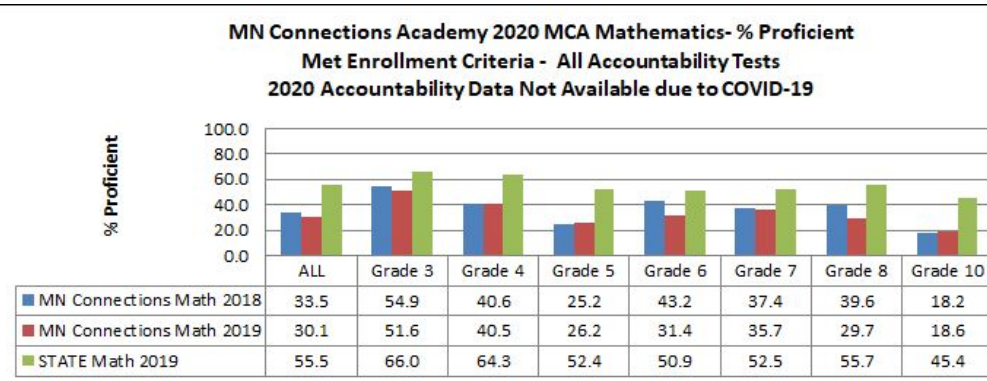
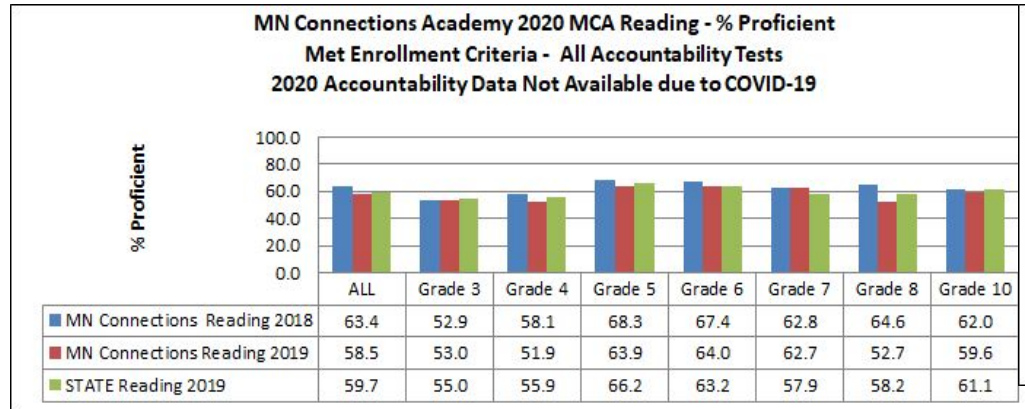
Results:

- Reading Proficiency increased from 2018 to 2019 in grade 5. Reading proficiency decreased for ALL students, grade 3 and grade 4. Math proficiency increased from 2018 to 2019 for ALL students and grade 4. Math proficiency decreased in grade 3 and grade 5.
- MTCS students are performing below the STATE level for ALL students, as well as in all grades both in reading and math.
- Reading growth results from 2018 to 2019 indicate that 15.6% of students moved up one level, 9.4% remained the same level and 75.0% decreased or remained Does Not Meet. Math growth results indicate 28.1% students moved up one level, 9.4% remained the same and 62.5% decreased or remained Does Not Meet.

Highlights:

- 75% of students who completed the Fall and Winter NWEA map test made their growth goal. Students participated in an after school program which allowed them to work on reading and math skills. During distance learning student attendance remained high, with over 90% of students attending on a daily basis.

MN CONNECTIONS ACADEMY - PROFICIENCY and GRADUATION



Growth - Based on 4-year Graduation Rates

Note: Graduation Rates are reported one year behind so the 2020 rates will be reported in January 2021.

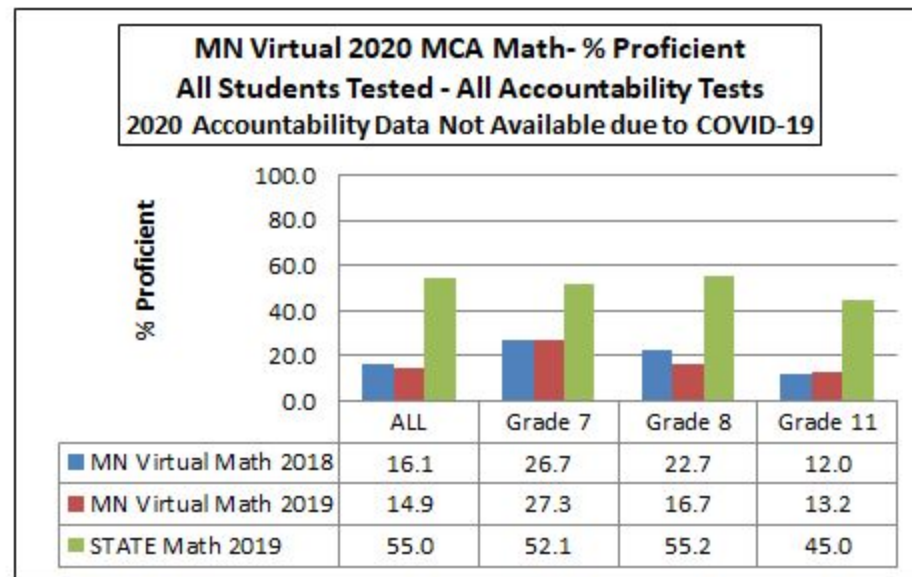
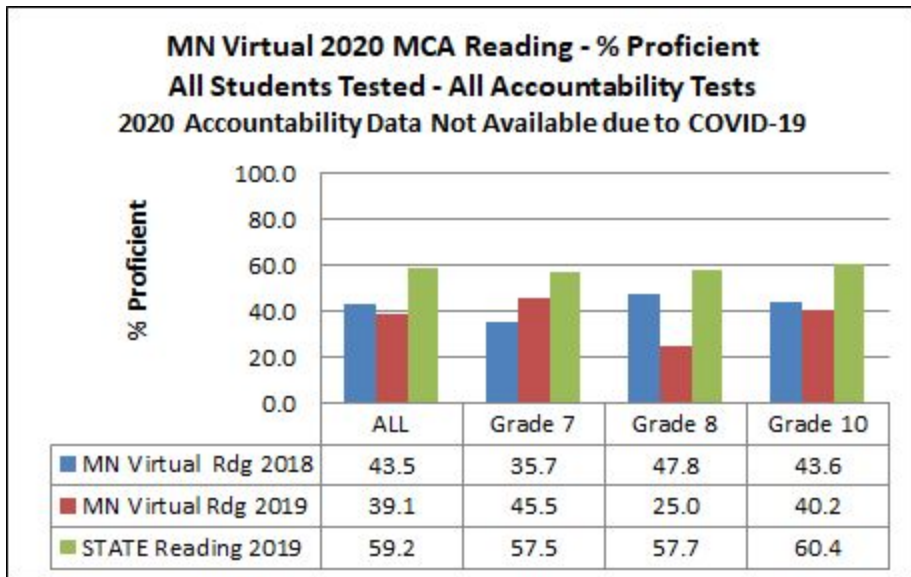
MN Connections 4-Year Graduation Rate 2019	75.5%	Goal for the State is 90.0%. State 2019 rate was 83.7%
MN Connections 4-Year Graduation Rate 2018	63.9%	

- Reading Proficiency increased from 2018 to 2019 in grade 3. Reading proficiency decreased for all students, grade 4, grade 5, grade 6, grade 7, grade 8, and grade 10.
- Math proficiency increased from 2018 to 2019 in grade 5 and grade 10. Math proficiency decreased from 2018 to 2019 for all students, grade 3, grade 4, grade 6, grade 7, and grade 8.
- The 2019 four year graduation rate increased from 2018 by 11.6% to 75.5%. This is below the State goal of 90.0%.

Results:

MN VIRTUAL SCHOOL - PROFICIENCY and GRADUATION

The Reading and Math results for MN Virtual School are reported for all students tested instead of those only meeting the enrollment criteria because cell sizes fell below the required 10 students.



Growth - Based on 4-year Graduation Rates *Note: Graduation Rates are reported one year behind so the 2020 rates will be reported in January 2021.*

MN Virtual 4-Year Graduation Rate 2019	22.6%	Goal for the State is 90.0%. State 2019 rate was 83.7%
MN Virtual 4-Year Graduation Rate 2018	23.8%	

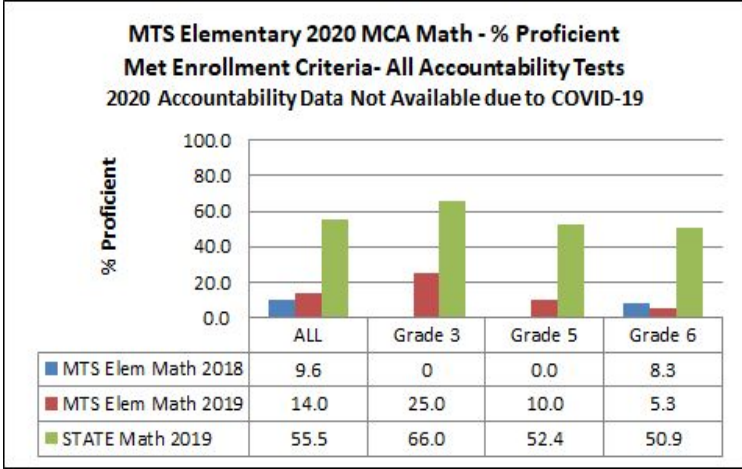
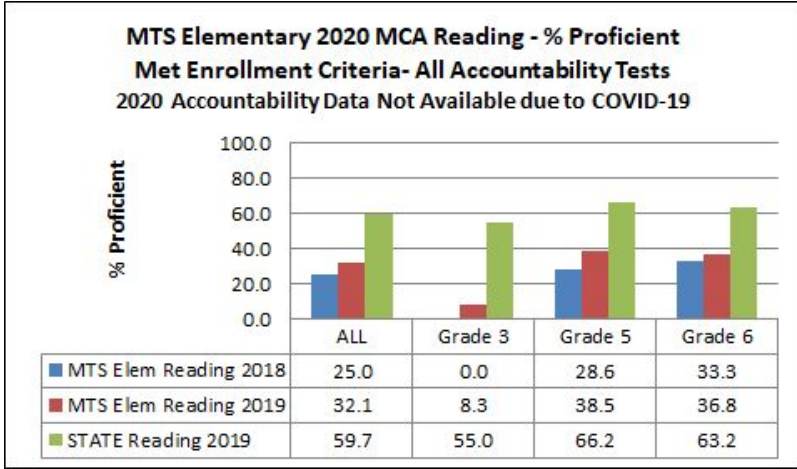
Results:

- The results reported in the charts are for All Students tested. Cell sizes fell below required 10 students to report for accountability purposes.
- Reading Proficiency increased from 2018 to 2019 in grade 7 while proficiency decreased for All students and in grade 8 and 10. Math proficiency increased from 2018 to 2019 in grade 7 and in grade 11 while proficiency decreased for All students and in grade 8.
- The 2019 four year graduation rate decreased from 2018 by 1.2% to 22.6%. This is short of the State Goal of 90.0%.

Highlights: Launched a fully-online SEL program offered to all MTCS students called EmpowerU that focused on helping students improve not only their school performance but their social and emotional supports as well. Added 6th grade to our grade range, along with implementing a fully synchronous model for all of our middle school (6-8) courses and direct live instruction for all middle school core courses with their core teachers.

MTS ELEMENTARY - PROFICIENCY and GROWTH

2019 Grade 4 math and reading results are not reported because cell sizes fell below the required 10 students for all students tested and those meeting the enrollment criteria.



Growth - Progress from 2018 to 2019	2019 Reading	2019 Math
Achievement Level Improved - students moving up one level	31.7%	18.4%
Achievement Level Maintained - students staying the same level	17.1%	13.2%
Achievement Level Decreased or Stayed the Same Does Not Meet - students who decreased or remained does not meets	51.2%	68.4%

Results:

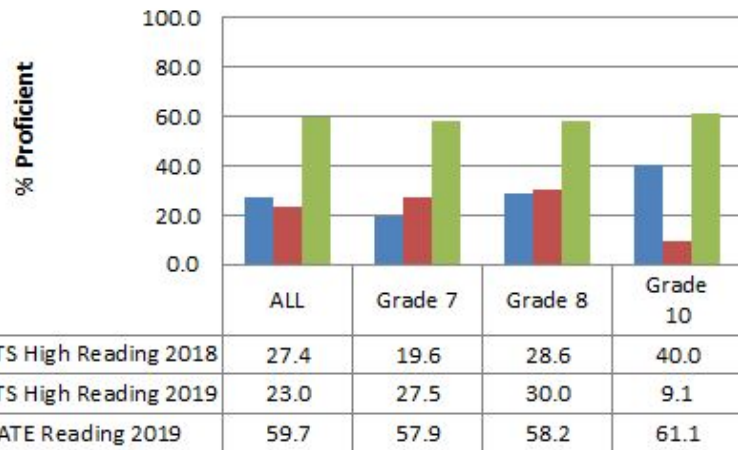
- Reading Proficiency increased from 2018 to 2019 for all groups. Math proficiency increased from 2018 to 2019 in all groups except grade 6.
- Students performed below the STATE level for ALL students, as well as in all grades both in reading and math.
- Reading growth results from 2018 to 2019 indicate that 31.7% students moved up one level, 17.1% remained the same level and 51.2% decreased or remained Does Not Meet. Math growth results indicate that 18.4% students moved up one level, 13.2% remained the same level, and 68.4% decreased or remained Does Not Meet.

Highlights:

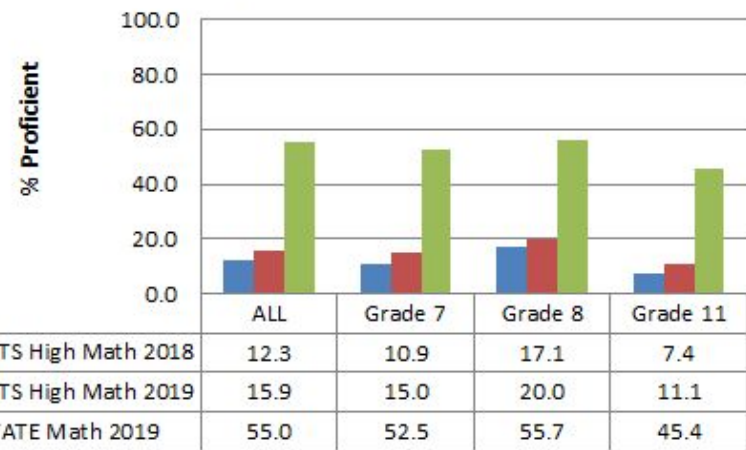
- September 20th - Peace Site Dedication: International Peace Site – students, staff, family members, Color Guard from JROTC, MTS Secondary students and Superintendent came together for this momentous event. MTS Elementary committed to the five peace actions including SEEK peace within yourself and others, REACH out in service, PROTECT the environment, RESPECT diversity, and BE a responsible citizen of the world.
- 5th and 6th graders to BizTown where in-class learning aligns to a visit to a simulated town allowing students to connect what they learn in school to the real world.

MTS HIGH SCHOOL - PROFICIENCY and GRADUATION

**MTS High School 2020 MCA Reading - % Proficient
Met Enrollment Criteria- All Accountability Tests
2020 Accountability Data Not Available due to COVID-19**



**MTS High School 2020 MCA Math - % Proficient
Met Enrollment Criteria- All Accountability Tests
2020 Accountability Data Not Available due to COVID-19**



Growth - Based on 4-year Graduation Rates - Note: Graduation Rates are reported one year behind so the 2020 rates will be reported in January 2021.

MTS High School 4-Year Graduation Rate 2019	56.4%	Goal for the State is 90.0%. State 2019 rate was 83.7%
MTS High School 4-Year Graduation Rate 2018	50.0%	

Results:

- Reading Proficiency increased from 2018 to 2019 in grade 7 and grade 8. Reading proficiency decreased for ALL students and in grade 10. Math proficiency increased from 2018 to 2019 for ALL students, in grade 7, grade 8, and grade 11.
- MTCS students are performing below the STATE level for ALL students, as well as in all grades both in reading and math.
- The 2019 four year graduation rate increased from 2018 by 6.4% to 56.4%. This is short of the State goal of 90.0%.

Highlights: 74% of 12th grade math students at MTS Secondary scored average or higher as compared to peers nationally on winter NWEA testing. In general, MTS Secondary students scored best in Algebra and Vocabulary portions of winter SY20 NWEA testing.

P.E.A.S.E. - PROFICIENCY and GRADUATION

Reading and Math:

- Proficiency Data in math and reading are not available because cell sizes fell below the required 10 students for all students tested and those meeting the enrollment criteria.

Growth - Based on 4-year Graduation Rates *Note: Graduation Rates are reported one year behind so the 2020 rates will be reported in January 2021.*

MTS Pease Academy 4-Year Graduation Rate 2019	62.5%	Goal for the State is 90.0%. State 2019 rate was 83.7%
MTS Pease Academy 4-Year Graduation Rate 2018	50.0%	

Results:

- The 2019 four year graduation rate increased from 2018 by 12.5. This is short of the State goal of 90.0%.

Highlights:

- P.E.A.S.E. Academy graduated 12 students on June 3, 2020. Two more students completed their course work needed for graduation through a summer school program and graduated September 8, 2020.
- P.E.A.S.E. had 57 students come through their doors throughout the year. Fifty-one percent of those students experienced continued abstinence without a recurrence of use. Of those who did experience a use, 32% were able to stabilize with the support provided by the school & community and continue their education without interruption. For the 21% of those who experienced a recurrence of use, the school successfully worked with the families so the child was able to receive additional medical attention and return to P.E.A.S.E. once completed.

DISTRICT and SCHOOL CONTINUOUS ATTENDANCE

Consistent Attendance: Attending more than 90%

Chronic Absenteeism: Not attending 10% or more

All absences, whether excused or unexcused, count as NOT attending.

School related activities such as field trips and extra-curricular activities count as attending.

Student A
Attends 75% of the time
Considered chronically absent

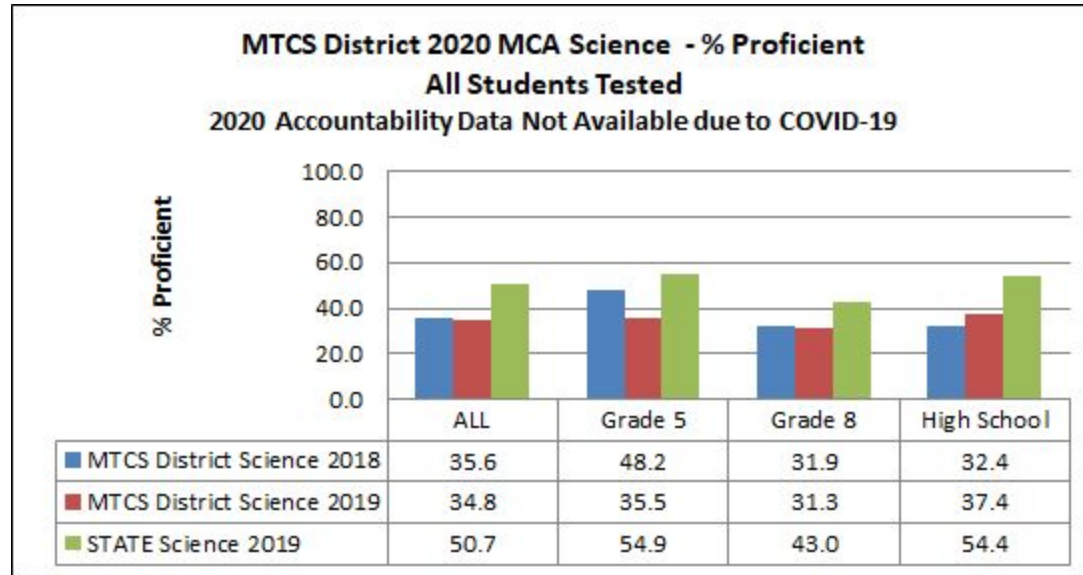
Student B
Attends 94% of the time
Considered consistently
attending

Data is reported one year behind. Ex. 2020 data is from the 2019 school year.

	2020 (from prior year) All Students	2019 (from prior year) All Students	2018 (from prior year) All Students
MTCS District (all schools)	78.9%	79.8%	76.8%
Banaadir Academy	98.1%	100.0%	100.0%
Banaadir South	94.7%	100.0%	100.0%
MTS Elementary	100.0%	100.0%	100.0%
MTS High	41.6%	69.2%	56.3%
MTS PEASE Academy	70.8%	77.8%	83.8%
MN Connections	84.6%	82.0%	79.5%
MN Virtual	50.3%	45.2%	38.6%

MN TRANSITIONS CHARTER SCHOOLS - SCIENCE

The Science Minnesota Comprehensive Assessment is not included in the accountability results for schools. However, students in grades 5, grade 8, and once during high school (after they have taken Biology) are tested in Science.



Results:

- Science Proficiency increased from 2018 to 2019 in the high school subgroup. Science proficiency decreased from 2018 to 2019 for All students and in grade 5 and grade 8.
- MTCS students are performing below the STATE level for ALL students and all grades tested.