



# Minnesota Transitions Charter Schools Annual and World's Best Workforce Report SY 2020-2021

*The information included in this report reflects the data and results from the SY 2020-2021.*

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 2020-2021 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 Elem	Banaadir Academy	Banaadir Secondary	MN Virtual	MTS Elementary	MTS High	P.E.A.S.E.	MN Connections
English Learners	325	124	38	65	4	7	26	2	59
Special Education	868	7	5	11	94	12	41	9	689
Free/Reduced	2,704	NR	NR	NR	126	NR	NR	8	2,2026
Homeless	49	0	0	0	19	12	5	2	11

### **MTCS Teaching Profile**

- An experienced educator is defined as one that has more than three years of experience. MTCS has 80.2% of their teachers considered experienced. This is 162 teachers.
- Licensed educators have a license or permission in the subject areas of the courses being taught. MTCS has 100% of their teachers licensed in the area they are teaching. This is 335 teachers.
- MTCS has 30.2% of their teachers with advanced degrees (masters or above). This is 61 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 embedded staff development would happen through Q Comp/PLC's on Tuesday and every Friday as an early release day (Banaadir Schools) or designated full day Fridays for MTS Elem and MTS Secondary. 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 coaches program that supports new teachers in their first three years of teaching. Each school year, coaches work with the 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 2020-2021.

Kelsey Bennett  
Wendy Lorenz-Walraven

Erin Copeland  
Dora Powell

**SY 2020-2021 Professional Development Calendar**

	Banaadir K-4	Banaadir 5-12	MTS Elem/full day	MTS Secondary	PEASE
Sept 11th	Peardeck and Learning A-Z Training, Screen Castify	Peardeck and ScreenCastify training with BAE			
Sept 18th	Site Specific-Continue learning the	MTSS/ Moodle/Google Classroom			

	different platforms			
Sept 25th	Data-Standards Based Report Cards	Restorative Practice 1:00 - 3:00	-RP- 8:30-10:00am CPSS 10:30-12:00 - 1:00-3:00 safe & secure school w/RCE-Melanie	-PLC Training 8:30-10:00 -CPSS 10:30-12:00 - Data / Grading 3-4
Oct 2nd	SEL-What is it and how to incorporate it into your classroom	Learning Targets / Student connections		
Oct 9th	CPSS-2	Anti-Racist Work		
Oct 16th	MEA-NO SCHOOL	MEA-NO SCHOOL		
Oct 23rd	The Framework for Remote Teaching and The Minnesota Minnesota School Personnel Mental Health Awareness Training	CPSS-2		
Oct 30th	Data-Standards Based Report Cards	7-11 teachers meet with MTS teachers in same content area 1:30 -3:00	-CPSS-3 11:30-1:30  -8:30-10:30 safe & secure school w/RCE-Melanie	-CPSS-3 -11:30-1:30 -RP - Need 10-15 minutes between 11-12 to talk about data

			-2:00-4:00 family engagement event -	collection for LIT -Content area meetings with BA 1:30-3:00 -	
Nov 6th	Report Cards	Anti- Racist Work			CPSS-2
Nov 13	CPSS-3	Mental Health Break			
Nov 20	Engaging Muslim Students Book Discussion	RP with Molly and Kelly	CPSS-4 1:30-3:00  -8:30-10:30 safe & secure school w/RCE-Melanie  -11:00-12:30 Data Dive  -9:00-2:00 CPI: Katie D/ Katie W/Corey -	CPSS-4 1:30-3:00  -LIT team training - 11:00-12:30 - NWEA Data - AM	
Nov 27th	Thanksgiving	Thanksgiving			
Dec 4th	Engaging Muslim Students Book Discussion	CPSS-3			
Dec 11th	RP with Kelly	Anti-Racist Work			
Dec 18th	School wide Planning for after break	School wide Reflection and Goal Setting			

Jan 8	Discussion Groups regarding in person	Anti-Racist Work			
Jan 15th	CPSS-4	Restorative Circle			
Jan 22nd	Equity with RCE	CPSS-4			
Jan 29th	Report Cards and Prep for In Person Learning	No School - grades	Grading/Planning Day-	Grading Day -	-CPI - - -
Feb 5th	Equity with RCE	Anti-Racist Work			
Feb 12	Restorative Practice	Dynamic and Trauma Informed Strategies			
Feb 19th	Equity with RCE	Collaborative Planning			
Feb 26th	CPSS-5	Collaborative Planning	-8:30-10:30 Collaborative Climate with Melanie/RCE -11:00-12:00 staff meeting -1:00-2:00 biography project learning	2:00-3:30 LIT Training for staff w/Melanie 8:30-10:00 RP - Community Building Parent Communication Time	
March 5	Classroom	CPSS-5			



	Management w/Dora			
March 12th	Prep for In Person	Anti-Racist Work	-8:00-9:30 marketing video  -10:00-11:30 CPSS-5  12:00-1:00 MCA information  -	CPSS-5 10:00-11:30 -RP  -  - LIT 2:00-3:30
March 19th	Prepping for Full In Person	Prepping for Full In Person		
March 26th	Spring Break	Spring Break		
April 2nd	CPSS-6	Anti-Racist Work		
April 9th	Report Cards	Collaborative Planning		CPSS-4
April 16th	Lesson Planning	CPSS-6		
April 23	Lesson Planning	Collaborative Planning		
April 30th	Lesson Planning	Dynamic and Trauma Informed Test Taking Strategies with Molly	-8:00-12:00 "Everything you wanted to know about Indians but were afraid to ask"  -  -	-"Everything you wanted to know about Indians but were afraid to ask" 8:00-12:00 -RP  -

			-	-	
May 7th	Equity with RCE	Anti- Racist Work			
May 14th	Lesson Planning	Lesson Planning			
May 21st	Lesson Planning	Lesson Planning			
May 28th	Lesson Planning	Lesson Planning			

## 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 for promoting 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 (2020-2021) 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

<b>NON-ACADEMIC GOALS (Aligned to Pillsbury United Communities Vision, Mission, and Values)</b>	
<b>Mission Goal</b> - 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>	<b>Goal was met. All sites had access to the Arts enrichment opportunities in the SY 2020-2021</b>
<b>Operational Leadership Goal</b> - 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>	<b>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.</b>
<b>Governance Goal</b> - 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>	<b>Goal was met. The board completed required training during the SY2020-2021 either before or after board meetings.</b>
<b>Community Goal</b> - 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>	<b>Goal was met. School sites held meetings including Parent/Teacher Conferences, Open Houses, and Title Parent Nights.</b>

<b>Financial Goal</b> - MTCS will reduce the number of audit findings moving toward the goal of no more than two minor findings for the SY 2020-2021.	
<i>Measurement</i>	2020-2021 audit report
<i>Progress</i>	<b>Goal in Progress - 2020-2021 audit is in process and results will be provided to the School Board in December 2021.</b>

<b>ACADEMIC GOALS (Aligned to MN World's Best Workforce)</b>	
<p><b>Goal #1 - READING</b> -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.</p> <p>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%</p>	
<i>Measurement</i>	MCA Reading Assessment - All Accountability tests
<i>Progress</i>	<b>Goal not obtained.</b> The 2020 MCAs were cancelled due to COVID-19. The table below shows the progress to date.

<b>MCA Reading Results</b>				
	2018	2019	2020	2021
Black	26.4%	26.4%	<i>MCA 2020 assessment cancelled due to COVID-19.</i>	24.5%
Hispanic	51.2%	47.8%		40.3%
American Indian	40.9%	50%		28.6%
Asian	54.5%	76.5%		60.0%
White	63.7%	59.6%		53.9%
Two or More Races	66.7%	57.6%		55.1%

**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>	<b>Goal was not obtained except in the category Hispanic students.</b> The 2020 MCAs were cancelled due to COVID-19. The table below shows the progress to date.

<b>MCA Math Results</b>				
	2018	2019	2020	2021
Black	17.8%	17.3%	<i>MCA 2020 assessment cancelled due to COVID-19.</i>	8.1%
Hispanic	20.5%	18.1%		23.5%
American Indian	15.0%	15.8%		13.3%
Asian	55.0%	62.0%		58.3%
White	34.5%	32.8%		30.6%
Two or more Races	37.0%	20.8%		31.3%

**Goal # 3 - All Students Ready for School:** By September 30, 2020 all seat based elementary schools (Banaadir Elementary, 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>	<b>Goal was met.</b> Banaadir Elementary, and MTS Elementary had 100% of their kindergarten students screened by the first week of school of the SY 2020-2021.

**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 2021.

<i>Measurement</i>	MCA Grade 3 Reading Assessment - All Accountability tests
<i>Progress</i>	<b>Goal not met.</b> The 2020 MCAs were cancelled due to COVID-19. In 2021, 45.5% of non ELL students enrolled in Grade 3 for at least half an academic year were proficient on the Minnesota Reading (all accountability tests)

<b>MCA Grade 3 Reading Results</b>			
	2019	2020	2021
Grade 3 - Non English Learners	42.6%	<i>MCA 2020 assessment cancelled due to COVID-19.</i>	45.5%

**Goal # 4 - All Students are Ready for College and Career:** The percentage of MTCS students who are eligible to graduate in SY 2020-2021 will have completed a career and college readiness course either in a seat-based format or online through MN Virtual School by June 30, 2021.

<i>Measurement</i>	Student Schedules
<i>Progress</i>	<b>Goal was met.</b> The percentage of MTCS students eligible for graduating in SY 2020-2021 enrolled in a career and college readiness course was 100%.

**Goal # 5 - All Students Graduate:** The MTCS 4-year graduation goal for 2020 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. 2021 rates will be reported in January 2022.</i> )
<i>Progress</i>	<p><b>Goal was partially met.</b> The 2021 four-year graduation rate for MTCS (district) was 52.8% which is below the goal of 55.0%. The black subgroup 2021 four-year graduation rate was 44.1%, the American Indian subgroup was 40%, and the Special Ed subgroup was 43.9% which is below the goal of 45.0% . All other subgroups rates were above 45.0%.</p> <p>Special Ed: 43.9%                      American Indian: 40.0%                      Hispanic: 52.8%  Free/Reduced: 52.8%                      Asian: too small to count  English Learners: 55.6%                      Black: 44.1%  Two or more races: 50.0%                      White: 68.3%</p>

## 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.

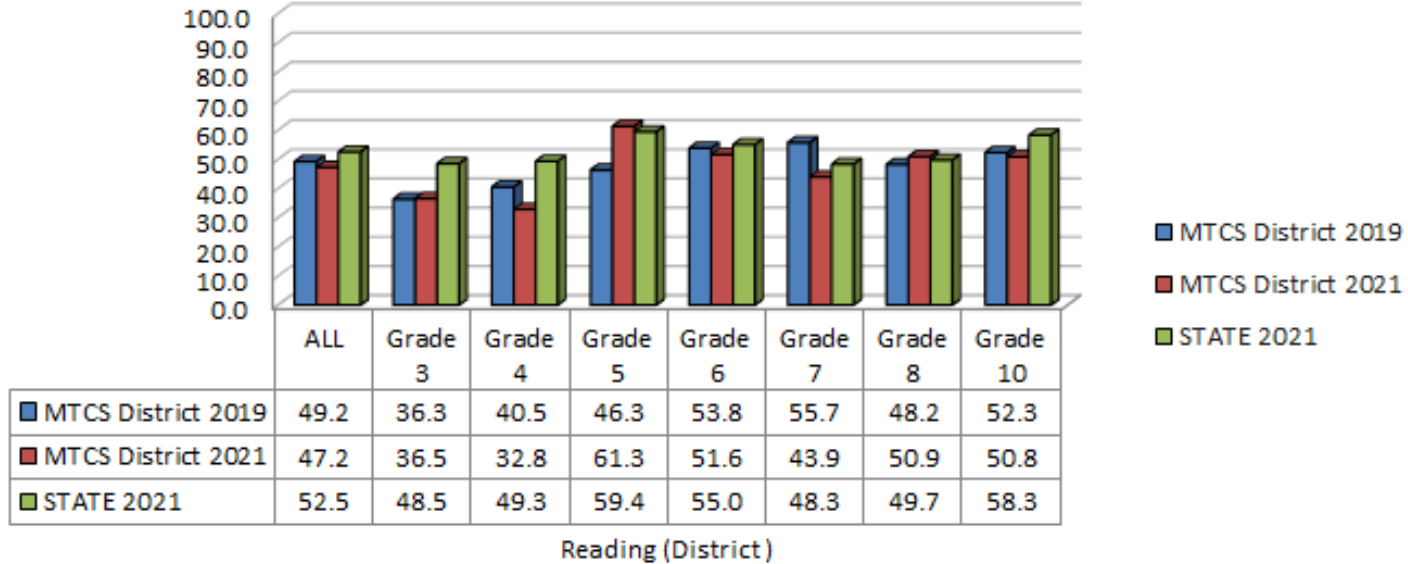
<b>MN Department of Education - North Star Accountability System Accountability Indicators</b>	
<b>Academic Achievement</b>	The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for math and reading.
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



## DISTRICT - READING

Below are the District and School results for the All Accountability Tests. 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.

### MTCS 2021 MCA Reading - % Proficient Met Enrollment Criteria - All Accountability Tests 2020 Accountability Data Not Available due to COVID- 19

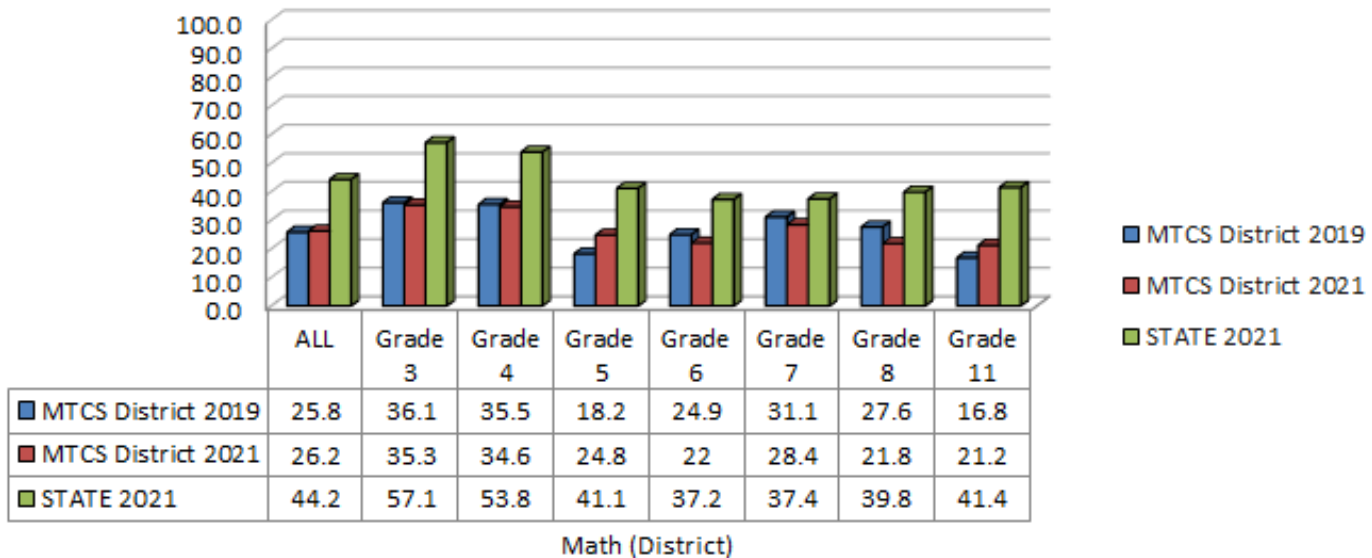


**Reading Results:**

- Data is not accurate due to low number of students participating in the reading assessment

DISTRICT - MATHEMATICS

MTCS 2021 MCA Math - % Proficient  
 Met Enrollment Criteria - All Accountability Tests  
 2020 Accountability Data Not Available due to COVID-19



**Mathematics Results:**

- Data is not accurate due to low number of students participating in the math assessment

**DISTRICT SUBGROUPS AND STUDENT GROUPS - READING and MATHEMATICS**

Subgroup	2021-% Proficient	2019 - % Proficient	Subgroup	2021-% Proficient	2019 - % Proficient
Special Education - Reading	23.8%	29.0%	Hispanic - Reading	41%	43.9%
Special Education - Math	16.8%	21.3%	Hispanic - Math	23.5%	16.2%
Free/Reduced - Reading	33.8%	39.3%	American Indian - Reading	33.3%	52.6%
Free/Reduced - Math	14.8%	17.9%	American Indian - Math	13.3%	17.4%
English Learners - Reading	10.6%	9.4%	Two or More Races - Reading	55.1%	57.1%
English Learners - Math	3.8%	8.1%	Two or More Races - Math	31.3%	21.7%
White - Reading	54.3%	58.4%	Black - Reading	24.8%	25.2%
White - Math	30.6%	30.8%	Black - Math	8.1%	16.2%
Asian - Reading	60%	77.8%			
Asian - Math	58.3%	57.1%			

## BANAADIR ACADEMY - PROFICIENCY

### Reading and Math:

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

Reading (Banaadir Academy)					
	ALL	Grade 3	Grade 4	Grade 5	Grade 6
Ban Acad Reading 2019	19.4	24.2	21.1	8.3	22.7
Ban Acad Reading 2021	30.8	-	-	CTSTR	CTSTR
STATE Reading 2021	52.5	48.5	49.3	59.4	55.0
Math (Banaadir Academy)					
	ALL	Grade 3	Grade 4	Grade 5	Grade 6
Ban Acad Math 2019	19.4	24.2	21.1	8.3	22.7
Ban Acad Math 2021	14.3	-	-	CTSTR	CTSTR
STATE Math 2021	44.2	57.1	53.8	41.1	37.2

### Results:

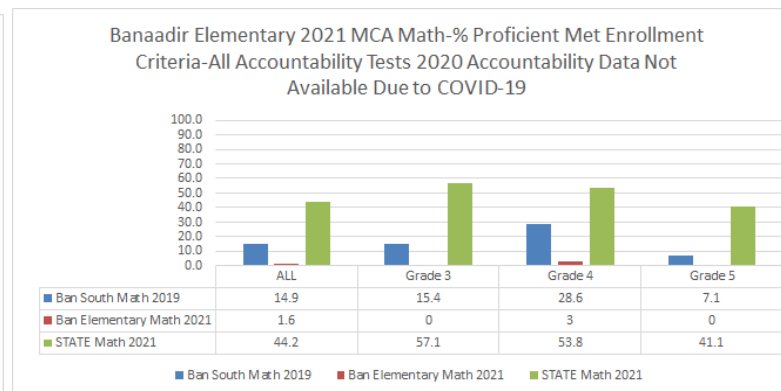
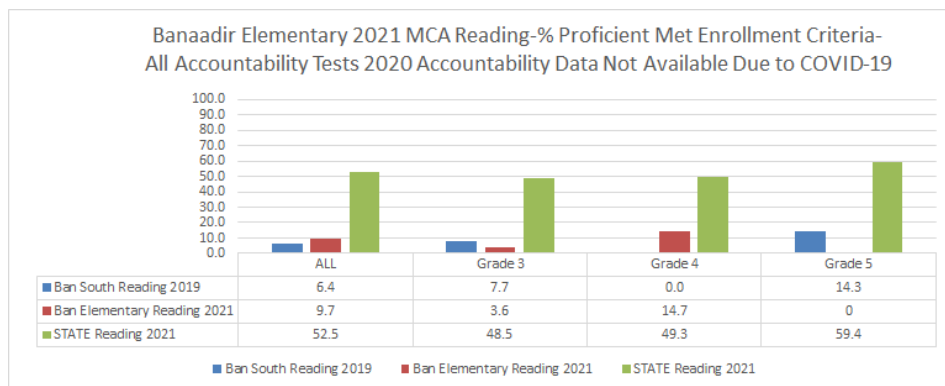
- Results are not accurate due to the low number of students participating in the assessments

### Highlights:

- Banaadir Academy spent a majority of the year online and adapted to students' needs. Those students who were struggling were brought in for tutoring and given extra support. Banaadir Academy provided summer recovery courses for those students who needed to make up credits. Banaadir Academy had great feedback from parents on how they rolled out and maintained distance learning.
- Participation was high on the NWEA assessment and teachers used that data to support the students while online. Students used both the moodle platform as well as google classroom to meet with students in synchronous and asynchronous sessions.

## BANAADIR Elementary - PROFICIENCY

### Reading and Math:



### Results:

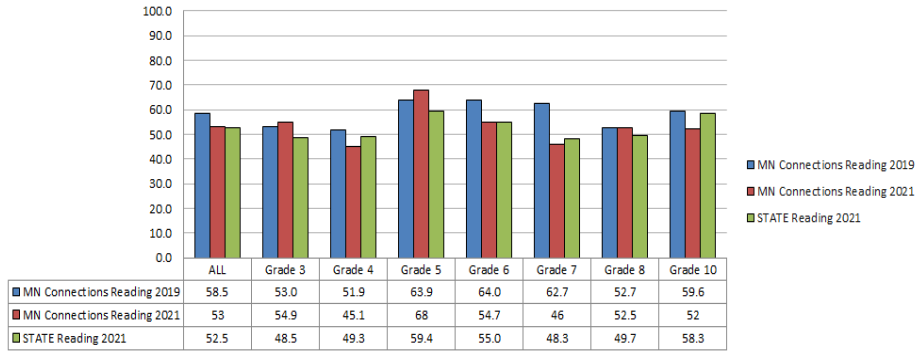
- Results are not accurate due to the low number of students partaking in the assessments

### Highlights:

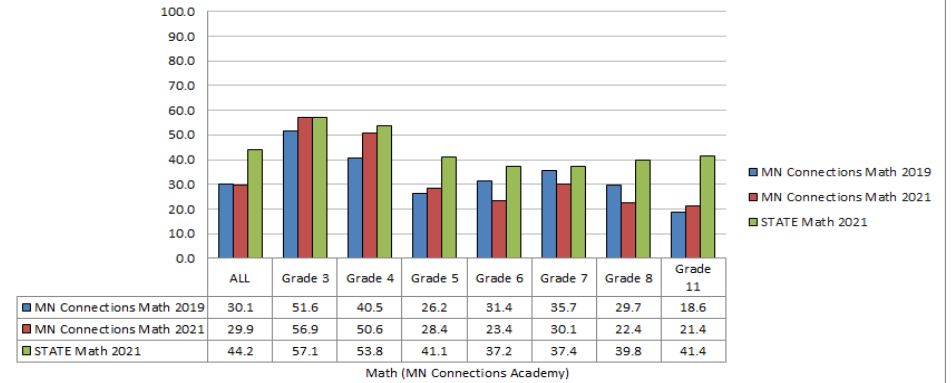
- The new location was successful for enrollment and many families chose to stay with MTCS in spite of the location change. Students spent the end of the school year in person and enjoyed being able to learn face to face. Banaadir Elementary transferred through many different learning models throughout the year including hybrid and distance learning. Students used the platform google classroom to meet with their teacher each day and complete assignments.
- Students were able to meet with the local fire station and learn all about how firefighters help our community. Students also enjoyed exploring the grounds around the school and participating in Track and Field day at the local nearby park.

## MN CONNECTIONS ACADEMY - PROFICIENCY and GRADUATION

MN Connections Academy 2021 MCA Reading-% Proficient Met Enrollment  
Criteria-All Accountability Tests 2020 accountability data not available due to  
COVID 19



MN Connections Academy 2021 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.*

<b>MN Connections 4-Year Graduation Rate 2019</b>	<b>75.5%</b>	<b>Goal for the State is 90.0%. State 2019 rate was 83.8%</b>
<b>MN Connections 4-Year Graduation Rate 2020</b>	<b>77.4%</b>	

### Results:

- Results are not accurate due to the low number of students participating in the assessments

**MN VIRTUAL SCHOOL - PROFICIENCY and GRADUATION**

**Reading and Math:**

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

**Reading (MN Virtual)**

	ALL	Grade 7	Grade 8	Grade 10
MN Virtual Rdg 2019	39.1	0.0	0.0	41.1
MN Virtual Rdg 2021	72.7	CTSTR	CTSTR	CTSTR
STATE Reading 2021	52.5	48.3	49.7	58.3

**Math (MN Virtual)**

	ALL	Grade 7	Grade 8	Grade 11
MN Virtual Math 2019	13.6	0.0	0.0	13.2
MN Virtual Math 2021	38.5	CTSTR	CTSTR	CTSTR
STATE Math 2021	44.2	37.4	39.8	41.4

**Growth - Based on 4-year Graduation Rates** *Note: Graduation Rates are reported one year behind so the 2021 rates will be reported in January 2022.*

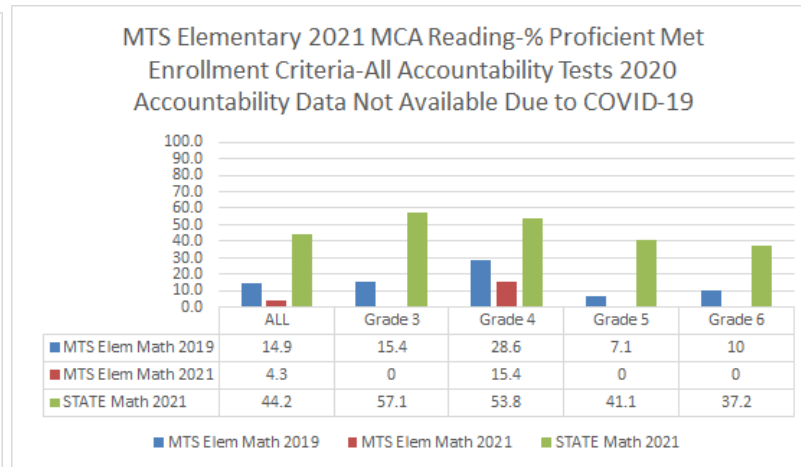
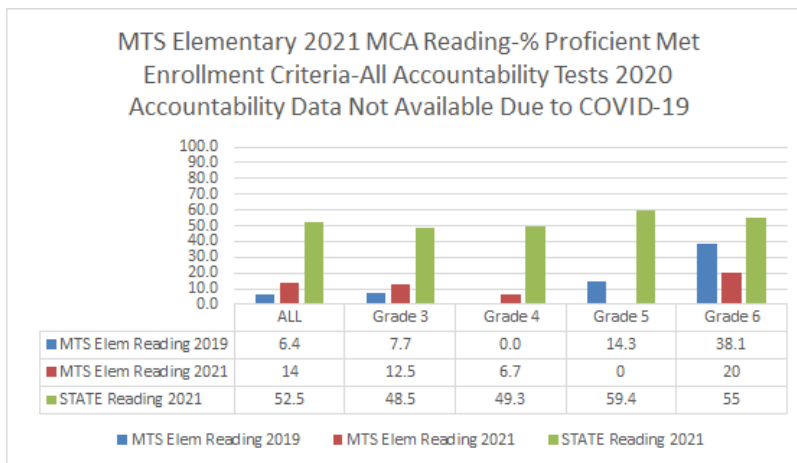
MN Virtual 4-Year Graduation Rate 2019	22.6%	Goal for the State is 90.0%. State 2020 rate was 83.8%
MN Virtual 4-Year Graduation Rate 2020	24.1%	

**Results:**

- Results are not accurate due to the low number of students participating in the assessments

**Highlights:** MN Virtual High School started a student-led GSA at the school. They were awarded their first bilingual seals to two of their 2021 graduates. MNVS achieved its school wide goal for reading, as measured by the MCA, by improving proficiency rate from 39.1% to 66.7%.

**MTS ELEMENTARY - PROFICIENCY**



**Results:**

- Results are not accurate due to the low number of students participating in the assessments

**Highlights:**

- MTS Elementary began the year in a new space and provided onsite and online learning throughout the school year to meet the needs of their families. Virtual gatherings were held to acknowledge and celebrate students as well as bring the community together. Stakeholders participated in advisory events to open and strengthen communication. The entire school participated in engaging events such as a whole school poetry unit with virtual presentations, whole school book reading, and virtual field trips. Teachers met with students to establish goals. MTS Elementary offered an in person summer school opportunity to 43 students.



**MTS HIGH SCHOOL - 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.

**Reading (MTS High)**

	<b>ALL</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 10</b>
<b>MTS High Reading 2019</b>	<b>23.0</b>	<b>27.5</b>	<b>30.0</b>	<b>9.1</b>
<b>MTS High Reading 2021</b>	<b>14.3</b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>CTSTR</b>
<b>STATE Reading 2021</b>	<b>52.5</b>	<b>48.3</b>	<b>49.7</b>	<b>58.3</b>

**Math (MTS High)**

	<b>ALL</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 11</b>
<b>MTS High Math 2019</b>	<b>15.9</b>	<b>15.0</b>	<b>20.0</b>	<b>11.1</b>
<b>MTS High Math 2021</b>	<b>7.1</b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>CTSTR</b>
<b>STATE Math 2021</b>	<b>44.2</b>	<b>37.4</b>	<b>39.8</b>	<b>41.4</b>

**Growth - Based on 4-year Graduation Rates** - *Note: Graduation Rates are reported one year behind so the 2021 rates will be reported in January 2022.*

MTS High School 4-Year Graduation Rate 2019	56.4%	Goal for the State is 90.0%. State 2020 rate was 83.8%
MTS High School 4-Year Graduation Rate 2020	58.8%	

**Results:**

- Results are not accurate due to the low number of students participating in the assessments

**Highlights:** MTS High School spent the entire year in distance learning due to COVID-19. Students had the opportunity to participate in tutoring in person at the Mall of America space due to construction of the old building. Students attended their classes using the Moodle Platform and teachers were able to have synchronous and asynchronous instruction.

**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 2020 rate was 83.8%
MTS Pease Academy 4-Year Graduation Rate 2018	65.0%	

**Results:**

- Results are not accurate due to the low number of students partaking in the assessments

**Highlights:**

- P.E.A.S.E. Academy was able to provide in-person instruction through most of the year. Quarter 1, PEASE provided a hybrid where 1/2 our students were here Monday/Tuesday and the other 1/2 were here Wednesday/Thursday. Quarter 2 we had to go full distance but in Quarter 3 we were back to Hybrid while opening up our school to full-time in-person on a case-by-case basis. This list of students continued to grow so by 4th quarter we were just open to everybody full-time
- Throughout the 20-21 school year, PEASE served 40 students. This was down from previous years. However, PEASE was able to retain 67.5% of the students and 82.5% of the students we served were able to stay engaged in their recovery while enrolled. PEASE had 13 students graduate in June.
- 50% of PEASE students met or exceeded their growth goals in Reading in NWEA
- PEASE Academy retained all of their staff for the 2021-2022 school year

**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

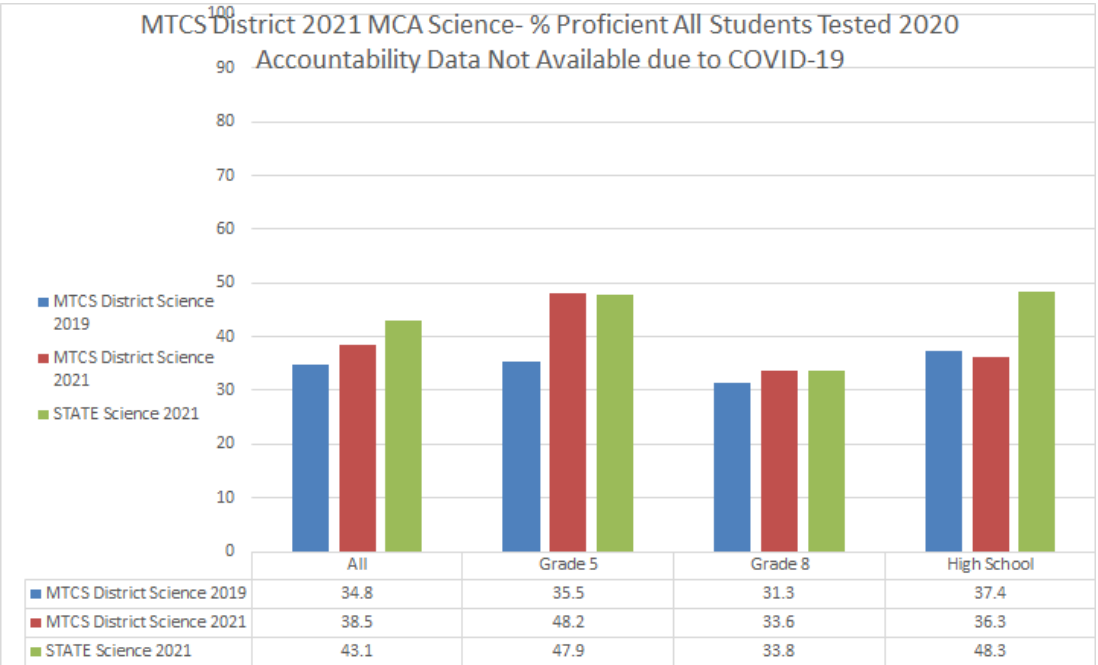
Student B  
Attends 94% of the time  
Considered consistently attending

Data is reported one year behind. Ex. 2020 data is from the 2019 school year. \*New data is not available yet

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

**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 data is not accurate due to the low number of students partaking in the assessments