



Minnesota Transitions Charter Schools Annual and World's Best Workforce Report SY 2021-2022

The information included in this report reflects the data and results from the SY 2021-2022.

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 2021-2022 school year. This report includes list areas: MTCS Strategic Plan, Governance and Management, 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](#)

GOVERNANCE AND MANAGEMENT

MTCS Board of Director Members

The MTCS Board of Directors is composed of community members and licensed teachers who meet monthly.

Board Member	Seat	Term Expires	Email
Tyler Frankhouse	Board Chair	2023	tfrankhouse@emailmtcs.org
Terry Brown	Vice-Chair	2024	tbrown@emailmtcs.org
Martin Lukaszewski	Secretary-Treasurer	2022	mlukaszewski@emailmtcs.org
Ismail Adam	Teacher	2022	iadam@emailmtcs.org
Sara Roberts	Teacher	2024	sroberts@emailmtcs.org
	Teacher	2024	
	Parent	2023	
Mohamed Mahad Mire	Parent	2023	mmmire@emailmtcs.org
Alinasir Samatar	Community Member	2022	asamatar@emailmtcs.org

MINNESOTA TRANSITIONS CHARTER SCHOOL FREQUENTLY ESTABLISHES COMMITTEES, JOINED BY AN ACTIVE BOARD MEMBER TO STUDY AND CREATE POLICY RECOMMENDATIONS TO BE PRESENTED TO THE BOARD OF DIRECTORS. THESE COMMITTEES WILL BE ARRANGED FOLLOWING THE ELECTIONS OF NEW MEMBERS EACH YEAR IN OCTOBER AND YOU WILL FIND NEW MEETING TIMES AND LOCATIONS ON THIS PAGE, FOLLOWING THEIR ESTABLISHMENT.

[Link to Committee Meetings and Agendas](#)

Election Process for Board Members can be found [here](#)

District Leadership

Interim Superintendent: Shawn Fondow and Wendy Lorenz-Walraven

Director of Equity and Diversity: Wendy Lorenz-Walraven

Director Academics, Instruction, and Compliance: Kelsey Bennett

Director of Finance: Scott Marine

Director of Student Services: Erin Copeland

Human Resources: Annemarie Lanning

Director of EL: Andrea Miller

Director of Marketing: Jenny Buck

FINANCES

Director of Finance-Scott Marine with School Management Services

Balance sheet as of June 30, 2021 can be found [here](#)

Statement of Revenue and Expenditures for year ending June 30th, 2021 can be found [here](#)

MTCS DEMOGRAPHICS

The K-12 academic community of MTCS is the largest group of charter schools in the state of Minnesota. We are a tuition-free, public school with nine options that serve students in the Twin Cities metro area through our brick and mortar school sites, as well as greater Minnesota through our online options. The information below provides the enrollment data including ethnicity, the percentages of low income students, percentage of students receiving special education services, the percentage of students receiving English Language services, and the number of identified homeless students. *(MN Report Card)*

School Sites

Banaadir Elementary (K-4) Director- Khaleef Waresame MN Virtual School (Grades 6-12) -Director-Bill Glenz P.E.A.S.E. Academy (Grades 9-12) -Director Michael Durchslag
 Banaadir Academy (Grades 5-6) Director- Joe Hutchins MTS Elementary (K-6)- Director- Sue Dornfeld MN Connections Academy (Grades K-6)-Director Brad Swanson
 Banaadir Secondary (Grades 7-12) Director- Joe Hutchins MTS High (Grades 7-12) -Director-Shawn Fondow MN Connections Academy (Grades 7-12) Director-Brad Swanson

Enrollment, Ethnicity, and Subgroups - reported on Oct 1, 2021 *(MARSS for SY 2021-2022)*

Enrollment	MTCS District	Banaadir Elem	Banaadir Academy	Banaadir Secondary	MN Virtual	MTS Elementary	MTS High	P.E.A.S.E.	MN Connections Academy K-6	MN Connections Academy 7-12
Oct 1, 2020	4,893	159	69	104	365	84	151	20	1,378	2,563

Ethnicity	Total	Hisp	Amer Ind	Asian	Black	Pac Islander	White	2 or more races
MTCS District	4,893	472	81	112	787	2	3,000	439
Banaadir Elem	159	2	0	0	157	0	0	0
Banaadir Academy	69	0	0	0	69	0	0	0
Banaadir Secondary	104	0	0	0	104	0	0	0
MN Virtual	365	45	7	6	37	0	224	46
MTS Elem	84	8	6	0	45	0	12	13
MTS High	151	52	2	0	54	0	15	28

P.E.A.S.E.	20	2	1	1	2	0	13	1
MN Connections K-6	1,378	149	30	53	142	1	851	152
MN Connections 7-12	2,563	214	35	52	177	1	1,885	199

Subgroups	MTCS District	Banaadir Elem	Banaadir Academy	Banaadir Secondary	MN Virtual	MTS Elementary	MTS High	P.E.A.S.E.	MN Connections K-6	MN Connections 7-12
English Learners	311	103	56	71	13	6	25	1	19	17
SPED	878	3	3	12	101	14	47	8	214	476
Free/ Reduced	2,560	>90%	>90%	>90%	130	75	133	7	703	1,194
Homeless	68	3	0	2	6	25	11	3	10	8

Student Attrition

Attrition is measured as a percentage of students leaving each school year for any reason; transferring to another school, moving, expulsion, etc.

MTCS with the year attrition calculation for SY 2021-2022- 4.1%

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 plan 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 classroom best practices, culturally proficient practices/ equity training, data practices, and site specific practices.

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. MTCS 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 classroom best practices, culturally proficient practices/equity training, data practices, and site specific practices.

Below are the educators that serve on this Professional Development Committee, as well as the professional development calendar for the SY 2021-2022.

Kelsey Bennett
Wendy Lorenz-Walraven

Erin Copeland
Dora Powell

Allison Raney
Shawn Fondow

SY 2021-2022 Professional Development Calendar

School Year

	Banaadir K-4	Banaadir 5-12	MTS Elementary FULL DAY	MTS Secondary FULL DAY	PEASE	Virtual
9/10	Building Time? Staff Community Circle 2p - 3p Classroom Management #1 (1 - 2 p.m.)	Building Time? Staff Community Circle 12:30 - 1:30				
9/17	ARC Literacy Training 1-3pm CPI Refresher - 1 2 -4 (All Buildings)	ARC Literacy Training (5-6 only) CPI Refresher - 12 - 4 (All Buildings)				
9/24	NWEA Data Analysis		MTS Elem 2.5 hours session #2 8:00-10:30 (Dismantling Racism) Stakeholder Data Share *Parents 11:00-12:00 IPGP licensed staff 12:00-12:30 lunch 12:30-1:15 student centered learning 1:30-2:30 Staff Community Circle	Staff Community Circle 8:30-10:00 Building Time 2 hours 10-2 MTS Secondary 2.5 hours session #2 (Dismantling Racism) Stakeholder Data Share *Parents 1:00pm-3:30pm		

10/1	Banaadir K-4 2.5 hours session #2 (Dismantling Racism) Stakeholder Data Share *Parents	Banaadir 5-12 2.5 hours session #2 (Dismantling Racism) Stakeholder Data Share *Parents				
10/8	ARC Literacy Training 1-3	Staff Community Circle (1 hour) ARC Literacy Training (5-6 only)				
10/15	ARC Literacy Training (Virtual)	ARC Literacy Training (5-6 only) (Virtual)				
10/22 MEA	MEA	MEA	MEA	MEA	MEA	MEA
10/29	EL with Amy Young 1-3 Zoom	EL with Amy Young 1-3 Zoom	<p>7:45-8:45 Staff Community Circle</p> <p>9-11 EL with Amy Young (MDE) MTS K-12 zoom</p> <p>11:30-12:30 math block structure</p> <p>(Speaker-Dr. Michael Benitez Jr.) 1pm-2pm</p>	<p>9-11 EL with Amy Young (MDE) MTS K-12 zoom</p> <p>Building Time 2 hrs.</p> <p>Speaker-Dr. Michael Benitez Jr.) 1pm-2pm</p> <p>Staff Community Circle 2:30-3:30ish</p>	<p>Staff Community Circle(1 hour)</p> <p>Speaker-Dr. Michael Benitez Jr.) 1pm-2pm</p> <p>PEASE 2.5 hours session #2 (Dismantling Racism) Stakeholder Data Share *Parents</p> <p>-----</p> <p>Unique PD</p>	<p>Staff Community Circle (1 hour)</p> <p>Speaker-Dr. Michael Benitez Jr.) 1pm-2pm</p> <p>Virtual 2.5 hours session #2 (Dismantling Racism) Stakeholder Data Share *Parents</p> <p>-----</p>

					calendar	Unique PD calendar
11/5	ARC Literacy Training 1pm-3pm	ARC Literacy Training (5-6 Only)				
11/12	Staff Community Circle (1 hour)	Staff Community Circle (1 hour)				
11/19	Classroom Management Part 2 (1 hour)**	Presentation MTSS team				
11/26	Thanksgiving Break					
12/3			session #3 8:00-10:30 (Standards & Equity) Stakeholder Data Share *Students 11:00-11:45 staff meeting 12:15-12:45 after school programming meeting 1:00-2:00 Staff Community Circle	Staff Community Circle (1 hour) 10:45-12:00pm RCE-Mini Sessions 8:00-10:00am SPED Collaboration 1:30pm-3:30pm	Staff Community Circle (1 hour)	Staff Community Circle (1 hour)
12/10	Banaadir K-4 2.5 hours session #3 (Standards & Equity) Stakeholder Data Share *Students	Team collaborative meeting				
12/17	Staff Community Circle (1 hour)					
1/7	EL with Amy Young Session 3	EL with Amy Young Session 3				

1/14						
1/21	Data Analysis-NWEA Winter Scores	Data Analysis-NWEA Winter Scores				
1/28	Report Card/Grading Day	Grading day?	record keeping full day	Grading Day Grading Day 8 hrs	PEASE 2.5 hours session #3 (Standards & Equity) Stakeholder Data Share *Students ----- Unique PD calendar	VIRTUAL 2.5 hours session #3 (Standards & Equity) Stakeholder Data Share *Students ----- Unique PD calendar
2/4	MPS Culturally Relevant Teaching	Data Analysis				
2/11	Walkthroughs Data Analysis	Banaadir 5-12 2.5 hours session #3 (Standards & Equity) Stakeholder Data Share *Students				
2/18		Staff Community Circle (1 hour)	8:00-10:30 session #4 (Stakeholder Voice) building time IPGP meetings	Building Time 2 hrs. Gender & Intersectionality- Jenny 1pm-2pm RCE-Mini sessions 8:30-10:30am	Staff Community Circle (1 hour)	Staff Community Circle (1 hour)
2/25		Banaadir 5-12 2 hours session #4				

		(Stakeholder Voice)				
3/4	EL with Amy Young Session 4	EL with Amy Young Session 4				
3/11	Banaadir K-4 2 hours session #4 (Stakeholder Voice)					
3/18	ARC Literacy Training (AM) Community Circle PM	Staff Community Circle (1 hour) ARC Literacy Training (5-6 only)	8:00-9:00 Staff Community Circle 7:30-8:00/9:00-2:30 building time: planning & collaboration	9am student panel (or possibly 1pm) 1 hour Staff Community Circle (1 hour) Building Time 2 hrs. Keep as free as possible-teacher s need time.	Staff Community Circle (1 hour) PEASE 2 hours session #4 (Stakeholder Voice) ----- Unique PD calendar	Staff Community Circle (1 hour) Virtual 2 hours session #4 (Stakeholder Voice) ----- Unique PD calendar
3/25	Spring Break					
4/8	Scope & Sequence					
4/15	Raymond/RCE					
4/22	Allison/Community Time					
4/29	Data Analysis (Planning)	Banaadir 5-12 Session #5 1 Hour Stakeholder Data Share (*Staff Survey, *Walkthroughs)	MTSE Session #5 8:00-10:00 1 Hour Stakeholder Data Share (*Staff Survey, *Walkthroughs)	Building Time 2 hrs. MTSS Session #5	PEASE Session #5 1 Hour Stakeholder Data Share (*Staff Survey, *Walkthroughs)	Virtual Session #5 1 Hour Stakeholder Data Share (*Staff Survey, *Walkthroughs)

		*Walkthroughs)	12:00-2:00 formative assessments	1 Hour Stakeholder Data Share (*Staff Survey, *Walkthroughs) Staff Community Circle (1 hour)	----- Unique PD calendar Staff Community Circle (1 hour)	----- Unique PD calendar Staff Community Circle (1 hour)
5/6	EL with Amy Young Session 5	EL with Amy Young Session 5				
5/13	Open - Planning?					
5/20	Data analysis Look at spreadsheets (NWEA, MCAs, IRLA)					
5/27	RCE/Raymond Wrap-up & Community Circle/Allison					
6/3	Staff Celebration					
Cabin et Meeti ng + Share w/ Stakeholde rs	EOY Data Share: Parents Students Staff	EOY Data Share: Parents Students Staff	EOY Data Share: Parents Students Staff	EOY Data Share: Parents Students Staff	EOY Data Share: Parents Students Staff	EOY Data Share: Parents Students Staff

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 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 2021-2022
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 met.
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 prior to SY 2021-2022 starting
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 2020-2021.	
<i>Measurement</i>	2021-2022 audit report

<i>Progress</i>	Goal in Progress - 2021-2022 audit is in process and results will be provided to the School Board in December 2022.
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ACADEMIC GOALS (Aligned to MN World's Best Workforce)

<p>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 2018-2022.</p> <p>Black: 26.4% to 31% Hispanic: 51.2% to 56% American Indian: 40.9% to 45% Asian: 54.5% to 58% White: 63.7% to 67% Two or More Races: 66.7% to 71%</p>	
<i>Measurement</i>	MCA Reading Assessment - All Accountability tests
<i>Progress</i>	See below

MCA Reading Results					
	2018	2019	2020	2021	2022
Black	26.4%	26.4%	<i>MCA 2020 assessment canceled due to COVID-19.</i>	24.5%	26.3%
Hispanic	51.2%	47.8%		40.3%	39.6%
American Indian	40.9%	50%		28.6%	41.2%
Asian	54.5%	76.5%		60.0%	73.8%
White	63.7%	59.6%		53.9%	48.4%
Two or More Races	66.7%	57.6%		55.1%	40.5%

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 2018-2022.

- Black: 17.8% to 22%
- Hispanic: 20.5% to 24%
- American Indian: 15% to 19%
- Asian: 55% to 61%
- White: 34.5% to 37%
- Two: 37% to 41%

<i>Measurement</i>	MCA Mathematics Assessment - All Accountability tests
<i>Progress</i>	See below

MCA Math Results					
	2018	2019	2020	2021	2022
Black	17.8%	17.3%	<i>MCA 2020 assessment canceled due to COVID-19.</i>	8.1%	9.7%
Hispanic	20.5%	18.1%		23.5%	12.6%
American Indian	15.0%	15.8%		13.3%	19.4%
Asian	55.0%	62.0%		58.3%	29.3%
White	34.5%	32.8%		30.6%	20.8%
Two or more Races	37.0%	20.8%		31.3%	14.6%

Goal # 3 - All Students Ready for School: By September 30, 2022 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 month of school.

<i>Measurement</i>	Kindergarten screening results
<i>Progress</i>	Goal was met.

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 42.6% in 2019 to 48.0% in 2022.

<i>Measurement</i>	MCA Grade 3 Reading Assessment - All Accountability tests
<i>Progress</i>	See Chart Below

MCA Grade 3 Reading Results				
	2019	2020	2021	2022
Grade 3 - Non English Learners	42.6%	<i>MCA 2020 assessment canceled due to COVID-19.</i>	45.5%	31.5%

Goal # 4 - All Students are Ready for College and Career: The percentage of MTCS students who are eligible to graduate in SY 2021-2022 will have completed a career and college readiness course either in a seat-based format or online through MN Virtual School by June 30, 2022.	
<i>Measurement</i>	Student Schedules
<i>Progress</i>	Goal was met. The percentage of MTCS students eligible for graduating in SY 2021-2022 enrolled in a career and college readiness course was 100%.

Goal # 5 - All Students Graduate: The MTCS 4-year graduation goal for 2022 will be 62.0% with no subgroup below 53.0% 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>Goal was partially met. The 2021 four-year graduation rate for MTCS (district) was 64.1% which is above the goal of 55.0%. Each subgroup is reported below. Special Ed and Hispanic subgroups were below 53%</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Special Ed: 40.8%</td> <td style="width: 33%;">American Indian: CTSTR</td> <td style="width: 33%;">Hispanic: 52.1%</td> </tr> <tr> <td>Free/Reduced: 55.7%</td> <td>Asian: 68.4%</td> <td></td> </tr> <tr> <td>English Learners: 58.1%</td> <td>Black: 55%</td> <td></td> </tr> <tr> <td>Two or more races: 55.3%</td> <td>White: 68%</td> <td></td> </tr> </table>	Special Ed: 40.8%	American Indian: CTSTR	Hispanic: 52.1%	Free/Reduced: 55.7%	Asian: 68.4%		English Learners: 58.1%	Black: 55%		Two or more races: 55.3%	White: 68%	
Special Ed: 40.8%	American Indian: CTSTR	Hispanic: 52.1%											
Free/Reduced: 55.7%	Asian: 68.4%												
English Learners: 58.1%	Black: 55%												
Two or more races: 55.3%	White: 68%												

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.

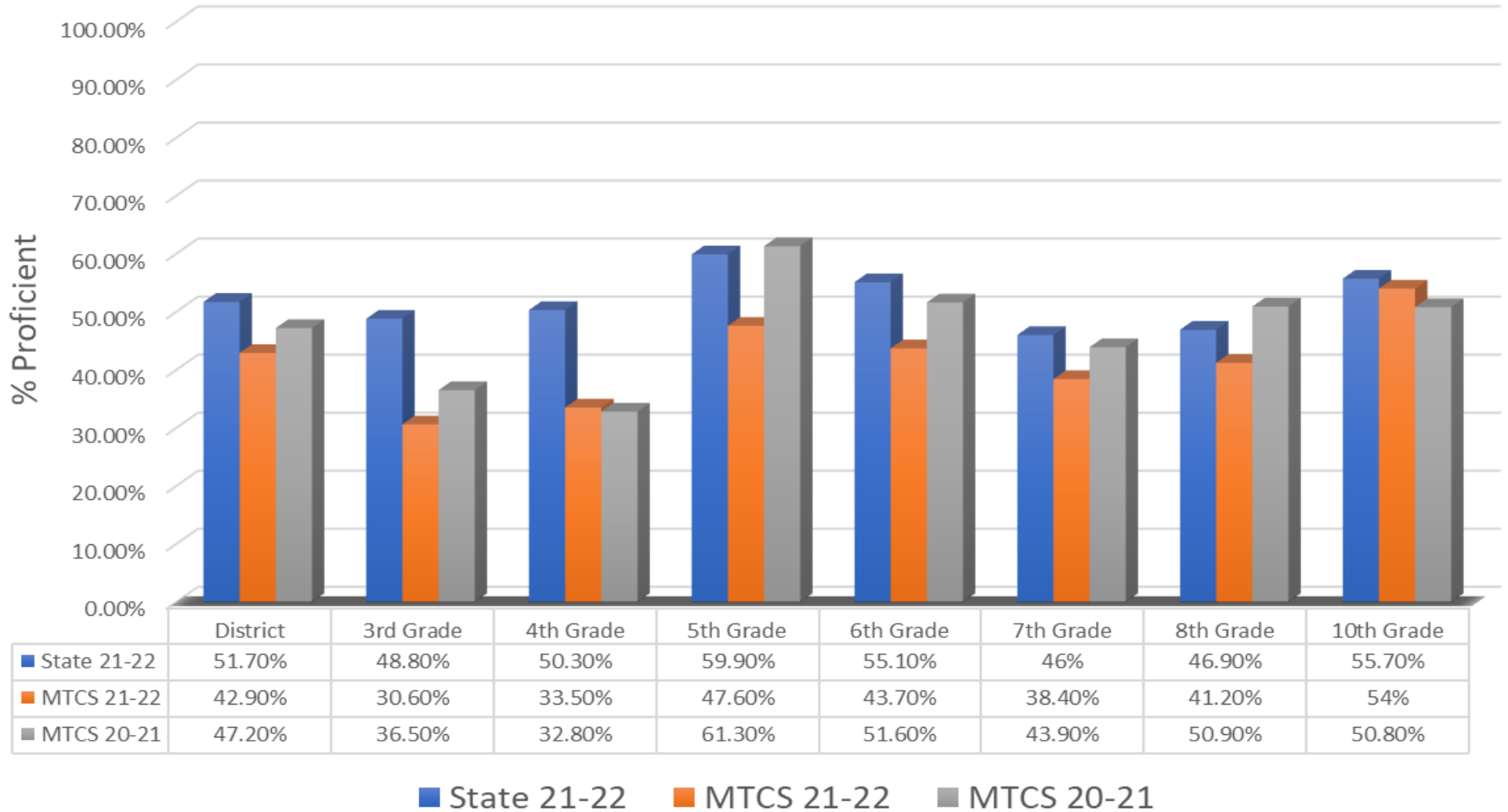
Understanding Accountability Ratings: How and Why Schools are Identified for Support under Every Student Succeeds Act (ESSA)

- 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.

DISTRICT - READING

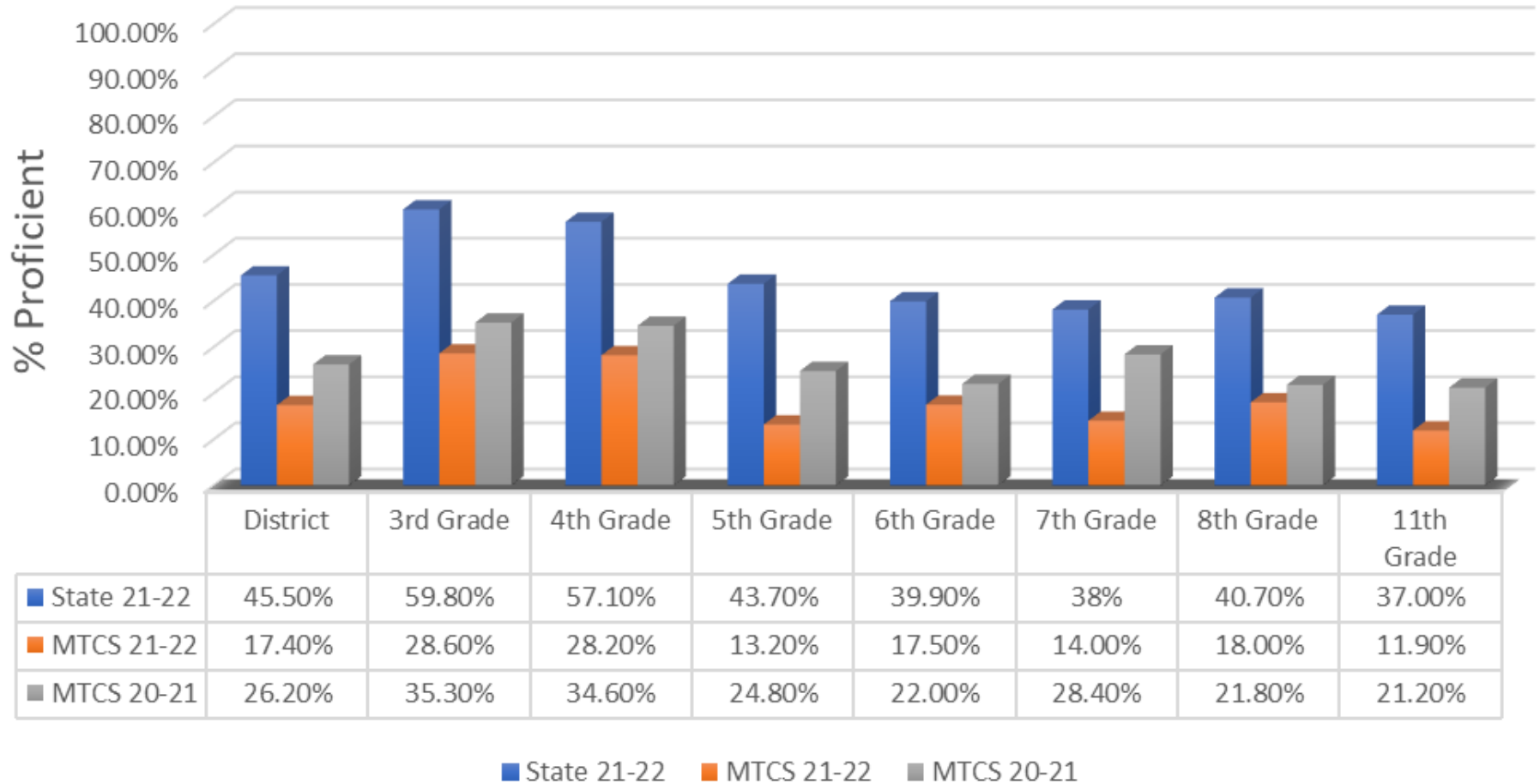
MTCS 2022 MCA Reading-% Proficient Met Enrollment Criteria



District Reading

DISTRICT - MATHEMATICS

MTCS 2022 MCA Math-% Proficient Met Enrollment Criteria



District Math

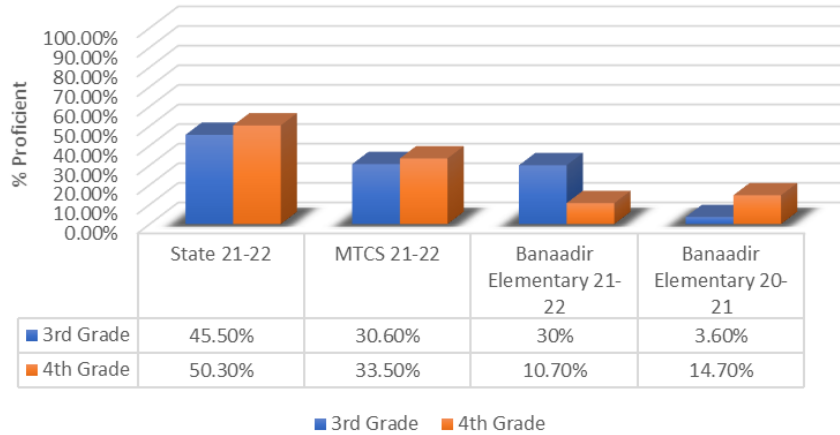
DISTRICT SUBGROUPS AND STUDENT GROUPS - READING and MATHEMATICS

Subgroup	2022-% Proficient	2021-% Proficient	2019 - % Proficient	Subgroup	2022-% Proficient	2021-% Proficient	2019 - % Proficient
Special Education - Reading	27.2%	23.8%	29.0%	Hispanic - Reading	39.6%	41%	43.9%
Special Education - Math	9.6%	16.8%	21.3%	Hispanic - Math	12.6%	23.5%	16.2%
Free/Reduced - Reading	34.5%	33.8%	39.3%	American Indian - Reading	41.2%	33.3%	52.6%
Free/Reduced - Math	11.5%	14.8%	17.9%	American Indian - Math	19.4%	13.3%	17.4%
English Learners - Reading	19.5%	10.6%	9.4%	Two or More Races - Reading	40.5%	55.1%	57.1%
English Learners - Math	12.7%	3.8%	8.1%	Two or More Races - Math	14.6%	31.3%	21.7%
White - Reading	48.4%	54.3%	58.4%	Black - Reading	26.3%	24.8%	25.2%
White - Math	20.8%	30.6%	30.8%	Black - Math	9.7%	8.1%	16.2%
Asian - Reading	73.8%	60%	77.8%				
Asian - Math	29.3%	58.3%	57.1%				

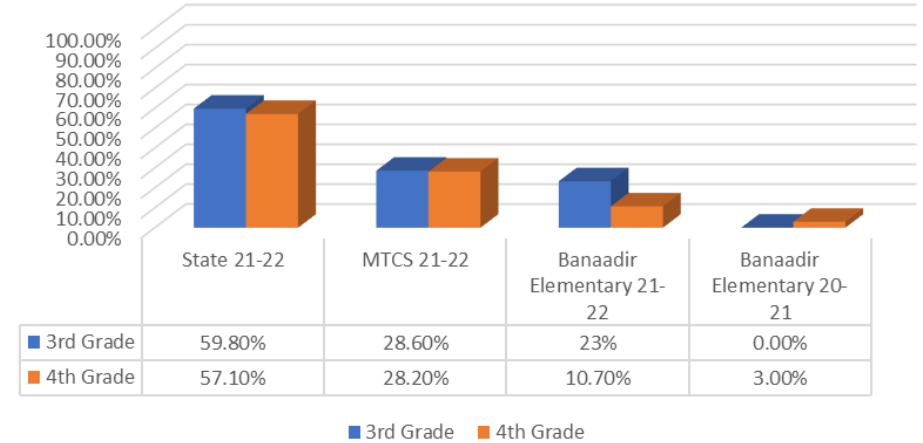
BANAADIR Elementary Grades K-4- PROFICIENCY

Reading and Math:

Banaadir Elementary 2022 MCA Reading-% Proficient All Accountability Tests



Banaadir Elementary 2022 MCA Math-% Proficient All Accountability Tests



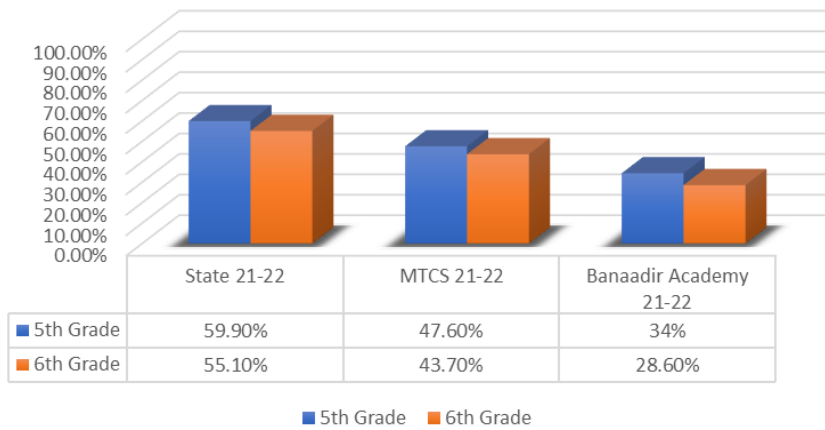
Results:

- Banaadir Elementary's 2022 MCA reading results showed that 30% of students in 3rd grade were proficient which was an increase from the previous year which had only 3.6% of students proficient. This was comparable to the district proficiency rate which was 30.6% and below the state proficiency rate which was 45.5%. 4th graders at Banaadir Elementary had a proficiency rate of 10.7% in reading which was a decrease from the previous year, which was 14.7%. The district proficiency rate was 33.5%. Both were below the state's proficiency level of 50.3%. In math, 23% of 3rd graders were proficient which was an increase from last year which was 0%. This was below our district proficiency rate of 28.6% and below our state proficiency rate of 59.8%. In 4th grade, 10.7% of students were proficient, which was an increase from last year's proficiency rate of 3%. This is below the district's proficiency level of 28.2% as well as below the state's proficiency rate of 57.1%.

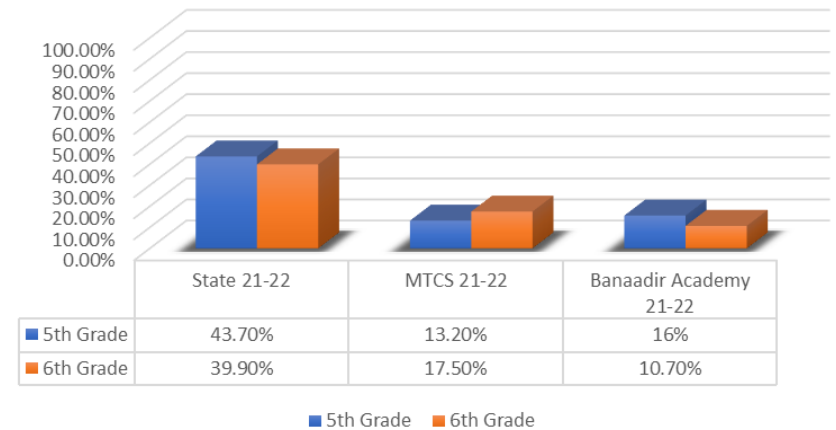
BANAADIR Academy Grades 5-6 - PROFICIENCY

Reading and Math:

Banaadir Academy 2022 MCA Reading- % Proficient All Accountability Tests



Banaadir Academy 2022 MCA Math- % Proficient All Accountability Tests



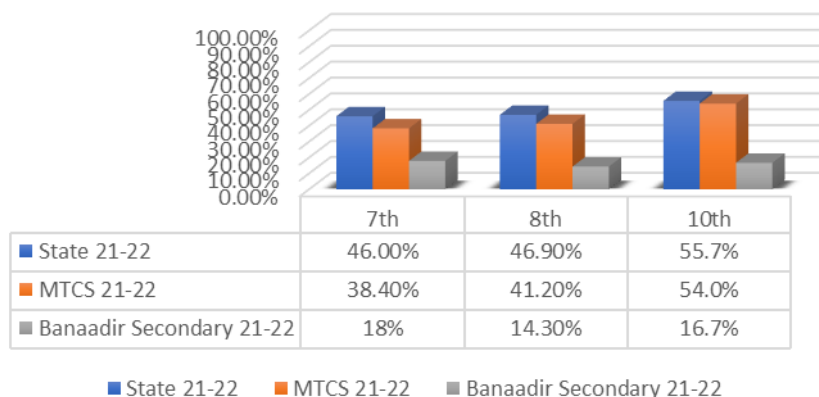
Results:

- Banaadir Academy’s 2022 MCA reading results showed that 34% of students in 5th grade were proficient. This was below the district proficiency rate which was 47.6% and below the state proficiency rate which was 59.9%. 6th graders at Banaadir Academy had a proficiency rate of 28.6% in reading. The district proficiency rate was 43.7%. Both were below the state's proficiency level of 55.1%. In math, 16% of 5th graders were proficient. This was above our district proficiency rate of 13.2% and below our state proficiency rate of 43.7%. In 6th grade, 10.7% of students were proficient This is below the district's proficiency level of 17.5% as well as below the state's proficiency rate of 39.9%.

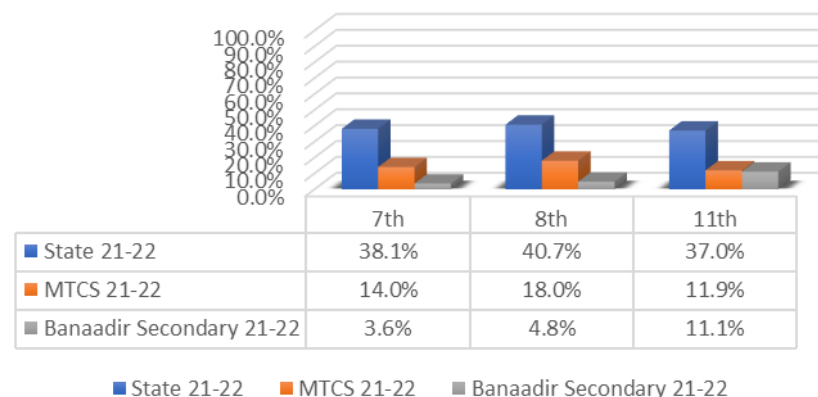
Banaadir Secondary Grades 7-12- PROFICIENCY and GRADUATION

Reading and Math

Banaadir Secondary 2022 MCA Reading-% Proficient All Accountability Tests



Banaadir Secondary 2022 MCA Math -% Proficient All Accountability Tests

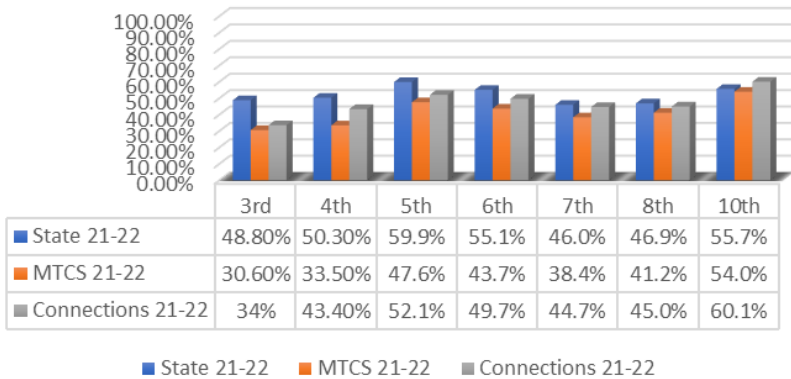


Results:

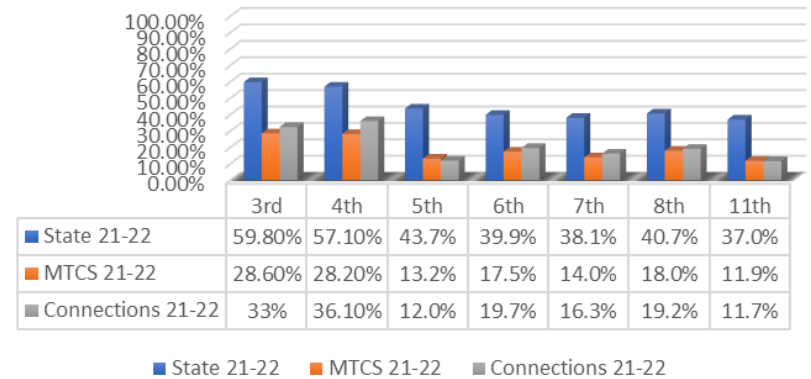
- In reading, Banaadir Secondary had a proficiency rate of 38.4% in 7th grade. This proficiency rate is below the district's proficiency rate, which was 38.4% and below the state's proficiency rate of 46%. 8th graders at Banaadir Secondary had a proficiency rate of 14.35 in reading which is below the district's proficiency rate of 41.2% and below the state's proficiency rate of 46.9%. 10th graders at Banaadir Secondary had a proficiency rate of 16.7% which was below the district's proficiency rate of 54% and below the state's proficiency rate of 55.7%. In math, 7th graders at Banaadir secondary had a proficiency rate of 3.6% which was below the district's proficiency rate of 14% and below the state's proficiency rate of 38.1%. 8th graders had a 4.8% proficiency rate in math which was below the districts proficiency rate of 18% and below the states proficiency rate of 40.7%.

MN CONNECTIONS ACADEMY - PROFICIENCY and GRADUATION

**Connections Academy 2022 MCA Reading
-% Proficient All Accountability Tests**



**Connections Academy 2022 MCA Math -%
Proficient All Accountability Tests**



Growth - Based on 4-year Graduation Rates *Note: Graduation Rates are reported one year behind so the 2022 rates will be reported in January 2023.*

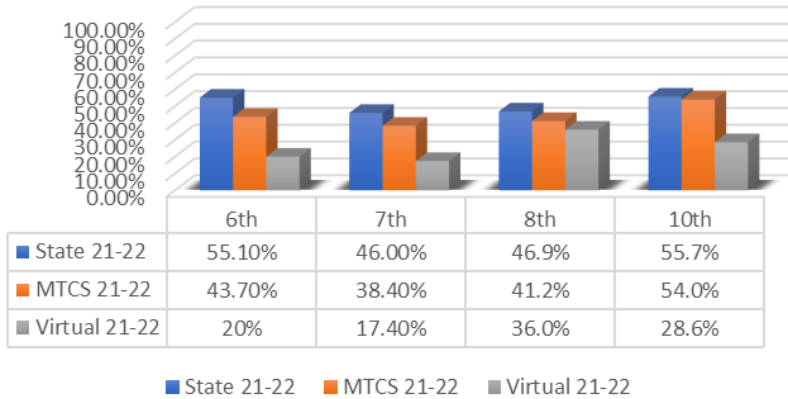
MN Connections 4-Year Graduation Rate 2020	77.4%	Goal for the State is 90.0%. State 2021 rate was 83.3%
MN Connections 4-Year Graduation Rate 2021	73.4%	

Results: Connections Academy’s proficiency rate in reading was above the district’s proficiency rate in all grade levels. The proficiency rates in reading are as follows; 3rd grade 34%, 4th grade 43.4%, 5th grade 52.1%, 6th grade 49.7%, 7th grade 44.7%, 8th grade 45%, and 10th grade 60.1%. Connections reading proficiency was above the states proficiency rate in 7th and 10th grade only. Connections Academy’s proficiency rate in math was above the district’s proficiency rate in all grade levels except 5th and 11th. The proficiency rates in math are as follows; 3rd grade 33%, 4th grade 36.1%, 5th grade 12%, 6th grade 19.7%, 7th grade 16.3%, 8th grade 19.2%, and 11th grade 11.7%. Connections were below the state’s proficiency level at all grades. Connections graduation rate decreased from 77.4 % to 73.4%. This is below the state rate of 83.3%

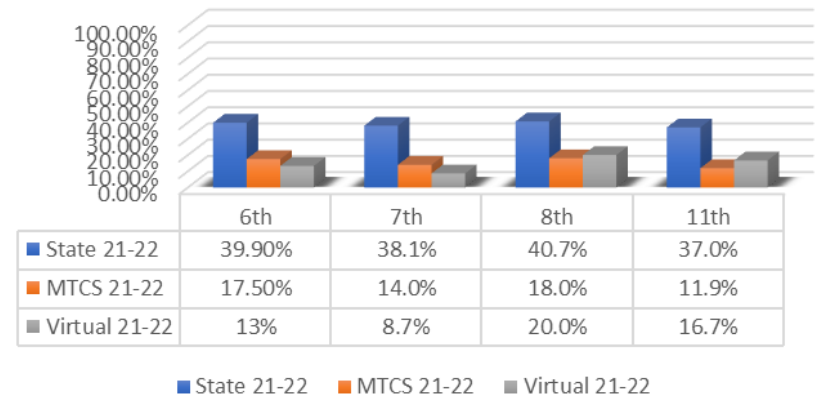
MN VIRTUAL SCHOOL - PROFICIENCY and GRADUATION

Reading and Math:

Virtual High School 2022 MCA Reading -% Proficient All Accountability Tests



Virtual High School 2022 MCA Math -% Proficient All Accountability Tests



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.*

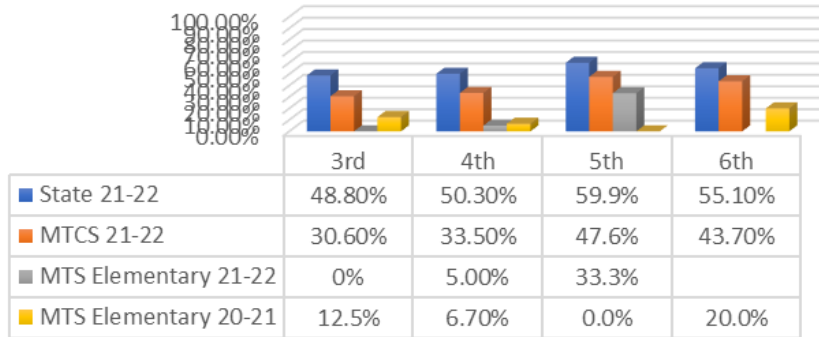
MN Virtual 4-Year Graduation Rate 2020	24.1%	Goal for the State is 90.0%. State 2021 rate was 83.3%
MN Virtual 4-Year Graduation Rate 2021	35.5%	

Results: In reading, Virtual High School’s proficiency rate was below the district's proficiency rates at all grade levels as well as below the state's proficiency rates at all grade levels. The reading proficiency rates are as follows; 6th grade 20%, 7th grade 17.4%, 8th grade 36%, and 10th grade 28.6%. In math, Virtual High School’s proficiency rate was below the districts and states in 6th and 7th but above the districts in 8th and 11th. The math proficiency rates are as follows; 6th grade 13%, 7th grade 8.7%, 8th grade 20%, 11th grade 16.7%. Virtual High School’s graduation rate increased from 24.1% to 35.5% which is still below the state rate of 83.3%.

MTS ELEMENTARY - PROFICIENCY

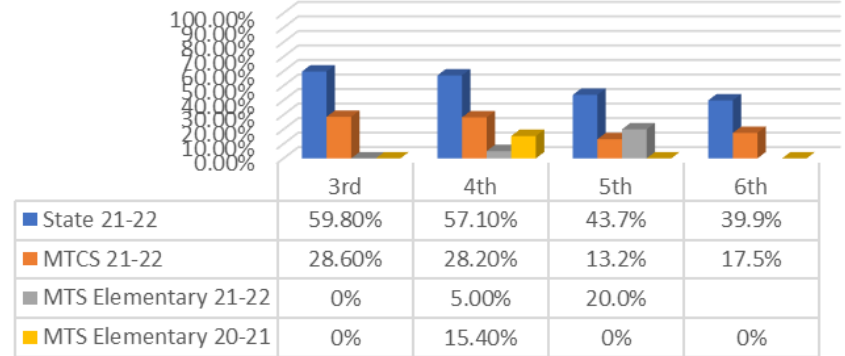
Reading and Math

MTS Elementary 2022 MCA Reading- % Proficient All Accountability Tests



■ State 21-22 ■ MTCS 21-22 ■ MTS Elementary 21-22 ■ MTS Elementary 20-21

MTS Elementary 2022 MCA Math -% Proficient All Accountability Tests



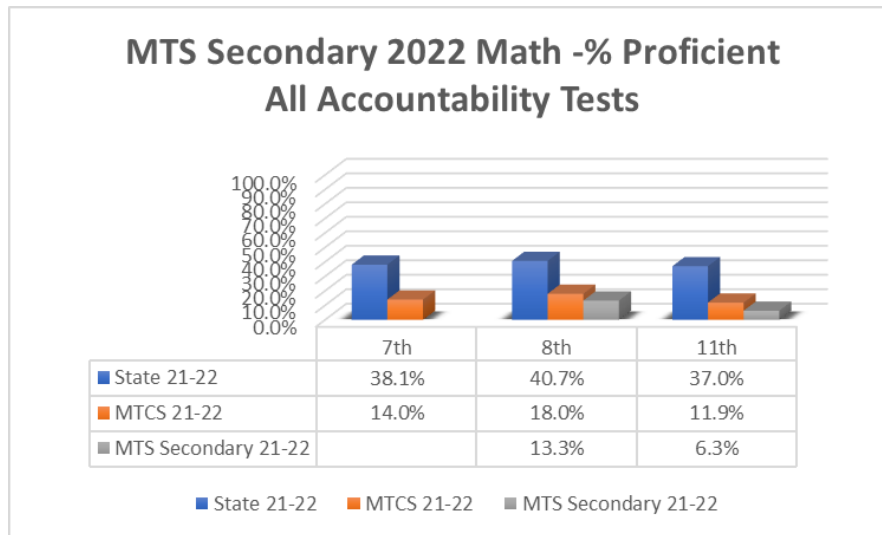
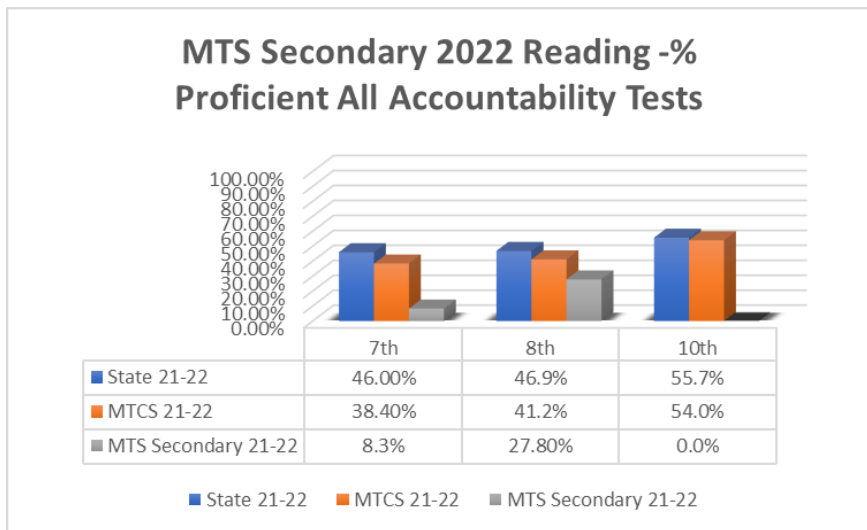
■ State 21-22 ■ MTCS 21-22 ■ MTS Elementary 21-22 ■ MTS Elementary 20-21

Results:

- In reading, MTS Elementary's proficiency grades were below the districts and the states proficiency rates. In 3rd grade reading, MTS Elementary had 0% of students who were proficient which was a decrease from the previous year, which was 12.5%. In 4th grade, 5% of students were proficient which was a decrease from the previous year's 6.7%. 5th grade had 33.3% proficiency which was an increase from 0% the previous year and there weren't enough students in 6th grade to calculate a score. In math, MTS Elementary's proficiency rates were below the district and the states proficiency rates. 0% of students were proficient which was the same as the previous year. In 4th grade, 5 % were proficient which was a decrease from 15.4% the previous year. 5th grade had 20% proficiency which was an increase from the previous year of 0% and 6th grade didn't have enough students who tested to produce a proficiency percentage.

MTS HIGH SCHOOL - PROFICIENCY and GRADUATION

Reading and Math:



Growth - Based on 4-year Graduation Rates - *Note: Graduation Rates are reported one year behind so the 2022 rates will be reported in January 2023.*

MTS High School 4-Year Graduation Rate 2020	58.8%	Goal for the State is 90.0%. State 2021 rate was 83.3%
MTS High School 4-Year Graduation Rate 2021	59%	

Results: In reading, MTS Secondary’s proficiency rate was lower than both the district and the state’s proficiency rates in 7th, 8th, and 10th grade. In 7th grade, the proficiency rate was 8.3%, 8th grade was 27.8% and 10th grade was 0%. In math, MTS Secondary’s proficiency rates in all grades were below the district and the states proficiency rates. 7th grade didn’t have enough students testing in math to produce a proficiency score. 8th grade had 13.3% proficient and 11th grade had 6.3% proficient . Graduation rate increased from 58.8% to 59% but it is still below the state rate of 83.3%.

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

Reading and Math:

- PEASE Academy frequently has a low number of students who test, therefore there is no data to report.

Growth - Based on 4-year Graduation Rates *Note: Graduation Rates are reported one year behind so the 2022 rates will be reported in January 2023.*

MTS Pease Academy 4-Year Graduation Rate 2020	65%	Goal for the State is 90.0%. State 2021 rate was 83.3%
MTS Pease Academy 4-Year Graduation Rate 2021	52.9%	

PEASE graduation rate decreased from 65% to 52.9% which is below the state rate of 83.3%.

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

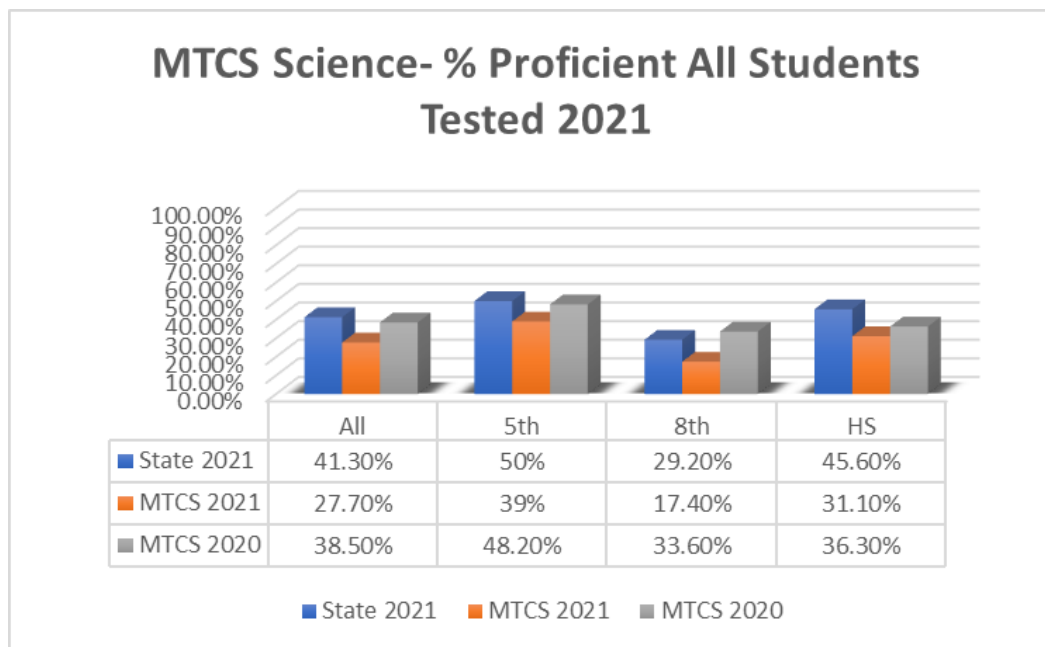
Student B
Attends 94% of the time
Considered consistently
attending

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

	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 (Ban Elem)	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:**
- The district performed under the state by having a proficiency rate of 27.7%. This was also below the previous year's proficiency rate of 38.5%. The district's 5th grade had 39% proficiency, 8th grade 17.4% proficiency, and high school 31.1% proficiency.