



Minnesota Transitions Charter Schools Annual and World's Best Workforce Report for School Year 2022-2023 (completed fall of 2023)

The information included in this report reflects the data and results from the SY 2022-2023 (Completed fall of 2023)

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 2022-2023 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.

MTCS Board of Director Members

Board Member	Seat	Term Expires	Email
Brian Lloyd	Board Chair	2025	blloyd@emailmtcs.org
Sam Trojan	Vice-Chair	2025	strojan@emailmtcs.org
Sara Roberts	Secretary-Treasurer	2024	sroberts@emailmtcs.org
Tyler Frankhouse	Community Member	2024	tfrankhouse@emailmtcs.org
Jessie Bland	Parent	2025	jbland@emailmtcs.org
Alinasir Samatar	Community Member	2024	asamatar@emailmtcs.org
Nichole Reinardy	Teacher	2023	nreinardy@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

Executive Director: Shawn Fondow

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, 2022 can be found [here](#)

Statement of Revenue and Expenditures for the year ending June 30th, 2022 can be found [here](#) and [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- Kelly Nyberg 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- Hassan Hassan MTS Elementary (K-6)- Director- Sue Dornfeld MN Connections Academy (Grades K-6)-Director Brad Swanson
 Banaadir Secondary (Grades 7-12) Director- Hassan Hassan MTS High (Grades 7-12) -Director-Raunn Finley MN Connections Academy (Grades 7-12) Director-Brad Swanson

Enrollment, Ethnicity, and Subgroups - reported on Oct 1, 2022 *(MARSS for SY 2022-2023)*

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	4,879	128	50	95	446	87	176	18	990	2,889

Ethnicity	Total	Hisp	Amer Ind	Asian	Black	Pac Islander	White	2 or more races	Other Indigenous Peoples
MTCS District	4,879	449	248	100	826	4	2,947	303	2
Banaadir Elem	128	2	0	0	126	0	0	0	0
Banaadir Academy	50	0	0	0	50	0	0	0	0
Banaadir Secondary	95	0	0	0	95	0	0	0	0
MN Virtual	446	45	24	11	50	0	278	38	0
MTS Elem	87	13	13	0	45	0	11	5	0
MTS High	176	48	33	0	72	0	15	8	0

P.E.A.S.E.	18	1	0	2	0	0	14	1	0
MN Connections K-6	990	87	64	30	130	2	588	88	1
MN Connections 7-12	2,889	253	114	57	258	2	2,041	163	1

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	246	72	29	59	20	12	29	1	12	12
SPED	978	3	3	8	112	11	45	4	200	592
Free/ Reduced	3,000	>90%	>90%	>90%	273	>90%	>90%	11	652	1,554
Homeless	113	0	0	5	17	15	30	5	17	24

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 2022-2023- 3.2%

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 2022-2023.

Kelsey Bennett Erin Copeland Allison Raney Wendy Lorenz-Walraven Dora Powell Shawn Fondow Andrea Miller

SY 2022-2023 Professional Development Calendar

Date	Banaadir Elementary	Banaadir Secondary	MTS Elementary	MTS Secondary	PEASE	Virtual
Sept 9th	RP/Community Time: 1 - 3	Teacher planning Time 1-3				
Sept 16th	NWEA Training-Kelsey 1pm	Moodle with Renee				
	Teacher Planning 1:30-3	1:30pm-3:00pm				
	Kelsey available to answer curriculum questions 1:30-3:00					
Sept. 23	staff community building	Dr Watson MLARC 1 of 4	7:30-9:00 RP/Community Time with Allison	8 AM - 9:30 AM Relational Strategies	Comm.Time Staff Mtg. 1x/mo.	Comm.Time Staff Mtg. 1x/mo.
		1:30pm to 3:15pm	9:30-11:00 Reading learning targets, small groups, data & planning	9:30 AM - 11 AM Curriculum Planning (Backward Design)		
			11:00-12:00 lunch	11 AM - 12:30 PM Instructional Capacity (UDL)		
			12:00-12:30 planning/prep			
			12:30-2:00 Math learning targets, small groups, data & planning	12:30 PM - 1:50 PM Lunch		
			2:00-2:45 planning/prep	2:00 - 3:30 RP/Community Time		

Sept 30th	Teacher Planning	NWEA Data Analysis-Kelsey				
	Lesson Planning	1:30pm-3:00pm				
Oct 7th	NWEA Data Analysis-Kelsey	Dr Watson MLARC 2 of 4				
	1pm-3pm	1:30pm-3:15pm				
Oct. 14th	Dr Watson Presentation (RISA)	Behavior & Safety/Crisis Plan				
		1:30pm-3:00pm				
Oct 21st	MEA Break	MEA Break	MEA Break	MEA Break	MEA Break	MEA Break
Oct 28th	District Collaboration 1pm-3pm	District Collaboration 1pm-3pm	8:00-10:00 MTS Secondary Dr Watson Presentation (RISA)	8:00-10:00 MTS Secondary Dr Watson Presentation (RISA)	Comm.Time Staff Mtg. 1x/mo.	Comm.Time Staff Mtg. 1x/mo.
			10:00-12:00 planning time			
			12:00-1:00 lunch			
			11/2: RP w/Allison			
			District Collaboration 1pm-3pm	District Collaboration 1pm-3pm	District Collaboration 1pm-3pm	District Collaboration 1pm-3pm

Nov. 4th	Report Cards/Grading	Classroom Management new Teachers only/Canceled			Reading Strategies -Kelsey/Erin	
	Teacher Planning	Dora Powell				
		1:30pm- 3:15pm				
		Report Cards/Grading				
Nov 11th	RP/Community Time: 1 - 3	Dr Watson MLARC 3 of 4				
		1:30pm-3:15pm				
Nov. 18th		RP/Community Time: 1:30pm - 3:15pm				
Nov. 25th						
	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break
Dec 2nd			8:00-10:00 RP/Community time	RP/Community Time 2 hours	Comm.Time Staff Mtg. 1x/mo.	Comm.Time Staff Mtg. 1x/mo.
	District Collaboration 1pm-3pm	District Collaboration 1pm-3pm	10:30-12:00 TLAC	8 AM - 12 PM Staff Community Building (Small Groups/ Large Groups)		
			12:00-1:00 lunch			

			District Collaboration 1pm-3pm	District Collaboration 1pm-3pm	District Collaboration 1pm-3pm	District Collaboration 1pm-3pm
Dec 9th	Teacher Planning	Teacher Planning				
	Lesson Planning	Lesson Planning				
Dec 16th	staff community building	Dr Watson MLARC 4 of 4				
		1:30pm-3:15pm				
Jan 13th		RP/Community Time: 1:30 - 3:15				
Jan 20th	RP/Community Time: 1 - 3	Dr Watson RISA follow up				
Jan 27th	Grading Day	Grading Day	Grading Day 8:30-3:00 CPI:Errin & Amanda 10:00-11:30 Remind Training: Reandra & Sue	Grading Day	Grading Day	Grading Day
Feb 3rd	EL Collaboration Time	NWEA Data Analysis				

Feb 10th	Teacher Planning	Teacher Planning				
	Lesson Planning	Lesson Planning				
Feb 17th	District Collaboration 1pm-3pm	District Collaboration 1:00pm-3:pm	RP/Community Time	RP/Community Time	Comm.Time Staff Mtg. 1x/mo.	Comm.Time Staff Mtg. 1x/mo.
			8:30-9:10 SEL mid-year check-in			
			11:30-1:00 marketing lunch w/Jenny:Sue			
			District Collaboration 1pm-3pm	District Collaboration 1pm-3pm	District Collaboration 1pm-3pm	District Collaboration 1pm-3pm
Feb. 24th	RP/Community Time: 1 - 3					
		Staff community building				
March 3rd		EL Collaboration Time				
March 10th	EL Collaboration Time	Community Time: 1:30pm- 3				

March 17th	staff community building	Teacher Planning		RP/Community Time 2 hours	Comm.Time Staff Mtg. 1x/mo.	Comm.Time Staff Mtg. 1x/mo.	
		Lesson Planning	8:30-1:00 CPI:Errin & Amanda				
			9:00-10:30 staff stress & health				
March 24th	Spring Break	Spring Break					
March 31st	RP/Community Time: 1 - 3	MCA Training/Kelsey					
April 7th	Report Cards/Grading	Report Cards/Grading					
	Teacher Planning	Teacher Planning					
	MCA Training with Kelsey						
April 14th		Choices PD					
		EL, Technology, Grading, Classroom Management					

April 21st	Asynchronous PD	Asynchronous PD	staff breakfast	RP Community Time	Comm.Time Staff Mtg. 1x/mo.	Comm.Time Staff Mtg. 1x/mo.
			next year			
			kindness initiative			
			upcoming events planning			
			planning/collaboration			
April 28th	Teacher Planning	RP/Community Time: 1:00 - 3:00				
	Lesson Planning					
May 5th	EL Collaboration Time	Lesson Planning				
		Lesson Planning				
May 12th	RP/Community Time: 1 - 3	EL Collaboration Time				
May 19th	staff community building	RP/Community Time: 1:00pm - 3:00pm				
May 26th	Teacher Planning	Teacher Planning				

	Lesson Planning	Lesson Planning	
June 2nd	Report Cards/Grading	Report Cards/Grading	
	Teacher Planning	Teacher 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 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 2022-2023
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 2022-2023 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 2022-2023.	
<i>Measurement</i>	2022-2023 audit report
<i>Progress</i>	Goal in Progress - 2022-2023 audit is in process and results will be provided to the School Board in December 2023.

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 2021 to 2023.</p> <p style="padding-left: 40px;">Black: 24.5% to 30%</p> <p style="padding-left: 40px;">Hispanic: 40.3% to 45%</p> <p style="padding-left: 40px;">American Indian: 28.6% to 33%</p> <p style="padding-left: 40px;">Asian: 60% to 63%</p> <p style="padding-left: 40px;">White: 53.9% to 58%</p> <p style="padding-left: 40px;">Two or More Races: 55.1% to 60%</p>	
<i>Measurement</i>	MCA Reading Assessment - All Accountability tests
<i>Progress</i>	See below

MCA Reading Results			
	2021	2022	2023
Black	24.5%	26.3%	26.4%
Hispanic	40.3%	39.6%	43.1%
American Indian	28.6%	41.2%	38%
Asian	60.0%	73.8%	41.7%
White	53.9%	48.4%	42.3%
Two or More Races	55.1%	40.5%	33.9%

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 2021 to 2023.

- Black: 8.1% to 15%
- Hispanic: 23.5% to 28%
- American Indian: 13.3% to 20%
- Asian: 58.3% to 64%
- White: 30.6% to 37%
- Two: 31.3% to 38%

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

MCA Math Results			
	2021	2022	2023
Black	8.1%	9.7%	9.1%
Hispanic	23.5%	12.6%	10.4%
American Indian	13.3%	19.4%	11.7%
Asian	58.3%	29.3%	25.6%
White	30.6%	20.8%	16%
Two or more Races	31.3%	14.6%	12.3%

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 45.5% in 2021 to 50.0% in 2023.

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

MCA Grade 3 Reading Results			
	2021	2022	2023
Grade 3 - Non English Learners	45.5%	31.5%	27.4%

Goal # 4 - All Students are Ready for College and Career: The percentage of MTCS students who are eligible to graduate in SY 2022-2023 will have completed a career and college readiness course either in a seat-based format or online through MN Virtual School by June 30, 2023.

<i>Measurement</i>	Student Schedules
<i>Progress</i>	Goal was met. The percentage of MTCS students eligible for graduating in SY 2022-2023 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. 2023 rates will be reported in January 2024.</i>)
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<i>Progress</i>	<p>Goal was partially met. The 2022 four-year graduation rate for MTCS (district) was 61.3% which is below the goal of 62.0%. Each subgroup is reported below. Subgroups that were above 53% were two or more races, Asian, Black, and White.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Special Ed: 50.6%</td> <td style="width: 33%;">American Indian: 29.4</td> <td style="width: 33%;">Hispanic: 42.4%</td> </tr> <tr> <td>Free/Reduced: 51.7%</td> <td>Asian: 53.8%</td> <td></td> </tr> <tr> <td>English Learners: 41.9%</td> <td>Black: 53.5%</td> <td></td> </tr> <tr> <td>Two or more races: 63.3%</td> <td>White: 66.7%</td> <td></td> </tr> </table>	Special Ed: 50.6%	American Indian: 29.4	Hispanic: 42.4%	Free/Reduced: 51.7%	Asian: 53.8%		English Learners: 41.9%	Black: 53.5%		Two or more races: 63.3%	White: 66.7%	
Special Ed: 50.6%	American Indian: 29.4	Hispanic: 42.4%											
Free/Reduced: 51.7%	Asian: 53.8%												
English Learners: 41.9%	Black: 53.5%												
Two or more races: 63.3%	White: 66.7%												

NORTH STAR ACCOUNTABILITY FOR PROFICIENCY AND GROWTH

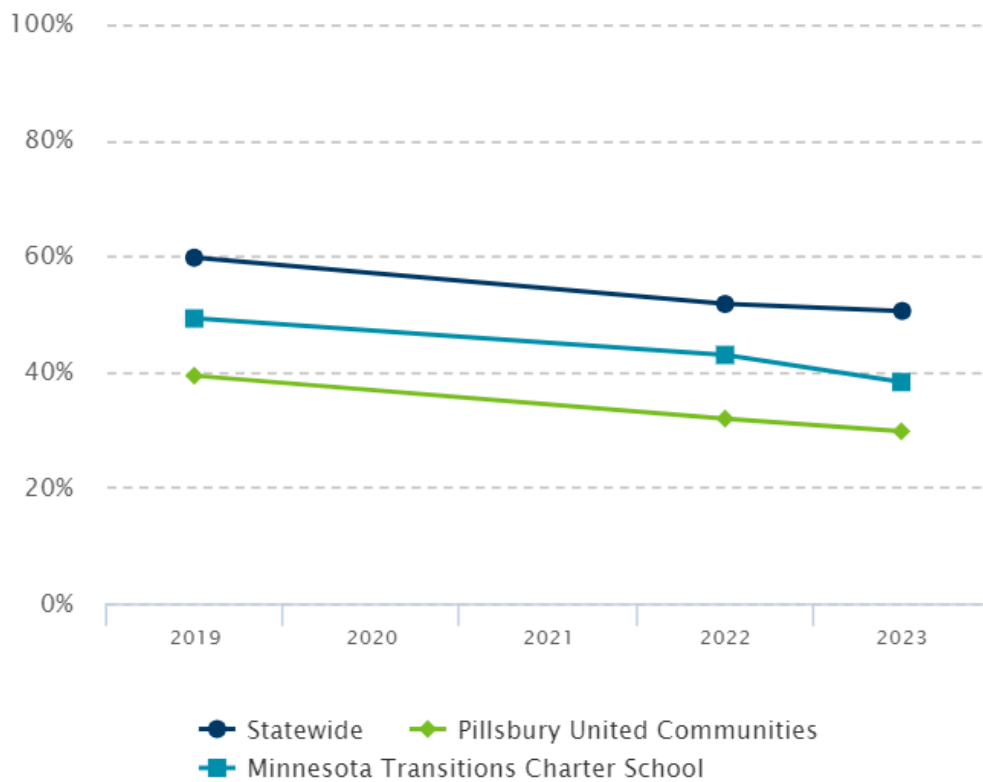
The MN Department of Education holds schools and districts accountable using a three stage identification process called North Star Accountability. Performance thresholds are set in each stage and support is provided to those districts and schools that are identified as comprehensive support and/or targeted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

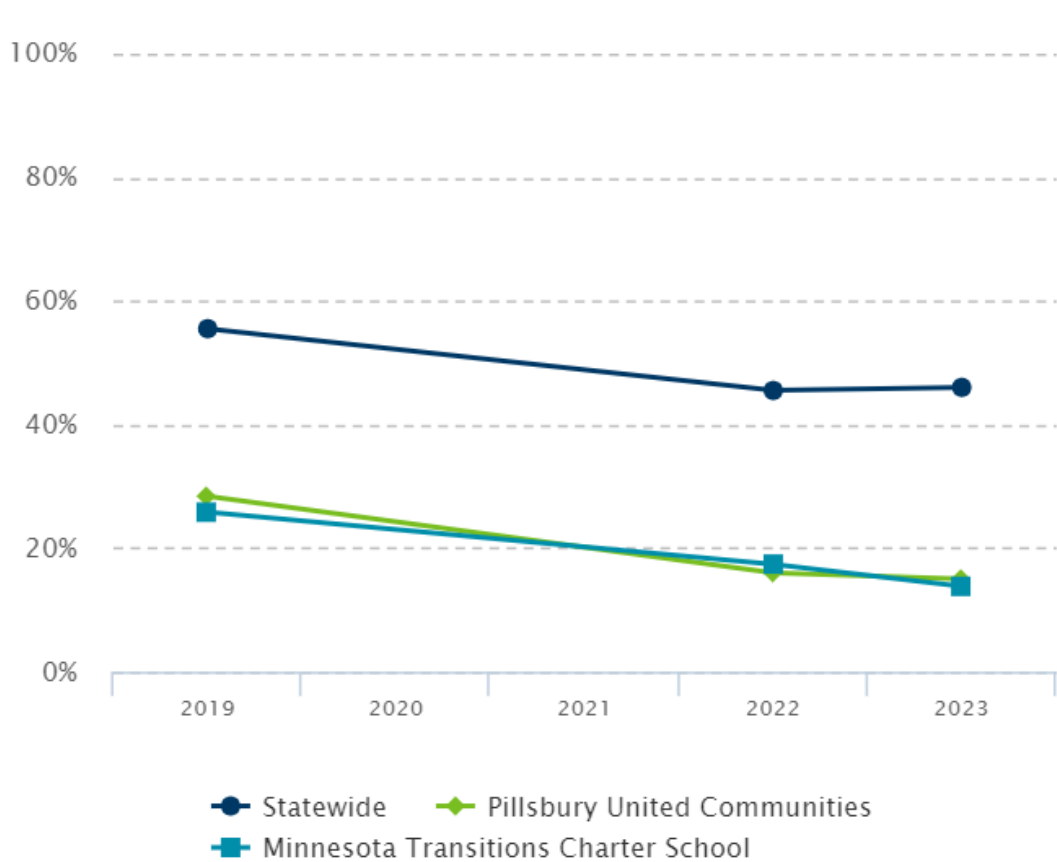
MN Department of Education - North Star Accountability System Accountability Indicators	
Academic Achievement	The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for math and reading.
Progress Towards 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



Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2023	50.5%	206,177	408,571
Pillsbury United Communities	2023	29.7%	1,205	4,051
Minnesota Transitions Charter School	2023	38.2%	649	1,699

DISTRICT - MATHEMATICS



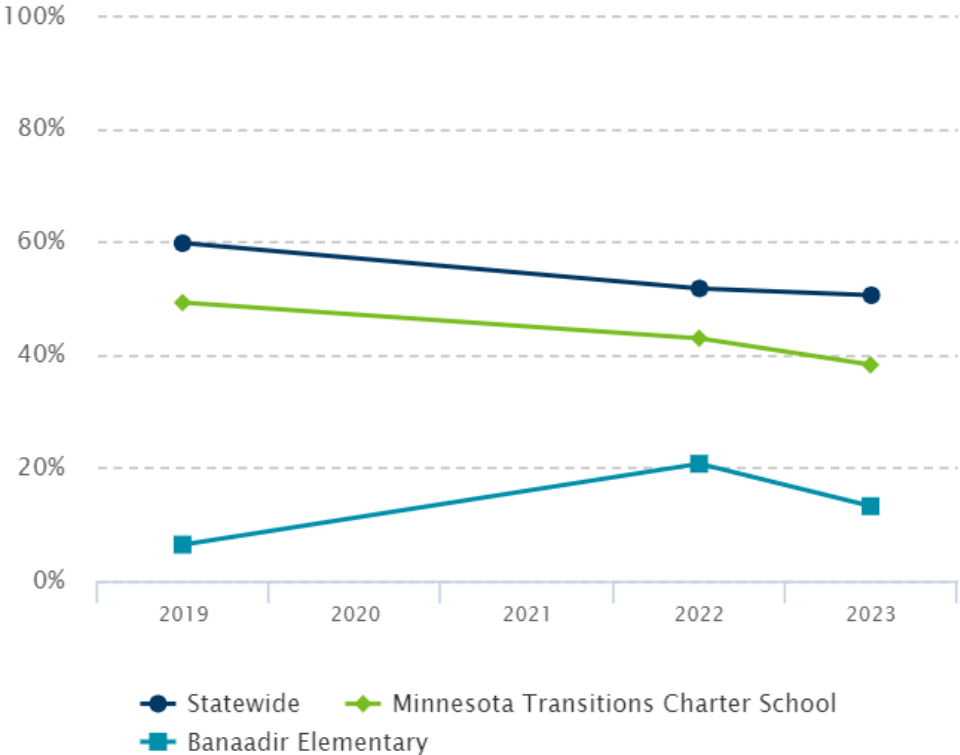
Organization	Year	Percent proficient	Number proficient	Number tested
Statewide	2023	46.0%	183,381	398,484
Pillsbury United Communities	2023	15.0%	604	4,016
Minnesota Transitions Charter School	2023	13.8%	234	1,692

DISTRICT SUBGROUPS AND STUDENT GROUPS - READING and MATHEMATICS

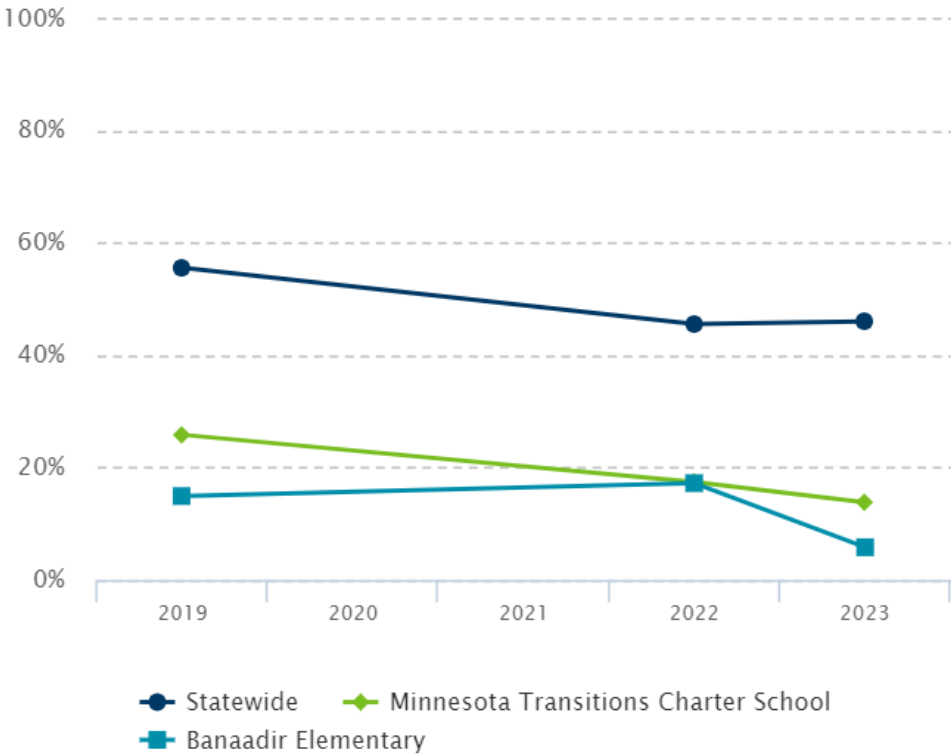
Subgroup	2023-% Proficient	2022-% Proficient	2021-% Proficient	Subgroup	2023-% Proficient	2022-% Proficient	2021-% Proficient
Special Education - Reading	27.0%	27.2%	23.8%	Hispanic - Reading	43.2%	39.6%	41%
Special Education - Math	10.7%	9.6%	16.8%	Hispanic - Math	10.5%	12.6%	23.5%
Free/Reduced - Reading	31.3%	34.5%	33.8%	American Indian - Reading	37.9%	41.2%	33.3%
Free/Reduced - Math	10.4%	11.5%	14.8%	American Indian - Math	11.7%	19.4%	13.3%
English Learners - Reading	13.4%	19.5%	10.6%	Two or More Races - Reading	33.9%	40.5%	55.1%
English Learners - Math	6.7%	12.7%	3.8%	Two or More Races - Math	12.3%	14.6%	31.3%
White - Reading	42.3%	48.4%	54.3%	Black - Reading	26.3%	26.3%	24.8%
White - Math	16.0%	20.8%	30.6%	Black - Math	9.0%	9.7%	8.1%
Asian - Reading	41.6%	73.8%	60%				
Asian - Math	25.6%	29.3%	58.3%				

BANAADIR Elementary Grades K-4- PROFICIENCY on the MCA

Reading



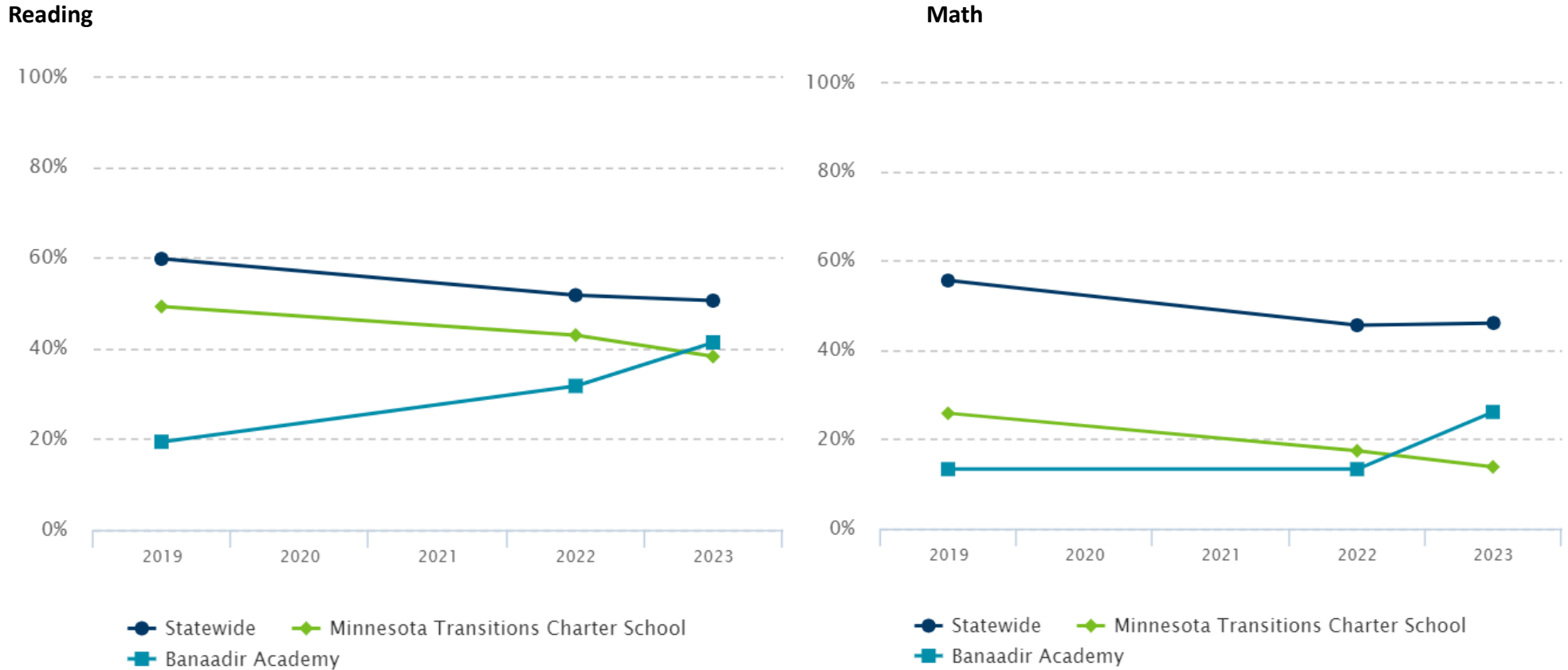
Math



Results:

- Banaadir Elementary’s 2023 MCA reading results showed that 3.7% of students in 3rd grade were proficient which was a decrease from the previous year which had only 30% of students proficient. This was not comparable to the district proficiency rate which was 24.1% and below the state proficiency rate which was 48%. 4th graders at Banaadir Elementary had a proficiency rate of 23.1% in reading which was an increase from the previous year, which was 10.7%. The district proficiency rate was 23.4%. Both were below the state's proficiency level of 48.9%. In math, 11.1% of 3rd graders were proficient which was a decrease from last year which was 23.3%. This was below our district proficiency rate of 24.8% and below our state proficiency rate of 59.7%. In 4th grade, 0% of students were proficient, which was a decrease from last year's proficiency rate of 10.7%. This is below the district's proficiency level of 17.5% as well as below the state's proficiency rate of 57.7%.

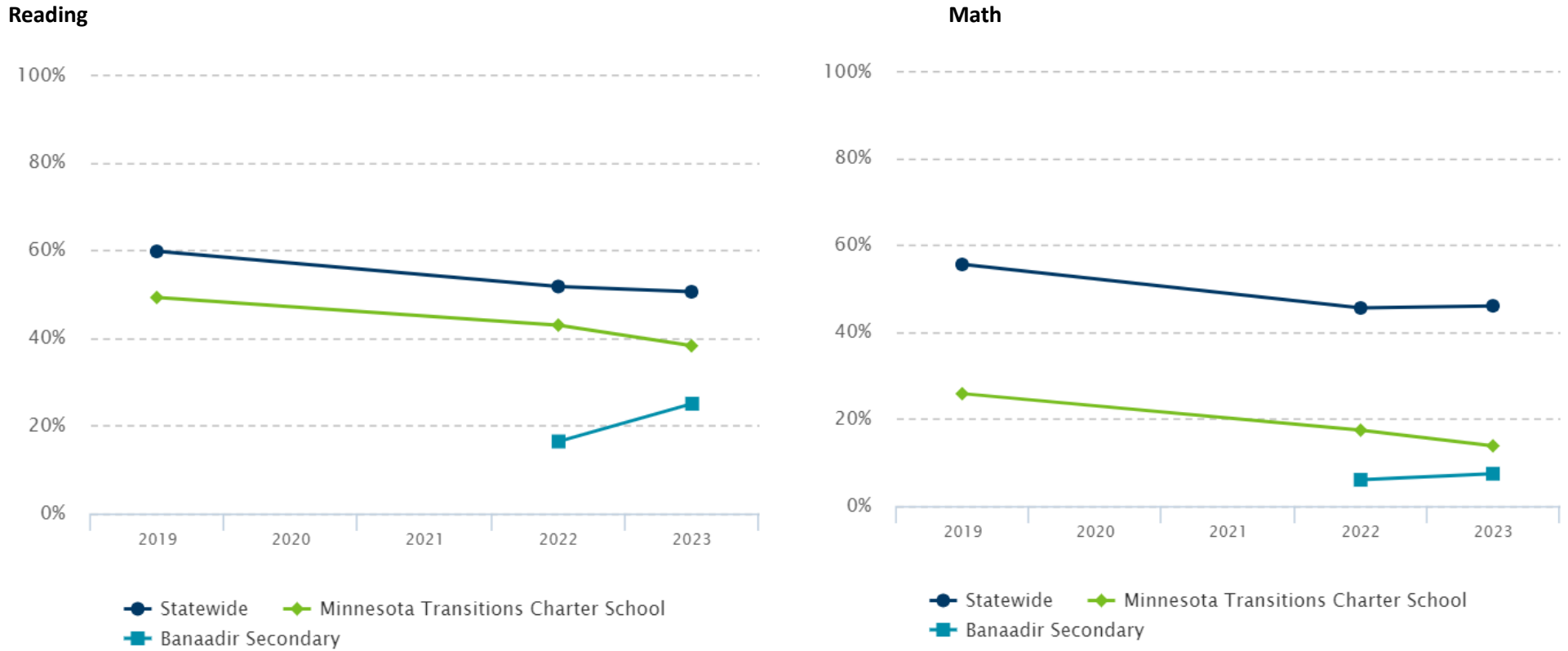
BANAADIR Academy Grades 5-6 - PROFICIENCY on the MCA



Results:

- Banaadir Academy’s 2023 MCA reading results showed that 45.5% of students in 5th grade were proficient. This was above the district proficiency rate which was 44.3% and below the state proficiency rate which was 59.3%. 6th graders at Banaadir Academy had a proficiency rate of 37.6% in reading. The district proficiency rate was 46.6%. Both were below the state's proficiency level of 53.9%. In math, 27.3% of 5th graders were proficient. This was above our district proficiency rate of 16.6% and below our state proficiency rate of 44.9%. In 6th grade, 25% of students were proficient This is above the district's proficiency level of 17.3% and below the state's proficiency rate of 40.1%.

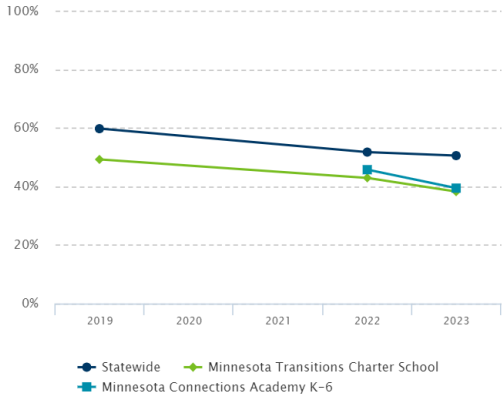
Banaadir Secondary Grades 7-12- PROFICIENCY and GRADUATION



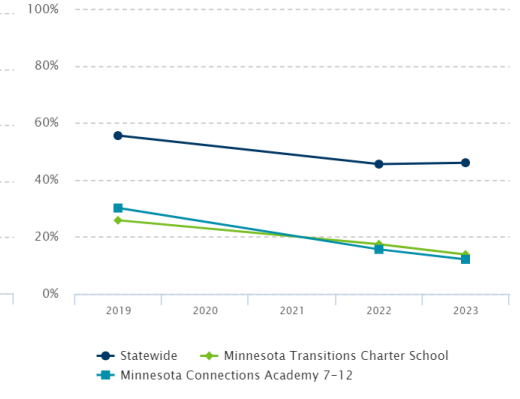
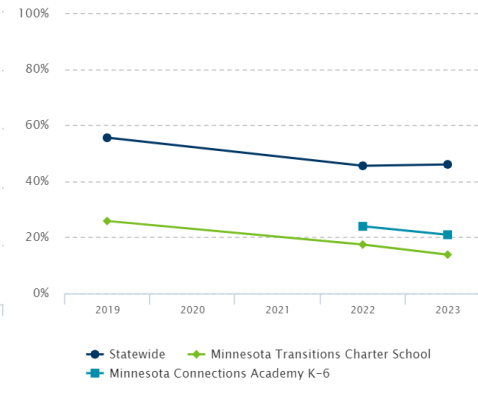
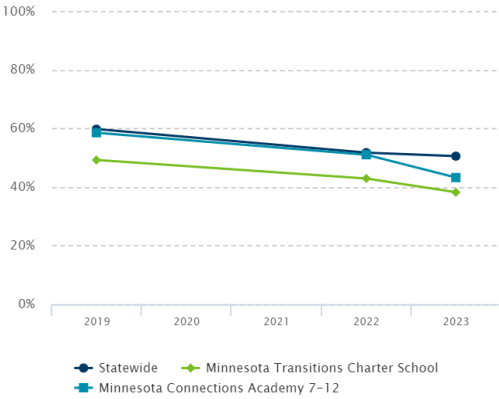
- Results:**
- In reading, Banaadir Secondary had a proficiency rate of 33.3% in 7th grade. This proficiency rate is below the district's proficiency rate, which was 35.1% and below the state's proficiency rate of 45.7%. 8th graders at Banaadir Secondary had a proficiency rate of 25% in reading which is below the district's proficiency rate of 41% and below the state's proficiency rate of 45.3%. 10th graders at Banaadir Secondary had a proficiency rate of 8.3% which was below the district's proficiency rate of 41.1% and below the state's proficiency rate of 52.3%. In math, 7th graders at Banaadir secondary had a proficiency rate of 8.3% which was below the district's proficiency rate of 11.2% and below the state's proficiency rate of 40.2%. 8th graders had a 10% proficiency rate in math which was below the district's proficiency rate of 14% and below the state's proficiency rate of 40.8%. 11th graders had a 0% proficiency rate which is below the district's proficiency rate of 8.6% and below the states proficiency rate of 36.3%.

MN CONNECTIONS ACADEMY - PROFICIENCY and GRADUATION

Reading



Math



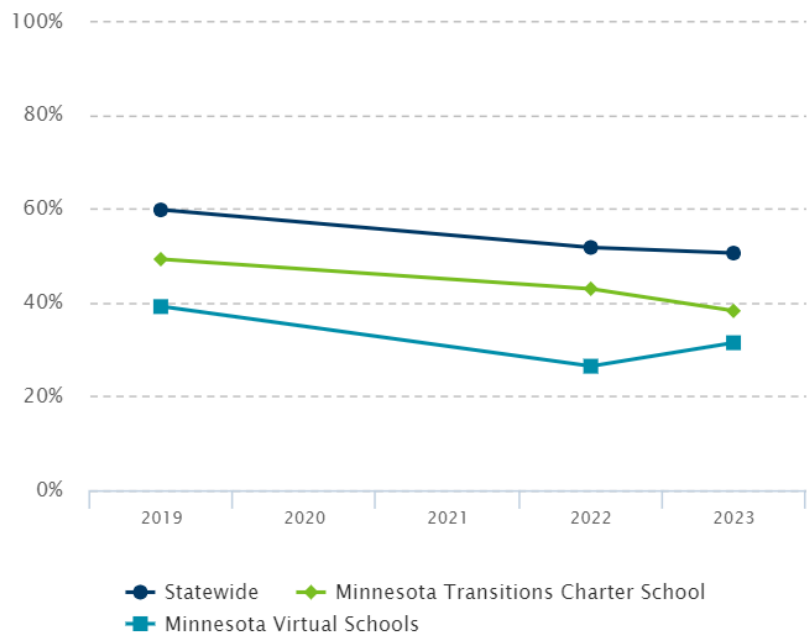
Growth - Based on 4-year Graduation Rates *Note: Graduation Rates are reported one year behind so the 2022 rates will be reported in January 2023.*

MN Connections 4-Year Graduation Rate 2021	73.4%	Goal for the State is 90.0%. State 2022 rate was 83.6%
MN Connections 4-Year Graduation Rate 2022	73.3%	

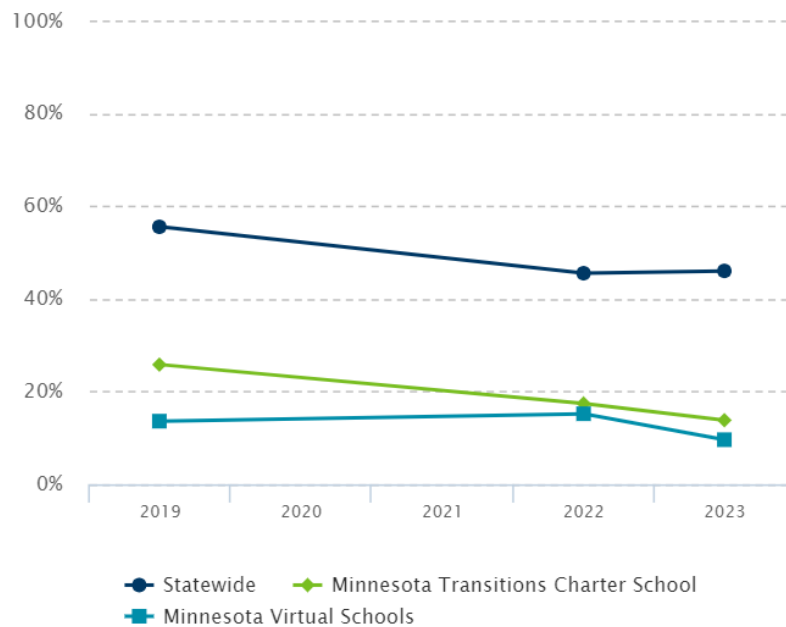
Results: Connections Academy’s proficiency rate in reading was above the district's proficiency rate in all grade levels. The proficiency rates in reading are as follows; 3rd grade 29.8%, 4th grade 25.5%, 5th grade 49.1%, 6th grade 49.7%, 7th grade 37.1%, 8th grade 47.5%, and 10th grade 43.8%. Connections reading proficiency was above the states proficiency rate in 8th only. Connections Academy’s proficiency rate in math was above the district's proficiency rate in all grade levels except 7th. The proficiency rates in math are as follows; 3rd grade 29.8%, 4th grade 24.2%, 5th grade 16.7%, 6th grade 16.1%, 7th grade 12.1%, 8th grade 16%, and 11th grade 9.3%. Connections were below the state's proficiency level at all grades. Connections graduation rate decreased from 73.4 % to 73.3%. This is below the state rate of 83.6%

MN VIRTUAL SCHOOL - PROFICIENCY and GRADUATION

Reading



Math



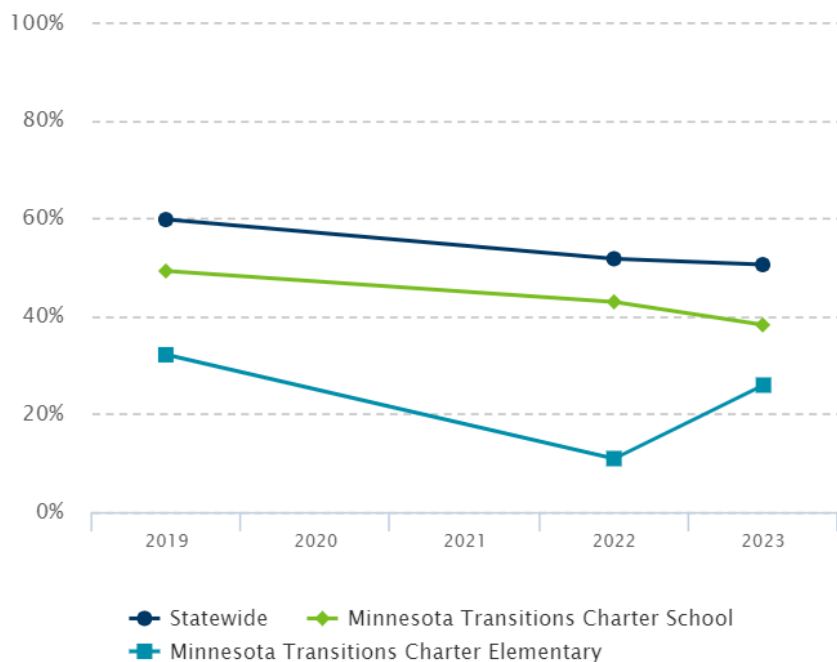
Growth - Based on 4-year Graduation Rates *Note: Graduation Rates are reported one year behind so the 2021 rates will be reported in January 2022.*

MN Virtual 4-Year Graduation Rate 2021	35.5%	Goal for the State is 90.0%. State 2021 rate was 83.6%
MN Virtual 4-Year Graduation Rate 2022	26.2%	

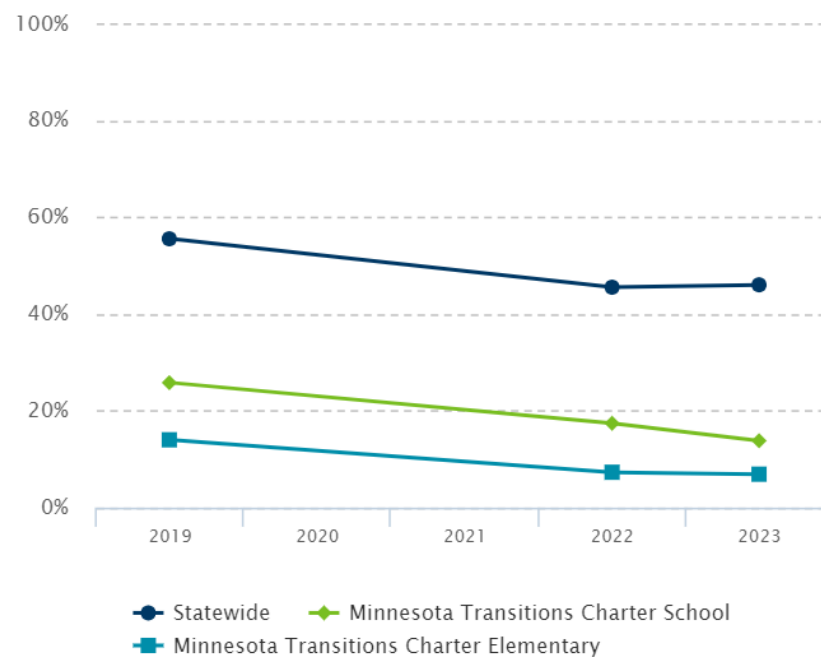
Results: In reading, Virtual High School’s proficiency rate was below the district's proficiency rates in 8th grade. Virtual was below the state's proficiency rates at all grade levels . The reading proficiency rates are as follows; 7th grade 37.5%, 8th grade 15.8%, and 10th grade 42.2%. In math, Virtual High School’s proficiency rate was below the districts and states in 8th and 11th but above the districts in 7th. The math proficiency rates are as follows; 7th grade 12.5%, 8th grade 7.9%, 11th grade 6.8%. Virtual High School’s graduation rate decreased from 35.5% to 26.2% which is still below the state rate of 83.6%.

MTS ELEMENTARY - PROFICIENCY

Reading



Math

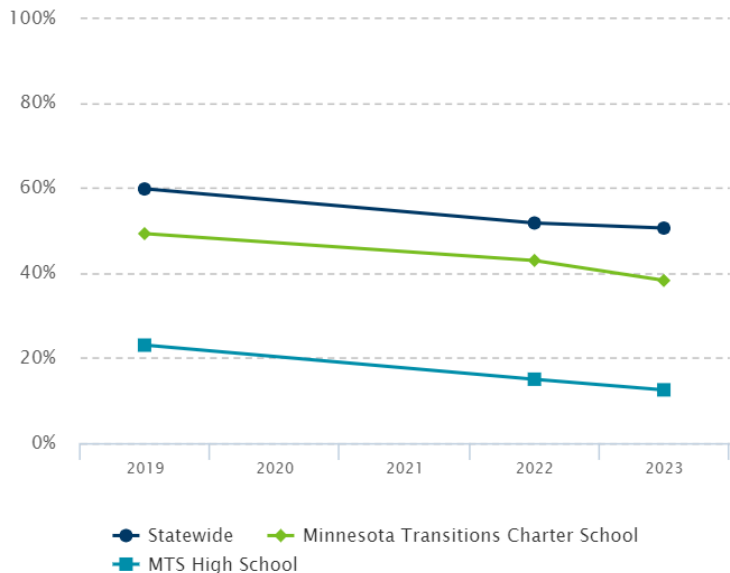


Results:

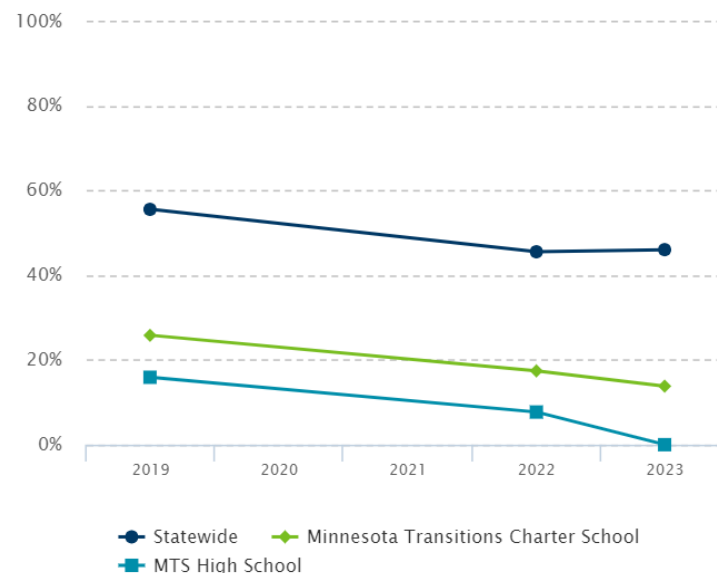
- In reading, MTS Elementary’s proficiency grades were below the districts and the states proficiency rates except in 3rd grade and 6th grade. In 3rd grade reading, MTS Elementary had 25% of students who were proficient, which was an increase from the previous year, which was 0%. In 4th grade, 7.7% of students were proficient which was an increase from the previous year's 5%. 5th grade had 6.7% proficiency which was a decrease from 33.3% the previous year and 6th grade had a 55.6% proficiency rate. In math, MTS Elementary’s proficiency rates were below the district and the states proficiency rates. In 3rd grade, 16.7% of students were proficient. In 4th grade, 0% were proficient which was a decrease from 5% the previous year. 5th grade had 0% proficiency which was a decrease from the previous year of 20% and 6th grade had an 11.1% proficiency rate.

MTS HIGH SCHOOL - PROFICIENCY and GRADUATION

Reading



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 2021	59%	Goal for the State is 90.0%. State 2021 rate was 83.6%
MTS High School 4-Year Graduation Rate 2021	17.1%	

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 0%, 8th grade was 11.8% and 10th grade was 19.2%. In math, MTS Secondary’s proficiency rates in all grades were below the district and the states proficiency rates. 7th grade had 0%, 8th grade had 0% proficiency and 11th grade didn’t have enough students to calculate proficiency. Graduation rate decreased from 59% to 17.1% but it is still below the state rate of 83.6%.

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 2021	52.9%	Goal for the State is 90.0%. State 2021 rate was 83.6%
MTS Pease Academy 4-Year Graduation Rate 2022	50%	

PEASE graduation rate decreased from 52.9% to 50% which is below the state rate of 83.6%.

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

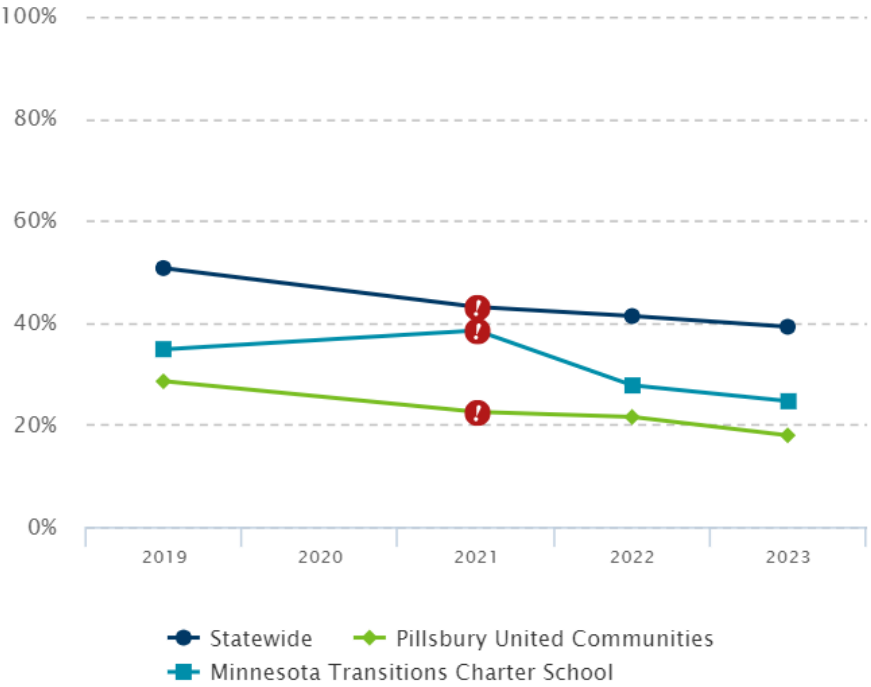
Student B
Attends 94% of the time
Considered consistently attending

Data is reported one year behind. Ex. 2021 data is from the 2020 school year. *New data is not available yet

	2022 (from prior year) All Students	2021 (from prior year) All Students	2020 (from prior year) All Students
MTCS District (all schools)	80.9%	78.9%	79.8%
Banaadir Academy	100%	98.1%	100.0%
Banaadir Secondary	98.3%	-	-
Banaadir Elementary	100%	94.7%	100.0%
MTS Elementary	39.5%	100.0%	100.0%
MTS High	4.9%	41.6%	69.2%
MTS PEASE Academy	-	70.8%	77.8%
MN Connections	83.2%	84.6%	82.0%
MN Virtual	100%	50.3%	45.2%

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 24.6%. This was also below the previous year’s proficiency rate of 27.7%. The district’s 5th grade had 35.1% proficiency, 8th grade 18.2% proficiency, and high school 26.1% proficiency.