



Minnesota Transitions Charter Schools Annual and World's Best Workforce Report for School Year 2023-2024 (completed fall of 2024)

The information included in this report reflects the data and results from the SY 2023-2024 (Completed fall of 2024)

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 2023-2024 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
Peter Rand	Board Chair	2027	peter.rand@emailmtcs.org
Tyler Frankhouse	Vice Chair	2026	tfrankhouse@emailmtcs.org
Nikki Reinardy	Secretary/Treasurer	2027	nreinardy@emailmtcs.org
Matt Edgar	Teacher	2025	medgar@emailmtcs.org
Zahra Farah	Teacher	2026	zfarah@emailmtcs.org
Mars Robmann	Teacher	2025	mrobmann@emailmtcs.org
Sam Trojan	Teacher	2026	strojan@emailmtcs.org
Alinasir Samatar	Community Member	2025	asamatar@emailmtcs.org

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

District Leadership

Executive Director: Shawn Fondow

Director Academics, Instruction, and Compliance: Kelsey Bennett

Director of Student Services: Erin Copeland

Director of EL: Andrea Miller

Director of Equity and Diversity: Wendy Lorenz-Walraven

Director of Finance: Scott Marine

Human Resources: Annemarie Lanning

Director of Marketing: Jenny Buck

FINANCES

Director of Finance-Scott Marine with School Management Services

Balance sheet as of June 30, 2024 can be found [here](#)

Statement of Revenue and Expenditures for the year ending June 30th, 2024 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- Sam Carley MTS Elementary (K-6)- Director- Nick Sofio MN Connections Academy (Grades K-6)-Director Brad Swanson
 Banaadir Secondary (Grades 7-12) Director- Sam Carley 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, 2023	4,943	128	39	112	483	89	139	21	911	3,021

Ethnicity	Total	Hisp	Amer Ind	Asian	Black	Pac Islander	White	2 or more races	Other Indigenous Peoples
MTCS District	4,943	441	257	85	848	3	3,020	287	2
Banaadir Elem	128	2	1	0	122	0	1	2	0
Banaadir Academy	39	0	0	0	39	0	0	0	0
Banaadir Secondary	112	0	0	0	111	0	0	1	0
MN Virtual	483	47	23	9	46	0	334	24	0
MTS Elem	89	15	9	0	51	0	11	3	0
MTS High	139	35	22	0	56	0	15	11	0
P.E.A.S.E.	21	0	2	1	1	0	16	1	0
MN Connections K-6	911	94	55	23	136	1	526	75	1
MN Connections 7-12	3,021	248	145	52	286	2	2,117	170	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	311	76	21	64	12	14	21	0	45	58
SPED	1,012	6	1	11	130	17	39	8	197	603
Free/ Reduced	3,199	> 90%	> 90%	> 90%	290	80	>90%	9	629	1,790
Homeless	92	0	0	0	9	15	24	3	12	29

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 2023-2024- 3.2%

MTCS Teaching Profile

	Teachers	Administrators	Other Licensed Professionals	Paraprofessionals	Other Non-Licensed Staff
Count	205	15.7	41.5	35.6	56.3
Percent	57.9%	4.4%	11.7%	10%	15.9%

	Tier 4	Tier 3	Tier 2	Tier 1
Count	155	48	12	10
Percent	68.9%	21.3%	5.3%	4.4%

MTCS has 24 students per licensed teacher, 22 students per licensed teacher/ support staff and 19 students to all licensed staff.

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 an instructional. The instructional coach 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 coach visits classrooms, observes, and coaches teachers in areas of teaching and learning and provides 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 2023-2024.

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

SY 2023-2024 Professional Development Calendar

The following were professional development days district wide. August 29 2023, September 29, 2023, November 7, 2023, January 30, 2024, April 19, 2024, and May 10th, 2024. Staff spent these days collaborating with grade level/subject level teams, choosing professional development sessions to attend that fit their needs for the year, and participating in building specific professional development lead by their Principal/Director. Professional development was led by district wide staff as well as teachers from within the district.

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 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)	
<u>Mission Goal</u> - 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 2023-2024
<u>Operational Leadership Goal</u> - 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.
<u>Governance Goal</u> - 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 2023-2024 starting
<u>Community Goal</u> - 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 2023-2024.	
<i>Measurement</i>	2023-2024 audit report
<i>Progress</i>	Goal in Progress - 2023-2024 audit is in process and results will be provided to the School Board in December 2024.

ACADEMIC GOALS (Aligned to MN World’s Best Workforce)																										
Goal #1 - READING -The percentage of MTCS students in the ethnic subgroups including Black, Hispanic, American Indian, Asian, White, and Two or More Races who meet the enrollment criteria under the North Star Accountability System and who earn achievement levels of Exceeds or Meets the Standards on the Reading MCA (all accountability tests) will increase based on the following targets for each subgroup from SY 2022-2023 to SY 2023-2024. Black: 26.4% to 28% Hispanic: 43.1% to 45% American Indian: 38% to 40% Asian: 41.7% to 43% White: 42.3% to 44% Two or More Races: 33.9% to 35%																										
Measurement	MCA Reading Assessment - All Accountability tests																									
Progress	<table><tr><th colspan="3">MCA Reading Results</th></tr><tr><th></th><th>2022-2023</th><th>2023-2024</th></tr><tr><td>Black</td><td>26.4%</td><td>30%</td></tr><tr><td>Hispanic</td><td>43.1%</td><td>30.6%</td></tr><tr><td>American Indian</td><td>38%</td><td>32.2%</td></tr><tr><td>Asian</td><td>41.7%</td><td>30.9%</td></tr><tr><td>White</td><td>42.3%</td><td>40.5%</td></tr><tr><td>Two or More Races</td><td>33.9%</td><td>41.3%</td></tr></table>		MCA Reading Results				2022-2023	2023-2024	Black	26.4%	30%	Hispanic	43.1%	30.6%	American Indian	38%	32.2%	Asian	41.7%	30.9%	White	42.3%	40.5%	Two or More Races	33.9%	41.3%
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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 SY 2022-2023 to SY 2023-2024.

- Black: 9.1% to 11%
- Hispanic: 10.4% to 12%
- American Indian: 11.7% to 13%
- Asian: 25.6% to 27%
- White: 16% to 18%
- Two: 12.3% to 14%

Measurement	MCA Mathematics Assessment - All Accountability tests																										
Progress	<table><tr><th colspan="3">MCA Math Results</th></tr><tr><th></th><th>2022-2023</th><th>2023-2024</th></tr><tr><td>Black</td><td>9.1%</td><td>7.9%</td></tr><tr><td>Hispanic</td><td>10.4%</td><td>10.7%</td></tr><tr><td>American Indian</td><td>11.7%</td><td>10.6%</td></tr><tr><td>Asian</td><td>25.6%</td><td>18.7%</td></tr><tr><td>White</td><td>16%</td><td>16%</td></tr><tr><td>Two or more Races</td><td>12.3%</td><td>13%</td></tr></table>			MCA Math Results				2022-2023	2023-2024	Black	9.1%	7.9%	Hispanic	10.4%	10.7%	American Indian	11.7%	10.6%	Asian	25.6%	18.7%	White	16%	16%	Two or more Races	12.3%	13%
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	Two or more Races	12.3%	13%																								

Goal # 3 - All Students Ready for School: By September 30, 2023 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 Students are Ready for College and Career: The percentage of MTCS students who are eligible to graduate in SY 2023-2024 will have completed a career and college readiness course either in a seat-based format or online through MN Virtual School by June 30, 2024.	
<i>Measurement</i>	Student Schedules
<i>Progress</i>	Goal was met. The percentage of MTCS students eligible for graduating in SY 2023-2024 enrolled in a career and college readiness course was 100%.

Goal # 5 - All Students Graduate: The MTCS 4-year graduation goal for 2023 will be 63.0% with no subgroup below 50.0% as measured by the MN 4-year graduation rates.			
Measurement	MN 4-year graduation rates <i>(Rates are reported in January for the previous year. 2023 rates will be reported in January 2024.)</i>		
Progress	Goal was partially met. The 2023 four-year graduation rate for MTCS (district) was 65.8% which is above the goal of 63.0%. Each subgroup is reported below. Subgroups that were above 50% were special ed, free/reduced/ english learners, asian, black, white		
	Special Ed: 60.9%	American Indian: 43.2%	Hispanic: 49.4%
	Free/Reduced: 61.1%	Asian: 75%	
	English Learners: 59.2%	Black: 70.4%	
	Two or more races: 45.5%	White: 70.1%	

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.

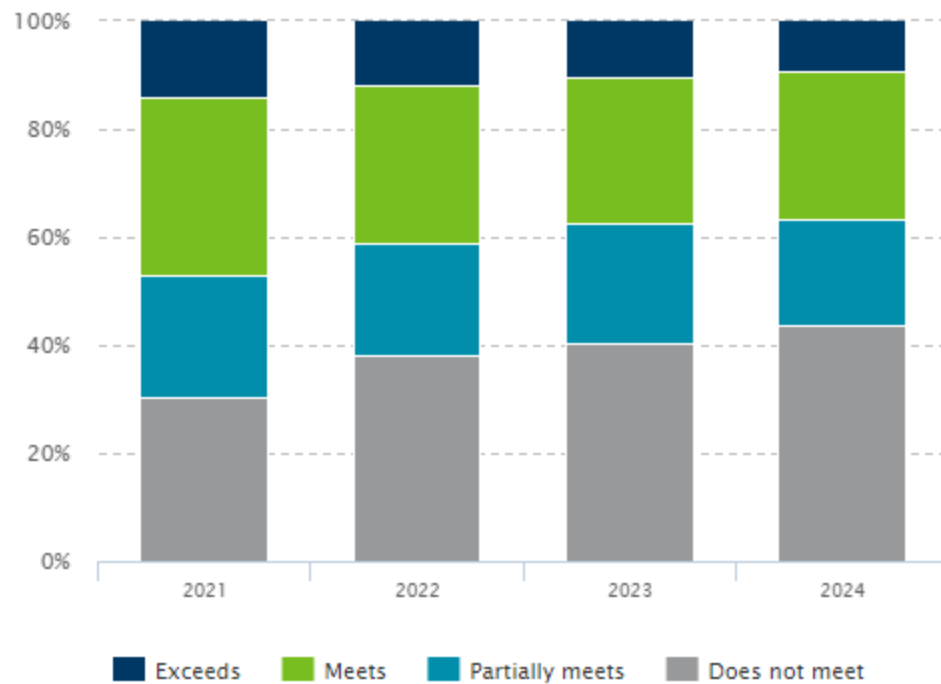
Understanding Accountability Ratings: How and Why Schools are Identified for Support under Every Student Succeeds Act (ESSA)

- 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.

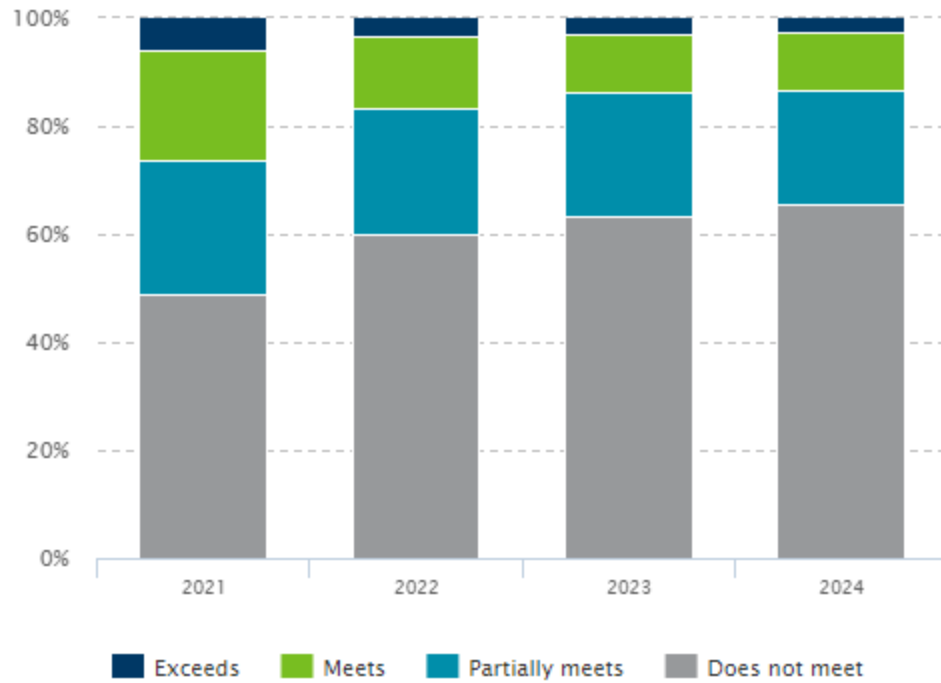
Progress Towards English Language Proficiency	The average progress English learners made toward individual growth targets on the ACCESS for ELLs test
Academic Progress	A score based on students' achievement levels from one year to the next. Calculated separately for math and reading.
Graduation Rates	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



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	146	348	234	318
	Percent	14.0%	33.3%	22.4%	30.4%
2022	Count	242	613	426	795
	Percent	11.7%	29.5%	20.5%	38.3%
2023	Count	204	549	450	812
	Percent	10.1%	27.2%	22.3%	40.3%
2024	Count	180	546	383	863
	Percent	9.1%	27.7%	19.4%	43.8%

DISTRICT - MATHEMATICS



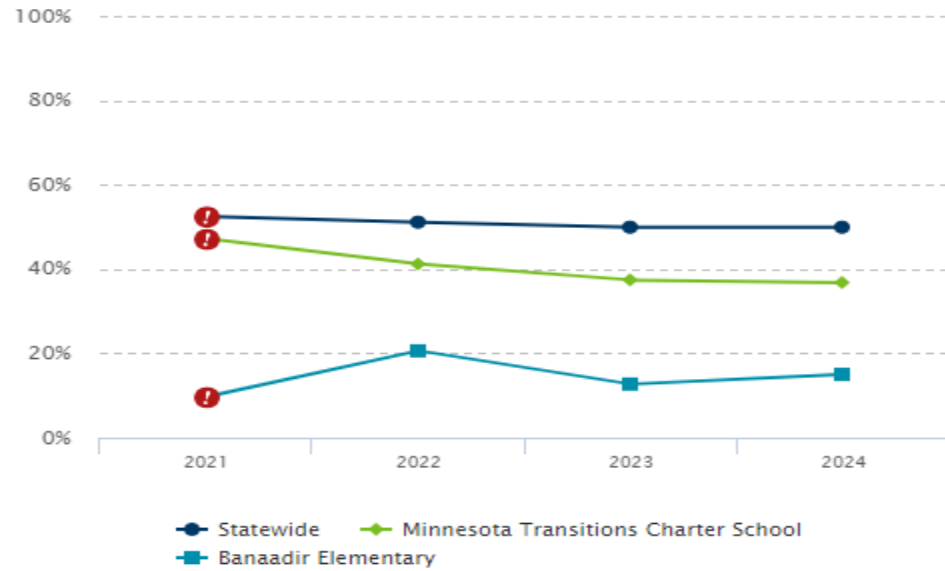
Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	64	210	259	513
	Percent	6.1%	20.1%	24.8%	49.0%
2022	Count	67	279	485	1,240
	Percent	3.2%	13.5%	23.4%	59.9%
2023	Count	60	219	459	1,282
	Percent	3.0%	10.8%	22.7%	63.5%
2024	Count	53	225	431	1,351
	Percent	2.6%	10.9%	20.9%	65.6%

DISTRICT SUBGROUPS AND STUDENT GROUPS - READING and MATHEMATICS

Subgroup	2024-% Proficient	2023-% Proficient	2022-% Proficient	2021-% Proficient	Subgroup	2024-% Proficient	2023-% Proficient	2022-% Proficient	2021-% Proficient
Special Education - Reading	22.9%	27.0%	27.2%	23.8%	Hispanic - Reading	30.6%	43.2%	39.6%	41%
Special Education - Math	10.9%	10.7%	9.6%	16.8%	Hispanic - Math	10.7%	10.5%	12.6%	23.5%
Free/Reduced - Reading	31.8%	31.3%	34.5%	33.8%	American Indian - Reading	32.2%	37.9%	41.2%	33.3%
Free/Reduced - Math	9.8%	10.4%	11.5%	14.8%	American Indian - Math	10.6%	11.7%	19.4%	13.3%
English Learners - Reading	10.5%	13.4%	19.5%	10.6%	Two or More Races - Reading	41.3%	33.9%	40.5%	55.1%
English Learners - Math	4.2%	6.7%	12.7%	3.8%	Two or More Races - Math	13%	12.3%	14.6%	31.3%
White - Reading	40.5%	42.3%	48.4%	54.3%	Black - Reading	30%	26.3%	26.3%	24.8%
White - Math	16.0%	16.0%	20.8%	30.6%	Black - Math	7.9%	9.0%	9.7%	8.1%
Asian - Reading	30.9%	41.6%	73.8%	60%					
Asian - Math	18.7%	25.6%	29.3%	58.3%					

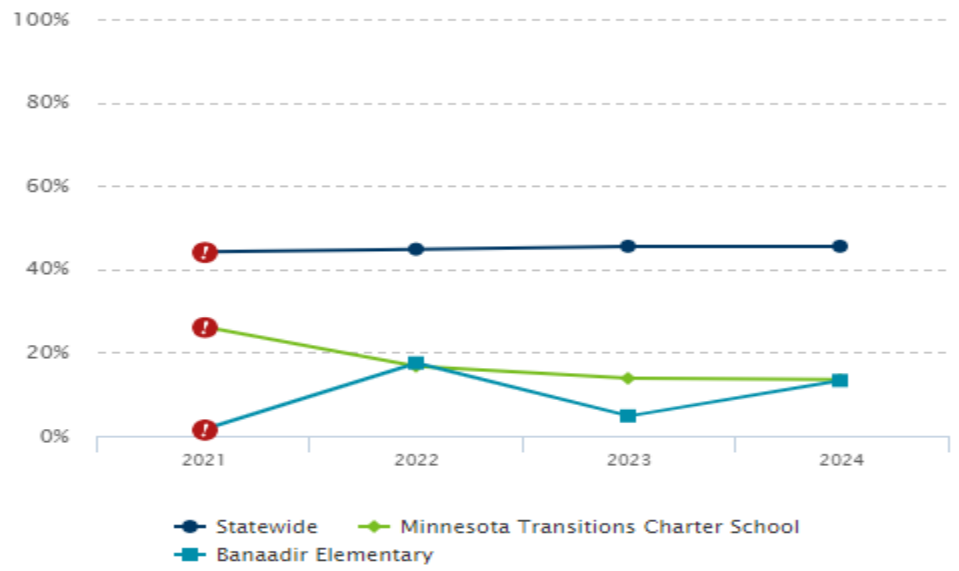
BANAADIR Elementary Grades K-4- PROFICIENCY on the MCA

Reading



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	0	6	9	47
	Percent	0.0%	9.7%	14.5%	75.8%
2022	Count	0	13	11	39
	Percent	0.0%	20.6%	17.5%	61.9%
2023	Count	0	8	15	40
	Percent	0.0%	12.7%	23.8%	63.5%
2024	Count	0	9	12	39
	Percent	0.0%	15.0%	20.0%	65.0%

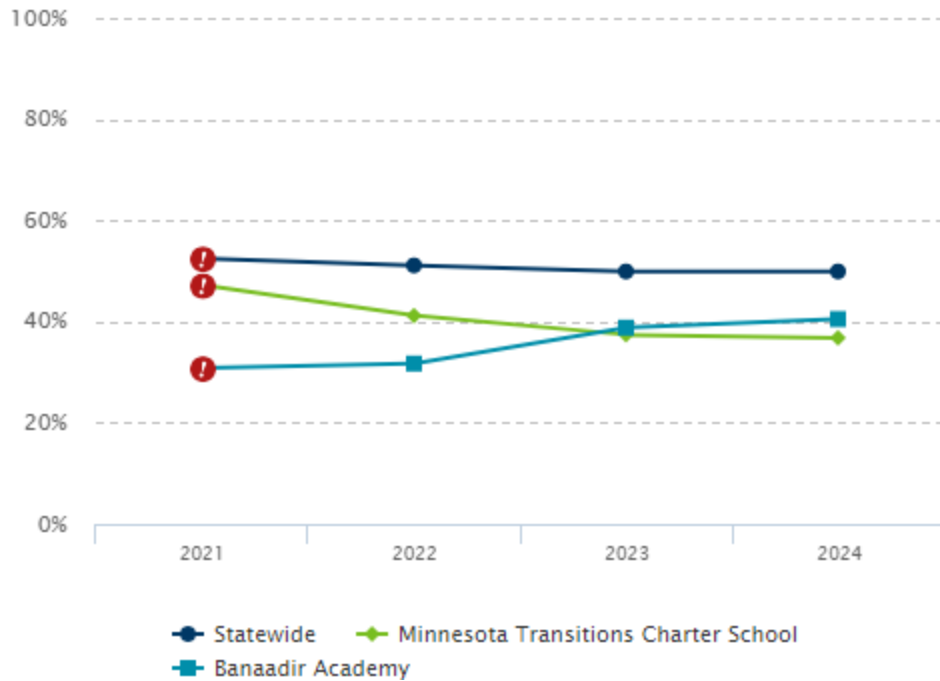
Math



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	0	1	3	57
	Percent	0.0%	1.6%	4.9%	93.4%
2022	Count	1	10	15	37
	Percent	1.6%	15.9%	23.8%	58.7%
2023	Count	0	3	9	50
	Percent	0.0%	4.8%	14.5%	80.6%
2024	Count	1	7	15	37
	Percent	1.7%	11.7%	25.0%	61.7%

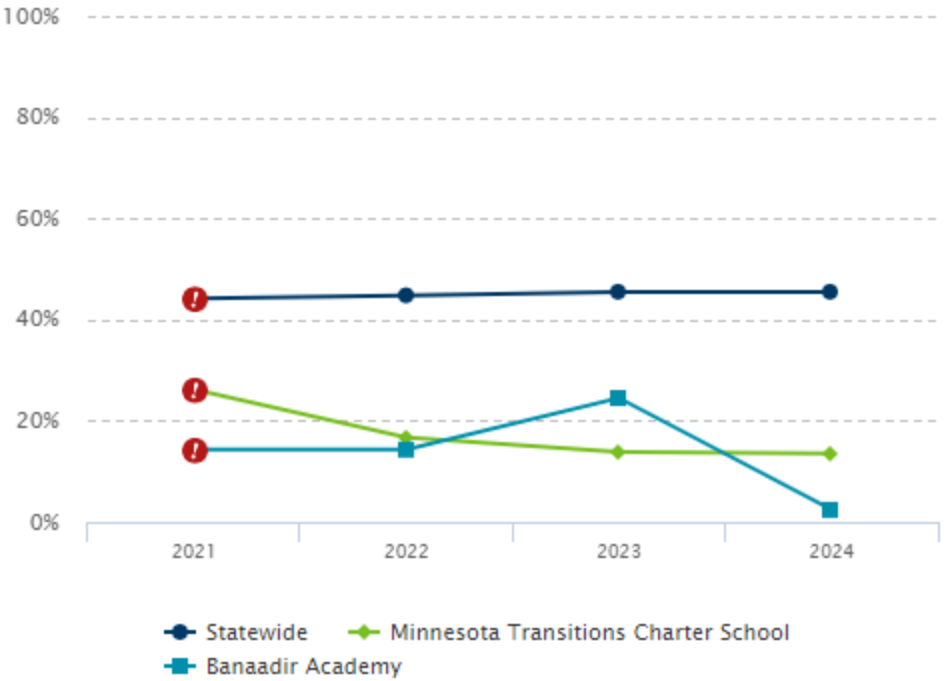
BANAADIR Academy Grades 5-6 - PROFICIENCY on the MCA

Reading



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	2	2	2	7
	Percent	15.4%	15.4%	15.4%	53.8%
2022	Count	1	19	19	24
	Percent	1.6%	30.2%	30.2%	38.1%
2023	Count	0	19	13	17
	Percent	0.0%	38.8%	26.5%	34.7%
2024	Count	0	17	8	17
	Percent	0.0%	40.5%	19.0%	40.5%

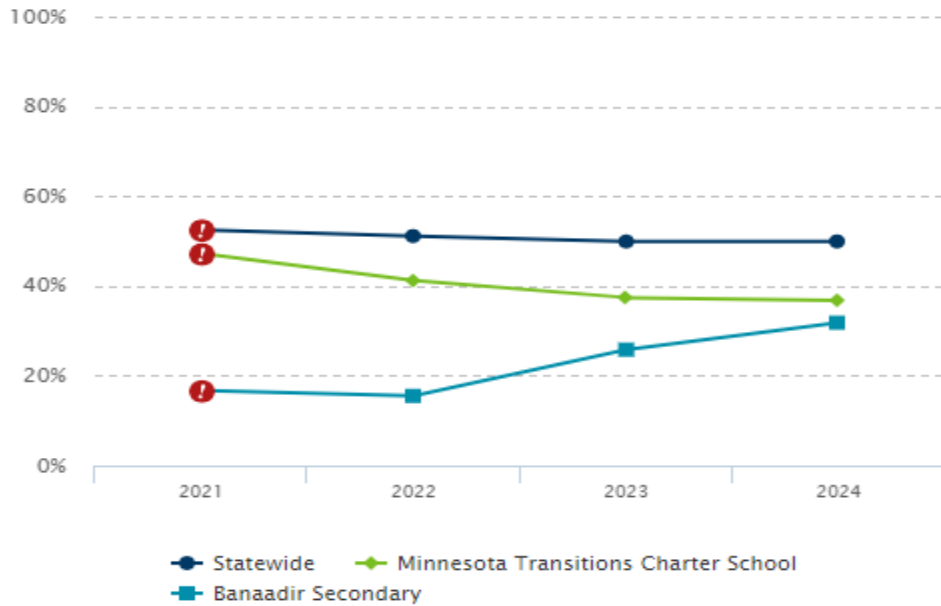
Math



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	0	2	3	9
	Percent	0.0%	14.3%	21.4%	64.3%
2022	Count	0	9	20	34
	Percent	0.0%	14.3%	31.7%	54.0%
2023	Count	1	11	17	20
	Percent	2.0%	22.4%	34.7%	40.8%
2024	Count	0	1	11	30
	Percent	0.0%	2.4%	26.2%	71.4%

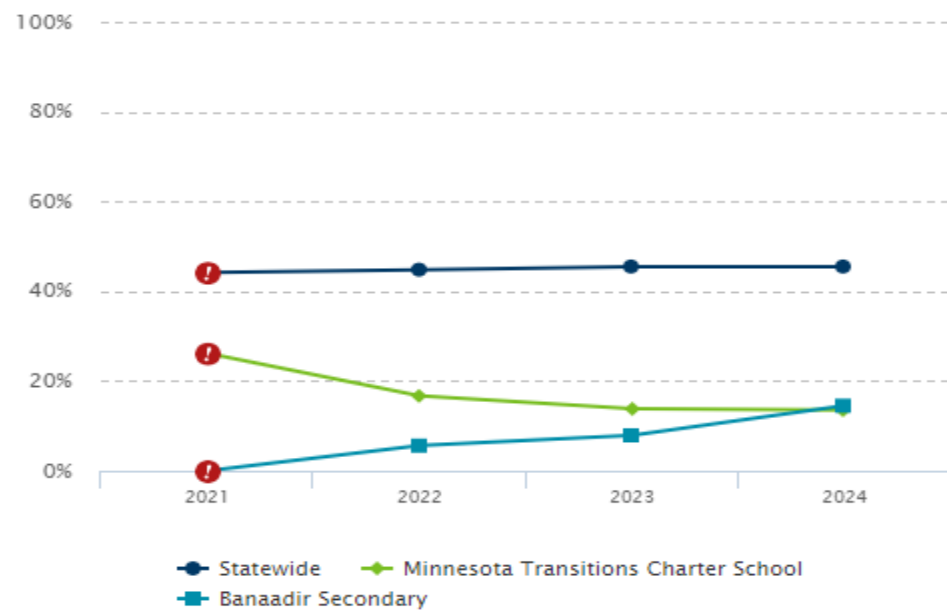
Banaadir Secondary Grades 7-12- PROFICIENCY and GRADUATION

Reading



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	1	1	1	9
	Percent	8.3%	8.3%	8.3%	75.0%
2022	Count	2	9	9	51
	Percent	2.8%	12.7%	12.7%	71.8%
2023	Count	2	14	15	31
	Percent	3.2%	22.6%	24.2%	50.0%
2024	Count	4	17	15	30
	Percent	6.1%	25.8%	22.7%	45.5%

Math



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	0	0	3	9
	Percent	0.0%	0.0%	25.0%	75.0%
2022	Count	0	4	8	59
	Percent	0.0%	5.6%	11.3%	83.1%
2023	Count	0	5	13	45
	Percent	0.0%	7.9%	20.6%	71.4%
2024	Count	1	8	18	35
	Percent	1.6%	12.9%	29.0%	56.5%

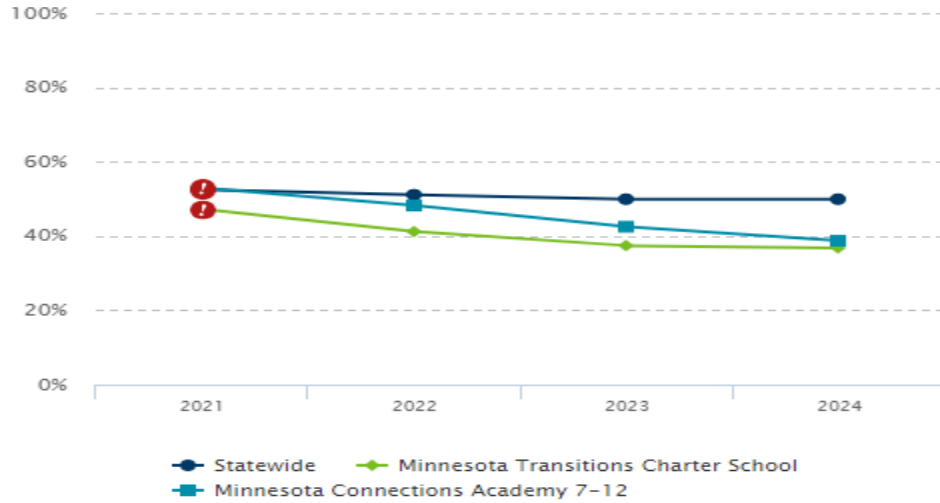
Banaadir Secondary 4-Year Graduation Rate 2023

81.3%

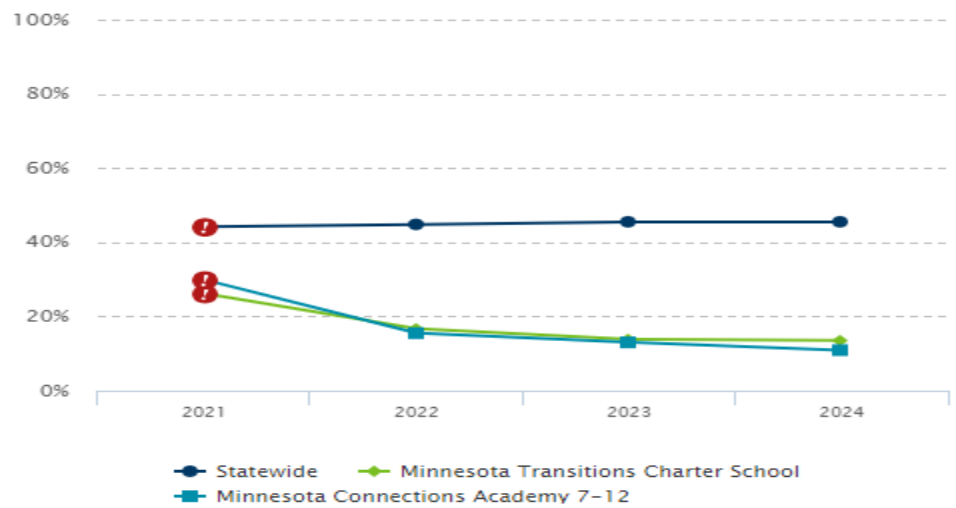
Goal for the State is 90.0%. State 2023 rate was 83.3%

MN CONNECTIONS ACADEMY 7-12 - PROFICIENCY and GRADUATION

Reading



Math



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	137	327	206	206
	Percent	15.6%	37.3%	23.5%	23.5%
2022	Count	130	334	213	286
	Percent	13.5%	34.7%	22.1%	29.7%
2023	Count	120	323	243	356
	Percent	11.5%	31.0%	23.3%	34.2%
2024	Count	106	296	205	433
	Percent	10.2%	28.5%	19.7%	41.6%

Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	64	199	239	379
	Percent	7.3%	22.6%	27.1%	43.0%
2022	Count	29	117	258	536
	Percent	3.1%	12.4%	27.4%	57.0%
2023	Count	26	112	273	653
	Percent	2.4%	10.5%	25.7%	61.4%
2024	Count	25	98	251	754
	Percent	2.2%	8.7%	22.3%	66.8%

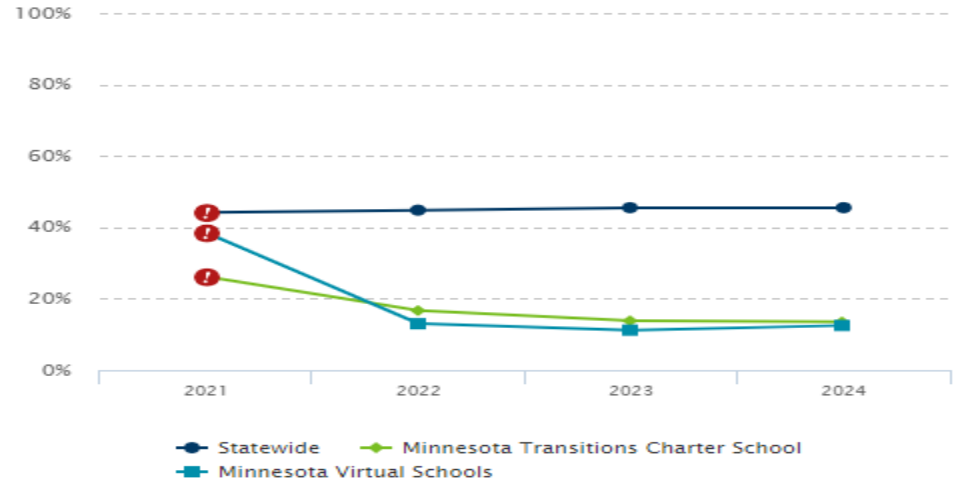
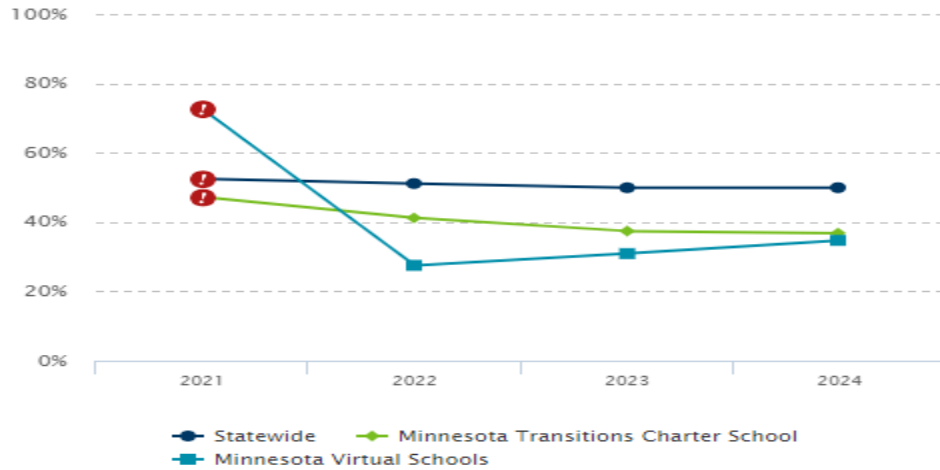
Growth - Based on 4-year Graduation Rates *Note: Graduation Rates are reported one year behind so the 2023 rates will be reported in January 2024.*

MN Connections 4-Year Graduation Rate 2022	73.3%	Goal for the State is 90.0%. State 2023 rate was 83.3%
MN Connections 4-Year Graduation Rate 2023	74.9%	

MN VIRTUAL SCHOOL - PROFICIENCY and GRADUATION

Reading

Math



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	4	4	3	0
	Percent	36.4%	36.4%	27.3%	0.0%
2022	Count	9	29	32	68
	Percent	6.5%	21.0%	23.2%	49.3%
2023	Count	12	34	38	65
	Percent	8.1%	22.8%	25.5%	43.6%
2024	Count	15	26	31	46
	Percent	12.7%	22.0%	26.3%	39.0%

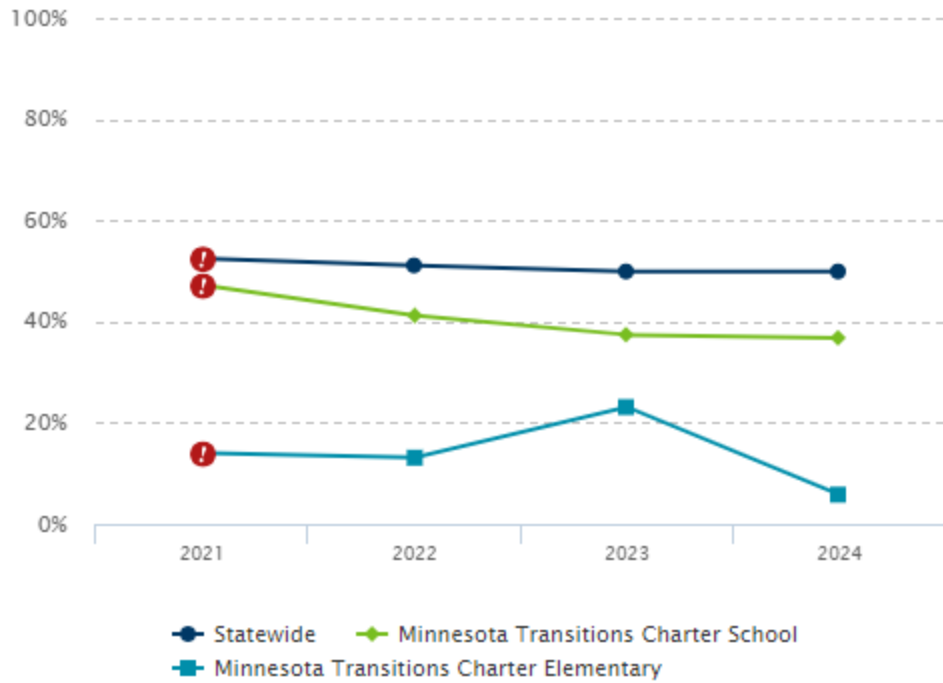
Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	0	5	4	4
	Percent	0.0%	38.5%	30.8%	30.8%
2022	Count	3	16	28	99
	Percent	2.1%	11.0%	19.2%	67.8%
2023	Count	4	12	25	102
	Percent	2.8%	8.4%	17.5%	71.3%
2024	Count	2	13	24	81
	Percent	1.7%	10.8%	20.0%	67.5%

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 2022	26.2%	Goal for the State is 90.0%. State 2023 rate was 83.3%
MN Virtual 4-Year Graduation Rate 2023	29.7%	

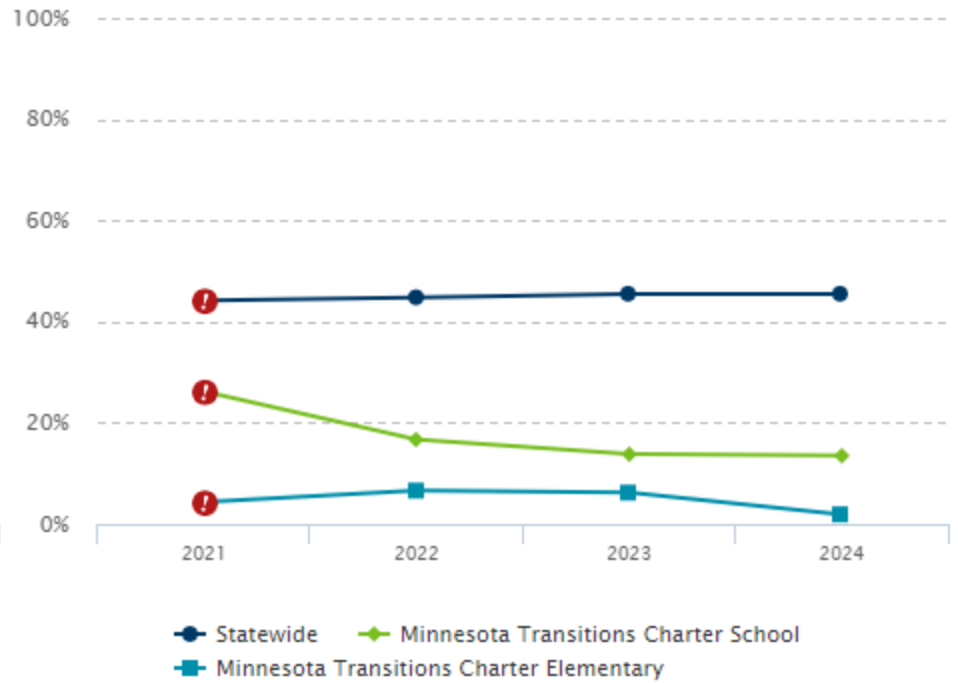
MTS ELEMENTARY - PROFICIENCY

Reading



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	0	7	7	36
	Percent	0.0%	14.0%	14.0%	72.0%
2022	Count	1	7	8	45
	Percent	1.6%	11.5%	13.1%	73.8%
2023	Count	4	11	7	43
	Percent	6.2%	16.9%	10.8%	66.2%
2024	Count	1	2	6	43
	Percent	1.9%	3.8%	11.5%	82.7%

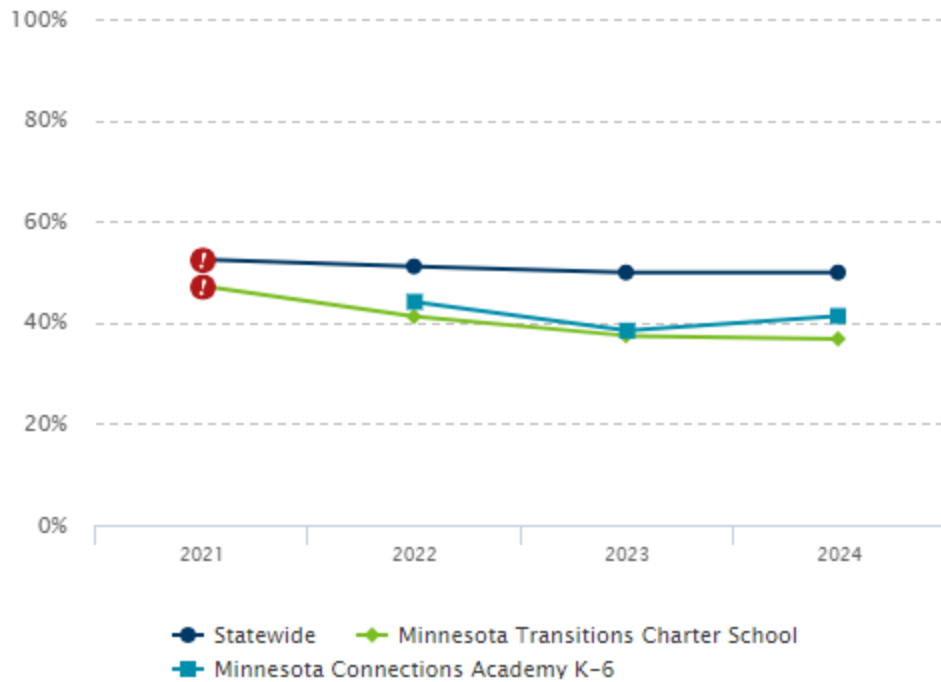
Math



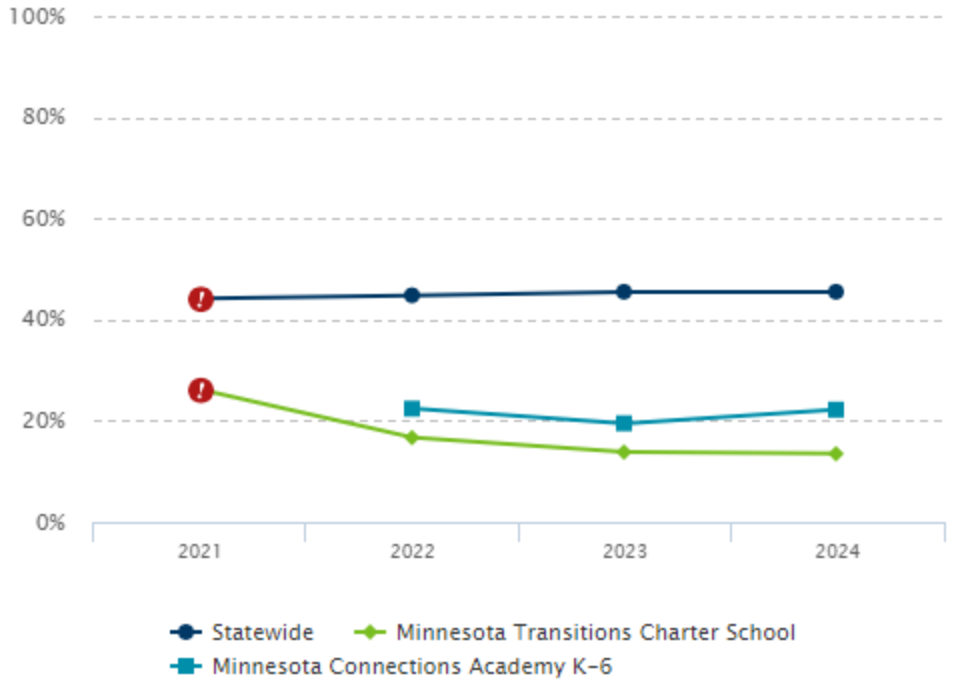
Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	0	2	5	39
	Percent	0.0%	4.3%	10.9%	84.8%
2022	Count	0	4	6	51
	Percent	0.0%	6.6%	9.8%	83.6%
2023	Count	2	2	7	54
	Percent	3.1%	3.1%	10.8%	83.1%
2024	Count	0	1	0	51
	Percent	0.0%	1.9%	0.0%	98.1%

Connections Academy K-6 - PROFICIENCY

Reading



Math

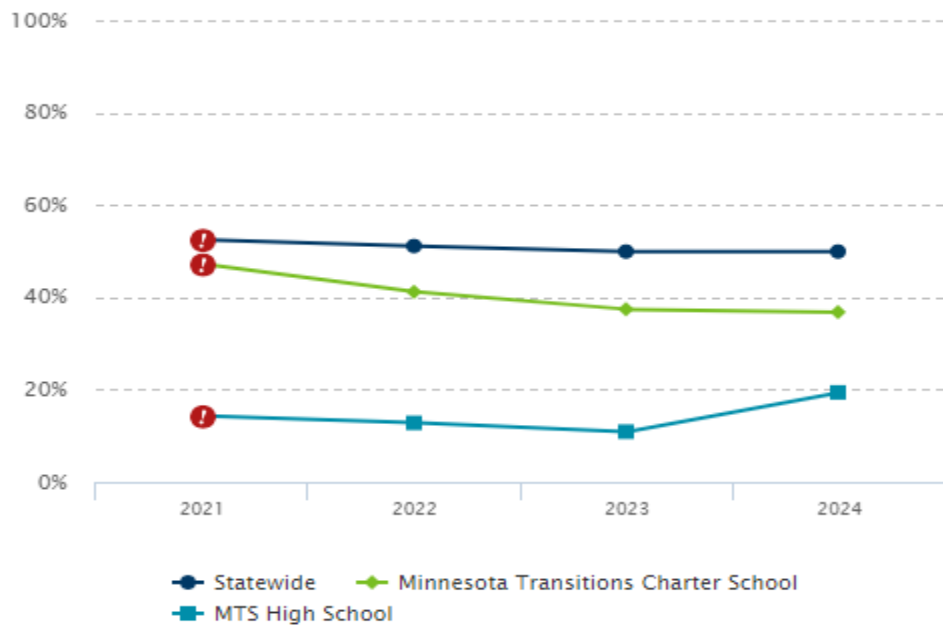


Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2022	Count	98	196	126	247
	Percent	14.7%	29.4%	18.9%	37.0%
2023	Count	65	133	107	210
	Percent	12.6%	25.8%	20.8%	40.8%
2024	Count	51	164	96	210
	Percent	9.8%	31.5%	18.4%	40.3%

Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2022	Count	33	117	138	381
	Percent	4.9%	17.5%	20.6%	57.0%
2023	Count	27	74	106	310
	Percent	5.2%	14.3%	20.5%	60.0%
2024	Count	23	94	103	306
	Percent	4.4%	17.9%	19.6%	58.2%

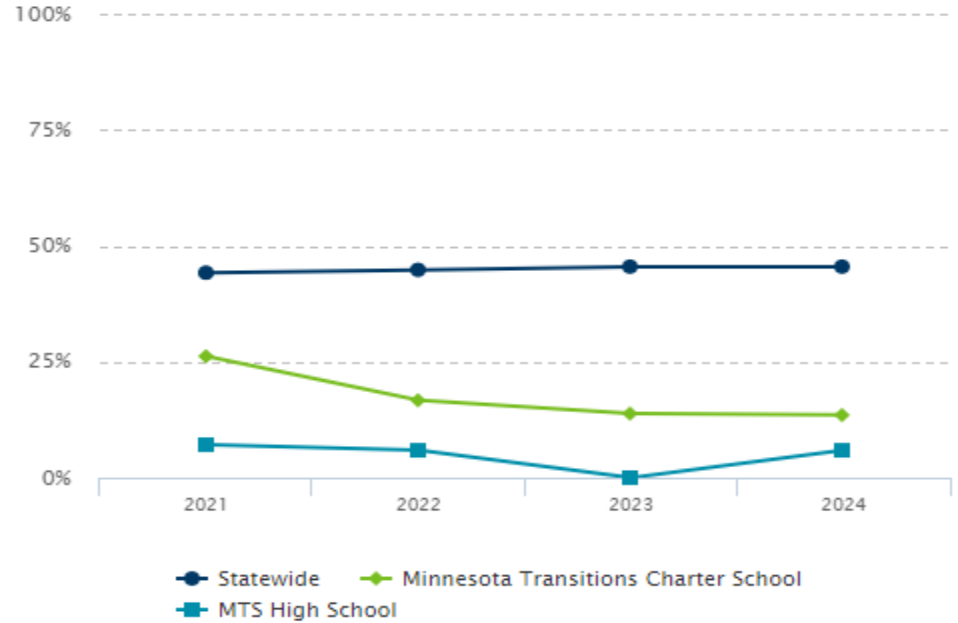
MTS HIGH SCHOOL - PROFICIENCY and GRADUATION

Reading



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	2	1	5	13
	Percent	9.5%	4.8%	23.8%	61.9%
2022	Count	1	5	8	33
	Percent	2.1%	10.6%	17.0%	70.2%
2023	Count	1	6	11	46
	Percent	1.6%	9.4%	17.2%	71.9%
2024	Count	1	12	10	44
	Percent	1.5%	17.9%	14.9%	65.7%

Math



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	0	1	2	11
	Percent	0.0%	7.1%	14.3%	78.6%
2022	Count	1	2	10	38
	Percent	2.0%	3.9%	19.6%	74.5%
2023	Count	0	0	6	43
	Percent	0.0%	0.0%	12.2%	87.8%
2024	Count	1	3	8	56
	Percent	1.5%	4.4%	11.8%	82.4%

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 2022	17.1%	Goal for the State is 90.0%. State 2023 rate was 83.3%
MTS High School 4-Year Graduation Rate 2023	62.2%	

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 2022	50%	Goal for the State is 90.0%. State 2023 rate was 83.3%
MTS Pease Academy 4-Year Graduation Rate 2023	46.2%	

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

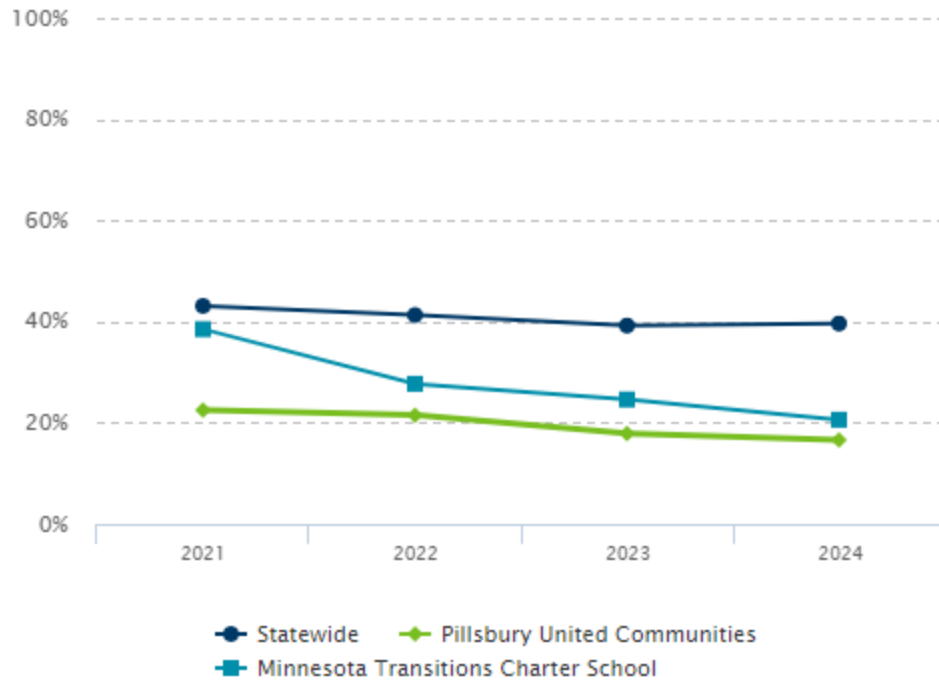
Student B
Attends 94% of the time
Considered consistently attending

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

	2023 (from prior year) All Students	2022 (from prior year) All Students	2021 (from prior year) All Students	2020 (from prior year) All Students
MTCS District (all schools)	81.2%	80.9%	78.9%	79.8%
Banaadir Academy	97.9%	100%	98.1%	100.0%
Banaadir Secondary	76.2%	98.3%	-	-
Banaadir Elementary	95.2%	100%	94.7%	100.0%
MTS Elementary	40.2%	39.5%	100.0%	100.0%
MTS High	3%	4.9%	41.6%	69.2%
MTS PEASE Academy	-	-	70.8%	77.8%
MN Connections	82.3%	83.2%	84.6%	82.0%
MN Virtual	100%	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.



Year		Exceeds	Meets	Partially meets	Does not meet
2021	Count	26	136	117	142
	Percent	6.2%	32.3%	27.8%	33.7%
2022	Count	55	223	282	445
	Percent	5.5%	22.2%	28.1%	44.3%
2023	Count	39	230	309	516
	Percent	3.6%	21.0%	28.2%	47.2%
2024	Count	25	205	281	608
	Percent	2.2%	18.3%	25.1%	54.3%