

Progeny Academy Charter School



"Where students come first!"

District Annual Report & World's Best Workforce Plan 2023-2024

Minnesota Independent School District #4263
5929 Brooklyn Boulevard
Brooklyn Center, MN 55429
P: (763) 325-9150 F: (763) 325-9150
www.progenyacademy.org

Table of Contents

INTRODUCTION	4
MISSION	4
VISION	4
AUTHORIZER	4
NON-PROFIT STATUS	5
SCHOOL OVERVIEW	5
SCHOOL MODEL	5
<i>Curriculum</i>	6
<i>School Calendar</i>	6
ENROLLMENT & DEMOGRAPHICS	6
STUDENT TRENDS	6
2024 DEMOGRAPHICS	7
2023 GEOGRAPHICAL DEMOGRAPHICS	7
FACULTY INFORMATION	7
PROFESSIONAL DEVELOPMENT	8
ACADEMIC PERFORMANCE	8
AUTHORIZER GOALS	19
WORLD'S BEST WORKFORCE	20
DISTRICT OVERVIEW FOR 2023-2024	22
GOALS AND RESULTS	22
ASSESSING AND EVALUATING STUDENT PROGRESS AND FACULTY EFFECTIVENESS.....	24
ASSESSING AND EVALUATING INSTRUCTION AND CURRICULUM	25
GOVERNANCE AND MANAGEMENT	26
BOARD OF DIRECTORS 2023-2024	26
SCHOOL MANAGEMENT (ADMINISTRATION)	27
PRIMARY & SECONDARY PURPOSES	27
PRIMARY PURPOSES	27
SECONDARY PURPOSES.....	28
STAKEHOLDER SURVEYS	28
FAMILY SURVEY RESULTS.....	28
STAFF SURVEY	29
STUDENT SURVEY	29
INNOVATIVE PRACTICES	29
PROGRAM CHALLENGES.....	29
FUTURE PLANS	30
FINANCIAL STATUS	30
FINANCE MANAGEMENT.....	30

2024 FINANCIAL INFORMATION	30
APPENDIX	31
ATTACHMENT 1: SCHOOL CALENDAR 2023-24	32
ATTACHMENT 2: 2021-2024 STRATEGIC PLAN	33
ATTACHMENT 3: ANNUAL REPORT CHECKLIST	35

Introduction

Progeny Academy Charter School (PACS) completed its fifth year of operation and is now pleased to present this Annual and World's Best Workforce Report regarding the 2023-24 academic year. Progeny Academy was started in 2019 from a team of teachers, charter leaders, academic specialists and community members who wanted to develop a unique setting for students in the metropolitan area. Progeny Academy's educational philosophy centers on the belief that all students deserve the opportunity to access and engage in rigorous academics and receive the social-emotional support needed to develop as well-rounded, life-long learners.

Progeny Academy Charter School stakeholders believe that learners come to school with a unique profile of personal and academic experience and knowledge. All students need a school environment that can specifically and accurately pinpoint strengths and areas requiring support. This creates an authentic and individualized learning experience. The learner is challenged and supported to meet goals and develops the personal attributes to achieve success in secondary and post-secondary learning and beyond.

Progeny Academy Charter School
Minnesota Independent School District #4263
First Year of Operation: 2019-2020
Authorized: K-8
Authorized until 2026
Address: 5929 Brooklyn Boulevard, Brooklyn Center, MN 55529
Phone: (762) 325-9150
Website: www.progenyacademy.org

Mission

It is the mission of Progeny Academy to support learners in achieving excellence through leadership with next generation innovative educational strategies in science and technology. Progeny Academy is dedicated to provide a safe, supportive learning community founded in high expectations, rigorous academics, and personal accountability that will enable our students to become productive, responsible, global citizens and well-prepared scholars for secondary education and beyond.

Vision

Through their experience at Progeny Academy, students will be held to high standards both academically and socially in order to be successful students in their post-secondary career and beyond. In order for this to take place Progeny Academy staff are committed to working interdependently to provide academic programming that will increase the mental agility of all students. Through a collaborative environment, staff will engage in a strategic learning process by which individual student needs are met academically, socially and emotionally.

Authorizer

Progeny Academy Charter School is authorized by Innovative Quality Schools and has been since 2017. We are currently authorized until 2026.



Innovative Quality Schools (IQS).
P.O. Box 580; Hutchinson, MN 55350
651-234-0900

Authorizer Contact: Laurie Schroeder; lschroeder@iqsmn.org

Non-Profit Status

Progeny Academy Charter School is a nonprofit corporation registered as a charity with the Minnesota Attorney General's office. Its current status is active; see https://www.ag.state.mn.us/Charity/Search/CHR_GeneralInfo.asp?FederalID=384048313&Yr=CURR&cmdSearch=View. Progeny Academy Charter School is a tax exempt "501(c)3" organization recognized by the Internal Revenue Service.

School Overview

School Model

Progeny Academy Charter School (PACS) has developed an engaging and inquiry based academic program. All classes are aligned with Minnesota state standards. Through professional development and ongoing collaboration, the staff of PACS work diligently to create programming that meets the unique needs of each student. The goal is to provide a rigorous academic experience whereby giving the students the academic, social and emotional skills needed to demonstrate mastery in secondary education. PACS utilizes a three-pronged approach in program evaluation, development and implantation:

- **ACADEMIC:** Tailoring learning to individual needs, engaging and hands on instruction, opportunities for additional support in small group and one-on-one settings.
- **PHYSICAL:** Providing healthy breakfast and lunch daily, daily physical education activities
- **SOCIAL/EMOTIONAL:** Daily instruction and activities that support the development of the whole student, goal setting and becoming active and supportive community members.

During the 2023-2024 school year PACS operated on the program models described in the paragraphs below.

Students at the elementary school (Grades K-6) are enrolled in a homeroom class where they receive the bulk of their instruction by one teacher licensed in elementary education. Students change classes for specialist classes such as physical education and social emotional learning. In addition, students change classes for some intervention instruction and instructional level reading and math classes. Students move within these smaller, more focused groups for reading and intervention based on student academic data which is continually being progressmonitored and analyzed.

The 7-8 school's program model is based on a middle school/junior high model. Students participate in a five/six period day with a homebase assignment depending on instructional model format. Student performance on local and state assessments assists in creating schedules so that all learners receive instruction that is tailored to their needs. Student academic data.

Curriculum

Curriculum Resources: PACS ensures that all program selections and resources directly align with the Minnesota state standards.

Content Area	Title/Subject	Grade Level(s)
Language Arts/Reading	Groves Learning	Grades 1-2
	Reading Street	Grades 3 - 6
	Elements of Literature	Grades 7 & 8
Handwriting	Groves Learning	Grade 1-5
Mathematics	Pearson Envisions	Grades K-8
Science	Pearson Interactive Science and Savaas	Grades 1-8
Social Emotional Learning	Second Step	Grades K-8
Social Studies	Houghton-Mifflin	Grades 1-4
	ACCESS to American History/ We the People	Grade 5
	Northern Lights	Grade 6
	McDougal Littell	Grades 7 & 8

School Calendar

The PACS District Calendar for the 2023-2024 consisted of 173 days of direct instruction (student days) and 194 staff days with 21 days of professional development. Please see the appendix of this document for a copy of the district calendar.

Enrollment & Demographics

Student Trends

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	End of Year Totals	Mobility Index*
2020-21	8	52	6	6	53	23%
2021-22	12	51	23	4	70	39%
2022-23	14	84	6	5	85	14%
2023-24	17	101	3	5	98	11%

*Number of transferring students divided by total end of year enrollment

The mobility rate has remained relatively high for Progeny Academy since its opening in 2019. The 2023-2024 year had the lowest mobility rate in the school's history to date. However, as a result of high mobility rates student growth and proficiency measurements in grade level content standards has been impacted.

2024 Demographics

Asian-1%, Black/African American-57%, Hispanic/Latino-24%, Other Indigenous People-5%, White-4%, Two or More Races-7%

48% English as a Second Language (LEP)

82% Free & Reduced (100% Community Eligible Provision District)

21% Special Education

2023 Geographical Demographics

Student Residential Demographics include:

*Minneapolis and St. Paul

*Suburbs: Brooklyn Center, Brooklyn Park, Champlin, Crystal, New Hope, Plymouth, Robbinsdale

Languages spoken among the student population: Arabic, English, Hmong, Korean, Oromo, Somali, Spanish, Vietnamese and Tajik

Faculty Information

Unlicensed Staff

Employee Name	Job Assignment	Returning for SY '24-'25
Mr. Cortlandt Drake	Special Education Paraprofessional	Yes
Ms. Gabriela Guzman	School Support Staff	Yes
Ms. Lilly Nelson	School Support Staff	Yes

Licensed Staff

Employee Name	License #	Job Assignment	Grade (s)	Returning for SY' 24-25
Ms. Katrina Bocchi	1027755	Special Education	K-8	Yes
Ms. Nichelle Henderson	1031058	Elementary Education	K	Yes
Mr. Tony Kohanek	1009651	Middle School Mathematics	7,8	No
Mr. Justin McElroy	1008334	Middle School Language Arts	7,8	No
Ms. Nicole Nelson	417201	Director, Elementary School Teacher	K-8 3,4	Yes
Mr. Nathan Starks	377059	Elementary Education	5,6	Yes
Ms. Sue Troutman	329531	Elementary Education	1,2	Yes
Peter Zwach Jr.	506412	ELA, Middle School Teacher	K-8	Yes

Professional Development

The administration provides numerous opportunities for staff to receive training both inside and outside of the district. Staff are encouraged to attend workshops in their fields of expertise and share what they have learned so they can train their peers. PACS also provides staff on-site training in numerous programs. The on and off-site trainings include, but are not limited to:

- Professional Learning Communities
- Assessments and Interventions
- SIOP (Sheltered Instruction Observation Protocol) Model
- ENVoY (nonverbal classroom management)
- Technology integration
- PBS Supports and Strategies
- Mental health and Suicide Prevention
- Literacy across content

Academic Performance

MCA

MCAs are statewide assessments given to students in grades 3-8. The tests help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Both the MCAs and the MTAS assess students in reading, mathematics and science. In addition, Progeny Academy uses data from MCA as a tool to measure how our students compare to students that attend Brooklyn Center Community Schools.

Looking at MCA data over the past 4 years, Progeny Academy students have continued to show steady growth each year in the area of Reading and Science and growth in Math from 2023 to 2024.

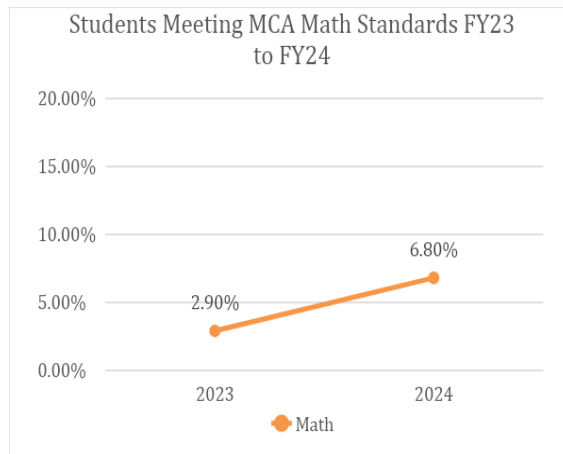


Chart 1: The percentage of Progeny students who met MCA Math Standards has increased significantly from 2.9% in FY2023 to 6.8% in FY2024.

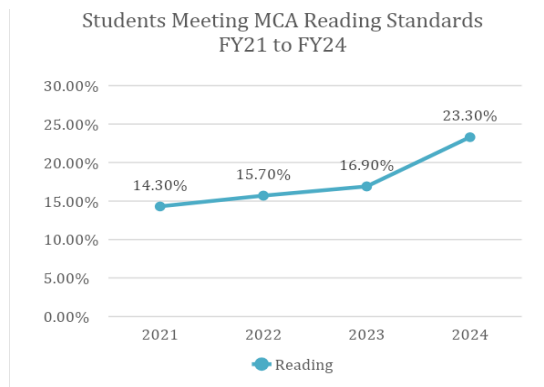


Chart 2: The percentage of Progeny students who met MCA Reading Standards has increased steadily and significantly from 14.3% in FY2021 to 23.3% in FY2024.

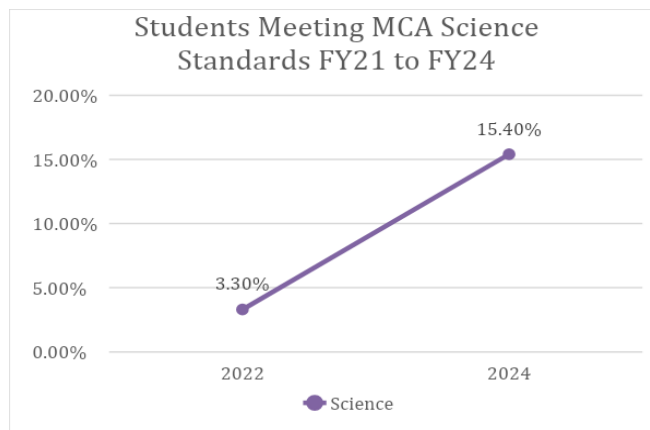


Chart 3: The percentage of Progeny students who met MCA Science Standards has increased significantly from 3.3% in FY2022, to 15.4% in FY2024.

When looking at our school's test scores, it's essential to consider the makeup of our student body. Our school serves a unique community:

- 57.3% are Black or African American
- 24.0% are Hispanic/Latino
- 47.9% are learning English as a second language (EL)

- 82.3% come from low-income families and qualify for free or reduced-price meals (FRP)

Historically, students from these backgrounds have been underserved in schools. The data is showing that our Black/African American students, students from low-income families, and those learning English are outperforming their peers in Math when compared to Brooklyn Center Community schools. The data also indicates that 5.7% more students are improving or maintaining their math skills than students attending Brooklyn Center Schools.



Chart 4: Progeny compares its FY24 Free-Reduced Lunch Program (FRP) students' MCA Math Proficiency to Brooklyn Center Community Schools (BCCS). In FY2024 Progeny outperformed BCCS by 2.0% points.

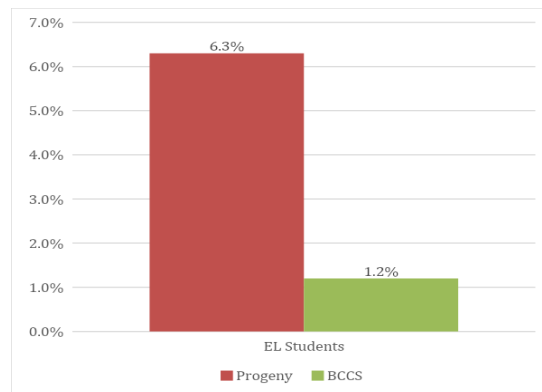


Chart 5: In FY24 for MCA Math Proficiency Progeny English Learners (EL) outperformed BCCS by 5.1% points.

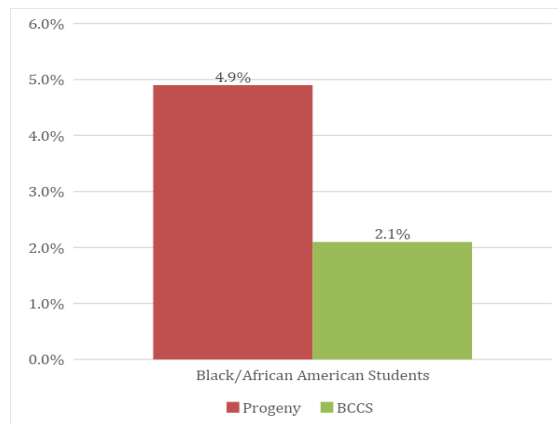


Chart 6: In FY24 for MCA Math Proficiency Progeny Black/African American students (Black/AA) outperformed BCCS by 2.8% points.

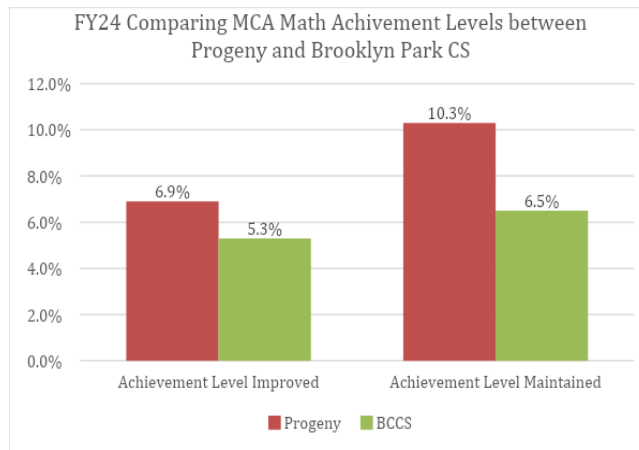


Chart 6: In FY24 for MCA Math Achievement Levels Progeny out performed BCCS: The ‘Achievement Level Improved’ measure for Progeny was 1.6% points higher than BCCS. Progeny’s ‘Achievement Level Maintained’ was 3.8% points higher than BCCS.

This trend continued in Reading where all subgroups continue to outperform their peers attending Brooklyn Center Schools. Additionally, this is the second year in a row where Progeny students have outperformed their peers in the local district. Furthermore, a higher percent, 17.7% more, of Progeny students improved or maintained their achievement levels compared to students attending Brooklyn Center Schools.

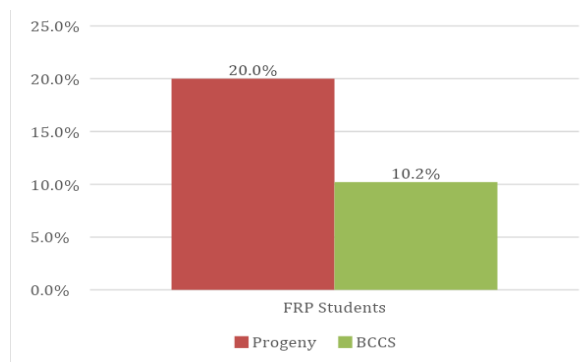


Chart 7: In FY24 for MCA Reading Proficiency Progeny Free-Reduced Lunch Program (FRP) students outperformed BCCS by 9.8% points.

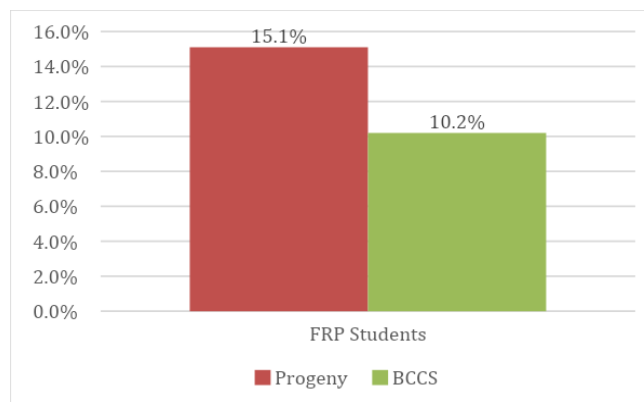


Chart 8: In FY23 for MCA Reading Proficiency Progeny Free-Reduced Lunch Program (FRP) students outperformed BCCS by 4.9% points.

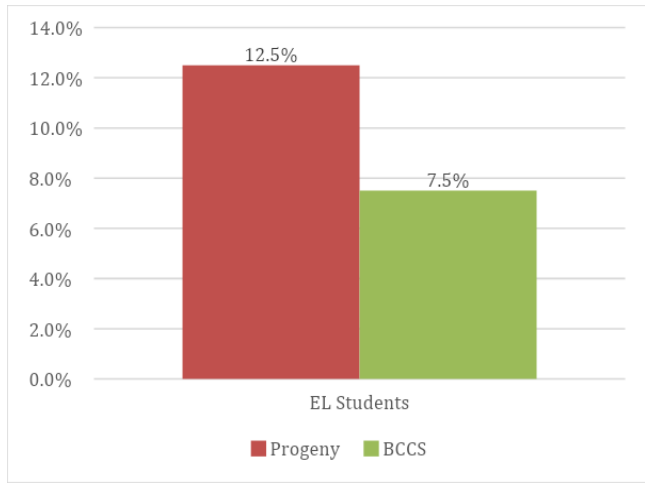


Chart 9: In FY24 for MCA Reading Proficiency Progeny English Learners (EL) outperformed BCCS by 5.0% points.

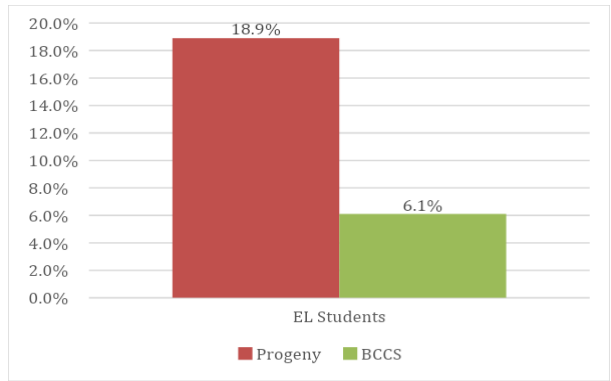


Chart 10: In FY23 for MCA Reading Proficiency Progeny English Learners (EL) outperformed BCCS by 12.8% points.

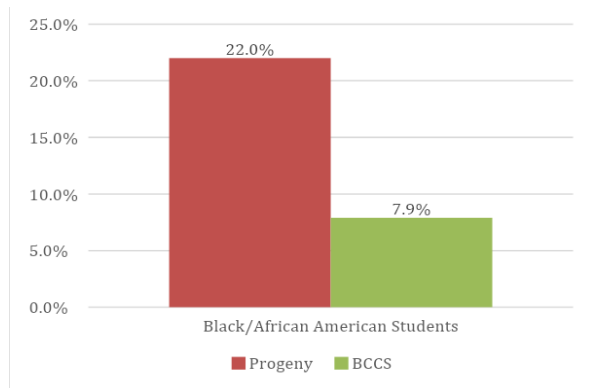


Chart 11: In FY24 for MCA Reading Proficiency Progeny Black/African American students (Black/AA) outperformed BCCS by 14.1% points.

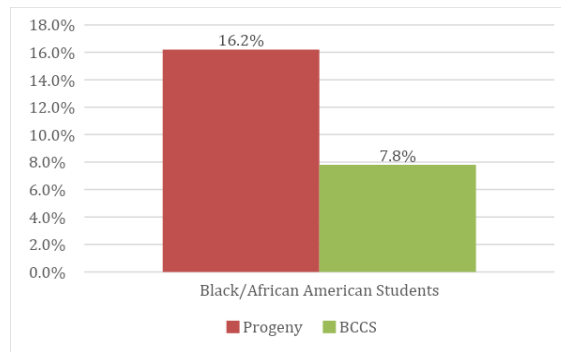


Chart 12: In FY23 for MCA Reading Proficiency Progeny Black/African American students (Black/AA) outperformed BCCS by 8.4% points.

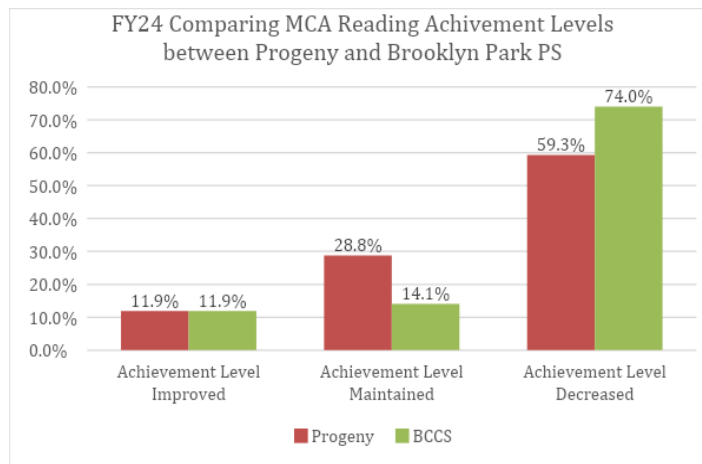


Chart 13: In FY24 for MCA Reading Achievement Levels Progeny out performed BCCS: The ‘Achievement Level Improved’ measure for Progeny was the same as BCCS. Progeny’s Achievement Level Maintained was 14.7% points higher than BCCS. Progeny’s ‘Achievement Level Decreased’ was 15.7% points lower than BCCS.

NWEA

NWEA provides a measure of monitoring student growth throughout the year. Each Fall, students that take the assessment are provided a growth target. Throughout the year, students are monitored, and their progress is tracked. Students not on track to meet their growth target are provided with interventions. In NWEA Assessments having over 50% of students meeting Growth Targets means that a school is performing better than average nationally. It is particularly impressive given Progeny’s student population. When interpreting Reading results keep in mind that close to 50% are learning English as a second language (EL) and 82.3% come from low-income families and qualify for free or reduced-price meals (FRP). Progeny also does well when measuring “how much” students that meet growth targets are growing – many over 120% which provides evidence that students are “catching up.” During FY24, 44.9% of students met their growth target and the cumulative growth percent was 163.2% in Math! Even better results were seen in Reading where 63.5% of students met their growth target and their cumulative growth percent was 195.4%.

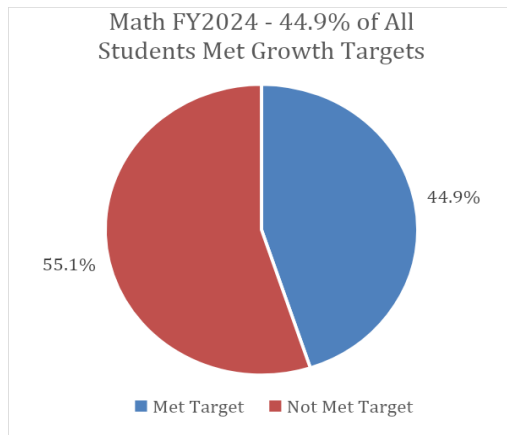


Chart 14: 44.9% of all Progeny students (40/89 students) met or exceeded their growth target in Math from Fall 2023 – Spring 2024. This is below the 50% national average.

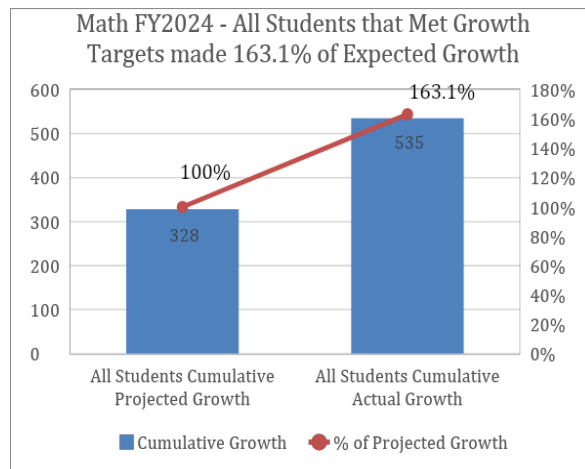


Chart 15: The Students who made their growth targets collectively made 163.2% of the growth that was expected in Math from Fall 2023 to Spring 2024. This is significantly above the 100% national average level.

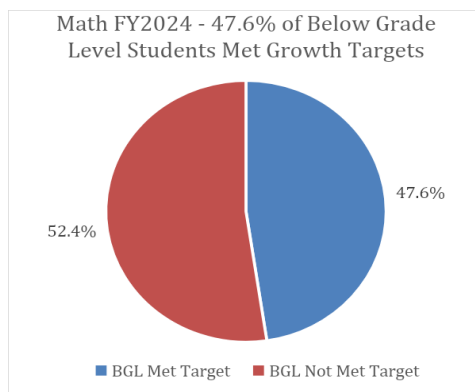


Chart 16: 47.6% of the students that were Below Grade Level (30/63) met or exceeded their growth target in Math from Fall 2023 – Spring 2024. This result is slightly lower than the national average.

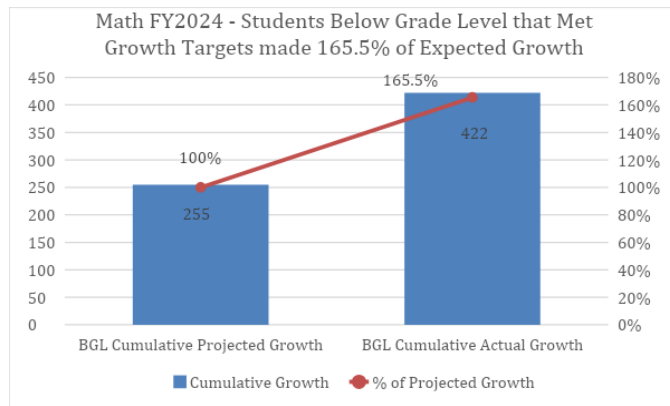


Chart 17: Yet those Below Grade Level students that made their growth targets collectively made 165.5% of the growth that was expected in Math from Fall 2023 to Spring 2024. This is significantly above the 100% national average level.

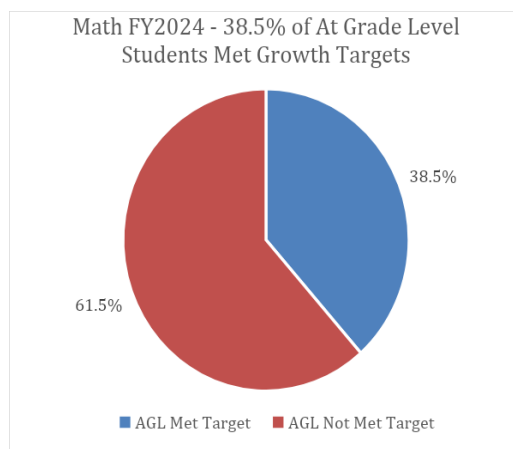


Chart 18: 38.5% of the students that were At Grade Level (10/26) met or exceeded their growth target in Math from Fall 2023 – Spring 2024. This result is significantly below the 50% national average.

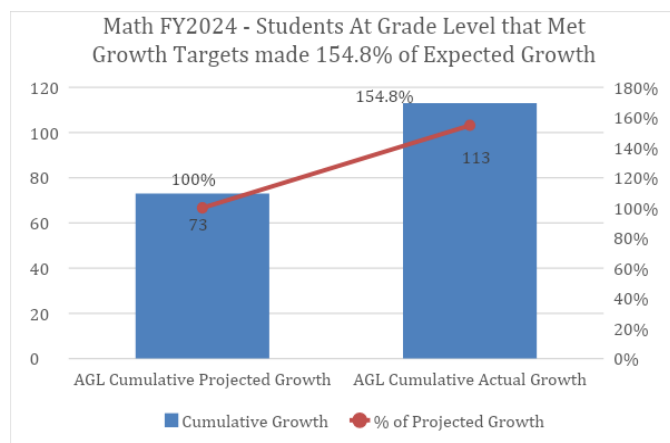


Chart 19: Yet the At Grade Level Students who met their Growth Targets also made 154.8% of Expected Growth. This is substantially better than the 100% national average (projected) growth.

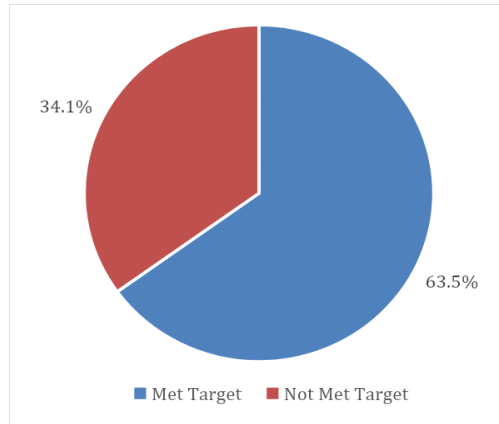


Chart 20: 63.5% of All Students (54/85 students) met or exceeded their growth target in Reading from Fall 2023 – Spring 2024! This significantly exceeds the 50% national average.

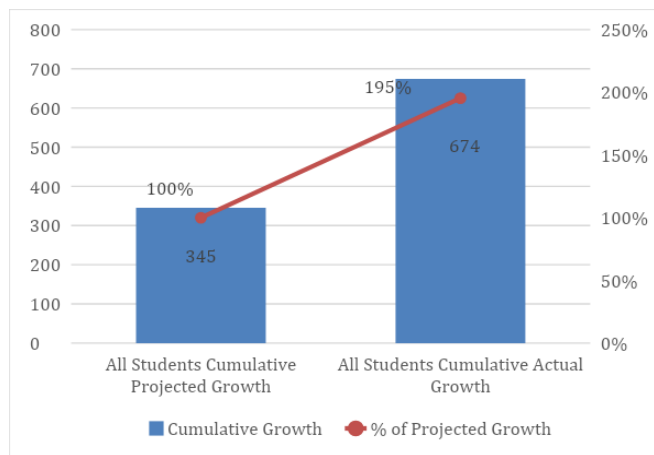


Chart 21: Not only did 63.5% of All Students make their growth targets they collectively made 195.4% of the growth that was expected in Math from Fall 2023 to Spring 2024. This is significantly above the 100% national average level and almost twice the expected growth.

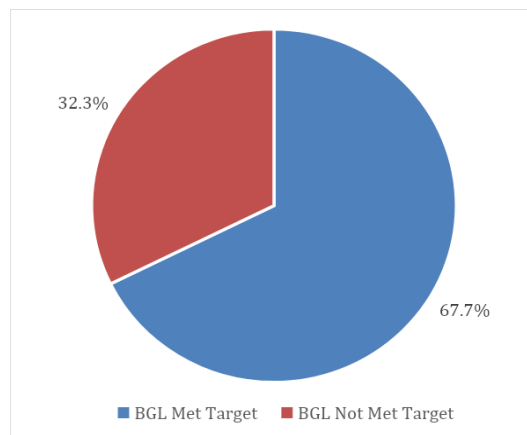


Chart 22: Even more impressively, 67.7% of the students that were Below Grade Level (44/65) met or exceeded their growth target in Reading

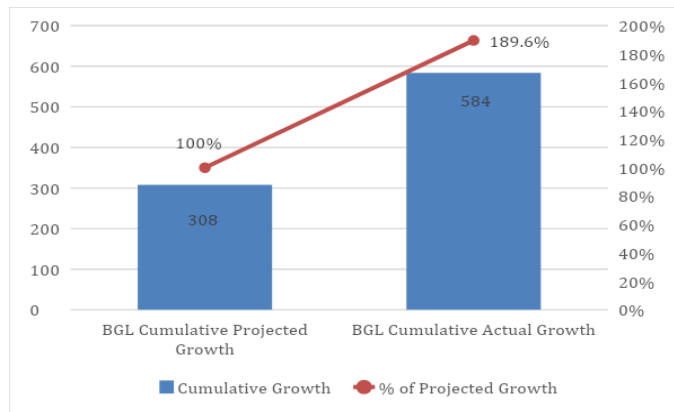


Chart 23: Not only did these Below Grade Level students make their growth targets they collectively made 189.6% of the growth that was expected in Reading from Fall 2023 to Spring 2024. This is significantly above the 100% national average level and approaching twice the projected growth.

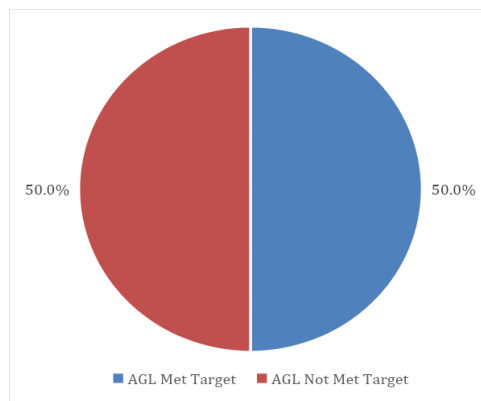


Chart 24: 50.0% of the students At Grade Level (10/20) met or exceeded their growth target in Math from Fall 2023 – Spring 2024. This matches the national average.

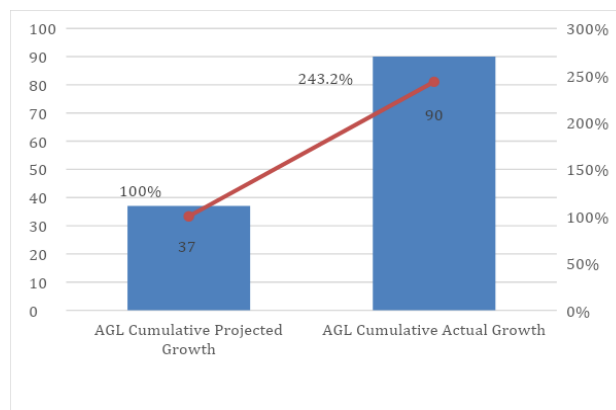


Chart 25: Significantly, the At Grade Level students who made their growth targets collectively made 243.2% of the growth expected in Reading from Fall 2023 to Spring 2024. This is substantially above the 100% national (Projected) average and over twice the expected growth.

Contract Goals:

Authorizers and schools work together to develop a performance contract. This contract is used as a

guide to ensure the school is maintaining high standards for school performance in the areas of academics, climate, operations, and finance. Authorizers and schools work together to determine the percentage of goals that need to be met in order to gain contract renewal. Progeny is in its ___ year of its contract with Innovative Quality Schools. Some highlights include:

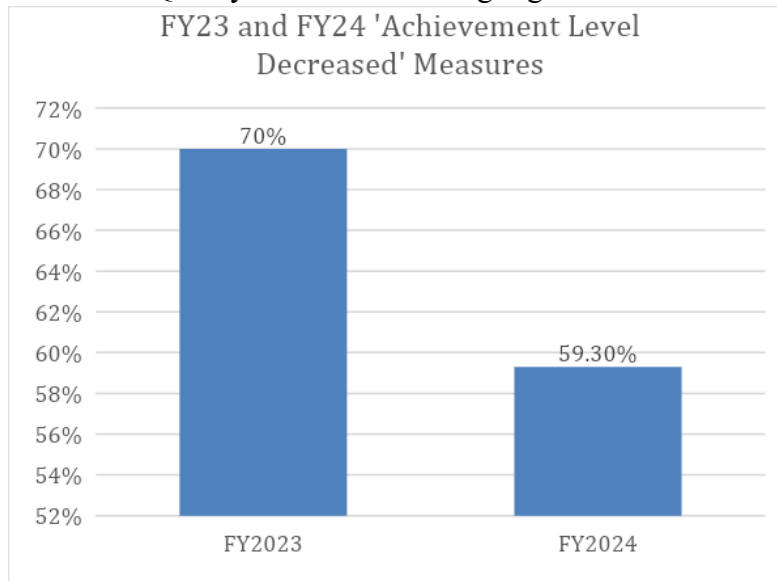


Chart 26: The MCA Reading percentage 'Achievement Level Decreased' measures for Progeny from FY23 to FY24 decreased by 10.7%. This met the Contract Goal for MCA Reading.

Assessment	Goal	Result
NWEA Reading	In the majority of contract years, at least 60% of students with valid data will meet their individual expected growth projections at least one time per year as measured from fall to winter or fall to spring on the NWEA Reading Assessment.	FY24: 63.5% of all students met their expected growth projection, meeting this goal for FY24.
NWEA Math	In the majority of contract years, at least 60% of students with valid data will meet their individual expected growth projections at least one time per year as measured from fall to winter or fall to spring on the NWEA Math Assessment.	FY24: 44.9% of all students met their expected growth projection, not meeting this goal for FY24.
MCA Reading	In the majority of instances with available data, the difference between the percent of students who do not meet the MCA and MTAS Reading test from one testing year the next testing year will either: 1) show a decrease in the percentage of students not meeting OR 2) show a difference that reflects better performance than that of the state.	FY23: 70% of students decreased. FY24: 59.3% of students decreased. This goal was met as the percentage of students whose achievement level decreased went down 10.7 percentage points.
MCA Math	In the majority of instances with available data, the difference between the percent of students who do not meet the MCA and MTAS Reading test from one testing year the next testing year will either: 1) show a decrease in the percentage of students not meeting OR 2) show a difference that reflects better performance than that of the state.	FY23: 82.5% of students decreased. FY24: 82.8% of students decreased. This goal was not met as the percentage of students whose achievement level decreased went up by 0.3 percentage points.

MCA Reading	In the majority of contracted years, the difference in the percentage of students who identify as Black/African American and Robbinsdale Public School District students who identify as Black/African American who partially meet, meet, or exceed will decrease from the previous year.	<p>FY23: 30% of Black/African American students at Progeny either exceeded, met, or partially met Reading standards.</p> <p>FY24: 42.2 % of Black/African American students at Progeny either exceeded, met, or partially met Reading standards.</p> <p>FY23: 42.2% of Black/African American students at Robbinsdale Public Schools either exceeded, met, or partially met Reading standards.</p> <p>FY24: 44.8% of Black/African American students at Robbinsdale either exceeded, met, or partially met Reading standards.</p> <p>In FY23, there were 12.2% less students than Robbinsdale.</p> <p>In FY24, there were 2.6% less students than Robbinsdale.</p> <p>We met this goal as we closed the gap between Black/African American students that attend Progeny and those that attend Robbinsdale Public Schools.</p>
Aims Web Literacy	In the majority of contract years, the percentage of students identified as “high risk” per AIMSS Web literacy assessments will decrease as measured from fall to spring.	In FY24 the number of students who were identified in kindergarten as “high risk” decreased from 57% to 43%. The number of 1 st and 2 nd graders identified as “high risk” did not decrease. The goal was partially met.
4-point rubric of Collaboration.	In the majority of contracted years, at least 70% of students enrolled for at least 80% of the school year will score at least 3 on the criteria of demonstrating the ability to work as a member of a team on the 4-point rubric of Collaboration.	In FY24 87% of students scored at least 3 on the criteria of demonstrating the ability to work as a member of a team on the 4-point rubric of Collaboration.
Presentation 4-point rubric.	In the majority of contracted years, at least 70% of middle school students who complete a grade level project and publicly present their learning will earn at least an average of 3.0 on the Presentation 4-point rubric.	In FY 24 84% of middle school students who completed a grade level project and publicly presented their learning earned at least an average of 3.0 on the Presentation 4-point rubric.
Science from Scientists	In the majority of years with available data, students in grades 6-8 will demonstrate their ability to engage in scientific inquiry by either: 1) at least 70% of students achieving an average of 3.0 or more on the Scientific Inquiry 4-point rubric on the final lab; OF 2) demonstrating average school growth of 0.8 percentile points on the Scientific Inquiry 4-point rubric as measured from fall to spring.	In FY 24 87% students in grades 6-8 demonstrated their ability to engage in scientific inquiry.

Authorizer Goals

Section 5.1 of the contract between Innovative Quality Schools (IQS) and Progeny Academy Charter School outlines the criteria for the annual school review. In part, it states that IQS will evaluate whether the:

- a) School has been faithful to the terms of the agreement regarding the implementation of the school's design and the learning standards of the Commissioner. (Mission/Program Model)
- b) Board is performing its governance responsibilities. (Governance)
- c) performance of the students and the school meet the expectations as provided in the contract. (Student and School Performance)
- d) school is using its resources in compliance with the law and is planning for the future. (Finance)
- e) school is meeting the administrative requirements of the law relating to charter schools. (Operations)

Section 1: School Model	3.7
School Improvement Opportunities: None at this time	
Section 2: Governance	3.2
School Improvement Opportunities: Continue recruiting for additional members	
Section 3: Performance	2.9
School Improvement Opportunities: Equity and Achievement, 21 st Century Skills, Social Emotional Learning	
Section 4: Finance	3.6
School Improvement Opportunities: None at this time	
Section 5: Operations	3.6
School Improvement Opportunities: None at this time	
Composite Score	3.4

World's Best Workforce

The World's Best Workforce Plan (MN State Statute, Section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning within the district with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives serving students pre-k through high school. It is based on the following five goals:

- All students are ready for kindergarten.
- 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.

Subd. 1. Performance Measures:

Progeny Academy will use national and local assessment results to determine school site progress in creating the world's best workforce.

Subd. 2.

Adopting Plans and Budgets Goals will be developed and reviewed annually. Goals will define benchmarks for instruction and student achievement for all.

1. The school will assess and evaluate each student's progress toward meeting academic standards and individual growth goals.
2. Curriculum will be reviewed on a continuous cycle to identify strengths and weaknesses of instruction and curriculum to ensure career and college-readiness leading to the world's best workforce.
3. Curriculum and instruction will be reviewed and evaluated for effectiveness in relation to best practice, student outcomes, principal evaluations and teacher evaluations.
4. Curriculum and instruction will be reviewed to determine strategies for improving instruction, curriculum and student achievement.
5. School teaching practice will integrate high-quality instruction, rigorous curriculum, data-driven strategies and a collaborative professional culture that support teachers quality, performance and effectiveness.
6. The School Board will adopt an annual budget for implementation of the district plan.

Subd. 3 District Advisory Committee

The Progeny Academy Advisory committee (Academic Learning Committee) is comprised of teachers, parents, support staff, students, and other community residents to ensure active community participation in all phases of planning and improving district instruction and curriculum. This committee shall recommend to the school board rigorous academic standards, student achievement goals, district assessments and program evaluations.

Subd. 4. Site Teams

Progeny Academy's site team is in place to develop and implement strategies and practices to improve instruction, curriculum and student achievement.

Subd. 5. Report

A report will be published on the Progeny Academy website that outlines the strategic plan for developing the world's best workforce. The School Board will submit an electronic summary of the report to the commissioner when due.

Subd. 7. Periodic Report

Progeny Academy will periodically survey the community in regard to their connection and satisfaction with the school. The results of this survey will be included in the summary report submitted to the commissioner.

The following sections outline the District Strategic Plan to meet the requirements of MN Statue 120.11, Subd.1a.-9.

World's Best Workforce Contact:
Ms. Nicole Nelson Ed.S. – Director
5929 Brooklyn Boulevard
Brooklyn Center, MN 55429
(P) 763-325-9150
(E) nicolen@progenyacademy.org

District Overview for 2023-2024

Progeny Academy: Brooklyn Center, MN

Year Founded: 2019

Grades Served: K-8 Number of Students: 98

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 SY.</p> <p>At least 50% of all Kindergarten students will meet their growth target as measured by the NWEA Reading Assessment.</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p>83.3% of all Kindergarten students met their growth target in Reading.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 SY.</p> <p>At least 50% of all Kindergarten students will meet their growth target as measured by the NWEA Math Assessment.</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p>71.4% of all Kindergarten students met their growth target in Math.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 SY.</p> <p>In the majority of contracted years, the difference in the percentage of students who identify as Black/African American and Robbinsdale Public School District students who identify as Black/African American who partially meet, meet, or exceed will decrease from the</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p>FY23: 30% of Black/African American students at Progeny either exceeded, met, or partially met Reading standards.</p> <p>FY24: 42.2 % of Black/African American students at Progeny either exceeded, met, or</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

<p>previous year.</p>	<p>partially met Reading standards.</p> <p>FY23: 42.2% of Black/African American students at Robbinsdale Public Schools either exceeded, met, or partially met Reading standards.</p> <p>FY24: 44.8% of Black/African American students at Robbinsdale either exceeded, met, or partially met Reading standards.</p> <p>In FY23, there were 12.2% less students than Robbinsdale.</p> <p>IN FY24, there were 2.6% less students than Robbinsdale.</p> <p>We met this goal as we closed the gap between Black/African American students that attend Progeny and those that attend Robbinsdale Public Schools.</p>	
-----------------------	--	--

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 SY.</p> <p>In the majority of instances with available data, the difference between the percent of students who do not meet the MCA and MTAS Reading test from one testing year the next testing year will either: 1) show a decrease in the percentage of students not meeting OR 2) show a difference that reflects better performance than that of the state.</p>	<p>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p>FY23: 70% of students decreased. FY24: 59.3% of students decreased. This goal was met as the percentage of students whose achievement level decreased went down 10.7 percentage points.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

Assessing and Evaluating Student Progress and Faculty Effectiveness

1. Students

A) The Minnesota Comprehensive Assessments (MCA)

The MCAs are required Math and Reading assessments for all students who attend Minnesota Public Schools. In 2021-2028, 3rd through 8th grade students will take the Reading, Math and Science MCA at Progeny Academy. When MCA data becomes available, the school uses the data to evaluate our program and data collection practices.

B) The Northwest Evaluation Assessment (NWEA)

The NWEA is a non-profit organization that offers a range of Common Core aligned assessments. The Measures of Academic Progress (MAP) tests are norm-referenced, adaptive tests that determine students' growth and achievement across the nation. These tests help to communicate progress and achievement to our school community, provide student recognition and determine the quality of our academic program.

C) AIMSweb

AIMSweb assessments are a web-based system that helps educators assess and monitor reading skills. During the 2023-2024 school year students in grades K-2 utilized the assessment assess reading skills in the areas of letter naming fluency, word sound fluency and oral reading fluency. The assessment was taken three times (fall, winter and spring) and progress monitoring assessments were utilized throughout the year to evaluate reading growth and proficiency.

D) ACCESS for ELLs

The ACCESS for ELLs assessment was developed by the WIDA Consortium, of which Minnesota and 36 other states and territories are a part of. The WIDA Consortium provides assessments to measure the progress of English language learners towards achieving English proficiency. It is administered to students in grades K-12, and meets the federal requirements of ESSA (Every Student Succeeds Act) for monitoring and reporting on ELLs progress towards proficiency. The assessment is administered online in grades 1-12, and on paper in Kindergarten and in the Alternate ACCESS version for students with developmental cognitive delays. The assessment measures Listening, Speaking, Reading, and Writing, and is given once a year in the spring.

2. Teachers and Director

A) Instruction and Curriculum

At the end of each school year, the Director meets with grade level and specialist teams to gather feedback about each content area's curriculum. The Director and teachers then work closely to review and revise the curriculum as needed. When necessary, the teachers make recommendations to the administrative team to change curriculum. Instruction is evaluated by teacher instruction, student data and unit plans, curriculum maps and scope and sequence maps. Throughout the

summer and during fall training, teachers work in teams along with the director to evaluate and revise curriculum's Scope and Sequence.

B) Teacher Evaluation

Formal observations with a school administrator will include a pre-observation, observation, and post observation process. The pre-observation meeting consists of the teacher going over the lesson through a set of pre-set discussion questions, which have been submitted to the administrator prior to the meetings. The next day the administrator will formally observe the teacher's lesson its entirety. The administrator will take notes and put together formal feedback. Upon completion of the meeting the teacher will be sent a set of pot-observation questions to reflect on the lesson. The teacher will bring the responses to the post-observation to share with the administrator. At the post-observation meeting the teacher and administrator will engage in a conversation that includes reflections on the lesson, growth on personal goals, and areas of improvement. Upon completion of the post-observation meeting the administrator will put complete a formal summary of the evaluation, assign a score, and determine the stage in which the teacher will be assigned for the next year. Copies of the information are placed in cumulative files, given to the teacher, and shared with the mentor teacher.

During the third trimester, all teachers who are continuing on a contract for the next school year will participate in a formal planning meeting with the school administrator to do determine their ongoing Professional Development Plan. The plan will be tailored to the unique needs of the teacher and goals will be based on the results of the current year performance and the skills the teacher believes need to be strengthened to improve student learning and achievement.

C) Director Evaluation

The Director is evaluated by their supervisor, which is the Board of Directors. The evaluation is conducted annually and addresses a variety of areas including, but not limited to:

1. Professionalism
2. Administrative Process
3. Job Performance
4. Student growth

Assessing and Evaluating Instruction and Curriculum

1) District Advisory Committee

Progeny Academy has a committee that advises and reviews plans for implementing and defining standards and performance goals for Progeny students. The committee is comprised of board members, staff, and parents from the district. Anyone wishing to join the committee is encouraged to contact the school Director. The committee meets about two times a year and the meetings are open to the public. The committee makes recommendations to the board regarding rigorous academic standards, student achievement goals and measures. The Board of Directors is responsible for reviewing the World's Best Workforce plan.

2) Annual Reporting

This plan shall be published annually on the Progeny Academy website. It will be presented annually in a public setting to review, and review where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and to review district success in realizing the previously adopted student achievement goals and related benchmarks.

3) Periodic Reporting

Progeny Academy will periodically survey the community in regard to their connection and satisfaction with the school.

Governance and Management

Board of Directors 2023-2024

The Board of Directors is the governing body of PACS. The School Board creates, sets and manages school policy, is responsible for school finance and its oversight and overall oversight of academic performance. The school board delegates to the school Director the responsibility of everyday operational procedures.

Board Policy Review Cycle: Board policies are reviewed at each regularly scheduled Board meeting. A tri-annual policy calendar is in place to ensure that all policies are reviewed on a timely basis. At the beginning of each fiscal year the Board creates and implements an annual calendar that outlines the polices to be reviewed each month. There are policies that are required to be reviewed on an annual basis. These are included in conjunction with the tri-annual policies that are reviewed and modified through the year. The cycle and annual calendar are subject to change per Minnesota statute and federal laws whereby polices may be created and/or revised.

The PACS Board of Directors meets on the second or third Saturday of each month on campus. Board information is available on the school website:

<https://progenyacademy.org/meeting-schedule/>.

School Board elections occur on a rotating cycle, with each member serving a two or three year term. Elections for the School Board are held in May/June at the Annual Meeting for available positions during the regular school calendar. Per state statute, The Board of Directors is comprised of at least one teacher, one community member and one parent. A representative from the current Authorizer serves as an ex-officio to the Board of Directors along with the school Director.

Conflict of interest documentation is signed by each board member annually in conjunction with state lease aid applications and the annual audit. Background checks have been completed for each board member serving on the school board.

Board Training: All Board members attend required training annually. Training topics include governance (roles and responsibilities), employment law and finance. Board training is facilitated in the summer months by the school's Authorizer.

Progeny Academy Governing Board Roster, 2023-24				
Board Member	Board Role	Term	Member Category	Training Date(s)
Jeramie Steinert	Chair	July 1, 2022- June 30-2025	Community	August 4, 2022 August 12, 2022
Peter Zwach Jr.	Director	July 1, 2022- June 30-2025	Teacher	August 4, 2022 August 12, 2022
Yelena Hardcopf	Director	July 1, 2022- June 30-2024	Community	August 4, 2022 August 12, 2022

School Management (Administration)

Progeny Academy's administration consists of the school Director. The Board of Directors contracts Ms. Nicole Nelson to serve as the school's Director. Ms. Nelson has served as the Director since 2019. Prior to her hiring, Ms. Nelson served PACS in its pre-operational period as co-founder and Board member. Ms. Nelson has served as a classroom teacher and administrator for 19 years in Minnesota schools. Ms. Nelson earned her bachelor's degree in social studies education from St. Olaf College and holds a master's degree in curriculum and instruction and specialist degree in education from Concordia University, St. Paul. She is licensed in social studies education (grades 5-12) and holds a K-12 principal's license.

Primary & Secondary Purposes

Primary Purposes

The overall purpose of Progeny Academy, is to provide an educational program with the primary purpose of improving pupil learning and student achievement.

(1) improve pupil learning and (2) increase learning opportunities for pupils; PACS continues to serve a high needs population of students. The district focuses on continuous improvement. This model concentrates on routine evaluation of academic programming to ensure that "best practice" strategies are incorporated in the creation, implementation, and review of student learning opportunities; (3) PACS's focus on continuous improvement includes professional development as a critical piece of the framework. The school's commitment to utilizing "best practice" strategies is seen by the framework that PACS utilizes for staff development. The district's program for development is a three-tiered process that combines peer coaching, on and off-site professional development and professional learning communities. Trainings include improving EL instruction and skills, the SIOP Model, Positive Behavior Systems, PLC development, and effective use of data; (4) require the measurement of learning

outcomes and create different and innovative forms of measuring outcomes; and (5) establish new forms of accountability for schools; PACS utilizes data to analyze multiple data sets for each student, classroom, teacher, subject, grade and school as well as subgroups within the school. Teacher teams continue their work to refine common formative assessments and learning scales based on data from previous years and assessment data; and (6) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site PACS staff are routinely invited to attend trainings and to build the expertise within the school, training others on what they have learned. In addition, our school observation model allows teachers to observe each other at their craft and learn new strategies for the classroom as well as creating professional development plans based on both peer and administrator feedback from observations. Collaboration opportunities have been provided weekly prior to the school day so teams can meet on a regular basis.

Secondary Purposes

In addition to the above primary purposes PACS has created a three-year strategic plan. The plan consists of 8 categories which include: Academics and Achievement, Operations, Diversity and Inclusion, Fiscal Responsibility, Social Emotional Learning and Staffing. Each category has a set of objectives that directly correlate to the mission and vision of the school. The Board of Director's reviews the strategic plan on a regular basis to monitor the school's progress. Please see the Appendix (Attachment 2) of the Annual report to review the complete strategic plan.

Stakeholder Surveys

In the spring of each academic year PACS takes the opportunity to survey families, staff and students. The purpose of the surveys is to ensure that the school's programming is aligned to the district mission and vision, acquire feedback from stakeholders on a variety of topics ranging from instructional practices and school environment to operational performance. The information gathered from these surveys are shared with faculty and the governing Board and utilized in reviewing overall programming and strategic planning.

Family Survey Results

The 2023-2024 family survey was administered in the spring with a 58% return rate. Overall, parents have positive feedback regarding the school. Highlights include the following:

- 85% agree that Progeny Academy creates a safe and caring learning environment.
- 91% of families agree that their child's teacher cares about their success.
- 86% of families agree that PACS contributes to their child's overall growth and development
- 92% of families agree that they receive regular communication from the school

Staff Survey

The 2023-2024 staff survey was administered in the spring with a 94% return rate.. Highlights include the following:

- 100% agree that staff are committed to the mission and vision of the school.
- 87% agree that staff that they receive sufficient opportunity to participate in ongoing professional development
- 95% agree that staff have the autonomy to create a learning environment they feel best meets the needs of their school
- 91% agree that communication is adequate between staff and administration

Student Survey

The 2023-2024 student survey was administered in the spring to students in grades 4-8 with an 87% return rate. Highlights include the following:

- 82% of students feel safe at school
- 78% of students reported that they feel challenged in class
- 89% of students reported that their teachers understand their learning needs
- 84% of students reported that there is at least one adult in the building that they feel comfortable going to for needs

Innovative Practices

Some of the major innovative practices being implemented for the 2022-2023 school year are as follows:

- Enhanced technology access (Classroom cameras for online learning, 1:1 student technology)
- Increased technology supported instructional practices and platforms (Generation Genius, Edmentum)
- Incorporation of learning simulations and student presentation opportunities in grades 7 and 8.
- Collaboration with Science from Scientists to engage learners in inquiry based and hands on science program (in alignment with NGSS standards)
- Collaboration with PeaceMaker Minnesota, which provides SEL and mental health support to students

These innovative practices have been implemented in accordance with the Progeny Academy Charter Schools' strategic plan for improving programming. The primary focus is on learning. Providing students with the access to learning opportunities that align with their needs and challenge them to grow academically, socially and emotionally directly aligns with the district mission and vision.

Program Challenges

Some of the program challenges faced during the 2023-2024 school year include the following:

- Increase costs in transportation and staffing: The rising costs for buses has impacted the school's annual budget. The finance committee has worked diligently

to ensure that transportation needs of the school are met while maintaining a conservative budget.

- Space: Increased enrollment, especially in English learning and special education has resulted in a need for increased space.

Future Plans

Progeny Academy was created to provide a rigorous education for students where they have the opportunity to grow academically, socially and emotionally. PACS will continue to work interdependently as a staff to support student growth and achievement. Additional future plans include:

- Continuing to promote strong relations with parents and the greater school community;
- Continue partnership with Science from Scientists and Peacemaker Minnesota to strengthen school programming
- Integration of real-world experiences and examples for our students on how to progress in today’s society
- Partnering with T-Will Sports to expand the school’s physical education program. The program integrates physical health with social emotional growth and development for students
- Implementation of the Groves Literacy Program to support student growth in reading in literacy in grades kindergarten through grade 3
- Research and adopt a primary reading and schoolwide mathematics curriculum to support individualized learning, vertical alignment and provides support for regular intervention.

Financial Status

Finance Management

PACS’ business management is contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Designs for Learning is the recognized and independent professional accounting firm that PACS contracts with for business management services and accounting – and also works with many other charter schools in Minnesota. The finance manager for PACS is Wilderness Pinna.

2024 Financial Information

The information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education.

FY24 Finances	Fund 1	Fund 2
Total Revenues	\$1,816,543	\$101,938
Total Expenditures	\$1,752,625	\$83,008

Total Fund Balance	\$241,194	\$29,124
--------------------	-----------	----------

Overview

Revenue

Fund Balance Increase-Fund 1: \$63,918

Fund Balance Increase-Fund 2: \$18,930

Expenditures:

Category	Expenditure Amounts	Percentage
Administration	\$55,151	3%
District Support Services	\$262,447	14%
Regular Instruction	\$611,786	33%
Special Education Services (Federal/State)	\$303,874	16%
Instructional Support Services	\$389	0%
Pupil Support Services	\$355,818	19%
Sites and Buildings	\$174,016	9%
Fiscal and Other Fixed Costs	\$11,760	1%
Food Service	\$83,008	5%

Appendix

Attachment 1: School Calendar 2023-24

SEPTEMBER 2023				
M	T	W	Th	F
			31	1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER 2023				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

JANUARY 2024				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

MARCH 2024				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY 2024				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

OCTOBER 2023				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

DECEMBER 2023				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY 2024				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

APRIL 2024				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

JUNE 2024				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

AUGUST

31 First Day of School for 1-8

SEPTEMBER

7 First Day of School for Kindergarten
29 No School/Professional Dev. Day

OCTOBER

17 Early Release- Evening Conferences
18 Early Release- Evening Conferences
19-20 MEA-No School for Students

NOVEMBER

22-24 Thanksgiving Holiday
No School for Students

DECEMBER

1 End of Trimester I (60 days)
22-29 Winter Break

JANUARY 2024

1-2 No School for Students
3 School Resumes
15 Martin Luther King Jr. Day, No School

FEBRUARY

1 Early Release- Evening Conferences
2 Conferences, No school for Students
16 No School/Professional Dev. Day

MARCH

8 End of Trimester II (58 days)
25-29 Spring Break

APRIL

1 Spring Break, No School
26 No School/Professional Dev. Day

MAY

17 No School/Professional Dev. Day
27 Memorial Day

JUNE

7 Last Day of School for Students (56 days)
10-11 Staff Days

Additional Information:

Student Days (1-8): 174
Student Days (K): 170

KEY

- No School for Students
- First Day/Last Day of School
- Early Release
- Professional Dev. Day

Find full calendars at
progenyacademy.org/districtcalendar

Attachment 2: 2021-2024 Strategic Plan

STRATEGIC PLAN PLAN-FY 21-24

It is the miss in achieving excellence through leadership with next generation innovative educational strategies in science and technology. Progeny Academy is dedicated to provide a safe, supportive learning community founded in high expectations, rigorous academics, and personal accountability that will enable our students to become productive, responsible, global citizens and well-prepared scholars for secondary education and beyond.

ACADEMIC ACHIEVEMENT

PA believes in its responsibility of maximizing individual academic and social student growth and achievement in alignment with the school's mission.

THREE-YEAR OBJECTIVES

1. Make progress toward Authorizer's academic goals to ensure contract renewal
2. Continue to revise and implement curriculum/standard alignment, technology, SEL, 21st Century skill integration
3. Develop and implement progress monitoring/assessment strategies

OPERATIONS

PA believes in having structured in place that yield successful daily operations that adhere to safety, academic, program, state and federal guidelines.

THREE-YEAR OBJECTIVES

1. Develop and implement organizational systems that create a safe and orderly learning environment
2. Review and modify school wellness, transportation, and other safety plans

DIVERSITY & INCLUSION

PA believes in the inherent value of an environment where students and staff from all backgrounds and experiences have access to a rigorous, safe and supportive learning environment that meets the needs of the individual.

THREE-YEAR OBJECTIVES

1. Be intentional and authentic in providing a safe and inclusive learning environment for everyone
2. Review and implement technological, academic, social-emotional needs of everyone (not sure how to include basic needs (food, etc.)
3. Opportunities to celebrate?

FAMILY & COMMUNITY ENGAGEMENT

PA believes in providing learning community in which community stakeholders take an active role in the learning and development of students.

THREE-YEAR OBJECTIVES

1. Foster a school culture in which all families feel they can contribute and belong
2. Create and implement multiple communication platforms to increase engagement
3. Develop relationships with stakeholders in the areas of volunteering and expanding learning beyond the classroom.

FISCAL RESPONSIBILITY

PA believes that prudent financial oversight and well is critical in the long-term viability and stability of the school.

THREE-YEAR OBJECTIVES

1. Maintain adequate yearly progress in growing the fund balance to 15%
2. Explore avenues that will increase enrollment
3. Plan and implement grant writing initiative to raise \$10,000.00-\$15,000

SOCIAL EMOTIONAL LEARNING

THREE-YEAR OBJECTIVES

PA believes that social emotional learning plays a vital role in supporting students not only in their academics, but also becoming active, informed, and supportive members of their school and greater community.

1. Evaluate and implement social-emotional learning through "Reflections", and imbed throughout instructional and non-instructional time
2. Research and integrate learning opportunities beyond the classroom that promote life-long skills and students' connection to their greater community
3. Facilitate successful implementation of the Life Skills Project through the MN Department of Human Services

STAFFING

THREE-YEAR OBJECTIVES

PA believes recruiting, developing, and retaining exceptional administration and staff is essential for instilling a shared passion and vision for meaningful teaching and learning.

1. Maintain retention of high-quality staff
2. Expand staff recruitment and hiring to reflect the student population
3. Implement written staff development plan
4. Develop and implement professional learning opportunities

Attachment 3: Annual Report Checklist

NO.	ITEM	DETAILS/EXAMPLES
School Information [from IQS annual report guidance – fill in page #s etc. once draft is complete]		
•	Contact Information	Address Phone Email Address Website
•	Grades Served	
•	Year Opened	
•	Mission and Vision	
•	Authorizer Information	Innovative Quality Schools P.O. Box 580, Hutchinson, MN 55350 651-234-0900 www.iqsmn.org
1	Student Enrollment & Demographics	
•	Student Enrollment	What would be helpful in this space is to show the enrollment trends over time.
•	Student Demographics	Could utilize the graphics from the student demographic section of the MDE Report Card. Consider using both 'Enrollment by Race' and 'Enrollment by Other Criteria'
2	Student Attrition	
•	Student Attrition	Provide a brief narrative discussing attrition rates, which arguably could be called "retention rates" as opposed to "attrition rates." If you have multiple years of data, discuss trends.
3	Governance & Management	
•	Board of Directors	Brief narrative about the capacity and role of the board.
•	Board Training	Brief narrative regarding the school's commitment and approach to board training and development.

NO.	ITEM	DETAILS/EXAMPLES
•	Leadership Professional Development	The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school's annual report must include public personnel information documenting the professional development plan.
Staffing		
•	Staff and Teacher Information	<p>At minimum, please consider a roster of licensed and unlicensed staff. For licensed staff, a roster might include names, file folder numbers, licensed areas, teaching assignments, and years of experiences and/or years at the school.</p> <p>You might also consider a narrative that outlines the school's approach to staffing (both licensed and non-licensed) and how this approach supports the school's mission and student achievement.</p>
5 Finances		
•	Overview of the school's finances	<p>Brief narrative regarding overall financial health. You might consider including:</p> <ul style="list-style-type: none"> • alignment of budget with mission, program model, and strategic plan • successes and challenges from FYXX • fund balance trends • future plans and financial implications, long range expenditures • audit results
6 Academic Performance		
•	Student learning data	<p>Consider this as an opportunity to tell your school's story! Perhaps include data/progress related to:</p> <ul style="list-style-type: none"> • local goals or data that captures your school's impact on students and their learning • achievement of goals in the school's contract with IQS • MDE-related goals and data (e.g., WBWF goals)
7 Innovative Practices and Implementation		
•	Narrative of innovative practices	<p>In the narrative, you might consider including things such as:</p> <ul style="list-style-type: none"> • summary of practices that might be considered innovative and how these practices align with student need and the school's mission and program model • successes and challenges from the past year • professional development related to innovative practices • future plans • how the school's practices reflect the purposes of charter schools: <ul style="list-style-type: none"> ○ improve all pupil learning and all student achievement ○ increase learning opportunities for all pupils ○ encourage the use of different and innovative teaching methods

NO.	ITEM	DETAILS/EXAMPLES
		<ul style="list-style-type: none"> ○ measure learning outcomes and create different and innovative forms of measuring outcomes ○ establish new forms of accountability for schools ○ create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
8	Future Plans	
•	Summary of current reality and future plans	Include a brief narrative that summarizes the schools future plans and might include: <ul style="list-style-type: none"> ● strategic plan: progress and future action steps ● plans for expansions, facility changes, program changes, etc.
Optional Information that IQS Encourages be Included		
•	Performance on contracted goals	The school could include the most recent mid-year or annual report from IQS
•	Stakeholder feedback	The school could include a summary and related graphics that capture feedback from: <ul style="list-style-type: none"> ● students ● parents/guardians ● staff Bonus points if you include the feedback required by the IQS contracted goals.
•	School policy	Consider sharing your school's policy review process and cycle
•	Staff development	Please include a summary of staff development opportunities or areas of focus and how this is ongoing, aligned with strategic plan, and ensures program fidelity.