Progeny Academy

FY26 Annual Report

School year 2025–2026



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progenyacademy.org

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Welcome and FY26 at a Glance

Our students, families and school community

A message from the school leader

Welcome to Progeny Academy's annual report. Our mission is to support learners in achieving excellence through leadership and innovative educational strategies in science and technology. We work to provide rigorous academics and a safe, supportive community where students can grow academically, socially and emotionally.

This year, reading and mathematics growth target attainment increased, families reported strong satisfaction with school safety and acceptance, and our staff continued to strengthen instruction. We also recognize the need to improve foundational literacy and mathematics achievement. As we look ahead, we will build on effective practices through focused daily instruction, targeted literacy support and expanded opportunities for students.

Nicole Nelson
Executive Director

FY26 at a glance

6 of 10
Student performance goals met

63%
Students meeting math targets at least once during FY26

78%
Students meeting reading targets at least once during FY26

100%
October 1 students remaining through the school year

78%
Teachers returning the following school year

90%
Parents satisfied with learning at the school

Source: FY26 report, Academic Performance, Student Attrition, Staffing and School Satisfaction.

Highlights Across the School

Progress in the areas that matter to our community

ACADEMICS

Reading and math growth targets rise

Students meeting targets at least once reached 78% in reading and 63% in math. Mathematics and foundational literacy remain priorities for continued improvement.

STUDENTS AND FAMILIES

Families value a supportive community

All students enrolled on October 1 remained through the school year.
Parents reported 100% satisfaction with safety and acceptance, and 90% with learning.

GOVERNANCE

Shared representation supports oversight

Five voting members include one community member, two parents and two licensed teachers.
Board training and annual self-assessment guide continued development.

LEADERSHIP AND STAFF

Professional learning supports instruction

Teacher retention was 78%. Nicole Nelson completed 27 hours of leadership development.
Peer coaching, LETRS and Groves Literacy training strengthen classroom practice.

PROGRAMS AND INNOVATIVE PRACTICES

Inquiry connects learning with experience

Science from the Scientists connects grades 3–8 with professional scientists.
Targeted WIN interventions and social-emotional learning support individual needs.

FINANCES

Reserves absorb the operating deficit

FY26 revenues were $1,744,111.86 and expenditures were $1,866,080.42.
Ending balances were $266,082.77 in Fund 1 and $62,509.65 in Fund 2.

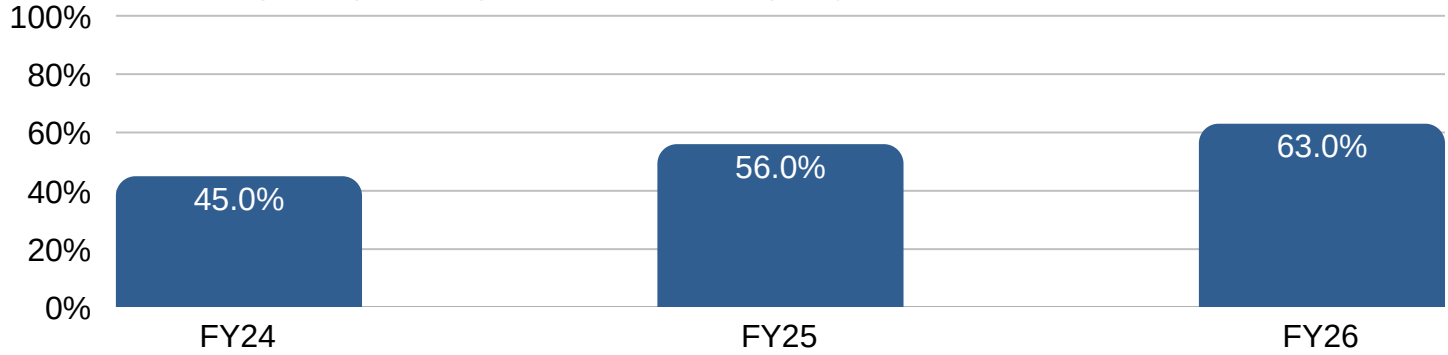
Source: FY26 report, Academic Performance, Governance, Staffing, Innovative Practices, School Satisfaction and Finances.

Continued Success, Year After Year

Comparable measures across FY24, FY25 and FY26

Math target attainment increases each year

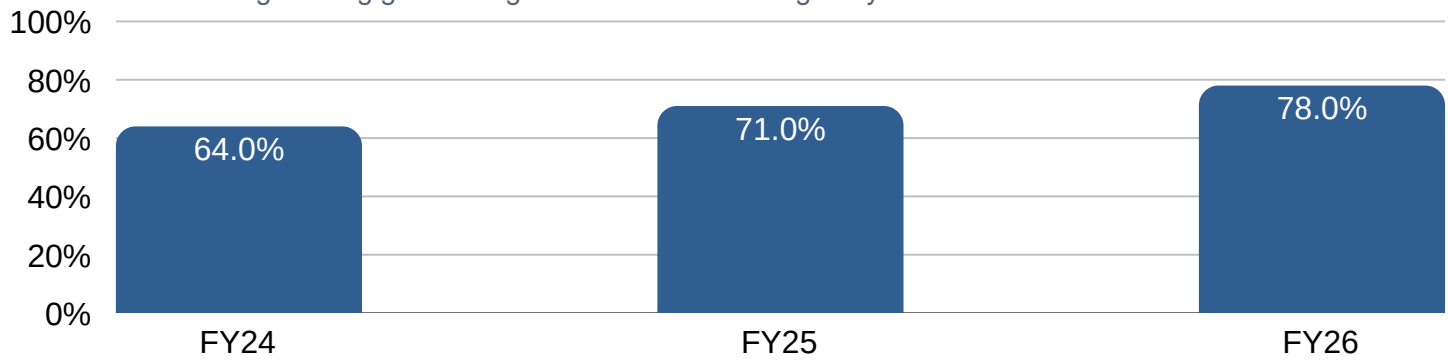
K–8 students meeting math growth targets at least once during the year



Source: FY26 report, Academic Performance. Attainment at least once differs from fall-to-spring growth.

Reading target attainment reaches 78%

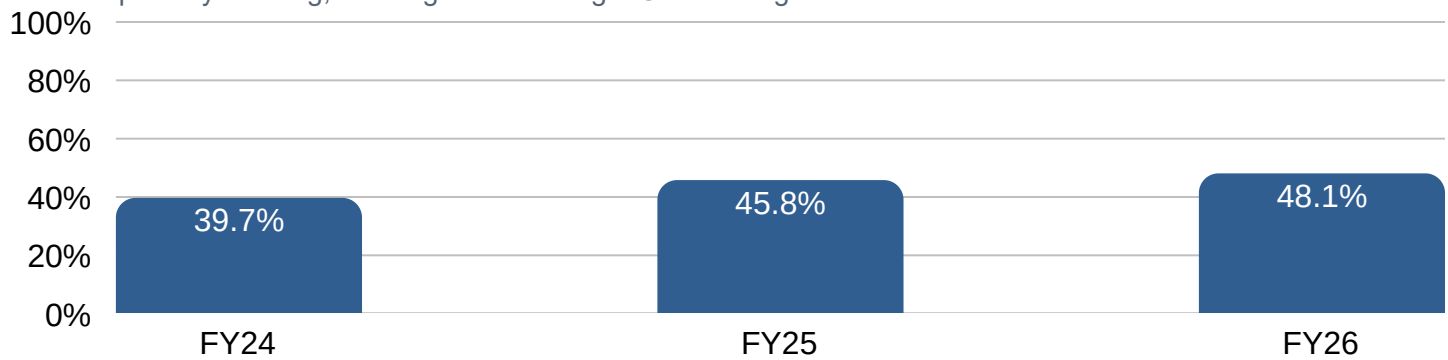
K–8 students meeting reading growth targets at least once during the year



Source: FY26 report, Academic Performance. Attainment at least once differs from fall-to-spring growth.

Reading achievement rises over three years

Students partially meeting, meeting or exceeding MCA Reading standards



Source: FY26 report, Academic Performance. This measure includes partial proficiency.

Looking Ahead to FY27

Focused daily instruction and expanded student opportunities

Progeny Academy will strengthen daily instruction, provide targeted literacy support and expand opportunities for students in the 2026–27 school year.

1 **Clear instructional objectives**
Every core lesson will feature a clear standards-based objective to guide teaching and learning.

2 **Aligned learning tasks**
Teachers will align classroom tasks with the lesson objective and grade-level standards.

3 **Frequent checks for understanding**
Teachers will check student understanding throughout daily lessons to identify needs promptly.

4 **Responsive instructional adjustments**
Real-time instructional adjustments will help teachers respond to the evidence of student learning.

5 **Targeted literacy intervention**
Groves 2 will provide structured Tier 2 support for students reading below grade level in grades 4–8.

6 **Afterschool athletics**
A sports-focused program will run Monday through Thursday for grades K–8, offering volleyball, soccer and basketball.

Source: FY26 report, Future Plans, p. 57.

Introduction and School Information

Science and technology learning in a supportive community

Statement of the statutory purpose of the report

The statutory purpose of the annual report is to ensure public accountability by reporting on required information including school enrollment, student attrition, governance, management, staffing, finances, management agreements, academic performance, innovative practices, and future plans in compliance with Minnesota Statutes section 124E.16 Subd. 2 and 120B.11 Subd. 5.

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History

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.

Educational Philosophy:

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.

Grades Served:

K-8

School Calendar/Hours of Operation

The school day at Progeny runs from 8:40 a.m. to 3:40 p.m. Monday through Thursday, and Friday from 8:40 a.m. to 12:30 p.m.

Programmatic Focus

Rigorous and authentic learning program, Next Generation Science Standards (NGSS), focus on science and technology, Social Emotional Learning, problem solving, goal setting, individualized student experience.

Mission and Vision

High expectations guide academic and personal growth

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 students 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

Innovative Quality Schools authorization extends through 2031

Progeny Academy Charter School is authorized by Innovative Quality Schools and has been since 2017. We are currently authorized until 2031.
Innovative Quality Schools (IQS).



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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.

Implementation of Primary and Additional Statutory Purposes

Continuous improvement supports student learning

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 6 categories which include: Academics Achievement, High Quality SEL and Science Immersion, High Performing and Dedicated Teams, Family and Community Engagement, Fiscal Responsibility, and Efficient Operations. Each category has a set of objectives that directly correlate to the mission and vision of the school. The Board of Directors reviews the strategic plan on a regular basis to monitor the school’s progress.

Student Enrollment & Demographics

A diverse K–8 learning community

Student Enrollment

Over the past three years, Progeny has maintained steady momentum across the elementary and early middle school grades, highlighted by Kindergarten and 6th grade enrollment roughly doubling in FY26. The enrollment decrease in 7th and 8th grade reflects a typical transition, as older middle school students transfer to larger schools that offer more extracurricular programming or elective options.

Number of Students Enrolled	2023-2024	2024-2025	2025-2026
Kindergarten	8	4	9
1st Grade	6	9	7
2nd Grade	7	6	9
3rd Grade	6	8	6
4th Grade	6	11	6
5th Grade	11	13	12
6th Grade	11	7	14
7th Grade	23	15	9
8th Grade	18	20	11
Total	96	93	83

Student Enrollment & Demographics continued

A diverse K–8 learning community

Student Demographics

The student body at Progeny is one of diverse cultures, languages, and perspectives. With over 75% identifying as Black or Hispanic, and nearly half participating in the English Learner program, classrooms reflect a dynamic mix of backgrounds. This diversity directly shapes Progeny's educational approach: it drives a commitment to culturally responsive teaching, informs daily Social Emotional Learning and community circles, and helps tailor instruction to support every learner.

Demographic Trends	2023-24	2024-2025	2025-2026
Special Education	21.9%	20.7%	22.8%
English Learners	47.9%	47.8%	49.4%
Free/Reduced Priced Lunch	82.3%	82.6%	88.6%
African American	57.3%	57.6%	55.7%
Latino/Hispanic	24.0%	19.6%	19.0%
Asian/PI	2.1%	1.1%	2.5%
American Indian/Indigenous	1.0%	1.1%	0.0%
White	8.3%	10.9%	10.1%
2 or more races	7.3%	9.8%	7.6%

Student Attendance, Attrition & Mobility

Stable enrollment supports continuity in learning

Student Consistent Attendance

FY 2023	FY 2024	FY 2025
77.7%	74.4%	70.3%

Student Attrition

At Progeny, higher student retention demonstrates strong family satisfaction with the school's academic programming and community culture. During the 2025–2026 school year, 100% of students enrolled on October 1 remained through the end of the school year, and year-over-year student retention increased from 67.7% to 83%. High retention rates directly benefit students by offering learning stability, deepening relationships with teachers and peers, and allowing them to build seamlessly on their previous academic foundation.

Description	Number
Students who were in attendance on October 1, 2025	80
of those students remained until the end of the school year	80
Students who left the school after October 1, 2025	0
New students enrolled after October 1, 2025	3
Total students who were enrolled on June 1, 2026	83
Students who were enrolled on June 1, 2026 and re-enrolled in September of 2026.	68

Student Retention Rates

Year	# of students eligible to return for the following school	# of students returning the following year	% of students returning the following year
FY26	93	63	67.7%
FY27	72	60	83%

Academic Performance

Reading growth and targeted instruction guide the next steps

Progeny Academy's sustained academic success and accelerating growth over the past three fiscal years (FY24 through FY26) are driven by a continuous, strategic school improvement framework. Grounded in the school's Comprehensive Achievement and Civic Readiness (CACR) Plan and School Improvement Plan (SIP), Progeny Academy systematically translates high academic expectations into daily classroom execution through a unified schoolwide instructional throughline.

This multi-tiered continuous improvement system centers on five high-leverage practices:

- **Comprehensive Needs Assessment (CNA**): Leadership and instructional teams evaluate annual assessment data to target skill gaps, isolate root causes, and align Tier 1 core instruction.
- **Explicit Standards-Based Instruction**: Every core lesson is designed around a clear, standards-aligned objective, structured student engagement routines (e.g., Turn & Talk, gradual release), and active checks for understanding.
- **Job-Embedded Professional Learning**: Teachers participate in peer coaching, and research-aligned professional development, including Groves Literacy coaching and LETRS training.
- **Responsive Data-Driven Systems**: Instructional teams leverage universal screening tools (NWEA MAP Growth and FastBridge), daily formative assessments, and curriculum summative assessments to monitor student progress in real time, adapting pacing, grouping, and interventions as needed.
- **Multi-Tiered System of Supports (MTSS):** Targeted Tier 2 WIN ("What I Need") time and intensive Tier 3 interventions accelerate learning for students performing below grade level without reducing access to core instruction.

Meeting Contractual Goals

Progeny Academy, as a charter school authorized by Innovative Quality Schools (IQS), operates under a performance contract that defines rigorous academic, operational, mission, governance, and financial standards for each contract term. The IQS contract uses a comprehensive Performance Framework to guide oversight and renewal, with academic results serving as the most critical factor in determining contract length and possible interventions.

How the Contract with IQS Works

The performance contract between Progeny Academy and IQS sets clear targets and expectations in key areas: academic performance, mission, governance, operations, and financial management. Progeny Academy just completed its third year of its contract with IQS. IQS conducts regular oversight, annual reviews, and uses a standardized ScoreCard to monitor compliance, school progress, and data accuracy. The contract allows for three- or five-year renewal terms, with eligibility based on consistent achievement of performance goals across all contract categories. Based on most recent results, Progeny Academy was awarded a 5 year contract running from July 1, 2026-June 30, 2031.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

Academic Performance Section

The academic section of the IQS Performance Framework holds the greatest weight in school evaluation and contract renewal. It includes tiered indicators and benchmarks such as:

- Student proficiency and growth in reading and math, measured by the Minnesota Comprehensive Assessments (MCA) and NWEA MAP tests.
- Annual academic growth targets, requiring at least 60% of students to meet or exceed their expected growth goals each contract year.
- Achievement gap measures, requiring Progeny Academy to monitor and close disparities between student subgroups.
- Continuous improvement and the requirement to meet or exceed state-set performance thresholds for all students, with particular attention to those identified as below grade level.

Performance Evaluation and Scoring

Schools are rated as Interventions Benchmark, Progressing Benchmark, Target Benchmark, or Exceeding Target Benchmark on each indicator. For contract renewal, Progeny Academy's annual ScoreCard results show strong achievement, with the school earning an overall score of 3.4 in Student Performance. Observed areas of positive performance include:

- Progeny Academy demonstrated positive performance on several contracted academic and program measures, including student growth in reading and math and school-specific measures related to 21st century skills, college and career readiness, social-emotional learning, and scientific inquiry.
- The school continues to provide academic intervention and instructional supports for students who have experienced challenges in traditional academic settings.
- Classroom observations reflected student engagement and visible attention to literacy and math instruction. Staff use data and instructional strategies to support student learning.



Academic Performance continued

Reading growth and targeted instruction guide the next steps

Contract Length and Renewal

Progeny Academy's contract length is directly tied to its Performance Framework results:

- If the school averages at least a 3.0 across all five categories—especially academics—in the final contract year, it becomes eligible for a 5-year renewal.
- An average of 2.0 to less than 3.0 in any category makes the school eligible only for up to a 3-year renewal, with targeted improvement plans required.
- Averages below 2.0 would result in probation and only a 1-year extension with mandatory interventions.

Progress on Contractual Goals

Progeny Academy met 6 of the 10 student performance goals.

Goal 1: In the majority of contracted years, at least 60% of students 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. The school exceeded this goal. In all 3 years of the contract, more than 60% of students met their expected growth targets.

Goal 2: In the majority of contracted years, at least 60% of students 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. The school is making progress towards this goal. The school achieved this goal one time during the contract years. However, the percent of students meeting growth targets grew each year of the contract.

Goal 3: In the majority of instances with available data, the difference between the percent of students who do not meet the MCA and MTAS Math 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. The school met this goal. In 2 of the 3 years of the contract, the percent of students not meeting proficiency decreased.

Goal 4: 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 on the MCA Reading Assessment will decrease from the previous year. The school is making progress towards this goal. The school met this goal one time over the course of the contract.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

Goal 5: In the majority of contract years, the percentage of students identified as “high risk” per FastBridge literacy assessments will decrease as measured from fall to spring. The school did not meet this goal. Over the course of the contract, the school did not reduce the percent of students identified as high risk.

Goal 6: 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. The school exceeded this goal. In all 3 years of the contract, more than 70% of students achieved a score of 3 or higher.

Goal 7: 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. The school exceeded this goal. In all 3 years of the contract, more than 70% of middle school students earned a score of 3 or higher.

Goal 8: The school's consistent attendance rate is greater than or equal to 75% but less than 90%. The school made progress towards this goal. The school’s consistent attendance rate was above 75% one out of the 3 years.

Goal 9: At least 70% but less than 80% of Progeny students enrolled for at least 80% of the school year will score at least a 3 on the criteria of Demonstrates a range of communication relationships skills to interact effectively on the 5-point rubric of Relationship Skills as measured once annually. The school exceeded this goal. In all 3 years of the contract, over 80% of students earned a score of 3 or higher.

Goal 10: 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. The school exceeded this goal. In all 3 years of the contract over 80% of students scored 70% or higher.

NWEA MAP

NWEA MAP Growth is a nationally normed, adaptive assessment that tracks student academic progress in Mathematics and Reading from fall to spring. In NWEA scoring, having 50% or more of students meet their personalized growth target indicates that a school is performing above national average. When students who meet their growth targets achieve between 150% and 200% of projected growth, it demonstrates that students are making accelerated progress to close learning gaps.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

Three Years of Gains: Reading Target Attainment Climbs to 78%, Math to 63%!

By strengthening early literacy routines, training teachers in Science of Reading practices, and integrating job-embedded coaching alongside standard-aligned math routines, Progeny Academy students across Grades K–8 consistently surpassed national benchmarks and demonstrated substantial upward growth year over year. The percentage of K–8 students meeting their individualized growth targets at least once during the academic year increased significantly across three consecutive fiscal years in both Reading and Math:

- **64% of all students met growth targets in reading at least once during the year in FY24, 71% in FY25, and 78% in FY26.**
-
- **45% of all students met their math growth targets at least once during the year in FY24, 56% in FY25, and 63% in FY26.**

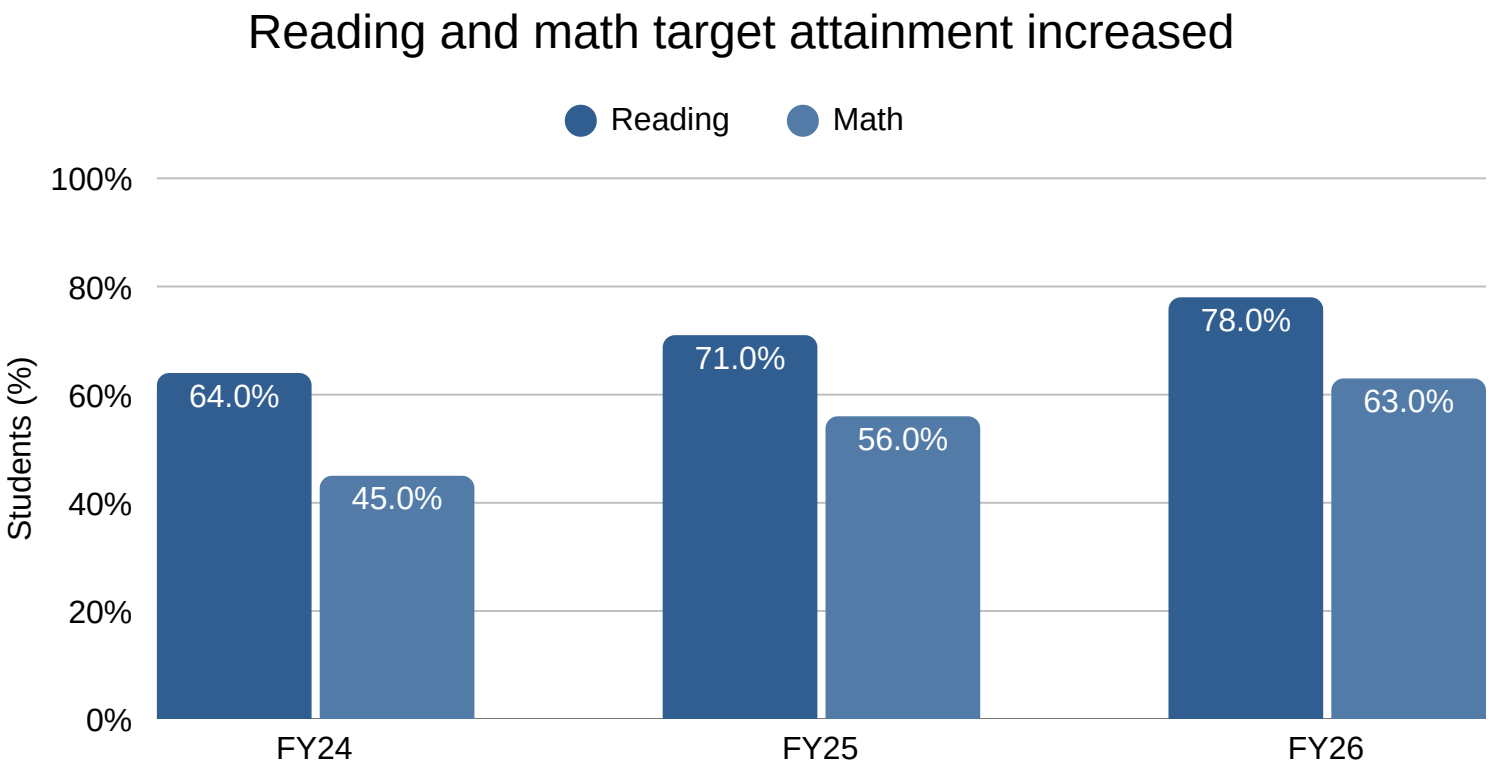


Figure 1. K–8 students meeting growth targets at least once during the year. Reading increased 14 percentage points and math 18 percentage points from FY24 to FY26.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

Progeny's FY26 Results Highlight Accelerated Learning for Students in Grades 1-8

For the FY26 fall-to-spring assessment period (Grades 1–8), Progeny Academy deployed a structured schoolwide improvement framework centering on standards unpacking, Tier 1 core instruction, and targeted WIN ("What I Need") small-group interventions.

Nearly Double Projected Reading Growth for Students Meeting Targets!

To elevate academic achievement across all grade levels, Progeny Academy teachers systematically unpacked state standards to align daily learning objectives, incorporated explicit student engagement routines, and used formative assessment data to adjust Tier 1 pacing. This intentional approach led to strong cumulative growth across the student body, with students who met their targets doubling national expected growth rates:

- **In reading, 56.7% of all students (38 of 67) met their individualized Fall-to-Spring growth targets. Among students who met their targets, they achieved 197.3% of projected growth (505 actual RIT points vs. 256 projected).**

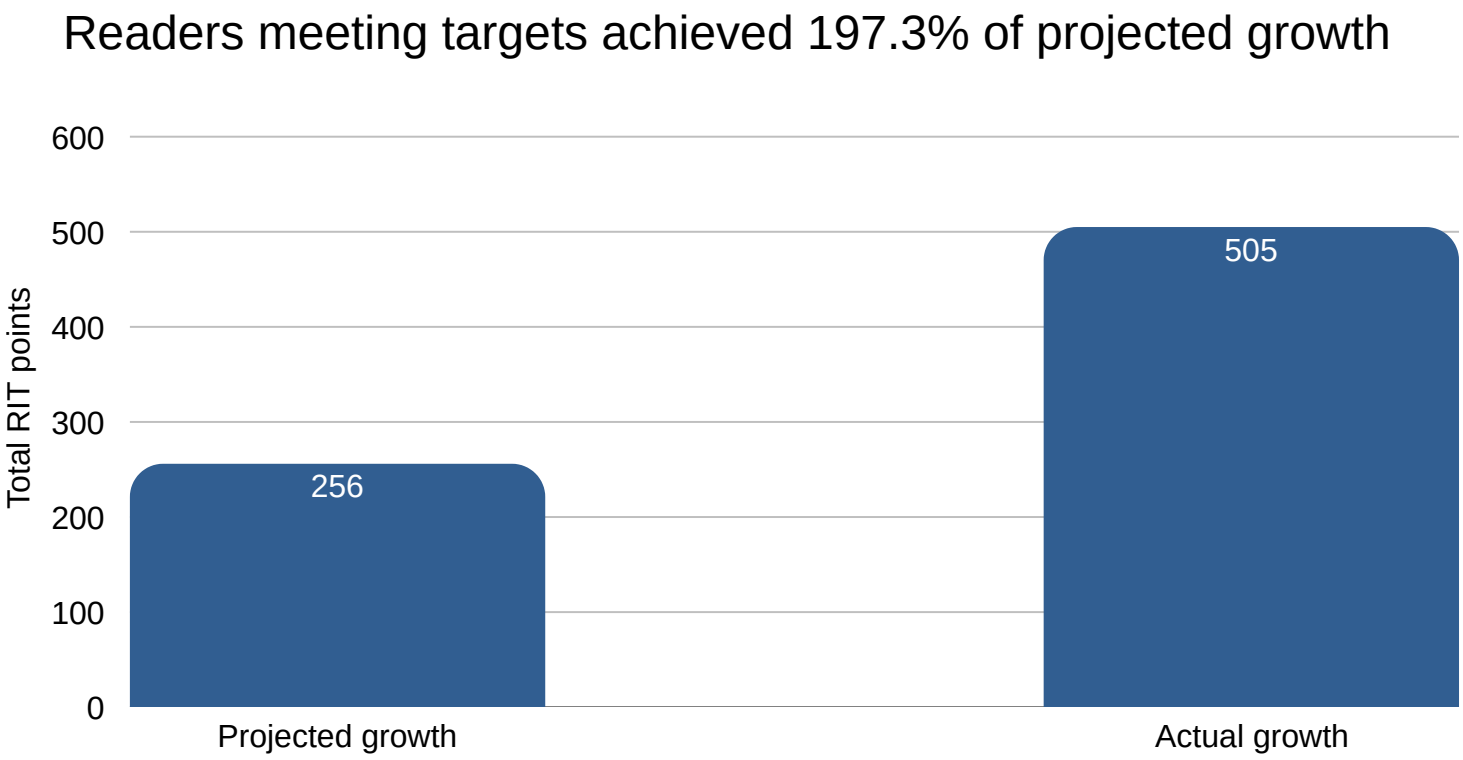


Figure 2. FY26 fall-to-spring reading, grades 1–8. Targets met by 56.7% of all students (38 of 67). RIT totals apply only to students meeting targets.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

- **In math, 39.4% of all students met their individualized fall to spring growth targets (26 of 66 students). Students meeting their targets achieved 153.0% of projected growth (358 actual RIT points vs. 234 projected).**

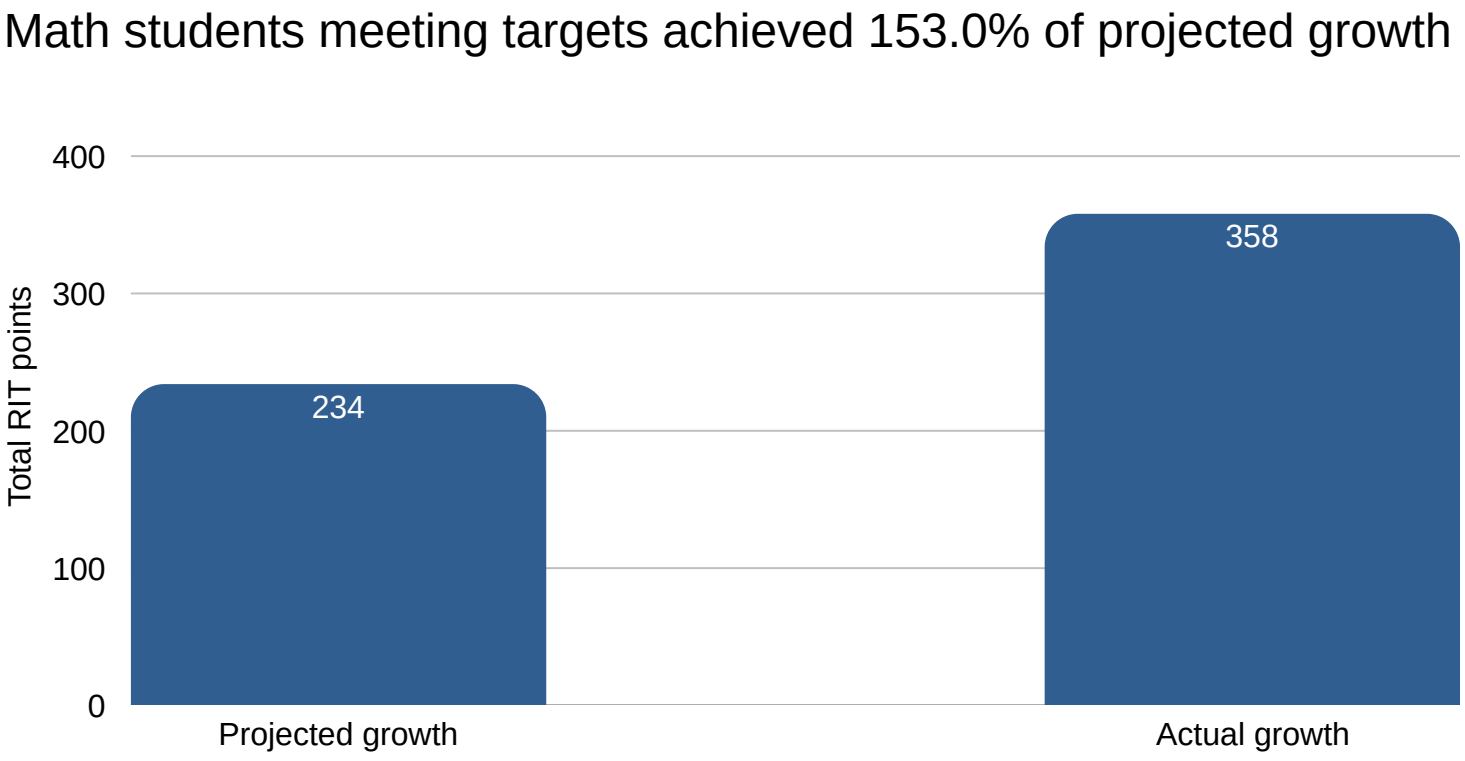


Figure 3. FY26 fall-to-spring math, grades 1–8. Targets met by 39.4% of all students (26 of 66). RIT totals apply only to students meeting targets.

Students Starting Behind Achieve 189% of Projected Reading Growth and 163% in Math When Meeting Targets!

Progeny Academy prioritized accelerated gap closure by scheduling daily Tier 2 WIN time and multi-sensory Tier 3 interventions, providing students performing below grade level with direct instruction in foundational skills without reducing their access to core Tier 1 content. This targeted intervention strategy enabled below-grade-level scholars to make substantial gains and grow significantly faster than expected national norms:

Academic Performance continued

Reading growth and targeted instruction guide the next steps

Students Starting Behind Achieve 189% of Projected Reading Growth and 163% in Math When Meeting Targets!

Progeny Academy prioritized accelerated gap closure by scheduling daily Tier 2 WIN time and multi-sensory Tier 3 interventions, providing students performing below grade level with direct instruction in foundational skills without reducing their access to core Tier 1 content. This targeted intervention strategy enabled below-grade-level scholars to make substantial gains and grow significantly faster than expected national norms:

- **In reading, 51.4% of below-grade-level students met their growth targets (19 of 37 students). Below-grade-level readers who met their targets achieved 188.6% of expected growth (298 actual RIT points vs. 158 projected).**

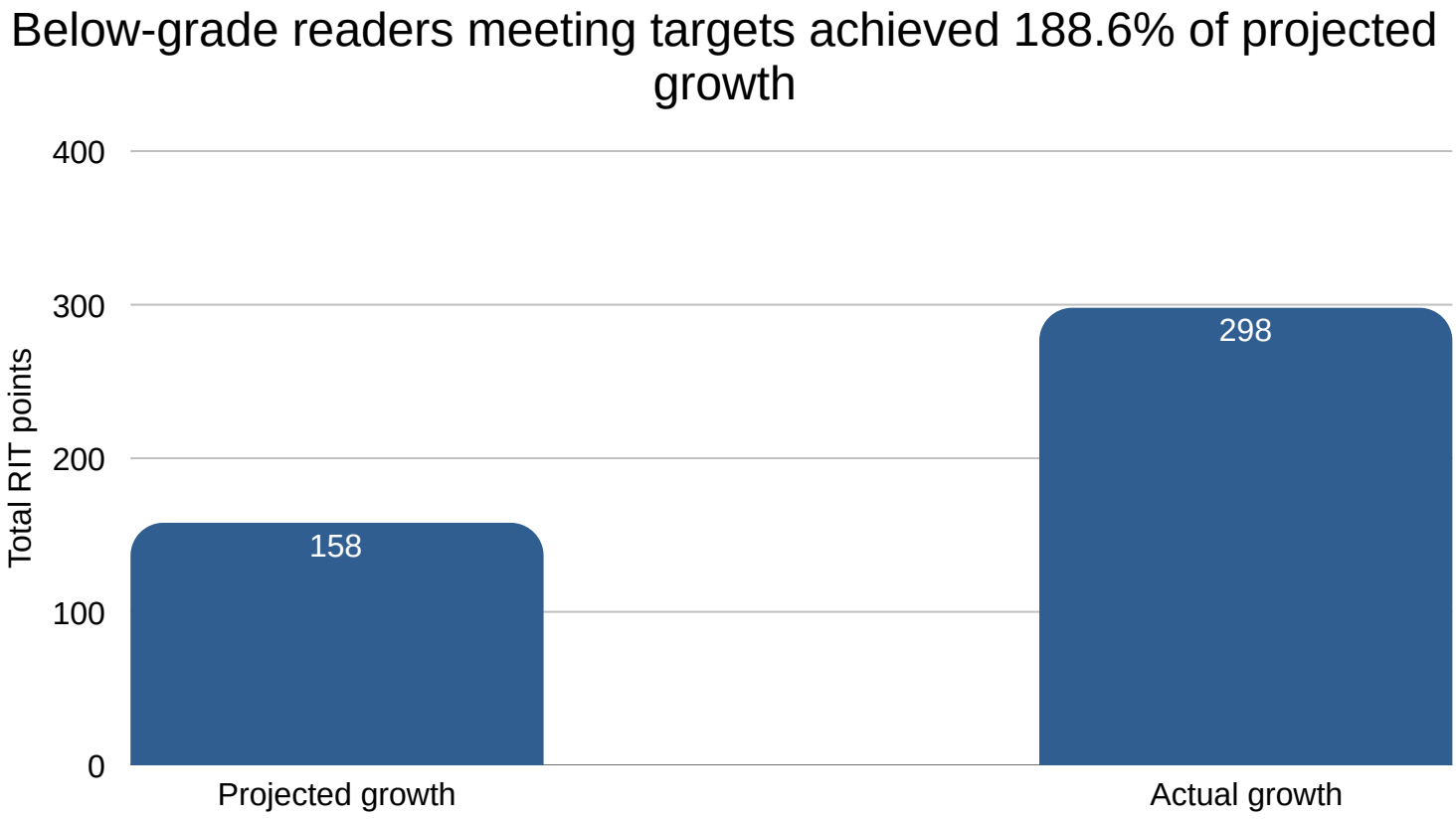


Figure 4. FY26 fall-to-spring reading, below-grade-level students. Targets met by 51.4% (19 of 37). RIT totals apply only to students meeting targets.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

- **In math, 35.9% of below-grade-level students met their growth targets (14 of 39 students). Below-grade-level math students who met their targets achieved 163.2% of expected growth (186 actual RIT points vs. 114 projected).**

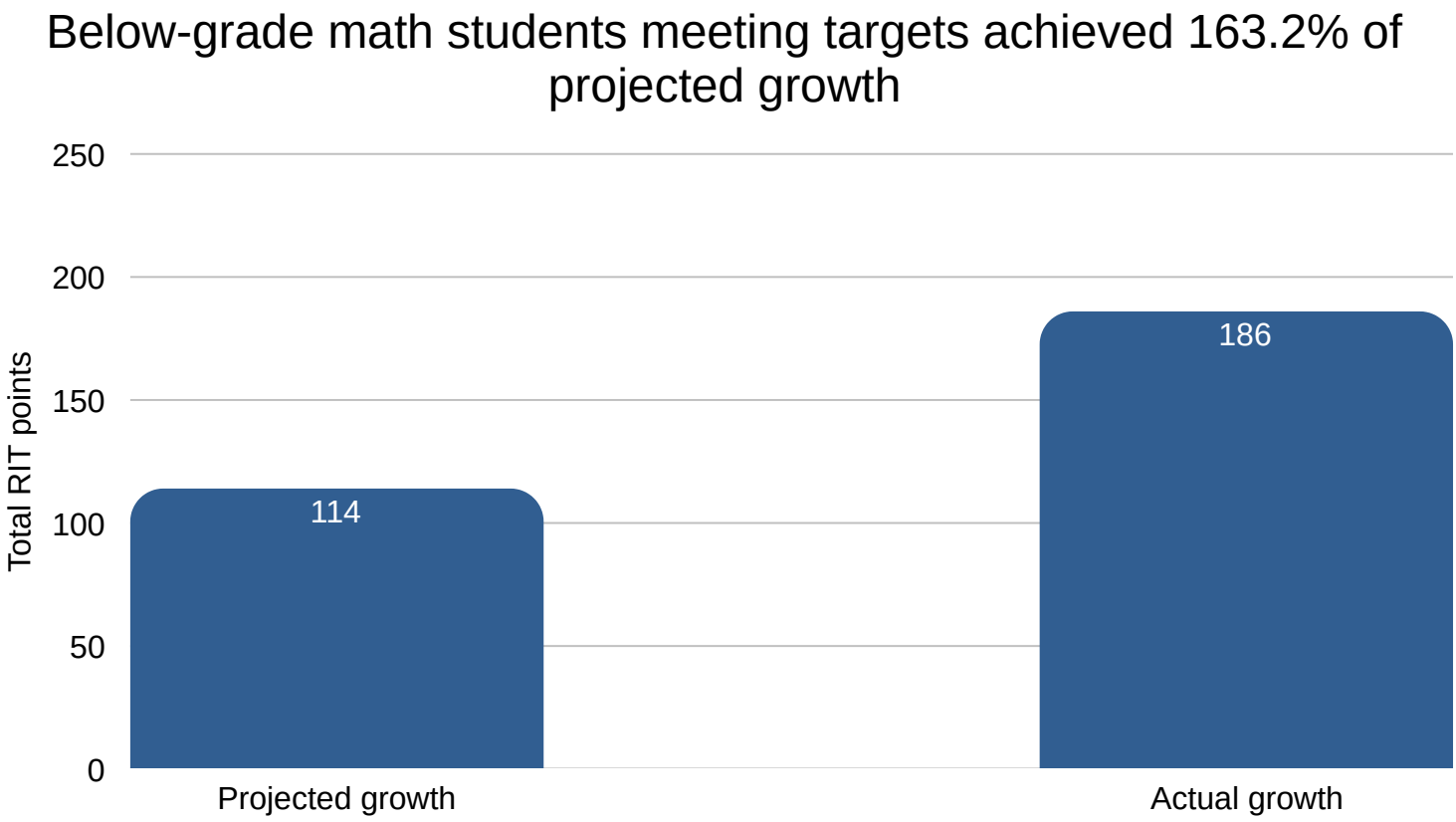


Figure 5. FY26 fall-to-spring math, below-grade-level students. Targets met by 35.9% (14 of 39). RIT totals apply only to students meeting targets.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

On-Track Readers Meeting Targets Achieve More Than Double Projected Growth!

Progeny Academy ensured that proficient and advanced students continued to advance beyond grade-level expectations by embedding complex text analysis, higher-order reasoning tasks, and multi-step math problem-solving into daily core mini-lessons. As a result, students starting the year on track achieved exceptional growth point totals:

- **63.3% of on-track students met their reading growth targets (19 of 30 students). On-track readers who met their targets achieved 211.2% of projected growth (207 actual RIT points vs. 98 projected).**

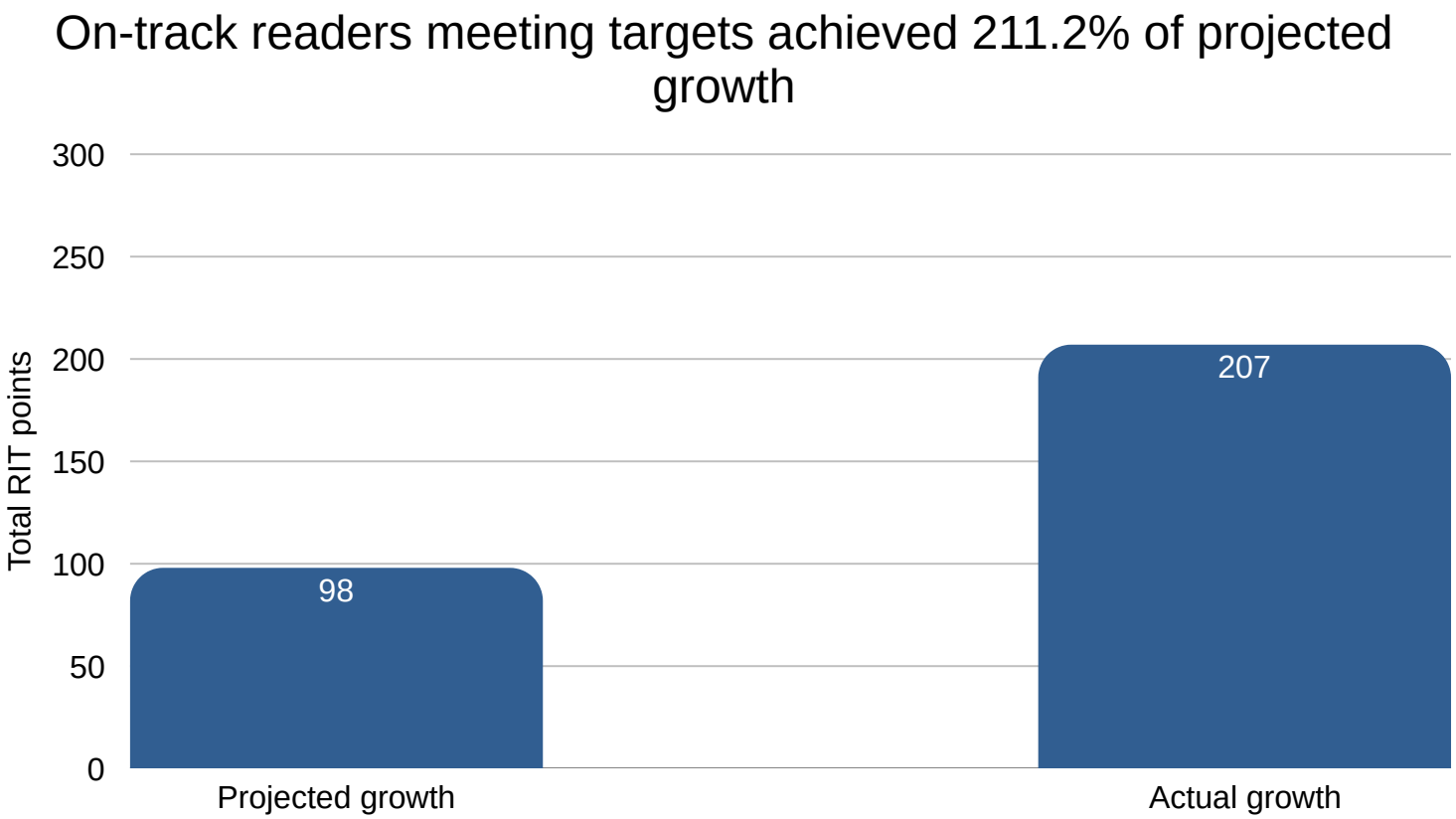


Figure 6. FY26 fall-to-spring reading, on-track students. Targets met by 63.3% (19 of 30). RIT totals apply only to students meeting targets.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

- **44.4% of on-track students met their math growth targets (12 of 27 students). On-track math students who met their targets achieved 143.3% of projected growth (172 actual RIT points vs. 120 projected).**

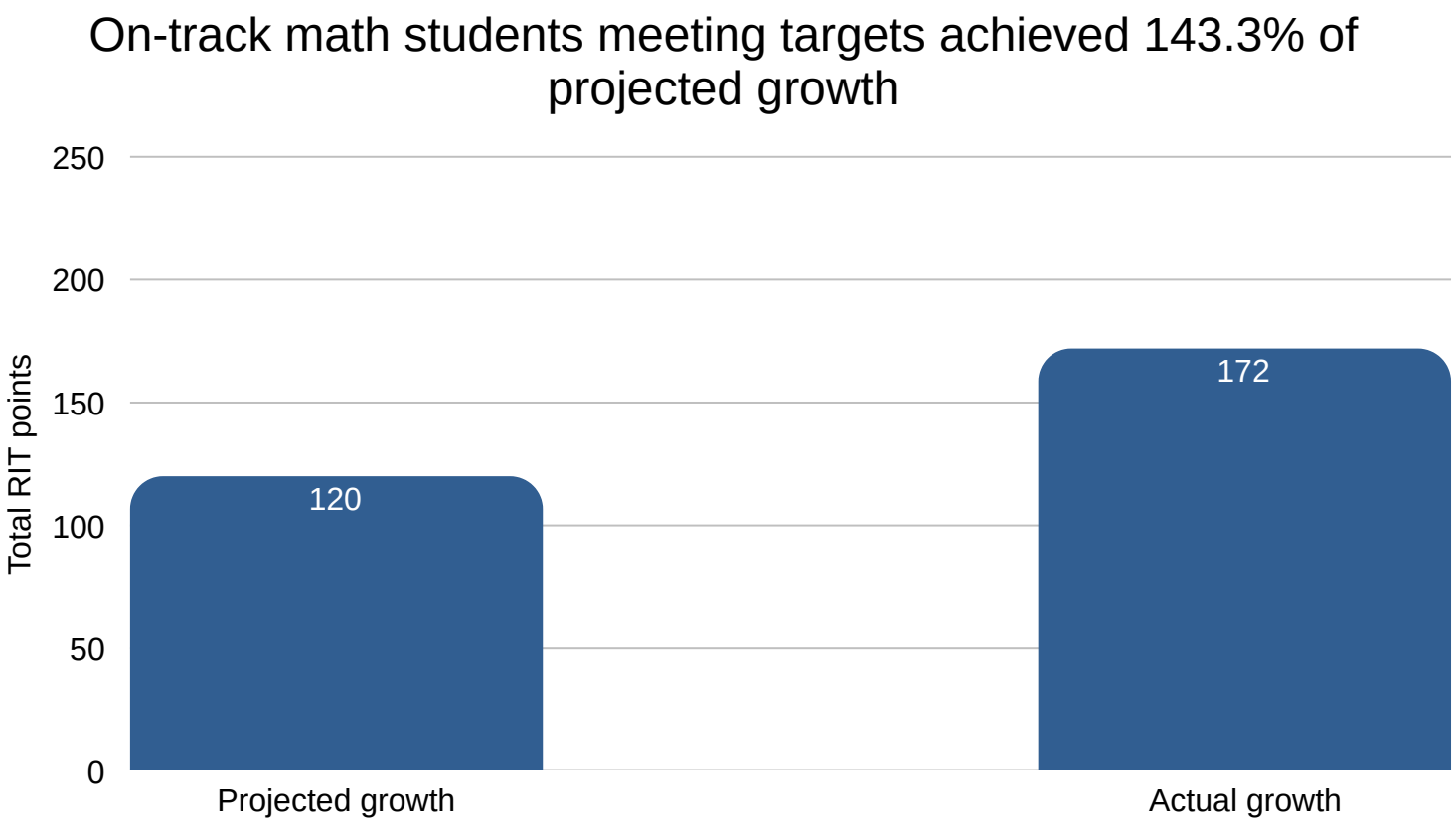


Figure 7. FY26 fall-to-spring math, on-track students. Targets met by 44.4% (12 of 27). RIT totals apply only to students meeting targets.

NWEA Takeaway

Progeny Academy's multi-year and FY26 reading outcomes demonstrate that targeted literacy investments are paying off. Adopting the Groves Literacy curriculum, training teachers through LETRS, and providing continuous job-embedded coaching have significantly strengthened Tier 1 instruction. Additionally, teachers' work to unpack state standards—ensuring they deeply understand what students need to learn and do—has contributed to this growth. Moving forward, Progeny Academy will continue to build on this strong foundation in reading while replicating similar strategies and coaching frameworks in mathematics.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

FastBridge Universal Screening & Early Literacy Trends

In FY25, Progeny Academy adopted FastBridge as its primary universal screening and progress monitoring tool for foundational literacy in grades K-3. FastBridge measures students' ability to access grade level work.

In FY26, 29% of K–3 students met Spring FastBridge reading benchmarks (led by 1st grade at 57%), consistent with FY25 results where 29% met reading benchmarks. To address these foundational reading scores, Progeny Academy completed a Comprehensive Needs Assessment (CNA) to identify root causes and developed improvement plans that include targeted professional development, follow-up coaching, and regular walkthroughs to monitor classroom implementation and improve reading skills in FY27.

MCA

The Minnesota Comprehensive Assessments (MCA) are state-mandated criterion-referenced assessments that measure student proficiency against the Minnesota Academic Standards in Reading and Mathematics. At Progeny Academy, leadership and staff use MCA performance data to evaluate program efficacy and establish school-wide academic priorities. Overall, Progeny Academy's multi-year MCA outcomes demonstrate steady multi-year progress in Reading and substantial competitive advantages for specialized student populations.



Academic Performance continued

Reading growth and targeted instruction guide the next steps

Progeny Drives Steady Upward Trend in Math Performance

In mathematics, teachers have incorporated review and reteaching into daily lessons, used timed practice to build fluency, and provided step-by-step visual supports for problem-solving. Due to Progeny Academy restructuring daily math blocks to focus on what is most needed, overall student achievement in MCA Mathematics increased.

- **MCA math proficiency increased from 4.2% in FY25 to 7.5% in FY26, a gain of 3.3 percentage points.**

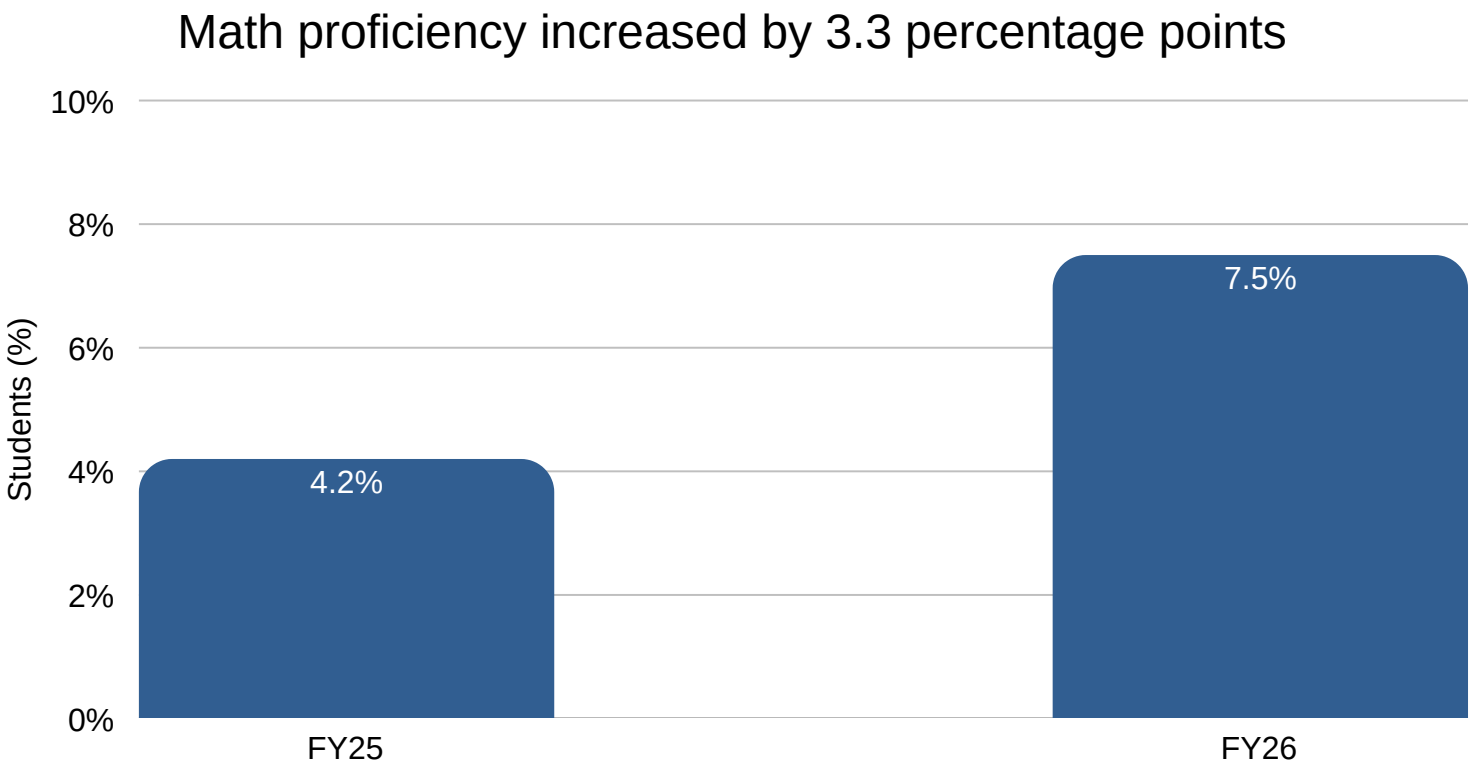


Figure 8. Students meeting or exceeding MCA Math standards. FY25–FY26.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

Progeny Reading Achievement Gains 8.4 Percentage Points Over 3 Years

In reading, the school has strengthened daily foundational reading and writing instruction, established consistent reading block schedules, and used graphic organizers, sentence starters, and vocabulary supports across classrooms. This is also the school's second year using the Groves Reading program. Due to the school's continued focus on improving reading achievement, student performance in reading has steadily improved across multiple years.

- **The percentage of students partially meeting, meeting, or exceeding MCA reading standards increased from 39.7% in FY24 to 45.8% in FY25 and 48.1% in FY26—an increase of 8.4 percentage points over the period.**

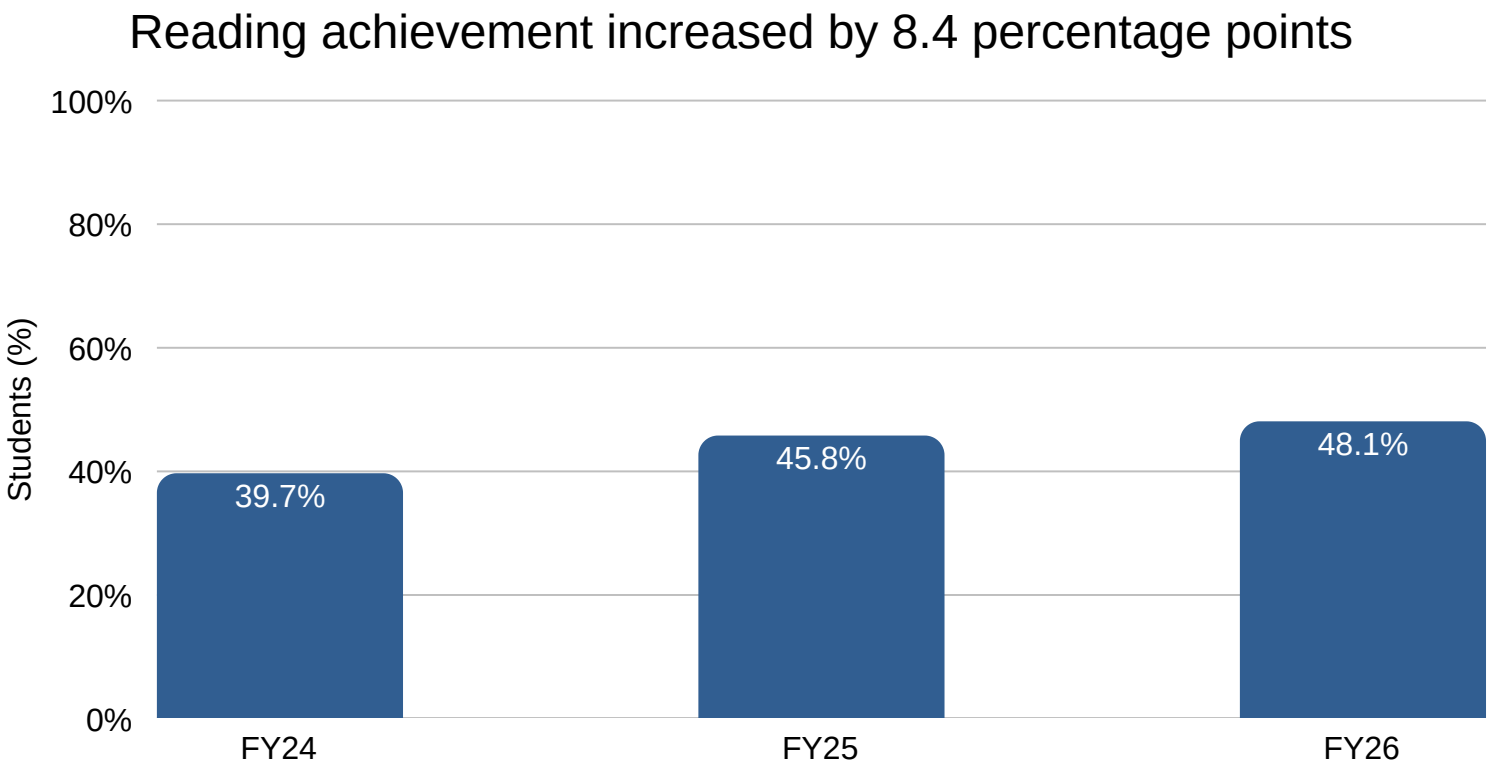


Figure 9. Students partially meeting, meeting or exceeding MCA Reading standards. FY24–FY26. This measure includes partial proficiency.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

Progeny English Learners Outpace Local District Averages, Tripling Local Reading Proficiency Rates

Progeny Academy maintains a strong commitment to accelerating language acquisition and academic content mastery for English Learner students. By differentiating Tier 1 instruction using WIDA Can-Do descriptors, integrating visual word walls, and embedding systematic daily EL support routines, Progeny Academy's EL students achieved exceptional results compared to local school districts.

- **In FY26 MCA Reading, Progeny Academy EL proficiency reached 23.1%, compared to 7.5% in Robbinsdale Public Schools and 3.9% in Minneapolis Public Schools (MPS).**
- **In FY26 MCA Math, Progeny Academy EL proficiency reached 11.5%, outperforming Robbinsdale Public Schools (9.3%) and doubling Minneapolis Public Schools (5.6%).**

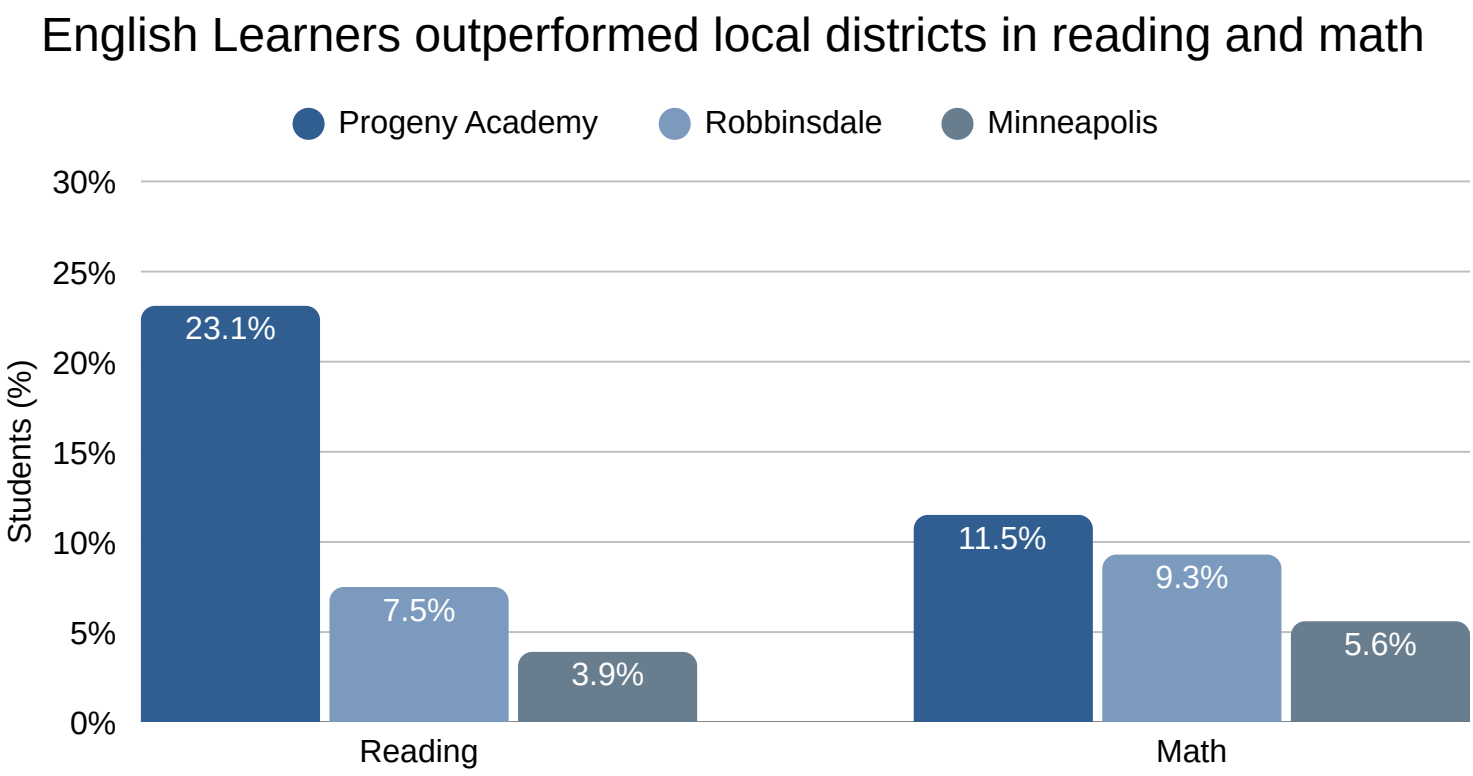


Figure 10. FY26 MCA proficiency among English Learners. Progeny, Robbinsdale Public Schools and Minneapolis Public Schools.

Academic Performance continued

Reading growth and targeted instruction guide the next steps

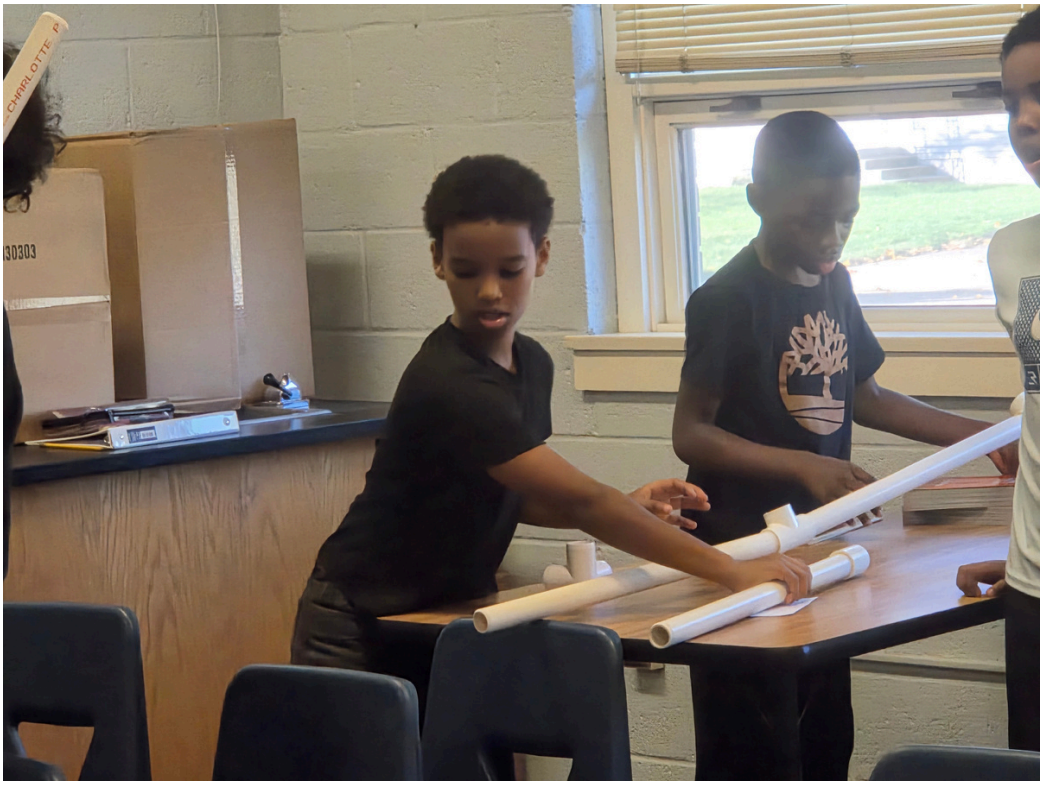
MCA Takeaway

Progeny Academy's multi-year MCA results confirm that deliberate investments in literacy, structured daily schedules, and targeted Tier 1 classroom supports are driving measurable student growth. The strong performance of English Learners highlights the direct impact of the school's language acquisition strategies and differentiated instruction. Moving forward, Progeny Academy will maintain this solid foundation in reading while applying these same coaching models and structured instructional frameworks to drive sustained progress in mathematics across all grade levels.

Conclusion

Progeny Academy's multi-year results show a foundation in reading growth, progress on MCA measures, and strengths in English Learner performance. They also identify mathematics and foundational literacy as priorities for continued improvement. Together, these findings provide a clear direction for the school's next phase of work.

Progeny enters the next contract cycle positioned to build on effective practices and address remaining needs through teacher collaboration, coaching, and targeted interventions. Its focus is on translating student growth into stronger grade-level achievement and using ongoing review to guide instructional decisions.



Governance

Five voting members share governance responsibilities

Board of Directors

During the 2025–26 school year, the Progeny Board of Directors fully complied with all statutory requirements under Minnesota Statute § 124E.07, Subd. 3, as well as the school's bylaws regarding board size, composition, and governance structure:

- Board Size: The bylaws mandate at least 5 board members. During FY26, the board maintained 5 voting members, fulfilling this requirement.
- Board Composition: In accordance with state law and Section IV.2 of the bylaws, the board must include at least one licensed teacher, at least one non-employee parent, and at least one non-employee community member. The FY26 board satisfied this requirement with a balanced structure:
  - 1 Community Member (Minnesota residents, non-employees, non-parents)
  - 2 Parents/Legal Guardians (enrolled students, non-employees)
  - 2 Licensed Teachers (employed at Progeny Academy)
- Governance Model: As outlined in Article IV of the bylaws and Minn. Stat. § 124E.07, Subd. 3(c), the board operates under a "no clear majority" governance model, ensured by the equal representation of community members, parents, and teachers.
- Ex-Officio Representation: Executive Director Nicole Nelson served as a non-voting ex-officio board member.
  The table below lists the board members who served during the 2025–26 school year:



Governance continued

Five voting members share governance responsibilities

Board of Directors

Member Name	Board Position	Affiliation
Jeramie Steinert	Chair	Community
Nichelle Henderson	Secretary	Teacher
Rose Pollard	Member	Parent
Thomas Schmidt	Treasurer	Teacher
Sandra Gordon Mai Johnson	Member	Parent
Nicole Nelson	Ex-Officio	Executive Director

Member Name	Date Seated	Term End Date	Email Address
Jeramie Steinert	7.1.25	6.30.28	jrsteinert@outlook.com
Nichelle Henderson	7.1.25	6.30.28	Nichelleh@progenyacademy.org
Rose Pollard	1.29.25	6.30.26	pollardrose159@gmail.com
Thomas Schmidt	11.14.25	6.30.26	thomas@progenyacademy.org
Sandra Gordon Mai Johnson	12.18.25	6.30.26	maisophia2016@gmail.com
Nicole Nelson	NA	NA	nicolen@progenyacademy.org

Governance continued

Five voting members share governance responsibilities

Board Training and Development

The Progeny Academy Board of Directors prioritizes ongoing board training to ensure all members possess the knowledge and skills necessary to effectively fulfill their governance responsibilities. In the late summer, all board members complete a needs assessment survey to identify key areas for professional growth and deeper learning. The results of this survey, along with the statutory onboarding requirements for new board members, are analyzed to develop a training plan for the upcoming academic year.

To foster a collaborative governance culture, training modules are provided directly during regular board meetings. This approach ensures that board members not only fulfill statutory requirements but also learn together, building a stronger and more cohesive board. Training attendance and completion are documented. Board members who are absent from a scheduled meeting are provided with asynchronous modules, ensuring no member misses out on valuable learning.

Based on the late summer survey results, the board identified the following priority training areas and target outcomes for FY26:

Board Priority	Target Outcome
Board Recruitment and Elections	The Board of Directors adheres to board member election requirements set forth by state statute.
Student Support Services	Board members understand the requirements for serving students with disabilities, ensuring the school supports the academic success and well-being of all students.
Employee Practices	Board members understand their legal responsibility to care for, protect, manage, and oversee the management of personnel data.
State Standards	Board members understand their role in monitoring the teaching and assessment of Minnesota academic standards.
Budget	The Board of Directors understands the board's responsibility for financial oversight and its specific responsibility to approve and adopt the budget.
Program Oversight and Evaluation	Board members understand the role they play in overseeing and evaluating the school's academic and operational programs.
Legal Liability	Board members understand their legal responsibilities and potential liabilities under Minnesota Statutes Chapter 124E.

Governance continued

Five voting members share governance responsibilities

The table below documents the specific training completed by both new and continuing board members during FY26, confirming that all board members met or exceeded statutory training requirements.

New Board Member Training

The following table outlines the initial and ongoing governance training completed by new board members during FY26 to satisfy state charter school board requirements.

Board Member	Training Area	Training Completed
Rose Pollard	Board Roles and Responsibilities	Take Minutes, MNCharterboard, 1.8.25
Rose Pollard	Open Meeting Law	Conduct Open Meetings, MNCharterboard, 1.8.25
Rose Pollard	Data Practices Law	Respond to Data Requests, MNCharterboard, 1.8.25
Rose Pollard	Board Roles and Responsibilities Regarding Student Achievement	Meeting Requirements for Serving Students with IEPs, Instructional Designs, Inc., 12.24.25
Rose Pollard	Employment Policies and Practices	Safeguard Personnel and Employee Data, Instructional Designs, Inc., 12.24.25
Rose Pollard	Public School Funding and Financial Management	Conduct Financial oversight of Pupil Units, Instructional Designs, Inc., 12.24.25
Thomas Schmidt	Board Roles and Responsibilities	How to be a Better Board, Instructional Designs, Inc., Marcy Myers,, 11.10..25
Thomas Schmidt	Open Meeting Law	Conduct Open Meetings, Instructional Designs, Inc., Marcy Myers,, 11.10..25
Thomas Schmidt	Data Practices Law	Safeguard Student Data, Instructional Designs, Inc., Marcy Myers, 11.10..25
Sandra Gordon Mai Johnson	Data Practices Law	Safeguard Student Data, Instructional Designs, Inc., Marcy Myers, 12.12.25

Governance continued

Board Member	Training Area	Training Completed
Sandra Gordon Mai Johnson	Board Roles and Responsibilities Regarding Student Achievement	Ensuring the Charter School Teaches and Assesses Grade Level Minnesota Standards, Instructional Designs, Inc., Marcy Myers, 2.13.26 Program Oversight and Evaluation, Instructional Designs, Inc., Marcy Myers, 3.20.26 Legal Liability for MN Charter Schools, Instructional Designs, Inc., Marcy Myers, 3.20.26
Sandra Gordon Mai Johnson	Employment Policies and Practices	Safeguarding Personnel and Employee Data, 4.24.26, Instructional Designs, Inc., Marcy Myers
Sandra Gordon Mai Johnson	Public School Funding and Financial Management	Adopt a Budget, Instructional Designs, Inc., Marcy Myers, 2.13.26

Training Completed by Board Members

All continuing board members and ex-officio leadership completed the following targeted professional development sessions during FY26:

Ongoing Board Member Training			
Board Member	**Date of Training**	**Topic**	**Facilitator**
Jeramie Steinert	11.14.25	Conduct Board Elections Meeting Requirements for Serving Students with IEPs Safeguard Personnel Data	Marcy Myers, Instructional Designs, Inc.
Jeramie Steinert	2.13.26	Ensuring the Charter School Teaches and Assesses Grade Level Minnesota Standards Adopt a Budget	Marcy Myers, Instructional Designs, Inc.

Governance continued

Five voting members share governance responsibilities

Ongoing Board Member Training			
Board Member	**Date of Training**	**Topic**	**Facilitator**
Jeramie Steinert	3.20.26	Program Oversight and Evaluation Legal Liability for MN Charter Schools	Marcy Myers, Instructional Designs, Inc.
Nichelle Henderson	11.14.25	Conduct Board Elections Meeting Requirements for Serving Students with IEPs Safeguard Personnel Data	Marcy Myers, Instructional Designs, Inc.
Nichelle Henderson	2.13.26	Ensuring the Charter School Teaches and Assesses Grade Level Minnesota Standards Adopt a Budget	Marcy Myers, Instructional Designs, Inc.
Nicole Nelson (Ex-officio)	11.14.25	Conduct Board Elections Meeting Requirements for Serving Students with IEPs Safeguard Personnel Data	Marcy Myers, Instructional Designs, Inc.
Nicole Nelson (Ex-officio)	2.13.26	Ensuring the Charter School Teaches and Assesses Grade Level Minnesota Standards Adopt a Budget	Marcy Myers, Instructional Designs, Inc.
Nicole Nelson (Ex-officio)	3.20.26	Program Oversight and Evaluation Legal Liability for MN Charter Schools	Marcy Myers, Instructional Designs, Inc.

End-of-Year Board Performance Assessment FY26

Minnesota Statute 124E.7 requires that the board ensure an annual assessment of board performance is conducted and that the results are reported in the school's annual report. Progeny Academy uses this self-assessment to identify both strengths and areas for growth that can guide board development for the coming year.

Governance continued

Five voting members share governance responsibilities

Board Self-Assessment Results and Recommendations for Further Development

Overall, the board self-assessment indicates that board members believe they carried out most of their core responsibilities effectively during the year. At the same time, the results suggest that even areas of strength represent opportunities for continued refinement and growth.

Based on the responses, 100% of board members rated multiple governance practices as “I clearly remember us doing this well.” While these ratings reflect strong confidence in the board’s performance in these areas, they should not be interpreted as areas that are complete. High ratings instead signal a solid foundation on which the board can continue to deepen its practice, increase consistency, and strengthen impact.

These areas included:

- Running meetings in ways that were open, easy to follow, and helped the public understand how and why decisions were made.
- Using meeting minutes to clearly record key points and decisions so that community members could understand what happened and why.
- Reading materials before meetings and asking questions that helped deepen discussion and improve decisions.
- Looking at results over multiple years and asking questions about what they showed for teaching and student support.
- Reviewing financial reports to understand the school’s financial health and how it affected board decisions.
- Looking at enrollment and pupil counts to see how well they matched the budget and to plan for any needed changes.
- Staying in touch with the school leader and using information from the whole year to complete a fair, well-informed evaluation.
- Using board policies during discussion and decision-making so board actions stayed aligned with the school’s direction.



Governance continued

Five voting members share governance responsibilities

In addition, some board members rated the following area as a practice that happened but could be improved.

- Using fair and transparent practices for board elections, including recruiting strong candidates and encouraging people to vote.
- Using student learning data (state and local) to understand how students were doing in different grades and groups.
- Checking on progress toward the School Improvement Plan (SIP) and CACR goals and using that information in board conversations.
- Watching cash flow and budget variances and asking questions when something looked off or unexpected.
- Using what was learned in board training to improve how members showed up and participated as board members.

  These responses demonstrate a reflective board that is willing to further sharpen its own practice. Boards that actively reflect on and strengthen their work are better positioned to support their schools effectively.

  To build on current strengths and move into the next phase of growth, the board identified the following priorities for continued development.
- Using student data more deeply and consistently in board discussions and decisions.
- Preparing more fully for meetings and asking stronger questions.
- Understanding meeting requirements and best practices for open meetings.
- Using board policies more actively in discussions and decisions.
- Taking a more active role in school leader feedback and evaluation.
- Improving communication, collaboration, or professionalism during meetings.

While the self-assessment fulfills a statutory requirement, its primary purpose is to drive the board's ongoing growth and effectiveness, including in areas where the board already perceives itself as strong. The results of this self-assessment will directly shape a comprehensive board development plan for the coming year, ensuring that the board builds on strengths and addresses gaps in practice. At the beginning of FY27, the board will complete a follow-up needs-assessment survey to refine these priorities and create a comprehensive development plan that specifies targeted trainings, strengthened governance practices, and clear annual responsibilities.

Governance continued

Five voting members share governance responsibilities

Board Election

Date of Notice announcing the Board Election: February 25, 2026
Date/s of the Board Election: May 27, 2026
Date biographies of candidates were posted to the school's website: April 28, 2026
Election Results: 3 seats were up for election and the winners were Thomas Schmidt, Ambrose R. Russel, and Sandra Gordon Mai Johnson
Date New Board Members' Terms Will Start in FY27: All new board members' terms begin July 1, 2026. Board members are elected for 3 year terms.

Board Development Plan

Annually, the Progeny Academy Board of Directors creates a Board Development Plan that serves as the board's annual operating calendar. This plan outlines when key tasks must be completed, including statutory responsibilities, board learning, and policy reviews. The Board Chair and Executive Director use the plan to build monthly meeting agendas, and all board members review it regularly to monitor their progress and ensure every required obligation is fulfilled.



Management

Nicole Nelson leads school operations and instruction

School Leaders

Name	Title	Responsibilities	License
Nicole Nelson	Executive Director	Responsible for all aspects of school operations, including strategic planning, compliance, finance, and human resources, and serves as the primary representative of the school to both the board and the wider community. Oversees curriculum, assessment, and supervises and evaluates staff.	417201: 5-12 Social Studies and K-12 Principal

School Director Evaluation Process and Date:

Nicole Nelson has served as Progeny Academy's executive director since its founding in 2019; her leadership continues to earn consistently high marks from the board, reflecting deep trust and confidence in her ability to lead the school. In May, the board conducted a performance evaluation, presenting findings at the June 18,2026 meeting that reaffirmed Ms. Nelson's record of strong leadership and the board's continued satisfaction with her performance and ability.

Training Completed by the Executive Director

Nicole Nelson is a licensed K-12 Principal and is not required to report on a Professional Development Plan. Ms. Nelson continues to participate in high quality professional development courses so she can continue to gain knowledge and skills to support effective teaching and to lead across a full range of responsibilities. Below is a list of PD that Ms. Nelson participated during the 2025-26 school year.

Course	Targets	Clock Hours Earned	Date Completed
Charter Leaders Accelerated	• Governance • Instructional Leadership • Organizational Leadership • Positive School Culture • School Improvement • Teacher Development	27	4.29.26

Staffing

Professional learning strengthens classroom practice

High teacher retention over the past two years reflects Progeny Academy's positive school culture and dedicated support for educator growth and professional development.

Non-Licensed Staff for FY26

Name	Assignment	Not returning FY27
Mr. Cortlandt Drake	Special Education Paraprofessional	
Ms. Gabriela Guzman	School Support Staff	
Ms. Lilly Nelson	School Support Staff	

Licensed Staff for FY26

Name	File Folder Number	Assignment	Not returning FY27
Ms. Katrina Murray	1027755	Special Education	
Ms. Nichelle Henderson	1031058	Elementary Education	
Ms. Nicole Nelson	417201	Director	
Mr. Thomas Schmidt	1028504	Middle School Mathematics	
Mr. Nathan Starks	377059	Middle School Social Studies	
Ms. Sue Troutman	329531	Elementary Education	
Peter Zwach Jr.	506412	English Language Acquisition	X
Ms. Kenzie Potter	1033043	5th Grade Social Studies	X
Ms. Pa Houa Xiong	503447	Special Education Coordinator	

Staffing continued

Professional learning strengthens classroom practice

Teacher Retention:

School Year	# Teachers Employed at End of School Year	# Teachers Returning at Start of Next School Year	Retention Rates
FY25	7	7	100%
FY26	9	7	78%

Professional Development Provided to Staff

Professional development at PACS is intentionally structured to strengthen staff expertise and classroom practice in direct alignment with the school's School Improvement Plan (SIP) and the Comprehensive and Civic Readiness (CACR) Plan. Staff have ongoing opportunities to participate in both district-hosted and external trainings, which address SIP and CACR priorities such as literacy, data-driven instruction, intervention implementation, and equitable access for all students.

PACS's emphasis on sharing learning and facilitating peer-to-peer training fosters a collaborative professional culture, as prioritized in both the SIP and CACR strategic plan requirements. Staff participate in PLCs, workshops, and regular coaching, with PD focused on increasing teacher effectiveness, cultural competency, and supporting student achievement for all subgroups.

All offerings are strategically chosen to advance SIP and CACR goals, support continuous school improvement, and foster readiness for future academic and career success.

Teacher Evaluation Description:

The Progeny Academy teacher evaluation system, aligned with current Minnesota statute, is designed to improve student learning, guide professional growth, and ensure equitable access to effective instruction.

All teachers are evaluated 2 times a year, are provided options to observe their peers, participate in ongoing coaching, and are encouraged to self-reflect on their own teaching practices.

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 determine their ongoing Professional Development Plan based on the skills the teacher believes need to be strengthened to improve student learning and achievement.

Educational Approach and Curriculum

Standards and inquiry shape daily instruction

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 thereby 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 implementation:

- **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.

Curriculum

Our core curriculum maps directly to Minnesota state standards across every grade level. Teachers receive continuous training to ensure instructional materials are delivered effectively and daily lessons remain aligned with state benchmarks.

Differentiation is integrated into core instruction to support diverse learning needs, including targeted strategies for English Learners and students working below grade level. Supplemental, adaptive computer-based programs are also utilized to provide personalized learning opportunities tailored to each student.

In addition to academic instruction, Social Emotional Learning (SEL) and character development are embedded into the school culture. Through community-building circles, welcoming classroom environments, and structured communication routines, students learn to interact effectively, build positive relationships, and develop personal accountability.

Innovative Practices and Implementation

Partnerships connect learning with real-world applications

At Progeny Academy, innovation is about structuring systems so that every resource, program, and partnership directly supports student learning.

Data-Driven Continuous Improvement: What makes our approach effective is how closely the school improvement process connects to daily instruction. We begin each year with a Comprehensive Needs Assessment (CNA) to identify specific learning gaps, which directly shapes the School Improvement Plan (SIP). To ensure the plan is put into practice, we conduct regular classroom walkthroughs using concrete "look-for" rubrics. Teacher evaluations and performance trackers align with these SIP goals, and we report progress to our Board quarterly to maintain clear oversight and accountability.

Specialized Academic & Real-World Partnerships: We work to connect classroom concepts with real-world applications. Through the "Science from the Scientists" partnership, students in Grades 3–8 work alongside professional scientists to design, conduct, and analyze experiments. In middle school (Grades 6–8), students publicly present their findings, blending scientific inquiry with public speaking skills. In early literacy, we combine the Groves Literacy curriculum with comprehensive LETRS training and weekly job-embedded coaching to ensure teachers deliver structured, evidence-based reading instruction across K–3 classrooms.

Whole-Child Support & Differentiated Growth: To help every student succeed, we combine social-emotional learning with personalized academic support. Daily character lessons, community-building circles, student council initiatives, and a partnership with PeaceMaker Minnesota give students practical tools to resolve conflicts and build positive relationships. Inside the classroom, we deliver targeted Tier 2 and Tier 3 interventions during daily WIN ("What I Need") blocks staffed by reading tutors, Title I teachers, and paraprofessionals. Pairing this small-group support with 1:1 technology and adaptive programs like Reading A-Z, Khan Academy, and Imagine Language and Literacy allows us to tailor practice to each student's skill level—supporting English Learners and scholars working to master grade-level standards.



Comprehensive Achievement and Civic Readiness Strategic Plan Report

The CACR plan connects goals with ongoing review

Progeny Academy's Comprehensive Achievement and Civic Readiness (CACR) Strategic Plan meets the requirements of Minnesota Statute §120B.11, providing a structured, long-term framework to guide continuous school improvement and support college and career readiness for all students. In FY26, the school drove academic performance through five key strategies: bi-weekly data-driven Professional Learning Communities (PLCs) focused on analyzing formative assessments and planning targeted interventions; job-embedded professional development, including LETRS training and Groves Literacy coaching; implementation of FastBridge as the primary universal screener for grades K–3; structured Tier 2 (WIN time) and Tier 3 MTSS interventions; and systematic multi-assessment progress monitoring (FastBridge, NWEA MAP Growth, and MCA) across all student subgroups.

Progress toward CACR goals is continuously monitored through regular analysis of student achievement data, classroom walkthroughs, bi-annual teacher evaluations, and board-level review of contractual and academic benchmarks. Teacher teams analyze student work to adjust Tier 1 instruction and deliver real-time reteaching, while annual stakeholder feedback from families, staff, and students helps refine schoolwide priorities. The CACR Strategic Plan and annual progress report are regularly reviewed with the Board of Directors, posted publicly on the school's website, and presented to all stakeholders at the annual public meeting.

CACR Summary

Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report
District or Charter Name: Progeny Academy
CACR Contact Name: Nicole Nelson
CACR Contact Title: Executive Director
CACR Contact Email: nicolen@progenyacademy.org
CACR Contact Phone Number: (763) 325-9150

Annual Public Meeting

These annual public meetings are to be held in the fall of each school year.
CACR Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.
Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners: Governance - Progeny Academy

Comprehensive Achievement and Civic Readiness Strategic Plan Report continued

The CACR plan connects goals with ongoing review

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

Recent satisfaction survey results show high levels of positive feedback from parents, students, and teachers. Among parents, 90% are satisfied with learning at the school, 100% with school safety, and 100% with the sense of acceptance. Student survey results also reflect generally positive perceptions, with 88% satisfied with their learning experiences, 85% with safety, and 85% with acceptance. Teachers report strong satisfaction overall, with 100% satisfied with their roles and responsibilities, and 92% with the school.

Goals and Results

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, you do not need to set a school readiness goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. At least 50% of all Kindergarten students will meet their growth target as measured by the FastBridge Reading Assessment.	Provide the result for the 2025-26 SY that directly ties back to the established goal. 11.1% of K students made expected growth on FastBridge Reading.	Check one of the following: ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) _X__ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ N/A (no kindergarten enrollment)

Comprehensive Achievement and Civic Readiness Strategic Plan Report continued

The CACR plan connects goals with ongoing review

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. At least 50% of all Kindergarten students will meet their growth target as measured by the NWEA Math Assessment.	Provide the result for the 2025-26 SY that directly ties back to the established goal. 44.4% of K students met their growth targets on the NWEA Math Assessment.	Check one of the following: ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) _X__ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. 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.	Provide the result for the 2025-26 SY that directly ties back to the established goal.	Check one of the following: ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) __X_ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Comprehensive Achievement and Civic Readiness Strategic Plan Report continued

The CACR plan connects goals with ongoing review

All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. 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.	Provide the result for the 2025-26 SY that directly ties back to the established goal.	Check one of the following: ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) _X__ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. In the majority of instances with available data, the difference between the percent of students who do not meet the MCA and MTAS Math 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.	Provide the result for the 2025-26 SY that directly ties back to the established goal.	Check one of the following: ___ Goal Met (one-year goal) __X_ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ N/A (no 12th grade enrollment)

Comprehensive Achievement and Civic Readiness Strategic Plan Report continued

The CACR plan connects goals with ongoing review

All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. NA	Provide the result for the 2025-26 SY that directly ties back to the established goal. NA	Check one of the following: ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) _X__ N/A (no 12th grade enrollment)

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
Provide the established SMART goal for the 2025-26 SY. 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	Provide the result for the 2025-26 SY that directly ties back to the established goal. 83% scored a 3 or higher.	Check one of the following: ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) _X__ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

School Plan for Assessments

Multiple measures guide instructional decisions

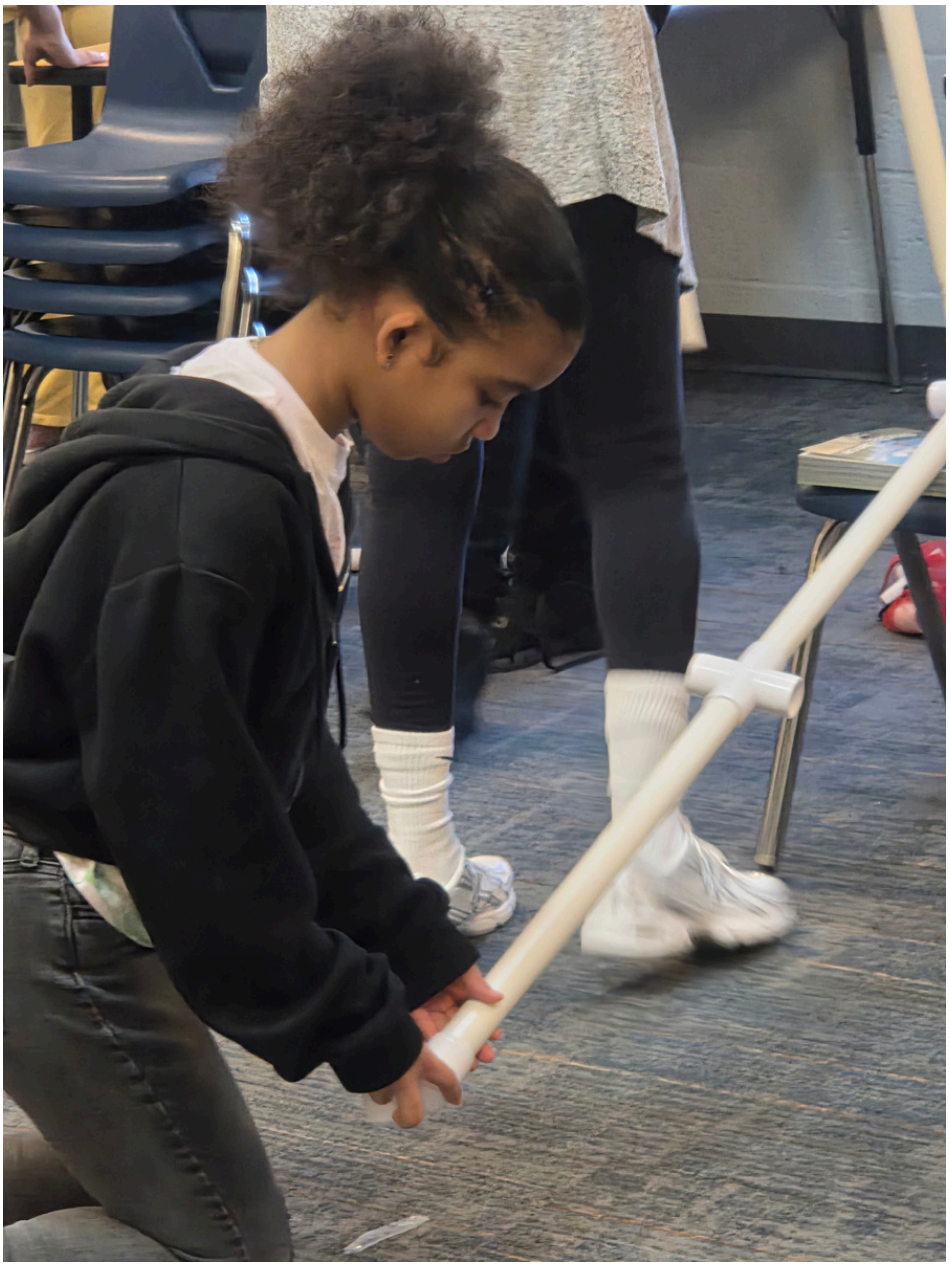
Progeny Academy's assessment plan includes multiple tests designed to guide instructional decisions and support student growth. FastBridge, administered three times a year (fall, winter, spring) to grades K–8, is used for screening, progress monitoring, and identifying students needing interventions. The NWEA MAP test, also given each trimester to K–8, tracks growth toward state standards. The WIDA Screener is used year-round as needed to identify English Learners, while ACCESS testing (every winter) monitors annual progress in academic English for K–8 English Learners. State-mandated MCAs are given each spring in grades 3–8 for reading and math, plus science in grades 5 and 8, measuring achievement and growth on Minnesota standards. For students with significant disabilities, the MTAS provides an alternative assessment each spring. These assessments are used to tailor instruction, qualify students for support, and evaluate school progress throughout the year.



Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers

Recruitment and mentoring support effective teaching

Progeny Academy works to equitably distribute diverse, effective, in-field teachers by actively recruiting from a wide range of sources, supporting new staff through training and mentorship, and fostering retention with ongoing professional development and a welcoming, inclusive environment. These efforts ensure students are taught by qualified, culturally responsive educators who reflect and meet the needs of the school community.



School Satisfaction

Families, students and staff report positive experiences

Over the past three consecutive years (FY24–FY26), annual survey results show that Progeny Academy consistently earns high marks from parents, students, and staff alike. These results reflect a strong sense of trust across our school community. Families and students feel safe, welcomed, and supported, while our teachers and staff report high levels of satisfaction in their daily roles. This feedback is a testament to the dedication of our entire team and our shared commitment to maintaining an inclusive, student-centered learning environment.

Parent Satisfaction Survey Results

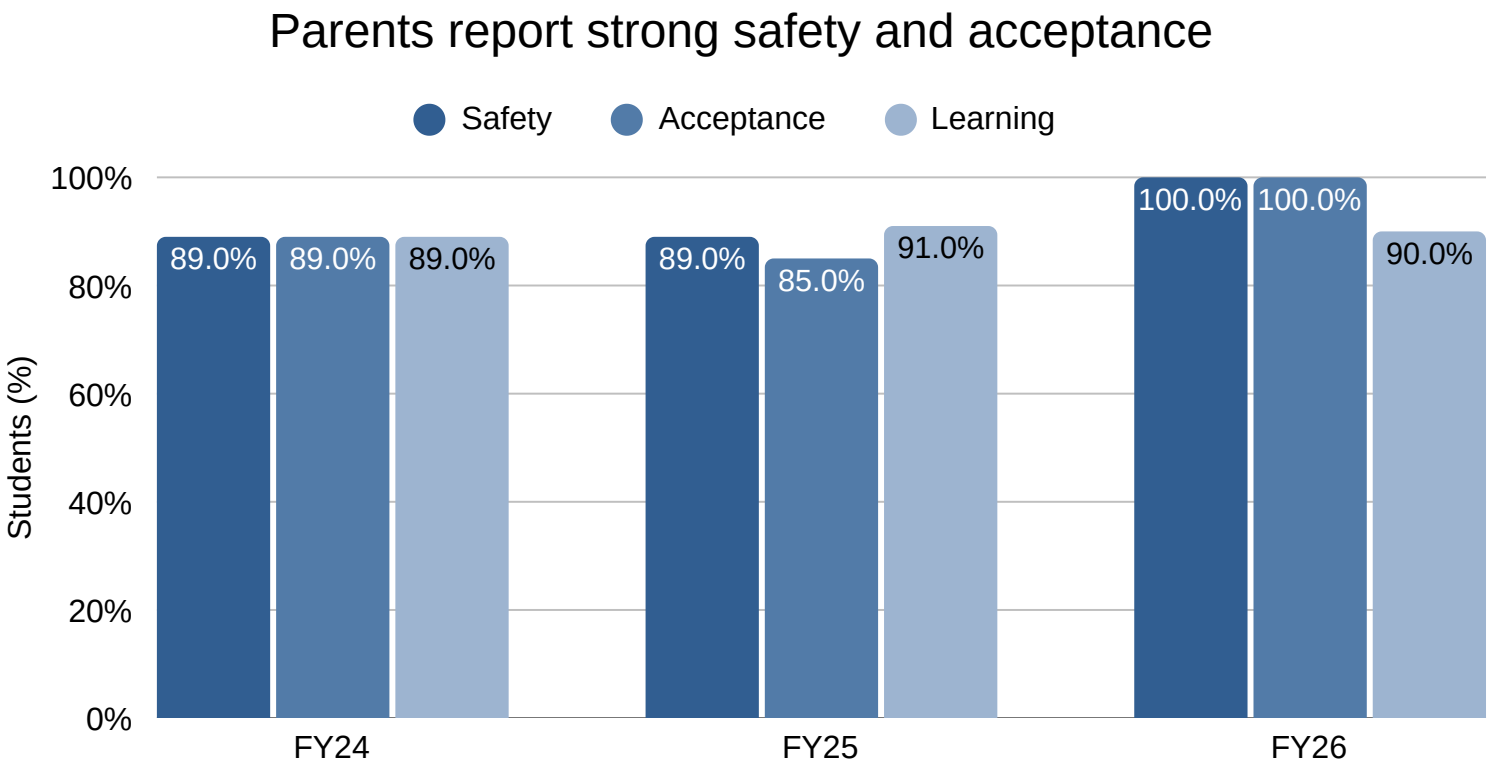


Figure 11. Parent satisfaction survey, percentage satisfied. FY24–FY26.

School Satisfaction continued

Families, students and staff report positive experiences

Student Satisfaction Survey Results

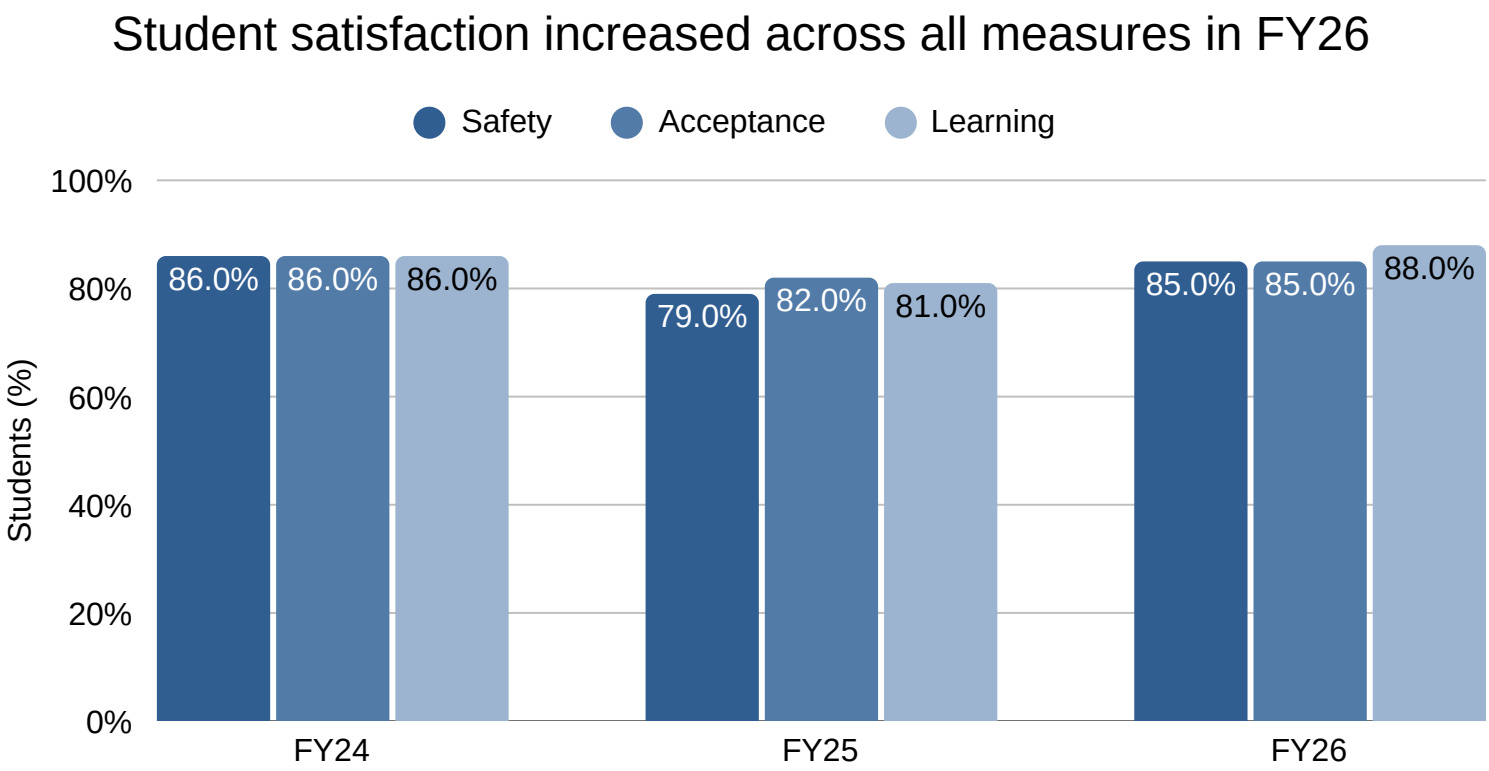


Figure 12. Student satisfaction survey, percentage satisfied. FY24–FY26.

School Satisfaction continued

Families, students and staff report positive experiences

Staff Satisfaction Survey Results

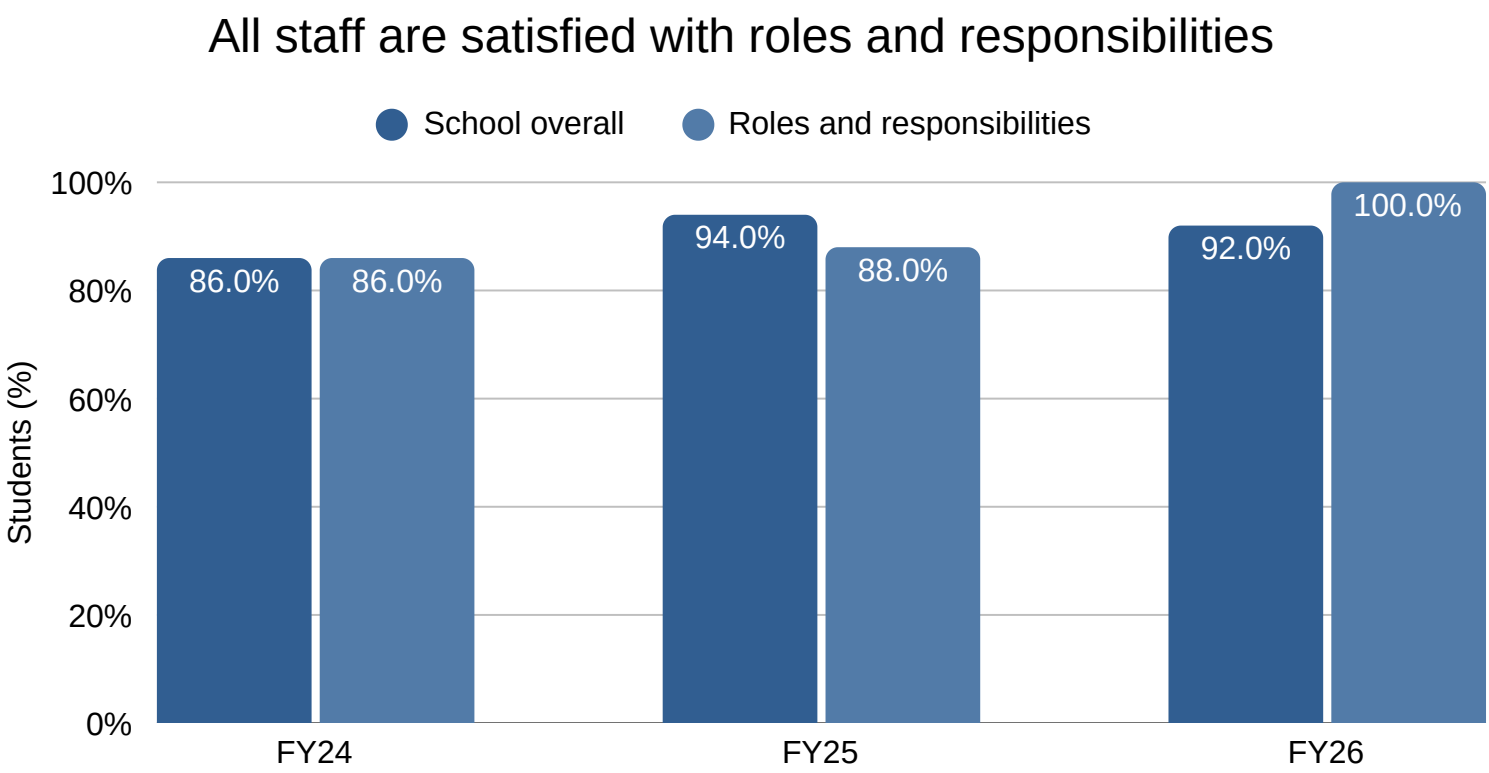


Figure 13. Staff satisfaction survey, percentage satisfied. FY24–FY26.

Finances

Financial results and fund balances for FY26

For questions regarding school finances and for complete financials for 2025-26 and/or an organizational budget for 2026-27, contact:

Name: Nicole Nelson
Position: Director
Contact info:
Phone: 763-325-9150
Email: nicolen@progenyacademy.org

	Fund 1	Fund 2	Fund 3
Total Revenues	$1,654,579.40	$89,532.46	0
Total Expenditures	$1,792,618.04	$73,462.38	0
Net Income	$-138,038.64	$16,070.08	0
Total Fund Balance	$266,082.77	$62,509.65	0

Overview

For the period, total expenditures ($1,866,080.42) exceeded total revenues ($1,744,111.86). While the school was over budget for the period, it held sufficient existing reserves to absorb these operational costs. Fund 3 recorded no financial activity.

Revenues

Total revenues were $1,744,111.86 across all funds. Fund 1 (General Fund) generated $1,654,579.40, which funds core academic instruction, teacher salaries, administrative costs, and general facility operations. Fund 2 (Food Service) generated $89,532.46, which is restricted specifically to supporting student nutrition and cafeteria operations. Fund 3 recorded $0 in revenue.

Finances continued

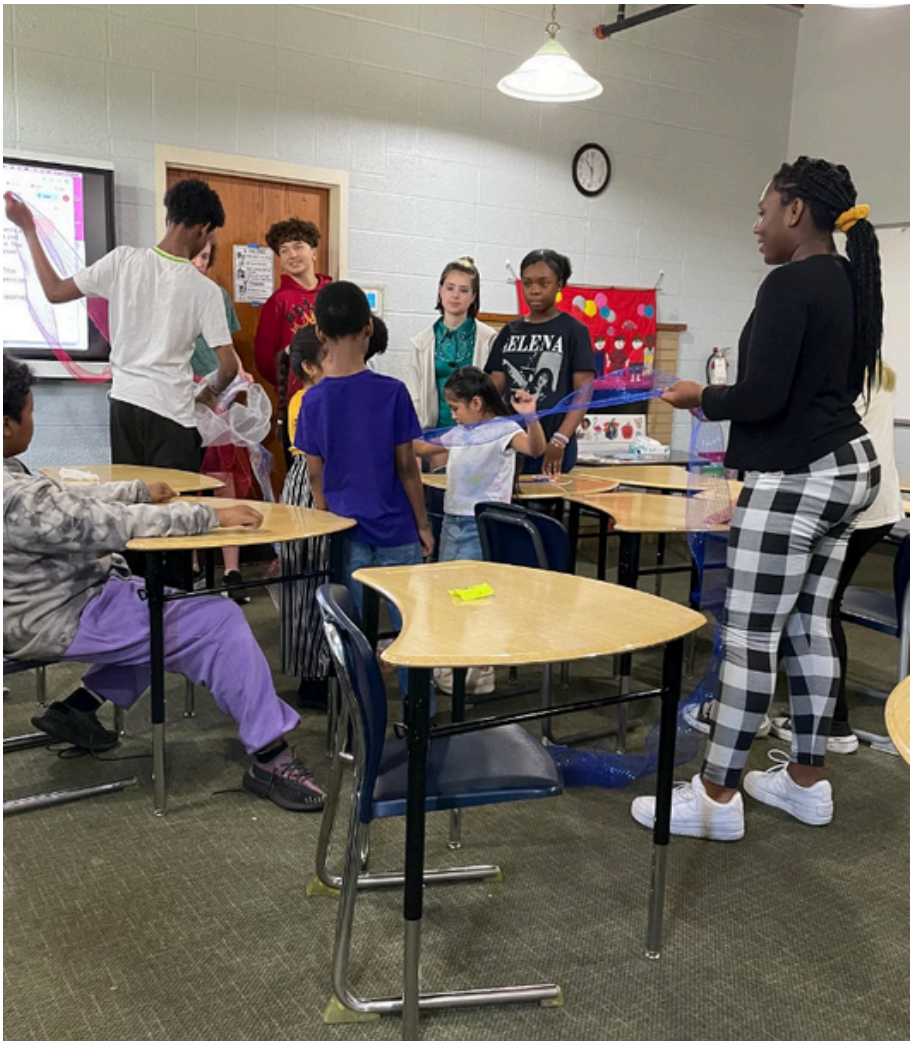
Financial results and fund balances for FY26

Expenses

Total expenditures across all funds were $1,866,080.42. Fund 1 costs were $1,792,618.04, covering primary classroom instruction, educational materials, operating overhead, and staff payroll. Fund 2 costs were $73,462.38, covering meal supplies, food service staff, and kitchen equipment. Fund 3 recorded $0 in expenses.

Net Surplus or Deficit and Fund Balance

Fund 1 operated at a period deficit of -$138,038.64, while Fund 2 generated a net surplus of $16,070.08, resulting in a deficit of $121,968.56 across all funds. The school had enough cumulative reserves in its fund balance to fully absorb this overage, leaving a remaining Total Fund Balance of $266,082.77 in Fund 1 and $62,509.65 in Fund 2.



Dissemination of Information

Families receive information through several channels

Progeny Academy recruits students from diverse communities through our website, social media, mailings, community events, and personal referrals. To ensure all families feel welcomed and included, we provide all enrollment forms in multiple languages (English, Somali, Spanish, and any other language as requested). A limited amount of information is gathered on the forms as directed by law, including: the student's name, gender, grade (to determine if space is available), whether or not the student has a sibling enrolled at Progeny (applicants with enrolled siblings have higher priority), and the parent or guardian contact information.



Future Plans

Focused instruction and expanded opportunities for FY27

Heading into the 2026-27 school year, Progeny Academy is organizing its academic improvement efforts around a single schoolwide instructional throughline: requiring every core lesson to feature a clear standards-based objective, aligned tasks, frequent checks for understanding, and real-time instructional adjustments.

To strengthen support for students reading below grade level in grades 4–8, the school is adding Groves 2 as a structured Tier 2 intervention program, directly addressing specific literacy gaps while keeping students aligned with grade-level standards.

In addition, Progeny Academy is launching a sports-focused afterschool program four days a week (Monday through Thursday) for grades K–8, giving students the opportunity to play volleyball, soccer, and basketball while building healthy habits, making new friends, and fostering a positive school community.

