



District #4078 Twin Cities International Schools (TCIS)

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

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**Submitted to Twin Cities International Schools Board of Directors
November 21, 2024**

**Submitted to Pillsbury United Communities
November 30, 2024**

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1.0 Report Introduction

1.1 School Introduction

The Twin Cities International Schools (#4078) is located at 277 12th Ave. N. Minneapolis, MN 55401. TCIS is a public charter school authorized by Pillsbury United Communities. The report submitted below fulfills the required data elements requested by our Authorizer, Pillsbury United Communities, in accordance with MN Statutes, section 124D.10 subd. 14. TCIS serves students in grades Kindergarten through 8th grade.

Questions about the information provided or any aspects of the school can be addressed to:

Mr. Abdirashid Warsame, Executive Director
Twin Cities International Schools
277 12th Avenue North, Minneapolis, MN 55401
612-821-6470
abdirashidw@iecmail.net

1.2 Website

Our school website is www.twincitiesinternationalschool.org. Our annual report & World's Best Workforce Plan is published on our website Quick Links and About page & archived in the Teaching & Learning Department section of the website.

1.3 School History

TCIS first began operations in the 2001-2002 school year as two unique schools: Twin Cities International Elementary School (K-5) and Minnesota International Middle School (6-8). The Twin Cities International Schools opened in the fall of 2001 to provide best-practice English as a Second Language (ESL) instruction in an American school environment. During the 2018-2019 school year, the two schools merged to become Twin Cities International Schools (Gr. K-8). We successfully completed our twentieth year of operation during the 2020-21 school year.



2.0 Mission, Purpose & Program

2.1 Mission Statement

Twin Cities International Schools (TCIS) will prepare all students for future success in both school and life.

Utilizing a rigorous standards based curriculum that challenges every student, we hold our community to high expectations in the pursuit of excellence. We help our students persevere and overcome obstacles.

Through involvement in the community, our students develop the character traits needed to become active and engaged citizens who will be ready to meet dynamic global challenges.

a. Vision Statement

Twin Cities International Schools (TCIS) recognizes that all children are unique and bring their special qualities with them as students. We welcome and value students from all cultures and embrace the background, skills, knowledge and creativity each brings, while allowing them to retain their unique cultural heritage. TCIS works as a community to provide a safe, supportive, engaging and collaborative learning environment. Working together with students, parents, teachers and staff, TCIS prepares students for a lifelong love of learning and academic success.

2.2 Statutory Purposes

The overall purpose of TCIS 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; TCIS 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) TCIS’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 TCIS 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, Responsive Classroom, ENVoY, Marzano’s New Art & Science of Teaching, effective use of support staff, reading instruction, 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; TCIS continues to utilize

the data retreat model 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 TCIS continues to be a teacher majority School Board, and 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 by the district throughout the week which include after school sessions and common planning times during the school day so teams can meet on a regular basis.

2.3 Program Model

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

Students at the elementary school 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, social emotional learning/arabic, and Art. In addition, students change classes for some intervention instruction and instructional level reading classes. Students move within these smaller, more focused groups for reading and math intervention based on student academic data which is continually being progress monitored and analyzed.

The 6-8 school's program model is based on a middle school/junior high model. Students participate in a six period day with a homebase assignment depending on instructional model format. Electives alternate every semester by grade. 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, which is continuously being progress monitored and analyzed, assists in rotating students through core and elective classes. Elective classes consist of technology, art, physical education, and explorations. Explorations consists of English Learner, literacy boost or teacher's aid (TA) options.

2.4 Curriculum

<u>Literacy</u>	Ready Gen	Grade K-5
	UFLI	Grade K-5
	Wit & Wisdom	Grade 6-8
<u>Handwriting</u>	Zaner Bloser	Grade K-5
<u>Math</u>	EnVisions (Savvas)	Grade K-7
	Algebra 1	Grade 8
<u>Science</u>	Interactive Science (Savvas)	Grade K-8
<u>Social Studies</u>	TCI	Grade K-5, 7-8
	Northern Lights (MN)	Grade 6

2.5 State Standards

At the start of the school year, the staff meet in both grade level PLCs and cross-grade level or content PLCs to plan out the year of instruction. When building curriculum maps, content area specialists connect teaching objectives to state standards and utilize NWEA data to ensure progress is made along a vertically integrated curriculum model. This is executed through the process of standard deconstruction. Teams work together to break apart state standards, identify essential skills, and create learning targets. The targets are the basis for the curriculum in each content area to ensure that the state's standards are embodied in all lesson plans.

Staff articulate standards in student friendly language called learning targets and align them horizontally into cycles/units for instruction throughout the year. Standards are then aligned vertically to provide scaffolded instruction by grade and aligned to ensure essential learnings are instructed prior to state assessment timeframes. These standards are aligned across the grade levels to the best of their ability to allow for all support staff to be working on similar targets/standards for each grade they support. These alignments are reviewed multiple times throughout each trimester and revised in accordance with student needs and goals set forth by the content team. Teachers are aligning their assessments to state standards and creating proficiency scales to determine the level of proficiency for each standard assessed. This ensures students are being assessed and instructed at four different levels of each standard. Grade level and/or content teams are using standards-based grading rubrics for each essential learning target.

Included in this alignment are the support services of special education and English Language, since TCIS focuses on a strong push-in model of service. Each lesson begins with the teacher informing the students what learning target they will be focusing on during the lesson and integrated learning targets are illustrated throughout lessons. These learning targets are also what comprises our report cards and data that students track as well as information shared to parents by the specific standards. This data is reviewed with parents at a minimum of bi-yearly during parent conferences. However, they are available for parents at any time.



3.0 School Demographics

3.1 Enrollment - *(Information taken from MARSS District ADM Served Report)*

School Year	KDG	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	Total ADM
2023-2024 ADM	88	99	100	98	105	105	110	108	107	920
Estimated Enrollment 2024-2025	96	104	104	104	112	112	112	112	112	961

3.2 Attrition Rate – 30%

3.3 Demographics

99.7% Black & 0.1% White/Other
 49.8% English as a Second Language (LEP)
 >=90% Free & Reduced Lunch qualification
 4.9% Special Education
 0.0% Homeless

3.4 Geographical Demographics

- Speak 8 different home languages: Somali, Oromo, Swedish, Arabic, Swahili, Amharic, Iban, & English
- Born in 16 different countries
- 77% of TCIS students are born in the United States



4.0 Governance

4.1 Board Members 2023-2024

School Board Member	Contact Information	Board Position	Term Expiration
Warsame Shirwa, Chair	612-821-6470 warsames@yahoo.com	Voting Member/ Community Member	June 30 th 2027
Heidi Tesfaye, Director	612-821-6470 heidit@iecmail.net	Voting Member/ Teacher # 508281	June 30 th 2026
Amal Warfa, Director	612-821-6470 amaalwarfa@gmail.com	Voting Member/ Parent	June 30 th 2026
James Engler, Director	612-821-6470 engler192@gmail.com	Voting Member/ Community Member	June 30 th 2026
Abdirazak Botan, Director	612-821-6470 Abdirazak1@msn.com	Voting Member/ Parent	June 30 th 2026

4.2 Board Training

During the fiscal year board members received training on board governance and employment law. The documents that the board retained in attesting to participation include a sign in form from the training and certificates of completion, which are on file with the board clerk.

4.3 Board Organization

The School Board is the policy making group for TCIS. The TCIS 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 and administrative team the responsibility of everyday operational procedures. The School Board meeting schedule is posted on the website as are copies of the Board meeting minutes.

School Board elections occur on a rotating cycle, with each member serving a 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. The school board is composed of 3 teachers and 4 community members & parents. All board members participate in required training to meet the legal requirements for a Charter School Board Member. A representative from the current Authorizer also 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.

5.0 School Management

5.1 School Organization

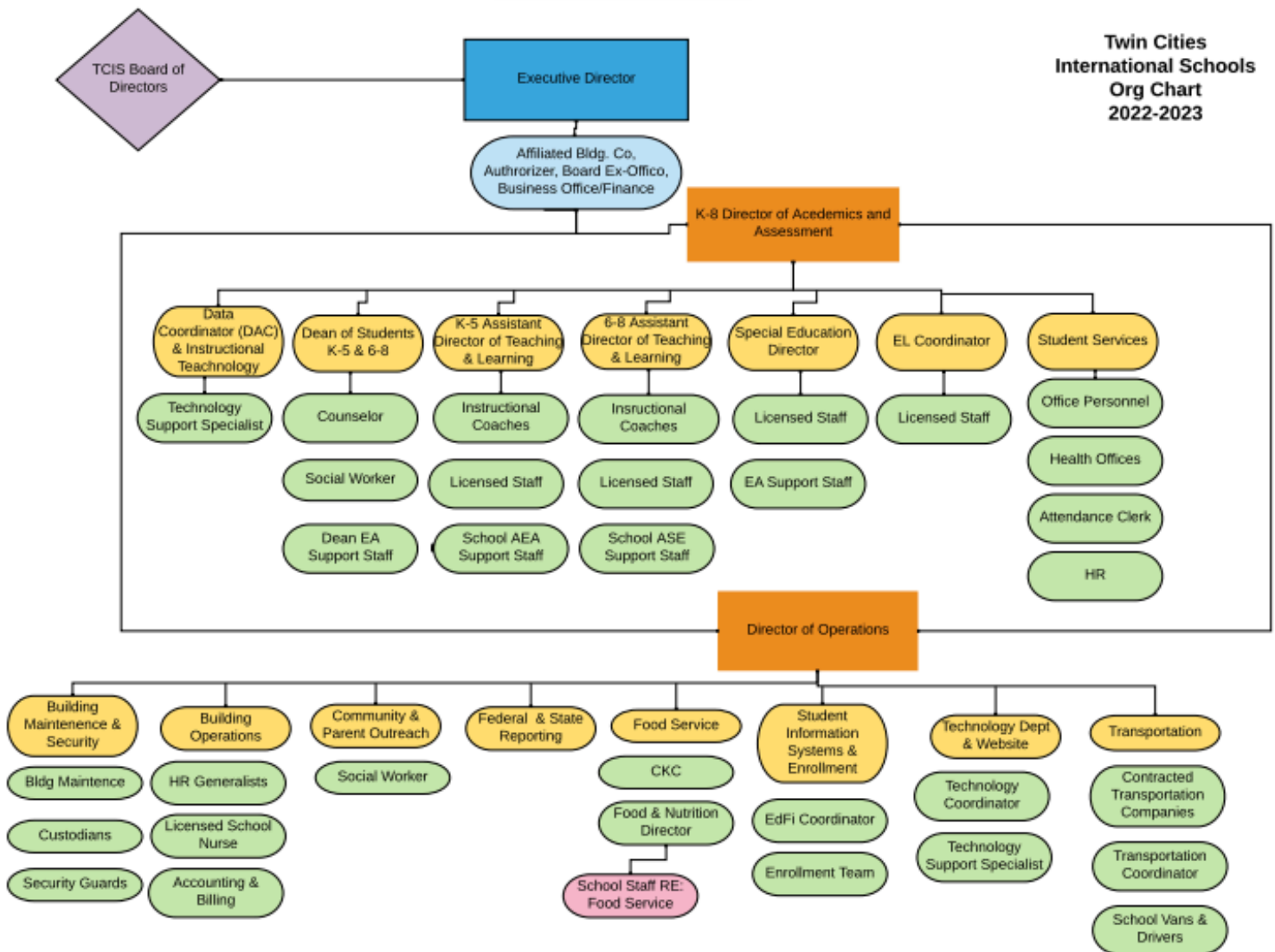
The school board is composed of 1 teacher and 4 community members & parents. A representative from the current Authorizer also serves as an ex-officio to the Board of Directors along with the school Director.

The administrative team consists of an Executive Director, Director of Operations, K-8 Principal/Director of Academics & Assessment, K-5 Assistant Director of Teaching and Learning, and a 6-8 Middle School Assistant Director of Teaching & Learning.

The school's 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. Members of the Finance Committee are school administration and school board members. Legal counsel is also contracted with a reputable Law Firm, Bassford Remele, and utilized on an as needed basis. Human Resource needs are done by school administration along with a full-time Human Resources Generalist.

The TCIS school board creates, sets, and manages school policy, and is responsible for school finance and its oversight and overall oversight of academic performance. The school board delegates to the school Director and administrative team the responsibility of everyday operational procedures. HR functions such as employment, employment law (state and federal), background checks, employee files, staff attendance, maintaining employee files, and facilitating benefits are delegated to the HR Consultant.

Organizational Chart for 2023-2024 has not changed from last year:



5.2 Administrative Team

School Administration	Position	File Folder #	Qualifications for this Position
Abdirashid Warsame	Executive Director	490311	Mr. Abdirashid Warsame is currently the director of Twin Cities International Schools. Mr. Abdirashid was the Director of Minnesota International Middle School from 2001-2014. Mr. Warsame received a bachelor's degree in management and accounting from the Somali Institute of Development Administration and Management, and he earned a degree in Information Technology from NEI College of Technology. Mr. Warsame earned a master's degree in Educational Leadership at Concordia University in St. Paul. Mr. Warsame completed his Education Specialist Degree (Ed.S) in the spring of 2014 with principal licensure at Concordia University St. Paul.
Kelli (Wilson) Smith	K-8 Director of Academics and Assessment	362475	Ms. Kelli (Wilson) Smith was a classroom teacher for 10 years and served as the Director of Curriculum and Assessment since 2006. Kelli has worked primarily with Elementary age students from Kindergarten to 6th Grade in both California and Minneapolis. Kelli received her Bachelor's Degree from MN State University Moorhead, holds a Master's of Arts Degree from Hamline University, and an Education Specialist Degree from St. Thomas University. Kelli is a licensed teacher grades 1-6, and a licensed administrator.
Jessica Wroblewski	Assistant Director, Teaching & Learning K-5	410062	Ms. Jessica Wroblewski, Ed. D. (ABD) is the Assistant Director of Teaching and Learning at TIES. She graduated with a Bachelor of Science in Elementary Education from St. Cloud State University and has been an educator for 14 years. Jessica also obtained a Master of Arts in Educational Administration, K-12 Principal Licensure, a Doctor of Education in Leadership from St. Mary's University of Minnesota. Prior to joining the TCIS administrative team, Jessica served as a teacher and coordinator of the reading program at TIES from 2009-2011 as well as the K-5 principal at Palomares Elementary in Castro Valley, CA from 2013-2015.
Ismail Ahmed	Director of Operations	490224	When he first relocated to Minnesota, he served as a data & development coordinator at Minnesota International Middle School (MS-6-8) and as an Assistant Director for Academics - teaching & learning at MIMS. After this

			appointment, Mr. Ismail worked as an Assistant Director for Curriculum & Instruction at Ubah Medical Academy (Charter School HS 9-12 in Hopkins, MN). In the community realm, Mr. Ismail has served on several local boards, he serves on the Advisory Board of Pillsbury United Communities (Office of Public Charter Schools) and Normandale College Advisory Board.
Jennifer Pare	Assistant Director, Teaching & Learning 6-8	455066	Ms. Jennifer Pare holds a bachelor's degree in elementary education with a specialty in 6-8 math from the University of Minnesota, Twin Cities. In 2012, Ms. Pare received her master's degree in education from the University of Minnesota. In June of 2018 she obtained her K-12 principal license from Bethel University. Ms. Pare taught 4 years of 6th grade math at MIMS and spent two years as an instructional coach. Ms. Pare is currently working on her doctoral degree in education leadership at Bethel University.



6.0 Staffing Information (see appendix B for Staff Rosters)

6.1 Access to Equitable and Diverse Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. TCIS is a single school charter district with two programs. Therefore, within our school site, teachers are hired for a specific grade/content level position and only with the appropriate license. All teachers are placed in classrooms with low-income and minority children. TCIS gives additional consideration to teachers who apply with experience for the interview process. TCIS also gives additional salary compensation to teachers who have dual licenses in EL and their content licensure area and TCIS reimburse staff for coursework which would add to their professional credentials.

6.2 Licensed Staff

Total Licensed teachers at LEA: **65**

Total Licensed teachers who taught core content during school year: **55**

Other Licensed staff served as school support staff including counselors and social workers, instructional coaches and intervention teachers (Licensed Administrators: 5).

6.3 Non-Licensed Staff.

Number of non-licensed school staff during school year: **54**

6.4 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. TCIS also provides staff on-site training in numerous programs. The on and off-site trainings include, but are not limited to:

- Professional Learning Communities
- New Art & Science of Teaching, Marzano
- SIOP (Sheltered Instruction Observation Protocol) Model
- ENVoY (nonverbal classroom management)
- Technology integration
- PBIS Supports and Strategies
- Mental health and Suicide Prevention - 321 Insights

Teachers receive training and ongoing coaching from the instructional coaches as well as the literacy coach/coordinator and math/technology coach/coordinator. The coach/coordinators develop best practice literacy and numeracy instruction and

mentor teachers on effective planning, implementation, and evaluation of content mastery.

Staff work in Professional Learning Teams or Communities (PLCs). These teams are composed mainly of the staff in each specific grade/content area. The coach/coordinators and school administrators work collaboratively with all teams. Department leads (6-8) or Guiding Coalition members (K-5) meet with administration and coordinators once a month to give and receive updates. Teams meet weekly after school to create and evaluate common formative assessments, review standards-based grading rubrics, analyze data, and plan for instruction. Grade level teams also meet once a week during their 50-minute prep time to analyze data and discuss any students in need of additional interventions and support. They focus on interventions in order to support all learners.

New Teacher Seminar sessions were held monthly to provide ongoing, consistent learning opportunities for novice teachers in the areas of rigorous standards, social and emotional learning, and data driven instruction to ensure instructional alignment and integration. These New Teacher Seminar sessions were facilitated by the Assistant Director of Teaching and Learning, instructional coaches and/or other veteran staff members within the building.

Since a large number of our students are English Learners, we gear all professional development to address language acquisition needs. Teachers also participate in peer coaching and observations throughout the year. Substitute teachers and coaches are provided throughout the day to allow staff to observe and learn from each other.

Staff members at TCIS participate in an extensive review process each year in alignment with the State's required Evaluation Plan. During the first week of the observation cycle, staff are asked to turn in four complete lesson plans detailing their plan for reading, math, masterminds and either science or social studies for K-5 teachers and one lesson plan per content for 6-8 teachers. These plans are reviewed by the evaluating member of the administrative team, and the teacher is observed once during that first week. During the second week of the cycle, the teacher participates in a Conversation Meeting with the observer to debrief the observation, lesson plans, class data, and discuss guiding questions based upon Charlotte Danielson's *Four Domains of Professional Practice* for 6-8 and the *New Art & Science of Teaching* for K-5. Following the meeting, the observer places the teacher on the rubric adapted by TCIS. The teacher then meets the following week with the administrator to review the rubric placement. Following this meeting, the teacher meets with their instructional coach to review the feedback and develop a professional development plan (PDP). For the next 2-3 months the teacher works on implementing the PDP before meeting again with their instructional coach. We encourage each teacher to select one area to improve upon, even if they received a rating of proficient or distinguished.

7.0 Finances

7.1 Finance Management

The School's 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. Business Management Office, Inc., (6120 Earle Brown Dr, Ste 220 Brooklyn Center, MN 55430, Phone 763-777-8013), is the recognized and independent professional accounting firm that TCIS contracts with for business management services and accounting – and also works with many other charter schools in Minnesota. TCSI also has an in-house accounting department for invoice processing. Business Management Office contracts with a separate company to issue payroll and an independent auditing company, V. Bathija Associates CPA, PLLC, was used for the annual audit. Accountants and business managers from Business Management Office Inc., attend MDE training either in person or through webex.

7.2 Fund Balance

As of the June 2024 Board Meeting the fund balance projection was 33%.

7.3 Audit Summary

TIES Financial Audit for FY 24 is currently underway and will be completed by Dec. 31, 2024. The Audit will be presented at a School Board Meeting in the months following completion.



8.0 Innovative Practices

Some of the major innovative practices being implemented for the 2023-2024 school year are as follows:

- Technology supported instructional practices and platforms
- Department leads run each content PLC meeting under the leadership of the assistant director; allowing teachers to have an active role in the decision-making process
- Creation of Guiding Coalition to lead PLCs (K-8)
- Common prep times for teaming, addressing individual student needs, creating student interventions, discussing best instructional practices, and increasing staff collaboration
- Monthly parent zoom meetings for communication

These innovative practices have been implemented in accordance with the Twin Cities International Schools' strategic vision for improving student academic achievement. Our primary focus is on learning. Being in accordance with various professional learning community models, we emphasize a collaborative teaming model in our school. We hold high expectations for all students, in which continuous improvement and essential learning outcomes are results-based.



9.0 Academic Performance

9.1 North Star Accountability

Minnesota's North Star accountability system identifies schools for two categories of support: Comprehensive Support and Improvement and Targeted Support and Improvement. The North Star system also identifies districts for support. TCIS was not identified for support in either category.

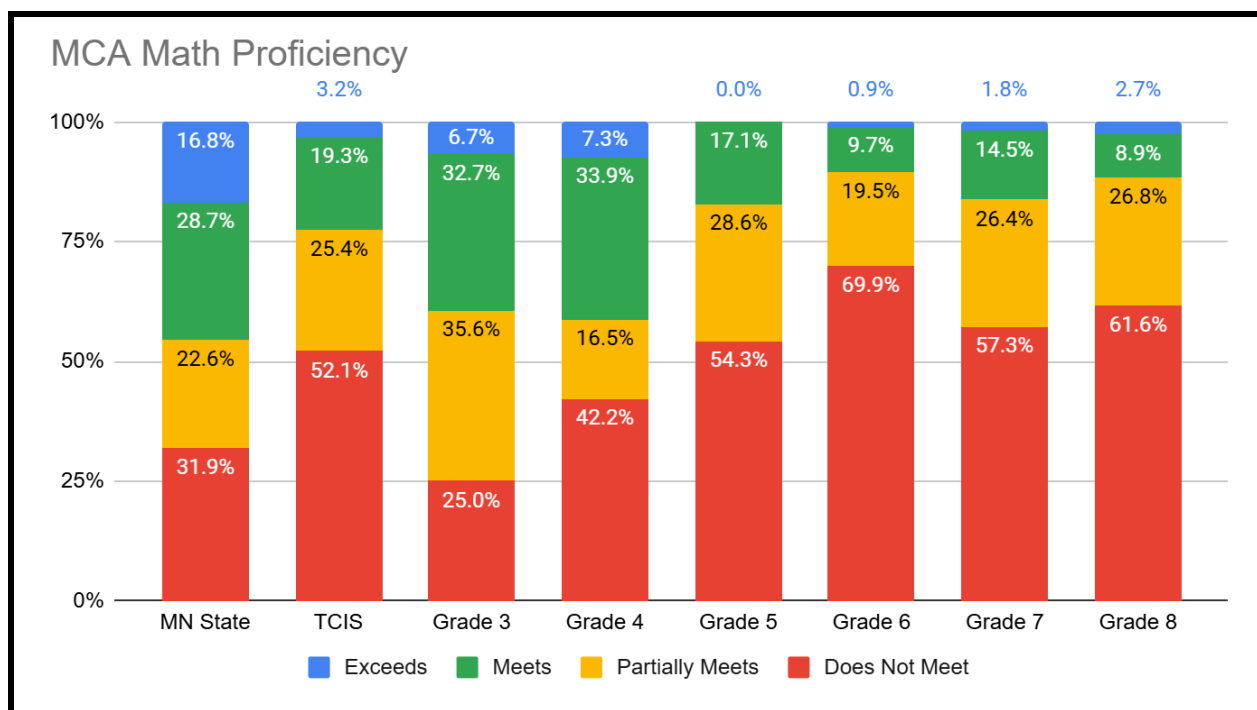
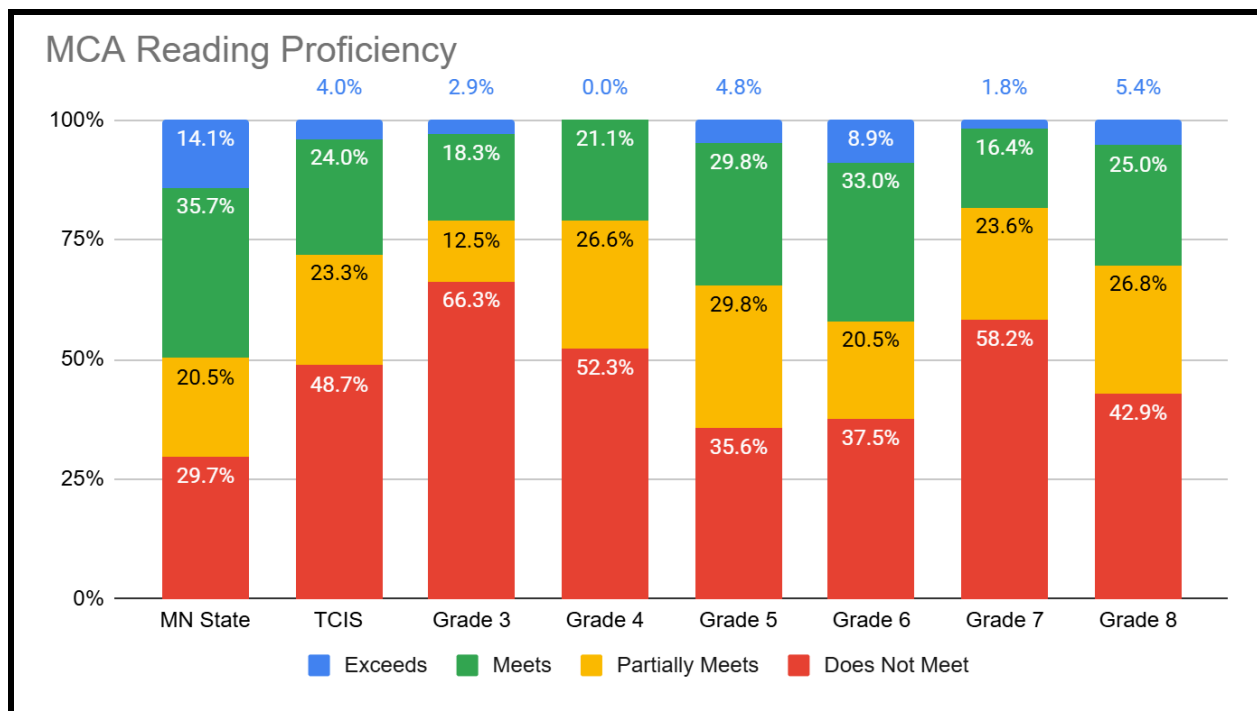
When identifying schools and districts, the North Star system organizes these six indicators into three stages. Stage 1 is math achievement, reading achievement, and progress toward English language proficiency. Stage 2 is math progress and reading progress for elementary and middle schools, four-year and seven-year graduation rates for high schools, and all four of those indicators for districts. Stage 3 is consistent attendance. *(taken from MDE School Report Card)*

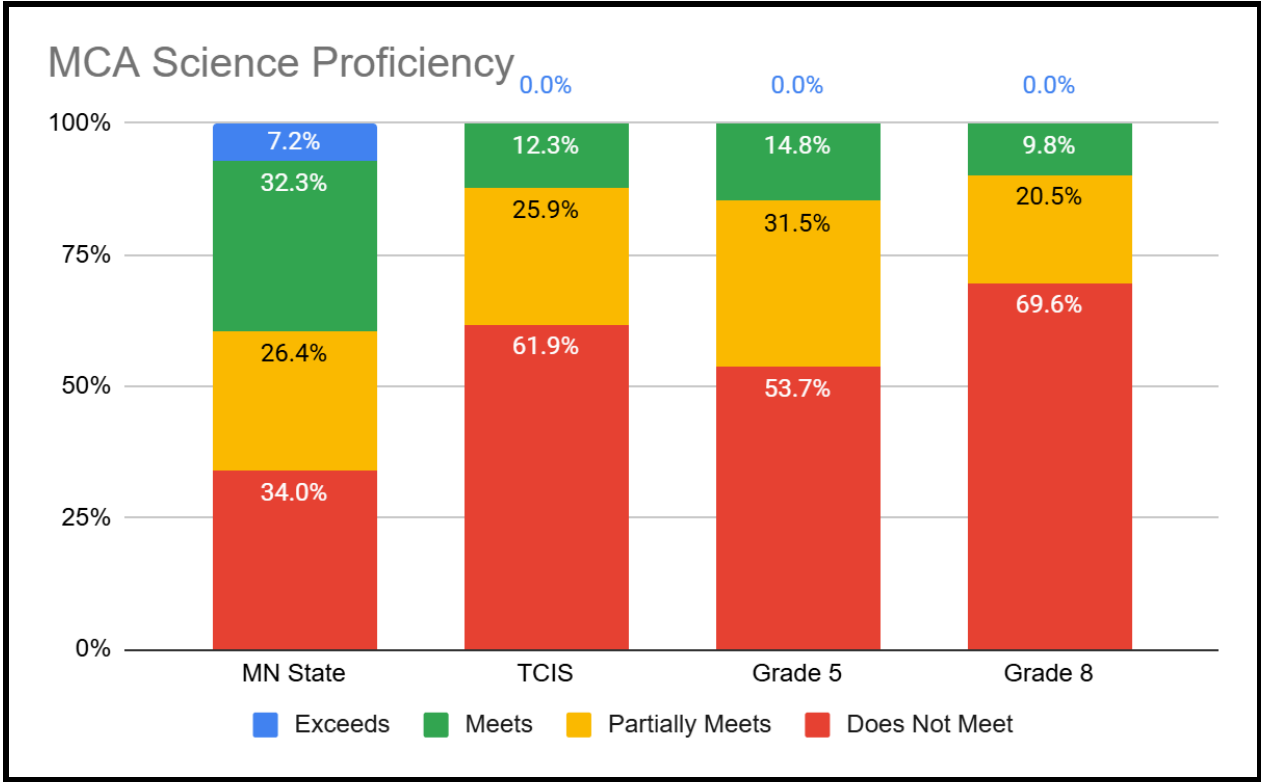
9.2 MCA-III Reading, Math & Science Data

The Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS), are the statewide tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the *Every Student Succeeds Act* (ESSA).

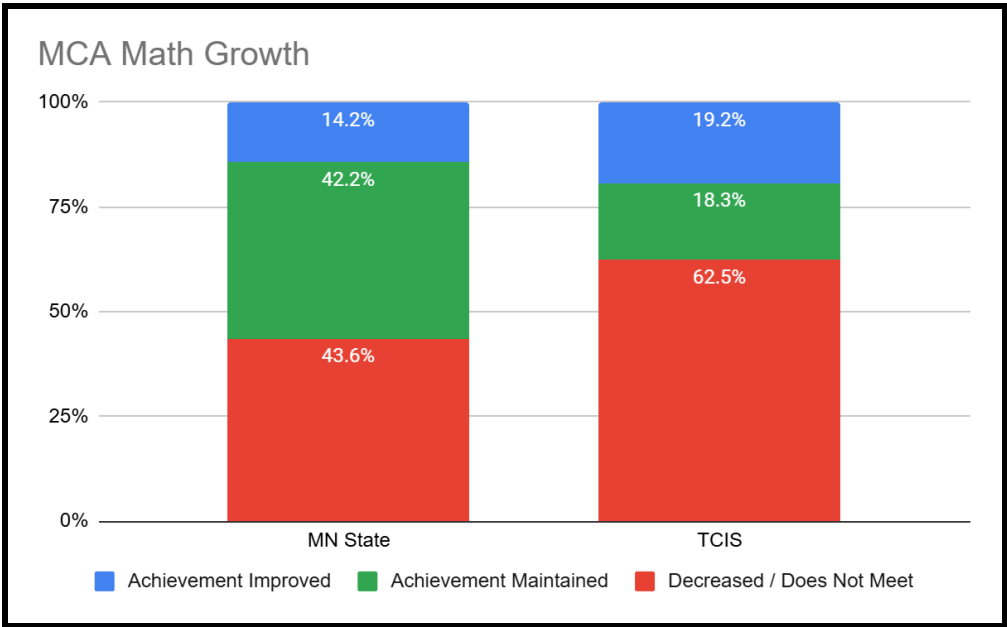
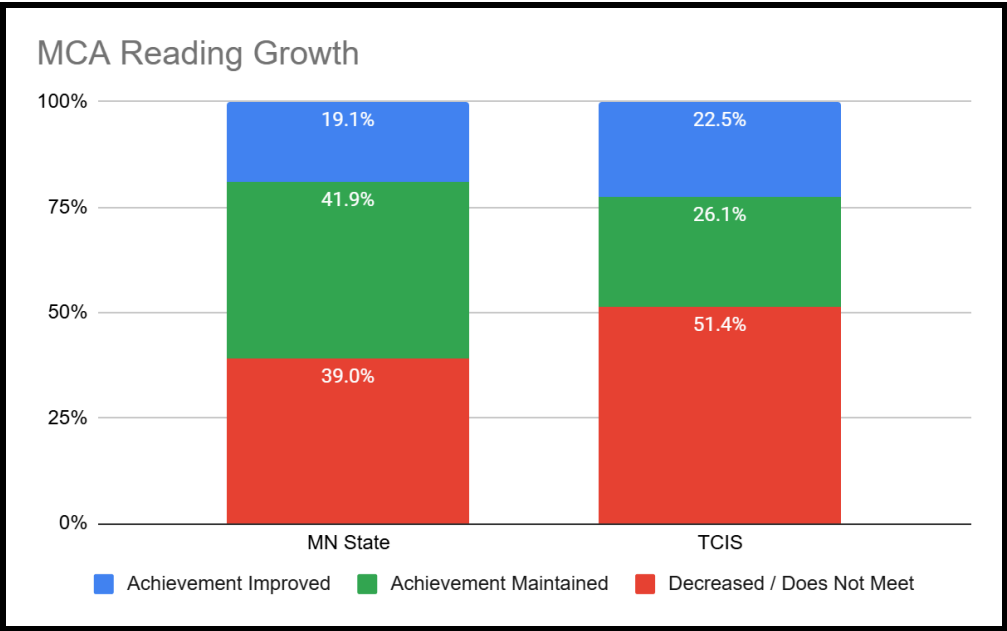
Students in Grades 3 - 8 take one test in each subject: Math & Reading. Students in Grades 5 & 8 take the MCA Science assessment annually. Students are considered "proficient" if they meet or exceed the standards set forth by the state.

9.2.1 2024 MCA Proficiency Data

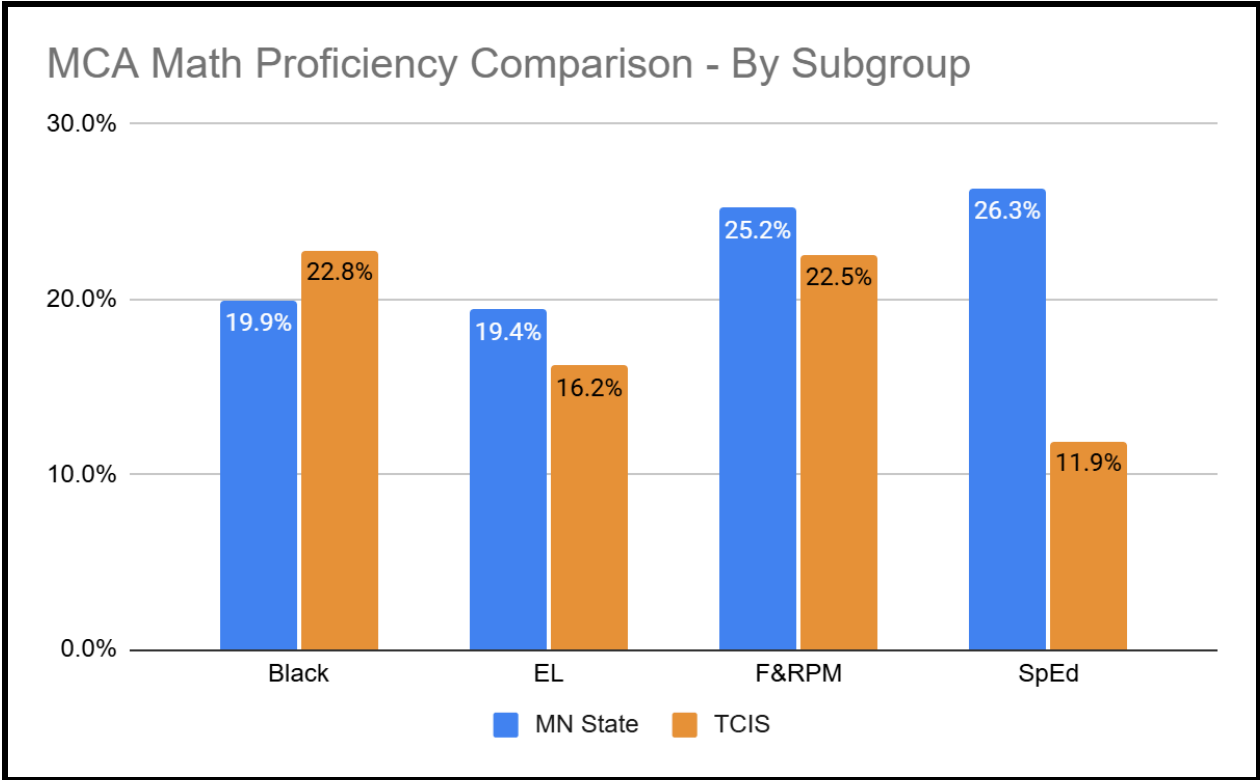
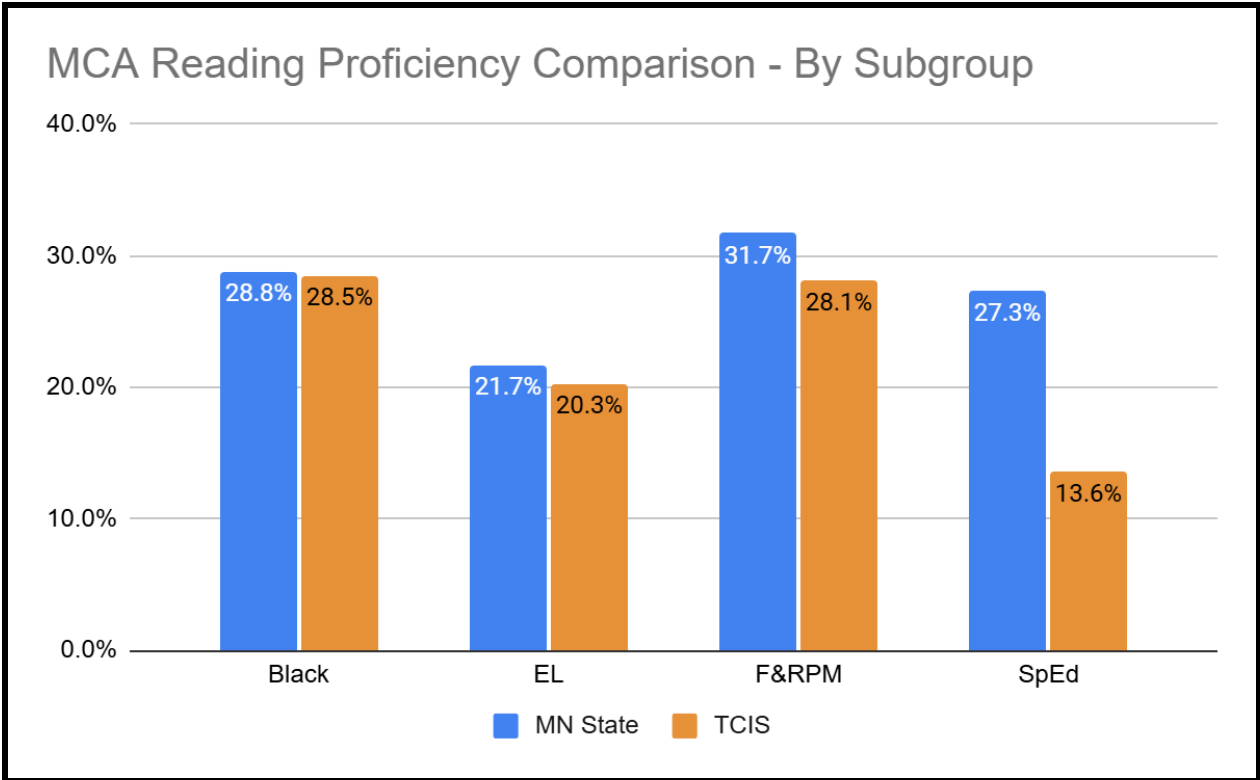


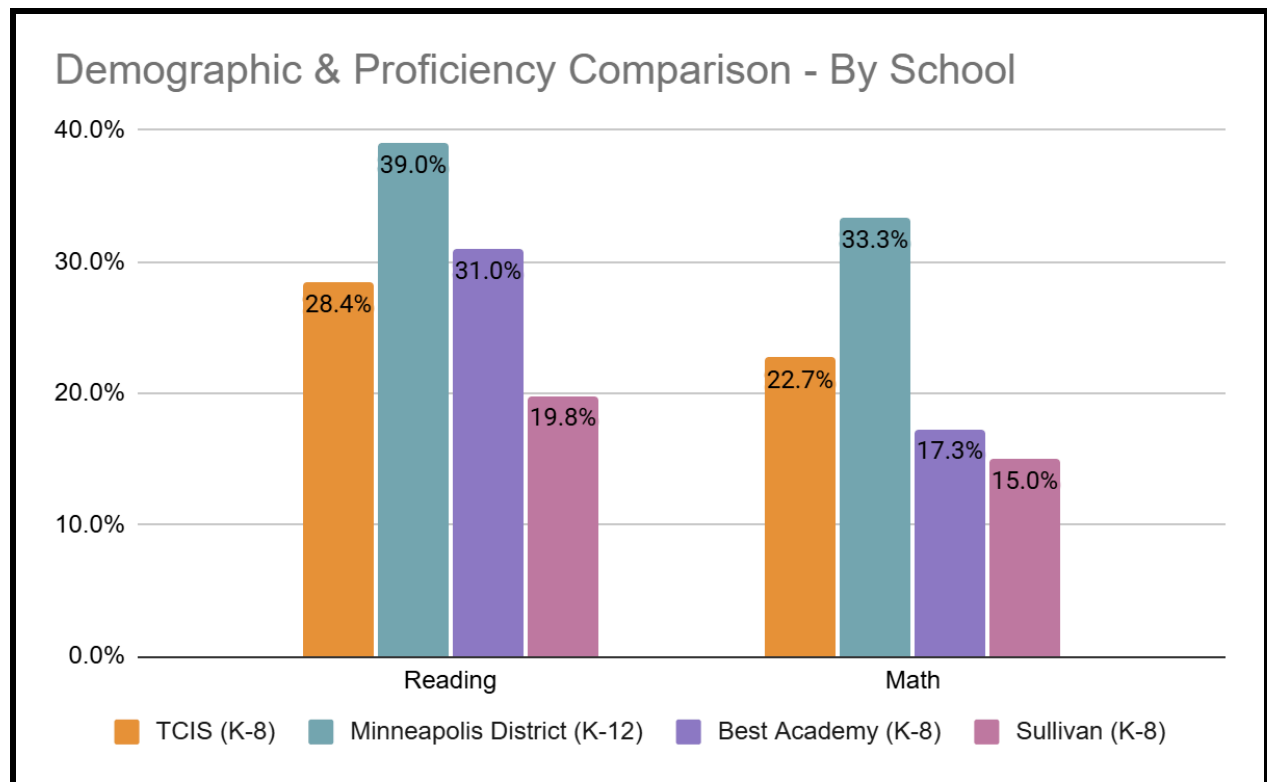


9.2.2 2024 MCA Growth Data



9.2.3 2024 MCA Comparison Data

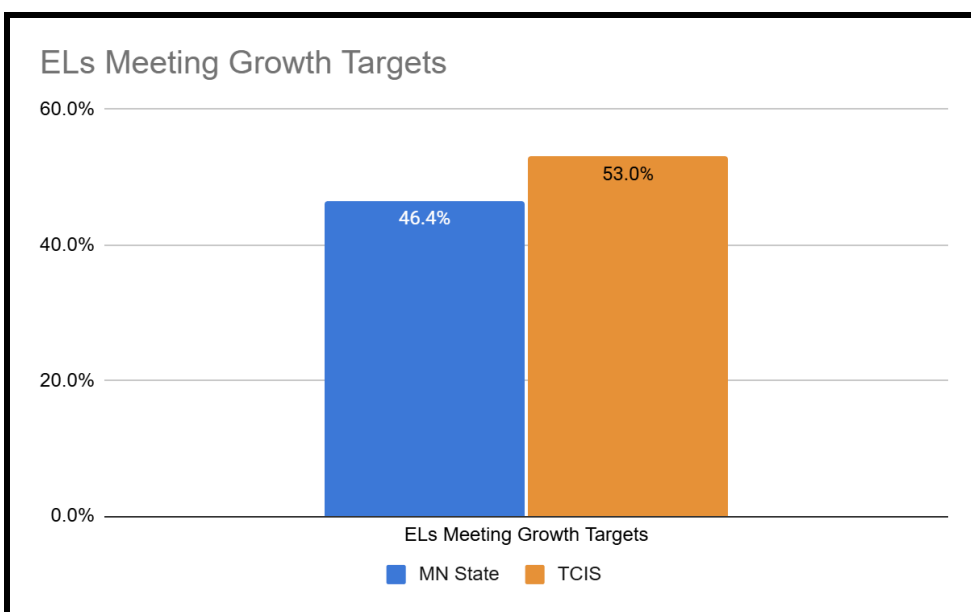
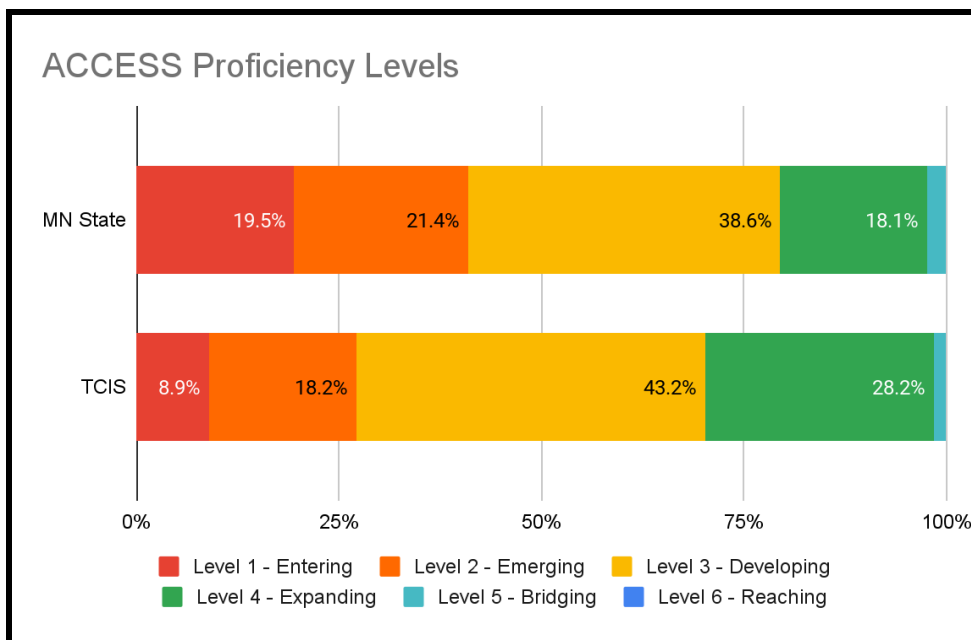




Subgroup Proficiency	TCIS (K-8 Charter)			Minneapolis [Resident District] (K-12 Public)			Best Academy (K-8 Charter)			Sullivan STEAM (K-8 Public)		
	Demo	Read	Math	Demo	Read	Math	Demo	Reading	Math	Demo	Reading	Math
Black	99.7%	28.5%	22.8%	26.6%	14.1%	7.8%	94.4%	31.3%	17.1%	65.4%	14.9%	11.7%
EL	48.8%	20.3%	16.2%	19.0%	10.4%	8.9%	23.8%	29.5%	18.0%	36.3%	14.3%	12.6%
F&RPM	>=90%	28.1%	22.5%	55.5%	17.0%	12.0%	>=90%	31.0%	17.2%	84.4%	15.5%	12.4%
SpEd	5.1%	13.6%	11.9%	18.7%	20.9%	17.7%	13.0%	27.0%	17.5%	22.4%	19.5%	13.4%

9.3 2024 ACCESS English Proficiency Data

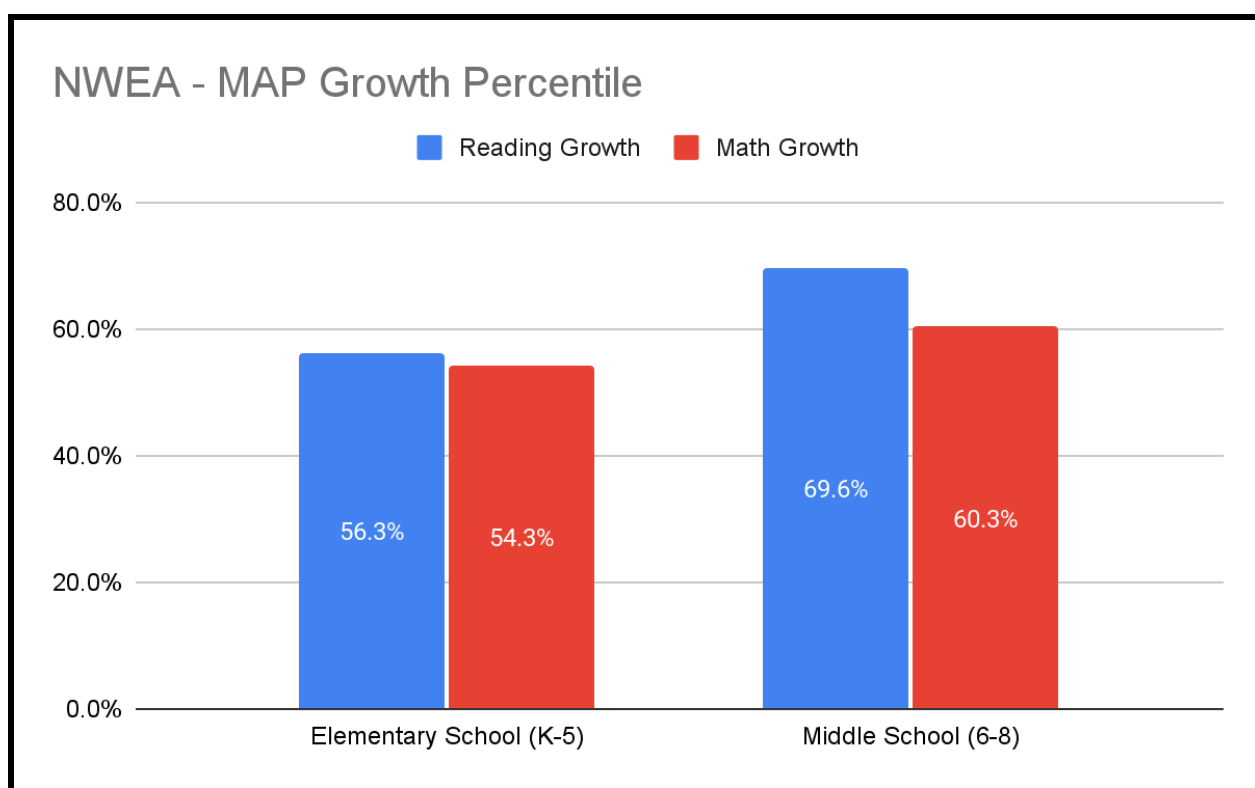
The ACCESS for ELs and Alternate ACCESS for ELs are the assessments developed by the WIDA consortium and administered to English learners in order to measure progress toward meeting Minnesota's standards for English language development. ACCESS is given to ELs in grades K-8. Most English learners will take the ACCESS for ELs, but English learners who received special education services and meet the participation guidelines may take the Alternate ACCESS for ELs.



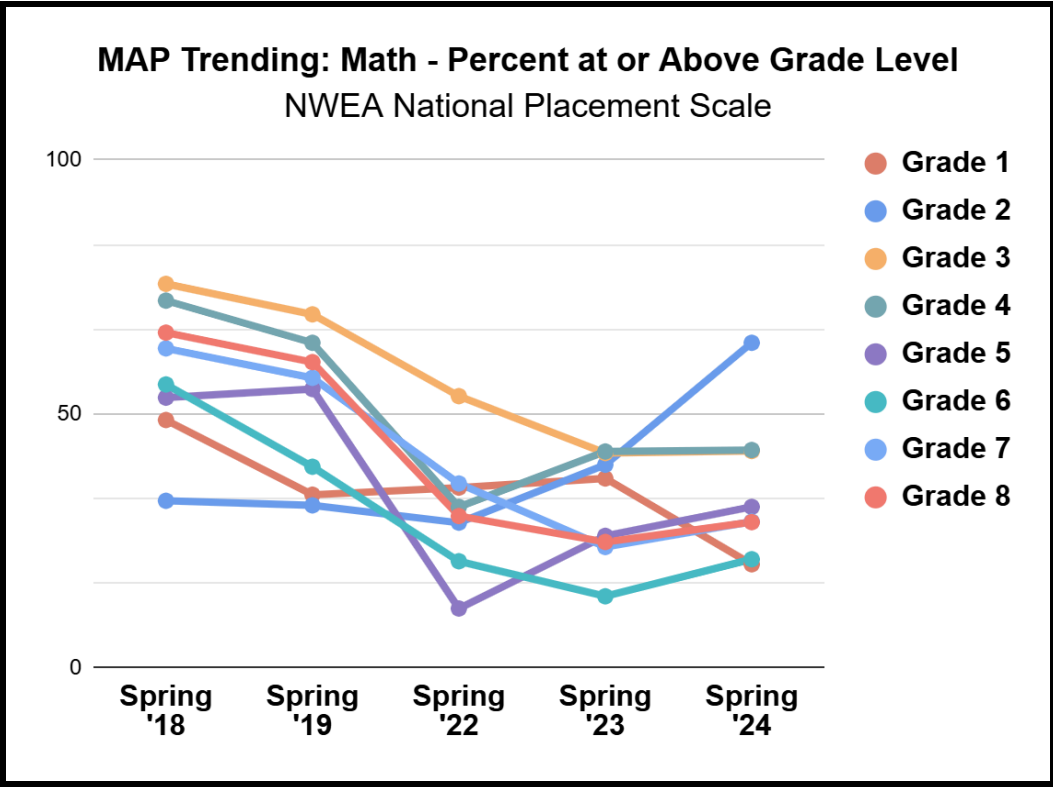
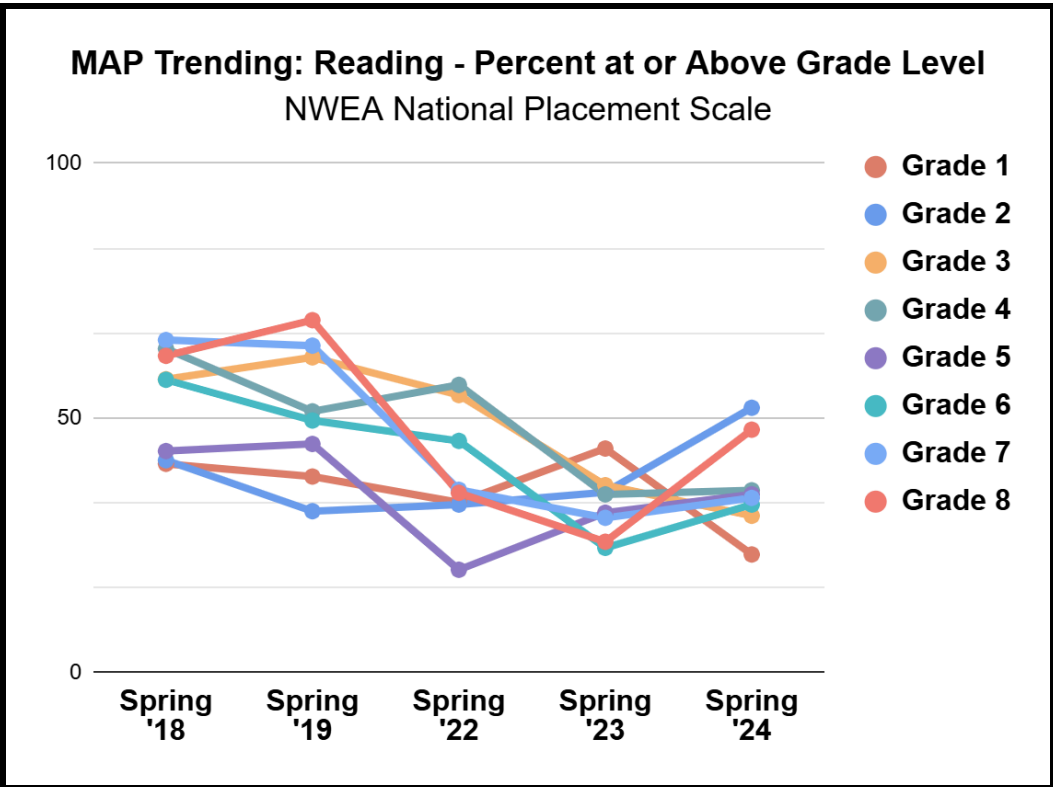
9.4 MAP/NWEA Assessment Data

Measures of Academic Progress® (MAP®) are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn. MAP assessments are grade independent and adapt to each student's instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch UnIT—a stable measurement, like inches on a ruler, that covers all grades.

9.4.1 MAP Growth Data - Spring 2023-Spring 2024



9.4.2 MAP Trends - 2018-2024 (Note: NO DATA '20 & '21)



9.5 Methods of Evaluation

Every assessment measure used at TCIS, whether the MAP, MCA, or classroom assessments, have at their core a growth component. Students are found at all levels of achievement and we use either baseline measurements to find starting points from which to measure growth. This data is used to check on the individual progress of our students, to inform the instruction of our teachers and to gauge the overall achievement of the school. Teachers review student work in addition to assessment data to evaluate the effectiveness of instruction and curriculum.

TCIS uses the Comprehensive Needs Assessment (CNA) Process, Data Retreat Model and Stakeholder surveys (Parents, Teachers & Students) as well as training evaluations and feedback from staff throughout the year regarding work sessions (PLC Time), to evaluate the effectiveness of instruction, curriculum, and academic achievement. This CNA/Data Retreat is held with members of TCIS staff and the TCIS Advisory Council which includes parents and community members. During this meeting, the team evaluates all State and Local data in addition to more specific state standard data collected from our grade book and database, as well as survey and feedback data. The team identifies *Hypothesis of Practice* and *Impacts for Instruction* based on the data and disaggregated by subgroup. This process is then repeated with all classroom teachers and educational assistants at the grade level and classroom level. That data is then used at the individual student level by the teachers to set goals and have individual success meetings with students during intervention times. This Data Retreat process is used in smaller forms throughout the year during data meeting times specific to updated data for the MAP, DIBELS, DOLCH, etc... as benchmarks and progress monitoring data is collected.



10.0 Goals & Results 2023-2024

10.1 PUC Contract Goals & Results 2023-24

ACADEMIC and NON ACADEMIC GOALS	REPORTED PROGRESS	NOTES
Math MCA - TCIS students, meeting the State October 1 enrollment requirement, will increase math proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline (44.2%), by the end of this contract term, June 30, 2025.*	☐ Goal met ☒ Goal partially met ☐ Goal currently not met	22.5% of TCIS students were proficient on the math MCA in 2024 compared to 17.9% in 2023, as reported by MDE. This increase met our goal of a 1% increase from the previous year, but fell short of improving against 2014 benchmark data.
Reading MCA - TCIS students, meeting the State October 1 enrollment requirement, will increase reading proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline (30.1%), by the end of this contract term, June 30, 2025.*	☐ Goal met ☐ Goal partially met ☒ Goal currently not met	28.0% of TCIS students were proficient on the reading MCA in 2024 compared to 28.1% in 2023, as reported by MDE.
Math growth – NWEA MAP 40% of TCIS Students, who have been continuously enrolled (having tested both seasons), will meet or exceed their NWEA growth targets for math as measured by the NWEA MAP assessments utilizing the Spring to Spring RIT Scores and Growth Targets.	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	60.5% of TCIS students met or exceeded their math NWEA growth targets when comparing Spring 2023 and Spring 2024 RIT scores, as reported by NWEA.
Reading growth – NWEA MAP 40% of TCIS Students, who have been continuously enrolled (having tested both Seasons), will meet or exceed their NWEA growth targets for reading as measured by the NWEA MAP assessments utilizing the Spring to Spring RIT Scores and Growth Targets.	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	61.7% of TCIS students met or exceeded their reading NWEA growth targets when comparing Spring 2023 and Spring 2024 RIT scores, as reported by NWEA.
Parent participation in conferences TCIS will have a minimum of 75% parent participation in school parent-teacher conferences as measured by conference record sheets collected	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	TCIS had a substantial parent participation rate. 81.3% of families attended in-person conferences.

by the office by the end of this contract term, June 30, 2025.		
Professional development TCIS will dedicate a minimum of 10 days per school calendar year for high-quality professional development sessions for all licensed staff in the areas including but not limited to classroom management, reading, standards, curriculum alignment, data, and mental health and technology as measured by agendas and coordinating school calendars.	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	12 days of the 2023-24 school calendar were dedicated to staff professional development.

10.2 WBWF Goals & Results 2023-2024

All Students Ready for Kindergarten

Goal	Result	Goal Status
75% of TCIS Kindergarten students, tested both Fall and Spring, will reach Kindergarten proficiency in reading, measured by the DIBELS Nonsense Word Fluency assessment.	Goal Partially Met - 73.8% proficient	☐ Goal Met x Goal Not Met ☐ Goal Partially Met
75% TCIS Kindergarten students, tested both Winter and Spring, will reach Kindergarten readiness for math, as measured by the NWEA MAP math assessment.	Goal Not Met - 58.6% proficient	

Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
The percentage gap between TCIS students who are EL Yes and EL No and who are meeting or exceeding standards on the MCA-III reading assessment will not exceed 20% on the Spring 2024 assessment.	Goal Not Met: El - 8.6% Proficient Not El - 46.1% Proficient	☐ Goal Met ☐ Goal Not Met x Goal Partially Met
The percentage gap between TCIS students who are EL Yes and EL No and who are meeting or exceeding standards on the	Goal Met: El - 13.3% Proficient	

MCA-III math assessment will not exceed 20% on the Spring 2024 assessment.	Not El - 31.2% Proficient	
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All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
TCIS will increase # of proficient students, enrolled Oct. 1, in reading as measured by the MCA-III Assessment by 5% on the Spring 2024 test from 28.7% to 33.7%..	Goal Not Met: 28.5% Proficient	☐ <i>Goal Met</i> ☒ <i>Goal Not Met</i> ☐ <i>Goal Partially Met</i>
TCIS will increase # of proficient students, enrolled Oct. 1, in math as measured by the MCA-III Assessment by 5% on the Spring 2024 test from 18.2% to 23.2%.	Goal Not Met: 22.8% Proficient	

All Students Graduate

Goal	Result	Goal Status
<i>Not Applicable</i>	<i>N/A</i>	☒ <i>District/charter does not enroll students in grade 12</i>

11.0 Future Plans

The school was created to provide a rigorous education for children while maintaining a culturally sensitive environment. We will continue to support & inspire the educational success of our students. In addition, we want to continue to establish good relations with our parents and community members. As our world becomes a more global society, we strive to integrate real-world experiences and examples for our students on how to progress in today's society while maintaining their cultural heritage which is also changing as students embrace their American culture as well as their home culture.

11.1 WBWF Goals 2024-2025

Goal - Literacy	Result	Goal Status
75% of TCIS Kindergarten students, tested both Fall and Spring, will reach Kindergarten proficiency in reading, measured by the DIBELS Nonsense Word Fluency assessment.		☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Goal - Math	Result	Goal Status
75% TCIS Kindergarten students, tested both Winter and Spring, will reach Kindergarten readiness for math, as measured by the NWEA MAP math assessment.		☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Close the Achievement Gap(s) Between Student Groups

Goal - Literacy	Result	Goal Status
The percentage gap between TCIS students who are EL Yes and EL No and who are meeting or exceeding standards on the MCA-III reading assessment will not exceed 20% on the Spring 2025 assessment.	EL - Not EL -	☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Goal - Math	Result	Goal Status
The percentage gap between TCIS students who are EL Yes and EL No and who are meeting or exceeding standards on the MCA-III math assessment will not exceed 20% on the Spring 2025 assessment.	El - Not El -	___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
TCIS will increase # of proficient students, enrolled Oct. 1, in reading as measured by the MCA-III Assessment by 3% on the Spring 2025 test from 28.5% to 31.5%.		___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)

Goal	Result	Goal Status
TCIS will increase # of proficient students, enrolled Oct. 1, in math as measured by the MCA-III Assessment by 3% on the Spring 2025 test from 22.8% to 25.8%.		___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)

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 2023–24 SY.		___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)
Not Applicable - only K-8 District		

APPENDIX A

**Balance Sheet
June 30, 2024**

4078-TCIS YTD Financials- Unaudited

June 2024

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4078-TCIES
Balance Sheet
Jun-24

Acct	Sub Acc	Description	General Fund	Food Service Fund	Total
101	004	CASH / GENERAL	\$ 167,094	\$ 143,918	\$ 311,012
101	001	CASH / MAIN CHECKING	\$ -	\$ -	\$ -
101	002	CASH / SAVINGS	\$ -		\$ -
101	003	CASH-SWEEP	\$ 4,737,944		\$ 4,737,944
101	009	CASH / PAYROLL DATA			\$ -
104	000	INVESTMENTS	\$ -		\$ -
115	000	Accounts Receivable	\$ -	\$ -	\$ -
116	000	Interest Receivable	\$ -	\$ -	\$ -
118	000	Due From Other Funds	\$ -	\$ 96,462	\$ 96,462
120	000	DUE FROM OTHER MN SCHOOLS			\$ -
121	000	DUE FROM CFL	\$ 1,704,286	\$ 89,275	\$ 1,793,561
122	000	DUE FROM FED THRU CFL	\$ -	\$ -	\$ -
131	000	PREPAID EXPENDITURES & DEPOSITS	\$ -	\$ -	\$ -
		Total Assets	\$ 6,609,324	\$ 329,655	\$ 6,938,979
201	000	SALARIES AND WAGES PAYABLE	\$ 558,859		\$ 558,859
202	000	SHORT-TERM INDEBTEDNESS			\$ -
205	000	Due To Other Funds		\$ 96,462	\$ 96,462
206	000	ACCOUNTS PAYABLE-OTHER	\$ 359,600	\$ 45,602	\$ 405,202
208	000	Interest Payable			\$ -
209	000	OTHER CURRENT LIABILITIES			\$ -
210	000	DUE TO OTHER MN SCHOOLS			\$ -
215	000	PAYROLL DEDUCTS / GENERAL	\$ 249,256		\$ 249,256
230	000	Deferred Revenue			\$ -
422	000	UNRESERVED FUND BALANCE	\$ 5,441,609	\$ 187,591	\$ 5,629,200
		Total Liabilities & Reserves	\$ 6,609,324	\$ 329,655	\$ 6,938,979
			\$ -	\$ -	\$ -