

LIONSGATE ACADEMY



ANNUAL REPORT 2022

Lionsgate Academy

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MISSION, VISION, & EXECUTIVE SUMMARY

Mission

The mission of Lionsgate Academy is to foster self-determination by providing a transition-focused, personalized education for all, specializing in educating learners on the autism spectrum.

Vision

Our vision is to create an inclusive, innovative academic community where students may safely experience the transition to young adulthood. Here we are all partners in learning; empowering students to become confident, flexible, and self-disciplined. Students are challenged to grow through a balance of academic, social, and emotional experiences so they are adequately prepared to become active citizens in their local and global communities with the highest quality of life possible. A transition focus is infused throughout the school's programming and activities.

Executive Summary

Lionsgate Academy is a public charter school that opened in 2008. Lionsgate Academy completed its 14th year of operation on June 30, 2022. The 2021-2022 school year marked a return to in-person learning for all students. During one week in January of 2022, schools were closed as a rise in COVID-19 infections impacted teacher and staff availability. Except for that time, school was in-person.

Lionsgate Academy operates three programs: our junior/senior high school program, our transition program, and our setting 4 high-needs program. Our junior/senior high school program offers a standards-based curriculum in all core subjects and meets the Minnesota State Standards for graduation. This program is offered at our Minnetonka and Shoreview Campuses. The Shoreview Campus completed its fourth year of operation in June of 2022.

Our Achieving Independence and Maturity (AIM) Program is for students receiving transition-based services who are between the ages of 18 to 21. This program is available to students who qualify based on a team decision through the Individualized Educational Plan (IEP) process. Our Lynx Program is for students in grades 7 through 12 who require a separate educational setting. The AIM program is located at our North St. Paul Campus at 2342 Helen St. North. Our Lynx program was moved to co-locate at the Shoreview campus.

SCHOOL ENROLLMENT & STUDENT ATTRITION

During the academic year 2021-2022, Lionsgate Academy served 374 students. Reported ADM for Lionsgate was 367.86. Discrepancies between students enrolled and reported ADM are attributable to a number of factors including students enrolled in PSEO and other programs that remove the student from school for extended periods of time.

Lionsgate served 149 students in grades 7 through 12 at our Minnetonka Campus (149.56 ADM), 158 students in grades 7 through 12 at our Shoreview Campus (159.10 ADM), 22 students in our Lynx Program (22.30 ADM) and 35 students in Lionsgate's Achieving Independence and Maturity program (AIM) (41.78 ADM). Students who withdraw from Lionsgate during the school year are usually replaced by students on the waiting list.

Year	Grades							PSEO	Total Average	Attrition Rate
	7	8	9	10	11	12	12 & 13			
08-09	26.50	12.74	14.36	14.00					67.60	18%
09-10	21.08	21.16	19.77	16.55	15.08				93.64	21%
10-11	28.78	28.28	25.82	22.02	25.52	12.87			133.29	19%
11-12	20.40	28.12	25.17	24.73	17.95		22.66		139.22	3.5%
12-13	21.32	21.95	25.33	24.0	22.58		32.05		147.86	9%
13-14	22.94	22.08	23.70	25.87	22.26		38.92		155.77	6%
14-15	21.15	23.81	23.78	22.00	24.78		46.42	0.28	162.22	6%
15-16	13.81	21.93	23.73	24.49	20.00	17.56	36.90	3.02	161.44	2%
16-17	23.27	27.85	24.74	23.63	21.44	18.85	42.75	1.95	184.48	3%
17-18	21.41	24.75	30.76	28.00	27.08	19.00	33.42	1.96	186.38	4%
18-19	39.42	41.52	44.22	44.88	26.89	20.66	30.95	3.18	251.72	3%
19-20	46.00	49.28	49.82	51.04	42.26	23.88	28.23	4.11	294.62	4%
20-21	51.50	53.53	56.27	49.18	57.25	38.12	31.81	0.66	337.74	3.3%
21-22	52.61	56.10	63.36	53.32	49.87	51.02	38.41	3.17	367.86	3.0%

Table 1. Student Enrollment

Attrition for Lionsgate in the 2021-2022 school year remained low with a 3.0% attrition rate. Due to the extensive waiting list, students who were unenrolled after October 1st were replaced with students from the waiting list.

The waiting list for the 2021-22 school year was as follows:

Year	Grades								Total
	7	8	9	10	11	12	13	12 & 13	
12-13	56	57	51	4	-	-	-	-	168
13-14	32	39	29	30	-	-	-	-	130
14-15	65	39	45	15	-	-	-	-	164
15-16	52	48	38	17	11	4		0	170
16-17	74	37	65	31	18	5		0	230
17-18	62	71	60	38	22	5		0	258
18-19	73	48	67	38	28	5		0	259
19-20	85	69	65	48	28	10		0	305
20-21	67	69	93	25	21	9		0	284
21-22	25	48	32	42	15	4		4	170

Table 2. Lionsgate Academy Waiting List

The waiting list numbers account for *unduplicated* families between the Minnetonka and Shoreview programs and demonstrates a continued need for Lionsgate programming across the Twin Cities Metro area.

GOVERNANCE & MANAGEMENT

Governance

Lionsgate Academy utilizes a balanced governing board that includes three parents, three licensed staff, and three community members.

Each May, an election for open board seats is held. For the spring of 2022, one licensed staff position, one parent position and one community member position was open for election.

Table 3 shows the board members with contact information, Table 4 shows board members and includes their terms of service and training.

2021-2022 Lionsgate School Board

Name	Board Position	Member Affiliation	Election Date	Phone Number	E-Mail Address
Christine Peper	Chair	Community	06/01/2019	651-503-5849	board.cpeper@lgamn.org
Ben Barnes	Vice Chair	Teacher 463551	06/01/2019	651-303-5800	board.bbarnes@lgamn.org
Amiri Brotherson	Treasurer	Community	05/22/2020	763-742-6705	board.abrotherson@lgamn.org
Molly Figenskau	Secretary	Teacher 483720	05/22/2020	763-742-6416	board.mfigenskau@lgamn.org
Lori Fligge	Director	Parent	06/01/2019	651-338-3139	board.lfligge@lgamn.org
Ann Wiesner	Director	Parent	06/02/2021	612-735-6187	board.awiesner@lgamn.org
Jason Pusey	Director	Parent	06/02/2021 (Appointed)	404-849-8866	board.jpusey@lgamn.org
Pauline Bangma	Director	Community	10/19/2021 (Appointed)	763-257-5528	board.pbangma@lgamn.org
Janet Ha	Director	Teacher 463480	06/02/2021	763-203-4540	board.jha@lgamn.org

Table 3. 2021-2022 Board of Directors

Board Training

All newly seated board members for 2021-2022 attended the 3 required board trainings as documented below.

BOARD MEMBER	Date Seated	Term End Date	School Governance	School Finance	School Employment	Data Practices Law	2020 Responding to Physical Aggression & Dangerous Behavior	2021 Diversity, Equity, & Inclusion	2022 Cultural Competency
Christine Peper	07/16/2019	07/01/2022	02/13/2014	08/19/2019	1/30/2014	10/01/2021	01/11/2020	01/30/2021	03/08/2022
Ben Barnes	07/16/2019	07/01/2022	11/13/2019	11/19/2019	10/22/2019	11/04/2021	01/11/2020	01/30/2021	03/08/2022
Lori Fligge	07/16/2019	07/01/2022	11/13/2019	10/31/2019	10/22/2019	10/18/2021	–	01/30/2021	03/08/2022
Amiri Brotherson	06/16/2020	07/01/2023	02/10/2021	11/28/2020	01/27/2021	10/28/2021	–	01/30/2021	03/08/2022
Molly Figenskau	06/16/2020	07/01/2023	09/17/2020	09/22/2020	01/28/2021	10/19/2021	–	01/30/2021	03/08/2022
Jason Pusey	06/15/2021	07/01/2023	03/15/2022	05/28/2022	06/01/2022	06/01/2022	–	–	03/08/2022
Janet Ha	06/15/2021	07/01/2024	06/18/2021	06/18/2021	08/12/2021	10/10/2021	–	–	03/08/2022
Ann Weisner	06/15/2021	07/01/2024	10/19/2021	10/19/2021	10/19/2021	10/19/2021	–	–	03/08/2022
Pauline Bangma	10/16/2021	07/01/2024	03/14/2022	03/10/2022		11/11/2021	–	–	03/08/2022

Table 4. School Board Terms and Training

Board Committees

Every member of the board of directors must volunteer for one of three standing committees: finance, executive director evaluation, and governance. The chairs of the committees were as follows:

- Finance – Amiri Brotherson (community member, treasurer)
- Governance – Lori Fligge (parent member)
- Director Evaluation – Janet Ha (teacher member), Ann Wiesner (parent member), and Pauline Bangma (community member)

The finance committee met monthly prior to the full board of director's meetings. Governance met monthly on the second Tuesday of the month.

The director evaluation committee met monthly to ensure a fair, timely, and accurate evaluation of the performance of the executive director. The committee developed a method for evaluation drawing heavily from the MASA, MESPA, MASSP, and BOSA guidelines for Minnesota school principals. The director's evaluation was conducted in a closed meeting of the board in May of 2022.

School Board Development Plan

The Lionsgate School board conducts a self-evaluation annually to determine areas of growth. Past evaluations indicate that Lionsgate's infrastructure and board operations are satisfactory to exemplary. Each board member participates in the three required trainings within six months of being seated. The board then selects a topic for the entire board that will meaningfully improve their knowledge and skills. The 2021–2022 topic was *Cultural Competency*. This training was provided by Richard Webb of *Second Layer Consulting* on March 8th, 2022.

Authorizer

The authorizer for Lionsgate Academy is Novation Education Opportunities (NEO). Novation Education Opportunities (NEO) Vision: To be the leading Minnesota Authorizer of high quality charter schools. Lionsgate re-entered into a contract with NEO from 2020- to 2025.

Novation Education Opportunities (NEO) Mission: To oversee innovative charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth for the benefit of our schools and community.

NEO seeks to enhance public education in Minnesota by supporting charter schools which validate quality performance. The sole purpose of Novation Education Opportunities (NEO) is to authorize public charter schools in accordance with Minnesota Statute 124E which governs the duties and responsibilities of charter school authorizers.

NEO is located at 3432 Denmark Ave., Suite 130; Eagan, Minnesota 55123. Their contact information is as follows: executive.director.neo@gmail.com; 612-889-2103.

Management

Dr. Diane Restorff is the executive director of Lionsgate Academy. She has led Lionsgate Academy since 2012. Dr. Restorff is assisted by an administrative team that serves to ensure Lionsgate is managed in a fiscally responsible, compliant, and legal manner. The 2021-2022 administrative team saw no turnover.

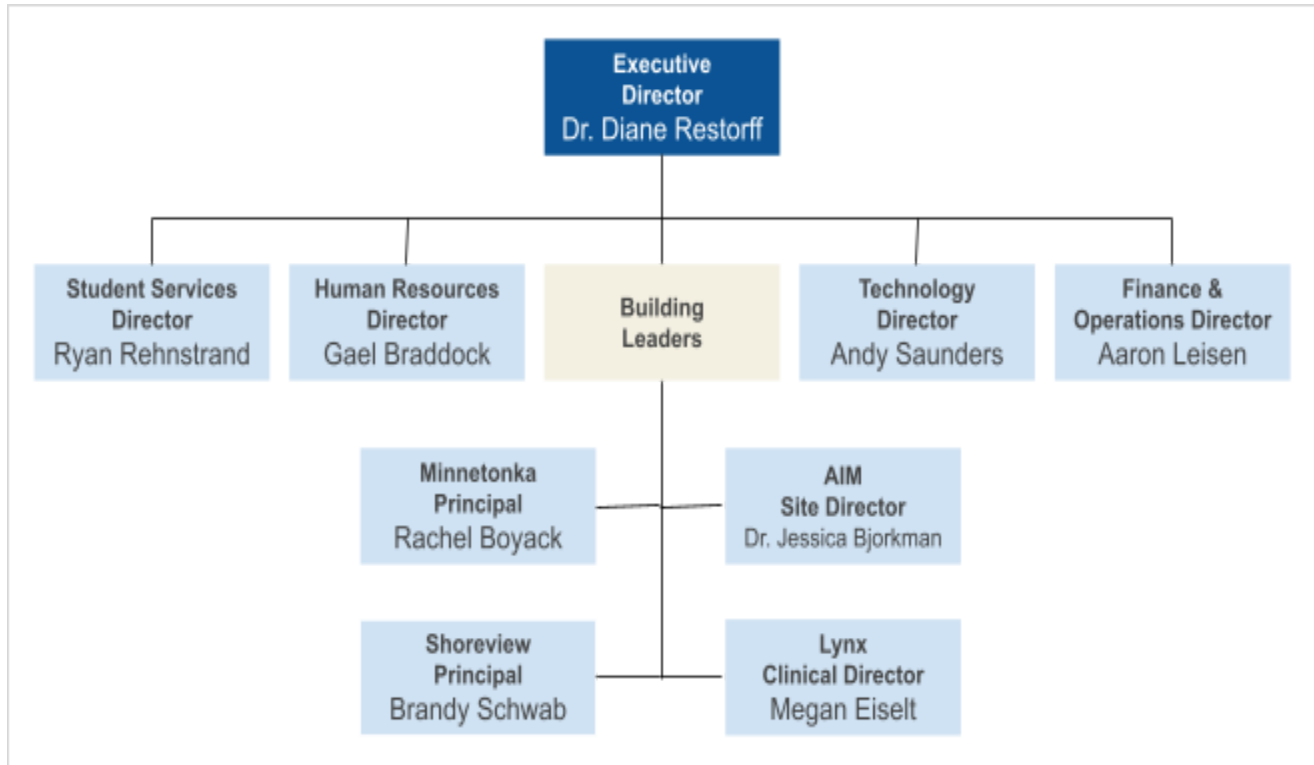


Figure 1. 2021-22 Organizational Chart

Executive Director Development Plan

The executive director evaluation committee establishes goals and objectives for the director for the following year. Dr. Restorff's professional development plan for the 2020-2021 school year consisted of goals to participate in cultural competency resulting in an equity audit of Lionsgate Academy and developing measurable objectives for improving equity at Lionsgate Academy.

STAFFING

Lionsgate Academy employed regular employees during the 2021-2022 school year. Forty percent of the staff are educational assistants who play important and varied roles at the school. All educational assistants are hired to support the needs of our special education students who have a documented need for paraprofessional support.

Support service providers at Lionsgate include social workers, speech and language pathologists, school psychologists, adaptive physical education teachers, and occupational therapists. Due to high medical needs of the student population, Lionsgate retains a licensed school nurse and two LPNs. All service providers meet identified needs from comprehensive evaluations and may include services around mental health, emotional regulation, social skills, skills of daily living, transition skills, speech & language needs, fine and gross motor needs and other health needs.

Administrative assistants provide support such as STAR and MARRSS reporting, special education reporting and accounting, attendance, substitutes, transportation, purchasing, communications, and other vital functions. Tech and operations are responsible for student and staff computing needs, building upkeep, network and testing support.

Licensed administrators include the Director of Student Services, Building Principals and Site Coordinators holding licensure in their field, and special education coordinators. Non-licensed administrators include directors of Human Resources, Finance and Operations, Technology, and the Executive Director.

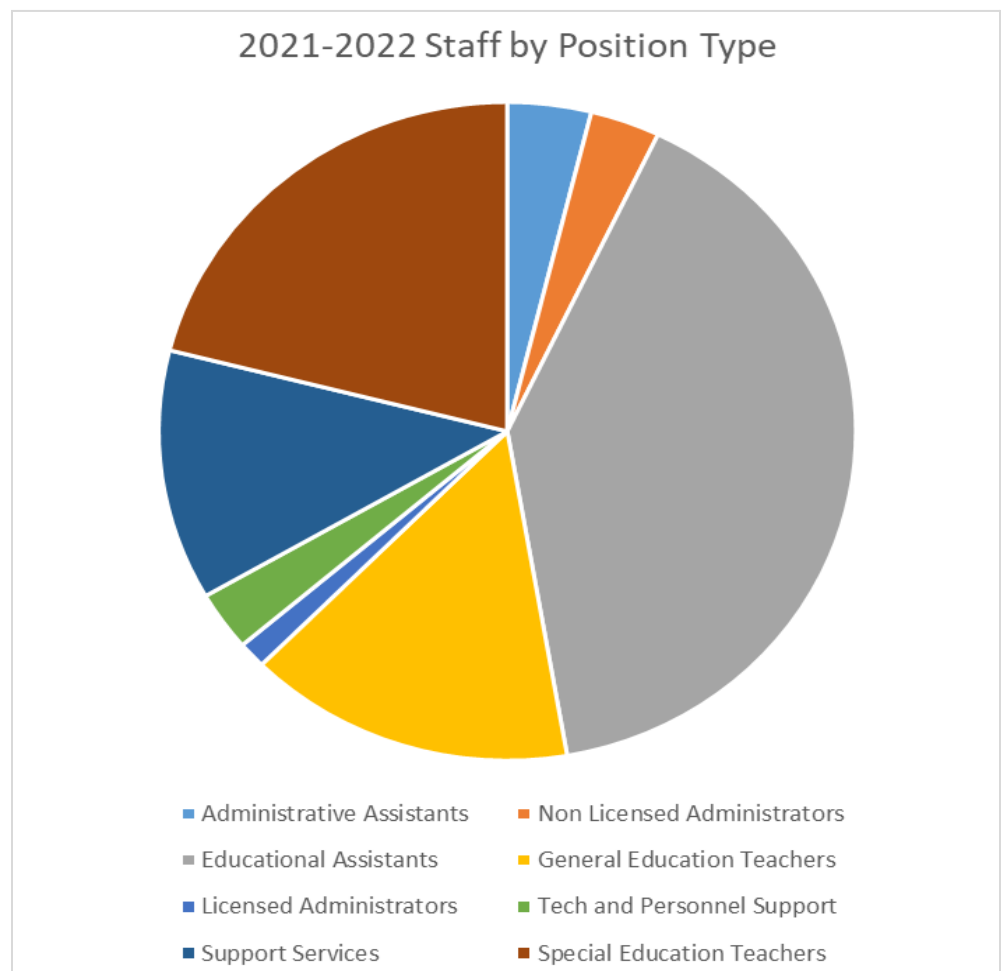


Figure 2. Staffing by Position

Staff Retention and Attrition

Overall, the attrition rate of staff increased from 20.5% in 20-21 to 23% in 21-22. Staff attrition is calculated by dividing the number of staff (with replacement) by the number who resigned during the 2021-2022 school year. When the number of individuals who were involuntarily terminated and the number of individuals who left within 6 months of hire are subtracted, the attrition rate was 14.6%.

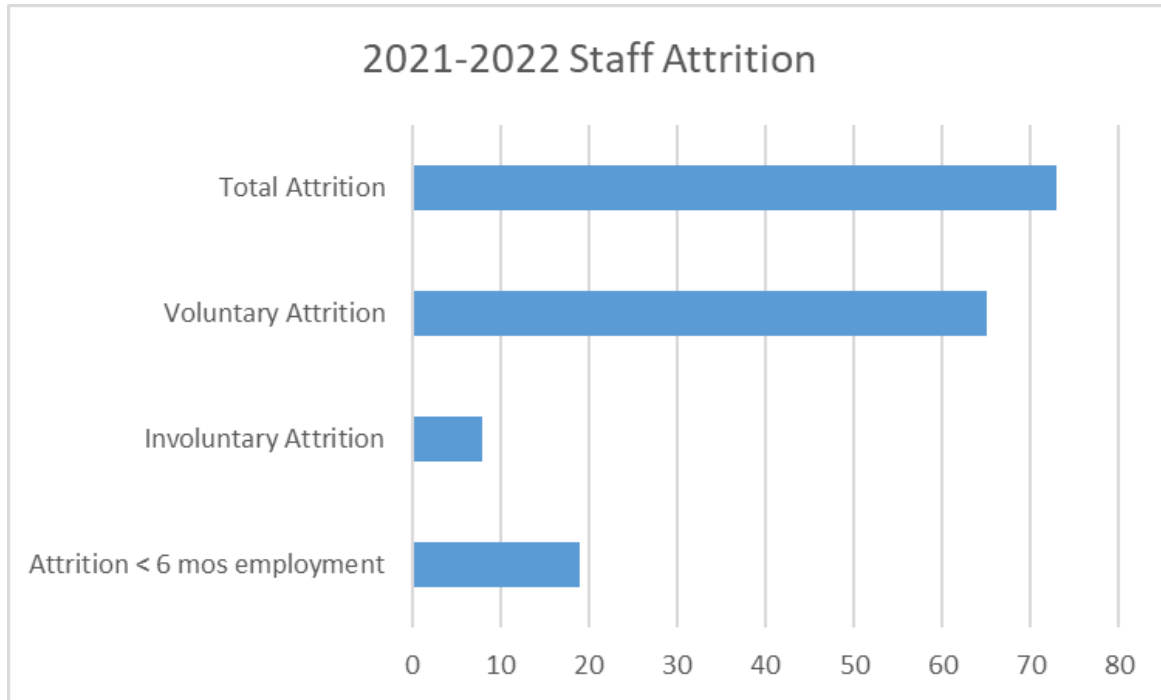


Figure 3. Staff Attrition

FINANCES

Almost all of Lionsgate Academy's students' education programming includes at least some special education components. As such, the cost to educate our students is significantly greater than those for other schools. Lionsgate's revenue and cash flow is derived primarily from Special Education funds received from the State of Minnesota. The Lionsgate Foundation, an unaffiliated non-profit foundation, provides the largest share of private contributions to the School.

The director of finance and operations for Lionsgate Academy is Mr. Aaron Leisen. Lionsgate uses Dieci School Finance LLC, an accounting services firm that specializes in charter schools, for accounting, financial statement preparation, and audit coordination. Lionsgate's audit firm is MMKR – Malloy, Montague, Karnowski, Radosevich & Co., PA. There were no material findings in the most recent audit.

Total revenues and expenditures for the fiscal year ending June 30, 2022 were approximately \$23.8 million and \$23.7 million respectively. This represents a 18% increase in revenues; the increase is due to the Payment Protection Loan (PPP) being returned in FY21 and a 10% increase in the number of students. The 7% increase in expenses over 2021 is related to the increase in the number of students. In fact, Lionsgate was able to operationalize some efficiencies reducing the cost of educating our students by \$1,854 per ADM. A breakdown of the components of revenues and expenditures is illustrated in the following table and graphs.

Revenues and Expenditures

Combined General and Food Service Fund

Fiscal Year Ending June 30, 2022

	Prior Year	Current Year	% Total	Increase/ Decrease	% Change
Revenues:					
Special Education	15,749,866	18,845,186	79%	3,095,320	15%
General Education	3,699,312	4,001,154	17%	301,842	1%
Federal	407,703	326,061	1%	(81,642)	0%
Local Support	290,835	649,985	3%	359,150	2%
Total Revenues	20,147,716	23,822,386	100%	3,674,670	18%
Expenditures:					
Special Education	9,557,336	10,230,507	43%	673,141	3%
General Education	2,838,110	4,190,411	18%	1,352,301	6%
Admin	3,198,875	1,245,739	5%	(1,953,136)	-9%
Pupil Support	899,120	658,248	3%	(240,872)	-1%
Facilities & Operations	3,081,398	3,449,218	15%	367,820	2%
Transportation	2,579,888	3,897,178	16%	1,317,290	6%
Total Expenditures	22,154,757	23,671,301	100%	1,516,544	7%
Revenues > Expenditures	(2,007,041)	151,085			

Revenues

Revenues for Lionsgate Academy were largely from state special education, making up 79% of total revenue.

General education revenue accounted for 17% of the total revenue. Revenue from Federal sources included special education revenue and accounted for 1.4% of the total. Other sources of revenue were grants and donations which accounted for 2.7% of the total revenues.

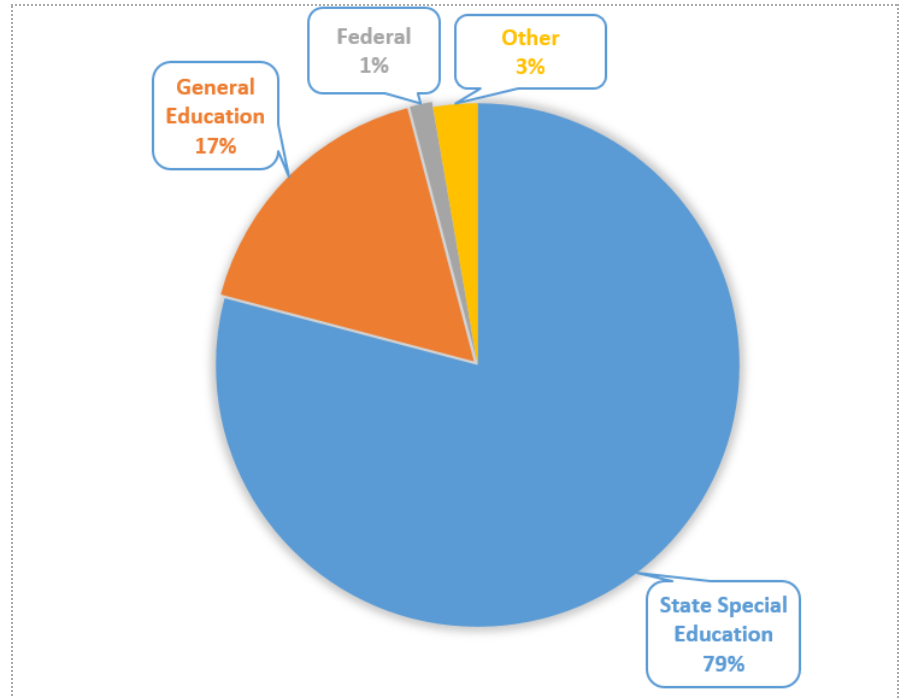


Figure 4. Revenue

Expenditures

Lionsgate expenditures are illustrated below. The largest portion of expenditures was in special education (43%), followed by general education (18%) and facilities and operations (15%). Transportation accounted for 16% and 5% of expenditures were attributed to administrative costs. 2.8% of expenditures fell under pupil support.

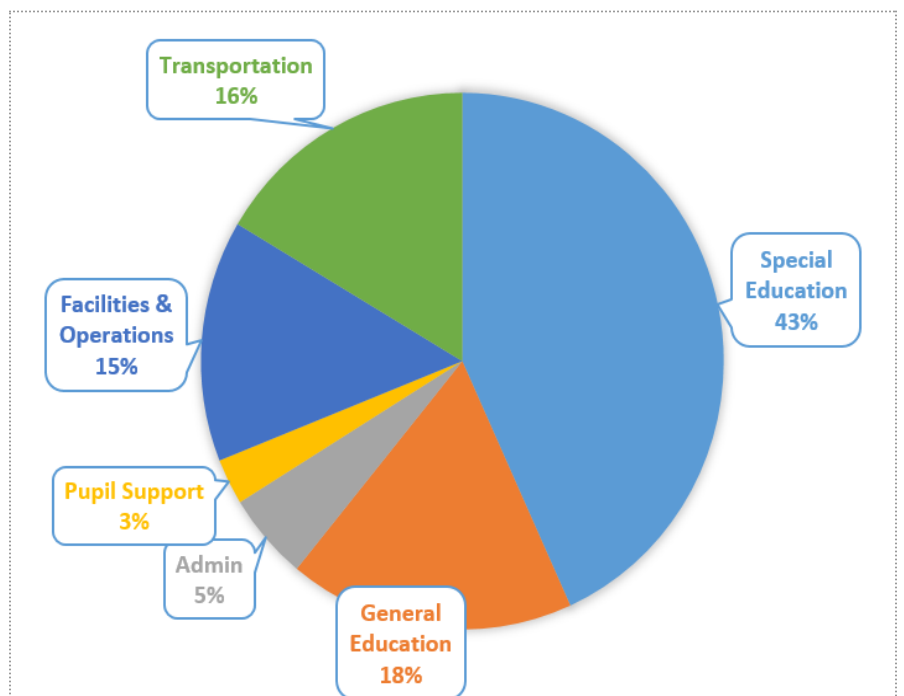


Figure 5. Expenditures

INNOVATIVE PRACTICES AND IMPLEMENTATION

During the 2021-2022 school year, Lionsgate Academy focused on getting students back into a school routine with in-person learning. Many of the uses of technology, borne of necessity during the pandemic, were integrated into mainstream, on-site classes.

For the all-school training in August of 2021, Nancy Riestenberg of the Minnesota Department of Education provided an all-day training for staff in restorative practices. Due to the continued concern of COVID-19, each campus participated remotely, with teams of circle-keepers supporting the training in person at each campus.

The North St. Paul Campus was remodeled with additional space to accommodate a growing population of transition-aged students.

FUTURE PLANS

Restorative Practices School Wide Implementation

Next year, the entire Lionsgate Academy district will undertake implementation of restorative practices. A steering committee composed of representatives from each program will develop a method and materials to build community circles across all campuses. Ultimately, this program is intended to improve social relationships among students, teach life-long skills for repairing relationships and reducing out of school suspensions.

Read 180/System 44

Many students at Lionsgate Academy continue to require direct instruction in reading in order to make academic progress. In the 2022-2023 school year, Lionsgate will undertake implementing the Read 180/System 44 program into language arts classes.

New Executive Director

The 2022-23 school year will be the last year for Executive Director, Dr. Diane Restorff. An executive search team will lead the development of the process.

STUDENT ACHIEVEMENT & WORLD'S BEST WORKFORCE

The World's Best Workforce is a local accountability program for all schools in Minnesota. Lionsgate Academy utilizes the Performance Framework with its authorizer, NEO, to meet the accountability requirements for student achievement and other performance measures. The annual meeting for the World's Best Workforce was held virtually on March 8th, 2022.

The district advisory committee for the World's Best WorkForce is:

Name	Role in District
Brandy Schwab	Principal, Shoreview Campus
Gael Braddock	Human Resources Director
Stacey Monsen	Community Member
Heather Adams	Executive Admin Assistant
Meta Thomas	DAC/Instructional Coach/Curriculum Coordinator
Sara Byzdovsky	District Transition Coordinator
Rachel Boyack	Principal, Minnetonka Campus
Diane Restorff	Executive Director
Jessica Bjorkman	Site Director, Transition Program

Equitable Access to Qualified Teachers

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level. Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive

practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Lionsgate administration reviews data annually. This review allows us to monitor if we need to make adjustments for ensuring equitable access to experienced, licensed teachers for students of color, American Indian students and students from low income families.

Method

Lionsgate uses an index system that weighs 3 factors: 1) licensing, 2) years of experience teaching outside of LGA, and 3) years of experience at LGA. These factors are described below:

- **Licensing:** - The Professional Educator Licensing and Standards Board (PELSB) is the state agency that oversees all new and renewing Minnesota teacher licenses. PELSB employs a tiered system of teacher licensure that allows a number of pathways to become a licensed teacher in MN. Lionsgate considers the tier of license in creating its equitable teacher index. Level of license accounts for 1/3rd of the total index.
- **Years of Teaching Experience** – Lionsgate considers overall years of teaching experience in the index. Years of experience is scaled and accounts for 1/3rd of the overall equitable teacher index.
- **Years of Experience at Lionsgate Academy** - Because of the unique approach to education at Lionsgate Academy 1/3rd of the equitable teacher index is a measure of the total number of years at the school. Lionsgate has proudly launched the careers of 83 paraprofessional-to-licensed professional careers since 2008. Lionsgate values the knowledge of the Lionsgate culture and resources as contributing to the overall experience of our licensed teaching staff.

Each teacher is assigned an index value based on the factors above. The combined scores of all teachers are averaged, yielding a mean quality index score and a standard deviation. Student schedules are examined and each student receives a score based on the mean of his teachers' indices. Any student whose teacher index score falls below 1 standard deviation is flagged. Any student who falls into this category will have the schedule reviewed to determine if changes can be made to bring the student's index into range.

In addition to the within group comparison described above, Lionsgate also compares the means of the teacher quality indices between our white students and students of color to determine if there is a significant difference between the teacher quality index between the student populations of the Minnetonka and Shoreview schools. (Population sizes are too small for the Lynx and AIM programs). We used a pooled t-test to determine the significance of the differences between the means. The 2021-2022 data did not show a statistically significant difference between the mean teacher quality indices for white and students of color (pooled t-test, $p = .14$ and $d = .38$, showing a small effect size).

Teacher and Student Racial and Ethnic Diversity Alignment

The following racial and ethnic groups are present in our district among students and are not yet represented in our licensed teacher staff: African American or Black and American Indian/Alaskan Native. Lionsgate would need to add 21 BIPOC teachers to reflect our student population.

	Students	Staff	Teachers
White	66%	86%	92%
Black/African American	9%	4%	0%
Latinx	7%	2%	1%
Two or More	11%	3%	3%
American Indian/Alaskan Native	2%	0%	0%
Asian	4%	2%	2%
Decline to Identify	--	3%	3%

The root cause contributing to a lack of student access to teachers of color and American Indian teachers is the disproportionate unavailability of teachers of color. Research suggests strongly that there is a lack of supply of teachers of color due to hiring bias, certification tests that teachers of color are less likely to pass, a racial gap in bachelor's degree attainment, and lower retention rates for teachers of color among other factors. (National Center for Education Statistics, 2016). To further challenge our ability to hire teachers of color, charter schools pay less and have more expensive medical benefits, so that Lionsgate must compete with districts who can pay as much as \$4,000.00 more for a first year teacher.

The Lionsgate Foundation is offering some tuition reimbursement to teachers at Lionsgate who are enrolled in programs leading to licensure. Lionsgate has sought to partner with Learning Disability Associates (LDA) to support their state-approved alternate path to licensure program.

SMART GOALS

Close the Achievement Gaps between Student Groups

Lionsgate Academy focuses on closing the achievement gap between students receiving special education services and their non-disabled peers in the state of Minnesota. Lionsgate uses student proficiency on MCA scores in mathematics, reading, and science to compare the achievement of our students receiving special education services and the state.

Over 90% of students at Lionsgate Academy receive special education services. Lionsgate disaggregates students by those receiving special education services and those not receiving special education services. We identify individual needs in the areas of math, reading and science through the use of the NWEA MAP assessment. Students who are more than 2 grade levels below their peers as measured on the MAP have identified goals on their individualized education plans in the areas of math and reading. Additionally, Lionsgate uses science and language usage scores on the NWEA-MAP assessment to place students in classes where they can receive specialized instruction. Often courses are co-taught with a special educator and a general educator to ensure that access to the general education curriculum is provided for students with special needs. Lionsgate implements its strategies well, reviewing student placement at least two times per year. The NWEA MAP assessments provide individualized growth targets for these students which are monitored in the fall and spring to help teachers determine if teaching practices are effective.

Smart goals for the 2021-2022 WBWF report were drawn from the contract performance framework. Lionsgate was awarded a new five-year contract with the authorizer.

Goal: The schools 2021-2022 Proficiency rate for reading is greater than 10 percentage points of the resident district in reading as measured by MCAs over time for students receiving special education services.

Result: Lionsgate Academy students receiving special education exceeded the resident district by 17%.

Goal is *met*.

All Students Career and College-Ready by Graduation

Students who enroll at Lionsgate who are at or above grade level continue to make expected growth as measured by the NWEA-MAP.

Goal: At least 80% of students who are performing at or above grade level meet their growth targets in reading and math as measured by the NWEA-MAP assessments.

Results: The 2021-2022 average growth on NWEA MAP for math is 90% and the 2021-2022 average growth on NWEA MAP for reading is 85%.

Goal is *met*.

All Students Graduate

With Lionsgate's high percentage of students receiving special education, our graduation rate accounts for the 3 years of transition services to which all students may be entitled depending on their individual needs. Transition placement is an IEP team decision. Once the team determines that the student has met the IEP goals in the areas of transition, that student may graduate. Lionsgate's personalized learning environment is supportive in helping almost all of our students graduate from high school.

Goal: Ninety percent of continuously enrolled students either graduate on time or graduate within the 7-year graduation period.

Results: The 2021-2022 graduation rate is 100%.

Goal is *met*.

Goal: More than 80% of students are on track to graduate.

Result: In the 2021-2022 school year, 94% of students were on track to graduate as measured through their credit accumulation and progress on IEP goals.

Goal is *met*.