



**Parnassus Preparatory School**  
**World's Best Workforce**  
**Annual Report**  
**2019-2020**

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# **I. About the World's Best Workforce Annual Report**

This World's Best Workforce Annual Report is written to document academic and fiscal accountability, innovative practices, accomplishments, and achievements at Parnassus Preparatory School during the 2019-2020 school year.

This report meets the reporting requirements of the Minnesota Department of Education, Minnesota statutes, the expectations of Parnassus' authorizer, and Parnassus' own expectations as a classical, liberal arts, college preparatory school. This report is available to current and prospective families, staff, and the community at large on the Parnassus website.

Contributors to the World's Best Workforce Annual Report include Ms. Ford, Executive Director; Ms. Good, Director of Academic Affairs and Assessment; Mr. Taintor, Finance Manager; and Mr. Friess, Board Chair and Treasurer.

# **II. School Vision, Mission Statement, and Educational Philosophy**

*The mission of Parnassus Preparatory School is to provide students with a classical education, grounded in the classical Trivium, that demands their best in intellectual achievement and character development.*

A classical education cultivates wisdom and virtue by nourishing the individual with truth, beauty, and goodness. Students at Parnassus Preparatory School pursue wisdom and virtue at every level and in each of the many disciplines offered to them. Parnassus Preparatory School's academic focus is on developing thoughtful, literate, and expressive graduates through classical education, a time-tested model that is systematic and comprehensive. Our classical curriculum, grounded in the liberal arts, distinguishes us from other educational institutions.

The classical Trivium and the instructional methods used in each school address children's developmental stages, challenging them to reach their highest potential at each and every level. Parnassus Preparatory School's educational philosophy is that all students benefit from the highest standards of academic integrity and a rigorous, content-based educational program that develops their intellectual capacity and personal character. Through evidence-based instructional methods that are aligned with the classical Trivium, the use of history as the chronological backbone of the curriculum, and the integration of the humanities and advanced sciences, the school provides an environment that fosters academic excellence and builds the habits of discipline and perseverance to complete challenging tasks.

### III. Student Enrollment, Demographics, and Attrition

#### Parnassus Annual Enrollment

Parnassus enrollment, based on average daily membership using the October 1<sup>st</sup> snapshot date for the past five years, is listed below. Please note that audited year-end enrollment for the 2019-2020 school year was 1215 students.

Academic Year	Grades	Total Enrollment
2015-2016	Prima – 2R (K-10)	888
2016-2017	Prima – 3R (K-11)	1004
2017-2018	Prima – 4R (K-12)	1097
2018 - 2019	Prima – 4R (K-12)	1165
2019-2020	Prima-4R (K-12)	1228

#### 2019 – 2020 Enrollment Details

The chart below depicts Parnassus' enrollment by grade level for Fiscal Year 2020 per grade level. The school had an audited enrollment of 1215 students in the 2019-2020 school year. The school's mission and vision are supported by the strategic plan to have a larger base in the School of Grammar and smaller classes in the upper grades of the Schools of Logic and Rhetoric.

FY 2020	Prima (K)	1G (1)	2G (2)	3G (3)	4G (4)	1L (5)	2L (6)	3L (7)	4L (8)	1R (9)	2R (10)	3R (11)	4R (12)
Enrollment	129	139	124	125	125	121	123	116	93	49	38	19	14

#### Student Attrition

Academic Year	2015-2016	2016-2017	2017-2018	2018 - 2019	2019 - 2020
Attrition Rate	5%	3%	4%	5%	3%

#### Equal Opportunity for All Students

Parnassus seeks and supports students from all backgrounds and has pursued the following two objectives regarding equal opportunity for all students to attend the school:

- 1) Specific, targeted marketing strategies to reach out to educationally and economically disadvantaged families; and
- 2) Once at Parnassus, the school continues to develop programs to ensure the economically and disadvantaged students integrate into Parnassus' classrooms and are successful.

Below is the school's demographics summary for the 2019-2020 school year, reflecting these efforts and the opportunity of a rigorous, classical, college preparatory schooling to all students:

### Enrollment by Race/Ethnicity

Demographics, 2019 – 2020 School Year*	White/ Caucasian	Black/ African American	Asian	Hispanic/ Latino	Two or More Races
Percent of Total Student Body	37.7%	39.1%	10.3%	5.9%	6.7%

\*Demographic data reflects enrollment on October 1<sup>st</sup>, 2019

### Enrollment by Special Population

Demographics, 2019 - 2020 School Year*	Free or Reduced Lunch	English Learner (EL)	Special Education
Percent of Total Student Body	28.7%	10.6%	6.3%

\*Demographic data reflects enrollment on October 1<sup>st</sup>, 2019

## IV. Governance, Management, and Administration

The 2019-2020 Board of Parnassus Preparatory School consisted of five members: two Parnassus parents, two community members, and one Parnassus teacher. The board meets monthly and all board members have completed board training.

### Parnassus Preparatory School (4199-07) Board Roster

Name	Current Director	Elected (E) Appointed (A)	Date Seated	Date Term Expires	Officer Position	Email
Greg Friess	X	E	7/1/2010	6/30/2022	President & Treasurer	friess@parnassusprep.com
Ben Ark	X	E	2/14/2018	6/30/2022	Vice President	ark@parnassusprep.com
Kenneth Zigrino	X	E	7/1/2010	6/30/2023	Secretary	zigrino@parnassusprep.com
Barbara Rose	X	E	12/1/2010	6/30/2021	Director	rose@parnassusprep.com
Ravi Shanbhag	X	E	7/1/2019	6/30/2023	Director	shanbhag@parnassusprep.com

#### Board Development:

- Training on Governance and Open Meeting law and remote meetings
- Financial training on financial sustainability in a stable enrollment environment
- Board self-evaluation and team building
- Attendance and participation at various school colloquia and book discussions

## Executive Director and Head of School

### Ms. Constance Ford, Executive Director

Ms. Ford is the current and founding Executive Director of Parnassus Preparatory School. Under her leadership, Parnassus has more than tripled its enrollment and the school has expanded to include all three levels of the Schools of Grammar, Logic, and Rhetoric. Ms. Ford spearheaded Parnassus' extensive multimillion-dollar building project in 2017 to create the school's beautiful 147,000 square-foot campus. A pioneer in the charter school movement for over twenty years, Ms. Ford's emphasis has been on classical charter schools. She was a founder of the first classical charter school in the neighboring state of Wisconsin and of one of the first charter schools in her region. During her tenure, the school was one of the top charter schools in Wisconsin based on academic performance, low staff and student attrition, and high overall standards. Additionally, Ms. Ford served on an advisory committee that reviewed new charter school applications and charter application renewals for over sixteen schools. Ms. Ford holds a Bachelor of Arts Degree in Art History from Lawrence University and a Master of Arts Degree in Educational Leadership.



### Ms. Ford, Executive Director - Professional Development Plan

A focus of Parnassus Preparatory School is to build an academic culture that is deeply ingrained in the traditions of the Classical framework. As the school's leader, the Executive Director continued her professional development on classical education and education in general. Following is a list of courses, workshops, and other educational activities that the Executive Director participated in as part of her Professional Development Plan for the 2020-2021 school year.

Professional Development Activity	Date
Continued reading of books related to classical education, vision, and delivery; attend various cultural events related to classical education, vision, and delivery; and attend various (virtual) art exhibits, operas and music events, literary talks and lectures, in addition to academic webinars and the school's colloquia.	Ongoing throughout the school year
Read over a dozen novels from the Parnassus curriculum, leading book discussions for many of the books with the Parnassus leadership team.	Ongoing throughout the school year
Legal Update on Covid-19 for Schools	July 2020
Webinar for School Leaders Serving the Somali Community	Summer 2020
E.D. Hirsch Webinar Why America? 2020: Toward a More Perfect Union	September 2020
Kao Kalia Yang talk – UM Fall 2020 Visiting Writers Series	September 2020
U of Chicago Recommendation Letters Webinar	September 2020
An Evening with Professor Ibram X. Kendi - 2020 Distinguished Carlson Lecture (September 2020)	September 2020
Webinar: Memoria Press How to Successfully Run a School During the Pandemic	October 2020
Dartmouth College Webinar – How to write effective recommendation letters	October 2020
BookFest 2020 Bank Street College Center for Children's Literature	October 2020
National Association for Gifted Children (NACG) Annual Convention	November 2020
MSBA Leadership Conference	January 2021
Classical education-related articles, blog posts, and educational videos	Ongoing
Ongoing training and development of school-related areas (school safety, ESSA, effective practices, data analysis, etc.)	Ongoing

## Administration



### **Ms. Good, Director of Academic Affairs and Assessment**

Ms. Good is a passionate advocate for the liberal arts and believes in offering a rigorous, content-rich program to all students. In her role, she oversees Parnassus' academic programming, graduation standards, assessment, and enrollment. Ms. Good holds a B.A. in Cognitive and Linguistic Sciences with a minor in Italian from Wellesley College in Wellesley, Massachusetts, and an M.A. in Educational Leadership.



### **Principal Omberg, Principal of the School of Grammar and Director of Special Education**

Principal Omberg holds high expectations for all learners and is very excited to continue being a part of Parnassus. Principal Omberg came to Parnassus as the Special Education Coordinator with ten years previous experience from Minnetonka Public Schools. She has an M.A. in Special Education from the University of Minnesota. She also holds a K-12 Principal and Director of Special Education licenses from Saint Mary's University.



### **Principal Kasowicz, Principal of the School of Logic**

As a former special education teacher, Principal Kasowicz continually strives to help all students strive for success in the classical education model. Before beginning at Parnassus, Principal Kasowicz was employed by Robbinsdale Area Schools and Blue Sky Online High School, leading both academic committees and participating on board committees. He holds a M.A. in Educational Leadership from Concordia University. Principal Kasowicz holds a K-12 Principal license from Bethel University.



### **Principal Hamiel, Principal of the School of Rhetoric**

Principal Hamiel is a former high school math teacher and has always had a love for education. Prior to coming to Parnassus in the fall of 2013, he was a mathematics teacher for the St. Cloud Area Schools. Principal Hamiel sets high expectations for all students and champions classical education. He holds an M.A. in Curriculum, Instruction, and Assessment and K-12 Principal and Superintendent licenses from St. Cloud State University.

## **V. Academic Programming & Performance**

### **Innovative Practices and Implementation**

The Trivium stages of Grammar, Logic, and Rhetoric require different and innovative teaching methods depending on the stage and maturity level of the students. For example, in the Grammar stage (levels Prima through 4G) instructors focus on providing students with content using direct instruction, memorization techniques such as singing and chanting, group memorization, dictation, and recitation. In the Logic stage, students start asking, “Why?” to ensure that what they have learned in the Grammar stage is in fact true. Teaching techniques include asking leading questions to stimulate students’ critical thinking and arrive at valid conclusions. The Socratic Method of questioning is heavily emphasized during instruction at this level. In the Rhetoric stage, teaching techniques include a heavy reading load, discussions, debates, and emphasis on supporting one’s opinions with researched facts and logical reasoning. The Socratic Method and Harkness discussion style are at the forefront of instruction in the School of Rhetoric.

Parnassus is one of the few schools, public or private, to practice the Harkness discussion method, also known as “Harkness Table”, for discussion-led instruction. The Harkness method incorporates teaching in seminar style for the advancement of learning in the School of Rhetoric. An authentic Harkness table is a large, oval table used in a style of teaching where students sit at the table with a teacher. However, the Harkness table is much more than a place to sit. Teachers participate and guide students in discussions, encouraging them to take ownership of their learning. The method is in use at many top American private schools and boarding schools, as well as at colleges and universities. It encourages classes to be held in a discursive manner. This collaborative discussion method can be traced back to Socrates, approximately 2,400 years ago. The Harkness teaching method is related to the Socratic Method and Socratic Circles, approaches already familiar to scholars entering the School of Rhetoric.

Parnassus’ language program is innovative as the school was the first institution, public or private, in the Northwest Metro area to require the study of both the Latin and Greek languages in addition to Spanish. Latin forms the root of 90% of polysyllabic English words and over 60% of all English words, and eight percent of all English words are Greek based. A student’s reading comprehension, writing, and speaking skills are substantially improved by studying Latin and Greek. Vocabulary is enriched, grammar is sharpened, and a sense of organization, structure, and logic is instilled in the student. In addition, Latin contributes to about 80% of the vocabulary of the Romance languages: French, Italian, Portuguese, Romanian, and Spanish – facilitating the study of these modern languages. Moreover, studies have shown that students of Latin have higher SAT scores than students of any other language. Parnassus students begin their study of Latin in Prima and add Greek in the School of Rhetoric.

In addition to the study of Latin and Greek, the school also believes it is important for well-rounded scholars to study a modern world language. As such, Parnassus begins teaching Spanish at the Prima level and continues it through the School of Rhetoric. Not only is Spanish considered to be one of the most functional spoken languages in contemporary American society, but it is also a direct descendent of Latin which makes it a perfect complement to Parnassus scholars’ classical language studies.

### **Gifted and Talented Programming**

As a charter school, Parnassus Preparatory School is a school of choice, and we recognize that families choose us for our rigorous academic programming. As Parnassus strongly believes that all students benefit from a content-rich, rigorous curriculum that holds students to the highest standards of intellectual achievement and character development, Parnassus does not identify Gifted and Talented students or offer a specialized Gifted and Talented track. Instead, the focus is on providing all students with the most rigorous course offerings and a variety of enrichment activities in our interdisciplinary curriculum.

Parnassus does not currently offer early admission to Prima (Kindergarten). Occasionally, a student’s exceptional academic abilities and maturity may merit whole-grade acceleration to 1G (1<sup>st</sup> grade) or beyond. To advise all families of this opportunity, Parnassus publishes its policies for whole-grade acceleration and early admission to Prima (Kindergarten) on the school website.



## Minnesota Comprehensive Assessments (MCA) Results

The Spring 2020 administration of the MCAs was cancelled by the Minnesota Department of Education due to the COVID-19 pandemic and the transition to distance learning.

## Nationally Normed Assessment – Stanford Achievement Test, Tenth Edition (SAT10) Results

The Stanford Achievement Test (SAT10) administration was cancelled due to the transition to distance learning.

## World's Best Workforce - Academic Goals and Results

As part of the local World's Best Workforce plan, each district and charter school is required to set goals related to each of the components of the World's Best Workforce and to report on their progress towards those goals. The goals for Parnassus Preparatory School are listed below.

### Goal Area 1: All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
By December 15 <sup>th</sup> , 2019, 80% of the School's Prima students continuously enrolled since the first day of school will be able to identify all 26 upper and lower case letters and count to 32.	By December 15 <sup>th</sup> , 2019, 97% of the School's Prima students continuously enrolled since the first day of school were able to identify all 26 upper and lower case letters and count to 32.	Check <b>one</b> of the following: <b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <b>One-Year Goal</b> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in kindergarten

### Goal Area 2: All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
At the conclusion of FY2023, the School's Third Level Grammar (3G) proficiency rates for the most recent four years will average no less than five points higher than the state average in reading.	No data available - The Spring 2020 MCA administration was cancelled due to the COVID-19 pandemic and the transition to distance learning.	Check <b>one</b> of the following: <b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 3 <input checked="" type="checkbox"/> Unable to Report

### Goal Area 3: Close the Achievement Gap Among All Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>In FY2020, for each subgroup other than English Learners, for which the School had publicly-reportable / sufficient counts: the School's proficiency rate will exceed the state-average proficiency rate for the subgroup for each reading and math.</i></p> <p><i>On the FY2020 ACCESS for ELL assessments, the school's English Learners will average higher progress towards target than the statewide average, and the School's percentage of English Learners who met or exceeded their targets will exceed the statewide average.</i></p>	<p><i>No data available - The Spring 2020 MCA administration was cancelled due to the COVID-19 pandemic and the transition to distance learning. The results of the statewide administration of the ACCESS for ELL assessments are not publicly available as testing was interrupted due to the transition to distance learning.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

### Goal Area 4: All Students Career-and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>In FY 2020, a minimum of 85% of Third-Level Rhetoric (3R) students will take the ACT, and the average composite ACT score of the Third-Level Rhetoric students will exceed the state-average composite.</i></p>	<p><i>The Spring 2020 administration of the ACT was cancelled due to the COVID-19 pandemic and transition to distance learning. The class of 2021 instead took the ACT in the fall of 2020.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

### Goal Area 5: All Students Graduate

<input type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>For the class of 2020, the School's four-year graduation rate will exceed 90%, and all publicly-reportable student groups will have a minimum four-year graduation rate of 85%.</i></p>	<p><i>100% of members of the class of 2020 graduated in four years.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

## VI. Staffing, Professional Development, and Equitable Access to Teachers

Parnassus employed 106 full time employees during the 2019-2020 school year, including 81 licensed teachers, two coordinators, two directors, and three principals. Parnassus also maintained agreements with outside consultants and contractors. Of the licensed teachers who taught in 2019-2020, 94% have returned for the 2020-2021 school year. [Note: \*\* Indicates that staff member is not a part of the 2020-2021 Parnassus faculty.]

### Parnassus 2019-2020 Licensed Teaching Staff

File Folder Number	First Name	Last Name	File Folder Number	First Name	Last Name
517755	Gwen	Almquist	433314	Samantha	Medcalf
448078	Liana	Ambriz	375586	Sherilyn	Miller
499079	Alexander	Bagwell	512051	Chang	Moua
482806	Nina	Batiste	508913	Kia	Moua
405863	Chad	Beck	484596	Brian	Murphy
413590	Michael	Bennett	396506	Heather	Neimeyer
460041	Rachel	Bluemke	410928	Sonja	Nelson
508137	Melanie	Bonnema	263517	Brian	Olson
500609	Elnara	Browsers	506884	William	Olson
356141	Peter	Butchko	511250	Anthony	Olson**
427048	Kathryn	Byrne	316150	Marie	Penn
474188	Nicholas	Cole	454108	Shelly	Peyerl
317504	Maura	Daly	363769	Barbara	Rose
470471	James	Dechert	449810	Marie	Rossi
495462	Claire	Dembsky	500650	Brendan	Sage
473203	Kristen	Edstrom	442558	Maria	Serrano
508994	Christina	Fabian	434183	Kristina	Sharpe**
492627	Joshua	Feicht	455396	Angela	Shequin
461775	Shawn	Ford	492085	Chelse	Sjodin
503644	Christopher	Fuelling	484885	Amanda	Sjolseth
374825	Irene	Gottwalt	493069	Erick	Sood
348753	Jodi	Haben	1002380	Kayla	Sorlie**
479732	Gregory	Hamiel	337648	Amy	Stafford
480444	Ashley	Hart	496812	Jessica	Steeber
473705	AnnMarie	Hasner	502088	Julius	Strand
463338	David	Hauge	396243	Jessica	Stutzman
487416	Alex	Hays	485913	Peter	Swanson
460815	Breann	Hays	497809	Jenna	Tebben
508244	Karen	Herbst	448353	Nelvin	Thomas
431040	Ana	Hulzebos	488496	Zachary	Thompson
468770	Jill	Igoe	479407	Kathleen	Towell
412556	Lynn	Jerman	489159	Kirstan	Trauba
478233	Michael	Keil	382355	Brenda	Twedt **
495751	Karen	Kelly	468098	Alison	Ulbrich
513621	Justin	Koenen**	512241	Austin	Veach
1002010	Tasney	Lacina	465733	Annette	Vemuri
421616	Nicholas	Langseth	349539	Carole	Weiland
420845	Carol	Lundberg	499479	Maria	Westrich**
409102	John	Mangold	486575	Andrew	Zachman
428532	Ben	Mathews	449096	Matthew	Zook
505331	Ryan	Meaney			

## Professional Development

Developing the staff in the classical model and pedagogy is paramount to Parnassus Preparatory School's success as a Classical school and to fulfilling its mission. Recognizing the importance of professional development, in 2019-2020, Parnassus continued to provide training and development opportunities for faculty and staff in the following areas:

- 1) Parnassus' Classical education model
- 2) Direct Instruction
- 3) Data-Driven Instruction
- 4) Writing
- 5) Reading and literacy
- 6) Socratic and Harkness discussion methods

As part of the school's strategy to accomplish its mission, it is a Parnassus tradition to include summer readings for the staff. The School holds discussions of the assigned works during the back-to-school workshop and training. The required summer readings include classic works of literature from the Parnassus curriculum as well as academic and research-based books and articles. The School holds additional book discussions for the Board, parents, and community. Being well read is an integral part of Parnassus' culture. During the past school year, the school's colloquium series continued. The colloquium series invites professors and other scholars (including Parnassus teachers) to present lectures and discussions at Parnassus for the school's students, staff, and community.

## Equitable Access to Excellent Teachers

On June 1<sup>st</sup>, 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. The *Every Student Succeeds Act* (ESSA) requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

### *Equitable Access to Experienced, Effective, and In-Field Teachers*

Parnassus is proud to serve a racially and economically diverse student population, and the school strives to provide an education that is both excellent and equitable to all students, regardless of race or socioeconomic status. Care is taken to ensure that class rosters are balanced between various student groups and special populations. After reviewing data, including course rosters detailing students' race/ethnicity, primary home languages, gender, and socioeconomic statuses, the school did not find any gaps related to equitable access to effective teachers for students of color, nor were any found for low income students. Parnassus takes care to ensure that all students, regardless of background, are placed with the teachers who will be able to help them make the most academic gains. One-hundred percent of Parnassus students, including all of students of color, students receiving EL services, and students receiving Special Education services, had access to experienced, in-field, effective teachers.

Regular review of course rosters and the demographic details of incoming students allows the school to effectively create balanced rosters. Additionally, screening incoming Prima (kindergarten) students allows the school to be more intentional in creating class lists to ensure that classes are generally balanced between genders, ethnic backgrounds, and academic abilities so that students have equitable access to high-quality teachers.

Parnassus works extensively with all staff members and provides intensive, ongoing professional development to all teachers to ensure that our faculty meets our high standards for instructional effectiveness and academic rigor. This includes training on our pedagogical and classroom management practices to ensure consistency across classrooms and grade levels. Teachers are observed regularly throughout the year and classroom data are closely monitored to support the success of all students.

Teacher performance data is reviewed regularly to monitor and gauge the effectiveness of instruction. These instructional data, along with regular classroom observations, help determine teacher effectiveness. Along with teacher effectiveness, teachers' years of experience, licensure, and qualifications are considered when

deciding course and class placement. For critical, skill-based subjects such as math and reading, Parnassus places its most qualified and effective teachers with its at-risk students.

#### *Access to Diverse Teachers*

Parnassus continues to make a conscious effort to broaden the diversity of its staff so that it better reflects the diversity of our student population. While over 62% of Parnassus 2019-2020 scholars were students of color, just 7.4% of Parnassus' licensed teaching staff in 2019-2020 were individuals of color. Efforts currently in place to broaden the diversity of teachers in the school include making connections with student teacher programs, broadening the range of the geographical areas in which we post for open teaching and administrative positions, and increasing the number of locations online where we solicit applications for teaching jobs.

## **VII. Operational Performance and Finances**

Parnassus Preparatory School is required to operate under a charter agreement with an entity that has been approved by the Minnesota Department of Education (MDE) to be a charter school authorizer. The authorizer monitors and evaluates the School's performance and determines whether to renew the School's charter. Parnassus is in good standing with its authorizer, Friends of Education, and has received a five-year charter contract renewal which began on July 1<sup>st</sup>, 2019.

Processes implemented by the board, administrators, and staff ensured overall timeliness regarding compliance with applicable laws and MDE reporting requirements. Parnassus Preparatory School strives to be completely compliant with MDE reporting and regulations, including submitting reports such as the Annual Report/World's Best Work Force, DIRS reporting, MARSS data, etc. Parnassus school representatives regularly attend required MDE training. Parnassus followed state and local health and safety requirements and is compliant with fire code, inspections, and other safety requirements. The school regularly conducts all emergency fire, severe weather, and lockdown drills and was compliant with all requirements.

During the 2019-2020 school year, Parnassus provided daily transportation through contracted busing services to 961 students on sixteen bus routes throughout our service area including Anoka, Blaine, Brooklyn Park, Brooklyn Center, Champlin, Coon Rapids, Corcoran, Crystal, Hamel, Maple Grove, New Hope, Osseo, Plymouth, Ramsey, and St. Michael.

The school's current landlord is C. S. Property Parnassus, an unaffiliated building company. The school expects to transition from C. S. Property Parnassus to an affiliated building company, Parnassus Building Company, during the 2020-2021 school year.

### **Future Plans**

Like all schools and educational institutions, Parnassus is facing unprecedented times as our world and nation grapple with the ongoing COVID-19 global pandemic. Parnassus will continue to maintain its focus on delivering a rigorous classical education to scholars across a variety of learning models. Parnassus will continue to offer opportunities for parents to connect with school principals and to attend learning sections that have provided strategies for supporting their children's learning at home.

Parnassus has created a set of academic, cultural, financial, and governance goals as outlined in the school's Continued School Improvement Plan (CSIP), which is posted on the school's website. It continues to be a top priority of Parnassus to increase student achievement, while also creating well-rounded scholars and citizens. Students must be well taught so they will be fluent in reading, skilled in math, and well-versed in subjects across the program. As a classical, college-preparatory school, preparing students for college after graduation is vitally important to the school's mission. The Parnassus graduate has a unique profile that includes a solid knowledge base in all subjects, extensive training in Latin, and training in Greek, formal

logic and Socratic questioning, along with a thorough study of the Western Canon. Parnassus students are inveterate readers who love the written word and are trained to read critically, analyze effectively, and to form and defend opinions based on knowledge and thought.

Parnassus administration will continue to review student performance data to measure academic growth. The school will administer the Stanford Achievement Test, Series 10 (SAT10s) to students in the Second Level Grammar (2G) through Fourth Level Logic (4L) levels. The SAT10s will replace the NWEA Measures of Academic Progress (MAP) tests that Parnassus has used in previous years. As a school focused on knowledge, cultural literacy, and rigorous content across the liberal arts, the SAT10s are especially well suited to the school's classical program. Additionally, Parnassus will offer access to IXL for our scholars in 3G-4L, as well as some students in the School of Rhetoric, for extra reading, math, and science practice. IXL is an immersive online platform that gives students the opportunity to grow their skills and confidence in math, reading, language arts, and science. IXL offers a large body of practice material and can be more easily accessed through its app-based portal on any of our school-issued devices. Additionally, the school will continue to offer free ACT test preparation and practice for scholars in the Fourth Level Logic (4L) through Third Level Rhetoric (3R). In 2020-2021, Parnassus will offer full-test practice sessions, as well as some sessions with targeted practice for each section of the exam: English, Mathematics, Reading, and Science over Zoom webinars.

## Executive Financial Summary

For the fiscal year ending June 30<sup>th</sup>, 2020, Parnassus Preparatory School recorded revenues of \$13.11 million, expenditures of \$12.81 million, and an increase in the fund balance of \$304,443. A total of 1215 students were served, which is an increase of 5.4% from last year's total of 1153 students.

The school's solid financial position continues to allow it to deliver on their mission. Parnassus once again met its goal of maintaining a 25% fund balance (as a percentage of expenditures), while investing in its program and meeting all financial commitments to the bondholders. Parnassus Preparatory School's financial position remains strong.

### *Analysis of Revenues and Expenditures*

The following table shows revenues and expenditures over the last two years. Like all public schools, Parnassus uses government fund accounting. For Parnassus, the funds used are the General Fund (revenues and expenses related to instruction and running the school), the Food Service Fund (revenues and costs for lunch, breakfast, and snacks) and the Community Fund (community service activities and programs).

	2020				2019			
	Total	General	Food Service	Community	Total	General	Food Service	Community
<b>Revenue</b>	13,110,583	12,745,416	277,524	87,643	12,324,537	11,889,404	285,326	149,807
<b>Expenditures</b>	12,806,140	12,439,859	278,375	87,906	12,107,923	11,649,943	286,722	171,258
<b>Transfers</b>	-	(1,114)	851	263	-	(22,847)	1,396	21,451
<b>Surplus</b>	304,443	304,443	-	-	216,614	216,614	-	-

### *Analysis of Revenues*

Total revenue in financial year 2020 was \$13.11 million, up 6.4% from 2018. The school's per-pupil funding in 2020 increased 0.7% to \$10,790 per student. This per-pupil revenue growth reflects the 2.0% increase in per-pupil funding from the state as well as the continued relatively higher growth in enrollment in the School of Rhetoric. As the Schools of Logic and Rhetoric mature, per-student revenue is expected to be more in line with overall statewide per pupil funding increases.

The demographic and economic make-up of the student population of any school also has an impact on per-student funding. In 2020, Parnassus served a Free and Reduced Lunch population of 29% of all students, approximately 6% special education students, and 11% English learners (EL). The school's enrollment reflects its commitment to serve all students in its demographic area.

### *Analysis of Expenditures*

In the fiscal year, ending June 30<sup>th</sup>, 2020, total expenditures were \$12.8 million, up 5.8% from 2019. The School's overall per-student expenditures in 2020 were \$10,540, up 0.4% from 2019. Focusing on the General Fund, which includes the bulk of the School's revenue, per-student expenditure was \$10,239 and represents a 1.3% increase over 2019. This growth in General Fund spending per pupil represents Parnassus' commitment to classical education.

There were a few other expenditure lines of note such as contracted transportation (buses) and facility improvements. In 2020, the contracted transportation expense was approximately \$760k. This amount funded 16 buses for everyday use. Despite operating in a distance learning model for the final quarter of the school year, Parnassus maintained its full commitment to the School's contracted transportation partner. The strategic use of buses to deliver student work and materials in addition to student meals, was very important to delivering a high-quality distance learning program in a classical framework. During 2020, the School was also able to make improvements to the playground and parking lot area in the amount of approximately \$240k. These investments improved the school's ability to deliver its academic and extra-curricular programs and increased the overall safety and appeal of the facility.

As noted above, Parnassus Preparatory School's strong financial position allows the school to focus on its mission of delivering a classical education. A key part of that is providing for a competitive compensation package to attract and retain a great staff. The school continues to focus on areas of the budget that allow it to stay competitive in an era of 1-2% per pupil revenue increases. Some examples include turning the food service program from a loss to approximately break-even, exceeding fundraising targets, and initiating a cash management program that allowed the school to generate some additional interest revenue.

Areas of future opportunity include the community fund and extra-curricular expenditures. While the school celebrated graduating its third class in June of 2020, the School of Rhetoric is still a young program. Parnassus will continue to invest in and grow that important and final stage of its school. Once again, the extra-curricular programs had expenses that were not fully offset by student fees.

### *Fund Balance Analysis*

Parnassus Preparatory School's fund balance (reserves) grew to almost \$3,382,129 in 2020. The school remains at its stated goal of maintaining a fund balance of at least 25% of annual expenditures. Parnassus' budgeting philosophy is unchanged; it manages its finances to deliver a fund balance that meets this goal. The Board and Executive Director will continue to look for ways to manage financials in order to maintain a great teaching staff and invest in the school's program to provide students with a classical education that is grounded in the classical Trivium and that demands students' best in intellectual achievement and character development.

## **VII. World's Best Workforce Information**

### **Public Meeting to Discuss 2018-2019 Outcomes**

The school conducted public meetings to discuss the goals, outcomes, and strategies related to the World's Best Workforce on September 10<sup>th</sup>, 2019. The information for 2019-2020 was presented on November 10, 2020.

### **District Advisory Committee**

In the 2019-2020 school year, the District Advisory committee included the following members:

Ms. Katherine Good, Support Staff  
Mr. Kenneth Zigrino, Community Member  
Mr. Calvin King, Parent  
Ms. Jennifer Hale, Parent  
Ms. Monica Otero-Ortiz, Parent  
Mr. Zachary Thompson, Teacher  
Ms. Mariah King, Student



## Dissemination & Marketing Information

Minn. Stat. 124E.17 requires charter schools to “disseminate information about how to use the offerings of a charter school. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure.”

Parnassus conducts annual and ongoing marketing strategies to attract and keep students from diverse backgrounds and social economic status. The school’s demographics included in this annual report are a testament of the success of its efforts and of the school’s classical program. Below are several strategies used at Parnassus to achieve this goal during the 2019-2020 school year.

a) Manner and information disseminated during the school year:

- Parnassus uses its website to promote the school’s offerings to all.
- Parnassus conducts informational meetings for groups and private meetings to families throughout the year to promote the offerings of the school to all.
- Parnassus includes ongoing advertisements in local city magazines and directories in the school’s targeted areas. Many of these magazines and directories are free to the public and distributed in various locations throughout the community.
- Parnassus places ads in local newspapers in its targeted markets, including translated versions in Russian and Hmong.
- Parnassus conducts a targeted online advertising campaign aimed at low-income zip codes.
- Parnassus empowers parents to promote the school with new prospective families and to engage with existing families.

b) Manner and information disseminated during the school year specifically to low-income students, students of color, and at-risk students:

- Parnassus sends an electronic and a paper copy of its newsletters to all families bi-monthly including information about the school’s offerings, enrollment, parent-teacher conferences, and any other updates.
- Parnassus utilizes interpreters for meetings with parents where the English language may be a barrier to communication.
- Parnassus offers critical enrollment paperwork and other materials in translation to families who speak Hmong, Spanish, and Russian.
- Parnassus uses the school phone alert system (including email and text messages) or the school academic system to continuously communicate with families regarding key academic areas such as parent-teacher conference, student missing assignments, expected homework, and test and project due dates.
- Parnassus sends written letters to targeted families as a non-electronic means of communication.
- Parnassus teachers call parents of targeted student groups when grades are below expectations.
- Teachers reach out to students during lunch, recess, resource period and after school providing at-risk students with support.
- The school generates missing assignment reports and implements specific strategies to reach at-risk students and their families.

c) Activities Parnassus engages in to ensure participation of all students:

- Socioeconomic
  - i. Uniforms – Parnassus offers uniform vouchers to low income families to pay for the school uniform logos.

- ii. Field Trips – The school offers free access to low income students to participate in any school sponsored events.
  - iii. School Events – Parnassus assists low income families by offering free access to school events.
  - iv. School Social Events – Low income students are offered free access to the school's student socials and fun nights/activities.
  - v. Summer Institute – Parnassus assists low income families by offering free academic classes for the school's provided Summer Institute classes.
- Demographic, Ethnic, Racial:
  - i. All school-sponsored events and activities are promoted to all students and all have access.
  - ii. The school promotes the participation of a diverse group of students and leaders in key areas of the school including Student Senate and advisory groups.
  - iii. Parnassus adjusts where appropriate to ensure inclusion for all –e.g. making adjustments to the uniform policy to accommodate and respect personal beliefs and various cultural norms.
  - iv. World languages are celebrated at Parnassus. Students in all grades have daily Spanish and Latin instruction and Greek instruction in the School of Rhetoric.
- d) The results of all these activities are reflected in the student demographic information listed in our annual reports. Parnassus' commitment to a serving a diverse community of students is reflected in the racial, ethnic, and socioeconomic makeup