



Academic Performance

A REPORT ON THE ACADEMIC PERFORMANCE OF VOA-MN CHARTER SCHOOLS 2022-2023

Published February 2024

Authored by Academic Performance Analyst Phillip Morris, on behalf of the Volunteers of America of Minnesota Charter School Authorizing Program

Volunteers of America – Minnesota (VOA-MN) Charter School Authorizing Program guides its authorized charter schools to improve all pupil learning and all student achievement with service to others.

Volunteers of America (VOA-MN) Charter School Authorizing envisions a society composed of all students achieving maximum learning while servicing others.

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ACADEMIC REPORT ABSTRACT

The Network Academic Performance Report is prepared for the VOA – MN charter schools, parents, state, and those looking for academic and professional development data. This report is a single source of information on the seventeen Volunteers of America charter schools, providing academic and professional development data. This addresses the Charter School Statute 124E.

The academic data portion addresses growth, achievement gap reduction, graduation and proficiency on the state assessments. The following information may be found at: Minnesota Report Card – Federal Accountability and in Multiple Measurement District Download. Student enrollment data including student ethnicity and special populations may be found on the MDE website.

- **Standard 1: State Examinations** (Proficiency on MCA: Meets and Exceeds.) This information can be found on the state report card under State Assessments.
- **Standard 2: Growth** Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)
- **Standard 3: Achievement Gap Reduction** The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement
- **Standard 4:** The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.
- **Standard 5:** All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.
- **Standard 6:** The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).
- **Standard 7:** The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).

MCA Test Results Test results are provided for each VOA-MN charter school in math, reading, and science. All data reported is based on the number of students who were proficient on the test divided by the number of students who completed the test. Each component was guided by performance criterion from the state of Minnesota and the National Association of Charter School Authorizers (NACSA). NACSA provides charter school authorizers with national best practice tools for their authorizer oversight.



ATHLOS ACADEMY OF ST.
CLOUD

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Athlos Academy of St. Cloud (AASC) empowers students to achieve success using a three pillar education model: Prepared Mind, Healthy Body & Performance Character. Athlos is a unique public school model that prepares kids for a competitive future in three essential ways: Academics + Athletics + Character. The Vision of Athlos Academy of St. Cloud is to produce students who are well-prepared to face life's challenges and who have developed critical thinking and problem-solving skills as well as a broad knowledge base and healthy lifestyle habits. The school's culture celebrates high academic achievement, fosters individual growth in athleticism and performance character, and promotes regular family engagement.

Summary: AASC tested 256 students on the 2023 Minnesota Comprehensive Assessments. Proficiency rates declined in math, reading and science from 2022 to 2023. The school is currently performing below the statewide average in all three subjects. AASC's EL and FRP populations are significantly higher than the statewide average.

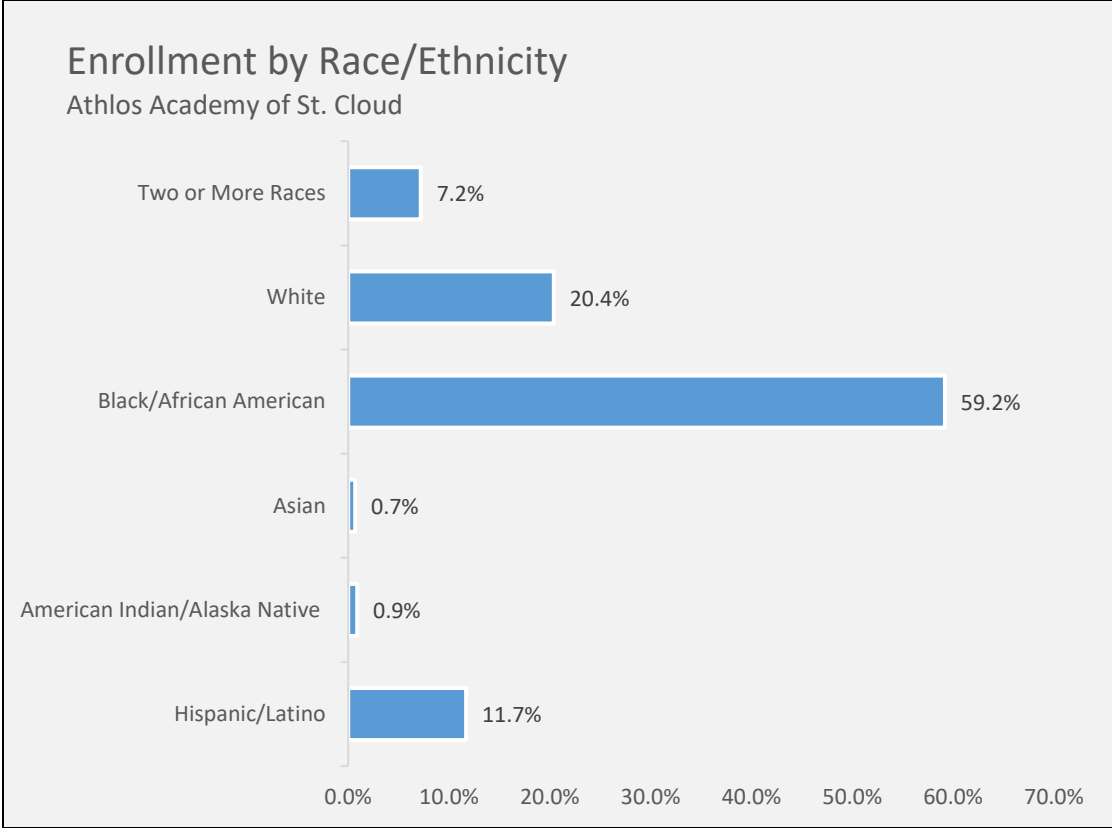


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

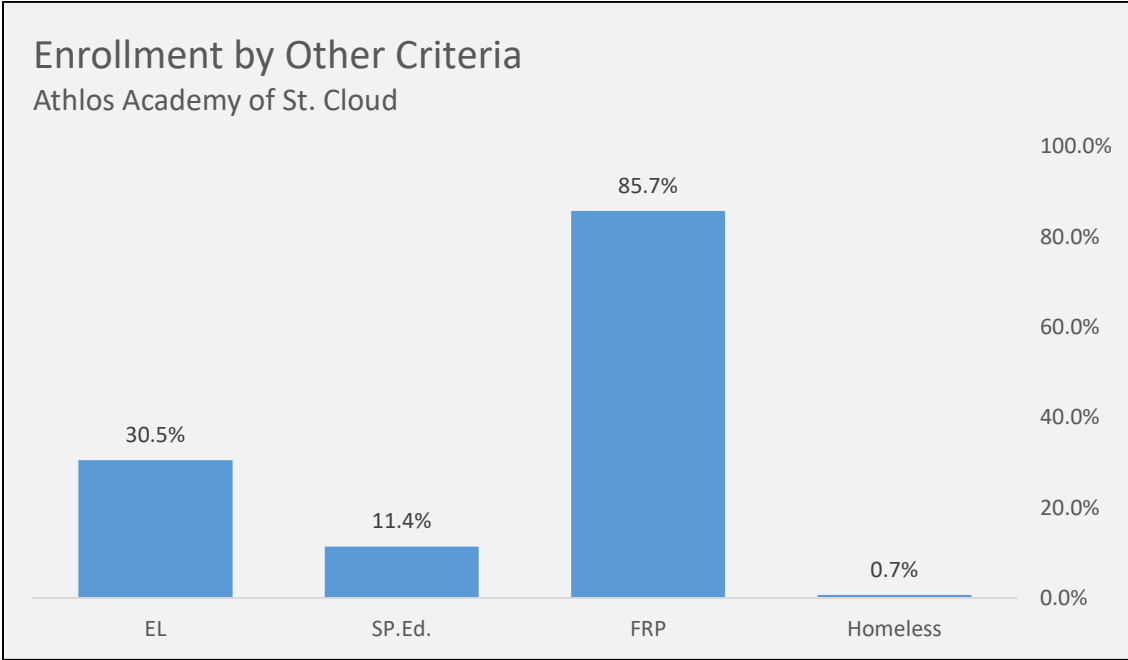


Figure 2 - Enrollment by Other Criteria

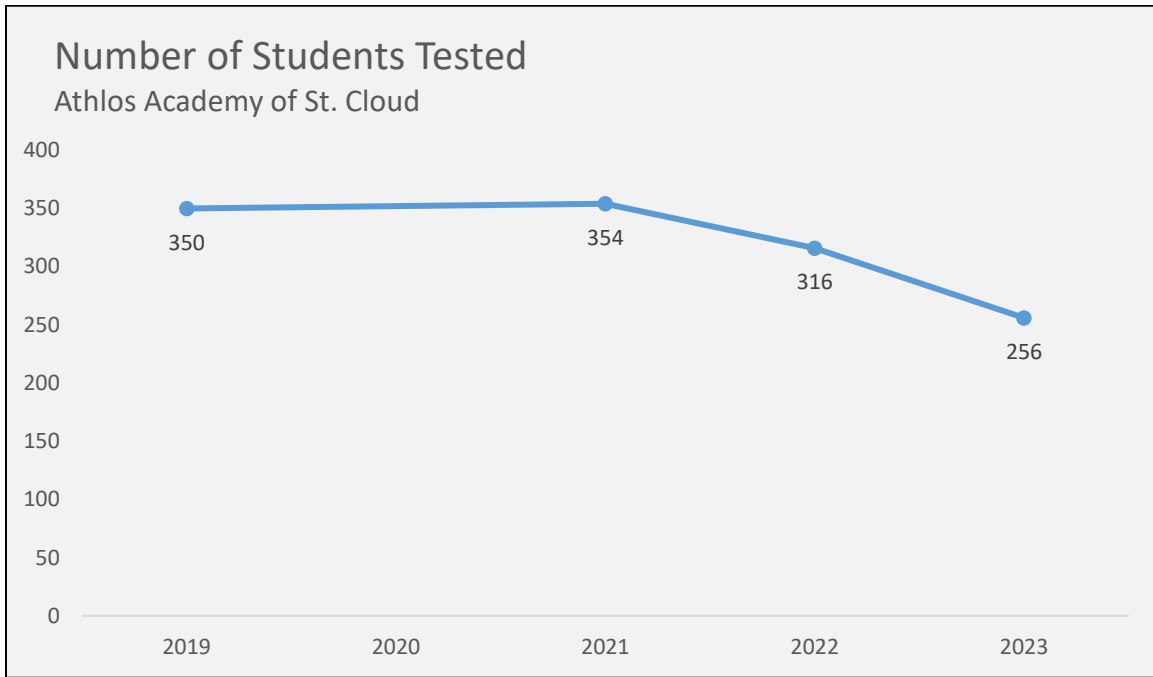


Figure 3 - Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 - MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%

7 th	52.1%		37.4%	37.6%	39.7%
8 th	55.2%		39.8%	40.1%	40.3%
Athlos St. Cloud	30.5%		14.7%	14.3%	12.1%
3 rd	41.6%		23.9%	22.6%	14.0%
4 th	30.3%		23.5%	18.9%	26.8%
5 th	32.0%		7.0%	21.4%	3.4%
6 th	27.4%		5.5%	1.6%	14.0%
7 th	18.8%		8.1%	8.0%	4.9%
8 th	22.2%		14.3%	12.5%	5.3%
Madison Elementary St. Cloud	37.1%		28.3%	29.0%	33.3%
3 rd	50.0%		42.9%	36.2%	40.4%
4 th	33.3%		23.1%	38.7%	30.0%
5 th	25.7%		17.9%	11.2%	29.7%
North Jr. High St. Cloud	23.7%		16.8%	19.3%	20.0%
6 th	24.5%		15.8%	24.3%	22.2%
7 th	22.4%		16.0%	17.4%	18.4%
8 th	24.3%		18.7%	15.9%	19.9%
Combined	27.4%		20.2%	21.9%	23.9%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

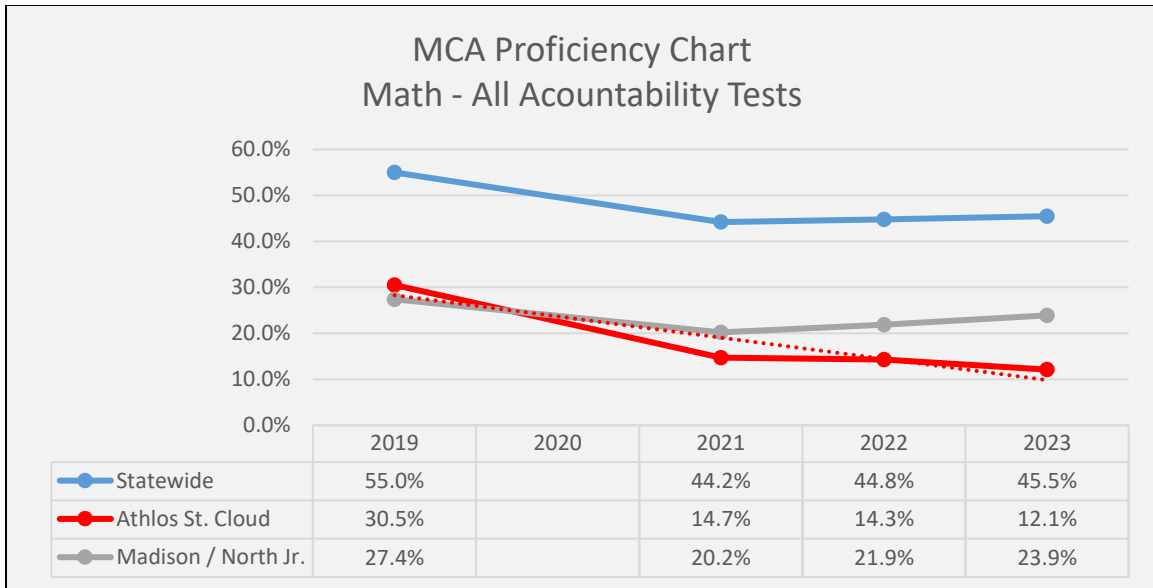


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the past five years of MCA math proficiency at Athlos Academy of St. Cloud. For the purpose of this report, proficiency results from Madison Elementary, grades 3-5, and North Junior High, grades 6-8, were combined to create a comparison score for AASC. After losing over 15 percentage points from 2019 to 2021, Athlos Academy’s math proficiency rate decreased by over 2 percentage points from 2022 to 2023 to 12.1%. The school is currently performing below the combined comparison school by 11.8 percentage points. In future years, it is expected that Athlos Academy of St. Cloud will once again increase its math proficiency rate to outperform the combined comparison school and work toward meeting or exceeding the statewide proficiency level.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3rd	54.6%		48.5%	48.1%	47.4%
4th	55.4%		49.3%	49.6%	48.4%
5th	65.8%		59.4%	59.4%	58.7%
6th	62.8%		55.0%	54.4%	53.4%
7th	57.5%		48.3%	45.5%	45.2%
8th	57.7%		49.7%	46.4%	44.8%
Athlos St. Cloud	40.5%		26.7%	23.6%	20.3%

3rd	29.7%		21.9%	12.7%	10.5%
4th	34.8%		25.3%	16.2%	17.1%
5th	58.0%		31.4%	39.4%	27.6%
6th	53.2%		22.2%	17.7%	24.0%
7th	31.3%		36.1%	14.0%	26.8%
8th	44.4%		26.2%	45.2%	21.1%
Madison Elementary St. Cloud	33.8%		30.7%	30.9%	37.3%
3rd	29.5%		31.8%	26.3%	31.9%
4th	29.9%		23.2%	33.3%	31.5%
5th	41.4%		35.6%	33.3%	48.4%
North Jr. High St. Cloud	40.3%		32.1%	32.5%	33.5
6th	40.1%		30.7%	35.2%	33.3%
7th	39.7%		33.2%	32.7%	34.0%
8th	41.1%		32.2%	29.9%	33.0%
Combined	38.5%		31.7%	32.1%	34.6%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

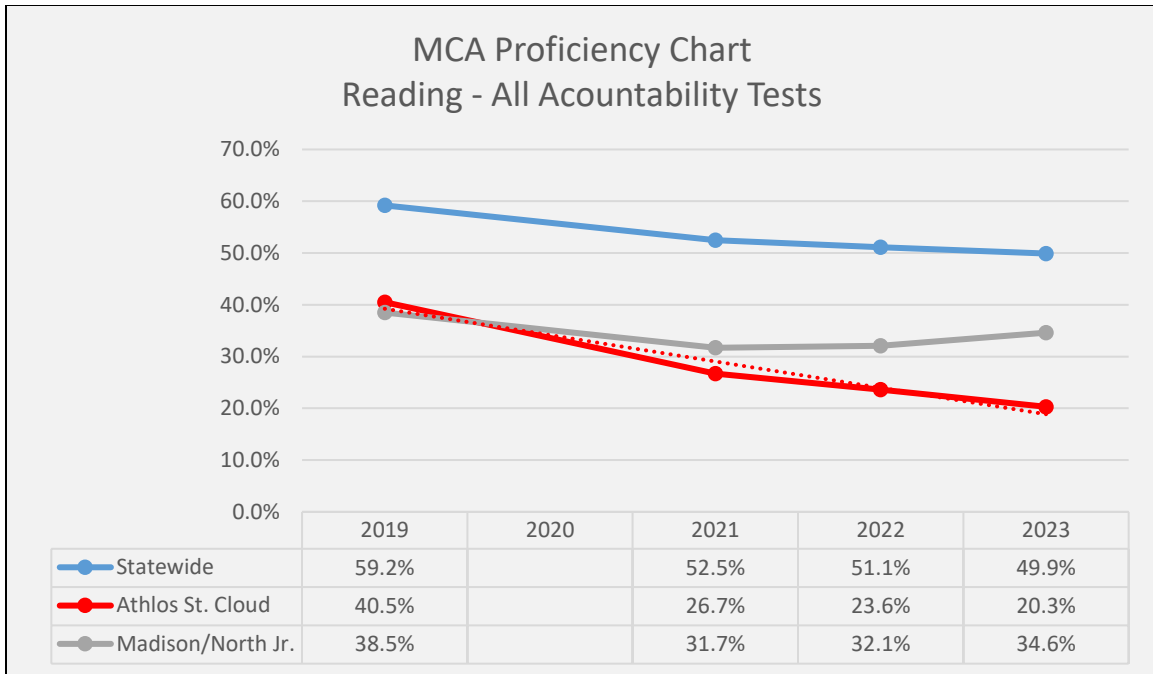


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the past five years of MCA reading proficiency at Athlos Academy of St. Cloud. For the purpose of this report, proficiency results from Madison Elementary, grades 3-5, and North Junior High, grades 6-8, were combined to create a comparison score for AASC. Prior to the Pandemic, AASC’s reading proficiency rate was higher than that of the combined comparison school at 40.5%. Since that time the school’s proficiency rate has declined by over 20 percentage points to 20.3% in 2023. Athlos Academy is currently performing below the combined comparison school by 14.3 percentage points. In future years, it is expected that Athlos Academy of St. Cloud will once again increase its reading proficiency rate to outperform the combined comparison school and work toward meeting or exceeding the statewide proficiency level.

Table 3 – MCA Science Proficiency 2019 - 2023

Science	2019	2020	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5 th	54.9%		47.9%	50.5%	48.4%
8 th	43.0%		33.8%	29.2%	27.6%
Athlos St. Cloud	31.8%		17.4%	21.6%	9.2%

5 th	36.0%		17.1%	25.7%	7.1%
8 th	25.7%		17.9%	12.5%	10.8%
Madison Elem. (5 th)	29.1%		23.0%	29.2%	32.2%
North Junior (8 th)	22.4%		16.7%	13.0%	18.8%
Combined	24.3%		18.6%	17.1%	22.7%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

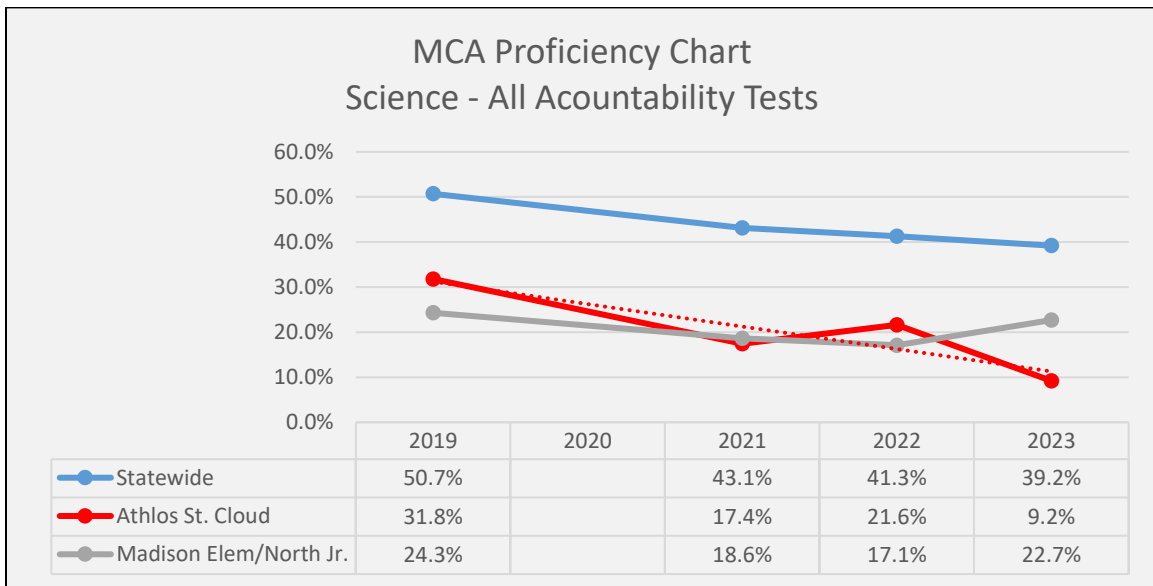


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the first two years of MCA science proficiency at Athlos Academy of St. Cloud. For the purpose of this report, proficiency results from Madison Elementary, grade 5, and North Junior High, grade 8, were combined to create a comparison score for AASC. After an increase of over 4 percentage points from 2021 to 2022, AAS’s science proficiency rate declined by over 12 percentage points to 9.2% in 2023. The school’s science proficiency rate is currently below that of the combined comparison school. In future years, it is expected that Athlos Academy of St. Cloud will once again outperform the combined comparison school and work toward meeting or exceeding the statewide proficiency level.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

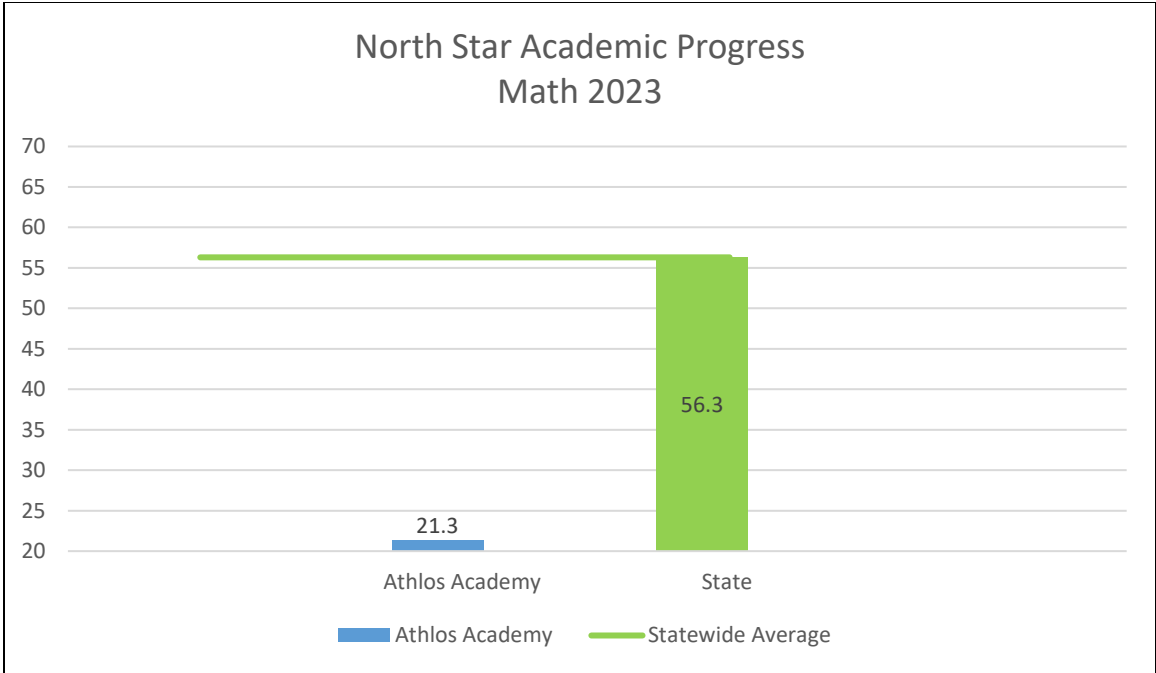


Figure 7 – North Star Academic Progress (Improved + Maintained)

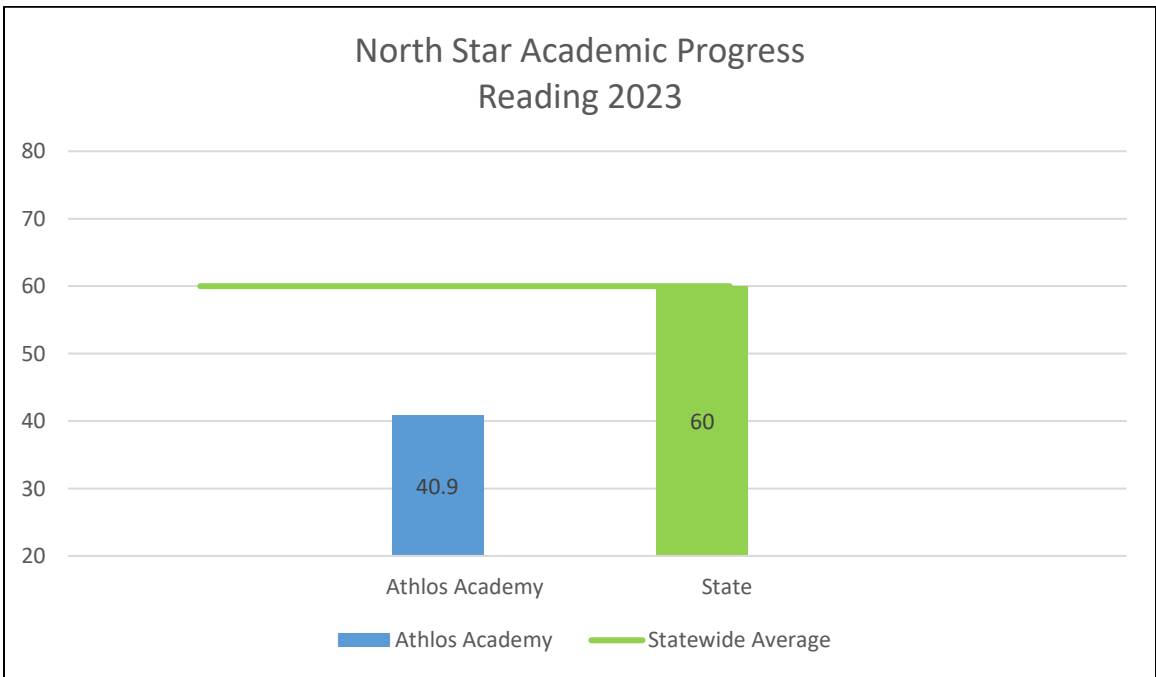


Figure 8 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

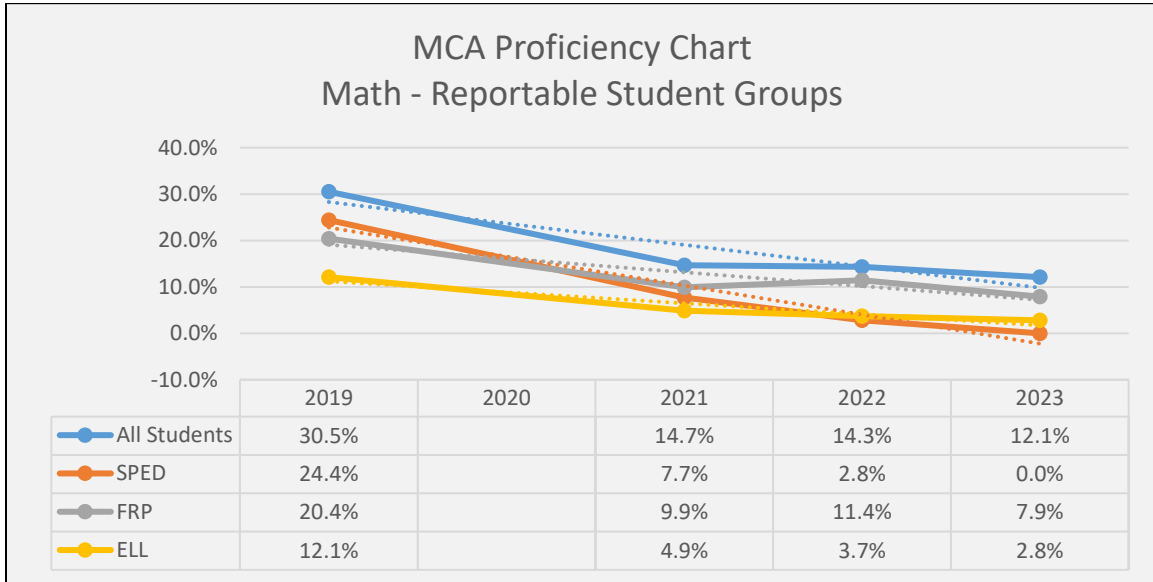


Figure 10- Reportable Student Groups MCA Math 2023

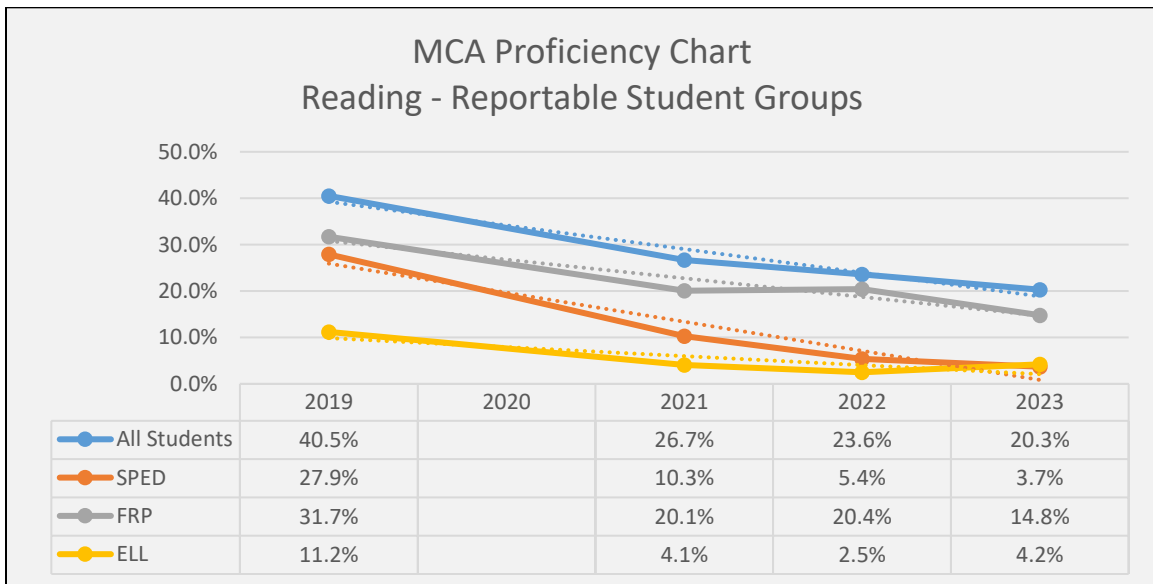


Figure 11- Reportable Student Groups MCA Reading 2023

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale:</p> <p>Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p> <p>Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p> <p>Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
<p>Analysis: Math, reading and science proficiency rates were below those of the combined comparison schools, Madison Elementary, grades 3-5, and North Junior High, grades 6-8.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale:</p> <p>Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher.</p> <p>Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.</p> <p>Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.</p>	

	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: The school's achievement level (improved + maintained) was 21.3% for math and 40.9% for reading. A score of does not meet was awarded because the school's combined score was 31.1%.	

<p>Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
<p>Scale:</p> <p>Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.</p> <p>Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.</p> <p>Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.</p>	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: A score of partially meets was awarded because the school reduced the achievement gap in three out of the six possible areas. (EL math, EL reading, SPED reading)	

<p>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</p>	
<p>Scale:</p> <p>Meets Standard – Meets all criteria and is adhered to.</p> <p>Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.</p>	

Does Not Meet Standard – School has not adopted a teacher evaluation process.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: AASC Teacher Evaluation and Improvement Plan	
Analysis: AASC has implemented a teacher evaluation process that is designed to develop, improve and support qualified teachers and effective teaching practices as well as improve student learning and success. All full-time and part-time employees are subject to performance reviews at least once per year.	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale:	
Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.	
Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.	
Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis: The school had a professional development plan and goals that included a Professional Learning Community (PLC) as well as fall and year-round training. Staff development activities at AASC are implemented based on the results of teachers' evaluations. Activities are in direct correlation with trends in staff development needs as learned through the evaluation process. Professional development that was provided or attended during the 2022-2023 school year includes, but was not limited to the following: Responsive Classroom, Teach Like a Champion, EnVoy, Special Education 101, and Data Dives.	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale:.	

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.	
Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: In addition to its rigorous academic curriculum, AASC has increased learning opportunities for students through an age-appropriate fitness program and character education program. The school’s fitness program is a professionally developed plan that teaches leadership and life lessons. All students participate in the program throughout the week. AASC’s character education program is based on twelve essential performance traits that are a part of the school’s daily academic instruction.</p>	

Academic Standard 7: The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet
Data / Source: AASC Annual Report	
<p>Analysis:</p> <p>Goal #1 All Students Ready for School In 2022-23, 55% of kindergarten students will show reading readiness growth according to a nationally developed assessment, DIBELS, for reading skills. Result: Goal Not Met According to the DIBELS Assessment that was administered to Kindergarteners, there was 31% growth from Fall 2022 to Spring 2023 in early reading readiness skills.</p>	

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

In 2022-23, 60% of 3rd graders at Athlos Academy will achieve growth in their Fall to Spring Literacy scores using the DIBELS assessment.

Result: Goal Not Met

According to the DIBELS assessment that is administered in both Fall and Spring 38% of 3rd graders achieved growth in Literacy scores.

Goal #3 Close the Achievement Gap(s) Among All Groups

The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state reading accountability tests (MCA and MTAS) will decrease from 25.0% in 2022 to 15.0% in 2023. The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state math accountability tests (MCA and MTAS) will decrease from 28.0% in 2022 to 20.0% in 2023.

Result: Goal Not Met

The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state reading accountability tests (MCA and MTAS) decreased 4% from 2022 to 2023. The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state math accountability tests (MCA and MTAS) stayed the same at 28% from 2022 to 2023.

Academic Standards Point Total: 7/14



ATHLOS LEADERSHIP ACADEMY

Charter # 4011

Principal: Jennifer Geraghty

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www.athlosbrooklynpark.org

Athlos Leadership Academy is a PK-8 grade school located in Northern Brooklyn Park. Athlos Leadership Academy (formerly New Visions Academy) has been a charter school since 1994. Athlos Leadership Academy teachers provide students with an academic and social foundation that helps students through the integration of social skills, family involvement and academics. At Athlos Leadership Academy, students are taught using three distinct yet complementary curricula: Academic, Athletic, and Character. Each has specific objectives for a child's age and grade level. ALA's facility is designed to be a place where students can excel. Classrooms feature state-of-the-art technologies and the turf athletic area adds to an environment where students can develop an appreciation for learning, health, and success.

Performance Character is the foundation that makes Athlos Leadership Academy different from other schools. Athlos students come to identify, understand, and practice 12 character traits that research links to lifelong achievement. Teachers integrate these traits into academic lessons and teach them through athletic experiences so that when students leave Athlos Leadership Academy, they have the skills essential to a well-rounded, competitive future.

Summary: Athlos Leadership Academy tested 539 students during the 2022-2023 school year. ALA's proficiency rates increased in math and declined slightly in reading and science. ALA is currently outperforming the combined comparison schools in all three subjects. The school's Free and Reduced population that is nearly twice that of the statewide average.

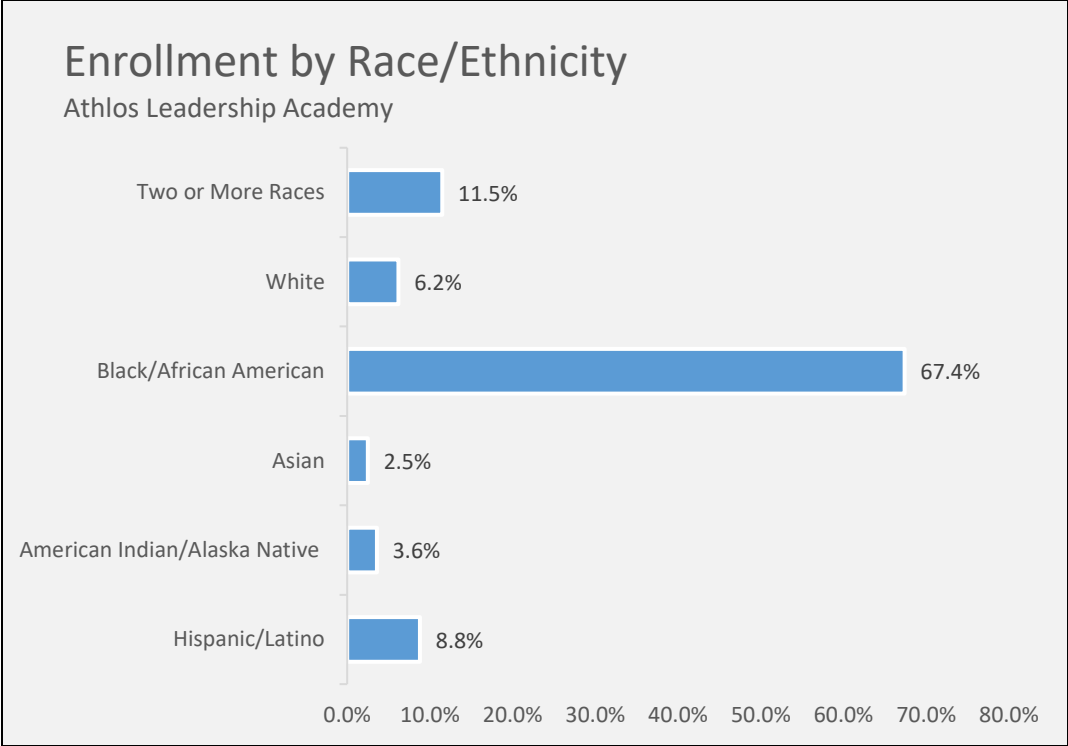


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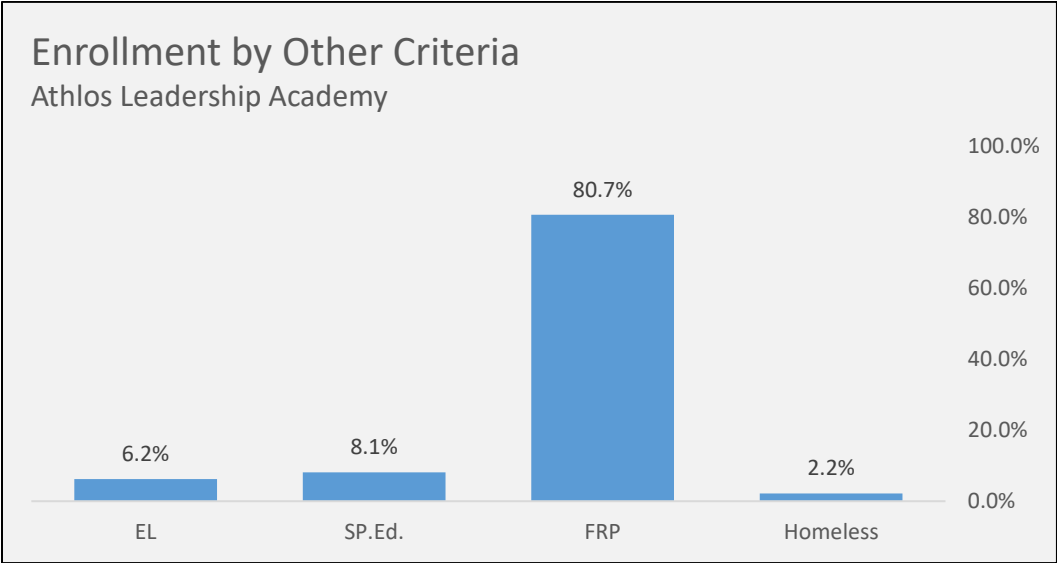


Figure 2– Enrollment by Other Criteria

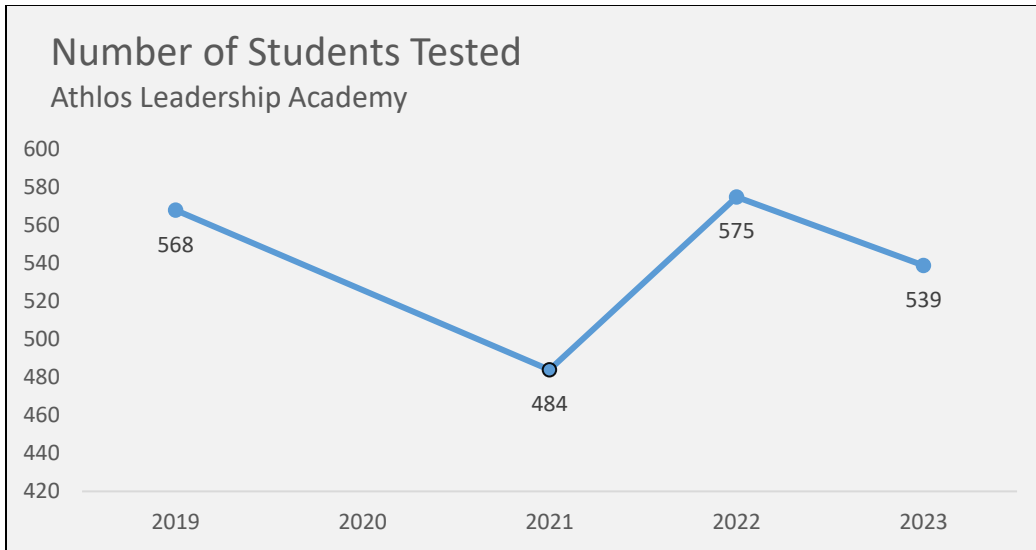


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
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4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
7 th	52.1%		37.4%	37.6%	39.7%
8 th	55.2%		39.8%	40.1%	40.3%
Athlos	39.3%		22.8%	20.8%	22.5%
3 rd	54.8%		25.6%	39.0%	33.0%
4 th	53.9%		20.2%	26.2%	34.0%
5 th	31.8%		31.9%	15.3%	4.3%

6 th	21.5%		16.4%	8.8%	14.3%
7 th	24.7%		13.8%	12.4%	24.2%
8 th	40.6%		24.7%	18.9%	25.0%
Crest View Elem.	22.6%		8.8%	9.6%	18.8%
3 rd	33.3%		11.8%	10.5%	26.5%
4 th	12.1%		7.1%	11.1%	13.3%
5 th	20.0%		6.9%	6.7%	15.6%
Brooklyn Middle (Osseo)	36.0%		20.4%	18.8%	15.3%
6 th	35.8%		16.0%	16.2%	17.0%
7 th	31.3%		23.7%	12.8%	12.9%
8 th	41.5%		21.6%	26.7%	16.2%
Combined	34.7%		18.9%	17.9%	15.6%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

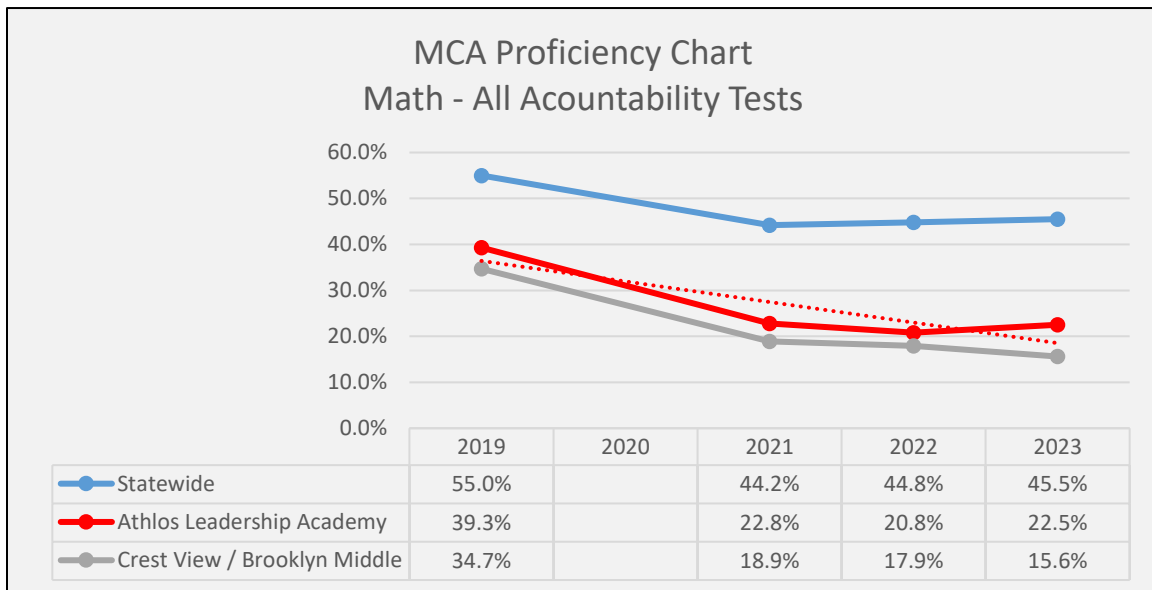


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: ALA’s MCA math proficiency results are shown in Table 1 and Figure 4. For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School (Osseo), grades 6-8, were combined to

create a comparison score for ALA. ALA’s math proficiency rate increased by nearly two percentage points from 2021 to 2023. ALA continues to outperform the combined proficiency rate of the local comparison schools. In future years, it is expected that ALA will continue to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency rate.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%
6 th	62.8%		55.0%	54.4%	53.4%
7 th	57.5%		48.3%	45.5%	45.2%
8 th	57.7%		49.7%	46.4%	44.8%
Athlos	51.4%		41.6%	35.1%	32.8%
3 rd	41.7%		26.4%	33.3%	32.0%
4 th	53.0%		36.8%	26.2%	24.7%
5 th	53.7%		49.5%	37.8%	29.3%
6 th	54.8%		60.3%	39.5%	31.6%
7 th	49.3%		32.8%	43.8%	45.5%
8 th	59.4%		45.5%	31.3%	25.0%
Crest View Elem.	23.7%		15.2%	23.1%	12.5%
3 rd	24.4%		17.1%	7.9%	17.6%
4 th	18.2%		14.3%	22.2%	0.0%
5 th	27.5%		13.8%	43.3%	18.8%
Brooklyn Middle	47.8%		41.2%	36.7%	31.1%
6 th	49.2%		44.3%	33.7%	38.2%
7 th	45.8%		40.4%	30.1%	25.4%
8 th	48.4%		38.7%	45.7%	30.7%
Combined	45.4%		38.1%	35.4%	29.5%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

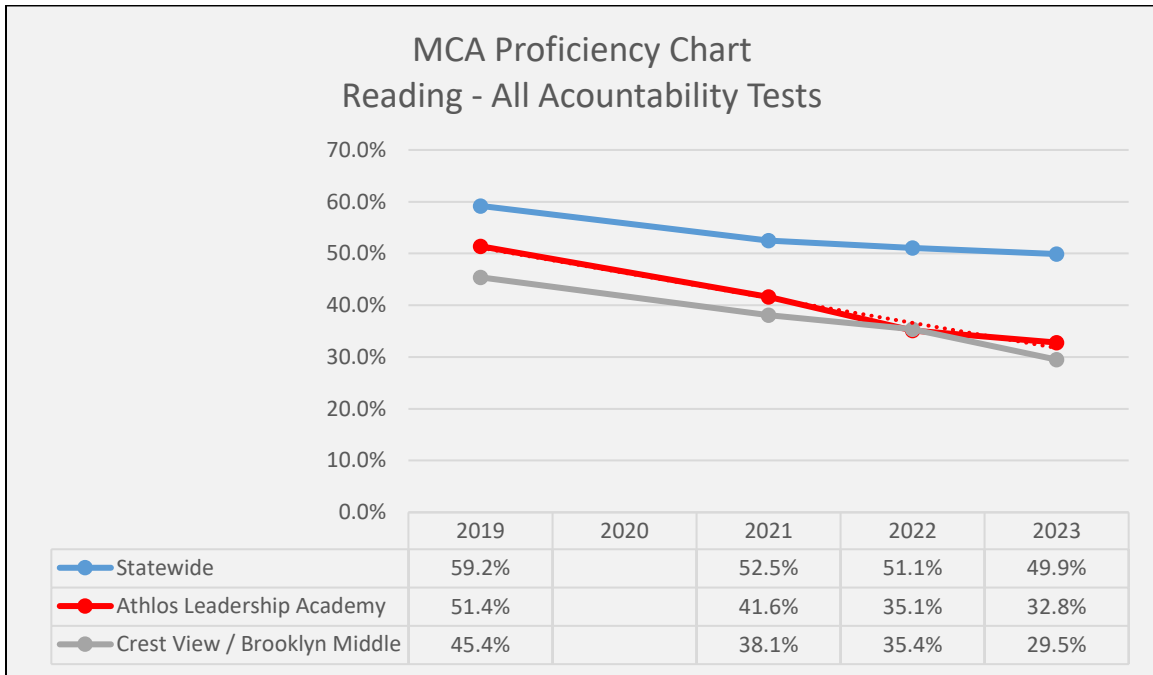


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: ALA’s reading MCA proficiency results are shown in Table 2 and Figure 5. For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School (Osseo), grades 6-8, were combined to create a comparison score for ALA. ALA’s reading proficiency rate declined by 2.2 percentage points from 2022 to 2023. Despite the decline, ALA is currently outperforming the combined comparison schools by over three percentage points. In future years, it is expected that ALA will continue to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency rate.

Table 3 – MCA Science Proficiency 2019 - 2023

Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5 th	54.9%		47.9%	50.5%	48.4%
8 th	43.0%		33.8%	29.2%	27.6%
Athlos	28.1%		31.5%	16.2%	11.0%

5 th	31.8%		38.5%	18.6%	9.7%
8 th	21.9%		23.0%	12.3%	12.5%
Crest View Elem. (5)	10.0%		0.0%	3.6%	3.1%
Brooklyn Middle (8)	24.5%		18.4%	16.1%	5.9%
Combined	22.9%		16.1%	15.1%	5.7%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

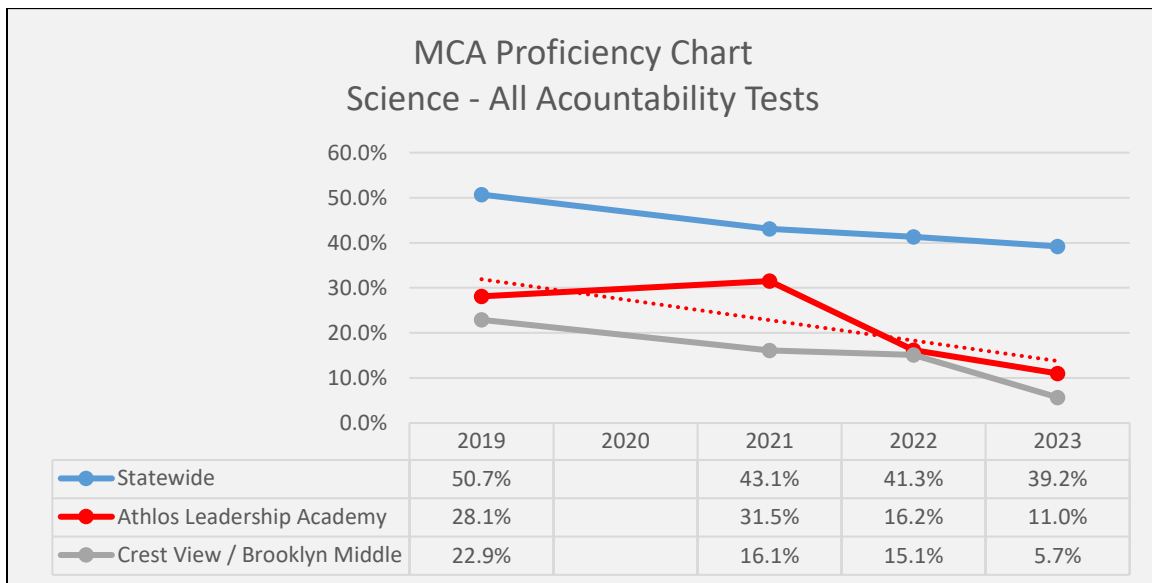


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: ALA’s MCA science proficiency results are shown in Table 3 and Figures 6. For this report, proficiency results from Crest View Elementary, grade 5, and Brooklyn Middle School (Osseo), grade 8, were combined to create a comparison score for ALA. ALA’s science proficiency rate declined by 5.2 percentage points from 2022 to 2023. Despite the decline, ALA is currently outperforming the combined comparison schools by over five percentage points. In future years, it is expected that ALA will continue to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level

of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

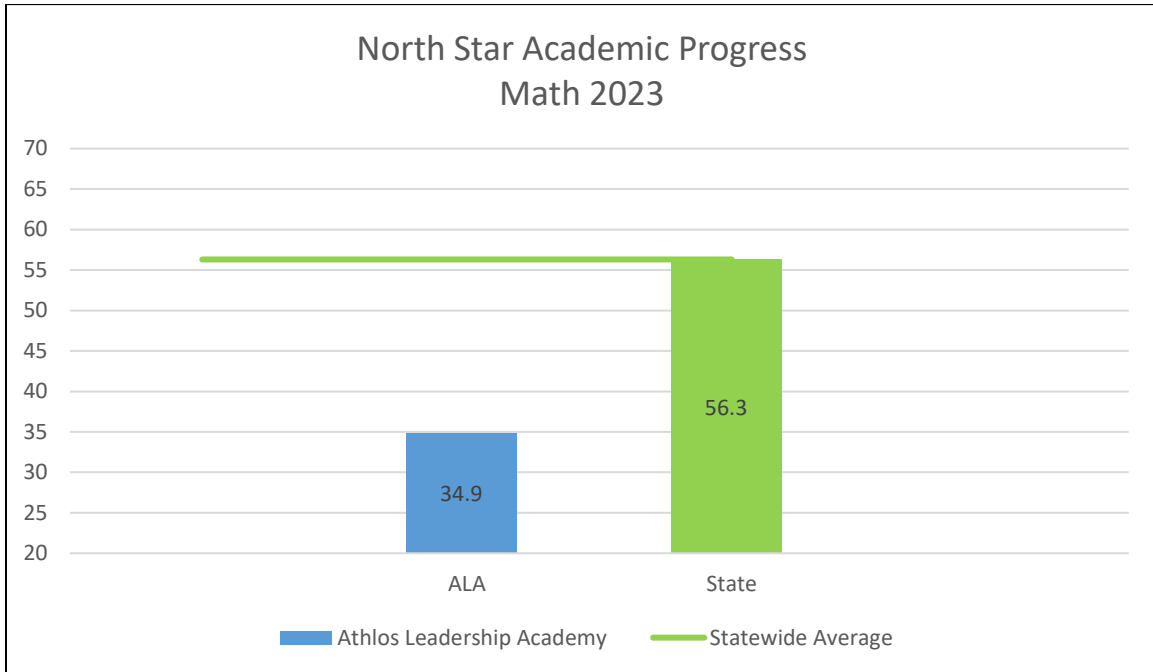


Figure 7 – North Star Academic Progress (Improved + Maintained)

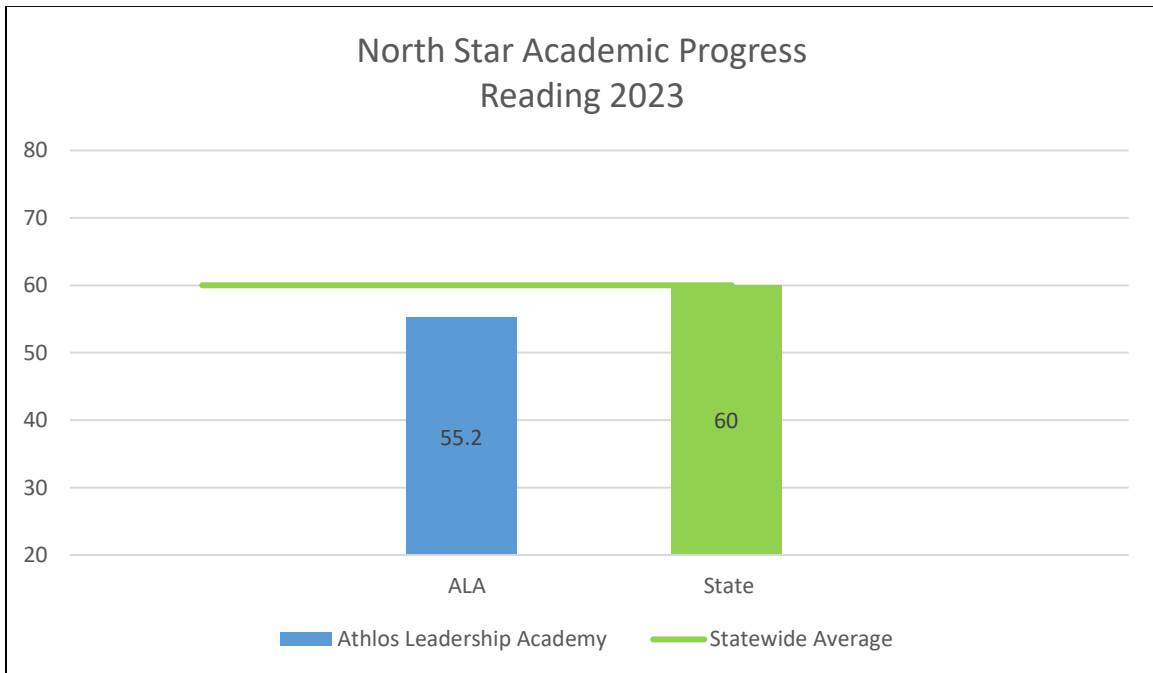


Figure 8 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

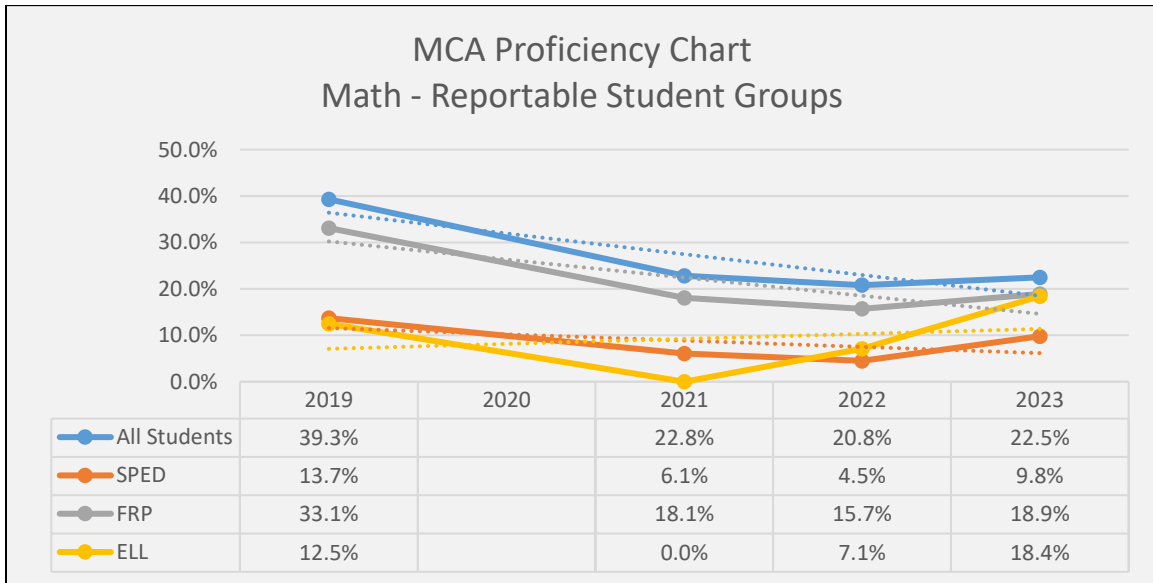


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

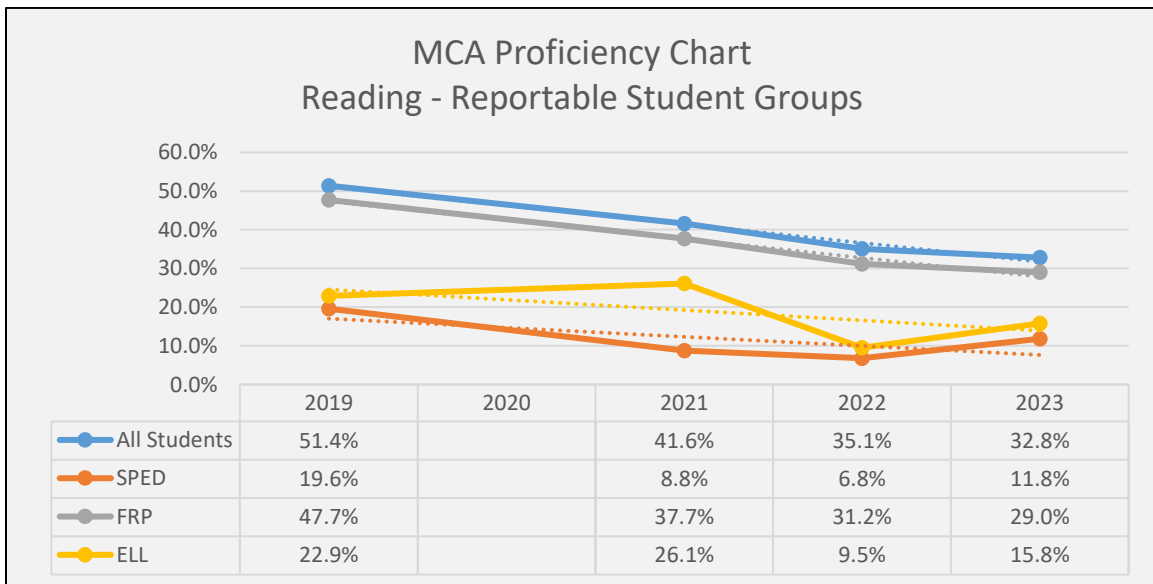


Figure 11 - Reportable Student Groups MCA Reading 2019 - 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale:</p> <p>Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p> <p>Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p> <p>Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
<p>Analysis: For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School (Osseo), grades 6-8, were combined to create a comparison score for ALA. Athlos Leadership Academy is outperforming the combined comparison school in math, reading and science.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale:</p> <p>Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher.</p>	

Partially meets standard - School's achievement level of "improved and maintained" is between 58.1% and 43.2%.	
Does not meet standard - School's achievement level of "improved and maintained" is below 43.2%.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: The school's achievement level (improved + maintained) was 34.9% for math and 55.2% for reading. A score of partially meets was awarded because the school's combined score was 45.1%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
Scale:	
Meets standard – The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced.	
Partially meets standard - The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.	
Does not meet standard - The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: Athlos Leadership Academy reduced the achievement gap in all six possible areas.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: ALA Annual Report	
Analysis: ALA has implemented a teacher evaluation process that is designed to develop, improve and support qualified teachers and effective teaching practices as well as improve student learning and success. In addition to classroom observations, the school conducts summative evaluations by qualified and trained evaluators. Professional teaching standards are addressed within the summative evaluation process and documentation.	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale:	
Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.	
Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.	
Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: ALA Annual Report	
Analysis: ALA has implemented a school-wide professional development plan that is an organized, focused, inclusive and public way to plan improvements for student benefits. ALA's professional development plan is implemented in conjunction with the school's continuous improvement plan. Professional Development activities are in direct correlation with trends in staff development needs as learned through the evaluation process.	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:	
Meets the Standard – The school has a plan and is meeting their additional statutory purposes.	
Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: ALA Annual Report	
<p>Analysis: In addition to its rigorous academic curriculum, ALA has increased learning opportunities for all students through an age-appropriate fitness program and character education program. The school’s fitness program is a professionally developed plan that teaches leadership and life lessons. All students participate in the program throughout the week. ALA’s character education program is based on twelve essential performance traits that are a part of the school’s daily academic instruction.</p>	

Academic Standard 7: The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: ALA Annual Report	
Analysis:	
<p>Goal #1a All Students Ready for School Eighty-five percent of Pre-Kindergarten students will demonstrate proficiency in the following reported areas of the Three Cheers for PreK assessments:</p>	

- Letter Recognition-Uppercase
- Letter Recognition-Lowercase
- Letter Sounds
- Counting
- Counting Objects
- Recognizing Numerals

Results: Goal Partially Met

The goal was met in four of the six possible areas.

Goal#1b: All Students Ready for School

Eighty-five percent of kindergarten students will meet the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment in 2021.

Results: Goal Not Met

51.5% of kindergarten students met the spring proficiency target.

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

In May 2017, 87% of all students enrolled by October 1st in grades K -3 at Athlos Leadership Academy met the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment. This increased to 92% in May 2018 and 93% in May 2019. ALA's 2022-2023 goal was to maintain at least 87% proficient.

Results: Goal Not Met

50.0% of students demonstrated grade-level proficiency on the Fountas and Pinnell Benchmark Assessment.

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

The percentage of all students enrolled in third grade at Athlos Leadership Academy who are proficient on the state Reading tests (MCA and MTAS) will increase from 33.3% in 2022 to 36.3% in 2022.

Results: Goal Not Met

31.4% of third graders who were enrolled for at least half of the school year scoring proficient on the Reading MCA in 2023.

Goal #3 Close the Achievement Gap(s) Among All Groups

The percentage of students in each subgroup who earn an achievement level of Meets the Standards or Exceeds the Standards in **reading** on all state accountability tests (MCA, MTAS) will increase by 3% from the prior year.

The percentage of students in each subgroup who earn an achievement level of Meets the Standards or Exceeds the Standards in **math** on all state accountability tests (MCA, MTAS) will increase by 3% from the prior year.

Results: Goal Partially Met

In reading, the school met their goal in the following subgroups:

- English Learner
- Special Education

In math, the school met their goal in the following subgroups:

- Asian
- White
- English Learner
- Special Education

- Free and Reduced Lunch

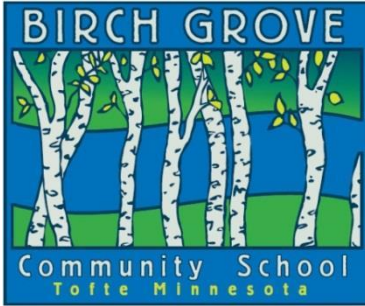
Goal #4 All Students Career and College Ready by Graduation

The percentage of all students enrolled in grade 8 at Athlos Leadership Academy who are proficient on the state Math tests (MCA and MTAS) will increase from 18.9% in 2022 to 21.9% in 2023.

Results: Goal Met

In 2023, 25.0% of students enrolled in grade 8 scored proficiently on the Math MCA.

Academic Standards Point Total: 12/14



**BIRCH GROVE
COMMUNITY SCHOOL**
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Birch Grove Community School (BGCS) promotes academic excellence utilizing our unique natural setting allowing students to reach their potential, preparing them to become socially and environmentally responsible, self-directed, life-long learners. BGCS began operations during the fall of the 2005-2006 school year and serves students in grades K-5 in a small school environment utilizing multi-age classrooms, environmental resources, and community involvement to provide a quality education to its students.

Summary: Birch Grove Community School tested 14 students in 2023 and is currently outperforming the comparison school in both math and reading. Birch Grove’s Special Education and Free and Reduced populations are below the state averages.

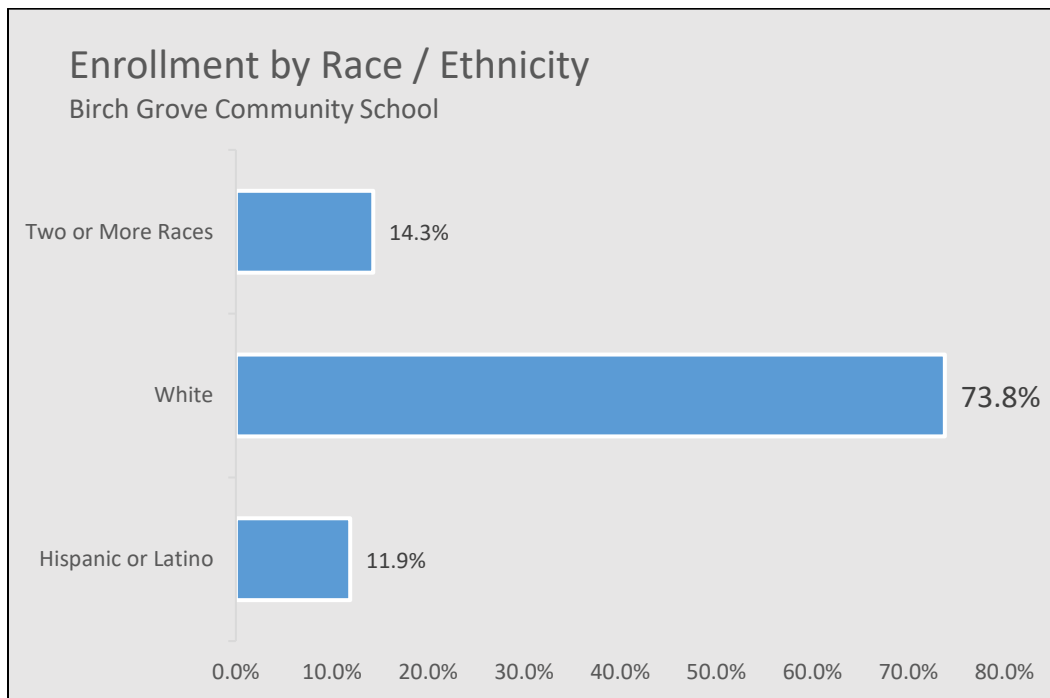


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

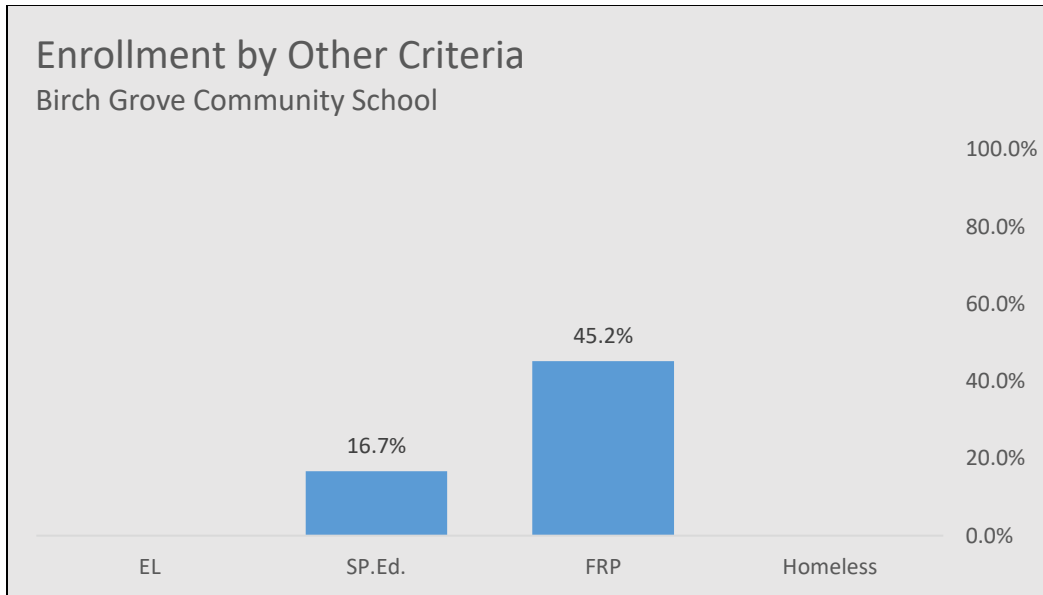


Figure 2 - Enrollment by Other Criteria

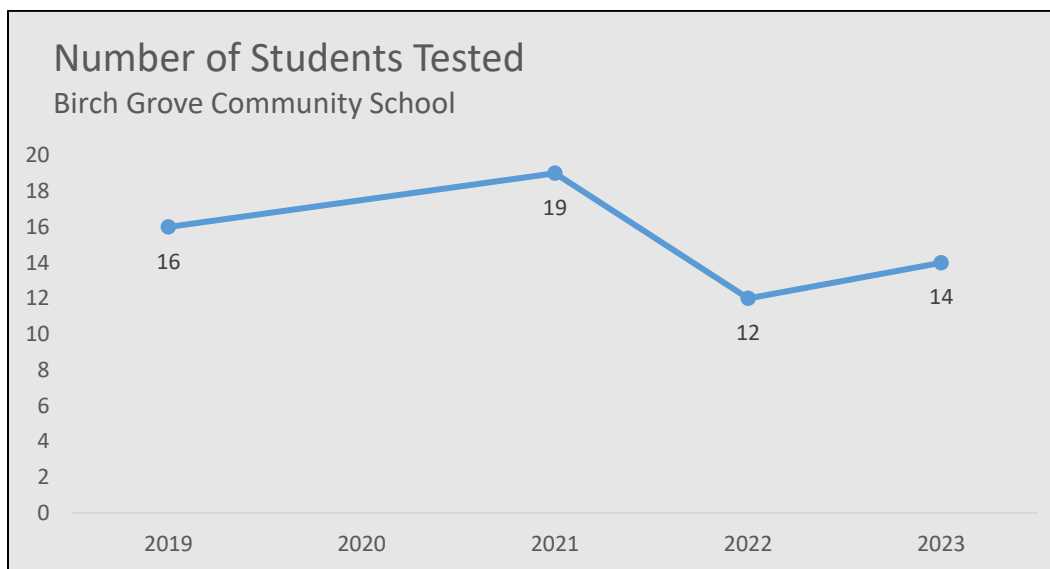


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
Birch Grove	62.5%		68.4%	66.7%	57.1%
3 rd	CTSTR		CTSTR	CTSTR	CTSTR
4 th	CTSTR		CTSTR	CTSTR	CTSTR
5 th	CTSTR		CTSTR	CTSTR	CTSTR
Sawtooth Elem.	43.8%		45.5%	38.6%	44.8%
3 rd	68.0%		83.3%	54.2%	38.9%
4 th	66.7%		45.8%	27.8%	50.0%
5 th	3.4%		21.1%	32.1%	42.9%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

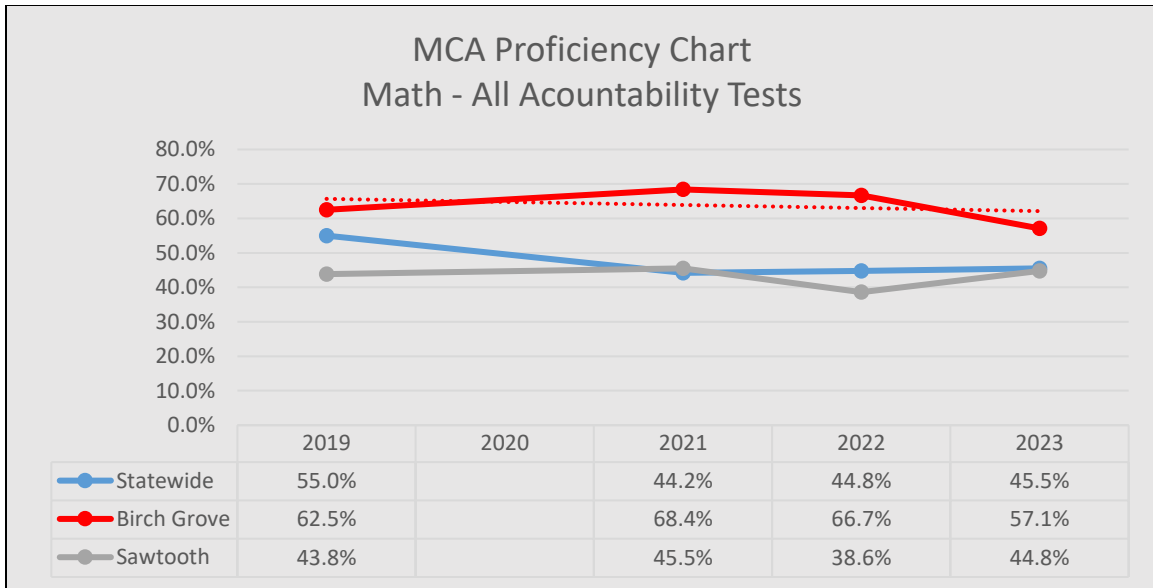


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: Birch Grove’s MCA proficiency results are shown in Table 1 and Figure 4. Birch Grove Community School’s math proficiency rate declined slightly from 2022 to 2023. Despite the decline, Birch Grove continues to outperform the local district comparison school, Sawtooth Mountain Elementary, as well as the statewide average.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%
Birch Grove	56.3%		57.9%	83.3%	57.1%
3 rd	CTSTR		CTSTR	CTSTR	CTSTR
4 th	CTSTR		CTSTR	CTSTR	CTSTR
5 th	CTSTR		CTSTR	CTSTR	CTSTR
Sawtooth Elem.	69.3%		57.4%	55.2%	49.2%
3 rd	76.2%		66.7%	40.0%	35.3%

4 th	76.9%		50.0%	56.3%	32.1%
5 th	57.1%		61.1%	64.5%	88.9%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

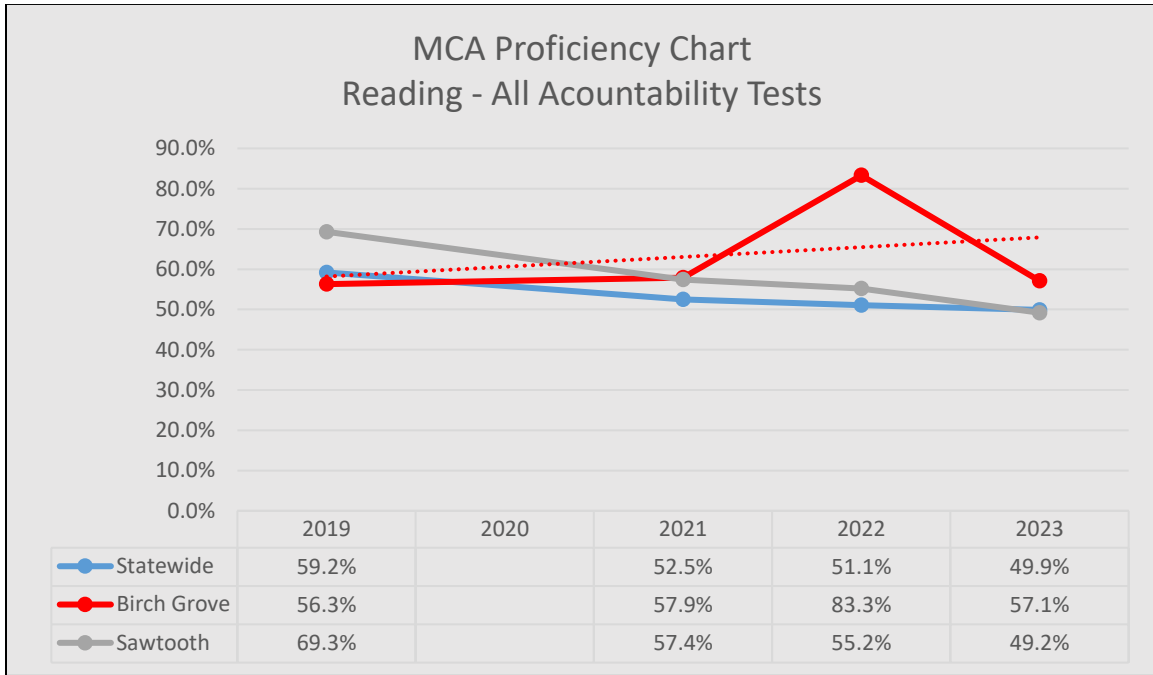


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: Birch Grove’s MCA proficiency results are shown in Table 2 and Figure 5. Birch Grove Community School’s reading proficiency rate declined by 26.3 percentage points from 2022 to 2023. Due to the small student population at Birch Grove, a small change in the number of students proficient will have a large on the percent proficient. Despite the decline, Birch Grove is currently outperforming the comparison school, Sawtooth Mountain Elementary, as well as the statewide average. In future years, it is expected that Birch Grove Community School will continue to meet or exceed the state and the local comparison school’s performance.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

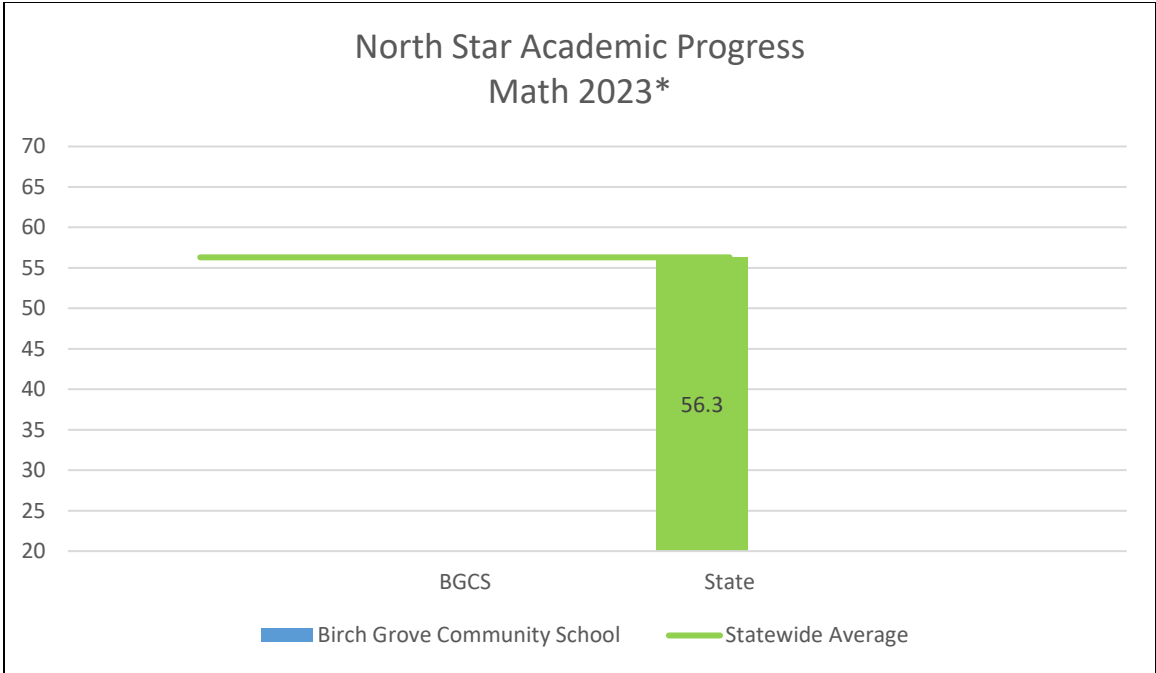


Figure 7 – 2023 North Star Academic Progress (Improved + Maintained)

*Data Not Available

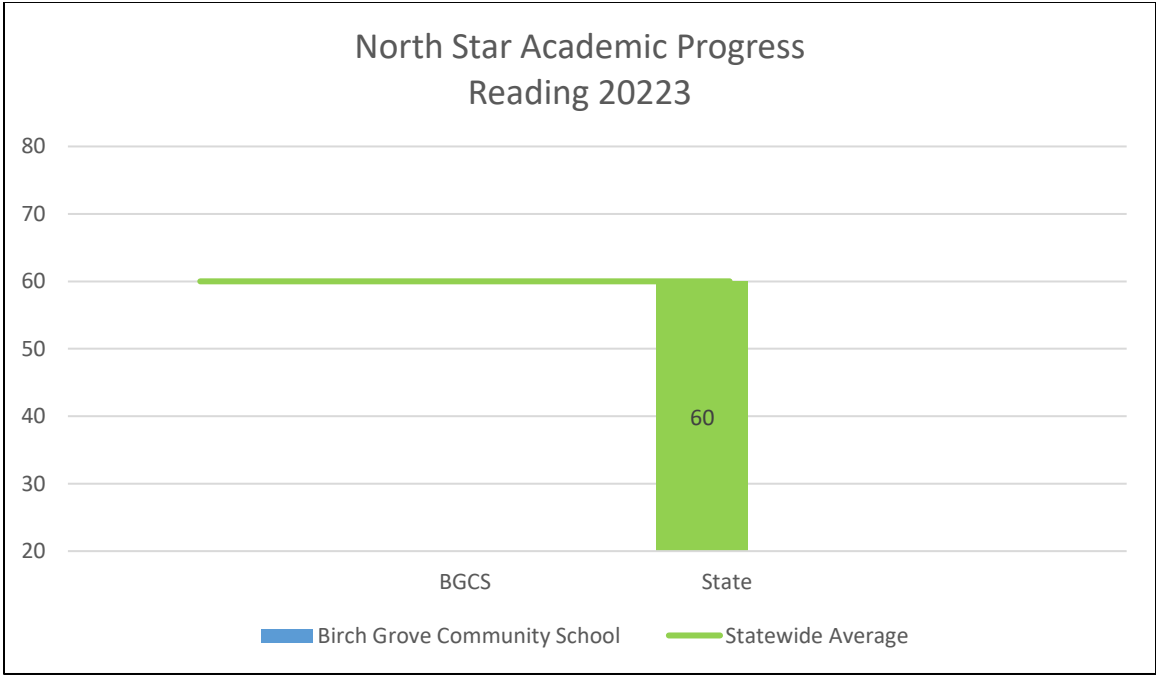


Figure 8 – 2023 North Star Academic Progress (Improved + Maintained)

*Data Not Available

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

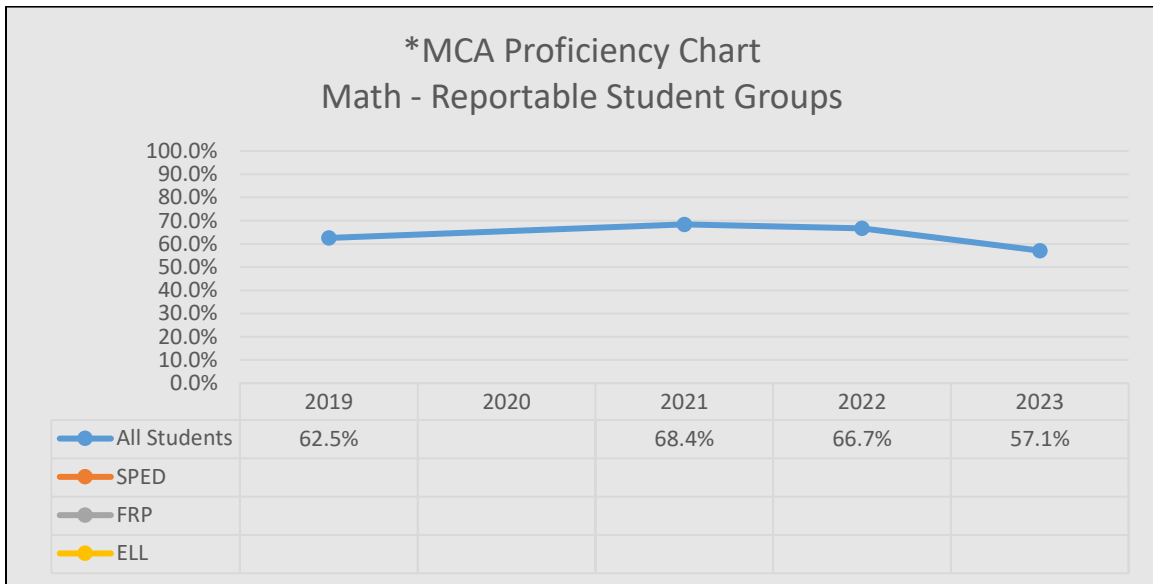


Figure 7 - Reportable Student Groups MCA Math 2023

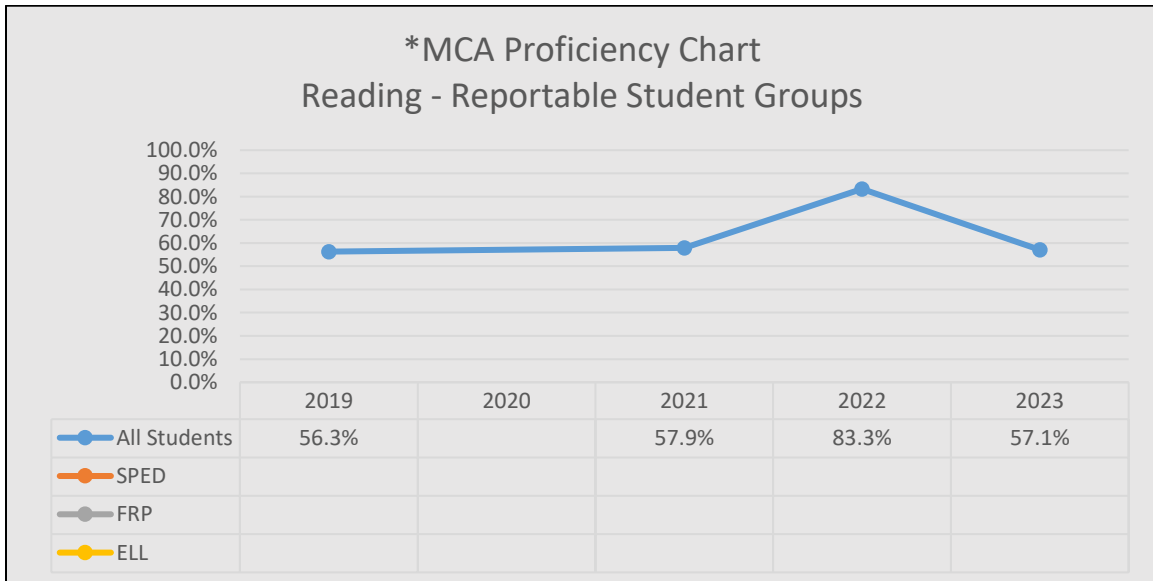


Figure 8 - Reportable Student Groups MCA Reading 2023

* BGCS does not have any reportable subgroups available due to small testing cell size

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale:</p> <p>Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p> <p>Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p> <p>Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
X	2 - Meets
	1 - Partially Meets
	0 – Does Not Meet
Evidence / Source: Minnesota Department of Education	
<p>Analysis: BGCS is currently outperforming the comparison school, Sawtooth Mountain Elementary, in both math and reading. The school’s testing cell size is too small to report a science proficiency rate.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale:</p> <p>Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher.</p>	

Partially meets standard - School's achievement level of "improved and maintained" is between 58.1% and 43.2%.	
Does not meet standard - School's achievement level of "improved and maintained" is below 43.2%.	
N/A	2 - Meets
	1 - Partially Meets
	0 – Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: Due to a small testing cell size, the data is not available for this standard.	

<p>Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
<p>Scale:</p> <p>Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.</p> <p>Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.</p> <p>Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.</p>	
N/A	2 - Meets
	1 - Partially Meets
	0 – Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: N/A Testing cell sizes at the school were too small to generate any reportable student groups.	

<p>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</p>	
<p>Scale:</p> <p>Meets Standard – Meets all criteria and is adhered to.</p>	

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
X	2 - Meets
	1 - Partially Meets
	0 – Does Not Meet
Data/Source: School Annual Report	
Analysis: Teachers are formally evaluated annually by the school director. This evaluation includes a self-review document that is reviewed by the school director. In addition, teachers are observed in the classroom three times each school year by a teacher liaison.	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale:	
Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.	
Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.	
Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
X	2 - Meets
	1 - Partially Meets
	0 – Does Not Meet
Data / Source: School Annual Report	
Analysis: BGCS has implemented a school-wide professional development plan. Professional development that was provided or attended during the 2022-2023 school year includes but was not limited to the following: Sensorimotor Interventions, The Neuroscience of Safety, Responsive Classroom and Collaborative Strategies for Effective Group Work.	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale:.	
Meets the Standard – The school has a plan and is meeting their additional statutory purposes.	

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 – Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: BGCS works hard to ensure a productive academic environment where students feel safe, comfortable, respected and challenged. The school provides increased learning opportunities through multi-grade classrooms which allows for instructional flexibility as well as the development of unique social skills among its students. In addition, BGCS employs a looping strategy with its students where students are with the same teachers for at least two years. BGCS school also takes advantage of its location in northern Minnesota. Activities in the school’s program include cross country skiing, snowshoeing, hiking, as well as ice skating. The bonds that are created between students and staff through these programs and activities helps to contribute to the safe and comfortable academic environment that the school has created.</p>	

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 – Does Not Meet
Data / Source: School Annual Report	
Analysis:	
<p>Goal #1 All Students Ready for School BGCS will increase the percent of children who are ready for school each year. Measure: Birch Grove Community School will continue to offer the Saplings Program (licensed daycare run as a pre-school)</p>	

for children ages 3-5.

Results: Goal Met

The Saplings program was operational.

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

School will increase the percent of all third graders that can read at grade level each year based on state standards and NWEA assessments. Measure: MCA exams (internal use) and NWEA assessments (public reporting limited due to low sample size).

Results: Goal Not Met

7 third graders took the MCA reading test. 3rd grade scores are included in MCA scores under goal #1 Reading MCA Proficiency: BGCS: 57.1% MN State: 50.5.% 166 Resident District: 49.2% William Kelly: 57.3% Reading Well By Third Grade: 6 Grade 3 students tested in 22-23 (non-public information) Percent Proficient in 21-22: 100% Percent Proficient in 22-23: 33%

Goal #3 All Racial and Economic Achievement Gaps Between Students Are Closed

BGCS will increase the percent of all students who "meet standard" on the MCA exams and NWEA exams each year as evidence of closing the racial and economic achievement gap. (Note: BGCS does not have a very diverse population and has cell size too small to report) Measure: MCA exams (internal use) and NWEA assessments (public reporting limited to small sample size).

Results: Goal Met

% of K-5 students reaching grade level or higher on NWEA MAP testing: 21-22 Reading: 71% Math: 71% 22-23 Reading: 73% Math: 75%.

Academic Standards Point Total: 9/10



BLUFFVIEW MONTESSORI
SCHOOL

Charter # 4001

Principal: Henry Schantzen

1321 Gilmore Ave

Winona, MN 55987

507-452-2807

www.bluffviewmontessori.org

Bluffview Montessori School empowers self-directed learning through a materials-based Montessori curriculum that encourages independence and natural curiosity. Bluffview cultivates learners' deep respect for self, community, and a peaceful environment, while nourishing the intrinsic desire for academic, civic, and personal fulfillment. This Montessori Method of education is based on the principle that education is to be an aide to life, and that it should go far beyond the simple acquisition of factual knowledge in various areas. Montessori schools help children develop a positive attitude and a curiosity toward learning.

Summary: During the 2022 - 2023 school year, BMS had lower than average English Learner, Special Education and Free and Reduced populations. The school tested 135 students on the 2023 Minnesota Comprehensive Assessments and scored above the both the statewide average and its comparison school in math, reading and science.

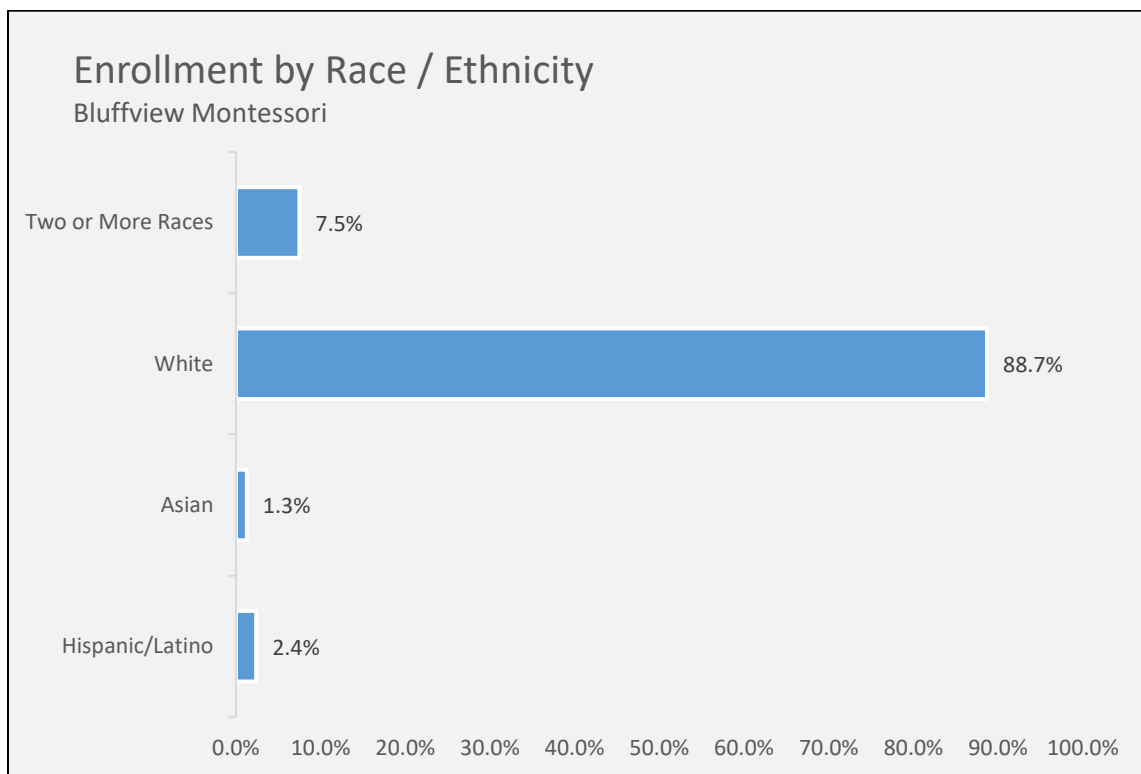


Figure 1 - Enrollment by Race/Ethnicity (Federal Definition)

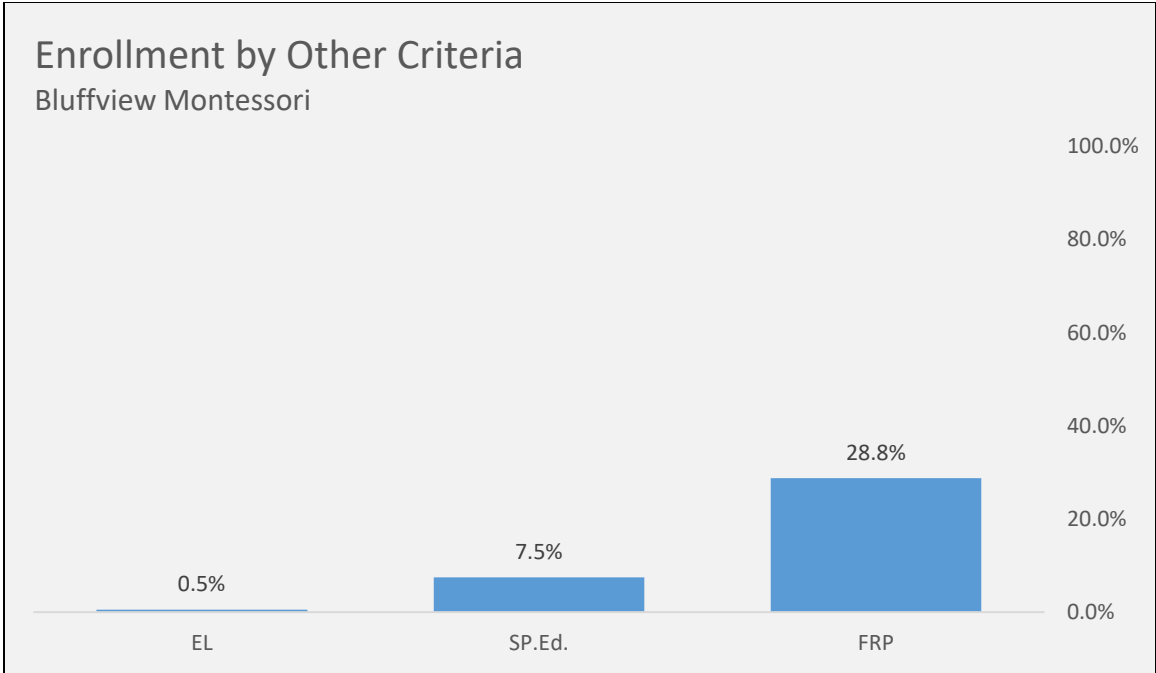


Figure 2 - Enrollment by Other Criteria

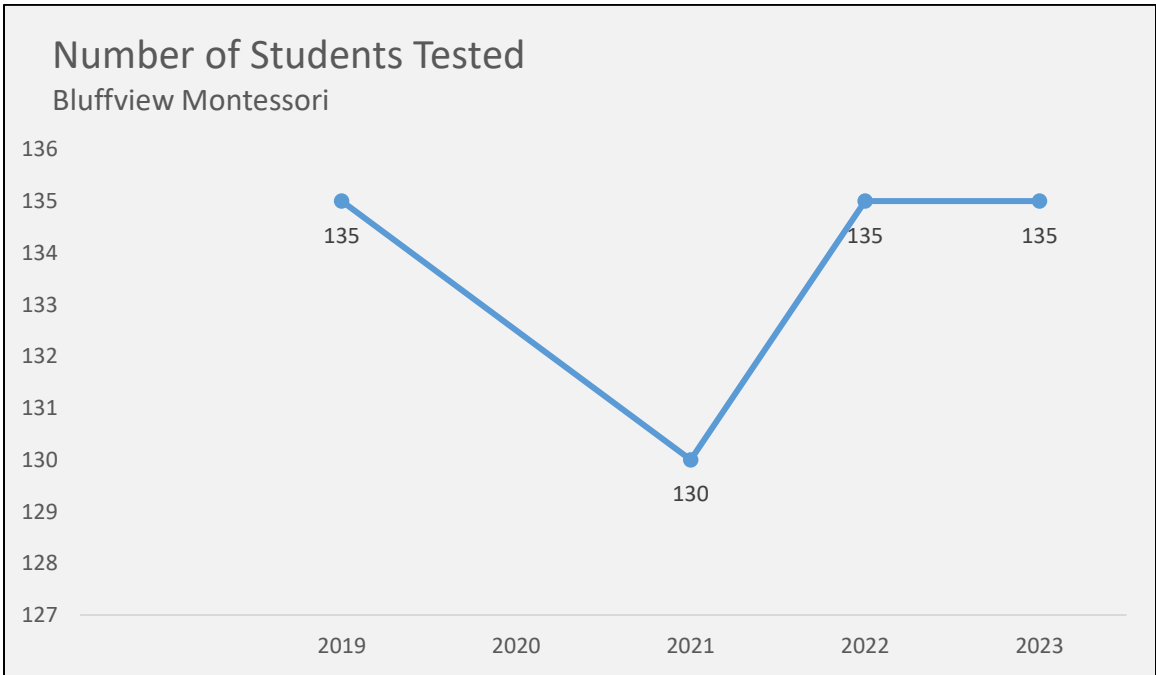


Figure 3 - Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 - MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
7 th	52.1%		37.4%	37.6%	39.7%
8 th	55.2%		39.8%	40.1%	40.3%
Bluffview Montessori	54.1%		49.2%	49.6%	47.4%
3 rd	56.0%		61.9%	68.0%	32.0%
4 th	73.9%		66.7%	68.2%	72.0%
5 th	45.5%		37.5%	50.0%	41.7%
6 th	58.6%		20.8%	33.3%	52.5%
7 th	33.3%		52.6%	34.8%	42.0%
8 th	47.6%		61.9%	41.2%	41.2%
La Crescent Montessori	27.0%		14.3%	13.8%	24.1%
3 rd	CTSTR		18.2%	CTSTR	CTSTR
4 th	CTSTR		CTSTR	20.0%	CTSTR
5 th	0.0%		CTSTR	CTSTR	20.0%
6 th	10.0%		CTSTR	0%	CTSTR
7 th	CTSTR		10.0%	CTSTR	0.0%

8 th	CTSTR		CTSTR	10%	20.0%
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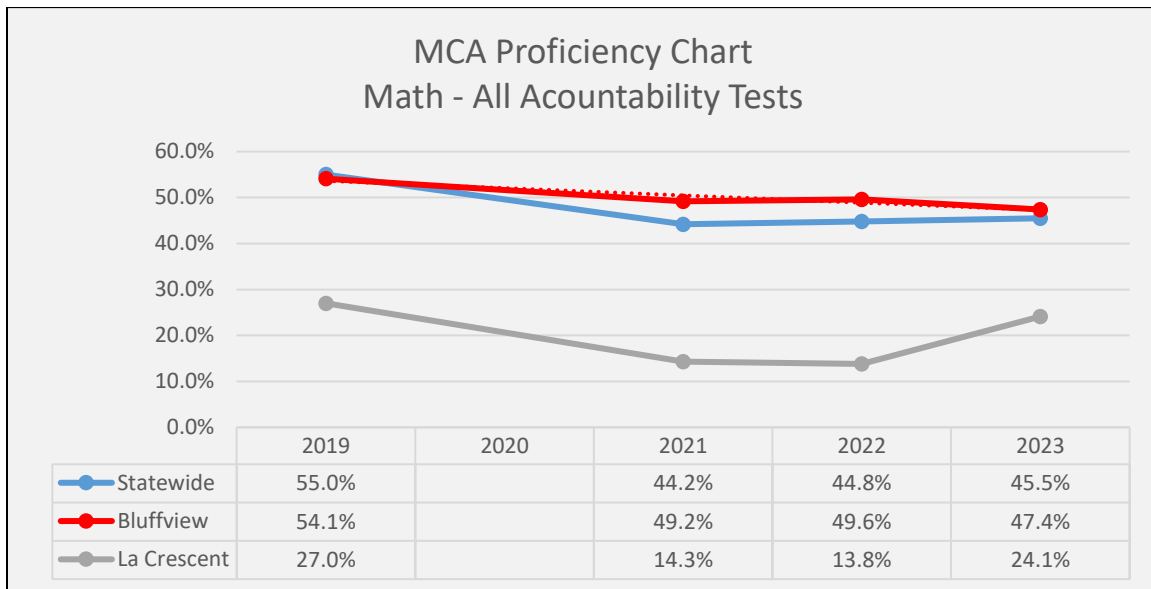


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the past five years of MCA math proficiency at Bluffview Montessori School. For the purpose of this report, La Crescent Montessori is being used as a comparison school for Bluffview Montessori. Bluffview Montessori’s math proficiency rate declined slightly from 2022 to 2023. Despite the decline, the school continues to outperform both the statewide average and the comparison school. In future years, it is expected that Bluffview Montessori School will continue to meet or exceed the statewide math proficiency rate.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3rd	54.6%		48.5%	48.1%	47.4%
4th	55.4%		49.3%	49.6%	48.4%
5th	65.8%		59.4%	59.4%	58.7%
6th	62.8%		55.0%	54.4%	53.4%
7th	57.5%		48.3%	45.5%	45.2%
8th	57.7%		49.7%	46.4%	44.8%

Bluffview Montessori	69.6%		64.6%	68.1%	71.9%
3rd	60.0%		52.4%	76.0%	56.0%
4th	65.2%		76.2%	54.5%	88.0%
5th	81.8%		62.5%	87.5%	75.0%
6th	75.9%		62.5%	62.5%	73.9%
7th	53.3%		68.4%	65.2%	66.7%
8th	76.2%		66.7%	58.8%	70.6%
La Crescent Montessori	62.7%		49.1%	62.1%	57.1%
3rd	CTSTR		45.5%	CTSTR	CTSTR
4th	CTSTR		CTSTR	50.0%	CTSTR
5th	50.0%		CTSTR	CTSTR	60.0%
6th	80.0%		CTSTR	60.0%	CTSTR
7th	CTSTR		40.0%	CTSTR	36.4%
8th	CTSTR		CTSTR	30.0%	50.0%

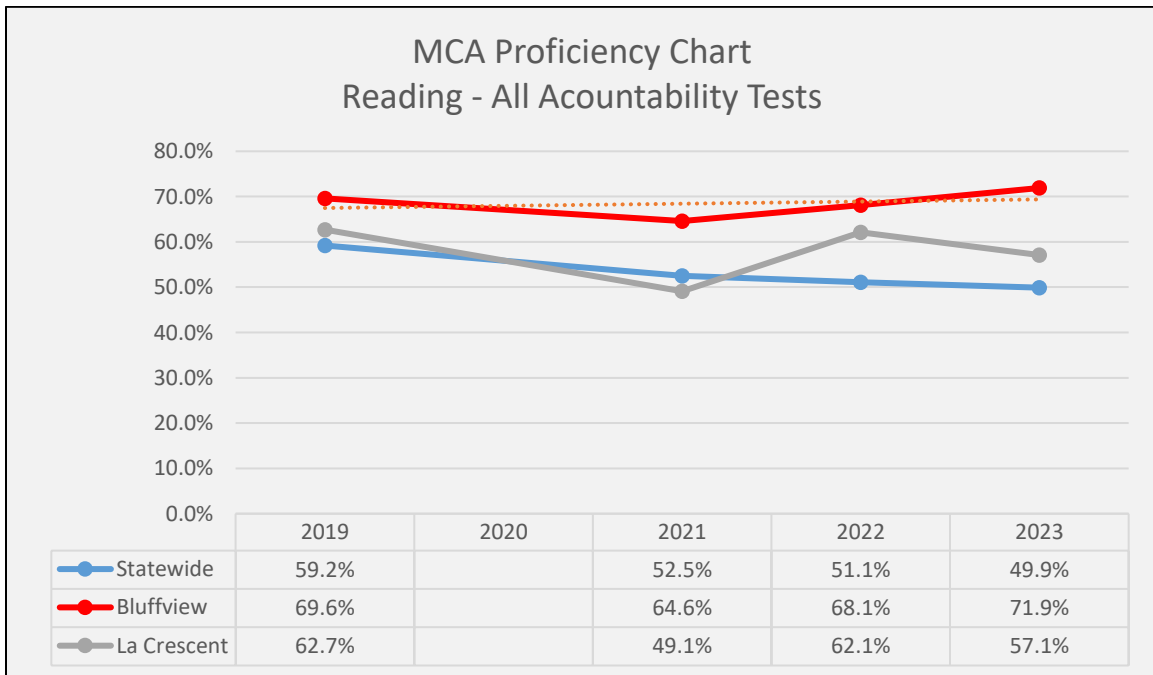


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the past five years of MCA reading proficiency at Bluffview Montessori School. For the purpose of this report, La Crescent Montessori is being used as a comparison school for Bluffview Montessori. The school’s reading proficiency rate has increased every year since 2021 and is currently above pre-pandemic levels at 71.9%. Bluffview continues to outperform the comparison school as well as the statewide average. Bluffview Elementary outperformed the statewide average by 22 percentage points in 2023.

Table 3 – MCA Science Proficiency 2019 - 2023

Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5 th	54.9%		47.9%	50.5%	48.4%
8 th	43.0%		33.8%	29.2%	27.6%
Bluffview Montessori	58.1%		48.9%	61.0%	51.2%
5 th	63.6%		45.8%	70.8%	62.5%
8 th	52.4%		52.4%	47.1%	35.3%
La Crescent Montessori	38.5%		29.2%	30.3%	35.0%
5 th	30.0%		CTSTR	CTSTR	50.0%
8 th	CTSTR		CTSTR	10.0%	20.0%

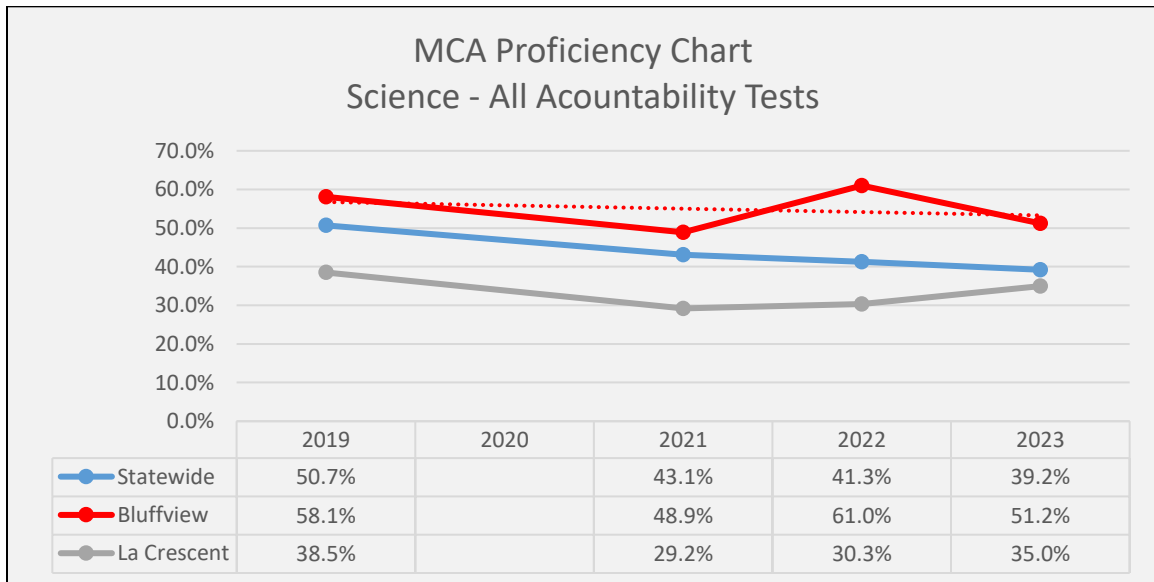


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the past five years of MCA science proficiency at Bluffview Montessori School. For the purpose of this report, La Crescent Montessori is being used as a comparison school for Bluffview Montessori. Bluffview’s science proficiency rate decreased by nearly 10 percentage points from 2022 to 2023. Despite the decline, Bluffview Elementary continues to outperform both the comparison school and the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

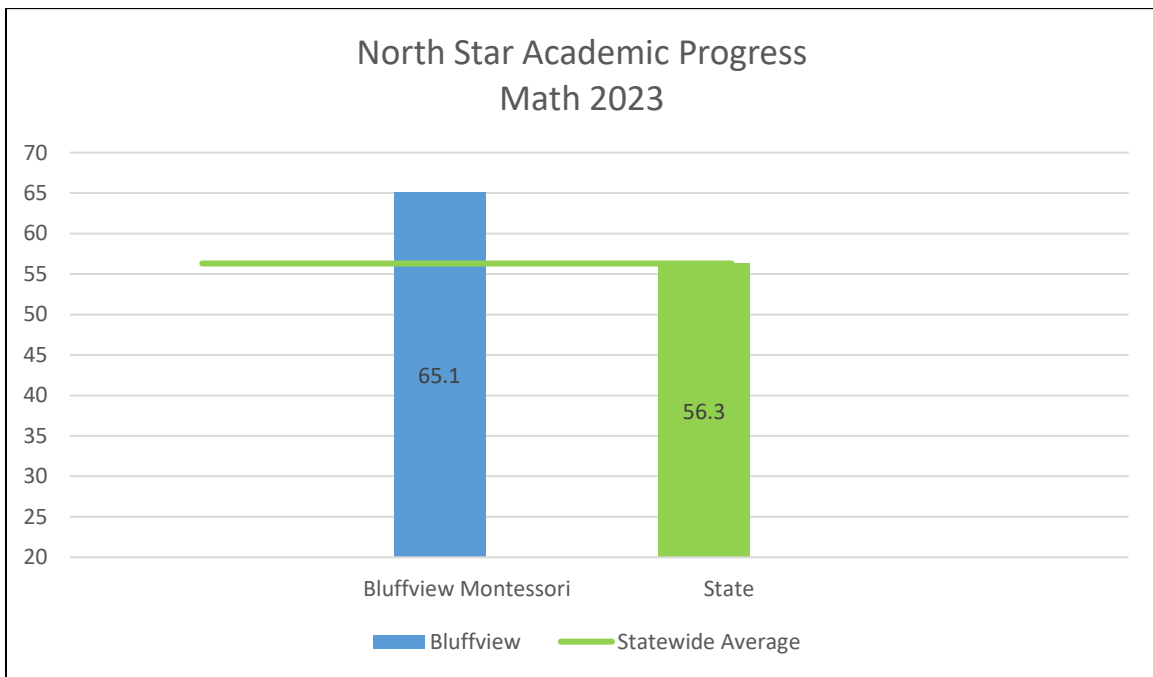


Figure 7 – North Star Academic Progress (Improved + Maintained)

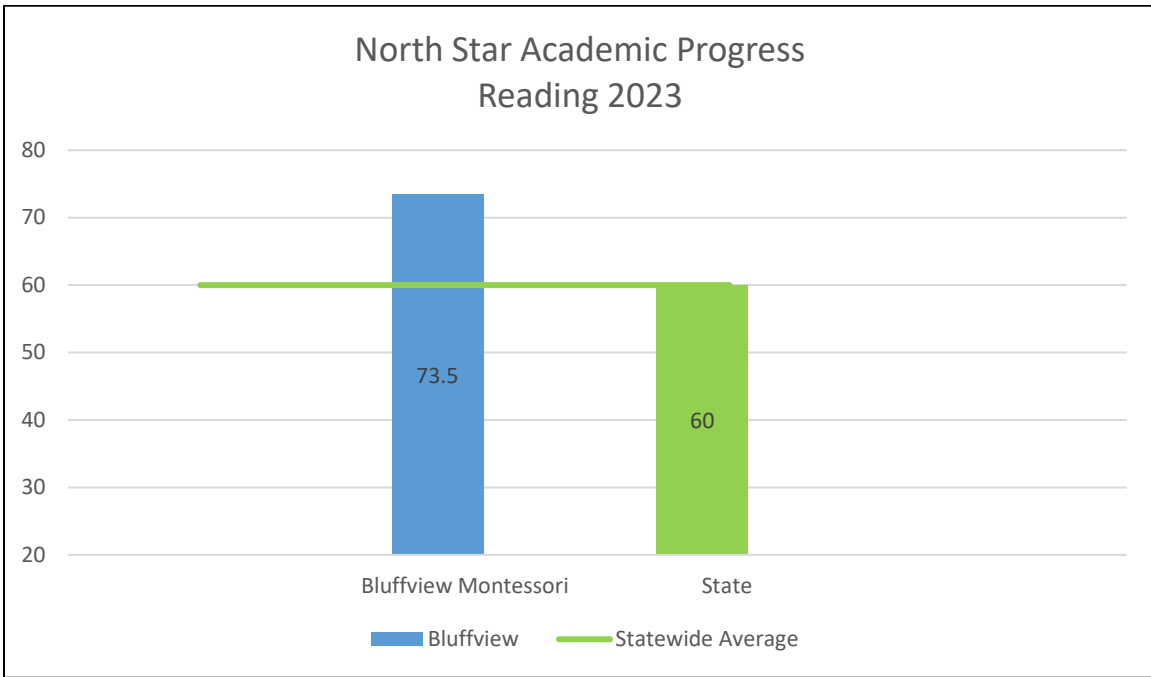


Figure 8 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

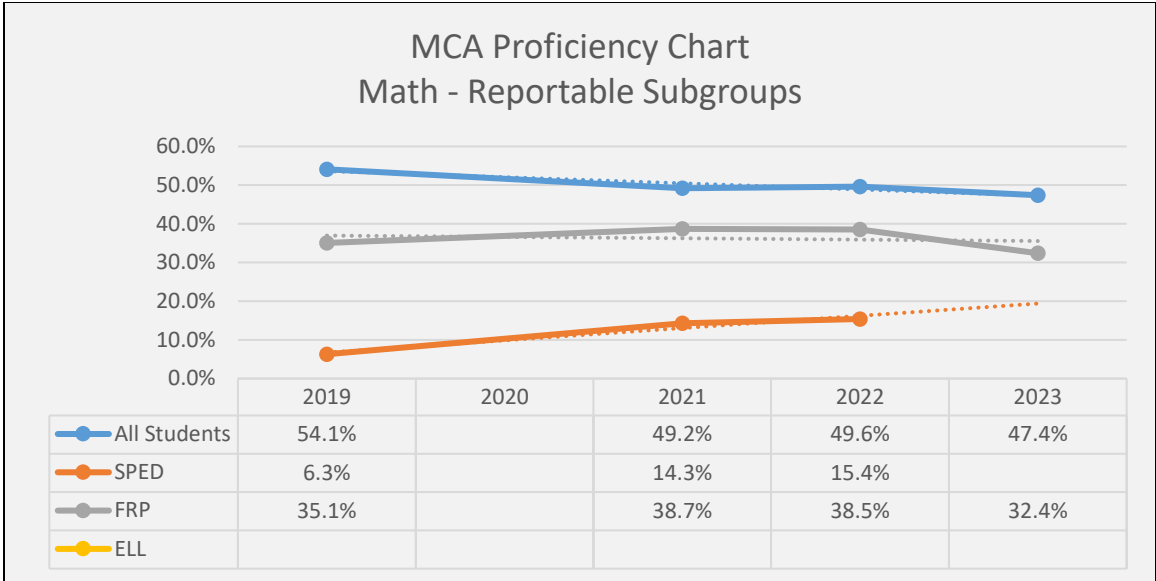


Figure 10- Reportable Subgroups MCA Math 2023

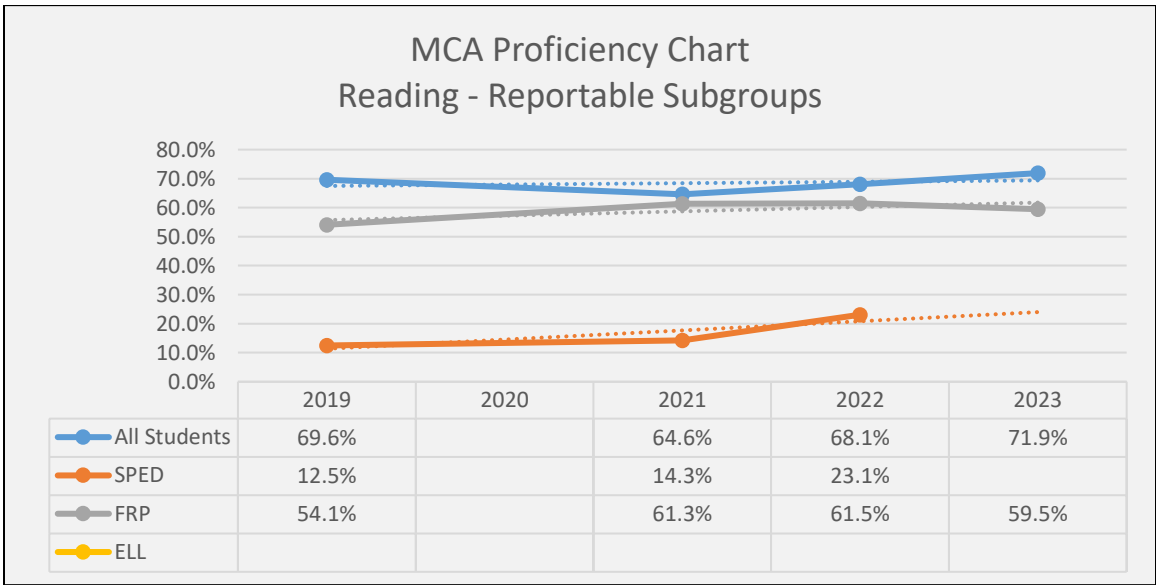


Figure 11- Reportable Subgroups MCA Reading 2023

VOA -MN Standards Evaluation

The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard

- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale:</p> <p>Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p> <p>Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p> <p>Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
<p>Evidence / Source: Minnesota Department of Education</p>	
<p>Analysis: The school is currently outperforming the comparison school, La Crescent Montessori in math, reading and science.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale:</p> <p>Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher.</p> <p>Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.</p> <p>Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report
Analysis: The school’s academic achievement level (improved + maintained) was 65.1% for math and 73.5% for reading. A score of meets was awarded because the school’s combined score was 69.3%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education
Analysis: The achievement gap increased in the two available areas, Free and Reduced math and Free and Reduced reading. Special Education and English Learner were too small to record.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

X	2 - Meets
	1 - Partially Meets

	0 - Does Not Meet
Data/Source: BMS Annual Report	
<p>Analysis: The BMS teacher observation and development model utilizes Charlotte Danielson’s Framework for Teaching as a part of its formal teacher evaluation process. Teachers are evaluated on four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. The teacher evaluation process includes a short observation, a formal observation, self-reflection as well as a summative evaluation.</p>	

<p>Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.</p>	
<p>Scale:</p> <p>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</p> <p>Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.</p> <p>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: BMS Annual Report	
<p>Analysis: BMS has adopted a school-wide Professional development plan. Professional development that was provided or attended during the 2022-2023 school year includes but was not limited to the following: Fastbridge primer, Positive Behavioral Interventions, Mandated Reporter Training and Response to Discrimination.</p>	

<p>Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).</p>	
<p>Scale:</p> <p>Meets the Standard – The school has a plan and is meeting their additional statutory purposes.</p> <p>Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.</p>	

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: BMS Annual Report	
<p>Analysis: The school has a plan for meeting their additional statutory purposes. BMS has increased learning opportunities for all students through multi-aged classrooms that allow students to stretch their minds rather than being constrained by grade or age. The school’s adolescent program includes a business education where middle school students run a community coffee house. BMS also implements a tiered intervention program as well as school-wide positive behavioral interventions and supports.</p>	

Academic Standard 7: The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: BMS Annual Report	
Analysis:	
<p>Goal #1: All Children Ready for School The PK4 students will increase their phonetic awareness from an average of 3.4 cursive letters/sounds mastered in mid-November to an average of 12 letters/sounds mastered during the spring Fastbridge screening window. Result: Goal Met 14.3 sounds/student</p> <p>Goal #2: Third Grade Students Achieve Grade Level Literacy</p>	

Increase the percent of third grade students meeting or exceeding FastBridge literacy benchmarks (areading) from 79% on the Fall screener to 82% on the Spring screener.

Result: Goal Met

85% of students met or exceeded literacy benchmarks

Goal #3: Close Academic Achievement Gap - Reading

Increase the percent of FRP students proficient on the MCA III reading assessment from 58.3% in 2022 to 59.3% in 2023.

Result: Goal Met

61.3% of FRP students were proficient on the 2023 Reading MCA.

Goal #4 All Students Career and College Ready by Graduation

All grade 8 students will participate in a career exploration assessment.

Result: Goal Met

100% of 8th grade students participated in career exploration.

Academic Standards Point Total: 12/14



FIT ACADEMY
Charter # 4244
Director: Claud Allaire
7200 147th Street West
Apple Valley, MN 55124
952-847-3798
www.fitacademymn.org

The purpose of FIT Academy is to prepare the whole student for life. We believe our school empowers students to live fulfilling, responsible, and successful lives by purposefully integrating the three developmental areas of **Fitness, Intellect, and Teamwork**.

These three areas make up the FIT acronym and this purposeful integration results in an impact on student development that is far greater than the sum of each individual developmental area.

Summary: FIT Academy tested 188 students on the 2023 Minnesota Comprehensive Assessments. Proficiency rates increased in math, reading and science from 2022 to 2023. The school is currently outperforming the combined comparison schools in all three subjects. The school’s English Learner and Special Education populations are slightly higher than the statewide average while the Free and Reduced population is just below the statewide average.

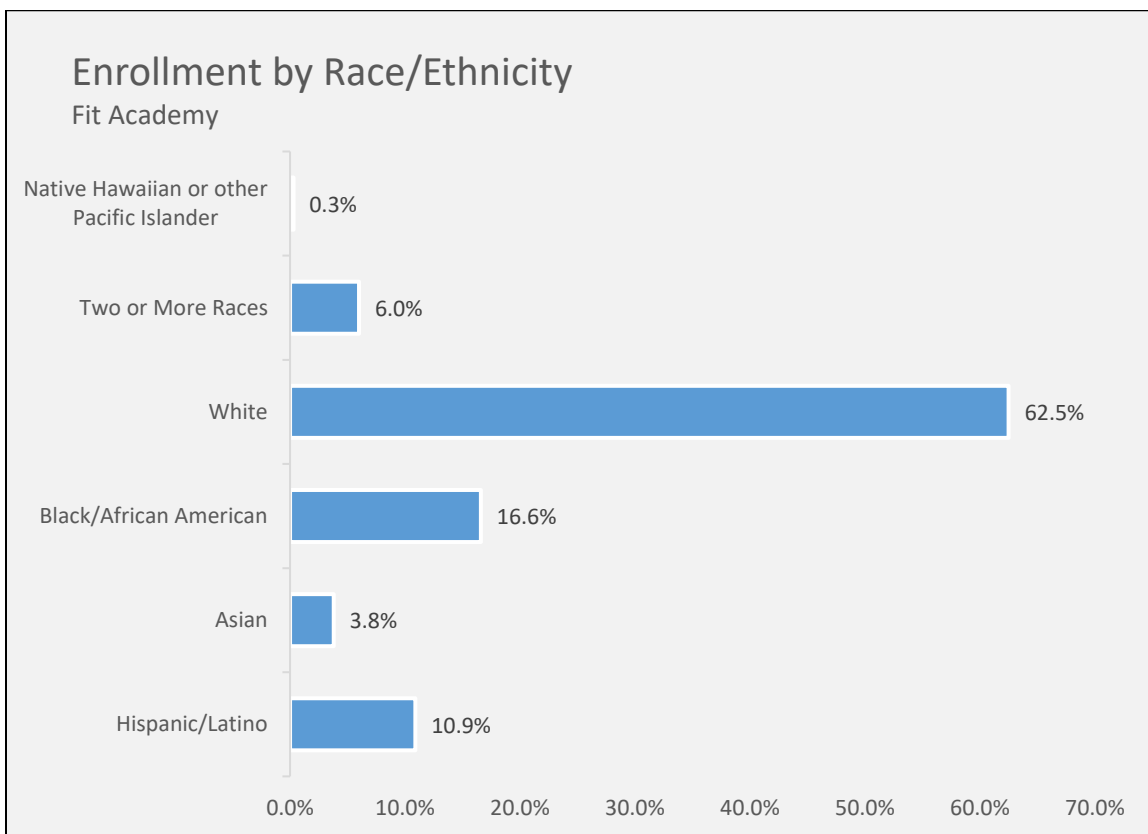


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

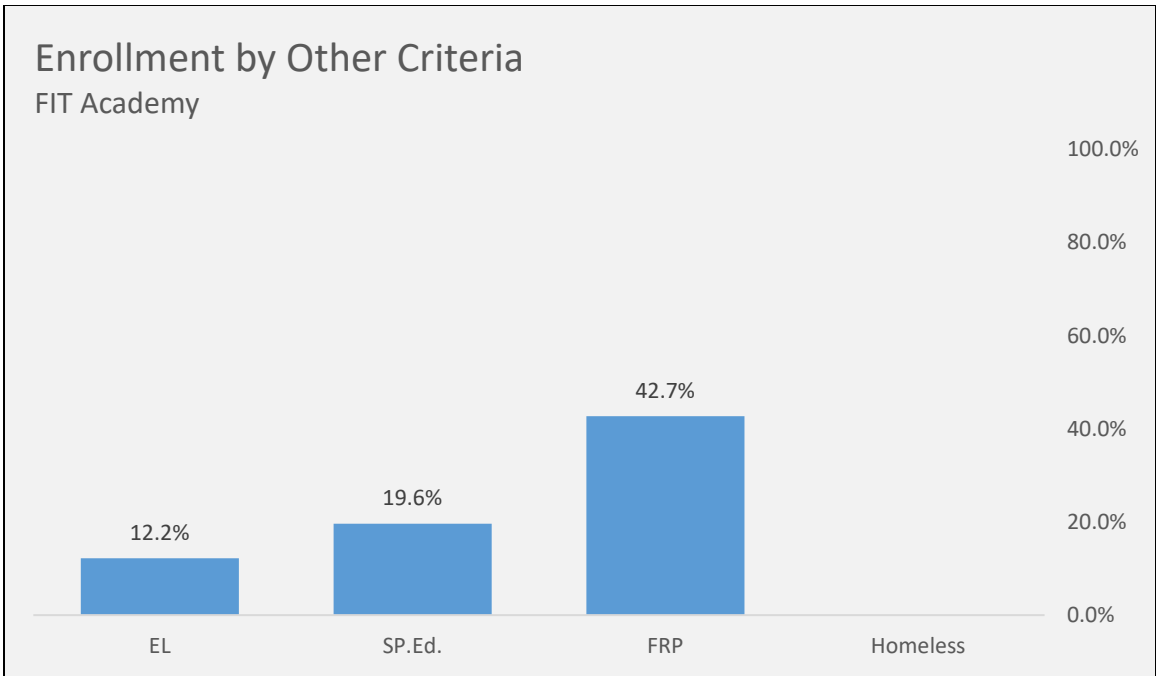


Figure 2- Enrollment by Other Criteria

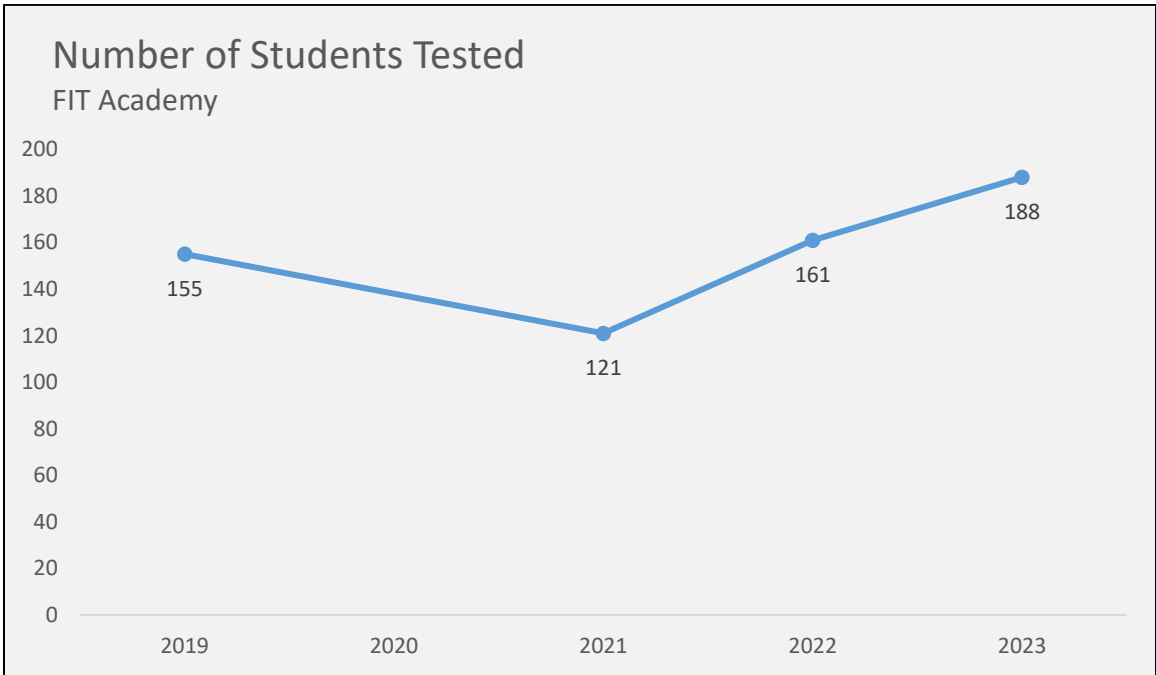


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
7 th	52.1%		37.4%	37.6%	39.7%
8 th	55.2%		39.8%	40.1%	40.3%
11 th	45.0%		41.4%	36.6%	36.0%
FIT Academy	21.3%		24.0%	25.2%	32.4%
3 rd	32.1%		28.6%	36.6%	61.1%
4 th	50.0%		33.3%	30.8%	36.4%
5 th	4.2%		10.5%	24.0%	42.4%
6 th	20.0%		15.8%	12.5%	13.6%
7 th	10.7%		30.8%	16.7%	11.5%
8 th	14.3%		27.8%	18.8%	11.8%
11 th	N/A		CTSTR	72.7%	10.0%
Adams Elem. (Anoka)	49.2%		33.7%	40.6%	38.2%
3 rd	49.4%		41.1%	37.5%	37.9%
4 th	50.6%		40.5%	50.0%	36.5%
5 th	47.6%		21.3%	36.4%	40.6%

Eagle Ridge Middle (Burnsville)	39.9%		25.8%	28.9%	26.7%
6 th	35.5%		26.4%	25.7%	22.0%
7 th	40.9%		20.5%	35.5%	28.1%
8 th	43.3%		30.3%	25.5%	29.5%
Burnsville HS 11 th				24.2%	19.0%
Combined	43.4%		28.4%	31.2%	26.5%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

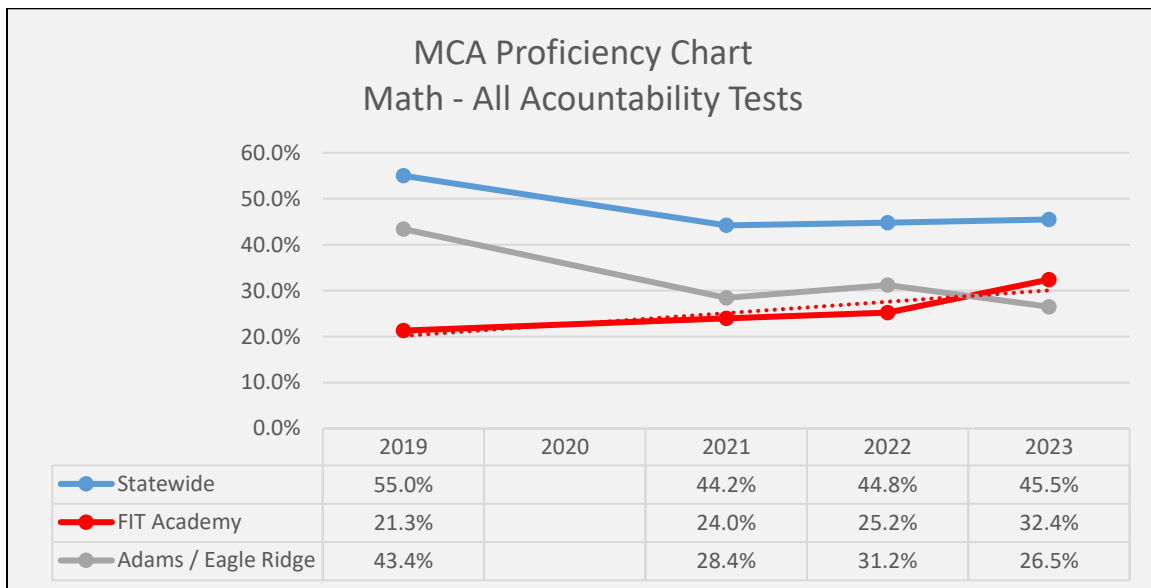


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the first year of MCA math proficiency at FIT Academy. For the purpose of this report, proficiency results from Adams Elementary, grades 3-5, Eagle Ridge Middle School, grades 6-8 and Burnsville High School grade 11, were combined to create a comparison score for FIT. FIT Academy increased its math proficiency rate by 7.2 percentage points from 2022 to 2023 and is currently outperforming the comparison school by 5.9 percentage points. In future years, it is expected that FIT Academy will continue to exceed the combined proficiency rate of the comparison schools and work toward meeting that of the statewide average.

Table 2 – MCA Reading Proficiency 2019 – 2023

MCA Reading	2019	2020*	2021	2022	2023
-------------	------	-------	------	------	------

Statewide	59.2%		52.5%	51.1%	49.9%
3rd	54.6%		48.5%	48.1%	47.4%
4th	55.4%		49.3%	49.6%	48.4%
5th	65.8%		59.4%	59.4%	58.7%
6th	62.8%		55.0%	54.4%	53.4%
7th	57.5%		48.3%	45.5%	45.2%
8th	57.7%		49.7%	46.4%	44.8%
11 th	60.4%		58.3%	55.2%	51.7%
FIT Academy	43.1%		36.6%	36.7%	38.3%
3rd	32.1%		37.9%	36.6%	40.5%
4th	45.5%		23.8%	34.6%	36.4%
5th	50.0%		36.8%	48.0%	51.5%
6th	43.8%		45.0%	26.1%	27.3%
7th	37.0%		38.5%	38.9%	23.1%
8th	50.0%		36.8%	40.0%	47.1%
10 th	N/A		40.0%	30.0%	42.9%
Adams Elem. (Anoka)	43.9%		37.8%	35.9%	30.0%
3rd	36.1%		43.6%	22.2%	26.9%
4th	32.1%		31.2%	41.8%	20.7%
5th	63.4%		40.6%	45.5%	44.9%
Eagle Ridge Middle (Burnsville)	52.2%		44.1%	39.0%	36.6%
6th	48.9%		47.0%	45.6%	43.5%
7th	51.1%		41.6%	32.6%	32.7%
8 th	56.4%		43.0%	39.0%	34.3%
Burnsville HS 10 th				45.5%	38.3%
Combined	50.0%		42.1%	38.1%	35.7%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

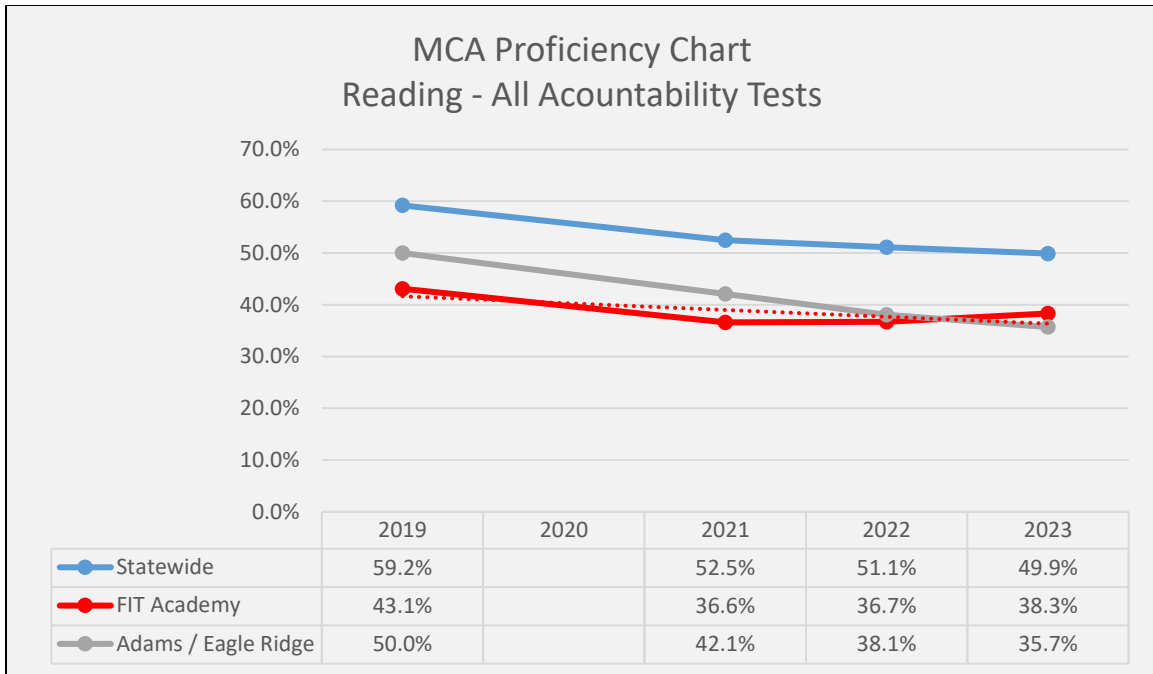


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the first year of MCA reading proficiency at Fit Academy. For the purpose of this report, proficiency results from Adams Elementary, grades 3-5, and Eagle Ridge Middle School, grades 6-8, Burnsville High School grade 10 were combined to create a comparison score for FIT. FIT Academy increased its reading proficiency rate by 1.6 percentage points from 2022 to 2023 and is currently outperforming the comparison school by 2.6 percentage points. In future years, it is expected that FIT Academy will continue to exceed the combined proficiency rate of the comparison schools and work toward meeting that of the statewide average.

Table 3 – MCA Science Proficiency 2019 - 2023

Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5 th	54.9%		47.9%	50.5%	48.4%
8 th	43.0%		33.8%	29.2%	27.6%
11 th				29.2%	20.6%
FIT Academy	25.0%		30.4%	22.6%	34.4%
5 th	33.3%		31.6%	24.0%	42.4%

8 th	17.9%		27.8%	22.2%	5.9%
H.S.	N/A		CTSTR	20.0%	54.5%
Adams Elem. 5 th (Anoka)	50.0%		27.8%	33.0%	37.7%
Eagle Ridge 8 th (Burnsville)	34.4%		24.6%	11.8%	13.9%
Burnsville HS				29.2%	20.6%
Combined	38.5%		25.7%	18.0%	20.1%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

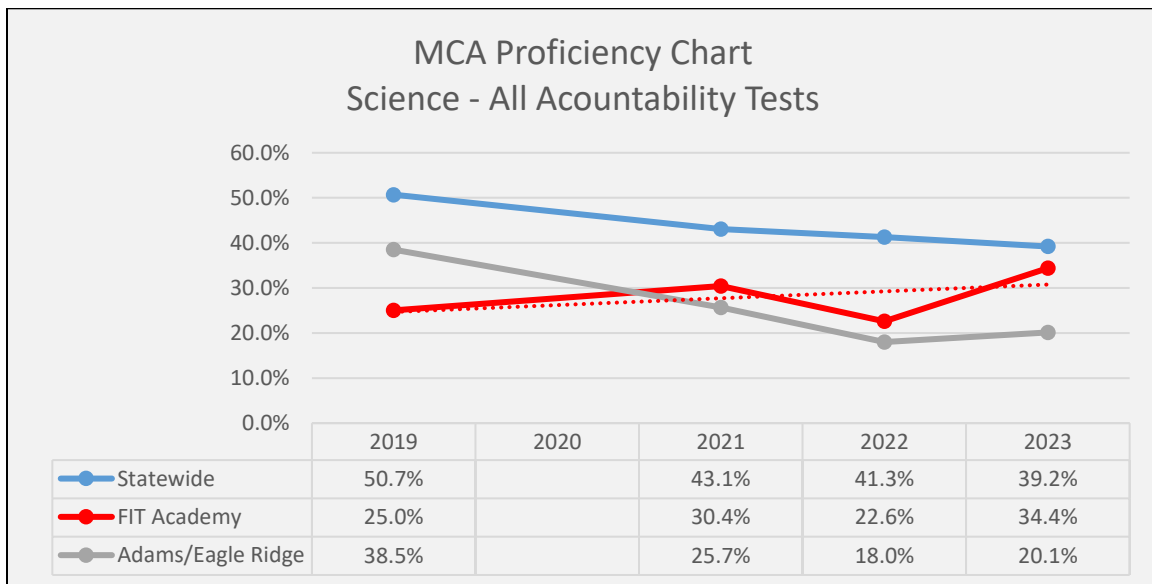


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the first year of MCA science proficiency at FIT Academy. For the purpose of this report, proficiency results from Adams Elementary, grade 5, and Eagle Ridge Middle School, grades 8, Burnsville High School, were combined to create a comparison score for FIT. FIT Academy increased its science proficiency rate by 1.8 percentage points from 2022 to 2023 and is currently outperforming the comparison school by 14.4 percentage points. In future years, it is expected that FIT Academy will continue to exceed the combined proficiency rate of the comparison schools and work toward meeting that of the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

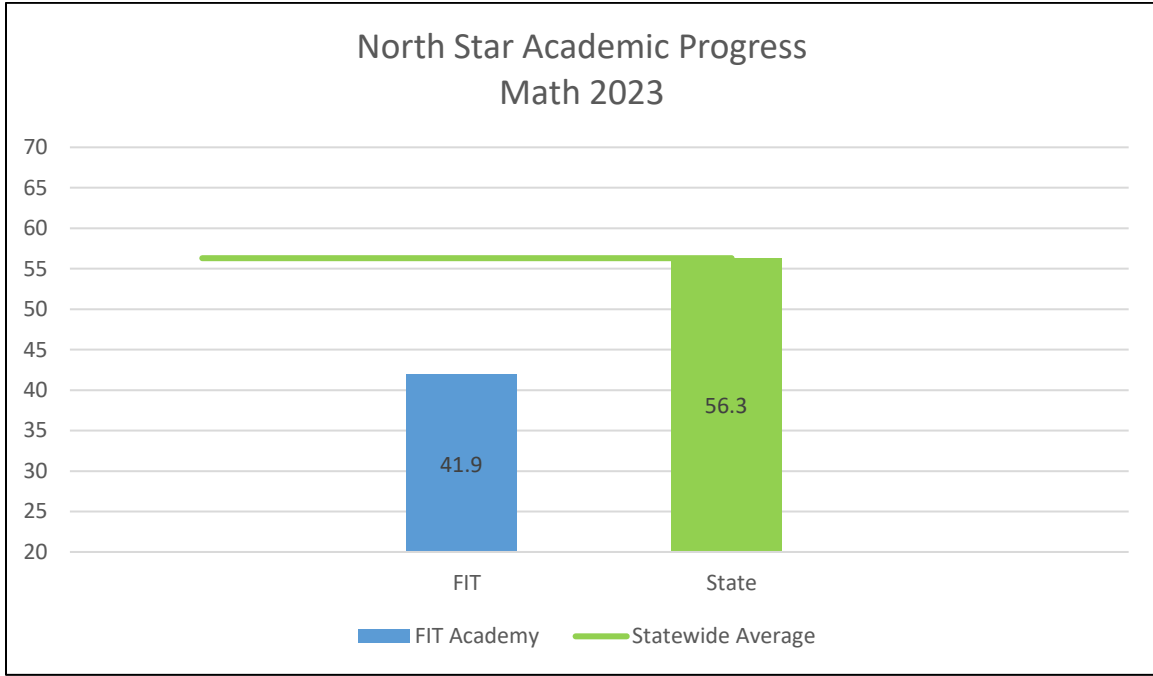


Figure 7 – North Star Academic Progress (Improved + Maintained)

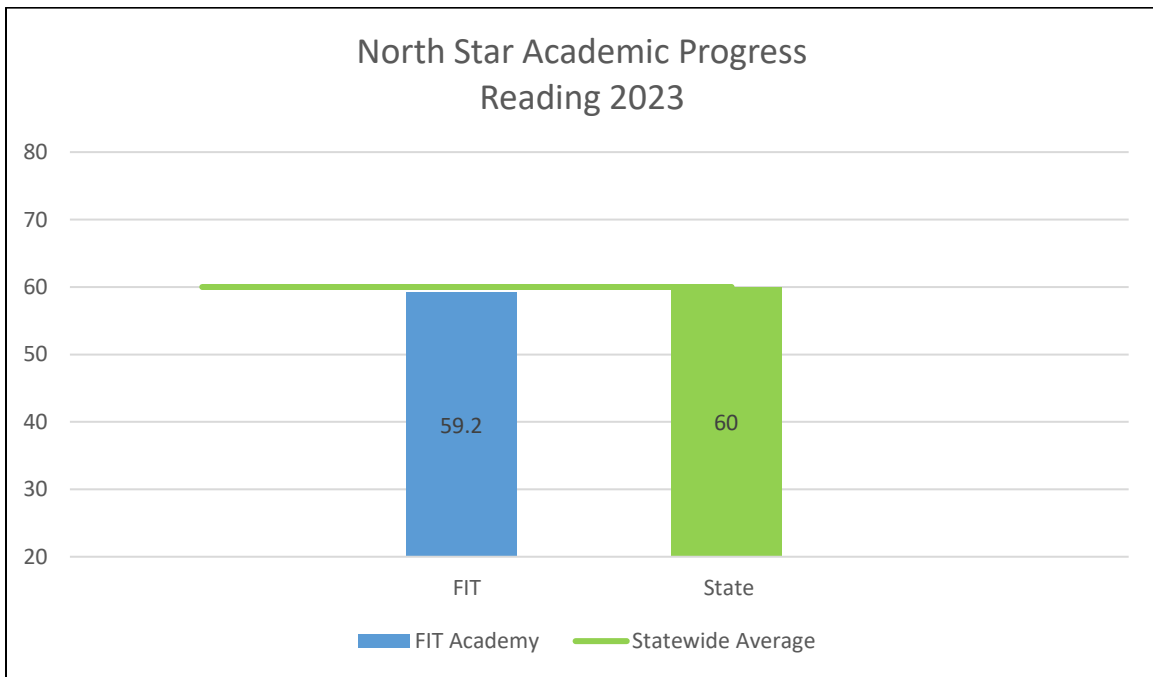


Figure 8 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

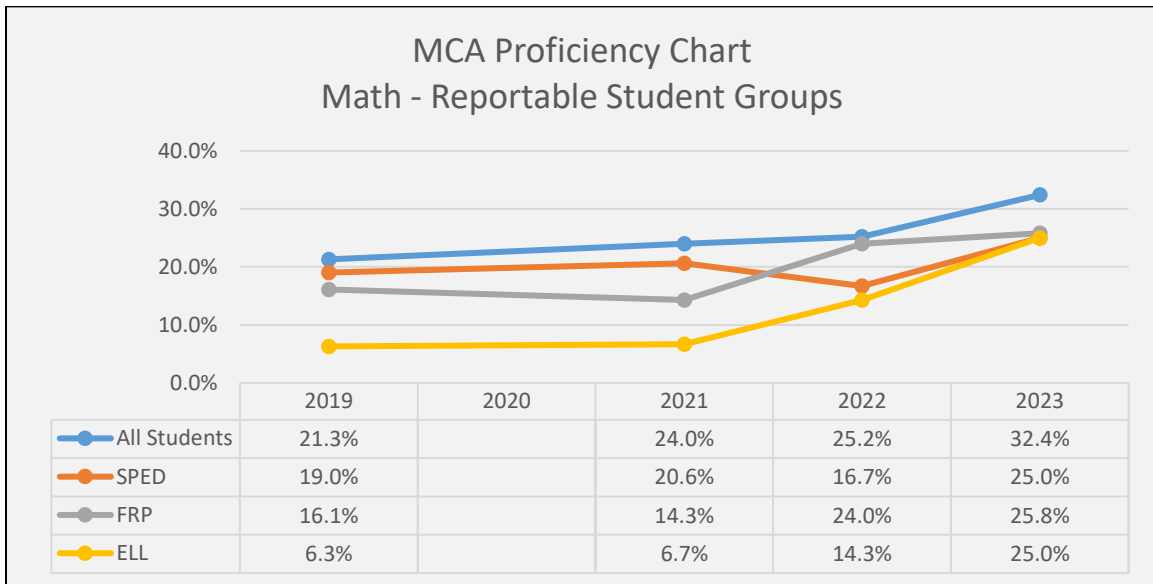


Figure 10- Reportable Student Groups MCA Math 2023

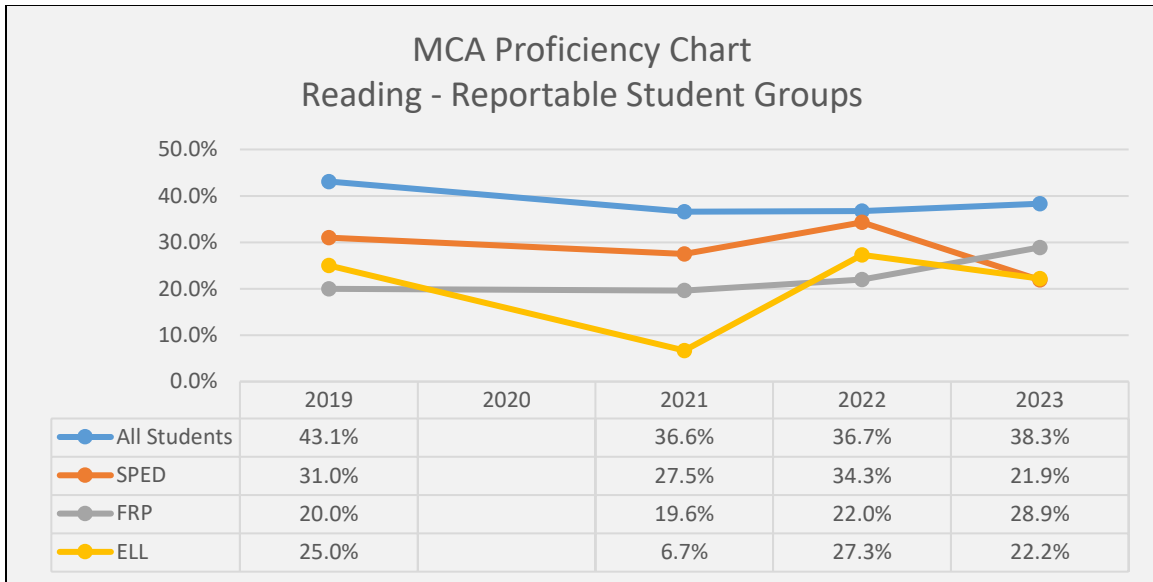


Figure 11- Reportable Student Groups MCA Reading 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale:</p> <p>Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p> <p>Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p> <p>Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
X	2 - Meets
	1 - Partially Meets

	0 – Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: FIT Academy is outperforming the combined comparison schools, Adams Elementary, and Eagle Ridge Middle School, Burnsville High School, in math reading and science.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
Scale: Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher. Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%. Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: The school’s academic achievement level (improved + maintained) was 41.9% for math and 59.2% for reading. A score of partially meets was awarded because the school’s combined score was 50.6%.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
Scale: Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced. Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced. Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.	

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: A score of partially meets was awarded because the school reduced the achievement gap in three out of the six possible areas.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale: Meets Standard – Meets all criteria and is adhered to. Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed. Does Not Meet Standard – School has not adopted a teacher evaluation process.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: School Annual Report	
Analysis: FIT has adopted a Teacher Development and Evaluation Plan, the aim of which is to provide teachers with feedback, training, and professional development necessary to best serve the school’s students. Each full-time teacher is formally observed once per year by the Executive Director. Teachers are also required to complete an Individualized Growth and Development Plan following the formal observation. In addition, teachers are expected to schedule three peer mentoring observation throughout the school year. The school also performs a three-year review of all teachers based on the following data distribution: a) 35% - Growth Measures as determined by MCA scores b) 45% Teacher Practices as determined by rubric scores c) 20% Engagement Measures as determined by rubric scores.	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale: Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.	

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.	
Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: FIT Academy provided professional development for all its teachers throughout the school year during 2022-23. PD for the year focused on three areas: What we teach, How we teach, and Effective use of instructional data. Formal trainings in those two areas were provided during the summer of 2022, before school opened; via refresher trainings with outside specialists during the middle of the year, and through weekly Professional Learning Community meetings. The PLC meetings provided for reviewing progress in terms of literacy across the curriculum and use of data to inform teaching. All teachers were involved.</p>	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale:	
Meets the Standard – The school has a plan and is meeting their additional statutory purposes.	
Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: FIT Academy has increased learning opportunities for all students through a robust teacher led professional development plan which empowers teachers to be leaders in the classroom, provides new professional opportunities for teachers, and includes opportunities to be responsible for the learning program. In addition to the two teacher positions on the school’s governing Board, all teachers are responsible for managing and improving the learning program through participation in FIT Academy’s Professional Learning Communities (PLCs), which meet weekly for analysis of student assessment results, discussion of</p>	

instructional strategies, joint planning, and professional development. The school’s academic program is led by a leadership committee comprised of a school-wide lead teacher, a secondary program coordinator, three grade cluster lead teachers, a special education coordinator, and representatives from the school administration. All major decisions impacting teaching and learning begin with a discussion by the leadership committee followed-up by PLC level discussions with teachers. PLC level discussions are often reflected back to the leadership committee for further discussion and planning. For the purpose of organization, our PLC grade clusters in 2022-23 were K-1, 2-5, and 6-12.

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).

Scale:

Meets the Standard - The school has a plan and is meeting their WBWF goals.

Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.

Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

90% of students enrolled on October 1 in kindergarten, who are evaluated on the NWEA MAP in both fall and spring, will test at or above grade level at the end of the school year.

Result: Goal Not Met

At or above grade level: Reading: 50%, Math 72%

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

The percentage of all students enrolled on October 1 in third grade who earn an achievement level of Meets the Standard or Exceeds the Standard will be at least 57% in reading on all state accountability tests (MCA)

Result: Goal Not Met

40.5% of third grade students met or exceeded the standard on all reading state accountability tests (MCA).

Goal #3 Achievement Gap Closure

For students enrolled at FIT Academy on October 1, the racial achievement gap between white and non-white students will be less than 10% on all state accountability tests.

Result: Goal Not Met

Reading achievement gap = 28.5%

Math achievement gap = 18.2%

Goal #4 Career and College Ready

Students enrolled at FIT Academy on October 1 in grade 8 will demonstrate proficiency on all state accountability tests (MCA) in the spring.

Result: Goal Not Met

Reading = 47.1%

Math = 11.8%

Science = 5.9%

Academic Standards Point Total: 11/14



**GREEN ISLE COMMUNITY
SCHOOL**

Charter # 4144

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www.greenislecommunityschool.org

Green Isle Community School (GICS) is committed to providing a quality, child-focused educational program for all students. The staff collaboratively works to ensure that students receive a balanced education that includes academic achievement, physical growth, social education and character development. GICS fosters a positive and respectful multi-age environment that promotes educational excellence, service learning, community connections, and responsible citizenship. GICS began operation during the fall of the 2005 – 2006 school year and serves students in grades K-6. GICS is a school of excellence, one that supports rigorous and responsible academic, social, and behavioral quests. The school enriches the greater Green Isle community by establishing traditions that celebrate history and heritage.

Summary: During the 2022 - 2023 school year, GICS tested 26 students on the MCA math and reading assessments. The school's proficiency rates declined in both math and reading from 2022 to 2023. GICS is currently performing below the comparison school in both subjects.

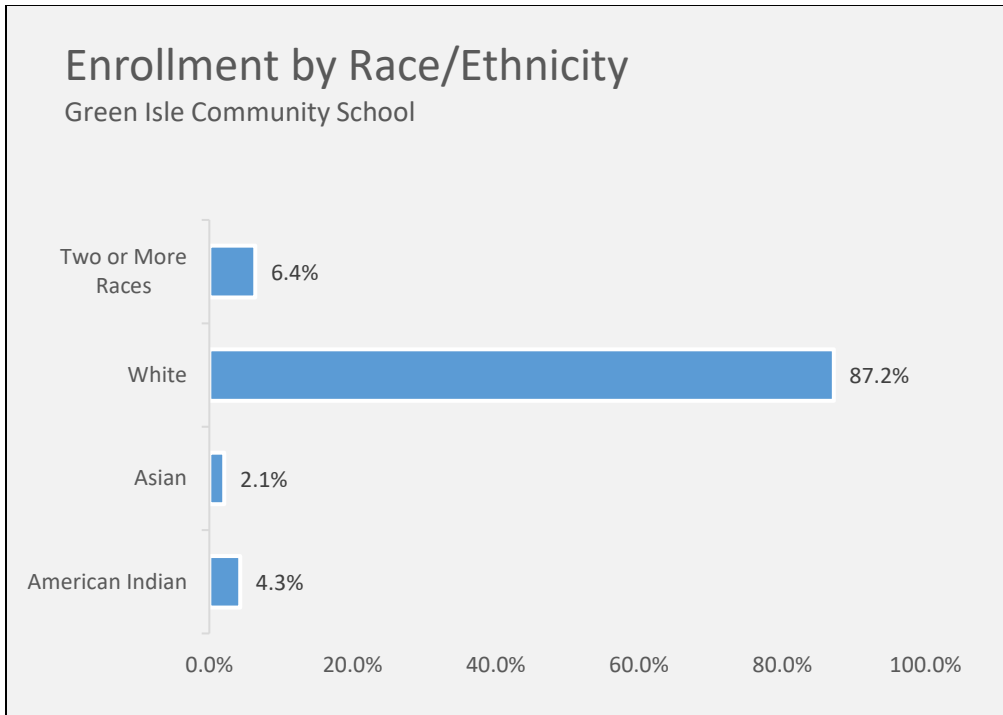


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

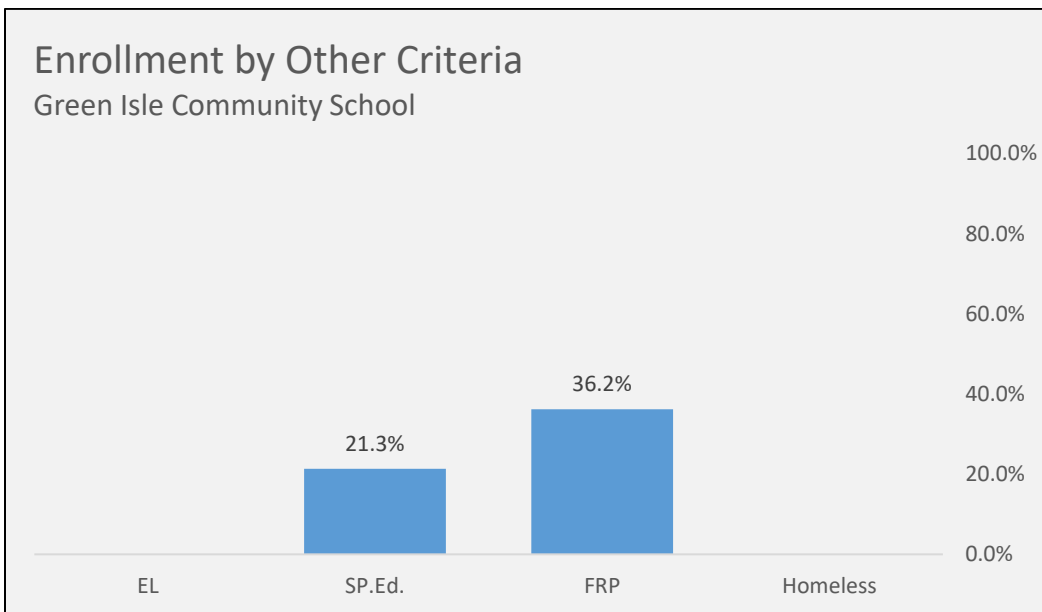


Figure 2 - Enrollment by Other Criteria

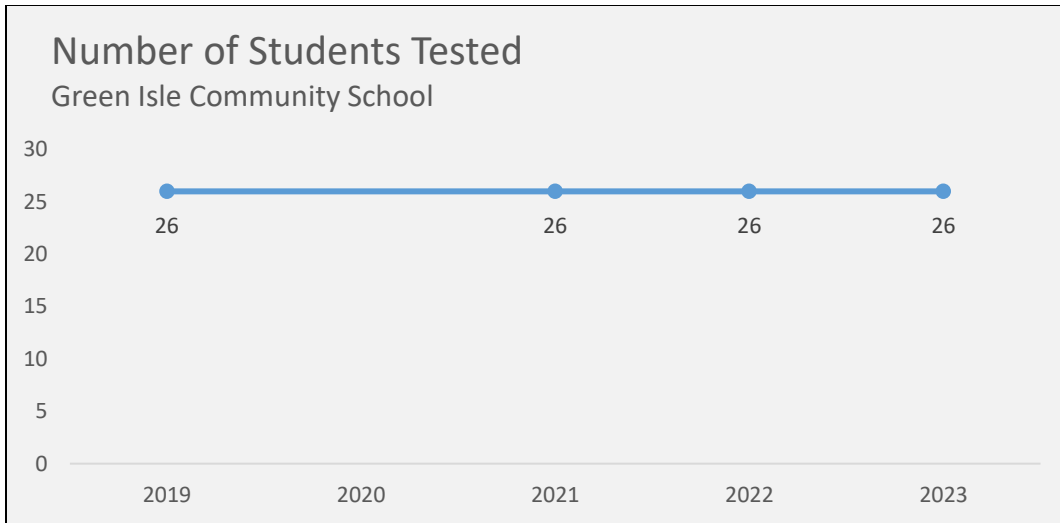


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
Green Isle	57.7%		42.3%	50.0%	34.6%
3 rd	CTSTR		CTSTR	CTSTR	CTSTR
4 th	CTSTR		54.5%	CTSTR	CTSTR
5 th	CTSTR		CTSTR	25.0%	CTSTR
6 th	CTSTR		CTSTR	CTSTR	CTSTR

Sibley East - Gaylord	58.6%		45.2%	50.2%	47.9%
3 rd	62.4%		60.3%	66.2%	52.9%
4 th	57.1%		59.5%	66.7%	70.7%
5 th	40.7%		38.1%	43.0%	30.8%
6 th	40.0%		28.4%	27.8%	35.0%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

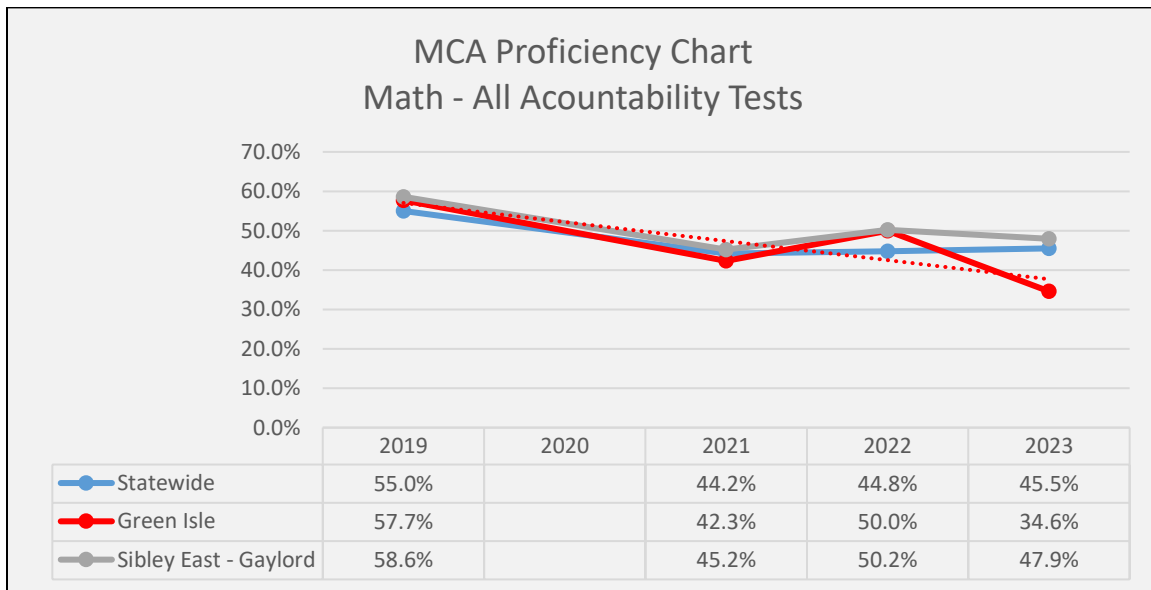


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: GICS’ MCA math proficiency results are shown in Table 1 and Figure 4. After an increase of 7.7 percentage points from 2021 to 2022, Green Isle Community School’s math proficiency rate declined by 15.4 percentage points to 34.6% in 2023. The school is currently performing below the comparison school, Sibley East – Gaylord Elementary, and the statewide average. In future years, it is expected that GICS will increase its math proficiency rate to meet or exceed that of the comparison school.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%

6 th	62.8%		55.0%	54.4%	53.4%
Green Isle	50.0%		30.8%	46.2%	30.8%
3 rd	CTSTR		CTSTR	CTSTR	CTSTR
4 th	CTSTR		36.4%	CTSTR	CTSTR
5 th	CTSTR		CTSTR	50.0%	CTSTR
6 th	CTSTR		CTSTR	CTSTR	CTSTR
Sibley East - Gaylord	49.0%		45.6%	50.4%	46.9%
3 rd	37.8%		37.9%	44.1%	39.3%
4 th	40.7%		50.0%	50.0%	46.7%
5 th	54.9%		47.6%	58.2%	56.9%
6 th	60.4%		45.5%	47.9%	46.9%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

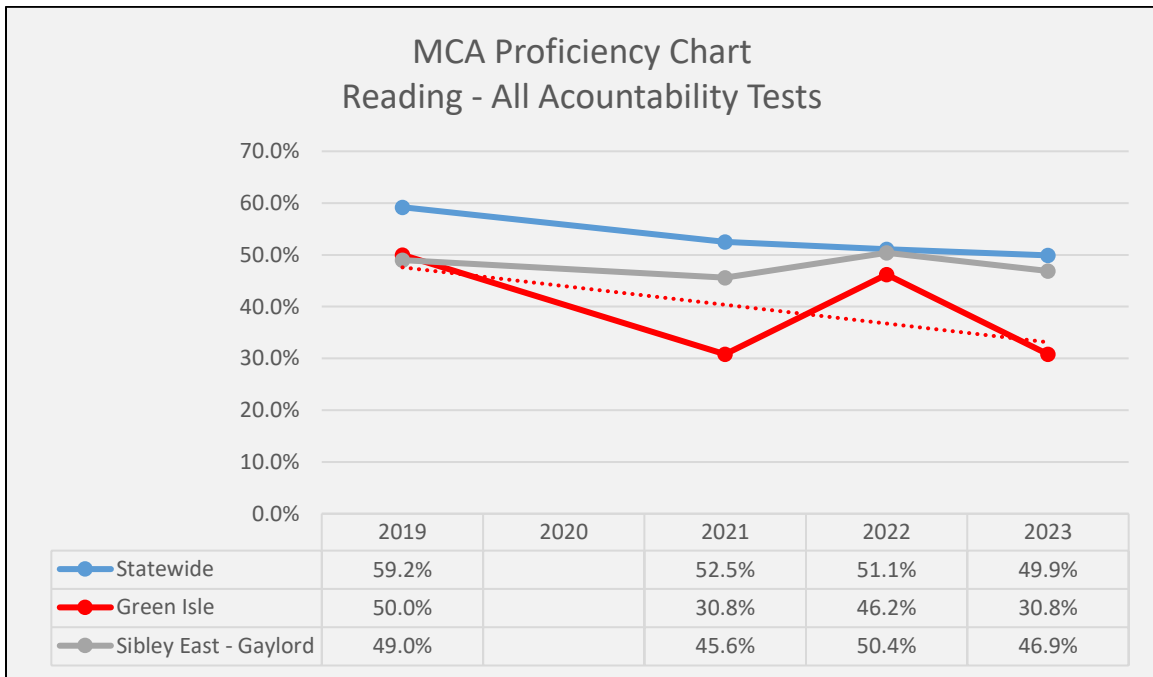


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: GICS’ MCA reading proficiency results are shown in Table 2 and Figure 5. After an increase of 15.4 percentage points from 2021 to 2022, Green Isle Community School’s reading proficiency rate declined by 15.4 percentage points to 30.8%. The school is currently performing below the comparison school, Sibley East –

Gaylord Elementary, and the statewide average. In future years, it is expected that GICS will increase its math proficiency rate to meet or exceed that of the comparison school.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

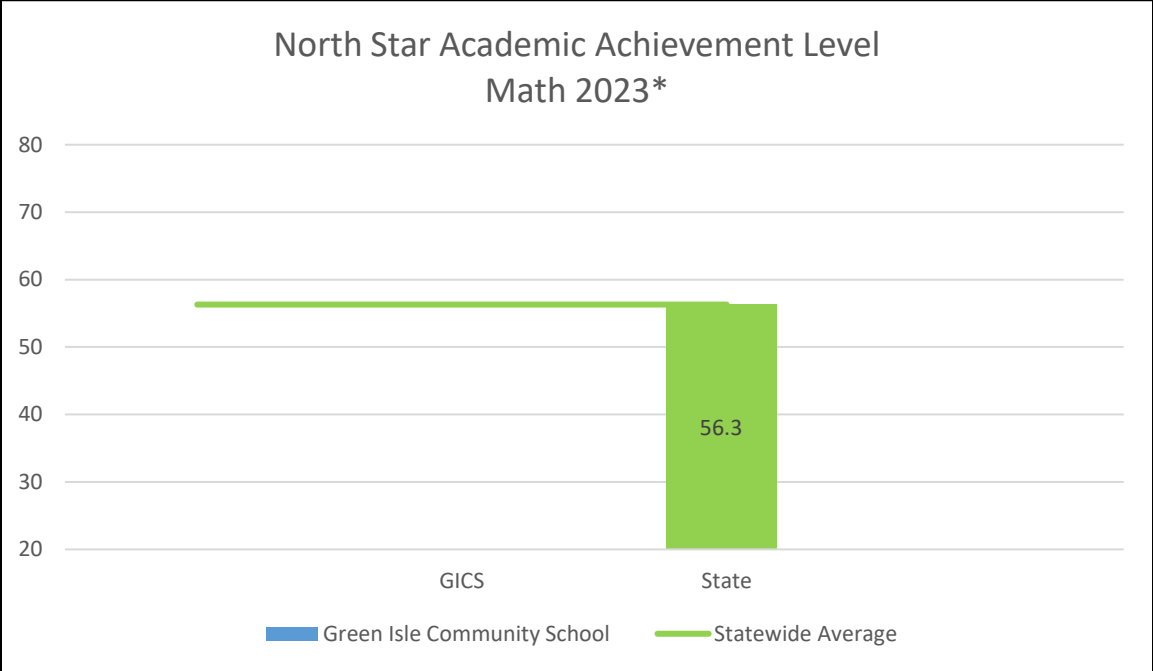


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

* Data Not Available

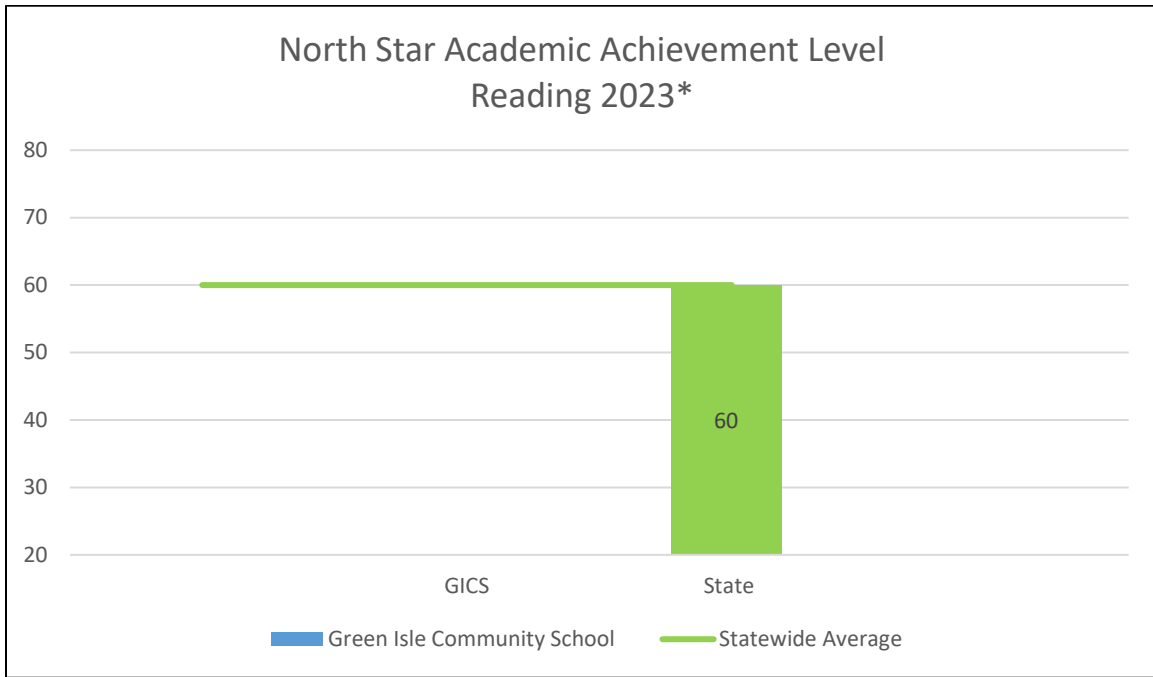


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

* Data Not Available

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

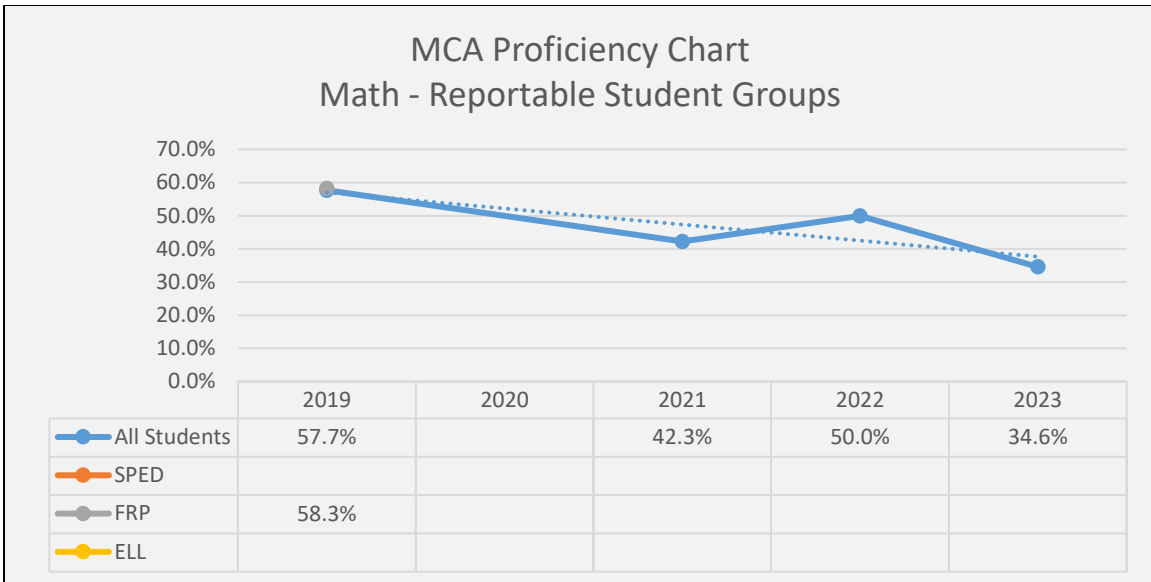


Figure 7 - Reportable Student Groups MCA Math 2019 - 2023

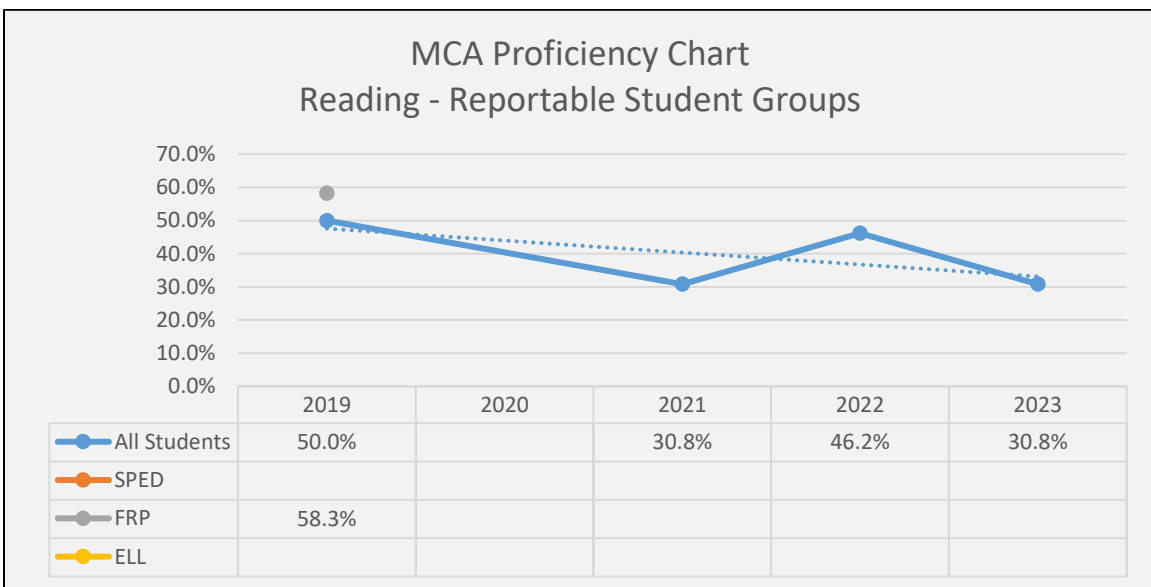


Figure 8 - Reportable Student Groups MCA Reading 2019- 2023

VOA -MN Standards Evaluation

The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale:</p> <p>Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p> <p>Partially meets standard - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p> <p>Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
<p>Analysis: Green Isle Community School performed below the comparison school, Sibley East-Gaylord Elementary, in math and reading. The school's testing cell size was too small to report a science proficiency rate. It is important to note that with such a small testing population, a slight movement in the number of students proficient will have a dramatic effect on the proficiency rate.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale:</p> <p>Meets standard – School's achievement level of “improved and maintained” is 58.2% or higher.</p> <p>Partially meets standard - School's achievement level of “improved and maintained” is between 58.1% and 43.2%.</p> <p>Does not meet standard - School's achievement level of “improved and maintained” is below 43.2%.</p>	
N/A	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	

Analysis: Data unavailable for GICS.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

N/A	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: N/A Testing cell sizes at the school were too small to generate any reportable student groups.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data/Source: School Annual Report

Analysis: All licensed teachers are formally evaluated two times each school year. The Academic Director conducts these evaluations using Charlotte Danielson’s Framework for Teaching Evaluation Instrument. This instrument is broken down into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Each evaluation contains a self-evaluation as well as a reflection meeting with the Academic Director. The two parties then meet to discuss areas of strength and areas of opportunity to accelerate pupil learning.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: The Green Isle Community School established an Academic Advisory Committee (AAC) to develop a plan and assist the staff in the development of goals within the plan. Professional growth and development plans for teachers are incorporated into the contract and school year to develop, improve and support qualified teachers and effective teaching practices, as well as improve student learning. Development plans will include self-assessments, peer reviews, leadership assessments, observations, participation in learning communities and be centered on district goals for student learning or personal motivations to acquire new skills or knowledge Teachers will participate in a three-year development plan, incorporating short term and long-term professional goals. Professional development that was provided or attended during the 2022-2023 school year includes but was not limited to the following: Responsive Classroom, Crisis Prevention Intervention, Response to Intervention, NWEA Result Interpretation, Special Education Referrals and Assessments, and Culturally Responsive Teaching.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: GICS has increased learning opportunities for all students through multi-grade classrooms which positively impacts the overall climate of the school by enhancing positive social interaction, reducing interfering behaviors, and strengthening a strong sense of community. In addition, GISCS has adopted the practice of W.I.N (What I Need) which allows students to be placed on their academic level in math and ELA classes rather than being placed at a true grade level.</p>	

Academic Standard 7: The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis:	
<p>Goal #1 All Students Ready for School All students entering kindergarten from our CKCC program will have the appropriate academic foundation to succeed in the classroom. Result: Goal Not Met</p> <p>Goal #2 All Third Grade Students Read at Grade Level 80% of students in grades K-3 will be proficient in reading by the spring of 2023 as measured by the</p>	

DRA and NWEA.

Result: Goal Met

51.7% of students in grades K-3 were proficient by the spring of 2023.

Goal #3a Close the Achievement Gap(s) Between Students

Identified groups at GICS that are susceptible to achievement gaps include students with free/ reduced lunch and also students receiving special education services. When analyzing testing data, the school ensures any discrepancies between these groups and the general student population are identified and discussed.

Result: Goal Partially Met

Reading – Met

Math – Did not meet

Goal #3b Close the Achievement Gap(s) Between Students

Increase the reading and math proficiency of special education students from fall 2022- spring 2023 based on the NWEA MAP assessments.

Result: Goal Partially Met

Reading – Met

Math – Did not meet

Goal #4a All Students Career and College Ready

Incorporate problem solving skills into daily lessons and curriculum and explicitly relate the lessons to the real world.

Result: Goal Met

Goal #4b All Students Career and College Ready

Emphasize character traits both in the classroom and in real life situations. For example, if perseverance is the monthly classroom focus, teachers will make a point to recognize students who are working hard even though a task is hard.

Result: Goal Met

Goal #4c All Students Career and College Ready

Introduce students to different career options and relate academic curriculum to those professions.

Result: Goal Met

Academic Standards Point Total: 7/10



HARBOR CITY
INTERNATIONAL
SCHOOL

Charter #4085

Director: Tim Tydlacka

332 W. Michigan Street, Ste 300

Duluth, MN 55802

Phone: (218) 722-7574

Harbor City International School (HCIS) is a collage preparatory charter high school. HCIS is a small learning community that nurtures a sense of belonging and academic excellence. The school began operations during the fall of the 2002 -2003 school year and serves students in grades 9-12. HCIS prepares students for college by offering a vertically aligned to curriculum that combines knowledge of skill development leading to participation in Advanced Placement coursework. Participation in our curriculum and the life of the school instills the ethics of Reach, Responsibility, Respect, and Relationships that sustain our students throughout their lives. The school supports students through a vibrant community of highly qualified teachers and staff. Education and training is provided to families for effective partnering that benefits student achievement and goal setting for their futures. Service learning and volunteer programs serve the greater community and provide leadership opportunities for students. Our school is fiscally sound and effectively managed so that students, families, employees, and the greater community benefits from our existence.

Summary: HCIS tested 52 students on the Minnesota Comprehensive Assessments in 2023. The school is currently outperforming the local comparison school in math, reading and science. HCIS had a four-year graduation rate of 80.4% in 2022. The school’s Special Education and Free and Reduced populations are slightly below the statewide averages.

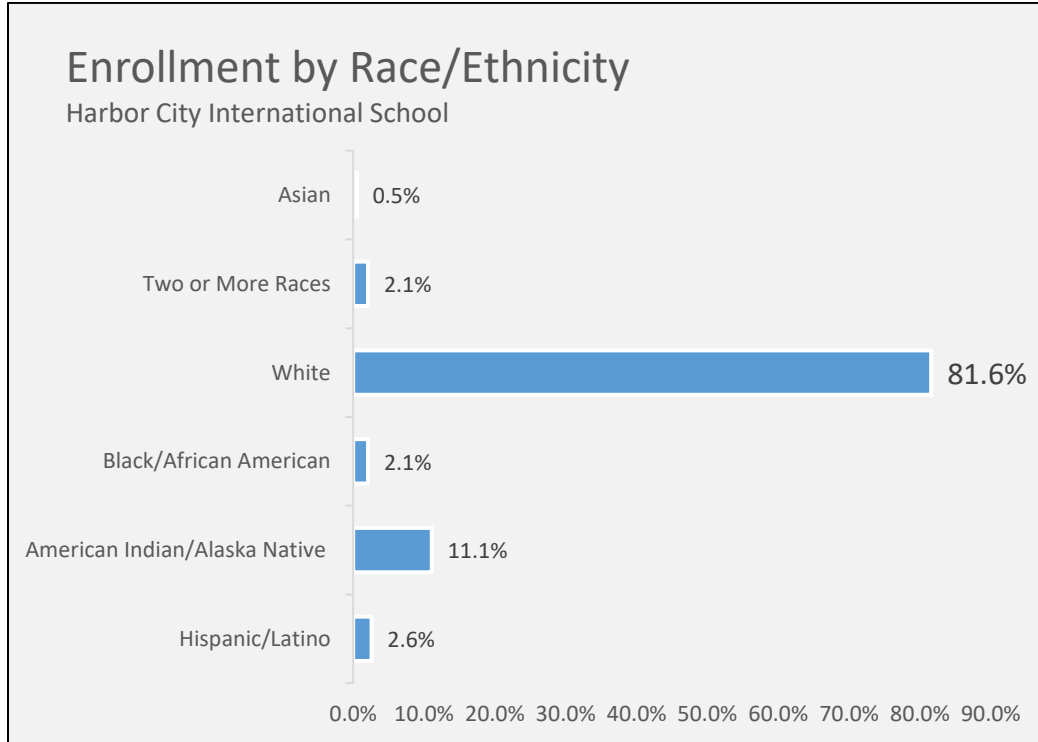


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

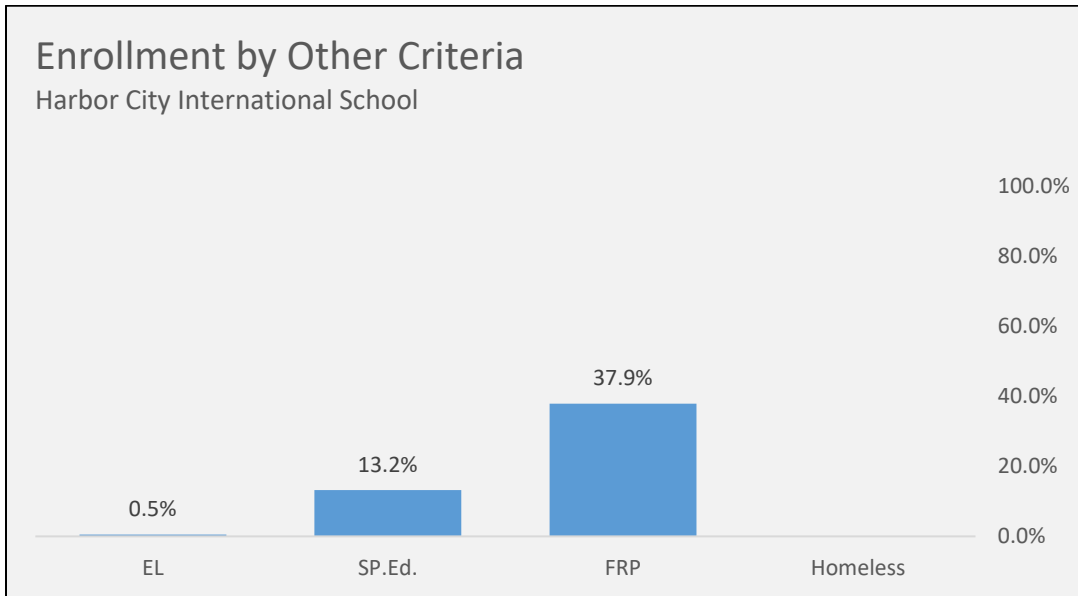


Figure 2 - Enrollment by Other Criteria

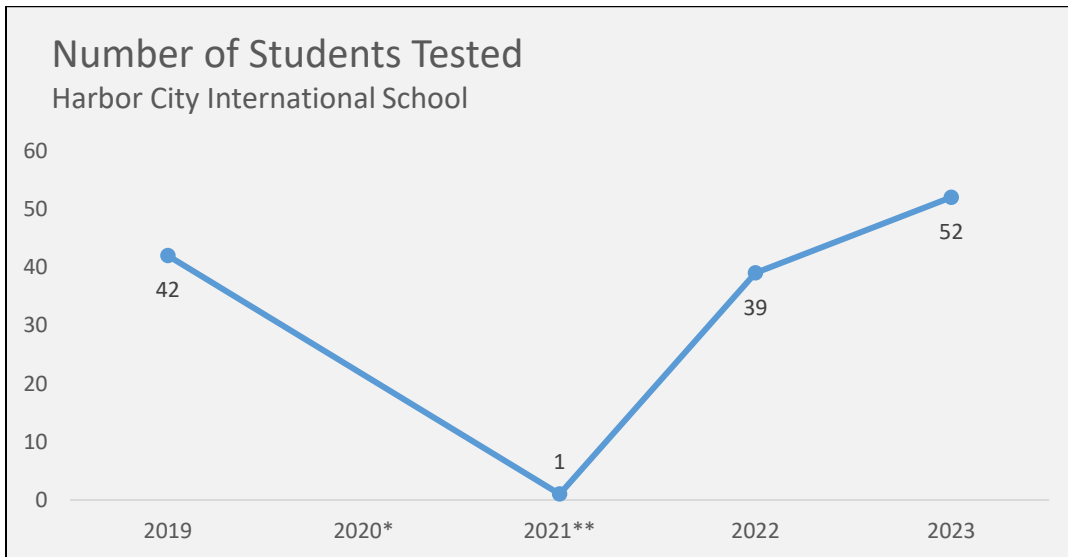


Figure 3– Number of Students Tested (MCA Math)

* Due to the COVID-19 pandemic, the Minnesota Comprehensive Assessments were not administered in 2020.

** Harbor City International School implemented a distance learning model for the 2020-2021 school year. Minnesota Comprehensive Assessments were not administered.

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021*	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
11 th	45.0%		41.4%	36.6%	36.0%
Harbor City	47.6%			43.6%	52.8%
Denfeld	29.0%		33.6%	30.4%	19.2%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 and 2020-2021.

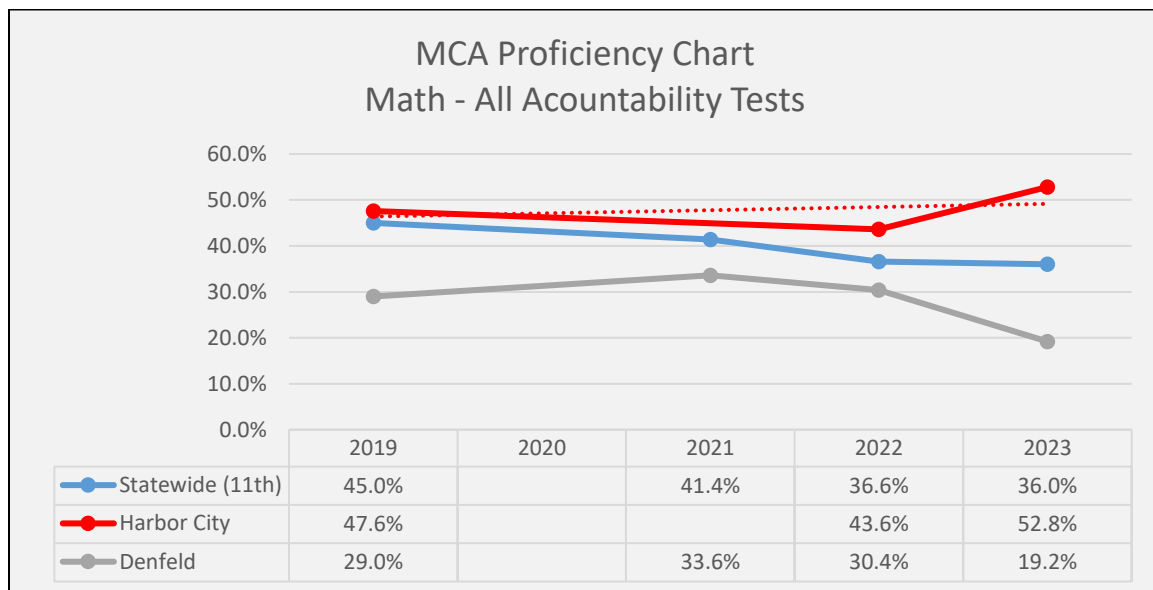


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: HCIS’ MCA math proficiency results are shown in Table 1 and Figure 4. Harbor City International School increased its math proficiency rate by 9.2 percentage points from 2022 to 2023 and is currently outperforming the comparison school, Denfeld High School, by 33.6 percentage points. In future years, it is expected that HCIS will continue to exceed the proficiency rate of the comparison school as well as that of the statewide average.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021*	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
10 th	60.4%		58.3%	55.2%	51.7%
Harbor City	80.8%			71.4%	84.3%
Denfeld	47.9%		44.2%	49.3%	50.9%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 and 2020-2021 school years.

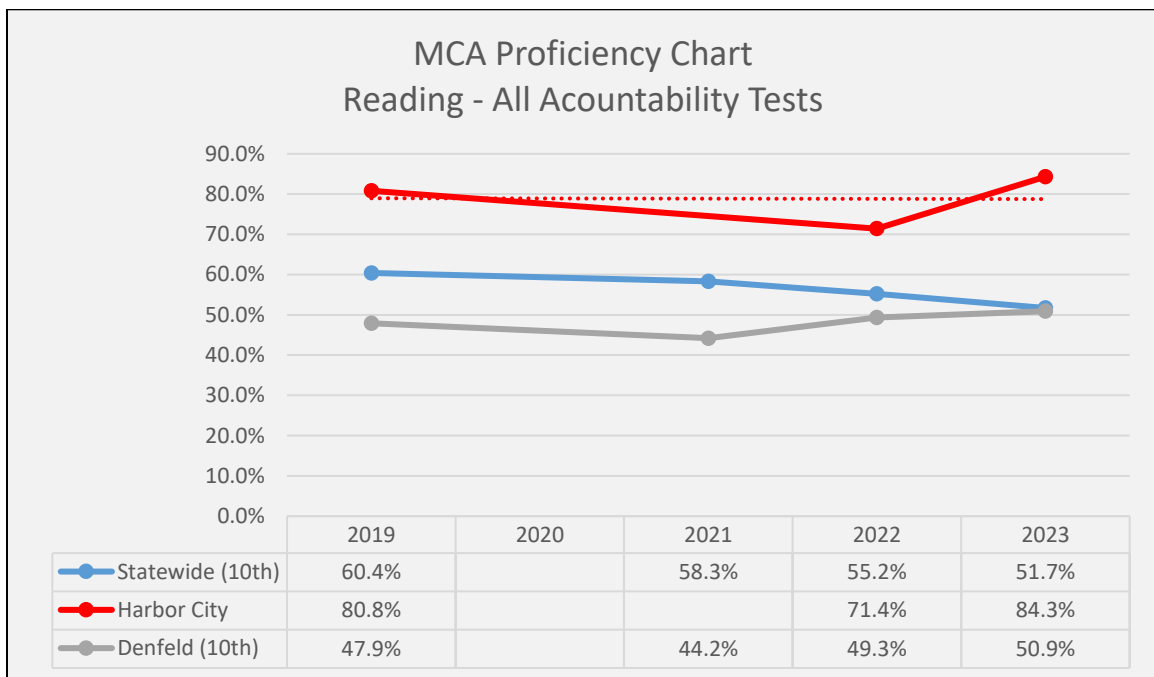


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: HCIS’ MCA reading proficiency results are shown in Table 2 and Figure 5. Harbor City International School increased its reading proficiency rate by 12.9 percentage points from 2022 to 2023 and is currently outperforming the comparison school, Denfeld High School, by 33.4 percentage points. In future years, it is expected that HCIS will continue to exceed the proficiency rate of the comparison school as well as that of the statewide average.

Table 3 – MCA Science Proficiency 2019 - 2023

MCA Science	2019	2020*	2021*	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
H.S.	54.4%		48.3%	45.6%	41.8%
Harbor City	76.6%			75.0%	68.8%
Denfeld	44.7%		37.6%	40.3%	32.1%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 and 2020-2021 school years.

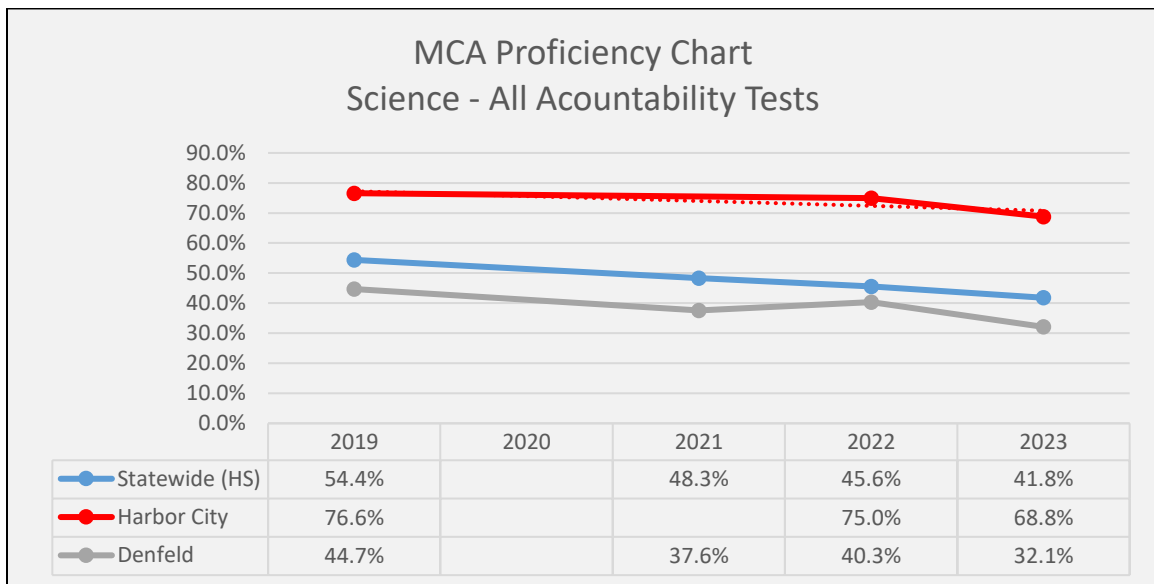


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: MCA science proficiency results are shown in Table 3 and Figure 6. HCIS’ science proficiency rate declined slightly from 2022 to 2023 to 68.8%. Despite the decline HCIS continues to outperform the both the local comparison school, Denfeld High School, as well as the statewide average. In future years it is expected that HCIS will continue to outperform the local district school and the statewide average.

Academic Performance Standard 2 – Growth ALTERNATIVE (for schools serving grade 9-12 only)

Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. *Imbedded WBWF Standard: All students graduate from high school.

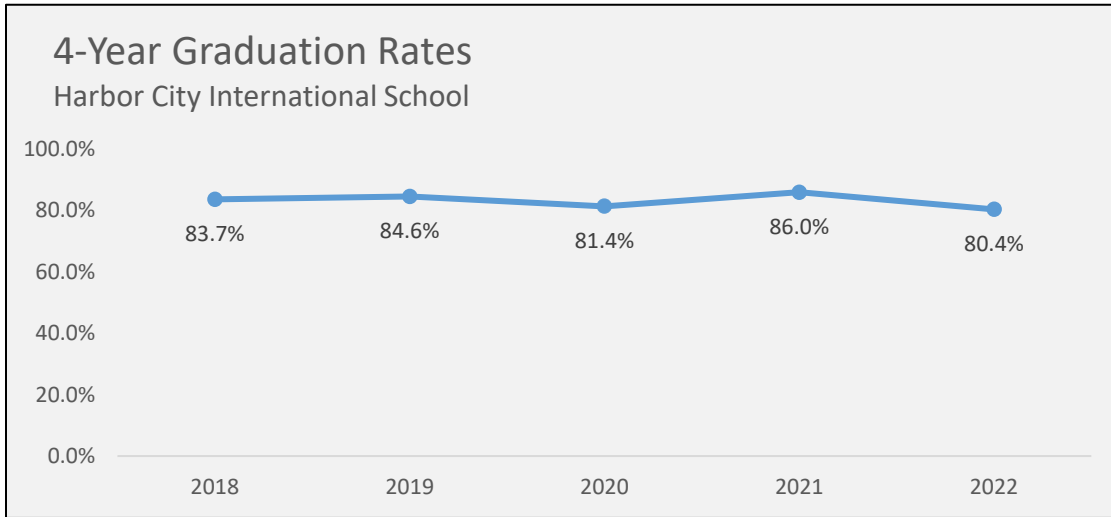


Figure 7 - Graduation Rates 2018- 2022

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the school and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

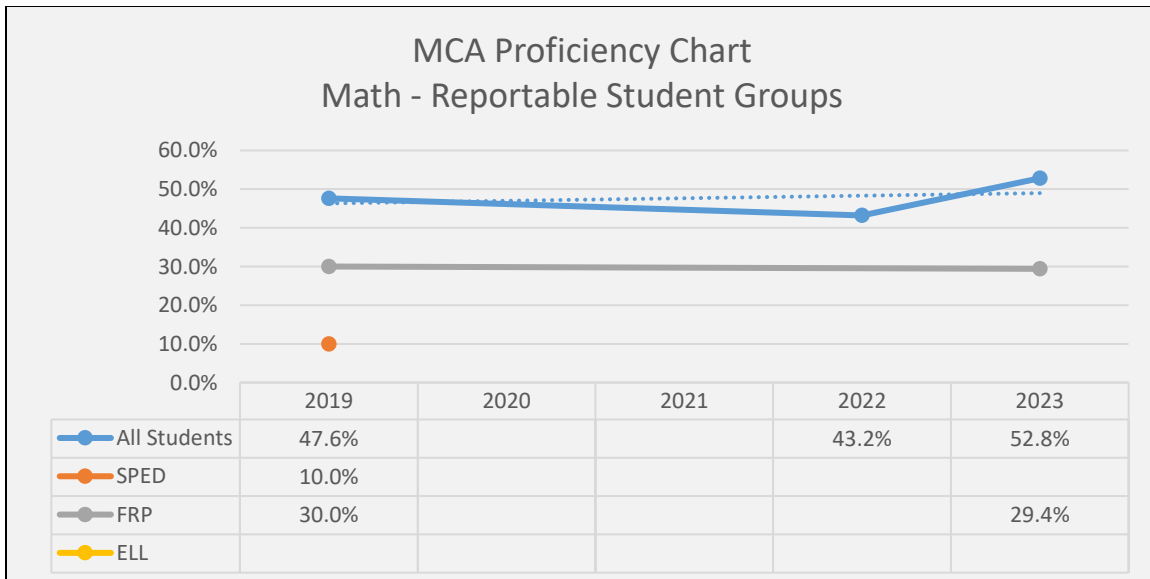


Figure 11 - Reportable Student Groups MCA Math 2019 - 2023

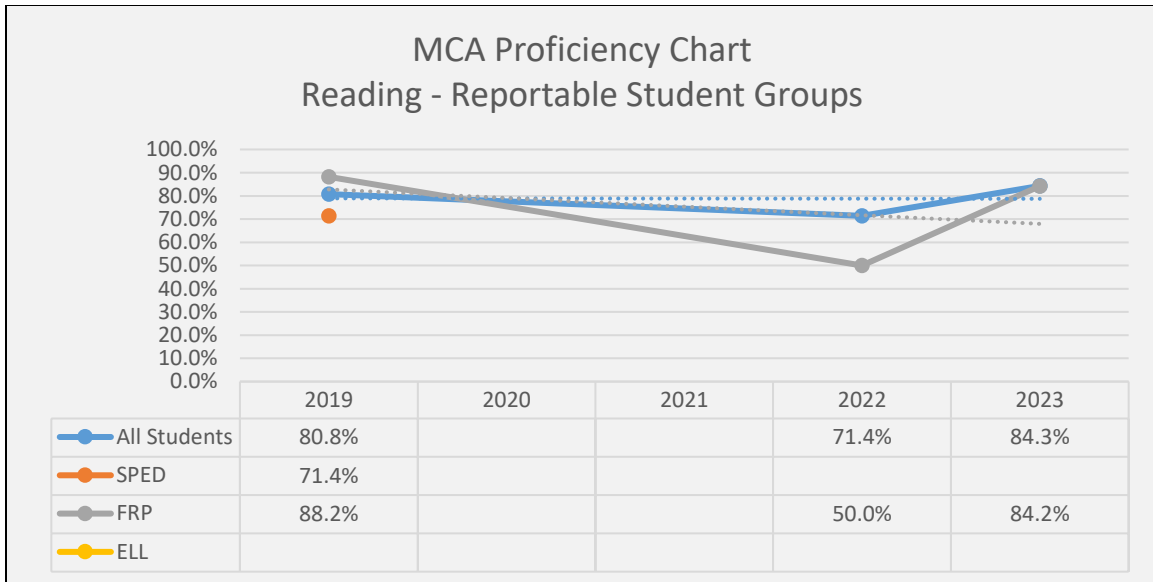


Figure 12 - Reportable Student Groups MCA Reading 2019 - 2023

VOA -MN Standards Evaluation

The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- Imbedded WBWF Standard: All third-graders can read at grade-level.

Scale:

Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Partially meets standard - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: The school is outperforming the comparison school, Denfeld High School, in math, reading and science.	

STANDARD 2 ALTERNATIVE (for schools serving grade 9-12 only)

Standard 2 (Alternative): Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. *Imbedded WBWF Standard: All students graduate from high school.

X	2-Meets	School's four-year adjusted cohort graduation rate is 80% or higher.
	1-Partially Meets	School's four-year adjusted cohort graduation rate is between 75% and 80%
	0-Does Not Meet	School's four-year adjusted cohort graduation rate is below 75%

Evidence / Source: Minnesota Department of Education Website

Analysis: 2022 graduation rate = 80.4%

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: The difference between the “all students” group and the free and reduced group in reading decreased from 2022 to 2023. This was the only reportable group that HCIS in 2023.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: School Annual Report	
Analysis: Teacher Development and Evaluation is important to the academic success of HCIS students. In 2022/2023 a model based on state recommendations was adjusted to fit the needs of the unique educational processes of a small charter school. The teacher evaluation process provides feedback on strengths and challenges and nurtures a collaborative teaching/learning culture in which teachers can continue their professional growth as educators. As a part of the school’s teacher evaluation process, teachers completed annual targeted growth plans. The teacher evaluation process also included summative evaluations.	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale:	
Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.	
Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.	

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: The theme for professional development at HCIS for the 2022-2023 school year was PBIS and EIA (Equity, Inclusion and Anti-Racism). Professional development topics provided or attended during the 2022-2023 school year included but was not limited to the following: What does it mean to be a college prep school, how to insist on academic excellence, and how to incorporate the school's core values.</p>	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale:	
Meets the Standard – The school has a plan and is meeting their additional statutory purposes.	
Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: HCIS has increased learning opportunities for all students through innovative practices such as College Pursuit and Symposium. During College Pursuit, students have a 40 minute daily period with their advisor to track academic progress, complete work, meet with teachers and work on college readiness plans (in 10-12th grade). School wide presentations and community building happen during this time. For the Symposium, the school offers 3 one week intensive classes where students can experience learning in an immersive setting. Service learning, travel, and life skills and passions are the focus of this time. Students build connections in the community.</p>	

Academic Standard 7: The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).	
Scale: Meets the Standard - The school has a plan and is meeting their WBWF goals. Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress. Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis: Goal #1 Close the Achievement Gap(s) Between Student Groups The school will increase the percentage of all students who “meet standard” on MCA exams each year as evidence of closing the racial and economic achievement gap. Result: Goal on Track (Multi Year Goal) Math: + 9.2%, Reading: + 12.9%, Science: -6.2% Goal #2 All Students Career – and College – Ready by Graduation HCIS has a goal of developing and enhancing career and college readiness among graduates. Result: Goal on Track (Multi-Year Goal) The department of student services has developed a communication and support system for students so that all students get graduation path guidance and post-secondary support. This department includes: student support specialist, post-secondary counselor, dean of students, special ed. Director, registrar, and exec director. A college readiness program supports students in exploring and preparing for college through career fairs, college visits, financial aid support, and application support and is integrated regularly into the 11th and 12th grade advisory period. Goal #3 All Students Graduate The goal for HCIS is that the school’s four, five, and six-year graduation rate is at or above the state average and above the local district’s rate. Result: Goal in Progress (Partially Met) The school’s four-year graduation rate is above the local district, but below that of the state. The school’s five and six-year graduation rates are above both the local district and the state.	

Academic Standards Point Total: 13/14



**KALEIDOSCOPE
CHARTER SCHOOL**
Education. Reimagined.

KALEIDOSCOPE CHARTER SCHOOL

Charter # 4118
Director: Brad Sellner
7525 Kalland Avenue NE
Otsego, MN 55301
Phone: 763-428-1890
www.kcsmn.org

Kaleidoscope Charter School (KCS) and Kaleidoscope Charter Secondary School (KCSS) are an educational family that cultivates inquisitive leaders who possess integrity and a passion for learning. KCS began operations in the fall of the 2004 -2005 school year and serves students in grades K-12. The program model includes Inquiry-based instruction, ability based instruction, leadership/character development, service learning, and a variety of educational opportunities.

Summary: KCS tested 277 students in 2023, an increase of nearly 100 students from 2021. The school's proficiency rates on the Minnesota Comprehensive Assessments declined slightly in math and science from 2022 to 2023. The school's reading proficiency rate increased slightly from 2022 to 2023. During the 2022 – 2023 school year, Kaleidoscope Charter School's special education population was higher than the statewide average and its Free and Reduced population was lower than the statewide average.

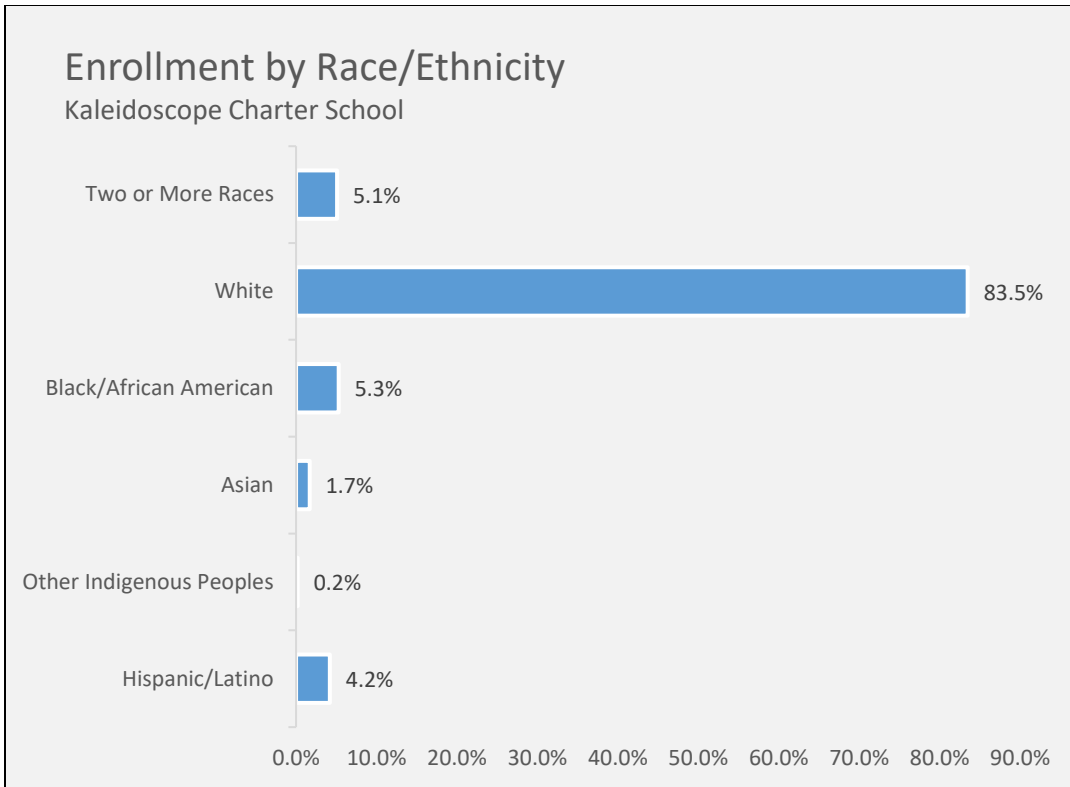


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

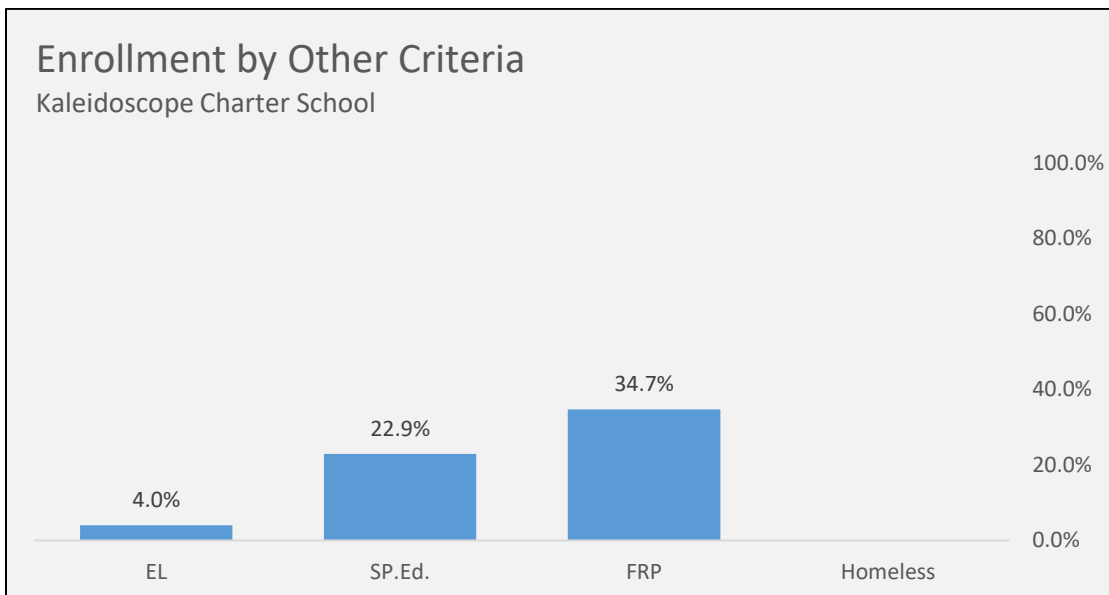


Figure 2 - Enrollment by Other Criteria

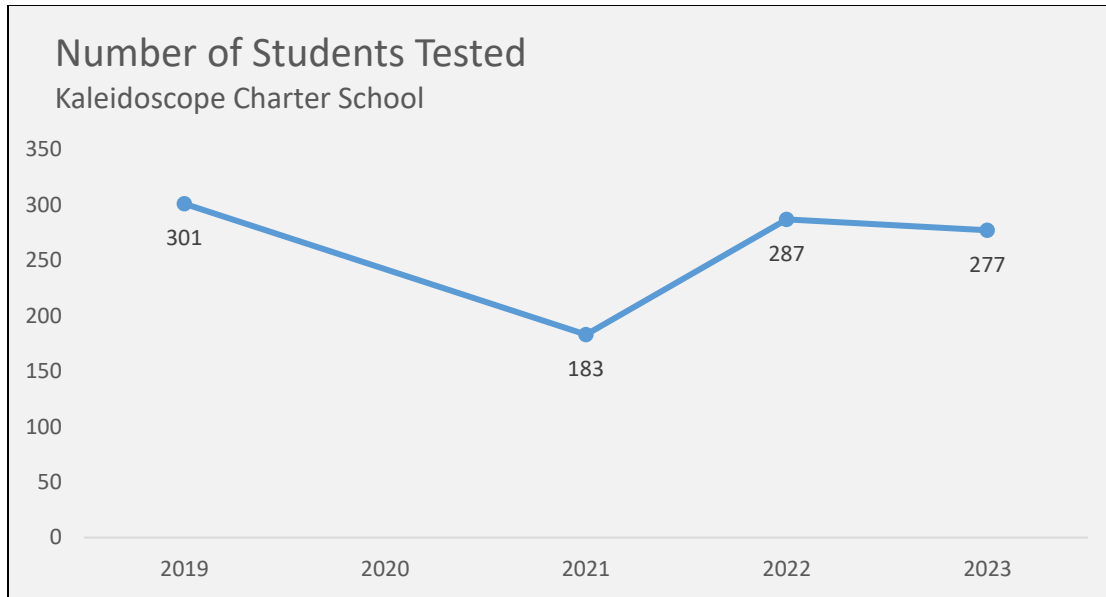


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 – 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
7 th	52.1%		37.4%	37.6%	39.7%
8 th	55.2%		39.8%	40.1%	40.3%
11th	45.4%		41.4%	37.0%	74.2%
Kaleidoscope	53.8%		39.9%	36.0%	35.4%

3rd	58.8%		67.4%	57.7%	59.6%
4th	64.9%		39.5%	45.0%	46.0%
5th	48.2%		17.6%	18.5%	9.6%
6th	47.4%		45.0%	33.3%	11.6%
7th	51.6%		29.4%	31.6%	38.5%
8th	60.0%		31.3%	27.6%	55.6%
11th	14.3%		20.0%	7.7%	28.6%
Maple Lake Elementary	69.6%		68.1%	62.8%	68.1%
3rd	74.6%		84.8%	60.0%	75.0%
4th	88.4%		83.6%	87.5%	69.0%
5th	55.4%		49.1%	51.9%	60.0%
6 th	68.6%		56.5%	55.4%	66.7%
Maple Lake Secondary	45.6%		46.1%	43.8%	39.9%
7th	35.5%		38.2%	38.9%	47.6%
8th	48.5%		46.3%	47.8%	40.7%
11th	52.4%		53.5%	43.9%	30.4%
Combined	58.6%		57.4%	54.3%	55.4%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

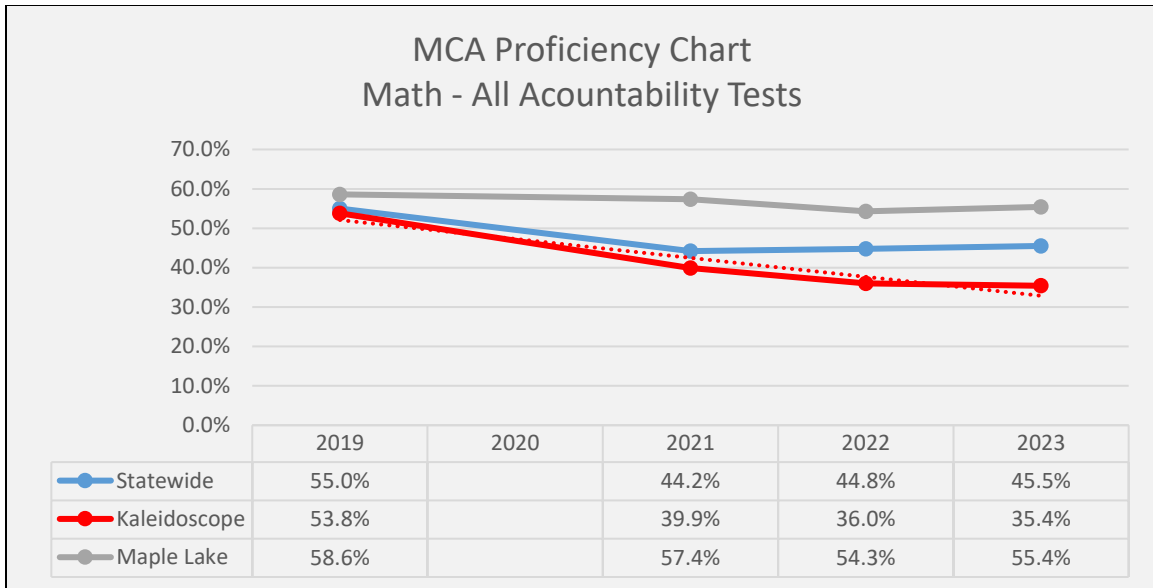


Figure 4 - MCA Math Proficiency 2019 - 2023

ANALYSIS OF MATH MCA PROFICIENCY: KCS' MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Maple Lake Elementary and Maple Lake Secondary were combined to create a comparison score for KCS. Kaleidoscope Charter School's math proficiency rate declined 0.6 percentage points from 2022 to 2023. The school is currently performing below the comparison district as well as the statewide average. In future years it is expected that KCS will increase its math proficiency rate to meet or exceed that of the comparison district as well as the statewide average.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%
6 th	62.8%		55.0%	54.4%	53.4%
7 th	57.5%		48.3%	45.5%	45.2%
8 th	57.7%		49.7%	46.4%	44.8%
10 th	60.4%		58.3%	55.2%	51.7%

Kaleidoscope	62.2%		49.5%	50.7%	51.5%
3rd	47.8%		41.9%	47.1%	55.8%
4th	52.6%		34.1%	41.7%	42.0%
5th	62.5%		61.8%	49.1%	53.8%
6th	78.9%		61.9%	48.7%	44.2%
7th	80.6%		44.4%	54.3%	47.5%
8th	72.2%		66.7%	65.4%	62.1%
10 th	CTSTR		58.3%	68.2%	60.6%
Maple Lake Elementary	65.4%		60.9%	54.5%	56.2%
3rd	54.2%		67.4%	28.3%	46.4%
4th	69.8%		69.1%	69.4%	43.1%
5th	68.0%		55.2%	64.8%	71.1%
6 th	70.6%		52.1%	59.6%	68.6%
Maple Lake Secondary	50.5%		54.7%	49.2%	59.2%
7th	41.9%		49.3%	44.4%	55.6%
8th	54.4%		55.6%	52.2%	42.6%
10th	53.9%		60.3%	50.0%	59.6%
Combined	58.3%		58.0%	52.1%	54.7%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

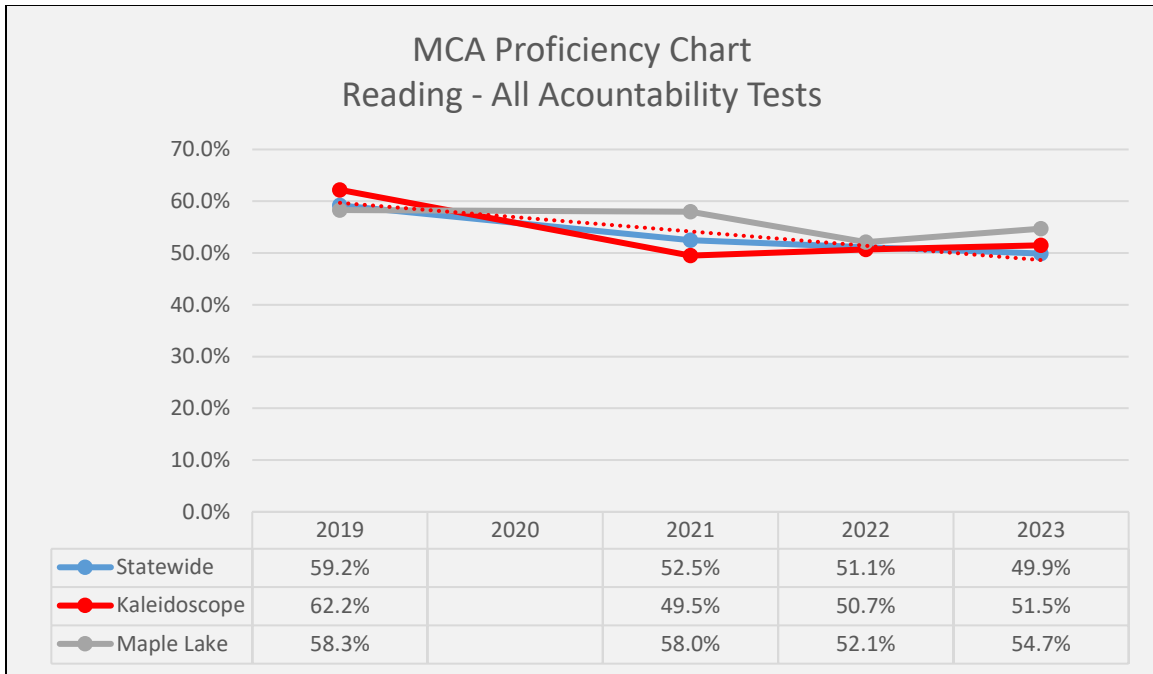


Figure 5 – MCA Reading Proficiency 2019 - 2023

ANALYSIS OF READING MCA PROFICIENCY: KCS’ MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, proficiency results from Maple Lake Elementary and Maple Lake Secondary were combined to create a comparison score for KCS. Kaleidoscope Charter School increased its reading proficiency rate by 0.8 percentage points from 2022 to 2023. Despite the increase, the school is currently performing below the comparison district. In future years it is expected that KCS will increase its reading proficiency rate to meet or exceed that of the comparison district as well as the statewide average.

Table 3 – MCA Science Proficiency 2019 - 2023

MCA Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5 th	54.9%		47.9%	50.5%	48.4%
8 th	43.0%		33.8%	29.2%	27.6%
H.S.	54.4%		48.3%	45.6%	41.8%
Kaleidoscope	53.1%		42.9%	41.8%	40.2%
5 th	50.0%		38.2%	44.2%	34.6%
8 th	55.9%		52.9%	40.7%	55.6%

H.S.	CTSTR		41.7%	36.8%	36.4%
Maple Lake Schools	52.3%		42.5%	39.5%	29.7%
5 th	58.7%		46.4%	51.9%	42.2%
8 th	52.9%		29.6%	31.8%	7.5%
H.S.	45.5%		50.9%	36.8%	40.4%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

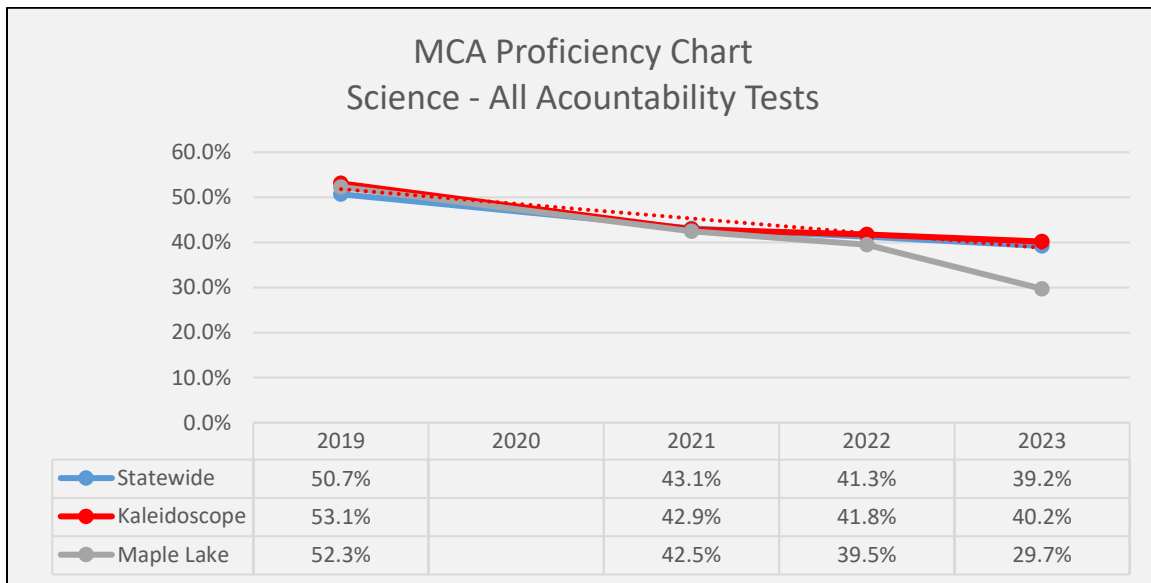


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: KCS’ MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Maple Lake Elementary and Maple Lake Secondary were combined to create a comparison score for KCS. KCS’ science proficiency rate declined by 1.6 percentage points from 2022 to 2023. Despite the decline, KCS is currently outperforming the comparison district as well as the statewide average. In future years, it is expected that KCS will continue to meet or exceed the comparison district’s proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Progress Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

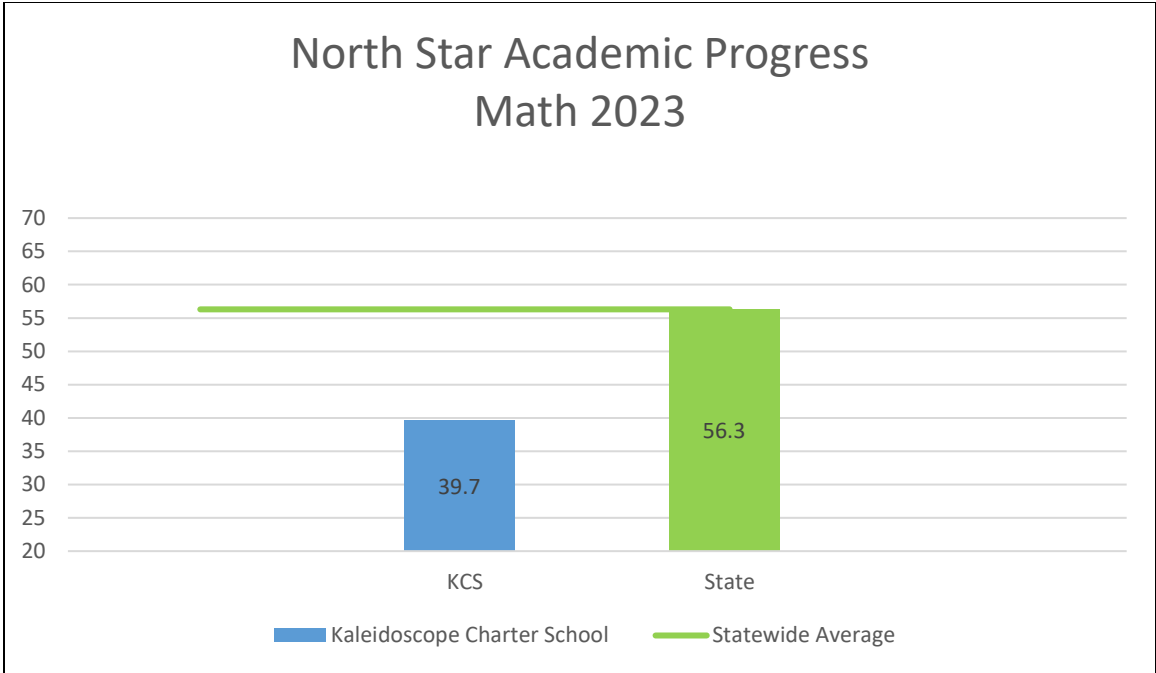


Figure 7 – North Star Academic Progress (Improved + Maintained)

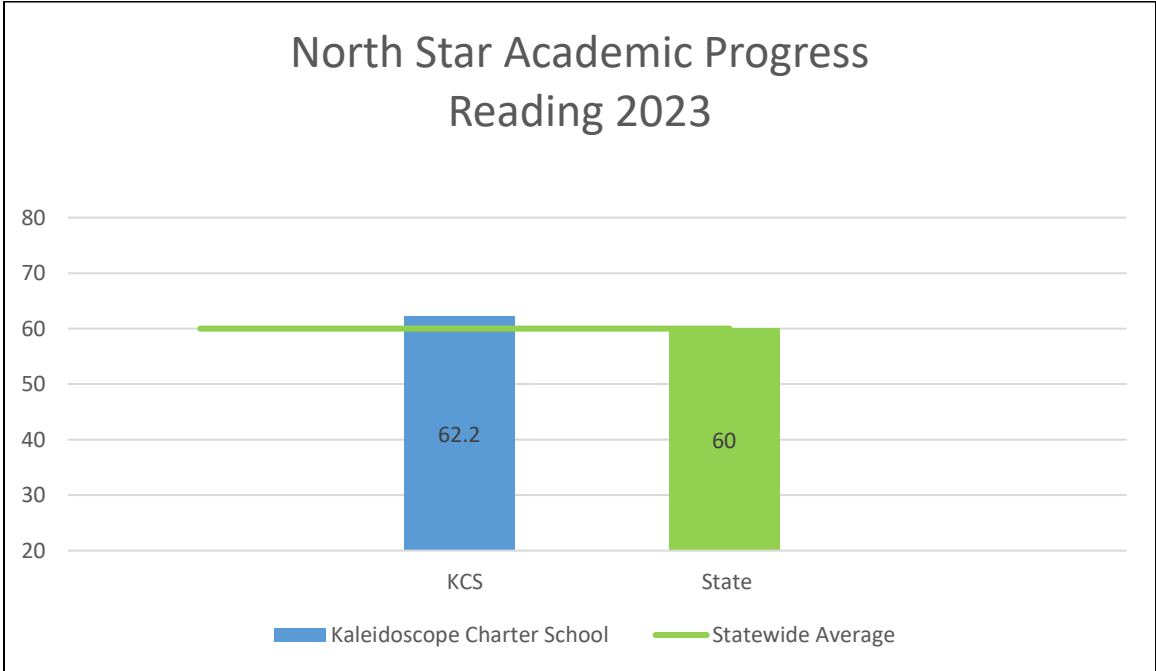


Figure 8 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

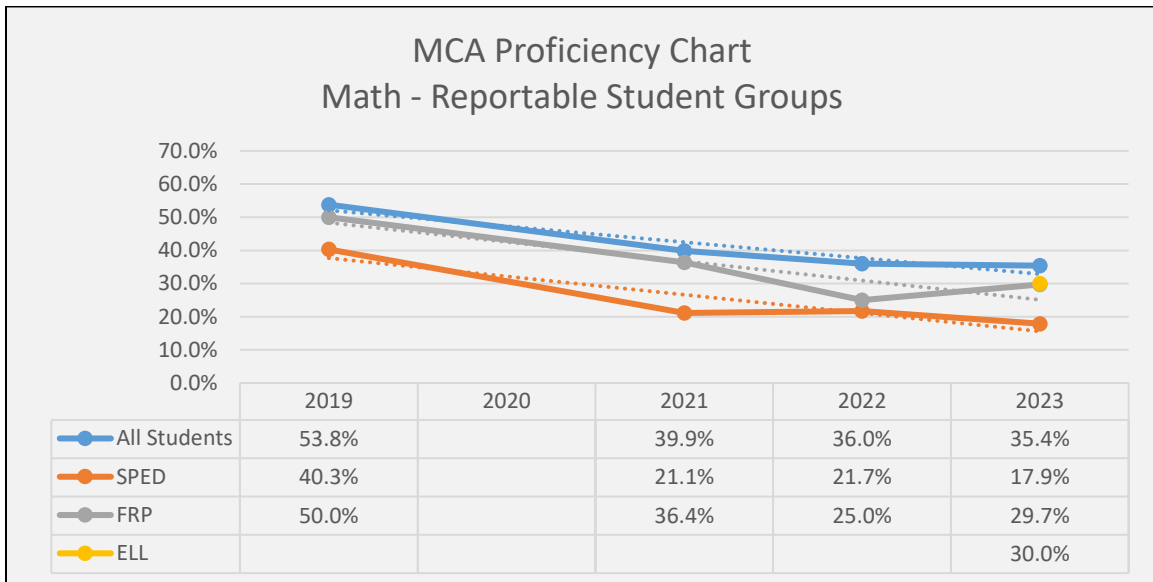


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

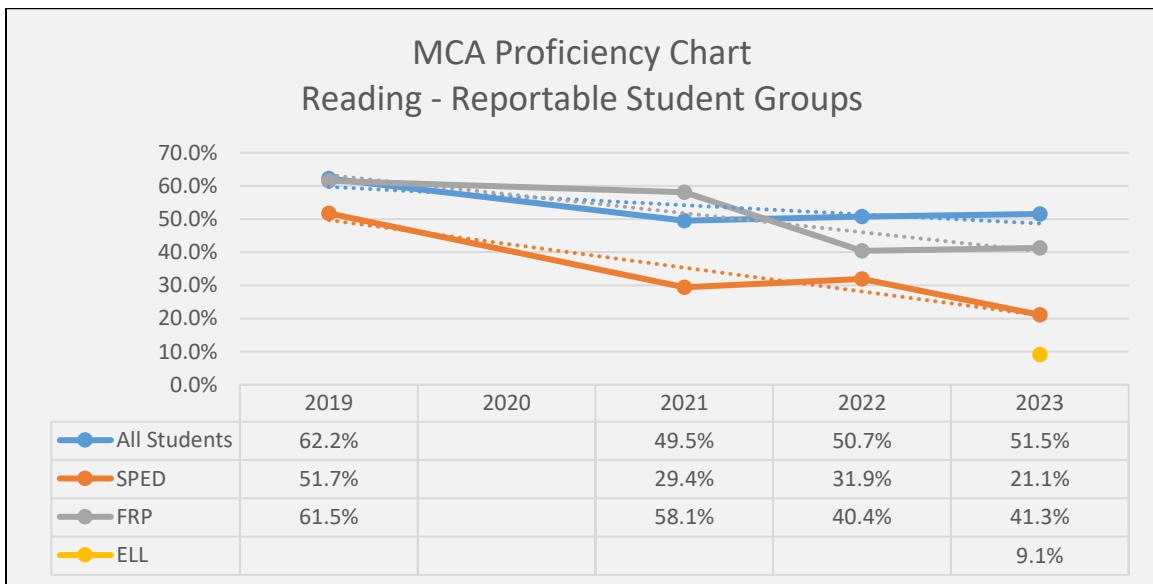


Figure 11 - Reportable Student Groups MCA Reading 2019- 2023

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale:</p> <p>Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p> <p>Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p> <p>Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
<p>Analysis: On the 2023 MCAs, Kaleidoscope Charter School outperformed the comparison district, Maple Lake Public School District, in science. Math and Reading proficiency rates were below those of the comparison district.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale:</p> <p>Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher.</p> <p>Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.</p>	

Does not meet standard - School's achievement level of "improved and maintained" is below 43.2%.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: The school's academic achievement level (improved + maintained) was 39.7% for math and 62.2% for reading. A score of partially meets was awarded because the school's combined score was 50.95%.	

<p>Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
<p>Scale:</p> <p>Meets standard – The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced.</p> <p>Partially meets standard - The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.</p> <p>Does not meet standard - The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.</p>	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: A score of partially meets was awarded because Kaleidoscope Charter School reduced the achievement gap in two out of the four possible areas. (Free and Reduced Math, Free and Reduced Reading)	

<p>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</p>	
Scale:	

Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: School Annual Report	
<p>Analysis: KCS uses the Charlotte Danielson model for evaluating teachers and assessing their areas for growth. The school’s Teacher Evaluation and Development Plan has been developed in coordination with teacher representatives and is annually approved by the Board. Teachers are evaluated on one of the three following tracks: New-to-Teaching, New-to-KCS, and Veteran KCS Teacher. All teachers complete a three-year cycle where supervising administration conducts multiple walkthrough observations and formal observations, and meets with teachers in conferences about their performance. Additionally, the school’s Q-Comp program provides opportunities for teachers to engage in peer-observations and to record themselves teaching and reflect on their own performance.</p>	

<p>Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.</p>	
<p>Scale:</p> <p>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</p> <p>Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.</p> <p>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: The focus for professional development for the 2022-2023 school year was on closing the academic gaps and holes created by interrupted instruction during COVID. Teachers were provided with strategies and resources to help students “dig deeper” and develop independence and self-advocacy. Professional development focused on the following areas:</p> <ul style="list-style-type: none"> ● Questioning strategies (elementary) ● AVID implementation (secondary) 	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale:	
Meets the Standard – The school has a plan and is meeting their additional statutory purposes.	
Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis: In addition to its rigorous academic curriculum, KCS has increased learning opportunities for all students by aspiring to cultivate community while inspiring students to grow and develop a curiosity in life and learning. In order to achieve these goals, the school has implemented programs that are relationship focused, socially and emotionally aware, and community driven.	

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis: Goal #1 All Students Ready for School	

At least 60% of families with an incoming KCS kindergartner for the 2022-2023 school year, as of March 15, 2023, will participate in a 30-minute Kindergarten Readiness Course in April 2023.

Result: Goal Met

In 2022-23 KCS had a participation rate of 80% toward its school readiness goal.

Goal #2a All Students in Third Grade Achieving Grade Level Literacy

At least 60% of KCS third graders that have been at KCS for at least one year will achieve a minimum score of 198 on the winter reading NWEA MAP assessment.

Result: Goal Not Met

In 2022-23, 56% of KCS third graders achieved a minimum score of 198 on the winter reading NWEA MAP assessment.

Goal #2b All Students in Third Grade Achieving Grade Level Literacy

At least 62% of KCS third graders that have been at KCS for at least one year will meet or exceed standards on the spring 2023 reading MCA.

Result: Goal Not Met

For 2022-23, 55% of KCS third graders met or exceeded standards on the spring 2023 reading MCA.

Goal #3a Closing Achievement Gap(s) Among All Groups

By the conclusion of FY23, 63% of students will achieve proficiency on the MCA Math assessment.

Result: Goal Not Met

The schoolwide proficiency rate was 36.1%.

Goal #3b Closing Achievement Gap(s) Among All Groups

By the conclusion of FY23, the school wide proficiency rate for students receiving free or reduced lunch will be at least 63% on the MCA Math assessment.

Result: Goal Not Met

The schoolwide proficiency rate for students receiving free/reduced-price meals was 30.0%.

Goal #3c Closing Achievement Gap(s) Among All Groups

By the conclusion of FY23, the school wide proficiency rate for students receiving Special Education services will be at least 57% on the MCA Math assessment.

Result: Goal Not Met

The schoolwide proficiency rate for students receiving special education services was 15.3%.

Goal #3d Closing Achievement Gap(s) Among All Groups

By the conclusion of FY23, the school wide proficiency rate will be at least 70% on the MCA Reading assessment.

Result: Goal Not Met

The schoolwide proficiency rate was 51.0%.

Goal #3e Closing Achievement Gap(s) Among All Groups

By the conclusion of FY23, the school wide proficiency rate for students receiving free or reduced lunch will be at least 70% on the MCA Reading assessment.

Result: Goal Not Met

The schoolwide proficiency rate for students receiving free/reduced-price meals was 40.7%.

Goal #3f Closing Achievement Gap(s) Among All Groups

By the conclusion of FY23, the school wide proficiency rate for students receiving Special Education services will be at least 66.0% on the MCA Reading assessment.

Result: Goal Not Met

The schoolwide proficiency rate for students receiving special education services was 16.7%.

Goal #3g Closing Achievement Gap(s) Among All Groups

By the conclusion of FY23, the school wide proficiency rate will be at least 65.0% on the MCA Science assessment.

Result: Goal Not Met

The schoolwide proficiency rate was 38.5%.

Goal #3h Closing Achievement Gap(s) Among All Groups

By the conclusion of FY23, the school wide proficiency rate for students receiving free or reduced lunch will be at least 72% on the MCA Science assessment.

Result: Goal Not Met

The schoolwide proficiency rate for students receiving free/reduced-price meals was 34.4%.

Goal #3i Closing Achievement Gap(s) Among All Groups

By the conclusion of FY23, the school wide proficiency rate for students receiving Special Education services will be at least 64.0% on the MCA Science assessment.

Result: Goal Not Met

The schoolwide proficiency rate for students receiving special education services was 29.4%.

Goal #4a All Students Career and College Ready by Graduation

(Employability Skills) The average ACT composite score for KCS students will increase from 17.2 in 2022 to 19.0 by 2025.

Result: On Track (Multi Year Goal)

For 2022-23 KCS ACT composite score was 17.2

Goal #4b All Students Career and College Ready by Graduation

(Mindset and Social Awareness) The percentage of 10th grade students participating in at least one school-sponsored or school-supported extracurricular activity will increase from 45% in 2021-2022 to 50% in 2022-23.

Result: Goal Met

For 2022-23 KCS participation rate was 63%.

Goal #4c All Students Career and College Ready by Graduation

(Career Development) The number of post-secondary options highlighted for students, through visits from various organizations or field trips to colleges will be 5 in 2022-23.

Result: Goal Met

For 2022-23 KCS students attended 6 events.

Goal #4d All Students Career and College Ready by Graduation

(Transitional Knowledge) The percentage of seniors in the KCS building receiving an individual career/college planning meeting with a school counselor or administrative designee will be 100% during the school year.

Result: Goal Met

For 2022-23 100% of KCS Seniors met with school administration.

Goal #5 All Students Graduate

At the time of this report, KCS does not have the 2022-23 Graduation Rate published by MDE, however 100% of the students in the 2022-23 class graduated.

Result: Goal Met

For 2022-23 100% of the students in the senior class graduated.

Academic Standards Point Total: 10/14



**KIPP: NORTHSTAR
ACADEMY**

Charter #4191

Principal: Shana Ford

5304 N. Oliver Avenue

Minneapolis, MN 55430

Phone: 612-287-9700

www.kippminnesota.org

KIPP Northstar Academy is the first KIPP school in Minnesota and is located in the Shingle Creek neighborhood of North Minneapolis. KNSA, the “Knowledge Is Power Program,” is a national network of free, open enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for college and life. Rigorous academic preparation and holistic character development is the focus of KIPP. This dual purpose drives all aspects of the school, shaping the college-going culture, extended school day and year, and curriculum. It explains why the leaders and teachers ask so much of their students, yet also provide joyful experiences in exchange for commitment and hard work. Through a culture of high expectations, KIPP Northstar Academy seeks to instill the character strengths of grit, zest, self-control, social intelligence, curiosity, optimism, and gratitude.

Summary: KNSA tested 214 students in 2023. The school’s demographic data has remained steady over the past few years with a higher than average free and reduced population. KNSA’s proficiency rates on the MCAs are currently below those of the combined comparison school in math, reading and science.

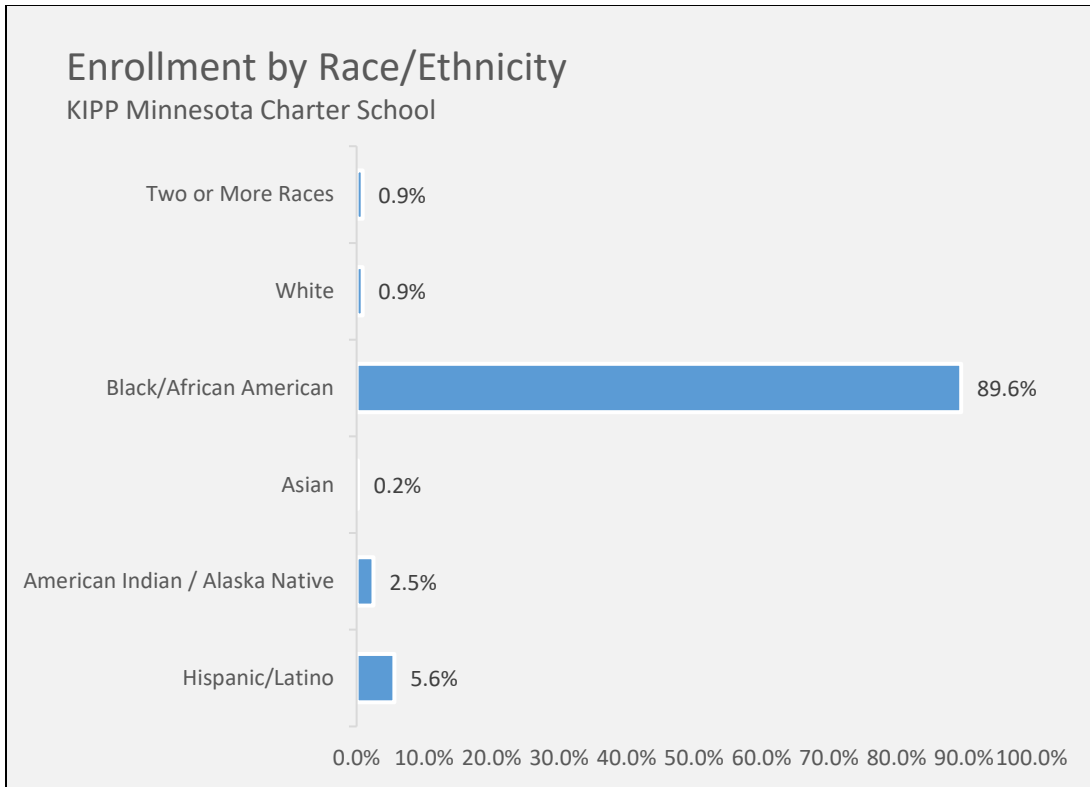


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

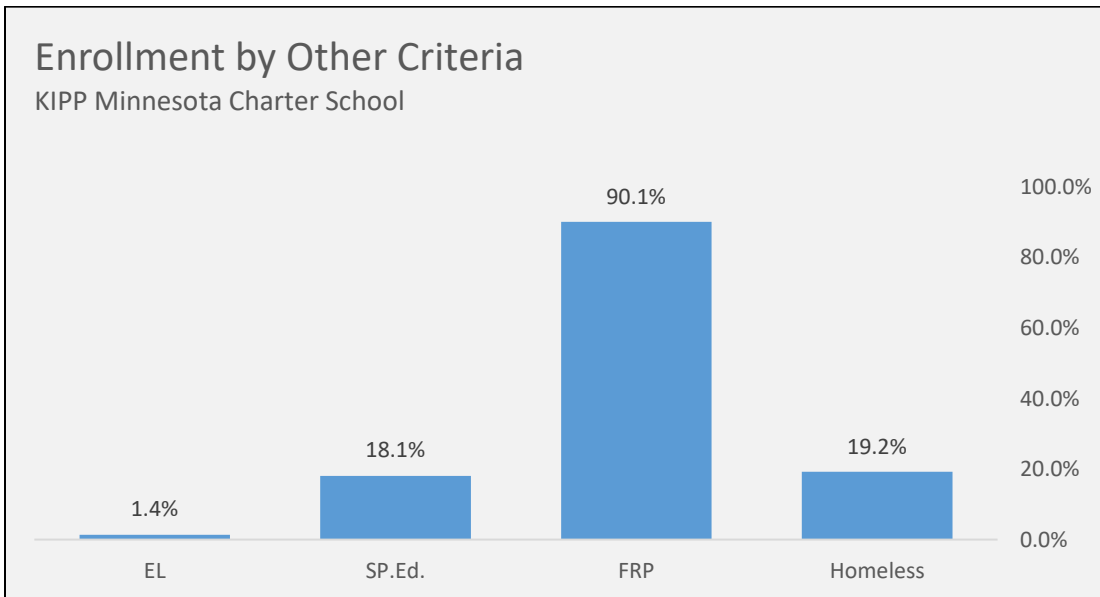


Figure 2 - Enrollment by Other Criteria

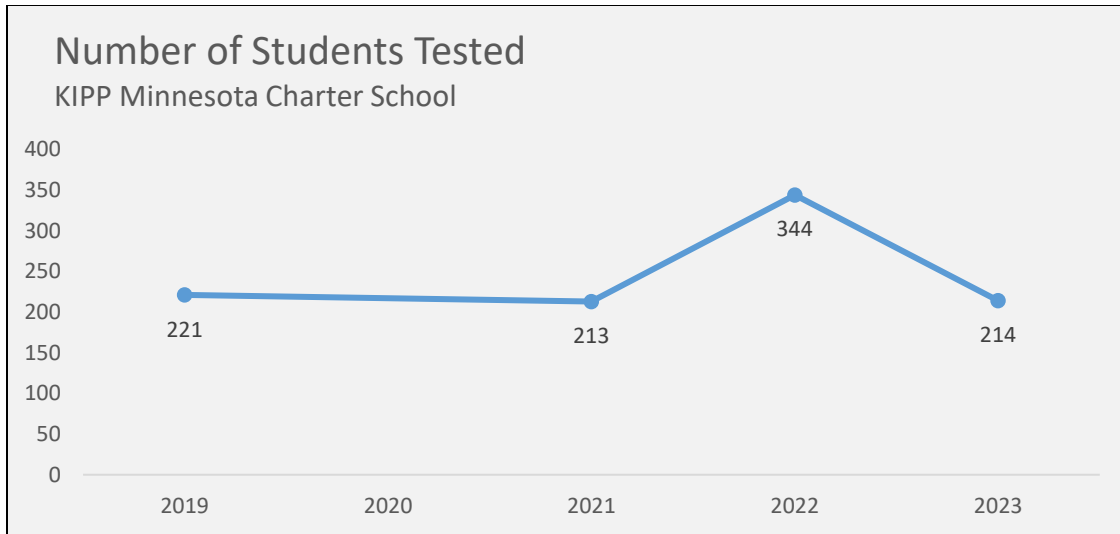


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
7 th	52.1%		37.4%	37.6%	39.7%
8 th	55.2%		39.8%	40.1%	40.3%
KIPP	18.6%		4.8%	4.3%	4.2%
3 rd	11.4%		9.1%	3.6%	0.0%
4 th	N/A		8.0%	3.6%	3.0%
5 th	14.3%		7.7%	3.4%	7.7%

6 th	1.8%		2.1%	6.1%	7.5%
7 th	32.7%		2.8%	4.9%	3.1%
8 th	35.0%		0.0%	4.1%	3.2%
Jenny Lind	21.5%		10.5%	7.8%	10.9%
3 rd	26.7%		14.7%	13.0%	20.9%
4 th	20.3%		N/A	9.1%	6.4%
5 th	16.4%		4.3%	0.0%	5.1%
Olson Middle (MPLS)	17.8%		9.4%	5.2%	6.6%
6 th	17.9%		7.5%	5.0%	8.0%
7 th	14.7%		16.1%	5.1%	4.9%
8 th	20.8%		5.6%	5.6%	6.9%
Combined	18.8%		9.7%	5.9%	7.8%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

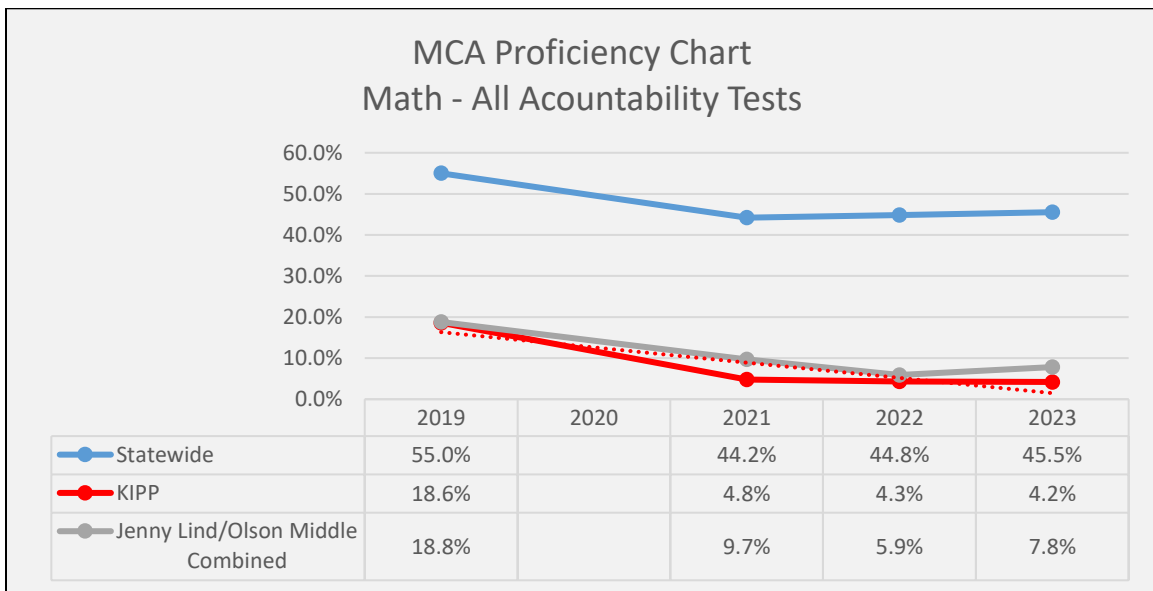


Figure 4 - MCA Math Proficiency 2019 - 2023

ANALYSIS OF MATH MCA PROFICIENCY: KNSA’s MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Jenny Lind Elementary School, grades 3-5, and Olson Middle School, grades 6-8, were combined to create a comparison score for KNSA. KNSA’s math proficiency rate declined slightly from 2022 to 2023 to 4.2%. In future years, it is expected that KNSA will increase its MCA math

proficiency rate to meet or exceed that of the combined comparison school and work toward meeting the statewide average.

Table 2 – MCA Reading Proficiency 2018 - 2022

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%
6 th	62.8%		55.0%	54.4%	53.4%
7 th	57.5%		48.3%	45.5%	45.2%
8 th	57.7%		49.7%	46.4%	44.8%
KIPP	26.2%		12.1%	13.4%	13.1%
3 rd	15.9%		9.1%	7.0%	7.5%
4 th	N/A		16.1%	8.8%	3.1%
5 th	35.7%		14.5%	21.1%	21.1%
6 th	21.1%		11.8%	13.4%	17.1%
7 th	36.5%		10.5%	16.1%	9.7%
8 th	25.0%		8.8%	13.5%	18.8%
Jenny Lind	22.1%		18.4%	7.8%	15.6%
3 rd	18.6%		23.3%	4.3%	14.0%
4 th	18.8%		10.5%	8.9%	11.4%
5 th	30.3%		N/A	10.8%	22.0%
Olson Middle (MPLS)	31.4%		18.2%	20.2%	21.2%
6 th	32.2%		10.2%	17.4%	17.7%
7 th	28.7%		17.5%	18.2%	21.2%
8 th	33.1%		25.0%	24.0%	25.0%
Combined	28.3%		18.2%	17.1%	19.6%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

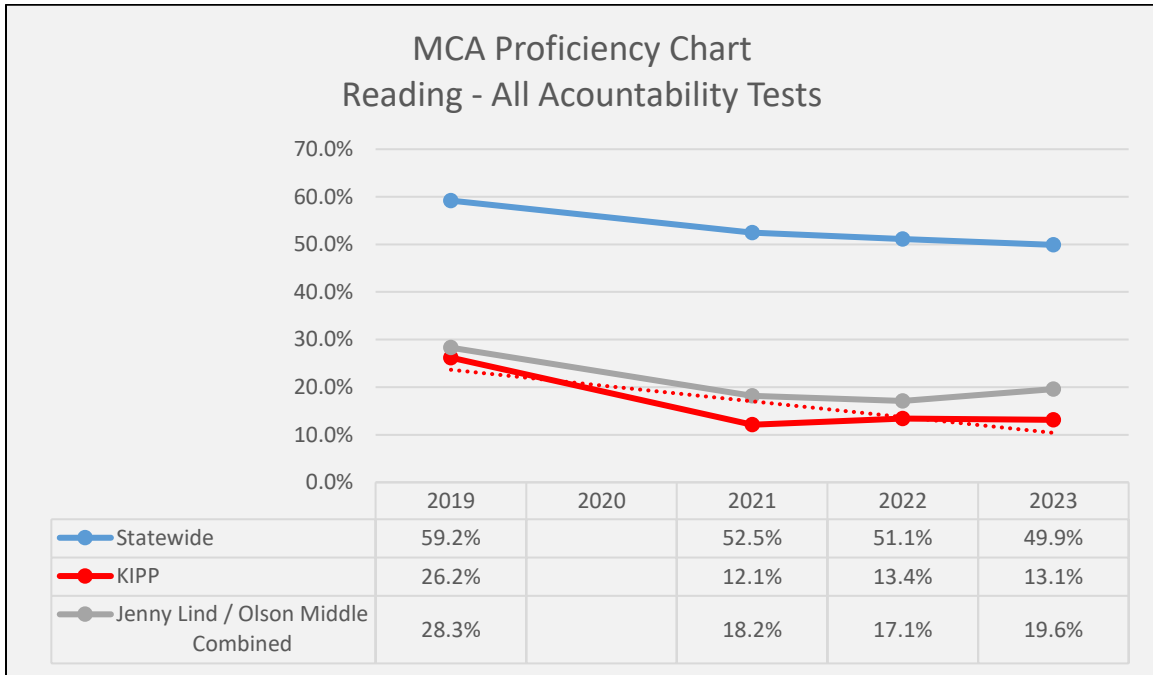


Figure 5 – MCA Reading Proficiency 2019 - 2023

ANALYSIS OF READING MCA PROFICIENCY: KNSA’s MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, proficiency results from Jenny Lind Elementary School, grades 3 and 5, and Olson Middle School, grades 6-8, were combined to create a comparison score for KNSA. KNSA’s reading proficiency rate declined slightly from 2022 to 2023 to 13.1%. In future years, it is expected that KNSA will increase its MCA reading proficiency rate to meet or exceed that of the combined comparison school and work toward meeting the statewide average.

Table 3 – MCA Science Proficiency 2018 - 2022

MCA Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5 th	54.9%		47.9%	50.5%	48.4%
8 th	43.0%		33.8%	29.2%	27.6%
KIPP	32.4%		7.8%	7.5%	5.7%
5 th	32.1%		10.6%	8.9%	10.3%
8 th	32.5%		3.3%	5.9%	0.0%
Jenny Lind Elem. 5 th	20.9%		6.3%	0.0%	10.8%

Olson Middle 8 th (MPLS)	19.1%		9.5%	5.5%	6.2%
Combined	19.8%		8.9%	4.2%	7.5%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

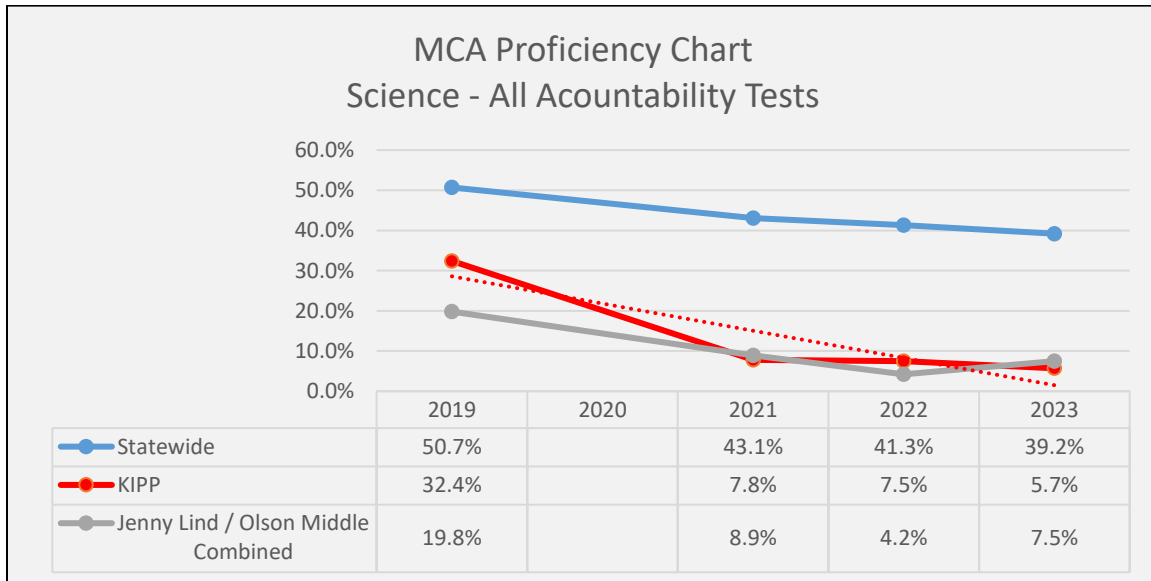


Figure 6 – MCA Science Proficiency 2019 - 2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: KNSA’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Jenny Lind Elementary School, grade 5, and Olson Middle School, grade 8, were combined to create a comparison score for KNSA. KNSA’s science proficiency rate declined slightly from 2022 to 2023 to 5.7%. In future years, it is expected that KNSA will increase its MCA science proficiency rate to meet or exceed that of the combined comparison school and work toward meeting the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

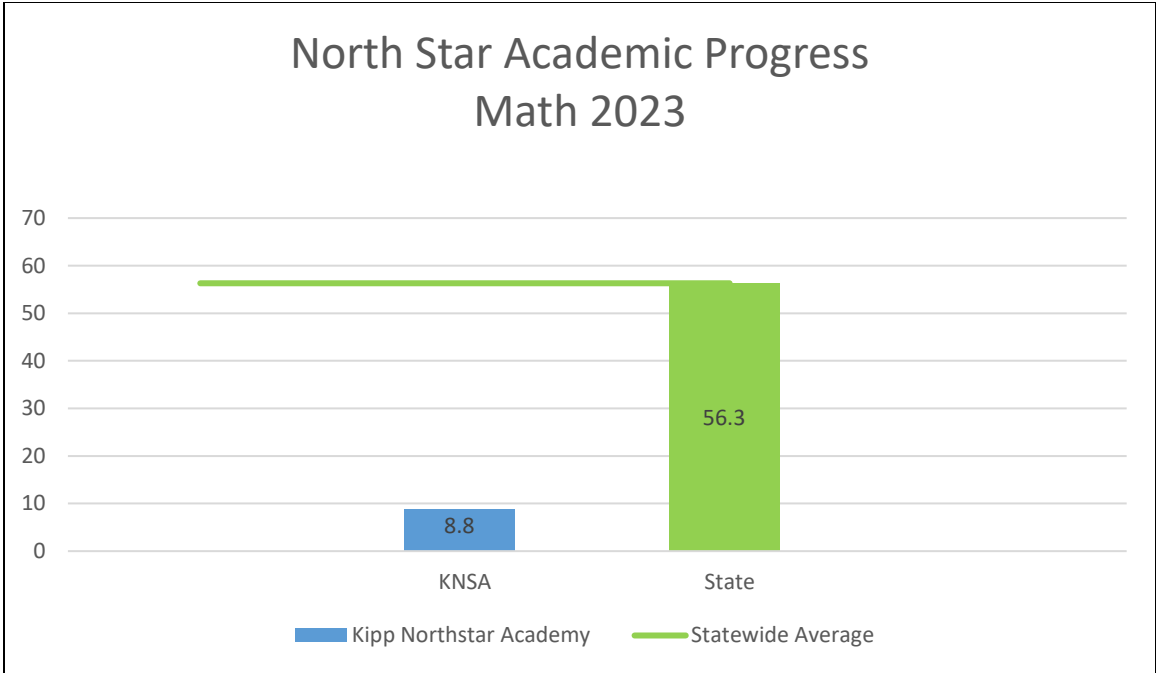


Figure 7 – North Star Academic Progress (Improved + Maintained)

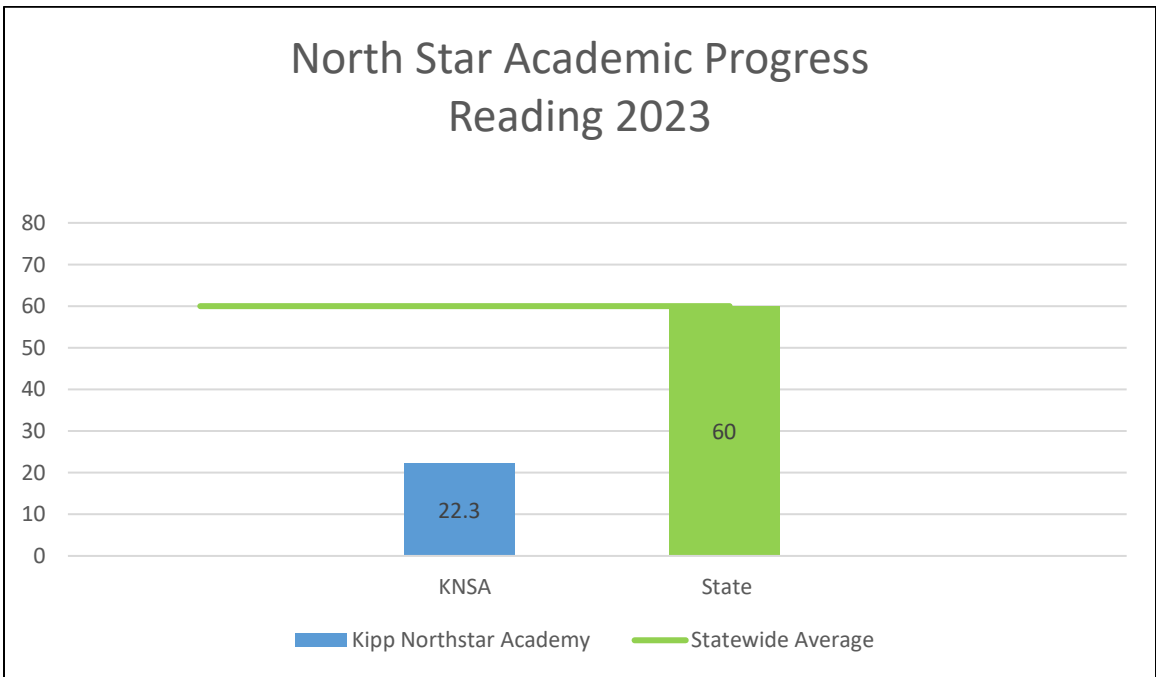


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

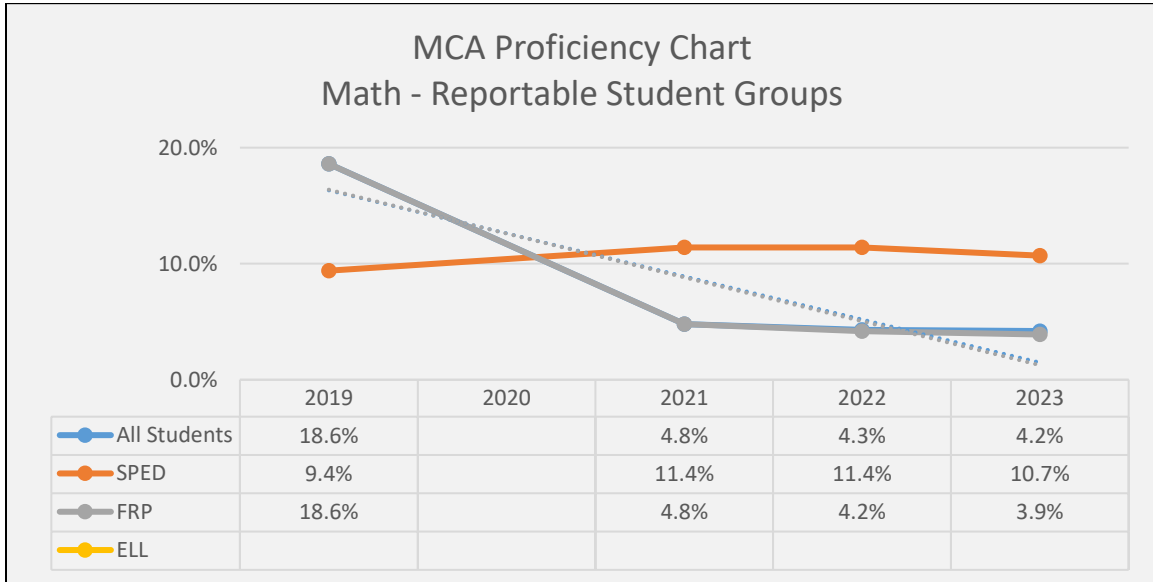


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

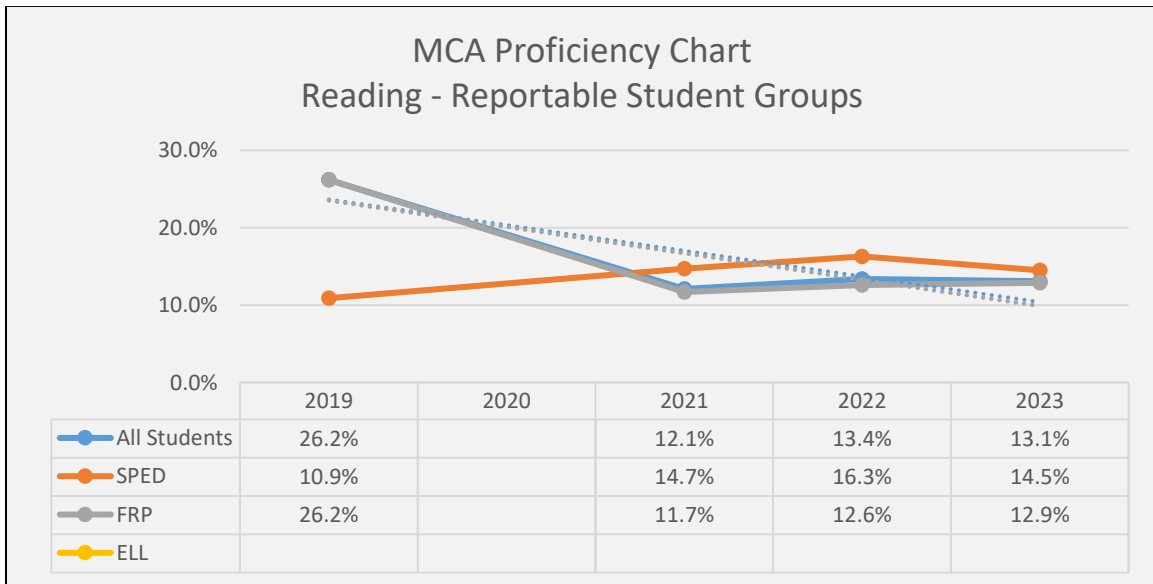


Figure 11 - Reportable Student Groups MCA Reading 2019 - 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale:</p> <p>Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p> <p>Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p> <p>Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet
Evidence / Source: Kipp Northstar Academy	
<p>Analysis: A score of does not meet was awarded because KNSA is currently performing below the proficiency rate of the combined comparison school, Jenny Lind Elementary and Olson Middle School, in math, reading and science.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale:</p> <p>Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher.</p> <p>Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.</p> <p>Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.</p>	
	2 - Meets

	1 - Partially Meets
X	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: The school’s academic achievement level (improved + maintained) was 8.8% for math and 22.3% for reading. A score of does not meet was awarded because the school’s combined score was 15.6%.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
Scale:	
Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.	
Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.	
Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source:	
Analysis: The achievement gap was reduced or non-existent in three of four possible areas. The achievement gap between the Special Education group and the All Students group in both math and reading is currently positive. The gap between the Free and Reduced population and the all students group in reading was reduced to 0.2%. The gap between the Free and Reduced population and the all students group in math increased from 2022 to 2023.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	

Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: School Annual Report	
<p>Analysis: KNSA has implemented a formal teacher evaluation process that uses several rubrics and development tools provided by the KIPP foundation in support of its development and evaluation plans. All teachers set performance goals that are linked to school wide assessment goals. Teachers are also required to set individual development goals that serve as a road map to how they can continually improve on a daily, monthly and yearly basis. Additionally, teachers are evaluated using three sources of data: student achievement data, formal observations (once per semester), and informal observations (twice a month).</p>	

<p>Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.</p>	
<p>Scale:</p> <p>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</p> <p>Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.</p> <p>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: KNSA has implemented a school-wide professional development plan that is a combination of coaching on the job and explicit professional development. The school’s professional development for the 2022-2023 school year centered on student achievement and instructional data cycles. Teachers had three full weeks of professional development prior to the start of the school year as well as weekly professional development sessions throughout the school year. Sessions focused on assessment analysis, targeted training and curriculum implementation.</p>	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale: Meets the Standard – The school has a plan and is meeting their additional statutory purposes. Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them. Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis: In addition to its rigorous academic preparation, KNSA takes advantage of the KIPP Model which is based on integrating social-emotional learning into everyday lessons to help students prepare for the challenges of college and life. In addition to the lessons students learn in the classroom, they are also learning life skills through identity-affirming education. The school also has a growth focused behavior management system that allows students to reflect in groups about how their choices are impacting their class community. Ongoing character education also plays a large role in the school’s behavior management system.	

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale: Meets the Standard - The school has a plan and is meeting their WBWF goals. Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress. Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

The percentage of students on or above grade level in reading in the 2030 cohort of students will improve by 10% as measured by the mCLASS DIBBELS assessment

Result: Goal Not Met

The school has seen significant progress in pockets on this goal. The school has switched assessments from AimWebs to mCLASS Dibbels in order to have more comprehensive information, and has invested heavily in Early Literacy programming. However, data has not been provided to indicate the status of the goal.

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

KIPP MN will demonstrate improved comparative MCA proficiency rates in math and reading.

Result: Goal Not Met

The school reports significant progress in pockets on this goal. However, no data or time frame was provided for this goal.

Goal #3 Close the Achievement Gap Among All Groups

KNSA's student population is over 98% students of color and over 92% of students receiving lunch aid. To help close the broader achievement gap between historically systemically oppressed communities and their peers, in 2021-2022 at least 85% of KNSA's 8th graders will meet their NWEA/MAP growth goals by 2024.

Result: On Track (Multi-Year Goal)

In 21-22, KNSA set intermediary targets around assessment participation, especially in response to the low participation during the COVID closures. In 2022-2023 KNSA increased participation to 91% in 8th grade. The school also saw an increase in the number of 8th graders reaching their MAP growth goals.

Academic Standards Point Total: 8/14



LAKES INTERNATIONAL
LANGUAGE ACADEMY

Charter #4116

Director: Shannon Peterson

246 SE 11th Avenue

Forest Lake, MN 55025

Phone: 651-464-0771

www.lakesinternational.org

Lakes International Language Academy (LILA) is an IB World School, using the highly respected International Baccalaureate Primary Years Programme as its curriculum model. LILA opened in the fall of the 2004-2005 school year and is authorized to serve students in grades PK-12. The school provides a choice of instruction in either a Spanish or a Mandarin Chinese immersion environment. The students of LILA are held to a high standard in traditional elementary subjects and at the same time prove capable of establishing a high level of proficiency in both spoken and written Spanish/Mandarin Chinese and English.

Summary: LILA tested 671 students in 2023. Proficiency rates on the Minnesota Comprehensive Assessments increased in reading and declined in math and science from 2022 to 2023. Growth rates are above the statewide average in both math and reading.

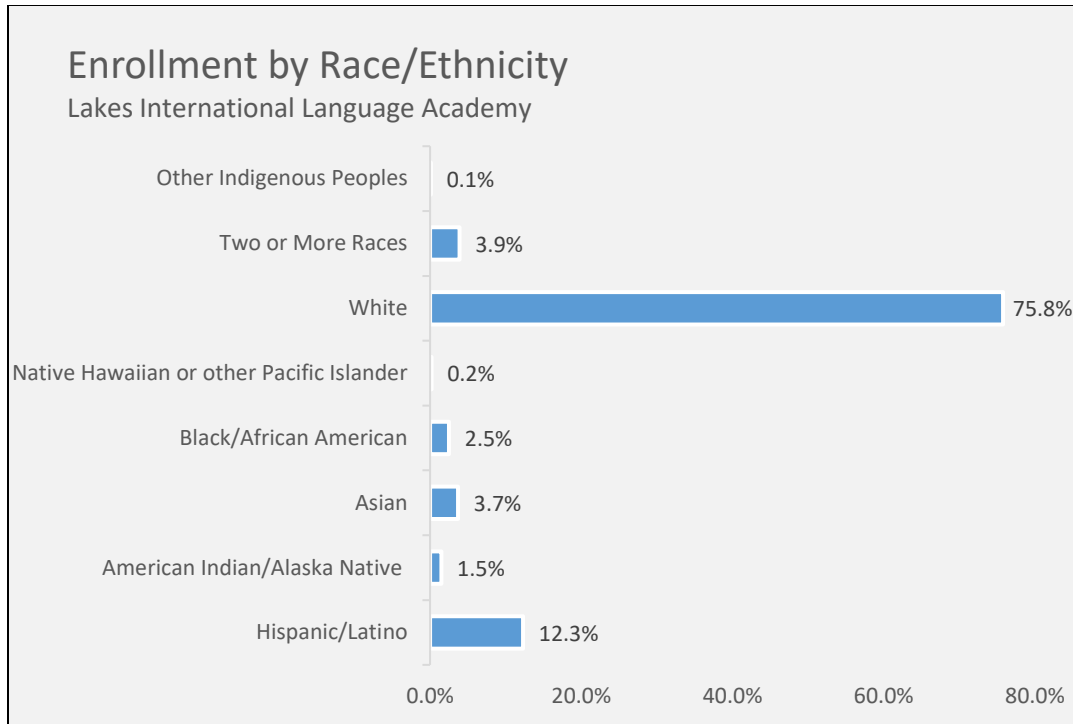


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

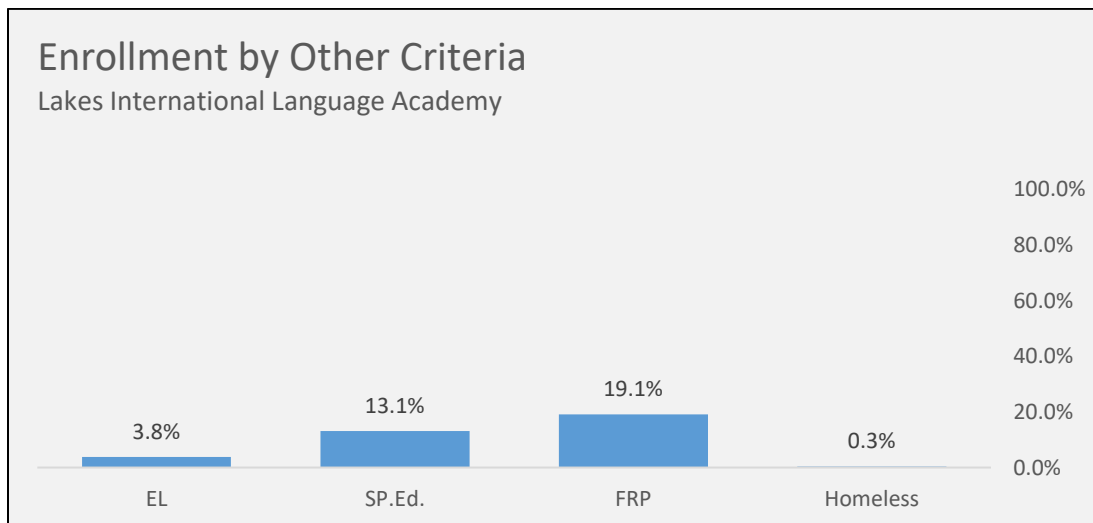


Figure 2 - Enrollment by Other Criteria

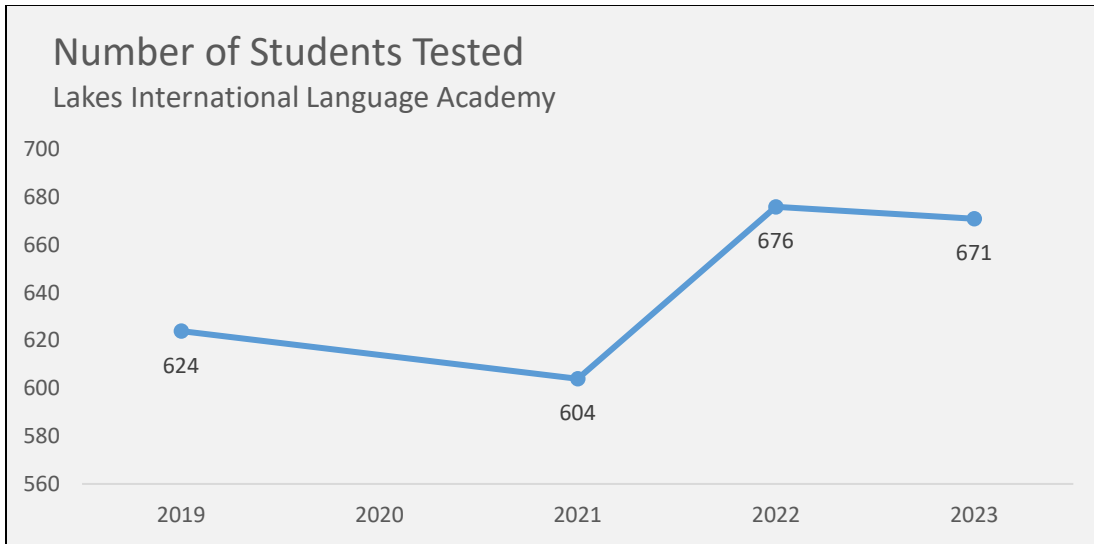


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3rd	65.6%		57.1%	59.0%	59.1%
4th	63.9%		53.8%	56.4%	57.1%
5th	52.0%		41.1%	43.1%	44.4%
6th	50.5%		37.2%	39.3%	39.6%
7th	52.1%		37.4%	37.6%	39.7%
8th	55.2%		39.8%	40.1%	40.3%
11th	45.4%		41.4%	37.0%	36.0%
LILA	58.5%		41.7%	47.5%	44.6%
3rd	73.9%		57.6%	60.4%	56.8%
4th	71.7%		44.8%	57.4%	62.9%

5th	52.7%		44.8%	41.6%	43.7%
6th	31.1%		30.8%	34.7%	23.3%
7th	60.0%		28.7%	43.0%	28.4%
8th	54.5%		34.4%	46.0%	42.7%
11th	61.1%		57.1%	54.8%	62.3%
Forest Lake District	60.1%		47.9%	47.5%	50.7%
3rd	65.2%		65.6%	66.7%	62.5%
4th	60.4%		59.7%	56.4%	59.5%
5th	58.0%		53.6%	45.9%	51.3%
6th	51.0%		40.2%	46.5%	40.8%
7th	67.7%		40.5%	38.7%	57.9%
8th	68.6%		34.5%	42.1%	46.0%
11th	50.0%		42.7%	36.9%	38.1%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

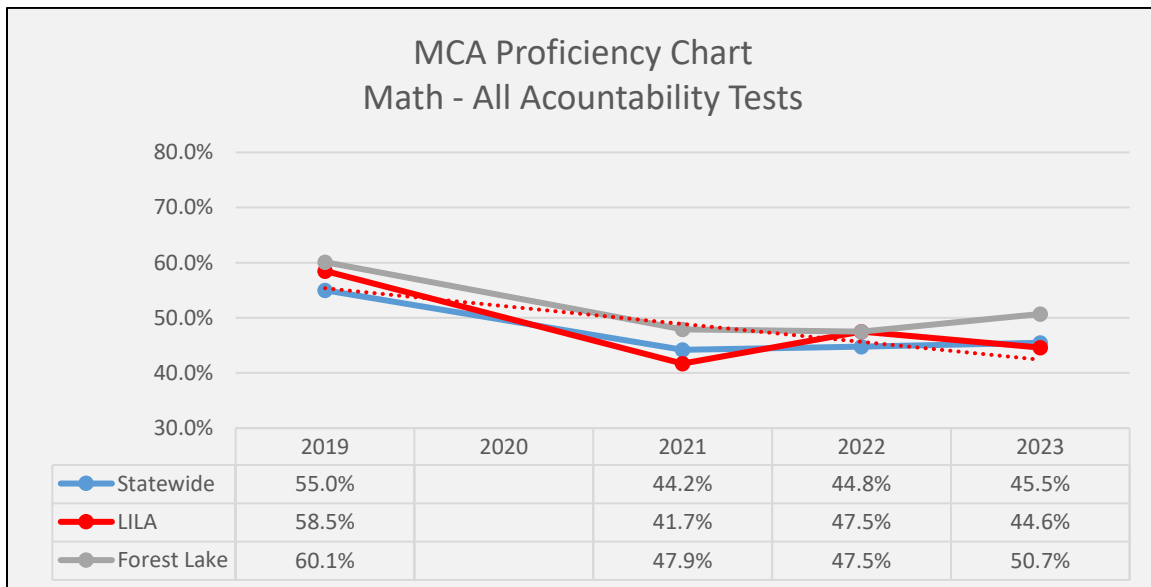


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: LILA’s MCA math proficiency results are shown in Table 1 and Figure 4. LILA’s math proficiency rate decreased by 2.9 percentage points from 2022 to 2023 to 44.6%. The school is currently performing below the comparison district, Forest Lake, by 6.1 percentage points. In future years, it is expected that LILA will increase its math proficiency rate to outperform the comparison district.

Table 2 – MCA Reading Proficiency 2018 - 2022

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3rd	54.6%		48.5%	48.1%	47.4%
4th	55.4%		49.3%	49.6%	48.4%
5th	65.8%		59.4%	59.4%	58.7%
6th	62.8%		55.0%	54.4%	53.4%
7th	57.5%		48.3%	45.5%	45.2%
8th	57.7%		49.7%	46.4%	44.8%
10th	60.4%		58.3%	55.2%	65.1%
LILA	65.2%		49.3%	53.0%	55.0%
3rd	50.8%		37.8%	39.8%	43.2%
4th	63.8%		34.7%	38.1%	51.9%
5th	78.5%		59.6%	51.5%	52.9%
6th	68.9%		53.4%	60.3%	56.2%
7th	64.2%		50.0%	66.7%	60.7%
8th	56.7%		53.1%	54.9%	59.6%
10th	89.7%		66.7%	64.6%	65.1%
Forest Lake District	61.0%		52.2%	50.6%	50.5%
3rd	50.5%		50.7%	49.3%	48.1%
4th	51.5%		46.5%	48.5%	47.1%
5th	65.1%		63.7%	57.9%	64.7%
6th	66.0%		53.4%	61.5%	56.8%
7th	65.0%		40.7%	33.2%	47.2%
8th	62.0%		50.3%	42.2%	41.5%
10th	65.8 %		59.7%	61.9%	48.2%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

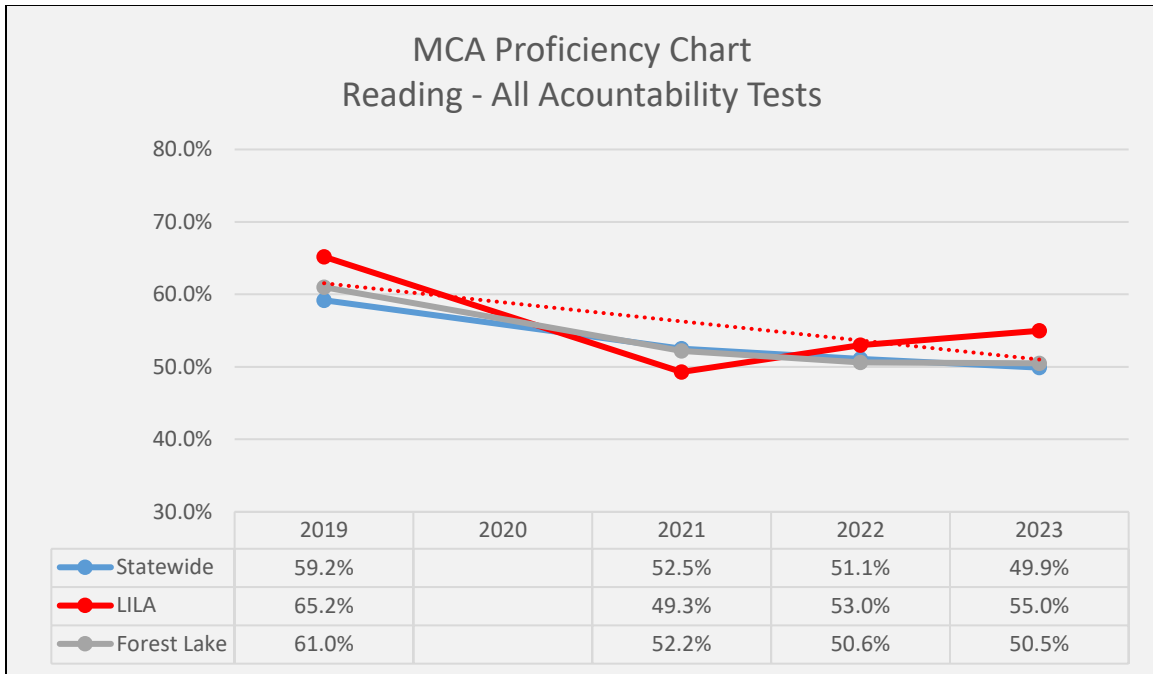


Figure 5 – MCA Reading Proficiency 2019 - 2023

ANALYSIS OF READING MCA PROFICIENCY: LILA’s MCA reading proficiency results are shown in Table 2 and Figure 5. LILA’s math proficiency rate increased by two percentage points from 2022 to 2023. LILA continues to outperform the proficiency rate of the local comparison district, Forest Lake. In future years, it is expected that LILA will continue to outperform the local comparison district.

Table 3 – MCA Science Proficiency 2019 - 2023

Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5 th	54.9%		47.9%	50.5%	48.4%
8 th	43.0%		33.8%	29.2%	27.6%
H.S.	54.4%		48.3%	45.6%	41.8%
LILA	55.9%		49.7%	41.6%	37.6%
5 th	61.3%		51.9%	36.6%	35.9%
8 th	42.4%		36.9%	39.4%	36.0%
H.S.	77.8%		80.0%	56.0%	47.1%
Forest Lake District	58.5%		48.2%	44.0%	44.2%
Forest Lake (5)	58.8%		59.5%	54.2%	57.8%

Forest Lake (8)	45.5%		31.8%	27.7%	28.4%
Forest Lake (H.S.)	72.1%		58.8%	49.6%	46.6%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

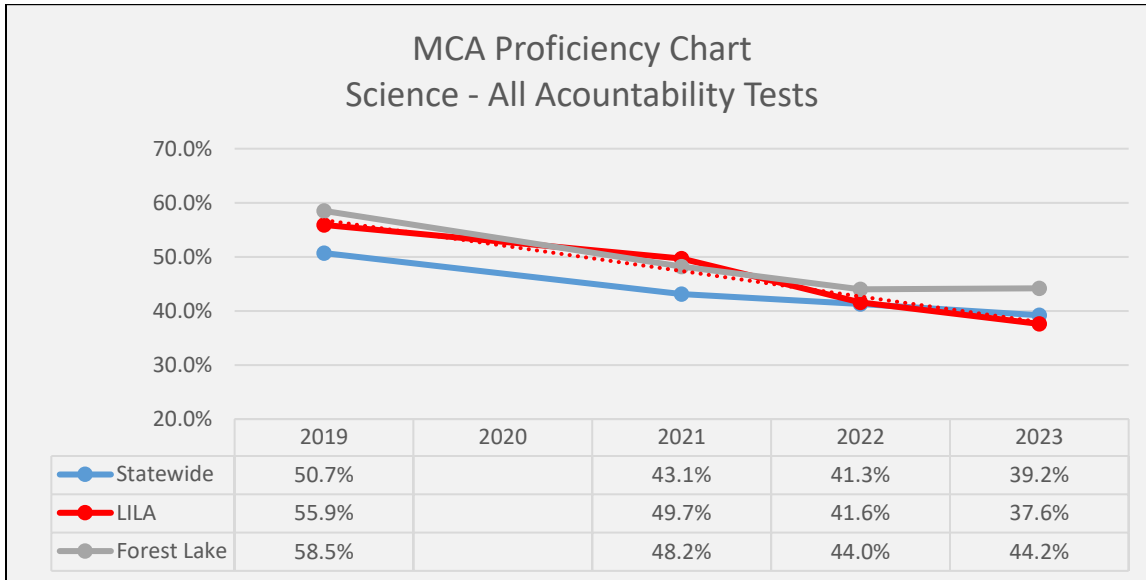


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: LILA’s MCA science proficiency results are shown in Table 3 and Figure 6. LILA’s science proficiency rate declined by 4.0 percentage points from 2022 to 2023 to 37.6%. LILA is currently performing below the proficiency rate of the comparison district, Forest Lake. Moving forward, the expectation is that LILA will once again meet or exceed the proficiency rate of the comparison district.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

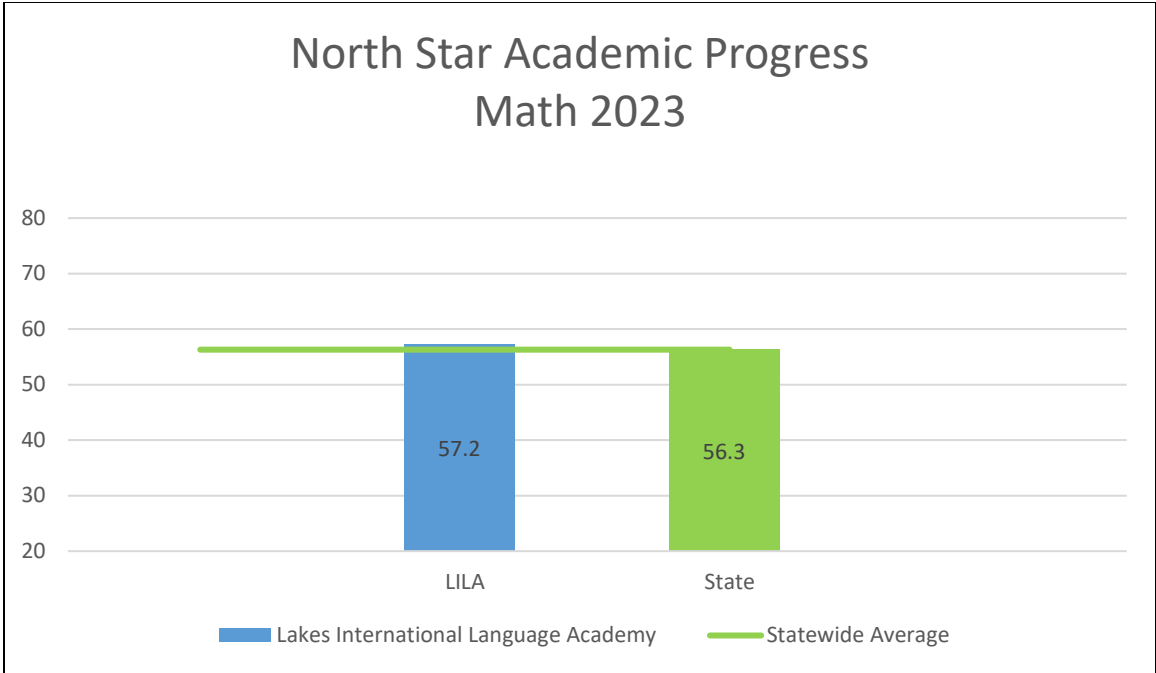


Figure 7 – North Star Academic Progress (Improved + Maintained)

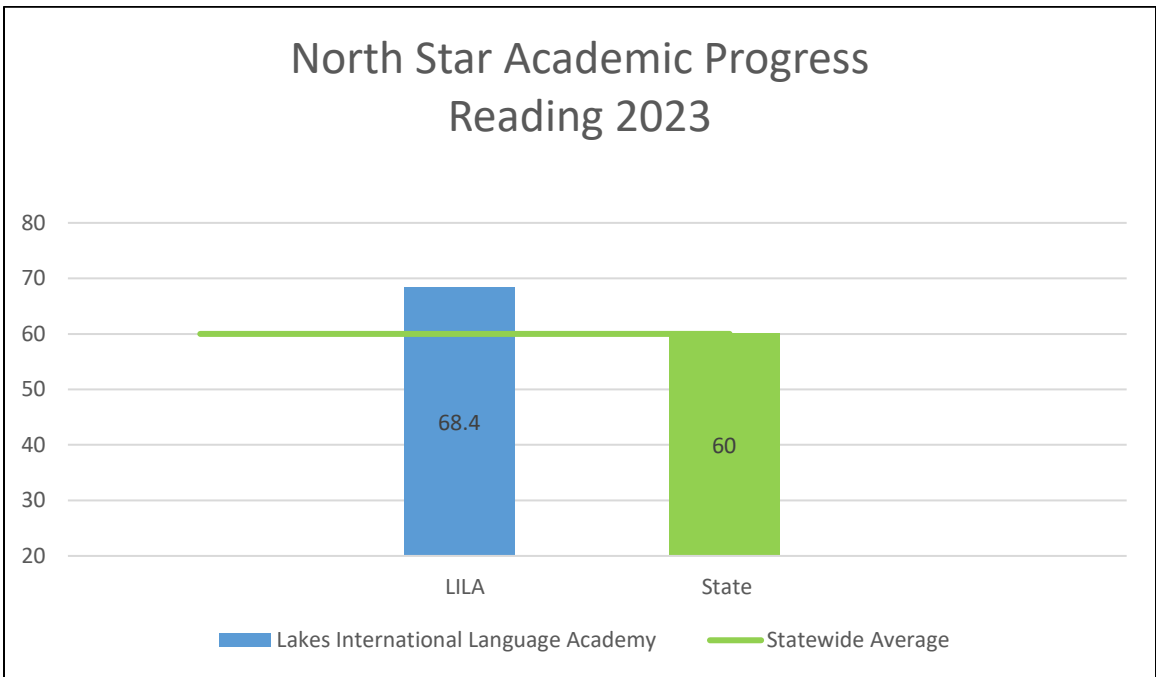


Figure 8 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

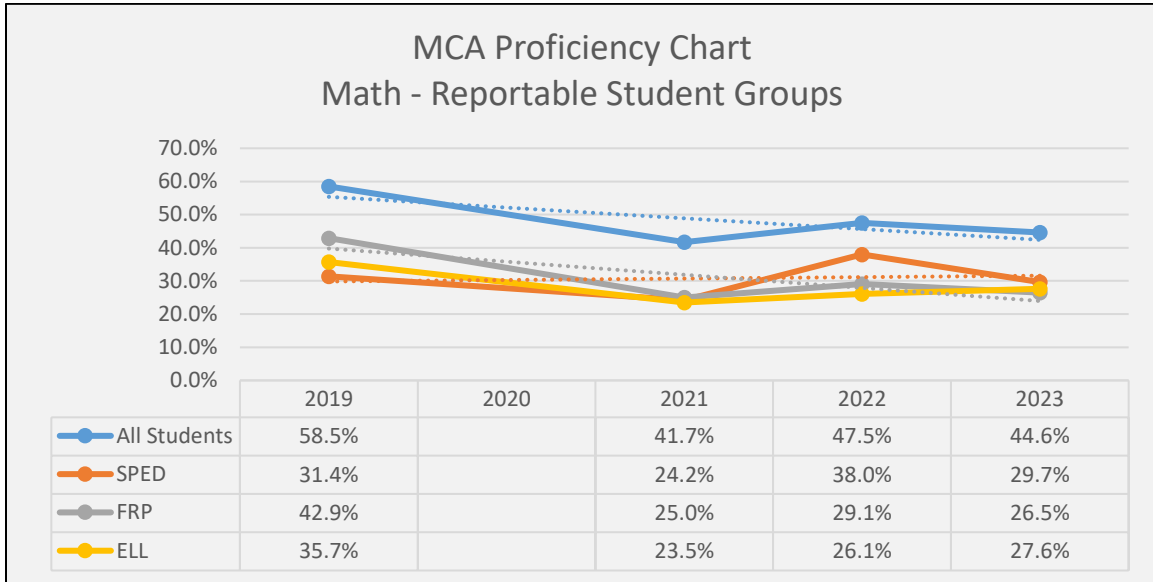


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

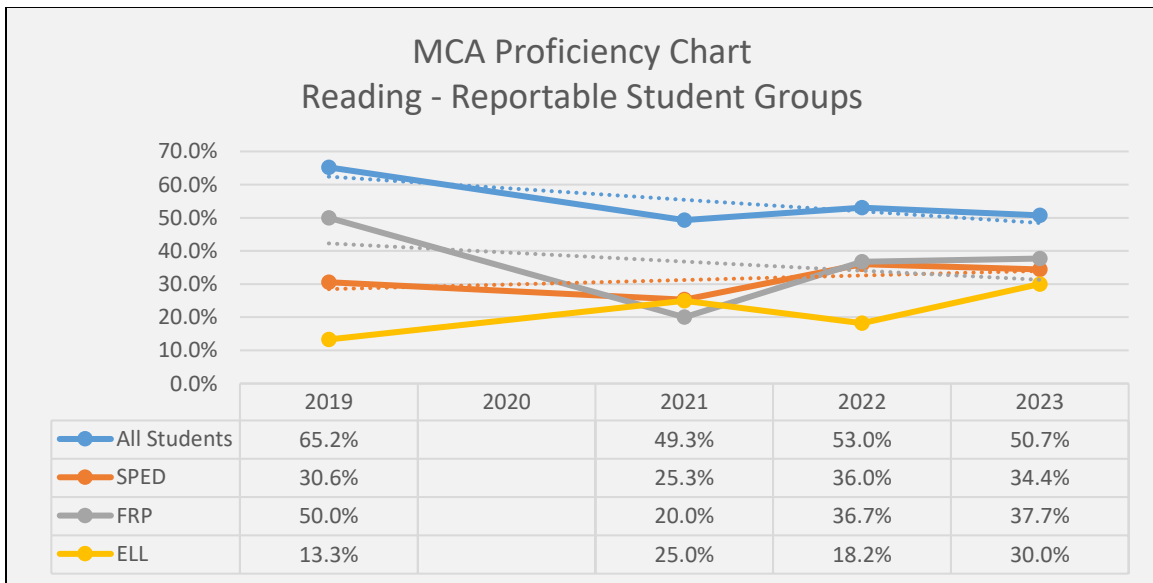


Figure 11 - Reportable Student Groups MCA Reading 2019- 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale: Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend. Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three. Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
<p>Evidence / Source: LILA</p>	
<p>Analysis: On the 2023 MCAs, Lakes International Language School outperformed the comparison district, Forest Lake, in reading. The school’s math and science proficiency rates was below that of the comparison district.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale: Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher. Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.</p>	

Does not meet standard - School's achievement level of "improved and maintained" is below 43.2%.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: The school's academic achievement level (improved + maintained) was 57.2% for math and 68.4% for reading. A score of Meets was awarded because the school's combined score was 62.8%.	

<p>Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
<p>Scale: Meets standard – The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced. Partially meets standard - The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced. Does not meet standard - The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.</p>	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: A score of partially meets was awarded because Lakes International Language Academy reduced the achievement gap in five out of the six possible areas.	

<p>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</p>	
<p>Scale: Meets Standard – Meets all criteria and is adhered to. Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed. Does Not Meet Standard – School has not adopted a teacher evaluation process.</p>	

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: School Annual Report	
Analysis: LILA has adopted a formal teacher evaluation process that is highly integrated into the school's Q-Comp system. Licensed teachers are formally evaluated according to the State of Minnesota's teacher evaluation requirements. The evaluation includes yearly observations in which student engagement is recorded and scored as well as student achievement results. In at least one observation per three-year cycle a summative observer, a LILA administrator, is present.	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale:	
Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.	
Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.	
Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis: LILA has implemented a school-wide professional development plan to help teachers improve both their own teaching and their students' learning. The school has developed a comprehensive system of mentorship, coaching and evaluation that is based on Charlotte Danielson's Framework for Teaching Rubric as well as the International Baccalaureate and Responsive Classroom Methodologies. In addition, the school provides staff professional development through once-a-month training sessions and regular in-service days with a yearlong focus determined in conjunction with the overall professional development plan.	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale:.	
Meets the Standard – The school has a plan and is meeting their additional statutory purposes.	
Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis:	
LILA has increased learning opportunities for all students by offering a language rich environment in both Spanish and Mandarin. In preschool, children get exposure to both languages and students in K-5 select one of the immersion options. Having two immersion options gives the school a more authentically international and multicultural setting. The school continues to innovate in areas of teaching and learning and always looks to hire teachers with international experience. LILA’s first official cohort of DP students graduated in 2021, helping reach the school’s goal of offering IB programming to students from age 3 through high school graduation.	

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis:	
Goal #1a All Students Ready for School	
The percentage of kindergarten-age eligible children who attended LILA’s Kinder Prep scoring “low risk” on the FAST Early Reading Assessment will increase from 73.3% in 2022 to 75.3% in 2023.	
Result: Goal Not Met	
The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on the FAST Early Reading Assessment decreased 73.3% in 2022 to 67.9% in 2023.	
Goal #1b All Students Ready for School	
The percentage of kindergarten-age eligible children who attended LILA’s Kinder Prep scoring “low risk” on the FAST Early Math Assessment will increase from 81.7% in 2022 to 83.7% in 2023.	
Result: Goal Met	
The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on the FAST Early Math Assessment increased from 81.7% in 2022 to 84.15% in 2023.	

Goal #1c All Students Ready for School

The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on both the FAST Early Reading and Early Math Assessment will increase from 62.0% in 2022 to 64.0% in 2023.

Result: Goal Not Met

The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on both the FAST Early Reading and Early Math Assessment decreased from 62.0% in 2022 to 61.73% in 2023.

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

The percentage of third grade students at LILA who meet or exceed the standards on the MCA III Reading Assessment will increase from 39.8% in 2022 to 41.8% in 2023.

Result: Goal Met

The percentage of third grade students at LILA who meet or exceed the standards on the MCA III Reading Assessment was 43.2% in 2023.

Goal #3 Close the Achievement Gap(s) Between Student Groups

The proficiency gap between the students not receiving free and reduced-price lunch (non-FRP) and the students receiving free and reduced-price lunch (FRP) in grades 3-8, 11 at Lakes International Language Academy on all state mathematics accountability tests will decrease by increasing the percent proficient of the groups as follows: a) non-FRP students from 47.5% in 2022 to 49.5% in 2023 and b) FRP students from 29.1% in 2021 to 31.1% in 2023.

Result: Goal Not Met

1. Non-FRP 48.2% in 2023
2. FRP 26.5% in 2023

Goal #4 All Students Career -and Collage – Ready by Graduation

95% of LILA 11th and 12th graders have a postsecondary plan on file.

Result: Goal Met

100% of LILA 11th and 12th graders have a postsecondary plan on file.

Goal #5 All Students Graduate

95% of LILA 12th graders will graduate on time for the 2022-2023 school year.

Result: Goal Not Met

100 % of LILA 12th graders graduated on time for the 2022-2023 school year.

Academic Standards Point Total: 11/14



**NAYTAHWAUSH
COMMUNITY CHARTER
SCHOOL**

Charter # 4155

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Naytahwaush, MN 56566

Phone: 218-936-2112

Naytahwaush Community Charter School (NCCS) is a child-centered environment where learning is relevant and respects the traditions and wisdom of community, family and self. NCCS began operation during the fall of the 2005-2006 school year and serves students in grades K-6. The school is a place where children are respected as individuals and as community members with a rich cultural heritage. NCCS provides an environment where learning is relevant to the life environment of the child and his/her individual needs. High academic expectations are fostered through environmental learning, the arts and cultural exploration. NCCS promotes the whole child through challenging academics, community involvement and fostering healthy life choices.

Summary NCCS tested 73 students in 2023. Proficiency rates on the Minnesota Comprehensive Assessments increased reading and declined in math and science from 2022 to 2023. NCCS continues to outperform its comparison school in all three subjects. The school's Special Education and Free and Reduced populations remain above the statewide averages.

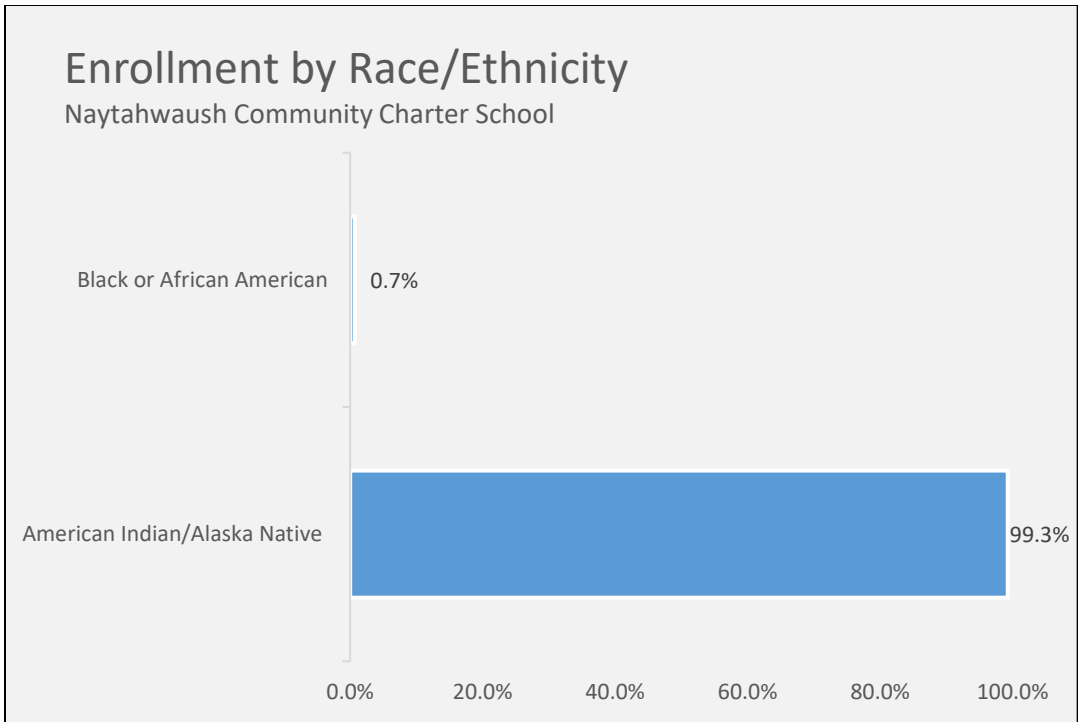


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

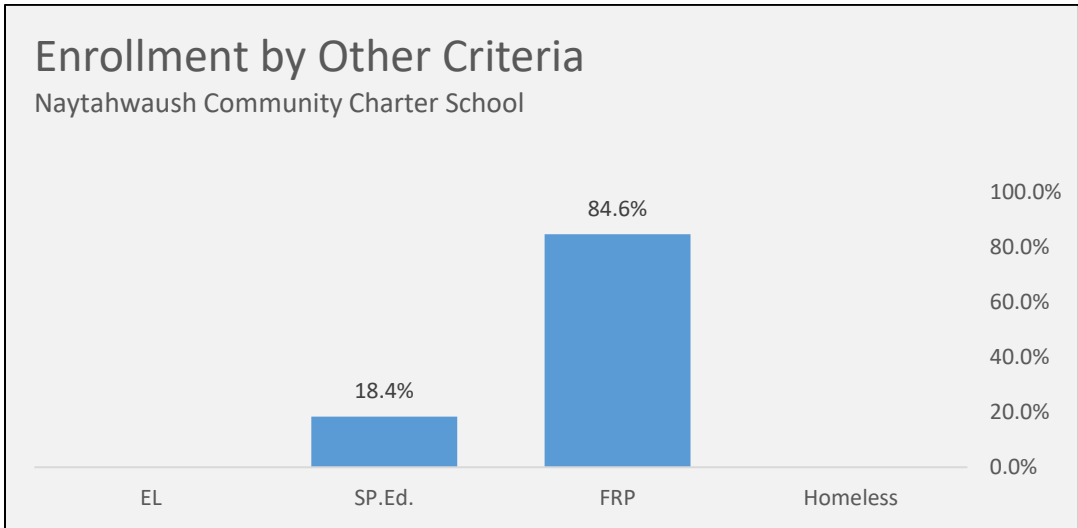


Figure 2 - Enrollment by Other Criteria

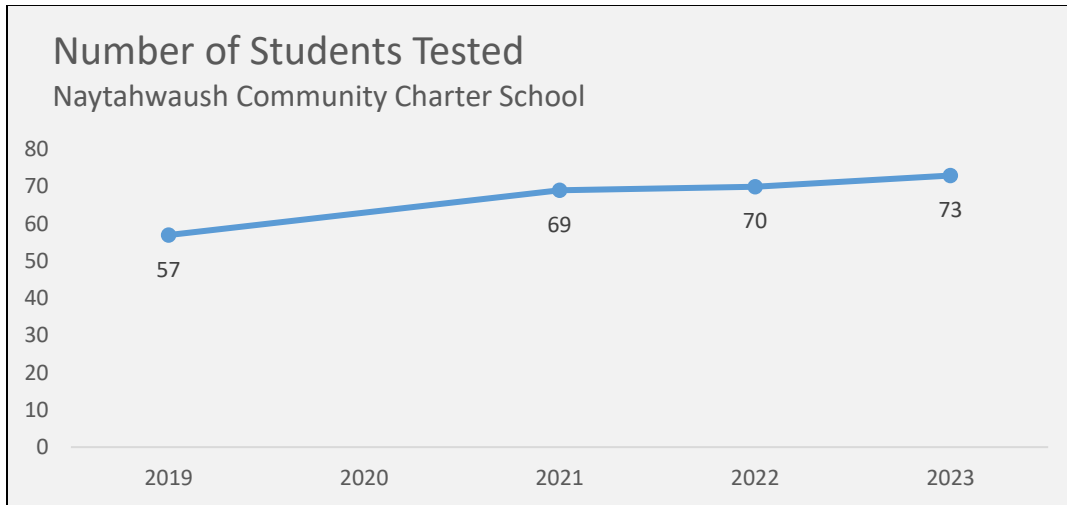


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
Naytahwaush	26.3%		15.7%	12.9%	6.9%
3 rd	21.1%		6.7%	19.0%	5.3%
4 th	30.8%		38.1%	7.7%	14.3%
5 th	30.8%		5.3%	20.0%	7.1%
6 th	25.0%		6.7%	0.0%	0.0%
Ponemah Elem.	13.1%		0.0%	0.0%	0.0%
3 rd	5.0%		0.0%	0.0%	0.0%

4 th	33.3%		0.0%	0.0%	0.0%
5 th	5.0%		0.0%	0.0%	0.0%
6 th	0.0%		0.0%	0.0%	0.0%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

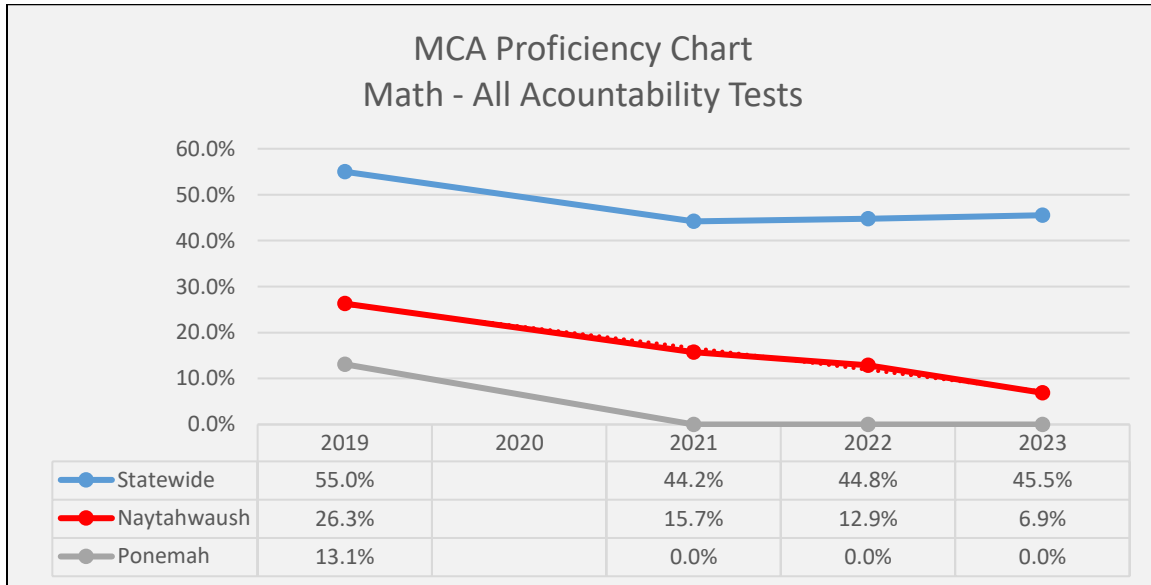


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: NCCS' MCA math proficiency results are shown in Table 1 and Figure 4. NCCS' math proficiency rate fell by 6 percentage points to 6.9% from 2022 to 2023. Despite the decline, the school continues to outperform its comparison school, Ponemah Elementary. However, NCCS' math proficiency rate remains below the state average of 45.5%. In future years, it is expected that NCCS will increase its MCA math proficiency rate to meet or exceed that of both the state as well as the comparison school.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%
6 th	62.8%		55.0%	54.4%	53.4%
Naytahwaush	25.0%		27.5%	21.4%	24.7%

3 rd	11.1%		13.3%	9.5%	10.5%
4 th	15.4%		28.6%	15.4%	14.3%
5 th	46.2%		26.3%	40.0%	60.0%
6 th	33.3%		42.9%	18.8%	22.2%
Ponemah Elem.	12.1%		1.4%	5.0%	10.8%
3 rd	15.0%		0.0%	0.0%	12.5%
4 th	0.0%		5.9%	7.7%	0.0%
5 th	13.6%		0.0%	6.7%	15.4%
6 th	15.0%		0.0%	8.3%	20.0%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

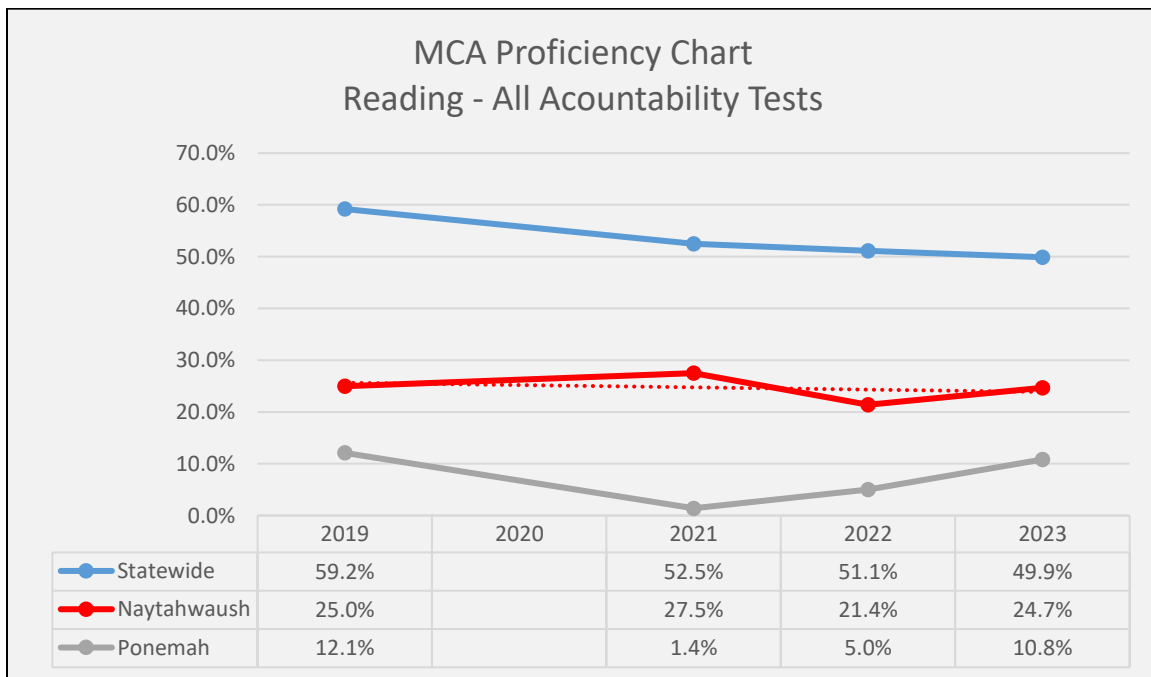


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: NCCS’ MCA reading proficiency results are shown in Table 2 and Figure 5. NCCS’ reading proficiency rate increased by 3.3 percentage points to 27.4% from 2022 to 2023. The school continues to outperform its comparison school, Ponemah Elementary. However, NCCS’ reading proficiency rate remains below the statewide average of 49.9%. In future years, it is expected that NCCS will continue outperform the comparison school and work toward meeting the proficiency rate of the statewide average.

Table 3 – MCA Science Proficiency 2019 - 2023

Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
Statewide 5 th	54.9%		47.9%	50.5%	48.4%
Naytahwaush 5 th	46.2%		5.3%	35.0%	13.3%
Ponemah 5 th	4.5%		0.0%	0.0%	7.7%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

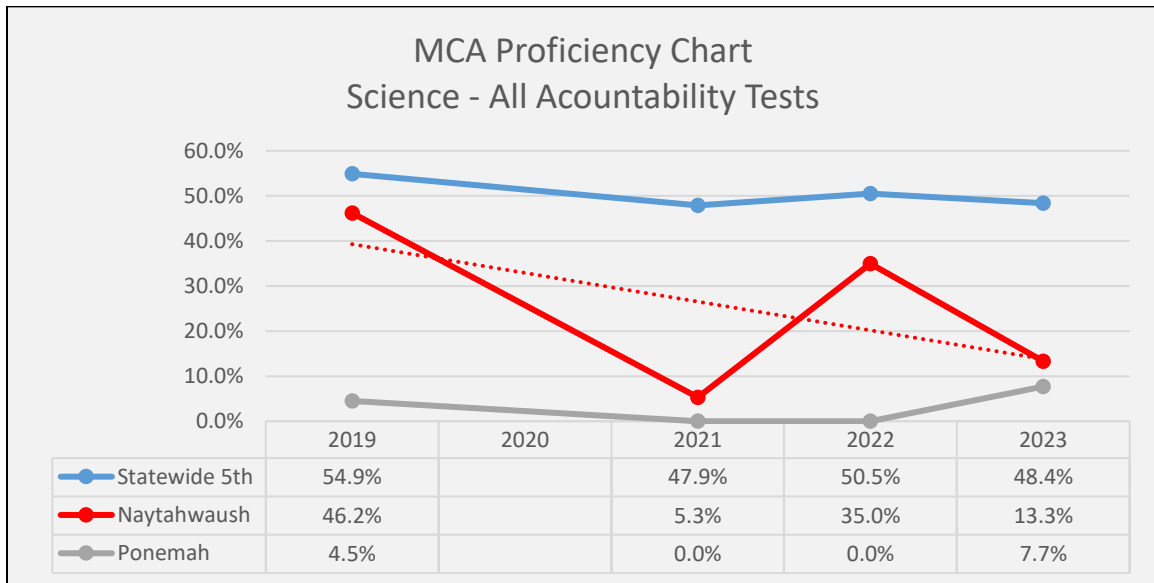


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: NCCS’ MCA science proficiency results are shown in Table 3 and Figure 6. NCCS’ science proficiency rate decreased by 21.7 percentage points to 13.3% from 2022 to 2023. The school continues to outperform its comparison school, Ponemah Elementary. However, NCCS’ science proficiency rate remains below the state average of 48.4%. In future years, it is expected that NCCS will continue outperform the comparison school and work toward meeting the proficiency rate of the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

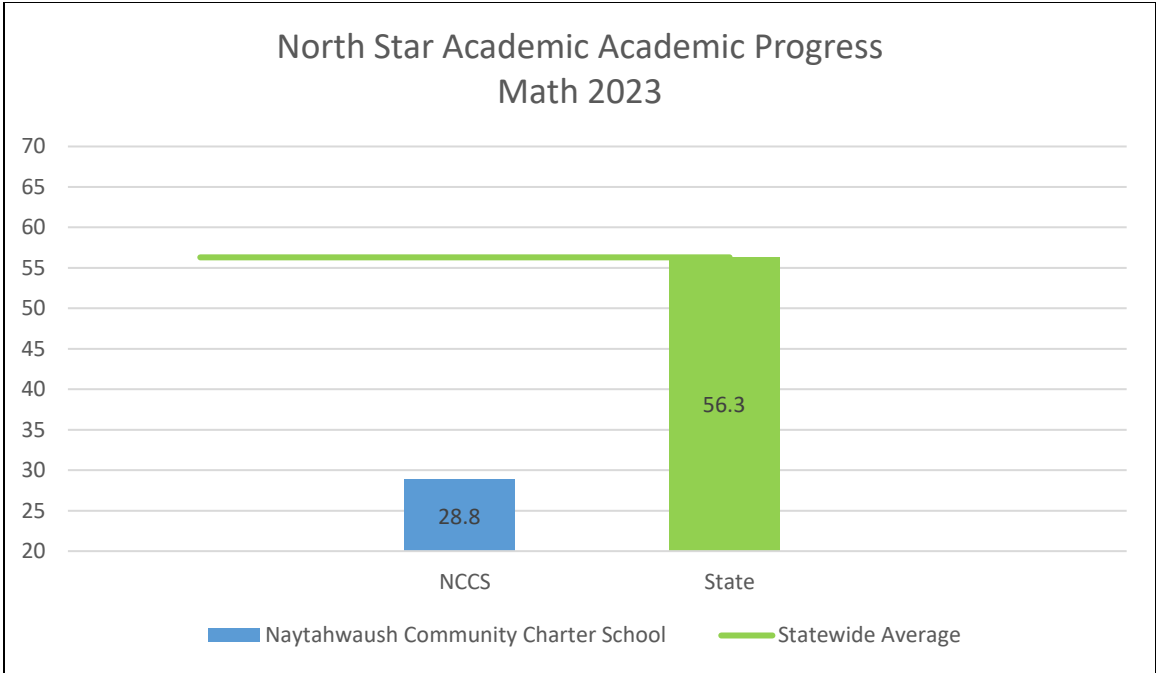


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

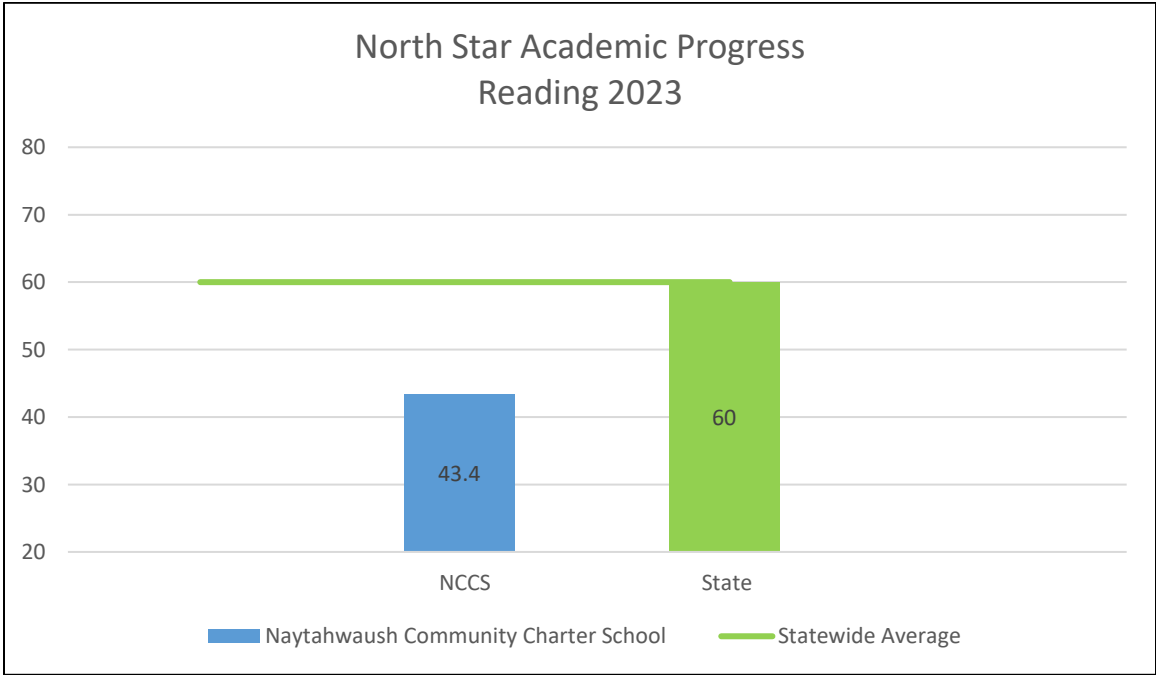


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

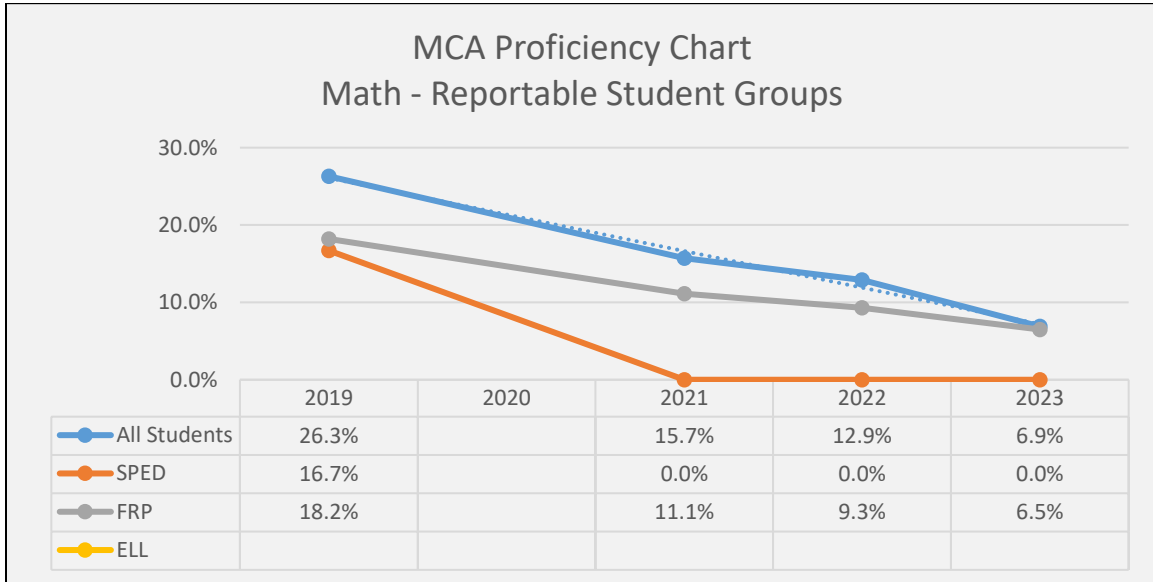


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

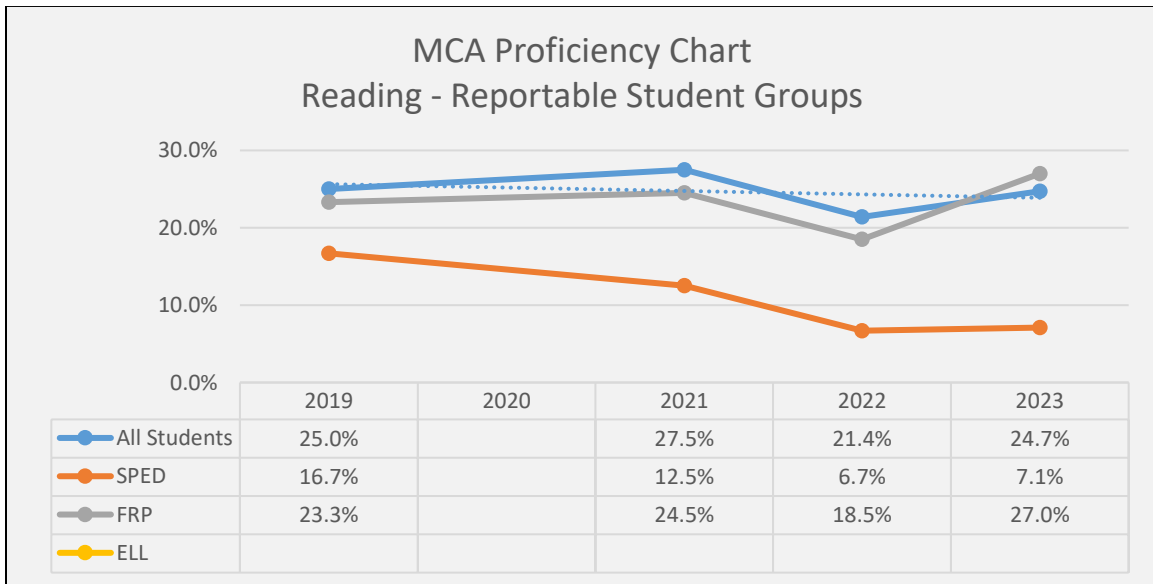


Figure 11 - Reportable Student Groups MCA Reading 2019- 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: All third-graders can read at grade-level.**

Scale:

Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.

X	2 -Meet
	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: NCCS continues to outperform the comparison school, Ponemah Elementary, in math, reading and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

Scale:

Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher. **Partially meets standard** - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.

Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.

	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet

Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report

Analysis: The school’s academic achievement level (improved + maintained) was 28.8% for math and 43.4% for reading. A score of does not meet was awarded because the school’s combined score was 35.8%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard:** all racial and economic achievement gaps between students are closed.

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: A score of partially meets was awarded because the achievement gap was reduced in three of four areas.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data/Source: School Annual Report

Analysis: In 2022-23 the NCCS Director conducted unannounced walk-through check-ins and provided teachers with feedback. Teachers with fewer than three years of experience received a minimum of three formal observations. Formal observations were announced prior to the visit, the teacher filled out a pre observation form and then met with the Director following the observation to discuss strengths and growth areas. Teachers with three or more years of experience received at least one formal observation. Each teacher will participate in a yearly summative review with the NCCS Director prior to the end of the school year. As needed, additional teacher meetings will be held if walk-throughs and formal observations indicate more support is needed.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: NCCS is committed to staff development and is aware of the research supporting that regular, quality staff development is an integral piece of the puzzle to improve academic success. The school has developed a school-wide professional development plan that focuses on quality teaching and learning through coaching, peer review and weekly walk-throughs. Professional development sessions are held twice a month at NCCS. In addition to teacher training, these sessions provide teachers at NCCS the opportunity to review student data. In 2022-23 the following professional development occurred: curriculum and resource training, mental health training, and training provided by the North Sky Regional Center of Excellence.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: NCCS has increased learning opportunities for all students by providing a rich Ojibwe language and cultural environment where students receive daily Ojibwe language instruction and participate in cultural activities. In addition, the school promotes community engagement. NCCS has an active parent advisory group that meets quarterly, and the school hosts monthly Family Fun events that promote parents as educational partners. Staff also begin every school year by making home visits.</p>	

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: NCCS Annual Report	
Analysis:	
Goal #1a All Students Ready for School	
The Kindergarten Readiness rate in math will increase from 60% to 70% (approximately two students) as measured by FAST assessment in fall, 2023.	
Result: Goal Not Met	
60% of children were kindergarten ready in math in fall, 2023.	
Goal #1b All Students Ready for School	
The Kindergarten Reading Rate in reading will increase from 25% to 45% (approximately four students) as measured by FAST assessment in fall 2023.	
Result: Goal Met	
56% of children were kindergarten ready in reading in fall, 2023.	
Goal #2 All Students in Third Grade Achieving Grade-Level Literacy	

Increase the number of third grade AI students reading at grade level by May 2023 as measured by FAST to increase from 25% to 45% (nine out of twenty students).

Result: Goal Not Met

16% of students were reading at grade level as measured by FAST.

Goal #3a Close the Achievement Gap(s) Between Student Groups

NCCS students will narrow the achievement gap in math as compared to White students, as measured by the math MCA assessments by 6% (approximately four students).

Result: Goal Not Met

The percentage of students proficient in math decreased from 12.9% to 7.0%.

Goal #3a Close the Achievement Gap(s) Between Student Groups

CCS students will narrow the achievement gap in reading as compared to White students, as measured by the reading MCA assessments by 6% (approximately four students)

Result: Goal Met

Achievement gap was reduced by 14.8%.

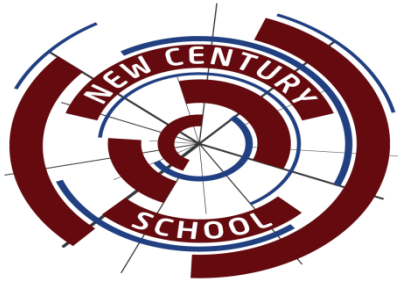
Goal #4 All Students Career -and Collage – Ready by Graduation

Grade 6 will take a career interest inventory, participate in a field trip to a local post-secondary school on the White Earth Indian Reservation.

Result: Goal Met

Students visited White Earth Tribal college and completed a career inventory.

Academic Standards Point Total: 10/14



NEW CENTURY SCHOOL

Charter # 4240

Director: Ahmed Ali

1380 Energy Lane, Suite 108

St. Paul, MN 55108

Phone: 651-478-4535

www.newcenturyschool.net

New Century School (NCS) provides a high-quality education to nurture and inspire a community of learners through an innovative, holistic approach to education that embeds science and technology. The school's inquiry-based learning model and multi-disciplinary instructional approach provides the foundation for the school's rigorous STEM-based curriculum.

Summary: New Century School tested 267 students during the 2022 - 2023 school year. The school's proficiency rates in math and reading decreased from 2022 to 2023. The school's population was nearly 100% Black/African American and enrollment by other criteria was well above the state average for English Language Learners and students receiving Free and Reduced Lunch.

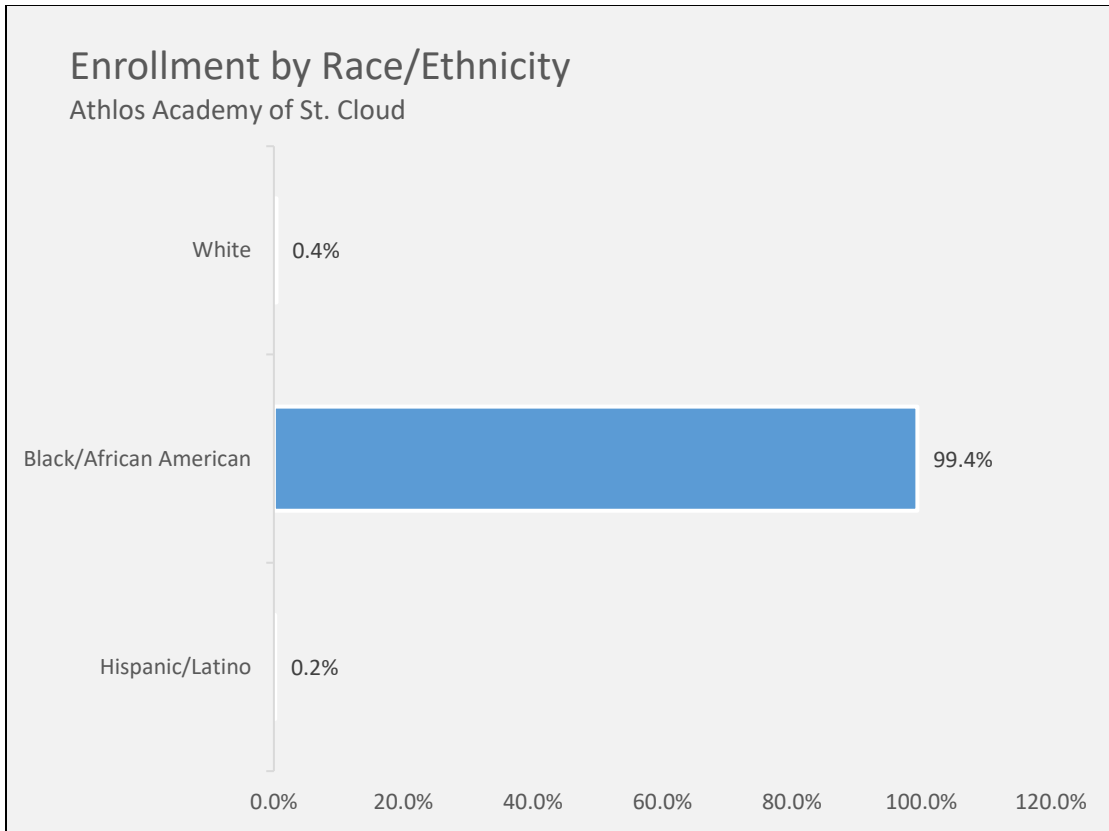


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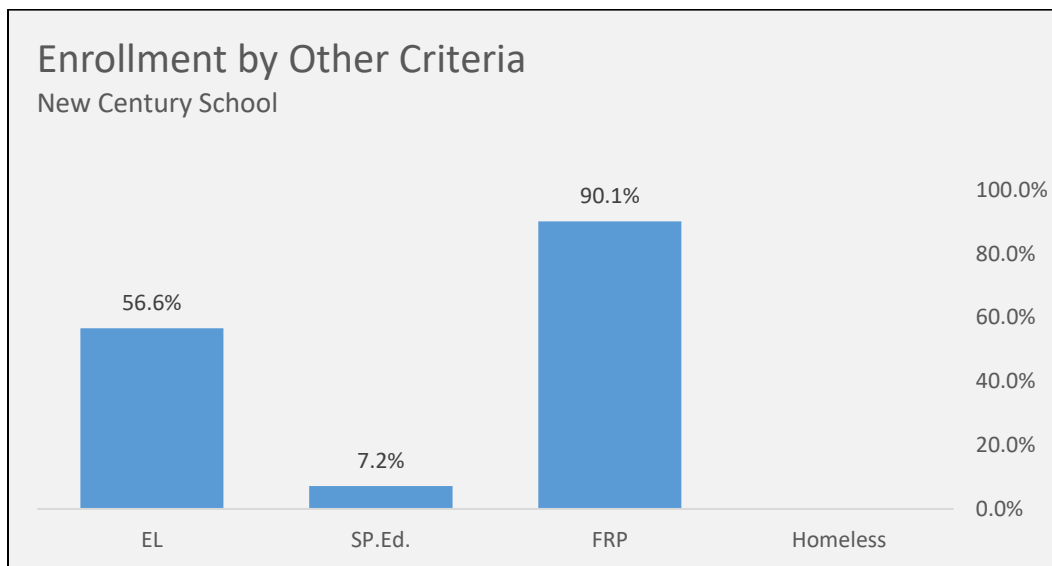


Figure 2 - Enrollment by Other Criteria

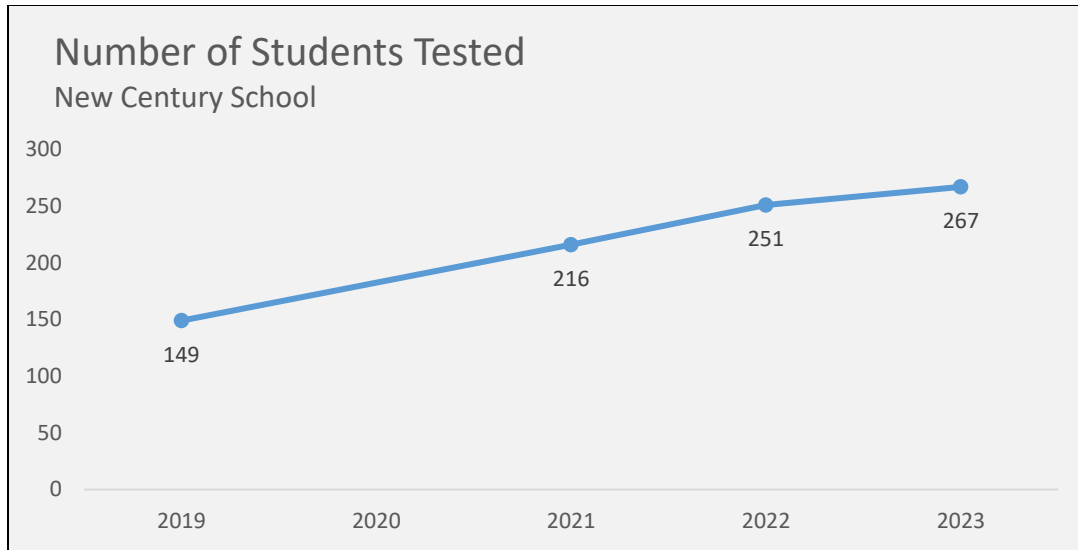


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
7 th	52.1%		37.4%	37.6%	39.7%
8 th	55.2%		39.8%	40.1%	40.3%
New Century	45.0%		44.0%	21.2%	14.7%
3 rd	57.6%		48.8%	27.1%	11.5%
4 th	42.2%		42.9%	27.5%	25.0%
5 th	40.7%		37.1%	23.1%	12.5%

6 th	46.2%		44.4%	15.4%	9.5%
7 th	28.6%		51.9%	17.0%	15.25%
8 th			38.5%	15.6%	14.0%
Minnesota Math and Science Academy (3-8)	27.5%		5.9%	9.9%	11.5%
3 rd	38.5%		0.0%	5.9%	21.1%
4 th	18.2%		15.8%	24.1%	8.3%
5 th	18.8%		6.7%	15.4%	13.3%
6 th	36.4%		0.0%	2.7%	11.6%
7 th	38.6%		0.0%	2.6%	12.1%
8 th	13.9%		CTSTR	10.9%	0.0%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

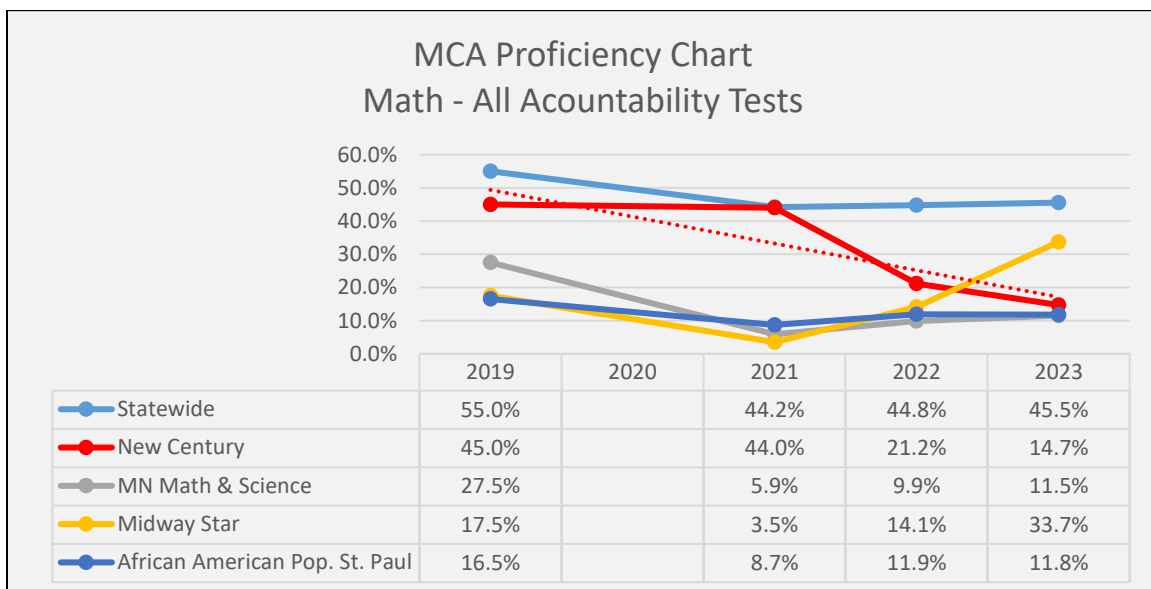


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate MCA math proficiency at NCS. NCS’s math proficiency rate declined by 6.5 percentage points from 2022 to 2023. Despite the decline, NCS continues to outperform the proficiency rate of the local comparison school, Minnesota Math and Science Academy. In future years, it is expected that NCS will continue to outperform the local comparison school, Minnesota Math and Science Academy, and work toward meeting or exceeding the statewide proficiency rate.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3rd	54.6%		48.5%	48.1%	47.4%
4th	55.4%		49.3%	49.6%	48.4%
5th	65.8%		59.4%	59.4%	58.7%
6th	62.8%		55.0%	54.4%	53.4%
7th	57.5%		48.3%	45.5%	45.2%
8th	57.7%		49.7%	46.4%	44.8%
New Century	32.9%		42.6%	31.0%	29.4%
3rd	36.4%		41.5%	31.3%	22.6%
4th	33.3%		45.2%	26.2%	35.4%
5th	33.3%		48.6%	41.0%	37.5%
6th	34.6%		55.6%	43.6%	26.2%
7th	23.8%		18.5%	19.1%	24.2%
8th			34.6%	27.3%	25.6%
10th					41.7%
Minnesota Math and Science Academy	30.3%		23.4%	26.5%	19.4%
3rd	26.3%		7.7%	29.4%	10.3%
4th	16.3%		14.3%	27.6%	10.8%
5th	31.3%		22.2%	28.2%	23.3%
6th	43.2%		31.3%	37.8%	25.6%
7th	22.7%		20.0%	13.2%	15.2%
8th	41.7%		40.0%	23.9%	17.2%
10th					33.3%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

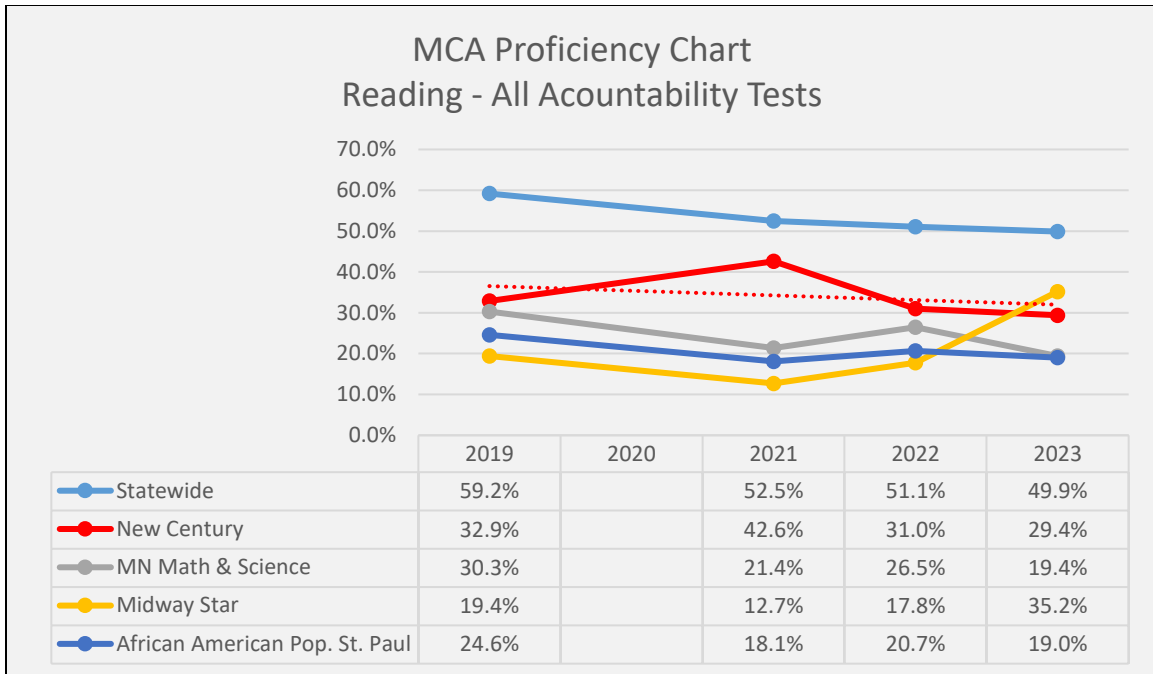


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: Table 2 and Figure 5 illustrate MCA reading proficiency at NCS. NCS’s reading proficiency rate declined by 1.6 percentage points from 2022 to 2023. Despite the decline, NCS continues to outperform the proficiency rate of the local comparison school, Minnesota Math and Science Academy by 10 percentage points. In future years, it is expected that NCS will continue to outperform the local comparison school, Minnesota Math and Science Academy, and work toward meeting or exceeding the statewide proficiency rate.

Table 3 – MCA Science Proficiency 2019 - 2023

Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5th	54.9%		47.9%	50.5%	48.4%
8th	43.0%		33.8%	29.2%	27.6%
H.S.	54.4%		48.3%	45.6%	41.8%
New Century	59.3%		45.9%	7.0%	9.7%
5th	59.3%		51.4%	10.5%	12.5%
8th			38.5%	3.0%	4.7%
H.S.					16.7%

Minnesota Math and Science Academy	16.9%		10.5%	15.3%	7.1%
5th	21.3%		14.3%	23.1%	20.0%
8th	11.1%		CTSTR	8.7%	0.0%
H.S.					0.0%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

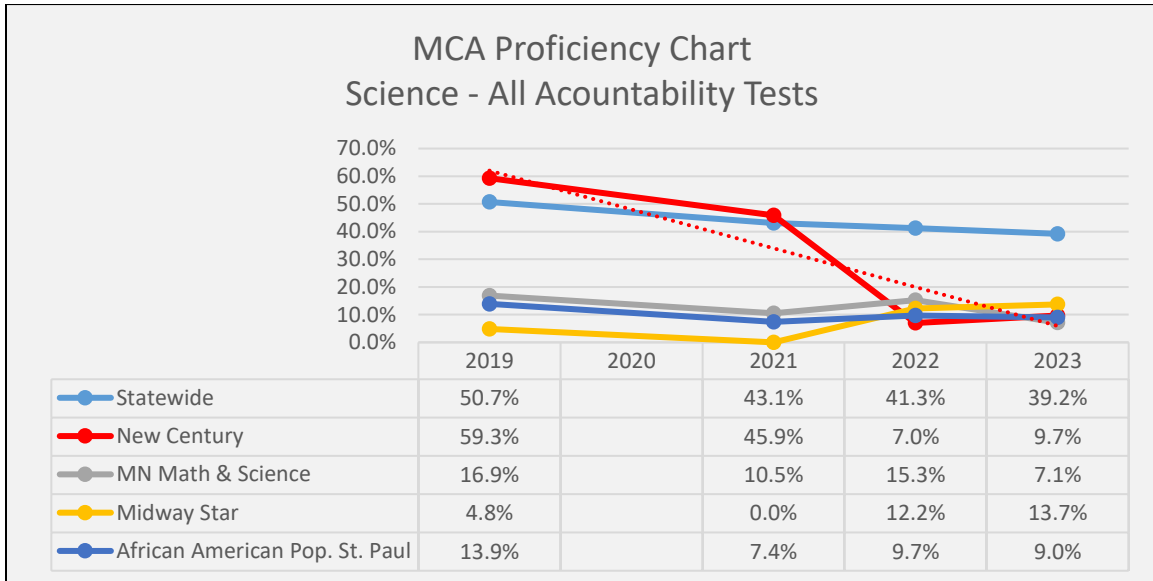


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the MCA science proficiency at NCS. NCS’s science proficiency rate increased by 2.7 percentage points to 9.7% from 2022 to 2023. After outperforming both the comparison school and the statewide average for the past three testing cycles, NCS is currently outperforming the comparison school, Minnesota Math and Science Academy, by 2.6 percentage points. In future years, it is expected that NCS will continue to outperform the local comparison school, Minnesota Math and Science Academy, and work toward meeting or exceeding the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

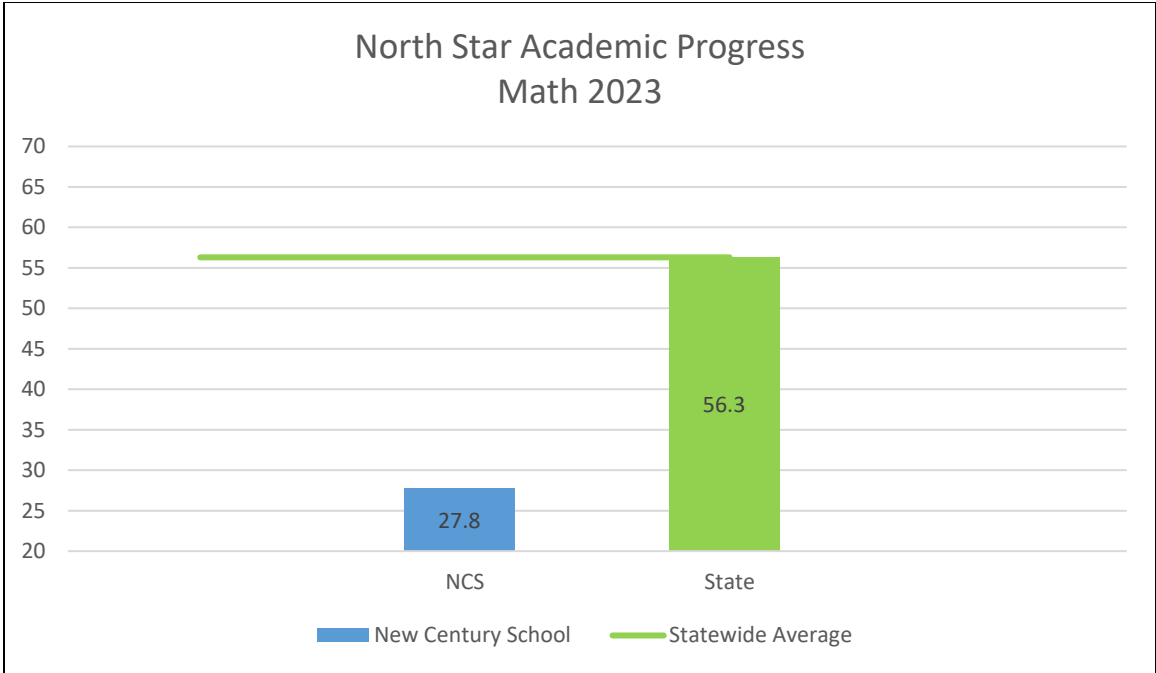


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

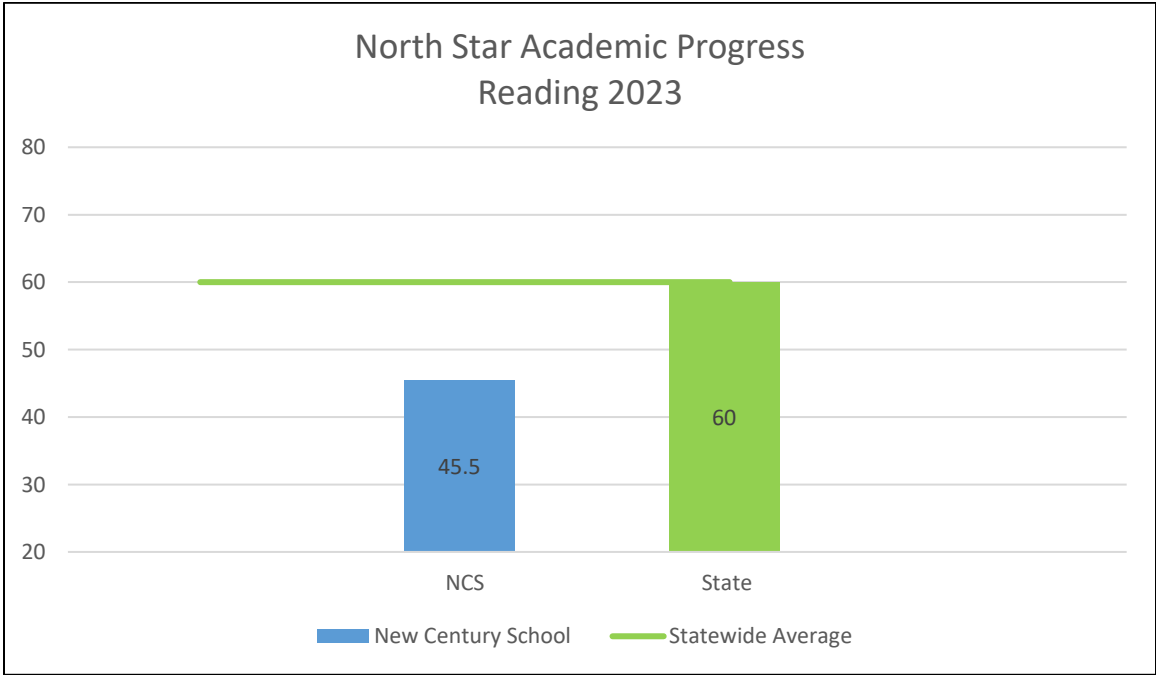


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

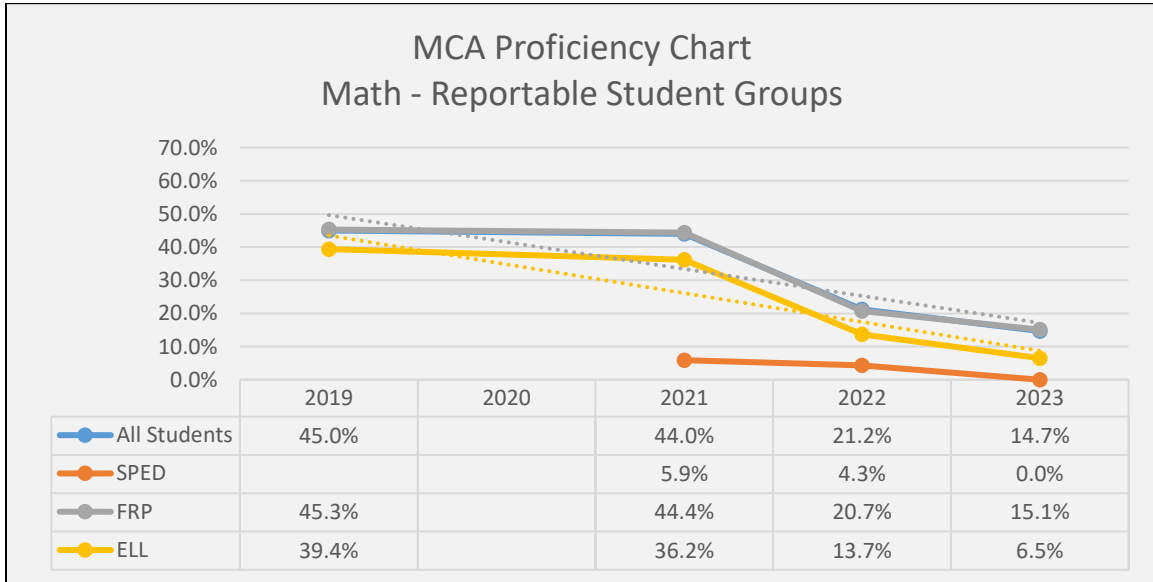


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

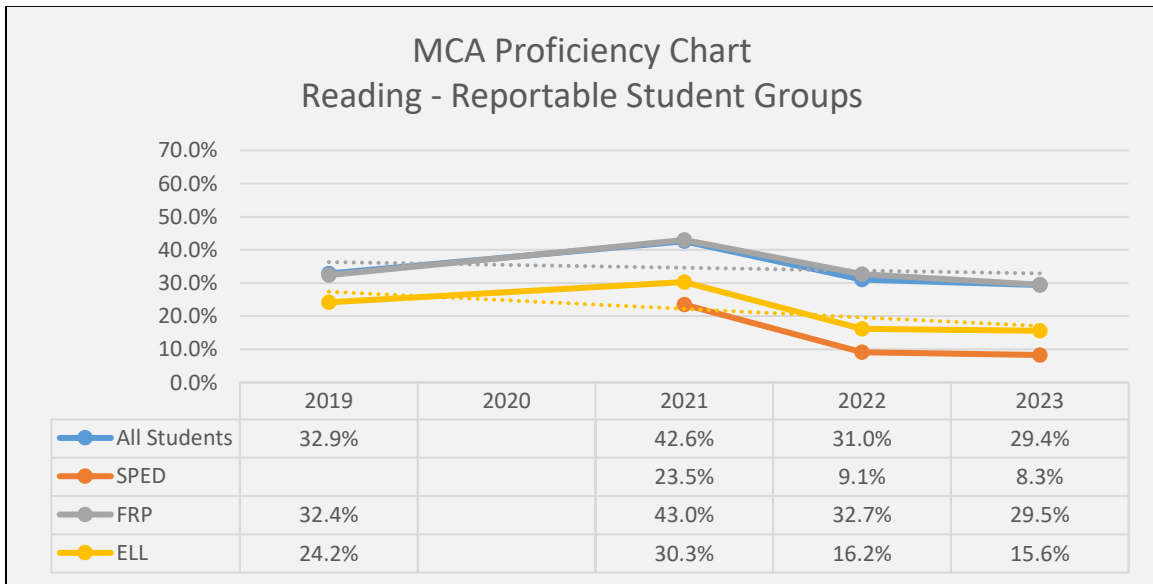


Figure 11 - Reportable Student Groups MCA Reading 2019- 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: All third-graders can read at grade-level.**

Scale:

Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: NCS is outperforming the comparison school, Minnesota Math and Science Academy in math, reading and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

Scale:

Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher.
Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.

Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.

	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet

Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report

Analysis: The school’s academic achievement level (improved + maintained) was 27.8% for math and 45.5% for reading. A score of does not meet was awarded because the school’s combined score was 36.7%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.**

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: The school reduced the achievement gap in five of the six possible areas. A gap did not exist between the “all students” proficiency rate and that of the free and reduced population in both math and reading.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data/Source: School Annual Report

Analysis: NCS has adopted a formal teacher evaluation process where teachers are observed using a detailed observation rubric based on three domains, planning, environment and instruction. In addition, the observation will include: The lists of items for READ IT curriculum, weekly submission of lead teacher admin report, students' reading levels list according to tiers, teacher notes, data tracking log, Envison Math planning guide sheet as well as a completed classroom environment checklist.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: NCS has adopted a school-wide professional development plan to improve student achievement of Minnesota standards in all areas of the curriculum including areas of regular academic, applied, and experiential learning through the high-quality professional development of all educators.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:.

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis:

In addition to its rigorous academic curriculum, NCS has increased learning opportunities for all students through a STEM program. The school has made significant progress in its efforts to strengthen the program. Students at NCS have access to a Design and Innovation Lab which has afforded students more choice and a greater voice in their learning. The school is also tech enabled and believes that access is integral to equity. NCS has a robust 1:1 program that allows underserved and low-income students access to ipads and Chromebooks. The school also provides authentic learning experiences that provide students with the opportunity to explore the coding, engineering and research fields.

Academic Standard 7: The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).

Scale:

Meets the Standard - The school has a plan and is meeting their WBWF goals.

Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.

Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

The school will have an attendance rate of at least 95%.
 95% of students enrolled in kindergarten will successfully meet kindergarten completion requirement by the end of the school year.
 The school will develop at least five parent engagement activities over the course of the school year.

Result: Goals Met

The school’s attendance rate was above 96%.
 Over 95% of kindergarten students met kindergarten completion requirements.
 The school successfully completed nine parent engagement activities.

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

40% of third grade students will meet or exceed the individual growth target in reading. (Spring NWEA)

Result: Goal Met

42% of third grade students met or exceeded their individual growth projections on the spring NWEAs.

Goal #3 Close the Achievement Gap(s) Between Student Groups

40% of all students will meet or exceed the individual projected growth target (**FastBridge Reading**) in 2022-2023.

40% of all students will meet or exceed the individual projected growth target (**FastBridge Math**) in 2021-2022.

Result: Goal Partially Met

43% of students met or exceeded growth projections in reading.
32% of students met or exceeded growth projections in math.

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

55% of students in grades 3-8 will receive information about career and college or visit a college.
40% of 3-8 grade students will meet or exceed the standard on the 2022 MCA reading and math assessments.

Result: Goal Partially Met

Over 60% of the students received college and career-ready information and/or visited a college.
Less than 40% of students in grades 3-8 met or exceeded the standard on the 2022 MCA reading and math assessments in 2022.

Academic Standards Point Total: 10/14



PACT CHARTER SCHOOL

Charter # 4228

Director: Josh Nyquist

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Phone: 763-712-4200

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In 1994, PACT Charter School was the eighth charter school to be established in Minnesota. PACT offered a unique model of parents partnering with teachers and students; the model afforded parents an opportunity to be involved in everyday school decisions for their students. It is the goal of PACT Charter School to prepare students for college and lifelong learning, promote positive character development, and pursue a community atmosphere of mutual respect.

Summary: PACT Charter School tested 359 students in the 2022-2023 school year and is currently outperforming the combined comparison schools in math, reading and science. In 2023, the school scored above the statewide average on the North Star Academic Progress report in both math and reading.

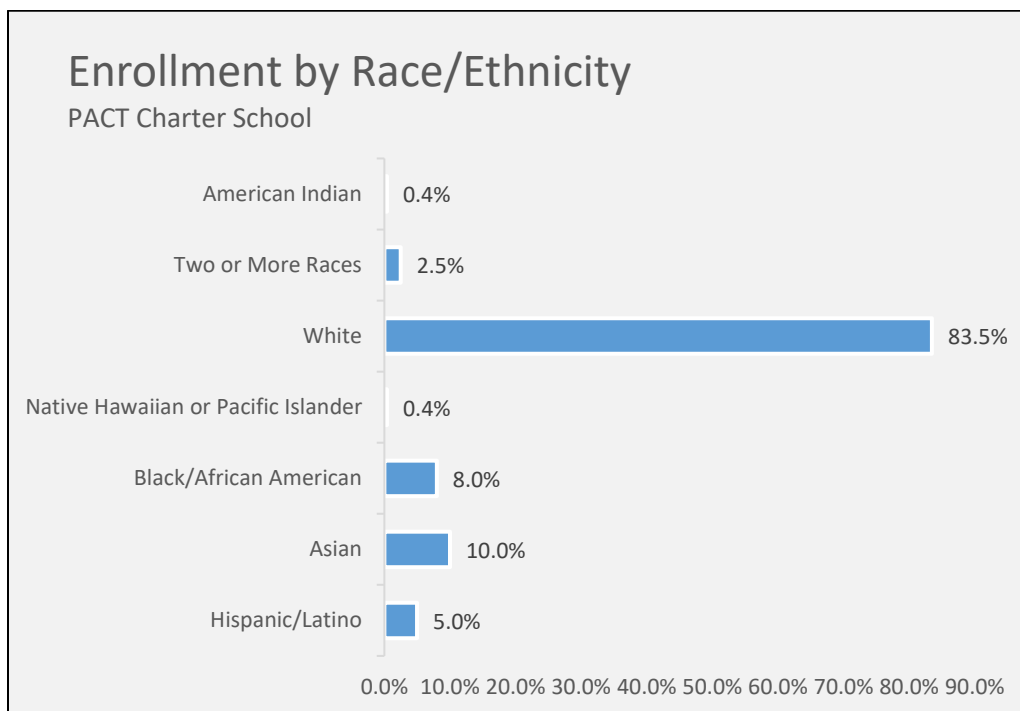


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

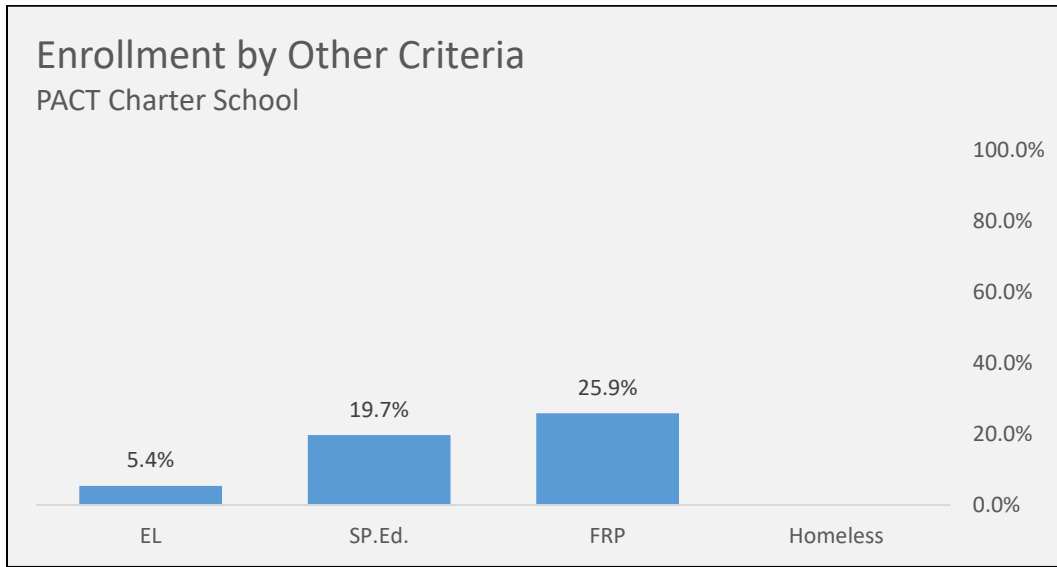


Figure 2– Enrollment by Other Criteria

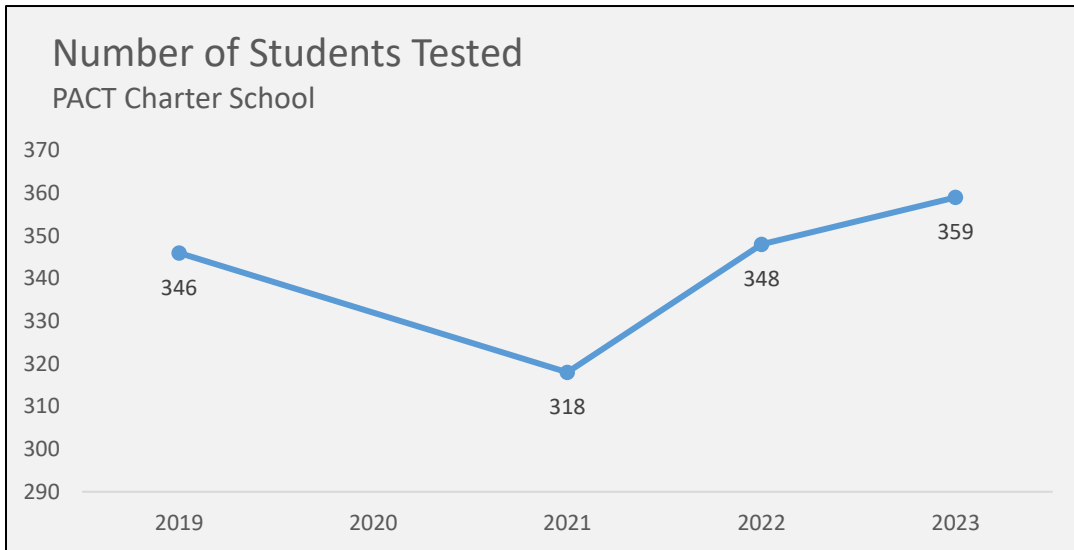


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3rd	65.6%		57.1%	59.0%	59.1%
4th	63.9%		53.8%	56.4%	57.1%
5th	52.0%		41.1%	43.1%	44.4%
6th	50.5%		37.2%	39.3%	39.6%
7th	52.1%		37.4%	37.6%	39.7%
8th	55.2%		39.8%	40.1%	40.3%
11th	45.0%		41.4%	36.6%	36.0%
PACT	61.8%		43.7%	55.2%	50.5%
3rd	70.6%		57.8%	75.0%	61.1%
4th	60.4%		48.0%	60.8%	50.0%
5th	59.6%		39.5%	48.0%	40.7%
6th	63.5%		55.1%	56.3%	57.7%
7th	69.8%		30.0%	44.2%	43.4%
8th	62.7%		34.8%	63.5%	61.5%
11th	41.5%		40.0%	37.5%	38.3%
Brookside Elementary			64.9%	70.9%	69.5%
3rd			70.4%	69.9%	65.4%
4th			67.4%	74.3%	73.1%
5th			59.0%	69.2%	71.3%
Coon Rapids Middle School	52.0%		28.1%	31.1%	32.6%
6th	48.7%		21.8%	23.8%	33.5%
7th	56.3%		27.5%	32.1%	32.3%
8th	50.6%		35.8%	36.7%	32.0%
Anoka High School (11th)	37.7%		25.5%	33.2%	31.2%
Combined			54.2%	38.2%	39.6%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

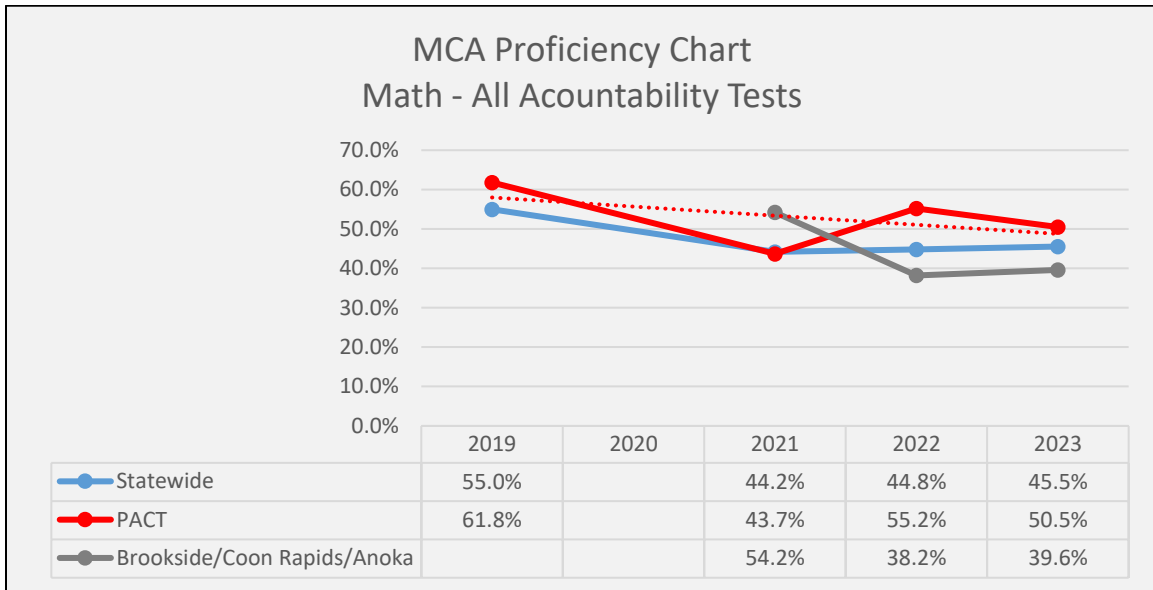


Figure 4 – MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the past five years of MCA math proficiency at PACT Charter School. For the purpose of this report, Brookside Elementary School, Coon Rapids Middle School, and Anoka High School are being used as a combined comparison school for PACT Charter School. PACT’s math proficiency rate declined by 4.7 percentage points from 2022 to 2023. Despite the decline, the school continues to outperform both the statewide average and the combined comparison schools. In future years, it is expected that PACT Charter School will continue to meet or exceed both the statewide math proficiency rate and that of the combined comparison schools.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%
6 th	62.8%		55.0%	54.4%	53.4%
7 th	57.5%		48.3%	45.5%	45.2%
8 th	57.7%		49.7%	46.4%	44.8%
10 th	60.4%		58.3%	55.2%	51.7%

PACT	66.1%		52.6%	59.9%	55.3%
3rd	54.9%		48.9%	59.6%	43.4%
4th	52.1%		44.0%	52.9%	43.4%
5th	86.5%		56.8%	72.0%	61.1%
6th	78.8%		73.5%	66.7%	69.2%
7th	69.8%		62.0%	57.5%	54.7%
8th	42.3%		29.8%	56.6%	55.6%
10th	76.9%		52.4%	55.4%	59.6%
Brookside Elementary			59.4%	62.6%	60.4%
3rd			58.3%	50.4%	53.5%
4th			61.5%	68.3%	64.7%
5th			58.3%	68.4%	65.2%
Coon Rapids Middle School	56.2%		43.1%	40.5%	38.9%
6th	60.1%		43.4%	43.2%	48.3%
7th	53.8%		41.3%	37.5%	35.9%
8th	54.0%		44.7%	40.7%	32.8%
Anoka High School (11th)	64.9%		63.3%	54.3%	52.7%
Combined			50.2%	46.4%	45.2%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

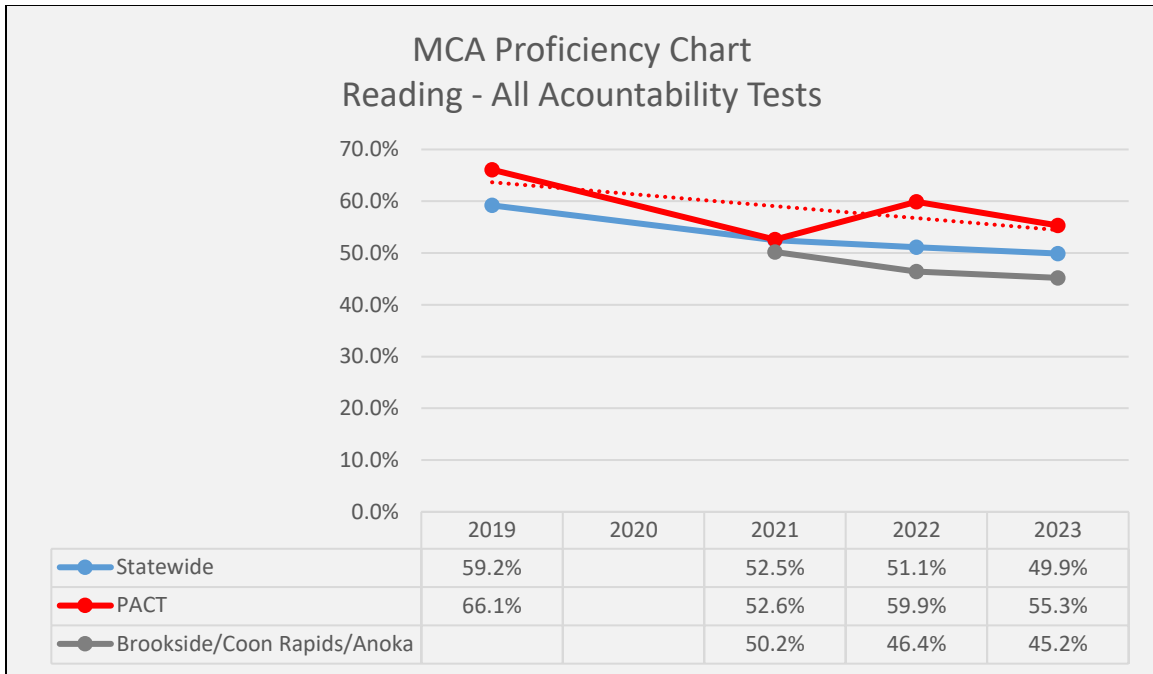


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the past five years of MCA reading proficiency at PACT Charter School. For the purpose of this report, Brookside Elementary School, Coon Rapids Middle School, and Anoka High School are being used as a combined comparison school for PACT Charter School. PACT’s reading proficiency rate declined by 4.6 percentage points from 2022 to 2023. Despite the decline, the school continues to outperform both the statewide average and the combined comparison schools. In future years, it is expected that PACT Charter School will continue to meet or exceed both the statewide reading proficiency rate and that of the combined comparison schools.

Table 3 – MCA Science Proficiency 2019 - 2023

MCA Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5th	54.9%		47.9%	50.5%	48.4%
8th	43.0%		33.8%	29.2%	27.6%
H.S.	54.4%		48.3%	45.6%	41.8%
PACT	53.1%		34.5%	38.1%	48.5%
5th	69.2%		45.5%	50.0%	51.9%
8th	23.1%		23.9%	22.6%	38.5%
H.S.	66.1%		34.7%	42.3%	54.1%

Brookside (5th)			43.6%	63.6%	62.6%
Coon Rapids (8th)	53.3%		30.7%	16.9%	16.5%
Anoka (H.S.)	56.7%		48.6%	41.5%	35.0%
Combined			38.2%	32.0%	29.0%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

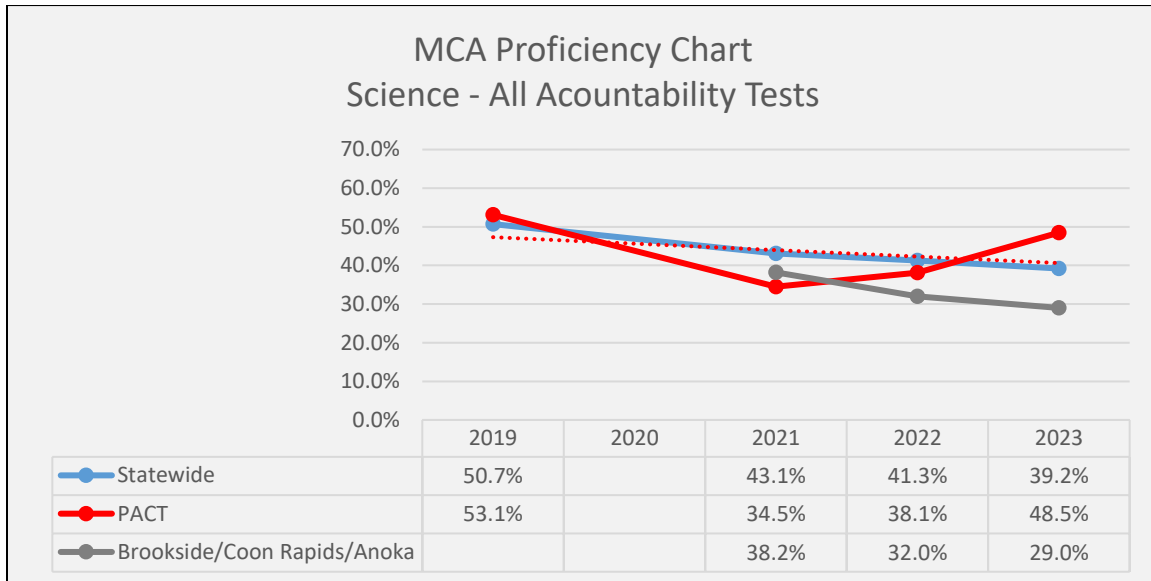


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 7 illustrate the past five years of MCA science proficiency at PACT Charter School. For the purpose of this report, Brookside Elementary School, Coon Rapids Middle School, and Anoka High School are being used as a combined comparison school for PACT Charter School. PACT’s science proficiency rate increased by 10.4 percentage points from 2022 to 2023. The school is currently outperforming the combined comparison schools by 24 percentage points. In future years, it is expected that PACT Charter School will continue to meet or exceed the science proficiency rate of the combined comparison schools as well as that of the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Progress Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

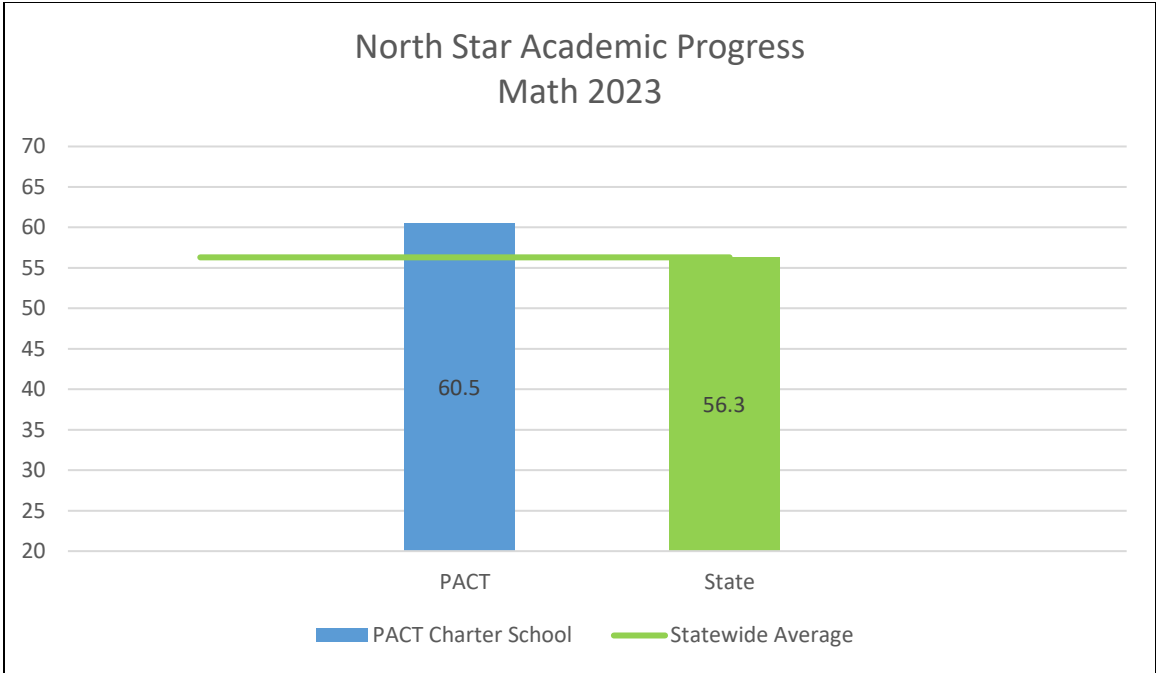


Figure 7 – North Star Academic Progress (Improved + Maintained)

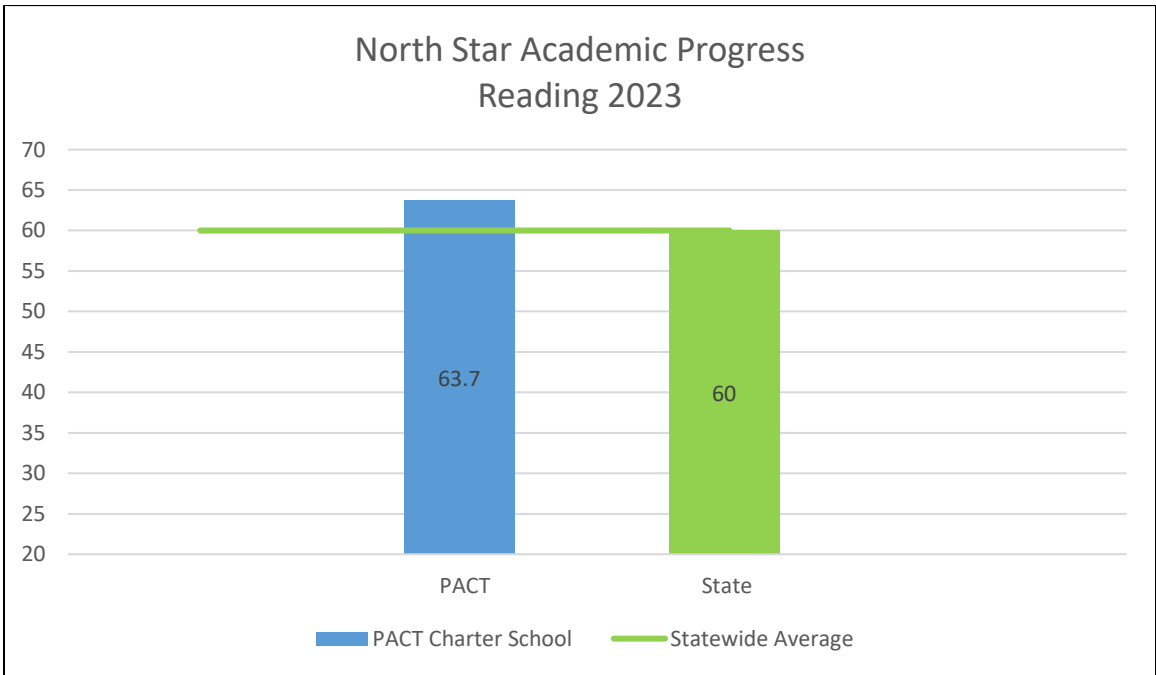
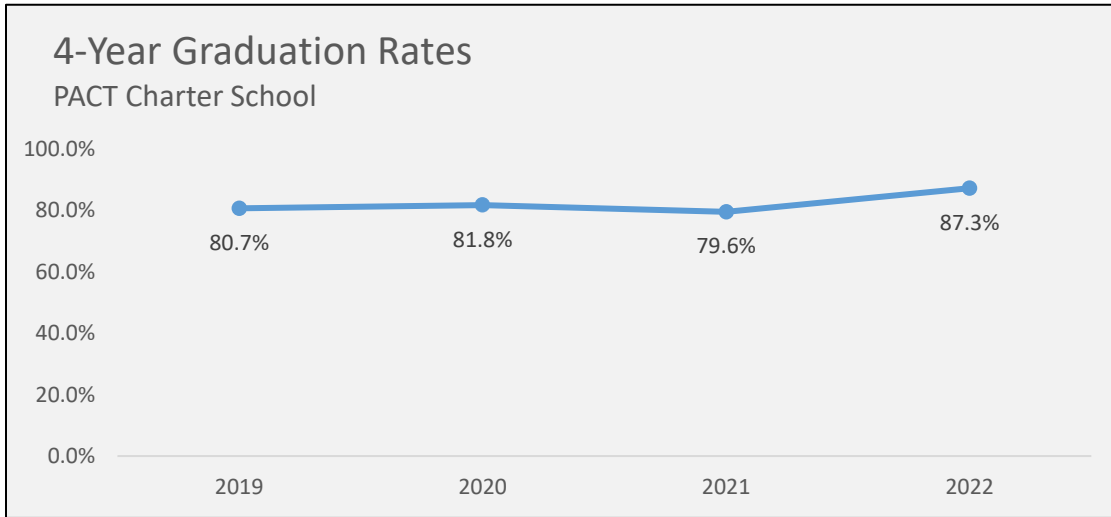


Figure 8 – North Star Academic Progress (Improved + Maintained)

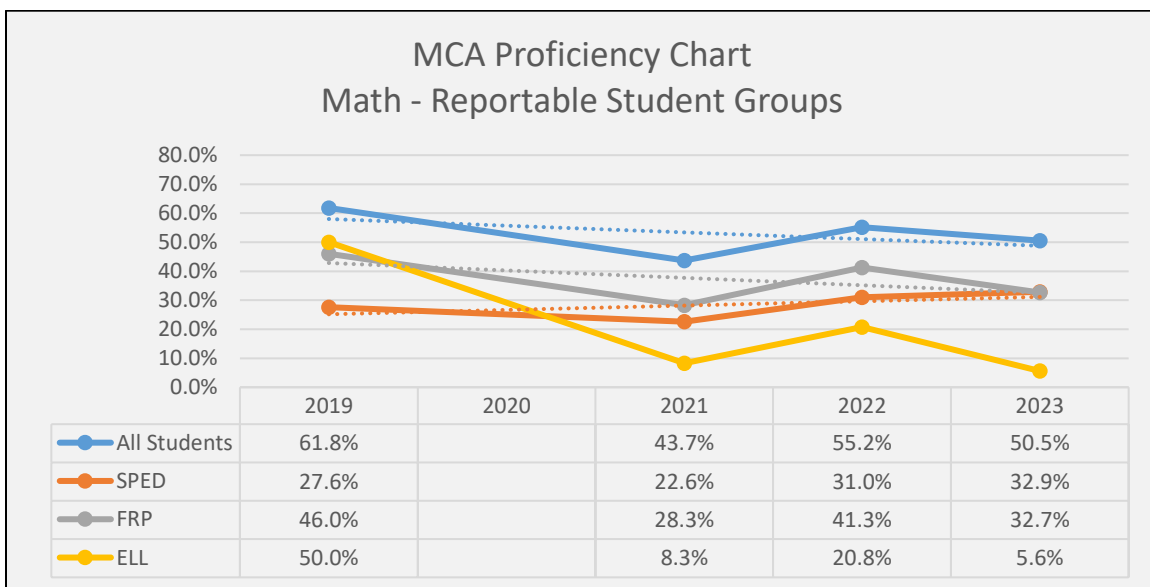
Academic Performance Standard 2 – Growth ALTERNATIVE (for schools serving grade 9-12 only)

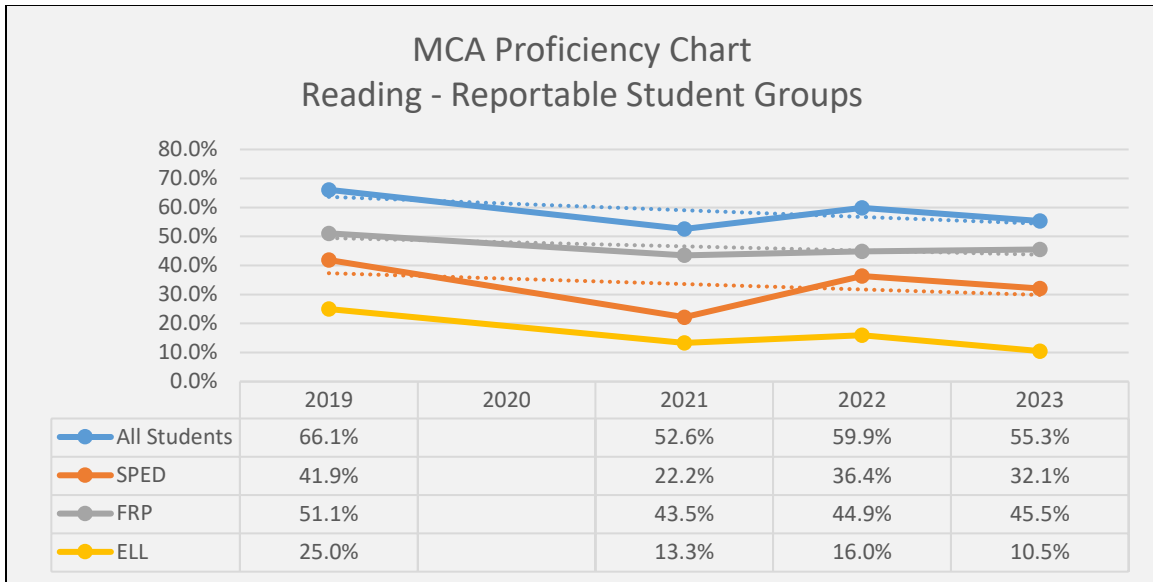
Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. *Imbedded WBWF Standard: All students graduate from high school.



Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”





The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale: Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend. Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three. Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	

Analysis: PACT is outperforming the combined comparison school, Brookside Elementary School, Coon Rapids Middle School, and Anoka High School, in math, reading and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

Scale:

Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher. Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.

Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report

Analysis: The school’s achievement level (improved + maintained) was 60.5% for math and 63.7% for reading. A score of meets was awarded because the school’s combined score was 62.1%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.**

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education
Analysis: PACT reduced the achievement gap in three out of six possible areas.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: School Annual Report	
Analysis: PACT Charter School uses the 5D Rubric for Instructional Growth and Teacher Evaluation. This rubric is used for formal observations and summative evaluations, and portions of the rubric are used for walk-throughs.	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale:	
Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.	
Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.	
Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis: During the 2022-2023 school year, teachers were trained on Top 20, Universal Designs for Learning, Depth of Knowledge, CPI Verbal De-escalation. They continued to conduct Professional Learning Communities (PLCs) following DuFour’s model. The Student Learning Goal (SLG) process continued for the 2022-2023 school year. These requirements ensure a cycle of continuous improvement related to instruction.	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: In addition to its academic rigor, PACT has increased learning opportunities for all students by emphasizing positive character development. All students receive character education instruction at least once a week. The curriculum focuses on assisting students in identifying and developing positive character qualities.

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).

Scale:

Meets the Standard - The school has a plan and is meeting their WBWF goals.

Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.

Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis:

Goal #1a All Students Ready for Kindergarten

At least 85% of families with a PACT kindergartner for the 2022-2023 school year will participate in a 30-minute Kindergarten Readiness Course in March 2023.

Result: Goal Not Met

70% of families with a PACT kindergartner for the 2022-2023 school year participated in a 30-minute Kindergarten Readiness Course.

Goal #1b All Students Ready for Kindergarten

At least 60% of PACT kindergartners enrolled as of October 1 will achieve a minimum score of 158 on the spring reading NWEA MAP assessment.

Result: Goal Not Met

61.36% of kindergarten students met the goal.

Goal #2a All Students in Third Grade Achieving Grade-Level Literacy At least 60% of PACT second graders that have been at PACT for at least one year will achieve a minimum score of 177 on the winter reading NWEA MAP assessment.

Result: Goal Not Met

50% of PACT second graders that have been at PACT for at least one year achieved a minimum score of 177 on the winter reading NWEA MAP assessment.

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

At least 60% of PACT third graders enrolled as of October 1 will achieve a minimum score of 201 on the spring reading NWEA MAP assessment.

Result: Goal Not Met

42.6% of PACT third graders achieved a minimum score of 201 the spring reading NWEA MAP assessment.

Goal #3a Close the Achievement Gap(s) Among All Groups

56.1% of students in the Hispanic/Latino grouping will achieve proficiency on Reading MCAs

Result: Goal Not Met

41.6% achieved proficiency

Goal #3b Close the Achievement Gap(s) Among All Groups

66.4% of students in the Black or African American grouping will achieve proficiency on Math MCAs

Result: Goal Not Met

57.1% achieved proficiency

Goal #3c Close the Achievement Gap(s) Among All Groups

59.5% of students in the Free & Reduced Lunch grouping will achieve proficiency on Reading MCAs

Result: Goal Not Met

46.8% achieved proficiency

Goal #4a All Students Career and College Ready by Graduation

The average ACT composite score for PACT students will increase from 23.0 in 2022 to 23.2 in 2023.

Result: Goal Not Met

The average ACT composite score for PACT was 23.0 in 2023.

Goal #4b All Students Career and College Ready by Graduation

For the 2022-2023 school year, the percentage of juniors and seniors earning college credit through concurrent enrollment, dual credit, and/or Postsecondary Enrollment Options (PSEO) courses will increase from 45% to 50%.

Result: Goal Not Met

The percentage of juniors and seniors earning college credit was 49%.

Goal #4c All Students Career and College Ready by Graduation

The percentage of juniors and seniors in the PACT building receiving an individual career/college planning meeting with the school counselor will be 100% during the 2022-2023 school year.

Result: Goal Met

School counselors met with 100% of Juniors and Seniors in the 2022-2023 school year.

Goal #5 All Students Graduate

The percentage of students graduating will increase from 79.6% in 2021 to 82% in 2022.

Result: Goal Met

The 2022 graduation rate was 87.3%.

Academic Standards Point Total: 12/14



SCHOOLCRAFT LEARNING COMMUNITY

Charter #4058

Director: Adrienne Eickman

9500 Ruppstrasse Blvd

Turtle River Township, MN 56601

218-586-3284

www.schoolcraft.org

Schoolcraft Learning Community (SLC) exists to help develop individuals to be self-directed, lifelong learners who have the skills and knowledge to confidently and compassionately navigate in the world. SLC is in an environment where learning occurs through expeditions. The school opened during the fall of the 2000 – 2001 school year and serves students in grades K-8. Learning expeditions are long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork, service, and adventure. SLC emphasizes the fact that development of personal character for students is as important as academic growth and that, in fact, the two go hand in hand to build confident compassionate lifelong learners.

Summary: SLC tested 137 students in 2023. The school's proficiency rates on the Minnesota Comprehensive Assessments decreased in math, reading and science from 2022 to 2023. SLC is currently outperforming the combined comparison schools in reading and science.

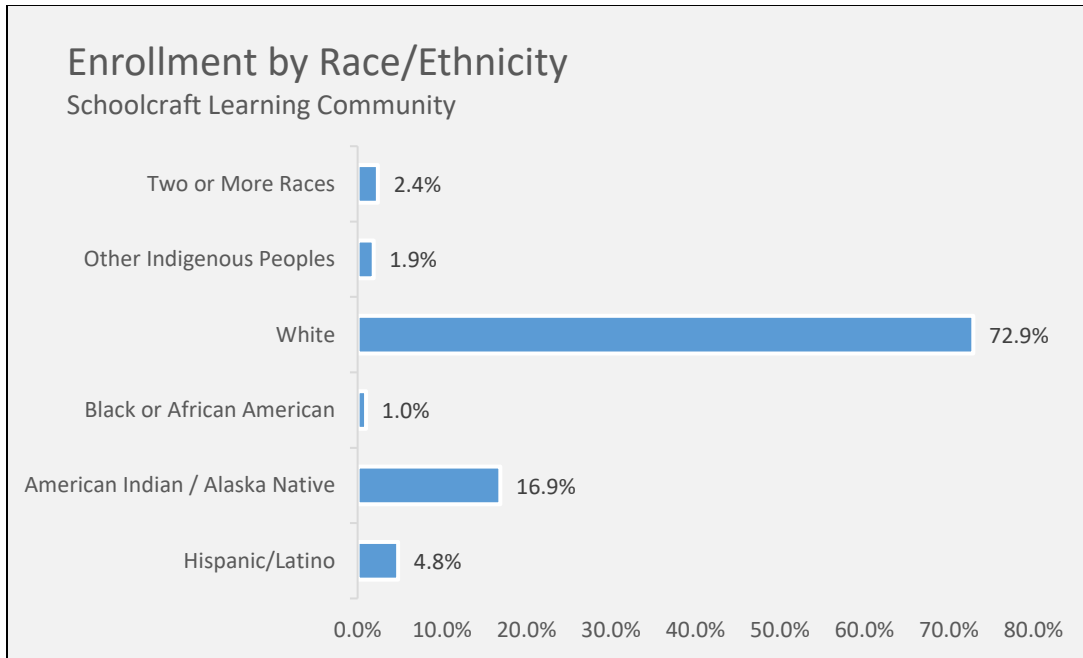


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

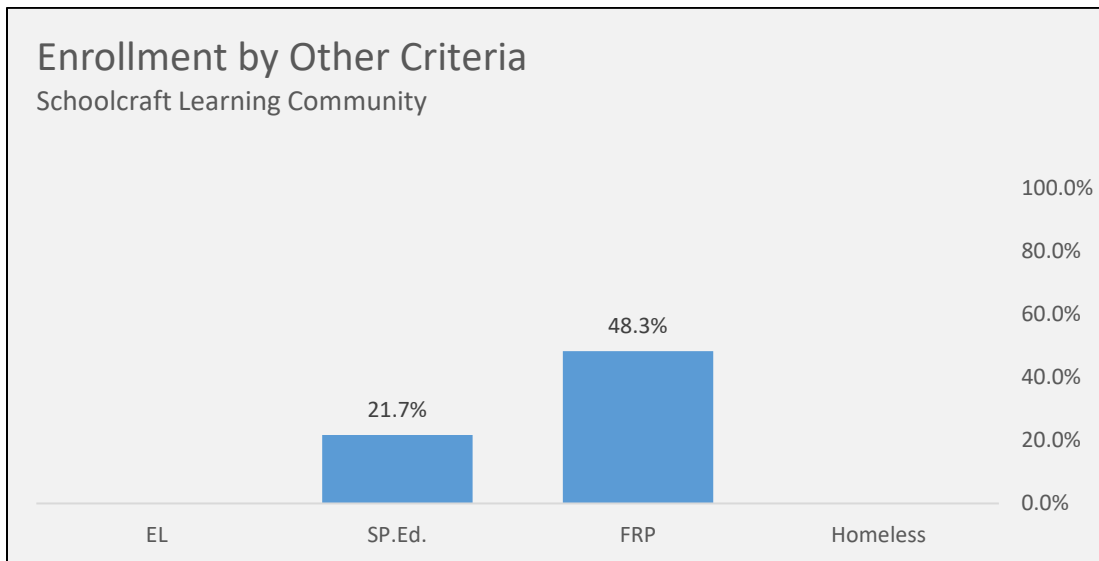


Figure 2 - Enrollment by Other Criteria

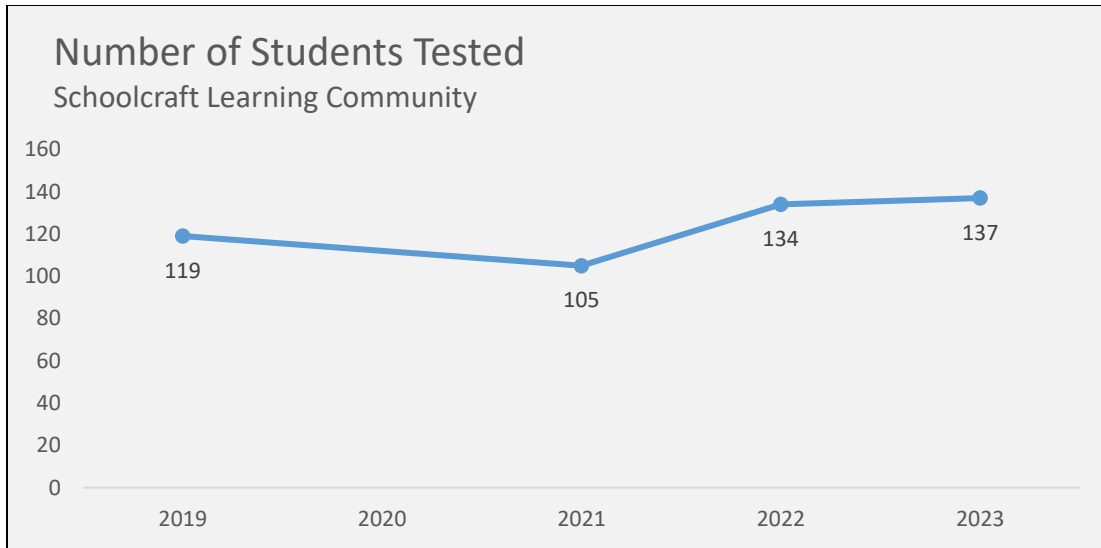


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
7 th	52.1%		37.4%	37.6%	39.7%
8 th	55.2%		39.8%	40.1%	40.3%
Schoolcraft	50.4%		40.0%	43.7%	39.7%
3 rd	60.0%		54.5%	43.6%	45.0%
4 th	54.5%		55.6%	52.4%	43.2%
5 th	47.6%		42.1%	42.1%	45.5%

6 th	52.6%		31.6%	50.0%	35.3%
7 th	35.0%		31.6%	40.0%	52.6%
8 th	52.9%		CTSTR	33.3%	14.3%
Northern Elem.					
3 rd	73.8%		68.7%	54.9%	68.2%
Gene Dillon Elem.					
4 th	49.8%		47.5%	52.2%	48.2%
5 th	40.9%		36.7%	39.3%	45.0%
Bemidji Middle					
6 th	48.8%		34.1%	46.2%	44.2%
7 th	51.0%		35.1%	38.2%	42.5%
8 th	63.8%		41.2%	50.3%	46.7%
Combined	51.2%		40.4%	45.7%	46.4%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

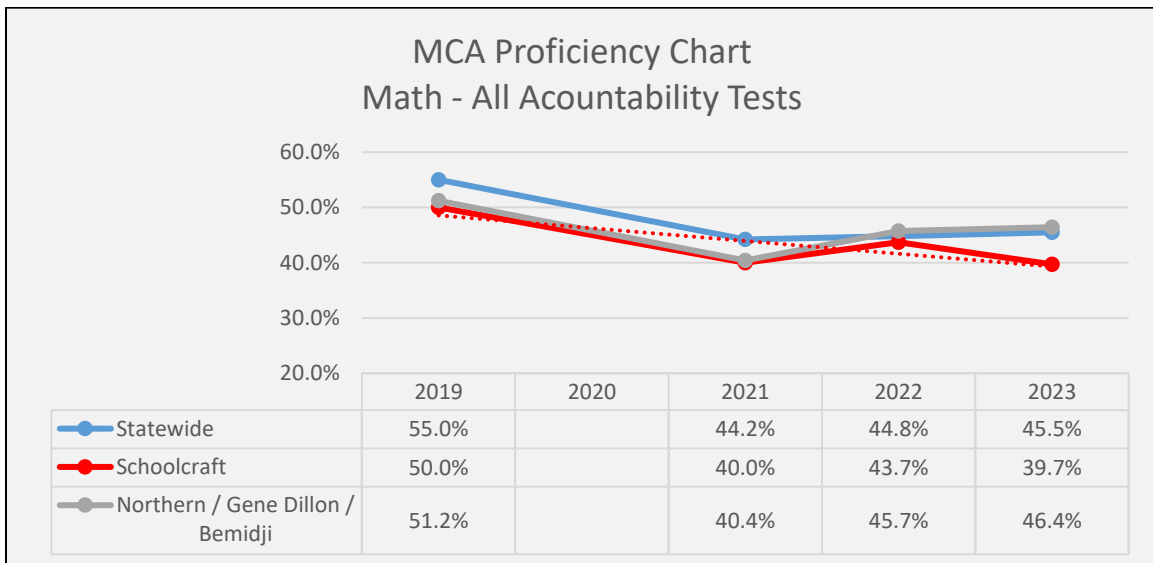


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: SLC’s MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Northern Elementary, grade 3, Gene Dillon Elementary, Grades 4-5, and Bemidji Middle School, grades 6-8, were combined to create a comparison score for SLC. SLC’s math proficiency rate decreased by 4.0 percentage points from 2022 to 2023. SLC is currently below that of the combined comparison schools, Northern Elementary, Gene Dillon Middle and

Bemidji High. In future years, it is expected that SLC will move toward meeting or exceeding the proficiency rates of the combined comparison school as well as that of the statewide average.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%
6 th	62.8%		55.0%	54.4%	53.4%
7 th	57.5%		48.3%	45.5%	45.2%
8 th	57.7%		49.7%	46.4%	44.8%
Schoolcraft	55.8%		55.7%	59.3%	52.9%
3 rd	42.9%		31.8%	41.0%	35.0%
4 th	54.5%		50.0%	61.9%	36.8%
5 th	57.1%		73.7%	57.9%	59.1%
6 th	63.2%		68.4%	83.3%	50.0%
7 th	55.0%		55.0%	70.0%	78.9%
8 th	64.7%		CTSTR	61.1%	71.4%
Northern Elem.					
3 rd	63.8%		39.8%	36.6%	56.5%
Gene Dillon Elem.					
4 th	41.9%		45.6%	43.8%	41.8%
5 th	60.1%		66.8%	62.0%	59.3%
Bemidji Middle					
6 th	57.9%		49.7%	66.0%	56.2%
7 th	62.9%		45.0%	46.8%	51.3%
8 th	62.2%		43.0%	48.0%	42.7%
Combined	56.9%		49.8%	52.5%	50.7%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

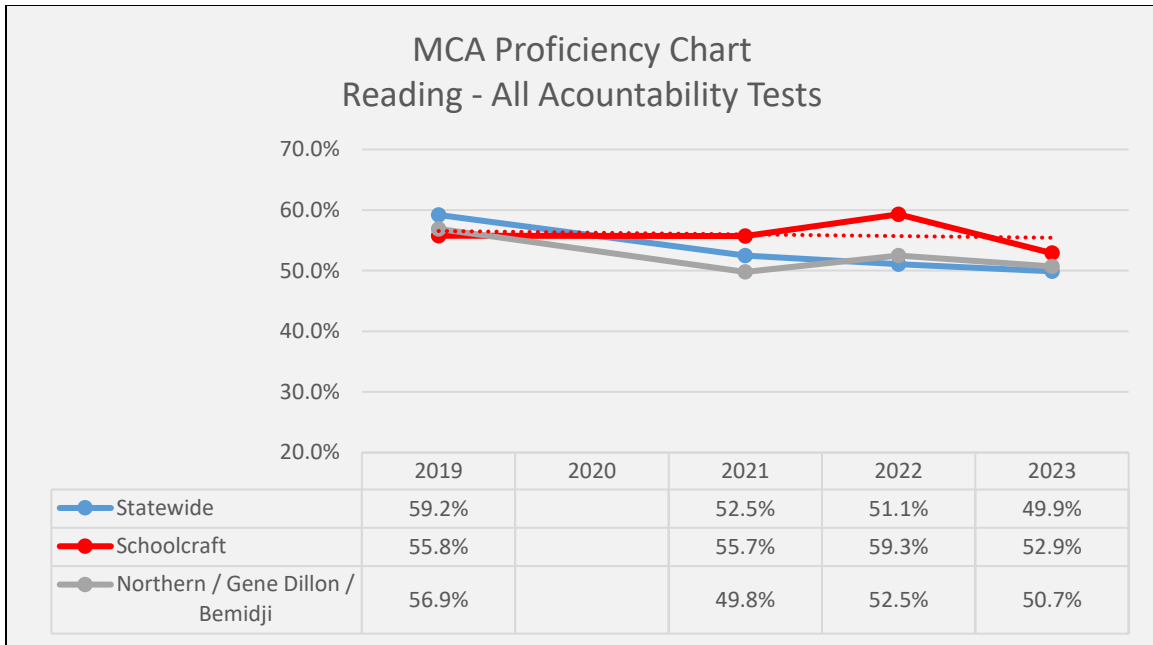


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: SLC’s MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, proficiency results from Northern Elementary, grade 3, Gene Dillon Elementary, Grades 4-5, and Bemidji Middle School, grades 6-8, were combined to create a comparison score for SLC. SLC’s reading proficiency rate decreased by 6.4 percentage points from 2022 to 2023. Despite the decline, the school is currently outperforming the combined comparison school by 2.2 percentage points. In future years, it is expected that SLC will continue to meet or exceed the proficiency rates of the comparison school as well as that of the statewide average.

Table 3 – MCA Science Proficiency 2019 - 2023

MCA Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5th	54.9%		47.9%	50.5%	48.4%
8th	43.0%		33.8%	29.2%	27.6%
Schoolcraft	45.9%		53.8%	48.6%	46.5%
5th	38.1%		61.1%	57.9%	59.1%
8th	56.3%		CTSTR	38.9%	33.3%
Gene Dillon Elem. (5th)	47.6%		53.3%	49.0%	47.9%

Bemidji Middle (8th)	45.9%		34.6%	29.0%	25.5%
Combined	46.8%		44.5%	39.2%	37.4%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

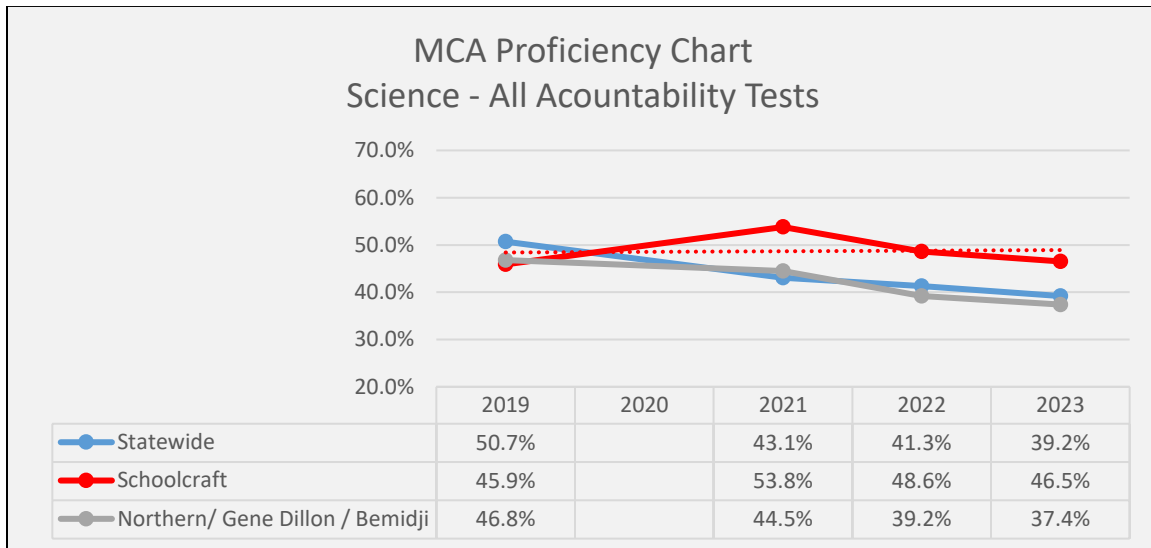


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: SLC’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Gene Dillon, grade 5, and Bemidji Middle School, grade 8, were combined to create a comparison score for SLC. SLC’s science proficiency decreased by 2.1 percentage points from 2022 to 2023. SLC is currently outperforming both the combined comparison school as well as the statewide average. In future years, it is expected that SLC’s science proficiency rate will continue to meet or exceed that of the combined comparison school and the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

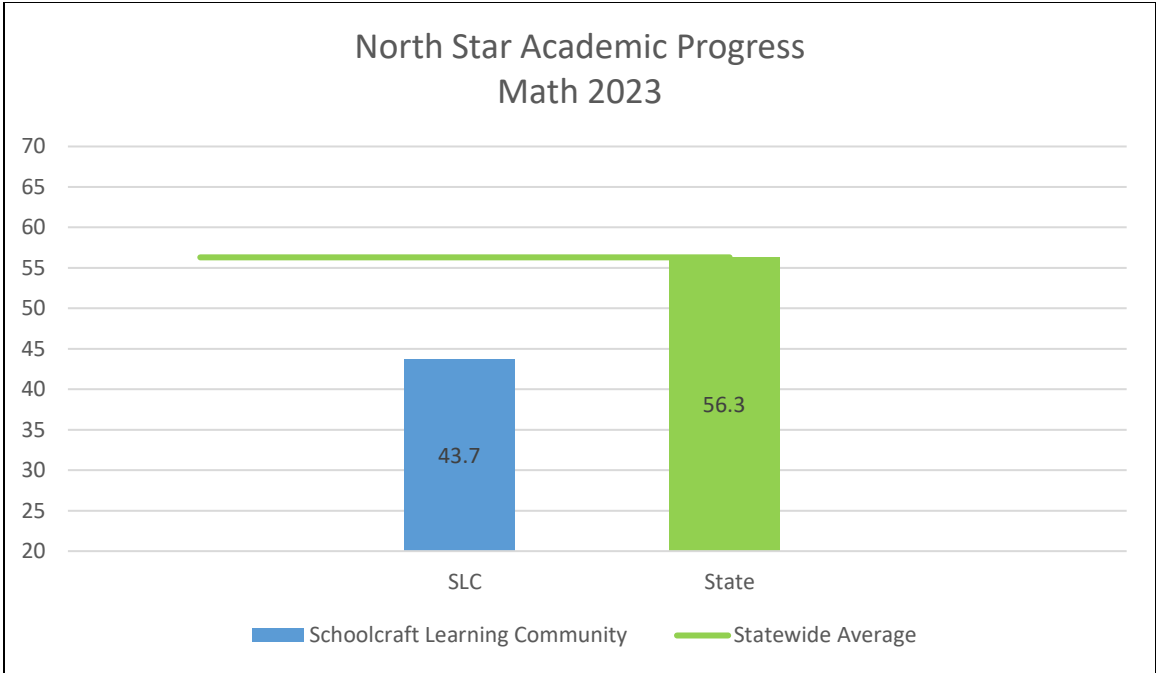


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

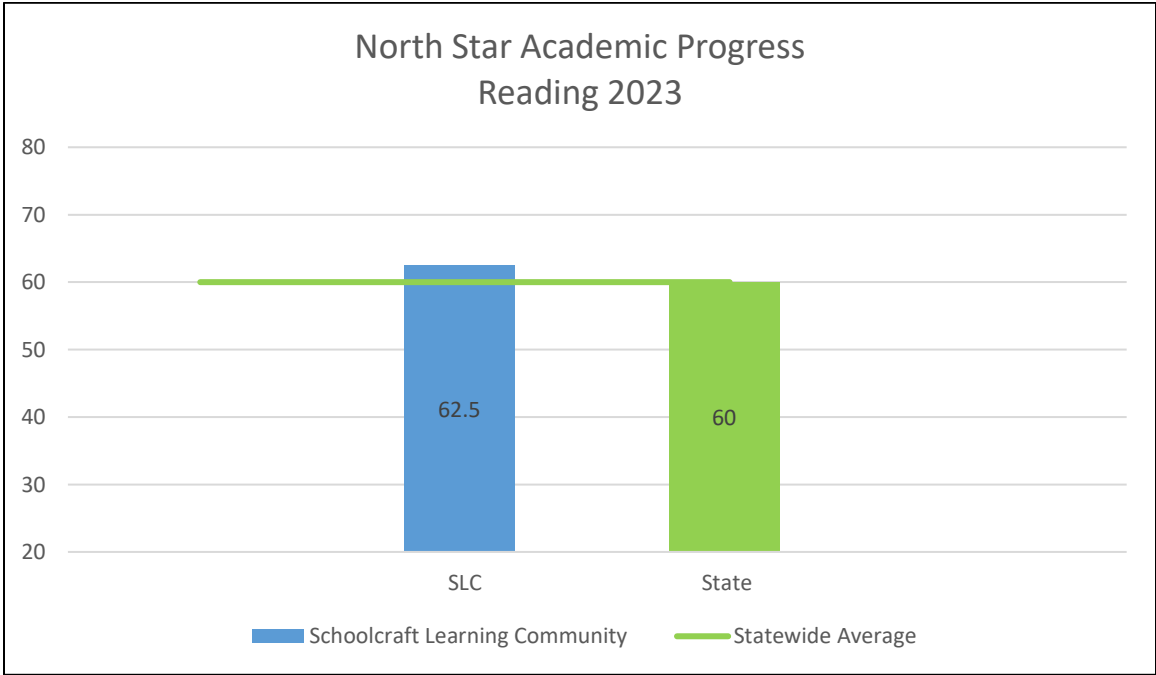


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the school and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the school meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

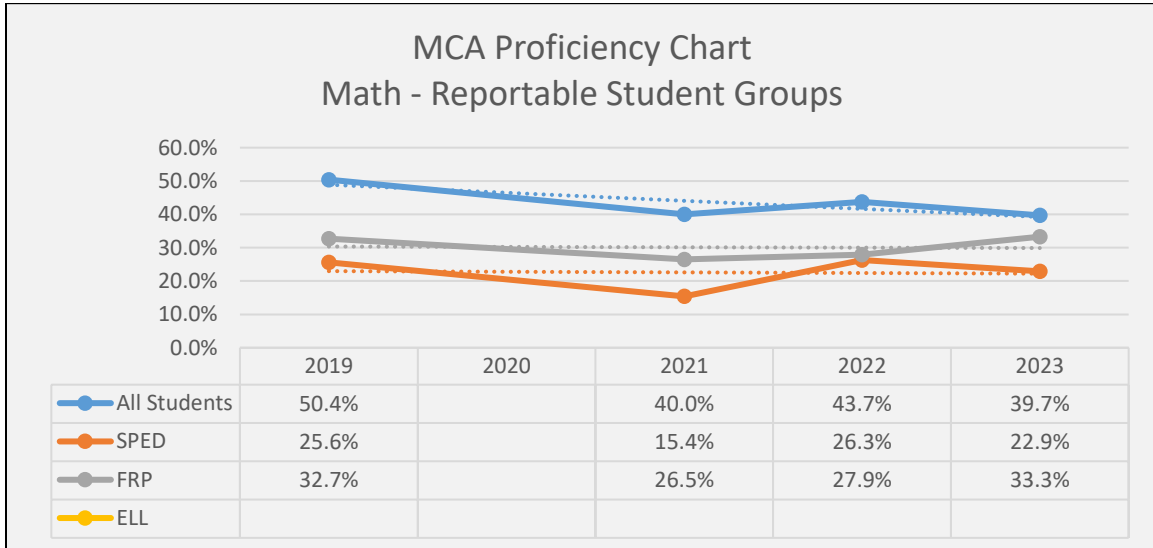


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

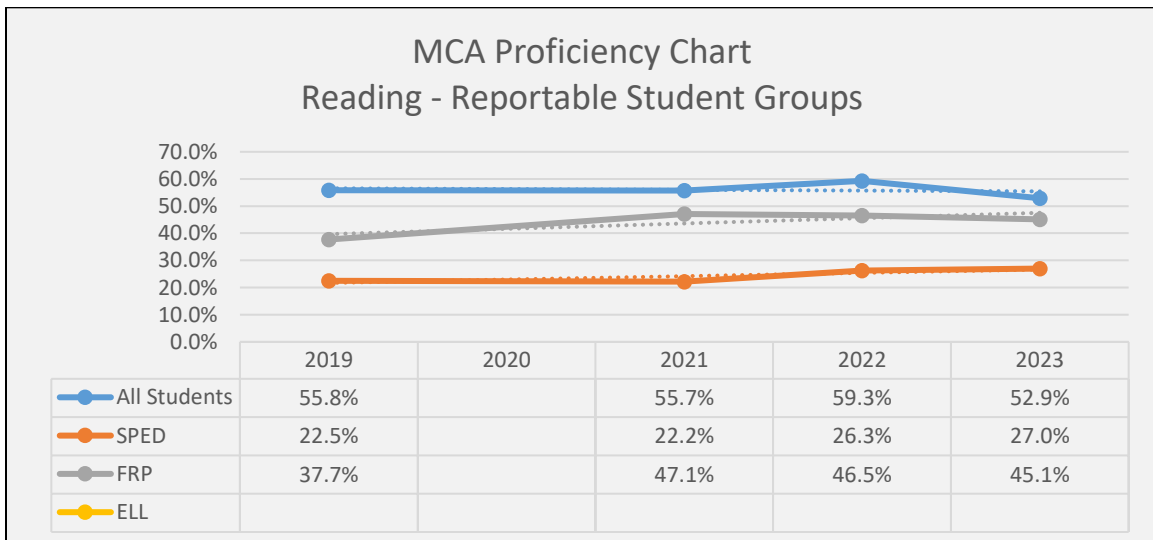


Figure 11 - Reportable Student Groups MCA Reading 2019- 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard

- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale:</p> <p>Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p> <p>Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p> <p>Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
<p>Analysis: SLC is currently outperforming the combined comparison schools, Northern Elementary, Gene Dillon Elementary and Bemidji Middle School, in reading and science. The school’s math proficiency rate is currently below that of the combined comparison schools.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale:</p> <p>Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher.</p> <p>Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.</p> <p>Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.</p>	
	2 - Meets

X	1 - Partially Meets
	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: The school’s academic achievement level (improved + maintained) was 43.7% for math and 62.5% for reading. A score of partially meets was awarded because the school’s combined score was 53.1%.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
Scale: Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced. Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced. Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: SLC reduced the achievement gap in all four possible areas. Special Education math, Free and Reduced math, Special Education reading and Free and Reduced reading.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale: Meets Standard – Meets all criteria and is adhered to. Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed. Does Not Meet Standard – School has not adopted a teacher evaluation process.	

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: School Annual Report	
<p>Analysis: Teachers are asked to reflect on their practice and set goals for their own professional development on SLC Core Practices, which include Learning Expeditions, Active Pedagogy, Culture and Character, Leadership and School Improvement, and Structures for Continuous Learning. The Director of Teaching and Learning completes classroom walkthroughs several times a week, and formal observations on the following schedule:</p> <p>New Teachers (less than 3 years teaching experience) - 3 observations a year, with the first occurring within the first 90 days of teaching. Veteran Teachers (more than 3 years of successful teaching experience) – 1 observation per year, or as needed. Improving Teachers (teachers on improvement plans) – as dictated in terms of the mutually agreed upon improvement plan, or as needed.</p>	

<p>Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.</p>	
<p>Scale:</p> <p>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</p> <p>Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.</p> <p>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: SLC staff has whole staff meetings twice a week, participating in crew circle on Monday mornings and professional development opportunities on Thursdays. In addition, Schoolcraft staff members serve on smaller breakout teams of their grade levels or departments. The basic meeting structure follows. All team meetings are aligned to the following five topics: mastery of skills and knowledge especially in math, culture and character development, high quality work, school climate, policies and procedures.</p>	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale:	
Meets the Standard – The school has a plan and is meeting their additional statutory purposes.	
Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis: In addition to its rigorous academics, SLC has increased learning opportunities for all students through social and emotional learning at every grade level, 1:1 technology for every student, outdoor education, engaging expeditions, as well as expeditionary learning.	

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: SLC Annual Report	
Analysis: Goal #1 All Students Ready for School	

All students will be screened for kindergarten readiness before entering kindergarten. The screening will include health and wellness screening, but also academic screening. Students not screened prior to kindergarten will be screened by October 31st of their kindergarten year.

Result: Goal Partially Met

All kindergarten students took part in a health and wellness screening, but not all were screened academically.

Goal #2 All Students in Third Grade Achieving Grade – Level Literacy

On MCAs: Reading proficiency in tested grades will increase from 55% to 60% Math proficiency in tested grades will increase from 40% to 45% On STAR tests: Reading 'at or above grade level,' as measured by the scaled score, will increase from 57% (EOY 22) to 67% (EOY 23) Math 'at or above grade level.' as measured by the scaled score, will increase from 57% (EOY 21) to 67% at the (EOY 23) Because of our local assessment plan, we did not have a lot of testing data on our 3rd graders for previous school year, and so chose to focus on the entire school achieving on or above grade level scores

Result: Goal Not Met

MCA Reading goal: Goal was not met. Reading proficiency was 52.9% Math goal: Goal was not met. Math proficiency was 39.7% STAR Goal not met: Reading at or above grade level 60% Goal not met: Math at or above grade level 62%

Goal #3 Close the Achievement Gap(s) Between Student Groups

Goal not stated in WBWF (The goal in this section was the same as goal #2)

Result:

Goal #4 All Students Career-and College-Ready

The school's 8th grade students will conduct one college visit before they graduate from SLC.

Result: Goal Not Met

The school was unable to coordinate a college visit.

Academic Standards Point Total: 11/14



**SOUTHSIDE FAMILY
CHARTER SCHOOL**
Charter #4162
Director: Julie Cohrs
4500 Clinton Avenue South
Minneapolis, MN 55419
Phone: 612-872-8322
www.southsidefamilyschool.org

Southside Family Charter School (SFCS) is a small school that meets the needs of a culturally and ethnically diverse population by engaging children in critical thinking and problem solving, involving children in political and social activism, encouraging creative expression, offering a wide range of electives and advocating for children and families. SFCS began operations during the fall of the 2006-2007 school year and serves students in grades K-8. SFCS is dedicated to academic excellence, innovation in curriculum and family and community involvement. Their commitment to civil rights and social justice has fostered a curriculum that develops children who are leaders in their communities and the world.

Summary: SFCS tested 73 students in 2023. The school has maintained a similar demographic composition for the last several years with slight variations from year to year. Proficiency rates decreased in math and reading from 2022 to 2023 and increased in science over the same period. The school’s proficiency rates are currently above the statewide average in reading and science.

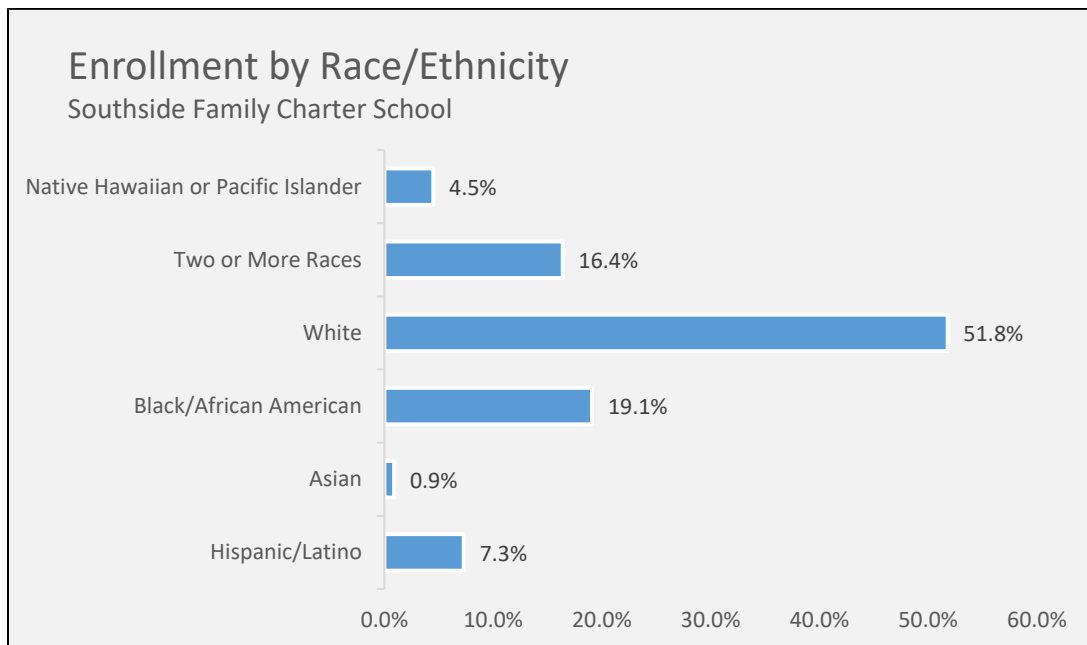


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

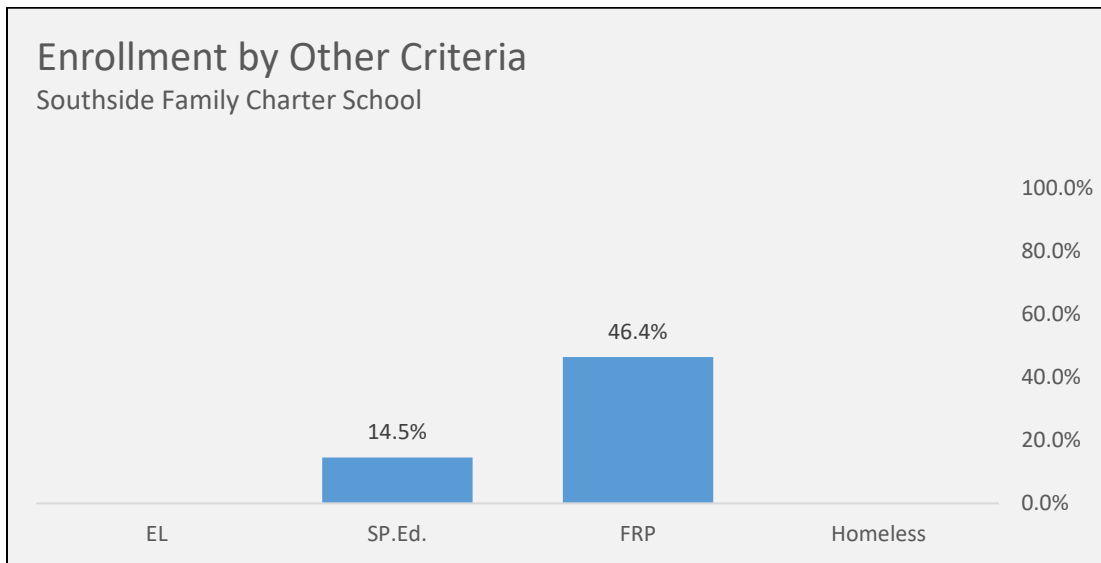


Figure 2 - Enrollment by Other Criteria

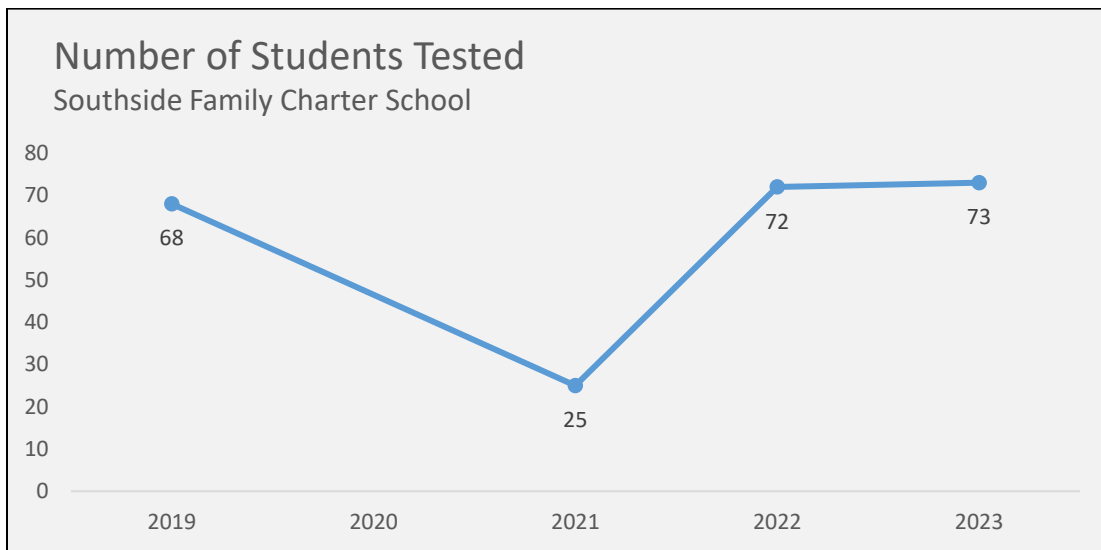


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3rd	65.6%		57.1%	59.0%	59.1%
4th	63.9%		53.8%	56.4%	57.1%
5th	52.0%		41.1%	43.1%	44.4%
6th	50.5%		37.2%	39.3%	39.6%
7th	52.1%		37.4%	37.6%	39.7%
8th	55.2%		39.8%	40.1%	40.3%
Southside	51.5%		56.5%	48.6%	40.0%
3rd	61.5%		CTSTR	66.7%	30.8%
4th	69.2%		50.0%	43.8%	84.6%
5th	CTSTR		CTSTR	50.0%	43.8%
6th	10.0%		CTSTR	CTSTR	23.1%
7th	66.7%		CTSTR	30.8%	20.0%
8th	54.5%		N/A	CTSTR	30.0%
Ella Baker	13.9%		3.5%	8.0%	6.4%
3rd	CTSTR		5.9%	12.2%	15.1%
4th	27.1%		7.1%	21.7%	5.9%
5th	CTSTR		0.0%	10.9%	9.1%
6th	CTSTR		0.0%	1.1%	9.6%
7th	CTSTR		5.3%	3.3%	2.3%
8th	26.1%		4.3%	7.2%	1.2%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

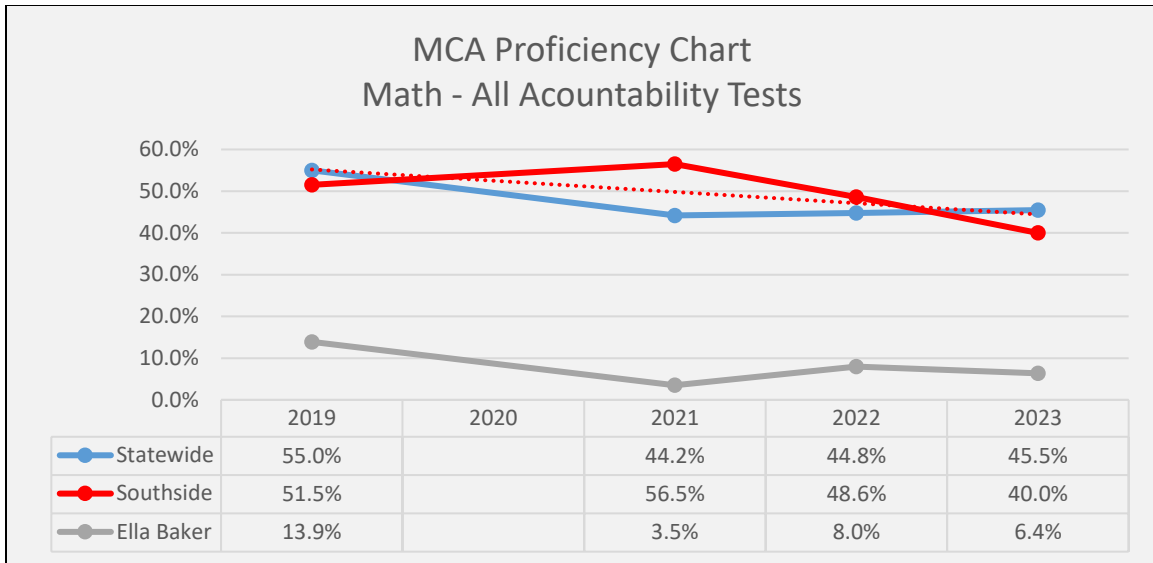


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: SFCS’ MCA math proficiency results are shown in Table 1 and Figure 4. SFCS’ math proficiency rate decreased by 8.6 percentage points from 2022 to 2023. Despite the decline, SFCS continues to outperform the local district school, Ella Baker Elementary, by 33.6 percentage points. In future years, it is expected that SFCS will continue to outperform the comparison school, Ella Baker Elementary, and work toward meeting or exceeding that of the statewide average.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3rd	54.6%		48.5%	48.1%	47.4%
4th	55.4%		49.3%	49.6%	48.4%
5th	65.8%		59.4%	59.4%	58.7%
6th	62.8%		55.0%	54.4%	53.4%
7th	57.5%		48.3%	45.5%	45.2%
8th	57.7%		49.7%	46.4%	44.8%
Southside	67.2%		67.9%	62.2%	58.2%
3rd	65.5%		CTSTR	73.3%	30.8%
4th	66.7%		63.6%	56.3%	76.9%
5th	CTSTR		CTSTR	66.7%	70.6%
6th	60.0%		CTSTR	72.7%	69.2%
7th	91.7%		CTSTR	53.8%	53.8%

8 th	63.6%		N/A	CTSTR	40.0%
Ella Baker?	21.9%		17.2%	14.5%	11.2%
3 rd	CTSTR		11.1%	18.9%	11.3%
4 th	28.8%		0.0%	10.4%	3.9%
5 th	27.3%		6.7%	17.5%	14.5%
6 th	26.4%		31.0%	14.1%	16.4%
7 th	CTSTR		25.0%	11.3%	6.9%
8 th	24.4%		15.0%	14.9%	13.1%

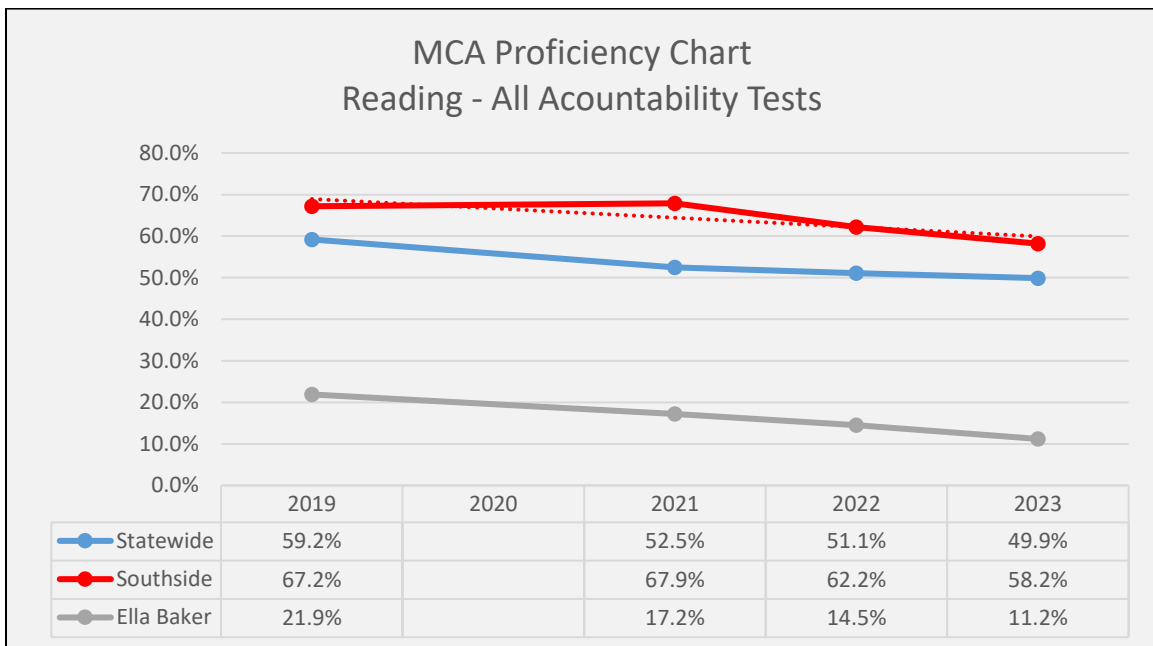


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: SFCS’ MCA reading proficiency results are shown in Table 2 and Figure 5. SFCS’ reading proficiency decreased by 4 percentage points from 2022 to 2023. Despite the decline, SFCS is currently outperforming local district comparison school, Ella Baker Elementary, by 47 percentage points. In future years, it is expected that SFCS will continue to meet or exceed the proficiency rate of the local district comparison school, Ella Baker Elementary, as well as the statewide average.

Table 3 – MCA Science Proficiency 2019 - 2023

MCA Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5 th	54.9%		47.9%	50.5%	48.4%

8 th	43.0%		33.8%	29.2%	27.6%
Southside	60.0%		CTSTR	50.0%	51.9%
5 th	CTSTR		CTSTR	63.6%	76.5%
8 th	63.6%		N/A	CTSTR	10.0%
Ella Baker?	12.6%		0.0%	7.8%	3.6%
5 th	20.0%		0.0%	10.7%	5.5%
8 th	6.0%		0.0%	5.9%	2.4%

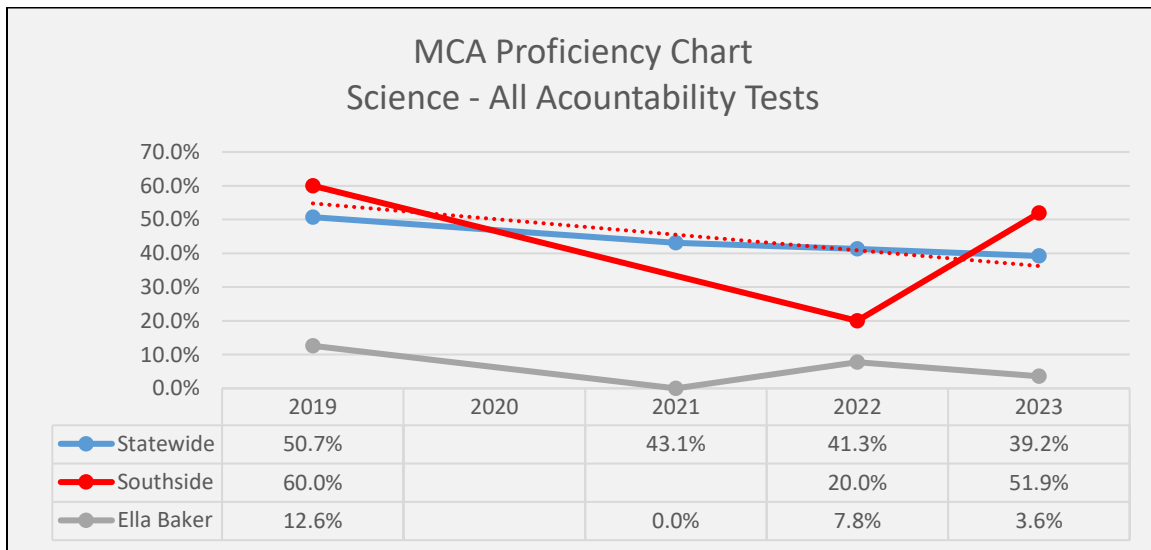


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: SFCS’ MCA science proficiency results are shown in Table 3 and Figure 6. SFCS’ science proficiency rate increased by 31.9% from 2022 to 2023. The school is currently outperforming the local district comparison school, Ella Baker Elementary, by 48.3 percentage points. In future years, it is expected that SFCS will continue to meet or exceed the proficiency rate of the local district comparison school, Ella Baker Elementary, as well as that of the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

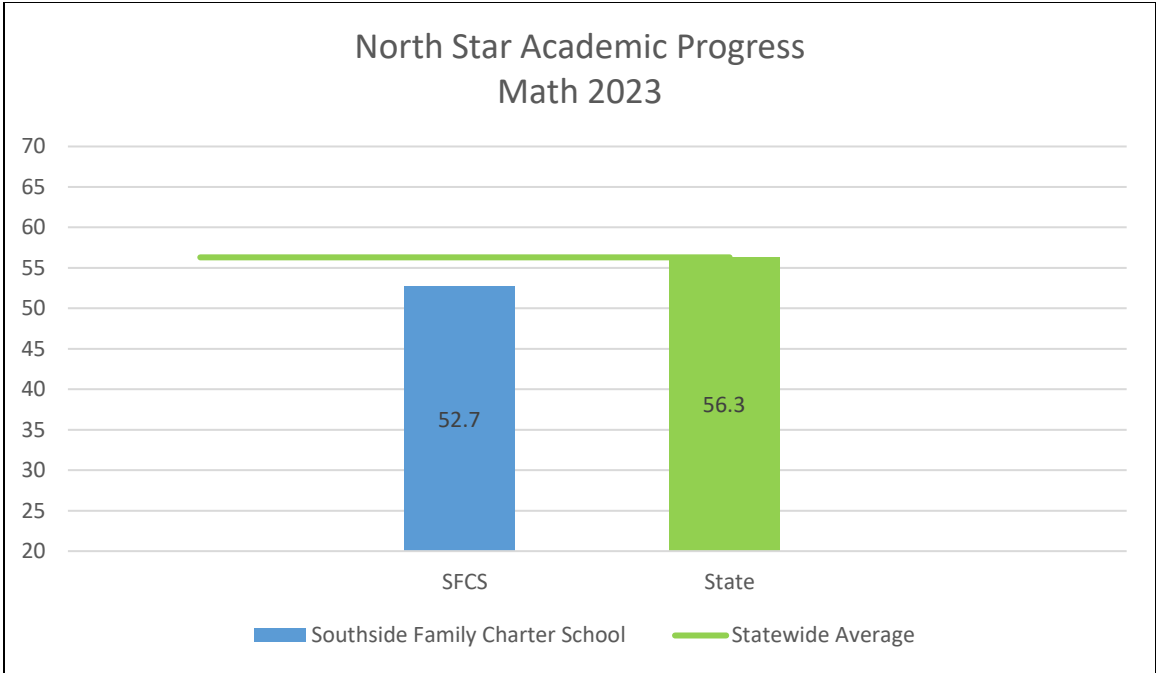


Figure 7 – 2023 North Star Academic Achievement Level (Improved + Maintained)

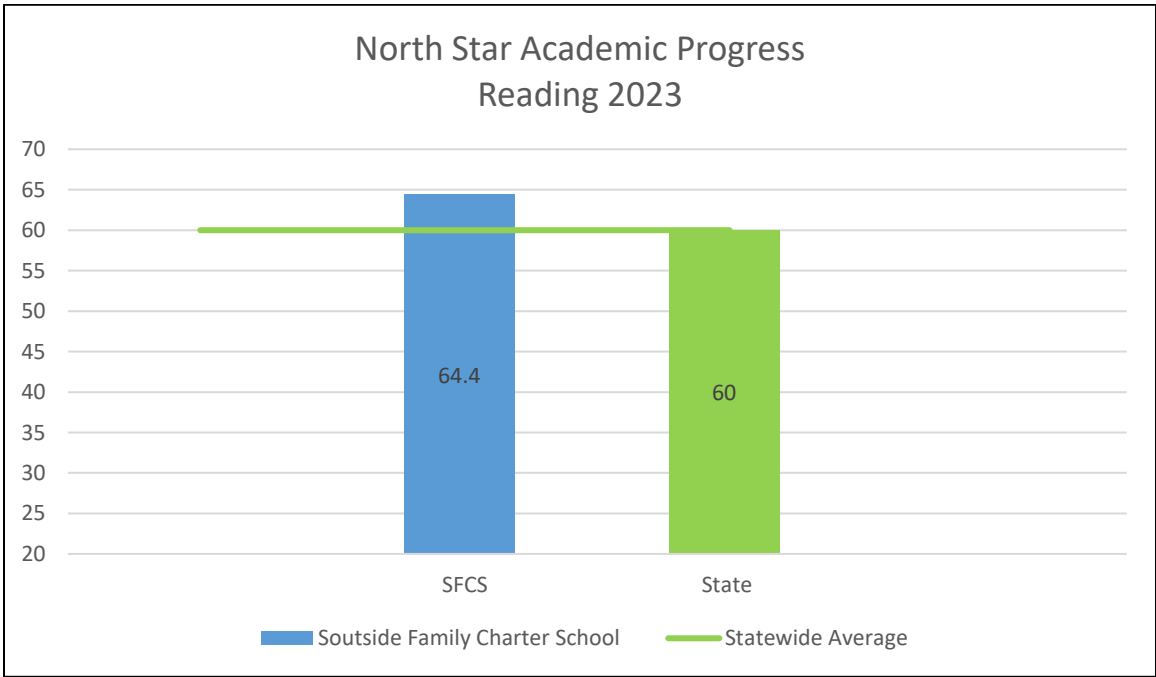


Figure 8 – 2023 North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

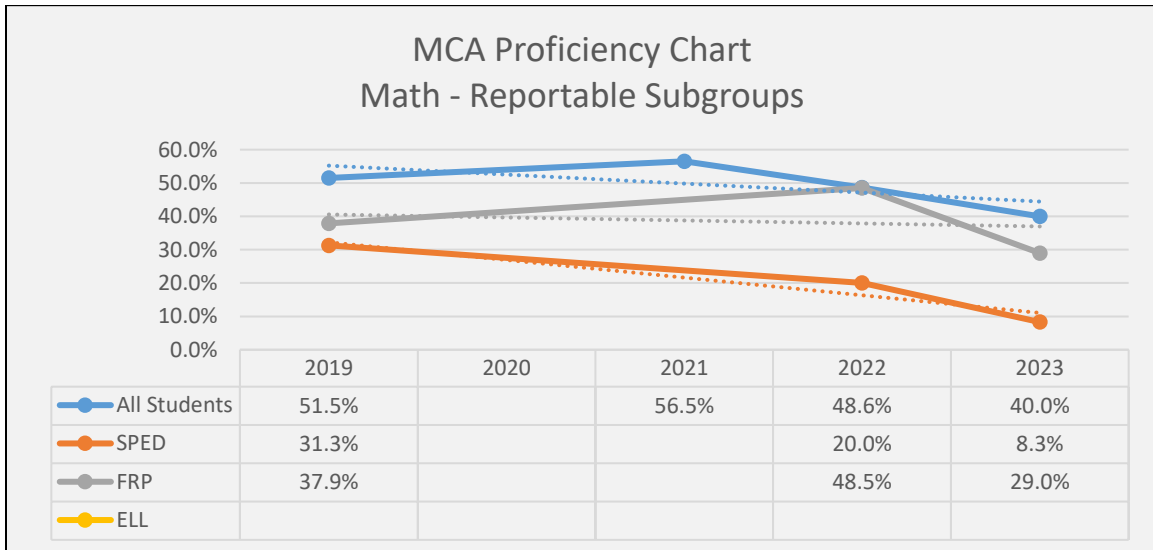


Figure 10 - Reportable Subgroups MCA Math 2019 - 2023

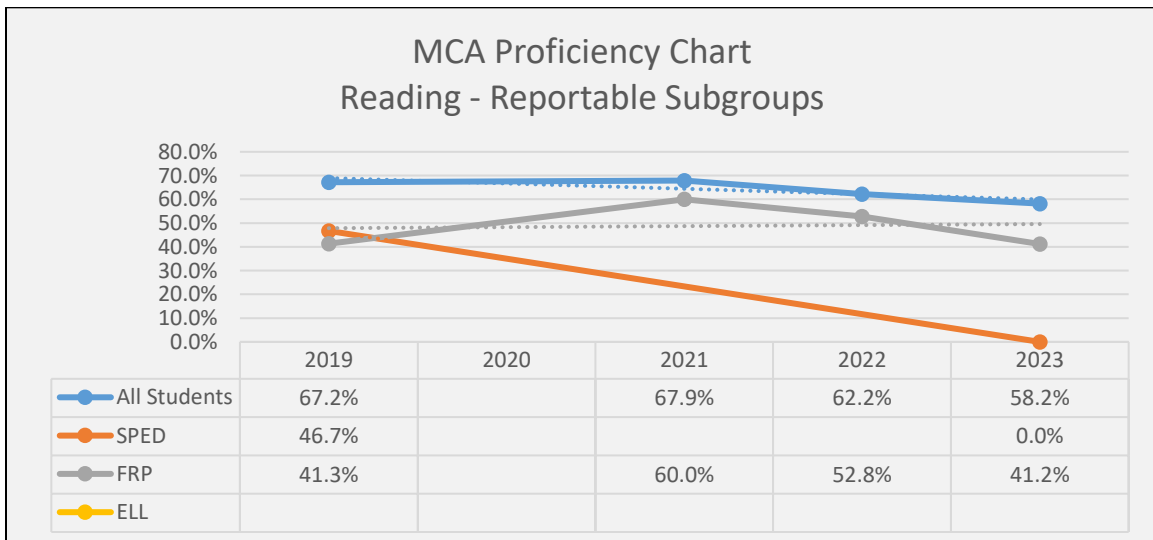


Figure 11 - Reportable Subgroups MCA Reading 2019- 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard

- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale: Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend. Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three. Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
<p>Evidence / Source: Minnesota Department of Education</p>	
<p>Analysis: SFCS is currently outperforming the local district comparison school, Ella Baker Elementary, in math, reading and science.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale: Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher. Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%. Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.</p>	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
<p>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</p>	

Analysis:

The school’s academic achievement level (improved + maintained) was 52.7% for math and 64.4% for reading. A score of meets was awarded because the school’s combined score was 58.6%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.**

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: A score of Does Not Meet was awarded because the achievement gap increased in all three reportable areas, math SPED, FRP and reading FRP, from 2022 to 2023.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data/Source: School Annual Report

Analysis: SFCS has adopted a formal teacher evaluation process for all teaching staff over a three-year cycle. Probationary teachers receive three performance reviews during each year of probation. The employee and the supervisor identify strengths, areas for improvement and future growth goals.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: In addition to training that is renewed every year, the entire staff engaged in professional development in 2022-23 that supported the intersection of the school’s mission and wellness and mental health. Some of these topics included: Trauma Informed Care, Uprooting White Supremacy, and The 3 Roles of the Circle and Developing your Circle Practices.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: SFCS has increased learning opportunities for all students and has remained committed to

innovation and organizational excellence during the 2022 - 2023 school year. The school's commitment to a hands-on and authentic approach to history and social studies remains an innovative and unique practice. The school has incorporated many trips and projects into its curriculum that are the hallmark of its mission-driven operations. In addition, the school continues to utilize small class sizes and a commitment to family and community involvement as evidence of meeting its additional statutory purposes.

Academic Standard 7: The school is meeting the World's Best Workforce (MS 120B.11; Charter Contract Addendum B).

Scale:

Meets the Standard - The school has a plan and is meeting their WBWF goals.

Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.

Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

Use Beginning of Year (BOY) data (FAST Early Math and Early Reading) to identify incoming kindergarten students in need of additional academic supports and set the baseline data for the year.

Result: Goal Met

The school assessed 100% of K students in the fall in math and 100% of K students in the fall in reading.

Goal #2a All Students in Third Grade Achieving Grade Level Literacy

All 3rd grade students will demonstrate average or above average growth on FASTBridge aReading assessment from fall to spring.

Result: Goal Not Met

73% of students in 3rd grade made average or above average growth on FAST aReading assessments from fall to spring.

Goal #2b All Students in Third Grade Achieving Grade Level Literacy

Establish the first year of FASTbridge aReading proficiency data.

Result: Goal Met

On Fastbridge aReading assessment in spring 2023, 64% of 3rd graders scored proficient.

- 37% College Pathway
- 27% Low Risk
- 18% Some Risk
- 18% High Risk

Goal #3 Close the Achievement Gap(s) Between Student Groups

Southside has a multiyear goal of identifying disparities that exist and developing plans to close those gaps. This year's component of that goal was to create the baseline data to use to set the gap closure goals in the coming year.

Result: On Track (Multi-Year Goal)

aReading Fall 2022 % proficient school wide:

- All: 64% (87)
- White: 73% (33)
- Black: 60% (20)
- Latino: 80% (5)
- Am. Indian: 0% (1)
- Native Hawaiian/PI: 75% (4)

aReading Spring 2023 % proficient school wide:

- All: 66% (59)
- White: 74% (23)
- Black: 50% (18)
- Latino: 83% (6)
- Am. Indian: 0% (1)
- Native Hawaiian/PI: 100% (2)

aMath Fall 2022 % proficient school wide:

- All: 66% (89)
- White: 71% (35)
- Black: 55% (22)
- Latino: 80% (5)
- Am. Indian: 0% (1)
- Native Hawaiian/PI: 50% (6)

aMath Spring 2023 % proficient school wide:

- All: 55% (53)
- White: 65% (20)
- Black: 50% (18)
- Latino: 50% (4)
- Am. Indian: 0% (1)
- Native Hawaiian/PI: 0% (2)

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

Increase MCA Reading Proficiency to 65%.

Increase MCA Math Proficiency to 55%.

Result: Goal Not Met

2023 MCA Reading Proficiency: 58%

2023 MCA Math Proficiency: 40%

Academic Standards Point Total: 11/14



SPECTRUM HIGH SCHOOL

Charter #4160

Directors: Dan DeBruyn

17796 Industrial Circle NW

Elk River, MN 55330

Phone: 763-241-8703

www.spectrumhighschool.org

Spectrum High School's (SHS) vision is to foster academic and personal excellence through a program emphasizing high academic standards in a small school setting. SHS began operations during the fall of the 2006-2007 school year and serves students in grades 6-12. SHS' core philosophy and mission is to encourage students to attain their maximum potential through a 3-dimensional strategy emphasizing a college preparatory curriculum, a technology rich environment, and community based outreach. Currently, SHS offers 19 concurrent enrollment classes through five separate colleges.

Summary: SHS tested 501 students in 2023 and is currently outperforming the combined comparison school in reading and science. Enrollment by special population remains below the state average in all categories. In 2023, the school scored above the statewide average on the North Star Academic Progress report in reading.

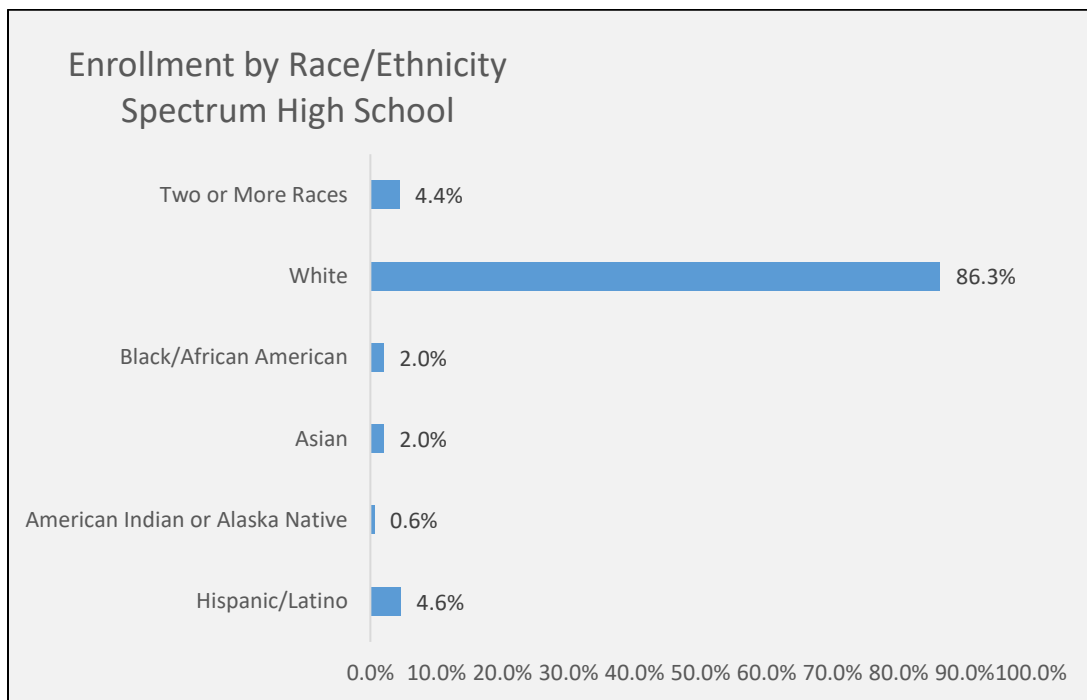


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

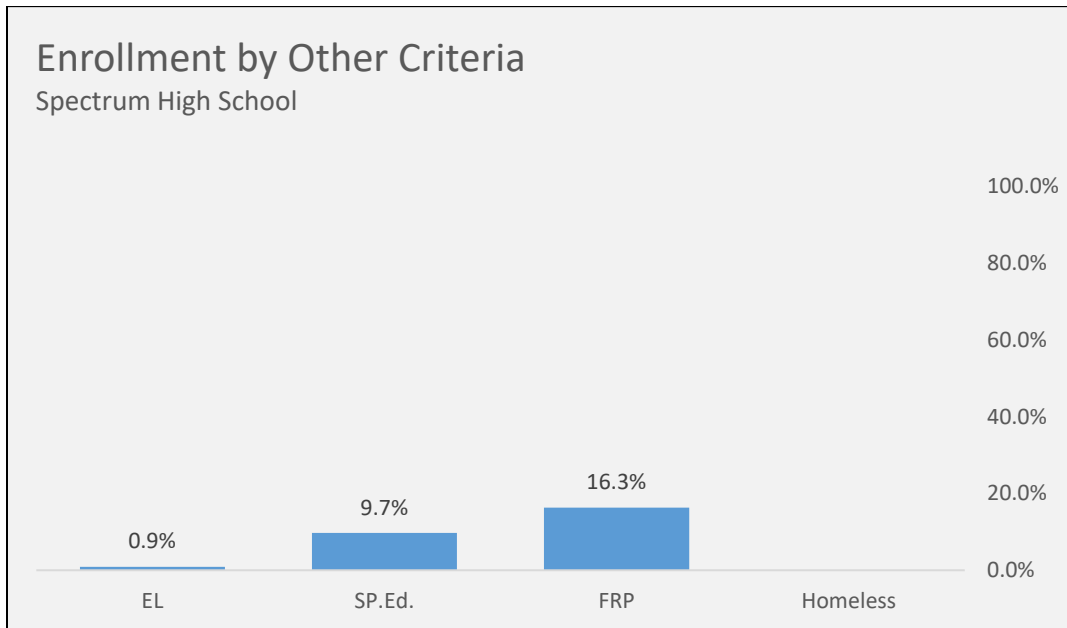


Figure 2 - Enrollment by Other Criteria

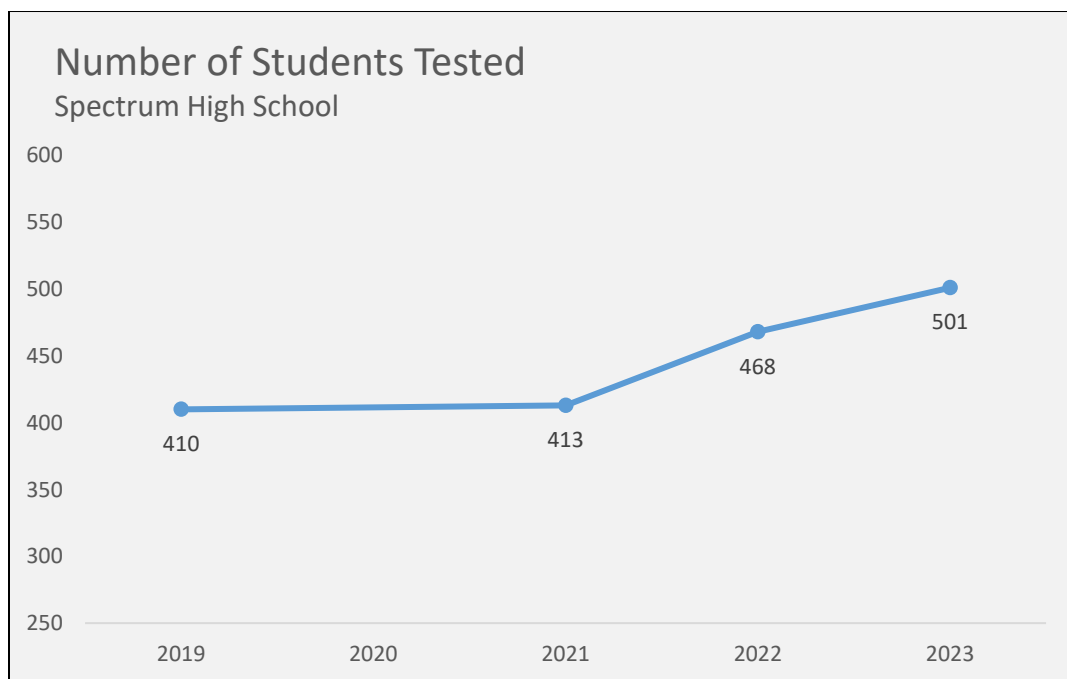


Figure 3 – Number of Students Tested (MCA)

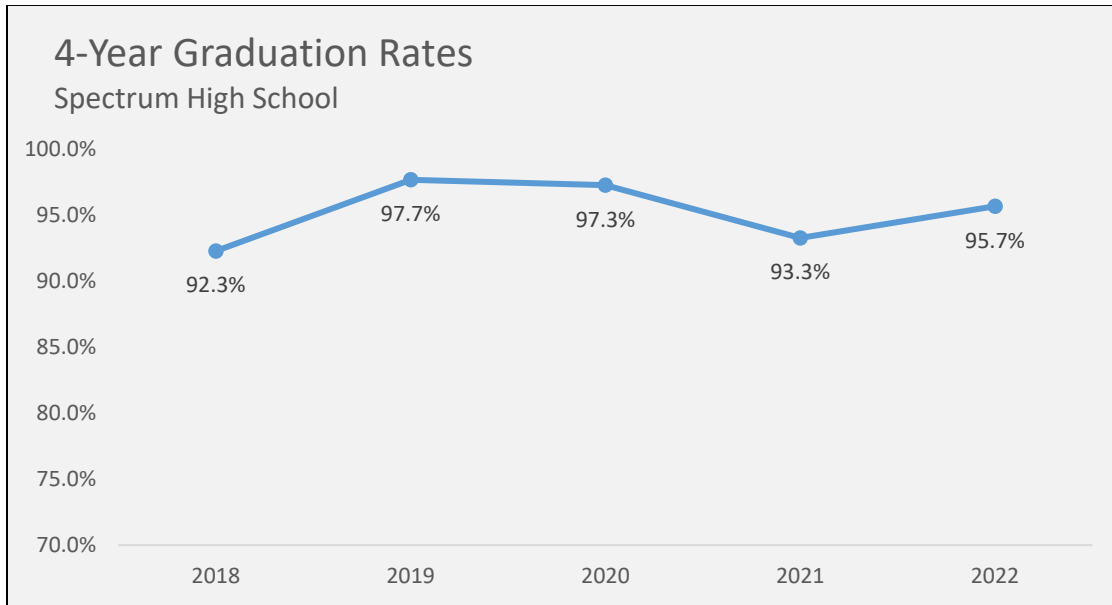


Figure 4 – Graduation Rates 2018 -2022

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
6th	50.5%		37.2%	39.3%	39.6%
7th	52.1%		37.4%	37.6%	39.7%
8th	55.2%		39.8%	40.1%	40.3%
11th	45.0%		41.4%	36.6%	36.0%
Spectrum	60.9%		49.2%	47.1%	41.8%
6th	64.0%		47.5%	53.7%	45.5%
7th	66.9%		56.5%	39.0%	33.6%
8th	59.2%		48.1%	49.2%	38.8%
11th	49.3%		42.9%	47.8%	51.0%

Vanderberge	65.2%		36.1%	42.0%	40.0%
6th	55.0%		32.7%	37.4%	31.3%
7th	71.4%		33.1%	41.4%	44.7%
8th	69.3%		43.2%	46.6%	43.7%
Elk River High 11th	65.8%		59.8%	55.4%	50.9%
Combined	65.5%		44.6%	46.9%	44.4%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

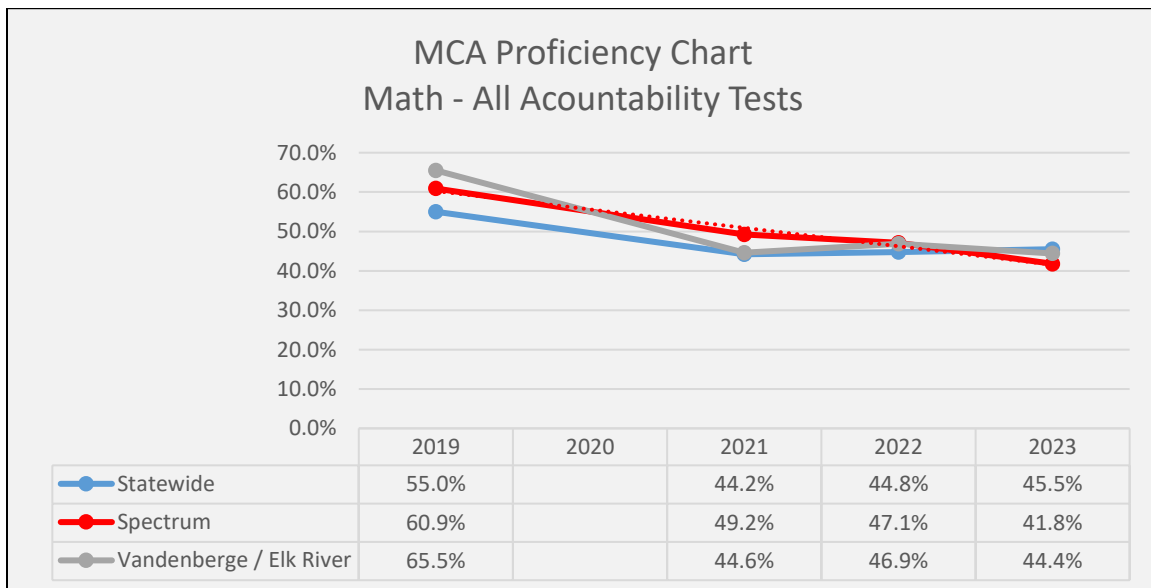


Figure 5 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: SHS’ MCA math proficiency results are shown in Table 1 and Figure 5. For the purpose of this report, proficiency results from Vanderberge Middle School, grades 6-8, and Elk River High School, grade 11, were combined to create a comparison score for SHS. SHS’ math proficiency rate declined by 5.3 percentage points from 2022 to 2023. SHS’ math proficiency rate is currently 2.6 percentage points below that of the combined comparison schools. In future years it is expected that SHS will increase its math proficiency rate to once again outperform the combined comparison schools, Vanderberge Middle School and Elk River High School.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
--------------------	-------------	--------------	-------------	-------------	-------------

Statewide	59.2%		52.5%	51.1%	49.9%
6th	62.8%		55.0%	54.4%	53.4%
7th	57.5%		48.3%	45.5%	45.2%
8th	57.7%		49.7%	46.4%	44.8%
10th	60.4%		58.3%	55.2%	51.7%
Spectrum	69.5%		72.0%	71.7%	64.6%
6th	77.2%		73.3%	74.8%	75.0%
7th	68.3%		76.4%	65.2%	60.2%
8th	66.7%		67.9%	71.9%	54.3%
10th	66.3%		70.1%	75.9%	70.8%
Vandenberg	65.8%		46.8%	46.7%	48.8%
6th	63.5%		49.4%	57.3%	56.6%
7th	64.8%		47.9%	42.9%	46.9%
8th	69.3%		42.8%	40.9%	43.4%
Elk River High 10th	71.2%		57.0%	55.9%	41.1%
Combined	68.0%		50.9%	50.7%	40.0%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

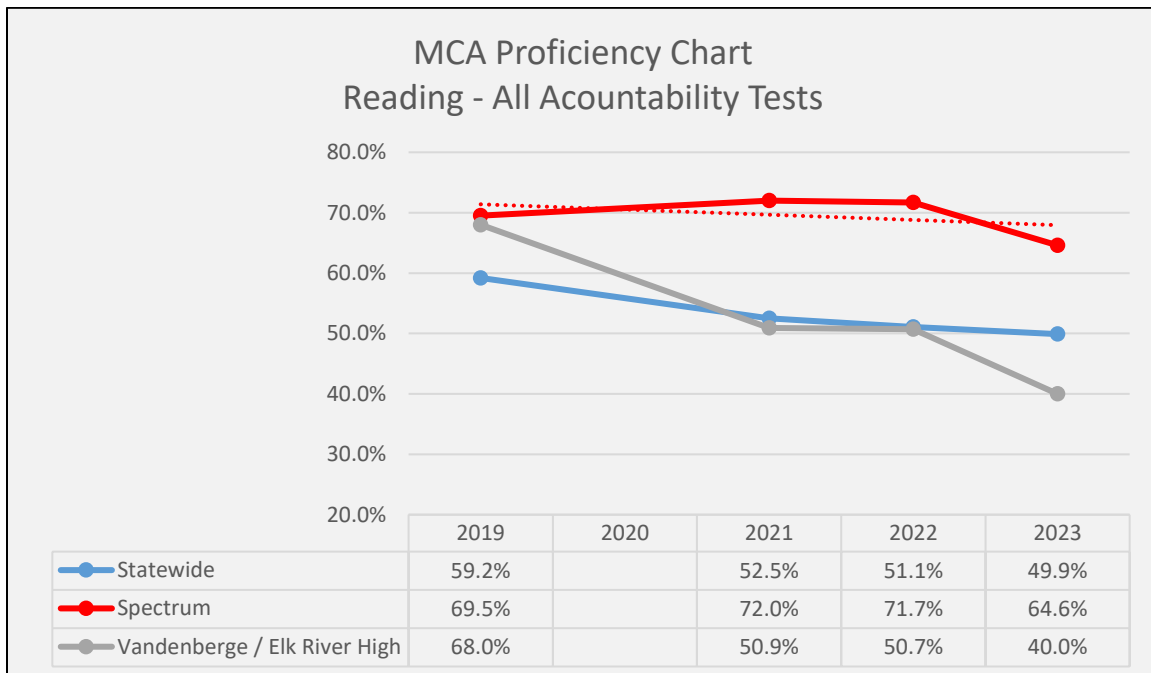


Figure 6 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: SHS’ MCA reading proficiency results are shown in Table 2 and Figure 6. For the purpose of this report, proficiency results from Vandenberg Middle School, grades 6-8, and Elk River High School, grade 10, were combined to create a comparison score for SHS. SHS’ reading proficiency rate decreased by 7.1 percentage points from 2022 to 2023. Despite the decline, SHS is currently outperforming the statewide average as well as the combined comparison school, Vandenberg Middle School and Elk River High School. In future years, it is expected that SHS will continue to outperform the statewide average as well as the combined comparison school.

Table 3 – MCA Science Proficiency 2019 - 2023

MCA Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
8 th	43.0%		33.8%	29.2%	27.6%
H.S.	54.4%		48.3%	45.6%	41.8%
Spectrum	63.9%		63.9%	53.0%	49.4%
8 th	60.8%		58.3%	44.6%	35.3%
H.S.	67.7%		69.7%	62.4%	69.4%
Vandenberg (8 th)	55.9%		33.6%	32.8%	23.8%
Elk River High (H.S.)	69.7%		53.8%	57.5%	52.0%
Combined	65.0%		47.0%	49.2%	42.7%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

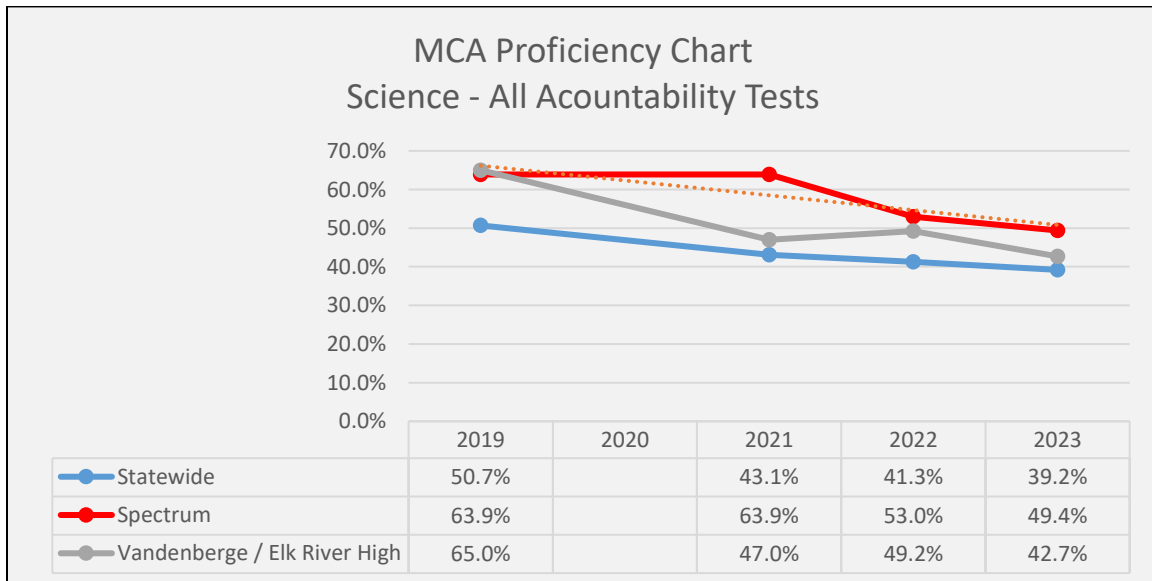


Figure 7 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: SHS’ MCA science proficiency results are shown in Table 3 and Figure 7. For the purpose of this report, proficiency results from Vandenberg Middle School, grade 8, and Elk River High School were combined to create a comparison score for SHS. SHS’ science proficiency rate declined by 3.6 percentage points from 2022 to 2023. Despite the decline, SHS is currently outperforming the statewide average as well as the combined comparison school, Vandenberg Middle School and Elk River High School. In future years, it is expected that SHS will continue to outperform the statewide average as well as the combined comparison school.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

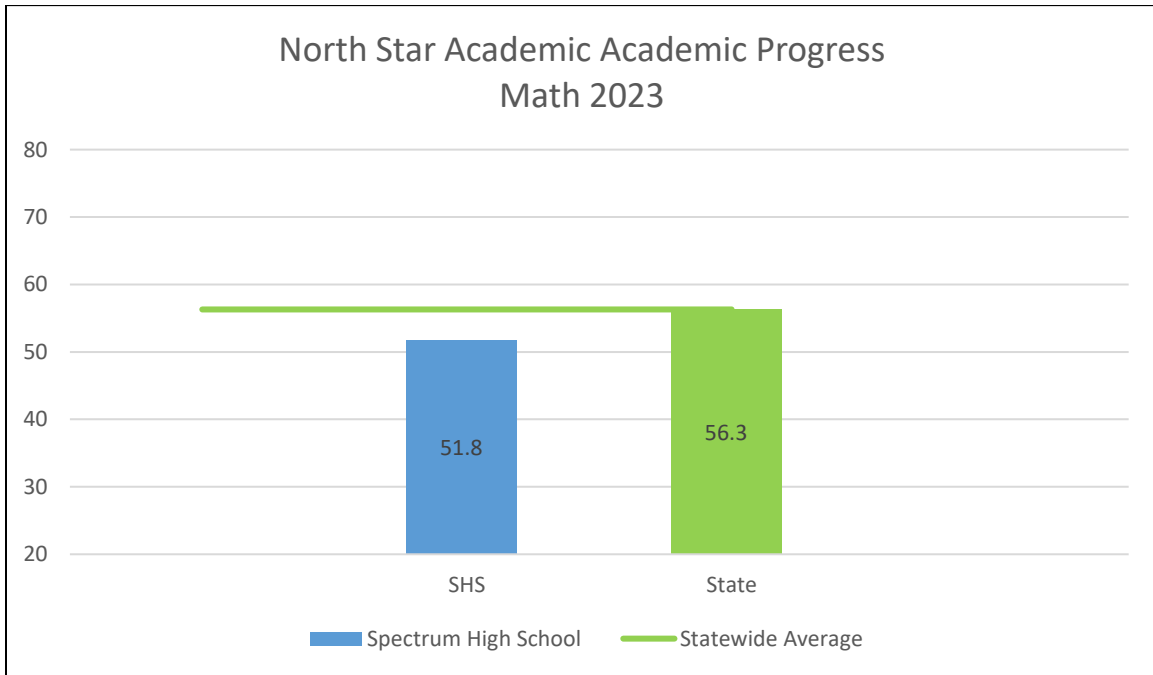


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

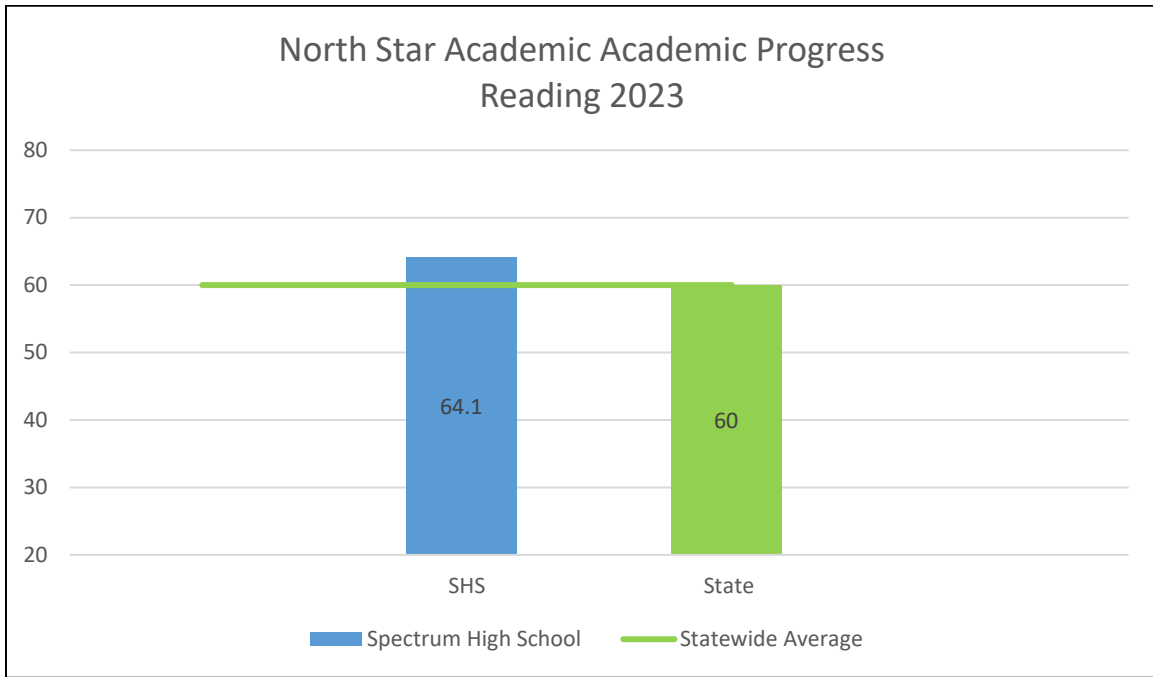


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

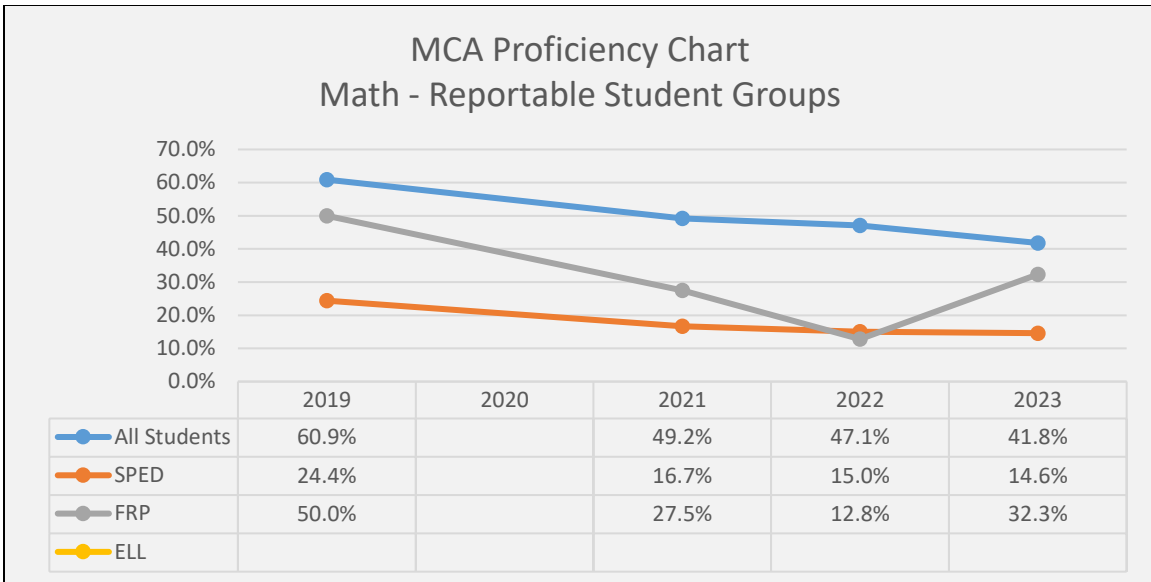


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

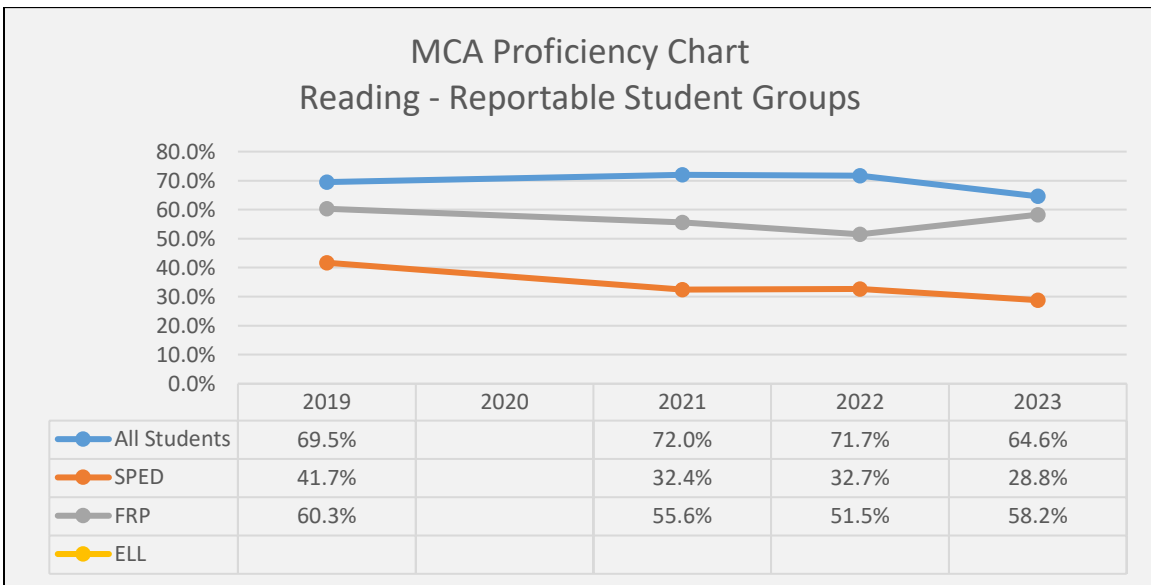


Figure 11 - Reportable Student Groups MCA Reading 2019- 2023

VOA -MN Standards Evaluation

The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard

- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale: Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend. Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three. Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
<p>Evidence / Source: Minnesota Department of Education</p>	
<p>Analysis: Spectrum High School is outperforming the combined comparison school, Vandenberg Middle School and Elk River High School in reading and science.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale: Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher. Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%. Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.</p>	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report

Analysis: The school’s academic achievement level (improved + maintained) was 51.8% for math and 64.1% for reading. A score of meets was awarded because the school’s combined score was 58.0%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.**

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: Spectrum High School reduced the achievement gap in all four possible areas. (Special Education math, Special Education reading, Free and Reduced math and Free and Reduced reading)

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data/Source: School Annual Report

Analysis: SHS has adopted a formal teacher evaluation process that reflects a growth model and places an emphasis on the role of the principal as coach. Within the school’s plan, teachers are placed on a

professional learning continuum based on three identified phases, standards of performance, growth model, and teacher leader. Throughout the school year, Principals conduct mini observations, debrief meetings, mid-year evaluations and end of year summative evaluations.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: SHS delivers high quality professional development designed to train teachers how to deliver research-based instructional strategies. The goal of the school’s professional development plan is to increase student achievement through development, improvement, and support of qualified teachers and effective teaching practices.

The SHS’ professional development plan includes three main components. The components of the plan are an integral part of the school’s Instructional Framework which is guided by five core areas. These five core areas consist of standards and curriculum, instruction, assessment, results, and support systems.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report
Analysis: Spectrum High School’s has increased learning opportunities for all students through its core philosophy that focuses on providing students with a small school setting, which provides a college preparatory education. 2022-2023 was SHS’s tenth year of AVID implementation. AVID is a college readiness system whose mission is to close the achievement gap by preparing all students for college and success. In addition, the school continues to offer its C@SH (College @ Spectrum High School) classes. In 2022-2023, the school had 24 concurrent enrollment classes offered on campus.

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis:	
The school has not submitted the 2022-2023 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report as of 1-30-24.	

Academic Standards Point Total: 10/14



TWIN LAKES STEM ACADEMY

Charter # 4239

Director: Jonas Beugen

6201 Noble Ave. N

Brooklyn Center, MN 55429

Phone: 651-717-4844

www.twinlakesacademy.com

Twin Lakes STEM Academy (TLSA) is a free, public charter school serving students in kindergarten through grade 6 residing in the Twin Cities metropolitan area. TLSA formerly known as Tesfa International School's mission states that through a global-minded education, we empower and prepare all students with the empathy, knowledge, and skills to take risks and pursue goals that contribute meaningfully to their community.

Summary: TLSA tested 85 students in 2022-2023. The school's proficiency rates in math, reading and science increased from 2022 to 2023. TLSA is currently outperforming the local combined comparison school in all three subjects. During the 2022-2023 school year TLSA served a population that included over 90% of students qualifying for Free or Reduced Lunch (FRL) and over 50% of students identified as English Language Learners (ELL).

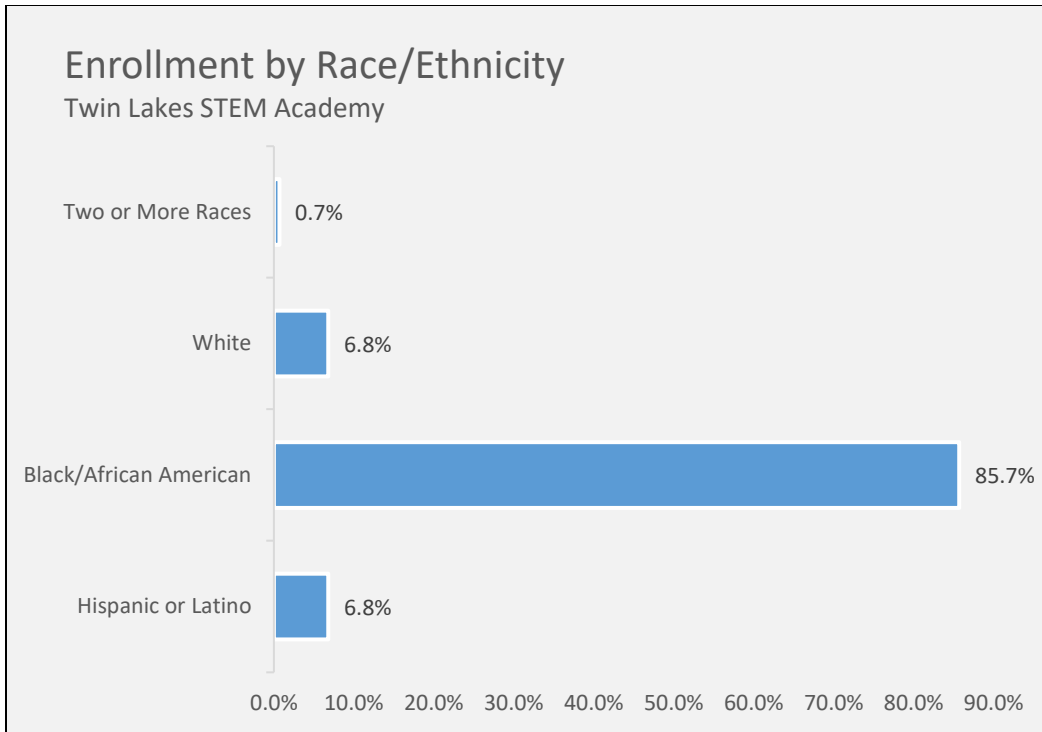


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

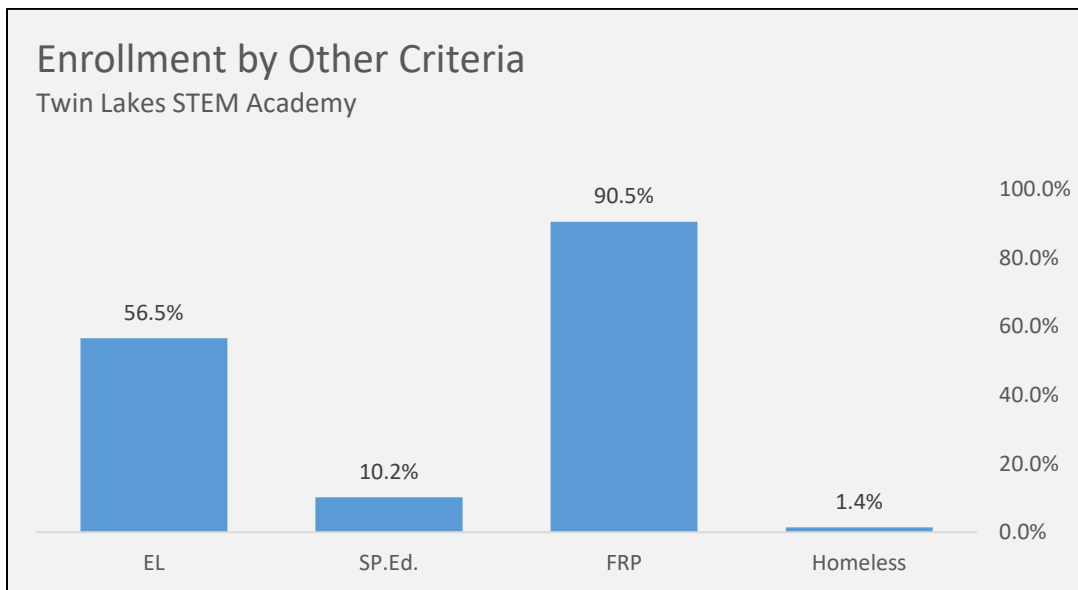


Figure 2 - Enrollment by Other Criteria

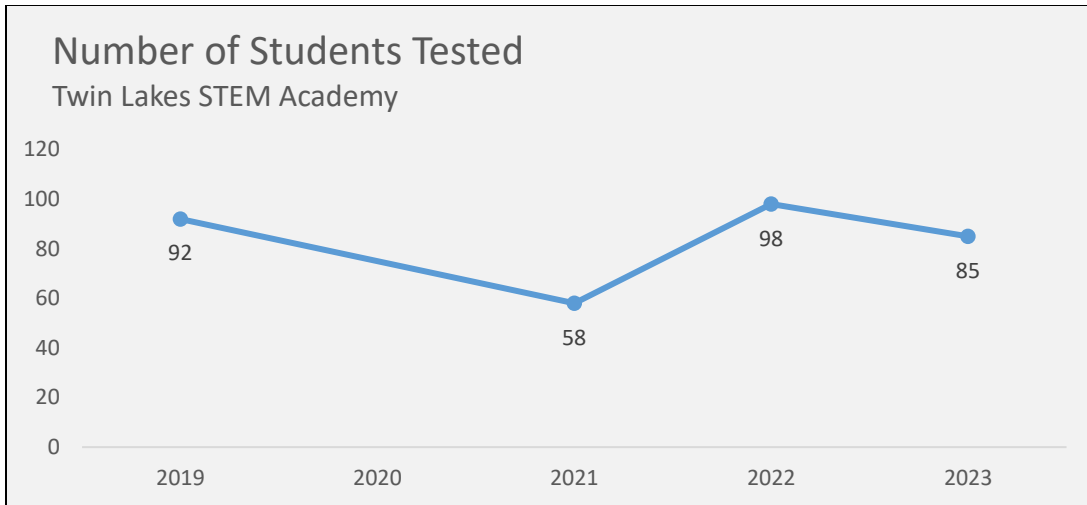


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3 rd	65.6%		57.1%	59.0%	59.1%
4 th	63.9%		53.8%	56.4%	57.1%
5 th	52.0%		41.1%	43.1%	44.4%
6 th	50.5%		37.2%	39.3%	39.6%
Twin Lakes	26.1%		6.9%	12.2%	19.1%
3 rd	38.7%		11.1%	25.0%	27.6%
4 th	22.7%		8.3%	12.9%	26.1%
5 th	16.7%		6.3%	0.0%	10.0%
6 th	20.0%		0.0%	11.1%	CTSTR

Brooklyn Center Elementary	24.2%			5.8%	8.7%
3rd	24.8%			8.8%	11.4%
4th	20.7%			7.4%	6.7%
5th	27.7%			0.9%	8.0%
Brooklyn Center Middle – 6th	6.8%			4.6%	0.0%
Combined	20.4%			5.5%	6.7%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

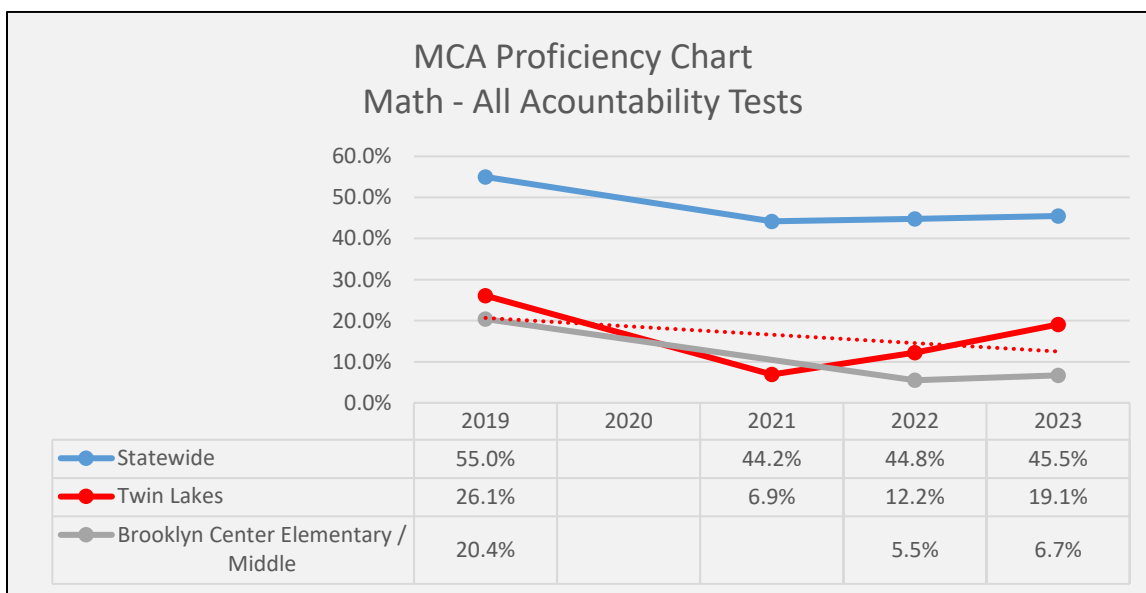


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: TWLA’s MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, Brooklyn Center Elementary School (G3-5) and Brooklyn Center Middle School (G6) are being used as a combined comparison school for Twin Lakes STEM Academy. TWLA’s math proficiency increased by 6.8 percentage points from 2022 to 2023. TWLA is currently outperforming the local comparison school. In future years, it is expected that TWLA will continue to outperform the math proficiency rate of the comparison school and work toward meeting or exceeding that of the statewide average.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%

3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%
6 th	62.8%		55.0%	54.4%	53.4%
Twin Lakes	26.4%		19.7%	18.6%	26.1%
3 rd	19.4%		10.5%	17.6%	23.3%
4 th	26.8%		11.8%	15.2%	27.3%
5 th	29.2%		35.3%	11.1%	34.5%
6 th	33.3%		23.1%	27.6%	CTSTR
Brooklyn Center Elementary	21.0%			14.3%	12.5%
3 rd	19.2%			8.9%	11.3%
4 th	15.5%			12.6%	8.9%
5 th	28.3%			21.9%	17.7%
Brooklyn Center Middle – 6th	28.8%			14.7%	11.9%
Combined	22.7%			14.4%	12.4%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

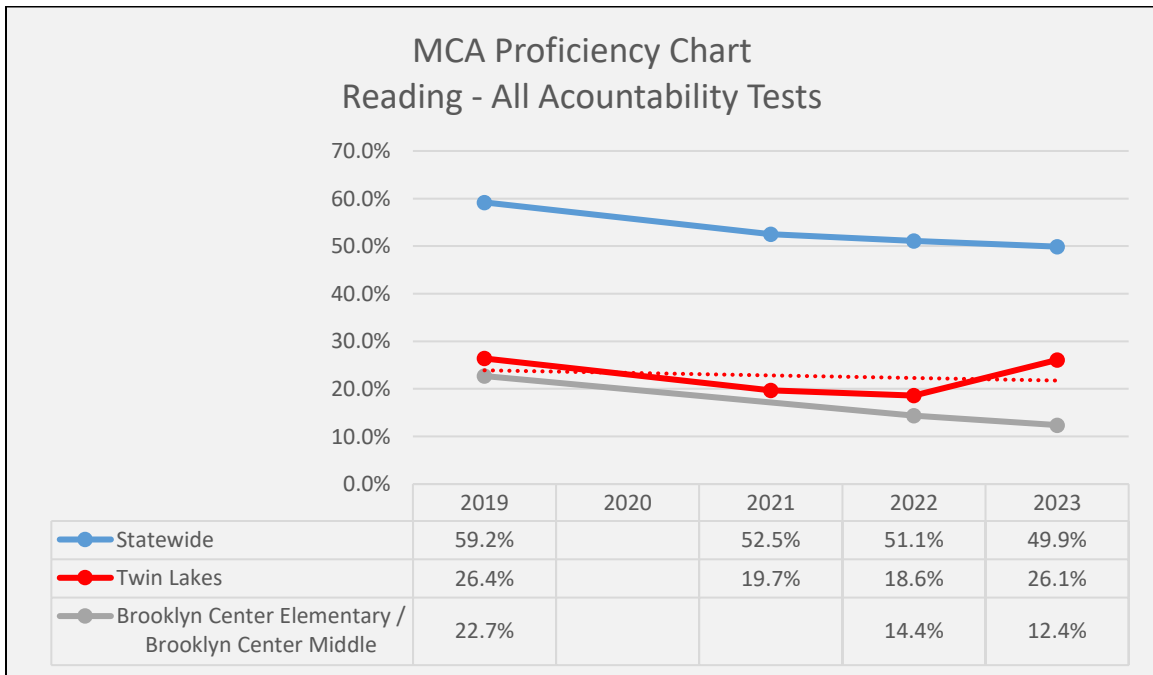


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: TLSA’s MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, Brooklyn Center Elementary School (G3-5) and Brooklyn Center Middle School (G6) are being used as a combined comparison school for Twin Lakes STEM Academy. TLSA’s reading proficiency increased by 7.5 percentage points from 2022 to 2023. TLSA is currently outperforming the local combined comparison school by 13.7 percentage points. In future years, it is expected that TIS will continue to outperform the reading proficiency rate of the local combined comparison school and work toward meeting or exceeding that of the statewide average.

Table 1 – MCA Science Proficiency 2019 - 2023

MCA Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5 th	54.9%		47.9%	50.5%	48.4%
Twin Lakes (5 th)	27.3%		7.7%	0.0%	24.1%
Brooklyn Center Elem. (5 th)	19.2%			9.7%	15.0%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

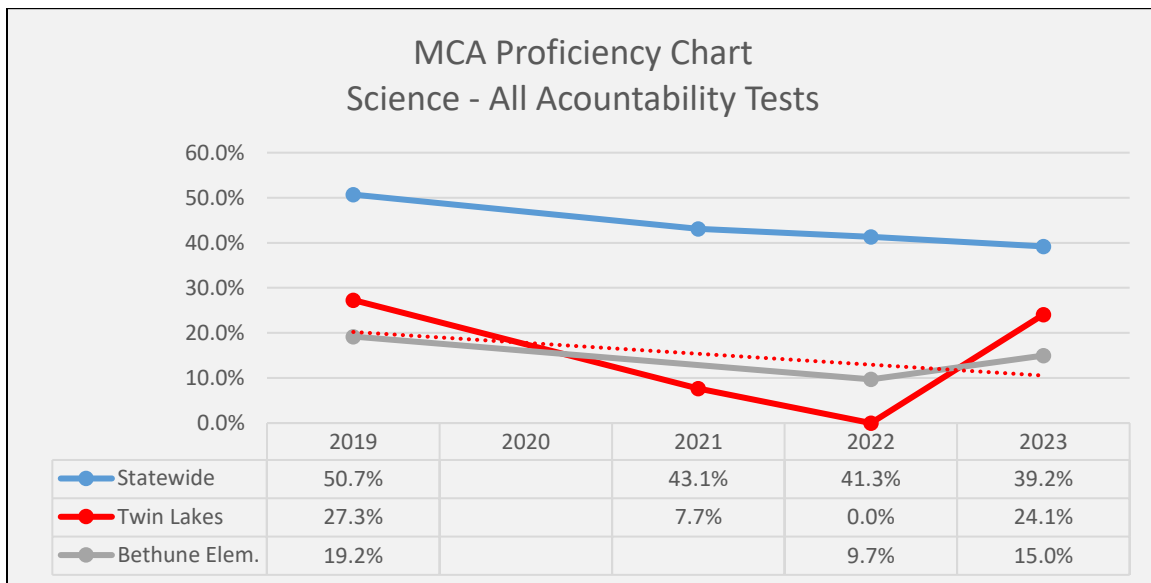


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: TLSA’s MCA science proficiency results are shown in Table 3 and Figure 6. TLSA’s science proficiency rate

increased by 24.1 percentage points from 2022 to 2023. TLSA is currently outperforming the local comparison school, Brooklyn Elementary School by 9.1 percentage points. In future years, it is expected that TLSA will continue to meet or exceed the science proficiency rate of the local comparison school and work toward meeting or exceeding that of the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

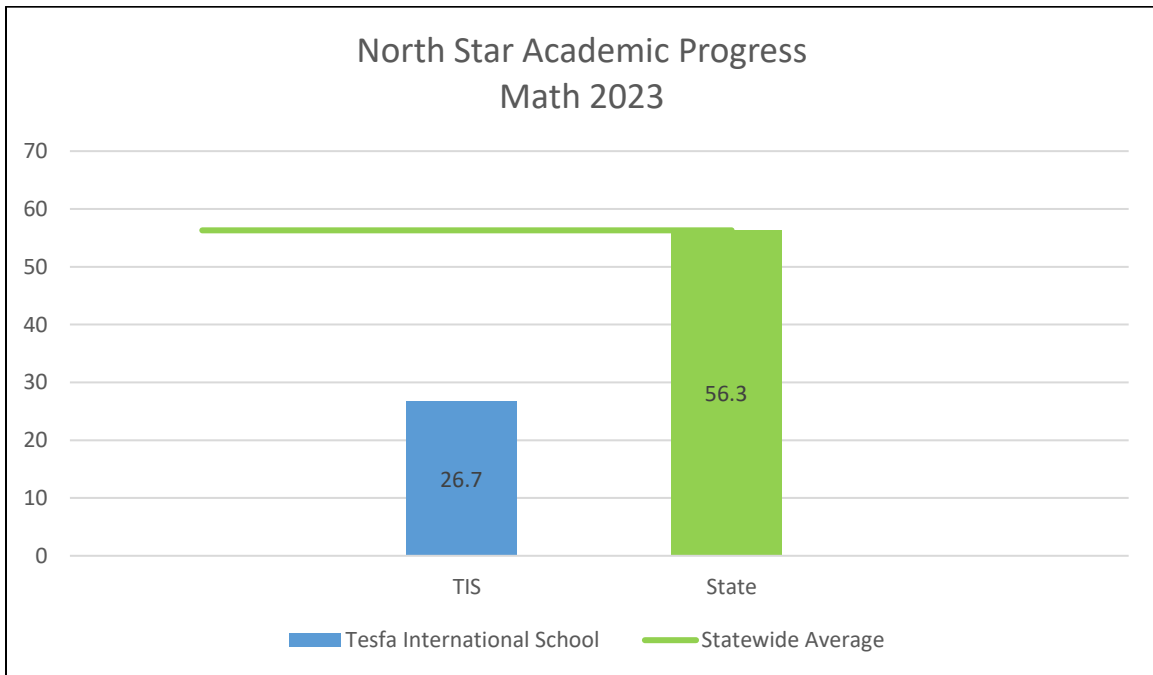


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

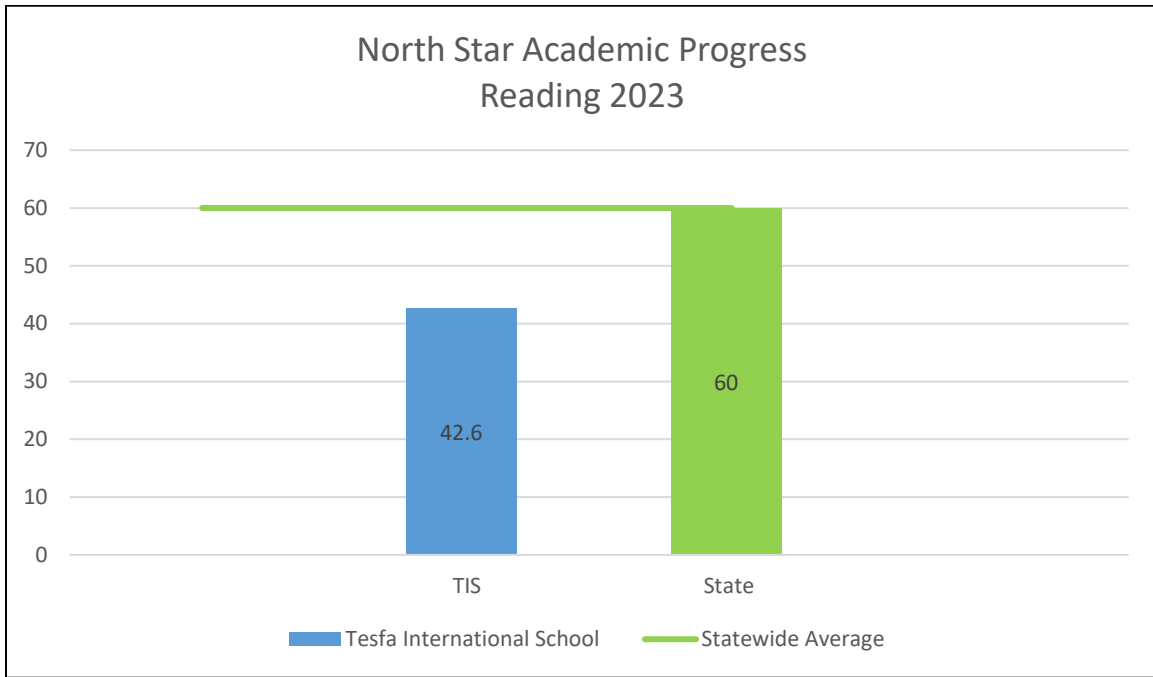


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

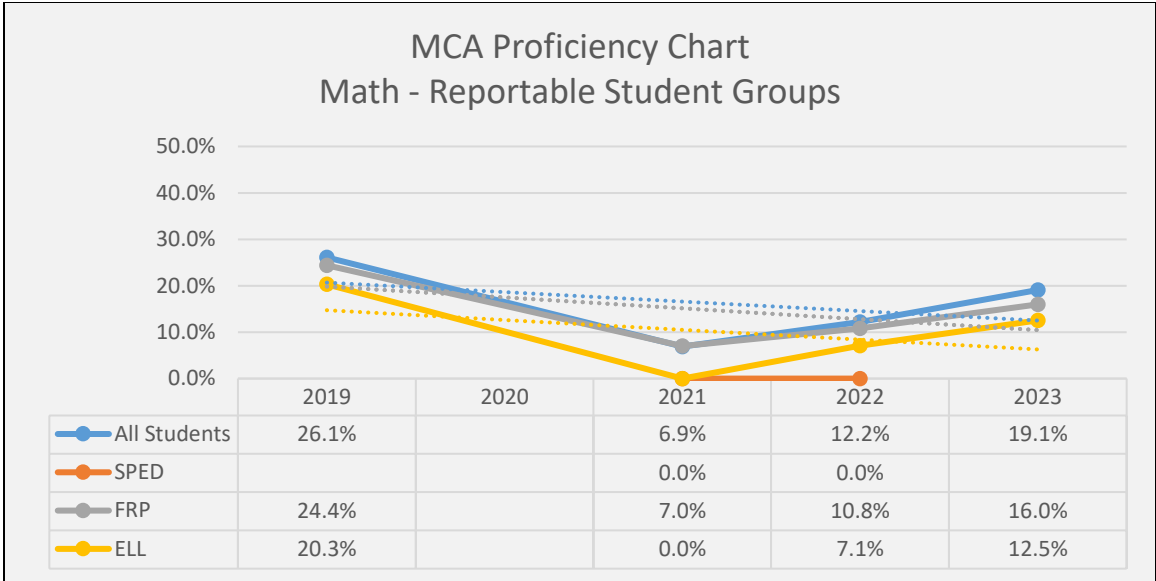


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

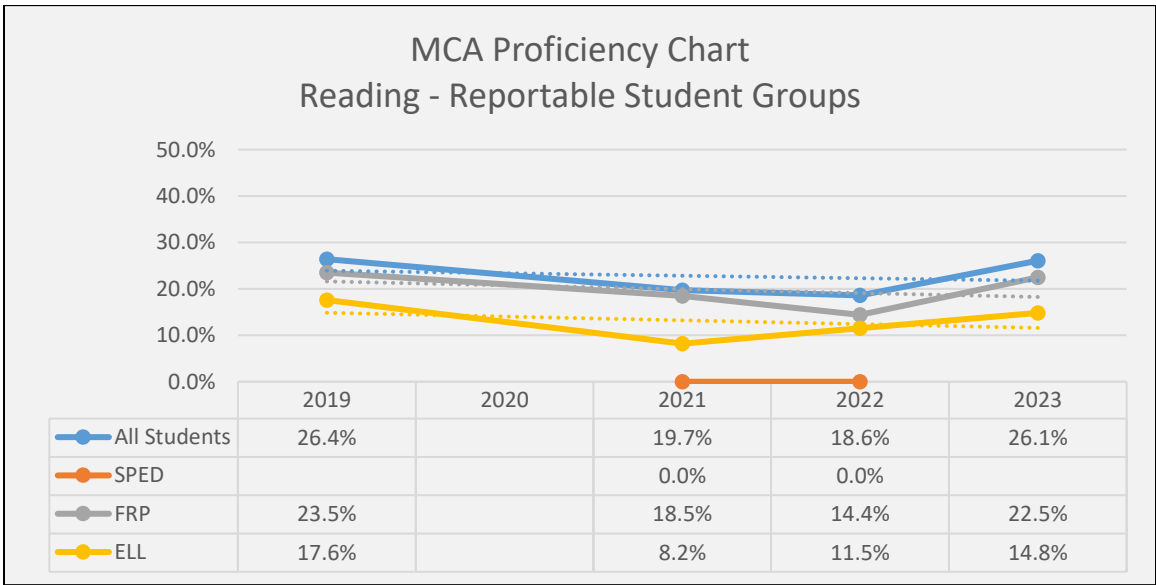


Figure 11 - Reportable Student Groups MCA Reading 2019- 2023

VOA -MN Standards Evaluation

The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: All third-graders can read at grade-level.**

Scale:

Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: Twin Lakes STEM Academy is currently outperforming the local combined comparison school, Brooklyn Center Elementary (G3-5) and Brooklyn Center Middle School (G6) in math, reading and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

Scale:

Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher.
Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.

Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.

	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet

Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report

Analysis: The school’s academic achievement level (improved + maintained) was 26.7% for math and 42.6% for reading. A score of Does Not Meet was awarded because the school’s combined score was 34.7%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard:** all racial and economic achievement gaps between students are closed.

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: Twin Lakes STEM Academy reduced the achievement gap in two out of the four possible areas, EL math and Free and Reduced reading.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data/Source: School Annual Report

Analysis: TLSA has adopted a plan that measures teachers in the areas of individual professional growth, student engagement, and test data. Teachers are on a three-year review cycle with a summative evaluation at the end of the third year. A summative administrative review accounts for

65% of the overall observation and student learning and achievement makes up 35%. The summative evaluation considers a review of at least 6 formal observations by the school’s director over the three-year cycle and the teacher’s self-reflection based on professional standards.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: TLSA has developed an extensive professional development program for staff members that is focused upon helping teachers expand their capacity to meet the high expectations established by the school. All teachers and most support staff members participated in intensive training in three primary areas of focus for the 2022-2023 school year. Strategic Directions, ENVOY, and digital learning trainings were held over several days throughout the school year. Additional professional development activities were coordinated in conjunction with student test data and the results of teacher evaluations.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: TLSA has increased learning opportunities for all students through the implementation of several programs. In the Spring of 2022, TLSA implemented a literacy program based upon the science of reading. In addition, the school operates a co-teaching model used by its elementary homeroom teachers and English learner teachers. The school has also implemented Project Lead the Way curriculum and instruction as a comprehensive approach to implementing a high-quality STEM program.

Academic Standard 7: The school is meeting the World’s Best Workforce (MS 120B.11; Charter Contract Addendum B).

Scale:

Meets the Standard - The school has a plan and is meeting their WBWF goals.

Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.

Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Data / Source: TLSA Annual Report

Analysis:

Goal #1 All Students Ready for School

By fall 2025 80% or more of incoming K students that attended our Kindergarten readiness program are able to identify all numbers 1-10 and at least 10 letters of the alphabet.

Result: On Track (Multi-Year Goal)

This was the first year of providing Kindergarten readiness option for families. The baseline data is encouraging with over 50% of students meeting the goal in fall 2022.

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

At least 33% of 3rd grade students will score partially proficient, proficient or Exceeds on the 3rd Grade MAC Reading Assessment.

Result: Goal Met

50% of 3rd grade students scored partially proficient, proficient or Exceeds on the 3rd Grade MAC Reading Assessment.

Goal #3 Close the Achievement Gap(s) between Student Groups

Average percentage towards meeting ELL progress shall exceed 60%

Result: Goal Not Met

54%

Goal #4 All Students Career-and College-Ready Graduation

100% of students will have identified a STEM related career of interest and completed an investigation and presentation about their identified career by the end of 6th grade.

Result: Goal Met

100% of students identified a STEM related career of interest and completed an investigation and presentation about their identified career by the end of 6th grade.

Academic Standards Point Total: 10/14



**TREKNORTH JR. AND SR.
HIGH SCHOOL**
Charter #4106
Director: Erica Harmsen
2400 Pine Ridge Ave. NW
Bemidji, MN 56601

TrekNorth Junior (TNMS) and Senior High School’s (TNHS) mission is to prepare young people to make a positive difference in their local and global communities, and to maximize student academic success by challenging and supporting individual students on an academic path that includes participation in a spectrum of vertically aligned college-readiness courses, including Advanced Placement courses. TrekNorth began operating in the fall of the 2003-2004 school year and serves students in grades 6 – 12. TrekNorth develops leadership skills in all students through required participation in wilderness experiences and outdoor skill development and fosters a sense of value for service through required participation in service experiences.

Summary TNHS tested 142 students in 2023. The school is currently outperforming the local comparison school, Voyageurs Expeditionary School in reading and science on the Minnesota Comprehensive Assessments. TNHS’ Special Education and Free and Reduced Lunch populations are higher than the statewide average.

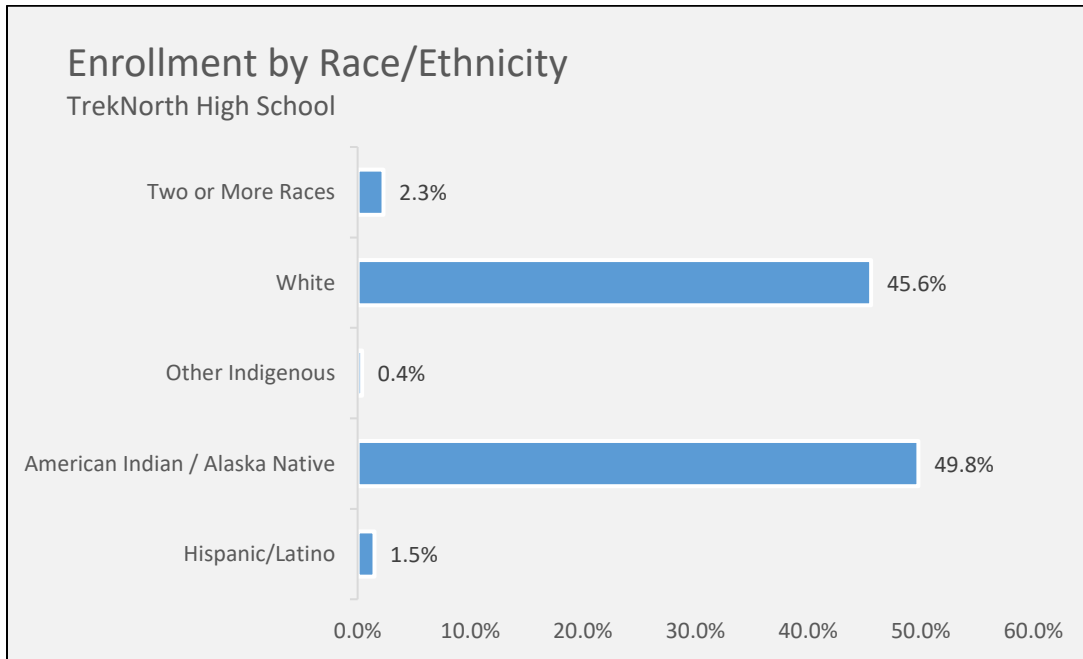


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

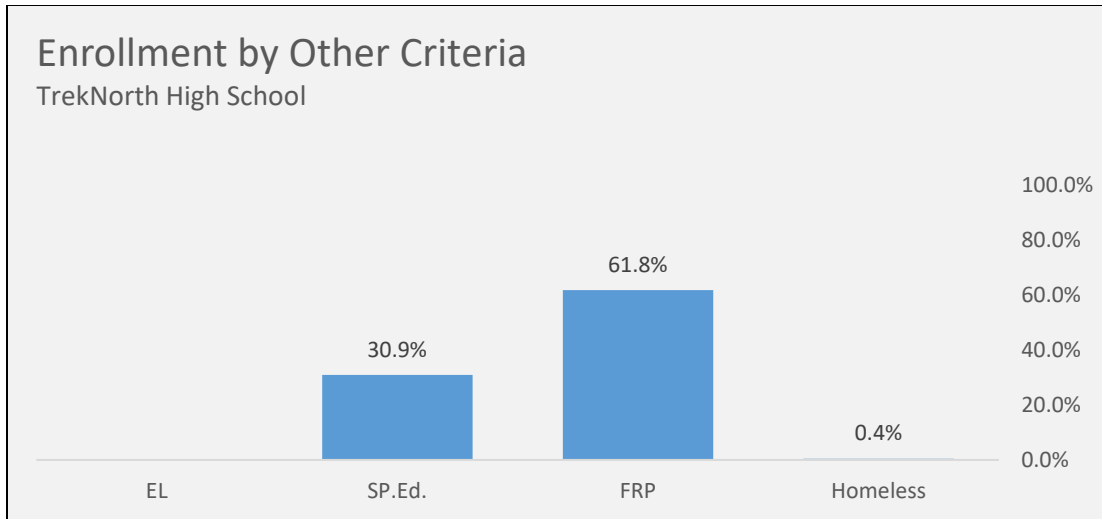


Figure 2 - Enrollment by Other Criteria

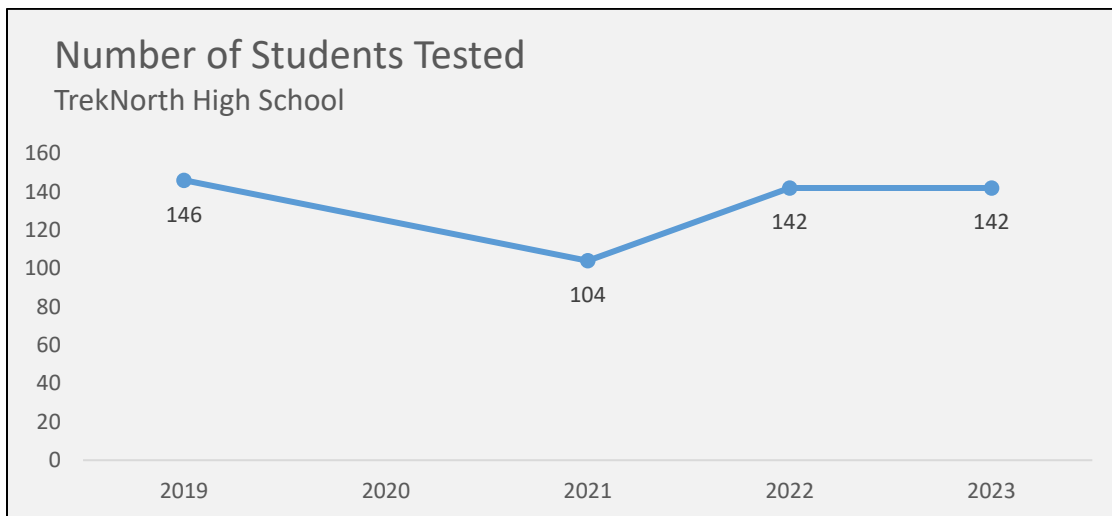


Figure 3 – Number of Students Tested (MCA)

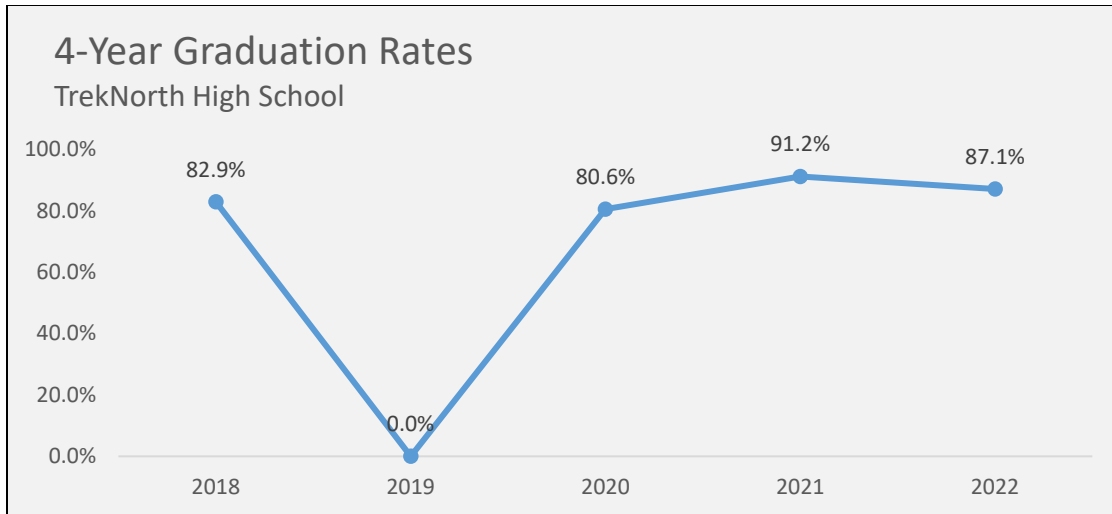


Figure 4 - Graduation Rates 2018- 2022

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 – 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
6th	50.5%		37.2%	39.3%	39.6%
7th	52.1%		37.4%	37.6%	39.7%
8th	55.2%		39.8%	40.1%	40.3%
11th	45.0%		41.4%	36.6%	36.0%
TrekNorth	39.7%		13.5%	14.9%	7.0%
6th	28.9%		7.7%	8.1%	5.7%
7th	34.2%		7.1%	8.3%	5.4%
8th	56.4%		29.6%	17.9%	8.3%
11th	38.7%		8.7%	27.6%	8.6%
Voyageurs Expeditionary	16.1%		7.5%	5.5%	8.6%
6th	17.6%		5.9%	13.3%	6.3%

7 th	13.3%		0.0%	0.0%	18.8%
8 th	20.0%		23.1%	6.3%	0.0%
11 th	13.3%		CTSTR	CTSTR	9.1%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

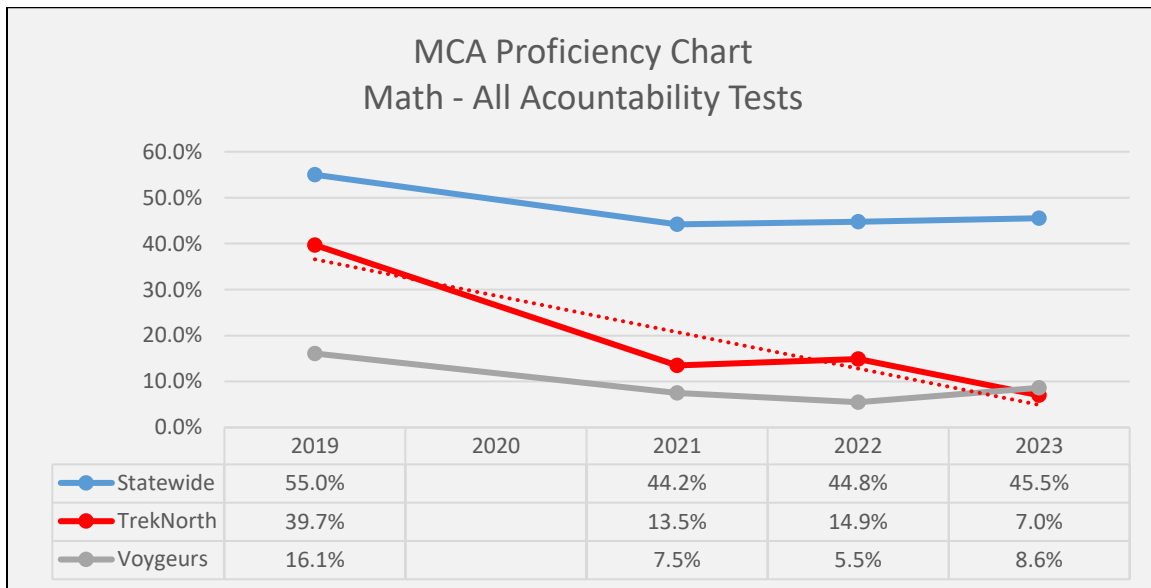


Figure 5 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: TNHS’ MCA math proficiency results are shown in Table 1 and Figure 5. TNHS’ math proficiency rate declined by 7.9 percentage points from 2022 to 2023. The school’s math proficiency rate is currently below that of the comparison school, Voyageurs Expeditionary School. In future years, it is expected that TNHS will increase its math proficiency rate to exceed that of the comparison school and work toward meeting or exceeding the statewide average.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
6 th	62.8%		55.0%	54.4%	53.4%
7 th	57.5%		48.3%	45.5%	45.2%
8 th	57.7%		49.7%	46.4%	44.8%
10 th	60.4%		58.3%	55.2%	51.7%

TrekNorth	62.7%		45.3%	40.3%	38.9%
6 th	60.5%		37.9%	56.8%	28.6%
7 th	65.8%		30.8%	27.8%	43.2%
8 th	59.0%		50.0%	20.5%	25.7%
10 th	65.8%		56.0%	54.8%	56.8%
Voyageurs Expeditionary	44.8%		26.9%	26.2%	24.2%
6 th	52.9%		23.5%	26.7%	28.6%
7 th	20.0%		6.3%	31.3%	12.5%
8 th	40.0%		46.2%	18.8%	13.3%
10 th	72.7%		CTSTR	28.6%	41.2%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

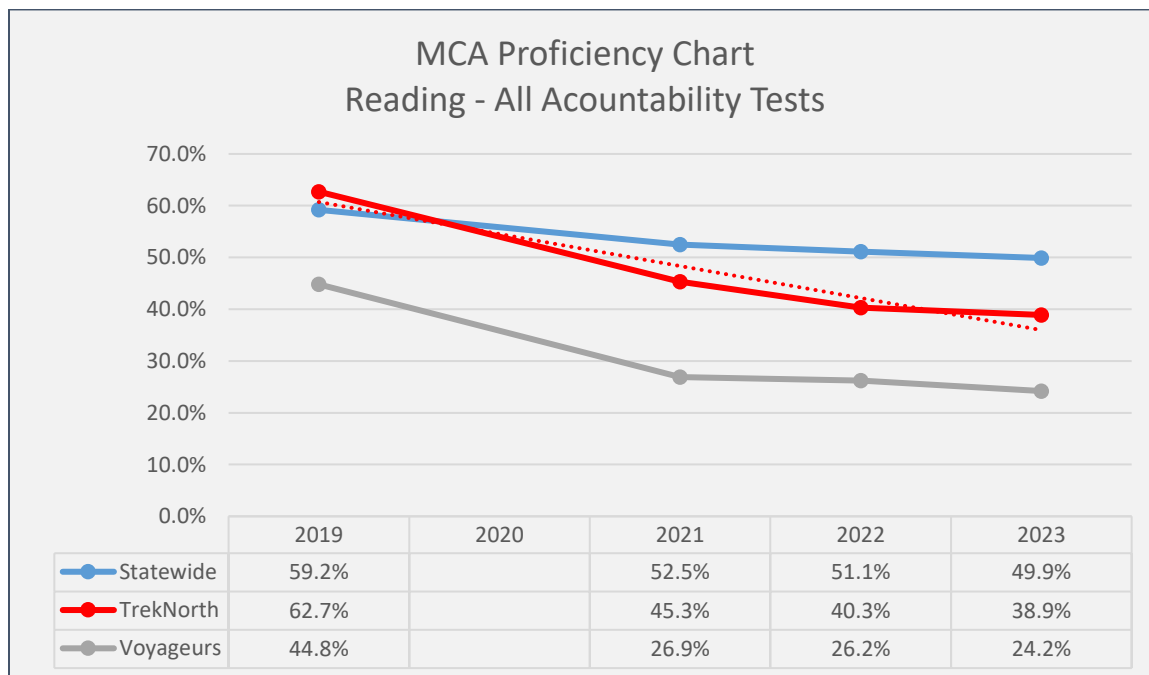


Figure 6 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: TNHS’ MCA reading proficiency results are shown in Table 2 and Figure 6. TNHS’ reading proficiency rate declined by 1.4 percentage points from 2022 to 2023. Despite the decline, TNHS continues to outperform the comparison school, Voyageurs Expeditionary School. In future years, it is expected that TNHS will continue to outperform the reading proficiency rate of the comparison school and work toward meeting that of the statewide average.

Table 3 – MCA Science Proficiency 2019 - 2023

MCA Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
8 th	43.0%		33.8%	29.2%	27.6%
H.S.	54.4%		48.3%	45.6%	41.8%
TrekNorth	51.3%		42.3%	24.0%	27.0%
8 th	43.6%		35.7%	5.1%	11.4%
H.S.	59.5%		50.0%	44.4%	41.0%
Voyageurs	30.8%		31.6%	10.0%	9.1%
8 th	13.3%		38.5%	0.0%	0.0%
H.S.	54.5%		CTSTR	21.4%	CTSTR

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year

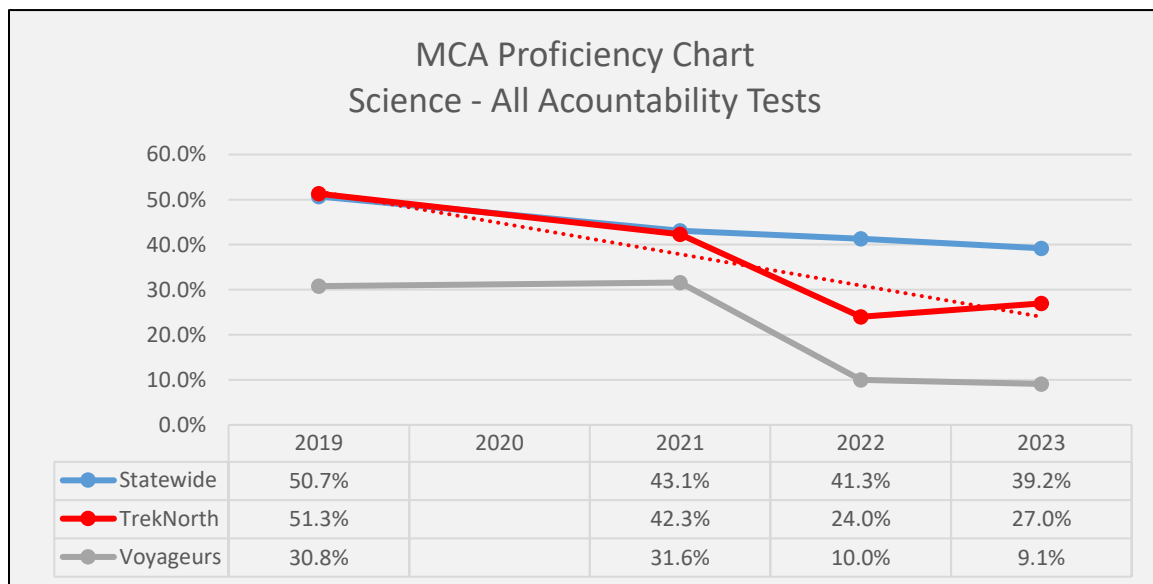


Figure 7 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: TNHS’ MCA science proficiency results are shown in Table 3 and Figure 7. TNHS science proficiency rate increased by 3.0 percentage points from 2022 to 2023. TrekNorth High School is currently outperforming the local comparison school, Voyageurs Expeditionary School by 17.9 percentage points. In future years, it is expected that TNHS will continue to meet or exceed the science proficiency rate of the comparison school and work toward meeting that of the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

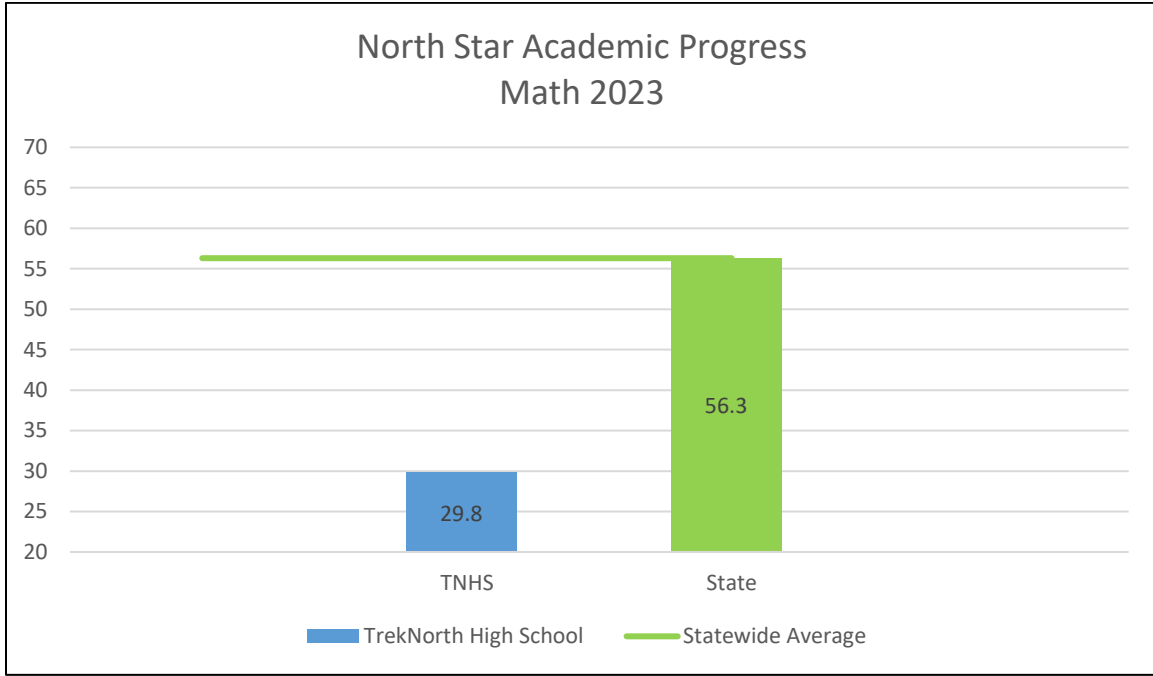


Figure 7 – 2023 North Star Academic Achievement Level (Improved + Maintained)

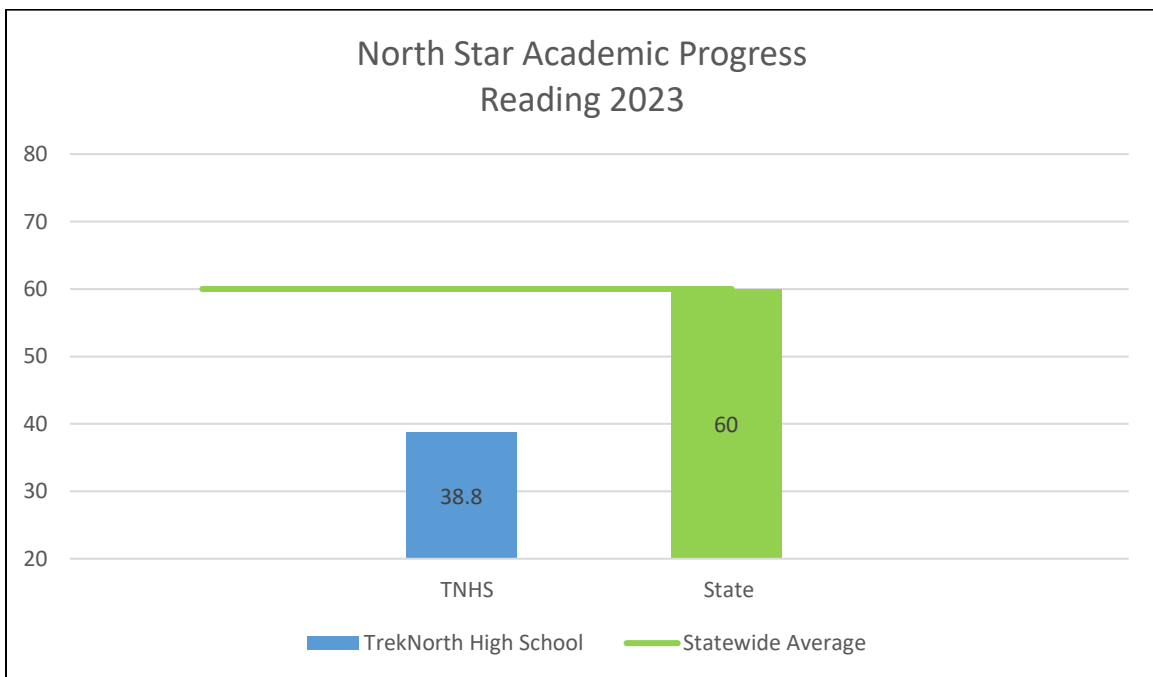


Figure 8 – 2023 North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

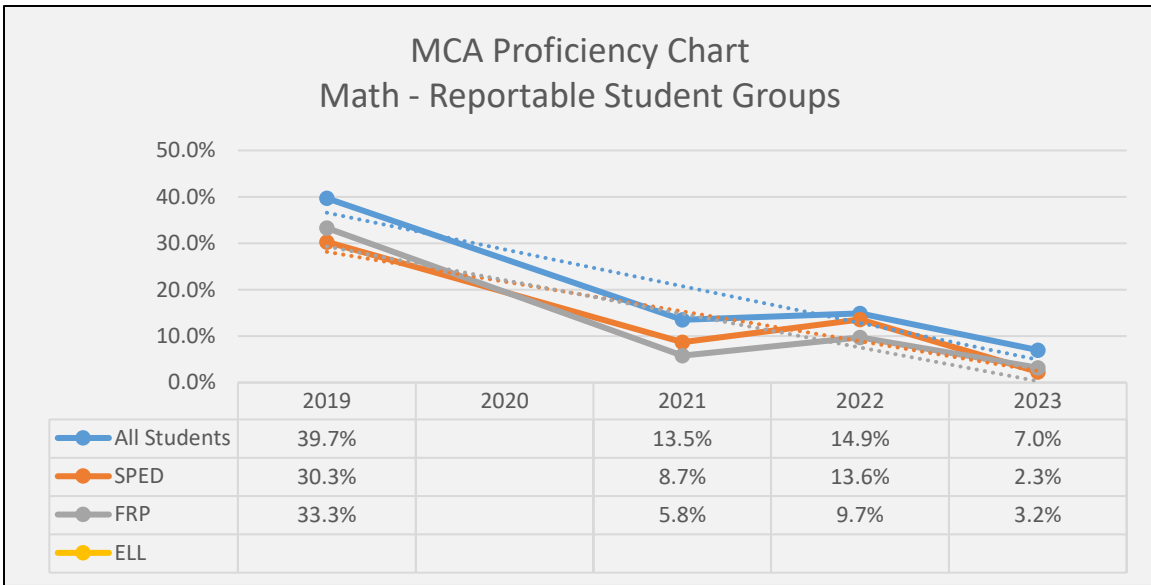


Figure 11 - Reportable Student Groups MCA Math 2019 - 2023

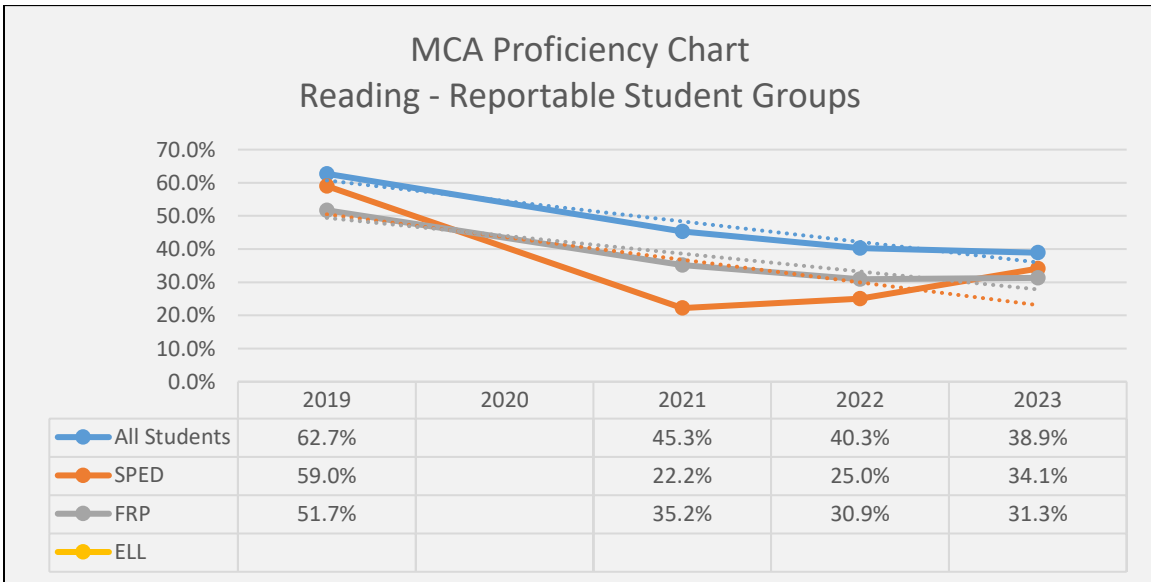


Figure 12 - Reportable Student Groups MCA Reading 2019 – 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</p> <ul style="list-style-type: none"> • Imbedded WBWF Standard: All third-graders can read at grade-level. 	
<p>Scale: Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend. Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three. Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
<p>Evidence / Source: Minnesota Department of Education</p>	
<p>Analysis: TNHS is outperforming the comparison school, Voyageurs Expeditionary School in reading and science.</p>	

<p>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
<p>Scale: Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher. Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.</p>	

Does not meet standard - School's achievement level of "improved and maintained" is below 43.2%.	
	2 - Meets
	1 - Partially Meets
X	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: The school's academic achievement level (improved + maintained) was 29.8% for math and 38.8% for reading. A score of does not meet was awarded because the school's combined score was 34.3%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
Scale:	
Meets standard – The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced.	
Partially meets standard - The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.	
Does not meet standard - The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
Analysis: A score of partially meets was awarded because the achievement gap was reduced in three out the four reportable subgroups.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data/Source: School Annual Report	
<p>Analysis: TNHS has developed a rigorous, effective, practical, and mission-driven approach to teacher evaluation. The school’s teacher evaluation process is composed of four components. A formative assessment of teaching performance that takes advantage of the school’s pop-in coaching system, a summative assessment of teaching performance conducted by the Executive Director, the development of a professional development plan by each teacher, as well as participation in professional learning communities.</p>	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale:	
Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.	
Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.	
Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: TNHS has implemented a school-wide professional development plan that is in direct correlation with trends in staff development needs as learned through the evaluation process. Professional development that was provided or attended during the 2022-2023 school year includes but was not limited to the following: crisis management and school safety, data privacy, mental health, reading instruction, cultural competency training, and PBIS training.</p>	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale:	
Meets the Standard – The school has a plan and is meeting their additional statutory purposes.	
Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.	
Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: In addition to its rigorous academic program, TNHS has increased learning opportunities for all students through an experiential education program as well as an advisory program. The school's experiential education program provides both service-learning experiences and outdoor adventure programs for students. The school's advisory program, consisting of small groups of multi-age students, has the goal of creating a connection to the school community, ensuring student academic success, and ensuring seniors are on track to graduate.</p>	

Academic Standard 7: The school is meeting the World's Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
Analysis:	
Goal #1 Close the Achievement Gap Between Student Groups	
The gap between American Indian students and white students enrolled in grades 10 at TrekNorth Sr High who are proficient on the Reading MCA and MTAS will decrease from 24.3% in 2022 to 19.3% in 2023.	
Results: Goal Not Met	
The gap between American Indian students and white students enrolled in grades 10 at TrekNorth Sr High who are proficient on the Reading MCA and MTAS increased from 24.3% in 2022 to 34.8% in 2023.	
Goal #2 All Students Career and College Ready by Graduation	
The percentage of all students enrolled in grades 10 at TrekNorth Sr High who are proficient on the Reading MCA and MTAS will increase from 54.8% in 2022 to 56.0% in 2023.	
Results: Goal Met	
The percentage of all students enrolled in grades 10 at TrekNorth Sr High who are proficient on the Reading MCA and MTAS increased to 56.8% in 2023.	
Goal #3 All Students Graduate	

TrekNorth will graduate 100% of the 29 seniors that started the 2022-2023 school year.

Results: Goal Not Met

TrekNorth graduated 28 of the 29 seniors who started the school year.

Academic Standards Point Total: 9/14



**WOODBURY
LEADERSHIP
ACADEMY**
Charter # 4228
Director: Kathleen Mortensen
600 Weir Drive
Woodbury, MN 55125
Phone: 651-379-2681
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Woodbury Leadership Academy (WLA) is a tuition-free charter elementary and middle school located in Woodbury, Minnesota. WLA's learning environment and school community promotes academic achievement for students in grades K-8, as well as personal integrity, equity and a dedication to value and serve others. WLA uses inquiry-based learning while building strong skills in math, reading, literature, writing, music, science & technology – all of the essential areas of learning. The school also implements a strong character education program to ensure students develop exceptional leadership skills and are well rounded in all areas, social and academic, and are prepared for high school and beyond.

Summary: Woodbury Leadership Academy tested 363 students in the 2022-2023 school year and increased its proficiency rates in reading. In 2023, the school scored above the statewide average on the North Star Academic Progress report in reading.

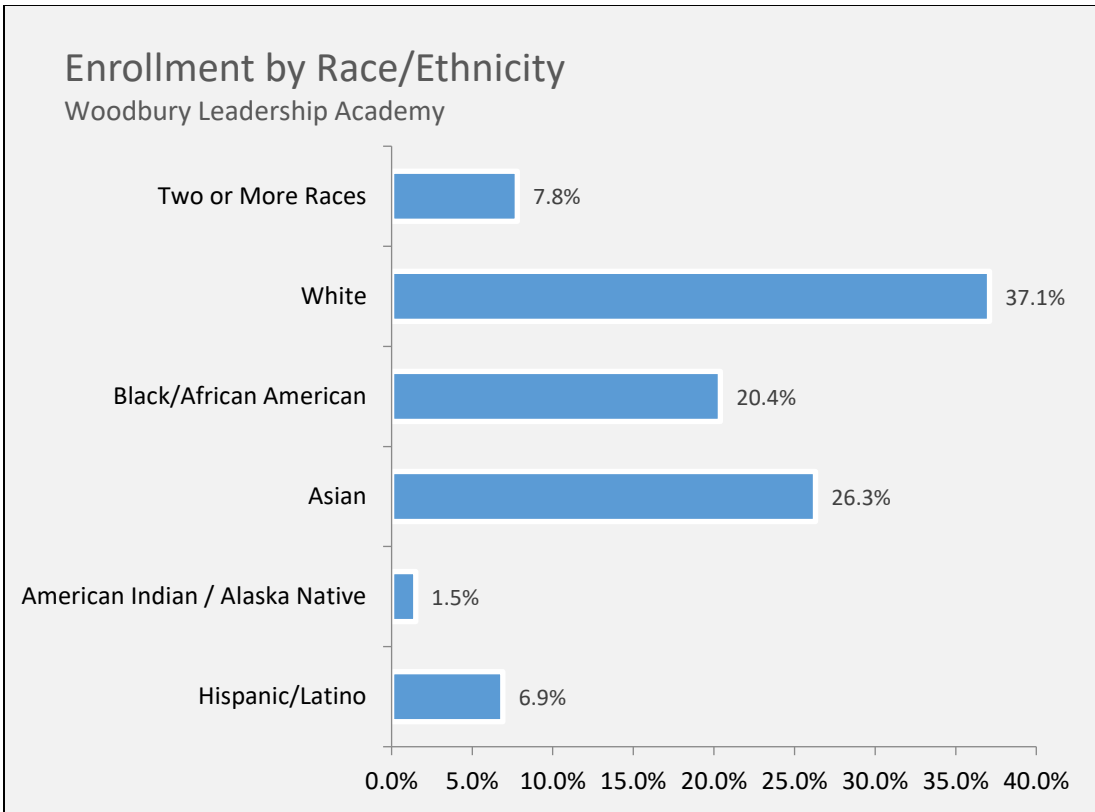


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

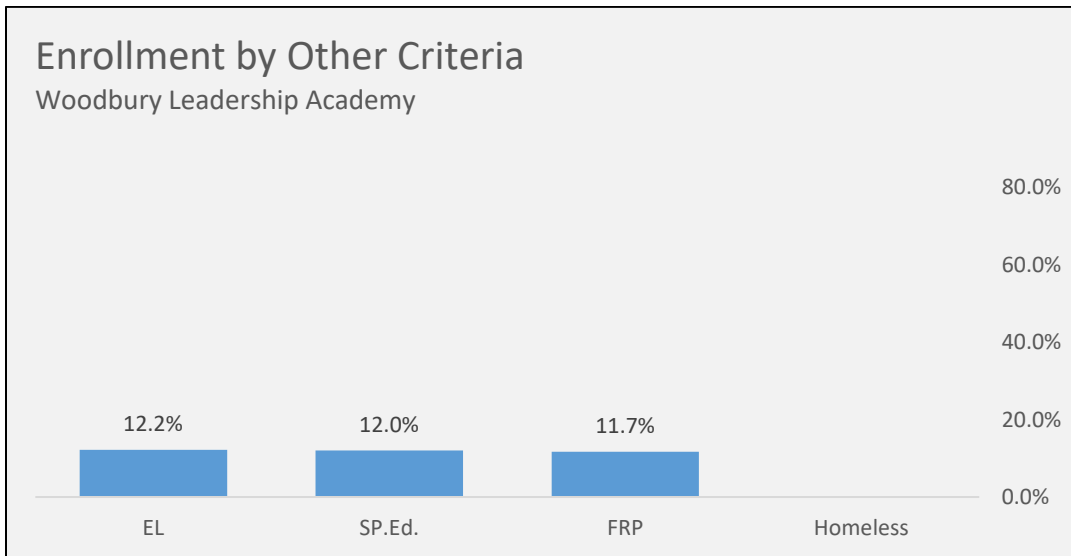


Figure 2 - Enrollment by Other Criteria

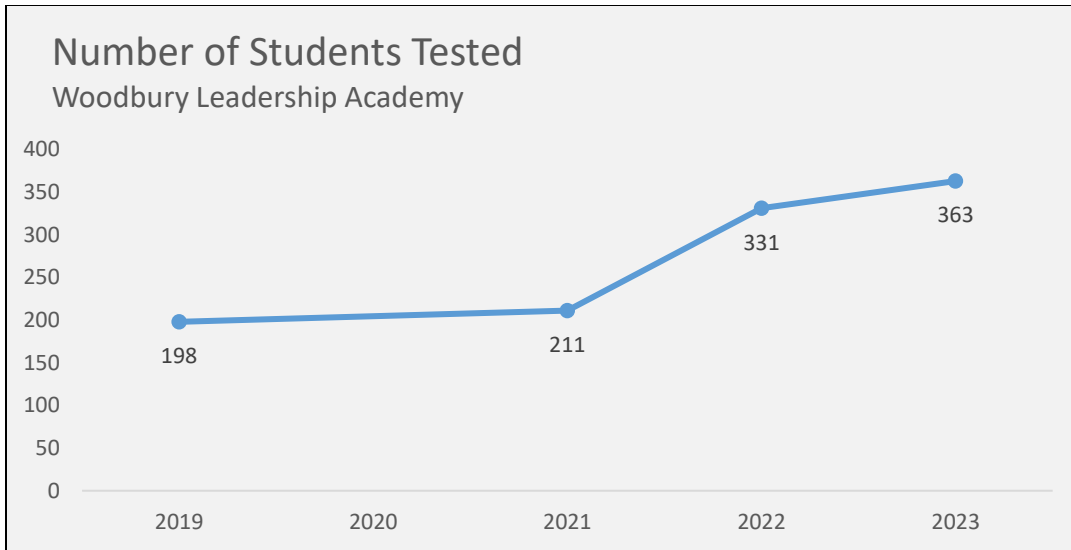


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2019 - 2023

MCA Math	2019	2020*	2021	2022	2023
Statewide	55.0%		44.2%	44.8%	45.5%
3rd	65.6%		57.1%	59.0%	59.1%
4th	63.9%		53.8%	56.4%	57.1%
5th	52.0%		41.1%	43.1%	44.4%
6th	50.5%		37.2%	39.3%	39.6%
7th	52.1%		37.4%	37.6%	39.7%
8th	55.2%		39.8%	40.1%	40.3%
Woodbury Leadership	53.8%		36.7%	49.7%	45.5%
3rd	61.9%		40.9%	64.9%	57.9%
4th	69.1%		40.9%	61.8%	61.8%

5 th	40.0%		50.0%	45.2%	36.2%
6 th	36.8%		20.5%	40.0%	36.4%
7 th	26.8%		41.2%	20.5%	35.6%
8 th	CTSTR		13.3%	42.1%	22.2%
Eagle Point Elem.	81.5%		49.7%	64.4%	58.4%
3 rd	83.3%		53.8%	78.9%	74.1%
4 th	84.3%		59.6%	62.0%	59.2%
5 th	77.3%		37.7%	52.7%	44.1%
Skyview Middle	56.2%		32.0%	22.6%	25.0%
6 th	49.6%		18.8%	17.7%	25.7%
7 th	50.9%		29.9%	18.5%	24.4%
8 th	69.3%		55.3%	33.0%	24.8%
Combined (3-8)	62.2%		38.0%	33.7%	34.7%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

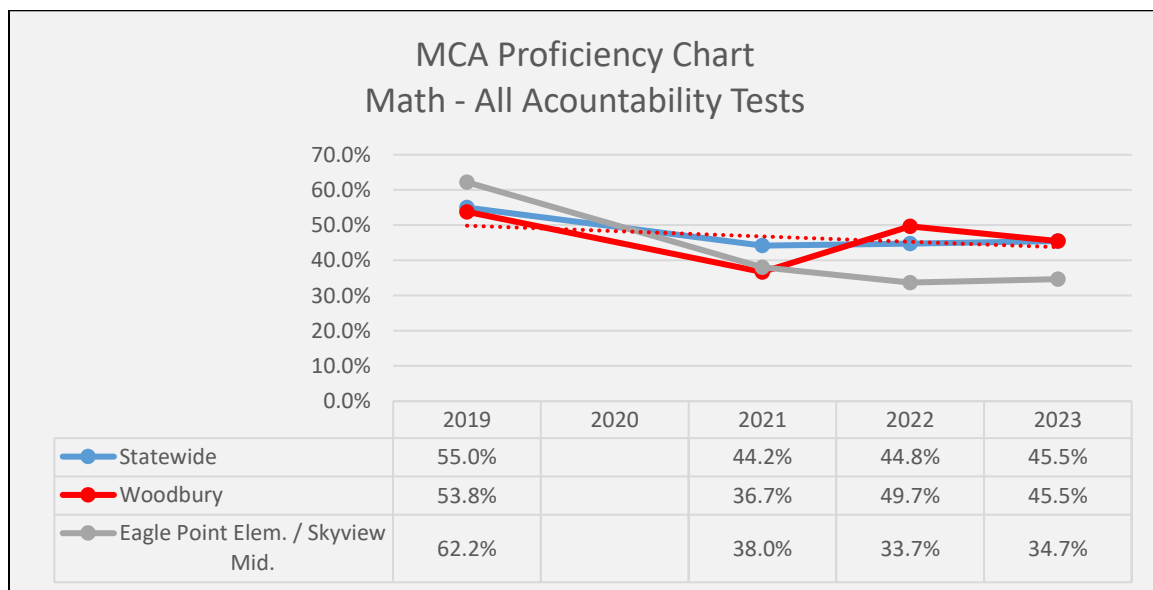


Figure 4 - MCA Math Proficiency 2019-2023

ANALYSIS OF MATH MCA PROFICIENCY: WLA’s MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Eagle Point Elementary, grades 3-5, and Skyview Community Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s math proficiency rate declined by 4.2 percentage points from 2022 to 2023. WLA’s math proficiency rate is currently 10.8 percentage points above that of the combined comparison school. In future years, it is expected that WLA’s math proficiency rate will continue to meet or exceed that of the combined comparison school.

Table 2 – MCA Reading Proficiency 2019 - 2023

MCA Reading	2019	2020*	2021	2022	2023
Statewide	59.2%		52.5%	51.1%	49.9%
3 rd	54.6%		48.5%	48.1%	47.4%
4 th	55.4%		49.3%	49.6%	48.4%
5 th	65.8%		59.4%	59.4%	58.7%
6 th	62.8%		55.0%	54.4%	53.4%
7 th	57.5%		48.3%	45.5%	45.2%
8 th	57.7%		49.7%	46.4%	44.8%
Woodbury Leadership	49.7%		50.7%	57.0%	57.7%
3 rd	46.8%		47.4%	67.9%	56.8%
4 th	55.6%		38.1%	54.8%	53.9%
5 th	66.7%		78.3%	64.9%	72.7%
6 th	25.0%		50.0%	52.8%	54.4%
7 th	35.7%		43.8%	35.0%	60.9%
8 th	CTSTR		20.0%	47.4%	41.7%
Eagle Point Elem.	61.7%		52.4%	55.6%	55.4%
3 rd	59.0%		52.0%	55.7%	59.5%
4 th	71.1%		46.2%	47.2%	47.3%
5 th	70.5%		58.1%	63.5%	59.6%
Skyview Middle	54.7%		52.9%	31.7%	31.5%
6 th	60.2%		49.1%	38.5%	35.6%
7 th	51.5%		52.0%	20.8%	36.2%
8 th	52.7%		59.8%	35.9%	23.2%
Combined (3-8)	57.8%		52.7%	37.9%	38.4%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

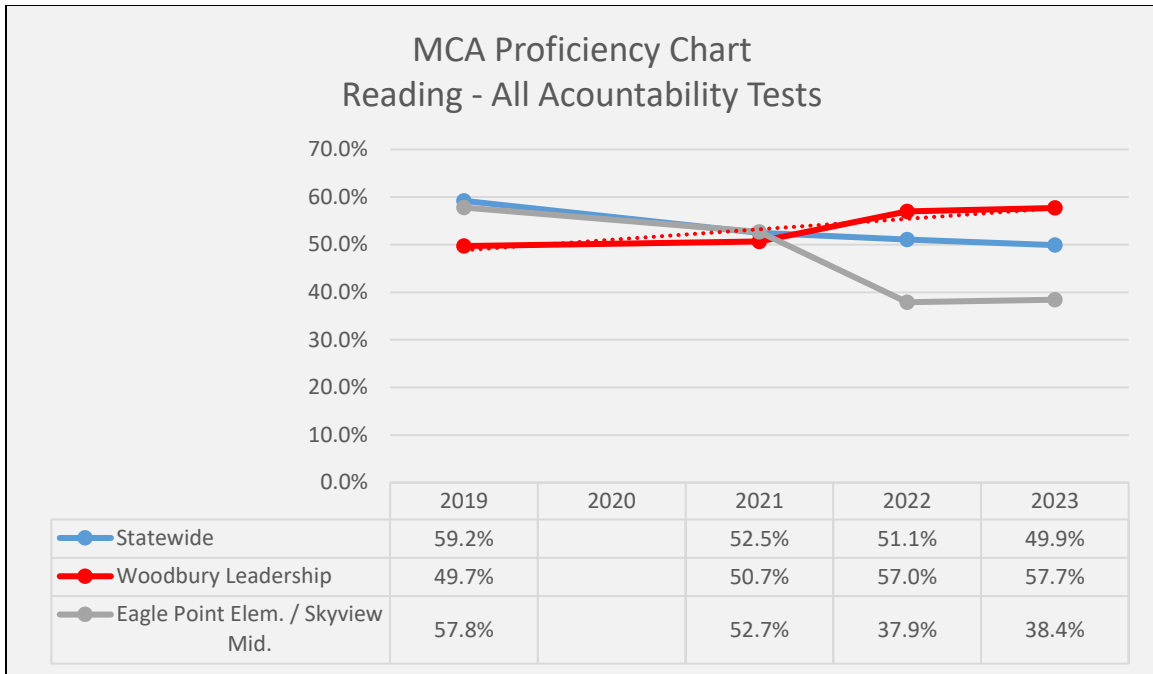


Figure 5 – MCA Reading Proficiency 2019-2023

ANALYSIS OF READING MCA PROFICIENCY: WLA’s MCA reading proficiency results are shown in Table 2 and Figure 4. For the purpose of this report, proficiency results from Eagle Point Elementary, grades 3-5, and Skyview Community Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s reading proficiency rate increased by 0.7 percentage points from 2022 to 2023. WLA is currently outperforming the combined comparison school by 19.3 percentage points. In future years, it is expected that WLA will continue meet or exceed the reading proficiency rate of both the statewide average and the combined comparison school.

Table 3 – MCA Science Proficiency 2019 - 2023

MCA Science	2019	2020*	2021	2022	2023
Statewide	50.7%		43.1%	41.3%	39.2%
5th	54.9%		47.9%	50.5%	48.4%
8th	43.0%		33.8%	29.2%	27.6%
Woodbury Leadership	50.0%		45.0%	51.6%	47.2%
5th	55.0%		57.8%	59.5%	60.0%
8th	CTSTR		6.7%	21.1%	36.7%
Eagle Point Elem. (5th)	61.8%		48.4%	45.9%	51.9%

Woodbury Middle (8th)	36.8%		41.1%	25.7%	16.5%
Combined	43.5%		44.2%	31.6%	27.2%

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

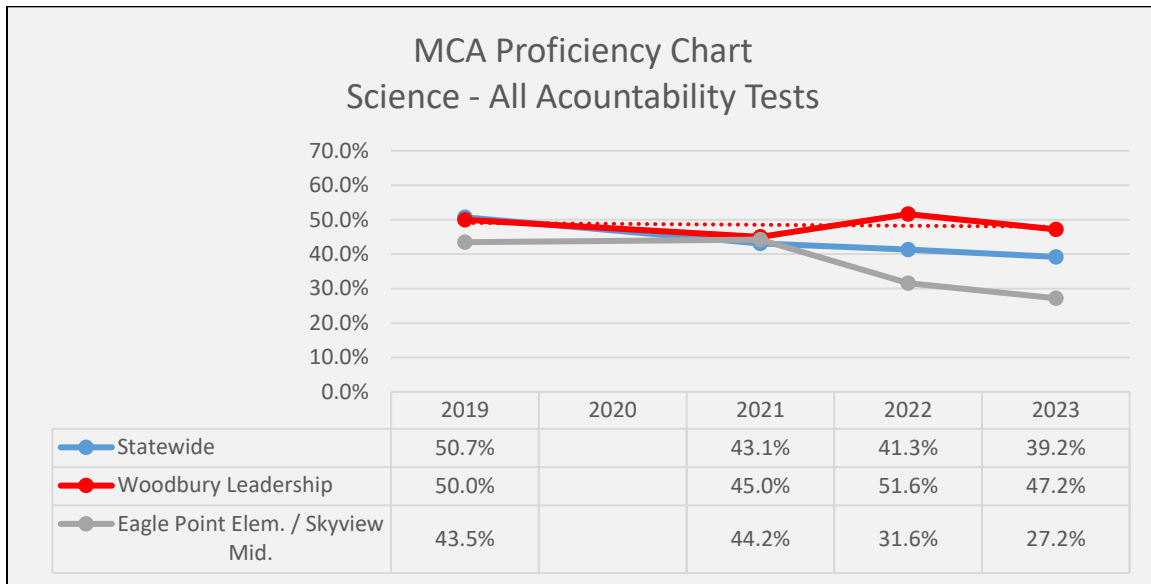


Figure 6 – MCA Science Proficiency 2019-2023

ANALYSIS OF SCIENCE MCA PROFICIENCY: WLA’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Eagle Point Elementary, grade 5, and Skyview Community Middle School, grade 8, were combined to create a comparison score for WLA. WLA’s science proficiency rate declined by 4.4 percentage points from 2022 to 2023. Despite the decline, WLA is currently outperforming the combined comparison school by 20.0 percentage points. In future years, it is expected that WLA will continue to meet or exceed the science proficiency rate of both the statewide average and the local comparison school.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.3% in math and 60.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

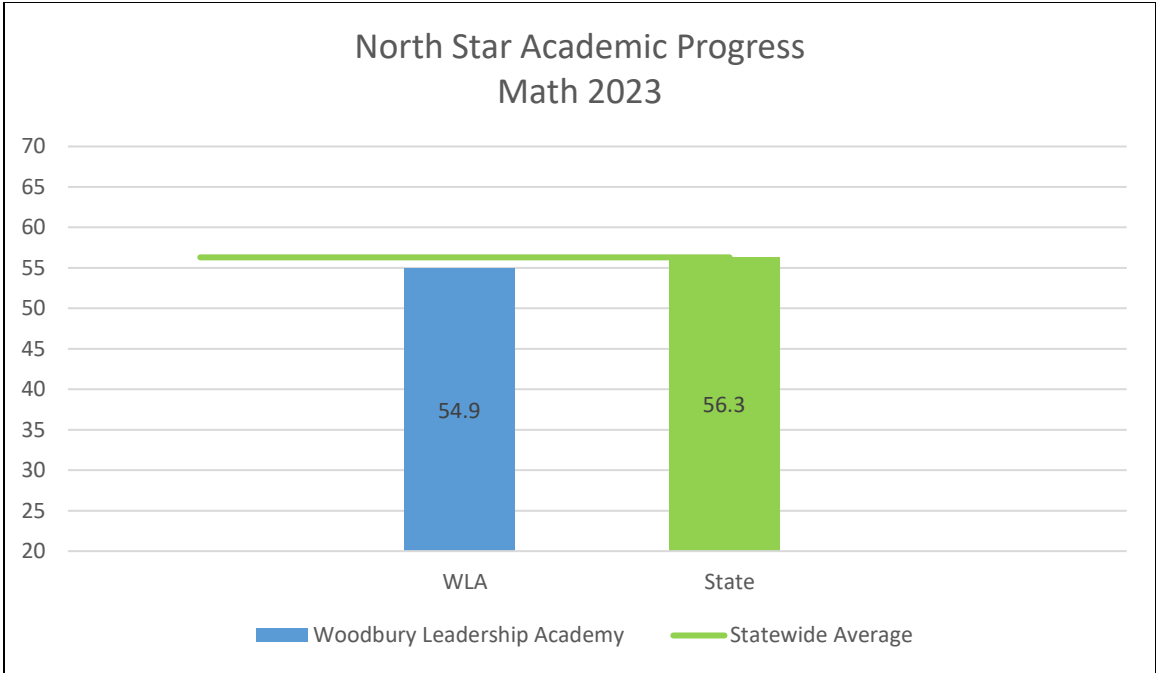


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

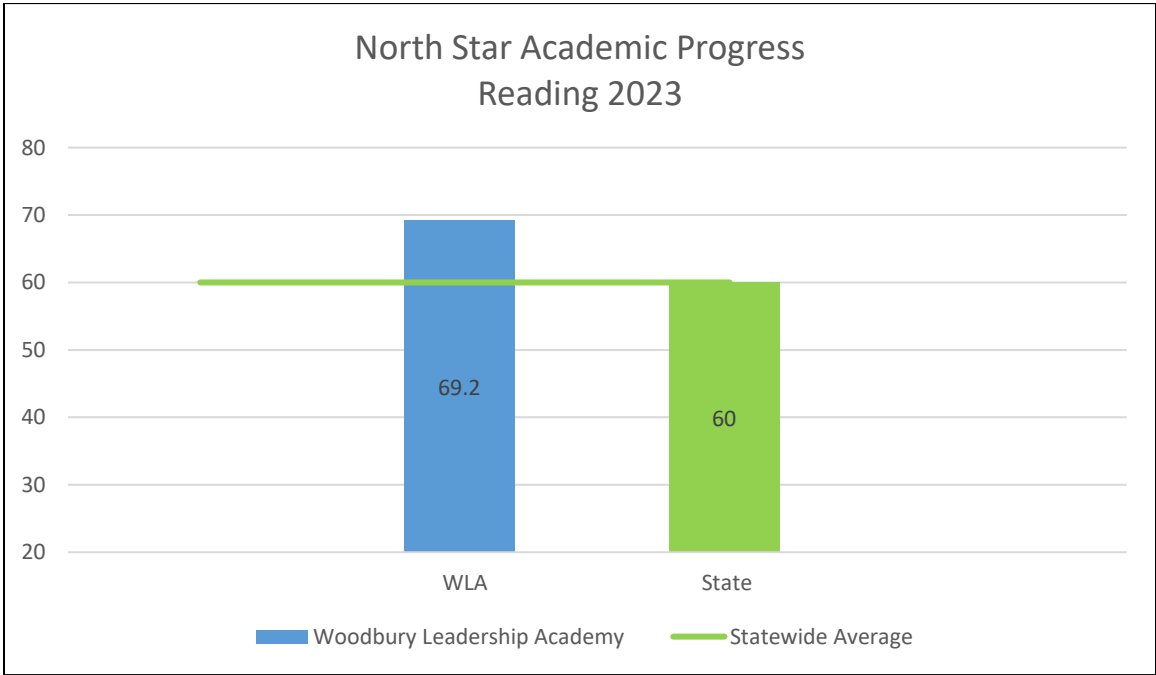


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

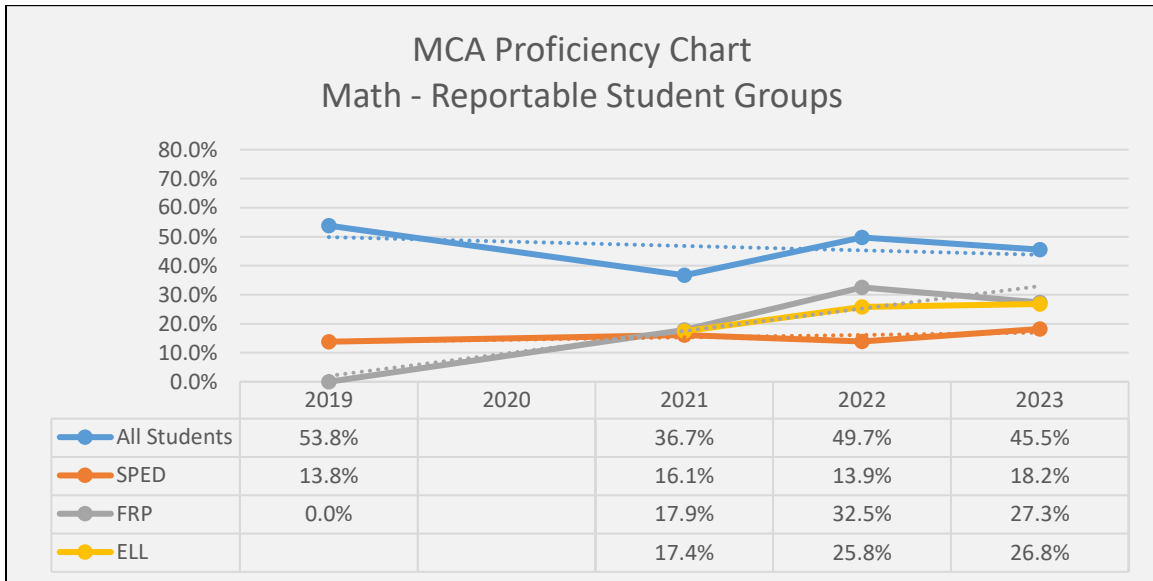


Figure 10 - Reportable Student Groups MCA Math 2019 - 2023

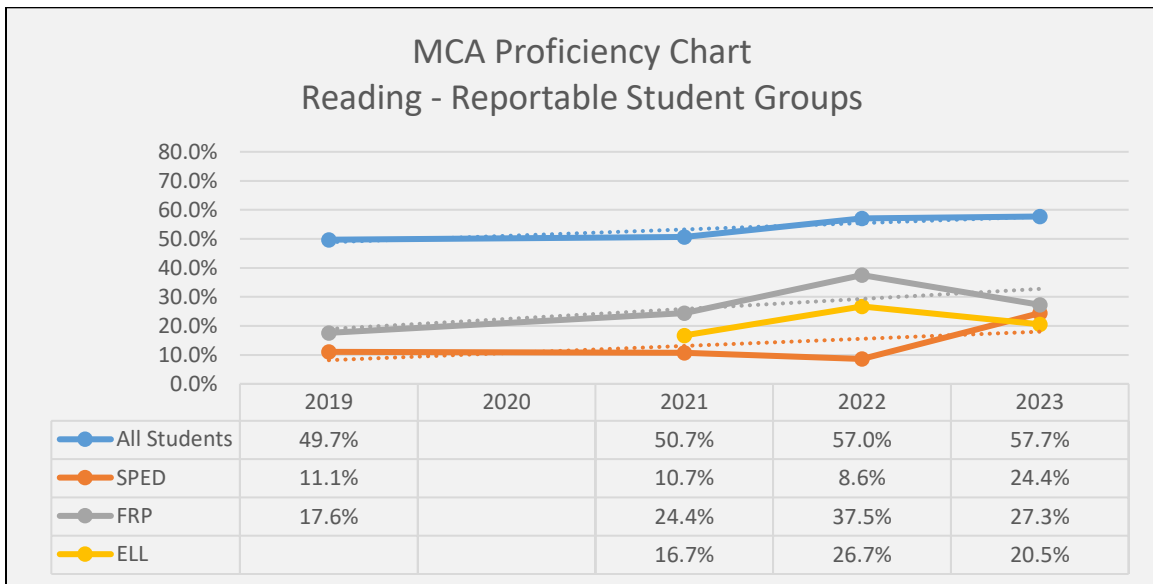


Figure 11 - Reportable Student Groups MCA Reading 2019 - 2023

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

- Meets standard
- Partially meets standard
- Does not meet standard

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: All third-graders can read at grade-level.**

Scale:

Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

Does not meet standard - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education

Analysis: For the purpose of this report, proficiency results from Eagle Point Elementary, grades 3-5, and Skyview Community Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA is outperforming the combined comparison school in math, reading, and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

Scale:

Meets standard – School’s achievement level of “improved and maintained” is 58.2% or higher. Partially meets standard - School’s achievement level of “improved and maintained” is between 58.1% and 43.2%.

Does not meet standard - School’s achievement level of “improved and maintained” is below 43.2%.

X	2 - Meets
	1 - Partially Meets

	0 - Does Not Meet
Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report	
Analysis: The school’s academic achievement level (improved + maintained) was 54.9% for math and 69.2% for reading. A score of meets was awarded because the school’s combined score was 62.1%.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.**

Scale:
Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.
Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.
Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet

Evidence / Source: Minnesota Department of Education	
Analysis: A score of partially meets was awarded because WLA reduced the achievement gap in three out of the six possible areas from 2022 to 2023.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:
Meets Standard – Meets all criteria and is adhered to.
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.
Does Not Meet Standard – School has not adopted a teacher evaluation process.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data/Source: School Annual Report

Analysis: WLA has adopted a formal teacher evaluation process that is based on Charlotte Danielson’s framework for effective teaching. There are multiple targets under each domain that the observer looks for during the observation. Each target is given a performance level of; needs improvement, developing, or proficient. After the evaluation there are multiple questions to guide the conversation with the administrator and to facilitate learning for the teacher. Teachers are observed between one and three times per year.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet

Data / Source: School Annual Report

Analysis: WLA has implemented a school-wide professional development plan that is shaped by teacher needs, as evidenced by formal teacher evaluations, observation from instructional coaches, as well as student assessment data. The school uses professional learning communities that meet weekly, data-driven instruction procedures that are reviewed monthly and regular curriculum team meetings to review and evaluate the effectiveness of instruction and curriculum.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

Scale:

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

X	2 - Meets
	1 - Partially Meets

	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis: WLA has increased learning opportunities for all students through the following initiatives and programs. Parental and community involvement are crucial to the success of Woodbury Leadership Academy. WLA recognizes that it is only as strong as its supporters and has made parental and community involvement a key piece of the school's mission. Each Thursday, teachers create Thursday Newsletters that provide parents with a detailed update of what knowledge their child(ren) gained that week. WLA has a PTO who solicits parent involvement and matches parents with teacher and student needs. PTO also works closely with WLA to meet goals, such as the academic strategic goal discussed earlier.</p> <p>In addition, teachers are encouraged to celebrate the end of domains, or units, with a fun activity that wraps up what students learned. Finally, teachers work with the surrounding communities to address one of WLA's core goals of leadership. Students participated in several service-learning projects, such as a gift drive during the holiday for the Children's Hospital, Feed My Starving Children, the Leukemia Foundation, and other causes. In addition to our leadership program, WLA operates using a core virtues curriculum that focuses on the development of democratic, strong, ethical and caring global leaders. Assemblies are held where students celebrate accomplishments and learn a core virtue of the month. Staff extend this learning into the classroom and make connections between home and school for additional emphasis, understanding and involvement.</p>	

Academic Standard 7: The school is meeting the World's Best Workforce (MS 120B.11; Charter Contract Addendum B).	
Scale:	
Meets the Standard - The school has a plan and is meeting their WBWF goals.	
Partially Meets the Standard – The school has a plan for meeting their WBWF goals and measuring progress.	
Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Data / Source: School Annual Report	
<p>Analysis:</p> <p>Goal #1 All Students in Third Grade Achieving Grade-Level Literacy Using MAP Reading growth and Core Knowledge Language Arts Amplify curriculum, 85% of all third-grade students will be at grade level by the end of third grade, as measured by NWEA MAP scores.</p> <p>Result: Goal Not Met In the spring of 2023, 74% of third grade students met or exceeded grade level fluency and reading comprehension skills.</p> <p>Goal #2a Close the Achievement Gap(s) Among All Groups Students in grades 2-8 will demonstrate above average, according to NWEA MAP scores, in both reading and math.</p>	

Result: Goal Met in both reading and math

Reading:

2nd Grade – 70%
3rd Grade – 74%
4th Grade – 70%
5th Grade – 78%
6th Grade – 74%
7th Grade – 78%
8th Grade – 59%

Math:

2nd Grade – 76%
3rd Grade – 65%
4th Grade – 70%
5th Grade – 71%
6th Grade – 57%
7th Grade – 55%
8th Grade – 62%

Goal #2b Close the Achievement Gap(s) Among All Groups

Students in grades 3-8 will score an average of 75% or above as measured by year end MCA scores in the areas of math and reading.

Result: Goal Not Met in both reading and math

Reading:

3rd Grade – 56.7%
4th Grade – 55.1%
5th Grade – 74.4%
6th Grade – 52.8%
7th Grade – 62.2%
8th Grade – 44.1%

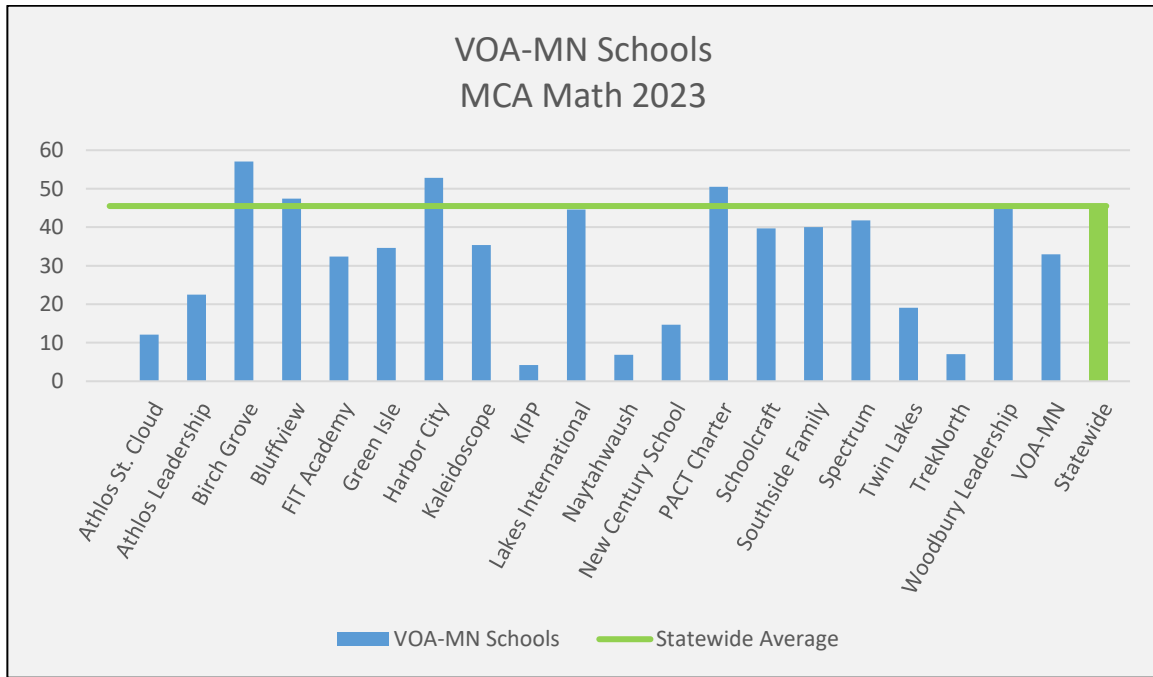
Math:

3rd Grade – 58.9%
4th Grade – 58.9%
5th Grade – 38.5%
6th Grade – 37.3%
7th Grade – 36.5%
8th Grade – 23.5%

Academic Standards Point Total: 12/14

VOA-MN PROFICIENCY RATES

2022 – 2023

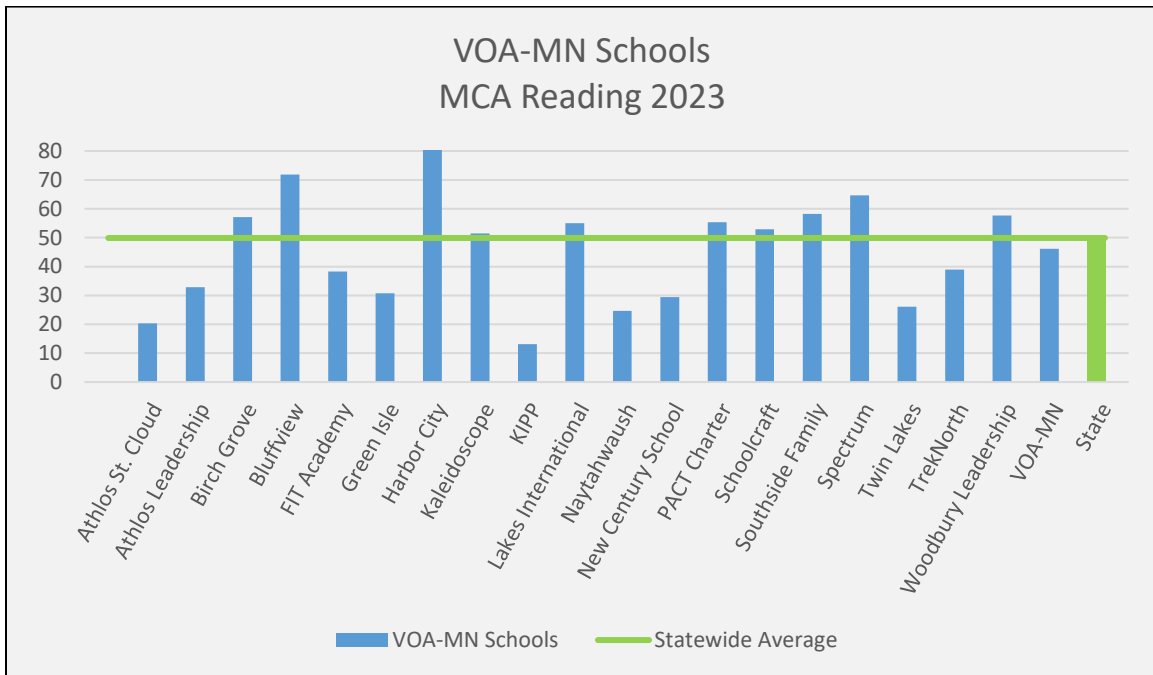


Data Source: Minnesota Report Card

VOA-MN Charter Schools' Math Proficiency					
SCHOOL NAME	2019	2020	2021	2022	2023
State Wide Average	55.5%		44.2%	44.8%	45.5%
Athlos Academy of St. Cloud	31.1%		14.7%	14.3%	12.1%
Athlos Leadership Academy	39.9%		22.8%	20.8%	22.5%
Birch Grove Community School	66.7%		68.4%	66.7%	57.1%
Bluffview Montessori School	54.1%		49.2%	49.6%	47.4%
FIT Academy	20.5%		24.0%	25.2%	32.4%
Green Isle Community School	57.7%		42.3%	50.0%	34.6%
Harbor City International School	40.5%		N/A	43.6%	52.5%
Kaleidoscope Charter School	54.0%		39.9%	36.0%	35.4%
KIPP North Star Academy	19.2%		4.8%	4.3%	4.2%
Lakes International Language Academy	58.8%		41.7%	47.5%	44.6%
Naytahwaush Community Charter School	26.8%		15.7%	12.9%	6.9%
New Century School	44.8%		44.0%	21.2%	14.7%
PACT Charter School	61.8%		43.7%	55.2%	50.5%
Schoolcraft Learning Community	50.0%		40.0%	43.7%	39.7%
Southside Family Charter School	52.2%		56.5%	48.6%	40.0%

Spectrum High School	61.0%	49.2%	47.1%	41.8%
Twin Lakes STEM Academy	31.6%	6.9%	12.2%	19.1%
TrekNorth High School	40.3%	13.5%	14.9%	7.0%
Woodbury Leadership Academy	54.2%	36.7%	49.7%	45.5%
VOA-MN	44.8%	31.6%	32.1%	33.0%

Both the chart and the table above illustrate the 2023 math proficiency for the VOA-MN network of charter schools. The green line indicates the state average 45.5%. Five schools in the VOA-MN network, Birch Grove Community School, Bluffview Montessori School, Harbor City International School, PACT Charter School, and Woodbury Leadership Academy met or exceeded the statewide average on the 2023 math MCA. In addition, four schools in the VOA-MN network, Lakes International Language Academy, Schoolcraft Learning Community, Southside Family Charter School and Spectrum High School scored within ten percentage points of the statewide average. The remaining ten schools scored below 35.5% on the 2023 math MCA. This is an area for continued improvement for all the schools in the VOA-MN network of charter schools. As an authorizer, VOA-MN will continue to emphasize the importance of data-driven decision making at the school level as well as academic goal-based professional development.

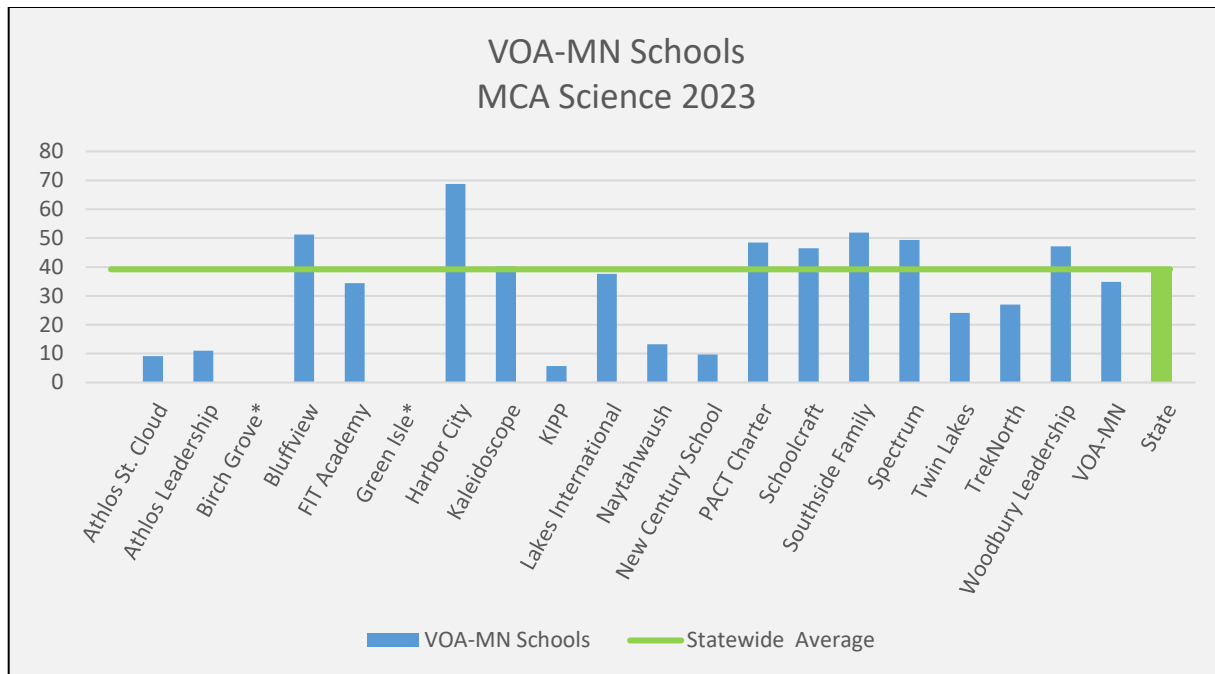


Data Source: Minnesota Report Card

VOA-MN Charter Schools' Reading Proficiency

SCHOOL NAME	2019	2020	2021	2022	2023
State Wide Average	59.2%		52.5%	51.1%	49.9%
Athlos Academy of St. Cloud	40.2%		26.7%	23.6%	20.3%
Athlos Leadership Academy	51.6%		41.6%	35.1%	32.8%
Birch Grove Community School	CTSTR		57.9%	83.3%	57.1%
Bluffview Montessori	69.6%		64.6%	68.1%	71.9%
FIT Academy	43.2%		36.6%	36.7%	38.3%
Green Isle Community School	50.0%		30.8%	46.2%	30.8%
Harbor City International School	81.3%		N/A	71.4%	84.3%
Kaleidoscope Charter School	62.9%		49.5%	50.7%	51.5%
KIPP North Star Academy	26.8%		12.1%	13.4%	13.1%
Lakes International Language Academy	65.7%		49.3%	53.0%	55.0%
Naytahwaush Community Charter School	25.5%		27.5%	21.4%	24.7%
New Century School	32.1%		42.6%	31.0%	29.4%
PACT Charter School	66.1%		52.6%	59.6%	55.3%
Schoolcraft Learning Community	53.9%		55.7%	59.3%	52.9%
Southside Family Charter School	68.2%		67.9%	62.2%	58.2%
Spectrum High School	69.7%		72.0%	71.7%	64.6%
Twin Lakes STEM Academy	28.9%		19.7%	18.6%	26.1%
TrekNorth High School	62.4%		43.5%	40.3%	38.9%
Woodbury Leadership Academy	48.9%		50.7%	57.0%	57.7%
VOA-MN	53.8%		44.3%	44.8%	46.2%

Both the chart and the table above illustrate the 2023 reading proficiency for the VOA-MN network of charter schools. The green line indicates the state average 49.9%. Ten schools in the VOA-MN network, Birch Grove Community School, Bluffview Montessori School, Harbor City International School, Kaleidoscope Charter School, Lakes International Language Academy, PACT Charter School, Schoolcraft Learning Community, Southside Family Charter School, Spectrum High School and Woodbury Leadership Academy met or exceeded the state average on the 2023 reading MCA. No schools in the VOA-MN network of charter schools scored within ten percentage points of the statewide average. The remaining nine schools scored below 39.9% on the 2023 reading MCA. Reading proficiency is another area for continued improvement for all schools in the VOA-MN network of charter schools. As an authorizer, VOA-MN will continue to emphasize the importance of data-driven decision making at the school level as well as academic goal-based professional development.



Data Source: Minnesota Report Card

VOA-MN Charter Schools' Science Proficiency

SCHOOL NAME	2019	2020	2021	2022	2023
State Wide Average	50.7%		43.1%	41.3%	39.2%
Athlos Academy of St. Cloud	31.8%		17.4%	21.6%	9.2%
Athlos Leadership Academy	28.1%		31.5%	16.2%	11.0%
Birch Grove Community School	CTSTR		CTSTR	CTSTR	CTSTR
Bluffview Montessori	58.1%		48.9%	61.0%	51.2%
FIT Academy	25.0%		30.4%	22.6%	34.4%
Green Isle Community School	CTSTR		CTSTR	41.7%	CTSTR
Harbor City International School	76.6%		N/A	75.0%	68.8%
Kaleidoscope Charter School	51.3%		42.9%	41.8%	40.2%
KIPP North Star Academy	32.4%		7.8%	7.5%	5.7%
Lakes International Language Academy	55.9%		49.7%	41.6%	37.6%
Naytahwaush Community Charter School	CTSTR		5.3%	35.0%	13.3%
New Century School	59.3%		45.9%	7.0%	9.7%
PACT Charter School	53.1%		34.5%	38.1%	48.5%
Schoolcraft Learning Community	45.9%		53.8%	48.6%	46.5%
Southside Family Charter School	60.0%		CTSTR	50.0%	51.9%
Spectrum High School	63.9%		63.9%	53.0%	49.4%

Twin Lakes STEM Academy	CTSTR	7.7%	0.0%	24.1%
TrekNorth High School	51.3%	42.3%	24.0%	27.0%
Woodbury Leadership Academy	50.0%	45.0%	51.6%	47.2%
VOA-MN	49.6%	40.4%	35.3%	34.9%

Both the chart and the table above illustrate the 2023 science proficiency for the VOA-MN network of charter schools. The green line indicates the state average 39.2%. Eight schools in the VOA-MN network, Bluffview Montessori School, Harbor City International School, Kaleidoscope Charter School, PACT Charter School, Schoolcraft Learning Community, Southside Family Charter School, Spectrum High School, Schoolcraft Learning Community, and Woodbury Leadership Academy, met or exceeded the state average on the 2023 science MCA. In addition, two schools in the VOA-MN network, FIT Academy, and Lakes International Language Academy, scored within ten percentage points of the statewide average. The remaining nine schools either scored below 29.2% on the 2023 science MCA or did not have enough a testing cell large enough to record a score.

AUTHORIZER INTERVENTION TABLE		
Status	Triggered By	May Result In
LEVEL ONE Notice of Concern	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:</p> <p>Failure to meet one or more contract performance targets for: academic performance, school compliance and operations, financial management and board</p>	<p>Letter from VOA to the charter school’s Board of Directors detailing areas of concern.</p> <p><i>and/or</i></p> <p>Review and reconsideration of goals and performance targets in the Accountability Plan.</p> <p><i>and/or</i></p> <p>VOA recommendation that the school develop a Performance Improvement Plan.</p>

	<p>governance contained in the charter contract.</p> <p>Repeated failure to submit required documents to the state and authorizer on a time, including financial reporting compliance.</p> <p>Failure to adopt the fiscal year budget by June 30.</p> <p>Failure to submit the school’s financial audit to the state and authorizer by December 31. Failure to meet one or more financial obligations; including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms. Failure to meet school website content requirements.</p>	
<p>LEVEL TWO</p> <p>Notice of Deficiency</p>	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:</p> <p>Failure to meet school annual charter contract academic SMART goals two consecutive school years.</p> <p>Failure to comply with applicable law or significant failure to comply with VOA condition(s) of the charter.</p>	<p>Letter from VOA to charter school’s Board of Directors detailing areas of deficiency.</p> <p><i>and/or</i></p> <p>Performance Improvement Plan—containing specific improvement objectives, technical assistance requirements, and schedule for remedial action—negotiated with VOA.</p>

	<p>Repeated failure to adopt the fiscal year budget by June 30.</p> <p>Repeated failure to submit the school’s financial audit to the state by December 31.</p> <p>Unresolved significant findings in the Annual Audit. Repeated violations of the requirements of the MN Data Practices Act, including the Open Meeting Law. Continued failure to meet one or more financial obligations. Inability to resolve, to the authorizers or MDE’s satisfaction, complaints against the school.</p> <p>Significant pattern of declining enrollment or high percentage of faculty turnover.</p> <p>Failure to develop and submit to the authorizer the school’s Performance Improvement Plan.</p>	
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<p>LEVEL FOUR Charter Review</p>	<p>ONE OR MORE OF THE FOLLOWING:</p> <p>Continued pattern of failure to comply with the terms of the contract, including expectations for academic performance, school legal and reporting compliance and operations, financial management and/or board governance.</p>	<p>Recommendation to revoke, not to revoke, or to impose lesser sanctions.</p> <p><i>and/or</i></p> <p>Decision to commence or not to commence revocation proceedings made by VOA-MN.</p>
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	Failure to successfully address the terms of the School Performance Improvement Plan and resolve probationary status.	
LEVEL FIVE Charter Revocation	Charter Review results in recommendation to revoke.	Written notice from VOA-MN stating reasons for proposed revocation and informing charter school of right to an informal hearing. Record of informal hearing. Decision to revoke made by VOA-MN.

Glossary

CTSTR: Count too small to record. The Minnesota department of education determines the minimum number of students that can be recorded in a group for both accountability and privacy reasons.

Graduation Rate: At the beginning of grade nine, each student is placed in a graduation cohort at their school expected to graduate at the end of four school years, and which is tracked for seven years. For example, a student in grade nine in the fall of the 2018-19 school year is expected to graduate from grade 12 by the end of the 2021-22 school year. That same student would be included in the 2024-25 seven-year rate. For each student group, the graduation rate is the number of graduates divided by the total number of graduates, dropouts, continuing students, and unknown students.

Norm-Referenced Tests: Norm-Referenced tests compare a person’s score against the score of a group of people who have already taken the same exam.

Percentage Points: This term defines taking two percentages and finding the difference between the two.

The above information was obtained from the Minnesota Report Card Information Guide.

HACADEMIC AWARDS

2022 – 2023

Academic Excellence Award

The VOA Academic Excellence Award is based on the North Star Academic Achievement Progress Report as figured by the Minnesota Department of Education. Schools that reached a combined average state-determined minimum achievement level of (Increased + Maintained) of 58.2% or higher qualify for the award. (. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

- Bluff View Montessori School – 69.3%
- Lakes International Language Academy – 62.8%
- PACT Charter School – 62.1%
- Southside Family Charter School – 58.6%
- Woodbury Leadership Academy – 62.1%

The following schools either did not have a testing cell size large enough to generate a score on the North Star Academic Achievement Progress Report or do not enroll students in grades 3-8 and managed to outperform their comparison schools in all reportable subjects. These schools qualify for the Academic Excellence award.

- Birch Grove Community School
- Harbor City International School

2021 – 2022

Academic Excellence Award

The VOA Academic Excellence Award is based on the North Star Academic Achievement Progress Report as figured by the Minnesota Department of Education. Schools that reached a combined average state-determined minimum achievement level of (Increased + Maintained) of 61.6% or higher qualify for the award. (. (In 2022, the combined statewide average (math + reading) was 61.6%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

- Bluff View Montessori School – 67.9%
- Lakes International School – 68.9%
- PACT Charter School – 70.9%
- Southside Family Charter School – 76.1%
- Spectrum High School – 69.9%
- Woodbury Leadership Academy – 67.2%

2020 - 2021

The VOA academic awards are based on assessment data from the Minnesota Comprehensive Assessments and the North Star Academic Achievement Report. This particular report requires two consecutive years of data. Although MDE has publicly reportable data for 2020 – 2021, due to the Covid-19 pandemic, Minnesota schools were unable to complete standardized testing for the 2019-2020 school year.

2019 – 2020

The VOA academic awards are based on assessment data from the Minnesota Comprehensive Assessments. Due to the Covid-19 pandemic, Minnesota schools were unable to complete standardized testing for the 2019-2020 school year. The Minnesota Department of Education reported that the State will not be summarizing or publicly reporting on 2019-2020 data for Minnesota schools.

2018 - 2019

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a growth z-score of 0.10 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than the state average.

- **Harbor City International School**
 - Math Growth Z-Score: 0.21
 - Reading Growth Z-Score: 0.38

Academic Improvement Award - Math

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a math growth z-score improvement of 0.15 or greater from 2018 to 2019, in addition to maintaining or improving their reading growth score, qualified for the award.

- **Athlos Academy of St. Cloud**
 - Math Growth Z-Score Change: 0.29

- **Kaleidoscope Charter School**
 - Math Growth Z-Score Change: 0.47

- **Tesfa International School**
 - Math Growth Z-Score Change: 0.63

Academic Improvement Award - Reading

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a reading growth z-score improvement of 0.15 or greater from 2018 to 2019, in addition to maintaining or improving their math growth score, qualified for the award.

- **Athlos Academy of St. Cloud**
 - Reading Growth Z-Score Change: 0.41

- **Tesfa International School**
 - Reading Growth Z-Score Change: 0.49

2017 - 2018

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a growth z-score of 0.10 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than the state average.

- **Harbor City International School**
 - Math Growth Z-Score: 0.32
 - Reading Growth Z-Score: 0.31

- **New Century School**

- Math Growth Z-Score: 0.53
- Reading Growth Z-Score: 0.59

Academic Improvement Award - Math

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a math growth z-score improvement of 0.15 or greater from 2017 to 2018, in addition to maintaining or improving their reading growth score, qualified for the award.

- **Athlos Academy of St. Cloud**
 - Math Growth Z-Score Change: 0.16
- **Cornerstone Montessori Elementary School**
 - Math Growth Z-Score Change: 0.40
- **Naytahwaush Community Charter School**
 - Math Growth Z-Score Change: 0.54
- **New Century School**
 - Math Growth Z-Score Change: 1.39

Academic Improvement Award - Reading

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a reading growth z-score improvement of 0.15 or greater from 2017 to 2018, in addition to maintaining or improving their math growth score, qualified for the award.

- **New Century School**
 - Reading Growth Z-Score Change: 0.68

2016 - 2017

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a growth z-score of 0.10 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than state average.

- **Harbor City International School**
 - Math Growth Z-Score: 0.22
 - Reading Growth Z-Score: 0.19

- **KIPP Northstar Academy**
 - Math Growth Z-Score: 0.15
 - Reading Growth Z-Score: 0.16

Academic Improvement Award

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a math and reading growth z-score improvement of 0.15 or greater from 2016 to 2017 to qualify for the award.

- **Kaleidoscope Charter Secondary School**
 - Math Growth Z-Score Change: 0.89
 - Reading Growth Z-Score Change: 0.26

- **Green Isle Community School**
 - Math Growth Z-Score Change: 0.22
 - Reading Growth Z-Score Change: 0.36

- **Southside Family Charter School**

- Math Growth Z-Score Change: 0.27
- Reading Growth Z-Score Change: 0.93

2015-2016

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing MMR, FR, and growth z-scores. The MMR/FR data is found in the Minnesota Report Card under School Performance. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that achieved 75% and above in MMR and/or FR as well as having a growth z-score of 0.1000 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than state average.

- **Harbor City International School**
 - MMR: 82.17%
 - FR: 92.71%
 - Math Growth Z-Score: 0.1808
 - Reading Growth Z-Score: 0.4460

Academic Improvement Award

The VOA Academic Improvement Award is determined by reaching three of four components. MMR growth of 20 or more percentage points from 2015 to 2016, FR growth of 20 or more percentage points from 2015 to 2016, a math and reading growth z-score improvement of 0.1500 or greater from 2015 to 2016, and/or a math and reading growth z-score of 0.2000 or better in 2016.

- **Athlos Leadership Academy**
 - MMR Change: 20.51 percentage points
 - Math Growth Z-Score Change: 0.2047
 - Reading Growth Z-Score Change: 0.3540
- **Cornerstone Montessori Elementary School**
 - MMR Change: 30.86 percentage points
 - Math Growth Z-Score Change: 0.2846
 - Reading Growth Z-Score Change: 0.6142

- **Kaleidoscope Charter Secondary School**
 - MMR Change: 23.03 percentage points
 - Math Growth Z-Score Change: 0.2371
 - Reading Growth Z-Score Change: 0.2848

- **KIPP Northstar Academy**
 - MMR Change: 44.66 percentage points
 - FR Change: 29.93 percentage points
 - Math Growth Z-Score Change: 0.7741
 - Reading Growth Z-Score Change: 0.4385

PERFORMANCE REPORT

AUTHORIZING PROGRAM GOAL

Quality School Performance: VOA-MN creates and maintains systems of charter school performance review that support analysis, reflection and planning, and implementation of continuous improvement measures for the charter schools we authorize.

PLAN FOR MEASURING/MONITORING PROGRESS MEETING GOAL

The VOA-MN Charter School Authorizing Program team evaluates the extent to which we are meeting this goal annually and include analysis in the Annual Network Performance Reports (School Academic Program, School Board Governance, School Finance). The goal will be met if each school achieves at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and has met the majority of standards in each performance area (Academic, Financial, Organizational Performance).

SCHOOL NAME	NUMBER of VOA-MN STANDARDS MET
Athlos Academy of St. Cloud	7/14
Athlos Leadership Academy	12/14

Birch Grove Community School	9/10
Bluffview Montessori School	12/14
FIT Academy	11/14
Green Isle Community School	7/10
Harbor City International School	13/14
Kaleidoscope Charter School	10/14
KIPP: North Star Academy	8/14
Lakes International Language Academy	11/14
Naytahwaush Community Charter School	10/14
New Century School	10/14
PACT Charter School	12/14
Schoolcraft Learning Community	11/14
Southside Family Charter School	11/14
Spectrum High School	10/14
Twin Lakes STEM Academy	10/14
TrekNorth High School	9/14
Woodbury Leadership Academy	12/14
Did each school meet the majority of 7 standards?	NO
Did each school achieve at least a “Satisfactory” rating in academics? (<i>at least 70% of points possible</i>)	NO

ANALYSIS: Four schools, Athlos Academy of St. Cloud, Kaleidoscope Charter School, KIPP North Star Academy, and TrekNorth High School, did not meet the majority of academic standards. In order to meet the majority of the Academic Standards schools needed to meet at least 4 standards.

Three schools, Athlos Academy of St. Cloud, Kipp: North Star Academy, and TrekNorth High School did not achieve at least a satisfactory rating, 70% of possible points, in academics.

