



Academic Performance

A REPORT ON THE ACADEMIC PERFORMANCE OF VOA-MN CHARTER SCHOOLS 2023-2024 (FY24)

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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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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 116 students on the 2024 Minnesota Comprehensive Assessments. Proficiency rates increased in math and science from 2023 to 2024. The school is currently performing below the statewide average in math, reading and science. AASC’s EL and FRP populations are significantly higher than the statewide average.

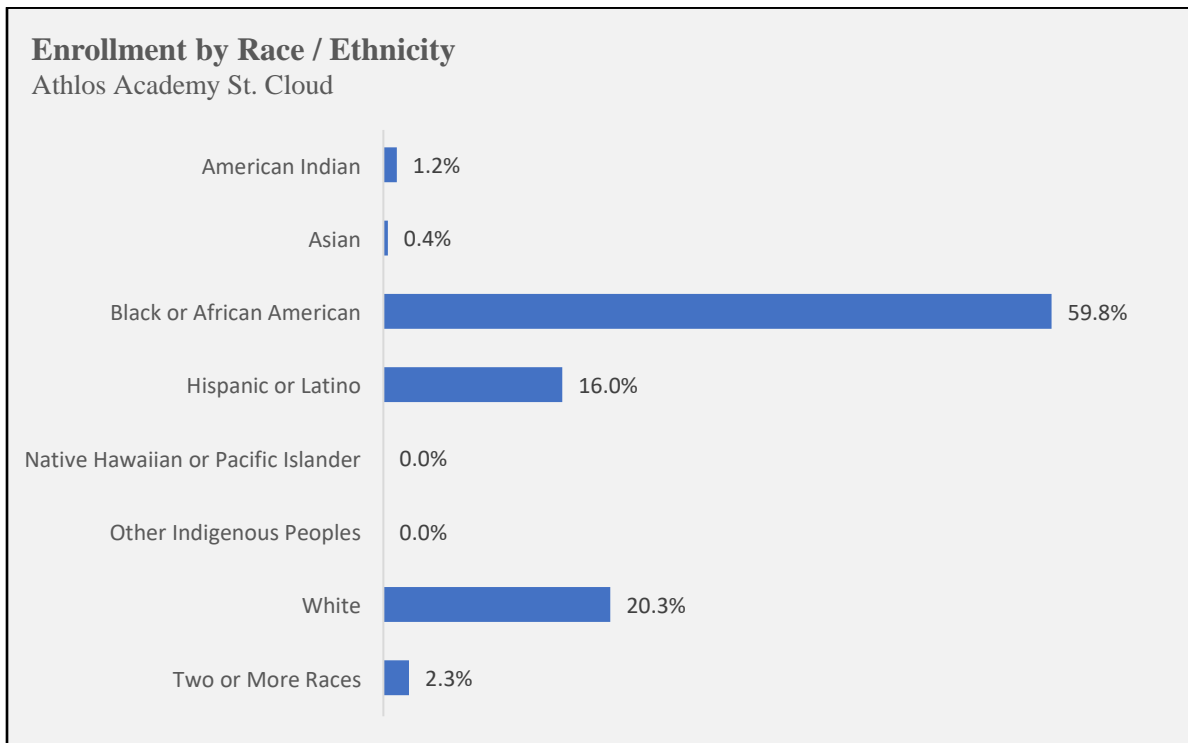


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

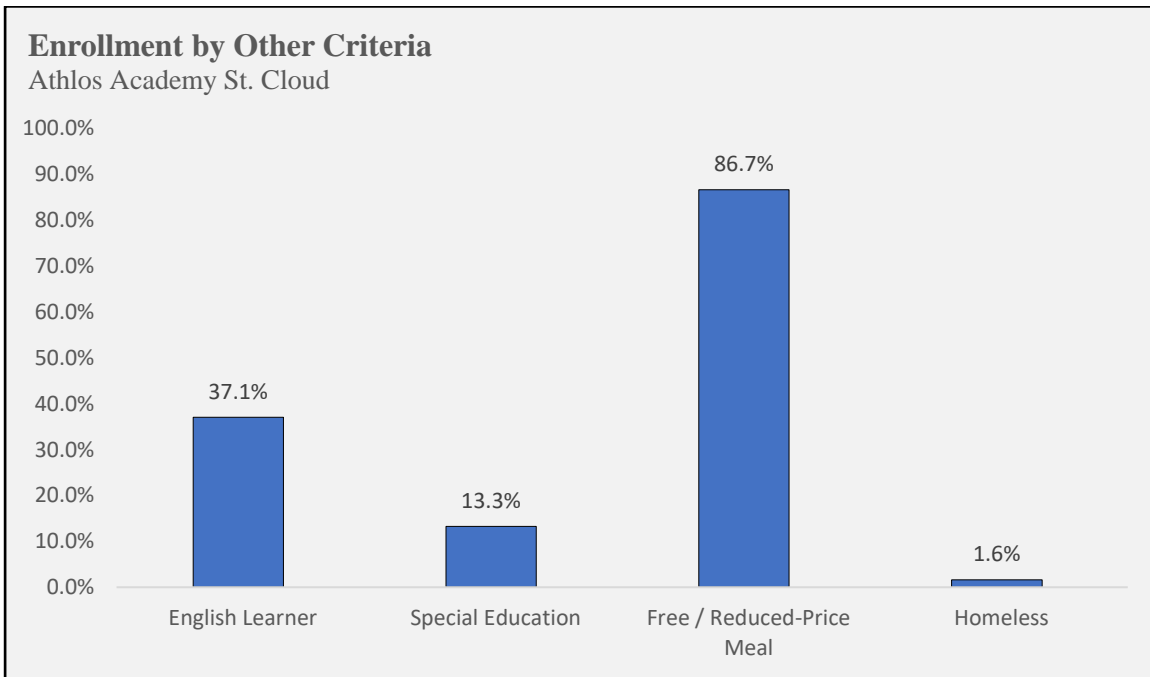


Figure 2 - Enrollment by Other Criteria

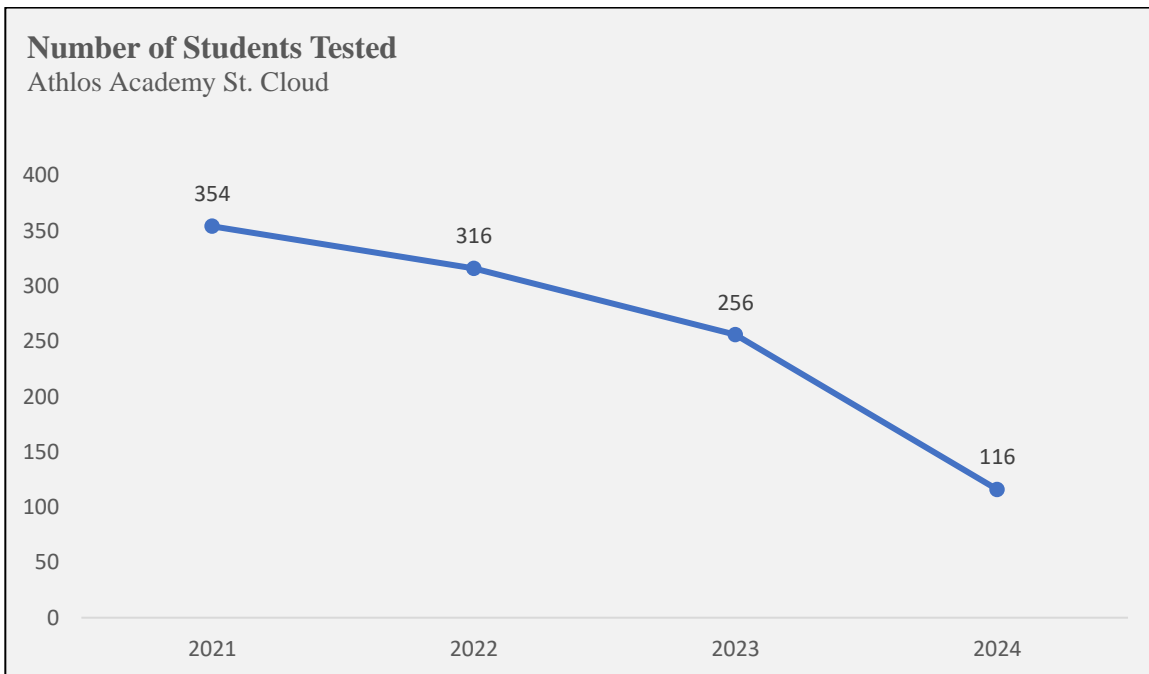


Figure 3 - Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.” 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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3rd	57.1%	59.0%	59.1%	58.8%
4th	53.8%	56.4%	57.1%	56.7%
5th	41.1%	43.1%	44.4%	44.1%
6th	37.2%	39.3%	39.6%	40.3%
7th	37.4%	37.6%	39.7%	40.1%
8th	39.8%	40.1%	40.3%	41.1%
Athlos St. Cloud	14.7%	14.3%	12.1%	14.5%
3rd	23.9%	22.6%	14.0%	6.3%
4th	23.5%	18.9%	26.8%	18.2%
5th	7.0%	21.4%	3.4%	16.2%
6th	5.5%	1.6%	14.0%	N/A
7th	8.1%	8.0%	4.9%	N/A
8th	14.3%	12.5%	5.3%	N/A
Madison Elementary St. Cloud	28.3%	29.0%	33.3%	30.1%
3rd	42.9%	36.2%	40.4%	30.0%
4th	23.1%	38.7%	30.0%	41.9%
5th	17.9%	11.2%	29.7%	18.9%
North Jr. High St. Cloud	16.8%	19.3%	20.0%	N/A
6th	15.8%	24.3%	22.2%	N/A
7th	16.0%	17.4%	18.4%	N/A
8th	18.7%	15.9%	19.9%	N/A
Combined	20.2%	21.9%	23.9%	N/A

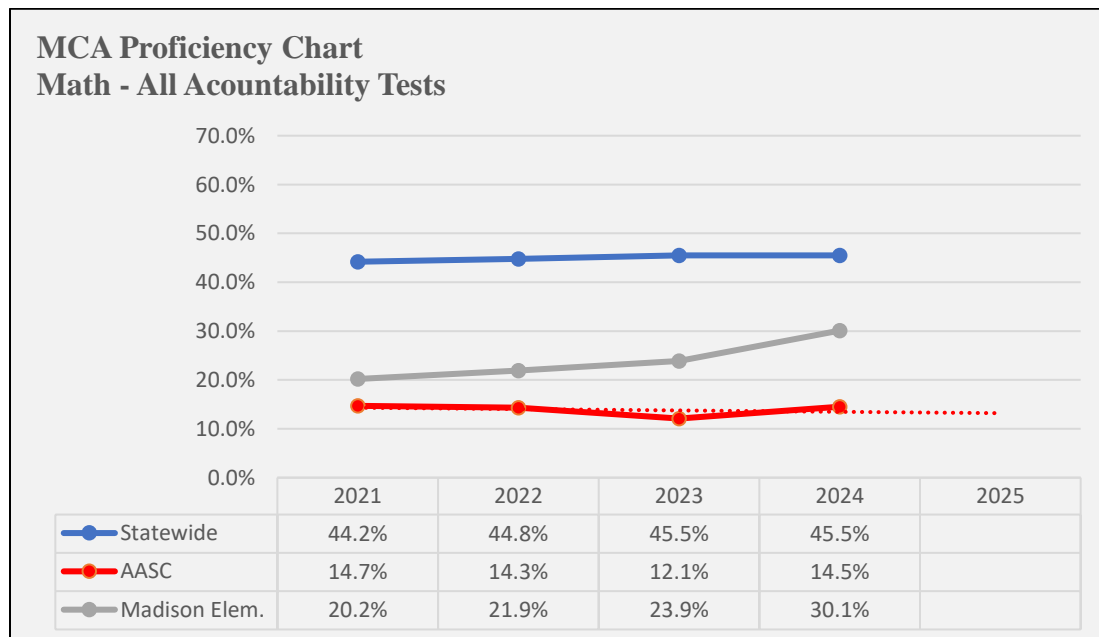


Figure 4 - MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the past four years of MCA math proficiency at Athlos Academy of St. Cloud. Athlos Academy’s math proficiency rate increased by over 2 percentage points from 2023 to 2024. The school is currently performing below the combined comparison school by 15.6 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
Athlos St. Cloud	26.7%	23.6%	20.3%	14.5%
3rd	21.9%	12.7%	10.5%	8.3%
4th	25.3%	16.2%	17.1%	6.8%
5th	31.4%	39.4%	27.6%	29.7%
6th	22.2%	17.7%	24.0%	N/A
7th	36.1%	14.0%	26.8%	N/A
8th	26.2%	45.2%	21.1%	N/A
Madison Elementary St. Cloud	30.7%	30.9%	37.3%	37.2%
3rd	31.8%	26.3%	31.9%	25.0%
4th	23.2%	33.3%	31.5%	41.4%
5th	35.6%	33.3%	48.4%	46.7%
North Jr. High St. Cloud	32.1%	32.5%	33.5	N/A
6th	30.7%	35.2%	33.3%	N/A
7th	33.2%	32.7%	34.0%	N/A
8th	32.2%	29.9%	33.0%	N/A
Combined	31.7%	32.1%	34.6%	N/A

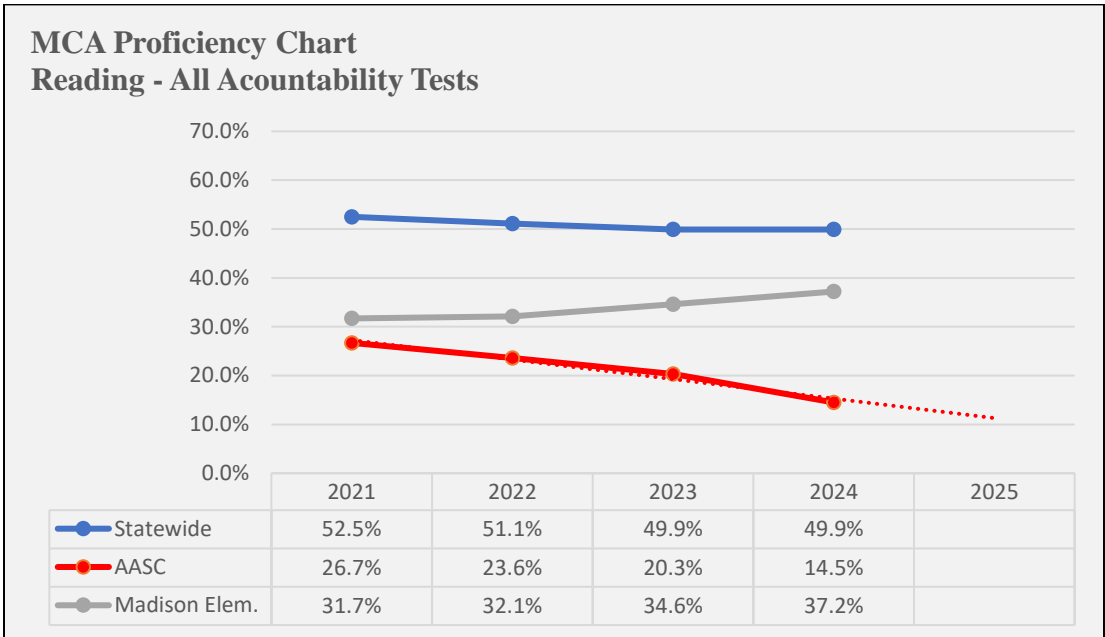


Figure 5 – MCA Reading Proficiency 2021-2024

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. AASC’s reading proficiency rate declined by 5.8 percentage points from 2023 to 2024. The school is currently performing below the combined comparison school by 22.7 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 2021 - 2024

Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5 th	47.9%	50.5%	48.4%	45.0%
8 th	33.8%	29.2%	27.6%	30.3%
Athlos St. Cloud	17.4%	21.6%	9.2%	16.2%
5 th	17.1%	25.7%	7.1%	16.2%
8 th	17.9%	12.5%	10.8%	N/A
Madison Elem. (5 th)	23.0%	29.2%	32.2%	23.3%
North Junior (8 th)	16.7%	13.0%	18.8%	N/A
Combined	18.6%	17.1%	22.7%	N/A

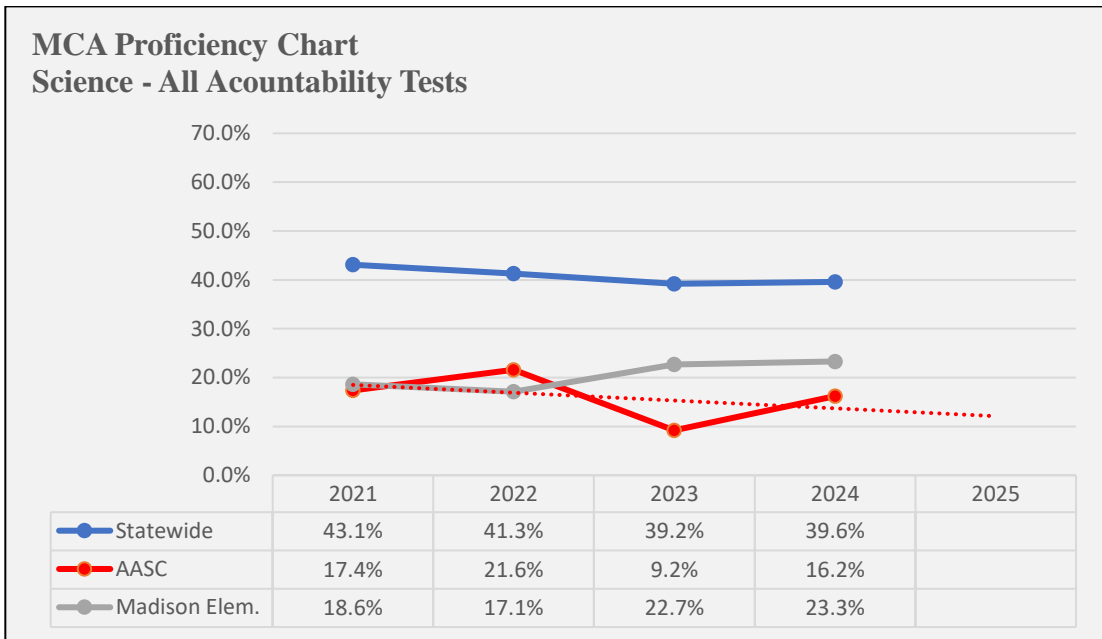


Figure 6 – MCA Science Proficiency 2021-2024

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. After a decline of over 12 percentage points from 2022 to 2023, AASC’s science proficiency rate increased by 7 percentage points from 2023 to 2024 to 16.2%. 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

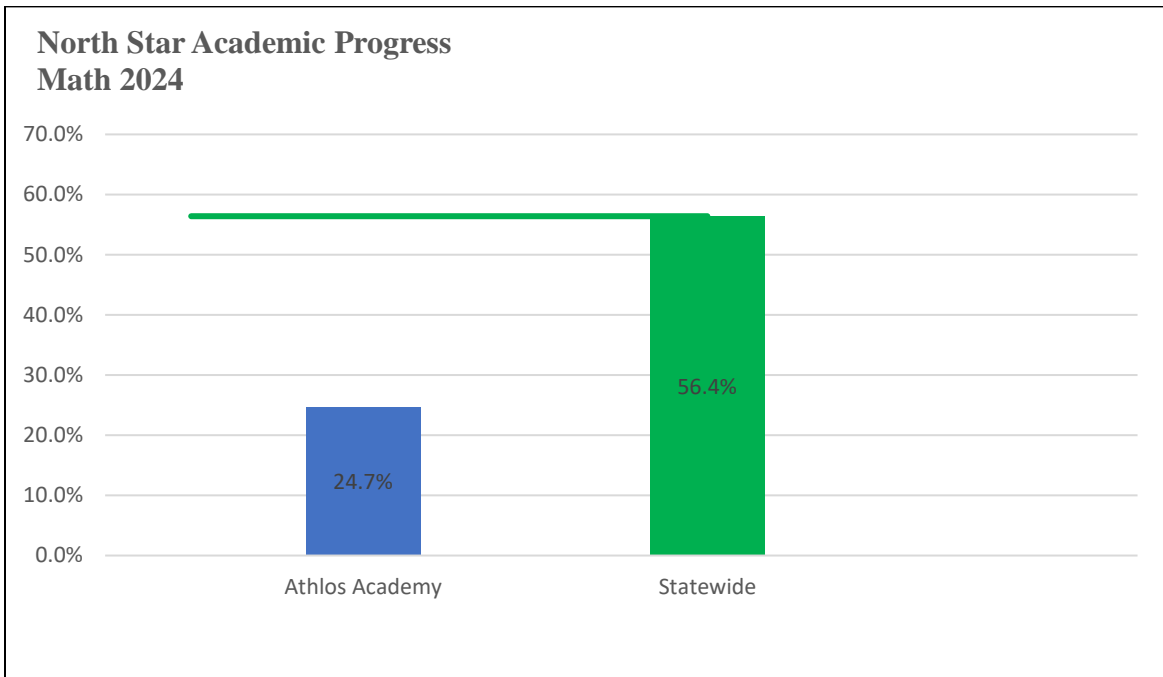


Figure 7 – North Star Academic Progress (Improved + Maintained)

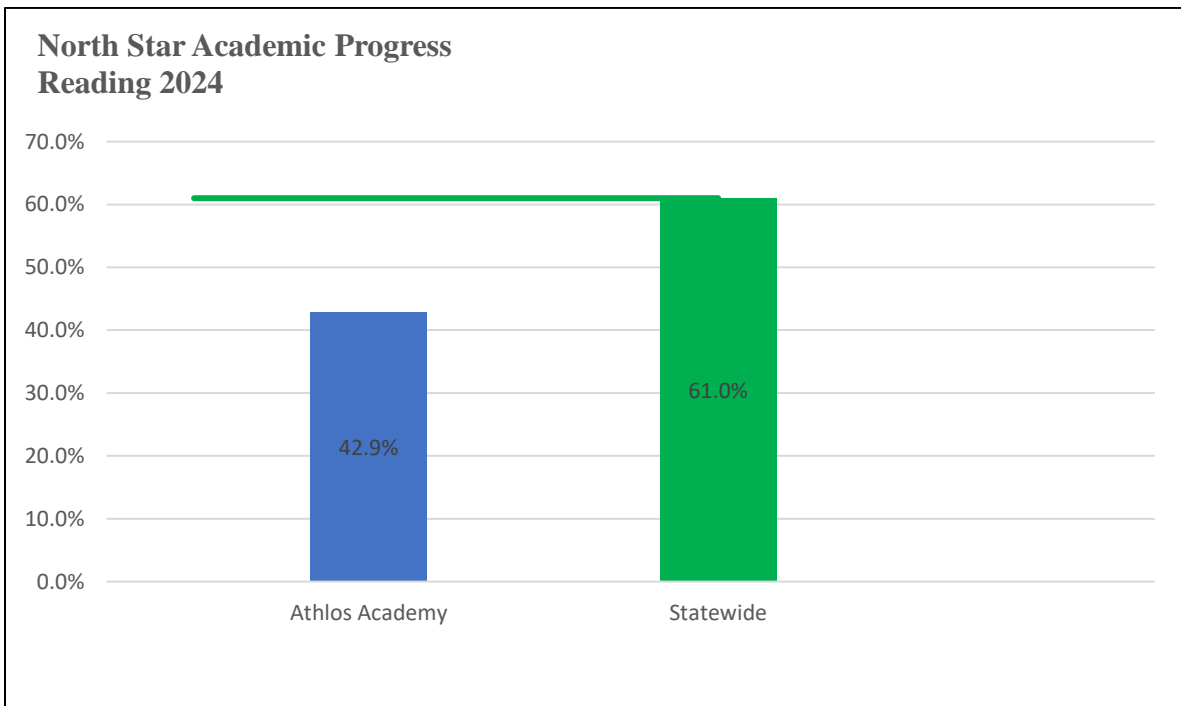


Figure 8 – North Star Academic Progress (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

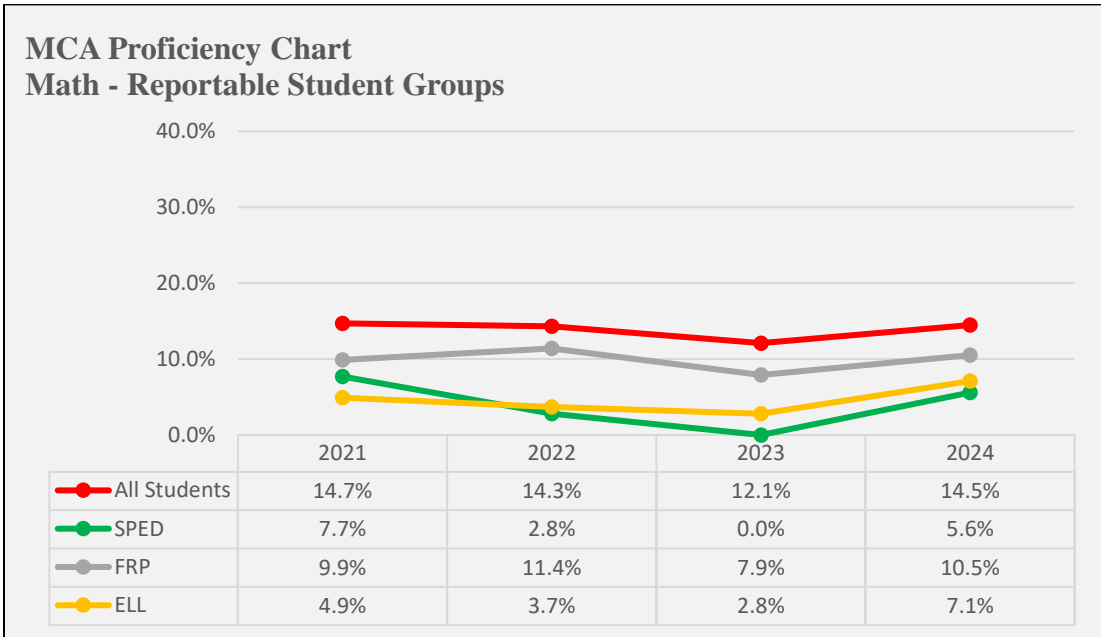


Figure 9- Reportable Student Groups MCA Math 2021 - 2024

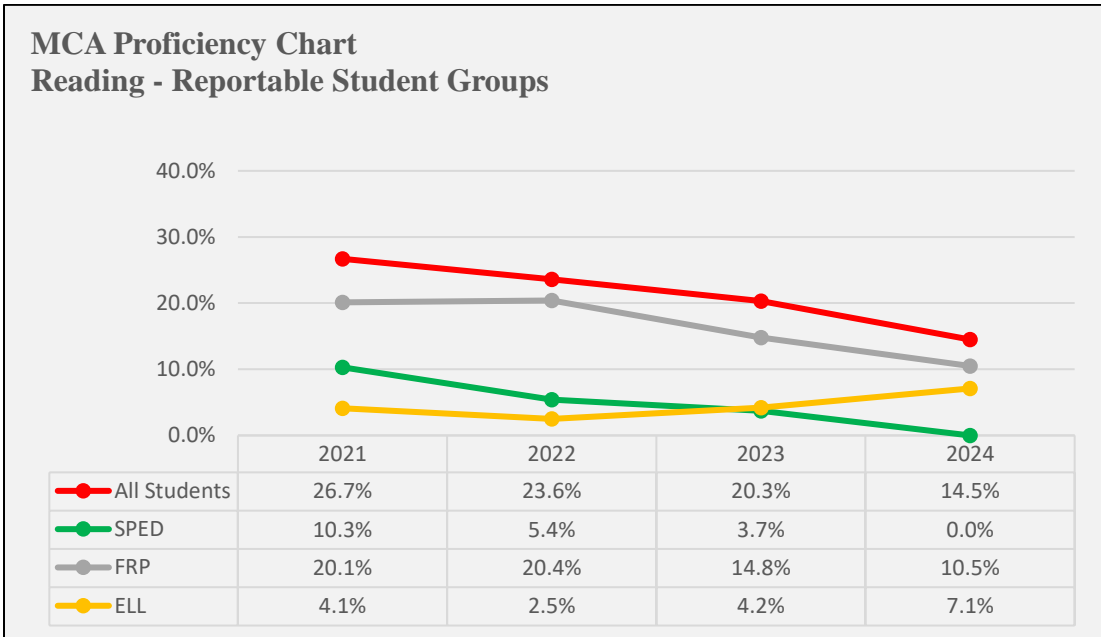


Figure 10- Reportable Student Groups MCA Reading 2021 - 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
X	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: Math, reading and science proficiency rates were below those of the comparison school, Madison Elementary.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's achievement level (improved + maintained) was 24.7% for math and 42.9% for reading. A score of does not meet was awarded because the school's combined score was 33.8%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
X	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: A score of meets was awarded because the school reduced the achievement gap in six out of the six possible areas. (EL math and reading, SPED math and reading, and FRP math and reading)	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.

	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
Analysis: AASC has implemented a teacher evaluation process designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success. All full-time and part-time employees are subject to performance reviews at least once per year.	

Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: The school had a professional development plan and goals that included a Professional Learning Community (PLC) and fall and year-round training. The Director and school leaders partner in providing high-quality professional development opportunities to AASC teachers and administrators that align with AASC’s Development Plan for Increased Academic Proficiency, focus on school-wide student achievement needs, and provide differentiated systems of support for teachers based on teacher/classroom/school-wide needs as noted during Principal walk-throughs, teacher observations and evaluations, analysis of student data, and meetings. Professional development that was provided or attended during the 2023-2024 school year includes but was not limited to the following: Responsive Classroom, EnVoy, Special Education 101, and Data Dives.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
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.	

Academic Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
X	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

Data Source: School Annual Report and ESEA Consolidated Application in MEGS

Analysis:

Goal #1 All Students Ready for School

Every child can read at or above grade level every year.

Result: Goal Not Met

Test scores in reading for Grades 3-5 on MCA testing decreased for all groups in 2024.

Goal #2 All Students Career and College Ready by Graduation

No goal established

Result: Goal Not Met

Academic Standards Point Total: 8/14



ATHLOS SPARTANS

Athlos Leadership Academy

Charter # 4011

Principal: Jennifer Geraghty

10100 Noble Parkway

Brooklyn Park, MN 55443

763-777-8942

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 479 students during the 2023-2024 school year. ALA's proficiency rates increased in math, reading and science from 2023 to 2024. 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.

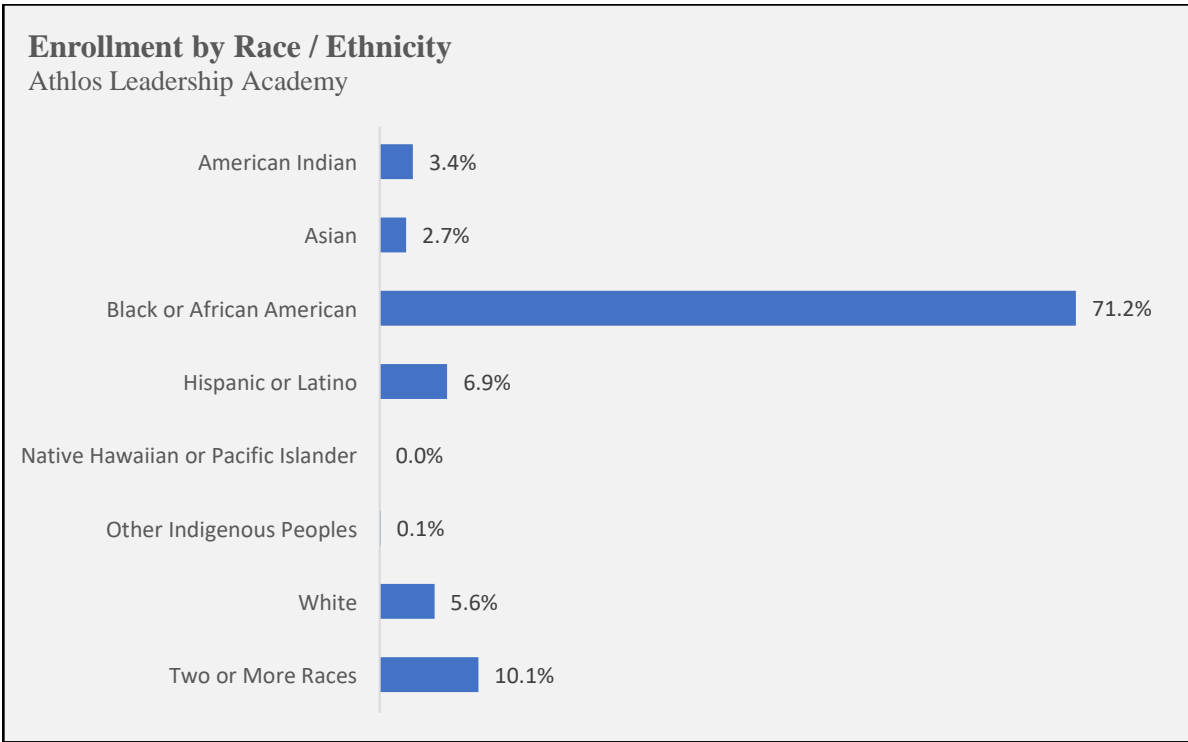


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

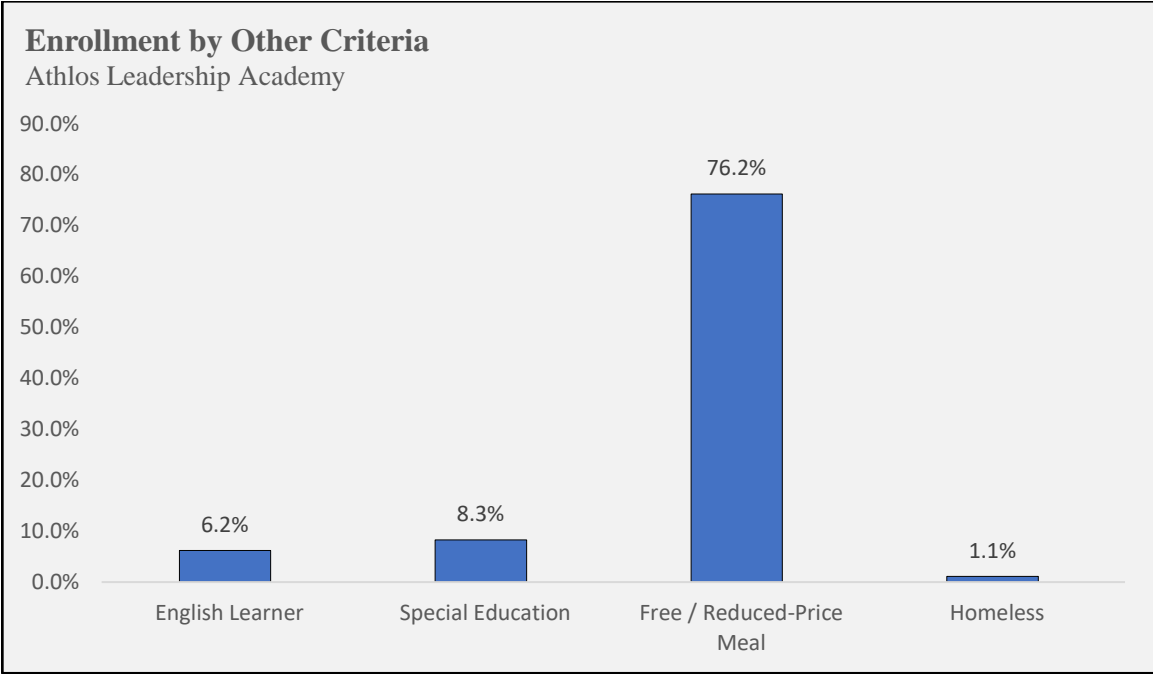


Figure 2– Enrollment by Other Criteria

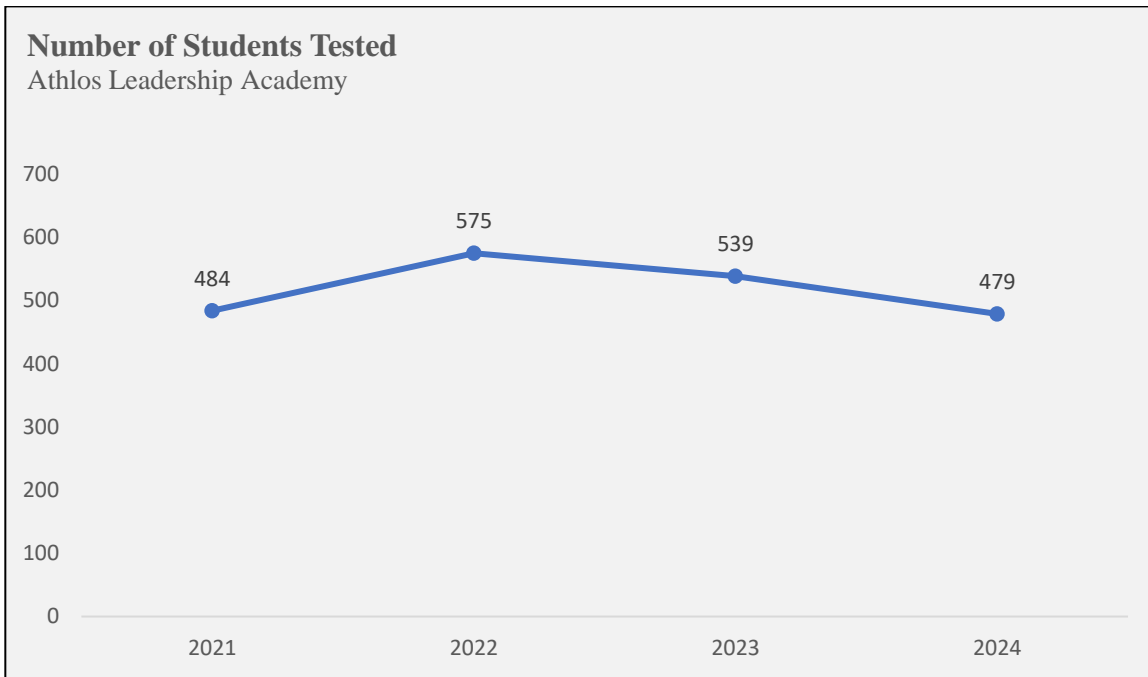


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3 rd	57.1%	59.0%	59.1%	58.8%
4 th	53.8%	56.4%	57.1%	56.7%
5 th	41.1%	43.1%	44.4%	44.1%
6 th	37.2%	39.3%	39.6%	40.3%
7 th	37.4%	37.6%	39.7%	40.1%
8 th	39.8%	40.1%	40.3%	41.1%
Athlos	22.8%	20.8%	22.5%	24.3%
3 rd	25.6%	39.0%	33.0%	46.3%
4 th	20.2%	26.2%	34.0%	30.4%
5 th	31.9%	15.3%	4.3%	21.6%
6 th	16.4%	8.8%	14.3%	5.0%
7 th	13.8%	12.4%	24.2%	17.0%
8 th	24.7%	18.9%	25.0%	25.9%
Crest View Elem.	8.8%	9.6%	18.8%	18.9%
3 rd	11.8%	10.5%	26.5%	13.5%
4 th	7.1%	11.1%	13.3%	27.0%

5 th	6.9%	6.7%	15.6%	15.6%
Brooklyn Middle (Osseo)	20.4%	18.8%	15.3%	18.8%
6 th	16.0%	16.2%	17.0%	24.3%
7 th	23.7%	12.8%	12.9%	16.8%
8 th	21.6%	26.7%	16.2%	15.2%
Combined	18.9%	17.9%	15.6%	18.8%

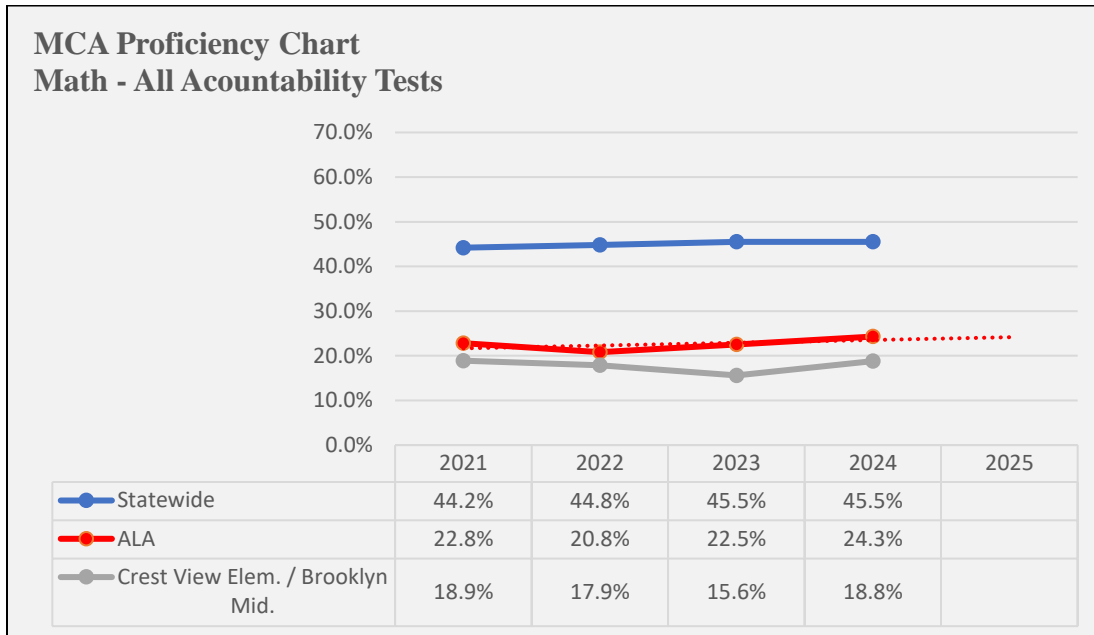


Figure 4 - MCA Math Proficiency 2021-2024

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 2023 to 2024. 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3 rd	48.5%	48.1%	47.4%	46.5%
4 th	49.3%	49.6%	48.4%	48.1%
5 th	59.4%	59.4%	58.7%	57.5%
6 th	55.0%	54.4%	53.4%	54.5%
7 th	48.3%	45.5%	45.2%	45.5%
8 th	49.7%	46.4%	44.8%	44.6%
Athlos	41.6%	35.1%	32.8%	35.7%
3 rd	26.4%	33.3%	32.0%	38.8%

4th	36.8%	26.2%	24.7%	33.7%
5th	49.5%	37.8%	29.3%	35.2%
6th	60.3%	39.5%	31.6%	29.6%
7th	32.8%	43.8%	45.5%	39.3%
8th	45.5%	31.3%	25.0%	38.9%
Crest View Elem.	15.2%	23.1%	12.5%	19.0%
3 rd	17.1%	7.9%	17.6%	16.2%
4 th	14.3%	22.2%	0.0%	16.2%
5 th	13.8%	43.3%	18.8%	25.8%
Brooklyn Middle	41.2%	36.7%	31.1%	35.9%
6 th	44.3%	33.7%	38.2%	44.8%
7 th	40.4%	30.1%	25.4%	35.5%
8 th	38.7%	45.7%	30.7%	27.6%
Combined	38.1%	35.4%	29.5%	34.1%

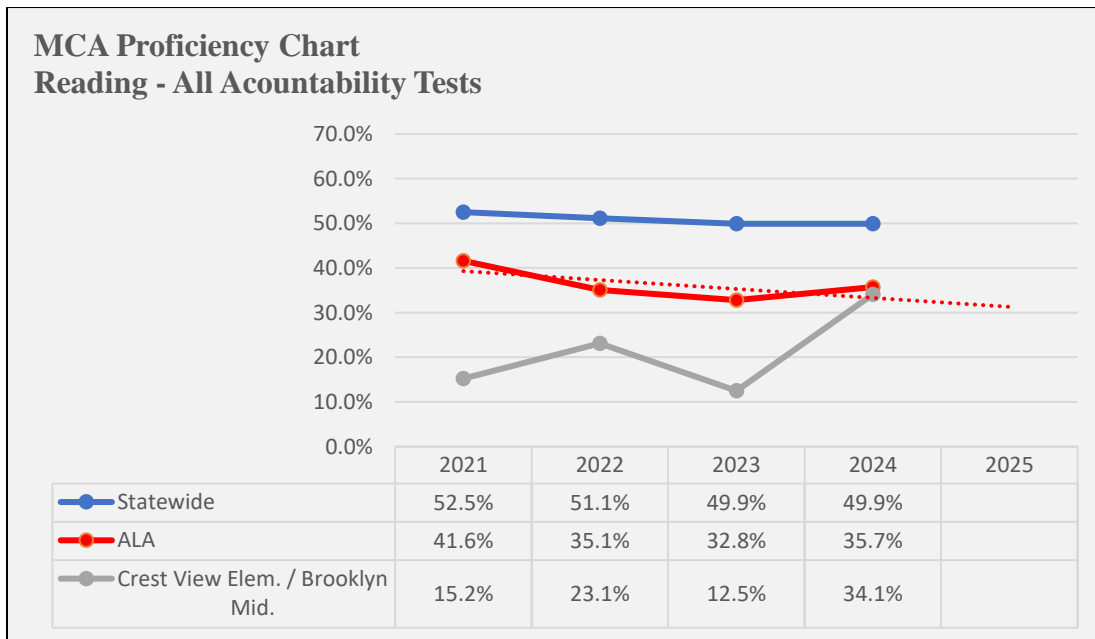


Figure 5 – MCA Reading Proficiency 2021-2024

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 increased by 2.9 percentage points from 2023 to 2024. ALA continues to outperform the combined comparison school, something it has done for the past four years. 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 2021 - 2024

Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5 th	47.9%	50.5%	48.4%	45.0%

8 th	33.8%	29.2%	27.6%	30.3%
Athlos	31.5%	16.2%	11.0%	31.0%
5 th	38.5%	18.6%	9.7%	37.5%
8 th	23.0%	12.3%	12.5%	20.4%
Crest View Elem. (5)	0.0%	3.6%	3.1%	9.4%
Brooklyn Middle (8)	18.4%	16.1%	5.9%	14.7%
Combined	16.1%	15.1%	5.7%	14.2%

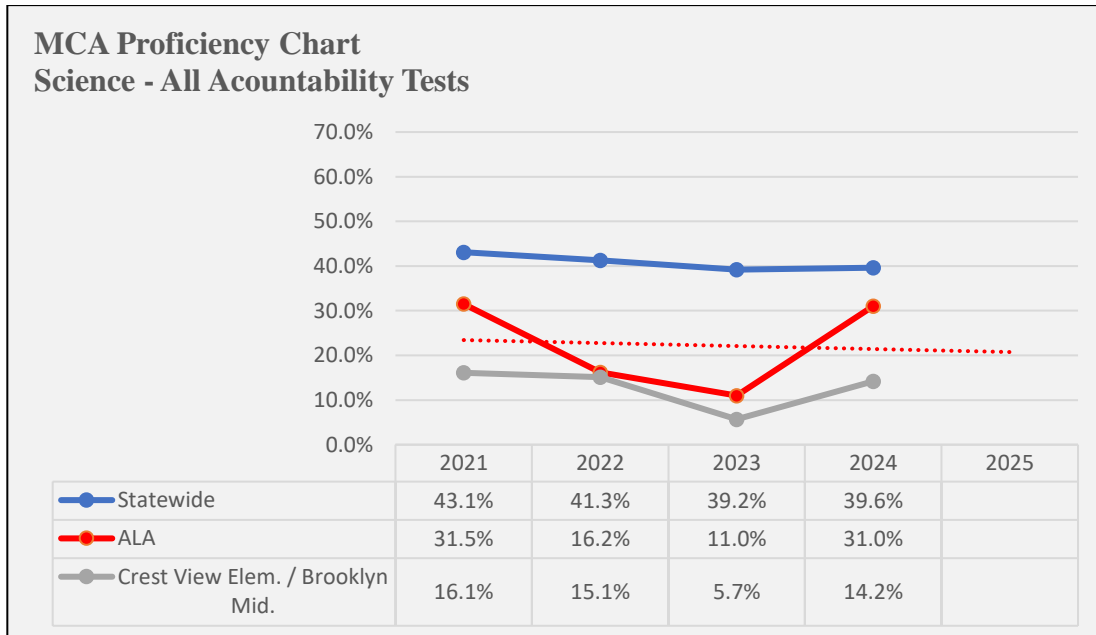


Figure 6 – MCA Science Proficiency 2021-2024

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 increased by 20.0 percentage points from 2023 to 2024. ALA is currently outperforming the combined comparison school by over 16 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

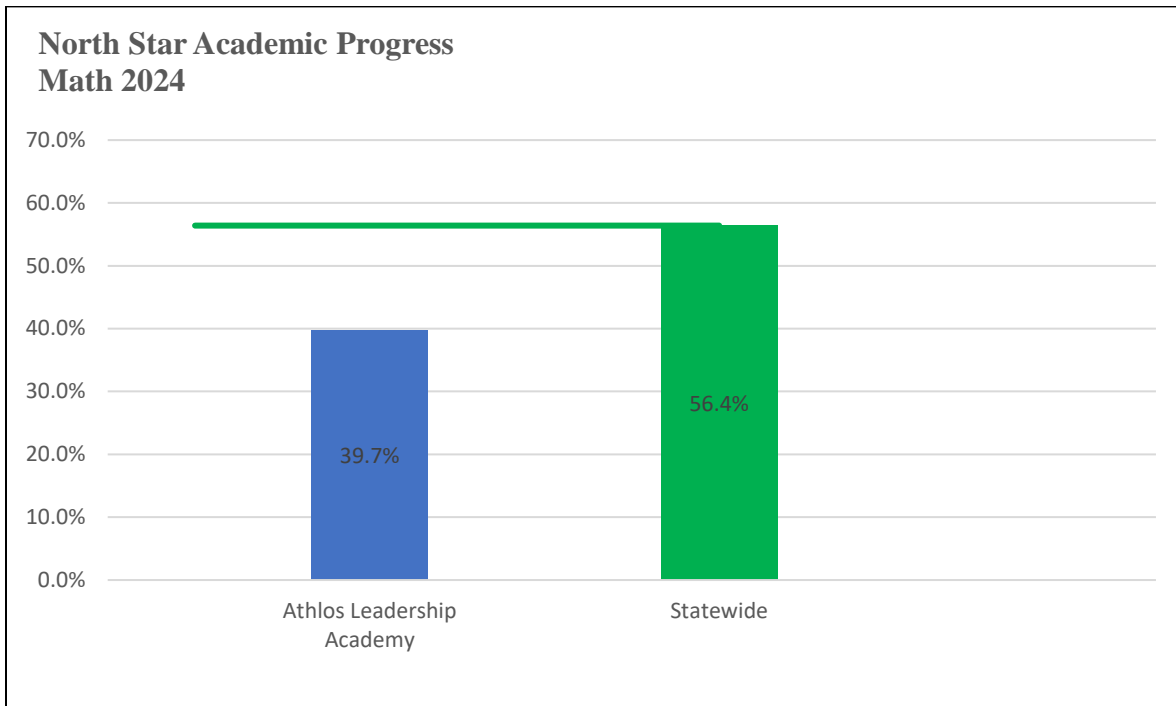


Figure 7 – North Star Academic Progress (Improved + Maintained)

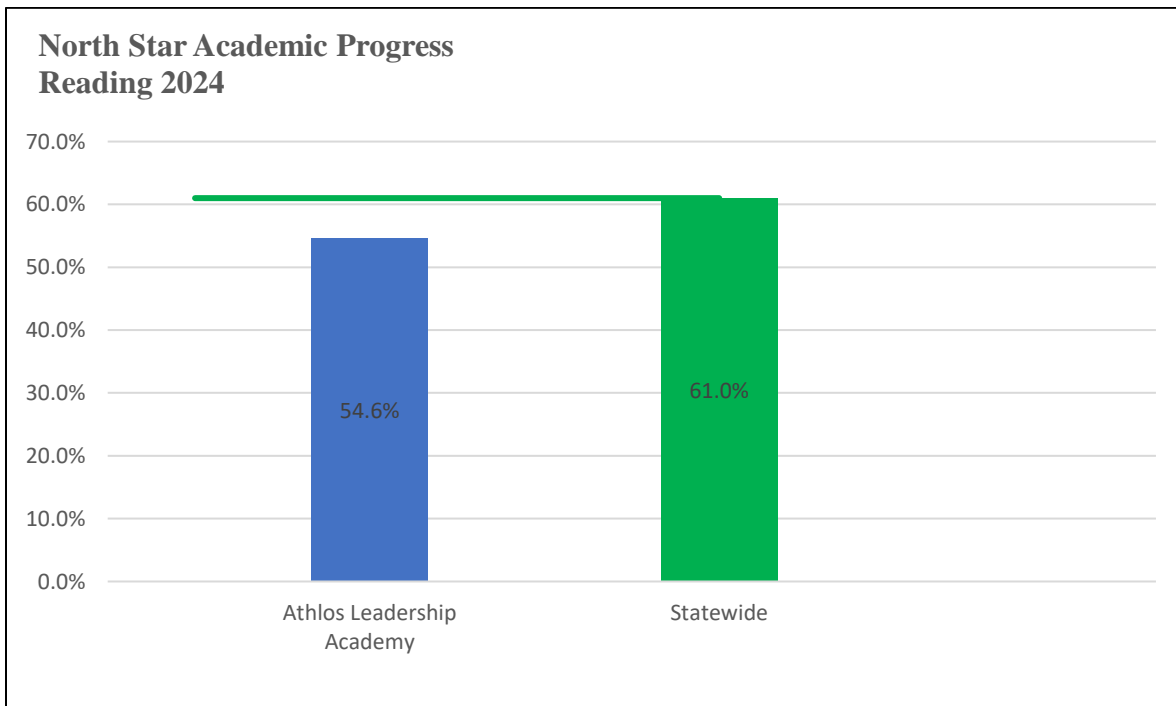


Figure 8 – North Star Academic Progress (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

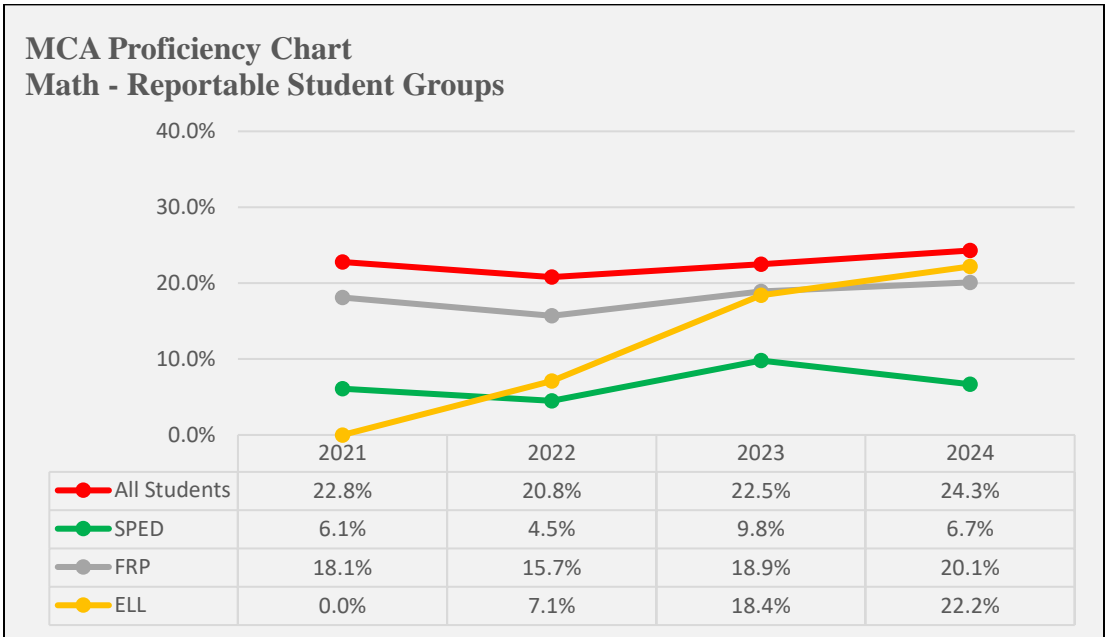


Figure 10 - Reportable Student Groups MCA Math 2021 - 2024

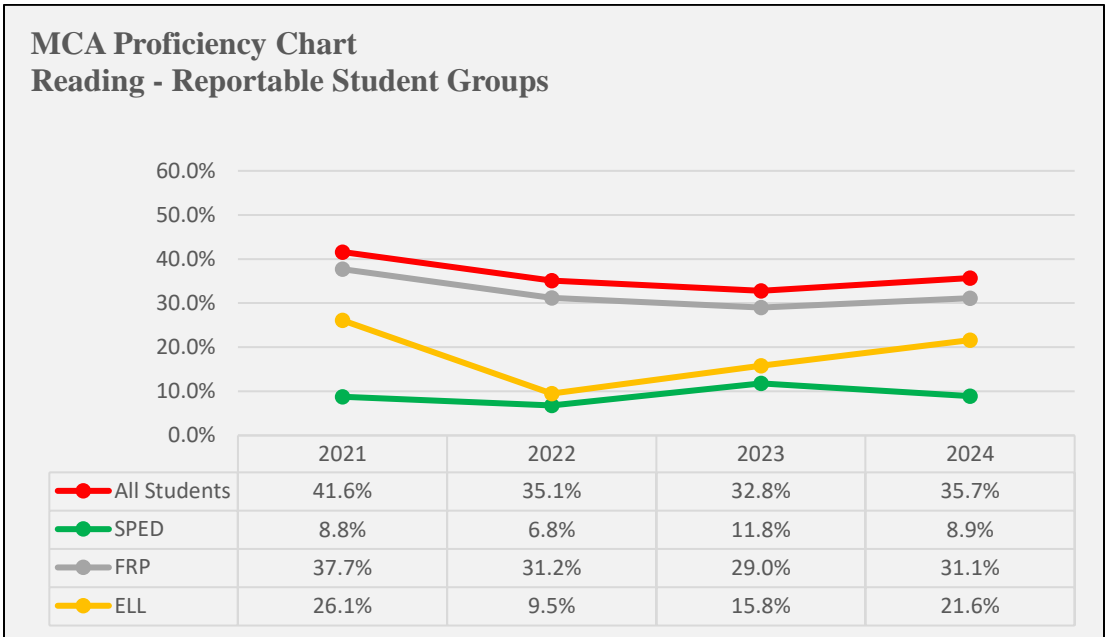


Figure 11 - Reportable Student Groups MCA Reading 2021 - 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,

and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
X	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
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.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
X	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school’s achievement level (improved + maintained) was 39.7% for math and 54.6% for reading. A score of partially meets was awarded because the school’s combined score was 47.2%.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: Athlos Leadership Academy reduced the achievement gap in two of the six possible areas. (EL Math and Reading)	

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

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
Analysis: Athlos Leadership Academy's Summative Teacher Evaluation System aligns with MN Statute §122A.40 Subd. 8. The school 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.	

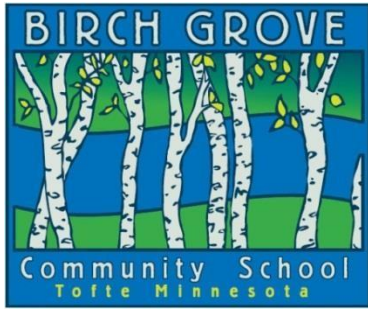
Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School 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 and addresses the school's efforts to increase student proficiency and reach school-wide achievement goals. The school's professional development plan included goals related to professional learning communities as well as fall and year-round training.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
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.	

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.

	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
<p>Analysis:</p> <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> <ul style="list-style-type: none"> • Letter Recognition-Uppercase • Letter Recognition-Lowercase • Letter Sounds • Counting • Counting Objects • Recognizing Numerals <p>Results: Goal Met The goal was met in all six possible areas.</p> <p>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 2024.</p> <p>Results: Goal Not Met 58.5% of kindergarten students met the spring proficiency target.</p> <p>Goal #2 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 25.0% in 2023 to 28.0% in 2024.</p> <p>Results: Goal Not Met In 2024, 25.9% of students enrolled in grade 8 scored proficiently on the Math MCA.</p>	

Academic Standards Point Total: 11/14



Birch Grove Community School

Charter # 4145
 Director: Diane Blanchette
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 Tofte, MN 55615
 Phone: (218) 663-0170
www.birchgroveschool.com

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 17 students in 2024 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.

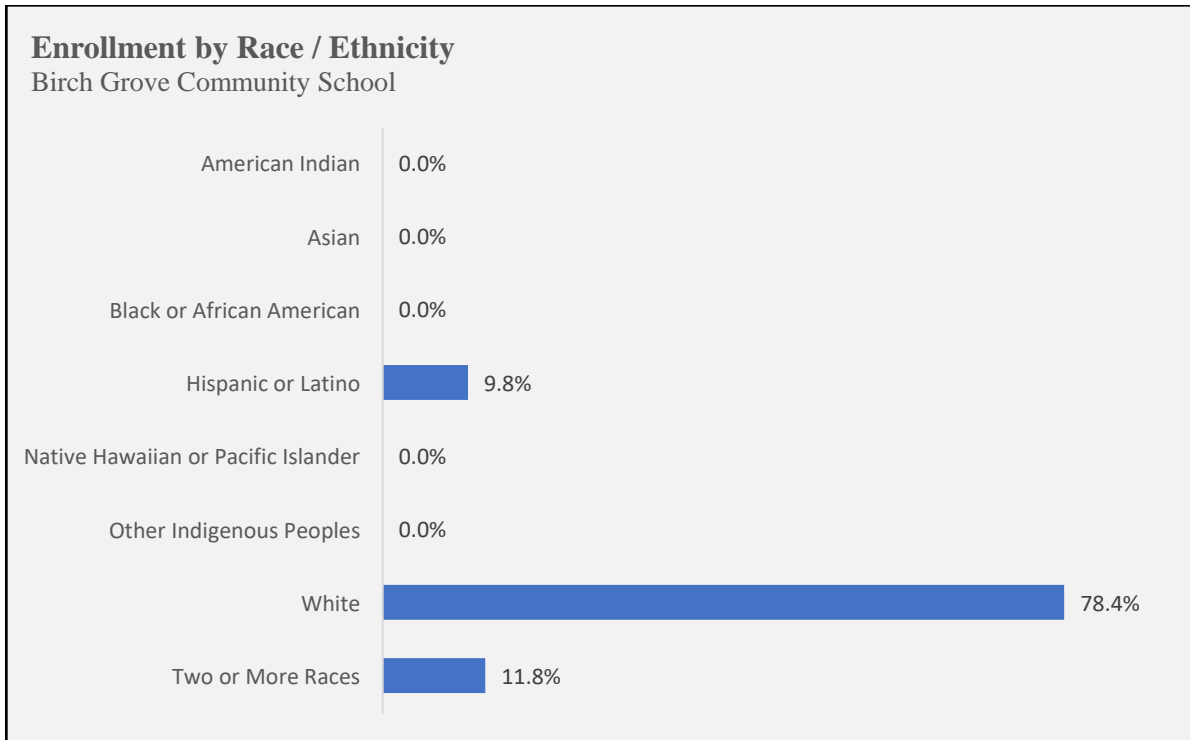


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

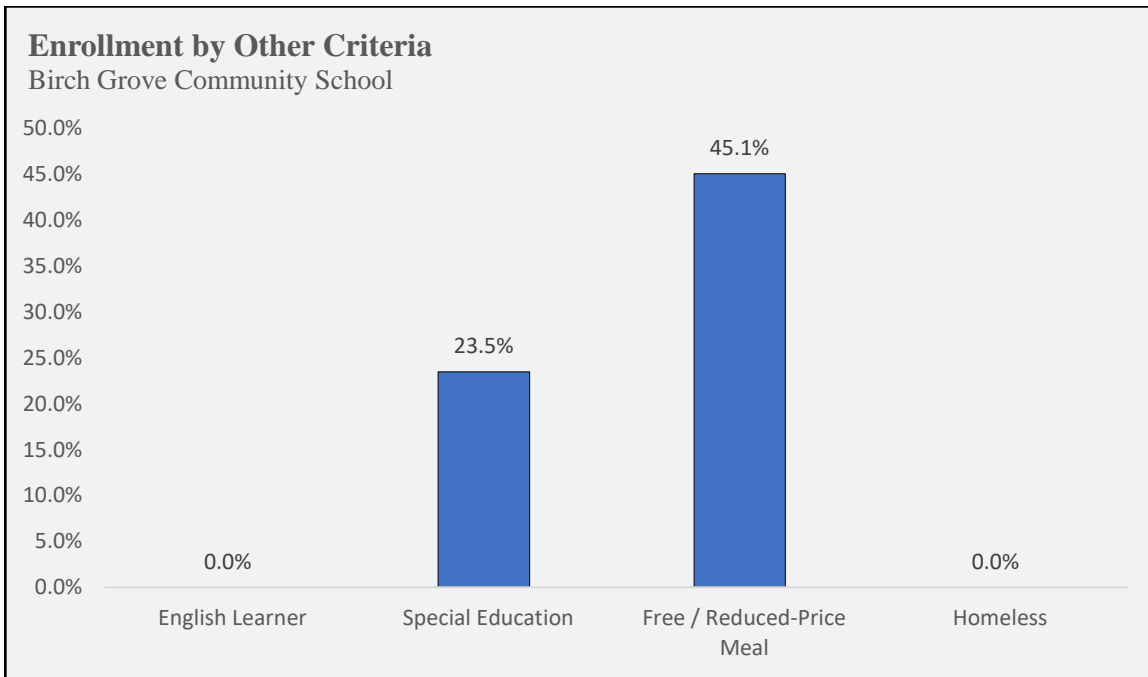


Figure 2 - Enrollment by Other Criteria

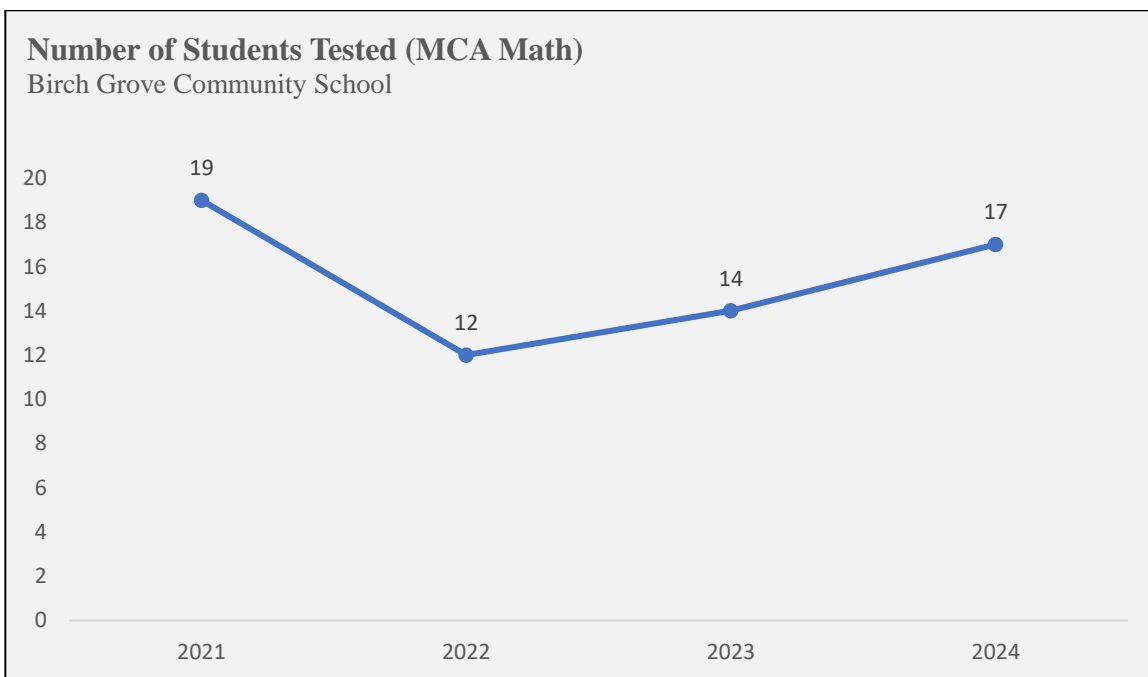


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3rd	57.1%	59.0%	59.1%	58.8%
4th	53.8%	56.4%	57.1%	56.7%
5th	41.1%	43.1%	44.4%	44.1%
Birch Grove	68.4%	66.7%	57.1%	47.1%
3rd	CTSTR	CTSTR	CTSTR	CTSTR
4th	CTSTR	CTSTR	CTSTR	CTSTR
5th	CTSTR	CTSTR	CTSTR	CTSTR
Sawtooth Elem.	45.5%	38.6%	44.8%	24.7%
3rd	83.3%	54.2%	38.9%	30.8%
4th	45.8%	27.8%	50.0%	28.0%
5th	21.1%	32.1%	42.9%	15.4%

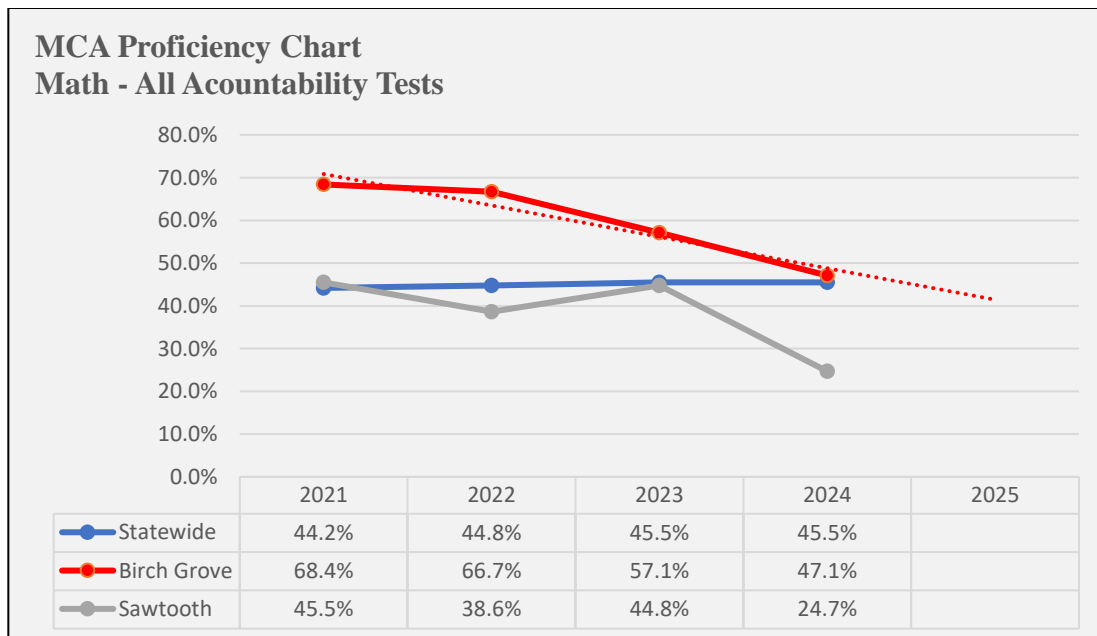


Figure 4 - MCA Math Proficiency 2021-2024

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 by 10 percentage points from 2023 to 2024. Despite the decline, Birch Grove continues to outperform the local district comparison school, Sawtooth Mountain Elementary, as well as the statewide average. It should be noted that 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.

Table 2 – MCA Reading Proficiency 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%

5th	59.4%	59.4%	58.7%	57.5%
Birch Grove	57.9%	83.3%	57.1%	56.3%
3rd	CTSTR	CTSTR	CTSTR	CTSTR
4th	CTSTR	CTSTR	CTSTR	CTSTR
5th	CTSTR	CTSTR	CTSTR	CTSTR
Sawtooth Elem.	57.4%	55.2%	49.2%	42.3%
3rd	66.7%	40.0%	35.3%	38.5%
4th	50.0%	56.3%	32.1%	44.0%
5th	61.1%	64.5%	88.9%	44.4%

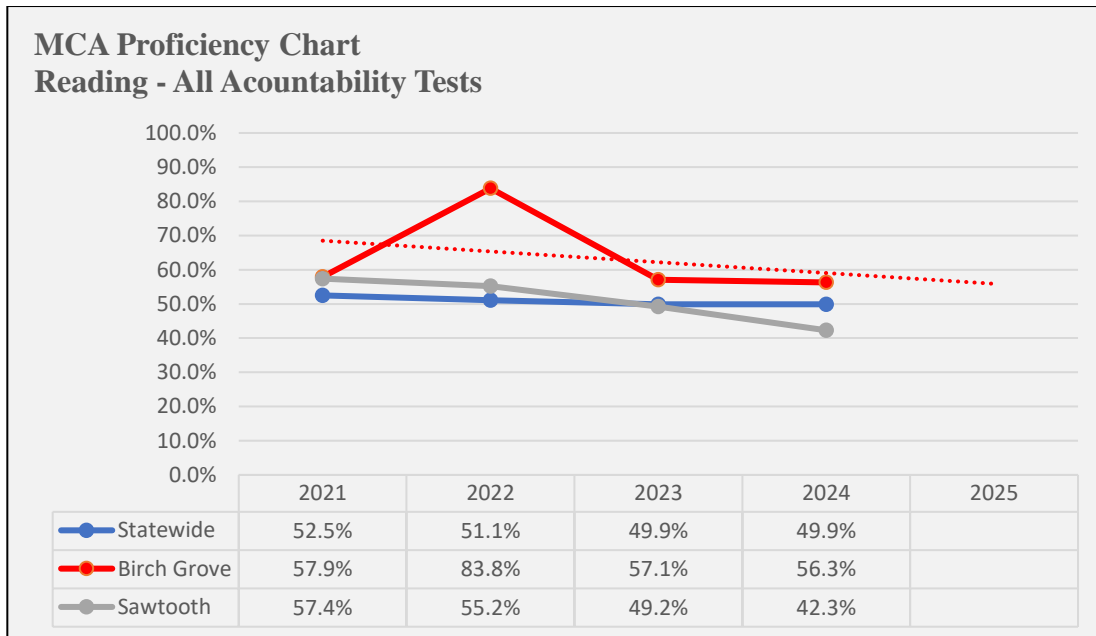


Figure 5 – MCA Reading Proficiency 2021-2024

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 0.8 percentage points from 2023 to 2024. 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

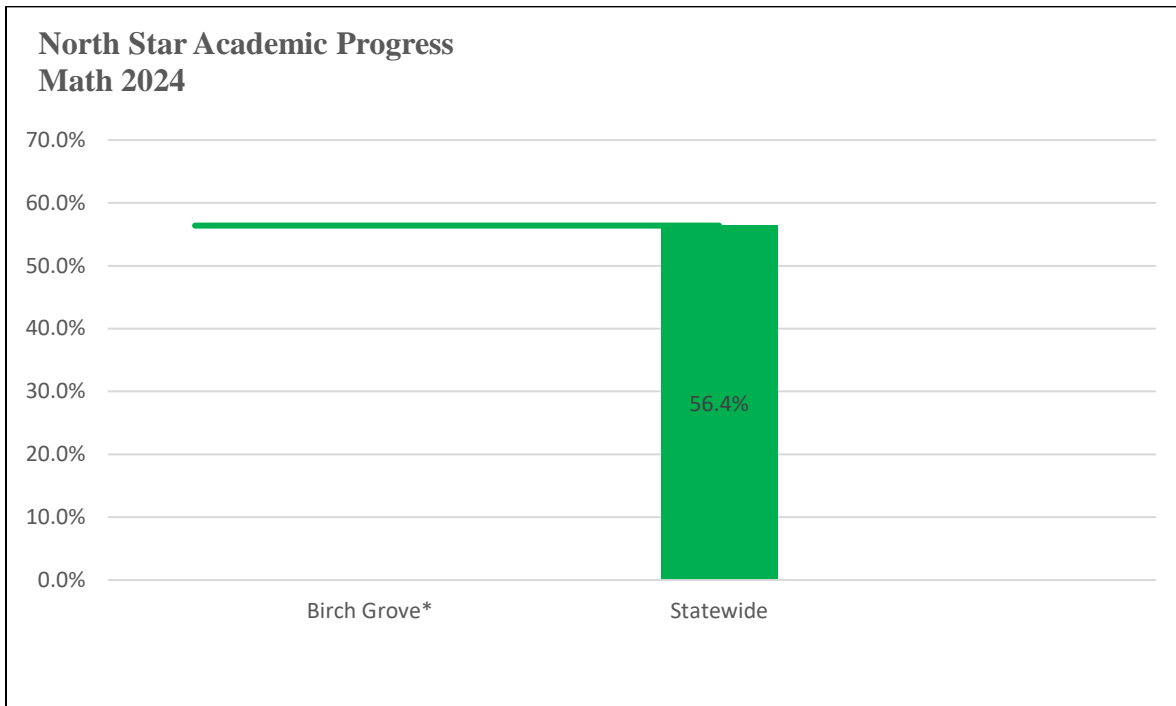


Figure 7 – 2024 North Star Academic Progress (Improved + Maintained)

*Data Not Available

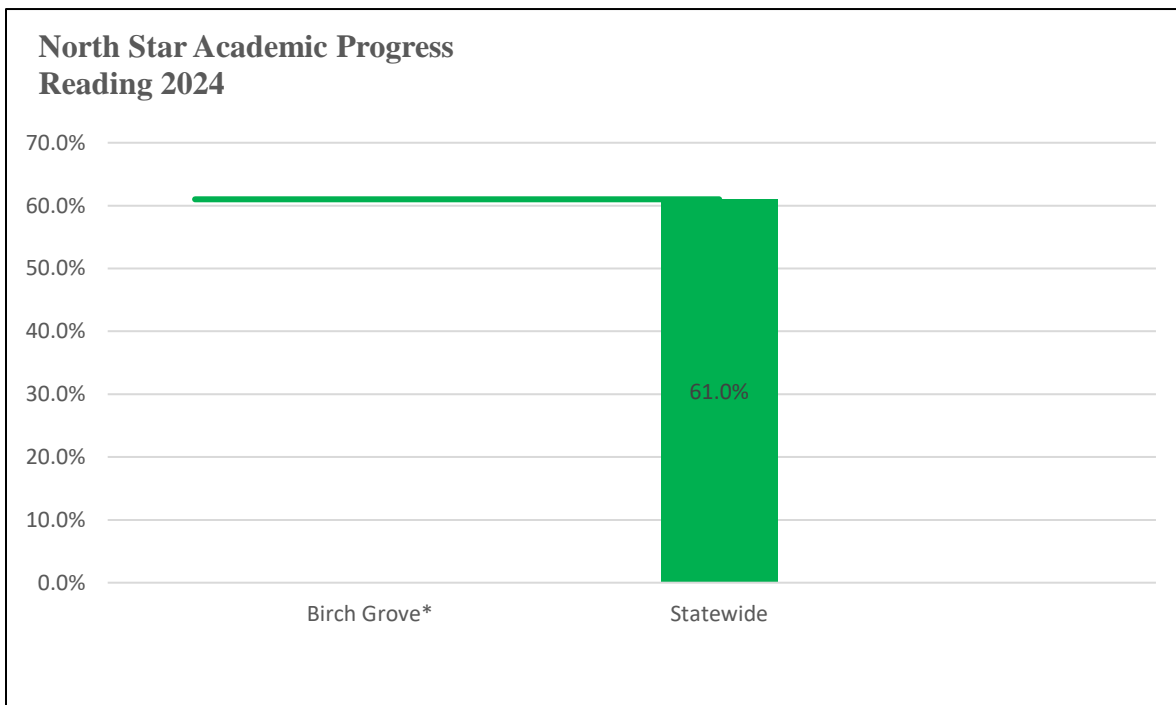


Figure 8 – 2024 North Star Academic Progress (Improved + Maintained)

*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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

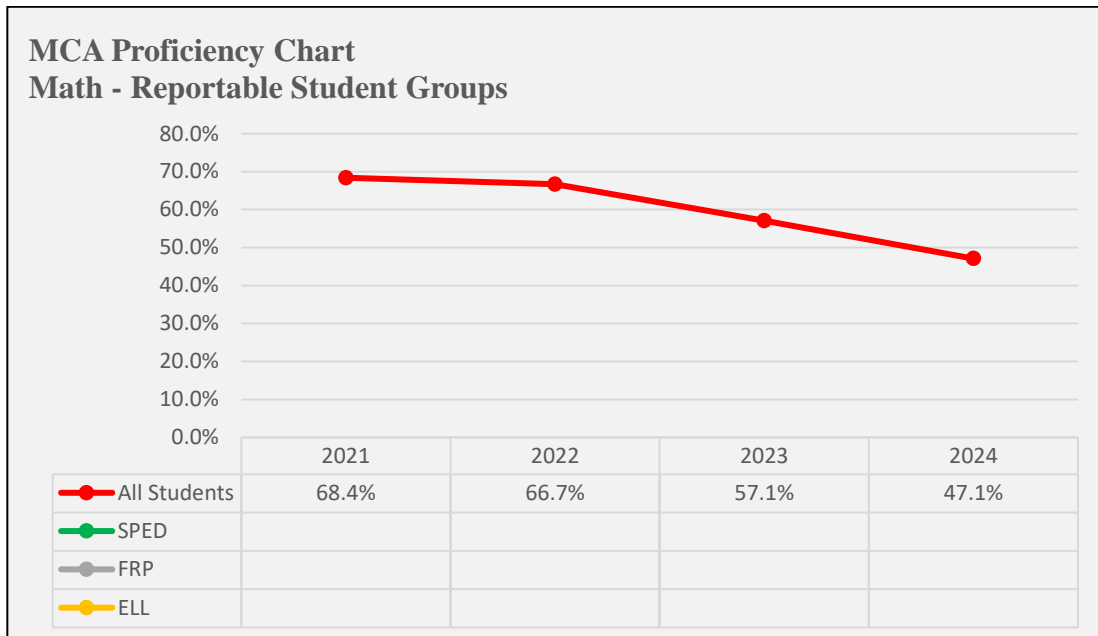


Figure 7 - Reportable Student Groups MCA Math 2024

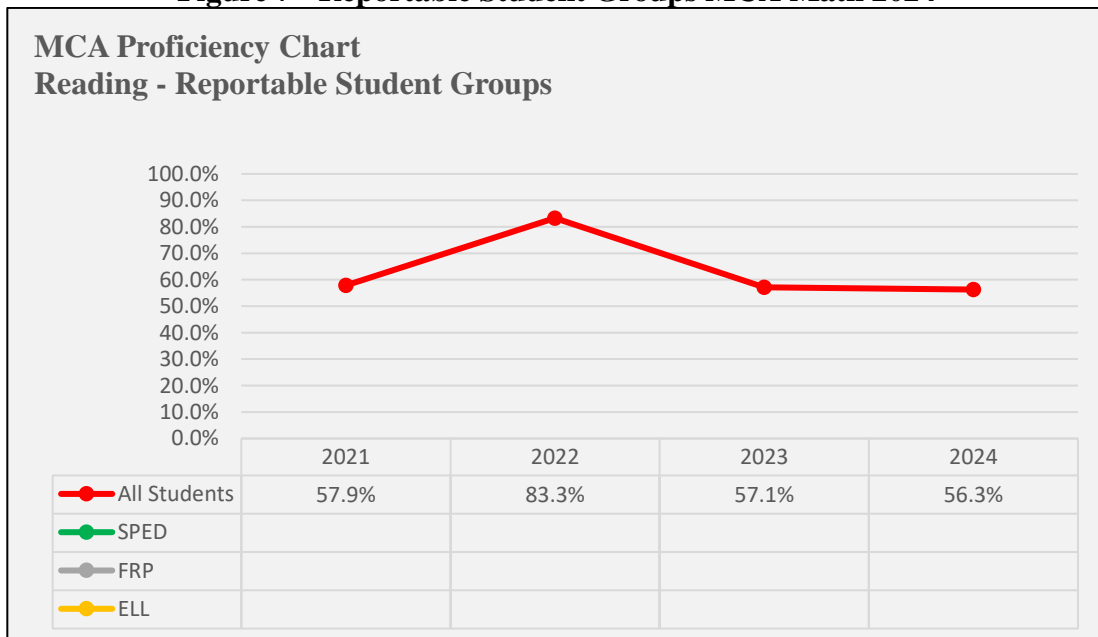


Figure 8 - Reportable Student Groups MCA Reading 2024

* 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

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

the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
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.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
N/A	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: Due to a small testing cell size, the data is not available for this standard.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
N/A	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: N/A Testing cell sizes at the school were too small to generate any reportable student groups.	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.

	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
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 Performance Standard 5 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and linked to improving pupil learning and student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: BGCS has implemented a school-wide professional development plan. Professional development that was provided or attended during the 2023-2024 school year includes but was not limited to the following: Addressing Challenging Behaviors (part 1, Elementary); Understanding the Acting-Out Cycle, CSR A Reading Comprehension Strategy, and Functional Behavioral Assessment: Identifying Reasons for Problem Behaviors.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
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.	

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

Data Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

BGCS will increase the percentage 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) for children ages 3-5.

Results: Goal Met

The Saplings program was operational.

Goal #2a Close the Achievement Gaps Between Students

(BGCS does not have a very diverse population and typically has a cell size too small to report.)

The percentage of Free/Reduced K-5 students meeting or exceeding grade level will increase 3% from the prior year based on the NWEA MAP assessments in reading.

Results: Goal Not Met

22-23 Reading: **71%** proficient

23-24 Reading: **73%** proficient

Goal #2b Close the Achievement Gaps Between Students

(BGCS does not have a very diverse population and typically has a cell size too small to report.)

The percentage of Free/Reduced K-5 students meeting or exceeding grade level will increase 3% from the prior year based on the NWEA MAP assessments in math.

Results: Goal Met

22-23 Reading: **76%** proficient

23-24 Reading: **86%** proficient

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: Bluffview Montessori School tested 136 students on the 2024 Minnesota Comprehensive Assessments and scored above the both the statewide average and its comparison school in math, reading and science. The school's English learner, Special Education and Free and Reduced populations are below the statewide averages.

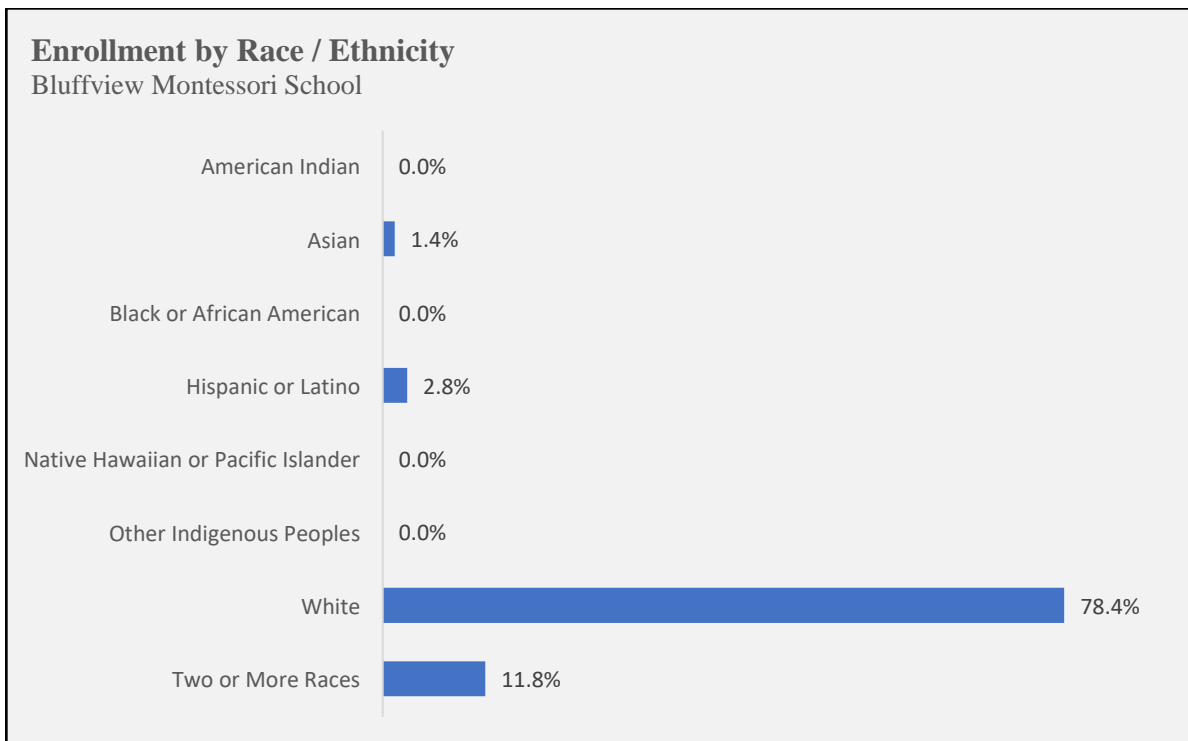


Figure 1 - Enrollment by Race/Ethnicity (Federal Definition)

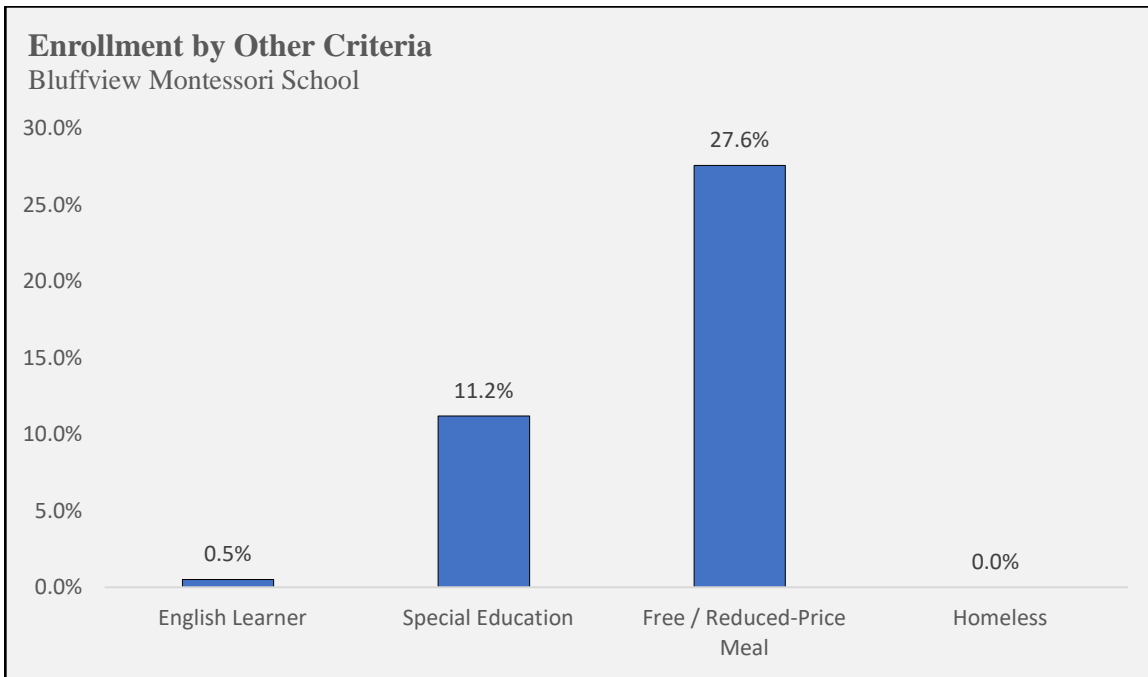


Figure 2 - Enrollment by Other Criteria

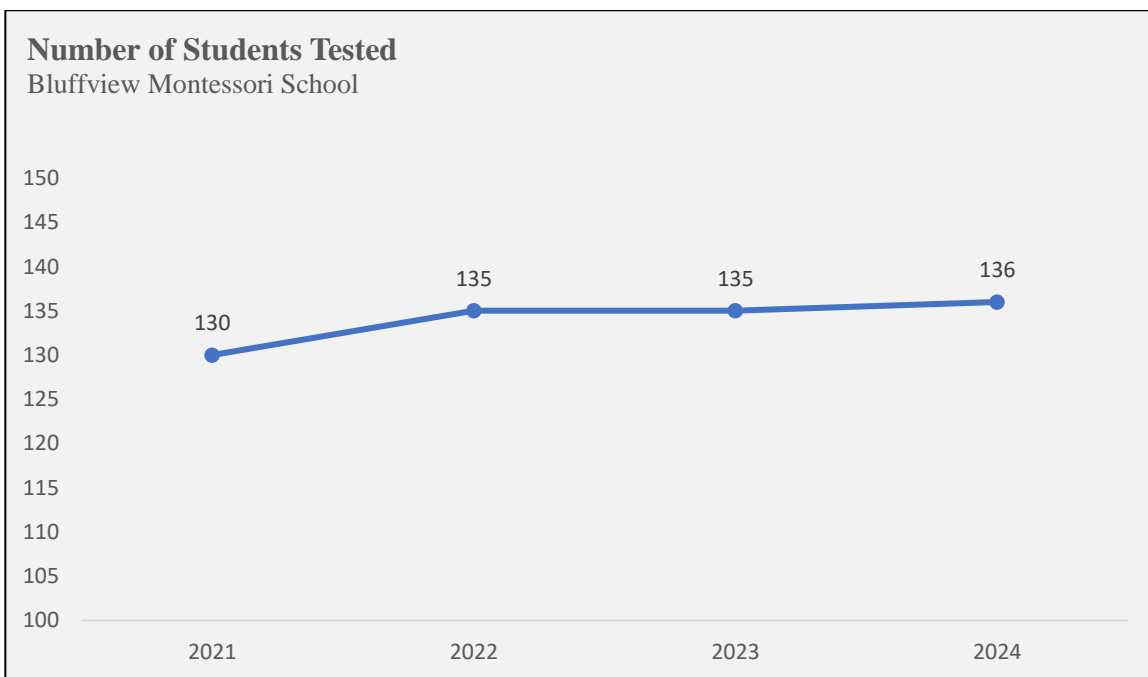


Figure 3 - Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3 rd	57.1%	59.0%	59.1%	58.8%
4 th	53.8%	56.4%	57.1%	56.7%
5 th	41.1%	43.1%	44.4%	44.1%
6 th	37.2%	39.3%	39.6%	40.3%
7 th	37.4%	37.6%	39.7%	40.1%
8 th	39.8%	40.1%	40.3%	41.1%
Bluffview Montessori	49.2%	49.6%	47.4%	49.3%
3 rd	61.9%	68.0%	32.0%	62.5%
4 th	66.7%	68.2%	72.0%	46.2%
5 th	37.5%	50.0%	41.7%	54.2%
6 th	20.8%	33.3%	52.5%	43.5%
7 th	52.6%	34.8%	42.0%	38.1%
8 th	61.9%	41.2%	41.2%	50.0%
La Crescent Montessori	14.3%	13.8%	24.1%	21.4%
3 rd	18.2%	CTSTR	CTSTR	25.0%
4 th	CTSTR	20.0%	CTSTR	45.5%
5 th	CTSTR	CTSTR	20.0%	CTSTR
6 th	CTSTR	0%	CTSTR	20.0%
7 th	10.0%	CTSTR	0.0%	CTSTR
8 th	CTSTR	10%	20.0%	CTSTR



Figure 4 - MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the past four 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 increased by 1.9 percentage points from 2023 to 2024. Bluffview is currently outperforming the comparison school by 27.9 percentage points. 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
Bluffview Montessori	64.6%	68.1%	71.9%	60.3%
3rd	52.4%	76.0%	56.0%	41.7%
4th	76.2%	54.5%	88.0%	61.5%
5th	62.5%	87.5%	75.0%	82.6%
6th	62.5%	62.5%	73.9%	52.2%
7th	68.4%	65.2%	66.7%	61.9%
8th	66.7%	58.8%	70.6%	63.2%
La Crescent Montessori	49.1%	62.1%	57.1%	46.7%
3rd	45.5%	CTSTR	CTSTR	25.0%
4th	CTSTR	50.0%	CTSTR	72.7%
5th	CTSTR	CTSTR	60.0%	CTSTR
6th	CTSTR	60.0%	CTSTR	70.0%
7th	40.0%	CTSTR	36.4%	CTSTR
8th	CTSTR	30.0%	50.0%	CTSTR

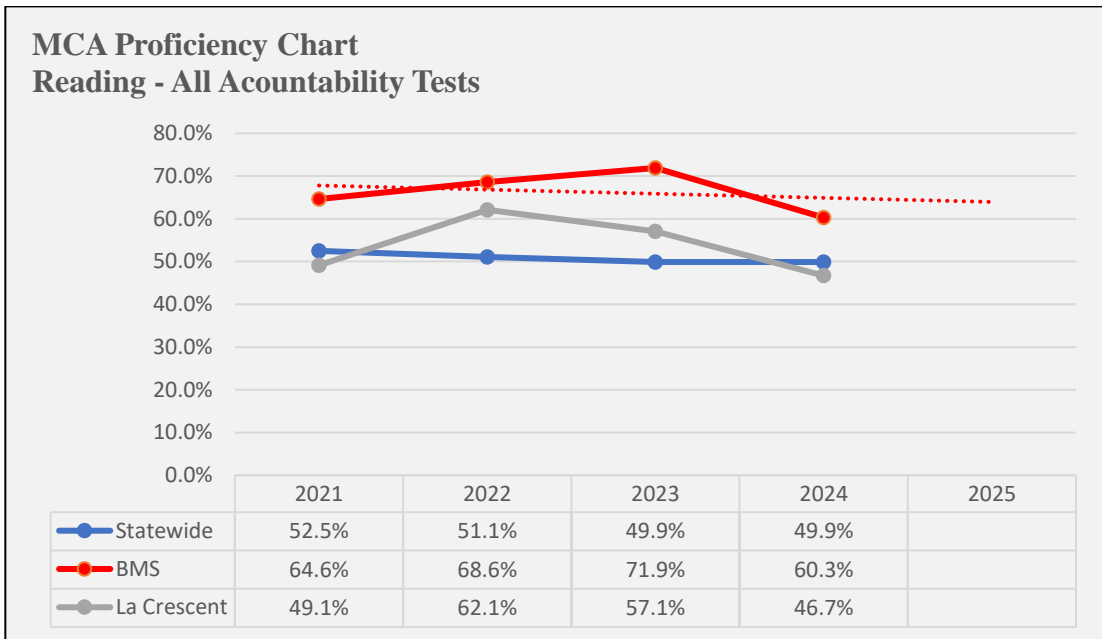


Figure 5 – MCA Reading Proficiency 2021-2024

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the past four 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 declined by 11.6 percentage points from 2023 to 2024. Despite the decline, Bluffview is currently outperforming the comparison school by 13.6 percentage points. In future years, it is expected that Bluffview Montessori School’s reading proficiency rate will continue to outperform that of the comparison school as well as the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2024

Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5th	47.9%	50.5%	48.4%	45.0%
8th	33.8%	29.2%	27.6%	30.3%
Bluffview Montessori	48.9%	61.0%	51.2%	66.7%
5th	45.8%	70.8%	62.5%	75.0%
8th	52.4%	47.1%	35.3%	55.6%
La Crescent Montessori	29.2%	30.3%	35.0%	23.1%
5th	CTSTR	CTSTR	50.0%	CTSTR
8th	CTSTR	10.0%	20.0%	CTSTR

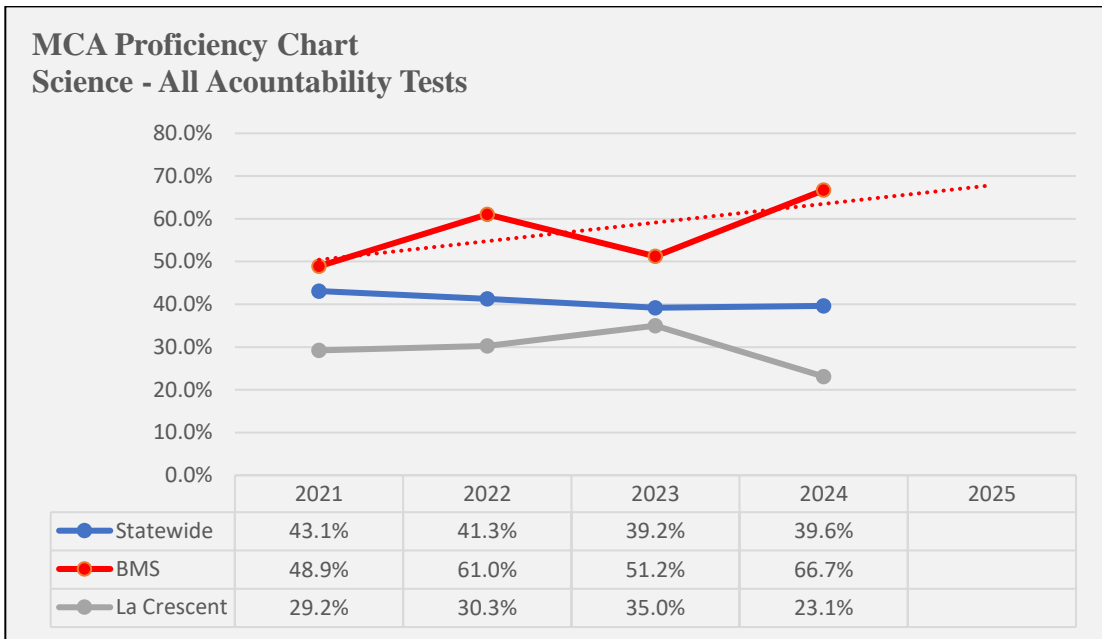


Figure 6 – MCA Science Proficiency 2021-2024

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the past four 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 increased by 15.5 percentage points from 2023 to 2024. 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 54.6% in math and 61.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

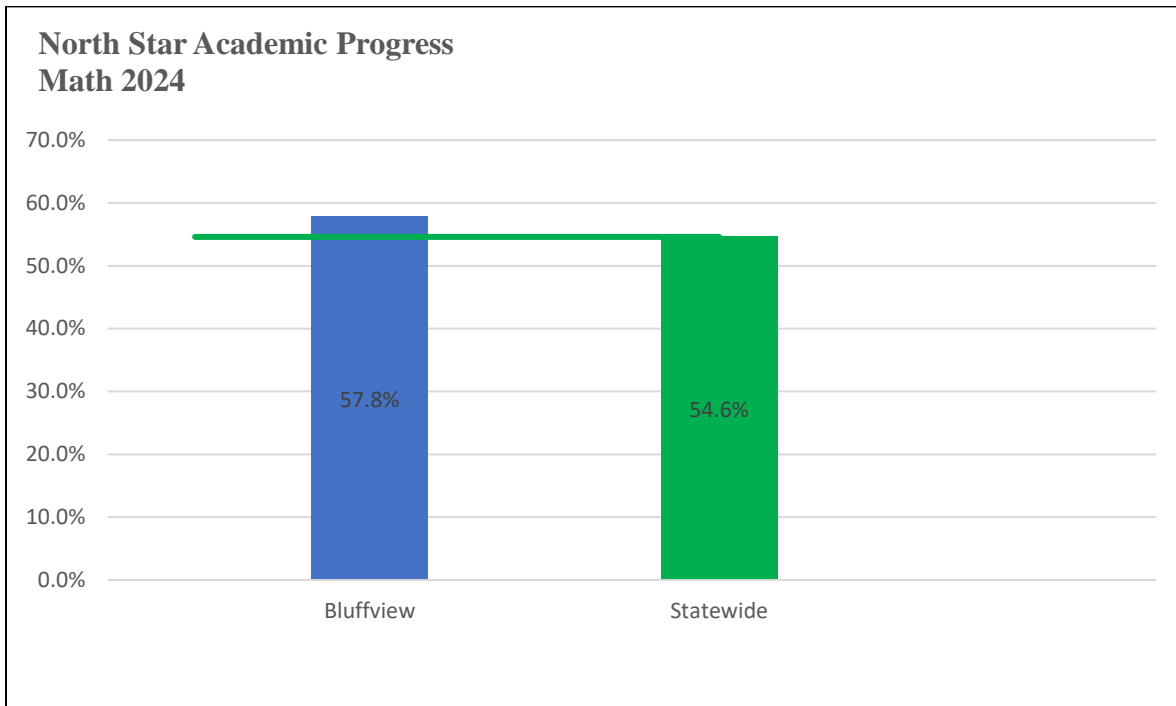


Figure 7 – North Star Academic Progress (Improved + Maintained)

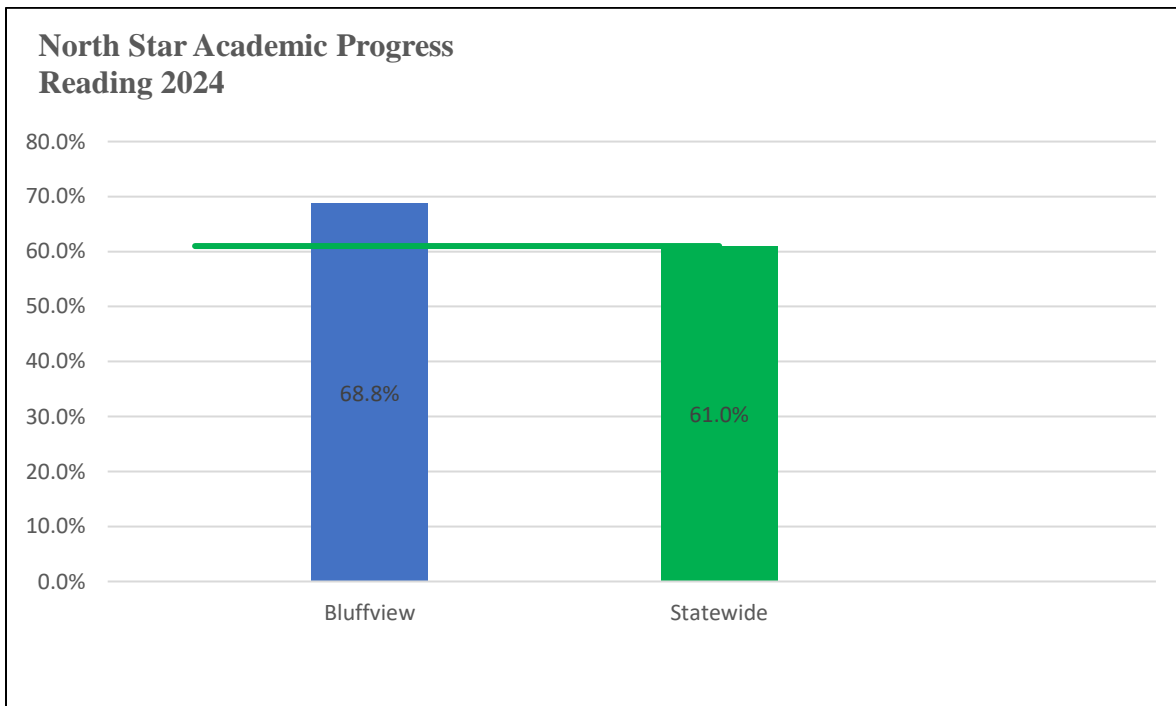


Figure 8 – North Star Academic Progress (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

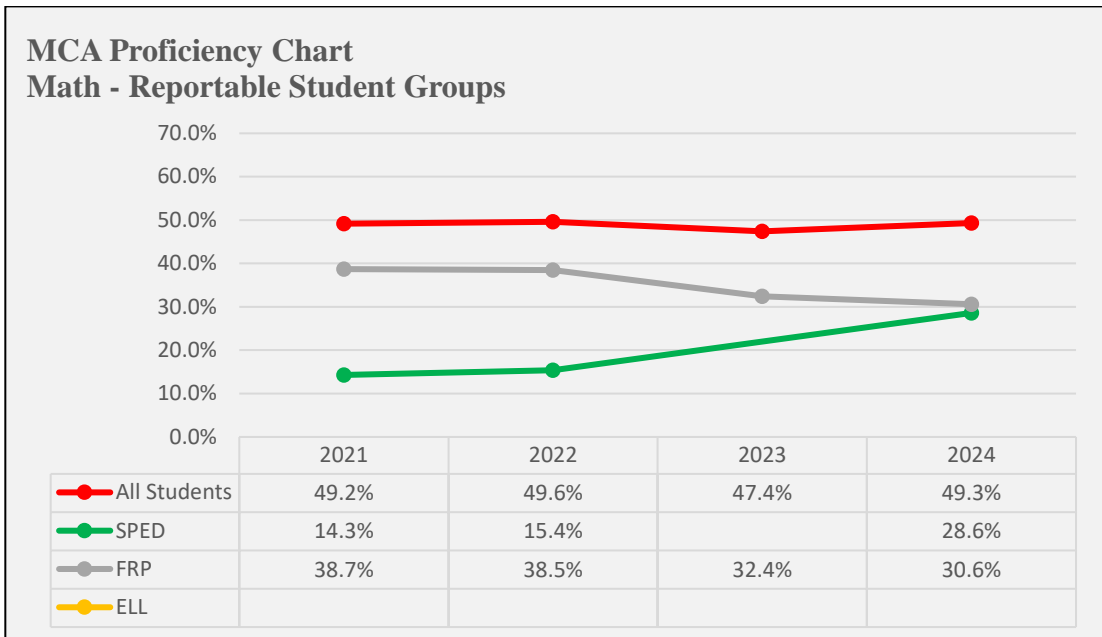


Figure 10- Reportable Subgroups MCA Math 2024

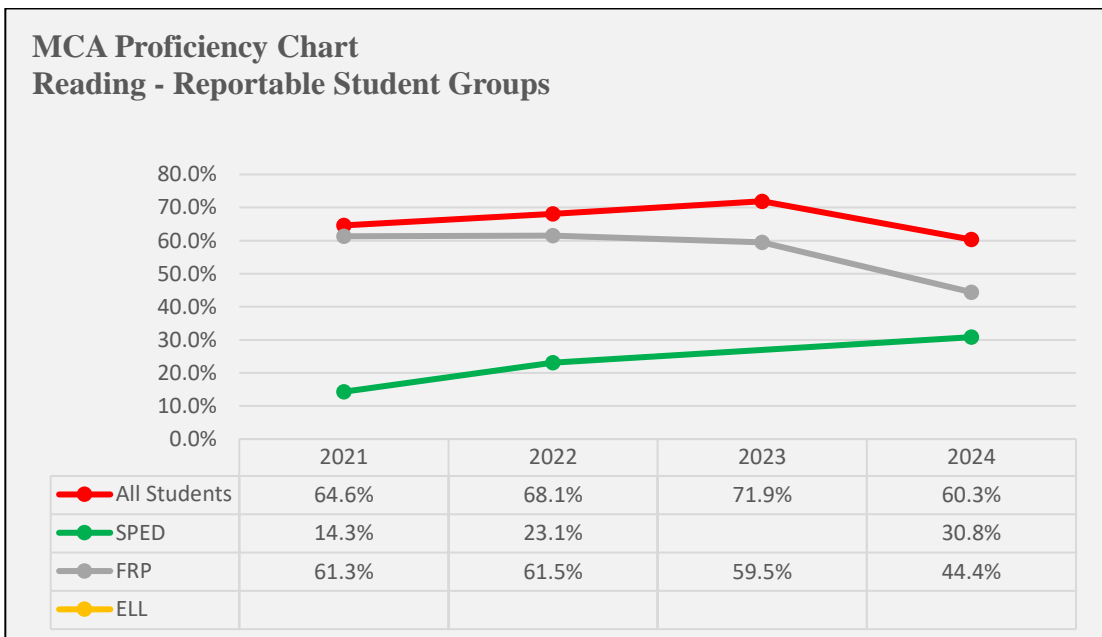


Figure 11- Reportable Subgroups MCA Reading 2024

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

the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

X	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
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	1: Partially Meets - 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.
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	0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.
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Data Source: Minnesota Department of Education

Analysis: The school is currently outperforming the comparison school, La Crescent Montessori 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 (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

X	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
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	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
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	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
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Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.

Analysis: The school’s academic achievement level (improved + maintained) was 57.8% for math and 68.8% for reading. A score of meets was awarded because the school’s combined score was 63.3%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
--	--

X	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
----------	--

	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.
--	--

Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.

Analysis: The achievement gap increased in Free and Reduced math and Free and Reduced reading but was reduced in Special Education math and reading from 2022 to 2024. (The school did not have a Special Education population large enough to produce a score in 2023.)

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
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.	

Academic Performance 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.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: BMS has adopted a school-wide Professional development plan. Professional development that was provided or attended during the 2023-2024 school year includes but was not limited to the following: Renaissance PD, Positive Behavioral Interventions, Mandated Reporter Training, Response to Discrimination and Restorative Practices.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
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.	

Academic Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
X	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

Data Source: School Annual Report

Analysis:

Goal #1a All Students Ready for School

The PK4 students will increase their phonetic awareness from an average of 4.6 cursive letters/sounds mastered in mid-October to an average of 13 letters/sounds mastered during the spring Fastbridge screening window.

Result: Goal Met

14.9 letter sounds/student

Goal #2 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 a career exploration assessment.

Academic Standards Point Total: 13/14



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 227 students on the 2024 Minnesota Comprehensive Assessments. Proficiency rates remained unchanged in reading and declined both math and science from 2023 to 2024. The school is currently outperforming the combined comparison schools in math and science. The school's English Learner, Special Education and Free and Reduced populations are all higher than the statewide average.

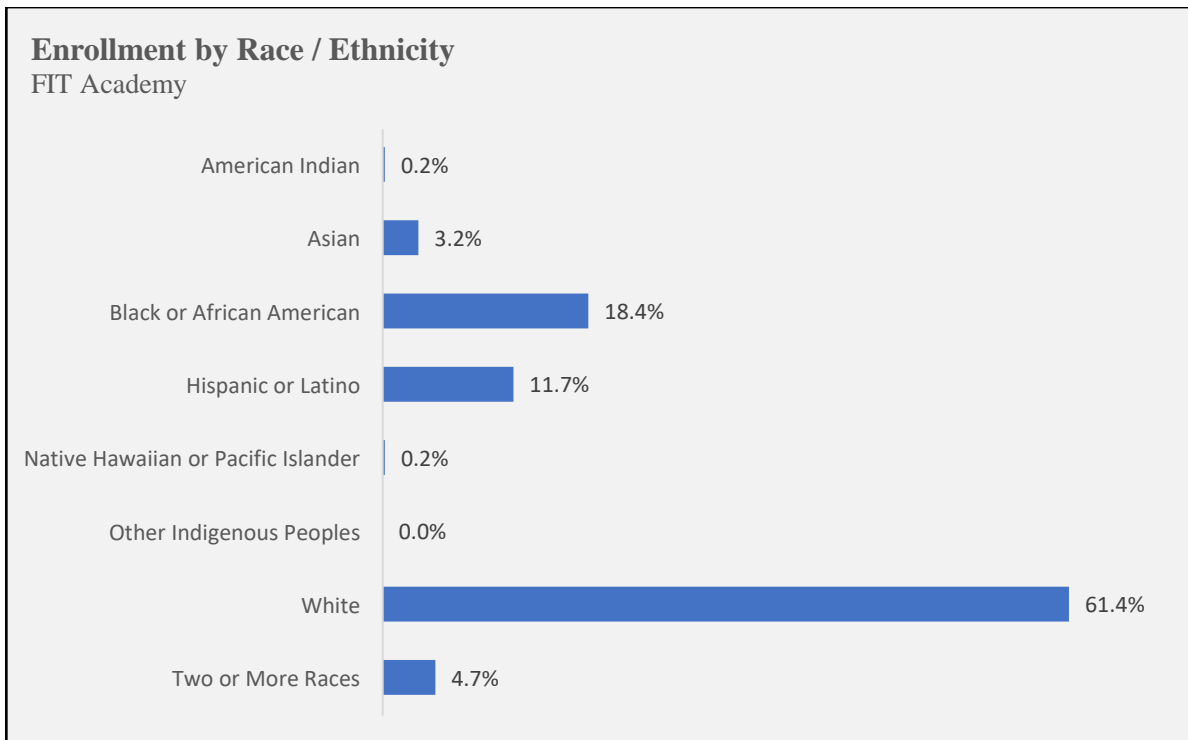


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

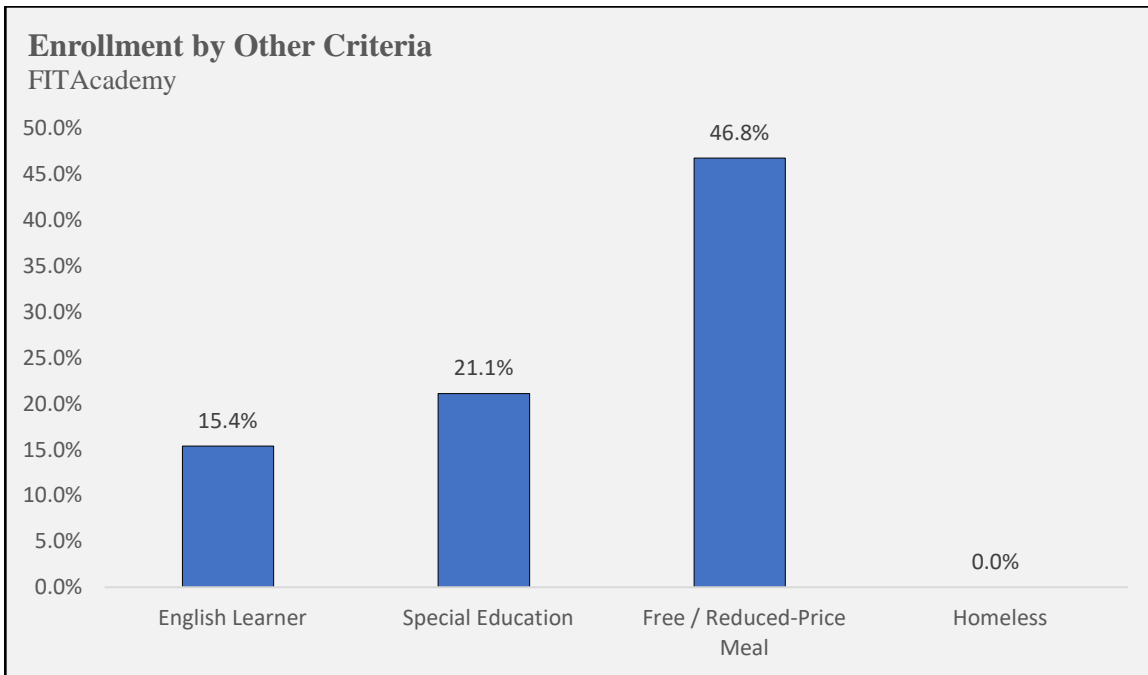


Figure 2- Enrollment by Other Criteria

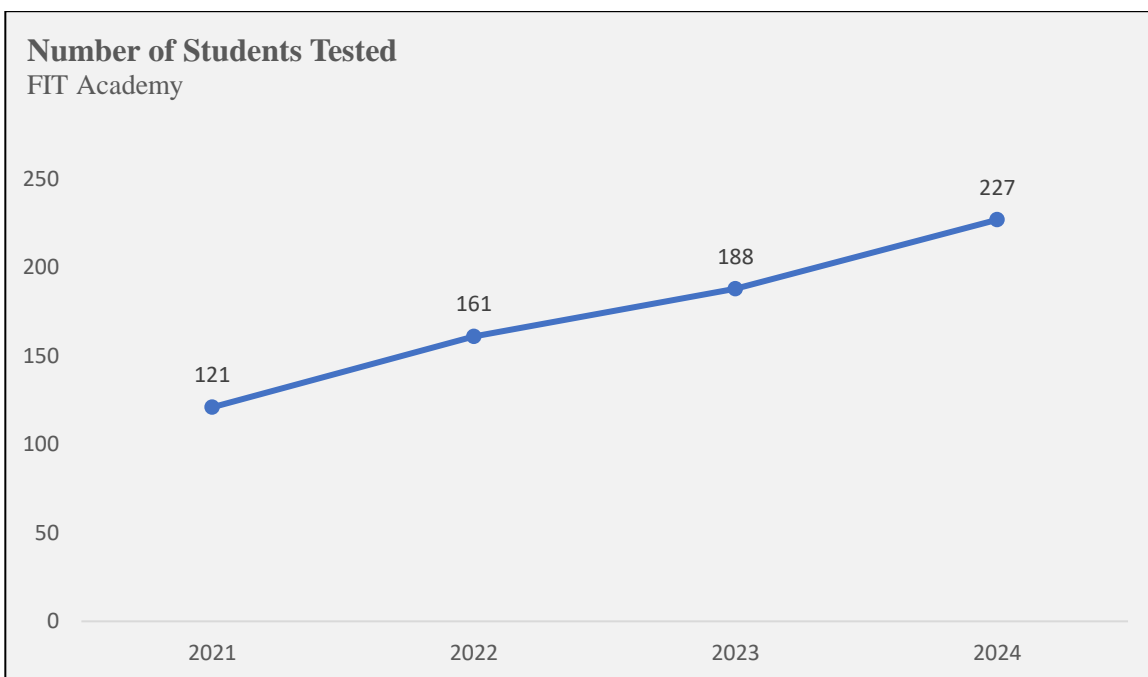


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3rd	57.1%	59.0%	59.1%	58.8%
4th	53.8%	56.4%	57.1%	56.7%
5th	41.1%	43.1%	44.4%	44.1%
6th	37.2%	39.3%	39.6%	40.3%
7th	37.4%	37.6%	39.7%	40.1%
8th	39.8%	40.1%	40.3%	41.1%
11th	41.4%	36.6%	36.0%	35.0%
FIT Academy	24.0%	25.2%	32.4%	31.4%
3rd	28.6%	36.6%	61.1%	43.5%
4th	33.3%	30.8%	36.4%	47.7%
5th	10.5%	24.0%	42.4%	35.7%
6th	15.8%	12.5%	13.6%	26.2%
7th	30.8%	16.7%	11.5%	5.0%
8th	27.8%	18.8%	11.8%	8.0%
11th	CTSTR	CTSTR	10.0%	20.0%
Adams Elem. (Anoka)	33.7%	40.6%	38.2%	34.8%
3rd	41.1%	37.5%	37.9%	43.3%
4th	40.5%	50.0%	36.5%	35.5%
5th	21.3%	36.4%	40.6%	26.9%
Eagle Ridge Middle (Burnsville)	25.8%	28.9%	26.7%	23.9%
6th	26.4%	25.7%	22.0%	25.4%
7th	20.5%	35.5%	28.1%	22.4%
8th	30.3%	25.5%	29.5%	23.7%
Burnsville HS 11th		24.2%	19.0%	17.2%
Combined	28.4%	31.2%	26.5%	24.1%

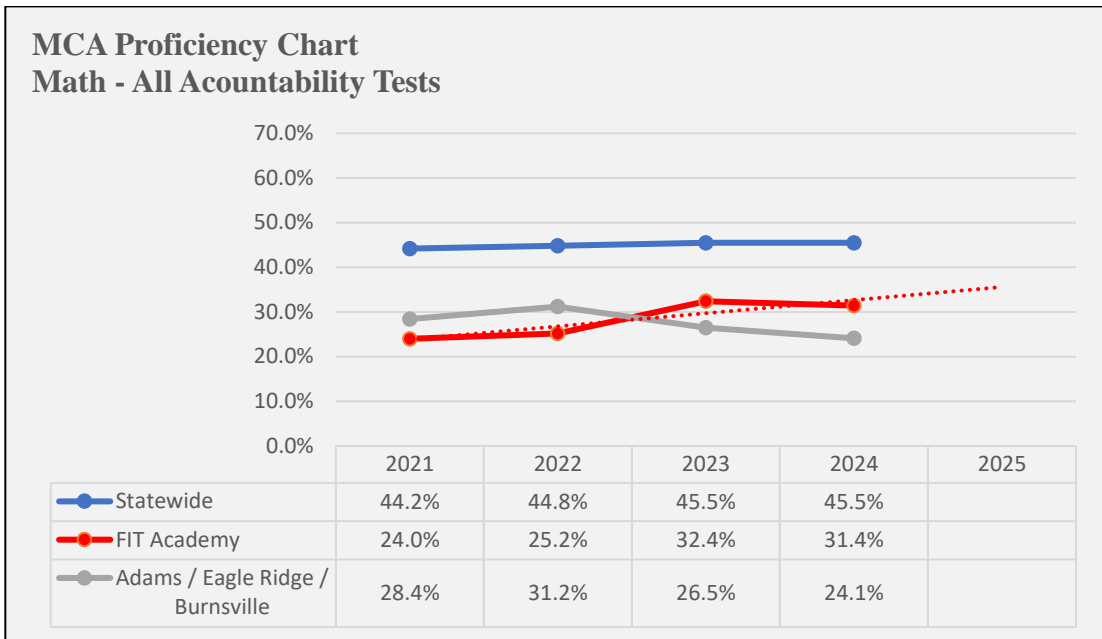


Figure 4 - MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the last four years 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’s math proficiency rate declined by 1 percentage point from 2023 to 2024. Despite the decline, FIT Academy is currently outperforming the comparison school by 7.3 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 2021 – 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
10 th	58.3%	55.2%	51.7%	52.2%
FIT Academy	36.6%	36.7%	38.3%	38.3%
3rd	37.9%	36.6%	40.5%	37.0%
4th	23.8%	34.6%	36.4%	31.8%
5th	36.8%	48.0%	51.5%	54.8%
6th	45.0%	26.1%	27.3%	47.6%
7th	38.5%	38.9%	23.1%	20.0%
8th	36.8%	40.0%	47.1%	28.0%
10 th	40.0%	30.0%	42.9%	31.5%

Adams Elem. (Anoka)	37.8%	35.9%	30.0%	30.5%
3rd	43.6%	22.2%	26.9%	26.5%
4th	31.2%	41.8%	20.7%	30.3%
5th	40.6%	45.5%	44.9%	34.2%
Eagle Ridge Middle (Burnsville)	44.1%	39.0%	36.6%	39.7%
6th	47.0%	45.6%	43.5%	39.9%
7th	41.6%	32.6%	32.7%	39.2%
8th	43.0%	39.0%	34.3%	39.8%
Burnsville HS 10th		45.5%	38.3%	43.0%
Combined	42.1%	38.1%	35.7%	39.1%

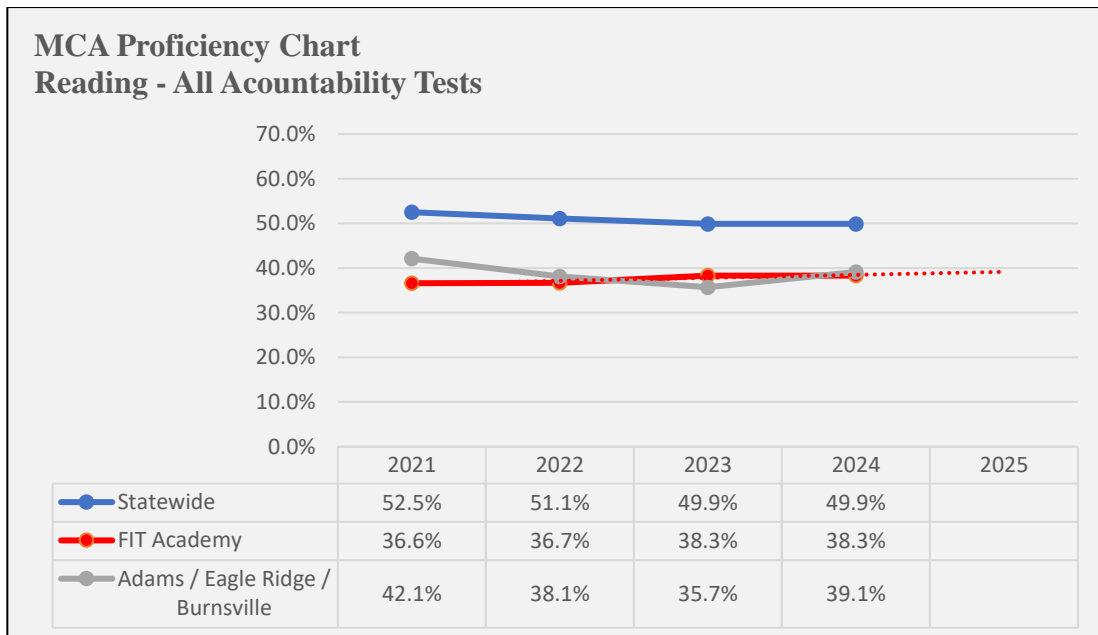


Figure 5 – MCA Reading Proficiency 2021-2024

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the last four years 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’s reading proficiency rate remained unchanged from 2023 to 2024 and is currently performing below the combined comparison school by less than one percentage point. In future years, it is expected that FIT Academy will increase its reading proficiency rate to exceed that of the combined comparison school.

Table 3 – MCA Science Proficiency 2021 – 2024

Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5th	47.9%	50.5%	48.4%	45.0%
8th	33.8%	29.2%	27.6%	30.3%
HS		29.2%	20.6%	43.5%
FIT Academy	30.4%	22.6%	34.4%	24.1%

5 th	31.6%	24.0%	42.4%	31.0%
8 th	27.8%	22.2%	5.9%	20.0%
H.S.	CTSTR	20.0%	54.5%	12.5%
Adams Elem. 5 th (Anoka)	27.8%	33.0%	37.7%	20.5%
Eagle Ridge 8 th (Burnsville)	24.6%	11.8%	13.9%	16.4%
Burnsville HS		29.2%	20.6%	23.5%
Combined	25.7%	18.0%	20.1%	20.7%

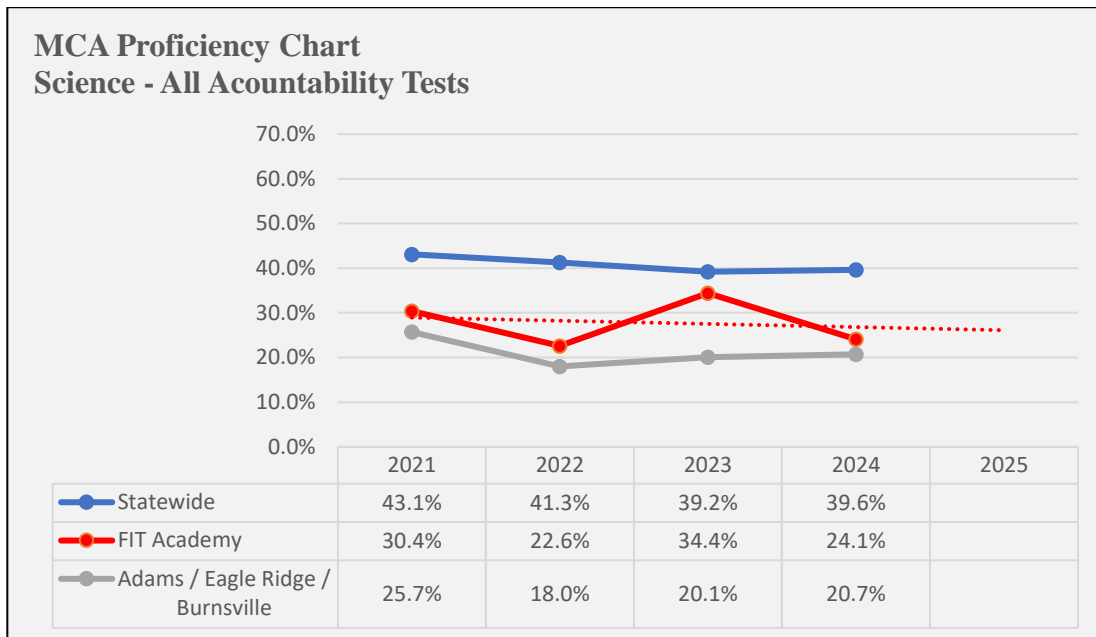


Figure 6 – MCA Science Proficiency 2021-2024

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the past four years 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’s science proficiency rate declined by 10.3 percentage points from 2023 to 2024. Despite the decline, FIT Academy is currently outperforming the comparison school by 3.4 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

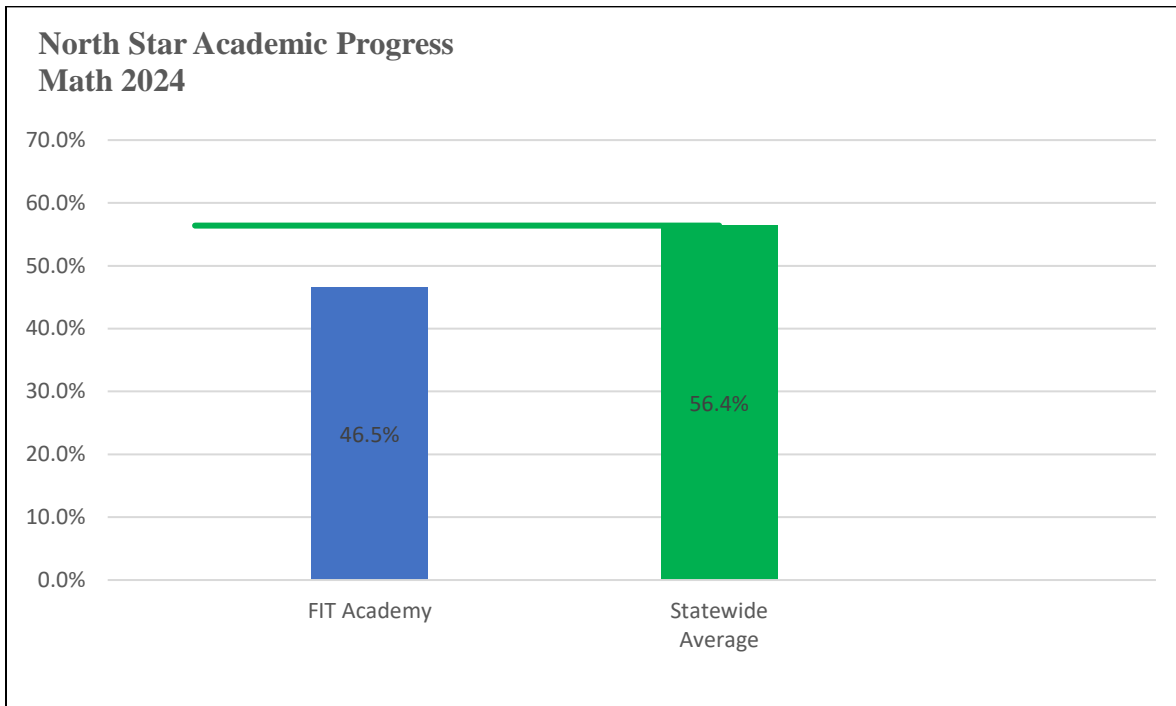


Figure 7 – North Star Academic Progress (Improved + Maintained)

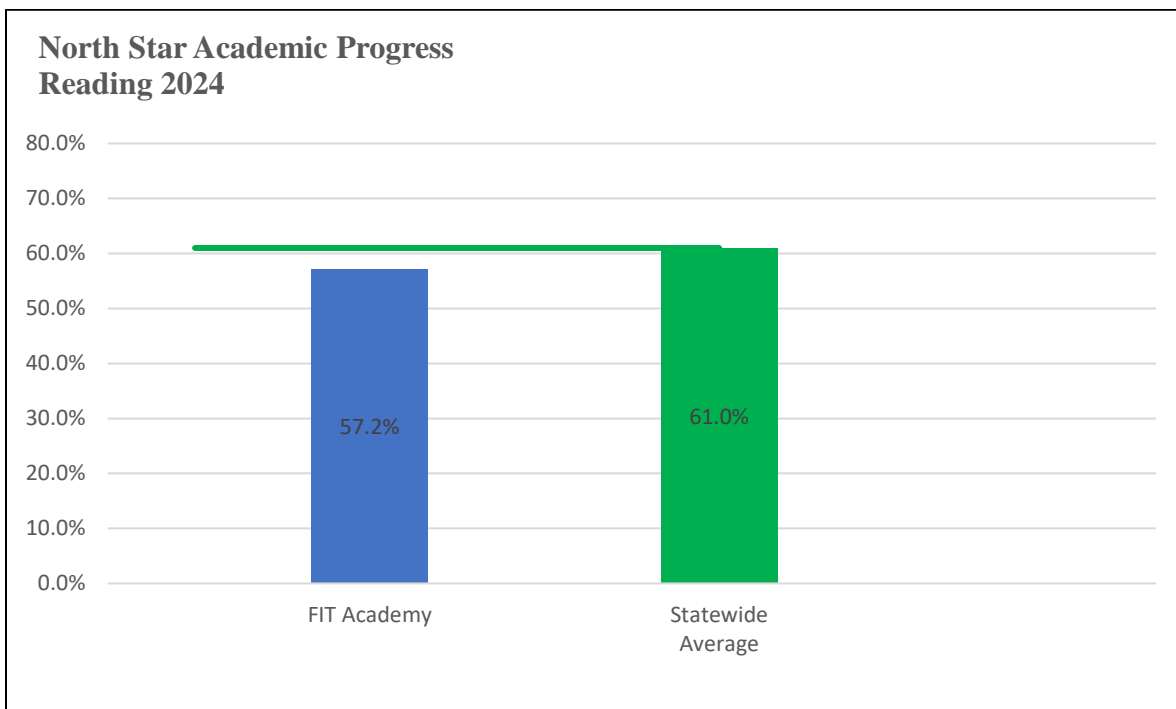


Figure 8 – North Star Academic Progress (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

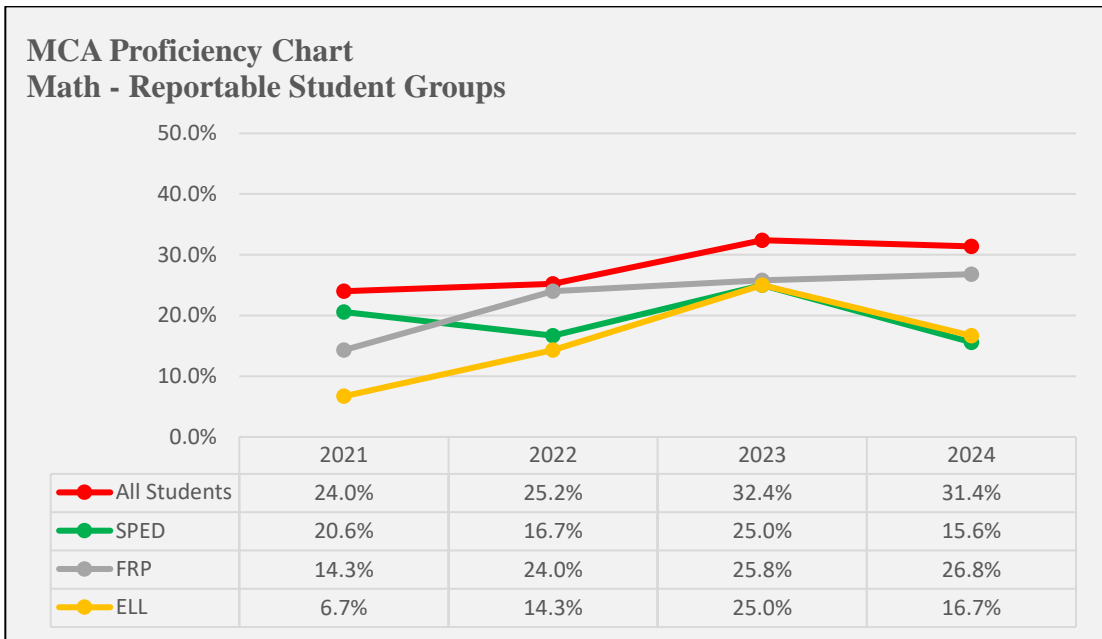


Figure 10- Reportable Student Groups MCA Math 2024

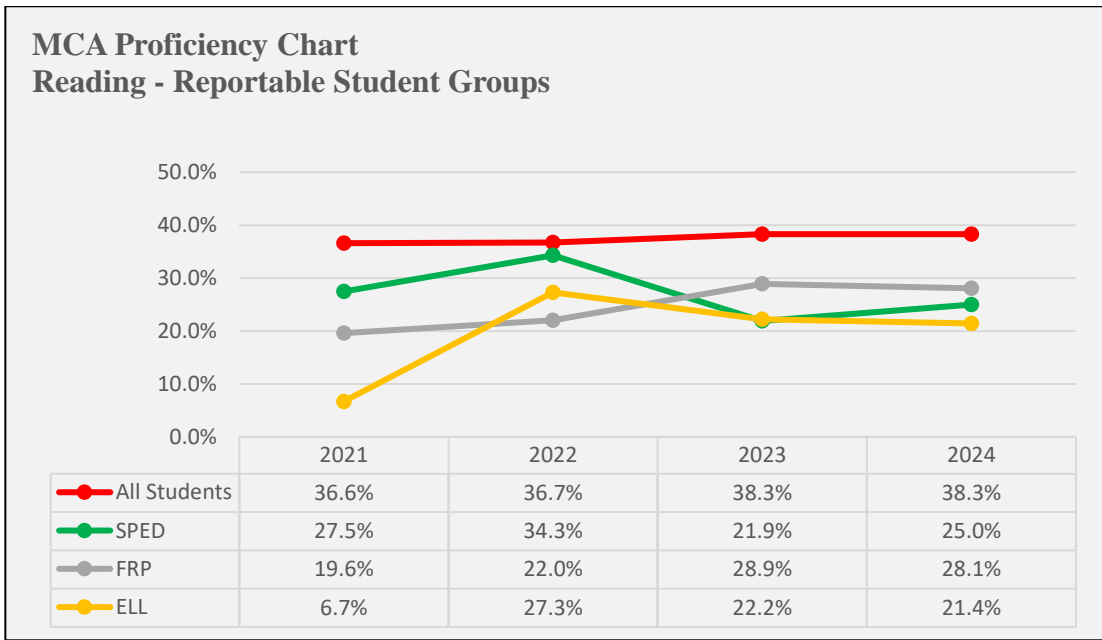


Figure 11- Reportable Student Groups MCA Reading 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
X	1: Partially Meets - 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.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: FIT Academy is outperforming the combined comparison schools, Adams Elementary, Eagle Ridge Middle School, Burnsville High School, in math 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 (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
X	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 46.5% for math and 57.2% for reading. A score of partially meets was awarded because the school's combined score was 51.9%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: A score of partially meets was awarded because the school reduced the achievement gap in two out of the six possible areas. (Free and Reduced Math, Special Education Reading)	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.

	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
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. The plan consists of four components, formal teacher observation and evaluation, an individualized growth and development plan, peer mentoring and a three-year review.	

Academic Performance 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.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: FIT Academy provided professional development for all its teachers throughout the school year during 2023-24. 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 2024, 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.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
Analysis: FIT Academy has a robust teacher lead 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 instructional strategies, joint planning, and professional development. The school's academic program is led by a leadership committee comprised of lead teachers, program coordinators, three grade cluster lead teachers, as well as full time school administration. All major decisions impacting teaching and learning begin with a discussion by the leadership committee followed by PLC level discussions with teachers and the gathering of family input.	

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.

X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
Analysis:	
Goal #1 All Students Ready for Kindergarten	
At least 80% of families enrolled for FIT kindergarten by August 1st will participate in a kindergarten readiness course.	
Result: Goal Met	
33 of 41 students participated in Kindergarten Round-up on May 9th or July 25th, 2024.	
Goal #2 Career and College Ready	
FIT Academy High School MCA scores will meet or exceed those of comparison High School in all three testing areas. Our comparison schools are district 196 ALC and Burnsville High School.	
Result: Goal Partially Met	
Reading: 196 ALC: 8.3%; BHS: 43%; FIT: 35%	
Math: 196 ALC: 0%; BHS: 17.2%; FIT: 16.5%	
Science: 196 ALC: 4.5%; BHS: 23.5%; FIT: 17.1%	
Goal #3 Graduate from High School	
FIT Academy's state cohort graduation rate will be at least 80%.	
Result: Goal Met	
2023/24 Enrolled Seniors: 91%	
MARSS reporting: 71.4%*	
* MARSS Reporting includes historical students who left FIT Academy and were not properly coded using MARSS exit codes	

Academic Standards Point Total: 10/14



GREEN ISLE COMMUNITY SCHOOL

Charter # 4144

Director: Lindsay Paschke

190 McGrann Street

PO Box 277

Green Isle, MN 5538

Phone: (507) 326-7144

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 2023 - 2024 school year, GICS tested 17 students on the MCA math and reading assessments. The school's proficiency rates increased in both math and reading from 2023 to 2024. GICS is currently outperforming the comparison school in math.

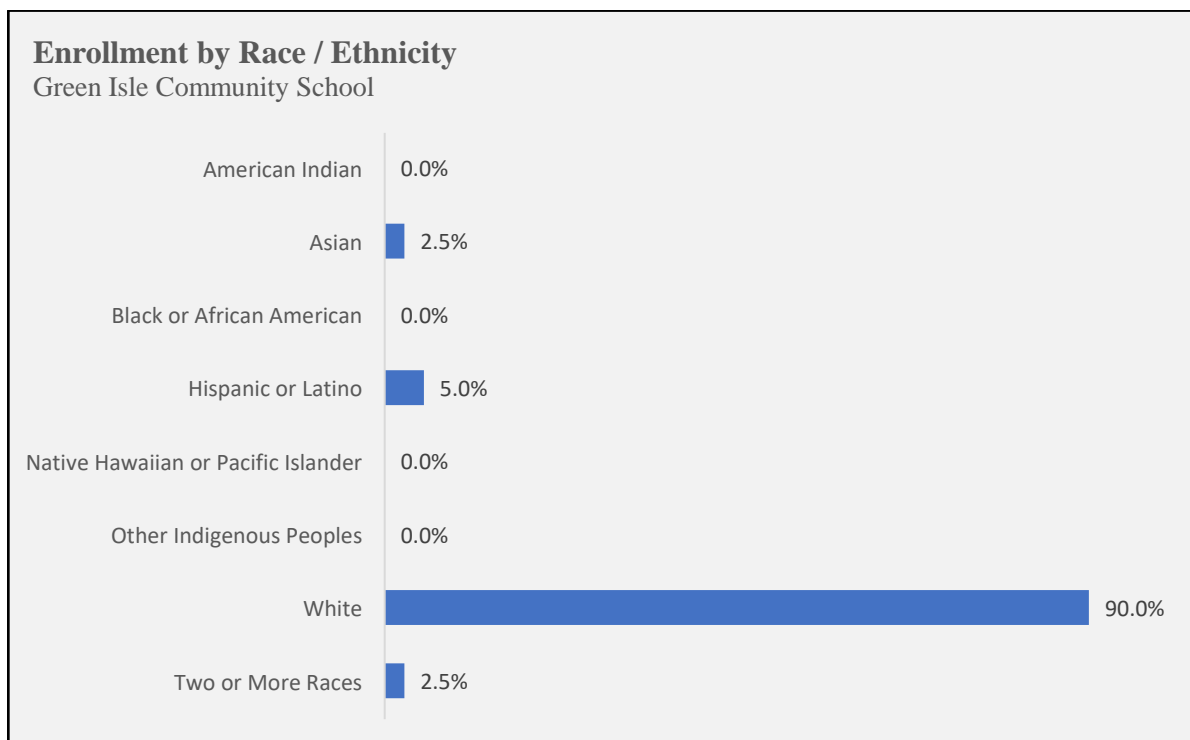


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

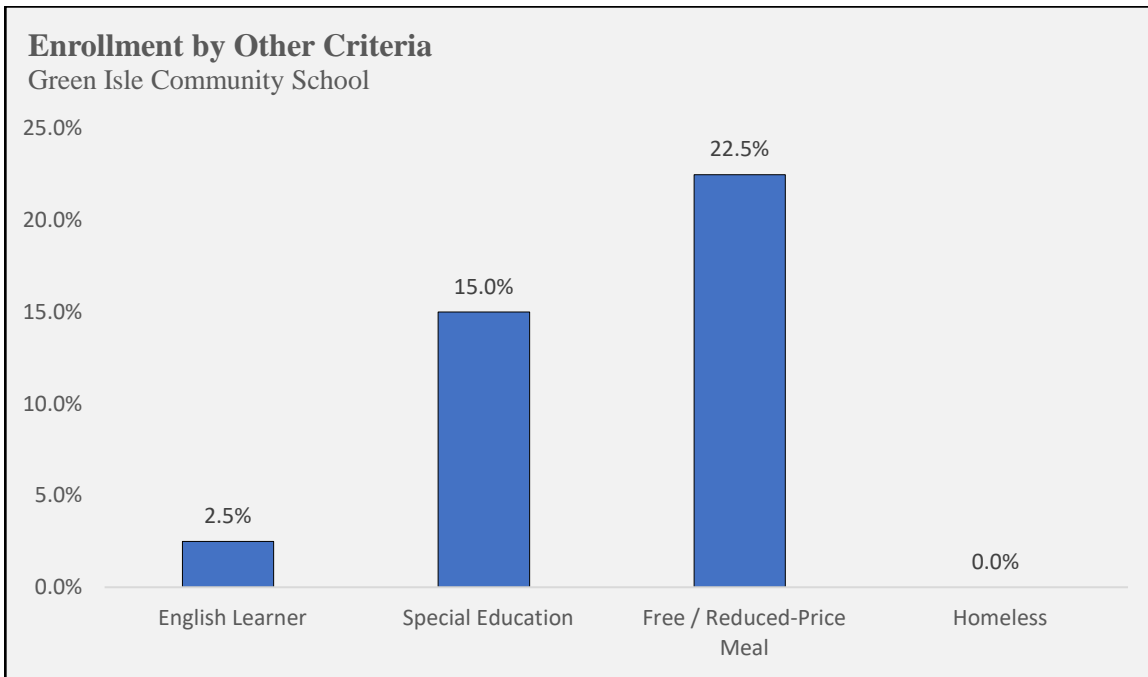


Figure 2 - Enrollment by Other Criteria

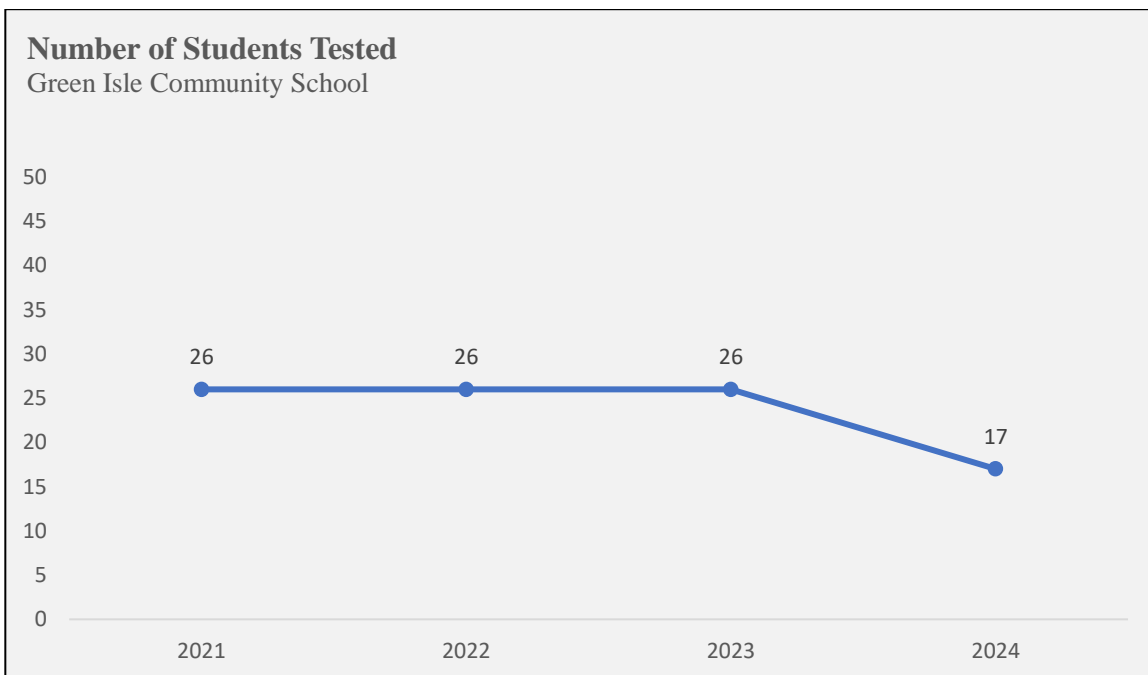


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3rd	57.1%	59.0%	59.1%	58.8%
4th	53.8%	56.4%	57.1%	56.7%
5th	41.1%	43.1%	44.4%	44.1%
6th	37.2%	39.3%	39.6%	40.3%
Green Isle	42.3%	50.0%	34.6%	47.1%
3rd	CTSTR	CTSTR	CTSTR	CTSTR
4th	54.5%	CTSTR	CTSTR	CTSTR
5th	CTSTR	25.0%	CTSTR	CTSTR
6th	CTSTR	CTSTR	CTSTR	CTSTR
Sibley East - Gaylord	45.2%	50.2%	47.9%	44.6%
3rd	60.3%	66.2%	52.9%	46.2%
4th	59.5%	66.7%	70.7%	61.9%
5th	38.1%	43.0%	30.8%	38.8%
6th	28.4%	27.8%	35.0%	28.6%

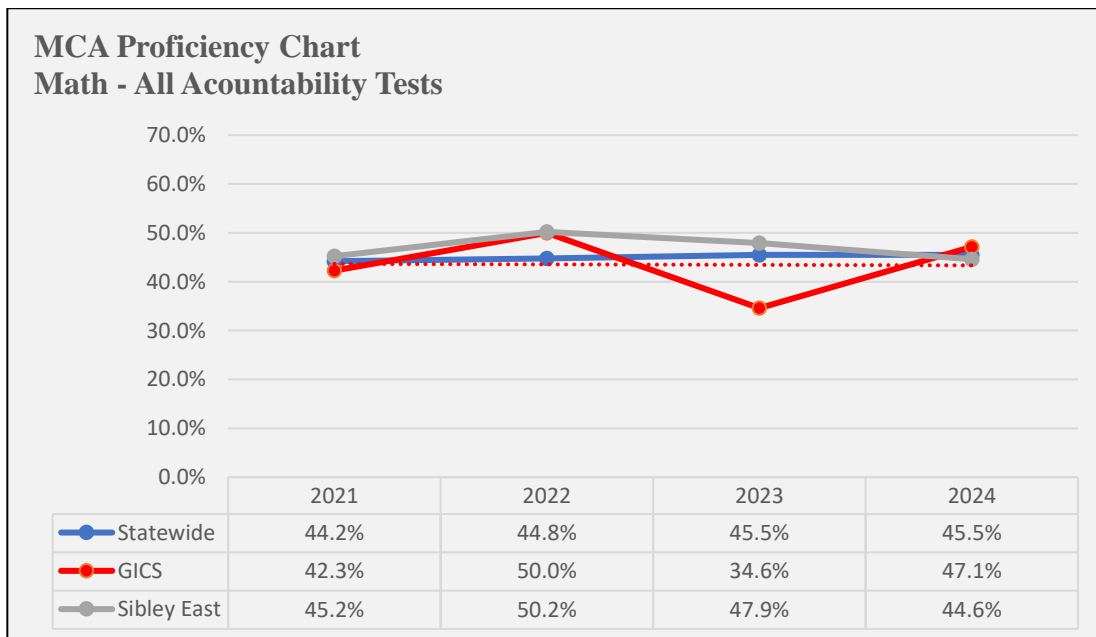


Figure 4 - MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: GICS' MCA math proficiency results are shown in Table 1 and Figure 4. Green Isle Community School's math proficiency rate increased by 12.5 percentage points to 47.1% in 2024. The school is currently outperforming the comparison school, Sibley East – Gaylord Elementary, as well as the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%

5 th	59.4%	59.4%	58.7%	57.5%
6 th	55.0%	54.4%	53.4%	54.5%
Green Isle	30.8%	46.2%	30.8%	47.1%
3 rd	CTSTR	CTSTR	CTSTR	CTSTR
4 th	36.4%	CTSTR	CTSTR	CTSTR
5 th	CTSTR	50.0%	CTSTR	CTSTR
6 th	CTSTR	CTSTR	CTSTR	CTSTR
Sibley East - Gaylord	45.6%	50.4%	46.9%	47.1%
3 rd	37.9%	44.1%	39.3%	32.1%
4 th	50.0%	50.0%	46.7%	47.1%
5 th	47.6%	58.2%	56.9%	55.7%
6 th	45.5%	47.9%	46.9%	54.3%

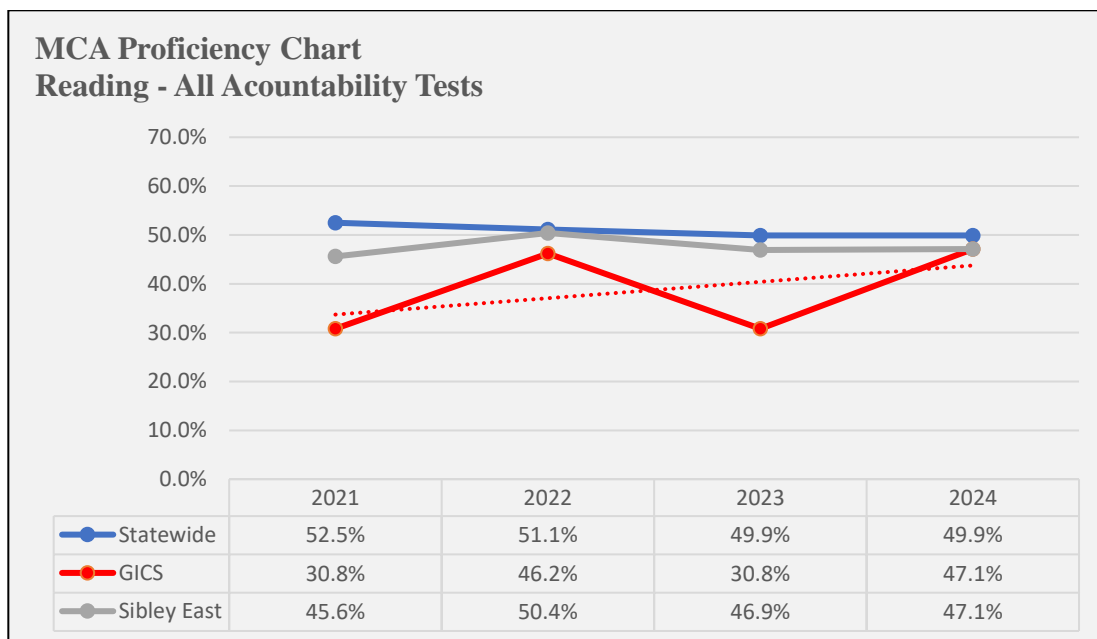


Figure 5 – MCA Reading Proficiency 2021-2024

ANALYSIS OF READING MCA PROFICIENCY: GICS’ MCA reading proficiency results are shown in Table 2 and Figure 5. Green Isle Community School’s reading proficiency rate increased by 16.3 percentage points to 47.1%. The school’s math proficiency rate is currently equal to that of the comparison school, Sibley East – Gaylord Elementary, and slightly below the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

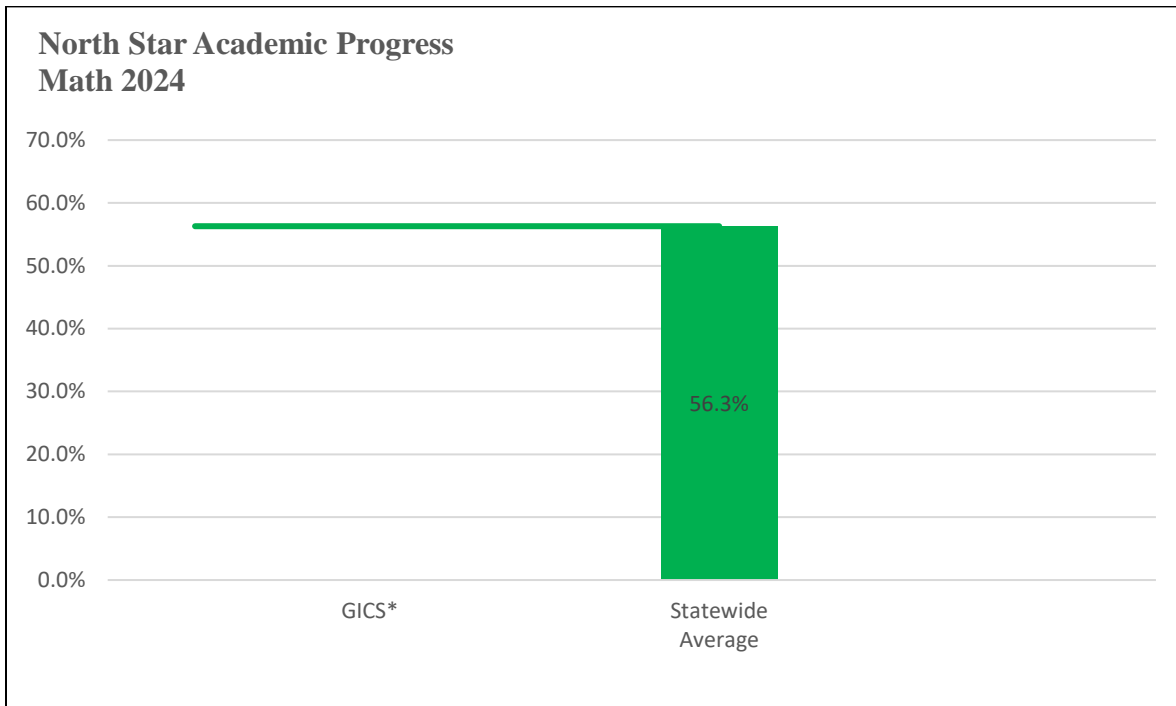


Figure 7 – 2024 North Star Academic Achievement Level (Improved + Maintained)

* Data Not Available

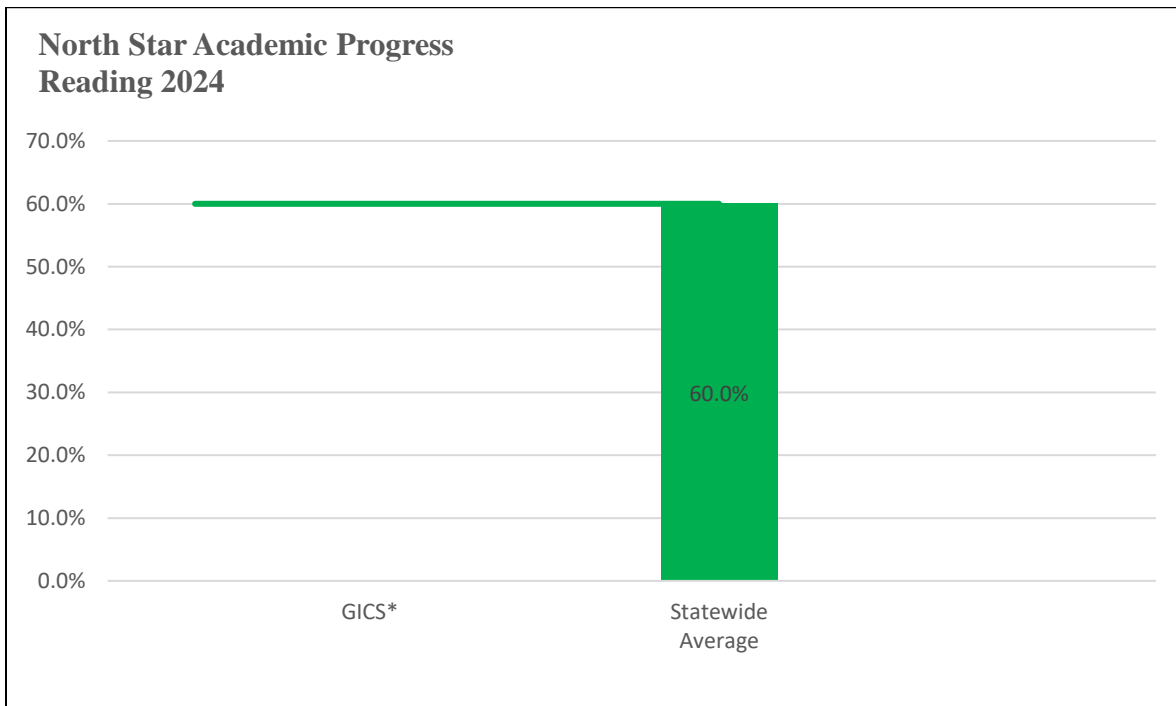


Figure 8 – 2024 North Star Academic Achievement Level (Improved + Maintained)

* 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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

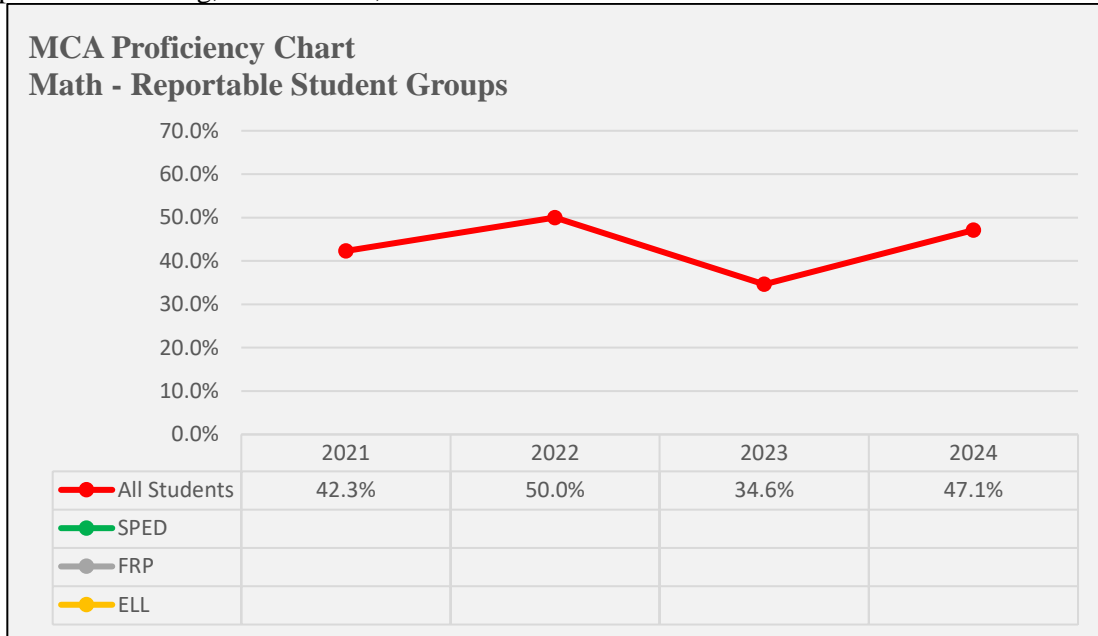


Figure 7 - Reportable Student Groups MCA Math 2021 - 2024

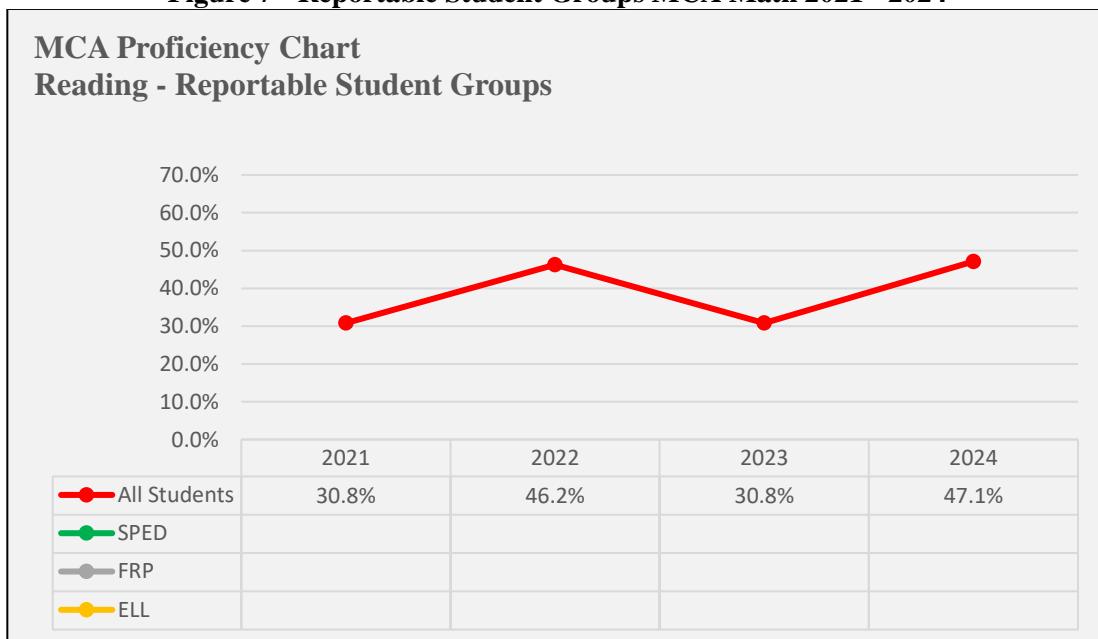


Figure 8 - Reportable Student Groups MCA Reading 2021- 2024

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.

<ul style="list-style-type: none"> • 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.	
	2 - Meets
X	1 - Partially Meets
	0 - Does Not Meet
Evidence / Source: Minnesota Department of Education	
<p>Analysis: Green Isle Community School outperformed the comparison school, Sibley East-Gaylord Elementary, in math. A score of Partially Meets was awarded because the school's reading proficiency rate was equal to and did not exceed that of the comparison school. 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 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)</p>	
Scale:	
Meets standard – School's achievement level of “improved and maintained” is 58.7% or higher.	
Partially meets standard - School's achievement level of “improved and maintained” is between 58.7% and 43.7%.	
Does not meet standard - School's achievement level of “improved and maintained” is below 43.7%.	
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.	

<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. 	
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 2023-2024 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

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.

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
 All students entering kindergarten from our CKCC program will have the appropriate academic foundation to succeed in the classroom.
Result: Goal Not Met

Goal #2a 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 #2b 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 #2c 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: 8/10



Harbor City International School

Charter #4085

Director: Aryn Bergsven
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Duluth, MN 55802
Phone: (218) 722-7574
www.harborcityschool.org

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 44 students on the Minnesota Comprehensive Assessments in 2024. The school is currently outperforming the local comparison school in math, reading and science. HCIS had a four-year graduation rate of 85.7% in 2023. The school’s Special Education and Free and Reduced populations are slightly below the statewide averages.

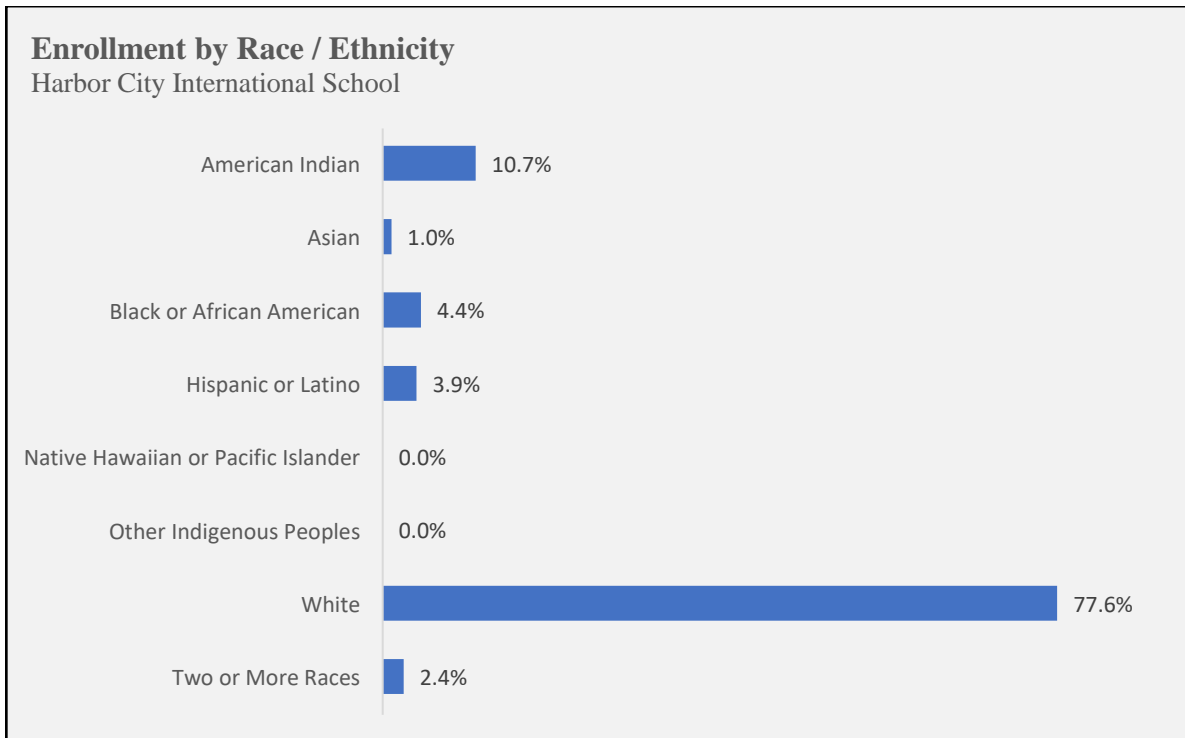


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

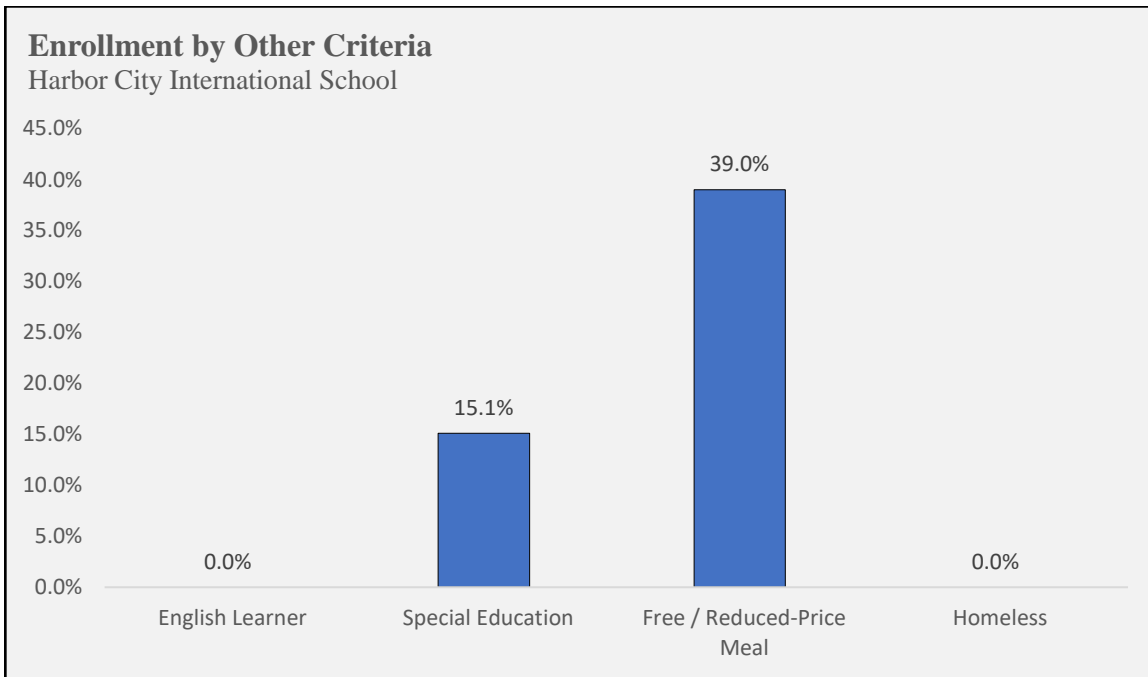


Figure 2 - Enrollment by Other Criteria

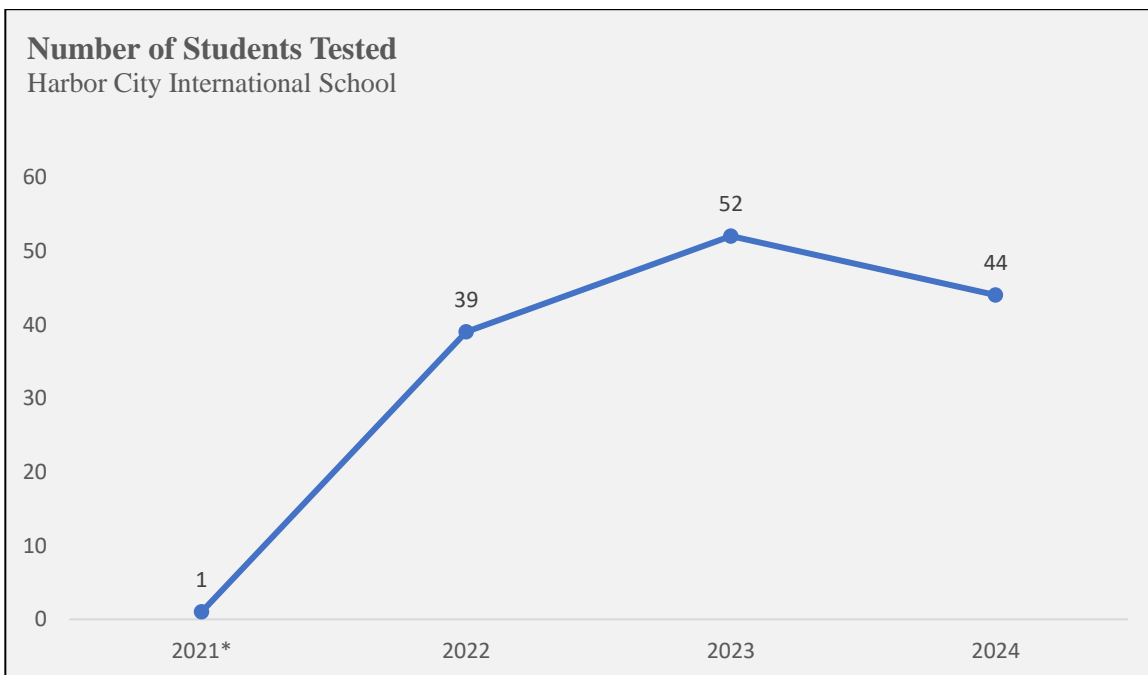


Figure 3– Number of Students Tested (MCA Math)

* 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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021*	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
11 th	41.4%	36.6%	36.0%	35.0%
Harbor City		43.6%	52.8%	50.0%
Denfeld	33.6%	30.4%	19.2%	29.7%

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

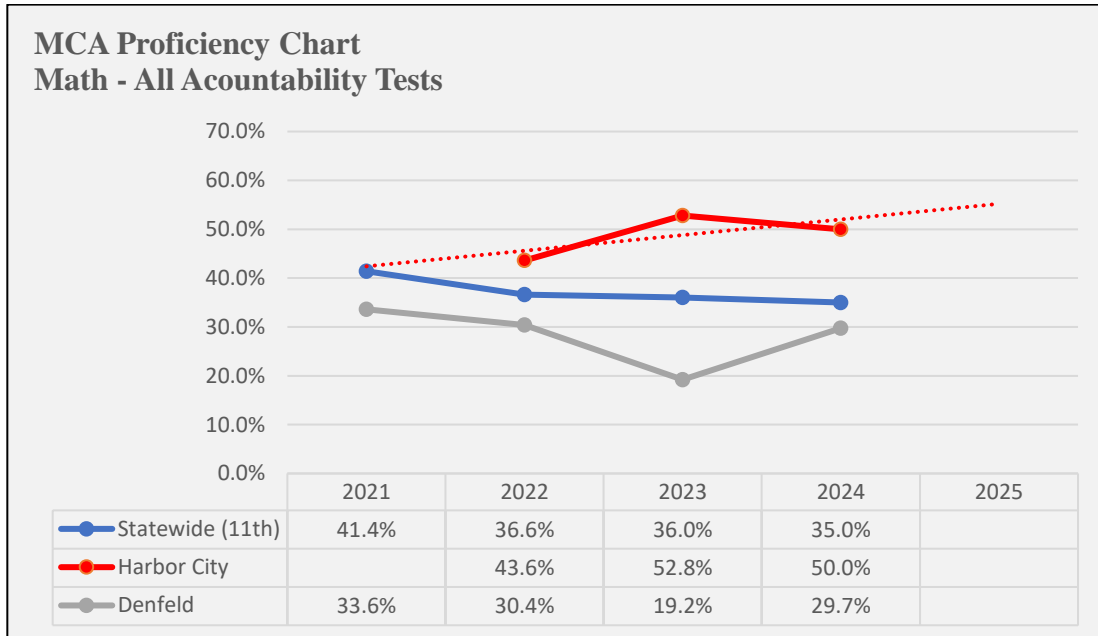


Figure 4 - MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: HCIS’ MCA math proficiency results are shown in Table 1 and Figure 4. Harbor City International School’s math proficiency rate declined by 2.8 percentage points from 2023 to 2024. Despite the decline, HCIS is currently outperforming the comparison school, Denfeld High School, by 20.3 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 2021 - 2024

MCA Reading	2021*	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
10 th	58.3%	55.2%	51.7%	52.2%
Harbor City		71.4%	84.3%	89.1%
Denfeld	44.2%	49.3%	50.9%	52.3%

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

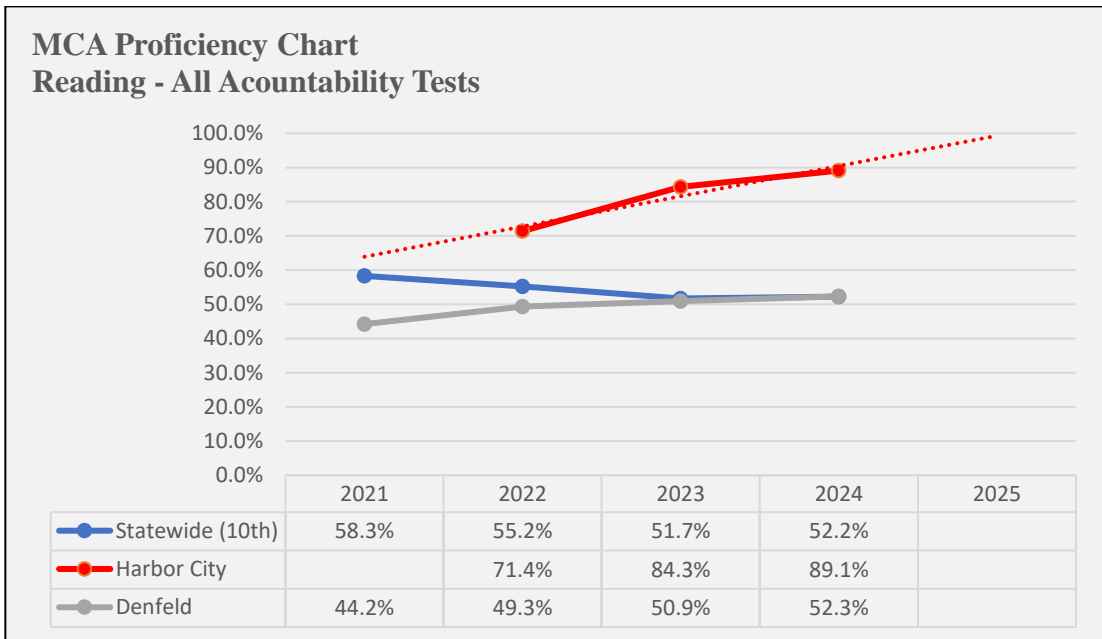


Figure 5 – MCA Reading Proficiency 2021-2024

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 4.8 percentage points from 2023 to 2024 and is currently outperforming the comparison school, Denfeld High School, by 36.8 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 2021 - 2024

MCA Science	2021*	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
H.S.	48.3%	45.6%	41.8%	43.5%
Harbor City		75.0%	68.8%	71.8%
Denfeld	37.6%	40.3%	32.1%	40.8%

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

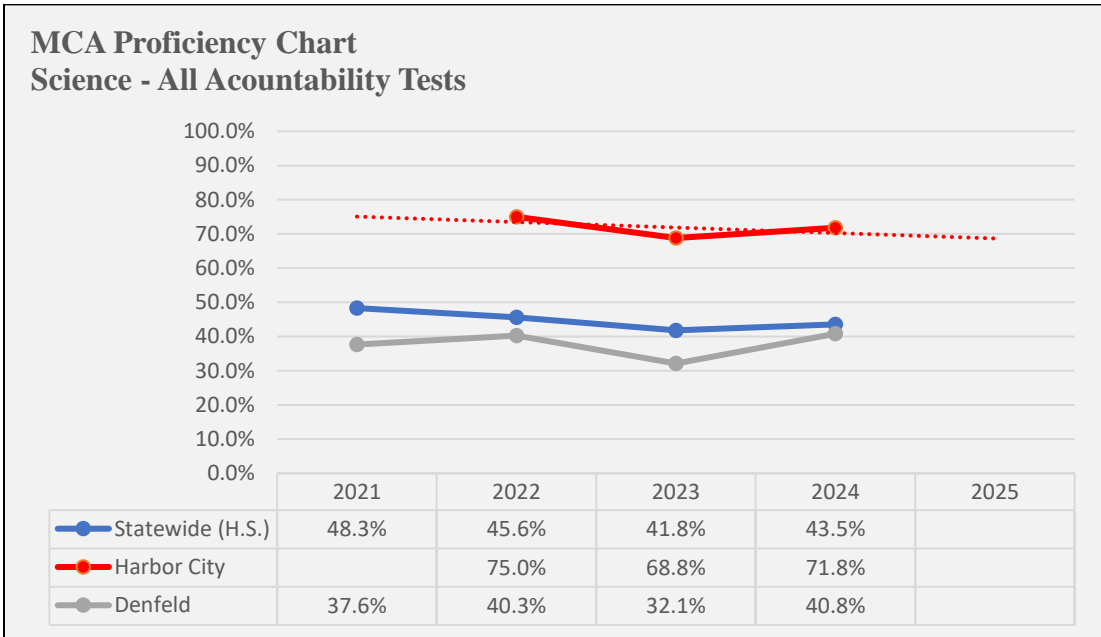


Figure 6 – MCA Science Proficiency 2021-2024

ANALYSIS OF SCIENCE MCA PROFICIENCY: MCA science proficiency results are shown in Table 3 and Figure 6. Harbor City International School increased its science proficiency rate by 3.0 percentage points from 2023 to 2024 and is currently outperforming the comparison school, Denfeld High School, by 31.0 percentage points. 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.

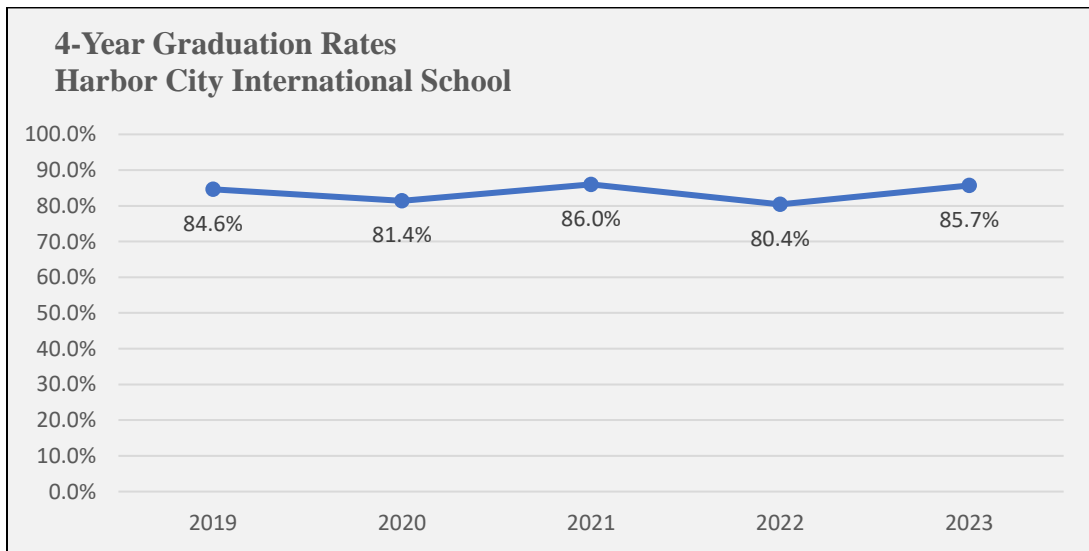


Figure 7 - Graduation Rates 2019- 2023

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

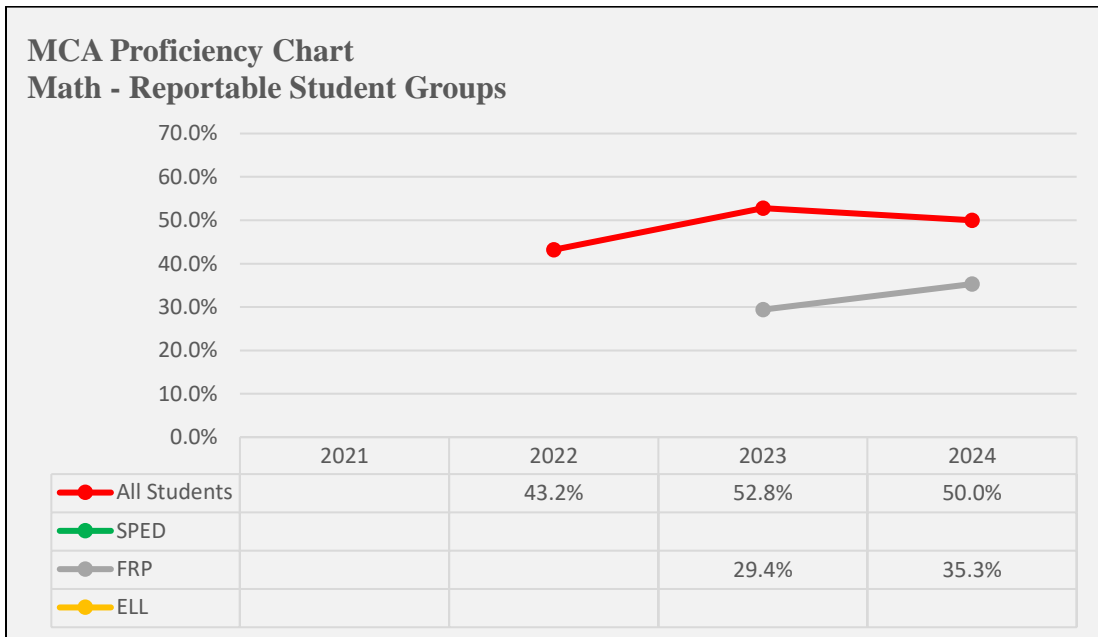


Figure 8 - Reportable Student Groups MCA Math 2021 - 2024

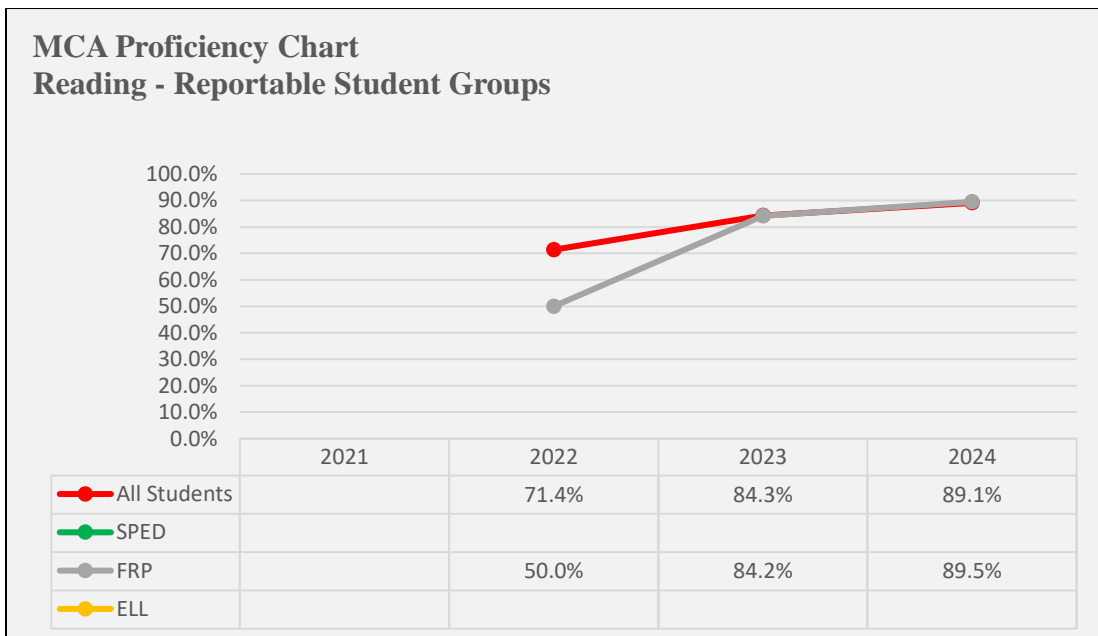


Figure 9 - Reportable Student Groups MCA Reading 2021 - 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

X	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.

Data Source: Minnesota Department of Education

Analysis: The school is outperforming the comparison school, Denfeld High School, in math, reading and science.

Academic Performance Standard 2 (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.

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%.

Data Source: Minnesota Department of Education

Analysis: 2023 graduation rate = 85.7%

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

X	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.

Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.

Analysis: The difference between the “all students” group and the free and reduced group decreased in both math and reading from 2023 to 2024. This was the only reportable group that HCIS in 2024.

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

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.

Data Source: School Annual Report

Analysis: Teacher Development and Evaluation is important to the academic success of HCIS students. In 2023/2024 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 Performance 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.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: The theme for 2023/24 staff professional development at HCIS was “We are All Leaders”. Staff addressed this topic in back to school in services, throughout the year in working research and action committees, and in the introduction of leadership roles: teacher coaches, activities coordinator, social media coordinator.

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

X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.

Data Source: School Annual Report

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.

Academic Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

Data Source: School Annual Report

Analysis:

Goal #1 All Students Career – and College – Ready by Graduation

A support system is in place for students so that all students get graduation path guidance and post-secondary support which includes a student support specialist and college readiness advisor.

Result: Goal on Track (Multi-Year Goal)

All 11th grade students completed at least 1 post-secondary visit or college fair through programming offered by our College and Career Readiness Advisor. All Seniors met at least one time with college and career readiness advisor. College and Career readiness website in place and actively promoted throughout the school.

Goal #2 All Students Graduate

The LEA's four, five, and six-year graduation rate is at or above the state average and above the local district's rate.

Result: Goal on Track (Multi-Year Goal)

The school's four, five, and six year graduation rates are currently above both the statewide average and the local district.

HCIS

4 year graduation rate – 85.7%

5 year graduation rate – 88.4%

6 year graduation rate – 100%

Statewide

4 year graduation rate – 83.3%

5 year graduation rate – 86.4%

6 year graduation rate – 87.7%

Duluth Public School District

4 year graduation rate – 74.9%

5 year graduation rate – 78.9%

6 year graduation rate – 76.4%

Student support specialist worked directly with all seniors to confirm graduation progress and create credit recovery plans for students not on track.

Academic Standards Point Total: 14/14



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 282 students in 2024. The school’s proficiency rates on the Minnesota Comprehensive Assessments declined in math, reading and science from 2023 to 2024. During the 2023 – 2024 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.

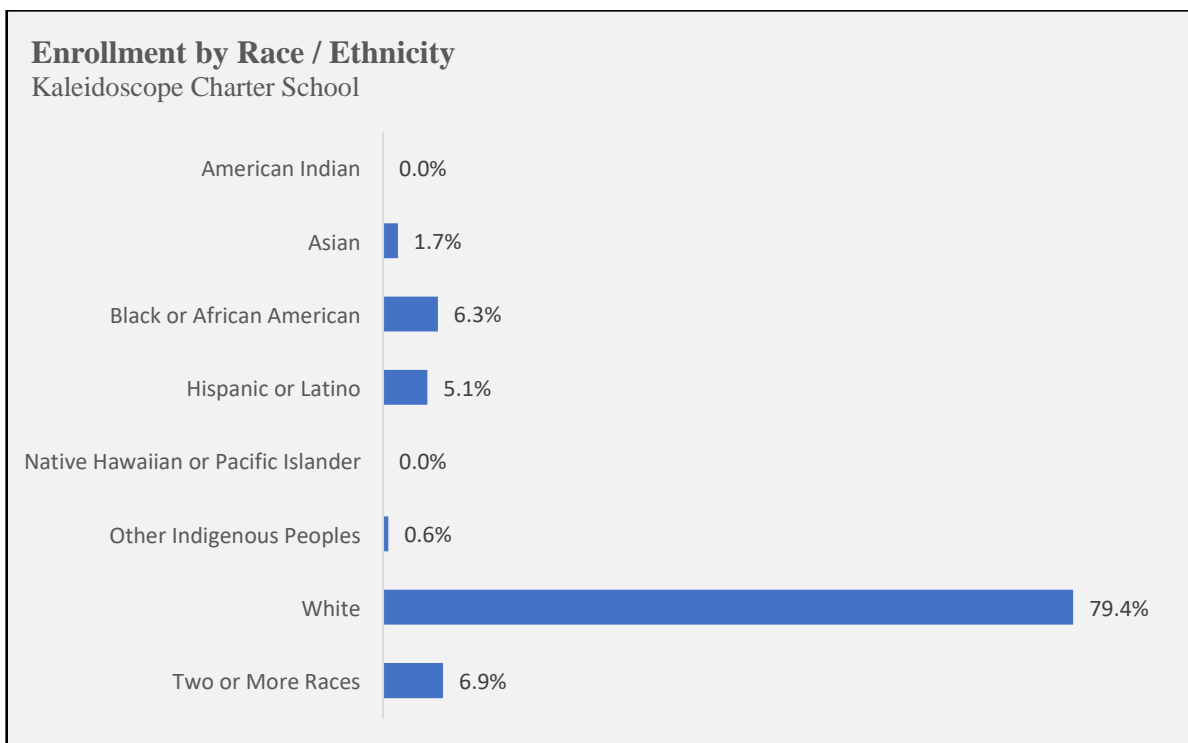


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

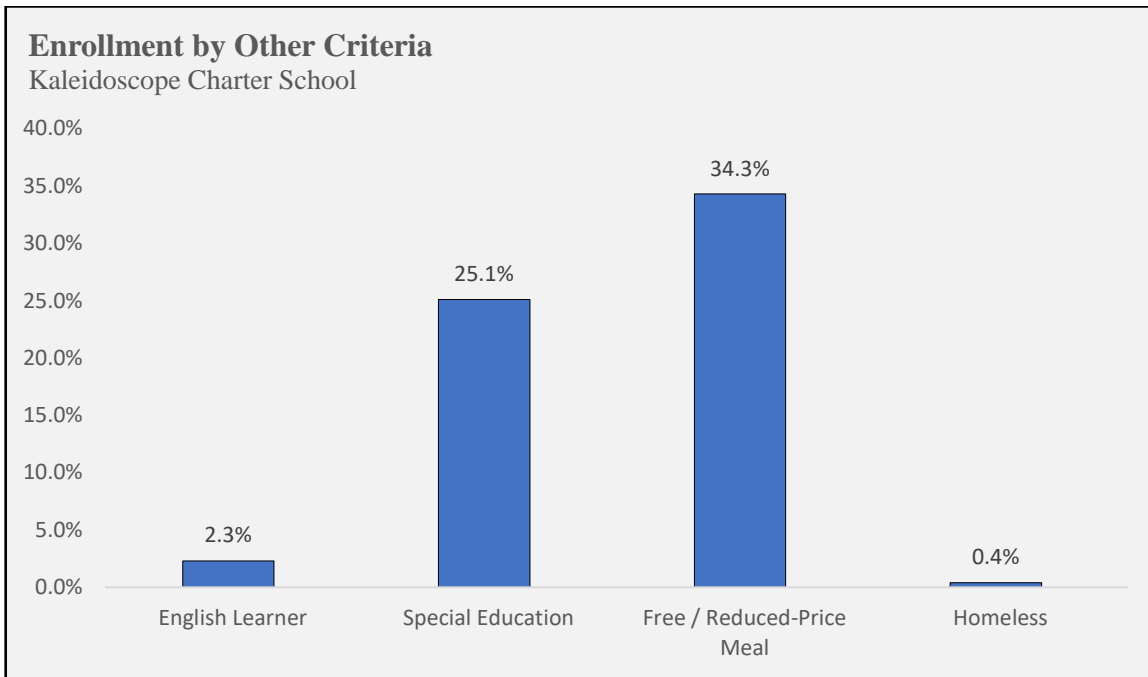


Figure 2 - Enrollment by Other Criteria

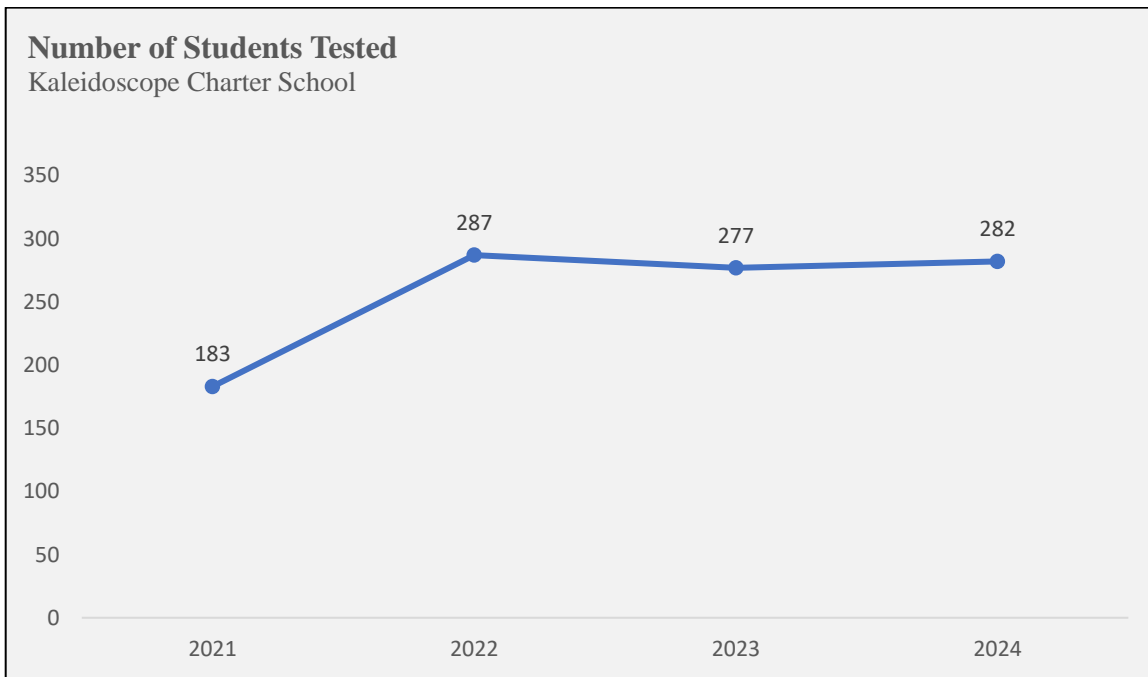


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 – 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3 rd	57.1%	59.0%	59.1%	58.8%
4 th	53.8%	56.4%	57.1%	56.7%
5 th	41.1%	43.1%	44.4%	44.1%
6 th	37.2%	39.3%	39.6%	40.3%
7 th	37.4%	37.6%	39.7%	40.1%
8 th	39.8%	40.1%	40.3%	41.1%
11 th	41.4%	36.6%	36.0%	35.0%
Kaleidoscope	39.9%	36.0%	35.4%	33.0%
3 rd	67.4%	57.7%	59.6%	39.1%
4 th	39.5%	45.0%	46.0%	38.5%
5 th	17.6%	18.5%	9.6%	34.7%
6 th	45.0%	33.3%	11.6%	11.4%
7 th	29.4%	31.6%	38.5%	33.3%
8 th	31.3%	27.6%	55.6%	44.1%
11 th	20.0%	7.7%	28.6%	22.2%
Maple Lake Elementary	68.1%	62.8%	68.1%	61.8%
3 rd	84.8%	60.0%	75.0%	81.0%
4 th	83.6%	87.5%	69.0%	68.5%
5 th	49.1%	51.9%	60.0%	45.9%
6 th	56.5%	55.4%	66.7%	58.0%
Maple Lake Secondary	46.1%	43.8%	39.9%	47.1%
7 th	38.2%	38.9%	47.6%	47.3%
8 th	46.3%	47.8%	40.7%	49.2%
11 th	53.5%	43.9%	30.4%	44.6%
Combined	57.4%	54.3%	55.4%	55.1%

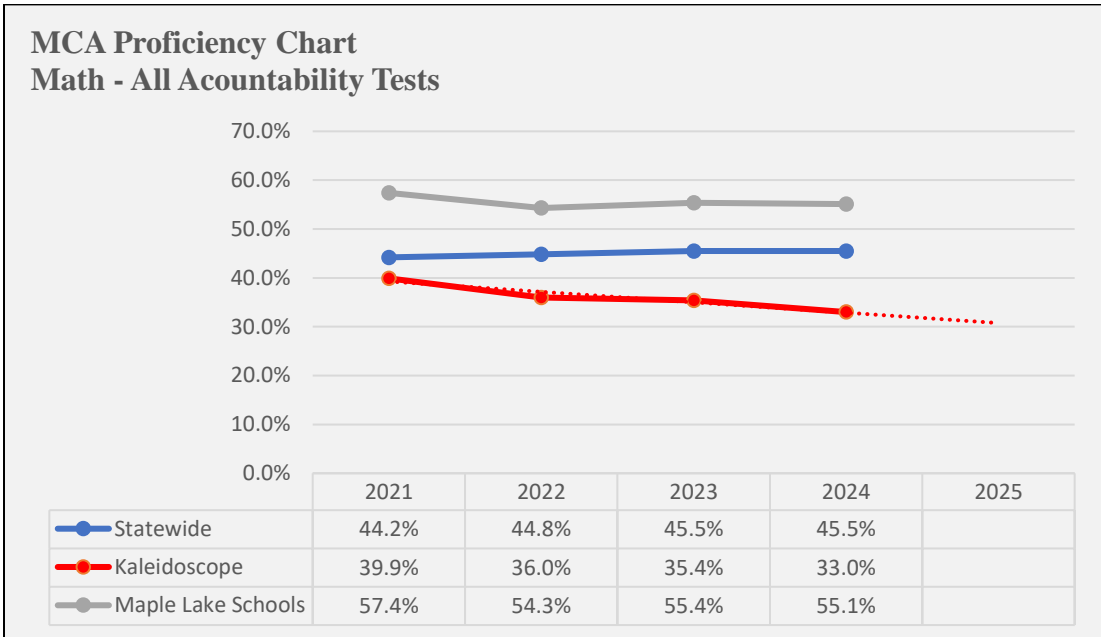


Figure 4 - MCA Math Proficiency 2021 – 2024

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 2.4 percentage points from 2023 to 2024. 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3 rd	48.5%	48.1%	47.4%	46.5%
4 th	49.3%	49.6%	48.4%	48.1%
5 th	59.4%	59.4%	58.7%	57.5%
6 th	55.0%	54.4%	53.4%	54.5%
7 th	48.3%	45.5%	45.2%	45.5%
8 th	49.7%	46.4%	44.8%	44.6%
10 th	58.3%	55.2%	51.7%	52.2%
Kaleidoscope	49.5%	50.7%	51.5%	43.1%
3 rd	41.9%	47.1%	55.8%	26.1%
4 th	34.1%	41.7%	42.0%	42.3%
5 th	61.8%	49.1%	53.8%	49.0%
6 th	61.9%	48.7%	44.2%	34.3%
7 th	44.4%	54.3%	47.5%	64.3%
8 th	66.7%	65.4%	62.1%	36.4%
10 th	58.3%	68.2%	60.6%	60.0%

Maple Lake Elementary	60.9%	54.5%	56.2%	55.1%
3rd	67.4%	28.3%	46.4%	54.8%
4th	69.1%	69.4%	43.1%	53.7%
5th	55.2%	64.8%	71.1%	59.0%
6 th	52.1%	59.6%	68.6%	52.0%
Maple Lake Secondary	54.7%	49.2%	59.2%	50.5%
7th	49.3%	44.4%	55.6%	52.7%
8th	55.6%	52.2%	42.6%	47.5%
10th	60.3%	50.0%	59.6%	51.4%
Combined	58.0%	52.1%	54.7%	52.9%

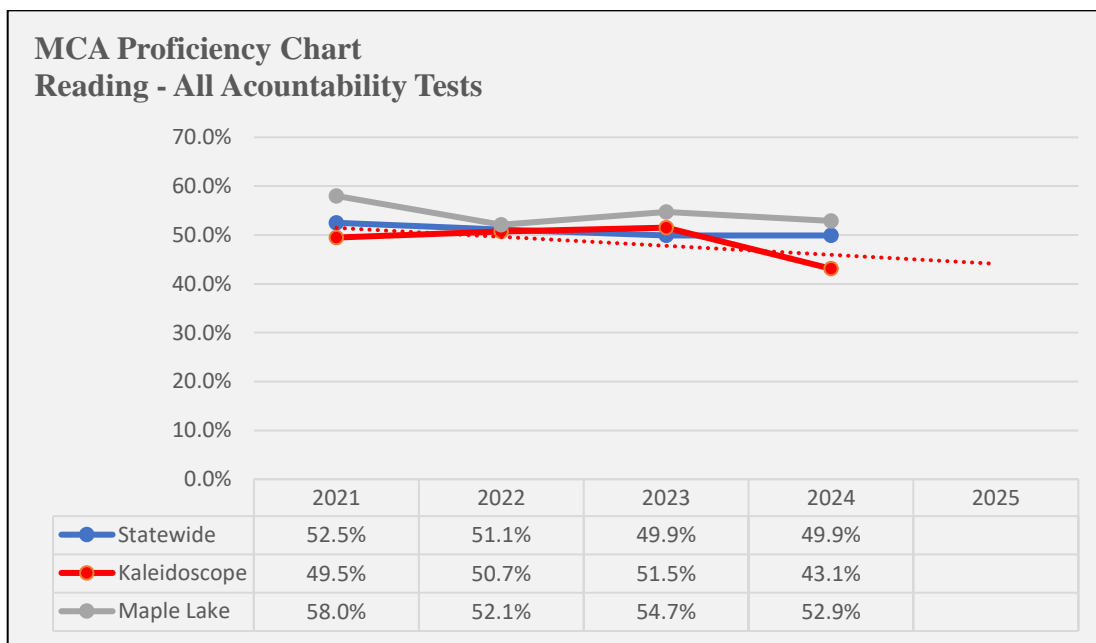


Figure 5 – MCA Reading Proficiency 2021 - 2024

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’s reading proficiency rate declined 8.4 percentage points from 2023 to 2024. 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 reading proficiency rate to meet or exceed that of the comparison district as well as the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2024

MCA Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5 th	47.9%	50.5%	48.4%	45.0%
8 th	33.8%	29.2%	27.6%	30.3%
H.S.	48.3%	45.6%	41.8%	43.5%

Kaleidoscope	42.9%	41.8%	40.2%	30.4%
5 th	38.2%	44.2%	34.6%	32.0%
8 th	52.9%	40.7%	55.6%	29.4%
H.S.	41.7%	36.8%	36.4%	CTSTR
Maple Lake Schools	42.5%	39.5%	29.7%	35.8%
5 th	46.4%	51.9%	42.2%	44.3%
8 th	29.6%	31.8%	7.5%	31.7%
H.S.	50.9%	36.8%	40.4%	31.9%

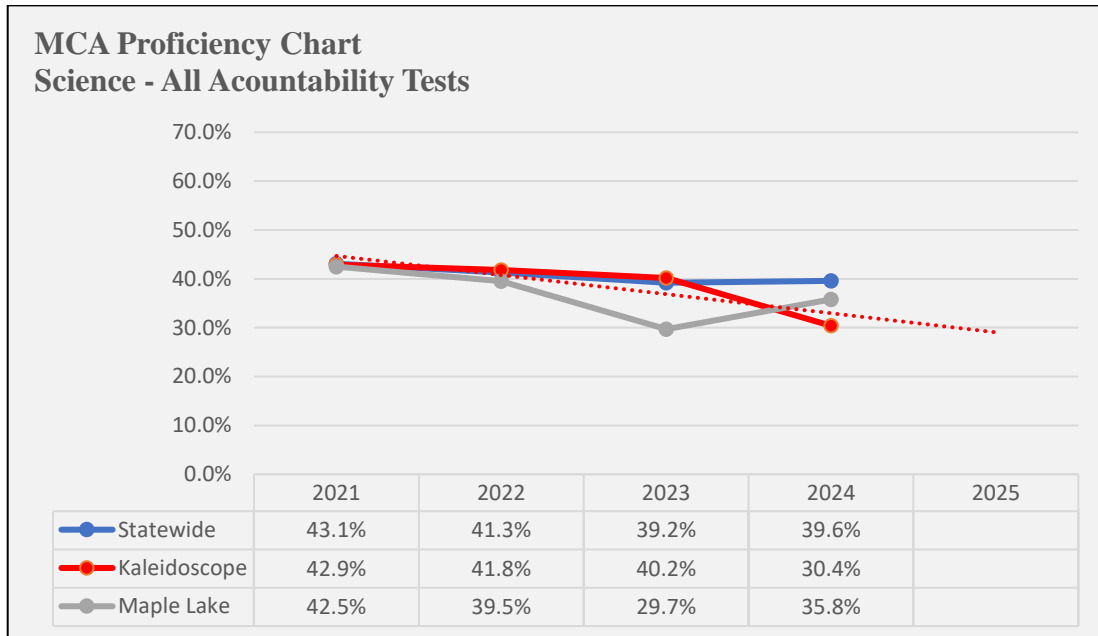


Figure 6 – MCA Science Proficiency 2021-2024

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 9.8 percentage points from 2023 to 2024. 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 science proficiency rate to meet or exceed that of the comparison district as well as the statewide average.

Academic Performance Standard 2 – Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.4% in math and 61.0% in reading on the North Star Academic Progress Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

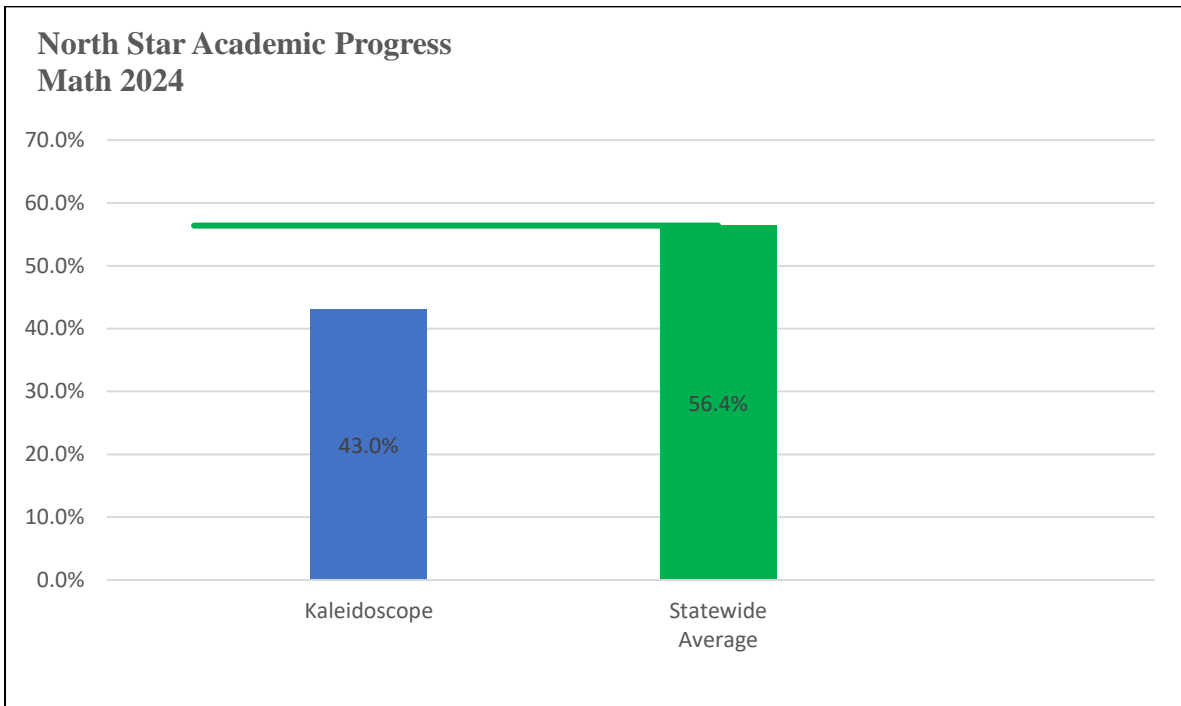


Figure 7 – North Star Academic Progress (Improved + Maintained)

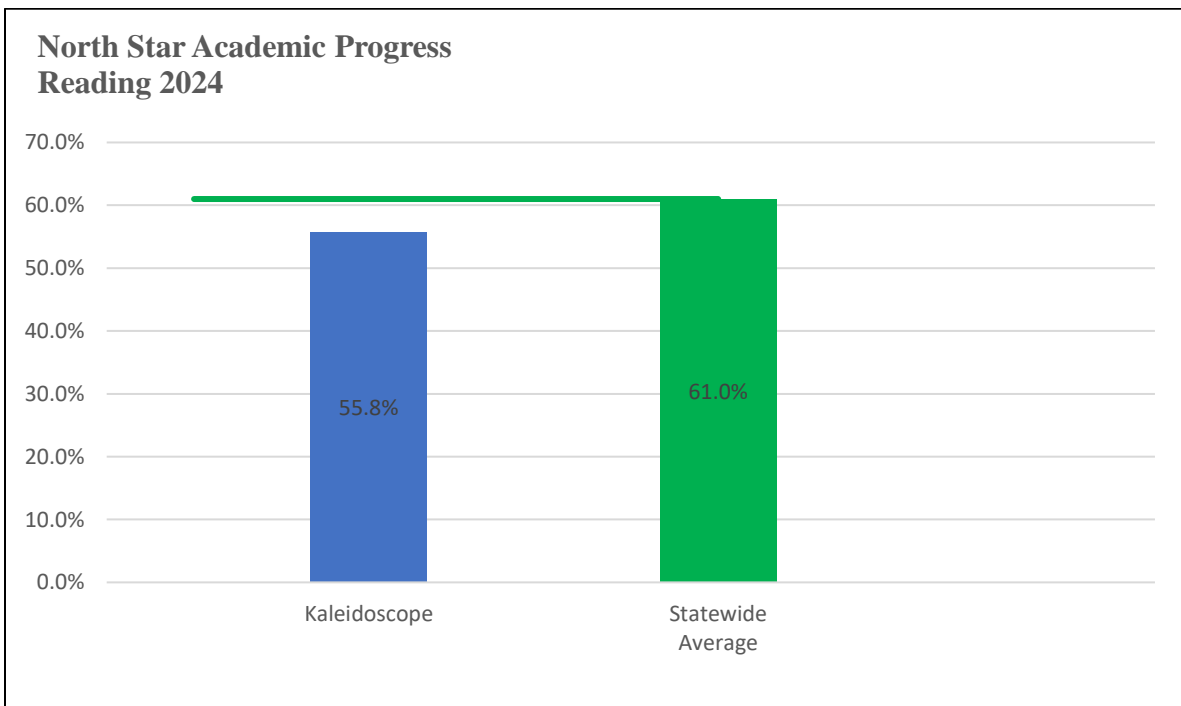


Figure 8 – North Star Academic Progress (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

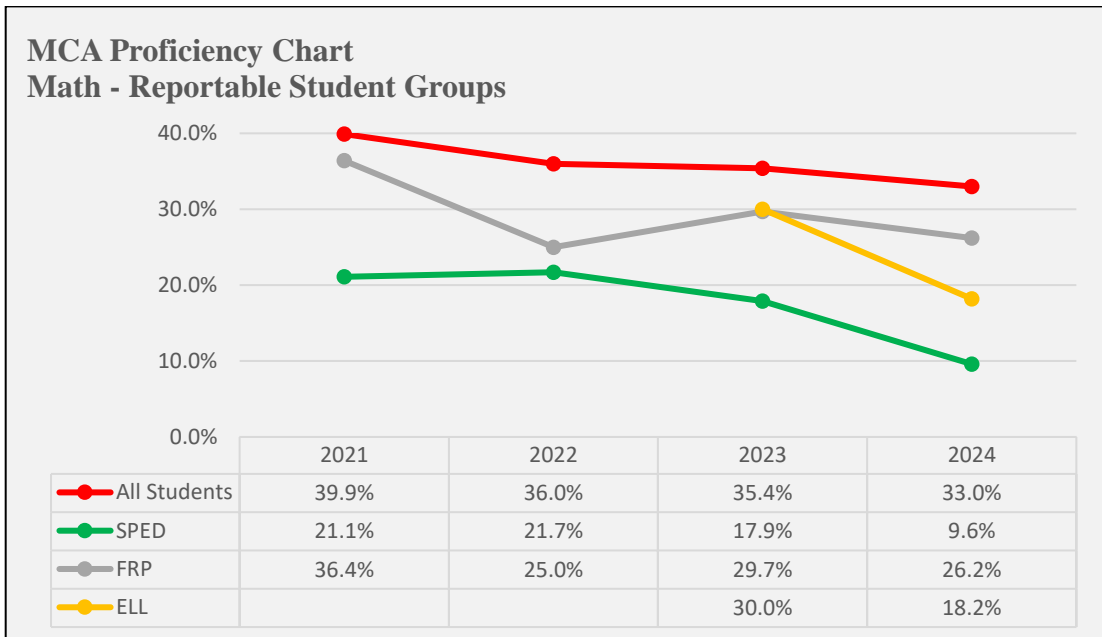


Figure 10 - Reportable Student Groups MCA Math 2021 - 2024

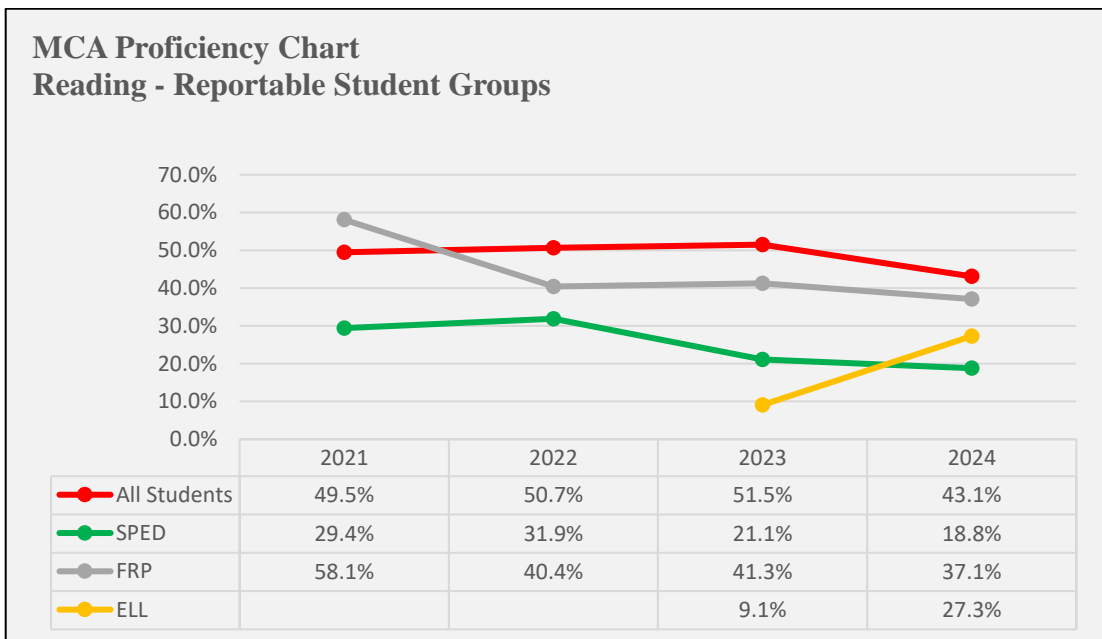


Figure 11 - Reportable Student Groups MCA Reading 2021- 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
X	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: Kaleidoscope Charter School performed below the comparison district, Maple Lake Public School District, 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 (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "increased and maintained" is 58.7% or higher.
X	1: Partially Meets - School's achievement level of "increased and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "increased and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 43.0% for math and 55.8% for reading. A score of partially meets was awarded because the school's combined score was 49.4%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: A score of partially meets was awarded because Kaleidoscope Charter School reduced the achievement gap in three out of the six possible areas. (SPED reading, FRP reading and EL reading)	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.

Data Source: School Annual Report

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. In the spring of 2024, a revamped mentorship program was implemented. Each New-to-Career and New-to-KCS teacher is assigned a mentor. Mentors also go into the classroom to observe their mentee.

Academic Performance 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.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: The school’s focus for professional development for the 2023-2024 school year was on raising the achievement of students. Teachers were provided a total of 16 work and professional development days throughout the school year. Professional development focused on the following areas:

- Questioning strategies (elementary)
- AVID implementation (secondary)
- Lead in Me - 7 Habits Training
- Trauma Informed Training
- PBIS Training
- New Mathematics and Science Curriculum Training

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

X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.

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 Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

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 2024-2025 school year, as of March 15, 2024, will participate in a 30-minute Kindergarten Readiness Course in April 2024.

Result: Goal Met

For 2023-24 KCS had a participation rate of 80% toward its school readiness goal.

Goal #2 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 shift from 63% in 2022-2023 to 50% in 2023-24.

Result: Goal Met

For 2023-24, KCS participation rate was 50%. (This % was lowered to 50% - - same as the previous year, due to a loss of athletic cooperative agreements at the end of 2022-23).

Goal #3 All Students Graduate

KCS will maintain a 90% or above 4-year graduation rate.

Result: Goal Met

90.5% of students graduated in 2023. (100% for the 2023-2024 school year.)

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 166 students in 2024. 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.

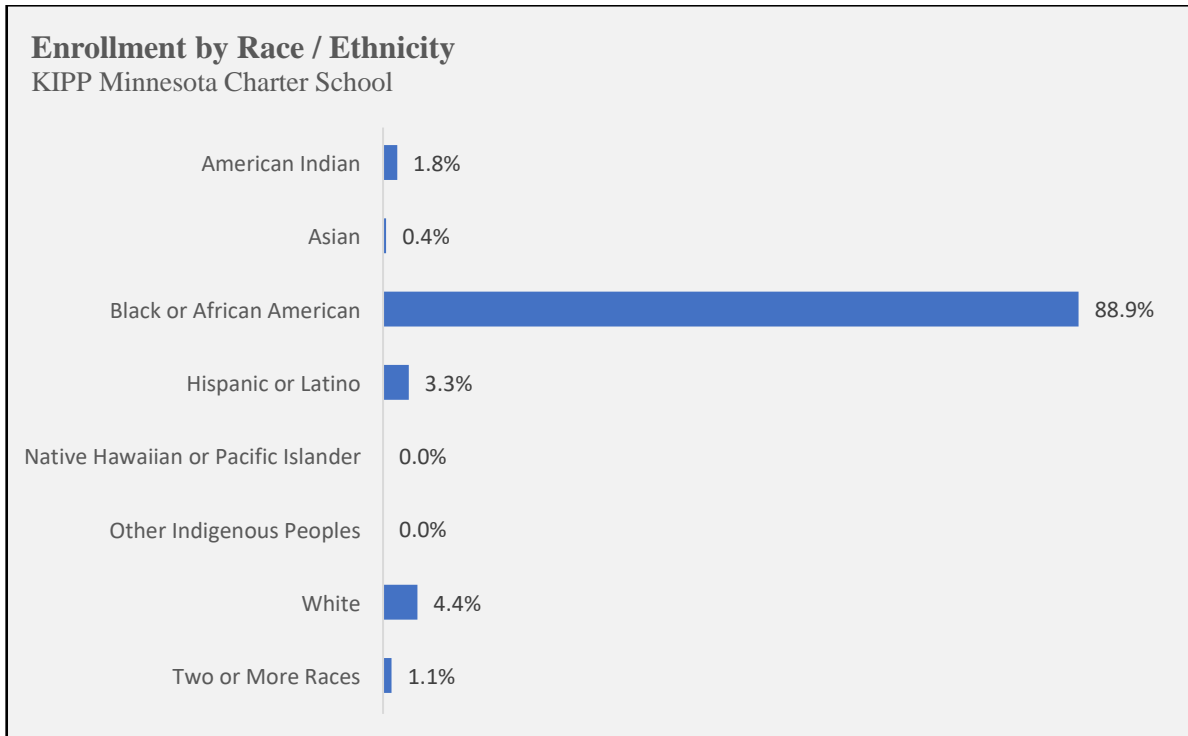


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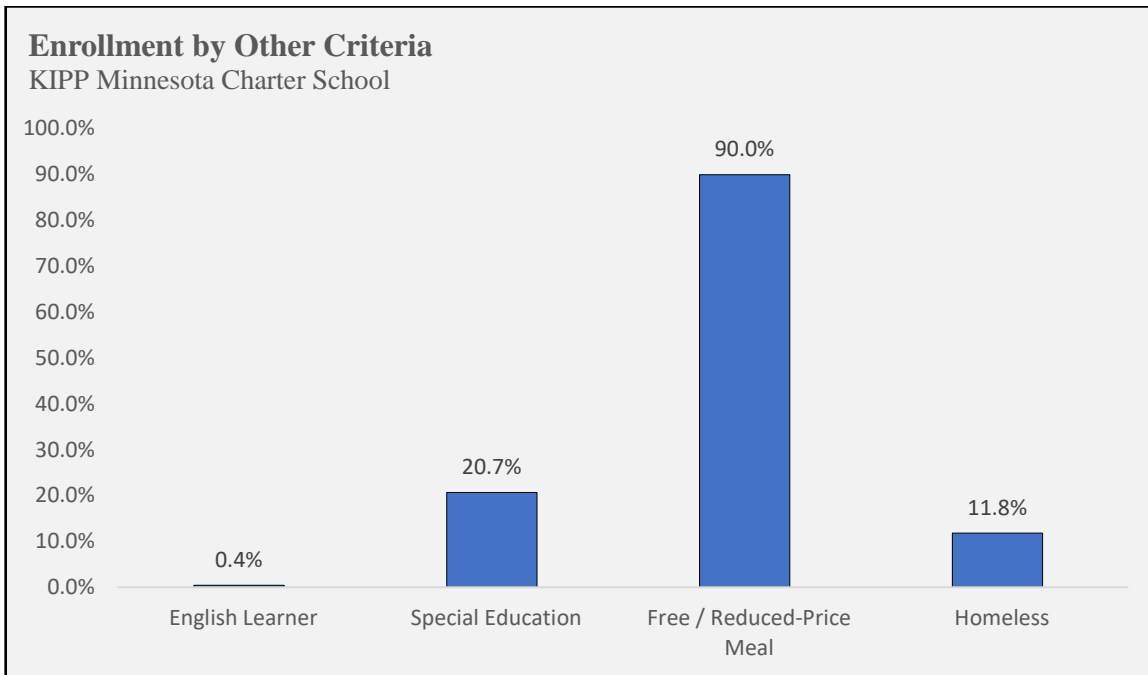


Figure 2 - Enrollment by Other Criteria

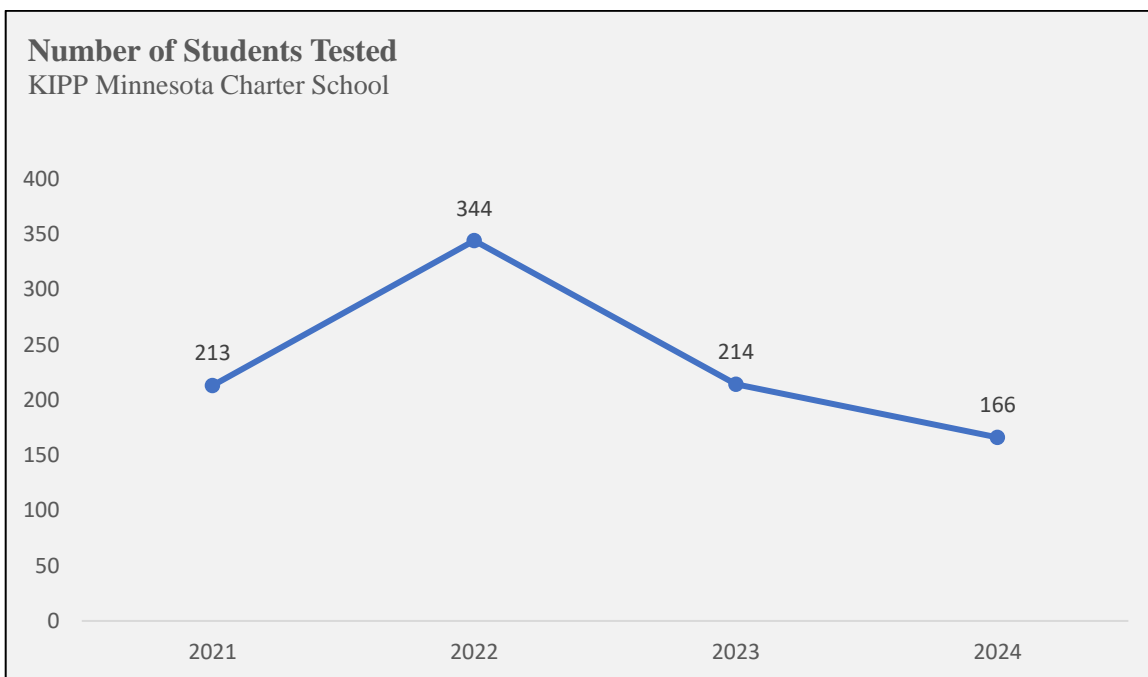


Figure 3 – Number of Students Tested (MCA)

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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 2021 - 2024

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Statewide	44.2%	44.8%	45.5%	45.5%
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4 th	53.8%	56.4%	57.1%	56.7%
5 th	41.1%	43.1%	44.4%	44.1%
6 th	37.2%	39.3%	39.6%	40.3%
7 th	37.4%	37.6%	39.7%	40.1%
8 th	39.8%	40.1%	40.3%	41.1%
KIPP	4.8%	4.3%	4.2%	3.7%
3 rd	9.1%	3.6%	0.0%	3.4%
4 th	8.0%	3.6%	3.0%	0.0%
5 th	7.7%	3.4%	7.7%	4.0%
6 th	2.1%	6.1%	7.5%	6.3%
7 th	2.8%	4.9%	3.1%	0.0%
8 th	0.0%	4.1%	3.2%	9.1%
Jenny Lind	10.5%	7.8%	10.9%	12.9%
3 rd	14.7%	13.0%	20.9%	16.1%
4 th	N/A	9.1%	6.4%	16.3%
5 th	4.3%	0.0%	5.1%	7.1%
Olson Middle (MPLS)	9.4%	5.2%	6.6%	4.4%
6 th	7.5%	5.0%	8.0%	2.3%
7 th	16.1%	5.1%	4.9%	6.4%
8 th	5.6%	5.6%	6.9%	4.1%
Combined	9.7%	5.9%	7.8%	6.8%

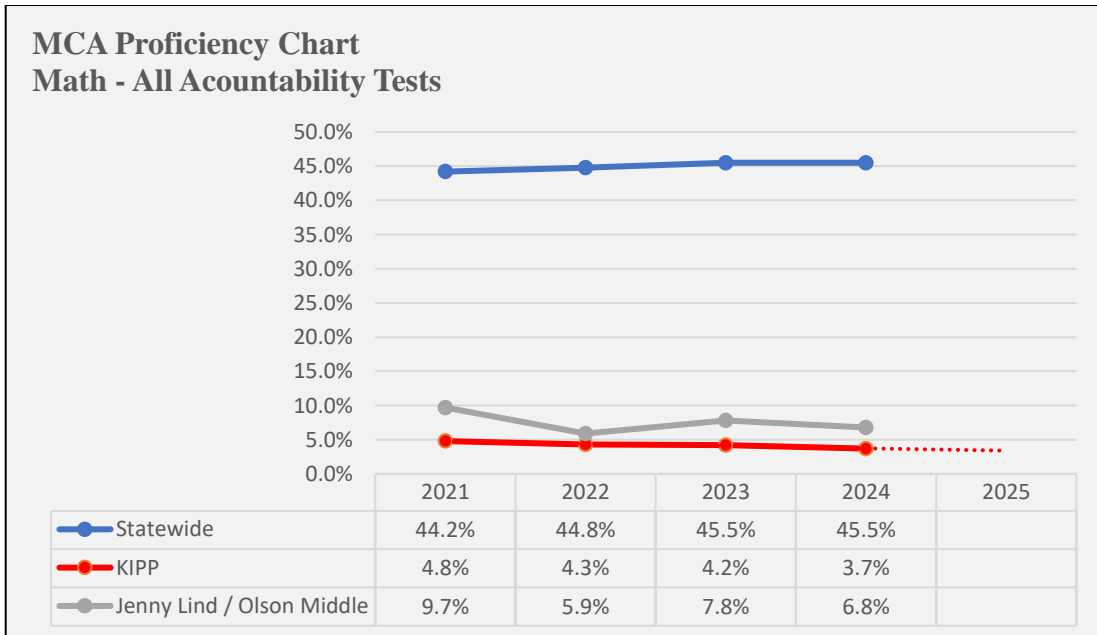


Figure 4 - MCA Math Proficiency 2021 – 2024

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 2023 to 2024 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3 rd	48.5%	48.1%	47.4%	46.5%
4 th	49.3%	49.6%	48.4%	48.1%
5 th	59.4%	59.4%	58.7%	57.5%
6 th	55.0%	54.4%	53.4%	54.5%
7 th	48.3%	45.5%	45.2%	45.5%
8 th	49.7%	46.4%	44.8%	44.6%
KIPP	12.1%	13.4%	13.1%	10.4%
3 rd	9.1%	7.0%	7.5%	3.3%
4 th	16.1%	8.8%	3.1%	10.0%
5 th	14.5%	21.1%	21.1%	19.2%
6 th	11.8%	13.4%	17.1%	9.4%
7 th	10.5%	16.1%	9.7%	4.2%
8 th	8.8%	13.5%	18.8%	18.2%
Jenny Lind	18.4%	7.8%	15.6%	16.9%
3 rd	23.3%	4.3%	14.0%	15.6%
4 th	10.5%	8.9%	11.4%	18.6%
5 th	N/A	10.8%	22.0%	16.3%
Olson Middle (MPLS)	18.2%	20.2%	21.2%	11.5%
6 th	10.2%	17.4%	17.7%	11.0%
7 th	17.5%	18.2%	21.2%	12.2%
8 th	25.0%	24.0%	25.0%	11.1%
Combined	18.2%	17.1%	19.6%	13.0%

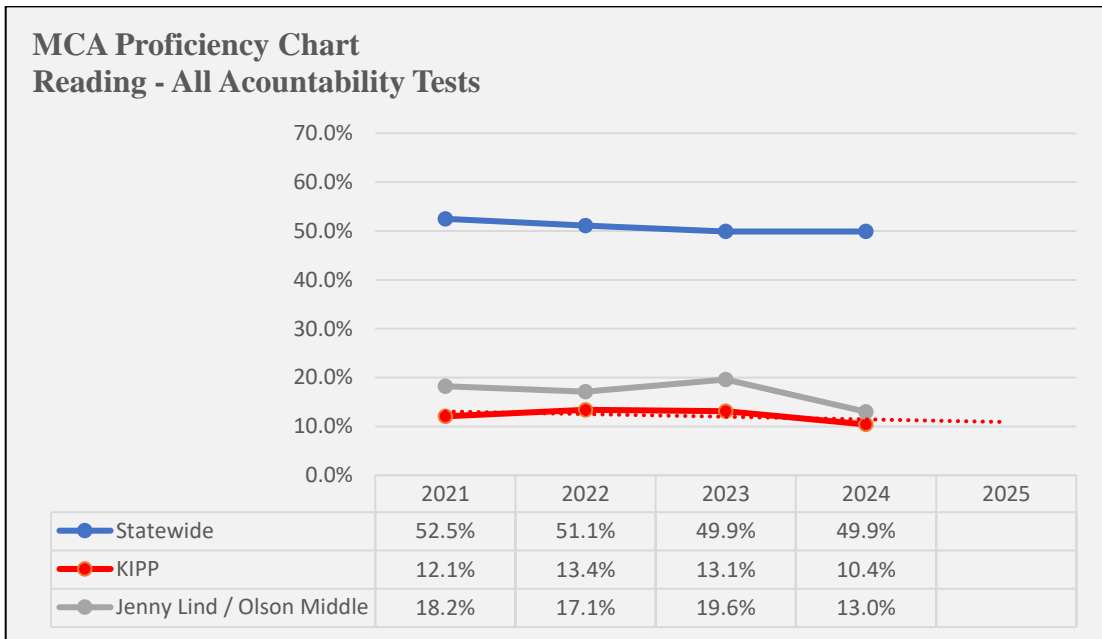


Figure 5 – MCA Reading Proficiency 2021 – 2024

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 2023 to 2024 to 10.4%. 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 2021 - 2024

MCA Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5 th	47.9%	50.5%	48.4%	45.0%
8 th	33.8%	29.2%	27.6%	30.3%
KIPP	7.8%	7.5%	5.7%	8.5%
5 th	10.6%	8.9%	10.3%	4.0%
8 th	3.3%	5.9%	0.0%	13.6%
Jenny Lind Elem. 5 th	6.3%	0.0%	10.8%	14.3%
Olson Middle 8 th (MPLS)	9.5%	5.5%	6.2%	8.6%
Combined	8.9%	4.2%	7.5%	10.4%

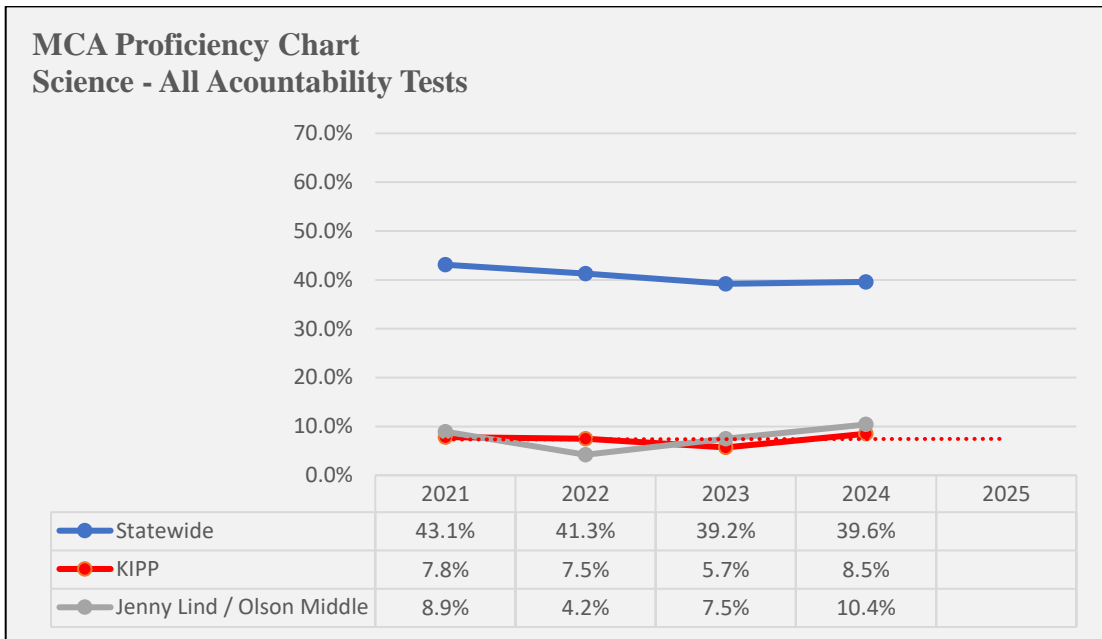


Figure 6 – MCA Science Proficiency 2021 - 2024

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 increased slightly from 2023 to 2024 to 8.5%. 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 56.4%⁴ in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

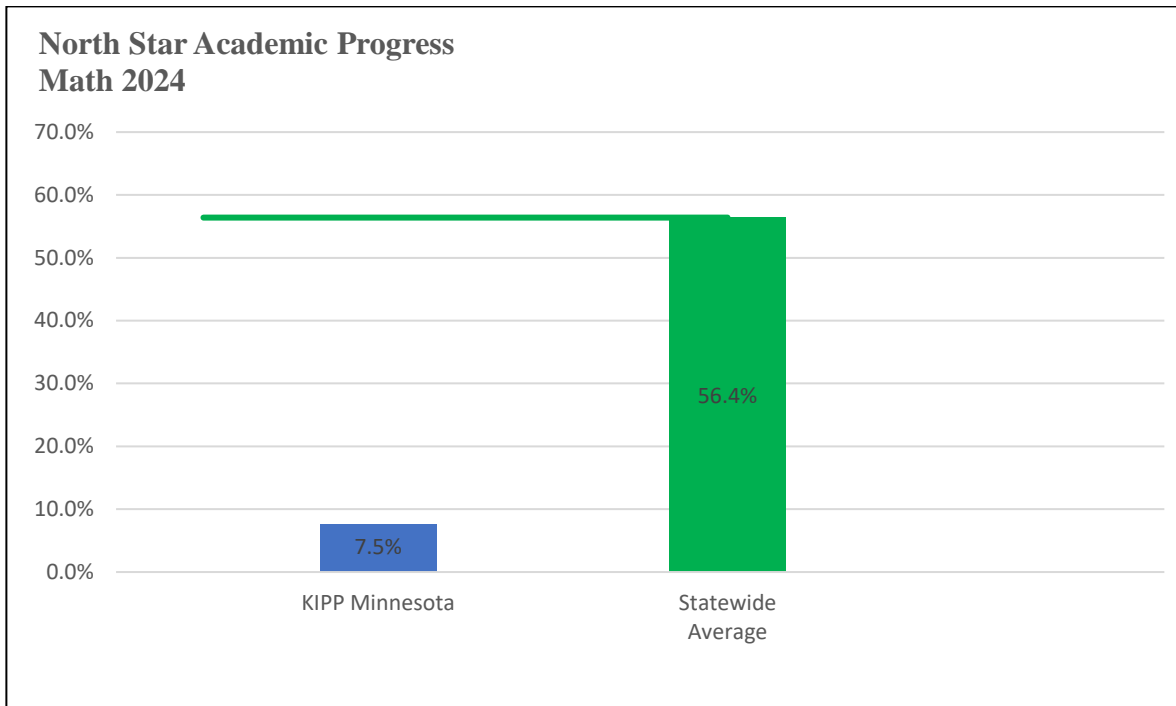


Figure 7 – North Star Academic Progress (Improved + Maintained)

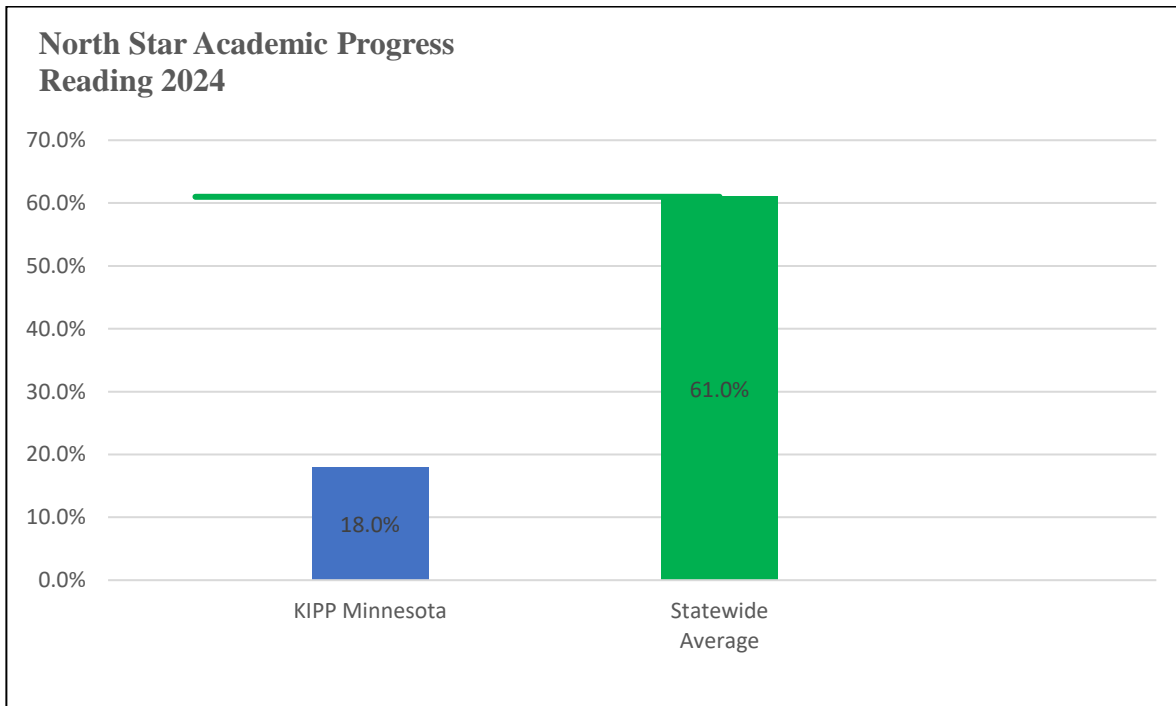


Figure 8 – North Star Academic Progress (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

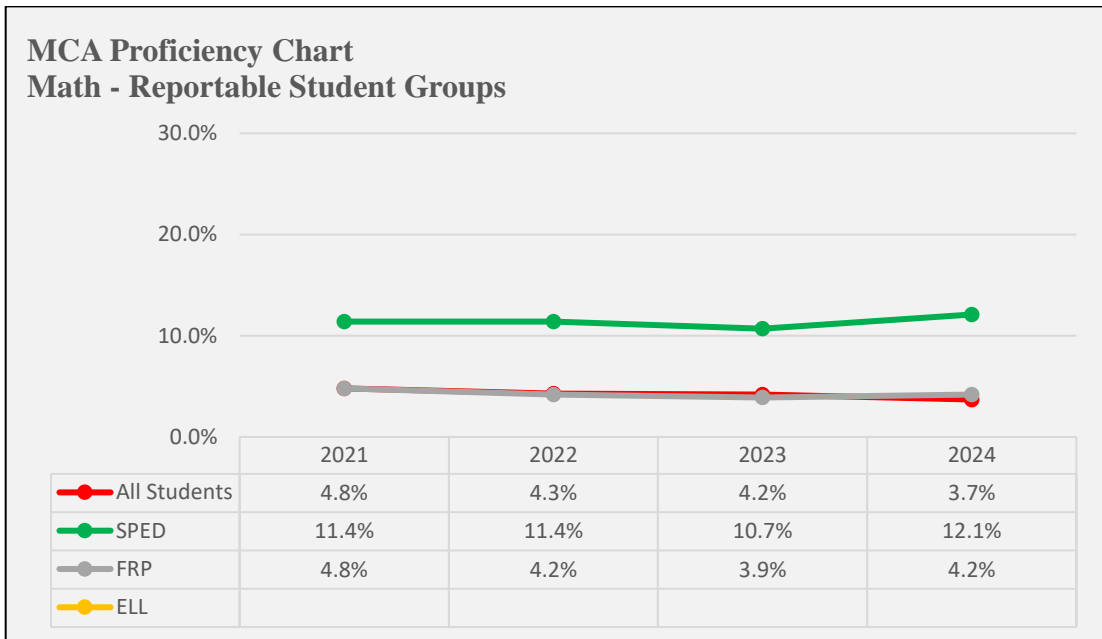


Figure 10 - Reportable Student Groups MCA Math 2021 – 2024

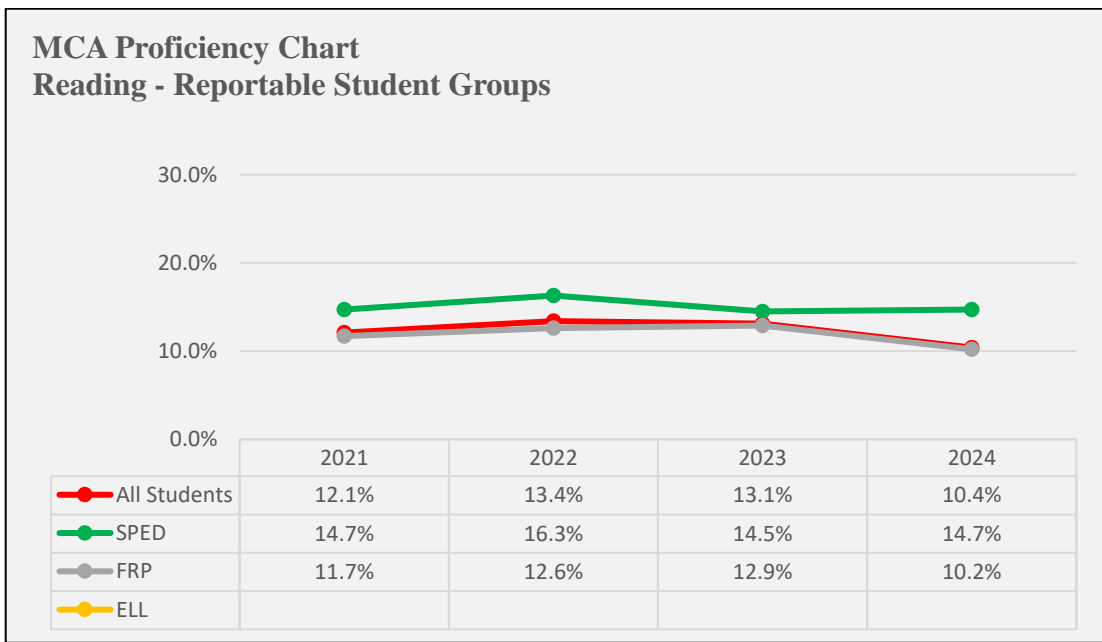


Figure 11 - Reportable Student Groups MCA Reading 2021 - 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
X	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
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.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 7.5% for math and 18.0% for reading. A score of does not meet was awarded because the school's combined score was 12.8%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The achievement gap was non-existent in three of four possible areas. The achievement gaps between the Special Education group and the "all students" group in both math and reading are currently positive. A score of partially meets was awarded because although the gap between the Free and Reduced population and the "all students" group in reading remained unchanged from 2023 to 2024, it was not reduced.	

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

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.

Data Source: School Annual Report

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).

Academic Performance 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.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

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 2023-2024 school year centered on student achievement and instructional data cycles. Teachers had two 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.

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

X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.

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 Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
X	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
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: On Track (Multi Year Goal)	
The school has seen significant progress in pockets towards this goal. The school has continued to mCLASS Dibbels in order to have more comprehensive information and has invested heavily in Early Literacy programming.	

Academic Standards Point Total: 9/14



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 690 students in 2024. Proficiency rates on the Minnesota Comprehensive Assessments increased in science and declined in math and reading from 2023 to 2024. The school is currently outperforming the comparison school in math and reading. Growth rates are above the statewide average in both math and reading.

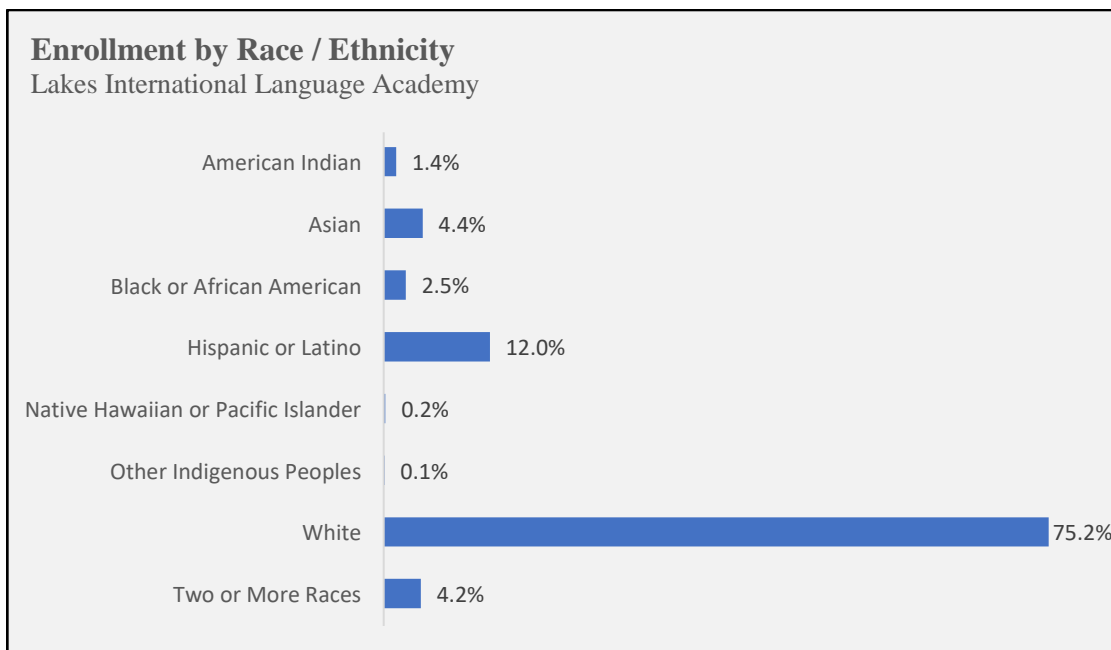


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

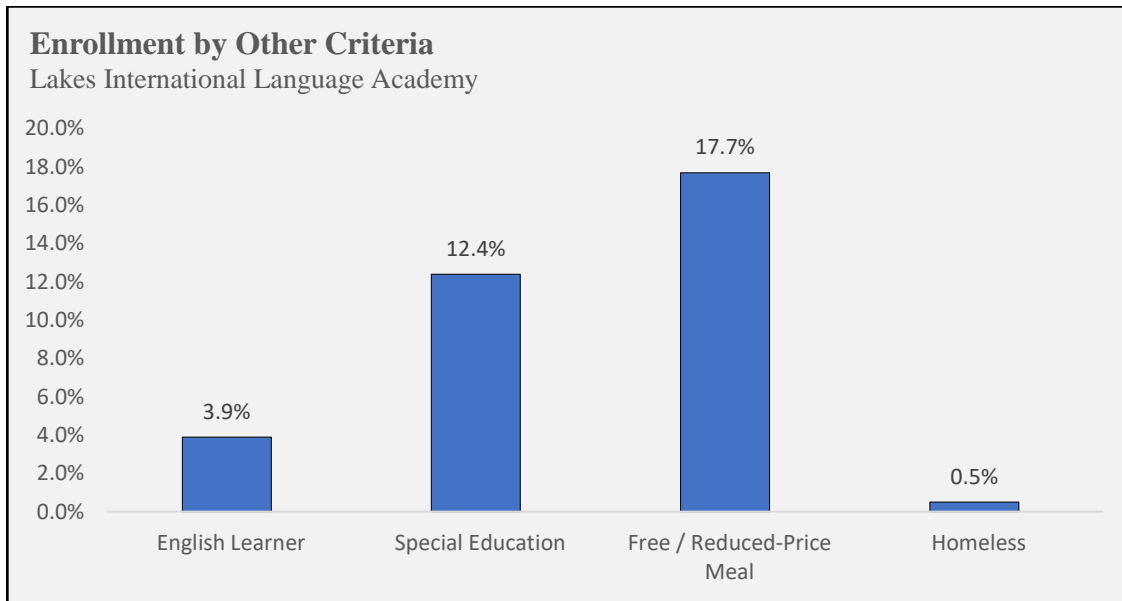


Figure 2 - Enrollment by Other Criteria

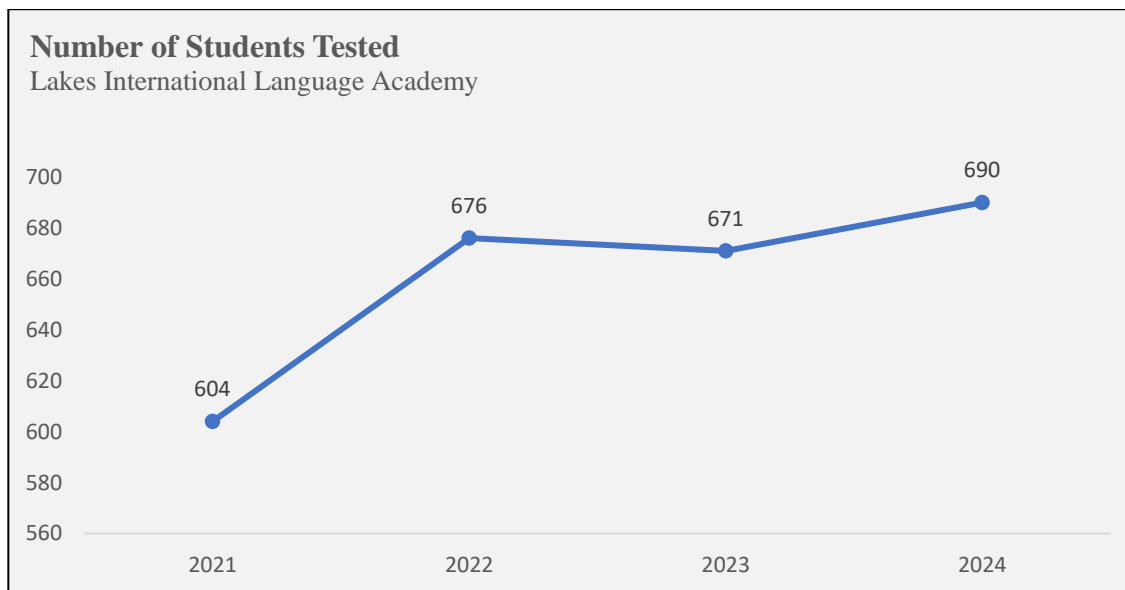


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3 rd	57.1%	59.0%	59.1%	58.8%

4 th	53.8%	56.4%	57.1%	56.7%
5 th	41.1%	43.1%	44.4%	44.1%
6 th	37.2%	39.3%	39.6%	40.3%
7 th	37.4%	37.6%	39.7%	40.1%
8 th	39.8%	40.1%	40.3%	41.1%
11 th	41.4%	37.0%	36.0%	35.0%
LILA	41.7%	47.5%	44.6%	43.4%
3rd	57.6%	60.4%	56.8%	50.8%
4th	44.8%	57.4%	62.9%	59.4%
5th	44.8%	41.6%	43.7%	53.4%
6th	30.8%	34.7%	23.3%	34.3%
7th	28.7%	43.0%	28.4%	26.1%
8th	34.4%	46.0%	42.7%	38.0%
11th	57.1%	54.8%	62.3%	32.1%
North Lakes Academy				33.1%
3rd				70.3%
4th				42.6%
5th				42.5%
6 th				19.2%
7 th				18.4%
8 th				22.2%
11 th				24.3%

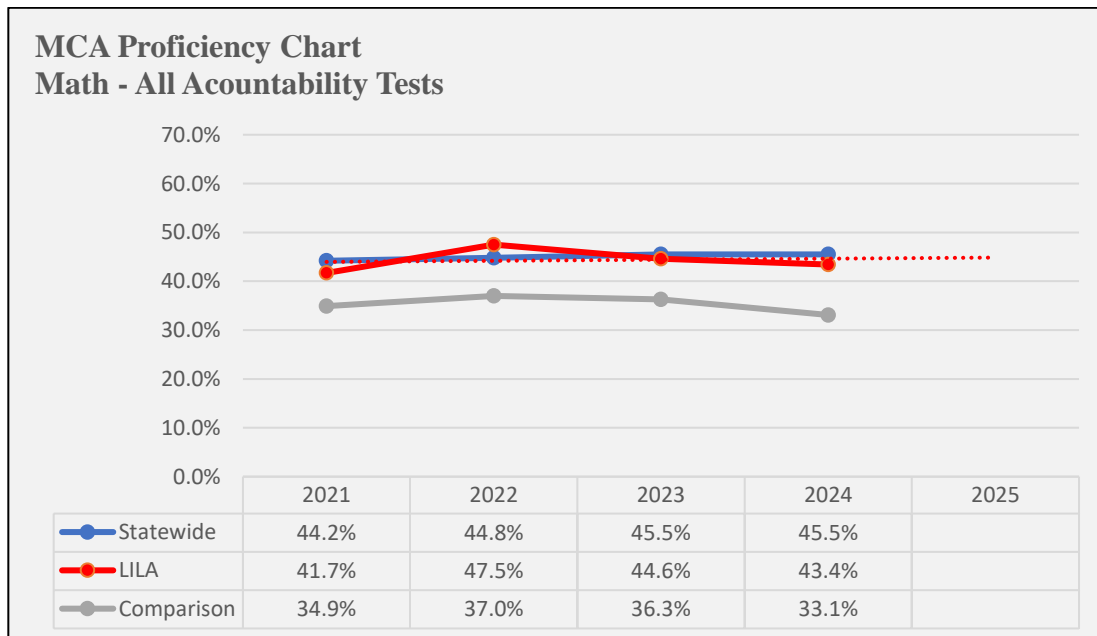


Figure 4 - MCA Math Proficiency 2021-2024

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 1.2 percentage points from 2023 to

2024 to 43.4%. Despite the decline, LILA is currently outperforming the comparison school, Northern Lakes Academy, by 10.3 percentage points. In future years, it is expected that LILA will continue to outperform the math proficiency rate of the comparison school and work toward meeting that of the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
10th	58.3%	55.2%	65.1%	52.2%
LILA	49.3%	53.0%	55.0%	51.0%
3rd	37.8%	39.8%	43.2%	37.5%
4th	34.7%	38.1%	51.9%	44.4%
5th	59.6%	51.5%	52.9%	63.5%
6th	53.4%	60.3%	56.2%	38.9%
7th	50.0%	66.7%	60.7%	53.4%
8th	53.1%	54.9%	59.6%	59.4%
10th	66.7%	64.6%	65.1%	69.3%
North Lakes Academy				44.8%
3rd				51.4%
4th				33.3%
5th				50.0%
6th				48.1%
7th				42.6%
8th				40.9%
10th				53.1%

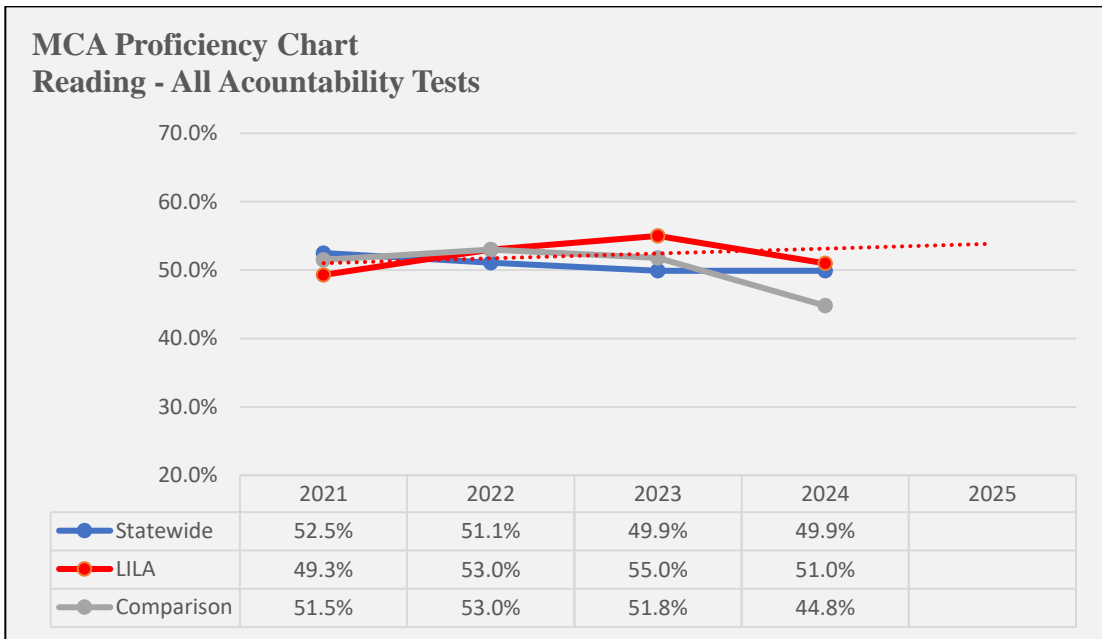


Figure 5 – MCA Reading Proficiency 2021 – 2024

ANALYSIS OF READING MCA PROFICIENCY: LILA’s MCA reading proficiency results are shown in Table 2 and Figure 5. LILA’s reading proficiency rate decreased by 4 percentage points from 2023 to 2024 to 51.0%. Despite the decline, LILA is currently outperforming the comparison school, Northern Lakes Academy, by 6.2 percentage points. In future years, it is expected that LILA will continue to outperform the reading proficiency rate of both the comparison school and the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2024

Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5th	47.9%	50.5%	48.4%	45.0%
8th	33.8%	29.2%	27.6%	30.3%
H.S.	48.3%	45.6%	41.8%	43.5%
LILA	49.7%	41.6%	37.6%	40.6%
5th	51.9%	36.6%	35.9%	37.5%
8th	36.9%	39.4%	36.0%	37.6%
H.S.	80.0%	56.0%	47.1%	52.9%
North Lakes Academy				42.8%
5th				47.4%
8th				12.2%
H.S.				61.0%

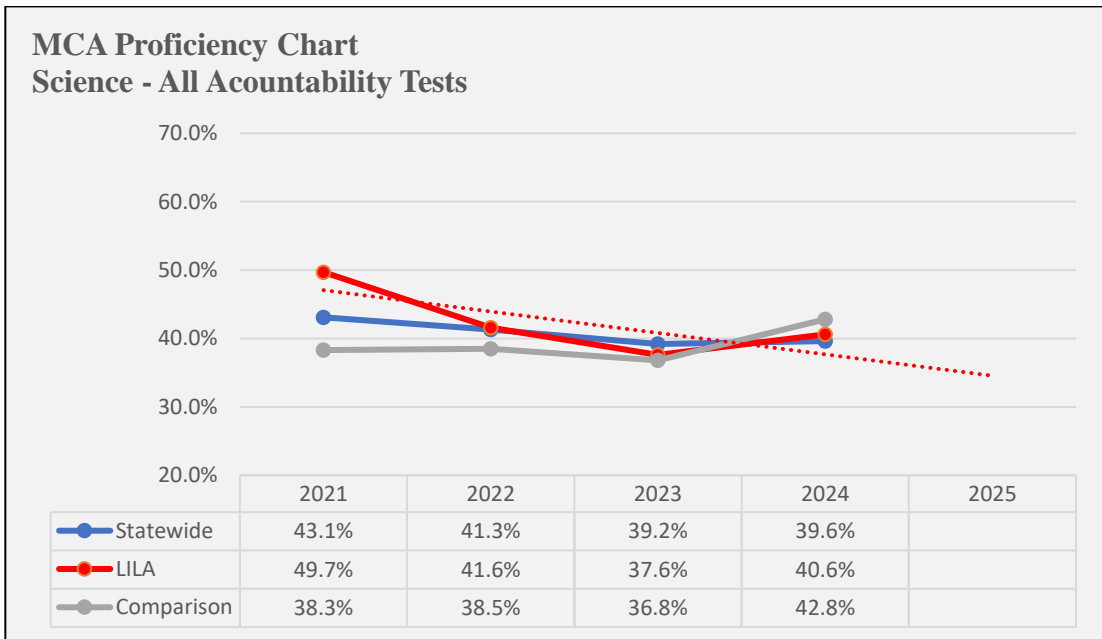


Figure 6 – MCA Science Proficiency 2021-2024

ANALYSIS OF SCIENCE MCA PROFICIENCY: LILA’s MCA science proficiency results are shown in Table 3 and Figure 6. LILA’s science proficiency rate improved by 3.0 percentage points from 2023 to 2024 to 40.6%. LILA is currently performing below the proficiency rate of the comparison school, North Lakes Academy. Moving forward, the expectation is that LILA will once again meet or exceed the proficiency rate 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

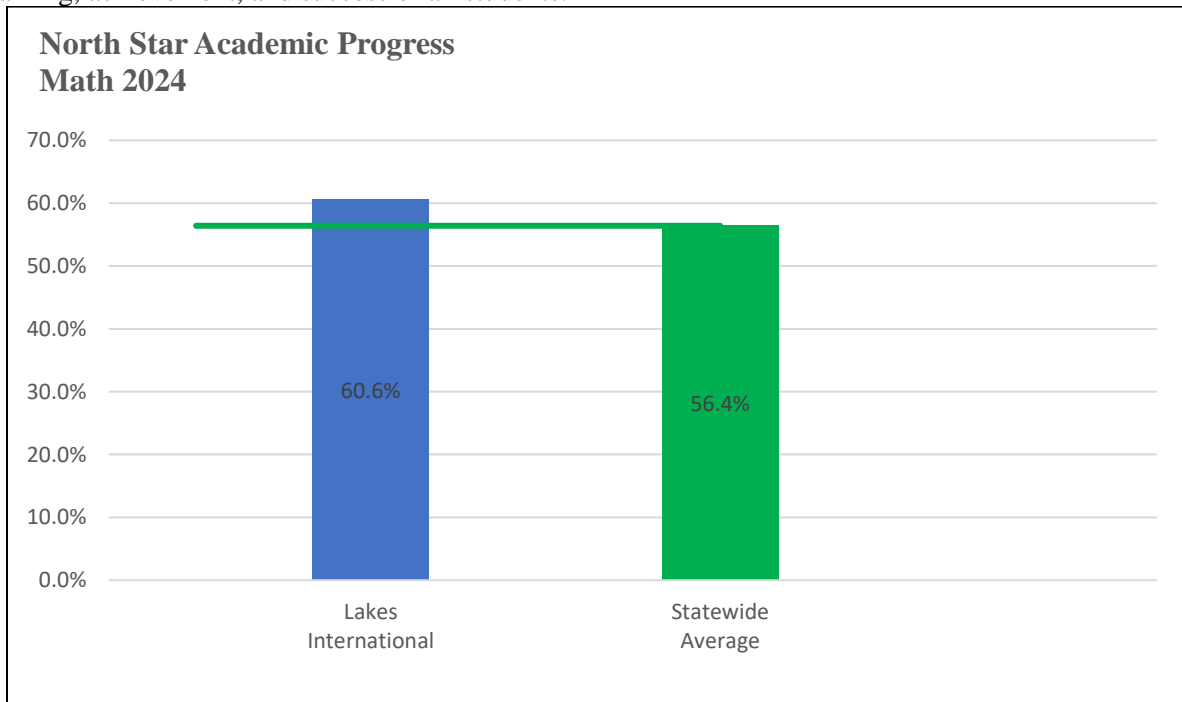


Figure 7 – North Star Academic Progress (Improved + Maintained)

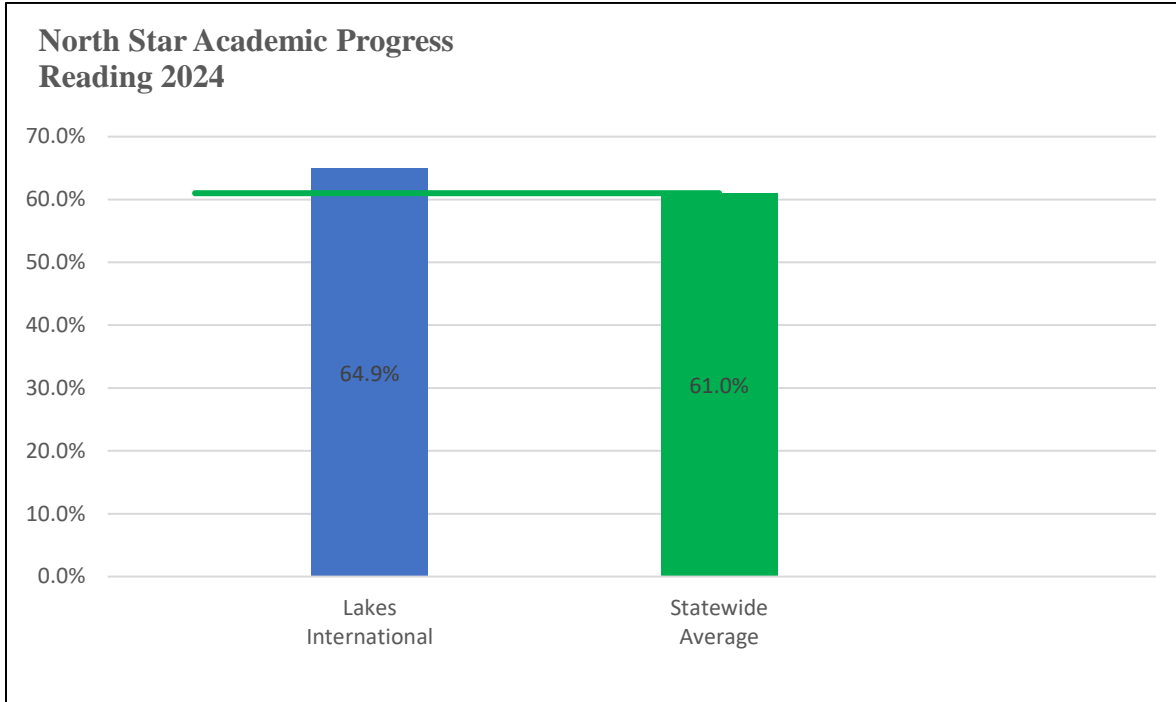


Figure 8 – North Star Academic Progress (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

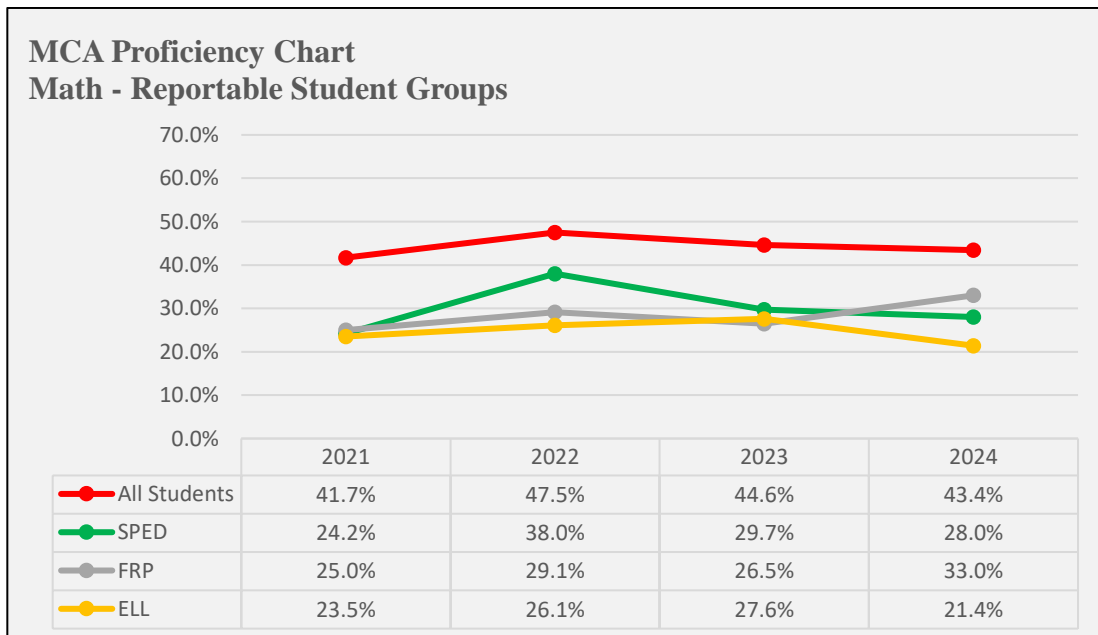


Figure 10 - Reportable Student Groups MCA Math 2021 - 2024

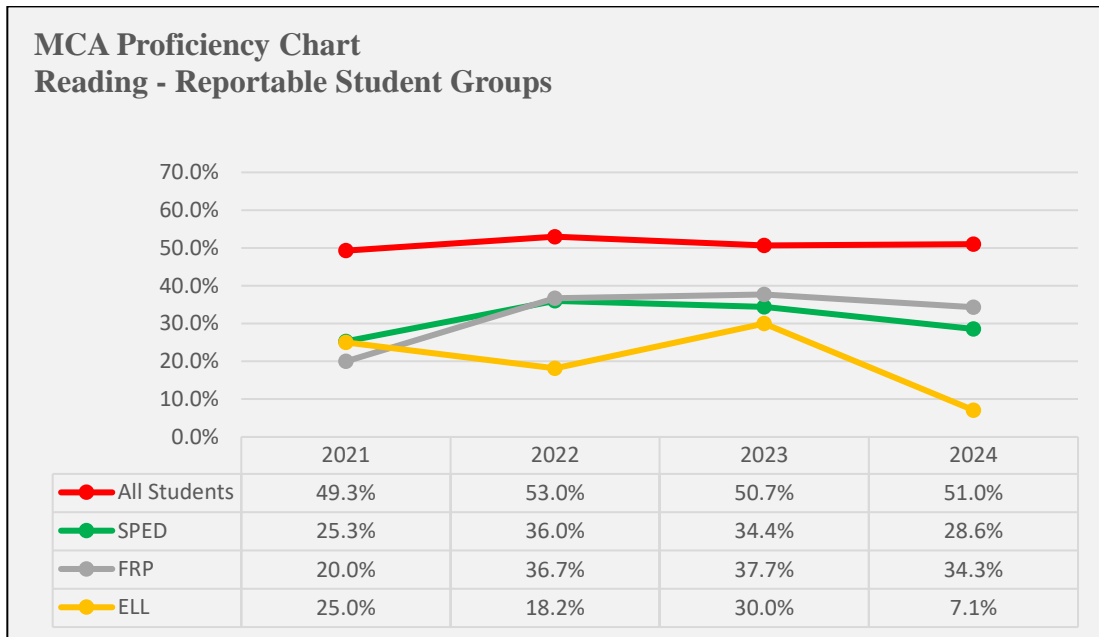


Figure 11 - Reportable Student Groups MCA Reading 2021 - 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
X	1: Partially Meets - 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.
	0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.

Data Source: Minnesota Department of Education

Analysis: On the 2024 MCAs, Lakes International Language School outperformed the comparison school, North Lakes Academy, in math and reading. The school’s science proficiency rate was below that of the comparison school.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

X	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
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	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 60.6% for math and 64.9% for reading. A score of Meets was awarded because the school's combined score was 62.8%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: A score of partially meets was awarded because Lakes International Language Academy reduced the achievement gap in one out of the six possible areas. (Free and Reduced math)	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
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 Performance Standard 5 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and linked to improving pupil learning and student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
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 Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
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 Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
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 67.9% in 2023 to 69.9% in 2024.	
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 was 67.8% in 2024.	
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 84.2% in 2023 to 86.2% in 2024.	
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 84.2% in 2023 to 93.85% in 2024.	
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 61.7% in 2023 to 63.4% in 2024.	
Result: Goal 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 increased from 61.7% in 2023 to 64.6% in 2024.

Goal #2 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. Students in 9 - 12 grade who attended advisory participated in career and college readiness activities through advisory classes during the 2023-2024 school year. In addition, Ms. Scanlon, LILA's academic counselor, met with all students in grades 11 and 12 to discuss their post-graduation plans. Finally, LILA participated in the "Direct Admissions" program through the Minnesota Office of Higher Education. As part of this program, all students who are on track to graduate are automatically offered admission to multiple public and private colleges and universities in the state of Minnesota. Those with more markers of success in high school receive additional offers of admission from more competitive schools.

Goal #3 All Students Graduate

At least 95% of 12th grade students will graduate from high school.

Result: Goal Met

95.6% of students graduated in 2023.

Academic Standards Point Total: 11/14



Naytahwaush Community Charter School

Charter # 4155
Director: Beth Zietz
PO Box 9, 242 Church Street
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 78 students in 2024. Proficiency rates on the Minnesota Comprehensive Assessments increased in math and science from 2032 to 2024. 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.

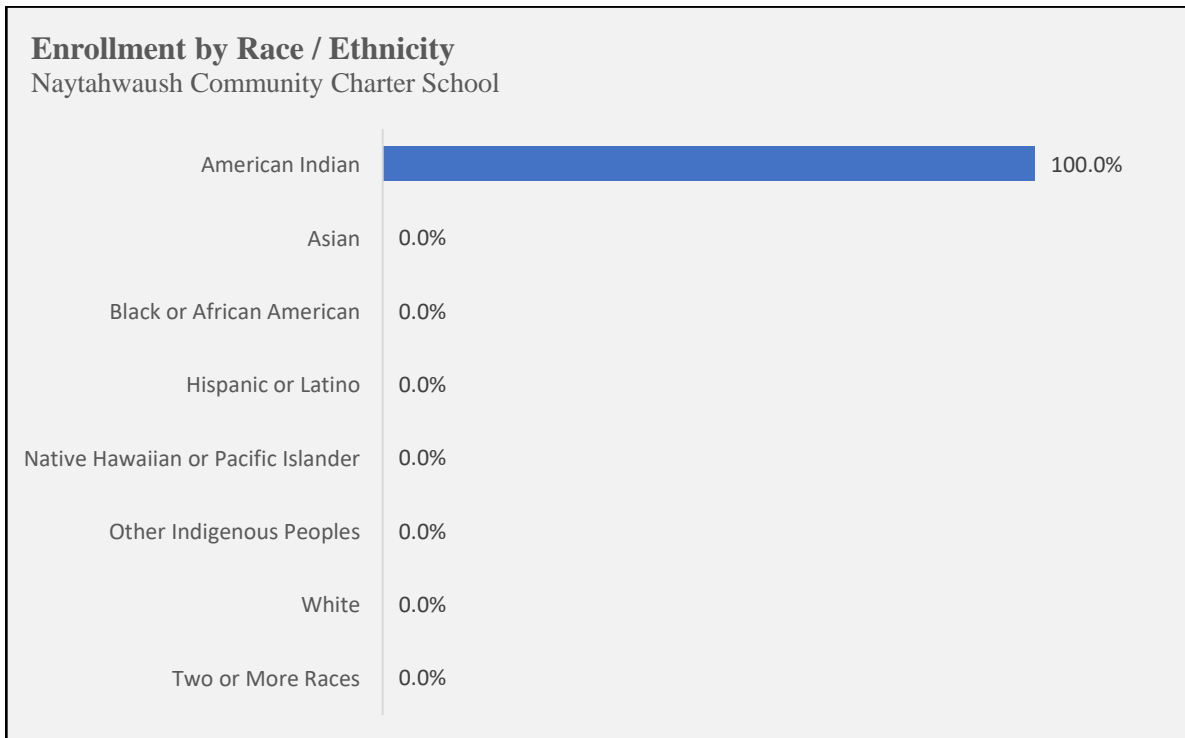


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

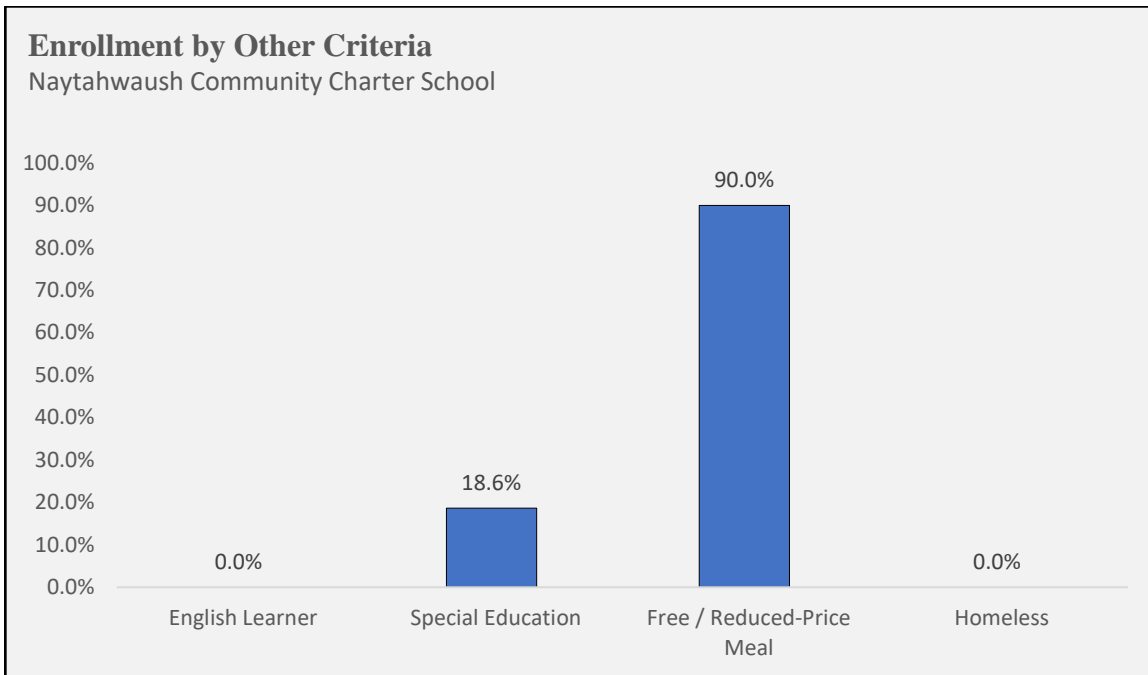


Figure 2 - Enrollment by Other Criteria

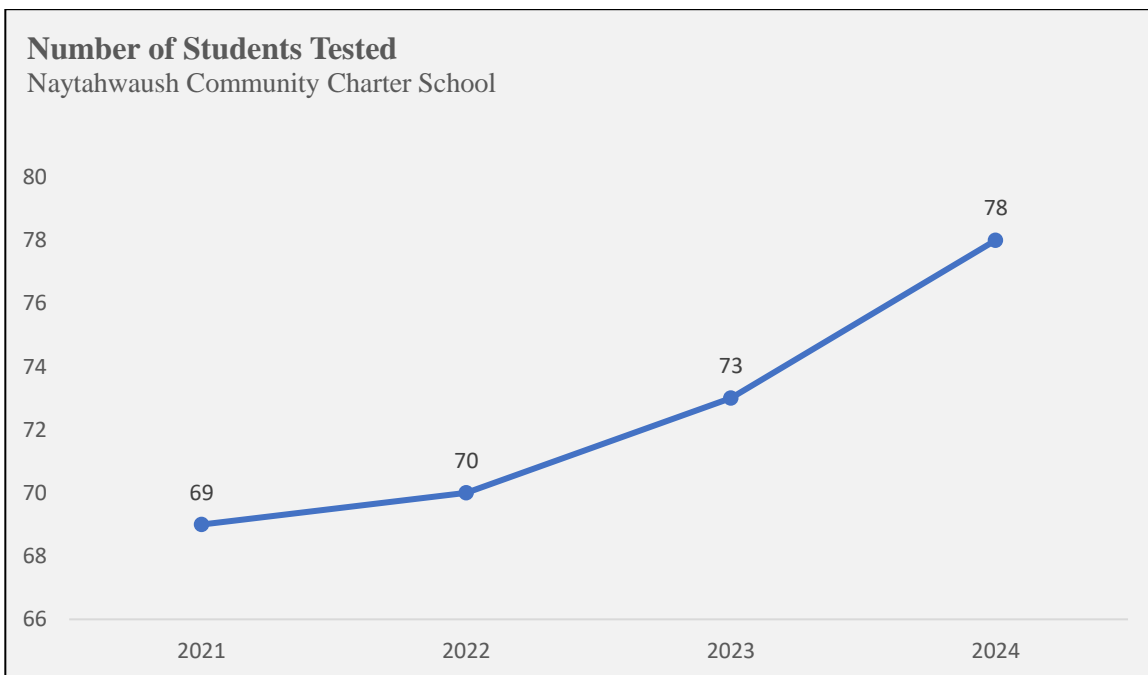


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3rd	57.1%	59.0%	59.1%	58.8%
4th	53.8%	56.4%	57.1%	56.7%
5th	41.1%	43.1%	44.4%	44.1%
6th	37.2%	39.3%	39.6%	40.3%
Naytahwaush	15.7%	12.9%	6.9%	16.0%
3rd	6.7%	19.0%	5.3%	31.6%
4th	38.1%	7.7%	14.3%	5.6%
5th	5.3%	20.0%	7.1%	18.2%
6th	6.7%	0.0%	0.0%	6.3%
Ponemah Elem.	0.0%	0.0%	0.0%	7.8%
3rd	0.0%	0.0%	0.0%	15.4%
4th	0.0%	0.0%	0.0%	9.1%
5th	0.0%	0.0%	0.0%	0.0%
6th	0.0%	0.0%	0.0%	5.9%

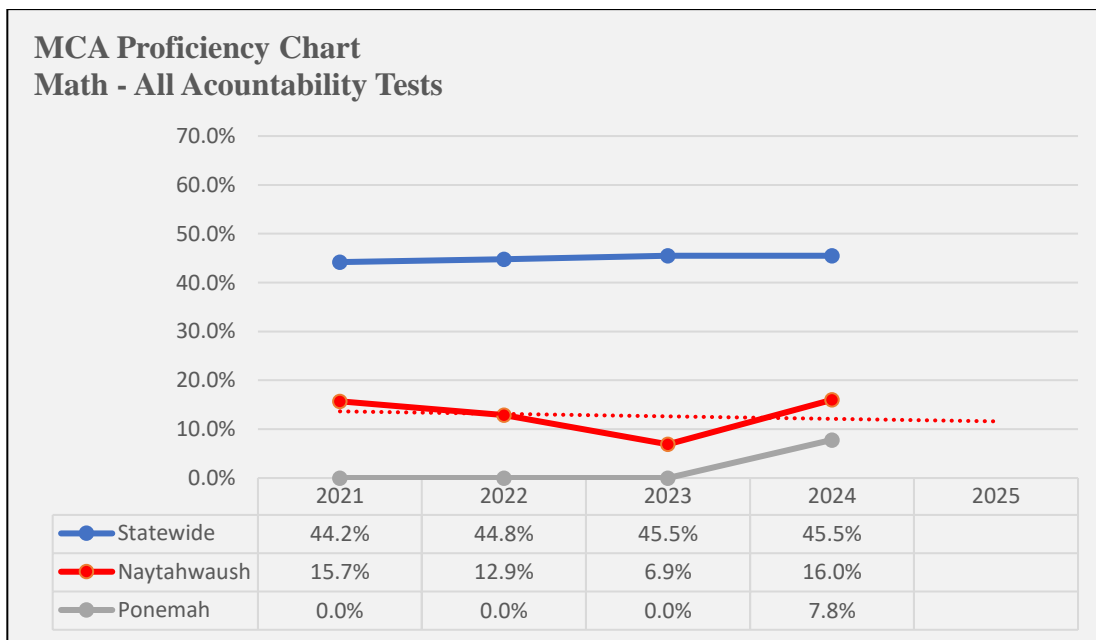


Figure 4 - MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: NCCS’ MCA math proficiency results are shown in Table 1 and Figure 4. NCCS’ math proficiency increased by 9.1 percentage points to 16.0% from 2023 to 2024. NCCS 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%

3 rd	48.5%	48.1%	47.4%	46.5%
4 th	49.3%	49.6%	48.4%	48.1%
5 th	59.4%	59.4%	58.7%	57.5%
6 th	55.0%	54.4%	53.4%	54.5%
Naytahwaush	27.5%	21.4%	24.7%	21.6%
3 rd	13.3%	9.5%	10.5%	10.5%
4 th	28.6%	15.4%	14.3%	11.1%
5 th	26.3%	40.0%	60.0%	27.3%
6 th	42.9%	18.8%	22.2%	35.3%
Ponemah Elem.	1.4%	5.0%	10.8%	11.4%
3 rd	0.0%	0.0%	12.5%	7.7%
4 th	5.9%	7.7%	0.0%	18.2%
5 th	0.0%	6.7%	15.4%	6.3%
6 th	0.0%	8.3%	20.0%	11.8%

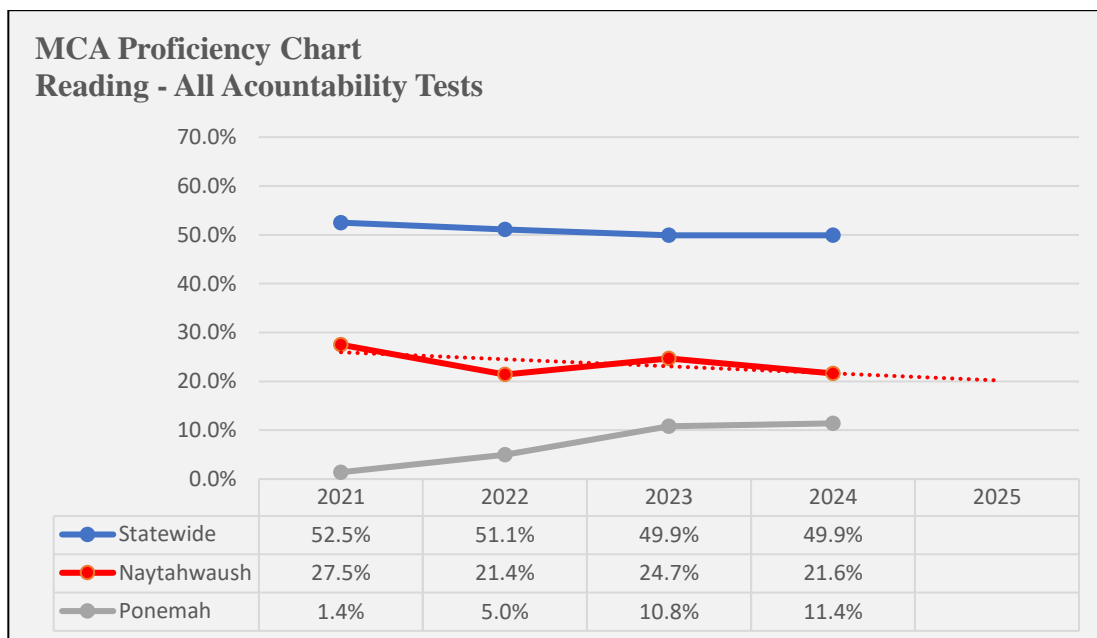


Figure 5 – MCA Reading Proficiency 2021-2024

ANALYSIS OF READING MCA PROFICIENCY: NCCS’ MCA reading proficiency results are shown in Table 2 and Figure 5. NCCS’ reading proficiency rate declined by 3.1 percentage points to 21.6% from 2023 to 2024. 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 2021 - 2024

Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
Statewide 5 th	47.9%	50.5%	48.4%	45.0%
Naytahwaush 5 th	5.3%	35.0%	13.3%	13.6%

Ponemah 5 th	0.0%	0.0%	7.7%	0.0%
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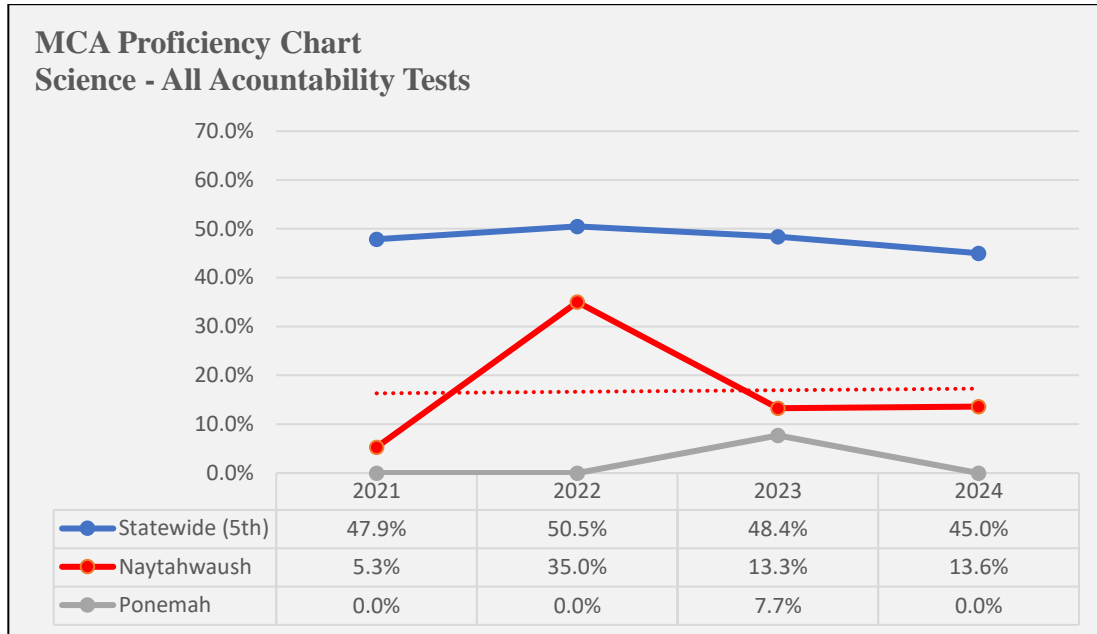


Figure 6 – MCA Science Proficiency 2021-2024

ANALYSIS OF SCIENCE MCA PROFICIENCY: NCCS’ MCA science proficiency results are shown in Table 3 and Figure 6. NCCS’ science proficiency rate increased by 0.3 percentage points to 13.6% from 2023 to 2024. The school continues to outperform its comparison school, Ponemah Elementary. However, NCCS’ science proficiency rate remains below the state average of 45.0%. 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

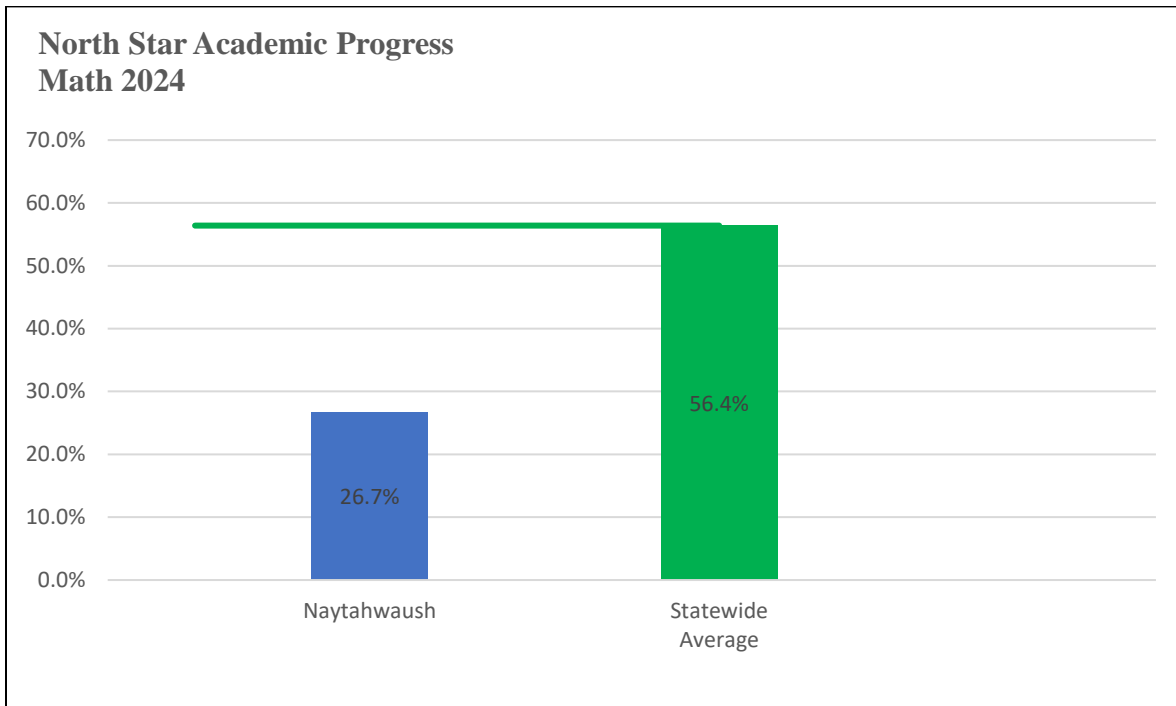


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

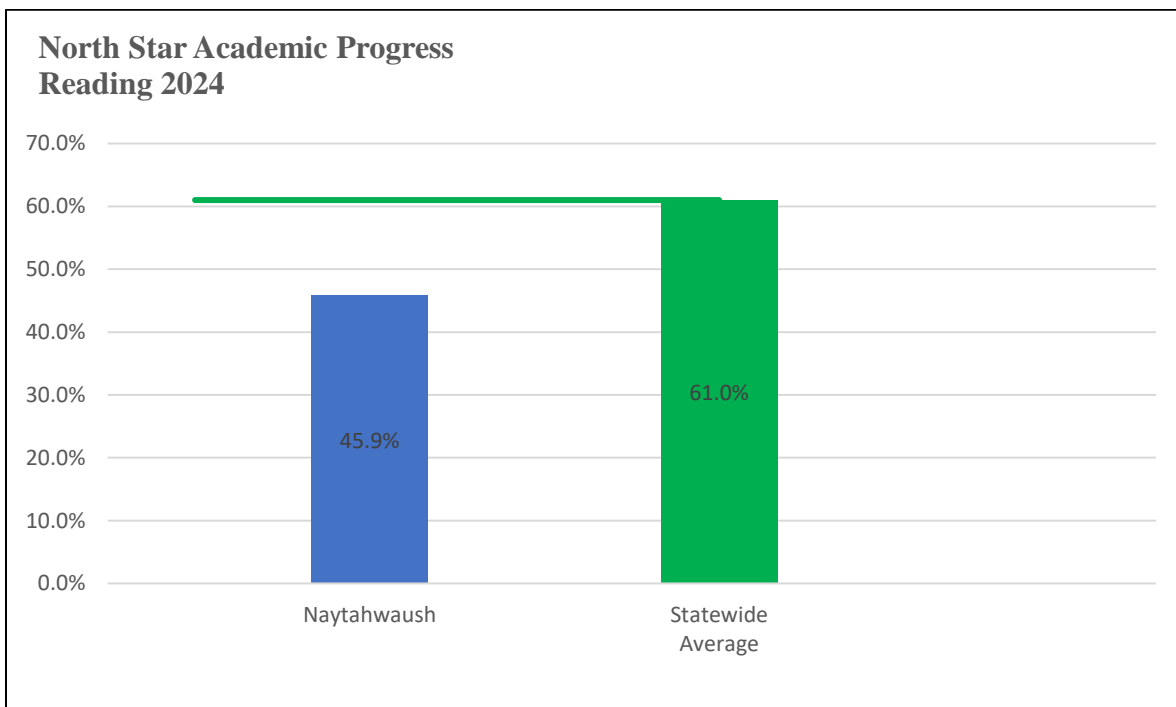


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

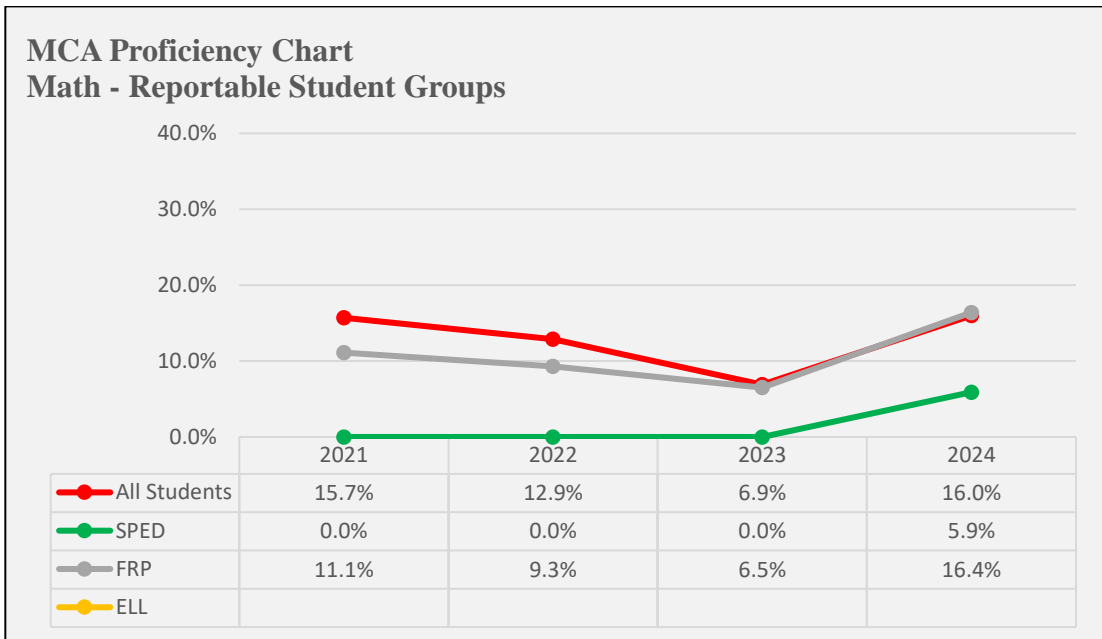


Figure 10 - Reportable Student Groups MCA Math 2021 – 2024

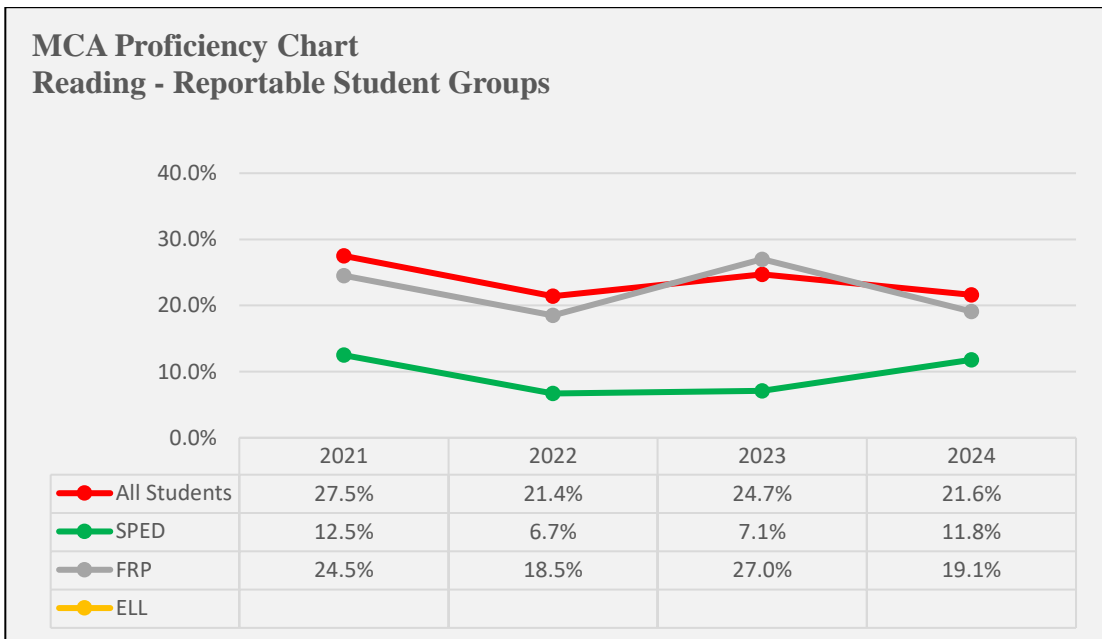


Figure 11 - Reportable Student Groups MCA Reading 2021- 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data 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 (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 26.7% for math and 45.9% for reading. A score of does not meet was awarded because the school's combined score was 36.3%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: A score of partially meets was awarded because the achievement gap was reduced in two of four areas. (Free and Reduced math and Special Education reading)	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
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X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
Analysis: In 2023-24 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. Charlotte Danielson’s framework for Effective Teaching was the guideline for observations.	

Academic Performance 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.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
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 2023-2024 the following professional development occurred: advanced benchmark literacy training, neuro sequential model in education, curriculum and resource training, mental health training, as well as training on the impact of trauma on Native American students.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
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 such as, ricing, sugarbush camp, sage harvesting, storytelling, gardening and more. In addition, the school hosts an annual powwow.	

Academic Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School 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 2024.	
Result: Goal Met	
Data not provided	
Goal #1b All Students Ready for School	
The Kindergarten Reading Rate in reading will increase from 56% to 66% (approximately two students) as measured by FAST assessment in fall 2024.	
Result: Goal Not Met	
Data not provided	
Goal #2 All Students Career -and Collage – Ready by Graduation	
Grade 5 will research three careers, including the employment outlook nationwide and specifically on the White Earth Indian Reservation, what educational steps are needed to qualify in the career, wage/salary outlook and pros and cons of the career. They will present the information to their classmates using technology. 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 the White Earth Tribal college in 2023-24 and completed career inventories on-line. In addition to the career inventory students investigated the career of their choice.	

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 362 students during the 2023 - 2024 school year. The school's proficiency rates increased in math, reading and science from 2023 to 2024. The school is currently outperforming the comparison school in all three subjects. 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.

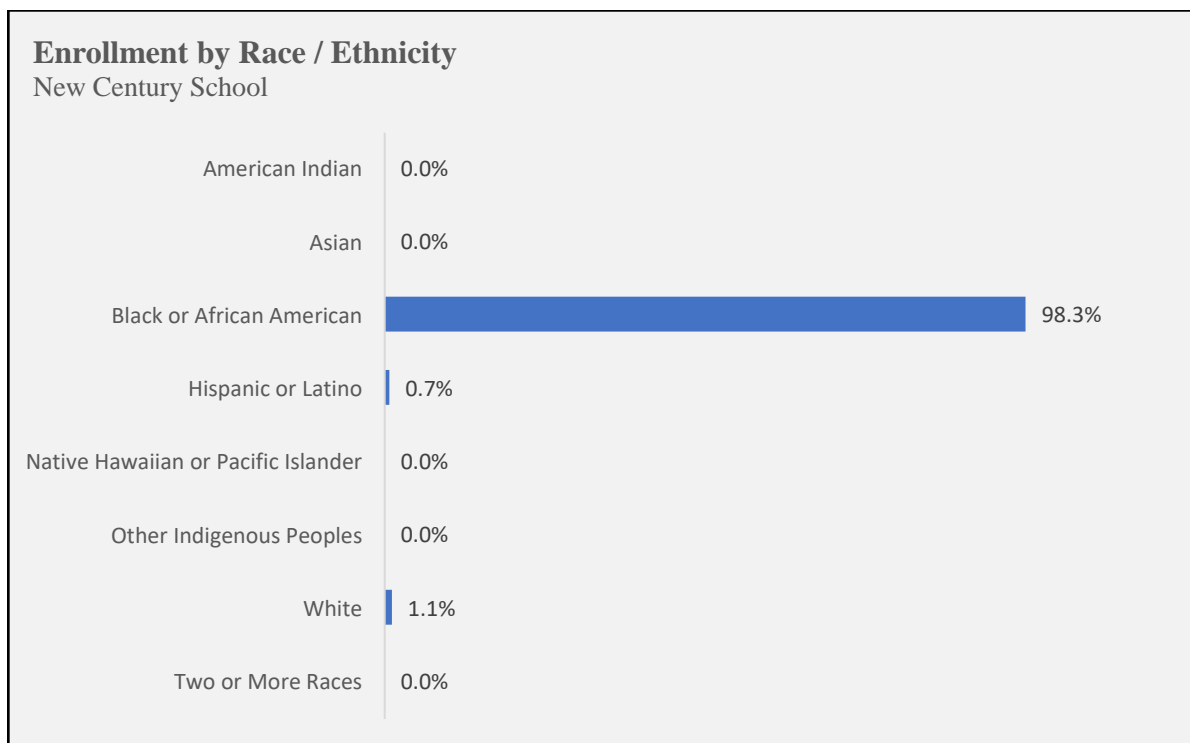


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

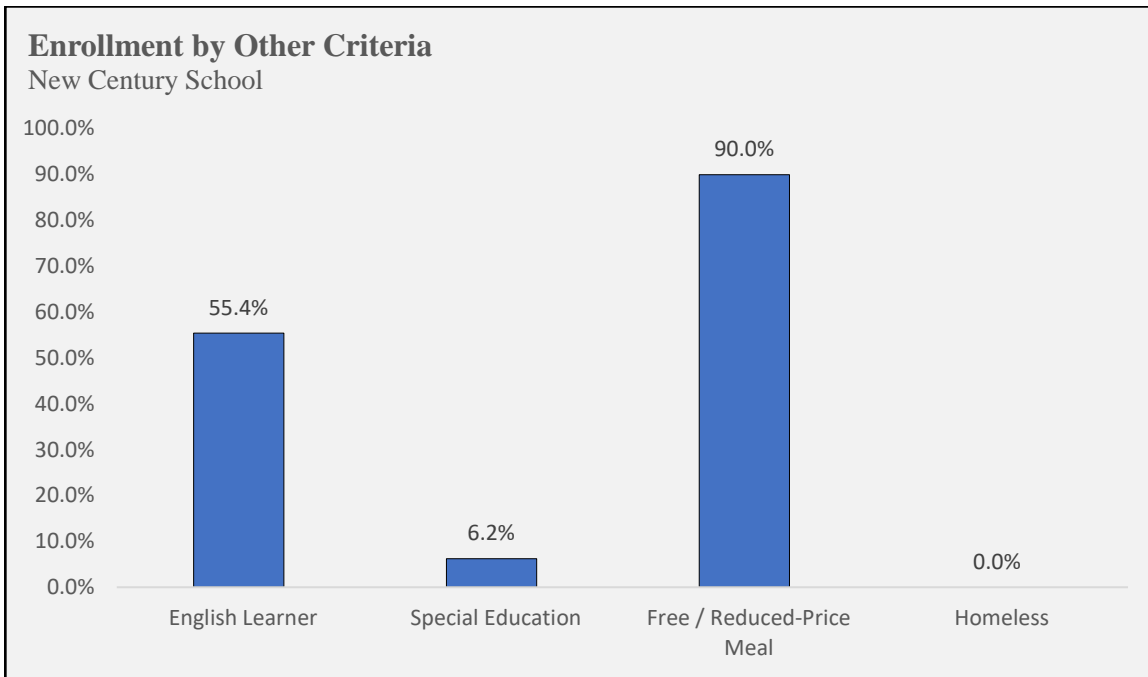


Figure 2 - Enrollment by Other Criteria

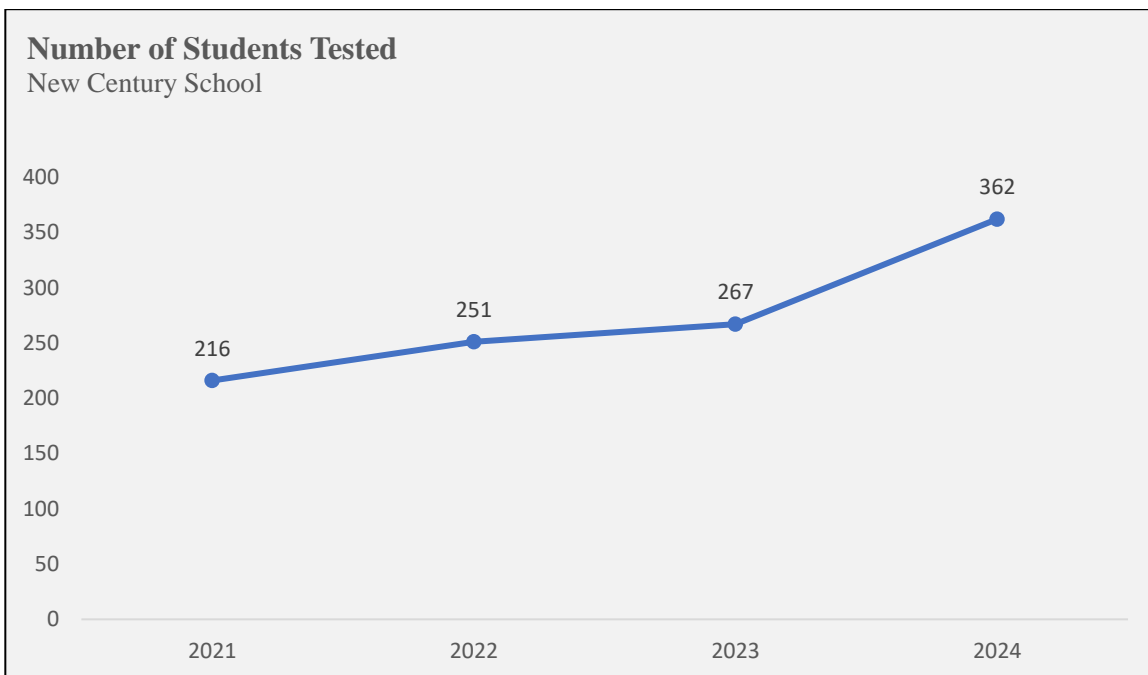


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
----------	------	------	------	------

Statewide	44.2%	44.8%	45.5%	45.5%
3rd	57.1%	59.0%	59.1%	58.8%
4th	53.8%	56.4%	57.1%	56.7%
5th	41.1%	43.1%	44.4%	44.1%
6th	37.2%	39.3%	39.6%	40.3%
7th	37.4%	37.6%	39.7%	40.1%
8th	39.8%	40.1%	40.3%	41.1%
11th	41.4%	36.6%	36.0%	35.0%
New Century	44.0%	21.2%	14.7%	20.3%
3rd	48.8%	27.1%	11.5%	27.5%
4th	42.9%	27.5%	25.0%	32.0%
5th	37.1%	23.1%	12.5%	12.5%
6th	44.4%	15.4%	9.5%	11.6%
7th	51.9%	17.0%	15.25%	7.7%
8th	38.5%	15.6%	14.0%	20.5%
11th				27.3%
Minnesota Math and Science Academy	5.9%	9.9%	11.5%	12.9%
3rd	0.0%	5.9%	21.1%	23.9%
4th	15.8%	24.1%	8.3%	9.1%
5th	6.7%	15.4%	13.3%	2.1%
6th	0.0%	2.7%	11.6%	11.6%
7th	0.0%	2.6%	12.1%	19.6%
8th	CTSTR	10.9%	0.0%	20.9%
11th				0.0%

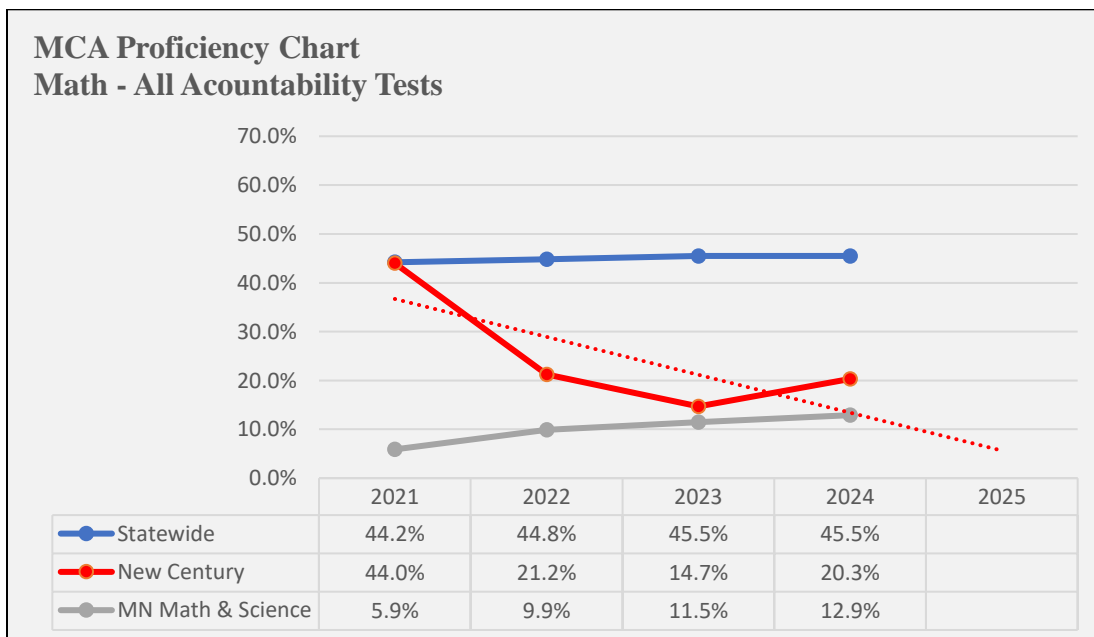


Figure 4 - MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate MCA math proficiency at NCS. NCS’s math proficiency rate increased by 5.6 percentage points from 2023 to 2024. 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
10th	58.3%	55.2%	51.7%	52.2%
New Century	42.6%	31.0%	29.4%	30.8%
3rd	41.5%	31.3%	22.6%	23.5%
4th	45.2%	26.2%	35.4%	23.7%
5th	48.6%	41.0%	37.5%	40.6%
6th	55.6%	43.6%	26.2%	41.9%
7th	18.5%	19.1%	24.2%	23.1%
8th	34.6%	27.3%	25.6%	35.9%
10th			41.7%	38.7%
Minnesota Math and Science Academy	23.4%	26.5%	19.4%	22.8%
3rd	7.7%	29.4%	10.3%	18.6%
4th	14.3%	27.6%	10.8%	14.0%
5th	22.2%	28.2%	23.3%	23.4%
6th	31.3%	37.8%	25.6%	23.3%
7th	20.0%	13.2%	15.2%	30.4%
8th	40.0%	23.9%	17.2%	23.3%
10th			33.3%	26.2%

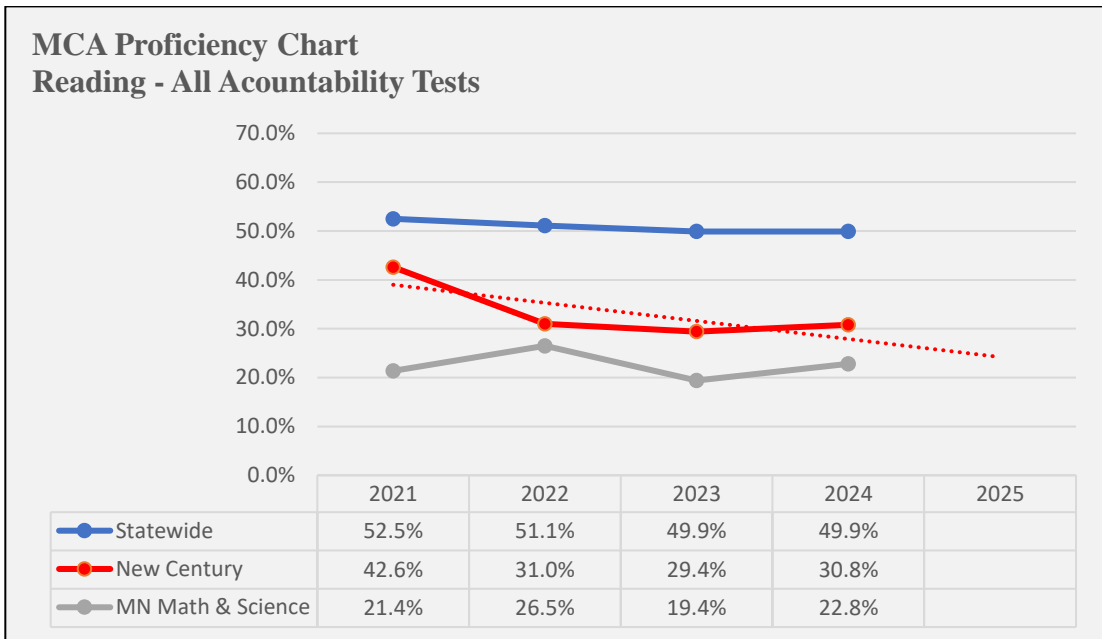


Figure 5 – MCA Reading Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: Table 2 and Figure 5 illustrate MCA reading proficiency at NCS. NCS’s reading proficiency rate increased by 1.4 percentage points from 2023 to 2024. NCS continues to outperform the proficiency rate of the local comparison school, Minnesota Math and Science Academy by 8 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 2021 - 2024

Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5th	47.9%	50.5%	48.4%	45.0%
8th	33.8%	29.2%	27.6%	30.3%
H.S.	48.3%	45.6%	41.8%	43.5%
New Century	45.9%	7.0%	9.7%	17.6%
5th	51.4%	10.5%	12.5%	26.2%
8th	38.5%	3.0%	4.7%	5.1%
H.S.			16.7%	16.1%
Minnesota Math and Science Academy	10.5%	15.3%	7.1%	5.6%
5th	14.3%	23.1%	20.0%	10.6%
8th	CTSTR	8.7%	0.0%	4.8%
H.S.			0.0%	0.0%

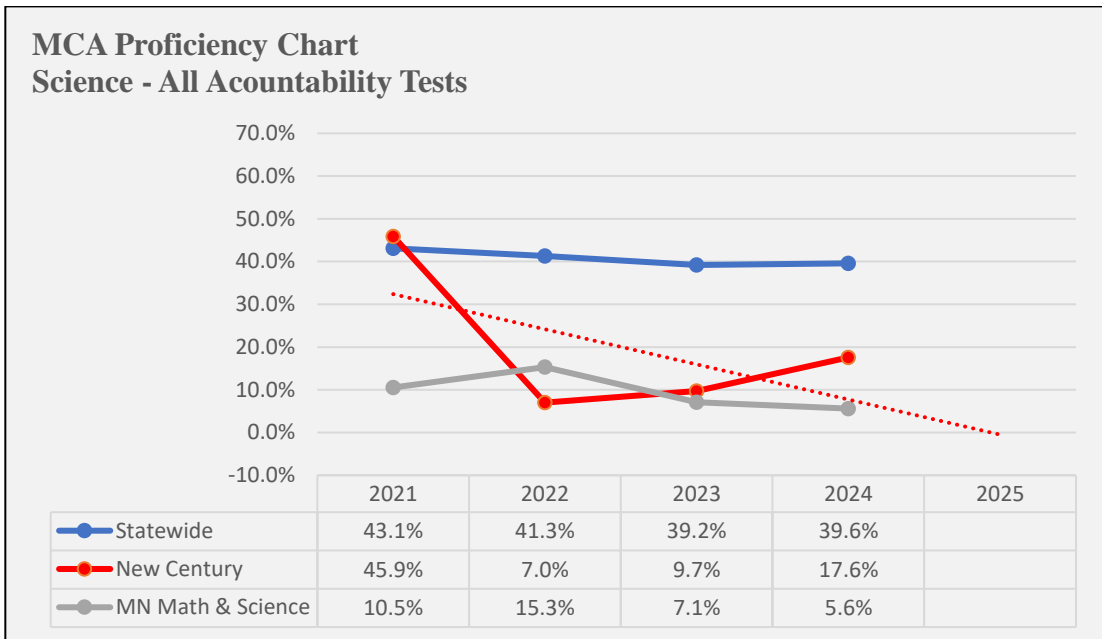


Figure 6 – MCA Science Proficiency 2021-2024

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the MCA science proficiency at NCS. NCS’s science proficiency rate increased by 7.9 percentage points to 17.6% from 2023 to 2024. NCS is currently outperforming the comparison school, Minnesota Math and Science Academy, by 12 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

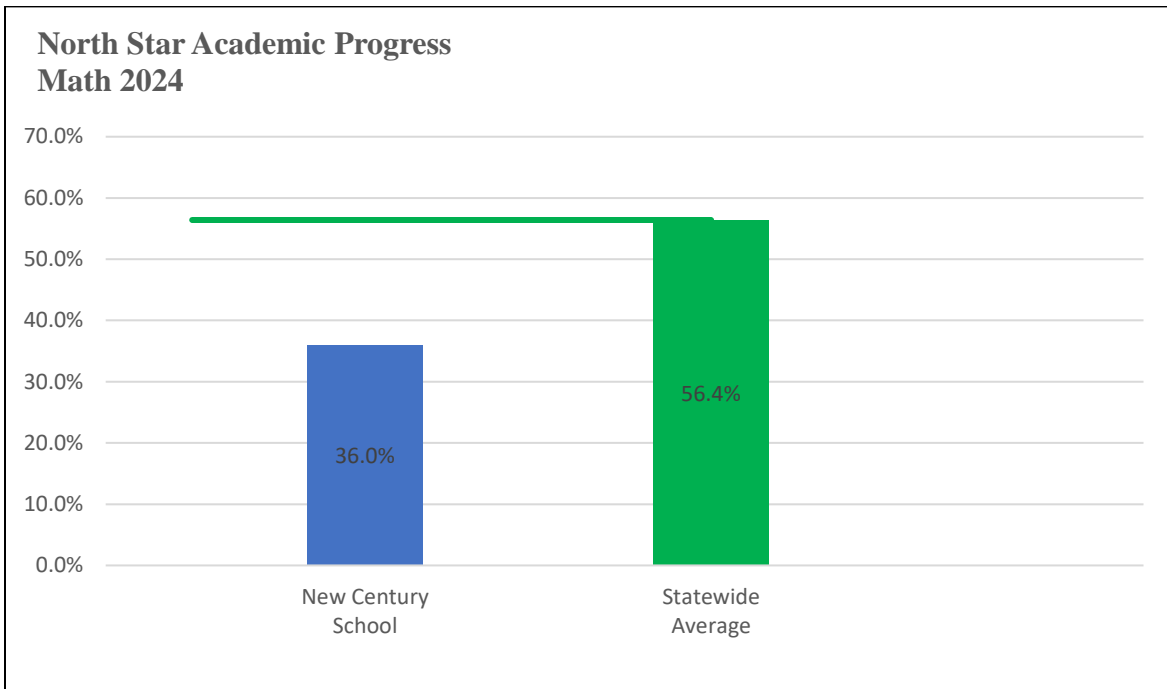


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

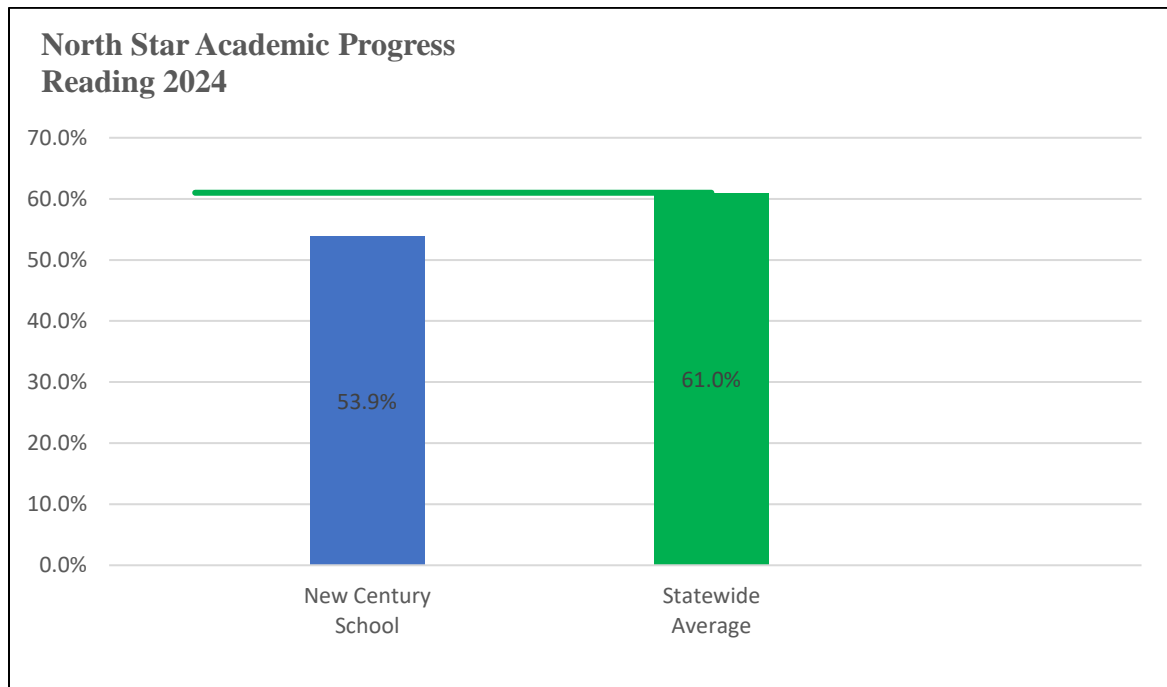


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

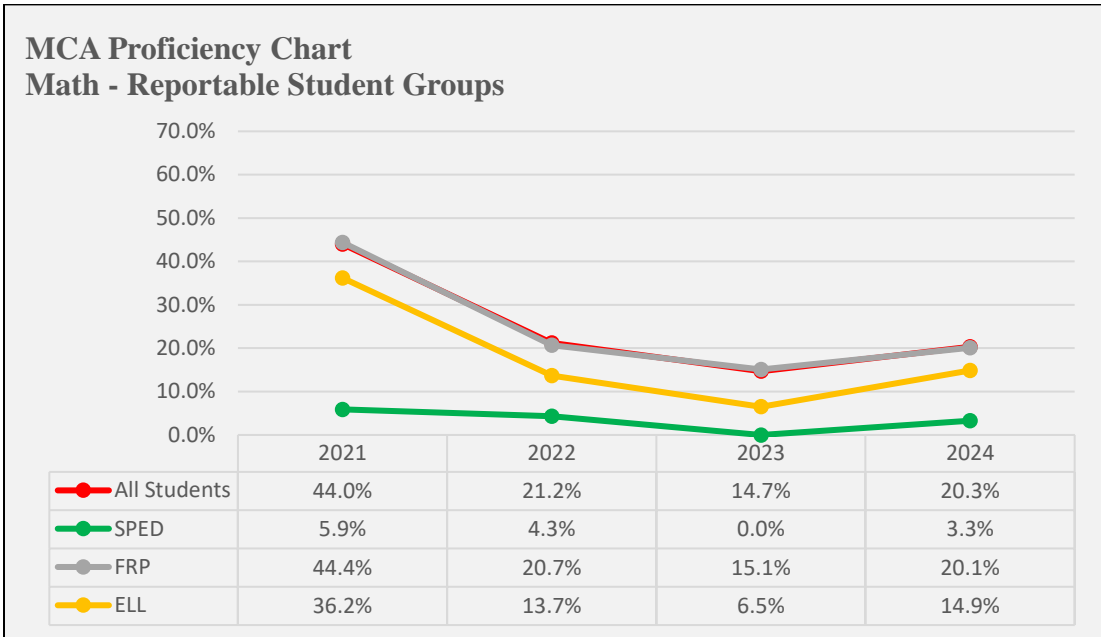


Figure 10 - Reportable Student Groups MCA Math 2021 – 2024

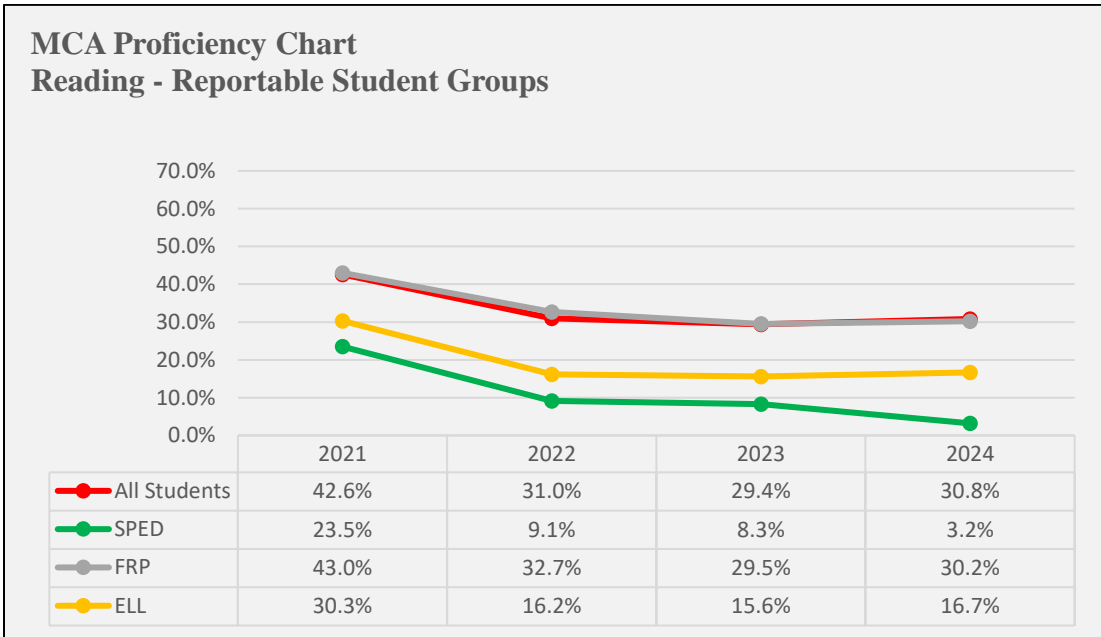


Figure 11 - Reportable Student Groups MCA Reading 2021 - 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,

and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data 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 (improved + maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
X	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 36.0% for math and 53.9% for reading. A score of partially meets was awarded because the school's combined score was 45%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: A score of partially meets was awarded because the school reduced the achievement gap in one of the six possible areas. (EL math)	

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

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
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, Envision Math planning guide sheet as well as a completed classroom environment checklist.	

Academic Performance 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.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
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 Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
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 Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

Data Source: School Annual Report

Analysis:

Goal #1a All Students Ready for School

95% of students enrolled in kindergarten will successfully meet kindergarten completion requirement by the end of the school year.

Result: Goal Met

96% of students enrolled in kindergarten successfully met kindergarten completion requirements by the end of the school year.

Goal #1b All Students Ready for School

The school will develop at least five parent engagement activities over the course of the school year.

Result: Goals Met

The school successfully completed eight parent engagement activities.

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

60% of students in grades 3-8 will receive information about career and college or visit a college.

Result: Goal Met

65% of the students received college and career-ready information and/or visited a college.

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

40% of 3-8 grade students will meet or exceed the standard on the 2024 MCA reading and math assessments.

Result: Goal Not Met

Grades 3-8 MCA math proficiency = 20.1%

Grades 3-8 MCA reading proficiency = 30.1%

Academic Standards Point Total: 11/14



PACT Charter School

Charter # 4228

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PACT
Charter School

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 558 students in the 2023-2024 school year and is currently outperforming the combined comparison schools in math, reading and science. Proficiency rates in all three subjects declined from 2023 to 2024. In 2024, the school scored above the statewide average on the North Star Academic Progress report in reading.

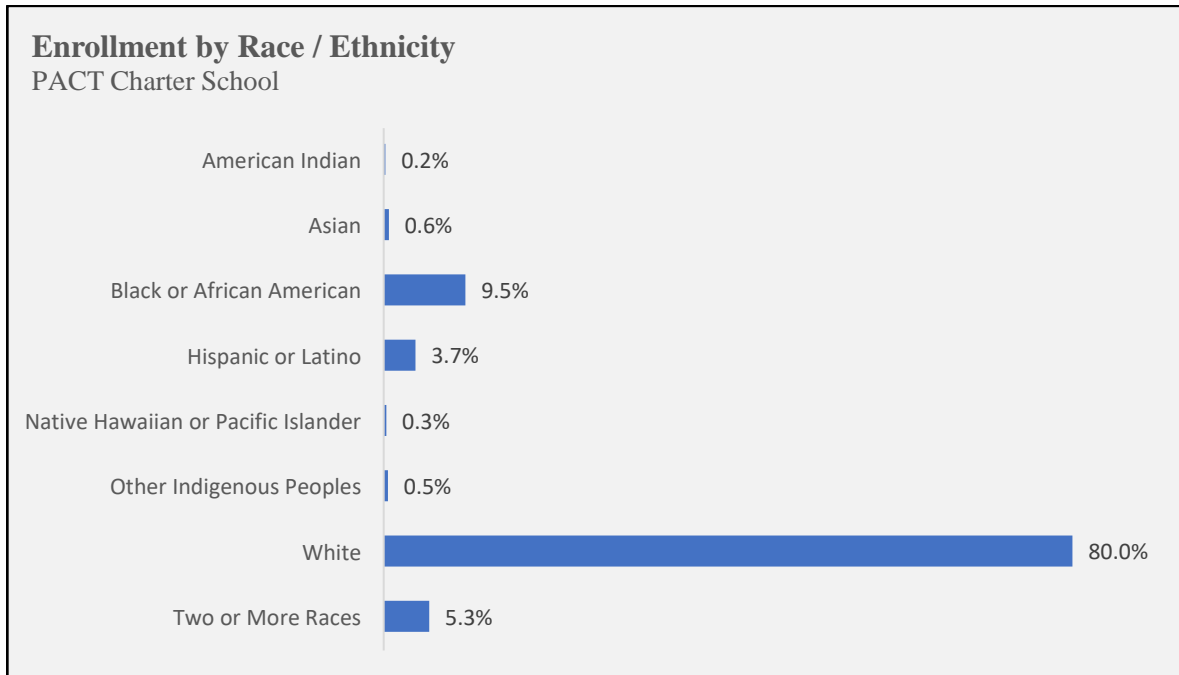


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

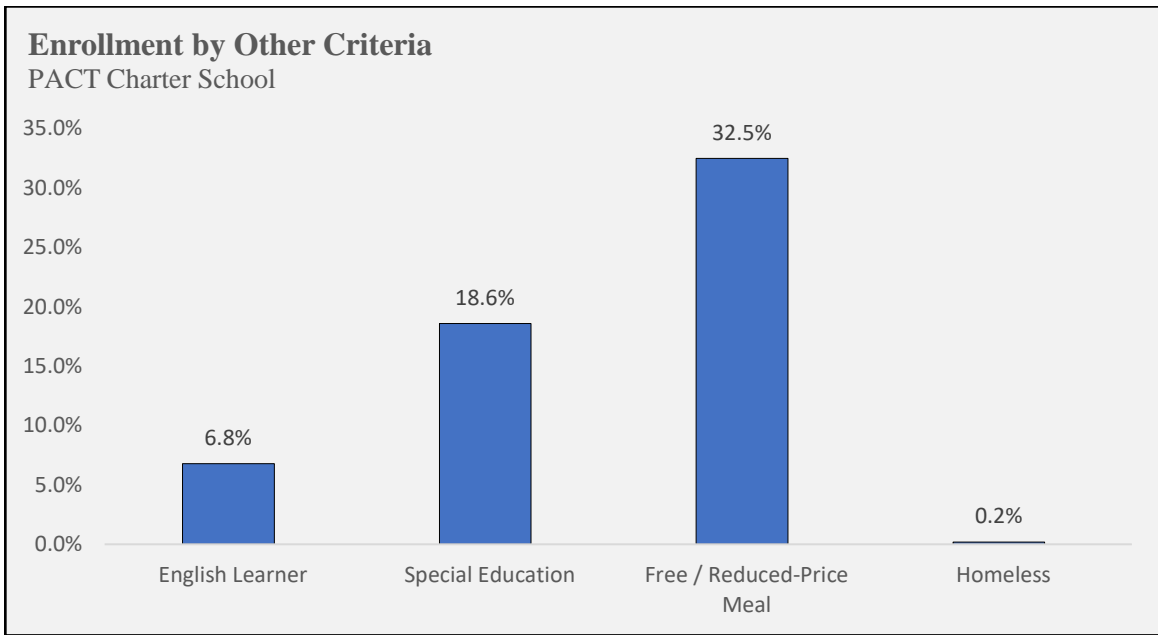


Figure 2– Enrollment by Other Criteria

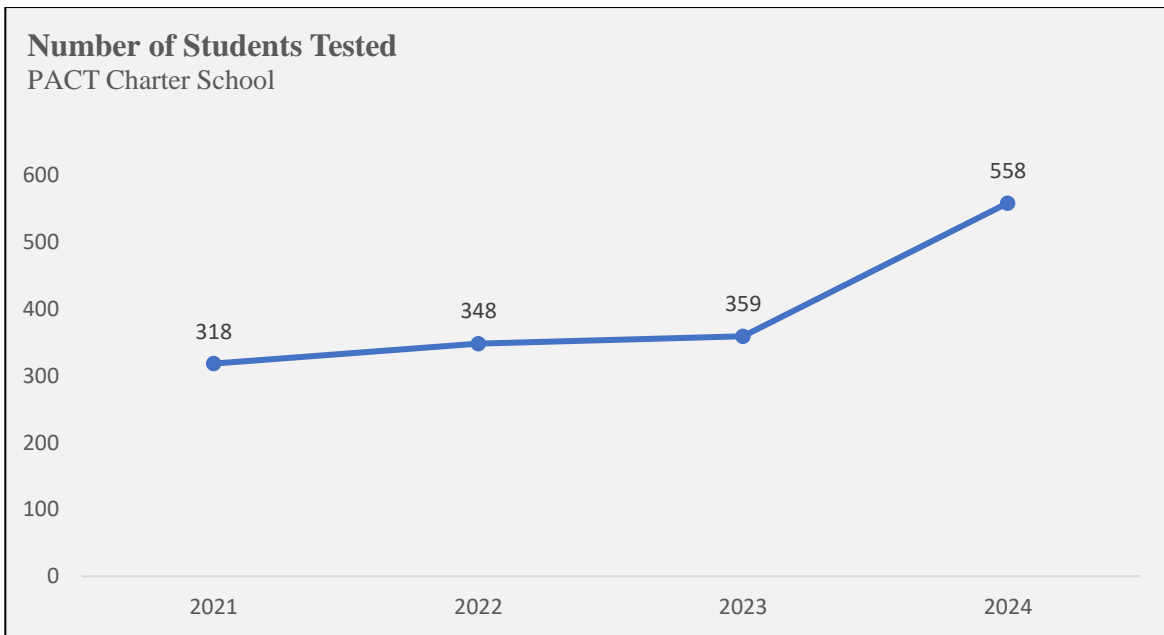


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
----------	------	------	------	------

Statewide	44.2%	44.8%	45.5%	45.5%
3rd	57.1%	59.0%	59.1%	58.8%
4th	53.8%	56.4%	57.1%	56.7%
5th	41.1%	43.1%	44.4%	44.1%
6th	37.2%	39.3%	39.6%	40.3%
7th	37.4%	37.6%	39.7%	40.1%
8th	39.8%	40.1%	40.3%	41.1%
11th	41.4%	36.6%	36.0%	35.0%
PACT	43.7%	55.2%	50.5%	45.0%
3rd	57.8%	75.0%	61.1%	71.3%
4th	48.0%	60.8%	50.0%	53.8%
5th	39.5%	48.0%	40.7%	23.4%
6th	55.1%	56.3%	57.7%	45.9%
7th	30.0%	44.2%	43.4%	45.1%
8th	34.8%	63.5%	61.5%	31.3%
11th	40.0%	37.5%	38.3%	41.7%
Brookside Elementary	64.9%	70.9%	69.5%	74.3%
3rd	70.4%	69.9%	65.4%	73.4%
4th	67.4%	74.3%	73.1%	77.4%
5th	59.0%	69.2%	71.3%	71.2%
Coon Rapids Middle School	28.1%	31.1%	32.6%	31.0%
6th	21.8%	23.8%	33.5%	34.6%
7th	27.5%	32.1%	32.3%	32.9%
8th	35.8%	36.7%	32.0%	25.8%
Anoka High School (11th)	25.5%	33.2%	31.2%	29.9%
Combined	54.2%	38.2%	39.6%	38.9%

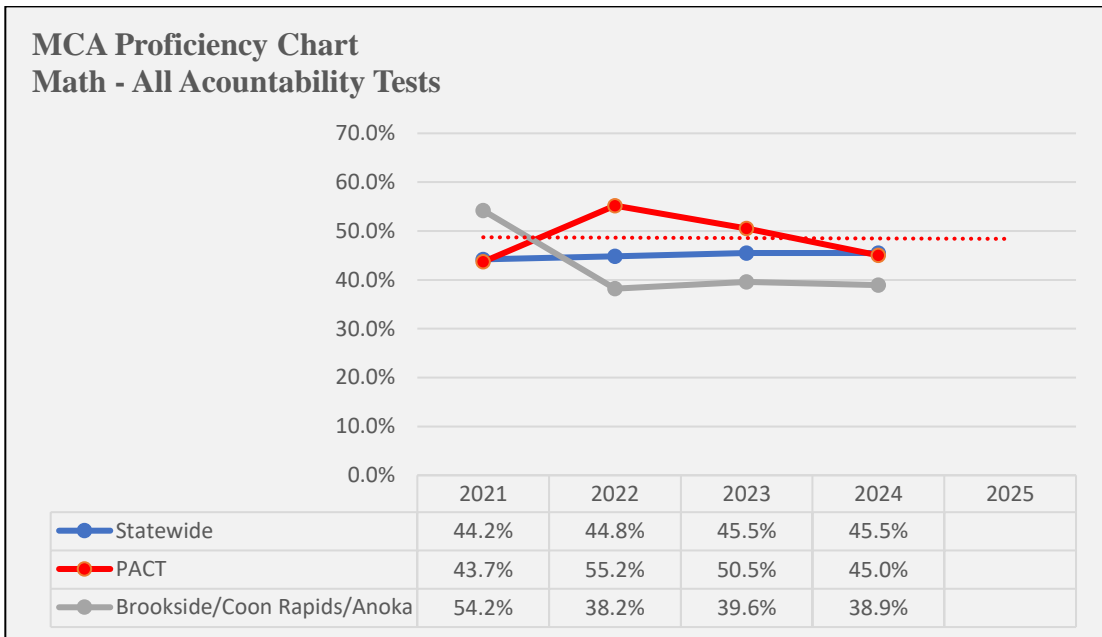


Figure 4 – MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the past four 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 4.5 percentage points from 2023 to 2024. Despite the decline, the school continues to outperform the combined comparison schools by 6.1 percentage points. 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
10th	58.3%	55.2%	51.7%	52.2%
PACT	52.6%	59.9%	55.3%	53.0%
3rd	48.9%	59.6%	43.4%	43.8%
4th	44.0%	52.9%	43.4%	51.3%
5th	56.8%	72.0%	61.1%	52.5%
6th	73.5%	66.7%	69.2%	58.9%
7th	62.0%	57.5%	54.7%	59.8%
8th	29.8%	56.6%	55.6%	44.4%
10th	52.4%	55.4%	59.6%	60.0%
Brookside Elementary	59.4%	62.6%	60.4%	63.3%

3 rd	58.3%	50.4%	53.5%	59.4%
4 th	61.5%	68.3%	64.7%	60.6%
5 th	58.3%	68.4%	65.2%	71.2%
Coon Rapids Middle School	43.1%	40.5%	38.9%	38.2%
6 th	43.4%	43.2%	48.3%	49.8%
7 th	41.3%	37.5%	35.9%	34.1%
8 th	44.7%	40.7%	32.8%	31.5%
Anoka High School (11 th)	63.3%	54.3%	52.7%	50.1%
Combined	50.2%	46.4%	45.2%	46.6%

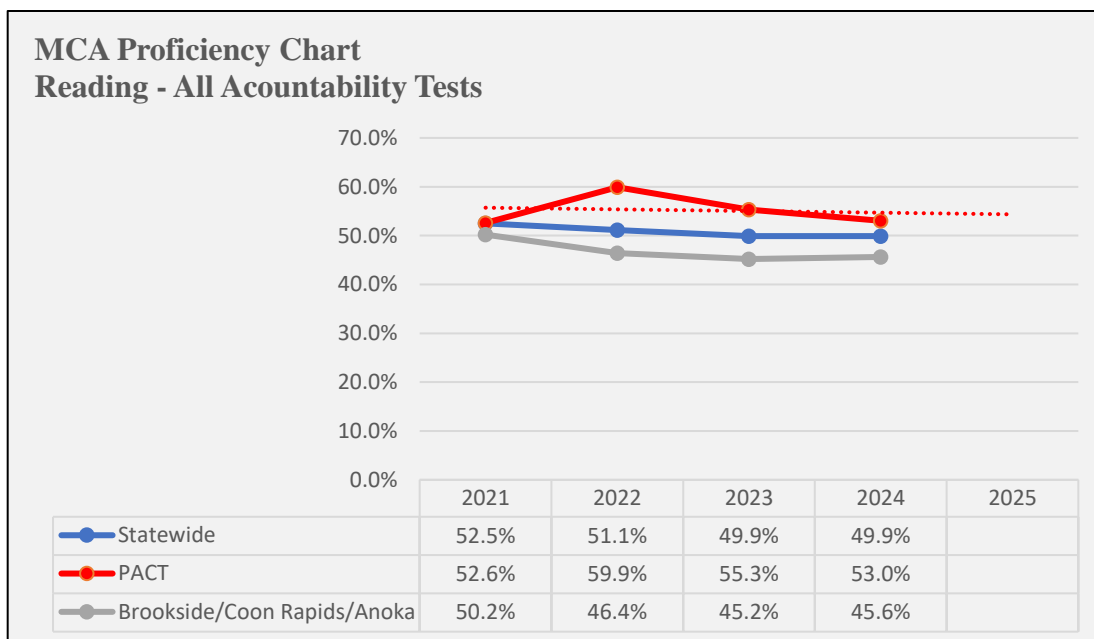


Figure 5 – MCA Reading Proficiency 2021-2024

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the past four 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 2.3 percentage points from 2023 to 2024. Despite the decline, the school continues to outperform the combined comparison schools by 7.4 percentage points. 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 2021 - 2024

MCA Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5 th	47.9%	50.5%	48.4%	45.0%
8 th	33.8%	29.2%	27.6%	30.3%
H.S.	48.3%	45.6%	41.8%	43.5%

PACT	34.5%	38.1%	48.5%	34.9%
5th	45.5%	50.0%	51.9%	36.7%
8th	23.9%	22.6%	38.5%	25.3%
H.S.	34.7%	42.3%	54.1%	45.0%
Brookside (5th)	43.6%	63.6%	62.6%	54.2%
Coon Rapids (8th)	30.7%	16.9%	16.5%	22.4%
Anoka (H.S.)	48.6%	41.5%	35.0%	42.4%
Combined	38.2%	32.0%	29.0%	34.7%

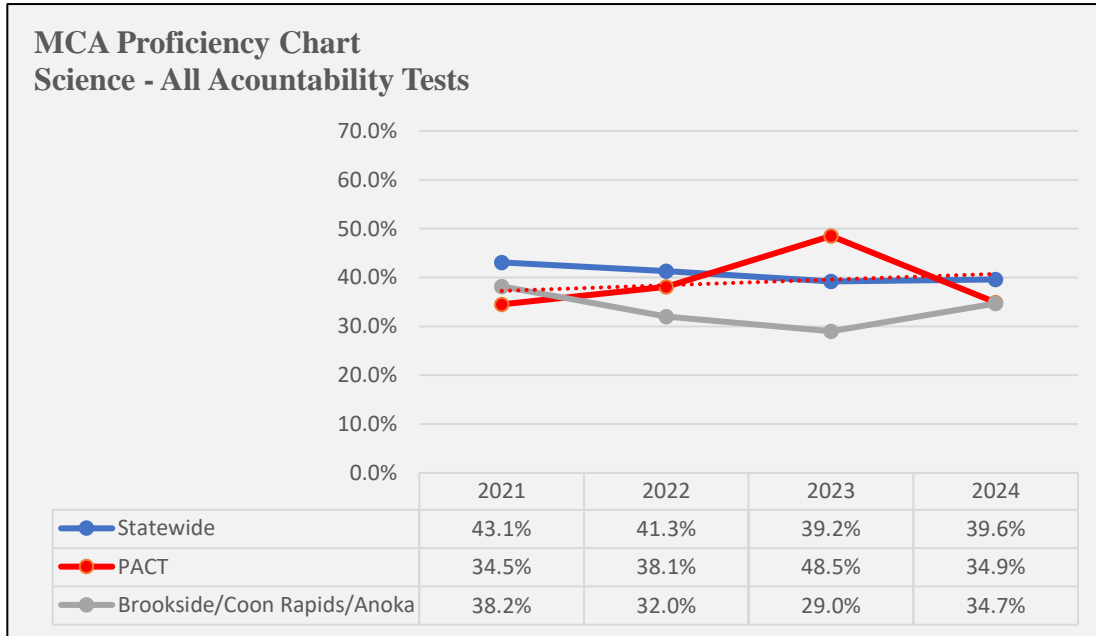


Figure 6 – MCA Science Proficiency 2021-2024

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 declined by 13.6 percentage points from 2023 to 2024. The school is currently outperforming the combined comparison schools by 0.2 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 56.4% in math and 61.0% in reading on the North Star Academic Progress Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

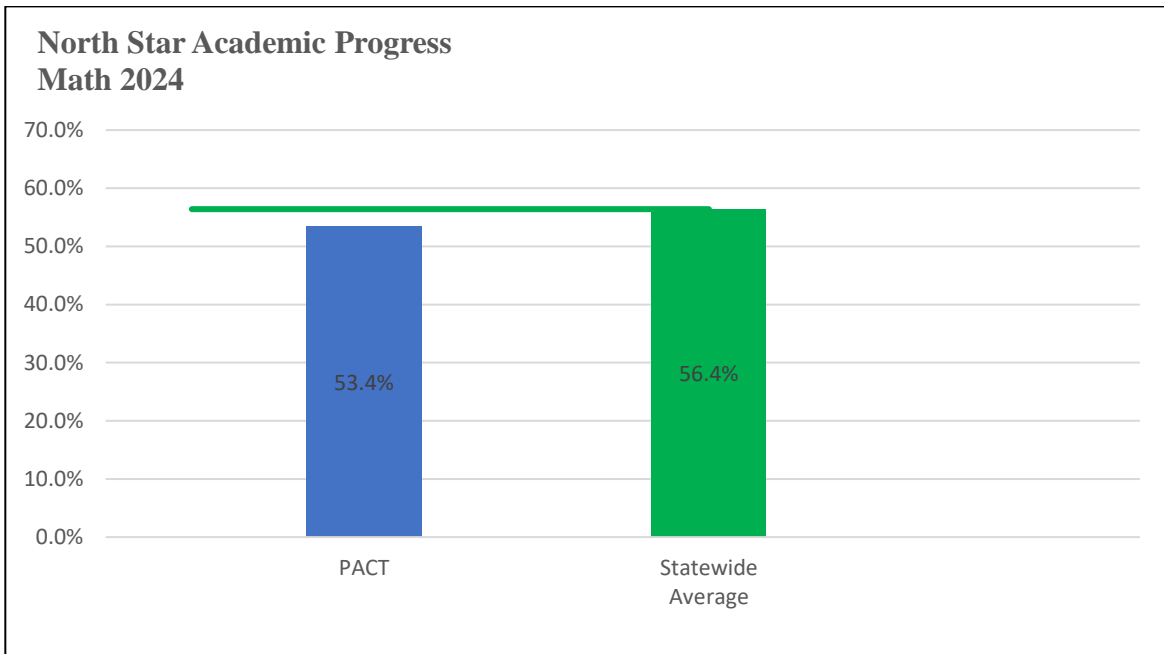


Figure 7 – North Star Academic Progress (Improved + Maintained)

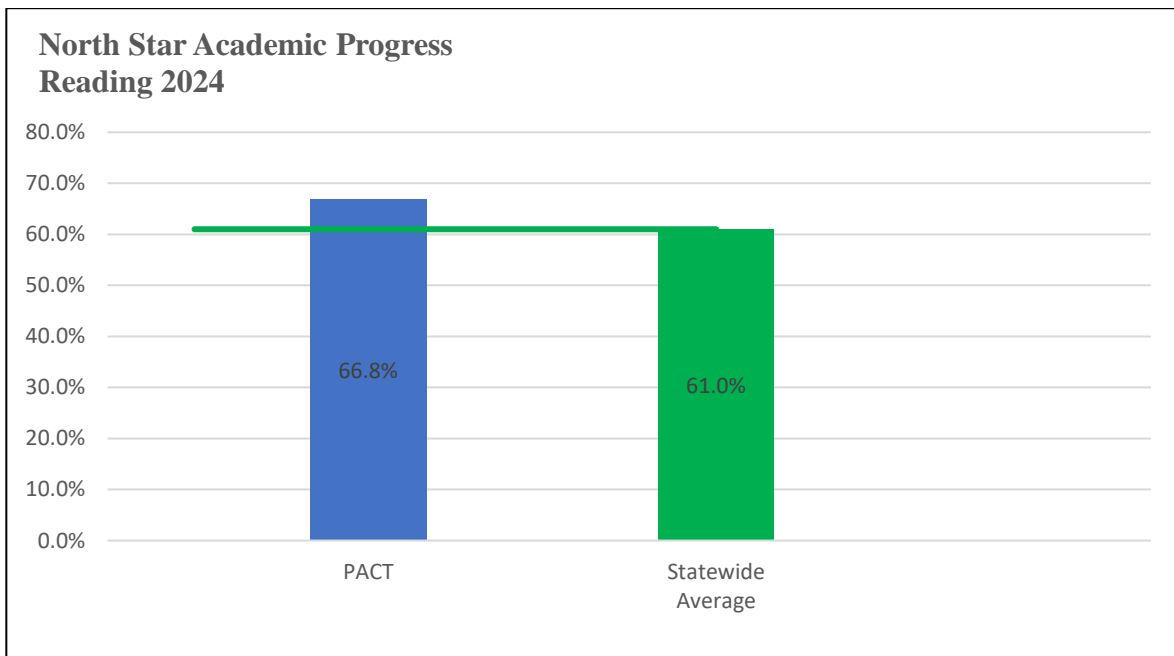


Figure 8 – North Star Academic Progress (Improved + Maintained)

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.

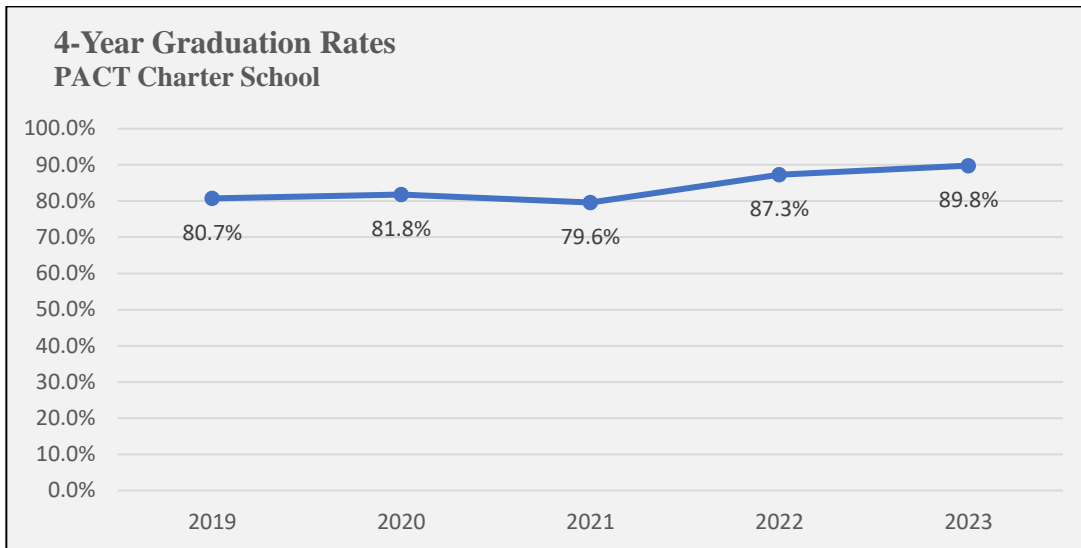


Figure 9 - Graduation Rates 2019- 2023

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

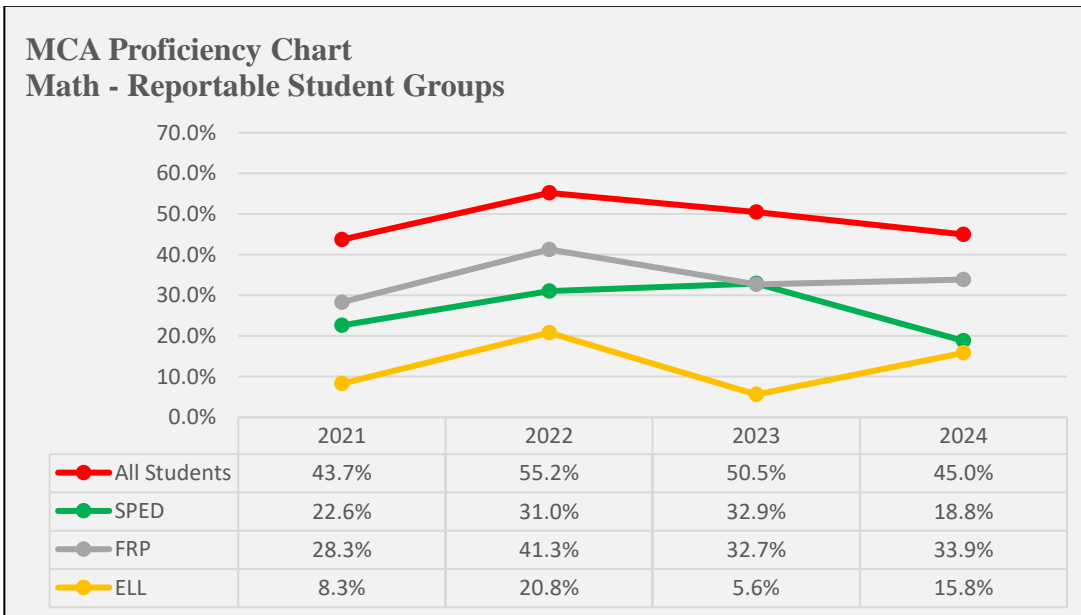


Figure 10- Reportable Student Groups MCA Math 2021 - 2024

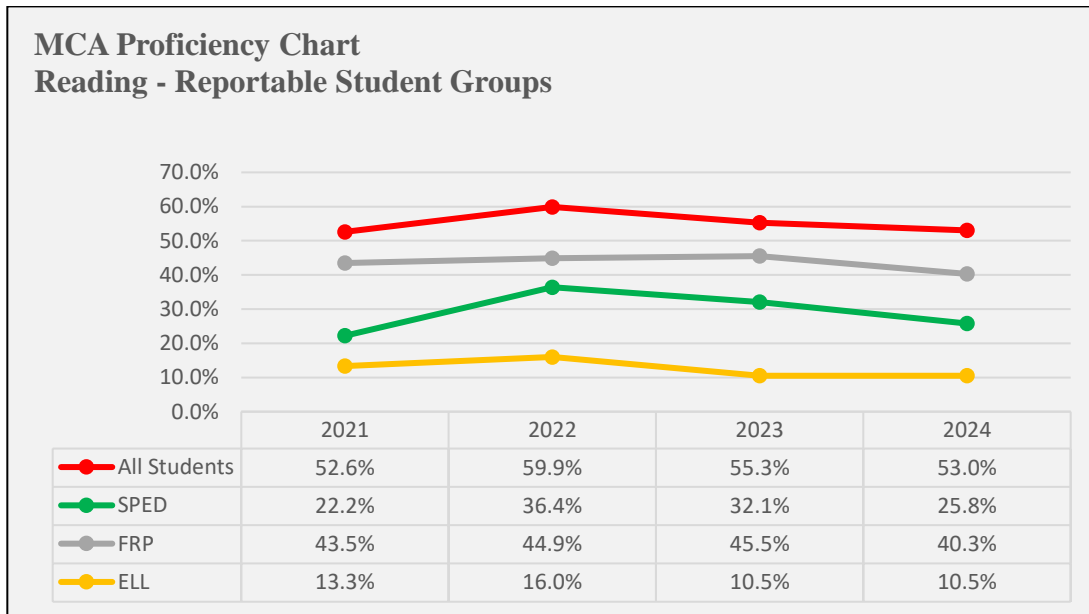


Figure 11- Reportable Student Groups MCA Reading 2021 - 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

Data 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 (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

X	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.

	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's achievement level (improved + maintained) was 53.4% for math and 66.8% for reading. A score of meets was awarded because the school's combined score was 60.1%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: PACT reduced the achievement gap in three out of six possible areas. (Free and Reduced math, ELL math and reading)	

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

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
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 Performance 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.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: During the 2023-2024 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 2023-2024 school year. These requirements ensure a cycle of continuous improvement related to instruction.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
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 Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
Analysis:	
Goal #1a All Students Ready for Kindergarten At least 85% of families with a PACT kindergartner for the 2023-2024 school year will participate in a 30-minute Kindergarten Readiness Course. Result: Goal Not Met 70% of families with a PACT kindergartner for the 2023-2024 school year participated in a 30-minute Kindergarten Readiness Course.	
Goal #2a All Students Career and College Ready by Graduation The average ACT composite score for PACT students will increase from 23.0 in 2023 to 23.5 in 2024. Result: Goal Not Met The average ACT composite score for PACT was 19.8 in 2024.	
Goal #2b All Students Career and College Ready by Graduation For the 2023-2024 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 49% to 55%. Result: Goal Met The percentage of juniors and seniors earning college credit was 55%.	
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 2023-2024 school year. Result: Goal Not Met School counselors met with 84% of Juniors and Seniors in the 2023-2024 school year.	
Goal #5 All Students Graduate The percentage of students graduating will increase from 87.3% in 2021 to 89% in 2023. Result: Goal Met	

The 2023 graduation rate was 89.8%.

Academic Standards Point Total: 12/14



Southside Family Charter School

Charter #4162
Director: Alissa Case
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 71 students in 2024. 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, reading and science from 2023 to 2024. The school's proficiency rates are currently above the statewide average in all three subjects.

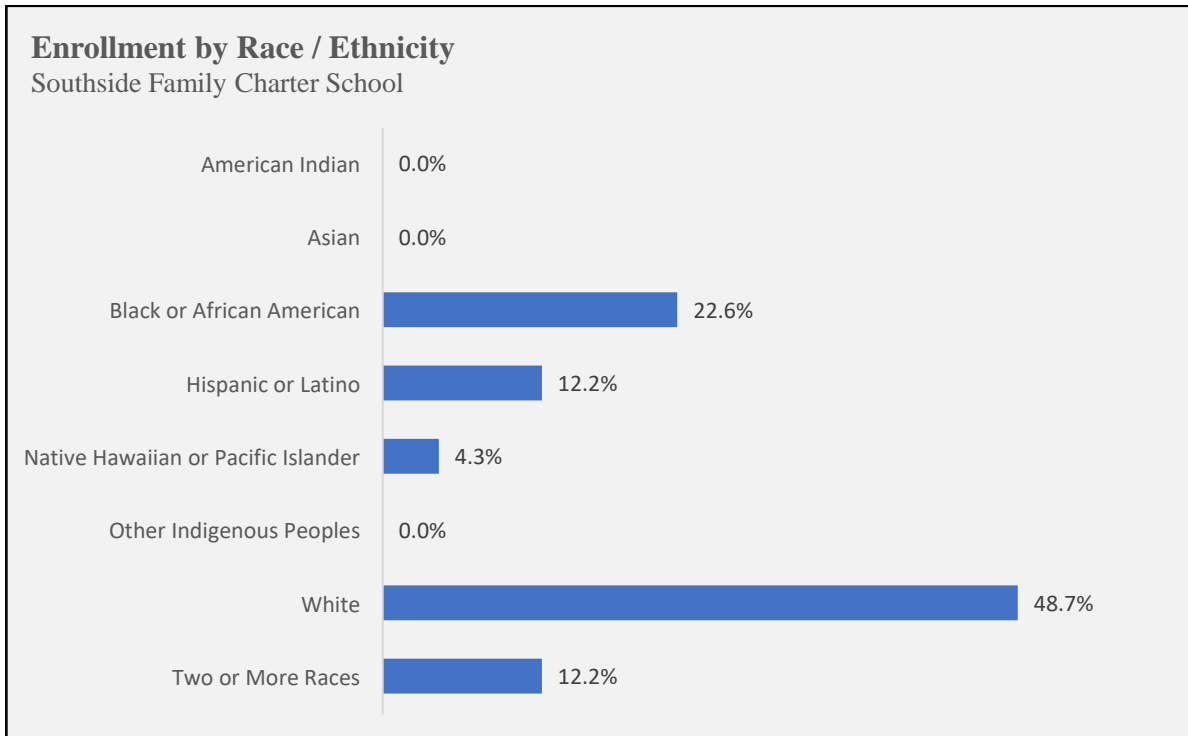


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

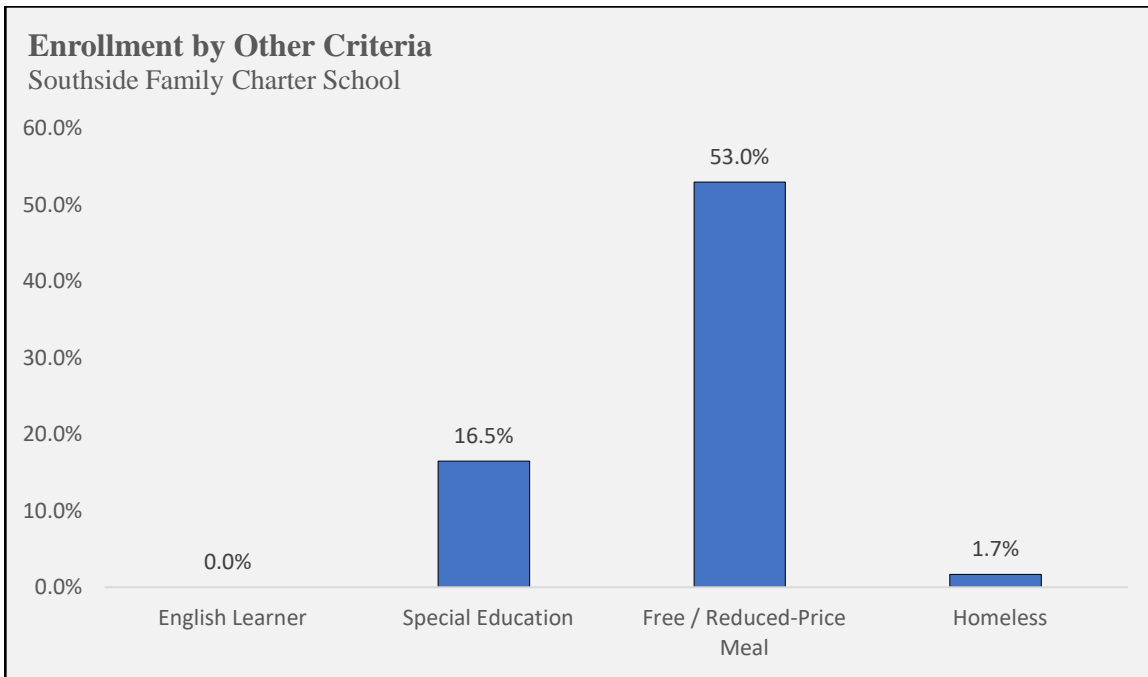


Figure 2 - Enrollment by Other Criteria

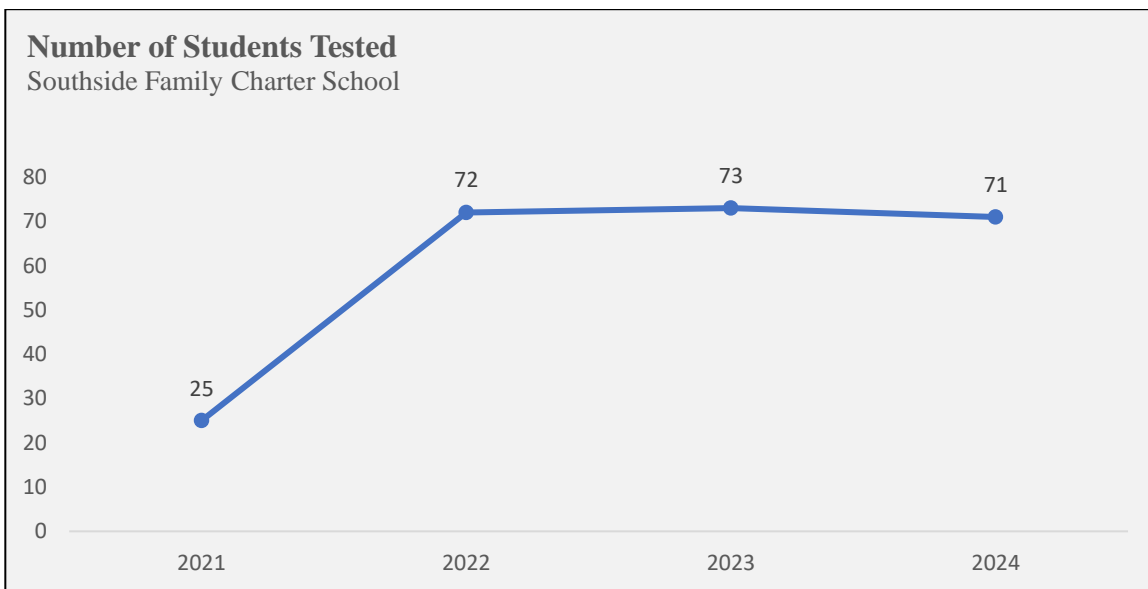


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 – 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%

3 rd	57.1%	59.0%	59.1%	58.8%
4 th	53.8%	56.4%	57.1%	56.7%
5 th	41.1%	43.1%	44.4%	44.1%
6 th	37.2%	39.3%	39.6%	40.3%
7 th	37.4%	37.6%	39.7%	40.1%
8 th	39.8%	40.1%	40.3%	41.1%
Southside	56.5%	48.6%	40.0%	26.1%
3 rd	CTSTR	66.7%	30.8%	CTSTR
4 th	50.0%	43.8%	84.6%	28.6%
5 th	CTSTR	50.0%	43.8%	15.4%
6 th	CTSTR	CTSTR	23.1%	50.0%
7 th	CTSTR	30.8%	20.0%	9.1%
8 th	N/A	CTSTR	30.0%	33.3%
Ella Baker	3.5%	8.0%	6.4%	7.3%
3 rd	5.9%	12.2%	15.1%	13.2%
4 th	7.1%	21.7%	5.9%	9.8%
5 th	0.0%	10.9%	9.1%	7.1%
6 th	0.0%	1.1%	9.6%	9.9%
7 th	5.3%	3.3%	2.3%	5.3%
8 th	4.3%	7.2%	1.2%	1.2%

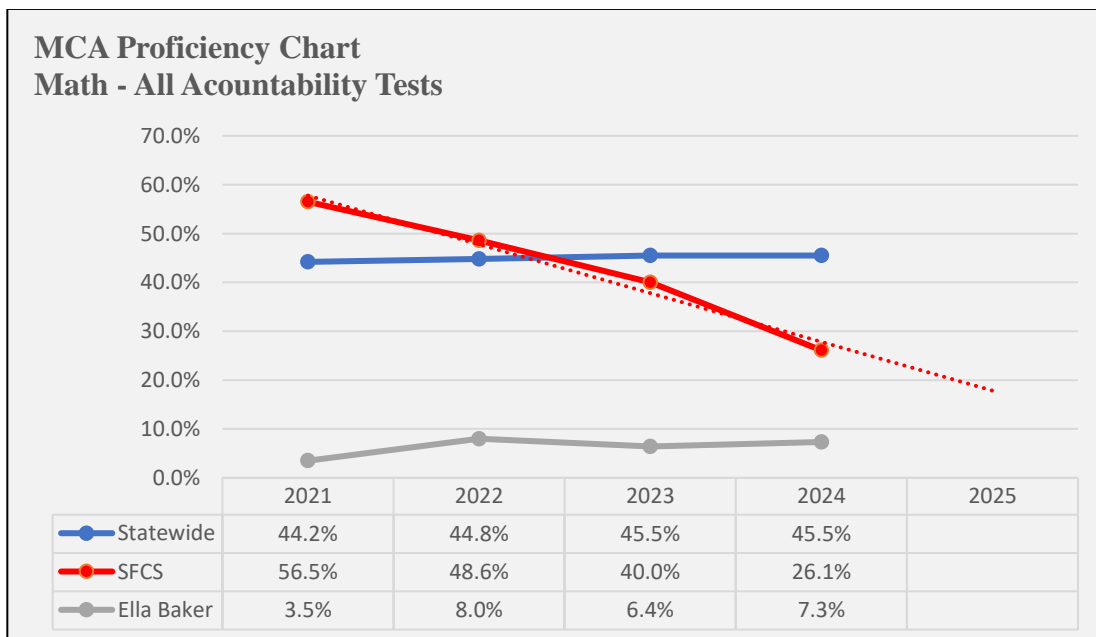


Figure 4 - MCA Math Proficiency 2021-2024

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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
Southside	67.9%	62.2%	58.2%	57.1%
3rd	CTSTR	73.3%	30.8%	CTSTR
4th	63.6%	56.3%	76.9%	33.3%
5th	CTSTR	66.7%	70.6%	61.5%
6th	CTSTR	72.7%	69.2%	84.6%
7th	CTSTR	53.8%	53.8%	72.7%
8th	N/A	CTSTR	40.0%	41.7%
Ella Baker	17.2%	14.5%	11.2%	14.1%
3rd	11.1%	18.9%	11.3%	13.2%
4th	0.0%	10.4%	3.9%	9.8%
5th	6.7%	17.5%	14.5%	8.9%
6th	31.0%	14.1%	16.4%	21.0%
7th	25.0%	11.3%	6.9%	14.9%
8th	15.0%	14.9%	13.1%	13.4%

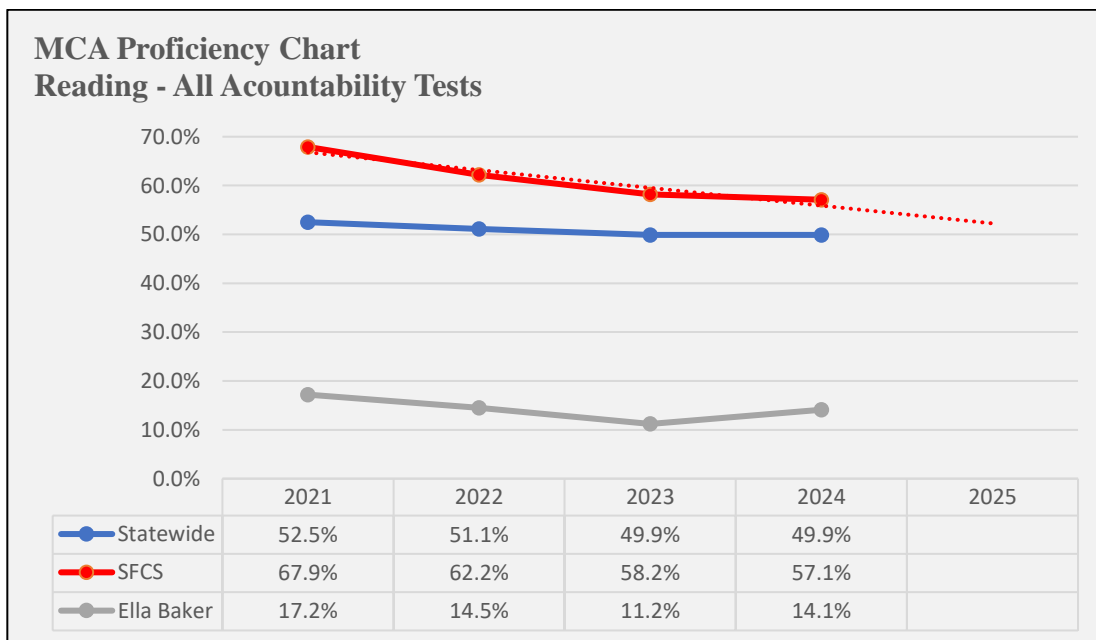


Figure 5 – MCA Reading Proficiency 2021-2024

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 2021 - 2024

MCA Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5 th	47.9%	50.5%	48.4%	45.0%
8 th	33.8%	29.2%	27.6%	30.3%
Southside	CTSTR	50.0%	51.9%	45.8%
5 th	CTSTR	63.6%	76.5%	66.7%
8 th	N/A	CTSTR	10.0%	25.0%
Ella Baker	0.0%	7.8%	3.6%	6.3%
5 th	0.0%	10.7%	5.5%	5.4%
8 th	0.0%	5.9%	2.4%	7.0%

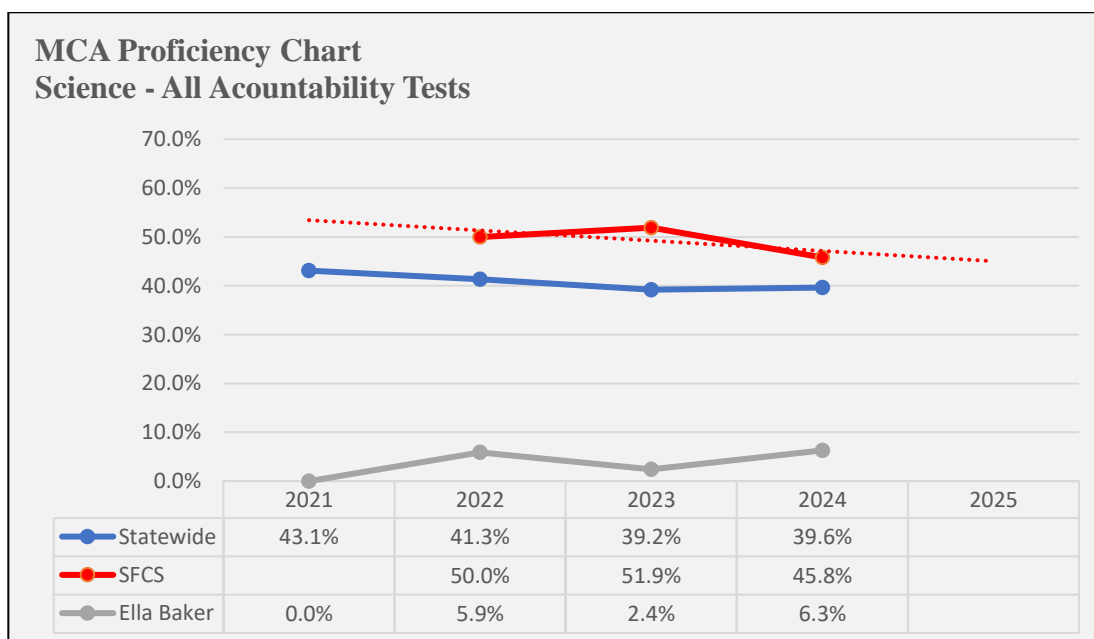


Figure 6 – MCA Science Proficiency 2021-2024

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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained)

as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

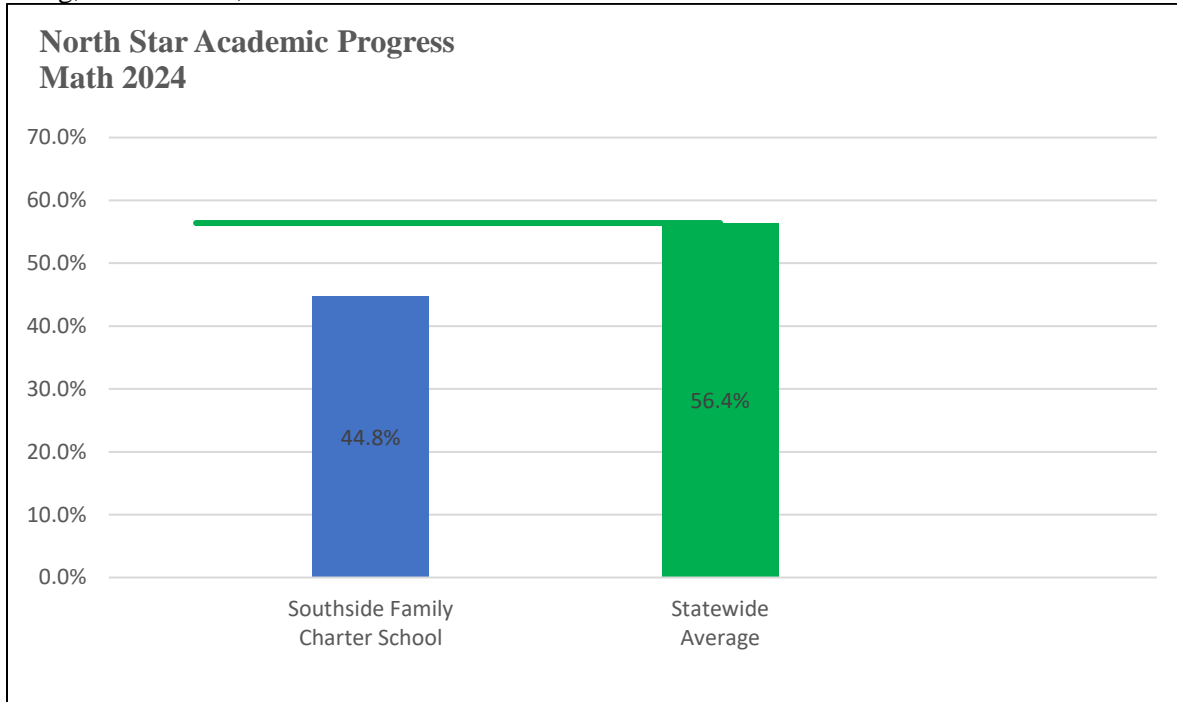


Figure 7 – 2024 North Star Academic Achievement Level (Improved + Maintained)

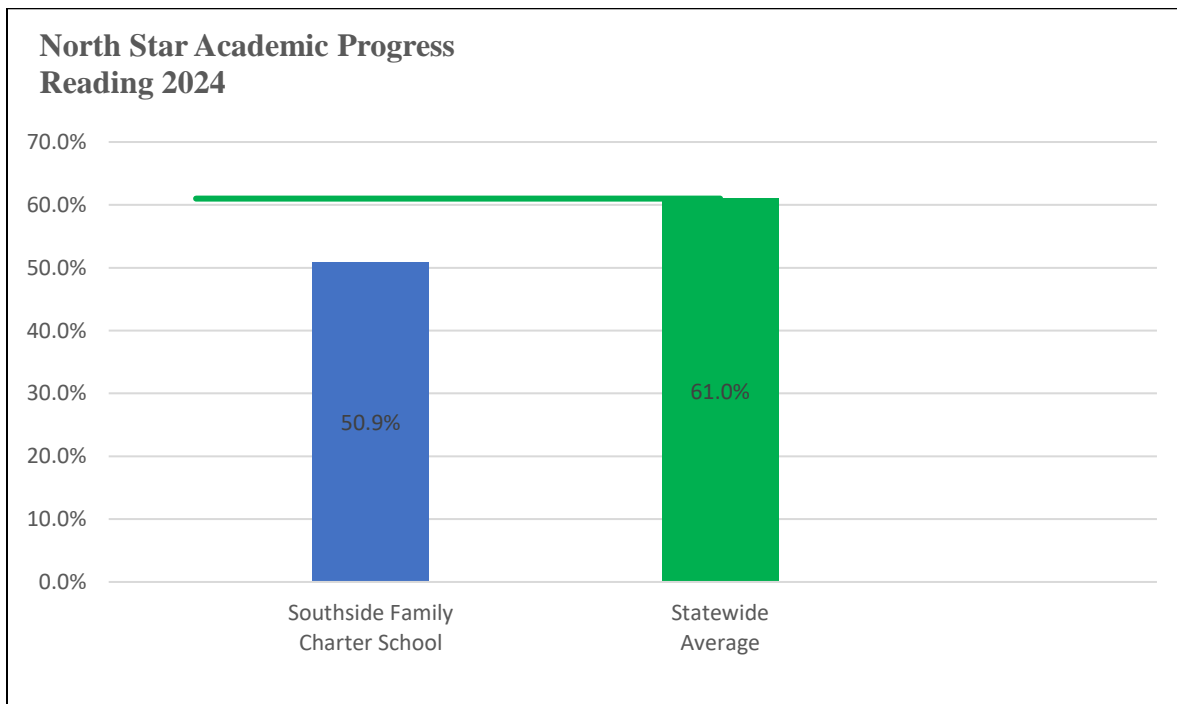


Figure 8 – 2024 North Star Academic Achievement Level (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

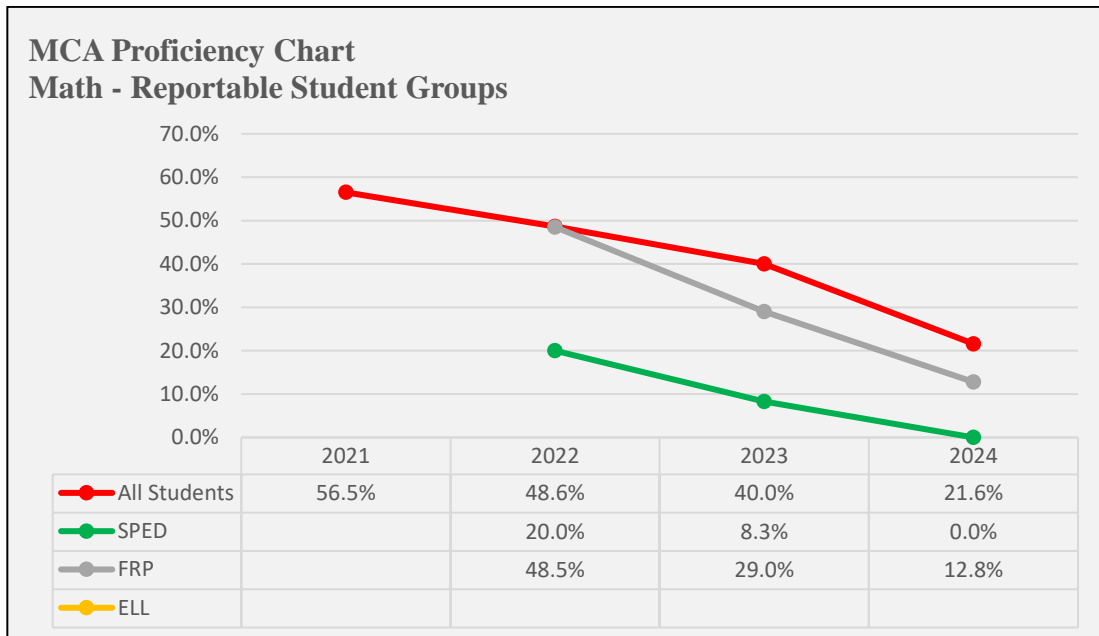


Figure 9 - Reportable Subgroups MCA Math 2021 - 2024

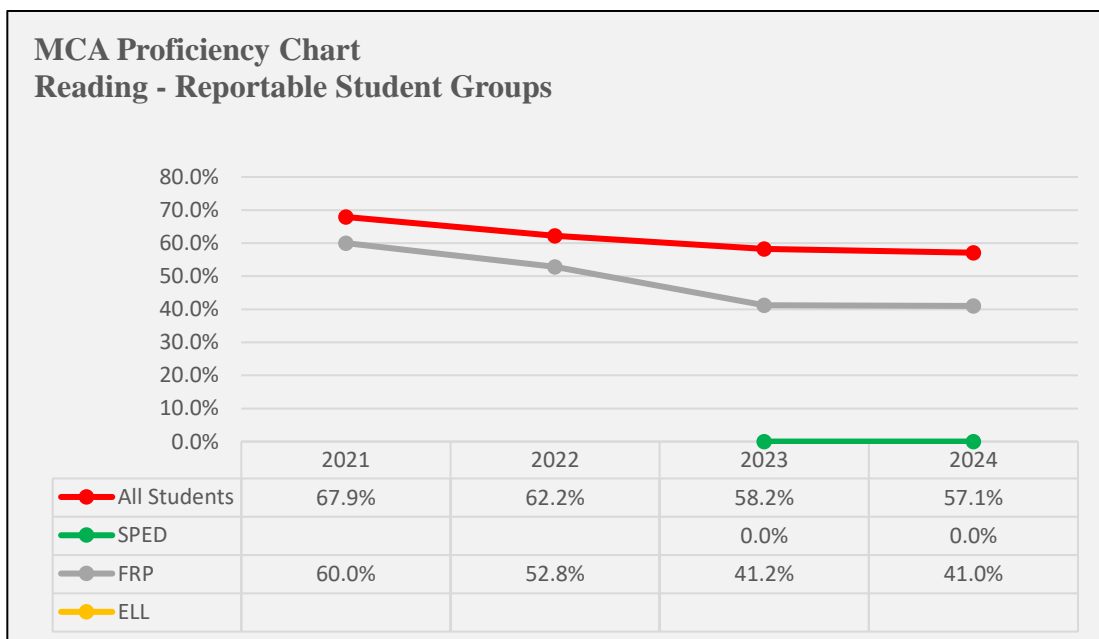


Figure 10 - Reportable Subgroups MCA Reading 2021- 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

X	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.

Data Source: Minnesota Department of Education

Analysis: SFCS is currently outperforming the local district comparison school, Ella Baker 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 (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
X	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.

Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.

Analysis: The school’s academic achievement level (improved + maintained) was 44.8% for math and 50.9% for reading. A score of partially meets was awarded because the school’s combined score was 47.9%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

X	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.

Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.

Analysis: A score of Meets was awarded because the achievement gap was decreased in all four reportable areas, math SPED, FRP and reading SPED, FRP, from 2023 to 2024.

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

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.

Data Source: School Annual Report

Analysis: SFCS has a process established for all teaching staff on a three-year cycle that meets all statutory requirements outlined in Minnesota Statute 122A.40, subd. 8. Probationary teachers (those in their first year of teaching at SFCS or within their first three years teaching in Minnesota) receive three performance reviews during each year of probation. The Evaluation process includes the following steps, employee preparation, stakeholder feedback/classroom visit, supervisor preparation, conduct performance review. The employee and the supervisor identify strengths and accomplishments, areas for development, and future growth goals.

Academic Performance 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.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: In addition to training that is renewed every year, the SFCS staff engaged in professional development in 2023-24 that supported the intersection of the school’s mission and healing/wellness. Some of these topics included: healing justice and restorative practices, abolition, practices of self-reflection and unpacking systems of power and oppression, meeting the needs of community members who are neurodivergent, community decision making processes and restorative solutions.

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

X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.

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 2023-2024 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 Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
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 Career and College-Ready by Graduation	
All students will demonstrate average or above average growth on FASTBridge aReading and aMath assessment from fall to spring.	
Result: Goal Not on Track (Multi Year Goal)	
Reading: In K-1, 45% of students made average or above average growth on the early Reading assessment. In 2nd-8th grade, 46% of students made average or above average growth on the aReading assessment.	
Math: In K-1, 63% of students made average or above average growth on the earlyMath assessment. In 2nd-8th grade, 53% of students made average or above average growth on the aMath assessment.	
Goal #2b All Students Career and College-Ready by Graduation	
All students who attend Civil Rights/ Travel Study trip will create capstone project to share with the community after the experience.	
Result: Goal Met	
All students who attended the Detroit trip made and presented a capstone project to show their learning.	

Academic Standards Point Total: 12/14



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 488 students in 2024 and is currently outperforming the combined comparison school in reading and science. Enrollment by special population remains below the statewide average in all categories. In 2024, the school scored above the statewide average on the North Star Academic Progress report in reading.

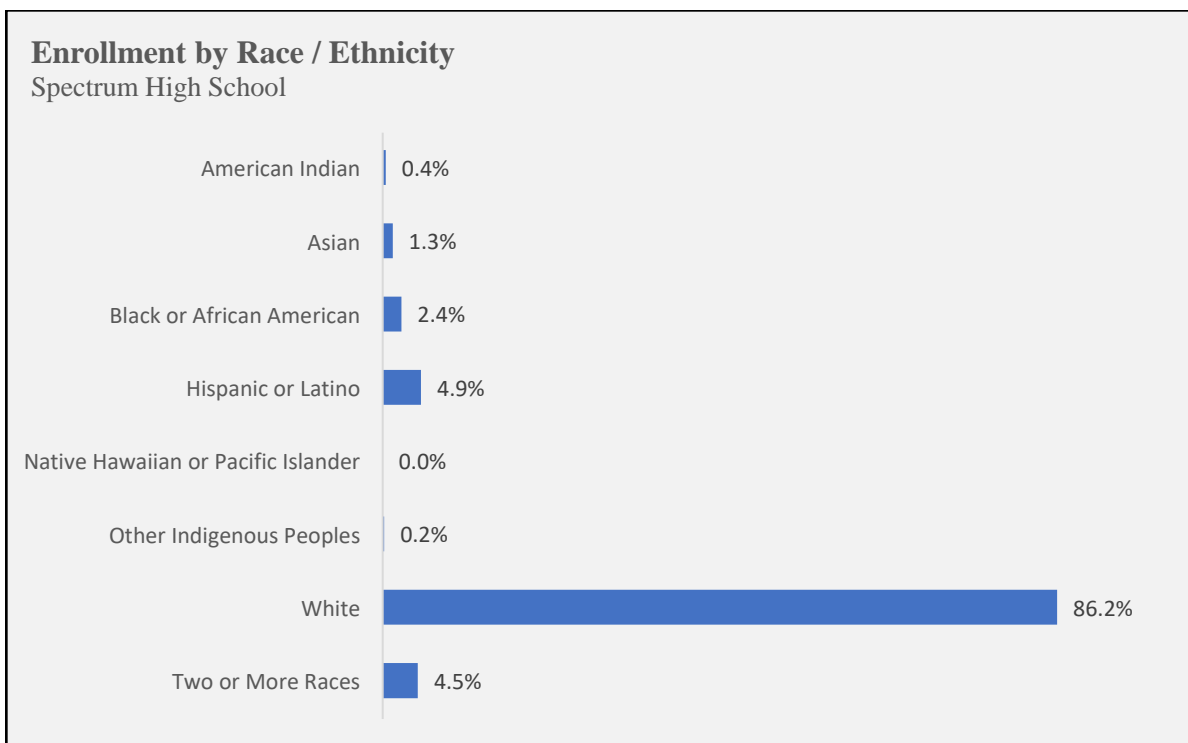


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

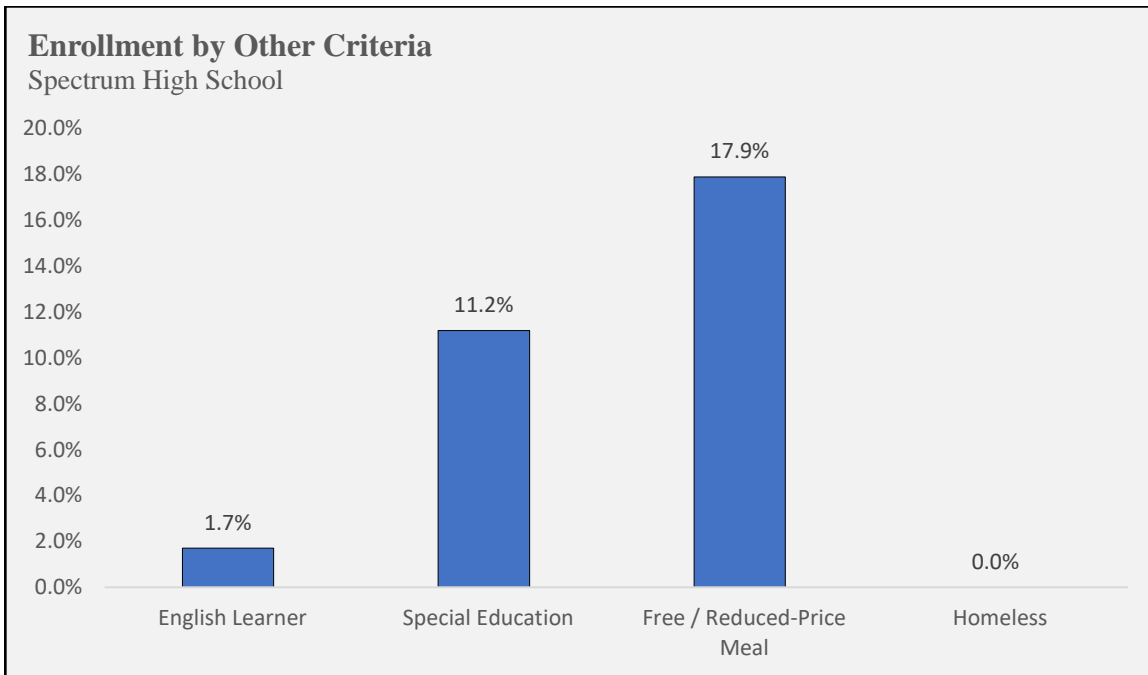


Figure 2 - Enrollment by Other Criteria

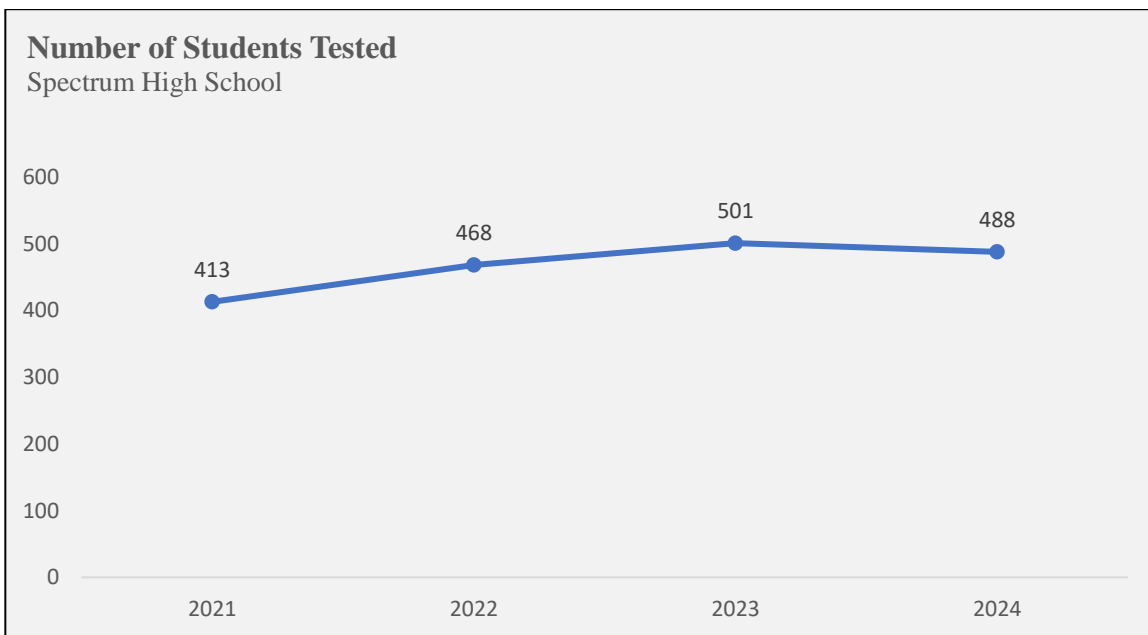


Figure 3 – Number of Students Tested (MCA)

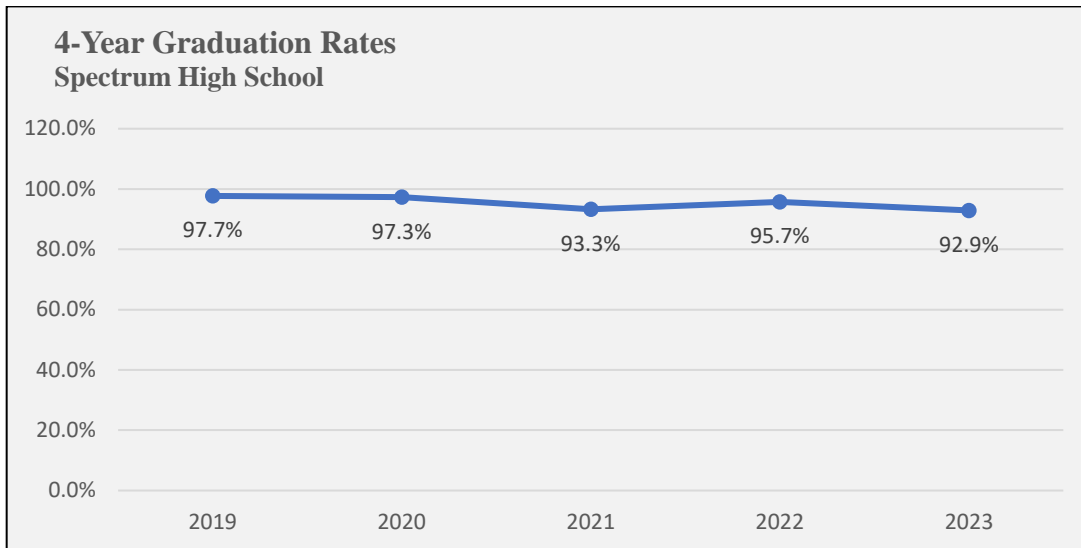


Figure 4 – Graduation Rates 2019 -2023

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
6th	37.2%	39.3%	39.6%	40.3%
7th	37.4%	37.6%	39.7%	40.1%
8th	39.8%	40.1%	40.3%	41.1%
11th	41.4%	36.6%	36.0%	35.0%
Spectrum	49.2%	47.1%	41.8%	36.3%
6th	47.5%	53.7%	45.5%	39.8%
7th	56.5%	39.0%	33.6%	29.2%
8th	48.1%	49.2%	38.8%	32.9%
11th	42.9%	47.8%	51.0%	47.3%
Vandenberg	36.1%	42.0%	40.0%	47.3%
6th	32.7%	37.4%	31.3%	44.9%
7th	33.1%	41.4%	44.7%	48.7%
8th	43.2%	46.6%	43.7%	48.7%
Elk River High 11th	59.8%	55.4%	50.9%	47.2%
Combined	44.6%	46.9%	44.4%	47.3%

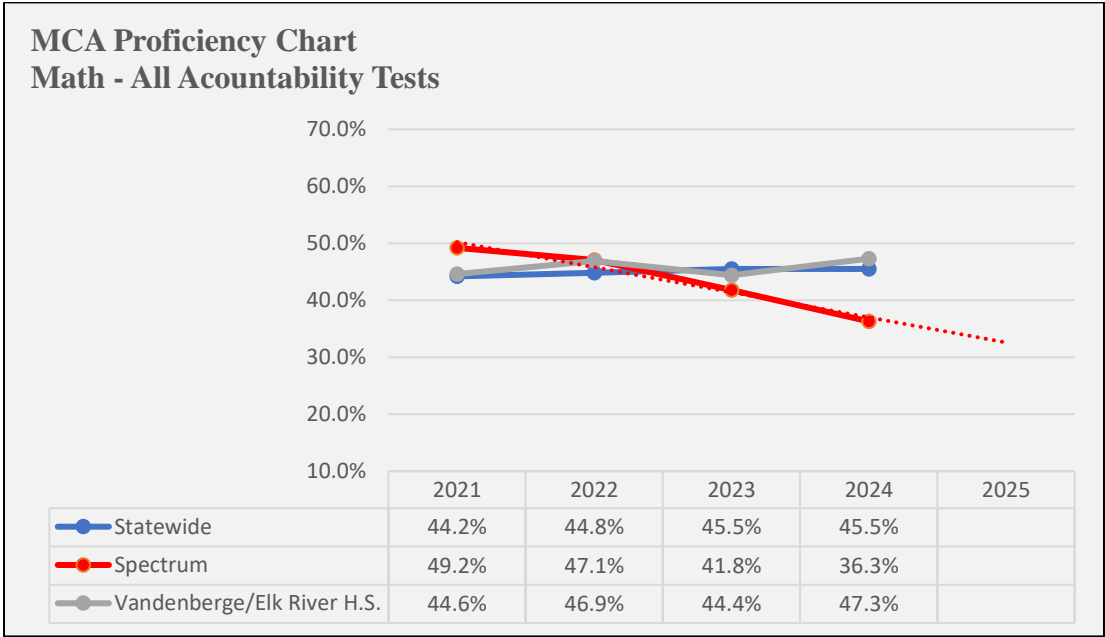


Figure 5 - MCA Math Proficiency 2021-2024

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 Vandenberg 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 5.5 percentage points from 2023 to 2024. SHS’ math proficiency rate is currently 11 percentage points below that of the combined comparison school. In future years it is expected that SHS will increase its math proficiency rate to once again outperform the combined comparison schools, Vandenberg Middle School and Elk River High School.

Table 2 – MCA Reading Proficiency 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
10th	58.3%	55.2%	51.7%	52.2%
Spectrum	72.0%	71.7%	64.6%	64.6%
6th	73.3%	74.8%	75.0%	71.7%
7th	76.4%	65.2%	60.2%	51.8%
8th	67.9%	71.9%	54.3%	61.9%
10th	70.1%	75.9%	70.8%	75.4%
Vandenberg	46.8%	46.7%	48.8%	49.7%
6th	49.4%	57.3%	56.6%	60.2%
7th	47.9%	42.9%	46.9%	42.8%
8th	42.8%	40.9%	43.4%	44.9%
Elk River High				
10th	57.0%	55.9%	41.1%	51.0%
Combined	50.9%	50.7%	45.5%	50.3%

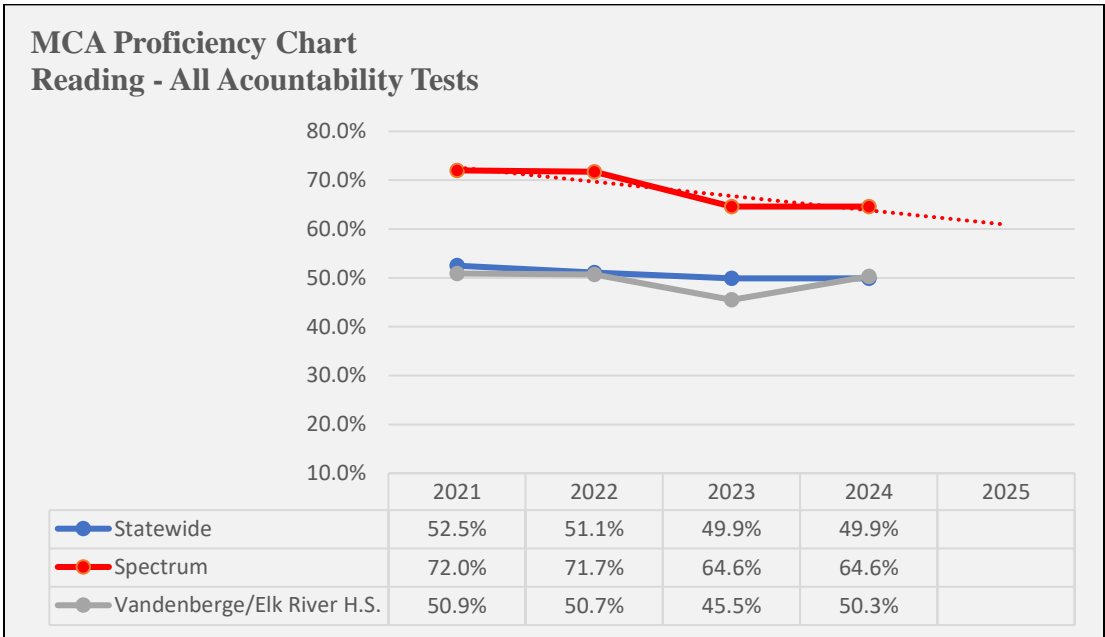


Figure 6 – MCA Reading Proficiency 2021-2024

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 was unchanged from 2023 to 2024. 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 2021 - 2024

MCA Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
8th	33.8%	29.2%	27.6%	30.3%
H.S.	48.3%	45.6%	41.8%	43.5%
Spectrum	63.9%	53.0%	49.4%	49.2%
8th	58.3%	44.6%	35.3%	36.2%
H.S.	69.7%	62.4%	69.4%	65.0%
Vandenberg (8th)	33.6%	32.8%	23.8%	31.2%
Elk River High (H.S.)	53.8%	57.5%	52.0%	54.8%
Combined	47.0%	49.2%	42.7%	48.2%

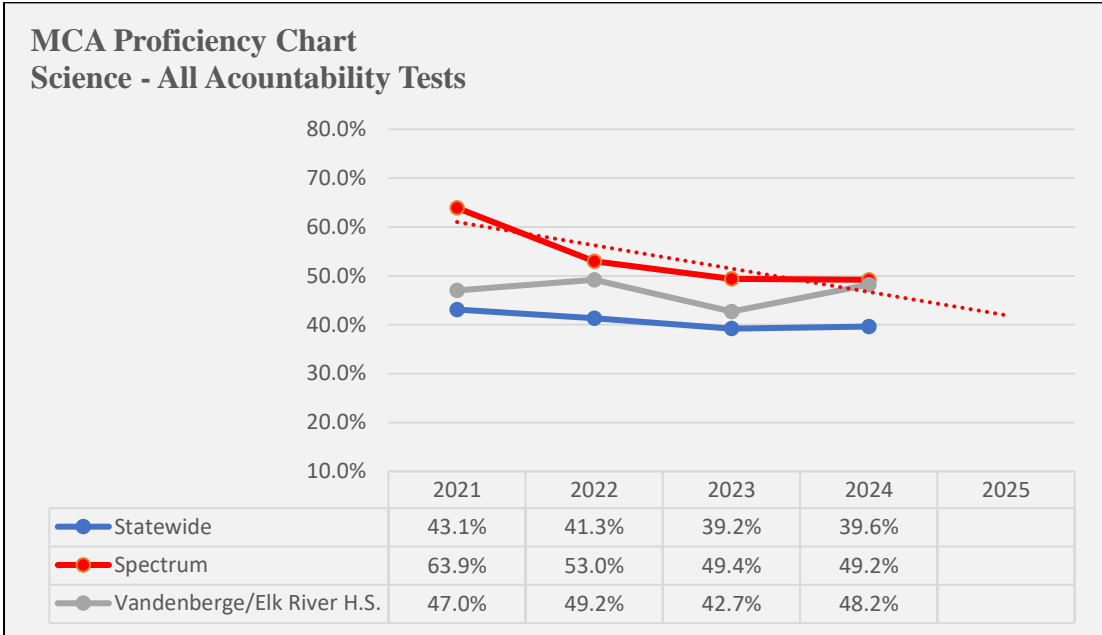


Figure 7 – MCA Science Proficiency 2021-2024

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 0.2 percentage points from 2023 to 2024. 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

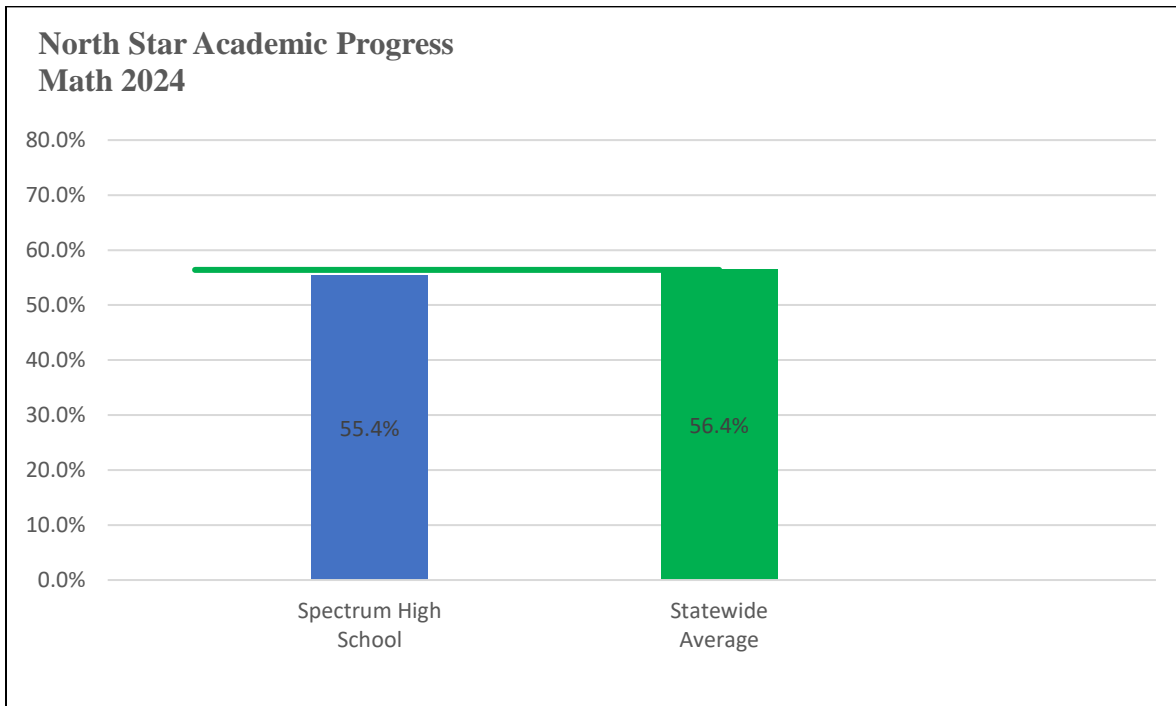


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

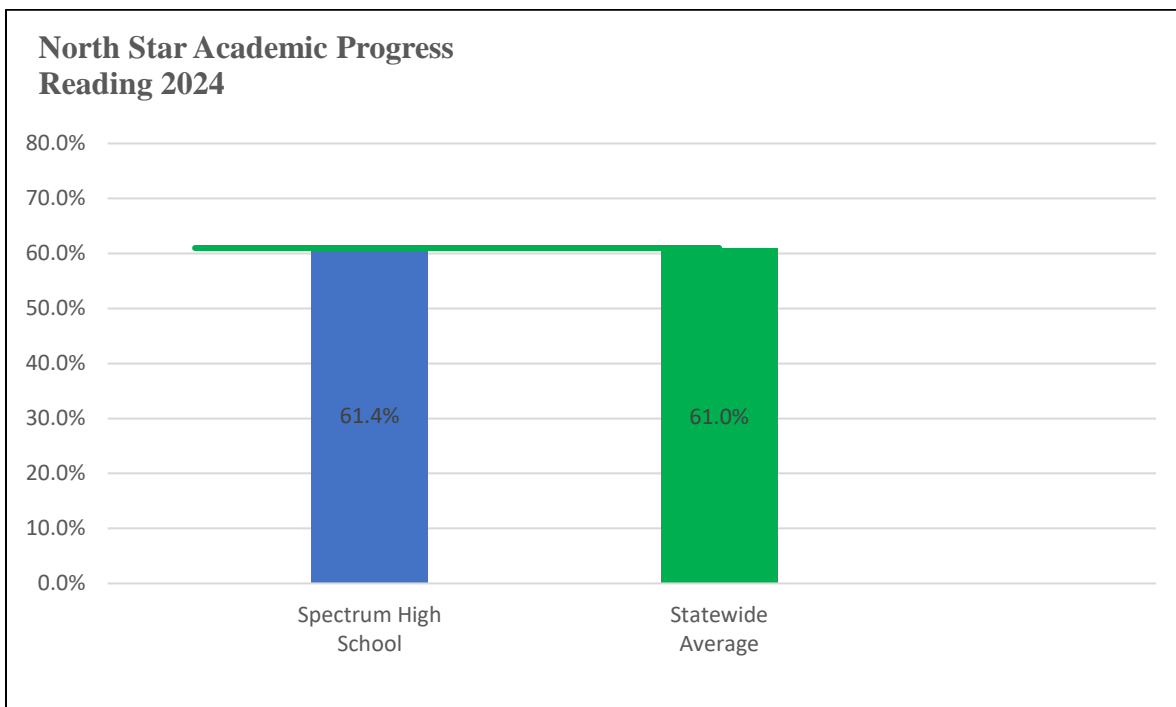


Figure 9 – North Star Academic Achievement Level (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

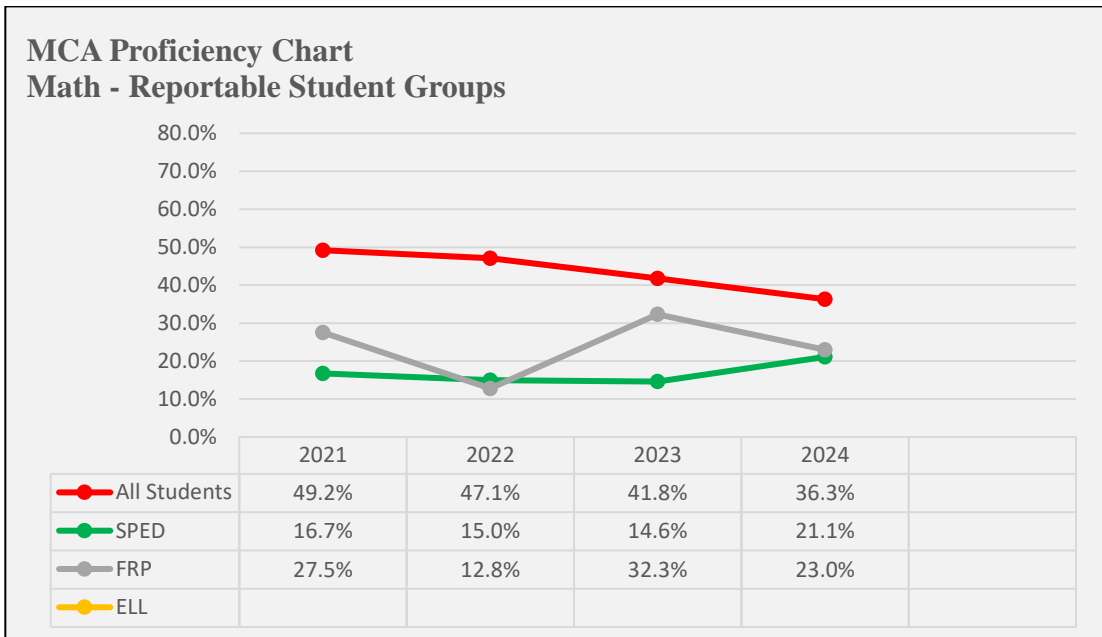


Figure 10 - Reportable Student Groups MCA Math 2021 - 2024

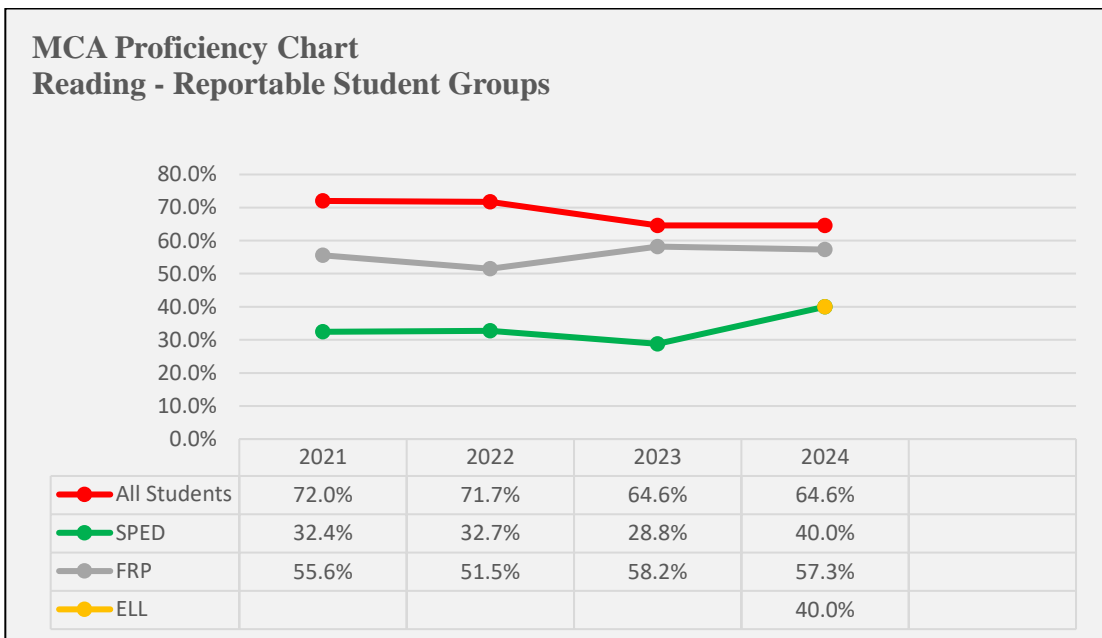


Figure 11 - Reportable Student Groups MCA Reading 2021- 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
X	1: Partially Meets - 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.
	0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: Spectrum High School is outperforming the combined comparison school, Vandenberg Middle School and Elk River High School in 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 (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
X	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school’s academic achievement level (improved + maintained) was 55.4% for math and 64.1% for reading. A score of partially meets was awarded because the school’s combined score was 58.4%.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: Spectrum High School reduced the achievement gap in two out of four possible areas. (Special Education math and Special Education reading.)	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.

	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Teacher Evaluation Plan	
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 Performance Standard 5 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and linked to improving pupil learning and student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Professional Development Plan	
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 Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
X	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.

Data Source: School Annual Report	
Analysis: The school’s annual report was not submitted to VOA by January 31, 2025.	

Academic Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
X	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

Data Source: School Annual Report	
Analysis: The school’s World’s Best Workforce (WBWF) Annual Summary Report was not submitted to VOA by January 31, 2025.	

Academic Standards Point Total: 7/14



Schoolcraft Learning Community

Charter #4058
Director: Adrienne Eickman
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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.

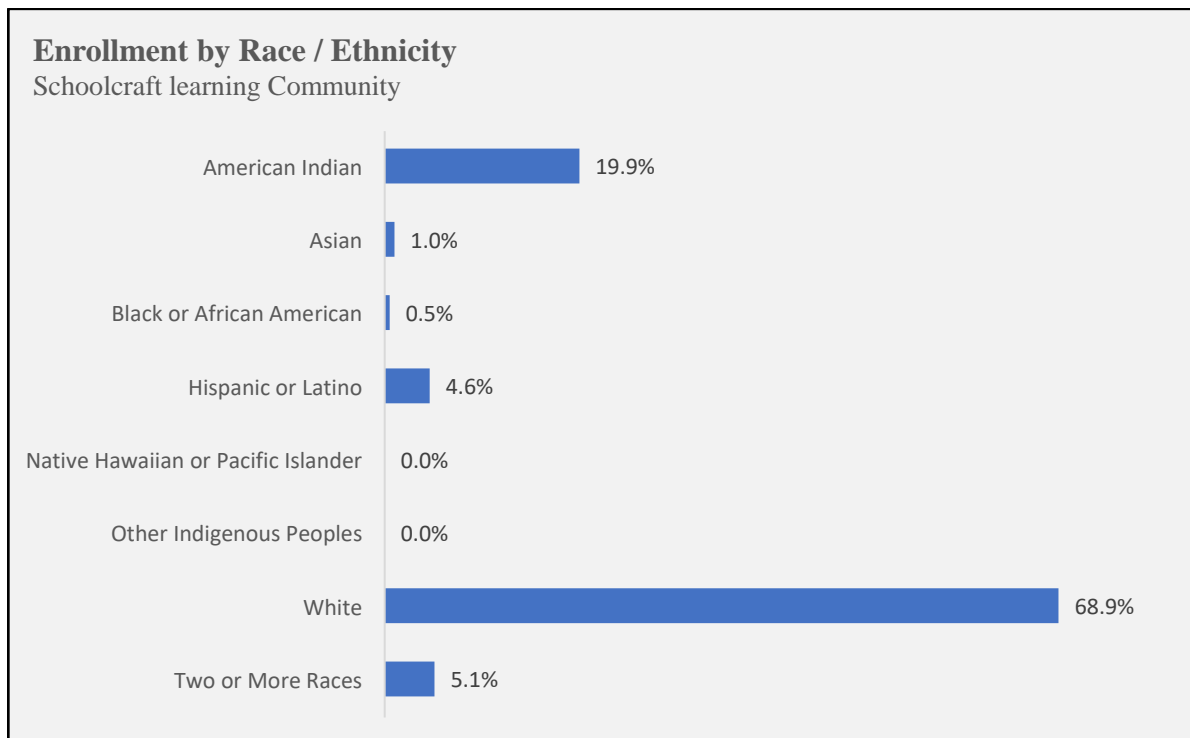


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

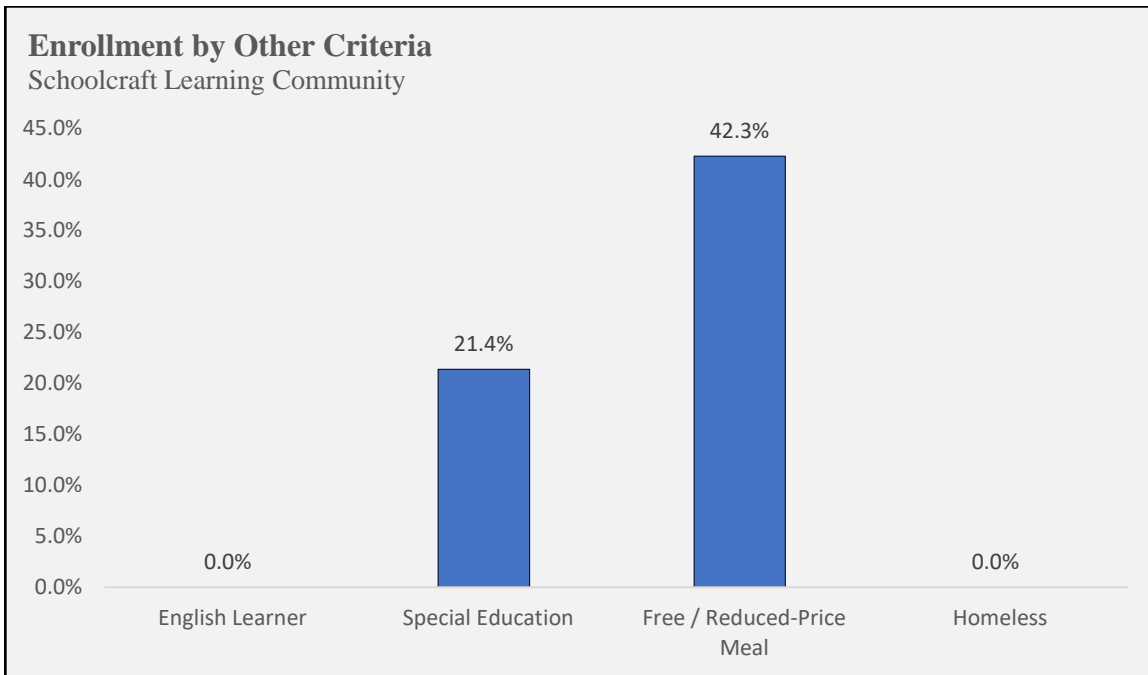


Figure 2 - Enrollment by Other Criteria

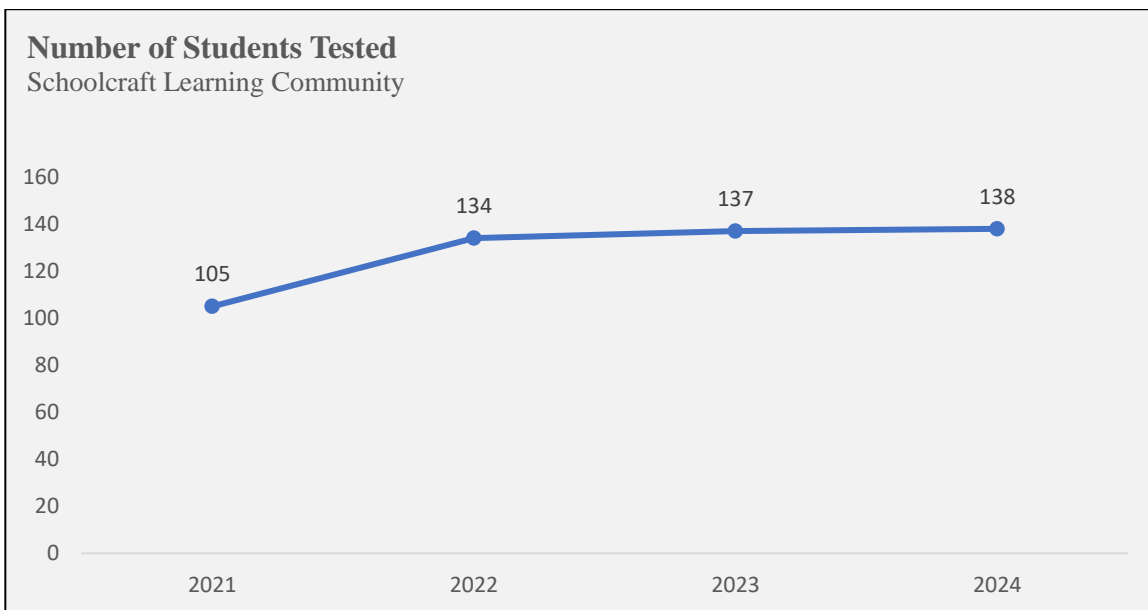


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%

3 rd	57.1%	59.0%	59.1%	58.8%
4 th	53.8%	56.4%	57.1%	56.7%
5 th	41.1%	43.1%	44.4%	44.1%
6 th	37.2%	39.3%	39.6%	40.3%
7 th	37.4%	37.6%	39.7%	40.1%
8 th	39.8%	40.1%	40.3%	41.1%
Schoolcraft	40.0%	43.7%	39.7%	34.1%
3 rd	54.5%	43.6%	45.0%	30.4%
4 th	55.6%	52.4%	43.2%	47.6%
5 th	42.1%	42.1%	45.5%	20.6%
6 th	31.6%	50.0%	35.3%	33.3%
7 th	31.6%	40.0%	52.6%	40.0%
8 th	CTSTR	33.3%	14.3%	42.1%
Northern Elem.				
3 rd	68.7%	54.9%	68.2%	68.5%
Gene Dillon Elem.				
4 th	47.5%	52.2%	48.2%	50.0%
5 th	36.7%	39.3%	45.0%	42.7%
Bemidji Middle				
6 th	34.1%	46.2%	44.2%	47.6%
7 th	35.1%	38.2%	42.5%	43.9%
8 th	41.2%	50.3%	46.7%	45.9%
Combined	40.4%	45.7%	46.4%	47.1%

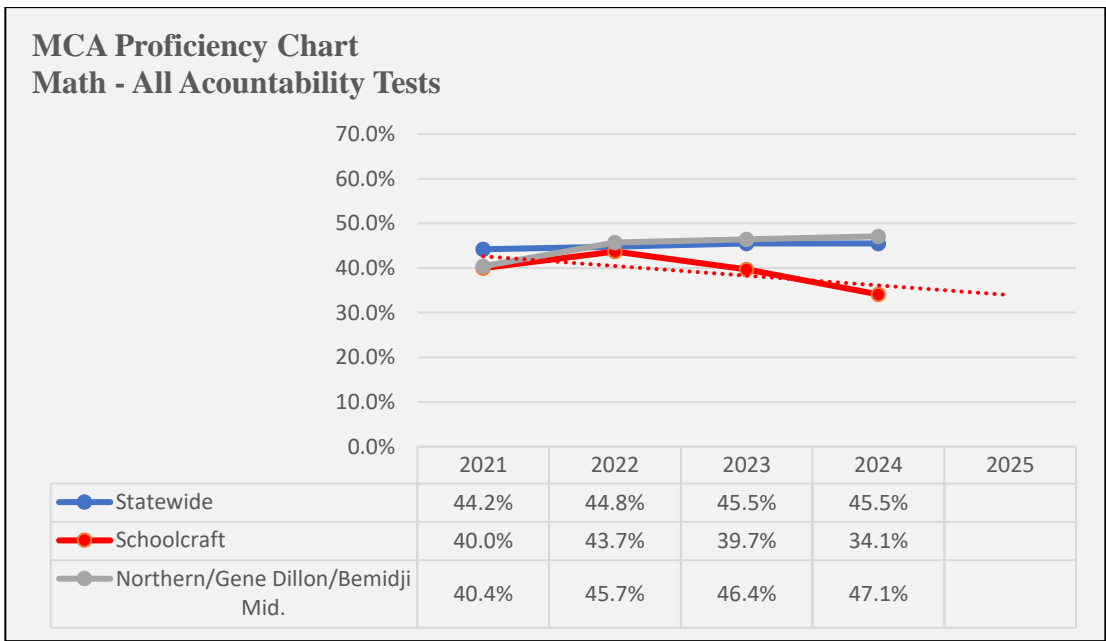


Figure 4 - MCA Math Proficiency 2021-2024

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 declined by 5.6 percentage points from 2023 to 2024. SLC's math proficiency rate 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
Schoolcraft	55.7%	59.3%	52.9%	54.3%
3rd	31.8%	41.0%	35.0%	30.4%
4th	50.0%	61.9%	36.8%	57.1%
5th	73.7%	57.9%	59.1%	52.9%
6th	68.4%	83.3%	50.0%	66.7%
7th	55.0%	70.0%	78.9%	45.0%
8th	CTSTR	61.1%	71.4%	78.9%
Northern Elem.				
3rd	39.8%	36.6%	56.5%	43.8%
Gene Dillon Elem.				
4th	45.6%	43.8%	41.8%	46.2%
5th	66.8%	62.0%	59.3%	57.6%
Bemidji Middle				
6th	49.7%	66.0%	56.2%	55.6%
7th	45.0%	46.8%	51.3%	47.6%
8th	43.0%	48.0%	42.7%	43.3%
Combined	49.8%	52.5%	50.7%	49.7%

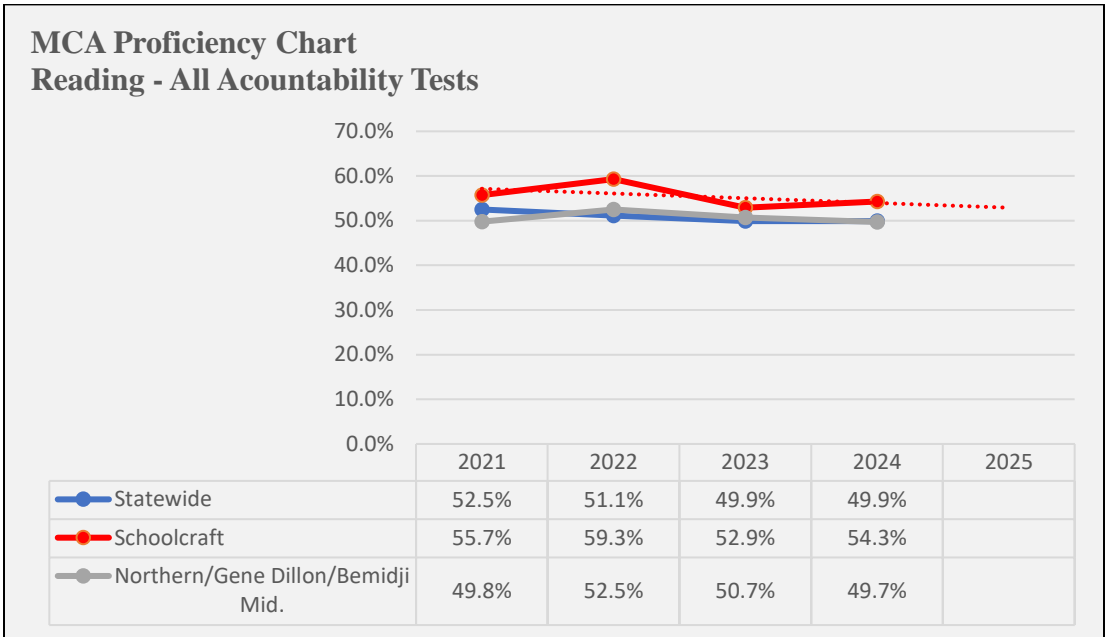


Figure 5 – MCA Reading Proficiency 2021-2024

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 increased by 1.4 percentage points from 2023 to 2024. SLC is currently outperforming the combined comparison school by 4.6 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 2021 - 2024

MCA Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5th	47.9%	50.5%	48.4%	45.0%
8th	33.8%	29.2%	27.6%	30.3%
Schoolcraft	53.8%	48.6%	46.5%	50.0%
5th	61.1%	57.9%	59.1%	41.2%
8th	CTSTR	38.9%	33.3%	66.7%
Gene Dillon Elem. (5th)	53.3%	49.0%	47.9%	42.7%
Bemidji Middle (8th)	34.6%	29.0%	25.5%	33.6%
Combined	44.5%	39.2%	37.4%	38.1%

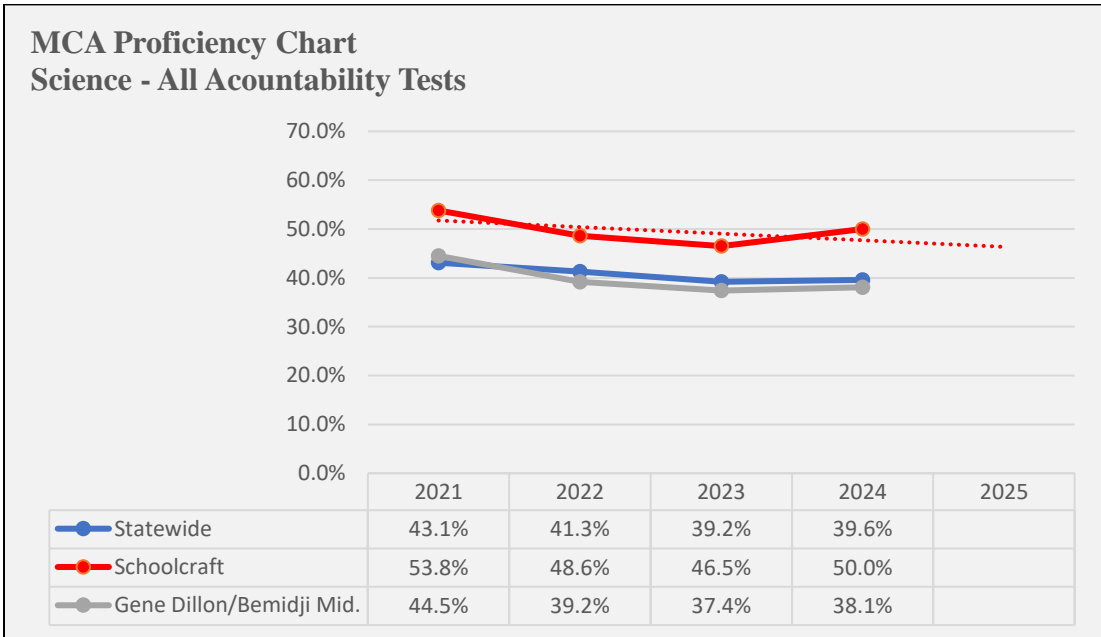


Figure 6 – MCA Science Proficiency 2021-2024

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 increased by 3.5 percentage points from 2023 to 2024. SLC is currently outperforming both the combined comparison school and 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

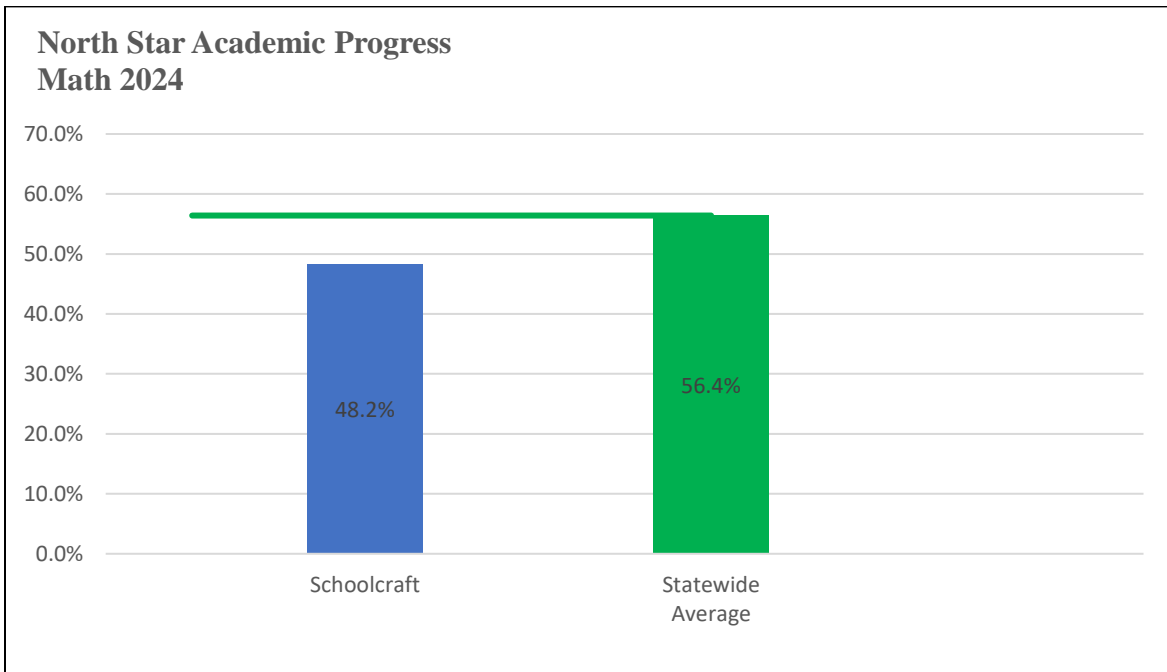


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

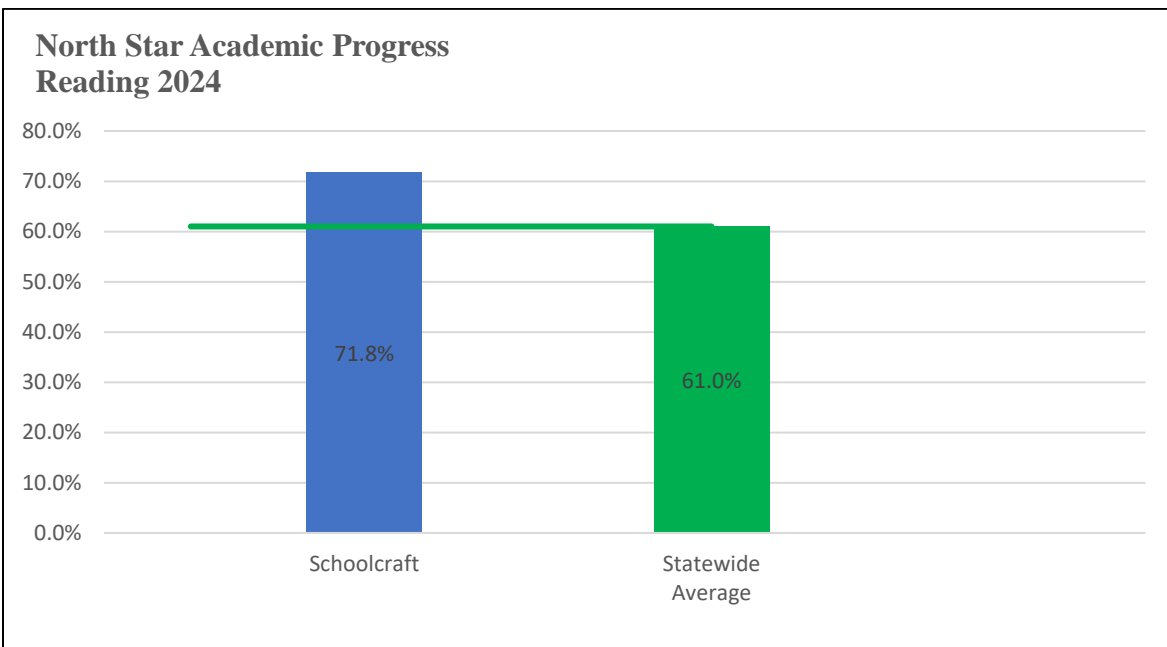


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

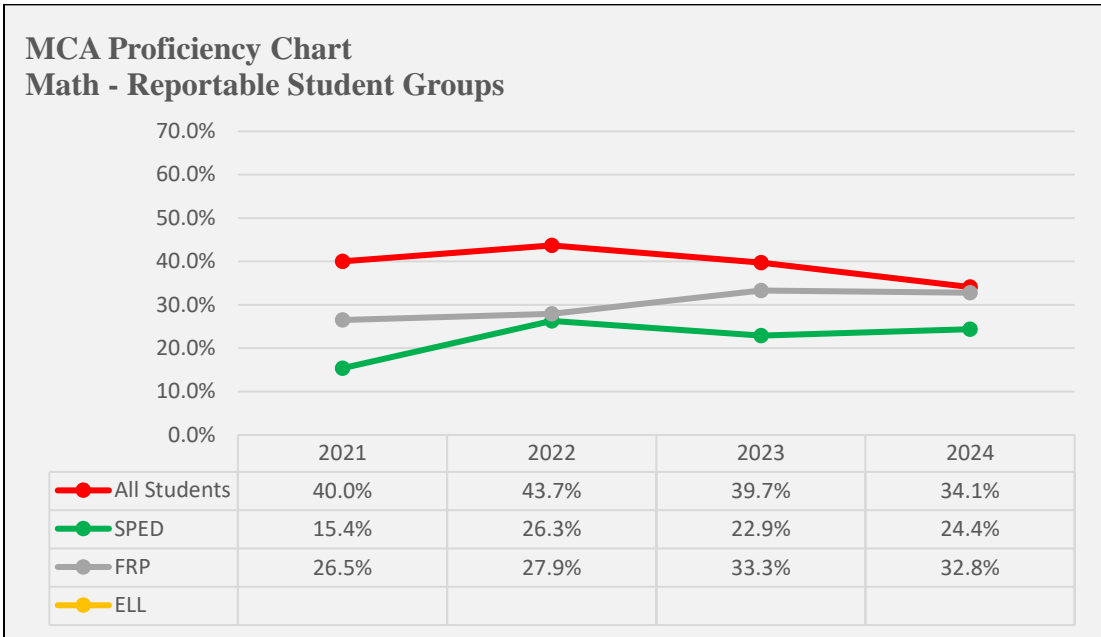


Figure 9 - Reportable Student Groups MCA Math 2021 - 2024

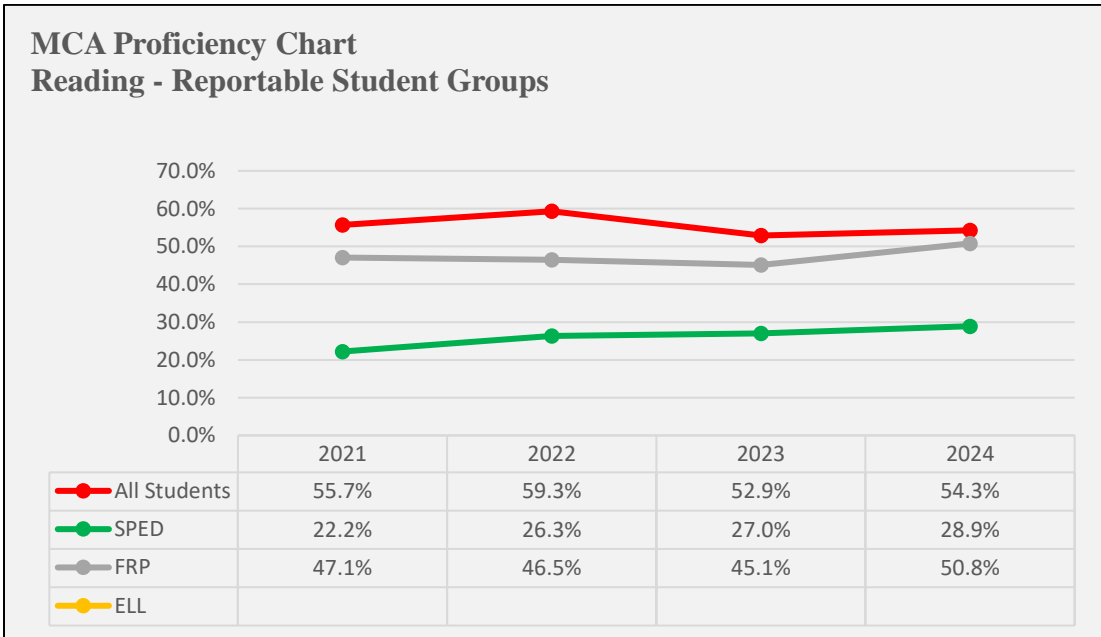


Figure 10 - Reportable Student Groups MCA Reading 2021- 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
X	1: Partially Meets - 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.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
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.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
X	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 48.2% for math and 71.8% for reading. A score of meets was awarded because the school's combined score was 60.0%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
X	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
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 Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
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: 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.	

Academic Performance 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.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
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.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
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 Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
X	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.

	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
<p>Analysis:</p> <p>Goal #1a 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.</p> <p>Result: Goal Met All kindergarten students were screened prior to October 31st.</p> <p>Goal #1b All Students Ready for School All Kindergarten students will complete the STAR Early Literacy assessment by October 31st, 2023.</p> <p>Result: Goal Met All students completed the STAR Early Literacy assessment by October 31st, 2023.</p> <p>Goal #2 All Students Career-and College-Ready All 5th and 8th graders will conduct passage presentations where they reflect on their growth and present their future goals.</p> <p>Result: Goal Met All students developed and presented their future goals and plans to important stakeholders.</p>	

Academic Standards Point Total: 13/14



Twin Lakes Stem Academy

Charter # 4239

Director: Jason Stockwell

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 109 students in 2023-2024. The school’s proficiency rates in math, reading and science declined from 2023 to 2024. TLSA is currently outperforming the local combined comparison school in all three subjects. During the 2023-2024 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).

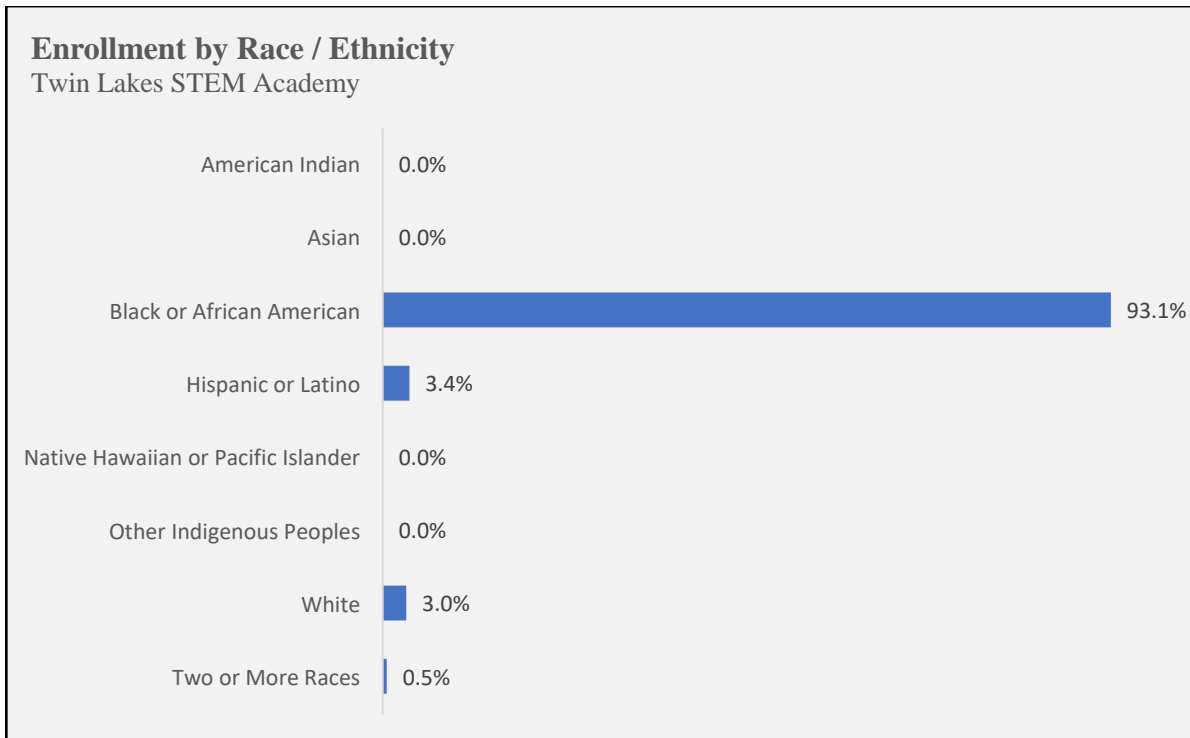


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

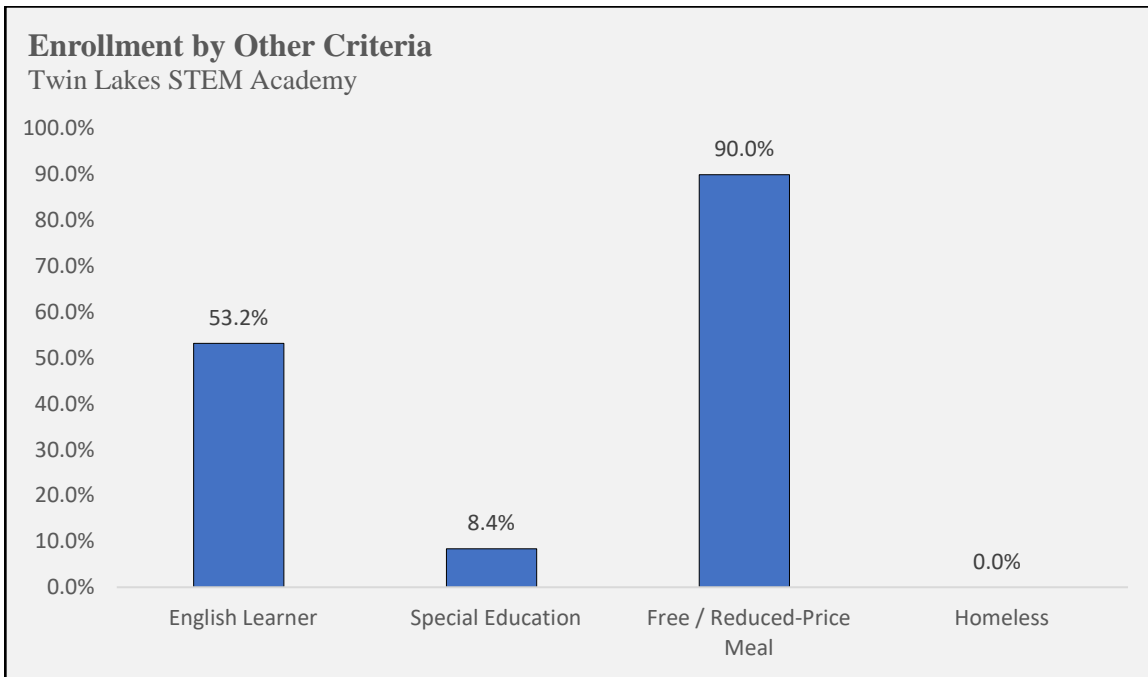


Figure 2 - Enrollment by Other Criteria

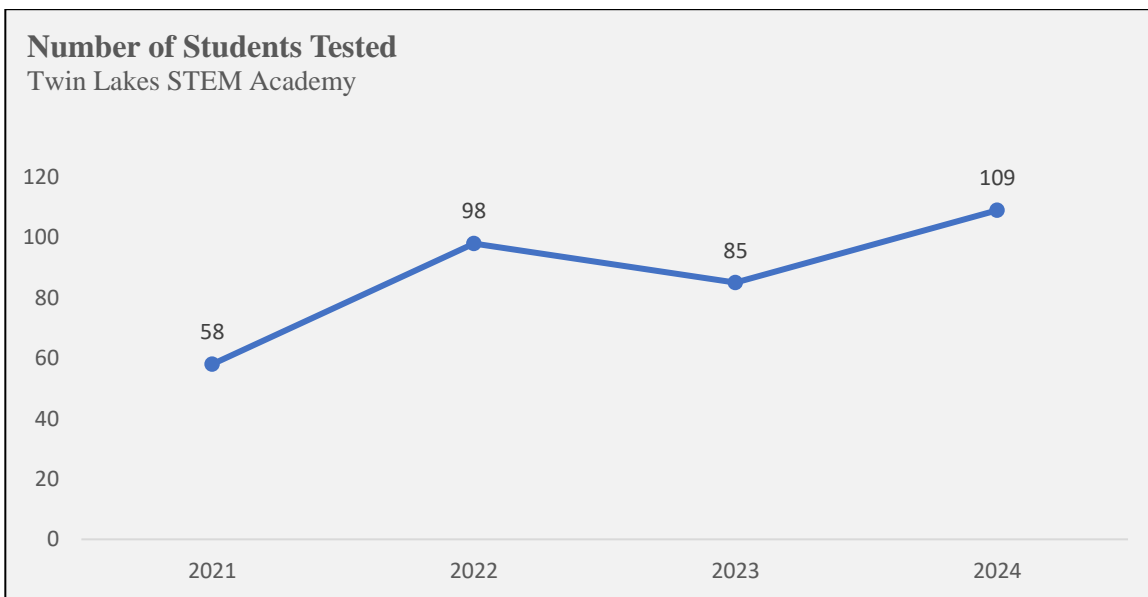


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%

3 rd	57.1%	59.0%	59.1%	58.8%
4 th	53.8%	56.4%	57.1%	56.7%
5 th	41.1%	43.1%	44.4%	44.1%
6 th	37.2%	39.3%	39.6%	40.3%
Twin Lakes	6.9%	12.2%	19.1%	10.2%
3 rd	11.1%	25.0%	27.6%	11.8%
4 th	8.3%	12.9%	26.1%	10.3%
5 th	6.3%	0.0%	10.0%	20.0%
6 th	0.0%	11.1%	CTSTR	0.0%
Brooklyn Center Elementary		5.8%	8.7%	7.4%
3 rd		8.8%	11.4%	7.6%
4 th		7.4%	6.7%	7.4%
5 th		0.9%	8.0%	7.0%
Brooklyn Center Middle – 6th		4.6%	0.0%	2.2%
Combined		5.5%	6.7%	6.3%

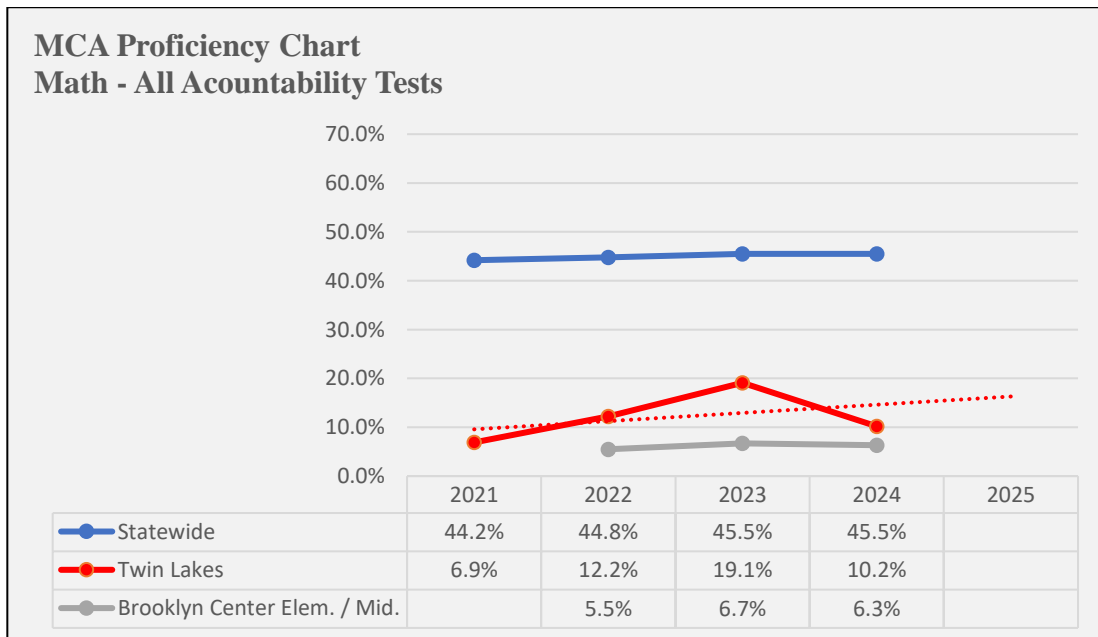


Figure 4 - MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: TLSA’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. TLSA’s math proficiency declined by 8.9 percentage points from 2023 to 2024. TWLA is currently outperforming the local comparison school by 3.9 percentage points. In future years, it is expected that TLSA 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
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Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
Twin Lakes	19.7%	18.6%	26.1%	23.9%
3rd	10.5%	17.6%	23.3%	8.6%
4th	11.8%	15.2%	27.3%	20.0%
5th	35.3%	11.1%	34.5%	34.8%
6th	23.1%	27.6%	CTSTR	40.0%
Brooklyn Center Elementary		14.3%	12.5%	13.6%
3rd		8.9%	11.3%	12.1%
4th		12.6%	8.9%	9.8%
5th		21.9%	17.7%	18.8%
Brooklyn Center Middle – 6th		14.7%	11.9%	15.1%
Combined		14.4%	12.4%	13.9%

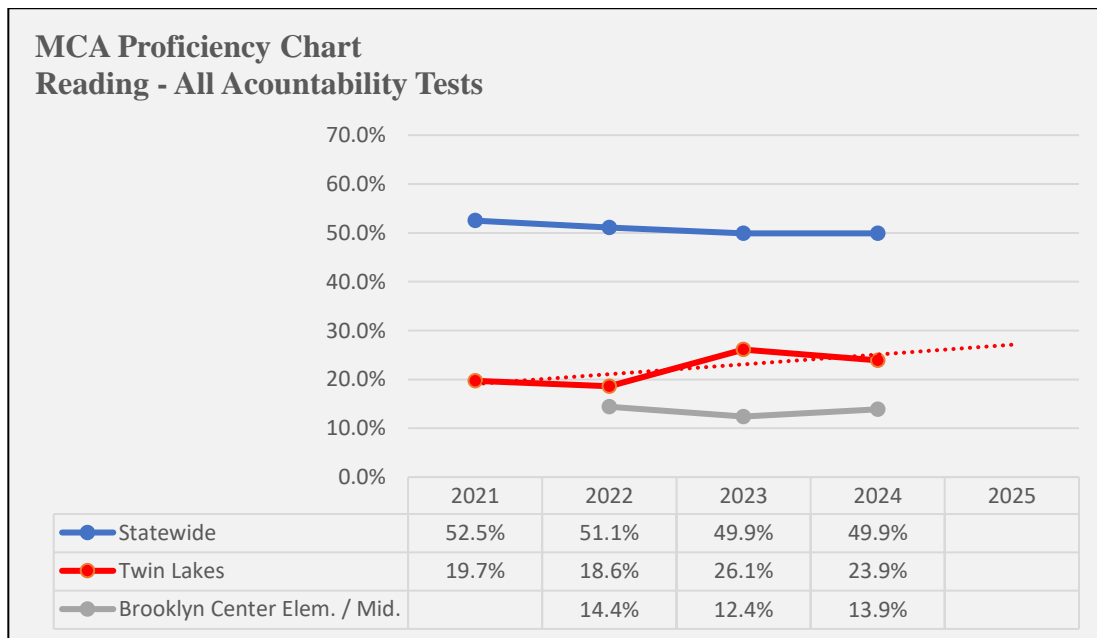


Figure 5 – MCA Reading Proficiency 2021-2024

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 declined by 2.2 percentage points from 2023 to 2024. TLSA is currently outperforming the local combined comparison school by 10.0 percentage points. In future years, it is expected that TLSA 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 3 – MCA Science Proficiency 2021 - 2024

MCA Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5 th	47.9%	50.5%	48.4%	45.0%
Twin Lakes (5 th)	7.7%	0.0%	24.1%	20.0%
Brooklyn Center Elem. (5 th)		9.7%	15.0%	12.8%

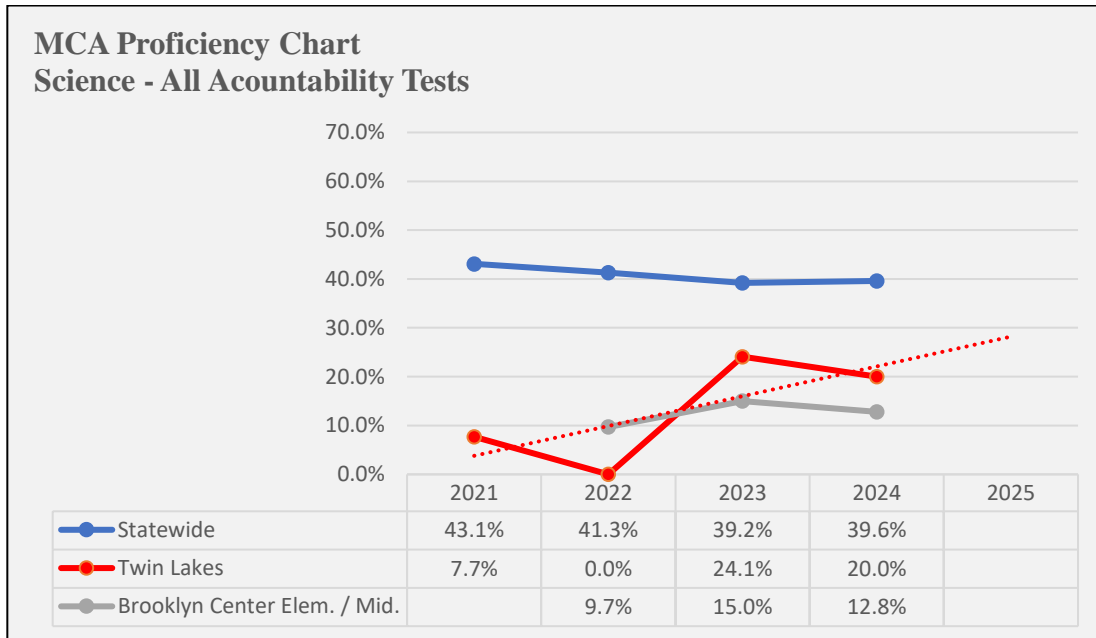


Figure 6 – MCA Science Proficiency 2021-2024

ANALYSIS OF SCIENCE MCA PROFICIENCY: TLSA’s MCA science proficiency results are shown in Table 3 and Figure 6. TLSA’s science proficiency rate declined by 4.1 percentage points from 2023 to 2024. TLSA is currently outperforming the local comparison school, Brooklyn Elementary School by 7.2 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

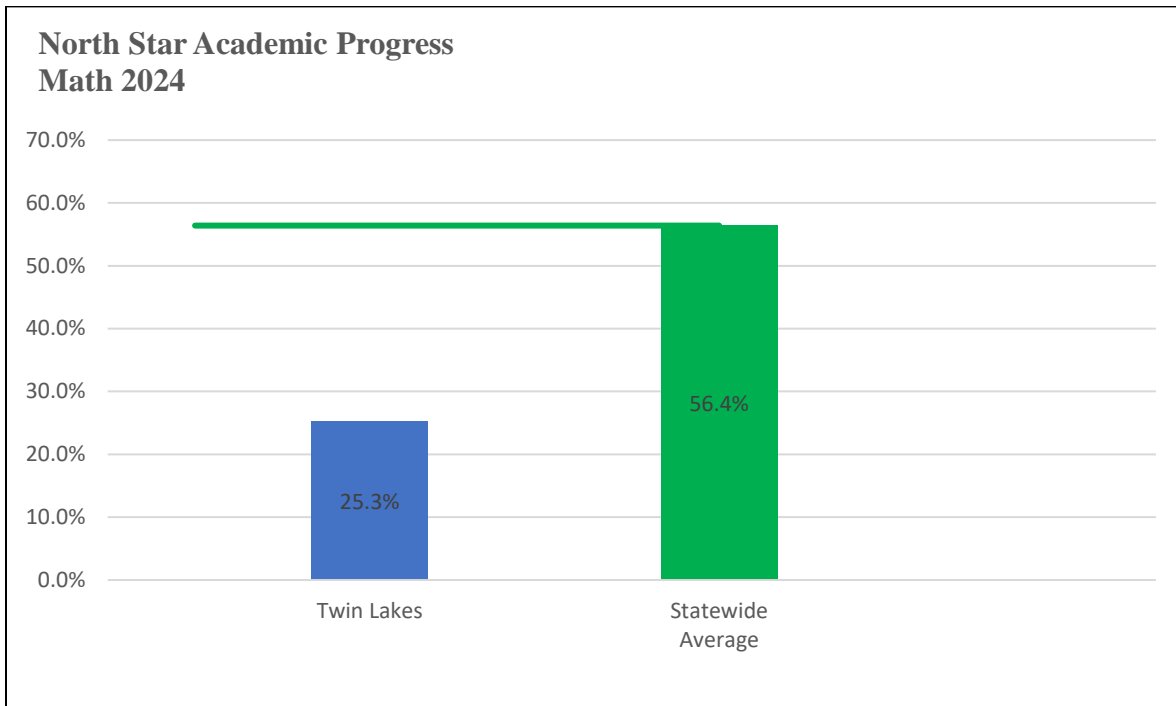


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

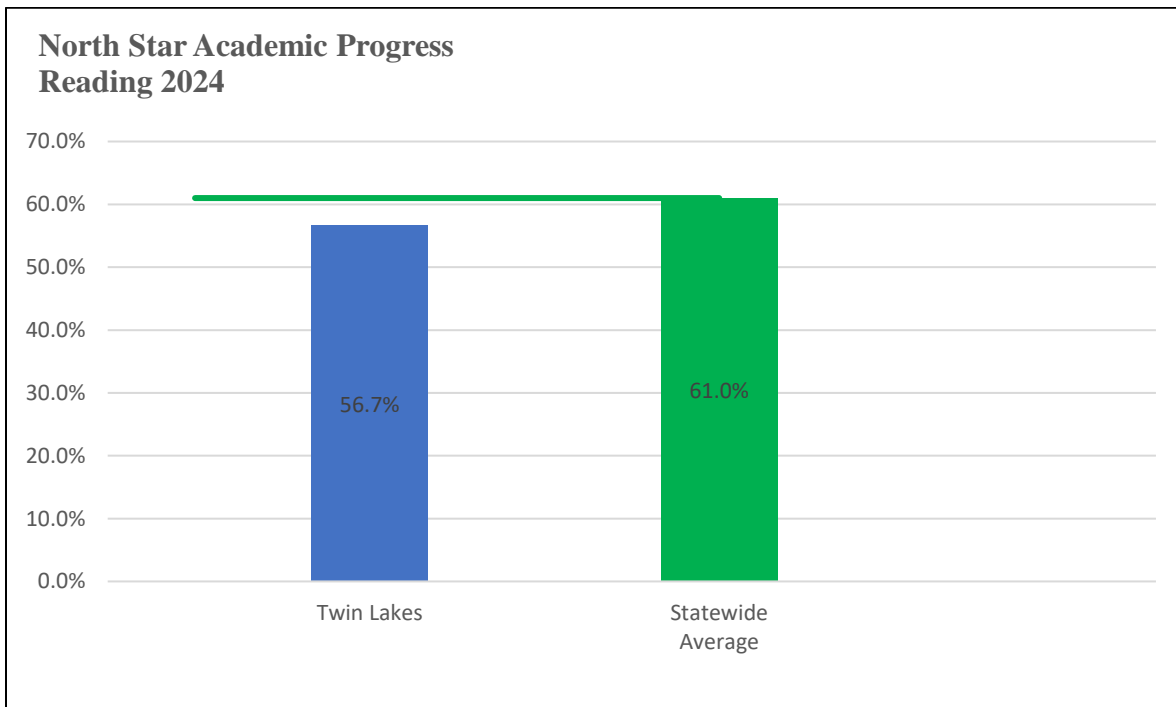


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

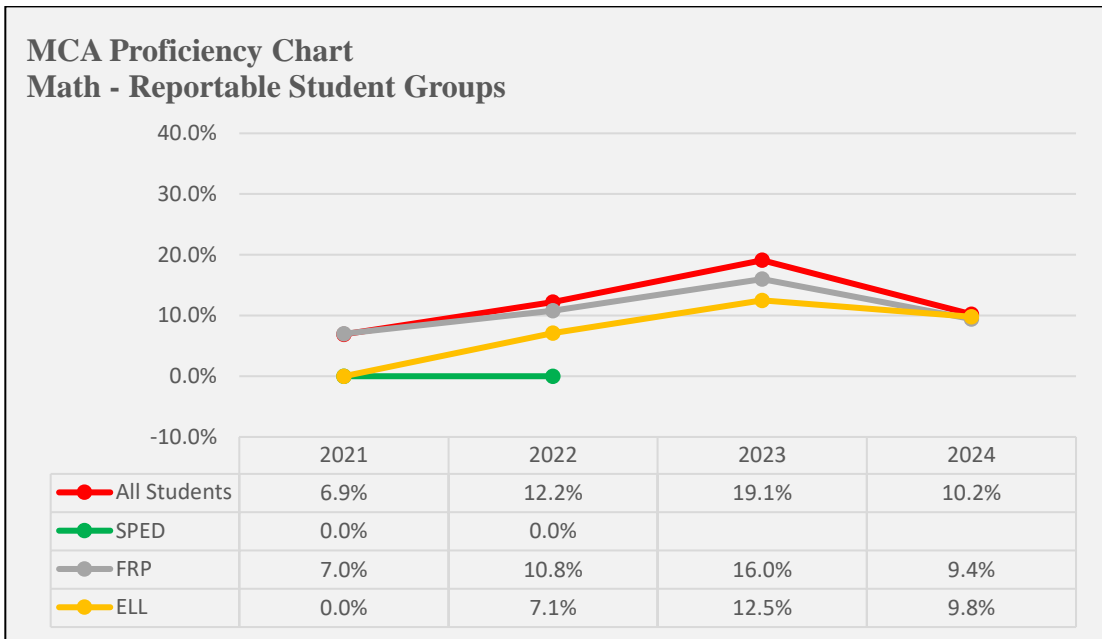


Figure 9 - Reportable Student Groups MCA Math 2021 - 2024

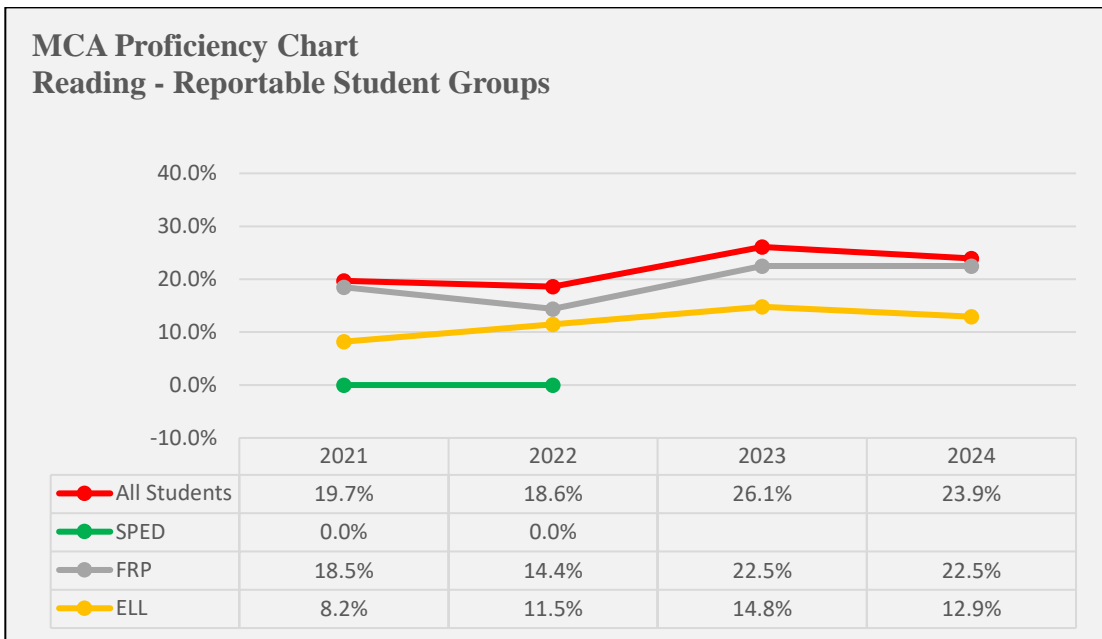


Figure 10 - Reportable Student Groups MCA Reading 2021- 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

X	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data 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 (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school’s academic achievement level (improved + maintained) was 25.3% for math and 56.7% for reading. A score of Does Not Meet was awarded because the school’s combined score was 41%.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
X	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: Twin Lakes STEM Academy reduced the achievement gap in four out of the four possible areas. (Free and Reduced math and reading, EL math and reading)	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.

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 Performance 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.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report	
Analysis: TLSA has developed an extensive professional development program for staff members that was focused on helping teachers expand their capacity to meet the high expectations established by the school. All teachers participated in intensive training in two primary areas of focus for 2023-2024, Strategic Directions Planning and the Strategic Directions Team.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.

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 conducts daily writing instruction across all grades and disciplines. The school has also implemented Project Lead the Way curriculum and instruction as a comprehensive approach to implementing a high-quality STEM program.	

Academic Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
X	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

Data Source: School 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)	

The initial data from Fall 2023 was encouraging, with over 50% of students meeting the goal the first year. For the 10 students who matriculated from our Kindergarten readiness program and enrolled to our Kindergarten for Fall 2024, 90% were able to identify all numbers 1-10 and at least 10 letters of the alphabet.

Goal #2 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

25/25 (100%) of 6th grade students completed an inquiry project in which they identified a STEM-related career of interest, researched it, and presented findings about their identified career.

Academic Standards Point Total: 12/14



TrekNorth High School

Charter #4106

Director: Erica Harmsen

2400 Pine Ridge Ave. NW

Bemidji, MN 56601

Phone: 218-444-1888

www.treknorth.org

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 145 students in 2024. The school is currently outperforming the local comparison school, Voyageurs Expeditionary School in math, reading and science on the Minnesota Comprehensive Assessments. TNHS' Special Education and Free and Reduced Lunch populations are higher than the statewide average.

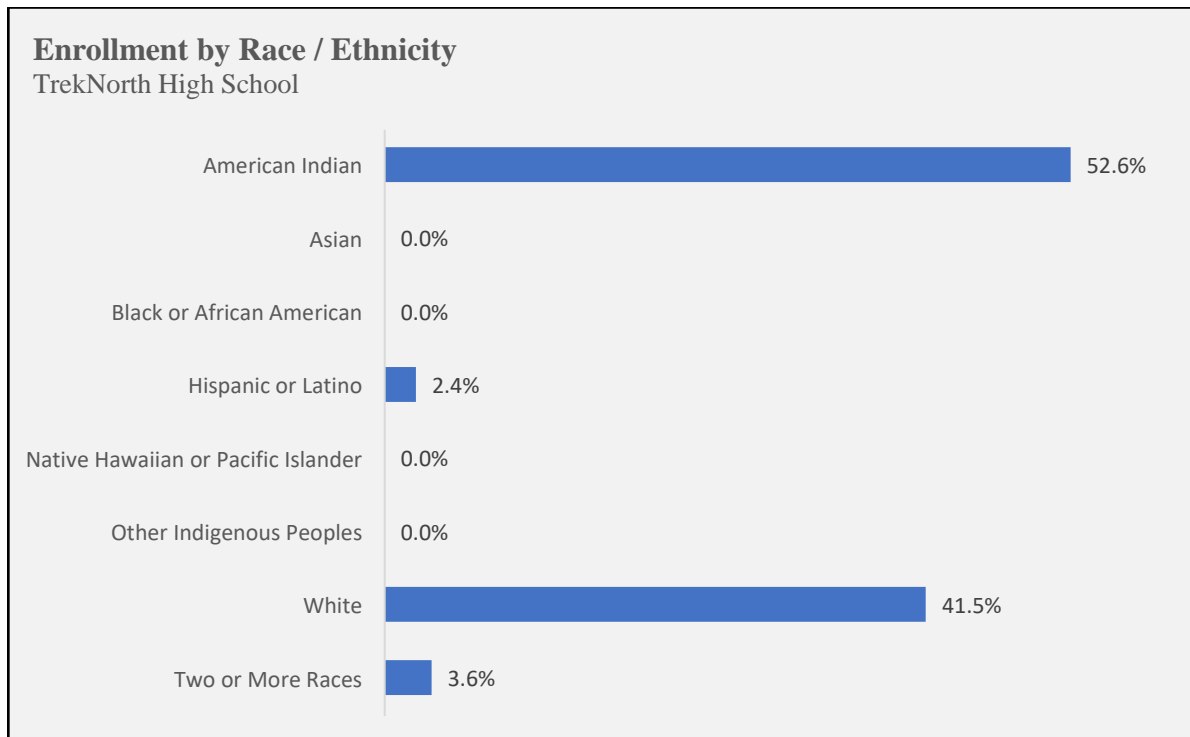


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

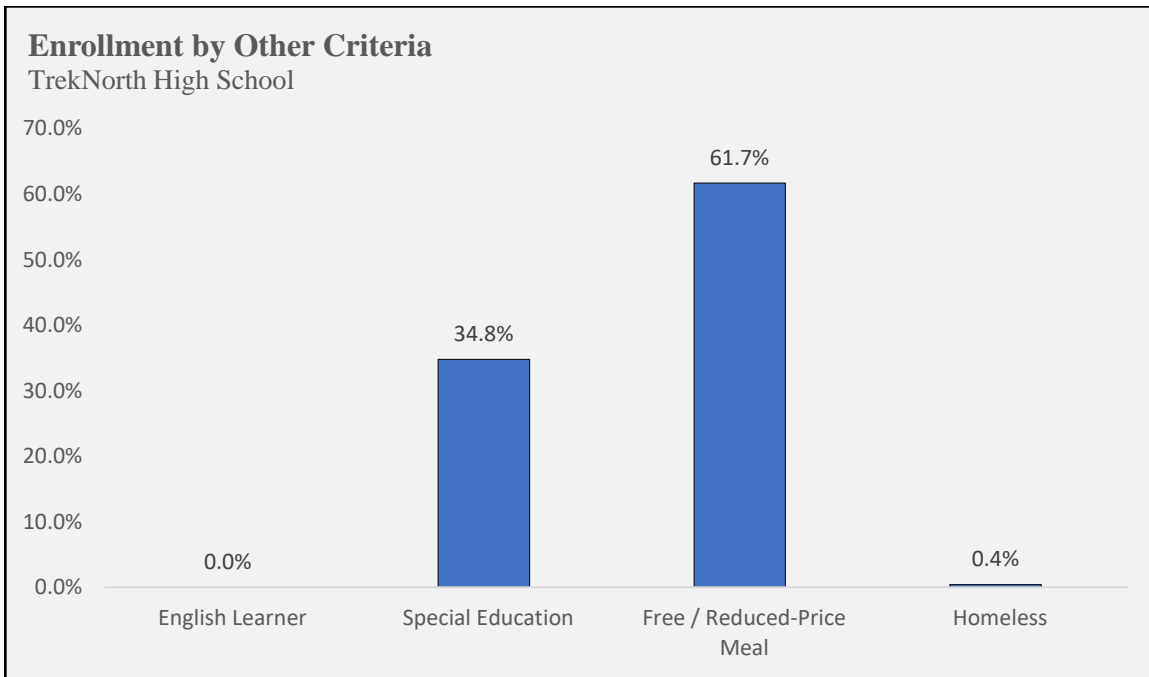


Figure 2 - Enrollment by Other Criteria

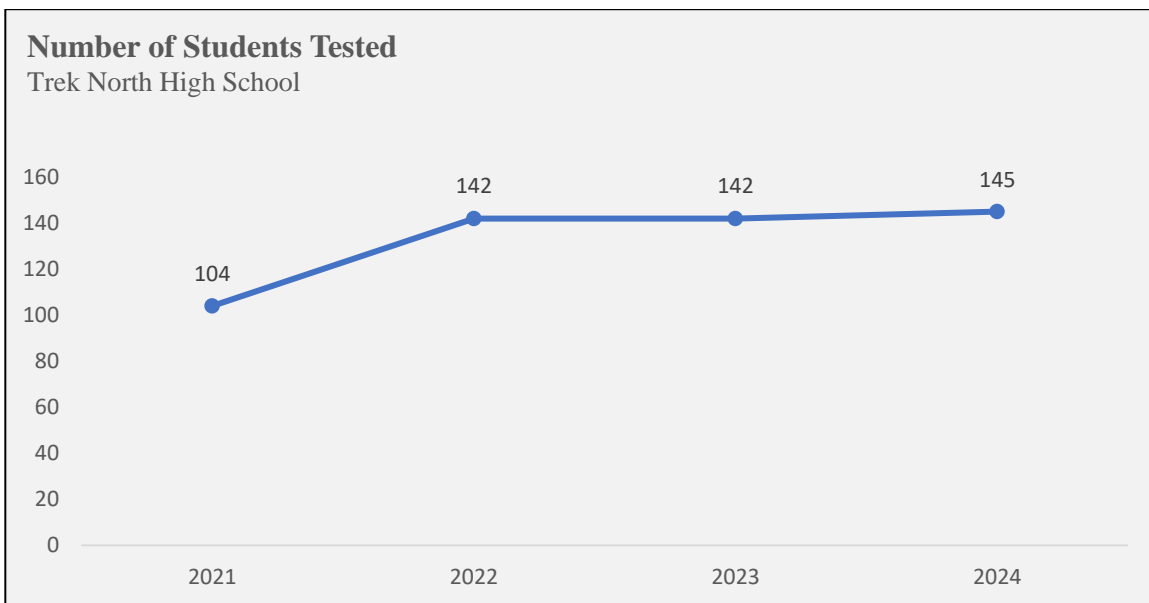


Figure 3 – Number of Students Tested (MCA)

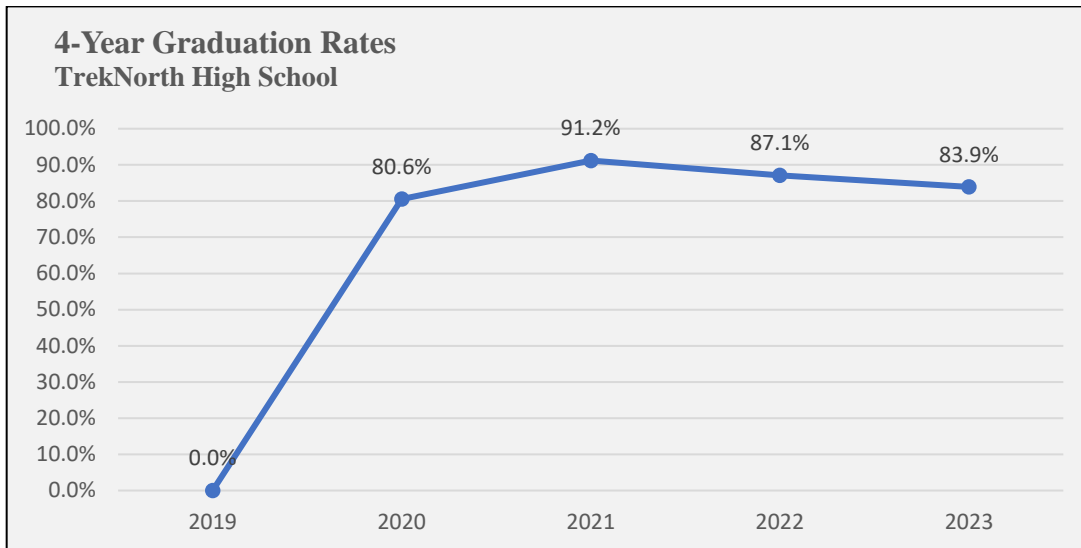


Figure 4 - Graduation Rates 2019- 2023

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
6 th	37.2%	39.3%	39.6%	40.3%
7 th	37.4%	37.6%	39.7%	40.1%
8 th	39.8%	40.1%	40.3%	41.1%
11 th	41.4%	36.6%	36.0%	35.0%
TrekNorth	13.5%	14.9%	7.0%	14.1%
6 th	7.7%	8.1%	5.7%	29.4%
7 th	7.1%	8.3%	5.4%	7.5%
8 th	29.6%	17.9%	8.3%	8.1%
11 th	8.7%	27.6%	8.6%	12.9%
Voyageurs Expeditionary	7.5%	5.5%	8.6%	9.1%
6 th	5.9%	13.3%	6.3%	0.0%
7 th	0.0%	0.0%	18.8%	6.7%
8 th	23.1%	6.3%	0.0%	7.1%
11 th	CTSTR	CTSTR	9.1%	20.0%

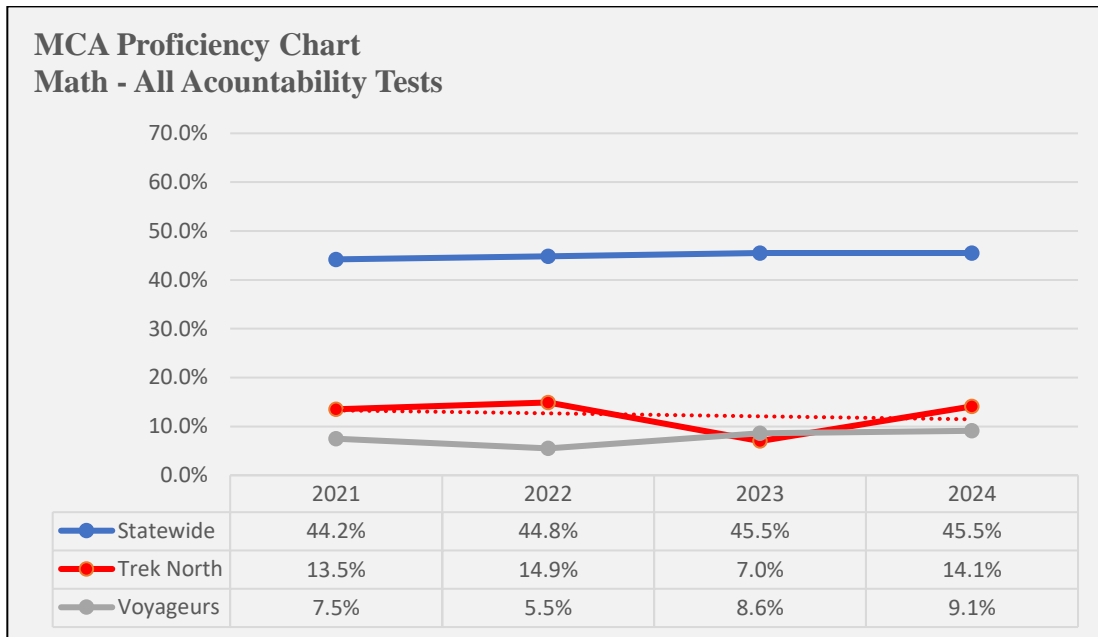


Figure 5 - MCA Math Proficiency 2021-2024

ANALYSIS OF MATH MCA PROFICIENCY: TNHS’ MCA math proficiency results are shown in Table 1 and Figure 5. TNHS’ math proficiency rate increased by 7.1 percentage points from 2023 to 2024. TNHS is currently outperforming the comparison school, Voyageurs Expeditionary School by 5 percentage points. In future years, it is expected that TNHS’ math proficiency rate will continue to exceed that of the comparison school and work toward meeting or exceeding the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
10th	58.3%	55.2%	51.7%	52.2%
TrekNorth	45.3%	40.3%	38.9%	39.0%
6th	37.9%	56.8%	28.6%	41.2%
7th	30.8%	27.8%	43.2%	35.0%
8th	50.0%	20.5%	25.7%	37.8%
10th	56.0%	54.8%	56.8%	43.3%
Voyageurs Expeditionary	26.9%	26.2%	24.2%	12.7%
6th	23.5%	26.7%	28.6%	7.7%
7th	6.3%	31.3%	12.5%	13.3%
8th	46.2%	18.8%	13.3%	7.1%
10th	CTSTR	28.6%	41.2%	23.1%

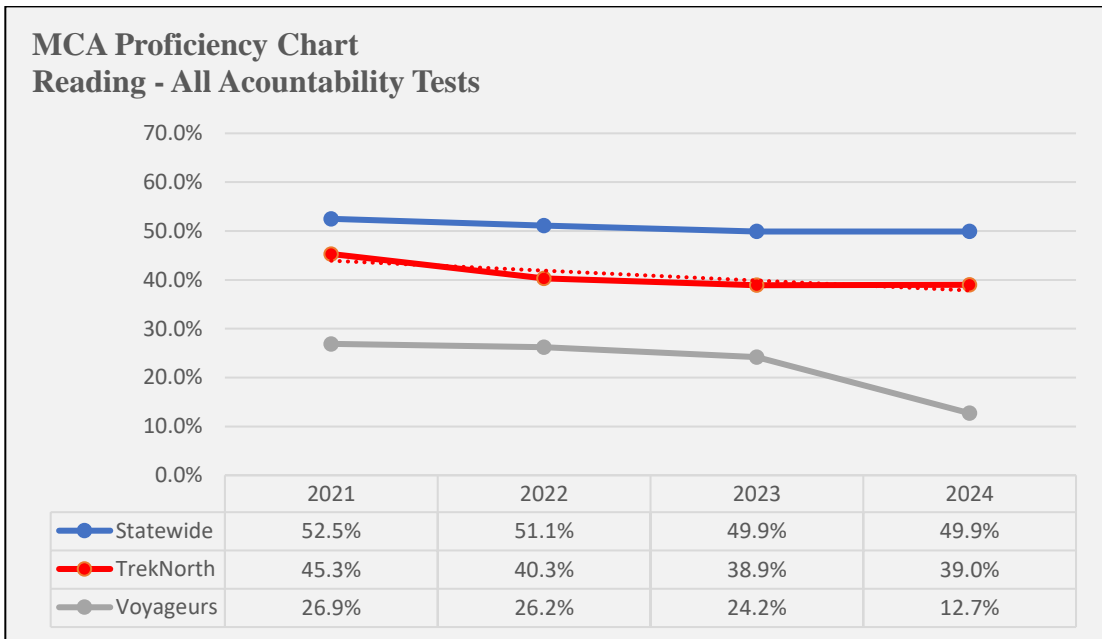


Figure 6 – MCA Reading Proficiency 2021-2024

ANALYSIS OF READING MCA PROFICIENCY: TNHS’ MCA reading proficiency results are shown in Table 2 and Figure 6. TNHS’ reading proficiency rate increased by 0.1 percentage points from 2023 to 2024. TNHS is currently outperforming the comparison school, Voyageurs Expeditionary School by 26.3 percentage points. In future years, it is expected that TNHS’ reading proficiency rate will continue to exceed that of the comparison school and work toward meeting or exceeding the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2024

MCA Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
8th	33.8%	29.2%	27.6%	30.3%
H.S.	48.3%	45.6%	41.8%	43.5%
TrekNorth	42.3%	24.0%	27.0%	25.4%
8th	35.7%	5.1%	11.4%	13.5%
H.S.	50.0%	44.4%	41.0%	42.3%
Voyageurs	31.6%	10.0%	9.1%	4.0%
8th	38.5%	0.0%	0.0%	0.0%
H.S.	CTSTR	21.4%	CTSTR	8.3%

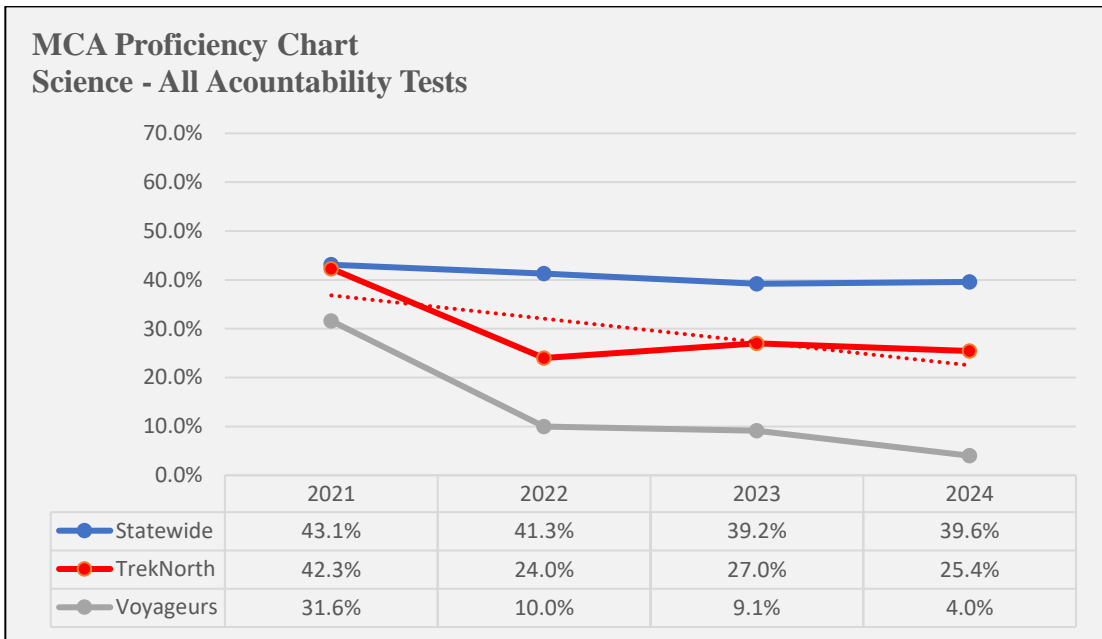


Figure 7 – MCA Science Proficiency 2021-2024

ANALYSIS OF SCIENCE MCA PROFICIENCY: TNHS’ MCA science proficiency results are shown in Table 3 and Figure 7. TNHS science proficiency rate declined by 1.6 percentage points from 2023 to 2024. TrekNorth High School is currently outperforming the local comparison school, Voyageurs Expeditionary School by 21.4 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

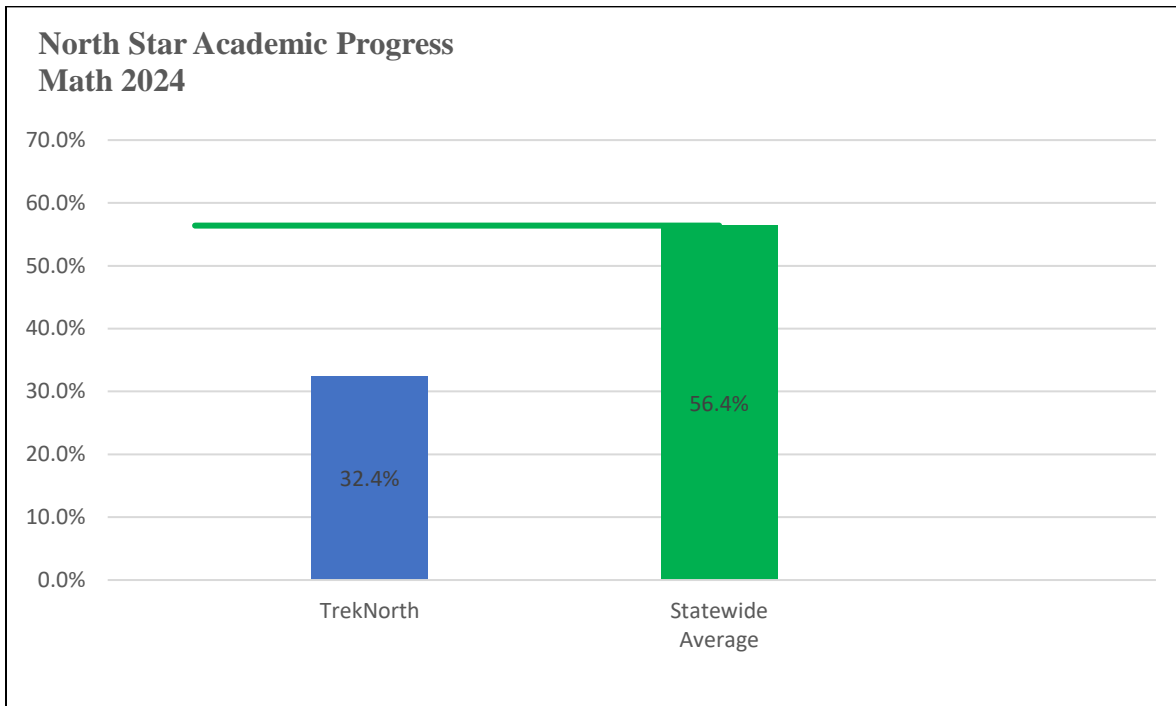


Figure 8 – 2023 North Star Academic Achievement Level (Improved + Maintained)

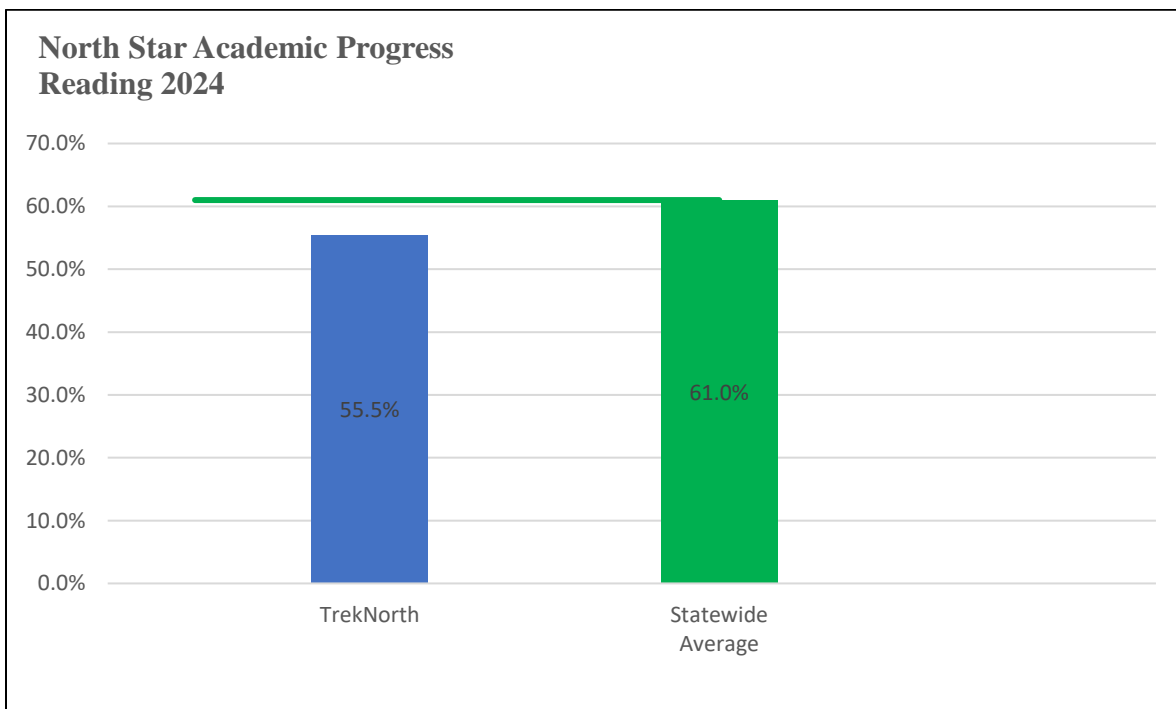


Figure 9 – 2023 North Star Academic Achievement Level (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

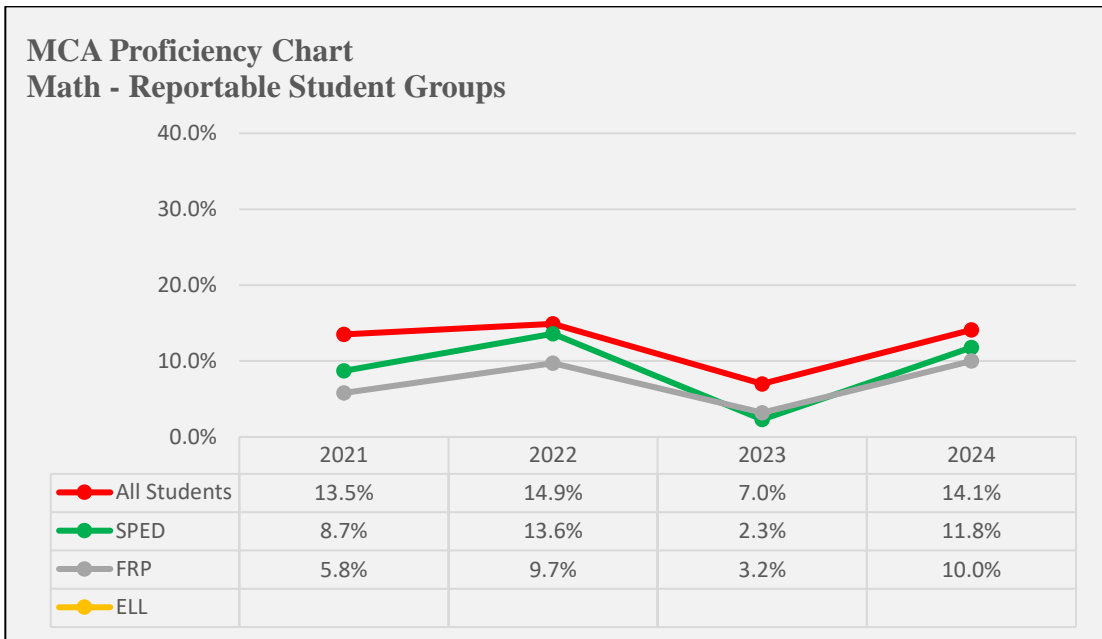


Figure 10 - Reportable Student Groups MCA Math 2021 - 2024

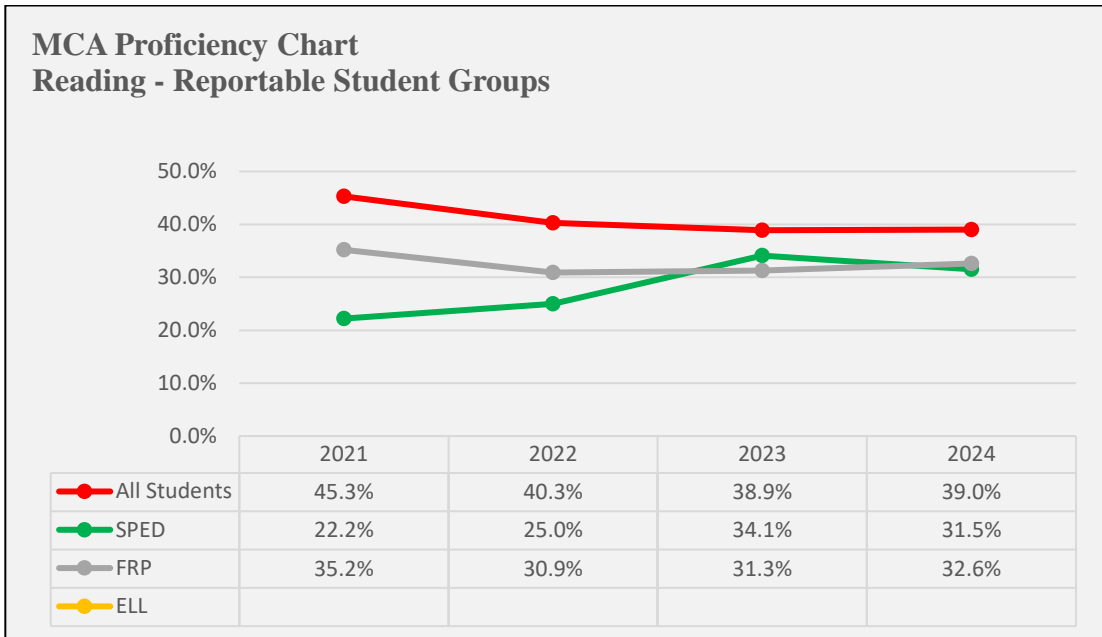


Figure 11 - Reportable Student Groups MCA Reading 2021 – 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: TNHS is outperforming the comparison school, Voyageurs Expeditionary 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 (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
X	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 32.4% for math and 55.5% for reading. A score of partially meets was awarded because the school's combined score was 44.0%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: A score of partially meets was awarded because the achievement gap was reduced in two out the four reportable subgroups. (Special Education math and Free and Reduced reading)	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.

	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
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.	

Academic Performance 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.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
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 2023-2024 school year includes but was not limited to the following: crisis management and school safety, mental health, reading instruction, cultural competency training, and PBIS training.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
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.	

Academic Performance Standard 7 - The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.

Data Source: School Annual Report

Analysis:

Goal #1 All Students Career and College Ready by Graduation

The percentage of all students enrolled in grade 8 at TrekNorth Sr High who are proficient on the Reading MCA and MTAS will increase from 20.5% in 2022 to 40.0% in 2024 during their 10th grade reading exam.

Results: Goal Met

The percentage of all students enrolled in grade 10 at TrekNorth Sr High who are proficient on the Reading MCA and MTAS increased from 20.5% in 8th grade to 43.3% in 10th grade.

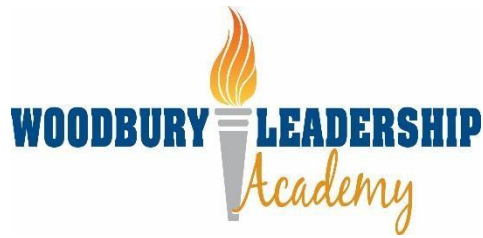
Goal #2 All Students Graduate

TrekNorth will graduate 100% of the 39 seniors that started the 2023-2024 school year.

Results: Goal Not Met

TrekNorth graduated 37 of the 39 seniors who started the school year.

Academic Standards Point Total: 11/14



Woodbury Leadership

Academy

Charter # 4228

Director: Jonas Beugen

600 Weir Drive

Woodbury, MN 55125

Phone: 651-379-2681

www.wlamn.org

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 419 students in the 2023-2024 school year and increased its proficiency rates in math, reading and science. In 2024, the school scored above the statewide average on the North Star Academic Progress report in math and reading.

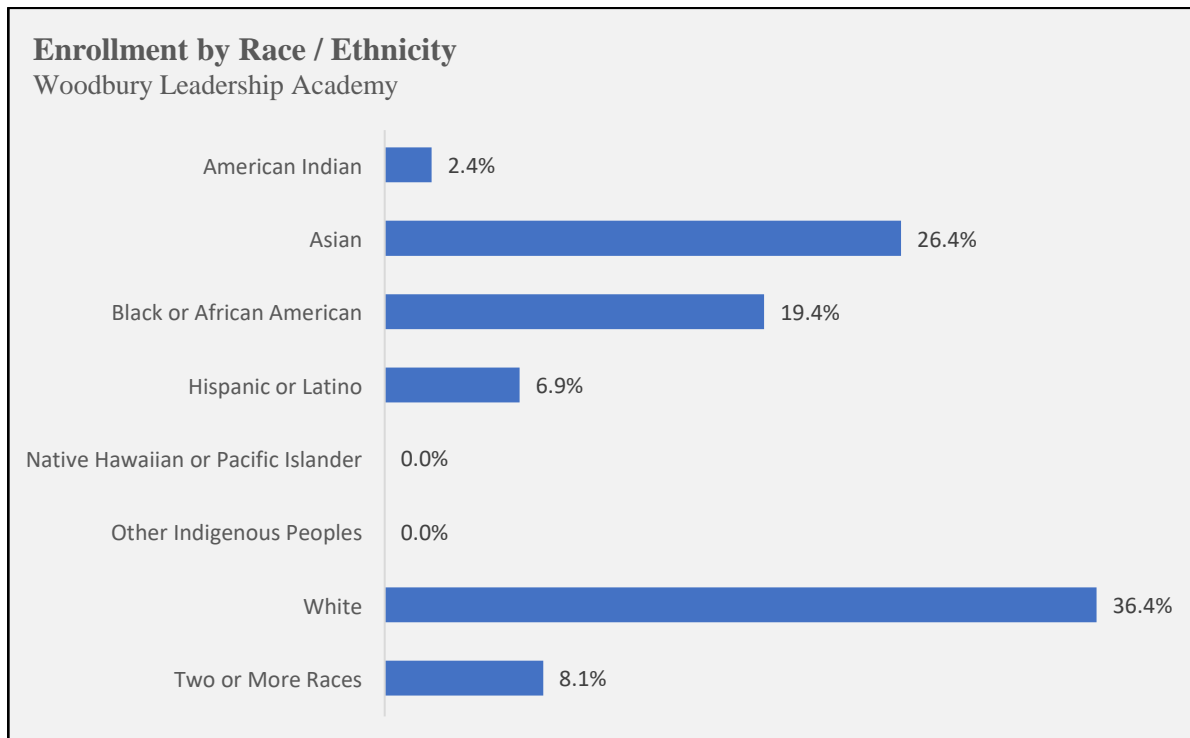


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

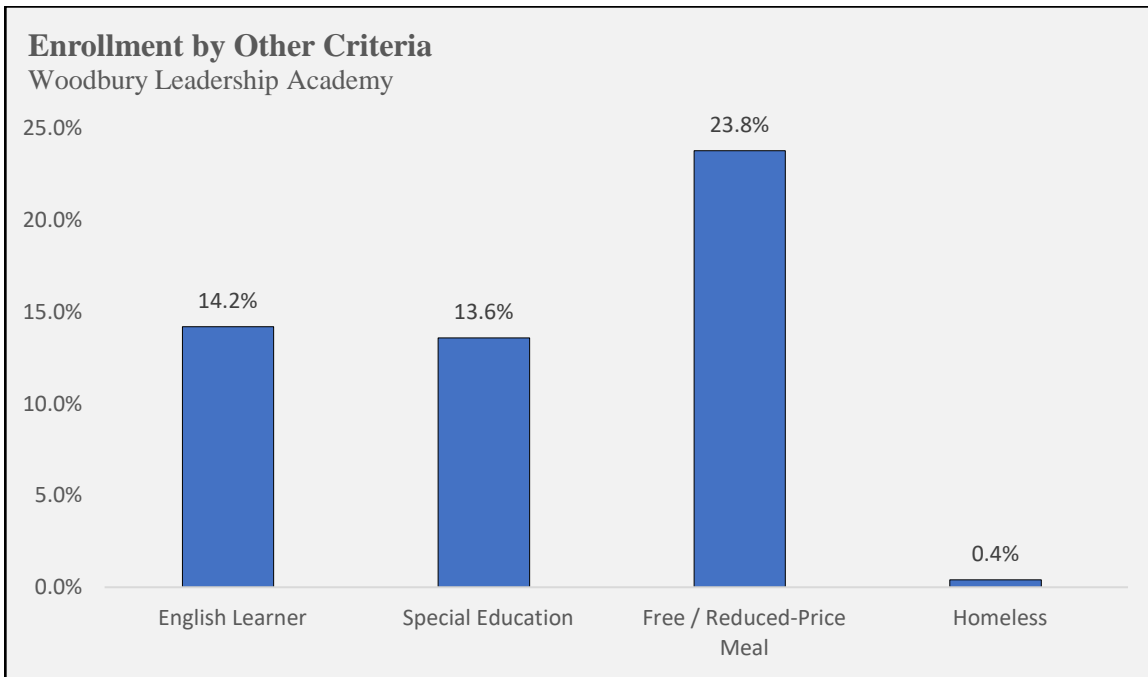


Figure 2 - Enrollment by Other Criteria

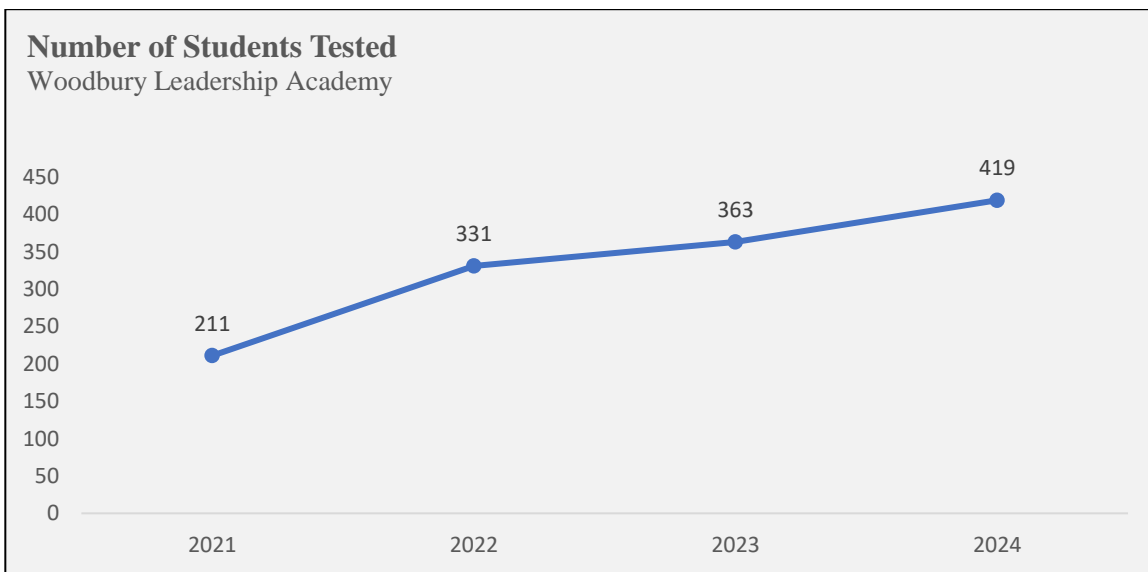


Figure 3 – Number of Students Tested (MCA)

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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 2021 - 2024

MCA Math	2021	2022	2023	2024
Statewide	44.2%	44.8%	45.5%	45.5%
3 rd	57.1%	59.0%	59.1%	58.8%

4 th	53.8%	56.4%	57.1%	56.7%
5 th	41.1%	43.1%	44.4%	44.1%
6 th	37.2%	39.3%	39.6%	40.3%
7 th	37.4%	37.6%	39.7%	40.1%
8 th	39.8%	40.1%	40.3%	41.1%
Woodbury Leadership	36.7%	49.7%	45.5%	61.6%
3 rd	40.9%	64.9%	57.9%	71.1%
4 th	40.9%	61.8%	61.8%	73.8%
5 th	50.0%	45.2%	36.2%	58.8%
6 th	20.5%	40.0%	36.4%	53.2%
7 th	41.2%	20.5%	35.6%	40.5%
8 th	13.3%	42.1%	22.2%	38.9%
Eagle Point Elem.	49.7%	64.4%	58.4%	61.8%
3 rd	53.8%	78.9%	74.1%	69.7%
4 th	59.6%	62.0%	59.2%	69.4%
5 th	37.7%	52.7%	44.1%	47.3%
Skyview Middle	32.0%	22.6%	25.0%	26.7%
6 th	18.8%	17.7%	25.7%	22.0%
7 th	29.9%	18.5%	24.4%	25.9%
8 th	55.3%	33.0%	24.8%	32.3%
Combined (3-8)	38.0%	33.7%	34.7%	36.7%

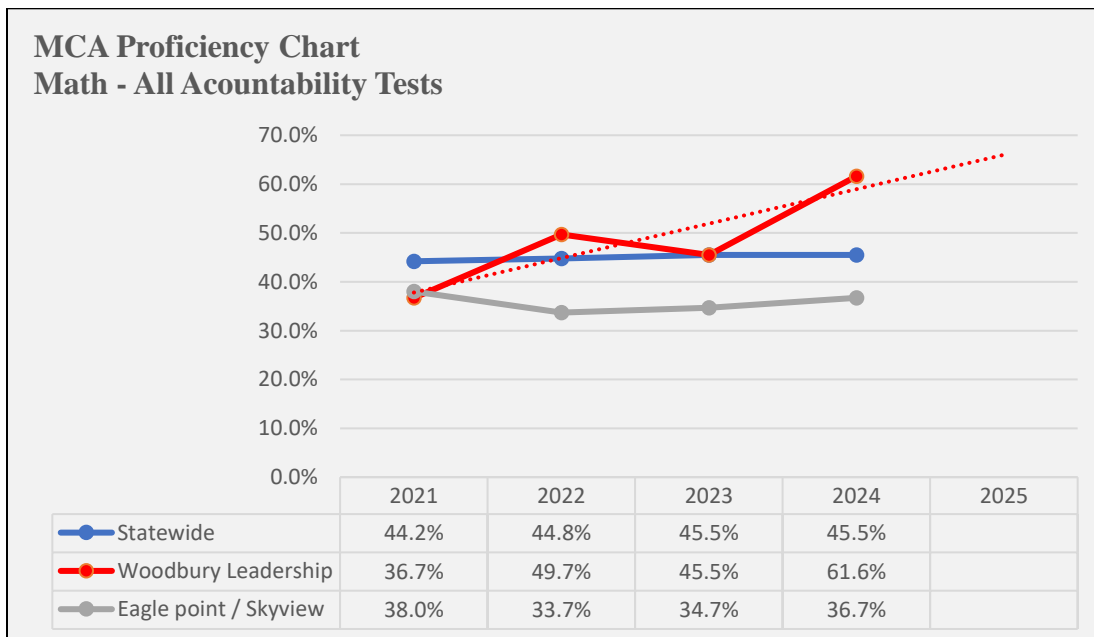


Figure 4 - MCA Math Proficiency 2021-2024

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 increased by 16.1 percentage points from 2023 to 2024. WLA’s math proficiency rate is currently 24.9 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 2021 - 2024

MCA Reading	2021	2022	2023	2024
Statewide	52.5%	51.1%	49.9%	49.9%
3rd	48.5%	48.1%	47.4%	46.5%
4th	49.3%	49.6%	48.4%	48.1%
5th	59.4%	59.4%	58.7%	57.5%
6th	55.0%	54.4%	53.4%	54.5%
7th	48.3%	45.5%	45.2%	45.5%
8th	49.7%	46.4%	44.8%	44.6%
Woodbury Leadership	50.7%	57.0%	57.7%	59.5%
3rd	47.4%	67.9%	56.8%	58.4%
4th	38.1%	54.8%	53.9%	52.4%
5th	78.3%	64.9%	72.7%	72.3%
6th	50.0%	52.8%	54.4%	61.7%
7th	43.8%	35.0%	60.9%	51.2%
8th	20.0%	47.4%	41.7%	61.1%
Eagle Point Elem.	52.4%	55.6%	55.4%	57.6%
3rd	52.0%	55.7%	59.5%	54.6%
4th	46.2%	47.2%	47.3%	57.1%
5th	58.1%	63.5%	59.6%	60.6%
Skyview Middle	52.9%	31.7%	31.5%	33.5%
6th	49.1%	38.5%	35.6%	40.2%
7th	52.0%	20.8%	36.2%	27.0%
8th	59.8%	35.9%	23.2%	33.4%
Combined (3-8)	52.7%	37.9%	38.4%	40.4%

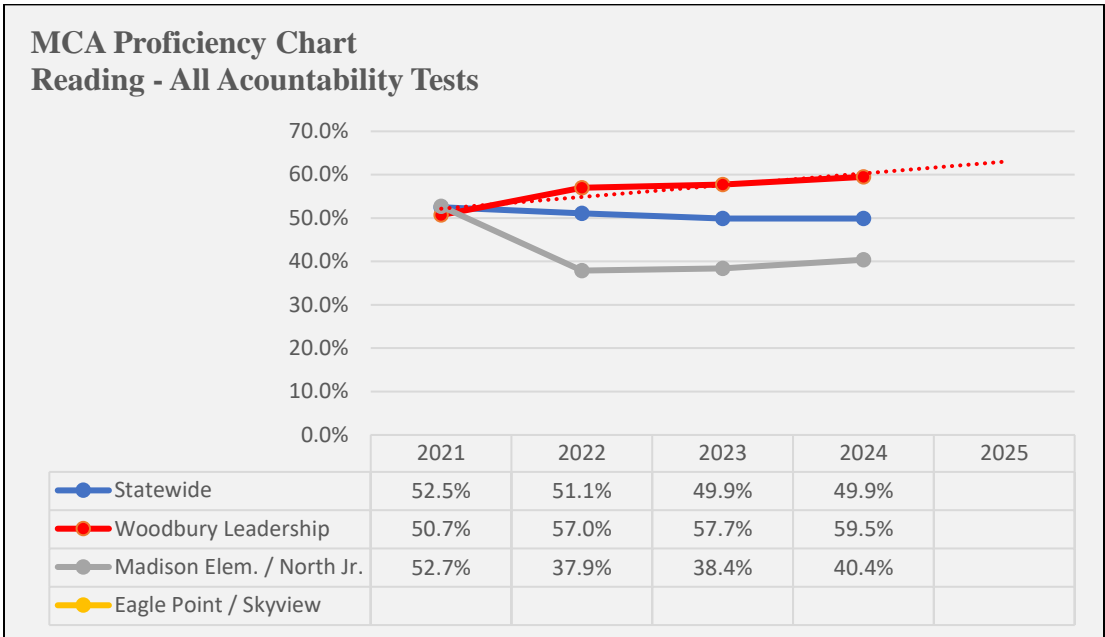


Figure 5 – MCA Reading Proficiency 2021-2024

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 1.8 percentage points from 2023 to 2024. WLA is currently outperforming the combined comparison school by 19.1 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 2021 - 2024

MCA Science	2021	2022	2023	2024
Statewide	43.1%	41.3%	39.2%	39.6%
5th	47.9%	50.5%	48.4%	45.0%
8th	33.8%	29.2%	27.6%	30.3%
Woodbury Leadership	45.0%	51.6%	47.2%	55.9%
5th	57.8%	59.5%	60.0%	63.9%
8th	6.7%	21.1%	36.7%	37.1%
Eagle Point Elem. (5th)	48.4%	45.9%	51.9%	42.9%
Skyview (8th)	41.1%	25.7%	16.5%	14.7%
Combined	44.2%	31.6%	27.2%	23.2%

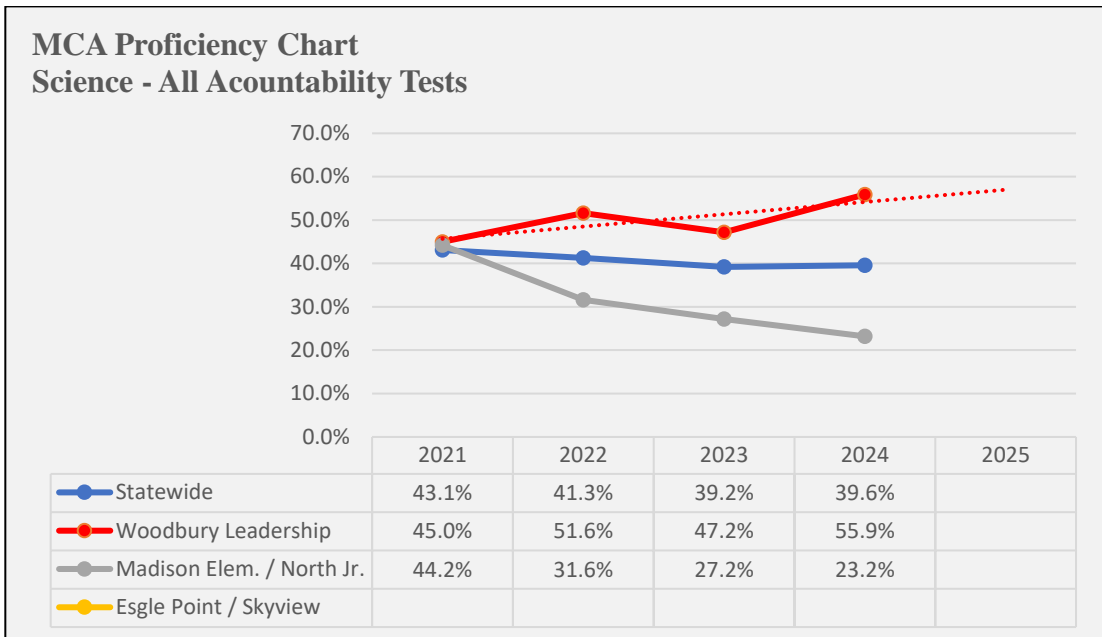


Figure 6 – MCA Science Proficiency 2021-2024

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 increased by 8.7 percentage points from 2023 to 2024. WLA is currently outperforming the combined comparison school by 32.7 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 56.4% in math and 61.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

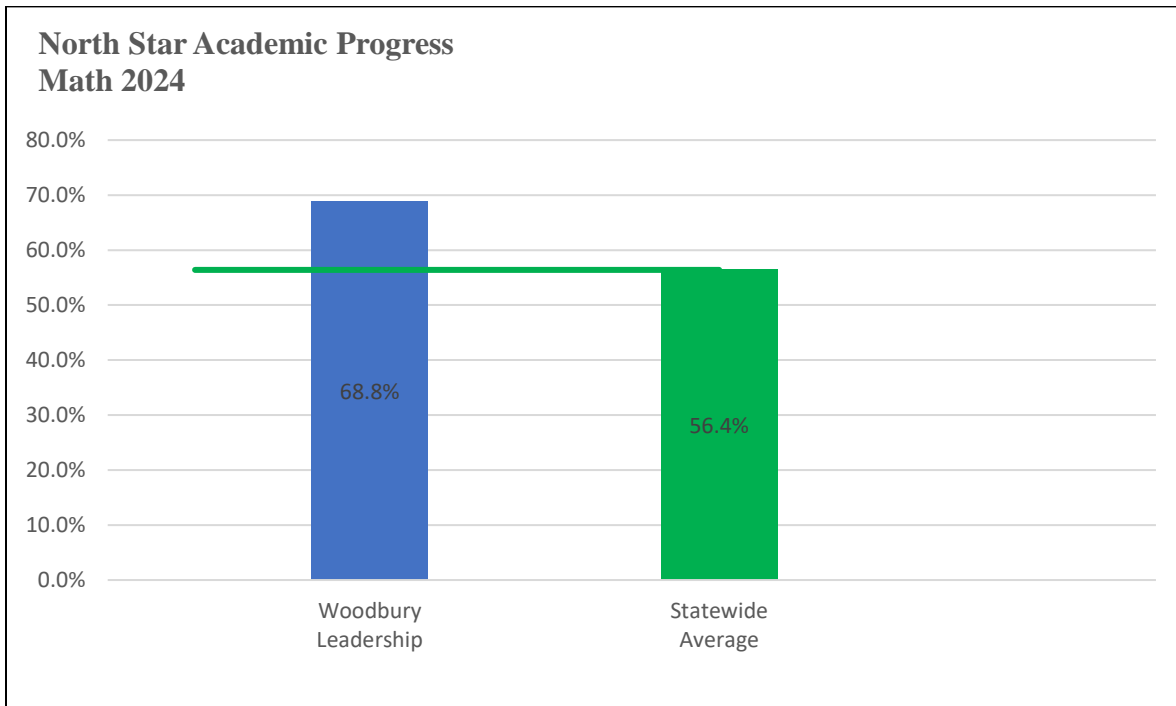


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

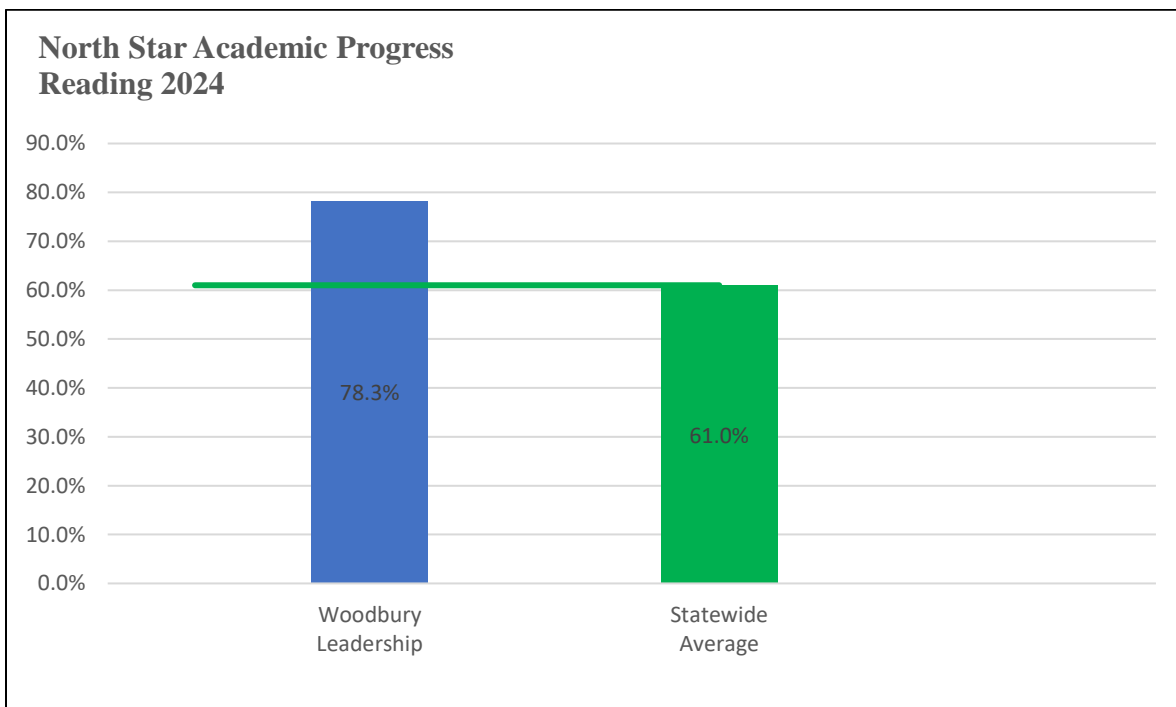


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

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 meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

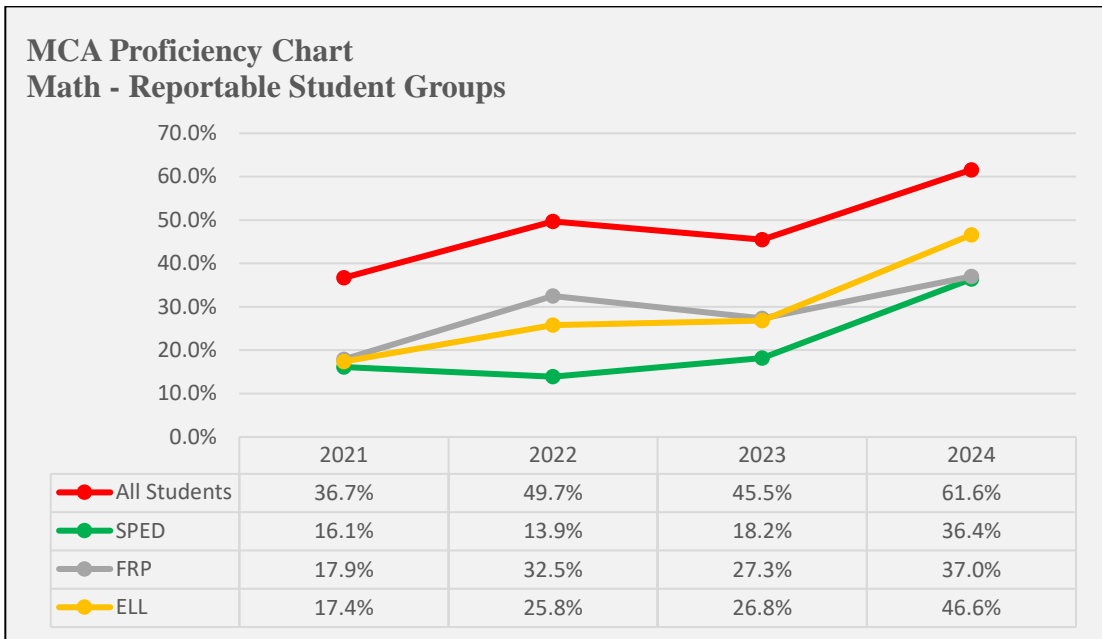


Figure 9 - Reportable Student Groups MCA Math 2021 - 2024

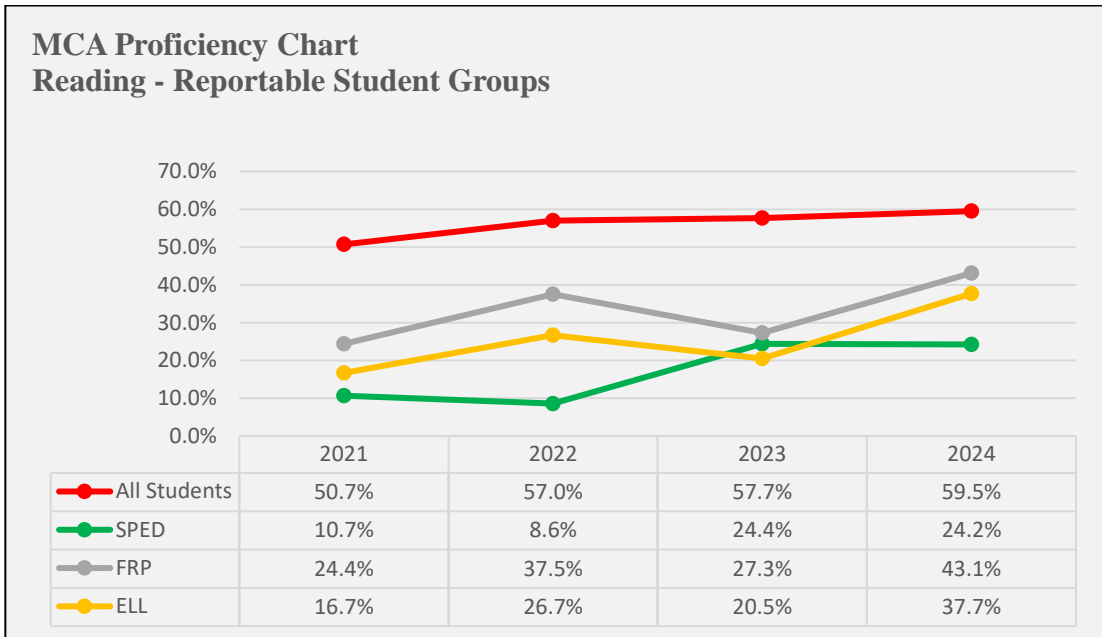


Figure 10 - Reportable Student Groups MCA Reading 2021 - 2024

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 the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - 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.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data 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 (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)	
X	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 68.8% for math and 78.3% for reading. A score of meets was awarded because the school's combined score was 73.6%.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: A score of partially meets was awarded because WLA reduced the achievement gap in four out of the six possible areas from 2023 to 2024.	

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.

	0: Does Not Meet - School has not adopted a teacher evaluation process.
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.	

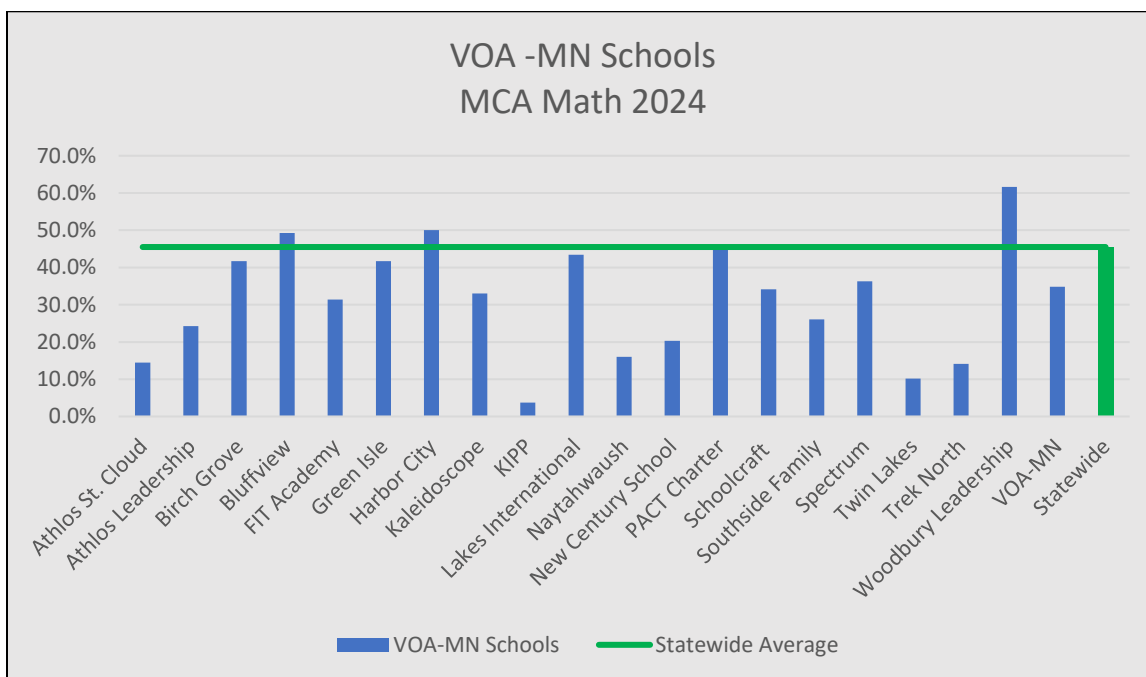
Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
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 Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
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 academic strategic goals. 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.	

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
X	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
<p>Analysis:</p> <p>Goal #1 All Students Ready for School No goal established Result: Goal Not Met</p> <p>Goal #2 All Students Career and College Ready by Graduation No goal established Result: Goal Not Met</p>	

Academic Standards Point Total: 11/14

VOA-MN PROFICIENCY RATES

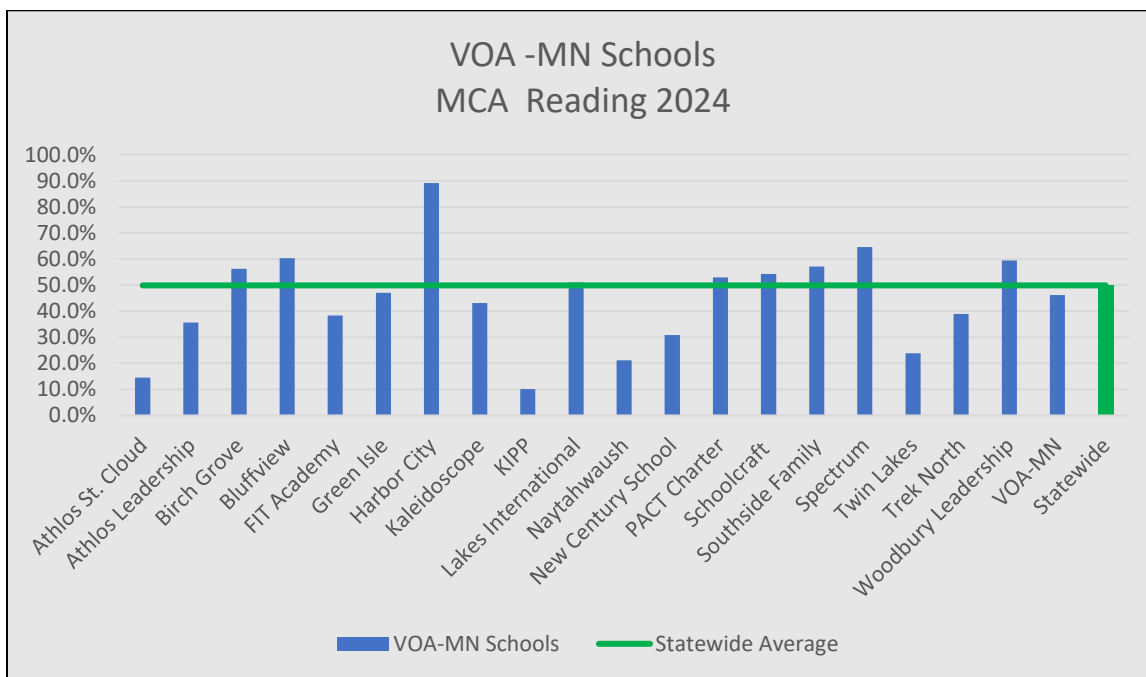


Data Source: Minnesota Report Card

VOA-MN Charter Schools' Math Proficiency						
SCHOOL NAME	2019	2020	2021	2022	2023	2024
State Wide Average	55.5%		44.2%	44.8%	45.5%	45.5%
Athlos Academy of St. Cloud	31.1%		14.7%	14.3%	12.1%	14.5%
Athlos Leadership Academy	39.9%		22.8%	20.8%	22.5%	24.3%
Birch Grove Community School	66.7%		68.4%	66.7%	57.1%	41.7%
Bluffview Montessori School	54.1%		49.2%	49.6%	47.4%	49.3%
FIT Academy	20.5%		24.0%	25.2%	32.4%	31.4%
Green Isle Community School	57.7%		42.3%	50.0%	34.6%	41.7%
Harbor City International School	40.5%		N/A	43.6%	52.5%	50.0%
Kaleidoscope Charter School	54.0%		39.9%	36.0%	35.4%	33.0%
KIPP North Star Academy	19.2%		4.8%	4.3%	4.2%	3.7%
Lakes International Language Academy	58.8%		41.7%	47.5%	44.6%	43.4%
Naytahwaush Community Charter School	26.8%		15.7%	12.9%	6.9%	16.0%
New Century School	44.8%		44.0%	21.2%	14.7%	20.3%
PACT Charter School	61.8%		43.7%	55.2%	50.5%	45.0%
Schoolcraft Learning Community	50.0%		40.0%	43.7%	39.7%	34.1%
Southside Family Charter School	52.2%		56.5%	48.6%	40.0%	26.1%
Spectrum High School	61.0%		49.2%	47.1%	41.8%	36.3%
Twin Lakes STEM Academy	31.6%		6.9%	12.2%	19.1%	10.2%
TrekNorth High School	40.3%		13.5%	14.9%	7.0%	14.1%

Woodbury Leadership Academy	54.2%	36.7%	49.7%	45.5%	61.6%
VOA-MN	44.8%	31.6%	32.1%	33.0%	34.8%

Both the chart and the table above illustrate the 2024 math proficiency for the VOA-MN network of charter schools. The green line indicates the state average 45.5%. Three schools in the VOA-MN network, Bluffview Montessori School, Harbor City International School and Woodbury Leadership Academy met or exceeded the statewide average on the 2024 math MCA. In addition, five schools in the VOA-MN network, Birch Grove Community School, Green Isle Community School, Lakes International Language Academy, PACT Charter School, Schoolcraft Learning Community and Spectrum High School scored within ten percentage points of the statewide average. The remaining eleven schools scored below 35.5% on the 2024 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.

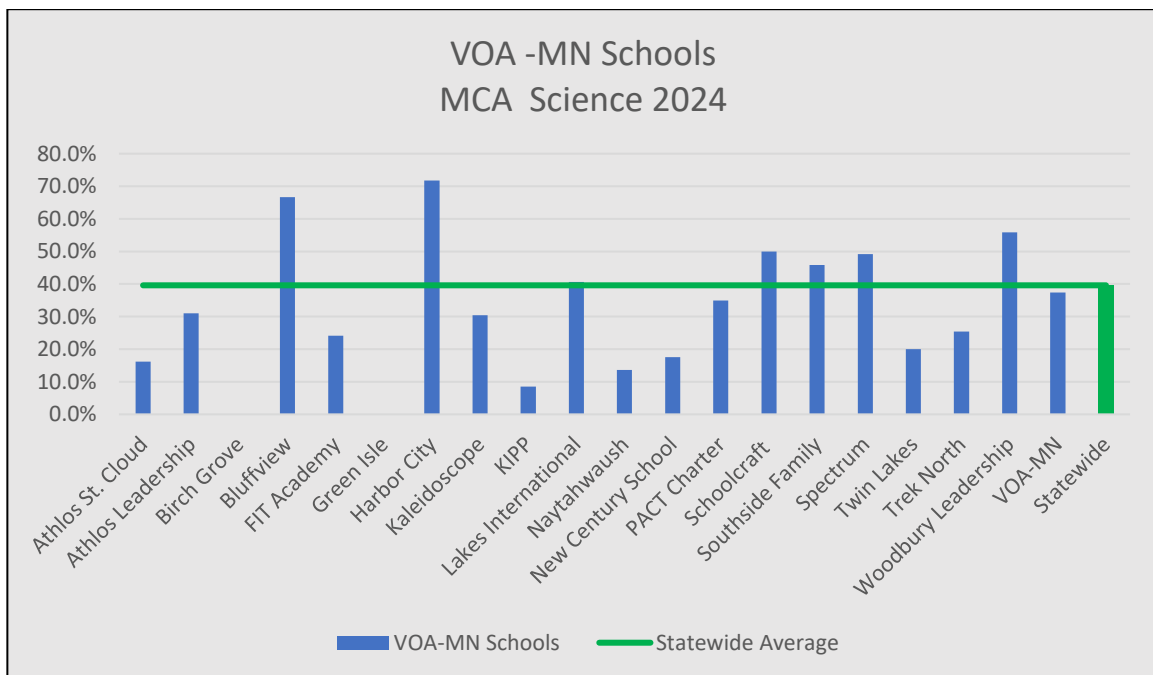


Data Source: Minnesota Report Card

VOA-MN Charter Schools' Reading Proficiency						
SCHOOL NAME	2019	2020	2021	2022	2023	2024
State Wide Average	59.2%		52.5%	51.1%	49.9%	49.9%
Athlos Academy of St. Cloud	40.2%		26.7%	23.6%	20.3%	14.5%
Athlos Leadership Academy	51.6%		41.6%	35.1%	32.8%	35.7%
Birch Grove Community School	CTSTR		57.9%	83.3%	57.1%	56.3%
Bluffview Montessori	69.6%		64.6%	68.1%	71.9%	60.3%
FIT Academy	43.2%		36.6%	36.7%	38.3%	38.3%
Green Isle Community School	50.0%		30.8%	46.2%	30.8%	47.1%
Harbor City International School	81.3%		N/A	71.4%	84.3%	89.1%
Kaleidoscope Charter School	62.9%		49.5%	50.7%	51.5%	43.1%

KIPP North Star Academy	26.8%	12.1%	13.4%	13.1%	10.1%
Lakes International Language Academy	65.7%	49.3%	53.0%	55.0%	51.0%
Naytahwaush Community Charter School	25.5%	27.5%	21.4%	24.7%	21.1%
New Century School	32.1%	42.6%	31.0%	29.4%	30.8%
PACT Charter School	66.1%	52.6%	59.6%	55.3%	53.0%
Schoolcraft Learning Community	53.9%	55.7%	59.3%	52.9%	54.3%
Southside Family Charter School	68.2%	67.9%	62.2%	58.2%	57.1%
Spectrum High School	69.7%	72.0%	71.7%	64.6%	64.6%
Twin Lakes STEM Academy	28.9%	19.7%	18.6%	26.1%	23.9%
TrekNorth High School	62.4%	43.5%	40.3%	38.9%	39.0%
Woodbury Leadership Academy	48.9%	50.7%	57.0%	57.7%	59.5%
VOA-MN	53.8%	44.3%	44.8%	46.2%	46.2%

Both the chart and the table above illustrate the 2024 reading proficiency for the VOA-MN network of charter schools. The green line indicates the state average 49.9%. Nine schools in the VOA-MN network, Birch Grove Community School, Bluffview Montessori School, Harbor City International 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 2024 reading MCA. In addition, Two schools in the VOA-MN network of charter schools, Green Isle Community School and Kaleidoscope Charter School scored within ten percentage points of the statewide average. The remaining eight schools scored below 39.9% on the 2024 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	2024
State Wide Average	50.7%		43.1%	41.3%	39.2%	39.6%
Athlos Academy of St. Cloud	31.8%		17.4%	21.6%	9.2%	16.2%
Athlos Leadership Academy	28.1%		31.5%	16.2%	11.0%	31.0%
Birch Grove Community School	CTSTR		CTSTR	CTSTR	CTSTR	CTSTR
Bluffview Montessori	58.1%		48.9%	61.0%	51.2%	66.7%
FIT Academy	25.0%		30.4%	22.6%	34.4%	24.1%
Green Isle Community School	CTSTR		CTSTR	41.7%	CTSTR	CTSTR
Harbor City International School	76.6%		N/A	75.0%	68.8%	71.8%
Kaleidoscope Charter School	51.3%		42.9%	41.8%	40.2%	30.4%
KIPP North Star Academy	32.4%		7.8%	7.5%	5.7%	8.5%
Lakes International Language Academy	55.9%		49.7%	41.6%	37.6%	40.6%
Naytahwaush Community Charter School	CTSTR		5.3%	35.0%	13.3%	13.6%
New Century School	59.3%		45.9%	7.0%	9.7%	17.6%
PACT Charter School	53.1%		34.5%	38.1%	48.5%	34.9%
Schoolcraft Learning Community	45.9%		53.8%	48.6%	46.5%	50.0%
Southside Family Charter School	60.0%		CTSTR	50.0%	51.9%	45.8%
Spectrum High School	63.9%		63.9%	53.0%	49.4%	49.2%
Twin Lakes STEM Academy	CTSTR		7.7%	0.0%	24.1%	20.0%
TrekNorth High School	51.3%		42.3%	24.0%	27.0%	25.4%
Woodbury Leadership Academy	50.0%		45.0%	51.6%	47.2%	55.9%
VOA-MN	49.6%		40.4%	35.3%	34.9%	37.4%

Both the chart and the table above illustrate the 2024 science proficiency for the VOA-MN network of charter schools. The green line indicates the state average 39.6%. Seven schools in the VOA-MN network, Bluffview Montessori School, Harbor City International School, Lakes International Language Academy, Schoolcraft Learning Community, Southside Family Charter School, Spectrum High School and Woodbury Leadership Academy, met or exceeded the state average on the 2024 science MCA. In addition, three schools in the VOA-MN network, Athlos Leadership Academy, Kaleidoscope Charter School and PACT Charter School FIT Academy, scored within ten percentage points of the statewide average. The remaining nine schools either scored below 29.6% on the 2024 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	Signs of weak performance identified through routine monitoring; through implementation, compliance, or	Letter from VOA to the charter school's Board of Directors detailing areas of concern.

<p>Notice of Concern</p>	<p>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 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.</p> <p>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><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>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>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</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>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. 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>	<p>remedial action—negotiated with VOA.</p>
<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,</p>	<p><i>Recommendation to revoke, not to revoke, or to impose lesser sanctions.</i></p> <p><i>and/or</i></p> <p><i>Decision to commence or not to commence revocation proceedings made by VOA-MN.</i></p>

	<p>financial management and/or board governance.</p> <p>Failure to successfully address the terms of the School Performance Improvement Plan and resolve probationary status.</p>	
<p>LEVEL FIVE</p> <p>Charter Revocation</p>	<p>Charter Review results in recommendation to revoke.</p>	<p><i>Written notice from VOA-MN stating reasons for proposed revocation and informing charter school of right to an informal hearing.</i></p> <p><i>Record of informal hearing.^(SEP) Decision to revoke made by VOA-MN.</i></p>

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.

ACADEMIC AWARDS

2023-2024

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 58.7% or higher qualify for the award. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

- Bluff View Montessori School – 63.2%
- Lakes International Language Academy – 62.8%
- PACT Charter School – 60.1%
- Schoolcraft Learning Community – 60.0%
- Woodbury Leadership Academy – 73.6%

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

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 STANDARD POINTS EARNED
Athlos Academy of St. Cloud	8/14
Athlos Leadership Academy	11/14
Birch Grove Community School	9/10
Bluffview Montessori School	13/14
FIT Academy	10/14
Green Isle Community School	8/10
Harbor City International School	14/14
Kaleidoscope Charter School	10/14
KIPP: North Star Academy	9/14
Lakes International Language Academy	11/14
Naytahwaush Community Charter School	10/14
New Century School	11/14
PACT Charter School	12/14
Schoolcraft Learning Community	12/14
Southside Family Charter School	12/14
Spectrum High School	7/14
Twin Lakes STEM Academy	12/14
TrekNorth High School	11/14
Woodbury Leadership Academy	11/14

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: Two schools, Fit Academy and Spectrum 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 Spectrum High School, did not achieve at least a satisfactory rating, 70% of possible points, in academics.