



# Academic Performance

## A REPORT ON THE ACADEMIC PERFORMANCE OF VOA-MN CHARTER SCHOOLS 2020 - 2021

**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.

Serving Minnesota since 1896

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## ACADEMIC REPORT ABSTRACT

The 2020-2021 academic report is prepared for the VOA – MN charter schools, parents, state, and those looking for academic and professional development data. The purpose of this report is to be a single source of information on the seventeen Volunteers of America charter schools, providing both academic and professional development data. This addresses the Charter School Statute 124E.

The academic data portion addresses growth, achievement gap reduction, graduation as well as proficiency on the state assessments. The following information may be found at: Minnesota Report Card – Federal Accountability and in Multiple Measurement District Download.

Student enrollment data including student ethnicity and special populations may be found at Minnesota Report Card – Demographics.

**Standard 1: State Examinations** (Proficiency on MCA: Meets and Exceeds.) This information can be found on the state report card under State Assessments.

**Standard 2: Growth** Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (Data not available for the 2020 – 2021 school year.)

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

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

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

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

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

**MCA Test Results** Test results are provided for each VOA-MN charter school in math, reading, and science. All data reported is based on the number of students who were proficient on the test divided by the number of students who completed the test.

Each component was guided by performance criterion from the state of Minnesota and the National Association of Charter School Authorizers (NACSA). NACSA provides charter school authorizers with national best practice tools for their authorizer oversight.



## **ATHLOS ACADEMY OF ST. CLOUD**

**Charter # 4250**

**Executive Director: Jennifer Geraghty**

**3701 33<sup>rd</sup> Street South**

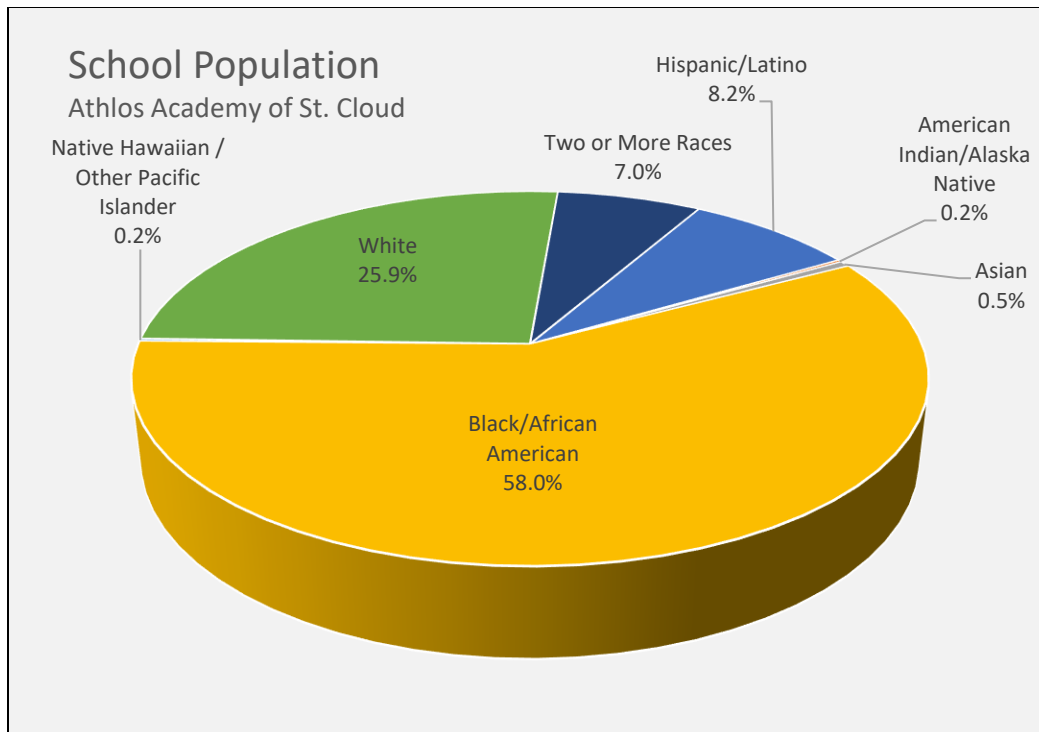
**St. Cloud, MN 56301**

**320-281-4430**

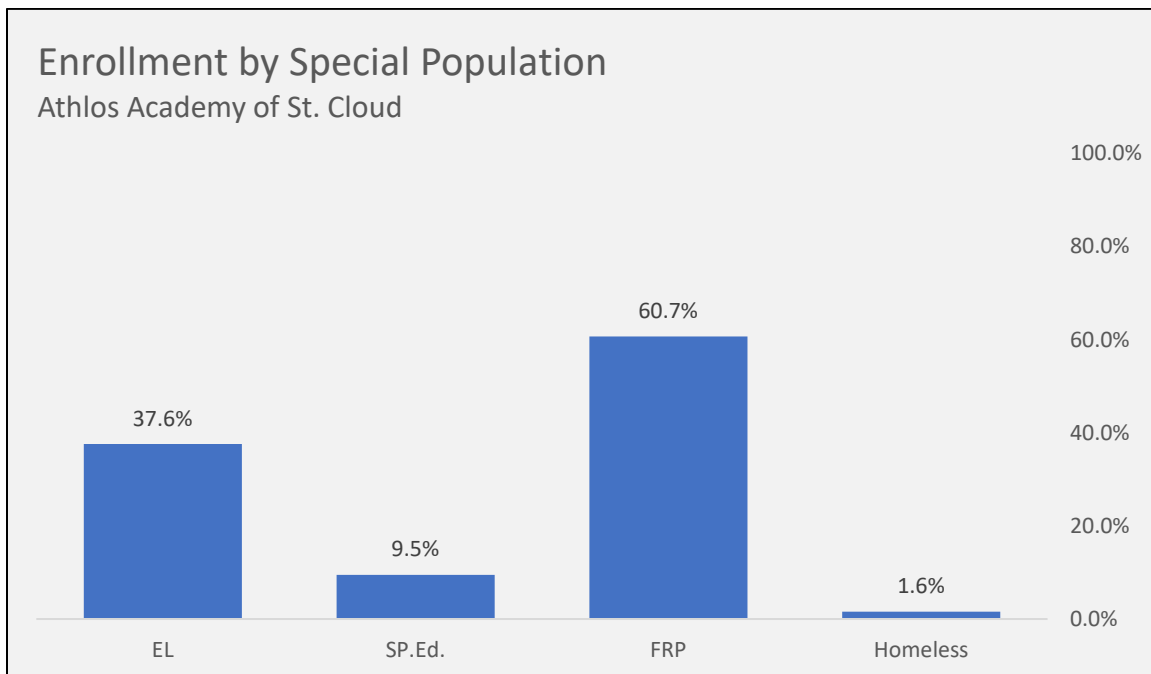
**[www.athlosstcloud.org](http://www.athlosstcloud.org)**

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.

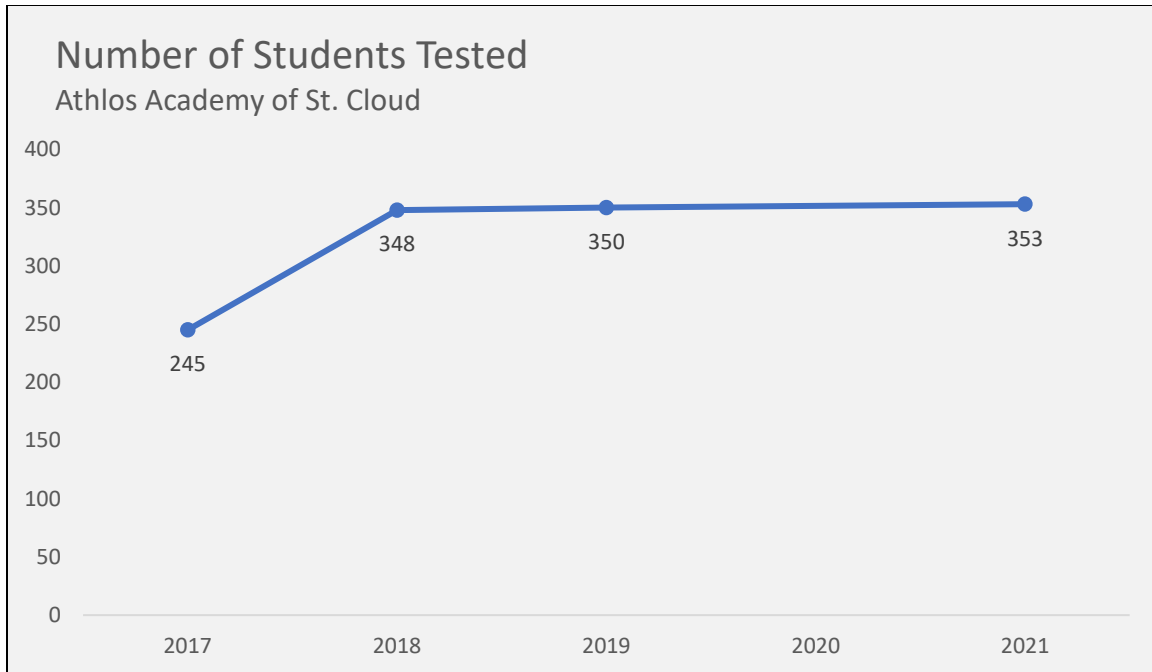
**Summary:** The 2020 - 2021 school year marks the fifth year of operation for AASC. During the 2020-2021 school year, AASC had an English Learner population that was nearly five times that of the statewide average and Free and Reduced population that was nearly double that of the state. The school tested 353 students on the 2021 Minnesota Comprehensive Assessments and scored below the statewide average in math, reading and science.



**Figure 1 - School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 - Number of Students Tested (MCA)**

### **Academic Performance Standard 1 – State Examinations**

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

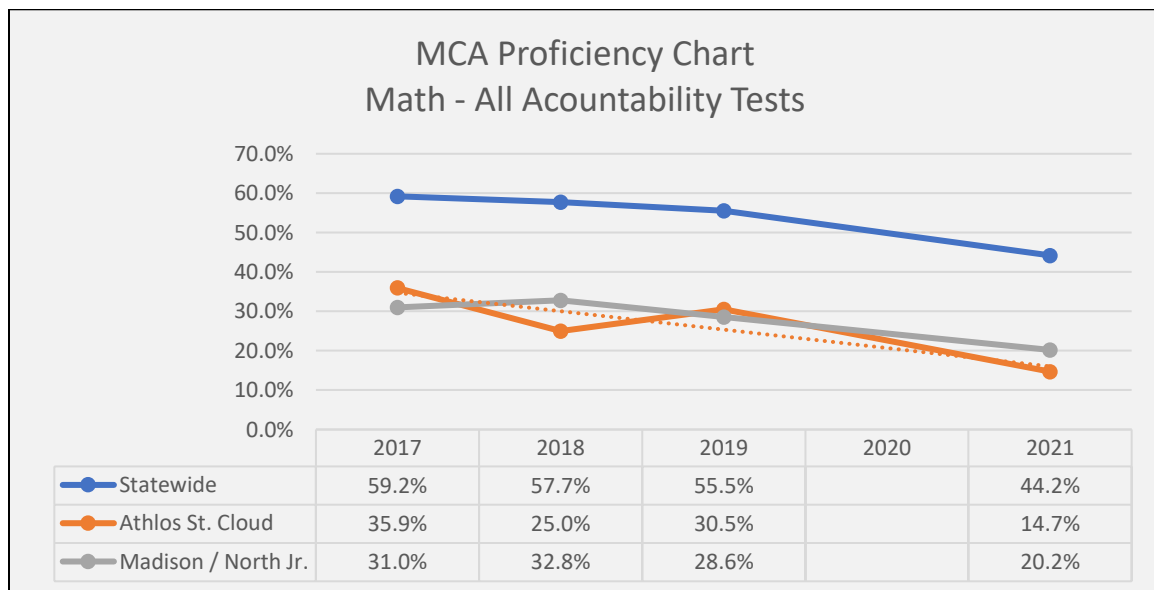
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 - MCA Math Proficiency 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>59.2%</b>	<b>57.7%</b>	<b>55.5%</b>		<b>44.2%</b>
<b>3<sup>rd</sup></b>	<b>68.6%</b>	<b>66.9%</b>	<b>66.0%</b>		<b>57.1%</b>
<b>4<sup>th</sup></b>	<b>67.4%</b>	<b>65.6%</b>	<b>64.3%</b>		<b>53.8%</b>
<b>5<sup>th</sup></b>	<b>57.7%</b>	<b>55.2%</b>	<b>52.4%</b>		<b>41.1%</b>
<b>6<sup>th</sup></b>	<b>56.0%</b>	<b>54.3%</b>	<b>50.9%</b>		<b>37.2%</b>
<b>7<sup>th</sup></b>	<b>55.4%</b>	<b>54.9%</b>	<b>52.5%</b>		<b>37.4%</b>
<b>8<sup>th</sup></b>	<b>58.8%</b>	<b>57.8%</b>	<b>55.7%</b>		<b>39.8%</b>

<b>Athlos St. Cloud</b>	<b>35.9%</b>	<b>25.0%</b>	<b>30.5%</b>		<b>14.7%</b>
<b>3<sup>rd</sup></b>	<b>36.9%</b>	<b>31.1%</b>	<b>42.0%</b>		<b>23.9%</b>
<b>4<sup>th</sup></b>	<b>45.2%</b>	<b>37.3%</b>	<b>30.8%</b>		<b>23.5%</b>
<b>5<sup>th</sup></b>	<b>29.8%</b>	<b>23.0%</b>	<b>33.3%</b>		<b>7.0%</b>
<b>6<sup>th</sup></b>	<b>32.0%</b>	<b>21.9%</b>	<b>26.7%</b>		<b>5.5%</b>
<b>7<sup>th</sup></b>		<b>15.8%</b>	<b>CTSTR</b>		<b>8.1%</b>
<b>8<sup>th</sup></b>			<b>CTSTR</b>		<b>14.3%</b>
<b>Madison Elementary St. Cloud</b>	<b>32.5%</b>	<b>37.9%</b>	<b>38.8%</b>		<b>28.3%</b>
<b>3<sup>rd</sup></b>	<b>46.7%</b>	<b>45.1%</b>	<b>51.3%</b>		<b>42.9%</b>
<b>4<sup>th</sup></b>	<b>24.8%</b>	<b>40.0%</b>	<b>35.8%</b>		<b>23.1%</b>
<b>5<sup>th</sup></b>	<b>25.3%</b>	<b>30.7%</b>	<b>26.9%</b>		<b>17.9%</b>
<b>North Jr. High St. Cloud</b>	<b>31.0%</b>	<b>30.4%</b>	<b>24.7%</b>		<b>16.8%</b>
<b>6<sup>th</sup></b>	<b>33.0%</b>	<b>28.6%</b>	<b>26.0%</b>		<b>15.8%</b>
<b>7<sup>th</sup></b>	<b>28.0%</b>	<b>31.4%</b>	<b>23.3%</b>		<b>16.0%</b>
<b>8<sup>th</sup></b>	<b>32.5%</b>	<b>31.1%</b>	<b>24.7%</b>		<b>18.7%</b>
<b>Combined</b>	<b>31.0%</b>	<b>32.8%</b>	<b>28.6%</b>		<b>20.2%</b>

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



**Figure 4 - MCA Math Proficiency 2017-2021**



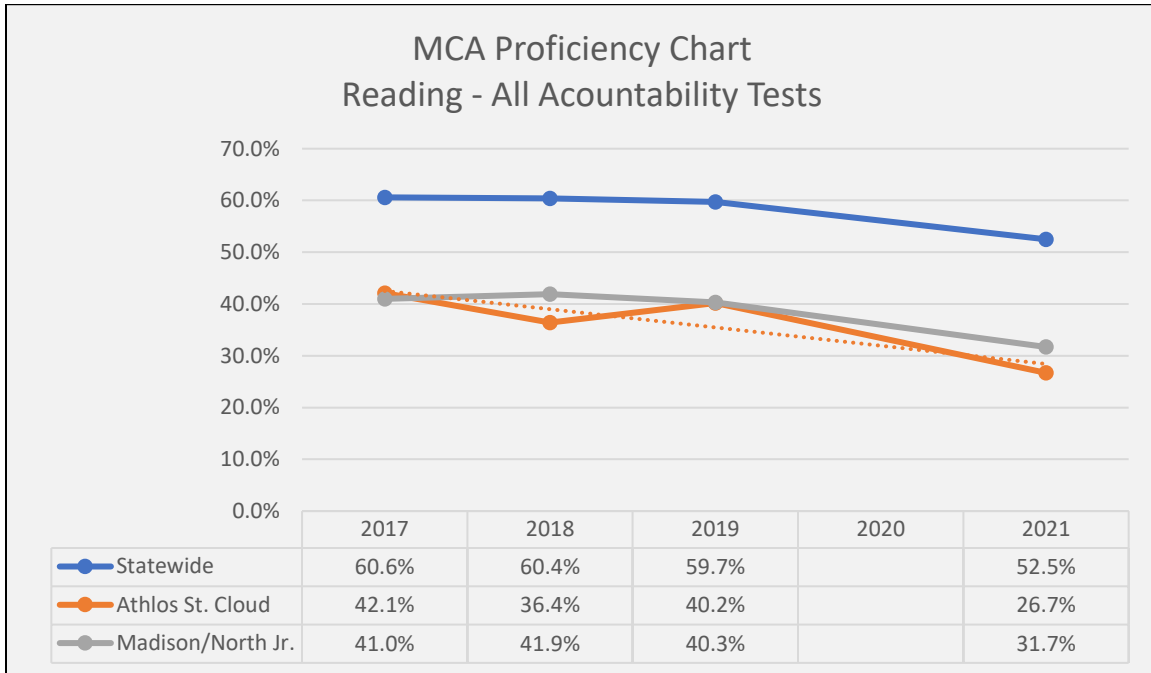
**ANALYSIS OF MATH MCA PROFICIENCY:** Table 1 and Figure 4 illustrate the past five years of MCA math proficiency at Athlos Academy of St. Cloud. For the purpose of this report, proficiency results from Madison Elementary, grades 3-5, and North Junior High, grades 6-8, were combined to create a comparison score for AASC. After increasing its math proficiency rate by over six percentage points from 2018 to 2019, Athlos' proficiency rate fell to 14.7% in 2021. The school is currently performing below the combined comparison school by 5.5 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 local comparison schools and work toward meeting or exceeding the statewide proficiency level.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>60.4%</b>	<b>59.7%</b>	<b>59.7%</b>		<b>52.5%</b>
<b>3rd</b>	<b>56.2%</b>	<b>55.0%</b>	<b>55.0%</b>		<b>48.5%</b>
<b>4th</b>	<b>56.2%</b>	<b>55.9%</b>	<b>55.9%</b>		<b>49.3%</b>
<b>5th</b>	<b>67.5%</b>	<b>66.2%</b>	<b>66.2%</b>		<b>59.4%</b>
<b>6th</b>	<b>64.9%</b>	<b>63.2%</b>	<b>63.2%</b>		<b>55.0%</b>
<b>7th</b>	<b>58.7%</b>	<b>57.9%</b>	<b>57.9%</b>		<b>48.3%</b>
<b>8th</b>	<b>59.1%</b>	<b>58.2%</b>	<b>58.2%</b>		<b>49.7%</b>
<b>Athlos</b>	<b>36.4%</b>	<b>40.2%</b>	<b>40.2%</b>		<b>26.7%</b>
<b>3rd</b>	<b>23.0%</b>	<b>30.0%</b>	<b>30.0%</b>		<b>21.9%</b>
<b>4th</b>	<b>30.0%</b>	<b>35.4%</b>	<b>35.4%</b>		<b>25.3%</b>
<b>5th</b>	<b>51.2%</b>	<b>56.3%</b>	<b>56.3%</b>		<b>31.4%</b>
<b>6th</b>	<b>39.1%</b>	<b>51.7%</b>	<b>51.7%</b>		<b>22.2%</b>
<b>7th</b>	<b>33.9%</b>	<b>33.3%</b>	<b>33.3%</b>		<b>36.1%</b>
<b>8th</b>		<b>42.9%</b>	<b>42.9%</b>		<b>26.2%</b>
<b>Madison Elementary St. Cloud</b>	<b>42.5%</b>	<b>35.3%</b>	<b>35.3%</b>		<b>30.7%</b>
<b>3rd</b>	<b>33.8%</b>	<b>30.0%</b>	<b>30.0%</b>		<b>31.8%</b>
<b>4th</b>	<b>43.8%</b>	<b>32.1%</b>	<b>32.1%</b>		<b>23.2%</b>
<b>5th</b>	<b>47.5%</b>	<b>43.8%</b>	<b>43.8%</b>		<b>35.6%</b>
<b>North Jr. High St. Cloud</b>	<b>43.0%</b>	<b>42.2%</b>	<b>42.2%</b>		<b>32.1%</b>
<b>6th</b>	<b>45.9%</b>	<b>42.4%</b>	<b>42.4%</b>		<b>30.7%</b>
<b>7th</b>	<b>37.4%</b>	<b>41.4%</b>	<b>41.4%</b>		<b>33.2%</b>

<b>8th</b>	<b>45.4%</b>	<b>42.9%</b>	<b>42.9%</b>		<b>32.2%</b>
<b>Combined</b>	<b>41.9%</b>	<b>40.3%</b>	<b>40.3%</b>		<b>31.7%</b>

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



**Figure 5 – MCA Reading Proficiency 2017-2021**

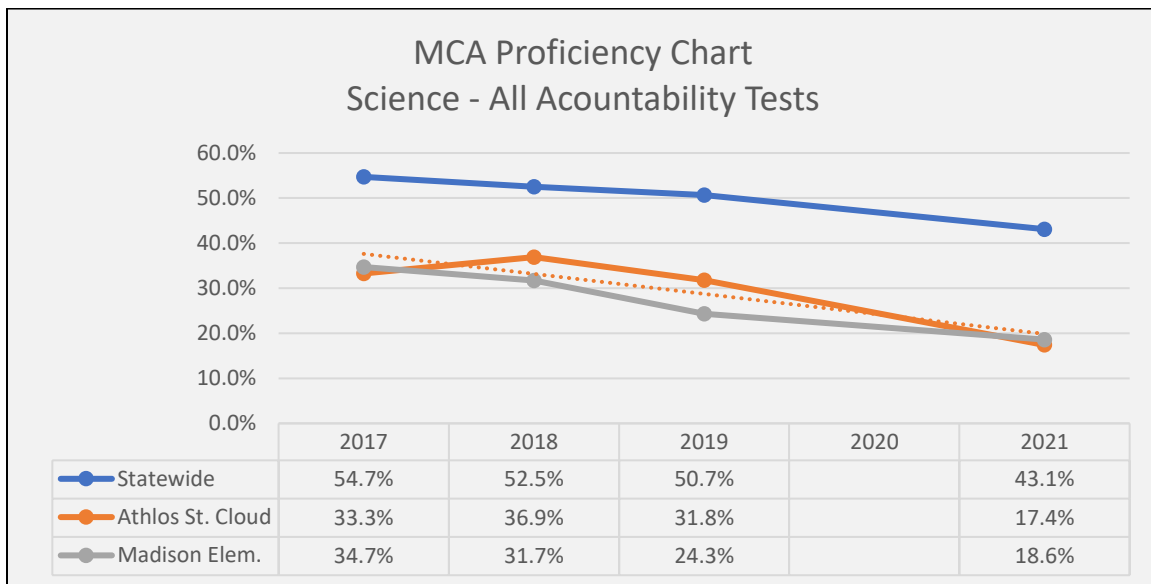
**ANALYSIS OF READING MCA PROFICIENCY:** Table 2 and Figure 5 illustrate the past five years of MCA reading proficiency at Athlos Academy of St. Cloud. For the purpose of this report, proficiency results from Madison Elementary, grades 3-5, and North Junior High, grades 6-8, were combined to create a comparison score for AASC. After increasing its reading proficiency rate by nearly four percentage points from 2018 to 2019, Athlos' proficiency rate fell to 26.7% in 2021. The school is currently performing below the combined comparison school by 5.0 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 local comparison schools and work toward meeting or exceeding the statewide proficiency level.

**Table 3 – MCA Science Proficiency 2017 - 2021**

<b>Science</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Statewide</b>	<b>54.7%</b>	<b>52.5%</b>	<b>50.7%</b>		<b>43.1%</b>
<b>5<sup>th</sup></b>	<b>60.6%</b>	<b>58.7%</b>	<b>54.9%</b>		<b>47.9%</b>

8 <sup>th</sup>			43.0%		33.8%
Athlos Academy	33.3%	36.9%	31.8%		17.4%
5 <sup>th</sup>	33.3%	36.9%	36.0%		17.1%
8 <sup>th</sup>			CTSTR		17.9%
Madison Elem. (5 <sup>th</sup> )	34.7%	31.7%	29.1%		23.0%
North Junior (8 <sup>th</sup> )			22.4%		16.7%
Combined			24.3%		18.6%

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

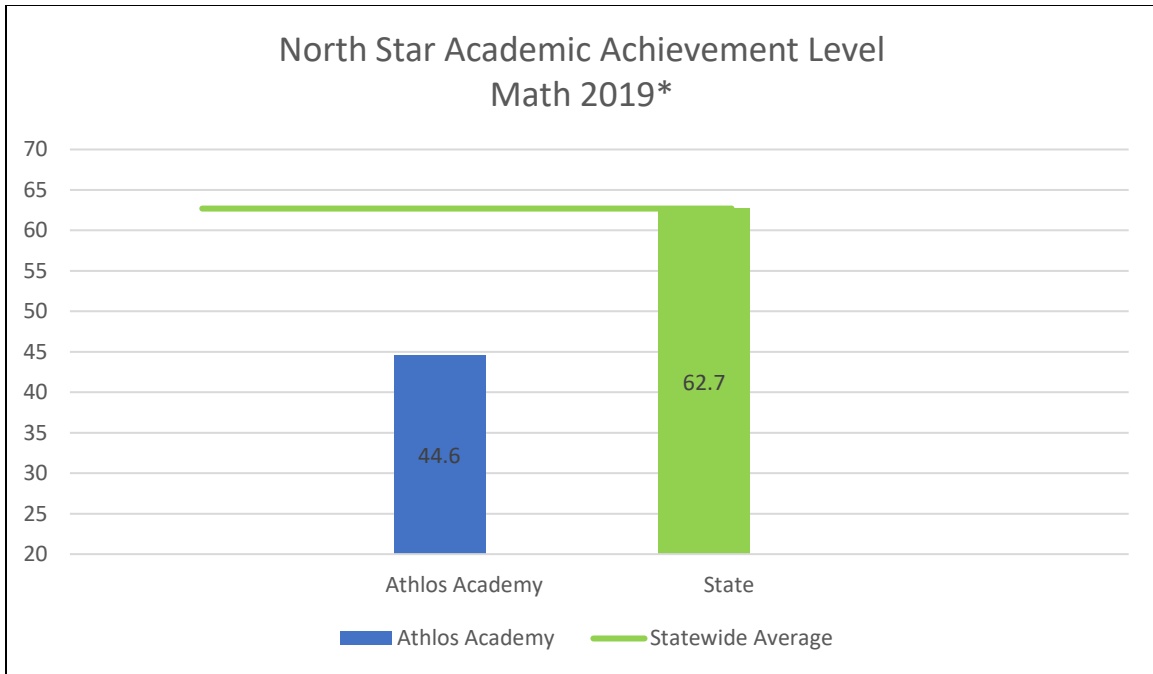


**Figure 6 – MCA Science Proficiency 2017-2021**

**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 outperforming the combined comparison school for two consecutive years, AASC’s proficiency rate fell below that of the combined comparison school. In future years, it is expected that Athlos Academy of St. Cloud will once again increase its reading proficiency rate to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency level.

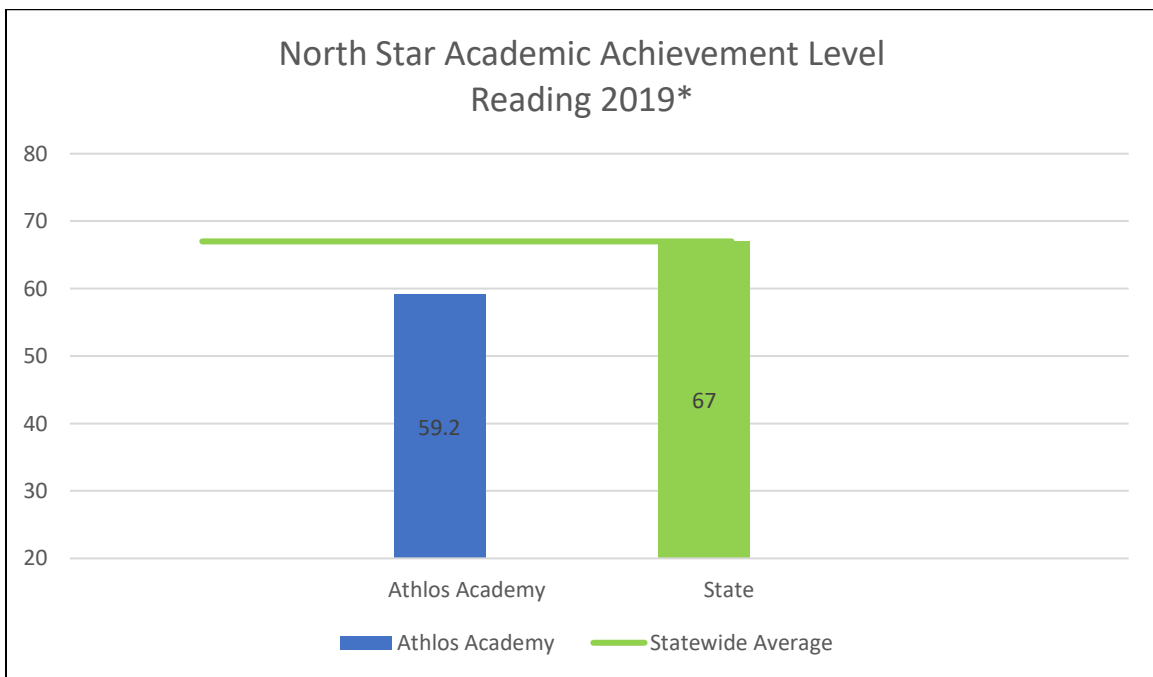
## **Academic Performance Standard 2 - Growth**

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



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

\* North Star Academic Achievement Level data is unavailable for 2021

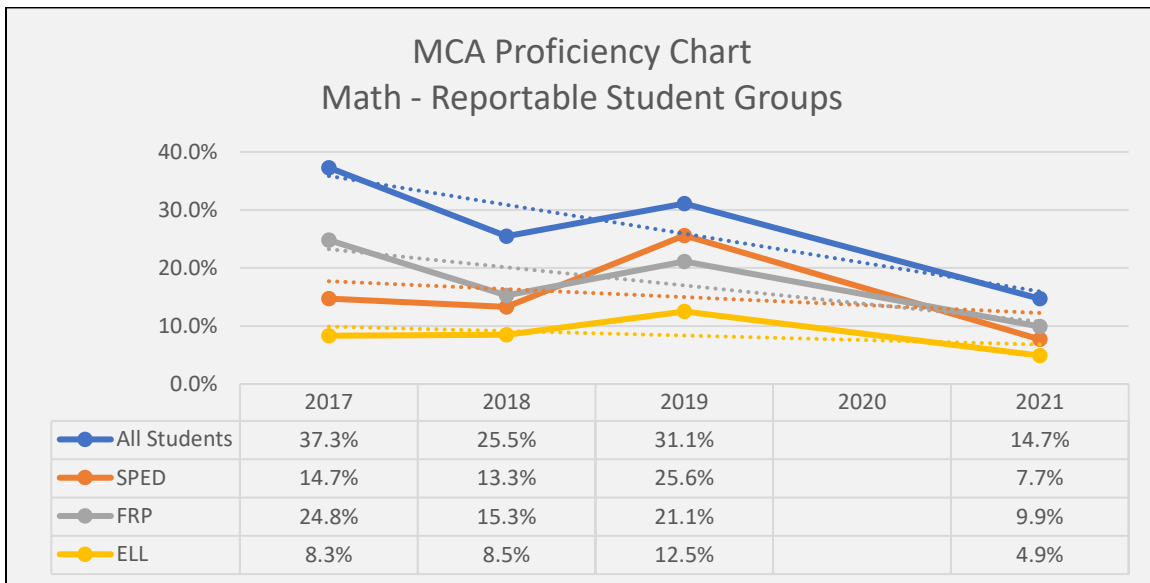


**Figure 8 – North Star Academic Achievement Level (Improved + Maintained)**

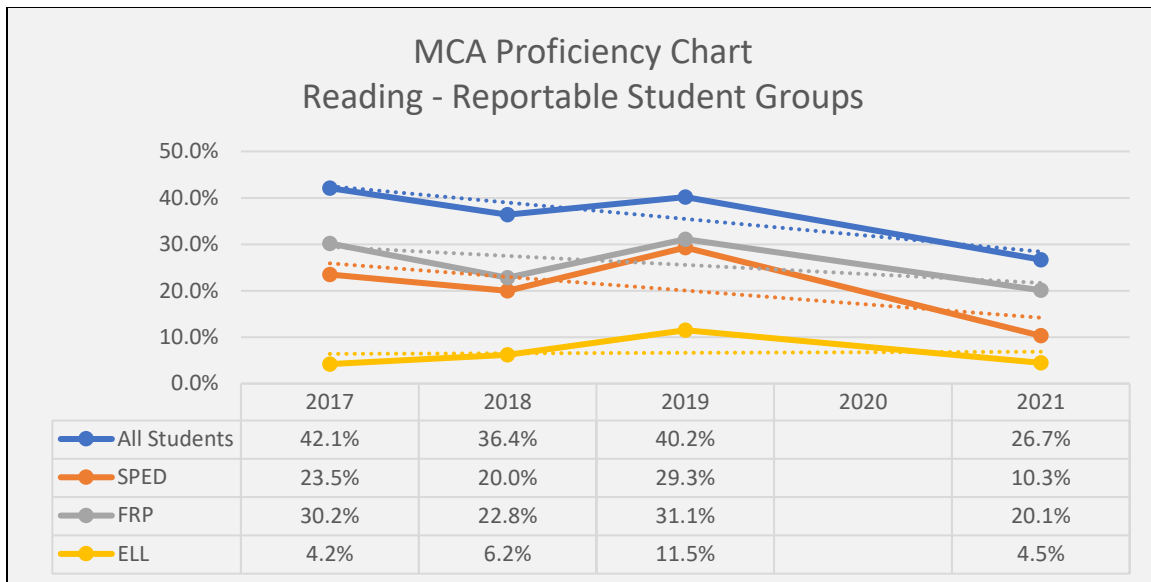
\* North Star Academic Achievement Level data is unavailable for 2021

### Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 10- Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11- Reportable Student Groups MCA Reading 2017 - 2021**

## VOA -MN Standards Evaluation

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

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

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

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

**Scale:**

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

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

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

**2 - Meets**

	<b>1 - Partially Meets</b>
X	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> Athlos Academy performed below the combined comparison school in math, reading and science.	

<b>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</b>	
<b>Scale:</b> Meets standard – School’s achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading. Partially meets standard - School’s achievement level of “improved and maintained” is above 50% Does not meet standard - School’s achievement level of “improved and maintained” is below 50%	
N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> * Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year.	

<b>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.</b>	
<ul style="list-style-type: none"> <li><b>Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.</b></li> </ul>	
<b>Scale:</b> 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.	

<b>Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.</b>	
	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> A score of partially meets was awarded because Athlos Academy reduced the achievement gap in four out of the six possible areas.	

<b>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</b>	
<b>Scale:</b>	
<b>Meets Standard – Meets all criteria and is adhered to.</b>	
<b>Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.</b>	
<b>Does Not Meet Standard – School has not adopted a teacher evaluation process.</b>	
<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data/Source: AASC Annual Report</b>	
<p><b>Analysis:</b></p> <p>Athlos Academy of St. Cloud’s Teacher Evaluation System aligns with MN Statute §122A.40 Subd. 8. The at-will status of AASC teacher contracts supersedes summative assessment results in regard to employment status. The process is designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.</p> <p>The Principal or delegated administrator conducts performance reviews with all full-time and part-time employees at least once per year. The Principal and designated administrator visits and/or observes multiple classrooms a day. These observations and visits may or may not be scheduled and may also not be directly tied to an evaluation.</p> <p>Teachers at AASC engage in annual goal-setting for student performance. This process involves identifying targets to assess, selecting appropriate local or state-level assessments, identifying baseline levels from which to measure growth, and monitoring progress over the course of the year. The objectives can be set to incorporate both growth and overall performance goals.</p> <p>At the end of the school year, the summative evaluator conducts a summative evaluation that takes into account Professional Performance, Student Growth and Learning, Student Engagement. The Professional Performance dimension is determined using evidence from summative observations, formative and impromptu observations, and additional teacher documentation.</p> <p>Professional teaching standards are addressed within the summative evaluation process and documentation. Summative evaluations, though, are not limited to professional teaching standards. Staff development activities are implemented based on the results of teachers’ evaluations. Activities</p>	



are in direct correlation with trends in staff development needs as learned through the evaluation process.

**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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

On an annual basis, Athlos Academy of St. Cloud updates a school-wide professional development plan to support Athlos Academy of St. Cloud's mission to provide students with a challenging education through high standards for academic scholarship. This plan is an organized, focused, inclusive and public way to plan improvements for student benefit. This plan is implemented in conjunction with AASC's continuous improvement plan since continuous improvement and professional development work in tandem to address AASC's efforts to increase student proficiency and reach school-wide achievement goals.

The Principal and school leaders partner in providing high-quality professional development opportunities to AASC teachers and administrators that:

1. Align with AASC's Development Plan for Increased Academic Proficiency.
2. Focus on school-wide student achievement needs, sub-group student achievement needs, and individual student achievement needs.
3. Are sustainable over time as AASC continues to grow in student and staff numbers.
4. Require regular Professional Learning Communities where teachers work collaboratively to learn and implement strategies and knowledge that will support student achievement.
5. Ensure that teachers have a firm understanding of school-wide, classroom, and individual student 12 data in order to make teaching decisions for optimal student growth.
6. 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 plan goals include:

1. Professional Learning Community (PLC) Goal: All AASC teachers will be able to effectively analyze individual and school-wide student data and will create and collaborate on effective plans for individual students to ensure multiple years' growth toward proficiency. AASC teachers will participate in an increasingly effective, structured, and efficient PLC meeting structure. The PLC meetings will be continuously focused and linked to school needs in effort toward an optimal and timely increase in student proficiency that will allow AASC to academically compete with School District 742.

2. Fall Training and Year-Round Professional Development Goals Professional development opportunities will be based on the following:

- School needs as indicated in the Development Plan for Increased Academic Proficiency.
- Fall training needs
- Ongoing training in previously implemented and successful AASC initiatives
- Needed training in newly purchased resources and systems
- Continuous training needs that are specific to roles and positions Professional Development that was provided or attended during the 2020-2021 school year includes, but was not limited to the following: New Teacher Training, Reopening Plan Training, PBIS, Dr. Maguire – differentiation, Curriculum and Assessment, Teach Like a Champion Techniques, Distance Learning – Canvas/Clever, Special Education 101 Training- MDE, MTSS, Intervention/SPED/EL, Data Dives, District Assessment Coordinator Trainings- MDE, Blood Borne Pathogens/Harassment/Mandated Reporting.

**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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:** In addition to its rigorous academic curriculum, Athlos Academy of St. Cloud implements an age appropriate fitness program and a character education program. The Athlos Athletic Curriculum is not about training athletes nor does it encourage a negative competitive environment. It is a professionally-developed plan of age-appropriate, developmental goals that apply to every child at every athletic level. Science shows a real connection between physical fitness and academic achievement. All students participate throughout the week. Activities range from individual or group conditioning to team competitions that teach leadership and life lessons. Twelve essential performance traits are taught throughout the school year. We believe it is important to help students first recognize

character strengths—traits like Grit, Leadership, and Social Intelligence so that these concepts become part of daily academic instruction, athletic activities, and leadership roles with younger students and in the community. Athlos performance attributes are especially integral to turf activities where coaches and teachers relate them to student progress and goals. Character Huddles regularly bring a class together to discuss and be challenged by an idea related to performance. Students define a particular character trait and learn about a real-life example. To complement this exercise, Character Reflections allow students to “teach the concept back”. By understanding what performance character traits are and why they matter, Athlos students are able to define an abstract concept and relate it to their lives.

**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 is partially meeting them.**

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: AASC Annual Report**

**Analysis:**

**Goal #1 -** In 2020-2021, 75% of kindergarten students will be prepared for school according to a nationally developed assessment for both math and reading skills.

**Result:** According to the Dibels Assessment that was administered to Kindergarteners this fall only 32% were identified as prepared for school. (Goal Not Met)

**Goal #2 -** 80% of 3rd graders at Athlos Academy will achieve 50% growth in their Fall to Spring Literacy scores using the STAR assessment.

**Result: -** Due to the COVID-19 Pandemic, this goal was not realized. Only 26% of 3rd graders achieved more than 50% growth on their Fall to Spring Star Assessment. (Goal Not Met)

**Goal #3 -** The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state reading accountability tests (MCA and MTAS) will decrease from 56.1% in 2019 to 36.1% in 2021. The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state math accountability tests (MCA and MTAS) will decrease from 54.3% in 2019 to 44.3% in 2021.

**Result: -** Due to the COVID-19 pandemic, the gaps widened in math and reading between students as

there were interruptions in educational/instructional models. (Goal Not Met)
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**Academic Standards Point Total: 8/12**



## **ATHLOS LEADERSHIP ACADEMY**

**Charter # 4011**

**Principal: Jennifer Geraghty**

**10100 Noble Parkway**

**Brooklyn Park, MN 55443**

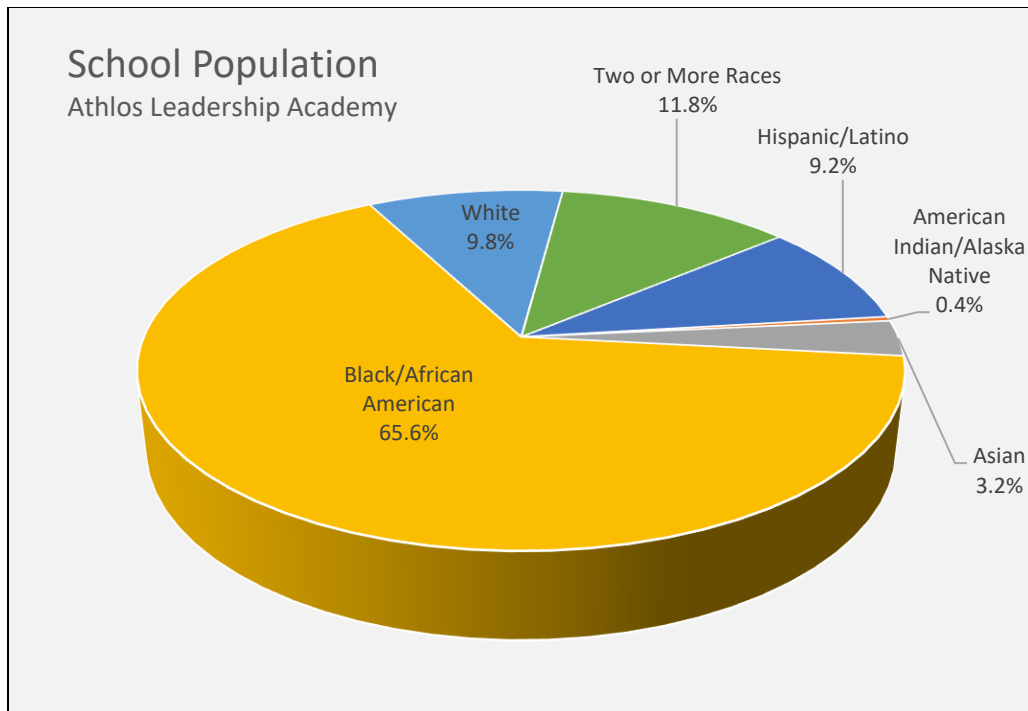
**763-777-8942**

**[www.athlosbrooklynpark.org](http://www.athlosbrooklynpark.org)**

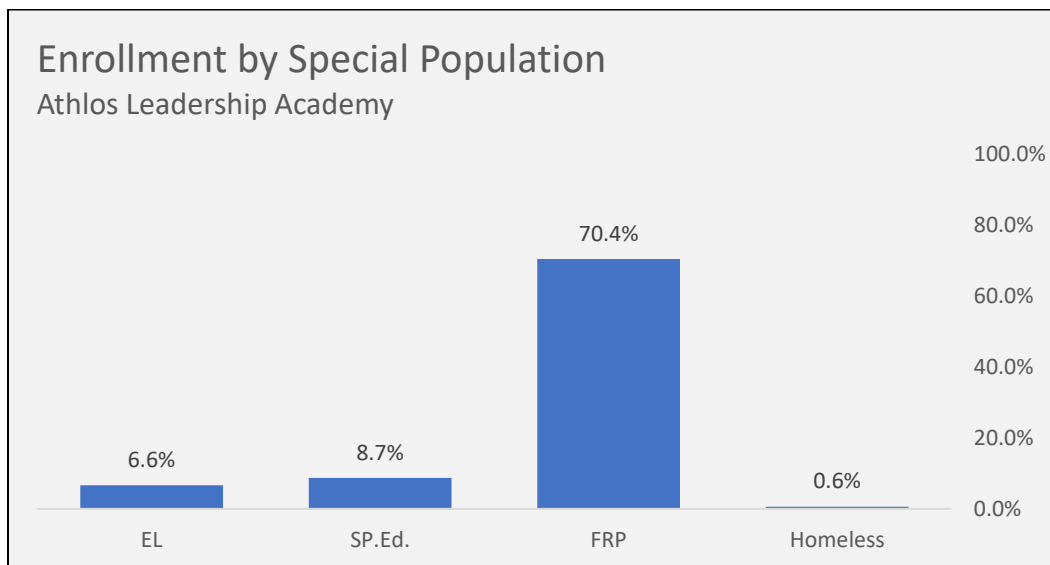
Athlos Leadership Academy is a PK-8 grade school located in Northern Brooklyn Park. Athlos Leadership Academy (formerly New Visions Academy) has been a charter school since 1994. Athlos Leadership Academy teachers provide students with an academic and social foundation that helps students through the 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.

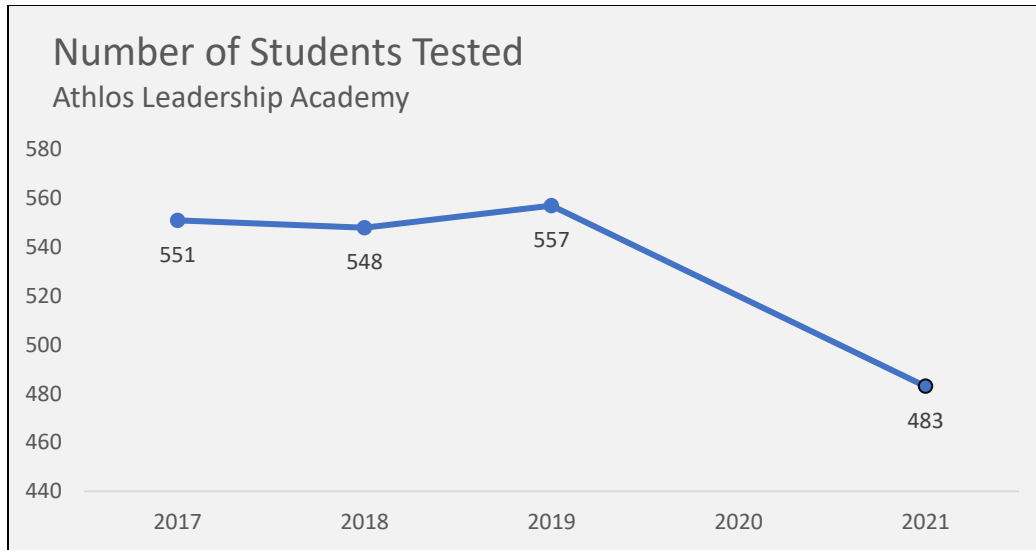
**Summary:** Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year. However, Athlos Leadership Academy tested 483 students during the 2020-2021 school year. ALA's proficiency rates in math and reading declined from 2019 to 2021, while proficiency rates increased in science over the same period. ALA continues to outperform the local district comparison schools in all three subjects. The school has a Special Education population that is lower than the statewide average and a Free and Reduced population that is more than twice that of the statewide average.



**Figure 1 – School Population**



**Figure 2– Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

## Academic Performance Standard 1 – State Examinations

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

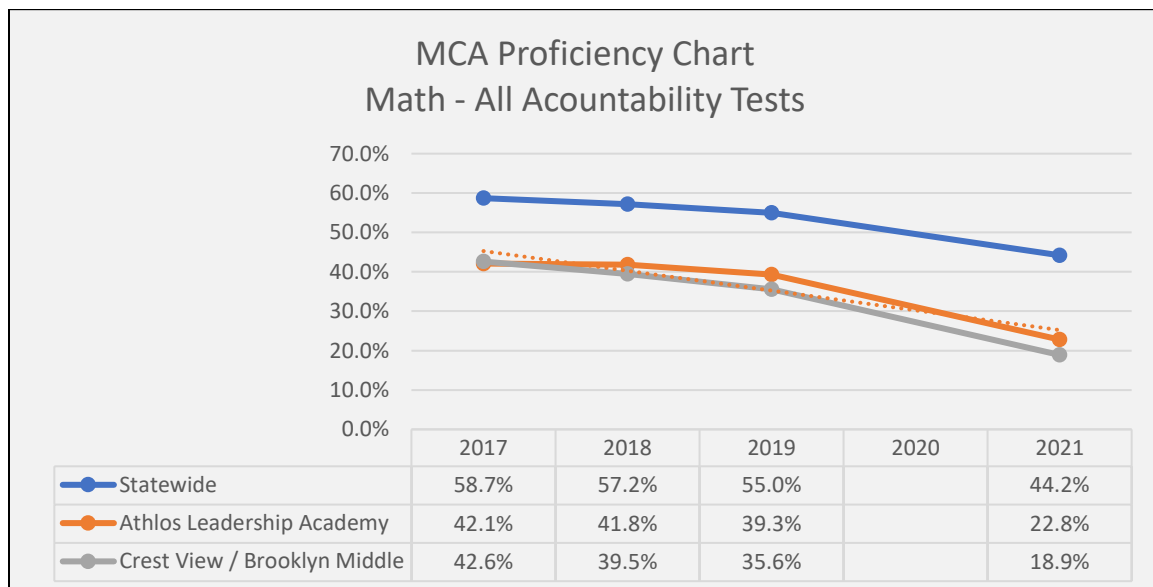
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>58.7%</b>	<b>57.2%</b>	<b>55.0%</b>		<b>44.2%</b>
<b>3<sup>rd</sup></b>	<b>68.6%</b>	<b>66.9%</b>	<b>66.0%</b>		<b>57.1%</b>
<b>4<sup>th</sup></b>	<b>67.4%</b>	<b>65.6%</b>	<b>64.3%</b>		<b>53.8%</b>
<b>5<sup>th</sup></b>	<b>57.7%</b>	<b>55.2%</b>	<b>52.4%</b>		<b>41.1%</b>
<b>6<sup>th</sup></b>	<b>56.0%</b>	<b>54.3%</b>	<b>50.9%</b>		<b>37.2%</b>
<b>7<sup>th</sup></b>	<b>55.4%</b>	<b>54.9%</b>	<b>52.5%</b>		<b>37.4%</b>
<b>8<sup>th</sup></b>	<b>58.8%</b>	<b>57.8%</b>	<b>55.7%</b>		<b>39.8%</b>
<b>Athlos</b>	<b>42.1%</b>	<b>41.8%</b>	<b>39.3%</b>		<b>22.8%</b>
<b>3<sup>rd</sup></b>	<b>64.6%</b>	<b>51.4%</b>	<b>54.8%</b>		<b>25.6%</b>
<b>4<sup>th</sup></b>	<b>57.8%</b>	<b>56.1%</b>	<b>55.5%</b>		<b>20.2%</b>
<b>5<sup>th</sup></b>	<b>39.2%</b>	<b>43.0%</b>	<b>32.4%</b>		<b>31.9%</b>
<b>6<sup>th</sup></b>	<b>18.1%</b>	<b>29.3%</b>	<b>22.2%</b>		<b>16.4%</b>
<b>7<sup>th</sup></b>	<b>24.1%</b>	<b>32.0%</b>	<b>24.7%</b>		<b>13.8%</b>

8 <sup>th</sup>	40.7%	30.9%	40.6%		24.7%
Crest View Elem.	27.3%	19.8%	23.7%		8.8%
3 <sup>rd</sup>	33.3%	25.6%	37.5%		11.8%
4 <sup>th</sup>	30.3%	23.1%	CTSTR		7.1%
5 <sup>th</sup>	18.4%	10.5%	CTSTR		6.9%
Brooklyn Middle (Osseo)	43.5%	41.3%	36.0%		20.4%
6 <sup>th</sup>	40.6%	38.2%	35.8%		16.0%
7 <sup>th</sup>	42.6%	37.9%	31.3%		23.7%
8 <sup>th</sup>	47.2%	47.9%	41.5%		21.6%
Combined	42.6%	39.5%	35.6%		18.9%

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



**Figure 4 - MCA Math Proficiency 2017-2021**

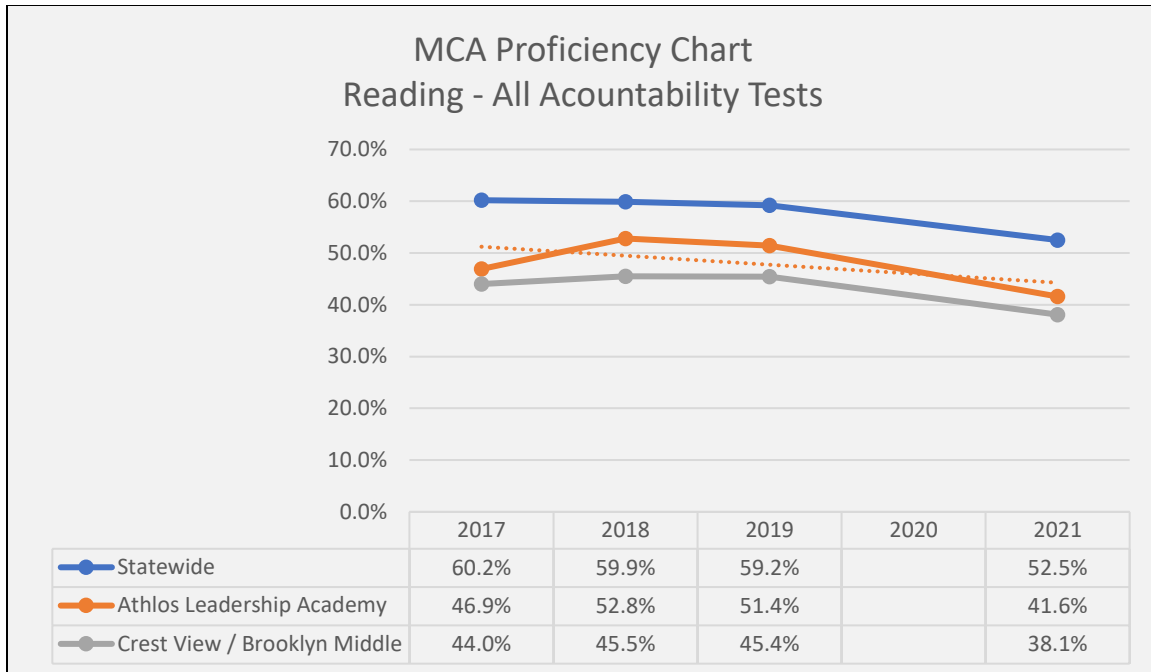
**ANALYSIS OF MATH MCA PROFICIENCY:** ALA's MCA math proficiency results are shown in Table 1 and Figure 4. For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School (Osseo), grades 6-8, were combined to create a comparison score for ALA. ALA's math proficiency rate declined from 2019 to 2021. Despite the decline, 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 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>60.2%</b>	<b>59.9%</b>	<b>59.2%</b>		<b>52.5%</b>
<b>3<sup>rd</sup></b>	<b>57.0%</b>	<b>56.2%</b>	<b>55.0%</b>		<b>48.5%</b>
<b>4<sup>th</sup></b>	<b>57.3%</b>	<b>56.2%</b>	<b>55.9%</b>		<b>49.3%</b>
<b>5<sup>th</sup></b>	<b>67.9%</b>	<b>67.5%</b>	<b>66.2%</b>		<b>59.4%</b>
<b>6<sup>th</sup></b>	<b>63.8%</b>	<b>64.9%</b>	<b>63.2%</b>		<b>55.0%</b>
<b>7<sup>th</sup></b>	<b>57.9%</b>	<b>58.7%</b>	<b>57.9%</b>		<b>48.3%</b>
<b>8<sup>th</sup></b>	<b>59.3%</b>	<b>59.1%</b>	<b>58.2%</b>		<b>49.7%</b>
<b>Athlos</b>	<b>46.9%</b>	<b>52.8%</b>	<b>51.4%</b>		<b>41.6%</b>
<b>3<sup>rd</sup></b>	<b>54.0%</b>	<b>53.2%</b>	<b>41.7%</b>		<b>26.4%</b>
<b>4<sup>th</sup></b>	<b>41.4%</b>	<b>39.5%</b>	<b>54.5%</b>		<b>36.8%</b>
<b>5<sup>th</sup></b>	<b>57.8%</b>	<b>67.3%</b>	<b>53.8%</b>		<b>49.5%</b>
<b>6<sup>th</sup></b>	<b>47.0%</b>	<b>52.4%</b>	<b>54.4%</b>		<b>60.3%</b>
<b>7<sup>th</sup></b>	<b>37.3%</b>	<b>56.0%</b>	<b>49.3%</b>		<b>32.8%</b>
<b>8<sup>th</sup></b>	<b>50.0%</b>	<b>53.6%</b>	<b>59.4%</b>		<b>45.5%</b>
<b>Crest View Elem.</b>	<b>26.0%</b>	<b>21.4%</b>	<b>23.7%</b>		<b>15.2%</b>
<b>3<sup>rd</sup></b>	<b>23.1%</b>	<b>23.1%</b>	<b>24.4%</b>		<b>17.1%</b>
<b>4<sup>th</sup></b>	<b>24.2%</b>	<b>15.4%</b>	<b>CTSTR</b>		<b>14.3%</b>
<b>5<sup>th</sup></b>	<b>31.6%</b>	<b>26.3%</b>	<b>27.5%</b>		<b>13.8%</b>
<b>Brooklyn Middle</b>	<b>46.5%</b>	<b>48.9%</b>	<b>47.8%</b>		<b>41.2%</b>
<b>6<sup>th</sup></b>	<b>44.4%</b>	<b>49.6%</b>	<b>49.2%</b>		<b>44.3%</b>
<b>7<sup>th</sup></b>	<b>49.0%</b>	<b>45.2%</b>	<b>45.8%</b>		<b>40.4%</b>
<b>8<sup>th</sup></b>	<b>46.0%</b>	<b>51.5%</b>	<b>48.4%</b>		<b>38.7%</b>
<b>Combined</b>	<b>45.0%</b>	<b>46.5%</b>	<b>46.8%</b>		<b>15.2%</b>

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



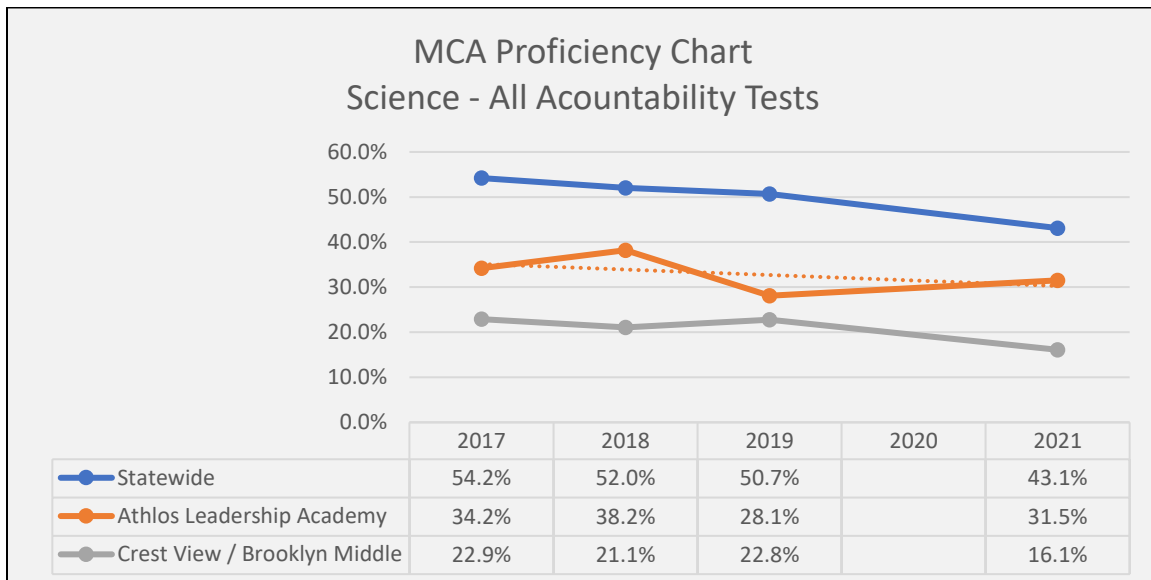
**Figure 5 – MCA Reading Proficiency 2017-2021**

**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 declined slightly from 2019 to 2021. Despite the decline, ALA continues to outperform the combined comparison schools’ proficiency rate. In future years, it is expected that ALA will continue to outperform the comparison schools and work toward meeting or exceeding the statewide proficiency rate.

**Table 3 – MCA Science Proficiency 2017 - 2021**

Science	2017	2018	2019	2020*	2021
Statewide	54.2%	52.0%	50.7%		43.1%
5 <sup>th</sup>	60.6%	58.7%	54.9%		47.9%
8 <sup>th</sup>	46.7%	45.7%	43.0%		33.8%
Athlos	34.2%	38.2%	28.1%		31.5%
5 <sup>th</sup>	41.8%	42.0%	31.8%		38.5%
8 <sup>th</sup>	20.4%	33.3%	21.9%		23.0%
Crest View Elem. (5)	17.0%	9.3%	10.0%		0.0%
Brooklyn Middle (8)	23.9%	22.7%	24.5%		18.5%
Combined	22.9%	21.1%	22.8%		16.1%

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

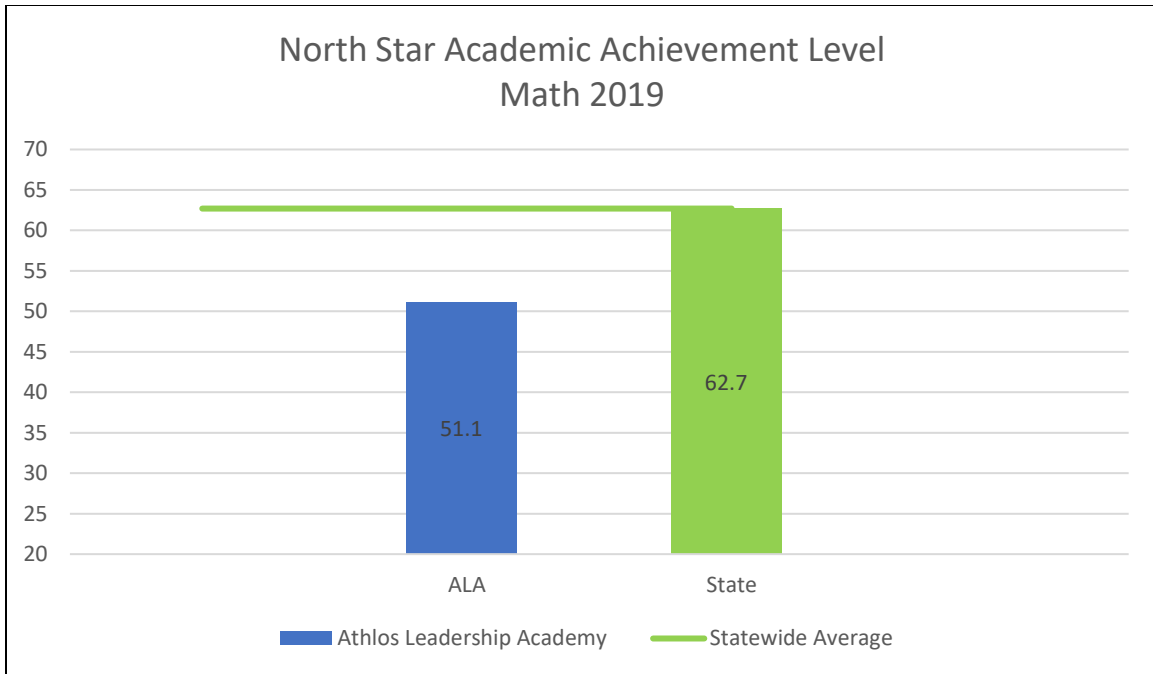


**Figure 6 – MCA Science Proficiency 2017-2021**

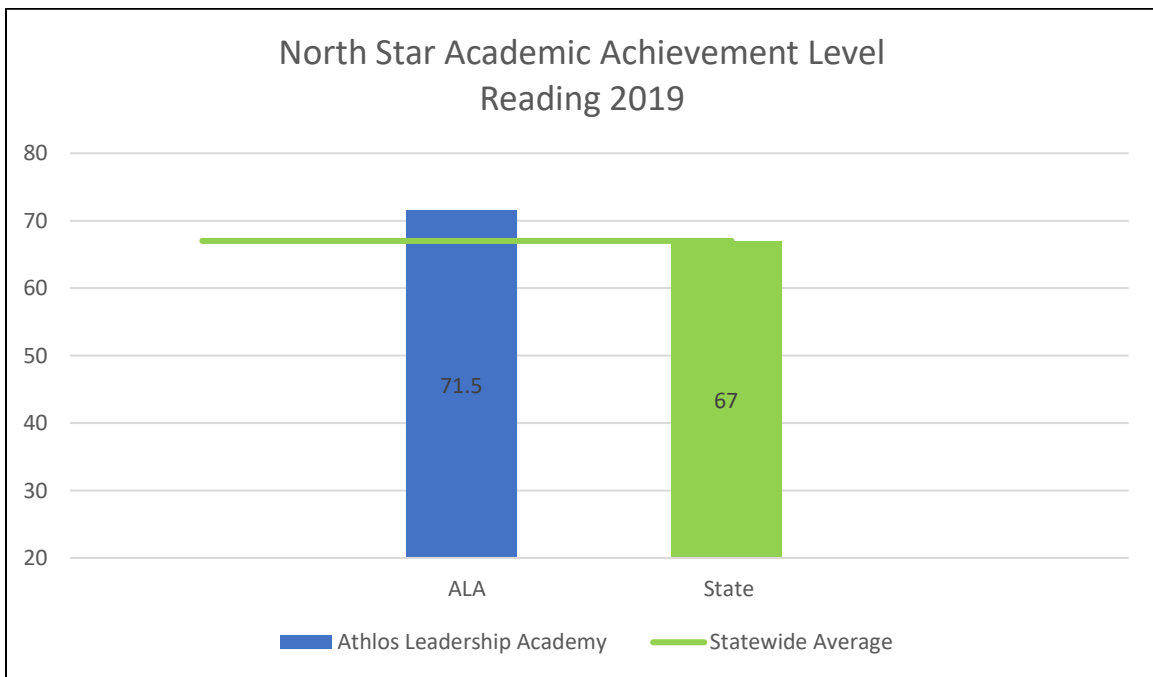
**ANALYSIS OF SCIENCE MCA PROFICIENCY:** ALA’s MCA science proficiency results are shown in Table 3 and Figures 6. For this report, proficiency results from Crest View Elementary, grade 5, and Brooklyn Middle School (Osseo), grade 8, were combined to create a comparison score for ALA. After declining nearly ten percentage points from 2018 to 2019, ALA increased its science proficiency rate to 31.5% in 2021. The school continues to outperform the proficiency rate of the combined comparison schools. In future years, it is expected that ALA will continue to increase its science proficiency rate to meet or exceed the statewide average.

## **Academic Performance Standard 2 - Growth**

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



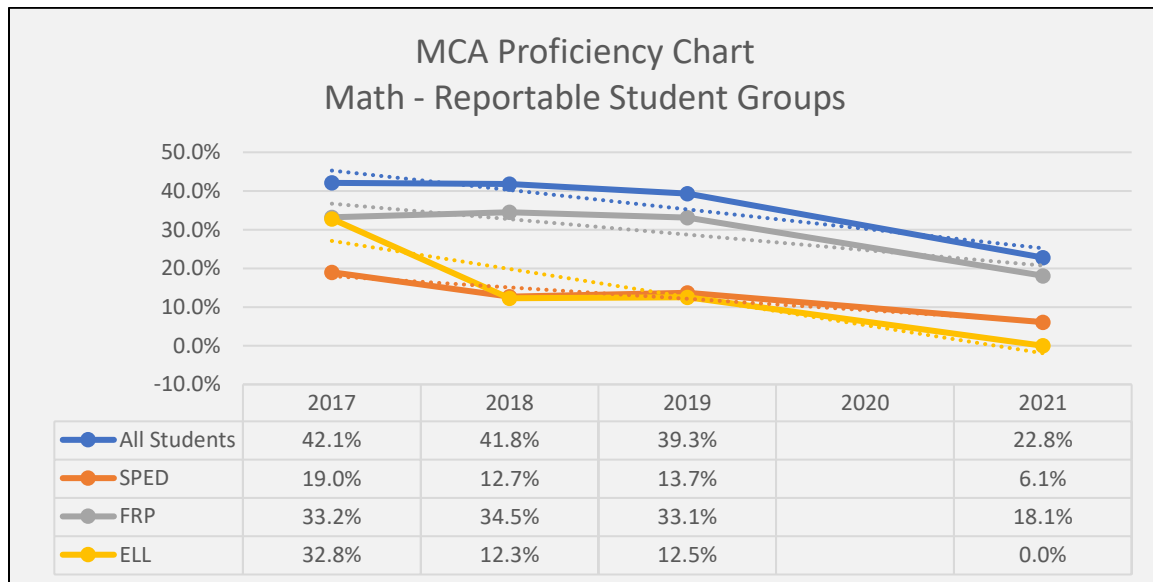
**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**



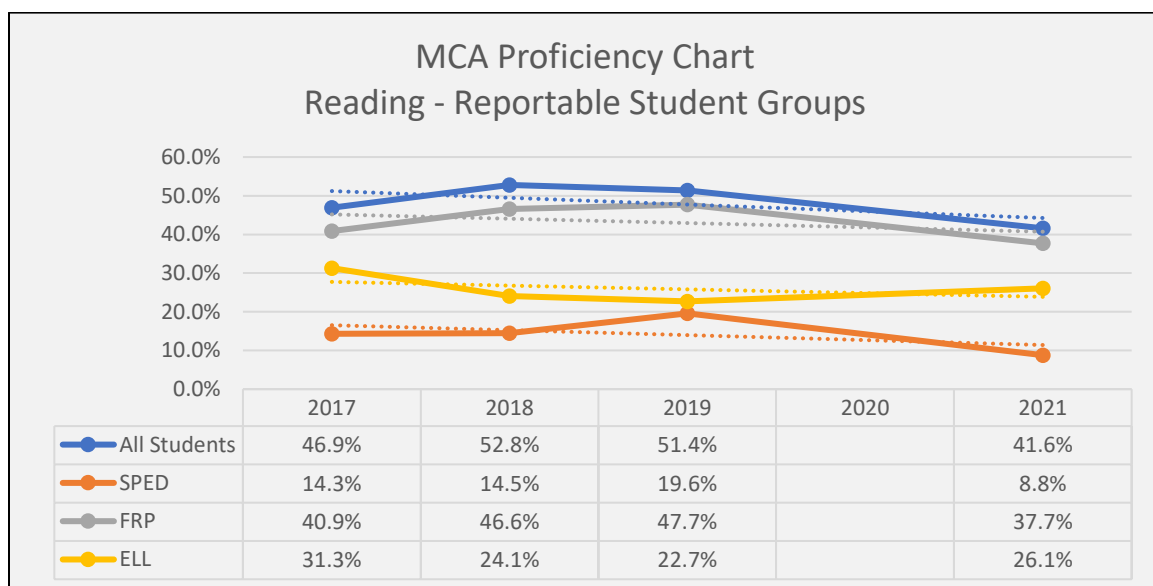
**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

## Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017 - 2021**

## 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

<b>Academic Performance Standard 1</b> - 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"> <li>• <b>Imbedded WBWF Standard: All third-graders can read at grade-level.</b></li> </ul>	
<b>Scale:</b> <b>Meets standard</b> - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.  <b>Partially meets standard</b> - 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.  <b>Does not meet standard</b> - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.	
<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> Athlos Leadership Academy is outperforming the combined comparison school in math, reading and science.	

<b>Academic Performance Standard 2</b> - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<b>Scale:</b> <b>Meets standard</b> – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading. <b>Partially meets standard</b> - School's achievement level of “improved and maintained” is above 50% <b>Does not meet standard</b> - School's achievement level of “improved and maintained” is below 50%	
<b>N/A</b>	<b>2 - Meets</b>

	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> * Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year.	

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

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

**Analysis:** Athlos Leadership Academy's Summative Teacher Evaluation System aligns with MN Statute §122A.40 Subd. 8. The at-will status of ALA teacher contracts supersedes summative assessment results in regard to employment status. The process is designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.

ALA conducts classroom observations each year in accordance with the Q Comp plan guidelines. Q Comp observations are not considered summative evaluations but are used to support improved instruction. Data from Q Comp observations is used, though, to inform the summative evaluation in the form of supplying longitudinal data and observational data. In addition to classroom observations, data is collected through walkthroughs, observations outside of the classroom, surveys, records of employee conduct, etc.

Summative evaluations are performed by qualified and trained evaluators. Longitudinal data on student engagement is tracked through student surveys and classroom observations. Longitudinal data on academics is tracked using school-wide assessments as documented on the school assessment plan.

Professional teaching standards are addressed within the summative evaluation process and documentation. Summative evaluations, though, are not limited to professional teaching standards. Each spring, growth and development plans are created by teachers following their summative evaluation meetings.

Staff development activities are implemented based on the results of teachers' evaluations. Activities are in direct correlation with trends in staff development needs as learned through the evaluation process.

**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.**

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source:** ALA Annual Report

**Analysis:** On an annual basis, Athlos Leadership Academy updates a school-wide professional development plan to support Athlos Leadership Academy's mission to provide students with a challenging education through high standards for academic scholarship. This plan is an organized, focused, inclusive and public way to plan improvements for student benefit. This plan is implemented in conjunction with ALA's continuous improvement plan since continuous improvement and professional development work in tandem to address ALA's efforts to increase student proficiency and reach school-wide achievement goals.



The Principal and school leaders partner in providing high-quality professional development opportunities to ALA teachers and administrators that:

- 1.Align with ALA’s Development Plan for Increased Academic Proficiency.
- 2.Focus on school-wide student achievement needs, sub-group student achievement needs, and individual student achievement needs.
- 3.Are sustainable over time as ALA continues to grow in student and staff numbers.
- 4.Require regular Professional Learning Communities where teachers will work collaboratively to learn and implement strategies and knowledge that will support student achievement.
- 5.Ensure that teachers have a firm understanding of school-wide, classroom, and individual student data in order to make teaching decisions for optimal student growth.
- 6.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 plan goals include:

1. Professional Learning Community (PLC)Goal: All ALA teachers will be able to effectively analyze individual and school-wide student data and will create and collaborate on effective plans for individual students to ensure multiple years’ growth toward proficiency. ALA teachers will participate in an increasingly effective, structured, and efficient PLC meeting structure. The PLC meetings will be continuously focused and linked to school needs in effort toward an optimal and timely increase in student proficiency that will allow ALA to academically compete with School District 279.
2. Fall Training and Year-Round Professional Development Goals Professional development opportunities will be based on the following: •School needs as indicated in the Development Plan for Increased Academic Proficiency. •Fall training needs •Ongoing training in previously implemented and successful ALA initiatives •Needed training in newly purchased resources and systems •Continuous training needs that are specific to roles and positions.

**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.**

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: ALA Annual Report**

**Analysis:** In addition to its rigorous academic curriculum, Athlos Leadership Academy implements an age-appropriate fitness program and a character education program. As well, the school has a 4 Star Parent Aware rated Prekindergarten Program.

**Fitness/Physical Education** The Athlos Athletic Curriculum is not about training athletes nor does it encourage a negative competitive environment. It is a professionally developed plan of age-appropriate, developmental goals that apply to every child at every athletic level. Science shows a real connection between physical fitness and academic achievement. All students participate throughout the week. Activities range from individual or group conditioning to team competitions that teach leadership and life lessons.

**Character Performance** Twelve essential performance traits are taught throughout the school year. We believe it is important to help students first recognize character strengths—traits like Grit, Leadership, and Social Intelligence so that these concepts become part of daily academic instruction, athletic activities, and leadership roles with younger students and in the community. Athlos performance attributes are especially integral to turf activities where coaches and teachers relate them to student progress and goals. Character Huddles regularly bring a class together to discuss and be challenged by an idea related to performance. Students define a particular character trait and learn about a real-life example. To complement this exercise, Character Reflections allow students to “teach the concept back”. By understanding what performance character traits are and why they matter, Athlos students are able to define an abstract concept and relate it to their lives.

**Prekindergarten Program** Athlos Leadership Academy is proud to offer a full-day Prekindergarten program. The program is a high-quality Parent Aware 4-StarRated program that uses practices that will best prepare children for kindergarten.

**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 is partially meeting them.**

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: ALA Annual Report**

**Analysis:**

**Goal 1a:** 85% of Pre-Kindergarten students will demonstrate proficiency in the following reported areas of the Opening the World of Learning (OWL) assessments:

- Letter Recognition-Uppercase
- Letter Recognition-Lowercase

- Letter Sounds

- Counting

- Counting Objects

- Recognizing Numerals

**Results:** - (Goal Not Met)

- Letter Recognition-Uppercase – 74.2%

- Letter Recognition-Lowercase – 74.2%

- Letter Sounds – 71.0%

- Counting – 77.4%

- Counting Objects – 100.0%

- Recognizing Numerals – 90.3%

**Goal 1b:** Eighty-five percent of kindergarten students will meet the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment in 2021.

**Results:** 60% of kindergarten students met the spring proficiency target. (Goal Not Met)

For 2020-2021, not all students were available to take the Fountas and Pinnell spring assessment due to the Covid-19 pandemic. Therefore, the percent proficient data does not represent the entire kindergarten student population.

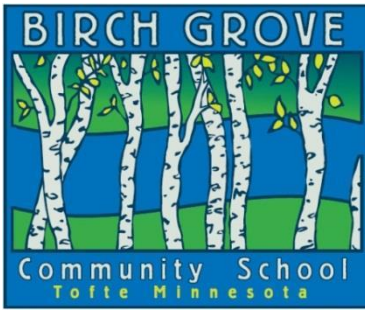
**Goal 2a:** All Students in Third Grade Achieving Grade-Level Literacy In May 2017, 87% of all students enrolled October 1st in grades K -3 at Athlos Leadership Academy met the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment. This increased to 92% in May 2018 and 93% in May 2019. ALA's 2020- 2021 goal was to maintain at least 87% proficient.

**Results:** 87.9% of third graders demonstrating grade-level proficiency on the Fountas and Pinnell Benchmark Assessment. (Goal Met)

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

**Results:** In reading, the school met their goal in the following subgroups: • English Learner  
In math, the school met their goal in the following subgroups: • None  
(Goal Not Met)

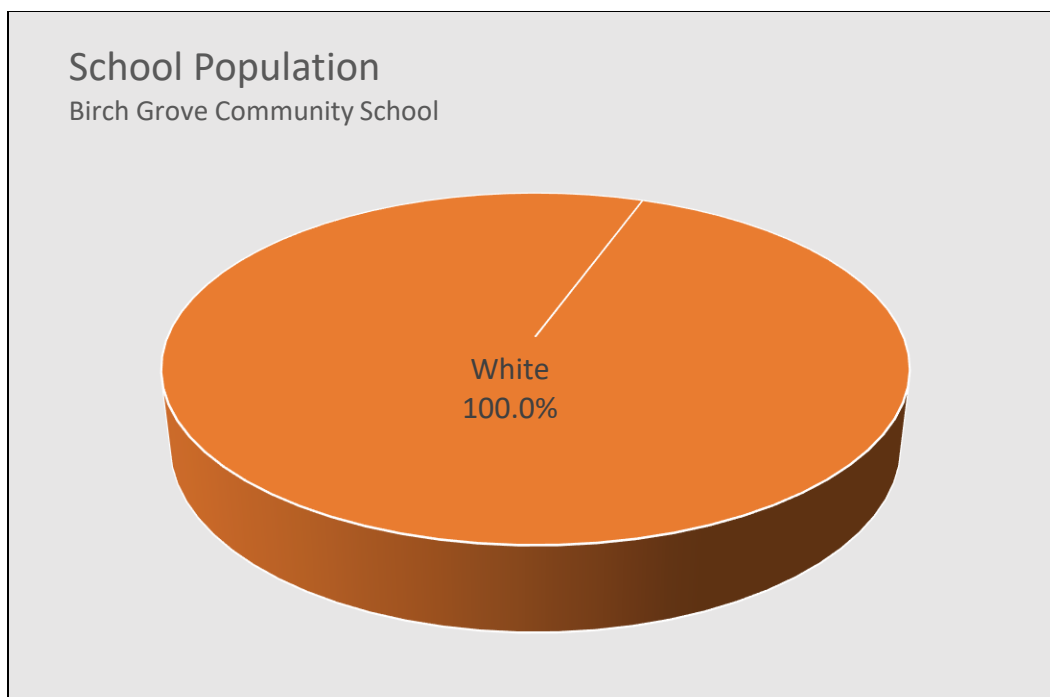
**Academic Standards Point Total: 10/12**



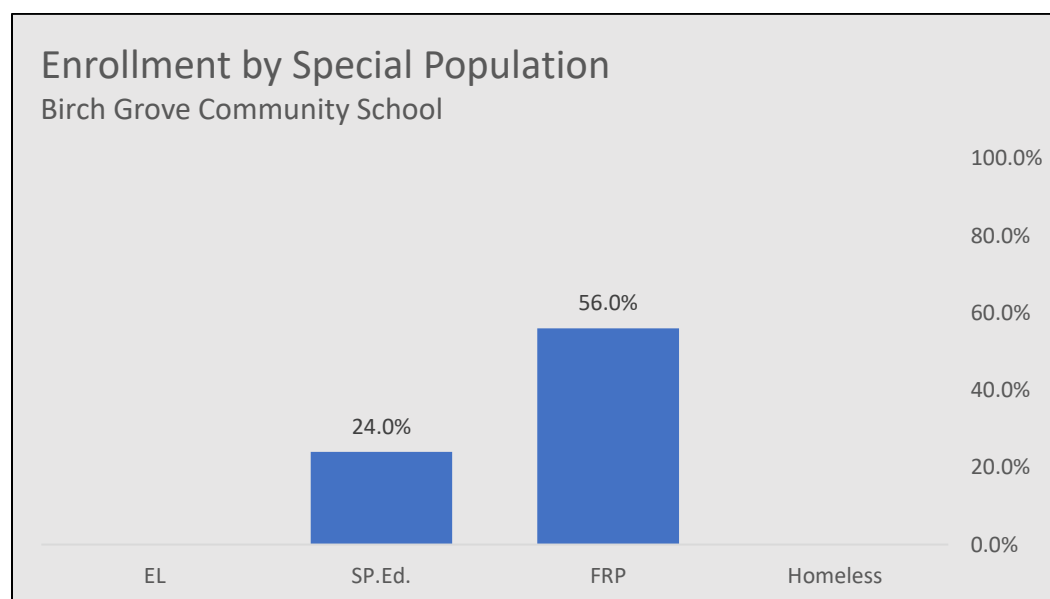
**BIRCH GROVE  
COMMUNITY SCHOOL**  
**Charter # 4145**  
**Director: Diane Blanchette**  
**Post Office Box 2242**  
**Tofte, MN 55615**  
**Phone: (218) 663-0170**  
[www.birchgroveschool.com](http://www.birchgroveschool.com)

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.

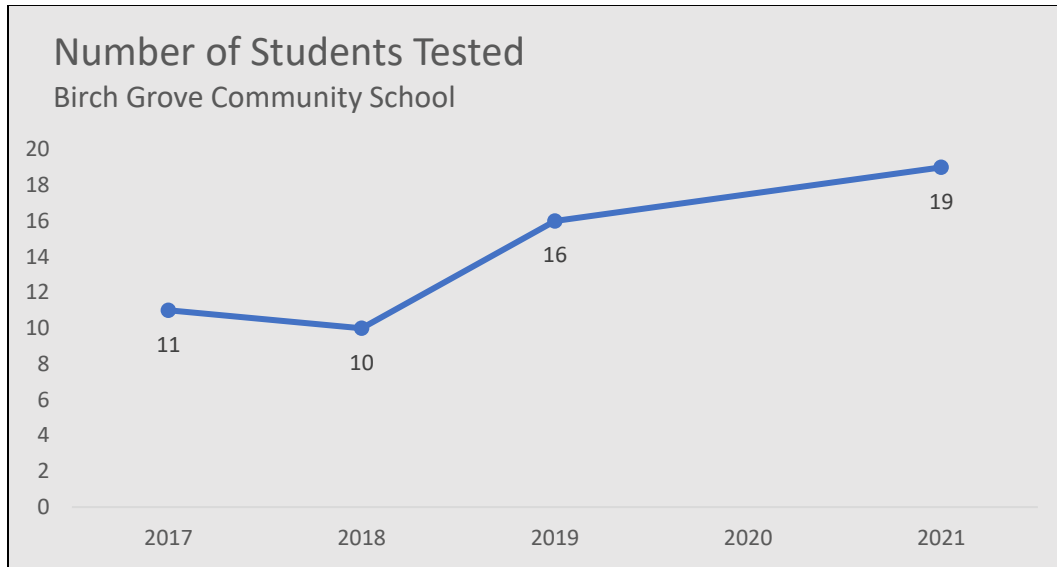
**Summary:** Birch Grove Community School tested 19 students in 2021 and is outperforming the comparison school in both math and reading. Birch Grove's Special Education and Free and Reduced populations are higher than the state averages.



**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

### Academic Performance Standard 1 – State Examinations

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

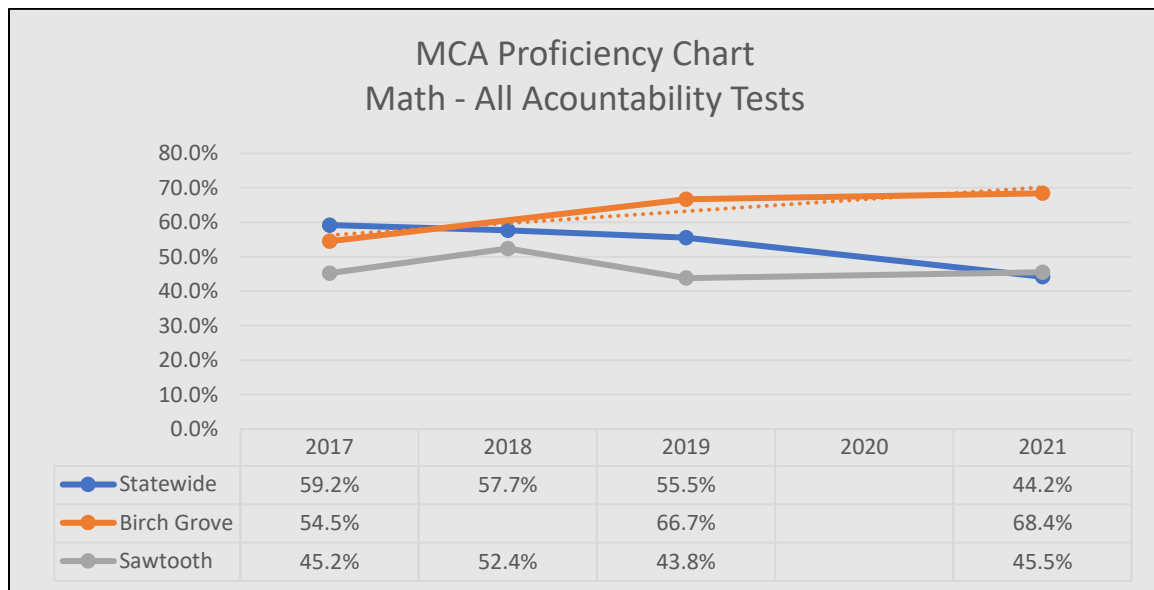
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 - 2021**

MCA Math	2017	2018	2019	2020*	2021
Statewide	59.2%	57.7%	55.5%		44.2%
3 <sup>rd</sup>	68.6%	66.9%	66.0%		57.1%
4 <sup>th</sup>	67.4%	65.6%	64.3%		53.8%
5 <sup>th</sup>	57.7%	55.2%	52.4%		41.1%
Birch Grove	54.5%	N/A	66.7%		68.4%
3 <sup>rd</sup>	N/A	N/A	CTSTR		CTSTR
4 <sup>th</sup>	N/A	N/A	CTSTR		CTSTR
5 <sup>th</sup>	N/A	N/A	CTSTR		CTSTR
Sawtooth Elem.	45.2%	52.4%	43.8%		45.5%
3 <sup>rd</sup>	55.6%	72.0%	66.7%		83.3%
4 <sup>th</sup>	41.7%	50.0%	66.7%		45.8%

5 <sup>th</sup>	39.4%	37.9%	CTSTR		21.1%
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\* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.



**Figure 4 - MCA Math Proficiency 2017-2021**

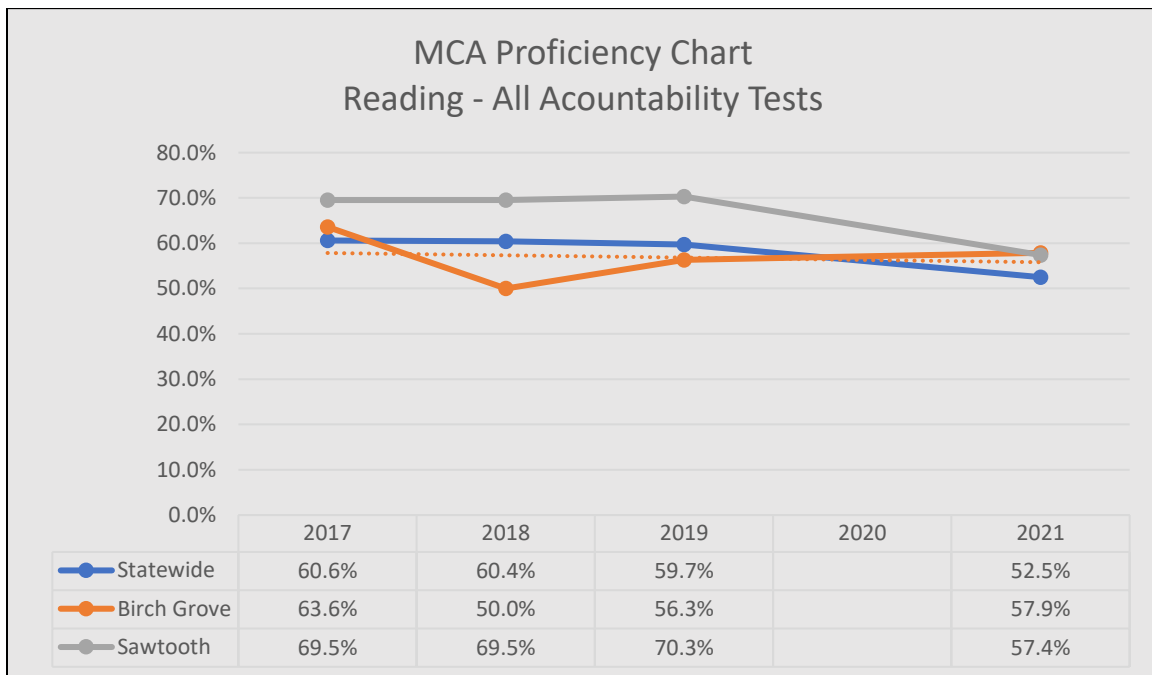
**ANALYSIS OF MATH MCA PROFICIENCY:** Birch Grove’s MCA proficiency results are shown in Table 1 and Figure 4. Birch Grove Community School increased its math proficiency rate to 68.4% in 2021, an increase of nearly two percentage points from the last time the school had a reportable score in 2019. Birch Grove continues to outperform the local district comparison school as well as the statewide average.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

MCA Reading	2017	2018	2019	2020*	2021
Statewide	60.6%	60.4%	59.7%		52.5%
3 <sup>rd</sup>	57.0%	56.2%	55.0%		48.5%
4 <sup>th</sup>	57.3%	56.2%	55.9%		49.3%
5 <sup>th</sup>	67.9%	67.5%	66.2%		59.4%
Birch Grove	63.6%	N/A	CTSTR		57.9%
3 <sup>rd</sup>	N/A	N/A	CTSTR		CTSTR
4 <sup>th</sup>	N/A	N/A	CTSTR		CTSTR

5 <sup>th</sup>	N/A	N/A	CTSTR		CTSTR
Sawtooth Elem.	69.5%	69.5%	70.3%		57.4%
3 <sup>rd</sup>	54.2%	79.2%	80.0%		66.7%
4 <sup>th</sup>	68.0%	58.6%	76.9%		50.0%
5 <sup>th</sup>	81.8%	72.4%	57.1%		61.1%

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



**Figure 5 – MCA Reading Proficiency 2017-2021**

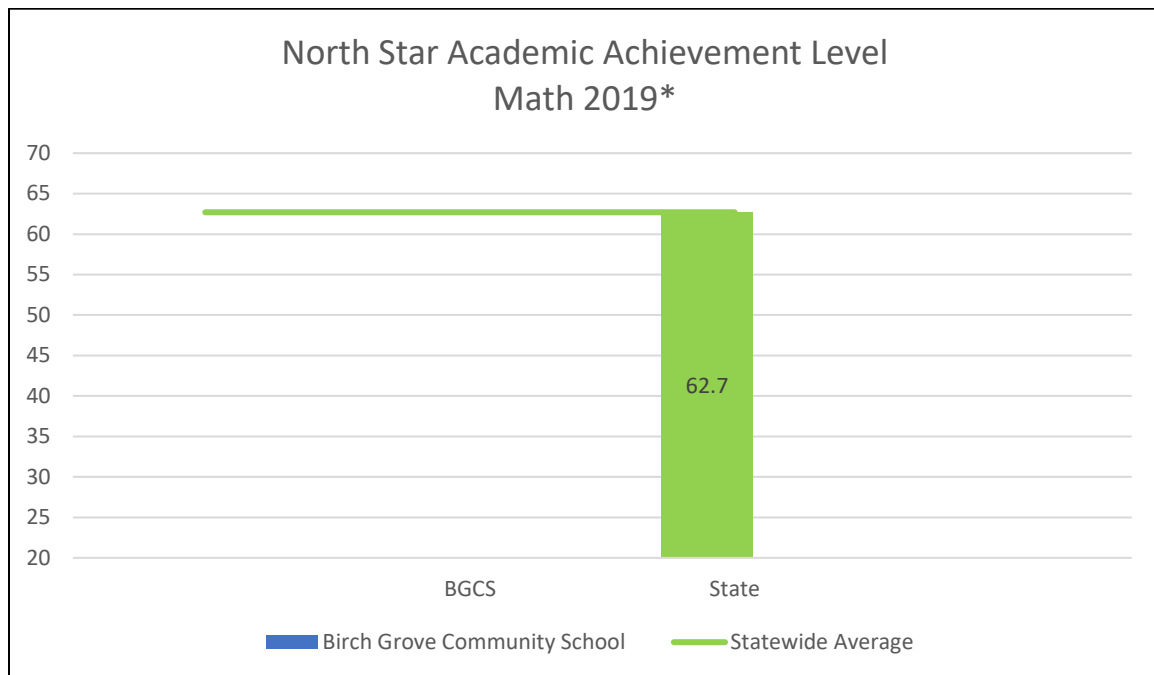
**ANALYSIS OF READING MCA PROFICIENCY:** Birch Grove’s MCA proficiency results are shown in Table 2 and Figure 5. Birch Grove Community School increased its reading proficiency rate to 57.9% in 2021, an increase of 1.6 percentage points from the last time the school had a reportable score in 2019. Birch Grove is currently outperforming the comparison school 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 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of

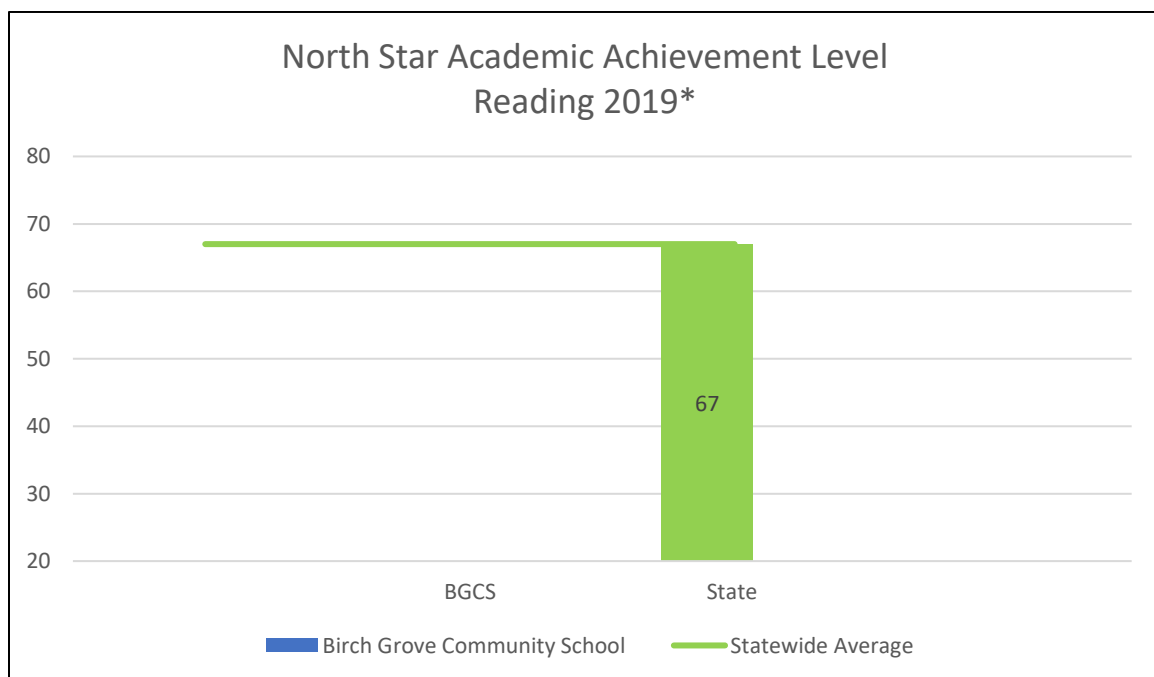


improving all pupil learning and all student achievement.



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

\* North Star Academic Achievement Level data is unavailable for 2021



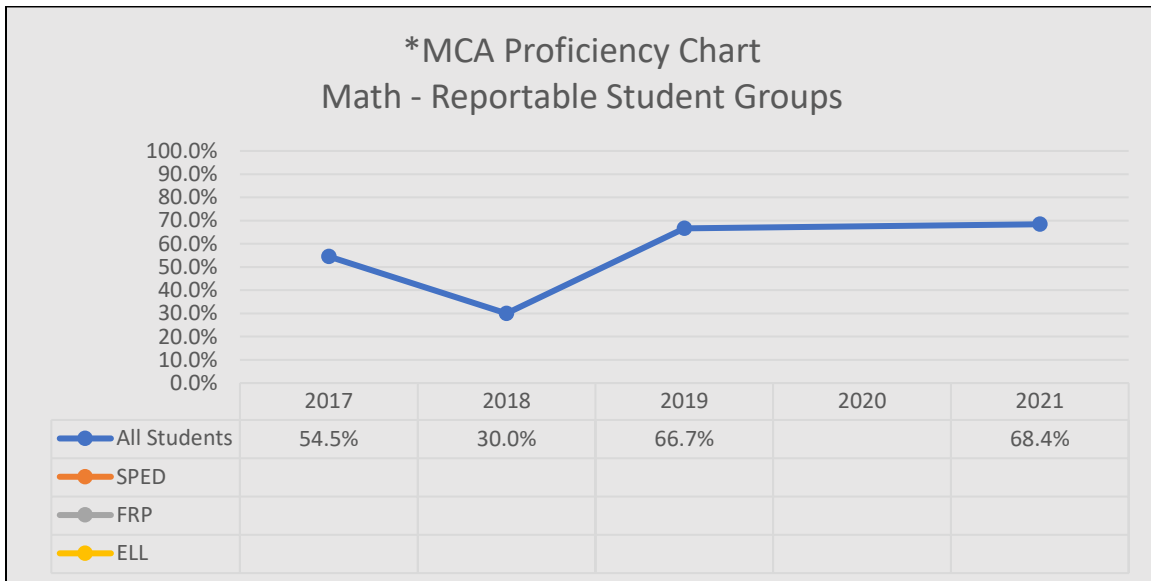
**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

\* North Star Academic Achievement Level data is unavailable for 2021

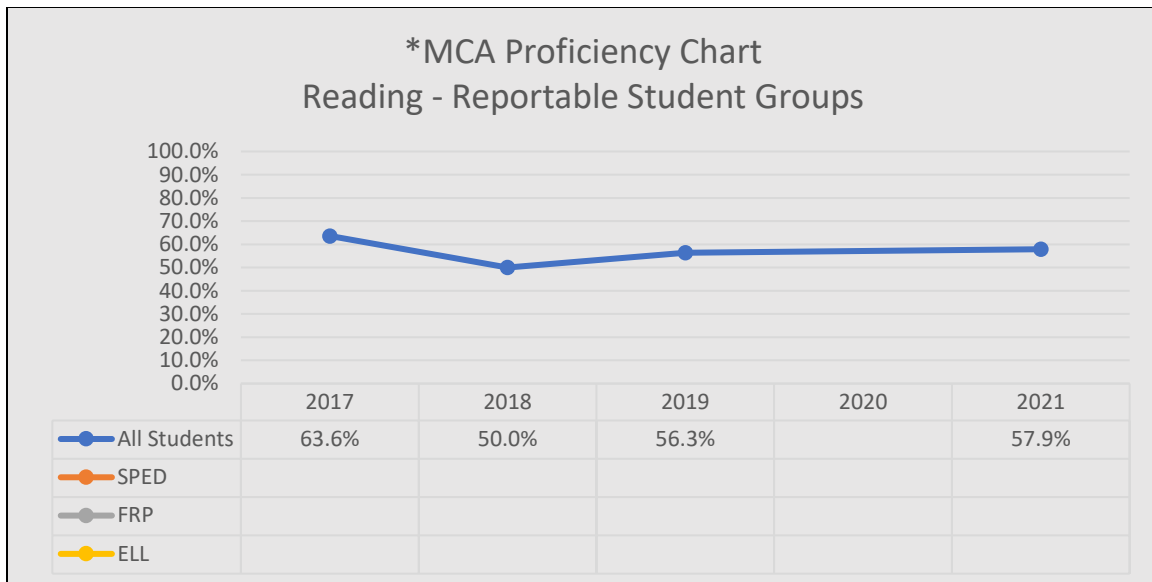
\* The school has not had a large enough testing cell size in recent years to generate growth scores.

### **Academic Performance Standard 3 - Achievement Gap Reduction**

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



**Figure 7 - Reportable Student Groups MCA Math 2021**



**Figure 8 - Reportable Student Groups MCA Reading 2021**

\* 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 their primary statutory purpose of improving all pupil learning and all student achievement.

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

### Scale:

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

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

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 – Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> BGCS is currently outperforming the comparison school in both math and reading. The school's testing cell size is too small to report a science proficiency rate.	

<b>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</b>	
<b>Scale:</b> <b>Meets standard – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.</b> <b>Partially meets standard - School's achievement level of “improved and maintained” is above 50%</b> <b>Does not meet standard - School's achievement level of “improved and maintained” is below 50%</b>	
N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 – Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year. This standard requires two consecutive years of reportable data.	

<b>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.</b>	
<ul style="list-style-type: none"> <li><b>Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.</b></li> </ul>	
<b>Scale:</b> <b>Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.</b>	

<b>Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.</b>	
<b>Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.</b>	
N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 – Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> N/A Testing cell sizes at the school were too small to generate any reportable student groups.	

<b>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</b>	
<b>Scale:</b>	
<b>Meets Standard – Meets all criteria and is adhered to.</b>	
<b>Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.</b>	
<b>Does Not Meet Standard – School has not adopted a teacher evaluation process.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 – Does Not Meet</b>
<b>Data/Source: School Annual Report</b>	
<b>Analysis:</b> Teachers are observed in the classroom and evaluated by each other, and a teacher liaison, three times per school year. Observation/evaluations are reviewed with this team along with the school director. A written self-reflection accompanies each observation upon completion. Teachers must receive a score of proficient or higher on all three observations to consider the goal achieved. Teachers also formally evaluated annually by the school director. This evaluation includes a teacher self-review document that is reviewed with the school director.	

<b>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.</b>	
<b>Scale:</b>	
<b>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</b>	
<b>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.</b>	
<b>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</b>	

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 – Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<b>Analysis:</b> Professional development included but was not limited to the following: Mandatory Reporter and Child Find – Indigo Education, Noreen Foster – Spotlight on Dyslexia – Edweb.net – Early Brain Development and Mental Health – MSW. LICSW. English Language Learners – EQ Learn – Suicide Prevention – EQ Learn – Accommodations and Modifications – EQ Learn	

<b>Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).</b>	
<b>Scale:.</b> <b>Meets the Standard – The school has a plan and is meeting their additional statutory purposes.</b> <b>Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.</b> <b>Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 – Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<b>Analysis:</b> School Culture Birch Grove Community School works hard to ensure a productive academic environment where students feel safe, comfortable, respected, and challenged. The start of each year requires much attention directed to new students who aren't accustomed to Birch Grove. Birch Grove integrates respect and responsibility into everyday life of the school, and we start every morning the same – all staff and students gather at Morning Meeting listen to daily announcements, recite the Pledge of Allegiance and set a positive, “let’s get to learning” tone. Multi-Grade Classrooms Benefits of multi-grade classes are: Instructional Flexibility In a multi-grade classroom, the teacher has the possibility of allowing a child to read with students in higher grades while, for example, the same child does math with the lower grades. One can more easily gear the work to individual needs. Social Skills	

A classroom with children of several ages enables students to gain a perspective on what is happening in the lives and education of children both younger and older. It helps them gain a more accurate sense of the past and future in terms of experiences and interest and stimulates the entire learning environment.

#### Peer Tutoring

In multi-age classrooms, the children generally have more opportunity to help one another than in a single grade classroom. Such peer teaching aids the slower and younger children in ways often beyond the communicative ability of adults, since adults have generally forgotten the problems they had in learning a particular concept or skills in the remote past.

At Birch Grove, we come to know our students very well. Our low student to teacher ratio, multi-grade classrooms (students have the same teacher for at least two consecutive years) and the staff concern and care for our students contributes to a family atmosphere that we are proud of. Because we know our students well, we are better able to gauge what their specific abilities and needs are, allowing us to serve our students better.

Other innovative practices include goal setting contracts, community lunch and the great outdoors.

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

#### **Scale:**

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

**Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.**

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 – Does Not Meet</b>

#### **Data / Source: School Annual Report**

#### **Analysis:**

**Goal #1:** BGCS will increase the percent of all students who “meet standard” on the MCA exams and NWEA exams each year as evidence of closing the racial and economic achievement gap. (Note: BGCS does not have a very diverse population and small has cell size too small to report)

#### **Results: (Goal Met)**

Math 2019 – 66.7%

Math 2021 – 68.4%

Reading 2019 – 56.3%

Reading 2021 – 57.9%

**Goal #2:** BGCS will increase the percent of children who are ready for school each year by continuing to offer the Saplings Program for children ages 3-5.

**Results:** (Goal Met) The Saplings program was operational during the 2020-2021 school year.

**Goal #3:** School will increase the percent of all third graders that can read at grade level each year based on state standards and NWEA assessments.

**Results:** Public reporting limited due to a small testing cell size.

**Academic Standards Point Total: 10/10**





**BLUFFVIEW MONTESSORI  
SCHOOL**

**Charter # 4001**

**Principal: Henry Schantzen**

**1321 Gilmore Ave**

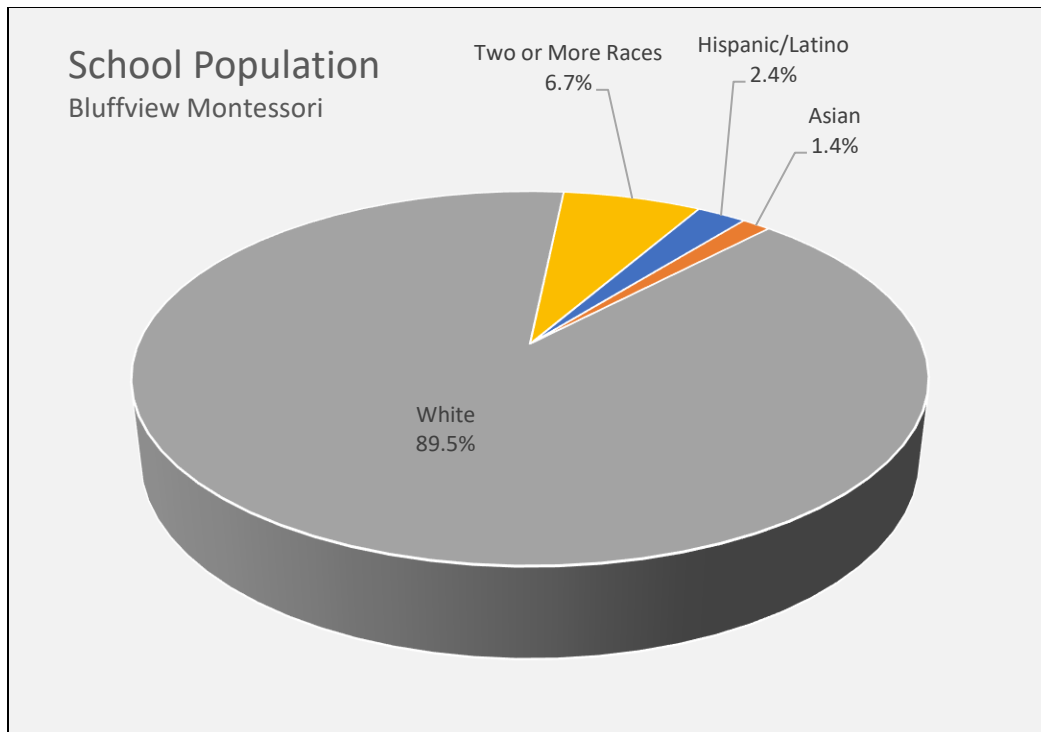
**Winona, MN 55987**

**507-452-2807**

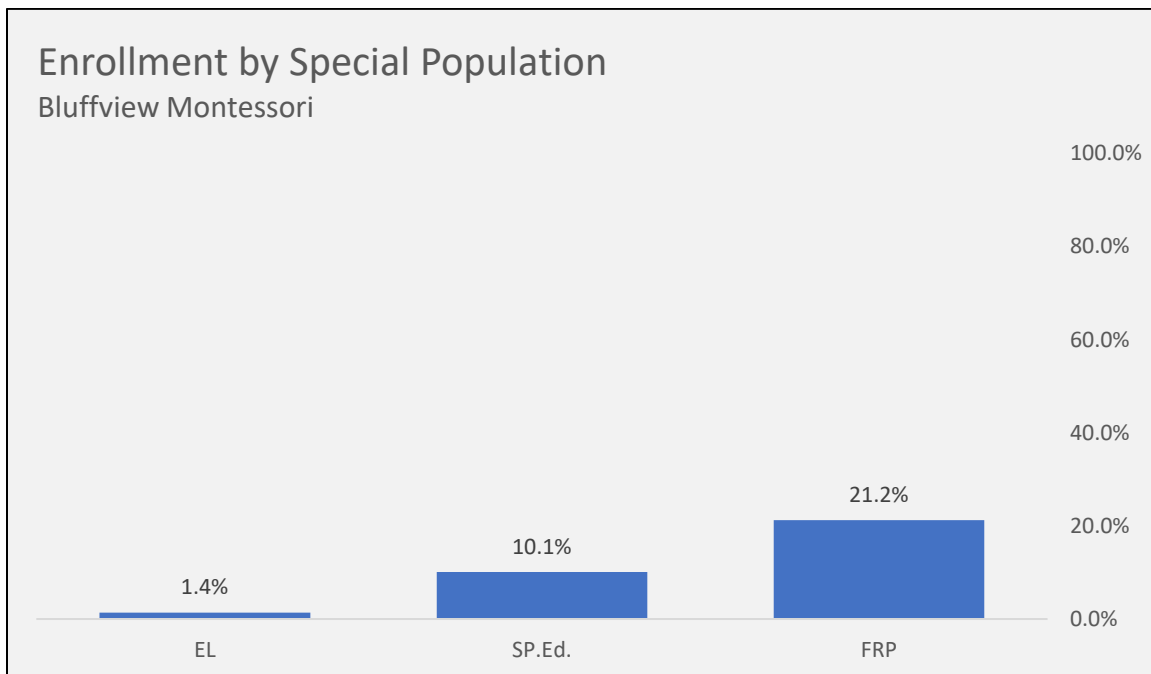
**[www.bluffviewmontessori.org](http://www.bluffviewmontessori.org)**

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

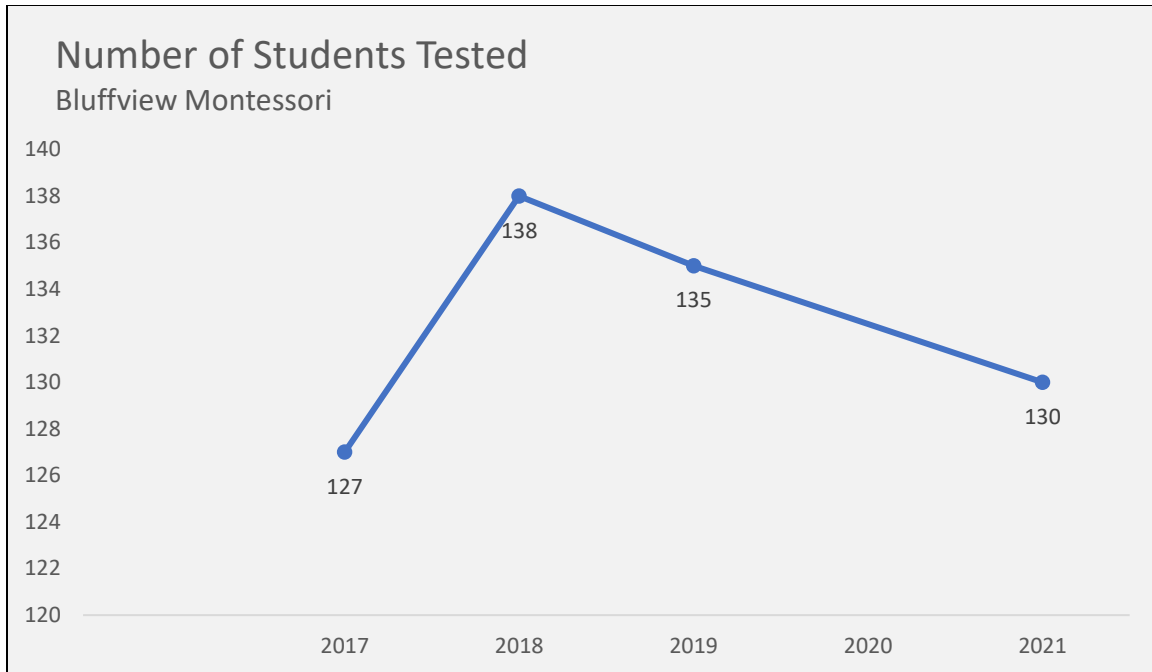
**Summary:** During the 2020 - 2021 school year, BMS had lower than average English Learner, Special Education and Free and Reduced populations. The school tested 130 students on the 2021 Minnesota Comprehensive Assessments and scored above the statewide average in math, reading and science.



**Figure 1 - School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 - Number of Students Tested (MCA)**

### **Academic Performance Standard 1 – State Examinations**

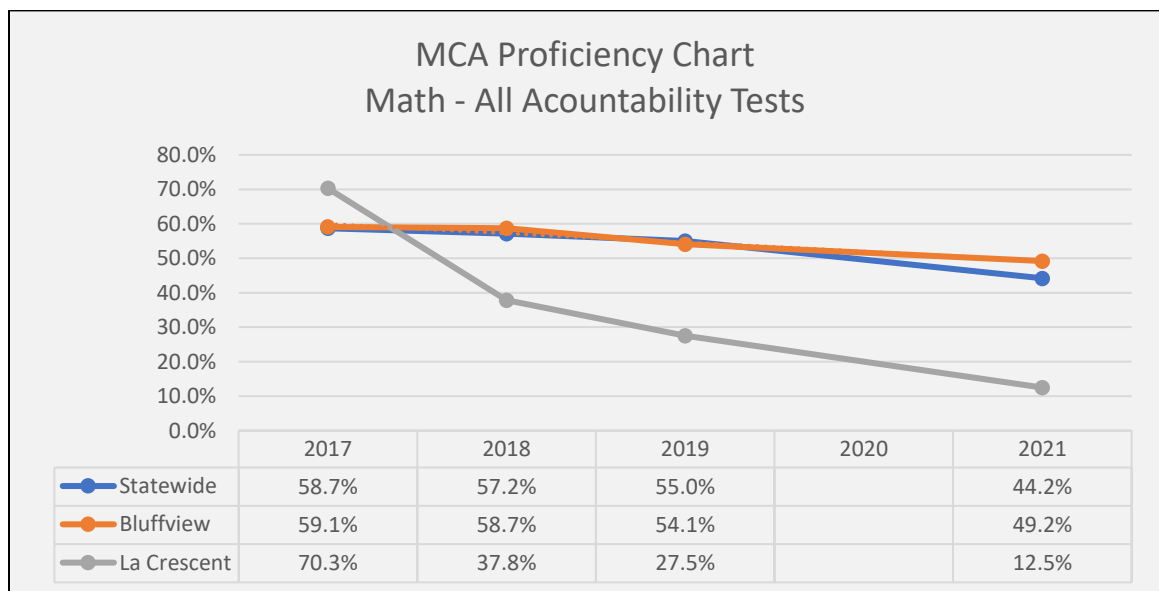
“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

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

**Table 1 - MCA Math Proficiency 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
Statewide	58.7%	57.2%	55.0%		44.2%
3 <sup>rd</sup>	68.6%	66.9%	66.0%		57.1%
4 <sup>th</sup>	67.4%	65.6%	64.3%		53.8%
5 <sup>th</sup>	57.7%	55.2%	52.4%		41.1%
6 <sup>th</sup>	56.0%	54.3%	50.9%		37.2%
7 <sup>th</sup>	55.4%	54.9%	52.5%		37.4%
8 <sup>th</sup>	58.8%	57.8%	55.7%		39.8%

<b>Bluffview Montessori</b>	<b>59.1%</b>	<b>58.7%</b>	<b>54.1%</b>		<b>49.2%</b>
<b>3<sup>rd</sup></b>	<b>81.0%</b>	<b>76.0%</b>	<b>56.0%</b>		<b>61.9%</b>
<b>4<sup>th</sup></b>	<b>72.0%</b>	<b>77.3%</b>	<b>73.9%</b>		<b>66.7%</b>
<b>5<sup>th</sup></b>	<b>34.8%</b>	<b>58.6%</b>	<b>45.5%</b>		<b>37.5%</b>
<b>6<sup>th</sup></b>	<b>52.2%</b>	<b>39.1%</b>	<b>58.6%</b>		<b>20.8%</b>
<b>7<sup>th</sup></b>	<b>63.6%</b>	<b>50.0%</b>	<b>33.3%</b>		<b>52.6%</b>
<b>8<sup>th</sup></b>	<b>46.2%</b>	<b>47.1%</b>	<b>47.6%</b>		<b>61.9%</b>
<b>La Crescent Montessori</b>	<b>70.3%</b>	<b>37.8%</b>	<b>27.5%</b>		<b>12.5%</b>
<b>3<sup>rd</sup></b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>CTSTR</b>		<b>18.2%</b>
<b>4<sup>th</sup></b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>CTSTR</b>		<b>CTSTR</b>
<b>5<sup>th</sup></b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>0.0%</b>		<b>CTSTR</b>
<b>6<sup>th</sup></b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>10.0%</b>		<b>CTSTR</b>
<b>7<sup>th</sup></b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>CTSTR</b>		<b>10.0%</b>
<b>8<sup>th</sup></b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>CTSTR</b>		<b>CTSTR</b>



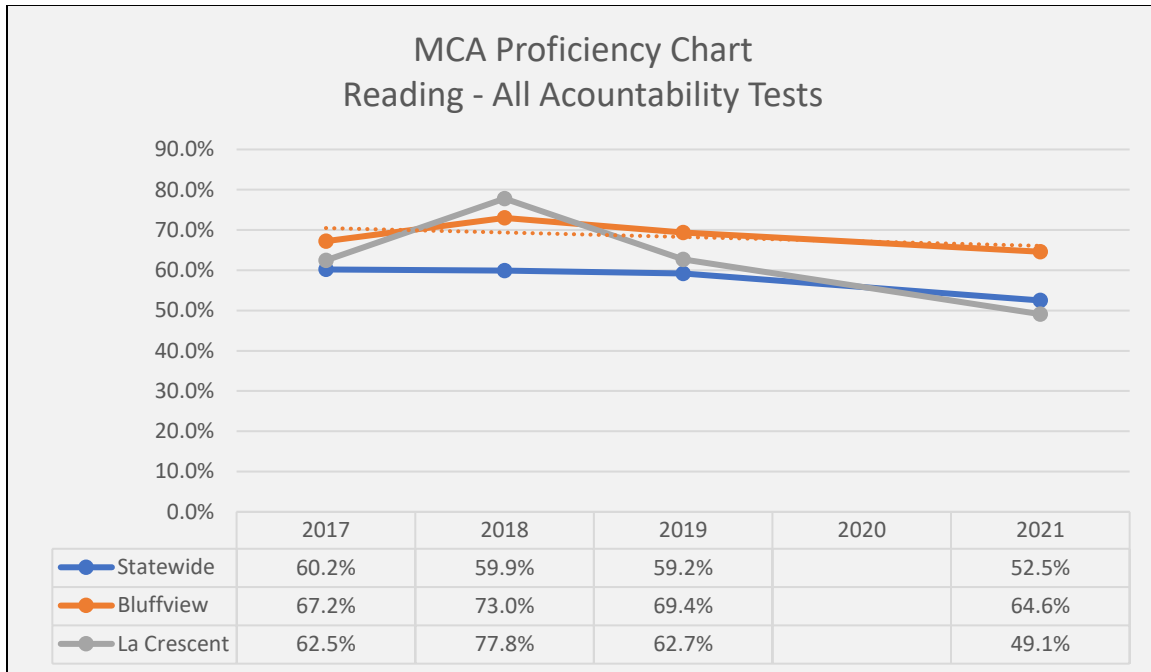
**Figure 4 - MCA Math Proficiency 2017-2021**

**ANALYSIS OF MATH MCA PROFICIENCY:** Table 1 and Figure 4 illustrate the past three years of MCA math proficiency at Bluffview Montessori School. For the purpose of this report, La Crescent Montessori is being used as a comparison school for Bluffview Montessori. Bluffview Montessori's math proficiency rate declined slightly from 2019 to 2021.

Despite the decline, Bluffview is currently outperforming both the comparison school and the statewide average.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
Statewide	60.2%	59.9%	59.2%		52.5%
3rd	57.0%	56.2%	55.0%		48.5%
4th	57.3%	56.2%	55.9%		49.3%
5th	67.6%	67.5%	66.2%		59.4%
6th	63.8%	64.9%	63.2%		55.0%
7th	57.9%	58.7%	57.9%		48.3%
8th	58.9%	58.8%	57.7%		49.7%
Bluffview Montessori	67.2%	73.0%	69.4%		64.6%
3rd	85.7%	76.0%	60.0%		52.4%
4th	64.0%	68.2%	65.2%		76.2%
5th	60.9%	82.8%	81.8%		62.5%
6th	69.6%	60.9%	75.9%		62.5%
7th	65.9%	72.7%	53.3%		68.4%
8th	53.8%	76.5%	76.2%		66.7%
La Crescent Montessori	62.5%	77.8%	62.7%		49.1%
3rd	CTSTR	CTSTR	CTSTR		45.5%
4th	CTSTR	CTSTR	CTSTR		CTSTR
5th	CTSTR	CTSTR	50.0%		CTSTR
6th	CTSTR	CTSTR	80.0%		CTSTR
7th	CTSTR	CTSTR	CTSTR		40.0%
8th	CTSTR	CTSTR	CTSTR		CTSTR

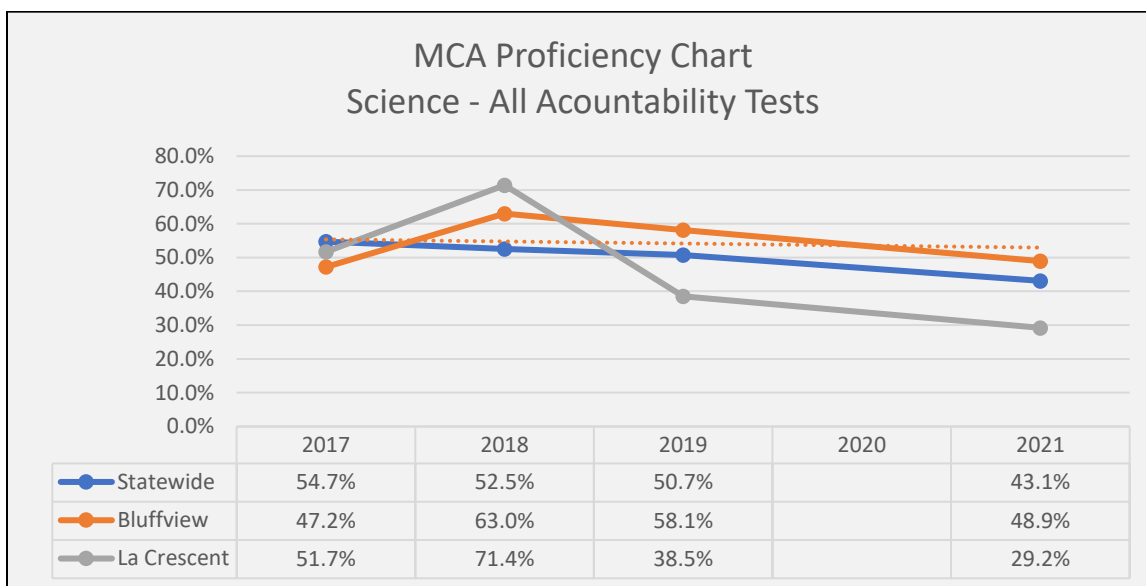


**Figure 5 – MCA Reading Proficiency 2017-2021**

**ANALYSIS OF READING MCA PROFICIENCY:** Table 2 and Figure 5 illustrate the past three 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. Bluffview Elementary outperformed the statewide average by over ten percentage points in 2021. In fact, the school has outperformed the statewide every year for the past four years. In addition, Bluffview has outperformed the comparison school in three of the last four years.

**Table 3 – MCA Science Proficiency 2017 - 2021**

Science	2017	2018	2019	2020*	2021
Statewide	54.7%	52.5%	50.7%		43.1%
5 <sup>th</sup>	60.6%	58.7%	54.9%		47.9%
8 <sup>th</sup>			43.0%		33.8%
Bluffview Montessori	47.2%	63.0%	58.1%		48.9%
5 <sup>th</sup>	47.8%	48.3%	63.6%		45.8%
8 <sup>th</sup>	46.2%	88.2%	52.4%		52.4%
La Crescent Montessori	51.7%	71.4%	38.5%		29.2%
5 <sup>th</sup>	CTSTR	CTSTR	30.0%		CTSTR
8 <sup>th</sup>	CTSTR	CTSTR	CTSTR		CTSTR

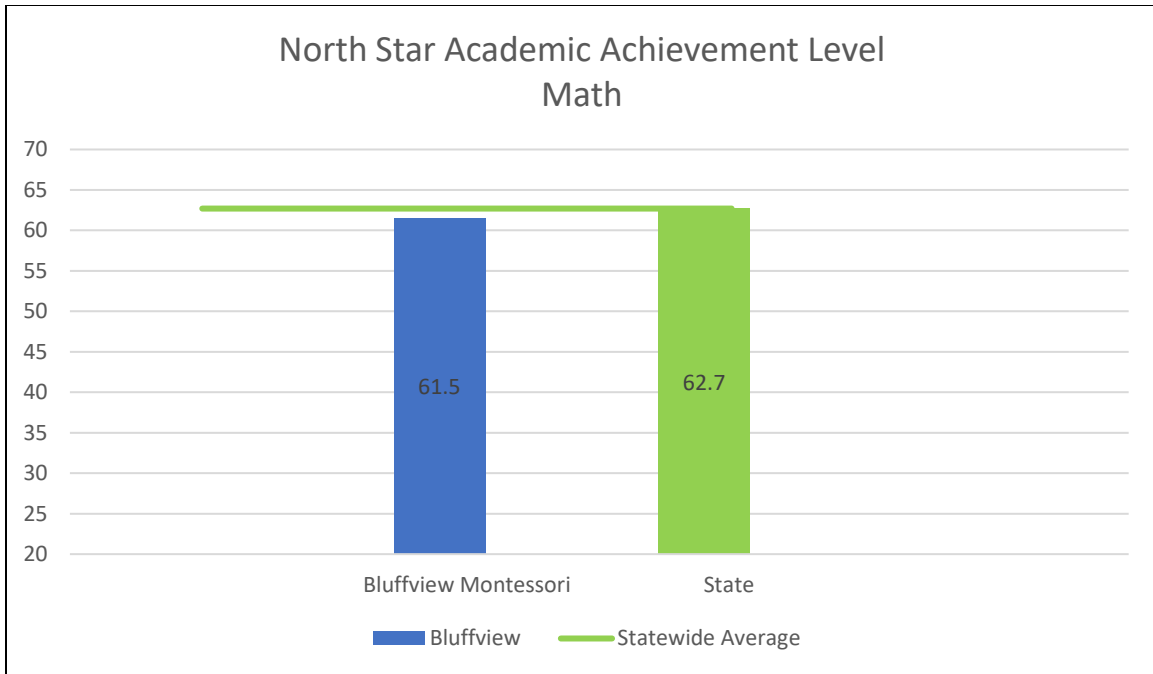


**Figure 6 – MCA Science Proficiency 2017-2021**

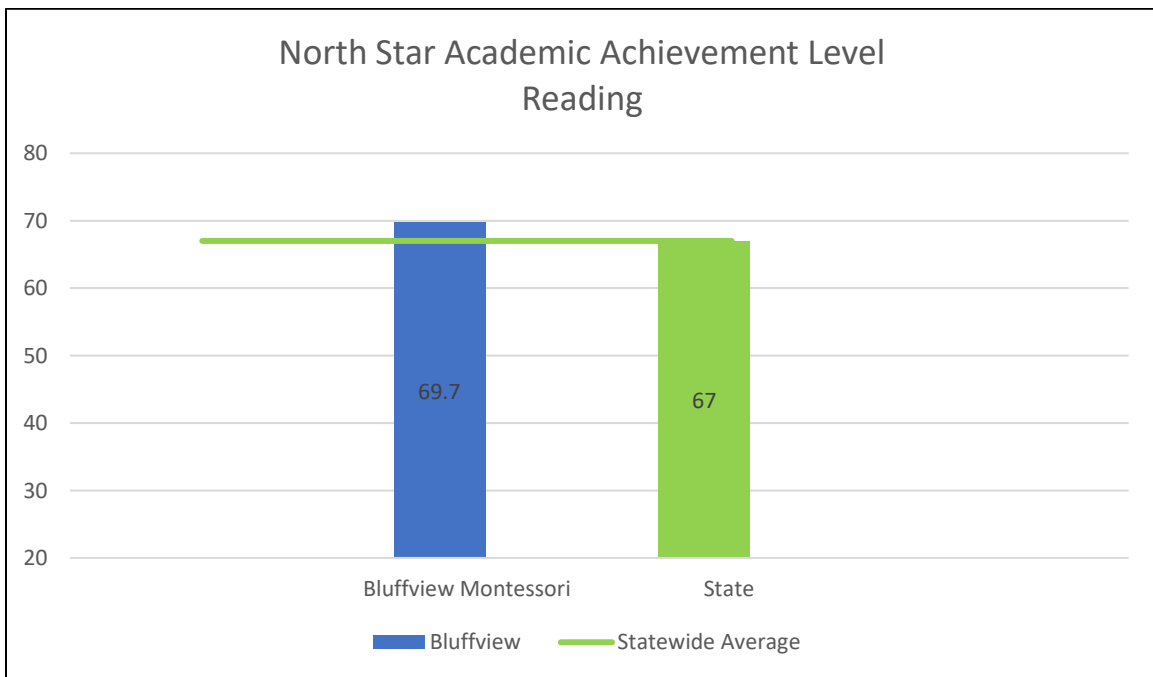
**ANALYSIS OF SCIENCE MCA PROFICIENCY:** Table 3 and Figure 6 illustrate the past three years of MCA science proficiency at Bluffview Montessori School. For the purpose of this report, La Crescent Montessori is being used as a comparison school for Bluffview Montessori. Bluffview’s science proficiency rate declined slightly from 2019 to 2021. Despite a decline, Bluffview Elementary is currently outperforming 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 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



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

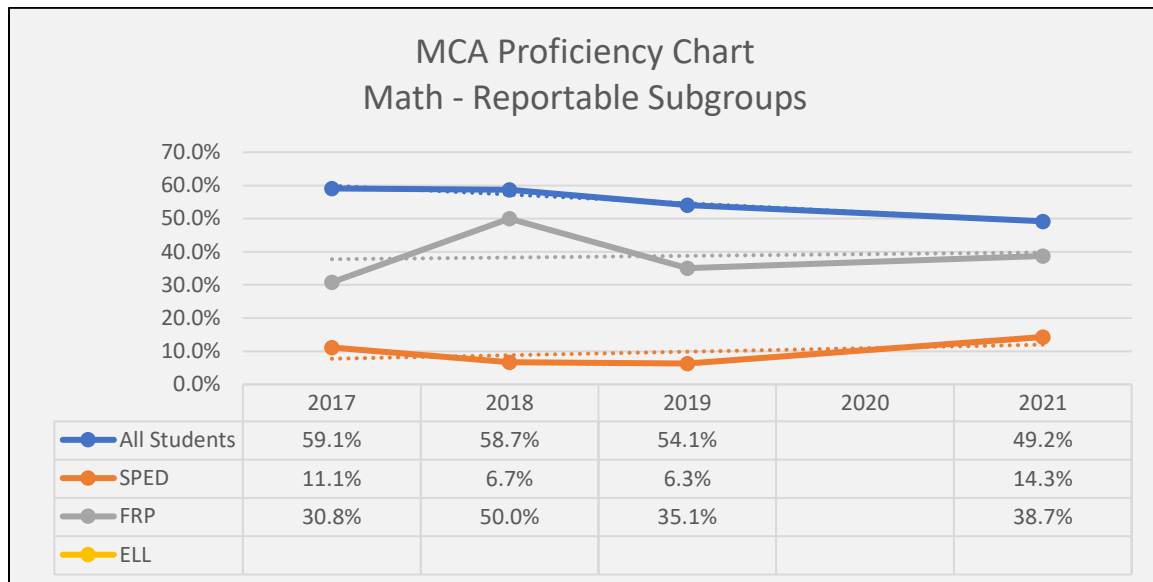


**Figure 8 – North Star Academic Achievement Level (Improved + Maintained)**

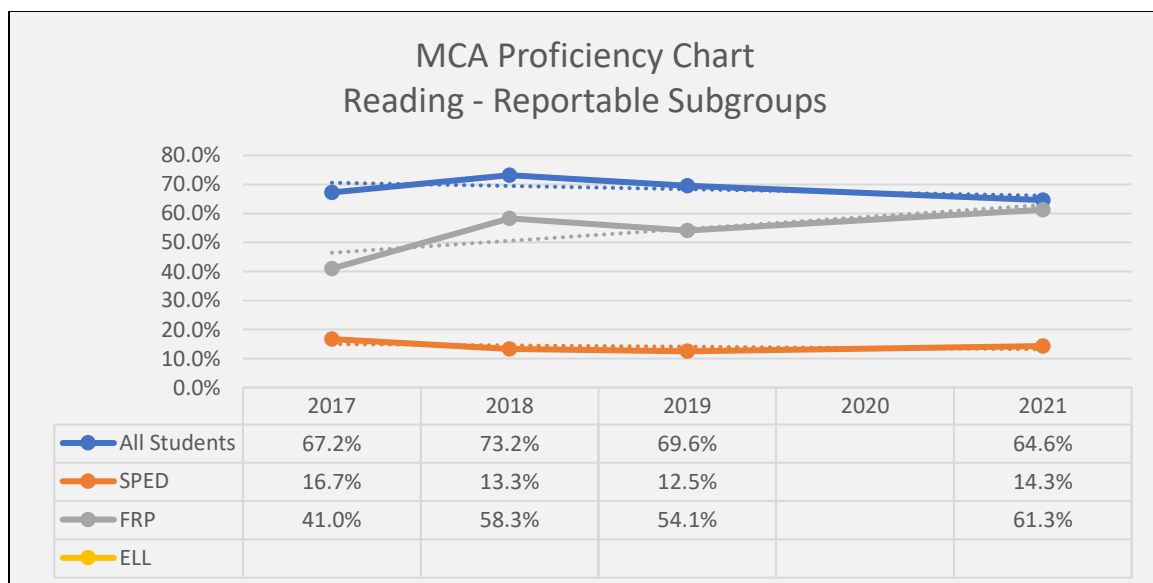


## Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 10- Reportable Subgroups MCA Math 2021**



**Figure 11- Reportable Subgroups MCA Reading 2021**

## 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

<b>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.</b>	
<ul style="list-style-type: none"> <li>• <b>Imbedded WBWF Standard: All third-graders can read at grade-level.</b></li> </ul>	
<b>Scale:</b> <b>Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</b>  <b>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.</b>  <b>Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> The school is currently outperforming the comparison school in math, reading and science.	

<b>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</b>	
<b>Scale:</b> <b>Meets standard – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.</b> <b>Partially meets standard - School's achievement level of “improved and maintained” is above 50%</b> <b>Does not meet standard - School's achievement level of “improved and maintained” is below 50%</b>	

N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> * Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year.	

<b>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.</b> <ul style="list-style-type: none"> <li>• <b>Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.</b></li> </ul>	
<b>Scale:</b> <b>Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.</b> <b>Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.</b> <b>Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> The achievement gap was reduced in four out four possible areas.	

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

	<b>0 - Does Not Meet</b>
<b>Data/Source: BMS Annual Report</b>	
<p><b>Analysis:</b> The teacher evaluation process is defined by 4 areas as defined by the Frameworks for Teaching: planning and preparation, instruction, classroom environment, and professional responsibilities.</p> <p>Teachers are evaluated through:</p> <p>Administrative Walk-throughs</p> <p>3 observations by peer observer per year</p> <p>3 observations by administration per year (Teachers in first or second year at Bluffview)</p> <p>1 summative evaluation every three years</p> <p>Teacher Portfolio (optional)</p>	

<b>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.</b>	
<p><b>Scale:</b></p> <p><b>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</b></p> <p><b>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.</b></p> <p><b>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</b></p>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: BMS Annual Report</b>	
<p><b>Analysis:</b> An Individual Growth and Development plan based on setting and working toward goals for a teacher's professional growth. May include professional development activities, evidence of application in the classroom or professional learning community.</p> <p>Teachers create their three-year Individual Growth and Development Plan with their peer observer, PLC and/or administrator</p> <p>Teachers in their first or second year at Bluffview create a one-year observation plan</p> <p>Planned and purposeful learning that occurs while teachers and administrators engage in their daily work. The annual evaluation process for teachers must coordinate staff development activities with the evaluation process and teachers' evaluation outcomes.</p>	

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

**Scale:**

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

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

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: BMS Annual Report**

**Analysis:** The Bluffview Montessori curriculum offers many opportunities to integrate character-based learning with elements of the Peace Curriculum. Students learn practical skills necessary to develop qualities of being a good citizen. Respect for self, others, the environment and the community is expected of all students and is the guiding force in everything students do during the school day. Thematic learning activities also encourage student learning to extend outward into the community. During the 2020-2021 school year, educators also used strength-based strategies from The Virtues Project and Core Virtues to further create a culture of caring and character.

Focus on Peace  
Multi-age Learning Environments  
Response to Intervention (RTI)  
Immersion  
Micro-economy  
Positive Behavioral Interventions and Supports (PBIS)  
Educational Partnerships  
Mental Health

**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 is partially meeting them.**

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

	<b>2 - Meets</b>
--	------------------

<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: BMS Annual Report</b>	
<p><b>Analysis:</b> Though the school is mindful of the small number of students included in each subgroup, they fully intend to close the achievement gap. There is work to be done. The school is tackling this work energetically and with a sense of urgency and optimism. A variety of strategies are in place to improve student performance including:</p> <ul style="list-style-type: none"> <li>● Ensuring alignment of Montessori curriculum to State Standards. Our focus remains on math specifically continuing our focus on Tier 1 math instruction and the generation of data that directly correlates to areas that need improvement</li> <li>● Evaluation of cross membership of multiple subgroups: how many and how can we help the students in multiple subgroups in a more targeted manner</li> <li>● Providing new teachers with teacher mentors and a clearly laid out plan</li> <li>● Meeting in data teams/level intervention teams at least one time/month to: <ul style="list-style-type: none"> <li>o Determine whether Tier 1 instruction is meeting at least the needs of 80% of students</li> <li>o Identify students in need of Tier 2 or Tier 3 support</li> <li>o Review data on which specific skills appear to be relative strengths or weaknesses</li> </ul> </li> </ul> <p><b>Goal #1: All Children Ready for School</b>  The PK4 students will increase their phonetic awareness from an average of 5.6 cursive letters/sounds mastered in mid-November to an average of 11 letters/sounds mastered during the spring Fastbridge screening window.  <b>Result:</b> 14.8 sounds/student (Goal Met)</p> <p><b>Goal #2: Third Grade Students Achieve Grade Level Literacy</b>  Increase the percent of third grade students meeting or exceeding FastBridge literacy benchmarks (areading) from 74% on the Fall screener to 80% on the Spring screener.  <b>Result:</b> 81% (Goal Met)</p> <p><b>Goal #3: Close Academic Achievement Gap - Reading</b>  Increase the percent of FRP students proficient on the MCA III reading assessment from 54.2% in 2019 to 60% in 2021.  <b>Result:</b> 61.3% (Goal Met)</p> <p>Increase the percent of SPED students proficient on the MCA III reading assessment from 12.5% in 2019 to 20% in 2021.  <b>Result:</b> 14.3% (Goal Not Met)</p> <p>Increase the percent of SoC students proficient on the MCA III reading assessment from 50% in 2019 to 58% in 2021.  <b>Result:</b> 58.3% (Goal Met)</p> <p><b>Goal #4: Close Academic Achievement Gap - Math</b>  Increase the percent of FRP students proficient on the MCA III math assessment from 35.1% in 2019 to 50% in 2021.</p>	

**Result: 38.7%** (Goal Not Met)

Increase the percent of SPED students proficient on the MCA III math assessment from 6.3% in 2019 to 15% in 2021.

**Result: 14.3%** (Goal Not Met)

Increase the percent of SoC students proficient on the MCA III math assessment from 16.7% in 2019 to 40% in 2021.

**Result: 33.3%** (Goal Not Met)

**Academic Standards Point Total: 11/12**



## **FIT ACADEMY**

**Charter # 4244**

**Director: Claud Allaire**

**7200 147<sup>th</sup> Street West**

**Apple Valley, MN 55124**

**952-847-3798**

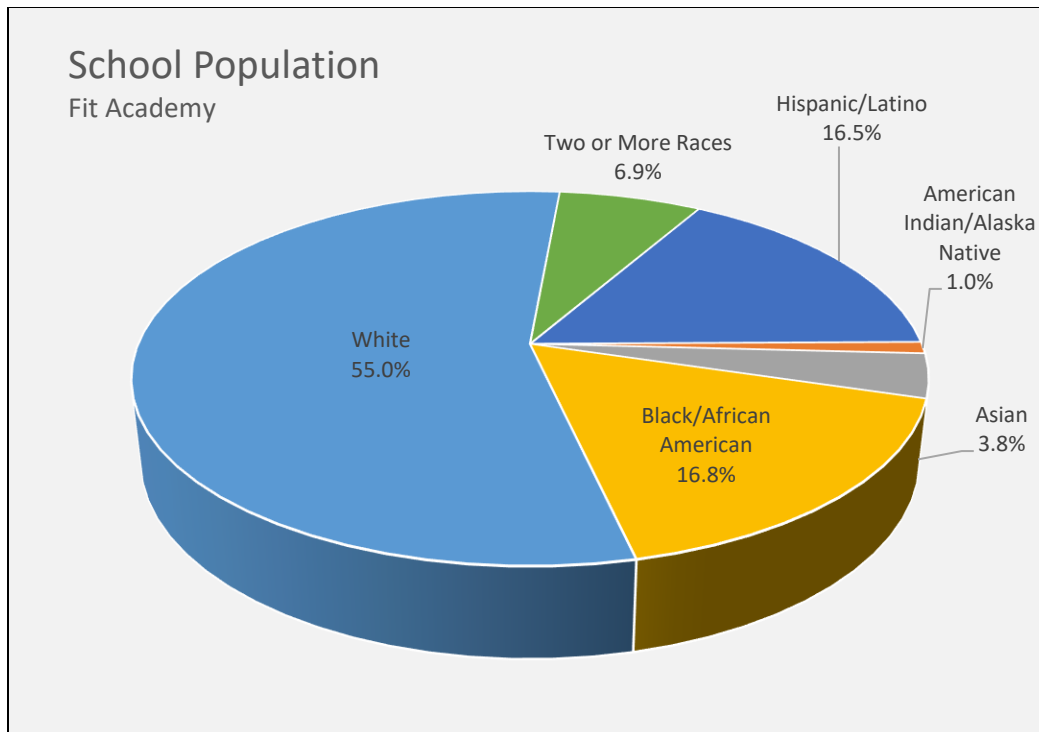
**[www.fitacademymn.org](http://www.fitacademymn.org)**

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**.

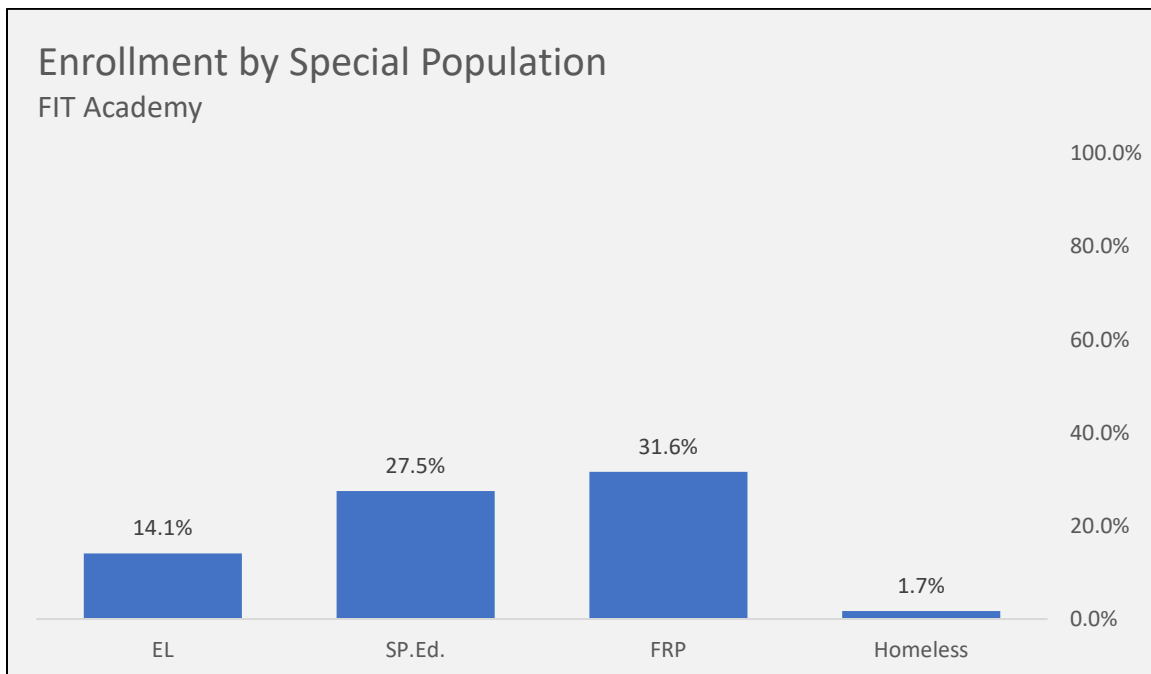
These three areas make up the FIT acronym and this purposeful integration results in an impact on student development that is far greater than the sum of each individual developmental area.

**Summary:** FIT Academy tested 121 students on the 2021 and is currently performing below the combined comparison school in math, reading and science. The school's English Learner and Special Education populations are slightly higher than the statewide average. Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

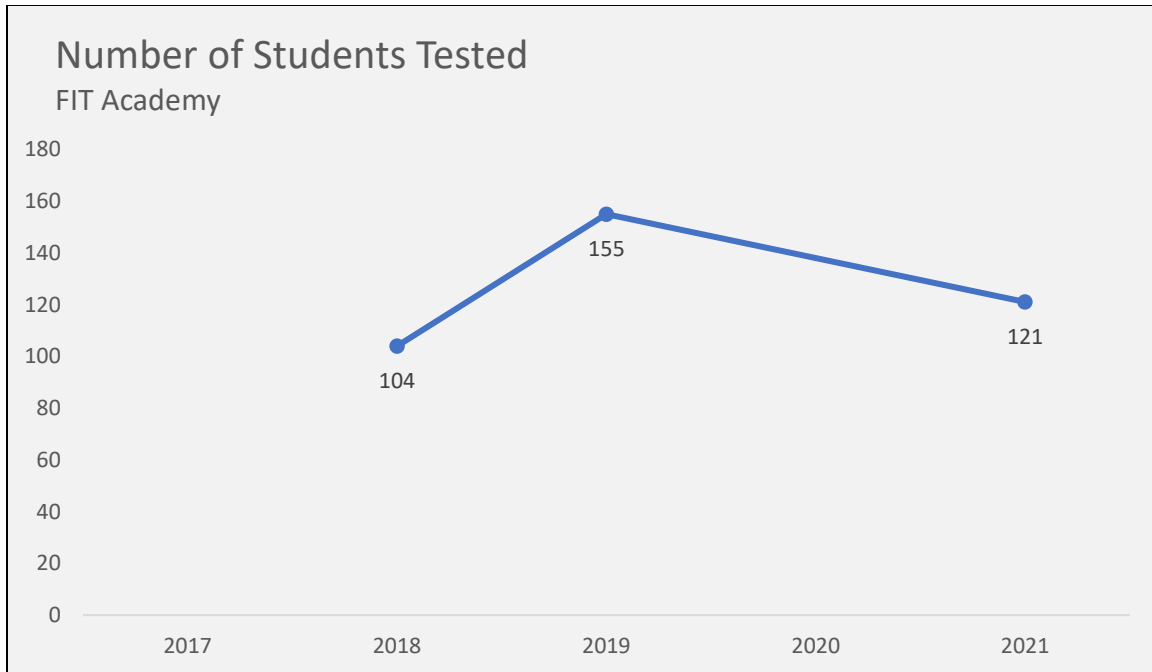




**Figure 1 – School Population**



**Figure 2- Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

### Academic Performance Standard 1 – State Examinations

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

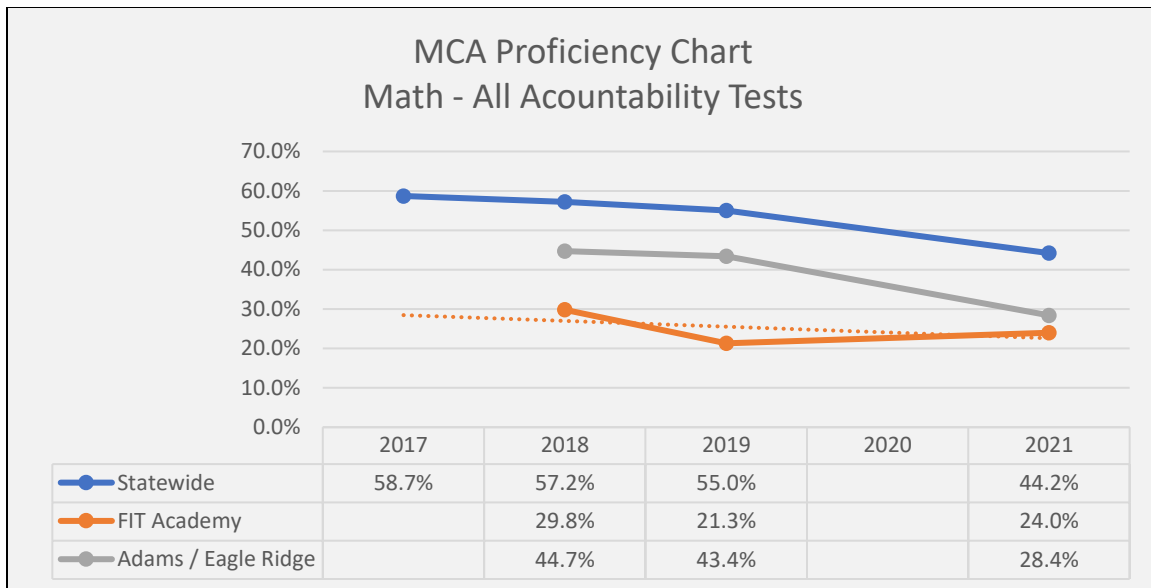
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>58.7%</b>	<b>57.2%</b>	<b>55.0%</b>		<b>44.2%</b>
<b>3<sup>rd</sup></b>	<b>68.6%</b>	<b>66.9%</b>	<b>66.0%</b>		<b>57.1%</b>
<b>4<sup>th</sup></b>	<b>67.4%</b>	<b>65.6%</b>	<b>64.3%</b>		<b>53.8%</b>
<b>5<sup>th</sup></b>	<b>57.7%</b>	<b>55.2%</b>	<b>52.4%</b>		<b>41.1%</b>
<b>6<sup>th</sup></b>	<b>56.0%</b>	<b>54.3%</b>	<b>50.9%</b>		<b>37.2%</b>
<b>7<sup>th</sup></b>	<b>55.4%</b>	<b>54.9%</b>	<b>52.5%</b>		<b>37.4%</b>

8 <sup>th</sup>	58.8%	57.8%	55.7%		39.8%
<b>FIT Academy</b>		29.8%	21.3%		24.0%
3 <sup>rd</sup>		50.0%	CTSTR		28.6%
4 <sup>th</sup>		73.3%	50.0%		33.3%
5 <sup>th</sup>		25.0%	CTSTR		10.5%
6 <sup>th</sup>		16.7%	CTSTR		15.8%
7 <sup>th</sup>		13.0%	CTSTR		30.8%
8 <sup>th</sup>		16.7%	CTSTR		27.8%
11 <sup>th</sup>		N/A	CTSTR		CTSTR
<b>Adams Elem. (Anoka)</b>		44.7%	43.4%		28.4%
3 <sup>rd</sup>		47.4%	49.4%		41.4%
4 <sup>th</sup>		53.0%	50.6%		40.5%
5 <sup>th</sup>		63.1%	47.6%		21.3%
<b>Eagle Ridge Middle (Burnsville)</b>		41.4%	39.9%		25.8%
6 <sup>th</sup>		39.6%	35.5%		26.4%
7 <sup>th</sup>		41.8%	40.9%		20.5%
8 <sup>th</sup>		43.1%	43.3%		30.3%
<b>Combined</b>		44.7%	43.4%		28.4%

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



**Figure 4 - MCA Math Proficiency 2017-2021**

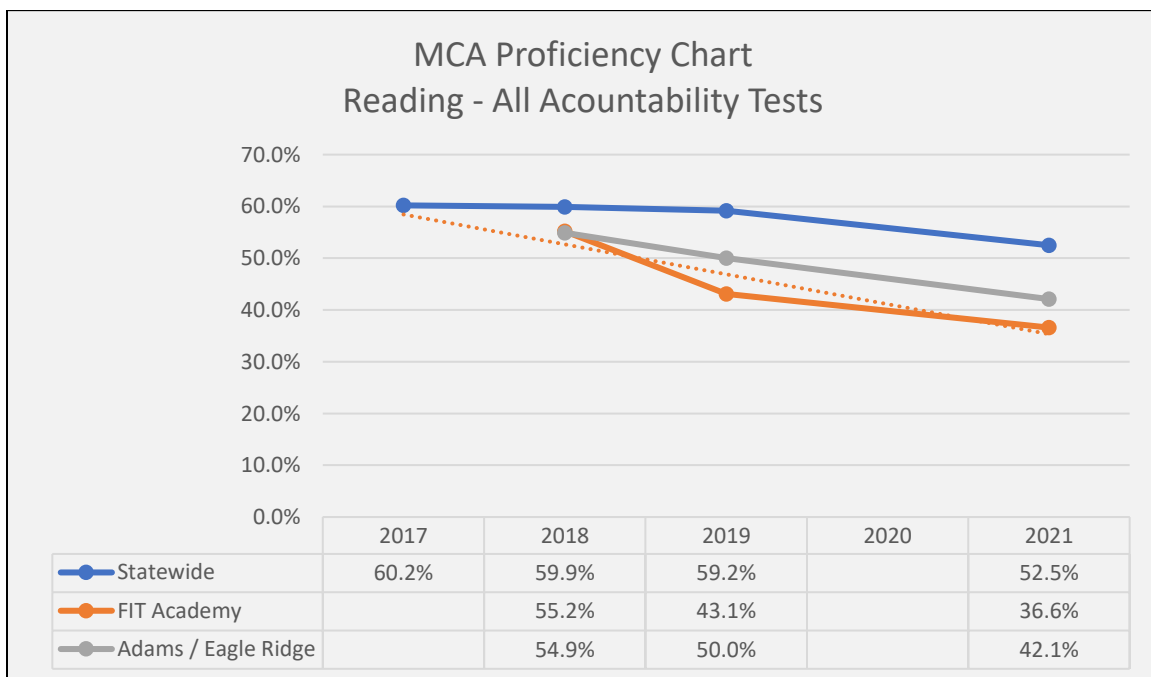
**ANALYSIS OF MATH MCA PROFICIENCY:** Table 1 and Figure 4 illustrate the first year of MCA math proficiency at FIT Academy. For the purpose of this report, proficiency results from Adams Elementary, grades 3-5, and Eagle Ridge Middle School, grades 6-8, were combined to create a comparison score for FIT. FIT Academy increased its math proficiency rate from 2019 to 2021 by 2.7 percentage points, while the state average declined by 10.8 percentage points. Despite the increase, the school is currently performing below the combined comparison school. In future years, it is expected that FIT Academy will work toward meeting or exceeding the proficiency levels of the combined comparison school as well as the statewide average.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

MCA Reading	2017	2018	2019	2020*	2021
Statewide	60.2%	59.9%	59.2%		52.5%
3rd	57.0%	56.2%	55.0%		48.5%
4th	57.3%	56.2%	55.9%		49.3%
5th	67.9%	67.5%	66.2%		59.4%
6th	63.8%	64.9%	63.2%		55.0%
7th	57.9%	58.7%	57.9%		48.3%
8th	59.3%	59.1%	58.2%		49.7%
FIT Academy		55.2%	43.1%		36.6%
3rd		50.0%	CTSTR		37.9%
4th		53.3%	50.0%		23.8%

5th		76.9%	52.2%		36.8%
6th		55.6%	43.5%		45.0%
7th		60.9%	CTSTR		38.5%
8th		50.0%	51.9%		36.8%
10 <sup>th</sup>		N/A	CTSTR		CTSTR
Adams Elem. (Anoka)		47.2%	43.9%		37.8%
3rd		33.3%	36.1%		43.6%
4th		47.6%	32.1%		31.2%
5th		59.5%	63.4%		40.6%
Eagle Ridge Middle (Burnsville)		57.9%	52.2%		44.1%
6th		60.9%	48.9%		47.0%
7th		58.2%	51.1%		41.6%
8 <sup>th</sup>		54.1%	56.4%		43.0%
Combined		54.9%	50.0%		42.1%

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



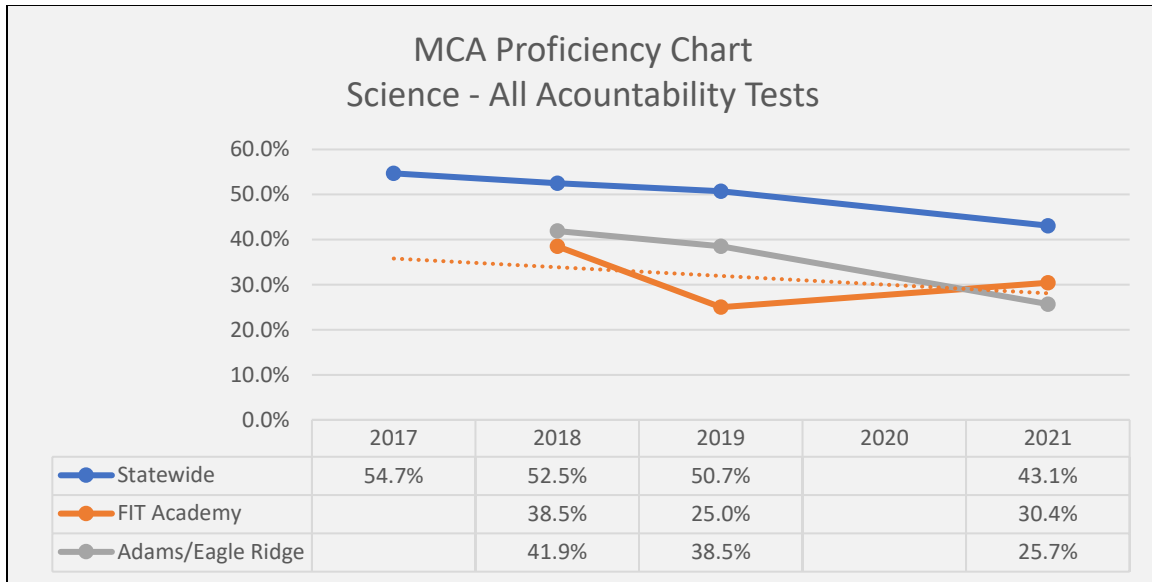
**Figure 5 – MCA Reading Proficiency 2017-2021**

**ANALYSIS OF READING MCA PROFICIENCY:** Table 2 and Figure 5 illustrate the first year of MCA reading proficiency at Fit Academy. For the purpose of this report, proficiency results from Adams Elementary, grades 3-5, and Eagle Ridge Middle School, grades 6-8, were combined to create a comparison score for FIT. FIT Academy is currently performing below the combined comparison school. In future years, it is expected that FIT Academy will work toward meeting or exceeding the proficiency levels of the combined comparison school as well as the statewide average.

**Table 3 – MCA Science Proficiency 2017 - 2021**

<b>Science</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>54.2%</b>	<b>52.0%</b>	<b>50.7%</b>		<b>43.1%</b>
<b>5<sup>th</sup></b>	<b>60.0%</b>	<b>58.2%</b>	<b>54.9%</b>		<b>47.9%</b>
<b>8<sup>th</sup></b>	<b>44.7%</b>	<b>45.8%</b>	<b>42.5%</b>		<b>34.8%</b>
<b>FIT Academy</b>		<b>38.5%</b>	<b>25.0%</b>		<b>30.4%</b>
<b>5<sup>th</sup></b>		<b>57.1%</b>	<b>33.3%</b>		<b>31.6%</b>
<b>8<sup>th</sup></b>		<b>16.7%</b>	<b>17.9%</b>		<b>27.8%</b>
<b>H.S.</b>					<b>CTSTR</b>
<b>Adams Elem. 5<sup>th</sup> (Anoka )</b>		<b>54.8%</b>	<b>50.0%</b>		<b>27.8%</b>
<b>Eagle Ridge 8<sup>th</sup> (Burnsville)</b>		<b>36.3%</b>	<b>34.4%</b>		<b>24.6%</b>
<b>Combined</b>		<b>41.9%</b>	<b>38.5%</b>		<b>25.7%</b>

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

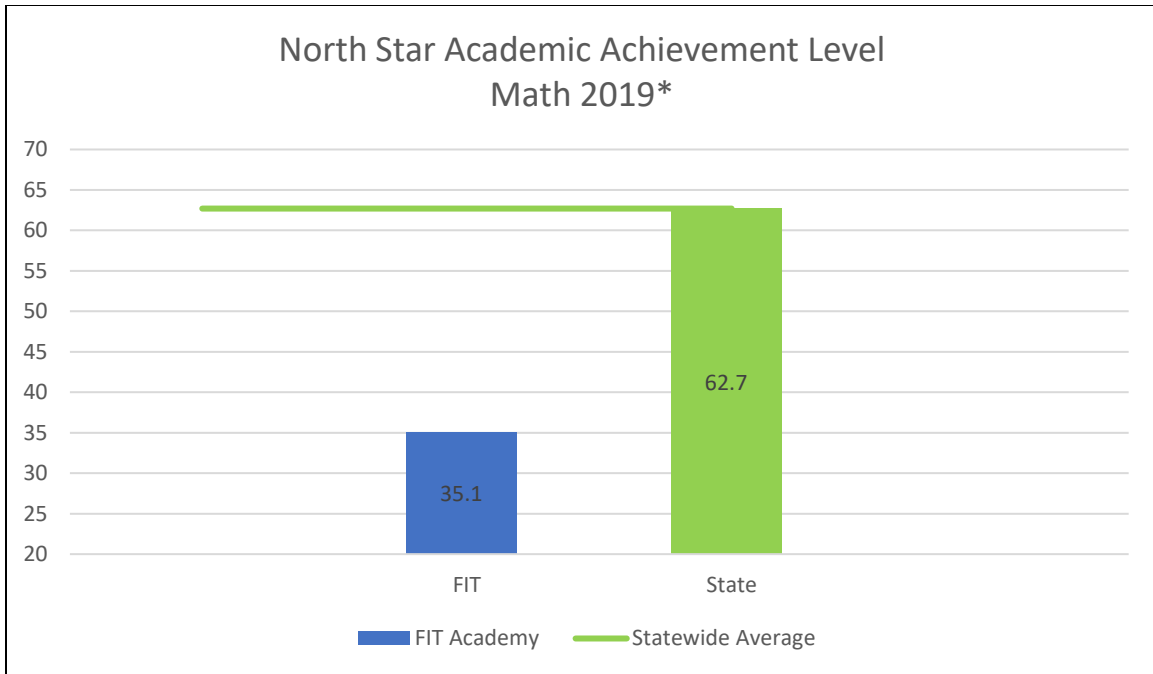


**Figure 6 – MCA Science Proficiency 2017-2021**

**ANALYSIS OF SCIENCE MCA PROFICIENCY:** Table 3 and Figure 6 illustrate the first year of MCA science proficiency at FIT Academy. For the purpose of this report, proficiency results from Adams Elementary, grade 5, and Eagle Ridge Middle School, grade 8, were combined to create a comparison score for FIT. FIT Academy increased its science proficiency rate from 2019 to 2021 by 5.4 percentage points, while the state average declined by 7.6 percentage points. FIT Academy is currently outperforming the combined comparison school. In future years, it is expected that FIT Academy will continue to meet or exceed the proficiency levels of the combined comparison school and work toward meeting that of the statewide average.

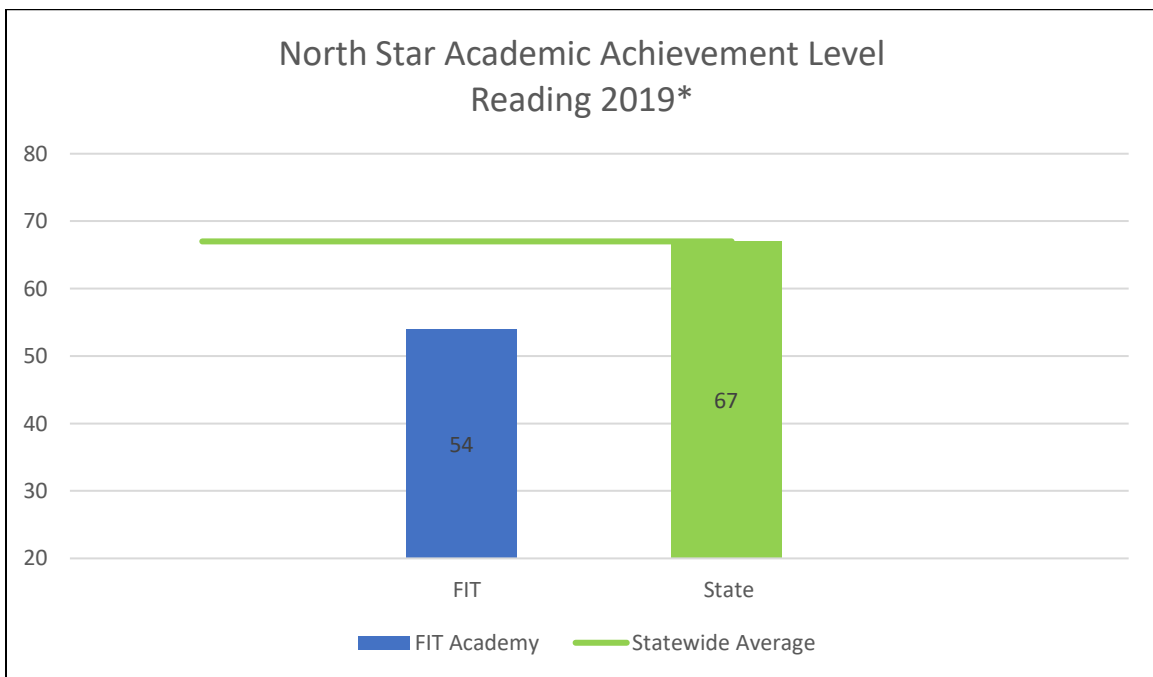
### **Academic Performance Standard 2 - Growth**

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

\* North Star Academic Achievement Level data is unavailable for 2021



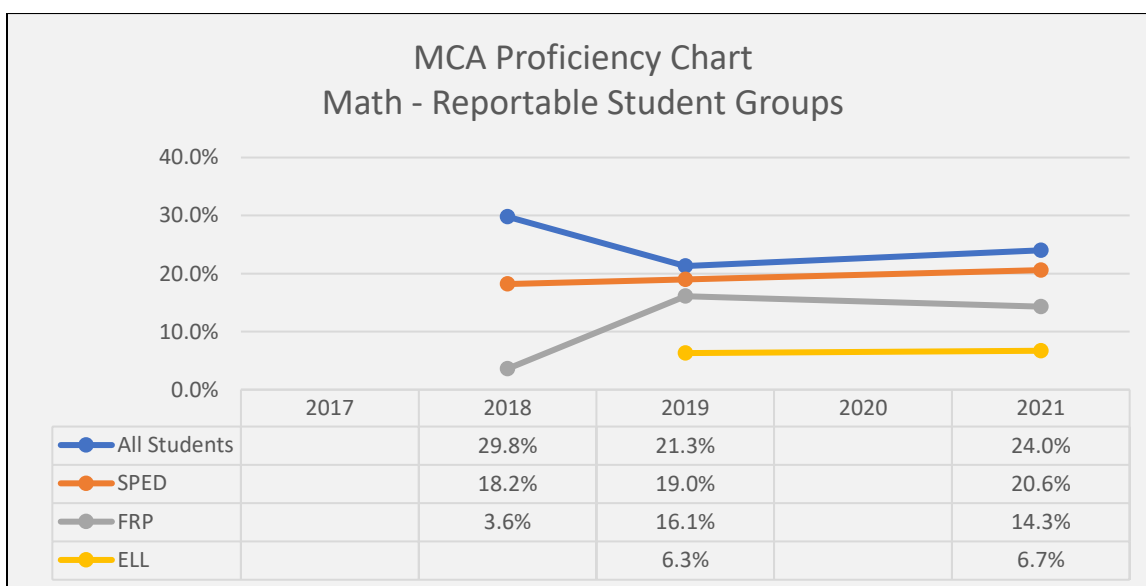
**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**



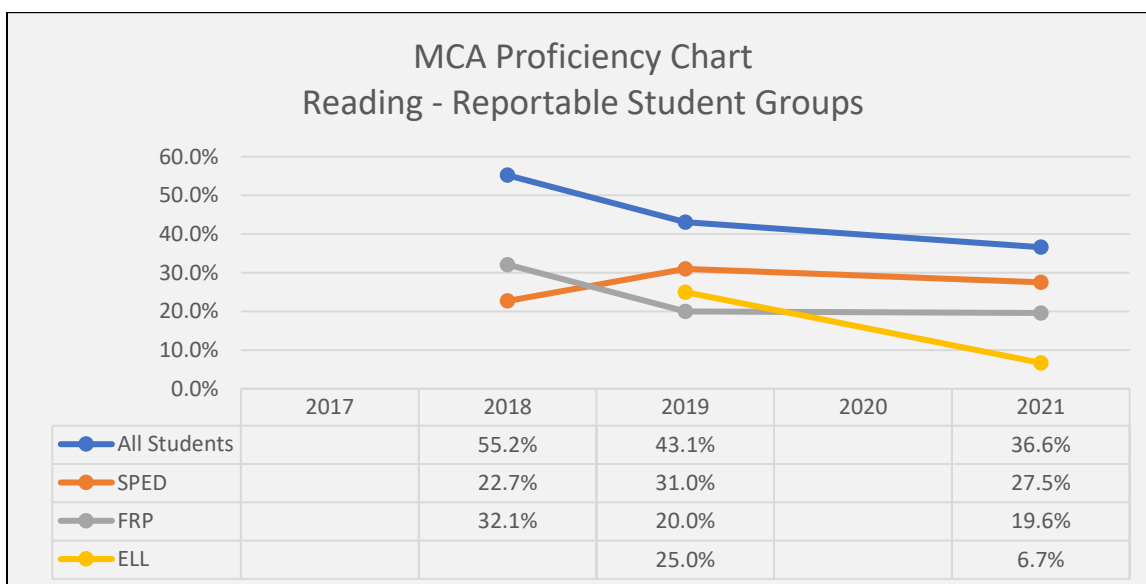
\* North Star Academic Achievement Level data is unavailable for 2021

### Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 10- Reportable Student Groups MCA Math 2021**



**Figure 11- Reportable Student Groups MCA Reading 2021**

## 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

<b>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.</b>	
<ul style="list-style-type: none"> <li>• <b>Imbedded WBWF Standard: All third-graders can read at grade-level.</b></li> </ul>	
<b>Scale:</b> <b>Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</b>  <b>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.</b>  <b>Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.</b>	
	<b>2 - Meets</b>
X	<b>1 - Partially Meets</b>
	<b>0 – Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<p><b>Analysis:</b> FIT Academy made gains in math and science when compared to 2019 and is currently outperforming the combined comparison school in science. However, the school is performing below the combined comparison school in math and reading.</p> <p>When comparing 2019 to 2021, FIT Academy had significantly higher growth or slower decline than the statewide average and the four surrounding districts in math, reading and science.</p> <p>FIT Academy proficiency in math increased by 2.7% while the state dropped by 10.8% and the four surrounding districts dropped by 12.5%.</p> <p>FIT Academy proficiency in reading decreased by 6.5% while the state dropped by 6.7% and the four surrounding districts dropped by 6.6%.</p> <p>FIT Academy proficiency in science increased by 5.4% while the state dropped by 7.6% and the four surrounding districts dropped by 9.8%.</p>	

**Academic Performance Standard 2** - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

**Scale:**

**Meets standard** – School’s achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.

**Partially meets standard** - School’s achievement level of “improved and maintained” is above 50%

**Does not meet standard** - School’s achievement level of “improved and maintained” is below 50%

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

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

**Analysis:** Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year. This standard requires two consecutive years of data.

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

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

**Scale:**

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

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

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

	<b>2 - Meets</b>
X	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Evidence / Source:** Minnesota Department of Education

**Analysis:** A score of partially meets was awarded because the school reduced the achievement gap in two out of the six possible areas.

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

**Scale:**

**Meets Standard – Meets all criteria and is adhered to.**

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

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data/Source: School Annual Report**

**Analysis:** Formal Teacher Observation & Evaluation Each full-time teacher is formally observed once per year by the Executive Director or qualified appointed evaluator (must be a licensed teacher or administrator, experienced at teacher observations, serving in a leadership role, and MDE trained in teacher development in the last 2 years). Observations will be scheduled within a two-week period following a pre-observation meeting. The steps to each observation are as follows:

- The evaluator will schedule the observation and provide the teacher with a copy of the preobservation form
- The evaluator and teacher will schedule a pre-observation planning meeting
- The pre-observation form & lesson plan should be submitted to the evaluator by the teacher at least 2 days prior to the observation

The purpose of the planning meeting is to answer any questions that the teacher may have regarding the observation process

- The evaluator will perform the observation as scheduled using the State Evaluation Rubric
- Within 3 days following the observation, the teacher will provide the evaluator with a copy of the post-observation form
- The evaluator and teacher will schedule a post-observation meeting to take place within 5 days of the observation. The following will be discussed at the meeting: Review of the post-observation form; Review of the teacher's reflective scoresheet; and Review of the evaluator's scoresheet
- Upon review, the evaluator may modify his/her scoresheet to be presented as the final scoresheet
- The evaluator shall sign the final scoresheet and present it to teacher. Teacher has 24 hours to sign it and return it. This document then becomes the Formal Evaluation Document moving forward. Teacher may appeal the evaluator's final scoresheet in lieu of signing it as stated below under "Appeal of Evaluation".
- The teacher will develop an Individualized Growth & Development Plan using the IGDP Form and file it with the lead teacher within 5 days of the post-observation meeting.
- The Formal Evaluation Document will be filed in the teacher's personnel file and will be used to provide data for the teacher's 3 Year Review.

- **Appeal of Evaluation:** Teachers who wish to appeal the Formal Evaluation Document must do so by informing the evaluator, the Executive Director, and the Lead Teacher within 24 hours of being presented the Observer's final scoresheet.

**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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source:** School Annual Report

**Analysis:** FIT Academy provided professional development for all its teachers throughout the school year during 2020-21. 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 2020, 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 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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>

	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b> FIT Academy has a robust teacher led professional development plan which empowers teachers to be leaders in the classroom, provides new professional opportunities for teachers, and includes opportunities to be responsible for the learning program. In addition to the two teacher positions on the school's governing Board, all teachers are responsible for managing and improving the learning program through participation in FIT Academy's Professional Learning Communities (PLCs), which meet weekly for analysis of student assessment results, discussion of instructional strategies, joint planning, and professional development. The school's academic program is led by a leadership committee comprised of a school-wide lead teacher, a secondary program coordinator, three grade cluster lead teachers, a special education coordinator, and representatives from the school administration. All major decisions impacting teaching and learning begin with a discussion by the leadership committee followed-up by PLC level discussions with teachers. PLC level discussions are often reflected back to the leadership committee for further discussion and planning. For the purpose of organization, our PLC grade clusters in 2020-21 were K-1, 2-5, and 6-11.</p>	

<b>Academic Standard 7: The school is meeting the World's Best Workforce (MS 120B.11; Charter Contract Addendum B).</b>	
<p><b>Scale:</b></p> <p><b>Meets the Standard - The school has a plan and is meeting their WBWF goals.</b></p> <p><b>Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.</b></p> <p><b>Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.</b></p>	
	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b></p> <p><b>Goal #1 -</b> 90% of students enrolled on October 1 in Kindergarten, who are evaluated on the NWEA MAP2 in both the fall and spring, will test at or above grade level on the NWEA MAP at the end of the school year.</p> <p><b>Results:</b> - Fastbridge Kindergarten--At or above grade level: NA due to COVID</p> <p><b>Goal#2 -</b> The percentage of all students enrolled October 1 in grade 3 at FIT Academy who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 57% in reading on all state accountability tests (MCA).</p> <p><b>Results:</b> - 38% proficient. (Goal Not Met)</p> <p><b>Goal #3 -</b> For students enrolled at FIT Academy on October 1, the racial achievement gap between</p>	

white and non-white students will be less than 10% on all state accountability tests.

**Results:** - Reading: White Students at 52%, Non-White Students at 18%. Achievement Gap is 34%.  
Math: White Students at 35%, Non-White Students at 11%. Achievement Gap is 24%. (Goal Not Met)

**Goal #4** - Students enrolled at FIT Academy on October 1 in grade 8 will demonstrate proficiency on all state accountability tests (MCA) in the spring.

**Results:** - MCA 8th Grade--Meet or exceeds: Reading = 37%, Math = 28%, Science = 28% (Goal Not Met)

**Academic Standards Point Total: 9/12**



**GREEN ISLE  
COMMUNITY SCHOOL**

**Charter # 4144**

**Director: Serenity Cox**

**190 McGrann Street**

**PO Box 277**

**Green Isle, MN 5538**

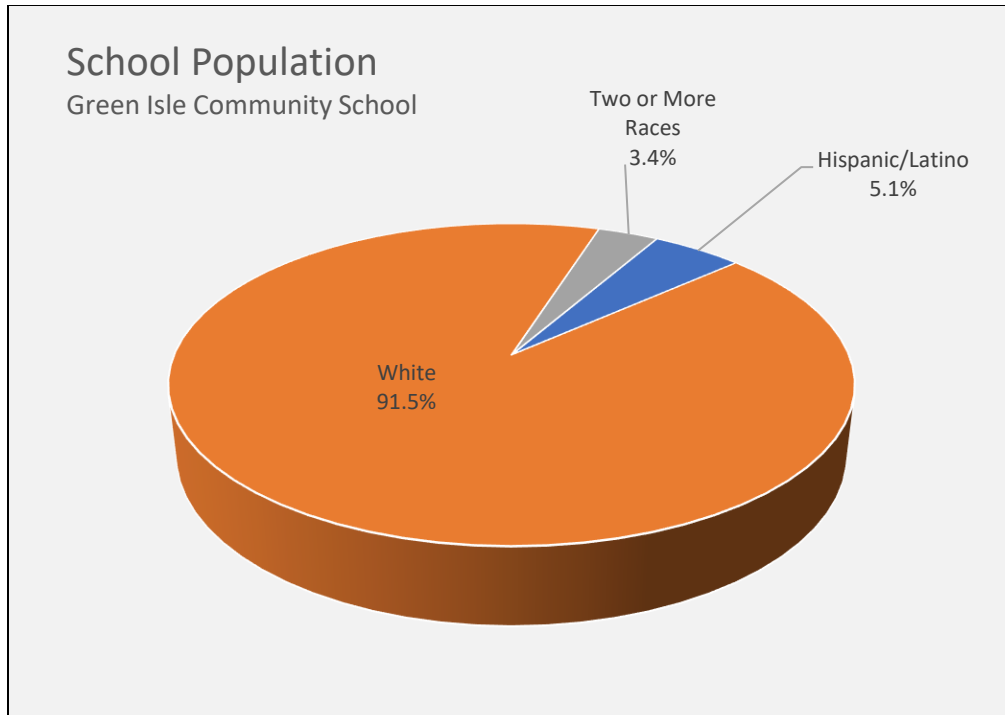
**Phone: (507) 326-7144**

**[www.greenislecommunityschool.org](http://www.greenislecommunityschool.org)**

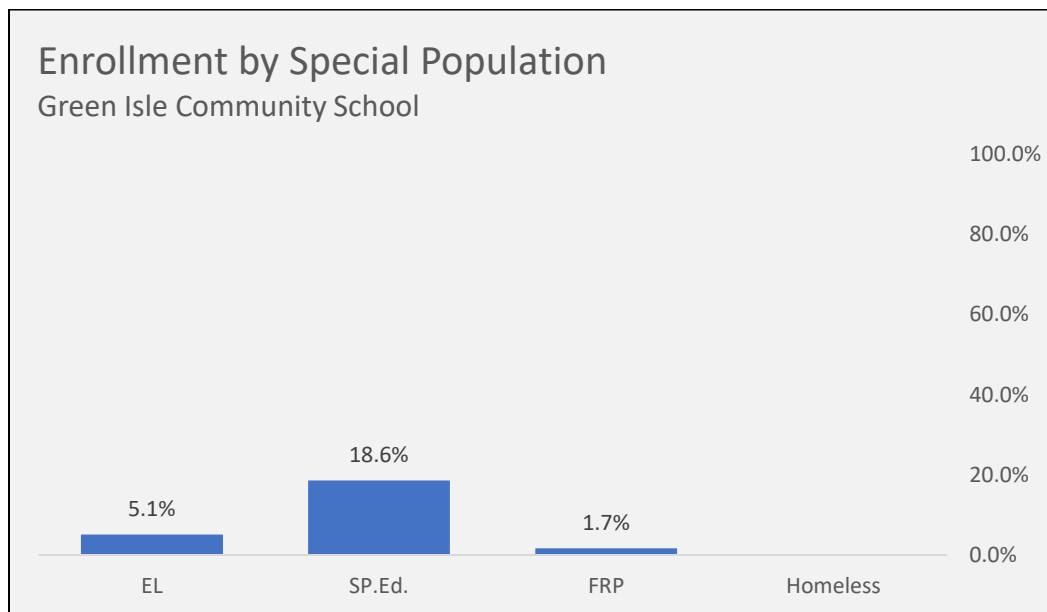
Green Isle Community School (GICS) is committed to providing a quality, child-focused educational program for all students. The staff collaboratively works to ensure that students receive a balanced education that includes academic achievement, physical growth, social education and character development. 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 2020 - 2021 school year, GICS tested 26 students on the MCA math assessment. The school is currently performing below comparison school in both math and reading. Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

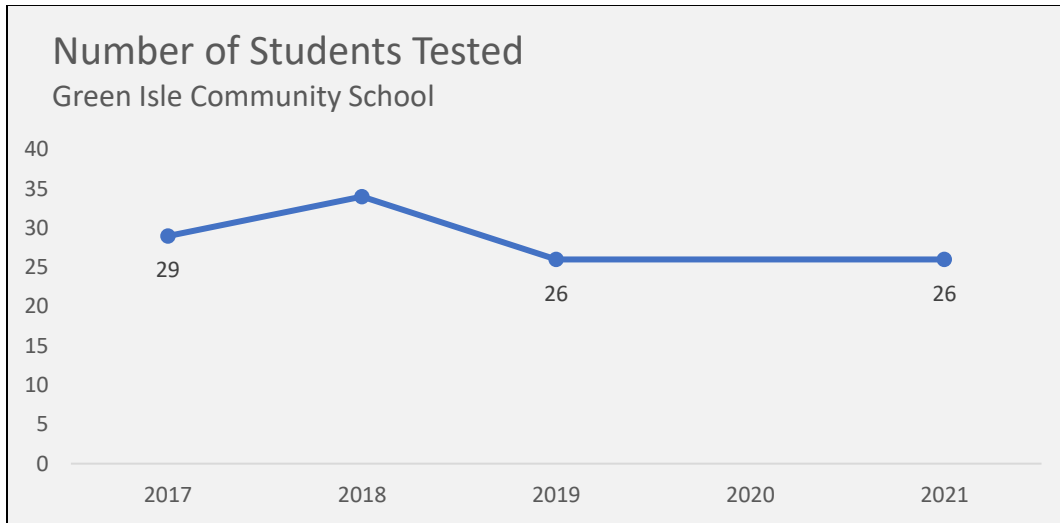




**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

### **Academic Performance Standard 1 – State Examinations**

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

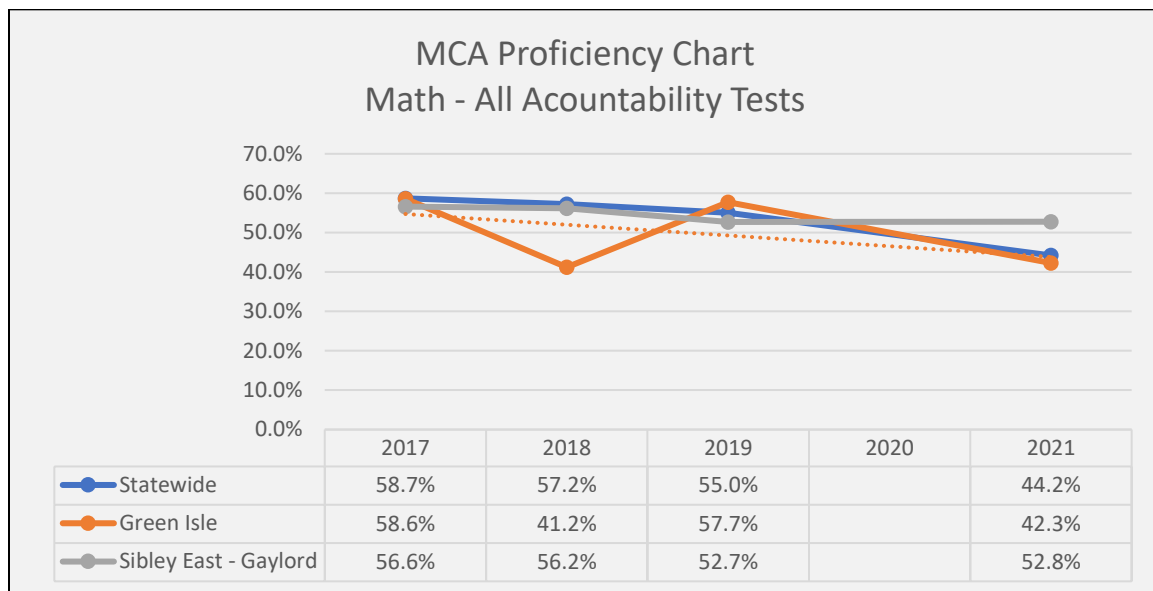
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>58.7%</b>	<b>57.2%</b>	<b>55.0%</b>		<b>44.2%</b>
<b>3<sup>rd</sup></b>	<b>68.6%</b>	<b>66.9%</b>	<b>66.0%</b>		<b>57.1%</b>
<b>4<sup>th</sup></b>	<b>67.4%</b>	<b>65.6%</b>	<b>64.3%</b>		<b>53.8%</b>
<b>5<sup>th</sup></b>	<b>57.7%</b>	<b>55.2%</b>	<b>52.4%</b>		<b>41.1%</b>
<b>6<sup>th</sup></b>	<b>56.0%</b>	<b>54.3%</b>	<b>50.9%</b>		<b>37.2%</b>
<b>Green Isle</b>	<b>58.6%</b>	<b>41.2%</b>	<b>57.7%</b>		<b>42.3%</b>
<b>3<sup>rd</sup></b>	<b>CTSTR</b>	<b>38.5%</b>	<b>CTSTR</b>		<b>CTSTR</b>
<b>4<sup>th</sup></b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>CTSTR</b>		<b>CTSTR</b>
<b>5<sup>th</sup></b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>CTSTR</b>		<b>CTSTR</b>
<b>6<sup>th</sup></b>	<b>CTSTR</b>	<b>CTSTR</b>	<b>CTSTR</b>		<b>CTSTR</b>
<b>Sibley East - Gaylord</b>	<b>56.6%</b>	<b>56.2%</b>	<b>52.7%</b>		<b>52.8%</b>

3 <sup>rd</sup>	76.1%	67.5%	64.8%		60.3%
4 <sup>th</sup>	66.7%	60.5%	59.1%		59.5%
5 <sup>th</sup>	42.1%	43.7%	41.6%		38.1%
6 <sup>th</sup>	52.4%	N/A	N/A		N/A

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



**Figure 4 - MCA Math Proficiency 2017-2021**

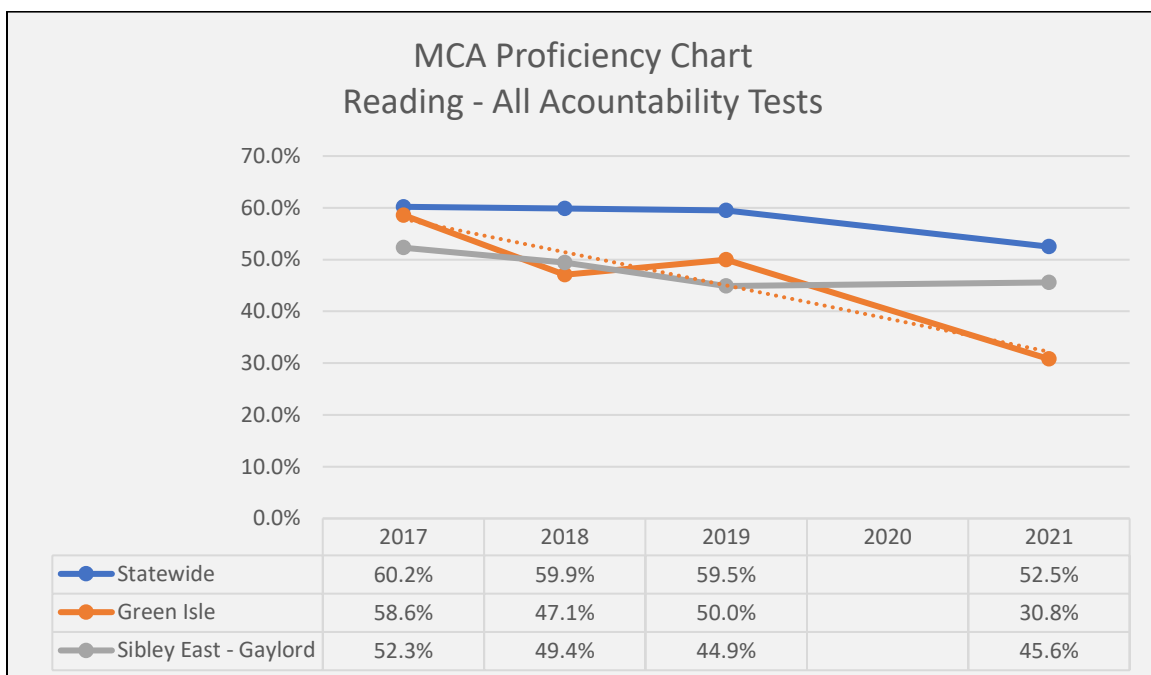
**ANALYSIS OF MATH MCA PROFICIENCY:** GICS' MCA math proficiency results are shown in Table 1 and Figure 4. After outperforming the comparison school in 2019, GICS' math proficiency rate fell to 42.3% in 2021 and below that of the comparison school. In future years, it is expected that GICS will increase its math proficiency rate to meet or exceed that of the comparison school and the statewide average.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

MCA Reading	2017	2018	2019	2020*	2021
Statewide	60.2%	59.9%	59.2%		52.5%
3 <sup>rd</sup>	57.0%	56.2%	55.0%		48.5%
4 <sup>th</sup>	57.3%	56.2%	55.9%		49.3%
5 <sup>th</sup>	67.9%	67.5%	66.2%		59.4%
6 <sup>th</sup>	63.8%	64.9%	63.2%		55.0%
Green Isle	58.6%	47.1%	50.0%		30.8%
3 <sup>rd</sup>	CTSTR	30.8%	CTSTR		CTSTR

4 <sup>th</sup>	CTSTR	CTSTR	CTSTR		CTSTR
5 <sup>th</sup>	CTSTR	CTSTR	CTSTR		CTSTR
6 <sup>th</sup>	CTSTR	CTSTR	CTSTR		CTSTR
Sibley East - Gaylord	52.3%	49.4%	44.4%		45.6%
3 <sup>rd</sup>	47.9%	49.4%	39.4%		37.9%
4 <sup>th</sup>	47.6%	39.8%	42.0%		50.0%
5 <sup>th</sup>	55.3%	58.6%	56.2%		47.6%
6 <sup>th</sup>	58.3%	N/A	N/A		N/A

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



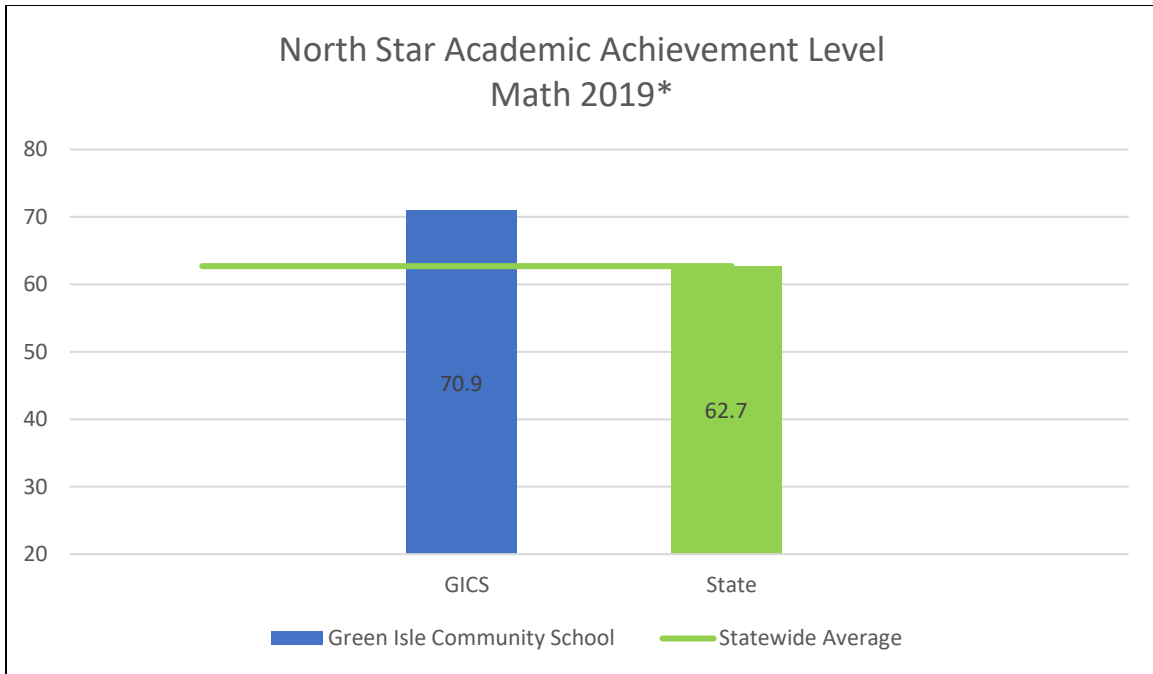
**Figure 5 – MCA Reading Proficiency 2017-2021**

**ANALYSIS OF READING MCA PROFICIENCY:** GICS’ MCA reading proficiency results are shown in Table 2 and Figure 5. After outperforming the comparison school in 2019, GICS’ reading proficiency rate fell to 30.8% in 2021 and below that of the comparison school. In future years, it is expected that GICS will increase its reading proficiency rate to meet or exceed that of the comparison school and the statewide average.

## **Academic Performance Standard 2 - Growth**

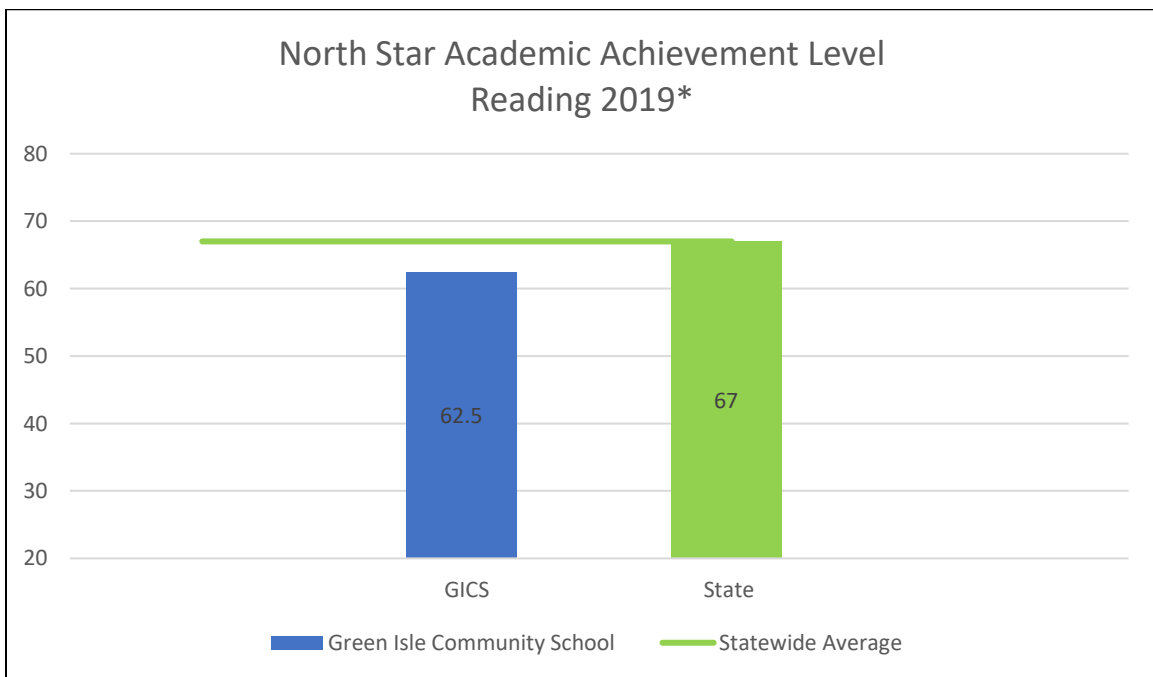
Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

VOA-MN Authorizing Program  
2020 – 2021 School Academic Report



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

\* North Star Academic Achievement Level data is unavailable for 2021

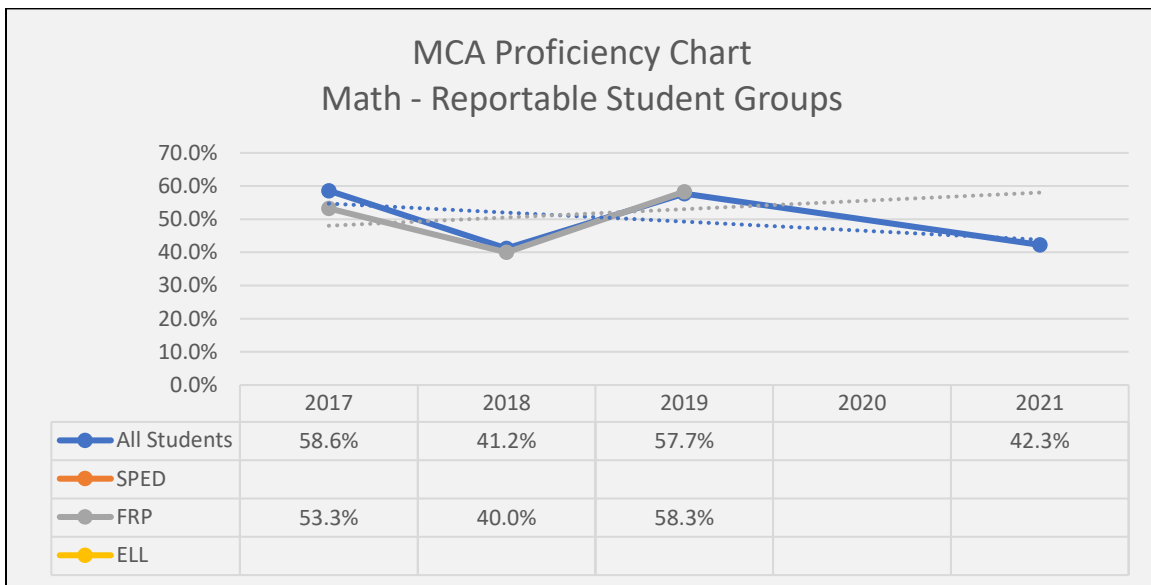


**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

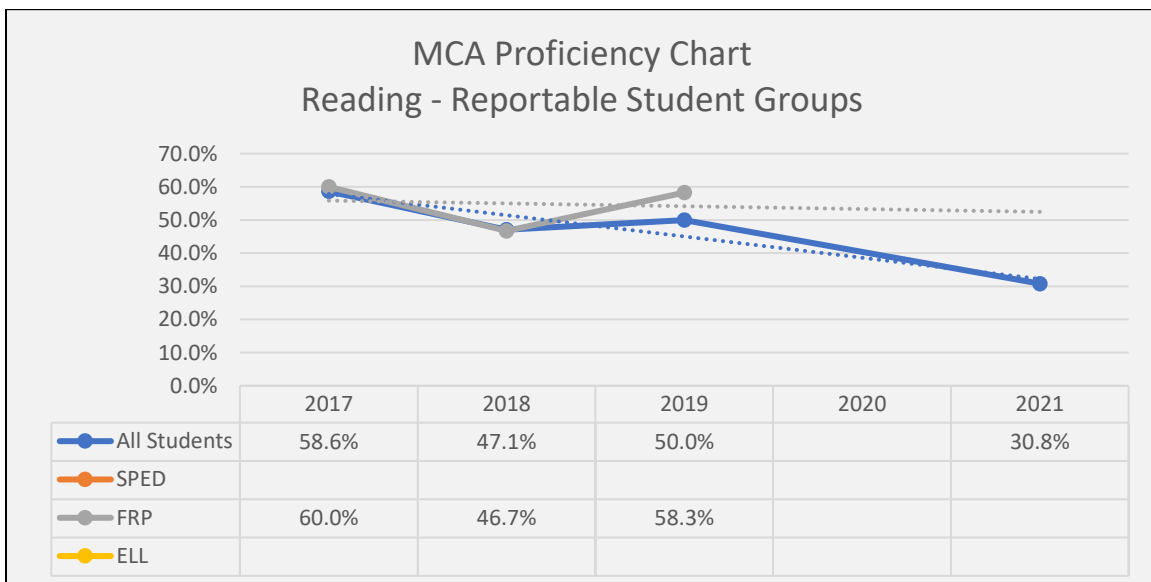
\* North Star Academic Achievement Level data is unavailable for 2021

### Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 7 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 8 - Reportable Student Groups MCA Reading 2017- 2021**

## 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

<b>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.</b>	
<ul style="list-style-type: none"> <li>• <b>Imbedded WBWF Standard: All third-graders can read at grade-level.</b></li> </ul>	
<b>Scale:</b> <b>Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</b>  <b>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.</b>  <b>Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.</b>	
	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
<b>X</b>	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> Green Isle Community School performed below the comparison school in math and reading. The school's testing cell size was too small to report a science proficiency rate. It is important to note that with such a small testing population, a slight movement in the number of students proficient will have a dramatic effect on the proficiency rate.	

<b>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</b>	
<b>Scale:</b> <b>Meets standard – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.</b>	

<b>Partially meets standard - School's achievement level of "improved and maintained" is above 50%</b>	
<b>Does not meet standard - School's achievement level of "improved and maintained" is below 50%</b>	
N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year. This standard requires two consecutive years of reportable data.	

<b>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.</b> <ul style="list-style-type: none"> <li><b>Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.</b></li> </ul>	
<b>Scale:</b> <b>Meets standard – The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced.</b> <b>Partially meets standard - The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.</b> <b>Does not meet standard - The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.</b>	
N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> N/A Testing cell sizes at the school were too small to generate any reportable student groups.	

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



<b>Does Not Meet Standard – School has not adopted a teacher evaluation process.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data/Source: School Annual Report</b>	
<p><b>Analysis:</b> Staff is observed weekly, and objectives are used with each class. On top of the weekly observations, staff are observed more in depth at least twice a year with a pre and post-observations by the director. The observations cover a wide gamete of topics. Under planning and preparation: knowledge of content, knowledge of students; needs and skills, selects appropriate instructional goals for students, designs thorough daily, weekly, and unit planning/reflection, designs coherent and relevant instruction, establishes high and appropriate expectations for students, displays enthusiasm for all learners, students understand classroom procedures and demonstrate responsibility, uses responsive classroom techniques appropriately to manage both classroom and school-wide behaviors, creates a positive and safe physical environment. Under the Professional responsibilities: reflects on teaching, utilizes effective systems to maintain accurate records, portfolios, and paperwork, along with leadership team/mentor, creates a professional development plan, meets weekly with a mentor, and conducts him/herself in a professional manner and with integrity. Performance factors: Establishes appropriate priorities; completes assignments in a timely manner, builds effective relationships with people at all levels; is able to elicit the cooperation and support of other people; brings conflicts to effective resolutions, attends and participates in staff meetings, student meetings and team meetings, and monitors and reports student issues in regards to health, attendance, and hygienic conditions to appropriate staff.</p>	

<b>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.</b>	
<p><b>Scale:</b></p> <p><b>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</b></p> <p><b>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.</b></p> <p><b>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</b></p>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b> Staff development outcomes are aimed at supporting the Green Isle Community School goals and or helping to achieve those goals. Although each staff member is charged with selecting their own goals based on their unique needs, every staff member's professional development goals should align with and support the overall school goals. All staff members are paired up with a member of the Academic Advisory Committee for mentoring purposes which allows for weekly checks on progress</p>	

towards goals and help pave a path towards achieving the desired outcomes. Staff may participate in 1-2 book studies throughout the year. Staff members have the opportunity to join one or both which assist in gaining the outcomes from the goals of responsible citizenship and maintaining a positive, respectful learning environment. Staff members have additional resources and support to help guide and measure growth of staff development goals and corresponding outcomes including but not limited to: Student goals, benchmarking data, student academic assessments, qualitative and quantitative student data, and feedback from observations. All staff members are provided opportunities throughout the year to participate in workshops, in-service training and professional development courses both on-site and off-site. Green Isle Community Schools has the following trainings scheduled for the school year:

- Responsive Classroom 1
- Crisis Prevention Intervention (Full Training & Refresher Course)
- Human Resources Annual Training 16
- Response to Intervention: Interventions and new resources
- First Aid/CPR Training
- NWEA Result Interpretation
- Teacher Evaluations - Minnesota Department of Education
- Special Educations Referrals/Assessments
- Mandated Reporting
- MN State Standards: Mapping MN standards with a rotating curriculum
- Service learning implementation programs
- Multi age learning implementation programs
- CRT (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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**Integrated, interdisciplinary instruction enabling students to make connections between subject areas.

•Service learning providing opportunities to apply previously learned knowledge, engage in civic responsibility, and develop meaningful relationships with community members

•Students, parents, and staff collaborate bi-yearly with students to set individual learner goals in the areas of literacy, math, social skills, and work habits. Students and staff also engage in periodic reviews of progress toward these goals throughout the year.

Innovative Teaching Methods:

- A collaboration of teachers, parents, students, and community members at Green Isle Community School plan and implement enhanced learning experiences that support student learning.
- Teachers work in teams to develop and adjust the two-year rotating curricula, select appropriate instructional materials, and coordinate day-to-day activities and projects. Sharing responsibilities among this team strengthens programming for individual students and broadens each pupil's circle of supportive adults.
- Independent and cooperative learning activities will accommodate all learning styles and are offered in a multiage organizational model that provides for appropriate grade level groupings, as needed.
- The Green Isle Community School program also includes project-based learning, community involvement, service learning, and responsive classroom techniques.
- Instruction is aligned with Minnesota's Academic Standards and best teaching practices are used to enhance student achievement.

**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 is partially meeting them.**

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

**Goal #1 – All Students Ready for School**

100% of kindergarten students show growth in reading from fall to spring- as determined by the NWEA assessment

**Result:** 100% of kindergarten students demonstrated reading growth from fall 20- spring 21. (Goal Met)

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

85% of students in grade K-3 reading at or above the national average on the NWEA Growth Reading Assessment.

**Result:** 43% of K-3 Students were at or above the national average for reading. (Goal Not Met)

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

Close the achievement gap by 2% each year between the general education and special education students.

**Result:** MCA testing results showed a 0% decrease in the achievement gap between special education and general education students. (Goal Not Met)

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

80% of our students on the A or B honor roll in middle/high school.

**Result:** 85% of former students were on the A or B Honor Roll at their current Middle/ High Schools.  
(Goal Met)

**Academic Standards Point Total: 7/10**



## **HARBOR CITY INTERNATIONAL SCHOOL**

**Charter #4085**

**Director: Tim Tydlacka**

**332 W. Michigan Street, Ste 300**

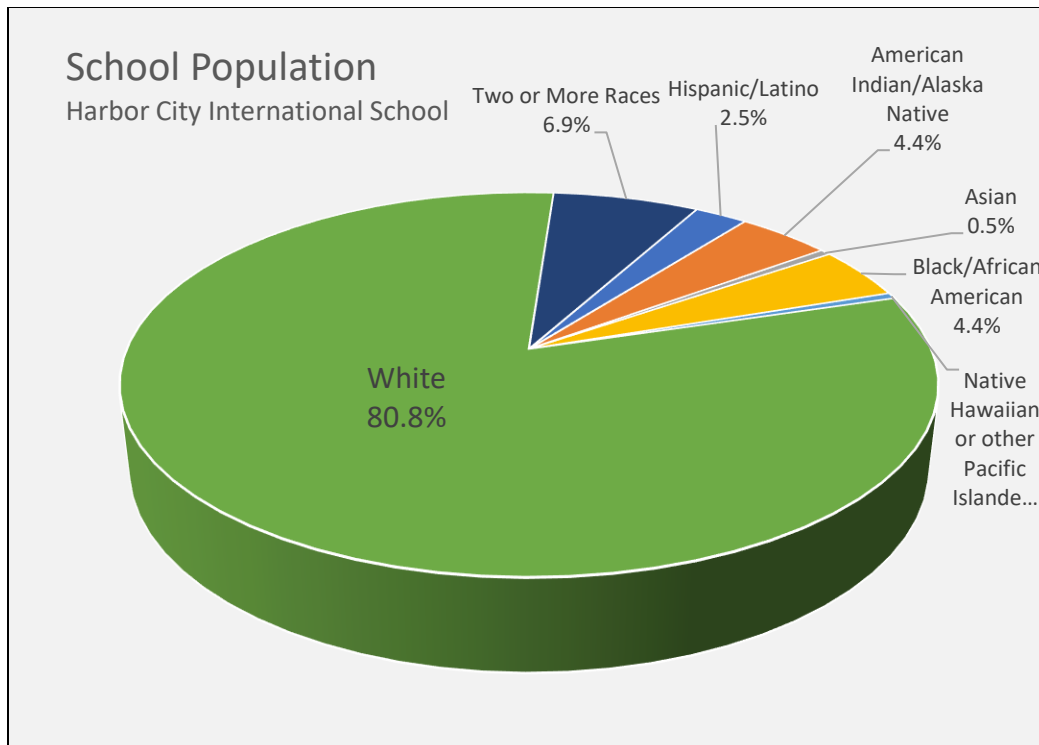
**Duluth, MN 55802**

**Phone: (218) 722-7574**

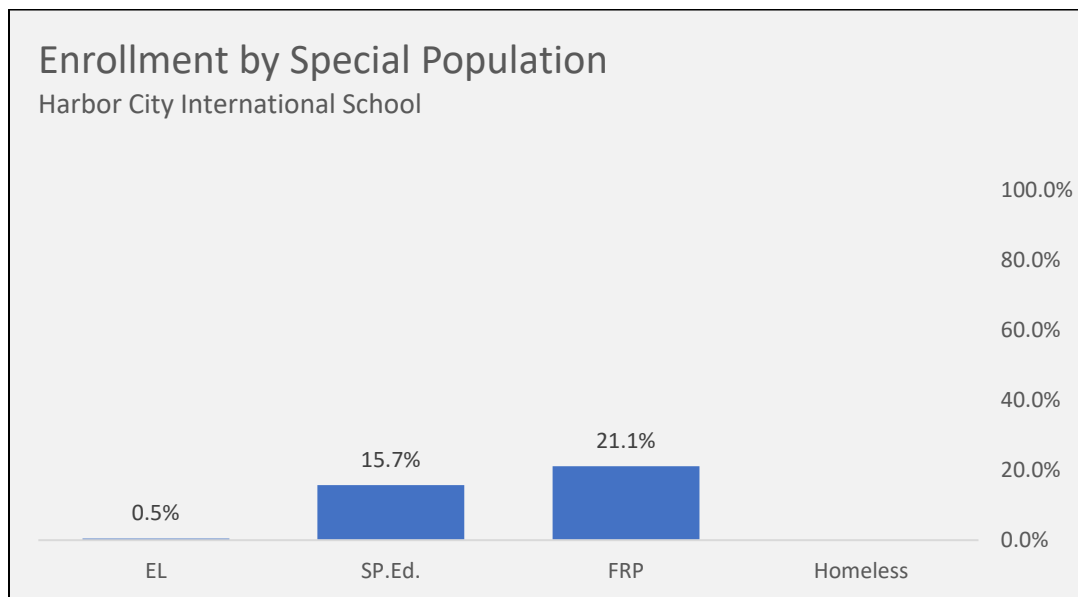
**[www.harborcityschool.org](http://www.harborcityschool.org)**

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.

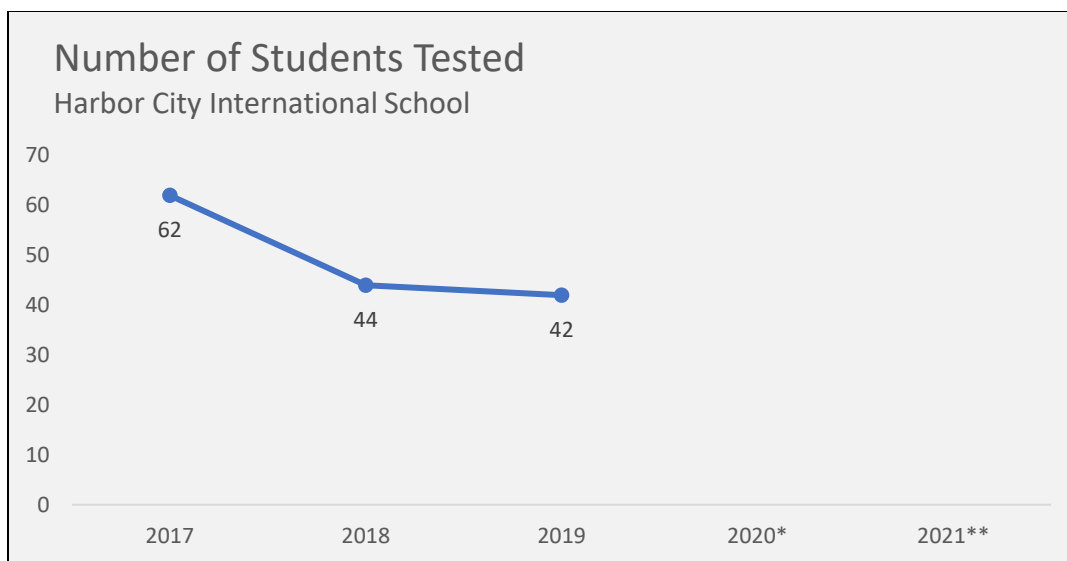
**Summary:** Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year. In addition, HCIS implemented a full distance learning model for the 2020-2021 school year and did not administer the Minnesota Comprehensive Assessments. However, in 2018-2019 HCIS outperformed the local district school as well as the statewide averages on the Minnesota Comprehensive Assessments. Harbor City International School has maintained a similar demographic make up for the last several years with little deviation in each subgroup population. The school has a higher than average Special Education subgroup, while its Free and Reduced population is slightly below the statewide average.



**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3– Number of Students Tested (MCA Math)**

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

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

## **Academic Performance Standard 1 – State Examinations**

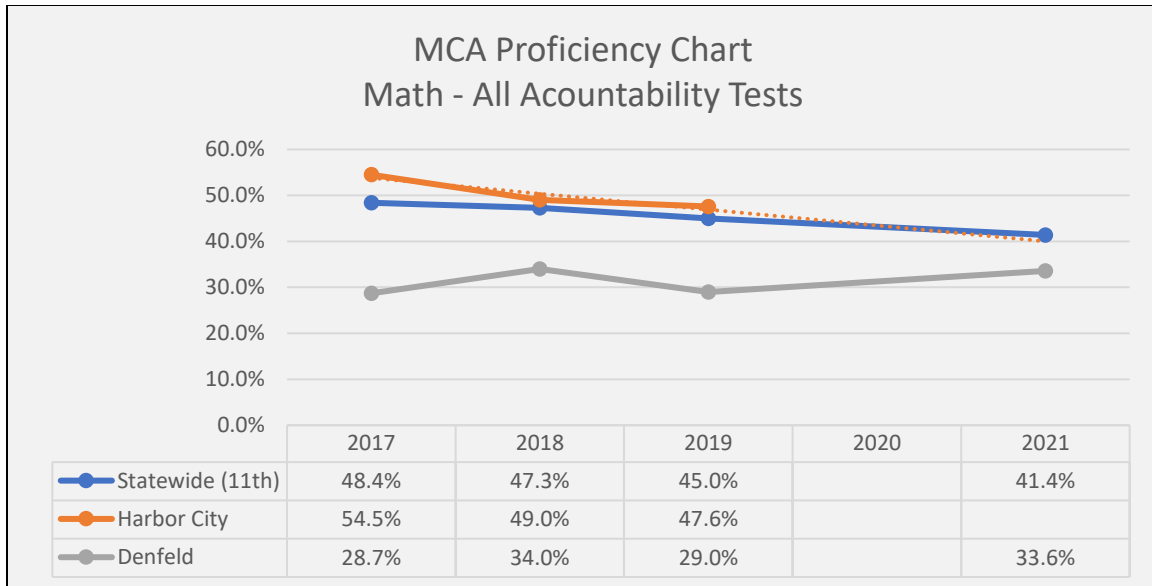
“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

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

**Table 1 – MCA Math Proficiency 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021*</b>
<b>Statewide</b>	<b>58.7%</b>	<b>57.2%</b>	<b>55.0%</b>		<b>44.2%</b>
<b>11<sup>th</sup></b>	<b>48.4%</b>	<b>47.3%</b>	<b>45.0%</b>		<b>41.4%</b>
<b>Harbor City</b>	<b>54.5%</b>	<b>49.0%</b>	<b>47.6%</b>		
<b>Denfeld</b>	<b>28.7%</b>	<b>34.0%</b>	<b>29.0%</b>		<b>33.6%</b>

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



**Figure 4 - MCA Math Proficiency 2017-2021**

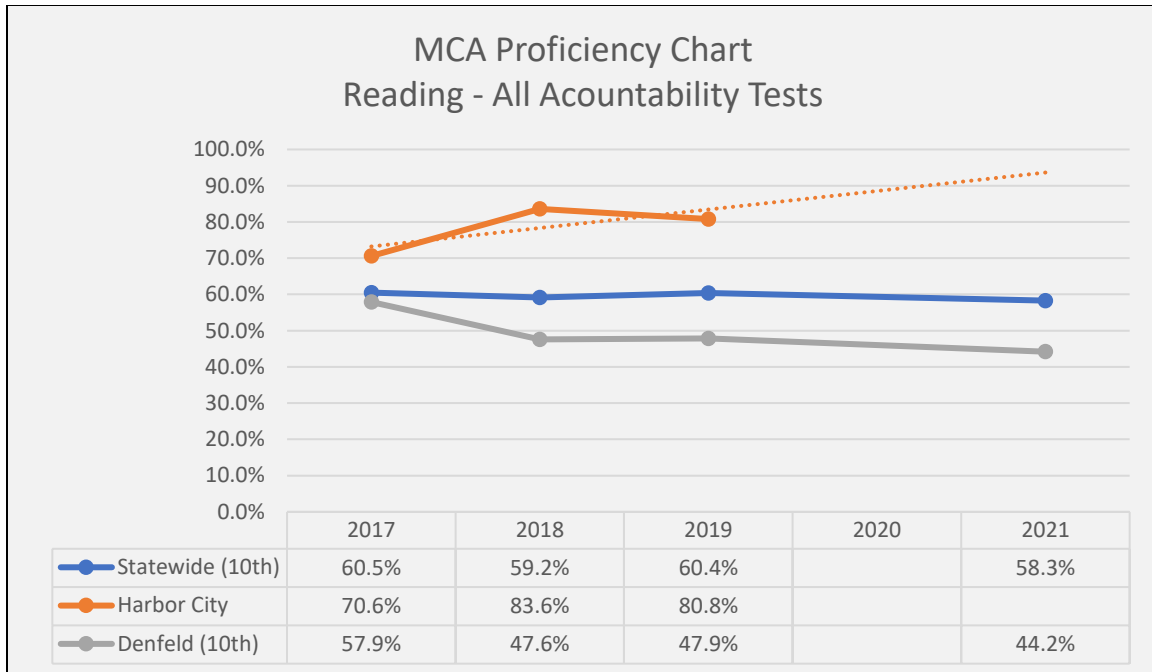
**ANALYSIS OF MATH MCA PROFICIENCY:** HCIS' MCA math proficiency results are shown in Table 1 and Figure 4. During the school's last testing cycle, HCIS was outperforming the local district comparison school. In future years it is expected that HCIS will continue to outperform the local district school and work toward meeting or exceeding the statewide average.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021*</b>
<b>Statewide</b>	<b>60.2%</b>	<b>59.9%</b>	<b>59.2%</b>		<b>52.5%</b>
<b>10<sup>th</sup></b>	<b>60.5%</b>	<b>59.2%</b>	<b>60.4%</b>		<b>58.3%</b>
<b>Harbor City</b>	<b>70.6%</b>	<b>83.6%</b>	<b>80.8%</b>		
<b>Denfeld</b>	<b>57.9%</b>	<b>47.6%</b>	<b>47.9%</b>		<b>44.2%</b>

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





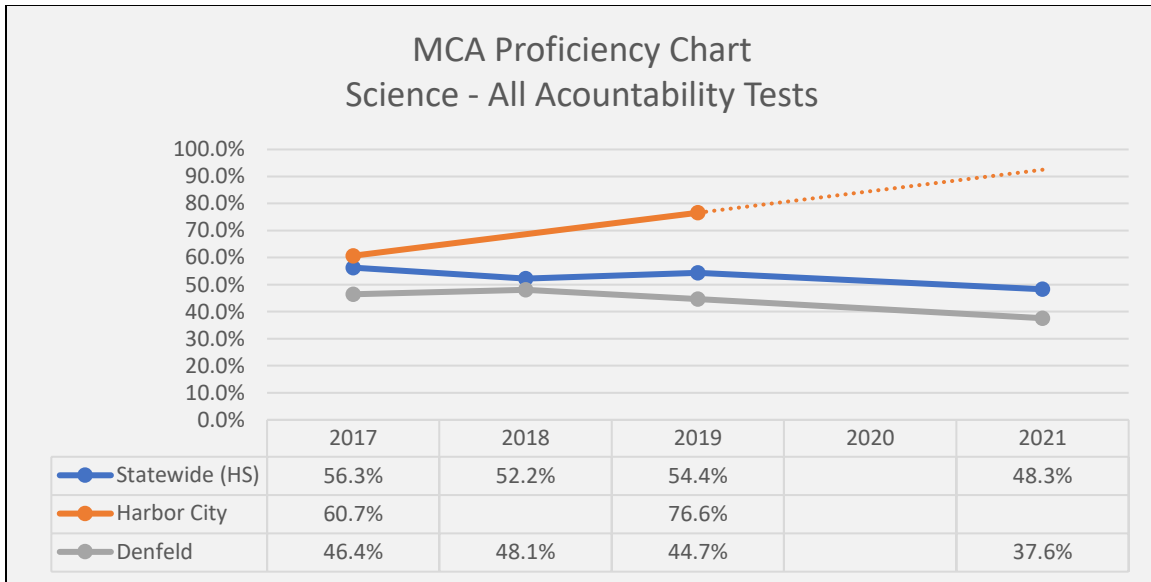
**Figure 5 – MCA Reading Proficiency 2017-2021**

**ANALYSIS OF READING MCA PROFICIENCY:** HCIS' MCA reading proficiency results are shown in Table 2 and Figure 5. During the school's last testing cycle, HCIS was outperforming the local district school and the statewide average for 10<sup>th</sup> grade students. In future years it is expected that HCIS will continue to outperform both the local district school and the statewide average.

**Table 3 – MCA Science Proficiency 2017 - 2021**

MCA Science	2017	2018	2019	2020*	2021*
Statewide	54.2%	52.0%	50.7%		43.1%
H.S.	56.3%	52.2%	54.4%		48.3%
Harbor City	60.7%		76.6%		
Denfeld	46.4%	48.1%	44.7%		37.6%

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

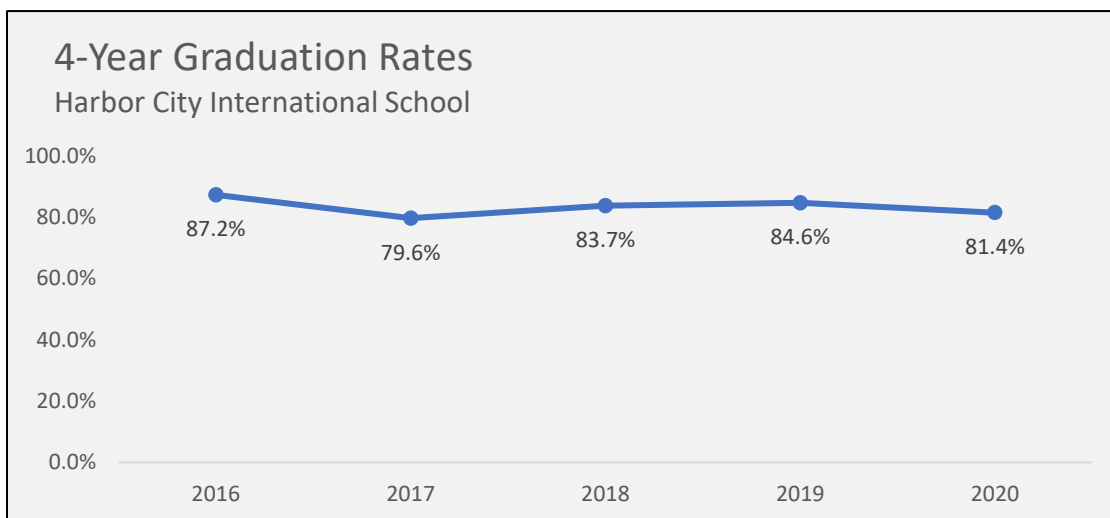


**Figure 6 – MCA Science Proficiency 2017-2021**

**ANALYSIS OF SCIENCE MCA PROFICIENCY:** MCA science proficiency results are shown in Table 3 and Figure 6. During the school's last testing cycle, HCIS was outperforming both the local district comparison school and the statewide average. 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)**

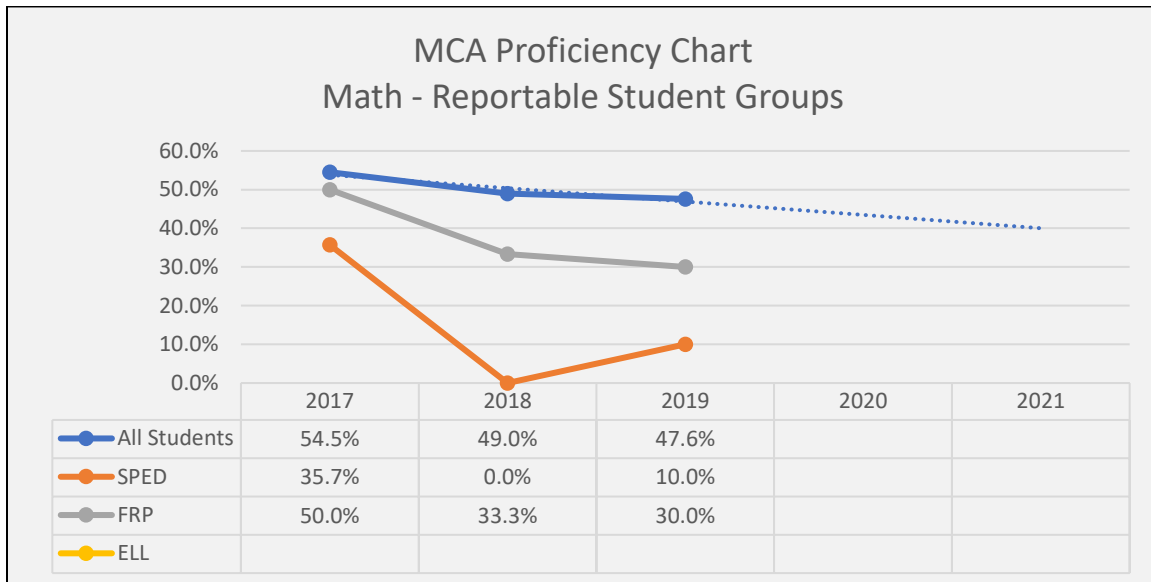
Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. \*Imbedded WBWF Standard: All students graduate from high school.



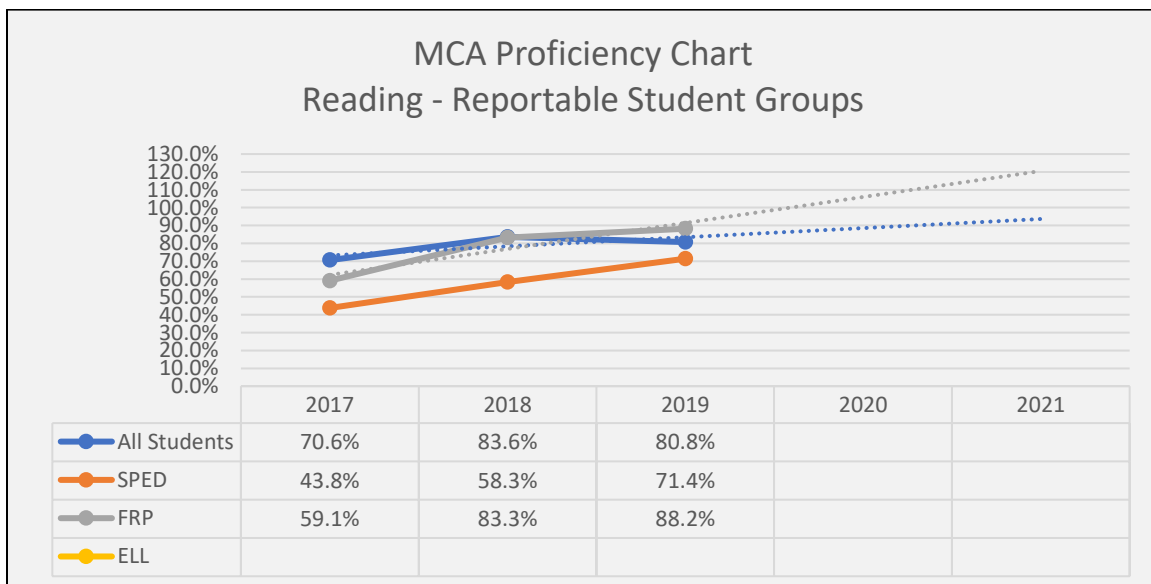
**Figure 7 - Graduation Rates 2016- 2020**

## Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 11 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 12 - Reportable Student Groups MCA Reading 2017 - 2021**

## 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

<b>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.</b>	
<ul style="list-style-type: none"> <li>• Imbedded WBWF Standard: All third-graders can read at grade-level.</li> </ul>	
<b>Scale:</b> <b>Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</b>  <b>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.</b>  <b>Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.</b>	
N/A	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
<b>Evidence / Source:</b> Minnesota Department of Education	
<p><b>Analysis:</b> Due to the Covid-19 pandemic, the school experienced the unprecedented challenge of providing a Distance Learning model for a third of the 2019-2020 school year, as well as the entire 2020 -2021 school year. During this time, HCIS delivered education and assessment to the best of its ability under the current circumstance. HCIS has integrated multiple web-based applications into its curriculum including the Google Suite; selected applications have been vetted along with our current Student Information System (Powerschool) to ensure privacy and security of student personal identifiable information. After the Governor's Executive order, HCIS distributed to textbooks, supplemental resources (notebooks, art supplies, pencils, etc), individual Chromebooks to all students (March 16th and 17th, 2020). All parents/guardians were contacted school administration and staff members to ensure internet availability and access prior to moving to the distance learning platform. For those families without reliable internet access or technology, additional resources were sent out regarding no cost internet access for school age students.</p> <p>HCIS did administer the College Board Advanced Placement exams in Environmental Studies and Psychology in 2021. The mean score in both subjects was higher than the statewide average.</p> <p><b>Environmental Studies</b>            HCIS – 4.00</p>	

MN – 2.93

**Psychology**

HCIS – 3.20

MN – 2.82

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

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

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

**Evidence / Source:** Minnesota Department of Education Website

**Analysis:** 2020 graduation rate = 81.4%

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

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

**Scale:**

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

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

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

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

**Evidence / Source:** Minnesota Department of Education

**Analysis:** Due to the Covid-19 pandemic, MN schools were unable to complete standardized testing for the 2019-2020 and 2020-2021 school years. In addition, HCIS implemented a full distance learning model for the 2020-2021 school year and did not administer the Minnesota Comprehensive assessments.

**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.**

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data/Source: School Annual Report**

**Analysis:** Teacher Development and Evaluation is important to the academic success of HCIS students. In 2020/2021 a model based on state recommendations was adjusted to fit the needs of the unique educational processes of a small charter school during distance learning.

Teacher Evaluations:

Teacher evaluation documentation was partially based on the state model and partially based on the unique education processes of HCIS during distance learning.

Teachers completed annual targeted growth plans and submitted them to administration.

Student Learning Goals set by teachers.

Teacher evaluation process provides feedback on strengths and challenges, nurtures a collaborative teaching/learning culture in which teachers are able to continue their professional growth as educators.

Teacher Evaluation included Summative Evaluations.

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

**Scale:**

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

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

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

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

<b>Data / Source: School Annual Report</b>
<p><b>Analysis:</b> The theme for Professional Development at HCIS for 2020/2021 was “Distance Learning.” Topics covered were:</p> <p>What does it mean to be a college prep school during distance learning?</p> <p>How do we nurture a sense of belonging during distance learning?</p> <p>How do we insist on academic excellence during distance learning?</p> <p>How do we graduate global citizens during distance learning?</p> <p>How do we incorporate the core value of Respect in our role at HCIS during distance learning?</p> <p>How do we incorporate the core value of Relationship in our role at HCIS during distance learning?</p> <p>How do we incorporate the core value of Reach in our role at HCIS during distance learning?</p> <p>How do we incorporate the core value of Responsibility in our role at HCIS during distance learning?</p> <p>How do we incorporate the core value of Resilience in our role at HCIS during distance learning?</p>

<b>Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).</b>	
<p><b>Scale:.</b></p> <p><b>Meets the Standard – The school has a plan and is meeting their additional statutory purposes.</b></p> <p><b>Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.</b></p> <p><b>Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.</b></p>	
<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b> HCIS exists for the primary purpose of improving pupil learning and student achievement. Other statutory purposes for HCIS include encouraging the use of different and innovative teaching methods and creating new professional opportunities for teachers.</p> <p>New Schedule</p> <p>This was the second year that HCIS utilized a new and innovative daily schedule by switching from a six-period day three days a week, and a four period day two days a week, to having a six period day five days a week and adding a daily 40 minute study period called the College Pursuit period. The school simultaneously changed the way that special education services are provided to students. Previously SpEd students were assigned a Directed Studies period during the school day to work on IEP goals. With the new schedule SpEd teachers co-teach with general education teachers and</p>	

provide services in the general education classroom.

The schedule change innovation addressed the following problems in the following ways:

Special education students did not have access to a broad curriculum because they previously spent a period of their day in a directed studies class. The new schedule allows students who would otherwise have to take a directed studies to have a schedule that includes all or mostly all general education classes. Their special education services are provided by special education teachers who are co-teaching general education classes.

Previously there was a school-wide problem of students not finishing assignments. Students attributed this to not having enough time. After-school homework lab didn't seem to address problems adequately. The new schedule includes a forty minute study period for students. During this time students can meet one-on-one with teachers to get help, students can work on assignments, or can get themselves organized. This is also a time for SpEd students to meet with their caseworkers.

With our previous block schedule, teachers did not have time for collaboration within the school day. With the schedule change, teachers have one prep period as well as one day during the week, during the student study period, to meet with departments for collaboration.

With our previous block schedule, each core and AP classes met four times a week for a total of 240 minutes of class time. With the new schedule core and AP classes meet five times a week for a total of 270 minutes. The additional meeting time, and the additional minutes allow for more curriculum to be covered.

The impact this innovation has had on our school was immediate upon implementation. Students get 30 additional minutes per week in core and AP classes than they did in years previous. SpEd students have access to elective classes they previously did not have time for in their schedules because now SpEd teachers are providing services in the general education classrooms. Students get a daily forty minute study period for working on assignments, getting organized, getting help from teachers on a one-on-one basis, and SpEd students can meet with case workers during that time. Teachers get one forty minute time period during the week, in addition to their daily prep period, to meet with their departments during the school day.

#### Director and Focus on Mission

In July of 2018 the HCIS Board of Directors hired Tim Tydlacka as the executive director, changing the model of leadership from a co-director model which was inefficient and problematic, to a more streamlined leadership structure. In April of 2018 the board hired a consultant to work with the staff to determine the type of leadership that would work best in the school. The overwhelming consensus from the staff and stakeholders was that HCIS needed an executive director. The board formed a hiring committee, advertised the position, interviewed several candidates and ultimately hired Director Tydlacka.

Together, the board and Director Tydlacka made the school mission the focus of the year for staff, students, and stakeholders. There were several ways in which this was accomplished. For instance, at staff meetings Director Tydlacka instituted the "two minute talk" where staff would take two minutes to talk about different components of the mission. This succeeded in bringing the mission, and the different interpretations of the mission to the forefront with the staff. The mission was the focus of the annual meeting for stakeholders. Mission adherence was less popular with students with the enforcement of the eligibility policy for academics, insisting on academic excellence for participation



in extracurriculars. Although unpopular, the enforcement of this policy successfully encouraged students to lift their academic standards so they could continue participating in many extracurriculars popular at HCIS.

**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 is partially meeting them.**

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

**Goal 1:** HCIS has a 2-part goal, z-scores above zero for all subgroups, and outperforming the local district's high school where we physically reside (Denfeld High School, Duluth Public School District) in all growth areas.

**Result:** HCIS implemented a distance learning model due to COVID-19 and did not administer the MCAs. Goal is considered in progress.

**Goal 2:** The percentage of all students enrolled October 1 in grade 10 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) will increase from 81.3% in 2019 to 83% in 2020. (Increase of 1.7 percentage point based on the renewal year cohort)

The percentage of all students enrolled October 1 in grade 11 Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will increase from 40.5% in 2019 to 52.3% in 2019

**Result:** HCIS implemented a distance learning model due to COVID-19 and did not administer the MCAs. Goal is considered in progress.

**Goal 3:** The goal for HCIS is that the school's four, five, and six-year graduation rate is at or above the state average and above the local district's rate.

**Result:** HCIS 81.4%

MN 83.8%

Duluth 75.4%

Graduation calculations have changed depending on when and how long students are enrolled at the various high schools. In addition, HCIS has more rigorous graduation requirements that align to our

mission of college preparation rather than ‘getting them out the door.’ This means that we believe in preparing kids even if it takes more time rather than sending our kids out unprepared. It is a fairer comparison to compare Harbor City to the local district rather than the local high school as they move the students to the ALC if they are in danger of not graduating, boosting the high school’s numbers.

**Academic Standards Point Total: 9/10**



## KALEIDOSCOPE CHARTER SCHOOL

**Charter # 4118**

Director: Travis Okerlund

7525 Kalland Avenue NE

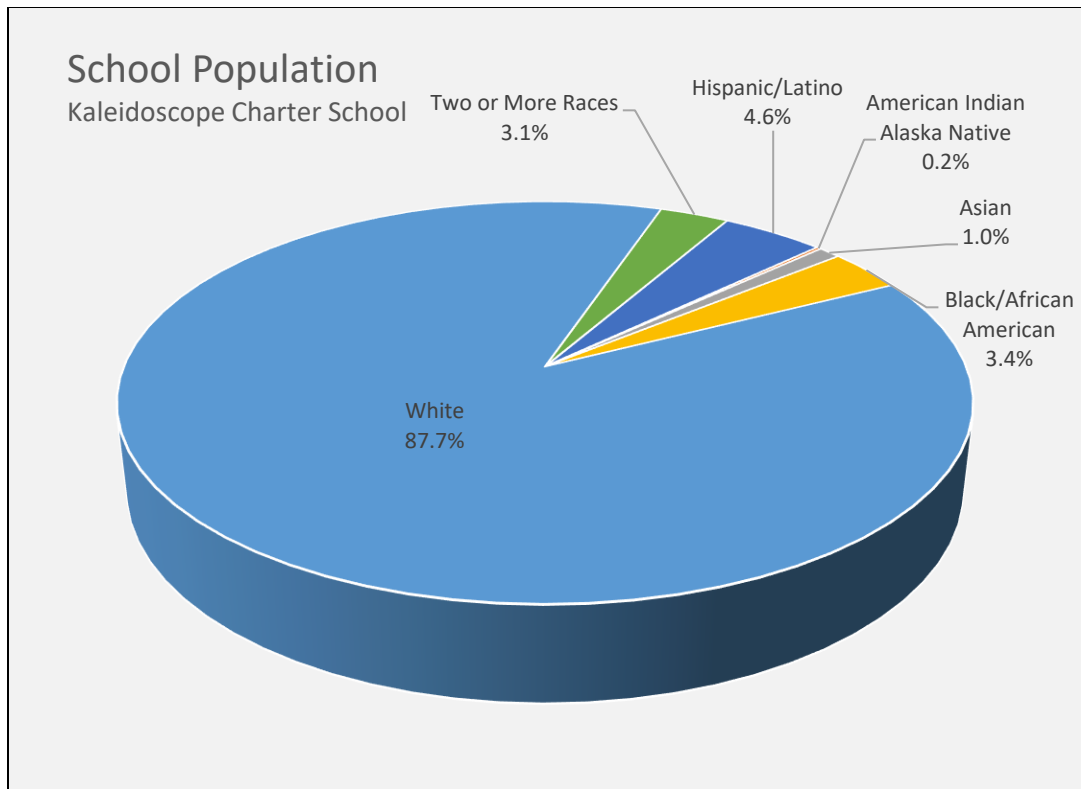
Otsego, MN 55301

Phone: 763-428-1890

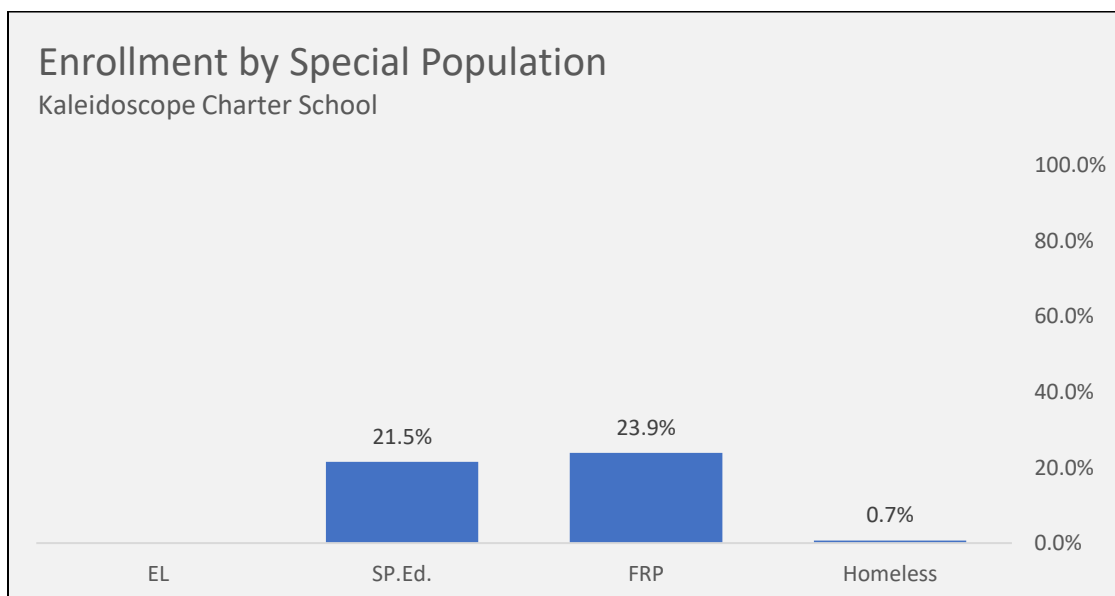
[www.kcsmn.org](http://www.kcsmn.org)

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.

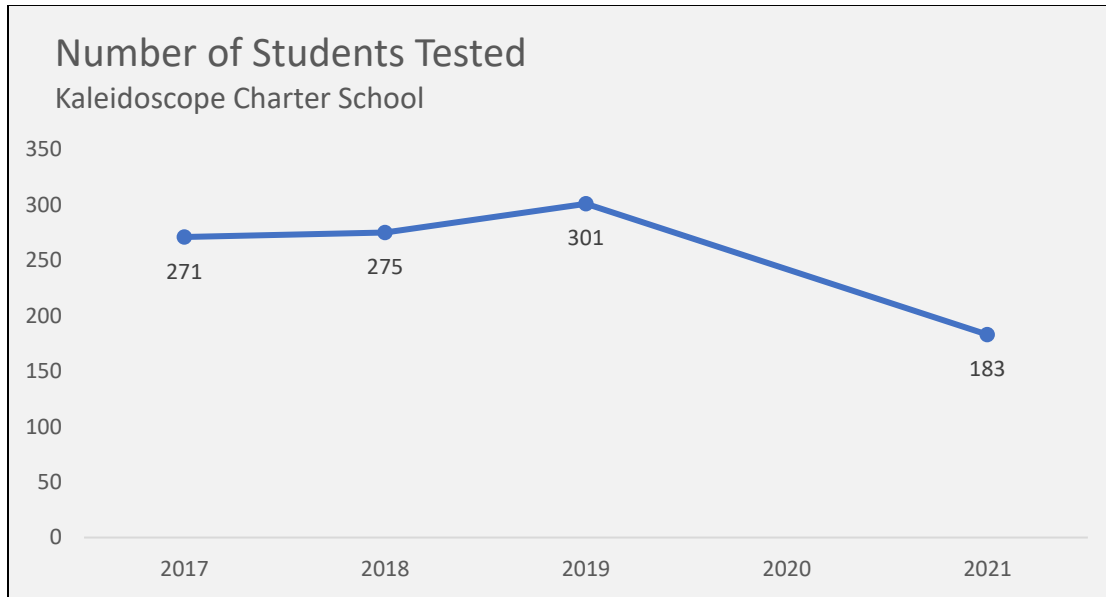
**Summary:** KCS tested 183 students in 2021, a decline of 39% from 2019. The school's proficiency rates on the Minnesota Comprehensive Assessments declined in math, reading, and science from 2019 to 2021. Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.



**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

## Academic Performance Standard 1 – State Examinations

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

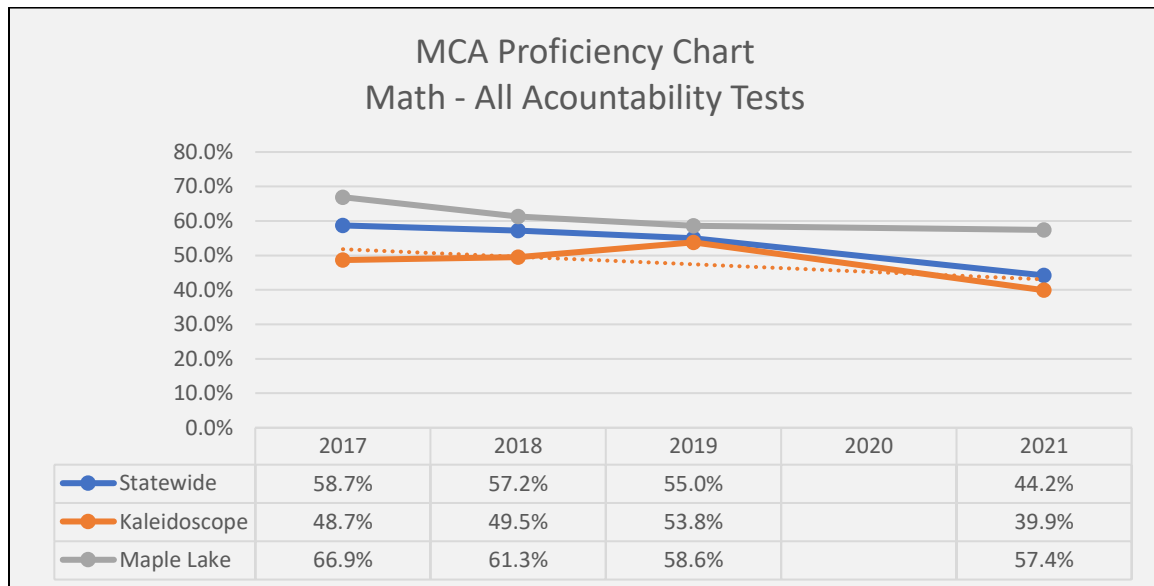
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 – 2021**

MCA Math	2017	2018	2019	2020*	2021
Statewide	58.7%	57.2%	55.0%		44.2%
3 <sup>rd</sup>	68.6%	66.9%	66.0%		57.1%
4 <sup>th</sup>	67.4%	65.6%	64.3%		53.8%
5 <sup>th</sup>	57.7%	55.2%	52.4%		41.1%
6 <sup>th</sup>	56.0%	54.3%	50.9%		37.2%
7 <sup>th</sup>	55.4%	54.9%	52.5%		37.4%
8 <sup>th</sup>	58.8%	57.8%	55.7%		39.8%
11 <sup>th</sup>	48.6%	47.9%	45.4%		41.4%
Kaleidoscope	48.7%	49.5%	53.8%		39.9%
3 <sup>rd</sup>	67.2%	78.6%	57.6%		67.4%

4th	52.4%	46.2%	65.5%		39.5%
5th	28.1%	17.0%	49.0%		17.6%
6th	59.4%	50.0%	45.6%		45.0%
7th	34.5%	66.7%	51.6%		29.4%
8th	CTSTR	39.3%	60.6%		31.3%
11th	CTSTR	45.5%	CTSTR		20.0%
Maple Lake Elementary	80.3%	72.3%	69.6%		68.1%
3rd	82.8%	83.7%	74.6%		84.8%
4th	92.7%	85.7%	88.4%		83.6%
5th	67.8%	61.5%	55.4%		49.1%
6 <sup>th</sup>	78.7%	57.6%	68.6%		56.5%
Maple Lake Secondary	52.8%	50.4%	45.6%		46.1%
7th	50.6%	54.7%	35.5%		38.2%
8th	57.1%	44.2%	48.5%		46.3%
11th	51.3%	53.9%	52.4%		53.5%
Combined	66.9%	61.3%	58.6%		57.4%

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



**Figure 4 - MCA Math Proficiency 2017 - 2021**

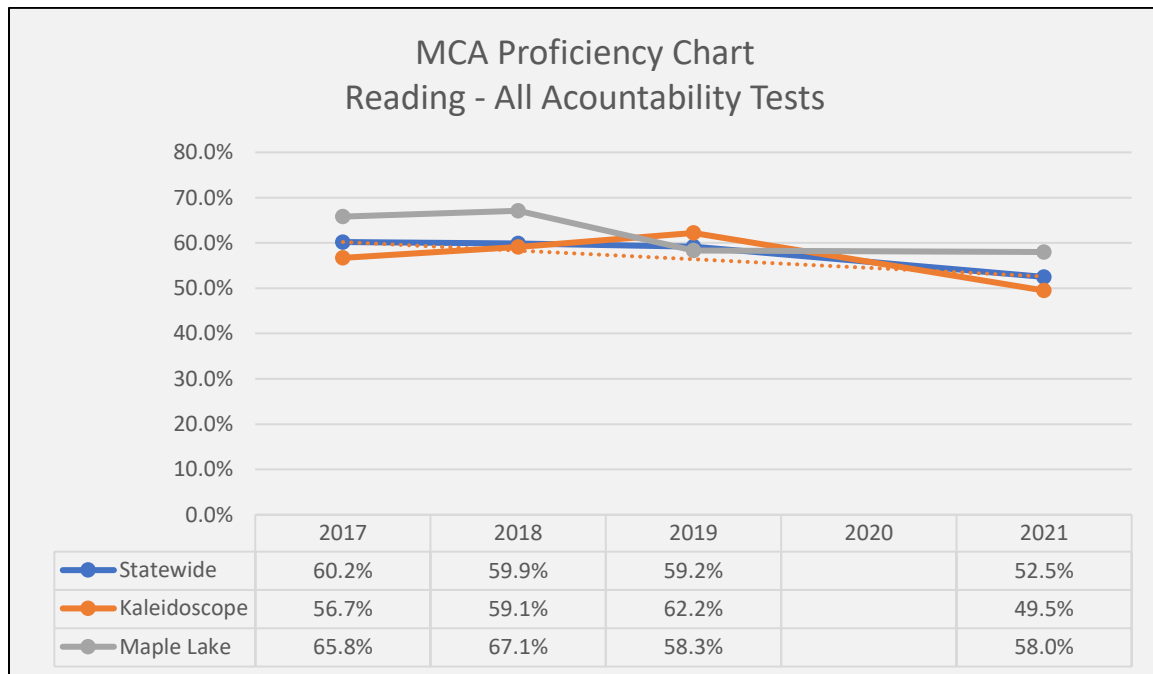
**ANALYSIS OF MATH MCA PROFICIENCY:** KCS' MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Maple Lake Elementary and Maple Lake Secondary were combined to create a comparison score for KCS. After increasing its math proficiency rate for three straight years, KCS's proficiency declined to 39.9% in 2021. The school is currently performing below the comparison district and 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 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>60.2%</b>	<b>59.9%</b>	<b>59.2%</b>		<b>52.5%</b>
<b>3<sup>rd</sup></b>	<b>57.0%</b>	<b>56.2%</b>	<b>55.0%</b>		<b>48.5%</b>
<b>4<sup>th</sup></b>	<b>57.3%</b>	<b>56.2%</b>	<b>55.9%</b>		<b>49.3%</b>
<b>5<sup>th</sup></b>	<b>67.9%</b>	<b>67.5%</b>	<b>66.2%</b>		<b>59.4%</b>
<b>6<sup>th</sup></b>	<b>63.8%</b>	<b>64.9%</b>	<b>63.2%</b>		<b>55.0%</b>
<b>7<sup>th</sup></b>	<b>57.9%</b>	<b>58.7%</b>	<b>57.9%</b>		<b>48.3%</b>
<b>8<sup>th</sup></b>	<b>59.3%</b>	<b>59.1%</b>	<b>58.2%</b>		<b>49.7%</b>
<b>10<sup>th</sup></b>	<b>61.0%</b>	<b>59.9%</b>	<b>61.1%</b>		<b>58.3%</b>
<b>Kaleidoscope</b>	<b>56.7%</b>	<b>59.2%</b>	<b>62.2%</b>		<b>49.5%</b>
<b>3<sup>rd</sup></b>	<b>45.3%</b>	<b>56.1%</b>	<b>47.7%</b>		<b>41.9%</b>
<b>4<sup>th</sup></b>	<b>48.4%</b>	<b>42.3%</b>	<b>52.7%</b>		<b>34.1%</b>
<b>5<sup>th</sup></b>	<b>72.6%</b>	<b>66.7%</b>	<b>64.7%</b>		<b>61.8%</b>
<b>6<sup>th</sup></b>	<b>76.7%</b>	<b>81.3%</b>	<b>78.4%</b>		<b>61.9%</b>
<b>7<sup>th</sup></b>	<b>53.3%</b>	<b>70.0%</b>	<b>80.6%</b>		<b>44.4%</b>
<b>8<sup>th</sup></b>	<b>CTSTR</b>	<b>50.0%</b>	<b>73.5%</b>		<b>66.7%</b>
<b>10<sup>th</sup></b>	<b>CTSTR</b>	<b>38.5%</b>	<b>CTSTR</b>		<b>58.3%</b>
<b>Maple Lake Elementary</b>	<b>70.8%</b>	<b>67.3%</b>	<b>65.4%</b>		<b>60.9%</b>
<b>3<sup>rd</sup></b>	<b>64.1%</b>	<b>69.0%</b>	<b>54.2%</b>		<b>67.4%</b>
<b>4<sup>th</sup></b>	<b>72.7%</b>	<b>67.1%</b>	<b>69.8%</b>		<b>69.1%</b>
<b>5<sup>th</sup></b>	<b>75.0%</b>	<b>71.2%</b>	<b>68.0%</b>		<b>55.2%</b>
<b>6<sup>th</sup></b>	<b>72.1%</b>	<b>62.7%</b>	<b>70.6%</b>		<b>52.1%</b>

Maple Lake Secondary	60.5%	67.0%	50.5%		54.7%
7th	56.6%	56.3%	41.9%		49.3%
8th	56.3%	67.4%	54.4%		55.6%
10th	68.4%	76.5%	53.9%		60.3%
Combined	65.8%	67.1%	58.3%		58.0%

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



**Figure 5 – MCA Reading Proficiency 2017 - 2021**

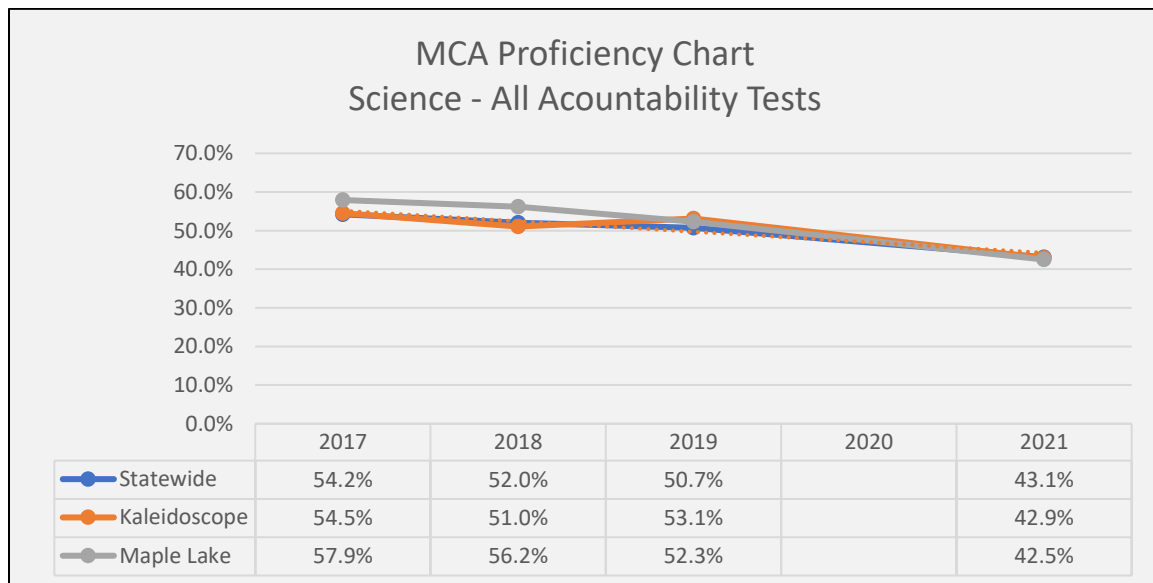
**ANALYSIS OF READING MCA PROFICIENCY:** KCS' MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, proficiency results from Maple Lake Elementary and Maple Lake Secondary were combined to create a comparison score for KCS. After increasing its reading proficiency rate for three straight years, KCS's proficiency declined to 49.5% in 2021. The school is currently performing below the comparison district and 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 2017 - 2021**



MCA Science	2017	2018	2019	2020*	2021
Statewide	54.2%	52.0%	50.7%		43.1%
5 <sup>th</sup>	60.6%	58.7%	54.9%		47.9%
8 <sup>th</sup>	46.7%	45.7%	43.0%		33.8%
H.S.	56.8%	52.8%	61.1%		48.3%
Kaleidoscope	54.5%	51.0%	53.1%		42.9%
5 <sup>th</sup>	51.7%	53.7%	50.0%		38.2%
8 <sup>th</sup>	CTSTR	53.6%	55.9%		52.9%
H.S.	CTSTR	23.1%	CTSTR		41.7%
Maple Lake Schools	57.9%	56.2%	52.3%		42.5%
5 <sup>th</sup>	64.4%	59.6%	58.7%		46.4%
8 <sup>th</sup>	43.7%	50.0%	52.9%		29.6%
H.S.	65.8%	61.5%	45.5%		50.9%

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



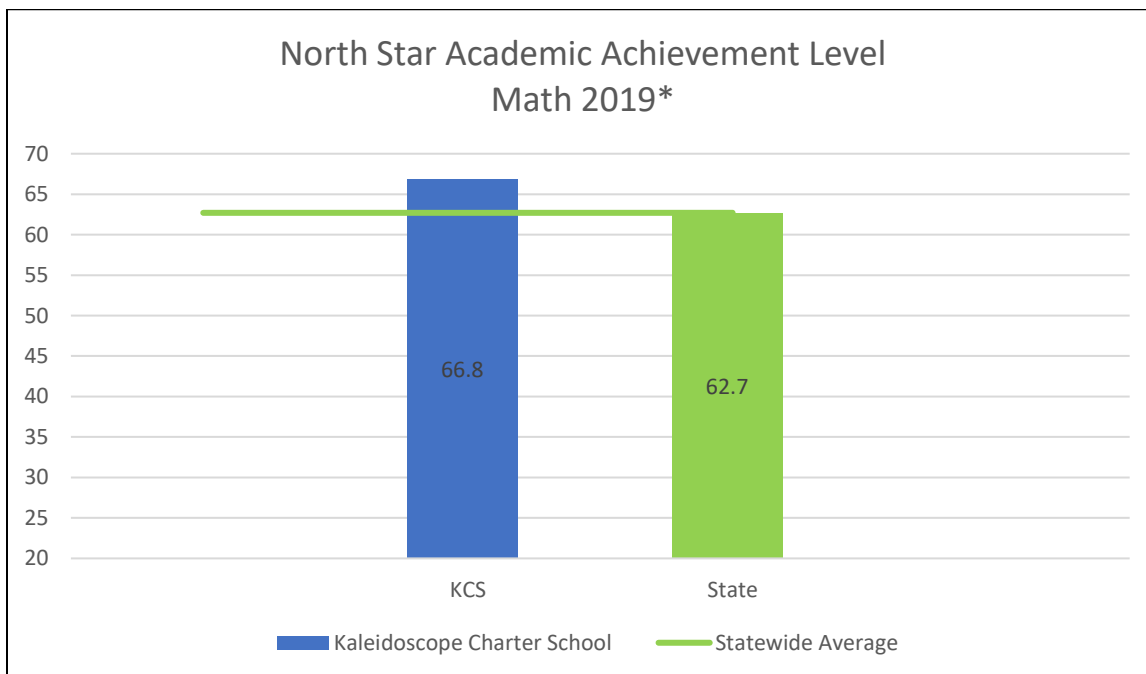
**Figure 6 – MCA Science Proficiency 2017-2021**

**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 over 10 percentage points from 2019 to 2021. Despite the decline, KCS is currently outperforming the comparison district.

In future years, it is expected that KCS will continue to meet or exceed the comparison district's proficiency rate and work toward meeting or exceeding that of the statewide average.

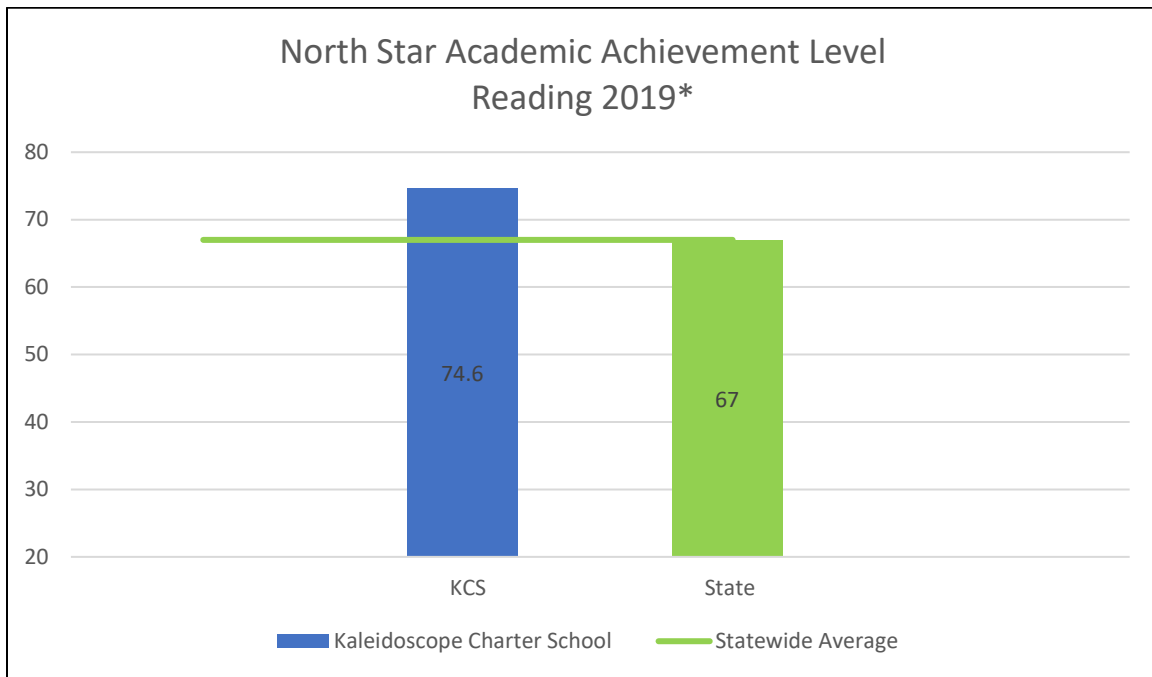
## Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

\* North Star Academic Achievement Level data is unavailable for 2021

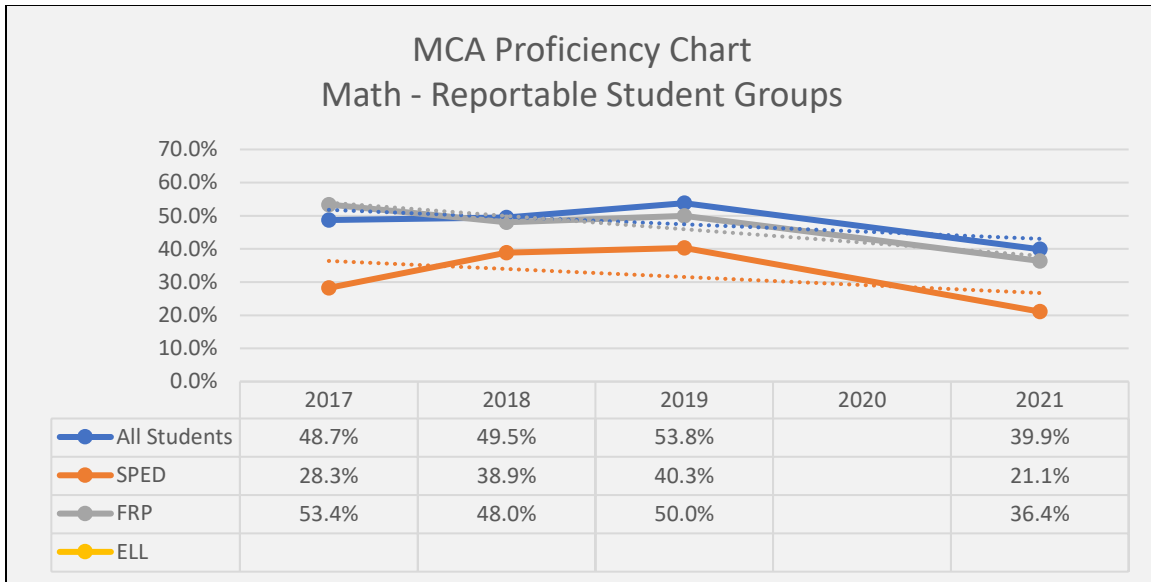


**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

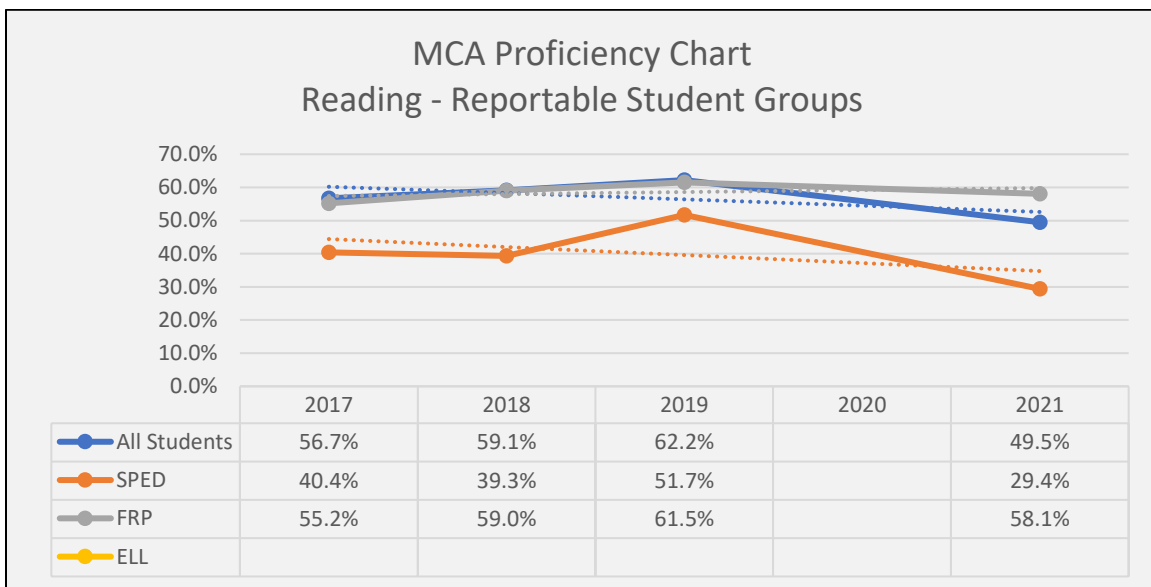
\* North Star Academic Achievement Level data is unavailable for 2021

### Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017- 2021**

## VOA -MN Standards Evaluation

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

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

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

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

**Scale:**

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

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

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Evidence / Source:** Minnesota Department of Education

**Analysis:** On the 2021 MCAs, Kaleidoscope Charter School outperformed the comparison district in science. Math and Reading proficiency rates were below those of the comparison district.

**Academic Performance Standard 2** - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

**Scale:**

**Meets standard** – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.

**Partially meets standard** - School's achievement level of “improved and maintained” is above 50%

**Does not meet standard** - School's achievement level of “improved and maintained” is below 50%

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

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

**Analysis:** Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year. This standard requires two consecutive years of data.

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

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

**Scale:**

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

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

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Evidence / Source: Minnesota Department of Education**

**Analysis:** A score of partially meets was awarded because Kaleidoscope Charter School reduced the achievement gap in two out of the four possible areas. The proficiency rate increased between the All-Students group and the Special Education subgroup in both math and reading.

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

**Scale:**

**Meets Standard** – Meets all criteria and is adhered to.

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

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

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data/Source: School Annual Report**

**Analysis:** Kaleidoscope Charter School uses the Charlotte Danielson model for evaluating teachers and assessing their areas for growth. Our Teacher Evaluation & Development Plan has

been developed in coordination with teacher representatives and approved by our Board annually. Teachers are evaluated on one of three tracks; New to Teaching, New to KCS or Veteran KCS Teacher. All teachers are in a three year cycle where supervising administration conducts multiple walkthrough observations, formal observation and meets with teachers in conferences about their performance. Additionally, our Q Comp program provides opportunities for teachers to engage in peer-observations and also to record themselves teaching and reflect on their own performance. In the Spring of 2021, the administration worked with stakeholders in the faculty as well as Board members to review our Teacher Evaluation & Development plan. This revision of the plan included increased detail in the dates, timelines, methods for reporting and a systematic review of all evaluation and evaluators at least three times per year. We are excited to put these new practice in motion.

**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.

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source:** School Annual Report

**Analysis:** The Kaleidoscope faculty, like many schools across the nation was dealing with the dramatic impacts of Covid on not only instruction, but also the mental health and well being of our students. Our focus throughout the year was on prioritizing three things. First, the health and safety of our students, staff and community. Second, the social and emotional health of our students and staff. Finally, we focused on meeting kids where they were and promoting growth in academics. The professional development throughout the year was focused on providing strategies, resources and support to teachers who were often doing double and triple duty. The administrative team took many of our professional development hours and devoted them to supporting teachers in meeting the high demands of three different learning models. Support was offered for technology as well. Finally, Kaleidoscope prioritized core instruction, and strong relationships. The result of our efforts during the year were that many staff and families were concerned that academics might be suffering because of the needed focused on health & safety as well as social and emotional needs. Ultimately, the data we were able to gather demonstrated gains in learning that were not only on part with our goals, but as much as double or triple the gains we would make in a typical year.

**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.**

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:** In the Spring of 2021, the Kaleidoscope School Board adopted a revised Mission and Vision for the school. Through those new statements, the school hoped to highlight not only where Kaleidoscope is today, but where the school aspires to be as it grows and develops.

**Mission:** At Kaleidoscope Charter School we cultivate community while inspiring students to grow and develop a curiosity in life and learning.

**Vision:** At Kaleidoscope Charter School, we develop well-rounded individuals who achieve personal excellence through our inclusive community, family involvement, and service learning. Kaleidoscope empowers our students to be engaged learners and citizens.

**Relationship Focused:** Kaleidoscope Charter School operates on the principle that students are an extension of their family. In order to grow and develop, students need the support of not just the school but also the family. We work to ensure that the family is involved as integral members of each students educational team. We also know that no great learning happens outside of great relationships. To that end, our staff are recruited, coached and retained with a clear focus on individuals who actively cultivate positive relationships with children. We know that learning is something that happens through relationships, which means they are a prerequisite for engaged learners.

**Socially & Emotionally Aware:** Kaleidoscope Charter School understands that successful schools are not solely focus on academics. All people require a solid foundation of academic understanding to reach their fullest potential. However, people also experience life socially and emotionally. Again, a sound social and emotional environment is a prerequisite for engaged learners. As a result we explicitly teach students about social and emotional skills. Throughout our experience with Covid's impact on education, we have found that our academics proficiency improved significantly in many areas. This is an example of how prioritizing the social and emotional wellness of our students allowed the opportunities for significant growth.

**Academically Rigor:** Kaleidoscope strives to regularly review and revise our approach to education to ensure that students are provided the most significant opportunities to learn and grow. We have a commitment to challenging students beyond their own self-expectations. By



regularly providing content that stretches students while also providing the support necessary, students are able to not only grow, but grow to their fullest potential.

**Community Driven:** Kaleidoscope fully believes that the purpose for providing students strong relationships, social & emotional skills and a strong academic foundation is that students can be contributors to their community. By developing students who are engaged positively in their community, we are able to increase the personal relatedness and support the perpetual growth of our students beyond their time within our institution.

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

**Scale:**

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

**Partially Meets the Standard –** The school has a plan for meeting their WBWF goals and is partially meeting them.

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

**Goal #1** By the conclusion of FY2022, the school-wide proficiency rate will be at least 63% on the MCA Math assessment. Result: On going – 2021 = 39.9%

**Goal #2 -** By the conclusion of FY2022, the school-wide proficiency rate for students receiving free or reduced lunch will be at least 63% on the MCA Math assessment. Result: On going – 2021 = 36.4%

**Goal #3 -** By the conclusion of FY2022, the school-wide proficiency rate for student's receiving special education services will at least 57% on the MCA Math assessment. Result: On going – 2021 = 21.1%

**Goal #4 -** By the conclusion of FY2022, the school-wide proficiency rate will at least 70% on the MCA Reading assessment. Result: On going – 2021 = 49.5%

**Goal #5 -** By the conclusion of FY2022, the school-wide proficiency rate for students receiving free or reduced lunch will at least 70% on the MCA Reading assessment. Result: On going – 2021 = 58.1%

**Goal #6 -** By the conclusion of FY2022, the school-wide proficiency rate for student's receiving special education services will at least 66% on the MCA Reading assessment. Result: On going –

**2021 = 29.4%**

**Goal #7 - By the conclusion of FY2022, the school-wide proficiency rate will at least 65% on the MCA Science assessment. Result: On going – 2021 = 42.9%**

**Goal #8 - By the conclusion of FY2022, the school-wide proficiency rate for students receiving free or reduced lunch will at least 72% on the MCA Science assessment. Result: On going – 2021 = 40.0%**

**Goal #9 - By the conclusion of FY2022, the school-wide proficiency rate for student's receiving special education services will at least 64% on the MCA Science assessment. Result: On going – 2021 = Unavailable**

**Academic Standards Point Total: 9/12**



## KIPP: NORTHSTAR ACADEMY

Charter #4191

Principal: Shana Ford

5304 N. Oliver Avenue

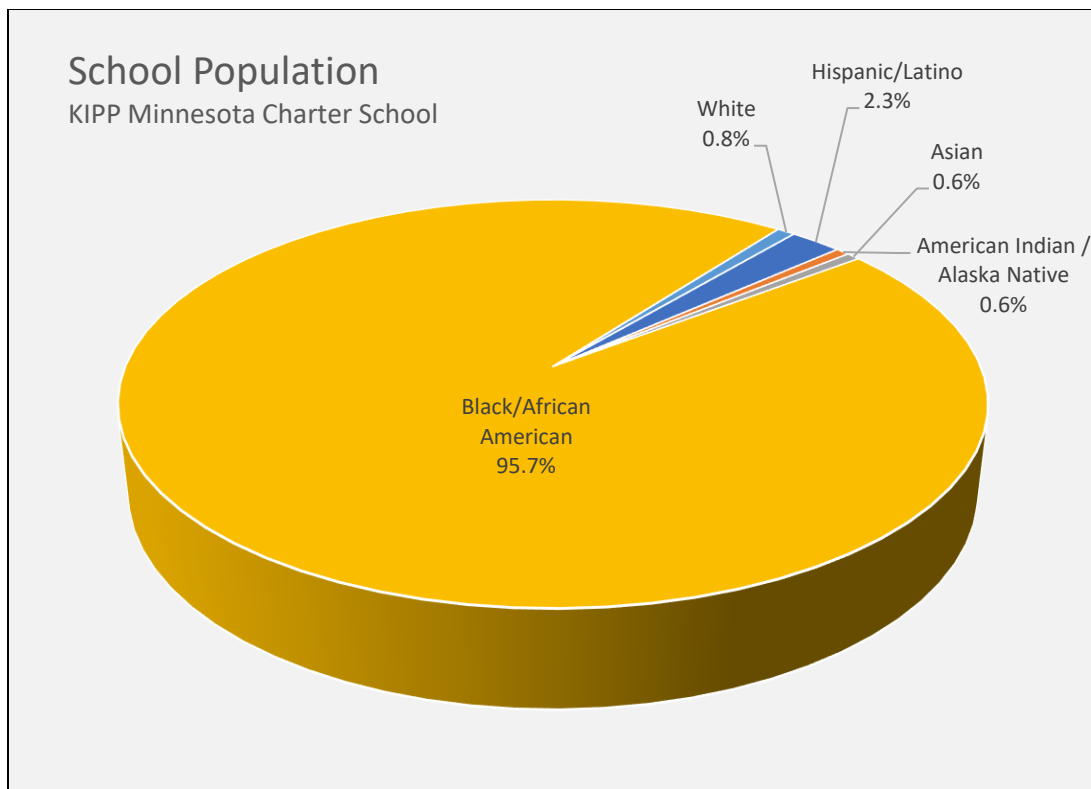
Minneapolis, MN 55430

Phone: 612-287-9700

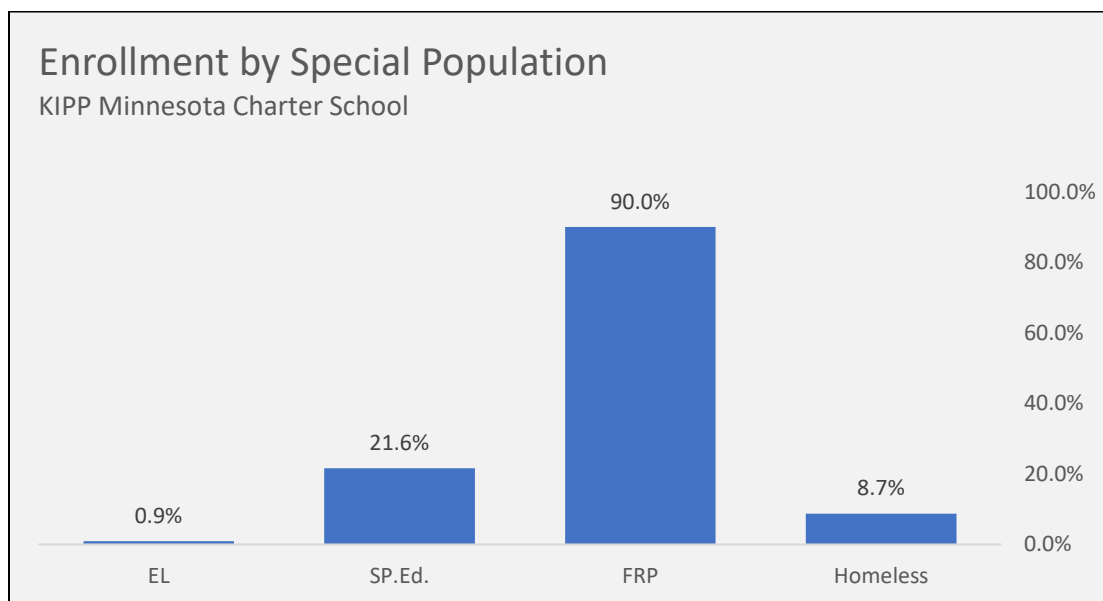
[www.kippminnesota.org](http://www.kippminnesota.org)

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.

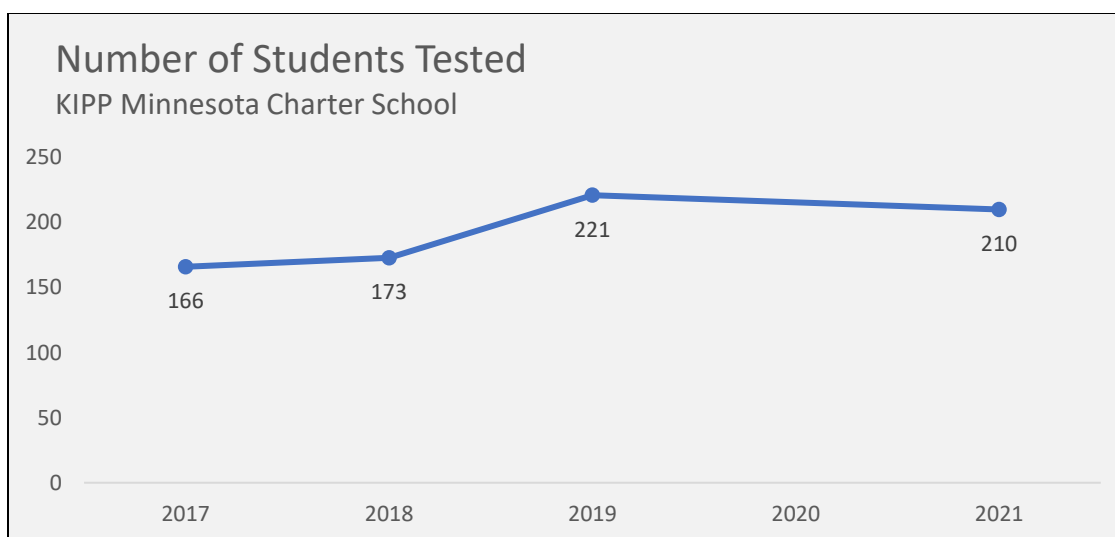
**Summary:** KNSA tested 210 students in 2021. The school’s demographic data has remained steady over the past few years with a higher than average free and reduced population. KNSA’s proficiency rates on the MCAs fell below those of the combined comparison school in math, reading and science. Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.



**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

## Academic Performance Standard 1 – State Examinations

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

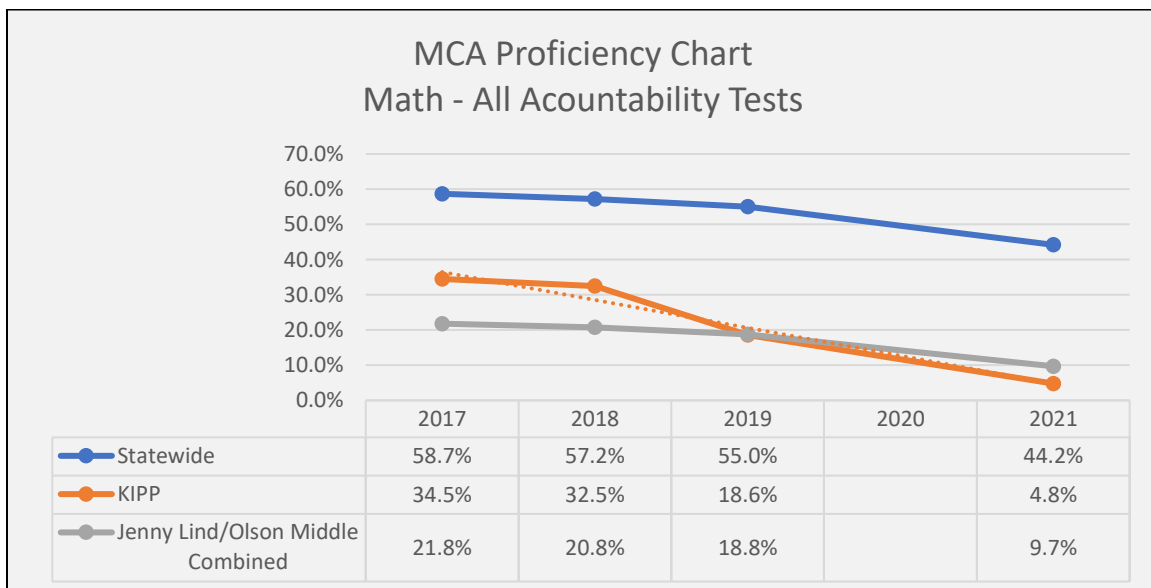
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 - 2021**

MCA Math	2017	2018	2019	2020*	2021
Statewide	58.7%	57.2%	55.0%		44.2%
3 <sup>rd</sup>	68.6%	66.9%	66.0%		57.1%
4 <sup>th</sup>	67.4%	65.6%	64.3%		53.8%
5 <sup>th</sup>	57.7%	55.2%	52.4%		41.1%
6 <sup>th</sup>	56.0%	54.3%	50.9%		37.2%
7 <sup>th</sup>	55.4%	54.9%	52.5%		37.4%
8 <sup>th</sup>	58.8%	57.8%	55.7%		39.8%
KIPP	34.5%	32.5%	18.6%		4.8%
3 <sup>rd</sup>	N/A	N/A	11.4%		9.1%
4 <sup>th</sup>	N/A	N/A	N/A		8.0%
5 <sup>th</sup>	23.1%	11.5%	14.3%		7.7%
6 <sup>th</sup>	22.4%	19.6%	1.8%		2.1%

7 <sup>th</sup>	44.4%	47.6%	33.3%		2.8%
8 <sup>th</sup>	51.4%	46.5%	35.0%		0.0%
Jenny Lind	30.1%	29.2%	21.5%		10.5%
3 <sup>rd</sup>	39.5%	31.9%	29.6%		14.7%
4 <sup>th</sup>					N/A
5 <sup>th</sup>	12.5%	29.0%	16.4%		4.3%
Olson Middle (MPLS)	17.5%	16.5%	17.8%		9.4%
6 <sup>th</sup>	24.4%	16.0%	18.0%		7.5%
7 <sup>th</sup>	11.7%	18.3%	14.2%		16.1%
8 <sup>th</sup>	14.4%	14.4%	20.8%		5.6%
Combined	21.8%	20.8%	18.8%		9.7%

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



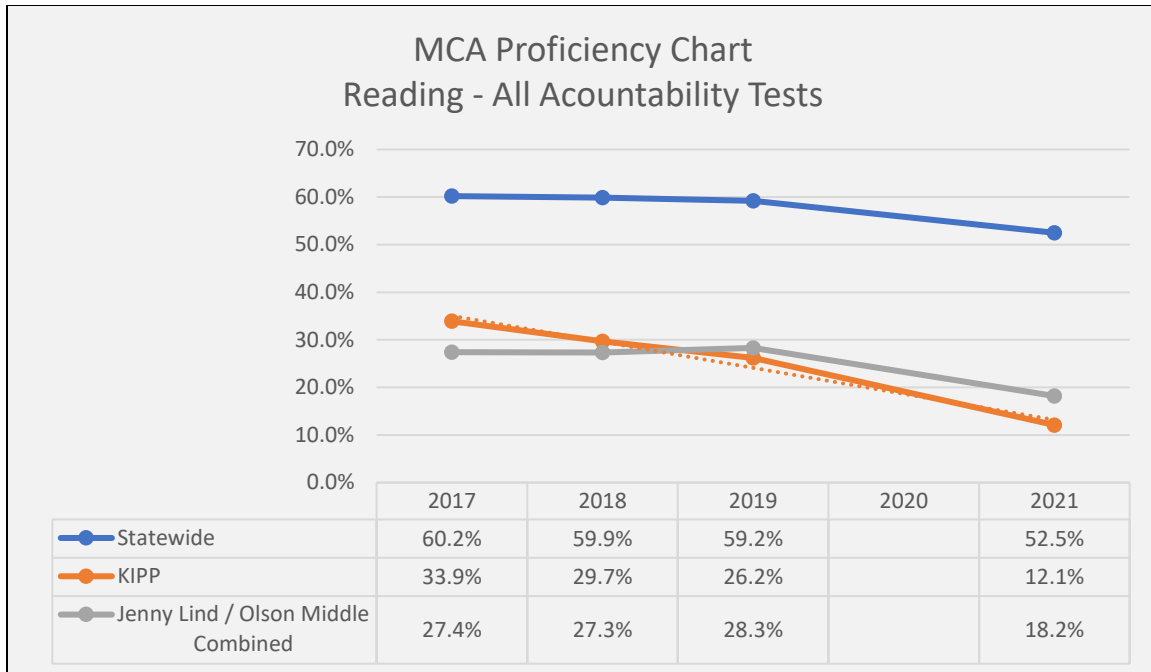
**Figure 4 - MCA Math Proficiency 2017 - 2021**

**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 decreased by 13.8 percentage points from 2019 to 2021 to 4.8%. In future years, it is expected that KNSA will increase its MCA math proficiency rate to meet or exceed that of both the state and the combined comparison school.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>60.2%</b>	<b>59.9%</b>	<b>59.2%</b>		<b>52.5%</b>
<b>3<sup>rd</sup></b>	<b>57.0%</b>	<b>56.2%</b>	<b>55.0%</b>		<b>48.5%</b>
<b>4<sup>th</sup></b>	<b>57.3%</b>	<b>56.2%</b>	<b>55.9%</b>		<b>49.3%</b>
<b>5<sup>th</sup></b>	<b>67.9%</b>	<b>67.5%</b>	<b>66.2%</b>		<b>59.4%</b>
<b>6<sup>th</sup></b>	<b>63.8%</b>	<b>64.9%</b>	<b>63.2%</b>		<b>55.0%</b>
<b>7<sup>th</sup></b>	<b>57.9%</b>	<b>58.7%</b>	<b>57.9%</b>		<b>48.3%</b>
<b>8<sup>th</sup></b>	<b>59.3%</b>	<b>59.1%</b>	<b>58.2%</b>		<b>49.7%</b>
<b>KIPP</b>	<b>33.9%</b>	<b>29.7%</b>	<b>26.2%</b>		<b>12.1%</b>
<b>3<sup>rd</sup></b>	<b>N/A</b>	<b>N/A</b>	<b>15.9%</b>		<b>9.1%</b>
<b>4<sup>th</sup></b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>		<b>16.1%</b>
<b>5<sup>th</sup></b>	<b>26.9%</b>	<b>24.1%</b>	<b>37.0%</b>		<b>14.5%</b>
<b>6<sup>th</sup></b>	<b>29.3%</b>	<b>30.4%</b>	<b>20.8%</b>		<b>11.8%</b>
<b>7<sup>th</sup></b>	<b>40.0%</b>	<b>28.6%</b>	<b>37.3%</b>		<b>10.5%</b>
<b>8<sup>th</sup></b>	<b>40.0%</b>	<b>32.6%</b>	<b>25.0%</b>		<b>8.8%</b>
<b>Jenny Lind</b>	<b>27.3%</b>	<b>24.6%</b>	<b>22.1%</b>		<b>18.4%</b>
<b>3<sup>rd</sup></b>	<b>31.1%</b>	<b>23.6%</b>	<b>18.5%</b>		<b>23.3%</b>
<b>4<sup>th</sup></b>	<b>18.2%</b>	<b>13.1%</b>	<b>18.8%</b>		<b>10.5%</b>
<b>5<sup>th</sup></b>	<b>31.3%</b>	<b>36.1%</b>	<b>27.9%</b>		<b>N/A</b>
<b>Olson Middle (MPLS)</b>	<b>28.3%</b>	<b>29.8%</b>	<b>31.1%</b>		<b>18.2%</b>
<b>6<sup>th</sup></b>	<b>31.1%</b>	<b>25.3%</b>	<b>31.7%</b>		<b>10.2%</b>
<b>7<sup>th</sup></b>	<b>25.5%</b>	<b>33.6%</b>	<b>28.3%</b>		<b>17.5%</b>
<b>8<sup>th</sup></b>	<b>27.8%</b>	<b>29.8%</b>	<b>33.1%</b>		<b>25.0%</b>
<b>Combined</b>	<b>27.4%</b>	<b>27.3%</b>	<b>28.3%</b>		<b>18.2%</b>

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



**Figure 5 – MCA Reading Proficiency 2017 - 2021**

**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 decreased by 14.1 percentage points from 2019 to 2021. The school is reading proficiency rate is currently below that of the combined comparison school. In future years, it is expected that KNSA will increase its MCA reading proficiency rate to meet or exceed that of both the state and the combined comparison school.

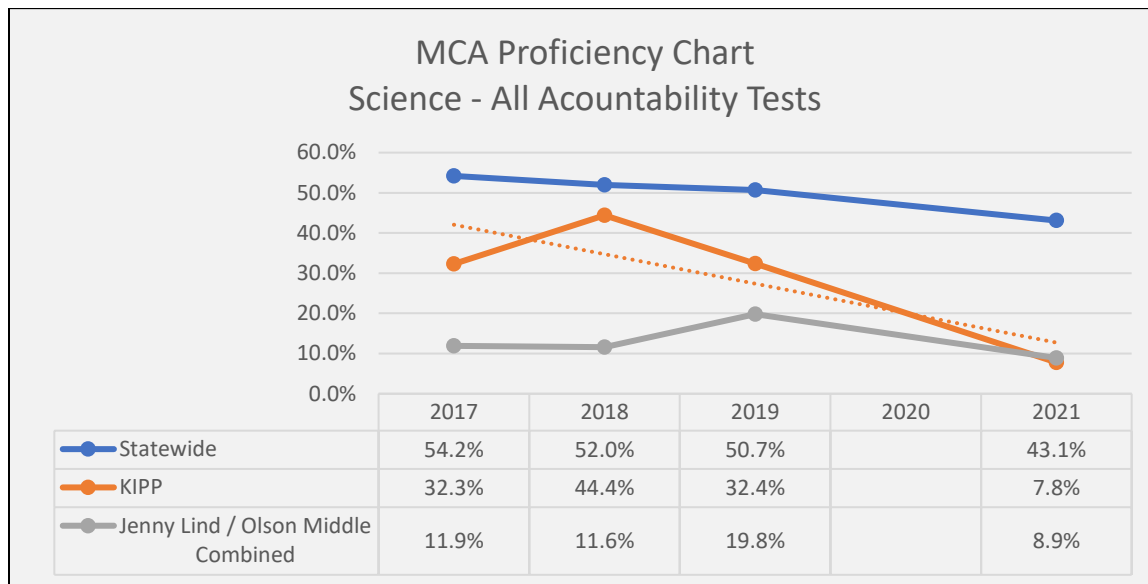
**Table 3 – MCA Science Proficiency 2017 - 2021**

MCA Science	2017	2018	2019	2020*	2021
Statewide	54.2%	52.0%	50.7%		43.1%
5 <sup>th</sup>	60.0%	58.2%	54.9%		47.9%
8 <sup>th</sup>	46.2%	45.2%	43.0%		33.8%
KIPP	32.3%	44.4%	32.4%		7.8%
5 <sup>th</sup>	48.1%	37.9%	32.1%		10.6%
8 <sup>th</sup>	20.0%	48.8%	32.5%		3.3%
Jenny Lind Elem. 5 <sup>th</sup>	17.5%	14.8%	20.9%		6.3%
Olson Middle 8 <sup>th</sup> (MPLS)	8.5%	9.6%	19.1%		9.5%



<b>Combined</b>	<b>11.9%</b>	<b>11.6%</b>	<b>19.8%</b>		<b>8.9%</b>
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\* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

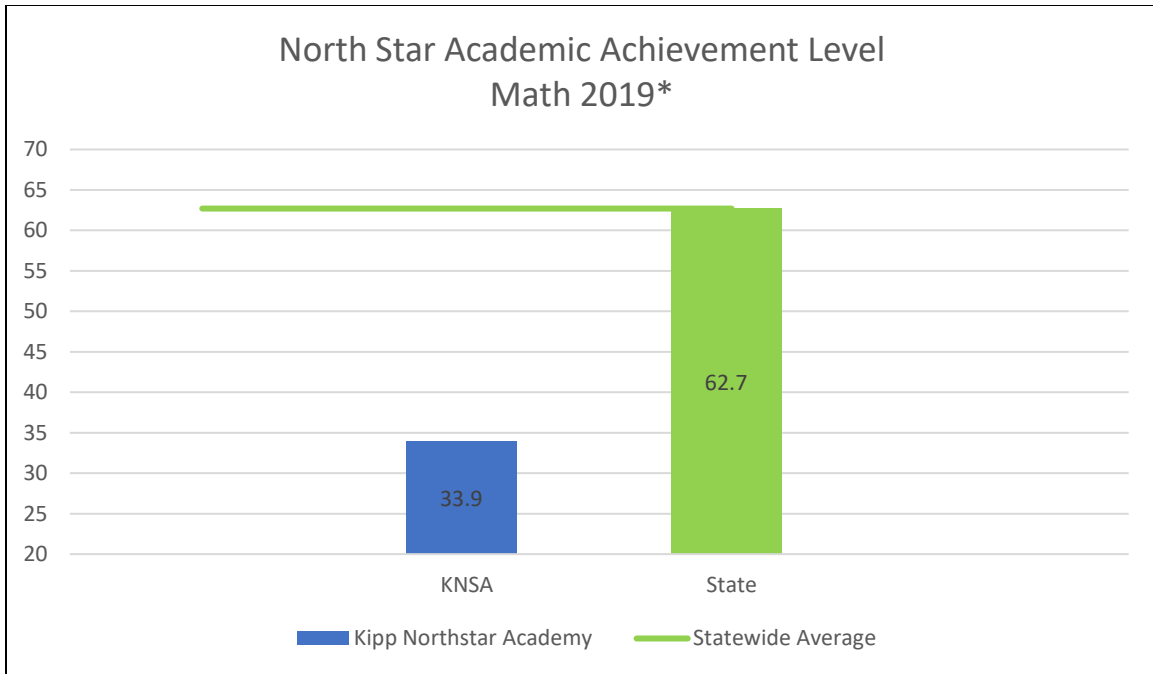


**Figure 6 – MCA Science Proficiency 2017 - 2021**

**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. After outperforming the combined comparison school for three consecutive years, KNSA’s science proficiency rate declined by over 24 percentage points to 7.8% and below that of the combined comparison school in 2021. In future years, the expectation is that KNSA will once again exceed the proficiency rate of the combined comparison school and work toward meeting or exceeding the statewide science proficiency rate.

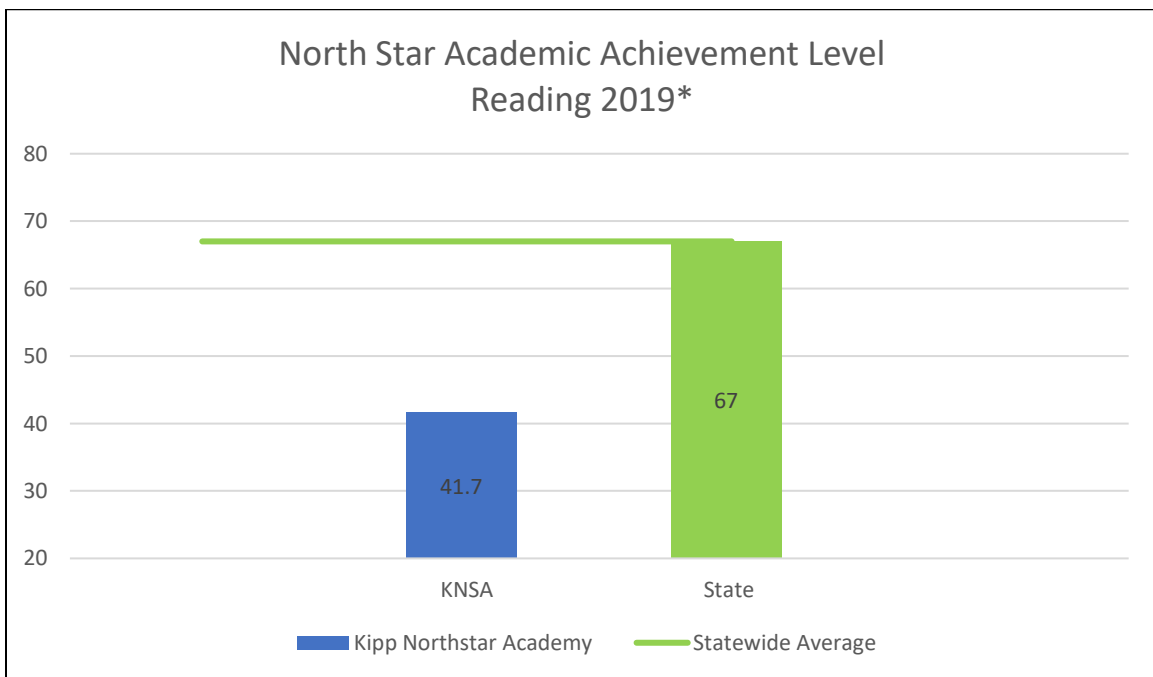
## **Academic Performance Standard 2 - Growth**

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

\* North Star Academic Achievement Level data is unavailable for 2021

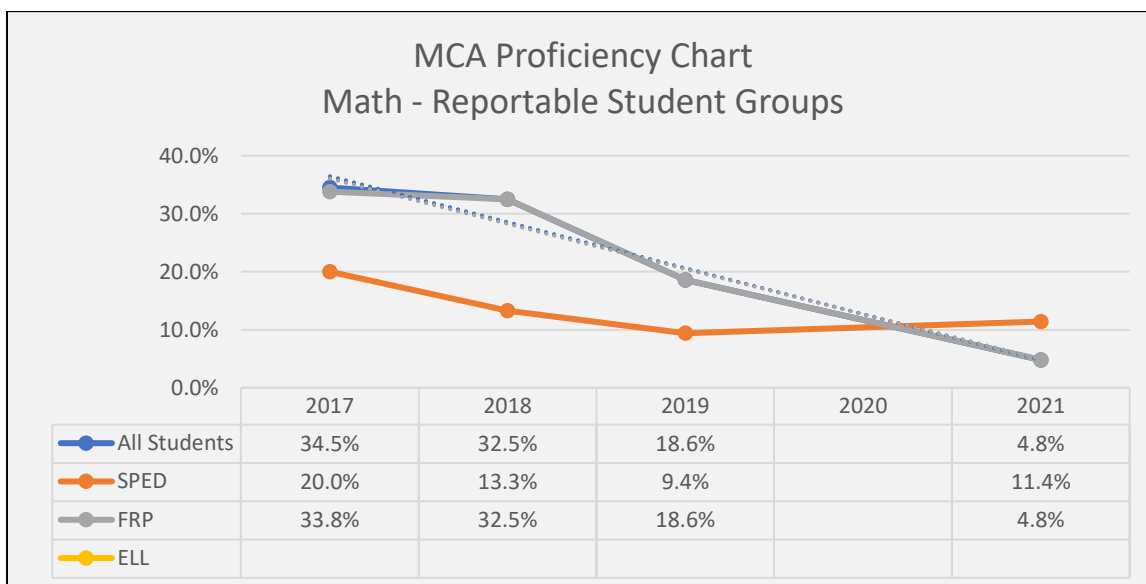


**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

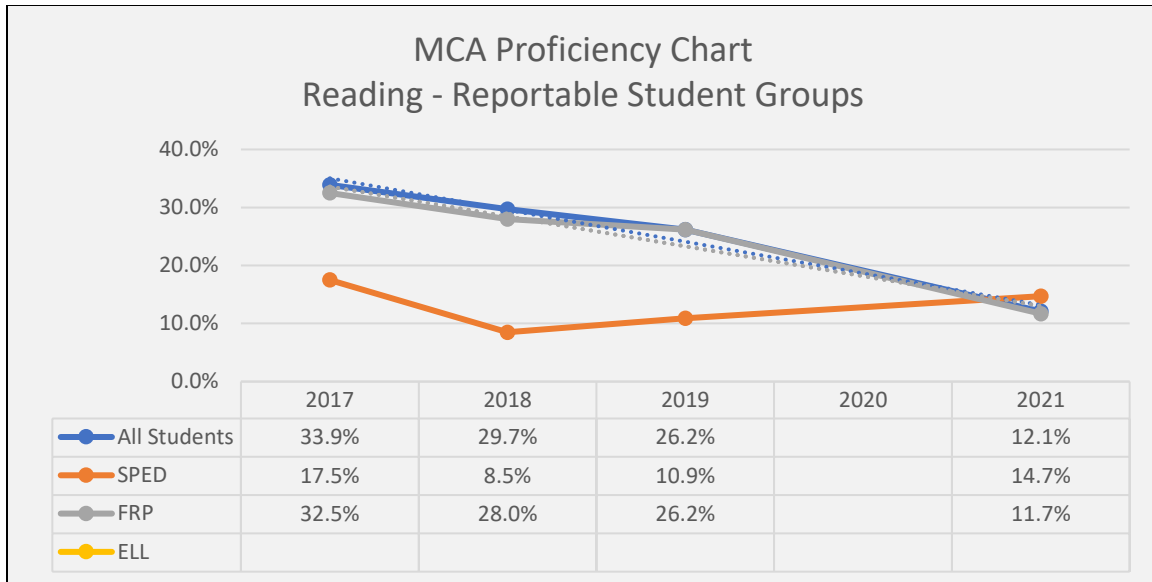
\* North Star Academic Achievement Level data is unavailable for 2021

## Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017 - 2021**

## VOA -MN Standards Evaluation

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

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

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

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

### Scale:

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

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

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

	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>

<b>X</b>	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Kipp Northstar Academy</b>	
<b>Analysis:</b> KNSA's proficiency rates on the MCAs are below the combined comparison schools in math, reading and science.	

<b>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</b>	
<b>Scale:</b> Meets standard – School's achievement level of "improved and maintained" is above 62.7% for math and 67.0% for reading. Partially meets standard - School's achievement level of "improved and maintained" is above 50% Does not meet standard - School's achievement level of "improved and maintained" is below 50%	
<b>N/A</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year. This standard requires two consecutive years of data.	

<b>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.</b>	
<ul style="list-style-type: none"> <li><b>Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.</b></li> </ul>	
<b>Scale:</b> 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.	
	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>

	<b>0 - Does Not Meet</b>
<b>Evidence / Source:</b>	
<b>Analysis:</b> A score of partially meets was awarded because KNSA reduced the achievement gap in three out the four possible areas.	

<b>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</b>	
<b>Scale:</b>	
<b>Meets Standard – Meets all criteria and is adhered to.</b>	
<b>Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.</b>	
<b>Does Not Meet Standard – School has not adopted a teacher evaluation process.</b>	
<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data/Source: School Annual Report</b>	
<p><b>Analysis:</b> KNSA believes that expectations for effective teaching should be clearly defined. All staff need to know what gains we expect students to make, what behaviors exemplify excellent teaching, what behaviors we value in the school, and what duties we expect to be carried out daily. KNSA utilizes the KIPP Framework for Excellent Teaching which is designed to benefit teachers through self-evaluation, reflection, observations from peers, coaching sessions as well as feedback.</p> <p>All observations will be followed by an observation de-brief within a teachers O3 (one-on -one) meetings. Every O3 agenda will include:</p> <ul style="list-style-type: none"> <li>•Most recent observation de-brief</li> <li>•Performance and development goal check-in</li> <li>•Conversation about sustainability/work-life balance</li> <li>•Additionally, on a rotating basis, O3s will include the following larger “deep dives:”</li> <li>•Curriculum planning</li> <li>•Assessment data</li> <li>•Classroom culture, systems, and procedures</li> </ul> <p>At KIPP Minnesota, we discuss and evaluate performance using three sources of data:</p> <ul style="list-style-type: none"> <li>•Student Achievement Data (primarily MCA, MAP, and curriculum-based assessments)</li> <li>•Formal/Full Observations (1x/semester)</li> <li>•Informal Observations (at least 2x/month)</li> </ul>	

**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.**

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:** At KIPP Minnesota, we know that teachers get better faster if they are provided with meaningful and frequent development opportunities. While we believe that the majority of development comes from coaching on the job, explicit development also plays a role. At KIPP, that professional development centers on student achievement and instructional data cycles.

The KIPP Minnesota team has three full weeks of professional development prior to the start of the school year. These sessions are crucial for teachers to internalize curriculum, learn school systems, build team and work on foundational teaching skills. Throughout the year teachers have weekly PD sessions on Wednesday from 2:00-5:00 and an additional 5 full days spread throughout the academic calendar. These sessions focus on assessment analysis, targeted trainings and curriculum implementation.

In addition to whole school professional development, the leadership team works to identify staff that would benefit from additional training opportunities. Last year, KIPP Minnesota sent multiple teachers to curriculum conferences hosted by the KIPP foundation. Conferences vary in scope – some are targeted development on specific curriculum and others are holistic development opportunities for new leaders.

**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.**

<b>X</b>	<b>2 - Meets</b>
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	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b> At KIPP MN, we believe every child can and will learn when provided a high-quality education. That's why we count success one student at a time and measure their progress all the way to and through college. Our model is not only based on rigorous academic preparation, but also on integrating character development into everyday lessons to help students prepare for the challenges of college and life. Developing character strengths like zest, grit, and optimism is a key part of KIPP's college-preparatory approach.</p> <p>By choosing KIPP MN, students make a commitment to excellence with themselves, their parents, and their teachers. All three parties sign a learning pledge called the "Commitment to Excellence," which ensures that each will do whatever it takes to help the student learn.</p> <p>In addition to the lessons students learn in the classroom, they are also learning life skills through the KIPP through College (KTC) program. Our KTC counselor helps to bridge students' transition from middle to high school and also from high school to college. They help each student select a college that is a good fit, become socially and academically integrated after they enroll, and navigate the hurdles they face earning a degree.</p>	

<b>Academic Standard 7: The school is meeting the World's Best Workforce (MS 120B.11; Charter Contract Addendum B).</b>	
<p><b>Scale:</b></p> <p><b>Meets the Standard - The school has a plan and is meeting their WBWF goals.</b></p> <p><b>Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.</b></p> <p><b>Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.</b></p>	
	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b></p> <p><b>Goal #1 -</b> In SY 19-20, the Family and Community Engagement Committee will develop a strategic vision and priorities, and ensure consistent membership. In SY 20-21, the FACE Committee will establish a “Community Supports” team for each site in KIPP MN in order to support KIPP MN families for school readiness during COVID-19 that provides access to 1) technology and 2) consistent communication.</p> <p><b>Result:</b> (Goal Met) The FACE Committee established a robust Community Supports team for both KIPP sites. The teams were responsible for guaranteeing Chromebook and Internet hotspot access for 100% of families, as well as establishing household communication infrastructure for families to</p>	



regularly receive critical communication regarding COVID-related updates and needs.

**Goal #2** - 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 AimsWeb assessment.

**Result:** (Goal Not Met) The school administered the AimsWeb assessment to approximately 40% of its students in Spring 2021 due to the COVID-19 pandemic and distance learning. Due to this constraint, it is difficult assess.

**Goal #3** - KIPP Minnesota's student population is over 90% students of color and over 90% of students receiving lunch aid. To help close the broader achievement gap between historically systemically oppressed communities and their peers, KIPP MN will demonstrate improved comparative MCA proficiency rates in math and reading. In 2020-2021 KIPP MN 8th graders will outperform peers in Minneapolis public schools by 10% in both math and reading.

**Result:** (Goal Not Met) Challenging to report because of low participation. The school's proficiency rates in math and reading declined from 2019 to 2021.

**Academic Standards Point Total: 8/12**



LAKES INTERNATIONAL  
LANGUAGE ACADEMY

Charter #4116

Director: Shannon Peterson

246 SE 11<sup>th</sup> Avenue

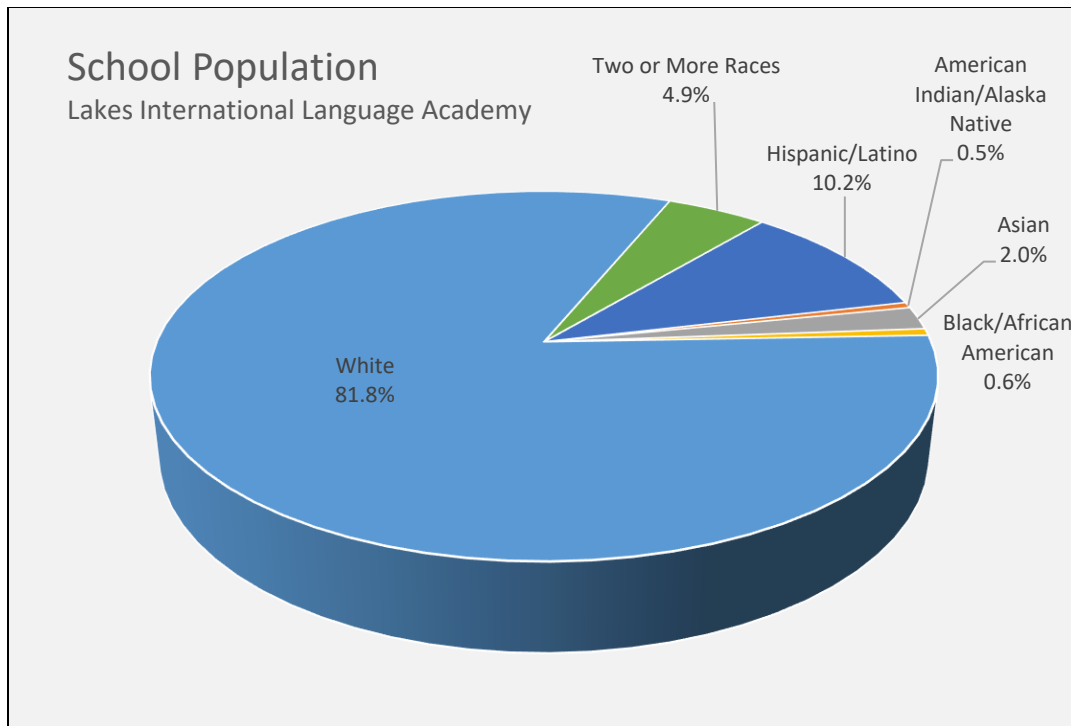
Forest Lake, MN 55025

Phone: 651-464-0771

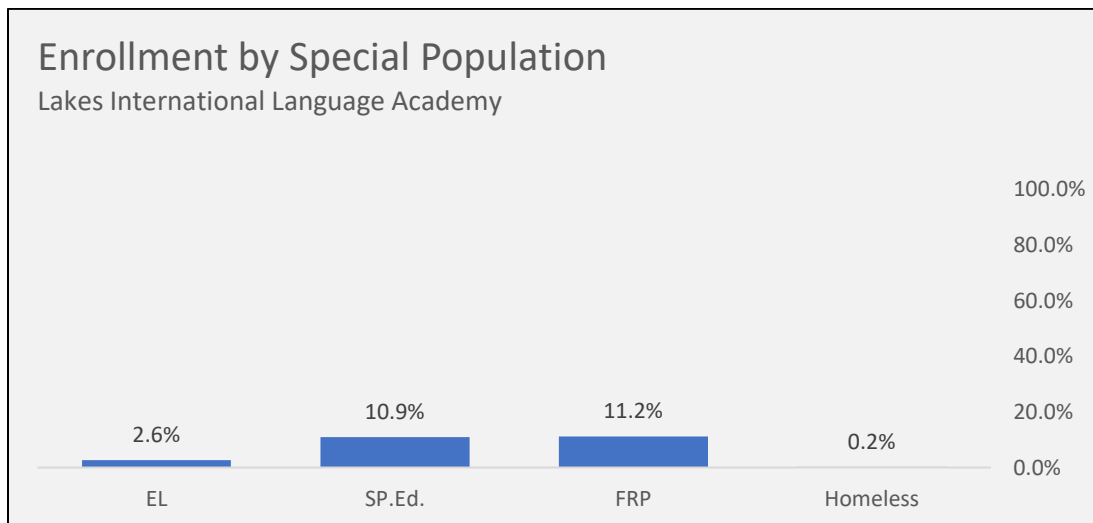
[www.lakesinternational.org](http://www.lakesinternational.org)

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.

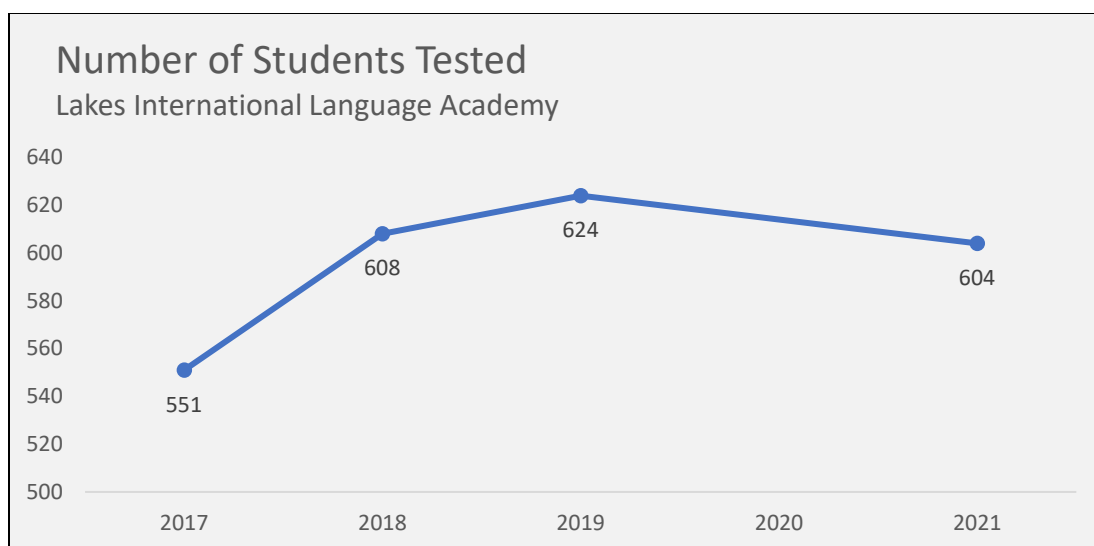
**Summary:** LILA tested 604 students in 2021. Proficiency rates on the Minnesota Comprehensive Assessments declined in math, reading and science from 2019 to 2021. The school is outperforming the comparison district in science.



**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

## Academic Performance Standard 1 – State Examinations

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

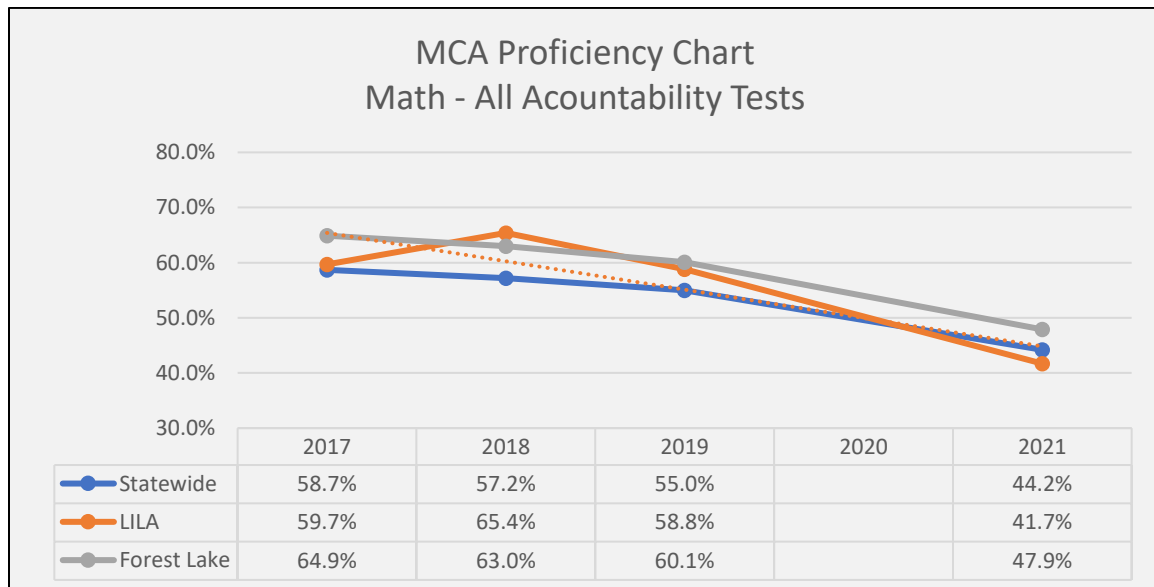
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 - 2021**

MCA Math	2017	2018	2019	2020*	2021
Statewide	58.7%	57.2%	55.0%		44.2%
3 <sup>rd</sup>	68.6%	66.9%	66.0%		57.1%
4 <sup>th</sup>	67.4%	65.6%	64.3%		53.8%
5 <sup>th</sup>	57.7%	55.2%	52.4%		41.1%
6 <sup>th</sup>	56.0%	54.3%	50.9%		37.2%
7 <sup>th</sup>	55.4%	54.9%	52.5%		37.4%
8 <sup>th</sup>	58.8%	57.8%	55.7%		39.8%
11 <sup>th</sup>	48.6%	47.9%	45.4%		41.4%
LILA	59.7%	65.4%	58.5%		41.7%
3 <sup>rd</sup>	58.2%	79.3%	73.9%		57.6%
4 <sup>th</sup>	70.6%	78.1%	72.2%		44.8%

5th	66.0%	61.2%	52.7%		44.8%
6th	55.2%	58.3%	31.7%		30.8%
7th	46.3%	53.7%	60.6%		28.7%
8th	57.1%	50.0%	54.5%		34.4%
11th	CTSTR	CTSTR	100%		57.1%
Forest Lake District	64.9%	63.0%	60.1%		47.9%
3rd	66.1%	61.6%	65.5%		65.6%
4th	60.9%	64.1%	60.2%		59.7%
5th	64.7%	59.3%	58.6%		53.6%
6 <sup>th</sup>	60.4%	63.1%	51.2%		40.2%
7 <sup>th</sup>	69.8%	68.2%	68.0%		40.5%
8 <sup>th</sup>	74.1%	71.9%	68.9%		34.5%
11 <sup>th</sup>	61.5%	54.6%	49.8%		42.7%

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



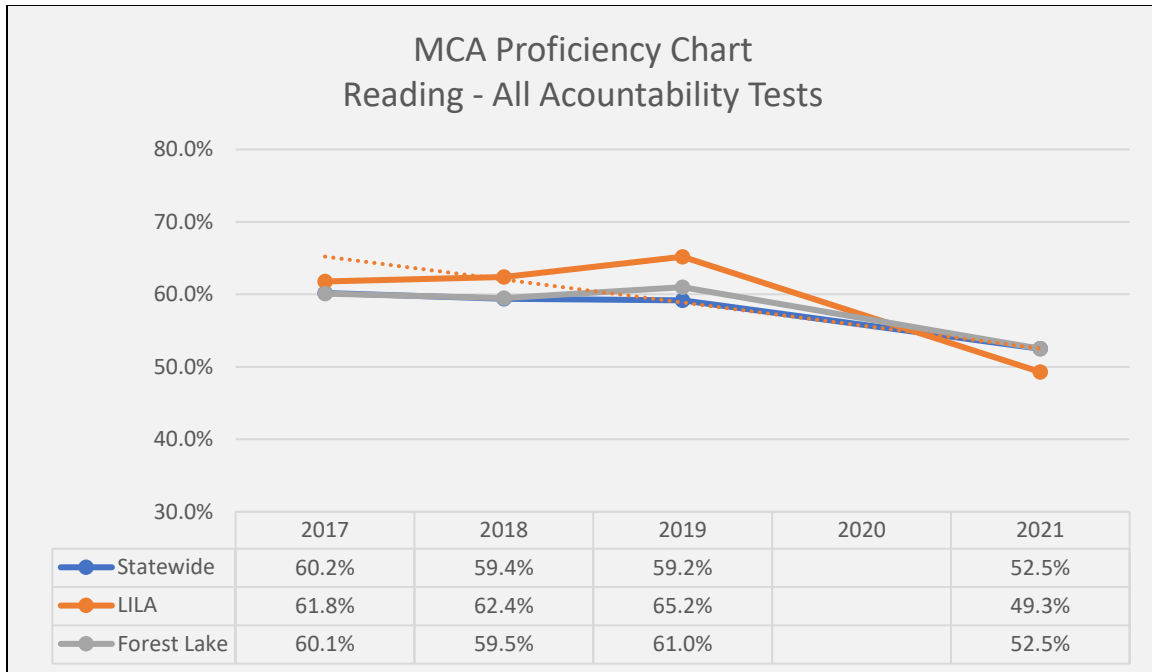
**Figure 4 - MCA Math Proficiency 2017-2021**

**ANALYSIS OF MATH MCA PROFICIENCY:** LILA's MCA math proficiency results are shown in Table 1 and Figure 4. After an increase of nearly six percentage points from 2017 to 2018, LILA's math proficiency rate dropped to 41.7% in 2021. The school is currently performing below the comparison district as well as the statewide average. In future years, it is expected that LILA will increase its math proficiency rate to meet or exceed that of the local comparison district.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>60.2%</b>	<b>59.9%</b>	<b>59.2%</b>		<b>52.5%</b>
<b>3<sup>rd</sup></b>	<b>57.0%</b>	<b>56.2%</b>	<b>55.0%</b>		<b>48.5%</b>
<b>4<sup>th</sup></b>	<b>57.3%</b>	<b>56.2%</b>	<b>55.9%</b>		<b>49.3%</b>
<b>5<sup>th</sup></b>	<b>67.9%</b>	<b>67.5%</b>	<b>66.2%</b>		<b>59.4%</b>
<b>6<sup>th</sup></b>	<b>63.8%</b>	<b>64.9%</b>	<b>63.2%</b>		<b>55.0%</b>
<b>7<sup>th</sup></b>	<b>57.9%</b>	<b>58.7%</b>	<b>57.9%</b>		<b>48.3%</b>
<b>8<sup>th</sup></b>	<b>59.3%</b>	<b>59.1%</b>	<b>58.2%</b>		<b>49.7%</b>
<b>10<sup>th</sup></b>	<b>61.0%</b>	<b>59.9%</b>	<b>61.1%</b>		<b>58.3%</b>
<b>LILA</b>	<b>61.8%</b>	<b>62.2%</b>	<b>65.2%</b>		<b>49.3%</b>
<b>3<sup>rd</sup></b>	<b>53.6%</b>	<b>48.2%</b>	<b>51.3%</b>		<b>37.8%</b>
<b>4<sup>th</sup></b>	<b>59.6%</b>	<b>64.8%</b>	<b>64.3%</b>		<b>34.7%</b>
<b>5<sup>th</sup></b>	<b>74.3%</b>	<b>80.8%</b>	<b>58.5%</b>		<b>59.6%</b>
<b>6<sup>th</sup></b>	<b>58.9%</b>	<b>64.8%</b>	<b>70.2%</b>		<b>53.4%</b>
<b>7<sup>th</sup></b>	<b>57.7%</b>	<b>56.6%</b>	<b>64.9%</b>		<b>50.0%</b>
<b>8<sup>th</sup></b>	<b>68.8%</b>	<b>64.2%</b>	<b>56.7%</b>		<b>53.1%</b>
<b>10<sup>th</sup></b>	<b>CTSTR</b>	<b>64.7%</b>	<b>89.5%</b>		<b>66.7%</b>
<b>Forest Lake District</b>	<b>60.1%</b>	<b>59.5%</b>	<b>61.0%</b>		<b>52.2%</b>
<b>3<sup>rd</sup></b>	<b>49.5%</b>	<b>48.9%</b>	<b>50.6%</b>		<b>50.7%</b>
<b>4<sup>th</sup></b>	<b>50.7%</b>	<b>52.5%</b>	<b>51.8%</b>		<b>46.5%</b>
<b>5<sup>th</sup></b>	<b>69.6%</b>	<b>66.4%</b>	<b>65.2%</b>		<b>63.7%</b>
<b>6<sup>th</sup></b>	<b>65.8%</b>	<b>67.1%</b>	<b>65.6%</b>		<b>53.4%</b>
<b>7<sup>th</sup></b>	<b>60.2%</b>	<b>61.0%</b>	<b>65.2%</b>		<b>40.7%</b>
<b>8<sup>th</sup></b>	<b>64.2%</b>	<b>59.7%</b>	<b>62.2%</b>		<b>50.3%</b>
<b>10<sup>th</sup></b>	<b>62.8%</b>	<b>62.9%</b>	<b>66.7%</b>		<b>59.7%</b>

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



**Figure 5 – MCA Reading Proficiency 2017 - 2021**

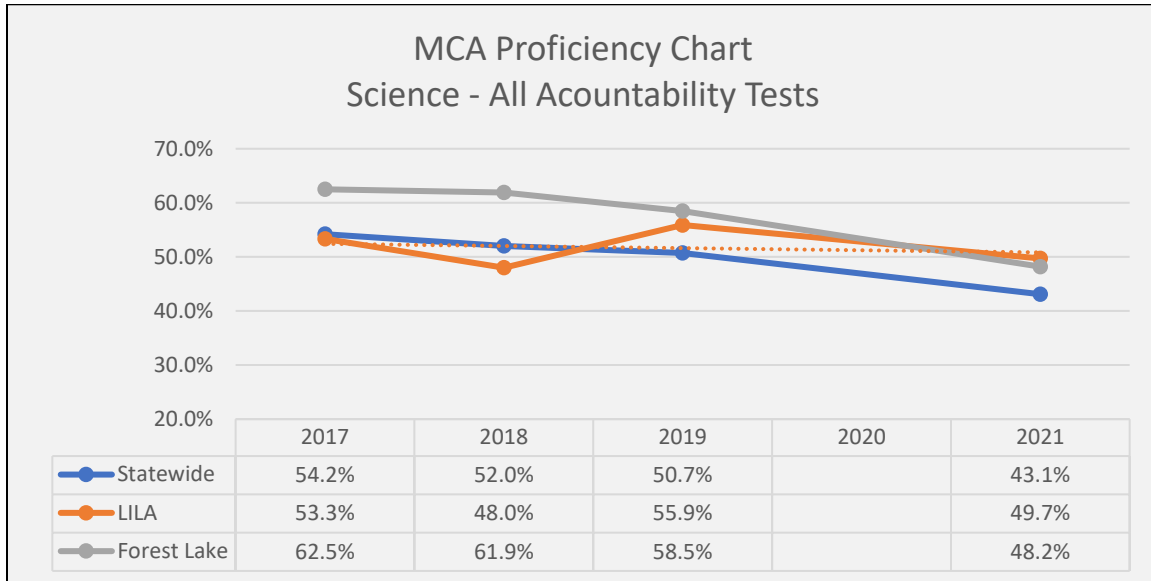
**ANALYSIS OF READING MCA PROFICIENCY:** LILA’s MCA reading proficiency results are shown in Table 2 and Figure 5. After five consecutive years of proficiency growth, LILA’s reading proficiency declined to 49.3% in 2021. The school is currently performing below the comparison district as well as the statewide average. In future years, it is expected that LILA will increase its reading proficiency rate to once again meet or exceed that of the local comparison district.

**Table 3 – MCA Science Proficiency 2017 - 2021**

Science	2017	2018	2019	2020*	2021
Statewide	54.2%	52.0%	50.7%		43.1%
5 <sup>th</sup>	60.6%	58.7%	54.9%		47.9%
8 <sup>th</sup>	46.7%	45.7%	43.0%		33.8%
H.S.	56.8%	52.8%	61.1%		48.3%
LILA	53.3%	48.0%	55.9%		49.7%
5 <sup>th</sup>	56.4%	50.5%	61.3%		51.9%
8 <sup>th</sup>	46.9%	43.9%	42.4%		36.7%
H.S.		50.0%	77.8%		80.0%
Forest Lake District	62.5%	61.9%	58.5%		48.2%

Forest Lake (5)	70.4%	62.9%	58.8%		59.5%
Forest Lake (8)	52.3%	50.2%	45.5%		31.8%
Forest Lake (H.S.)	77.2%	74.0%	72.1%		58.8%

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



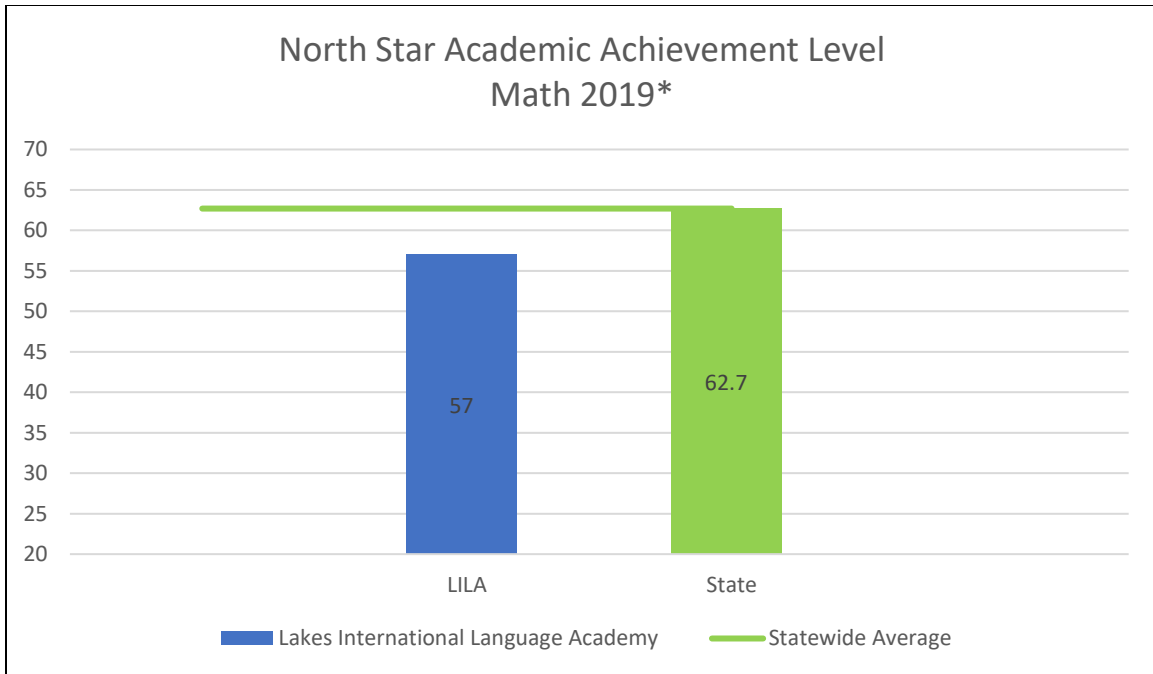
**Figure 6 – MCA Science Proficiency 2017-2021**

**ANALYSIS OF SCIENCE MCA PROFICIENCY:** LILA’s MCA science proficiency results are shown in Table 3 and Figure 6. LILA’s science proficiency rate declined by 6.2 percentage points from 2019 to 2021. Despite the decline the school is currently outperforming the statewide average as well as the local comparison district. Moving forward, the expectation is that LILA will continue to meet or exceed the proficiency rate of the local district.

## **Academic Performance Standard 2 - Growth**

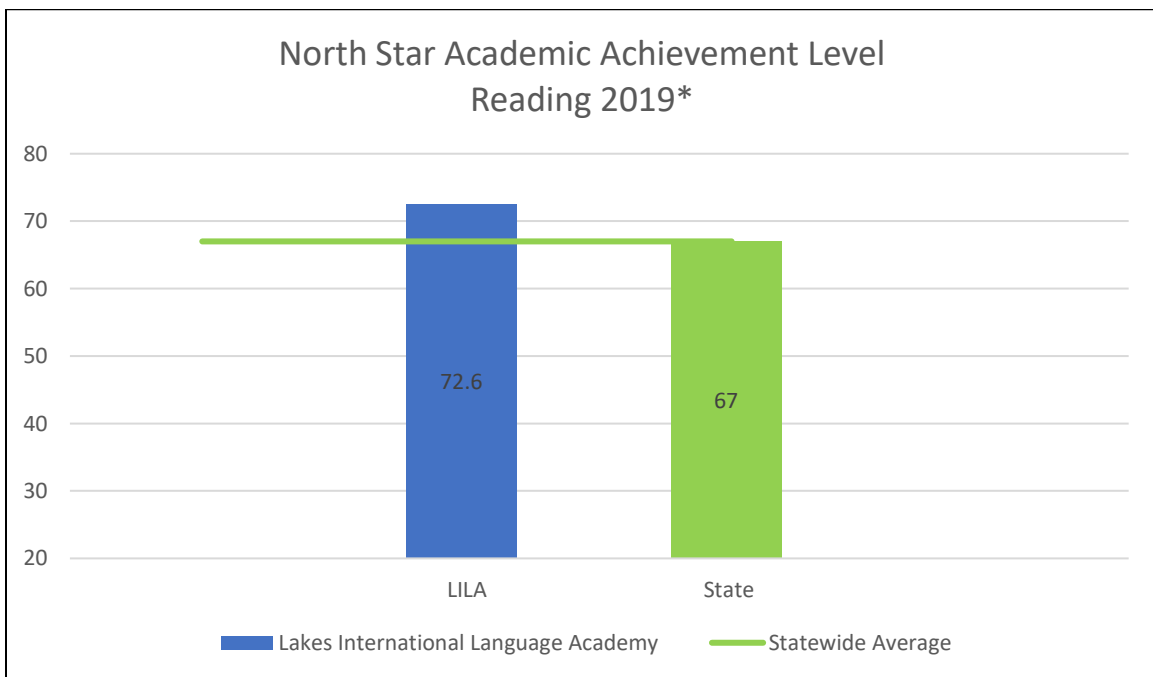
Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.





**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

\* North Star Academic Achievement Level data is unavailable for 2021

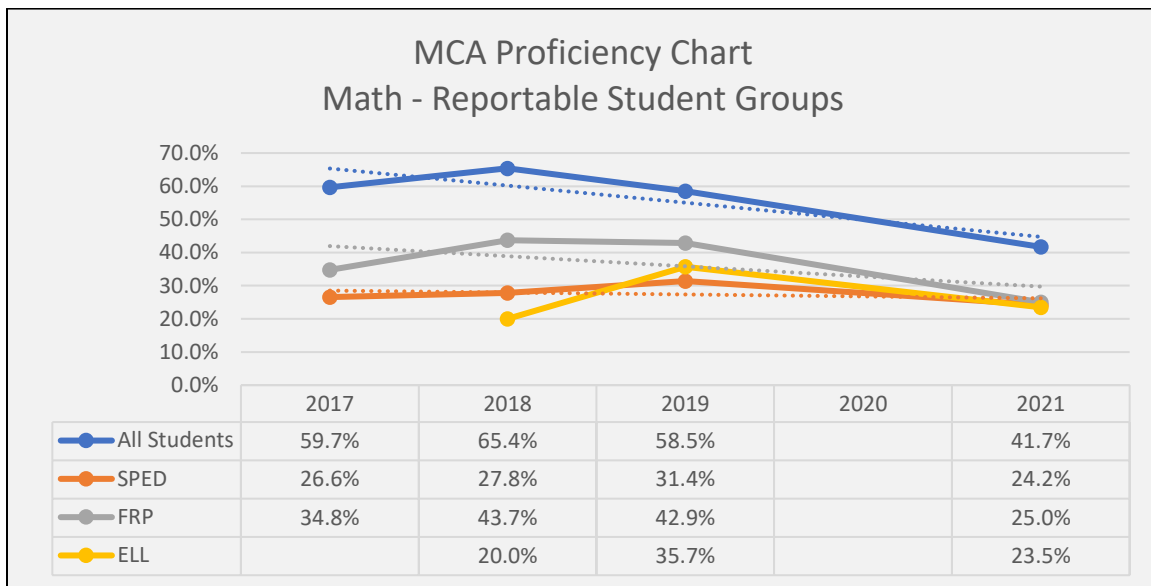


**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

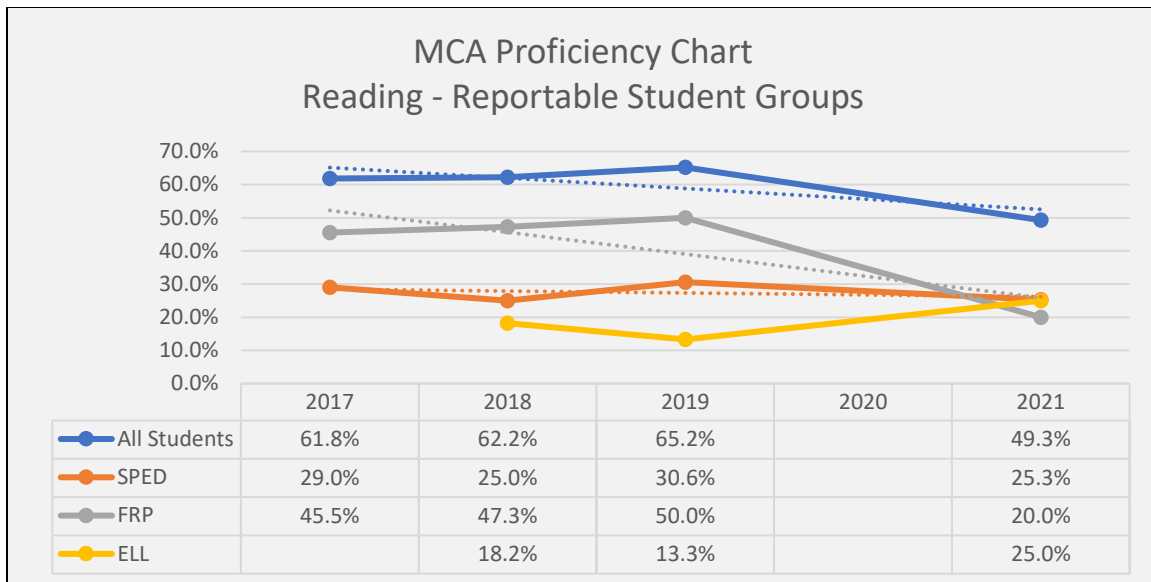
\* North Star Academic Achievement Level data is unavailable for 2021

### Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017- 2021**

### VOA -MN Standards Evaluation

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

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

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

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

**Scale:**

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

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

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

	<b>2 - Meets</b>
X	<b>1 - Partially Meets</b>

	<b>0 - Does Not Meet</b>
<b>Evidence / Source: LILA</b>	
<b>Analysis:</b> On the 2021 MCAs, Lakes International Language School outperformed the comparison district in science. Math and Reading proficiency rates were below those of the comparison district.	

<b>Academic Performance Standard 2 - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.</b>	
<b>Scale:</b> Meets standard – School’s achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading. Partially meets standard - School’s achievement level of “improved and maintained” is above 50% Does not meet standard - School’s achievement level of “improved and maintained” is below 50%	
N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year. This standard requires two consecutive years of data.	

<b>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.</b>	
<ul style="list-style-type: none"> <li>• <b>Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.</b></li> </ul>	
<b>Scale:</b> 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.	

	<b>2 - Meets</b>
X	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> A score of partially meets was awarded because Lakes International Language Academy reduced the achievement gap in four out of the six possible areas. The proficiency rate increased between the All-Students group and the Free and Reduced population subgroup in math and reading.	

<b>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</b>	
<b>Scale:</b>	
<b>Meets Standard – Meets all criteria and is adhered to.</b>	
<b>Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.</b>	
<b>Does Not Meet Standard – School has not adopted a teacher evaluation process.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data/Source: School Annual Report</b>	
<b>Analysis:</b> Per state requirements, our teacher evaluation system is based on a three-year cycle. Each year roughly 1/3 of our 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. Once every three years a final evaluation report is created and shared with the teacher. This report includes a summary of classroom test scores (classroom performance), observations (teacher performance), and student engagement. The report uses a four-point scale. Our teacher evaluation program is highly integrated into our QComp system (Observations, coaching and evaluation below) in order to increase validity and efficiency for teachers and administration alike.	

<b>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.</b>	
<b>Scale:</b>	
<b>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</b>	
<b>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.</b>	

<b>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<b>Analysis:</b> All teaching staff professional development takes place in a couple of ways. The first is through once a month training sessions that occur after school with a yearlong focus determined in conjunction with the overall professional development plan. Members of the leadership/administrative team plan, coordinate, and often facilitate these sessions. The other is through our designated in-service days throughout the year. These trainings are also planned, coordinated and facilitated by members of the leadership/administrative team with help from others as needed.	

<b>Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).</b>	
<b>Scale:</b> <b>Meets the Standard – The school has a plan and is meeting their additional statutory purposes.</b> <b>Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.</b> <b>Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<b>Analysis:</b> A Language Rich Environment In preschool, children get exposure to both of LILA’s immersion languages: Spanish and Mandarin Chinese. Following that, LILA’s Lower School provides a full immersion education for students in grades K - 5, with parents selecting one of the immersion options and children getting exposure to the other language as part of their rotation of “specialist” classes, that include PE, Art, and Music. Having two immersion options gives LILA a more authentically international, multilingual setting. LILA students can study in their second language from preschool through high school, and are encouraged to begin to study a third language in earnest beginning in middle school. International Hiring LILA continues to innovate in areas of teaching and learning, always striving for best practices that fit our school community. To this end, we always look for teachers with international experiences. We find that those who have lived overseas, whether born in the US and having spent months or years abroad, or having been born elsewhere, but now living in the US, these teachers with international living experiences have characteristics that help them thrive in the classroom. They tend to be self-	

reliant, they are flexible, and they are open to learning. They are not afraid to try things and make decisions, even in the midst of ambiguity; therefore, they sometimes fail, yet always recover. They overcome challenges, while maintaining a positive outlook. Perhaps most importantly, they embody the International Baccalaureate attribute of being inquirers; they are curious about their students and about how best to help them learn. Nearly all of the teachers working with students on a daily basis at LILA Lower School, and over a dozen at the Upper School will have lived overseas or are currently living away from their home country. As the number of language immersion schools in Minnesota increases, the competition for local, Minnesota-licensed teachers increases as well. Fortunately, LILA has several established avenues for hiring internationally, with word-of-mouth from current staff being our greatest source of new applicants. This practice of hiring the best teachers, regardless of country of origin, ensures that we continue to bring fresh and innovative ideas to our school.

#### Creating a Green School Environment

LILA's custodial crew is vigilant, always looking for ways to save energy, money, or the environment. All the green upgrades implemented over the years at the Lower School, including efficient lighting, food waste recycling, switching from disposable lunch trays and flatware to reusable trays and flatware, and large recycling bins for each classroom to use for paper recycling, have been incorporated into the LILA Annex building and the Upper School. A grant for Main and Headwaters buildings funded the purchase of cafeteria recycling/sorting centers and outdoor food waste storage for our food waste recycling program. Recently, LILA has become part of a solar co-op. During the recent building project at the Upper School, LILA installed the infrastructure for electric car charging stations, and plans to install stations in the future using as yet unsecured grant funding. Current plans in the works include an outdoor classroom at both Upper and Lower Schools, with many natural elements, plants indigenous to the area, and a rain garden.

#### IB DP Authorization

In the 2020-2021 school year, our first official cohort of DP Students graduated, completing LILA's goal of offering IB programming to students from age 3 through high school graduation. School staff and administration are proud of this accomplishment, as are the graduates.

#### 10th grade Personal Project

As an authorized IB MYP school, LILA 10th grade students officially completed the Personal Project. Students in the International Baccalaureate Middle Years Programme (IB MYP) complete a Personal Project to graduate from the MYP. The Personal Project is a student driven inquiry project that is completed over a time span of 6 months and is completed outside of school. The Personal Project takes many forms - a work of art, a science experiment, learning a new skill, a community service project - but it is a long-term project based on an area of interest for the student. The student has to take action in some way, and then reflect on their learning process in a report which is graded. The grades are not connected to any one subject area, but are reported on the report card at the end of the 10th grade year. The scores students receive on the personal project are externally assessed by IB moderators to ensure accurate grading. This is a wonderful capstone project that allows students to demonstrate the skills they've developed in the MYP and learn more about something they truly care about.

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

#### **Scale:**

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

**Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.**

<b>Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.</b>	
	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b></p> <p><b>Goal #1 – All Students Ready for School</b></p> <p>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 82% in 2019 to 83% in 2021. <b>Result:</b> The percentage of kindergarten-age eligible children who attended LILA’s Kinder Prep scoring “low risk” on the FAST Early Reading Assessment decreased from 82% in 2019 to 72% in 2021. Goal Not Met</p> <p>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 62% in 2019 to 67% in 2021. <b>Result:</b> 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 62% in 2019 to 89% in 2021. Goal Met</p> <p>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 57% in 2019 to 60% in 2021. <b>Result:</b> 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 57% in 2019 to 69% in 2021. Goal Met</p> <p><b>Goal #2 - All Students in Third Grade Achieving Grade-Level Literacy</b></p> <p>The percentage of third graders who meet or exceed standards on the MCA III Reading Assessment will increase from 50.8% in 2019 to 52.8% in 2021. <b>Result:</b> The percentage of third graders who meet or exceed standards on the MCA III Reading Assessment decreased from 50.8% in 2019 to 49.3% in 2021.</p> <p>The proficiency gap between the students not receiving free and reduced-price lunch (non-FRP) and the students receiving free and reduced-price lunch (FRP) in grades 3-8, 11 at Lakes International Language Academy on all state mathematics accountability tests will decrease by increasing the percent proficient of the groups as follows:</p> <p>a) non-FRP students from 60.2% in 2019 to 65.5% in 2021 and</p> <p>b) FRP students from 42.9% in 2019 to 45.3% in 2021.</p> <p><b>Result:</b> The proficiency gap between the students not receiving free and reduced-price lunch (non-FRP) and the students receiving free and reduced-price lunch (FRP) in grades 3-8, 11 at Lakes International Language Academy on all state mathematics accountability tests will decrease by increasing the percent proficient of the groups as follows:</p> <p>a) non-FRP students from 60.2% in 2019 to 43.3% in 2021</p> <p>b) FRP students from 42.9% in 2019 to 25% in 2021.</p> <p>Goal Not Met</p>	



**Goal #3 - All Students Career- and College-Ready by Graduation**

95% of LILA 11th and 12th graders have a postsecondary plan on file. **Result:** 0% of LILA 9-12th graders participated in a career and postsecondary focused advisory course for the 2020-21 school year. Goal Not Met

**Goal #4 – All Students Graduate**

100% of LILA 12th graders will graduate on time for the 2020-2021 school year. **Result:** 97% of LILA 12th graders graduated on time for the 2019-2020 school year. Goal Not Met

**Academic Standards Point Total: 9/12**



## **NAYTAHWAUSH COMMUNITY CHARTER SCHOOL**

**Charter # 4155**

**Director: Terri Anderson**

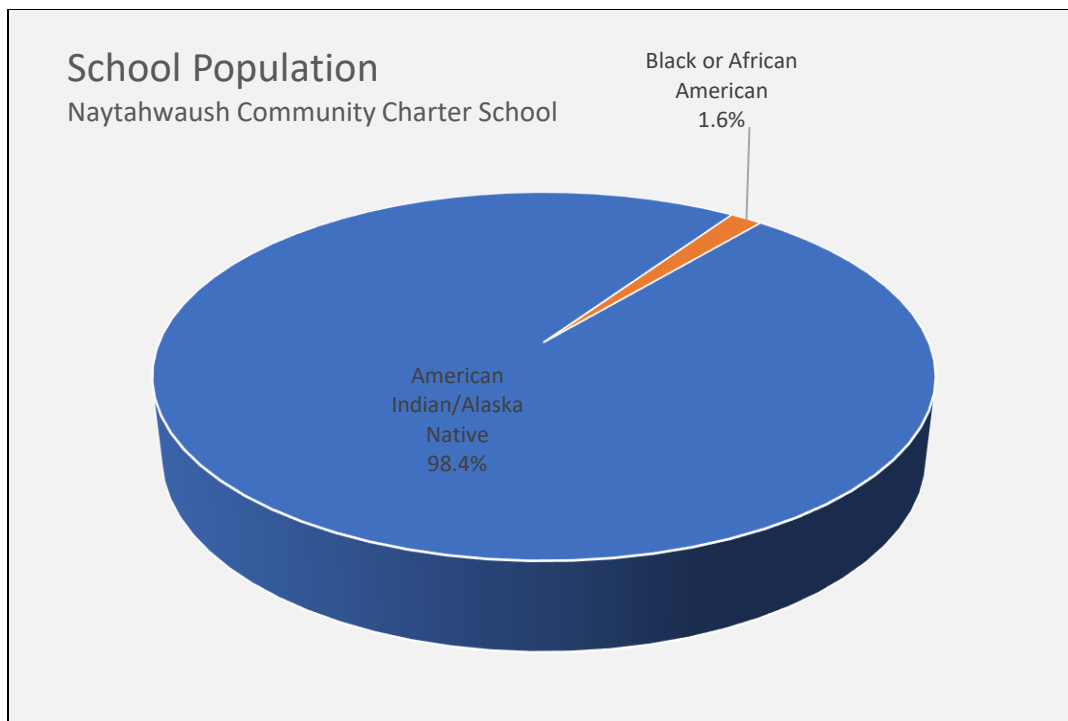
**PO Box 9, 242 Church Street**

**Naytahwaush, MN 56566**

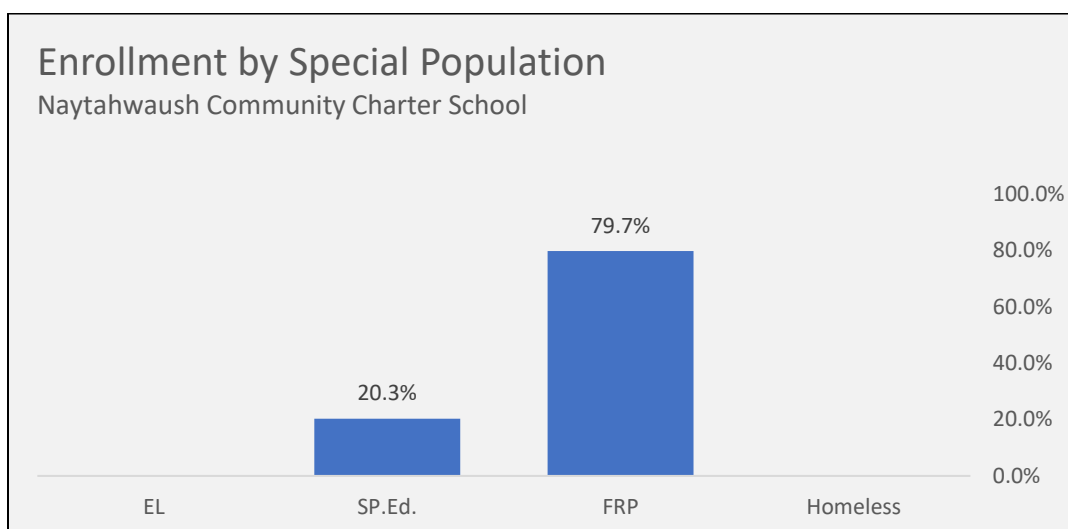
**Phone: 218-936-2112**

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.

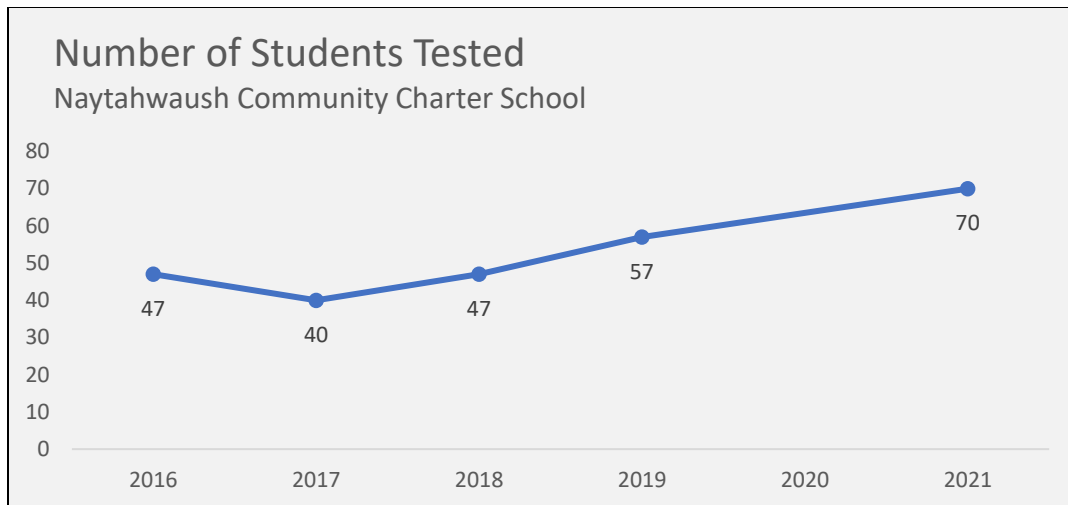
**Summary** NCCS tested 70 students in 2021. Proficiency rates on the Minnesota Comprehensive Assessments declined in math and science from 2019 to 2021. NCCS continues to outperform its comparison school in all three subjects. The school's Special Education and Free and Reduced populations remain above the statewide averages.



**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

## Academic Performance Standard 1 – State Examinations

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

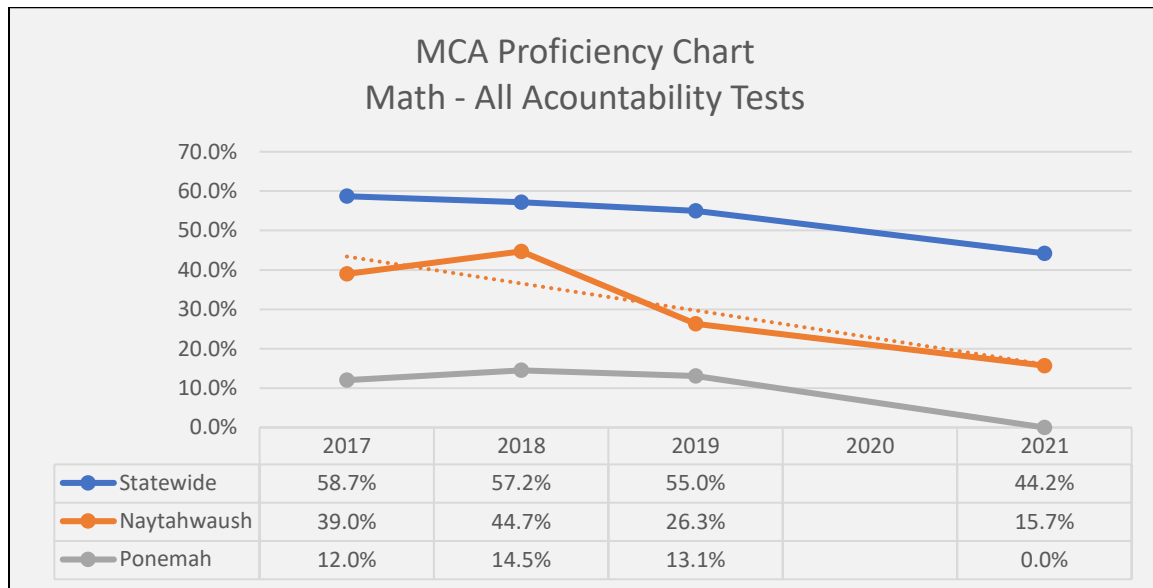
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 - 2021**

MCA Math	2017	2018	2019	2020*	2021
Statewide	58.7%	57.2%	55.0%		44.2%
3 <sup>rd</sup>	68.6%	66.9%	66.0%		57.1%
4 <sup>th</sup>	67.4%	65.6%	64.3%		53.8%
5 <sup>th</sup>	57.7%	55.2%	52.4%		41.1%
6 <sup>th</sup>	56.0%	54.3%	50.9%		37.2%
Naytahwaush	39.0%	44.7%	26.3%		15.7%
3 <sup>rd</sup>	63.6%	27.3%	21.1%		6.7%
4 <sup>th</sup>	58.3%	73.3%	30.8%		38.1%
5 <sup>th</sup>	0.0%	CTSTR	30.8%		5.3%
6 <sup>th</sup>	CTSTR	16.7%	25.0%		6.7%
Ponemah Elem.	12.1%	14.5%	13.1%		0.0%
3 <sup>rd</sup>	10.0%	17.2%	5.0%		0.0%

4 <sup>th</sup>	19.2%	45.9%	33.3%		0.0%
5 <sup>th</sup>	18.2%	0.0%	5.0%		0.0%
6 <sup>th</sup>	10.0%	4.5%	0.0%		0.0%

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



**Figure 4 - MCA Math Proficiency 2017-2021**

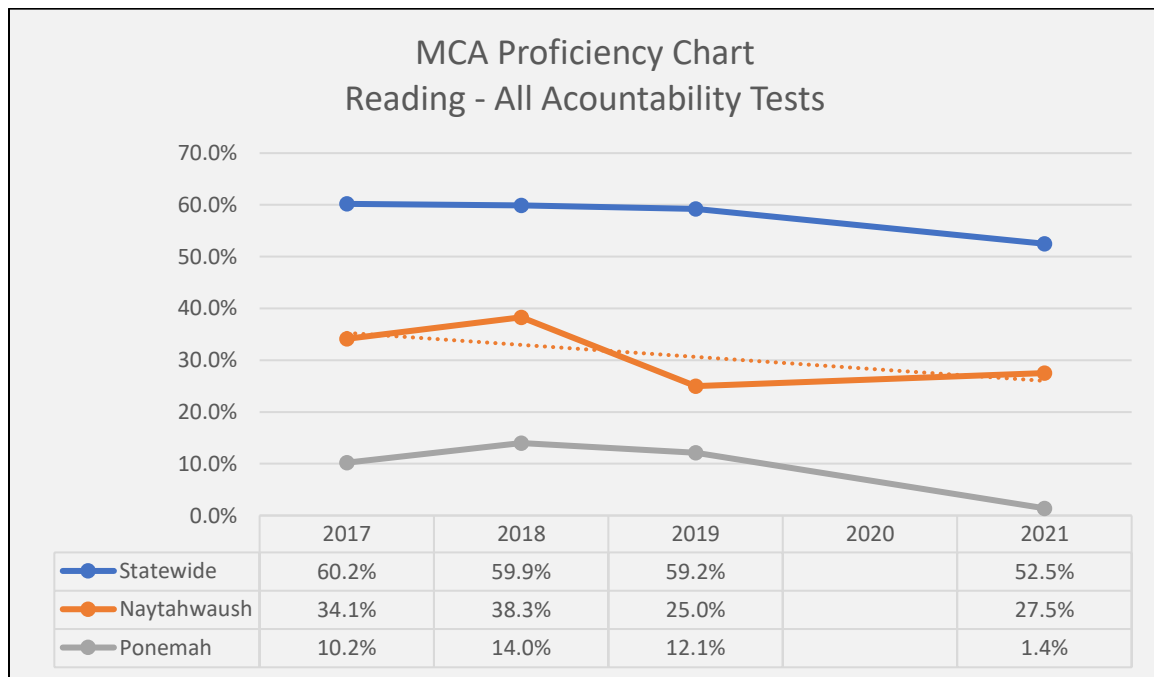
**ANALYSIS OF MATH MCA PROFICIENCY:** NCCS' MCA math proficiency results are shown in Table 1 and Figure 4. NCCS' math proficiency rate fell by 10.6 percentage points to 15.7% from 2019 to 2021. Despite the decline, the school continues to outperform its comparison school. However, NCCS' math proficiency rate remains below the state average of 44.2%. 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 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
Statewide	60.2%	59.9%	59.2%		52.5%
3 <sup>rd</sup>	57.0%	56.2%	55.0%		48.5%
4 <sup>th</sup>	57.3%	56.2%	55.9%		49.3%
5 <sup>th</sup>	67.9%	67.5%	66.2%		59.4%
6 <sup>th</sup>	63.8%	64.9%	63.2%		55.0%
Naytahwaush	34.1%	38.3%	25.0%		27.5%

3 <sup>rd</sup>	36.4%	27.3%	11.1%		13.3%
4 <sup>th</sup>	16.7%	40.0%	15.4%		28.6%
5 <sup>th</sup>	30.0%	CTSTR	46.2%		26.3%
6 <sup>th</sup>	CTSTR	25.0%	33.3%		42.9%
Ponemah Elem.	10.2%	14.0%	12.1%		1.4%
3 <sup>rd</sup>	19.0%	7.1%	15.0%		0.0%
4 <sup>th</sup>	3.8%	22.7%	0.0%		5.9%
5 <sup>th</sup>	13.6%	12.5%	13.6%		0.0%
6 <sup>th</sup>	10.3%	18.2%	15.0%		0.0%

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



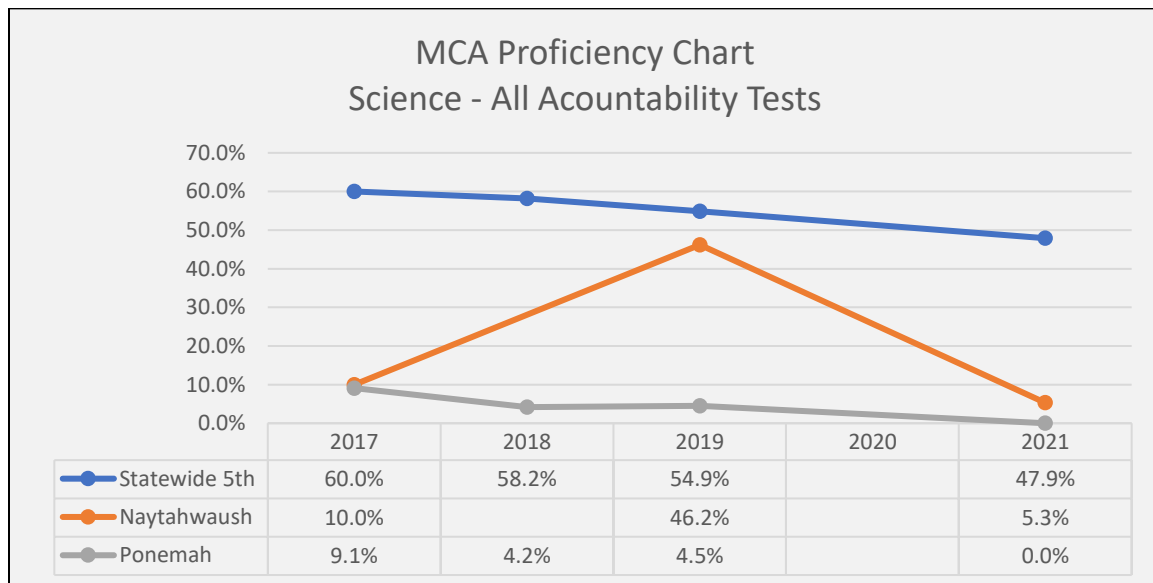
**Figure 5 – MCA Reading Proficiency 2017-2021**

**ANALYSIS OF READING MCA PROFICIENCY:** NCCS' MCA reading proficiency results are shown in Table 2 and Figure 5. NCCS' reading proficiency rate increased by 2.5 percentage points to 27.5% from 2019 to 2021. The school continues to outperform its comparison school. However, NCCS' math proficiency rate remains below the state average of 52.5%. In future years, it is expected that NCCS will increase its MCA reading proficiency rate to meet or exceed that of both the state as well as the comparison school.

**Table 3 – MCA Science Proficiency 2017 - 2021**

Science	2017	2018	2019	2020*	2021
Statewide	54.2%	52.0%	50.7%		43.1%
Statewide 5 <sup>th</sup>	60.0%	58.2%	54.9%		47.9%
Naytahwaush 5 <sup>th</sup>	10.0%	CTSTR	46.2%		5.3%
Ponemah 5 <sup>th</sup>	9.1%	4.2%	4.5%		0.0%

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



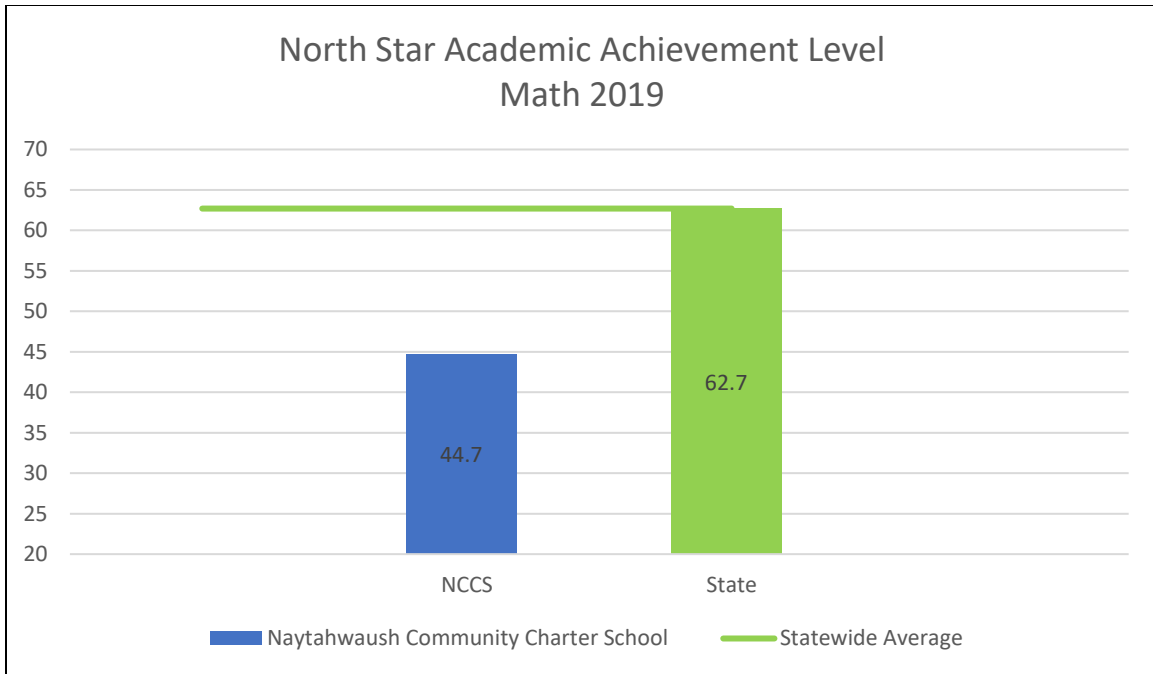
**Figure 6 – MCA Science Proficiency 2017-2021**

**ANALYSIS OF SCIENCE MCA PROFICIENCY:** NCCS' MCA science proficiency results are shown in Table 3 and Figure 6. NCCS' science proficiency rate declined from 46.2% in 2019 to 5.3% in 2021. Despite the decline, the school continues to outperform its comparison school. However, NCCS' science proficiency rate remains below the state average of 44.2%. In future years, it is expected that NCCS will increase its MCA science proficiency rate to meet or exceed that of both the state as well as the comparison school.

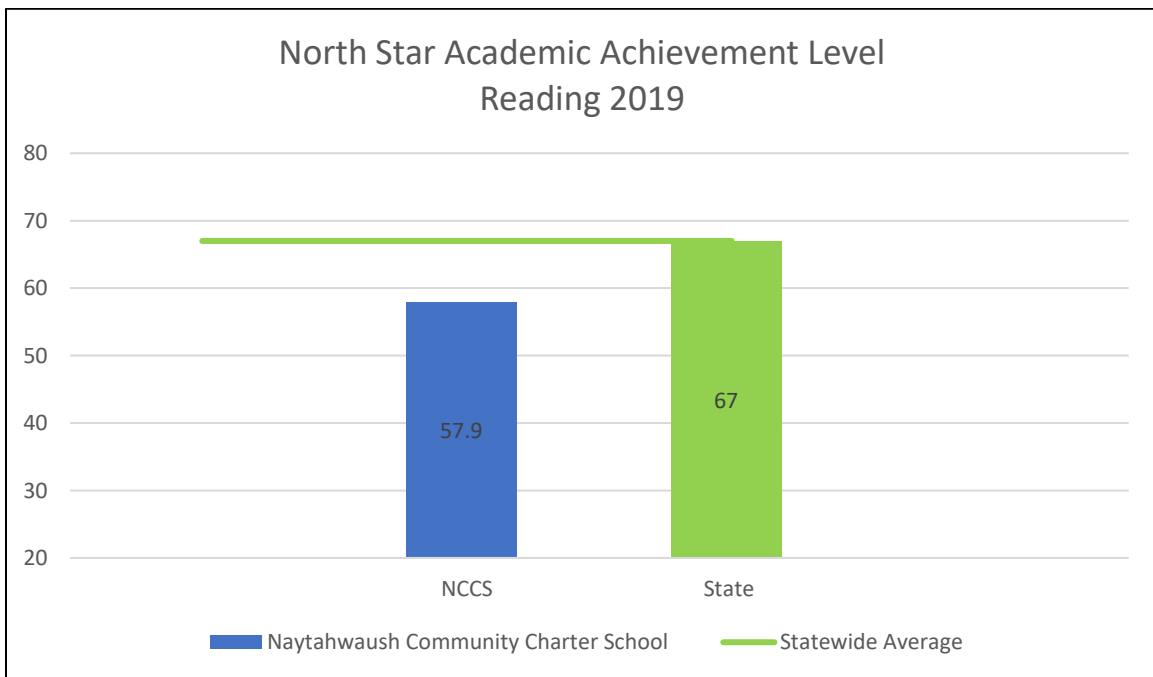
## Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

VOA-MN Authorizing Program  
2020 – 2021 School Academic Report



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**



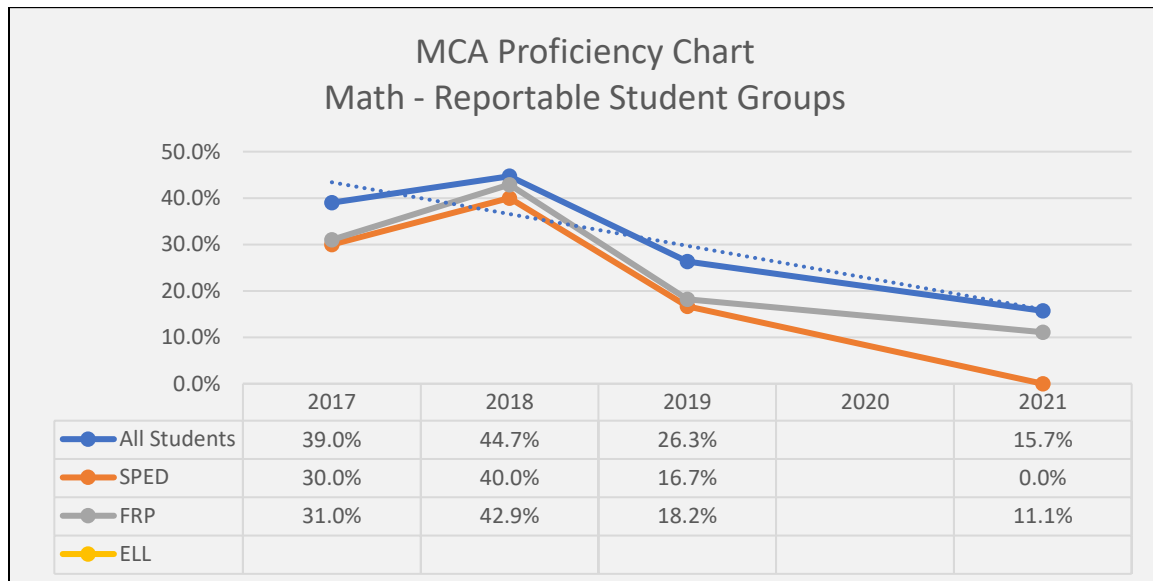
**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

### **Academic Performance Standard 3 - Achievement Gap Reduction**

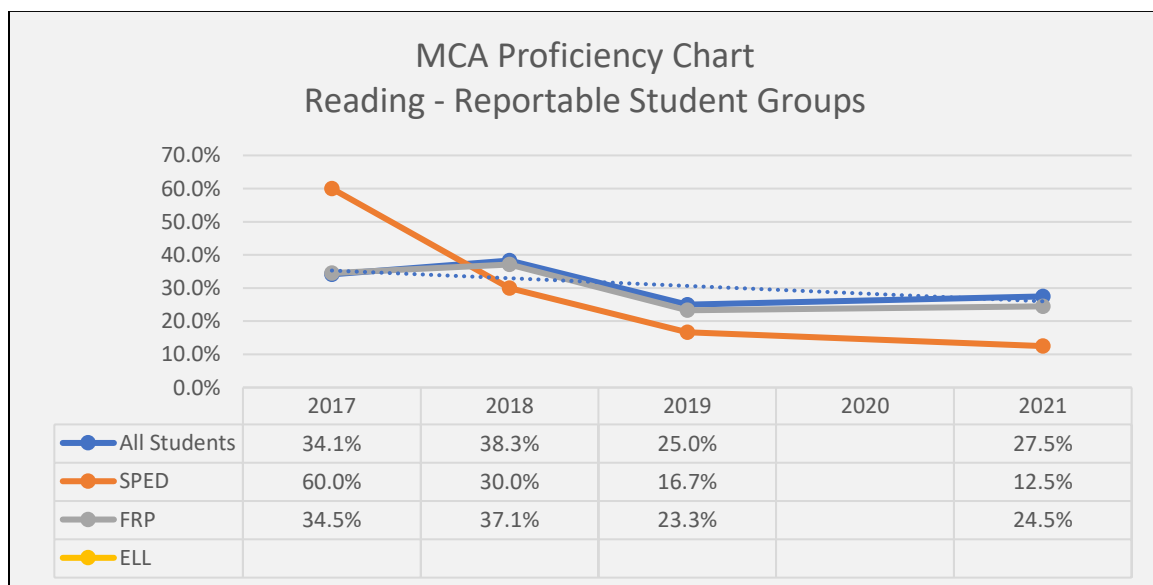
VOA-MN Authorizing Program  
2020 – 2021 School Academic Report



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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017- 2021**

## 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

<b>Academic Performance Standard 1</b> - 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"> <li>• <b>Imbedded WBWF Standard: All third-graders can read at grade-level.</b></li> </ul>	
<b>Scale:</b> <b>Meets standard</b> - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.  <b>Partially meets standard</b> - 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.  <b>Does not meet standard</b> - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.	
<b>X</b>	<b>2 -Meet</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> NCCS continues to outperform the comparison school in math, reading and science.	

<b>Academic Performance Standard 2</b> - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<b>Scale:</b> <b>Meets standard</b> – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading. <b>Partially meets standard</b> - School's achievement level of “improved and maintained” is above 50% <b>Does not meet standard</b> - School's achievement level of “improved and maintained” is below 50%	
<b>N/A</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>

	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year. This standard requires two consecutive years of data.	

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

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

**Scale:**

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

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

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

	<b>2 - Meets</b>
X	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Evidence / Source: Minnesota Department of Education**

**Analysis:** A score of partially meets was awarded because Naytahwaush Community Charter School reduced the achievement gap in one out of the four possible areas.

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

**Scale:**

**Meets Standard** – Meets all criteria and is adhered to.

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

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data/Source: School Annual Report**

**Analysis:** Teachers receive a formal evaluation each year by the Director and a mini-observation every

week by the Director. All staff are evaluated annually by the Director using Team Member Targets for Excellence that indicate if employees Do Not Meet, Partially Meet, Meet or Exceed specific performance targets.

**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.**

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:** Teachers receive coaching and mentoring from the reading and math specialists, a master classroom teacher and the director. They receive Benchmark Literacy and Math Expressions orientation to ensure the successful implementation of the school's core curricula. Teachers meet weekly for a 60 minute Professional Learning Community where they use protocols to share and examine student work and assessment results to inform instructional improvements. Teachers also participate in peer review observations to learn from another.

Knowing that effective teaching is the key to student learning and success, we focus on quality teaching and learning through coaching, peer review and weekly walkthroughs. We have created Practice Profiles that show what is expected in every reading, writing and math lesson. All of our teachers get observed once a week and are given specific feedback regarding best practices in management and instruction. We have learned as a team that whether it applies to students or staff, what gets measured, gets done. Teachers introduce a learning target "I can" statement for every lesson so students know what their learning responsibility is and can demonstrate it at the end of the lesson.

**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:**

**Ojibwe Language and Culture:**

- Students receive daily Ojibwe language instruction
- Our school hosts an annual pow wow
- Students create multi-media projects and a variety of cultural arts projects
- Students participate in cultural season activities such as ricing and sugarbush camp

**Academic Excellence:**

- Benchmark Literacy and Math Expressions for core instruction
- Reading and math specialists, coaches and interventionists
- Professional Learning Team meets weekly
- Student support team meets weekly to review intervention and special education referrals
- Special education collaborates with Mahnomen special ed staff to help students transition
- Consistent and comprehensive teacher evaluation with weekly observations
- Robotics program for 4th-6th grade

**Proactive Behavior Management:**

- Nurtured Heart and Responsive Classroom philosophy and common practice
- Full-time interventionist for mental health support to students
- Student Support position to help students with self-regulation skills
- STAR (Students Teaching Attitudes of Respect) program

**School-Wide Opening Circle:**

- School-wide opening circle every Monday morning
- Student leaders share celebrations, recognitions and announcements
- Ojibwe language is spoken and songs are sung

**Service Learning:**

- Students address real community needs with meaningful projects
- Learning is relevant and rewarding
- Community expresses their appreciation

**Family Connections:**

- Staff begins school year with home visits
- Monthly Family Fun Days
- Parent Advisory meetings

**Master Schedule:**

- 120 minutes reading everyday

- 90 minutes math everyday
- 45 minutes writing everyday
- 30 minutes Ojibwe everyday

**Healthy Life Choices:**

- Full-time interventionist for mental health support to students
- After school football, basketball, cheerleading, lacrosse and track for boys and girls
- An annual 5K for students, families and community
- Snowshoeing and skiing at a local school forest and a sliding hill on school site
- Transition support for our 6th grade graduates during their junior high and high school years
- Backpack program for weekend food that is sent home

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

**Scale:**

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

**Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.**

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: NCCS Annual Report**

**Analysis:**

**Goal #1 All American Indian Children Ready for School:** The percentage of incoming Kindergarten AI students that showed low risk or on track in 2020 Fall FAST (Formative Assessment Support for Teachers) Early Reading English Assessment at thirty-three (33%) percent. Based on these initial results, our goal is to increase our reading proficiency by 2% or greater as indicated on our formative assessment results in the spring of 2021. The percentage of incoming Kindergarten AI students that showed low risk or on track in 2020 Fall FAST (Formative Assessment Support for Teachers) Early Math Assessment at twenty-seven (27%) percent. Based on these initial results, our goal is to increase our math proficiency by 2% or greater as indicated on our formative assessment results in the spring of 2021.

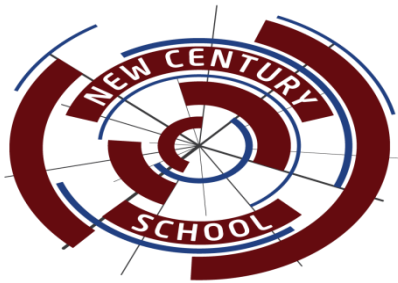
**Goal #2 All American Indian Third-Graders Achieve Grade Level Literacy:** The 3rd grade AI students are assessed three times a year using FAST (Formative Assessment for Teachers). In the fall of 2020, our Reading Assessment of our third grade AI students indicate that thirty-one (31%) were either on track or low risk to meet EOY benchmark. Our goal is to increase our low risk and on track students to 33% or greater in their broad Reading scores by spring of 2021.

**Goal #3 All Achievement Gaps Closed for American Indian Students:** Our Fall 2020 FAST Early Reading scores for grades K-1 American Indian (AI) students, as indicated by our September 2020

FAST assessment results summary, indicates that forty-nine percent (49%) of our AI students in grades K-1 were at low-risk and on-track to reach EOY benchmarks. Based on these initial results, our goal is to increase our low-risk and on-track scores of K-1 AI students in Early Reading to fifty-one percent (51%) or greater based on Spring 2021 FAST Early Reading assessment results. Our Fall 2020 FAST Early Math scores for grades K-1 AI students, as indicated by our September 2020 FAST assessment results summary report that fifty-four (54%) of our AI students in grades K-1 were at low-risk and on-track to reach EOY benchmarks. Based on this information, our goal is to increase our low-risk and on-track scores of K-1 AI students in Early Math to fifty-six (56%) or greater based on Spring 2021 FAST Early Math assessment results. Our Fall 2020 broad Reading scores for grades 2-6 AI students, as indicated by our September 2020 FAST assessment results summary report indicate that twenty-two percent (22%) of our AI students in grades 2-6 were at low-risk and on-track to reach EOY benchmarks in Reading. With that in mind, our goal is to increase our low-risk and on-track scores of 2-6 AI students in Reading to twenty-four percent (24%) or greater based on Spring 2021 FAST Reading assessment results. Our Fall 2020 broad Math scores for grades 2-6 AI students, as indicated by our September 2020 FAST assessment results summary report indicate thirty-nine percent (39%) of our AI students in grades 2-6 were at low-risk and on-track to reach EOY benchmarks in Math. Our goal is to increase our low-risk and on-track scores of grades 2-6 AI students in Math to forty-one percent (41%) or greater based on Spring 2021 FAST Math assessment results.

**Goal #4 All American Indian Students Achieve Career and College Readiness:** Students will learn about careers and be introduced to the educational opportunities at the White Earth Tribal and Community College. Students will research 5 careers of interest and present their findings to classmates and create presentation boards or a digital board to be shared with others.

**Academic Standards Point Total: 10/12**



## NEW CENTURY SCHOOL

**Charter # 4240**

**Director: Ahmed Ali**

**1380 Energy Lane, Suite 108**

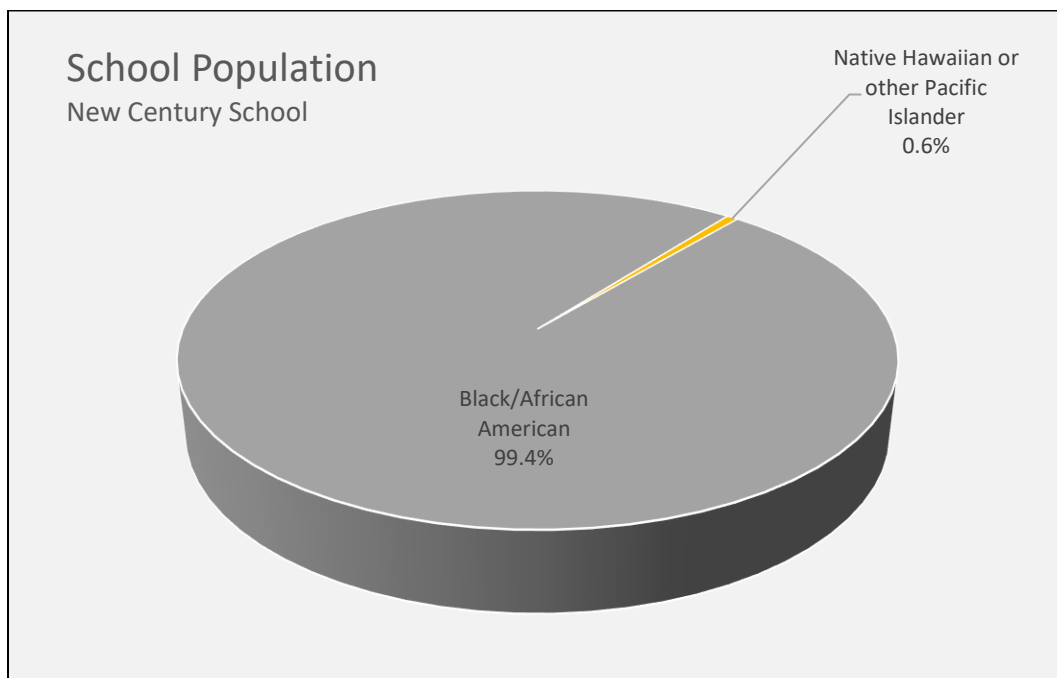
**St. Paul, MN 55108**

**Phone: 651-478-4535**

**[www.newcenturyschool.net](http://www.newcenturyschool.net)**

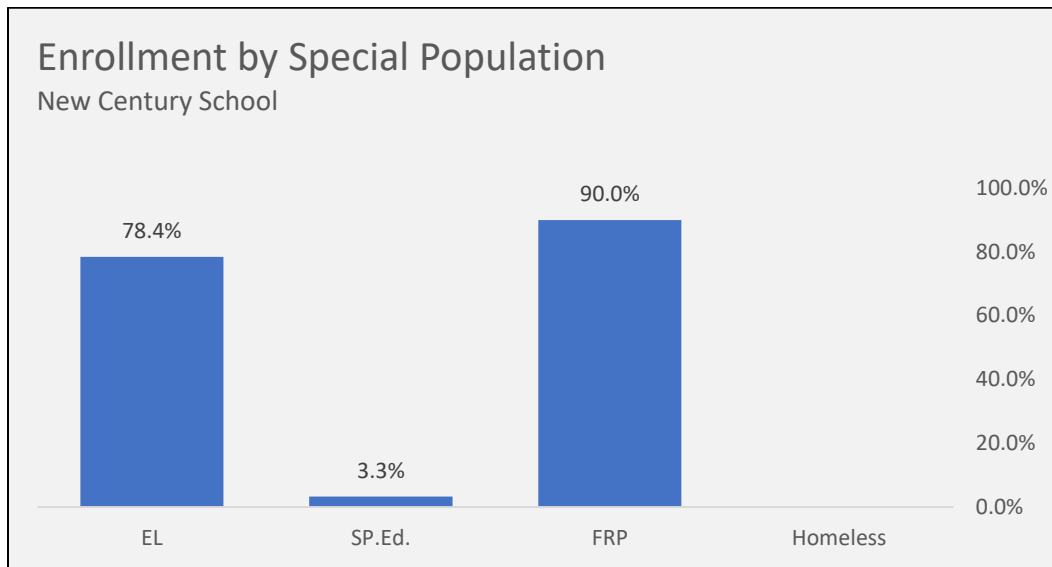
New Century School (NCS) provides a high-quality education to nurture and inspire a community of learners through an innovative, holistic approach to education that embeds science and technology. The school's inquiry-based learning model and multi-disciplinary instructional approach provides the foundation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

**Summary:** New Century School tested 214 students during the 2020-2021 school year. The school increased its reading proficiency rate from 2019 to 2021 and is outperforming the comparison school in math, reading and science. The school's population was nearly 100% Black/African American and enrollment by special population was well above the state average for English Language Learners and students receiving Free and Reduced Lunch.

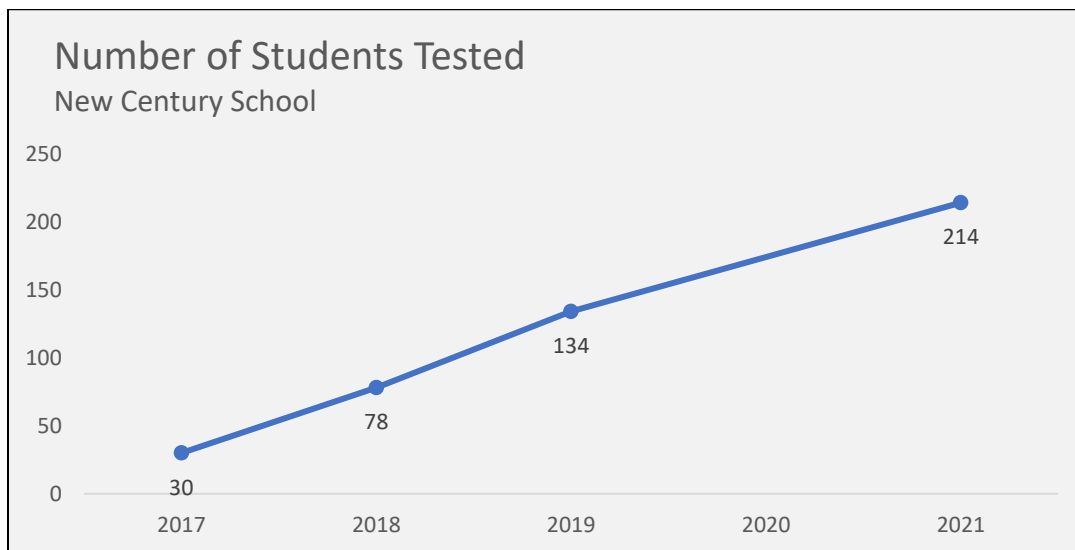


**Figure 1 – School Population**





**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

## **Academic Performance Standard 1 – State Examinations**

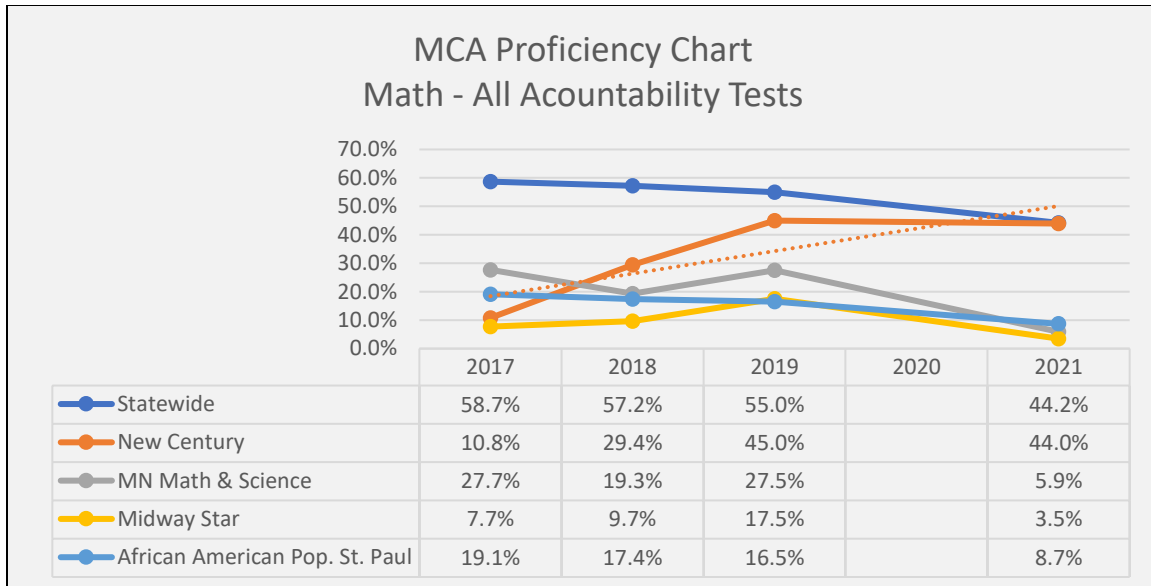
“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

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

**Table 1 – MCA Math Proficiency 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>58.7%</b>	<b>57.2%</b>	<b>55.0%</b>		<b>44.2%</b>
<b>3<sup>rd</sup></b>	<b>69.6%</b>	<b>68.1%</b>	<b>66.0%</b>		<b>57.1%</b>
<b>4<sup>th</sup></b>	<b>68.8%</b>	<b>66.8%</b>	<b>64.3%</b>		<b>53.8%</b>
<b>5<sup>th</sup></b>	<b>58.8%</b>	<b>57.1%</b>	<b>52.4%</b>		<b>41.1%</b>
<b>6<sup>th</sup></b>	<b>56.0%</b>	<b>54.3%</b>	<b>50.9%</b>		<b>37.2%</b>
<b>7<sup>th</sup></b>	<b>55.4%</b>	<b>54.9%</b>	<b>52.5%</b>		<b>37.4%</b>
<b>New Century</b>	<b>10.8%</b>	<b>29.4%</b>	<b>45.0%</b>		<b>44.0%</b>
<b>3<sup>rd</sup></b>	<b>25.0%</b>	<b>36.1%</b>	<b>57.6%</b>		<b>48.8%</b>
<b>4<sup>th</sup></b>	<b>CTSTR</b>	<b>41.4%</b>	<b>42.5%</b>		<b>42.9%</b>
<b>5<sup>th</sup></b>	<b>0.0%</b>	<b>17.6%</b>	<b>40.7%</b>		<b>37.1%</b>
<b>6<sup>th</sup></b>		<b>10.0%</b>	<b>46.2%</b>		<b>44.4%</b>
<b>7<sup>th</sup></b>			<b>28.6%</b>		<b>51.9%</b>
<b>8<sup>th</sup></b>					<b>38.5%</b>
<b>Minnesota Math and Science Academy</b>	<b>27.7%</b>	<b>19.3%</b>	<b>27.5%</b>		<b>5.9%</b>
<b>3<sup>rd</sup></b>	<b>25.0%</b>	<b>12.2%</b>	<b>38.5%</b>		<b>0.0%</b>
<b>4<sup>th</sup></b>	<b>18.8%</b>	<b>10.2%</b>	<b>18.2%</b>		<b>15.8%</b>
<b>5<sup>th</sup></b>	<b>44.9%</b>	<b>17.8%</b>	<b>18.8%</b>		<b>6.7%</b>
<b>6<sup>th</sup></b>	<b>20.0%</b>	<b>24.4%</b>	<b>36.4%</b>		<b>0.0%</b>
<b>7<sup>th</sup></b>	<b>27.8%</b>	<b>33.3%</b>	<b>38.6%</b>		<b>0.0%</b>
<b>8<sup>th</sup></b>	<b>28.6%</b>	<b>21.2%</b>	<b>13.9%</b>		<b>CTSTR</b>

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



**Figure 4 - MCA Math Proficiency 2017-2021**

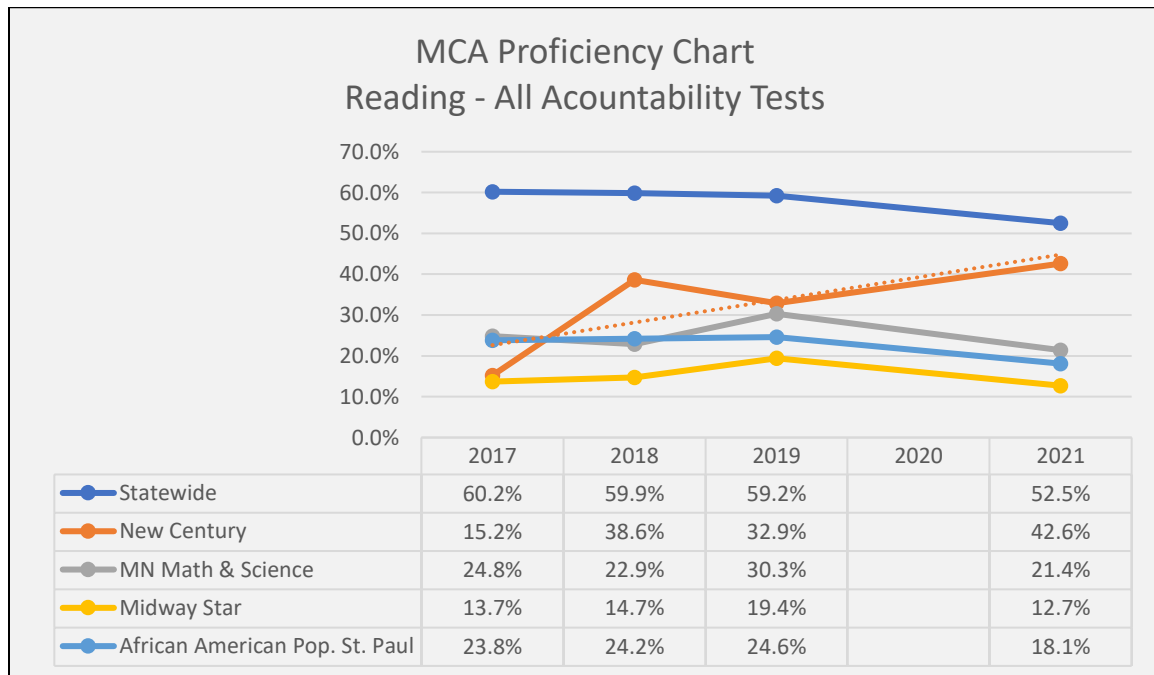
**ANALYSIS OF MATH MCA PROFICIENCY:** Table 1 and Figure 4 illustrate MCA math proficiency at NCS. NCS is currently performing above the local comparison school by over forty percentage points. After an increase of eleven percentage points from 2018 to 2019, NCS's math proficiency rate declined by only one percentage point from 2019 to 2021, while the statewide average fell by 10.8 percentage points. In future years, it is expected that NCS will continue to outperform the local district school and work toward meeting or exceeding the statewide average.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

MCA Reading	2017	2018	2019	2020*	2021
Statewide	60.2%	59.9%	59.2%		52.5%
3 <sup>rd</sup>	57.0%	56.2%	55.0%		48.5%
4 <sup>th</sup>	57.3%	56.2%	55.9%		49.3%
5 <sup>th</sup>	67.6%	67.5%	66.2%		59.4%
6 <sup>th</sup>	63.8%	64.9%	63.2%		55.0%
7 <sup>th</sup>	57.9%	58.7%	57.9%		48.3%
8 <sup>th</sup>					49.7%
New Century	15.2%	38.6%	32.9%		42.6%
3 <sup>rd</sup>	23.1%	41.7%	36.4%		41.5%
4 <sup>th</sup>	CTSTR	34.5%	33.3%		45.2%

5 <sup>th</sup>	16.7%	35.3%	33.3%		48.6%
6 <sup>th</sup>		42.1%	34.6%		55.6%
7 <sup>th</sup>			23.8%		18.5%
8 <sup>th</sup>					34.6%
Minnesota Math and Science Academy	24.8%	24.8%	30.3%		23.4%
3 <sup>rd</sup>	22.2%	14.6%	26.3%		7.7%
4 <sup>th</sup>	26.1%	13.6%	CTSTR		14.3%
5 <sup>th</sup>	21.4%	31.0%	31.9%		22.2%
6 <sup>th</sup>	29.7%	38.5%	42.9%		31.3%
7 <sup>th</sup>	28.3%	CTSTR	24.4%		20.0%
8 <sup>th</sup>					40.0%

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



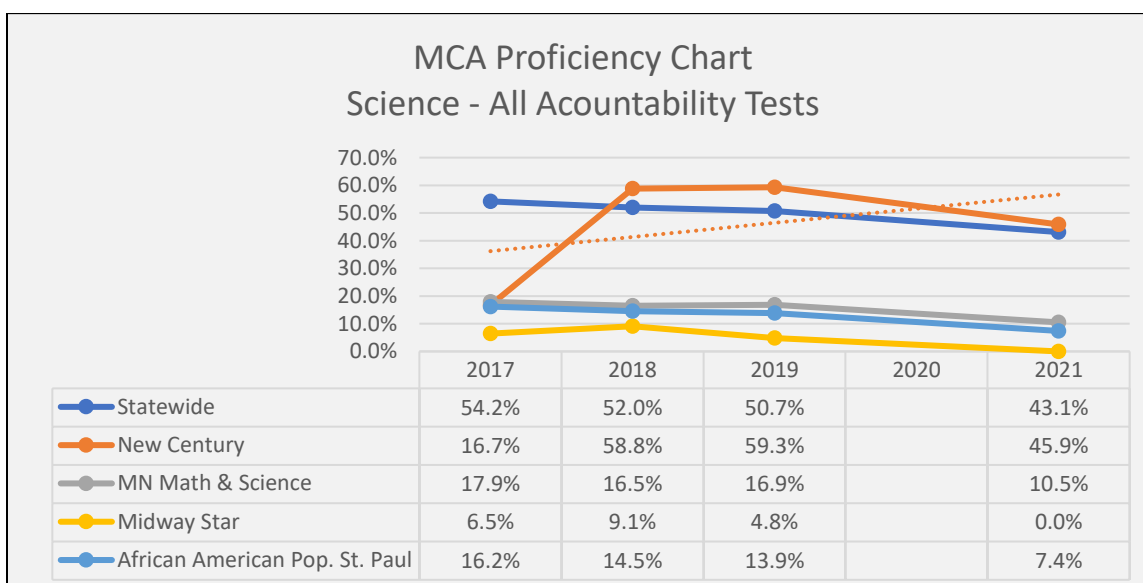
**Figure 5 – MCA Reading Proficiency 2017-2021**

**ANALYSIS OF MATH MCA PROFICIENCY:** Table 2 and Figure 5 illustrate MCA reading proficiency at NCS. NCS' reading proficiency rate increased by 9.7 percentage points from 2019 to 2021. NCS continues to outperform the local comparison school. In future years, it is expected that NCS will continue to outperform the local district school and work toward meeting or exceeding the statewide average.

**Table 3 – MCA Science Proficiency 2017 - 2021**

Science	2017	2018	2019	2020*	2021
Statewide	54.2%	52.0%	50.7%		43.1%
5 <sup>th</sup>	60.0%	58.2%	54.2%		47.9%
8 <sup>th</sup>	46.2%	45.2%	43.0%		33.8%
New Century	16.7%	58.8%	59.3%		45.9%
5 <sup>th</sup>	16.7%	58.8%	59.3%		51.4%
8 <sup>th</sup>					38.5%
Minnesota Math and Science Academy	17.9%	16.5%	16.9%		10.5%
5 <sup>th</sup>	20.4%	24.4%	21.3%		14.3%
8 <sup>th</sup>	14.3%	9.6%	11.1%		CTSTR

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



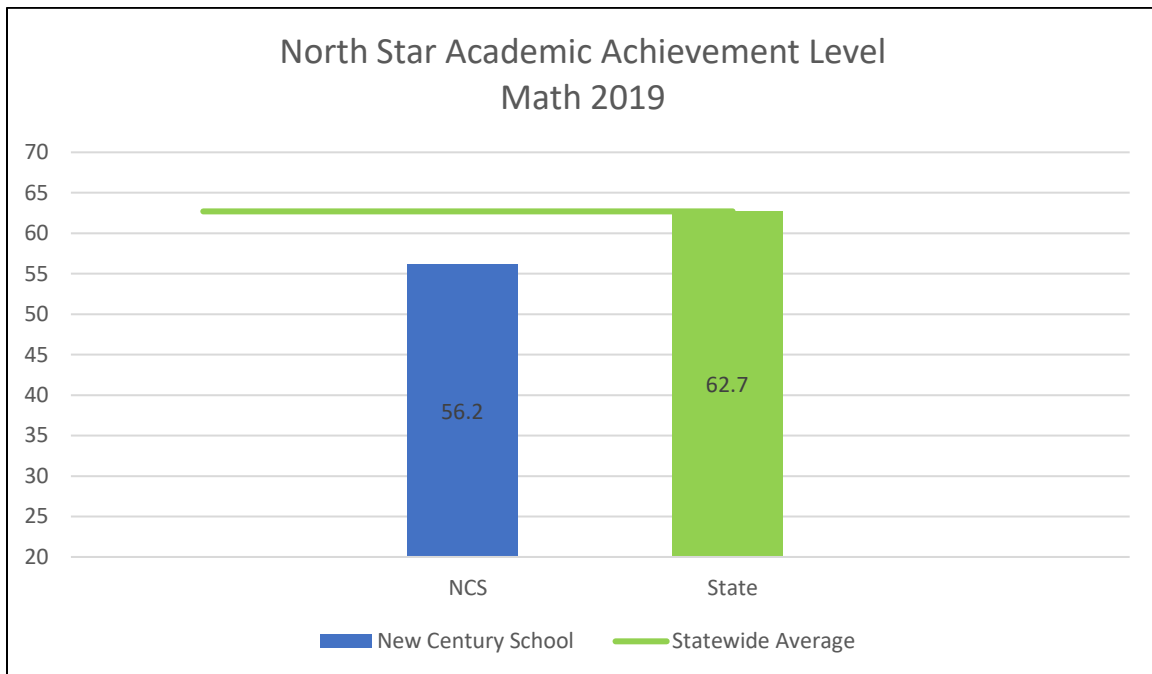
**Figure 6 – MCA Science Proficiency 2017-2021**

**ANALYSIS OF SCIENCE MCA PROFICIENCY:** Table 3 and Figure 6 illustrate the MCA science proficiency at NCS. NCS's science proficiency rate declined by 13.4 percentage points to 45.9% from 2019 to 2021. Despite the decline, NCS continues to outperform the comparison school. In future years, it is expected that NCS will continue to outperform the comparison school as well as that of the statewide average.

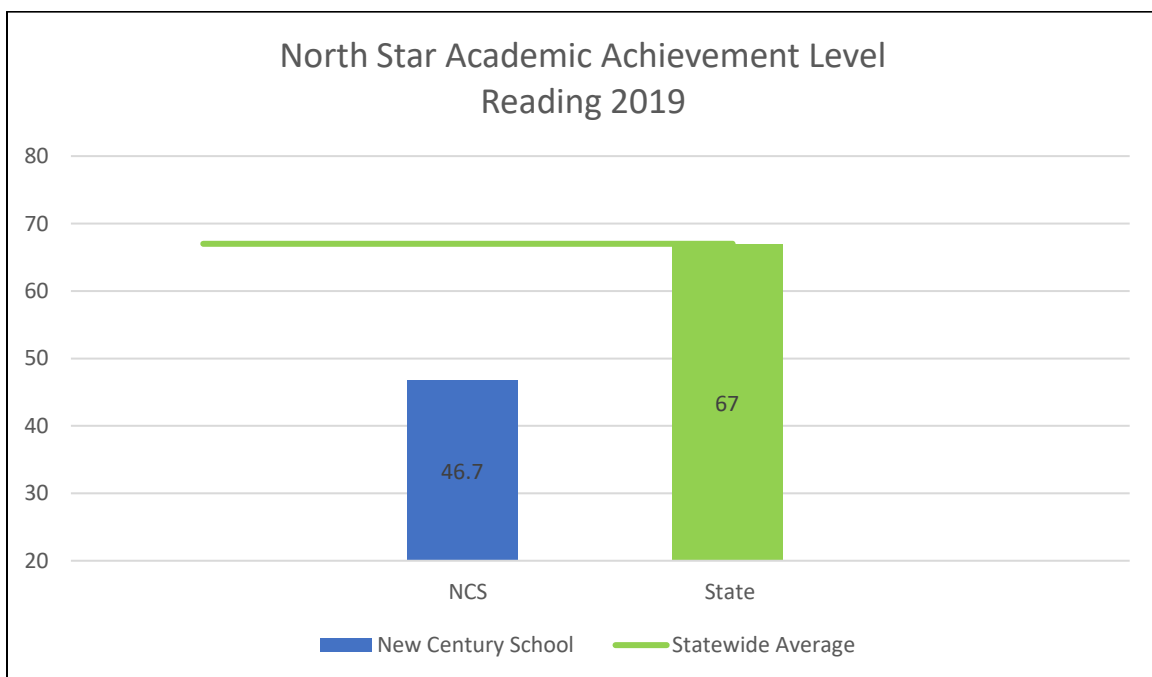
## Academic Performance Standard 2 - Growth

VOA-MN Authorizing Program  
2020 – 2021 School Academic Report

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



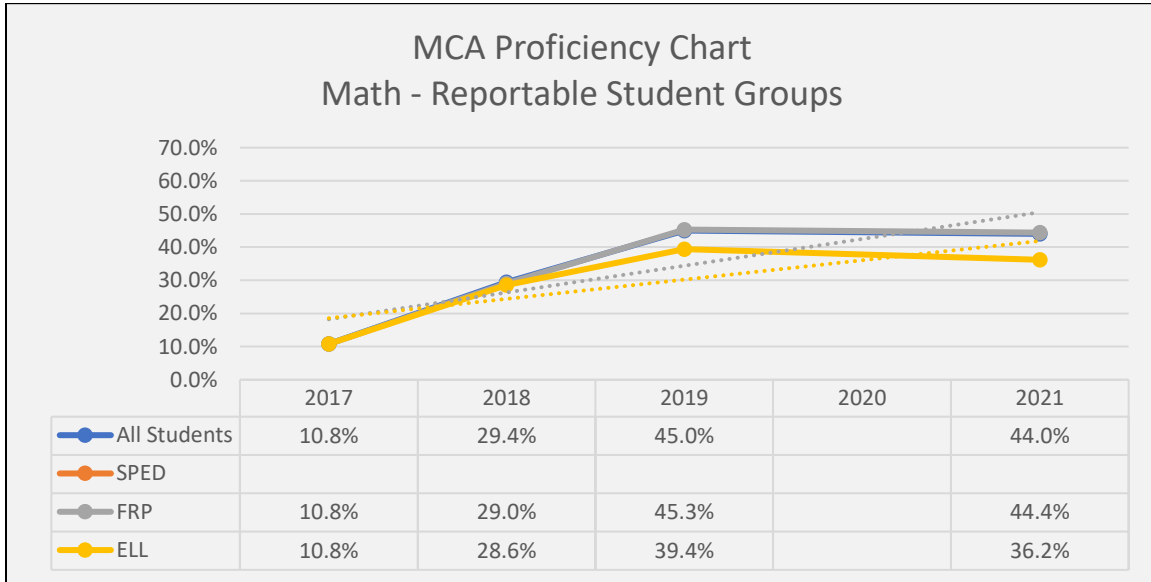
**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**



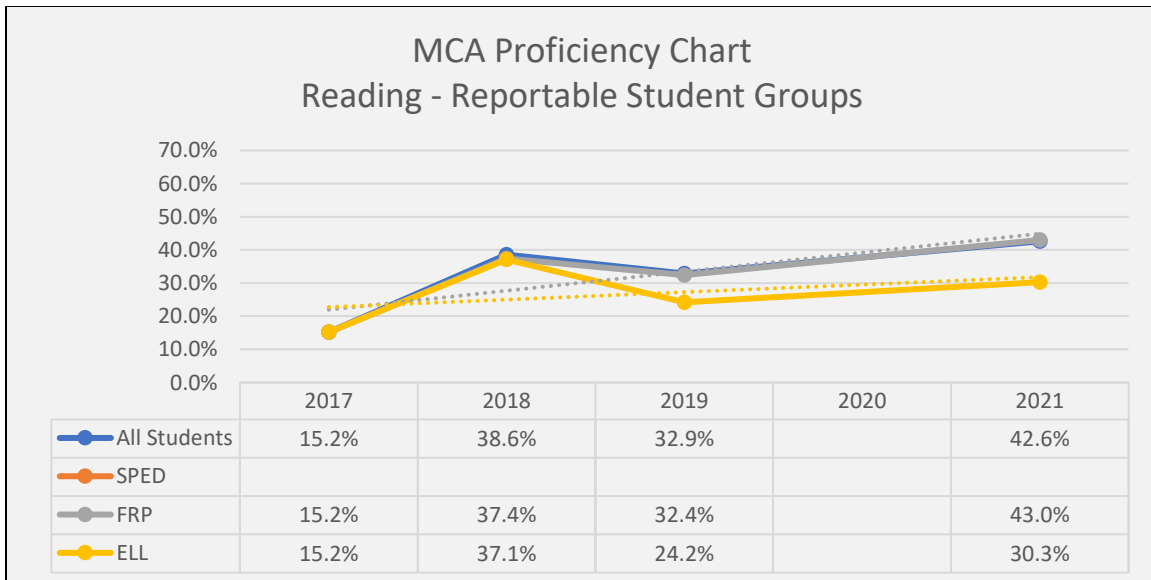
**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

**Academic Performance Standard 3 - Achievement Gap Reduction**

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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017- 2021**

## 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

<b>Academic Performance Standard 1</b> - 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"> <li>Imbedded WBWF Standard: All third-graders can read at grade-level.</li> </ul>	
<b>Scale:</b> <b>Meets standard</b> - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.  <b>Partially meets standard</b> - 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.  <b>Does not meet standard</b> - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.	
<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> NCS is outperforming the comparison school in math, reading and science.	

<b>Academic Performance Standard 2</b> - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<b>Scale:</b> <b>Meets standard</b> – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading. <b>Partially meets standard</b> - School's achievement level of “improved and maintained” is above 50% <b>Does not meet standard</b> - School's achievement level of “improved and maintained” is below 50%	
<b>N/A</b>	<b>2 - Meets</b>



	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> * Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year.	

<b>Academic Performance Standard 3</b> - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement. <ul style="list-style-type: none"> <li>Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.</li> </ul>	
<b>Scale:</b> <b>Meets standard</b> – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced. <b>Partially meets standard</b> - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced. <b>Does not meet standard</b> - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.	
	<b>2 - Meets</b>
X	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> A score of partially meets was awarded because the gap between the “all students” group and the English learner population increased in math and reading from 2019 to 2021. During the 2020-2021 school year NCS had a Free and Reduced population of over 90% and an EL population of nearly 80%.	

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

	<b>0 - Does Not Meet</b>
<b>Data/Source: School Annual Report</b>	
<b>Analysis:</b> 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.	

<b>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.</b>	
<b>Scale:</b>	
<b>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</b>	
<b>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.</b>	
<b>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</b>	
<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<b>Analysis:</b> NCS provided year-round professional development opportunities for its staff. Staff participated in a two-week intensive training before the students arrived for the new year. Ongoing professional development was provided throughout the year. Topics included: Restorative Practices, PBIS, Mental Health, First Aid, Trauma Informed Instruction	
<ul style="list-style-type: none"> <li>• Reading PD: started with full day training including virtual and then added another reading training after school started</li> <li>• Math training: Hamdi and Ms. White</li> <li>• Cultural Competency: Ali and Saido</li> <li>• Sped Training: pre-referral process and evaluation process</li> <li>• STEM: Kevin, Dr. Dido and Dr. Blue</li> <li>• Teacher resources: Dr. Dido and Jessica Rose</li> <li>• Add PLC time for teachers to collaborate</li> <li>• Add JMC training</li> </ul>	

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

**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:**

**STEM**

As a STEM school, New Century School is equally committed to closing the achievement gap in Science, a gap that is wider in Minneapolis and St. Paul. All NCS students were given a device during the 2019/20 academic year as part of a blended and online learning model. NCS developed a unique MakersSpace, the Design & InnoVation Lab. Community partnerships were critical to the development of the Lab. Concurrently, NCS made significant progress in the efforts to strengthen the STEM and personalized learning initiatives.

NCS scholars had a unique opportunity to practice what they have been learning in classrooms in a science camp for three days. NCS believes in creating unique programs and opportunities for its students. The success of the programs is grounded in the following:

**Flexible Learning Space:** At New Century School, we believe that learning should be distinct and dynamic, student driven, and equitable. Students have access to unique learning spaces and a Design & InnoVation Lab in which the teacher's role has shifted dramatically. Rather than holders and distributors of knowledge, teachers are instructional facilitators. Some students prefer to learn alone; others prefer a peer or group learning experience. The open platform of the lab afforded student voice and choice.

**Tech Enabled:** New Century School secures and assigns resources so that all students have access to learning, anywhere, anytime. Access is integral to equity. A 1:1 program is important for our students, most of whom are otherwise underserved and most often in low-income communities. All students are given iPads or Chromebooks for individualized and personalized learning. Student are given opportunities to enroll in online and blended learning. Instruction tools used include Smartboards and Smart screens, and educational and productivity software.

**Authentic Learning Experiences:** New Century, Robotics is integral to the STEM program. More students have access and the opportunity to explore options, including coding, engineering, and research, bringing individual and collective skills sets to a challenge.

NCS believes in community partnerships. NCS students are provided with opportunities to participate in off-site programs and activities such as Minnesota State University (Mankato) Engineering Center of Excellence, STARBASE Minnesota's (DOD US Airforce) STEM learning, Eagle Bluff Environmental Learning Program, Carnegie Mellon University's coding and engineering, University of Minnesota's Talented Youth Math Program (UMTYMP), FIRST LEGO's robotics program, and YMCA's youth leadership and governance program.

**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 is partially meeting them.**

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

**Goal #1 - All Students Ready for School**

- Achieve at least 92% attendance
- 95% of students enrolled in kindergarten will successfully meet KG completion requirement by end of the year
- Develop at least four parent engagement activities

**Results:** The 2020-2021 attendance was above 95%, Over 95% of students enrolled in kindergarten successfully completed kindergarten year-end grade requirement. The school had nine parent events and programs. Goal Met

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

70% of third grade students will meet or exceed the individual projected growth target in reading. (NWEA MAP) in 2020/21. **Result:** 45% of the students met or exceeded the NWEA growth projection · The Lexia reading scores indicate that 46% of the students were at or above grade level. Goal Not Met

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

70% of third grade students will meet or exceed the individual projected growth target in reading. (NWEA MAP) in 2020/21. **Result:** 45% of the students met or exceeded the NWEA growth projection · The Lexia reading scores indicate that 46% of the students were at or above grade level. Goal Not Met (The data has not been disaggregated by groups as almost all the school's students were of the same group/demographic.)

**Academic Standards Point Total: 10/12**



## PACT CHARTER SCHOOL

Charter # 4228

Director: Josh Nyquist

7250 E Ramsey PKWY

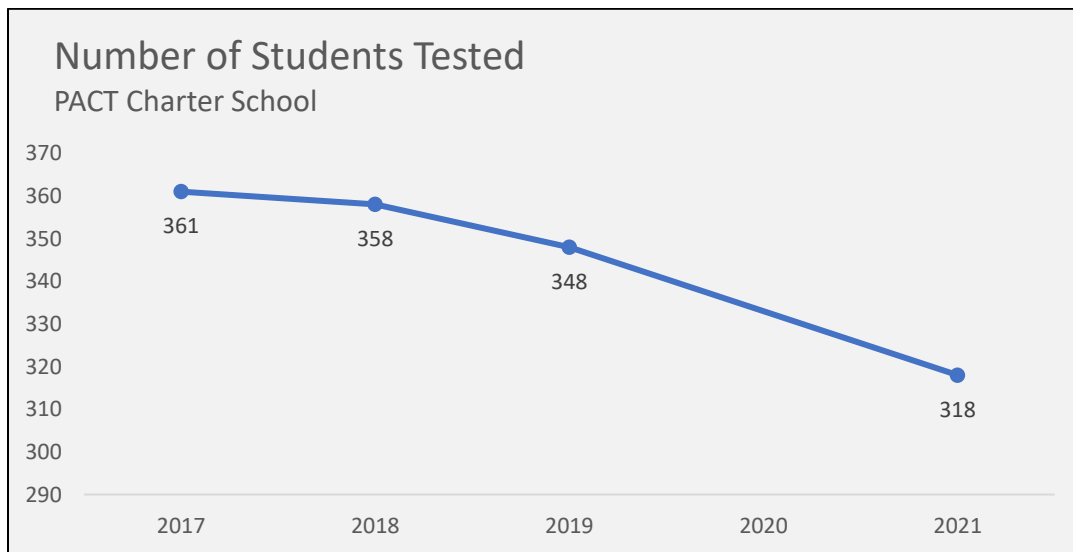
Ramsey, MN 55303

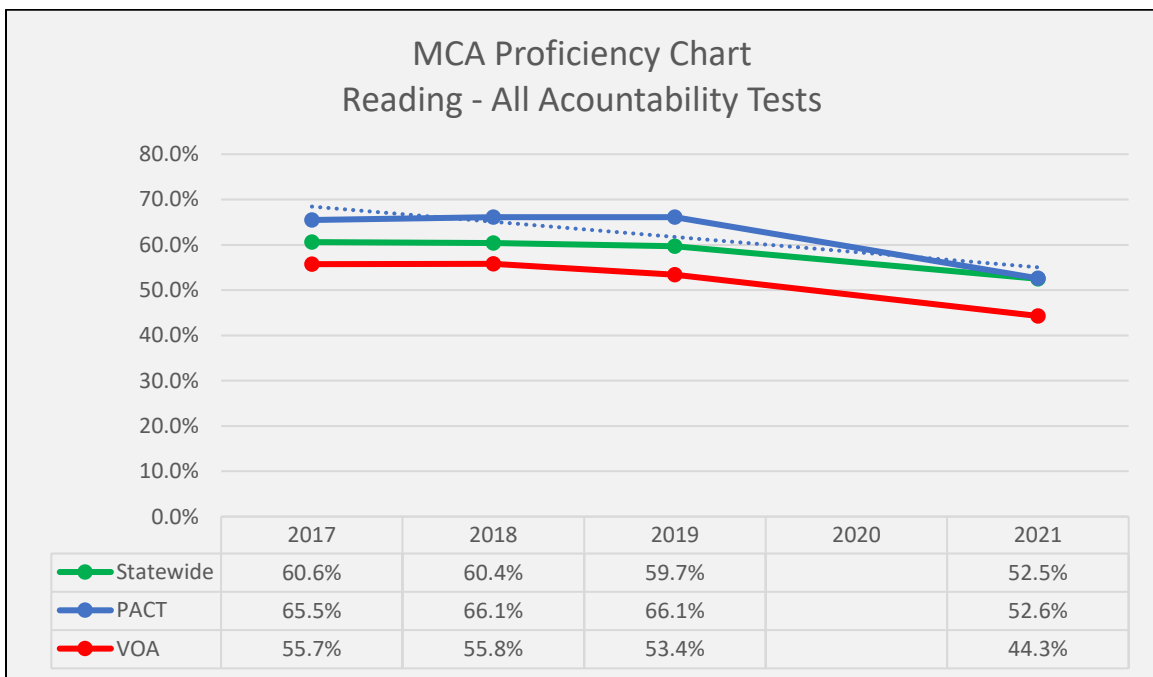
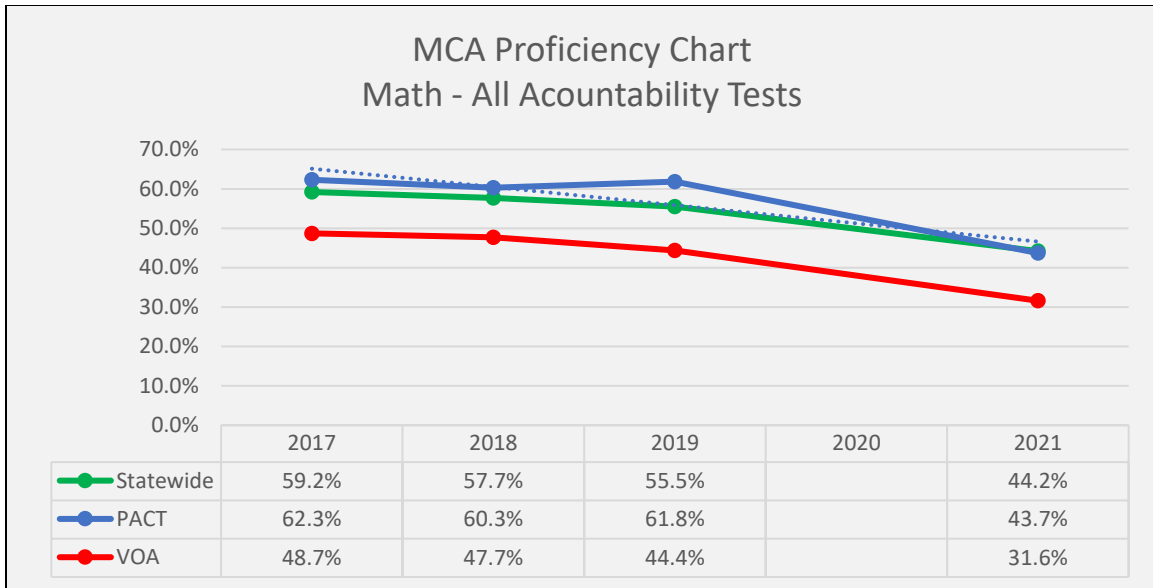
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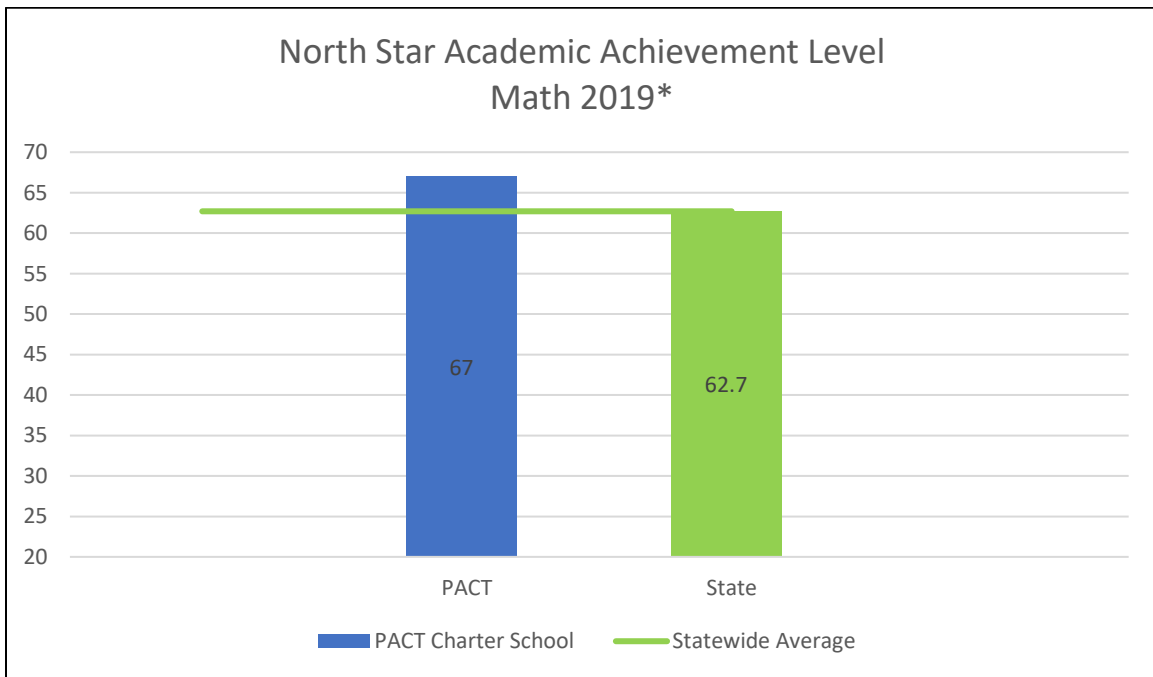
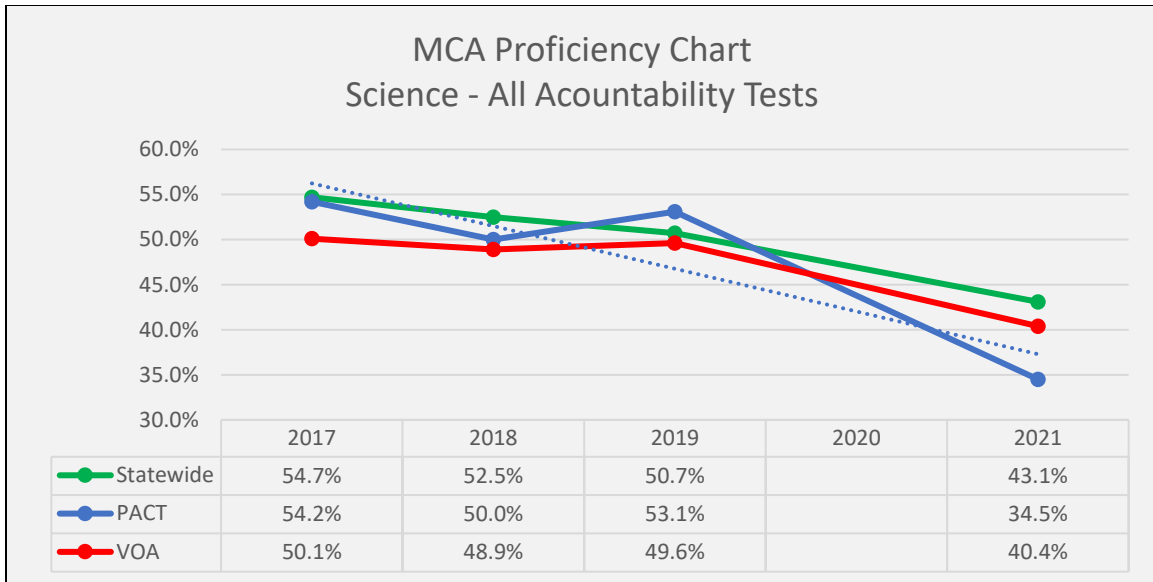
[www.pact.charter.k12.mn.us](http://www.pact.charter.k12.mn.us)

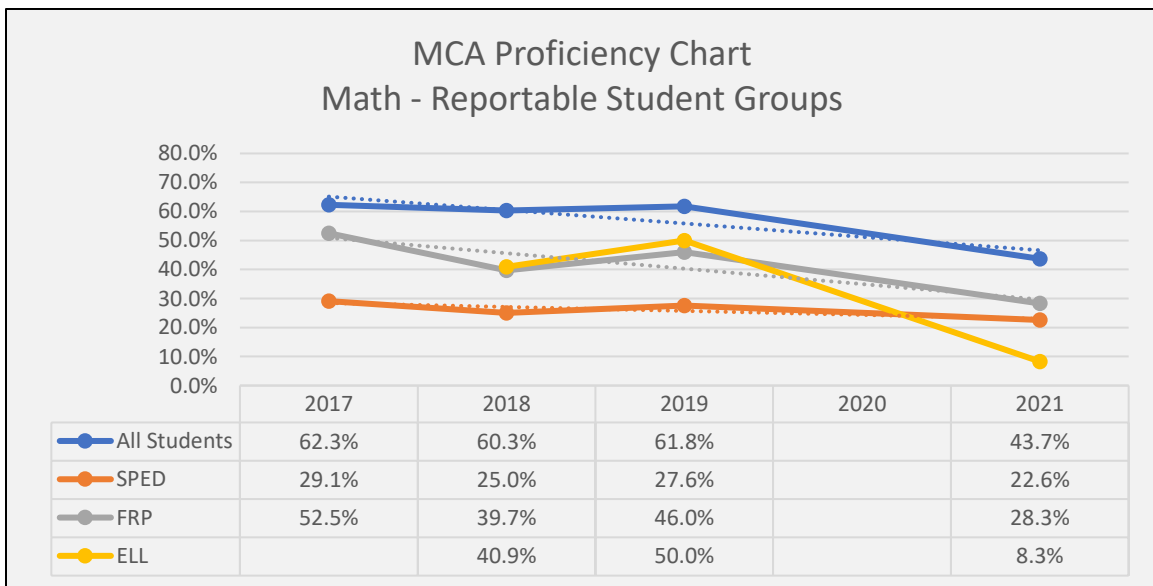
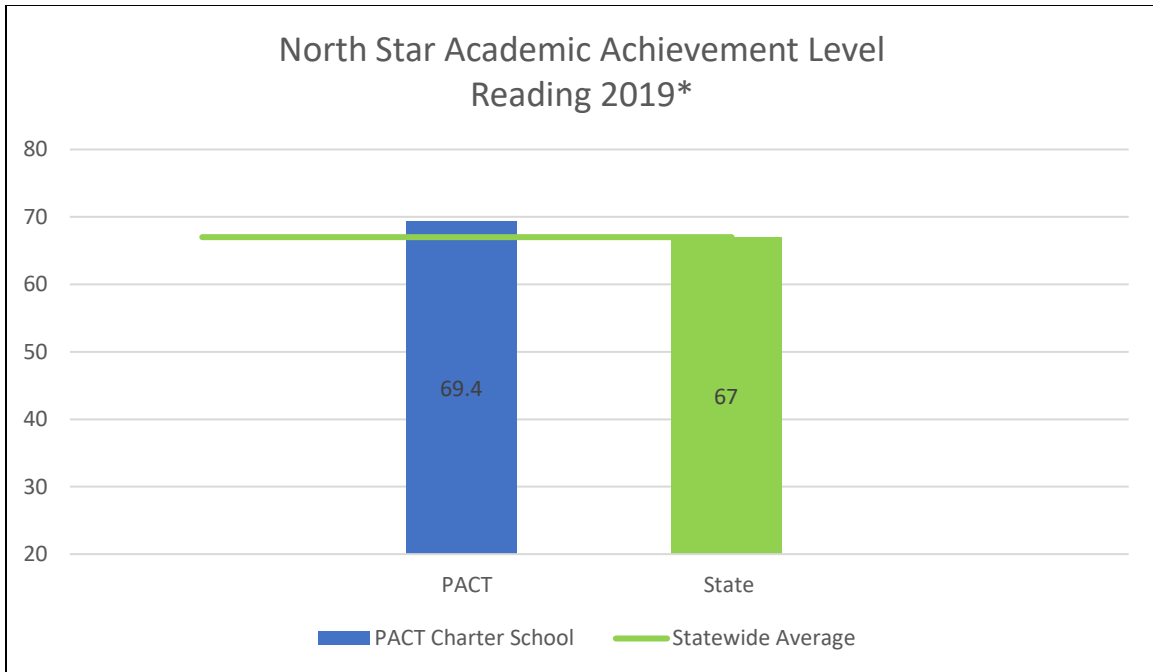
In 1994, PACT Charter School was the eighth charter school to be established in Minnesota. PACT offered a unique model of parents partnering with teachers and students; the model afforded parents an opportunity to be involved in everyday school decisions for their students. It is the goal of PACT Charter 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 will be included in the VOA-MN network of schools beginning in the 2022-2023 school year. The academic data provided below will serve as a baseline for future years. The school tested 318 students in the 2020-2021 school year and outperformed the VOA network in math and reading.

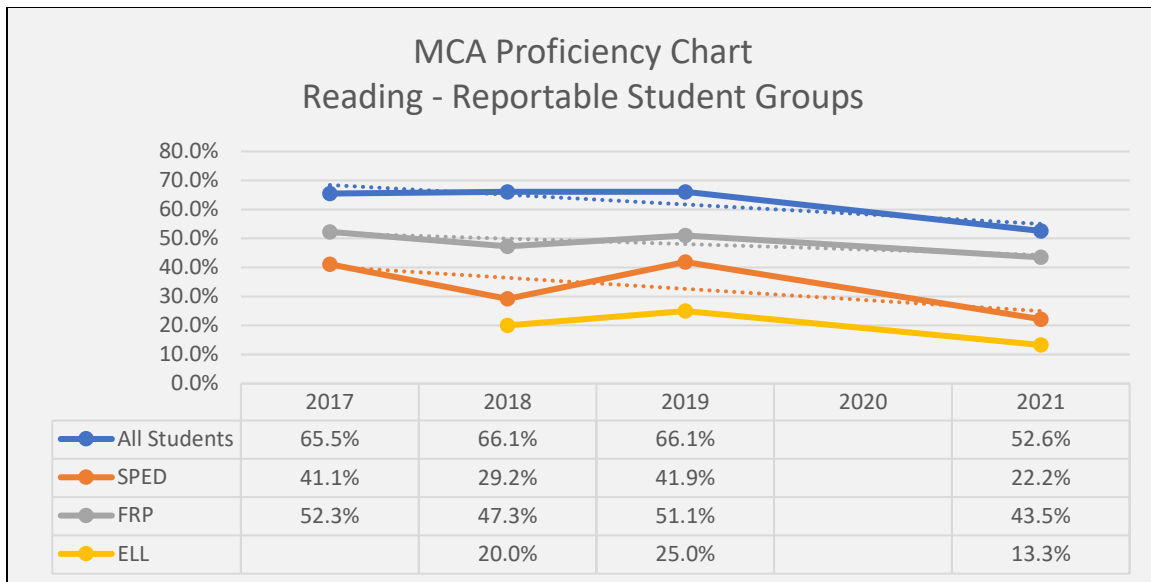












The school's evaluation on each standard is listed in the table below. The three possible outcomes are:

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

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

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

**Scale:**

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

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

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	

**Analysis:** If we use VOA as a comparison school, PACT Charter school partially meets the standard. In 2021 the school outperformed the VOA average in math and reading.

**Academic Performance Standard 2** - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

**Scale:**

**Meets standard** – School’s achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.

**Partially meets standard** - School’s achievement level of “improved and maintained” is above 50%

**Does not meet standard** - School’s achievement level of “improved and maintained” is below 50%

<b>X</b>	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

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

**Analysis:** In 2019, the last year that this measure was available, PACT had a score of 67% in math and 69.4% in reading.

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

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

**Scale:**

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

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

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Evidence / Source:** Minnesota Department of Education

**Analysis:** PACT reduced the achievement gap in four out of six possible areas.

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

**Scale:**

**Meets Standard – Meets all criteria and is adhered to.**

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

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

**2 - Meets**

**1 - Partially Meets**

**0 - Does Not Meet**

**Data/Source: School Annual Report**

**Analysis:**

**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.**

**2 - Meets**

**1 - Partially Meets**

**0 - Does Not Meet**

**Data / Source: School Annual Report**

**Analysis:**

**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.**

<b>Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.</b> <b>Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.</b>	
	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<b>Analysis:</b>	

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

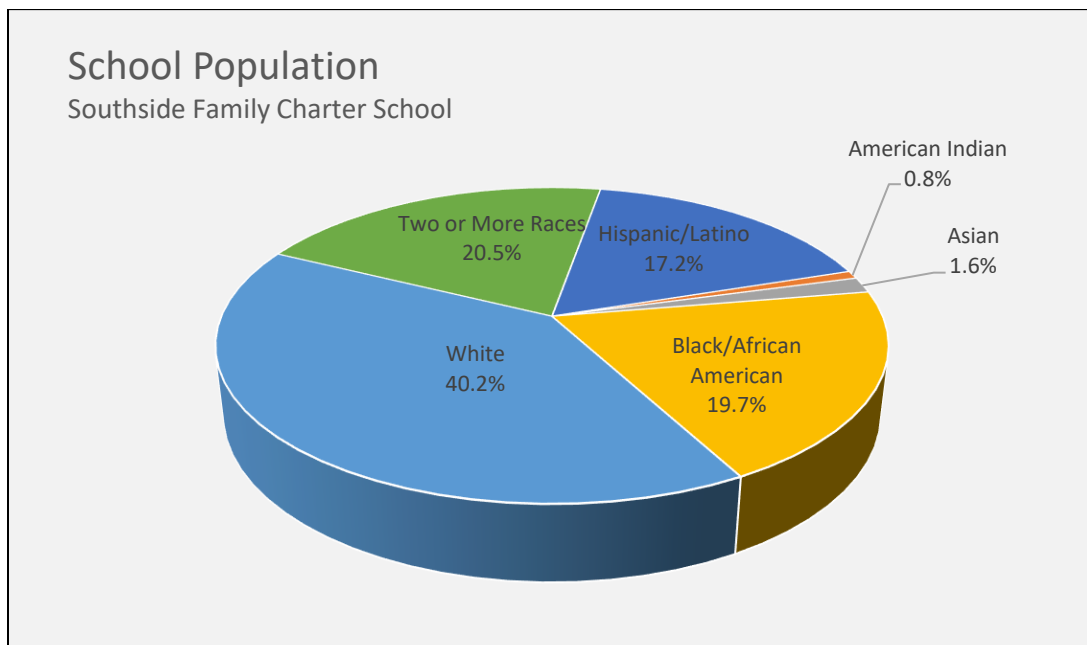
**Academic Standards Point Total: N/A (The school will join the VOA network in FY23)**



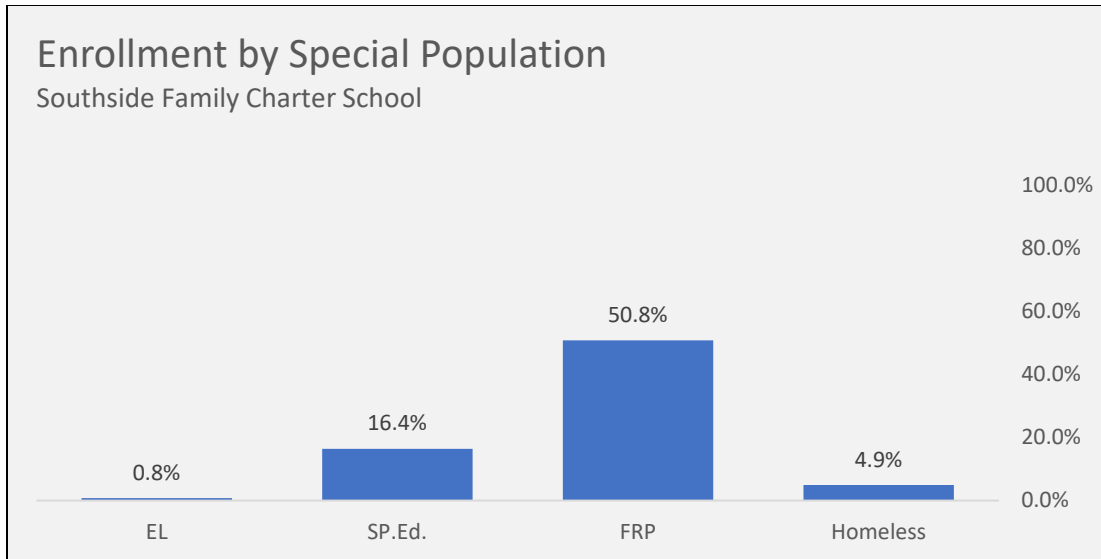
**SOUTHSIDE FAMILY  
CHARTER SCHOOL**  
Charter #4162  
**Director: Julie Cohrs**  
**4500 Clinton Avenue South**  
**Minneapolis, MN 55419**  
**Phone: 612-872-8322**  
[www.southsidefamilyschool.org](http://www.southsidefamilyschool.org)

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.

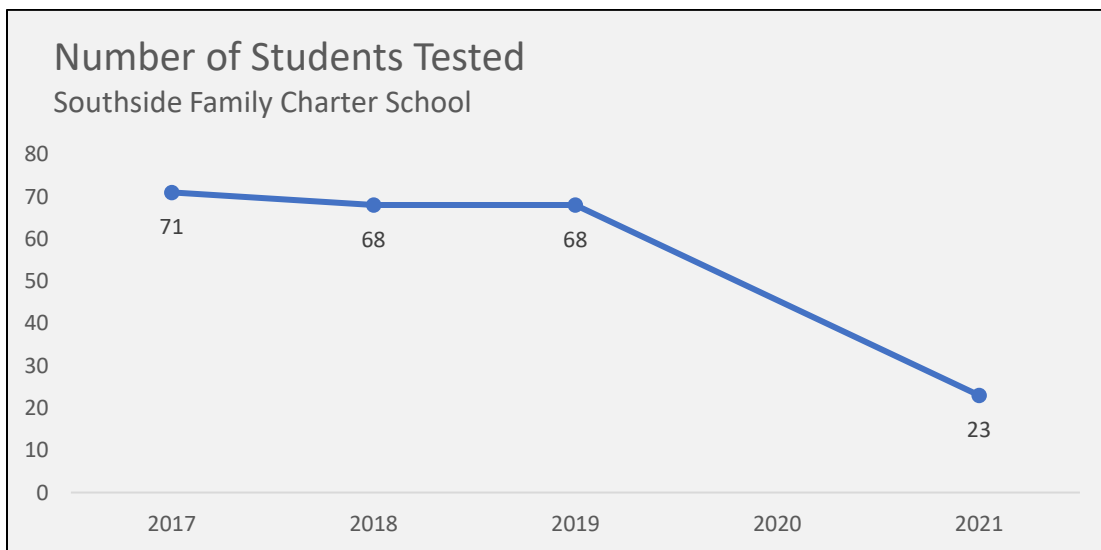
**Summary:** SFCS tested 23 students in 2021. The school has maintained a similar demographic composition for the last several years with slight variations from year to year. Proficiency rates in math, reading and science remain above the statewide average.



**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

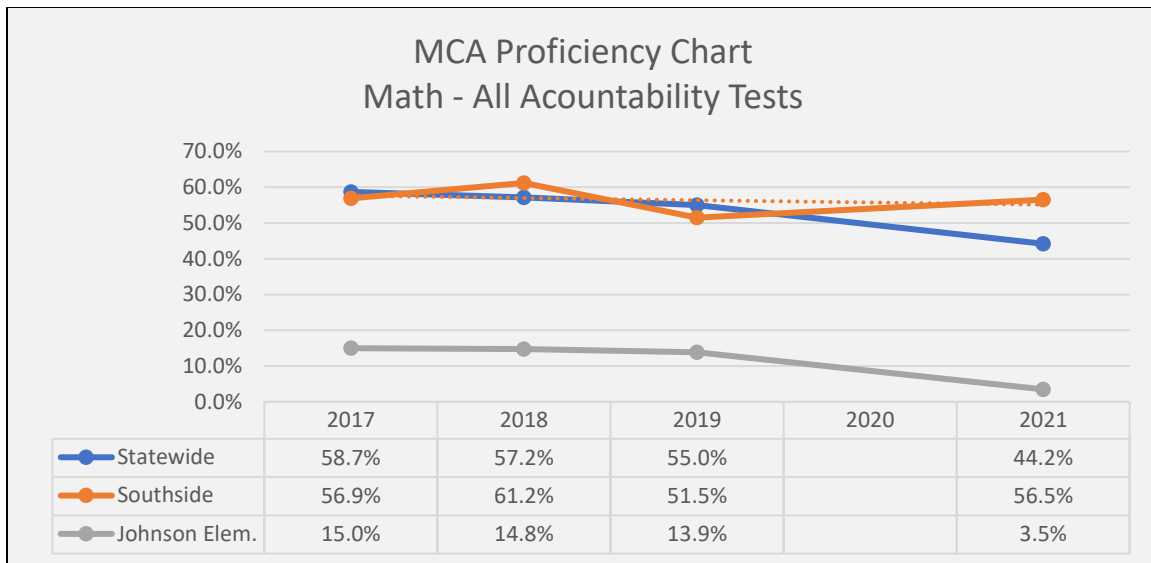
## **TEST RESULTS: HOW ARE STUDENTS PERFORMING ACADEMICALLY?**

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 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>58.7%</b>	<b>57.2%</b>	<b>55.0%</b>		<b>44.2%</b>
<b>3<sup>rd</sup></b>	<b>68.6%</b>	<b>66.9%</b>	<b>66.0%</b>		<b>57.1%</b>
<b>4<sup>th</sup></b>	<b>67.4%</b>	<b>65.6%</b>	<b>64.3%</b>		<b>53.8%</b>
<b>5<sup>th</sup></b>	<b>57.7%</b>	<b>55.2%</b>	<b>52.4%</b>		<b>41.1%</b>
<b>6<sup>th</sup></b>	<b>56.0%</b>	<b>54.3%</b>	<b>50.9%</b>		<b>37.2%</b>
<b>7<sup>th</sup></b>	<b>55.4%</b>	<b>54.9%</b>	<b>52.5%</b>		<b>37.4%</b>
<b>8<sup>th</sup></b>	<b>58.8%</b>	<b>57.8%</b>	<b>55.7%</b>		<b>39.8%</b>
<b>Southside</b>	<b>56.9%</b>	<b>61.2%</b>	<b>51.5%</b>		<b>56.5%</b>
<b>3<sup>rd</sup></b>	<b>69.2%</b>	<b>69.2%</b>	<b>61.5%</b>		<b>CTSTR</b>
<b>4<sup>th</sup></b>	<b>46.2%</b>	<b>63.6%</b>	<b>69.2%</b>		
<b>5<sup>th</sup></b>	<b>61.5%</b>	<b>45.5%</b>	<b>CTSTR</b>		<b>CTSTR</b>
<b>6<sup>th</sup></b>	<b>61.5%</b>	<b>80.0%</b>	<b>10.0%</b>		<b>CTSTR</b>
<b>7<sup>th</sup></b>	<b>45.5%</b>	<b>40.0%</b>	<b>66.7%</b>		<b>CTSTR</b>
<b>8<sup>th</sup></b>	<b>CTSTR</b>	<b>66.7%</b>	<b>54.5%</b>		<b>N/A</b>
<b>Jefferson Elem.</b>	<b>15.0%</b>	<b>14.8%</b>	<b>13.9%</b>		<b>3.5%</b>
<b>3<sup>rd</sup></b>	<b>29.5%</b>	<b>22.6%</b>	<b>CTSTR</b>		<b>5.9%</b>
<b>4<sup>th</sup></b>	<b>25.4%</b>	<b>32.1%</b>	<b>27.1%</b>		<b>7.1%</b>
<b>5<sup>th</sup></b>	<b>10.2%</b>	<b>14.3%</b>	<b>CTSTR</b>		<b>0.0%</b>
<b>6<sup>th</sup></b>	<b>10.7%</b>	<b>5.9%</b>	<b>CTSTR</b>		<b>0.0%</b>
<b>7<sup>th</sup></b>	<b>7.3%</b>	<b>3.9%</b>	<b>CTSTR</b>		<b>5.3%</b>
<b>8<sup>th</sup></b>	<b>13.0%</b>	<b>13.6%</b>	<b>26.1%</b>		<b>4.3%</b>

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



**Figure 4 - MCA Math Proficiency 2017-2021**

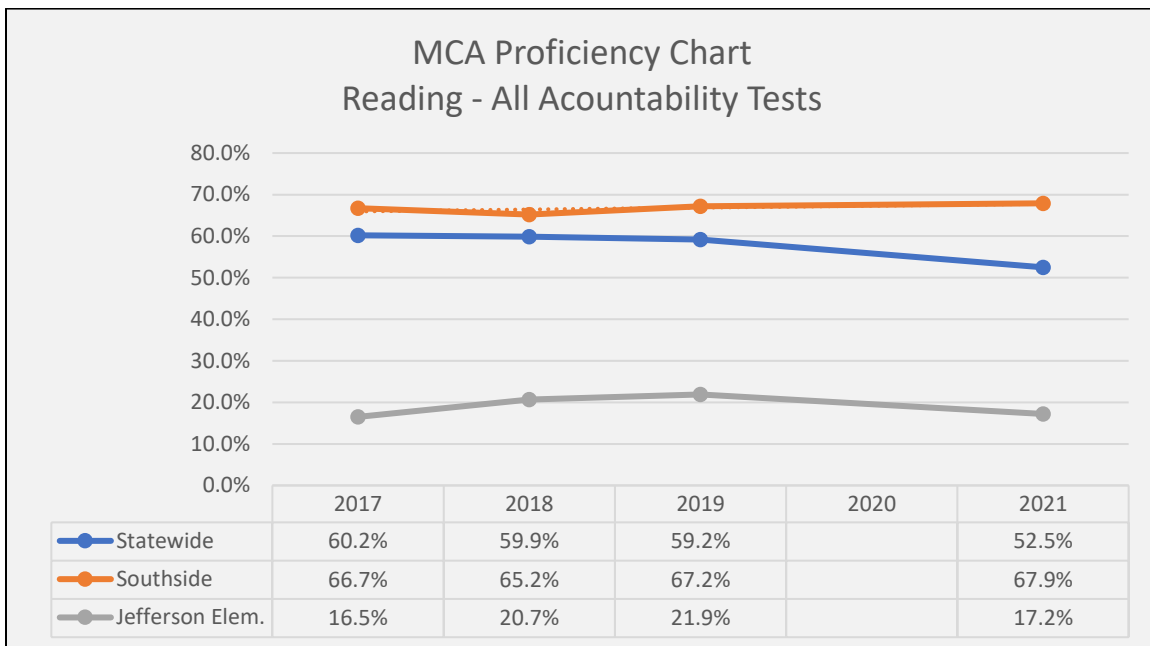
**ANALYSIS OF MATH MCA PROFICIENCY:** SFCS' MCA math proficiency results are shown in Table 1 and Figure 4. SFCS' math proficiency rate increased by five percentage points to 56.5% in 2021. SFCS continues to outperform the local district school by a wide margin. In future years, it is expected that SFCS will continue to outperform the both the comparison school the statewide average.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>60.2%</b>	<b>59.9%</b>	<b>59.2%</b>		<b>52.5%</b>
<b>3<sup>rd</sup></b>	<b>57.0%</b>	<b>56.2%</b>	<b>55.0%</b>		<b>48.5%</b>
<b>4<sup>th</sup></b>	<b>57.3%</b>	<b>56.2%</b>	<b>55.9%</b>		<b>49.3%</b>
<b>5<sup>th</sup></b>	<b>67.9%</b>	<b>67.5%</b>	<b>66.2%</b>		<b>59.4%</b>
<b>6<sup>th</sup></b>	<b>63.8%</b>	<b>64.9%</b>	<b>63.2%</b>		<b>55.0%</b>
<b>7<sup>th</sup></b>	<b>57.9%</b>	<b>58.7%</b>	<b>57.9%</b>		<b>48.3%</b>
<b>8<sup>th</sup></b>	<b>59.3%</b>	<b>59.1%</b>	<b>58.2%</b>		<b>49.7%</b>
<b>Southside</b>	<b>66.7%</b>	<b>65.2%</b>	<b>67.2%</b>		<b>67.9%</b>
<b>3<sup>rd</sup></b>	<b>76.9%</b>	<b>41.7%</b>	<b>65.5%</b>		<b>CTSTR</b>
<b>4<sup>th</sup></b>	<b>41.7%</b>	<b>45.5%</b>	<b>66.7%</b>		<b>63.6%</b>
<b>5<sup>th</sup></b>	<b>69.2%</b>	<b>70.0%</b>	<b>CTSTR</b>		<b>CTSTR</b>
<b>6<sup>th</sup></b>	<b>69.2%</b>	<b>90.0%</b>	<b>60.0%</b>		<b>CTSTR</b>
<b>7<sup>th</sup></b>	<b>63.6%</b>	<b>63.6%</b>	<b>91.7%</b>		<b>CTSTR</b>



8 <sup>th</sup>	80.0%	83.3%	63.6%		N/A
Jefferson Elem.	16.5%	20.7%	21.9%		17.2%
3 <sup>rd</sup>	16.4%	17.7%	CTSTR		11.1%
4 <sup>th</sup>	19.4%	30.4%	28.8%		0.0%
5 <sup>th</sup>	12.2%	29.8%	27.3%		6.7%
6 <sup>th</sup>	18.3%	19.6%	26.4%		31.0%
7 <sup>th</sup>	12.5%	11.5%	CTSTR		25.0%
8 <sup>th</sup>	21.7%	23.3%	24.4%		15.0%



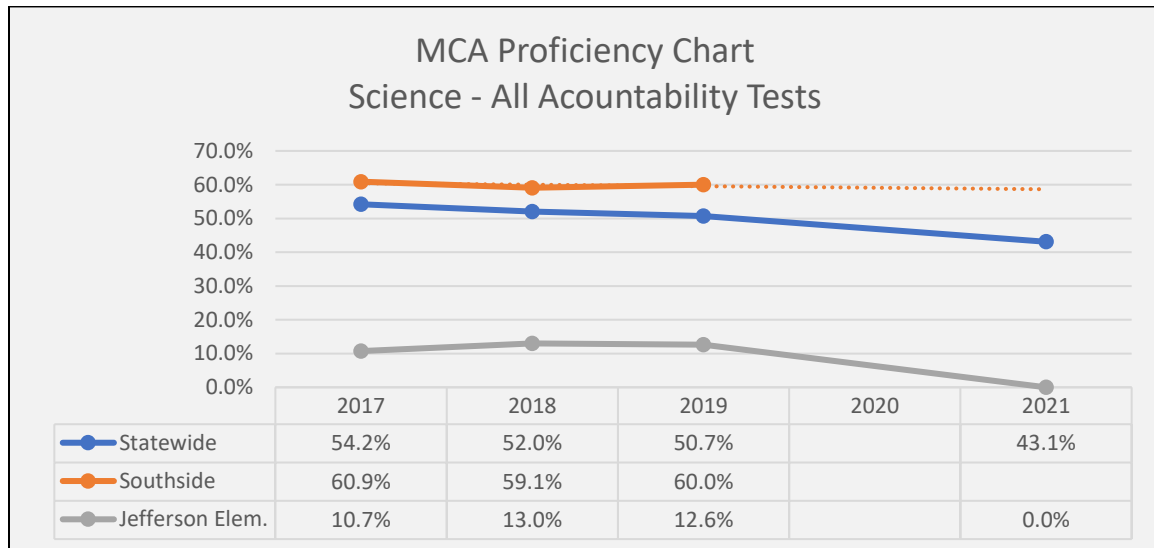
**Figure 5 – MCA Reading Proficiency 2017-2021**

**ANALYSIS OF READING MCA PROFICIENCY:** SFCS' MCA reading proficiency results are shown in Table 2 and Figure 5. SFCS increased its reading proficiency from 2019 to 2021, up 0.7 percentage points to 67.9%. SFCS is currently outperforming both the local district and the statewide average. In future years, it is expected that SFCS will continue to meet or exceed the proficiency rate of the local district school and the statewide average.

**Table 3 – MCA Science Proficiency 2017 - 2021**

MCA Science	2017	2018	2019	2020*	2021
Statewide	54.2%	52.0%	50.7%		43.1%
5 <sup>th</sup>	60.0%	58.2%	54.9%		47.9%
8 <sup>th</sup>	46.2%	45.2%	43.0%		33.8%

<b>Southside</b>	<b>60.9%</b>	<b>59.1%</b>	<b>60.0%</b>		<b>CTSTR</b>
<b>5<sup>th</sup></b>	<b>69.2%</b>	<b>70.0%</b>	<b>CTSTR</b>		<b>CTSTR</b>
<b>8<sup>th</sup></b>	<b>50.0%</b>	<b>50.0%</b>	<b>63.6%</b>		<b>N/A</b>
<b>Jefferson Elem.</b>	<b>10.7%</b>	<b>13.0%</b>	<b>12.6%</b>		<b>0.0%</b>
<b>5<sup>th</sup></b>	<b>10.3%</b>	<b>16.4%</b>	<b>20.0%</b>		<b>0.0%</b>
<b>8<sup>th</sup></b>	<b>11.1%</b>	<b>8.5%</b>	<b>6.0%</b>		<b>0.0%</b>

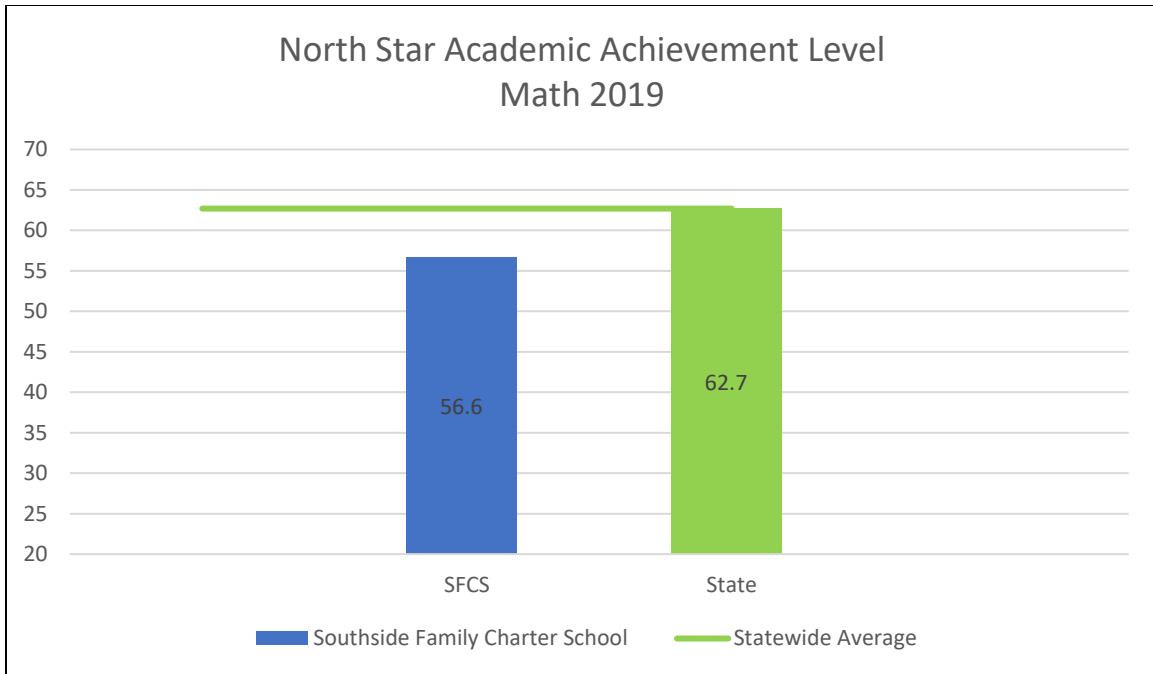


**Figure 6 – MCA Science Proficiency 2017-2021**

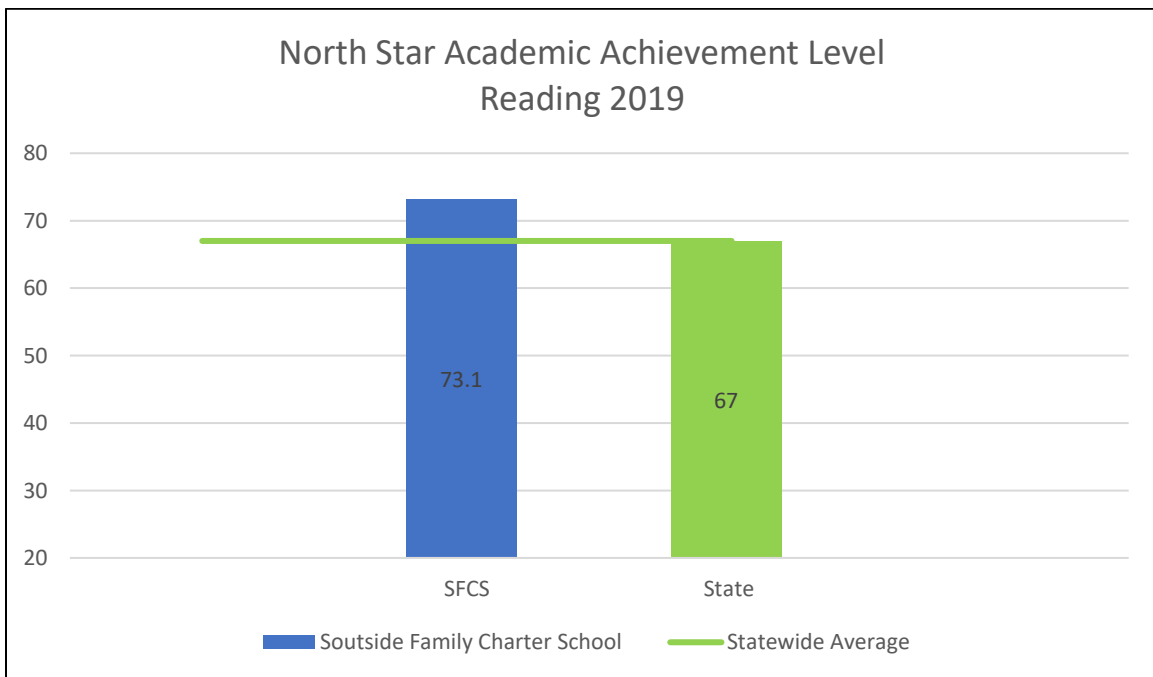
**ANALYSIS OF SCIENCE MCA PROFICIENCY:** SFCS’ MCA science proficiency results are shown in Table 3 and Figure 6. SFCS has outperformed both the comparison school and the statewide average over the past few years. SFCS did not have a larger enough testing cell size in 2021 to generate a reportable score in science. In future years, it is expected that SFCS will continue to meet or exceed the proficiency rate of the local district 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 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

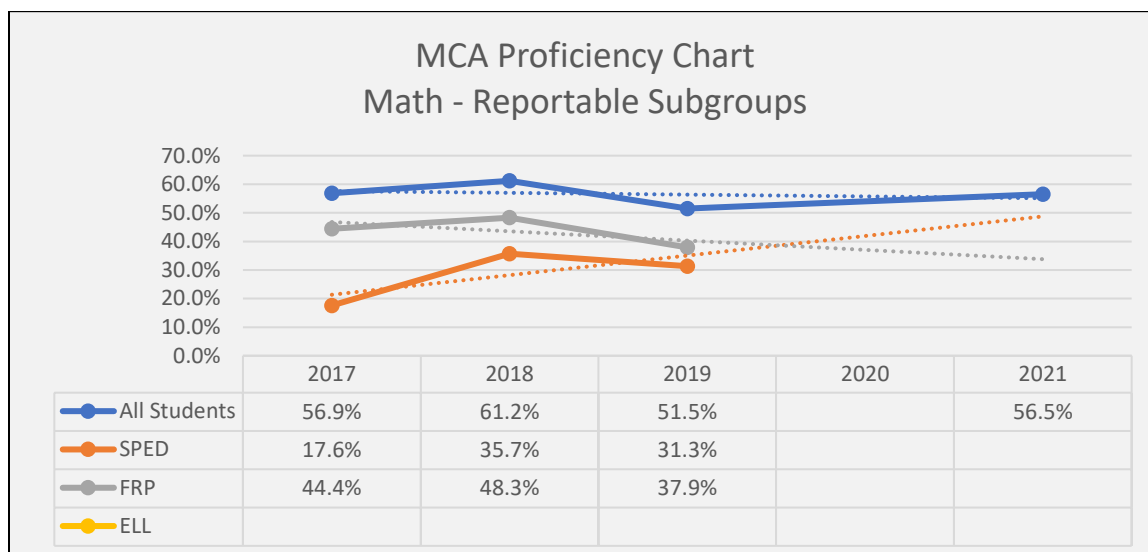


**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

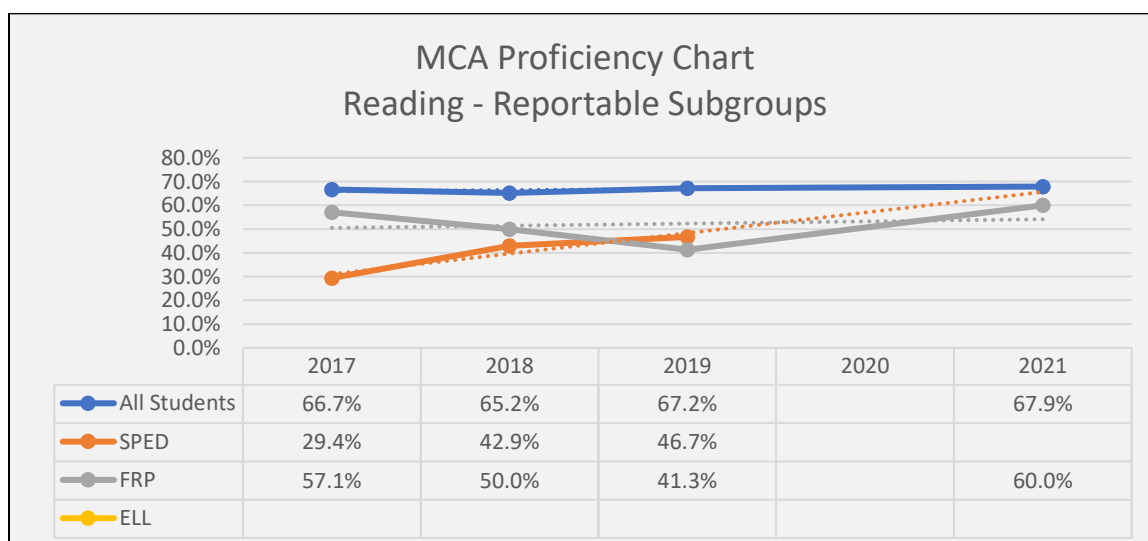
### **Academic Performance Standard 3 - Achievement Gap Reduction**

VOA-MN Authorizing Program  
2020 – 2021 School Academic Report

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



**Figure 10 - Reportable Subgroups MCA Math 2017 - 2021**



**Figure 11 - Reportable Subgroups MCA Reading 2017- 2021**

## VOA -MN Standards Evaluation

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

- Meets standard
- Partially meets standard

- Does not meet standard

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

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

**Scale:**

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

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

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

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

**Evidence / Source: Minnesota Department of Education**

**Analysis:** SFCS is currently outperforming the comparison school in math and reading. The testing cell size for science was too small to report publicly. However, the school has outperformed the comparison school in science during the three most recent testing cycles.

**Academic Performance Standard 2** - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

**Scale:**

**Meets standard** – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.

**Partially meets standard** - School's achievement level of “improved and maintained” is above 50%

**Does not meet standard** - School's achievement level of “improved and maintained” is below 50%

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

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

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

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

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

**Scale:**

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

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

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Evidence / Source: Minnesota Department of Education**

**Analysis:** Due to the small testing cell sizes at SFCS during the 2021 MCA administration, only one subgroup had reportable data. SFCS reduced the achievement gap between Free and Reduced Lunch population and the “all-students” group from 2019 to 2021.

**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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data/Source: School Annual Report**

**Analysis:** SFCS evaluates 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 four steps:

1. Employee Preparation
2. Stakeholder Feedback/Classroom Visit
3. Supervisor Preparation
4. Conduct Performance Review

The employee and the supervisor identify strengths and accomplishments, areas for development, and future growth goals. All sources of information (self-review, supervisor feedback, and stakeholder input) are based on the SFCS community core practices listed below:

Teaching Social Justice, Social Justice Curriculum, Promote Key Values, Active Pedagogy, Quality Orientation, Results Orientation, Culture and Character, Integrity, Accountability, Leadership and School Improvement, Interpersonal Effectiveness, Professional Growth.

**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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source:** School Annual Report

**Analysis:** Southside Family Charter School offers several school-wide opportunities for professional development that are aligned with the school's mission and vision. In addition, staff members can choose trainings that will enhance their teaching and the students' learning. The professional development activities are summarized below.

Montessori Practices, Regular Learning Teams Meetings, Handwriting Without Tears, Insisting on Equity: MN NAME annual Education Conference, Minnesota History Trip, Courageous Conversations and Writing your Racial Autobiography, Crisis Prevention Institute, Trauma Informed Instruction.

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

**Scale:**

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

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

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

Travel Studies. 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 that are exciting to the students. Parents and students are highly satisfied with the approach, and it continues to be a unique hallmark of Southside's mission-driven operations.

Social Justice Curriculum. The heart of the school's mission, social justice education is woven into every subject and grade level. Teachers choose their own material and collaborate through learning teams to coordinate and integrate lessons throughout the student experience. Within this unique framework, students learn to view history, literature, and the sciences through the lenses of critical race theory and feminist theory, and from the perspective of marginalized populations. Students learn to question conventional narratives and build a deep understanding of the impact of power and privilege on social systems and the human experience.

Governance Model. The school employs a unique governance model that was developed by staff, parents, and community members to formalize our customary practice of empowering school staff through consensus-based decision-making. The model is founded on the principles of collaboration and non-hierarchical leadership. It includes extensive staff involvement in decision making processes through regular meetings, representation on the school's board of directors, and participation on the Cooperative Leadership Team.

Circles in Classrooms and Restorative Justice. Classrooms are organized around the principle of engaging students as leaders and active participants, and this is supported by the use of circles and restorative justice practices within the classroom. In circle discussions, students learn skills around problem solving, self-regulation, respect and equality, and emotional intelligence. These skills translate into restorative justice practices, which are implemented when an issue arises within the classroom that can benefit from collaborative problem solving to build community, repair harm, and facilitate healing. In this setting, the teacher functions as the circle keeper, facilitating collaboration and restorative practices, and students build these leadership skills as well.

Small Class Sizes. Southside Family Charter School continues to have small class sizes so they can



give each student individualized attention and enable collaborative classroom practices. The average classroom size in 2017-18 was 13, which indicates a high level of commitment to this practice.

Family and Community Involvement. True to its name, Southside Family School works to sustain a sense of strong community and encourages family involvement at every opportunity. In addition to classroom-level and school-level communication with families and family engagement events throughout the school year, there is an active parent group and parent-majority board of directors. Parent-teacher conferences take place three times a year, and the school aims for 100% attendance, whether in-person or by phone.

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

**Scale:**

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

**Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.**

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

**Goal #1 -** In the interest of having a greater impact on third graders' reading proficiency, new options for assessments of reading proficiency for grades K-2 that are better predictors of MCA Reading scores will be explored in 2020-21, with the goal of implementing such measures in 2021-22.

**Results:** In both Spring 2021 and Spring 2019, the number of third grade students who took the MCA Reading was too small to report on. SFCS did identify and adopt FASTBRIDGE as a new assessment to be used more frequently throughout the year and to be implemented in 2021-22 (Goal Met)

The school needed new options for gathering data that could be used both more frequently and more accurately for our student population so ample measures could be compared. The school chose to adopt the FASTBRIDGE Assessment in 2021-2022 school year to help us gain better data, more frequently so more support could be provided.

**Goal #2 -** To continue to build on the school's ultimate goal of eliminating all achievement gaps, the gap between the percentage of white students and black students meeting or exceeding proficiency standards on the MCA Reading will decrease by 25% each year. The goal for 2019 was for the gap to decrease from 52.4% in 2018 to 39.3% in 2019, but not enough students tested to provide evidence of either meeting or not meeting that goal.

**Results:** The total number of black students who took the MCA Reading in 2021 was 5, and the number of white students who took the MCA Reading was 12. To comply with federal laws, data is not reported for any group consisting of fewer than 10 students. Because the number of students in each proficiency level was fewer than 10, comparison data illustrating the presence and/or extent of a racial achievement gap cannot be reported. (Goal not Met)

**Academic Standards Point Total: 11/12**



## **SPECTRUM HIGH SCHOOL**

**Charter #4160**

**Directors: Dan DeBruyn**

**17796 Industrial Circle NW**

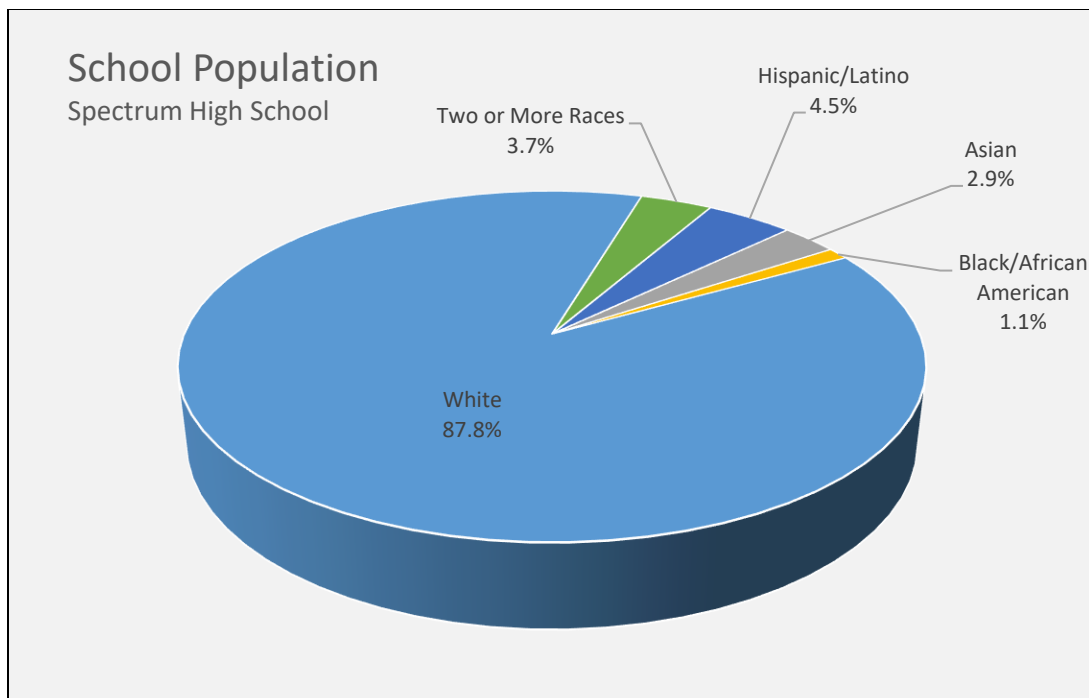
**Elk River, MN 55330**

**Phone: 763-241-8703**

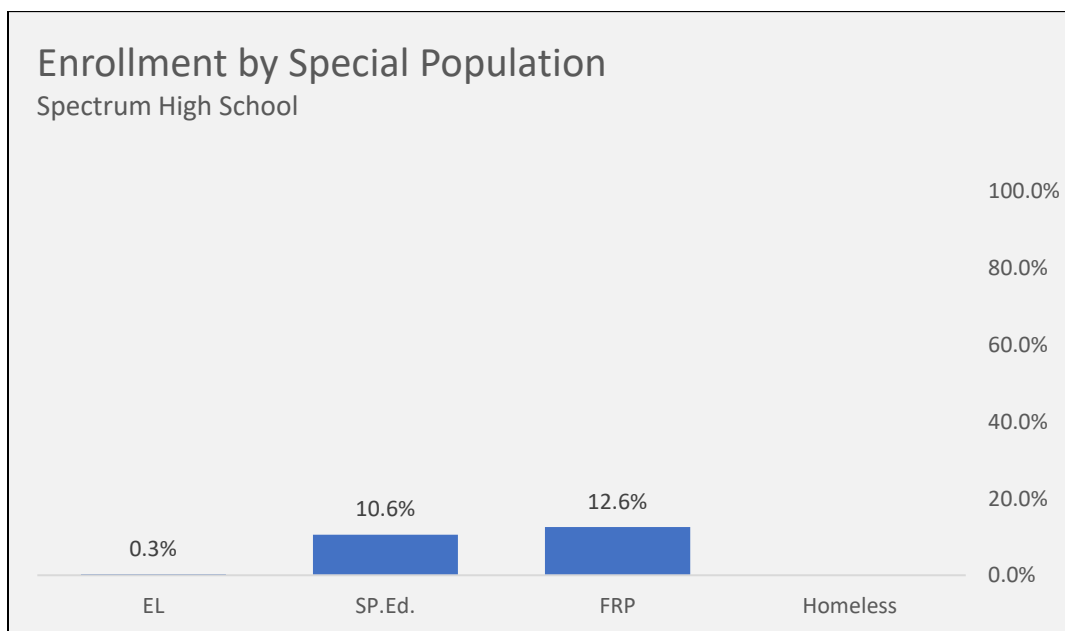
**[www.spectrumhighschool.org](http://www.spectrumhighschool.org)**

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.

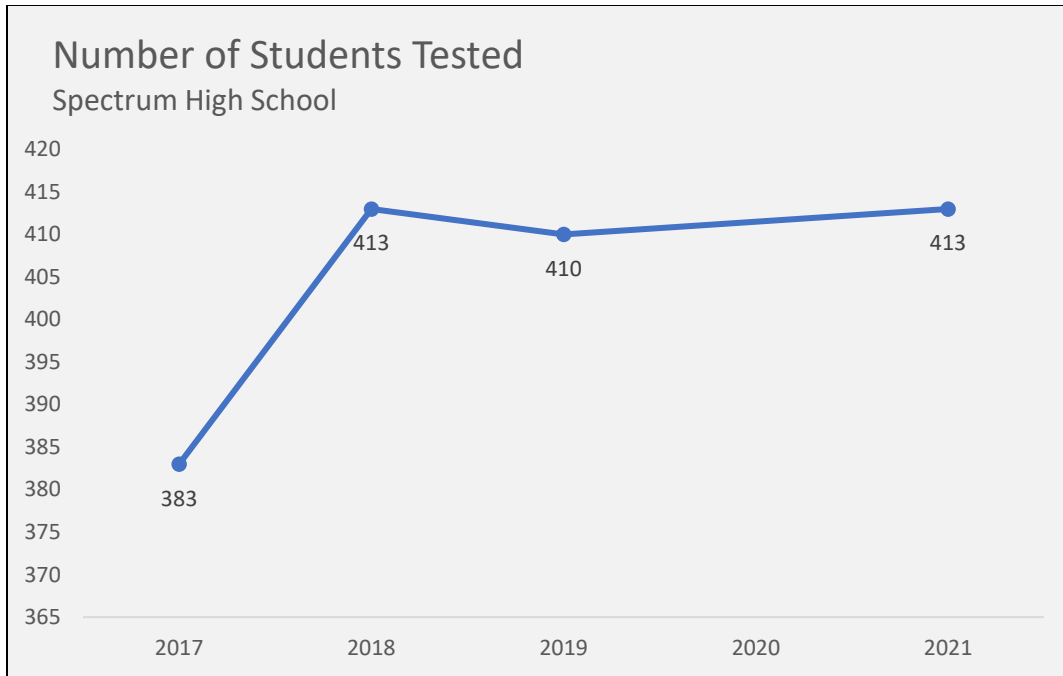
**Summary:** SHS tested 413 students in 2021 and increased its proficiency rate in reading from 2019 to 2021. The school is currently outperforming both the statewide average and the combined comparison school in math, reading and science. Enrollment by special population remains below the state average in all categories.



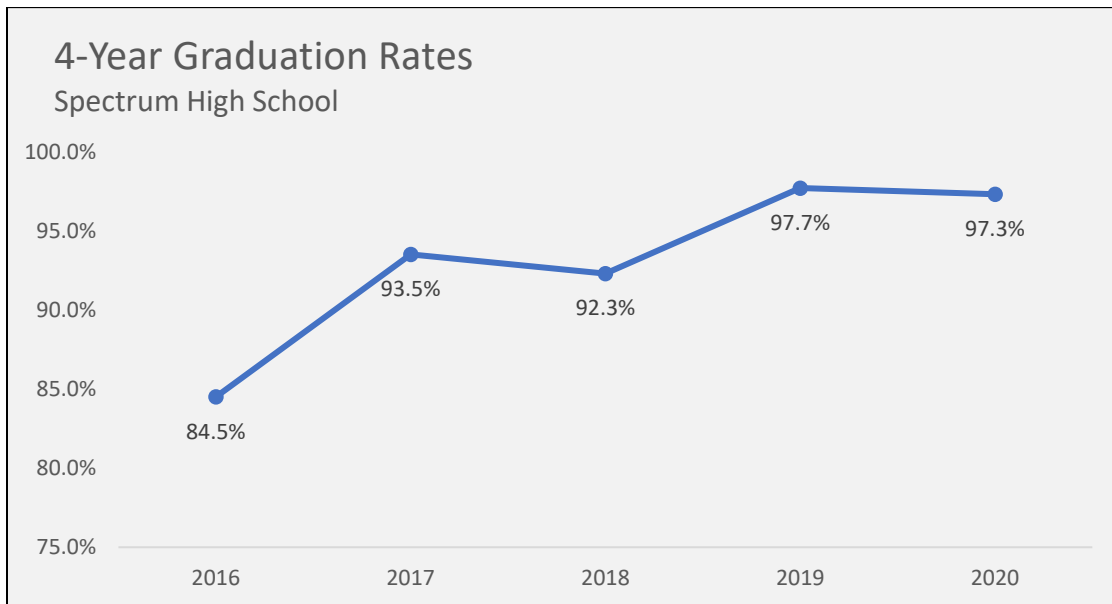
**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**



**Figure 4 – Graduation Rates 2016 -2020**

## **Academic Performance Standard 1 – State Examinations**

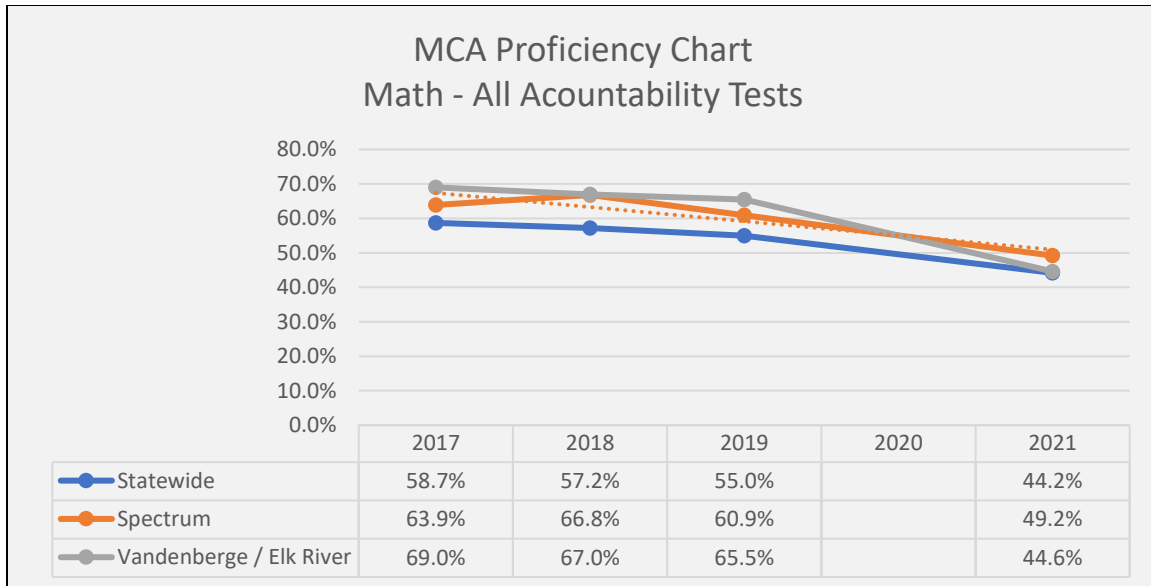
“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

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

**Table 1 – MCA Math Proficiency 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>58.7%</b>	<b>57.2%</b>	<b>55.0%</b>		<b>44.2%</b>
<b>6<sup>th</sup></b>	<b>55.5%</b>	<b>53.8%</b>	<b>50..5%</b>		<b>37.2%</b>
<b>7<sup>th</sup></b>	<b>54.9%</b>	<b>54.4%</b>	<b>52.1%</b>		<b>37.4%</b>
<b>8<sup>th</sup></b>	<b>58.2%</b>	<b>57.2%</b>	<b>55.2%</b>		<b>39.8%</b>
<b>11<sup>th</sup></b>	<b>48.4%</b>	<b>47.3%</b>	<b>45.0%</b>		<b>41.4%</b>
<b>Spectrum</b>	<b>63.9%</b>	<b>66.8%</b>	<b>60.9%</b>		<b>49.2%</b>
<b>6<sup>th</sup></b>	<b>68.9%</b>	<b>66.7%</b>	<b>64.0%</b>		<b>47.5%</b>
<b>7<sup>th</sup></b>	<b>59.0%</b>	<b>60.5%</b>	<b>66.9%</b>		<b>56.5%</b>
<b>8<sup>th</sup></b>	<b>61.7%</b>	<b>65.7%</b>	<b>59.2%</b>		<b>48.1%</b>
<b>11<sup>th</sup></b>	<b>66.1%</b>	<b>76.7%</b>	<b>49.3%</b>		<b>42.9%</b>
<b>Vandenberg</b>	<b>71.2%</b>	<b>68.3%</b>	<b>65.2%</b>		<b>36.1%</b>
<b>6<sup>th</sup></b>	<b>68.6%</b>	<b>63.2%</b>	<b>55.0%</b>		<b>32.7%</b>
<b>7<sup>th</sup></b>	<b>76.3%</b>	<b>68.5%</b>	<b>71.4%</b>		<b>33.1%</b>
<b>8<sup>th</sup></b>	<b>68.6%</b>	<b>73.8%</b>	<b>69.3%</b>		<b>43.2%</b>
<b>Elk River High 11<sup>th</sup></b>	<b>66.3%</b>	<b>65.0%</b>	<b>65.8%</b>		<b>59.8%</b>
<b>Combined</b>	<b>69.0%</b>	<b>67.0%</b>	<b>65.5%</b>		<b>44.6%</b>

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



**Figure 5 - MCA Math Proficiency 2017-2021**

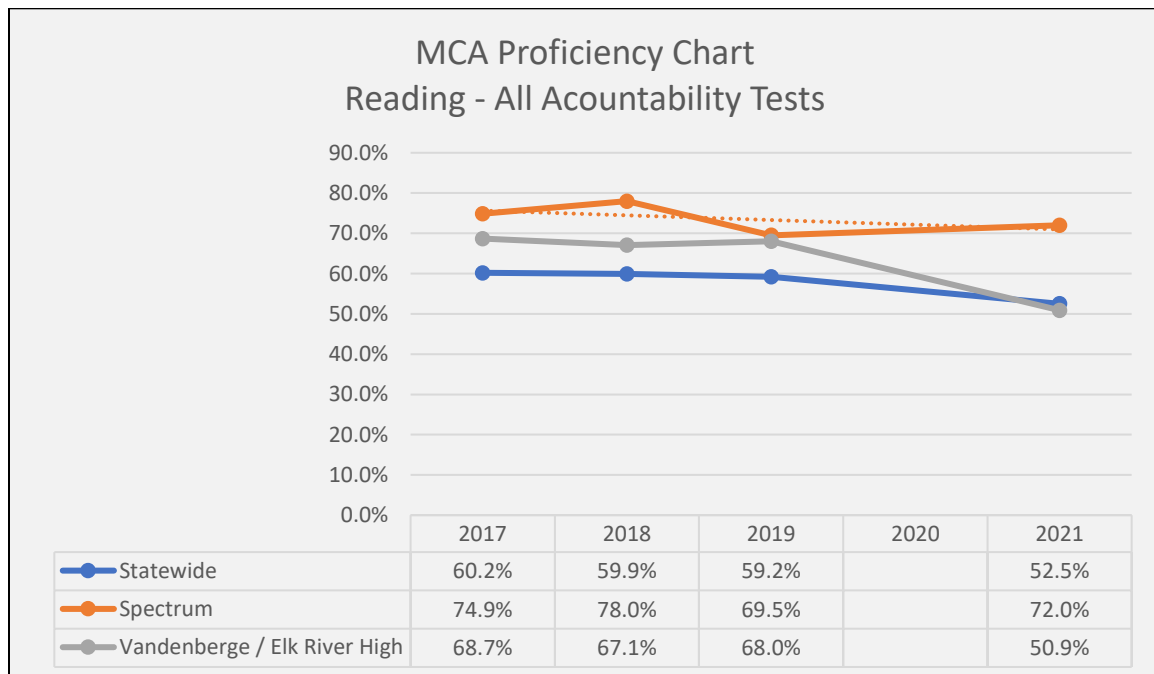
**ANALYSIS OF MATH MCA PROFICIENCY:** SHS' MCA math proficiency results are shown in Table 1 and Figure 5. For the purpose of this report, proficiency results from Vandenberg Middle School, grades 6-8, and Elk River High School, grade 11, were combined to create a comparison score for SHS. SHS' math proficiency rate declined by 11.7 percentage points from 2019 to 2021, while the combined comparison school's proficiency rate declined by over 20 percentage points over the same period. SHS is currently outperforming both the statewide average and the combined comparison school. In future years it is expected that SHS will continue to outperform the statewide average as well as the combined comparison school.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>60.2%</b>	<b>59.9%</b>	<b>59.2%</b>		<b>52.5%</b>
<b>6<sup>th</sup></b>	<b>63.8%</b>	<b>64.9%</b>	<b>63.2%</b>		<b>55.0%</b>
<b>7<sup>th</sup></b>	<b>57.9%</b>	<b>58.7%</b>	<b>57.9%</b>		<b>48.3%</b>
<b>8<sup>th</sup></b>	<b>59.3%</b>	<b>59.1%</b>	<b>58.2%</b>		<b>49.7%</b>
<b>10<sup>th</sup></b>	<b>60.5%</b>	<b>59.2%</b>	<b>60.4%</b>		<b>58.3%</b>
<b>Spectrum</b>	<b>74.9%</b>	<b>78.0%</b>	<b>69.5%</b>		<b>72.0%</b>
<b>6<sup>th</sup></b>	<b>78.7%</b>	<b>77.2%</b>	<b>77.2%</b>		<b>73.3%</b>
<b>7<sup>th</sup></b>	<b>68.7%</b>	<b>74.6%</b>	<b>68.3%</b>		<b>76.4%</b>

8 <sup>th</sup>	72.0%	80.6%	66.7%		67.9%
10 <sup>th</sup>	79.2%	80.5%	66.3%		70.1%
Vandenberg	71.6%	68.8%	65.8%		46.8%
6 <sup>th</sup>	78.6%	72.4%	63.5%		49.4%
7 <sup>th</sup>	67.9%	64.6%	64.8%		47.9%
8 <sup>th</sup>	69.4%	69.0%	69.3%		42.8%
Elk River High 10 <sup>th</sup>	65.1%	64.7%	71.2%		57.0%
Combined	68.7%	67.1%	68.0%		50.9%

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



**Figure 6 – MCA Reading Proficiency 2017-2021**

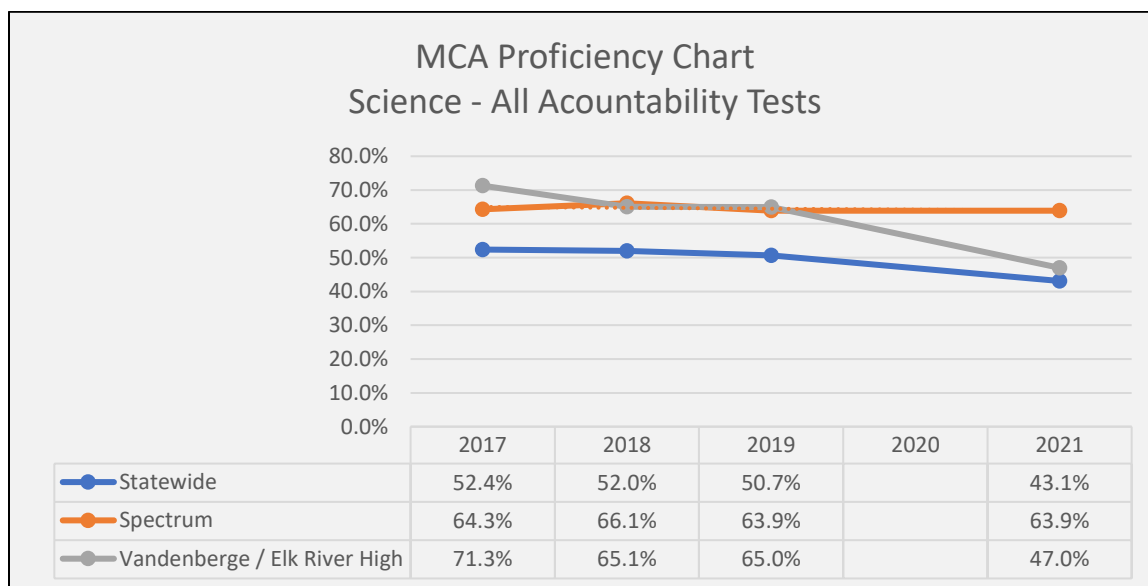
**ANALYSIS OF READING MCA PROFICIENCY:** SHS' MCA reading proficiency results are shown in Table 2 and Figure 6. For the purpose of this report, proficiency results from Vandenberg Middle School, grades 6-8, and Elk River High School, grade 10, were combined to create a comparison score for SHS. SHS' reading proficiency rate increased by 2.5 percentage points from 2019 to 2021, while both the combined comparison school and the statewide average experienced declines over the same period. SHS continues to outperform the statewide average as well as the local comparison school when it comes to reading proficiency. In future years, it is expected that SHS' reading proficiency rate will continue to outperform that of the statewide average as well as the combined comparison schools.



**Table 3 – MCA Science Proficiency 2017 - 2021**

<b>MCA Science</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>54.2%</b>	<b>52.0%</b>	<b>50.7%</b>		<b>43.1%</b>
<b>8<sup>th</sup></b>	<b>46.2%</b>	<b>45.2%</b>	<b>43.0%</b>		<b>33.8%</b>
<b>H.S.</b>	<b>56.3%</b>	<b>52.2%</b>	<b>54.4%</b>		<b>48.3%</b>
<b>Spectrum</b>	<b>64.3%</b>	<b>66.1%</b>	<b>63.9%</b>		<b>63.9%</b>
<b>8<sup>th</sup></b>	<b>55.7%</b>	<b>58.2%</b>	<b>60.8%</b>		<b>58.3%</b>
<b>H.S.</b>	<b>73.1%</b>	<b>75.0%</b>	<b>67.7%</b>		<b>69.7%</b>
<b>Vandenberg (8<sup>th</sup>)</b>	<b>68.5%</b>	<b>62.8%</b>	<b>55.9%</b>		<b>33.6%</b>
<b>Elk River High (H.S.)</b>	<b>72.5%</b>	<b>66.2%</b>	<b>69.7%</b>		<b>53.8%</b>
<b>Combined</b>	<b>71.3%</b>	<b>65.1%</b>	<b>65.0%</b>		<b>47.0%</b>

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

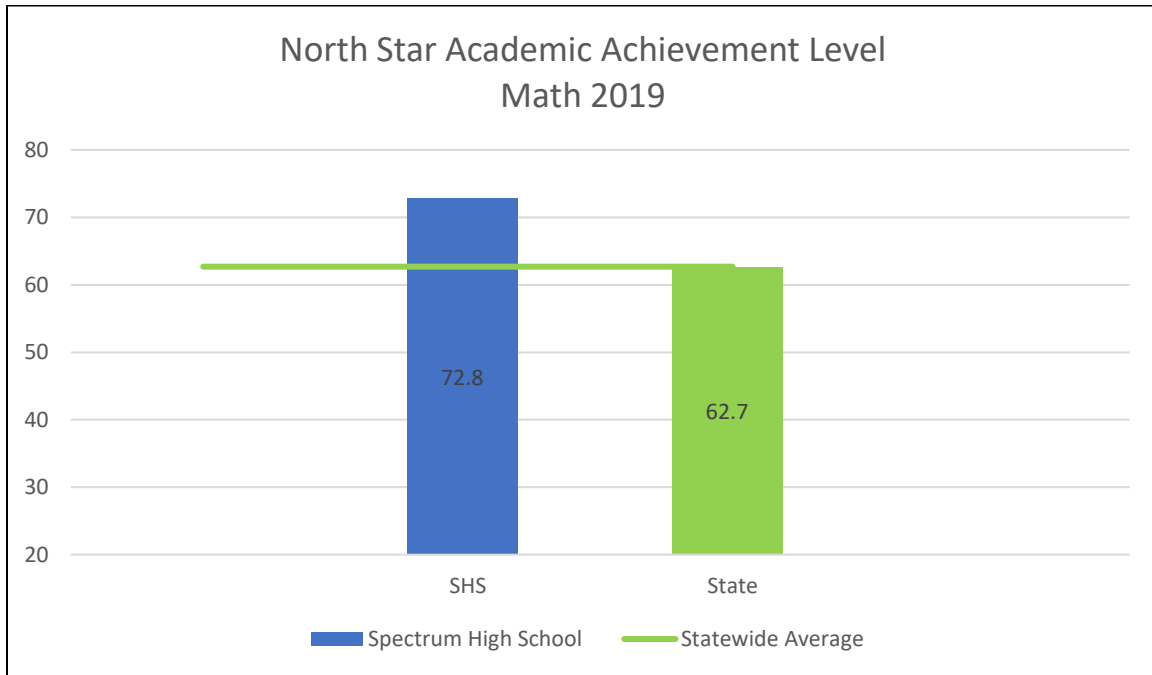


**Figure 7 – MCA Science Proficiency 2017-2021**

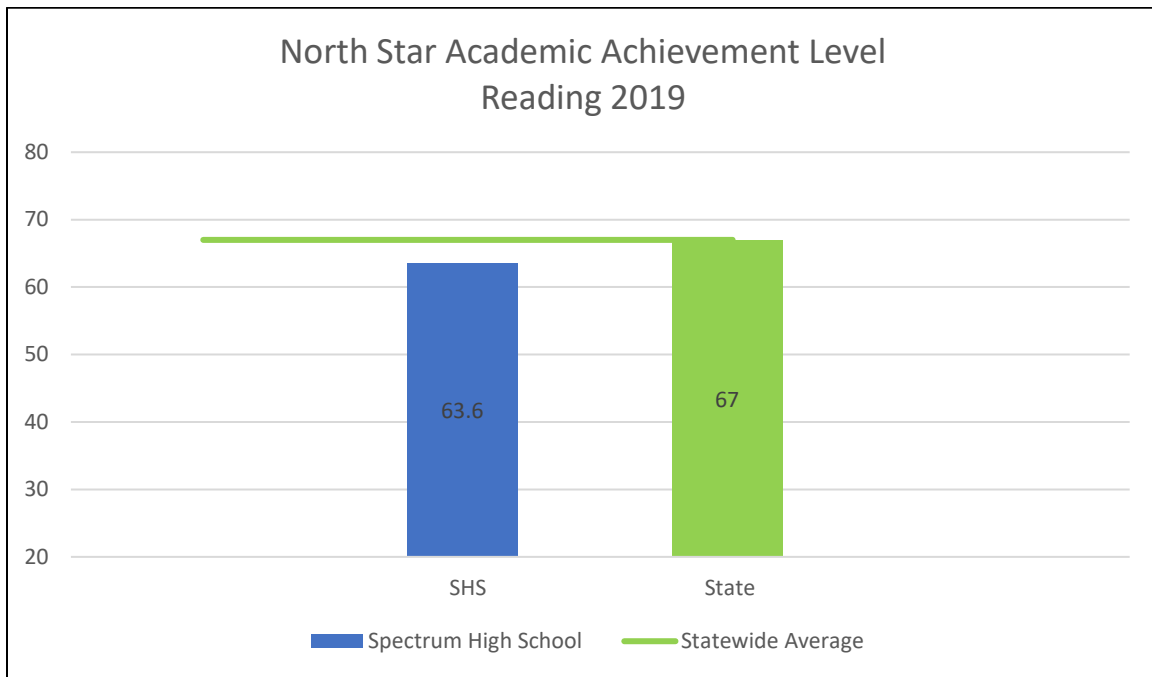
**ANALYSIS OF SCIENCE MCA PROFICIENCY:** SHS' MCA science proficiency results are shown in Table 3 and Figure 7. For the purpose of this report, proficiency results from Vandenberg Middle School, grade 8, and Elk River High School were combined to create a comparison score for SHS. SHS' science proficiency rate has remained relatively stable over the past four years. Despite a slight decline in proficiency from 2018 to 2019, the school continues to outperform the statewide average. In future years it is expected that SHS will continue to meet or exceed the science proficiency rate of both the combined comparison schools 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 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



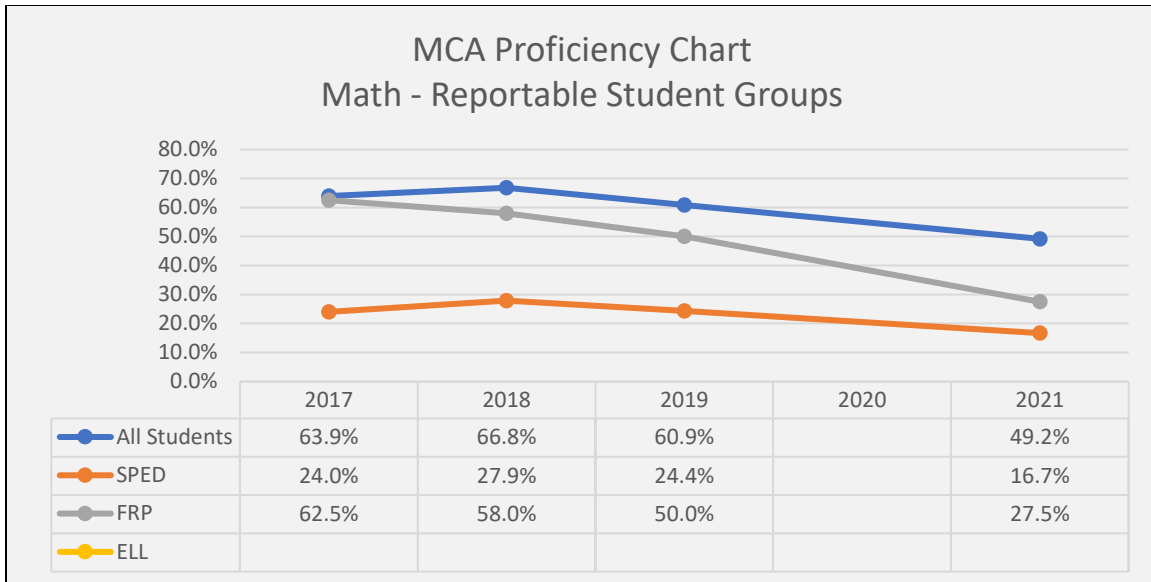
**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**



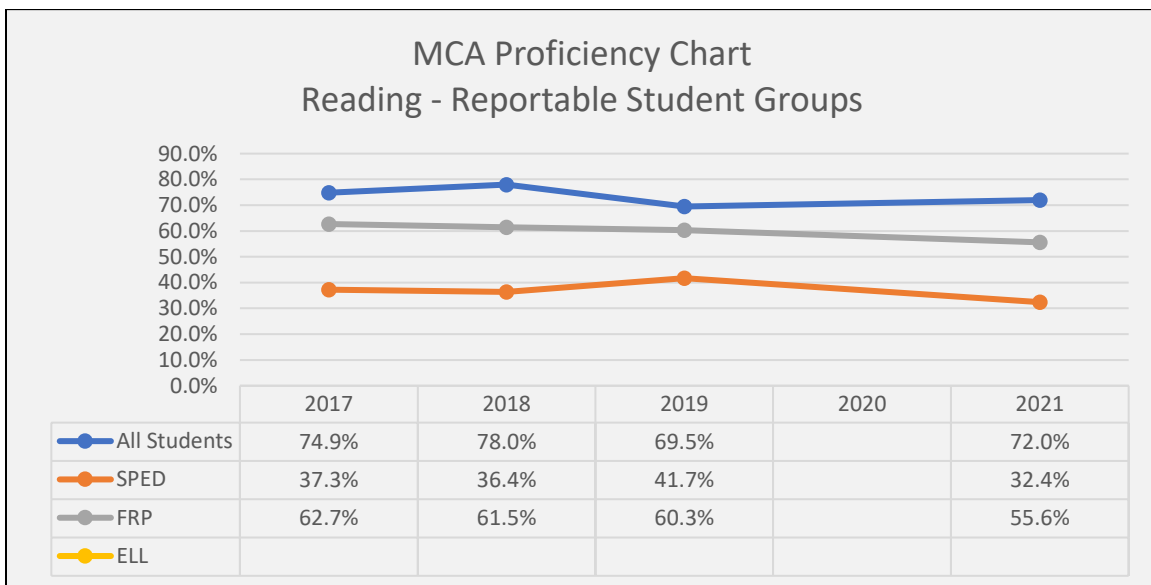
**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

### **Academic Performance Standard 3 - Achievement Gap Reduction**

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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017- 2021**

## 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

VOA-MN Authorizing Program  
2020 – 2021 School Academic Report

- Does not meet standard

<b>Academic Performance Standard 1</b> - 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"> <li>• <b>Imbedded WBWF Standard:</b> All third-graders can read at grade-level.</li> </ul>	
<b>Scale:</b> <b>Meets standard</b> - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.  <b>Partially meets standard</b> - 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.  <b>Does not meet standard</b> - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source:</b> Minnesota Department of Education	
<b>Analysis:</b> Spectrum High School is outperforming the combined comparison school in math, reading and science.	

<b>Academic Performance Standard 2</b> - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<b>Scale:</b> <b>Meets standard</b> – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading. <b>Partially meets standard</b> - School's achievement level of “improved and maintained” is above 50% <b>Does not meet standard</b> - School's achievement level of “improved and maintained” is below 50%	
N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source:</b> Minnesota Department of Education: North Star Academic Progress Report	

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

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

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

**Scale:**

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

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

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

	<b>2 - Meets</b>
X	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Evidence / Source: Minnesota Department of Education**

**Analysis:** Spectrum High School reduced the achievement gap in one of the four possible areas. (Special Education Math)

**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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data/Source: School Annual Report**

**Analysis:**

Teacher Evaluation Plan

The goal of this plan is to increase student achievement through the development, improvement, and support of qualified teachers and effective teaching practices.

The plan reflects a growth model and places an emphasis on the role of the principal as a coach. With the goal of individualized continuous improvement, the teacher and principal adopt a collaborative relationship. A series of rubrics tied to specific domains relating to the teaching and learning process are utilized to determine standards of performance and focus domains. The rubrics then serve as a tool to assess progress and performance throughout the year. The rubrics also provide a framework for coaching discussions and performance review.

The objectives of this plan are as follows:

1. Within this plan, teachers are placed on a professional learning continuum based on three identified phases. These three phases include 1) Standards of Performance 2) Growth Model, and 3) Teacher Leader. The Teacher Evaluation Phases document offers a more detailed description of each phase.
2. Principal and teacher engage in an initial meeting at the beginning of the year to consider the professional learning continuum (phases), the teaching and learning rubrics, and the teacher's "habit" or goal for the year.
3. Principals engage in frequent "mini-observations" (10 min.) in all classrooms. Mini observations allow principals to collect data in regard to teacher's standards of performance, focus domain, and habit. The number of observations is dependent upon where the teacher is placed on the professional learning continuum.
4. Principals conduct debrief meetings with teachers following each mini-observation. This provides an opportunity to analyze the resulting data and allows for coaching conversations. The debrief meetings also facilitate progress monitoring and support teacher growth with details being recorded on a shared Google Document.
5. Principals and teachers engage in a mid-year review meeting at which time observation data is analyzed and goal progress is assessed. By doing so in a comprehensive manner, it serves as a checkpoint for teacher evaluation and directs further action in regard to the standards of performance or habit.
6. Principals and teachers engage in an end-of-the-year summative evaluation meeting. The purpose of this meeting is to evaluate the teacher's performance in regard to the standards, the focus domain, and habit, depending upon where the teacher is on the professional learning continuum. As a result of this summative evaluation meeting, a determination is made regarding the teacher's status on the professional learning continuum and a plan is put in place for further action.

**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.**

<b>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.</b>	
<b>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b></p> <p>Professional Development Plan</p> <p>The goal of this plan is continuous improvement and the maintenance of high standards in the area of teaching and learning by ensuring that teachers engage in meaningful professional development opportunities.</p> <p>It reflects an emphasis on collaboration and reflection with colleagues. It is responsive in nature to the needs of students, teachers, and the Spectrum system as a whole. The plan intentionally presents varied opportunities for teachers to increase efficacy and expertise in their content area and teaching practices in general.</p> <p>The objectives of this plan are as follows:</p> <ol style="list-style-type: none"> <li>1. Teachers will participate in district level training during designated non-student contact workshop days prior to the start of the 2021/2022 school year. This training will focus on district initiatives aligned to the Spectrum Instructional Framework. Focus areas for the 2021/2022 school year are as follows: - Backwards design unit development (curriculum mapping) - Blended learning - Proficiency scale development and implementation - Formative assessment and progress monitoring strategies</li> <li>2. Teachers will engage in district level professional development on nine days within the scheduled 2021/2022 school year. Work completed on district professional development days is directed toward: - Spectrum Strategic Goal #3 - content area team collaboration regarding assessment data analysis and development of differentiation strategies responsive to student needs. - Spectrum Strategic Plan goal #5 - content area collaboration regarding curriculum development, review, and alignment.</li> <li>3. Teachers will develop an individual Professional Growth Plan that falls within the QComp guidelines as determined by the Minnesota Department of Education. This plan is in the form of a SMART goal that is directed by the teacher's individual professional growth needs in regards to the development of instructional strategies that will improve student achievement. It will be documented and progress monitored in collaboration with the Curriculum and Instruction Coach and the Q-Comp Coordinator.</li> <li>4. Teachers will develop a Student Growth Plan that falls within the Q-Comp guidelines as determined by the Minnesota Department of Education. This plan is in the form of a SMART goal that is directed by student achievement data related to the Minnesota Academic Standards. Teachers will utilize a variety of assessment strategies to determine a baseline level of achievement. The plan will outline the implementation of strategies that will support student growth and academic achievement at the</li> </ol>	



proficiency level.

5. Teachers will collaborate with the Curriculum and Instructional Coach regarding the development of their course curriculum and the implementation of teaching strategies that support student growth and achievement. This will take place on the basis of need and will be directed by the teacher, coach, principals, and the Coordinator of Curriculum and Instruction as outlined in the Spectrum Instructional Coaching Handbook.

6. Teachers will participate in individual professional development as it relates to their content area and district initiatives. The district will provide teachers \$300 per year and one additional FLEX day to be used for this purpose.

7. Teachers will participate in Continuing Education that pertains to the required areas in order to maintain licensure as directed by the Minnesota Department of Education. These opportunities will be provided by the district, they will be optional and scheduled outside of the required clock hours as outlined in the employment agreement.

**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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

AVID

2020-2021 was Spectrum's eighth year of AVID implementation. AVID (Advancement Via Individual Determination) is a college readiness system whose mission is to close the achievement gap by preparing all students for college and success. Although AVID serves all students, it focuses on the least served students in the academic middle. AVID students receive support through rigorous curriculum and ongoing structured tutorials. The AVID elective class is taught by a professionally trained teacher that helps the student with long-range academic and personal plans and works alongside faculty and parents.

### College @ Spectrum High School (C@SH) Classes

Spectrum High School's core philosophy focuses on providing students with a small school setting which provides a college preparatory education. In 2020-2021 Spectrum had 23 C@SH [College at Spectrum High] concurrent enrollment classes offered on campus in partnership with Anoka Ramsey Community College, Central Lakes College, Pine Technical and Community College, and the University of Minnesota, Twin Cities. Courses offered in 2020-2021 included College Writing and Critical Reading, Wellness for Life, Wellness for Life Lab, College Algebra 1, College Algebra 2 and Trigonometry, Calculus1, Intro to Statistics, United States History 1, United States History 2, Modern World Civilizations 1 1500-1870, Modern World Civilizations 2 1870-Present, Beginning Spanish 2, Intermediate Spanish 1, Intermediate Spanish 2, American Government and Politics, Mathematical Thinking, Intro to Digital Photography, Intro to Technology, Client Operating Systems, , Intro to Speech Communications, Multicultural Literature, Introduction to Psychology, and Principles of Microeconomics. For the Spectrum graduating Class of 2021, the school conferred diplomas on 3 students who completed all of the requirements necessary for the Minnesota Transfer Curriculum, as well as 11 students who earned their Associate of Arts degree concurrent with their high school diploma. The class also had 29 students who earned more than 40 college credits each and collectively the Spectrum Class of 2021 earned a total of 2,434 total college credits over their high school career. These credits have the potential to save students up to \$964,000 in college tuition (based on the average public college per credit tuition).

Response to Intervention – RtI RtI is a precise and systematic approach to improving student learning throughout the year. The cycle of RtI includes assessment, analysis, and action. The focus is on formative assessments aligned to standards tied to curriculum maps. Teachers are continuing to grow in their use of RtI to improve student achievement.

Quality Compensation (Q-Comp)- Q-comp was approved by the Minnesota Department of Education and implemented at Spectrum in 2010- 2011 and has continued every year since. Q-comp holds staff accountable and provides a framework for implementing best practices. The program has encouraged continuous professional growth encouraging a culture that emphasizes high standards in student learning and achievement. Spectrum continues to see gains in the achievement levels and believes Q-Comp has encouraged these successes.

Senior Capstone The Senior Capstone is a graduation requirement at Spectrum and is intended to be a culmination of the students' service learning and community outreach during their time at Spectrum (grades 6-12). It includes a project, a paper, and a presentation, which takes place in the fall of each year.

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

#### **Scale:**

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

**Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.**

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b></p> <p><b>Best Practice Strategies and Action Steps</b> • PLC's (Professional Learning Communities) developed SMART goals that addressed the 2020- 2021 school-wide academic goals. • All teachers worked on developing blended learning in order to implement best practices in distance learning through the 2020-2021 school year.</p> <p><b>Current Student Achievement Plans</b> • Title I: Students received Math and Reading remediation, if needed, as determined by fall MCA testing. • School-wide academic goal in math and reading – as supported by all teachers through their PLCs. • Implementation of RtI and formative assessments in all subject areas, supporting student achievement through analysis of quarterly assessments and re-teaching.</p> <p><b>Key Indicators of Implementation Progress</b> • Teacher teams met weekly on Mondays (due to the pandemic calendar) to monitor and discuss student progress. • MCA scores from fall 2021.</p> <p><b>Closing Achievement Gap(s)</b> • Spectrum worked to close the achievement gap by providing high quality education for all learners, and Spectrum will continue to monitor the progress of its special needs and 504 learners. • Spectrum's specific Achievement Gap goal is to increase the number of students in grades 6-12 who are meeting or exceeding proficiency in accordance with our authorizer contract goals. • Analysis is completed on achievement gaps between white students and all subgroups. Analysis helps the school to determine how to allocate resources.</p> <p><b>All Students Career and College Ready by Graduation</b> Spectrum High School conducted the following classroom instruction in the way of college and/or career readiness: • Met with all seniors regarding the college application process. • Met with all 9th grade students regarding college readiness to discuss the EXPLORE test and signed them up to participate in the ISEEK program through the Minnesota Department of Education where all students built academic career plans to aid them in being career and college ready by graduation. • Met with all 9th grade students regarding college readiness to discuss their four year course work plan for Spectrum High School. • Met with all AVID 10th and 11th grade students to discuss the PLAN test and signed them up to participate in the ISEEK program through the Minnesota Department of Education where all students built academic career plans to aid them in being career and college ready by graduation. Expanded to include a College Readiness I class in 2014, College Readiness II class in 2015, College Readiness III in 2016, and College Readiness IV in 2017. 21st Century Skills was added as a course offering in 2015. • Spectrum High School offers 24 C@SH [College at Spectrum High] concurrent enrollment classes, as well as Advanced Placement classes, which are college level courses. The C@SH courses are offered on campus at Spectrum through partnerships with area colleges, including Anoka Ramsey Community College, Pine Technical and Community College, Central Lakes College, and the University of Minnesota-Twin Cities. These classes offer the opportunity for our students to earn college credits while they complete high school. There is an opportunity for students to earn an AA Degree or complete the MN Transfer Curriculum. • Spectrum offers C@SH courses in Critical Writing &amp; Reading, Introduction to Speech, and Introduction to Study of Literature. In Mathematics, Spectrum offers Calculus, College Algebra I,</p>	

College Algebra II & Trig, and Mathematical Thinking. In Science, there is College Environmental Science Lecture & Lab. Finally, in Social Studies, Spectrum offers Principles of Microeconomics, Studies in World History, American Government, US History Since 1877, and Writing Studio. • Spectrum offers Advanced Placement Classes in English Lit. & Writing, Human Geography, and Biology.

**Website** Spectrum High School has a comprehensive college and career information section on its website which includes: • Links to colleges and universities • ACT/SAT/AP information • Financial aid and scholarship information, and • NCAA information and career search engines. • Postsecondary Enrollment Options (PSEO) is a program that allows 10th, 11th, and 12th grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college-level, nonsectarian courses at eligible participating postsecondary institutions. All PSEO information is posted on the website as required by statute.

**Academic Standards Point Total: 11/12**



## **SCHOOLCRAFT LEARNING COMMUNITY**

**Charter #4058**

**Director: Adrienne Eickman**

**9500 Ruppstrasse Blvd**

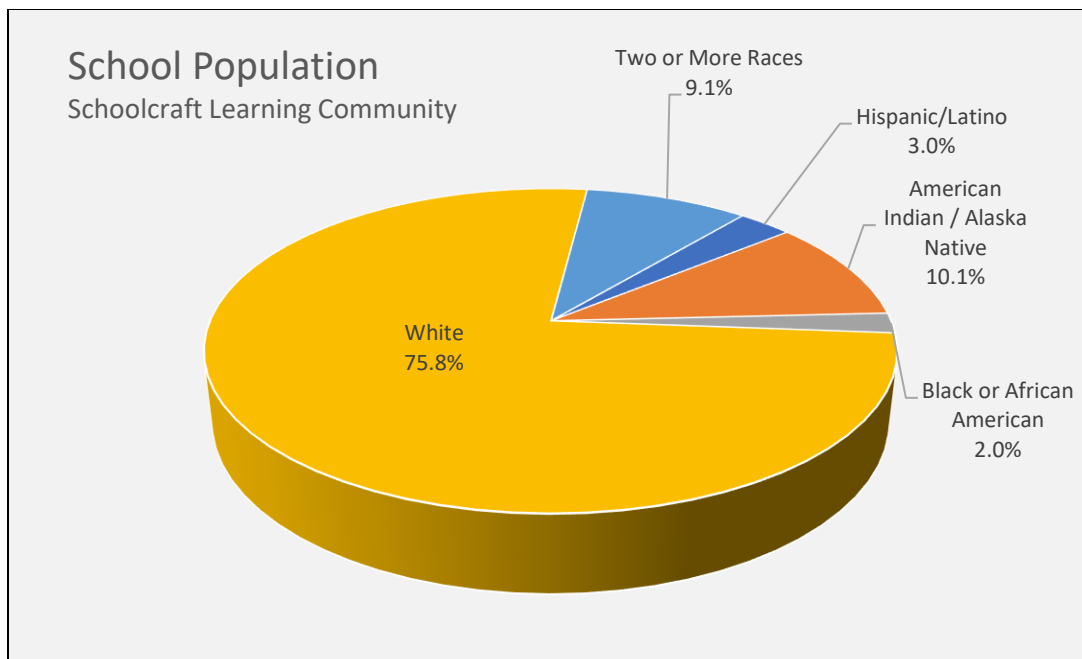
**Turtle River Township, MN 56601**

**218-586-3284**

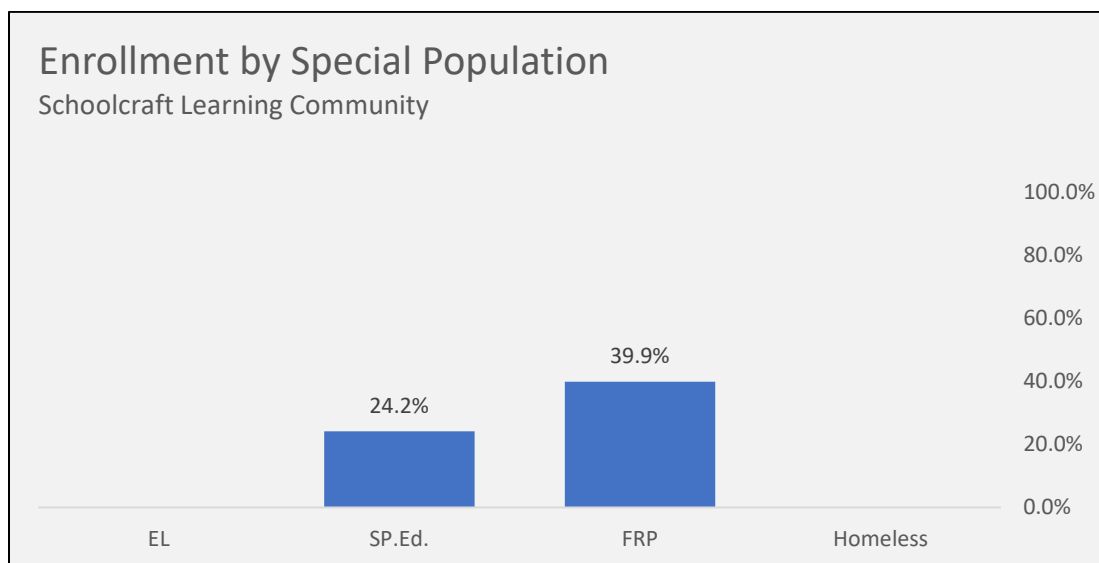
**[www.schoolcraft.org](http://www.schoolcraft.org)**

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.

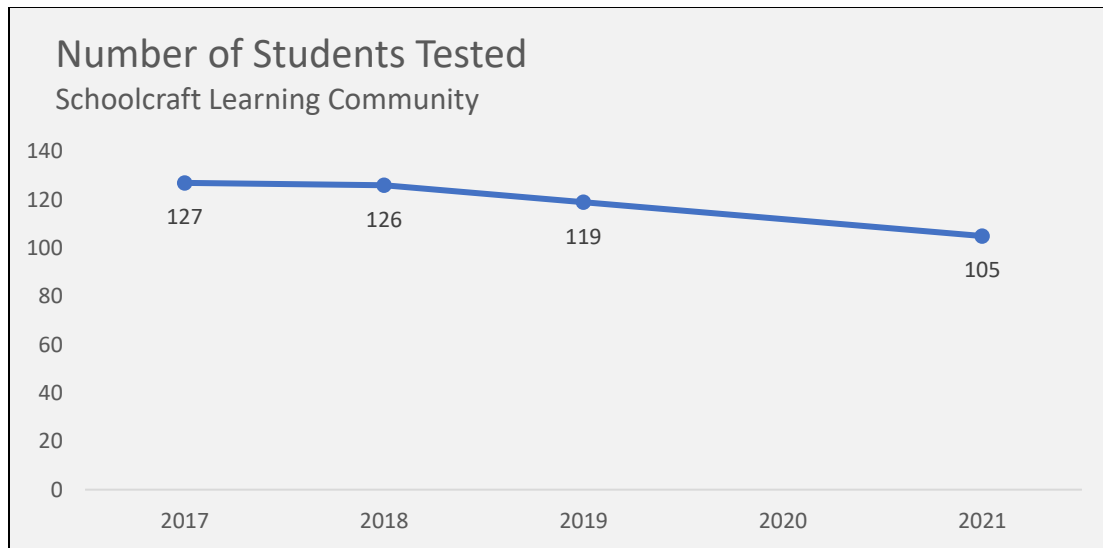
**Summary:** SLC tested 105 students in 2021 and increased its science proficiency rate on the Minnesota Comprehensive Assessments, while reading and science proficiency declined slightly from 2019 to 2021. The school is currently outperforming its comparison school in reading and science.



**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

## TEST RESULTS: HOW ARE STUDENTS PERFORMING ACADEMICALLY?

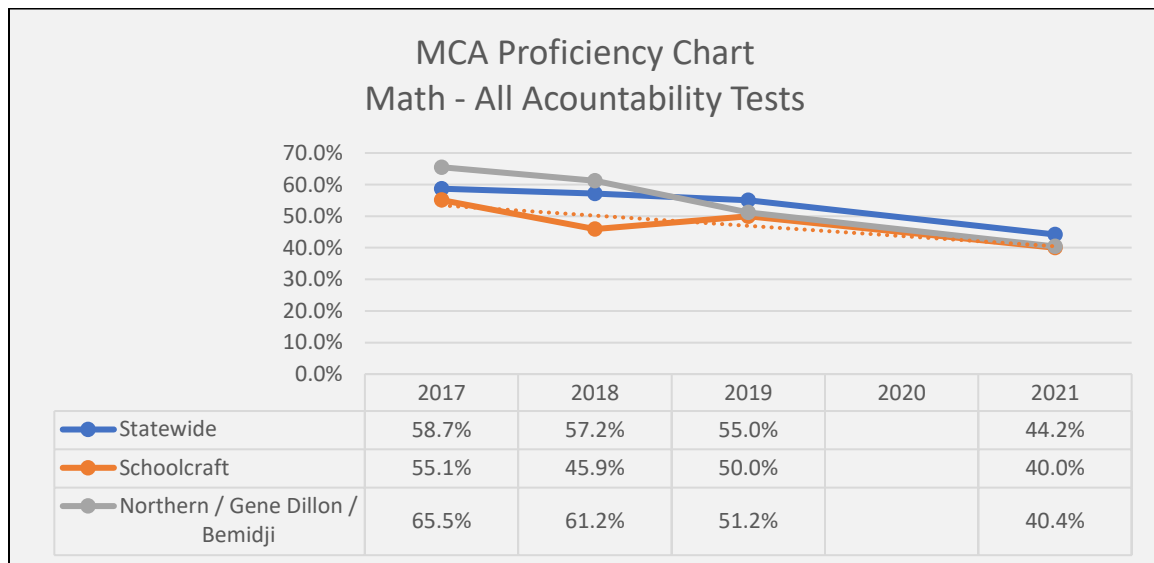
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 - 2021**

MCA Math	2017	2018	2019	2020*	2021
Statewide	58.7%	57.2%	55.0%		44.2%
3 <sup>rd</sup>	68.1%	66.5%	65.6%		57.1%
4 <sup>th</sup>	66.8%	65.0%	63.9%		53.8%
5 <sup>th</sup>	57.1%	54.7%	52.0%		41.1%
6 <sup>th</sup>	55.5%	53.8%	50.5%		37.2%
7 <sup>th</sup>	54.9%	54.4%	52.1%		37.4%
8 <sup>th</sup>	58.2%	57.2%	55.2%		39.8%
Schoolcraft	55.1%	45.9%	50.4%		40.0%
3 <sup>rd</sup>	35.0%	52.4%	60.0%		54.5%
4 <sup>th</sup>	52.9%	50.0%	54.5%		55.6%
5 <sup>th</sup>	44.7%	33.3%	47.6%		42.1%
6 <sup>th</sup>	70.6%	36.7%	52.6%		31.6%
7 <sup>th</sup>	70.6%	58.8%	35.0%		31.6%

8 <sup>th</sup>	72.2%	53.8%	52.9%		CTSTR
Northern Elem.					
3 <sup>rd</sup>	76.6%	69.9%	73.8%		68.7%
Gene Dillon Elem.					
4 <sup>th</sup>	64.7%	63.1%	49.8%		47.5%
5 <sup>th</sup>	52.8%	50.9%	40.9%		36.7%
Bemidji Middle					
6 <sup>th</sup>	64.0%	56.0%	48.8%		34.1%
7 <sup>th</sup>	59.8%	62.6%	51.0%		35.1%
8 <sup>th</sup>	72.9%	65.3%	63.8%		41.2%
Combined	65.5%	61.2%	51.2%		40.4%

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



**Figure 4 - MCA Math Proficiency 2017-2021**

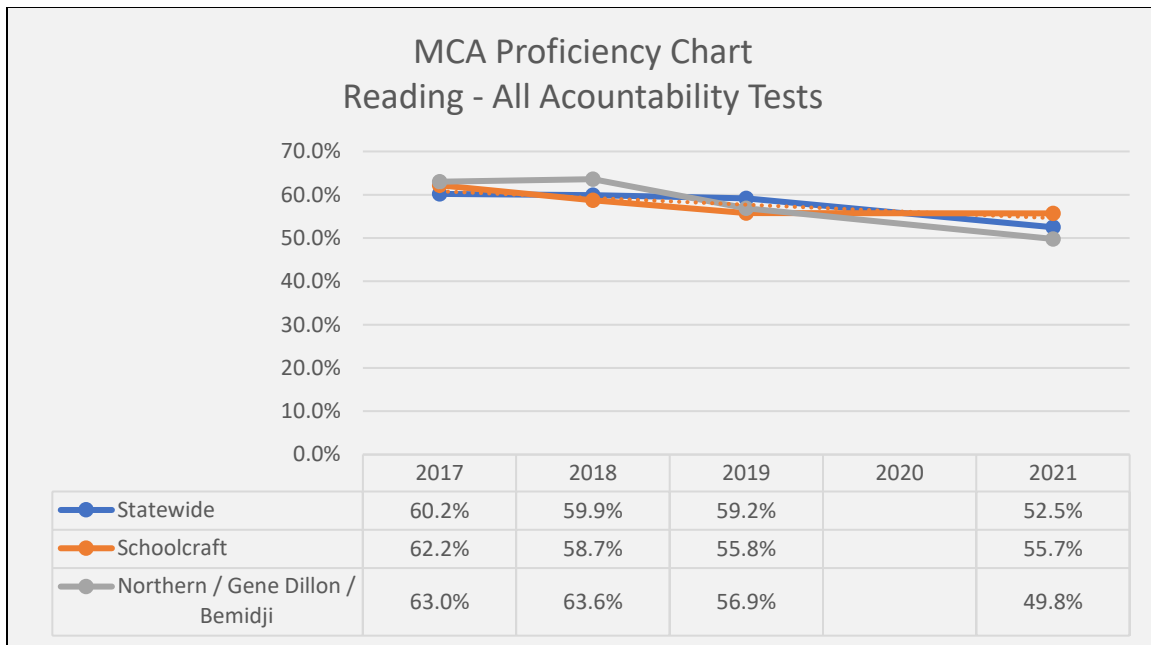
**ANALYSIS OF MATH MCA PROFICIENCY:** SLC's MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Northern Elementary, grade 3, Gene Dillon Elementary, Grades 4-5, and Bemidji Middle School, grades 6-8, were combined to create a comparison score for SLC. SLC's math proficiency rate fell by ten percentage points from 2019 to 2021. The school has narrowed the gap between itself and the comparison school as well as the statewide average. In future years, it is expected that SLC will move toward meeting or exceeding the proficiency rates of the comparison school as well as that of the statewide average.



**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>60.2%</b>	<b>59.9%</b>	<b>59.2%</b>		<b>52.5%</b>
<b>3<sup>rd</sup></b>	<b>56.8%</b>	<b>55.9%</b>	<b>55.9%</b>		<b>48.5%</b>
<b>4<sup>th</sup></b>	<b>57.0%</b>	<b>55.7%</b>	<b>55.4%</b>		<b>49.3%</b>
<b>5<sup>th</sup></b>	<b>67.5%</b>	<b>67.0%</b>	<b>65.8%</b>		<b>59.4%</b>
<b>6<sup>th</sup></b>	<b>63.4%</b>	<b>64.4%</b>	<b>62.8%</b>		<b>55.0%</b>
<b>7<sup>th</sup></b>	<b>57.5%</b>	<b>58.1%</b>	<b>57.5%</b>		<b>48.3%</b>
<b>8<sup>th</sup></b>	<b>58.9%</b>	<b>58.5%</b>	<b>57.7%</b>		<b>49.7%</b>
<b>Schoolcraft</b>	<b>62.2%</b>	<b>58.7%</b>	<b>55.8%</b>		<b>55.7%</b>
<b>3<sup>rd</sup></b>	<b>40.0%</b>	<b>42.9%</b>	<b>42.9%</b>		<b>31.8%</b>
<b>4<sup>th</sup></b>	<b>41.2%</b>	<b>57.1%</b>	<b>54.5%</b>		<b>50.0%</b>
<b>5<sup>th</sup></b>	<b>68.4%</b>	<b>63.6%</b>	<b>57.1%</b>		<b>73.7%</b>
<b>6<sup>th</sup></b>	<b>70.6%</b>	<b>63.3%</b>	<b>63.2%</b>		<b>68.4%</b>
<b>7<sup>th</sup></b>	<b>76.5%</b>	<b>63.2%</b>	<b>55.0%</b>		<b>55.0%</b>
<b>8<sup>th</sup></b>	<b>72.2%</b>	<b>61.5%</b>	<b>64.7%</b>		<b>CTSTR</b>
<b>Northern Elem.</b>					
<b>3<sup>rd</sup></b>	<b>56.4%</b>	<b>44.1%</b>	<b>63.8%</b>		<b>39.8%</b>
<b>Gene Dillon Elem.</b>					
<b>4<sup>th</sup></b>			<b>41.9%</b>		<b>45.6%</b>
<b>5<sup>th</sup></b>			<b>60.1%</b>		<b>66.8%</b>
<b>Bemidji Middle</b>					
<b>6<sup>th</sup></b>	<b>69.3%</b>	<b>65.0%</b>	<b>57.9%</b>		<b>49.7%</b>
<b>7<sup>th</sup></b>	<b>63.5%</b>	<b>70.4%</b>	<b>62.9%</b>		<b>45.0%</b>
<b>8<sup>th</sup></b>	<b>61.7%</b>	<b>64.6%</b>	<b>62.2%</b>		<b>43.0%</b>
<b>Combined</b>	<b>63.0%</b>	<b>63.6%</b>	<b>56.9%</b>		<b>49.8%</b>

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



**Figure 5 – MCA Reading Proficiency 2017-2021**

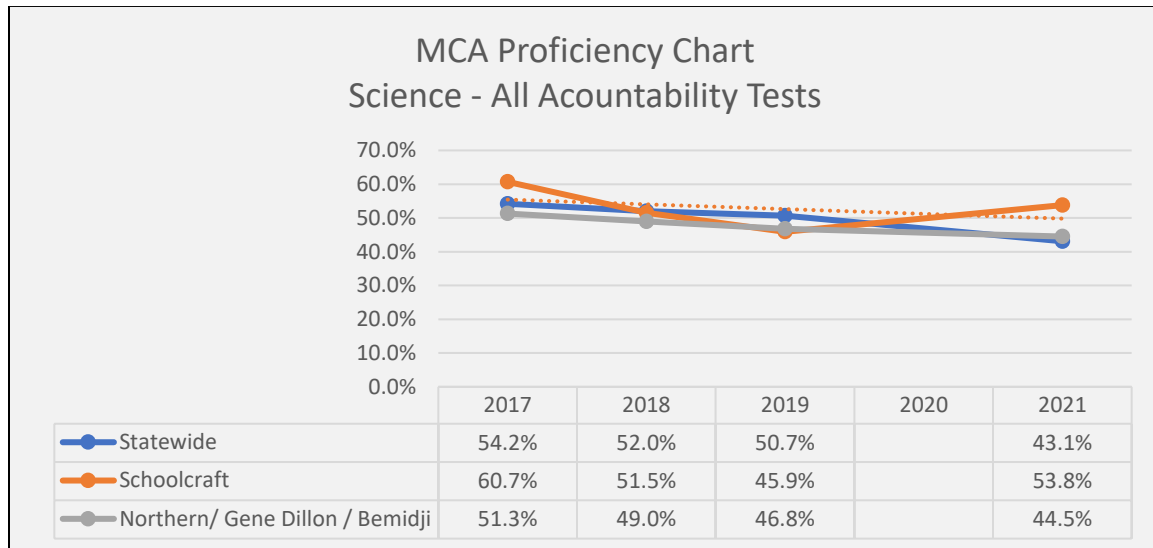
**ANALYSIS OF READING MCA PROFICIENCY:** SLC’s MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, proficiency results from Northern Elementary, grade 3, Gene Dillon Elementary, Grades 4-5, and Bemidji Middle School, grades 6-8, were combined to create a comparison score for SLC. SLC’s reading proficiency rate remained relatively unchanged from 2019 to 2021. The school is currently outperforming the combined comparison school. 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 2017 - 2021**

<b>MCA Science</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>54.2%</b>	<b>52.0%</b>	<b>50.7%</b>		<b>43.1%</b>
<b>5<sup>th</sup></b>	<b>60.0%</b>	<b>58.2%</b>	<b>54.9%</b>		<b>47.9%</b>
<b>8<sup>th</sup></b>	<b>46.2%</b>	<b>45.2%</b>	<b>43.0%</b>		<b>33.8%</b>
<b>Schoolcraft</b>	<b>60.7%</b>	<b>51.5%</b>	<b>45.9%</b>		<b>53.8%</b>
<b>5<sup>th</sup></b>	<b>60.5%</b>	<b>61.9%</b>	<b>38.1%</b>		<b>61.1%</b>
<b>8<sup>th</sup></b>	<b>61.1%</b>	<b>33.3%</b>	<b>56.3%</b>		<b>CTSTR</b>
<b>Gene Dillon Elem. (5<sup>th</sup>)</b>	<b>60.2%</b>	<b>53.7%</b>	<b>47.6%</b>		<b>53.3%</b>

<b>Bemidji Middle (8<sup>th</sup>)</b>	<b>49.0%</b>	<b>47.4%</b>	<b>45.9%</b>		<b>34.6%</b>
<b>Combined</b>	<b>51.3%</b>	<b>49.0%</b>	<b>46.8%</b>		<b>44.5%</b>

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

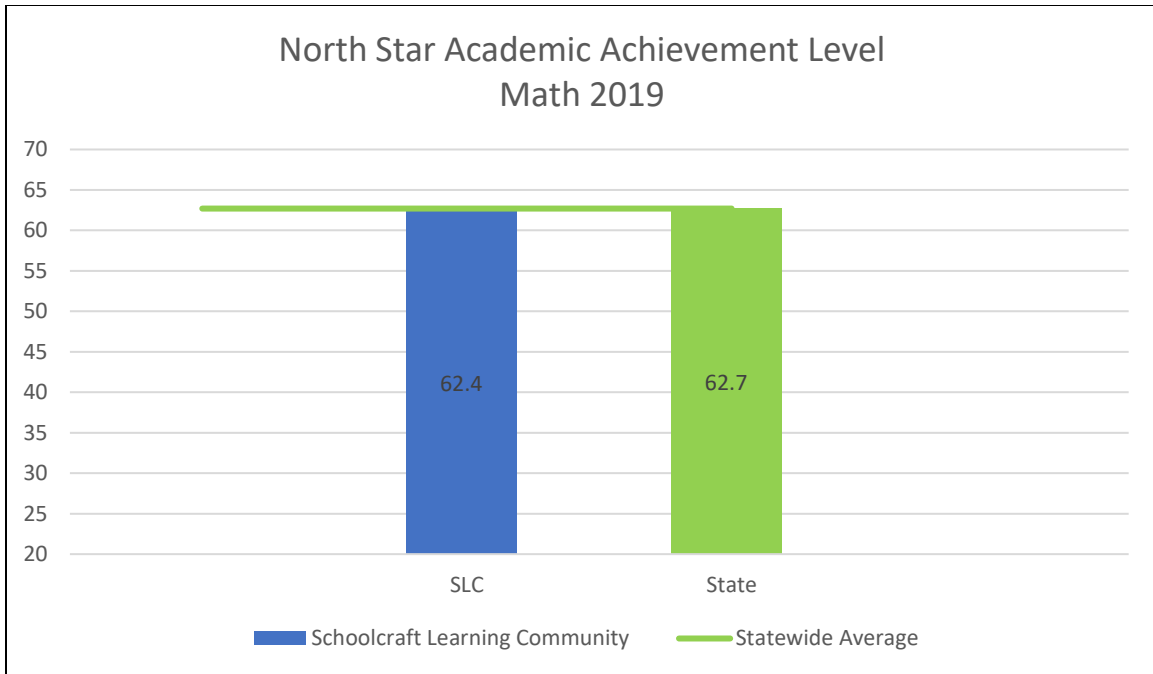


**Figure 6 – MCA Science Proficiency 2017-2021**

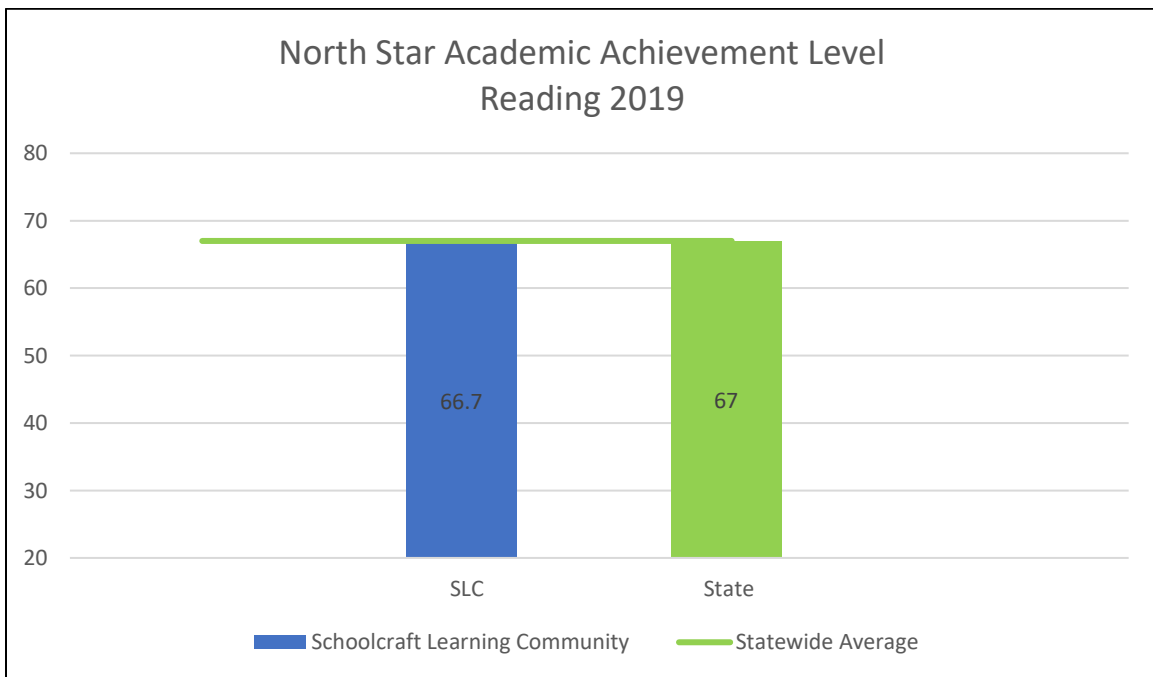
**ANALYSIS OF SCIENCE MCA PROFICIENCY:** SLC’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Gene Dillon, grade 5, and Bemidji Middle School, grade 8, were combined to create a comparison score for SLC. SLC’s science proficiency increased by nearly 8 percentage points from 2019 to 2021 to 53.8%. SLC is currently outperforming both the combined comparison school as well as the statewide average. In future years, it is expected that SLC’s science proficiency rate will continue to meet or exceed that of the combined comparison school and the statewide average.

## **Academic Performance Standard 2 - Growth**

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

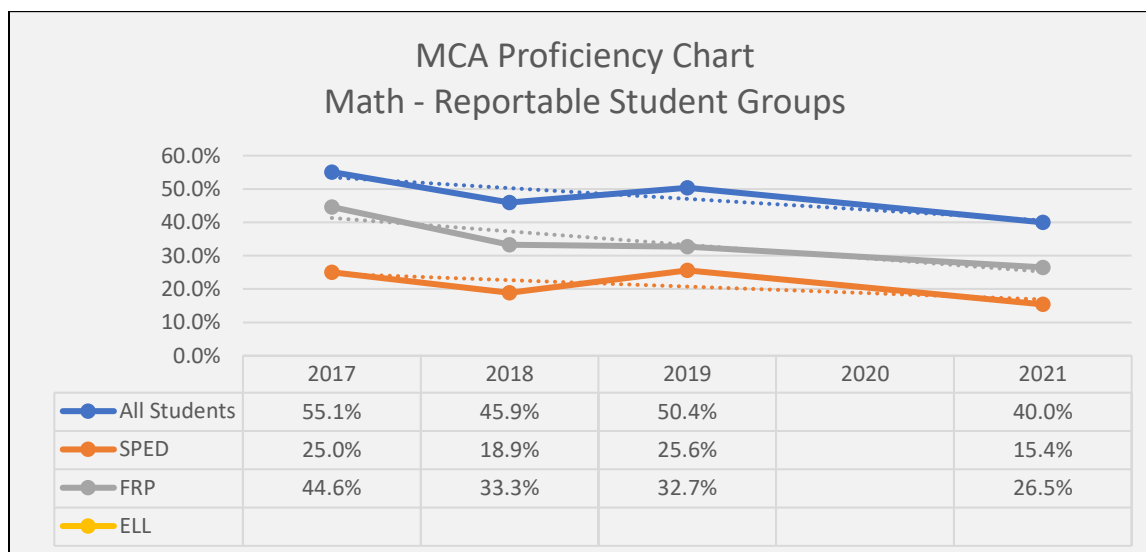


**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

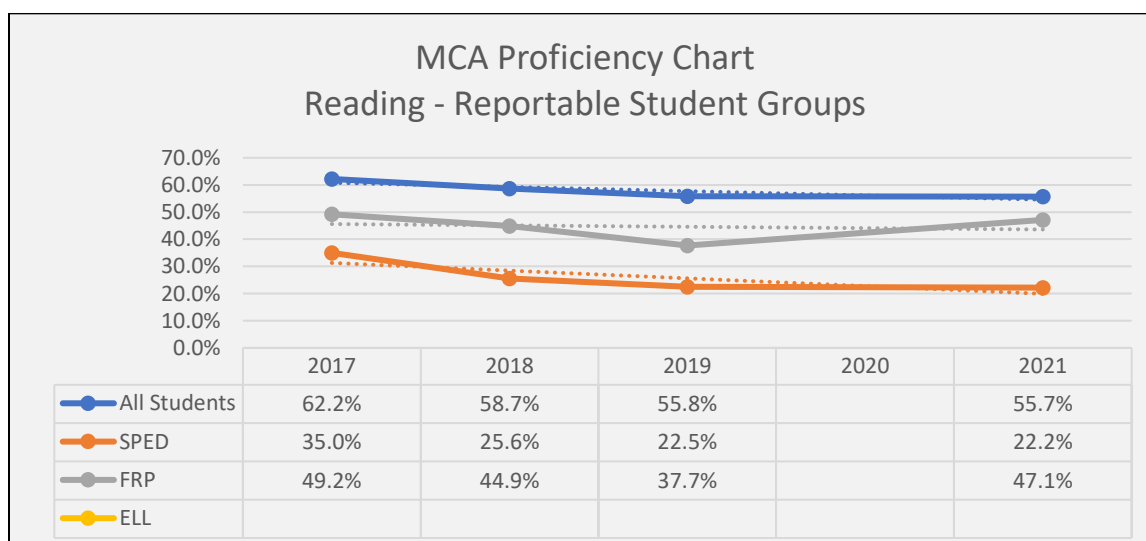
### **Academic Performance Standard 3 - Achievement Gap Reduction**

VOA-MN Authorizing Program  
2020 – 2021 School Academic Report

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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017- 2021**

## 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

<b>Academic Performance Standard 1</b> - 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"> <li>• <b>Imbedded WBWF Standard:</b> All third-graders can read at grade-level.</li> </ul>	
<b>Scale:</b> <b>Meets standard</b> - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.  <b>Partially meets standard</b> - 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.  <b>Does not meet standard</b> - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.	
	<b>2 - Meets</b>
X	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> SLC is outperforming the combined comparison school in reading and science. SLC's math proficiency rate is 0.4 percentage points below that of the combined comparison school.	

<b>Academic Performance Standard 2</b> - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<b>Scale:</b> <b>Meets standard</b> – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading. <b>Partially meets standard</b> - School's achievement level of “improved and maintained” is above 50% <b>Does not meet standard</b> - School's achievement level of “improved and maintained” is below 50%	
N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	

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

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

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

**Scale:**

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

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

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Evidence / Source:** Minnesota Department of Education

**Analysis:** SLC reduced the achievement gap in all four possible areas.

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

**Scale:**

**Meets Standard** – Meets all criteria and is adhered to.

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

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

X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**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. Director

Eickman performs 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 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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**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 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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

**Social Emotional Learning**

Schoolcraft offers Social Emotional Learning at every grade level. Conflict management and self-regulation skills are some of the hardest skills any person must learn, and we believe that teaching social and emotional learning to all of our students at every grade level helps prepare them to be good community members and engaged citizens. We enhance these skills in the upper grades through access to the Peacemaker Resource program, STAR (Students Teaching Attitudes of Respect) team. The STAR team members are mediators at the school and teach lessons to the younger students in areas of social and emotional learning.

**Technology**

Schoolcraft Learning Community continues our 1:1 technology program in our Middle School. All students also had exposure to the use of GPS Units, iPads, MacBooks, cameras, recording equipment, Skype, Voice Thread, iPhoto, iMovie, and many other technology resources.

**Engaging Expeditions**

Each year, the learning expeditions have become richer in integrating academic content from various disciplines. All expeditions engage the students in active learning. Our teaching staff develops expeditions based upon their passions and the passions of their students, embedding the Minnesota Graduation Standards within, while creating an in-depth study in which students can immerse themselves.

**Forest Exploration**

Our Forest Exploration outdoor education program is in its 4th year. Every week, students K-5 spend time in the forest, with younger students spending several hours, and older students spending a little less time. 6-8 students spend one afternoon a week for one semester each year, alternating seasons. This time included a crew circle, lesson, and exploration time. Forest classrooms encourage students to explore and interact with nature and focuses on the social emotional well-being of the student.

**Music Enrichment programs**

Schoolcraft offers orchestra and choir instruction to any interested students in grades K-8 and piano instruction to all K-1 students. This helps foster the love of music at an early age. We also incorporate extra experiential music time for the K-1 crews at various times throughout the year. Orchestra for students in grades 2/3 continued this past school year.

**Student Led Conferences**

Students are required to “show what they know” through formal portfolio presentations in front of a meaningful audience. These presentations are considered “required” for passing grades 5 and 8 and have been credited with helping prepare the students for public speaking opportunities in their future.

**Special Education Inclusion**

We have a strong belief in the importance of inclusion of special needs students within the classroom environment. We provide additional support in the classroom whenever possible, with “pull-out”

sessions only when warranted. This enhances the strength of the community within the class for all students.

#### Wellness Policies

We recognize that a student who feels safe and connected to their school and is properly nourished and healthy has a greater chance of attending school on a regular basis, performing better in the classroom, and becoming a functioning member of the school-community. We continue to offer breakfast to every student and high quality lunches within our hot lunch program. All children are provided with breakfast and lunch regardless of their ability to pay.

#### Expeditionary Learning

Schoolcraft has contracted with EL Education, formerly called Expeditionary Learning, since our inception. The design principles and three dimensions of student achievement, along with the support for our curriculum building/design and staff training, is integral to the Schoolcraft brand. School culture is modeled and developed through our knowledge of expeditionary learning.

#### Small Class Sizes/Small Caring Community

Schoolcraft boasts a student to adult ratio of 6:1, with most crews being at 20 or less, which enhances student learning through smaller, less chaotic learning environments. This created an environment where one could know every student's name. In addition, each student is encouraged to have at least one adult that they can confide in. In all past surveys, both staff and community based, our caring community atmosphere is referenced as one of our greatest strengths. Staff meets students as they get off of the bus in the morning, and again before they leave on the buses at the end of the day. Students eat breakfast every day with their crew, giving students time to connect with their peers and the adults in their classroom in a more informal setting. Crews have "crew circle" every morning with their crews for 20 minutes. It is a time to connect, share, regroup, and get ready for a successful day at school.

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

#### **Scale:**

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

**Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.**

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

#### **Data / Source: SLC Annual Report**

#### Analysis:

**Goal #1** - All students entering Kindergarten will be screened prior to the start of school. Students who are not screened will be screened for readiness by October 31st. Result: Goal Met

**Goal #2** - On Spring STAR tests, our percent of students at or above grade level will increase from 38% in reading and 16% in math to 65% in reading and 50% in math.

Because of our local assessment plan, we did not have a lot of testing data on our 3rd graders prior to the 2020-21. On Spring STAR tests, reading increased from 38% on or above grade level to 55%. Math increased from 16% at or above grade level to 40%. Result: Goal not met.

school year, and so chose to focus on the entire school achieving on or above grade level scores.

**Goal #3** - All students will receive SEL instruction.

We employ an SEL teacher and two behavioral interventionists. During distance learning, we moved our program online, so that even via distance students were still receiving SEL instruction and support. We became a 1:1 school in 2020-21, so that students had access to our program regardless of our changes in learning models. Result: Goal met.

**Goal #4** – All Students career and college ready by graduation. 8th graders will conduct one college visit the spring before they graduate SLC.

8th graders attended two college visits, one to Bemidji State University, and the other to Leech Lake Tribal College. Result: Goal met.

**Academic Standards Point Total: 10/12**



## **TWIN LAKES STEM ACADEMY**

**Charter # 4239**

**Director: Jonas Beugen**

**6201 Noble Ave. N**

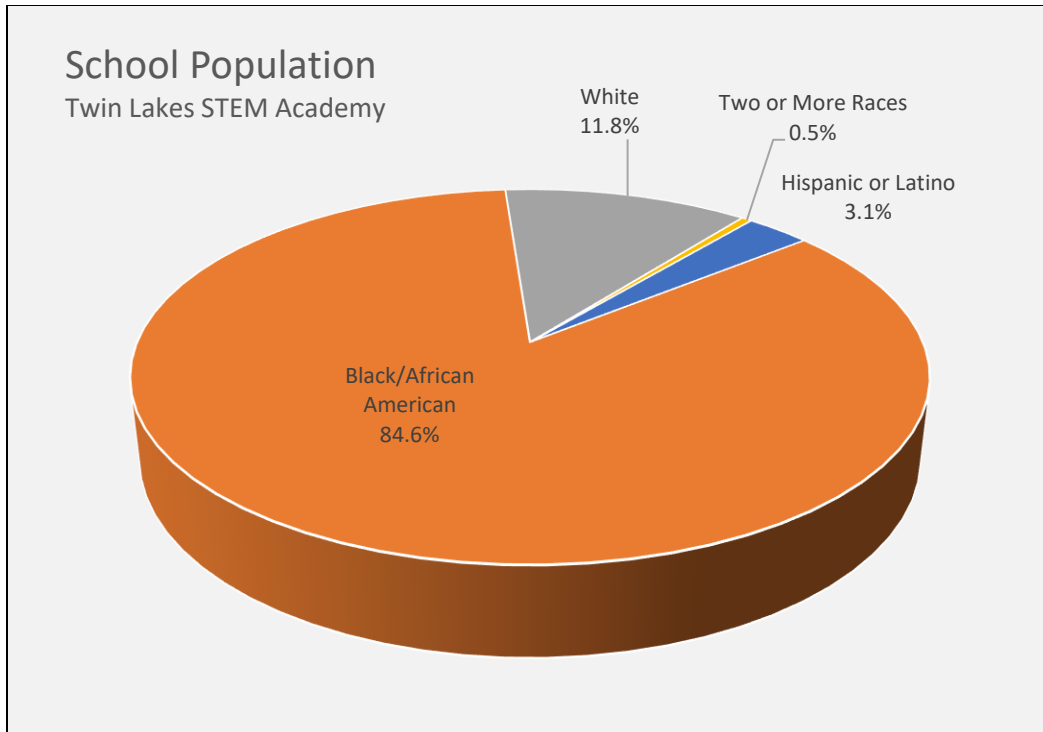
**Brooklyn Center, MN 55429**

**Phone: 651-717-4844**

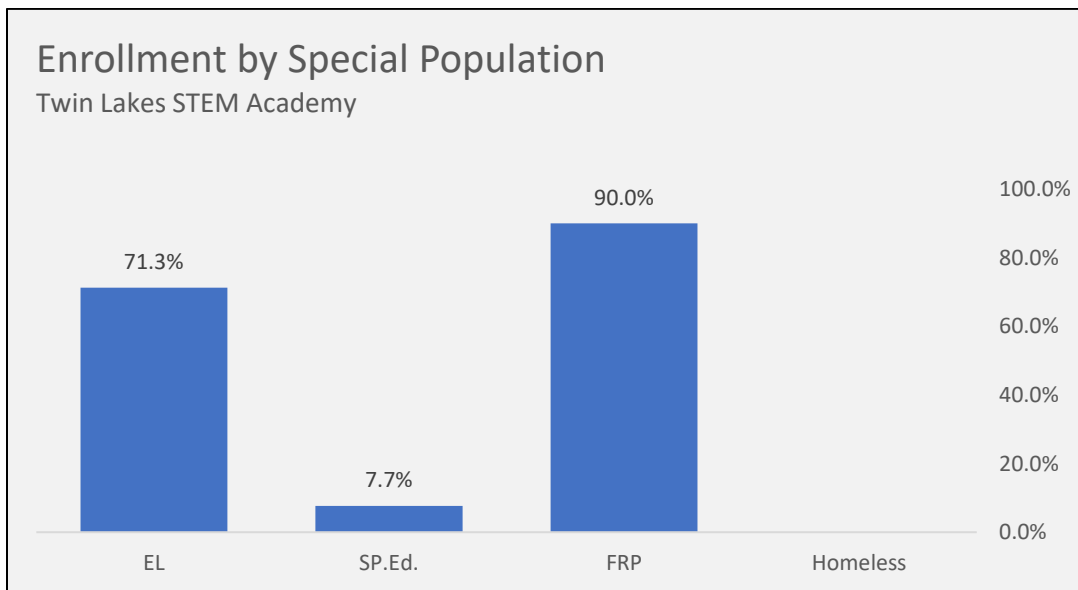
**[www.twinlakesacademy.com](http://www.twinlakesacademy.com)**

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.

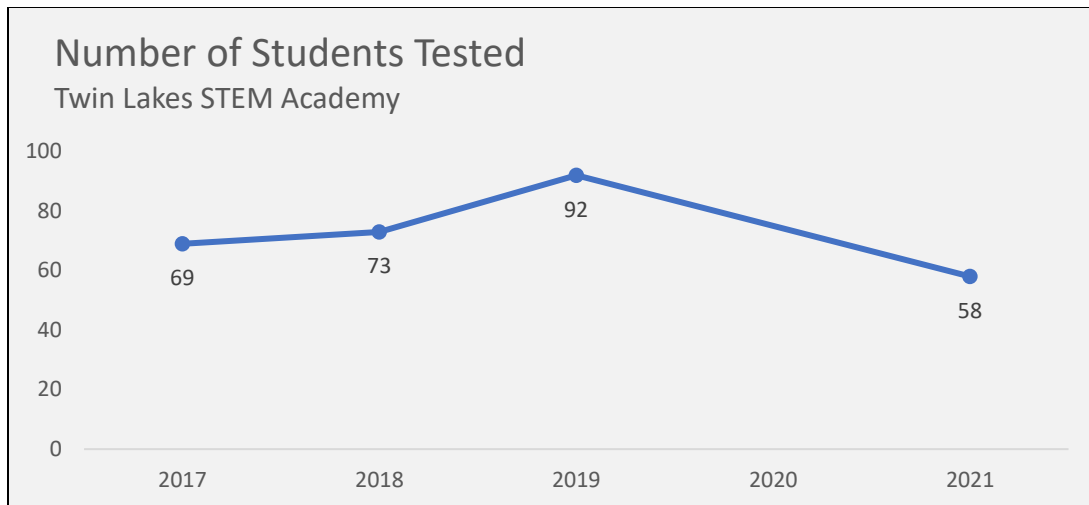
**Summary:** TLSA tested 58 students in 2021-2022. The school's proficiency rates in math, reading and science declined from 2019 to 2021. TLSA is currently outperforming the comparison school in all three subjects. During the 2020-2021 school year TLSA served a population that included over 95% of students qualifying for Free or Reduced Lunch (FRL) and over 70% of students identified as English Language Learners (ELL).



**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

### Academic Performance Standard 1 – State Examinations

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

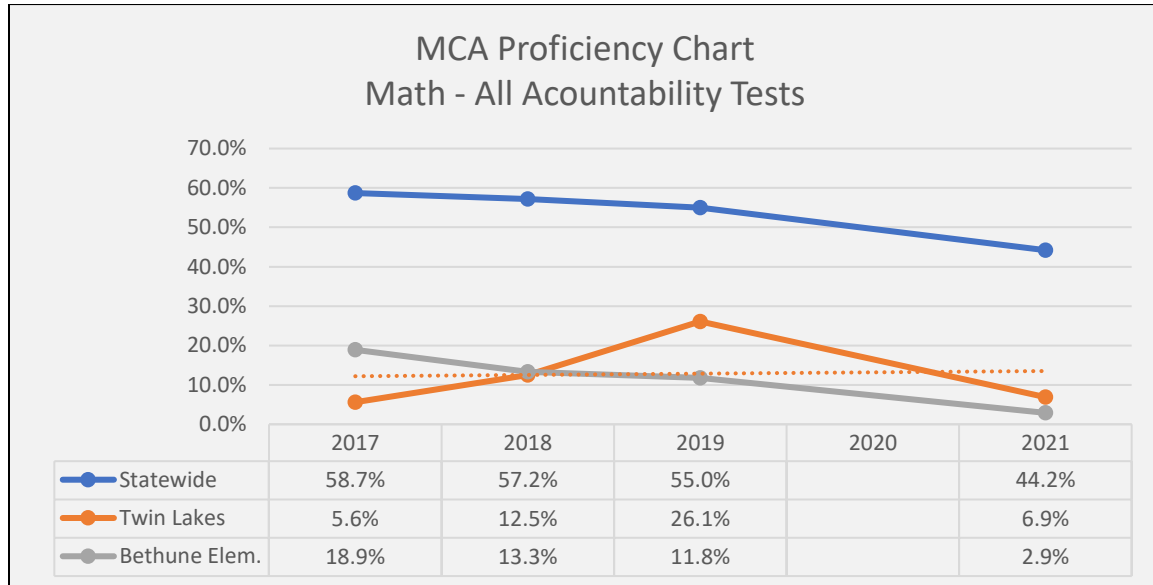
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2016 - 2020**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>58.7%</b>	<b>57.2%</b>	<b>55.0%</b>		<b>44.2%</b>
<b>3<sup>rd</sup></b>	<b>68.1%</b>	<b>66.5%</b>	<b>65.6%</b>		<b>57.1%</b>
<b>4<sup>th</sup></b>	<b>66.8%</b>	<b>65.0%</b>	<b>63.9%</b>		<b>53.8%</b>
<b>5<sup>th</sup></b>	<b>57.1%</b>	<b>54.7%</b>	<b>52.0%</b>		<b>41.1%</b>
<b>6<sup>th</sup></b>	<b>55.5%</b>	<b>53.8%</b>	<b>50.5%</b>		<b>37.2%</b>
<b>Twin Lakes</b>	<b>5.6%</b>	<b>12.5%</b>	<b>26.1%</b>		<b>6.9%</b>
<b>3<sup>rd</sup></b>	<b>4.2%</b>	<b>36.8%</b>	<b>38.7%</b>		<b>11.1%</b>
<b>4<sup>th</sup></b>	<b>7.7%</b>	<b>8.0%</b>	<b>22.7%</b>		<b>8.3%</b>
<b>5<sup>th</sup></b>	<b>0.0%</b>	<b>0.0%</b>	<b>16.7%</b>		<b>6.3%</b>
<b>6<sup>th</sup></b>	<b>12.5%</b>	<b>0.0%</b>	<b>20.0%</b>		<b>0.0%</b>

<b>Bethune Elementary</b>	<b>18.9%</b>	<b>13.3%</b>	<b>11.8%</b>		<b>2.9%</b>
<b>3<sup>rd</sup></b>	<b>9.4%</b>	<b>15.2%</b>	<b>18.9%</b>		<b>3.8%</b>
<b>4<sup>th</sup></b>	<b>31.9%</b>	<b>12.2%</b>	<b>14.3%</b>		<b>0.0%</b>
<b>5<sup>th</sup></b>	<b>16.7%</b>	<b>12.8%</b>	<b>4.2%</b>		<b>5.6%</b>

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



**Figure 4 - MCA Math Proficiency 2017-2021**

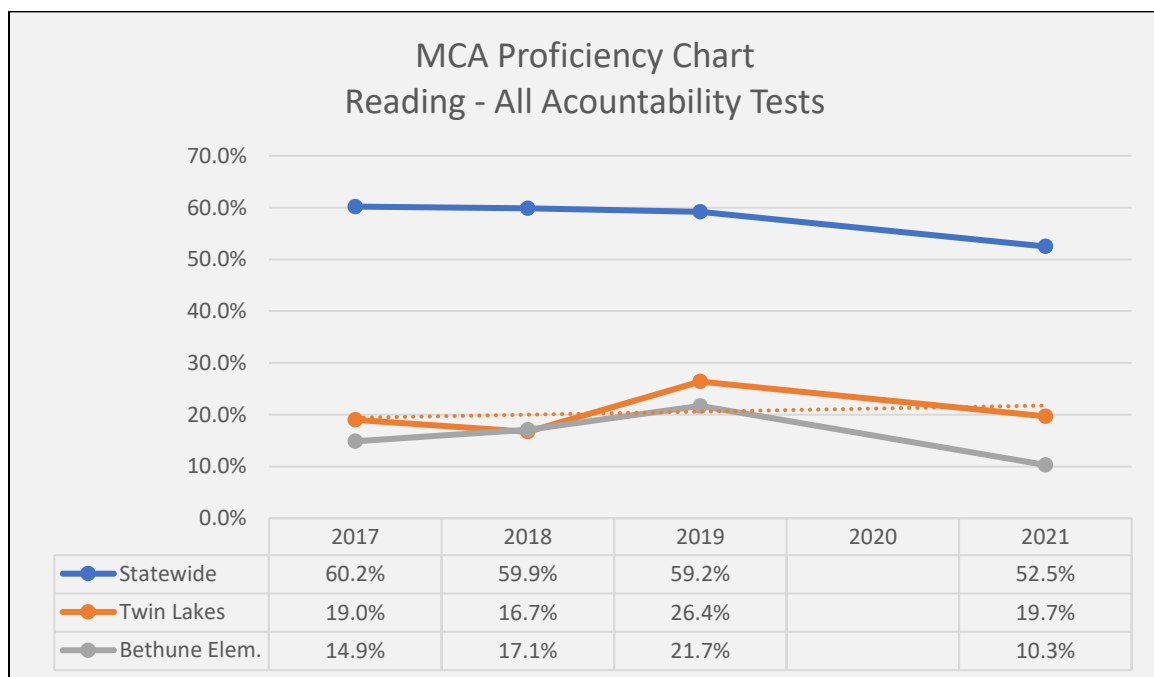
**ANALYSIS OF MATH MCA PROFICIENCY:** TWLA's MCA math proficiency results are shown in Table 1 and Figure 4. TWLA's math proficiency declined by over 19 percentage points from 2019 to 2021. Despite the decline, TWLA is currently outperforming the local comparison school. In future years, it is expected that TWLA will continue to outperform the math proficiency rate of the comparison school and work toward meeting or exceeding that of the statewide average.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>60.2%</b>	<b>59.9%</b>	<b>59.2%</b>		<b>52.5%</b>
<b>3<sup>rd</sup></b>	<b>56.8%</b>	<b>55.9%</b>	<b>55.9%</b>		<b>48.5%</b>
<b>4<sup>th</sup></b>	<b>57.0%</b>	<b>55.7%</b>	<b>55.4%</b>		<b>49.3%</b>
<b>5<sup>th</sup></b>	<b>67.5%</b>	<b>67.0%</b>	<b>65.8%</b>		<b>59.4%</b>
<b>6<sup>th</sup></b>	<b>63.4%</b>	<b>64.4%</b>	<b>62.8%</b>		<b>55.0%</b>

<b>Twin Lakes</b>	<b>19.0%</b>	<b>16.7%</b>	<b>26.4%</b>		<b>19.7%</b>
<b>3<sup>rd</sup></b>	<b>9.1%</b>	<b>10.5%</b>	<b>19.4%</b>		<b>10.5%</b>
<b>4<sup>th</sup></b>	<b>16.7%</b>	<b>8.0%</b>	<b>26.8%</b>		<b>11.8%</b>
<b>5<sup>th</sup></b>	<b>31.3%</b>	<b>27.8%</b>	<b>29.2%</b>		<b>35.3%</b>
<b>6<sup>th</sup></b>	<b>23.1%</b>	<b>30.0%</b>	<b>33.3%</b>		<b>23.1%</b>
<b>Bethune Elementary</b>	<b>14.9%</b>	<b>17.1%</b>	<b>21.7%</b>		<b>10.3%</b>
<b>3<sup>rd</sup></b>	<b>5.6%</b>	<b>8.2%</b>	<b>28.9%</b>		<b>4.0%</b>
<b>4<sup>th</sup></b>	<b>17.4%</b>	<b>14.6%</b>	<b>18.6%</b>		<b>8.0%</b>
<b>5<sup>th</sup></b>	<b>22.9%</b>	<b>28.0%</b>	<b>17.0%</b>		<b>22.2%</b>

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



**Figure 5 – MCA Reading Proficiency 2017-2021**

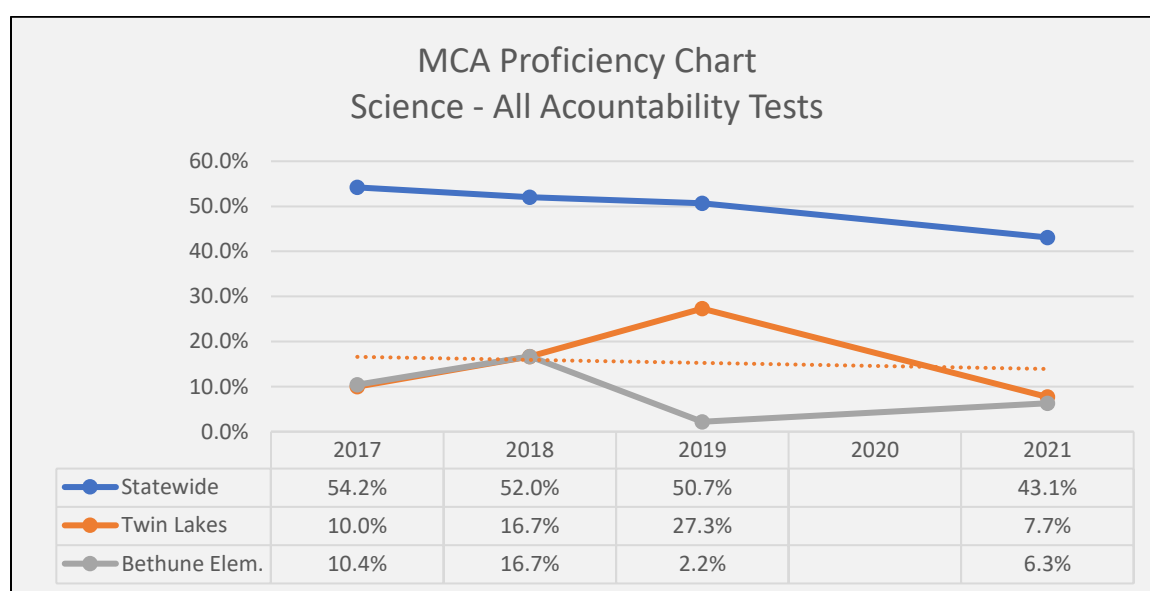
**ANALYSIS OF READING MCA PROFICIENCY:** TLSA’s MCA reading proficiency results are shown in Table 2 and Figure 5. TLSA’s reading proficiency fell by 6.7 percentage points from 2019 to 2021. Despite the decline, TLSA is currently outperforming the local comparison school by over 10 percentage points. In future years, it is expected that TIS will continue to outperform the reading proficiency rate of the comparison school and work toward meeting or exceeding that of the statewide average.



**Table 1 – MCA Science Proficiency 2017 - 2021**

MCA Science	2017	2018	2019	2020*	2021
Statewide	54.2%	52.0%	50.7%		43.1%
5 <sup>th</sup>	60.0%	58.2%	54.9%		47.9%
Twin Lakes (5 <sup>th</sup> )	10.0%	16.7%	27.3%		7.7%
Bethune Elem. (5 <sup>th</sup> )	10.4%	16.7%	2.2%		6.3%

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

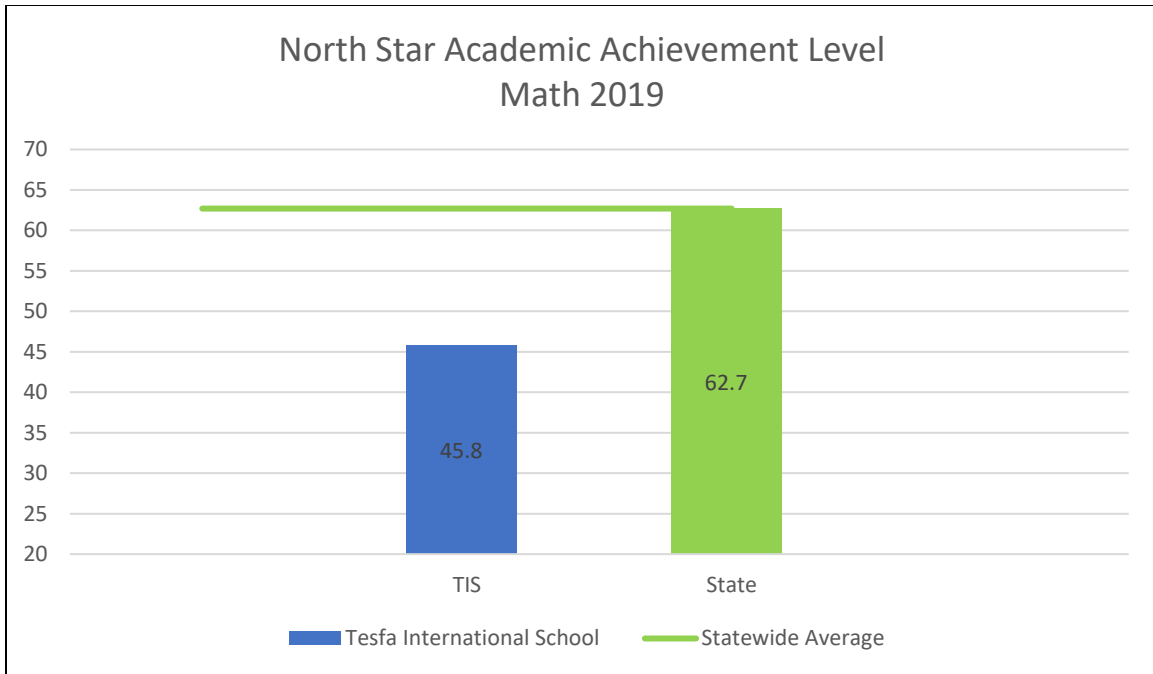


**Figure 6 – MCA Science Proficiency 2017-2021**

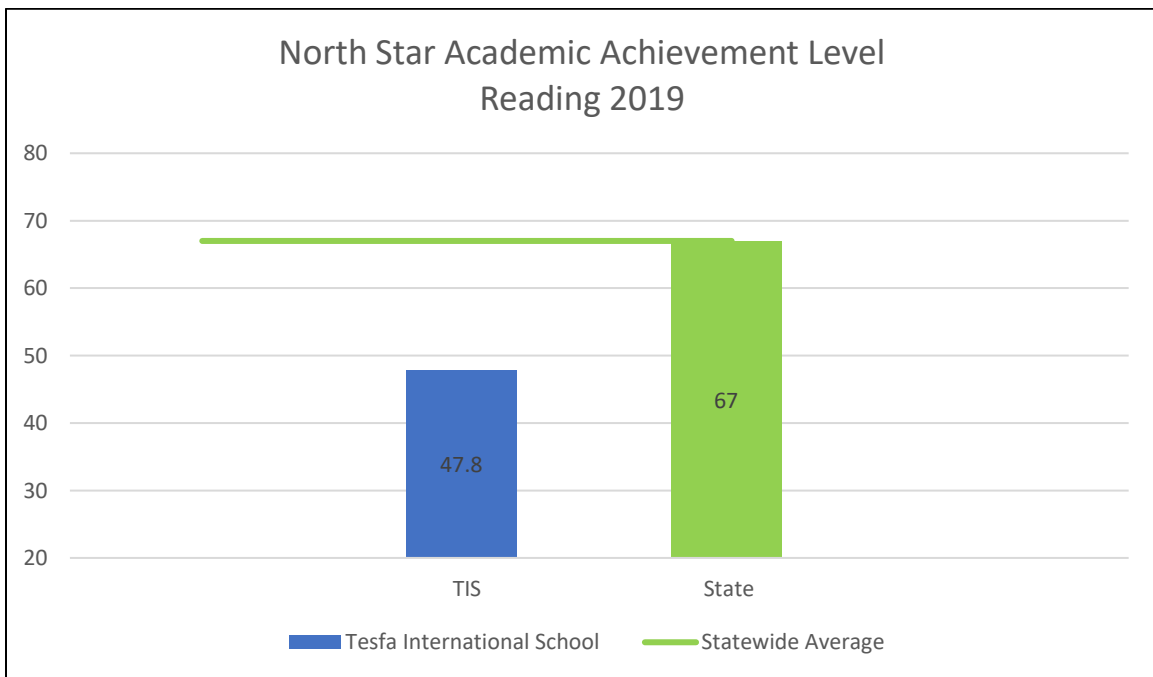
**ANALYSIS OF SCIENCE MCA PROFICIENCY:** TLSA’s MCA science proficiency results are shown in Table 3 and Figure 6. TIS’ science proficiency fell by 19.6 percentage points from 2019 to 2021. Despite the decline, TLSA is currently outperforming the local comparison school. In future years, it is expected that TLSA will continue to outperform the science proficiency rate of the 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 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

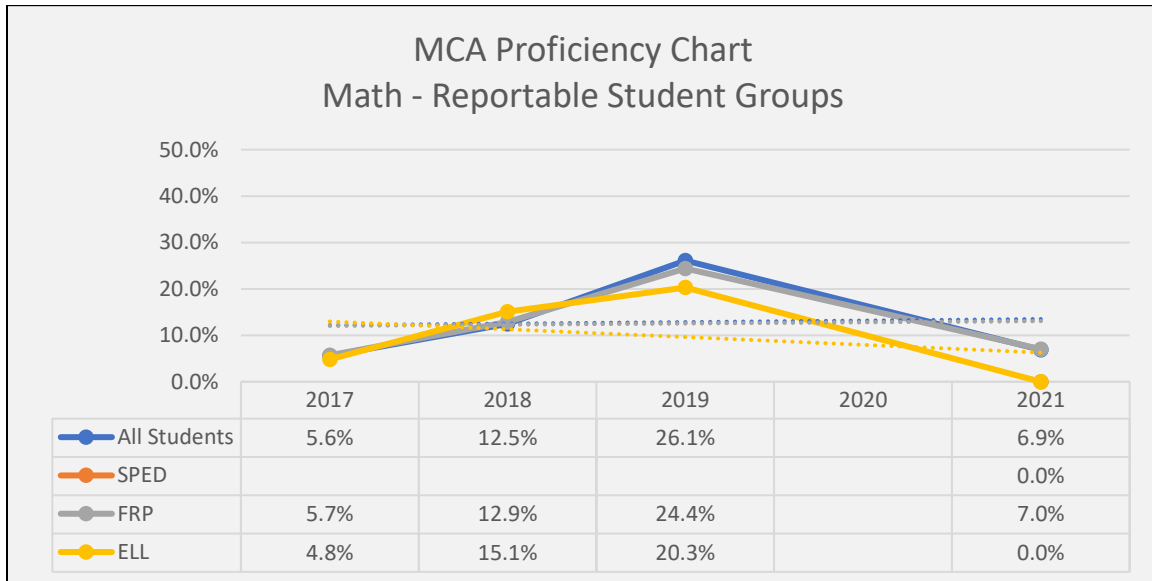


**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

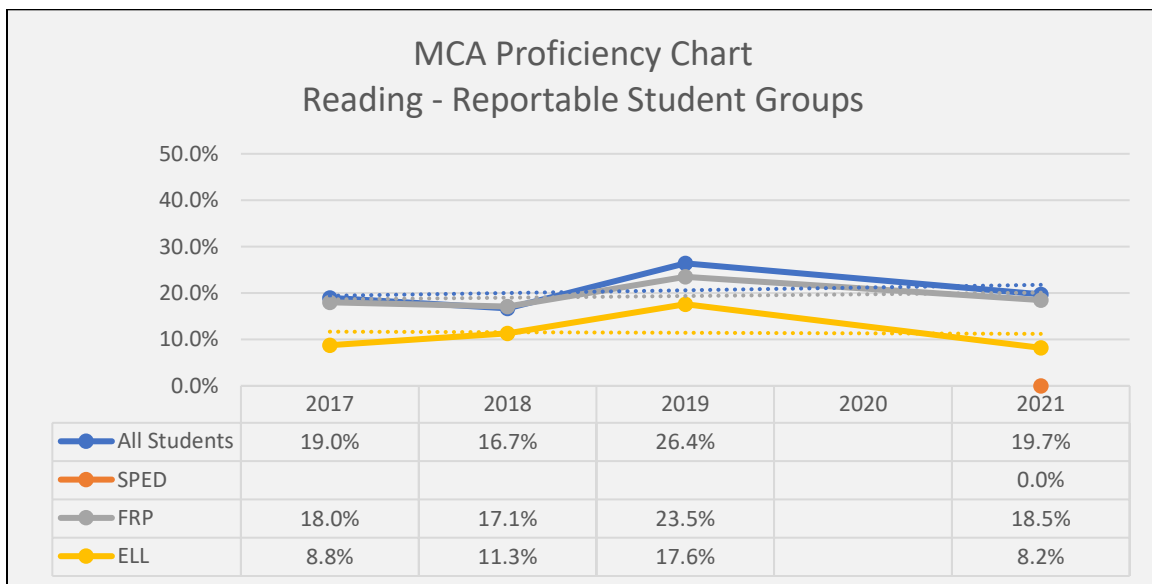
### Academic Performance Standard 3 - Achievement Gap Reduction

VOA-MN Authorizing Program  
2020 – 2021 School Academic Report

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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017- 2021**

## 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

<b>Academic Performance Standard 1</b> - 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"> <li>• Imbedded WBWF Standard: All third-graders can read at grade-level.</li> </ul>	
<b>Scale:</b> <b>Meets standard</b> - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.  <b>Partially meets standard</b> - 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.  <b>Does not meet standard</b> - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> Twin Lakes STEM Academy is currently outperforming the comparison school in math, reading and science.	

<b>Academic Performance Standard 2</b> - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<b>Scale:</b> <b>Meets standard</b> – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading. <b>Partially meets standard</b> - School's achievement level of “improved and maintained” is above 50% <b>Does not meet standard</b> - School's achievement level of “improved and maintained” is below 50%	

N/A	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> * Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year.	

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

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

**Data/Source: School Annual Report**

**Analysis:** TLSA has adopted a plan that measures teachers in the areas of individual professional growth, student engagement, and test data. Teachers are on a three-year review cycle with a summative evaluation at the end of the third year. A summative administrative review accounts for 65% of the overall observation and student learning and achievement makes up 35%. The summative evaluation considers a review of at least 6 formal observations by the school's director over the three year cycle and the teacher's self-reflection based on professional standards.

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

**Scale:**

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

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

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

X

**2 - Meets****1 - Partially Meets****0 - Does Not Meet****Data / Source: School Annual Report**

**Analysis:** TLSA has developed an extensive professional development program for staff members that is focused upon helping teachers expand their capacity to meet the high expectations established by the school. All teachers and most support staff members participated in intensive training in three primary areas of focus for 2020-2021.

Strategic Directions. ENVOY and digital learning trainings were held over several days throughout the school year, Strategic Directions Planning Our team worked with the regional center of excellence to collaboratively plan to increase student achievement. As a result of this work, we established two primary instructional areas of focus: 1. Effectively utilizing and emphasizing academic language for English Learners. 2. Productive struggle in math instruction. The staff engaged in extensive training in both of these strategies throughout the school year. Envoy In August 2020 all staff members participated in a two-day training designed to prepare the team to implement Envoy strategies as a school wide approach to creating a calm and positive learning environment.

Strategic Directions Team (SDT) Our SDT which includes all licensed staff members met weekly for 2 hours throughout the school year. These meetings consistently included at least one segment that was designed to have a professional development focus. Each of the extensive trainings noted above was revisited in these meetings as were several other topics focussed on the professional growth of staff members.

**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	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

Personalized Learning through Technology Integration Prior to Covid-19 causing schools to engage in distance learning, TLSA students were already supported by a 1 to 1 iPad approach that included learning through a variety of educational applications and programs. The implementation of this program helped teachers create a highly differentiated and engaging instructional approach. As a result, we had a successful transition to distance learning and were able to effectively meet the needs of our students. This practice has also helped us effectively address the learning needs of our English Learners through a variety of learning tools.

Longitudinal Implementation of scientifically based instructional strategies

- During the 2020-2021 our Strategic Directions team met on a weekly basis and worked towards fully implementing two specific strategies over a three-year period.
- Explicit instruction of academic language to support all learners but particularly English Learners.
- An emphasis on productive struggle in math instruction and learning.

Project Led the Way Curriculum and Instruction as a Comprehensive Approach to Implementing a High-Quality STEM Program

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

**Scale:**

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

**Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.**

<b>Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.</b>	
	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
<b>X</b>	<b>0 - Does Not Meet</b>
<b>Data / Source: TIS Annual Report</b>	
<b>Analysis:</b>  Goal #1 -  Goal #2 -  Goal #3 -	

**Academic Standards Point Total: 9/12**





**TREKNORTH JR. AND SR.  
HIGH SCHOOL**

**Charter #4106**

**Director: Erica Harmsen**

**2400 Pine Ridge Ave. NW**

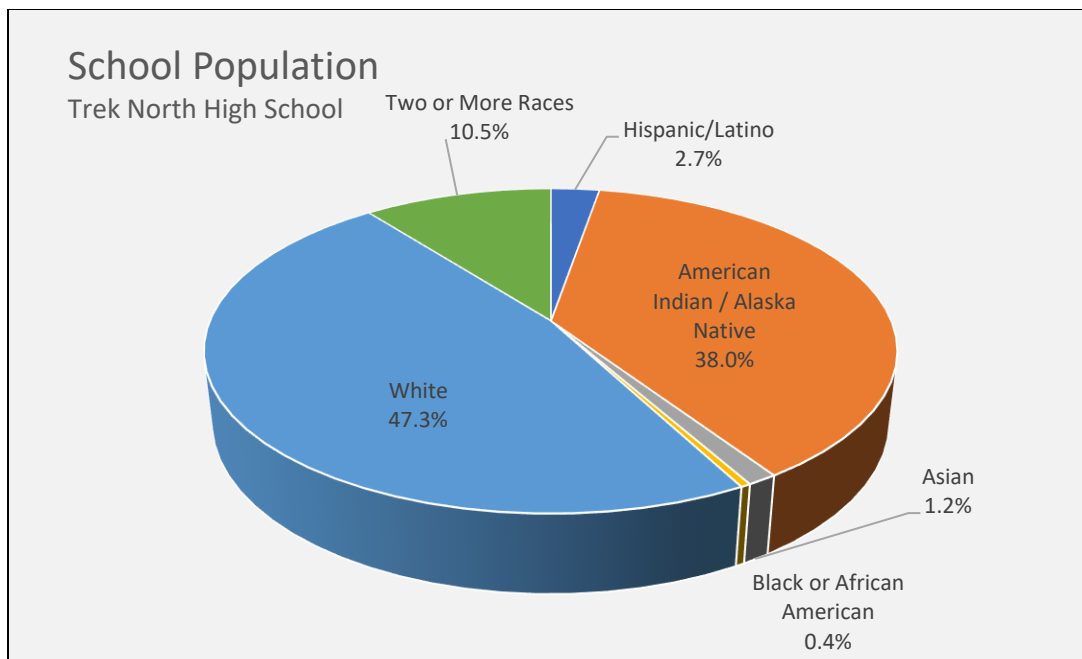
**Bemidji, MN 56601**

**Phone: 218-444-1888**

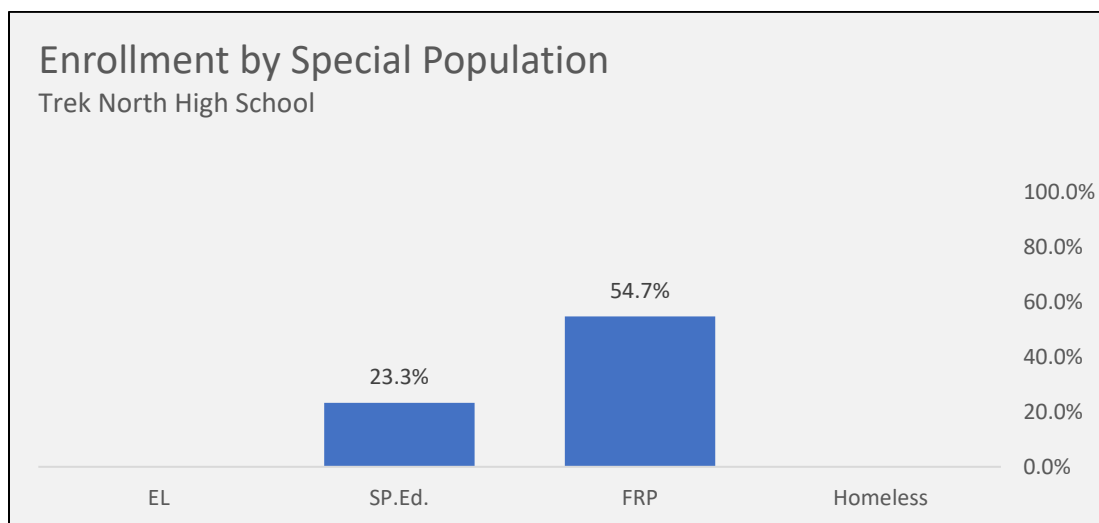
**[www.treknorth.org](http://www.treknorth.org)**

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.

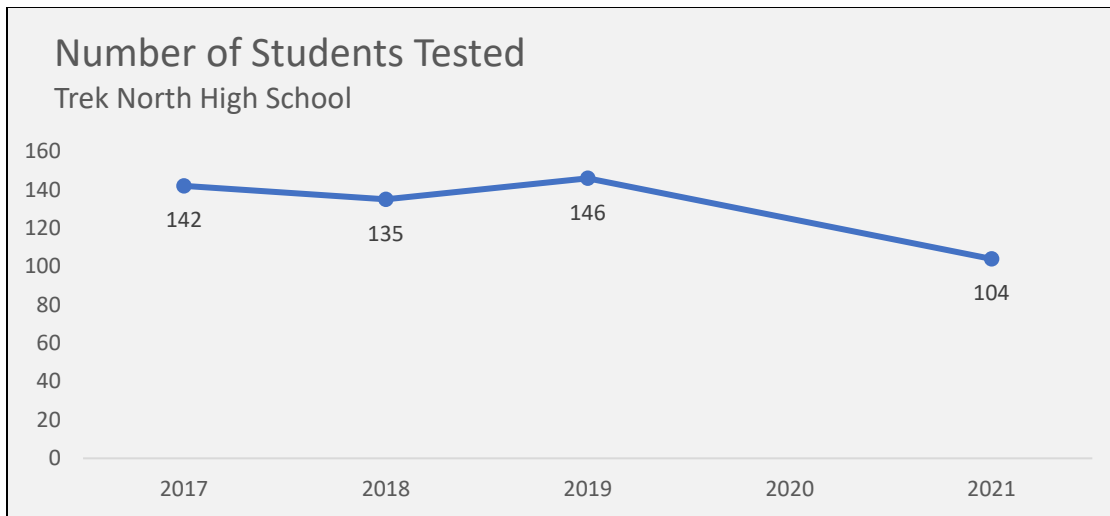
**Summary** TNHS tested 104 students in 2021. The school is currently outperforming the local comparison school in math, reading and science on the Minnesota Comprehensive Assessments. TNHS' Special Education and Free and Reduced Lunch populations are higher than the statewide average.



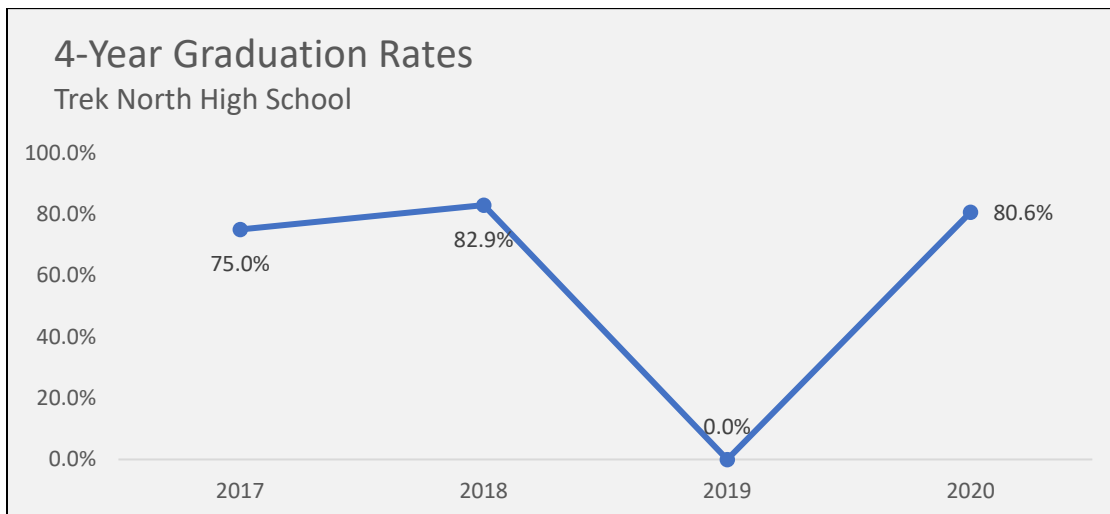
**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**



**Figure 4 - Graduation Rates 2017- 2020**

### **Academic Performance Standard 1 – State Examinations**

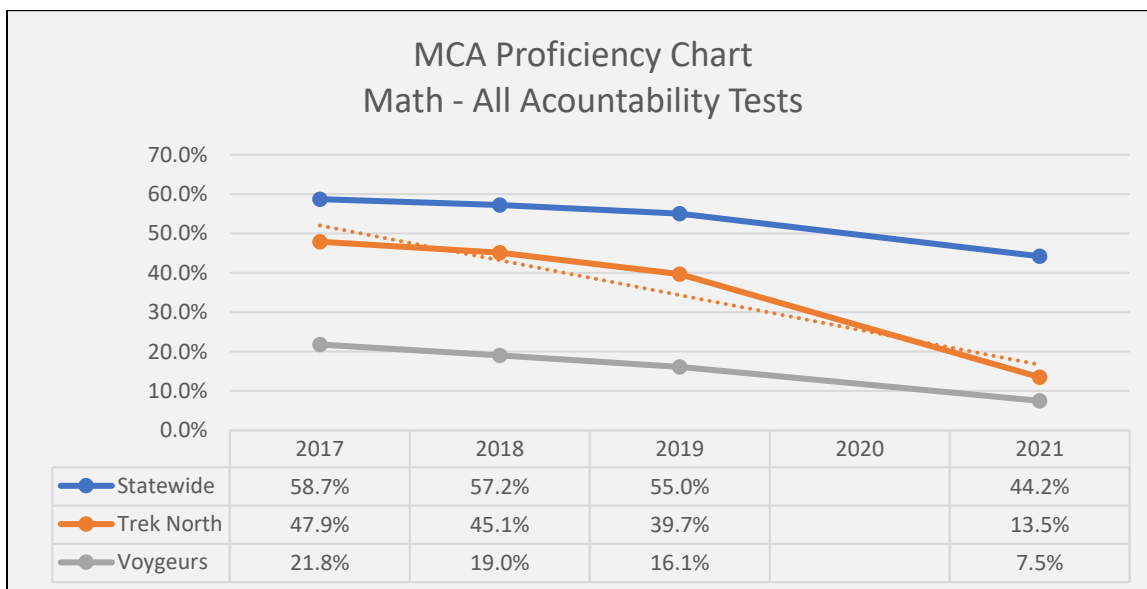
“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

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

**Table 1 – MCA Math Proficiency 2017 – 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>58.7%</b>	<b>57.2%</b>	<b>55.0%</b>		<b>44.2%</b>
<b>6<sup>th</sup></b>	<b>55.5%</b>	<b>53.8%</b>	<b>50..5%</b>		<b>37.2%</b>
<b>7<sup>th</sup></b>	<b>54.9%</b>	<b>54.4%</b>	<b>52.1%</b>		<b>37.4%</b>
<b>8<sup>th</sup></b>	<b>58.2%</b>	<b>57.2%</b>	<b>55.2%</b>		<b>39.8%</b>
<b>11<sup>th</sup></b>	<b>48.4%</b>	<b>47.3%</b>	<b>45.0%</b>		<b>41.4%</b>
<b>Trek North</b>	<b>47.9%</b>	<b>45.1%</b>	<b>39.7%</b>		<b>13.5%</b>
<b>6<sup>th</sup></b>	<b>48.6%</b>	<b>48.6%</b>	<b>28.9%</b>		<b>7.7%</b>
<b>7<sup>th</sup></b>	<b>44.4%</b>	<b>48.6%</b>	<b>34.2%</b>		<b>7.1%</b>
<b>8<sup>th</sup></b>	<b>63.2%</b>	<b>42.4%</b>	<b>56.4%</b>		<b>29.6%</b>
<b>11<sup>th</sup></b>	<b>32.3%</b>	<b>38.5%</b>	<b>38.7%</b>		<b>8.7%</b>
<b>Voyageurs Expeditionary</b>	<b>21.8%</b>	<b>19.0%</b>	<b>16.1%</b>		<b>7.5%</b>
<b>6<sup>th</sup></b>	<b>20.0%</b>	<b>25.0%</b>	<b>17.6%</b>		<b>5.9%</b>
<b>7<sup>th</sup></b>	<b>0.0%</b>	<b>17.6%</b>	<b>13.3%</b>		<b>0.0%</b>
<b>8<sup>th</sup></b>	<b>25.0%</b>	<b>14.3%</b>	<b>20.0%</b>		<b>23.1%</b>
<b>11<sup>th</sup></b>	<b>45.0%</b>	<b>18.2%</b>	<b>13.3%</b>		<b>CTSTR</b>

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



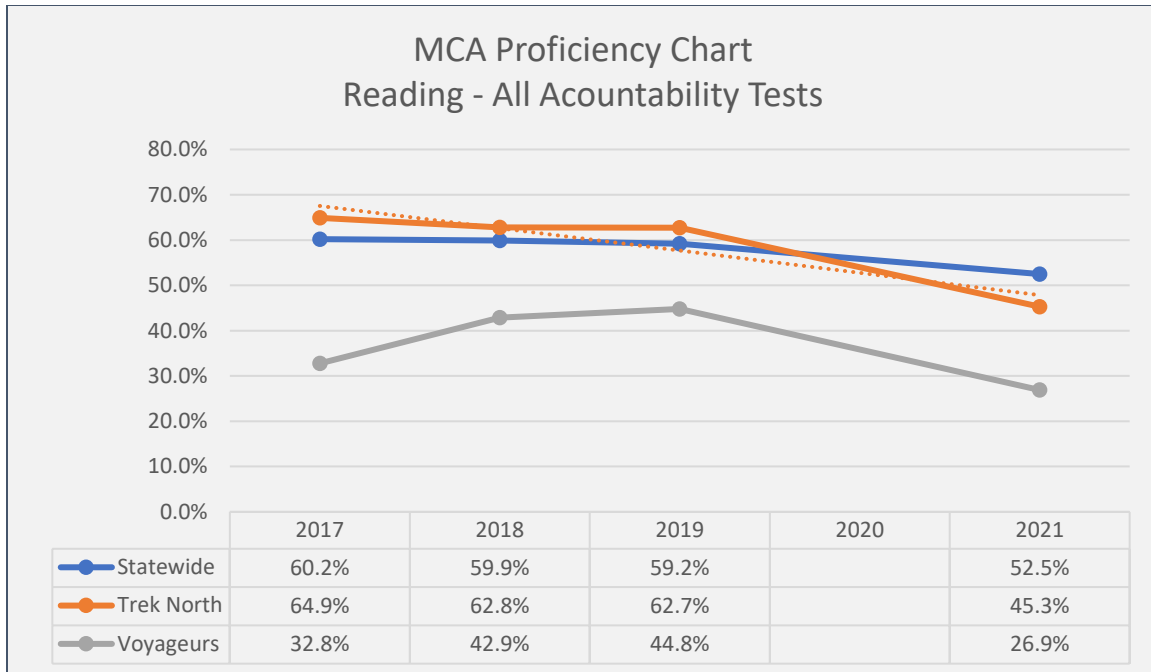
**Figure 5 - MCA Math Proficiency 2017-2021**

**ANALYSIS OF MATH MCA PROFICIENCY:** TNHS' MCA math proficiency results are shown in Table 1 and Figure 5. TNHS' math proficiency rate fell by over 26 percentage points from 2019 to 2021. Despite the decline, the school's proficiency rate remains above that of the comparison school. In future years, it is expected that TNHS will continue to outperform the comparison school and work toward meeting or exceeding the statewide average.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
Statewide	60.2%	59.9%	59.2%		52.5%
6 <sup>th</sup>	63.8%	64.9%	63.2%		55.0%
7 <sup>th</sup>	57.9%	58.7%	57.9%		48.3%
8 <sup>th</sup>	59.3%	59.1%	58.2%		49.7%
10 <sup>th</sup>	60.5%	59.2%	60.4%		58.3%
Trek North	64.9%	62.8%	62.7%		45.3%
6 <sup>th</sup>	59.5%	59.5%	60.5%		37.9%
7 <sup>th</sup>	63.9%	62.2%	65.8%		30.8%
8 <sup>th</sup>	71.8%	61.8%	59.0%		50.0%
10 <sup>th</sup>	63.9%	67.6%	65.8%		56.0%
Voyageurs Expeditionary	32.8%	42.9%	44.8%		26.9%
6 <sup>th</sup>	33.3%	35.7%	52.9%		23.5%
7 <sup>th</sup>	14.3%	41.2%	20.0%		6.3%
8 <sup>th</sup>	43.8%	42.9%	40.0%		46.2%
10 <sup>th</sup>	37.5%	50.0%	72.7%		CTSTR

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



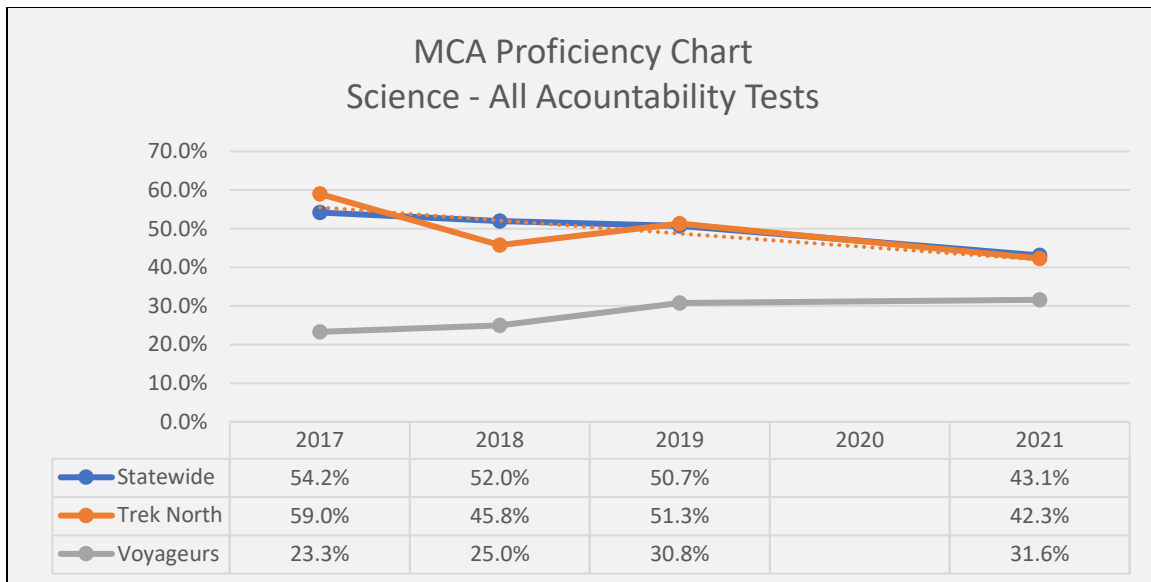
**Figure 6 – MCA Reading Proficiency 2017-2021**

**ANALYSIS OF READING MCA PROFICIENCY:** TNHS’ MCA reading proficiency results are shown in Table 2 and Figure 5. TNHS’ reading proficiency rate declined by over 17 percentage points from 2019 to 2021. Despite the decline, TNHS continues to outperform the comparison school. In future years, it is expected that TNHS will continue to outperform the comparison school as well as the statewide average.

**Table 3 – MCA Science Proficiency 2017 - 2021**

<b>MCA Science</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>54.2%</b>	<b>52.0%</b>	<b>50.7%</b>		<b>43.1%</b>
<b>8<sup>th</sup></b>	<b>46.2%</b>	<b>45.2%</b>	<b>43.0%</b>		<b>33.8%</b>
<b>H.S.</b>	<b>56.3%</b>	<b>52.2%</b>	<b>54.4%</b>		<b>48.3%</b>
<b>Trek North</b>	<b>59.0%</b>	<b>45.8%</b>	<b>51.3%</b>		<b>42.3%</b>
<b>8<sup>th</sup></b>	<b>59.0%</b>	<b>42.4%</b>	<b>43.6%</b>		<b>35.7%</b>
<b>H.S.</b>	<b>59.0%</b>	<b>50.0%</b>	<b>59.5%</b>		<b>50.0%</b>
<b>Voyageurs</b>	<b>23.3%</b>	<b>25.0%</b>	<b>30.8%</b>		<b>31.6%</b>
<b>8<sup>th</sup></b>	<b>31.3%</b>	<b>7.1%</b>	<b>13.3%</b>		<b>38.5%</b>
<b>H.S.</b>	<b>14.3%</b>	<b>42.9%</b>	<b>54.5%</b>		<b>CTSTR</b>

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

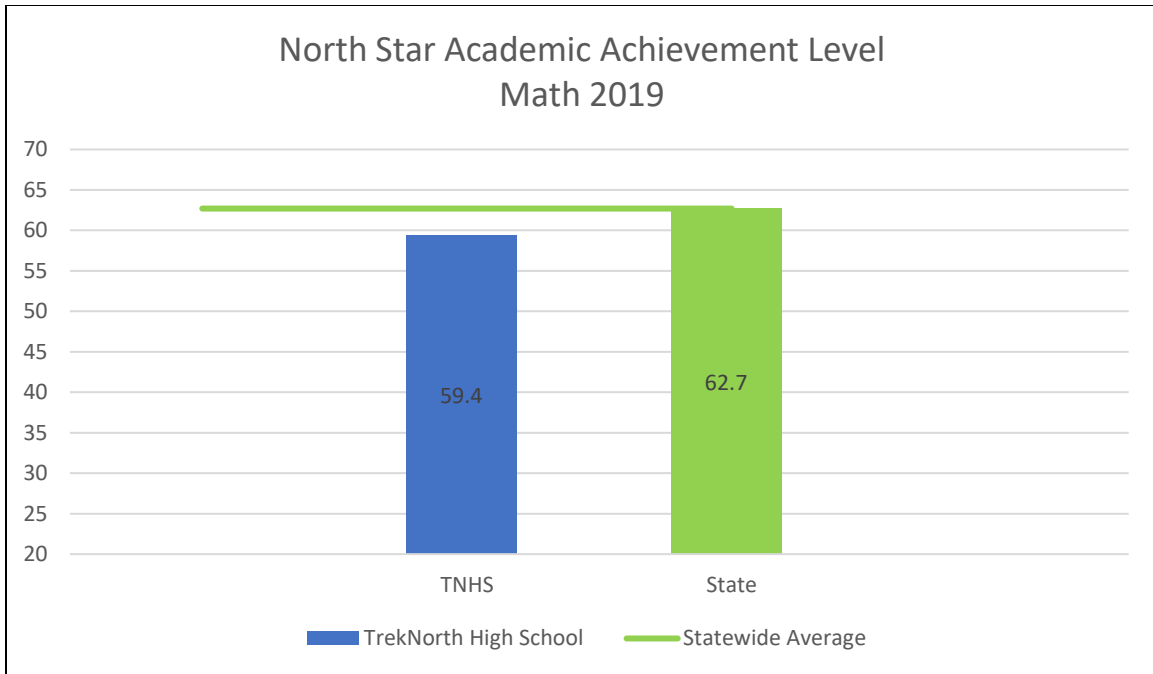


**Figure 7 – MCA Science Proficiency 2017-2021**

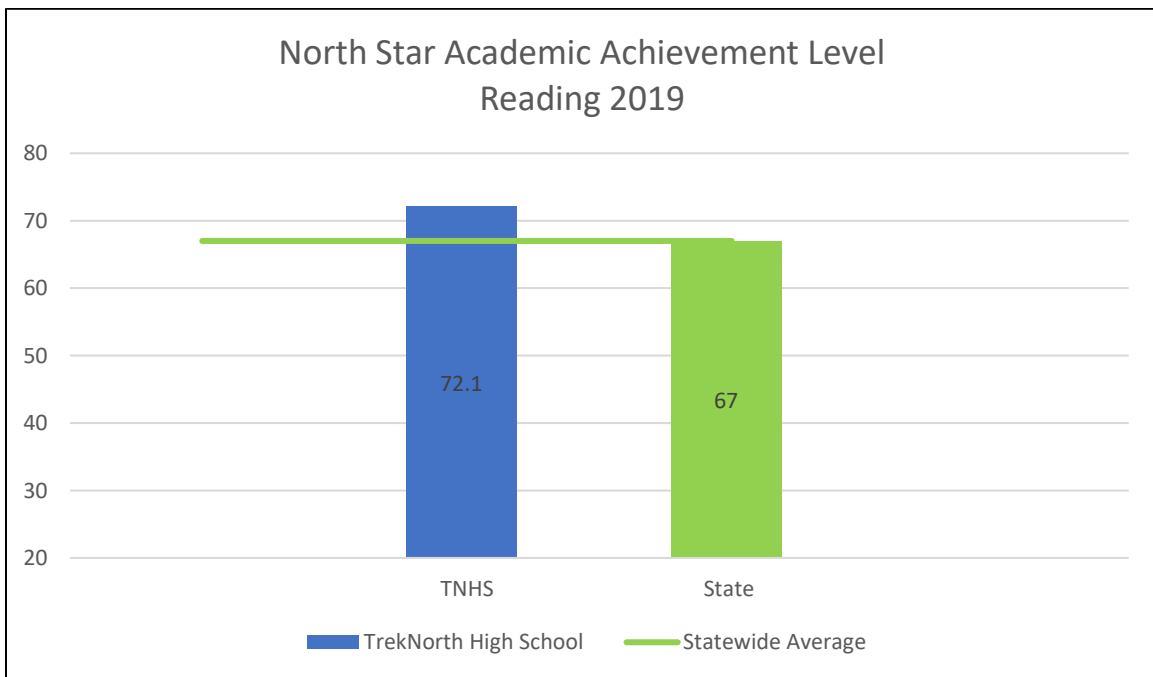
**ANALYSIS OF SCIENCE MCA PROFICIENCY:** TNHS’ MCA science proficiency results are shown in Table 3 and Figure 7. TNHS science proficiency rate declined by nine percentage points from 2019 to 2021. Despite the decline, the school continues to outperform the local comparison school. In future years, it is expected that TNHS will continue to meet or exceed both the statewide science proficiency rate as well as that of 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 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**



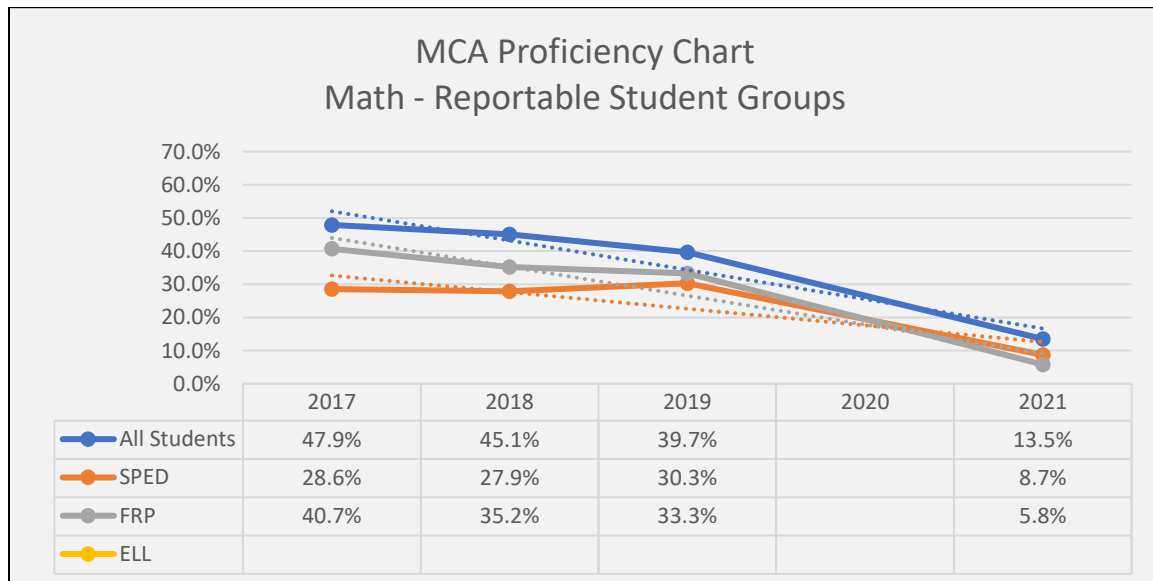
**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

### Academic Performance Standard 3 - Achievement Gap Reduction

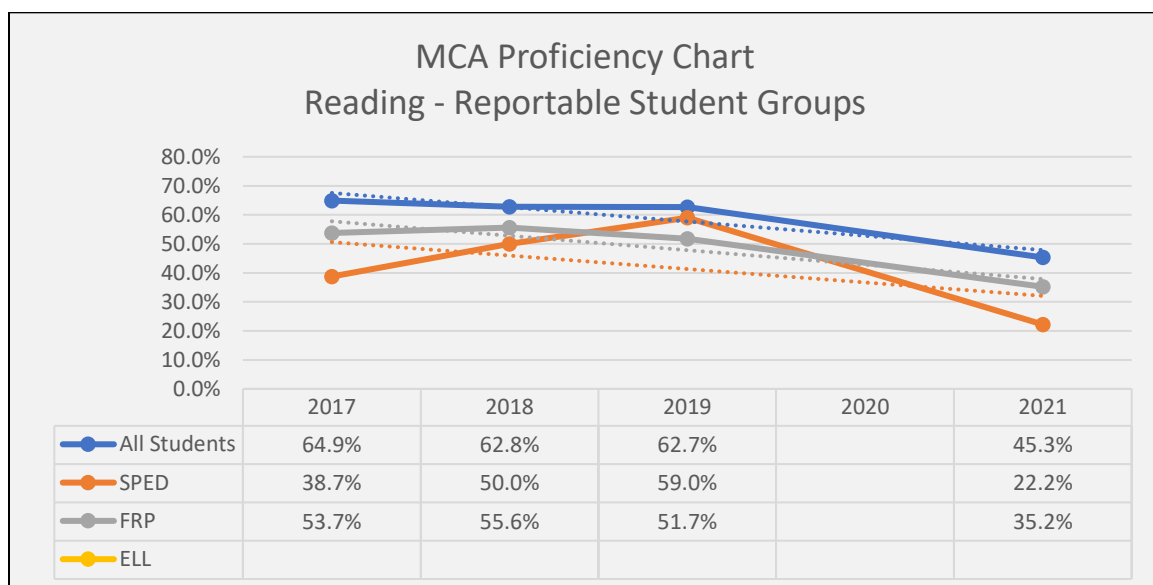
VOA-MN Authorizing Program  
2020 – 2021 School Academic Report



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



**Figure 11 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 12 - Reportable Student Groups MCA Reading 2017 – 2021**

## 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

<b>Academic Performance Standard 1</b> - 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"> <li>• Imbedded WBWF Standard: All third-graders can read at grade-level.</li> </ul>	
<b>Scale:</b> <b>Meets standard</b> - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.  <b>Partially meets standard</b> - 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.  <b>Does not meet standard</b> - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.	
X	2 - Meets
	1 - Partially Meets
	0 - Does Not Meet
<b>Evidence / Source:</b> Minnesota Department of Education	
<b>Analysis:</b> TNHS is outperforming the comparison school in math, reading and science.	

<b>Academic Performance Standard 2</b> - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<b>Scale:</b> <b>Meets standard</b> – School's achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading. <b>Partially meets standard</b> - School's achievement level of “improved and maintained” is above 50% <b>Does not meet standard</b> - School's achievement level of “improved and maintained” is below 50%	
N/A	2 - Meets

	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report</b>	
<b>Analysis:</b> * Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2020-2021 school year.	

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

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

**Data/Source: School Annual Report**

Analysis: TrekNorth is committed to ensuring all students, including low income and minority students, are taught by experienced and effective teachers who are highly qualified to teach their subject area. TrekNorth uses its teacher evaluation system to measure the effectiveness of teachers. If teachers do not perform to a certain level, they are placed into a probationary stage and given more coaching in order to increase their effectiveness. If this coaching is ineffective or, if the teacher continues to underperform, their At-Will Employment Agreement is terminated. Because TrekNorth is a small school, all students rotate through the same roster of teachers. We only have one core subject area teacher at each of the following grade levels: 6th, 7th, 8th, and 9th. An example being all 6th graders have the same Mathematics teacher ensuring consistency across the grade level. Between the size of our school and the way teaching is evaluated, TrekNorth ensures every student has equal access to effective teachers.

In order to achieve the goals in our mission statement, TrekNorth is hugely dependent upon high-quality instruction. Operating from the belief that, while some people may be born with a propensity for teaching, no one is born with the ability to be an excellent teacher, TrekNorth has created a strong Teacher Development Process. The process involves three major components: a rubric based holistic evaluation of teaching effectiveness, a series of formative pop-in assessments to classrooms, and participation by each teaching in a Research Team.

First, TrekNorth has developed an extensive Teaching Rubric that assesses planning, delivery of instruction, classroom management, and assessment. Each teacher is evaluated using this rubric, with the expectation that they receive a certain score. Teachers who do not earn that score are placed into a probationary period that includes more coaching and a re-evaluation plan. Second, TrekNorth has implemented a system by which the Director “pops-in” to classrooms on a frequent basis. When they do these formative assessments of teaching, they are looking for broad evidence of elements of the Teaching Rubric, and evidence that school-wide initiatives are 50 being effectively implemented. Lastly, TrekNorth has also had its own variety of Professional Learning Communities. These are small teams of teachers who are working collaboratively on some specific aspect of instruction that they choose. During the 2020-2021 school year, teachers were placed in small groups and together navigated hybrid learning together sharing best practices and instructional strategies, as well as troubleshooting and teaching each other new technologies. Teachers met twice a month as a team.

In addition to the process described above, TrekNorth has developed a Performance Review document used to evaluate the performance of all teachers and staff members at TrekNorth based on their job descriptions. At the end of each year, during an employee’s Performance Review meeting, the various components of the document get reviewed and each employee receives a score on a 0-5 scale, with 3.0 being the expectation to equal a quality year. At Teacher’s professional development plan consists of a research question based on their research team’s topic, a data goal, and AP goal if applicable, a technology goal and items added based on the prior year’s performance review.

**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.**

<b>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.</b>	
<b>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b> TrekNorth has developed a rigorous, effective, practical, and mission-driven approach to teacher professional development. The development of teachers is composed of 4 components:</p> <ol style="list-style-type: none"> <li>1. Formative assessment of teaching performance within the TrekNorth Pop-In-Coaching system and peer coaching with the Leadership Team</li> <li>2. A summative assessment of teaching performance against the TrekNorth Teaching Rubric with the Executive Director</li> <li>3. The development of a Professional Development Plan by each teacher with the Director that includes a research question, Data Goal, AP Goal if applicable, a technology goal, and items discussed on the previous year's performance review.</li> <li>4. Participation in Research Teams, which are small teams of teachers working collaboratively on specific aspects of quality teaching, such as classroom management or assessment.</li> </ol>	

<b>Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).</b>	
<p><b>Scale:.</b></p> <p><b>Meets the Standard – The school has a plan and is meeting their additional statutory purposes.</b></p> <p><b>Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.</b></p> <p><b>Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.</b></p>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b> Equal access to Advanced Placement/Pre-Advanced Placement Curriculum</p> <p>In 2005 TrekNorth committed to establishing a curriculum grounded in a genuine AP/Pre-AP approach. One of the most substantial challenges in this commitment is the creation of a vertically aligned curriculum. The development of such a curriculum is challenging because it requires first a</p>	

philosophical commitment by every educator in the school, second it requires professional development opportunities formative enough to allow educators to even participate in the development of such a curriculum, and third it requires substantial amounts of time when department members can work together to actually create the curriculum.

The last few summers have marked huge gains towards the realization of our goal of having a complete and aligned AP/Pre-AP curriculum. First, the hiring process resulted in having a higher percentage of teachers who believe every single student can and should take Advanced Placement courses. Second, many TrekNorth teachers have attended Advanced Placement Summer Institutes – either for their specific course or the vertical teaming institute for their department. This not only raises the commitment level to AP/Pre-AP, it also gave teachers the knowledge and skills they need to develop the curriculum. Third, teachers spent spring and summer curriculum mapping to ensure all Pre AP and AP standards are being covered and their curriculum is vertically aligned. Finally, Student Council has worked closely with the administration to shape the culture of AP at our school by offering events such as the AP Breakfast and AP Study Night.

The addition of an academic advisor and supported study has been put in place to help our student population develop their executive functioning skills and develop habits needed for AP. We offer a wide range of AP classes, from AP Studio Art to AP Calculus, from AP Spanish to AP Literature to AP Biology, in hopes that every students can find success in at least one before they graduate. In fact we offer 16 different AP classes on a 2 year rotation for students to select from.

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

**Scale:**

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

**Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.**

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

	<b>Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

**Goal #1 - Close the Achievement Gap(s) Between Student Groups**

The achievement gap between American Indian students and white students will be reduced in reading from 17.8% to 15.3%; in math from 21.2% to 18.7%; and in science from 43.8% to 41.3%

**Results:** Achievement gap: math – 16.0% Reading – 22.6% Science – 49.3%  
(Goal not Met)

**Goal #2 - All Students Career and College Ready by Graduation**

The following goals are written regarding proficiency on ACT exams, which is mandatory or all juniors:

■ The gap between American Indian students and white students in English will reduce from 12.12% to 9.62%; in math from 9.09% to 6.59%; in reading from 9.09% to 6.59%; in science from 6.06% to 3.56%.

**Results:** Gap: English – 9.1, Math – 9.1, Reading – 18.2, Science – 0  
(Goal partially met)

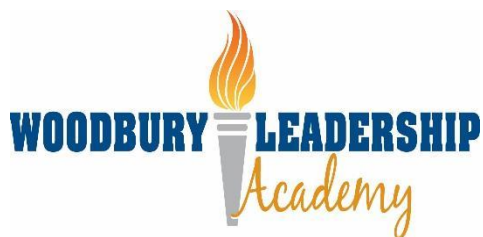
**Goal #3 - All Students Graduate**

The graduation rate for American Indian students will be 100%.

**Results:** In 2020-2021, TrekNorth has 31 out of 32 students graduate, a 97% graduation rate. Of the 32 students in the graduating class, 12 were American Indian and 20 were white. The graduation rate for American Indian students was 92% (11 out of 12 students).

(Goal not met)

**Academic Standards Point Total: 10/12**



**WOODBURY  
LEADERSHIP  
ACADEMY**

**Charter # 4228**

**Director: Kathleen Mortensen**

**600 Weir Drive**

**Woodbury, MN 55125**

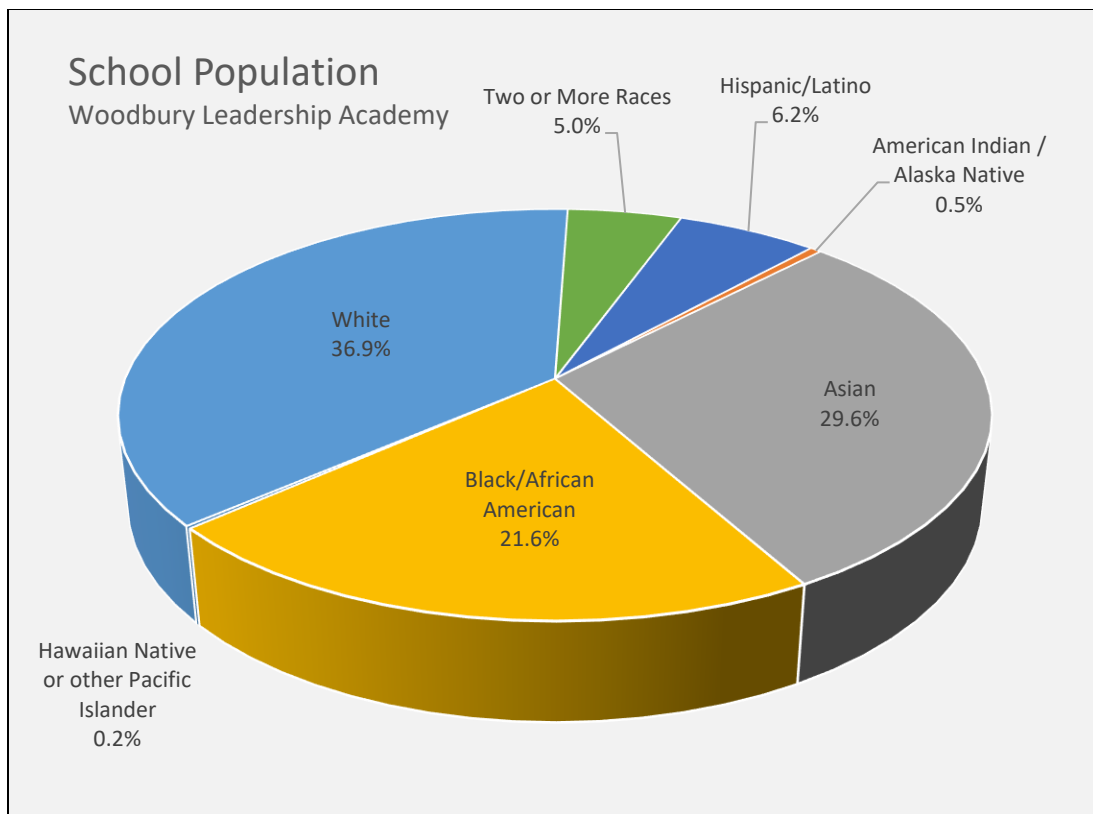
**Phone: 651-379-2681**

**[www.wlamn.org](http://www.wlamn.org)**

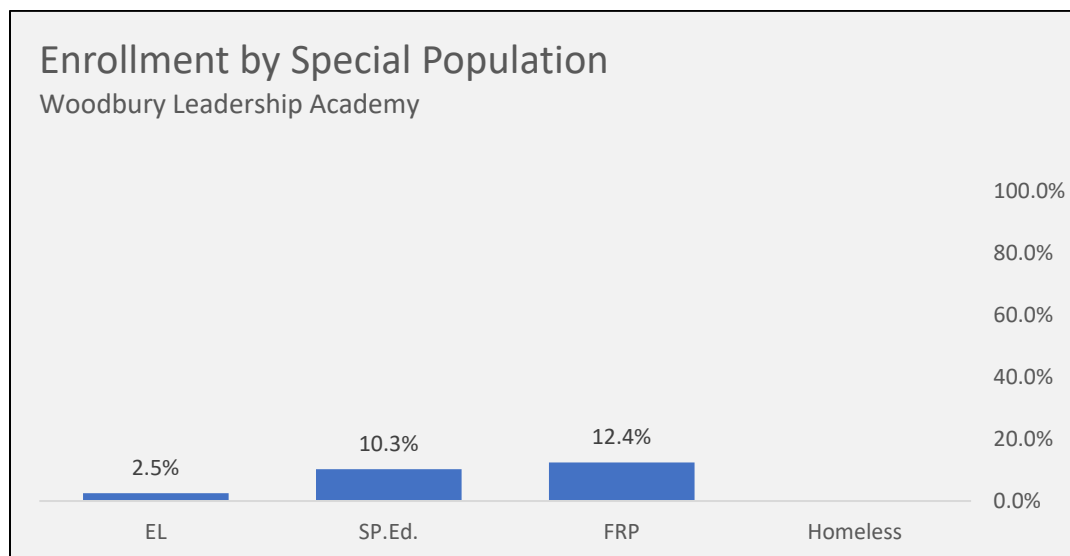
Woodbury Leadership Academy (WLA) is a tuition-free charter elementary and middle school located in Woodbury, Minnesota. WLA's learning environment and school community promotes academic achievement for students in grades K-8, as well as personal integrity, equity and a dedication to value and serve 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:** Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year. All comparisons made in this report will be between 2019 and 2021. WLA tested 210 students in 2021. The school's proficiency rates on the Minnesota Comprehensive Assessments increased in reading from 2019 to 2021 and declined in math and science over the same period.

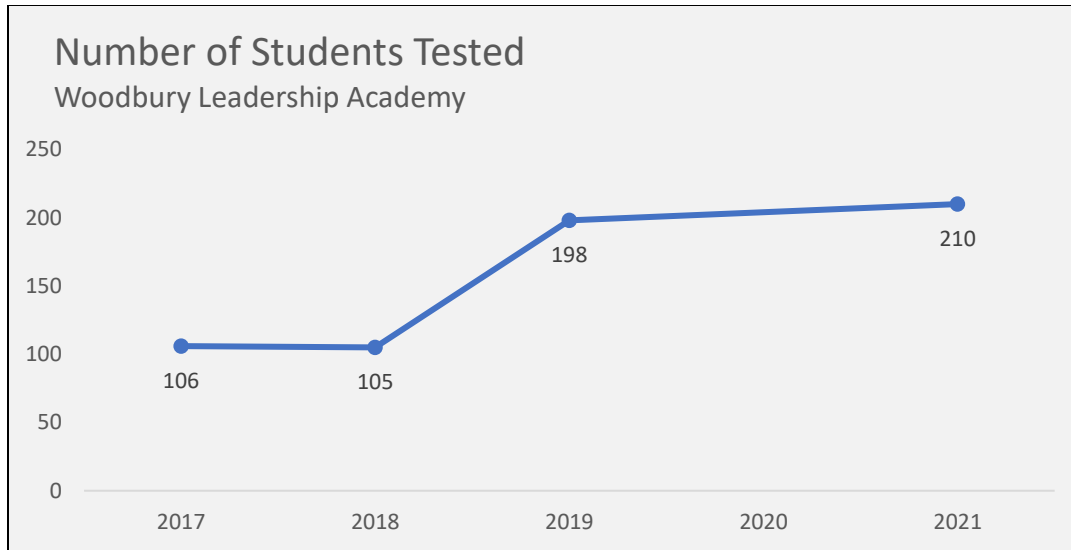




**Figure 1 – School Population**



**Figure 2 - Enrollment by Special Population**



**Figure 3 – Number of Students Tested (MCA)**

### Academic Performance Standard 1 – State Examinations

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

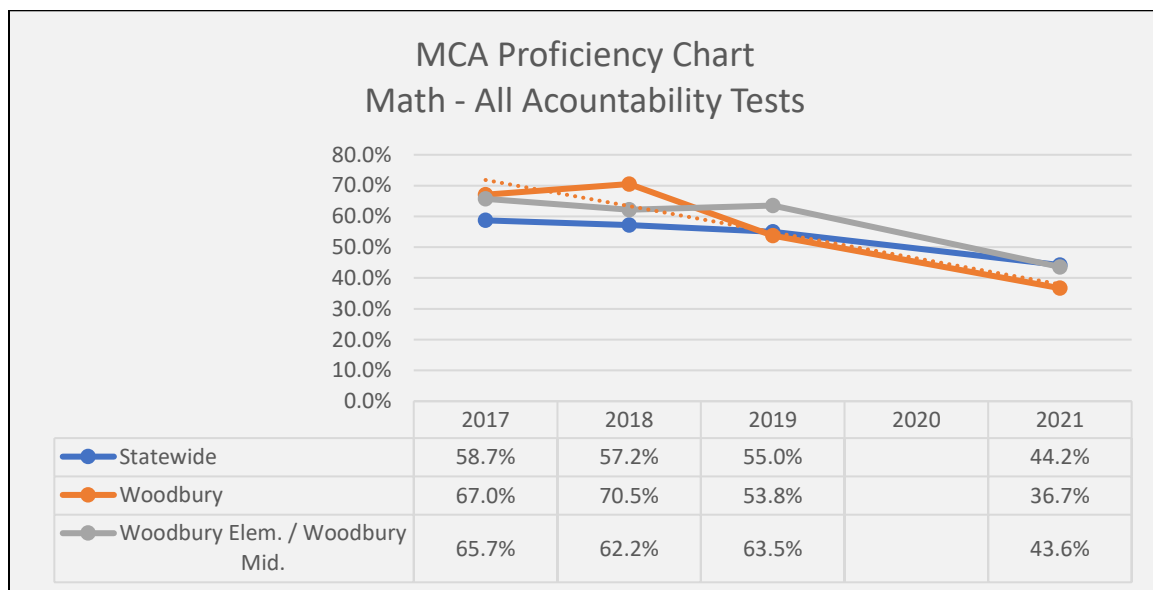
The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

**Table 1 – MCA Math Proficiency 2017 - 2021**

<b>MCA Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	<b>59.2%</b>	<b>57.7%</b>	<b>55.5%</b>		<b>44.2%</b>
<b>3<sup>rd</sup></b>	<b>68.6%</b>	<b>66.9%</b>	<b>66.0%</b>		<b>57.1%</b>
<b>4<sup>th</sup></b>	<b>67.4%</b>	<b>65.6%</b>	<b>64.3%</b>		<b>53.8%</b>
<b>5<sup>th</sup></b>	<b>57.7%</b>	<b>55.2%</b>	<b>52.4%</b>		<b>41.1%</b>
<b>6<sup>th</sup></b>	<b>56.0%</b>	<b>54.3%</b>	<b>50.9%</b>		<b>37.2%</b>
<b>7<sup>th</sup></b>	<b>55.4%</b>	<b>54.9%</b>	<b>52.5%</b>		<b>37.4%</b>
<b>8<sup>th</sup></b>	<b>58.8%</b>	<b>57.8%</b>	<b>55.7%</b>		<b>39.8%</b>
<b>Woodbury Leadership</b>	<b>67.0%</b>	<b>70.5%</b>	<b>53.8%</b>		<b>36.7%</b>
<b>3<sup>rd</sup></b>	<b>83.9%</b>	<b>81.8%</b>	<b>61.9%</b>		<b>40.9%</b>
<b>4<sup>th</sup></b>	<b>61.1%</b>	<b>80.8%</b>	<b>69.1%</b>		<b>40.9%</b>

5 <sup>th</sup>	62.5%	51.7%	40.0%		50.0%
6 <sup>th</sup>	CTSTR	CTSTR	36.8%		20.5%
7 <sup>th</sup>	CTSTR	N/A	26.8%		41.2%
8 <sup>th</sup>			CTSTR		13.3%
Woodbury Elem.	62.5%	53.6%	51.9%		43.4%
3 <sup>rd</sup>	67.8%	65.6%	57.0%		41.7%
4 <sup>th</sup>	65.8%	51.4%	58.3%		56.6%
5 <sup>th</sup>	53.7%	42.5%	42.9%		28.6%
Woodbury Middle	68.5%	65.3%	67.0%		43.7%
6 <sup>th</sup>	65.8%	59.9%	70.6%		43.6%
7 <sup>th</sup>	70.0%	71.2%	67.4%		45.7%
8 <sup>th</sup>	69.6%	65.6%	62.7%		41.1%
Combined (3-8)	66.3%	61.8%	64.1%		43.6%

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



**Figure 4 - MCA Math Proficiency 2017-2021**

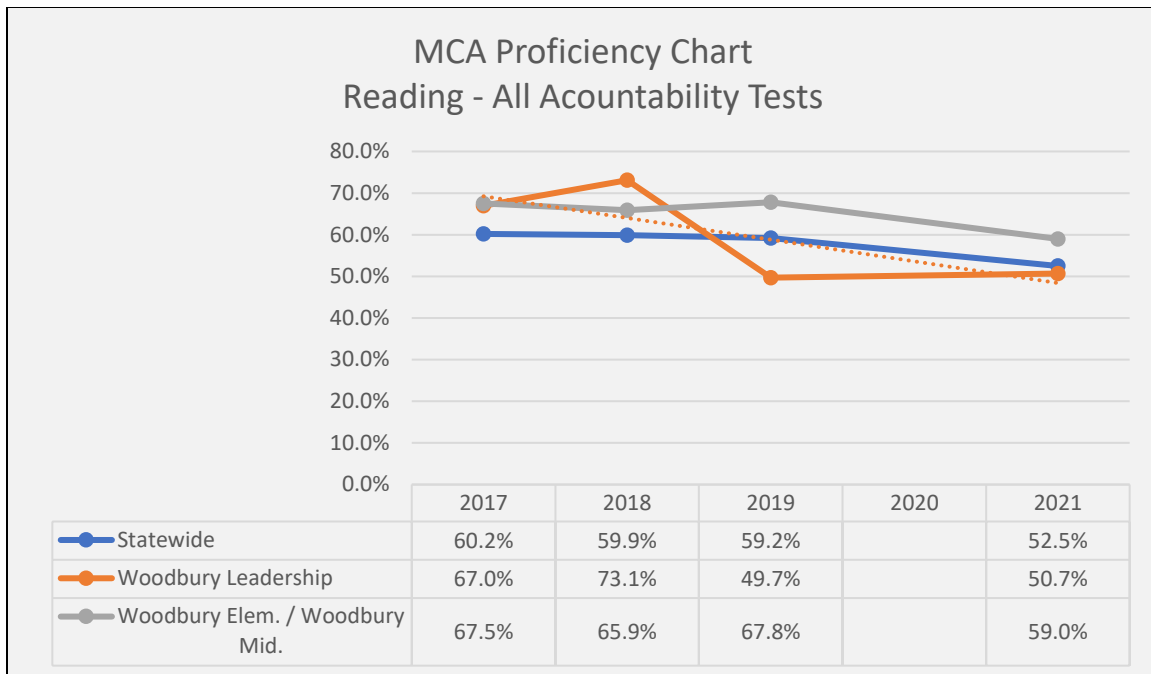
**ANALYSIS OF MATH MCA PROFICIENCY:** WLA's MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Woodbury Elementary, grades 3-5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA's math proficiency rate fell by 17.5 percentage points to 36.7% from 2019 to 2021. This decline, also experienced at the combined comparison school and at the statewide level, was due in large part to the effects of the COVID-19 pandemic. The

school is currently performing below the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the math proficiency rate of both the statewide average and the local comparison school.

**Table 2 – MCA Reading Proficiency 2017 - 2021**

<b>MCA Reading</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>
<b>Statewide</b>	60.6%	60.4%	59.7%		52.5%
<b>3<sup>rd</sup></b>	57.0%	56.2%	55.0%		48.5%
<b>4<sup>th</sup></b>	57.3%	56.2%	55.9%		49.3%
<b>5<sup>th</sup></b>	67.9%	67.5%	66.2%		59.4%
<b>6<sup>th</sup></b>	63.8%	64.9%	63.2%		55.0%
<b>7<sup>th</sup></b>	57.9%	58.7%	57.9%		48.3%
<b>8<sup>th</sup></b>	59.3%	59.1%	58.2%		49.7%
<b>Woodbury Leadership</b>	67.0%	73.1%	49.7%		50.7%
<b>3<sup>rd</sup></b>	74.2%	67.4%	46.8%		47.4%
<b>4<sup>th</sup></b>	58.3%	76.0%	55.6%		38.1%
<b>5<sup>th</sup></b>	66.7%	82.8%	66.7%		78.3%
<b>6<sup>th</sup></b>	CTSTR	CTSTR	25.0%		50.0%
<b>7<sup>th</sup></b>	CTSTR	N/A	35.7%		43.8%
<b>8<sup>th</sup></b>			CTSTR		20.0%
<b>Woodbury Elem.</b>	67.5%	58.4%	55.1%		53.1%
<b>3<sup>rd</sup></b>	67.0%	55.3%	48.1%		44.7%
<b>4<sup>th</sup></b>	68.4%	57.1%	51.8%		57.1%
<b>5<sup>th</sup></b>	67.1%	63.8%	62.9%		58.7%
<b>Woodbury Middle</b>	68.8%	68.6%	71.5%		60.2%
<b>6<sup>th</sup></b>	73.1%	69.6%	71.9%		63.3%
<b>7<sup>th</sup></b>	65.2%	67.2%	71.6%		58.7%
<b>8<sup>th</sup></b>	67.9%	68.8%	71.0%		57.9%
<b>Combined (3-8)</b>	68.7%	65.6%	68.4%		59.0%

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



**Figure 5 – MCA Reading Proficiency 2017-2021**

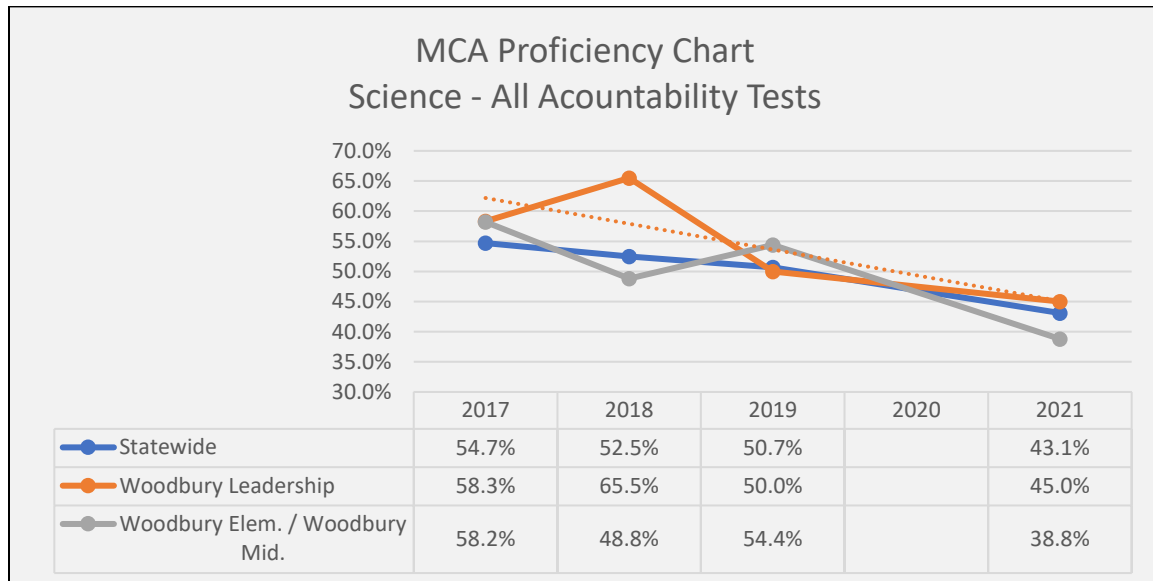
**ANALYSIS OF READING MCA PROFICIENCY:** WLA’s MCA reading proficiency results are shown in Table 2 and Figure 4. For the purpose of this report, proficiency results from Woodbury Elementary, grades 3-5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s reading proficiency rate increased by 1 percentage point to 50.7% from 2019 to 2021. Despite the increase, the school is currently performing below the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the reading proficiency rate of both the statewide average and the local comparison school.

**Table 3 – MCA Science Proficiency 2017 - 2021**

MCA Science	2017	2018	2019	2020*	2021
Statewide	54.7%	52.5%	50.7%		43.1%
5 <sup>th</sup>	61.2%	59.3%	54.9%		47.9%
8 <sup>th</sup>	46.7%	45.7%	43.0%		33.8%
Woodbury Leadership	58.3%	65.5%	50.0%		45.0%
5 <sup>th</sup>	58.3%	65.5%	55.0%		57.8%
8 <sup>th</sup>			CTSTR		6.7%

Woodbury Elem. (5 <sup>th</sup> )	54.5%	59.8%	53.3%		43.5%
Woodbury Middle (8 <sup>th</sup> )	61.5%	46.0%	54.8%		37.3%
Combined	60.0%	48.8%	54.4%		38.8%

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

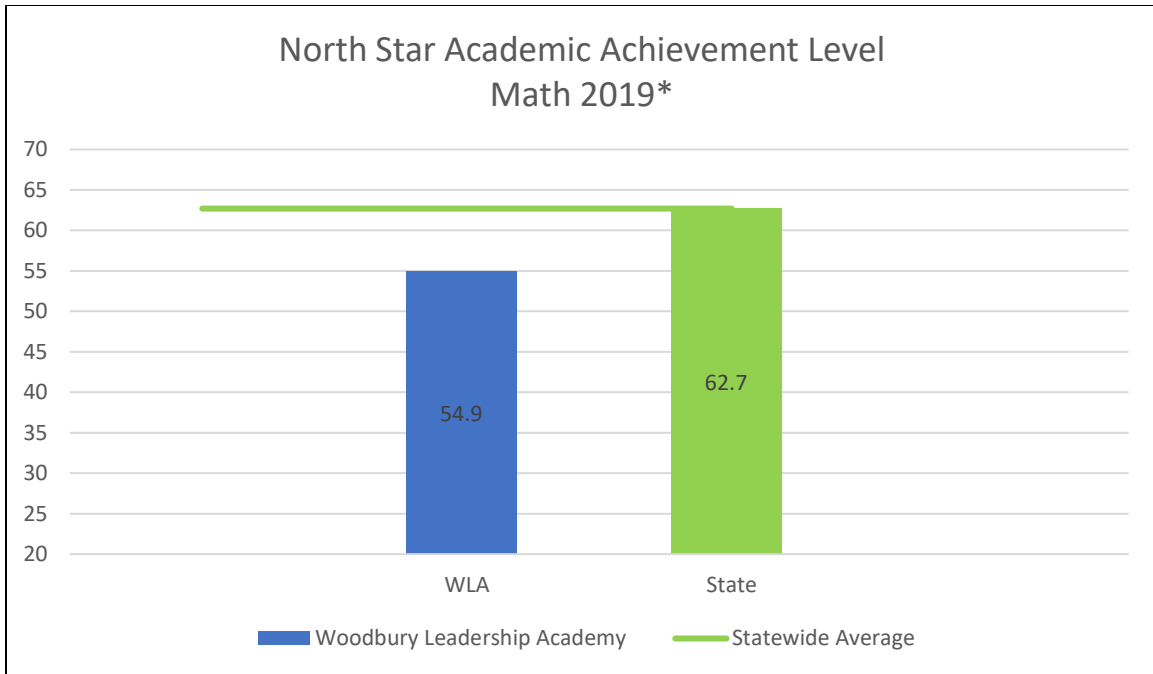


**Figure 6 – MCA Science Proficiency 2017-2021**

**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 Woodbury Elementary, grade 5, and Woodbury Middle School, grade 8, were combined to create a comparison score for WLA. WLA’s science proficiency rate fell by 10 percentage points to 45% from 2019 to 2021. Despite the decline, the school is currently outperforming the proficiency rate of the statewide average as well as that of the combined local comparison schools. 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.

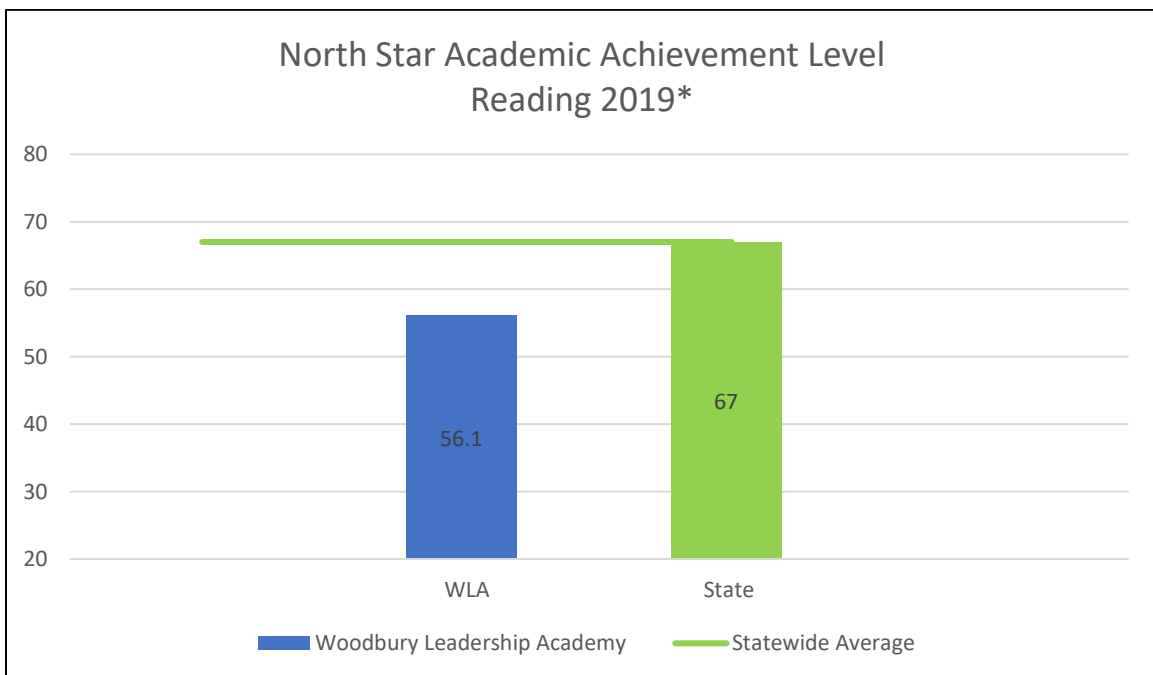
## **Academic Performance Standard 2 - Growth**

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.



**Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

\* 2021 North Star Academic Achievement Level data is unavailable for 2021

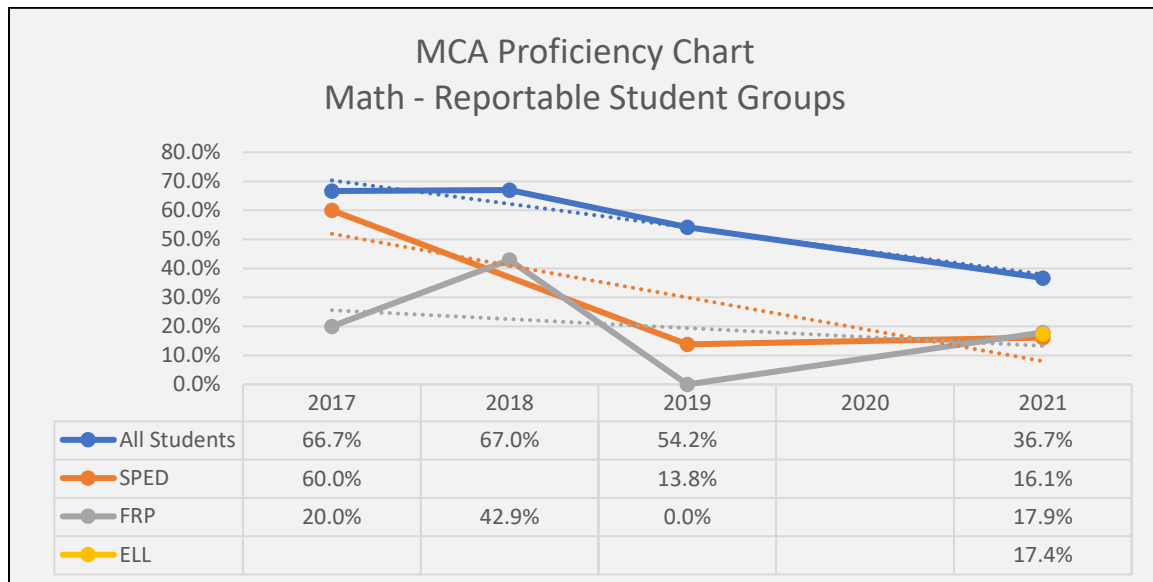


**Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)**

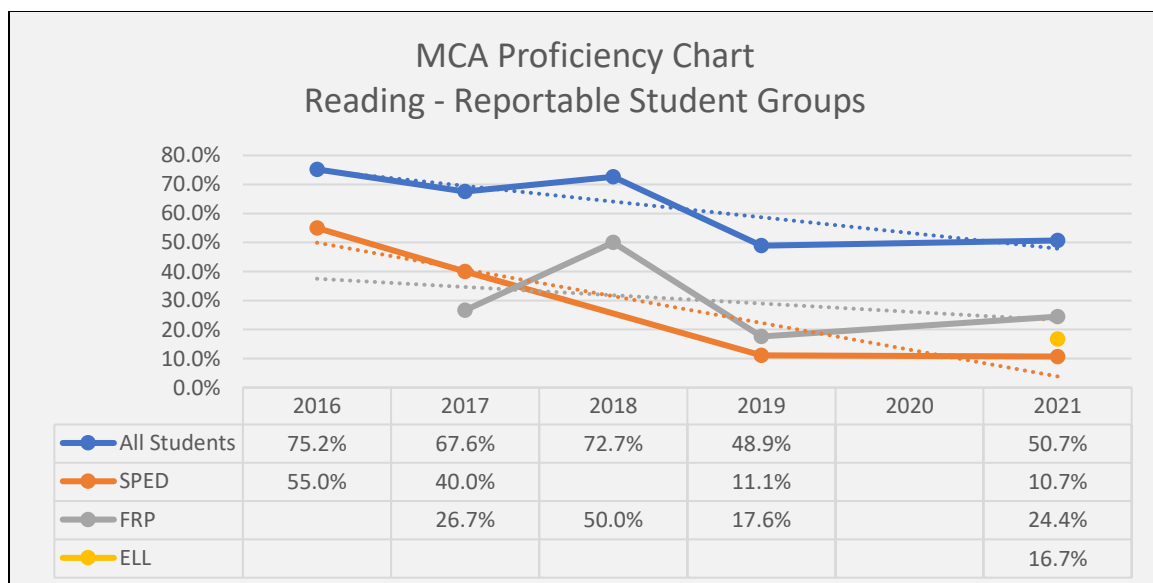
\* 2021 North Star Academic Achievement Level data is unavailable for 2021

## Academic Performance Standard 3 - Achievement Gap Reduction

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



**Figure 10 - Reportable Student Groups MCA Math 2017 - 2021**



**Figure 11 - Reportable Student Groups MCA Reading 2017 - 2021**

## VOA -MN Standards Evaluation

VOA-MN Authorizing Program  
2020 – 2021 School Academic Report



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

<b>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.</b>	
<ul style="list-style-type: none"> <li>• <b>Imbedded WBWF Standard: All third-graders can read at grade-level.</b></li> </ul>	
<b>Scale:</b> <b>Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</b>  <b>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.</b>  <b>Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.</b>	
	<b>2 - Meets</b>
X*	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<p><b>Analysis:</b> WLA is outperforming the combined local comparison schools in science. The school's proficiency rates in math and reading are currently below those of the comparison schools in 2021.</p> <p>A closer examination of the MCA proficiency rates from the two most recent testing cycles, 2019 and 2021, from WLA and the combined comparison school, reveal that the comparison school's rates fell further than those at WLA.</p> <p>WLA increased its reading proficiency from 2019 to 2021 by 1.8 percentage points while the comparison school's rate fell by 9.4 percentage points.</p> <p>WLA's math proficiency from 2019 to 2021 decreased by 17.5 percentage points while the comparison school's rate fell by 20.5 percentage points.</p> <p>WLA's science proficiency from 2019 to 2021 decreased by 10 percentage points while the comparison school's rate fell by 15.6 percentage points.</p> <p>* Given the significant population growth over the last few years as well as the extenuating circumstances surrounding the COVID-19 pandemic, VOMMN considers this score of Partially Meets to be a score of Meets the Standard based on the alternative measures outlined below.</p>	

**Woodbury Leadership Academy NWEA MAP Math Scores in Fall of 2017 through Fall of 2020  
for Grades 1 through 8, Compared to the National Norm**

Grade	Fall 2017- 2018	Spring 2017- 2018	Fall 2018- 2019	Spring 2018- 2019	Fall 2019- 2020	Fall 2020- 2021	National Norm  Fall	National Norm  Spring
<b>1</b>	174.5*	183.0*	163.2*	180.2*	168.7*	172.8*	160.05	176.40
<b>2</b>	185.1*	192.3*	180.1*	190.1*	180.9*	188.8*	175.04	189.42
<b>3</b>	197.1*	205.6*	189.3*	199.3	192.2*	196.1*	188.48	201.08
<b>4</b>	215.2*	220.8*	206.4*	214.2*	204.6*	203.8*	199.55	210.51
<b>5</b>	219.2*	226.1*	215.7*	220.9*	217.0*	215.6*	209.13	218.75
<b>6</b>	NA	NA	216.5*	220.3	221.3*	216.3*	214.75	222.88
<b>7</b>	NA	NA	229.6*	228.3*	215.1*	226.6*	220.21	226.73
<b>8</b>	NA	NA	NA	NA	234.3*	224.1	224.92	230.30

*\* Denotes grades in which the Charter School met its goal of exceeding the national norm on the NWEA MAP testing for years 2017-2020*

**Woodbury Leadership Academy NWEA MAP Reading Scores in Fall of 2017 through Fall of  
2020 for Grades 1 through 8, Compared to the National Norm**

Grade	Fall 2017- 2018	Spring 2017- 2018	Fall 2018- 2019	Spring 2018- 2019	Fall 2019- 2020	Fall 2020- 2021	National Norm  Fall	National Norm  Spring
<b>1</b>	171.4*	179.8*	NA	178.8*	166.1*	169.8*	155.93	171.4
<b>2</b>	184.9*	190.8*	177.3*	191.3*	180.6*	183.9*	172.35	185.57
<b>3</b>	197.4*	203.5*	188.3*	198.6*	193.8*	195.7*	186.62	197.12
<b>4</b>	210.5*	214.8*	204.3*	210.8*	205.4*	203.0*	196.67	204.83
<b>5</b>	214.6*	216.5*	209.4*	210.7	213.5*	213.4*	204.48	210.98
<b>6</b>	NA	NA	207.4	210.7	216.2*	211.8*	210.17	215.36
<b>7</b>	NA	NA	222.1*	218.4*	209.3	220.2*	214.2	218.36
<b>8</b>	NA	NA	NA	NA	227.4*	217.5	218.01	221.66

*\* Denotes grades in which the Charter School met its goal of exceeding the national norm on the NWEA MAP testing for years 2017-2020*

WLA consistently exceeded the national norm on the NWEA MAP testing for years 2017-2020. WLA has always served grades kindergarten through five, but recently expanded to grade eight. Many of the new middle school students attended elementary school elsewhere before enrolling at WLA. Their test scores are reflective of the growth that WLA expects when students enroll at WLA, and as they are beginning to meet WLA's higher expectations. WLA predicts that the students' test scores will continue

to improve as the middle school program is filled with more students who have matriculated through WLA's program.

It is difficult to both grow enrollment and increase test scores at the same time; however, WLA has been steadily increasing both since 2017. When comparing fall 2019 to fall 2020 MAP scores, the scores increased across nearly every grade level, despite the challenges of COVID-19 and remote learning. These results show the perseverance of WLA's administration, teachers, and students during the COVID-19 pandemic, and highlight the quality of the distance-learning program provided by WLA.

**Academic Performance Standard 2 - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.**

**Scale:**

**Meets standard – School's achievement level of "improved and maintained" is above 62.7% for math and 67.0% for reading.**

**Partially meets standard - School's achievement level of "improved and maintained" is above 50%**

**Does not meet standard - School's achievement level of "improved and maintained" is below 50%**

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

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

**Analysis:** N/A This standard requires two consecutive years of data. 2021 data unavailable.

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

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

**Scale:**

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

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

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

	<b>2 - Meets</b>
X	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Evidence / Source: Minnesota Department of Education</b>	
<b>Analysis:</b> A score of partially meets was awarded because WLA reduced the achievement gap in three out of the four possible areas from 2019 to 2021.	

<b>Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.</b>	
<b>Scale:</b> <b>Meets Standard – Meets all criteria and is adhered to.</b> <b>Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.</b> <b>Does Not Meet Standard – School has not adopted a teacher evaluation process.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data/Source: School Annual Report</b>	
<b>Analysis:</b> WLA created their own teacher evaluation process using three domains: Planning and development, classroom environment, instruction and professionalism. 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.	

<b>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.</b>	
<b>Scale:</b> <b>Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.</b> <b>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.</b> <b>Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.</b>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>

	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b> WLA is a Core Knowledge school and have used the Core Knowledge Sequence to align to MN state standards in each course and grade level. 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.</p>	

<b>Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).</b>	
<p><b>Scale:.</b></p> <p><b>Meets the Standard – The school has a plan and is meeting their additional statutory purposes.</b></p> <p><b>Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.</b></p> <p><b>Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.</b></p>	
X	<b>2 - Meets</b>
	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>
<b>Data / Source: School Annual Report</b>	
<p><b>Analysis:</b> 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 a detailed update of what knowledge their child(ren) gained that week. WLA has a PTO whom solicit parent involvement and match parents with teacher and student needs. PTO also works closely with WLA to meet goals, such as the academic strategic goal discussed earlier.</p> <p>Teachers are encouraged to celebrate the end of domains, or units, with a fun activity that wraps up what students learned. For example, grade three has an Ancient Rome domain. At the end of the domain, the entire grade gathers for an Ancient Roman party where students dress up (i.e. togas), enjoy a Roman snack purchased by their parents (i.e. olives), play games (i.e. Roman Numeral bingo) and complete an art craft (i.e. mosaic).</p> <p>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 focused on the development of democratic, strong, ethical and caring global leaders. Assemblies are held where students celebrate accomplishments and learn a core virtue of the month. Staff extend this learning into the classroom and make connections between home and school for additional emphasis, understanding and involvement.</p>	

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

**Scale:**

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

**Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.**

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

	<b>2 - Meets</b>
<b>X</b>	<b>1 - Partially Meets</b>
	<b>0 - Does Not Meet</b>

**Data / Source: School Annual Report**

**Analysis:**

**Goal #1** – 85% of all 3rd grade students will be at grade level by the end of 3rd grade, as measured by NWEA MAP scores. Results: 80% of third-grade students met or exceeded grade level literacy skills in reading on the fall 2019 NWEA MAP assessments.

Result: Goal Not Met

**Goal #2** – In order to close the achievement gap, WLA students in grades 2-8 will demonstrate above average, according to NWEA MAP scores, in both reading and math. (The percent is based on the total of building scores averaged together.) Results: Due to COVID-19, we had to use our Fall 2019 NWEA MAP Scores. 86% of grades 2-8 met or exceeded the NWEA MAP national norm in reading and math.

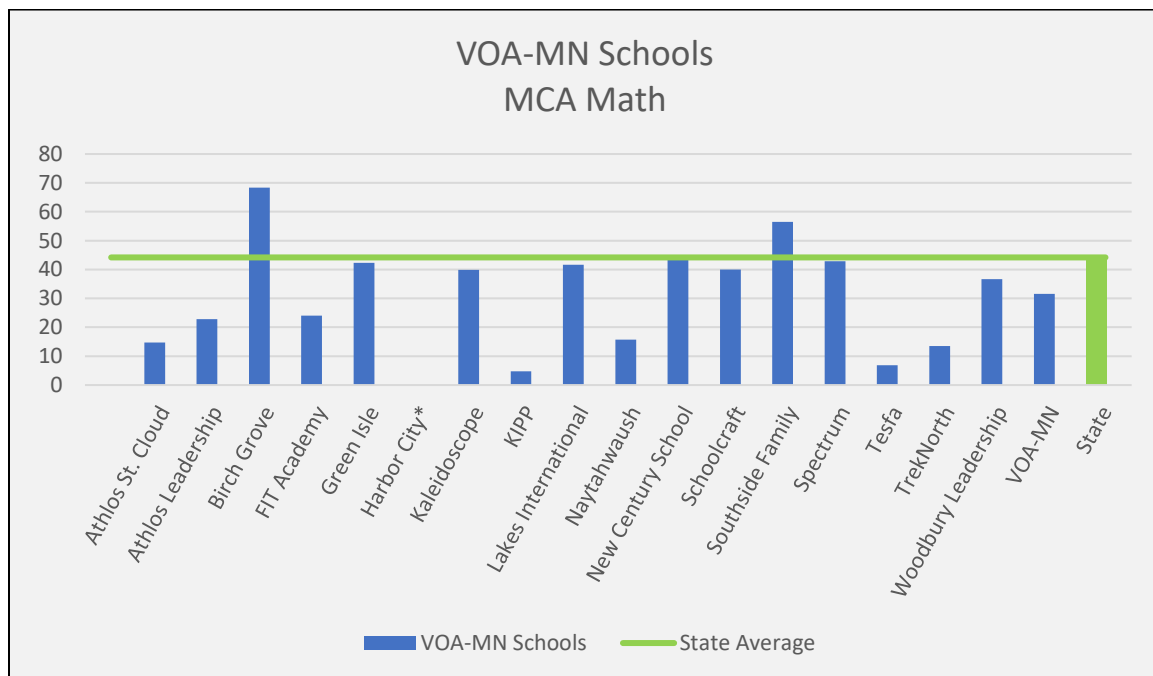
Result: Goal Met

**Goal #3** - In order to close the achievement gap, students in grades 3-8 will score an average of 75% (or above) as measured by year end MCA scores, in the areas of math and reading. Results: Students in grades 3-8 scored an average of 36.7% in math, and an average again, of 50.7% in reading, as measured by the 2021 year-end MCA scores.

Result: Goal Not Met

**Academic Standards Point Total: 9/12**

## VOA-MN PROFICIENCY RATES 2020 – 2021



**Data Source: Minnesota Report Card**

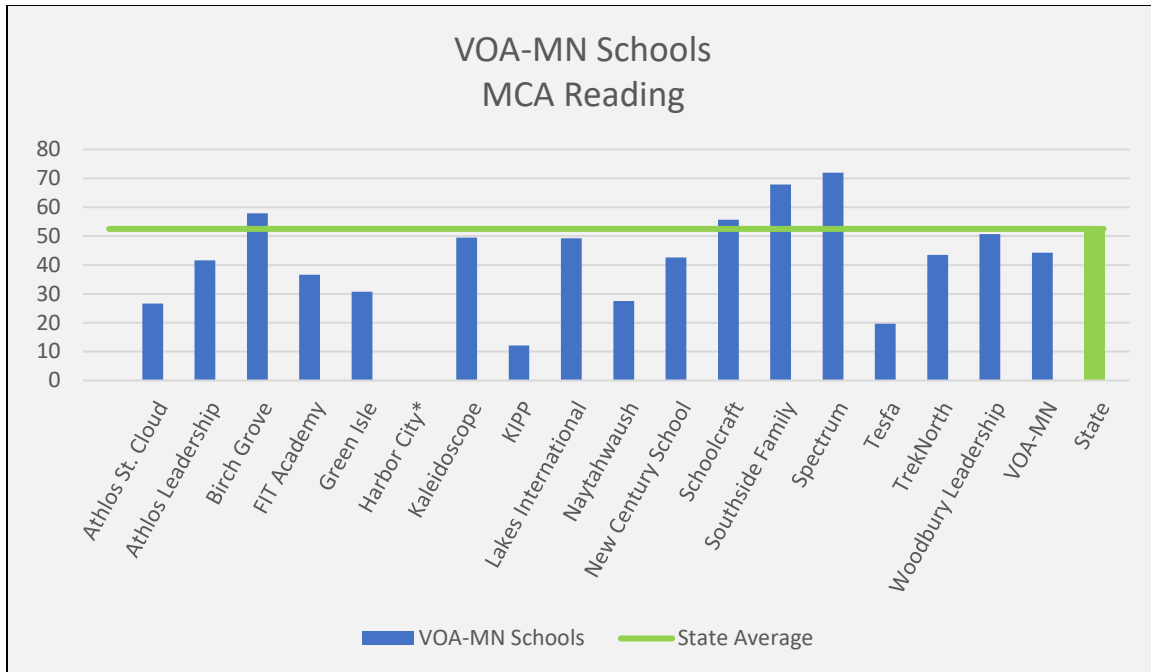
**\*Harbor City International School implemented a full distance learning model for the 2020-2021 school year and did not administer the MCAs.**

VOA-MN Charter Schools' Math Proficiency					
	2017	2018	2019	2020*	2021
<b>State Wide Average</b>	<b>59.2%</b>	<b>57.7%</b>	<b>55.5%</b>		<b>44.2%</b>
<b>Athlos Academy of St. Cloud</b>	<b>37.3%</b>	<b>25.5%</b>	<b>31.1%</b>		<b>14.7%</b>
<b>Athlos Leadership Academy</b>	<b>43.0%</b>	<b>42.3%</b>	<b>39.9%</b>		<b>22.8%</b>
<b>Birch Grove Community School</b>	<b>54.5%</b>	<b>CTSTR</b>	<b>66.7%</b>		<b>68.4%</b>
<b>FIT Academy</b>	<b>N/A</b>	<b>30.4%</b>	<b>20.5%</b>		<b>24.0%</b>
<b>Green Isle Community School</b>	<b>58.6%</b>	<b>42.4%</b>	<b>57.7%</b>		<b>42.3%</b>
<b>Harbor City International School</b>	<b>51.6%</b>	<b>52.3%</b>	<b>40.5%</b>		<b>N/A</b>
<b>Kaleidoscope Charter School</b>	<b>48.5%</b>	<b>49.2%</b>	<b>54.0%</b>		<b>39.9%</b>
<b>KIPP North Star Academy</b>	<b>34.8%</b>	<b>32.3%</b>	<b>19.2%</b>		<b>4.8%</b>

<b>Lakes International Language Academy</b>	<b>59.6%</b>	<b>65.4%</b>	<b>58.8%</b>		<b>41.7%</b>
<b>Naytahwaush Community Charter School</b>	<b>37.8%</b>	<b>40.5%</b>	<b>26.8%</b>		<b>15.7%</b>
<b>New Century School</b>	<b>13.3%</b>	<b>33.3%</b>	<b>44.8%</b>		<b>44.0%</b>
<b>Schoolcraft Learning Community</b>	<b>55.1%</b>	<b>45.9%</b>	<b>50.0%</b>		<b>40.0%</b>
<b>Southside Family Charter School</b>	<b>57.1%</b>	<b>60.6%</b>	<b>52.2%</b>		<b>56.5%</b>
<b>Spectrum High School</b>	<b>64.3%</b>	<b>66.8%</b>	<b>61.0%</b>		<b>42.9%</b>
<b>Tesfa International School</b>	<b>6.3%</b>	<b>14.3%</b>	<b>31.6%</b>		<b>6.9%</b>
<b>TrekNorth High School</b>	<b>47.5%</b>	<b>45.4%</b>	<b>40.3%</b>		<b>13.5%</b>
<b>Woodbury Leadership Academy</b>	<b>66.7%</b>	<b>67.0%</b>	<b>54.2%</b>		<b>36.7%</b>
<b>VOA-MN</b>	<b>49.5%</b>	<b>48.2%</b>	<b>44.8%</b>		<b>31.6%</b>

Both the chart and the table above illustrate the 2021 math proficiency for the VOA-MN network of charter schools. The green line indicates the state average 44.2%. Two schools in the VOA-MN network, Birch Grove Community School and Southside Family Charter School, met or exceeded the state average on the 2021 math MCA. In addition, seven schools in the VOA-MN network, Green Isle Community School, Kaleidoscope Charter School, Lakes International Academy, New Century School, Schoolcraft Learning Community, Spectrum High School and Woodbury Leadership Academy, scored within ten percentage points of the state average. The remaining eight schools scored below 34.2% on the 2021 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.





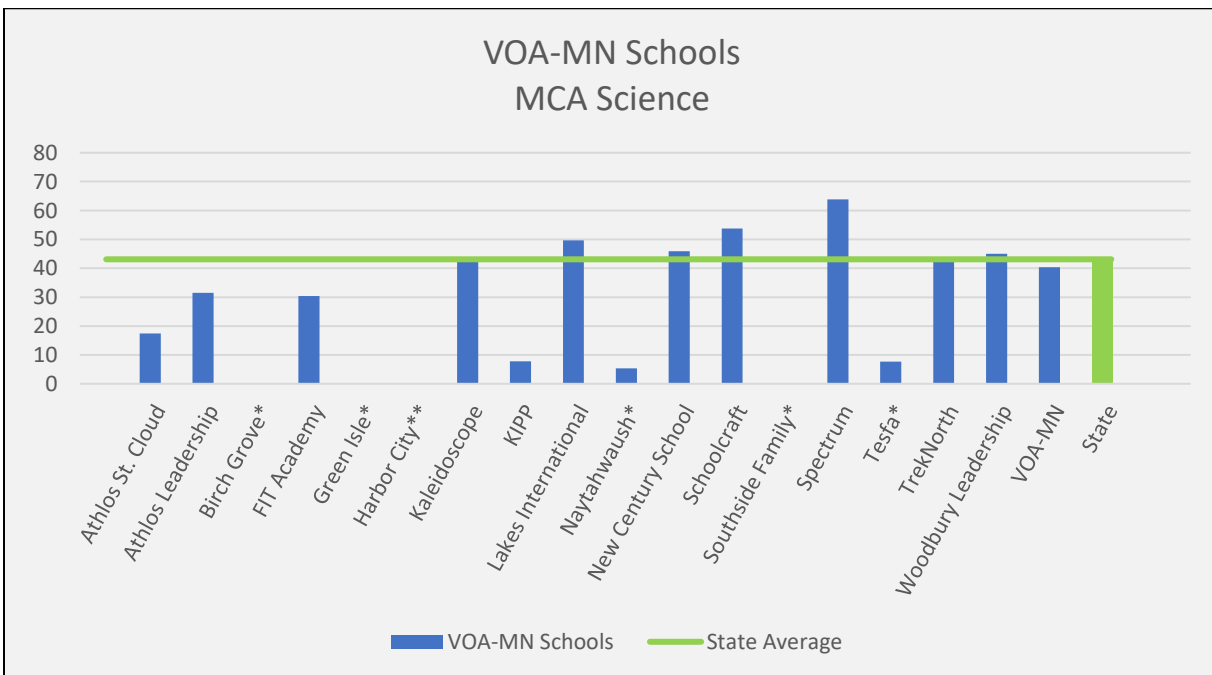
**Data Source: Minnesota Report Card**

**\* Harbor City International School implemented a full distance learning model for the 2020-2021 school year and did not administer the MCAs.**

VOA-MN Charter Schools' Reading Proficiency					
	2017	2018	2019	2020	2021
<b>State Wide Average</b>	<b>60.6%</b>	<b>60.4%</b>	<b>59.7%</b>		<b>52.5%</b>
<b>Athlos Academy of St. Cloud</b>	<b>42.1%</b>	<b>36.4%</b>	<b>40.2%</b>		<b>26.7%</b>
<b>Athlos Leadership Academy</b>	<b>48.1%</b>	<b>53.3%</b>	<b>51.6%</b>		<b>41.6%</b>
<b>Birch Grove Community School</b>	<b>63.6%</b>	<b>CTSTR</b>	<b>CTSTR</b>		<b>57.9%</b>
<b>FIT Academy</b>	<b>N/A</b>	<b>58.1%</b>	<b>43.2%</b>		<b>36.6%</b>
<b>Green Isle Community School</b>	<b>58.6%</b>	<b>45.5%</b>	<b>50.0%</b>		<b>30.8%</b>
<b>Harbor City International School</b>	<b>71.4%</b>	<b>83.0%</b>	<b>81.3%</b>		<b>N/A</b>
<b>Kaleidoscope Charter School</b>	<b>57.1%</b>	<b>58.6%</b>	<b>62.9%</b>		<b>49.5%</b>
<b>KIPP North Star Academy</b>	<b>34.1%</b>	<b>29.4%</b>	<b>26.8%</b>		<b>12.1%</b>
<b>Lakes International Language Academy</b>	<b>61.8%</b>	<b>62.4%</b>	<b>65.7%</b>		<b>49.3%</b>
<b>Naytahwaush Community Charter School</b>	<b>35.1%</b>	<b>35.7%</b>	<b>25.5%</b>		<b>27.5%</b>
<b>New Century School</b>	<b>16.7%</b>	<b>37.2%</b>	<b>32.1%</b>		<b>42.6%</b>

<b>Schoolcraft Learning Community</b>	<b>62.2%</b>	<b>58.7%</b>	<b>53.9%</b>		<b>55.7%</b>
<b>Southside Family Charter School</b>	<b>66.2%</b>	<b>64.6%</b>	<b>68.2%</b>		<b>67.9%</b>
<b>Spectrum High School</b>	<b>75.1%</b>	<b>77.8%</b>	<b>69.7%</b>		<b>72.0%</b>
<b>Tesfa International School</b>	<b>19.1%</b>	<b>17.5%</b>	<b>28.9%</b>		<b>19.7%</b>
<b>TrekNorth High School</b>	<b>64.6%</b>	<b>63.8%</b>	<b>62.4%</b>		<b>43.5%</b>
<b>Woodbury Leadership Academy</b>	<b>67.6%</b>	<b>72.7%</b>	<b>48.9%</b>		<b>50.7%</b>
<b>VOA-MN</b>	<b>56.4%</b>	<b>56.2%</b>	<b>53.8%</b>		<b>44.3%</b>

Both the chart and the table above illustrate the 2021 reading proficiency for the VOA-MN network of charter schools. The green line indicates the state average 52.5%. Four schools in the VOA-MN network, Birch Grove Community School, Schoolcraft Learning Community, Southside Family Charter School and Spectrum High School, met or exceeded the state average on the 2021 reading MCA. In addition, five schools in the VOA-MN network, Kaleidoscope Charter School, Lakes International Language Academy, New Century School, TrekNorth High School and Woodbury Leadership Academy, scored within ten percentage points of the state average. The remaining eight schools scored below 42.5% on the 2021 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 Authorizing Program  
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\* Birch Grove Community School, Green Isle Community School and Tesfa International School did not have a testing cell large enough to record a score.

\*\* Harbor City International School implemented a full distance learning model for the 2020-2021 school year and did not administer the MCAs.

VOA-MN Charter Schools' Science Proficiency					
	2017	2018	2019	2020	2021
State Wide Average	54.7%	52.5%	50.7%		43.1%
Athlos Academy of St. Cloud	33.3%	36.9%	31.8%		17.4%
Athlos Leadership Academy	34.6%	38.2%	28.1%		31.5%
Birch Grove Community School	CTSTR	CTSTR	CTSTR		CTSTR
FIT Academy	N/A	37.5%	25.0%		30.4%
Green Isle Community School	CTSTR	CTSTR	CTSTR		CTSTR
Harbor City International School	62.7%	N/A	76.6%		N/A
Kaleidoscope Charter School	56.0%	49.5%	51.3%		42.9%
KIPP North Star Academy	32.8%	44.4%	32.4%		7.8%
Lakes International Language Academy	53.3%	47.6%	55.9%		49.7%
Naytahwaush Community Charter School	10.0%	CTSTR	CTSTR		5.3%
New Century School	18.2%	58.3%	59.3%		45.9%
Schoolcraft Learning Community	60.7%	51.5%	45.9%		53.8%
Southside Family Charter School	69.1%	57.1%	60.0%		CTSTR
Spectrum High School	63.9%	67.0%	63.9%		63.9%
Tesfa International School	8.3%	17.6%	CTSTR		7.7%
TrekNorth High School	58.0%	42.3%	51.3%		42.3%
Woodbury Leadership Academy	60.9%	64.0%	50.0%		45.0%
VOA-MN	46.3%	47.0%	49.6%		40.4%

Both the chart and the table above illustrate the 2021 science proficiency for the VOA-MN network of charter schools. The green line indicates the state average 43.1%. Five schools in the VOA-MN network, Lakes International Language Academy, New Century School, Schoolcraft Learning Community, Spectrum High School and Woodbury Leadership Academy, met or exceeded the state average on the 2021 science MCA. In addition, two schools in the VOA-MN

network, Kaleidoscope Charter School and TrekNorth High School, scored within ten percentage points of the state average. The remaining ten schools either scored below 33.1% on the 2021 science MCA or did not have enough a testing cell large enough to record a score.

<b>AUTHORIZER INTERVENTION TABLE</b>		
<b>Status</b>	<b>Triggered By</b>	<b>May Result In</b>
<b>LEVEL ONE</b>  <b>Notice of Concern</b>	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p><b>INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:</b></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;</p>	<p>Letter from VOA to the charter school's Board of Directors detailing areas of concern.</p> <p><i>and/or</i></p> <p>Review and reconsideration of goals and performance targets in the Accountability Plan.</p> <p><i>and/or</i></p> <p>VOA recommendation that the school develop a Performance Improvement Plan.</p>

	including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms. Failure to meet school website content requirements.	
<b>LEVEL TWO</b> <b>Notice of Deficiency</b>	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p><b>INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:</b></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.</p> <p>Unresolved significant findings in the Annual Audit.</p> <p>Repeated violations of the requirements of the MN Data Practices Act, including the Open Meeting Law.</p> <p>Continued failure to meet one or more financial obligations.</p> <p>Inability to resolve, to the authorizers or MDE's satisfaction, complaints against the school.</p> <p><b>Significant pattern of</b></p>	<p>Letter from VOA to charter school's Board of Directors detailing areas of deficiency.</p> <p><i>and/or</i></p> <p>Performance Improvement Plan—containing specific improvement objectives, technical assistance requirements, and schedule for remedial action—negotiated with VOA.</p>

	<p>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><b>LEVEL THREE</b></p> <p><b>Notice of Probationary Status</b></p>	<p>Signs of significant, continued performance concerns identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p><b>INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:</b></p> <p>Continued failure to meet, or not resolve, contract performance targets for: academic performance, school compliance and operations, financial management and/or board governance contained in the charter contract.</p> <p>Failure to meet school annual charter contract academic SMART goals three consecutive school years.</p> <p>Failure to meet the criteria in the school's Performance Improvement Plan.</p> <p>Significant violations of law or notification of MDE investigation findings.</p>	<p>Performance Improvement Plan imposed by VOA.</p> <p><i>and/or</i></p> <p>Assignment of technical assistance team by VOA.</p> <p><i>and/or</i></p> <p>In certain cases, VOA may appoint an agent to monitor the implementation of the Performance improvement Plan and the activities of the technical assistance team.</p>

<b>LEVEL FOUR Charter Review</b>	<b>ONE OR MORE OF THE FOLLOWING:</b>  Continued pattern of failure to comply with the terms of the contract, including expectations for academic performance, school legal and reporting compliance and operations, financial management and/or board governance.  Failure to successfully address the terms of the School Performance Improvement Plan and resolve probationary status.	Recommendation to revoke, not to revoke, or to impose lesser sanctions.  <i>and/or</i>  Decision to commence or not to commence revocation proceedings made by VOA-MN.
<b>LEVEL FIVE Charter Revocation</b>	Charter Review results in recommendation to revoke.	Written notice from VOA-MN stating reasons for proposed revocation and informing charter school of right to an informal hearing.  Record of informal hearing. Decision to revoke made by VOA-MN.

## Glossary

**CTSTR:** Count too small to record. The Minnesota department of education determines the minimum number of students that can be recorded in a group for both accountability and privacy reasons.

**Graduation Rate:** At the beginning of grade nine, each student is placed in a graduation cohort at their school expected to graduate at the end of four school years, and which is tracked for seven years. For example, a student in grade nine in the fall of the 2018-19 school year is expected to graduate from grade 12 by the end of the 2021-22 school year. That same student would be included in the 2024-25 seven-year rate. For each student group, the graduation rate is the number of graduates divided by the total number of graduates, dropouts, continuing students, and unknown students.

**Norm-Referenced Tests:** Norm-Referenced tests compare a person's score against the score of a VOA-MN Authorizing Program  
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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

### 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 2018 to 2019, in addition to maintaining or improving their reading growth score, qualified for the award.

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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 VOAMN STANDARDS MET
<b>Athlos Academy of St. Cloud</b>	<b>8/12</b>
<b>Athlos Leadership Academy</b>	<b>10/12</b>
<b>Birch Grove Community School</b>	<b>10/10</b>

<b>Bluffview Montessori School</b>	<b>11/12</b>
<b>FIT Academy</b>	<b>9/12</b>
<b>Green Isle Community School</b>	<b>7/10</b>
<b>Harbor City International School</b>	<b>9/12</b>
<b>Kaleidoscope Charter School</b>	<b>9/12</b>
<b>KIPP: North Star Academy</b>	<b>8/12</b>
<b>Lakes International Language Academy</b>	<b>9/12</b>
<b>Naytahwaush Community Charter School</b>	<b>10/12</b>
<b>New Century School</b>	<b>10/12</b>
<b>Schoolcraft Learning Community</b>	<b>10/12</b>
<b>Southside Family Charter School</b>	<b>11/12</b>
<b>Spectrum High School</b>	<b>11/12</b>
<b>Twin Lakes STEM Academy</b>	<b>9/12</b>
<b>TrekNorth High School</b>	<b>10/12</b>
<b>Woodbury Leadership Academy</b>	<b>9/12</b>
Did each school meet the majority of 10 standards?	<b>YES</b>
Did each school achieve at least a “Satisfactory” rating in academics? ( <i>at least 70% of points possible</i> )	<b>NO</b>

**ANALYSIS:** The VOA academic standards are largely based on assessment data from the Minnesota Comprehensive Assessments. Due to the lasting effects of the Covid-19 pandemic, VOA requested alternative data to supplement 2021 MCA assessment data as evidence for VOA-MN to evaluate that our school is meeting our primary statutory purpose of improving all pupil learning and all student achievement (Academic Standards 1 - 3 of the report and charter contract).

Two schools, Athlos Academy of St. Cloud and Kipp: North Star Academy, did not achieve at least a satisfactory rating in academics.

