



## ***ATHLOS LEADERSHIP ACADEMY***

### **ANNUAL SCORECARD REPORT**

#### **PUBLISHED WINTER 2025 for FY24**

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**2021-2022 VOA-MN SCHOOL SITE VISIT DATES:** November 22, 2021; May 3, 2022

**2022-2023 VOA-MN SCHOOL SITE VISIT DATES:** August 16, 2022; April 25, 2023

**2023-2024 VOA-MN SCHOOL SITE VISIT DATES:** October 4, 2023; May 17, 2025

**2024-2025 VOA-MN SCHOOL SITE VISIT DATES:** November 19, 2024

**2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES:** August 25, 2021; January 25, 2022

**2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES:** August 16, 2022; April 25, 2023

**2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES:** September 26, 2023; April 30, 2024

### **Volunteers of America of Minnesota Accountability Plan**

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of charter schools is to improve all pupil learning and all student achievement.* VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school's performance on each indicator will be rated.

#### **Rating Scale: For each standard, a school earns points for contract renewal as follows:**

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

#### **Weighting of Performance Measures used during the contract renewal process is as follows:**

50% weighting: Academic Program (statutory purposes, including primary purpose)

15% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

#### **Combining Data Over the Contract Term**

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected.

#### **Contract Renewal Eligibility**

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each

performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

Renewal contract length is based on an average of school's performance over the term of the contract. Renewal decisions for a three-year or five-year contract term will be based on two and four fiscal years of data respectively.

If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school's contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

### **Intervention and Corrective Action**

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

### **Closure Plan**

If the school does not meet the terms of the School Improvement Plan and attain a Satisfactory Rating by the end of the contract term, the school is a candidate for nonrenewal. If the school's contract is not renewed, the school must implement the Closure Plan as described in the school's charter contract.

### **Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.**

- **Academic Program Performance** - Is the school's Learning Program a Success?
- **Financial Sustainability** – Does the School Exhibit Strong Financial Health?
- **Board Governance & Management/Operations** - Is the organization effective and well run?

In addition to VOA-MN defined "performance standards," a charter school must also be meeting their statutory purposes which are measured as part of Academic Performance Oversight.

**REPORT PURPOSE:** The Annual School "Scorecard" Report is the VOA-MN Authorizing Program's official communication to the school on performance meeting statutory purposes and VOA-MN Performance Standards. The report is comprised of three sections aligned to the three essential questions that guide our authorizer oversight and charter school accountability plan.

## **SECTION ONE**

### **Academic Program Performance - Is the school's Learning Program a Success?**

All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments and Title 1 Designation consistent with the state North Star system will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to meet the academic performance standards for which they agree to be held accountable in their charter contract. The extent to which a school is meeting their World's Best Workforce requirements and additional statutory purposes are also measured in the Learning program section.

The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools. The report contains an analysis of annual and cumulative academic program, performance, and professional development data for each school.

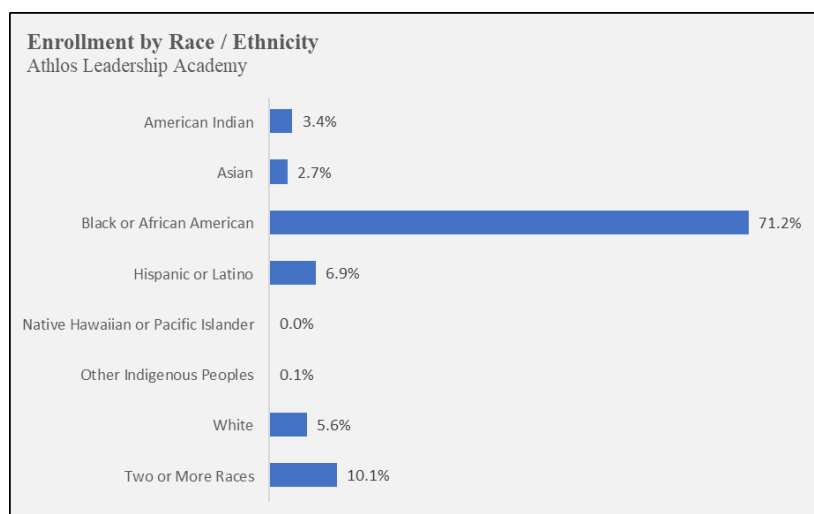
Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to

which the school has met their primary purpose, “to improve all pupil learning and all student achievement” during the contract term.

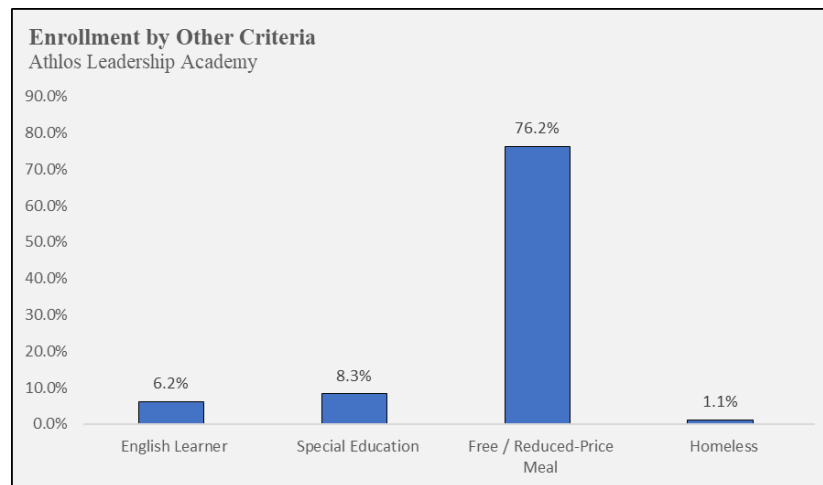
The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations. VOA-MN’s academic performance standards/expectations are scored below.

## SCHOOL STATUTORY PURPOSES:

- ❑ **SCHOOL PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of the charter school is to improve all pupil learning and all student achievement.  
MEASURE: MCA exams  
PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards section below.  
REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.
- ❑ **SCHOOL STATUTORY PURPOSE II (MS 124E.01):** Increase learning opportunities for all pupils.  
PERFORMANCE EXPECTATIONS – The school will incorporate project-based and services learning into the school program. Project-based and service learning will include locally determined specific learning outcomes students are to achieve.  
REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.
- ❑ **ADDITIONAL PURPOSE (M.S. 120B.11) WBWF:** The school is to meet the outcomes adopted by the Commissioner for all public-school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school, 3) all third graders can read at grade level.  
GOALS: locally determined, board approved annually for each of the outcomes.  
REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan and will be evaluated in the annual Authorizer Network Academic Performance Report.



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



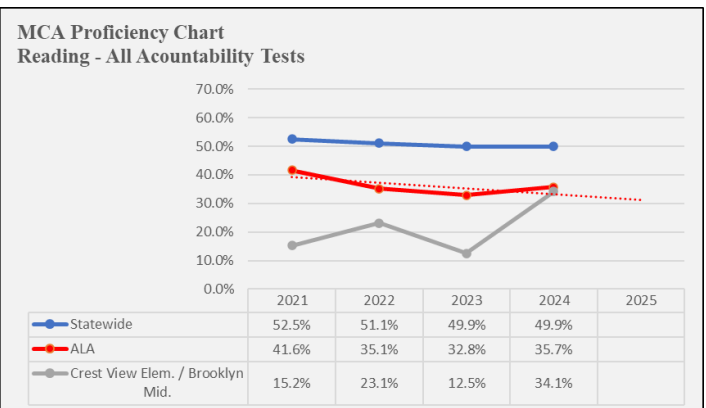
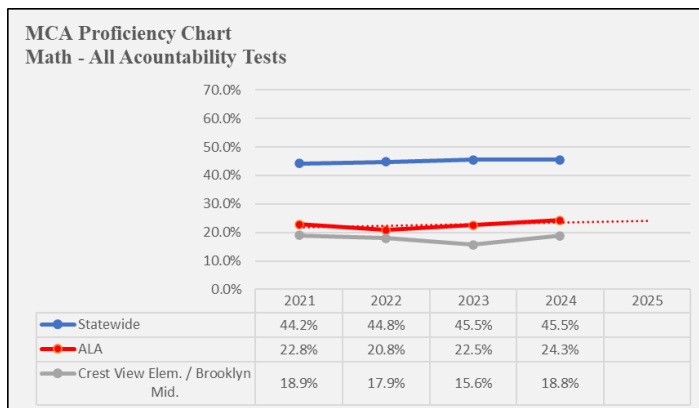
**Figure 2– Enrollment by Other Criteria**

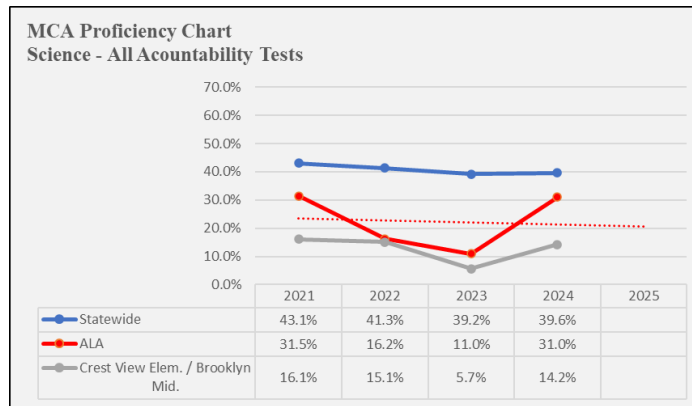
**Academic Performance Standard 1** - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

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

**Data Source:** Minnesota Department of Education

**Analysis:** For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School (Osseo), grades 6-8, were combined to create a comparison score for ALA. Athlos Leadership Academy is outperforming the combined comparison school in math, reading and science.



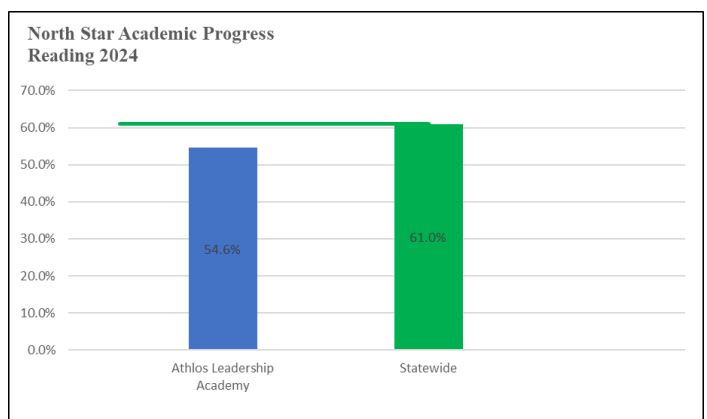
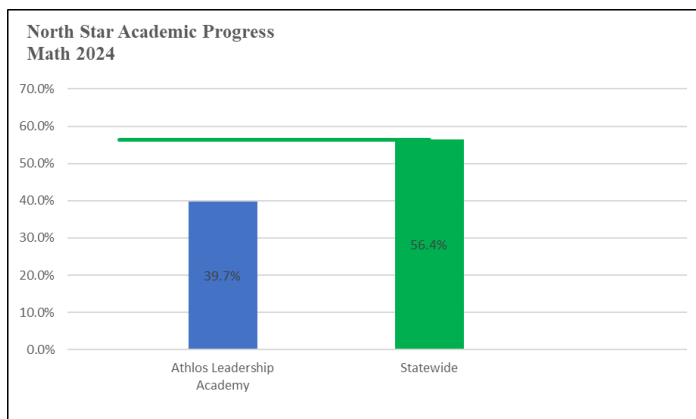


**Academic Performance Standard 2** - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

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

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

**Analysis:** The school's achievement level (improved + maintained) was 39.7% for math and 54.6% for reading. A score of partially meets was awarded because the school's combined score was 47.2%.

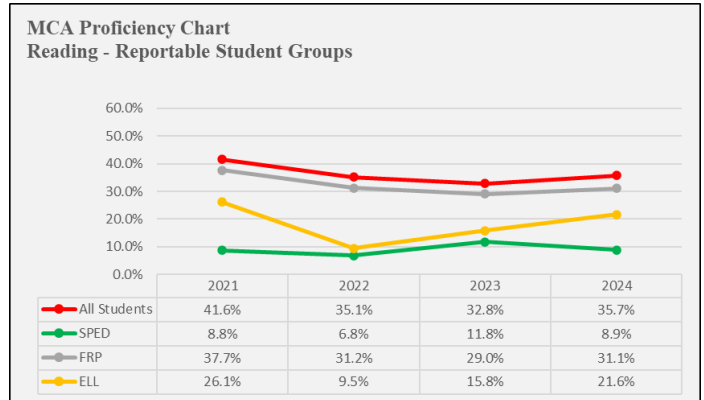
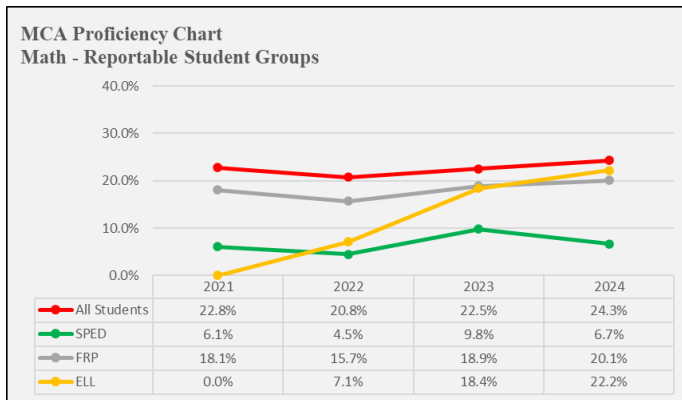


**Academic Performance Standard 3** - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose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

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

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

**Analysis:** Athlos Leadership Academy reduced the achievement gap in two of the six possible areas. (EL Math and Reading)



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

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

**Data Source:** School Annual Report

**Analysis:** Athlos Leadership Academy's Summative Teacher Evaluation System aligns with MN Statute §122A.40 Subd. 8. The school has implemented a teacher evaluation process that is designed to develop, improve and support qualified teachers and effective teaching practices as well as improve student learning and success. In addition to classroom observations, the school conducts summative evaluations by qualified and trained evaluators. Professional teaching standards are addressed within the summative evaluation process and documentation.

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

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

**Data Source:** School Annual Report

**Analysis:** ALA has implemented a school-wide professional development plan that is an organized, focused, inclusive and public way to plan improvements for student benefits. ALA's professional development plan is implemented in conjunction with the school's continuous improvement plan and addresses the school's efforts to increase student proficiency and reach school-wide achievement goals. The school's professional development plan included goals related to professional learning communities as well as fall and year-round training.

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

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

**Data Source:** School Annual Report

**Analysis:** In addition to its rigorous academic curriculum, ALA has increased learning opportunities for all students through an age-appropriate fitness program and character education program. The school's fitness program is a professionally developed plan that teaches leadership and life lessons. All students participate in the program throughout the week. ALA's character education program is based on twelve essential performance traits that are a part of the school's daily academic instruction.

<b>Academic Performance Standard 7</b> - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	<b>2: Meets</b> - The school has a plan and is meeting their WBWF goals.
<b>X</b>	<b>1: Partially Meets</b> - The school has a plan for meeting their WBWF goals and measuring progress.
	<b>0: Does Not Meet</b> - The school does not have a plan for meeting their WBWF goals and measuring progress.
<b>Data Source:</b> School Annual Report	
<b>Analysis:</b>	
<b>Goal #1a All Students Ready for School</b>	
Eighty-five percent of Pre-Kindergarten students will demonstrate proficiency in the following reported areas of the Three Cheers for PreK assessments:	
<ul style="list-style-type: none"> <li>• Letter Recognition-Uppercase</li> <li>• Letter Recognition-Lowercase</li> <li>• Letter Sounds</li> <li>• Counting</li> <li>• Counting Objects</li> <li>• Recognizing Numerals</li> </ul>	
<b>Results: Goal Met</b>	
The goal was met in all six possible areas.	
<b>Goal#1b: All Students Ready for School</b>	
Eighty-five percent of kindergarten students will meet the spring proficiency target on the Fountas and Pinnell Benchmark Reading Assessment in 2024.	
<b>Results: Goal Not Met</b>	
58.5% of kindergarten students met the spring proficiency target.	
<b>Goal #2 All Students Career and College Ready by Graduation</b>	
The percentage of all students enrolled in grade 8 at Athlos Leadership Academy who are proficient on the state Math tests (MCA and MTAS) will increase from 25.0% in 2023 to 28.0% in 2024.	
<b>Results: Goal Not Met</b>	
In 2024, 25.9% of students enrolled in grade 8 scored proficiently on the Math MCA.	

## SECTION TWO

### FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN's duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school's annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior year. Schools are expected to have audits that are free of all findings.

The VOA-MN Charter School Authorizing Program publishes annually a School Financial Oversight Report on their network of authorized charter schools. The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to monitor the financial health of the school and compliance with state and federal laws, including proper use of public funds. The report will contain an evaluation of school performance meeting the VOA-MN financial standards.

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. VOA-MN's school financial standards/expectations are scored below.

<b>Financial Standard 1</b> - The School maintains a balanced budget.	
	<b>2: Meets</b> - Surplus position
	<b>1: Partially Meets</b> - NA
<b>X</b>	<b>0: Does Not Meet</b> - Deficit position
<b>Data Source:</b> Original and revised budgets, annual financial audit report, monthly income statements.	
<b>Analysis:</b> The school's original FY 2024 General Fund budget was approved at the April 2023 board meeting and reflected a surplus of \$240,659 based on 850 ADMs. The school revised the budget in May 2024 to 712 ADMs and projected a surplus of \$81,840. The school ended the year with a deficit in the General Fund of \$186,252 and 712 ADMs, with an ending fund balance of \$3,243,041. The large enrollment decrease from the projection was due to a shift of students during and after the Minneapolis riots from the school's surrounding area in Brooklyn Park to the Dayton/Ramsey area. The school has expanded the transportation area in FY 2025 to include the students that left in FY 2024 and has been successful in getting most of them back. In addition, the large Employment Retention Credit of approximately \$900,000 received in FY 2024 offset the lower enrollment.	
Overall, the school has not maintained a balanced budget.	

<b>Financial Standard 2</b> - The School is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.	
<b>X</b>	<b>2: Meets</b> - 2 = Never missed
	<b>1: Partially Meets</b> – Missed one time
	<b>0: Does Not Meet</b> - Missed > 1 time
<b>Data Source:</b> Preliminary UFARS data, ADM report, final UFARS data.	
<b>Analysis:</b> The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2024.	

<b>Financial Standard 3</b> - The School's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.	
<b>X</b>	<b>2: Meets</b> - Submitted
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - Not submitted
<b>Data Source:</b> Email and attached MDE documentation from the School confirming the submission of the audit report.	
<b>Analysis:</b> The school submitted its financial audit to the MDE by December 31, 2024.	

<b>Financial Standard 4</b> - Schools are expected to have audits that are free of all findings.	
<b>X</b>	<b>2: Meets</b> – No findings
	<b>1: Partially Meets</b> - 1 or more "significant deficiency" finding(s)
	<b>0: Does Not Meet</b> - 1 or more "material weakness" or legal compliance finding(s)
<b>Data Source:</b> The School's financial audit report.	
<b>Analysis:</b> The school's FY 2024 financial audit contained no findings as stated on page 74 of the financial audit.	

**Financial Standard 5** - The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.

<b>X</b>	<b>2: Meets</b> - Never late
	<b>1: Partially Meets</b> - Late 1-2 times
	<b>0: Does Not Meet</b> - Late > 3 times

**Data Source:** Monthly check registers, cash flow projections, board meeting agendas and minutes.

**Analysis:** The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2024.

**Financial Standard 6** - The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.

<b>X</b>	<b>2: Meets</b> - Never missed
	<b>1: Partially Meets</b> - Missed 1-2 times
	<b>0: Does Not Meet</b> - Missed > 2 times

**Data Source:** Board packets.

**Analysis:** The school has consistently provided complete financial reports in the monthly board packets to VOA-MN and the school board for FY 2024.

**Financial Standard 7** - The School develops and maintains a targeted General Fund balance determined by the School Board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding holdbacks.

<b>X</b>	<b>2: Meets</b> - 20% or >
	<b>1: Partially Meets</b> - 15-20%
	<b>0: Does Not Meet</b> - < 15%

**Data Source:** The school's General Fund balance policy, monthly financial reports, board meeting agendas and minutes.

**Analysis:** The table below contains the history of the school's General Fund balance/SOD calculation:

<b>FOUR YEAR FUND BALANCE HISTORY</b>				
	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>
<b>Fund Balance Amount</b>	\$2,924,819	\$3,288,454	\$3,429,293	\$3,243,041
<b>Fund Balance Percent</b>	25.76%	28.01%	26.05%	27.25%

The school has maintained a healthy General Fund balance over the past three years, which is indicative of a well-run school board and strong internal financial management.

The school has a fund balance policy in place which states:

**V. MINIMUM FUND BALANCE**

*The school district will strive to maintain a minimum unassigned general fund balance of 5% - 30% percent of the annual budget.*

The school has met the VOA-MN General Fund balance target of 20% and has met the range stated in their fund balance policy.

<b>Financial Standard 8</b> - The School Board has a finance committee that meets regularly to review financial reports.	
<b>X</b>	<b>2: Meets</b> - 8-12 meetings/year
	<b>1: Partially Meets</b> -5-7 meetings/year
	<b>0: Does Not Meet</b> - 0-4 meetings/year
<b>Data Source:</b> Board meeting agendas and minutes.	
<b>Analysis:</b> The school has a finance committee that met eleven times in FY 2024.	

<b>Financial Standard 9</b> - All finance committee members exhibit working knowledge of financial oversight.	
<b>X</b>	<b>2: Meets</b> - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
<b>Data Source:</b> Query school board members, board meeting agendas and minutes.	
<b>Analysis:</b> Per the school’s director all finance committee members received training during FY 2024.	

<b>Financial Standard 10</b> - The school is not in Statutory Operating Debt (SOD).	
<b>X</b>	<b>2: Meets</b> - The school is not in SOD
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> – The school is in SOD
<b>Data Source:</b> The School’s budget, board meeting agendas and minutes, financial audit.	
<b>Analysis:</b> The school is not in Statutory Operating Debt.	

### SECTION THREE

#### SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?

#### PART ONE: SCHOOL BOARD GOVERNANCE

Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public-school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of the nineteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school board performance and contract renewal determinations. The authorizer monitors school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. VOA-MN's school board governance standards are scored below.

<b>Governance Standard 1</b> - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.	
	<b>2: Meets</b> - The board structure meets bylaws and state statute.
<b>X</b>	<b>1: Partially Meets</b> - The board did not meet requirements for the entire fiscal year.
	<b>0: Does Not Meet</b> - The board's structure does not meet bylaws and/or state statute.
<b>Data Source:</b> School Annual Report, School Website, Bylaws	
<b>Analysis:</b> The school partially met this standard. The board was short one parent member in July, August, and September. A board member was appointed and seated on October 31, 2023.	

<b>Governance Standard 2</b> - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.	
<b>X</b>	<b>2: Meets</b> - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	<b>1: Partially Meets</b> - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	<b>0: Does Not Meet</b> - The board does not implement a plan to ensure board members have the necessary knowledge.
<b>Data Source:</b> Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee Minutes, Board Minutes, Annual Report, School Website	
<b>Analysis:</b> The school met this standard. The Board had a training plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. A board development plan was submitted to VOA-MN.	

<b>Governance Standard 3</b> - The board adheres to an orientation process for bringing on new members.	
<b>X</b>	<b>2: Meets</b> - The board adheres to a thorough process for the orientation of new board members.
	<b>1: Partially Meets</b> - The board has a process for the orientation of new board members, but it is not consistently followed.
	<b>0: Does Not Meet</b> - The board does not have a membership orientation process for new board members.
<b>Data Source:</b> Board Minutes, Interview, Board Development Plan and/or Board Training Plan, Interview	
<b>Analysis:</b> The school met this standard. The Board adhered to a thorough process for the orientation of new board members. The school leader confirmed that all new board members received orientation.	

<b>Governance Standard 4</b> - The board of directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.	
<b>X</b>	<b>2: Meets</b> - All board members comply with Minnesota law regarding board training requirements.

	<b>1: Partially Meets</b> - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	<b>0: Does Not Meet</b> - More than one board member did not fully comply with Minnesota law regarding board training requirements.
<b>Data Source:</b> Annual Report, School Website, Board Minutes and Documents	
<b>Analysis:</b> The school met this standard. The school provided evidence that all ongoing and new board members received required training on page 4 of the school's Annual Report.	

<b>Governance Standard 5</b> - The board of directors completes a self-evaluation each year.	
<b>X</b>	<b>2: Meets</b> - The board completes a formal self-evaluation each year.
	<b>1: Partially Meets</b> - The board competes informal self-evaluations during one or more board meeting(s).
	<b>0: Does Not Meet</b> - The board did not complete a self-evaluation.
<b>Data Source:</b> Board Minutes, Board Development Committee Minutes	
<b>Analysis:</b> The school met this standard. The Board completed a formal self-evaluation and discussed the results at the May 28, 2024, board meeting.	

<b>Governance Standard 6</b> - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.	
<b>X</b>	<b>2: Meets</b> - The board has no infractions of MN Open Meeting Law.
	<b>1: Partially Meets</b> - The board has 1 infraction of MN Open Meeting Law.
	<b>0: Does Not Meet</b> - The board has 2 or more infractions of MN Open Meeting Law.
<b>Data Source:</b> Monthly Logs of Meeting Minutes, Meeting Minutes, Interview	
<b>Analysis:</b> The school met this standard. The Board was compliant with MN Open Meeting Law. The date, time, and location of all meetings are listed on the website. Links for agendas and up-to-date minutes are on the school's website. An opportunity for the public to address the Board is provided during all Board meetings. Meetings are held in person.	

<b>Governance Standard 7</b> - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
<b>X</b>	<b>2: Meets</b> - Bylaws are consistent with state law and the board reviews them regularly.
	<b>1: Partially Meets</b> - Bylaws are consistent with state statute but are not reviewed regularly.
	<b>0: Does Not Meet</b> - Bylaws are inconsistent with state statute.
<b>Data Source:</b> School Website, Board Minutes, Bylaws, Interview	
<b>Analysis:</b> The school met this standard. Bylaws are consistent with state law, and the Board reviewed them at the October 28, 2024, board meeting.	

<b>Governance Standard 8</b> - The board of directors adheres to board member election requirements set forth by state statute*.	
<b>X</b>	<b>2: Meets</b> - All requirements were met.
	<b>1: Partially Meets</b> - N/A
	<b>0: Does Not Meet</b> - Election requirements were not met.
<b>Data Source:</b> Board Minutes, Bylaws, Board Policies, Interview	

**Analysis:** The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was scheduled for more than 30 days after the election was announced. However, it was postponed until the fall when school was back in session.

**Governance Standard 9** - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.

<b>X</b>	<b>2: Meets</b> - The board completed a formal evaluation of the school leader including all aspects of the job description.
	<b>1: Partially Meets</b> - The board completed an evaluation of the school leader but not on all aspects of the job description.
	<b>0: Does Not Meet</b> - The board did not complete an annual evaluation of the school leader.

**Data Source:** Annual Report, Board Minutes, Committee Minutes, Board Documentation

**Analysis:** The school met this standard. The Board conducted an evaluation of the school leader at the June 7, 2024, board meeting.

**Governance Standard 10** - The board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2\*).

<b>X</b>	<b>2: Meets</b> - A professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.
	<b>1: Partially Meets</b> - N/A
	<b>0: Does Not Meet</b> - A professional development plan for the non-licensed individual(s) was not documented in the school's annual report.

**Data Source:** Annual Report, Board Minutes, Board Chair Communication.

**Analysis:** The school met this standard. The School Director, Jennifer Geraghty, is a licensed administrator, and as of FY24, a professional development plan was not required.

**Governance Standard 11** - The board of directors monitors the organization's adherence to school board policies.

<b>X</b>	<b>2: Meets</b> - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	<b>1: Partially Meets</b> - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	<b>0: Does Not Meet</b> - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.

**Data Source:** Board Meeting Minutes, Interview

**Analysis:** The school met this standard. Meeting minutes documented more than three examples of the Board monitoring the organization's adherence to school board policies. The following policies have been referred to in the board minutes:

- Monitoring Board Membership
- Conflict of Interest
- Monitoring Board Training Requirements.
- Finance policies
- Director Evaluation
- Election requirements

**Governance Standard 12** - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)\*.

<b>X</b>	<b>2: Meets</b> - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.
	<b>1: Partially Meets</b> -The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act
	<b>0: Does Not Meet</b> - The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act.
<b>Data Source:</b> Board Minutes, VOA-MN Visit Review	
<b>Analysis:</b> The school met this standard. The Board of Directors complied with Federal data practices law and the Minnesota Data Practices Act. They have been trained, and the appropriate roles have been assigned. The following roles have been designated and trained:  Responsible Authority: Jen Geraghty  Data Practice Designee: Jen Geraghty and Julie Brown  Data Practices Compliance Official: Julie Brown  Both have attended data practices training through MDE.	

<b>Governance Standard 13</b> - The board of directors provides ongoing oversight of school academic performance.	
<b>X</b>	<b>2: Meets</b> - Meeting minutes include evidence of regular oversight of school academic performance.
	<b>1: Partially Meets</b> - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	<b>0: Does Not Meet</b> - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
<b>Data Source:</b> Board Meeting Minutes	
<b>Analysis:</b> The school met this standard. The school had 9 regular board meetings on the calendar for 23-24 and the school reviewed academic performance at 5 demonstrating regular oversight of academic performance. Topics included:  September 2023 -K-3 Literacy Plan 23-24 Development Plan for Increased Academic Proficiency 23-24 WBW Plan 23-24 Assessment Plan and Assessment Calendar 23-24 Q-Comp Site Goals 2023 MCA Scores October 2023 Meeting 2022-2023 ALA Annual Report November 2023 Meeting Words Best Workforce Report presented to the board. January 2024 Reported out on the spelling bee. June 2024 PreK Data, Fountas and Pinnell Data	

**Governance Standard 14** - The school maintains a high level of parent, teacher and student satisfaction rates based on school-conducted surveys and student/faculty retention rates.

**2: Meets** - All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

**1: Partially Meets** - Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

**X** **0: Does Not Meet** - Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

**Data Source:** School Annual Report, Board Minutes, School Data, Interview

**Analysis:** The school does not meet this standard. The school met one of the three criteria.

- The teacher retention rate was 70%.
- The student retention rate was 87.9%.
- The parent survey satisfaction rate was 74.5%.

**Governance Standard 15** - Board documents are distributed to all board members at least 3 days prior to a board meeting.

**X** **2: Meets** - Board documents were distributed to all board members at least 3 days prior to each board meeting.

**1: Partially Meets** - Board documents were not distributed to all board members one or two times.

**0: Does Not Meet** - Board documents were not distributed to all board members three or more times.

**Data Source:** Monthly Board Minute Review Logs, Board Chair Statement

**Analysis:** The school met this standard. VOA records show Board documents were distributed to all Board members at least 3 days prior to each board meeting.

**Governance Standard 16** - The board of directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website\*.

**X** **2: Meets** - A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.

**1: Partially Meets** - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.

**0: Does Not Meet** - Information is incomplete in the binder or on the school's website.

**Data Source:** School Website

**Analysis:** The school met this standard. The school leader confirmed that the Board Documents Binder is kept electronically, which includes meeting minutes, bylaws, articles of incorporation, and financial statements. Hard

copies can be printed and distributed by request. A review of the school's website demonstrated that the statutory requirements for posting board-related information were present.

**Governance Standard 17** - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.

**X** **2: Meets** - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.

**1: Partially Meets** - The board has a policy review calendar/plan but policies were not regularly reviewed.

**0: Does Not Meet** - The board did not have a calendar/plan for policy review and/or reviewed just a few policies during the year.

**Data Source:** School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview

**Analysis:** The school met this standard. The Board had a policy review calendar and formally reviewed 34 policies at board meetings in 23-24.

Policies reviewed include:

Policy 5.5.8- Student Medicine in School

Admissions Policy- Policy 5.1.1 Revised

Policy 7.24- Capital Assets Capitalization Policy

Policy 8.9- Wellness

Policy 5.4.4 Student Discipline

Policy 7.22 Credit Card Processing and Handling Security

Policy 7.1- Segregation of Duties

Policy 7.2.1-Board Approval of Vendor Contracts

Policy 7.2.2- Bidding for Services from Authorizer

Policy 7.2.3-Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

Policy 7.3.1- Electronic Transfer of Funds

Policy 7.3.2- Expense and Reimbursement for Board and Employees

Policy 7.3.3- Fundraising

Policy 7.3.4- Student Fee Requirements and Prohibitions

Policy 7.4-Data Access Policy for Members of the Public

Policy 7.5-Annual Audit

Policy 7.6-Prompt Payment of Bills

Policy 7.7- Sale or Purchase of State Property

Policy 7.8- Designation of Depositories

Policy 7.9- Collateral Requirements for Depositories

Policy 7.10-Investments

Policy 7.11-Safekeeping of Investments, Contracts and Agreements

Policy 7.12 Athlos School Meal and Payments Policy

Policy 7.13- Budget Process

Policy 7.14- Loans

Policy 7.15- Financial Reporting as an Internal Control

Policy 7.16- Fiscal Management-Income

Policy 7.17- Guidelines for Use of Finance Policies

Policy 7.18- Credit Cards

Policy 7.19- Fund Balance Policy

Policy 7.20- Disposition of Obsolete Equipment and Materials

Policy 7.21-Extended Day Programming Cost and Use for Employees

Policy 7.23 -Acceptance and Administration of Gifts

Policy 5.4.4 Student Discipline

## SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

Effective day-to-day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. Authorizer standards for school management and operations are scored below.

<b>M/O Standard 1</b> - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.	
<b>X</b>	<b>2: Meets</b> - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.
	<b>1: Partially Meets</b> - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	<b>0: Does Not Meet</b> - Mission and vision are not used to guide school's decision-making.
<b>Data Source:</b> Annual school site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b>	
<p><b>SCHOOL MISSION:</b> Athlos Leadership Academy is a Pre-K through 8th grade public charter school that believes in providing students with a challenging and comprehensive high school and college preparatory education through high standards for academic scholarship, fitness and nutrition, character development and student leadership opportunities.</p> <p>Athlos Leadership Academy teaches students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character.</p> <p><a href="https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&amp;type=d&amp;pREC_ID=480765">https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&amp;type=d&amp;pREC_ID=480765</a></p> <p>Athlos Leadership Academy is a Pre-K through 8th grade public charter school that believes in providing students with a challenging and comprehensive high school and college preparatory education through high standards for academic scholarship, fitness and nutrition, character development and student leadership opportunities.</p> <p>Athlos Leadership Academy teaches students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character.</p> <p>The school's mission is contained on each board agenda and in the school's handbooks. The Athlos Character Traits are displayed on walls throughout the facility including classrooms. The school has developed a Spartan Spirit Award program through which students are given Spartan Spirit Award shout outs to reinforce student demonstration of the character traits. There are displays in the main hallway outside of the gym containing pictures of the middle school Honor Roll students and the Student Ambassador program representatives, recognizing students for leadership, academics and positive role modeling. Each month, classroom teachers nominate 12 students from their respective grade-levels to award as Student of the Month, one student for each character trait. Students are awarded based on a noteworthy display of a given trait. Lesson plans at each grade level contain character "I Can" statements alongside the academic "I Can" statements to embed and encourage growth in the traits within the academic program. Students in grades K-8 have daily gym class along with a recess block. Students in PK have at least 2 large motor breaks per day mixed between gym classes and recess breaks. The school provides health class for grades K-8 as part of the specials block rotation. Classroom teachers include movement breaks within their classroom spaces to encourage additional exercise. The school has a Student Ambassador program for grades 4-8. Students complete applications to be part of the program which provides leadership opportunities for students within the school setting.</p> <p>As part of the school board's 23-24 self-evaluation, the board decided that they wanted to designate an agenda portion to specifically review the vision, mission and goals. At the October board meeting, they decided to schedule that as part of the January board meeting. At that time, they'll review the 2023–2028 Strategic Plan and goals as well.</p>	

**School Evidence for Authorizer Review:**

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=218893&type=d&pREC\\_ID=530660](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218893&type=d&pREC_ID=530660)

**The Athlos Difference**

Derived from the Greek word for "feat" or "contest", Athlos revives the classical idea of balancing mind, body, and character. At Athlos, we teach students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character. Each has specific objectives for a child's age and grade level. Unlike other schools, the Athlos model measures students' progress across all three areas of academics, fitness, and performance. Athlos is rooted in the belief that each pillar is dependent on the strength of the other two.

**Prepared Mind Pillar**

Athlos's chosen academic curriculum provides a heightened level of rigor to ensure optimal student achievement. Students are provided with challenging enrichment opportunities and academic supports needed to achieve academic success. We support recognized, research-based educational programs that promote rigor, connections, and deep learning. An outline of AA's most current academic curriculum can be viewed on the school's website.

**Healthy Body Pillar**

Athlos recognizes that the mind and body are inextricably linked. The Healthy Body pillar focuses on increasing academic achievement, growing awareness of a healthy lifestyle, and establishing a lifetime of fitness for students of all athletic abilities. The Athlos Athletic Curriculum is an innovative approach to conventional physical education. It combines conventional physical education standards with current scientific sports performance methodology. This equips students with healthy habits that last a lifetime. Through a professionally developed, age-appropriate athletic curriculum and the incorporation of health and nutrition education, Athlos Academy is focused on creating a culture of wellness.

**Performance Character Pillar**

Performance Character is a key indicator of future success. The Performance Character program integrates 12 key character traits into daily routines. These traits support a school culture where students are empowered to achieve their highest potential in any environment and situation.

**M/O Standard 2** - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

<b>X</b>	<b>2: Meets</b> - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	<b>1: Partially Meets</b> - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	<b>0: Does Not Meet</b> - The school does not have a plan for service learning. School does not engage in service.

**Data Source:** Annual school site visits, annual submission calendar, document review, discussions with school leadership

**Analysis:**

ALA follows the below guidelines in implementing our school service plan:

- Meaningful service: Make sure your project addresses a community need.
- Curriculum connections: Apply academic content to practical tasks so students learn by doing.
- Student leadership: Help students take ownership of the project.
- Reflection: Make meaning of the experience.

The school's service-learning process takes students through the stages of investigation, preparation, action, reflection, demonstration and evaluation.

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=218873&type=d&pREC\\_ID=535390](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&type=d&pREC_ID=535390)

**M/O Standard 3** - The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills).

**X**

**2: Meets** - The school can provide evidence that it complies with health and safety requirements for public schools.

**1: Partially Meets** - The school is making progress approaching standard.

**0: Does Not Meet** - The school could not provide evidence of compliance with health and safety requirements for public schools.

**Data Source:** Annual school site visits, annual submission calendar, document review, discussions with school leadership

**Analysis:**

Authorizer representative viewed the Emergency Folder that contains all crisis plans and drill procedures and the FY25 drill log in the staff workroom that is updated with every drill date as completed.

Faculty have received required back-to-school training on health and safety procedures.   X   Yes        No

All faculty and staff received essential and required back -to-school training on health and safety procedures at fall training see below:

School Evidence for Authorizer Review:

List of 2024-25 health and safety related professional development training topics (all done during back-to-school workshops):

- Health Office Procedures
- Bloodborne Pathogens
- Sexual Harassment
- Emergency Procedures
- First Aid/Field trips
- CPI Training for specified admin and sped staff
- Homeless training for all staff
- Mandatory Reporting
- Food & Nutrition Procedures
- Civil Rights-additional training done with administration during the 2024-25 school year
- Data Privacy
- Staff Health Procedures
- Student Allergy Procedures
- First Aid Procedures

Classrooms & shared spaces contain evacuation plans / procedures.   X   Yes        No

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Front Office – Staff workroom

School complies with MS 299F.47 - School Inspections.   X   Yes        No

Date of most recent facility inspection by fire department:   X   Yes (must be a minimum of every 3 yrs)

Date: 8/3/2023

School maintains a log of all visitors.   X   Yes        No

Location of visitor log: Front Office School Pass System

School complies with MS 144.29 Health Records; Children of School Age.   X   Yes        No

Designated responsible employee: School Nurse

Health records are secured in locked cabinets in the health office.

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. ☒ Yes ☐ No

Designated responsible employee: School Nurse

Immunization records are kept in paper form and electronic.

School Nurse and License Number: Nikki Kallman License: # 2093413 & # 489540 (MDE)

Frequency of school visits: Full-time school employee

School complies with MS 121A.22 – Administration of Drugs and Medicine. ☒ Yes ☐ No

Policy #5.5.8 STUDENT MEDICINE IN SCHOOL

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=218873&type=d&pREC\\_ID=638468](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&type=d&pREC_ID=638468)

Designated responsible health aid/employee:

School Nurse License. #2093413 and #489540 (MDE) Nikki Kallman

Authorizer representative verified that the school has a system by which to record and store medicine and medical supplies.

The school has a system and a space by which to record and store medicine and medical supplies in the Health Office.

School complies with MS 121A.21 (The board of a district with 1,000 pupils or more in average daily membership in early childhood family education, preschool disabled, elementary, and secondary programs must comply with the requirements of this paragraph) – School Health Services (if applicable). ☐ Yes ☐ No ☒ NA

The school contracts with a licensed school nurse or organization. ☐ Yes ☐ No ☒ NA

Name/Organization: NA

School has a designated 504 Coordinator: Haley Peach File Folder Number: #1011150

504 Coordinator Name & Position: Haley Peach, Social Worker

School has a process to ensure that student accommodations are consistent with 504 Plans.

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=231494&type=d&pREC\\_ID=532300](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=231494&type=d&pREC_ID=532300)

Printed copy of Employee Handbook provided. See page 27 for 504 services.

Number of enrolled students during the 2024-2025 school year on a 504 plan: 11

**M/O Standard 4 - The School complies with state and federal data practices and privacy laws (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA)).**

**X**

**2: Meets** - There were zero incidents of not following state and federal data practices policies and privacy laws.

**1: Partially Meets** - There was one incident of noncompliance with state and federal data practices policies and privacy laws.

**0: Does Not Meet** - There have been two or more incidences of noncompliance with state and federal data practices policies and privacy laws.

**Data Source:** Annual school site visits, policy review, discussions with school leadership

**Analysis:**

FY25 School Appointed DPA Responsible Authority (RA): Jennifer Geraghty

FY 25 School Appointed DPA Designated Authority (DA): Jennifer Geraghty and Julie Brown

FY 25 School Data Practices Compliance Official (DPCO): Julie Brown

APPLICABLE BOARD POLICIES: (Titles and Numbers)

7.4 Data Access Policy for Members of the Public NOT ON WEBSITE but provided to authorizer representative.

3.2 Administration of the Minnesota Government Data Practices Act NOT ON WEBSITE but provided to authorizer representative.

Board minutes contain evidence of board appointment of RA/DA/DPCO? ☒ Yes ☐ No

School Board Clerk's response: Board minutes are not required for this as the board does not make the appointment as part of a meeting agenda. The appointments are embedded in a policy that is approved by our board. The board last reviewed Policy 7.4 on 5-28-24.

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=218873&type=d&pREC\\_ID=532118](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&type=d&pREC_ID=532118)

Authorizer representative verified that the School has a data retention plan: ☒ Yes ☐ No

Date of Historical Society Approval: 4-29-2013

Date of Board approval for Records Retention policy: The school has two policies. The date of the most recent revision/approval for Policy 5.3.2 was 5-30-23. The date of the last revision for policy 3.1 was May 31, 2022. The actual records retention SCHEDULE was approved April 9, 2013 before sending it to the MN Historical Society for their approval.

Authorizer representative verified that Student academic records are filed in a separate locked cabinet. ☒ Yes ☐ No  
Location: Room #500

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet. ☒ Yes ☐ No  
Location: BENEFIT DIRECTOR'S OFFICE ROOM # 308

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet. ☒ Yes ☐ No  
Location: BENEFIT DIRECTOR'S OFFICE ROOM #308

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process.  
☒ Yes ☐ No ☐ Partial

For students the Tennessee Warning is on main enrollment page on website. It is also on the application and each enrollment form.

For staff the Tennessee Warning is a part of their onboarding packet done with HR.

School verified that only designated school employees have access to files containing student/employee records.  
☒ Yes ☐ No

School has a board approved Data Request Policy / Procedures. ☒ Yes ☐ No

School evidence provide for Authorizer Review:

Policy # This is the same policy as above, Policy 7.4 Data Access Policy for Members of the Public. The board last reviewed Policy 7.4 on 5-28-24.

Authorizer representative verified that the school maintains a detailed register/log of all data requests. ☒ Yes ☐ No

Benefits and AP office room #308.

**M/O Standard 5** - Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.

<b>X</b>	<b>2: Meets</b> - The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.
	<b>1: Partially Meets</b> - The school is making progress approaching standard.
	<b>0: Does Not Meet</b> - The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.

**Data Source:** Annual school site visits, annual submission calendar document review, discussions with school leadership

**Analysis:**

Evidence suggests that the school maintains and distributes annually a student/ family handbook. \_\_X\_\_ Yes \_\_ No

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=231494&type=d&pREC\\_ID=532300](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=231494&type=d&pREC_ID=532300)

The school annually updates and distributes a student/family handbook, an employee HR handbook and an employee procedures handbook. The staff handbooks are saved on the school's SharePoint system for ongoing staff availability. The parent handbook is posted on the school website. The 3 handbooks contain signature pages for parties to verify receipt of the handbooks.

Each year, the school has a substantial number of school events for families to take part in as evidenced through the school events calendar.

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=218873&type=d&pREC\\_ID=2202365](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&type=d&pREC_ID=2202365)

The school hosts conferences twice per year but encourages regular parent communication and parent meetings between conferences. In grades 6-8, families receive syllabi each trimester so that they can follow and support classroom learning. Across all grades, classroom teachers make regular updates to classroom webpages to keep families informed about assignments and upcoming events or due dates. The school posts a Volunteer Handbook and Parent/Student Handbook on the website.

The school supports families in connecting to volunteer opportunities and events along with many other efforts to support the families' roles in student success. The school had parent contacts/calls for SEAC and the Native American Parent Advisory Group.

Kindergarten families sign up for before-school screening sessions with the kindergarten teachers before the school year begins. During these sessions, students are assessed on essential foundational skills, and guardians complete interviews to share additional information about their child. This allows students and their families to meet the kindergarten team and explore the classrooms, helping them feel comfortable and prepared before the first day of school.

Middle school teachers use Google Classroom to organize class materials, post announcements, and share content. Students can access the platform to view assignments, notes, and other resources. Additionally, parents can access their child's teacher's Google Classroom page to stay informed about classroom activities and progress.

Athlos hosts a variety of family events throughout the school year to promote community building and encourage family involvement. These events include activities such as Welcome nights, where students and guardians get to meet their teachers, Bingo for Books, High School Night, Pre-Kindergarten and Kindergarten Open Houses, and May Madness. Additionally, the Principal regularly holds "Coffee with the Principal" sessions, providing families with ongoing opportunities for open communication and engagement.

Additionally, Athlos is an inaugural member of the Minnesota Charter School Athletic Association. This league has created new opportunities for students to participate in sports teams and has also provided chances for our school community—parents included—to come together and cheer on our student-athletes.

Finally, Athlos has developed a Middle School Guide to provide families and students with essential information for success in middle school. The guide includes strategies for academic success, as well as details about middle school

programming such as academics, service-learning projects, electives, and athletics. This guide is distributed to all students and families at the beginning of the school year to help ensure a smooth transition and promote success throughout the year.

**M/O Standard 6** - Evidence suggests that the schoolteachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.

<b>X</b>	<b>2: Meets</b> - Evidence suggests that the school has established a uniform system to ensure that the schoolteachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
	<b>1: Partially Meets</b> - The school leadership provided some examples of how he/she provides oversight that schoolteachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
	<b>0: Does Not Meet</b> - The school does not have a system established to ensure that schoolteachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.

**Data Source:** Annual school site visits, annual submission calendar document review, discussions with school leadership

Analysis:

Most recent curriculum standards alignment review for language arts: Summer 2024 (and ongoing monitoring)

Most recent curriculum standards alignment review for math: Summer 2024 (and ongoing monitoring)

Most recent curriculum standards alignment review for science: Summer 2024 (and ongoing monitoring)

Most recent curriculum standards alignment review for social studies: Summer 2024 (and ongoing monitoring)

Most recent curriculum standards alignment review for language arts: 2023-2024 (and ongoing monitoring, teams preparing for rolling out new state standards to be ready to go by MCA 2026)

Management requires that lesson plans and student learning targets are aligned to the state standards. \_\_X\_\_ Yes \_\_No  
Lesson plans uploaded every Monday. Assistant Principals log in weekly to review lesson plans. Also do classroom drop-in visits with lesson plans as a guide.

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. \_\_X\_\_ Yes \_\_\_\_\_No

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=218893&type=d&pREC\\_ID=528715](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218893&type=d&pREC_ID=528715)

Explanation of school plan: Curriculum maps were created by administrators and instructional coaches to ensure that ALA curriculum aligns with MN standards and that teachers have a clear path for data-driven instruction. Teachers meet in weekly PLCs for data-based and benchmark/instruction-based discussions to ensure that instruction aligns with the intent of the benchmarks. The school provides in-house professional development to support teachers in understanding benchmarks. PLC's occur weekly. The school's lesson plan format requires that all lessons link to MN Benchmarks. Lesson plans are posted on the school's SharePoint site so that they can be reviewed by instructional coaches and administrators during walk-throughs and observations.

Teachers develop pacing guides to complement curriculum maps, ensuring that all grade-level benchmarks are thoroughly covered and taught before the MCAs. The focus has been on analyzing benchmarks using the Minnesota Test Specifications to confirm that they align with the expected rigor of the content. During PLCs, teachers collaborate to examine the benchmarks, prerequisite skills, and academic vocabulary associated with each benchmark. They also explore the connections between related benchmarks within each content area to promote authentic, cohesive learning.

Learning Labs for grades 6-8 are designed for reteaching and focus on the essential Minnesota state benchmarks for each grade level. These sessions reinforce learning through spiral review, helping students retain and deepen their understanding of key concepts throughout the school year.

Starting in the 2024-2025 school year, report cards for Kindergarten through fifth grade will follow a standards-based grading model. This change aims to provide clearer insight into students' progress toward grade-level benchmarks.

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. \_\_\_X\_\_\_ Yes \_\_\_\_\_No

The school provides in-house professional development to support teachers in understanding benchmarks. PLC's occur weekly. The school's lesson plan format requires that all lessons link to MN Benchmarks. Lesson plans are posted on the school's SharePoint site so that they can be reviewed by instructional coaches and administrators during walk-throughs and observations.

Teachers, in collaboration with administration, have created IXL assessments that align with grade-level benchmarks. These assessments are administered both before and after each unit, allowing teachers to gather relevant, up-to-date data on what students already know and what they still need to learn. Instruction is driven by this data and closely aligned with the benchmarks. After instruction, students are reassessed to track their progress, identify areas of growth, and determine what additional focus is needed to ensure complete understanding.

**M/O Standard 7 - The school employs highly qualified, appropriately licensed teachers.**

<b>X</b>	<b>2: Meets</b> - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	<b>1: Partially Meets</b> - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	<b>0: Does Not Meet</b> - The school has had multiple license infractions.

**Data Source:** Annual site visits, annual submission calendar document review, discussions with school leadership

**Analysis:** The authorizer verifies licensure compliance annually as part of the Annual Submission Calendar. All licenses were verified with PELSB by the authorizer representative and are valid.

**M/O Standard 8 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.**

<b>X</b>	<b>2: Meets</b> - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

**Data Source:** Annual site visits, annual submission calendar document review, discussions with school leadership

**Analysis:**

**Background Check Policy:** 715 - Volunteer Policy

Frequency of background checks on volunteers: Annually

Frequency of background checks on employees: Once upon hiring and then as needed

Staff and volunteers have completed criminal background checks as required through the staff and volunteer handbooks. Completion has been verified by the Accounts Payable and Benefits Coordinator and Enrollment, Events and Marketing Coordinator.

Background checks on employees are conducted at time of hire or additionally as needed. School verifies teacher qualifications through both the licensure look-up section of the MDE website and also the MDE Board of Teaching, Teacher Ethics, Teacher Discipline Inquiry System. Background checks done via Trusted Employees and MRI Software Company.

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=218873&type=d&pREC\\_ID=638468](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&type=d&pREC_ID=638468)

<b>M/O Standard 9 - The school meets / maintains its enrollment goals.</b>																									
<b>X</b>	<b>2: Meets</b> - The school could provide evidence that it is meeting its annual student enrollment goals.																								
	<b>1: Partially Meets</b> – N/A																								
	<b>0: Does Not Meet</b> - The school is not meeting its student enrollment goals.																								
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership																									
<b>Analysis:</b>																									
Present School Year Student Enrollment / Headcount by Grade:																									
<table> <tr> <td></td><td>Total Enrolled</td></tr> <tr> <td><b>TOTALS</b></td><td><b>858</b></td></tr> <tr> <td>Pre-K</td><td>40</td></tr> <tr> <td>K</td><td>72</td></tr> <tr> <td>1st</td><td>63</td></tr> <tr> <td>2nd</td><td>85</td></tr> <tr> <td>3rd</td><td>98</td></tr> <tr> <td>4th</td><td>91</td></tr> <tr> <td>5th</td><td>102</td></tr> <tr> <td>6th</td><td>101</td></tr> <tr> <td>7th</td><td>99</td></tr> <tr> <td>8th</td><td>107</td></tr> </table>			Total Enrolled	<b>TOTALS</b>	<b>858</b>	Pre-K	40	K	72	1st	63	2nd	85	3rd	98	4th	91	5th	102	6th	101	7th	99	8th	107
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5th	102																								
6th	101																								
7th	99																								
8th	107																								
Number of students (head count) served in 2024-2025: 858 est																									
2023-2024: 700																									
2022-2023: 850																									
2021-2022: 894																									
2020-2021: 918																									

<b>M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law.</b>	
<b>X</b>	<b>2: Meets</b> - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	<b>1: Partially Meets</b> - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	<b>0: Does Not Meet</b> - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership, website.	
<b>Analysis:</b>	
Admissions Policy Number: 5.1.1	
Authorizer Verifies that Student Application Form is Compliant: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	
Authorizer representative verified that the school has Tennessee Warnings for enrollment process. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	
Link to admissions policy: <a href="#">ALA Policy 5_1_1 Admissions Policy 10-28-24.pdf</a>	

<b>M/O Standard 11 - The school's employment process complies with state and federal law.</b>	
<b>X</b>	<b>2: Meets</b> - The school provides evidence that its employment process complies with state and federal law.
	<b>1: Partially Meets</b> - The school is making progress meeting standard.
	<b>0: Does Not Meet</b> - The school could not provide evidence that its employment process complies with state and federal law.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b>	

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=218873&type=d&pREC\\_ID=638468](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=218873&type=d&pREC_ID=638468)

Authorizer representative verified that the school has Tennessen Warnings for employment process. ☒ Yes ☐ No

Evidence suggests that the school maintains and distributes annually an employee handbook ☒ Yes ☐ No

The school's attorney created the school's HR related policies and provides guidance with policy-related questions and updates. The school contracts with MSBA for access to policy update information. The school has a contract with Kraus-Anderson for additional support in HR Services. The school posts job descriptions when openings become available. The school principal provides oversight of employment matters and provides hiring recommendations to the Board for ultimate approval. Additional policies are located on SharePoint or the website for staff availability.

Related Policy #'s:

Board Policy#: 4.1.1 Equal Employment Opportunity

Board Policy#: 4.5.1 Prohibition Against Unfair Discriminatory Practices in Employment & Grievance Procedures

Board Policy#: 4.6.1 Employee Right to Know

Board Policy#: 5.7.1 Tennessen Warnings

Board Policy#: 2.4.2 Harassment and Violence

Board Policy#: 4.5.1 Disability Nondiscrimination

The school annually updates and distributes a student/family handbook, an employee HR handbook and an employee procedures handbook. The staff handbooks are saved on the school's SharePoint system for ongoing staff availability. The parent handbook is posted on the school website. The 3 handbooks contain signature pages for parties to verify receipt of the handbooks.

School Designated Human Resources Person: Staci Eddy, Accounts Payable and Benefits Director

EEO Grievance Designee: Jennifer Geraghty

**M/O Standard 12** - The school has defined job descriptions and defined evaluation process for all personnel.

<b>X</b>	<b>2: Meets</b> - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	<b>1: Partially Meets</b> - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	<b>0: Does Not Meet</b> - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

**Data Source:** Annual site visits, annual submission calendar document review, discussions with school leadership

**Analysis:** Job descriptions and evaluation forms were viewed by the authorizer representative.

**M/O Standard 13** - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.

<b>X</b>	<b>2: Meets</b> - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
	<b>1: Partially Meets</b> - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.
	<b>0: Does Not Meet</b> - The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

**Data Source:** School site visits, interviews with school faculty, document review.

Analysis:

CHILD FIND PROCESS

If a student is performing below grade level an intervention plan is created with the student's intervention plan team.

Research based interventions take place in the general education space. If a lack of progress continues or more concerns arise please connect with your assigned Assistant Principal. The SART team meets once a month and as needed to go over student achievement and talk about next steps

Student Assistance Resource Team (SART) Members of the SART Team include:

- Principal
- Assistant Principals
- Assigned Staff (interventionists)

Individual Student Intervention Plan Team

The Intervention Plan Team for an individual student would include every teacher or staff member who is connected with that student's academic plan. This could include:

- Classroom Teacher
- Content Teachers
- AAT Teachers
- EL Teachers
- Grade-level team
- Social Workers
- Specialist Teachers
- Assigned Administrators

[https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC\\_ID=231336&type=d&pREC\\_ID=530638](https://www.athlosbrooklynpark.org/apps/pages/index.jsp?uREC_ID=231336&type=d&pREC_ID=530638)

\*entire plan in the TSES

Number of Special Education teachers, 4

Brock Bertram, #1029949

Kristy Ford, #451953

Mark Kapuska, #494467

Charlotte Simmons, #483783

Number of Special Education paras, 18

Percent of special education students served in 2024-2025: 10 %

Percent of special education students served in 2023-2024: 9%

Percent of special education students served in 2022-2023: 18%

Current percent of special education students: %

Faculty Training Topic(s) and Dates(s):

- August 21-22, 2024 on due process and curriculum and instruction. Mapping IEP's and delivery of instruction.
- August 28-29, 2024 included mandated para training, sped 101 - overview of laws, policies, and procedures.

**M/O Standard 14** - The school is not subject to special education investigations by MDE and is not in Corrective Action.

<b>X</b>	<b>2: Meets</b> - The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
	<b>1: Partially Meets</b> - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	<b>0: Does Not Meet</b> - The school has been the subject of MDE investigations with findings. Findings have not been resolved.

**Data Source:** Annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications.

**Analysis:** To the authorizer's knowledge, ALA is not subject to special education investigations by MDE and is not in corrective action.

Athlos is currently in cycle/cohort 5 for a program audit. This audit will take place in 4 years.

<b>M/O Standard 15</b> - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).	
<b>X</b>	<b>2: Meets</b> - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	<b>1: Partially Meets</b> - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
	<b>0: Does Not Meet</b> - The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school faculty.	
<b>Analysis:</b> Name of director and license number: Kelsey Kiefer #486219  FY25 SEAC meeting date(s): October 30, 2024 and January 30, 2025 FY24 SEAC meeting date(s): October 5, 2023, and February 29, 2024 FY23 SEAC meeting date(s): October 19, 2022, and March 3, 2023	

**Legal and Contractual Compliance** - Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. The school's management and operations will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.

### CONTRACT RENEWAL CALCULATION

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

2023 - 2024 SCHOOL YEAR PERFORMANCE (FY24)						
	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
<b>Academic</b>	8	3	0	11/14	.50	39%
<b>Finance</b>	18	0	0	18/20	.20	18%

<b>Governance</b>	30	1	0	31/34	.15	14%
<b>Mgmt/Operations</b>	30	0	0	30/30	.15	15%
<b>Grand Total</b>	86	4	0	90/98	1.00	86%

<b>CONTRACT RENEWAL CALCULATIONS</b>							
<b>CHARTER CONTRACT TERM: July 1, 2021 - June 30, 2026</b>							
		<b>Renewal YR Rating FY21</b>	<b>YR 2 Rating FY22</b>	<b>YR 3 Rating FY23</b>	<b>YR 4 Rating FY24</b>	<b>YR 5 Rating FY25</b>	<b>Average Rating</b>
<b>ACADEMIC (50%)</b>		42%	36%	43%	39%	%	40%
<b>FINANCE (20%)</b>		20%	20%	20%	18%	%	20%
<b>ORGANIZATION (30%)</b>							
	BOARD GOVERNANCE (15%)	14%	14%	14%	14%	%	14%
	MANAGEMENT OPERATIONS (15%)	15%	14%	14%	15%	%	14%
	<b>TOTAL</b>	<b>91%</b>	<b>84%</b>	<b>91%</b>	<b>86%</b>	<b>%</b>	<b>88%</b>
<b>CUMULATIVE AVERAGE 88%</b>							

#### **CONTACT INFORMATION:**

Stephanie Olsen, Program Manager  
Phillip Morris, Academic Performance Analyst  
Rochel Perna, Financial Analyst  
Roderick Haenke, Board Governance Analyst / Constituent Services  
Dawn Maslowski, Program Administrative Assistant

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