



BIRCHGROVE COMMUNITY SCHOOL

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2025 for FY24

REPORT CONTRIBUTORS: 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.

2021-2022 VOA-MN SCHOOL SITE VISIT DATES: October 4, 2021; April 29, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: September 21, 2022; March 15, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 9, 2023; March 14, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: October 25, 2024

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 20, 2021; April 19, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: July 18, 2022; June 20, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 19, 2023; April 18, 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 contract term. 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 has three sections aligned to the three essential questions guiding our authorizer oversight and charter school accountability plan.

4SECTION ONE

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

Academic Performance- 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 must meet 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.

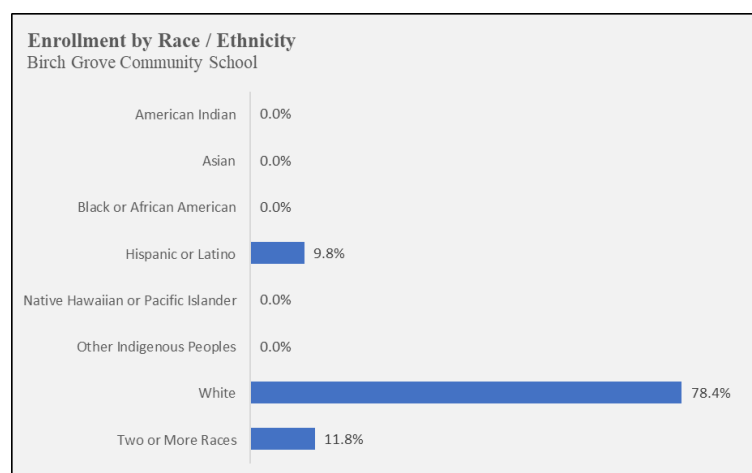


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

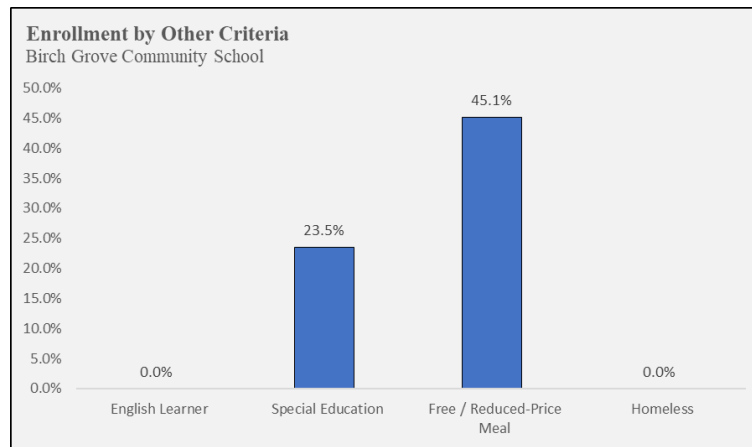


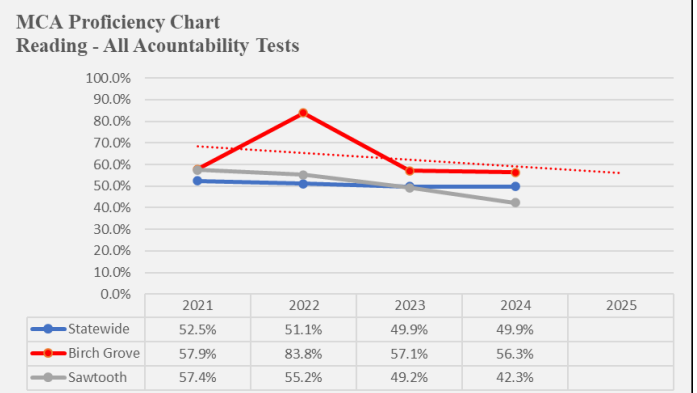
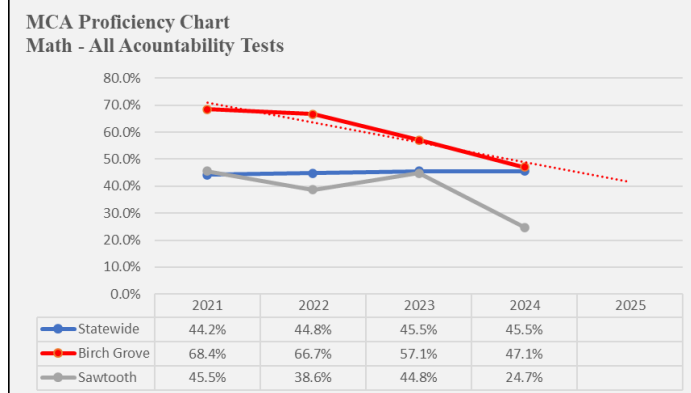
Figure 2 - Enrollment by Other Criteria

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.

X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

Data Source: Minnesota Department of Education

Analysis: BGCS is currently outperforming the comparison school, Sawtooth Mountain Elementary, in both math and reading. The school's testing cell size is too small to report a science proficiency rate.



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

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

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

Analysis: Due to a small testing cell size, the data is not available for this standard.

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

Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
Analysis: Teachers are formally evaluated annually by the school director. This evaluation includes a self-review document that is reviewed by the school director. In addition, teachers are observed in the classroom three times each school year by a teacher liaison.	

Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and linked to improving pupil learning and student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: BGCS has implemented a school-wide professional development plan. Professional development that was provided or attended during the 2023-2024 school year includes but was not limited to the following: Addressing Challenging Behaviors (part 1, Elementary): Understanding the Acting-Out Cycle, CSR A Reading Comprehension Strategy, and Functional Behavioral Assessment: Identifying Reasons for Problem Behaviors.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
Analysis: BGCS works hard to ensure a productive academic environment where students feel safe, comfortable, respected and challenged. The school provides increased learning opportunities through multi-grade classrooms which allows for instructional flexibility as well as the development of unique social skills among its students. In addition, BGCS employs a looping strategy with its students where students are with the same teachers for at least two years. BGCS school also takes advantage of its location in northern Minnesota. Activities in the school’s program include cross country skiing, snowshoeing, hiking, as well as ice skating. The bonds that are created between students and staff through these programs and activities helps to contribute to the safe and comfortable academic environment that the school has created.	

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B).	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
Analysis:	
Goal #1 All Students Ready for School	
BGCS will increase the percentage of children who are ready for school each year. Measure: Birch Grove Community School will continue to offer the Saplings Program (licensed daycare run as a pre-school) for children ages 3-5.	
Results: Goal Met	
The Saplings program was operational.	
Goal #2a Close the Achievement Gaps Between Students	
(BGCS does not have a very diverse population and typically has a cell size too small to report.)	
The percentage of Free/Reduced K-5 students meeting or exceeding grade level will increase 3% from the prior year based on the NWEA MAP assessments in reading.	
Results: Goal Not Met	
22-23 Reading: 71% proficient	
23-24 Reading: 73% proficient	
Goal #2b Close the Achievement Gaps Between Students	
(BGCS does not have a very diverse population and typically has a cell size too small to report.)	
The percentage of Free/Reduced K-5 students meeting or exceeding grade level will increase 3% from the prior year based on the NWEA MAP assessments in math.	
Results: Goal Met	
22-23 Reading: 76% proficient	
23-24 Reading: 86% proficient	

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.

Financial Standard 1 - The School maintains a balanced budget.	
X	2: Meets - Surplus position
	1: Partially Meets - NA
	0: Does Not Meet - Deficit position
Data Source: Original and revised budgets, annual financial audit report, monthly income statements.	
Analysis: The school's original FY 2024 budget approved in June 2023 was based on 51 ADM with a projected surplus of \$68,233. The school did not revise the budget in FY 2024.	
The school ended the year with 43 ADMs and a FY 2024 General Fund surplus of \$122,174 resulting in an ending General Fund balance of 32.64%.	
Overall, the school has maintained a balanced General Fund budget for FY 2024.	

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

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

Financial Standard 4 - Schools are expected to have audits that are free of all findings.	
	2: Meets - No findings
X	1: Partially Meets - 1 or more "significant deficiency" finding(s)
	0: Does Not Meet - 1 or more "material weakness" or legal compliance finding(s)
Data Source: The School's financial audit report.	
Analysis: The school's FY 2024 financial audit contained one finding considered to be a significant deficiency in internal control; Preparation of Financial Statements as noted on page 58-60 of the audit report.	

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.	
X	2: Meets - Never late
	1: Partially Meets - Late 1-2 times
	0: Does Not Meet - 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.

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

Data Source: Board packets.

Analysis: The school board reviews and approves various financial reports at each meeting and regularly receives an update from the finance and fundraising committees. The school provided all monthly financial reports in a timely manner in 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.

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

FOUR YEAR FUND BALANCE HISTORY

	FY 2021	FY 2022	FY 2023	FY 2024
Fund Balance Amount	\$120,885	\$127,527	\$150,309	\$272,483
Fund Balance Percent	22.28%	22.92%	23.13%	32.64%

The school's FY 2024 General Fund balance increased from the prior year. The school has a fund balance policy in place which states:

The school will strive to maintain a minimum unassigned general fund balance of 20-25% of the annual expenditure budget.

The school has met the goals set in the General Fund balance board policy for the past three years and the VOA-MN standard of 20% of greater.

Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.

X	2: Meets - 8-12 meetings/year
	1: Partially Meets -5-7 meetings/year
	0: Does Not Meet - 0-4 meetings/year

Data Source: Board meeting agendas and minutes.

Analysis: The school has a finance committee that met eight times in FY 2024.

Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.

X	2: Meets - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
	1: Partially Meets – N/A
	0: Does Not Meet - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
Data Source: Query school board members, board meeting agendas and minutes.	
Analysis: Per the school director, all finance committee members received training in FY 2024.	

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

Governance Standard 1 - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.	
X	2: Meets - The board structure meets bylaws and state statute.
	1: Partially Meets - The board did not meet requirements for the entire fiscal year.

	0: Does Not Meet - The board's structure does not meet bylaws and/or state statute.
Data Source: School Annual Report, School Website, Bylaws	
Analysis: The school met this standard. The board structure meets both bylaws and state statute.	

Governance Standard 2 - 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.

X	2: Meets - The board has a plan with evidence of training consistent with it to ensure members have the necessary knowledge in finance/budget, policy/legal, personnel/employment, and education.
	1: Partially Meets - 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.
	0: Does Not Meet - The board does not implement a plan to ensure board members have the necessary knowledge.

Data Source: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee Minutes, Board Minutes, Annual Report, School Website

Analysis: 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/training plan has been submitted to VOA-MN.

Governance Standard 3 - The board adheres to an orientation process for bringing on new members.

X	2: Meets - The board adheres to a thorough process for the orientation of new board members.
	1: Partially Meets - The board has a process for the orientation of new board members, but it is not consistently followed.
	0: Does Not Meet - The board does not have a membership orientation process for new board members.

Data Source: Board Minutes, Interview, Board Development Plan and/or Board Training Plan, Interview

Analysis: The school met this standard. The Board adheres to a thorough process for the orientation of new board members. There were no new board members in FY24.

Governance Standard 4 - 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.

X	2: Meets - All board members comply with Minnesota law regarding board training requirements.
	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.

Data Source: Annual Report, School Website, Board Minutes and Documents

Analysis: The school met this standard. The school provided evidence that all ongoing and new board members received required training on page 11 of the school's Annual Report.

Board minutes have documented the following board training in board minutes:

- Safeguard Personnel Data by MN Charterboard, July 18, 2023
- Conduct a Board Election by MN Charterboard, September 19, 2023
- Abide by the Bylaws by MN Charterboard, January 16, 2024

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board completes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet – The board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee Minutes	
Analysis: The school met this standard. The Board completed a formal self-evaluation and reviewed the results at the July 16, 2024, board meeting. Board self-reflection is also a regular component of board agendas and is documented on page 14 of the Annual Report, “The school board completes a self-evaluation annually and discusses results at a board meeting or retreat. The 23-24 board self-evaluation results were discussed at a board meeting on July 16, 2024. The board discussed how there is room for improvement on attendance and that an additional board member would be advantageous. The board is doing well overall, and received the VOA-MN award for Board Governance at the annual VOA Charter School Leadership Conference in June of 2024.”	

Governance Standard 6 - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.	
X	2: Meets - The board has no infractions of MN Open Meeting Law.
	1: Partially Meets - The board has 1 infraction of MN Open Meeting Law.
	0: Does Not Meet - The board has 2 or more infractions of MN Open Meeting Law.
Data Source: Monthly Logs of Meeting Minutes, Meeting Minutes, Interview	
Analysis: 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.	

Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.
	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.
	0: Does Not Meet - Bylaws are inconsistent with state statute.
Data Source: School Website, Board Minutes, Bylaws, Interview	
Analysis: The school met this standard. Bylaws are consistent with state law, and the Board reviewed them at the Annual Meeting held October 17, 2023.	

Governance Standard 8 - The board of directors adheres to board member election requirements set forth by state statute*.	
X	2: Meets - All requirements were met.
	1: Partially Meets – N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
Analysis: The school met this standard. The Board notified VOA-MN on June 3, 2024, that there would be no elections during FY24.	

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.	
---	--

X	2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description.
	1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description.
	0: Does Not Meet - 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 18, 2024, board meeting and documented the evaluation in the Annual Report.	

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*).	
X	2: Meets - 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.
	1: Partially Meets – N/A
	0: Does Not Meet - 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, Diane Blanchette, is not a licensed administrator. The Board had a board-approved professional development plan for the school director and documented this in the Annual Report.	

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.	
X	2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	0: Does Not Meet - 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 board minutes: <ul style="list-style-type: none"> ● Establishing Quorum ● Conflict of Interest ● Monitoring Board Training Requirements ● Election requirements ● Financial policies including the approval of purchase orders. 	

Governance Standard 12 - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.	
X	2: Meets - 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.
	1: Partially Meets -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
	0: Does Not Meet - 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.
Data Source: Board Minutes, VOA-MN Visit Review	
Analysis: 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.	
Responsible Authority: BGCS School Board Secretary Sarena Crowley	
Data Practices Compliance Official: BGCS School Board Chair Judy Motschenbacher	
Data Practices Designee(s): School Director Diane Blanchette	

Governance Standard 13 - The board of directors provides ongoing oversight of school academic performance.	
X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
Data Source: Board Meeting Minutes	
Analysis: The school met this standard. The Board of Directors provided ongoing oversight of the school's academic performance at 10 of the regular board meetings during the year. The Board of Directors provided ongoing oversight of the school's academic performance at the July, September, October, November, December, January, February, April, May, and June board meetings.	
Some of the academics reviewed include: <ul style="list-style-type: none"> • NWEA data, • Lexia program • World's Best Workforce report • Q-comp teacher evaluations • student work samples • review of classroom newsletters. 	

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.	
X	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.
	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 met this standard. The school met all three criteria.

- Staff retention rate was 84.6%.
- Student retention rate was 88%.
- Parent survey satisfaction rate was 97.62%.

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 and VOA-MN 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 the Board Documents Binder is kept in the office. A review of the school's website demonstrated that the statutory requirements for posting board-related information was 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 and reviews policies at half or fewer of the regular board meetings.

0: Does Not Meet - The board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.

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 thorough policy review calendar and reviewed policies as a regular component at 8 of the regular board meetings.

○ 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.

M/O Standard 1 - 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.	
X	2: Meets - 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.
	1: Partially Meets - 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.
	0: Does Not Meet - Mission and vision are not used to guide school's decision-making.
Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis:	
SCHOOL MISSION/VISION: Birch Grove Community School will promote academic excellence by utilizing our unique natural setting to prepare students to become socially and environmentally responsible, self-directed, life-long learners.	
DESCRIPTION OF HOW SCHOOL IS MEETING MISSION: Mission posted in every room, entry board, on newsletters, and mission read before every school board meeting. The school imbeds student outdoor experiences into their instruction model and curriculum, especially utilizing trails and "the campsite." In the winter, the school also has a skating rink, snow shoeing, and cross-country skiing.	

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.	
X	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1: Partially Meets - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0: Does Not Meet - 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:	
BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN: The school's service-learning plan is contained on the school website. The school's service-learning is BGCS and community based. A list of activities is included in the school's Annual Report each year. Every student does service-learning projects that have a learning component.	

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:	
Faculty have received required back-to-school training on health and safety procedures. <u> X </u> Yes No	
List of present school year back-to-school health and safety related professional development training:	
· Drill Overview	

Employee Handbook - Policies
Crisis Management
Student/Family Handbook
Mandatory Reporting
Child Find Training
Bloodborne Pathogens

School complies with MS 121A.035 – Crisis Management Plan. ☒ Yes ☐ No

* Each classroom has a copy of the crisis management plan. Cook County is the school's law enforcement agency responsible for responding.

Completion of required drills is recorded on a drill log which was confirmed by the authorizer. ☒ Yes ☐ No

Number of fire drills completed in the previous school year 5. (req. five annually)

Number of lockdown/safety drills completed in the previous school year 5. (req. five annually)

Number of tornado drills completed in the previous school year 1. (req. one annually) April

Number of bus evacuation drills completed in the previous school year: 1. (req. one annually)

Designated crisis management person / team members: Head of School, Assist Head of School, Administrative Assistant, Building Manager, HR Coordinator, and BOD Executive Member (chair, secretary, or treasurer)

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Office

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

Date of most recent facility inspection by fire department: September 26, 2024 (must be a minimum of every three years)

School maintains a log of all visitors. ☒ Yes ☐ No Location of visitor log: Facility entry

The school also has a doorbell entry.

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

Responsible employee: School Leader (Diane)/ Office Assistant (Jessica)

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

Designated responsible employee: Contracted Nurse (also a para) Gayle Grinnell, LPN (may use Gayle for immunizations)

School Nurse and License Number: 80288-4

Frequency of school visits: Employee.

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

Designated responsible health aid/employee: School Director (Diane Blanchette)

School Nurse License Number: NA

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

School complies with MS 121A.21 – 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: ☒ Yes ☐ No

504 Coordinator Name & Position: School Director (Diane Blanchette)

School has a process to ensure that student accommodations are consistent with 504 Plans. ☒ Yes ☐ No

* If needed, the school consults with Indigo Education (sped director services provider)

Number of enrolled students during the 2024-2025 school year on a 504 plan: 1

Number of enrolled students during the 2023-2024 school year on a 504 plan: 0

Number of enrolled students during the 2022-2023 school year on a 504 plan: 1

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. <i>HISTORICAL SOCIETY FILING</i> |
| | 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:

School Appointed DPA Responsible Authority (RA): Sarena Crowley
School Appointed DPA Designated Authority (DA): Diane Blanchette
School Data Practices Compliance Official (DPCO): Judy Motschenbacher
Re-appointed yearly during the board annual meeting.

APPLICABLE BOARD POLICIES: (Titles and Numbers): 515 – Protection and Privacy of Pupil Records

Board minutes contain evidence of board appointment of RA/DA/DPCO? X Yes ___ No
Annual Meeting October 17, 2022
Annual Meeting October 17, 2023
Annual Meeting October 15, 2024

Authorizer representative verified that the School has a data retention plan: X Yes ___ No
Date of board approval: 2016 Date of Historical Society Approval: October 25, 2024

Authorizer representative verified that Student academic records are filed in a separate locked cabinet.
X Yes ___ No Location: school office

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet.
___ Yes ___ No Location: school office

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet.
___ Yes ___ No Location: school office filed separately.

Authorizer representative verified that the school has Tennessean Warnings for both the enrollment and employment process. X Yes ___ No ___ Partial

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

School has a board approved Data Request Policy / Procedures. X Yes ___ No
School evidence provided for Authorizer Review: Policy # 722 Public Data and Data Subject Requests on Website

Authorizer representative verified that the school maintains a detailed register/log of all data requests.
X Yes ___ No The school has not had any data requests.

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.	
X	2: Meets - 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.
	1: Partially Meets - The school is making progress approaching standard.
	0: Does Not Meet - 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:	
Description of school plan for student / parent engagement and supporting evidence: The school has a weekly newsletter sent home to all families, school Facebook page, three schoolwide family events, two conferences per year, parent surveys, and website that houses relevant information for families to access. The school has an annual open house, Halloween carnival and Gala for the Grove.	
Evidence suggests that the school maintains and distributes annually a student/ family handbook. <u> X </u> Yes <u> </u> No	
Birch Grove Community School Staff Directory (birchgroveschool.com)	

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.	
X	2: Meets - 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.
	1: Partially Meets - 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.
	0: Does Not Meet - 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: BGCS requires that the state standards be incorporated into lesson plans that get handed in weekly to the school director for review.	
Most recent curriculum standards alignment review for language arts: fall 2019 (Houghton Mifflin - Journeys Most recent curriculum standards alignment review for math: 2019 (Houghton-Mifflin "Math Expressions.") Most recent curriculum standards alignment review for science: 2019 (Houghton-Mifflin) Most recent curriculum standards alignment review for social studies: 2016	
Management requires that lesson plans and student learning targets are aligned to the state standards. <u> X </u> Yes The school informally requires that the state standards be imbedded in lesson plans that are reviewed weekly by the school director - Ms. Blanchette monitors blocking and spacing/progress meeting the standards during teacher meetings.	
Staff reviews fall FastBridge data and previous year MCA results. To help reduce "summer slide," the school keeps the library open all summer and "Campsite Kids" has 30 minutes of reading each day and is sometimes run by licensed teachers.	
School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <u> X </u> Yes Explanation of school plan: Assessment results are discussed after every FastBridge assessment period as well as throughout the year during weekly Q-Comp/Staff meetings. A benefit of being a small school is that each child's academic progress is monitored at weekly meetings.	

M/O Standard 7 - The school employs highly qualified, appropriately licensed teachers.	
X	2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	1: Partially Meets - 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.
	0: Does Not Meet - The school has had multiple license infractions.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Director Blanchette is responsible for oversight of teacher licensing. Offer letters are distributed annually. Job descriptions verified by authorizer electronically. Copies of each teacher license is contained in the compliance binder. The authorizer verifies teacher license compliance annually as part of the VOA-MN Submission Calendar.	

M/O Standard 8 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.	
X	2: Meets - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	1: Partially Meets – N/A
	0: Does Not Meet - 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:	
Policy #404 – Employment Background Checks.	
Background checks are conducted at time of hire and every three years thereafter. Background checks run on volunteers at first and then every three years. School does not utilize volunteers very often within the school and within the school year.	

M/O Standard 9 - The school meets / maintains its enrollment goals.	
	2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals.
X	1: Partially Meets – N/A
	0: Does Not Meet - The school is not meeting its student enrollment goals.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis:	
Number of students (head count) served in current year: 45	
Present School Year Student Enrollment / Headcount by Grade:	
K – 4;	
1 - 12	
2 - 8	
3 - 9	
4 - 8	
5 - 4	
The school has appreciated stable to growing enrollment since 2020.	
Number of students served 2023-24: 51	
Number of students served 2022-23: 42	
Number of students served 2021-22: 36	
Number of students served 2020-21: 43	
Number of students served 2019-20: 25	

M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law.	
X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - 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.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.	
Analysis:	
Student application form and enrollment policy was inspected by the authorizer and determined to be compliant with state law.	
Policy #102/2 – Application and Lottery Policy 102-2-Application-and-Lottery-Policy.pdf (birchgroveschool.com)	
Policy #402 – Disability Nondiscrimination	
Policy #102 – Equal Education Opportunity	
Policies are contained on the school website.	
Authorizer representative verified that the school has Tennessee Warnings for enrollment process. <u> X </u> Yes <u> </u> No	

M/O Standard 11 - The school's employment process complies with state and federal law.	
X	2: Meets - The school provides evidence that its employment process complies with state and federal law.
	1: Partially Meets - The school is making progress meeting standard.
	0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis:	
RELEVANT POLICY NUMBERS:	
<ul style="list-style-type: none"> • Policy 401 – Equal Employment Opportunity • Policy 402 – Disability Nondiscrimination • Policy 406 – Public and Private Personnel Data • Policy 422 – Nepotism 	
Teachers receive three evaluations per year aligned to the school Q-Comp plan and one formal at year end with director. Nonteaching staff are reviewed annually.	
Authorizer representative verified that the school has Tennessee Warnings for employment process. <u> X </u> Yes <u> </u> No	
Evidence suggests that the school maintains and distributes annually an employee handbook. <u> X </u> Yes <u> </u> No	

M/O Standard 12 - The school has defined job descriptions and defined evaluation process for all personnel.	
X	2: Meets - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	1: Partially Meets - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	0: Does Not Meet - 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:	
Position descriptions and duties are updated annually and included with each employment offer. Evaluation information is included in the annual report. Teachers receive three evaluations per year aligned to the school Q-Comp plan and one	

formal at year end with director. Nonteaching staff are reviewed annually. The process involves peer observations and feedback, self- reflection, and then end of year formal observation by the school director annually. School board members evaluate director each summer using an evaluation form. Results are presented at school board member to inform director professional goals.

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.

X	2: Meets - The school could provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.”
	1: Partially Meets - 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.
	0: Does Not Meet - 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:

Brief description of school Child Find/Study Process: TSES Plan is on the school website. Teachers adhere to the Child Study process – also a benefit of small learning environment. Child Find generally begins in the classroom, by classroom teacher. Due to small teacher to student ratios, concerns can be observed quickly and efficiently. Concerns are discussed at weekly teacher meetings that include the special education teacher. Appropriate interventions are discussed, implemented, documented and discussed to find if successful or if potential referral needed. The special education director is also consulted when necessary. Parents and associated faculty are involved in all stages. Informal discussions also occur during weekly meetings and special education teacher also participates.

Child Study Team Members: classroom teacher, sped teacher, sped director, and school director.

Name of special education teachers & license/file number: Sara Silence FF#492349 (out of field placement)

Number of special education paraprofessionals: 2 FTE 1.75

Percent of special education students served in 2024-25: 18% 8 of 45

Percent of special education students served in 2022-23: 16.7%

Percent of special education students served in 2023-24: 24% 12 of 51

Faculty Training Topic(s) and Dates(s): August 27 & 28, 2024; Child Find, Child Study / RtI, and evaluation process.

Trainer: Sped Director Noreen Foster, Indigo Education

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

X	2: Meets - 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.
	1: Partially Meets - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	0: Does Not Meet - 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 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.

M/O Standard 15 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).	
X	2: Meets - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	1: Partially Meets - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
	0: Does Not Meet - The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
Data Source: Annual site visits, annual submission calendar document review, discussions with school faculty.	
Analysis:	
Name of director <u>and</u> organization: Noreen Foster, Indigo Education Special Education Director License Number: #380968	
SEAC Meeting Dates: FY 25 meeting date: November 19, 2024 FY24 meeting date: February 22, 2024 FY23 meeting date: October 3, 2022 FY22 meeting date: January 10, 2022	

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 management and operations of the school 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
	2	1	0			
Academic	8	1	0	9/10	.50	45%

Finance	18	1	0	19/20	.20	19%
Governance	34	0	0	34/34	.15	15%
Mgmt/Operations	28	1	0	29/30	.15	15%
Grand Total	88	3	0	91/94	1.00	94%

CONTRACT RENEWAL CALCULATIONS							
CHARTER CONTRACT TERM: July 1, 21 - June 30, 26							
		Renewal YR Rating FY21	YR 2 Rating FY22	YR 3 Rating FY23	YR 4 Rating FY24	YR 5 Rating FY25	Average Rating
ACADEMIC (50%)		50%	45%	45%	45%	%	46%
FINANCE (20%)		16%	18%	19%	19%	%	18%
ORGANIZATION (30%)							
	BOARD GOVERNANCE (15%)	15%	15%	15%	15%	%	15%
	MANAGEMENT OPERATIONS (15%)	15%	15%	15%	15%	%	15%
	TOTAL	96%	93%	94%	94%	%	94%
CUMULATIVE AVERAGE 94%							

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

solsen@voamn.org
phillip.morris@voamn.org
rochel.perna@voamn.org
roderick.haenke@voamn.org
dawn.maslowski@voamn.org