



Academic Performance

A REPORT ON THE ACADEMIC PERFORMANCE OF VOA-MN CHARTER SCHOOLS 2018 - 2019

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

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

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

Serving Minnesota since 1896

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ACADEMIC REPORT ABSTRACT

The 2018-2019 academic report is prepared for the VOA – MN charter schools, parents, state, and those looking for academic and professional development data. The purpose of this report is to be a single source of information on the seventeen Volunteers of America charter schools, providing both academic and professional development data. This addresses the Charter School Statute 124E.

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

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

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

Standard 2: Growth Growth is calculated as a growth z-score. Positive growth z-scores represent growth above the state average. The state average growth is calculated from year to year and depicted as a 0. If students earn a negative growth score, it demonstrates that they did not progress from year to year at expected rates.

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

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

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

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

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

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

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



**ATHLOS ACADEMY OF ST.
CLOUD**

Charter # 4250

Principal: Randy Vetsch

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

Summary: The 2018-2019 school year marks the third year of operation for AASC. During the 2018-2019 school year, AASC had higher than average English Learner and Free and Reduced populations. The school tested 350 students on the 2019 Minnesota Comprehensive Assessments and scored below the state average in math, reading and science. 73% of the school's students in math, and 79% in reading, achieved high or medium growth on the Minnesota Growth Report.

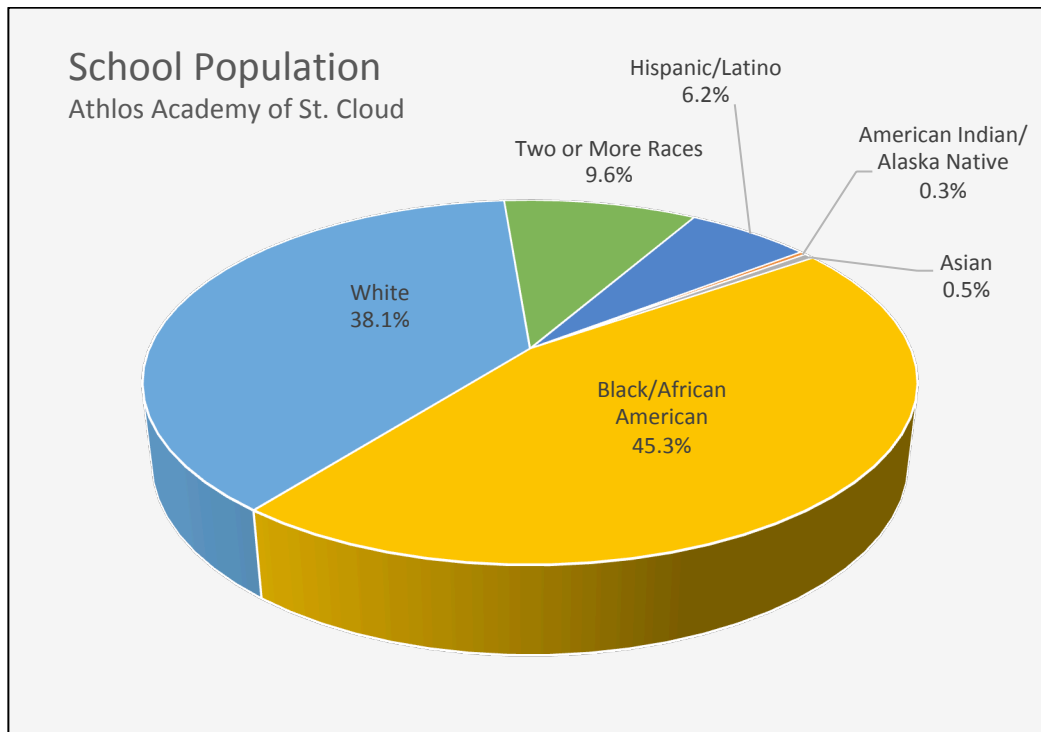


Figure 1 - School Population

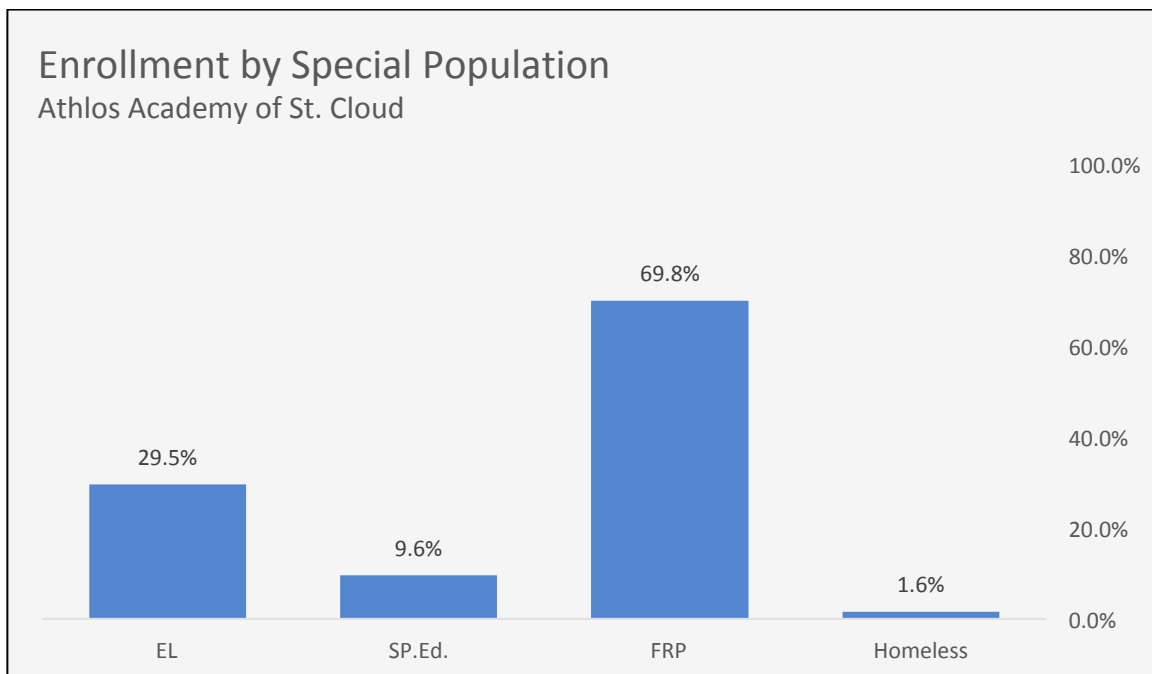


Figure 2 - Enrollment by Special Population

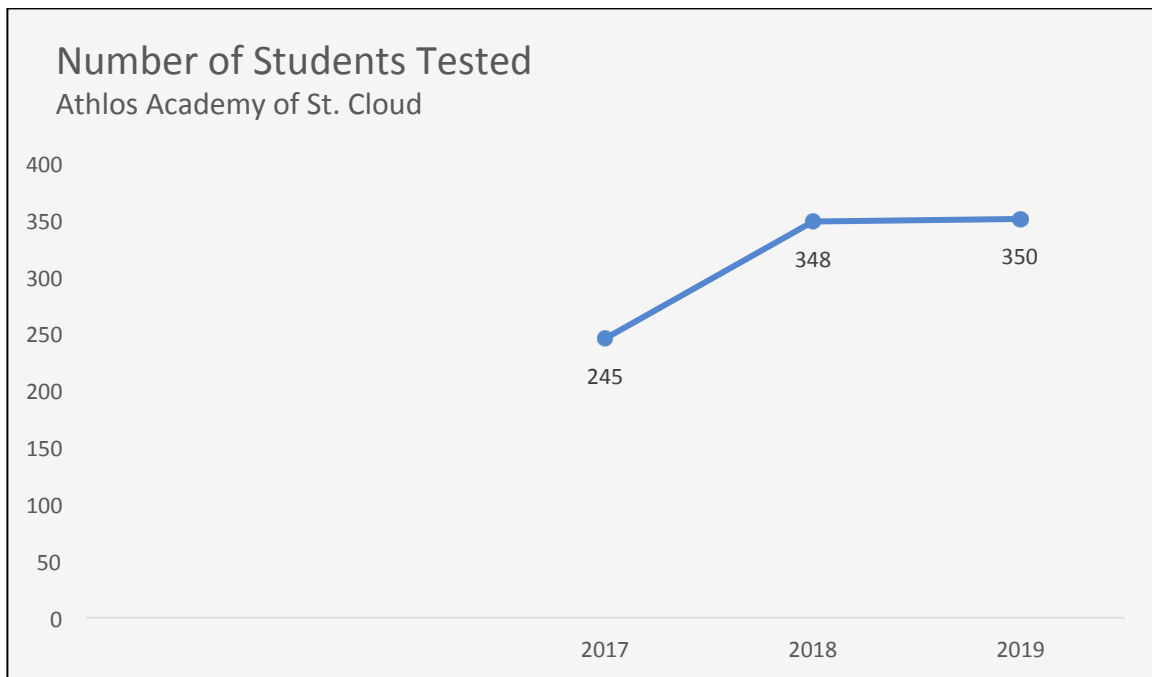


Figure 3 - Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 - MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3 rd	70.0%	68.6%	66.9%	66.0%
4 th	69.4%	67.4%	65.6%	64.3%
5 th	59.4%	57.7%	55.2%	52.4%
6 th	56.7%	56.0%	54.3%	50.9%

7 th	56.7%	55.4%	54.9%	52.5%
8 th	58.8%	58.8%	57.8%	55.7%
Athlos St. Cloud		37.3%	25.5%	31.1%
3 rd		36.9%	31.1%	42.0%
4 th		45.2%	37.3%	30.8%
5 th		29.8%	23.0%	33.3%
6 th		32.0%	21.9%	26.7%
7 th			15.8%	CTSTR
8 th				CTSTR
Madison Elementary St. Cloud	38.4%	32.5%	37.9%	38.8%
3 rd	44.8%	46.7%	45.1%	51.3%
4 th	37.4%	24.8%	40.0%	35.8%
5 th	32.0%	25.3%	30.7%	26.9%
North Jr. High St. Cloud		31.0%	30.4%	24.7%
6 th	37.4%	33.0%	28.6%	26.0%
7 th	36.5%	28.0%	31.4%	23.3%
8 th	39.6%	32.5%	31.1%	24.7%
Combined	37.5%	31.0%	32.8%	28.6%

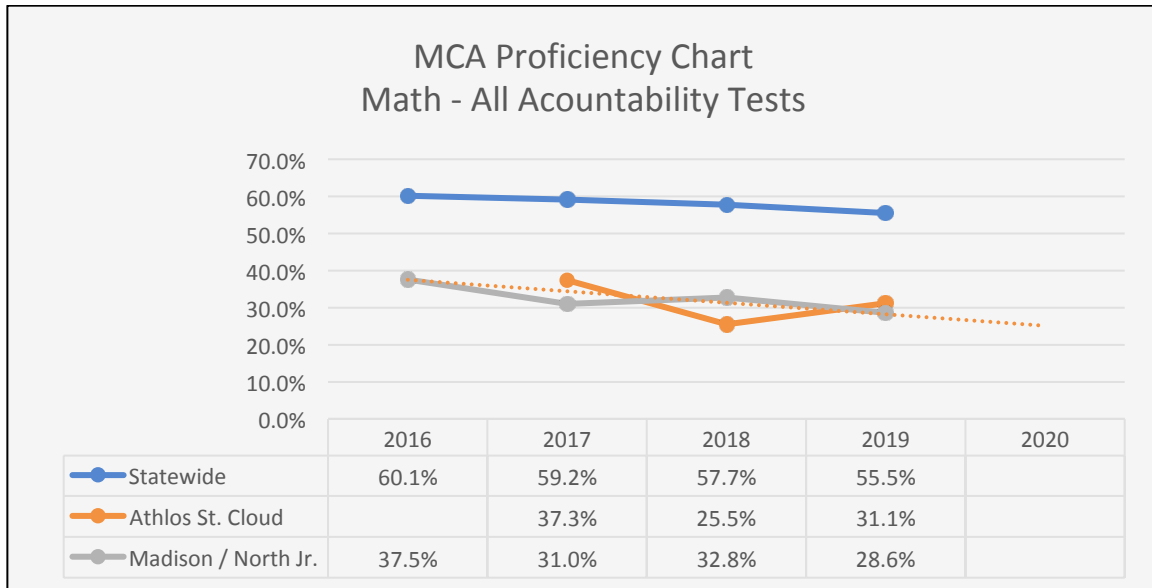


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the first three years of MCA math proficiency at Athlos Academy of St. Cloud. For the purpose of this report, proficiency results from Madison Elementary, grades 3-5, and North Junior High, grades 6-8 , were combined to create a comparison score for AASC. Athlos increased its math proficiency rate by over six percentage points from 2018 to 2019 and is currently outperforming the local district comparison schools. In future years, it is expected that Athlos Academy of St. Cloud will continue to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency level.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2015	2016	2017	2018
Statewide	60.2%	60.6%	60.4%	59.7%
3rd	57.7%	57.0%	56.2%	55.0%
4th	58.8%	57.3%	56.2%	55.9%
5th	68.1%	67.9%	67.5%	66.2%
6th	62.6%	63.8%	64.9%	63.2%
7th	57.2%	57.9%	58.7%	57.9%
8th	57.8%	59.3%	59.1%	58.2%
Athlos		42.1%	36.4%	40.2%
3rd		29.2%	23.0%	30.0%

4th		39.7%	30.0%	35.4%
5th		38.6%	51.2%	56.3%
6th		62.0%	39.1%	51.7%
7th			33.9%	33.3%
8th				42.9%
Madison Elementary St. Cloud	39.3%	37.8%	42.5%	35.3%
3rd	37.9%	35.3%	33.8%	30.0%
4th	32.4%	31.1%	43.8%	32.1%
5th	48.5%	47.5%	47.5%	43.8%
North Jr. High St. Cloud		42.7%	43.0%	42.2%
6th	48.8%	43.0%	45.9%	42.4%
7th	46.9%	42.9%	37.4%	41.4%
8th		42.2%	45.4%	42.9%
Combined	44.7%	41.0%	41.9%	40.3%

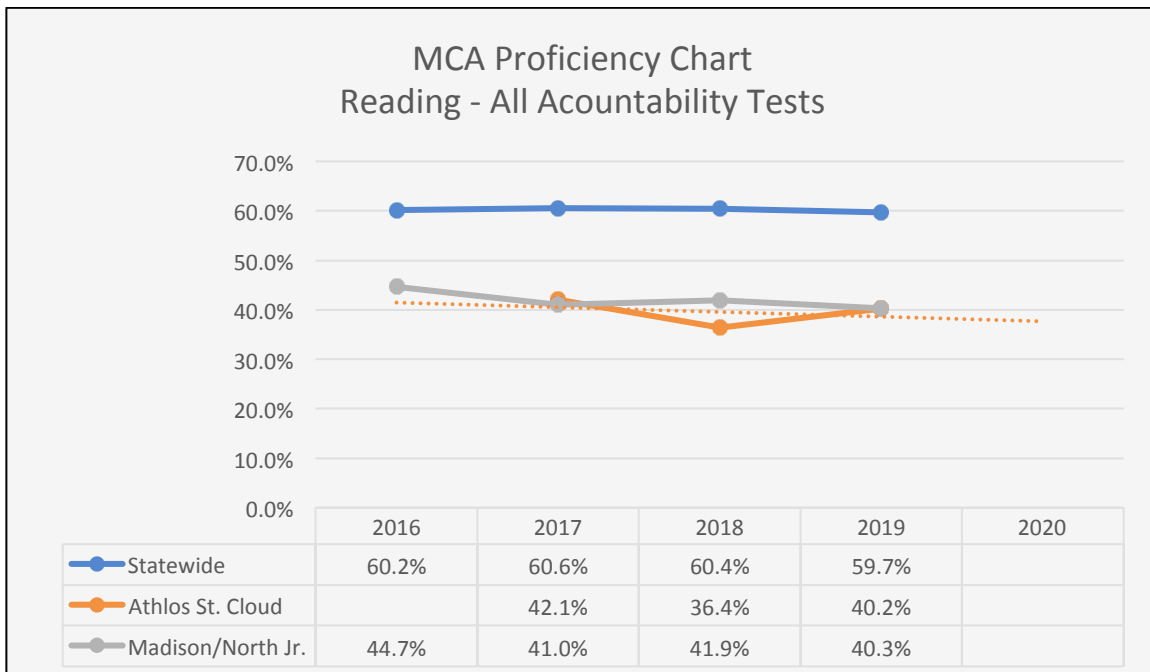


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the first two years of MCA reading proficiency at Athlos Academy of St. Cloud. For the purpose of this report, proficiency results from Madison Elementary, grades 3-5, and North Junior High, grades 6-8, were combined to create a comparison score for AASC. Athlos increased its reading proficiency rate by nearly four percentage points from 2018 to 2019 and has moved to within a tenth of a percentage point of the local district comparison schools. In future years, it is expected that Athlos Academy of St. Cloud will outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency level.

Table 3 – MCA Science Proficiency 2016 - 2019

Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
5th	62.1%	60.6%	58.7%	54.9%
8th				43.0%
Athlos Academy		33.3%	36.9%	31.8%
5th		33.3%	36.9%	36.0%
8th				CTSTR
Madison Elem. (5th)	43.0%	34.7%	31.7%	29.1%
North Junior (8th)				22.4%
Combined				24.3%

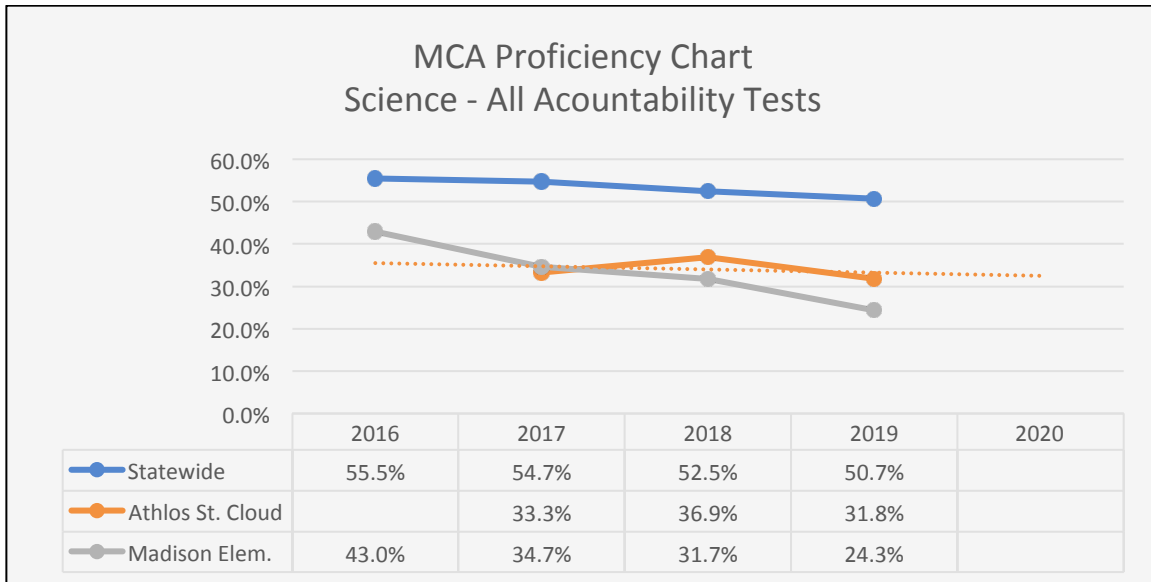


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the first two years of MCA science proficiency at Athlos Academy of St. Cloud. Although AASC’s science proficiency rate declined by nearly five percentage points, the school continues to outperform the local district comparison schools. In future years, it is expected that Athlos Academy of St. Cloud will continue to outperform the local comparison school and work toward meeting or exceeding the statewide proficiency level.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

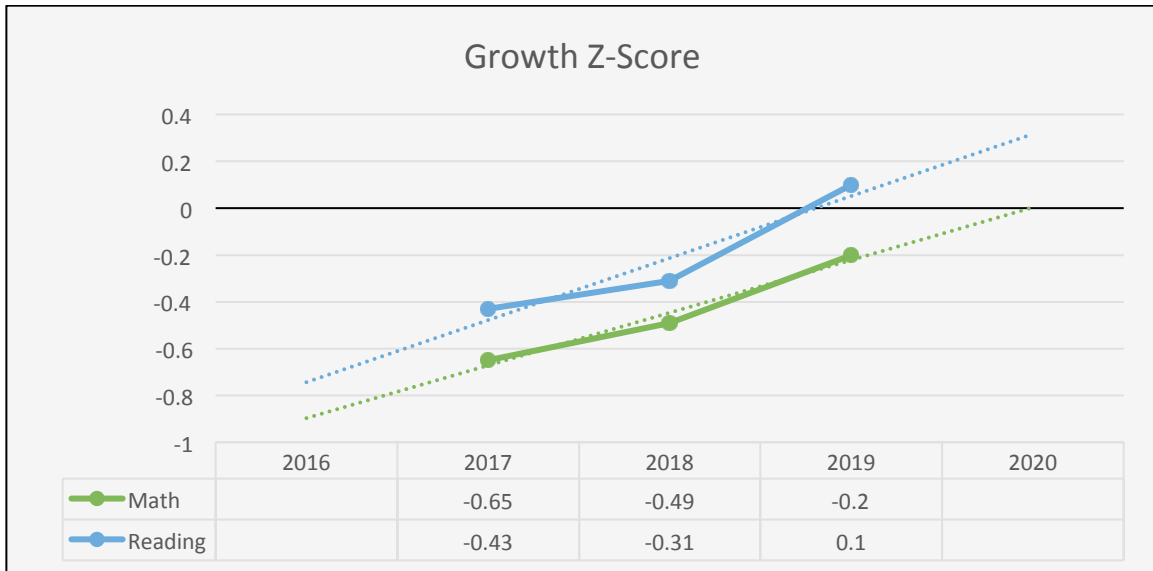


Figure 7 - Growth Z-Scores in Math and Reading

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

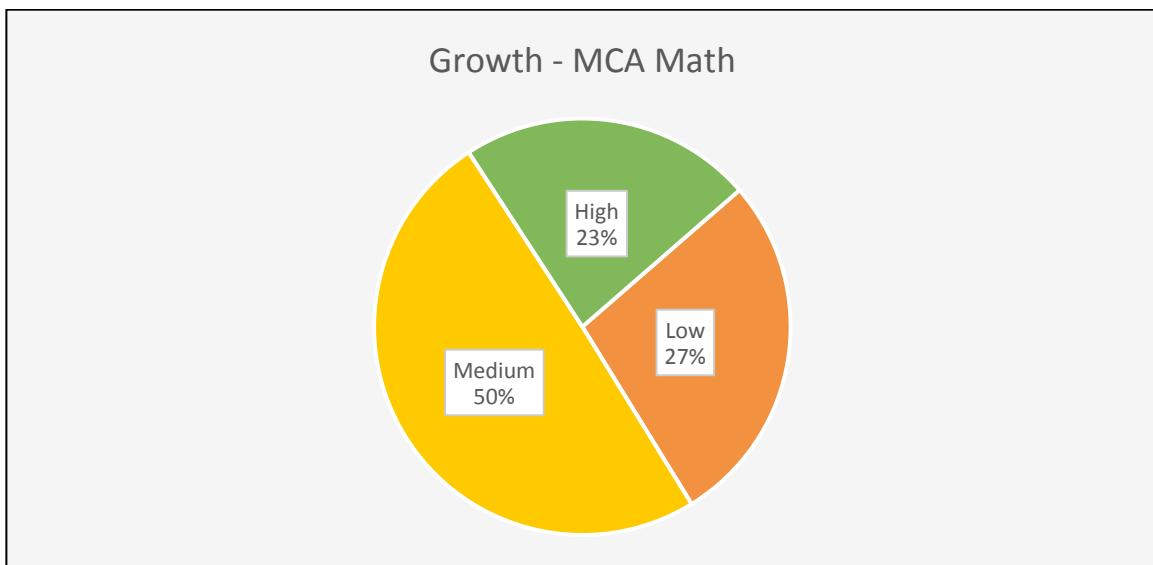


Figure 8 - Minnesota Growth MCA Math 2019

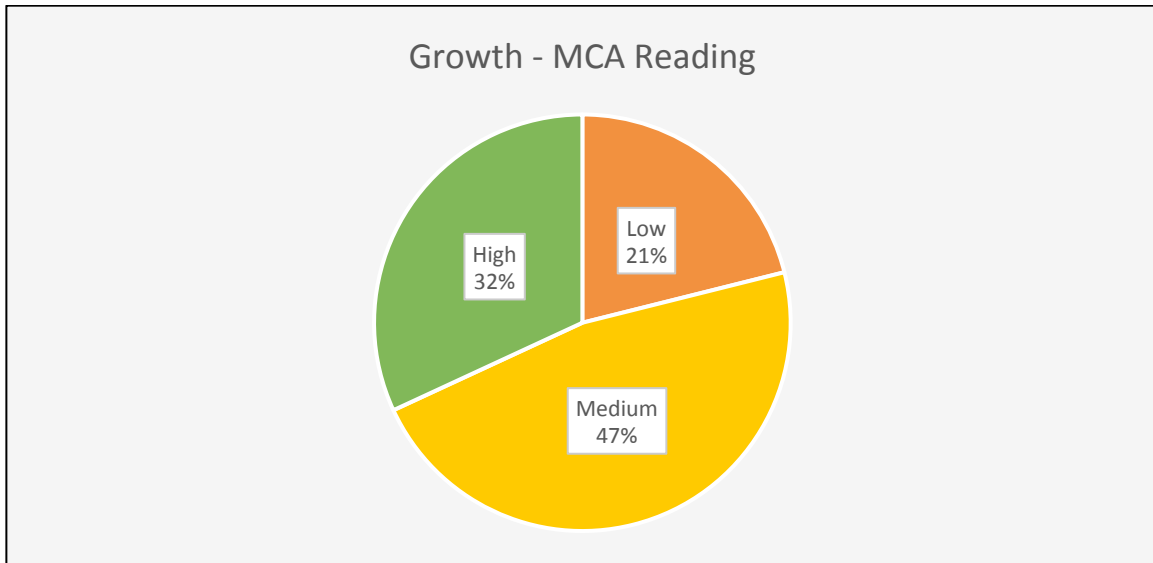


Figure 9- Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

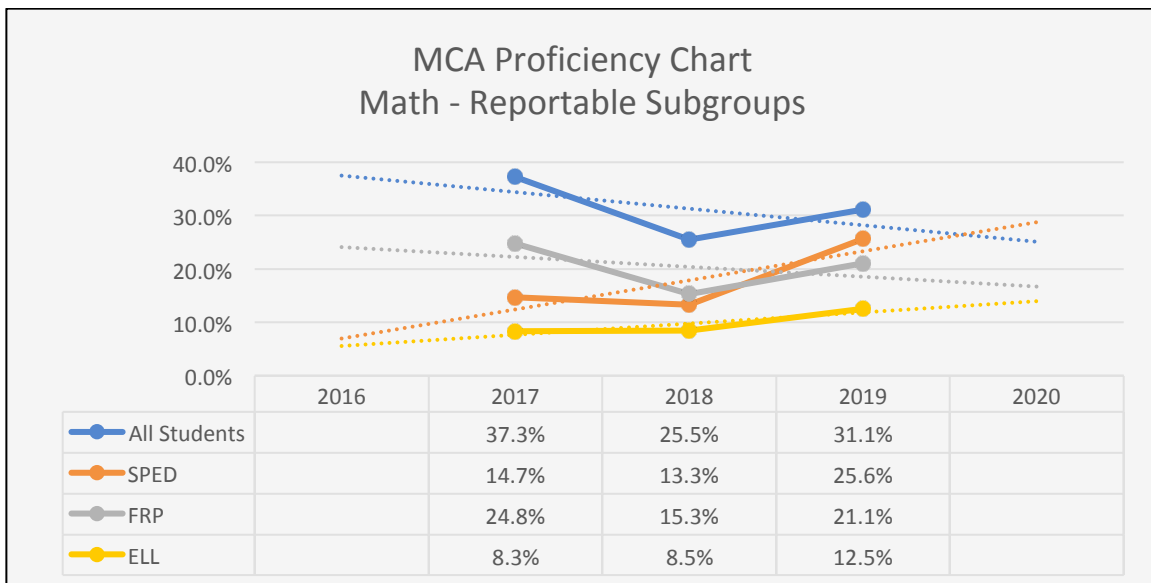


Figure 10- Reportable Subgroups MCA Math 2019

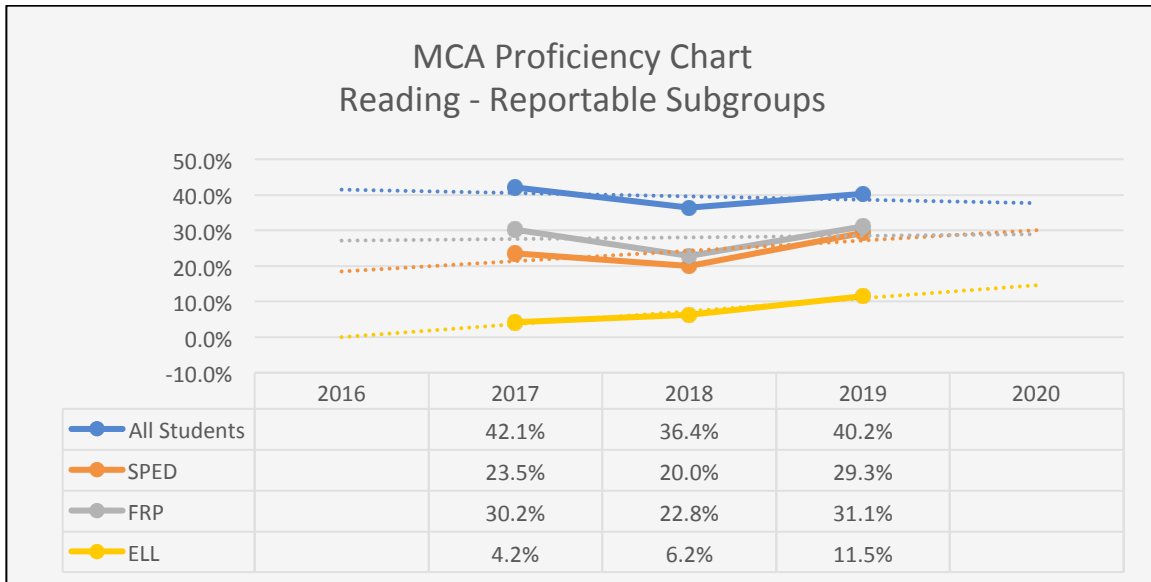


Figure 11- Reportable Subgroups MCA Reading 2019

CHARTER CONTRACT SCHOOL SPECIFIC ACADEMIC GOALS:

Math

The percentage of all students enrolled October 1 in grades 3-6 at Athlos Academy of St. Cloud who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 44.1% in math on all state accountability tests (MCA, MTAS, MOD) as a best estimate for the school's first operational year.

School Year	Goal: 3 percentage point increase	Met / Not Met
Starting Point: Math	44.1%	
2016 Year 1	N/A	
2017 Year 2	44.1%	No, 37.3%
2018 Year 3	40.3%	No, 25.5%
2019 Year 4 – Contract Renewal	28.5%	Yes, 31.1%

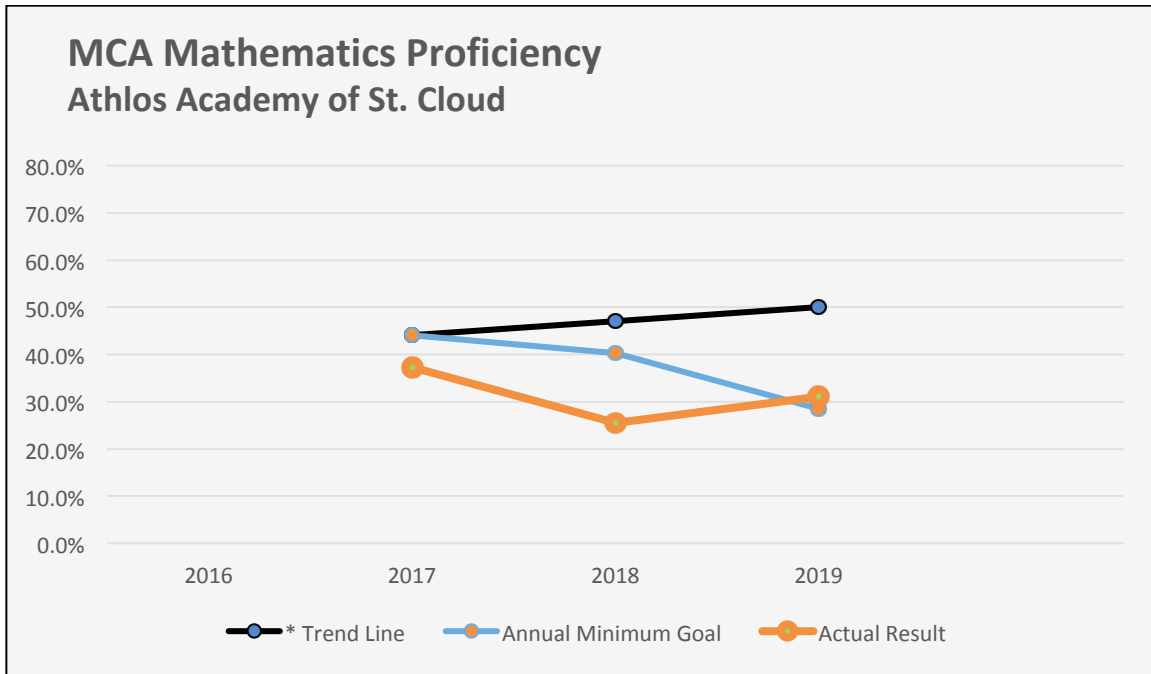


Figure 12 Academic Goals – MCA Math

Reading

The percentage of all students enrolled October 1 in grades 3-6 at Athlos Academy of St. Cloud who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 47.0% in reading on all state accountability tests (MCA, MTAS, MOD) as a best estimate for the school's first operational year.

School Year	Goal: 2 percentage point increase	Met / Not Met
Starting Point: Reading	47.0%	
2016 Year 1	N/A	
2017 Year 2	47.0%	No, 42.1%
2018 Year 3	44.1%	No, 36.4%
2019 Year 4 – Contract Renewal	38.4%	Yes, 40.2%

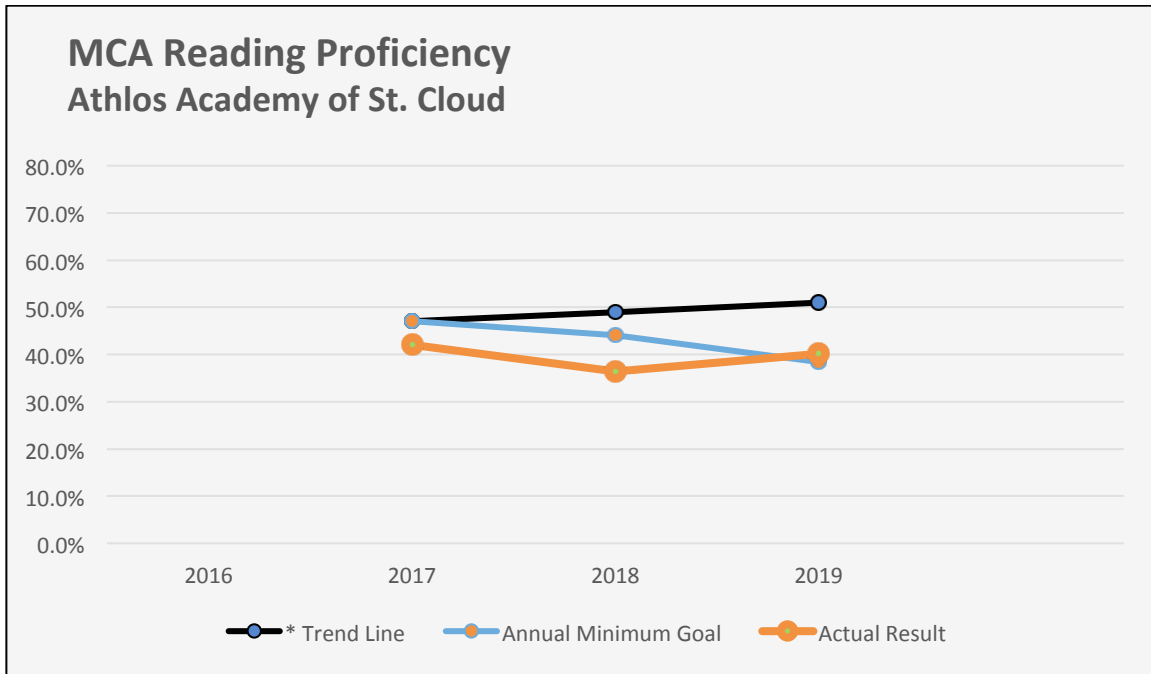


Figure 13 – Academic Goals – MCA Reading

Science

The percentage of all students enrolled October 1 in grades 3-6 at Athlos Academy of St. Cloud who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 46.7% in science on all state accountability tests (MCA, MTAS, MOD) as a best estimate for the school's first operational year.

School Year	Goal: 1 percentage point increase	Met / Not Met
Starting Point: Science	46.7%	
2016 Year 1	N/A	
2017 Year 2	46.7%	No 33.3%
2018 Year 3	34.3%	Yes, 36.9%
2019 Year 4 – Contract Renewal	35.3%	No, 31.8%

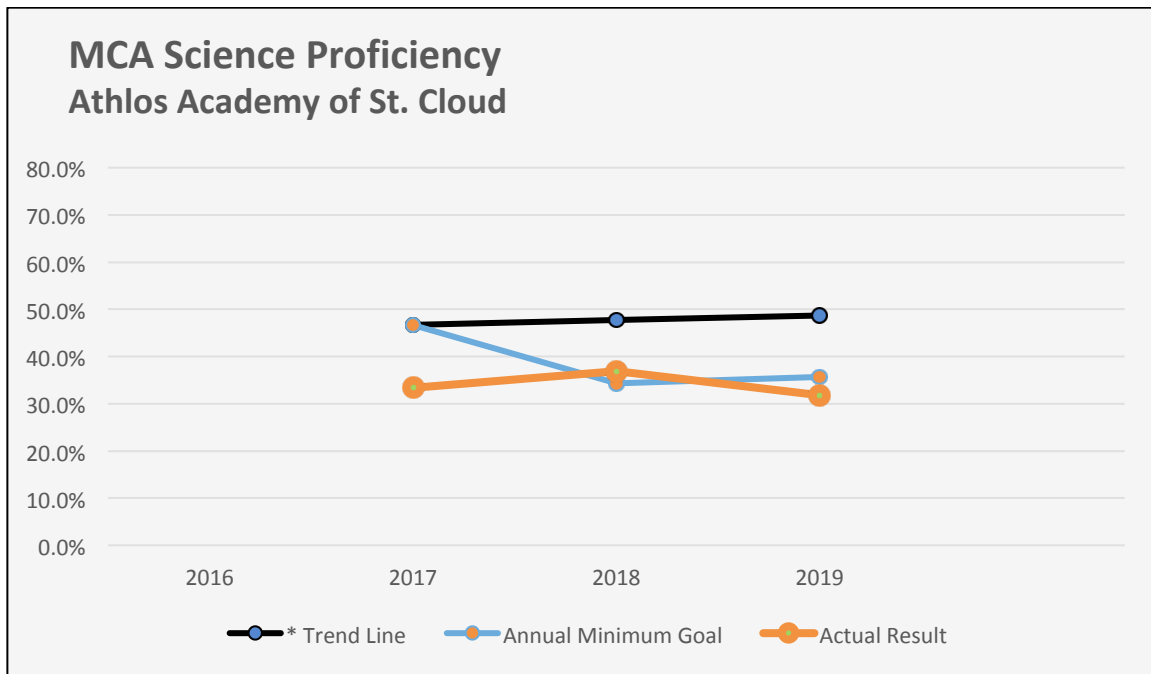


Figure 14 – Academic Goals – MCA Science

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

Does not meet standard - School's average proficiency rate is less than the average performance

of students in schools they might otherwise attend.	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: The school is currently outperforming the local comparison school in math and science. It should be noted that AASC's reading proficiency rate is one tenth of a percentage point behind the local district comparison schools.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between 0 and -0.5 Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: The school has a math growth z-score of -0.2 and a reading growth z-score of 0.1. The school has increased both its math and reading growth scores for two consecutive years.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
Scale: Meets standard – The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced. Partially meets standard - The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.	

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: Achievement gap reduction was reduced in five out six possible areas. A score of “partially meets” was awarded because the gap between the ‘all students’ group and the ELL population increased in math from 2108 to 2019.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data/Source: AASC Annual Report	
Analysis: The teacher evaluation plan utilizes observations, assessment data, and stakeholder feedback. Administrator observations are used to identify high-quality professional practices such as rigorous curriculum, careful planning, effective use of technology, high-quality instruction, and collaboration. Assessment data is also utilized to ensure that teachers are delivering expected results for all students, and stakeholder data is used to gauge teacher professionalism when interacting with parents and students. This comprehensive evaluation plan relies on multiple types of data from multiple stakeholders in order to attain a well-rounded view of teacher effectiveness. Teachers who underperform in certain areas of the evaluation are provided with additional coaching and support.	

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

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

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

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

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

Data / Source: AASC Annual Report

Analysis: In order to support the school's goals, and in response to needs identified throughout teacher observations, AASC provides substantial professional development through a mix of in-house sessions, third-party trainers, and regular professional development led by its service provider, Athlos Academies. Below is a list of professional development activities undertaken in 2018–2019:

Lucy Calkins, Framework for K-12 Science Education, C3 Social Studies Framework, Healthy Body Athlos Athletic Curriculum Application, EL Education ELA Modules 3-5, Framework for K-12 Science Education, Social Studies Framework, Bridges for Mathematics, Classroom Management/PBIS/PBSS/Performance Character, CPM Middle School Mathematics, Standards Based Grading, PLC Data/CPM for Mathematics, Modeling Mathematics/CPM, Prepared Mind, Standards Based Grading/Special Education and Gen Education Collaboration, Power of Words/Pillar Implementation Guide, Special Education Training. Many of these were focused on effective delivery of the school's education program.

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

Scale:.

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

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

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

	0 - Does Not Meet
	1 - Partially Meets

X	2 - Meets
Data / Source: AASC Annual Report	
<p>Analysis: Athlos Academy of St. Cloud established innovative practices during the opening two years that will provide a foundation on which to build in the future. The Athlos three pillar approach weaves together a model for educational excellence. Believing that intelligence, athleticism, and character are malleable, a growth mindset is integral to the design. The pillars of Prepared Mind, Healthy Body, and Performance Character all depend on each other to help students reach their maximum potential and build strong schools and communities. Through inquiry-based learning, student-led conferences, and standards-based grading, Athlos Academy of St. Cloud has been able to begin establishing a positive and growth-oriented school culture, high expectations for both staff and students, clear communication with the community, and progressive implementation of the pillars. Additionally, the Athlos athletic curriculum takes a novel approach toward what is typically called PE to utilize a structured athletic curriculum and creative play to develop physical literacy in students. Other school-wide structures and innovative practices that are being established at Athlos Academy of St. Cloud include: health and wellness integration, student support systems, data-driven decisions, and the establishment of a positive school culture among students, staff and parents.</p>	

Academic Standard 7: The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B).	
<p>Scale:</p> <p>Meets the Standard - The school has a plan and is meeting their WBWF goals.</p> <p>Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.</p> <p>Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.</p>	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data / Source: AASC Annual Report	
<p>Analysis:</p> <p>Goal: 80% of 3rd graders at Athlos Academy will achieve 50% growth in their Fall to Spring Literacy scores using the Fast assessment.</p> <p>Result: 82.6% of 3rd graders met their growth goals from the fall of 2018 to the spring of 2019.</p> <p>Goal: The proficiency gap between non black and black students enrolled in grades 3–8 at Athlos Academy using the state reading accountability tests (MCA and MTAS) will decrease from 56.1% in</p>	

2018 to 36.1% in 2019. The proficiency gap between non black and black students enrolled in grades 3–8 at Athlos Academy using the state math accountability tests (MCA and MTAS) will decrease from 54.3% in 2018 to 44.3% in 2019.

Result: The proficiency gap between non black and black students enrolled in grades 3–8 at Athlos Academy using the state accountability tests in 2019 was 36.2% in reading and 44.5% in math.

Academic Standards Point Total: 11/14



ATHLOS LEADERSHIP ACADEMY

Charter # 4011

Principal: Jennifer Geraghty

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763-777-8942

www.athlosbrooklynpark.org

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

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

Summary: Athlos Leadership Academy tested 557 students during the 2018-2019 school year. The school has a Special Education population that is lower than the statewide average and a Free and Reduced population that is well above the statewide average. ALA proficiency rates in math, reading and science declined from 2018 to 2019. Despite the decline, ALA continues to outperform the local district comparison schools in all three subjects. 66% of the school's students in math, and 79% in reading, achieved high or medium growth on the Minnesota Growth Report.

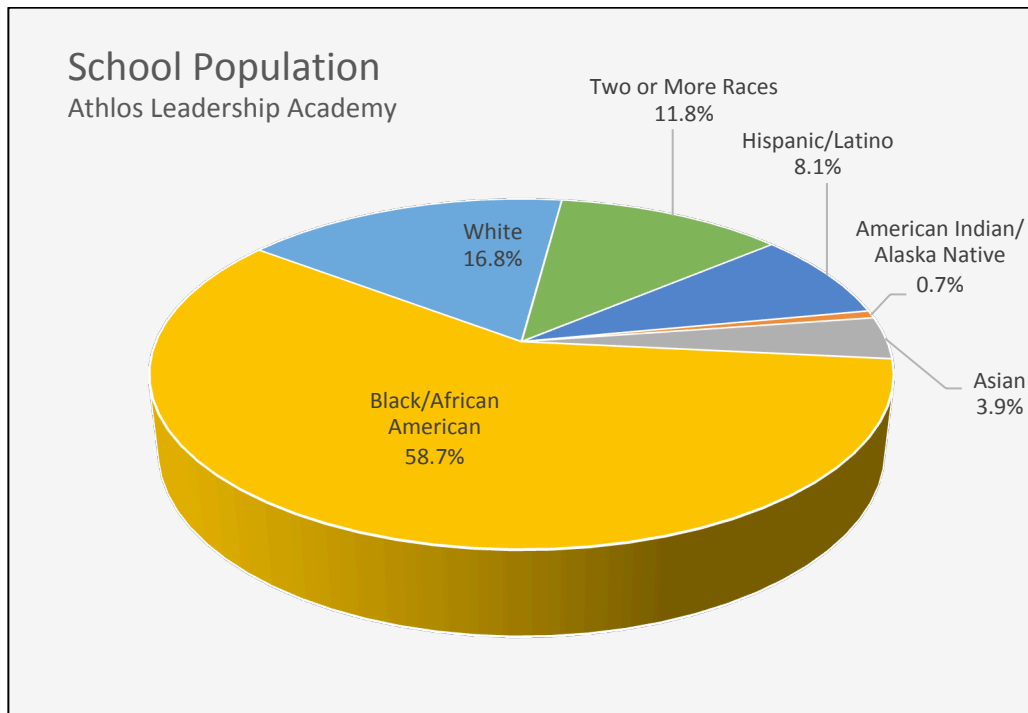


Figure 1 – School Population

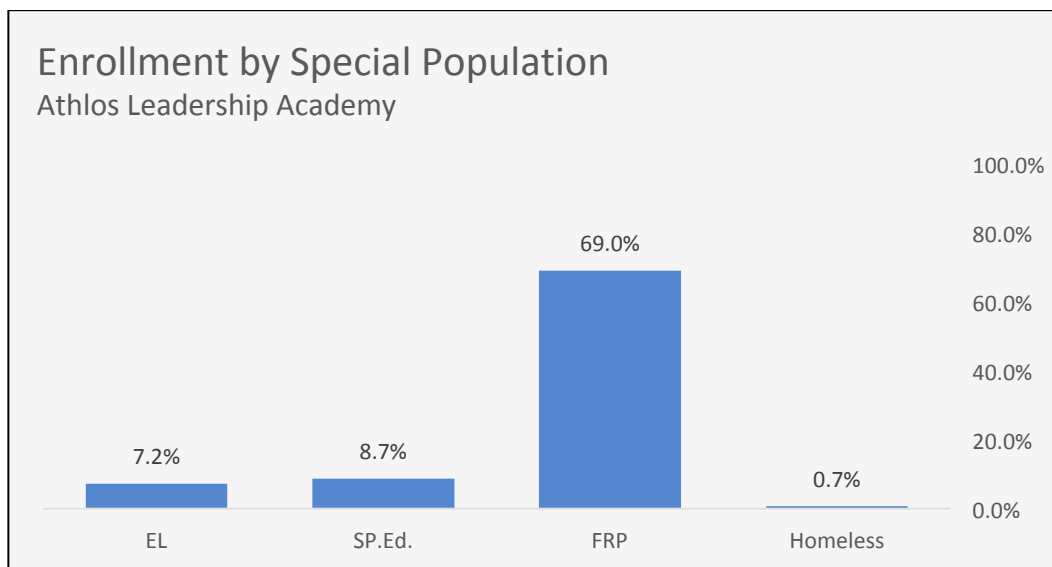


Figure 2– Enrollment by Special Population

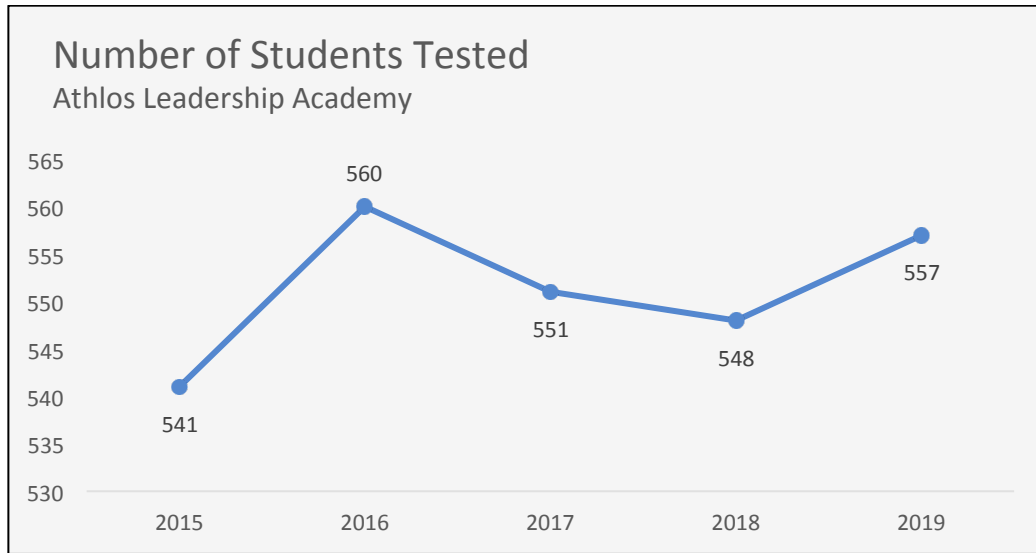


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3rd	70.0%	68.6%	66.9%	66.0%
4th	69.4%	67.4%	65.6%	64.3%
5th	59.4%	57.7%	55.2%	52.4%
6th	56.7%	56.0%	54.3%	50.9%
7th	56.7%	55.4%	54.9%	52.5%
8th	58.8%	58.8%	57.8%	55.7%
Athlos	37.2%	43.0%	42.3%	39.9%
3rd	39.1%	64.6%	51.4%	54.8%
4th	57.3%	57.8%	56.1%	55.5%
5th	29.7%	39.2%	43.0%	32.4%

6 th	29.7%	18.1%	29.3%	22.2%
7 th	32.8%	24.1%	32.0%	24.7%
8 th	27.7%	40.7%	30.9%	40.6%
Crest View Elem.	18.6%	27.3%	19.8%	23.7%
3 rd	24.3%	33.3%	25.6%	37.5%
4 th	16.2%	30.3%	23.1%	CTSTR
5 th	14.3%	18.4%	10.5%	CTSTR
Brooklyn Middle	45.1%	44.5%	41.8%	36.7%
6 th	38.3%	41.9%	38.7%	36.5%
7 th	40.9%	42.7%	38.5%	32.2%
8 th	55.5%	49.0%	48.2%	41.9%
Combined	42.4%	42.6%	39.5%	35.6%

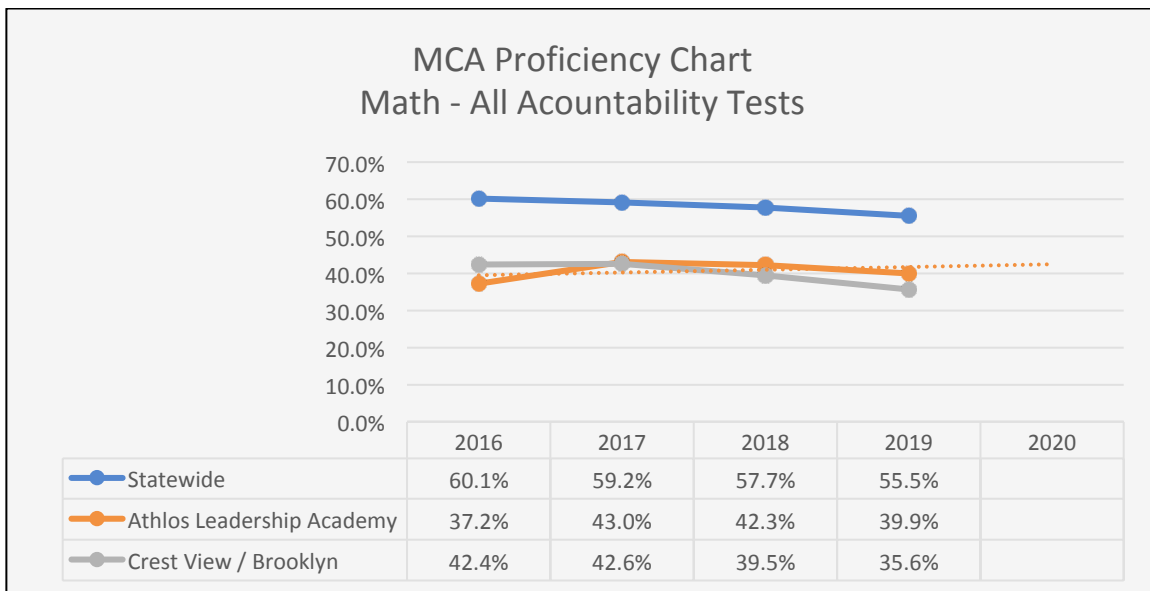


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: ALA's MCA math proficiency results are shown in Table 1 and Figure 4. For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School, grades 6-8, were combined to create a comparison score for ALA. ALA's math proficiency rate declined slightly from 2018 to 2019. Despite the decline, ALA continues to outperform the combined proficiency rate of the local comparison schools. In future years, it is expected that ALA will continue to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency rate.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3 rd	57.7%	57.0%	56.2%	55.0%
4 th	58.8%	57.3%	56.2%	55.9%
5 th	68.1%	67.9%	67.5%	66.2%
6 th	62.6%	63.8%	64.9%	63.2%
7 th	57.2%	57.9%	58.7%	57.9%
8 th	57.8%	59.3%	59.1%	58.2%
Athlos	49.5%	48.1%	53.3%	51.6%
3 rd	38.3%	54.0%	53.2%	41.7%
4 th	43.7%	41.4%	39.5%	54.5%
5 th	55.4%	57.8%	67.3%	53.8%
6 th	55.9%	47.0%	52.4%	54.4%
7 th	60.9%	37.3%	56.0%	49.3%
8 th	46.8%	50.0%	53.6%	59.4%
Crest View Elem.	17.5%	26.4%	21.6%	24.7%
3 rd	24.3%	23.1%	23.1%	24.4%
4 th	7.9%	24.2%	15.4%	CTSTR
5 th	21.4%	31.6%	26.3%	27.5%
Brooklyn Middle	50.2%	47.7%	49.4%	48.8%
6 th	51.3%	45.3%	50.3%	50.4%
7 th	46.8%	49.5%	45.7%	46.6%
8 th	52.2%	47.1%	51.8%	49.4%
Combined	47.3%	45.0%	46.5%	46.8%

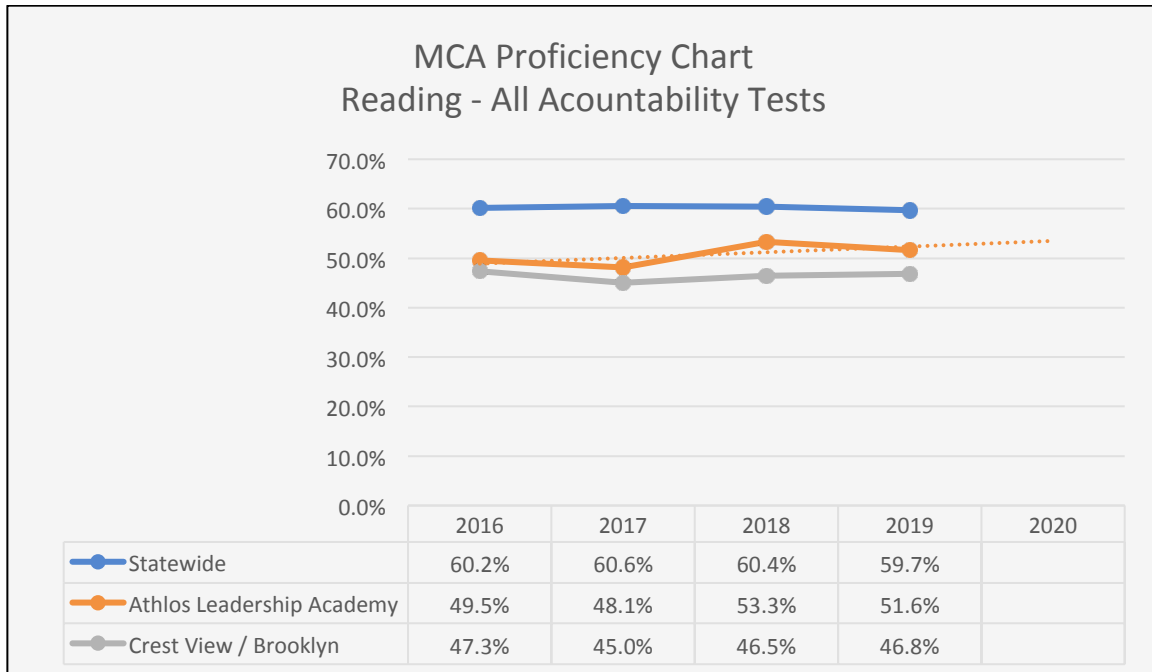


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: ALA’s reading MCA proficiency results are shown in Table 2 and Figure 5. For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School, grades 6-8, were combined to create a comparison score for ALA. ALA’s reading proficiency declined slightly from 2018 to 2019. Despite the decline, ALA continues to outperform the combined comparison schools’ proficiency rate. In future years, it is expected that ALA will continue to outperform the comparison schools and work toward meeting or exceeding the statewide proficiency rate.

Table 3 – MCA Science Proficiency 2016 - 2019

Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
5 th	62.1%	60.6%	58.7%	54.9%
8 th	48.0%	46.7%	45.7%	43.0%
Athlos	31.1%	34.6%	38.2%	28.1%
5 th	33.3%	41.8%	42.0%	31.8%
8 th	25.5%	20.4%	33.3%	21.9%
Crest View Elem. (5)	7.1%	18.9%	7.9%	CTSTR
Brooklyn Middle (8)	33.8%	24.4%	22.9%	24.5%
Combined	31.6%	23.8%	21.4%	

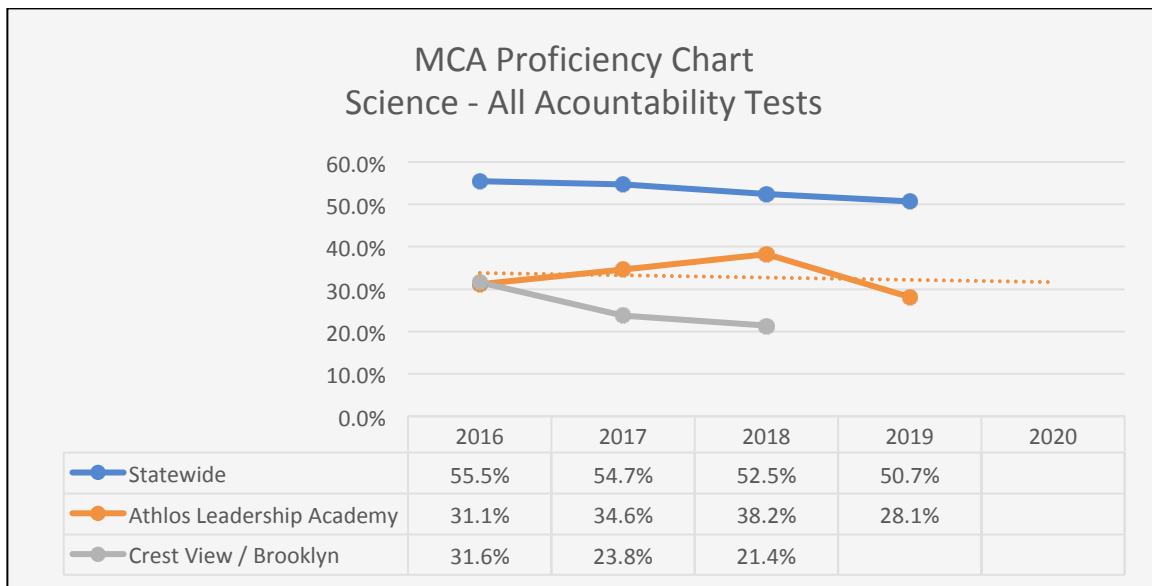


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: ALA’s MCA science proficiency results are shown in Table 3 and Figures 6. For this report, proficiency results from Crest View Elementary, grade 5, and Brooklyn Middle School, grade 8, were combined to create a comparison score for ALA. After two consecutive years of proficiency increases, ALA’s science proficiency rate declined by nearly ten percentage points from 2018 to 2019. Despite the decline, the school continues to outperform the proficiency rate of the combined comparison schools. (Crest View elementary had fewer than ten proficient 5th grade students on the 2019 science MCA. MDE requires at least ten students to be proficient in order to generate a proficiency rate.) In future years, it is expected that ALA will continue to increase its science proficiency rate to meet or exceed the statewide average.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

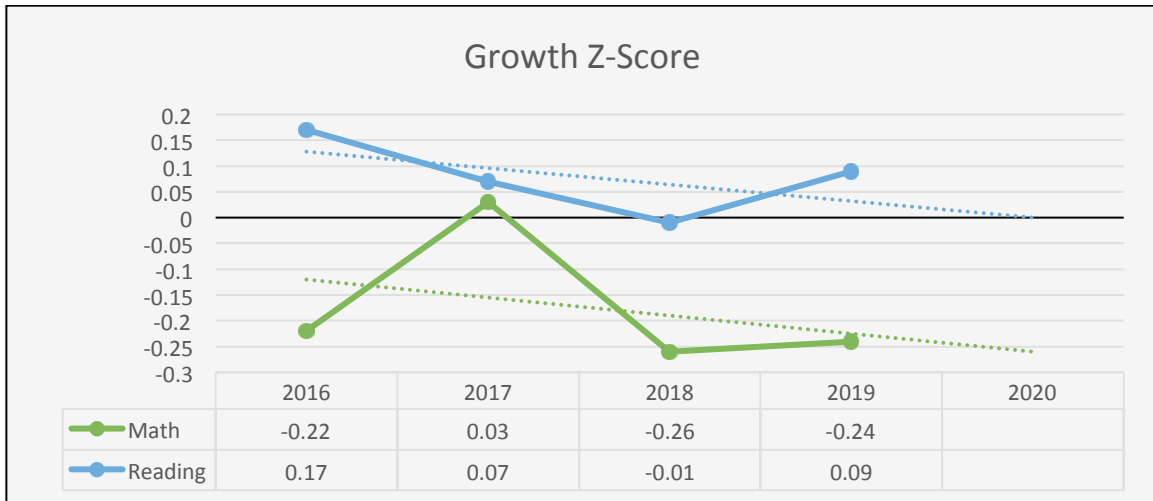


Figure 7 - Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

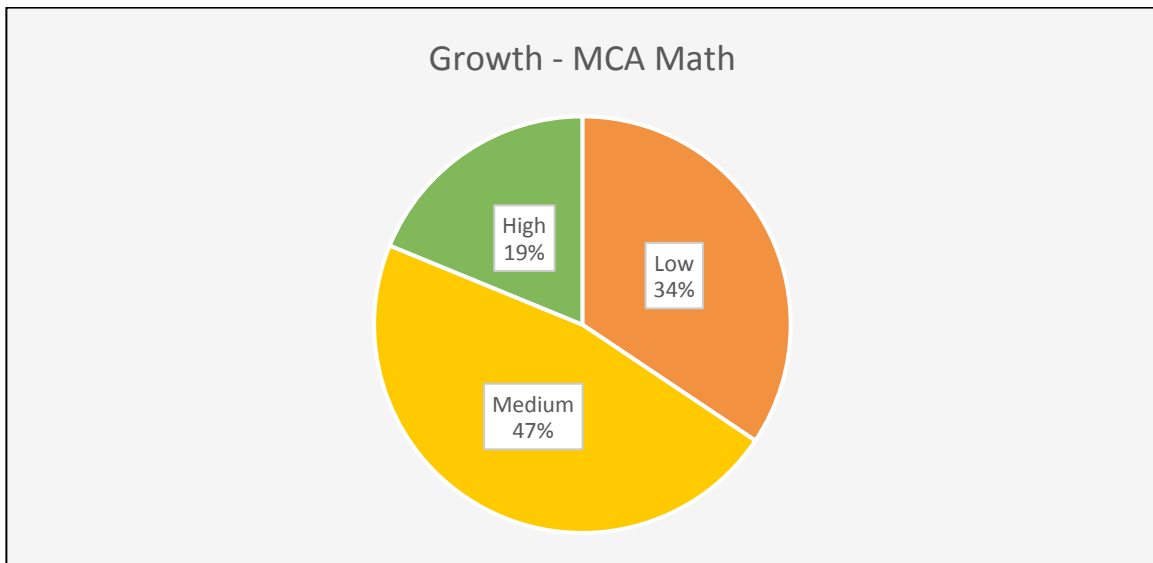


Figure 8 - Minnesota Growth MCA Math 2019

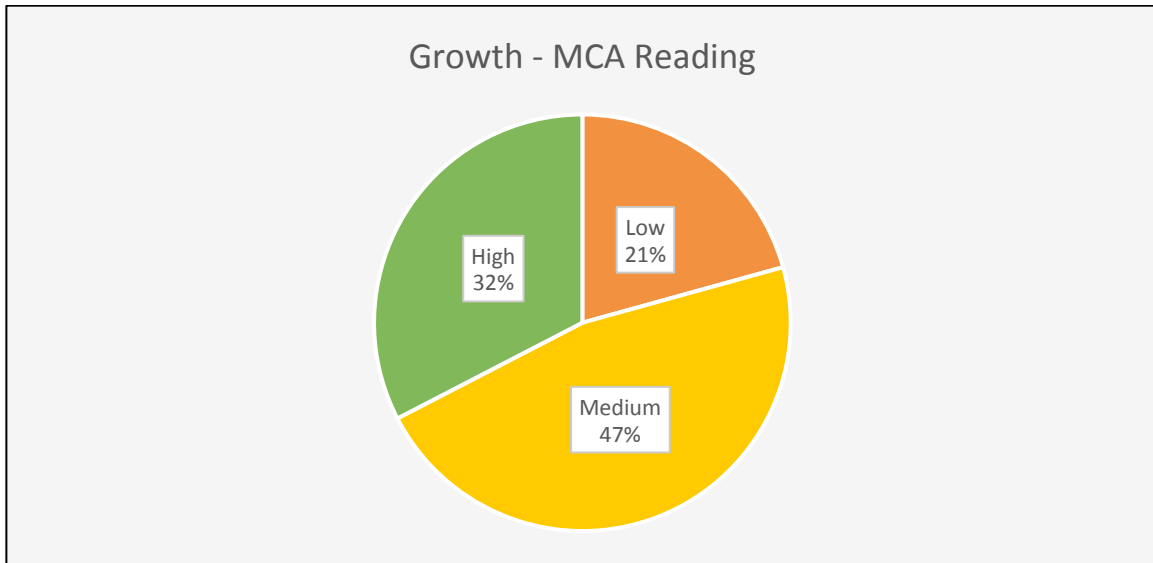


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

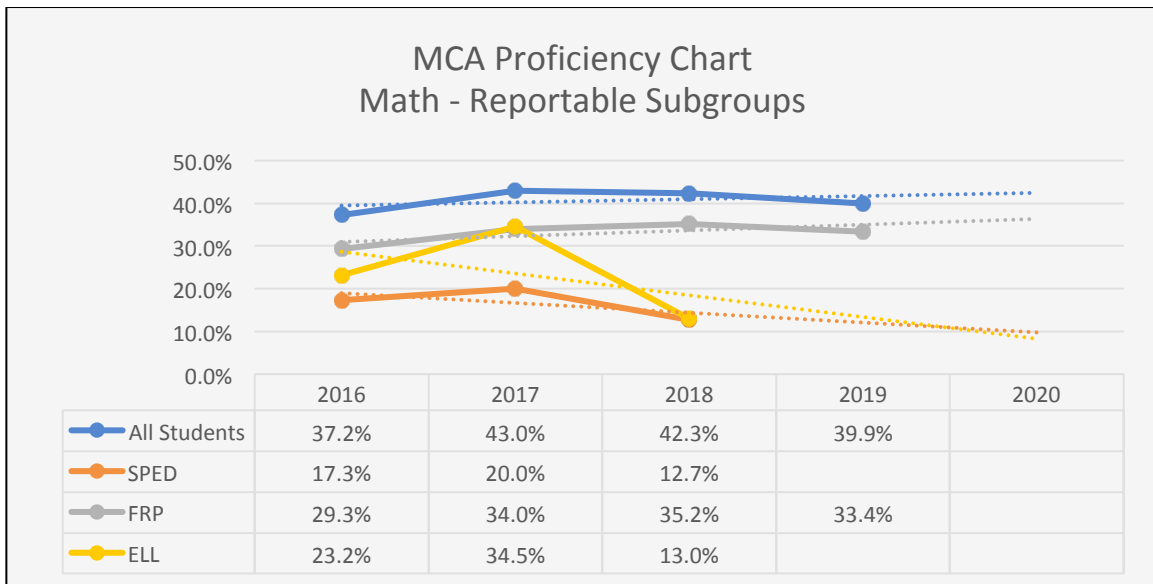


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

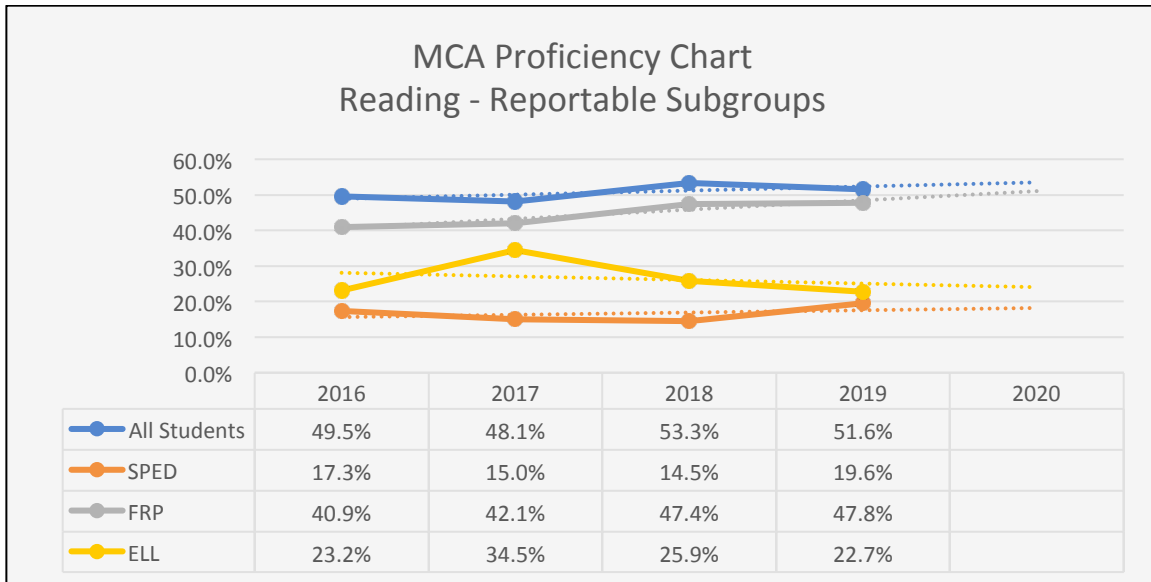


Figure 11 - Reportable Subgroups MCA Reading 2016 - 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

0 - Does Not Meet

	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: The school is outperforming the combined proficiency rate from the comparison schools in all subjects.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between 0 and -0.5 Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: The school increased its growth scores in both math and reading to -0.24 and 0.09.	

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

	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: Achievement gap reduction was reduced in three out four possible areas. A score of “partially meets” was awarded because the gap between the ‘all students’ group and the ELL population increased in reading from 2108 to 2019.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale: Meets Standard – Meets all criteria and is adhered to. Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed. Does Not Meet Standard – School has not adopted a teacher evaluation process.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data/Source: ALA Annual Report	
Analysis: Athlos Leadership Academy's Summative Teacher Evaluation System aligns with MN Statute§122A.40 Subd. 8. The at-will status of ALA teacher contracts supersedes summative assessment results in regard to employment status. The process is designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success. ALA conducts classroom observations each year in accordance with the Q-comp plan guidelines. Q-comp observations are not considered summative evaluations but are used to support improved instruction. Data from Q-comp observations is used, though, to inform the summative evaluation in the form of supplying longitudinal data and observational data. In addition to classroom observations, data is collected through walkthroughs, observations outside of the classroom, surveys, records of employee conduct, etc. Summative evaluations are performed by qualified and trained evaluators. Longitudinal data on student engagement is tracked through student surveys and classroom observations. Longitudinal data on academics is tracked using school-wide assessments as documented on the school assessment plan. Professional teaching standards are addressed within the summative evaluation process and documentation. Summative evaluations, though, are not limited to professional teaching standards. Each spring, growth and development plans are created by teachers following their summative evaluation meetings. Staff development activities are implemented based on the results of teachers’ evaluations. Activities are in direct correlation with trends in staff development needs as learned through the evaluation process.	

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

Scale:

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

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

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

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

Data / Source: ALA Annual Report

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

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

- 1.Align with ALA's Development Plan for Increased Academic Proficiency.
- 2.Focus on school-wide student achievement needs, sub-group student achievement needs, and individual student achievement needs.
- 3.Are sustainable over time as ALA continues to grow in student and staff numbers.
- 4.Require regular Professional Learning Communities where teachers will work collaboratively to learn and implement strategies and knowledge that will support student achievement.
- 5.Ensure that teachers have a firm understanding of school-wide, classroom, and individual student data in order to make teaching decisions for optimal student growth.
- 6.Provided differentiated systems of support for teachers based on teacher/classroom/school-wide needs as noted during Principal walk-throughs, teacher observations and evaluations, analysis of student data, and meetings.

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

Scale:.

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

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

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

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

Data / Source: ALA Annual Report

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

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

Scale:

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

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

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

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

Data / Source: ALA Annual Report

Goal #1 All Students Ready for Kindergarten 85% of Pre-Kindergarten students will demonstrate proficiency in the following reported areas of the Opening the World of Learning (OWL) assessments:

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

Results: Athlos Leadership Academy met this goal with 94% of kindergarten students meeting the spring proficiency target by year-end.

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

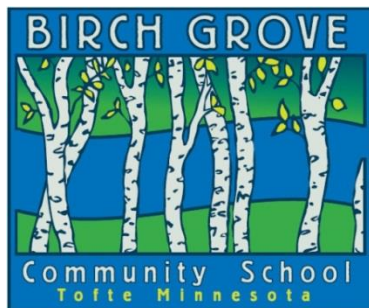
Results: Athlos Leadership Academy met this goal with 93% of K-3 students meeting the spring proficiency target by year end.

Goal #3 Close the Achievement Gap Among All Groups The percentage of students in each subgroup who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS) will increase by 5% from the prior year.

Results: In reading, the school met the goal in the following subgroups: •Special Education

In math, the school met the goal in the following subgroups: • White

Academic Standards Point Total: 12/14



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

Summary: Birch Grove has an extremely small testing cell. The school tested 16 students in 2019 and was able to generate a reportable score of 66.7% proficient in math, nearly 23 percentage points higher than that of the local district comparison school. Birch Grove's Special Education and Free and Reduced populations are higher than the state averages.

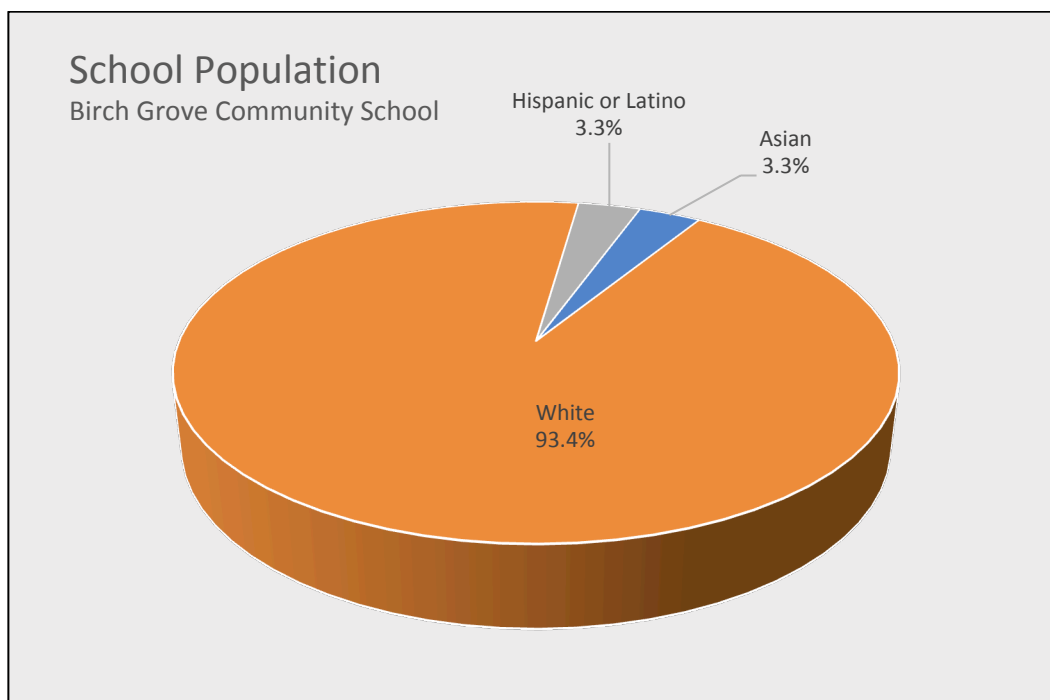


Figure 1 – School Population

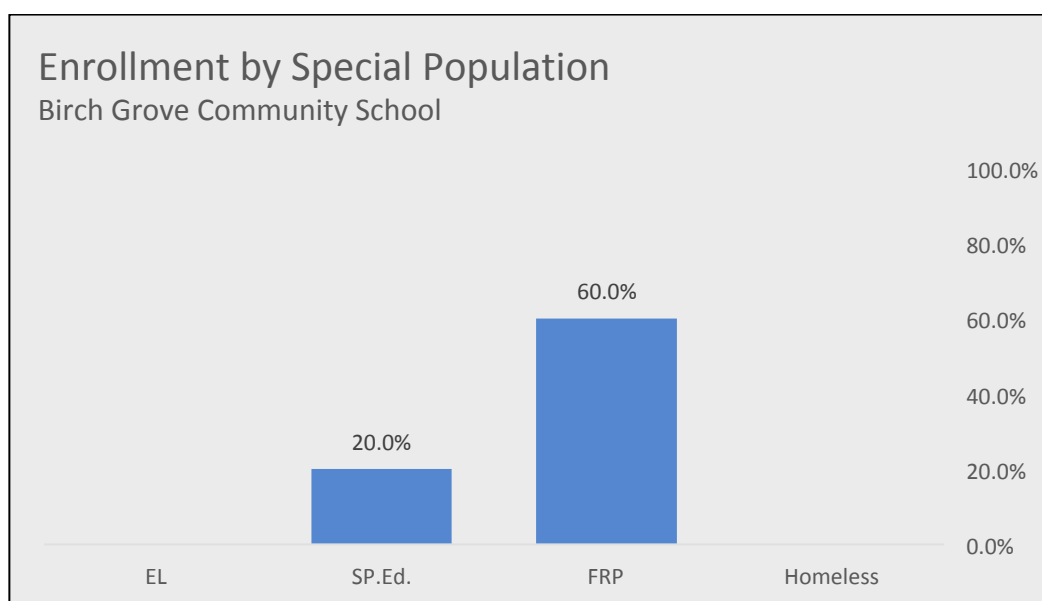


Figure 2 - Enrollment by Special Population

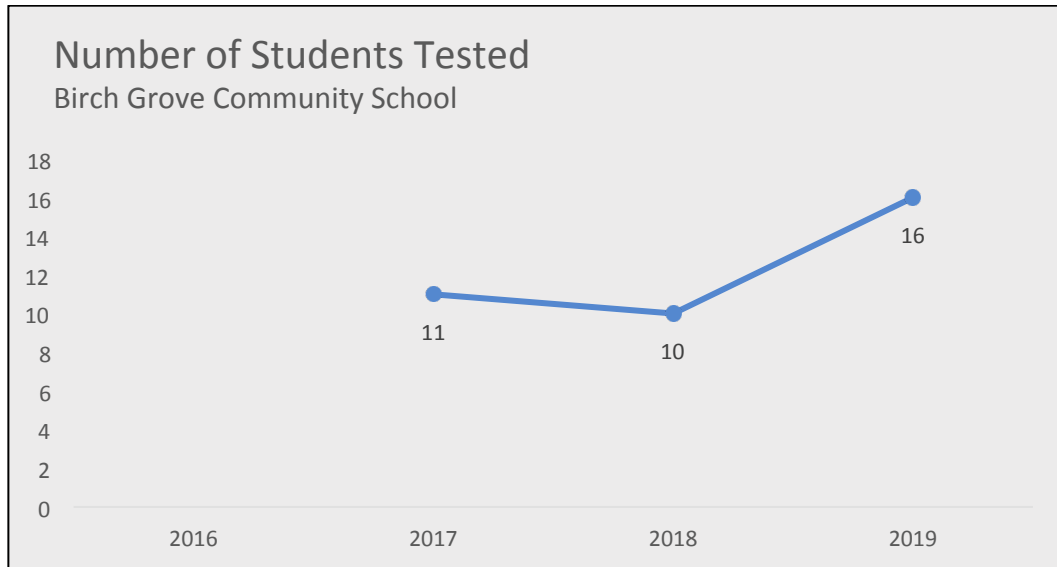


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3 rd	70.0%	68.6%	66.9%	66.0%
4 th	69.4%	67.4%	65.6%	64.3%
5 th	59.4%	57.7%	55.2%	52.4%
Birch Grove	N/A	54.5%	N/A	66.7%
3 rd	N/A	N/A	N/A	CTSTR
4 th	N/A	N/A	N/A	CTSTR
5 th	N/A	N/A	N/A	CTSTR
Sawtooth Elem.	48.8%	45.2%	52.4%	43.8%

3 rd	65.4%	55.6%	72.0%	66.7%
4 th	48.5%	41.7%	50.0%	66.7%
5 th	32.0%	39.4%	37.9%	CTSTR

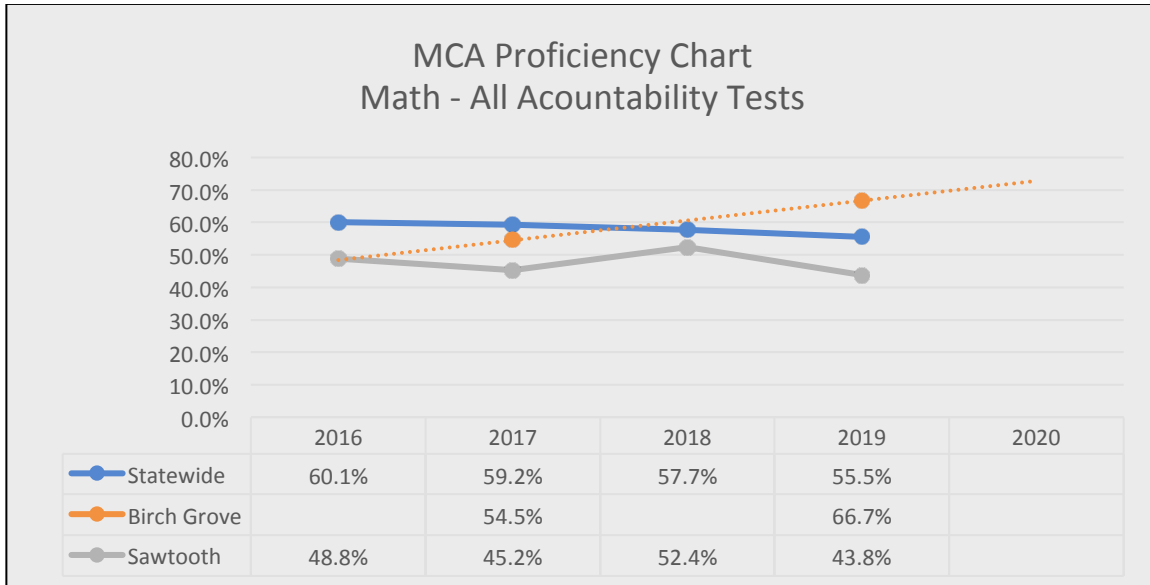


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: Birch Grove’s MCA proficiency results are shown in Table 1 and Figure 4. Birch Grove Community School increased its math proficiency rate to 66.7% in 2019, an increase of over twelve percentage points from the last time the school had a reportable score in 2017. Birch Grove is currently outperforming the local district comparison school as well as the statewide average. In future years, it is expected that Birch Grove Community School will continue to outperform the both the local district comparison school and the statewide average.

Table 8 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3 rd	57.7%	57.0%	56.2%	55.0%
4 th	58.8%	57.3%	56.2%	55.9%
5 th	68.1%	67.9%	67.5%	66.2%

Birch Grove	N/A	63.6%	N/A	CTSTR
3rd	N/A	N/A	N/A	CTSTR
4th	N/A	N/A	N/A	CTSTR
5th	N/A	N/A	N/A	CTSTR
Sawtooth Elem.	58.0%	69.5%	69.5%	70.3%
3rd	54.2%	54.2%	79.2%	80.0%
4th	46.9%	68.0%	58.6%	76.9%
5th	76.0%	81.8%	72.4%	57.1%

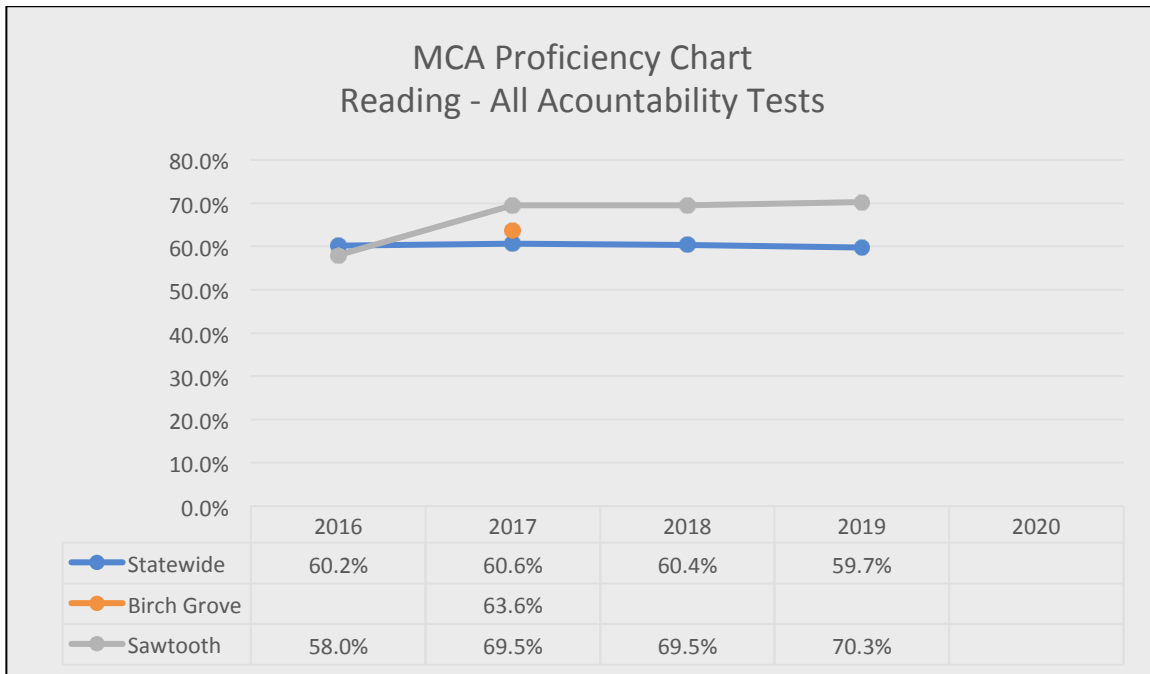


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: Birch Grove’s MCA proficiency results are shown in Table 82 and Figure 5. Birch Grove Community School did not have a sufficient number of proficient students on the 2019 reading MCA to generate a reportable score. In future years, it is expected that Birch Grove Community School will continue to meet or exceed the state and the local comparison district’s performance.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”



Figure 6 - Growth Z-Scores in Math and Reading

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

Academic Performance Standard 3 - Achievement Gap Reduction

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

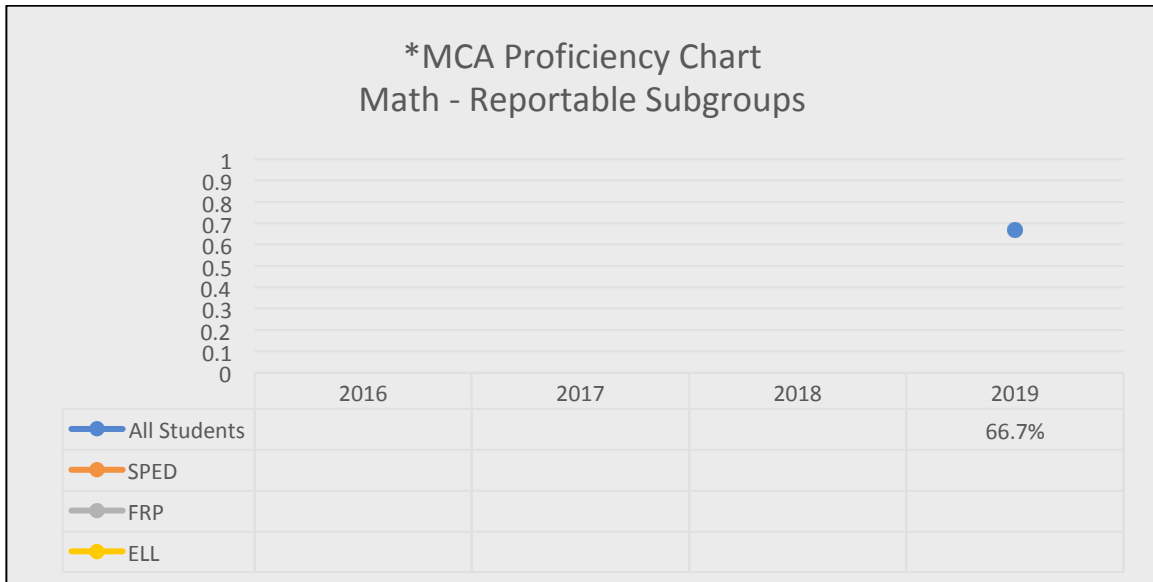


Figure 7 - Reportable Subgroups MCA Math 2019

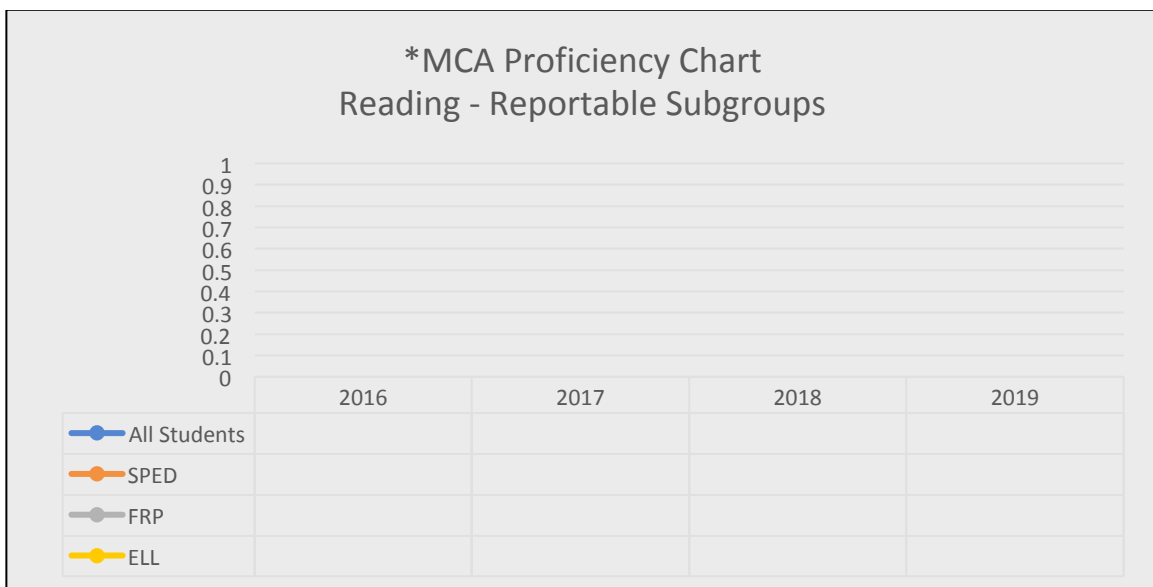


Figure 8 - Reportable Subgroups MCA Reading 2019

* Data not available due to small testing cell size

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

	0 – Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: The school's proficiency rate in math was 66.7%, nearly 23 percentage points higher than that of the local district comparison school.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Scale:

Meets standard - School's growth score is 0.0 or higher.

Partially meets standard - School's growth score is between -0.5 and 0.0

Does not meet standard - School's growth score is below -0.5

	0 – Does Not Meet
	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	

Analysis: N/A Testing cell sizes at the school were too small to generate growth scores

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

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

Scale:

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

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

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

0 – Does Not Meet

1 - Partially Meets

2 - Meets

Evidence / Source: Minnesota Department of Education

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

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

Scale:

Meets Standard – Meets all criteria and is adhered to.

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

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

0 – Does Not Meet

1 - Partially Meets

X 2 - Meets

Data/Source: BGCS Annual Report

Analysis: Teacher observation/evaluation: Teachers are observed in the classroom and evaluated by each other, and a teacher liaison, three times per school year. Observation/evaluations are reviewed with this team along with the school director. A written self-reflection accompanies each observation

upon completion. Teachers must receive a score of proficient or higher on all three observations to consider the goal achieved. Teachers also formally evaluated annually by the school director. This evaluation includes a teacher self-review document that is reviewed with the school director.

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

Scale:

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

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

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

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

Data / Source: BGCS Annual Report

Analysis:

Professional development included but was not limited to the following:

Daily 5 Training, CAFÉ Assessment to Instruction, Get Ready, Assess, Teaching Every Student a Successful Way Forward to Literacy, Daily 5 and Math Daily 3 Framework: Create Classroom Routines that Promote Learning, Blood Borne Pathogens, Mandatory Reporter Training, Child Find Training, Project Learning Tree, DAC and Test Monitoring Training, Relationship Based Response to Challenging Behaviors, and Setting Boundaries with Parents.

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

Scale:.

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

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

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

	0 – Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data / Source: BGCS Annual Report	
<p>Analysis:</p> <p>School Culture</p> <p>Birch Grove Community School works hard to ensure a productive academic environment where students feel safe, comfortable, respected, and challenged. The start of each year requires much attention directed to new students who aren't accustomed to Birch Grove. Birch Grove integrates respect and responsibility into everyday life of the school, and we start every morning the same – all staff and students gather at Morning Meeting listen to daily announcements, recite the Pledge of Allegiance and set a positive, “let’s get to learning” tone.</p> <p>Multi-Grade Classrooms</p> <p>Benefits of multi-grade classes are:</p> <p>Instructional Flexibility</p> <p>In a multi-grade classroom the teacher has the possibility of allowing a child to read with students in higher grades while, for example, the same child does math with the lower grades. One can more easily gear the work to individual needs.</p> <p>Social Skills</p> <p>A classroom with children of several ages enables students to gain a perspective on what is happening in the lives and education of children both younger and older. It helps them gain a more accurate sense of the past and future in terms of experiences and interest and stimulates the entire learning environment.</p> <p>Peer Tutoring</p> <p>In multi-age classrooms, the children generally have more opportunity to help one another than in a single grade classroom. Such peer teaching aids the slower and younger children in ways often beyond the communicative ability of adults, since adults have generally forgotten the problems they had in learning a particular concept or skills in the remote past.</p> <p>At Birch Grove, we come to know our students very well. Our low student to teacher ratio, multi-grade classrooms (students have the same teacher for at least two consecutive years) and the staff concern and care for our students contributes to a family atmosphere that we are proud of. Because we know our students well, we are better able to gauge what their specific abilities and needs are, allowing us to serve our students better.</p> <p>Other innovative practices include: goal setting contracts, community lunch and the great outdoors.</p>	

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

Scale:

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

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

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

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

Data / Source: BGCS Annual Report

Analysis:

1. All racial and economic achievement gaps between students is closed. BGCS will increase the percent of all students who “meet standard” on the MCA exams and NWEA exams each year as evidence of closing the racial and economic achievement gap. (Note: BGCS does not have a very diverse population and small has cell size too small to report) Measure: MCA exams (internal use) and NWEA assessments (public reporting limited to small sample size). Reporting: School Annual Report (MS. 124d.10) ** Cell Size Too Small To Report

2. All children are ready for school. BGCS will increase the percent of children who are ready for school each year. Measure: The Saplings Program was operational for the 2018-2019 year.4 Kindergartener entered in the fall. Cell Size Too Small To Report. However, NWEA data over the past years show that children who attend the Saplings Program, on a regular basis(part to full time),score higher upon entering Kindergarten than children who do not attend the program. Summer

3. All third-graders can read at grade level based on state standards and NWEA Assessments. 7 third graders took the NWEA MAPS test in Reading. Cell Size Too Small To Report. However, BGCS is pleased with the percentage of 3rd graders that scored proficient or higher in Reading.

Academic Standards Point Total: 10/10



FIT ACADEMY

Charter # 4244

Director: Claud Allaire

7200 147th Street West

Apple Valley, MN 55124

952-847-3798

www.fitacademymn.org

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

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

Summary: The 2018-2019 school year marked the second year of operation for FIT. The school tested 155 students and performed below the statewide average on MCA math, reading and science assessments in 2019. Enrollment by special populations at FIT Academy were slightly above the statewide averages for 2019. 51% of the school's students in math, and 58% in reading, achieved high or medium growth on the Minnesota Growth Report.

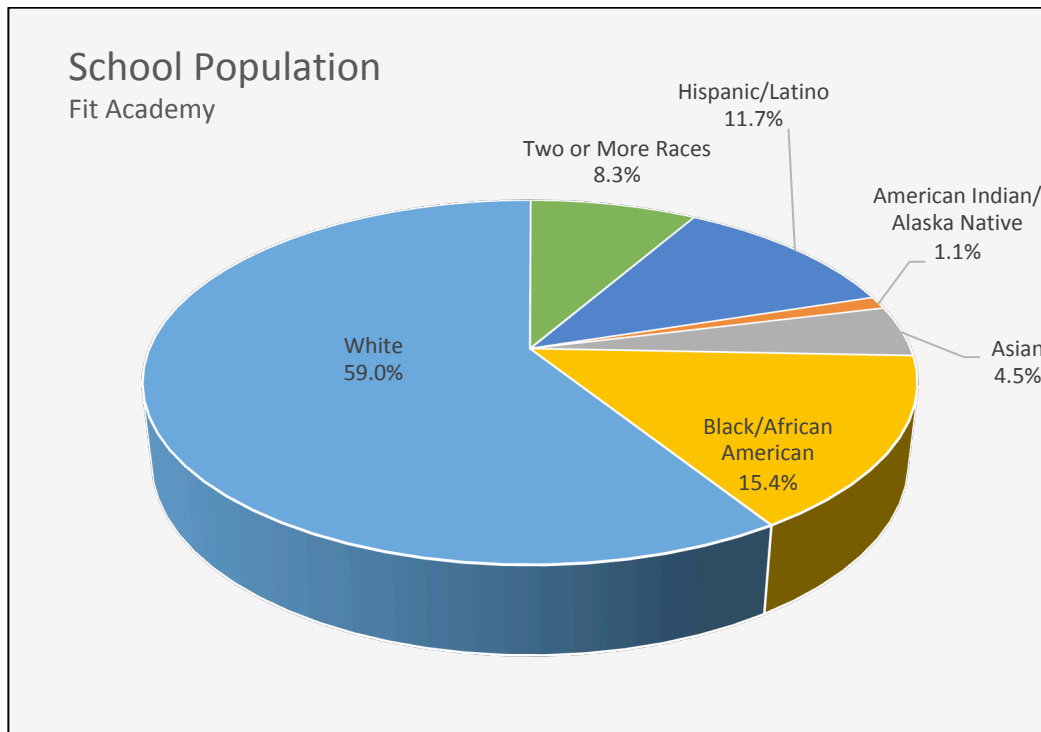


Figure 1 – School Population

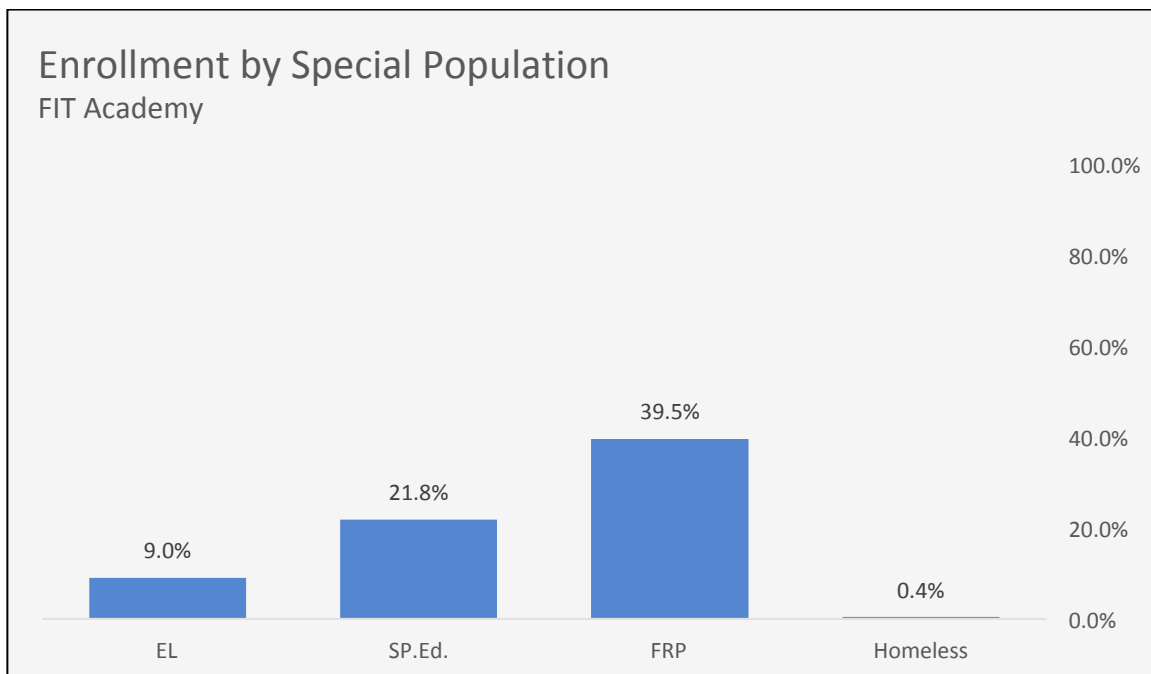


Figure 2- Enrollment by Special Population

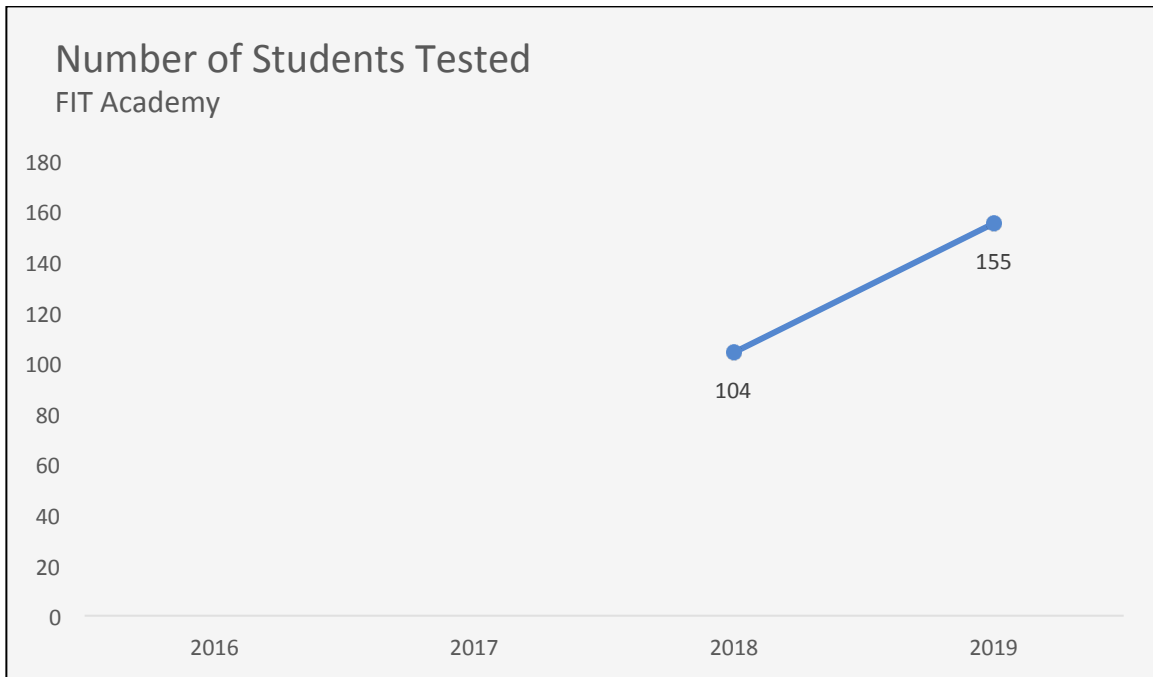


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3rd	70.0%	68.6%	66.9%	66.0%
4th	69.4%	67.4%	65.6%	64.3%
5th	59.4%	57.7%	55.2%	52.4%

6 th	56.7%	56.0%	54.3%	50.9%
7 th	56.7%	55.4%	54.9%	52.5%
8 th	58.8%	58.8%	57.8%	55.7%
FIT Academy			30.4%	20.5%
3 rd			50.0%	CTSTR
4 th			73.3%	50.0%
5 th			25.0%	CTSTR
6 th			16.7%	CTSTR
7 th			13.0%	CTSTR
8 th			16.7%	CTSTR
Westview Elem.			52.0%	61.8%
3 rd			54.2%	72.7%
4 th			62.7%	60.6%
5 th			39.2%	52.2%
Scott Highlands Middle			59.4%	56.1%
6 th			63.6%	54.5%
7 th			51.1%	55.0%
8 th			63.7%	59.0%
Combined			58.2%	56.9%

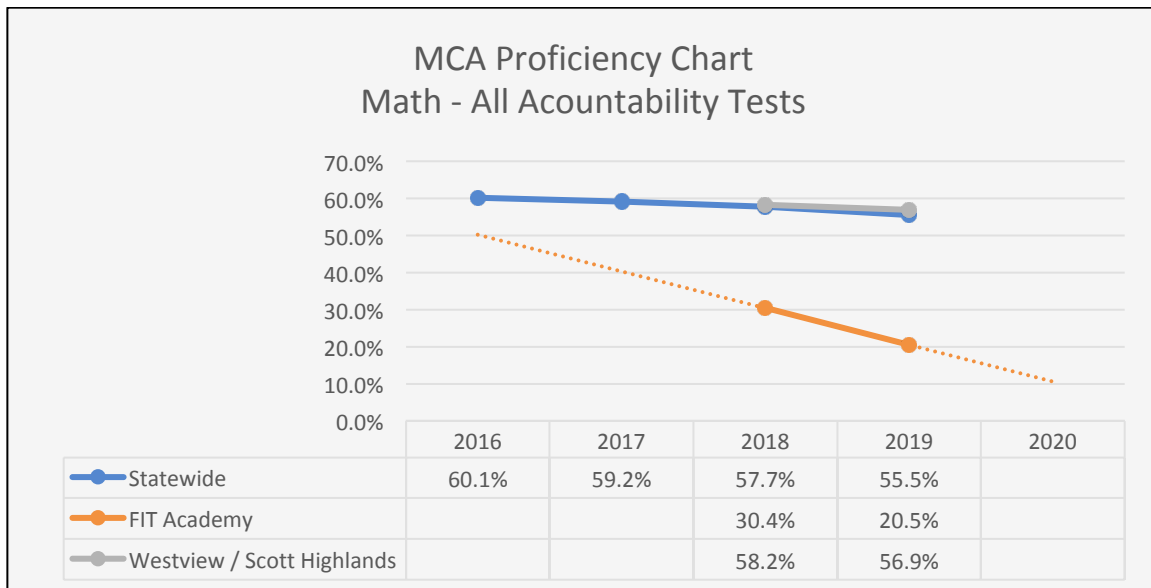


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate the first year of MCA math proficiency at FIT Academy. For the purpose of this report, proficiency results from Westview Elementary, grades 3-5, and Scott Highlands Middle School, grades 6-8, were combined to create a comparison score for FIT. FIT Academy is currently performing below the local district comparison schools. In future years, it is expected that FIT Academy will work toward meeting or exceeding the proficiency levels of the local comparison schools as well as the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3rd	57.7%	57.0%	56.2%	55.0%
4th	58.8%	57.3%	56.2%	55.9%
5th	68.1%	67.9%	67.5%	66.2%
6th	62.6%	63.8%	64.9%	63.2%
7th	57.2%	57.9%	58.7%	57.9%
8th	57.8%	59.3%	59.1%	58.2%
FIT Academy			58.1%	43.2%
3rd			50.0%	CTSTR
4th			53.3%	50.0%

5th			76.9%	52.2%
6th			55.6%	43.5%
7th			60.9%	CTSTR
8th			50.0%	51.9%
Westview Elem.			53.4%	61.3%
3rd			56.3%	60.6%
4th			61.3%	54.5%
5th			42.7%	68.7%
Scott Highlands Middle			68.2%	61.9%
6th			74.1%	66.6%
7th			63.3%	62.6%
8 th			67.3%	55.9%
Combined			65.6%	61.8%

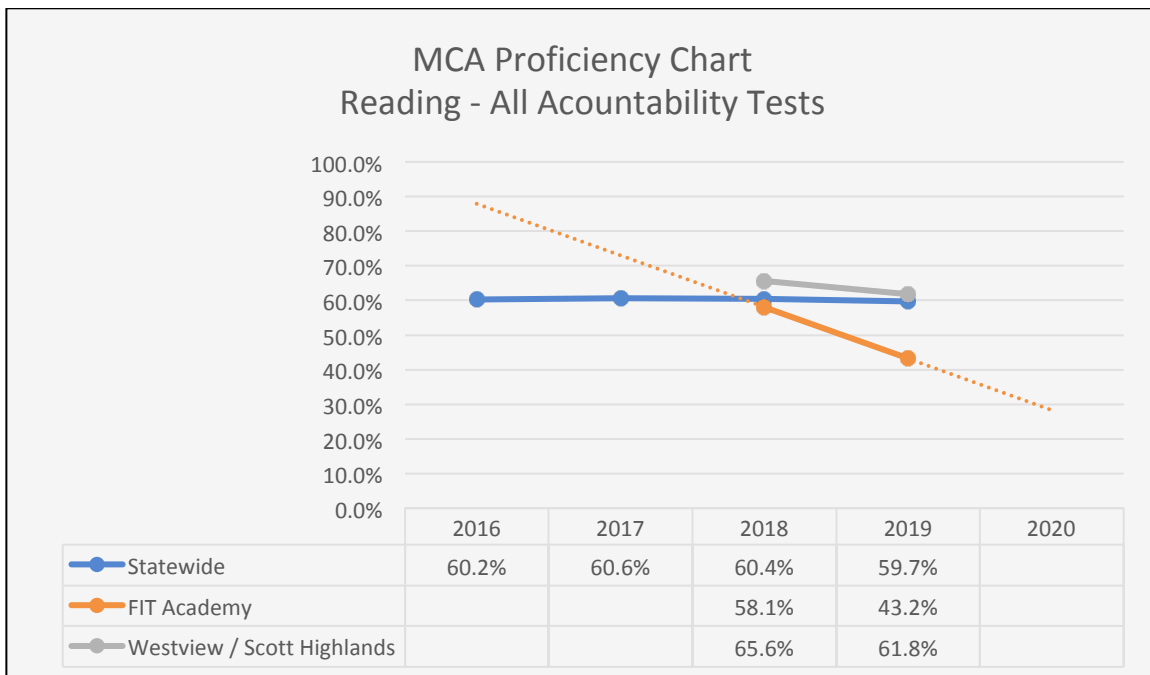


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the first year of MCA reading proficiency at Fit Academy. For the purpose of this report, proficiency results from Westview Elementary, grades 3-5, and Scott Highlands Middle School,

grades 6-8, were combined to create a comparison score for FIT. FIT Academy is currently performing below the local district comparison schools. In future years, it is expected that FIT Academy will work toward meeting or exceeding the proficiency levels of the local comparison schools as well as the statewide average.

Table 3 – MCA Science Proficiency 2016 - 2019

Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
5 th	62.1%	60.6%	58.7%	54.9%
8 th	48.0%	46.7%	45.7%	43.0%
FIT Academy			38.5%	25.0%
5 th			58.3%	CTSTR
8 th			16.7%	CTSTR
Westview Elem. (5 th)			41.3%	55.2%
Scott Highlands (8 th)			58.4%	49.0%
Combined			55.3%	50.0%

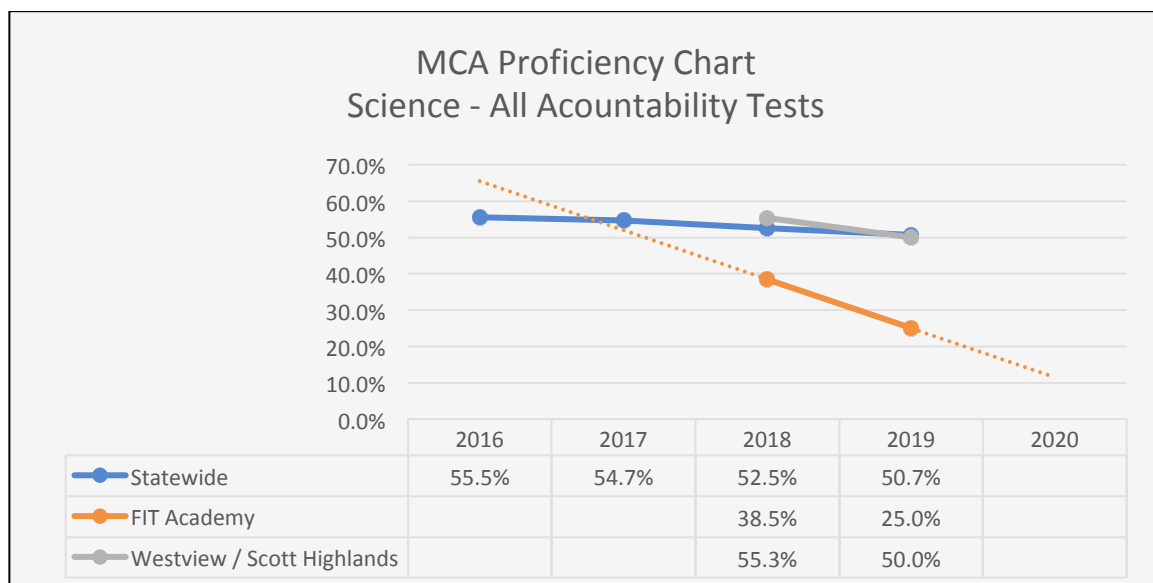


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate

the first year of MCA science proficiency at FIT Academy. For the purpose of this report, proficiency results from Westview Elementary, grade 5, and Scott Highlands Middle School, grade 8, were combined to create a comparison score for FIT. FIT Academy is currently performing below the local district comparison schools. In future years, it is expected that FIT Academy will work toward meeting or exceeding the proficiency levels of the local comparison schools as well as the statewide average.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

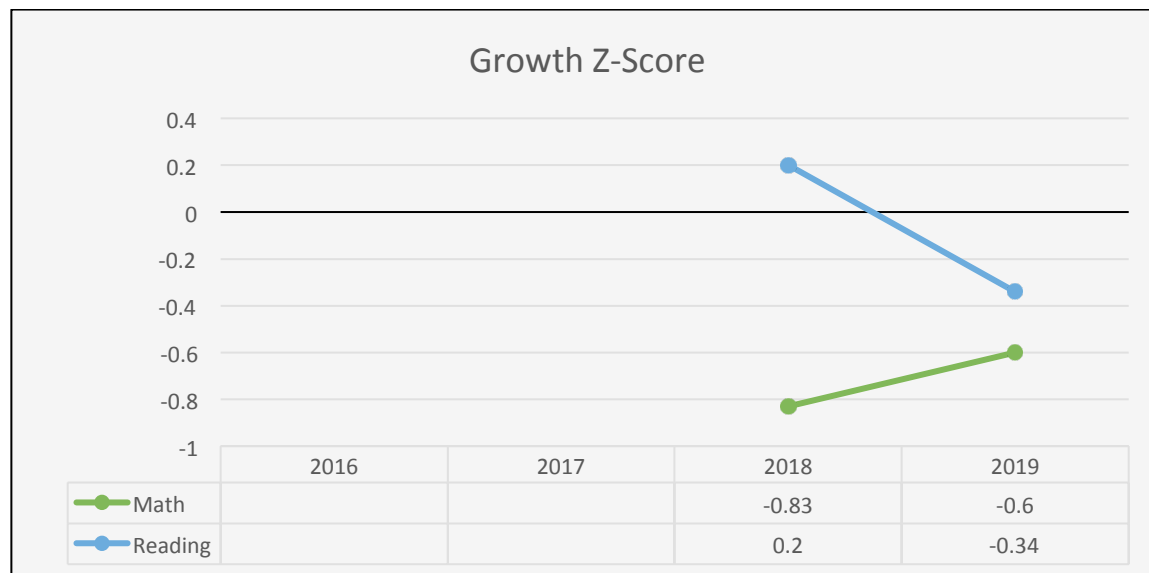


Figure 7 - Growth Z-Scores in Math and Reading

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

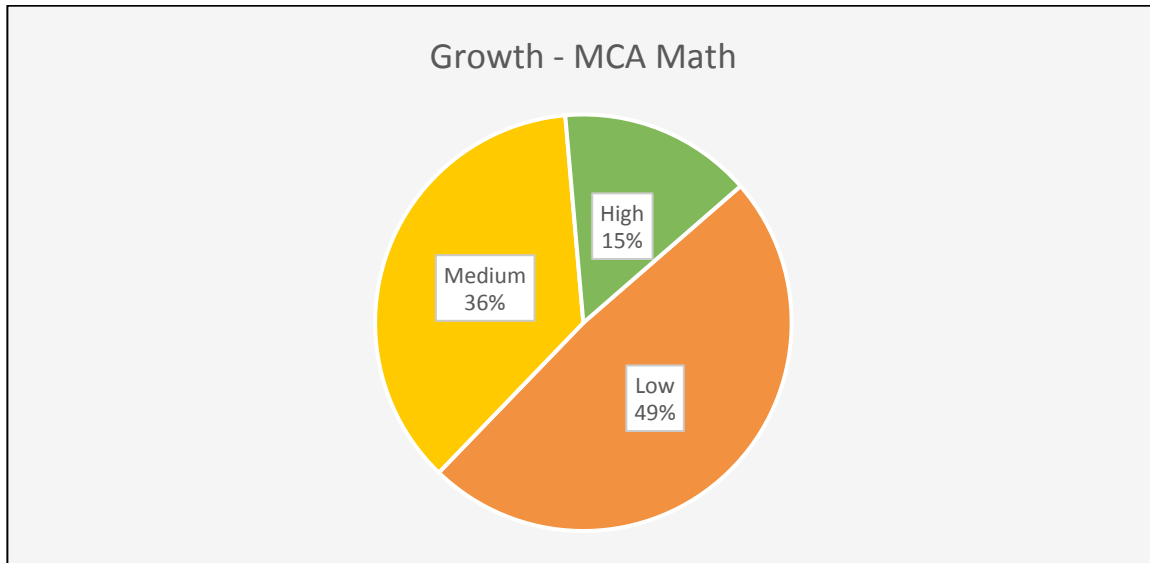


Figure 8 - Minnesota Growth MCA Math 2019

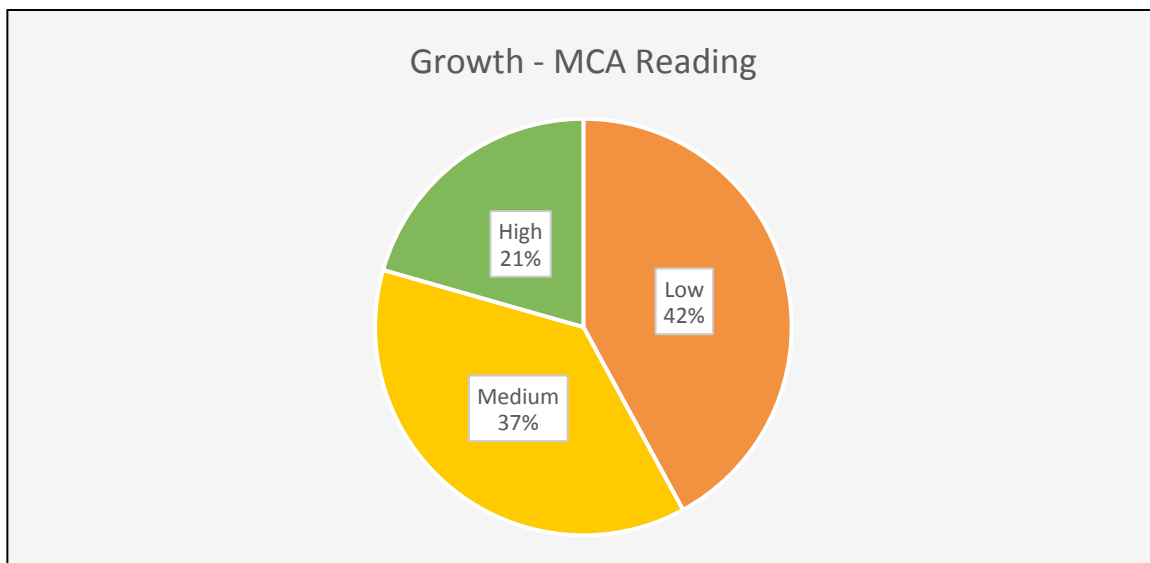


Figure 9- Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

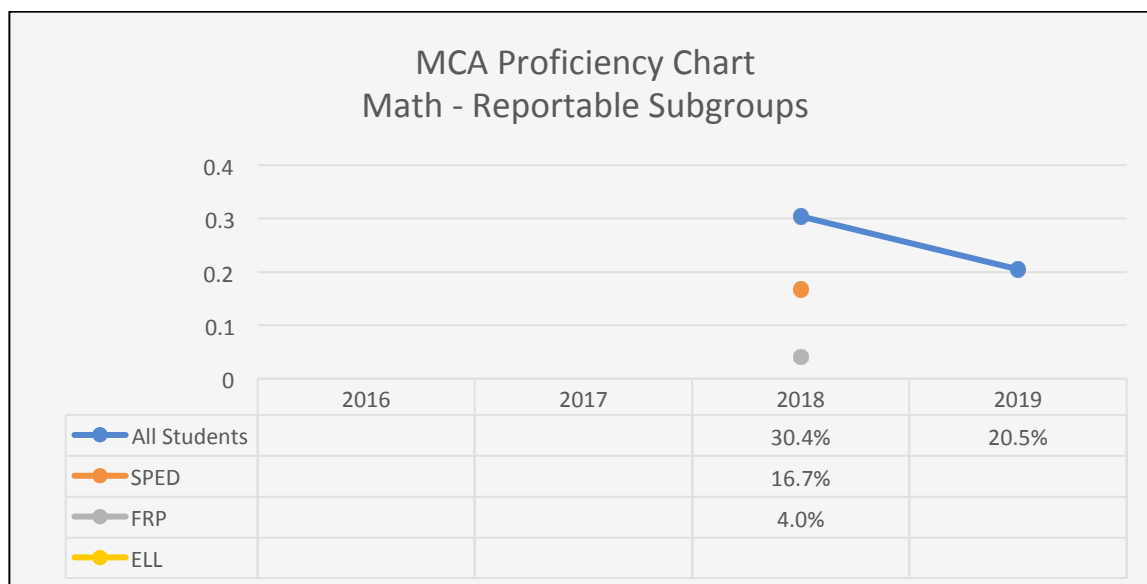


Figure 10- Reportable Subgroups MCA Math 2019

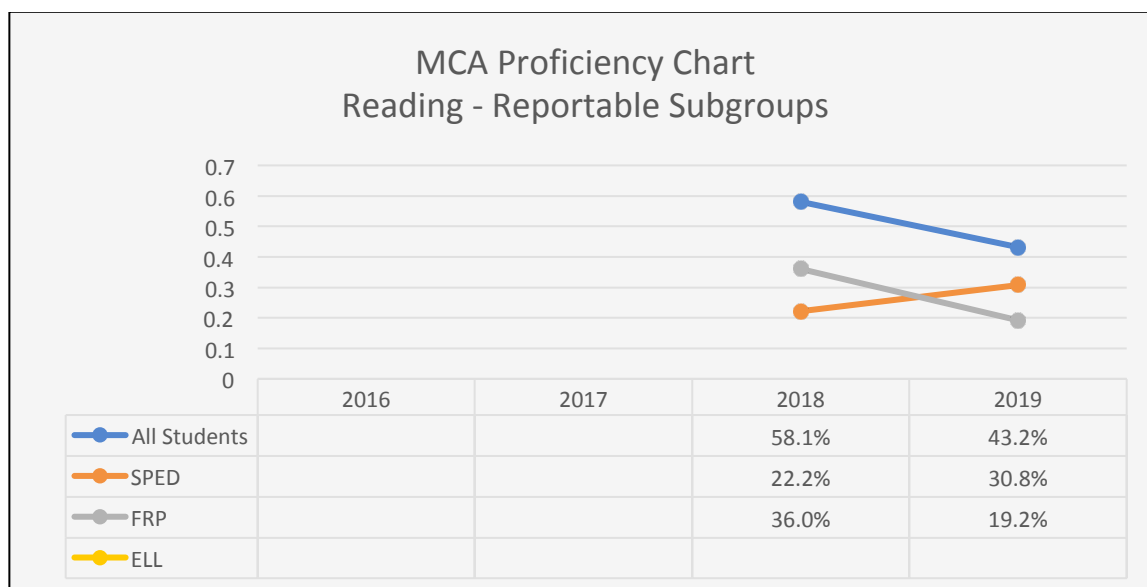


Figure 11- Reportable Subgroups MCA Reading 2019

VOA -MN Standards Evaluation

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

- Meets standard

- Partially meets standard
- Does not meet standard

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

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

Scale:

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

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

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

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

Evidence / Source: Minnesota Department of Education

Analysis: The school's proficiency rates in math, reading and science were below the comparison school's in all three subjects.

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Scale:

Meets standard - School's growth score is 0 or higher.

Partially meets standard - School's growth score is between 0 and -0.5

Does not meet standard - School's growth score is below -0.5

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

Evidence/Source: Minnesota Department of Education

Analysis: The school has a math growth z-score of -0.6 and a reading growth z-score of -0.34

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

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

Scale:

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

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

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

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

Evidence / Source: Minnesota Department of Education

Analysis: FIT Academy did not have any reportable subgroup scores in math for 2018 and 2019. However, the school did have reportable subgroups in reading. Achievement gap reduction was reduced in one out of two possible areas. A score of “partially meets” was awarded because the gap between the ‘all students’ group and the Free and Reduced population increased in reading from 2018 to 2019.

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

Scale:

Meets Standard – Meets all criteria and is adhered to.

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

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

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

Data/Source: FIT Annual Report

Analysis: Each full-time teacher is formally observed once per year by the Executive Director or qualified appointed evaluator (must be a licensed teacher or administrator, experienced at teacher

observations, serving in a leadership role, and MDE trained in teacher development in the last 2 years). Observations will be scheduled within a two-week period following a pre-observation meeting. The steps to each observation are as follows:

- The evaluator will schedule the observation and provide the teacher with a copy of the preobservation form
- The evaluator and teacher will schedule a pre-observation planning meeting
- The pre-observation form & lesson plan should be submitted to the evaluator by the teacher at least 2 days prior to the observation
- The purpose of the planning meeting is to answer any questions that the teacher may have regarding the observation process
- The evaluator will perform the observation as scheduled using the State Evaluation Rubric
- Within 3 days following the observation, the teacher will provide the evaluator with a copy of the post-observation form • The evaluator and teacher will schedule a post-observation meeting to take place within 5 days of the observation. The following will be discussed at the meeting: Review of the post-observation form; Review of the teacher's reflective scoresheet; and Review of the evaluator's scoresheet
- Upon review, the evaluator may modify his/her scoresheet to be presented as the final scoresheet
- The evaluator shall sign the final scoresheet and present it to teacher. Teacher has 24 hours to sign it and return it. This document then becomes the Formal Evaluation Document moving forward. Teacher may appeal the evaluator's final scoresheet in lieu of signing it as stated below under "Appeal of Evaluation".
- The teacher will develop an Individualized Growth & Development Plan using the IGDP Form and file it with the lead teacher within 5 days of the post-observation meeting.
- The Formal Evaluation Document will be filed in the teacher's personnel file and will be used to provide data for the teacher's 3 Year Review.
- Appeal of Evaluation: Teachers who wish to appeal the Formal Evaluation Document must do so by informing the evaluator, the Executive Director, and the Lead Teacher within 24 hours of being presented the Observer's final scoresheet.

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

Scale:

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

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

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

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

Data / Source: FIT Annual Report

Analysis: FIT Academy provided professional development for all its teachers throughout the school year during 2018-19, its first year in operation. PD during 2018-19 focused on two areas: teaching literacy across content areas and the use of data to inform teaching. Formal trainings in those two areas were provided during the summer of 2018, before school opened; via refresher trainings with outside specialists during the middle of the year, and through weekly Professional Learning Community meetings. The PLC meetings provided for reviewing progress in terms of literacy across the curriculum and use of data to inform teaching. All teachers were involved.

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

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

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

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

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

Data / Source: FIT Annual Report

Analysis: FIT Academy utilizes different and innovative teaching methods as described in the Introduction to this report, and as further discussed in the Academic Program section below. In particular, the purposeful integration of Fitness, Intellect, and Teamwork in the program and emphasis on these aspects by all instructional staff, drive the school's instructional strategies. FIT Academy also provides new professional opportunities for teachers, including the opportunity to be responsible for the learning program. In addition to the two teacher positions on the school's governing Board, all teachers are responsible for managing and improving the learning program through participation in FIT Academy's Professional Learning Communities (PLCs), which meet weekly for analysis of student assessment results, discussion of instructional strategies, joint planning, and professional development. There is a schoolwide lead teacher, and three teachers act as PLC leads (for grades K-1, 2-4, and middle school). In 2019-20, the school will be adding a Curriculum Lead to improve the school's progress towards its effort to increase academic rigor and curriculum development.

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

Scale:

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

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

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

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

Data / Source: FIT Annual Report

Analysis:

Goal #1 Ready for Kindergarten [R4K]: All students are ready for kindergarten.

o 90% of students enrolled on October 1 in Kindergarten, who are evaluated on the NWEA MAP3 in both the fall and spring, will test at or above grade level on the NWEA MAP at the end of the school year. Exact Path Kindergarten--At or above grade level: Reading = 67%, Math = 92%

• Goal #2 Reading Well by 3rd Grade [RG3]: All students in third grade achieve grade-level literacy.

o The percentage of all students enrolled October 1 in grade 3 at FIT Academy who earn an achievement level of Meets the Standards or Exceeds the Standards will be at least 57% in reading on all state accountability tests (MCA). MCA 3rd Grade--Meet or exceeds: Reading = 29%

• Goal #3 Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.

o For students enrolled at FIT Academy on October 1, the racial achievement gap between white and non-white students will be less than 10% on all state accountability tests. White Students at 35%, Non White Students at 22%. Achievement Gap is 13%.

• Goal #4 Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

o Students enrolled at FIT Academy on October 1 in grade 8 will demonstrate proficiency on all state accountability tests (MCA) in the spring. 8th Grade Math MCA: 12% proficient. Reading: 46% proficient. Science: 12% proficient.

Academic Standards Point Total: 8/12



**GREEN ISLE
COMMUNITY SCHOOL**

Charter # 4144

Director: Brandy Barrett

190 McGrann Street

PO Box 277

Green Isle, MN 5538

Phone: (507) 326-7144

www.greenislecommunityschool.org

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

Summary: GICS tested 26 students during the 2018-2019 school year. The school is currently outperforming the local district comparison school in both math and reading. 88% of the school's students in math, and 75% in reading, achieved high or medium growth on the Minnesota Growth Report.

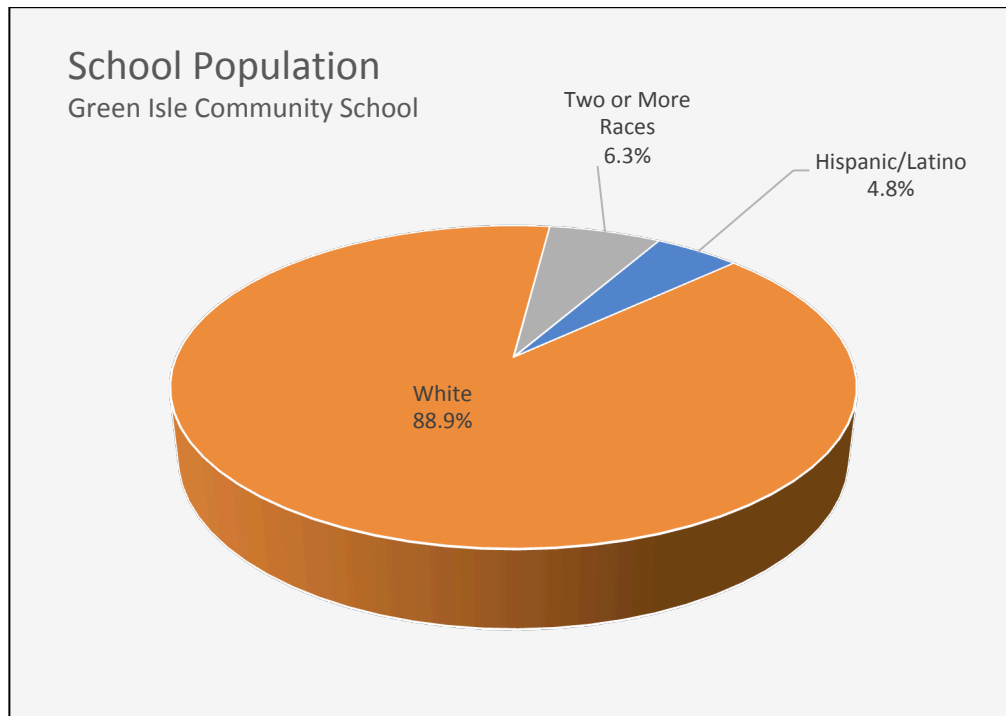


Figure 1 – School Population

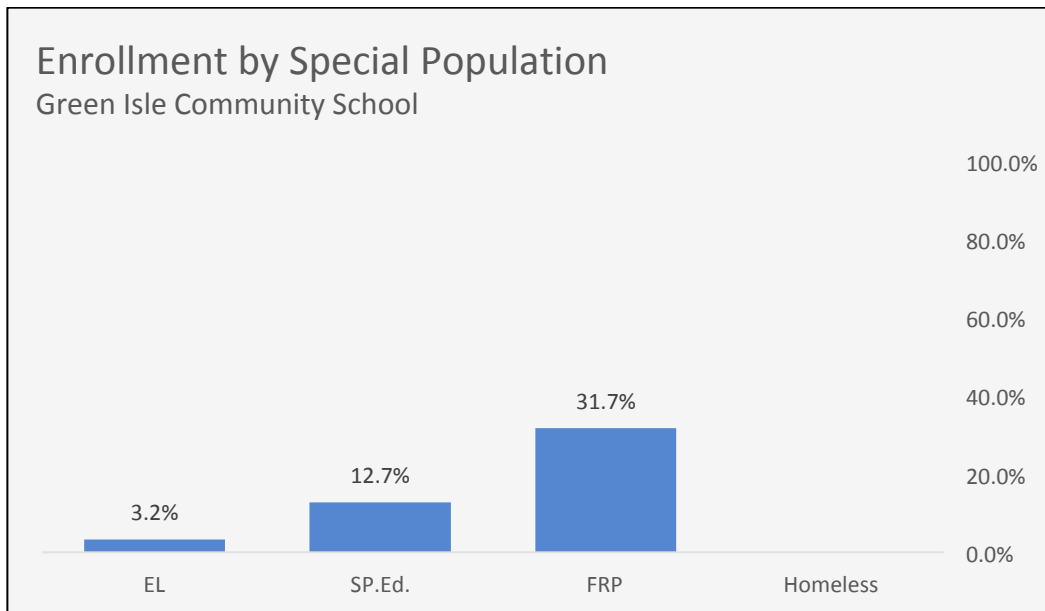


Figure 2 - Enrollment by Special Population

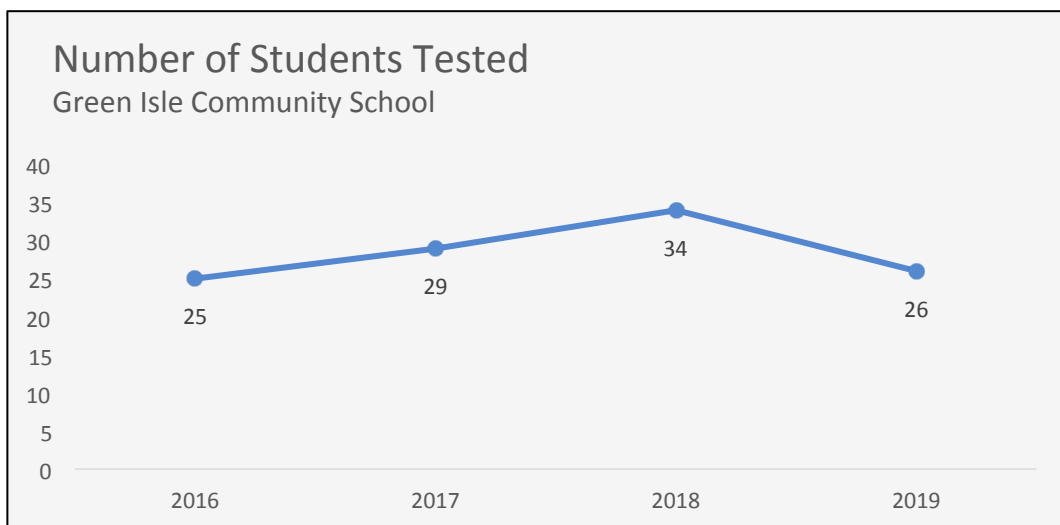


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3rd	70.0%	68.6%	66.9%	66.0%
4th	69.4%	67.4%	65.6%	64.3%
5th	59.4%	57.7%	55.2%	52.4%
6th	56.7%	56.0%	54.3%	50.9%
Green Isle	58.3%	58.6%	42.4%	57.7%
3rd	CTSTR	CTSTR	38.5%	CTSTR
4th	CTSTR	CTSTR	CTSTR	CTSTR
5th	CTSTR	CTSTR	CTSTR	CTSTR
6th	CTSTR	CTSTR	CTSTR	CTSTR
Sibley East - Gaylord	50.2%	58.6%	57.0%	54.4%
3rd	66.0%	76.1%	67.5%	64.8%
4th	53.7%	66.7%	60.5%	59.1%
5th	29.5%	42.1%	43.7%	41.6%
6th	50.6%	52.4%	N/A	N/A

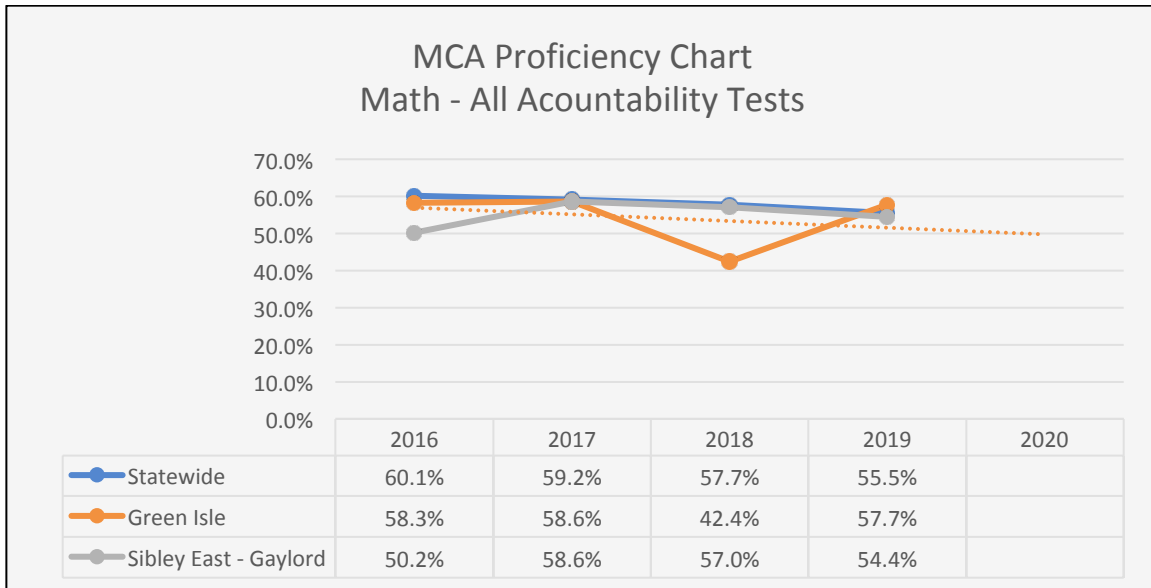


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: GICS' MCA math proficiency results are shown in Table 1 and Figure 4. After falling below the local comparison school in 2018, GICS increased its math proficiency rate to 57.7%. GICS is currently outperforming both the statewide average and the local comparison school. In future years, it is expected that GICS will continue to meet or exceed the proficiency rate of the local comparison school as well as the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3rd	57.7%	57.0%	56.2%	55.0%
4th	58.8%	57.3%	56.2%	55.9%
5th	68.1%	67.9%	67.5%	66.2%
6th	62.6%	63.8%	64.9%	63.2%
Green Isle	41.7%	58.6%	45.5%	50.0%
3rd	CTSTR	CTSTR	30.8%	CTSTR
4th	CTSTR	CTSTR	CTSTR	CTSTR
5th	CTSTR	CTSTR	CTSTR	CTSTR
6th	CTSTR	CTSTR	CTSTR	CTSTR
Sibley East - Gaylord	56.8%	53.3%	49.2%	46.4%
3rd	48.9%	47.9%	49.4%	39.4%

4 th	50.0%	47.6%	39.8%	42.0%
5 th	52.3%	55.3%	58.6%	56.2%
6 th	66.3%	58.3%	N/A	N/A

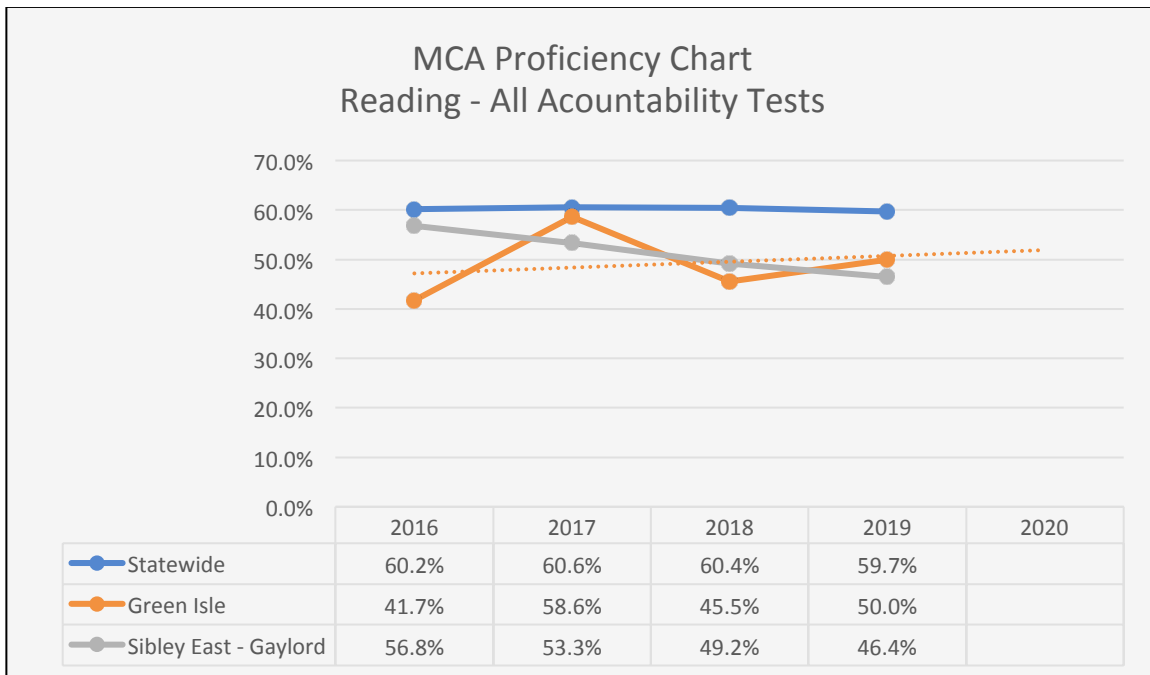


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: GICS’ MCA reading proficiency results are shown in Table 2 and Figure 5. GICS increased its reading proficiency rate by four and half percentage points from 2018 to 2019. The school is currently outperforming the local district comparison school. In future years, it is expected that GICS will continue to meet or exceed the proficiency rate of the local comparison school and work toward closing the gap between itself and the statewide average.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

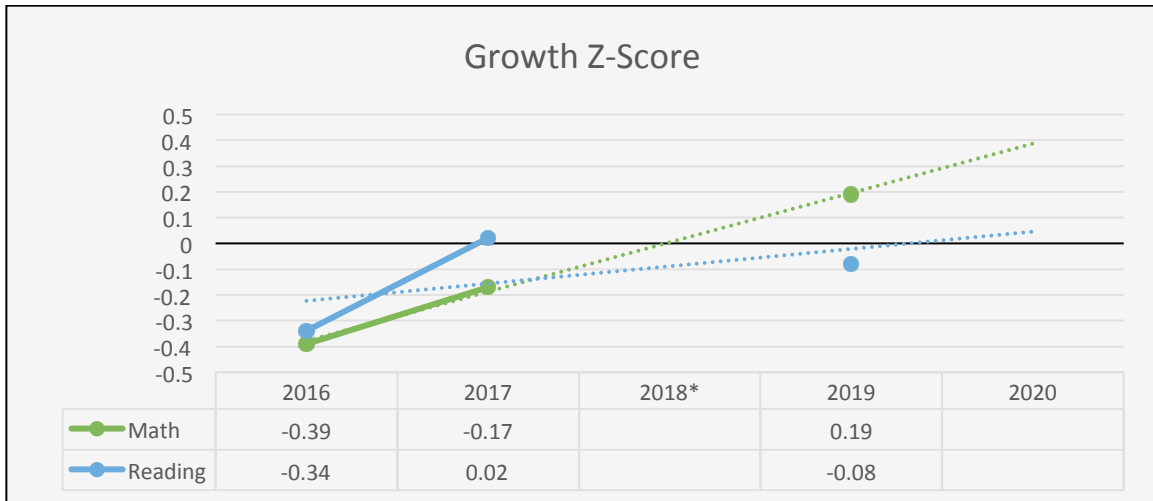


Figure 6 - Growth Z-Scores in Math and Reading 2016-2019

* The school did not have enough students with measurable growth scores to be calculated.

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

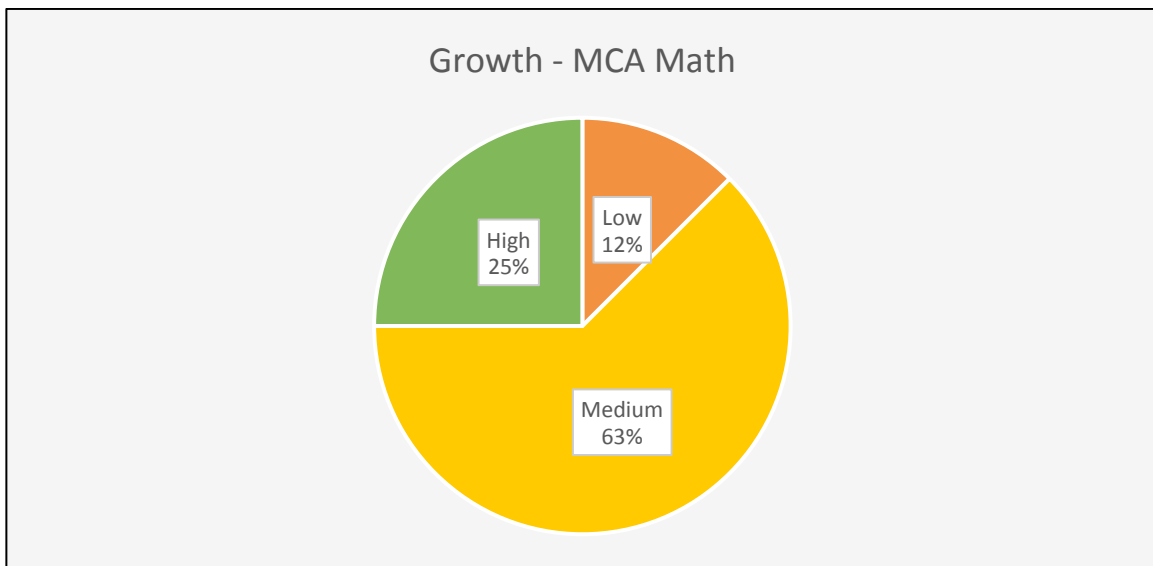


Figure 8 - Minnesota Growth MCA Math 2019

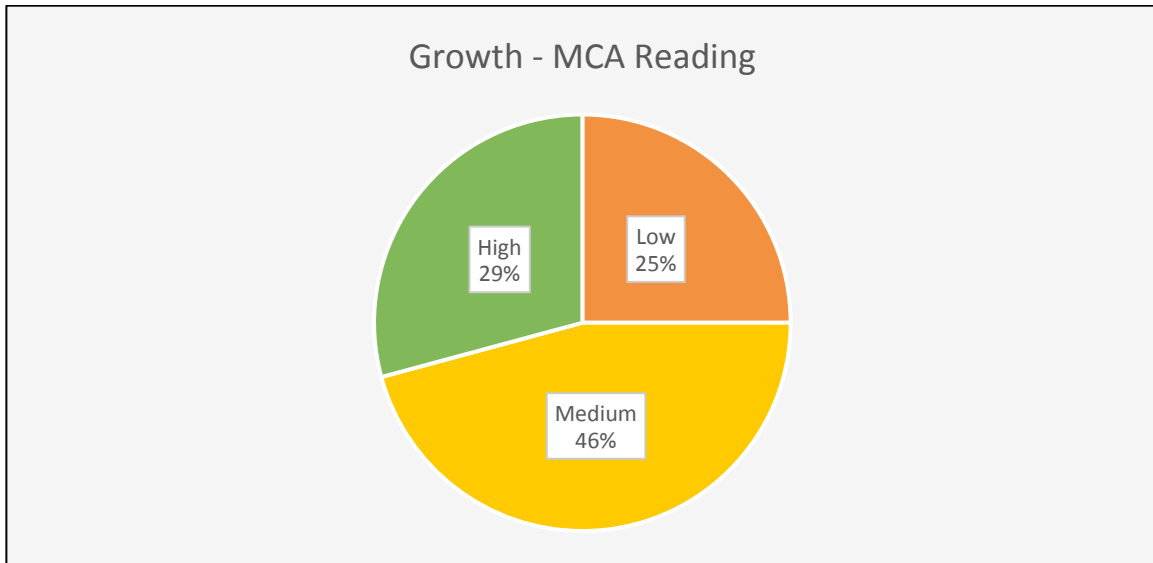


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

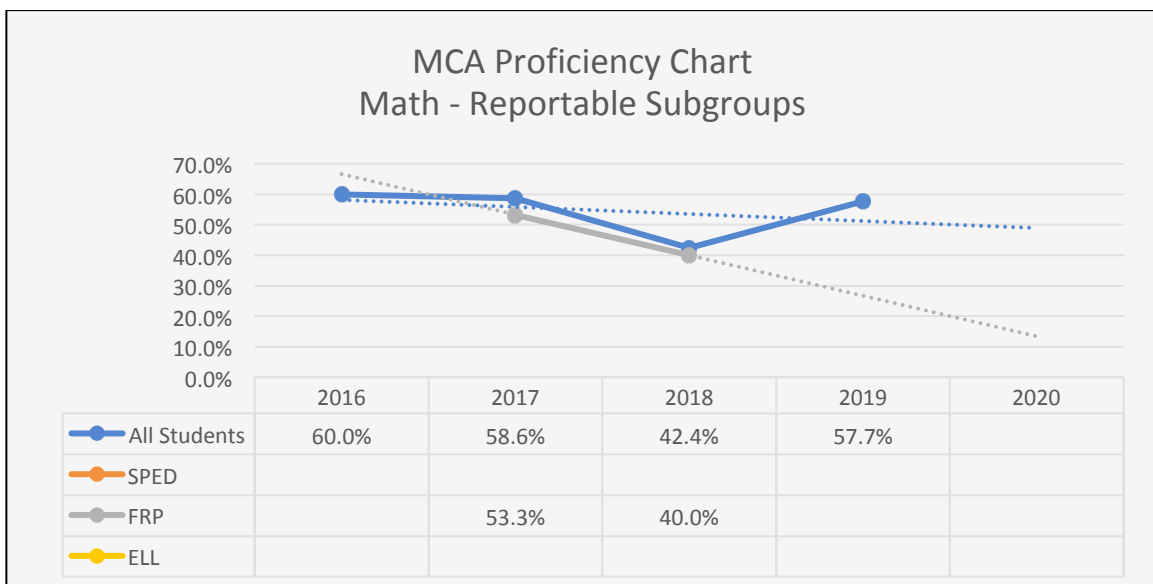


Figure 7 - Reportable Subgroups MCA Math 2016 - 2019

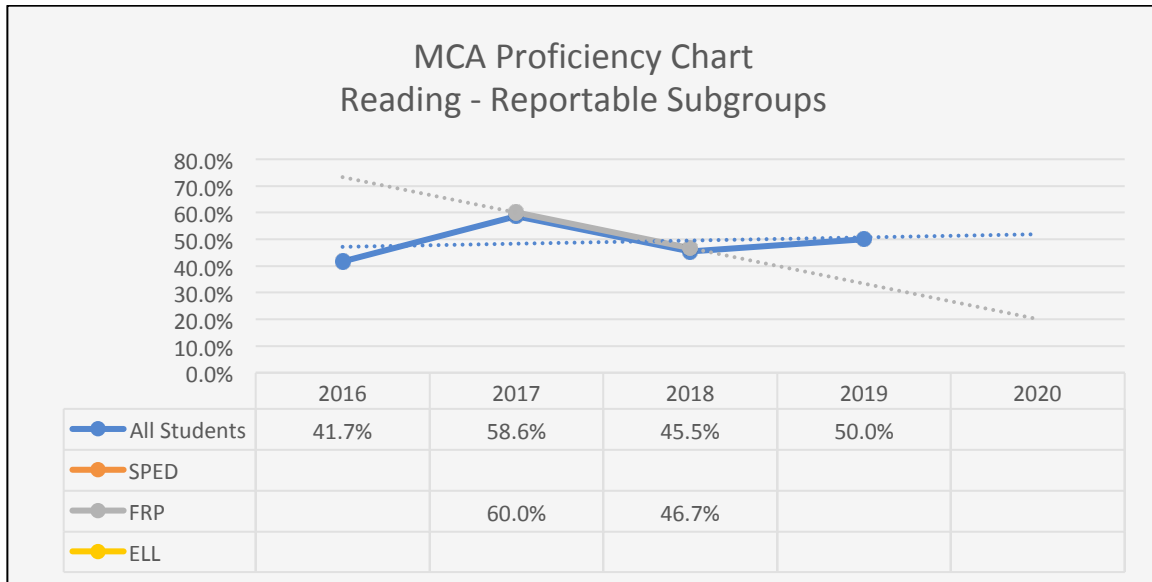


Figure 8 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

0 - Does Not Meet

	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: The school's proficiency rates in both math and reading were above the local comparison school.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between -0.5 and 0. Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: The school increased its growth scores in math to 0.19. The reading growth score declined slightly from 2017 to -0.08.	

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

Evidence / Source: Minnesota Department of Education

Analysis: N/A The school did not have any reportable subgroups in 2019.

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

Scale:

Meets Standard – Meets all criteria and is adhered to.

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

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

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

Data/Source: GICS Annual Report

Analysis: Staff is observed weekly, and objectives are used with each class. On top of the weekly observations, staff are observed more in depth at least twice a year with a pre and post-observations by the director. The observations cover a wide gamete of topics. Under planning and preparation: knowledge of content, knowledge of students; needs and skills, selects appropriate instructional goals for students, designs thorough daily, weekly, and unit planning/reflection, designs coherent and relevant instruction, establishes high and appropriate expectations for students, displays enthusiasm for all learners, students understand classroom procedures and demonstrate responsibility, uses responsive classroom techniques appropriately to manage both classroom and school-wide behaviors, creates a positive and safe physical environment. Under the Professional responsibilities: reflects on teaching, utilizes effective systems to maintain accurate records, portfolios, and paperwork, along with leadership team/mentor, creates a professional development plan, meets weekly with a mentor, and conducts him/herself in a professional manner and with integrity. Performance factors: Establishes appropriate priorities; completes assignments in a timely manner, builds effective relationships with people at all levels; is able to elicit the cooperation and support of other people; brings conflicts to effective resolutions, attends and participates in staff meetings, student meetings and team meetings, and monitors and reports student issues in regards to health, attendance, and hygienic conditions to appropriate staff.

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

Scale:

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

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

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

Data / Source: GICS Annual Report

Analysis: The Green Isle Community School established an advisory staff development committee to develop a plan, assist the staff in the development of goals within the plan. Staff development outcomes are aimed at supporting the Green Isle Community School goals and or helping to achieve those goals. Although each staff member is charged with selecting their own goals based on their unique needs every staff member's professional development goals should align with and support the overall school goals. Staff members are all paired up with a member of the Leadership Team for mentoring purposes which allows for weekly checks on progress towards goals and help pave a path towards achieving the desired outcomes. Also, along those lines, there are a couple book clubs or book studies using responsive classroom resources throughout the year. Staff members have the opportunity to join one or both which support assist in gaining the outcomes from the goals of responsible citizenship and maintaining a positive, respectful learning environment. Staff members have additional resources and supports to help guide and measure growth of staff development goals and corresponding outcomes including but not limited to: Student goals, benchmarking data, student academic assessments, qualitative and quantitative student data, and feedback from weekly observations.

All staff members are provided opportunities throughout the year to participate in workshops, in-service trainings and professional development courses both on-site and off-site. Green Isle Community Schools has the following trainings scheduled for the 2018-2019 school year:

- Responsive Classroom 1
- Crisis Prevention Intervention (Full Training & Refresher Course)
- Elementary Reading and Writing
- EdVisions Human Resources Annual Training
- Response to Intervention: Interventions and new resources
- First Aid/CPR Training
- NWEA -Khan Academy & RIT Resources
- Teacher Evaluations -Minnesota Department of Education
- Special Educations Referrals/Assessments•Mandated Reporting
- MN State Standards:Mapping MN standards with a rotating curriculum
 - iPad progress and app exchange
- Project based learning implementation programs

All teaching staff participated in a curriculum workshop regarding MN State Standards during the winter and a curriculum mapping workshop in the spring. New staff attended a full Responsive Classroom week long training. The entire staff also attended a mandated reporting workshop and CPI training and or refresher. The teaching staff also participated in book discussions on Learning through Academic Choice.

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

Scale:.

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

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

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

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

Data / Source: GICS Annual Report

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

- Service learning providing opportunities to apply previously learned knowledge, engage in civic responsibility, and develop meaningful relationships with community members
- Students, parents, and staff collaborate bi-yearly with students to set individual learner goals in the areas of literacy, math, social skills, and work habits. Students and staff also engage in periodic reviews of progress toward these goals throughout the year.

Innovative Teaching Methods:

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

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

Scale:

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

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

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

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

Data / Source: GICS Annual Report**Analysis: Reading Goal:**

85% of students enrolled in grades K-6 at Green Isle Community School by October 1st, with no significant gap in their educational experience, will demonstrate one year's growth from fall to spring in Reading as measured by the NWEA-MAP Assessment. The remaining 15 % of students will show progress in developmentally appropriate reading goals. We will increase our MCA reading scores by 1%. **Result: Reading proficiency increased by 4.5%**

Math Goal:

85% of students enrolled in grades K-6 at Green Isle Community School by October 1st, with no significant gap in their educational experience, will demonstrate one year's growth from fall to spring in Math as measured by the NWEA-MAP Assessment. The remaining 15 % of students will show progress in developmentally appropriate math goals. We will increase our MCA math scores by 1%. **Result: Math proficiency increased by 15.3%**

Service Learning School Goal

: All students will develop knowledge about the variety of ways individuals may provide service to others by collecting data that indicates community need and participate in at least 3 service projects each year. Students will complete a student reflection following each service project that will document knowledge acquired. Methods and measurement tools used for evaluation:

- Service Learning Task Force will choose service learning projects based on community needs.
- Service Learning reflections will be kept in the student portfolios.

Academic Standards Point Total: 11/12



HARBOR CITY INTERNATIONAL SCHOOL

Charter #4085

Directors:

332 W. Michigan Street, Ste 300

Duluth, MN 55802

Phone: (218) 722-7574

www.harborcityschool.org

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

Summary: Harbor City International School has maintained a similar demographic make up for the last several years with little deviation in each subgroup population. The school has a higher than average Special Education subgroup, while its Free and Reduced population is slightly below the statewide average. HCIS continues to perform above the local district school as well as the statewide averages on the Minnesota Comprehensive Assessments. Growth scores in math and reading remain higher than average with 80% of the school's students in math, and 90% in reading, achieved high or medium growth on the Minnesota Growth Report.

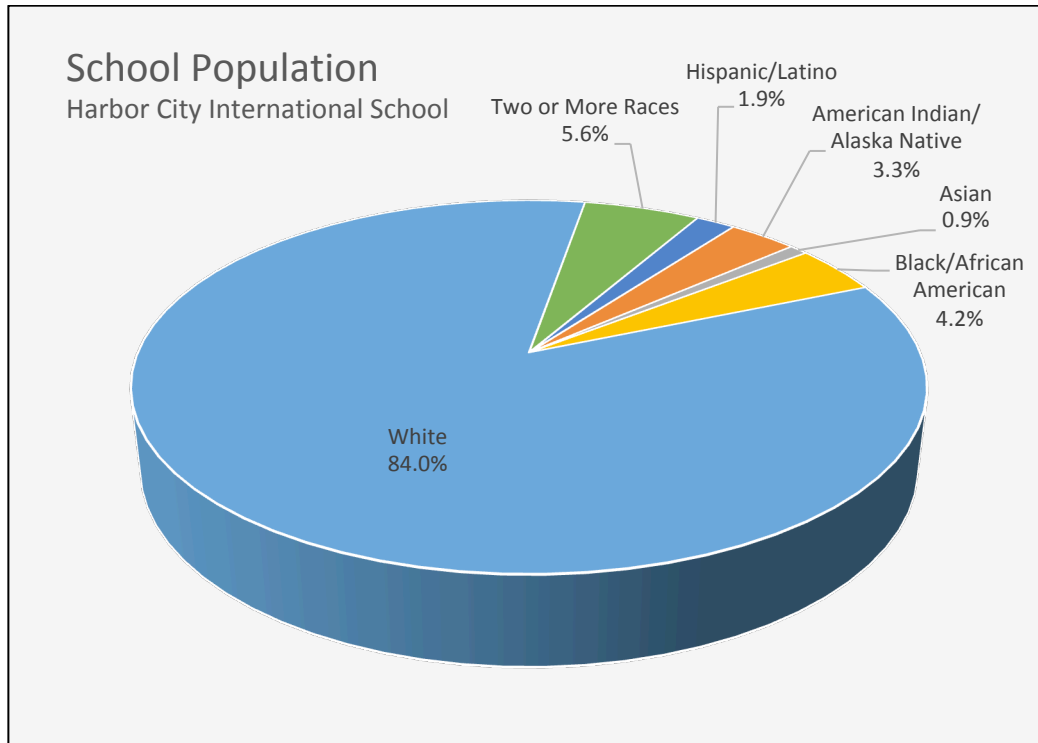


Figure 1 – School Population

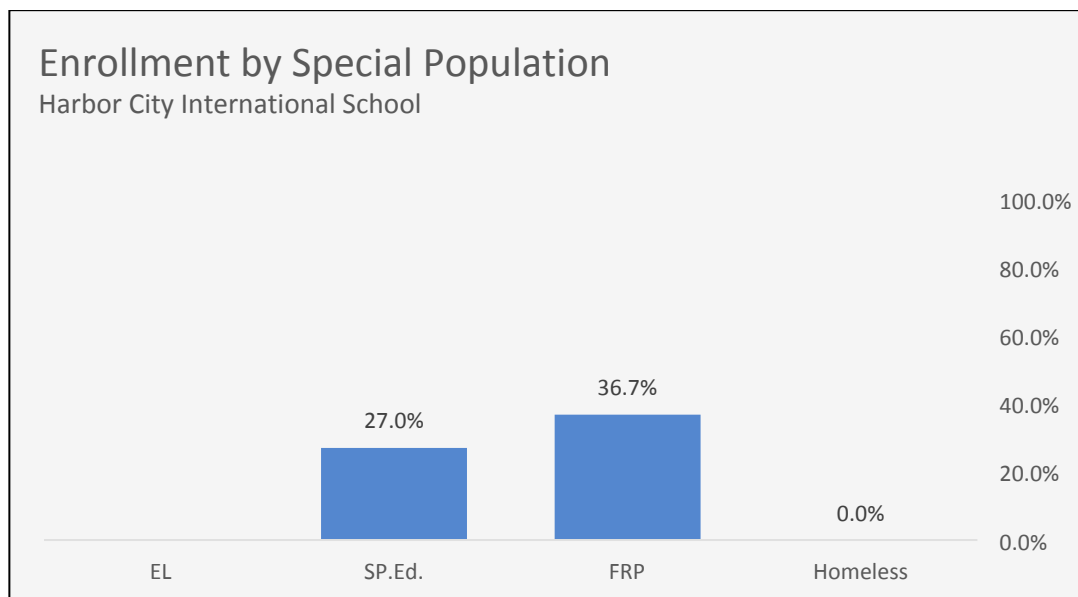


Figure 2 - Enrollment by Special Population

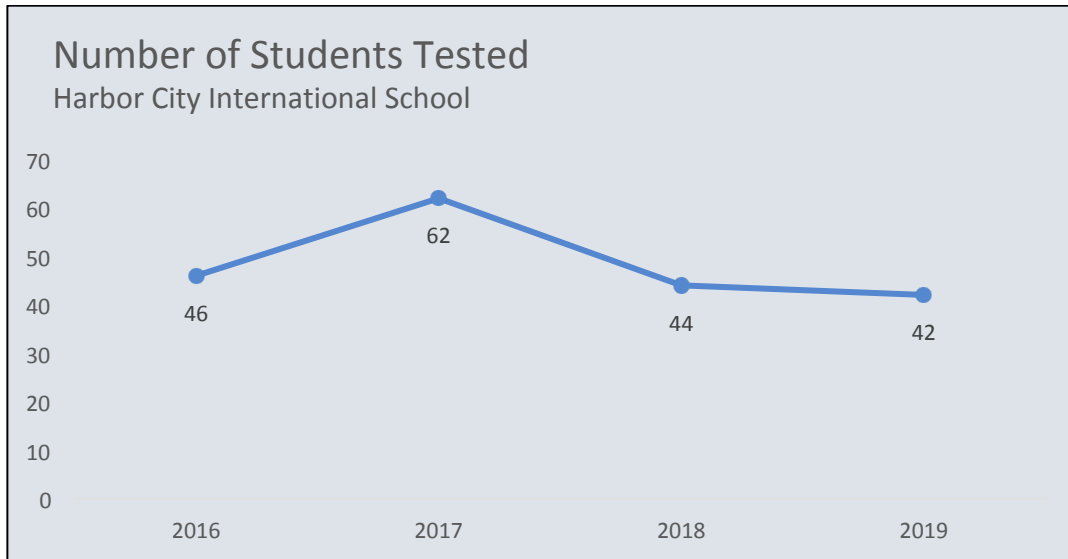


Figure 3– Number of Students Tested (MCA Math)

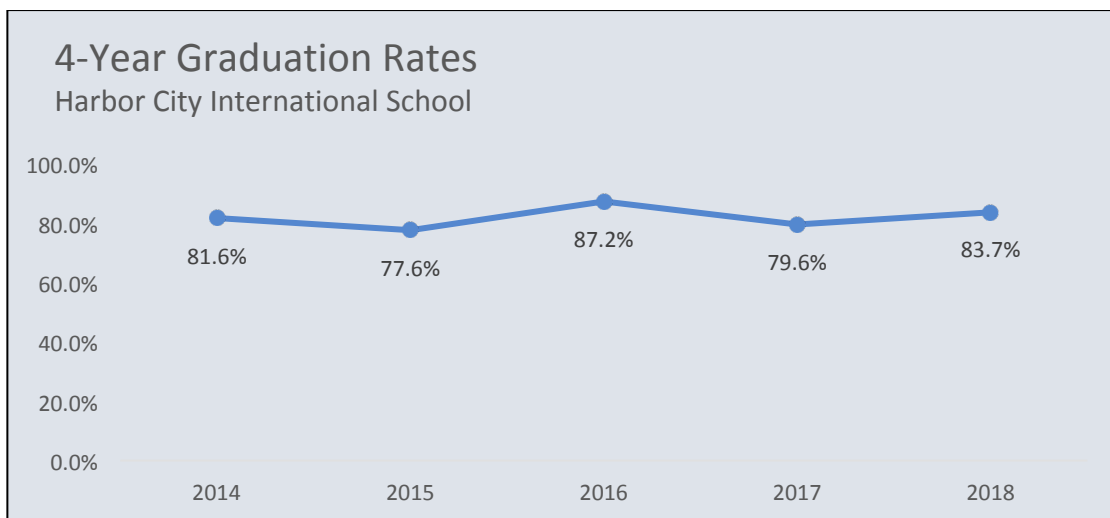


Figure 4 - Graduation Rates 2014- 2018

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
11th	47.4%	48.6%	47.9%	45.4%
Harbor City	45.7%	51.6%	52.3%	40.5%
Denfeld	29.0%	28.7%	34.8%	28.8%

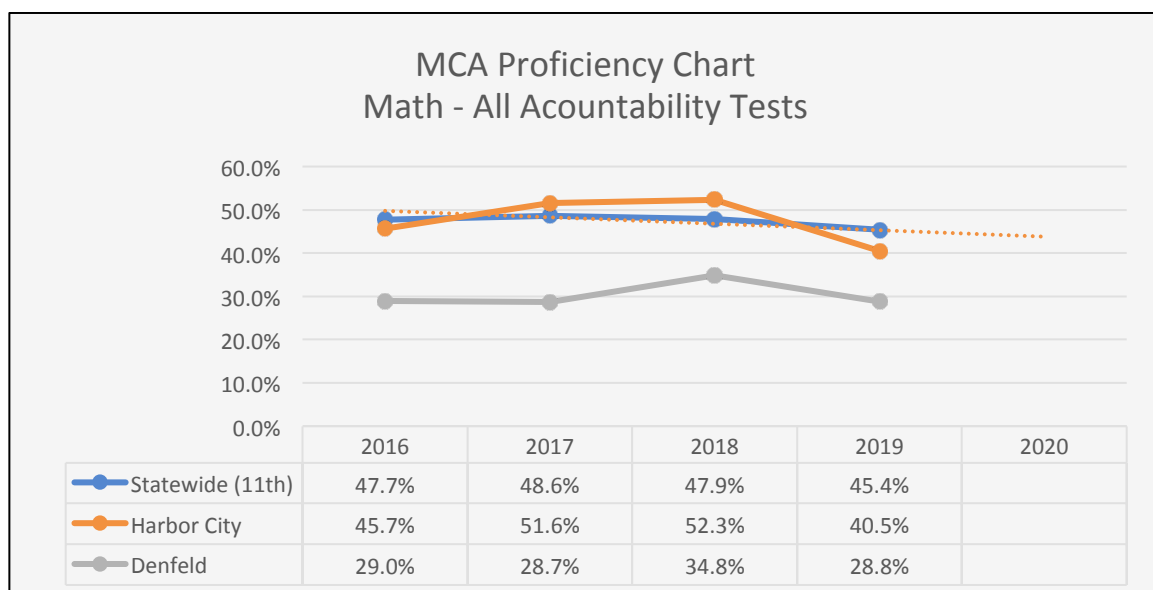


Figure 5 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: HCIS' MCA math proficiency results are shown in Table 1 and Figure 5. After outperforming the statewide average for the past two years, HCIS' math proficiency declined by over seven percentage points to 40.5%. Despite the decline, HCIS continues to outperform the local district comparison school. In future years it is expected that HCIS will continue to outperform the local district school and work toward meeting or exceeding the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
10th	59.6%	61.0%	59.9%	61.1%
Harbor City	87.9%	71.4%	83.0%	81.3%
Denfeld	50.9%	58.3%	49.1%	48.8%

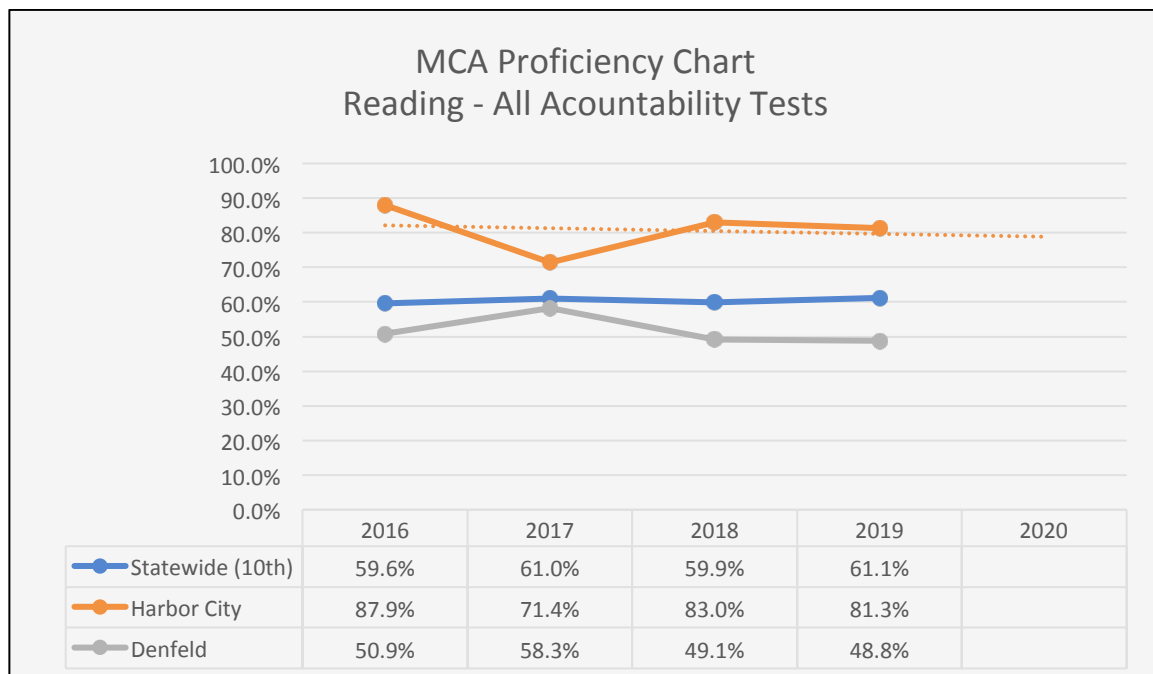


Figure 6 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: HCIS' MCA reading proficiency results are shown in Table 2 and Figure 6. HCIS' reading proficiency rate declined slightly from 2018 to 2019. Despite the decline, the school continues to outperform the local district school and the statewide average for 10th grade students. In future years it is expected that HCIS will continue to outperform both the local district school and the statewide average.

Table 3 – MCA Science Proficiency 2015 - 2019

MCA Science	2015	2016	2017	2018	2019
Statewide	53.6%	55.5%	54.7%	52.5%	50.7%
H.S.	54.9%	55.8%	56.3%	52.2%	54.4%
Harbor City	66.1%		58.9%		76.6%
Denfeld	43.1%	37.6%	46.8%	48.1%	44.7%

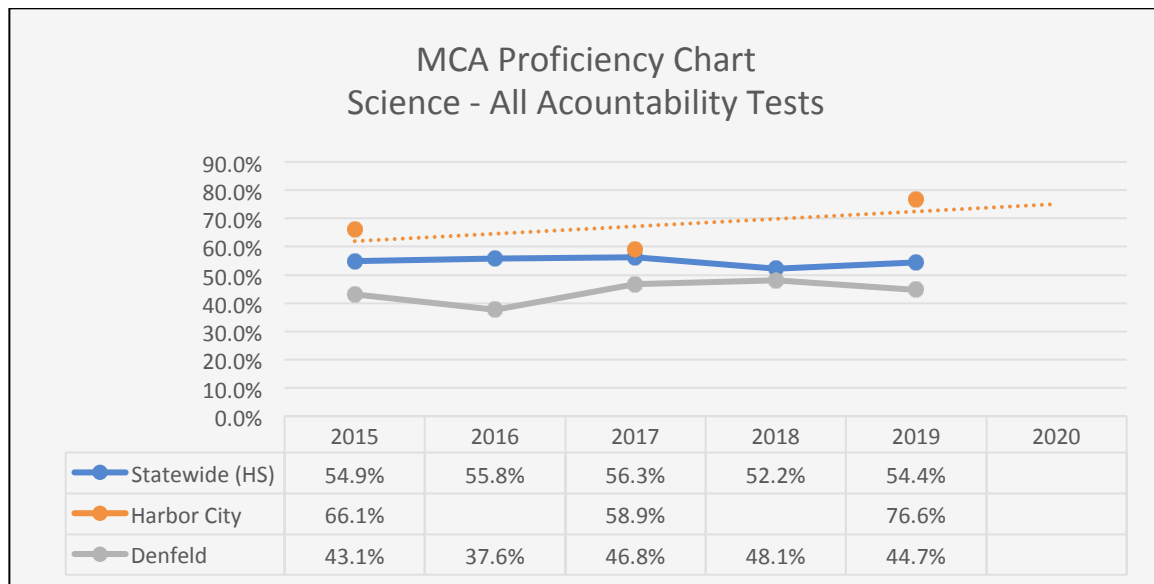


Figure 7 – MCA Science Proficiency 2015-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: MCA science proficiency results are shown in Table 3 and Figure 7. HCIS increased its science proficiency rate 76.6% in 2019. The school continues to outperform both the local district comparison school and the statewide average. It is expected that HCIS will continue to outperform the local district school and the statewide average when they test again in 2021.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

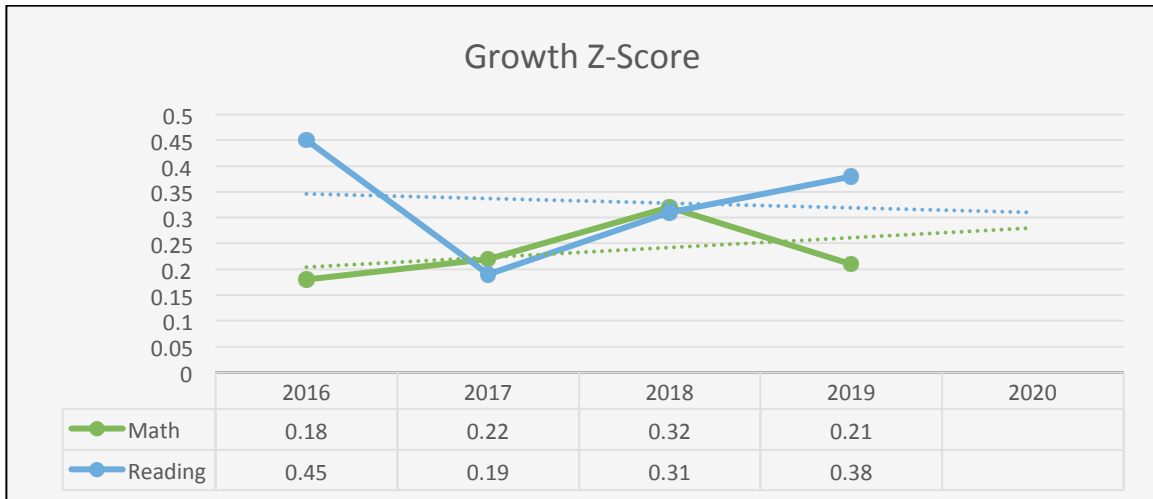


Figure 8- Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

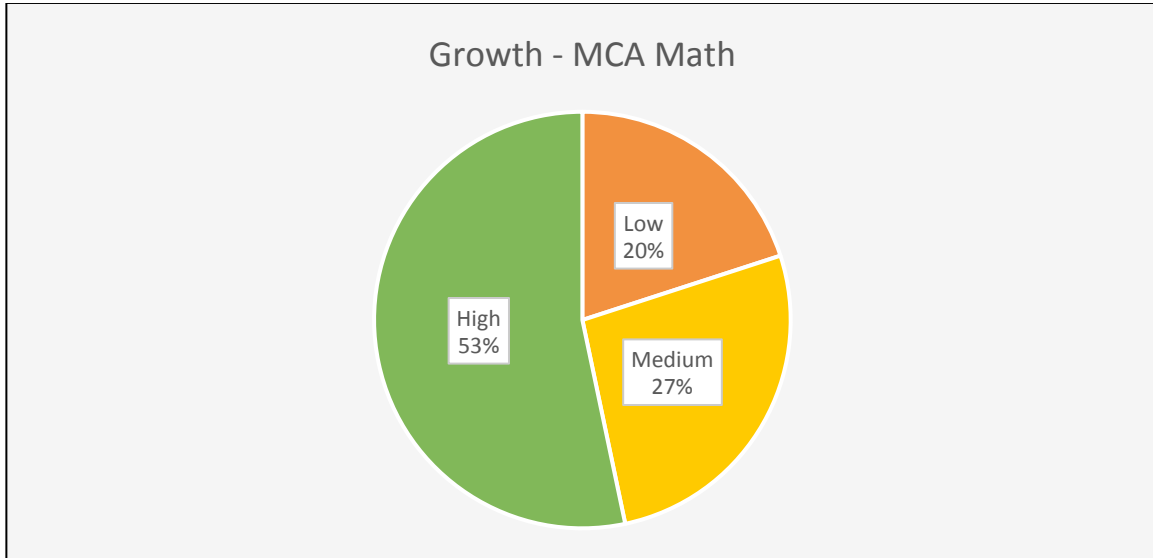


Figure 9 - Minnesota Growth MCA Math 2019

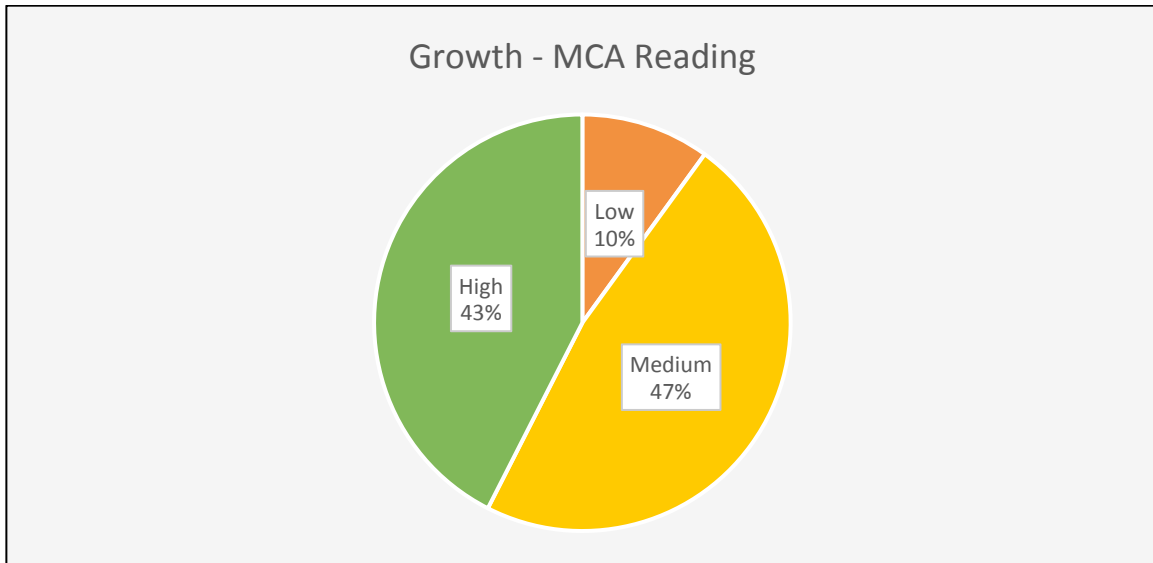


Figure 10 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

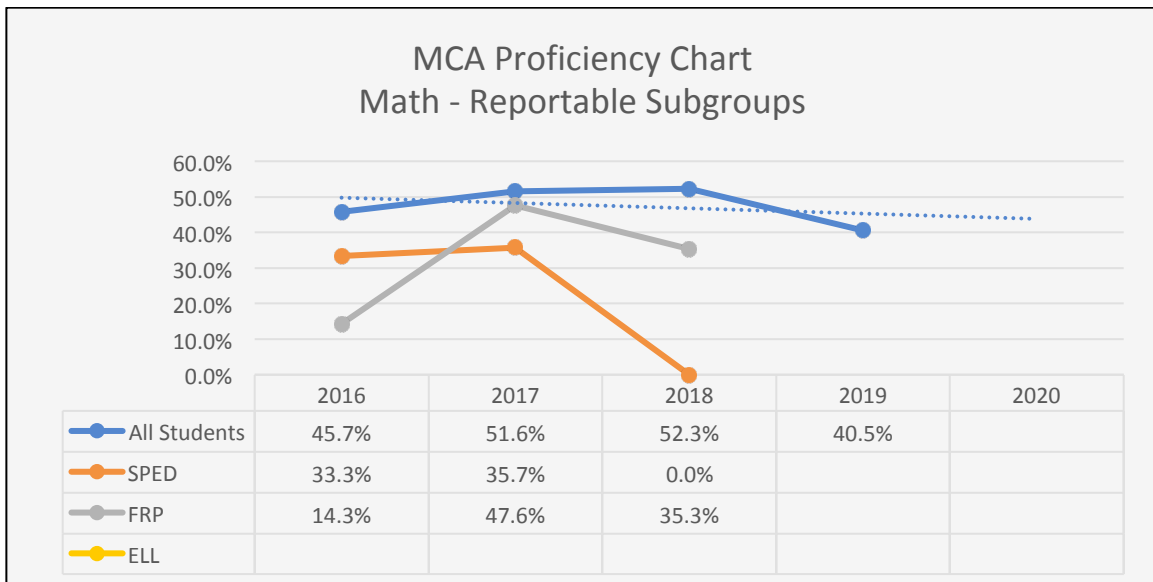


Figure 11 - Reportable Subgroups MCA Math 2016 - 2019

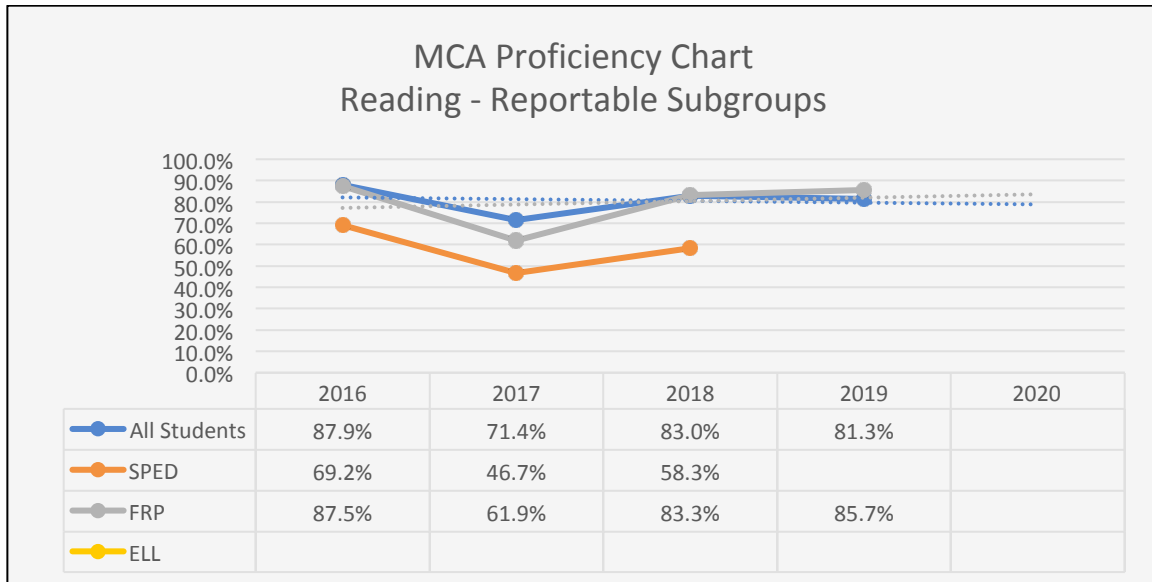


Figure 12 - Reportable Subgroups MCA Reading 2016- 2019

CHARTER CONTRACT SCHOOL SPECIFIC ACADEMIC GOALS:

Math Goal: The percentage of all students enrolled October 1 in grade 11 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will continue to close the gap between the state by making a 1% increase in proficiency during the 2017 school year, compared to the previous school year.

Contract Goals 1

School Year	Goal: 1 percentage point increase	Met / Not Met
Starting Point: Math	58.3% (2014 score)	-
2016 Year 1	59.3%	No, 45.7%
2017 Year 2	46.7%	Yes, 51.6%
2018 Year 3	47.7%	Yes, 52.3%
2019 Year 4	48.7%	No, 40.5%
2020 Year 5 – Contract Renewal	41.5%	

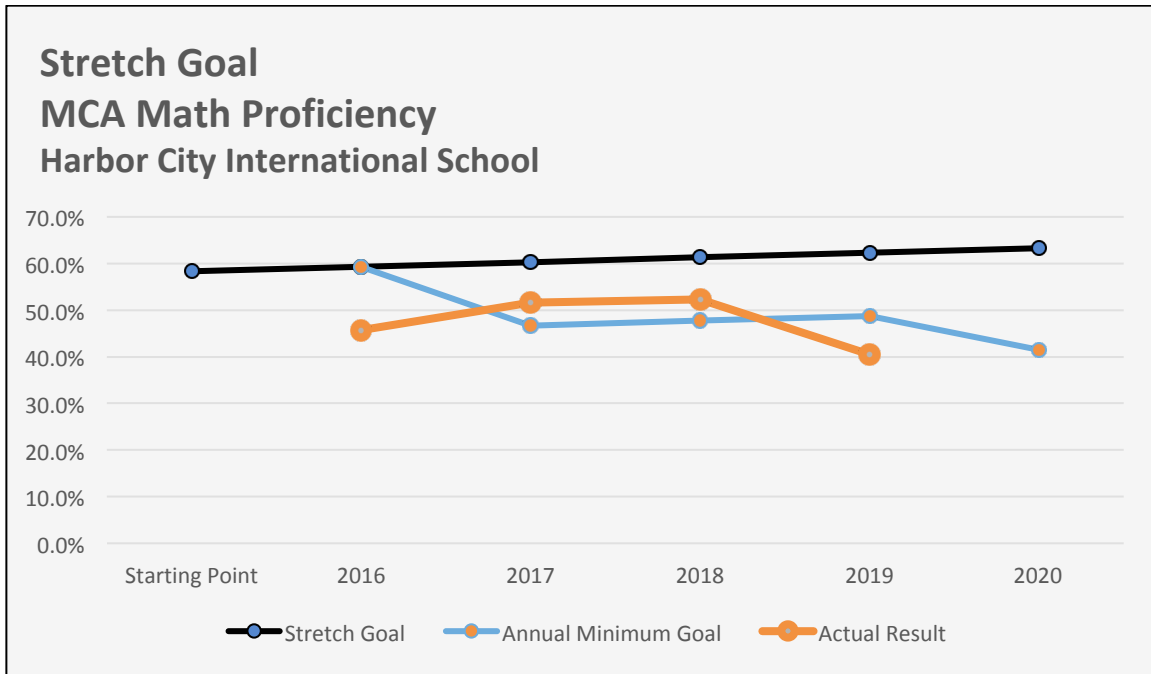


Figure 13 – Academic Goals – MCA Mathematics

Stretch goal is one percentage point growth each year, cumulative total of 5 percentage points growth over the five-year contract term.

Reading Goal: The percentage of all students enrolled October 1 in grade 10 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) will continue to close the gap between the state by making a 1.5% increase in proficiency during the 2017 school year, compared to the previous school year.

Contract Goals 2

School Year	Goal: 1.5 percentage point increase	Met / Not Met
Starting Point: Reading	52.4%	-
2016 Year 1	53.9%	Yes, 87.9%
2017 Year 2	55.4%	Yes, 71.4%
2018 Year 3	56.9%	Yes, 83.0%
2019 Year 4	58.4%	Yes, 81.3%
2020 Year 5 – Contract Renewal	59.9%	

Stretch goal is one and a half percentage points growth each year, cumulative total of 7.5 percentage points growth over the five-year contract term.

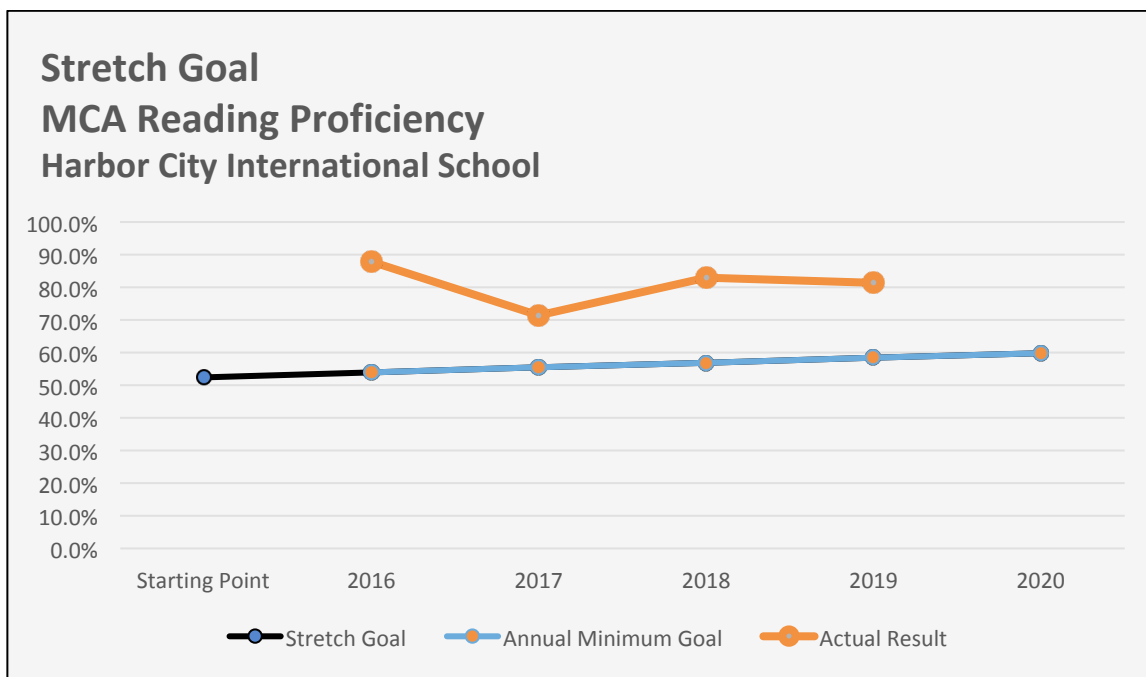


Figure 14 – Academic Goals – MCA Reading

Stretch goal is one and a half percentage points growth each year, cumulative total of 7.5 percentage points growth over the five-year contract term.

Science Goals: The percentage of all students enrolled October 1 in grade 11 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will continue to close the gap between the state by making a .5% increase in proficiency during the 2017 school year, compared to the previous school year.

Contract Goals 3

School Year	Goal: .5 percentage point increase	Met / Not Met
Starting Point: Science	66.1% (2015 Score)	-
2016 Year 1	66.6%	N/A
2017 Year 2	67.1%	No, 60.9%
2018 Year 3	61.4%	N/A
2019 Year 4	61.4%	Yes, 76.6%
2020 Year 5 – Contract Renewal	61.9%	

Growth

Contract Goals 4

School Year	Goal: Remain above 0	Met / Not Met
Starting Point: Math	0.23	-
2016 Year 1	Above 0	Yes, 0.18
2017 Year 2	Above 0	Yes, 0.22
2018 Year 3	Above 0	Yes, 0.32
2019 Year 4	Above 0	Yes, 0.21
2020 Year 5 – Contract Renewal	Above 0	

Contract Goals 5

School Year	Goal: 0.07 Increase	Met / Not Met
Starting Point: Reading	-0.28	-
2016 Year 1	-0.1372	Yes, 0.45
2017 Year 2	-0.0672	Yes, 0.19
2018 Year 3	0.0028	Yes, 0.31
2019 Year 4	0.0728	Yes, 0.38
2020 Year 5 – Contract Renewal	0.1428	

VOA -MN Standards Evaluation

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

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

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

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

Scale:

Meets standard - School's average proficiency rate exceeds the average performance of students

in schools they might otherwise attend.	
Partially meets standard - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.	
Does not meet standard - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: The school continues to outperform the local district comparison school in all subject areas.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between 0 and -0.5 Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: Math growth score: 0.21 Reading growth score: 0.35	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<ul style="list-style-type: none"> Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
Scale:	

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.	
Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.	
Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: HCIS had one reportable subgroup in 2019. The gap between the “all students” group and the Free and Reduced population was eliminated.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data/Source: HSIC Annual Report	
Analysis: Teacher Development and Evaluation is important to the academic success of HCIS students. In 2018/2019 a model based on state recommendations was adjusted to fit the needs of the unique educational processes of a small charter school.	
Teacher Evaluations:	
Teacher evaluation documentation was partially based on the state model and partially based on the unique education processes of HCIS.	
Teachers completed annual targeted growth plans and submitted to administration.	
Student Learning Goals set by teachers.	
Teacher evaluation process provides feedback on strengths and challenges, nurtures a collaborative teaching/learning culture in which teachers are able to continue their professional growth as educators.	
Teacher Evaluation included Summative Evaluations.	

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

Scale:

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

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

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

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

Data / Source: HCIS Annual Report

Analysis: The theme for Professional Development at HCIS for 2018/2019 was “uniting under a common mission.”

Topics covered were:

What does it mean to be a college prep school?

How do we nurture a sense of belonging?

How do we insist on academic excellence?

How do we graduate global citizens?

How do we incorporate the core value of Respect in our role at HCIS?

How do we incorporate the core value of Relationship in our role at HCIS?

How do we incorporate the core value of Reach in our role at HCIS?

How do we incorporate the core value of Responsibility in our role at HCIS?

How do we incorporate the core value of Resilience in our role at HCIS?

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

Scale:.

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

Partially Meets the Standard – The school has a plan for meeting their additional statutory

purposes and is partially meeting them.

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

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

Data / Source: HCIS Annual Report

Analysis: HCIS exists for the primary purpose of improving pupil learning and student achievement. Other statutory purposes for HCIS include encouraging the use of different and innovative teaching methods, and creating new professional opportunities for teachers.

New Schedule

This was the second year that HCIS utilized a new and innovative daily schedule by switching from a six-period day three days a week, and a four period day two days a week, to having a six period day five days a week and adding a daily 40 minute study period called the College Pursuit period. The school simultaneously changed the way that special education services are provided to students. Previously SpEd students were assigned a Directed Studies period during the school day to work on IEP goals. With the new schedule SpEd teachers co-teach with general education teachers and provide services in the general education classroom.

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

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

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

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

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

The impact this innovation has had on our school was immediate upon implementation. Students get 30 additional minutes per week in core and AP classes than they did in years previous. SpEd students have access to elective classes they previously did not have time for in their schedules because now

SpEd teachers are providing services in the general education classrooms. Students get a daily forty minute study period for working on assignments, getting organized, getting help from teachers on a one-on-one basis, and SpEd students can meet with case workers during that time. Teachers get one forty minute time period during the week, in addition to their daily prep period, to meet with their departments during the school day.

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

Scale:

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

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

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

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

Data / Source: HCIS Annual Report

Analysis:

Goal #1 – Close the Achievement Gaps Between Students

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

We do not try for specific targets within our small population due to variation in skill levels of our incoming students. The small size of our school and the resulting small sizes of subgroups make for high variability and frequent large but statistically insignificant changes. We also tend to focus on growth rather than proficiency for the same reasons. We recognize that we don't have control of the skill level of our incoming students, only the rate at which they learn once they are through our doors.

Result: Goal Met

* Provide the result for the 2018-2019 school year that directly ties back to the established goal.

All growth scores were above zero.

Math

HCIS out-performed Denfeld for growing students at the medium and high level for both proficient and non-proficient groups. (See charts below). Due to the constraints of low numbers, we are unable to compare subgroups of minorities. We can compare free and reduced as well as special education

populations.

The 2018 'on track' rates for MATH:

All Students:

HCIS 60.6%; Denfeld 34.3%

Free/Reduced:

HCIS 50% ; Denfeld 28.2%

Special Education:

HCIS 38.5%; Denfeld 16.0%

The 2018 'on track' rates for READING:

All Students:

HCIS 66.6%; Denfeld 47.9%

Free/Reduced:

HCIS 60% ; Denfeld 39.3%

Special Education:

HCIS 72.7%; Denfeld 25.0%

On Track Students

MDE says: "Students considered "on track" include proficient students who made medium or high growth, and non proficient students who made high growth. Students classified as making low growth have a growth z-score of less than -0.5; students with medium growth have a growth z-score between -0.5 and +0.5; students making high growth have a growth z-score of greater than +0.5."

Goal #2 – All Students Career and College Ready

* READING GOAL – The percentage of all students enrolled October 1 in grade 10 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) will increase from 62.3% in 2018 to 63.3% in 2019 . (Increase of 1 percentage point based on the renewal year cohort)

MATH GOAL - The percentage of all students enrolled October 1 in grade 11 Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will increase from 61.3% in 2018 to 62.3% in

2019.

Result: Goal Not Met

* **Reading** - The percentage of all students enrolled October 1 in grade 10 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) was **81.3%**.

Math - The percentage of all students enrolled October 1 in grade 11 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) was **40.5%**.

Academic Standards Point Total: 13/14



KALEIDOSCOPE CHARTER SCHOOL

Charter # 4118

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

Summary: KCS tested 285 students in 2019. The school increased its proficiency rate on the Minnesota Comprehensive Assessments in math, reading, and science from 2018 to 2019. Growth scores in math and reading are higher than average with 80% of the school's students in math, and 80% in reading, achieved high or medium growth on the Minnesota Growth Report.

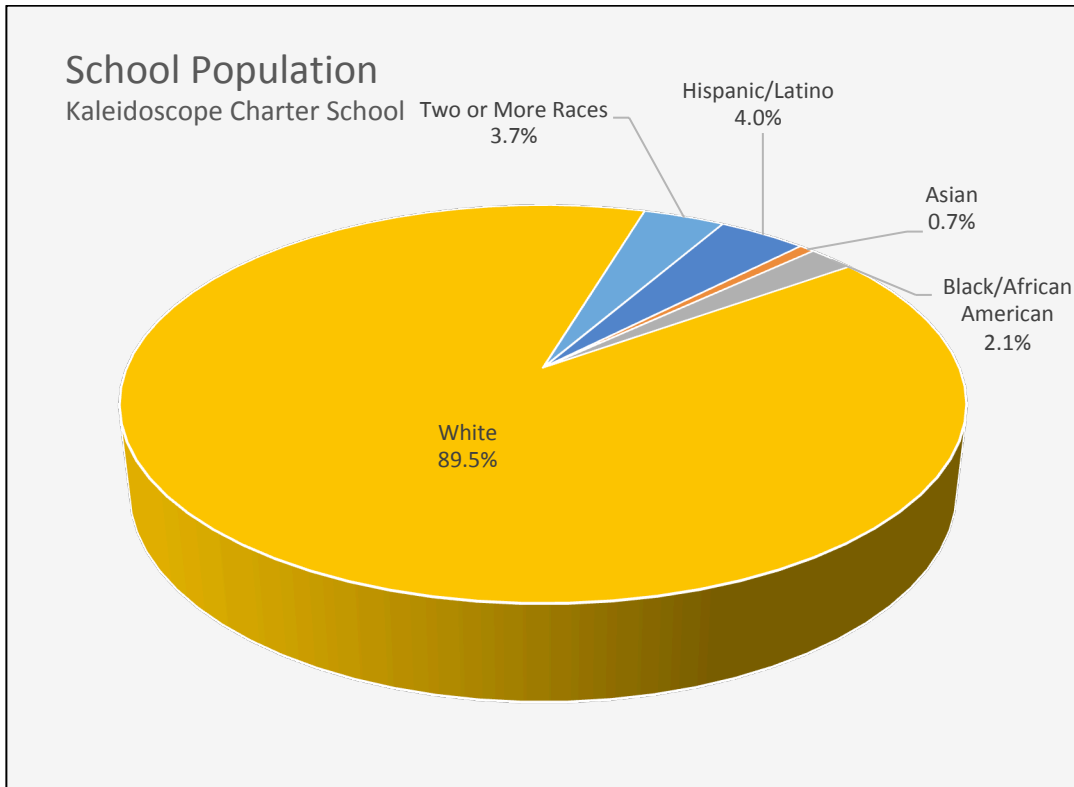


Figure 1 – School Population

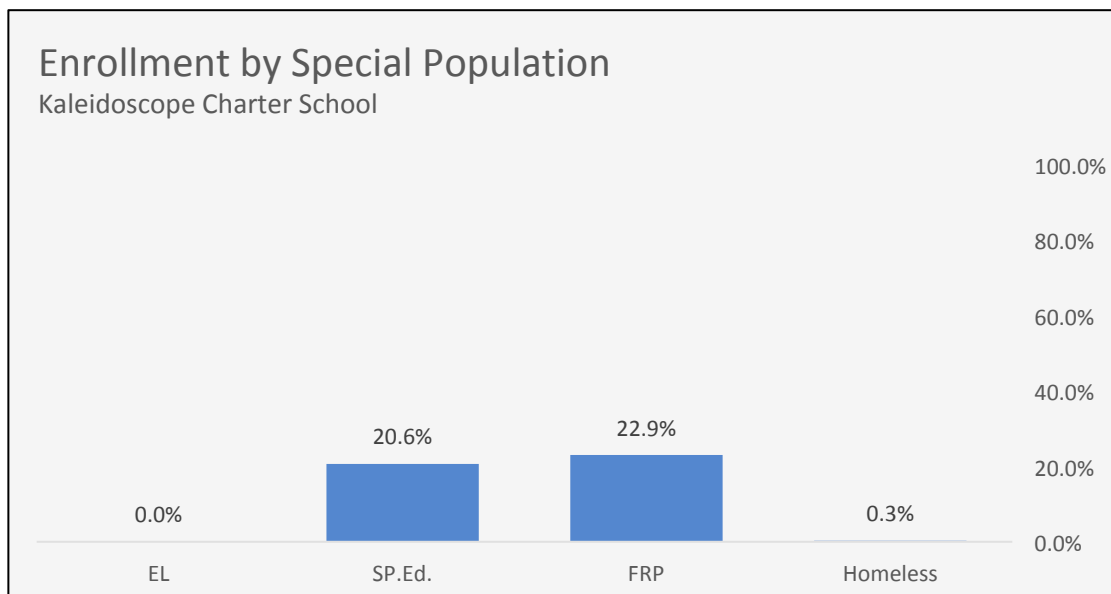


Figure 2 - Enrollment by Special Population

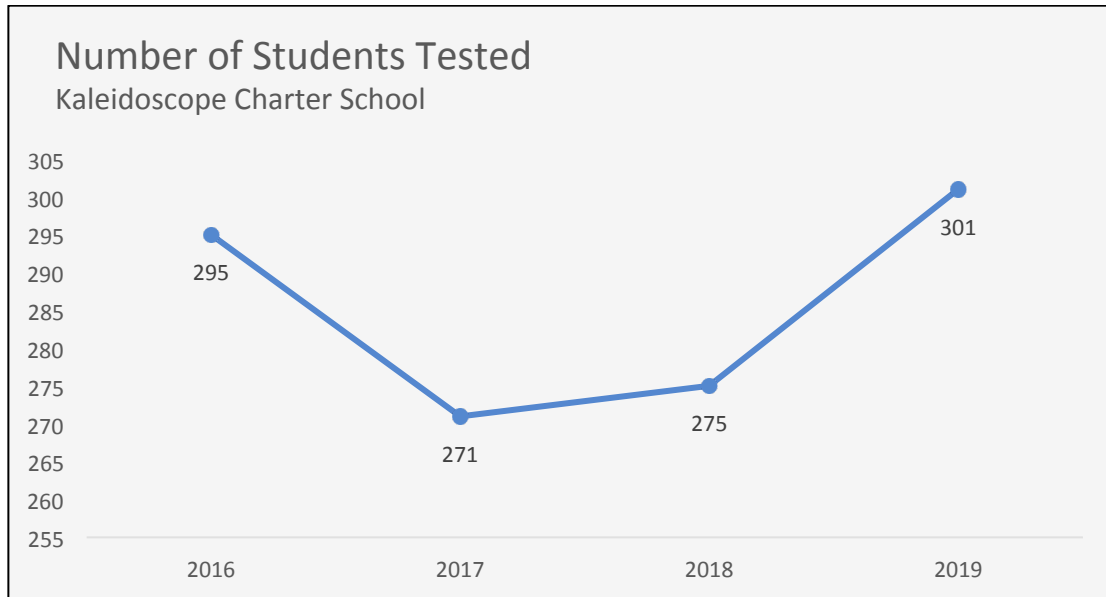


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3rd	70.0%	68.6%	66.9%	66.0%
4th	69.4%	67.4%	65.6%	64.3%
5th	59.4%	57.7%	55.2%	52.4%
6th	56.7%	56.0%	54.3%	50.9%
7th	56.7%	55.4%	54.9%	52.5%
8th	58.8%	58.8%	57.8%	55.7%
11th	47.4%	48.6%	47.9%	45.4%
Kaleidoscope	46.2%	48.5%	49.2%	54.0%

3rd	61.1%	67.2%	78.6%	57.6%
4th	51.4%	52.4%	46.2%	65.5%
5th	46.0%	28.1%	17.0%	49.0%
6th	35.7%	59.4%	50.0%	45.6%
7th	20.0%	34.5%	66.7%	51.6%
8th	33.3%	CTSTR	39.3%	60.6%
11th	CTSTR	CTSTR	45.5%	CTSTR
Prairie View Elem	N/A	N/A	59.9%	63.1%
3rd	N/A	N/A	67.1%	83.3%
4th	N/A	N/A	77.1%	74.4%
5th	N/A	N/A	45.3%	60.0%
6th	N/A	N/A	52.1%	57.6%
Zimmerman Middle				
7th			72.4%	70.8%
8th			61.5%	68.8%
Zimmerman High				
11th			47.1%	45.8%
Combined			60.7%	64.3%

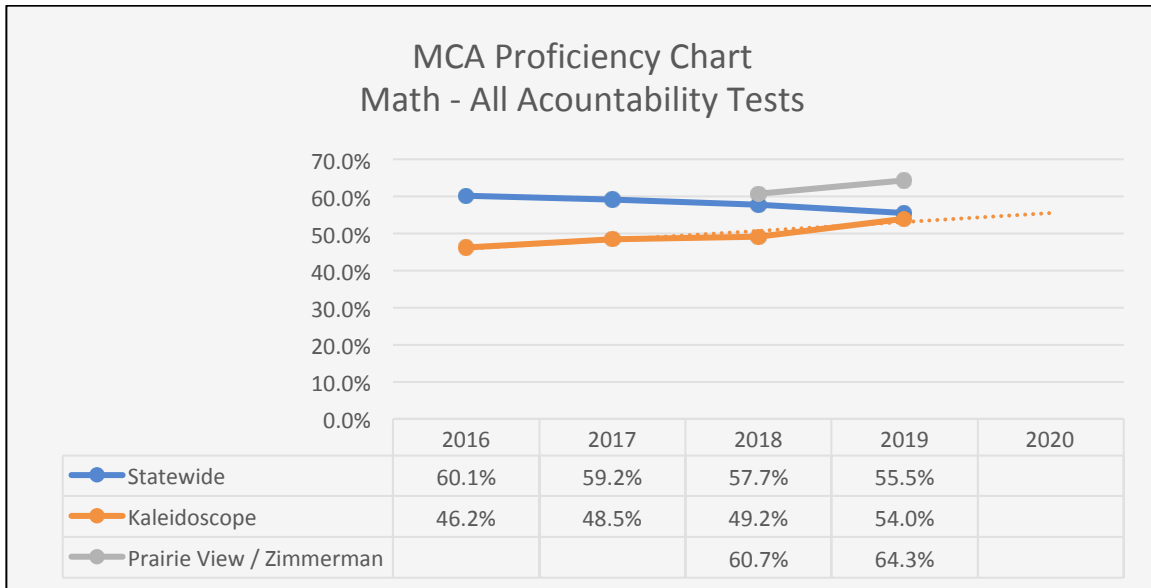


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: KCS' MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Prairie View Elementary, grades 3-6, Zimmerman Middle, grades 7-8, and Zimmerman High, grade 11, were combined to create a comparison score for KCS. KCS increased its math proficiency rate by nearly five percentage points from 2018 to 2019. The school continues to close the gap between itself and the statewide average. However, the school's proficiency rate remains below that of the combined comparison schools as well as the statewide average. In future years it is expected that KCS will continue to increase its math proficiency rate to meet or exceed that of the combined comparison schools.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3rd	57.7%	57.0%	56.2%	55.0%
4th	58.8%	57.3%	56.2%	55.9%
5th	68.1%	67.9%	67.5%	66.2%
6th	62.6%	63.8%	64.9%	63.2%
7th	57.2%	57.9%	58.7%	57.9%
8th	57.8%	59.3%	59.1%	58.2%
10th	59.6%	61.0%	59.9%	61.1%
Kaleidoscope	49.3%	57.1%	58.6%	62.9%

3rd	43.7%	45.3%	56.1%	47.7%
4th	43.3%	48.4%	42.3%	52.7%
5th	69.8%	72.6%	66.7%	64.7%
6th	42.9%	76.7%	81.3%	78.4%
7th	31.6%	53.3%	70.0%	80.6%
8th	46.7%	CTSTR	50.0%	73.5%
10th	CTSTR	CTSTR	38.5%	CTSTR
Prairie View Elem			68.3%	69.4%
3rd			62.7%	72.2%
4th			61.9%	62.6%
5th			67.7%	75.3%
6th			75.2%	71.7%
Zimmerman Middle				
7th			63.2%	69.8%
8th			67.7%	62.4%
Zimmerman High				
10th			73.5%	66.5%
Combined			67.3%	68.2%

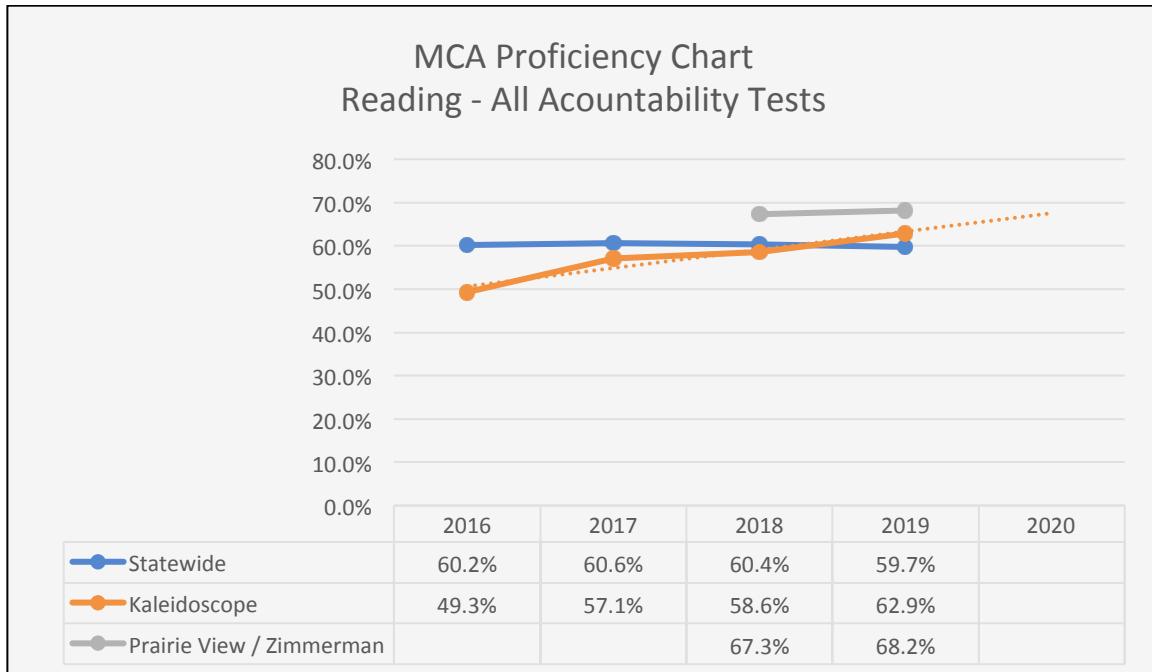


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: KCS' MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, proficiency results from Prairie View Elementary, grades 3-5, Zimmerman Middle, grades 6-8, and Zimmerman High, grade 10, were combined to create a comparison score for KCS. KCS increased its reading proficiency rate for the third straight year and is currently outperforming the statewide average. However, the school's proficiency rate remains below that of the combined comparison schools. In future years it is expected that KCS will continue to increase its math proficiency rate to meet or exceed that of the combined comparison schools.

Table 3 – MCA Science Proficiency 2016 - 2019

MCA Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
5 th	62.1%	60.6%	58.7%	54.9%
8 th	48.0%	46.7%	45.7%	43.0%
H.S.	56.1%	56.8%	52.8%	61.1%
Kaleidoscope	59.0%	56.0%	49.5%	53.1%
5 th	64.5%	51.7%	53.7%	50.0%
8 th	42.9%	CTSTR	53.6%	55.9%

H.S.	CTSTR	CTSTR	23.1%	CTSTR
Prairie View 5 th			51.5%	57.6%
Zimmerman Middle 8 th			59.8%	56.7%
Zimmerman High H.S.			67.1%	64.6%
Combined			61.1%	60.3%

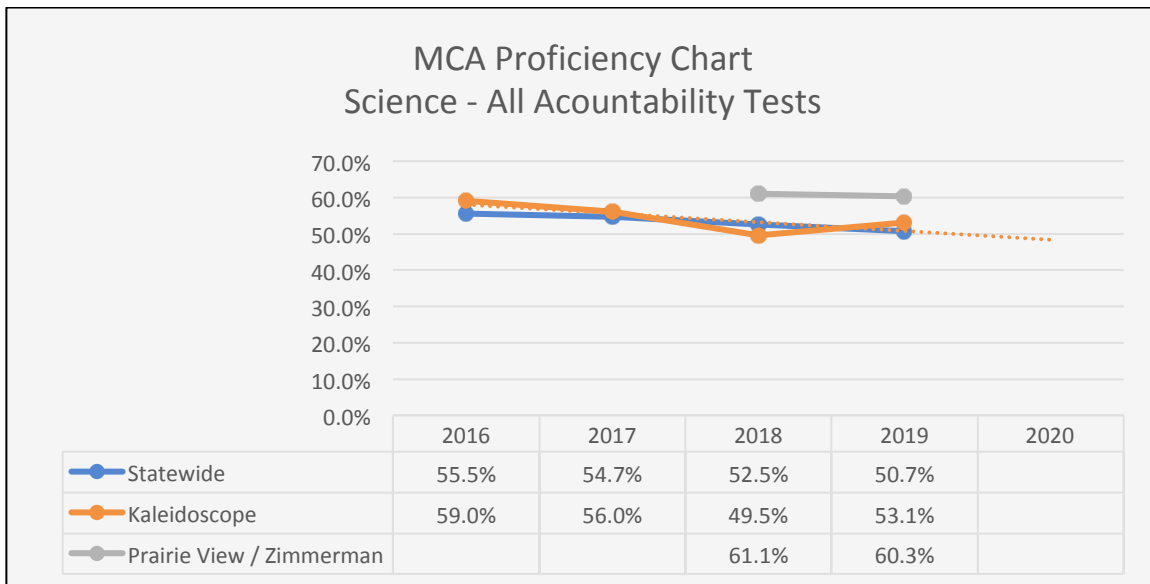


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: KCS’ MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Prairie View Elementary, grade 5, Zimmerman Middle, grade 8, and Zimmerman High, H.S., were combined to create a comparison score for KCS. KCS increased its science proficiency rate by nearly four percentage points from 2018 to 2019. The school is currently outperforming the statewide average, something it has done three out of the last four years. In future years, it is expected that KCS will continue to meet or exceed the statewide science proficiency rate and work toward meeting or exceeding that of the combined comparison schools.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

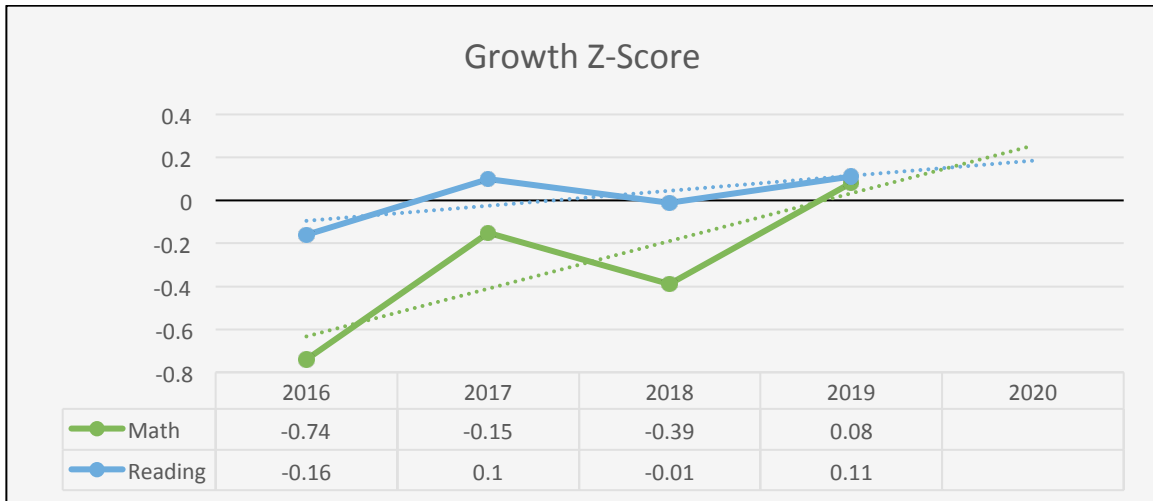


Figure 7- Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

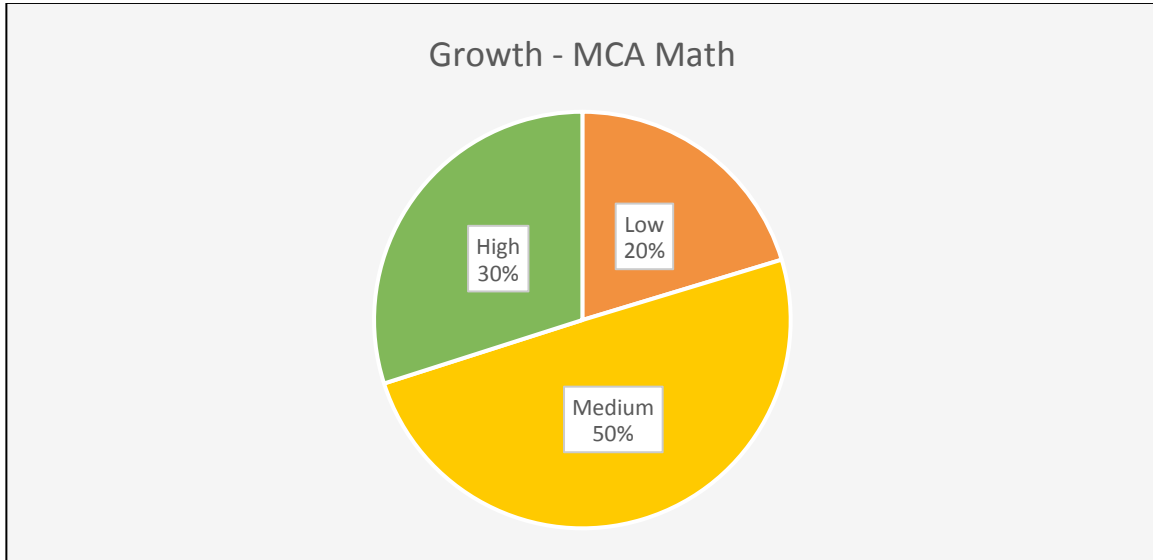


Figure 8 - Minnesota Growth MCA Math 2019

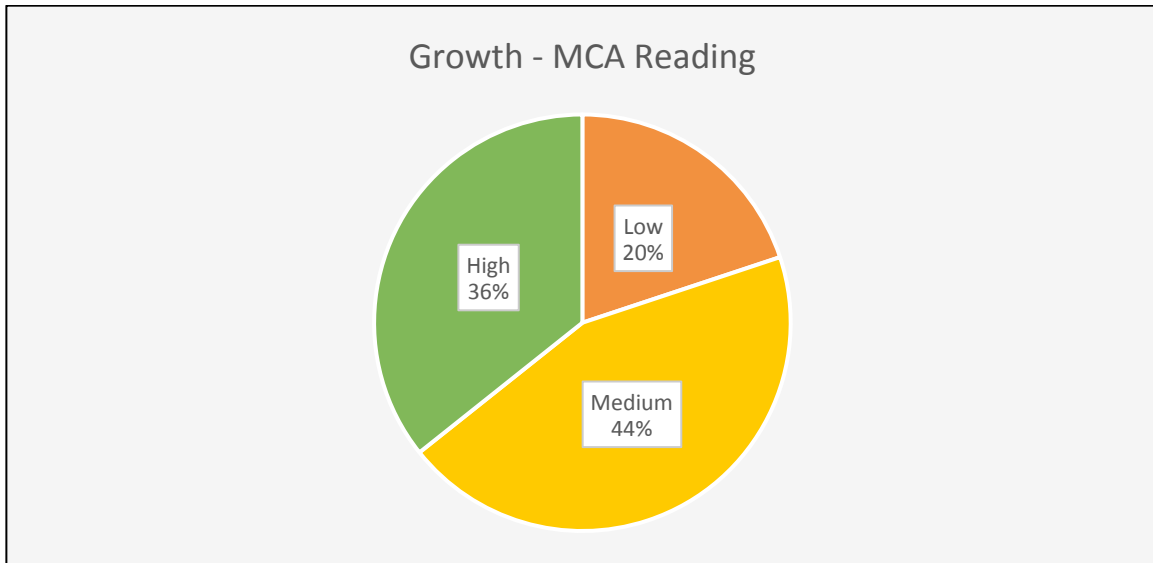


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

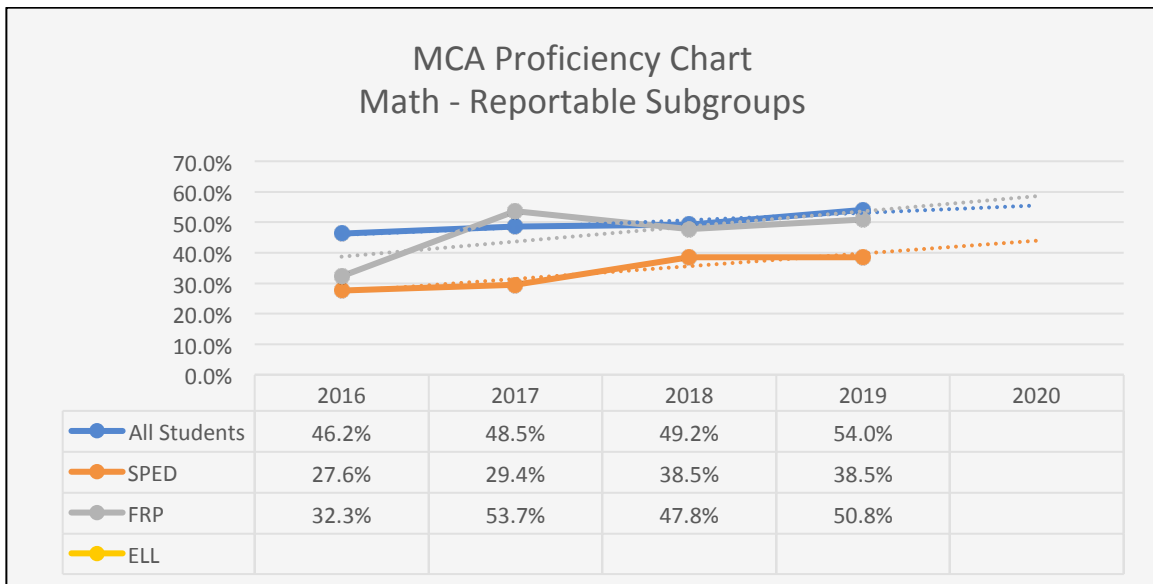


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

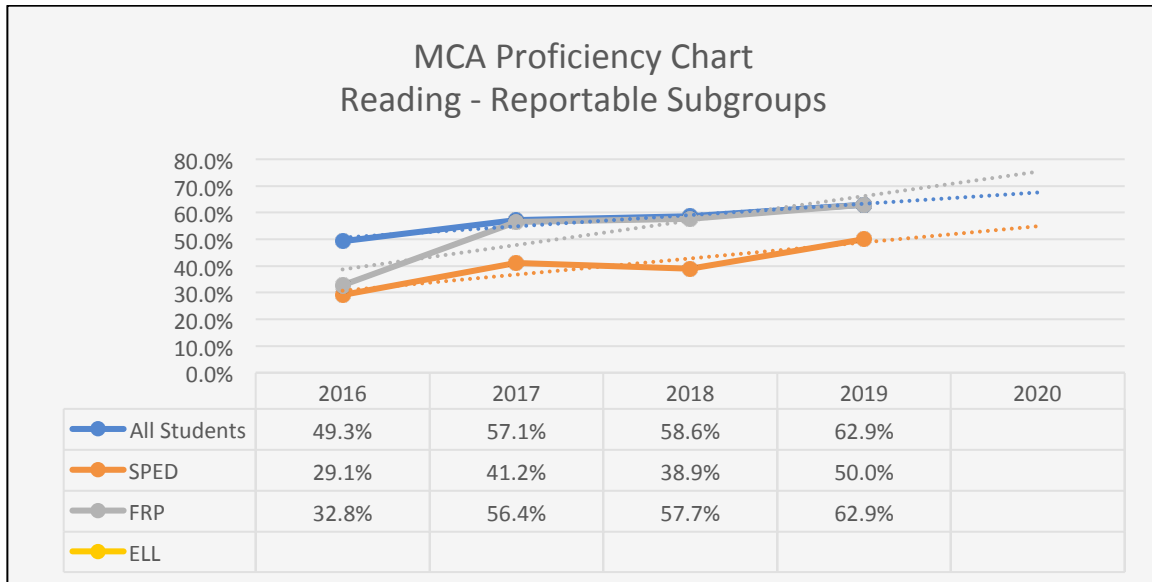


Figure 11 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

X	0 - Does Not Meet
----------	--------------------------

	1 - Partially Meets
	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: A score of does not meet was awarded because the school's proficiency rate in math, reading and science was below that of the comparison schools in 2019 despite proficiency increases in all subject areas.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between -0.5 and 0. Does not meet standard - School's growth score is below -0.5.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: Growth increased in both math and reading from 2018 to 2019. Math = 0.08 Reading = 0.11	

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

	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: Achievement gap reduction was reduced in two out four possible areas. The Special Education subgroup reduced its gap with the “all students” group by nearly six percentage points and the gap between the “all students” group and the Free and Reduced population was eliminated.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data/Source: KCS Annual Report	
Analysis: Kaleidoscope Charter School adopted a revised Teacher Development and Evaluation plan in 2018 that meets the requirements set forth in state statute. The plan requires all teachers to receive an annual evaluation, which includes an observation (55% of total score), a student achievement goal tied to student assessment data (35% of total score), and a student engagement walkthrough (10% of total score). All teachers also participate in a peer review process that is not evaluative and consists of a pre-observation meeting, an observation, and a observation meeting. Teachers who are new to Kaleidoscope will complete two additional observations; the three observation scores will be averaged to calculate their overall observation score.	

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

	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data / Source: KCS Annual Report	
<p>Analysis: Kaleidoscope Charter School adopted a revised Teacher Development and Evaluation plan in 2018 that meets the requirements set forth in state statute. The plan requires all teachers to receive an annual evaluation, which includes an observation (55% of total score), a student achievement goal tied to student assessment data (35% of total score), and a student engagement walkthrough (10% of total score). All teachers also participate in a peer review process that is not evaluative and consists of a pre-observation meeting, an observation, and a observation meeting. Teachers who are new to Kaleidoscope will complete two additional observations; the three observation scores will be averaged to calculate their overall observation score.</p> <p>During the 2017/2018 school year, staff development continued to focus largely on training staff to assess students to determine whether or not they were meeting the desired learning outcomes. Staff assessed students in math and reading every other week using short (5 minute or less) assessments. PLCs met to determine which skills individual students and the class as a whole had mastered and which skills needed to be retaught. In addition, K-5 implemented a new math curriculum and training was provided on best practices for implementation.</p> <p>This continued in the 2018-2019 school year. Additionally, professional development focused on broadening teachers' understanding of student needs and deepening our understanding of common assessments and utilization of data for more precise interventions.</p>	

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

Analysis:

WELCOMING

Imagine a school where everyone is welcome – At Kaleidoscope, we offer a welcoming learning environment. As a small community, we really get to know our students and their families. Small class sizes also mean there is time for more personalized instruction. We see our students grow in confidence, and find their voice as curious, confident graduates.

COMMUNITY

Imagine a community of families, staff, and teachers passionate about your child's education – Our relationship with our Kaleidoscope families is vital to what we do. Our hands-on culture means our parents are also very hands on with their student's learning. The staff and teachers welcome parents to take an active role in their student's education both by volunteering in the classroom and on field trips as well as working with administration and teachers to create an individualized learning plan that is suited to their child's needs.

TAILORED INSTRUCTION

Imagine a school where teaching is tailored to each student – We are a public school with a difference – as a charter school we have more leeway in the way we deliver instruction. Because we cap our kindergarten classes at 18 and our other classes at 24 - our staff is able to connect with students on a deeper level. Teachers can offer more one-to-one attention. They personally know each student and each student's potential.

STUDENT-CENTERED

Imagine a school where every child is embraced as gifted and talented – Because every student learns differently, each student receives a personalized program and instruction. We help identify each student's strengths and weaknesses and spend more time where they need it most.

INQUIRY-BASED

Imagine a school where imagination is valued and rewarded – Our teachers go beyond the textbook in ways that are more creative. Students are encouraged to use their imaginations, to dig deeper, to interact with classmates, to be inquisitive and come up with their own solutions. We get them using all their senses – whether it's working with clay, caring for a crayfish, going on field trips to explore different cultures or working on service learning projects.

WHOLE CHILD

Imagine a school dedicated to helping the whole child grow – No one slips through the cracks here. If a student is lagging behind or excelling in a class, teachers have the time to help and to challenge them to reach their full potential.

BEYOND THE STANDARDS

Imagine teachers who have the freedom to be creative and experiment beyond the standards – We teach that even though there may be only one right answer, there are many

ways to get to that answer. Our teachers are willing to experiment with new ideas - to inspire students to be inquisitive. Everyone can book learn and take tests. Our students learn how to find solutions not to merely memorize answers. Hands-on means learning here is fun!

ETHICS & CIVIC RESPONSIBILITY

Imagine your student learning leadership, ethics, and civic responsibility – Because we are focused on helping the whole child grow, our curriculum not only includes the core requirements, but also includes a healthy dose of character development - like ethics, integrity and civic responsibility - service projects, leadership, and career exploration. Our job is to get students ready for next steps. That is why character education is so important.

COLLEGE & CAREER-READY

Imagine your student graduating curious, confident, and excited – When our students leave here as graduates, they are confident, career-ready, and prepared - not only for college – for the world beyond.

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

Scale:

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

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

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

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

Data / Source: KCS Annual Report

Analysis:

Goal #1 By the conclusion of FY2019, the school-wide proficiency rate will be at least 81% on the MCA Math assessment. Result: During FY19, 54.0% of all students showed proficiency.

Goal #2 By the conclusion of FY2019, the school-wide proficiency rate for students receiving free or reduced lunch will be at least 79.6% on the MCA Math assessment. Result: During FY19, 50.8% of students in this category showed proficiency.

Goal #3 By the conclusion of FY2019, the school-wide proficiency rate for student's receiving special education services will be at least 64.7% on the MCA Math assessment. Result: During FY19, 38.5% of students in this category showed proficiency.

Goal #4 By the conclusion of FY2019, the school-wide proficiency rate will at least 81.4% on the MCA Reading assessment. Result: During FY19, 62.9% of all students showed proficiency.

Goal #5 By the conclusion of FY2019, the school-wide proficiency rate for students receiving free or reduced lunch will be at least 81.7% on the MCA Reading assessment. Result: During FY19, 62.9% of students in this category showed proficiency.

Goal #6 By the conclusion of FY2019, the school-wide proficiency rate for student's receiving special education services will be at least 68.8% on the MCA Reading assessment. Result: During FY19, 50.0% of students in this category showed proficiency.

Goal #7 By the conclusion of FY2019, the school-wide proficiency rate will be at least 78.4% on the MCA Science assessment. Result: During FY19, 53.1% of all students showed proficiency.

Goal #8 By the conclusion of FY2019, the school-wide proficiency rate for students receiving free or reduced lunch will be at least 87.5% on the MCA Science assessment. Results: During FY19, 66.7% of students in this category showed proficiency.

Goal #9 By the conclusion of FY2019, the school-wide proficiency rate for student's receiving special education services will be at least 66.6% on the MCA Science assessment. Result: During FY19, 52.0% of students in this category showed proficiency.

Academic Standards Point Total: 10/14



KIPP: NORTHSTAR ACADEMY

Charter #4191

Principal: Jamie Scherle
5304 N. Oliver Avenue
Minneapolis, MN 55430
Phone: 612-287-9700

www.kippminnesota.org

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

Summary: KNSA tested 221 students in 2019. The school’s demographic data has remained steady over the past few years with a higher than average free and reduced population. KNSA continues to outperform the local district schools in all categories; however, they remain below the state average in these same categories. 53% of the school’s students in math, and 62% in reading, achieved high or medium growth on the Minnesota Growth Report.

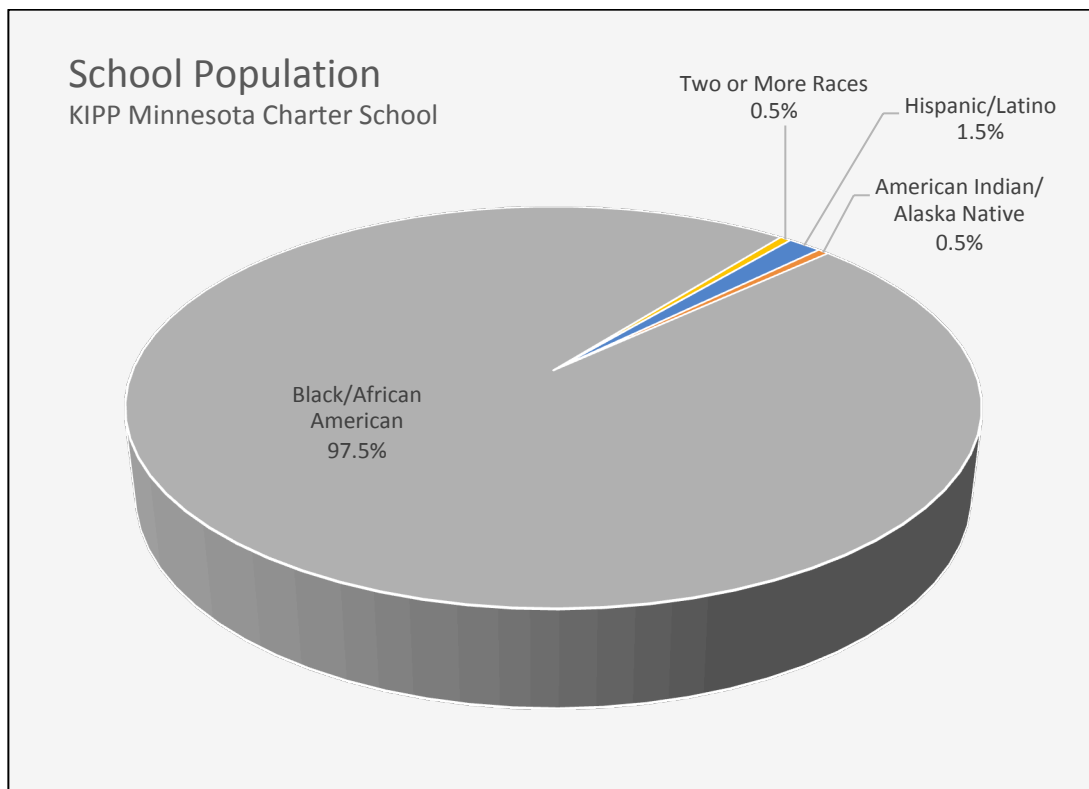


Figure 1 – School Population

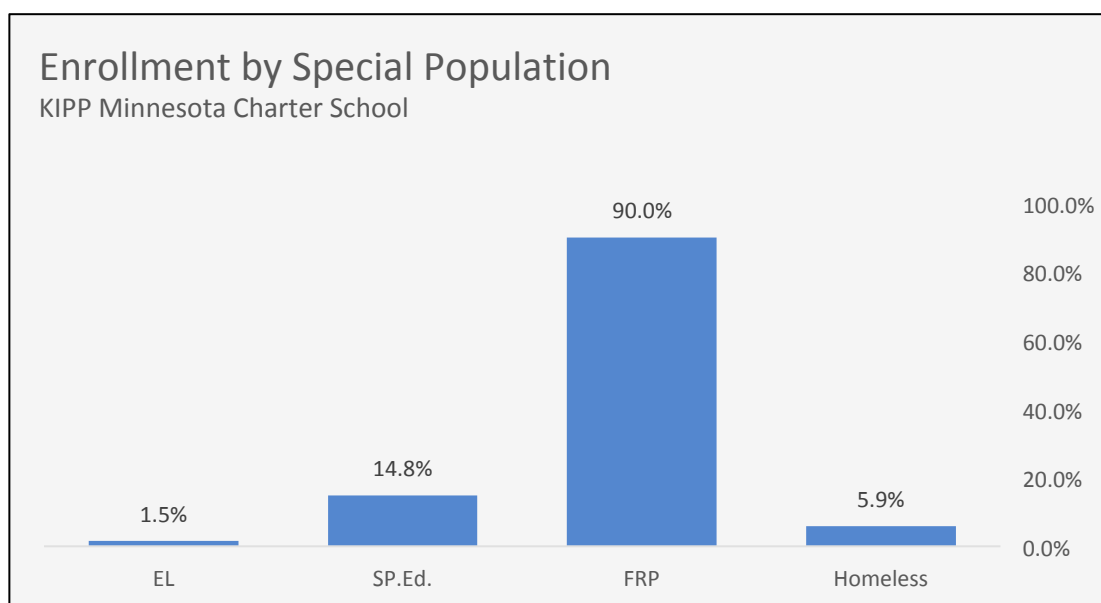


Figure 2 - Enrollment by Special Population

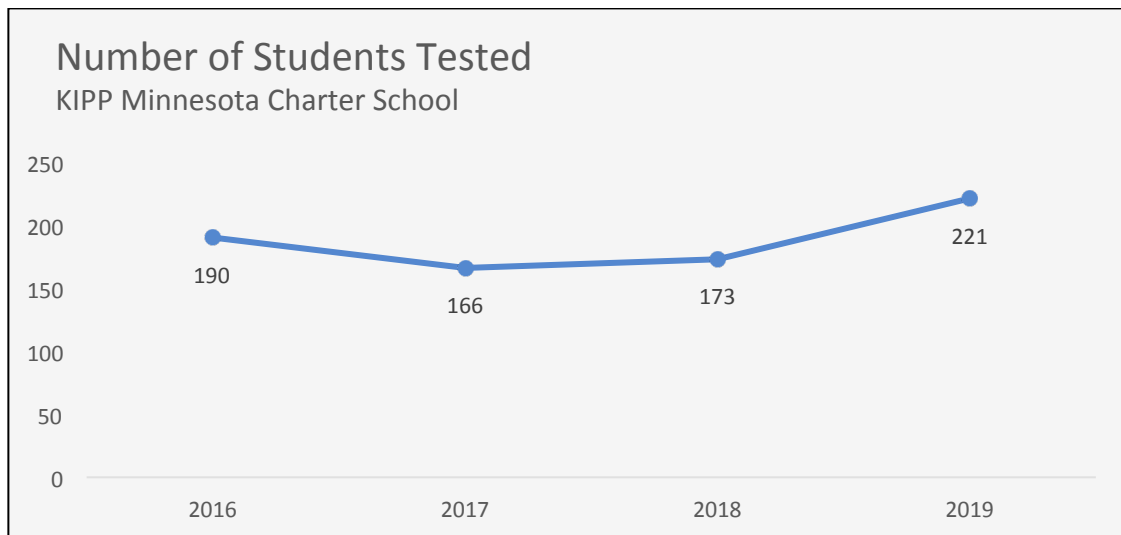


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3rd	70.0%	68.6%	66.9%	66.0%
4th	69.4%	67.4%	65.6%	64.3%
5th	59.4%	57.7%	55.2%	52.4%
6th	56.7%	56.0%	54.3%	50.9%
7th	56.7%	55.4%	54.9%	52.5%
8th	58.8%	58.8%	57.8%	55.7%
KIPP	35.2%	34.8%	32.3%	19.2%
3rd				CTSTR
4th				

5 th	44.0%	23.1%	11.5%	CTSTR
6 th	19.7%	22.4%	19.6%	CTSTR
7 th	40.4%	44.4%	47.6%	33.3%
8 th	44.9%	51.4%	46.5%	35.0%
Jenny Lind		30.1%	29.2%	21.5%
3 rd		39.5%	31.9%	29.6%
4 th				
5 th	17.9%	12.5%	29.0%	16.4%
Olson Middle (MPLS)		17.5%	16.5%	17.8%
6 th	17.0%	24.4%	16.0%	18.0%
7 th	13.2%	11.7%	18.3%	14.2%
8 th	16.5%	14.4%	14.4%	20.8%
Combined	16.1%	16.8%	18.5%	19.0%

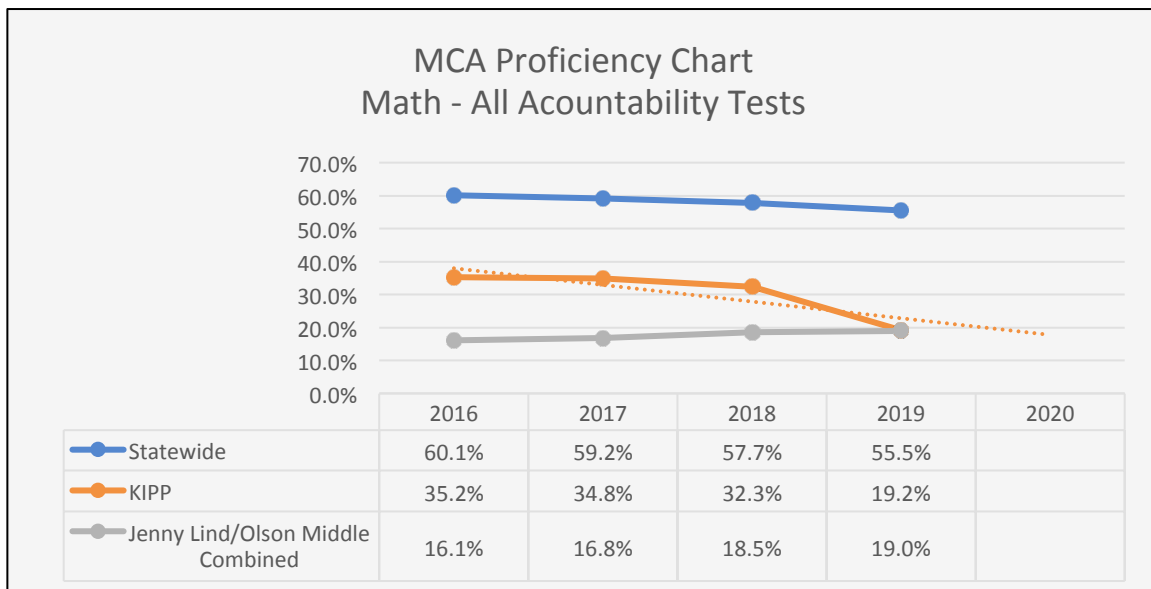


Figure 4 - MCA Math Proficiency 2016 - 2019

ANALYSIS OF MATH MCA PROFICIENCY: KNSA's MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Jenny Lind Elementary School, grades 3 and 5, and Olson Middle School, grades 6-8, were

combined to create a comparison score for KNSA. KNSA's math proficiency rate decreased by 13 percentage points from 2018 to 2019 to 19.2%. At 19.2% the school continues to outperform the local district comparison schools. However, KNSA's math proficiency rate remains below the state average of 55.5%. In future years, it is expected that KNSA will increase its MCA math proficiency rate to meet or exceed that of both the state and the local district schools.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3rd	57.7%	57.0%	56.2%	55.0%
4th	58.8%	57.3%	56.2%	55.9%
5th	68.1%	67.9%	67.5%	66.2%
6th	62.6%	63.8%	64.9%	63.2%
7th	57.2%	57.9%	58.7%	57.9%
8th	57.8%	59.3%	59.1%	58.2%
KIPP	29.9%	34.1%	29.4%	26.8%
3rd				CTSTR
4th				
5th	38.5%	26.9%	24.1%	37.0%
6th	24.2%	29.3%	30.4%	20.8%
7th	27.1%	40.0%	28.6%	37.3%
8th	35.4%	40.0%	32.6%	25.0%
Jenny Lind		27.3%	24.6%	22.1%
3rd		31.1%	23.6%	18.5%
4th				
5th	20.9%	31.3%	36.1%	27.9%
Olson Middle (MPLS)		28.3%	29.8%	31.1%
6th	25.8%	31.1%	25.3%	31.7%
7th	31.2%	25.5%	33.6%	28.3%
8th	31.2%	27.8%	29.8%	33.1%
Combined	27.4%	29.0%	30.9%	29.2%

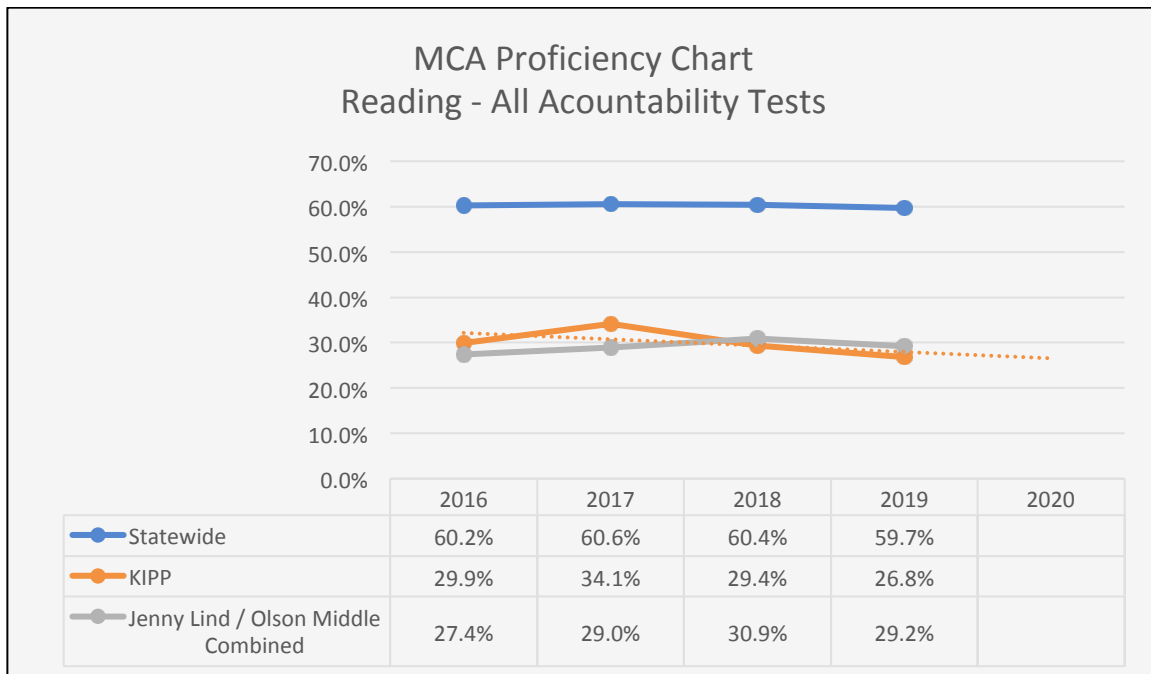


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: KNSA’s MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, proficiency results from Jenny Lind Elementary School, grades 3 and 5, and Olson Middle School, grades 6-8, were combined to create a comparison score for KNSA. KNSA’s reading proficiency rate decreased slightly from 2018 to 2019 to 26.8%. KNSA is currently performing below the statewide average as well as the combined comparison school. In future years, it is expected that KNSA will increase its MCA reading proficiency rate to meet or exceed that of both the state and the combined comparison school.

Table 3 – MCA Science Proficiency 2016 - 2019

MCA Science	2016	2017	2018	2019
Statewide	59.7%	59.7%	59.7%	50.7%
5th	55.0%	55.0%	55.0%	54.9%
8th	55.9%	55.9%	55.9%	43.0%
KIPP	66.2%	66.2%	66.2%	32.4%
5th	57.9%	57.9%	57.9%	CTSTR
8th	58.2%	58.2%	58.2%	32.5%
Jenny Lind Elem. 5th	59.7%	59.7%	59.7%	20.9%
Olson Middle 8th (MPLS)	55.0%	55.0%	55.0%	19.1%

Combined	55.9%	55.9%	55.9%	19.8%
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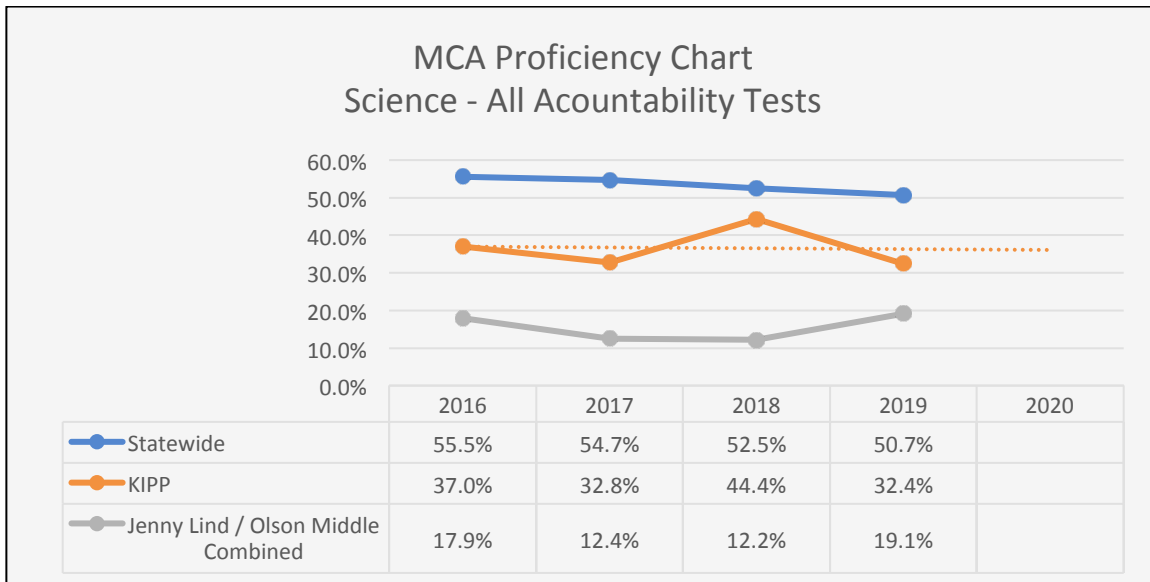


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: KNSA’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Jenny Lind Elementary School, grade 5, and Olson Middle School, grade 8, were combined to create a comparison score for KNSA. KNSA’s science proficiency rate fell by 12 percentage points from 2018 to 2019. Despite the decline, the school continues to outperform the combined comparison school’s proficiency rate, something KNSA has done for the past five years. Moving forward, the expectation is that KNSA will continue to exceed the proficiency rate of the combined comparison school and work toward meeting or exceeding the statewide science proficiency rate.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

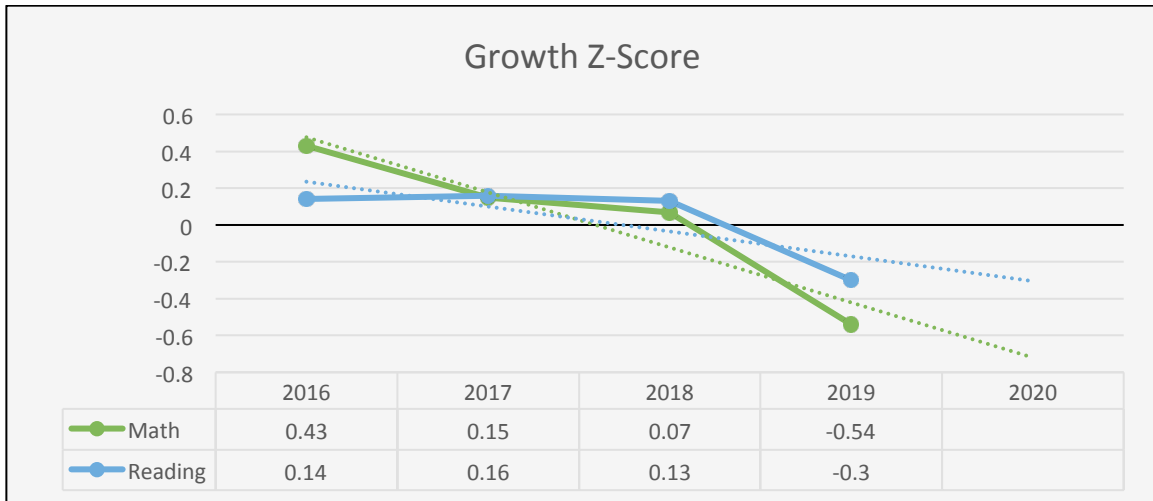


Figure 7 -Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

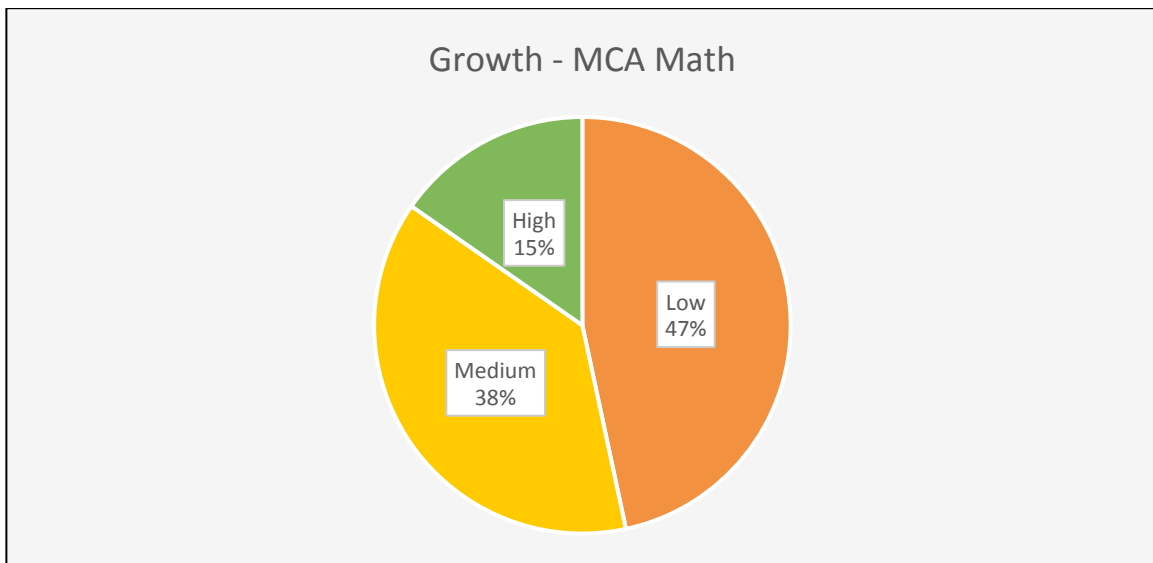


Figure 8 - Minnesota Growth MCA Math 2019

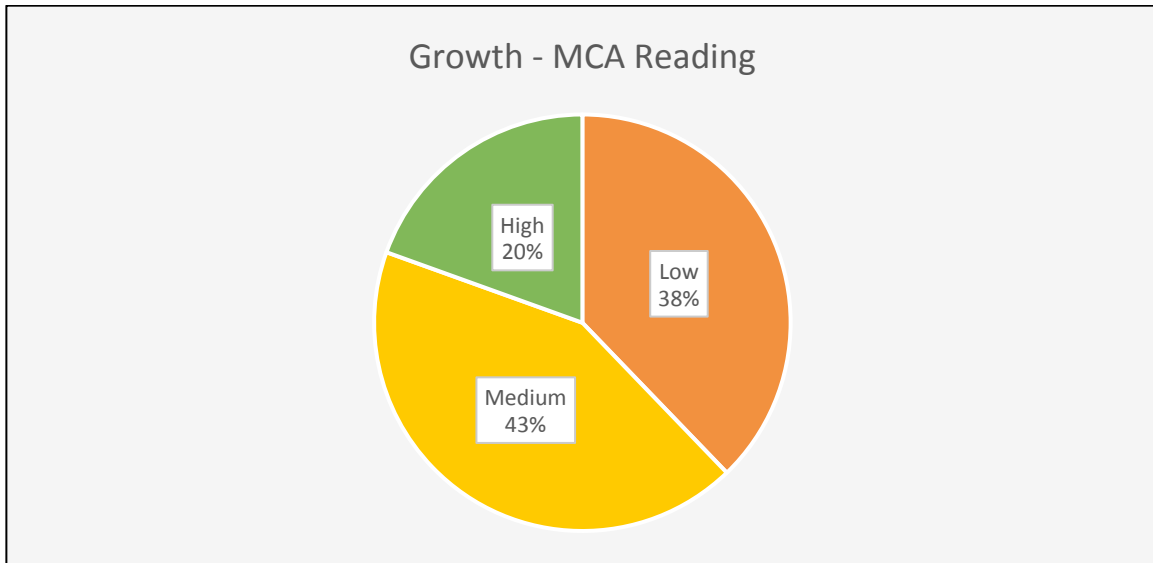


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

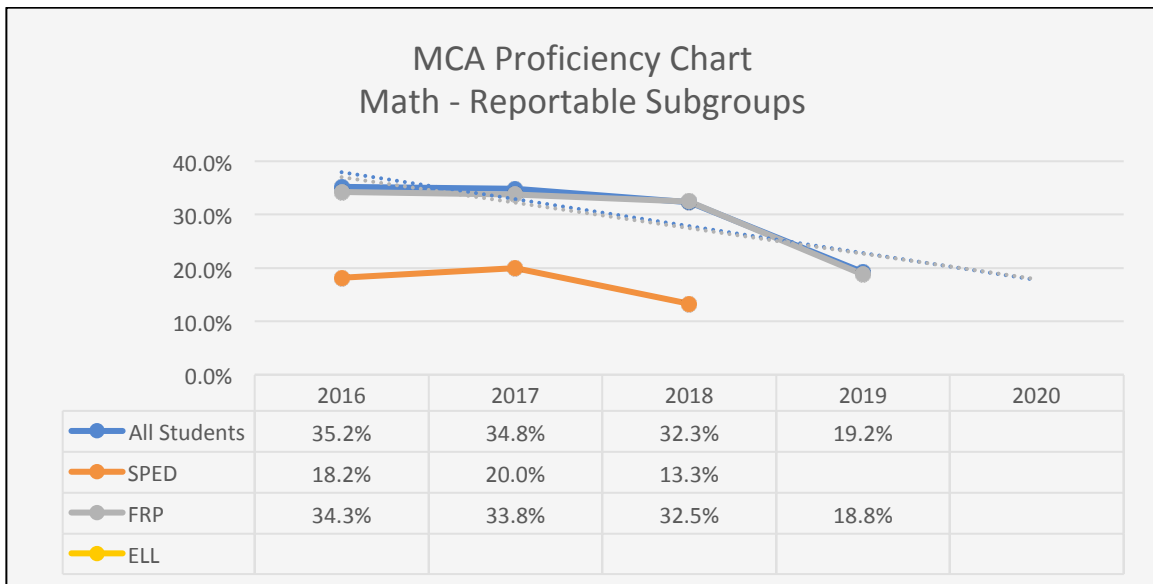


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

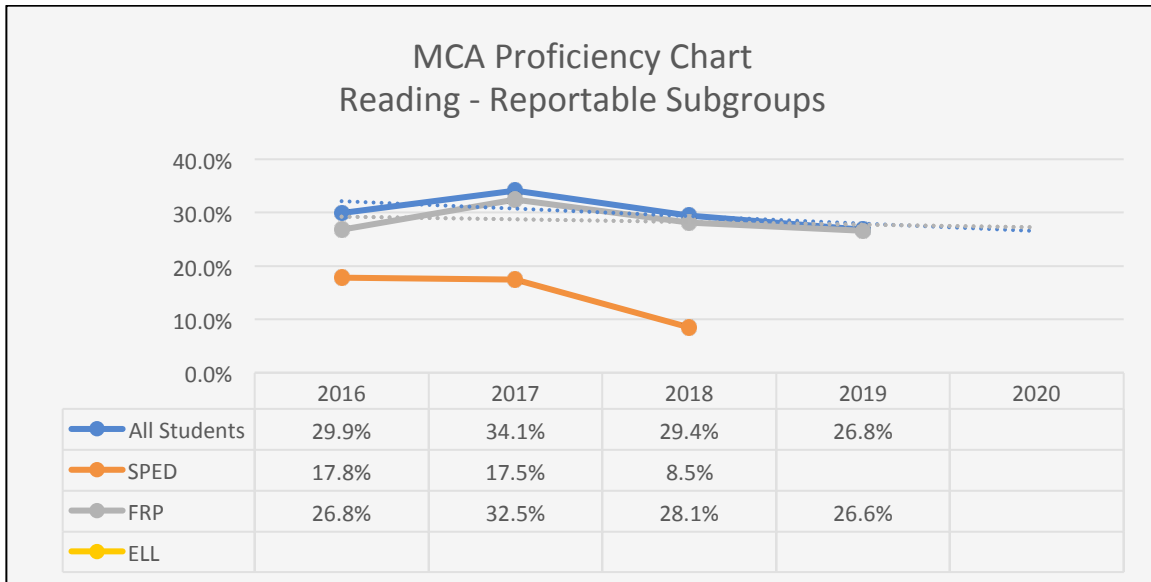


Figure 11 - Reportable Subgroups MCA Reading 2016 - 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

0 - Does Not Meet

X	1 - Partially Meets
	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: KNSA outperformed the combined comparison school in math and science. A score of “Partially Meets” was awarded because the school’s reading proficiency rate was below that of the combined comparison school.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School’s growth score is 0 or higher. Partially meets standard - School’s growth score is between -0.5 and 0 Does not meet standard - School’s growth score is below -0.5	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: The school had a math growth score of -0.54 and a reading growth score of -0.3 in 2019.	

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

Evidence / Source:

Analysis: The gap between the “All Students” proficiency rate and that of the Free and Reduced group was reduced in reading. A score of “Partially Meets” was awarded because the gap between the “All Students” group and the Free and Reduced group increased in math from 2018 to 2019.

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

Meets Standard – Meets all criteria and is adhered to.

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

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

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

Data/Source: KNSA Annual Report

Analysis: KNSA believes that expectations for effective teaching should be clearly defined. All staff need to know what gains we expect students to make, what behaviors exemplify excellent teaching, what behaviors we value in the school, and what duties we expect to be carried out daily. KNSA utilizes the KIPP Framework for Excellent Teaching which is designed to benefit teachers through self-evaluation, reflection, observations from peers, coaching sessions as well as feedback.

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

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

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

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

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

Data / Source: KNSA Annual Report

Analysis: At KIPP Minnesota, we define “performance management” as the facilitation of great student results through all staff members’ roles. A strong performance management system:

1. Allows for all staff to be focused on results day-to-day.
2. Ensures clarity of expectations and goals.
3. Ensures that individual staff members receive regular, clear communication about how they are performing and how they can improve.
4. Ensures that leaders can keep a pulse on how teammates are working and growing.
5. Provides enduring systems and tools for getting better every day.

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

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

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

Scale:

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

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

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

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

Data / Source: KNSA Annual Report

Analysis: During the first two years of our primary school, it became clear that literacy needed to receive a much greater share of our instructional attention, given the low incoming literacy skills of most of our students. We have strengthened our partnership with Groves Academy to give teachers even stronger coaching on literacy instruction for emerging readers. We restructured our schedule to offer a schoolwide guided reading block at the start of the day, allowing fluid movement of students

between grade levels to better support their varying stages of literacy development.

We have an incredible team at KIPP including staff, teachers, and paraprofessionals all committed to putting students first. But we know we can't do this work alone. We are grateful for the many highly effective partner organizations we collaborate with. Washburn Center for Children is the state's leading children's mental health center, providing counseling to address a wide variety of children's needs including attention deficit disorders, trauma, and behavioral problems.

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

Scale:

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

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

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

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

Data / Source: KNSA Annual Report

Analysis:

Goal #1 – All Students Ready for School

* In 2017-2018, both a school-based liaison and a parent were identified to lead the family and community engagement committee. Our board created a board level community engagement committee and partnered with the school level representatives to plan and prepare joint meetings and set goals for the 18-19 school year.

* In the 18-19 school year, the family and community engagement committee will increase meeting frequency to monthly and will have direct input on at least one board level decision

Result: Goal Met

* The committee successfully met monthly on a recurring Wednesday evening. The committee was engaged in the board level decision regarding the pledge of allegiance and ultimately had their recommendation approved.

* We hope that this will serve as a model for future board level decisions that would benefit from input

from the family and community engagement committee, including but not limited to decisions regarding ways in which the schools engage the community and the potential for early learning programs.

Goal #2 – All Students in Third Grade Achieving Grade-level Literacy

* Students will improve from 5% in the 2017-2018 school year to 20% by the end of the 2018-2019 school year as measured by the STEP assessment.

Result: Goal Not Met

* The 2028 cohort of students did improve from the 17-18 to the 18-19 school year, from 5% to 13%. While we did see improvement, we did not meet the target of 20% of students on grade level by the end of the 18-29 school year.

Goal #3 – Close the Achievement Gaps Between Students

* KIPP Minnesota serves a student population that has over 90% students of color and over 90% of students receiving lunch aid.

* To help close the broader achievement gap between underserved communities and their peers, KIPP MN will demonstrate improved comparative MCA proficiency rates in math and reading. In 2018-2019 KIPP MN 8thgraders will outperform peers in Minneapolis public schools by 10% in both math and reading.

Result: Goal Met

* In 2018-2019, 35% of 8thgrade students were proficient on the mathematics MCA and 25% were proficient on the reading MCA. This exceeds the proficiency rates of peer students in Minneapolis Public schools by 19% in math and 4% in reading.

Goal #4 – All Students Career and College Ready

* In 2018-2019, KIPP Minnesota will increase the percent of 8thgrade students in the top 50th percentiles as measured by the NWEA MAP assessment by 5% in both math and reading.

Result: Goal Not Met

* In 2018-2019, KIPP Minnesota did not increase the percent of 8thgraders performing in the top 50thpercentiles on NWEA MAP. There was an increase of 1% in math, from 44% in the top to quartiles to 45%. There was a 15% decrease in reading from 55% to 40%.

Academic Standards Point Total: 10/14



LAKES INTERNATIONAL LANGUAGE
ACADEMY

Charter #4116

Directors: Shannon Peterson

246 SE 11th Avenue

Forest Lake, MN 55025

Phone: 651-464-0771

www.lakesinternational.org

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

Summary: LILA tested 624 students in 2019. Proficiency rates on the Minnesota Comprehensive Assessments increased in reading and science from 2018 to 2019 while proficiency rates in math declined over the same period. Enrollment by special population, English Learner, Special Education and Free and Reduced Lunch, remains below the state average in all categories. 58% of the school's students in math, and 80% in reading, achieved high or medium growth on the Minnesota Growth Report.

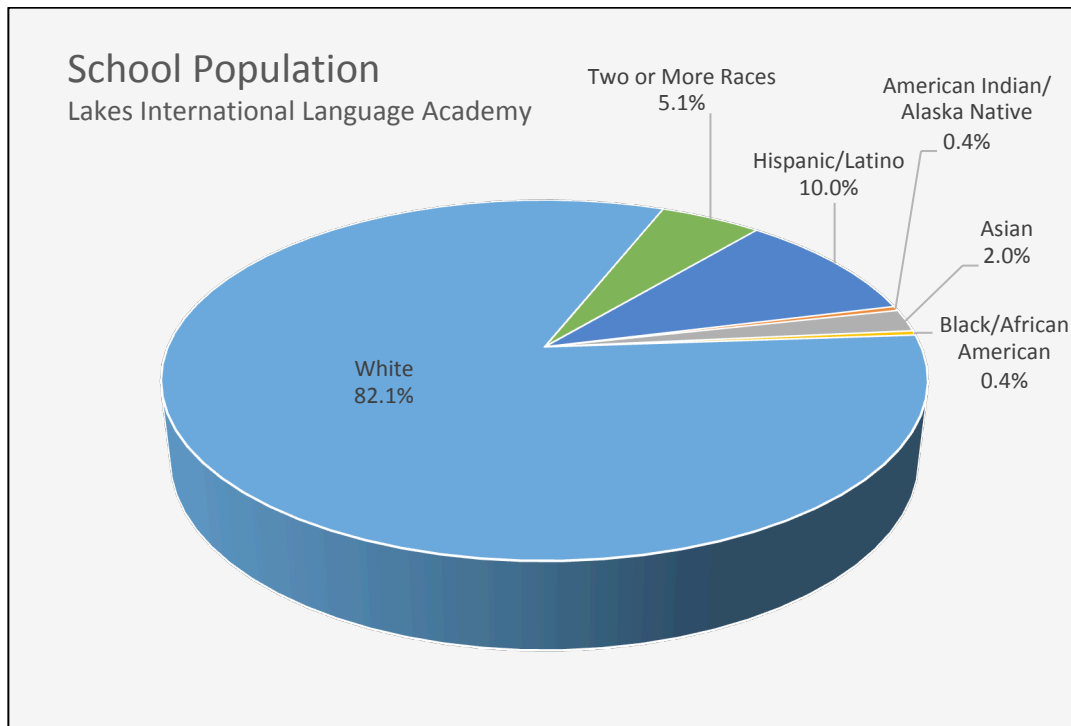


Figure 1 – School Population

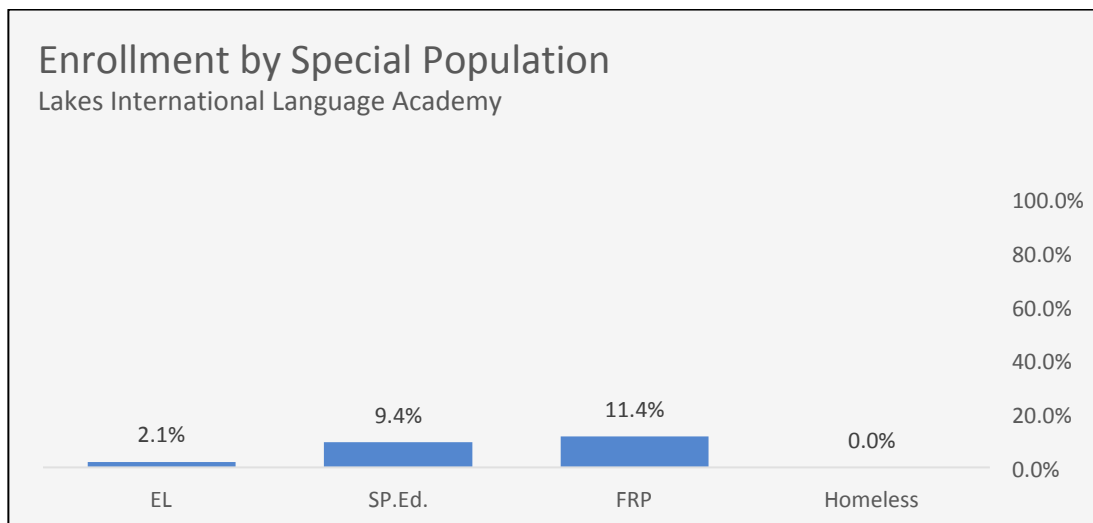


Figure 2 - Enrollment by Special Population

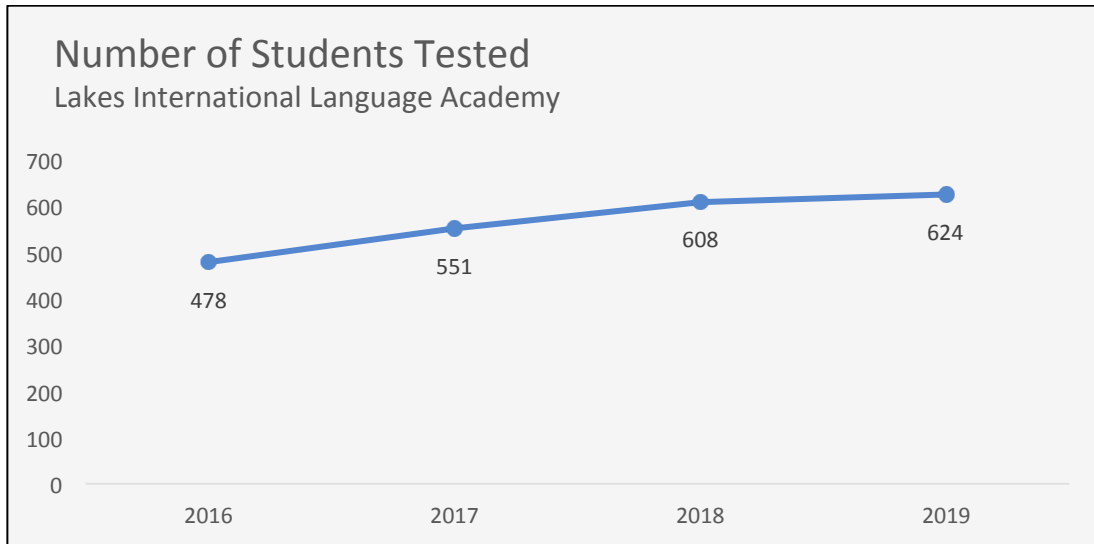


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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4th	69.4%	67.4%	65.6%	64.3%
5th	59.4%	57.7%	55.2%	52.4%
6th	56.7%	56.0%	54.3%	50.9%
7th	56.7%	55.4%	54.9%	52.5%
8th	58.8%	58.8%	57.8%	55.7%
11th	47.4%	48.6%	47.9%	45.4%
LILA	67.9%	59.6%	65.4%	58.8%
3rd	73.9%	58.2%	79.3%	73.9%

4th	80.9%	70.6%	78.1%	72.2%
5th	64.7%	66.0%	61.2%	52.7%
6th	50.0%	55.2%	58.3%	31.7%
7th	62.2%	46.3%	53.7%	60.6%
8th	80.0%	57.1%	50.0%	54.5%
11th		CTSTR	CTSTR	100%
Forest Lake District	65.9%	65.5%	63.4%	60.3%
3rd	67.2%	66.1%	61.6%	65.5%
4th	71.6%	60.9%	64.1%	60.2%
5th	64.6%	64.7%	59.3%	58.6%
6 th	60.9%	60.4%	63.1%	51.2%
7 th	66.9%	69.8%	68.2%	68.0%
8 th	69.0%	74.1%	71.9%	68.9%
11 th	61.0%	61.5%	54.6%	49.8%

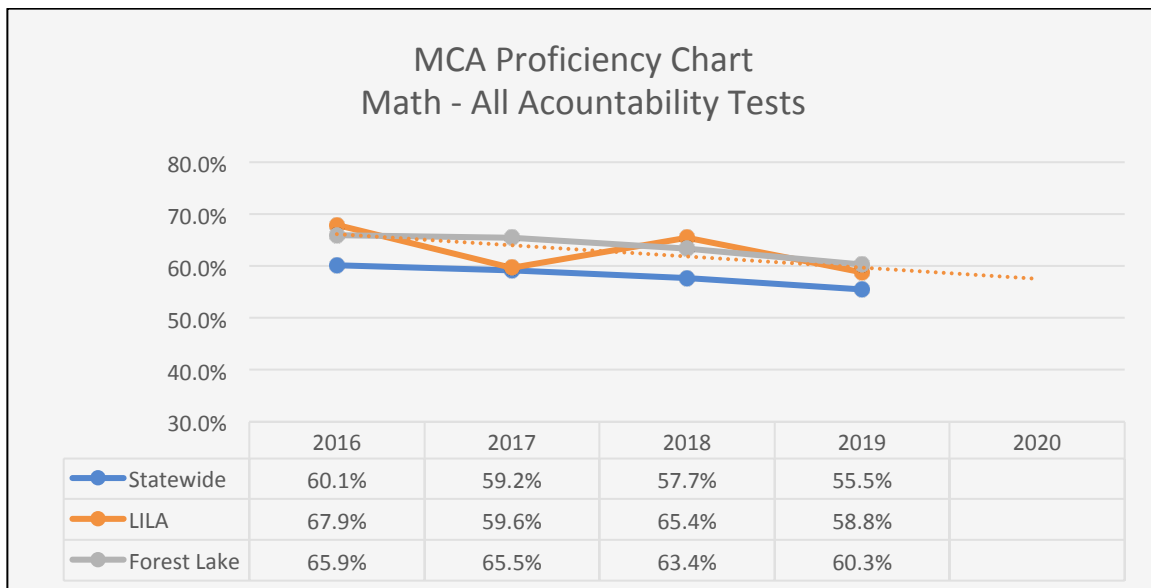


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: LILA's MCA math proficiency results are shown in Table 1 and Figure 4. After an increase of nearly six percentage points from 2017 to 2018, LILA's math proficiency rate dropped to 58.8% in 2019. Despite the decline, the school continues to outperform the statewide average and is just over two percentage points

below the local district. In future years it is expected that LILA will increase its math proficiency rate to meet or exceed that of the local district.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3rd	57.7%	57.0%	56.2%	55.0%
4th	58.8%	57.3%	56.2%	55.9%
5th	68.1%	67.9%	67.5%	66.2%
6th	62.6%	63.8%	64.9%	63.2%
7th	57.2%	57.9%	58.7%	57.9%
8th	57.8%	59.3%	59.1%	58.2%
10th	59.6%	61.0%	59.9%	61.1%
LILA	56.9%	61.8%	62.4%	65.7%
3rd	54.1%	53.6%	48.2%	51.3%
4th	50.4%	59.6%	64.8%	64.3%
5th	63.5%	74.3%	80.8%	58.5%
6th	53.0%	58.9%	64.8%	70.2%
7th	68.9%	57.7%	56.6%	64.9%
8th	80.0%	68.8%	64.2%	56.7%
10th		CTSTR	64.7%	89.5%
Forest Lake District	60.8%	60.5%	59.8%	61.3%
3rd	51.0%	49.5%	48.9%	50.6%
4th	57.6%	50.7%	52.5%	51.8%
5th	68.0%	69.6%	66.4%	65.2%
6th	63.8%	65.8%	67.1%	65.6%
7th	57.1%	60.2%	61.0%	65.2%
8th	58.6%	64.2%	59.7%	62.2%
10th	68.9%	62.8%	62.9%	66.7%

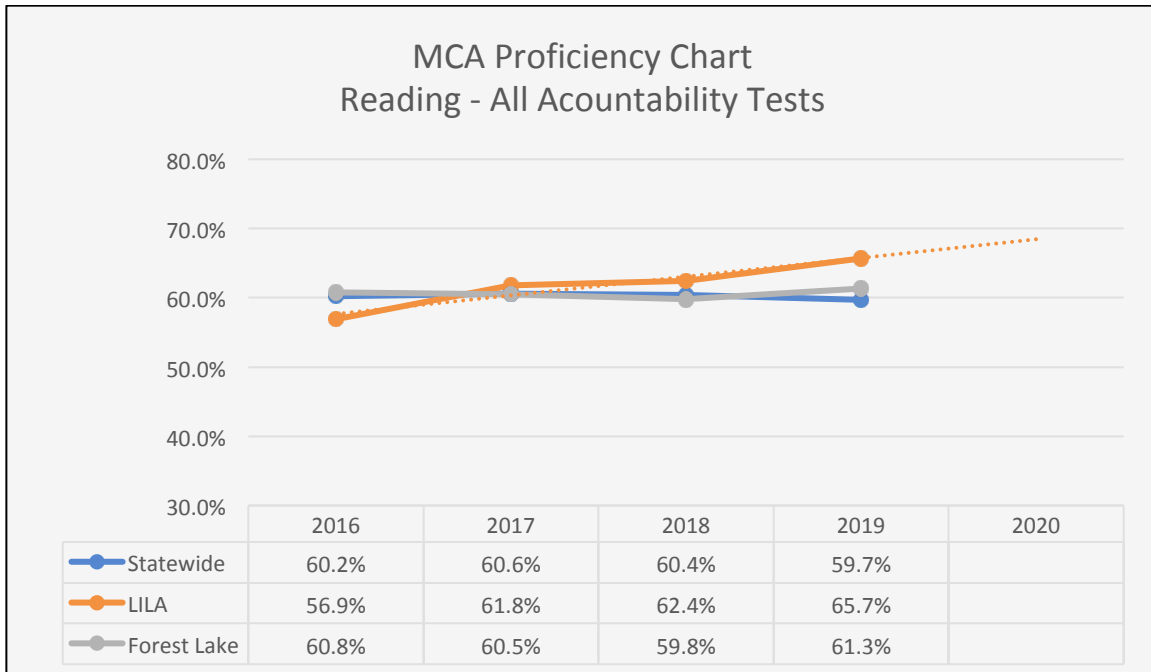


Figure 5 – MCA Reading Proficiency 2016 - 2019

ANALYSIS OF READING MCA PROFICIENCY: LILA’s MCA reading proficiency results are shown in Table 2 and Figure 5. 2019 marks the fifth straight year of proficiency growth for LILA. The school increased its reading proficiency rate to 65.7%, an increase of over 8 percentage points from 2016. LILA is currently outperforming both the state average, 59.7%, and the local district, 61.3%.

Table 3 – MCA Science Proficiency 2016 - 2019

Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
5 th	62.1%	60.6%	58.7%	54.9%
8 th	48.0%	46.7%	45.7%	43.0%
H.S.	56.1%	56.8%	52.8%	61.1%
LILA	58.4%	52.3%	48.0%	55.9%
5 th	57.6%	53.5%	50.5%	61.3%
8 th	62.5%	50.0%	43.9%	42.4%
H.S.			CTSTR	77.8%
Forest Lake District	66.0%	65.8%	61.9%	58.5%
Forest Lake (5)	67.8%	70.4%	62.9%	58.8%

Forest Lake (8)	52.0%	52.3%	50.2%	45.5%
Forest Lake (H.S.)	78.4%	77.2%%	74.0%	72.1%

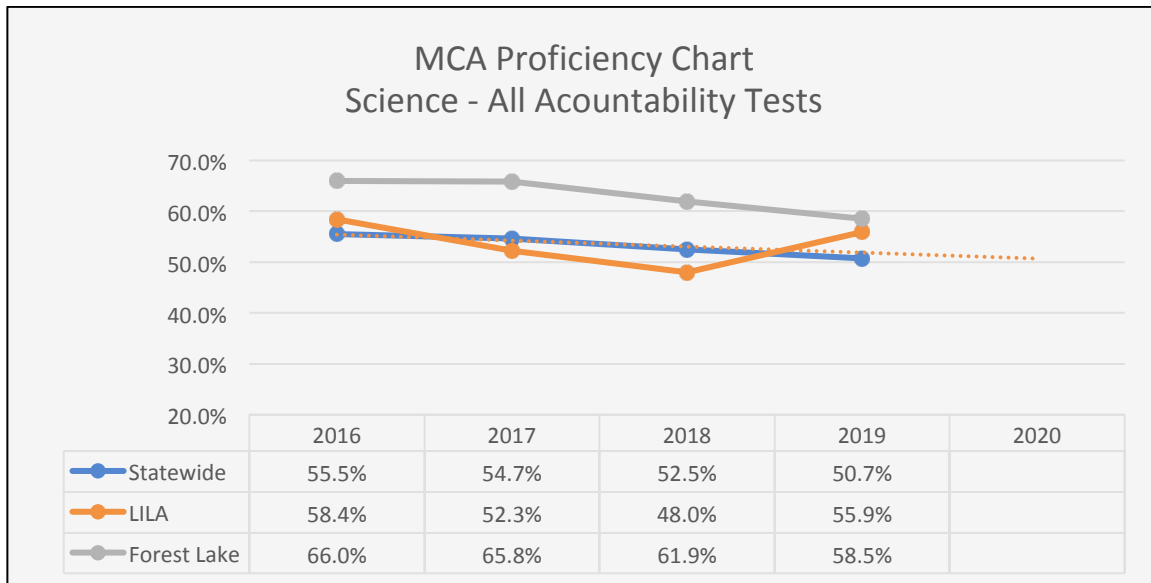


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: LILA’s MCA science proficiency results are shown in Table 3 and Figure 6. LILA’s science proficiency rate increased by nearly eight percentage points to 55.9% from 2018 to 2019. The school is currently outperforming the statewide average and has narrowed the gap between itself and the local district. Moving forward, the expectation is that LILA will continue to increase its proficiency rate to meet or exceed that of the local district.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

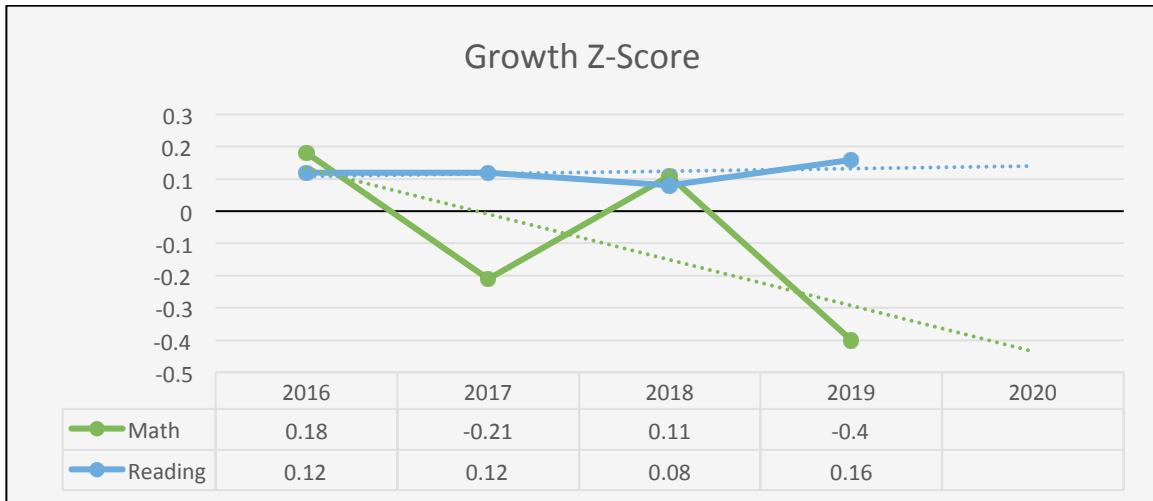


Figure 7 -Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

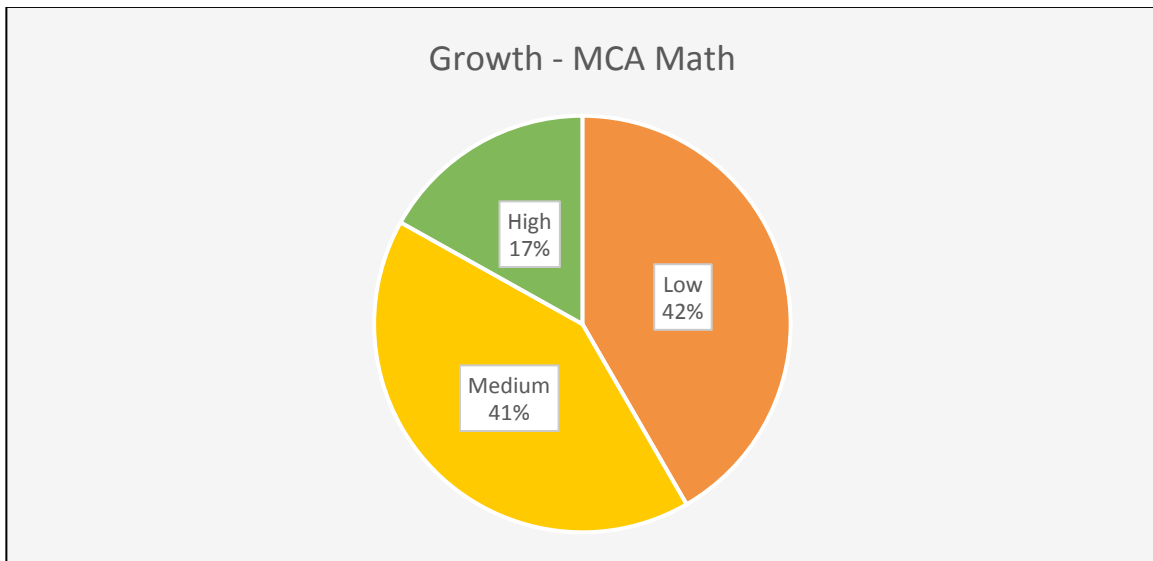


Figure 8 - Minnesota Growth MCA Math 2019

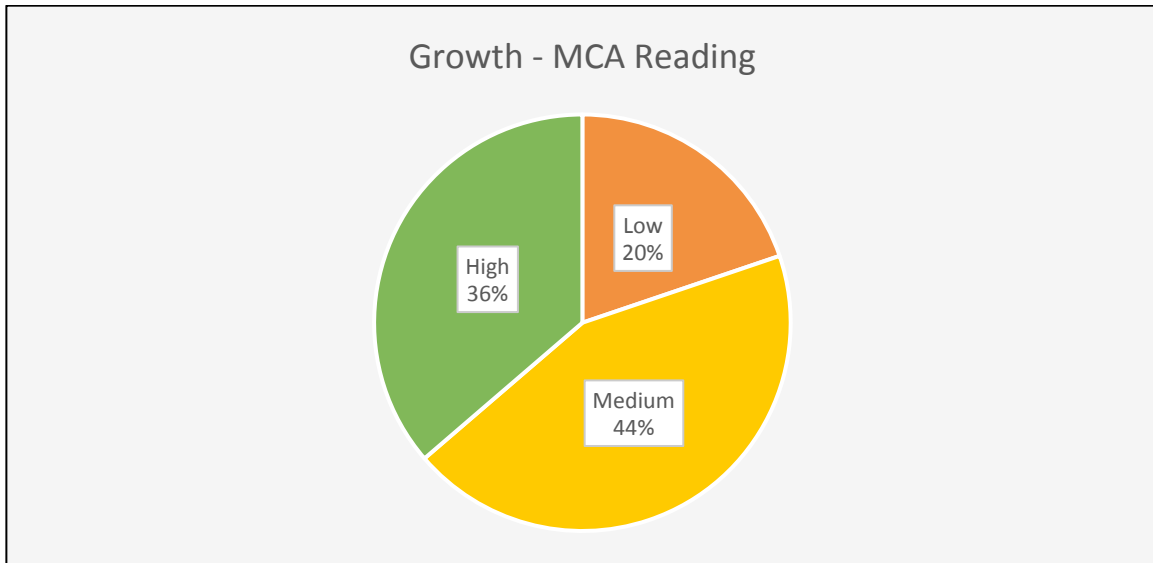


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

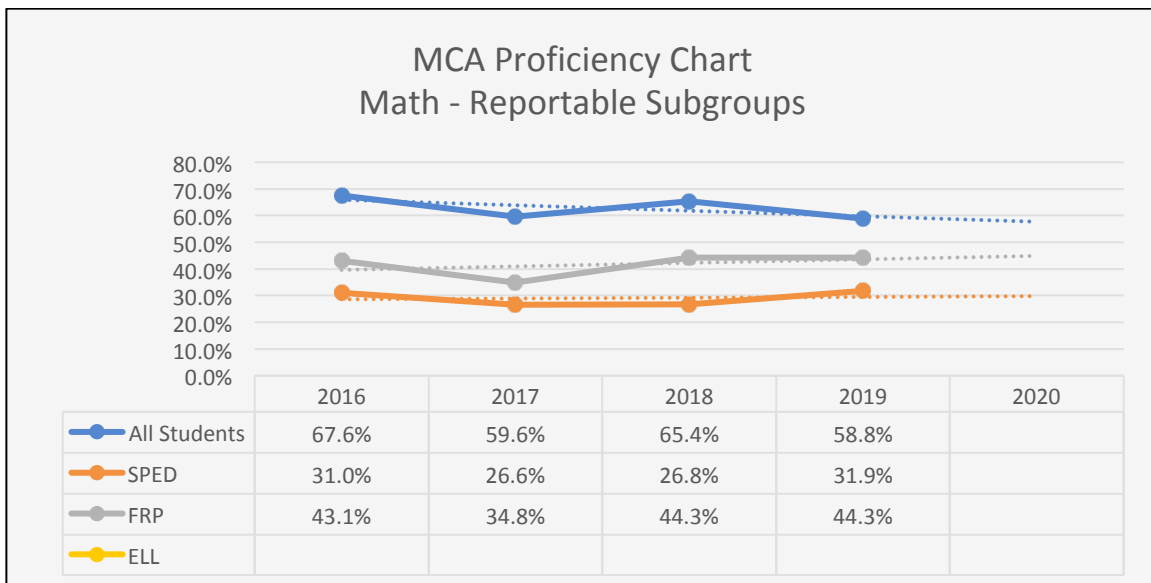


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

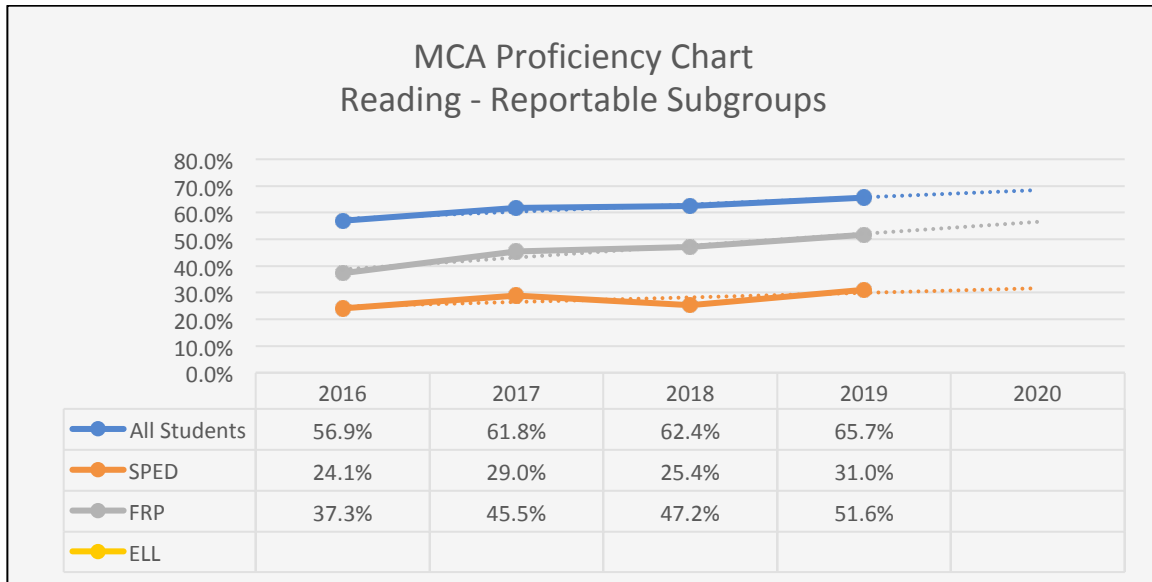


Figure 11 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: LILA outperformed the local district in reading in 2019. However, the school's math and science proficiency rates were below the local district.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between -0.5 and 0 Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: Growth in math dropped to -.4 while growth in math increased to 0.16.	

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

	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: The difference between the “all-students” proficiency rates and all subgroup proficiency rates were reduced from 2018 to 2019.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data/Source: LILA Annual Report	
Analysis: Per state requirements, our teacher evaluation system is based on a three-year cycle. Each year roughly $\frac{1}{3}$ of our licensed teachers are formally evaluated according to the State of Minnesota’s teacher evaluation requirements. The evaluation includes yearly observations in which student engagement is recorded and scored as well as student achievement results. In at least one observation per three-year cycle a summative observer, a LILA administrator, is present. Once every three years a final evaluation report is created and shared with the teacher. This report includes a summary of classroom test scores (classroom performance), observations (teacher performance), and student engagement. The report uses a four-point scale. Our teacher evaluation program is highly integrated into our Q-Comp system (Observations, coaching and evaluation below) in order to increase validity and efficiency for teachers and administration alike.	

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

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data / Source: LILA Annual Report	
<p>Analysis: LILA is known among teachers for its cohesive teaching community, with one of the cornerstones being our strong, yet adaptive professional development efforts. The highlights of our PD program are outlined below.</p> <p>Observations, Coaching and Evaluation</p> <p>To help teachers improve both their own teaching and their students' learning, LILA used state "Quality Compensation" (QComp) dollars to develop a comprehensive system of mentorship, coaching, and evaluation. Based on the widely known Charlotte Danielson¹ rubric and LILA's school wide expectations gleaned from the International Baccalaureate and Responsive Classroom methodologies, LILA Team Leaders, Building Instructional Leader, Mentors, Curriculum Coordinator, and Administrators regularly mentor, observe, coach, and evaluate teachers.</p> <p>This system ensures, among other types of support, that teachers take the opportunity to see other faculty demonstrating best practices, that they have observers in their classrooms regularly, and that they have a chance to reflect on their teaching practices with team leaders and LILA's building instructional leaders. To reflect best practice, the teacher observation system has the primary goal of each teacher selecting a few areas of focus and achieving at a full point's growth in the selected areas with the goal of proficiency as a guide for improvement. All teachers choose a topic of professional practice to study and enhance based on their primary goal for observations. Teachers choose their area of study during a goal setting meeting with the Instructional Leaders (IL) and Team Leader (TL) using past data from observations to inform their decision. As the teachers work on their goals, the IL and TL will support them by providing resources, mentoring, coaching, conducting observations and learning conversations as well as opportunities for modeling and peer observation. The teachers are asked to continually reflect on the pieces they have been working on for growth and complete a log or journal of their efforts throughout the year.</p> <p>We believe that, as much as possible, teaching should not be done in isolation, with teachers always initially wondering if they are "doing it right," or worse, not wondering. We support teachers in their learning through modeling and peer observation as well as by being observed and coached multiple times each year to foster growth for all.</p> <p>New Teacher Mentoring</p> <p>All teachers who are new to LILA, regardless of their outside experience, take part in our teacher mentoring program known as "RC LILA Style" for the Lower School and "DD LILA Style" for the Upper school. This program consists of formal "collaboration/meeting times" on a biweekly basis which take place after school. Teachers learn about LILA's approach to classroom management, engaging students in learning as well as other topics as deemed necessary by the facilitators or the participants.</p> <p>The mentors of this program at the Lower School are the Curriculum Coordinator and the Dean of Students, as well as the Lower School Instructional Leader and a veteran classroom teacher when necessary. At the Upper School, the program is administered by the Building Instructional Leader, Dean of Students and Team Leaders. Their role is to provide information, opportunity for</p>	

reflection, support and encouragement to the new teachers.

The teachers in this program are also encouraged to seek out the help of these mentors outside of these meetings. The mentors regularly check-in with new teachers and coordinate in-class support in conjunction with the Instructional Leaders and Team Leaders through the Q Comp program.

All Teaching Staff Professional Development

All teaching staff professional development takes place in a couple of ways. The first is through once a month trainings that occur after school with a yearlong focus determined in conjunction with the overall professional development plan. Members of the leadership/administrative team plan coordinate, and often facilitate, these trainings. The other is through our designated inservice days throughout the year. These trainings are also planned, coordinated and facilitated by members of the leadership/administrative team with help from others as needed.

Professional Learning Communities

As a part of our QComp program, all teachers participate in professional learning communities (PLCs). Teachers meet for a Data PLC twice per month and a bi-weekly Curriculum PLC. During the Data PLC meetings, the teachers review formative and summative data in order to determine the next steps for instruction for their students and grade levels. The strategies to meet those needs as well as more general strategies for effective teaching and facilitating are discussed during the Curriculum PLC.

RTI Meetings (Data PLC at the Lower School)

Educators at LILA continually review formative and summative, internal and external data and adjust instruction accordingly, to shape the curriculum and instruction in order to help LILA students achieve their potential.

Teachers meet regularly in teams to review data in the areas such as reading, math and social skills. A committee of teachers also meets regularly throughout the year to review LILA's curriculum as a whole, with a specific annual subject area focus. The area of focus is selected based on the school's need for curriculum to support the school mission of developing students' second language proficiency without neglecting their health and wellness needs, their mental, social, and emotional development needs, and all the while striving to ensure students meet or exceed state standards and perform well on state assessments.

Department Meetings (Data PLC at the Upper School)

Educators at LILA continually review formative and summative, internal and external data and adjust instruction accordingly, to shape the curriculum and instruction in order to help LILA students achieve their potential.

Teams meet to establish units that clarify the essential learning for all students, agree on pacing guidelines, and develop and administer common formative and summative assessments to monitor each student's learning at the end of each unit. Together they use protocol to evaluate the International Baccalaureate (IB) Unit Planners, standardize assessments and grading practices and align the curriculum vertically and horizontally.

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

Scale:.

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

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

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

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

Data / Source: LILA Annual Report

Analysis:

A Language Rich Environment

In September 2011, LILA made the long-held dream of school founders a reality by welcoming the first class of kindergartners of the second immersion language (Chinese). The new immersion track added both challenge and excitement to the school community, and has resulted in a more authentically international, multilingual setting. The challenges and excitement continued through the following school years, as we added grades in Chinese immersion (one grade each year through the current year). LILA students can study in their second language from preschool through graduation and are exposed to a third language in elementary grades and encouraged to begin to study a third and/or fourth language in earnest beginning in grade 6.

Collaboration for Education

LILA is proud of our partnerships with various entities, including the Minnesota Twins, Minnesota United, the International Baccalaureate Organization, the Minnesota Advocates for Immersion Network, St. Cloud State University, the University of Minnesota, Embassy of Spain, American Councils, College Board, Hanban, the Forest Lake YMCA, and Amity Organization. LILA has developed several connections with entities in China, too. The Chinese Society of Education (CSE), the first and largest educational organization in China, is excited to develop a five-year camp agreement exclusively with LILA. Leaders at our sister schools in Deyang in Sichuan province, Changchun in Jilin province, and Yichun in Heilongjiang province are working with LILA to bring to fruition planned teacher and student exchanges which will strengthen language and cultural learning and reinforce in students the idea of global citizenship.

Classroom Innovations - International Hiring

LILA continues to innovate in areas of teaching and learning, always striving for best practices that fit our school community. To this end, we always look for teachers with international experiences. We find that those who have lived overseas, whether born in the US and having spent months or years abroad, or having been born elsewhere, but now living in the US, teachers with international living experiences have characteristics that help them thrive in the classroom. They tend to be self-reliant, they are flexible, and they are open to learning. They are not afraid to try things and make decisions, even in the midst of ambiguity; therefore, they sometimes fail, yet always recover. They overcome challenges, while maintaining a positive outlook. Perhaps most importantly, they embody the International Baccalaureate attribute of being inquirers; they are curious about their students and about how best to help them learn. As of summer 2017, nearly all of the teachers working with students on a daily basis at LILA will have lived overseas or are currently living away from their home country. As the number of language immersion schools in Minnesota increases, the competition for local, Minnesota-licensed teachers increases as well.

Fortunately, LILA has several established avenues for hiring internationally, with word-of-mouth from current staff being our greatest source of new applicants. This practice of hiring the best teachers, regardless of country of origin, ensures that we continue to bring fresh and innovative ideas to our school.

Creating a Green School Environment

LILA's custodial crew is vigilant, always looking for ways to save energy, money, or the environment. All the green upgrades implemented over the years at the Lower School, including efficient lighting, food waste recycling, switching from disposable lunch trays and flatware to reusable trays and flatware, and large recycling bins for each classroom to use for paper recycling, have been incorporated into the LILA Annex building and the Upper School.

iTerms

iTerm is intensive 6-day inquiries into high interest topics which culminate in an all school assembly to share student learning by performing or presenting insights, knowledge, and ideas. The school community takes time to reflect on iTerm classes by completing written essays about what actions were inspired by the new knowledge. In 2017-18, several new iTerms were added to the offerings, including Marching Band, all students in grades 6-11 participated in iTerms, with the seniors volunteering to help with the younger students.

IB MYP Authorization

In July of 2018, LILA upper school grades 6-10 were awarded International Baccalaureate (IB) Middle Years Programme (MYP) authorization. The authorization came after a two-day site visit by IB evaluators to LILA upper school in February of 2018. In the evaluators' report, they highlighted our strengths as an IB school specifically with our language acquisition program and immersion implementation and our positive environment for learning where interactions are open, respectful, and caring among all.

10th grade Personal Project

As an authorized IB MYP school, the 2018-2019 school year is the first year LILA 10th grade students will officially complete the Personal Project. Students in the International Baccalaureate Middle Years Programme (IB MYP) will complete a Personal Project to graduate from the MYP. The Personal Project is a student driven inquiry project that is completed over a time span of 6 months and is completed outside of school. The Personal Project can take many forms - a work of art, a science experiment, learning a new skill, a community service project - but it is a long-term project based on an area of interest for the student. The student has to take action in some way, and then reflect on their learning process in a report which is graded. The grades are not connected to any one subject area, but will be reported on the report card at the end of the 10th grade year. The scores students receive on the personal project are externally assessed by IB moderators to ensure accurate grading. This is a wonderful capstone project that allows students to demonstrate the skills they've developed in the MYP and learn more about something they truly care about.

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

Scale:

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

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

partially meeting them.

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

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

Data / Source: LILA Annual Report

Analysis:

Goal #1 – All Students Ready for School

* The percentage of kindergarten students entering from our 2017-2018 PreK program (Kinder Prep) who can correctly produce 70% of the phonological awareness examples from the Kindergarten screening will increase from 34% in 2017 to 40% or higher in 2018.

Result: Goal Met

* The percentage of kindergarten students entering from our Kinder Prep program who correctly produced 70% of the phonological awareness examples from the Kindergarten screening was 53.7% for 2018. This is close to 20 percentage points higher than 2017.

Goal #2 – All Students in Third Grade Achieving Grade-level Literacy

* The percentage of third graders who meet or exceed standards on the 2019 MCA III Reading Assessment will increase by 2% from 48.2% in 2018 to 50.2% in 2019.

Result: Goal Met

* The percentage of third graders who met or exceeded standards on the MCA III Reading Assessment increased from 48.2 in 2018 to 50.8% in 2019.

Goal #3 – Close the Achievement Gaps Between Students

* The proficiency gap between the students not receiving free and reduced-price lunch (non-FRP) and the students receiving free and reduced-price lunch (FRP) in grades 3-8, 11 at Lakes International Language Academy on all state mathematics accountability tests will decrease by increasing the percent proficient of the groups as follows:

a) non-FRP students from 65.5% in 2018 to 67.5% in 2019 and

b) FRP students from 44.3% in 2018 to 45.3 in 2019

Result: Goal Not Met

* The proficiency gap between the students not receiving free and reduced-price lunch (non-FRP) and

the students receiving free and reduced-price lunch (FRP) in grades 3 – 8, 11 at Lakes International Language Academy on all state mathematics accountability tests decreased from 21.2% in 2018 to 17.3% in 2019.

However, this reduction in the gap between FRP and non-FRP students came with a decrease in proficiency for both groups.

a) non-FRP students from 65.5% in 2018 to 60.2% in 2019 and

b) FRP students from 44.3% in 2018 to 42.9% in 2019

Goal #4 – All Students Career and College Ready

* 95% of LILA 8th graders participated in a career and postsecondary focused advisory course for the 2018-2019 school year.

Result: Goal Met

* 100% of LILA 8th graders participated in a career and postsecondary focused advisory course for the 2018-2019 school year.

Academic Standards Point Total: 11/14



NAYTAHWAUSH COMMUNITY CHARTER SCHOOL

Charter # 4155

Director: Terri Anderson

PO Box 9, 242 Church Street

Naytahwaush, MN 56566

Phone: 218-936-2112

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

Summary: NCCS tested 57 students in 2019. Math and reading proficiency rates on the Minnesota Comprehensive Assessments declined from 2018 to 2019. Despite the decline, growth in reading increased over the same time period. 61% of the school's students in math, and 68% in reading, achieved high or medium growth on the Minnesota Growth Report. The school's Special Education and Free and Reduced populations remain above the statewide averages.

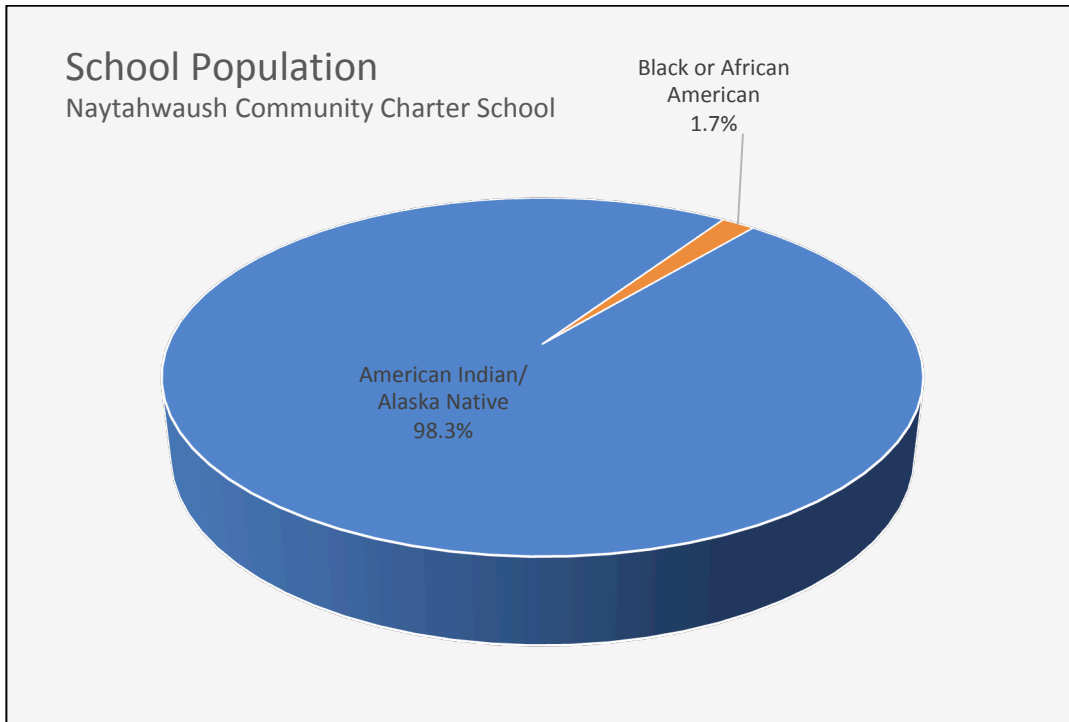


Figure 1 – School Population

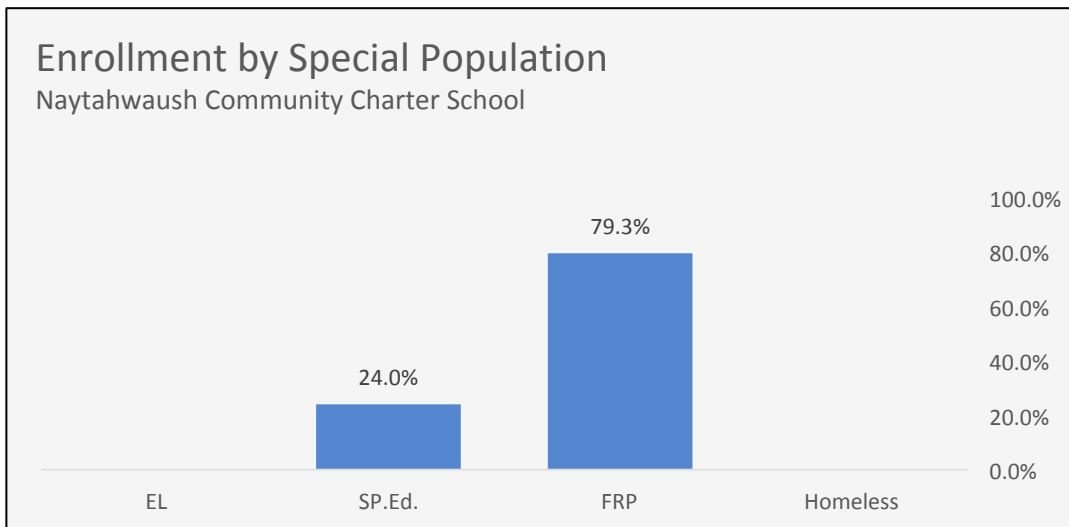


Figure 2 - Enrollment by Special Population

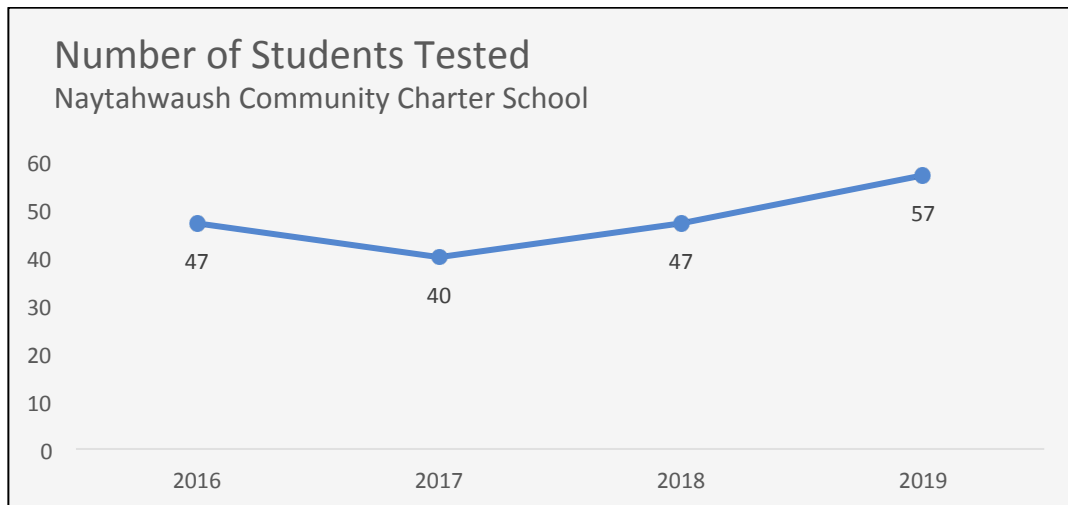


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2015	2016	2017	2018
Statewide	60.1%	59.2%	57.7%	55.5%
3 rd	70.0%	68.6%	66.9%	66.0%
4 th	69.4%	67.4%	65.6%	64.3%
5 th	59.4%	57.7%	55.2%	52.4%
6 th	56.7%	56.0%	54.3%	50.9%
Naytahwaush	41.9%	37.8%	40.5%	26.8%
3 rd	60.0%	63.6%	27.3%	CTSTR
4 th	18.2%	60.0%	71.4%	CTSTR
5 th	CTSTR	0.0%	CTSTR	CTSTR
6 th	50.0%	CTSTR	0.0%	CTSTR
Ponemah Elem.	15.0%	12.1%	14.8%	12.2%

3 rd	8.3%	10.0%	20.0%	CTSTR
4 th	36.0%	17.4%	42.9%	CTSTR
5 th	13.8%	18.2%	0.0%	CTSTR
6 th	CTSTR	12.0%	5.0%	CTSTR

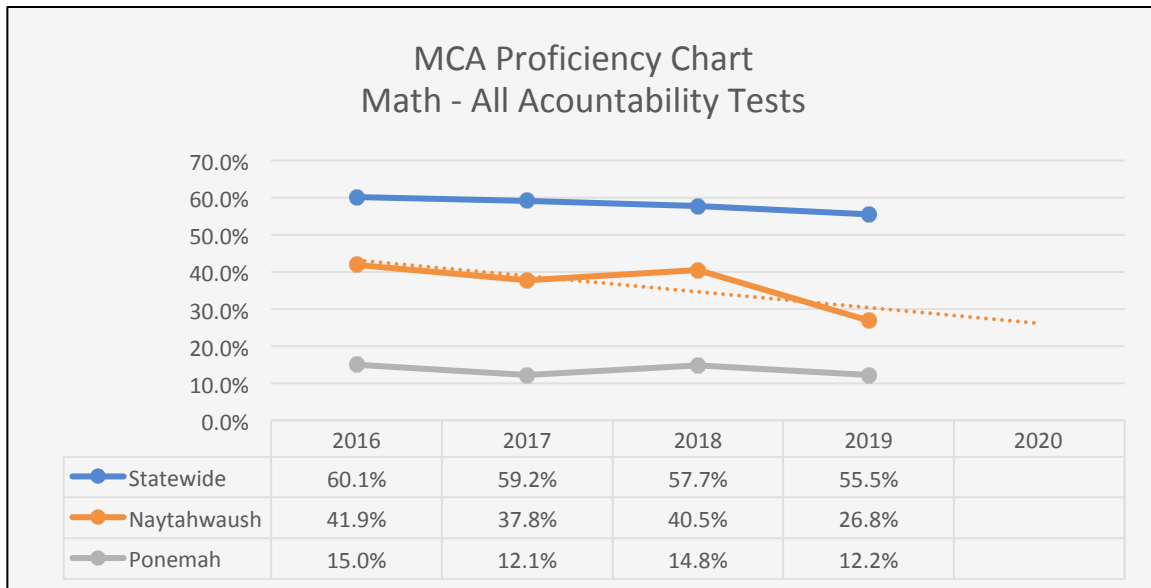


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: NCCS' MCA math proficiency results are shown in Table 1 and Figure 4. NCCS' math proficiency rate fell by 13.7 percentage points to 26.8% from 2018 to 2019. Despite the decline, the school continues to outperform its comparison school. However, NCCS' math proficiency rate remains below the state average of 55.5%. In future years, it is expected that NCCS will increase its MCA math proficiency rate to meet or exceed that of both the state as well as the comparison school.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3 rd	57.7%	57.0%	56.2%	55.0%
4 th	58.8%	57.3%	56.2%	55.9%
5 th	68.1%	67.9%	67.5%	66.2%
6 th	62.6%	63.8%	64.9%	63.2%

Naytahwaush	58.1%	35.1%	35.7%	25.5%
3rd	80.0%	36.4%	27.3%	CTSTR
4th	27.3%	20.0%	35.7%	CTSTR
5th	CTSTR	30.0%	CTSTR	CTSTR
6th	62.5%	CTSTR	20.0%	CTSTR
Ponemah Elem.	8.0%	11.1%	15.0%	12.0%
3rd	8.3%	20.0%	8.0%	CTSTR
4th	8.0%	4.3%	23.8%	CTSTR
5th	13.8%	13.6%	13.0%	CTSTR
6th	CTSTR	12.0%	20.0%	CTSTR

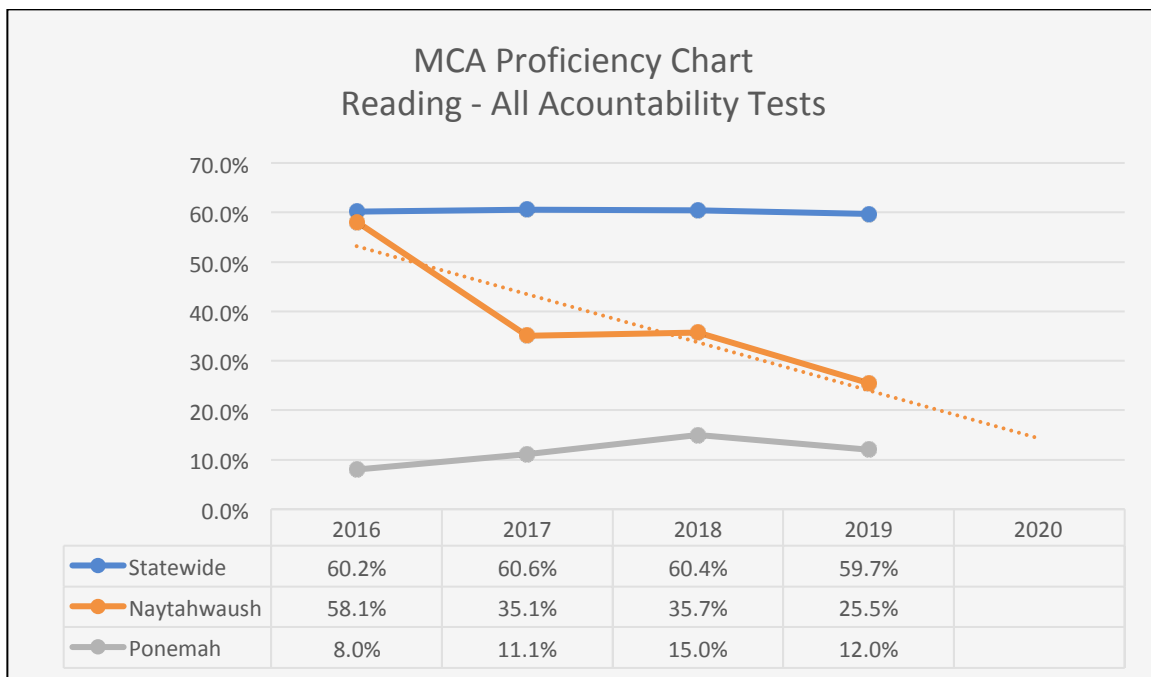


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: NCCS’ MCA reading proficiency results are shown in Table 2 and Figure 5. NCCS’ reading proficiency rate fell by 10.2 percentage points to 25.5% from 2018 to 2019. Despite the decline, the school continues to outperform its comparison school. However, NCCS’ math proficiency rate remains below the state average of 59.7%. In future years, it is expected that NCCS will increase its MCA reading proficiency rate to meet or exceed that of both the state as well as the comparison school.

Table 3 – MCA Science Proficiency 2016 - 2019

Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
Statewide 5 th	62.1%	60.6%	58.7%	54.9%
Naytahwaush 5 th	CTSTR	10.0%	CTSTR	CTSTR
Ponemah 5 th	20.7%	9.1%	4.2%	CTSTR

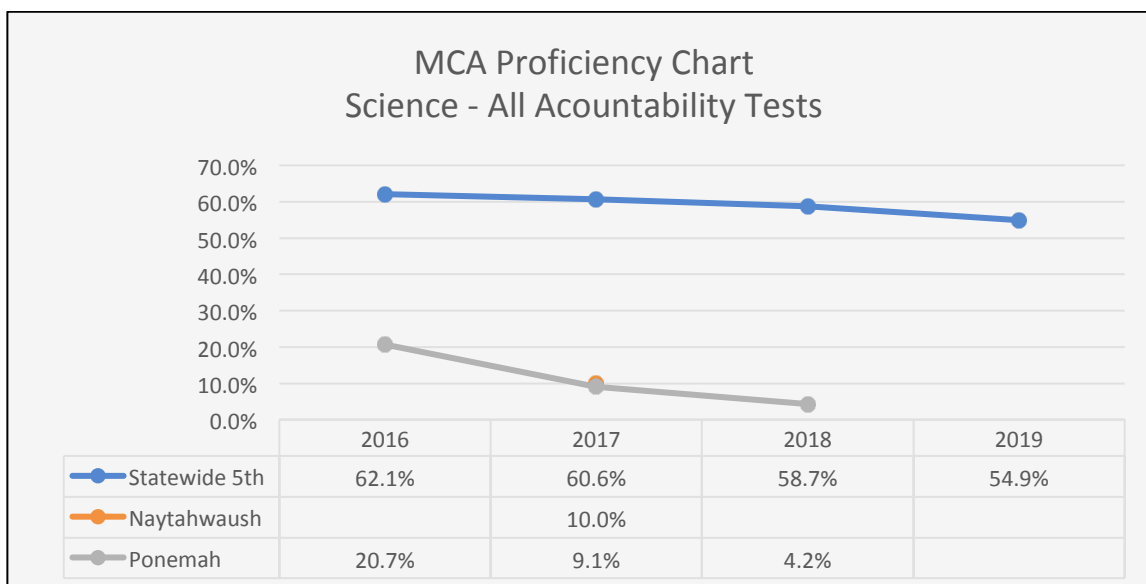


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: NCCS' MCA science proficiency results are shown in Table 3 and Figure 6. NCCS did not have enough students testing in 5th grade science to generate a score. A school needs to have at least ten students testing to generate a score. While NCCS' science proficiency rate declined from 44.0% in 2015 to 10.0% in 2017, it should be noted that with such a small testing cell, ten students in 2017, a small drop in the number of students proficient will have a significant impact on the percent proficient. Although NCCS has a history of outperforming the comparison school, the expectation is that NCCS will move toward exceeding or meeting the state's average science proficiency rate in future years.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

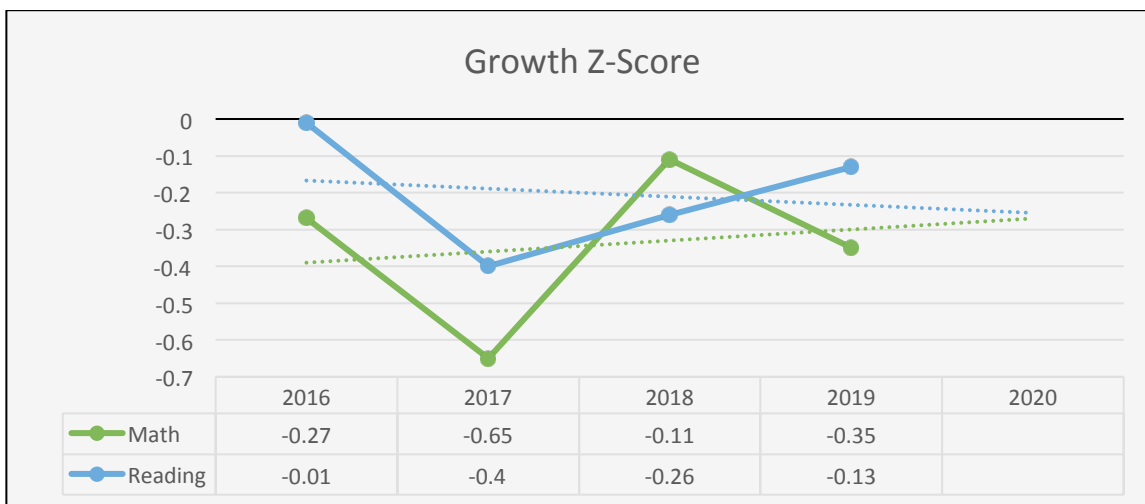


Figure 7 -Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

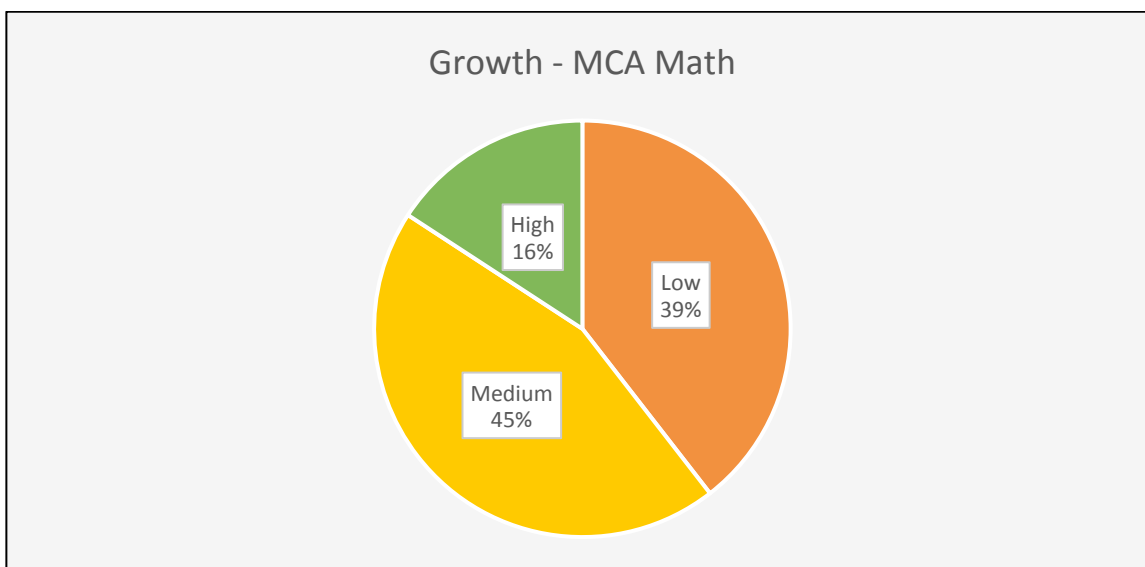


Figure 8 - Minnesota Growth MCA Math 2019

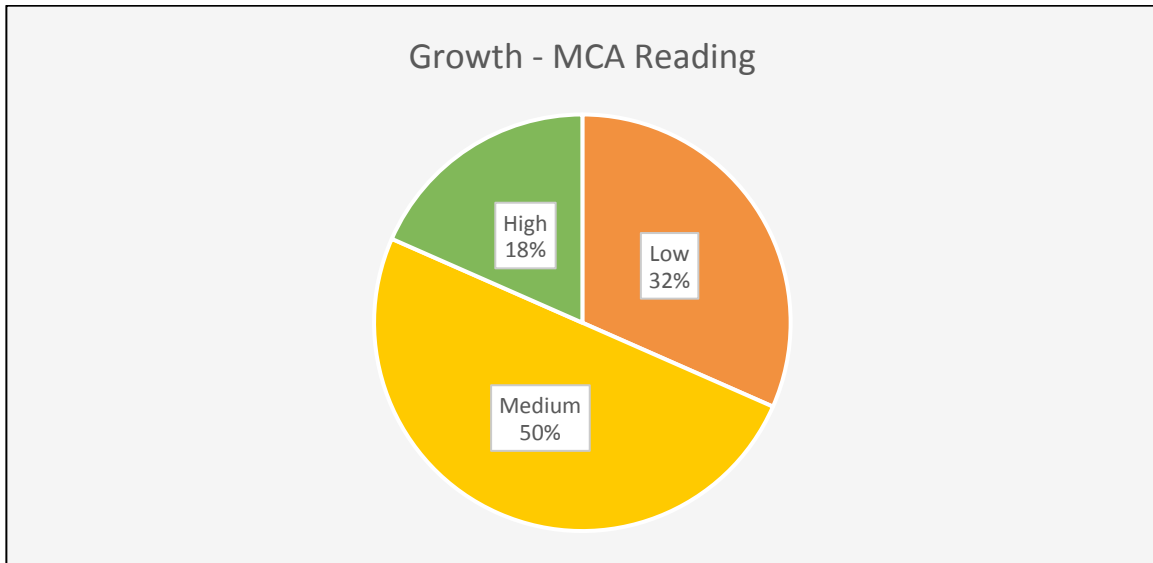


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

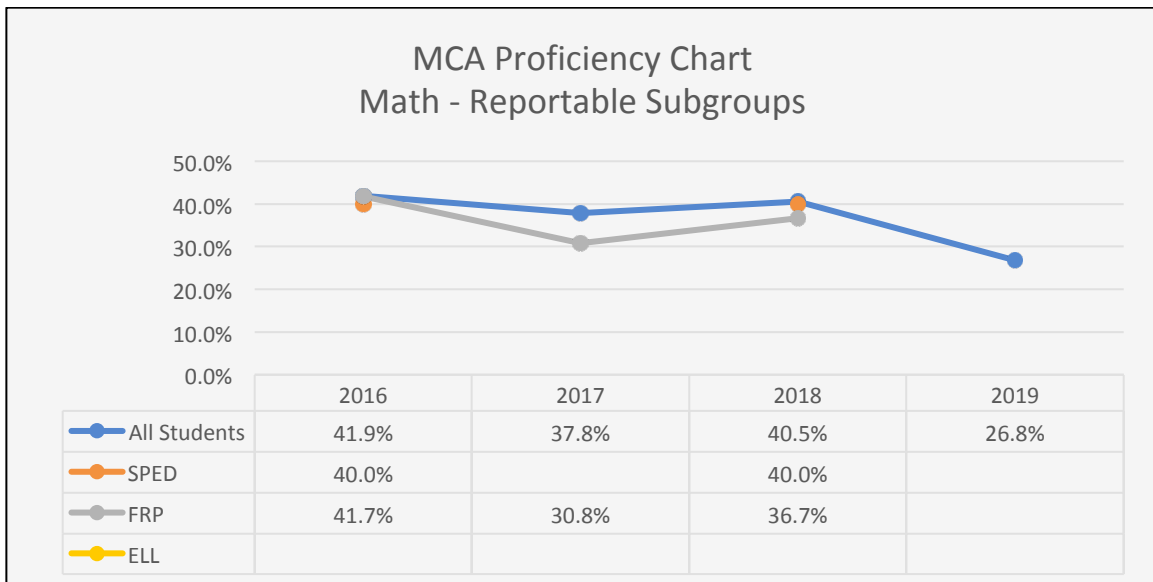


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

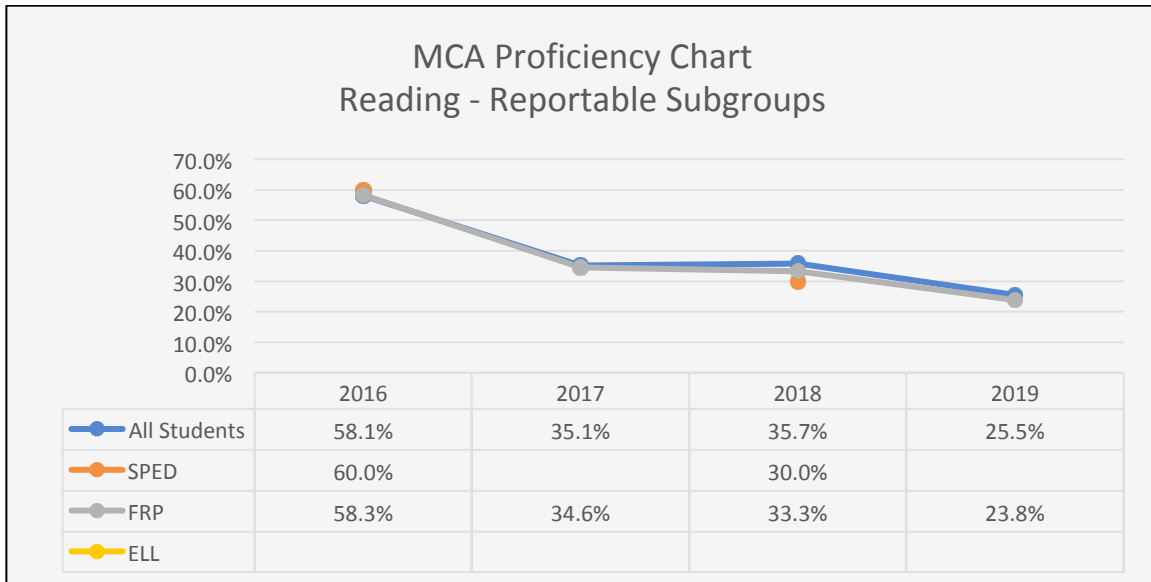


Figure 11 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

0 - Does Not Meet

	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: NCCS outperformed the comparison school in math and reading. Science results were not available due to a small number of students testing.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between -0.5 and 0. Does not meet standard - School's growth score is below -0.5.	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: Growth in reading increased to -0.13 in 2019 while growth in math fell to -0.35.	

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

Evidence / Source: Minnesota Department of Education

Analysis: Achievement gap reduction was reduced between the “all students” group and the Free and Reduced population from 2018 to 2019. NCCS did not have students testing in the other reportable subgroups to generate a score.

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

Meets Standard – Meets all criteria and is adhered to.

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

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

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

Data/Source: NCCS Annual Report

Analysis: Teachers receive a formal evaluation each year by the Director and a mini-observation every week by the Director. All staff are evaluated annually by the Director using Team Member Targets for Excellence that indicate if employees Do Not Meet, Partially Meet, Meet or Exceed specific performance targets.

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

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

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

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

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

Data / Source: NCCS Annual Report

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

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

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

Scale:.

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

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

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

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

Data / Source: NCCS Annual Report

Analysis:

Provide high quality educational opportunities: We use our master schedule to deliver Benchmark Literacy, Math Expressions, daily intervention, Ojibwemowin, health and wellness, Family Fun activities, Success for the Future technology and service learning.

Focus on underserved communities, as measured by continued enrollment: Our enrollment history is stable and we anticipate continued support for our families due to our community school culture of support and Ojibwe integration.

Demonstrate a commitment to racial, ethnic, and socio-economic diversity, as measured by continued diversity of staff and/or student body: With a 79% free and reduced lunch rate, poverty is an issue for many of our families. We provide support to our students and families with Student Support and Counselor positions. Our students are almost 100% Ojibwe and 2/3 of our staff members are Ojibwe.

Encourage small school environments: We are a single section elementary school with a stable enrollment. We are also a community school that was created by the community and for the community

children. Our staff, students and families know each other well and guests describe our environment as warm and caring.

Promote community engagement and service learning: We have an active parent advisory group that meets quarterly and we host monthly Family Fun events that promote parents as educational partners. We also begin every school year with all staff members making home visits. All students are required to do four service-learning projects per year and some of the projects are thematic and school-wide.

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

Scale:

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

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

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

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

Data / Source: NCCS Annual Report

Analysis:

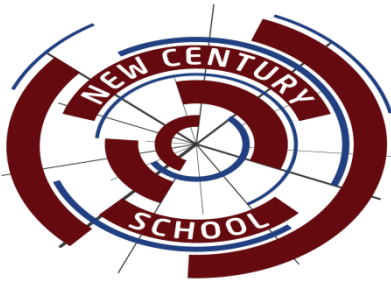
Goal #1 All American Indian Children Ready for School: The percentage of Kindergarten American Indian Students, in the spring of 2019 that were assessed with EarlyReading and indicated low-risk or on-track, based on FAST-Formative Assessment Results were: 22% in EarlyReading. This is a reported increase of 22%, since fall of 2018 EarlyReading assessments were conducted. The percentage of Kindergarten American Indian Students, in the spring of 2019 that were assessed indicated low-risk or on-track, based on AMath-FAST-Formative Assessment Results were: 8%, these results indicated a 0% improvement from fall-winter in student scale scores. At the same time these numbers do NOT reflect growth from one screening period to the next, only the improved movement from one category to another.

Goal #2 All American Indian 3rd Graders Achieve Grade Level Literacy: The 3rd grade American Indian students were assessed three times last school-year using FAST (Formative Assessment for Teachers). In the fall of 2018 our American Indian students reported 32% were either on-track or some risk in their general Reading scores. Our goal was to increase our reading low-risk/some-risk student percentage by 2% to 34-percent or greater as reported through FAST in the Spring of 2019. Our numbers indicate that 35% of our third-graders met the on-track or low-risk threshold during the spring 2019 EOY Reading assessments.

Goal #3 All Achievement Gaps Closed for American Indian Students: Our Fall Reading scores for All American Indian Students as indicated by our September 2018 FAST Assessment Results summary, reported that 44% of our American Indian students were at low-risk and on-track of meeting spring Reading benchmarks. Our goal was to increase our reading low-risk and on-track scores of American Indian students in reading to 47% or greater based on Spring of 2019 FAST assessment results. Our

spring 2019 screening benchmark results indicated that 38% of American Indian students fall in the low-risk or on-track scores in Reading. In September of 2018 our FAST Assessment Results summary reports that 39% of our American Indian students were at low-risk and on-track for meeting spring benchmarks in math. Our goal is to increase our Math low-risk and on-track student scores of American Indian students to 41% or greater, based of Spring 2019 FAST assessment results. Our spring 2019 screening results indicated that 49% of American Indian students fall in the low-risk or on-track scores in Math.

Academic Standards Point Total: 12/14



NEW CENTURY SCHOOL

Charter # 4240

Director: Ahmed Ali

1380 Energy Lane, Suite 108

St. Paul, MN 55108

Phone: 651-478-4535

www.newcenturyschool.net

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

Summary: 2019 marked the third year of operation for New Century School. The school's population was nearly 100% Black/African American and enrollment by special population was well above the state average for English Language Learners and students receiving Free and Reduced Lunch. The school increased its math and science proficiency rates for the second straight year. In addition, 83% of students in grades 4 – 7 achieved medium to high growth in math from 2018 to 2019.

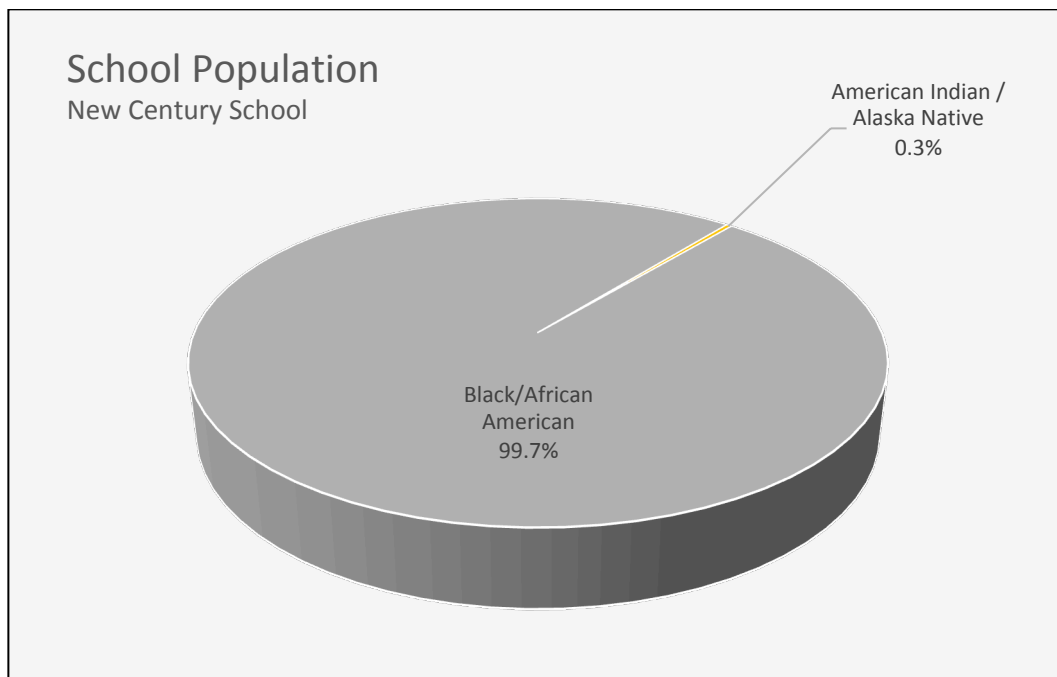


Figure 1 – School Population

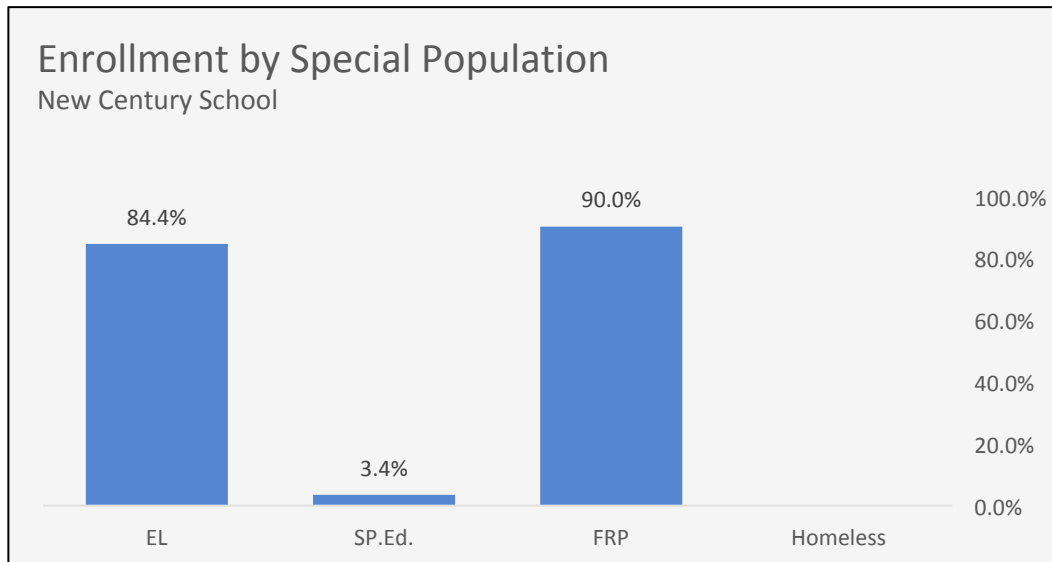


Figure 2 - Enrollment by Special Population

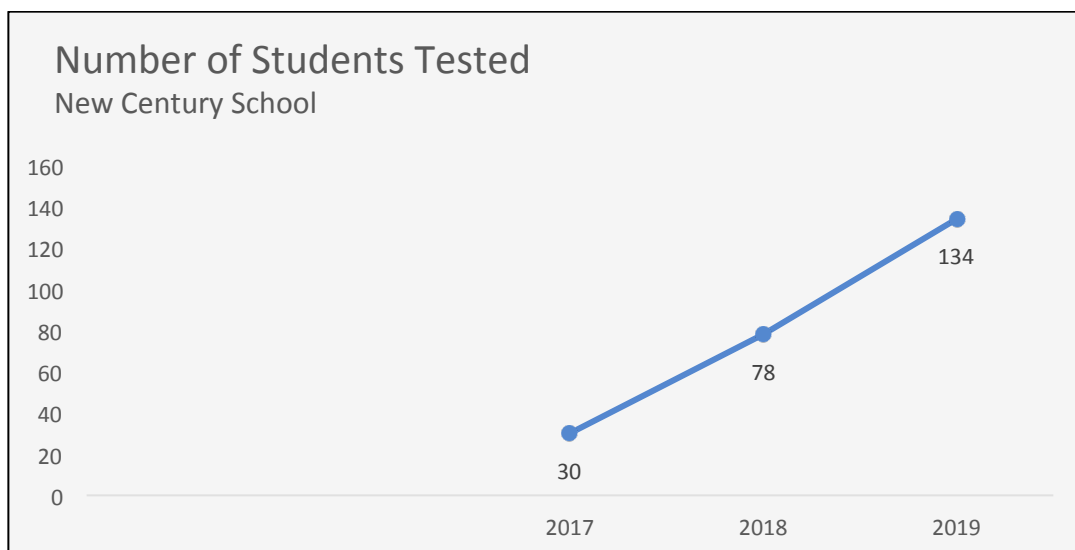


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.2%	59.5%	58.7%	55.5%
3rd	70.9%	69.6%	68.1%	66.0%
4th	70.0%	68.8%	66.8%	64.3%
5th	59.7%	58.8%	57.1%	52.4%
6th	56.7%	56.0%	54.3%	50.9%
7th	56.7%	55.4%	54.9%	52.5%
New Century		13.3%	33.3%	44.8%
3rd		33.3%	36.4%	57.1%
4th		CTSTR	42.9%	44.7%
5th		0.0%	25.0%	40.0%
6th			16.7%	44.0%
7th				CTSTR
Minnesota Math and Science Academy	18.7%	29.2%	20.1%	27.8%
3rd	23.1%	26.7%	12.5%	39.5%
4th	18.4%	19.6%	11.4%	CTSTR
5th	13.2%	51.2%	19.0%	CTSTR
6th	21.4%	21.6%	25.6%	35.7%
7th		26.4%	34.4%	39.0%

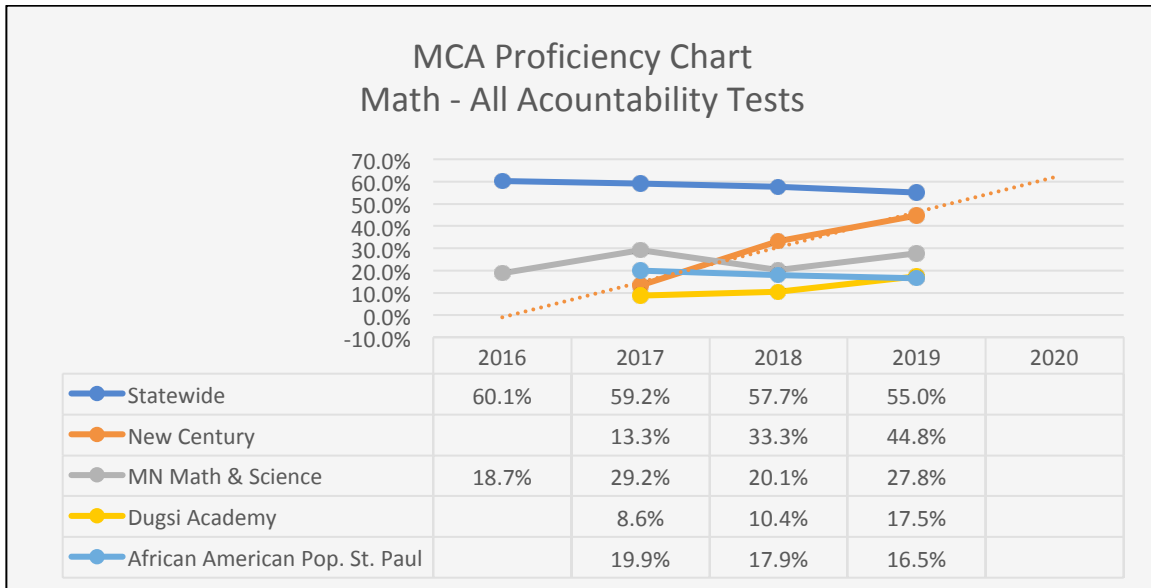


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 4 illustrate MCA math proficiency at NCS. NCS is currently performing above the local comparison school by seventeen percentage points. After an increase of eleven percentage points from 2018 to 2019, NCS has reduced the gap between the itself and the statewide average. In future years, it is expected that NCS will continue to outperform the local district school and work toward meeting or exceeding the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3rd	57.7%	57.0%	56.2%	55.0%
4th	58.8%	57.3%	56.2%	55.9%
5th	68.1%	67.6%	67.5%	66.2%
6th	62.6%	63.8%	64.9%	63.2%
7th	57.2%	57.9%	58.7%	57.9%
New Century		16.7%	37.2%	32.1%
3rd		25.0%	42.4%	35.7%
4th		CTSTR	28.6%	31.6%
5th		18.2%	33.3%	CTSTR
6th			41.7%	CTSTR

7 th				CTSTR
Minnesota Math and Science Academy	21.2%	26.2%	24.4%	30.0%
3 rd	20.5%	22.2%	14.6%	26.3%
4 th	7.9%	26.1%	13.6%	CTSTR
5 th	21.1%	21.4%	31.0%	31.9%
6 th	40.5%	29.7%	38.5%	42.9%
7 th		28.3%	CTSTR	24.4%

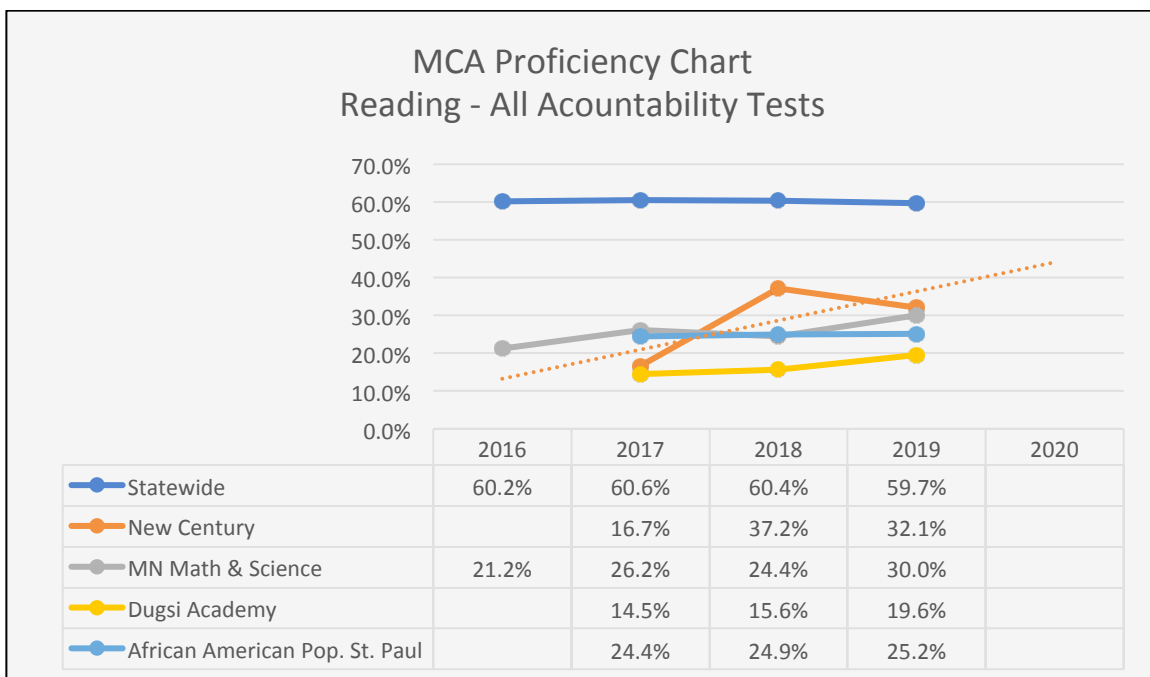


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: Table 2 and Figure 5 illustrate MCA reading proficiency at NCS. NCS’ reading proficiency rate fell by five percentage points from 2018 to 2019. Despite the decline, NCS continues to outperform the local comparison school. In future years, it is expected that NCS will continue to outperform the local district school and work toward meeting or exceeding the statewide average.

Table 3 – MCA Science Proficiency 2016 - 2019

Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
5 th	62.1%	60.6%	58.7%	54.9%
New Century (5 th)		18.2%	58.3%	59.3%
Minnesota Math and Science Academy (5 th)	28.2%	23.8%	24.4%	21.3%

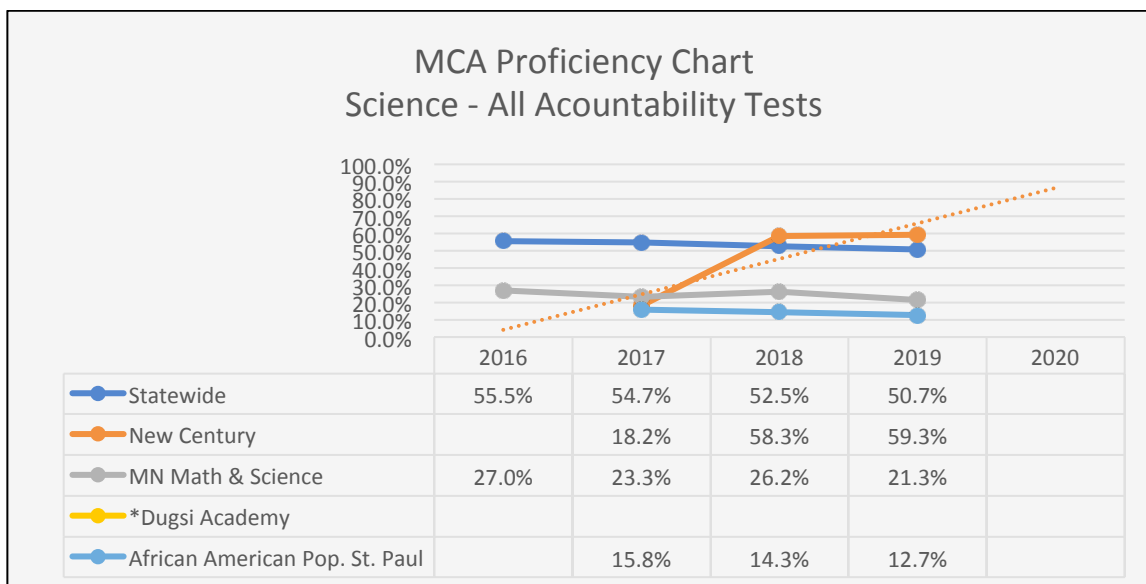


Figure 6 – MCA Science Proficiency 2016-2019

* Dugsi Academy – Counts too small to report

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 6 illustrate the MCA science proficiency at NCS. NCS increased its science proficiency rate for the second straight year, up over 40 percentage points from 2017. In future years, it is expected that NCS will continue to outperform the comparison school as well as that of the statewide average.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

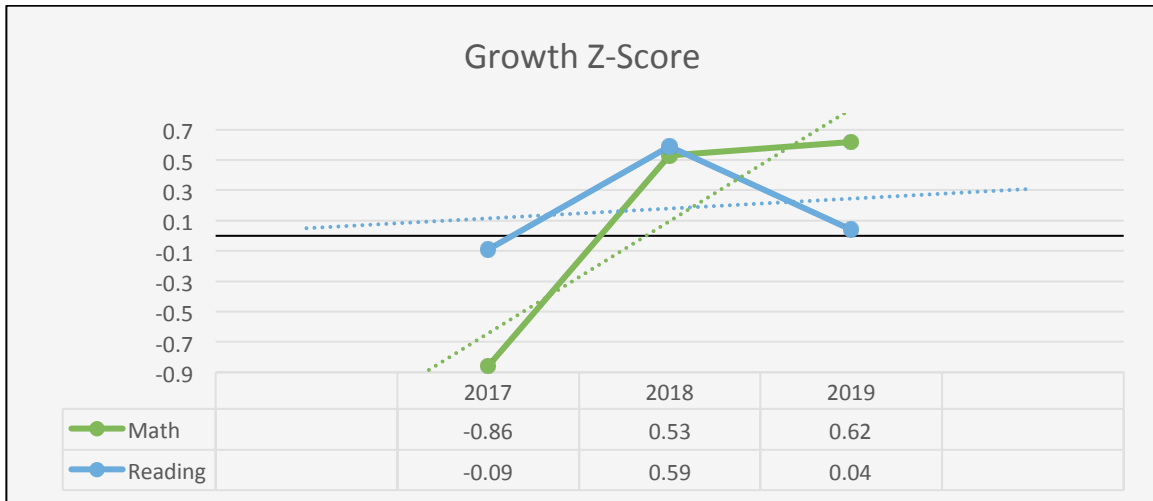


Figure 7 -Growth Z-Scores in Math and Reading 2017-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

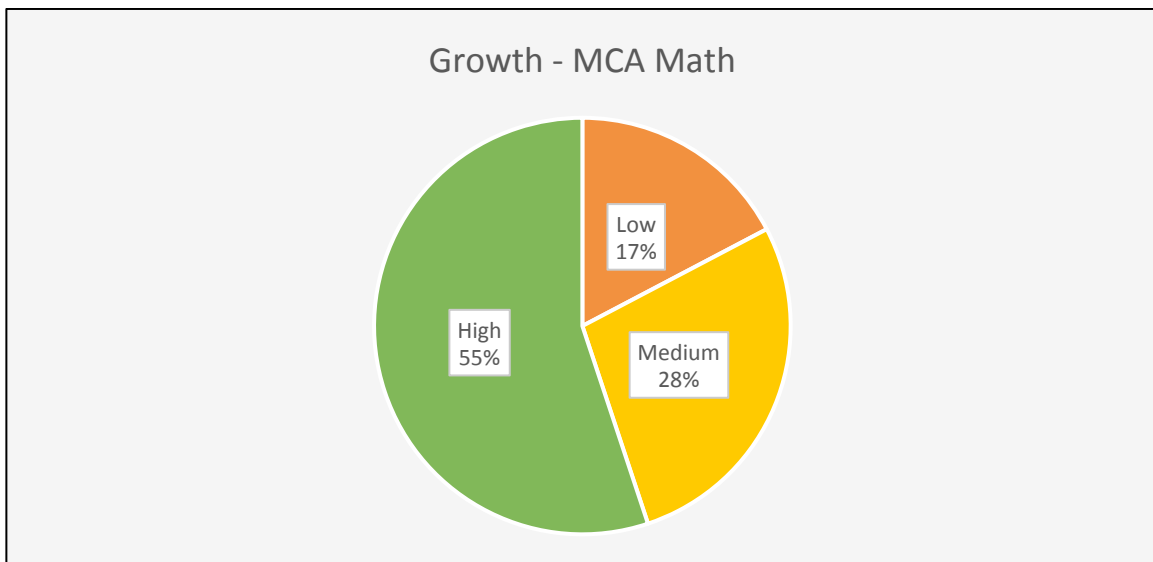


Figure 8 - Minnesota Growth MCA Math 2019

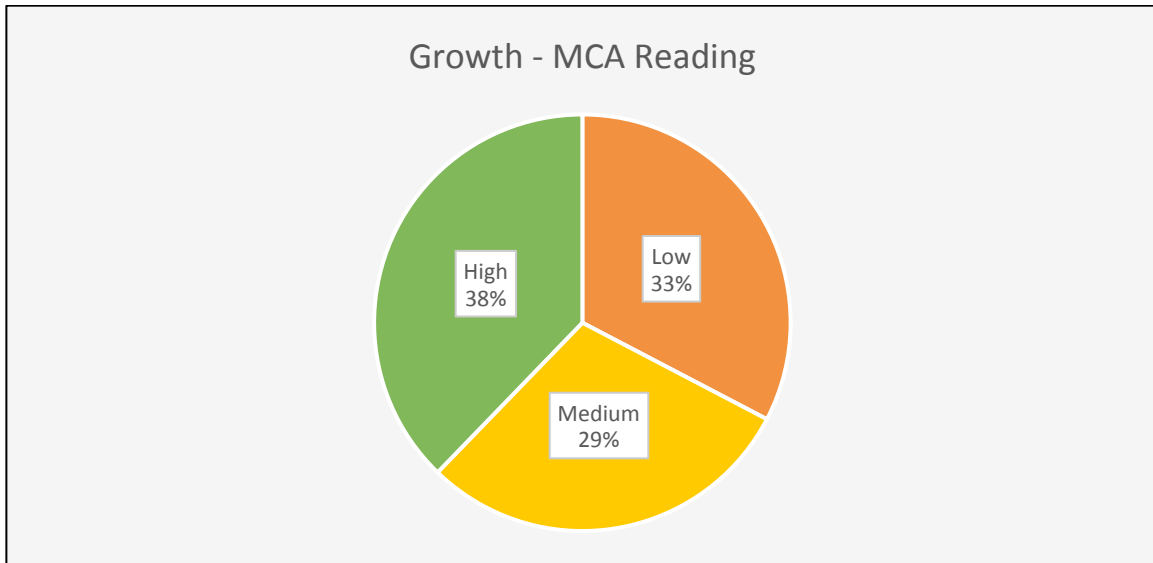


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

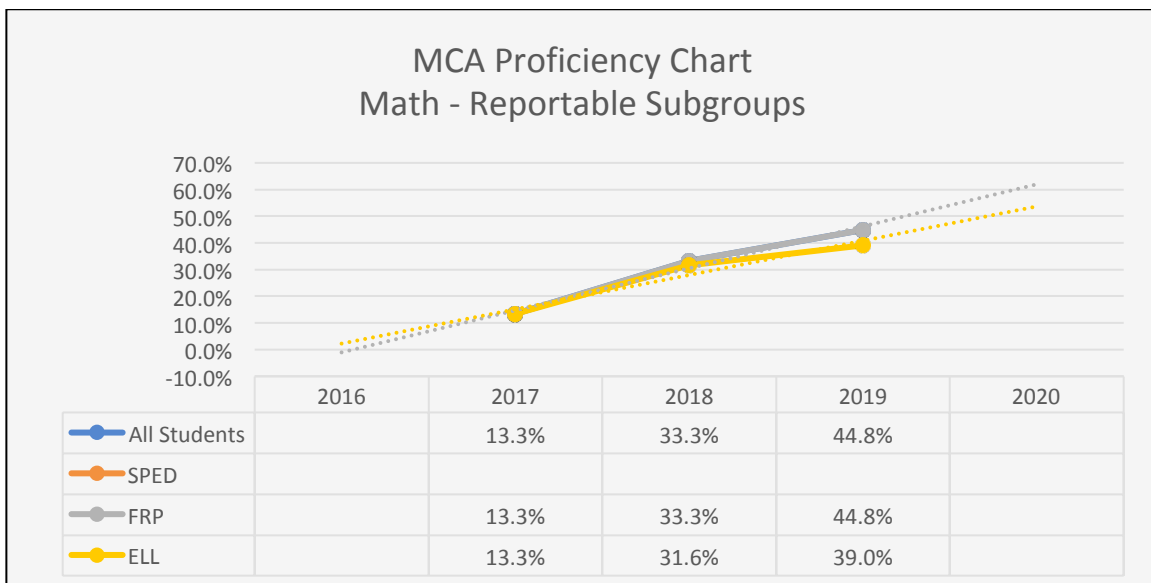


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

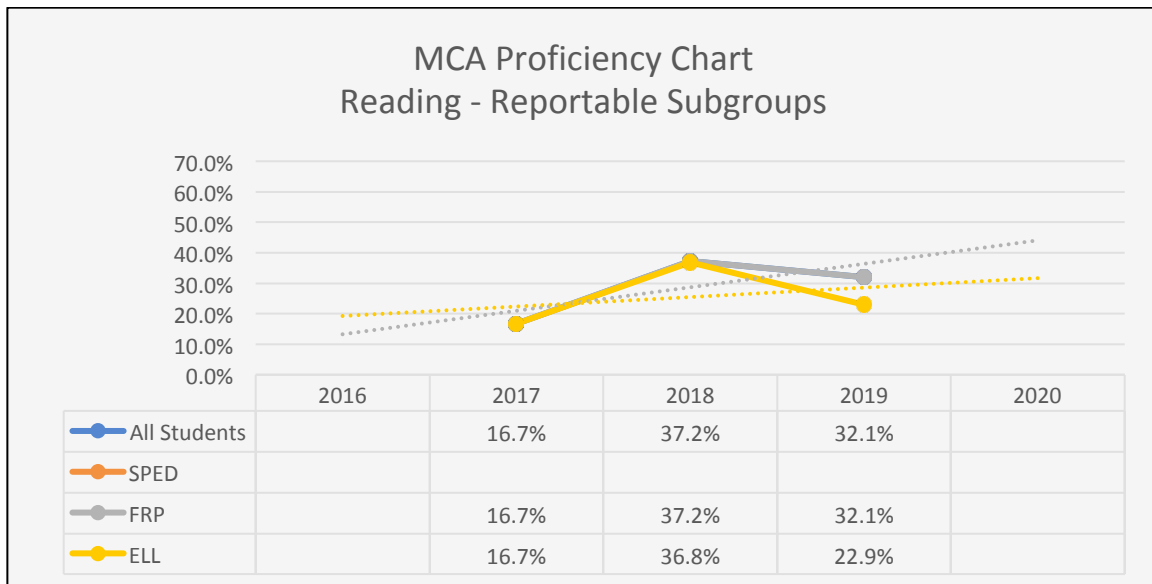


Figure 11 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

Does not meet standard - School's average proficiency rate is less than the average performance

of students in schools they might otherwise attend.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: A score of Meets was awarded because the school outperformed the comparison school in all three subjects.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between -0.5 and 0 Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: NCS achieved high growth in both math and reading. Math growth in 2019 was 0.62 while reading growth was 0.04.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
<ul style="list-style-type: none"> • Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. 	
Scale: Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced. Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.	

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: A score of partially meets was awarded because the gap between the “all students” group and the English learner population increased in math and reading from 2018 to 2019. During the 2018-2019 school year NCS had a Free and Reduced population of over 90% and an EL population of over 80%.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data/Source: NCS Annual Report	
Analysis: Teachers are observed using a detailed observation rubric based on three domains, planning, environment and instruction. In addition, the observation will include: The lists of items for READ IT curriculum, weekly submission of lead teacher admin report, students' reading levels list according to tiers, teacher notes, data tracking log, Envision Math planning guide sheet as well as a completed classroom environment checklist.	

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

the reviewer could not conclude that the plan was tied to data-driven decision-making. Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data / Source: NCS Annual Report	
<p>Analysis: During the 2018-2019 school year, the school provided extensive professional development for teachers. Teachers participated in trainings for two weeks before school opened, and ongoing trainings were conducted throughout the year.</p> <p>Topics included:</p> <p>Cultural Diversity, Understanding & deconstructing Mn Standard, Classroom management strategies, Mind set in the classroom, Working with ELL students, Health & Safety (Blood Borne), Reading Curriculum: National Geographic Reach, Envision Math Curriculum, STEM Program, Special education overview, IT-Outlook, IPAD, Smartboard and other technology related issues, JMC Student Record Management Software, Importance of Data Driven Approach, Teaching & Learning Strategies -how to deal with unmet expectations, Monitoring student's progress, Time To Teach: Behavior management-Refocus, Time To Teach: Self Control Strategies, Time to Teach: Classroom Arrangement, Mn Standard alignment, ELL and academic assessment strategies, STEM Program, Conquering Reading Challenges Series Session 1 and 2 :Igniting student Interest in the TIER2 & 3 populations-for SpEd, Title and ELL remedial reading, SIOP Model:ELL Sessions 1-4</p>	

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

Analysis: New Century School integrated innovative teaching methods through the use of curriculums in Reading, Mathematics, and Science. The reading curriculum (READ: IT) aligns with all five components recommended by the National Reading Panel-phonemic awareness, phonics, vocabulary, fluency, and comprehension. Our STEM program incorporated coding with game activities, 3D printing projects, hands-on application activities for exploration, and challenge-based Rubrics and Journals. Our students use IPAD and Chromebook in a small group to access some of these activities in the class and at home. Our Envision Math Curriculum emphasizes technology learning in the classroom, while the Foss Science Curriculum provided all students with science experiences that are appropriate to students' cognitive development and prior experiences.

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

Scale:

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

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

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

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

Data / Source: NCS Annual Report

Analysis:

Goal # 1 All Students Ready for School

- Achieve at least 95% attendance
- 90% of students enrolled in Kindergarten should successfully meet KG completion requirement by end of the year
- Develop at least four parent engagement activities

Result: Goal Met

- The 2018-19 attendance was 98%
- 100% of the students successfully completed KG requirements
- We had nine parent events at the school

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

- 80% of third grade students will meet or exceed the individual projected growth target in reading. (NWEA MAP) in 2018/19.

Result: Goal Met

- 86% of students met or exceeded the individual projected growth target in NWEA reading.

Goal # 3 Close the Achievement Gaps Between Students

- 80% of all students will meet or exceed the individual projected growth target (NWEA MAP) in 2018/19.

Result: Goal Met

Fall to spring growth

- Math – 91%
- Reading – 68%

The data has not been disaggregated by groups as almost all our students were of the same group/demographic.

Goal # 4 All Students Career and College Ready by Graduation

- 45% of students will receive information about career and college or visit a college
- 35% of 3rd – 7th grade students will meet or exceed the MCA Reading and math standards in 2018/19.

Result: Goal Met

- Over 50% of students obtained information about career and college and/or went on a field trip to a college
- 45% of 3rd – 7th grade students demonstrated proficiency on the MCA math and 32% achieved reading proficiency.

Academic Standards Point Total: 13 /14



SCHOOLCRAFT LEARNING COMMUNITY

Charter #4058

Director: Adrienne Eickman

9500 Ruppstrasse Blvd

Turtle River Township, MN 56601

218-586-3284

www.schoolcraft.org

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

Summary: SLC tested 119 students in 2019. The school's Special education and Free and Reduced populations remain above the state average at 24.3% and 43.6% respectively. Academically, SLC increased its math proficiency rate on the Minnesota Comprehensive Assessments, while reading and science proficiency declined slightly from 2018 to 2019. 68% of the school's students in math, and 68% in reading, achieved high or medium growth on the Minnesota Growth Report.

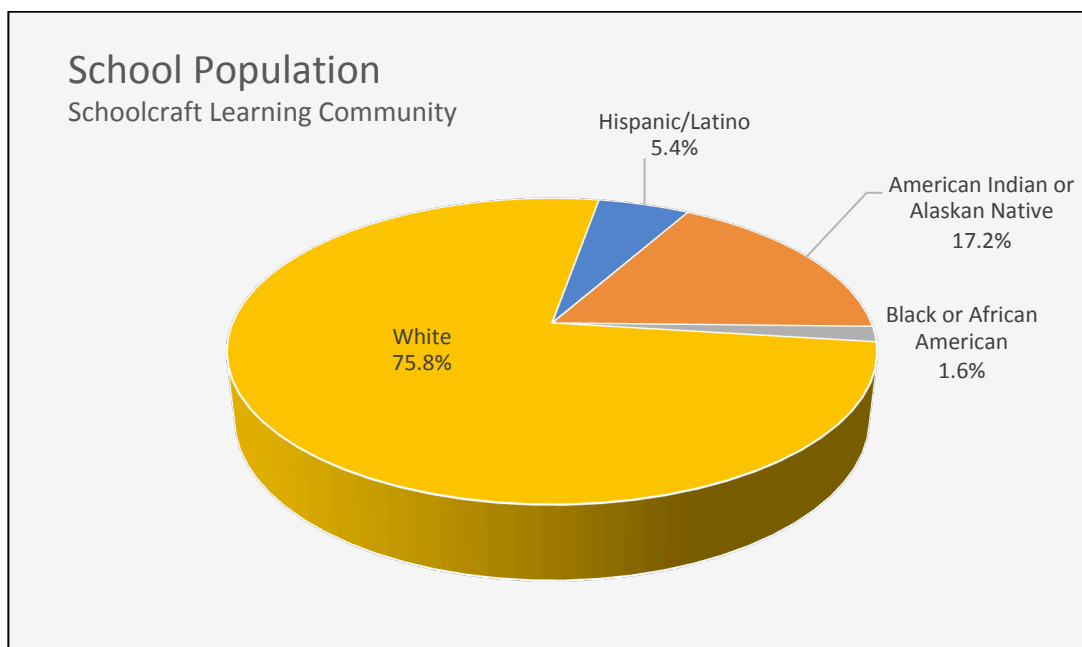


Figure 1 – School Population

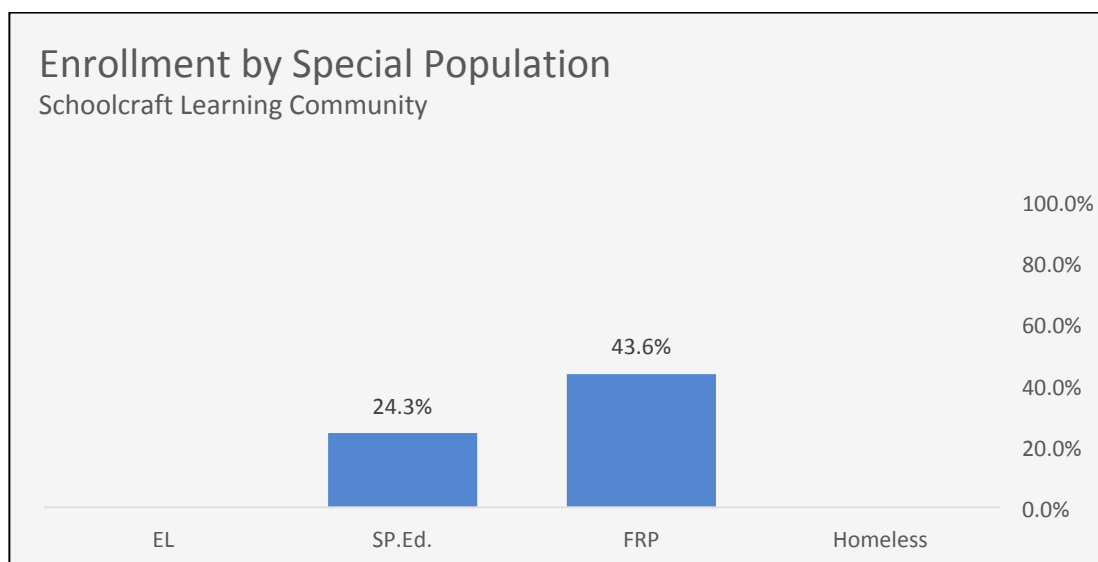


Figure 2 - Enrollment by Special Population

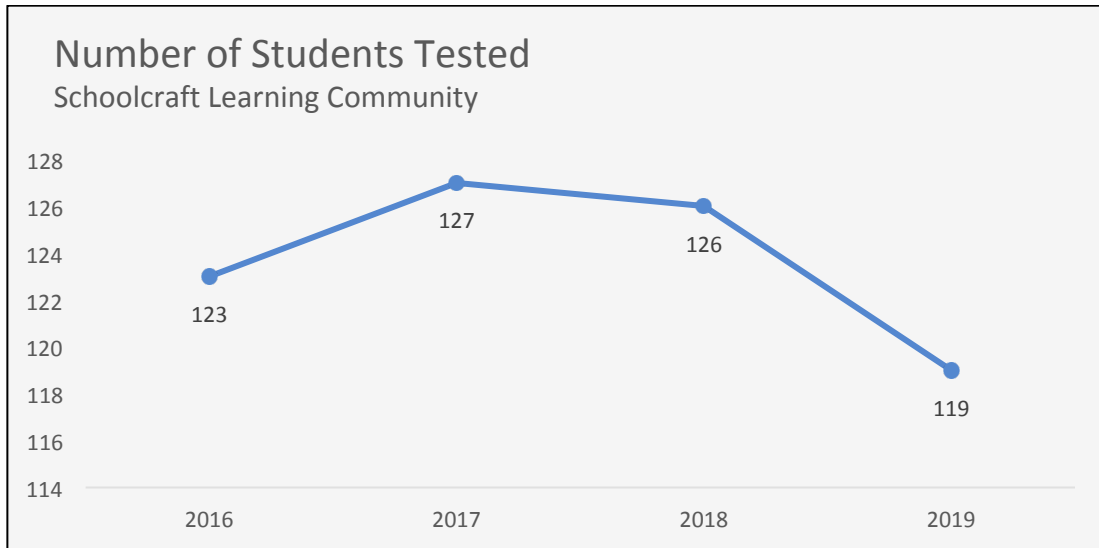


Figure 3 – Number of Students Tested (MCA)

TEST RESULTS: HOW ARE STUDENTS PERFORMING ACADEMICALLY?

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3 rd	70.0%	68.6%	66.9%	66.0%
4 th	69.4%	67.4%	65.6%	64.3%
5 th	59.4%	57.7%	55.2%	52.4%
6 th	56.7%	56.0%	54.3%	50.9%
7 th	56.7%	55.4%	54.9%	52.5%
8 th	58.8%	58.8%	57.8%	55.7%
Schoolcraft	56.9%	55.1%	45.9%	50.0%
3 rd	29.4%	35.0%	52.4%	61.1%
4 th	57.1%	52.9%	50.0%	54.5%
5 th	44.4%	44.7%	33.3%	50.0%

6 th	62.5%	70.6%	36.7%	CTSTR
7 th	70.6%	70.6%	58.8%	CTSTR
8 th	84.6%	72.2%	53.8%	CTSTR
Northern Elem.				
3 rd	70.2%	76.6%	69.9%	74.4%
Gene Dillon Elem.				
4 th	66.7%	64.7%	63.1%	50.5%
5 th	51.0%	52.8%	50.9%	41.6%
Bemidji Middle				
6 th	60.4%	64.0%	56.0%	49.4%
7 th	61.6%	59.8%	62.6%	51.1%
8 th	73.3%	72.9%	65.3%	64.6%
Combined	64.5%	65.5%	61.2%	51.9%

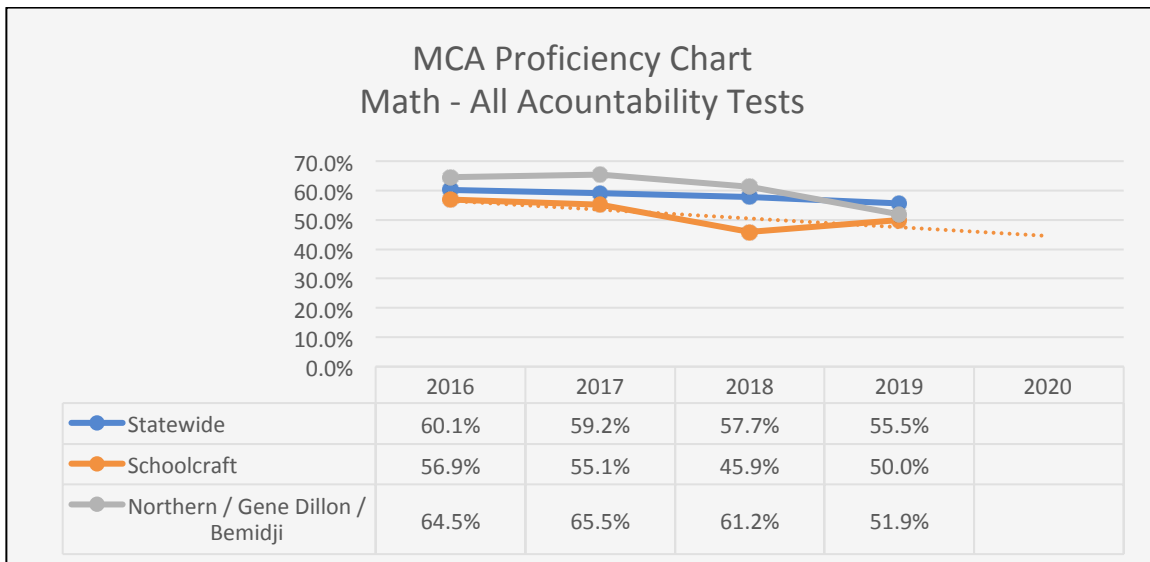


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: SLC's MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Northern Elementary, grade 3, Gene Dillon Elementary, Grades 4-5, and Bemidji Middle School, grades 6-8, were combined to create a comparison score for SLC. SLC's math proficiency rate increased by over four percentage points from 2018 to 2019. The school has narrowed the gap between itself and the comparison school as well as the statewide average. In

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

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2015	2016	2017	2018
Statewide	60.2%	60.6%	60.4%	59.7%
3rd	57.7%	57.0%	56.2%	55.0%
4th	58.8%	57.3%	56.2%	55.9%
5th	68.1%	67.9%	67.5%	66.2%
6th	62.6%	63.8%	64.9%	63.2%
7th	57.2%	57.9%	58.7%	57.9%
8th	57.8%	59.3%	59.1%	58.2%
Schoolcraft	63.2%	62.2%	58.7%	53.9%
3rd	56.3%	40.0%	42.9%	CTSTR
4th	47.1%	41.2%	57.1%	54.5%
5th	66.7%	68.4%	63.6%	55.0%
6th	68.8%	70.6%	63.3%	61.1%
7th	70.6%	76.5%	63.2%	55.0%
8th	92.3%	72.2%	61.5%	62.5%
Northern Elem.				
3rd	46.2%	56.4%	44.1%	64.1%
Gene Dillon Elem.				
4th				42.4%
5th				61.2%
Bemidji Middle				
6th	67.3%	69.3%	65.0%	58.5%
7th	59.6%	63.5%	70.4%	63.0%
8th	64.2%	61.7%	64.6%	62.9%
Combined	61.1%	63.0%	63.6%	57.6%

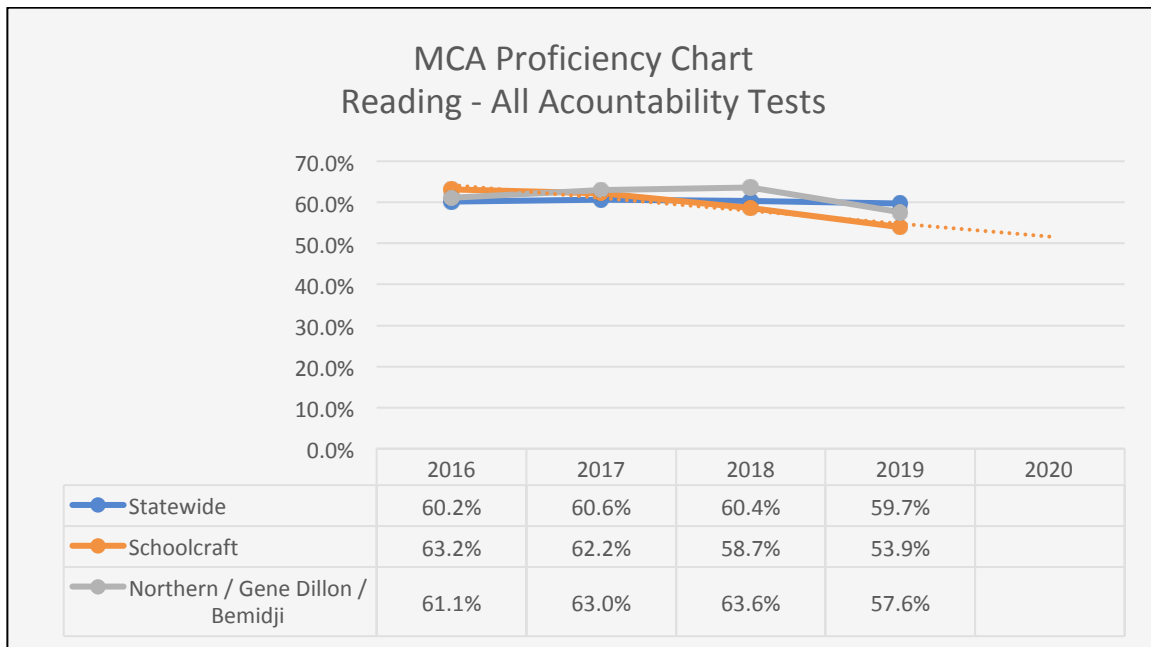


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: SLC’s MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, proficiency results from Northern Elementary, grade 3, Gene Dillon Elementary, Grades 4-5, and Bemidji Middle School, grades 6-8, were combined to create a comparison score for SLC. SLC’s reading proficiency rate decreased by over four percentage points from 2018 to 2019. The school continues to perform below the combined local comparison school as well as the statewide average. In future years, it is expected that SLC will move toward meeting or exceeding the proficiency rates of the comparison school as well as that of the statewide average.

Table 3 – MCA Science Proficiency 2016 - 2019

MCA Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
5th	62.1%	60.6%	58.7%	54.9%
8th	48.0%	46.7%	45.7%	43.0%
Schoolcraft	60.0%	60.7%	51.5%	45.9%
5th	64.7%	60.5%	61.9%	CTSTR
8th	53.8%	61.1%	33.3%	CTSTR
Gene Dillon Elem.	60.2%	60.2%	53.7%	47.6%

(5 th)				
Bemidji Middle (8 th)	50.6%	49.0%	47.4%	45.9%
Combined	52.8%	51.3%	49.0%	46.8%

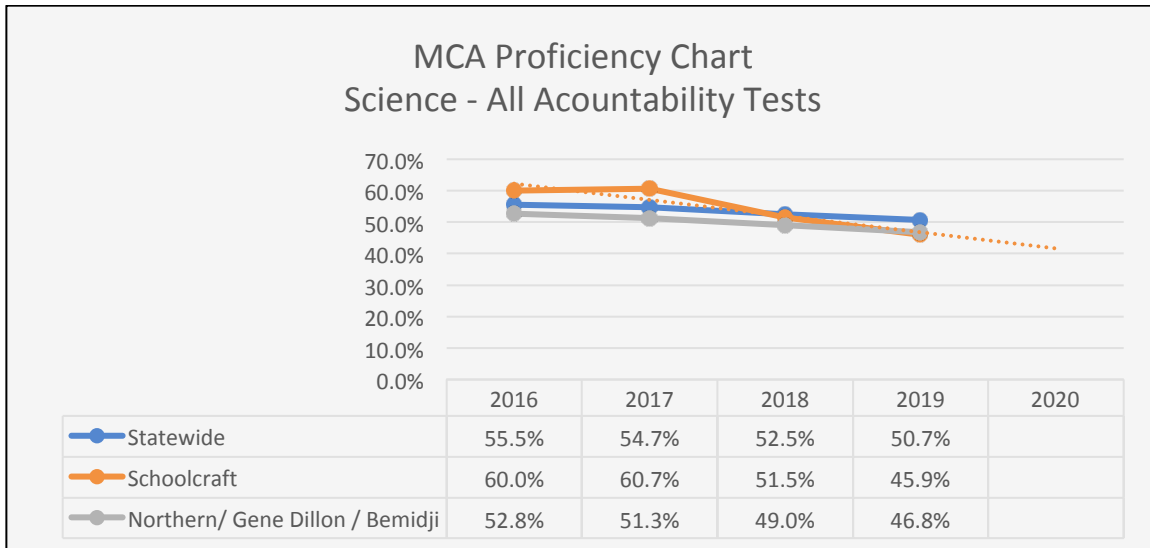


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: SLC’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Gene Dillon, grade 5, and Bemidji Middle School, grade 8, were combined to create a comparison score for SLC. SLC’s science proficiency declined slightly from 2018 to 2019. The school is currently performing below the combined comparison schools as well as the statewide average. Given past performance, it is expected that SLC’s science proficiency rate will meet or exceed that of the combined comparison schools and the statewide average in the coming years.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

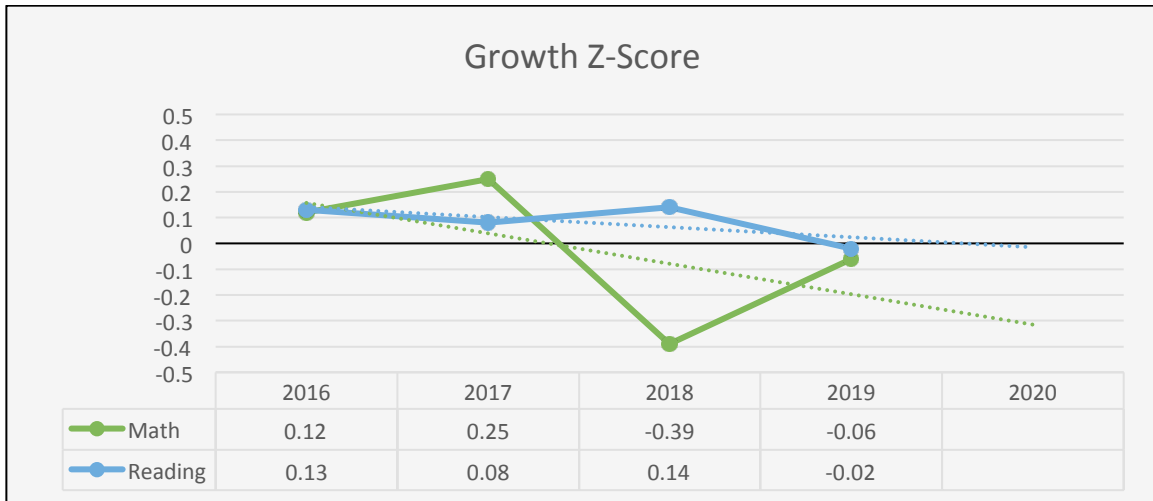


Figure 7 -Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

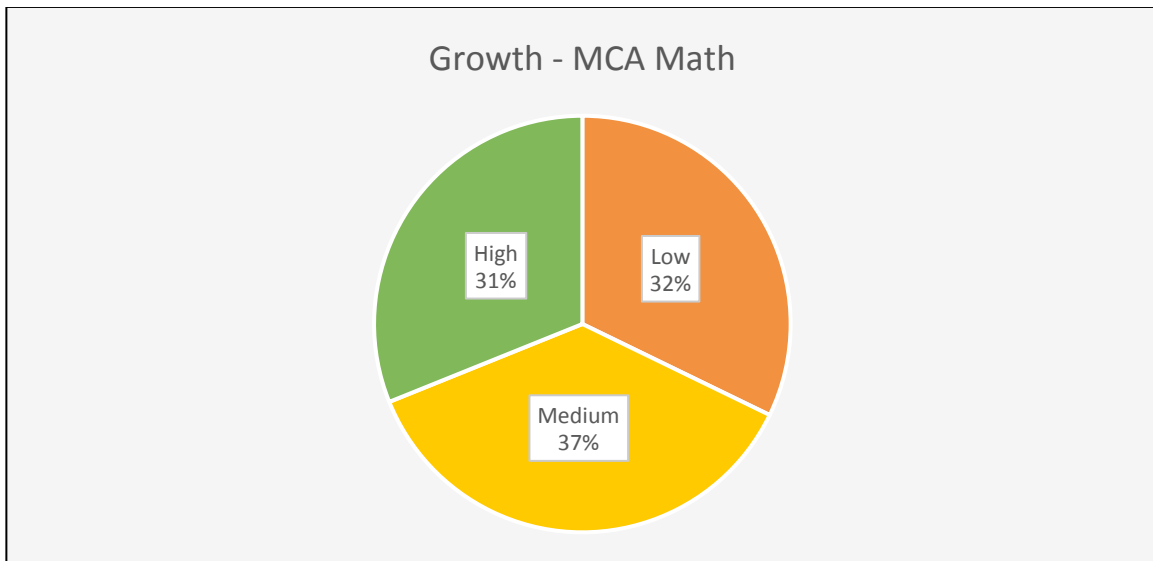


Figure 8 - Minnesota Growth MCA Math 2019

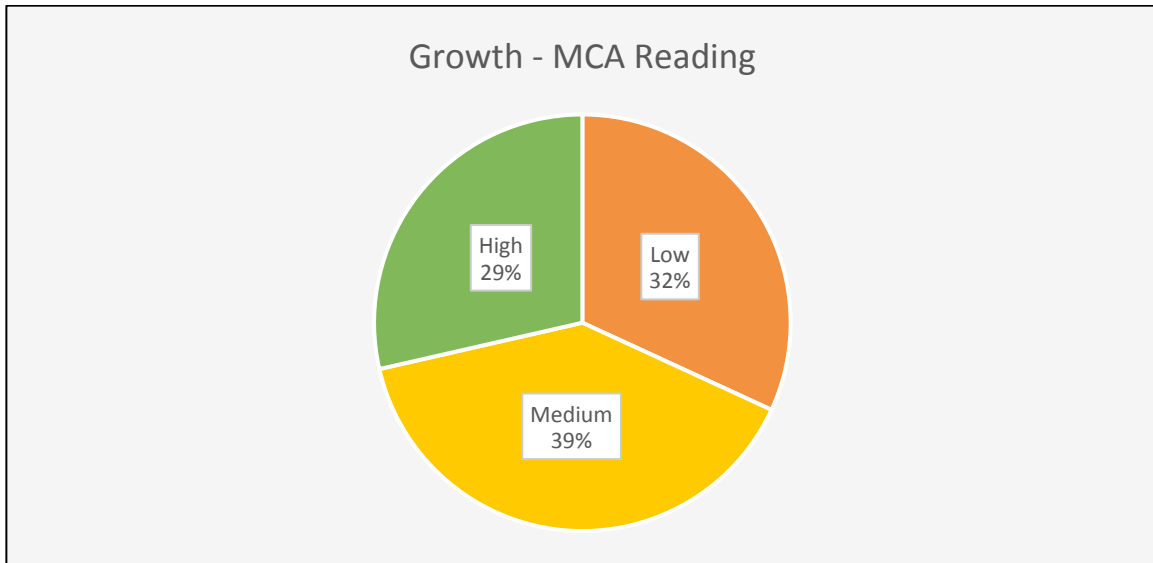


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

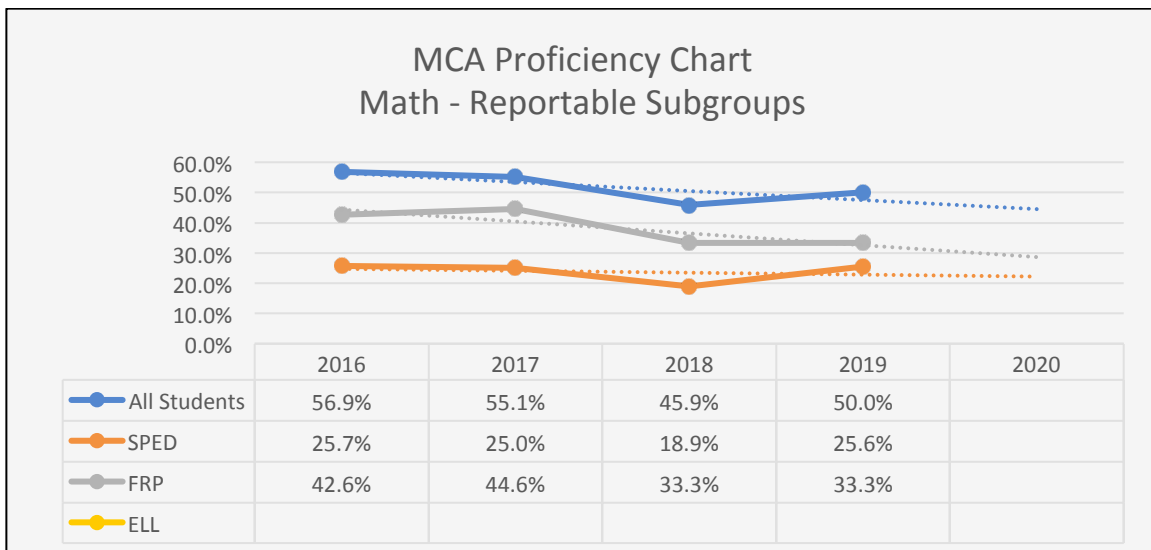


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

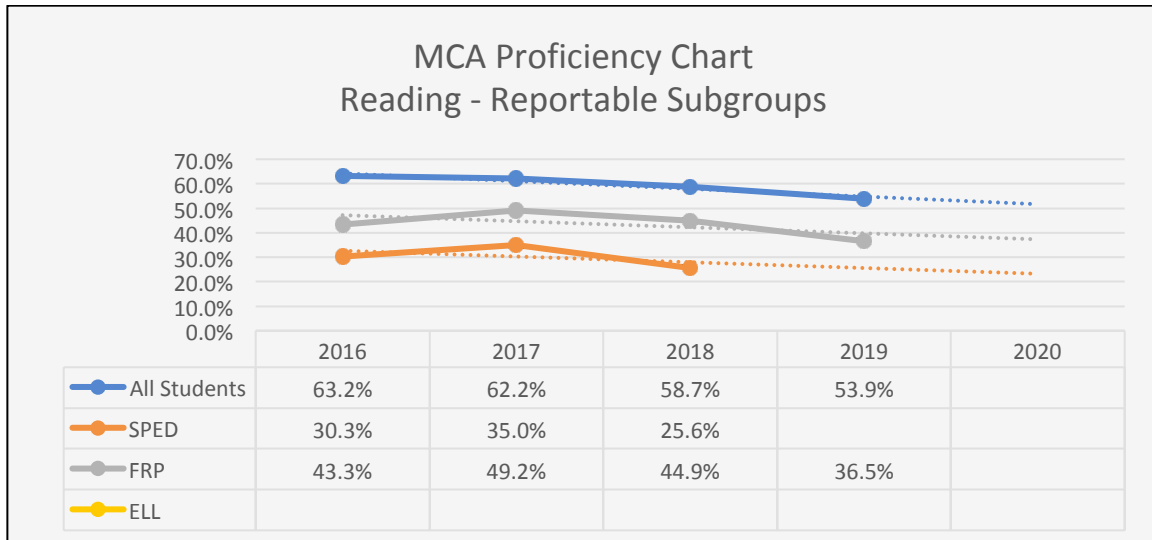


Figure 11 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

X	0 - Does Not Meet
	1 - Partially Meets

	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: A score of partially meets was awarded because the school is currently performing below the combined comparison schools in math, reading and science.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between -0.5 and 0 Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: Growth in math increased to -0.06, while growth in reading declined to -0.02.	

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

Analysis: A score of “partially meets” was awarded because the gap between all reportable subgroups and the all students group was reduced in one out the possible three categories from 2018 to 2019. The achievement gap between the all students group and the Special Education group in math was reduced by 2.6 percentage points from 2018 to 2019.

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

Scale:

Meets Standard – Meets all criteria and is adhered to.

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

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

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

Data/Source: SLC Annual Report

Analysis: Teachers are asked to reflect on their practice and set goals for their own professional development on SLC Core Practices, which include Learning Expeditions, Active Pedagogy, Culture and Character, Leadership and School Improvement, and Structures for Continuous Learning. Director Eickman performs classroom walkthroughs several times a week, and formal observations on the following schedule:

New Teachers (less than 3 years teaching experience) - 3 observations a year, with the first occurring within the first 90 days of teaching.

Veteran Teachers (more than 3 years of successful teaching experience) – 1 observation per year, or as needed.

Improving Teachers (teachers on improvement plans) – as dictated in terms of the mutually agreed upon improvement plan, or as needed.

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

Scale:

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

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

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data / Source: SLC Annual Report	
Analysis: SLC staff has whole staff meetings twice a week, participating in crew circle on Monday mornings and professional development opportunities on Thursdays. In addition, Schoolcraft staff members serve on smaller breakout teams of their grade levels or departments. The basic meeting structure follows. All team meetings are aligned to the following five topics: mastery of skills and knowledge especially in math, culture and character development, high quality work, school climate, policies and procedures.	

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).	
Scale:. Meets the Standard – The school has a plan and is meeting their additional statutory purposes. Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them. Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data / Source: SLC Annual Report	
Analysis: Social Emotional Learning Schoolcraft offers Social Emotional Learning at every grade level. Conflict management and self-regulation skills are some of the hardest skills any person must learn, and we believe that teaching social and emotional learning to all of our students at every grade level helps prepare them to be good community members and engaged citizens. We enhance these skills in the upper grades through access to the Peacemaker Resource program, STAR (Students Teaching Attitudes of Respect) team. The STAR team members are mediators at the school and teach lessons to the younger students in areas of social and emotional learning. Ojibwe Language and Culture	

Schoolcraft Learning Community employs two Native American Cultural Liaisons. The middle school receives an Indigenous Studies course that explores Native American history and culture from pre-contact to present day issues. K-5 students work with a cultural liaison to integrate Ojibwe language and culture into the expedition topic they are studying.

Technology

Schoolcraft Learning Community continues our 1:1 technology program in our Middle School. All students also had exposure to the use of GPS Units, iPads, MacBooks, cameras, recording equipment, Skype, Voice Thread, iPhoto, iMovie, and many other technology resources.

Engaging Expeditions

Each year, the learning expeditions have become richer in integrating academic content from various disciplines. All expeditions engage the students in active learning. Our teaching staff develops expeditions based upon their passions and the passions of their students, embedding the Minnesota Graduation Standards within, while creating an in-depth study in which students can immerse themselves.

Forest Exploration

Our Forest Exploration outdoor education program is in its 4th year. Every week, students K-5 spend time in the forest, with younger students spending several hours, and older students spending a little less time. 6-8 students spend one afternoon a week for one semester each year, alternating seasons. This time included a crew circle, lesson, and exploration time. Forest classrooms encourage students to explore and interact with nature and focuses on the social emotional well-being of the student.

Music Enrichment programs

Schoolcraft offers orchestra and choir instruction to any interested students in grades K-8 and piano instruction to all K-1 students. This helps foster the love of music at an early age. We also incorporate extra experiential music time for the K-1 crews at various times throughout the year. Orchestra for students in grades 2/3 continued this past school year.

Portfolio Presentations

Students are required to “show what they know” through formal portfolio presentations in front of a meaningful audience. These presentations are considered “required” for passing grades 5 and 8 and have been credited with helping prepare the students for public speaking opportunities in their future.

Special Education Inclusion

We have a strong belief in the importance of inclusion of special needs students within the classroom environment. We provide additional support in the classroom whenever possible, with “pull-out” sessions only when warranted. This enhances the strength of the community within the class for all students.

Wellness Policies

We recognize that a student who feels safe and connected to their school and is properly nourished and healthy has a greater chance of attending school on a regular basis, performing better in the classroom,

and becoming a functioning member of the school-community. We continue to offer breakfast to every student and high quality lunches within our hot lunch program. All children are provided with breakfast and lunch regardless of their ability to pay.

Expeditionary Learning

Schoolcraft has contracted with EL Education, formerly called Expeditionary Learning, since our inception. The design principles and three dimensions of student achievement, along with the support for our curriculum building/design and staff training, is integral to the Schoolcraft brand. School culture is modeled and developed through our knowledge of expeditionary learning.

Small Class Sizes/Small Caring Community

Schoolcraft boasts a student to adult ratio of 6:1, with most crews being at 20 or less, which enhances student learning through smaller, less chaotic learning environments. This created an environment where one could know every student's name. In addition, each student is encouraged to have at least one adult that they can confide in. In all past surveys, both staff and community based, our caring community atmosphere is referenced as one of our greatest strengths. Staff meets students as they get off of the bus in the morning, and again before they leave on the buses at the end of the day. Students eat breakfast every day with their crew, giving students time to connect with their peers and the adults in their classroom in a more informal setting. Crews have "crew circle" every morning with their crews for 20 minutes. It is a time to connect, share, regroup, and get ready for a successful day at school.

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

Scale:

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

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

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

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

Data / Source: SLC Annual Report

Analysis: from 2018

Goal #1 - All students entering Kindergarten will be screened prior to the start of school. Students who are not screened will be screened for readiness by October 31st. Result: Goal Met

Goal #2 - The percentage of all students enrolled by October 1st in grades 3-8 at SLC who earn an achievement level of Meets or Exceeds the standards on all state reading tests (MCA, MTAS, or MOD) will increase from 62.4% to 67.4% Result: Proficiency dropped to 58.7% Goal Not Met

Goal #3 - Our American Indian students proficiency in reading, as measured by the MCA, will increase at the same rate of our non-AI students, or better. Result: In 2018, our AI students increased proficiency from 69 to 83%, while our non-AI students proficiency decreased slightly from 63% to 59%. Goal Met

Academic Standards Point Total: 10/14



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

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

Summary: SFCS tested 68 students in 2019. The school has maintained a similar demographic composition for the last several years with slight variations from year to year. Proficiency rates in reading and science remain above the statewide average while 60% of the school's students in math, and 82% in reading, achieved high or medium growth on the Minnesota Growth Report.

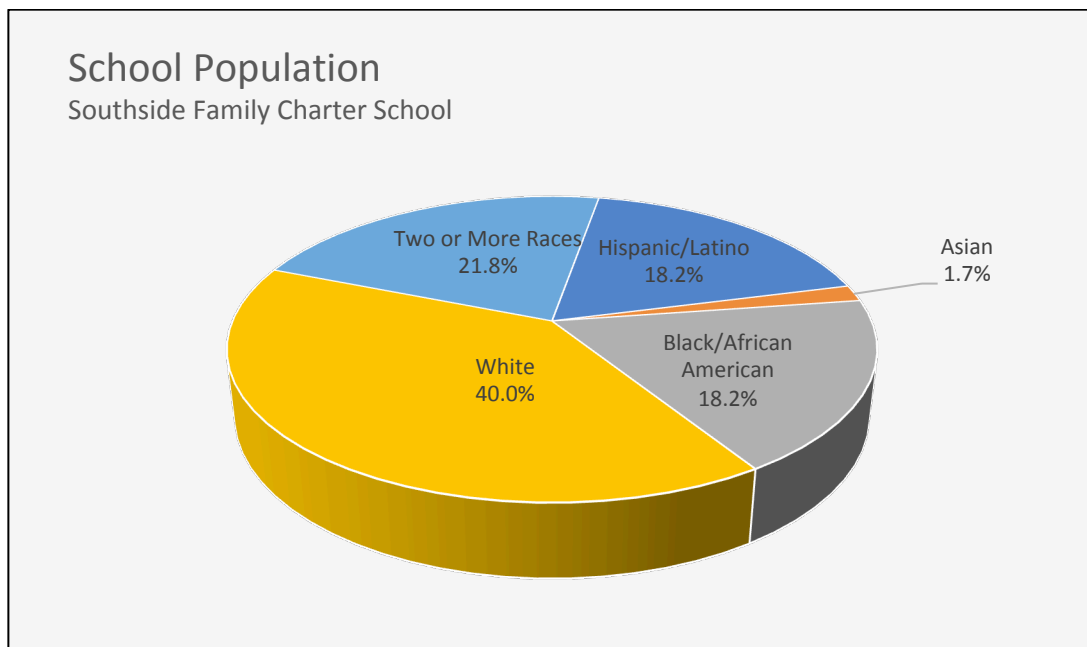


Figure 1 – School Population

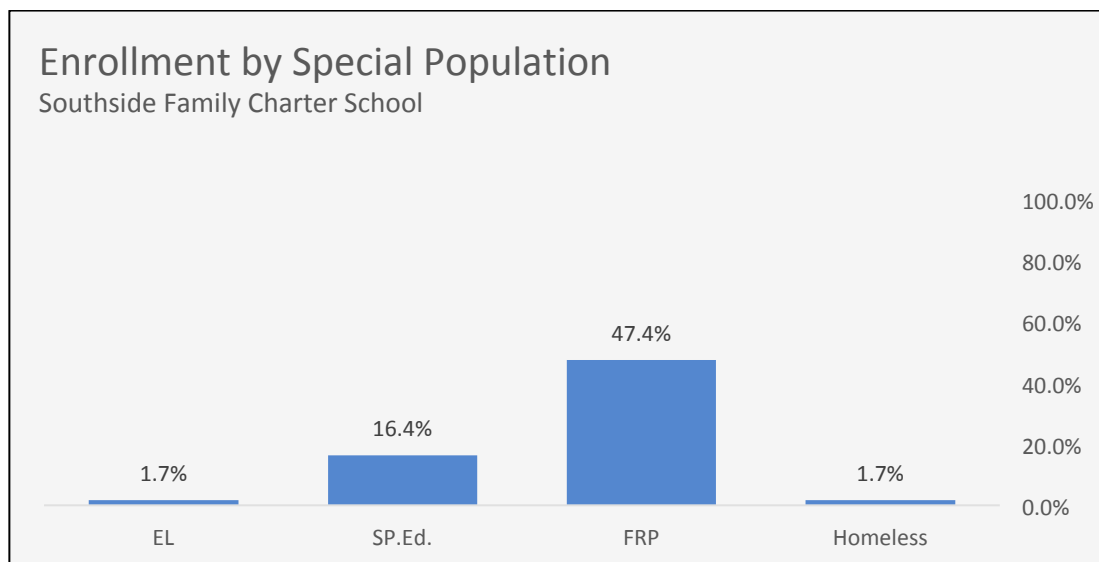


Figure 2 - Enrollment by Special Population

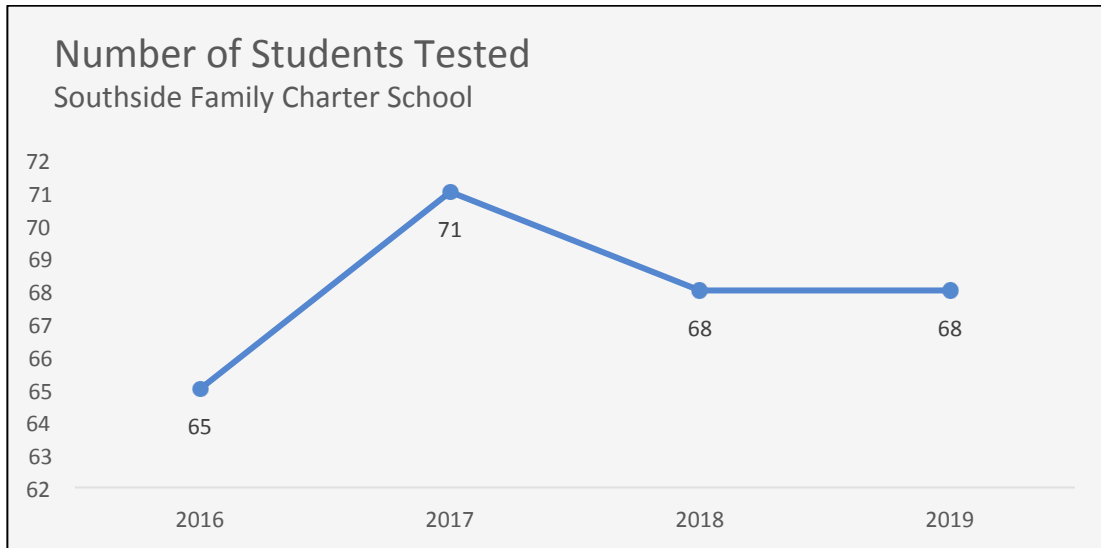


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5 th	59.4%	57.7%	55.2%	52.4%
6 th	56.7%	56.0%	54.3%	50.9%
7 th	56.7%	55.4%	54.9%	52.5%
8 th	58.8%	58.8%	57.8%	55.7%
Southside	56.5%	57.1%	60.6%	52.2%
3 rd	61.5%	69.2%	69.2%	CTSTR
4 th	81.8%	50.0%	63.6%	CTSTR
5 th	41.7%	58.3%	45.5%	CTSTR

6 th	40.0%	61.5%	80.0%	CTSTR
7 th	60.0%	45.5%	40.0%	CTSTR
8 th	CTSTR	CTSTR	63.6%	CTSTR
Jefferson Elem.	18.8%	16.8%	15.9%	14.7%
3 rd	33.3%	29.5%	22.6%	CTSTR
4 th	20.7%	25.4%	32.1%	27.1%
5 th	13.2%	10.2%	14.3%	CTSTR
6 th	9.5%	10.7%	5.9%	CTSTR
7 th	10.9%	7.3%	3.9%	CTSTR
8 th	19.5%	13.0%	13.6%	26.1%

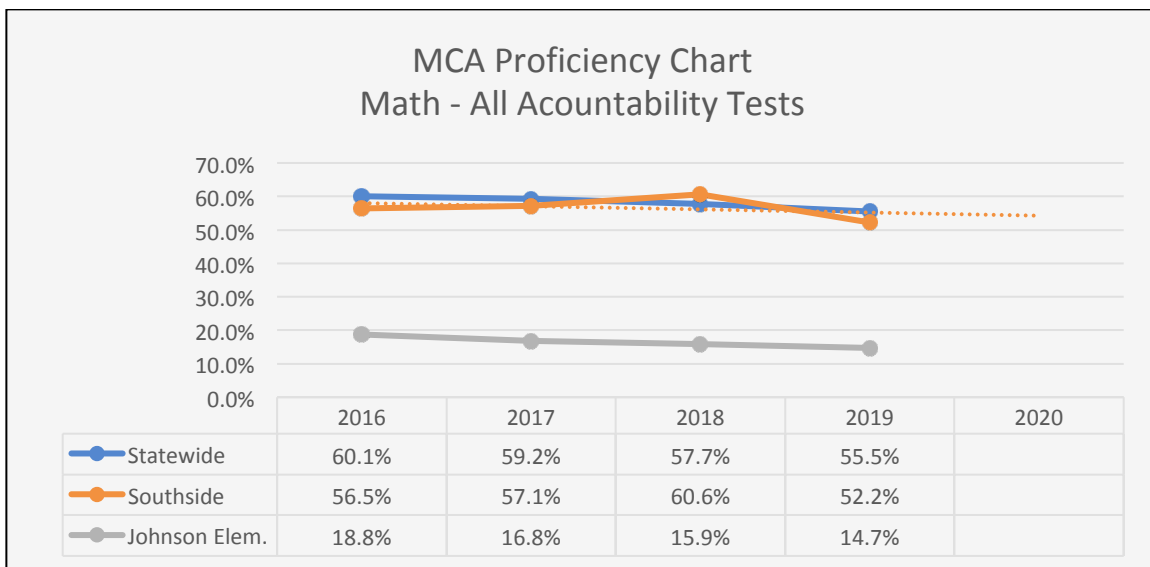


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: SFCS' MCA math proficiency results are shown in Table 1 and Figure 4. SFCS' math proficiency rate declined by eight percentage points to 52.2% in 2019. Despite the decline, SFCS continues to outperform the local district school by a wide margin. In future years, it is expected that SFCS will increase its math proficiency rate to meet or exceed the that of the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%

3 rd	57.7%	57.0%	56.2%	55.0%
4 th	58.8%	57.3%	56.2%	55.9%
5 th	68.1%	67.9%	67.5%	66.2%
6 th	62.6%	63.8%	64.9%	63.2%
7 th	57.2%	57.9%	58.7%	57.9%
8 th	57.8%	59.3%	59.1%	58.2%
Southside	61.2%	66.2%	64.6%	68.2%
3 rd	69.2%	76.9%	41.7%	CTSTR
4 th	66.7%	41.7%	45.5%	CTSTR
5 th	66.7%	66.7%	70.0%	CTSTR
6 th	50.0%	69.2%	90.0%	CTSTR
7 th	60.0%	63.6%	63.6%	91.7%
8 th	CTSTR	80.0%	81.8%	CTSTR
Jefferson Elem.	17.8%	16.8%	22.1%	23.2%
3 rd	19.8%	16.4%	17.7%	CTSTR
4 th	11.9%	19.4%	30.4%	28.8%
5 th	20.6%	12.2%	29.8%	27.3%
6 th	18.5%	18.3%	19.6%	26.4%
7 th	12.0%	12.5%	11.5%	CTSTR
8 th	23.8%	21.7%	23.3%	24.4%

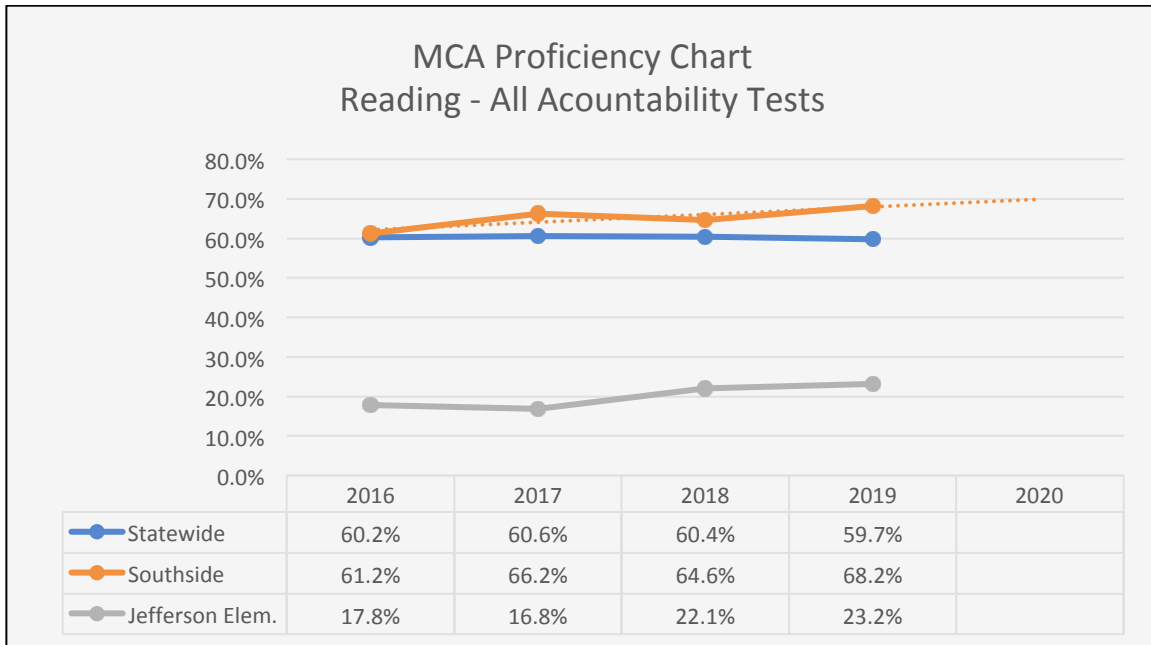


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: SFCS' MCA reading proficiency results are shown in Table 2 and Figure 5. SFCS increased its reading proficiency from 2018 to 2019, up 3.6 percentage points to 68.2%. SFCS is currently outperforming both the local district and the statewide average. In future years, it is expected that SFCS will continue to meet or exceed the proficiency rate of the local district school and the statewide average.

Table 3 – MCA Science Proficiency 2016 - 2019

MCA Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
5 th	62.1%	60.6%	58.7%	54.9%
8 th	48.0%	46.7%	45.7%	43.0%
Southside	42.1%	59.1%	57.1%	60.0%
5 th	58.3%	66.7%	70.0%	CTSTR
8 th		50.0%	45.5%	CTSTR
Jefferson Elem.	13.2%	12.8%	13.4%	12.6%
5 th	15.2%	12.2%	16.1%	CTSTR
8 th	10.0%	13.3%	9.8%	CTSTR

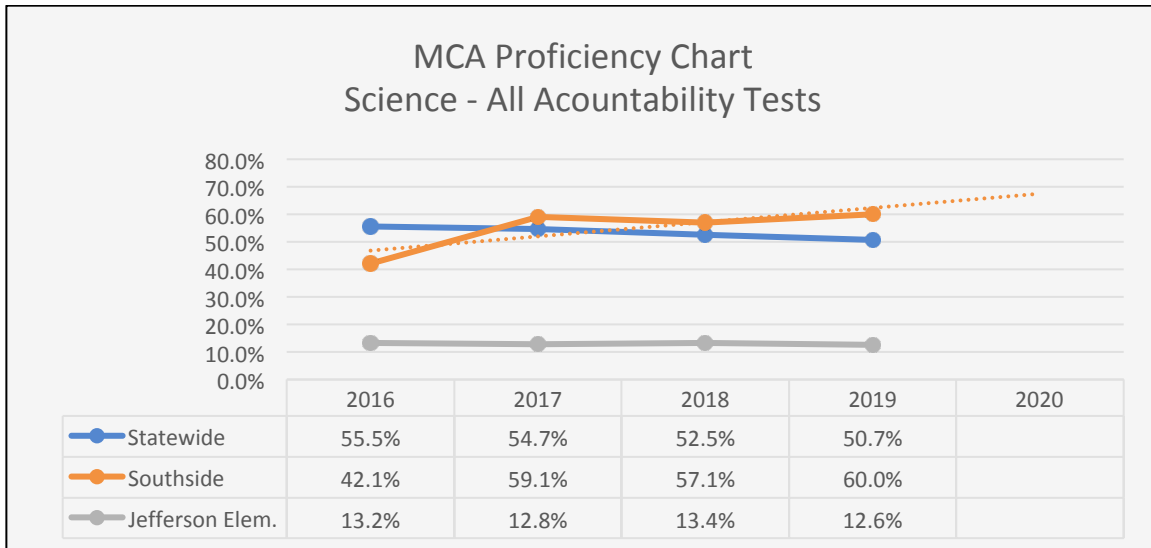


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: SFCS’ MCA science proficiency results are shown in Table 3 and Figure 6. SFCS increased its science proficiency from 2018 to 2019, up 2.9 percentage points to 60.0%. SFCS is currently outperforming both the local district and the statewide average. In future years, it is expected that SFCS will continue to meet or exceed the proficiency rate of the local district school and the statewide average.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

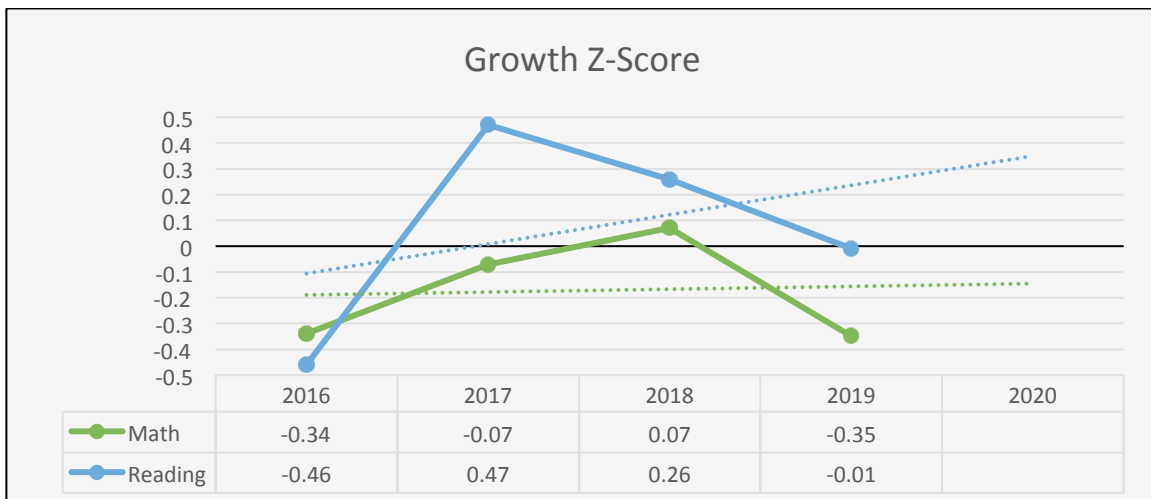


Figure 7 -Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

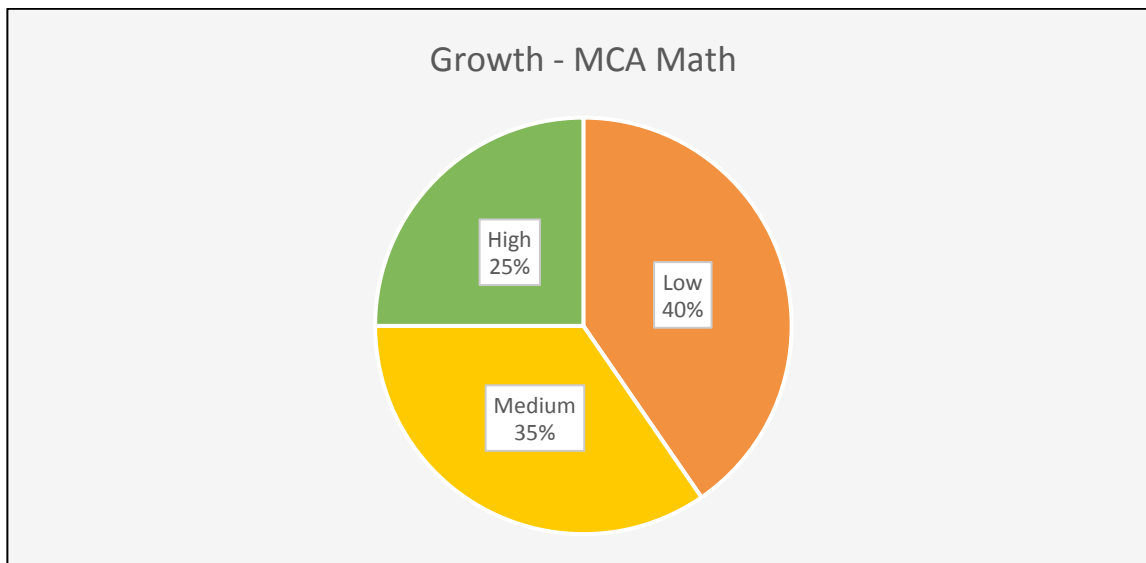


Figure 8 - Minnesota Growth MCA Math 2019

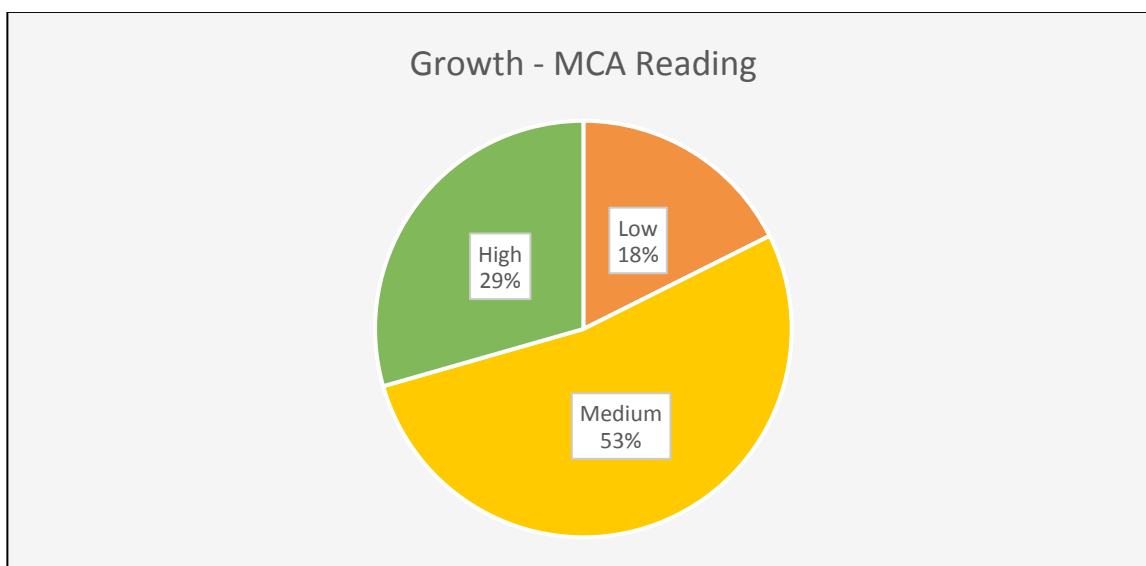


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

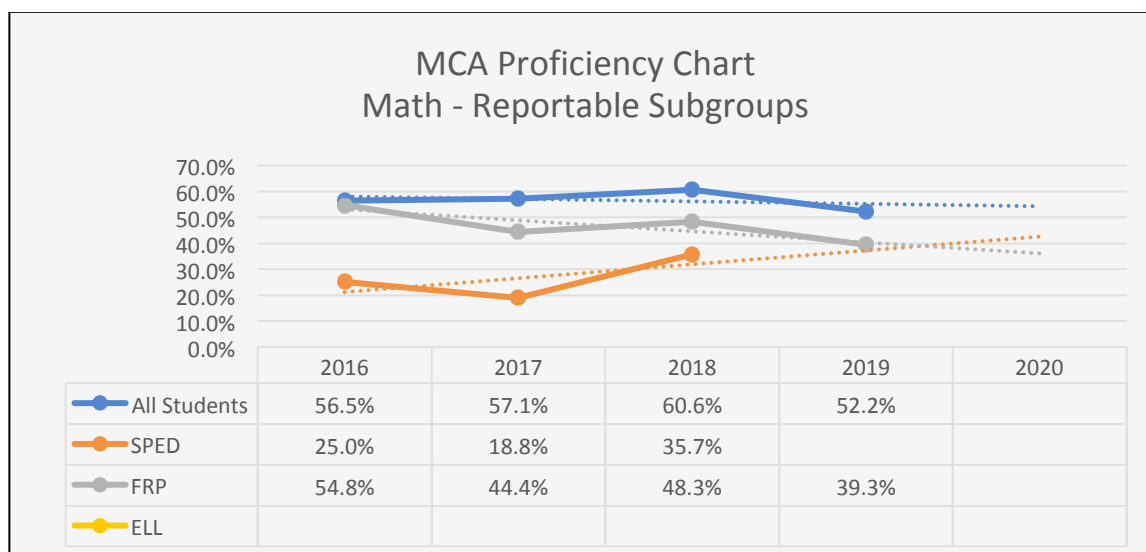


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

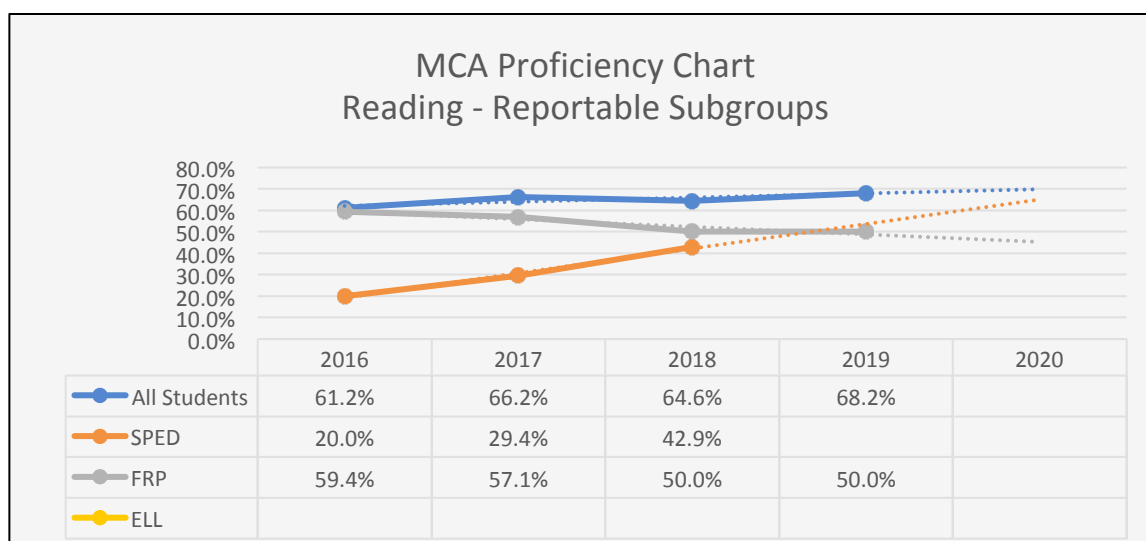


Figure 11 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

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

Evidence / Source: Minnesota Department of Education

Analysis: The school continues to outperform the local district school in math, reading and science.

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Scale:

Meets standard - School's growth score is 0 or higher.

Partially meets standard - School's growth score is between -0.5 and 0

Does not meet standard - School's growth score is below -0.5

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

Evidence/Source: Minnesota Department of Education

Analysis: Growth in math and reading declined in 2019.

Math growth -0.35

Reading growth -0.01

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

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

Scale:

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

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

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

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

Evidence / Source: Minnesota Department of Education

Analysis: A score of “does not meet” was awarded because the gap between the “all students” group and the Free and Reduced population increased from 2018 to 2019 in both math and reading. Data was not available for the Special Education subgroup was not available.

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

Scale:

Meets Standard – Meets all criteria and is adhered to.

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

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

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

Data/Source: SFCS Annual Report

Analysis: SFCS evaluates all teaching staff on a three year cycle that meets all statutory requirements

outlined in Minnesota Statute 122A.40, subd. 8. Probationary teachers (those in their first year of teaching at SFCS or within their first three years teaching in Minnesota) receive three performance reviews during each year of probation. The evaluation process includes four steps:

1. Employee Preparation
2. Stakeholder Feedback/Classroom Visit
3. Supervisor Preparation
4. Conduct Performance Review

The employee and the supervisor identify strengths and accomplishments, areas for development, and future growth goals. All sources of information (self-review, supervisor feedback, and stakeholder input) are based on the SFCS community core practices listed below:

Teaching Social Justice, Social Justice Curriculum, Promote Key Values, Active Pedagogy, Quality Orientation, Results Orientation, Culture and Character, Integrity, Accountability, Leadership and School Improvement, Interpersonal Effectiveness, Professional Growth

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

Scale:

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

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

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

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

Data / Source: SFCS Annual Report

Analysis: Southside Family Charter School offers several school-wide opportunities for professional development that are aligned with the school's mission and vision. In addition, staff members can choose trainings that will enhance their teaching and the students' learning. The professional development activities for 2018-2019 are summarized below.

Montessori Practices, Regular Learning Teams Meetings, Handwriting Without Tears, Insisting on Equity: MN NAME annual Education Conference, Minnesota History Trip, Courageous Conversations and Writing your Racial Autobiography, Crisis Prevention Institute, Trauma Informed Instruction

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

Scale:.

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

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

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

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

Data / Source: SFCS Annual Report

Analysis:

Travel Studies. The school's commitment to a hands-on and authentic approach to history and social studies remains an innovative and unique practice. The school has incorporated many trips and projects that are exciting to the students. Parents and students are highly satisfied with the approach, and it continues to be a unique hallmark of Southside's mission-driven operations.

Social Justice Curriculum. The heart of the school's mission, social justice education is woven into every subject and grade level. Teachers choose their own material and collaborate through learning teams to coordinate and integrate lessons throughout the student experience. Within this unique framework, students learn to view history, literature, and the sciences through the lenses of critical race theory and feminist theory, and from the perspective of marginalized populations. Students learn to question conventional narratives and build a deep understanding of the impact of power and privilege on social systems and the human experience.

Governance Model. The school employs a unique governance model that was developed by staff, parents, and community members to formalize our customary practice of empowering school staff through consensus-based decision-making. The model is founded on the principles of collaboration and non-hierarchical leadership. It includes extensive staff involvement in decision making processes through regular meetings, representation on the school's board of directors, and participation on the Cooperative Leadership Team.

Circles in Classrooms and Restorative Justice. Classrooms are organized around the principle of engaging students as leaders and active participants, and this is supported by the use of circles and restorative justice practices within the classroom. In circle discussions, students learn skills around problem solving, self-regulation, respect and equality, and emotional intelligence. These skills translate into restorative justice practices, which are implemented when an issue arises within the classroom that

can benefit from collaborative problem solving to build community, repair harm, and facilitate healing. In this setting, the teacher functions as the circle keeper, facilitating collaboration and restorative practices, and students build these leadership skills as well.

Small Class Sizes. Southside Family Charter School continues to have small class sizes so they can give each student individualized attention and enable collaborative classroom practices. The average classroom size in 2017-18 was 13, which indicates a high level of commitment to this practice.

Family and Community Involvement. True to its name, Southside Family School works to sustain a sense of strong community and encourages family involvement at every opportunity. In addition to classroom-level and school-level communication with families and family engagement events throughout the school year, there is an active parent group and parent-majority board of directors. Parent-teacher conferences take place three times a year, and the school aims for 100% attendance, whether in-person or by phone.

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

Scale:

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

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

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

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

Data / Source: SFCS Annual Report

Analysis: Goal #1 All students enrolled October 1 in grades 3-8 at Southside Family Charter School will maintain an average state-determined minimum growth score of -0.5 on all reading state accountability tests (MCA, MOD, MTAS). Results: In 2019, the growth z-score on the MCA-III Reading was -0.13. **Goal met**

Goal #2 All students enrolled October 1 in grades 3-8 at Southside Family Charter School will maintain an average state-determined minimum growth score of -0.5 on all math state accountability tests (MCA, MOD, MTAS). Results: In 2019, the growth z-score on the MCA-III Mathematics was -0.35. **Goal met**

Goal #3 The percentage of students meeting or exceeding proficiency standards on the MCA Science will increase from 59.1% in 2018 to 61.1% in 2019. Results: In 2019, the science proficiency rate was

60.0%. Goal Met

Goal #4 To continue to build on the school's ultimate goal of eliminating all achievement gaps, the gap between the percentage of white students and black students meeting or exceeding proficiency standards on the MCA Reading will decrease by 25% from 2018 to 2019. This means our gap will go from 45.2% in 2018 to 33.9% in 2019. Result: Data unavailable on the Minnesota Report Card. "Data reported on less than 10 students in a category will no longer be available in the assessment reports."

Goal #5 To continue to build on the school's ultimate goal of eliminating all achievement gaps, the gap between the percentage of white students and black students meeting or exceeding proficiency standards on the MCA Math will decrease by 25% from 2018 to 2019. This means our gap will go from 45.2% in 2018 to 33.9% in 2019. Result: Data unavailable on the Minnesota Report Card. "Data reported on less than 10 students in a category will no longer be available in the assessment reports."

Academic Standards Point Total: 11/14



SPECTRUM HIGH SCHOOL

Charter #4160

Directors: Dan DeBruyn

17796 Industrial Circle NW

Elk River, MN 55330

Phone: 763-241-8703

www.spectrumhighschool.org

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

Summary: SHS tested 410 students in 2019. Proficiency rates in math, reading and science all fell from 2018 to 2019. Despite the decline in proficiency rates, SHS continues to outperform the statewide average in all three subject areas. Enrollment by special population remains below the state average in all categories. 70% of the school's students in math, and 66% in reading, achieved high or medium growth on the Minnesota Growth Report.

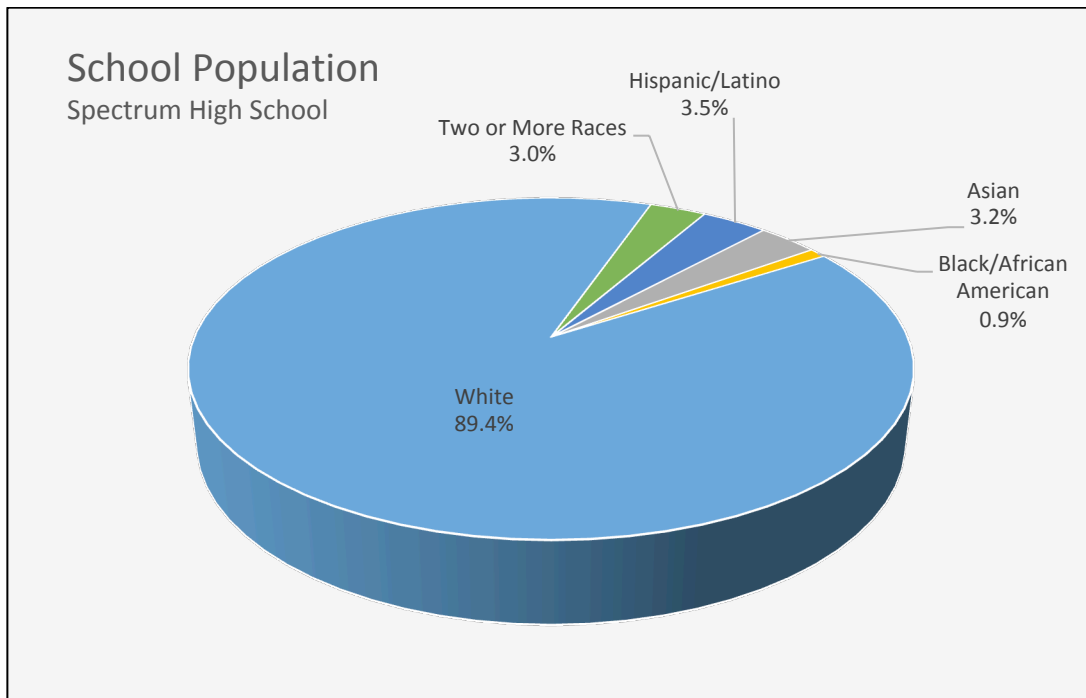


Figure 1 – School Population

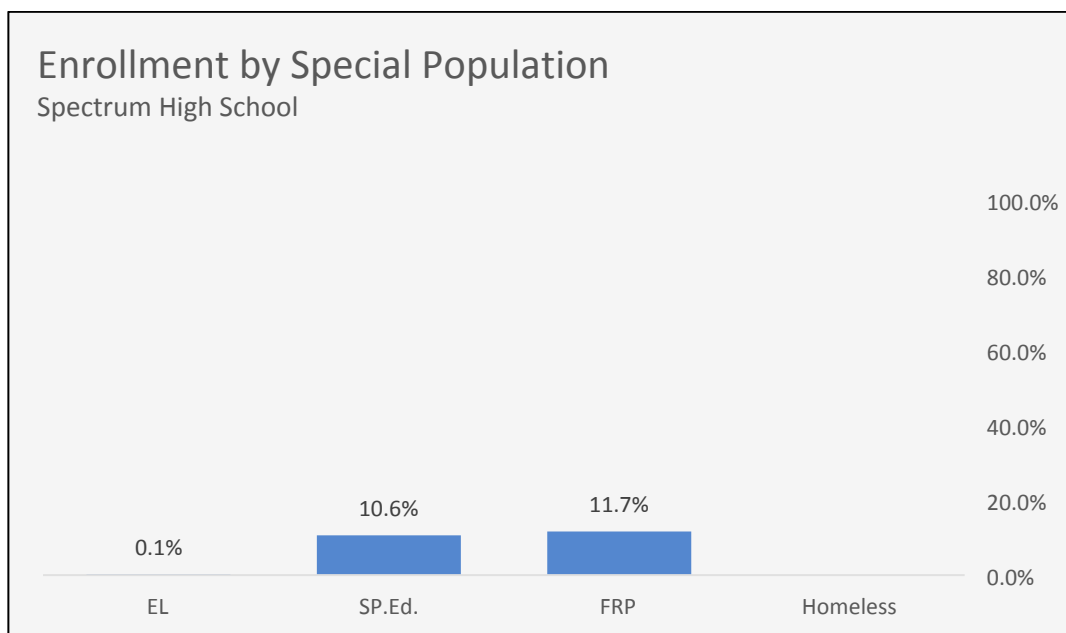


Figure 2 - Enrollment by Special Population

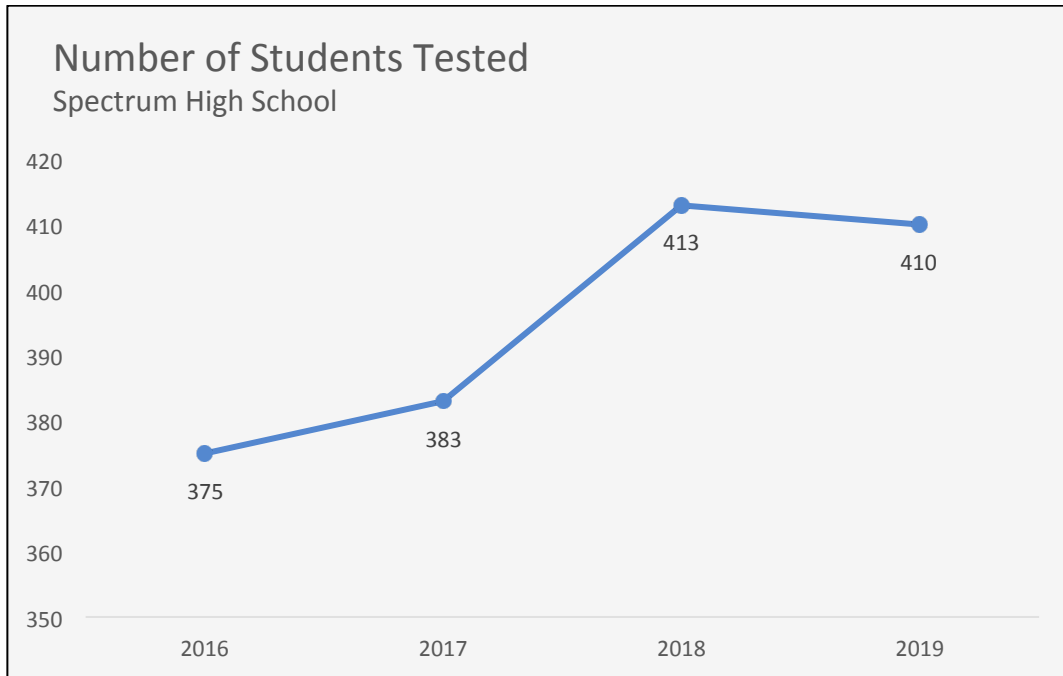


Figure 3 – Number of Students Tested (MCA)

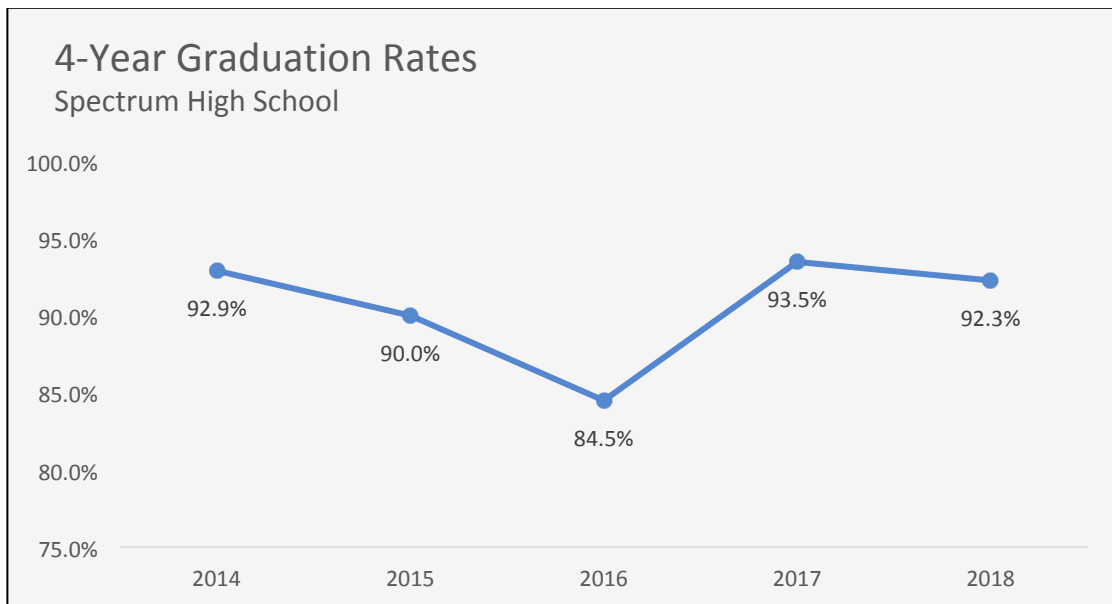


Figure 4 – Graduation Rates 2014 -2018

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
6th	56.7%	56.0%	54.3%	50.9%
7th	56.7%	55.4%	54.9%	52.5%
8th	58.8%	58.8%	57.8%	55.7%
11th	47.4%	48.6%	47.9%	45.4%
Spectrum	62.2%	64.3%	66.8%	61.0%
6th	60.8%	68.6%	66.7%	64.3%
7th	58.1%	59.8%	59.8%	67.5%
8th	67.6%	62.3%	66.3%	59.7%
11th	62.3%	66.7%	76.7%	47.0%
Vandenberge	74.3%	72.1%	69.4%	65.8%
6th	68.5%	69.6%	64.1%	55.2%
7th	81.1%	76.8%	70.1%	71.4%
8th	73.5%	69.9%	74.4%	70.5%
Elk River High 11th	63.4%	65.1%	64.9%	65.6%
Combined	69.6%	69.0%	67.7%	65.7%

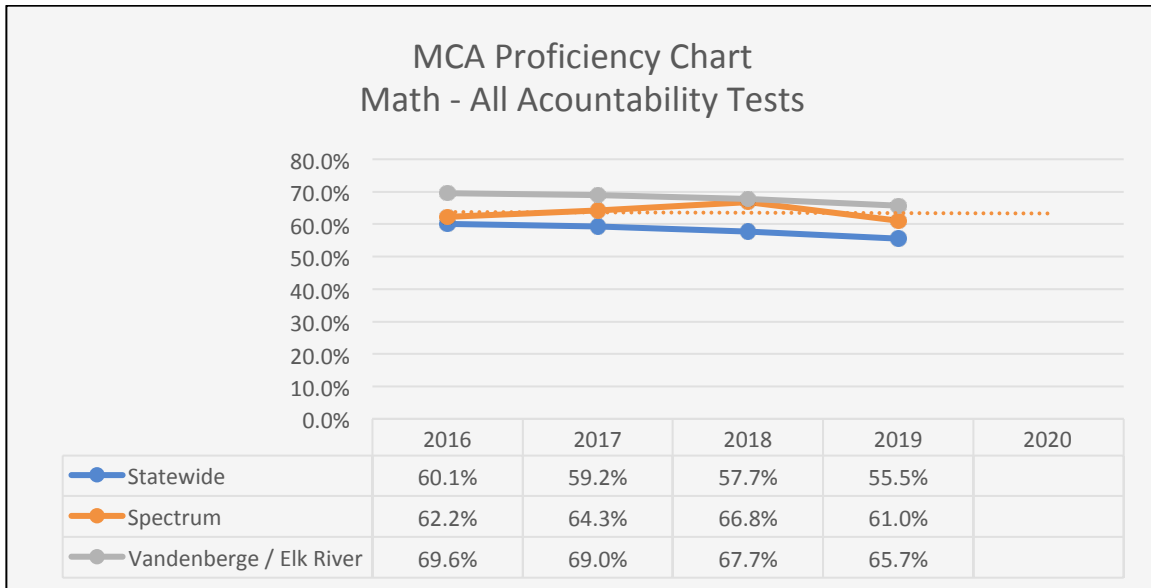


Figure 5 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: SHS' MCA math proficiency results are shown in Table 1 and Figure 5. For the purpose of this report, proficiency results from Vandenberg Middle School, grades 6-8, and Elk River High School, grade 11, were combined to create a comparison score for SHS. SHS continues to outperform the statewide average for math proficiency. However, SHS' math proficiency rate is slightly lower than the combined proficiency rate of Vandenberg Middle School and Elk River High School. In future years it is expected that SHS will continue to outperform the statewide average and work toward meeting or exceeding the math proficiency rate of the combined comparison schools.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
6 th	62.6%	63.8%	64.9%	63.2%
7 th	57.2%	57.9%	58.7%	57.9%
8 th	57.8%	59.3%	59.1%	58.2%
10 th	59.6%	61.0%	59.9%	61.1%
Spectrum	67.7%	75.1%	77.8%	69.7%
6 th	65.3%	78.5%	77.2%	78.8%
7 th	61.3%	69.8%	74.1%	68.0%

8 th	71.8%	71.7%	80.9%	67.2%
10 th	74.6%	79.4%	80.2%	65.6%
Vandenberg	69.1%	71.6%	69.3%	66.3%
6 th	70.7%	78.3%	72.6%	63.9%
7 th	70.9%	68.2%	65.5%	65.3%
8 th	66.3%	69.5%	69.2%	69.9%
Elk River High 10 th	67.7%	65.4%	64.9%	71.5%
Combined	68.4%	68.9%	67.4%	68.5%

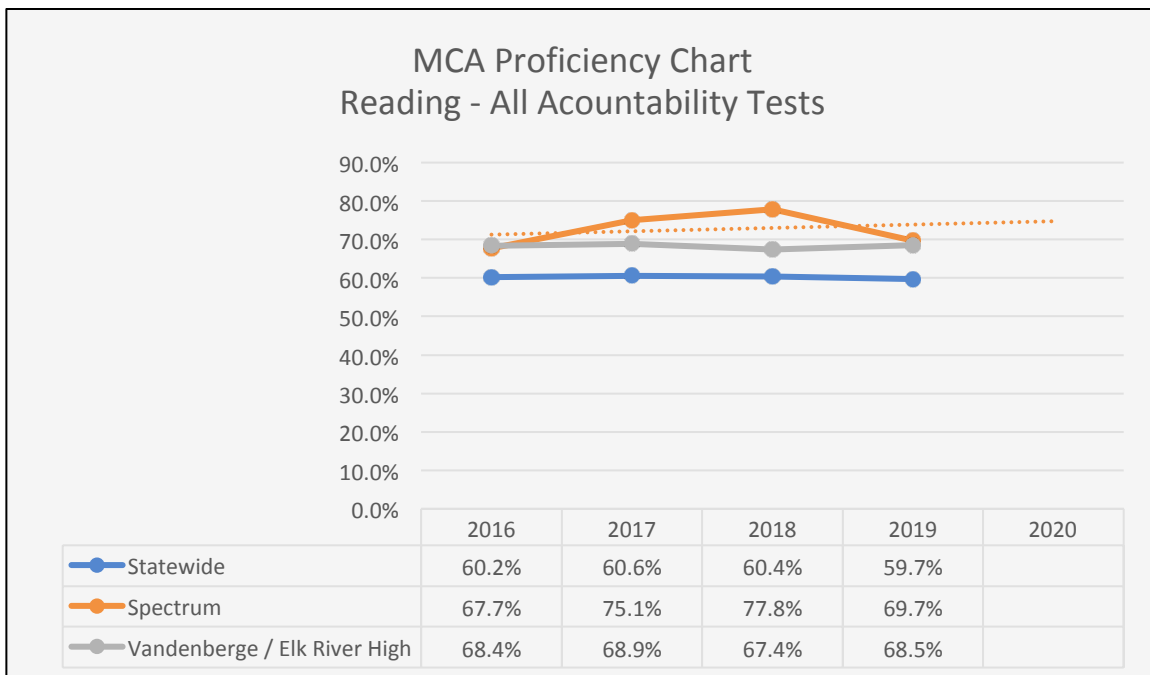


Figure 6 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: SHS' MCA reading proficiency results are shown in Table 2 and Figure 6. For the purpose of this report, proficiency results from Vandenberg Middle School, grades 6-8, and Elk River High School, grade 10, were combined to create a comparison score for SHS. SHS' reading proficiency rate fell by over eight percentage points from 2018 to 2019. Despite the decline, SHS continues to outperform the statewide average as well as the two local comparison schools when it comes to reading proficiency, something the school has done three out of the past four years. In future years, it is expected that SHS' reading proficiency rate will continue to outperform that of the statewide average as well as the combined comparison schools.

Table 3 – MCA Science Proficiency 2016 - 2019

MCA Science	2015	2016	2017	2018
Statewide	55.5%	54.7%	52.5%	50.7%
8 th	48.0%	46.7%	45.7%	43.0%
H.S.	56.1%	56.8%	52.8%	61.1%
Spectrum	67.1%	64.9%	66.1%	63.9%
8 th	62.5%	55.9%	58.2%	60.8%
H.S.	74.2%	73.9%	75.0%	67.7%
Vandenberg (8 th)	58.0%	69.7%	63.3%	55.9%
Elk River High (H.S.)	69.3%	72.4%	66.2%	69.7%
Combined	65.3%	66.6%	64.8%	65.0%

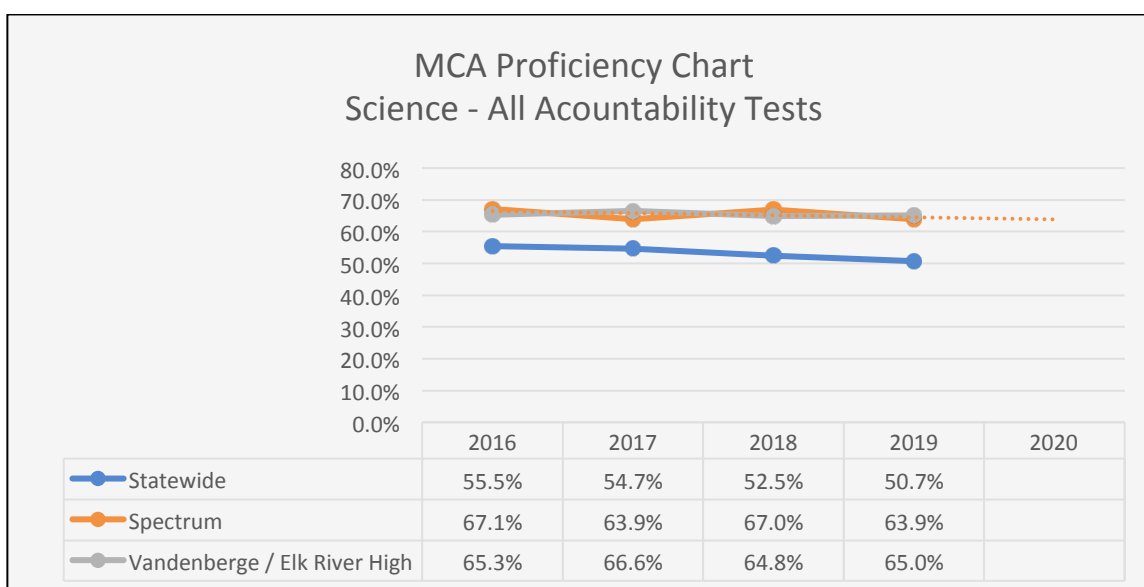


Figure 7 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: SHS’ MCA science proficiency results are shown in Table 3 and Figure 7. For the purpose of this report, proficiency results from Vandenberg Middle School, grade 8, and Elk River High School were combined to create a comparison score for SHS. SHS’ science proficiency rate has remained relatively stable over the past four years. Despite a slight decline in proficiency from 2018 to 2019, the school continues to outperform the statewide average. In future years it is expected that SHS will

continue to meet or exceed the science proficiency rate of both the combined comparison schools and the statewide average.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

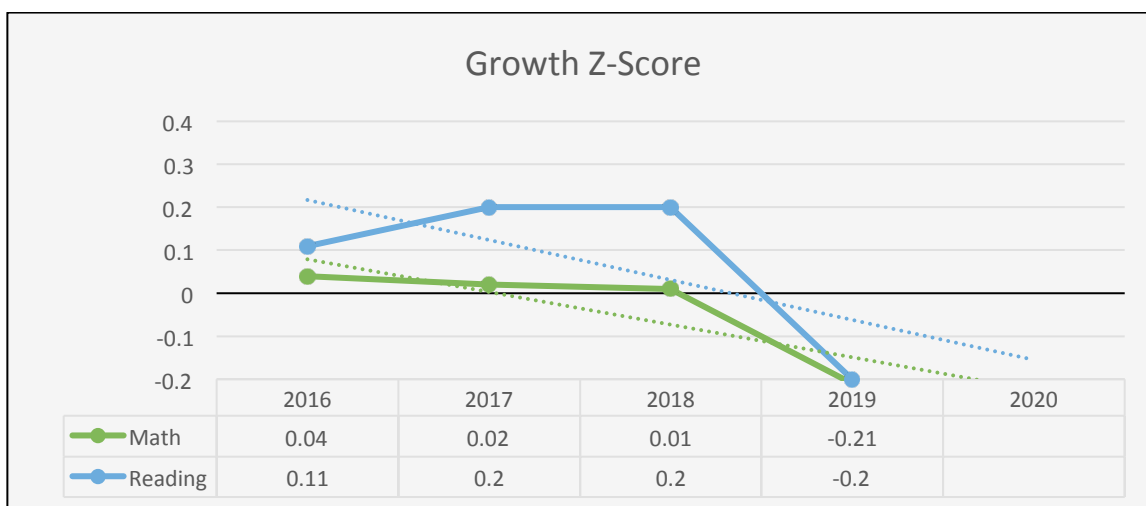


Figure 8 -Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

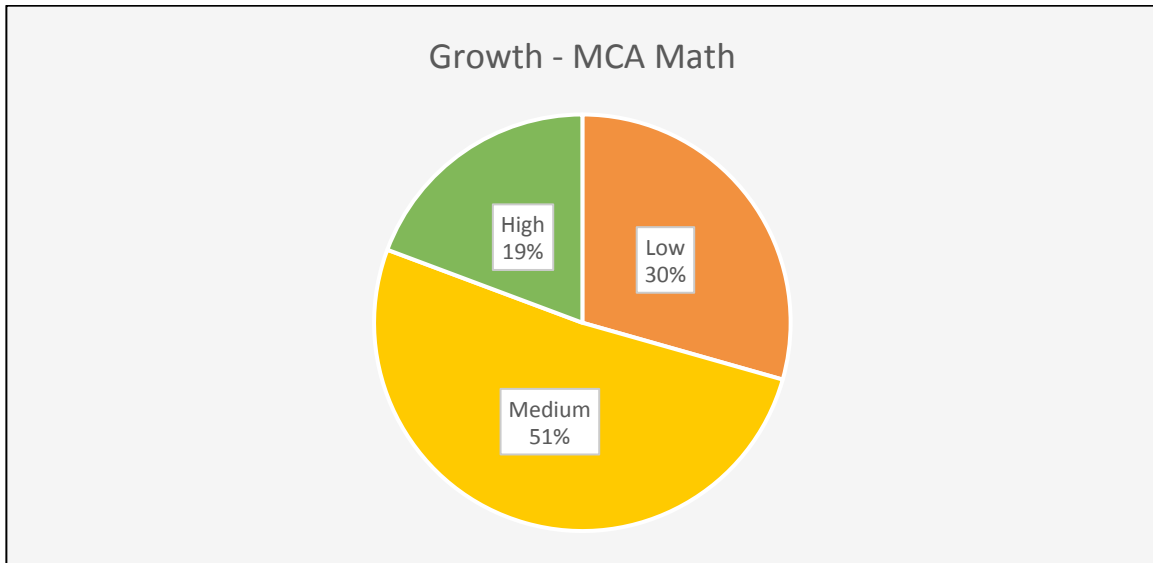


Figure 9 - Minnesota Growth MCA Math 2019

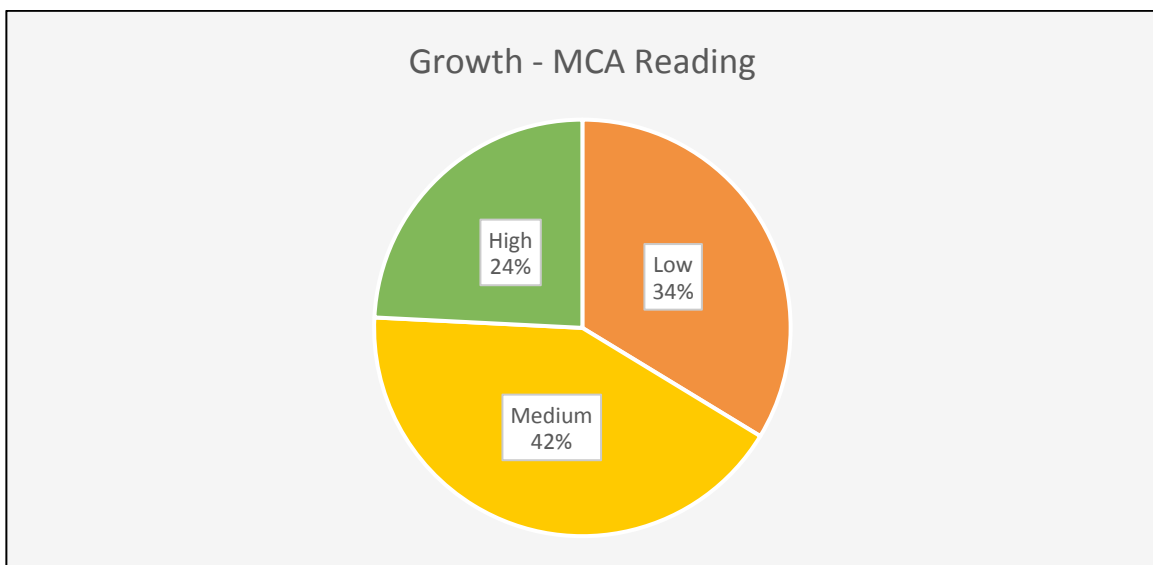


Figure 10 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

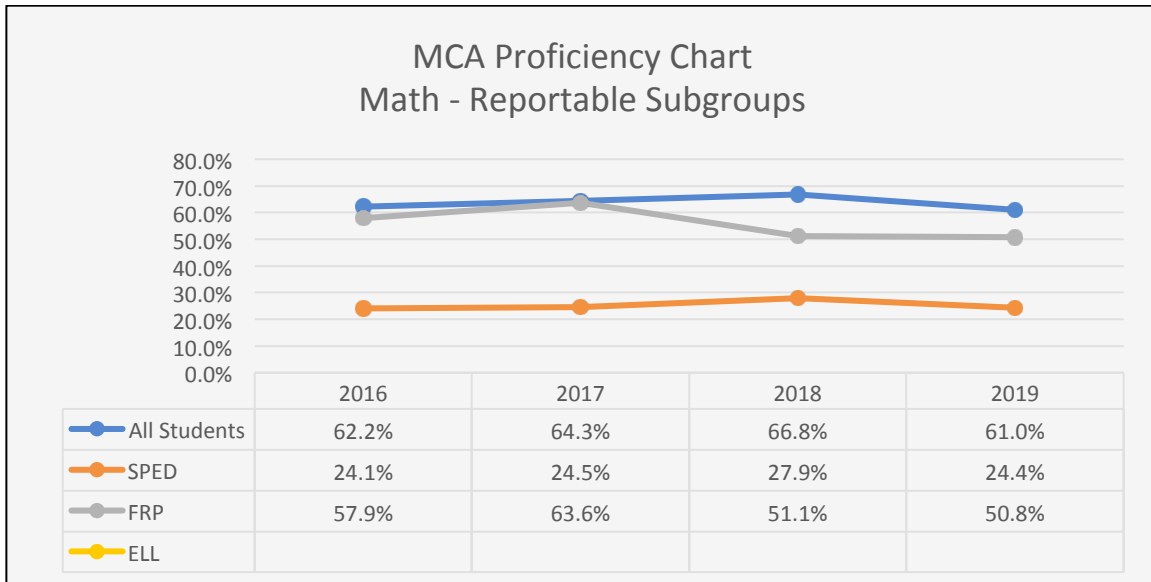


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

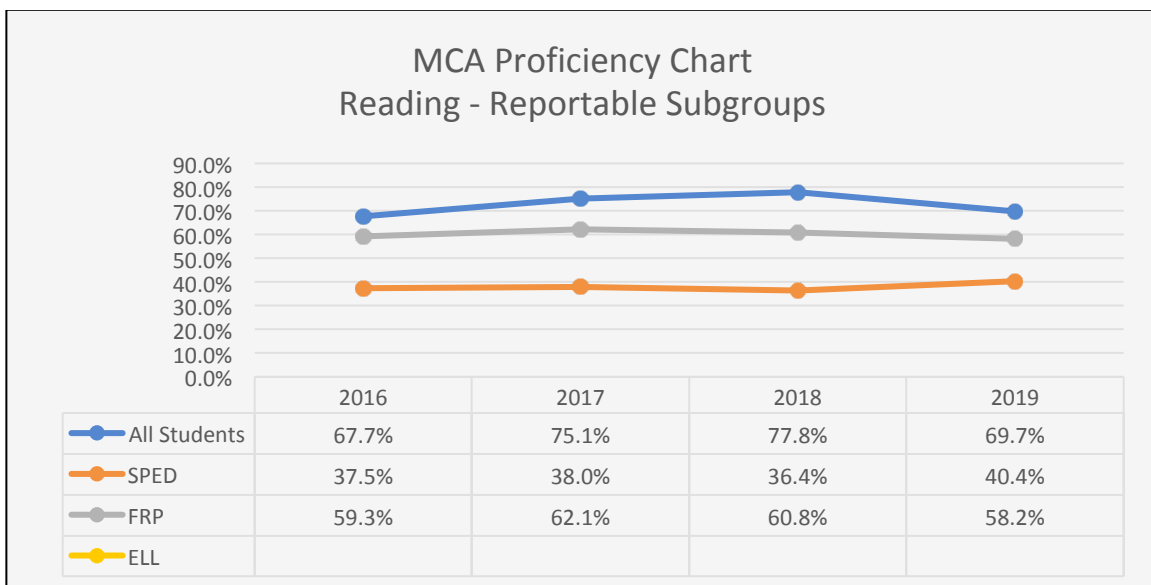


Figure 11 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

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

Evidence / Source: Minnesota Department of Education

Analysis: SHS outperformed its comparison schools in reading in 2019. However, the school's math and science proficiency rates were lower than those at the comparison schools.

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Scale:

Meets standard - School's growth score is 0 or higher.

Partially meets standard - School's growth score is between -0.5 and 0

Does not meet standard - School's growth score is below -0.5

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

Evidence/Source: Minnesota Department of Education

Analysis: Growth scores declined from 2018 to 2019.

Math -0.21 Reading -0.20

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

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

Scale:

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

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

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

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

Evidence / Source:

Analysis: Achievement gap reduction was reduced in all four possible areas, Special Education math and reading as well as Free and Reduced math and reading.

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

Scale:

Meets Standard – Meets all criteria and is adhered to.

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

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

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

Data/Source: SHS Annual Report

Analysis:

Teacher evaluation

Spectrum utilizes the Kim Marshall; evaluation process. Teachers have mini-observations (Mobs)

between 4-6 times a year from their principal. In addition, the Instructional Coach observes them a similar amount and follows up with coaching. Observations are based on the Marshall Rubric, covering the following areas: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-Up; Family and Community Outreach; and Professional Responsibilities.

Each observation includes a post-observation.

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

Scale:

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

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

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

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

Data / Source: SHS Annual Report

Analysis: Excellent instruction is the key to academic achievement. Spectrum delivers high quality professional development designed to train teachers how to deliver research-based instructional strategies.

Teacher Professional Development Related to School Goals

Spectrum is a Q-Comp school. As a result, our teacher professional development plan is directly linked to our contract goals for academic performance. Spectrum administration and teachers began utilizing the voluntary Q-Comp program in 2005. There are five required components to the program:

1. Career ladder positions Spectrum teachers have numerous leadership opportunities, including the role of peer leader/team leader. Spectrum also has an instruction coach working with all teachers across the three buildings.

2. Job-embedded professional development, Department level professional learning communities (PLC) All teachers are members of a PLC. All PLC's establish PLC goals related to the schoolwide goals as well as personal professional development goals. The personal goals must have a measurable assessment. PLCs meet approximately 1,620 min for the year.

3. Teacher evaluation

4. Q-Comp Performance Pay This is divided into three areas for 2017-2018: a. School wide student achievement results (\$200) b. Measure of student achievement based on each teacher's personal development goal (\$6000) c. Teacher Evaluation (\$1,200)

5. Alternative salary schedules Teachers who served as peer leaders were paid additional money for their work.

In addition to the above professional development, teachers are given the opportunity to attend the AVID summer institute, which is a three-day intensive training on implementation of AVID teaching strategies. Spectrum typically sends ten or more teachers each summer. Teachers are also given opportunities to attend trainings throughout the school year that specifically apply to areas of improvement noted or areas of interest related to their licensure area.

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

Scale:.

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

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

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

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

Data / Source: SHS Annual Report

Analysis:

AVID

2018-2019 was Spectrum's sixth year of AVID implementation. AVID [Advancement Via Individual Determination] is a college readiness system whose mission is to close the achievement gap by preparing all students for college and success. Although AVID serves all students, it focuses on the least served students in the academic middle. AVID students receive support through rigorous curriculum and ongoing structured tutorials. The AVID elective class is taught by a professionally trained teacher that helps the student with long-range academic and personal plans and works alongside faculty and parents.

C@SH Classes

Spectrum High School's core philosophy focuses on providing students with a small school setting which provides a college preparatory education with an emphasis on technology. In 2018-2019 Spectrum had 19 C@SH [College at Spectrum High] classes offered through Anoka Ramsey Community College's concurrent enrollment program, Bethel University, St. Cloud State University's Senior to Sophomore program [S2S], Pine Technical and Community College, and the University of Minnesota Twin Cities' College in the Schools program [CIS]. Courses offered in 2018-2019 included College Writing and Critical Reading, Intro to the Study of Literature, College Algebra 1, College Algebra 2 and Trigonometry, Calculus 1, Intro to Statistics, Environmental Science Lecture, Environmental Science Lab, United States History 1, Modern World Civilizations 1 1500-1870, Modern World Civilizations 2 1870-Present, Intermediate Spanish 1, Intermediate Spanish 2, American Government and Politics, Mathematical Thinking, U.S. History Since 1877, Intro to Speech Communications, Writing Studio, and Principles of Microeconomics. For the Spectrum graduating Class of 2019, the school conferred diplomas on one student who completed all of the requirements necessary for the Minnesota Transfer Curriculum, as well as 22 students who earned their Associate of Arts degree concurrent with their high school diploma. The Class had 22 students out of 88 who earned more than 40 college credits each and collectively the Spectrum Class of 2019 earned a total of 3,248 total college credits over their high school career. These credits have the potential to save students up to \$1,055,600 in college tuition (based on the average public college per credit tuition).

Data-driven Instruction Data

Driven Instruction (DDI) is a precise and systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis, and action. This plan was implemented by math and science teachers at Spectrum in 2016-2017 and expanded to include all subjects in 2018-2019. The focus is on formative assessments aligned to standards tied to curriculum maps.

Q-Comp

Q-comp was implemented in 2010-2011 and has continued every year since. Q-comp holds staff accountable and provides a framework for implementing best practices. The program has encouraged cross-curricular activities as the school continuously strives for a culture that emphasizes high standards in student learning and achievement. Spectrum continues to see gains in the achievement levels and believes Q-Comp has encouraged these successes.

Senior Capstone

The Senior Capstone is a graduation requirement at Spectrum and is intended to be a culmination of the students' service learning and community service during their time at Spectrum (grades 6-12). It includes a project, a paper, and a presentation, which takes place in the fall of each year.

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

Scale:

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

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

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

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

Data / Source: SHS Annual Report**Analysis:****Best Practice Strategies and Action Steps**

- PLC's (Professional Learning Communities) developed SMART goals that addressed the 2018-2019 school-wide academic goals.
- Spectrum submitted documentation in its Title I and II annual report that supports best practices.

- Spectrum submitted documentation in its Q-Comp annual report that supports best practices. AVID strategies are developed around best practices and are utilized by all Spectrum teachers. This was incorporated in the Marshall evaluation rubric as part of the Q-Comp program.

Current Student Achievement Plans

- Title I: Students received Math and Reading remediation, if needed, as determined by fall MCA testing.

- Schoolwide academic goal in math –as supported by all teachers through their PLCs.
- Implementation of DDI and formative assessments in all subject areas, supporting student achievement through analysis of quarterly assessments and re-teaching.

Key Indicators of Implementation Progress

PLC's (Professional Learning Communities) met 45 minutes per week to go over student achievement data, which included Q-Comp, OLPA, ACT, MCA assessment data, and assessment plans.

Closing Achievement Gap(s)

- Spectrum worked to close the achievement gap by providing high quality education for all learners, and Spectrum will continue to monitor the progress of its special needs and 504 learners.
- Spectrum's specific Achievement Gap goal is to increase the number of students in grades 6-12 who are meeting or exceeding proficiency in accordance with our authorizer contract goals.

- Analysis is completed on achievement gaps between white students and all subgroups. Analysis helps

the school to determine how to allocate resources.

All Students Career and College Ready by Graduation

Spectrum High School conducted the following classroom instruction in the way of college and/or career readiness:

- Met with all seniors regarding the college application process.
- Met with all 9th grade students regarding college readiness to discuss the EXPLORE test and signed them up to participate in the ISEEK program through the Minnesota Department of Education where all students built academic career plans to aid them in being career and college ready by graduation.
- Met with all 9thgrade students regarding college readiness to discuss their four year course work plan for Spectrum High School.
- Met with all AVID 10th and 11th grade students to discuss the PLAN test and signed them up to participate in the ISEEK program through the Minnesota Department of Education where all students built academic career plans to aid them in being career and college ready by graduation. Expanded to include a College Readiness I class in 2014, College Readiness II class in 2015, College Readiness III in 2016, and College Readiness IV in 2017. 21st Century Skills was added as a course offering in2015.
- Spectrum High School offers 19C@SH [College at Spectrum High] concurrent enrollment classes, as well as Advanced Placement classes, which are college level courses. The C@SH courses are offered on campus at Spectrum through partnerships with area colleges, including: Anoka Ramsey Community College, Bethel University, Pine Technical and Community College, St. Cloud State University, and the University of Minnesota-Twin Cities. These classes offer the opportunity for our students to earn college credits while they complete high school. There is an opportunity for students to earn an AA Degree or complete the MN Transfer Curriculum. Spectrum offers C@SH courses in Critical Writing & Reading, Introduction to Speech, and Introduction to Study of Literature. In Mathematics, Spectrum offers Calculus, College Algebra I, College Algebra II & Trig, and Mathematical Thinking. In Science, there is College Environmental Science Lecture & Lab. Finally, in Social Studies, Spectrum offers Principles of Microeconomics, Studies in World History, American Government, US History Since 1877, and Writing Studio.
- Spectrum offers Advanced Placement Classes in English Lit. & Writing, Human Geography, and Biology

Academic Standards Point Total: 12/14



**TESFA
INTERNATIONAL
SCHOOL**

Charter # 4239

**Director: Jonas Beugen
1745 University Avenue West
Saint Paul, MN 55104**

Phone: 651-717-4844

<https://tesfainternationalschool.org>

Tesfa International School (TIS) is committed to providing an equitable and empowering education for all. Its scholars engage in a trans-disciplinary curriculum supported by conceptual and inquiry based learning. Side by side with dedicated educators, scholars develop the knowledge, skills, and characteristics necessary for active citizenship throughout the world. TIS began operations at the beginning of the 2015-2016 school year and serves students in grades K-6 in Saint Paul, MN.

Summary: TIS school tested 92 students in 2019. The school has EL and Free and Reduced Lunch populations that are higher than the state average and a Special Education population that is lower than the state average. Academically, the school increased its math and reading proficiency rates on the Minnesota Comprehensive Assessments from 2108 to 2019. Growth scores in math and reading are higher than average with 76% of the school's students in math, and 71% in reading, achieved high or medium growth on the Minnesota Growth Report.

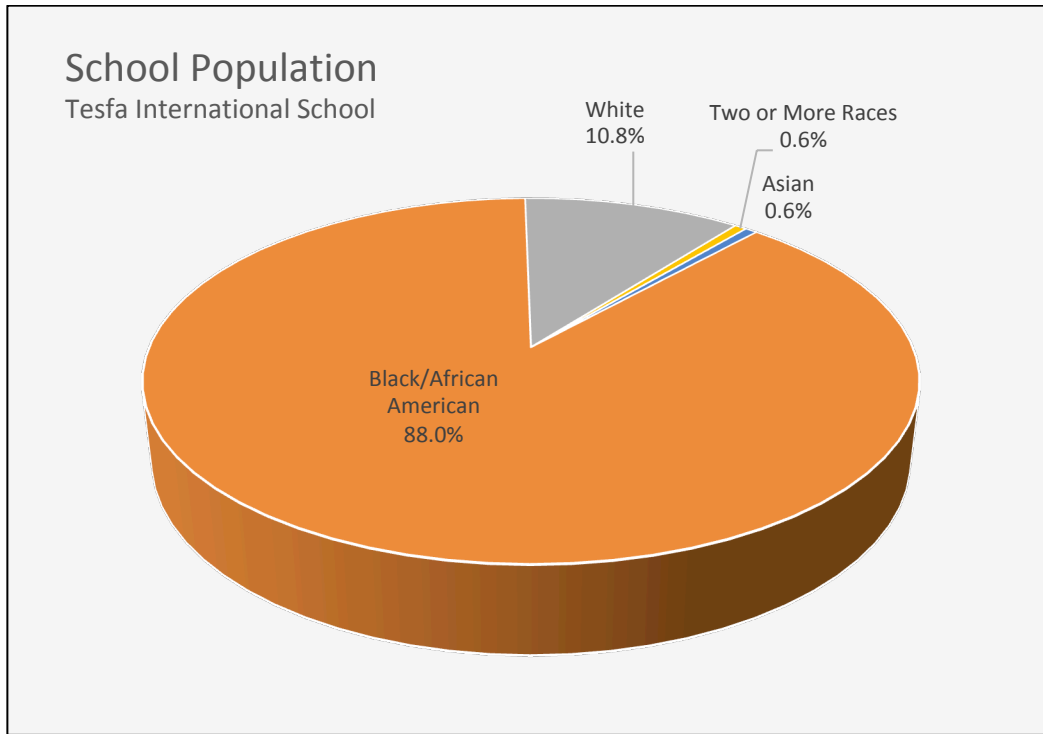


Figure 1 – School Population

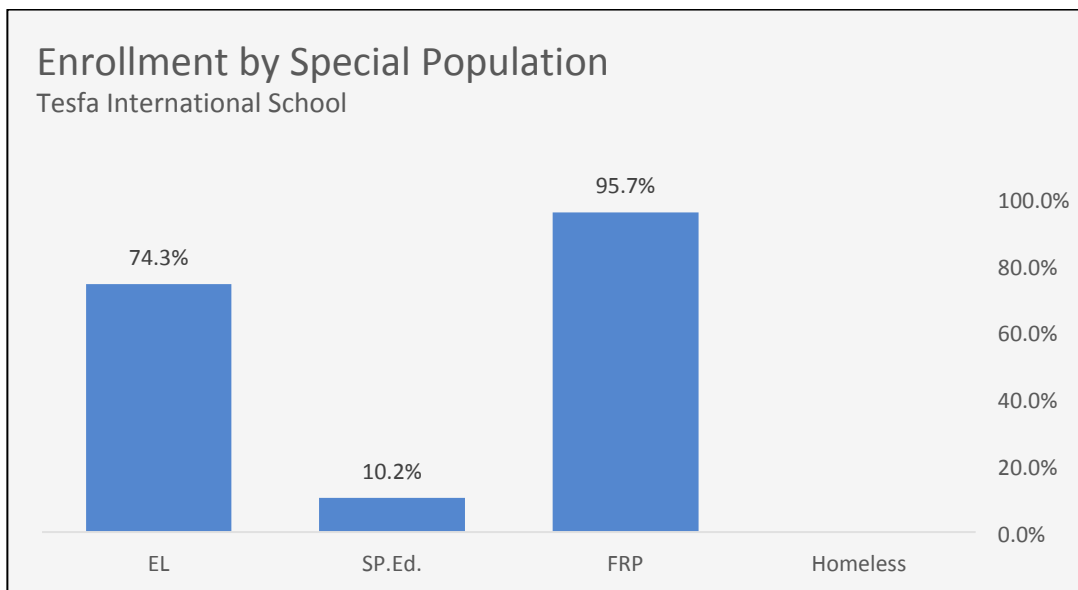


Figure 2 - Enrollment by Special Population

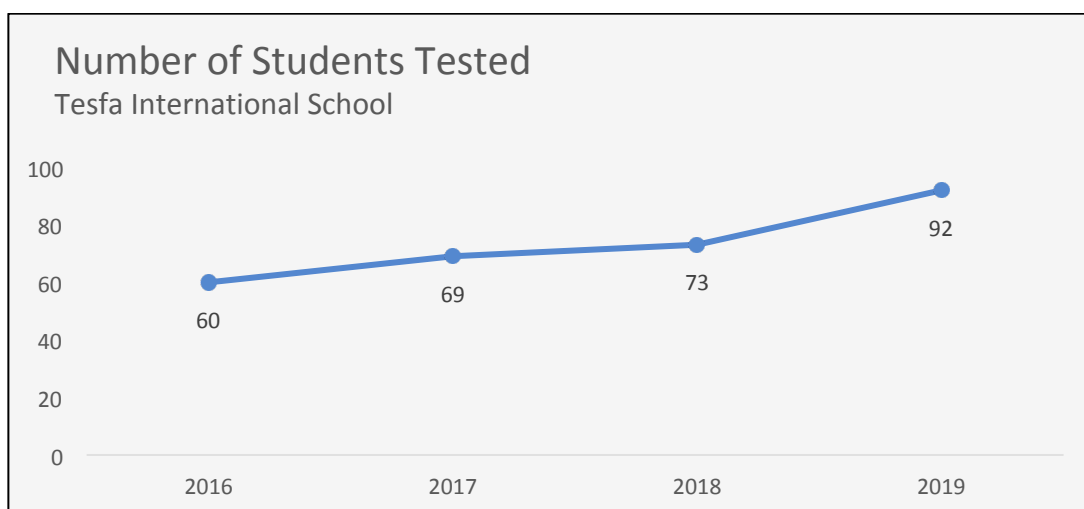


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3 rd	70.0%	68.6%	66.9%	66.0%
4 th	69.4%	67.4%	65.6%	64.3%
5 th	59.4%	57.7%	55.2%	52.4%
6 th	56.7%	56.0%	54.3%	50.9%
Tesfa	10.0%	6.3%	14.3%	31.6%
3 rd	23.5%	5.3%	38.9%	50.0%
4 th	10.0%	CTSTR	10.0%	CTSTR
5 th	0.0%	0.0%	0.0%	CTSTR

6 th	0.0%	CTSTR	CTSTR	CTSTR
Bethune Elementary	22.8%	19.1%	13.3%	12.4%
3 rd	29.4%	8.3%	16.7%	CTSTR
4 th	22.7%	35.7%	10.3%	CTSTR
5 th	14.6%	15.2%	12.8%	CTSTR

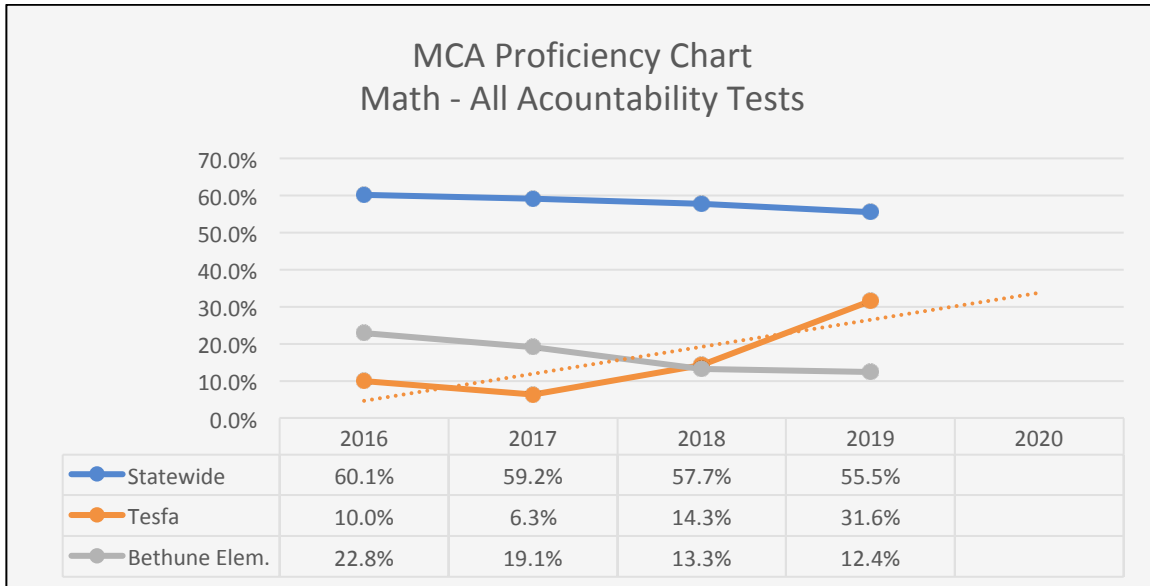


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: TIS' MCA math proficiency results are shown in Table 1 and Figure 4. TIS' math proficiency increased by 17.3 percentage points from 2018 to 2019. TIS is currently outperforming the local comparison school by nearly 20 percentage points. In future years, it is expected that TIS will continue to outperform the math proficiency rate of the comparison school and work toward meeting or exceeding that of the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3 rd	57.7%	57.0%	56.2%	55.0%
4 th	58.8%	57.3%	56.2%	55.9%
5 th	68.1%	67.9%	67.5%	66.2%

6 th	62.6%	63.8%	64.9%	63.2%
Tesfa	20.0%	19.1%	17.5%	28.9%
3 rd	11.8%	11.1%	11.1%	CTSTR
4 th	10.0%	CTSTR	5.0%	CTSTR
5 th	25.0%	36.4%	29.4%	CTSTR
6 th	36.4%	CTSTR	CTSTR	CTSTR
Bethune Elementary	13.1%	15.3%	13.6%	21.7%
3 rd	15.7%	6.1%	6.7%	27.8%
4 th	6.8%	19.0%	10.3%	CTSTR
5 th	16.7%	21.7%	24.4%	CTSTR

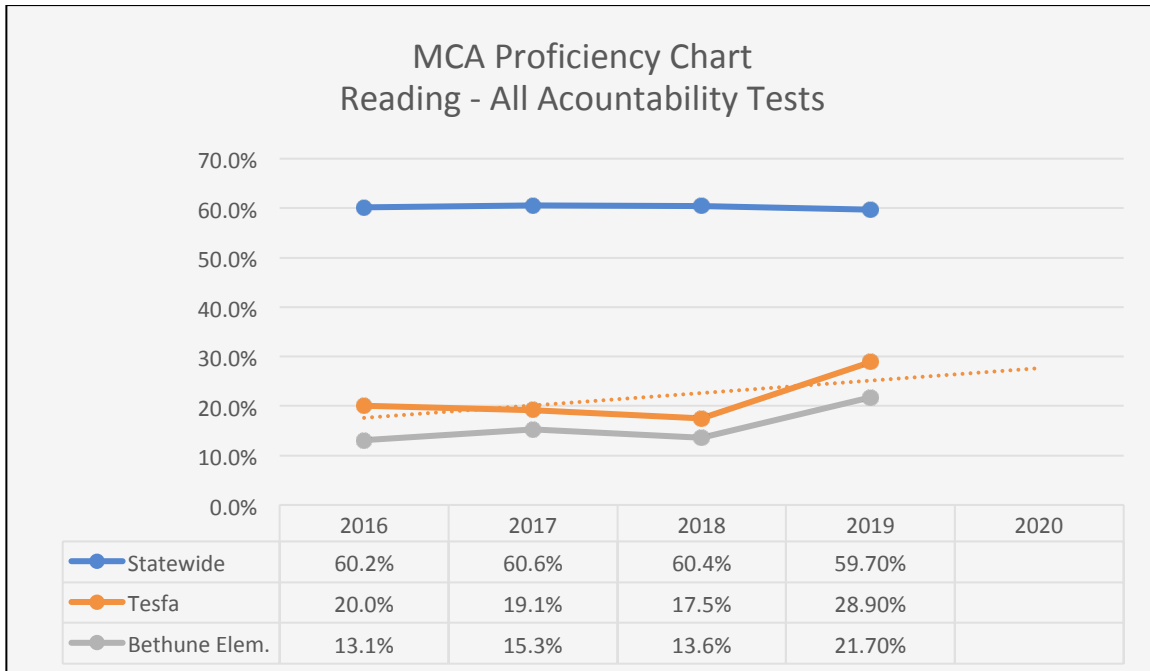


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: TIS’ MCA reading proficiency results are shown in Table 2 and Figure 5. TIS’ reading proficiency increased by 11.4 percentage points from 2018 to 2019. TIS is currently outperforming the local comparison school by over 7 percentage points. In future years, it is expected that TIS will continue to outperform the reading proficiency rate of the comparison school and work toward meeting or exceeding that of the statewide average.

Table 1 – MCA Science Proficiency 2016 - 2019

MCA Science	2016	2017	2018	
Statewide	55.5%	54.7%	52.5%	50.7%
5th	62.1%	60.6%	58.7%	54.9%
Tesfa (5th)	25.0%	8.3%	17.6%	CTSTR
Bethune Elem. (5th)	7.3%	8.7%	17.9%	CTSTR

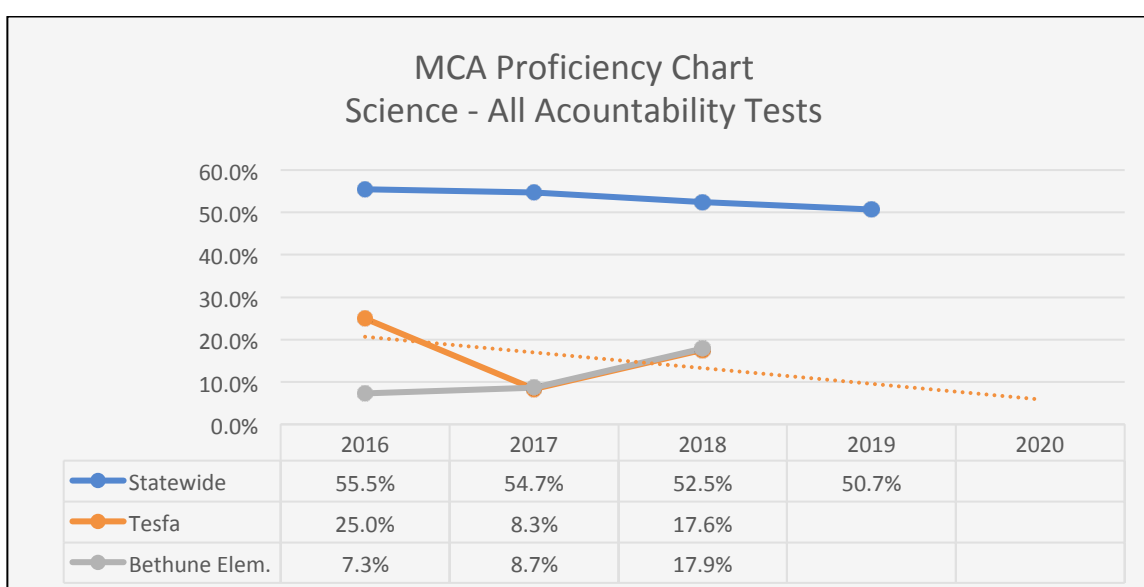


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: TIS’ MCA science proficiency results are shown in Table 3 and Figure 6. TIS did not have a large enough testing cell size to produce a score on the Minnesota Report Card. Data reported on less than 10 students in a category will no longer be available in the assessment reports on the Minnesota Report Card. In future years it is expected that TIS will increase its science proficiency rate to meet or exceed that of the local comparison school as well as the statewide average.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

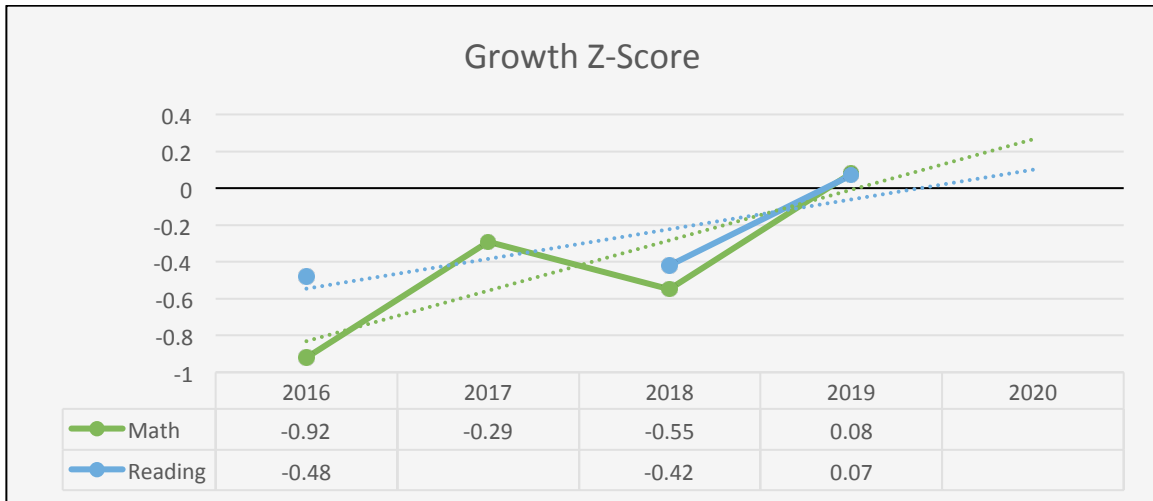


Figure 7 -Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

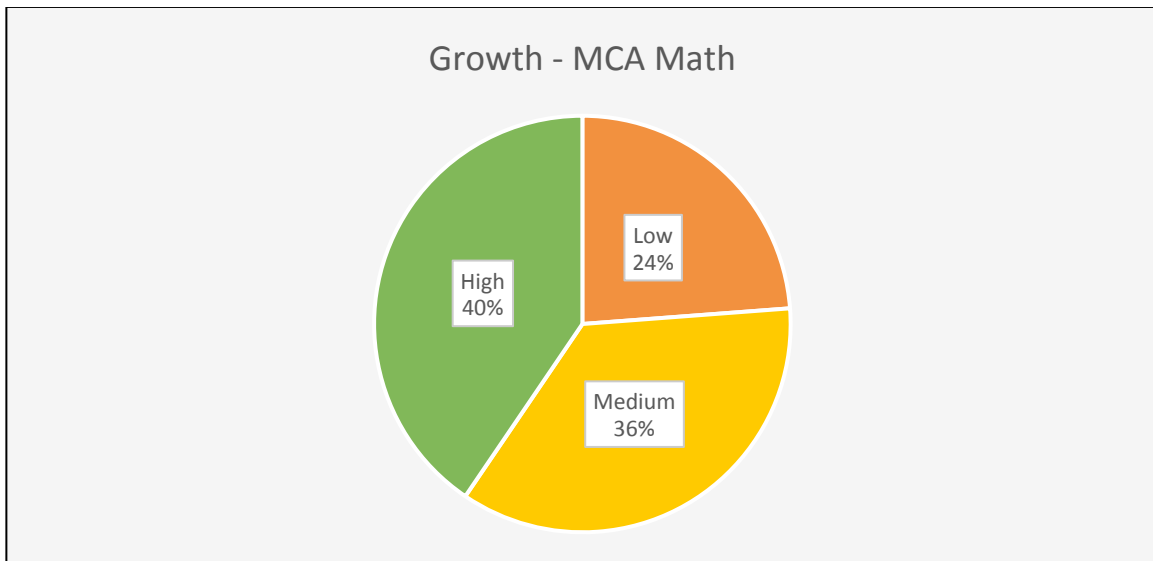


Figure 8 - Minnesota Growth MCA Math 2019

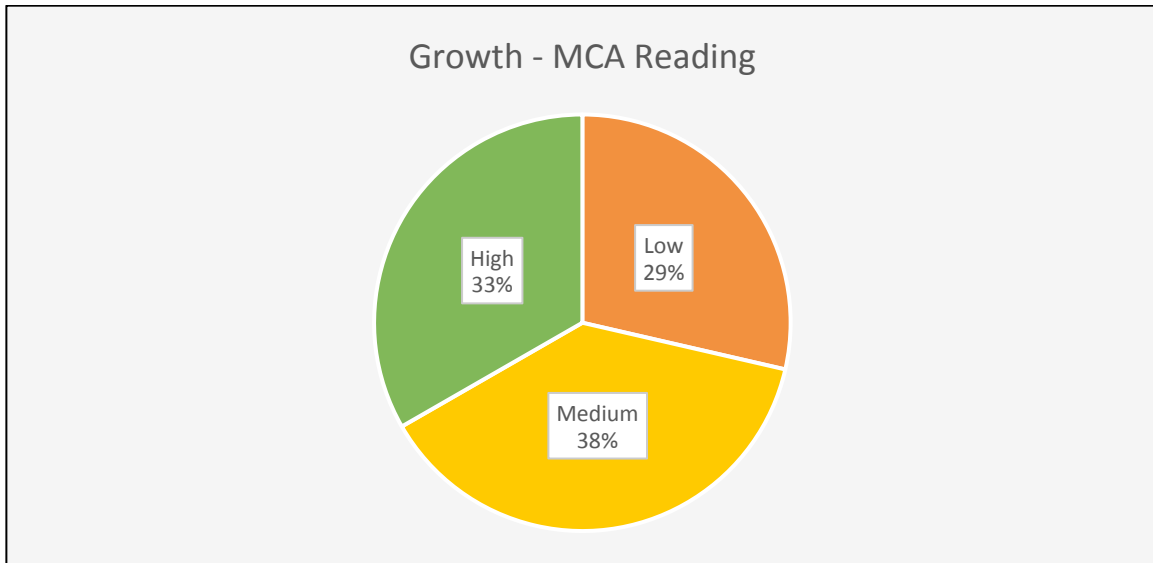


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

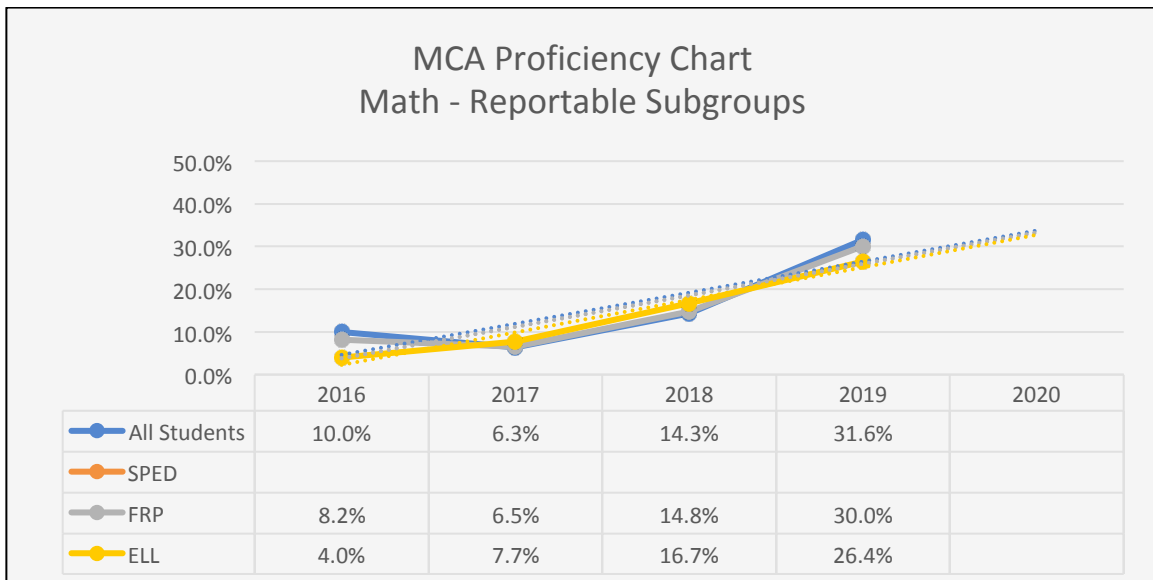


Figure 10 - Reportable Subgroups MCA Math 2016 - 2019

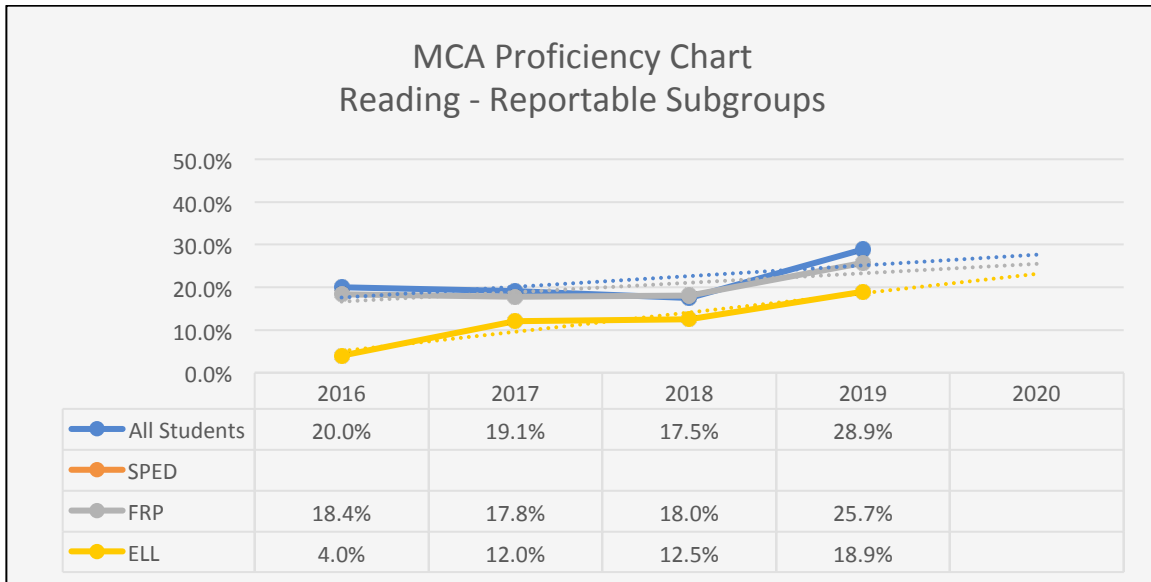


Figure 11 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: TIS outperformed the local comparison school in math and reading. Science results were not available publicly.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between -0.5 and 0 Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: Growth increased in both math and reading from 2018 to 2019. The school's math growth score is 0.08 while the reading growth score is at 0.07.	

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

	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: A score of “partially meets” was awarded because the gap in reading between the all students group and the Free and Reduced and EL populations increased from 2018 to 2019.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale:	
Meets Standard – Meets all criteria and is adhered to.	
Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.	
Does Not Meet Standard – School has not adopted a teacher evaluation process.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data/Source: TIS Annual Report	
Analysis: Tesfa has adopted a plan that measures teachers in the areas of individual professional growth, student engagement, and test data. Teachers are on a three-year review cycle with a summative evaluation at the end of the third year. A summative administrative review accounts for 65% of the overall observation and student learning and achievement makes up 35%. The summative evaluation considers a review of at least 6 formal observations by the school’s director over the three year cycle and the teacher’s self-reflection based on professional standards.	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale:	
Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.	
Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.	
Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets

Data / Source: TIS Annual Report

Analysis: Tesfa has developed an extensive professional development program for staff members that is focused upon helping teachers expand their capacity to meet the high expectations established by the school. All teachers and most support staff members participated in intensive training in three primary areas of focus for 2018-2019. Strategic Directions, ENCOY and PYP trainings were held over several days throughout the school year.

Strategic Directions Our team worked with the regional center of excellence to collaboratively plan to increase student achievement. As a result of this work we established two primary instructional areas of focus: 1. Effectively utilizing and emphasizing academic language for English Learners. 2. Productive struggle in math instruction.

Envoy In August 2018 all staff members participated in a two day training designed to prepare the team to implement Envoy strategies as a school wide approach to creating a calm and positive learning environment. Our Assistant Director Mohamed Selim is a certified ENVOY coach and provided on-going coaching and Envoy focused classroom observations throughout the year,

Primary Years Programme (PYP) In August 2018 licensed staff members participated in PYP training designed to provide the information and capacity to implement units of inquiry and the IB Learner profile.

Weekly Staff Meetings The Tesfa staff met weekly for three hours throughout the school year. These meetings consistently had at least one segment that was designed to have a professional development focus. Each of the extensive trainings noted above was revisited in these meetings as were several other topics focused on the professional growth of staff members.

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

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

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

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

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

Data / Source: TIS Annual Report

Analysis:

The Social Curriculum: At Tesfa International School we believe the social curriculum is as important as the academic curriculum. In addition to a teacher's impact on academic performance, teachers must also have a deep impact on their students' social-emotional development and well being. In order to maximize our teachers' ability to positively impact their students' social-emotional development, Tesfa International School has built specific structures to promote and support the teacher-student relationship and develop student's social and emotional skills. Second Step a social curriculum was utilized as the basis of a social emotional learning course that all Tesfa students in grades K-6 participated in for over 40 hours during the school year. Furthermore, all Tesfa students eat breakfast and lunch with their homeroom teacher, participate in daily morning meetings to build classroom community, and end-of-the-day closing meetings for shared reflection.

Classroom Management Approach: In order to provide students with a high quality social curriculum allowing each and every student access to the rigorous conceptually based curriculum, we use ENVoY, Teach Like a Champion techniques, and the Responsive Classroom approach. Combining all three approaches provides comprehensive and clear procedures and routines, which have been shown to benefit low-income learners. We emphasize proactive management techniques with a heavy reliance on non-verbal cues to manage challenging behaviors. Combined, these systems offer a strong and balanced approach designed to maximize instructional time, rather than losing it to disruptions, allowing students full access to the IB program.

Personalized Learning through Technology Integration: Tesfa students utilized a 1 to 1 iPad approach that included a variety of educational applications and programs. The implementation of this program helped teachers begin to create a highly differentiated instructional approach to meet the needs of our students which come to us vastly disparate current instructional levels. It also has helped to begin to more effectively address the learning needs of our English Learners.

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

Scale:

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

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

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

	0 - Does Not Meet
X	1 - Partially Meets

	2 - Meets
Data / Source: TIS Annual Report	
<p>Analysis:</p> <p>Goal #1 - 30% of Tesfa students in grade three will demonstrate proficiency in reading as measured by the state's Minnesota Comprehensive Reading Assessment. Result: In 2018-2019 25.0% of 3rd grade students met proficiency in reading. Goal Not Met</p> <p>Goal #2 - The percentage of Tesfa International School students demonstrating proficiency in reading and math in each sub group will be 30% as measured by the state's MCA III reading and math assessment. Result: 28.9% met proficiency in reading 31.6% met proficiency in Math. Multi – Year Goal On Track, One Two Goal Not Met</p> <p>Goal #3 - The percentage of Tesfa International School students demonstrating proficiency in reading and math in Grade 6 will be 35% as measured by the state's MCA III reading and math assessment. The percentage of Tesfa International School students demonstrating proficiency in science in Grade 5 will be 20% as measured by the state's MCA III science assessment.</p> <p>2018-2019 Result:</p> <p>35.7% of students in grade 6 met or exceeded standards in reading</p> <p>21.4% of students in grade 6 met or exceeded standards in math.</p> <p>27.3% of students in grade 5 met or exceeded standards in science.</p> <p>Goal met in reading.</p>	

Academic Standards Point Total: 12/14



**TREKNORTH JR. AND SR.
HIGH SCHOOL**

Charter #4106

Director: Kristin Gustafson

2400 Pine Ridge Ave. NW

Bemidji, MN 56601

Phone: 218-444-1888

www.treknorth.org

TrekNorth Junior (TNMS) and Senior High School's (TNHS) mission is to prepare young people to make a positive difference in their local and global communities, and to maximize student academic success by challenging and supporting individual students on an academic path that includes participation in a spectrum of vertically aligned college-readiness courses, including Advanced Placement courses. TrekNorth began operating in the fall of the 2003-2004 school year and serves students in grades 6 – 12. TrekNorth develops leadership skills in all students through required participation in wilderness experiences and outdoor skill development and fosters a sense of value for service through required participation in service experiences.

Summary: TNHS tested 146 students in 2019. The school increased its proficiency rate on the Minnesota Comprehensive Assessments in science from 2018 to 2019 and is currently outperforming the local comparison school in math, reading and science. 61% of the school's students in math, and 72% in reading, achieved high or medium growth on the Minnesota Growth.

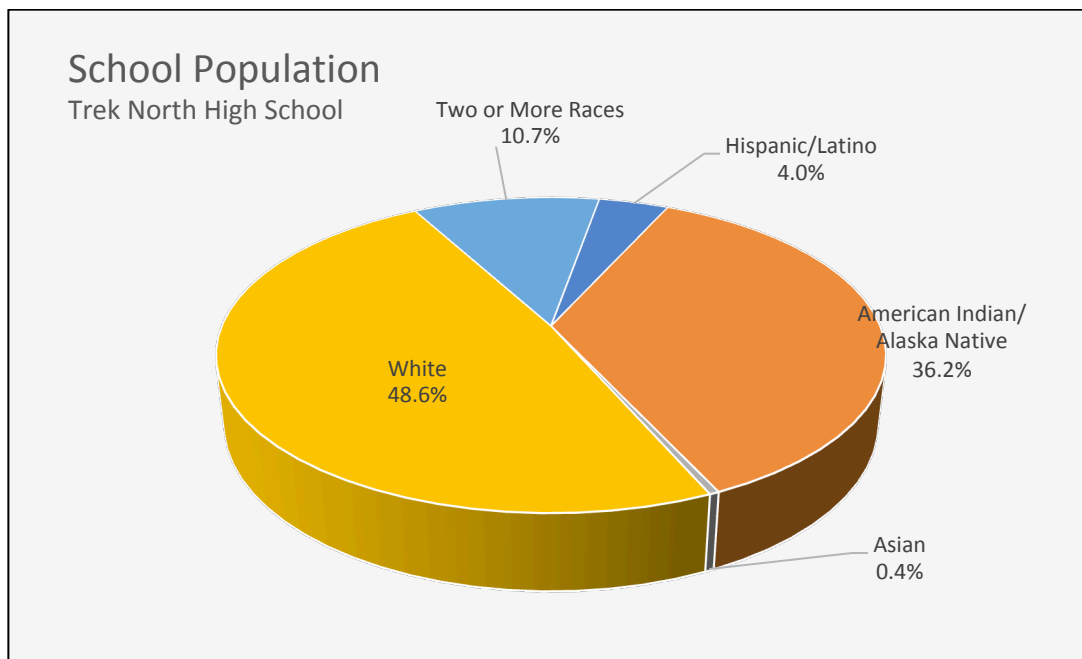


Figure 1 – School Population

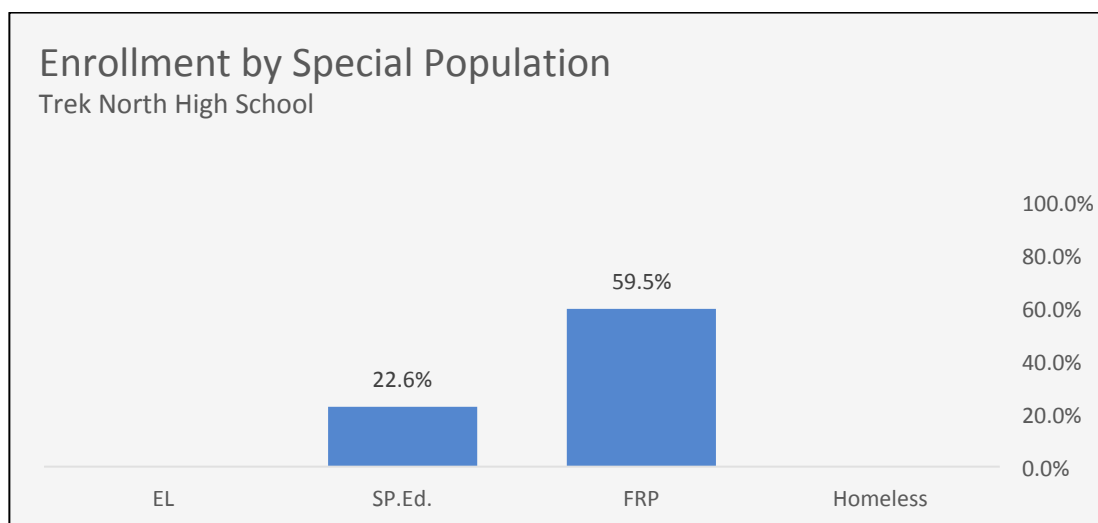


Figure 2 - Enrollment by Special Population

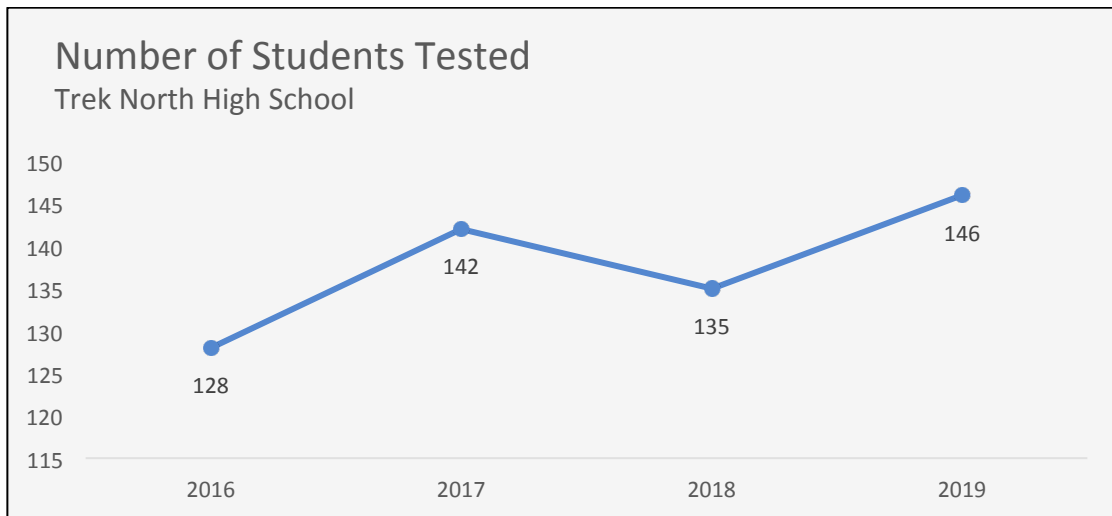


Figure 3 – Number of Students Tested (MCA)

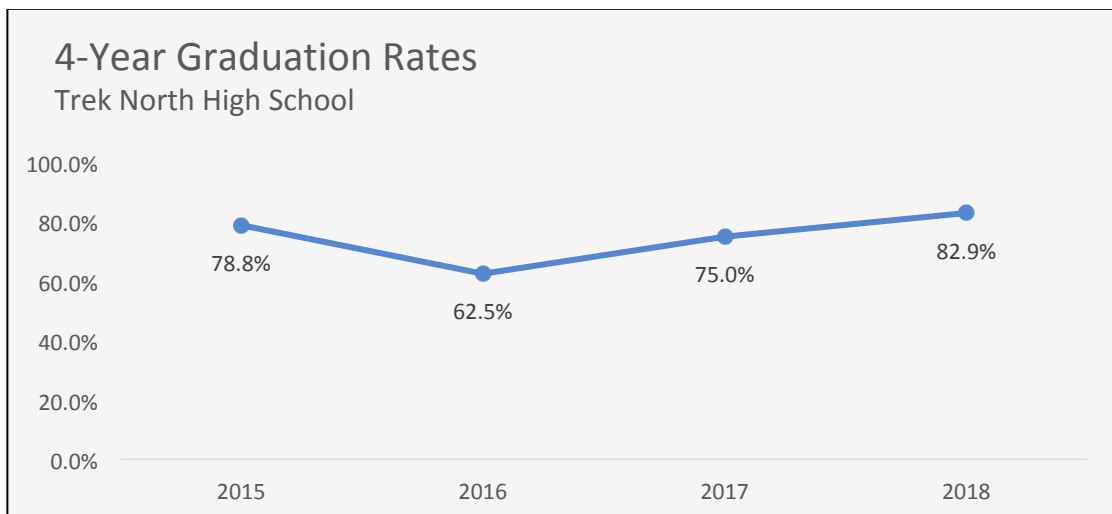


Figure 4 - Graduation Rates 2015- 2018

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 – 2019

MCA Math	2016	2017	2018	2019
Statewide	59.5%	58.7%	57.7%	55.5%
6th	56.1%	55.5%	54.3%	50.9%
7th	56.2%	54.9%	54.9%	52.5%
8th	58.2%	58.2%	57.8%	55.7%
11th	47.2%	48.4%	47.9%	45.4%
Trek North	48.8%	47.5%	45.4%	40.3%
6th	37.1%	48.6%	54.8%	29.7%
7th	53.1%	44.4%	47.2%	34.2%
8th	55.6%	63.2%	42.4%	57.9%
11th	37.0%	23.3%	40.0%	38.7%
Voyageurs Expeditionary	15.4%	20.8%	21.6%	16.4%
6th	CTSTR	20.0%	28.6%	CTSTR
7th	35.7%	0.0%	23.1%	CTSTR
8th	13.3%	25.0%	15.4%	CTSTR
11th	7.1%	40.0%	18.2%	CTSTR

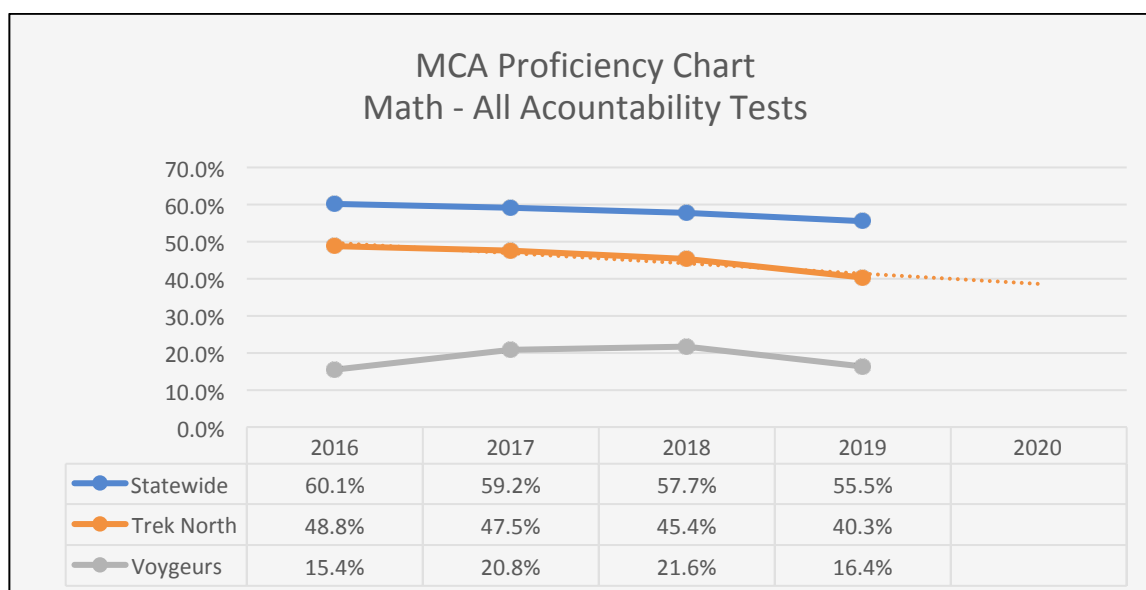


Figure 5 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: TNHS' MCA math proficiency results are shown in Table 1 and Figure 5. TNHS' math proficiency rate fell by over five percentage points from 2018 to 2019. Despite the decline, the school's proficiency rate remains above that of the comparison school. In future years, it is expected that TNHS will continue to outperform the comparison school and work toward meeting or exceeding the statewide average.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	59.9%	60.2%	60.4%	59.7%
6 th	62.6%	63.8%	64.9%	63.2%
7 th	57.2%	57.9%	58.7%	57.9%
8 th	57.8%	59.3%	59.1%	58.2%
10 th	59.6%	61.0%	59.9%	61.1%
Trek North	64.9%	64.6%	63.8%	62.4%
6 th	70.6%	59.5%	61.1%	62.2%
7 th	64.5%	63.9%	61.1%	65.8%
8 th	57.1%	72.2%	61.8%	57.9%
10 th	67.7%	62.9%	71.9%	63.9%
Voyageurs Expeditionary	31.5%	33.3%	45.5%	45.6%
6 th	CTSTR	33.3%	42.9%	CTSTR
7 th	57.1%	15.4%	38.5%	CTSTR
8 th	20.0%	43.8%	46.2%	CTSTR
10 th	37.5%	37.5%	53.3%	CTSTR

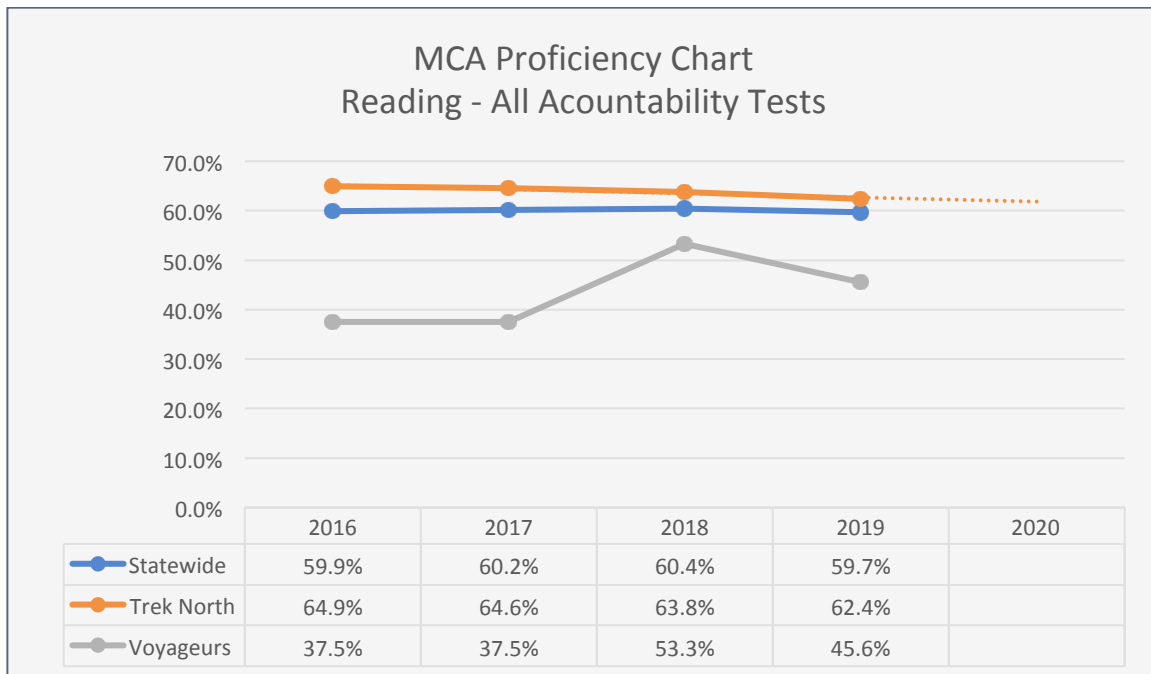


Figure 6 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: TNHS’ MCA reading proficiency results are shown in Table 2 and Figure 5. TNHS’ reading proficiency rate declined slightly for the third straight year. Despite the decline, TNHS continues to outperform the both the comparison school and the statewide average, something the school has done for the past 6 years. In future years, it is expected that TNHS will continue to outperform the comparison school as well as the statewide average.

Table 3 – MCA Science Proficiency 2016 - 2019

MCA Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
8 th	48.0%	46.7%	45.7%	43.0%
H.S.	56.1%	56.8%	52.8%	61.1%
Trek North	53.3%	60.0%	45.8%	51.3%
8 th	44.4%	59.5%	42.4%	43.6%
H.S.	66.7%	60.6%	50.0%	59.5%
Voyageurs	15.6%	23.3%	25.9%	CTSTR
8 th	6.7%	31.3%	7.7%	CTSTR
H.S.	23.5%	14.3%	42.9%	CTSTR

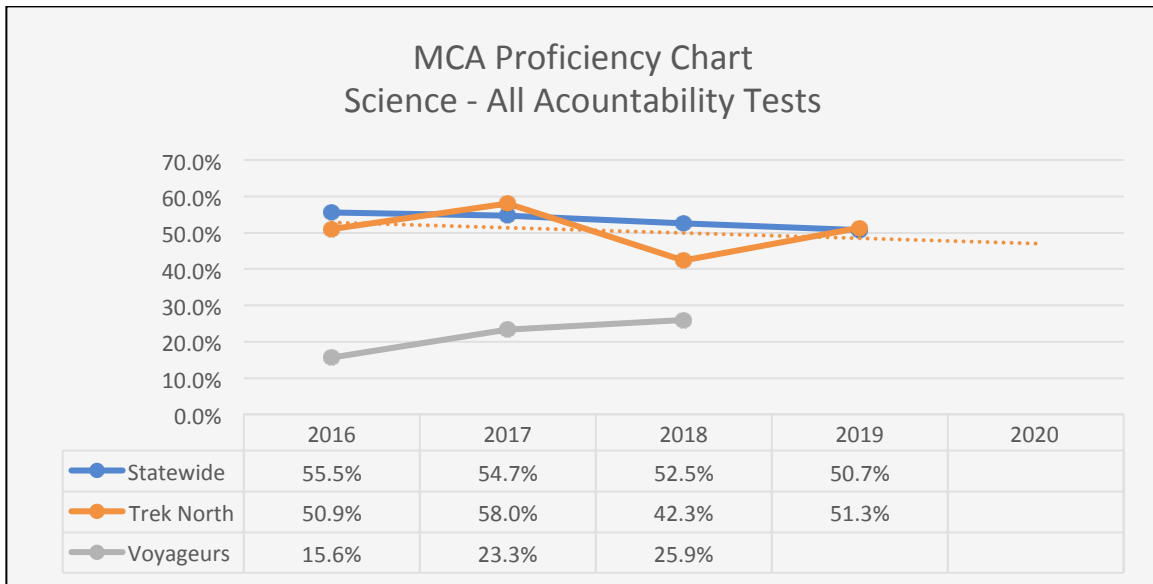


Figure 7 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: TNHS’ MCA science proficiency results are shown in Table 3 and Figure 7. TNHS increased its science proficiency rate by nine percentage points from 2018 to 2019. The school is currently outperforming statewide proficiency rate as well as that of the local comparison school. In future years, it is expected that TNHS will continue to meet or exceed both the statewide science proficiency rate as well as that of the local comparison school.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

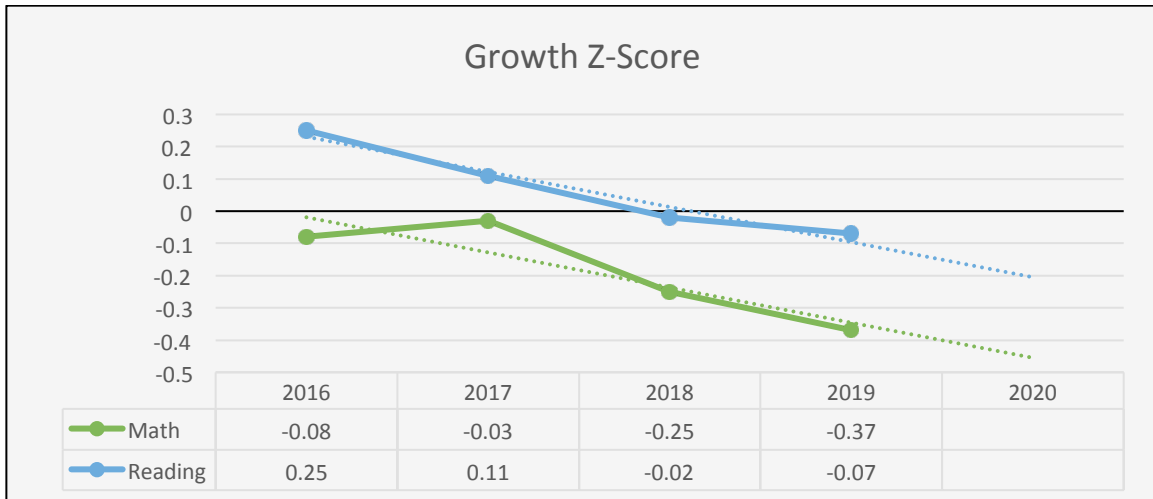


Figure 8 - Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

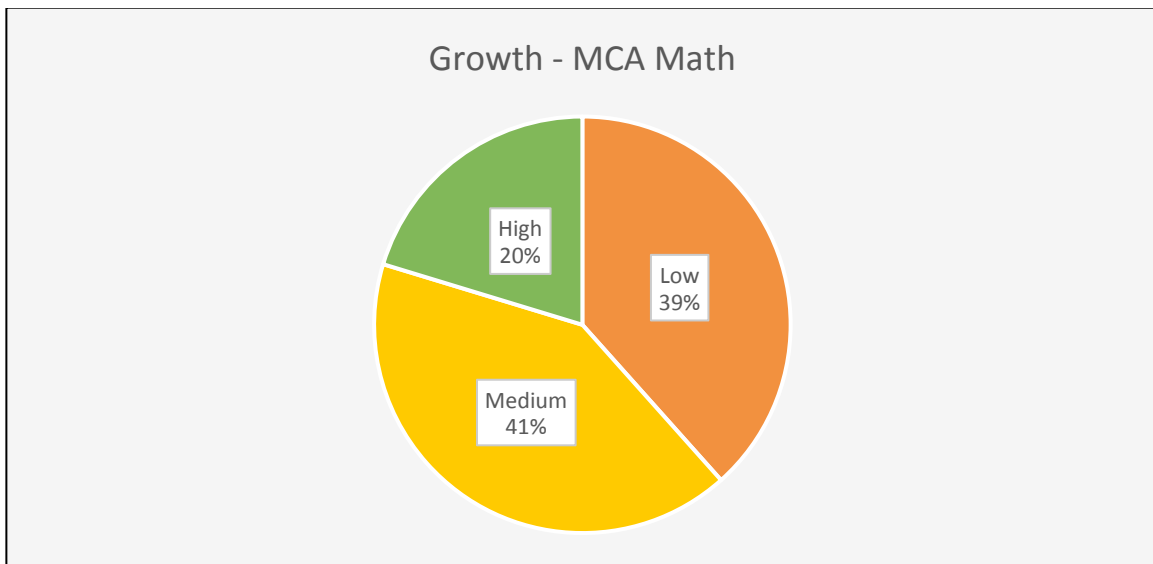


Figure 9 - Minnesota Growth MCA Math 2019

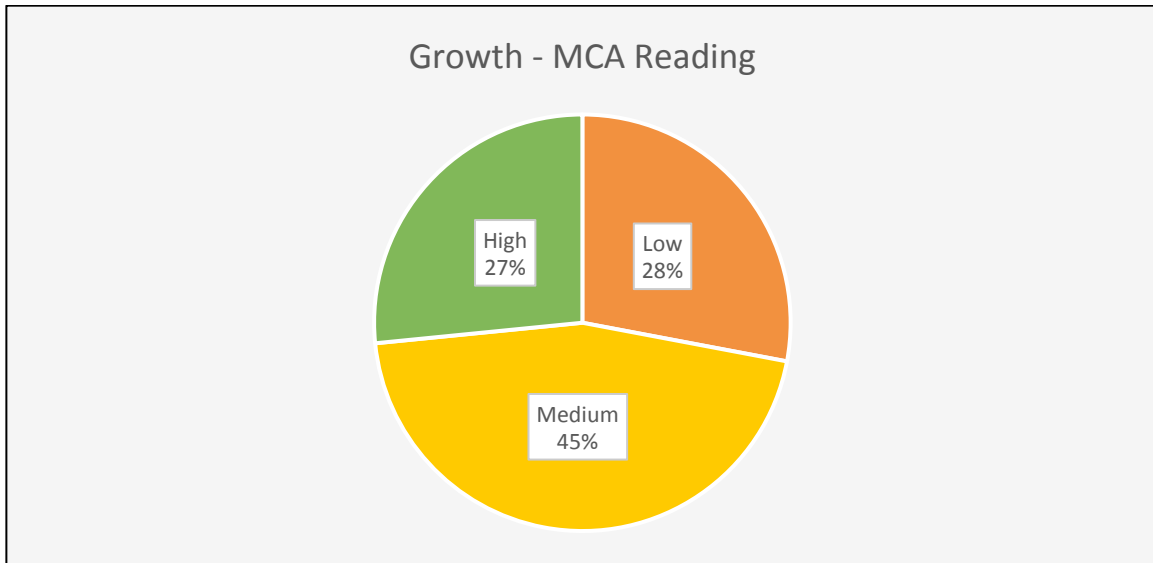


Figure 10 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

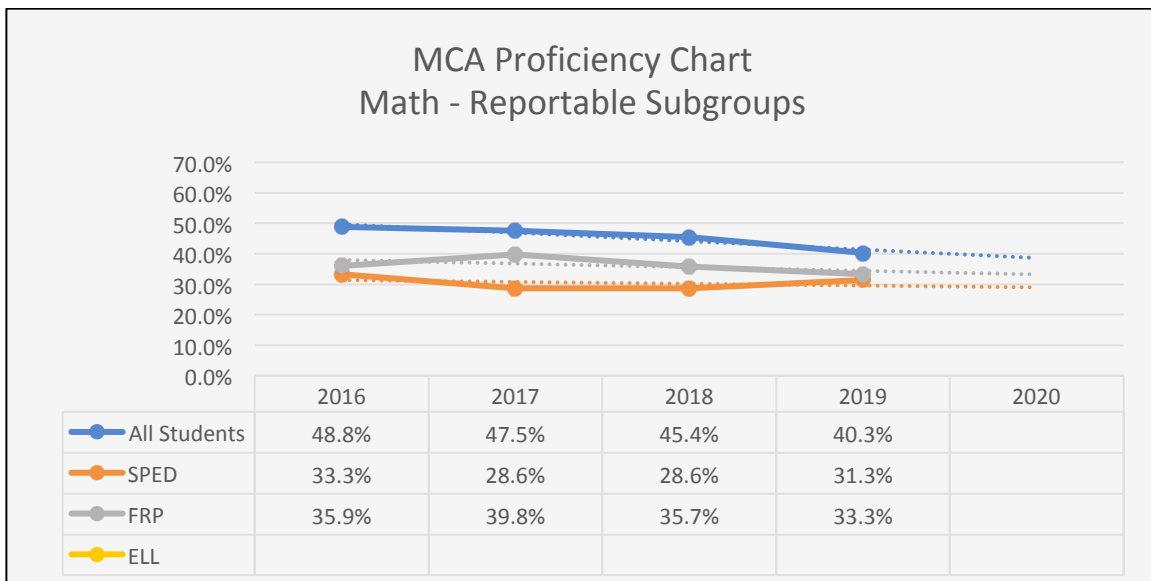


Figure 11 - Reportable Subgroups MCA Math 2016 - 2019

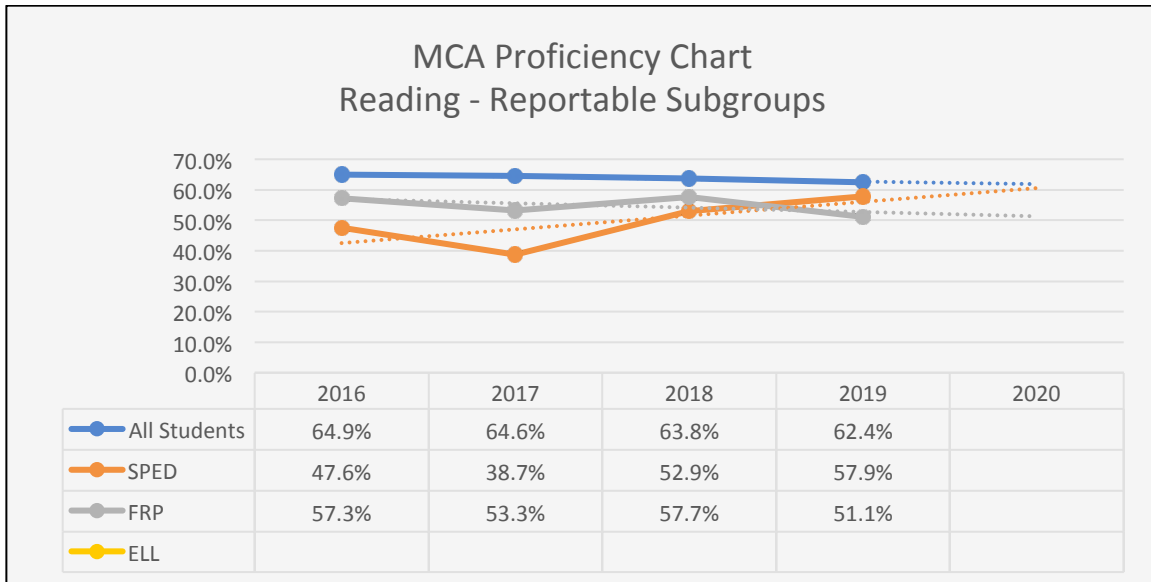


Figure 12 - Reportable Subgroups MCA Reading 2016 – 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: TNHS outperformed the local comparison school in math, reading and science.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between -0.5 and 0 Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: Math growth = -0.37, Reading growth = -0.07	

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

Evidence / Source: Minnesota Department of Education

Analysis: A score of “partially meets” was awarded because the achievement gap increased in one out of the four reportable subgroups.

The achievement gap in reading was reduced between the all student group and the Special Education population to just over four percentage points.

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

Meets Standard – Meets all criteria and is adhered to.

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

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

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

Data/Source: TNHS Annual Report

Analysis: In order to achieve the goals in our mission statement, TrekNorth is hugely dependent upon high-quality instruction. Operating from the belief that, while some people may be born with a propensity for teaching, no one is born with the ability to be an excellent teacher, TrekNorth has created a strong Teacher Development Process. The process involves three major components: a rubric based holistic evaluation of teaching effectiveness, a series of formative pop-in assessments to classrooms, and participation by each teaching in a Research Team.

First, TrekNorth has developed an extensive Teaching Rubric that assesses planning, delivery of instruction, classroom management, and assessment. Each teacher gets evaluated using this rubric, with the expectation that they receive a certain score. Teachers who do not earn that score are placed into a probationary period that includes more coaching and a re-evaluation plan. Second, TrekNorth has implemented a system by which the Director and Assistant Director “pop-in” to classrooms on a frequent basis. When they do these formative assessments of teaching, they are looking for broad evidence of elements of the Teaching Rubric, and evidence that school-wide initiatives are being effectively implemented. Lastly, TrekNorth has also had its own variety of Professional Learning Communities, which the school is calling Research Teams. These are small teams of teachers who are working collaboratively on some specific aspect of instruction that they choose. Critical thinking, student independence, grading practices, assessment writing, implementing more STEM, and social-emotional learning are all topics our teachers have chosen. Teachers meet twice a month as a team and conduct their research in the classrooms and also observe each other if need be. Teams present their findings to the staff in the spring. Many of their findings have either been shared and used by other staff members or implemented school wide. The kind of work these teachers are doing is pretty impressive.

In addition to the process described above, TrekNorth has developed a Performance Review document used to evaluate the performance of all teachers and staff members at TrekNorth. At the end of each year, during an employee's Performance Review meeting, the various components of the document get reviewed and each an employee receives a score on a 0-5 scale, with 3.0 being the expectation.

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

Scale:

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

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

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

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

Data / Source: TNHS Annual Report

Analysis: TrekNorth has developed a rigorous, effective, practical, and mission-driven approach to teacher professional development. The development of teachers is composed of 4 components:

1. Formative assessment of teaching performance within the TrekNorth Pop-In-Coaching system and peer coaching with the Leadership Team
2. A summative assessment of teaching performance against the TrekNorth Teaching Rubric with the Executive Director
3. The development of a Professional Development Plan by each teacher with the Director
4. Participation in Research Teams, which are small teams of teachers working collaboratively on specific aspects of quality teaching, such as classroom management or assessment.
5. Thinking Maps were implemented schoolwide to help students identify what thought process they are being asked to use and reach a higher quality final product. Staff were instructed on how to use Thinking Maps and why we use them. Teachers work with our on-site Thinking Map coach.
6. A "Multiple Tiered System of Support" (MTSS) for students was designed in 2017-18, introduced to staff in Spring of 2018, and implemented Fall of 2018.

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

Scale:.

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

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

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

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

Data / Source: TNHS Annual Report**Analysis:** Equal access to Advanced Placement/Pre-Advanced Placement Curriculum

In 2005 TrekNorth committed to establishing a curriculum grounded in a genuine AP/Pre-AP approach. One of the most substantial challenges in this commitment is the creation of a vertically aligned curriculum. The development of such a curriculum is challenging because it requires first a philosophical commitment by every educator in the school, second it requires professional development opportunities formative enough to allow educators to even participate in the development of such a curriculum, and third it requires substantial amounts of time when department members can work together to actually create the curriculum.

The last few summers have marked huge gains towards the realization of our goal of having a complete and aligned AP/Pre-AP curriculum. First, the hiring process resulted in having a higher percentage of teachers who believe every single student can and should take Advanced Placement courses

. Second, many TrekNorth teachers have attended Advanced Placement Summer Institutes – either for their specific course or the vertical teaming institute for their department. This not only raises the commitment level to AP/Pre-AP, it also gave teachers the knowledge and skills they need to develop the curriculum. Third, teachers spent spring and summer curriculum mapping to ensure all Pre AP and AP standards are being covered and their curriculum is vertically aligned. Finally, TrekNorth devoted two days of fall inservice and nine weeks of roll out time during the school year to implement a tool called “Thinking Maps” in 2017 to help students identify the correct thought process being asked of them and teachers deliver information. Treknorth is continuing the work with Thinking Maps this fall as well. We now have an on-sight Thinking Map coach to work with teachers.

The addition of an academic advisor and supported study has been put in place to help our student population develop their executive functioning skills and develop habits needed for AP. We offer a wide range of AP classes, from AP Studio Art to AP Calculus, from AP Spanish to AP Literature to AP Biology, in hopes that every student can find success in at least one before they graduate. In fact, we offer 13 different AP classes on a 2 year rotation for students to choose from.

Now that the program has had an opportunity to mature, TrekNorth has moved into the refinement

stages, when individual teachers can be evaluated based on their participation in the development of the curriculum, as well as their ability to deliver this curriculum to students. While the school is far from finished with this work of implementing this important curriculum, the school is much more deliberate about achieving the goal than it has ever been before.

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

Scale:

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

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

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

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

Data / Source: TNHS Annual Report

Analysis:

Goal #1 Close the Achievement Gap Between Students

Reduce the math proficiency gap by 4%

Reduce the reading proficiency gap by 4%

Reduce the science proficiency gap by 4%

Results: The math proficiency gap reduced by 0.5% and the reading proficiency gap increased by 12 percentage points. The science proficiency gap was reduced by 22.9 percentage points.

Goal partially met

Goal # 2 All Students Career and College Ready by Graduation

All seniors will graduate having applied and been accepted into a post-secondary school.

Results: 100% of graduating seniors were accepted into a post-secondary school.

Goal Met**Goal #3 All Students Graduate**

100% graduation rate in three years

Results: The 2018 graduation rate was 82.9%, up 7.9% from 2017.

Goal on track

Academic Standards Point Total: 11/14



**WOODBURY
LEADERSHIP
ACADEMY**

Charter # 4228

Director: Kathleen Mortensen

600 Weir Drive

Woodbury, MN 55125

Phone: 651-379-2681

www.wlamn.org

Woodbury Leadership Academy (WLA) is a tuition-free charter elementary and middle school serving approximately 300 students in grades K-7 (K-8 in 2016-2017). WLA opened at the beginning of the 2014- 2015 school year. The school's primary goal is to work in partnership with families from Woodbury and the surrounding communities who wish to participate as full partners in the education of their children in a rigorous educational environment that fosters student success. WLA ensures academic success through rigorous curriculum standards, while setting high expectations for students. WLA uses inquiry-based learning while building strong skills in math, reading, literature, writing, music, science & technology – all of the essential areas of learning. The school also implements a strong character education program to ensure students develop exceptional leadership skills and are well rounded in all areas, social and academic, and are prepared for high school and beyond.

Summary: WLA tested 198 students in 2019. The school's proficiency rates on the Minnesota Comprehensive Assessments in math, reading, and science all declined from 2018 to 2019. 63% of the school's students in math, and 63% in reading, achieved high or medium growth on the Minnesota Growth Report. Special Education, Free and Reduced and English Learner populations remain below statewide averages.

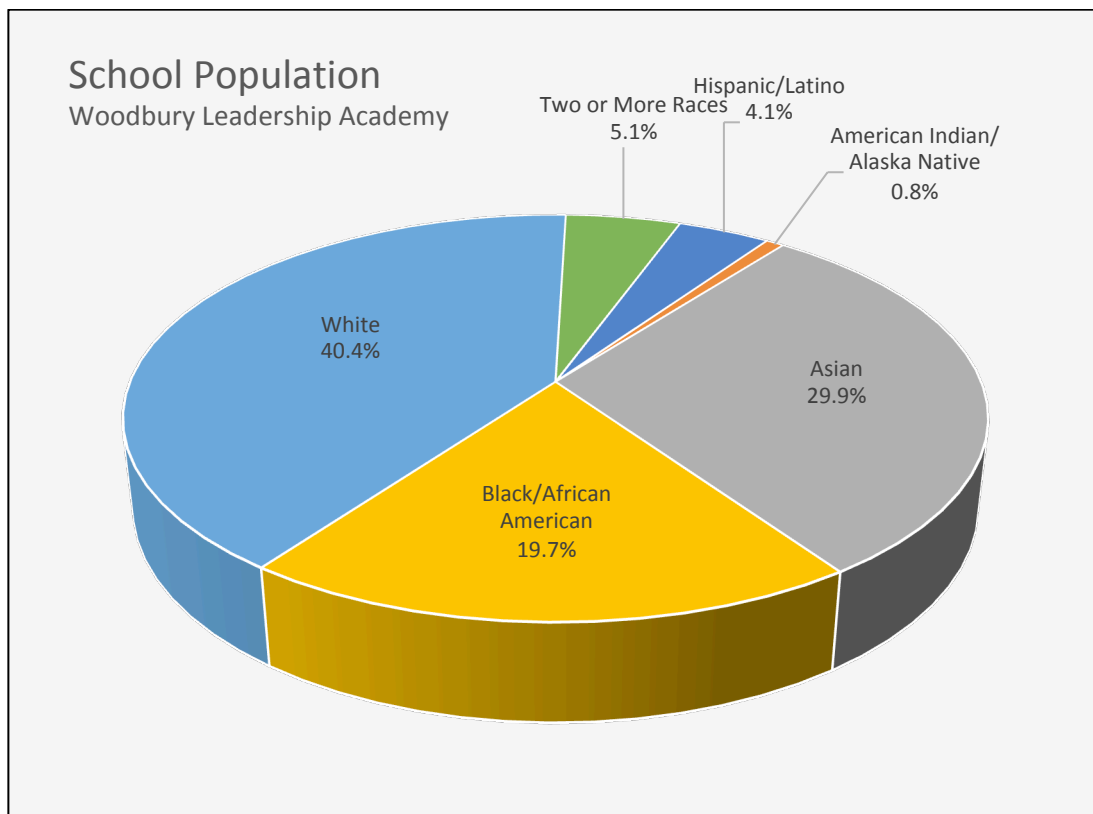


Figure 1 – School Population

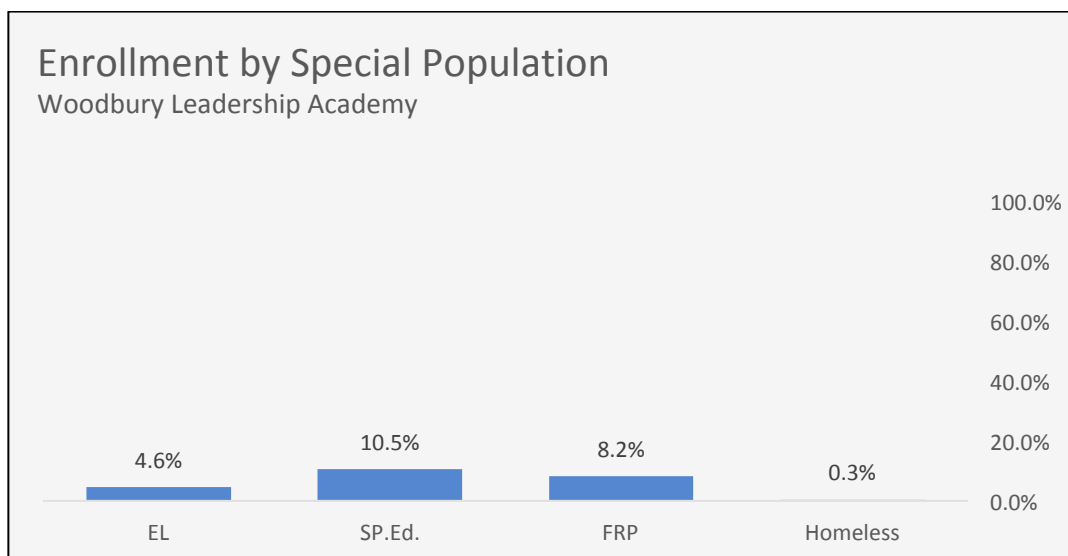


Figure 2 - Enrollment by Special Population

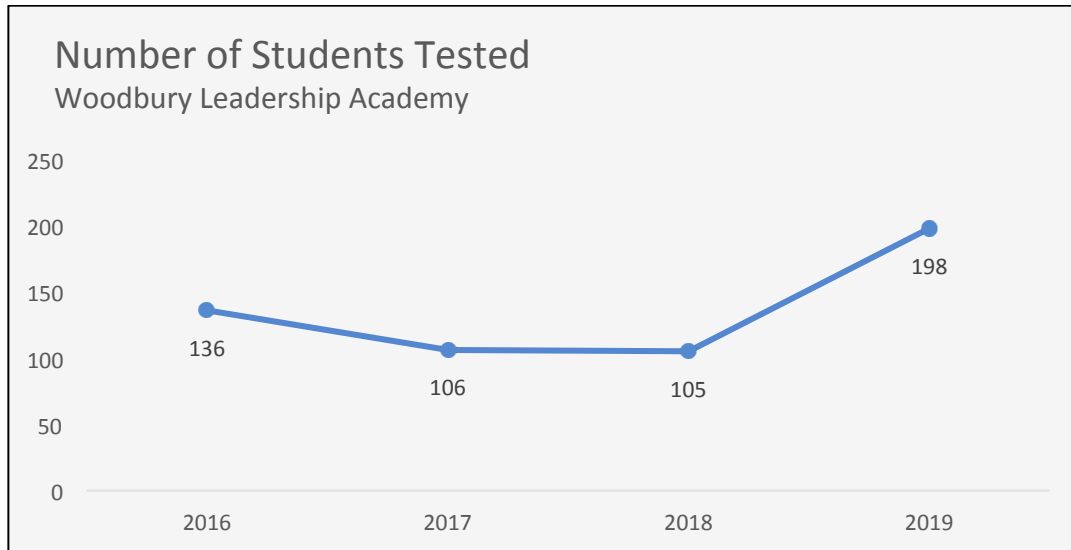


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2016 - 2019

MCA Math	2016	2017	2018	2019
Statewide	60.1%	59.2%	57.7%	55.5%
3rd	70.0%	68.6%	66.9%	66.0%
4th	69.4%	67.4%	65.6%	64.3%
5th	59.4%	57.7%	55.2%	52.4%
6th	56.7%	56.0%	54.3%	50.9%
7th	56.7%	55.4%	54.9%	52.5%
8th	58.8%	58.8%	57.8%	55.7%
Woodbury Leadership	75.2%	66.7%	67.0%	54.2%
3rd	86.4%	83.3%	77.1%	60.7%

4 th	77.5%	61.8%	79.2%	69.8%
5 th	77.3%	60.9%	48.0%	43.2%
6 th	47.1%	CTSTR	CTSTR	CTSTR
7 th	60.0%	CTSTR	N/A	CTSTR
8 th				CTSTR
Woodbury Elem.	63.8%	62.5%	53.6%	51.9%
3 rd	68.5%	67.8%	65.6%	57.0%
4 th	70.7%	65.8%	51.4%	58.3%
5 th	52.6%	53.7%	42.5%	42.9%
Woodbury Middle	73.5%	68.5%	65.3%	67.0%
6 th	69.5%	65.8%	59.9%	70.6%
7 th	73.5%	70.0%	71.2%	67.4%
8 th		69.6%	65.6%	62.7%
Combined (3-8)	69.4%	66.3%	61.8%	64.1%

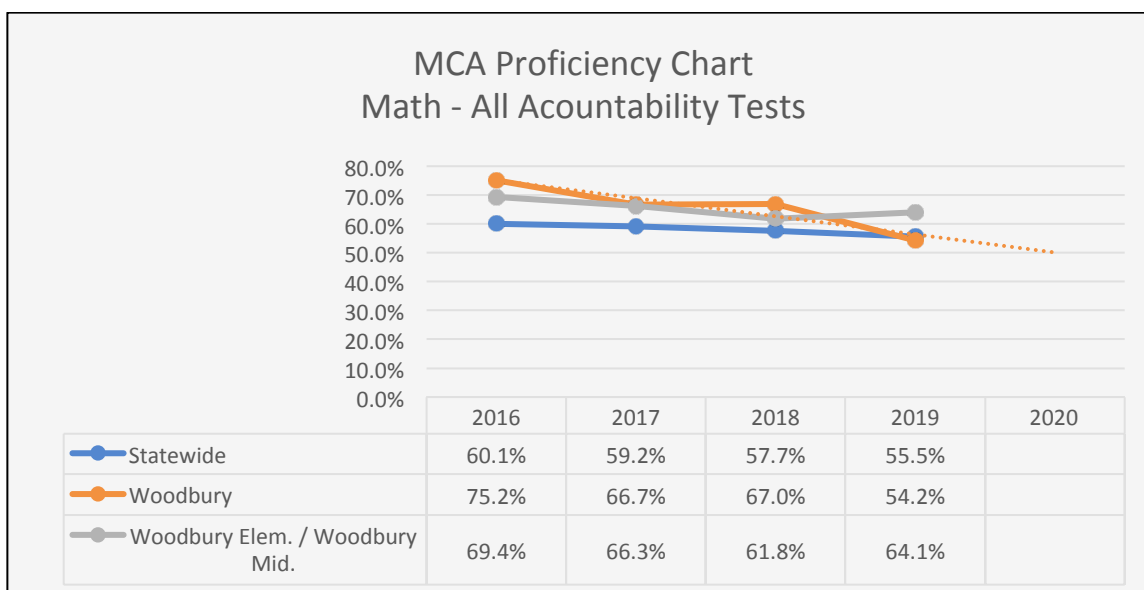


Figure 4 - MCA Math Proficiency 2016-2019

ANALYSIS OF MATH MCA PROFICIENCY: WLA's MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Woodbury Elementary, grades 3-5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA's math proficiency rate fell by 12.8 percentage points to 54.2% from 2018

to 2019. The school is currently performing below the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the math proficiency rate of both the statewide average and the local comparison school.

Table 2 – MCA Reading Proficiency 2016 - 2019

MCA Reading	2016	2017	2018	2019
Statewide	60.2%	60.6%	60.4%	59.7%
3rd	57.7%	57.0%	56.2%	55.0%
4th	58.8%	57.3%	56.2%	55.9%
5th	68.1%	67.9%	67.5%	66.2%
6th	62.6%	63.8%	64.9%	63.2%
7th	57.2%	57.9%	58.7%	57.9%
8th	57.8%	59.3%	59.1%	58.2%
Woodbury Leadership	75.2%	67.6%	72.7%	48.9%
3rd	56.9%	76.7%	71.4%	45.0%
4th	80.0%	58.8%	75.0%	55.8%
5th	90.9%	62.2%	80.0%	66.7%
6th	76.5%	CTSTR	CTSTR	CTSTR
7th	60.0%	CTSTR	N/A	CTSTR
8th				CTSTR
Woodbury Elem.	70.5%	67.5%	58.4%	55.1%
3rd	75.3%	67.0%	55.3%	48.1%
4th	61.3%	68.4%	57.1%	51.8%
5th	75.0%	67.1%	63.8%	62.9%
Woodbury Middle	70.7%	68.8%	68.6%	71.5%
6th	69.2%	73.1%	69.6%	71.9%
7th	68.0%	65.2%	67.2%	71.6%
8th		67.9%	68.8%	71.0%
Combined (3-8)	73.3%	68.7%	65.6%	68.4%

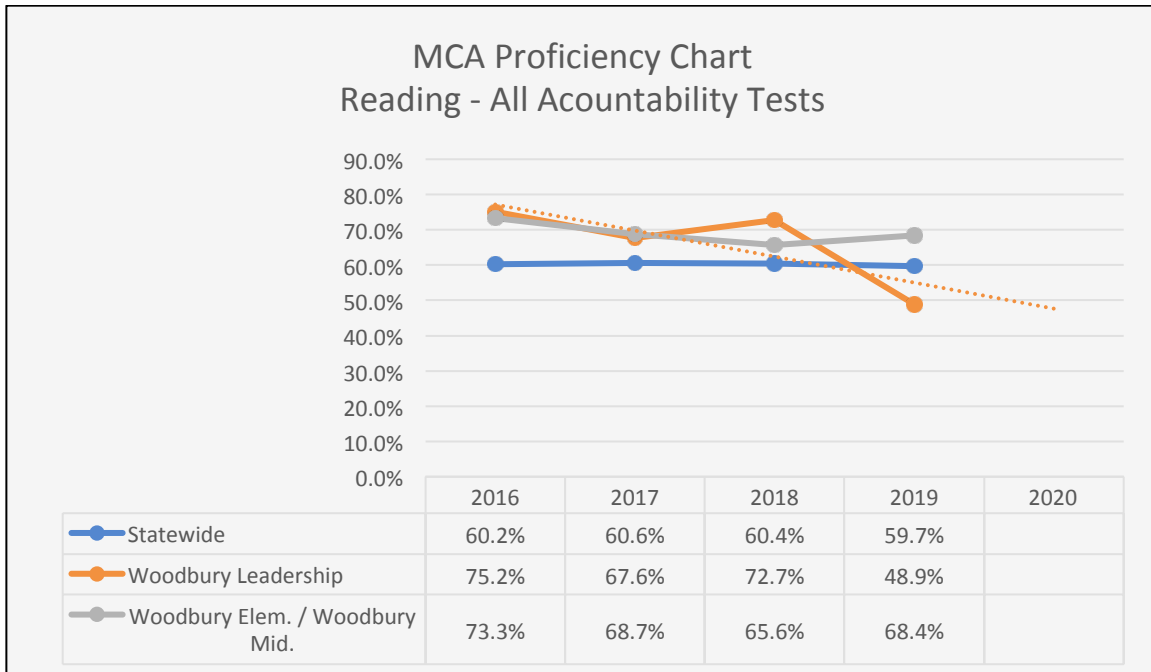


Figure 5 – MCA Reading Proficiency 2016-2019

ANALYSIS OF READING MCA PROFICIENCY: WLA’s MCA reading proficiency results are shown in Table 2 and Figure 4. For the purpose of this report, proficiency results from Woodbury Elementary, grades 3-5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s reading proficiency rate fell by 23.8 percentage points to 48.9% from 2018 to 2019. The school is currently performing below the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the reading proficiency rate of both the statewide average and the local comparison school.

Table 3 – MCA Science Proficiency 2016 - 2019

MCA Science	2016	2017	2018	2019
Statewide	55.5%	54.7%	52.5%	50.7%
5th	62.8%	61.2%	59.3%	54.9%
8th	48.0%	46.7%	45.7%	43.0%
Woodbury Leadership	90.9%	61.9%	65.5%	50.0%
5th	90.9%	61.9%	65.5%	55.0%
8th				CTSTR

Woodbury Elem. (5 th)	72.2%	54.5%	59.8%	53.3%
Woodbury Middle (8 th)	59.1%	61.5%	46.0%	54.8%
Combined	61.7%	60.0%	48.8%	54.4%

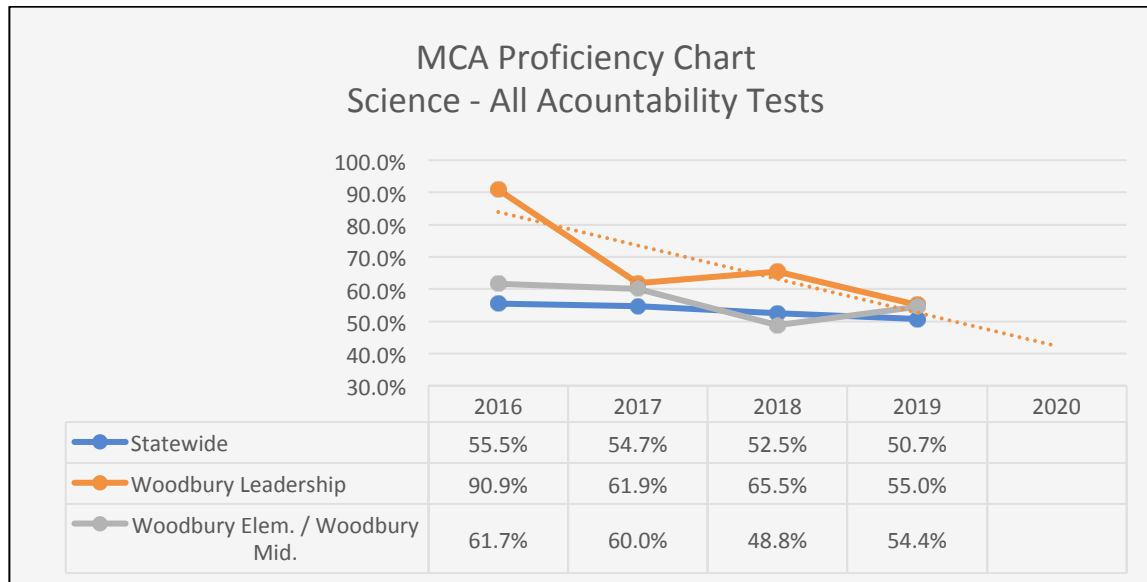


Figure 6 – MCA Science Proficiency 2016-2019

ANALYSIS OF SCIENCE MCA PROFICIENCY: WLA’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Woodbury Elementary, grade 5, and Woodbury Middle School, grade 8, were combined to create a comparison score for WLA. WLA’s science proficiency rate fell by 10.5 percentage points to 55% from 2018 to 2019. Despite the decline, the school is currently outperforming the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will continue to meet or exceed the science proficiency rate of both the statewide average and the local comparison school.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

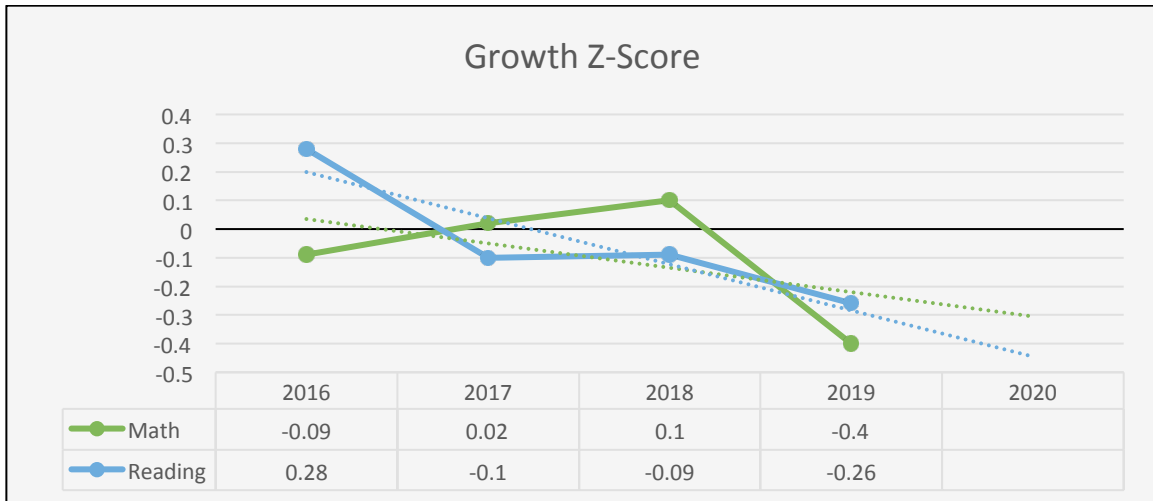


Figure 7 -Growth Z-Scores in Math and Reading 2016-2019

Minnesota Growth

The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

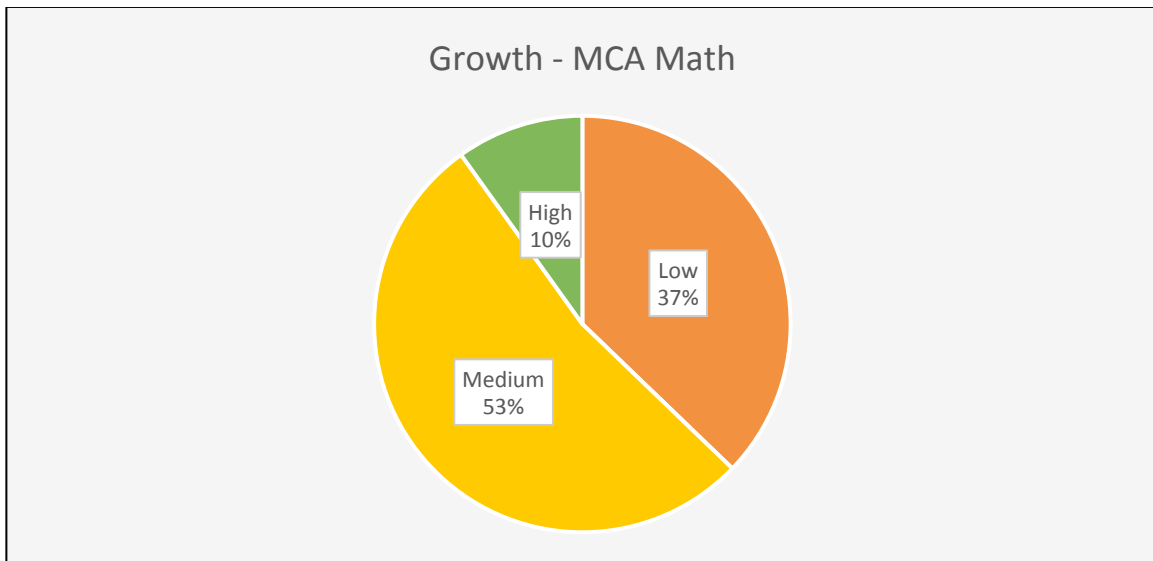


Figure 8 - Minnesota Growth MCA Math 2019

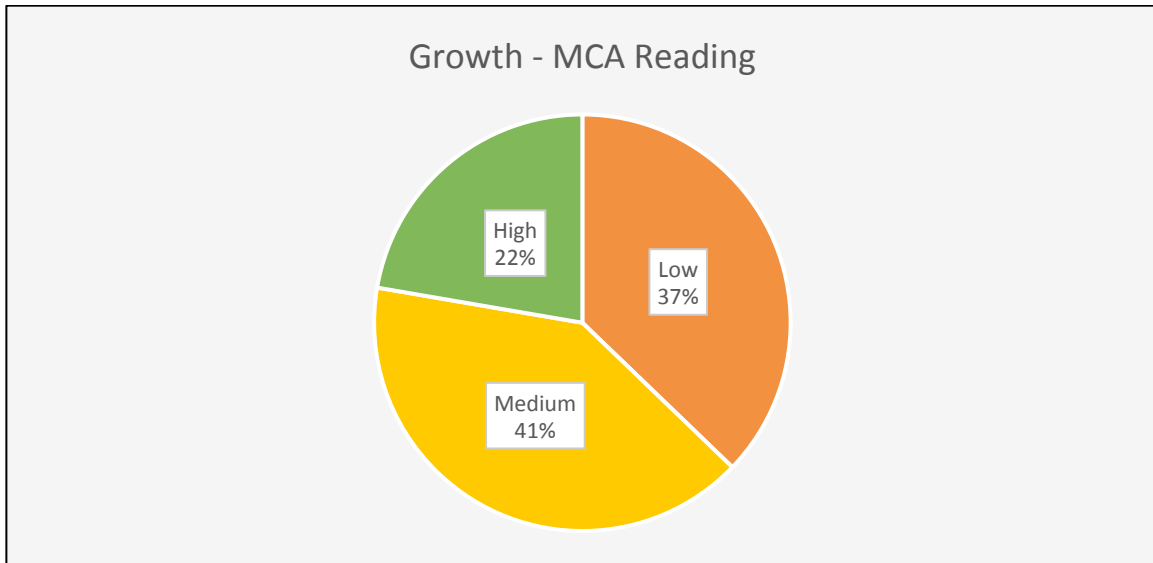


Figure 9 - Minnesota Growth MCA Reading 2019

Academic Performance Standard 3 - Achievement Gap Reduction

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

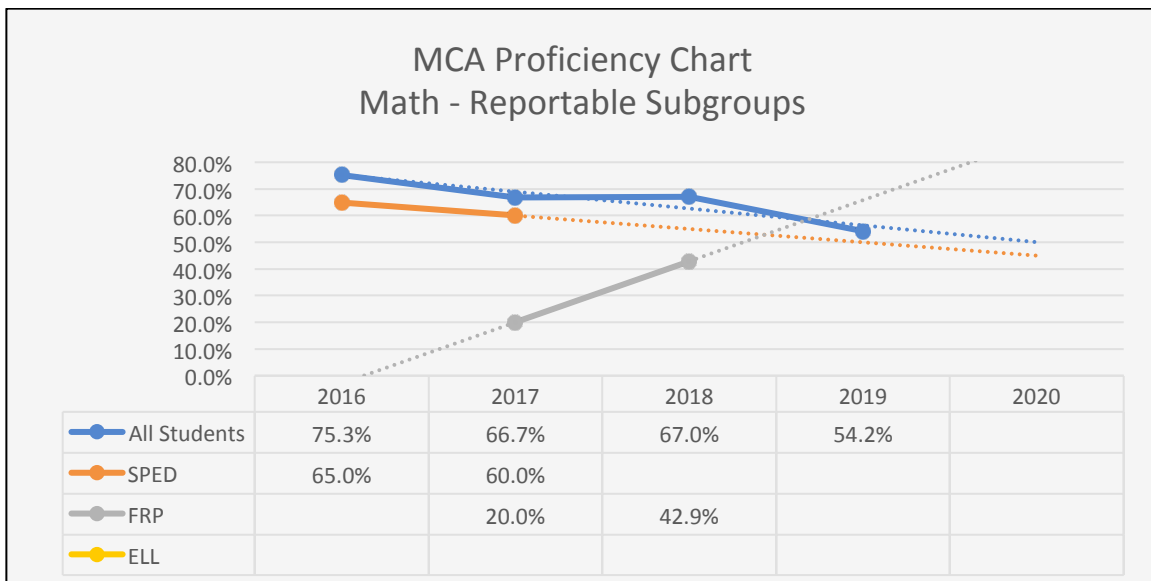


Figure 10 - Reportable Subgroups MCA Math 2016 - 2018

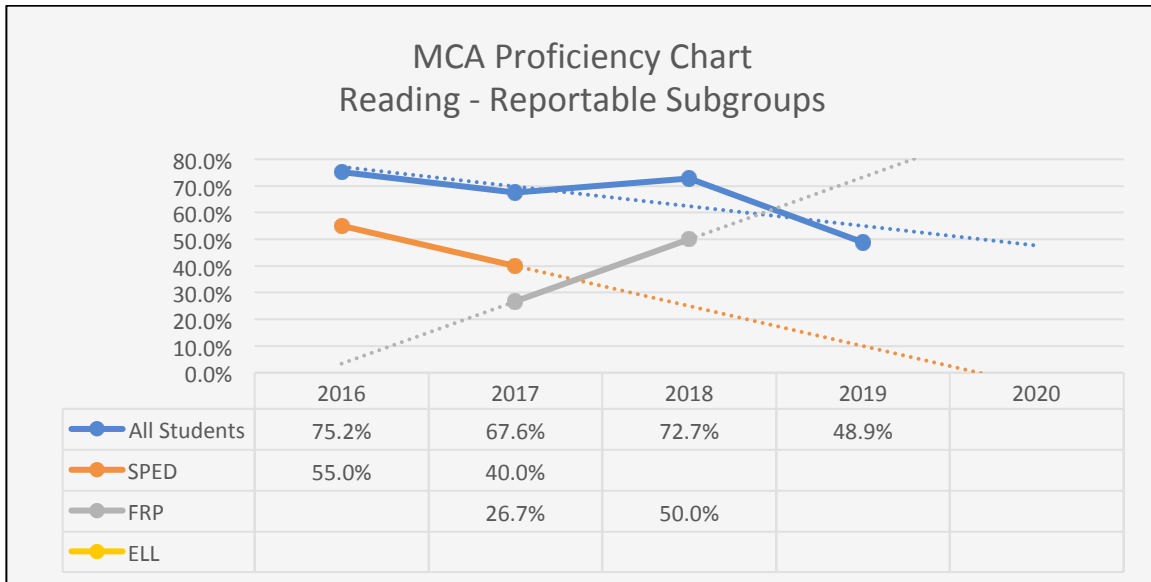


Figure 11 - Reportable Subgroups MCA Reading 2016- 2019

VOA -MN Standards Evaluation

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

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

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

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

Scale:

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

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

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

	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: WLA is outperforming the combined local comparison schools in science. The school's proficiency rates in math and reading fell below those of the comparison schools in 2019.	

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.	
Scale: Meets standard - School's growth score is 0 or higher. Partially meets standard - School's growth score is between -0.5 and 0 Does not meet standard - School's growth score is below -0.5	
	0 - Does Not Meet
X	1 - Partially Meets
	2 - Meets
Evidence/Source: Minnesota Department of Education	
Analysis: Math Growth = -0.4, Reading Growth = -0.26	

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

	2 - Meets
Evidence / Source: Minnesota Department of Education	
Analysis: N/A Data reported on less than 10 students in a category will no longer be available in the assessment reports on the Minnesota Report Card.	

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
Scale: Meets Standard – Meets all criteria and is adhered to. Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed. Does Not Meet Standard – School has not adopted a teacher evaluation process.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets
Data/Source: WLA Annual Report	
Analysis: WLA created their own teacher evaluation process using three domains: Planning and development, classroom environment, instruction and professionalism. There are multiple targets under each domain that the observer looks for during the observation. Each target is given a performance level of; needs improvement, developing, or proficient. After the evaluation there are multiple questions to guide the conversation with the administrator and to facilitate learning for the teacher. Teachers are observed between one and three times per year.	

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
Scale: Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan. Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making. Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.	
	0 - Does Not Meet
	1 - Partially Meets
X	2 - Meets

Data / Source: WLA Annual Report

Analysis: WLA is a Core Knowledge school and have used the Core Knowledge Sequence to align to MN state standards in each course and grade level. The school uses professional learning communities that meet weekly, data-driven instruction procedures that are reviewed monthly and regular curriculum team meetings to review and evaluate the effectiveness of instruction and curriculum.

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

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

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

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

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

Data / Source: WLA Annual Report

Analysis: Parental and community involvement are crucial to the success of Woodbury Leadership Academy. WLA recognizes that it is only as strong as its supporters and has made parental and community involvement a key piece of the school's mission. WLA has a parent team whom solicit parent involvement and match parents with teacher and student needs. Teachers work with the surrounding communities to address one of WLA's core goals of leadership. Students participated in several service projects, such as a gift drive during the holiday for the Children's Hospital, Feed My Starving Children, the Leukemia Foundation, and other causes. Core Virtues: WLA operates using a core virtues curriculum that focused on the development of strong, ethical, caring, and loving global leaders. Monthly assemblies are held where students celebrate accomplishments and learn a virtue of the month. Staff extend this learning into the classroom and make connections between home and school for additional emphasis, understanding and involvement.

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

Scale:

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

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

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

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

Data / Source: WLA Annual Report**Analysis:****Goal #1 – All Students Ready for School**

* N/A

Goal #2 – All Students in Third Grade Achieving Grade-level Literacy

* Using Reading A-Z, and Core Knowledge Amplify curriculum, 85% of all 3rd students will be at grade level by the end of 3rd grade, as measured by NWEA MAP scores.

Result: Goal Not Met

* By the end of 3rd grade, NWEA MAP scores demonstrated that 61% of students met or exceeded grade level literacy skills.

Goal #3 – Close the Achievement Gaps Between Students

* In order to close the achievement gap, WLA students in grades 2-8 will demonstrate above average, according to NWEA MAP scores, in both reading and math. (The percent is based on the total of building scores averaged together.)

Result: Goal Met

* Students demonstrated an average of 68% in math and 67% in reading across grade levels. Growth that met or exceeded national averages is as follows per grade level:

Math

GR 2 = 71%

GR 3 = 58%

GR 4 = 78%

GR 5 = 69%

GR 6 = 75%

GR 7 = 50%

GR 8 = 50%

TOTAL AVERAGE = 68%

READING

GR 2 = 56%

GR 3 = 61%

GR 4 = 86%

GR 5 = 69%

GR 6 = 66%

GR 7 = 50%

GR 8 = 50%

TOTAL AVERAGE = 67%

Academic Standards Point Total: 9 /12

VOA-MN PROFICIENCY RATES 2018 – 2019

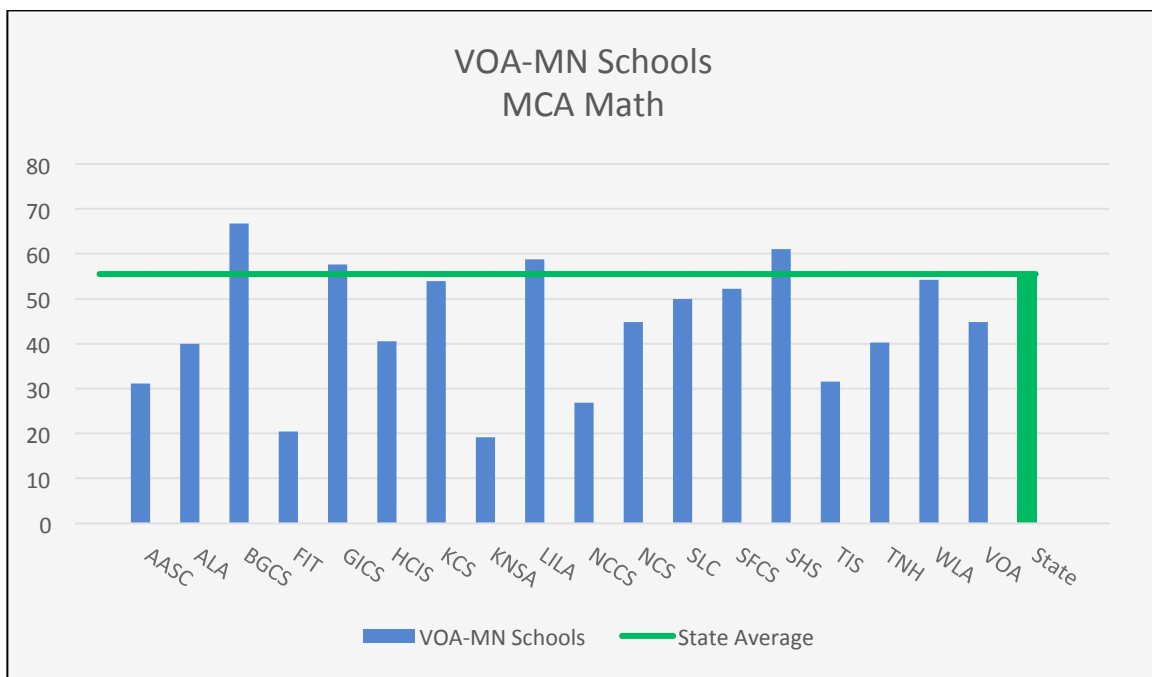


Figure 1 – 2019 MCA Math Proficiency Rates VOA-MN

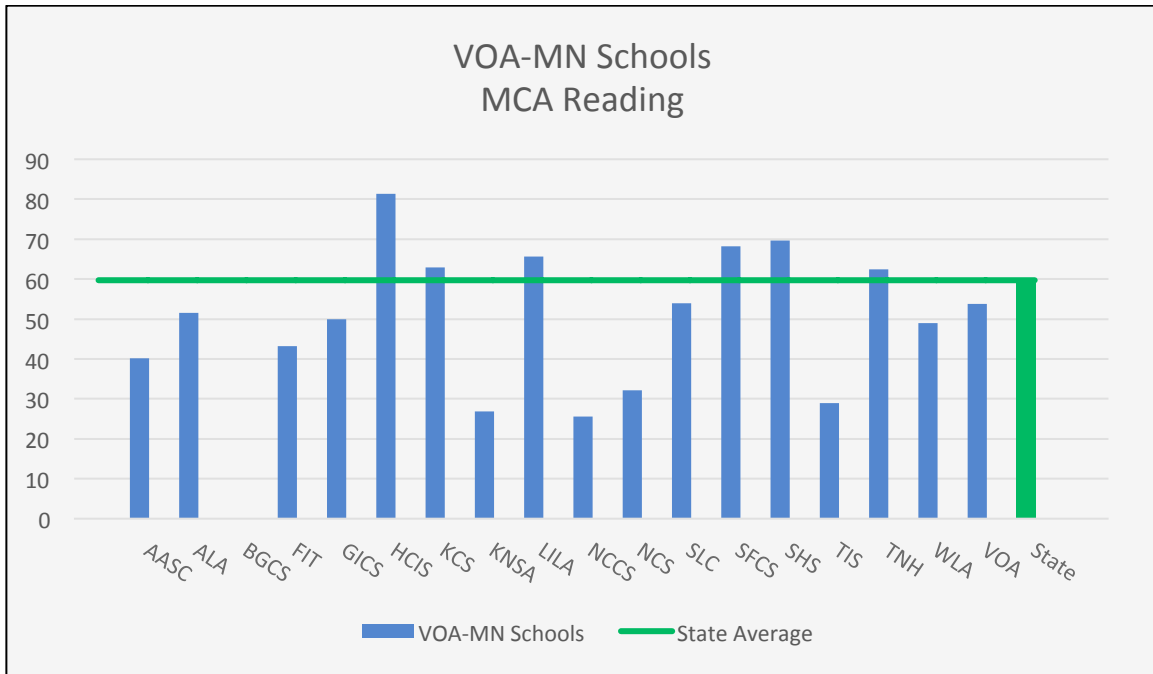


Figure 2 - 2019 MCA Reading Proficiency Rates VOA-MN

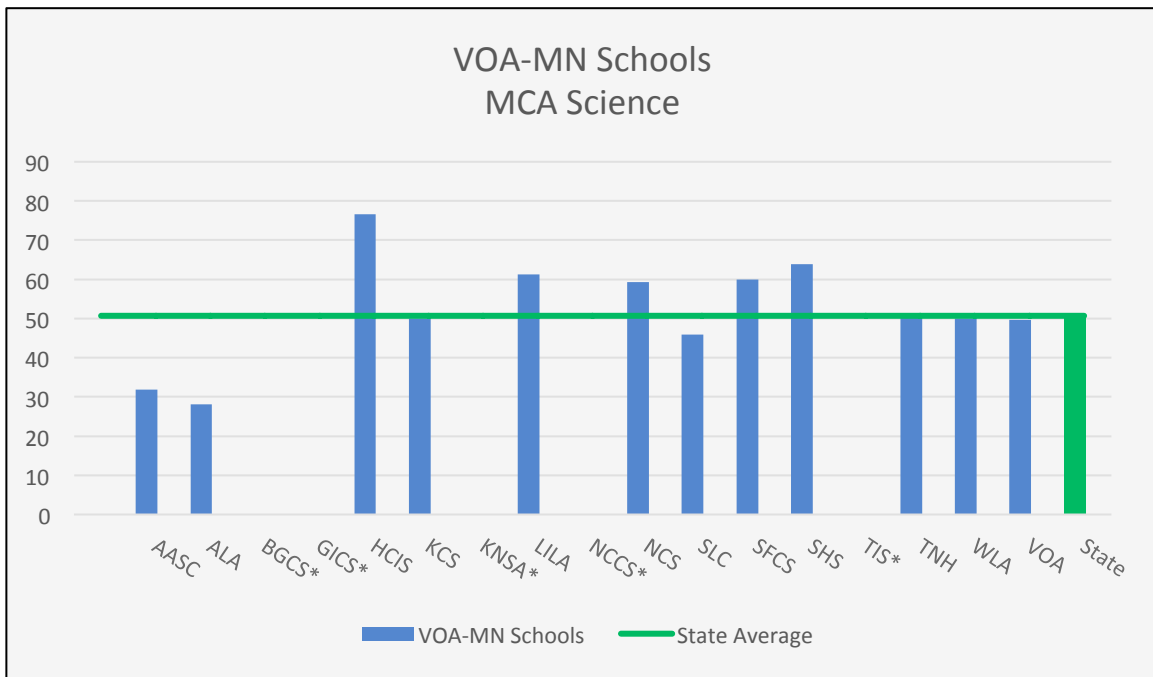
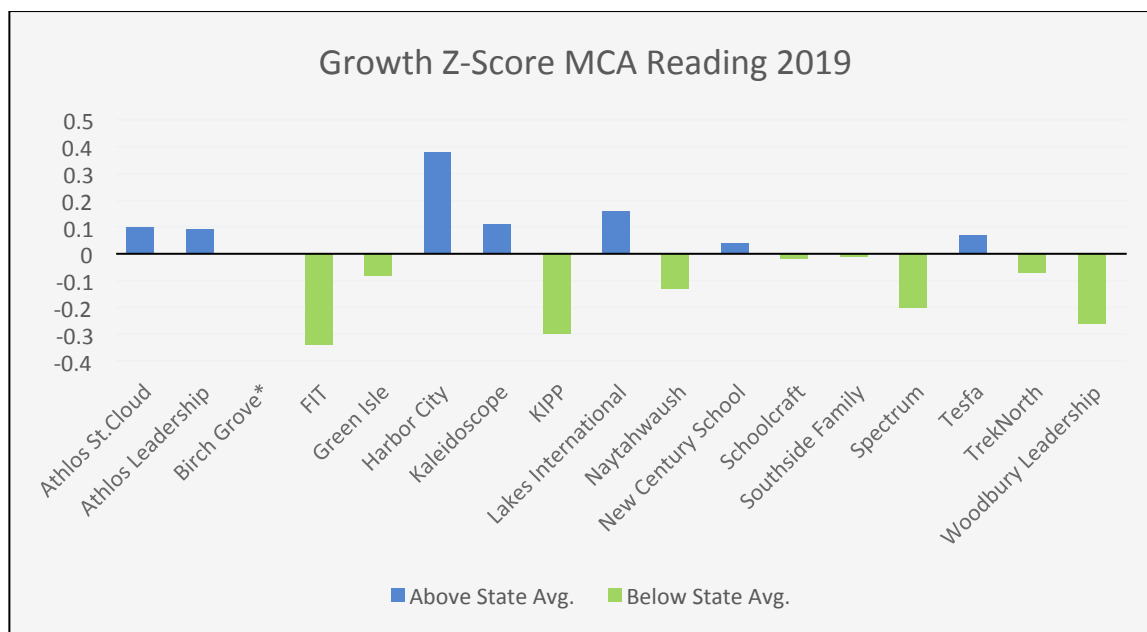
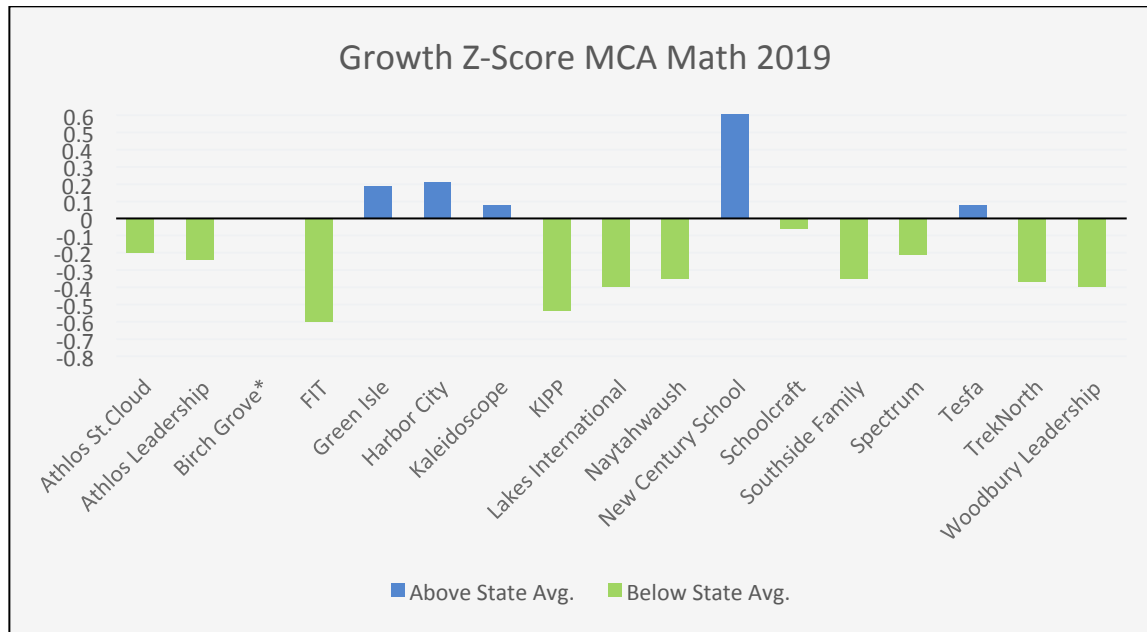


Figure 3 - 2019 MCA Science Proficiency Rates VOA-MN

* Birch Grove Community School, Green Isle Community School, Kipp Northstar Academy, Naytahwaush Community Charter School and Tesfa International School did not have a testing cell large enough to record a score.



AUTHORIZER INTERVENTION TABLE

Status	Triggered By	May Result In
LEVEL ONE Notice of Concern	<p>Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:</p> <p>Failure to meet one or more contract performance targets for: academic performance, school compliance and operations, financial management and board governance contained in the charter contract.</p> <p>Repeated failure to submit required documents to the state and authorizer on a time, including financial reporting compliance.</p> <p>Failure to adopt the fiscal year budget by June 30.</p> <p>Failure to submit the school's financial audit to the state and authorizer by December 31.</p> <p>Failure to meet one or more financial obligations; including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms.</p> <p>Failure to meet school website content requirements.</p>	<p>Letter from VOA to the charter school's Board of Directors detailing areas of concern.</p> <p><i>and/or</i></p> <p>Review and reconsideration of goals and performance targets in the Accountability Plan.</p> <p><i>and/or</i></p> <p>VOA recommendation that the school develop a Performance Improvement Plan.</p>

<p>LEVEL TWO</p> <p>Notice of Deficiency</p>	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:</p> <p>Failure to meet school annual charter contract academic SMART goals two consecutive school years.</p> <p>Failure to comply with applicable law or significant failure to comply with VOA condition(s) of the charter.</p> <p>Repeated failure to adopt the fiscal year budget by June 30.</p> <p>Repeated failure to submit the school's financial audit to the state by December 31.</p> <p>Unresolved significant findings in the Annual Audit.</p> <p>Repeated violations of the requirements of the MN Data Practices Act, including the Open Meeting Law.</p> <p>Continued failure to meet one or more financial obligations.</p> <p>Inability to resolve, to the authorizers or MDE's satisfaction, complaints against the school.</p> <p>Significant pattern of declining enrollment or high percentage of faculty turnover.</p>	<p>Letter from VOA to charter school's Board of Directors detailing areas of deficiency.</p> <p><i>and/or</i></p> <p>Performance Improvement Plan—containing specific improvement objectives, technical assistance requirements, and schedule for remedial action—negotiated with VOA.</p>

	Failure to develop and submit to the authorizer the school's Performance Improvement Plan.	
LEVEL THREE Notice of Probationary Status	<p>Signs of significant, continued performance concerns identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:</p> <p>Continued failure to meet, or not resolve, contract performance targets for: academic performance, school compliance and operations, financial management and/or board governance contained in the charter contract.</p> <p>Failure to meet school annual charter contract academic SMART goals three consecutive school years.</p> <p>Failure to meet the criteria in the school's Performance Improvement Plan.</p> <p>Significant violations of law or notification of MDE investigation findings.</p>	<p>Performance Improvement Plan imposed by VOA.</p> <p><i>and/or</i></p> <p>Assignment of technical assistance team by VOA.</p> <p><i>and/or</i></p> <p>In certain cases, VOA may appoint an agent to monitor the implementation of the Performance improvement Plan and the activities of the technical assistance team.</p>
LEVEL FOUR Charter	ONE OR MORE OF THE	Recommendation to revoke, not to revoke, or to impose

Review	FOLLOWING: Continued pattern of failure to comply with the terms of the contract, including expectations for academic performance, school legal and reporting compliance and operations, financial management and/or board governance. Failure to successfully address the terms of the School Performance Improvement Plan and resolve probationary status.	lesser sanctions. <i>and/or</i> Decision to commence or not to commence revocation proceedings made by VOA-MN.
LEVEL FIVE Charter Revocation	Charter Review results in recommendation to revoke.	Written notice from VOA-MN stating reasons for proposed revocation and informing charter school of right to an informal hearing. Record of informal hearing. Decision to revoke made by VOA-MN.

Glossary

CTSTR: Count too small to record. The Minnesota department of education determines the minimum number of students that can be recorded in a group for both accountability and privacy reasons.

Graduation Rate: At the beginning of grade nine, each student is placed in a graduation cohort at their school expected to graduate at the end of four school years, and which is tracked for seven years. For example, a student in grade nine in the fall of the 2018-19 school year is expected to graduate from grade 12 by the end of the 2021-22 school year. That same student would be included in the 2024-25 seven-year rate. For each student group, the graduation rate is the number of graduates divided by the total number of graduates, dropouts, continuing students, and

unknown students.

Minnesota Growth: The Minnesota Growth calculation computes the percent of proficient and not proficient students demonstrating low, medium and high rates of growth on the MCA-III for math and reading. Results of current year individual student assessments are compared to the results on the student's previous assessments. A Low, Medium, or High Growth Level is then assigned to each of the student's current year records. The growth levels are based on Growth Targets derived from a set of statewide assessment data from the 2005/06 school year through present. The methodology to derive these targets and the actual targets used in 2016 are described in the companion Excel workbook called Determining Growth Target Ranges for 2016. In addition to the growth level, the Minnesota Growth calculation also considers if the student is proficient in the subject in the prior year.

Norm-Referenced Tests: Norm-Referenced tests compare a person's score against the score of a group of people who have already taken the same exam.

Percentage Points: This term defines taking two percentages and finding the difference between the two.

Z-Score: is the expected growth of either individuals or schools. Scores that report variations around a mean in standard deviation units are commonly referred to as z scores. A positive growth is a student or group of students who performed above expectation. A negative z score is a student or group of students who has performed below expectation. The average student in any group would be expected to earn the group mean or a z score of zero.

The above information was obtained from the Minnesota Report Card Information Guide.

ACADEMIC AWARDS

2018 - 2019

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a growth z-score of 0.10 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than the state average.

- **Harbor City International School**
 - Math Growth Z-Score: 0.21
 - Reading Growth Z-Score: 0.38

Academic Improvement Award - Math

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a math growth z-score improvement of 0.15 or greater from 2018 to 2019, in addition to maintaining or improving their reading growth score, qualified for the award.

- **Athlos Academy of St. Cloud**
 - Math Growth Z-Score Change: 0.29
- **Kaleidoscope Charter School**
 - Math Growth Z-Score Change: 0.47
- **Tesfa International School**
 - Math Growth Z-Score Change: 0.63

Academic Improvement Award - Reading

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a reading growth z-score improvement of 0.15 or greater from 2018 to 2019, in addition to maintaining or improving their math growth score, qualified for the award.

- **Athlos Academy of St. Cloud**
 - Reading Growth Z-Score Change: 0.41
- **Tesfa International School**
 - Reading Growth Z-Score Change: 0.49

2017 - 2018

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a growth z-score of 0.10 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than the state average.

- **Harbor City International School**
 - Math Growth Z-Score: 0.32
 - Reading Growth Z-Score: 0.31
- **New Century School**
 - Math Growth Z-Score: 0.53
 - Reading Growth Z-Score: 0.59

Academic Improvement Award - Math

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a math growth z-score improvement of 0.15 or greater from 2017 to 2018, in addition to maintaining or improving their reading growth score, qualified for the award.

- **Athlos Academy of St. Cloud**
 - Math Growth Z-Score Change: 0.16
- **Cornerstone Montessori Elementary School**
 - Math Growth Z-Score Change: 0.40
- **Naytahwaush Community Charter School**
 - Math Growth Z-Score Change: 0.54
- **New Century School**
 - Math Growth Z-Score Change: 1.39

Academic Improvement Award - Reading

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a reading growth z-score improvement of 0.15 or greater from 2017 to 2018, in addition to maintaining or improving their math growth score, qualified for the award.

- **New Century School**
 - Reading Growth Z-Score Change: 0.68

2016 - 2017

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a growth z-score of 0.10 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than state average.

- **Harbor City International School**
 - Math Growth Z-Score: 0.22
 - Reading Growth Z-Score: 0.19
- **KIPP Northstar Academy**
 - Math Growth Z-Score: 0.15
 - Reading Growth Z-Score: 0.16

Academic Improvement Award

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a math and reading growth z-score improvement of 0.15 or greater from 2016 to 2017 to qualify for the award.

- **Kaleidoscope Charter Secondary School**
 - Math Growth Z-Score Change: 0.89
 - Reading Growth Z-Score Change: 0.26
- **Green Isle Community School**
 - Math Growth Z-Score Change: 0.22

- Reading Growth Z-Score Change: 0.36
- **Southside Family Charter School**
 - Math Growth Z-Score Change: 0.27
 - Reading Growth Z-Score Change: 0.93

2015-2016

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing MMR, FR, and growth z-scores. The MMR/FR data is found in the Minnesota Report Card under School Performance. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that achieved 75% and above in MMR and/or FR as well as having a growth z-score of 0.1000 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than state average.

- **Harbor City International School**
 - MMR: 82.17%
 - FR: 92.71%
 - Math Growth Z-Score: 0.1808
 - Reading Growth Z-Score: 0.4460

Academic Improvement Award

The VOA Academic Improvement Award is determined by reaching three of four components. MMR growth of 20 or more percentage points from 2015 to 2016, FR growth of 20 or more percentage points from 2015 to 2016, a math and reading growth z-score improvement of 0.1500 or greater from 2015 to 2016, and/or a math and reading growth z-score of 0.2000 or better in 2016.

- **Athlos Leadership Academy**
 - MMR Change: 20.51 percentage points
 - Math Growth Z-Score Change: 0.2047
 - Reading Growth Z-Score Change: 0.3540
- **Cornerstone Montessori Elementary School**

- MMR Change: 30.86 percentage points
- Math Growth Z-Score Change: 0.2846
- Reading Growth Z-Score Change: 0.6142

- **Kaleidoscope Charter Secondary School**
 - MMR Change: 23.03 percentage points
 - Math Growth Z-Score Change: 0.2371
 - Reading Growth Z-Score Change: 0.2848

- **KIPP Northstar Academy**
 - MMR Change: 44.66 percentage points
 - FR Change: 29.93 percentage points
 - Math Growth Z-Score Change: 0.7741
 - Reading Growth Z-Score Change: 0.4385

