



Academic Performance

A REPORT ON THE ACADEMIC PERFORMANCE OF VOA-MN CHARTER SCHOOLS 2024-2025 (FY25)

Published February 2026

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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ATHLOS SPARTANS

ATHLOS LEADERSHIP ACADEMY

Charter # 4011

Principal: Jennifer Geraghty

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Brooklyn Park, MN 55443

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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's proficiency rates increased in math and reading from 2024 to 2025. ALA is currently outperforming the combined comparison schools in math, reading and science. The school's Free and Reduced population that is nearly twice that of the statewide average.

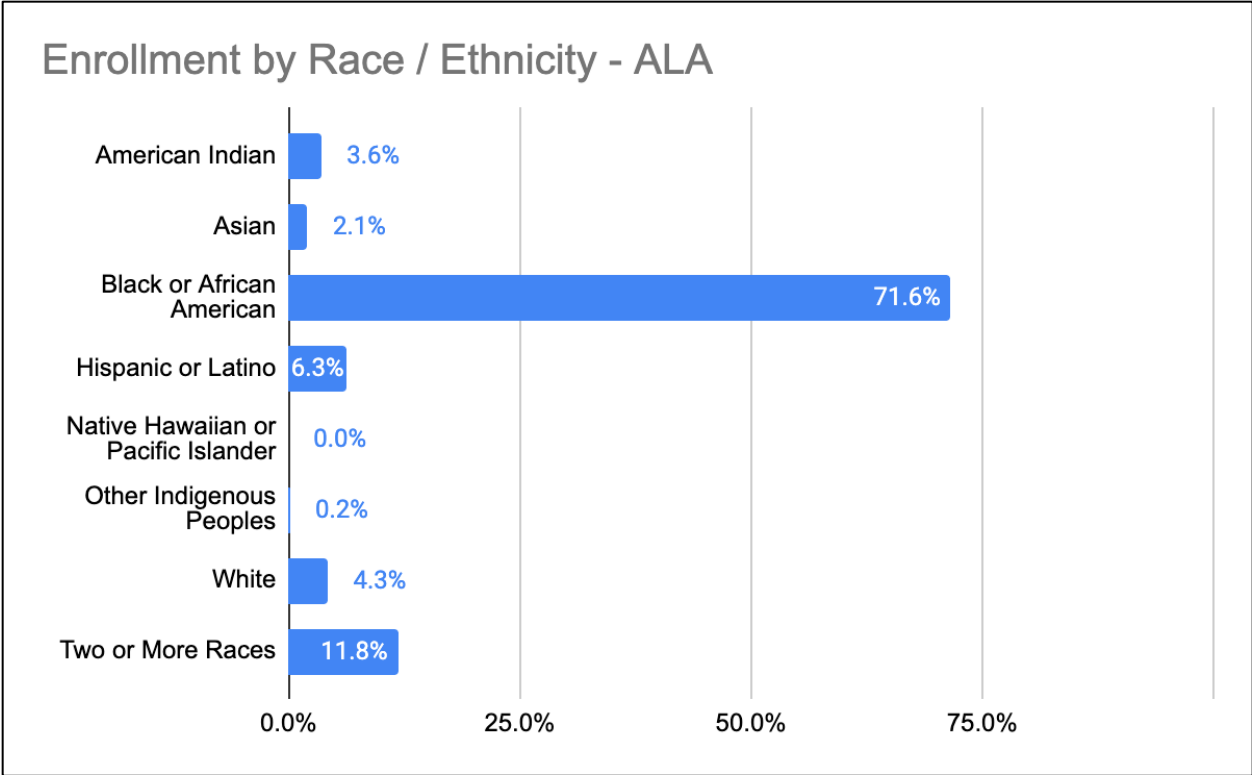


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

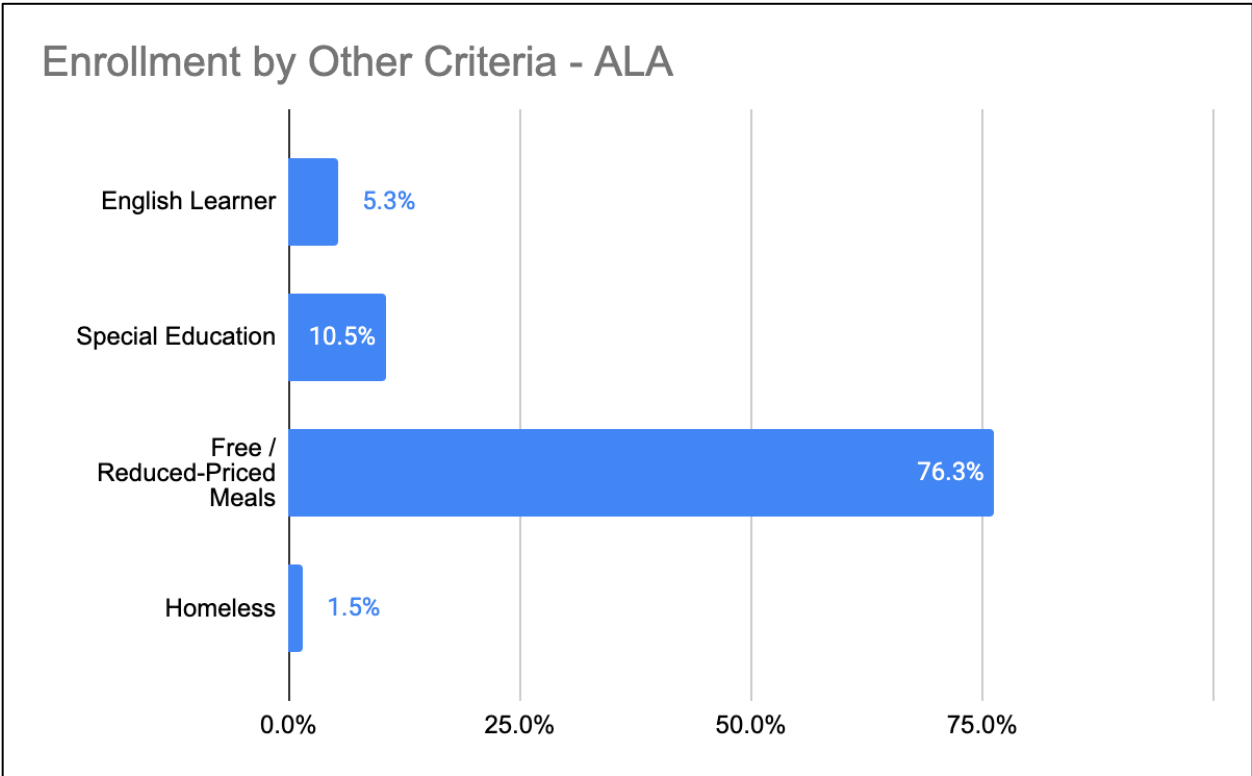


Figure 2– Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3 rd	57.1%	59.0%	59.1%	58.8%	57.9%
4 th	53.8%	56.4%	57.1%	56.7%	55.6%
5 th	41.1%	43.1%	44.4%	44.1%	42.9%
6 th	37.2%	39.3%	39.6%	40.3%	40.1%
7 th	37.4%	37.6%	39.7%	40.1%	40.9%
8 th	39.8%	40.1%	40.3%	41.1%	41.9%
Athlos	22.8%	20.8%	22.5%	24.3%	27.8%
3 rd	25.6%	39.0%	33.0%	46.3%	44.9%
4 th	20.2%	26.2%	34.0%	30.4%	46.6%
5 th	31.9%	15.3%	4.3%	21.6%	28.7%
6 th	16.4%	8.8%	14.3%	5.0%	15.7%
7 th	13.8%	12.4%	24.2%	17.0%	13.8%
8 th	24.7%	18.9%	25.0%	25.9%	19.2%
Crest View Elem.	8.8%	9.6%	18.8%	18.9%	36.3%
3 rd	11.8%	10.5%	26.5%	13.5%	36.4%
4 th	7.1%	11.1%	13.3%	27.0%	41.2%
5 th	6.9%	6.7%	15.6%	15.6%	31.3%
Brooklyn Middle (Osseo)	20.4%	18.8%	15.3%	18.8%	21.6%
6 th	16.0%	16.2%	17.0%	24.3%	16.9%
7 th	23.7%	12.8%	12.9%	16.8%	27.0%
8 th	21.6%	26.7%	16.2%	15.2%	20.8%
Combined	18.9%	17.9%	15.6%	18.8%	24.4%

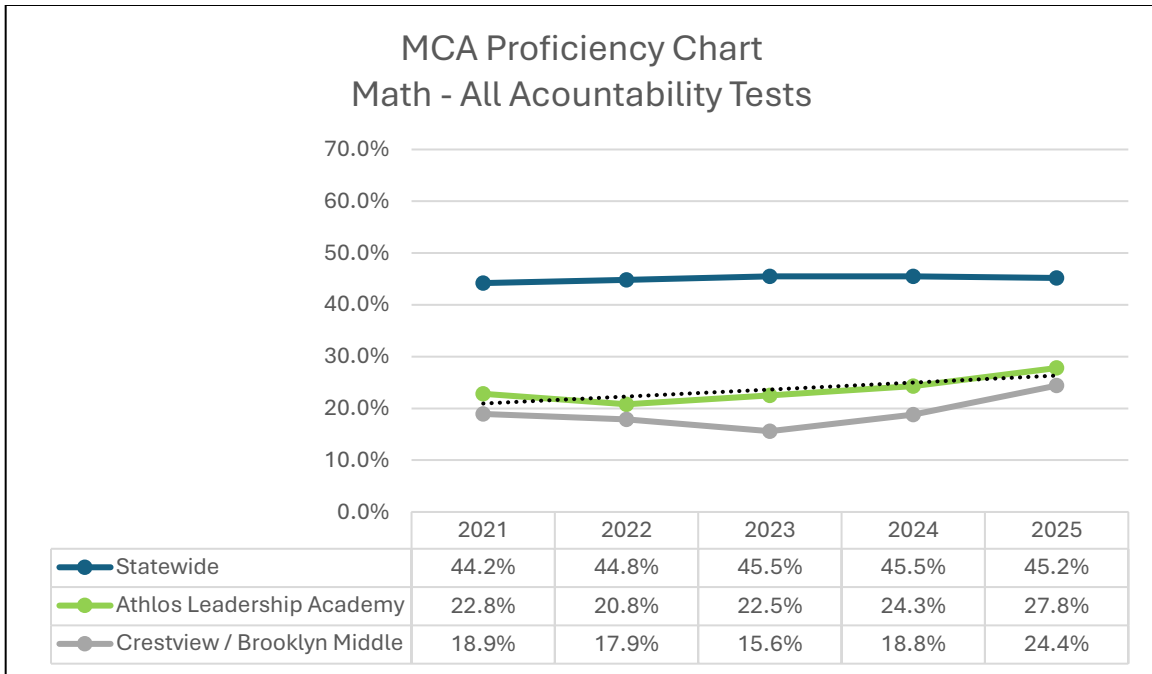


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: ALA’s MCA math proficiency results are shown in Table 1 and Figure 3. For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School (Osseo), grades 6-8, were combined to create a comparison score for ALA. ALA’s math proficiency rate increased by over three percentage points from 2024 to 2025. ALA continues to outperform the combined proficiency rate of the local comparison schools. In future years, it is expected that ALA will continue to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency rate.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3rd	48.5%	48.1%	47.4%	46.5%	46.1%
4th	49.3%	49.6%	48.4%	48.1%	46.3%
5th	59.4%	59.4%	58.7%	57.5%	57.1%
6th	55.0%	54.4%	53.4%	54.5%	54.1%
7th	48.3%	45.5%	45.2%	45.5%	46.2%
8th	49.7%	46.4%	44.8%	44.6%	46.0%
Athlos	41.6%	35.1%	32.8%	35.7%	37.9%
3rd	26.4%	33.3%	32.0%	38.8%	35.7%
4th	36.8%	26.2%	24.7%	33.7%	24.7%
5th	49.5%	37.8%	29.3%	35.2%	43.6%
6th	60.3%	39.5%	31.6%	29.6%	40.2%
7th	32.8%	43.8%	45.5%	39.3%	36.8%

8th	45.5%	31.3%	25.0%	38.9%	45.1%
Crest View Elem.	15.2%	23.1%	12.5%	19.0%	38.5%
3rd	17.1%	7.9%	17.6%	16.2%	37.7%
4th	14.3%	22.2%	0.0%	16.2%	33.3%
5th	13.8%	43.3%	18.8%	25.8%	44.8%
Brooklyn Middle	41.2%	36.7%	31.1%	35.9%	37.0%
6th	44.3%	33.7%	38.2%	44.8%	39.8%
7th	40.4%	30.1%	25.4%	35.5%	35.3%
8th	38.7%	45.7%	30.7%	27.6%	35.7%
Combined	38.1%	35.4%	29.5%	34.1%	37.3%

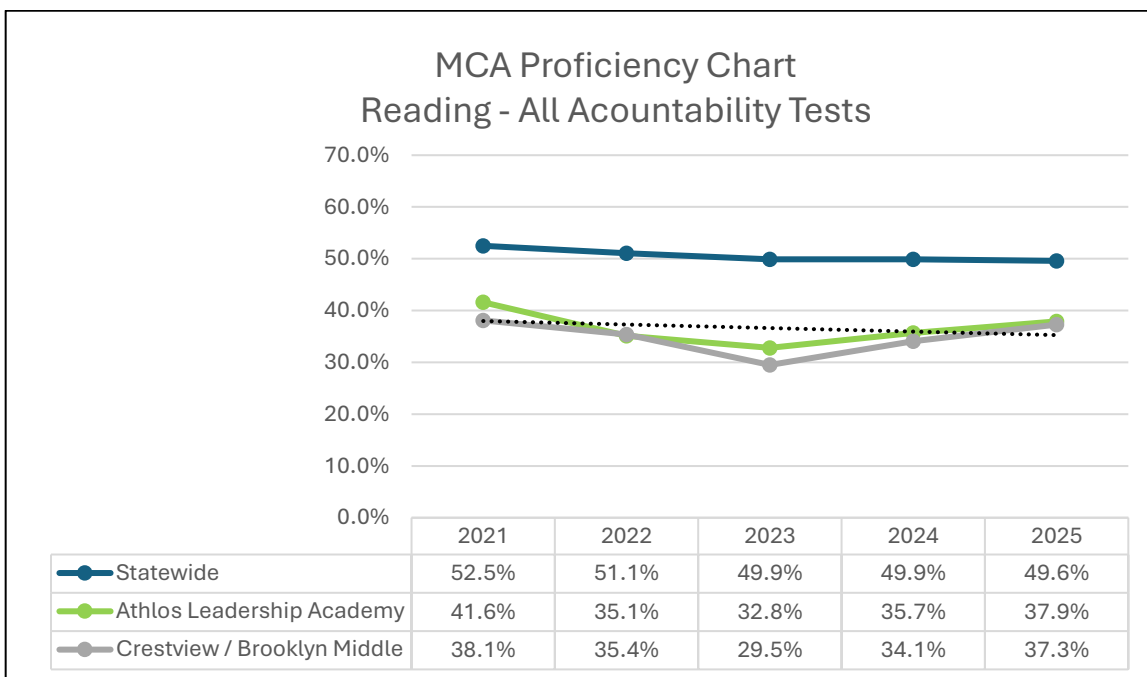


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: ALA’s reading MCA proficiency results are shown in Table 2 and Figure 4. For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School (Osseo), grades 6-8, were combined to create a comparison score for ALA. ALA’s reading proficiency rate increased by 2.2 percentage points from 2024 to 2025. ALA continues to outperform the combined comparison school, something it has done for the past three years. In future years, it is expected that ALA will continue to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency rate.

Table 3 – MCA Science Proficiency 2025

Science	2025	2026	2027	2028	2029
Statewide	26.2%				

5 th	26.5%				
8 th	16.7%				
Athlos	13.4%				
5 th	17.4%				
8 th	9.8%				
Crest View Elem. (5)	13.4%				
Brooklyn Middle (8)	6.8%				
Combined	8.2%				

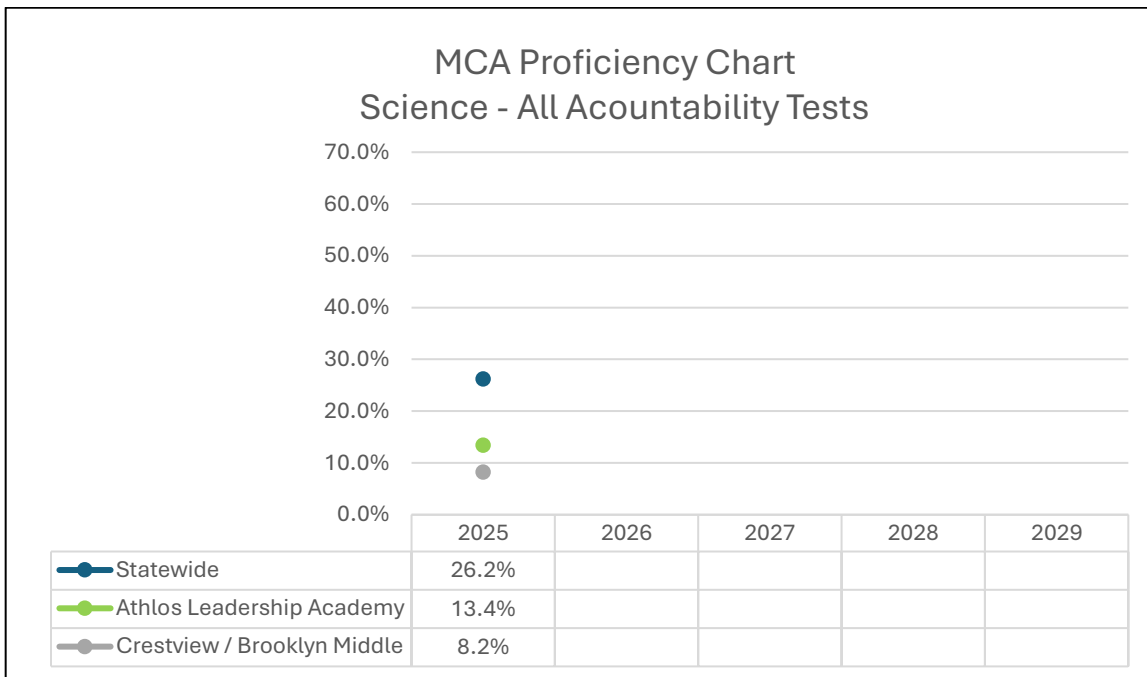


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: ALA’s MCA science proficiency results are shown in Table 3 and Figures 5. For this report, proficiency results from Crest View Elementary, grade 5, and Brooklyn Middle School (Osseo), grade 8, were combined to create a comparison score for ALA. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. ALA is currently outperforming the combined comparison school by over 5 percentage points. In future years, it is expected that ALA will continue to outperform the local comparison schools and work toward meeting or exceeding the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

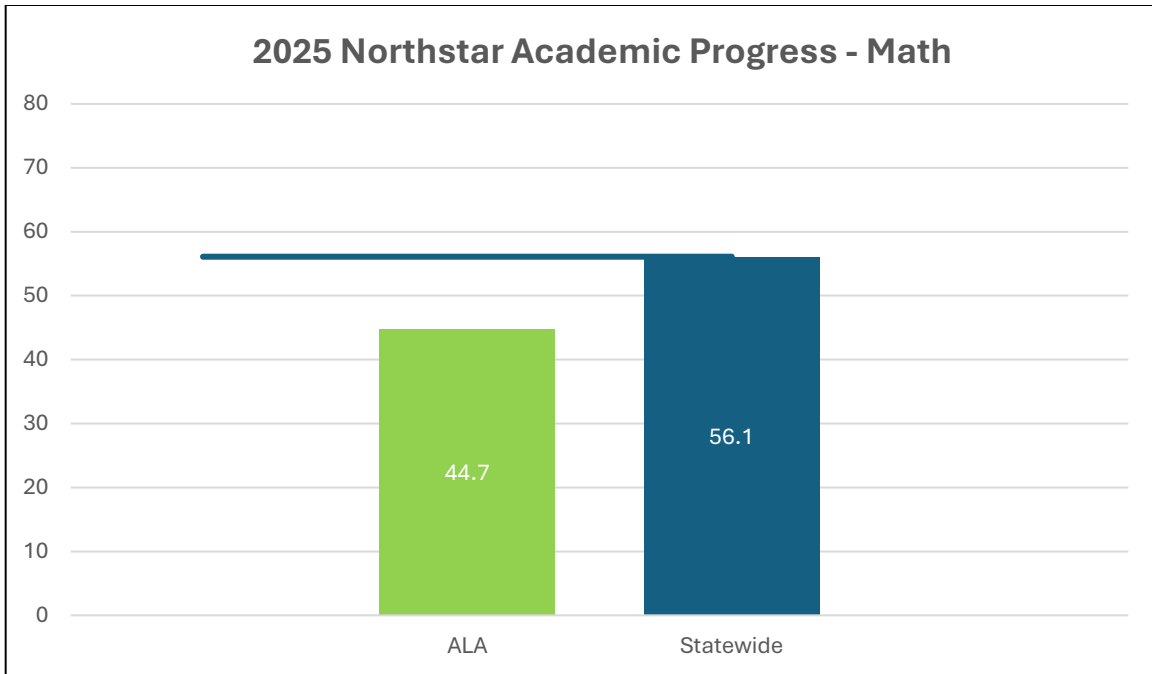


Figure 6 – North Star Academic Progress (Improved + Maintained)

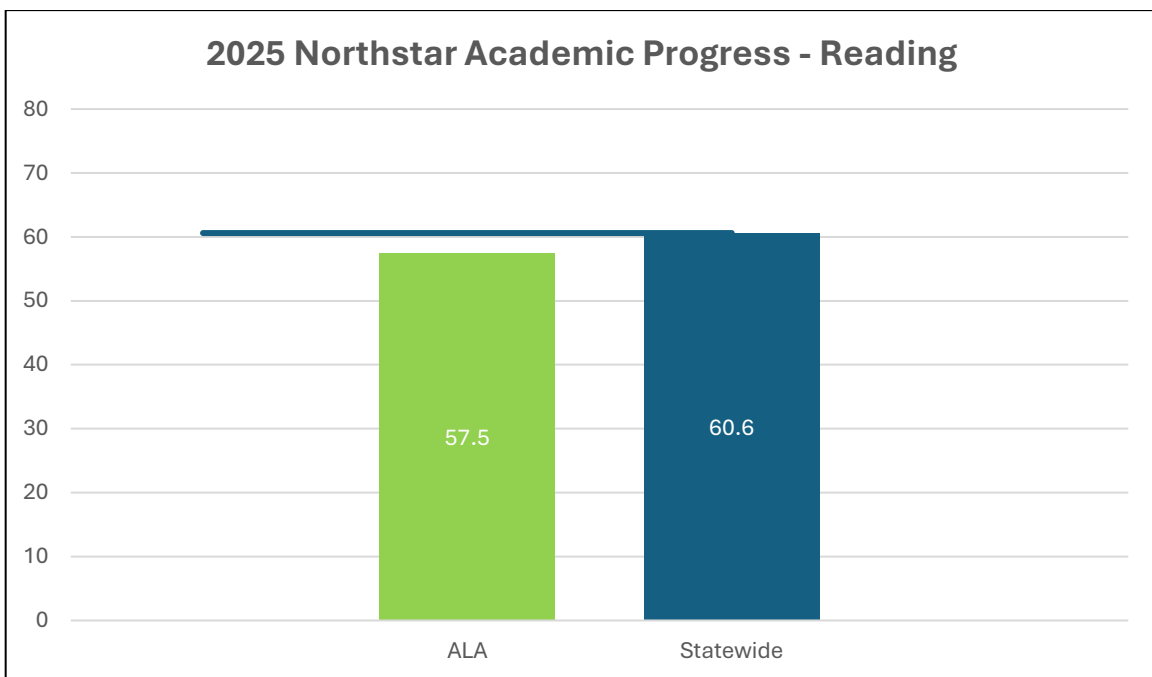


Figure 7 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

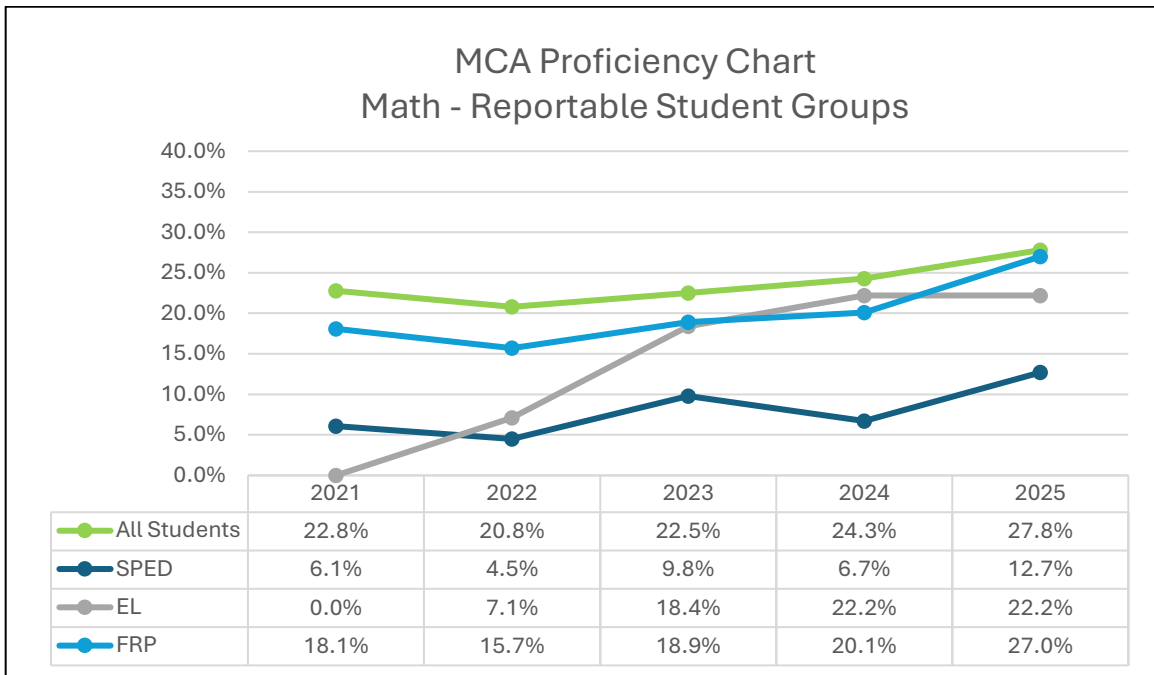


Figure 8 - Reportable Student Groups MCA Math 2021 - 2025

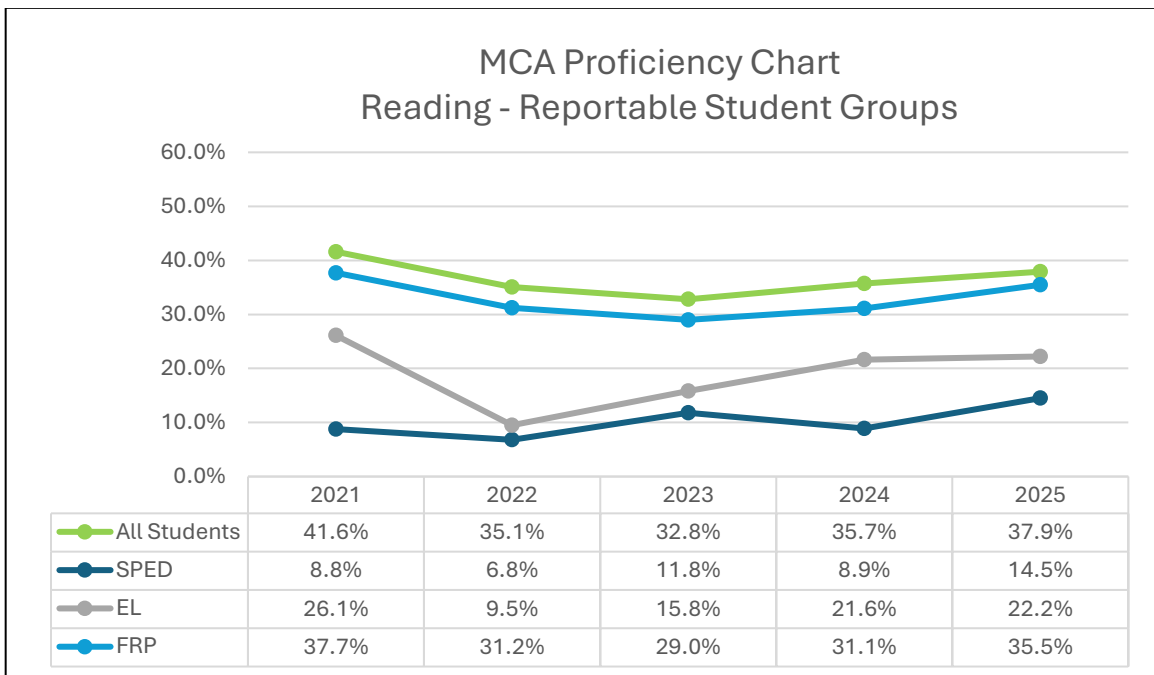


Figure 9 - Reportable Student Groups MCA Reading 2021 - 2025

VOA -MN Standards Evaluation

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

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

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: For this report, proficiency results from Crest View Elementary, grades 3-5, and Brooklyn Middle School (Osseo), grades 6-8, were combined to create a comparison score for ALA. Athlos Leadership Academy is outperforming the combined comparison school in math, reading and science.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's achievement level (improved + maintained) was 44.7% for math and 57.5% for reading.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded CACR Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.

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

Analysis: Athlos Leadership Academy reduced the achievement gap in four of the six possible areas. (SPED Math & Reading and FRP Math & Reading)

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: ALA has implemented a school-wide professional development plan that is an organized, focused, inclusive and a public way to plan improvements for student benefits. ALA’s professional development plan is implemented in conjunction with the school’s continuous improvement plan and addresses the school’s efforts to increase student proficiency and reach school-wide achievement goals. The school’s professional development plan included goals related to professional learning communities as well as fall and year-round training. Per the school’s plan, “The Principal or designees will determine and set a schedule for PLC topics for PK-8 PLC whole groups and small groups based on trends in student achievement data and school needs. This schedule will align with needs as reflected in the Continuous Improvement Plan.”

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

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

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
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X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1a All Students Ready for School

Eighty-five percent of Pre-Kindergarten students will demonstrate proficiency in the following reported areas of the Three Cheers for PreK assessments:

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

Results: Goal Met

The goal was met in all six possible areas.

- Letter Recognition-Uppercase - 89%
- Letter Recognition-Lowercase - 89%
- Letter Sounds - 89%
- Counting - 97%
- Counting Objects - 97%
- Recognizing Numerals – 94%

Goal #2 All Students Career and College Ready by Graduation

The percentage of all students enrolled in grade 8 at Athlos Leadership Academy who are proficient on the state Math tests (MCA and MTAS) will increase from 25.9% in 2024 to 27.9% in 2025.

Results: Goal Not Met

In 2025, 19.2% of students enrolled in grade 8 scored proficiently on the Math MCA.

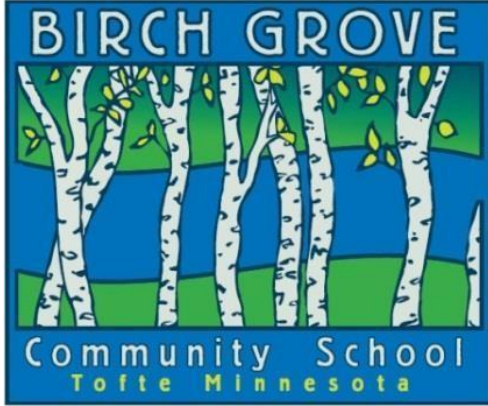
Goal #3 All Students Prepared to be Lifelong Learners

The percentage of all students enrolled in grade 3 at Athlos Leadership Academy who are proficient on the state Reading tests (MCA and MTAS) will increase from 38.8.0% in 2024 to 41.8% in 2025.

Results: Goal Not Met

35.7% of third graders scored proficient on the Reading MCA or MTAS in 2025.

Academic Standards Point Total: 8/12



BIRCH GROVE COMMUNITY SCHOOL

Charter # 4145
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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 Community School is currently outperforming the comparison school in both math and reading. Birch Grove’s Special Education and Free and Reduced populations are below the state averages.

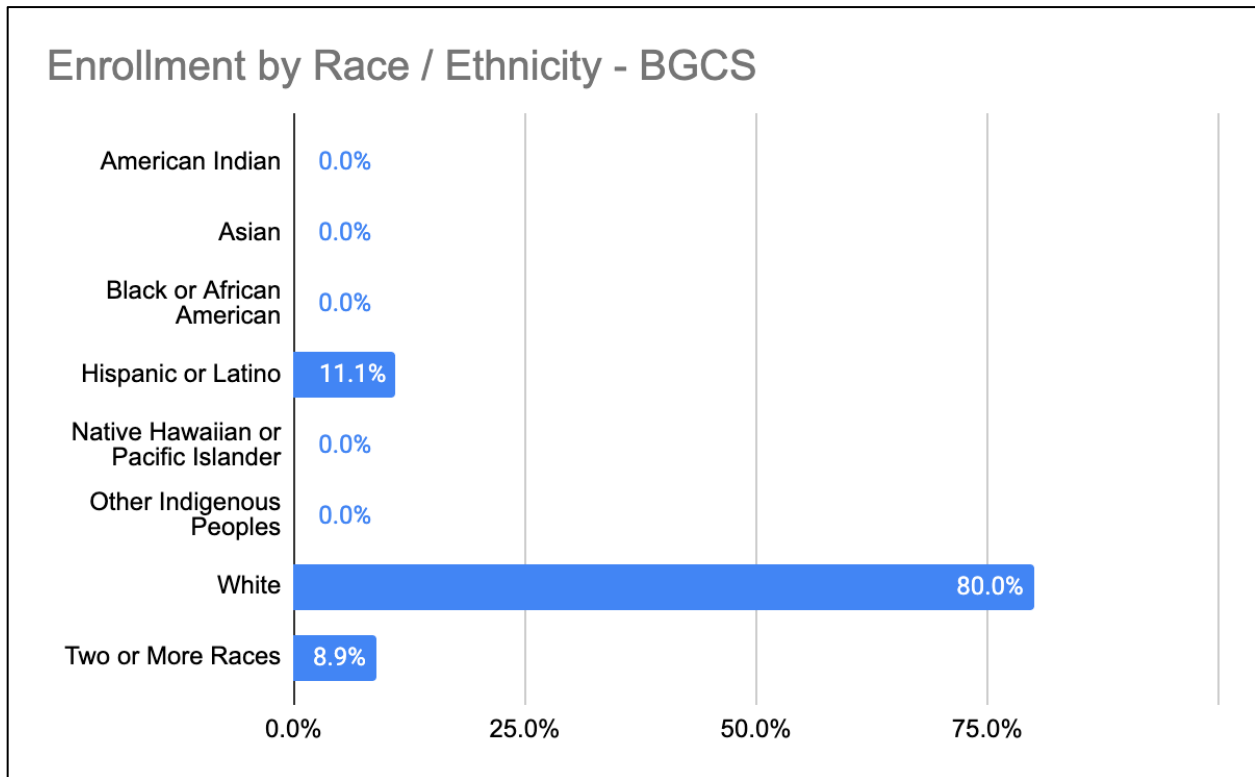


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

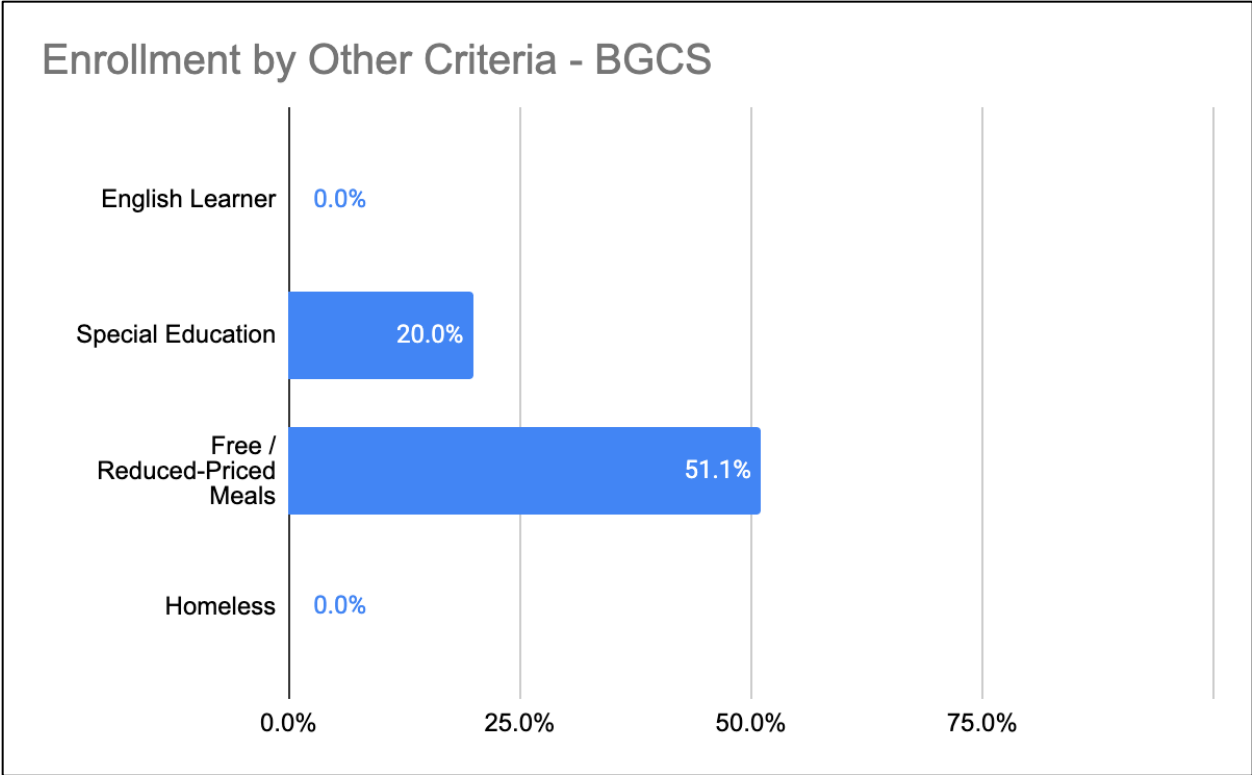


Figure 2 - Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3 rd	57.1%	59.0%	59.1%	58.8%	57.9%
4 th	53.8%	56.4%	57.1%	56.7%	55.6%
5 th	41.1%	43.1%	44.4%	44.1%	42.9%
Birch Grove	68.4%	66.7%	57.1%	47.1%	44.4%
3 rd	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
4 th	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
5 th	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
Sawtooth Elem.	45.5%	38.6%	44.8%	24.7%	23.5%
3 rd	83.3%	54.2%	38.9%	30.8%	27.6%

4 th	45.8%	27.8%	50.0%	28.0%	32.1%
5 th	21.1%	32.1%	42.9%	15.4%	10.7%

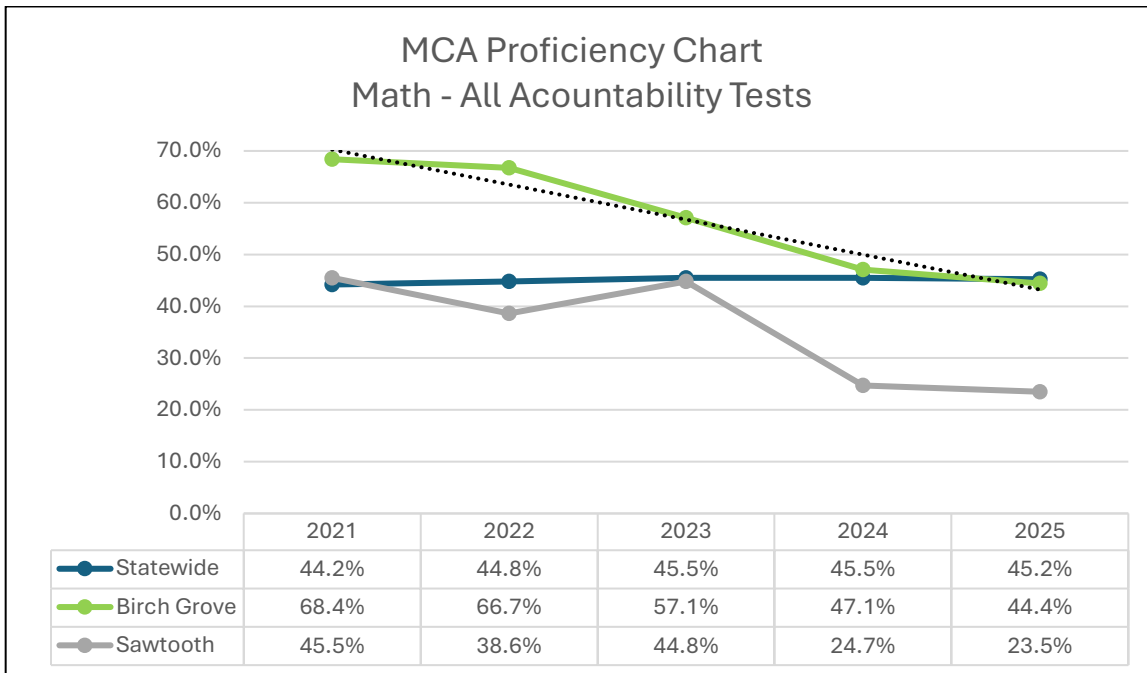


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: Birch Grove’s MCA proficiency results are shown in Table 1 and Figure 3. Birch Grove Community School’s math proficiency rate declined by .3 percentage points from 2024 to 2025. Despite the decline, Birch Grove continues to outperform the local district comparison school, Sawtooth Mountain Elementary. It should be noted that due to the small student population at Birch Grove, a small change in the number of students proficient will have a large on the percent proficient.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3 rd	48.5%	48.1%	47.4%	46.5%	46.1%
4 th	49.3%	49.6%	48.4%	48.1%	46.3%
5 th	59.4%	59.4%	58.7%	57.5%	57.1%
Birch Grove	57.9%	83.3%	57.1%	56.3%	50.0%
3 rd	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
4 th	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
5 th	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
Sawtooth Elem.	57.4%	55.2%	49.2%	42.3%	38.4%
3 rd	66.7%	40.0%	35.3%	38.5%	23.3%

4 th	50.0%	56.3%	32.1%	44.0%	46.4%
5 th	61.1%	64.5%	88.9%	44.4%	46.4%

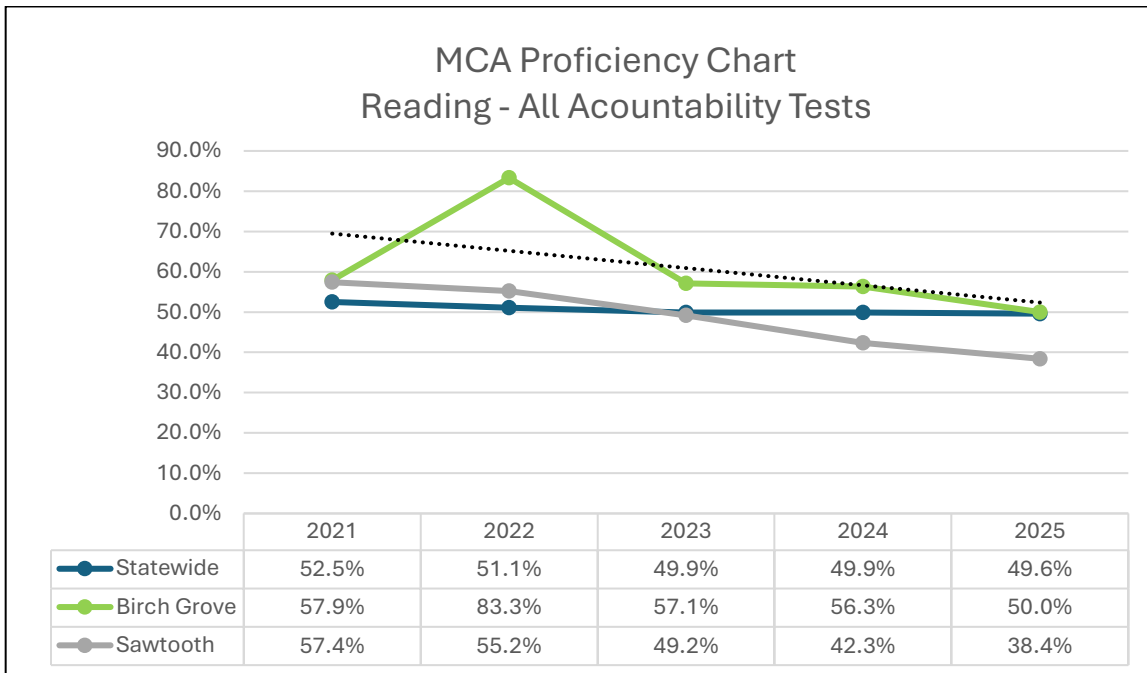


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: Birch Grove’s MCA proficiency results are shown in Table 2 and Figure 4. Birch Grove Community School’s reading proficiency rate declined by 3.7 percentage points from 2024 to 2025. Despite the decline, Birch Grove is currently outperforming the comparison school, Sawtooth Mountain Elementary, as well as the statewide average. In future years, it is expected that Birch Grove Community School will continue to meet or exceed the state and the local comparison school’s performance.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

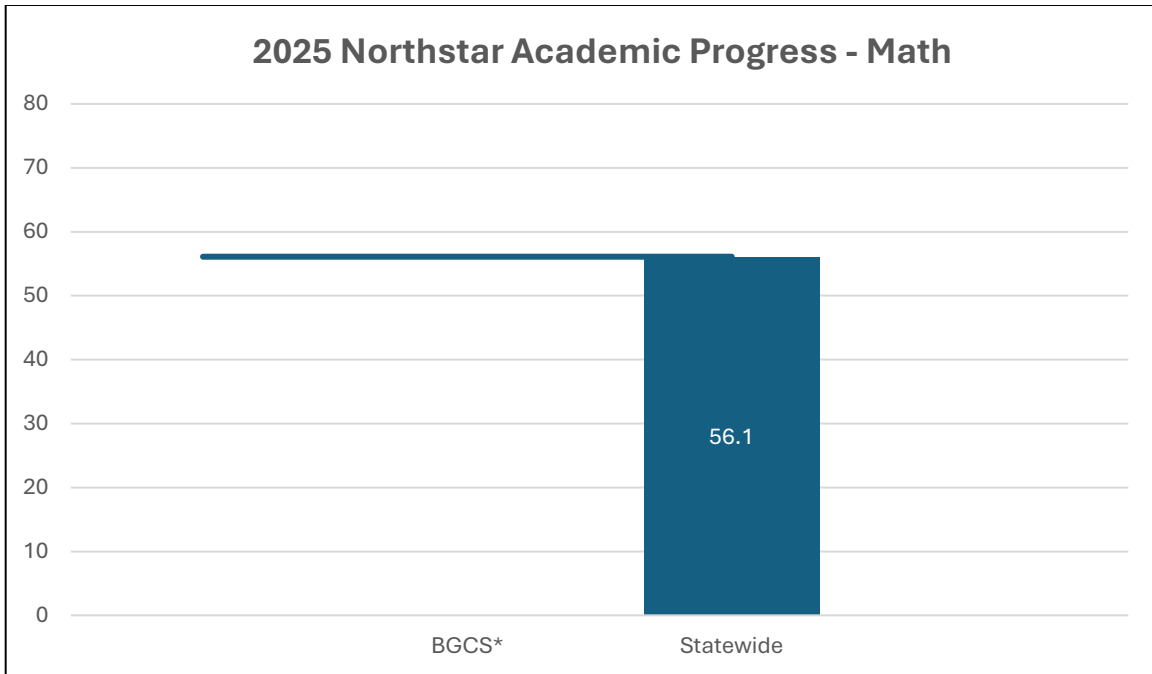


Figure 5 – 2025 North Star Academic Progress (Improved + Maintained)

*Data Not Available

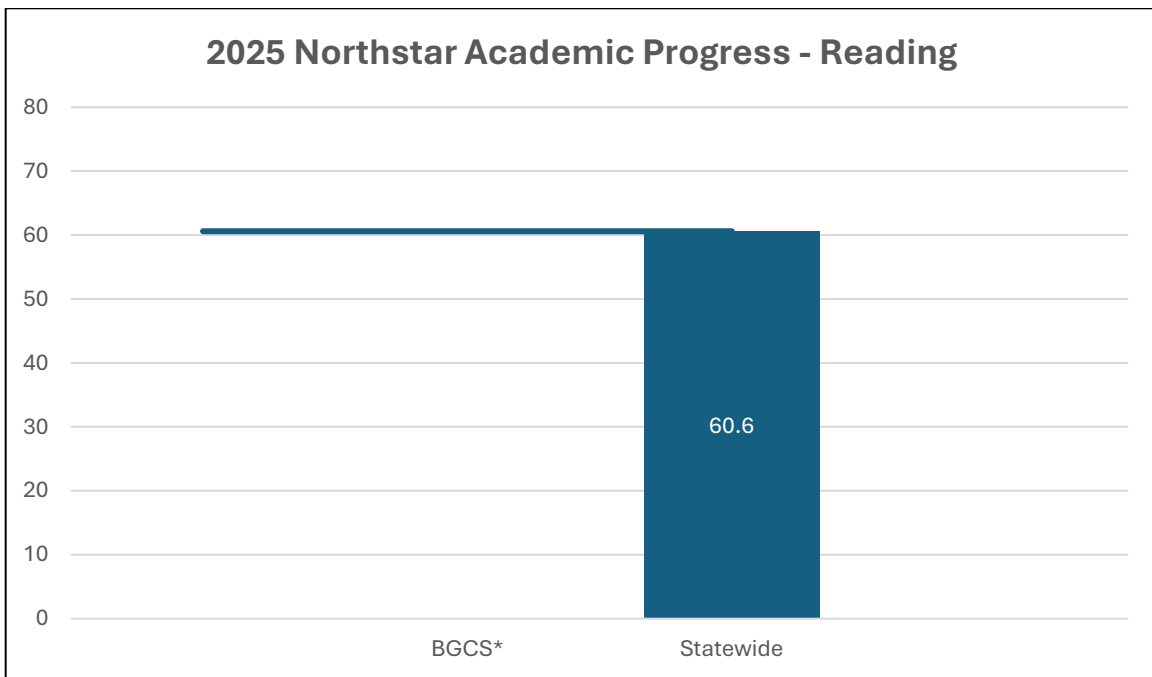


Figure 6 – 2025 North Star Academic Progress (Improved + Maintained)

*Data Not Available

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state

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

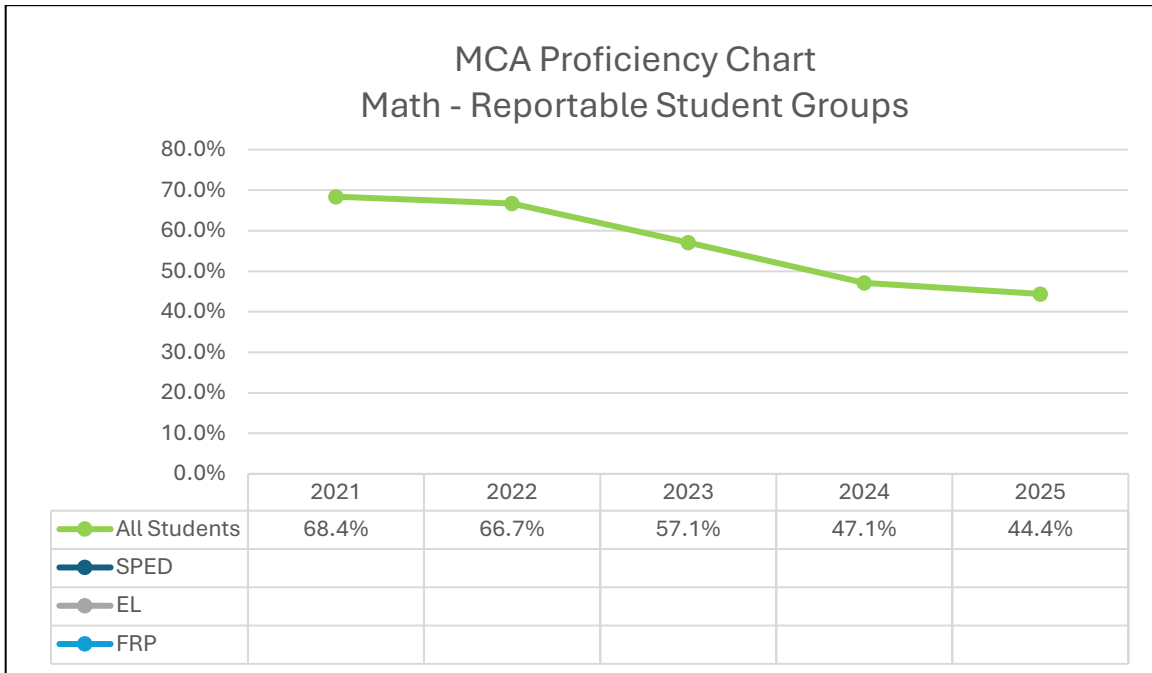


Figure 7 - Reportable Student Groups MCA Math 2025

* BGCS does not have any reportable student groups available due to small testing cell size

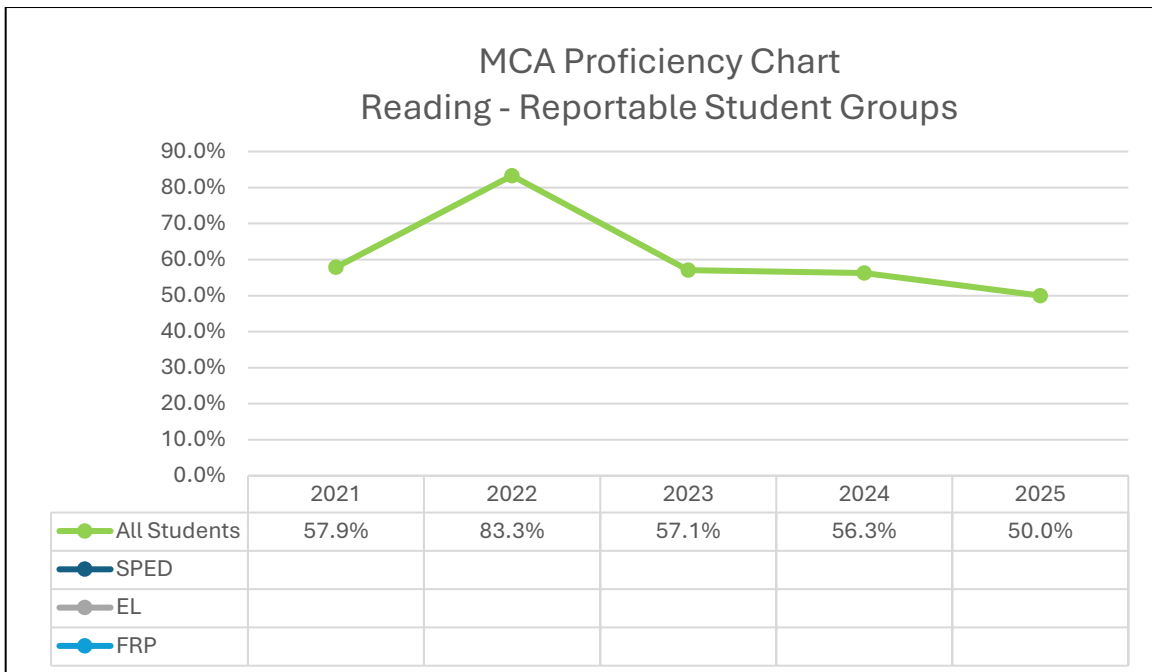


Figure 8 - Reportable Student Groups MCA Reading 2025

* BGCS does not have any reportable student groups available due to small testing cell size

VOA -MN Standards Evaluation

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

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

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: BGCS is currently outperforming the comparison school, Sawtooth Mountain Elementary, in both math and reading. The school's testing cell size is too small to report a science proficiency rate.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
N/A	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: Due to a small testing cell size, the data is not available for this standard.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded CACR Standard: all racial and economic achievement gaps between students are closed.	
N/A	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.

	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: N/A Testing cell sizes at the school were too small to generate any reportable student groups.	

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and linked to improving pupil learning and student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: BGCS has implemented a data driven, school-wide professional development plan. Throughout the 24-25 school Year, weekly teacher meetings included discussions on student growth, testing scores, child find, modifications to learning, IEP review, and LETRS training. The school participates in Q-Comp. Observations and evaluations occur three times annually. Teachers observe each other, have a discussion on the observation with peers, and write up a self-reflection on their classroom observation.	

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
Analysis: BGCS works hard to ensure a productive academic environment where students feel safe, comfortable, respected and challenged. The school provides increased learning opportunities through multi-grade classrooms which allows for instructional flexibility as well as the development of unique social skills among its students. In addition, BGCS employs a looping strategy with its students where students are with the same teachers for at least two years. BGCS school also takes advantage of its location in northern Minnesota. Activities in the school’s program include cross country skiing, snowshoeing, hiking, as well as ice skating. The bonds that are created between students and staff through these programs and activities helps to contribute to the safe and comfortable academic environment that the school has created.	

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
X	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.

	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

BGCS will increase the percentage of children who are ready for school each year. Measure: Birch Grove Community School will continue to offer the Saplings Program (licensed daycare run as a pre-school) for children ages 3-5.

Results: Goal Met

The Saplings program was operational.

Goal #2 All Students prepared to be Lifelong Learners

The percentage of third graders meeting or exceeding reading proficiency will surpass the State of Minnesota’s MCA scores by 2% in 2024-2025.

Results: Goal Not Met

The percentage of students who met or exceeded the standard on the MCA reading assessment at BGCS in 2025 was 43.0%. The statewide average for 3rd grade students was 46.1%.

Academic Standards Point Total: 8/8



**Bluffview
Montessori**

BLUFFVIEW MONTESSORI SCHOOL

Charter # 4001

Principal: Henry Schantzen

1321 Gilmore Ave

Winona, MN 55987

507-452-2807

www.bluffviewmontessori.org

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

Summary: Bluffview Montessori School’s proficiency rates on the 2025 Minnesota Comprehensive Assessments were higher than the comparison school in math, reading and science. In 2025, BMS scored above the statewide average on the North Star Academic Progress report in math and reading.

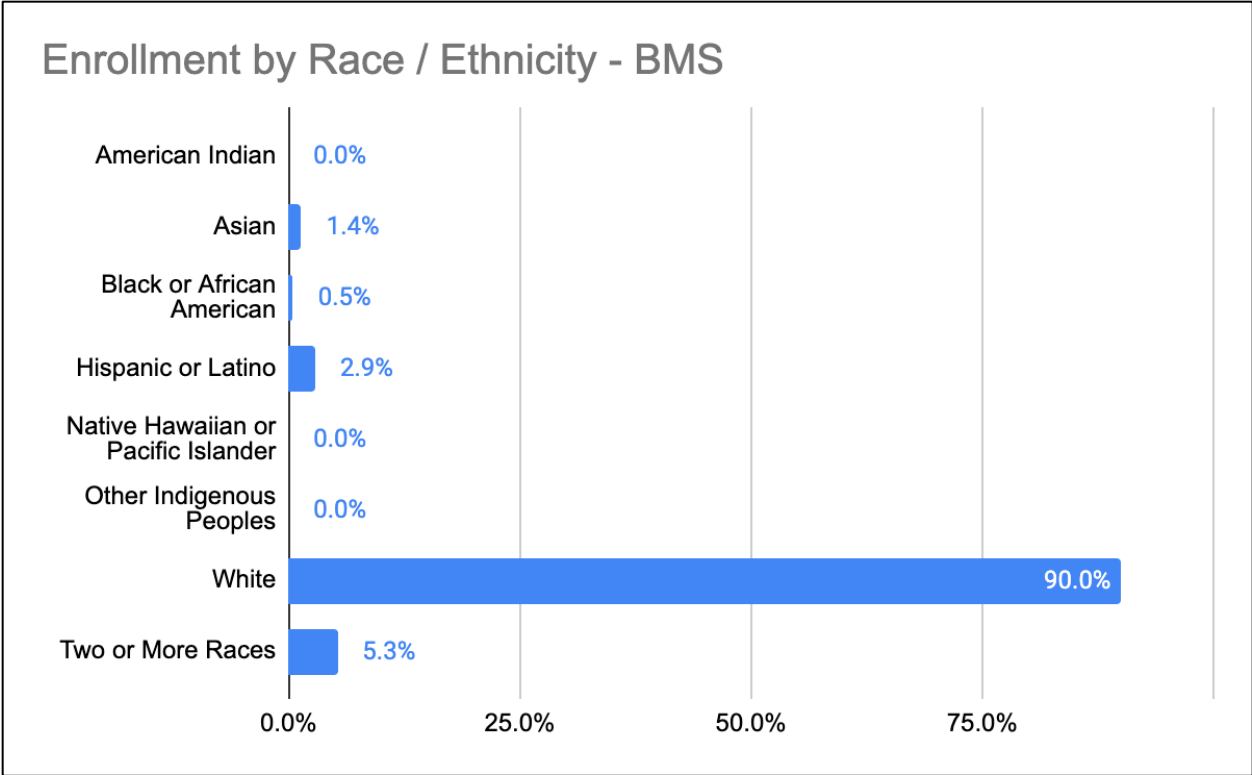


Figure 1 - Enrollment by Race/Ethnicity (Federal Definition)

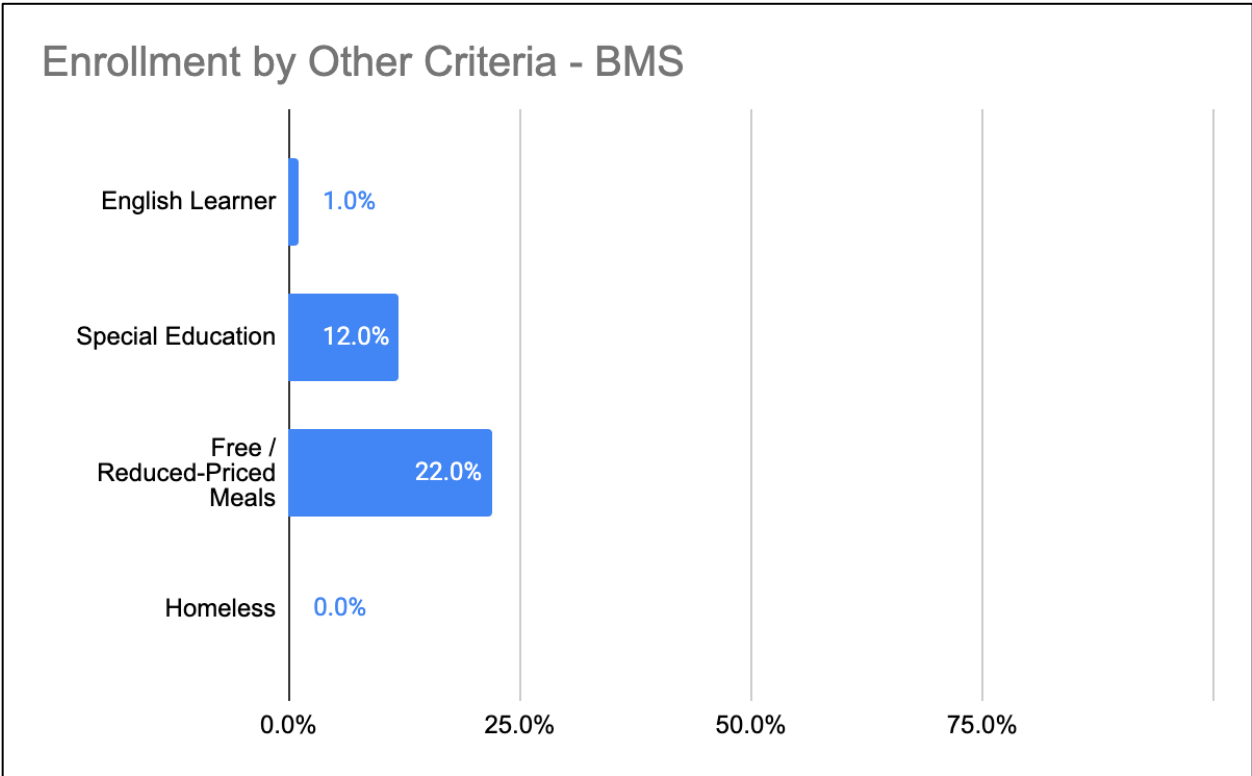


Figure 2 - Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 - MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3rd	57.1%	59.0%	59.1%	58.8%	57.9%
4th	53.8%	56.4%	57.1%	56.7%	55.6%
5th	41.1%	43.1%	44.4%	44.1%	42.9%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
7th	37.4%	37.6%	39.7%	40.1%	40.9%
8th	39.8%	40.1%	40.3%	41.1%	41.9%
Bluffview Montessori	49.2%	49.6%	47.4%	49.3%	43.8%
3rd	61.9%	68.0%	32.0%	62.5%	65.2%
4th	66.7%	68.2%	72.0%	46.2%	50.0%
5th	37.5%	50.0%	41.7%	54.2%	30.8%
6th	20.8%	33.3%	52.5%	43.5%	45.8%
7th	52.6%	34.8%	42.0%	38.1%	31.8%
8th	61.9%	41.2%	41.2%	50.0%	38.9%
La Crescent Montessori	14.3%	13.8%	24.1%	21.4%	31.4%
3rd	18.2%	CTSTR	CTSTR	25.0%	CTSTR
4th	CTSTR	20.0%	CTSTR	45.5%	36.4%
5th	CTSTR	CTSTR	20.0%	CTSTR	CTSTR
6th	CTSTR	0%	CTSTR	20.0%	CTSTR
7th	10.0%	CTSTR	0.0%	CTSTR	CTSTR
8th	CTSTR	10%	20.0%	CTSTR	CTSTR

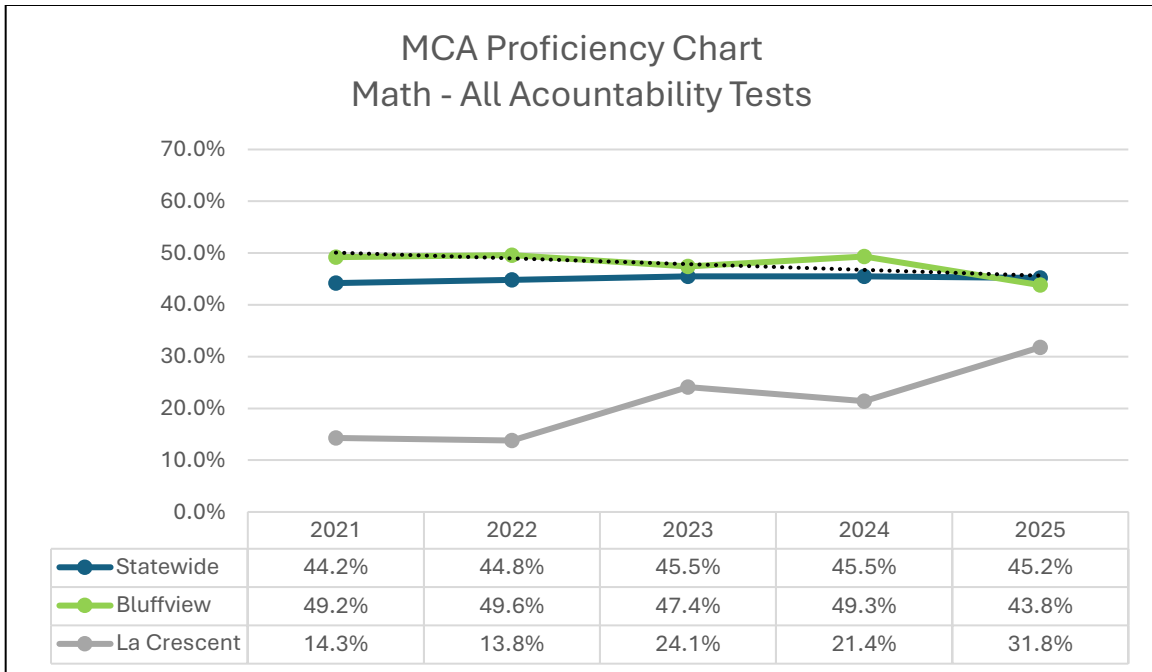


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 3 illustrate the past five years of MCA math proficiency at Bluffview Montessori School. For the purpose of this report, La Crescent Montessori is being used as a comparison school for Bluffview Montessori. Bluffview Montessori’s math proficiency rate declined by 5.5 percentage points from 2024 to 2025. Bluffview is currently outperforming the comparison school by 12 percentage points. In future years, it is expected that Bluffview Montessori School will meet or exceed the statewide math proficiency rate.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3rd	48.5%	48.1%	47.4%	46.5%	46.1%
4th	49.3%	49.6%	48.4%	48.1%	46.3%
5th	59.4%	59.4%	58.7%	57.5%	57.1%
6th	55.0%	54.4%	53.4%	54.5%	54.1%
7th	48.3%	45.5%	45.2%	45.5%	46.2%
8th	49.7%	46.4%	44.8%	44.6%	46.0%
Bluffview Montessori	64.6%	68.1%	71.9%	60.3%	64.7%
3rd	52.4%	76.0%	56.0%	41.7%	56.5%
4th	76.2%	54.5%	88.0%	61.5%	54.2%
5th	62.5%	87.5%	75.0%	82.6%	69.2%
6th	62.5%	62.5%	73.9%	52.2%	82.6%
7th	68.4%	65.2%	66.7%	61.9%	54.5%
8th	66.7%	58.8%	70.6%	63.2%	72.2%

La Crescent Montessori	49.1%	62.1%	57.1%	46.7%	48.0%
3rd	45.5%	CTSTR	CTSTR	25.0%	CTSTR
4th	CTSTR	50.0%	CTSTR	72.7%	36.4%
5th	CTSTR	CTSTR	60.0%	CTSTR	CTSTR
6th	CTSTR	60.0%	CTSTR	70.0%	CTSTR
7th	40.0%	CTSTR	36.4%	CTSTR	CTSTR
8th	CTSTR	30.0%	50.0%	CTSTR	CTSTR

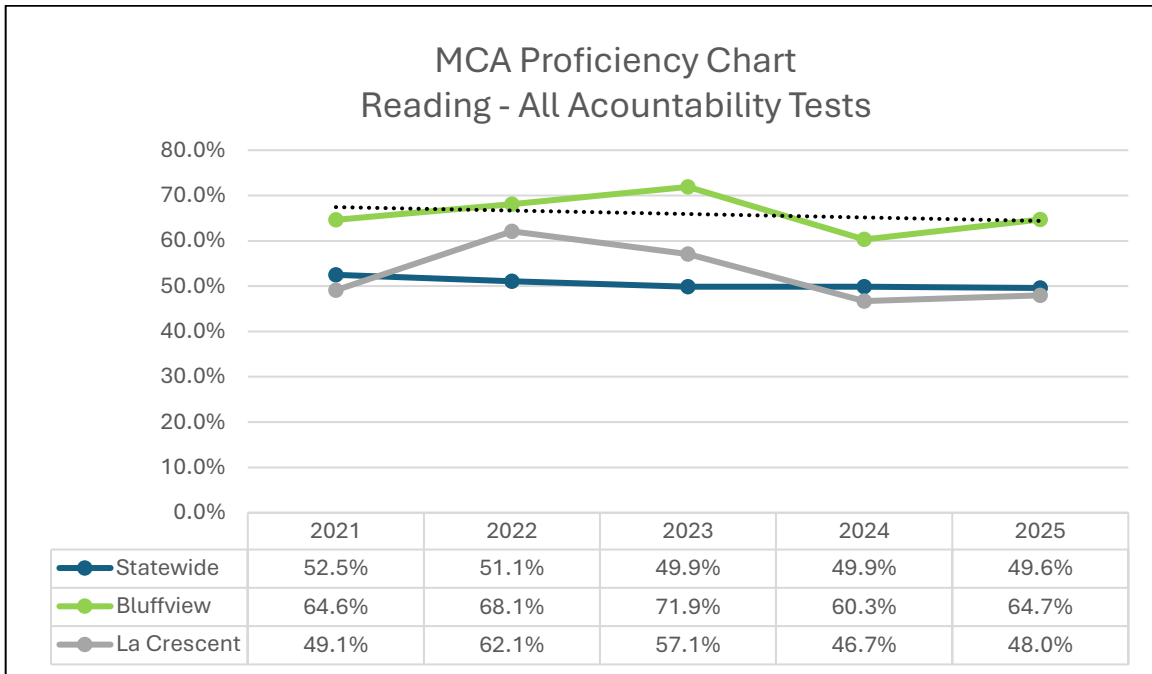


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 4 illustrate the past five years of MCA reading proficiency at Bluffview Montessori School. For the purpose of this report, La Crescent Montessori is being used as a comparison school for Bluffview Montessori. The school’s reading proficiency rate increased by 4.4 percentage points from 2024 to 2025. Bluffview is currently outperforming the comparison school by 16.7 percentage points. In future years, it is expected that Bluffview Montessori School’s reading proficiency rate will continue to outperform that of the comparison school as well as the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2025

Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5th	26.5%				
8th	16.7%				
Bluffview Montessori	31.8%				
5th	26.9%				

8 th	38.9%				
La Crescent Montessori	20.0%				
5 th	CTSTR				
8 th	CTSTR				

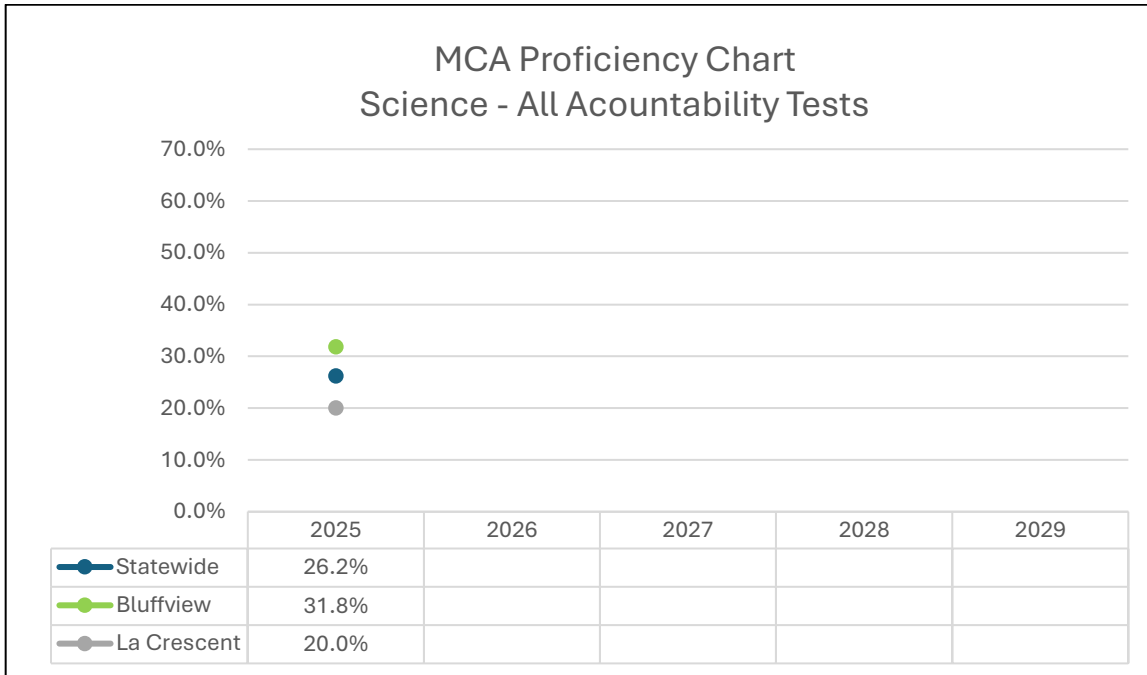


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 5 illustrate the past year of MCA science proficiency at Bluffview Montessori School. For the purpose of this report, La Crescent Montessori is being used as a comparison school for Bluffview Montessori. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. BMS is currently outperforming the comparison school by 11.8 percentage points and the statewide average by 5.6 percentage points.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

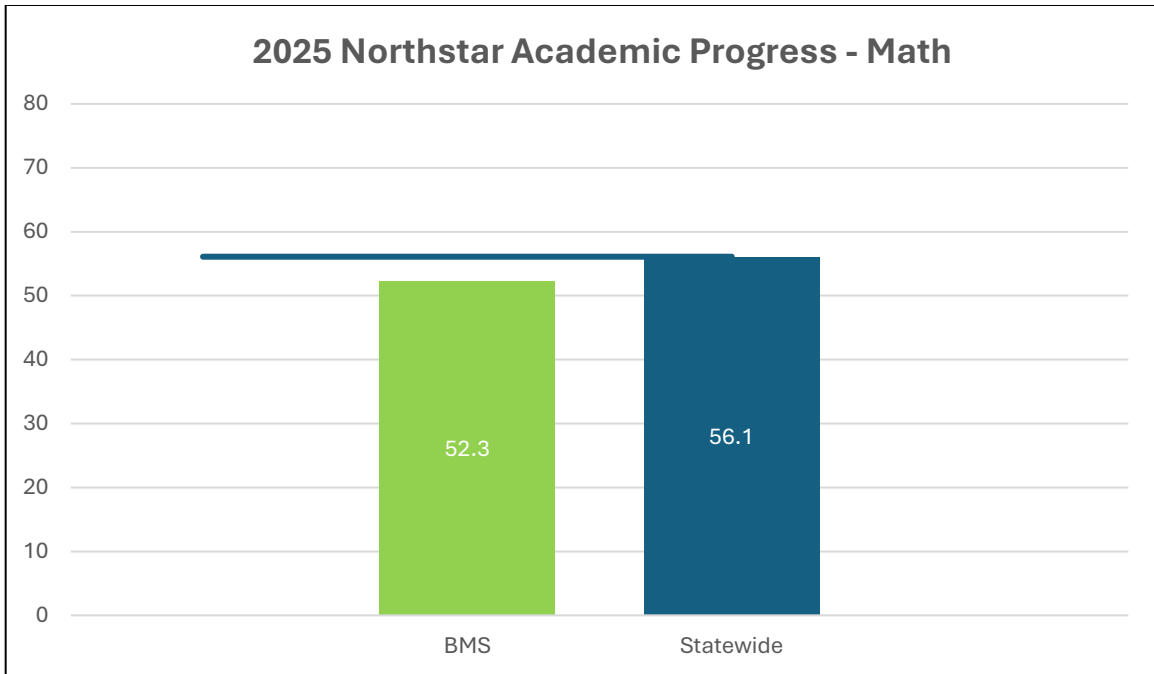


Figure 6 – North Star Academic Progress (Improved + Maintained)

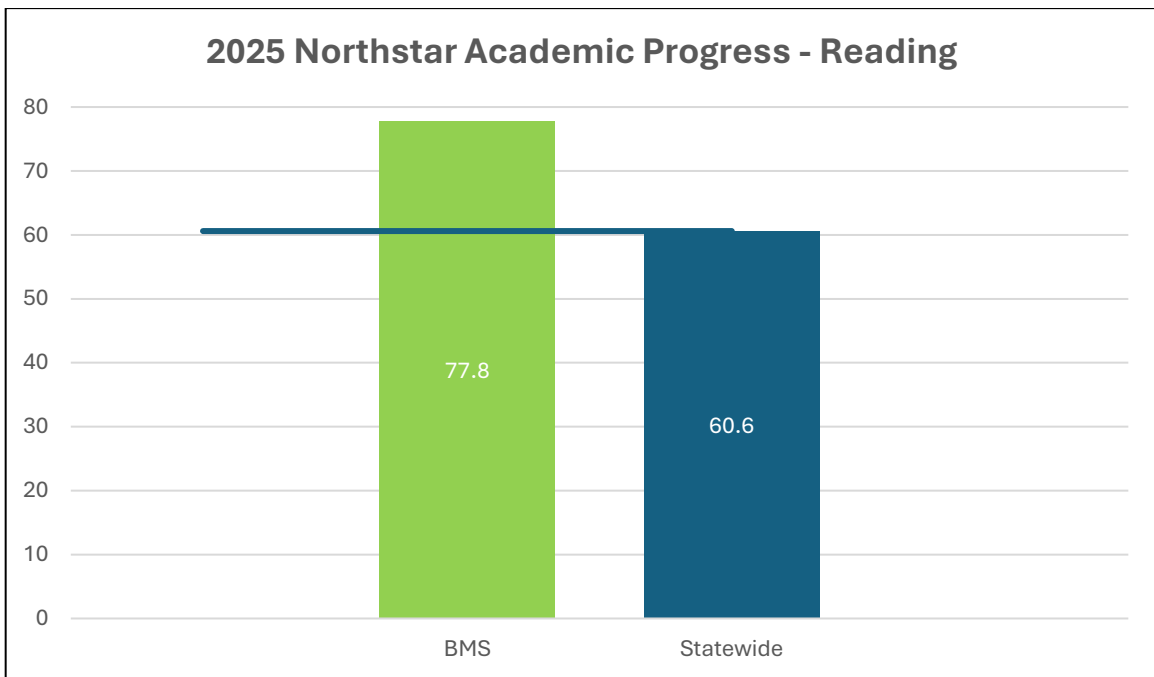


Figure 7 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

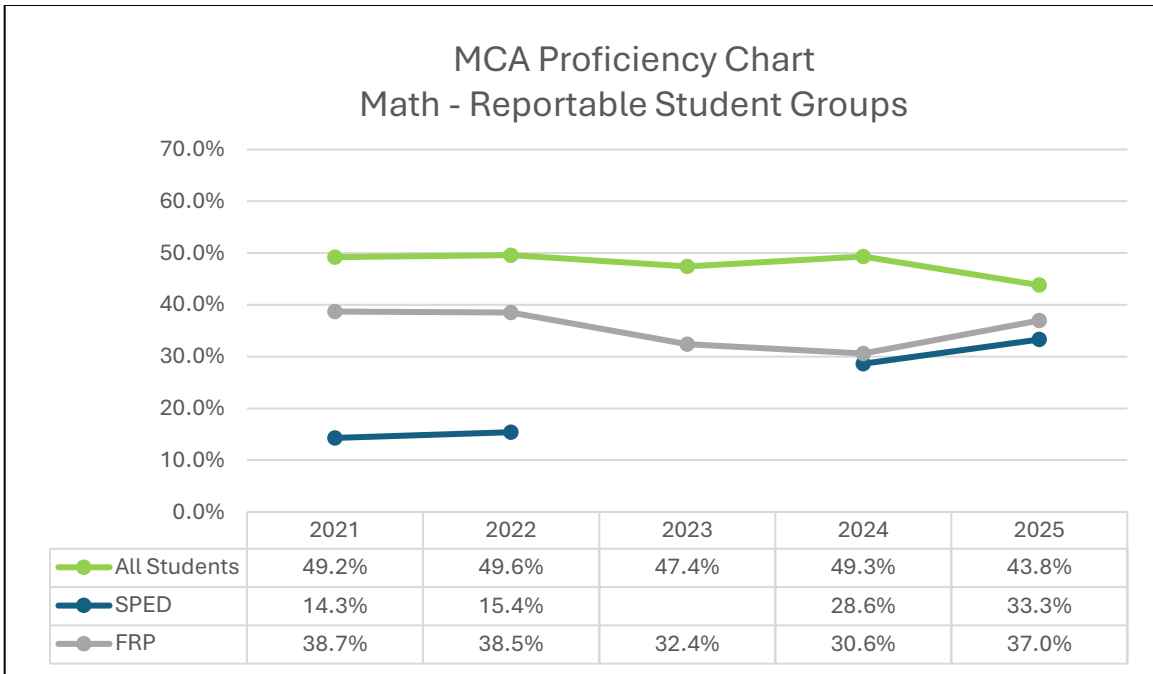


Figure 8- Reportable Student Groups MCA Math 2025

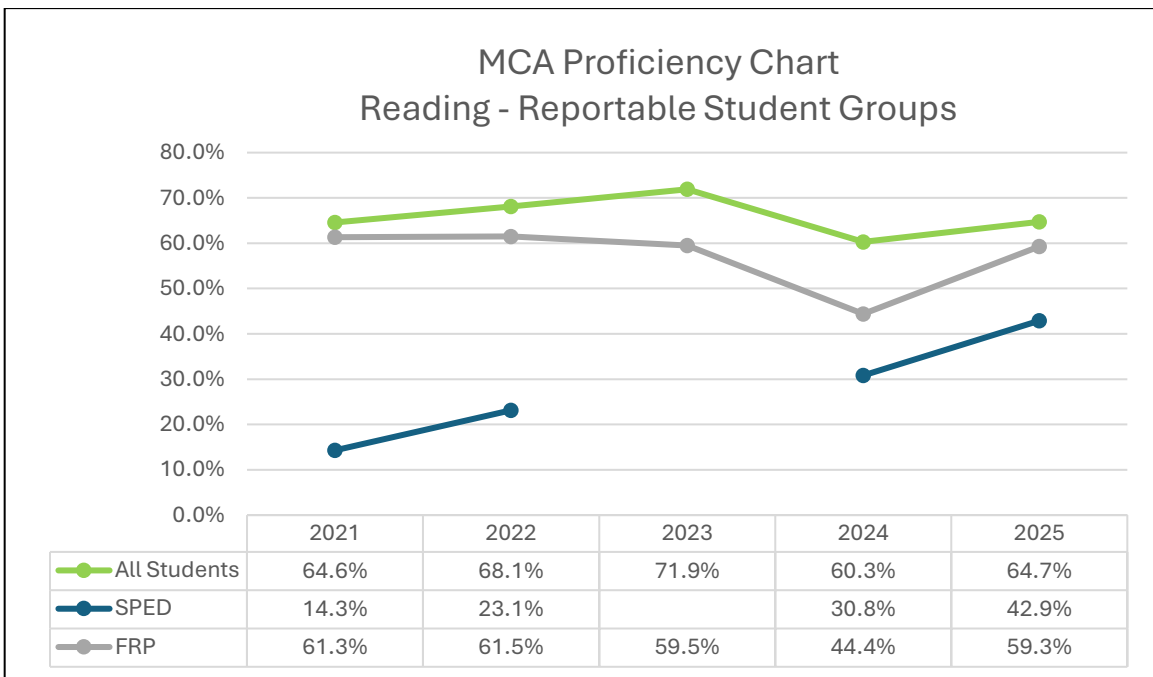


Figure 9- Reportable Student Groups MCA Reading 2025

VOA -MN Standards Evaluation

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

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

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

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

Data Source: Minnesota Department of Education

Analysis: The school is currently outperforming the comparison school, La Crescent Montessori in math, reading and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)

	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
X	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

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

Analysis: The school's academic achievement level (improved + maintained) was 57.8% for math and 68.8% for reading.

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

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

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

Analysis: The achievement gap was reduced in all four possible areas from 2024 to 2025. (Free and Reduced math and reading as well as Special Education math and reading)

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: BMS has adopted a data driven, school-wide professional development plan. Professional development that was provided or attended during the 2024-2025 school year includes but was not limited to the following: Renaissance PD, Positive Behavioral Interventions, Mandated Reporter Training, Educlimber, Read Act Trainings and Restorative Practices. In addition, PLC teams review disaggregated MCA data and District Benchmark Reports early in the school year as well as Fastbridge data each month.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis: The school has a plan for meeting their additional statutory purposes. BMS has increased learning opportunities for all students through multi-aged classrooms that allow students to stretch their minds rather than being constrained by grade or age. The school's adolescent program includes a business education where middle school students create projects and sell them at local markets. BMS also implements a tiered intervention program as well as school-wide positive behavioral interventions and supports.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.

	<p>0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.</p>
<p>Data Source: School Annual Report</p>	
<p>Analysis: Goal #1 All Students Ready for School The PK4 students will increase their phonetic awareness from an average of 2.9 cursive letters/sounds mastered at the end of the fall Fastbridge screening window to an average of 14 letters/sounds mastered at the end of the spring Fastbridge screening window. Result: Goal Met 14.1 letter sounds/student</p> <p>The PK4 students will increase their phonetic awareness from an average of 2.9 cursive letters/sounds mastered at the end of the fall Fastbridge screening window to an average of 14 letters/sounds mastered at the end of the spring Fastbridge screening window.</p> <p>Goal #2 All Students Prepared to be Lifelong Learners All classroom environments will engage their students in at least one independent learning project and one community service project each year. Result: Goal Met All classroom environments will engage their students in at least one independent learning project and one community service project each year.</p> <p>Academic Standards Point Total: 11/12</p>	



HARBOR CITY INTERNATIONAL SCHOOL

Charter #4085
Director: Aryn Bergsven
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: HCIS tested 44 students on the Minnesota Comprehensive Assessments in 2024. The school is currently outperforming the local comparison school in math, reading and science. HCIS had a four-year graduation rate of 85.7% in 2023. The school’s Special Education and Free and Reduced populations are slightly below the statewide averages.

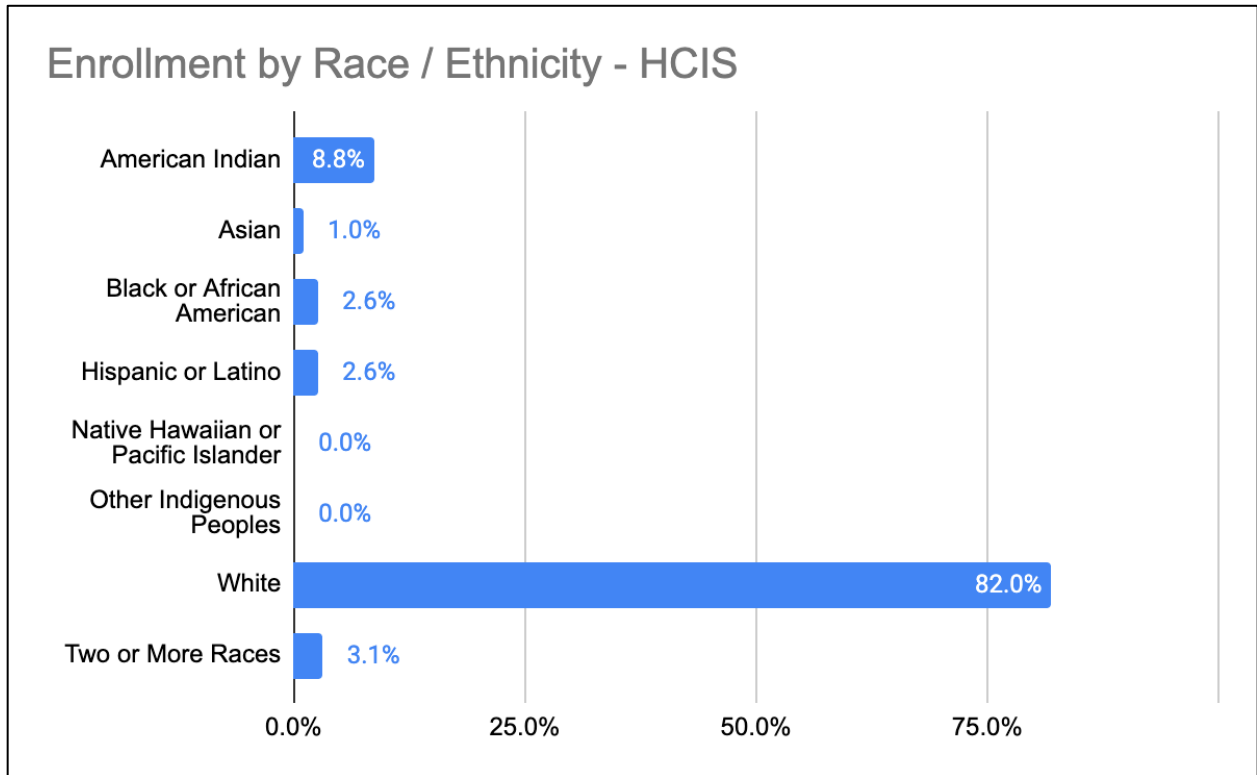


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

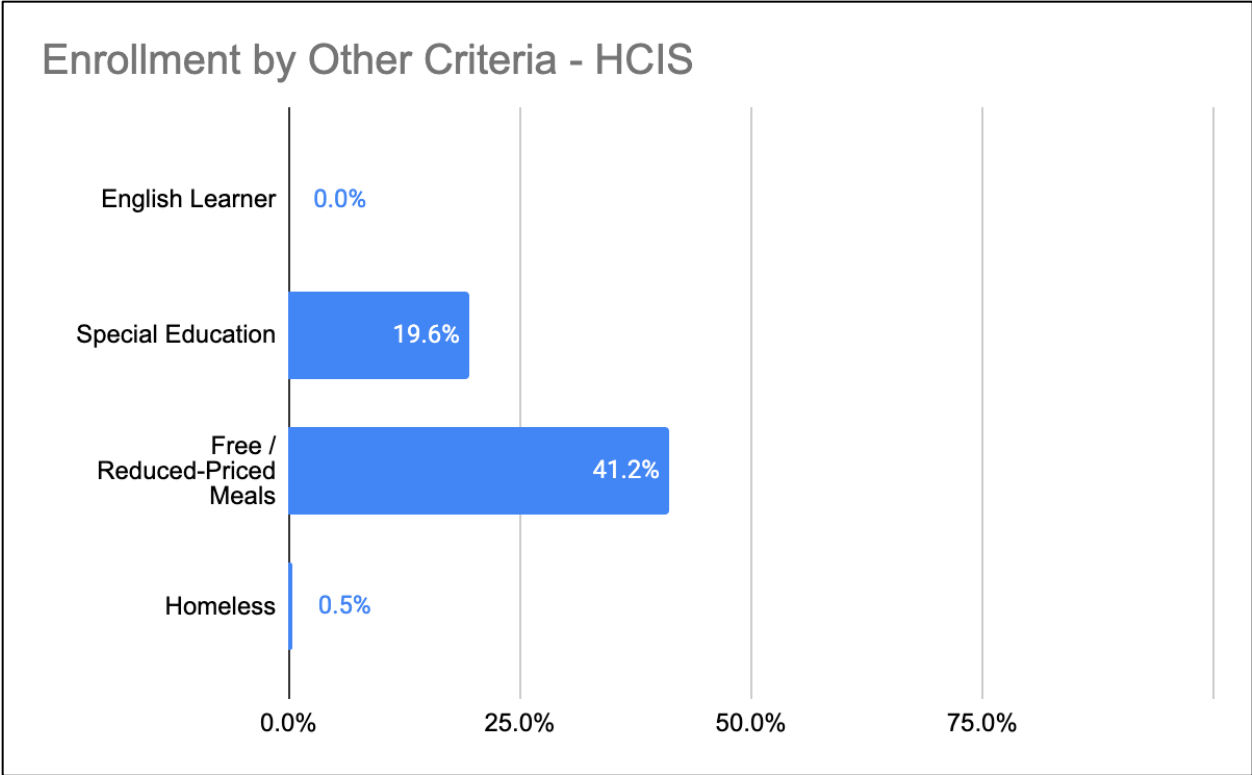


Figure 2 - Enrollment by Other Criteria

Figure 3– Number of Students Tested (MCA Math)

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

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

MCA Math	2021*	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
11 th	41.4%	36.6%	36.0%	35.0%	35.0%
Harbor City		43.6%	52.8%	50.0%	52.8%
Denfeld	33.6%	30.4%	19.2%	29.7%	21.0%

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

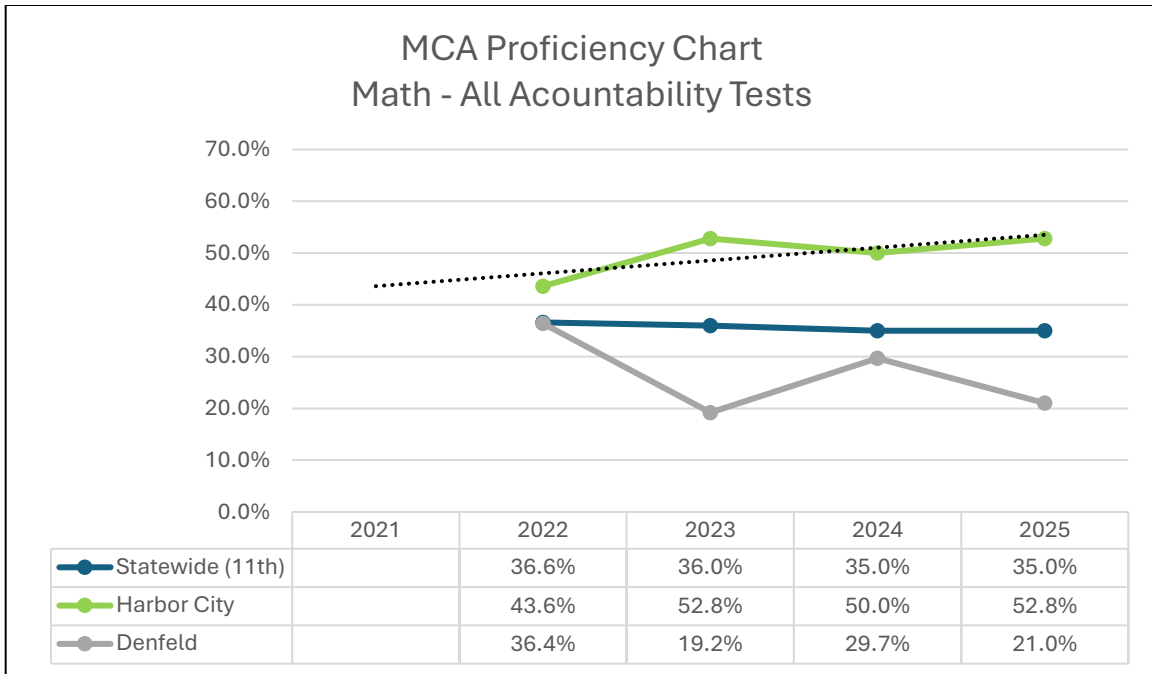


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: HCIS’ MCA math proficiency results are shown in Table 1 and Figure 3. Harbor City International School’s math proficiency rate increased by 2.8 percentage points from 2024 to 2025. HCIS is currently outperforming the comparison school, Denfeld High School, by 31.8 percentage points. In future years, it is expected that HCIS will continue to exceed the proficiency rate of the comparison school as well as that of the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021*	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
10 th	58.3%	55.2%	51.7%	52.2%	51.3%
Harbor City		71.4%	84.3%	89.1%	69.8%
Denfeld	44.2%	49.3%	50.9%	52.3%	40.1%

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

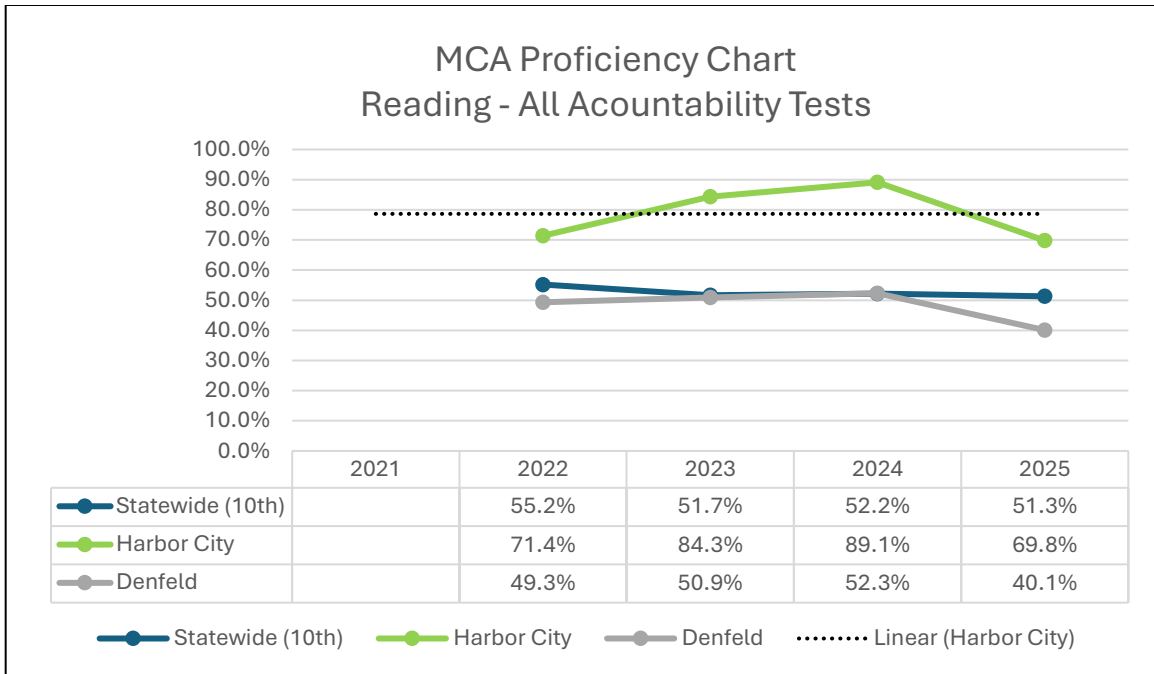


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: HCIS’ MCA reading proficiency results are shown in Table 2 and Figure 4. Harbor City International School’s reading proficiency rate declined by 19.3 percentage points from 2024 to 2025. Despite the decline, HCIS is currently outperforming the comparison school, Denfeld High School, by 29.7 percentage points. In future years, it is expected that HCIS will continue to exceed the proficiency rate of the comparison school as well as that of the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
H.S.	36.6%				
Harbor City	64.1%				
Denfeld	27.3%				

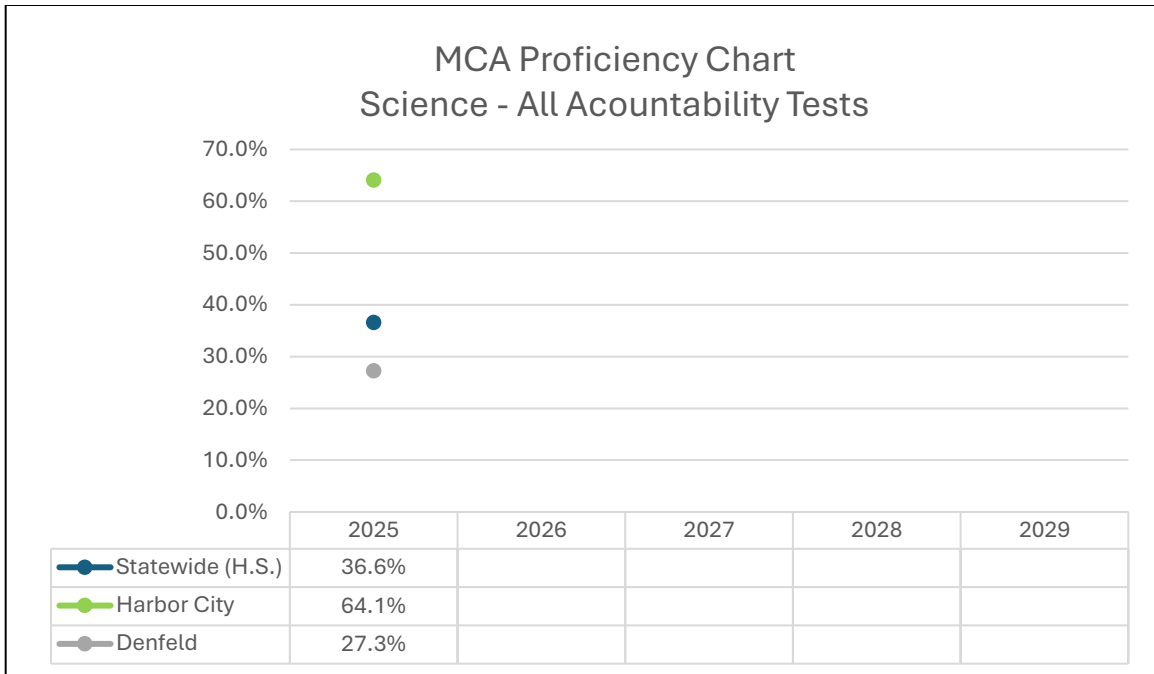


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: MCA science proficiency results are shown in Table 3 and Figure 5. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. Harbor City International School is currently outperforming the comparison school, Denfeld High School, by 36.8 percentage points. In future years it is expected that HCIS will continue to outperform the local district school and the statewide average.

Academic Performance Standard 2 – Growth ALTERNATIVE (for schools serving grade 9-12 only)

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



Figure 6 - Graduation Rates 2020- 2024

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the school and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

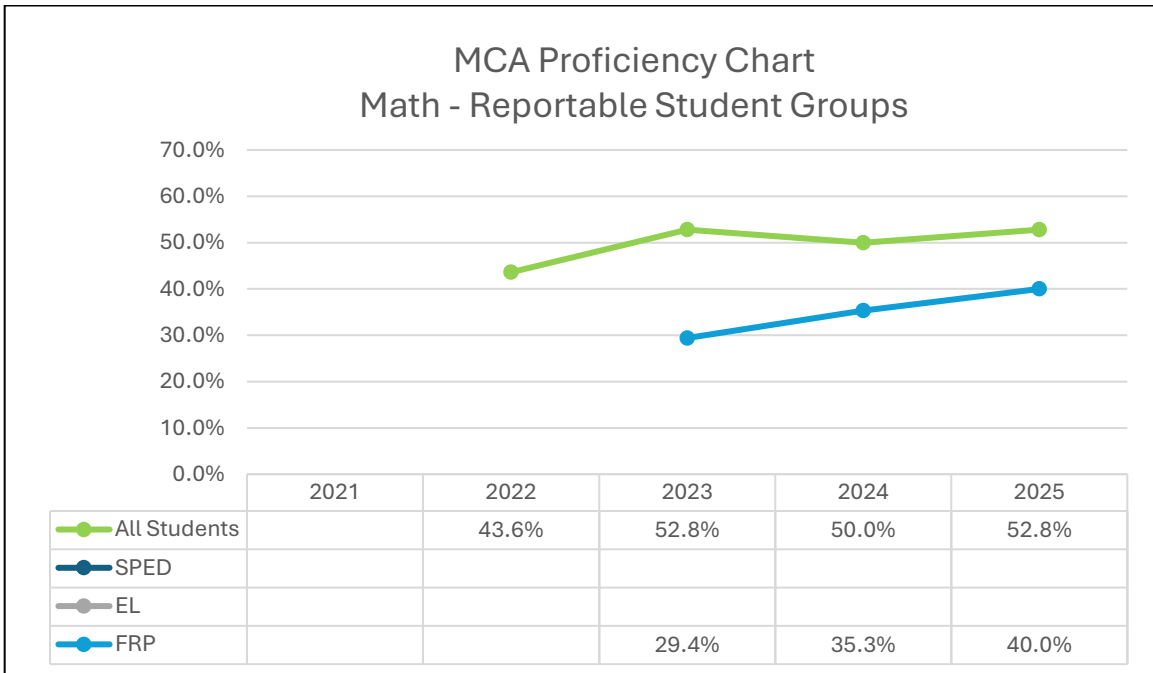


Figure 8 - Reportable Student Groups MCA Math 2021 – 2025

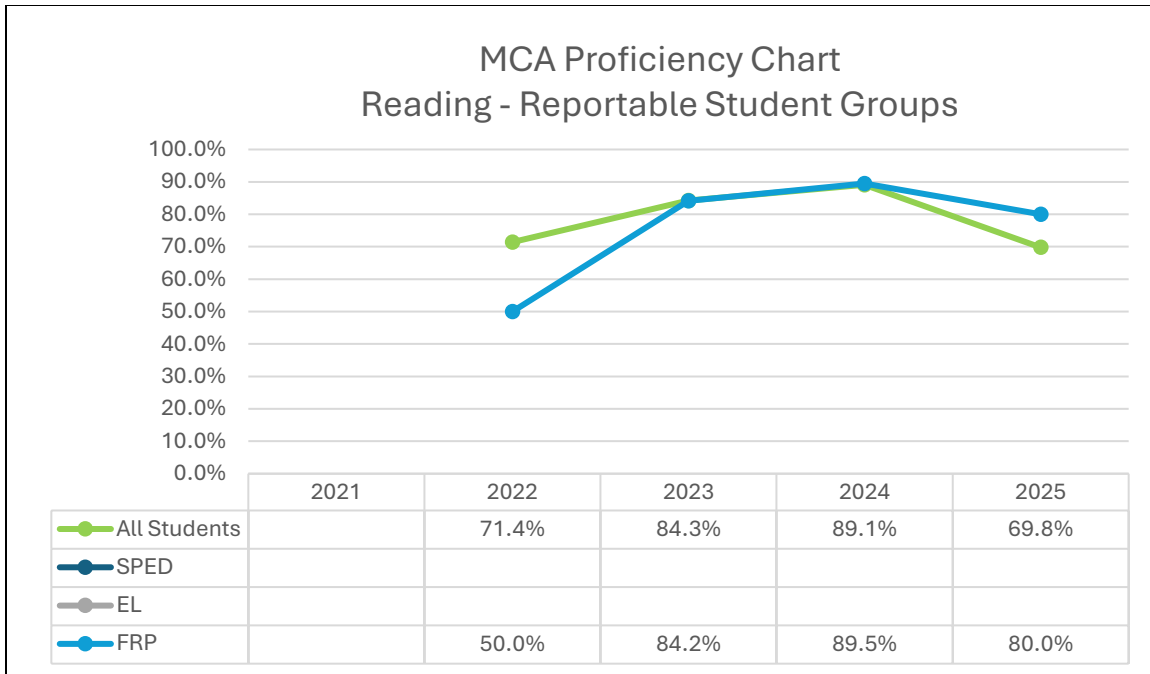


Figure 9 - Reportable Student Groups MCA Reading 2021 - 2025

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

<p>Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.</p>	
X	<p>2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.</p>
	<p>1: Partially Meets - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.</p>
	<p>0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.</p>
<p>Data Source: Minnesota Department of Education</p>	
<p>Analysis: The school is outperforming the comparison school, Denfeld High School, in math, reading and science.</p>	

<p>Academic Performance Standard 2 (for schools serving grade 9-12 only) - Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. *Imbedded WBWF Standard: All students graduate from high school.</p>	
X	<p>2: Meets - School’s four-year adjusted cohort graduation rate is 80% or higher.</p>

	1: Partially Meets - School's four-year adjusted cohort graduation rate is between 75% and 80%.
	0: Does Not Meet - School's four-year adjusted cohort graduation rate is below 75%.
Data Source: Minnesota Department of Education	
Analysis: 2023 graduation rate = 85.7%	

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

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: The theme for 2024/25 staff professional development was “Living the Mission”. Staff addressed this topic in back-to-school in-services, throughout the year in working research and action committees. Trainings and development for the year included: Living the Mission: building shared understanding and goals Indigenous Experiences in Education Inclusive Education in Special Education Board and Strategic leadership and relationships FERPA and Data privacy Blood Borne Pathogens Mandated Reporter training Crisis Response Training Emotional Behavioral Disorder: Understanding and responding in the classroom	

Staff also worked in action committees on Inquiry Based Learning, Addressing Attendance, Trauma Informed Practice, and Universal Designs for Learning. PLC teams established academic growth goals based on student data.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis: HCIS has increased learning opportunities for all students through innovative practices such as, College Pursuit and Symposium. During College Pursuit, students have a 30 minute daily period with their advisor to track academic progress, complete work, meet with teachers and work on college readiness plans (in 10-12th grade). School wide presentations and community building happen during this time. For the Symposium, the school offers 3 one week intensive classes where students can experience learning in an immersive setting. Service learning, travel, and life skills and passions are the focus of this time. Students build connections in the community.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1 Close the Achievement Gap Between Student Groups

School will increase the percentage of all students who “meet standard” on MCA exams each year as evidence of closing the achievement gap of any reportable subgroup.

Result: Goal on Track (Multi-Year Goal)

The achievement gap in 2024 for students receiving special education services vs. all students in Reading was greater than HCISs 5 year average by 4.5%. The achievement gap in 2024 for Mathematics was less than HCISs 5 year average by 44.5%. The achievement gap in 2024 for Science was less than HCISs 5 year average by 2.25%. HCISs achievement gap in the areas of Mathematics and Science can be viewed as positive growth, where our gap in Reading shows a growing gap. No data is available for 2020 and 2021, average achievement data is calculated using scores from 2018, 2019, 2022, 2023, and 2024.

Goal #2 All Students Ready for Career and College

Students who graduate will meet the College or Career readiness standards. The school will demonstrate growth by increasing the percentage of students who meet the Redefining Ready standard for College Ready by 5% and maintain 90% or higher for Career Ready each year with 2024/25 creating the base line.

Result: Goal on Track (Multi-Year Goal)

2024/25 data set the baseline for this multi year goal. In 2024, 64.4% of graduating seniors met at least 2 College Ready criteria (attendance, honors level courses, ACT score); 92.26% of graduating seniors met at least 2 Career ready criteria. (Attendance, service hours, CITS/PSEO courses)

Goal #3 All Students Graduate

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

Result: Goal Not Met (Multi-Year Goal)

HCIS

4 year graduation rate – 82.7%

5 year graduation rate – 91.2%

6 year graduation rate – 88.4%

HCIS’s 4 year graduation rate is 1.5% below the MN state average and 3.6% higher than the local district ISD709.

HCIS’s 5 year graduation rate is 4.7% higher than the MN state average and 13.5% higher than the local district ISD709.

HCIS’s 6 year graduation rate is 1% higher than the MN state average and 7.6% higher than the local district ISD709.

HCIS’s 4, 5, and 6 year graduation rates exceed the local district ISD709's graduation rates.

HCIS’s 5 and 6 year graduation rates exceed the MN state average. HCIS’s 4 year graduation rate was 1.5% below the MN state average.

Goal #3 All Students Prepared to be Lifelong Learners

Students will demonstrate the qualities of life long learning: growth mindset, successful communication, resilience, curiosity, goal setting.

Result: Goal Met (Multi-Year Goal)

Students enrolled in 9th grade in fall of 2024 participated in Student Skills Seminar which focused on lifelong learning skills. Success in this goal is measured by the number of students who passed this course and continue on to enter 10th grade compared to the total number of students who took the class.

In 2024, this number is: 32 of

34 students, ~94.1%.

Academic Standards Point Total: 11/12



HEARTLAND LAKES COMMUNITY SCHOOL

Charter # 4302

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Phone: (218) 237-3903

<https://www.heartlandlakescs.org>

Using the Community Schools Model, HLCS is a learning community that prioritizes community partnerships, relationships with students and families, environmental stewardship, and service to the community around us. An emphasis on outdoor learning by using the environment with which we live and learn by utilizing both structured and unstructured outdoor learning spaces; we are an expeditionary learning school where students work together on a specific project throughout the school year to achieve a common goal. HLCS began operations during the fall of the 2024-2025 school year.

Summary: Heartland Lakes Community School tested 30 students in 2025 and is currently outperforming the comparison school in both reading and science.

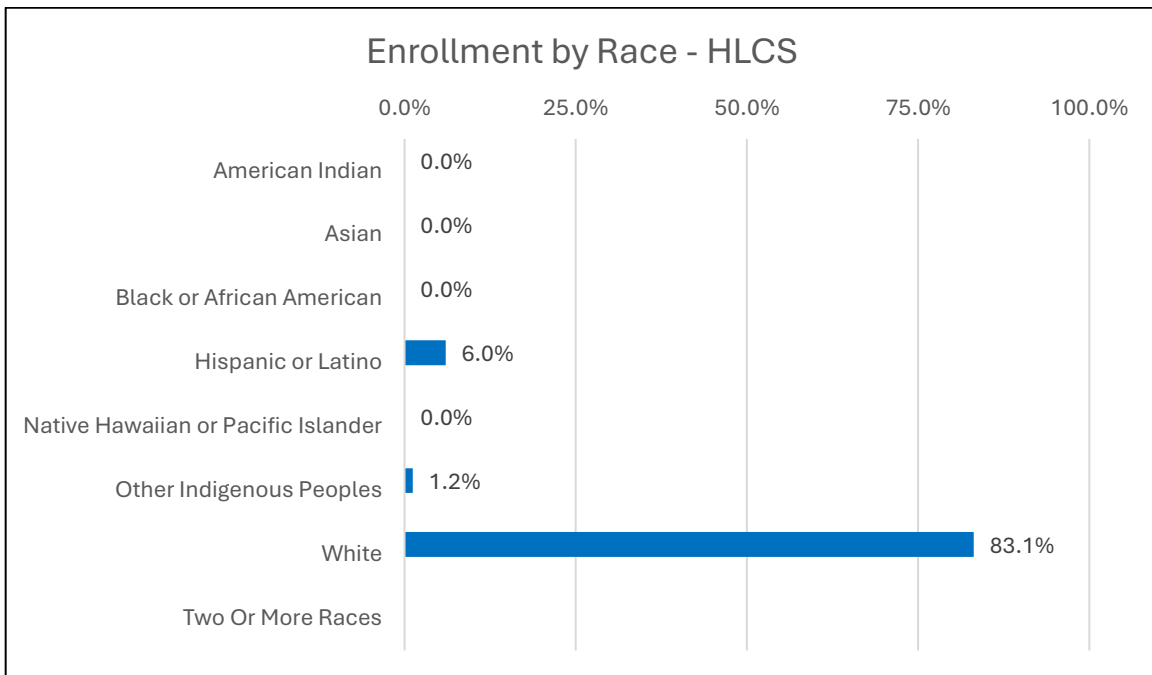


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

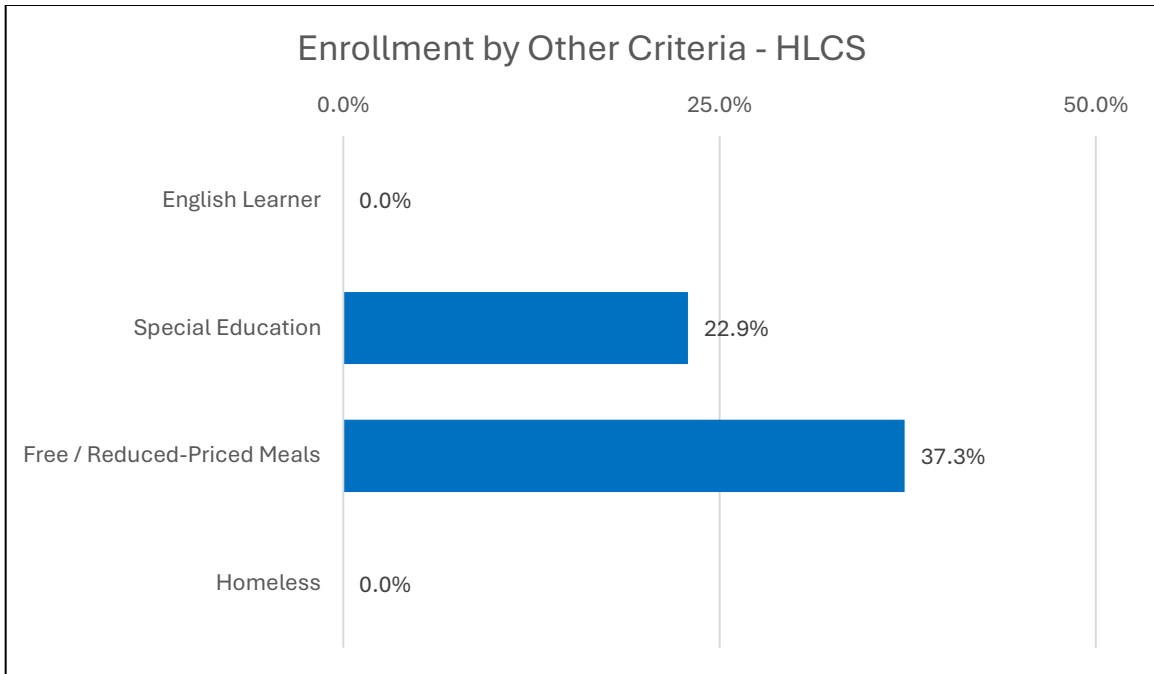


Figure 2 - Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3rd	57.1%	59.0%	59.1%	58.8%	57.9%
4th	53.8%	56.4%	57.1%	56.7%	55.6%
5th	41.1%	43.1%	44.4%	44.1%	42.9%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
Heartland Lakes	N/A	N/A	N/A	N/A	33.3%
3rd	N/A	N/A	N/A	N/A	CTSTR
4th	N/A	N/A	N/A	N/A	CTSTR
5th	N/A	N/A	N/A	N/A	0.0%
6th	N/A	N/A	N/A	N/A	CTSTR
Park Rapids Century	70.6%	70.4%	65.8%	60.8%	45.2%
3rd	77.7%	70.2%	61.2%	61.9%	67.9%

4 th	63.8%	70.6%	71.0%	59.8%	60.9%
5 th	N/A	N/A	N/A	N/A	27.7%
6 th	N/A	N/A	N/A	N/A	24.5%

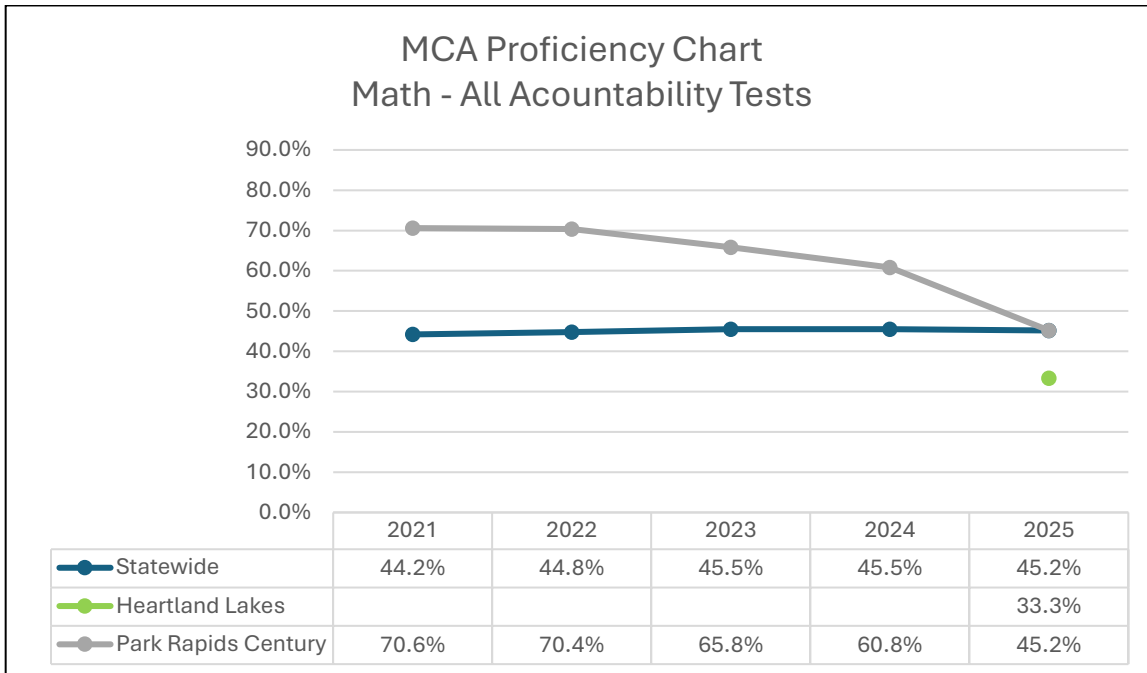


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: Heartland Lakes Community School’s MCA proficiency results are shown in Table 1 and Figure 3. During the school’s first year of operation, HLCS’ math proficiency rate was below that of the comparison school, Park Rapids Area Century Elementary School. HLCS’ math proficiency rate is currently 11.9 percentage points below that of the comparison school. It should be noted that due to the small student population at Heartland Lakes, a small change in the number of students proficient will have a large on the percent proficient. In future years, it is expected that HLCS will increase its math proficiency rate to meet or exceed that of the comparison school.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3 rd	48.5%	48.1%	47.4%	46.5%	46.1%
4 th	49.3%	49.6%	48.4%	48.1%	46.3%
5 th	59.4%	59.4%	58.7%	57.5%	57.1%
6 th	55.0%	54.4%	53.4%	54.5%	54.1%
Heartland Lakes	N/A	N/A	N/A	N/A	45.2%
3 rd	N/A	N/A	N/A	N/A	CTSTR
4 th	N/A	N/A	N/A	N/A	CTSTR

5 th	N/A	N/A	N/A	N/A	30.0%
6 th	N/A	N/A	N/A	N/A	CTSTR
Park Rapids Century	55.7%	56.0%	48.2%	47.1%	43.6%
3 rd	55.8%	53.5%	43.0%	45.1%	52.8%
4 th	55.7%	58.5%	54.3%	48.8%	44.5%
5 th	N/A	N/A	N/A	N/A	43.8%
6 th	N/A	N/A	N/A	N/A	33.3%

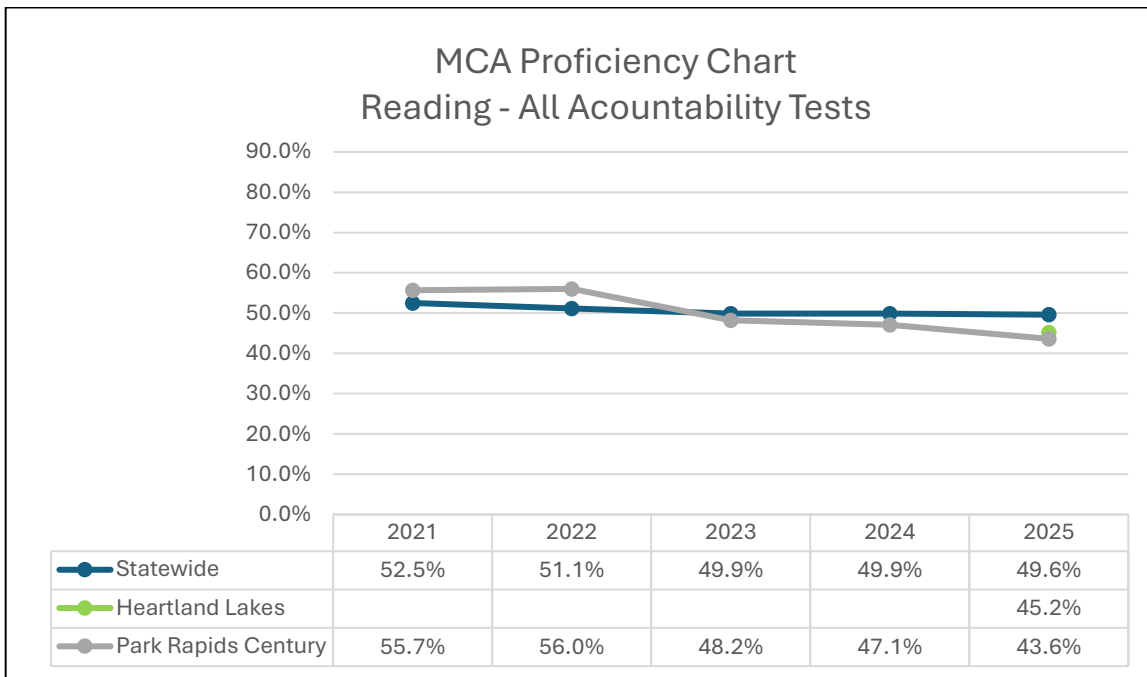


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: Heartland Lakes Community School’s MCA reading proficiency results are shown in Table 2 and Figure 4. During the school’s first year of operation, HLCS’ reading proficiency rate was above that of the comparison school, Park Rapids Area Century Elementary School. HLCS is currently outperforming the comparison school by 1.6 percentage points. It should be noted that due to the small student population at Heartland Lakes, a small change in the number of students proficient will have a large on the percent proficient. In future years, it is expected that HLCS will continue to outperform the comparison school and work toward meeting or exceeding the statewide proficiency rate.

Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5 th	26.5%				
Heartland Lakes (5 th)	20.0%				
Park Rapids Century (5th)	12.5%				

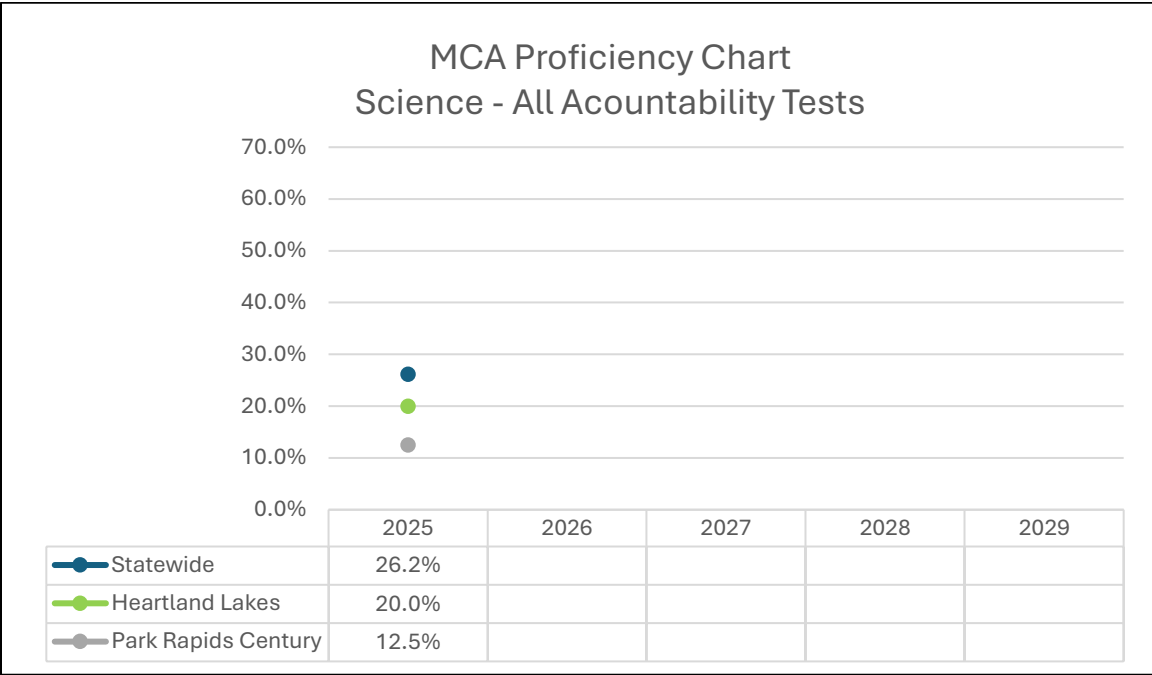


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: HLCS’ MCA science proficiency results are shown in Table 3 and Figure 5. For the purpose of this report, Park Rapids Century Elementary School is being used as a comparison school for Heartland Lakes Community School. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. HLCS is currently outperforming the comparison school by 7.5 percentage points.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

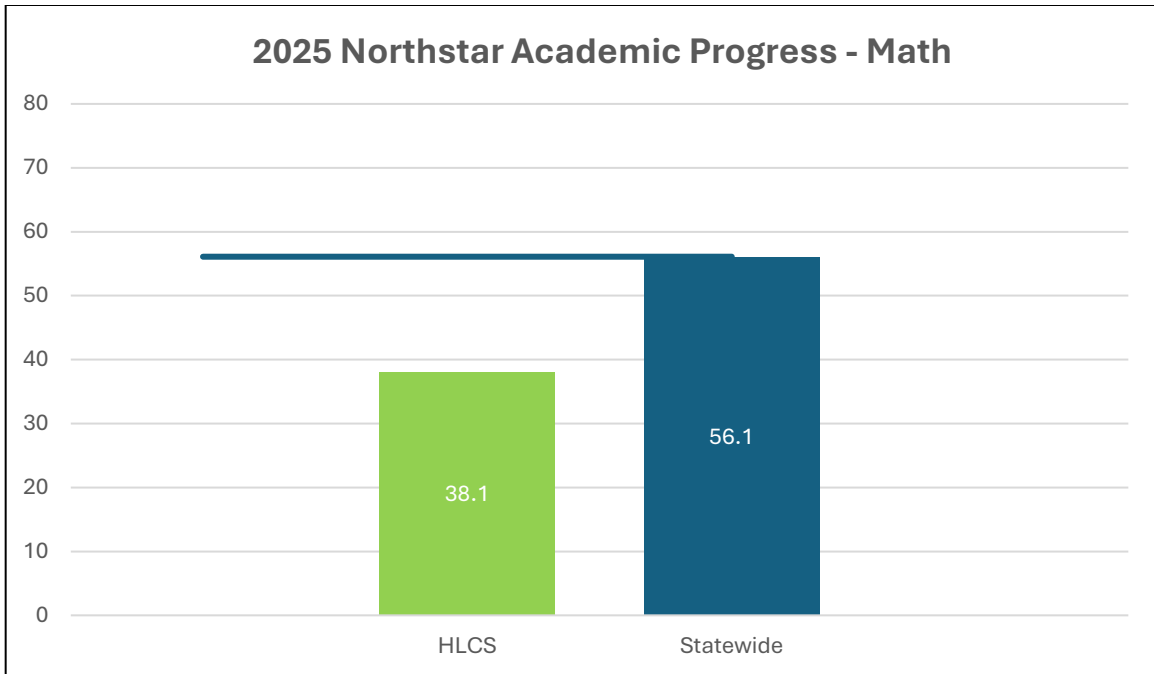


Figure 6 – 2025 North Star Academic Progress (Improved + Maintained)

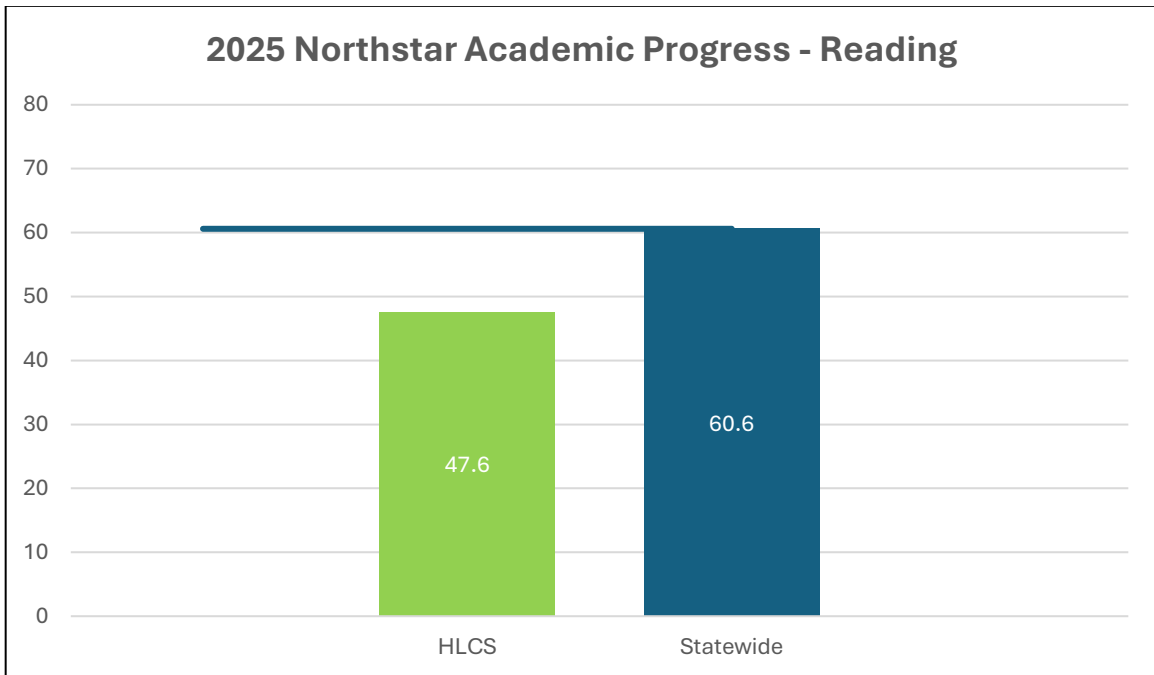


Figure 7 – 2025 North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

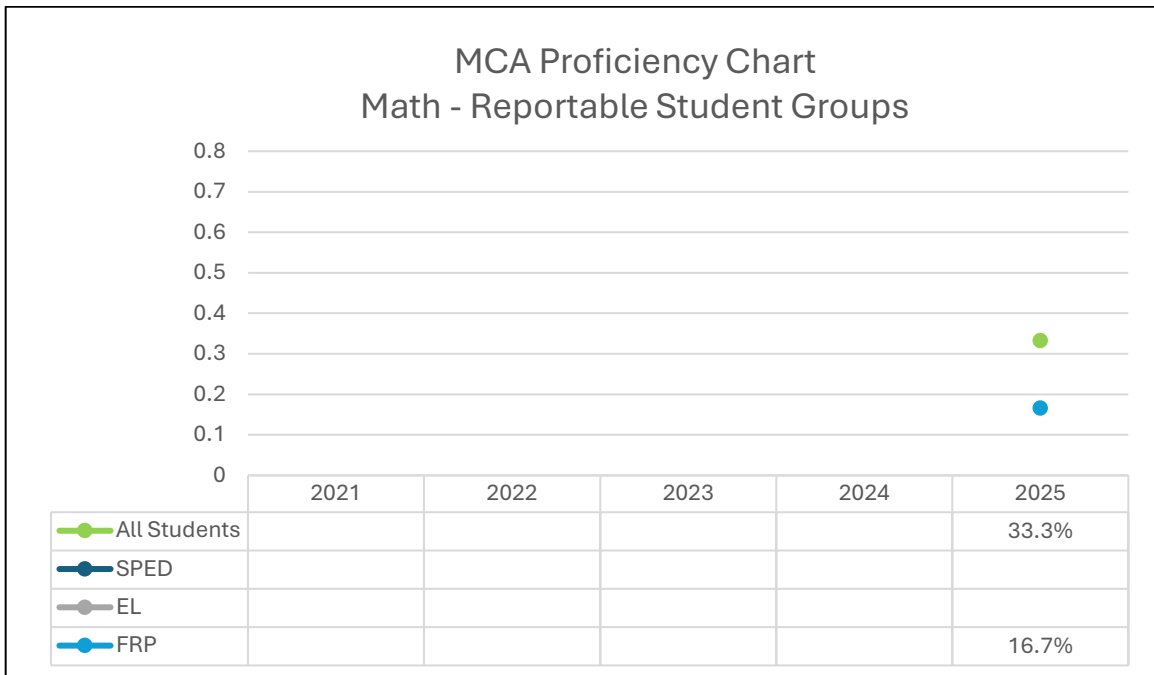


Figure 8 - Reportable Student Groups MCA Math 2025

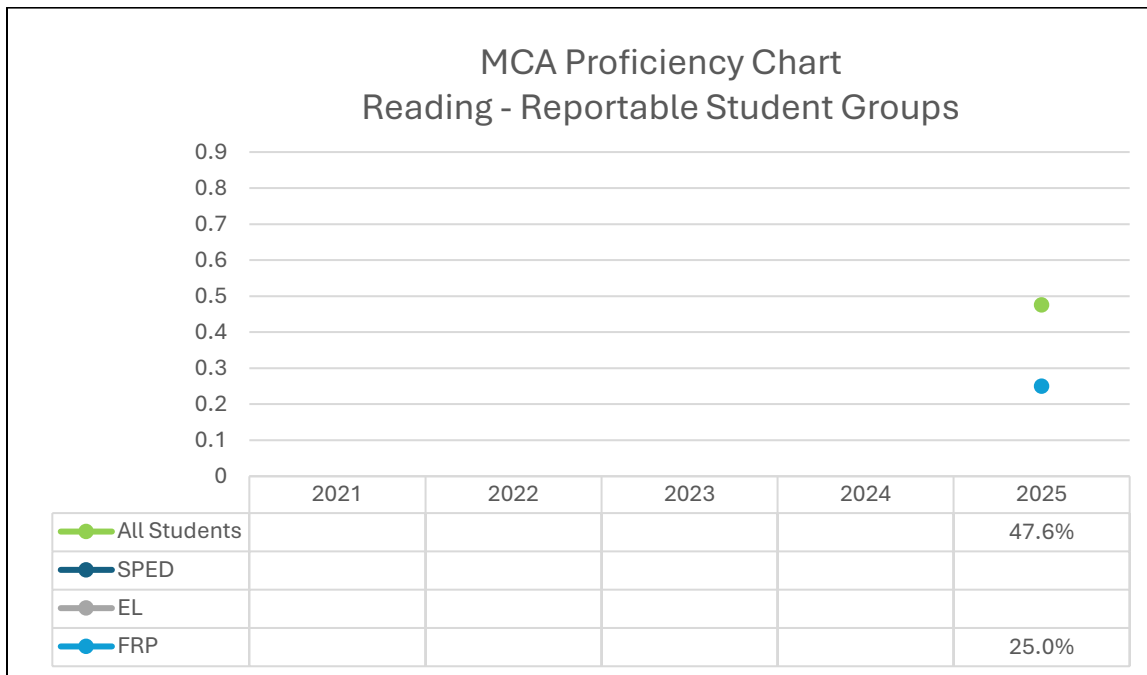


Figure 9 - Reportable Student Groups MCA Reading 2025

VOA -MN Standards Evaluation

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

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

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
X	1: Partially Meets - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: HLCS is currently outperforming the comparison school, Park Rapids Area Century Elementary School, in reading and science.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 38.1% for math and 47.6% for reading.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded CACR Standard: all racial and economic achievement gaps between students are closed.	
N/A	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.

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

Analysis: N/A This standard requires two years of testing in order to be evaluated.

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and linked to improving pupil learning and student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: HLCS has developed a school-wide, data-driven professional development plan that included the following topics that are central to school’s mission and vision: trauma-informed care, social emotional learning, restorative practices, outdoor learning, behavior management. The school also included topics that were directly linked to assessment data that support teachers and staff in improving student achievement (for example: standards-aligning curriculum, management of the active classroom book study, literacy training).

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis: In addition to its rigorous academic curriculum, ALA has increased learning opportunities for all students through the following programs: social emotional learning, outdoor education, unique specials classes, student led conferences, expeditionary learning, and multi-age classrooms.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the

annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

The percentage of students in grades Kindergarten and First at Heartland Lakes Community School who score at or above grade level targets as measured by the FastBridge reading assessment will increase from 16.1% in 2024-25 to 50% by end of the 2026-2027 school year.

Result: On Track (Multi Year Goal)

This year established the baseline data of 12.9% of Kindergarten and first grade students were at or above grade level on the Spring Early reading FastBridge test.

Goal #2a Close the Achievement Gap Between Student Groups

By the end of the 2026-2027 school year, all students will complete at least three expeditionary learning, community-connected projects annually, with embedded student voice and identity exploration.

Result: Goal Met (Multi Year Goal)

This year established the baseline data of 100% of students achieving this goal. Two out of three celebrations had community members that attended with student voice. All grades participated in the pollinators project and this had community connections and student voice. The community parks project had direct community connections/student voice and all students participated.

Goal #2b Close the Achievement Gap Between Student Groups

At least 90% of students from underrepresented groups will demonstrate growth in key competencies—critical thinking, communication, and self-direction—as evidenced in their student reflection portfolios.

Result: On Track (Multi Year Goal)

The data for this goal was not analyzed for the 24-25 school year. The systems and structures are in the process of being developed.

Goal #3 All Students Prepared to be Lifelong Learners

As part of our scholars being active participants and not passive observers in their educational journey, at least two out of three of our conferences with teachers and caregivers are student-led. During the 2024 – 2025 school year, students will have achieved at least 80% of student-led conference objectives such as tracking of student goals, portfolios showcase, self-reflection on their school day, communicating information to caregivers at conferences, sharing their FastBridge data.

Result: Goal Met

This year established our baseline data for this goal of 100% of students participated in at least 2 student conferences.

Academic Standards Point Total: 7/10



KALEIDOSCOPE
CHARTER SCHOOL
Education. Reimagined.

KALEIDOSCOPE CHARTER SCHOOL

Charter # 4118

Director: Brad Sellner

7525 Kalland Avenue NE

Otsego, MN 55301

Phone: 763-428-1890

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’ proficiency rates on the Minnesota Comprehensive Assessments increased in math, but decreased in reading from 2024 to 2025. The school’s proficiency rates in math, reading and science are currently below those of the combined comparison schools.

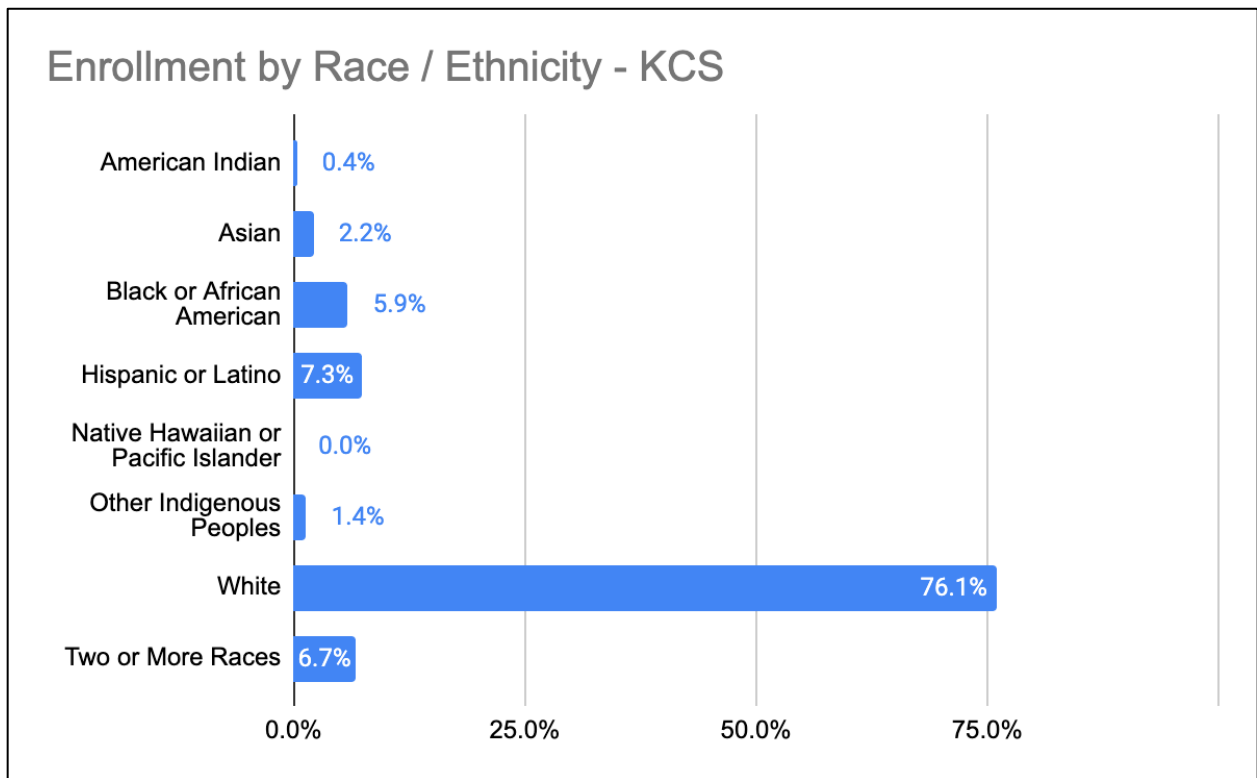


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

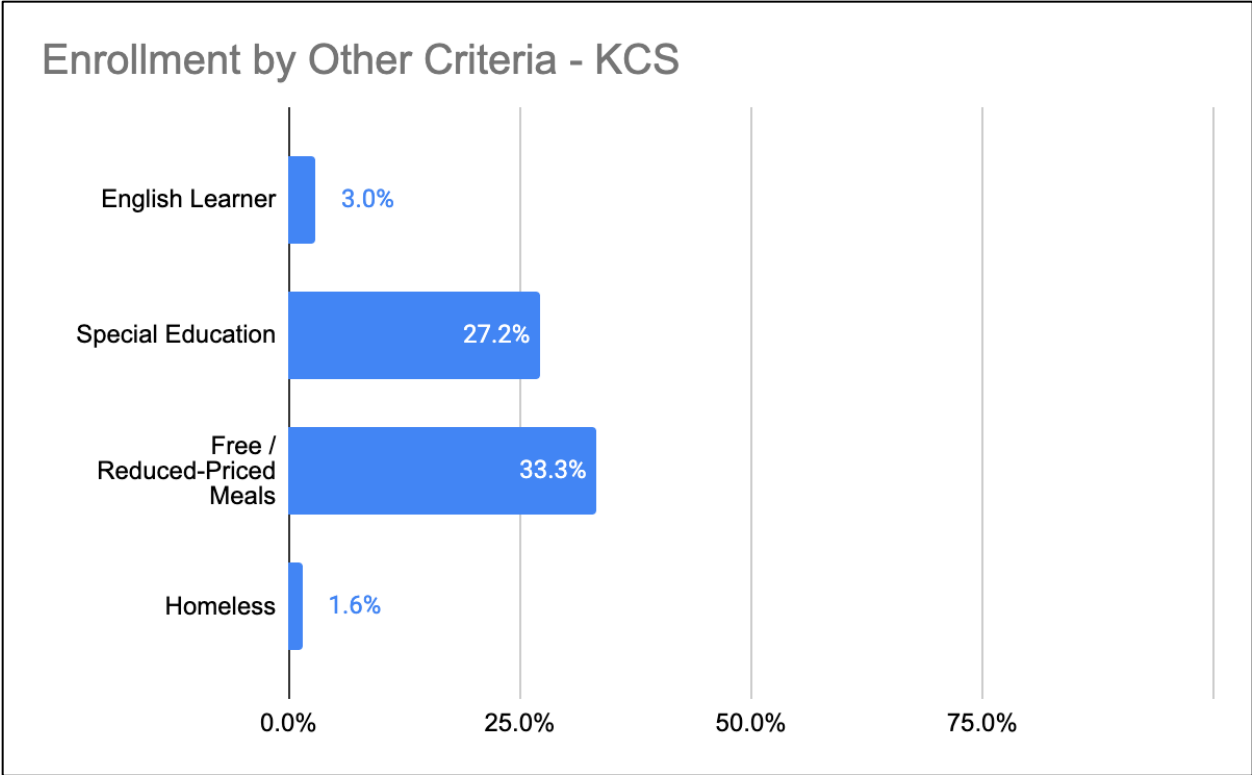


Figure 2 - Enrollment by Other Criteria

Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 – 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3 rd	57.1%	59.0%	59.1%	58.8%	57.9%
4 th	53.8%	56.4%	57.1%	56.7%	55.6%
5 th	41.1%	43.1%	44.4%	44.1%	42.9%
6 th	37.2%	39.3%	39.6%	40.3%	40.1%
7 th	37.4%	37.6%	39.7%	40.1%	40.9%
8 th	39.8%	40.1%	40.3%	41.1%	41.9%
11 th	41.4%	36.6%	36.0%	35.0%	35.05
Kaleidoscope	39.9%	36.0%	35.4%	33.0%	33.7%

3 rd	67.4%	57.7%	59.6%	39.1%	48.5%
4 th	39.5%	45.0%	46.0%	38.5%	33.3%
5 th	17.6%	18.5%	9.6%	34.7%	18.0%
6 th	45.0%	33.3%	11.6%	11.4%	16.7%
7 th	29.4%	31.6%	38.5%	33.3%	35.9%
8 th	31.3%	27.6%	55.6%	44.1%	40.5%
11 th	20.0%	7.7%	28.6%	22.2%	CTSTR
Three Rivers Montessori					
3 rd					50.0%
4 th					CTSTR
5 th					0.0%
6 th					CTSTR
Spectrum High School					
7 th					30.0%
8 th					32.6%
11 th					52.3%
Combined					38.0%

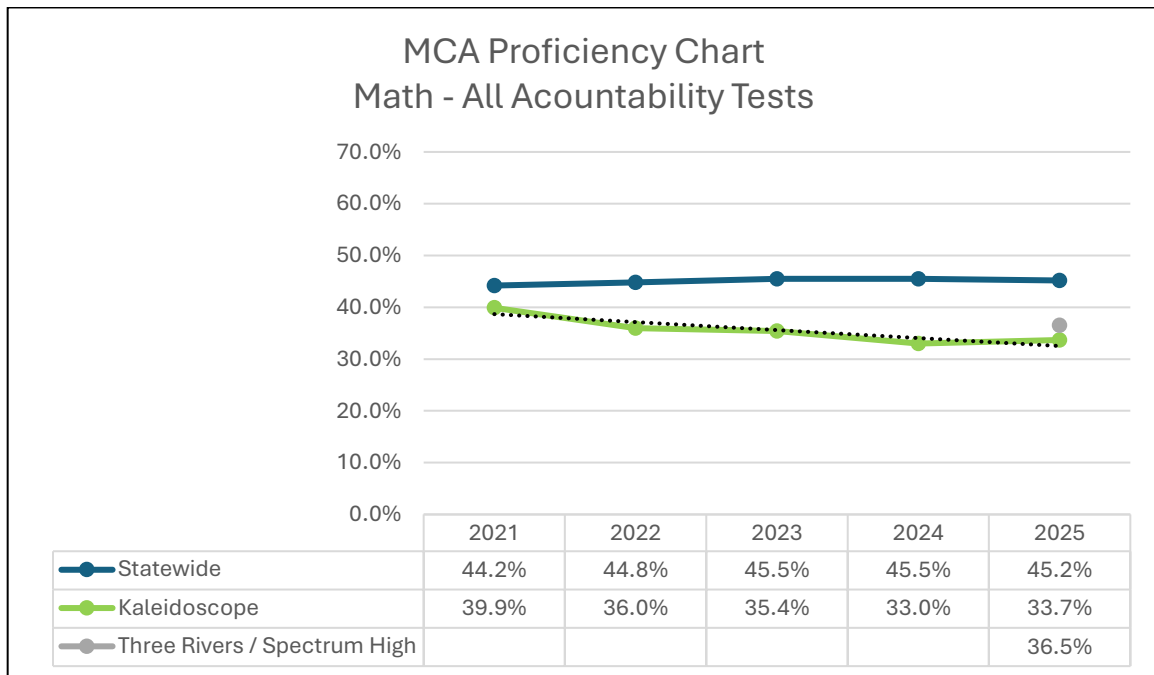


Figure 3 - MCA Math Proficiency 2021 – 2025

ANALYSIS OF MATH MCA PROFICIENCY: KCS’ MCA math proficiency results are shown in Table 1 and Figure 3. For the purpose of this report, proficiency results from Three Rivers Montessori School and Spectrum High School were combined to create a comparison score for KCS. Kaleidoscope

Charter School’s math proficiency rate increased by 0.7 percentage points from 2024 to 2025. The school is currently performing below the combined comparison schools as well as the statewide average. In future years it is expected that KCS will increase its math proficiency rate to meet or exceed that of the combined comparison schools as well as the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3 rd	48.5%	48.1%	47.4%	46.5%	46.1%
4 th	49.3%	49.6%	48.4%	48.1%	46.3%
5 th	59.4%	59.4%	58.7%	57.5%	57.1%
6 th	55.0%	54.4%	53.4%	54.5%	54.1%
7 th	48.3%	45.5%	45.2%	45.5%	46.2%
8 th	49.7%	46.4%	44.8%	44.6%	46.0%
10 th	58.3%	55.2%	51.7%	52.2%	51.3%
Kaleidoscope	49.5%	50.7%	51.5%	43.1%	39.7%
3 rd	41.9%	47.1%	55.8%	26.1%	34.8%
4 th	34.1%	41.7%	42.0%	42.3%	33.3%
5 th	61.8%	49.1%	53.8%	49.0%	38.0%
6 th	61.9%	48.7%	44.2%	34.3%	44.4%
7 th	44.4%	54.3%	47.5%	64.3%	46.2%
8 th	66.7%	65.4%	62.1%	36.4%	45.2%
10 th	58.3%	68.2%	60.6%	60.0%	45.5%
Three Rivers Montessori					
3 rd					40.9%
4 th					CTSTR
5 th					9.1%
6 th					CTSTR
Spectrum High School					
7 th					55.3%
8 th					62.1%
11 th					66.4%
Combined					61.0%

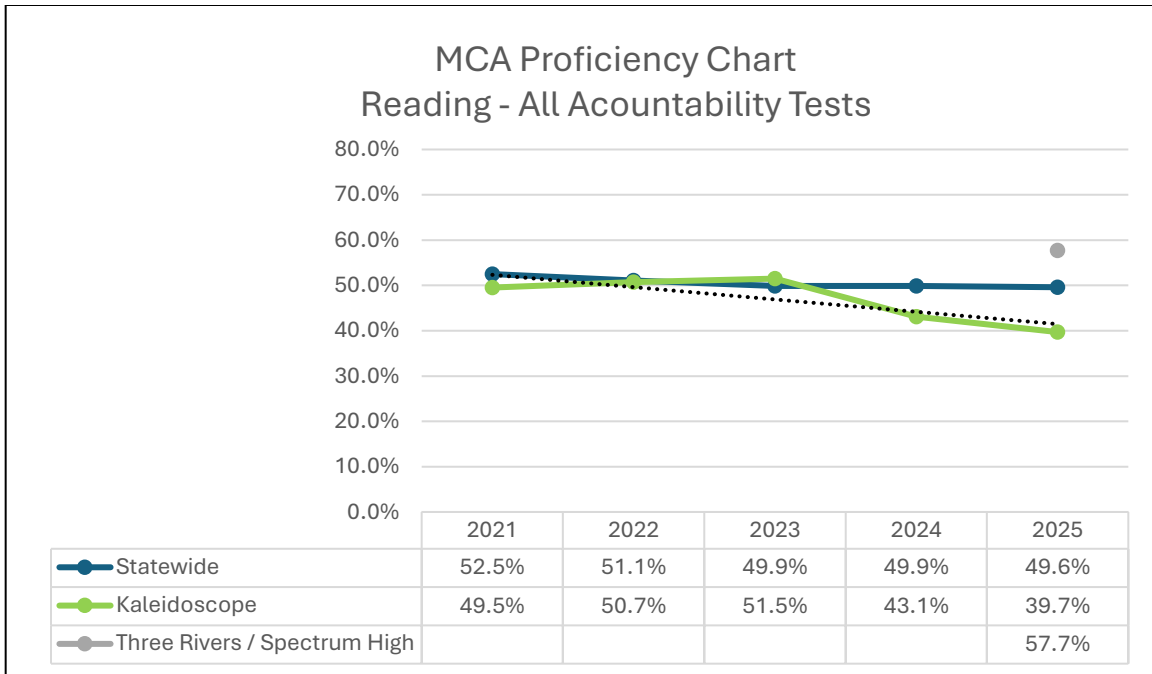


Figure 4 – MCA Reading Proficiency 2021 - 2025

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 Three Rivers Montessori School and Spectrum High School were combined to create a comparison score for KCS. Kaleidoscope Charter School’s reading proficiency rate declined 3.4 percentage points from 2024 to 2025. The school is currently performing below the combined comparison schools as well as the statewide average. In future years it is expected that KCS will increase its reading proficiency rate to meet or exceed that of the combined comparison schools as well as the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5 th	26.5%				
8 th	16.7%				
H.S.	36.6%				
Kaleidoscope	21.0%				
5 th	16.0%				
8 th	28.6%				
H.S.	15.4%				
Swan River Montessori					
5 th	9.1%				
Spectrum High School					
8 th	15.6%				
H.S.	47.9%				

Combined	29.7%				
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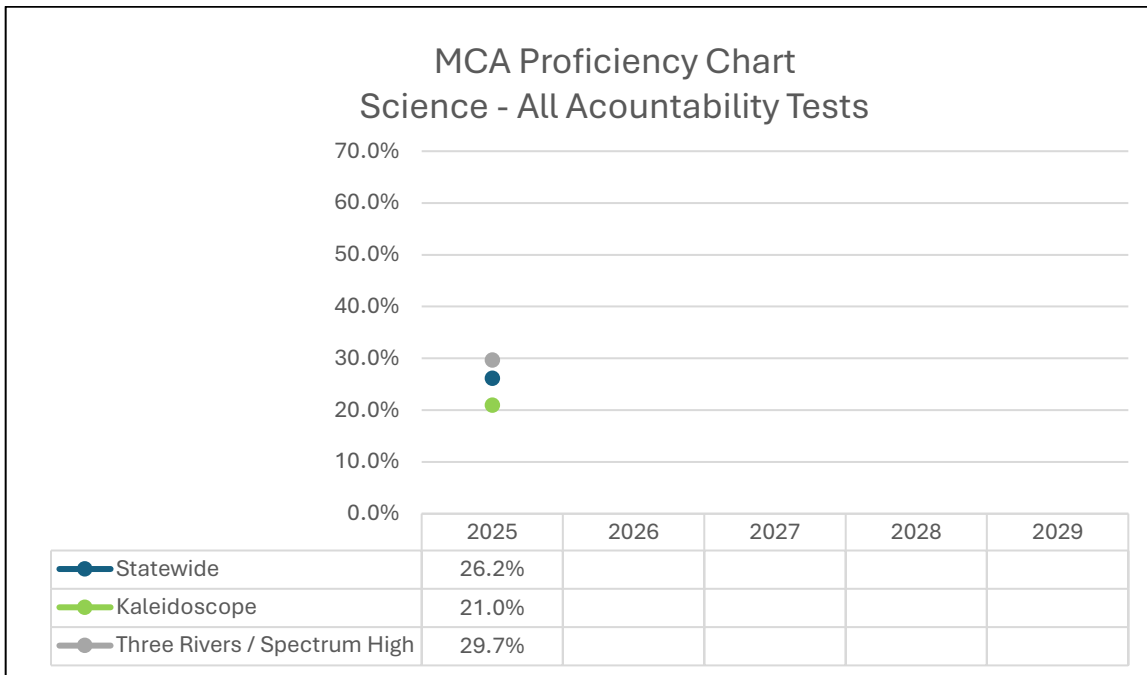


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: KCS’ MCA science proficiency results are shown in Table 3 and Figure 5. For the purpose of this report, proficiency results from Three Rivers Montessori School and Spectrum High School were combined to create a comparison score for KCS. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. KCS is currently performing below the combined comparison schools as well as the statewide average. In future years it is expected that KCS will increase its science proficiency rate to meet or exceed that of the combined comparison school as well as the statewide average.

Academic Performance Standard 2 – Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Progress Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

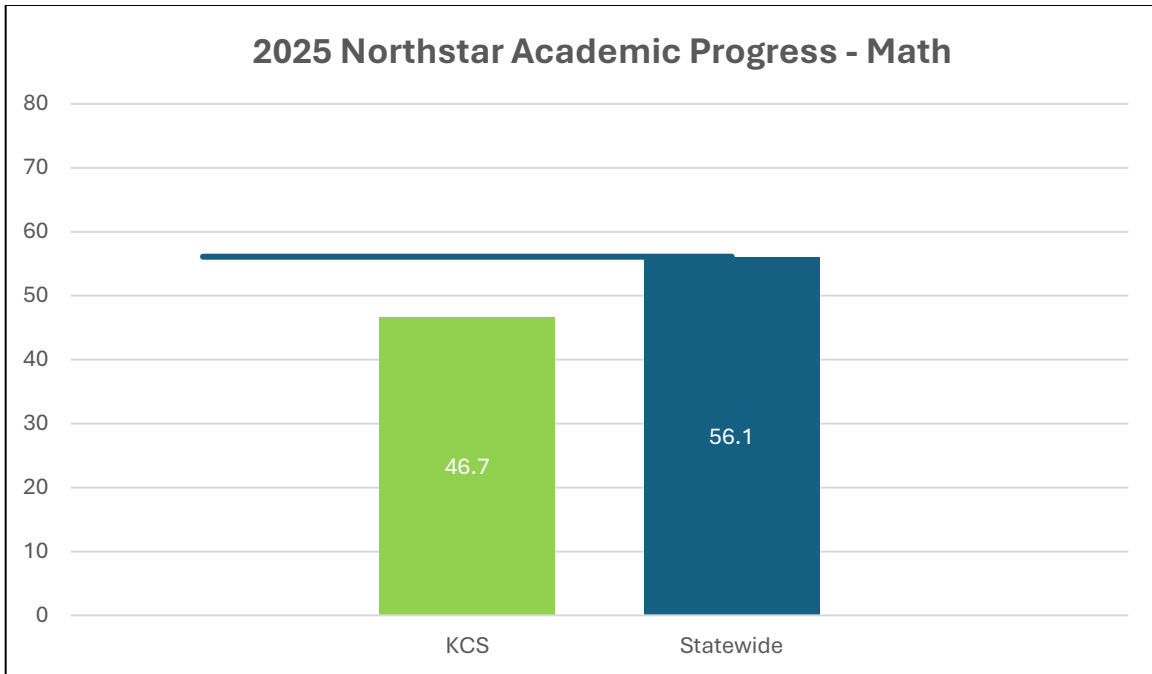


Figure 6 – North Star Academic Progress (Improved + Maintained)

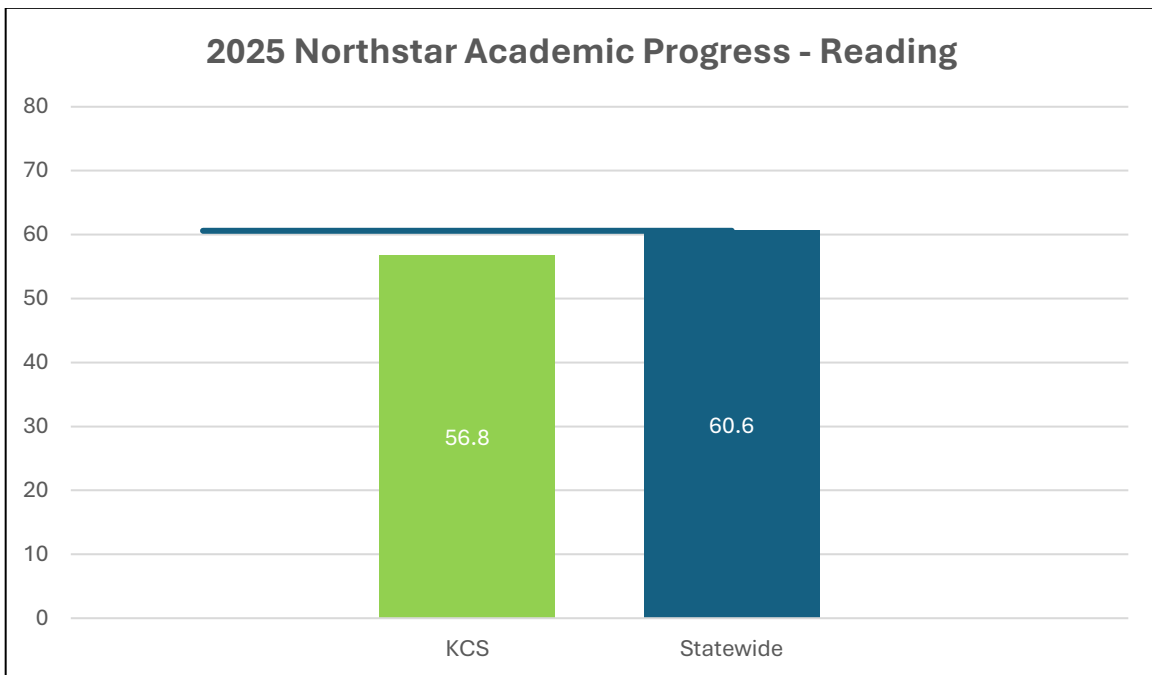


Figure 7 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

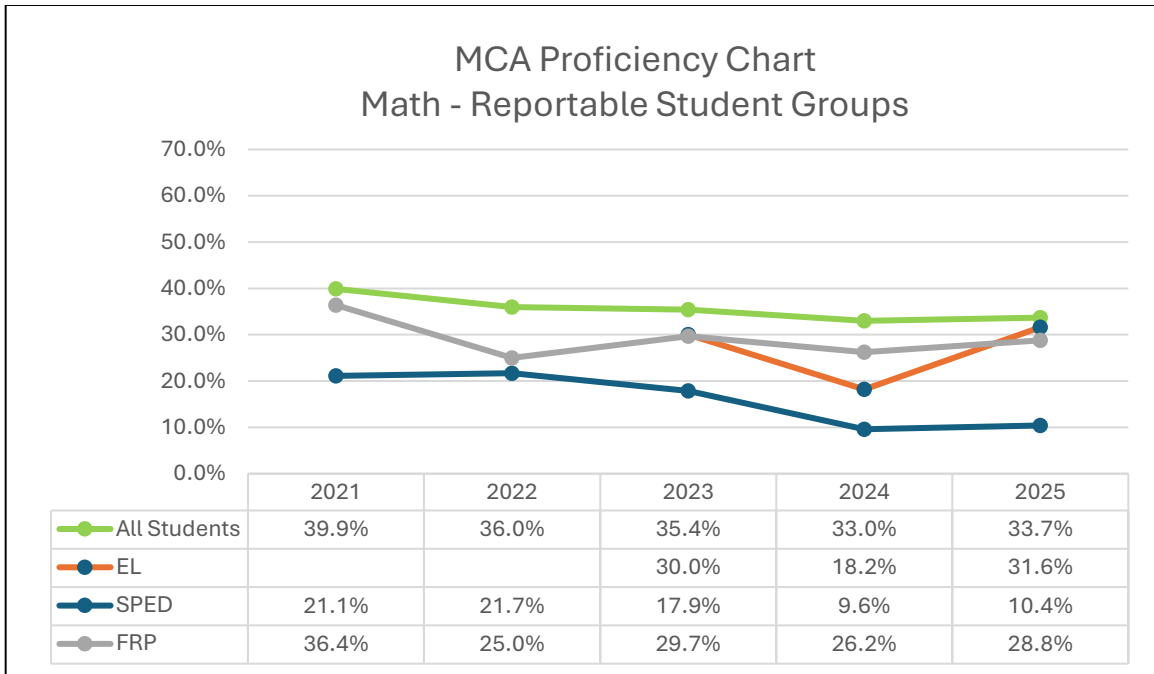


Figure 8 - Reportable Student Groups MCA Math 2021 - 2025

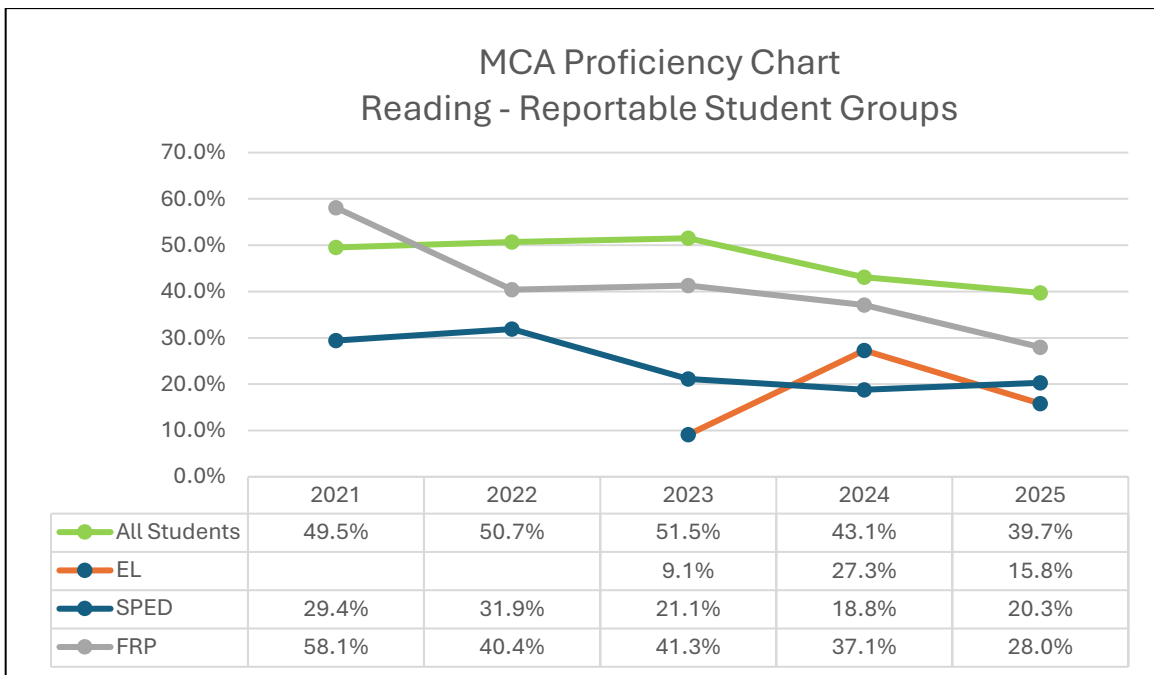


Figure 9 - Reportable Student Groups MCA Reading 2021- 2025

VOA -MN Standards Evaluation

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

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

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
X	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: Kaleidoscope Charter School performed below the combined comparison schools, Three Rivers Montessori (3-6) and Spectrum High School (7-12), in math, reading and science.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
	2: Meets School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 46.7% for math and 56.8% for reading.	

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

Analysis: A score of partially meets was awarded because Kaleidoscope Charter School reduced the achievement gap in four out of the six possible areas. (SPED math, FRP math, EL math and SPED reading)

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: KCS developed a school-wide, data-driven professional development for the 2024-2025 school year that focused on raising the academic achievement of students and a sense of belonging at school. Teachers were provided a total of 13 work and professional development days, and paraprofessionals 9 total days (some full/some half days) throughout the school year. Professional development focused on the following areas:

- Leader in Me - 8 Habits Training - Core 1
- PBIS Training
- New Social Studies Curriculum (K-5, MS, and HS)
- De-escalation (all teachers and paraprofessionals) and CPI training (team)
- Adaptations, Modifications of Curriculum
- READ Act (Science of Reading - OL & LA) - K-3 core teachers and elementary special education teachers
- MTSS Framework - MDE Cohort

Kaleidoscope has created the following teams of teachers who have input on professional development opportunities that align with their team's purpose and work. Teams for the 2024-25 school year are as follows:

- Lighthouse Team - Leadership
- Lighthouse Team - Student & Staff Culture
- Lighthouse Team - Academics
- MTSS - Leadership/Culture/Academics
- Student Assistance Team (Elementary & Secondary) - Academics
- Curriculum - Spanish, K-12 Physical Education and Health
- PBIS Team - Culture (student & staff behavior)

Academic teams met with administration biweekly to discuss student data and interventions.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.

	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
Analysis: In addition to its rigorous academic curriculum, KCS has increased learning opportunities for all students by aspiring to cultivate community while inspiring students to grow and develop a curiosity in life and learning. In order to achieve these goals, the school has implemented programs that are relationship focused, socially and emotionally aware, community driven, and leadership driven.	

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report	
Analysis:	
Goal #1 All Students Ready for School	
At least 80% of families with an incoming KCS kindergartner for the 2024-2025 school year will participate in a Kindergarten Readiness Program/Event in April 2025.	
Result: Goal Not Met	
For 2024-25 KCS had a participation rate of 73% toward its school readiness goal.	
Goal #2 All Students Ready for Career and College	
The average ACT composite score for KCS students will increase from 17.52 in 2022 to 19.0 by 2025.	
Result: Goal Met multi-year goal	
For 2024-25, KCS's ACT composite score was 24.7	
Goal #3 All Students Graduate	
The four-year graduation rate for KCS will be at least 90%.	
Result: Goal Met	
For 2024-25, the graduation rate was 96.5%.	
Goal #4a All Students Prepare to be Lifelong Learners	
The percentage of seniors in the KCS building receiving an individual career/college planning meeting with a school counselor or administrative designee will be 100% during the school year.	
Result: Goal Met	
For 2024-25, 100% of KCS Seniors met with school administration.	
Goal #4b All Students Prepare to be Lifelong Learners	
The number of post-secondary options highlighted for students, through visits from various organizations or field trips to colleges, will be 7 in 2024-25.	
Result: Goal Met	

For 2024-25, KCS students attended 8 events.

Academic Standards Point Total: 6/12



KIPP: NORTHSTAR ACADEMY

Charter #4191

Principal: Shana Ford

5304 N. Oliver Avenue

Minneapolis, MN 55430

Phone: 612-287-9700

www.kippminnesota.org

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

Summary: The school’s demographic data has remained steady over the past few years with a higher than average free and reduced population. KNSA’s proficiency rates on the MCAs are currently below those of the combined comparison school in math, reading and science.

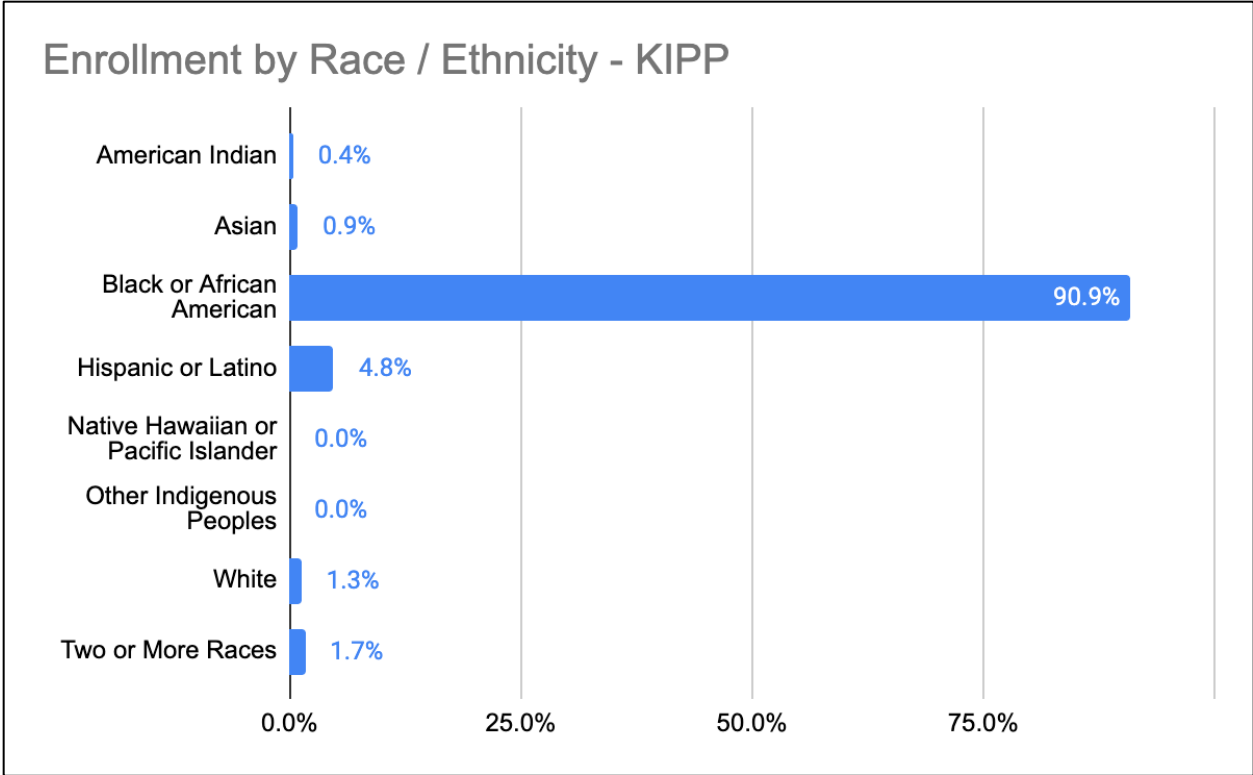


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

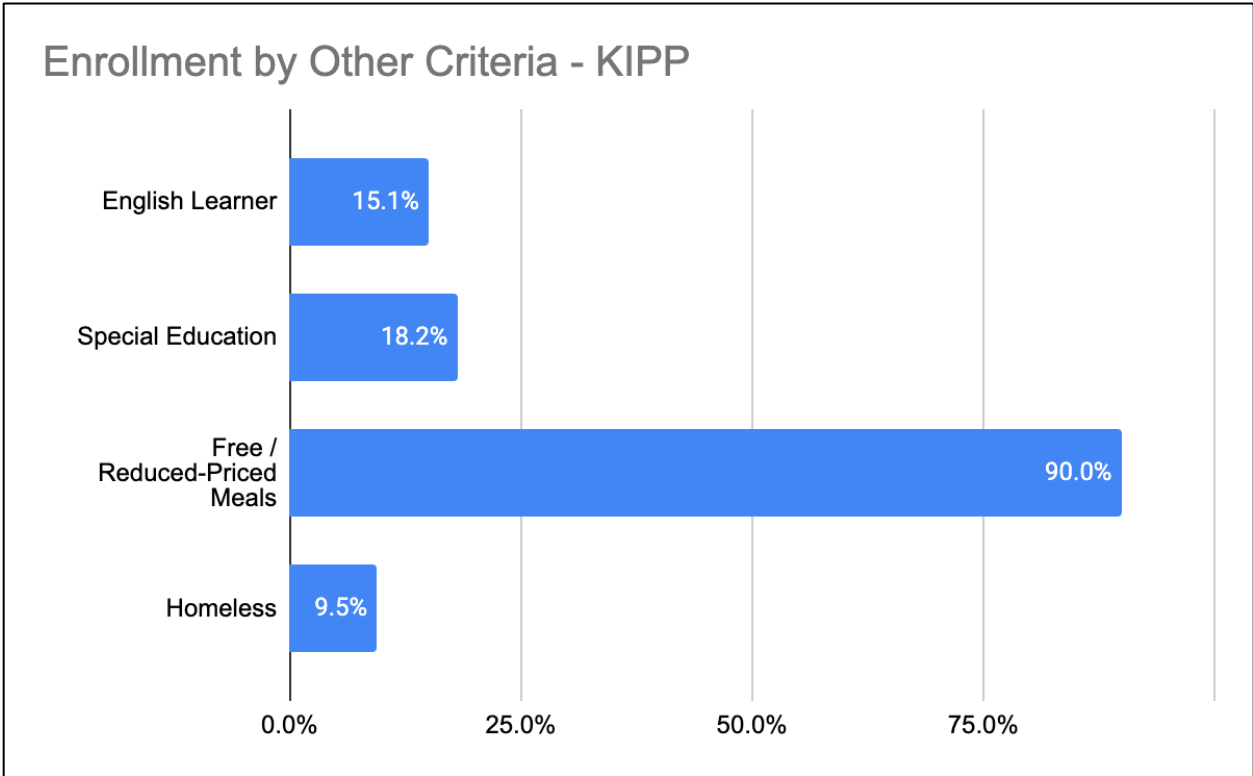


Figure 2 - Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.” The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3rd	57.1%	59.0%	59.1%	58.8%	57.9%
4th	53.8%	56.4%	57.1%	56.7%	55.6%
5th	41.1%	43.1%	44.4%	44.1%	42.9%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
7th	37.4%	37.6%	39.7%	40.1%	40.9%
8th	39.8%	40.1%	40.3%	41.1%	41.9%
KIPP	4.8%	4.3%	4.2%	3.7%	3.3%
3rd	9.1%	3.6%	0.0%	3.4%	3.8%
4th	8.0%	3.6%	3.0%	0.0%	13.6%
5th	7.7%	3.4%	7.7%	4.0%	0.0%
6th	2.1%	6.1%	7.5%	6.3%	4.0%
7th	2.8%	4.9%	3.1%	0.0%	0.0%
8th	0.0%	4.1%	3.2%	9.1%	0.0%
Sojourner Truth Academy	2.7%	10.3%	6.5%	6.1%	5.8%
3rd	4.0%	27.3%	18.5%	21.9%	14.0%
4th	0.0%	19.2%	7.4%	5.0%	12.2%
5th	0.0%	9.1%	3.8%	0.0%	0.0%
6th	0.0%	0.0%	0.0%	6.1%	2.2%
7th	3.1%	0.0%	3.1%	3.1%	2.2%
8th	7.7%	10.0%	6.7%	0.0%	2.8%

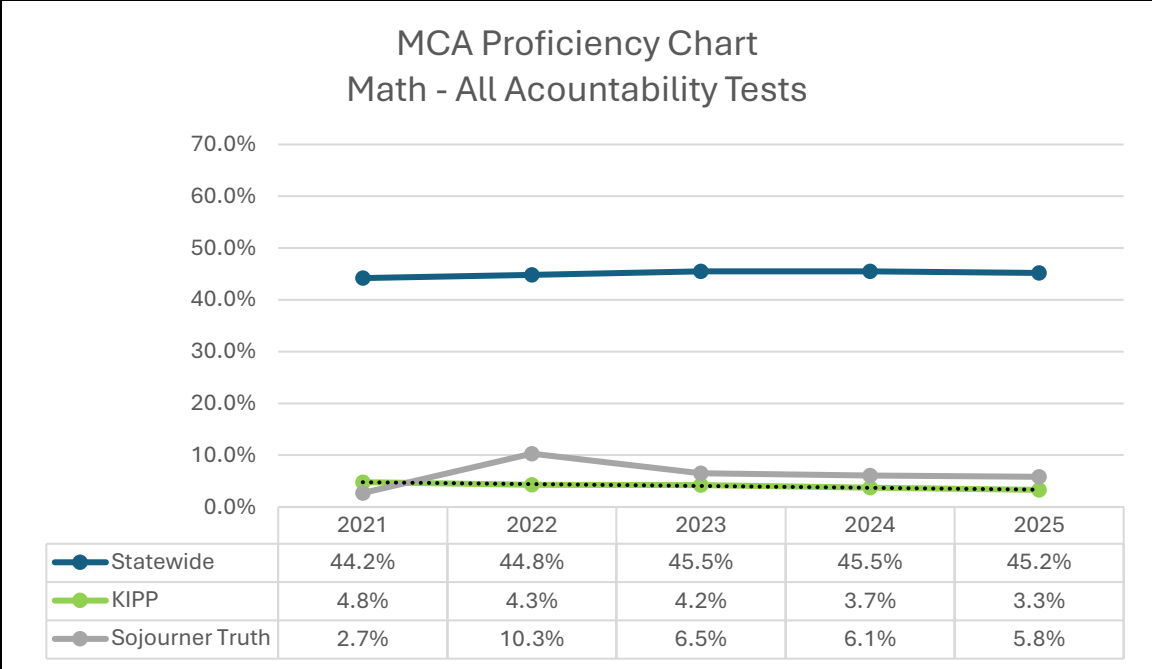


Figure 3 - MCA Math Proficiency 2021 – 2025

ANALYSIS OF MATH MCA PROFICIENCY: KNSA’s MCA math proficiency results are shown in Table 1 and Figure 3. For the purpose of this report, proficiency results from Sojourner Truth Academy are being used as a comparison school for KNSA. KNSA’s math proficiency rate declined slightly from 2024 to 2025 to 3.3%. In future years, it is expected that KNSA will increase its MCA math proficiency rate to meet or exceed that of the comparison school and work toward meeting the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3 rd	48.5%	48.1%	47.4%	46.5%	46.1%
4 th	49.3%	49.6%	48.4%	48.1%	46.3%
5 th	59.4%	59.4%	58.7%	57.5%	57.1%
6 th	55.0%	54.4%	53.4%	54.5%	54.1%
7 th	48.3%	45.5%	45.2%	45.5%	46.2%
8 th	49.7%	46.4%	44.8%	44.6%	46.0%
KIPP	12.1%	13.4%	13.1%	10.4%	14.9%
3 rd	9.1%	7.0%	7.5%	3.3%	4.0%
4 th	16.1%	8.8%	3.1%	10.0%	9.1%
5 th	14.5%	21.1%	21.1%	19.2%	18.8%
6 th	11.8%	13.4%	17.1%	9.4%	33.3%
7 th	10.5%	16.1%	9.7%	4.2%	13.3%
8 th	8.8%	13.5%	18.8%	18.2%	6.7%
Sojourner Truth Academy	6.9%	11.5%	10.1%	8.6%	11.5%

3 rd	3.8%	13.6%	11.1%	22.6%	9.3%
4 th	4.0%	11.5%	7.7%	0.0%	5.4%
5 th	5.3%	13.6%	11.5%	6.3%	6.5%
6 th	5.3%	7.4%	10.7%	9.7%	18.6%
7 th	6.7%	6.9%	3.1%	6.3%	13.3%
8 th	15.4%	16.1%	17.2%	3.4%	13.9%

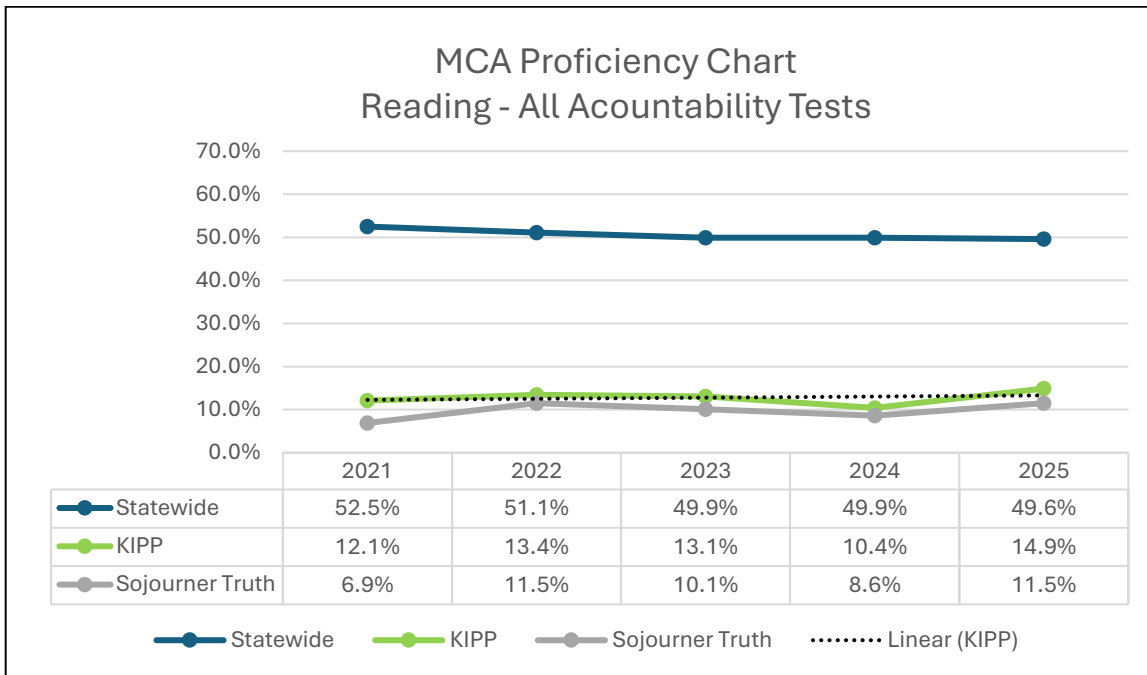


Figure 4 – MCA Reading Proficiency 2021 – 2025

ANALYSIS OF READING MCA PROFICIENCY: KNSA’s MCA reading proficiency results are shown in Table 2 and Figure 4. For the purpose of this report, proficiency results from Sojourner Truth Academy are being used as a comparison school for KNSA. KNSA’s reading proficiency rate increased by 4.5 percentage points from 2024 to 2025. KNSA is currently outperforming the comparison school by 3.4 percentage points, to 10.4%. In future years, it is expected that KNSA will continue to meet or exceed the proficiency rate of the comparison school and work toward meeting the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5 th	26.5%				
8 th	16.7%				
KIPP	6.7%				
5 th	6.7%				
8 th	6.7%				
Sojourner Truth Academy	0.0%				

5 th	0.0%				
8 th	0.0%				

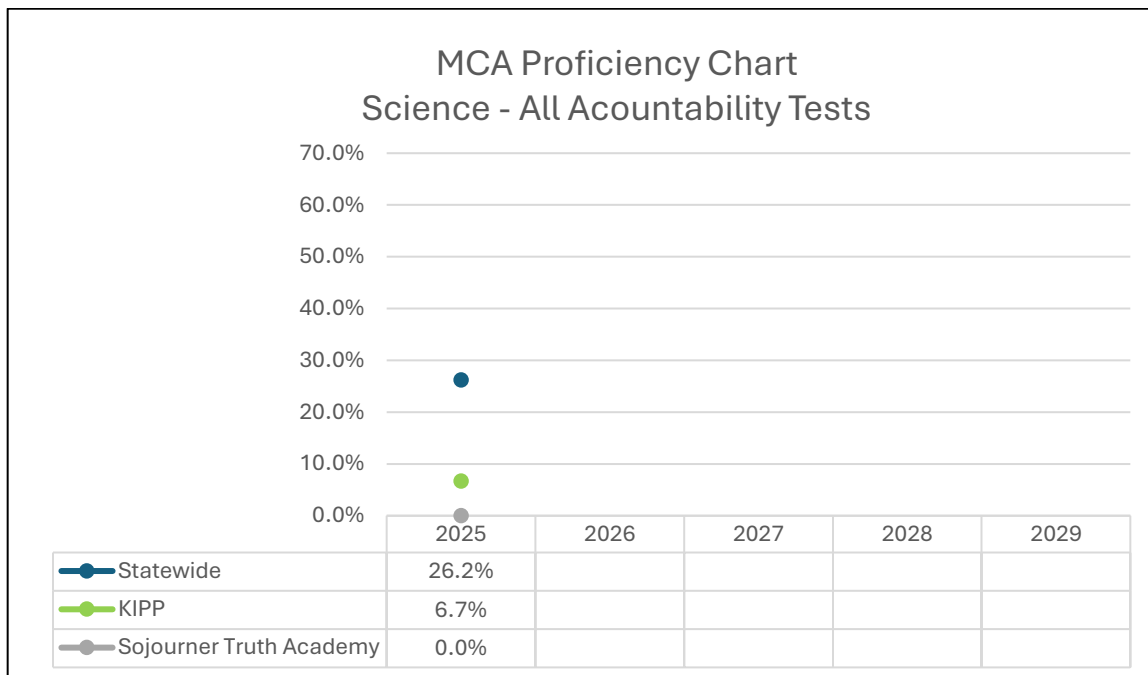


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: KNSA’s MCA science proficiency results are shown in Table 3 and Figures 5. For the purpose of this report, proficiency results from Sojourner Truth Academy are being used as a comparison school for KNSA. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. KNSA is currently outperforming the comparison school by 6.7 percentage points. In future years, it is expected that KNSA will continue to outperform the local comparison school and work toward meeting or exceeding the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Increased + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

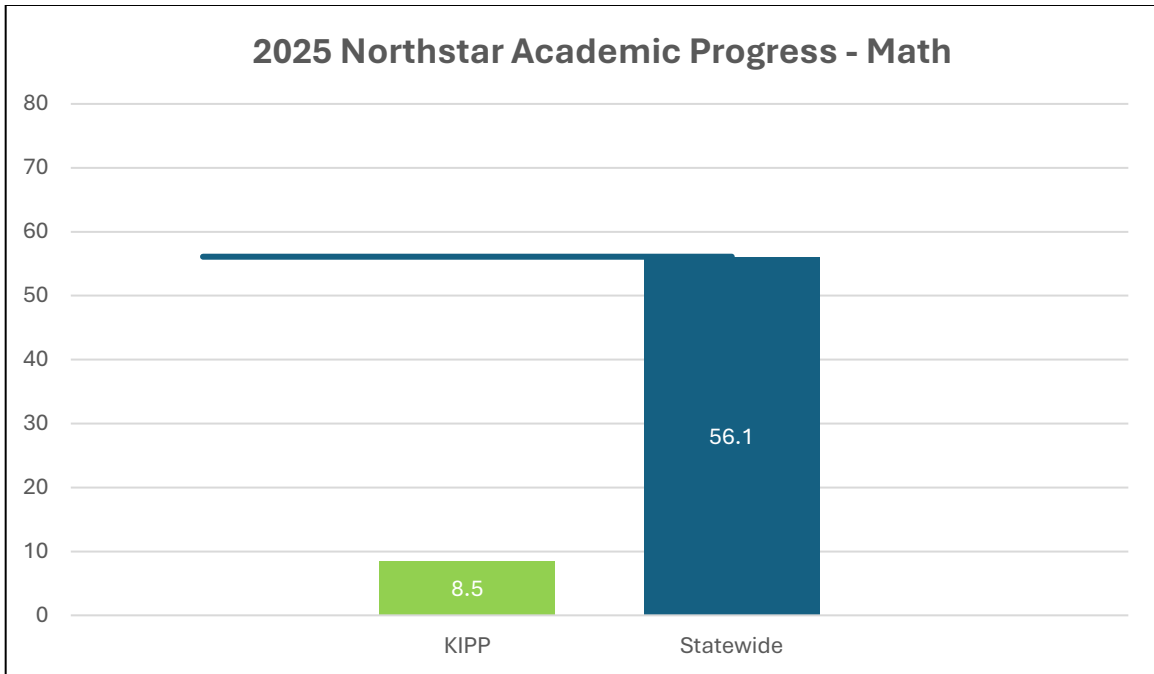


Figure 6 – North Star Academic Progress (Improved + Maintained)

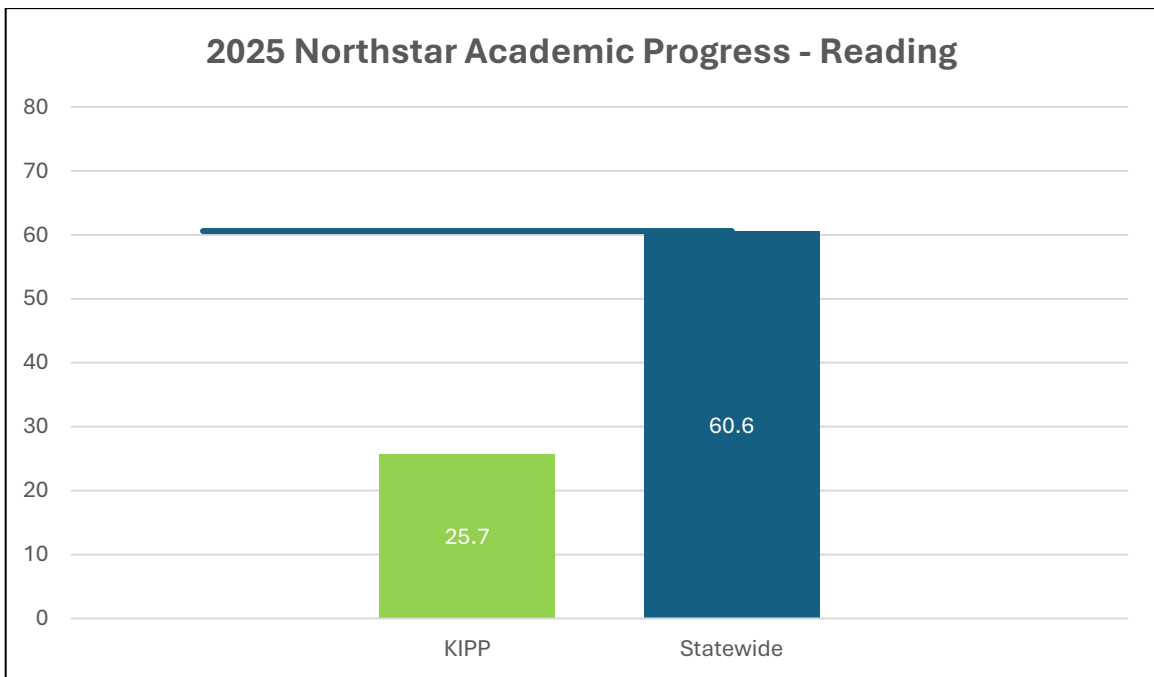


Figure 7 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

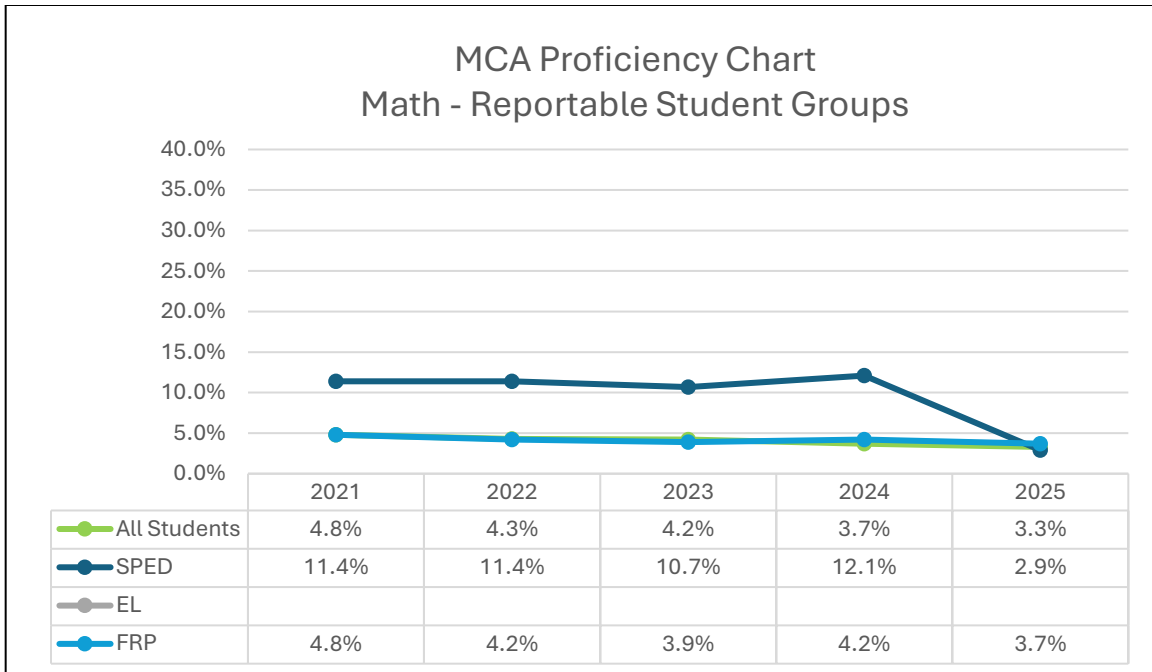


Figure 8 - Reportable Student Groups MCA Math 2021 – 2025

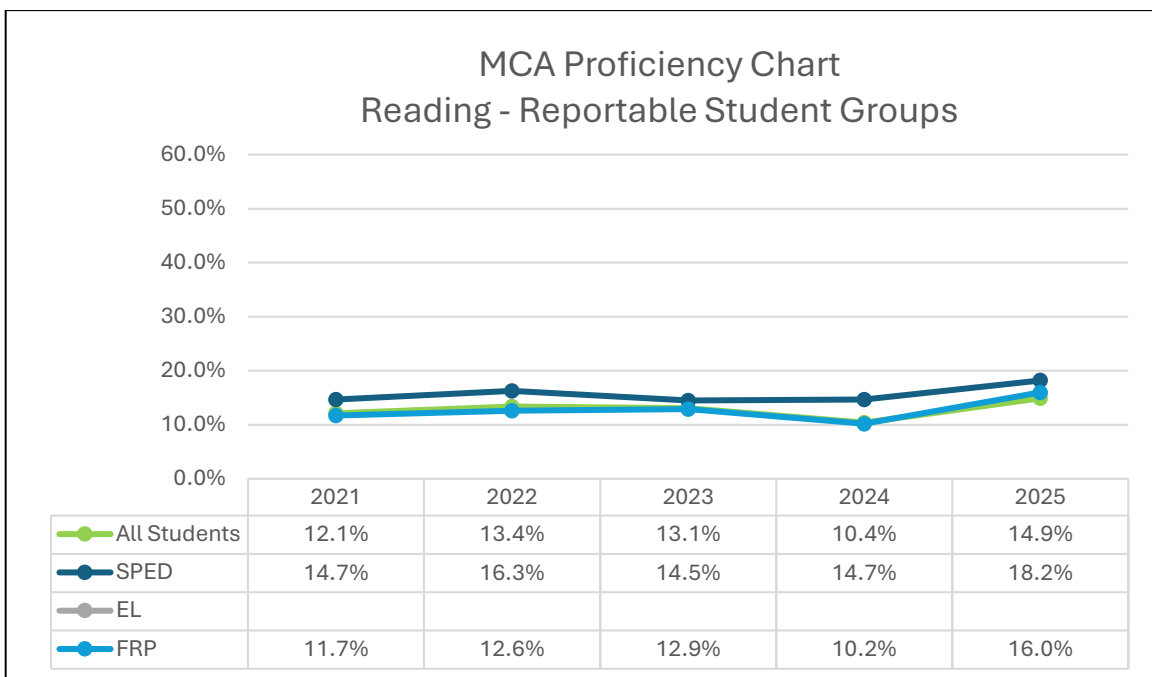


Figure 9 - Reportable Student Groups MCA Reading 2021 - 2025

VOA -MN Standards Evaluation

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

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

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

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

Data Source: Minnesota Department of Education

Analysis: KNSA is outperforming the comparison school, Sojourner Truth Academy, in reading and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)

	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

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

Analysis: The school's achievement level (improved + maintained) was 8.5% for math and 25.7% for reading.

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

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

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

Analysis: The achievement gap was non-excitant in three of four possible areas. The achievement gaps between the Free and Reduced group and the All Students group in reading was reduced from 2024 to 2025. The achievement gap between the Special Education group and the All Students group in math increased from 2024 to 2025.

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: KNSA has implemented a school-wide, data-driven professional development plan that is a combination of coaching on the job and explicit professional development. The school's PD is anchored in student achievement, instructional data cycles, and consistent opportunities to refine practice. Throughout the year, teachers participate in weekly PD on Tuesday, Wednesday, and Thursday mornings, along with eight additional full-day sessions embedded across the academic calendar. These ongoing sessions focus on assessment analysis, targeted skill development, and effective curriculum implementation.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis: In addition to its rigorous academic preparation, KNSA takes advantage of the KIPP Model which is based on integrating social-emotional learning into everyday lessons to help students prepare for the challenges of college and life. In addition to the lessons students learn in the classroom, they are also learning life skills through identity-affirming education. The school also has a growth focused behavior management system that allows students to reflect in groups about how their choices are impacting their class community. Ongoing character education also plays a large role in the school's behavior management system.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

The percentage of students on or above grade level in reading in the 2030 cohort will improve by 10%, as measured by the mCLASS DIBELS assessment.

Result: Met Some (Multiple Goals)

The school has seen significant progress in pockets on this goal. The school continues to use mCLASS and DIBELS to obtain more comprehensive information and have invested heavily in Early Literacy programming.

Goal #2 All Students Ready for Career and College

Students are actively engaged in year-long college and career readiness initiatives, including mentorship, field trips, student professional development and exploration, and corporate site visits.

Result: On Track (multi-year goal)

The school implemented strategies to cultivate diverse experiences in students' careers and college-readiness. The school is seeing strong results with student engagement and enthusiasm.

Goal #3 All Students Graduate

Implement targeted interventions, personalized support, and rigorous academics for every student's success toward graduation

Result: On Track (multi-year goal)

KIPP MN saw an increase in the number of 8th grade students who met their growth goals on the NWEA MAP assessments.

Goal #4 All Students Prepare to be Lifelong Learners

KIPP MN will implement curriculum training for students and teachers in skills aligned with lifelong learning, including: growth mindset, curiosity, critical thinking, independent learning, and personal goal-setting.

Result: On Track (multi-year goal)

The school provided rigorous professional staff development focused on fostering a Growth Mindset. This professional development was implemented across various disciplines and instructional methods, enabling students to adopt a lifelong learning mindset. Additionally, the school engaged students in activities promoting lifelong learning, such as recognition events and character rewards.

Academic Standards Point Total: 7/12



LAKES INTERNATIONAL LANGUAGE ACADEMY

Charter #4116
 Director: Shannon Peterson
 246 SE 11th Avenue
 Forest Lake, MN 55025
 Phone: 651-464-0771
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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: Proficiency rates on the Minnesota Comprehensive Assessments decreased in math and reading from 2024 to 2025. The school is currently outperforming the comparison school in math, reading and science. Growth rates are above the statewide average in both math and reading.

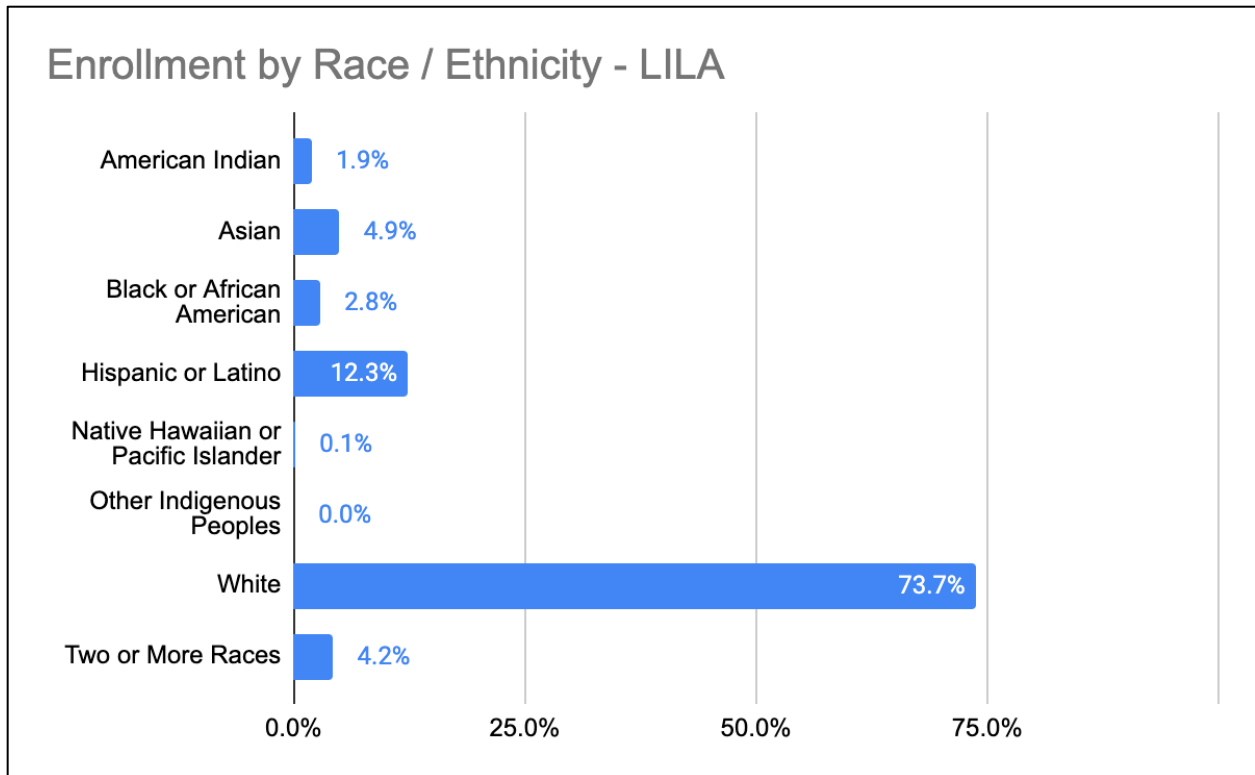


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

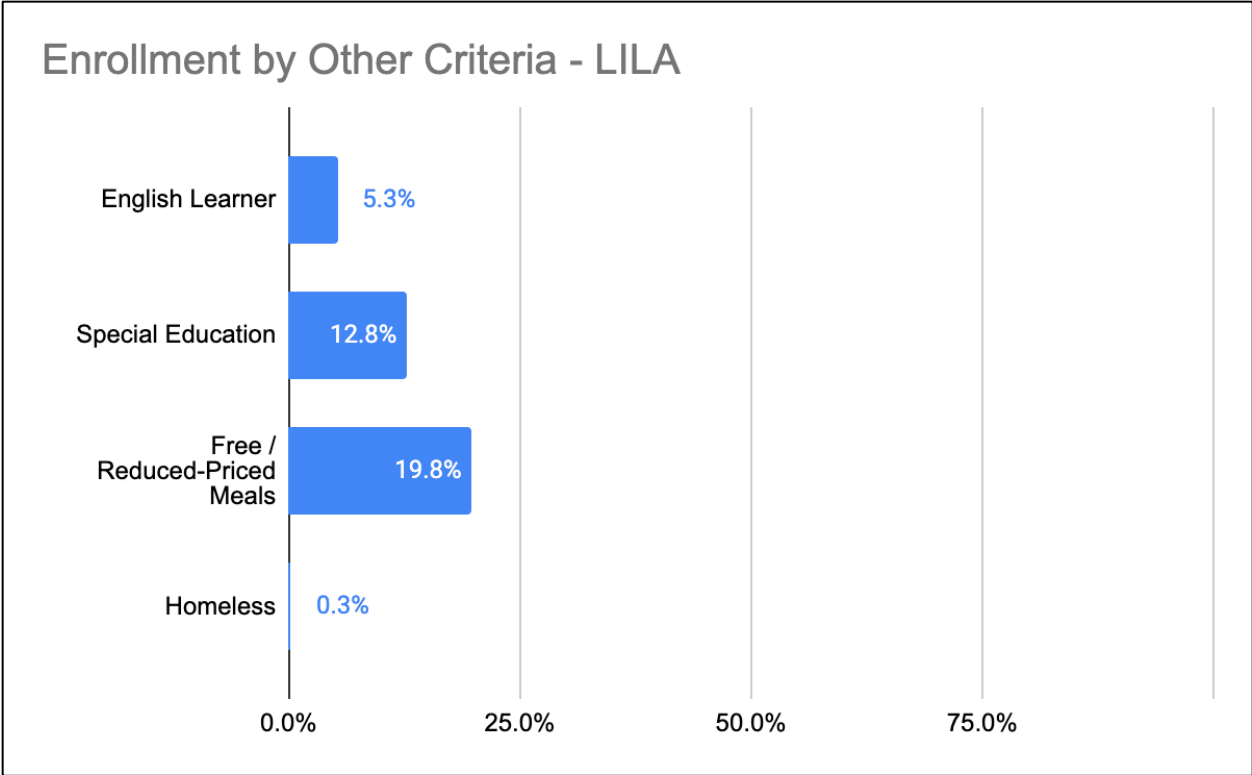


Figure 2 - Enrollment by Other Criteria

Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3 rd	57.1%	59.0%	59.1%	58.8%	57.9%
4 th	53.8%	56.4%	57.1%	56.7%	55.6%
5 th	41.1%	43.1%	44.4%	44.1%	42.9%
6 th	37.2%	39.3%	39.6%	40.3%	40.1%
7 th	37.4%	37.6%	39.7%	40.1%	40.9%
8 th	39.8%	40.1%	40.3%	41.1%	41.9%
11 th	41.4%	37.0%	36.0%	35.0%	35.0%
LILA	41.7%	47.5%	44.6%	43.4%	42.7%
3 rd	57.6%	60.4%	56.8%	50.8%	44.0%

4th	44.8%	57.4%	62.9%	59.4%	49.6%
5th	44.8%	41.6%	43.7%	53.4%	50.5%
6th	30.8%	34.7%	23.3%	34.3%	35.7%
7th	28.7%	43.0%	28.4%	26.1%	37.9%
8th	34.4%	46.0%	42.7%	38.0%	32.1%
11th	57.1%	54.8%	62.3%	32.1%	46.8%
North Lakes Academy				33.1%	30.4%
3rd				70.3%	66.7%
4th				42.6%	42.9%
5th				42.5%	24.4%
6 th				19.2%	45.2%
7 th				18.4%	18.9%
8 th				22.2%	15.6%
11 th				24.3%	15.2%

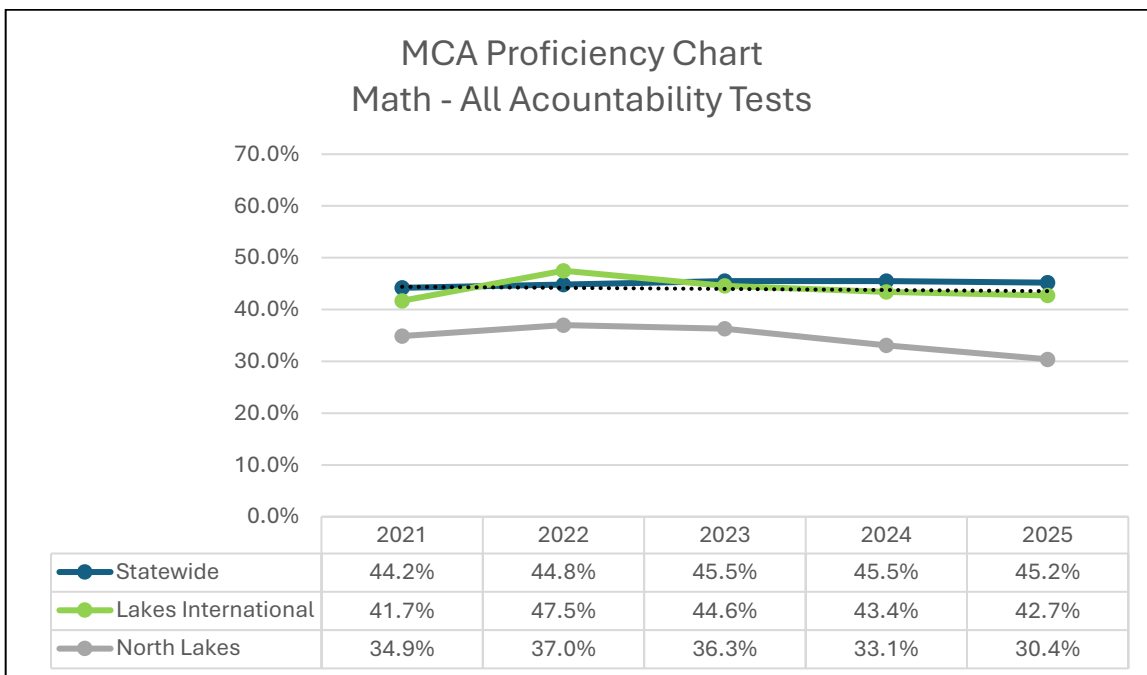


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: LILA’s MCA math proficiency results are shown in Table 1 and Figure 3. LILA’s math proficiency rate decreased by 0.7 percentage points from 2024 to 2025 to 43.4%. Despite the decline, LILA is currently outperforming the comparison school, Northern Lakes Academy, by 12.3 percentage points. In future years, it is expected that LILA will continue to outperform the math proficiency rate of the comparison school and work toward meeting that of the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3rd	48.5%	48.1%	47.4%	46.5%	46.1%
4th	49.3%	49.6%	48.4%	48.1%	46.3%
5th	59.4%	59.4%	58.7%	57.5%	57.1%
6th	55.0%	54.4%	53.4%	54.5%	54.1%
7th	48.3%	45.5%	45.2%	45.5%	46.2%
8th	49.7%	46.4%	44.8%	44.6%	46.0%
10th	58.3%	55.2%	65.1%	52.2%	51.3%
LILA	49.3%	53.0%	55.0%	51.0%	49.6%
3rd	37.8%	39.8%	43.2%	37.5%	27.2%
4th	34.7%	38.1%	51.9%	44.4%	37.2%
5th	59.6%	51.5%	52.9%	63.5%	60.0%
6th	53.4%	60.3%	56.2%	38.9%	62.1%
7th	50.0%	66.7%	60.7%	53.4%	47.1%
8th	53.1%	54.9%	59.6%	59.4%	56.8%
10th	66.7%	64.6%	65.1%	69.3%	73.3%
North Lakes Academy				44.8%	36.6%
3rd				51.4%	44.4%
4th				33.3%	25.7%
5th				50.0%	40.9%
6th				48.1%	56.3%
7th				42.6%	27.0%
8th				40.9%	24.4%
10th				53.1%	42.9%

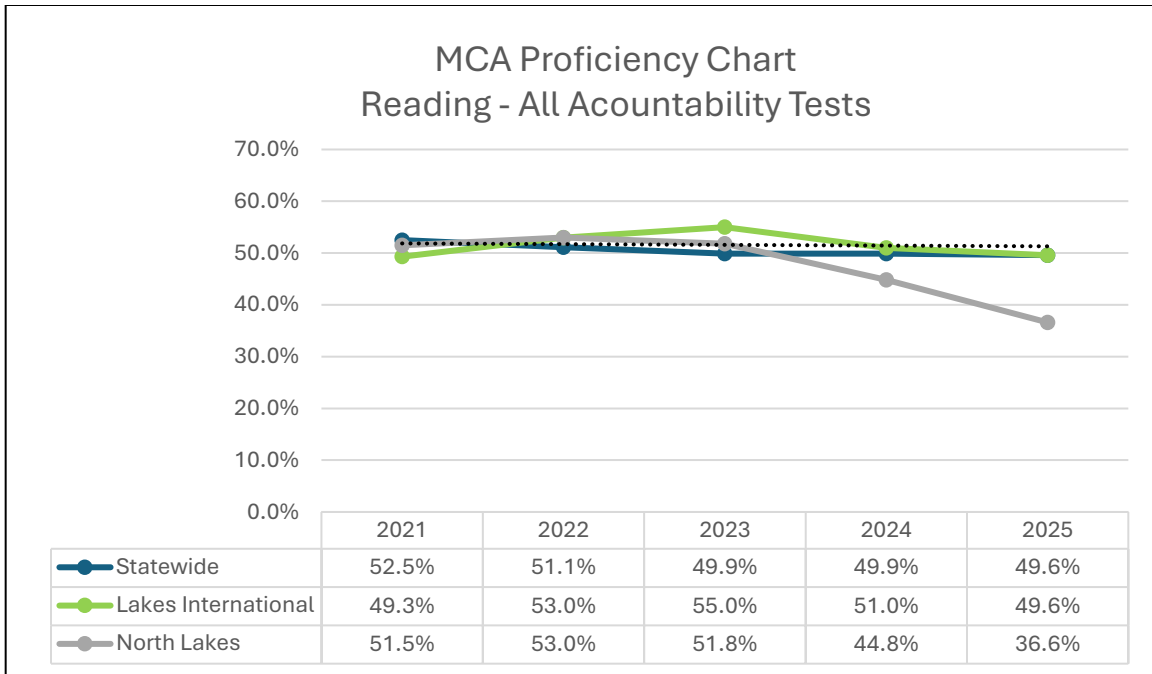


Figure 4 – MCA Reading Proficiency 2021 – 2025

ANALYSIS OF READING MCA PROFICIENCY: LILA’s MCA reading proficiency results are shown in Table 2 and Figure 4. LILA’s reading proficiency rate decreased by 1.4 percentage points from 2024 to 2025 to 49.6%. Despite the decline, LILA is currently outperforming the comparison school, Northern Lakes Academy, by 13 percentage points. In future years, it is expected that LILA will continue to outperform the reading proficiency rate of both the comparison school and the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2025

Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5th	26.5%				
8th	16.7%				
H.S.	36.6%				
LILA	29.3%				
5th	37.1%				
8th	16.3%				
H.S.	33.3%				
North Lakes Academy	13.6%				
5th	11.1%				
8th	8.9%				
H.S.	22.9%				

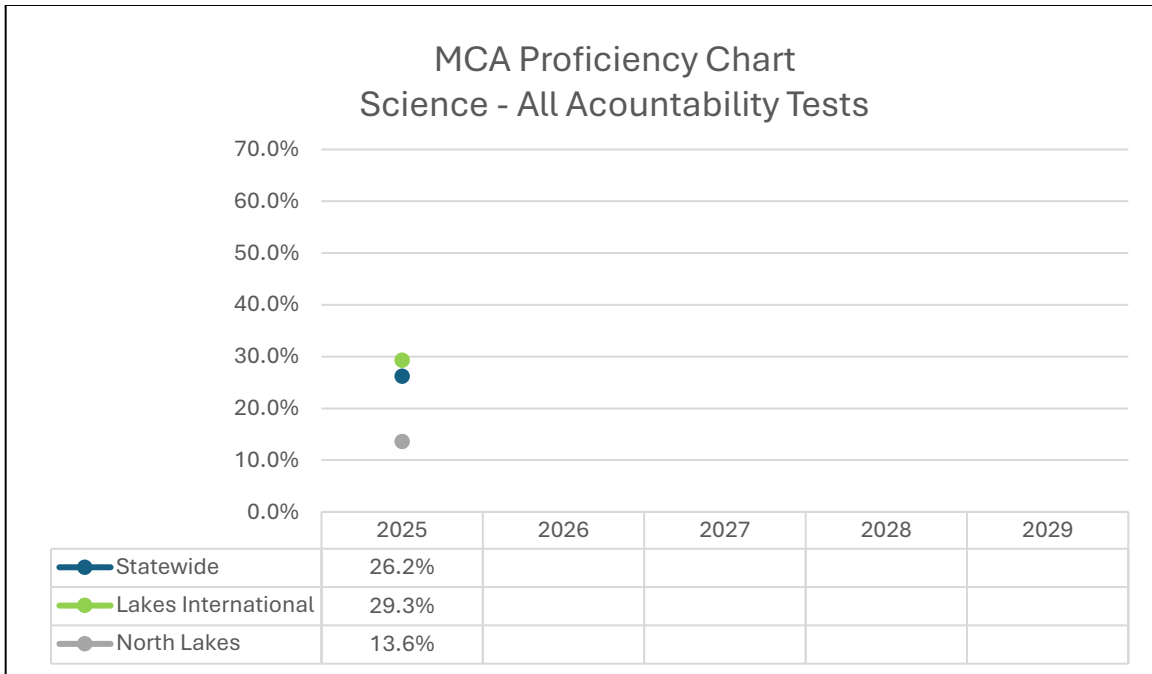


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: ALA’s MCA science proficiency results are shown in Table 3 and Figure 5. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. LILA is currently outperforming the comparison school, North Lakes Academy, by 15.7 percentage points. In future years, it is expected that LILA will continue to outperform both the local comparison school and the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

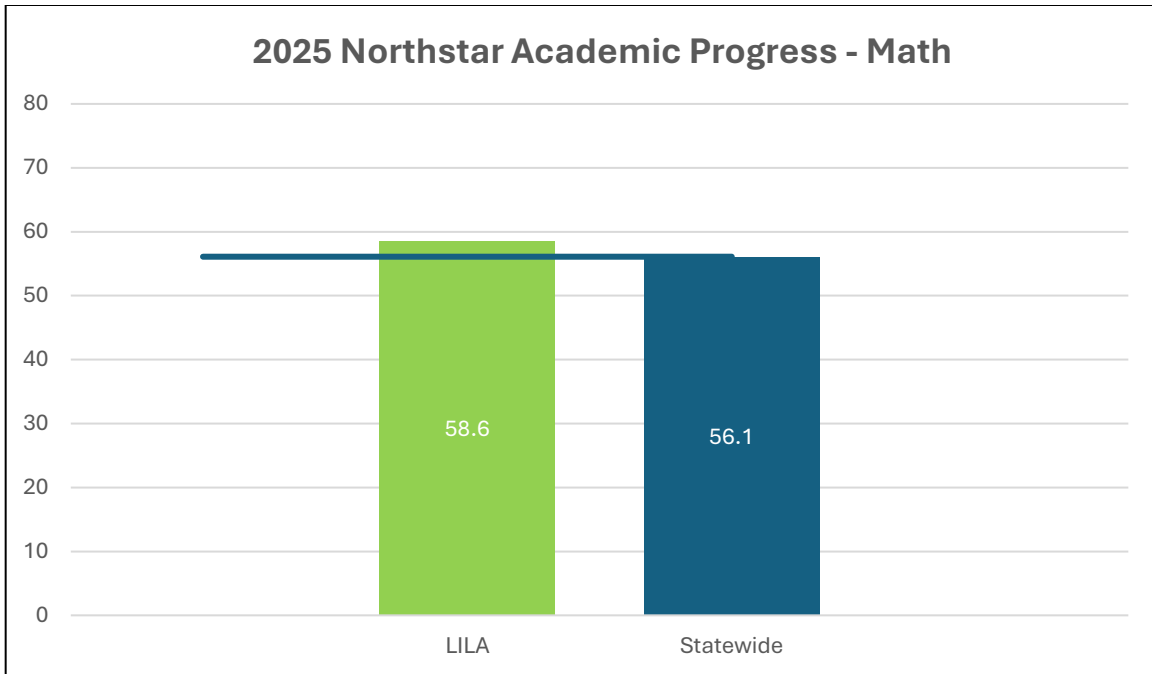


Figure 6 – North Star Academic Progress (Improved + Maintained)

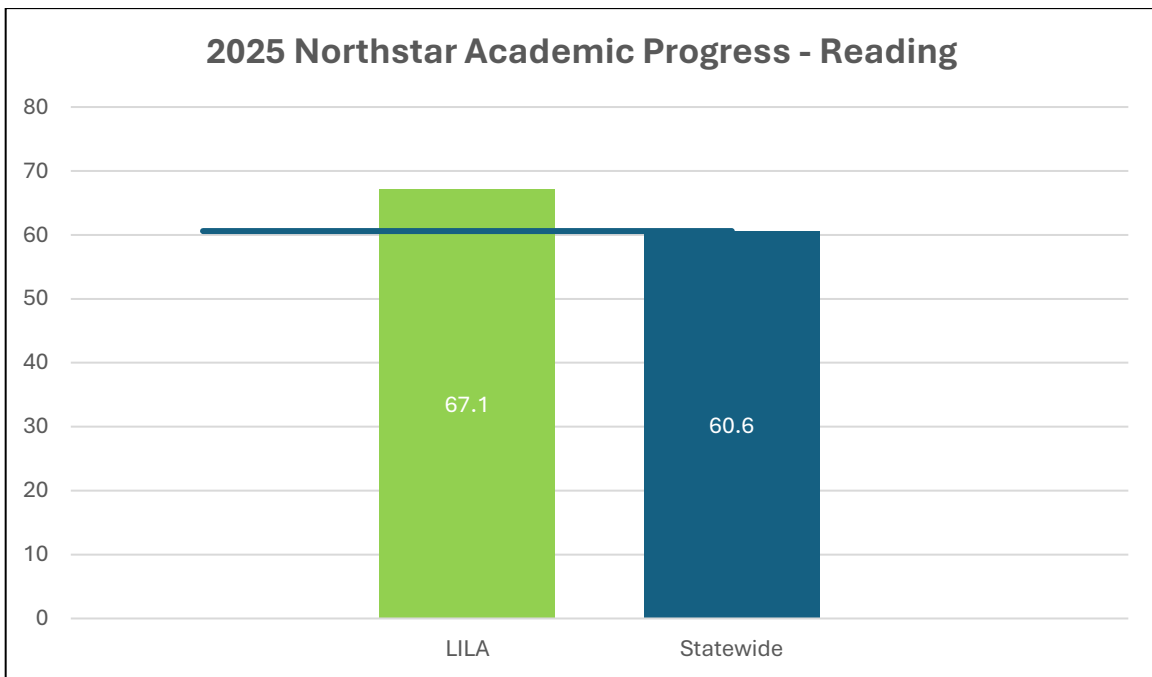


Figure 7 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

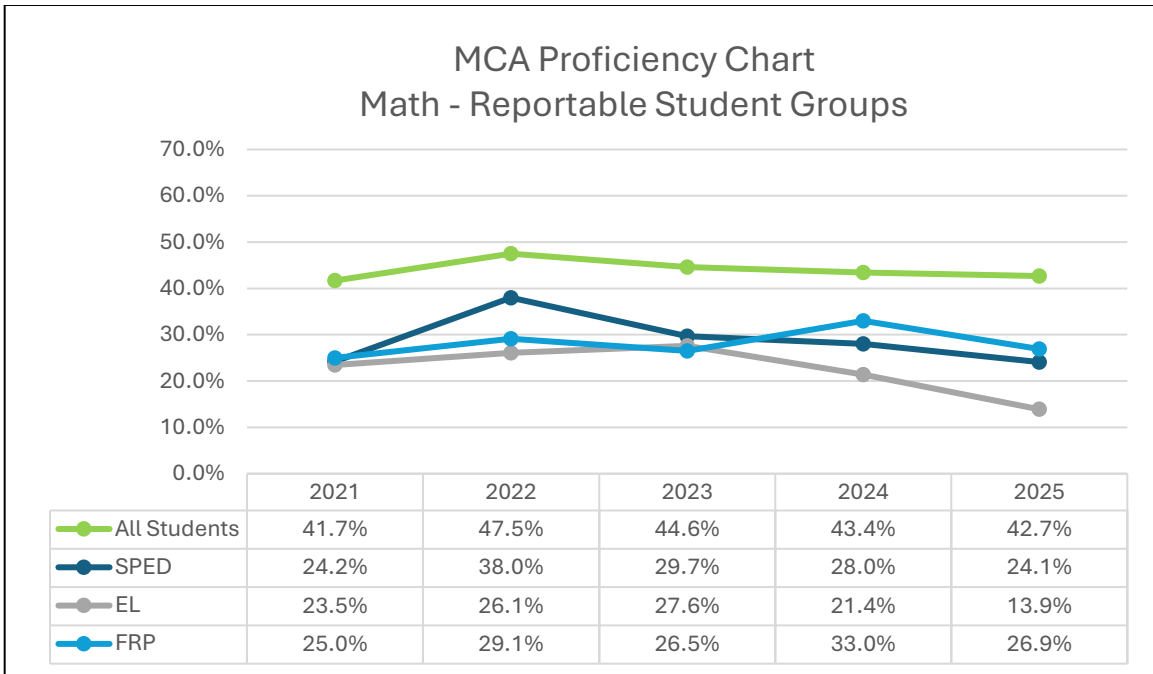


Figure 8 - Reportable Student Groups MCA Math 2021 - 2025

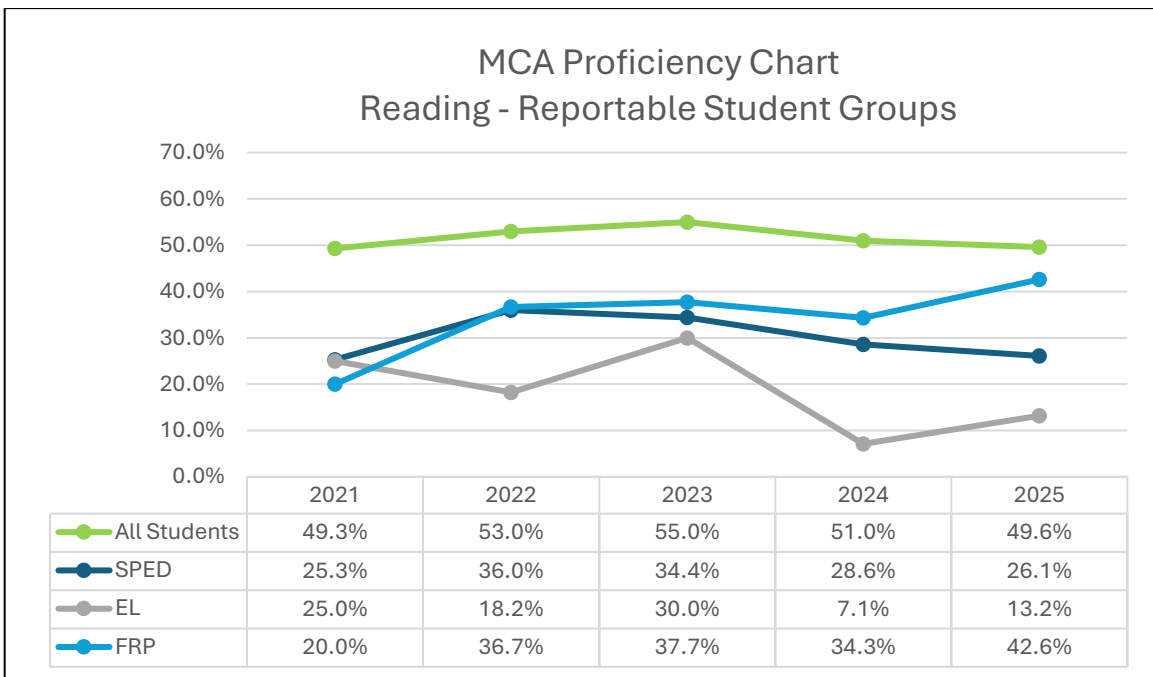


Figure 9 - Reportable Student Groups MCA Reading 2021 - 2025

VOA -MN Standards Evaluation

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

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

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

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

Data Source: Minnesota Department of Education

Analysis: On the 2025 MCAs, Lakes International Language School outperformed the comparison school, North Lakes Academy, in math, reading and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)

X	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

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

Analysis: The school's achievement level (improved + maintained) was 58.6% for math and 67.1% for reading.

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

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

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

Analysis: A score of partially meets was awarded because Lakes International Language Academy reduced the achievement gap in two out of the six possible areas. (Free and Reduced reading & English Learner reading)

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and linked to improving pupil learning and student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis: LILA has implemented a school-wide, data-driven professional development plan to help teachers improve both their own teaching and their students’ learning. The school’s guiding principles to professional development include:

- The primary purpose of professional development at LILA is to nurture teachers so that the school can help them achieve success for every student.
- In designing effective professional development, LILA considers its students’ and individual teachers’ needs, research, and best practices. Student achievement data is used to plan ongoing professional development.
- LILA believes strongly in the power of modeling, peer observation, and coaching to improve teacher practices.
- Trust and credibility are essential for successful professional development.
- Collaboration is central to the success of teachers.
- Effective professional development puts teachers at the center of the learning and honors differentiation in learning.
- The focus areas of LILA’s professional development will be reviewed annually to determine the ongoing Staff Development needs. Whenever possible, the school’s focus and plans will last 2-3 years for optimal impact on student achievement.

In addition, the school provides staff professional development through once-a-month training sessions and regular in-service days with a yearlong focus determined in conjunction with the overall professional development plan. Professional development in the 2024-2025 school year included, but was not limited to, READ Act training, immersion education, and social emotional learning.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis: LILA has increased learning opportunities for all students by offering a language rich environment in both Spanish and Mandarin. In preschool, children get exposure to both languages and students in K-5 select one of the immersion options. Having two immersion options gives the school a more authentically international and multicultural setting. The school continues to innovate in areas of teaching and learning and always looks to hire teachers with international experience. LILA’s first official cohort of DP students graduated in 2021, helping reach the school’s goal of offering IB programming to students from age 3 through high school graduation.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1a All Students Ready for School

70% of 4-year-old preschool students will demonstrate kindergarten readiness by scoring in the “blue” or “purple” level in Language, Literacy and Communication in the spring of 2025 as measured by Teaching Strategies Gold.

Result: Goal Met

82.4%

Goal #1b All Students Ready for School

70% of 4-year-old preschool students will demonstrate kindergarten readiness by scoring in the “blue” or “purple” level in Mathematics in the spring of 2025 as measured by Teaching Strategies Gold.

Result: Goal Met

95.5%

Goal #1c All Students Ready for School

70% of 4-year-old preschool students will demonstrate kindergarten readiness by scoring in the “blue” or “purple” level in Social and Emotional Learning in the spring of 2025 as measured by Teaching Strategies Gold.

Result: Goal Met

79.1%

Goal #2a Close the Achievement Gap Between Student Groups

Increase proficiency from 35.4% to 36.4% of BIPOC students in math, thereby reducing the achievement gap.

Result: Goal Not Met

33.7%

Goal #2b Close the Achievement Gap Between Student Groups

Increase proficiency from 7.1% to 8.1% of EL students in reading, thereby reducing the achievement gap.

Result: Goal Met

13.2%

Goal #2c Close the Achievement Gap Between Student Groups

Increase proficiency from 21.4% to 22.4% of EL students in math, thereby reducing the achievement gap.

Result: Goal Not Met

13.9%

Goal #3 All Students Ready for Career and College

100% of graduating students in the class of 2025 will have a post-secondary plan upon leaving Lakes International Language Academy.

Result: Goal Not Met

All students had the potential to earn college credit. Students graduated and earned their diploma, therefore needed to leave high school with some plan. Based on the survey from the end of the year, there were students who did not have a firm post-secondary plan (one was because of graduating in the summer, one SEL concerns, and one just uncertain). This would mean 94.9% had a plan.

Goal #4 All Students Graduate

100% of eligible seniors in the class of 2025 will graduate with a high school diploma from Lakes International Language Academy.

Result: Goal Met

100% of students eventually graduated from high school with a diploma - there was one student who didn't graduate until the end of June.

Goal #5 All Students Prepared to be Lifelong Learners

Using self-reporting through mySAEBERS, 90% of students completing elementary (5th grade), middle (8th grade), and high school (12th grade) will be identified as at some risk or lower and demonstrate measurable improvements in the International Baccalaureate (IB) Approaches to Learning Skills.

Result: Goal Met

98% (n=194) of tested 5th, 8th, and 12th grade students (n=198) were classified as "some" or "low" risk on mySAEBERS assessment during SY 24-25.

Academic Standards Point Total: 10/12



NAYTAHWAUSH COMMUNITY CHARTER SCHOOL

Charter # 4155

Director: Beth Zietz

PO Box 9, 242 Church Street

Naytahwaush, MN 56566

Phone: 218-936-2112

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

Summary Proficiency rates on the Minnesota Comprehensive Assessments increased in math and reading from 2024 to 2025. NCCS continues to outperform its comparison school in math, reading and science. The school's Special Education and Free and Reduced populations remain above the statewide averages.

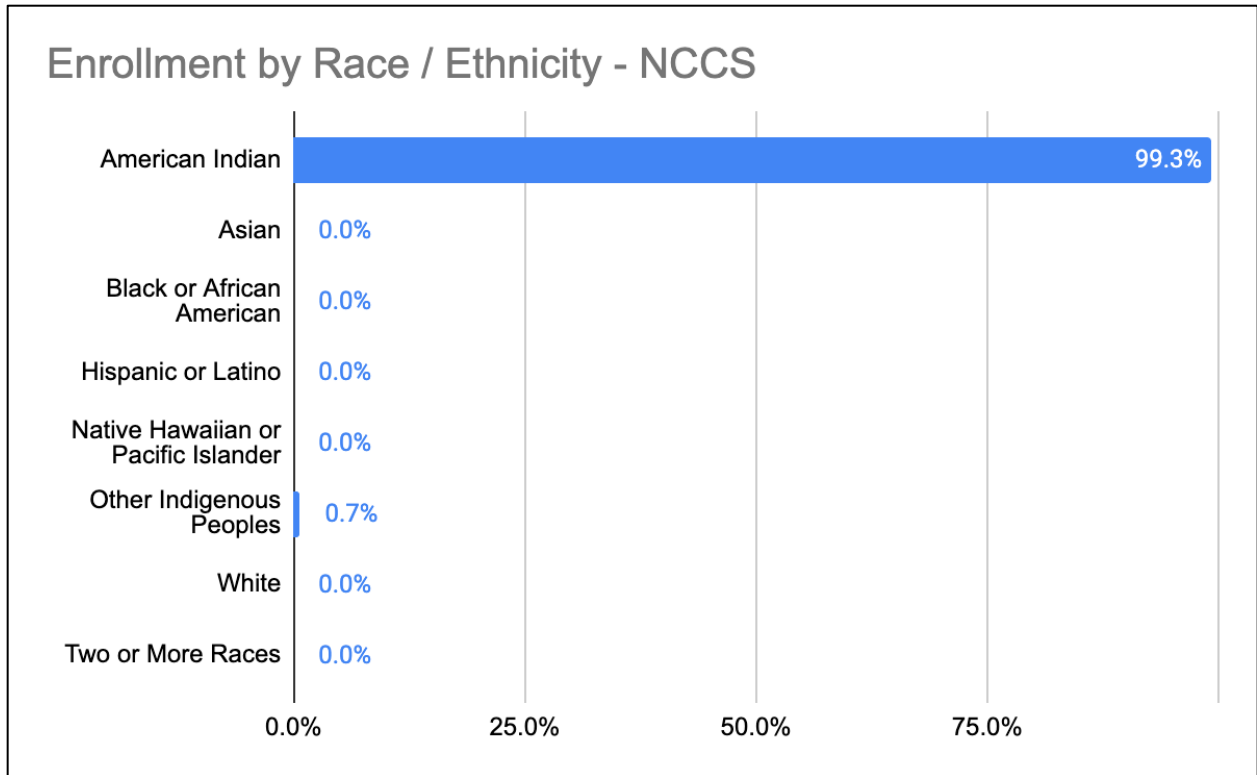


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

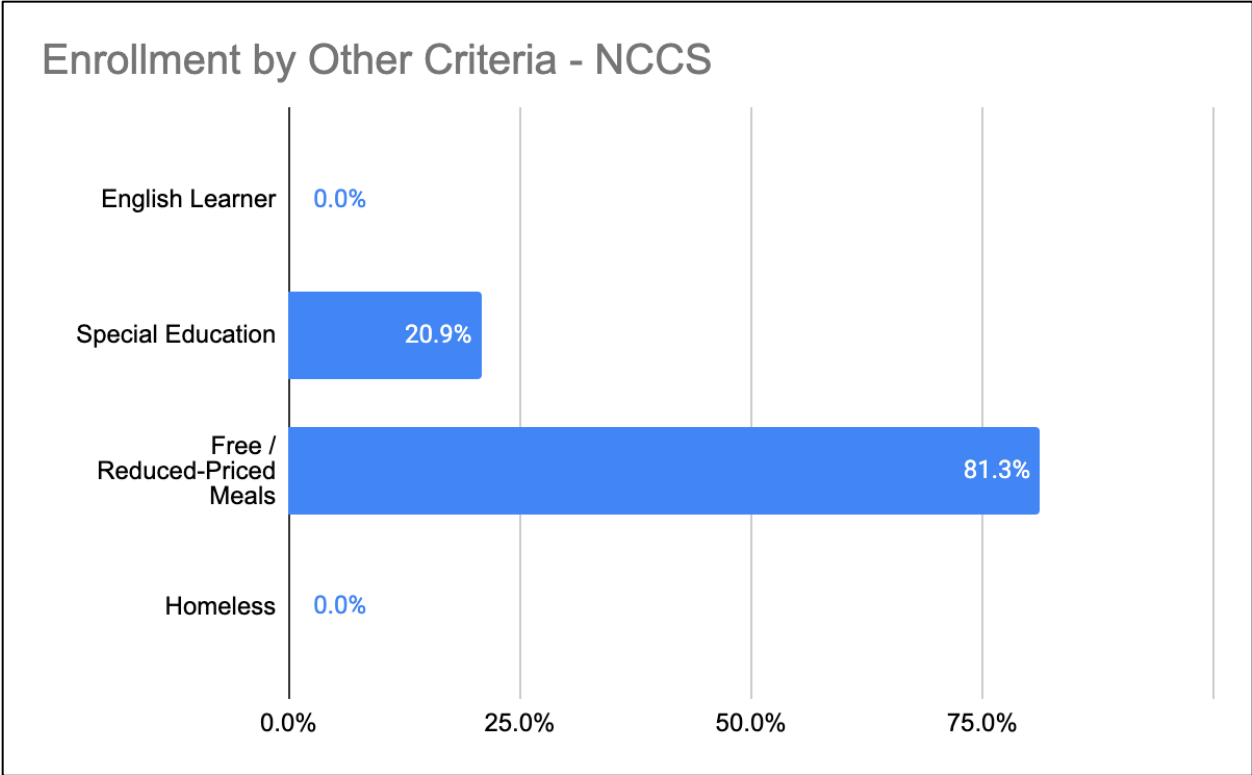


Figure 2 - Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3rd	57.1%	59.0%	59.1%	58.8%	57.9%
4th	53.8%	56.4%	57.1%	56.7%	55.6%
5th	41.1%	43.1%	44.4%	44.1%	42.9%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
Naytahwaush	15.7%	12.9%	6.9%	16.0%	23.9%
3rd	6.7%	19.0%	5.3%	31.6%	54.5%
4th	38.1%	7.7%	14.3%	5.6%	0.0%
5th	5.3%	20.0%	7.1%	18.2%	16.7%
6th	6.7%	0.0%	0.0%	6.3%	15.0%
Ponemah Elem.	0.0%	0.0%	0.0%	7.8%	5.2%
3rd	0.0%	0.0%	0.0%	15.4%	8.3%

4th	0.0%	0.0%	0.0%	9.1%	0.0%
5th	0.0%	0.0%	0.0%	0.0%	CTSTR
6th	0.0%	0.0%	0.0%	5.9%	11.8%

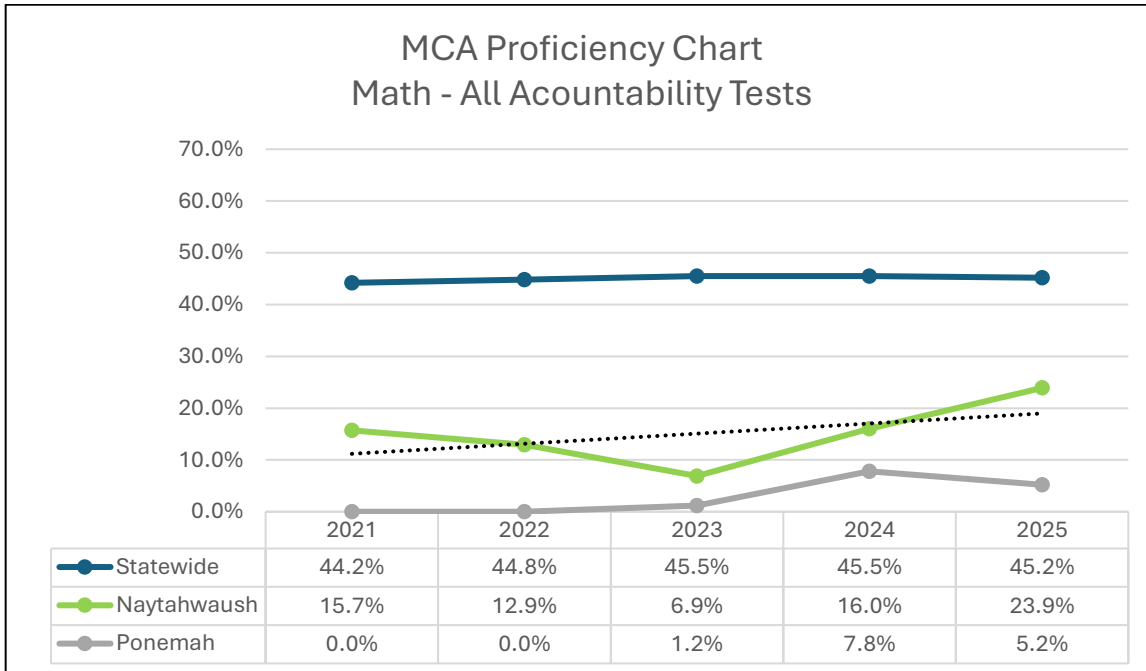


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: NCCS’ MCA math proficiency results are shown in Table 1 and Figure 3. NCCS’ math proficiency increased by 7.9 percentage points to 23.9% from 2024 to 2025. NCCS continues to outperform its comparison school, Ponemah Elementary. In future years, it is expected that NCCS will increase its MCA math proficiency rate to meet or exceed that of both the state as well as the comparison school.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3rd	48.5%	48.1%	47.4%	46.5%	46.1%
4th	49.3%	49.6%	48.4%	48.1%	46.3%
5th	59.4%	59.4%	58.7%	57.5%	57.1%
6th	55.0%	54.4%	53.4%	54.5%	54.1%
Naytahwaush	27.5%	21.4%	24.7%	21.6%	26.0%
3rd	13.3%	9.5%	10.5%	10.5%	26.1%
4th	28.6%	15.4%	14.3%	11.1%	17.6%
5th	26.3%	40.0%	60.0%	27.3%	46.2%
6th	42.9%	18.8%	22.2%	35.3%	20.0%
Ponemah Elem.	1.4%	5.0%	10.8%	11.4%	9.1%

3rd	0.0%	0.0%	12.5%	7.7%	0.0%
4th	5.9%	7.7%	0.0%	18.2%	0.0%
5th	0.0%	6.7%	15.4%	6.3%	CTSTR
6th	0.0%	8.3%	20.0%	11.8%	5.9%

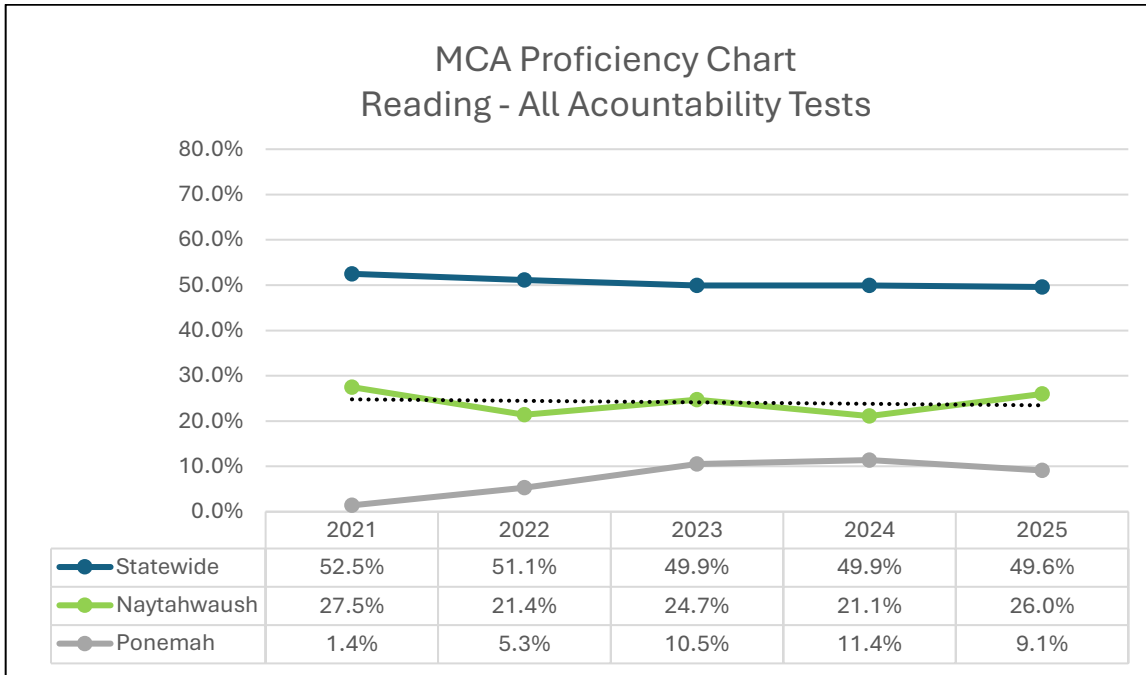


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: NCCS’ MCA reading proficiency results are shown in Table 2 and Figure 4. NCCS’ reading proficiency rate increased by 4.9 percentage points to 26.0% from 2024 to 2025. The school continues to outperform its comparison school, Ponemah Elementary. In future years, it is expected that NCCS will continue outperform the comparison school and work toward meeting the proficiency rate of the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2025

Science	2025	2026	2027	2028	2029
Statewide	26.2%				
Statewide 5 th	26.5%				
Naytahwaush 5 th	15.4%				
Ponemah 5 th	0.0%				

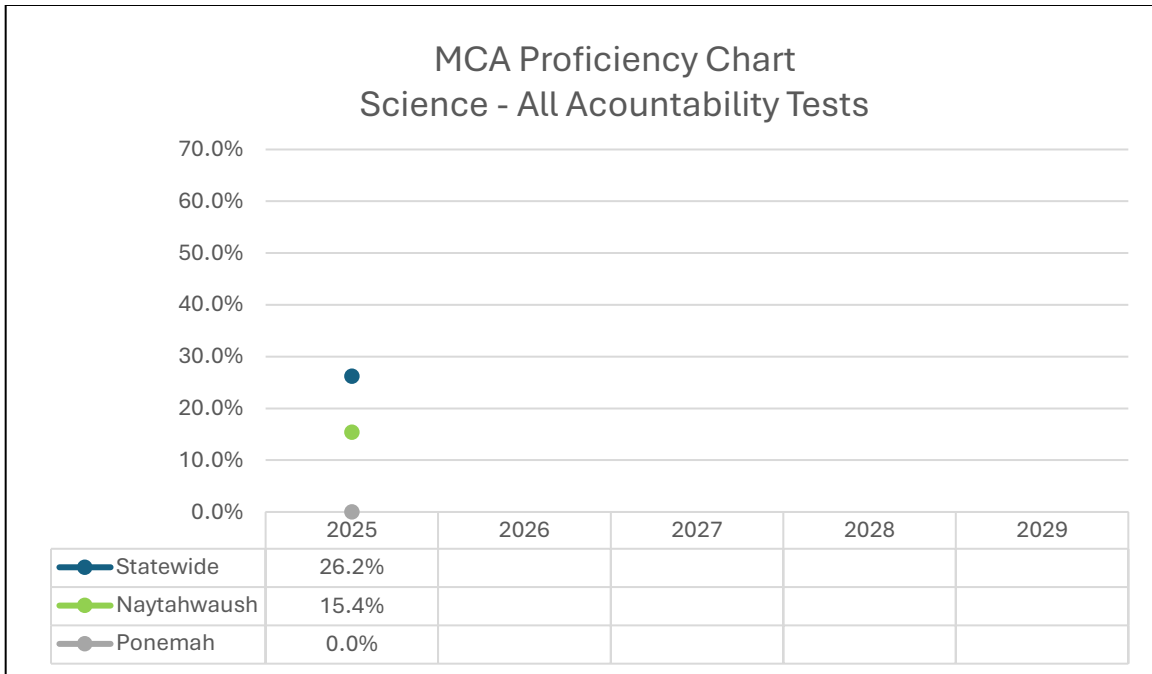


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: NCCS’ MCA science proficiency results are shown in Table 3 and Figure 5. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. NCCS is currently outperforming the comparison school, Ponemah Elementary. In future years, it is expected that NCCS will continue outperform the comparison school and work toward meeting the proficiency rate of the statewide average.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

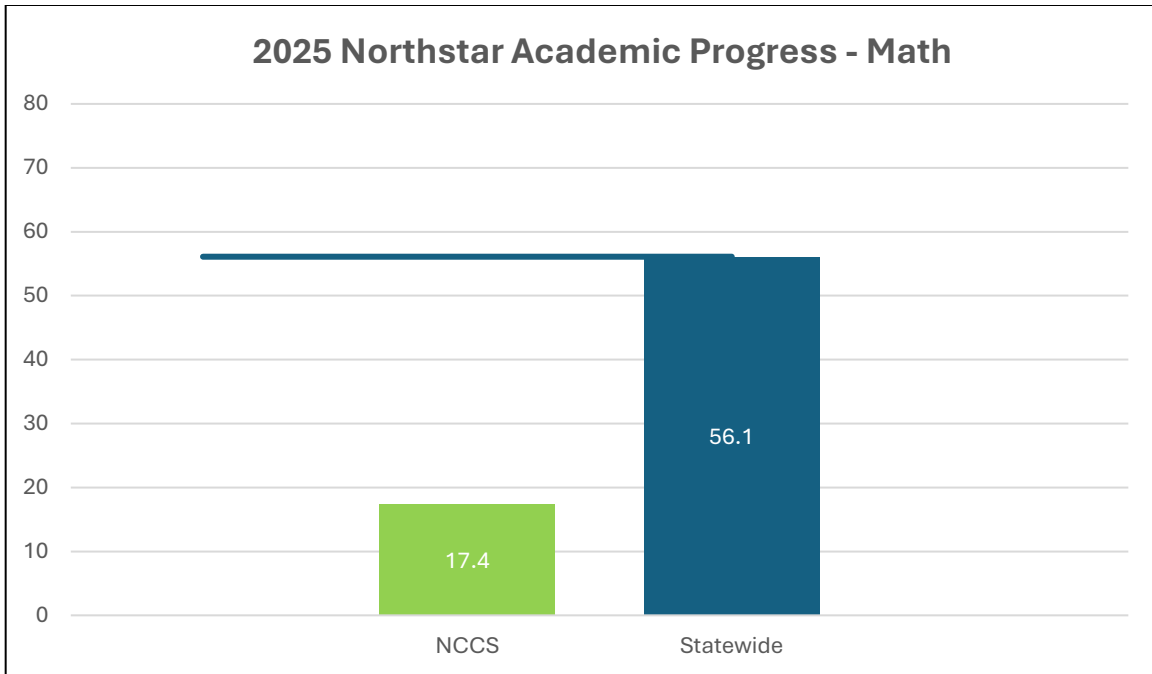


Figure 6 – North Star Academic Achievement Level (Improved + Maintained)

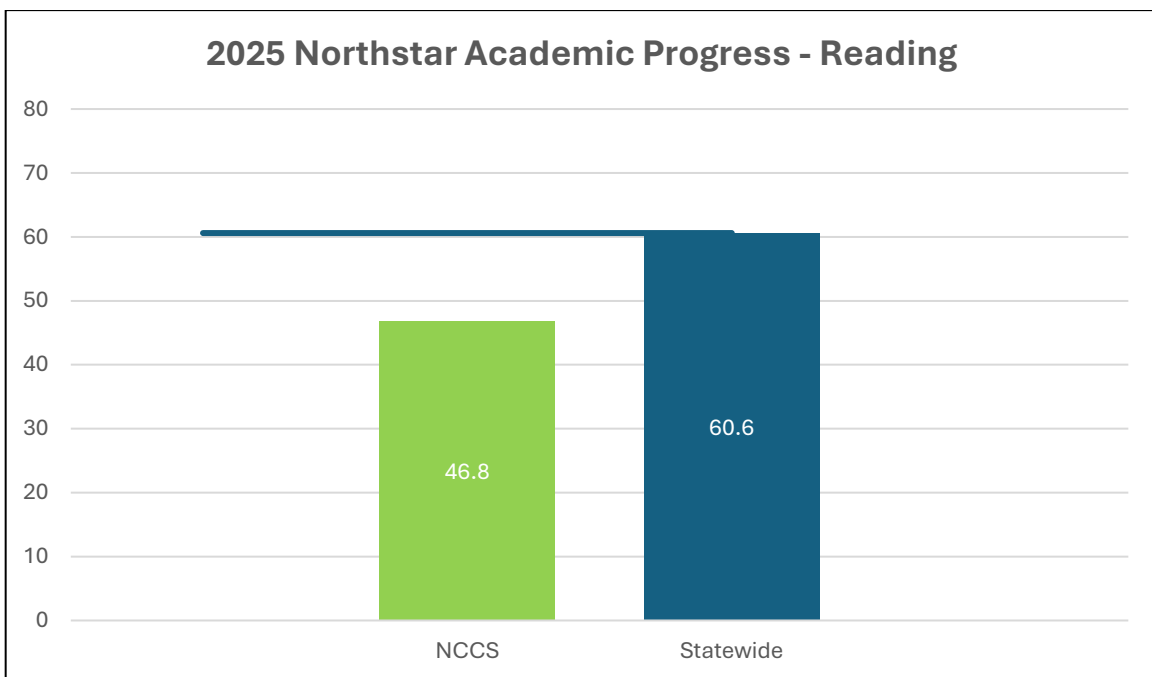


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

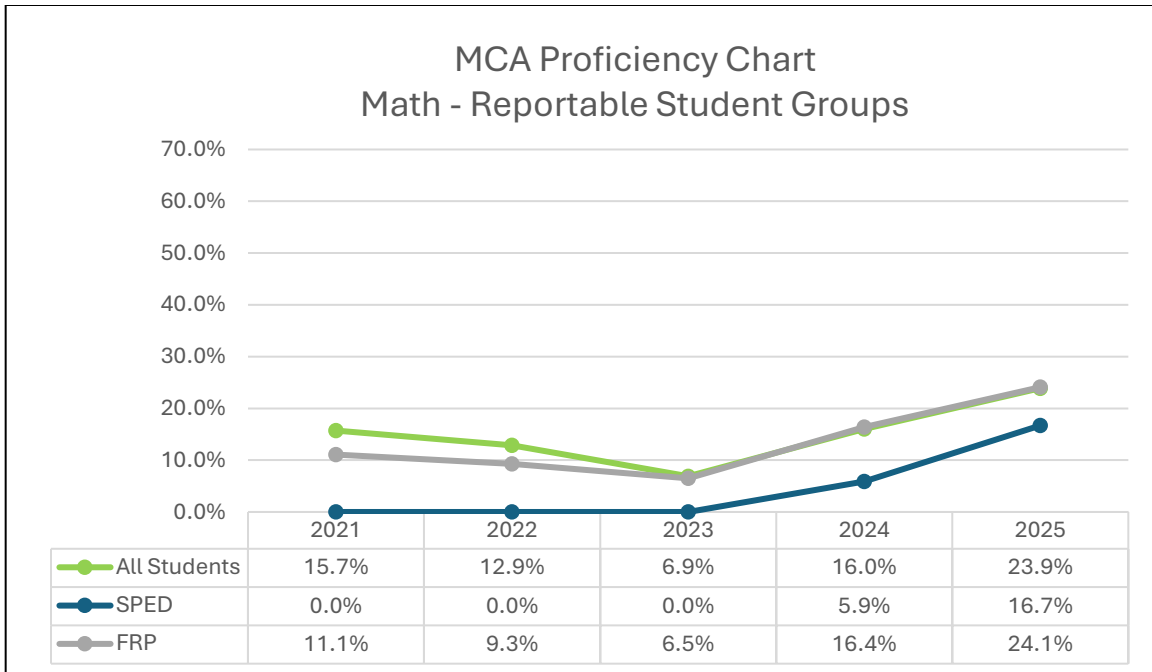


Figure 8 - Reportable Student Groups MCA Math 2021 – 2025

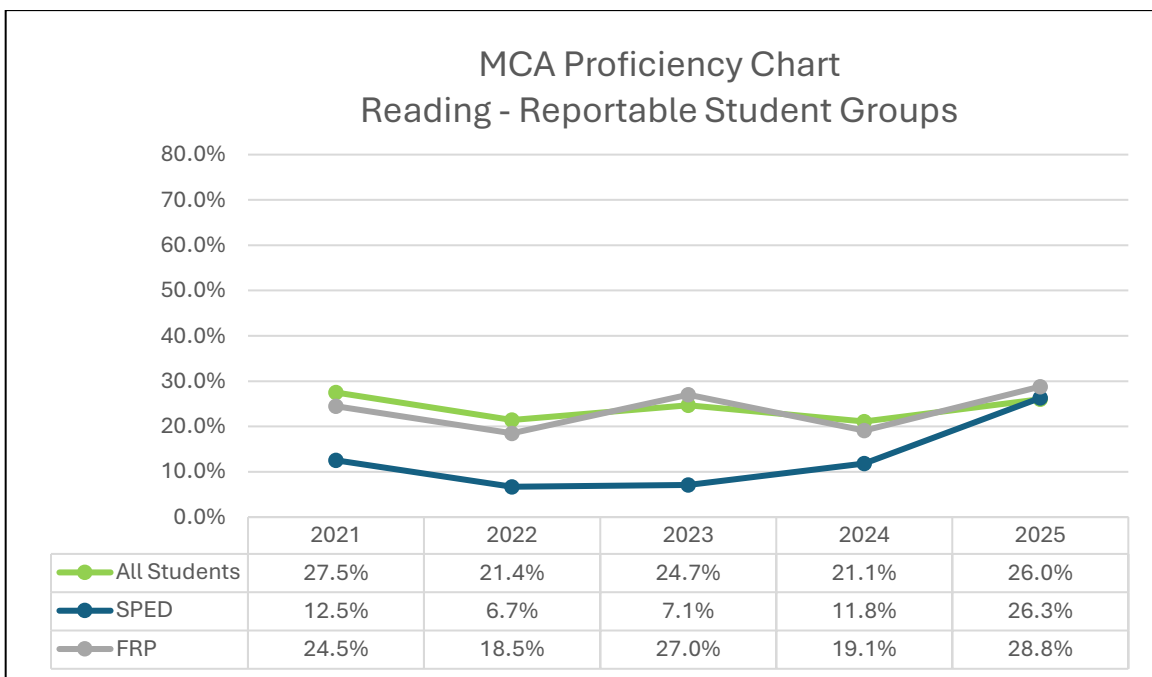


Figure 9 - Reportable Student Groups MCA Reading 2021- 2025

VOA -MN Standards Evaluation

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

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

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: NCCS continues to outperform the comparison school, Ponemah Elementary, in math, reading and science.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 17.4% for math and 46.8% for reading.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded CACR Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.

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

Analysis: The achievement gap was reduced or non-existent in all four reportable areas, SPED math, Free / Reduced math, SPED reading, and Free / Reduced reading.

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
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	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
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	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
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Data Source: School Annual Report

Analysis:

NCCS is committed to staff development and is aware of the research supporting that regular, quality staff development is an integral piece of the puzzle to improve academic success. The school has developed a school-wide, data driven professional development plan that focuses on quality teaching and learning through coaching, peer review and weekly walk-throughs. Professional development sessions are held twice a month at NCCS. In addition to teacher training, these sessions provide teachers at NCCS the opportunity to review student data. In 2024-2025 the following professional development occurred: literacy data and literacy strategies through regular PLCs, neuro sequential model in education, curriculum and resource training, mental health training, and restorative justice training.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
----------	---

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

Analysis:

NCCS has increased learning opportunities for all students by providing a rich Ojibwe language and cultural environment where students receive daily Ojibwe language instruction and participate in cultural activities such as, ricing, sugarbush camp, sage harvesting, storytelling, gardening and more. In addition, the school hosts an annual powwow.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
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X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1a All Students Ready for School

The Kindergarten Readiness rate in math will increase from 69% to 73% as measured by FAST assessment in the fall of 2025.

Result: Goal Not Met

41%

Goal #1b All Students Ready for School

The Kindergarten Reading Rate in reading will increase from 80% to 85% as measured by FAST assessment in the fall of 2025.

Result: Goal Not Met

70%

Goal #2 All Students Ready for Career and College

In FY25 NCCS grades K-6 will provide at least one activity exposing students to the idea of post-secondary education or career options.

Result: Goal Met

Students in grades K-4 completed activities in the classroom; grades 5-6 visited Bemidji State University and White Earth Tribal Community College.

Goal #3 All Students prepare to be Lifelong Learners

A Goal was not set in this area

Result: Goal Not Met

Academic Standards Point Total: 8/12



NEW CENTURY SCHOOL

Charter # 4240
Director: Ahmed Ali
1380 Energy Lane, Suite 108
St. Paul, MN 55108
Phone: 651-478-4535
www.newcenturyschool.net

New Century School (NCS) provides a high-quality education to nurture and inspire a community of learners through an innovative, holistic approach to education that embeds science and technology. The

school's inquiry-based learning model and multi-disciplinary instructional approach provides the foundation for the school's rigorous STEM-based curriculum.

Summary: New Century School's proficiency rates increased in math and decreased in reading from 2024 to 2025. The school is currently outperforming the comparison school in math, reading and science. The school's population was nearly 100% Black/African American and enrollment by other criteria was well above the state average for English Language Learners and students receiving Free and Reduced Lunch.

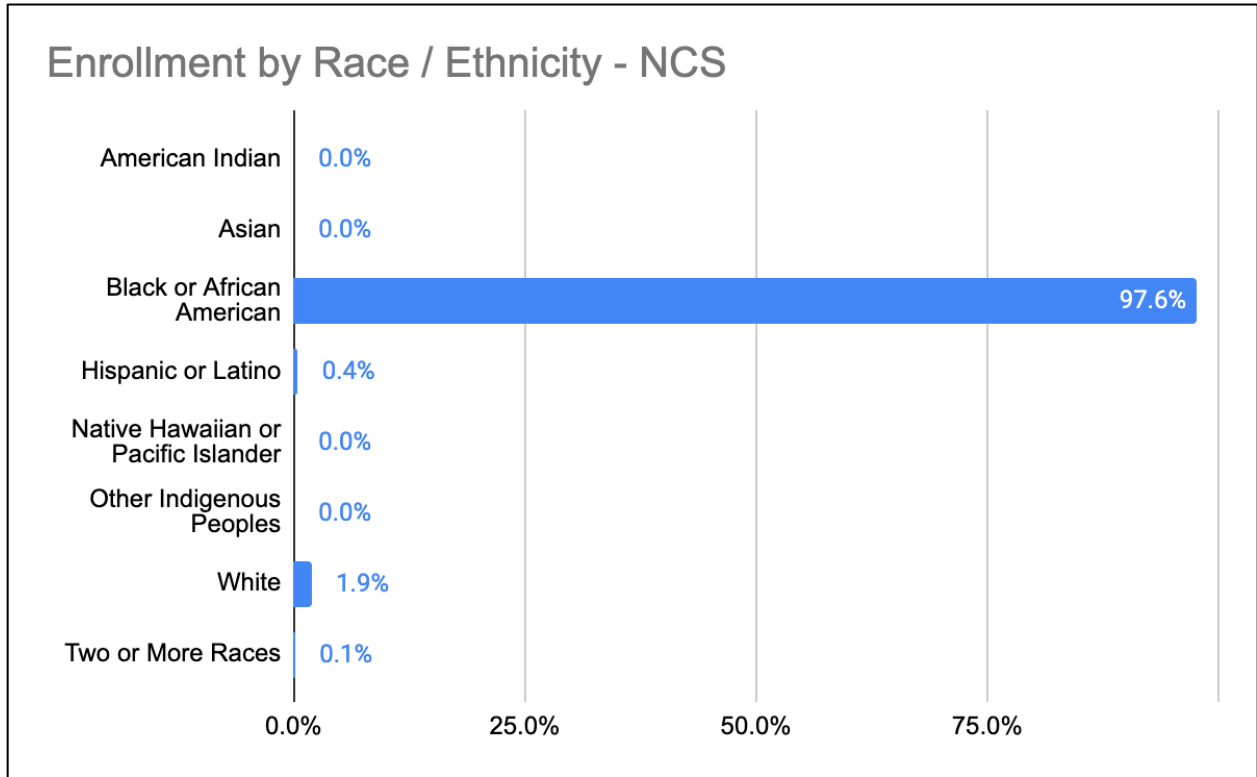


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

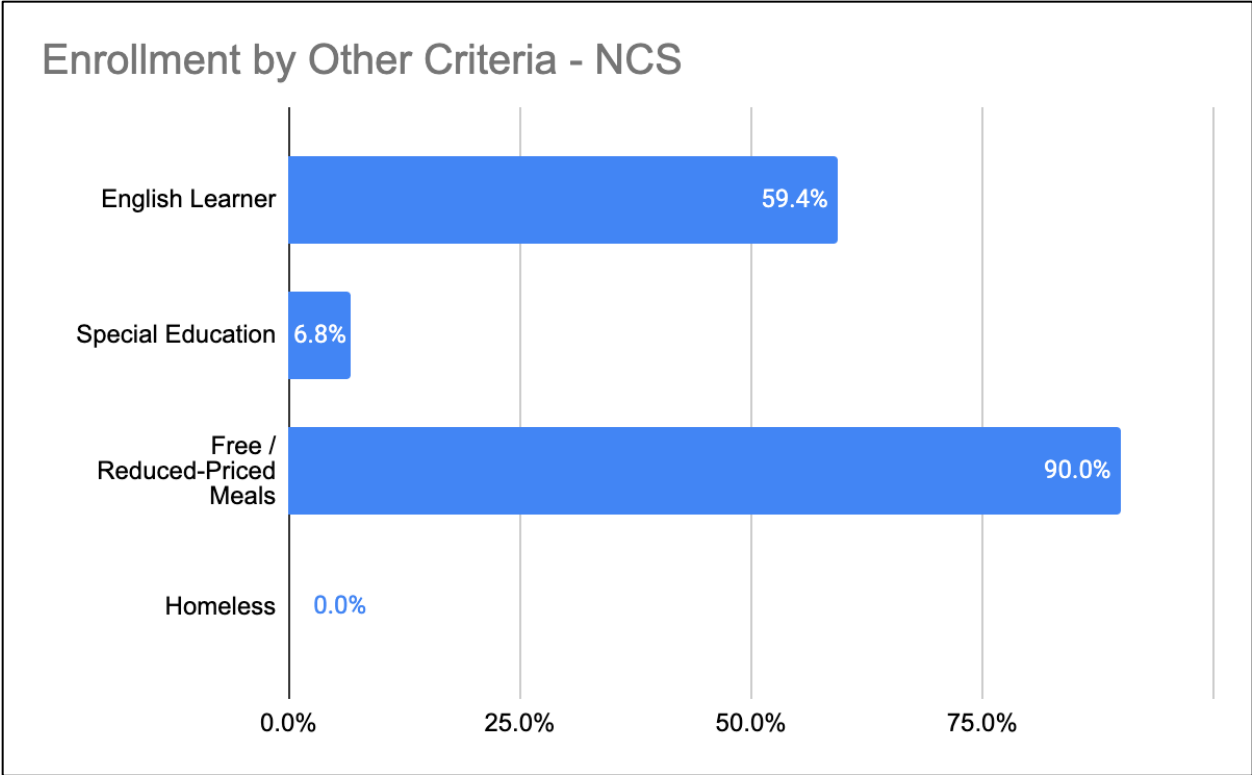


Figure 2 - Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3 rd	57.1%	59.0%	59.1%	58.8%	57.9%
4 th	53.8%	56.4%	57.1%	56.7%	55.6%
5 th	41.1%	43.1%	44.4%	44.1%	42.9%
6 th	37.2%	39.3%	39.6%	40.3%	40.1%
7 th	37.4%	37.6%	39.7%	40.1%	40.9%
8 th	39.8%	40.1%	40.3%	41.1%	41.9%
11 th	41.4%	36.6%	36.0%	35.0%	35.0%
New Century	44.0%	21.2%	14.7%	20.3%	22.5%
3 rd	48.8%	27.1%	11.5%	27.5%	36.4%
4 th	42.9%	27.5%	25.0%	32.0%	37.2%
5 th	37.1%	23.1%	12.5%	12.5%	12.8%
6 th	44.4%	15.4%	9.5%	11.6%	10.3%

7 th	51.9%	17.0%	15.25%	7.7%	13.2%
8 th	38.5%	15.6%	14.0%	20.5%	10.5%
11 th				27.3%	38.2%
Minnesota Math and Science Academy	5.9%	9.9%	11.5%	12.9%	5.9%
3 rd	0.0%	5.9%	21.1%	23.9%	16.2%
4 th	15.8%	24.1%	8.3%	9.1%	13.3%
5 th	6.7%	15.4%	13.3%	2.1%	2.3%
6 th	0.0%	2.7%	11.6%	11.6%	1.9%
7 th	0.0%	2.6%	12.1%	19.6%	20.8%
8 th	CTSTR	10.9%	0.0%	20.9%	21.8%
11 th				0.0%	2.6%

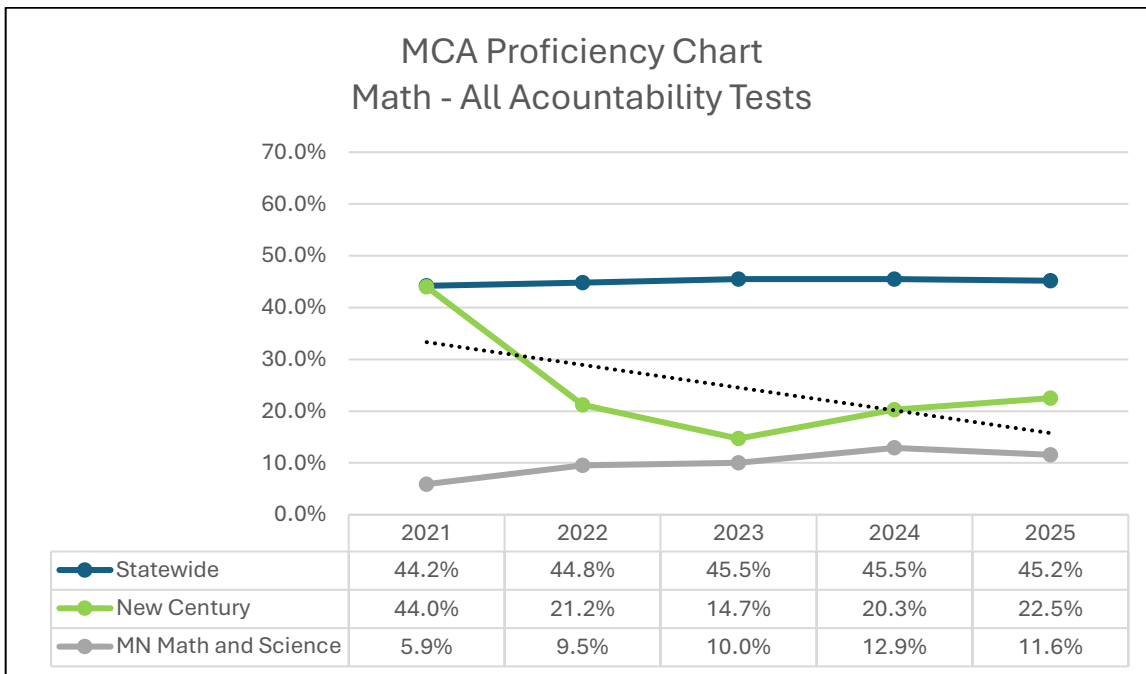


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 3 illustrate MCA math proficiency at NCS. NCS’s math proficiency rate increased by 2.2 percentage points from 2024 to 2025. NCS continues to outperform the proficiency rate of the local comparison school, Minnesota Math and Science Academy. In future years, it is expected that NCS will continue to outperform the local comparison school, Minnesota Math and Science Academy, and work toward meeting or exceeding the statewide proficiency rate.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3 rd	48.5%	48.1%	47.4%	46.5%	46.1%

4 th	49.3%	49.6%	48.4%	48.1%	46.3%
5 th	59.4%	59.4%	58.7%	57.5%	57.1%
6 th	55.0%	54.4%	53.4%	54.5%	54.1%
7 th	48.3%	45.5%	45.2%	45.5%	46.2%
8 th	49.7%	46.4%	44.8%	44.6%	46.0%
10 th	58.3%	55.2%	51.7%	52.2%	51.3%
New Century	42.6%	31.0%	29.4%	30.8%	29.2%
3 rd	41.5%	31.3%	22.6%	23.5%	19.5%
4 th	45.2%	26.2%	35.4%	23.7%	25.3%
5 th	48.6%	41.0%	37.5%	40.6%	31.2%
6 th	55.6%	43.6%	26.2%	41.9%	37.2%
7 th	18.5%	19.1%	24.2%	23.1%	26.5%
8 th	34.6%	27.3%	25.6%	35.9%	28.1%
10 th			41.7%	38.7%	42.0%
Minnesota Math and Science Academy	23.4%	26.5%	19.4%	22.8%	21.5%
3 rd	7.7%	29.4%	10.3%	18.6%	18.4%
4 th	14.3%	27.6%	10.8%	14.0%	20.0%
5 th	22.2%	28.2%	23.3%	23.4%	25.0%
6 th	31.3%	37.8%	25.6%	23.3%	19.6%
7 th	20.0%	13.2%	15.2%	30.4%	20.8%
8 th	40.0%	23.9%	17.2%	23.3%	23.6%
10 th			33.3%	26.2%	22.2%

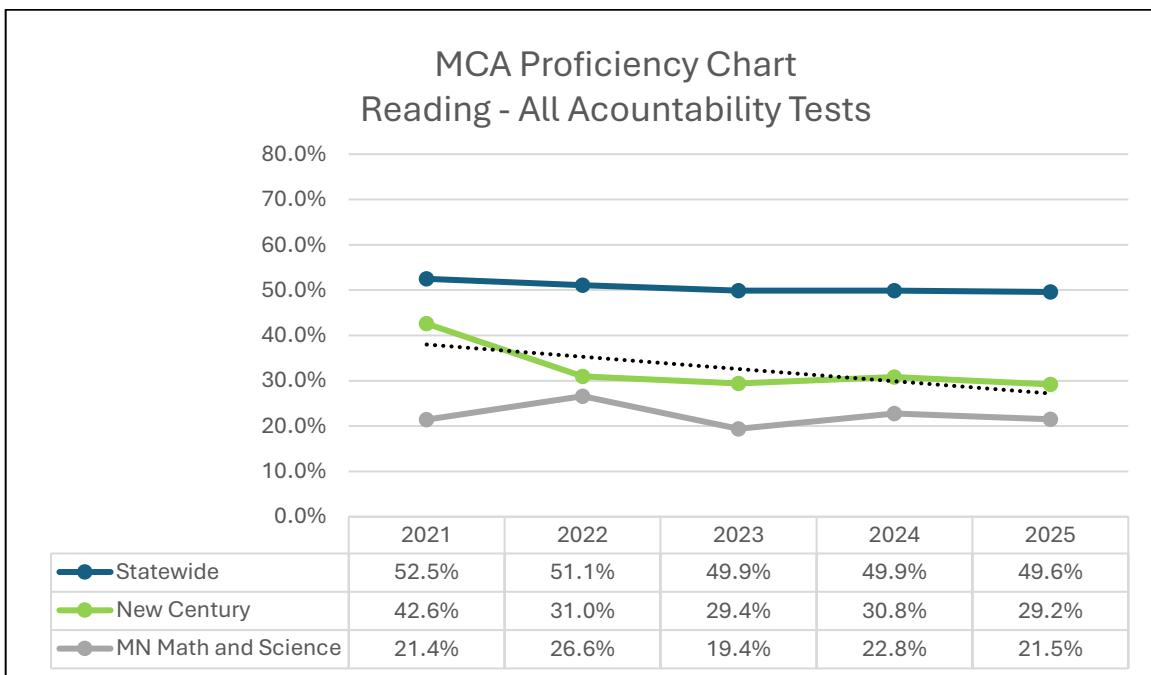


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: Table 2 and Figure 4 illustrate MCA reading proficiency at NCS. NCS’s reading proficiency rate declined by 1.6 percentage points from 2024 to 2025. Despite the decline, NCS continues to outperform the proficiency rate of the local comparison school, Minnesota Math and Science Academy by 7.7 percentage points. In future years, it is expected that NCS will continue to outperform the local comparison school, Minnesota Math and Science Academy, and work toward meeting or exceeding the statewide proficiency rate.

Table 3 – MCA Science Proficiency 2021 - 2025

Science	2021	2022	2023	2024	2025
Statewide	43.1%	41.3%	39.2%	39.6%	26.2%
5th	47.9%	50.5%	48.4%	45.0%	26.5%
8th	33.8%	29.2%	27.6%	30.3%	16.7%
H.S.	48.3%	45.6%	41.8%	43.5%	36.6%
New Century	45.9%	7.0%	9.7%	17.6%	11.4%
5th	51.4%	10.5%	12.5%	26.2%	10.4%
8th	38.5%	3.0%	4.7%	5.1%	3.6%
H.S.			16.7%	16.1%	21.2%
Minnesota Math and Science Academy	10.5%	15.3%	7.1%	5.6%	3.6%
5th	14.3%	23.1%	20.0%	10.6%	0.0%
8th	CTSTR	8.7%	0.0%	4.8%	7.3%
H.S.			0.0%	0.0%	2.6%

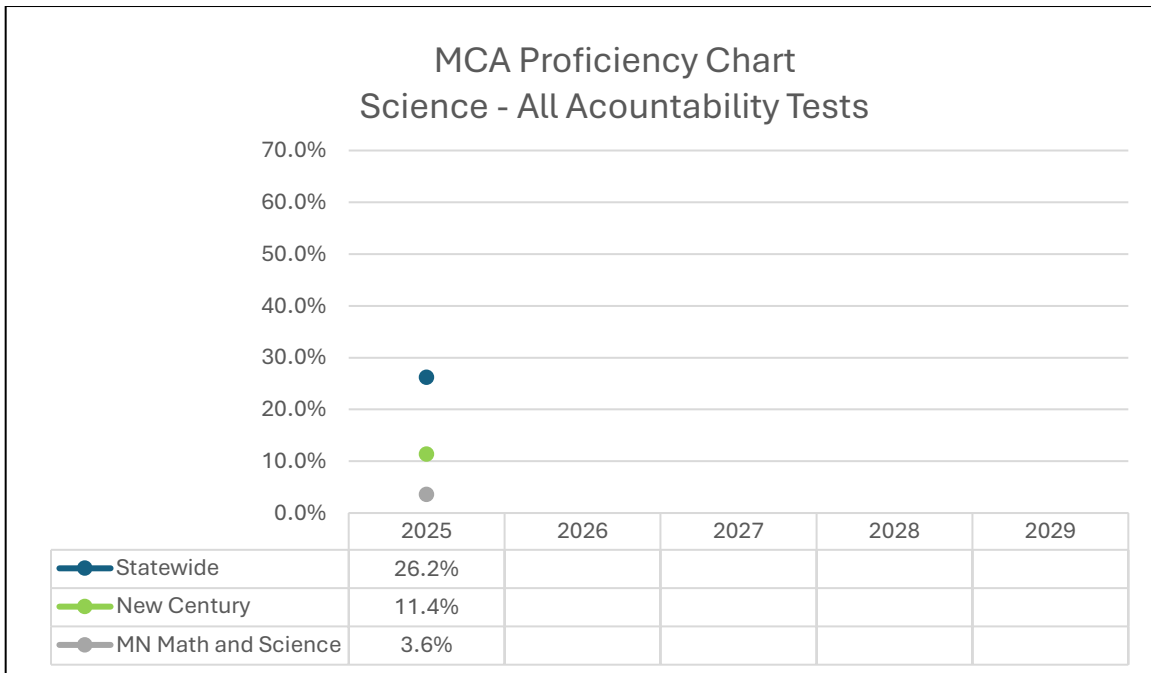


Figure 5 – MCA Science Proficiency 2021-2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 5 illustrate the MCA science proficiency at NCS. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. NCS is currently outperforming the comparison school, Minnesota Math and Science Academy, by 7.8 percentage points. In future years, it is expected that NCS will continue to outperform the local comparison school, Minnesota Math and Science Academy, and work toward meeting or exceeding the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

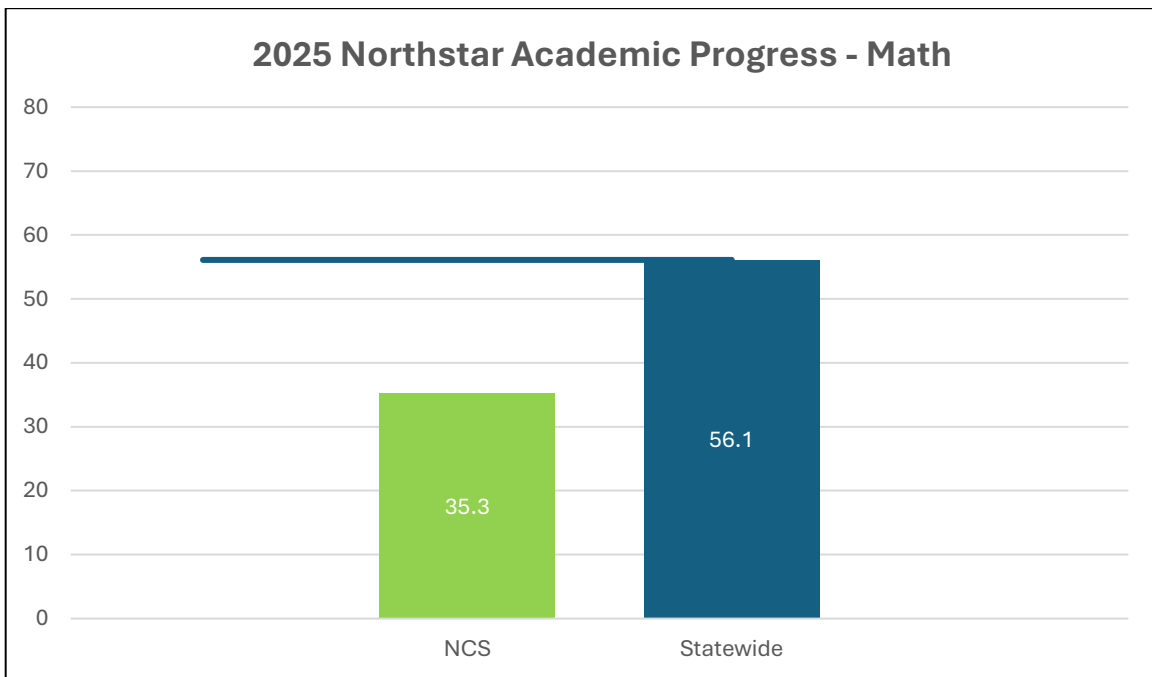


Figure 6 – North Star Academic Achievement Level (Improved + Maintained)

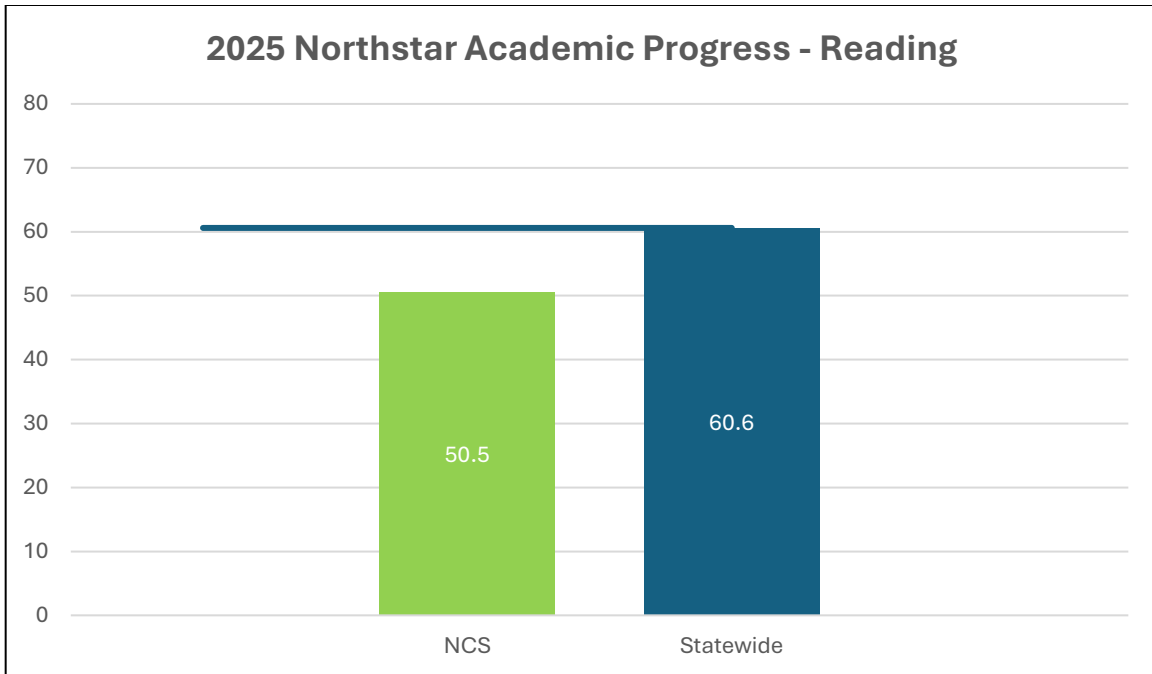


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

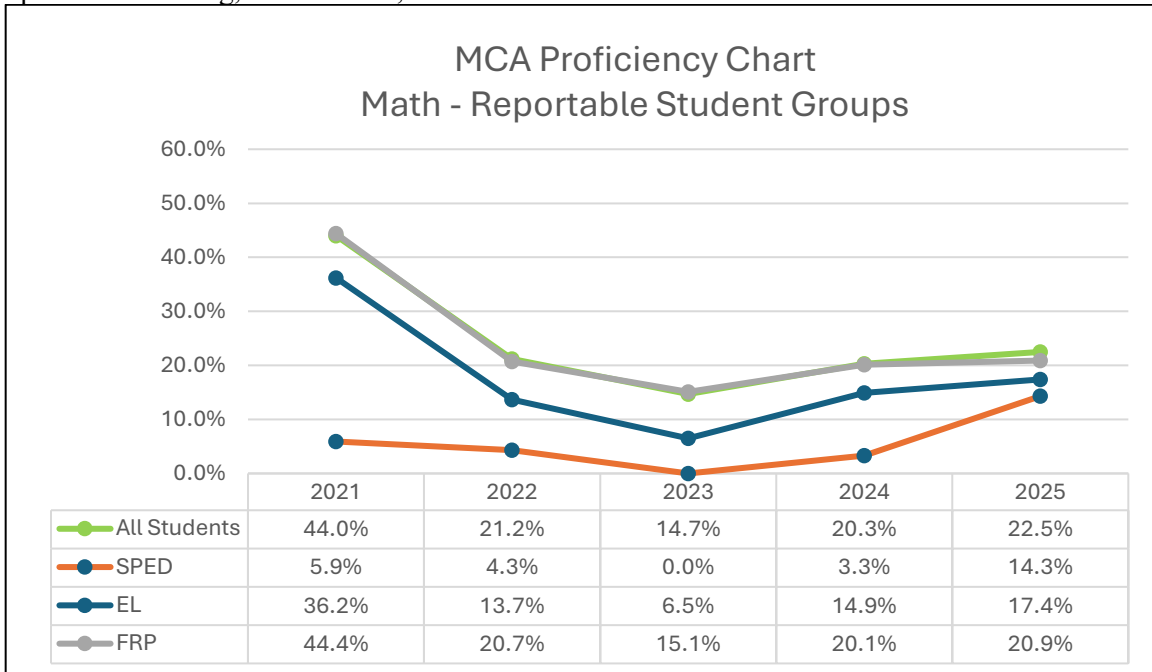


Figure 8 - Reportable Student Groups MCA Math 2021 – 2025

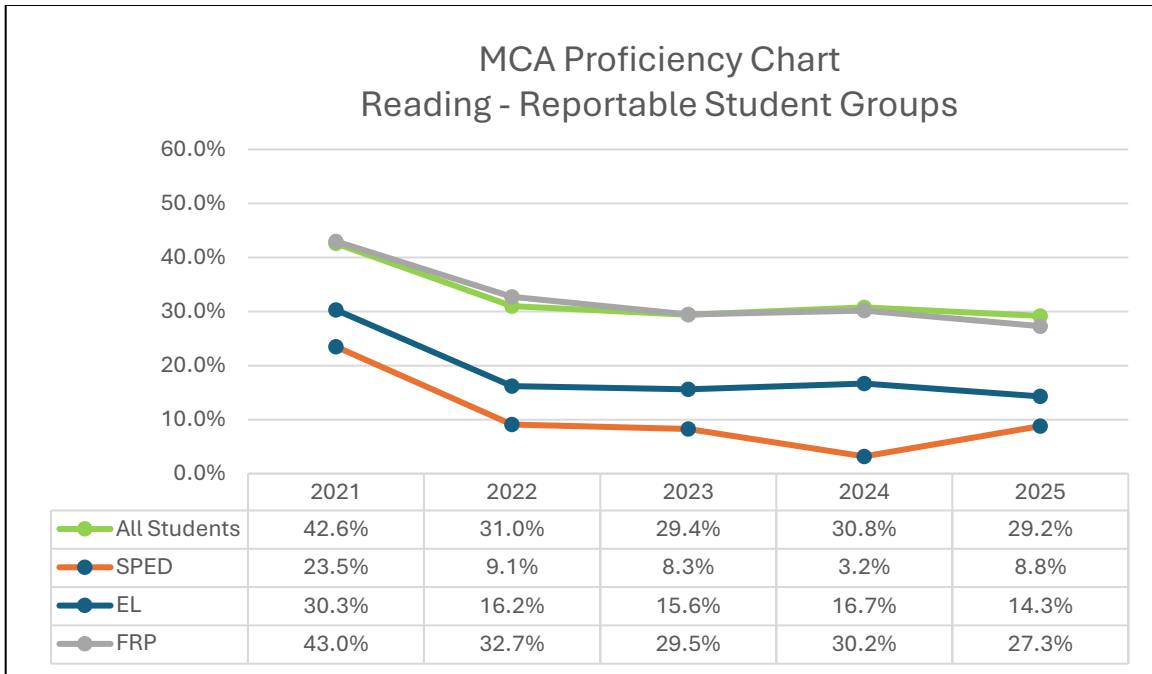


Figure 9 - Reportable Student Groups MCA Reading 2021 - 2025

VOA -MN Standards Evaluation

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

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

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

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

Data Source: Minnesota Department of Education

Analysis: NCS is outperforming the comparison school, Minnesota Math and Science Academy in math, reading and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning,

achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's academic achievement level (improved + maintained) was 35.3% for math and 50.5% for reading.	

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

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: NCS has adopted a school-wide, data driven professional development plan to improve student achievement of Minnesota standards in all areas of the curriculum including areas of regular academic, applied, and experiential learning through the high-quality professional development of all educators. Topics included, but were not limited to, LETRS (READ Act) training, Lexia	

training, Fastbridge training for student interventions, cultural competency training, and differentiated instruction.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis:

In addition to its rigorous academic curriculum, NCS has increased learning opportunities for all students through a STEM program. The school has made significant progress in its efforts to strengthen the program. Students at NCS have access to a Design and Innovation Lab which has afforded students more choice and a greater voice in their learning. The school is also tech enabled and believes that access is integral to equity. NCS has a robust 1:1 program that allows underserved and low-income students access to ipads and Chromebooks. The school also provides authentic learning experiences that provide students with the opportunity to explore the coding, engineering and research fields. In addition, students at NCS can take advantage of flexible learning spaces.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1a All Students Ready for School

Achieve at least 95% attendance

Result: Goal Met

Attendance was over 95%

Goal #1b All Students Ready for School

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

Result: Goal Met

98% of students enrolled in kindergarten successfully met kindergarten completion requirements by the end of the school year.

Goal #1c All Students Ready for School

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

Result: Goal Met

The school successfully completed nine parent engagement activities.

Goal #2a All Students Career and College Ready

60% of students in grades k-12 will receive information about career and college or visit a college.

Result: Goal Met

Over 70% of the students received college-and-career ready information and/or visited a college in 2024-25.

Goal #2b All Students Career and College Ready

40% of 3rd – 12th grade students will meet or exceed the MCA Reading and math proficiency in 2024-25.

Result: Goal Not Met

Math – 22.5%

Reading – 29.2%

Goal #3 All Students Graduate

90% of the 12th grade students will meet NCS’s and MDE’s high school graduation requirements and successfully graduate.

Result: Goal Met

100% of all 12th grade students met the NCS’s and MDE’s high school graduation requirements and successfully graduated.

Goal #4 All Students Prepared to be Lifelong Learners

At least 60% of students in grades 5-8 will complete at least one project that demonstrates their ability to set a goal, track their progress, and reflect on their learning.

Result: Goal Met

Over 75% of students in grades 5-8 engaged in successful STEM projects that demonstrated their ability to set a goal, track their progress, and reflect on their learning.

Academic Standards Point Total: 8/12



PACT
Charter School

PACT CHARTER SCHOOL

Charter # 4228

Director: Nathan Flansburg

7250 E Ramsey PKWY

Ramsey, MN 55303

Phone: 763-712-4200

www.pact.charter.k12.mn.us

In 1994, PACT Charter School was the eighth charter school to be established in Minnesota. PACT offered a unique model of parents partnering with teachers and students; the model afforded parents an opportunity to be involved in everyday school decisions for their students. It is the goal of PACT Charter School to prepare students for college and lifelong learning, promote positive character development, and pursue a community atmosphere of mutual respect.

Summary: PACT Charter School is currently outperforming the combined comparison schools in math and reading. Proficiency rates on the Minnesota Comprehensive Assessments increased in both math and reading from 2024 to 2025. In 2025, the school scored above the statewide average on the North Star Academic Progress report in reading.

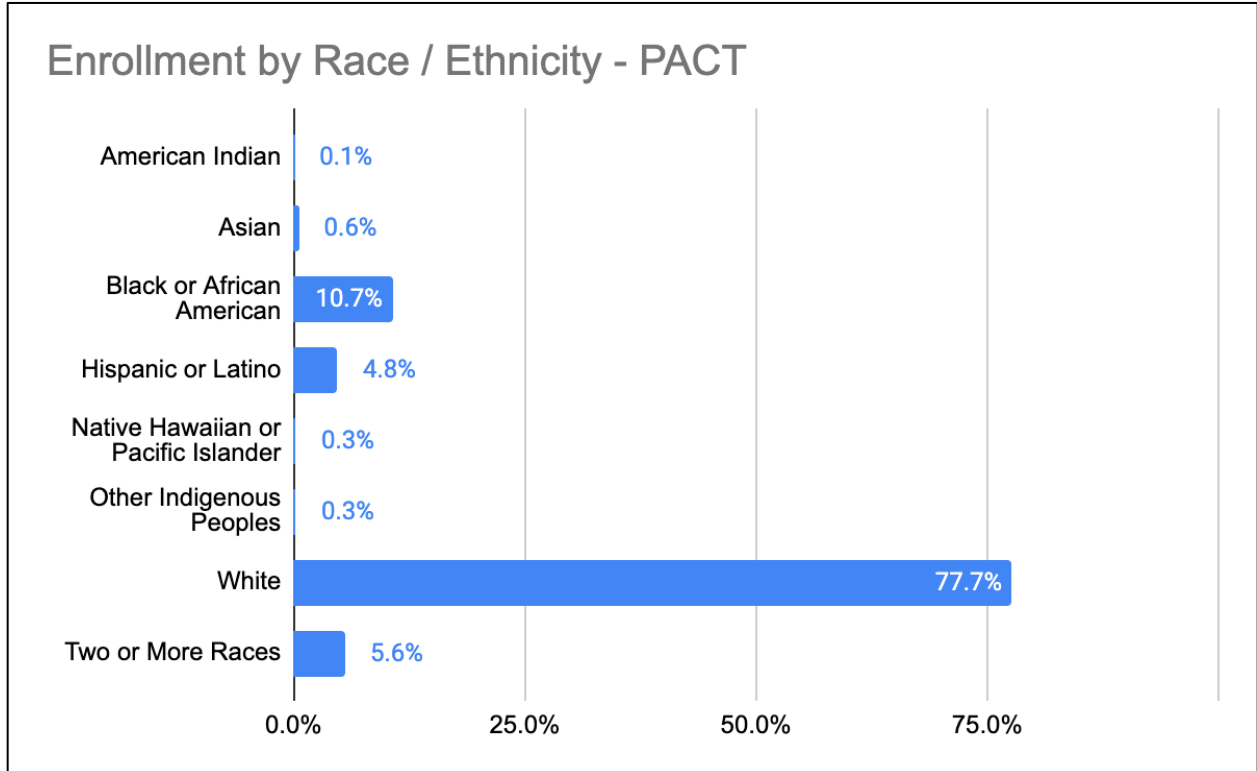
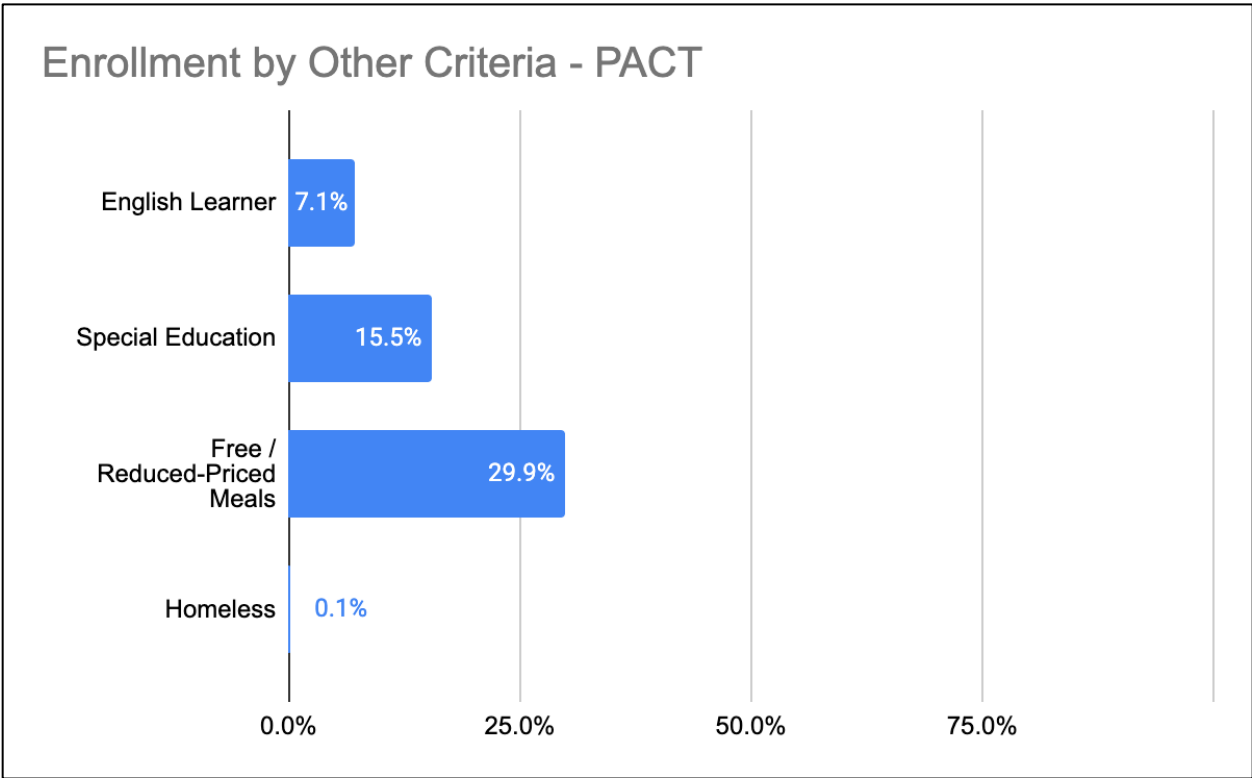


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)



**Figure 2– Enrollment by Other Criteria
Academic Performance Standard 1 – State Examinations**

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3rd	57.1%	59.0%	59.1%	58.8%	57.9%
4th	53.8%	56.4%	57.1%	56.7%	55.6%
5th	41.1%	43.1%	44.4%	44.1%	42.9%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
7th	37.4%	37.6%	39.7%	40.1%	40.9%
8th	39.8%	40.1%	40.3%	41.1%	41.9%
11th	41.4%	36.6%	36.0%	35.0%	35.0%
PACT	43.7%	55.2%	50.5%	45.0%	47.9%
3rd	57.8%	75.0%	61.1%	71.3%	69.8%
4th	48.0%	60.8%	50.0%	53.8%	61.8%

5 th	39.5%	48.0%	40.7%	23.4%	41.4%
6 th	55.1%	56.3%	57.7%	45.9%	34.7%
7 th	30.0%	44.2%	43.4%	45.1%	37.4%
8 th	34.8%	63.5%	61.5%	31.3%	43.0%
11 th	40.0%	37.5%	38.3%	41.7%	51.9%
Ramsey Elementary					
3 rd					45.8%
4 th					48.0%
5 th					55.9%
Anoka Middle School - Arts					
6 th					40.3%
7 th					42.6%
8 th					38.4%
Anoka High School (11th)					24.1%
Combined			48.7%	44.1%	37.0%

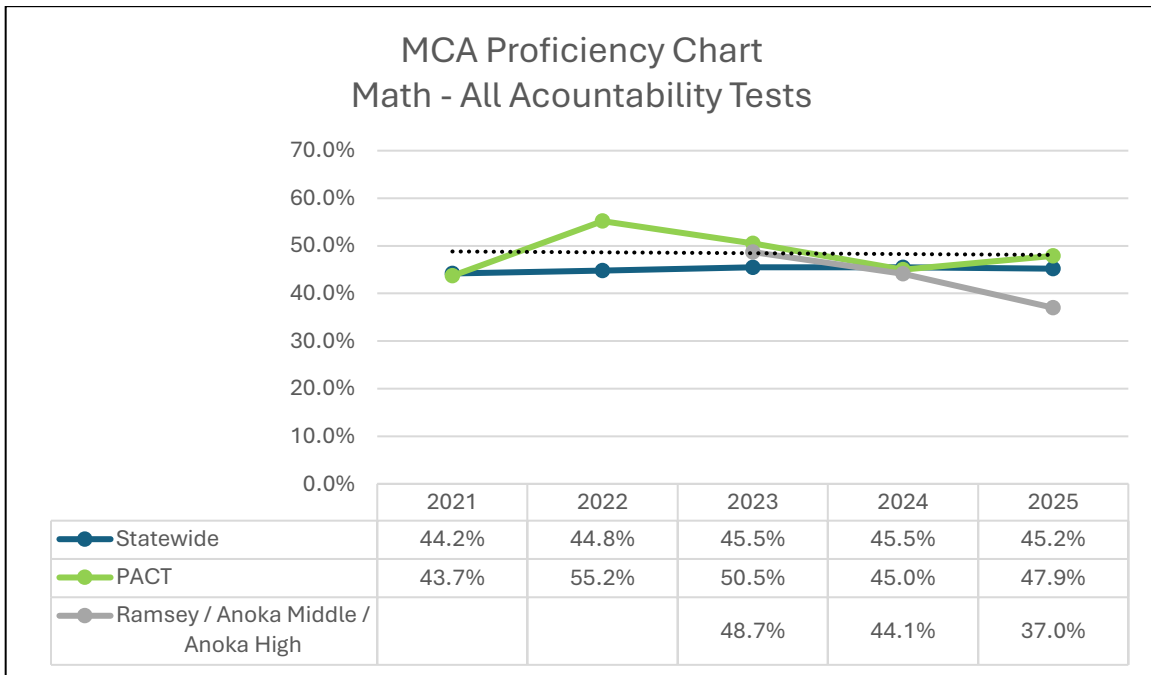


Figure 3 – MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: Table 1 and Figure 3 illustrate the past four years of MCA math proficiency at PACT Charter School. For the purpose of this report, Ramsey Elementary School, Anoka Middle School for the Arts, and Anoka High School are being used as a combined comparison school for PACT Charter School. PACT’s math proficiency rate increased by 2.9 percentage points from 2024 to 2025. PACT is currently outperforming the combined comparison school by 10.9

percentage points. In future years, it is expected that PACT Charter School will continue to meet or exceed both the statewide math proficiency rate and that of the combined comparison school.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3rd	48.5%	48.1%	47.4%	46.5%	46.1%
4th	49.3%	49.6%	48.4%	48.1%	46.3%
5th	59.4%	59.4%	58.7%	57.5%	57.1%
6th	55.0%	54.4%	53.4%	54.5%	54.1%
7th	48.3%	45.5%	45.2%	45.5%	46.2%
8th	49.7%	46.4%	44.8%	44.6%	46.0%
10th	58.3%	55.2%	51.7%	52.2%	51.3%
PACT	52.6%	59.9%	55.3%	53.0%	54.1%
3rd	48.9%	59.6%	43.4%	43.8%	45.8%
4th	44.0%	52.9%	43.4%	51.3%	50.9%
5th	56.8%	72.0%	61.1%	52.5%	56.9%
6th	73.5%	66.7%	69.2%	58.9%	54.2%
7th	62.0%	57.5%	54.7%	59.8%	57.3%
8th	29.8%	56.6%	55.6%	44.4%	55.5%
10th	52.4%	55.4%	59.6%	60.0%	57.6%
Ramsey Elementary					
3rd					32.0%
4th					34.2%
5th					54.9%
Anoka Middle School - Arts					
6th					59.0%
7th					49.4%
8th					41.7%
Anoka High School (11th)					46.7%
Combined			47.3%	48.7%	42.9%

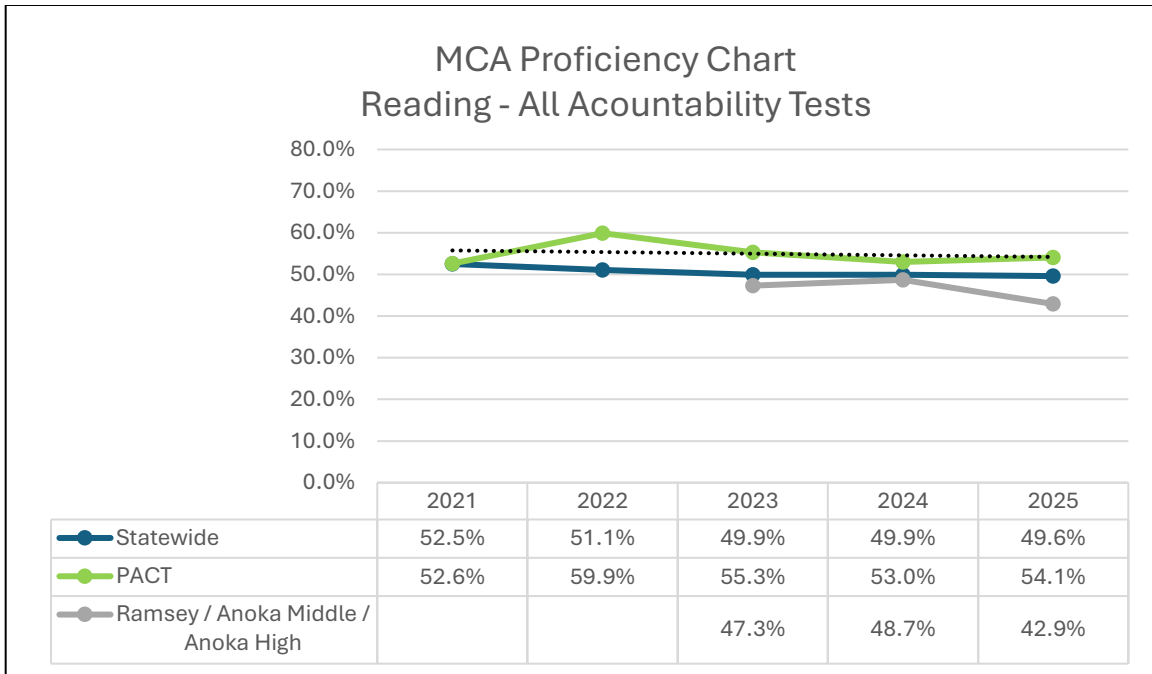


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: Table 2 and Figure 5 illustrate the past four years of MCA reading proficiency at PACT Charter School. For the purpose of this report, Ramsey Elementary School, Anoka Middle School for the Arts, and Anoka High School are being used as a combined comparison school for PACT Charter School. PACT’s reading proficiency rate increased by 1.1 percentage points from 2024 to 2025. PACT is currently outperforming the combined comparison school by 11.2 percentage points. In future years, it is expected that PACT Charter School will continue to meet or exceed both the statewide reading proficiency rate and that of the combined comparison school.

Table 3 – MCA Science Proficiency 2021 - 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5th	26.5%				
8th	16.7%				
H.S.	36.6%				
PACT	19.6%				
5th	19.0%				
8th	19.8%				
H.S.	CTSTR				
Ramsey (5th)	23.8%				
Anoka Middle (8th)	14.9%				
Anoka High (H.S.)	24.8%				
Combined	20.3%				

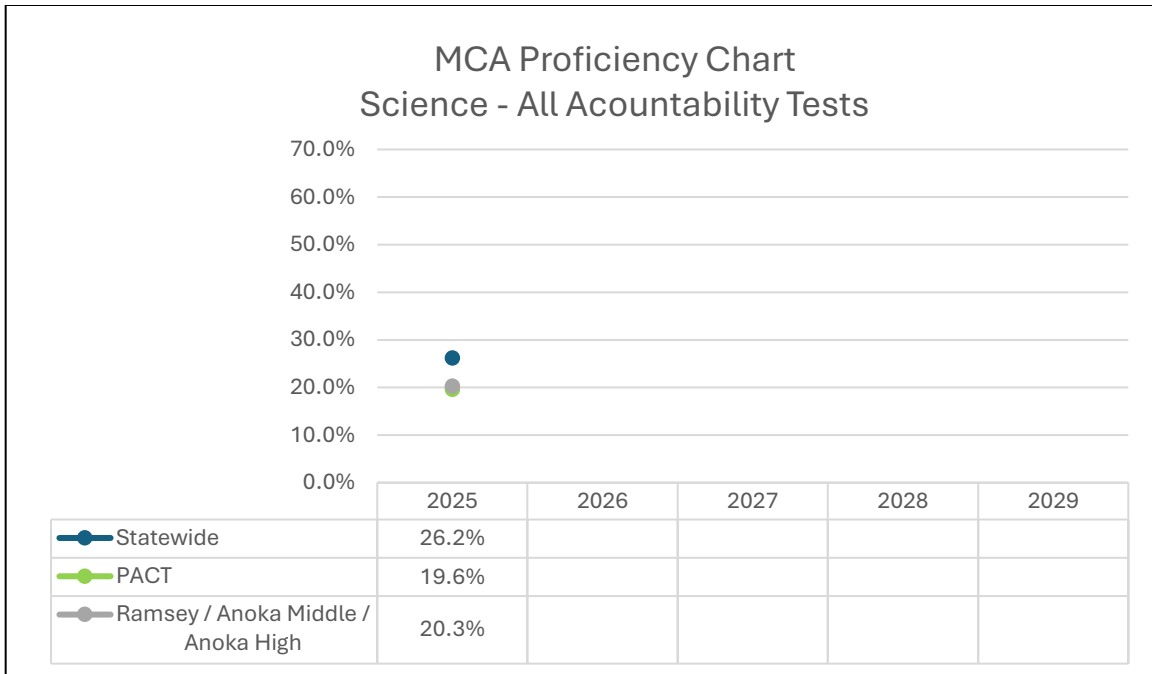


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: Table 3 and Figure 5 illustrate the past year of MCA science proficiency at PACT Charter School. For the purpose of this report, Ramsey Elementary School, Anoka Middle School for the Arts, and Anoka High School are being used as a comparison school for PACT. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. PACT is currently performing slightly below the combined comparison school. In future years, it is expected that PACT Charter School will meet or exceed both the statewide science proficiency rate and that of the combined comparison school.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Progress Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

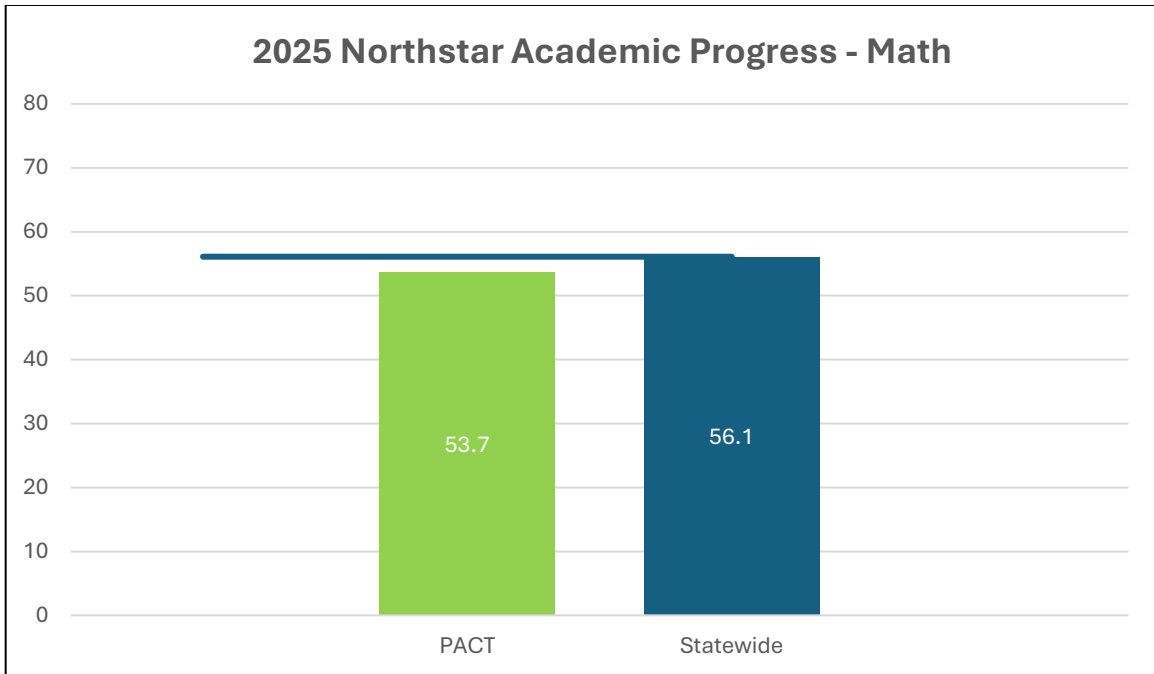


Figure 6 – North Star Academic Progress (Improved + Maintained)

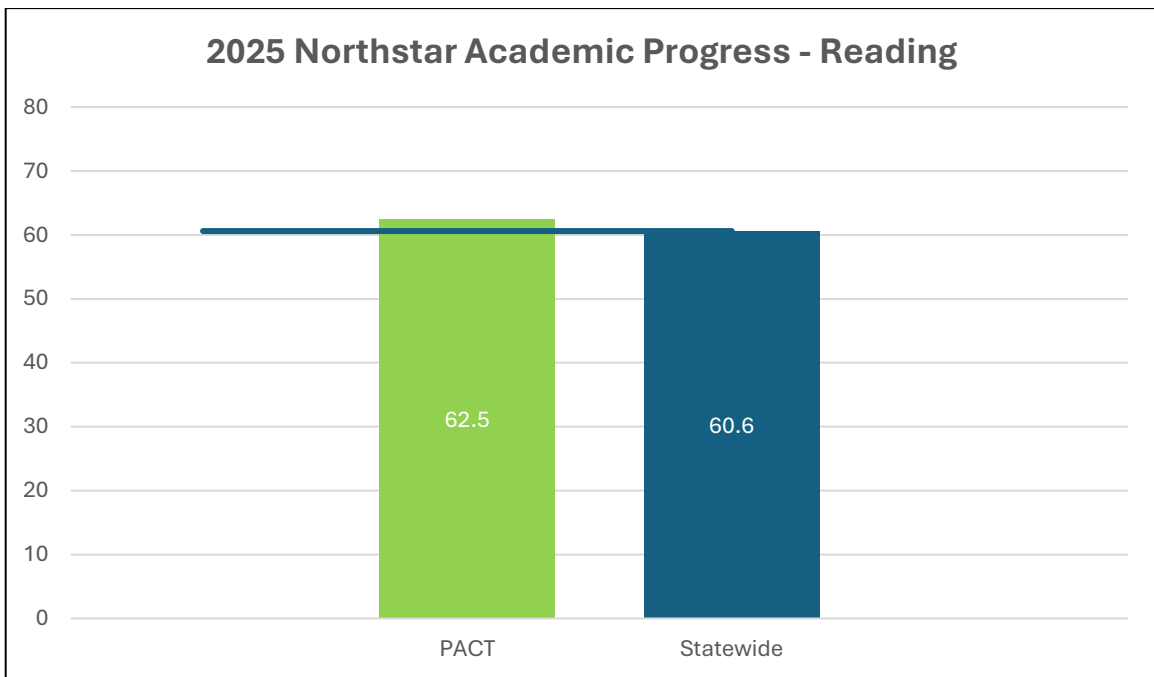


Figure 7 – North Star Academic Progress (Improved + Maintained)

Academic Performance Standard 2 – Growth ALTERNATIVE (for schools serving grade 9-12 only)

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

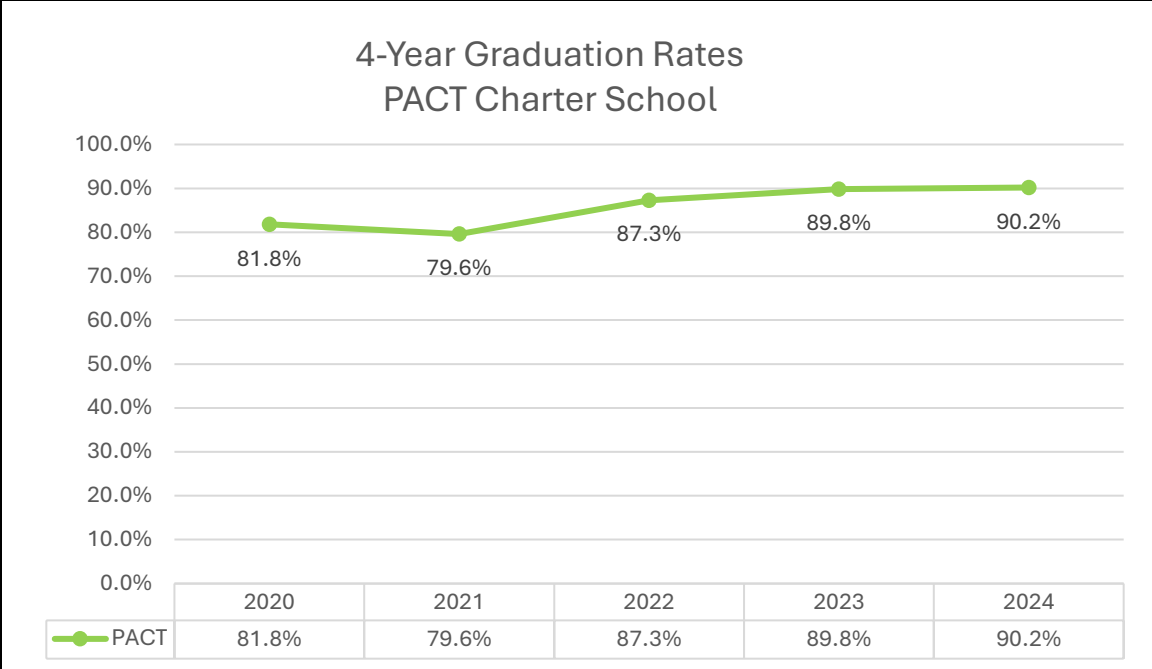


Figure 8 - Graduation Rates 2020- 2024

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

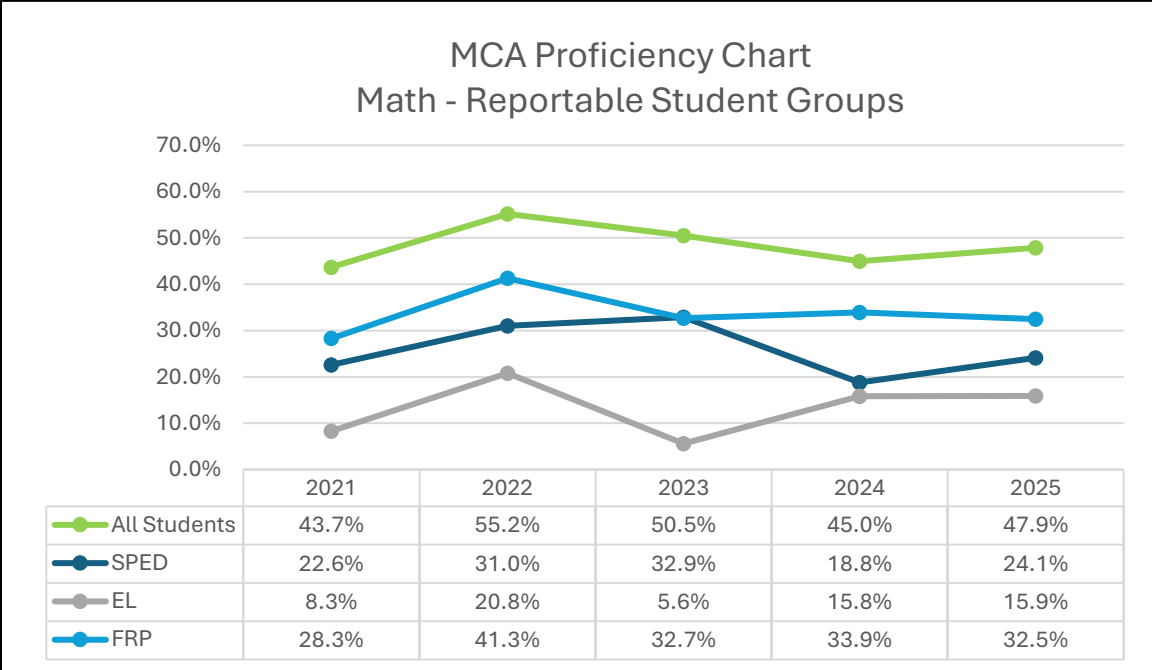


Figure 9- Reportable Student Groups MCA Math 2021 - 2025

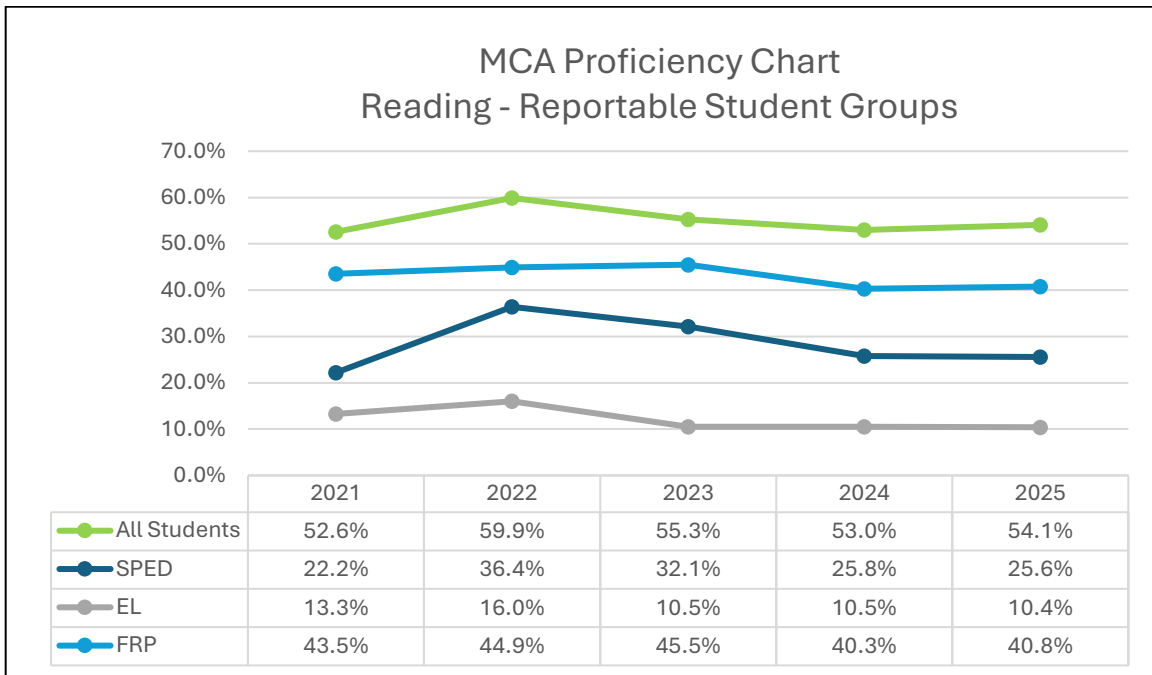


Figure 10- Reportable Student Groups MCA Reading 2021 - 2025

VOA -MN Standards Evaluation

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

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

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

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

Data Source: Minnesota Department of Education

Analysis: PACT is outperforming the combined comparison school, Ramsey Elementary School, Anoka Middle School for the Arts, and Anoka High School, in math and reading but not science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning,

achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
X	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's achievement level (improved + maintained) was 53.7% for math and 62.5% for reading.	

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

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: PACT has implemented a school-wide, data-driven professional development plan for the 2024-2025 school year. All staff were focused on implementation of the MnMTSS process as well as the READ ACT phase one implementation. The READ ACT PD is a required component from the state of Minnesota that all teachers who instruct reading must go through. The MDE also encourages all	

schools to participate in the MnMTSS process to build systems and structures that meet academic needs of all students.

The goal is to implement a comprehensive Multi-Tiered System of Support (MTSS) framework to ensure that all students receive the appropriate level of academic and behavioral support based on their individual needs. This will be achieved through the systematic identification of students' needs using data-driven assessments, the implementation of tiered interventions, and regular progress monitoring. By providing targeted support at varying levels of intensity, the goal is to ensure equitable access to learning opportunities, improve student outcomes, and foster a positive school environment that supports the success of all students across the district.

Other training included, but were not limited to, the following, the elementary flexible instruction model, goal setting, and curriculum review.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
Analysis: In addition to its academic rigor, PACT has increased learning opportunities for all students by emphasizing positive character development. All students receive character education instruction at least once a week. The curriculum focuses on assisting students in identifying and developing positive character qualities.	

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.
Data Source: School Annual Report	
Analysis: Goal #1a All Students Ready for Kindergarten At least 85% of families with a PACT kindergartner for the 2024-2025 school year will participate in a 30-minute Kindergarten Readiness Course. Result: Goal Not Met	

74% of families with a PACT kindergartner for the 2024-2025 school year participated in a 30-minute Kindergarten Readiness Course.

Goal #2 All Students are Ready for Career and College

The average ACT Composite score for PACT Students will increase from 21.41 to 23.5.

Result: Goal Not Met

The average ACT Composite score increased to 21.84 in 2025.

Goal #3 All Students Graduate

The percentage of students graduating will increase from 87.3% in 2022 to 89.0% in 2024.

Result: Goal Met

In 2024, the 4-ready graduation rate at PACT Charter School was 90.2%.

Goal #4 All Students Prepare to be Lifelong Learners

A Smart goal was not created

Result: Goal Not Met

Academic Standards Point Total: 8/12



SOUTHSIDE FAMILY CHARTER SCHOOL

Charter #4162

Director: Alissa Case

4500 Clinton Avenue South

Minneapolis, MN 55419

Phone: 612-872-8322

www.southsidefamilyschool.org

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

Summary: SFCS has maintained a similar demographic composition for the last several years with slight variations from year to year. Proficiency rates increased in math and decreased in reading from 2024 to 2025. The school's proficiency rates are currently above the comparison school in math, reading and science.

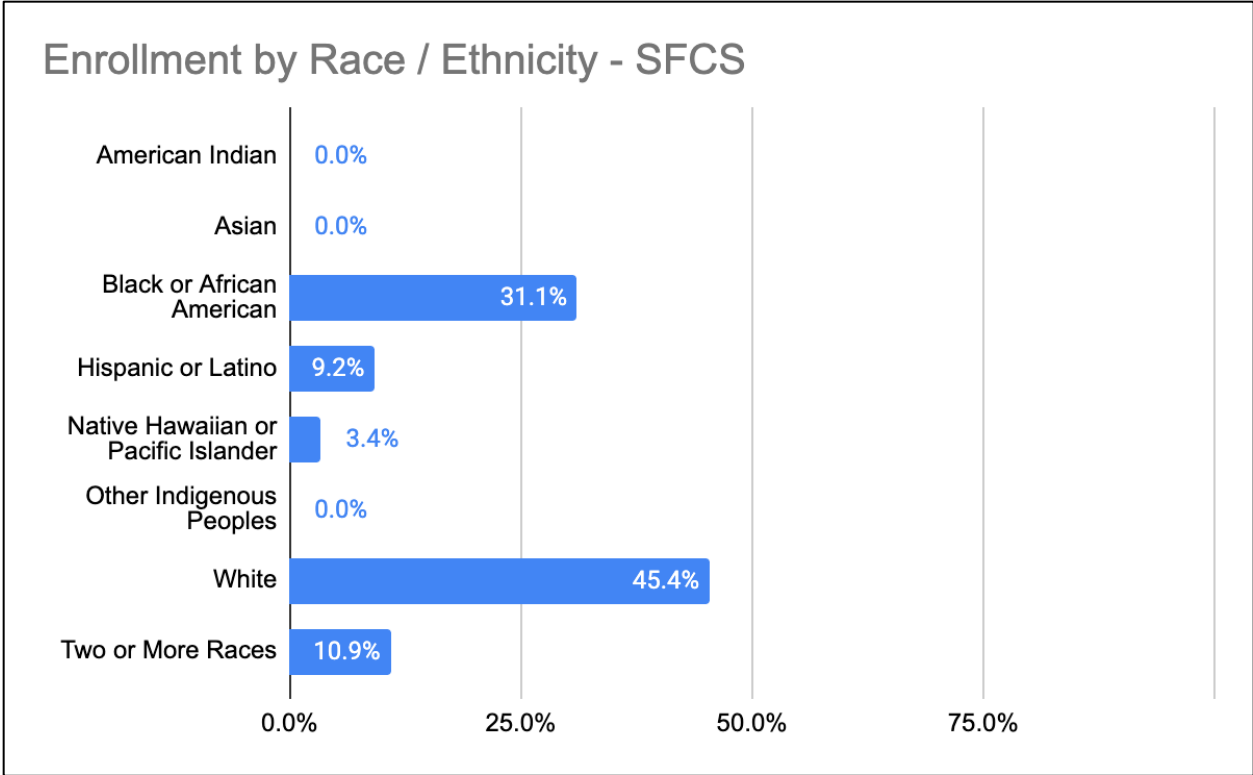


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

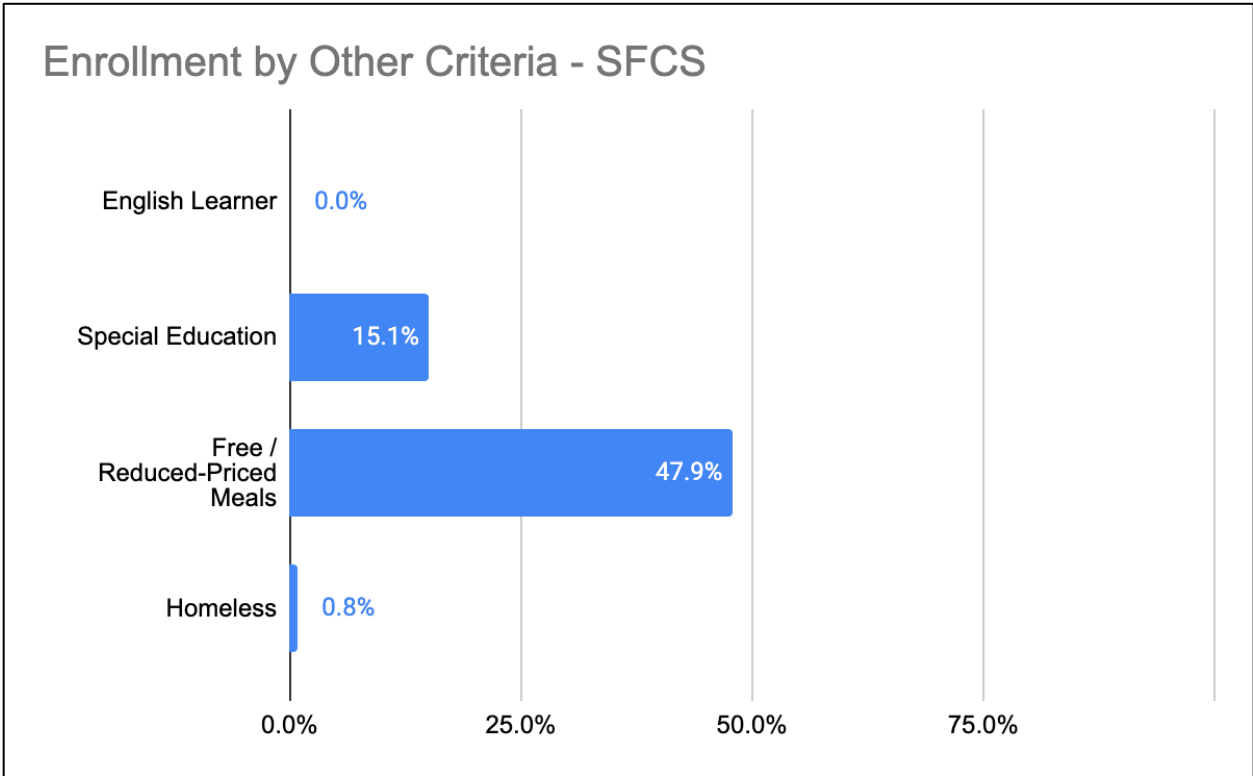


Figure 2 - Enrollment by Other Criteria

Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 – 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3rd	57.1%	59.0%	59.1%	58.8%	57.9%
4th	53.8%	56.4%	57.1%	56.7%	55.6%
5th	41.1%	43.1%	44.4%	44.1%	42.9%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
7th	37.4%	37.6%	39.7%	40.1%	40.9%
8th	39.8%	40.1%	40.3%	41.1%	41.9%
Southside	56.5%	48.6%	40.0%	26.1%	29.9%
3rd	CTSTR	66.7%	30.8%	CTSTR	40.0%
4th	50.0%	43.8%	84.6%	28.6%	CTSTR
5th	CTSTR	50.0%	43.8%	15.4%	0.0%
6th	CTSTR	CTSTR	23.1%	50.0%	23.1%
7th	CTSTR	30.8%	20.0%	9.1%	45.5%
8th	N/A	CTSTR	30.0%	33.3%	41.7%
Ella Baker	3.5%	8.0%	6.4%	7.3%	9.6%
3rd	5.9%	12.2%	15.1%	13.2%	12.9%
4th	7.1%	21.7%	5.9%	9.8%	23.1%
5th	0.0%	10.9%	9.1%	7.1%	8.5%
6th	0.0%	1.1%	9.6%	9.9%	3.3%
7th	5.3%	3.3%	2.3%	5.3%	9.5%
8th	4.3%	7.2%	1.2%	1.2%	4.7%

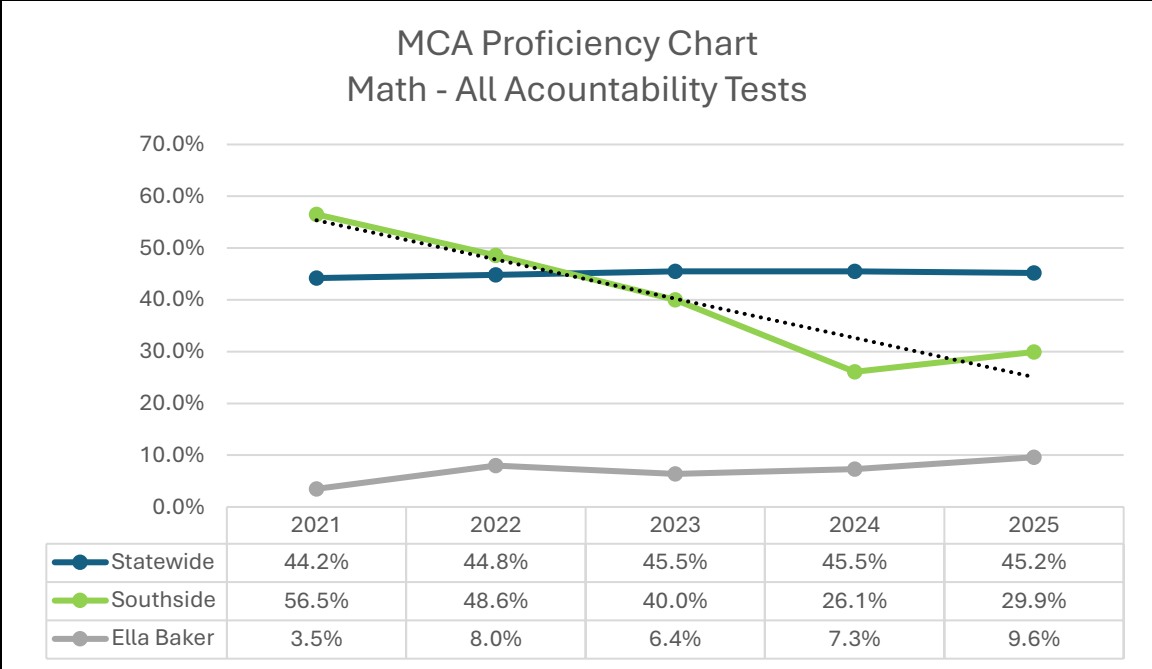


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: SFCS’ MCA math proficiency results are shown in Table 1 and Figure 3. SFCS’ math proficiency rate increased by 3.8 percentage points from 2024 to 2025. SFCS continues to outperform the local district school, Ella Baker Elementary, by 20.3 percentage points. In future years, it is expected that SFCS will continue to outperform the comparison school, Ella Baker Elementary, and work toward meeting or exceeding that of the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3rd	48.5%	48.1%	47.4%	46.5%	46.1%
4th	49.3%	49.6%	48.4%	48.1%	46.3%
5th	59.4%	59.4%	58.7%	57.5%	57.1%
6th	55.0%	54.4%	53.4%	54.5%	54.1%
7th	48.3%	45.5%	45.2%	45.5%	46.2%
8th	49.7%	46.4%	44.8%	44.6%	46.0%
Southside	67.9%	62.2%	58.2%	57.1%	50.0%
3rd	CTSTR	73.3%	30.8%	CTSTR	50.0%
4th	63.6%	56.3%	76.9%	33.3%	CTSTR
5th	CTSTR	66.7%	70.6%	61.5%	21.4%
6th	CTSTR	72.7%	69.2%	84.6%	71.4%
7th	CTSTR	53.8%	53.8%	72.7%	50.0%
8th	N/A	CTSTR	40.0%	41.7%	66.7%
Ella Baker	17.2%	14.5%	11.2%	14.1%	13.2%

3rd	11.1%	18.9%	11.3%	13.2%	7.9%
4th	0.0%	10.4%	3.9%	9.8%	15.4%
5th	6.7%	17.5%	14.5%	8.9%	16.7%
6th	31.0%	14.1%	16.4%	21.0%	13.1%
7th	25.0%	11.3%	6.9%	14.9%	20.0%
8th	15.0%	14.9%	13.1%	13.4%	7.7%

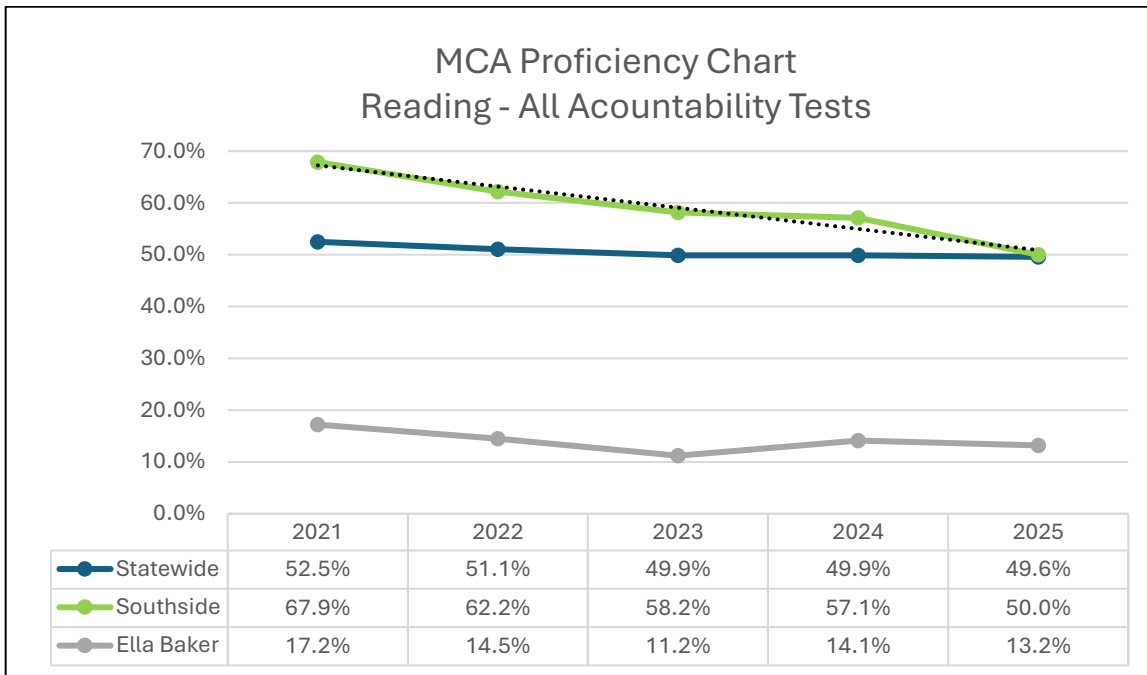


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: SFCS’ MCA reading proficiency results are shown in Table 2 and Figure 4. SFCS’ reading proficiency decreased by 7.1 percentage points from 2024 to 2025. Despite the decline, SFCS is currently outperforming local district comparison school, Ella Baker Elementary, by 36.8 percentage points. In future years, it is expected that SFCS will continue to meet or exceed the proficiency rate of the local district comparison school, Ella Baker Elementary, as well as the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5th	26.5%				
8th	16.7%				
Southside	13.0%				
5th	0.0%				
8th	25.0%				
Ella Baker	2.7%				

5 th	4.4%				
8 th	1.5%				

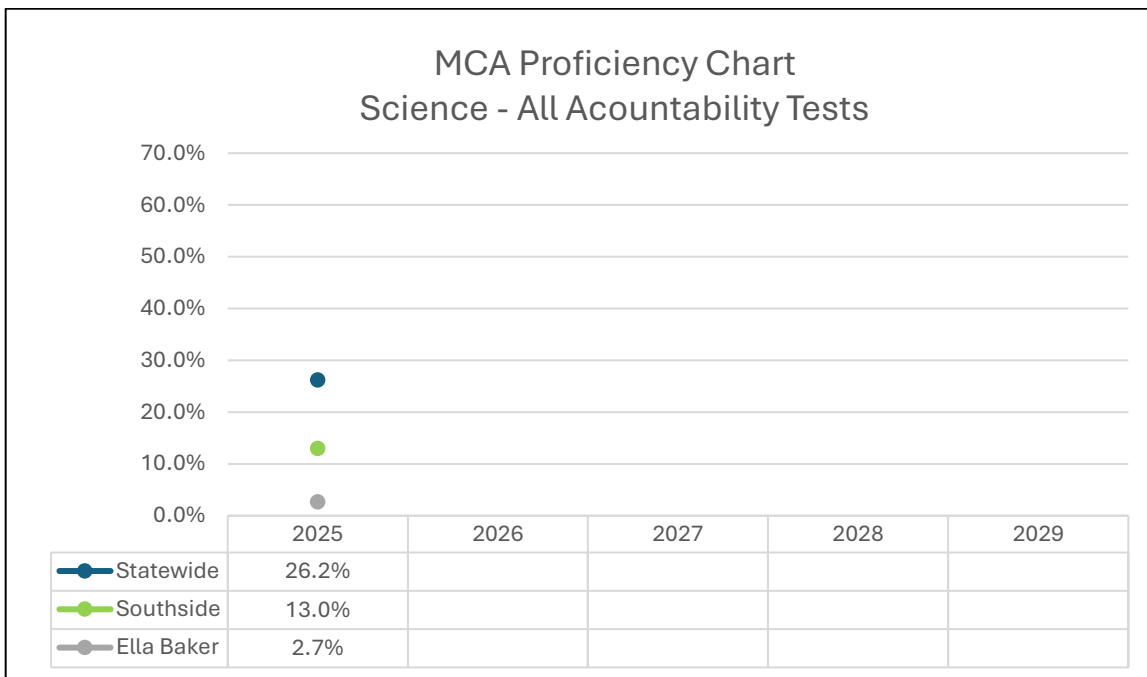


Figure 5 – MCA Science Proficiency 2021-2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: SFCS’ MCA science proficiency results are shown in Table 3 and Figures 5. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. SFCS is currently outperforming the comparison school, Ella Baker, by 10.3 percentage points. In future years, it is expected that SFCS will continue to outperform the local comparison school and work toward meeting or exceeding the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

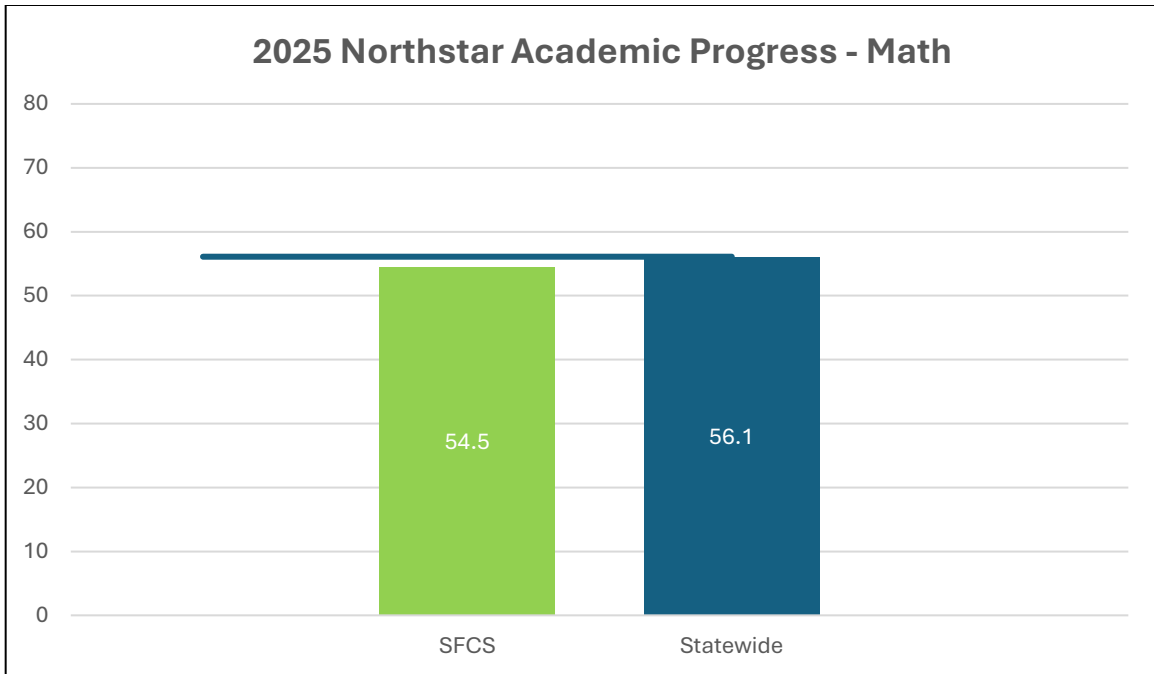


Figure 6 – 2024 North Star Academic Achievement Level (Improved + Maintained)

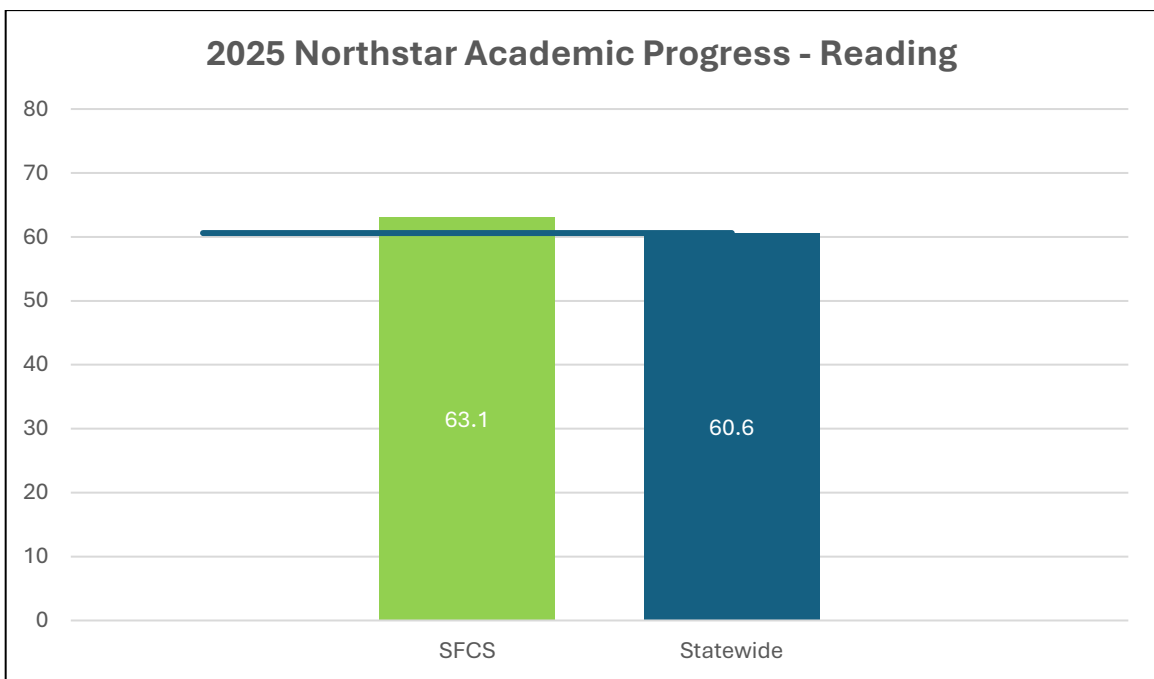


Figure 7 – 2024 North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

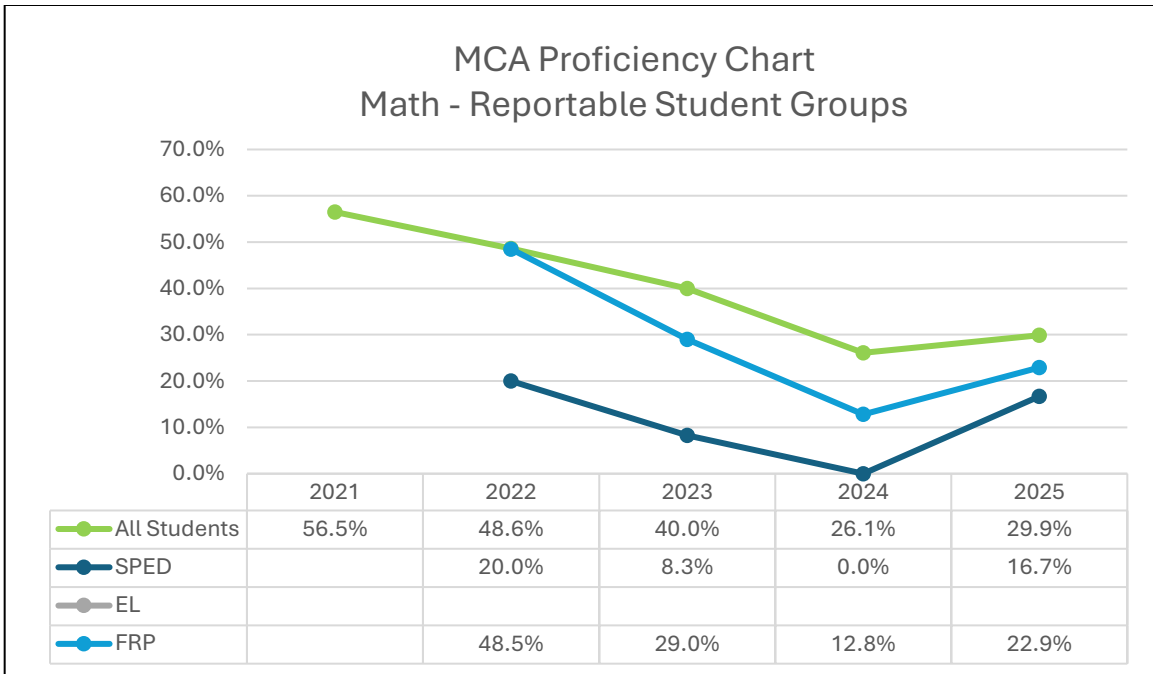


Figure 8 - Reportable Subgroups MCA Math 2021 - 2025

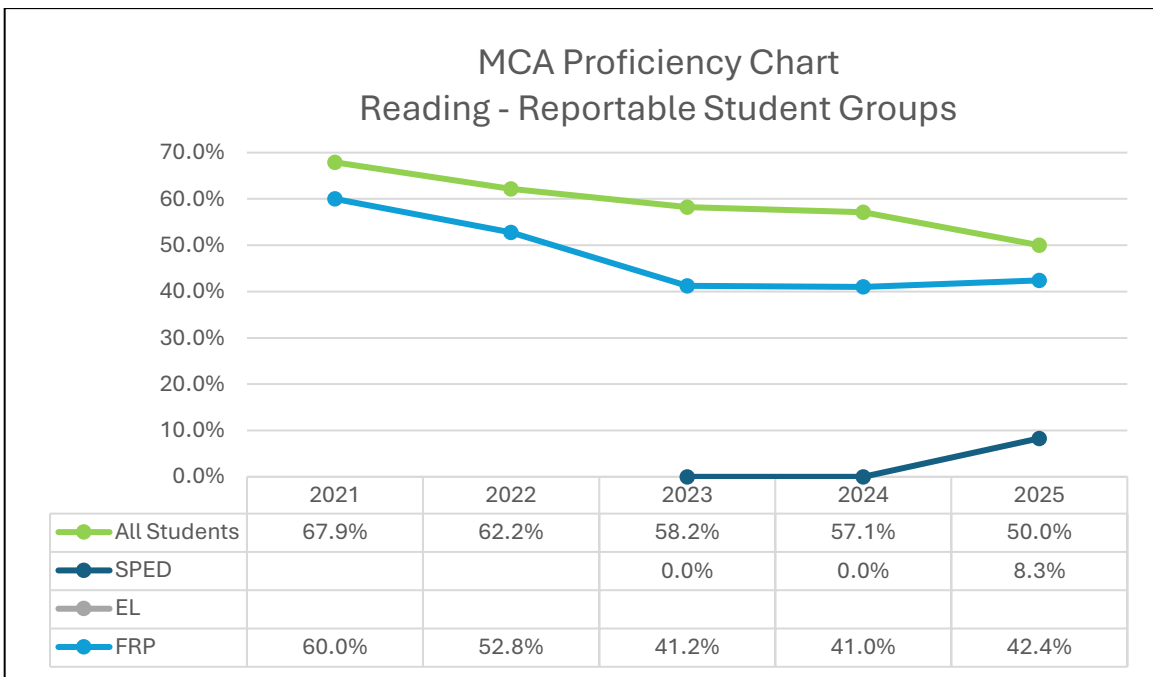


Figure 9 - Reportable Subgroups MCA Reading 2021- 2025

VOA -MN Standards Evaluation

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

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

Academic Performance Standard 1 – Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
X	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: SFCS is currently outperforming the local district comparison school, Ella Baker Elementary, in math, reading and science.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
X	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school’s achievement level (improved + maintained) was 54.5% for math and 63.1% for reading.	

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

Analysis: A score of Meets was awarded because the achievement gap was decreased in all four reportable areas, math SPED, FRP and reading SPED, FRP, from 2024 to 2025.

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

X 2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.

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

0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis:

In addition to training that is renewed every year, the entire staff engaged in professional development in 2024-25 that supported the intersection of the school’s mission and healing/wellness. Some of these topics included: data informed practices, healing justice and restorative practices, abolition, practices of self-reflection and unpacking systems of power and oppression, meeting the needs of community members who are neurodivergent, community decision making processes and restorative solutions.

Additional training included Careiall Literacy training – which is heavily data-driven and research-backed, focusing on actionable, evidence-based practices for educators. It incorporates multi-tiered systems of support (MTSS), assessment, and data use to guide instruction, particularly in science-of-reading-aligned approaches for both elementary and adolescent learners.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

X 2: Meets - The school has a plan and is meeting their additional statutory purposes.

1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.

0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.

Data Source: School Annual Report

Analysis:

SFCS has increased learning opportunities for all students and has remained committed to innovation and organizational excellence during the 2024-2025 school year. The school’s commitment to a hands-on and authentic approach to history and social studies remains an innovative and unique practice. The school has incorporated many trips and projects into its curriculum that are the hallmark of its mission-driven operations. In addition, the school continues to utilize small class sizes and a commitment to family and community involvement as evidence of meeting its additional statutory purposes.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

Use Beginning of Year (BOY) data (FAST Early Math and Early Reading) to identify incoming kindergarten students in need of additional academic supports and set the baseline data for the year.

Result: Goal Met

100% of incoming Kindergarten students were screened using Fastbridge’s earlyReading and earlyMath assessments. Students who were below benchmark were given additional diagnostic assessments and given interventions starting in October.

Goal #2 All Students are Ready for Career and College

All students will demonstrate average or above average growth on FASTBridge aReading and aMath assessment from fall to spring.

Result: Goal Not Met

- In Reading (earlyReading assessment), for grades K-1, 75% were demonstrating proficiency in the fall. 43% were proficient in the fall, representing a change of -32%.
- In reading (CBM assessment) for grades 2-5, 34% were proficient in the fall and 47% in the spring, representing a change of +13%.
- In reading (aReading assessment) for grades 2-8, 57% were proficient in the fall and 64% in the spring, representing a change of +7%.
- In math (earlyMath assessment), for grades K-1, 70% were demonstrating proficiency in the fall. 53% were proficient in the fall, representing a change of -17%.
- In math (aMath assessment) for grades 2-8, 50% were proficient in the fall and 56% in the spring, representing a change of +6%.

Goal #3 All Students Graduate from High School

All 8th grade students will research and choose a high school aligned their goals.

Result: Goal Met

100% of 8th grade students who graduated from Southside Family Charter School in Spring 2025 were able to research, visit and choose a high school aligned with their goals.

Academic Standards Point Total: 10/12



SPECTRUM HIGH SCHOOL

Charter #4160

Director: 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 is currently outperforming the combined comparison school in reading. The school increased its MCA math proficiency rate from 2024 to 2025. In 2025, the school scored above the statewide average on the North Star Academic Progress report in reading.

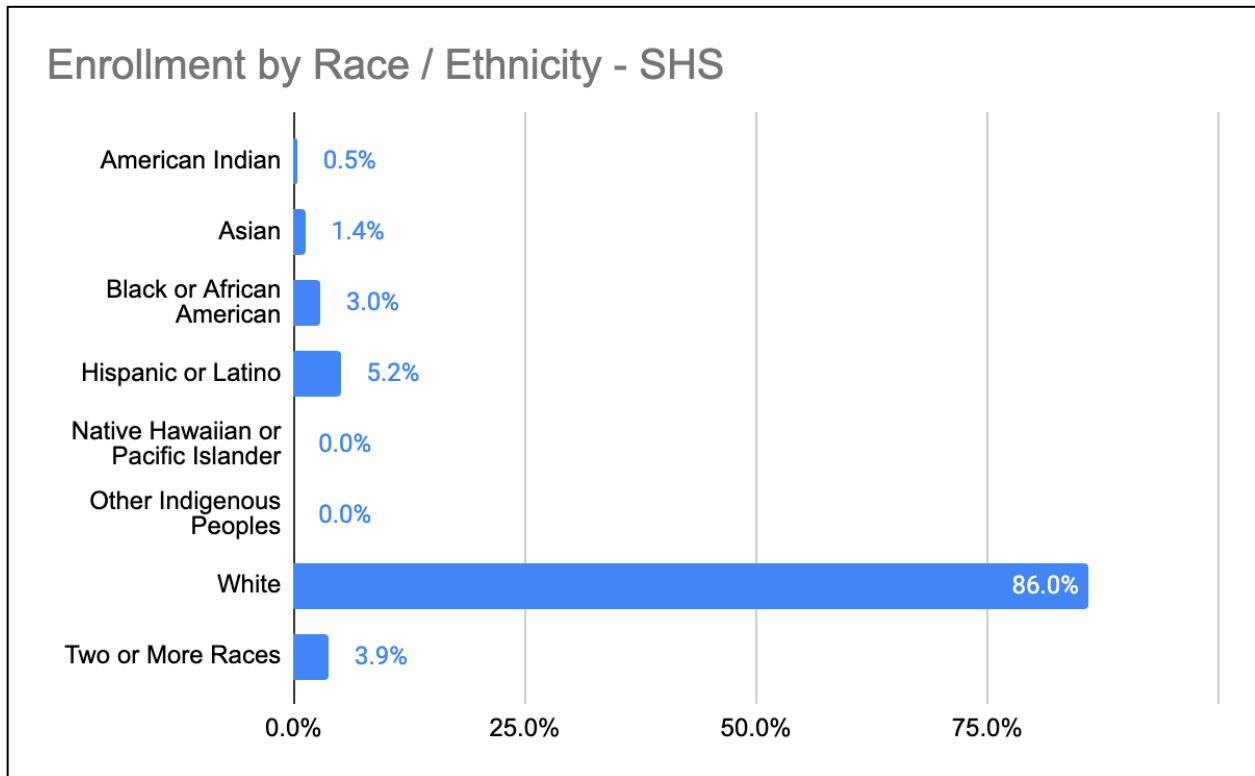


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

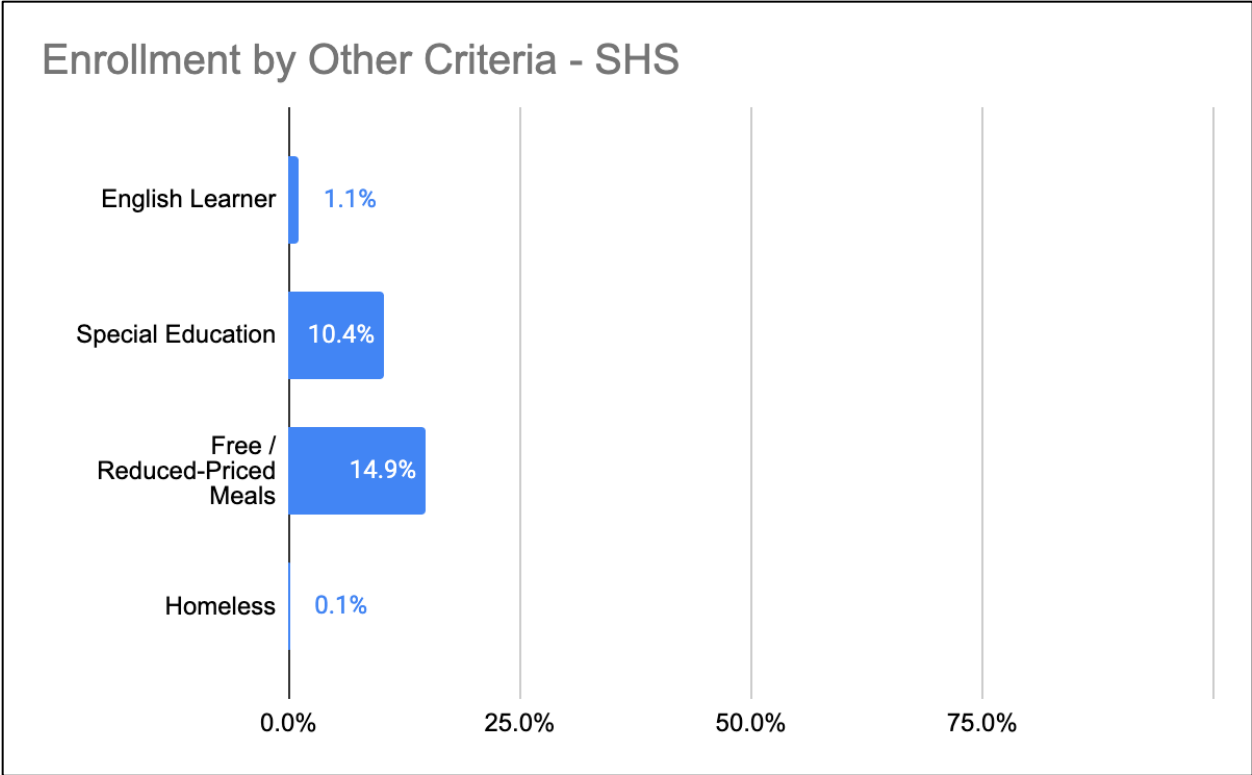


Figure 2 - Enrollment by Other Criteria

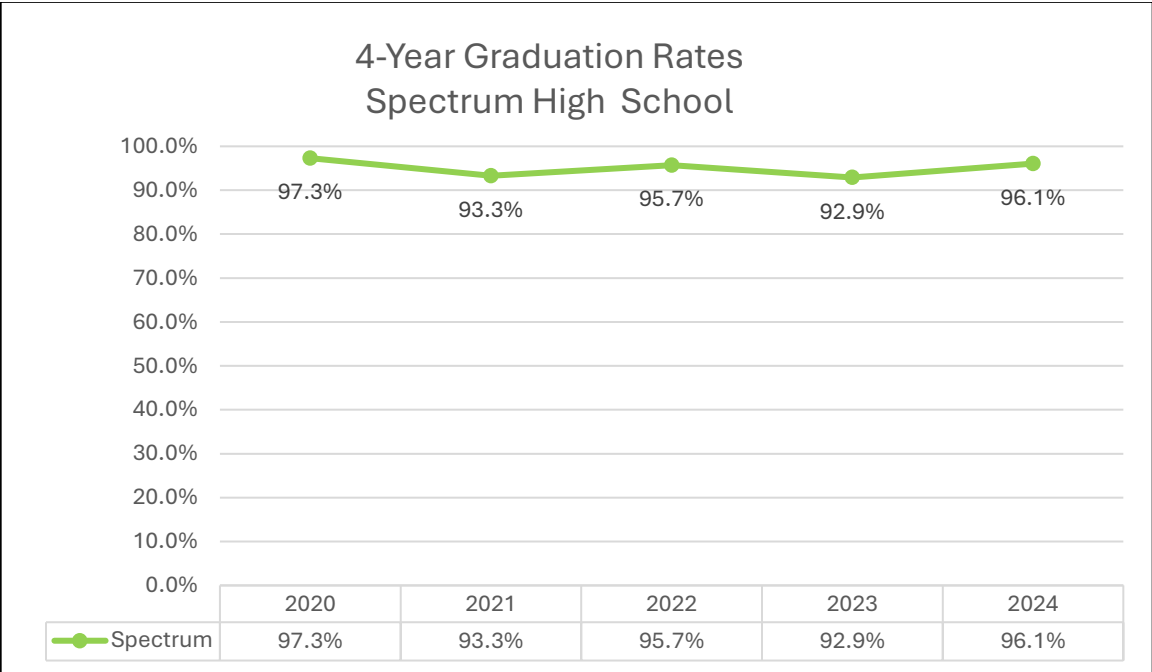


Figure 3 - Year Graduation Rate 4-Year

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.” The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
7th	37.4%	37.6%	39.7%	40.1%	40.9%
8th	39.8%	40.1%	40.3%	41.1%	41.9%
11th	41.4%	36.6%	36.0%	35.0%	35.0%
Spectrum	49.2%	47.1%	41.8%	36.3%	39.6%
6th	47.5%	53.7%	45.5%	39.8%	46.3%
7th	56.5%	39.0%	33.6%	29.2%	30.0%
8th	48.1%	49.2%	38.8%	32.9%	32.6%
11th	42.9%	47.8%	51.0%	47.3%	52.3%
Vanderberge	36.1%	42.0%	40.0%	47.3%	40.8%
6th	32.7%	37.4%	31.3%	44.9%	40.6%
7th	33.1%	41.4%	44.7%	48.7%	35.8%
8th	43.2%	46.6%	43.7%	48.7%	46.5%
Elk River High 11th	59.8%	55.4%	50.9%	47.2%	47.7%
Combined	44.6%	46.9%	44.4%	47.3%	43.5%

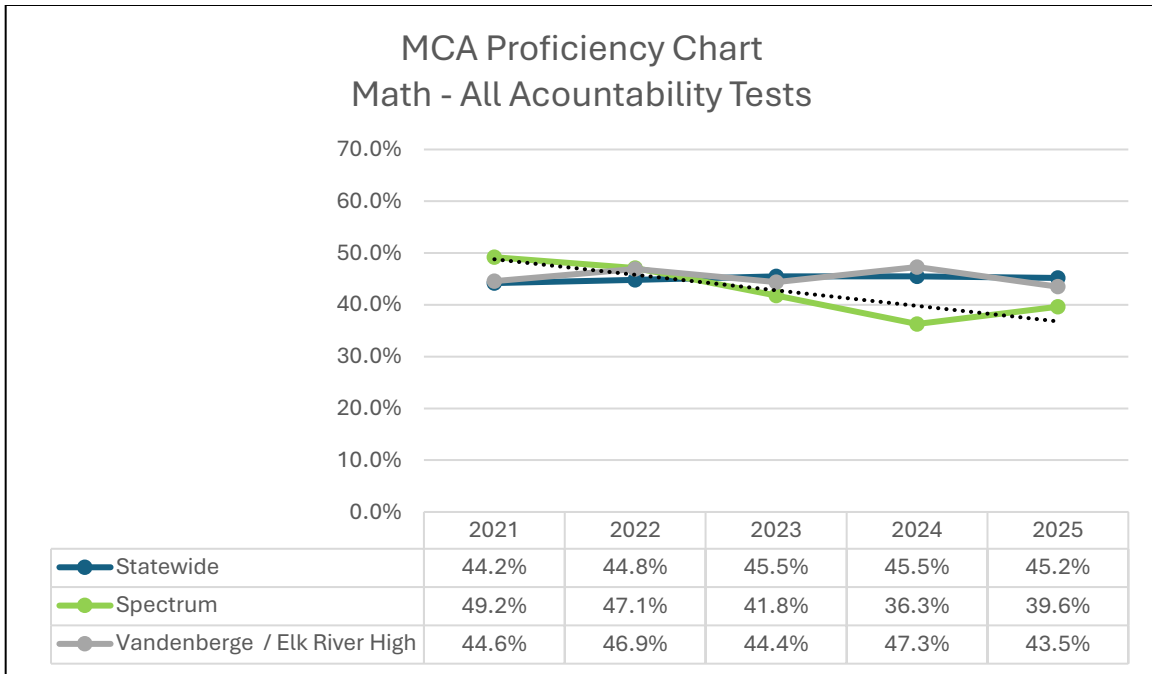


Figure 4 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: SHS’ MCA math proficiency results are shown in Table 1 and Figure 4. 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 school for SHS. SHS’ math proficiency rate increased by 3.3 percentage points from 2024 to 2025. SHS’ math proficiency rate is currently 3.9 percentage points below that of the combined comparison school. In future years it is expected that SHS will increase its math proficiency rate to once again outperform the combined comparison schools, Vandenberg Middle School and Elk River High School.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
6th	55.0%	54.4%	53.4%	54.5%	54.1%
7th	48.3%	45.5%	45.2%	45.5%	46.2%
8th	49.7%	46.4%	44.8%	44.6%	46.0%
10th	58.3%	55.2%	51.7%	52.2%	51.3%
Spectrum	72.0%	71.7%	64.6%	64.6%	62.7%
6th	73.3%	74.8%	75.0%	71.7%	67.3%
7th	76.4%	65.2%	60.2%	51.8%	55.3%
8th	67.9%	71.9%	54.3%	61.9%	62.1%
10th	70.1%	75.9%	70.8%	75.4%	66.4%
Vandenberg	46.8%	46.7%	48.8%	49.7%	46.4%
6th	49.4%	57.3%	56.6%	60.2%	57.1%
7th	47.9%	42.9%	46.9%	42.8%	40.8%

8th	42.8%	40.9%	43.4%	44.9%	39.5%
Elk River High 10th	57.0%	55.9%	41.1%	51.0%	55.7%
Combined	50.9%	50.7%	45.5%	50.3%	50.1%

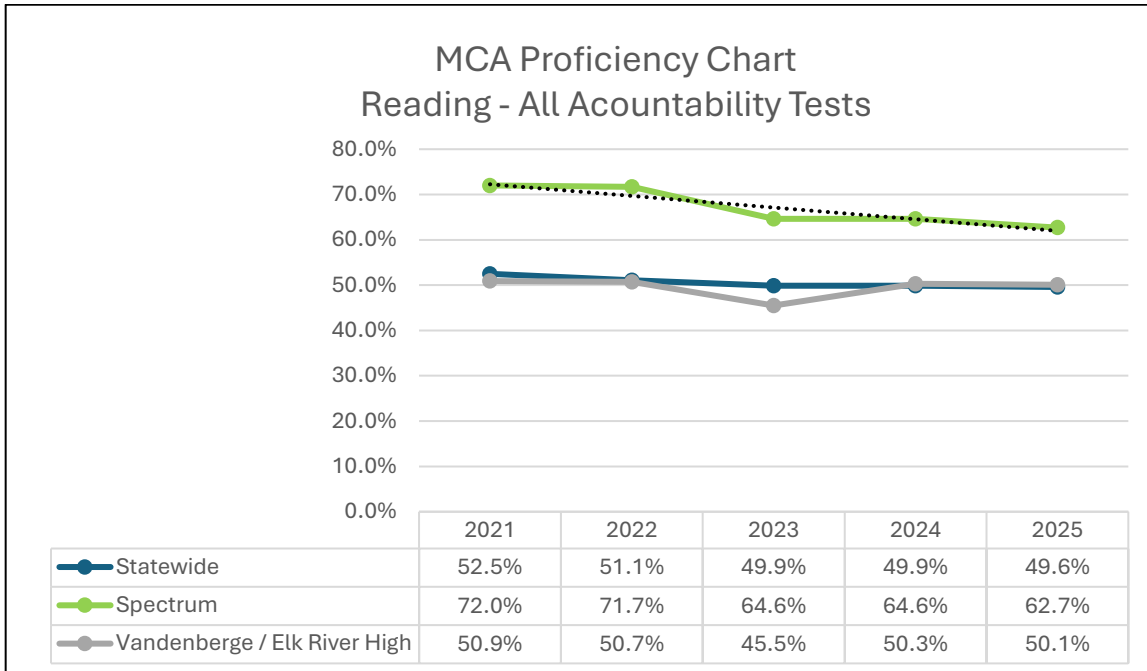


Figure 5 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: SHS’ MCA reading proficiency results are shown in Table 2 and Figure 5. 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 school for SHS. SHS’ reading proficiency rate decreased by 1.9 percentage points from 2024 to 2025. SHS is currently outperforming the statewide average as well as the combined comparison school, Vandenberg Middle School and Elk River High School. In future years, it is expected that SHS will continue to outperform the statewide average as well as the combined comparison school.

Table 3 – MCA Science Proficiency 2021 - 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
8th	16.7%				
H.S.	36.6%				
Spectrum	30.5%				
8th	15.6%				
H.S.	47.9%				
Vandenberg (8th)	14.1%				
Elk River High (H.S.)	41.9%				
Combined	33.4%				

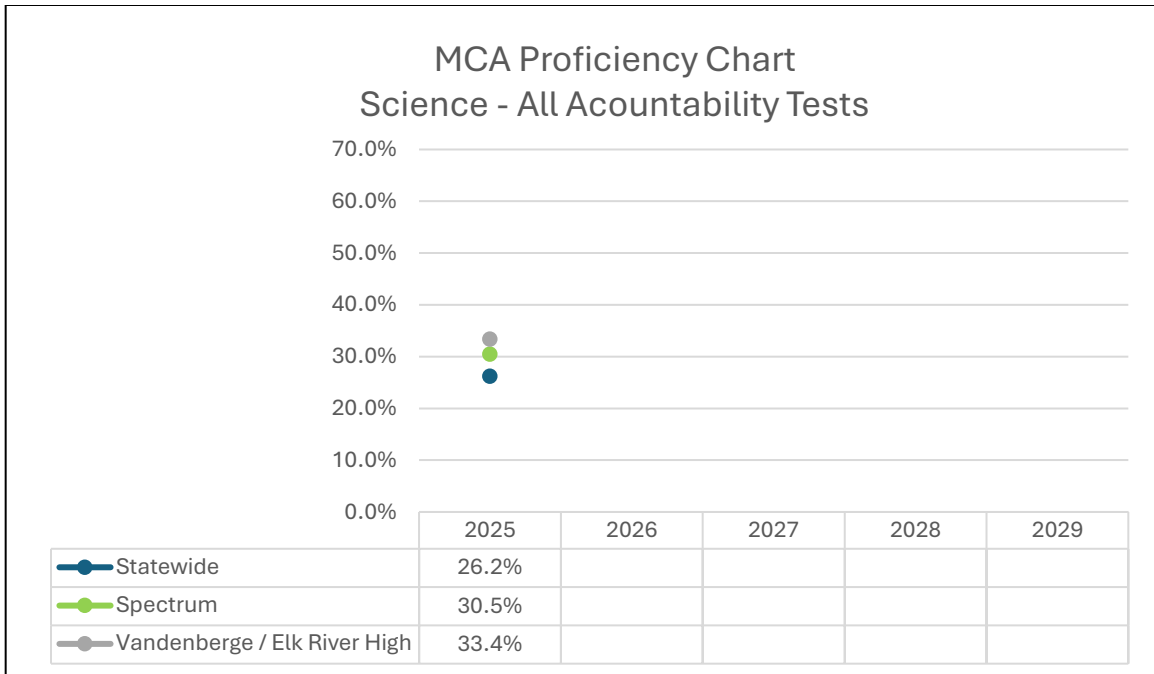


Figure 6 – MCA Science Proficiency 2021-2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: SHS’ MCA science proficiency results are shown in Table 3 and Figure 6. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. SHS’ science proficiency rate is currently below that of the combined comparison school, Vandenberg Middle School and Elk River High School, by 2.9 percentage points. In future years, it is expected that SHS will increase its science proficiency to meet or exceed that of the local comparison school.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

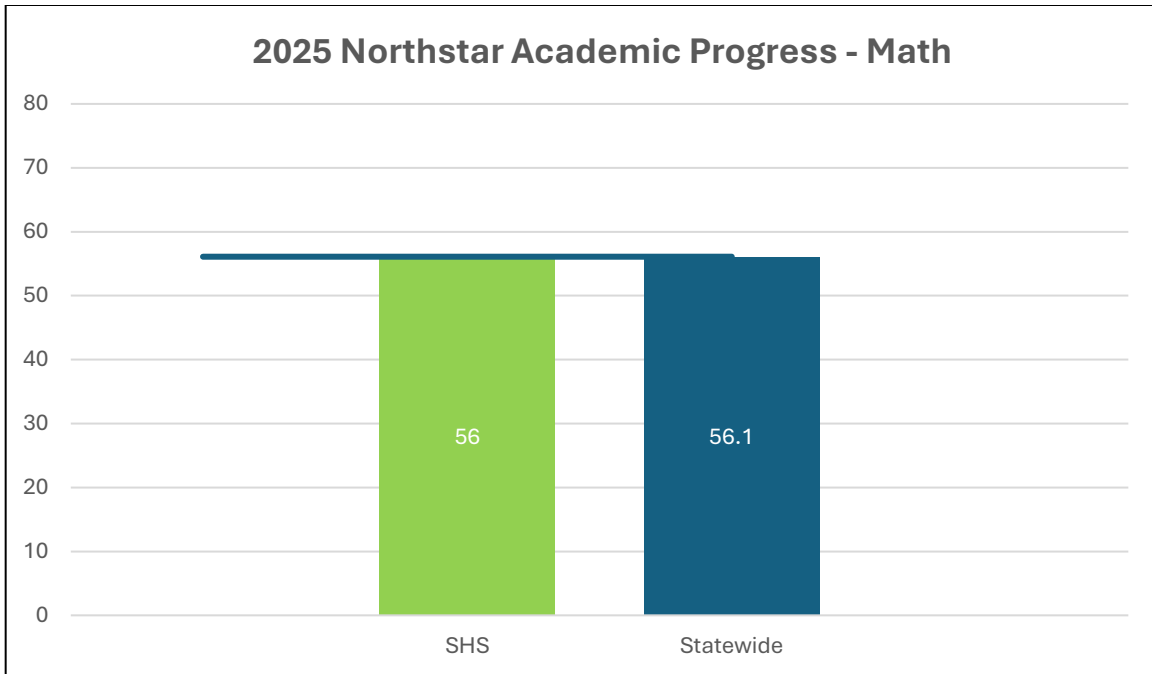


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

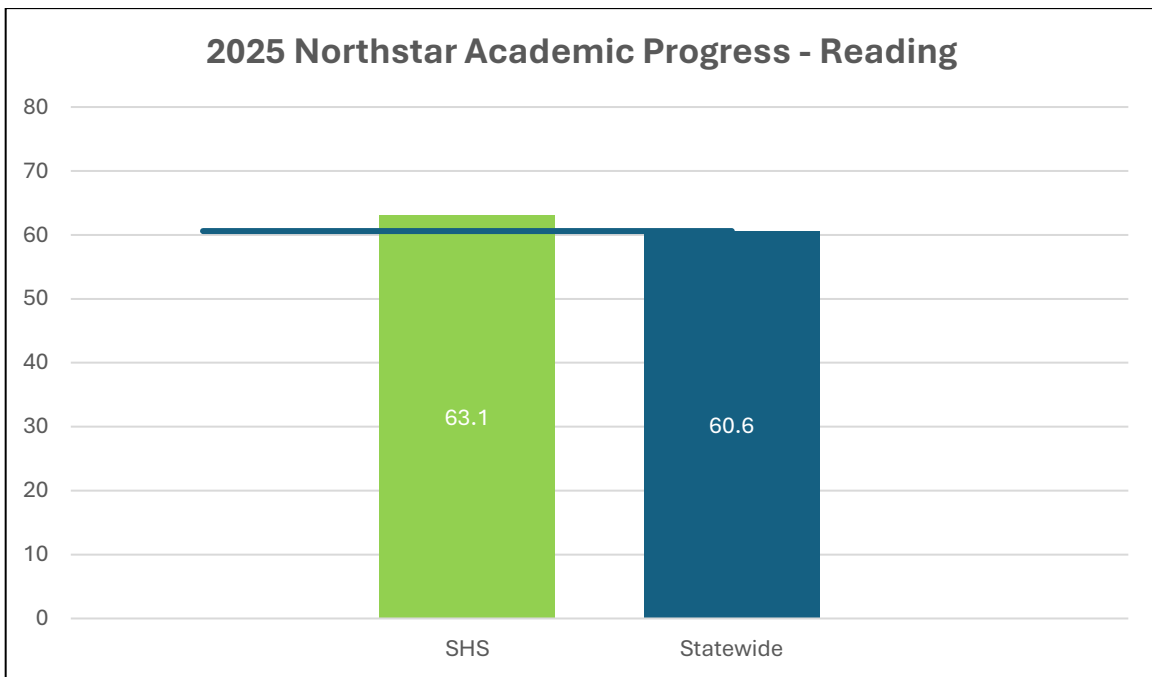


Figure 8 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

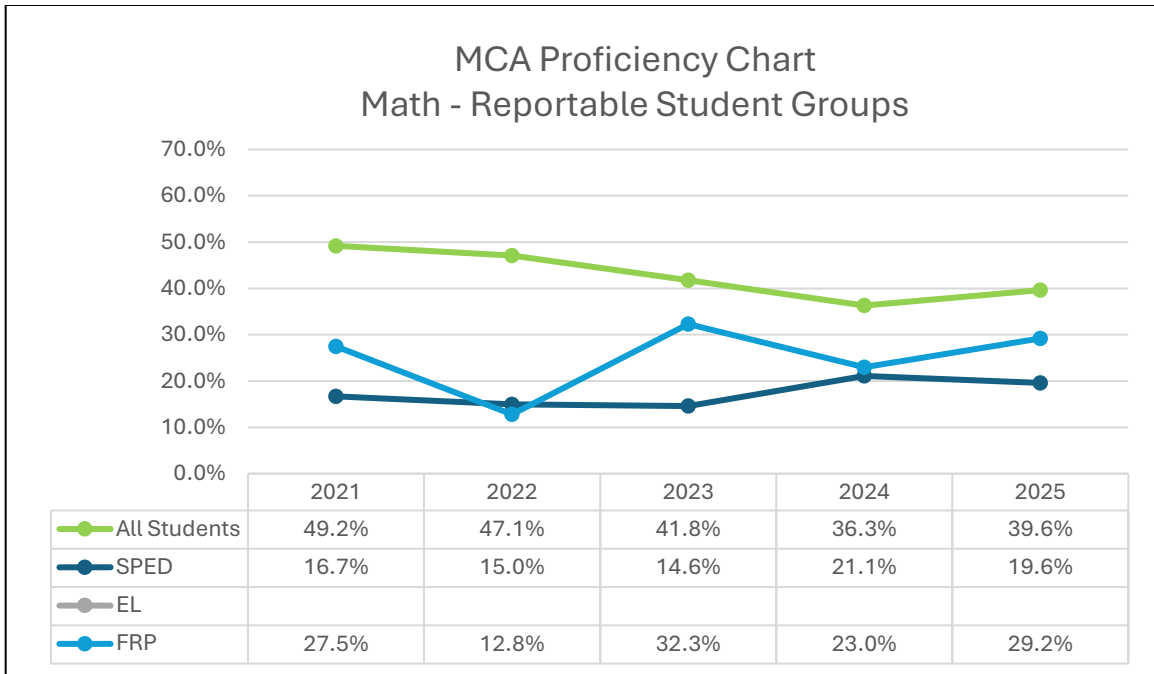


Figure 9 - Reportable Student Groups MCA Math 2021 - 2025

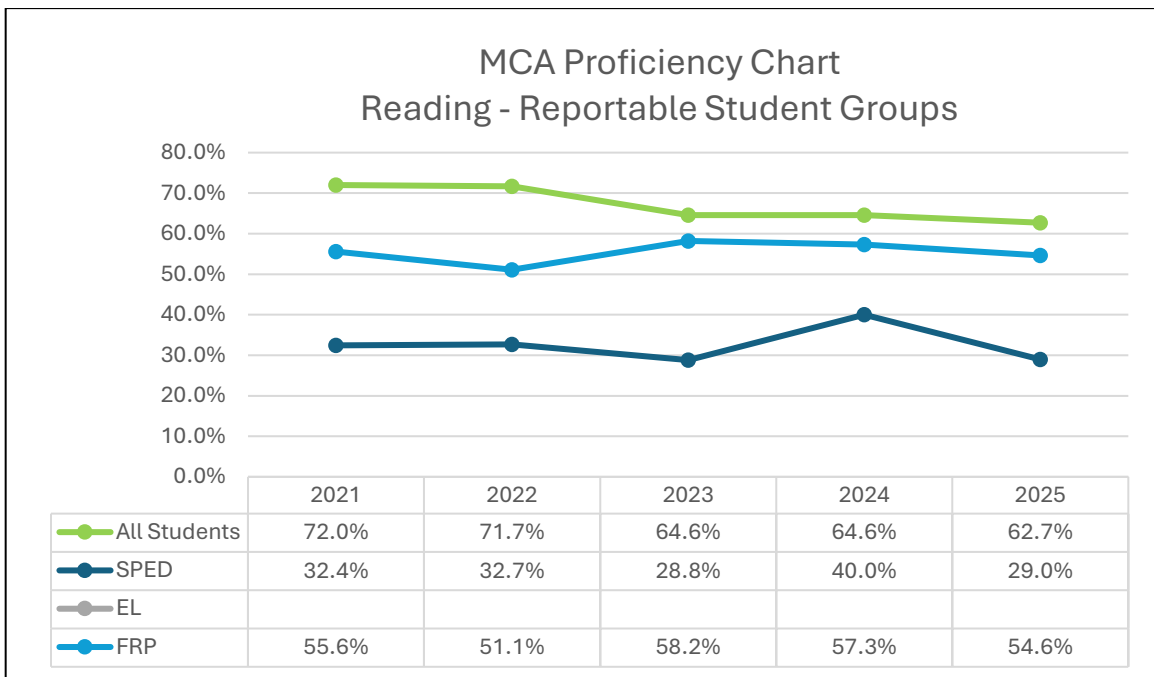


Figure 10 - Reportable Student Groups MCA Reading 2021- 2025

VOA -MN Standards Evaluation

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

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

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

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

Data Source: Minnesota Department of Education

Analysis: Spectrum High School is outperforming the combined comparison school, Vandenberg Middle School and Elk River High School in reading.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)

	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
X	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

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

Analysis: The school's achievement level (improved + maintained) was 56.0% for math and 63.1% for reading.

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

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

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

Analysis: Spectrum High School reduced the achievement gap in one out of four possible areas. (Free and Reduced math)

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan based on analysis of assessment data and linked to improving pupil learning and student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Professional Development Plan

Analysis:

SHS has implemented a school-wide, data-driven professional development plan for the 2024-2025 school year. The goal of this plan is continuous improvement and the maintenance of high standards in the area of teaching and learning by ensuring that teachers engage in meaningful professional development opportunities. It reflects an emphasis on collaboration and reflection with colleagues. It is responsive in nature to the needs of students, teachers, and the Spectrum system as a whole. The plan intentionally presents varied opportunities for teachers to increase efficacy and expertise in their content area and teaching practices in general.

1. Teachers will participate in district level training during designated non-student contact workshop days prior to the start of the school year. This training will focus on district initiatives aligned to the Spectrum Instructional Framework. Focus areas for the 2024/2025 school year are as follows:
 - Determination of a Guaranteed and Viable Curriculum (Essential Standards & Vertical Alignment)
 - Continued Development of a Multi-tiered System of Support (MTSS)
 - Continued Development of District Wide Assessment System
2. Teachers will engage in district level professional development on schedule District Professional Development Workshops within the scheduled school year. Guided by the Spectrum Review Phases of Teaching and Learning document, work completed on district professional development days is directed toward:
 - Spectrum Strategic Goal #3 - content area team collaboration regarding assessment data analysis and development of differentiation strategies responsive to student needs.
 - Spectrum Strategic Plan goal #5 - content area collaboration regarding curriculum development, review, and alignment.
3. Teachers will develop an individual Professional Growth Plan that falls within the Q-Comp guidelines as determined by the Minnesota Department of Education. This plan is in the form of a SMART goal that is directed by the teacher’s individual professional growth needs in regards to the development of instructional strategies that will improve Spectrum Teacher Professional Development Plan October 2021 student achievement. It will be documented and progress monitored in collaboration with the Curriculum and Instruction Coach and the Q-Comp Coordinator.
4. Teachers will develop a Student Growth Plan that falls within the Q-Comp guidelines as determined by the Minnesota Department of Education. This plan is in the form of a SMART goal that is directed by student achievement data related to the Minnesota Academic Standards. Teachers will utilize a variety of assessment strategies to determine a baseline level of

achievement. The plan will outline the implementation of strategies that will support student growth and academic achievement at the proficiency level.

5. Teachers will collaborate with the Curriculum and Instructional Coach regarding the development of their course curriculum and the implementation of teaching strategies that support student growth and achievement. This will take place on the basis of need and will be directed by the teacher, coach, principals, and the Coordinator of Curriculum and Instruction as outlined in the Spectrum Instructional Coaching Handbook

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis:
 Spectrum High School’s core philosophy focuses on providing students with a college preparatory education in a small school setting. Spectrum has developed an innovative college program referred to as C@SH that allows Spectrum students to earn their Associate of Arts degree, concurrent with their high school diploma, while remaining entirely on Spectrum’s high school campus. All C@SH classes are taught by Spectrum staff certified through the respective colleges.
 In 2024-2025, Spectrum offered 25 C@SH [College at Spectrum High] concurrent enrollment classes on campus in partnership with Anoka Ramsey Community College, Central Lakes College, Pine Technical and Community College, and the University of Minnesota, Twin Cities.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:
Goal #1 All Students are Ready for Career and College
 Prior to graduation, 90% of students at Spectrum High School graduating in May 2025 will demonstrate readiness for post-high school studies and careers by meeting one of the three following benchmarks;

65% of students at Spectrum High School graduating in May 2025 will demonstrate readiness for post-high school studies and careers by meeting two of the three following benchmarks:

1. Demonstrating college and career readiness on the American College Test (ACT) by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Reading, Science) as measured on the ACT;
2. Demonstrating college readiness by successfully completing one or more AP or C@SH course;
3. Students attending Spectrum from grade 9 through grade 12 will demonstrate career readiness by earning a passing grade in College and Career Readiness I, II, and III (or equivalent) courses.

Result: Goal Met

68% met or exceeded the college readiness score in English, Math, Reading and Science.

100% of graduates successfully completed College and Career Readiness I, II, and III.

78% of graduates successfully completed one or more PSEO, AP, or C@SH course.

70% of graduates successfully completed both #1 and #2.

Goal #2 All Students Graduate from High School

The 4-year graduation rate for Spectrum High School students as determined by the Minnesota Department of Education will be maintained at 90% or above.

Result: Goal Met

The 2023 graduation rate was 92.9%.

Goal #3 All Students Prepared to be Lifelong Learners

95% of Spectrum 2025 graduates will complete their Student Profile Portfolio (as part of their Senior Capstone course) with the inclusion of a minimum of two artifacts in each of the following competency categories:

5 - Authentic Learner

#6 - Innovative and Creative Problem Solver #7 - Mindful Decision Maker

Result: Goal Met

Data indicates that 95% of students successfully completed their Capstone Portfolio with at least two artifacts in categories 5, 6, and 7 of the Spectrum Student Profile.

Academic Standards Point Total: 9/12



SCHOOLCRAFT LEARNING COMMUNITY

Charter #4058

Director: Mark Bjornrud

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’s proficiency rates on the Minnesota Comprehensive Assessments decreased in math and reading from 2024 to 2025. SLC is currently outperforming the combined comparison schools in science.

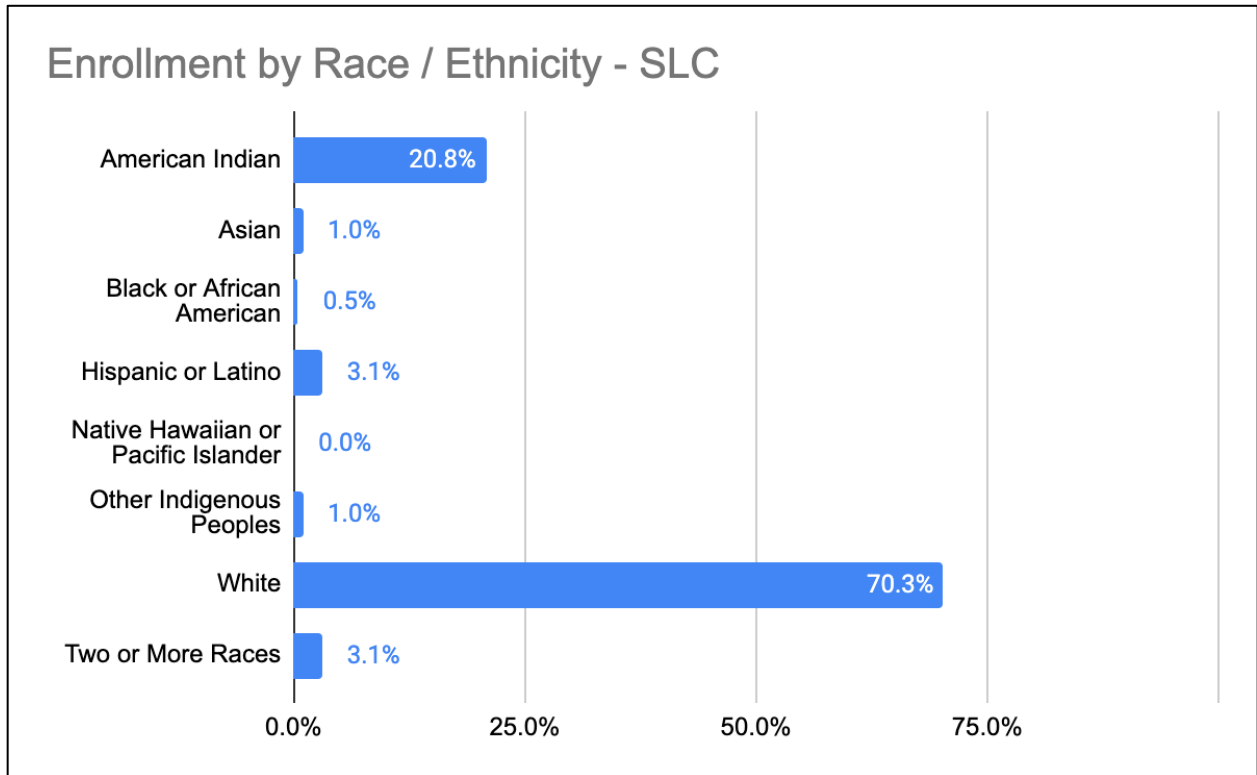


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

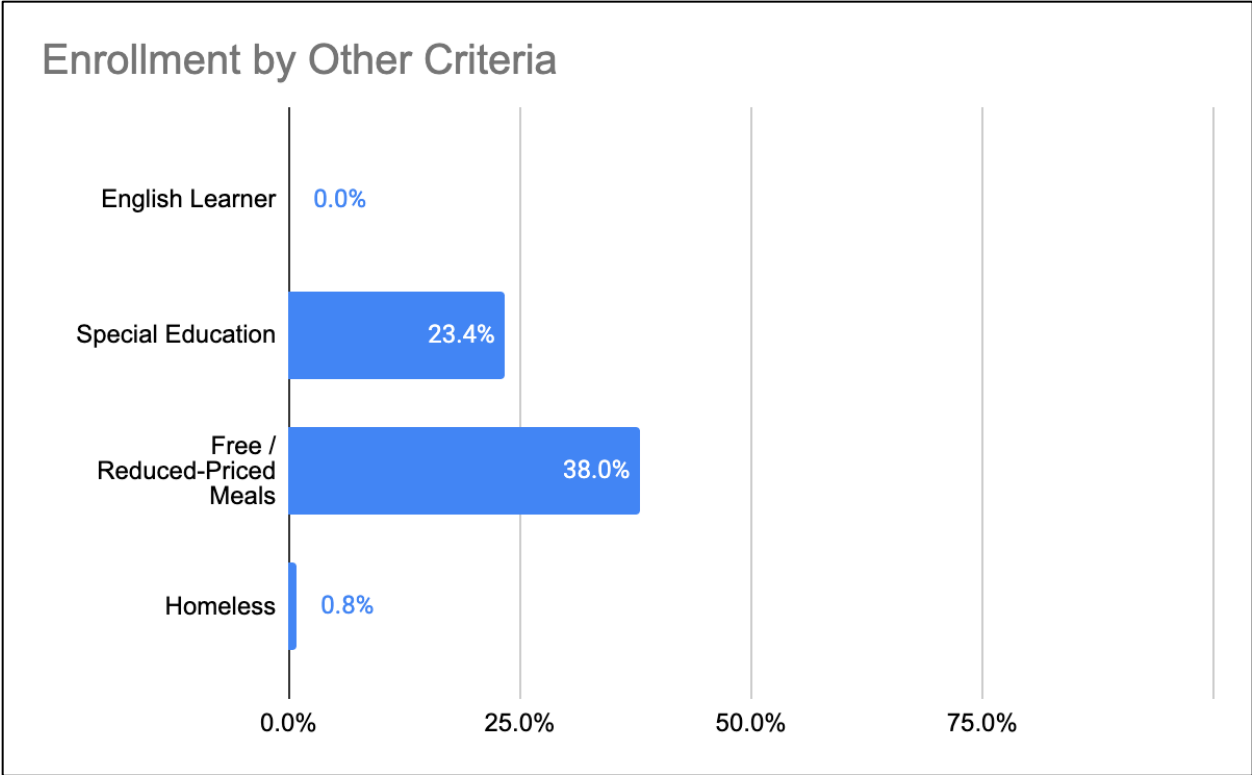


Figure 2 - Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3 rd	57.1%	59.0%	59.1%	58.8%	57.9%
4 th	53.8%	56.4%	57.1%	56.7%	55.6%
5 th	41.1%	43.1%	44.4%	44.1%	42.9%
6 th	37.2%	39.3%	39.6%	40.3%	40.1%
7 th	37.4%	37.6%	39.7%	40.1%	40.9%
8 th	39.8%	40.1%	40.3%	41.1%	41.9%
Schoolcraft	40.0%	43.7%	39.7%	34.1%	33.6%
3 rd	54.5%	43.6%	45.0%	30.4%	65.0%
4 th	55.6%	52.4%	43.2%	47.6%	45.8%
5 th	42.1%	42.1%	45.5%	20.6%	38.1%
6 th	31.6%	50.0%	35.3%	33.3%	16.7%

7 th	31.6%	40.0%	52.6%	40.0%	22.7%
8 th	CTSTR	33.3%	14.3%	42.1%	14.3%
Northern Elem.					
3 rd	68.7%	54.9%	68.2%	68.5%	69.8%
Gene Dillon Elem.					
4 th	47.5%	52.2%	48.2%	50.0%	55.0%
5 th	36.7%	39.3%	45.0%	42.7%	35.3%
Bemidji Middle					
6 th	34.1%	46.2%	44.2%	47.6%	43.0%
7 th	35.1%	38.2%	42.5%	43.9%	44.2%
8 th	41.2%	50.3%	46.7%	45.9%	45.1%
Combined	40.4%	45.7%	46.4%	47.1%	45.7%

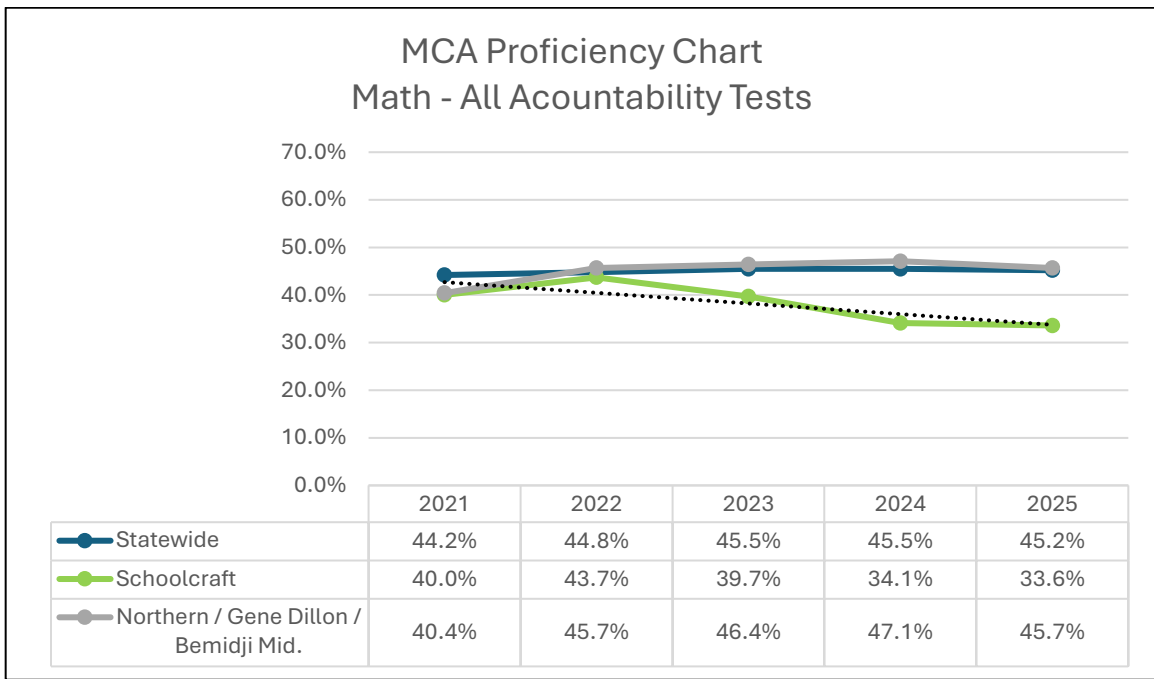


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: SLC’s MCA math proficiency results are shown in Table 1 and Figure 3. For the purpose of this report, proficiency results from Northern Elementary, grade 3, Gene Dillon Elementary, Grades 4-5, and Bemidji Middle School, grades 6-8, were combined to create a comparison score for SLC. SLC’s math proficiency rate declined by 0.5 percentage points from 2024 to 2025. SLC’s math proficiency rate is currently below that of the combined comparison schools, Northern Elementary, Gene Dillon Middle and Bemidji High. In future years, it is expected that SLC will move toward meeting or exceeding the proficiency rates of the combined comparison school as well as that of the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
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Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3rd	48.5%	48.1%	47.4%	46.5%	46.1%
4th	49.3%	49.6%	48.4%	48.1%	46.3%
5th	59.4%	59.4%	58.7%	57.5%	57.1%
6th	55.0%	54.4%	53.4%	54.5%	54.1%
7th	48.3%	45.5%	45.2%	45.5%	46.2%
8th	49.7%	46.4%	44.8%	44.6%	46.0%
Schoolcraft	55.7%	59.3%	52.9%	54.3%	48.5%
3rd	31.8%	41.0%	35.0%	30.4%	30.0%
4th	50.0%	61.9%	36.8%	57.1%	45.8%
5th	73.7%	57.9%	59.1%	52.9%	71.4%
6th	68.4%	83.3%	50.0%	66.7%	48.3%
7th	55.0%	70.0%	78.9%	45.0%	45.5%
8th	CTSTR	61.1%	71.4%	78.9%	50.0%
Northern Elem.					
3rd	39.8%	36.6%	56.5%	43.8%	57.0%
Gene Dillon Elem.					
4th	45.6%	43.8%	41.8%	46.2%	42.8%
5th	66.8%	62.0%	59.3%	57.6%	53.7%
Bemidji Middle					
6th	49.7%	66.0%	56.2%	55.6%	53.4%
7th	45.0%	46.8%	51.3%	47.6%	48.1%
8th	43.0%	48.0%	42.7%	43.3%	49.0%
Combined	49.8%	52.5%	50.7%	49.7%	49.8%

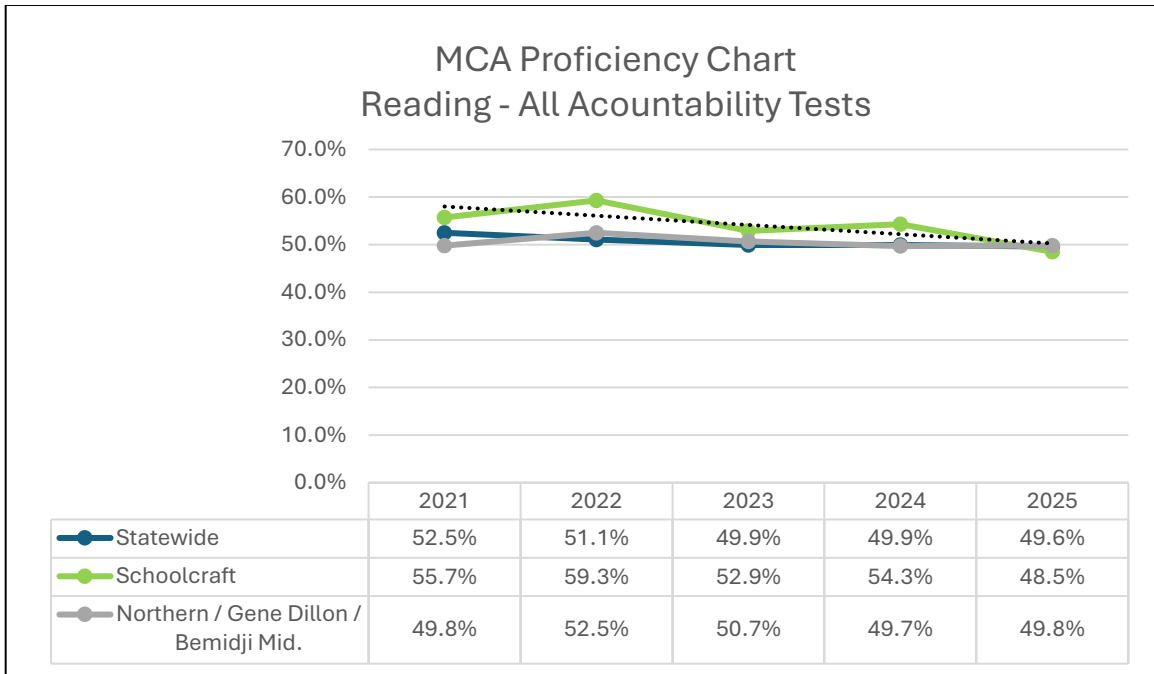


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: SLC’s MCA reading proficiency results are shown in Table 2 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 reading proficiency rate decreased by 5.8 percentage points from 2024 to 2025. SLC’s reading proficiency rate is currently below that of the combined comparison schools, Northern Elementary, Gene Dillon Middle and Bemidji High. In future years, it is expected that SLC will move toward meeting or exceeding the proficiency rates of the combined comparison school as well as that of the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5th	26.5%				
8th	16.7%				
Schoolcraft	31.4%				
5th	38.1%				
8th	21.4%				
Gene Dillon Elem. (5th)	27.0%				
Bemidji Middle (8th)	15.3%				
Combined	21.2%				

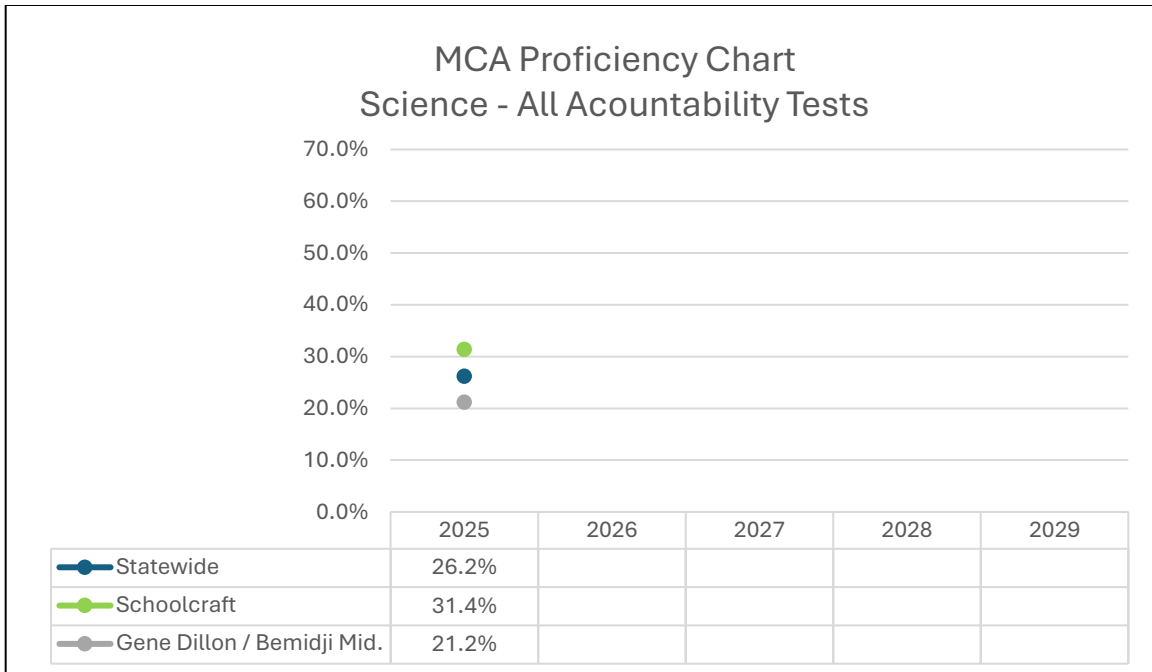


Figure 5 – MCA Science Proficiency 2021-2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: SLC’s MCA science proficiency results are shown in Table 3 and Figure 5. 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. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. SLC is currently outperforming the combined comparison school by 10.2 percentage points. In future years, it is expected that SLC will continue to outperform both the combined comparison school and the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

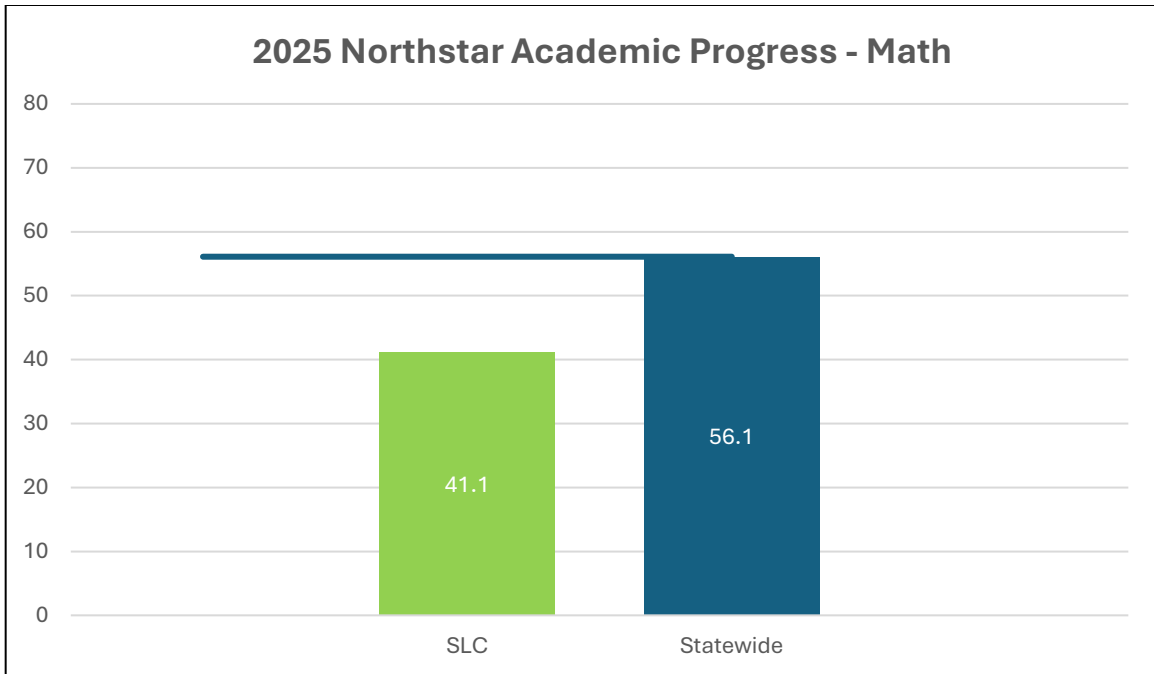


Figure 6 – North Star Academic Achievement Level (Improved + Maintained)

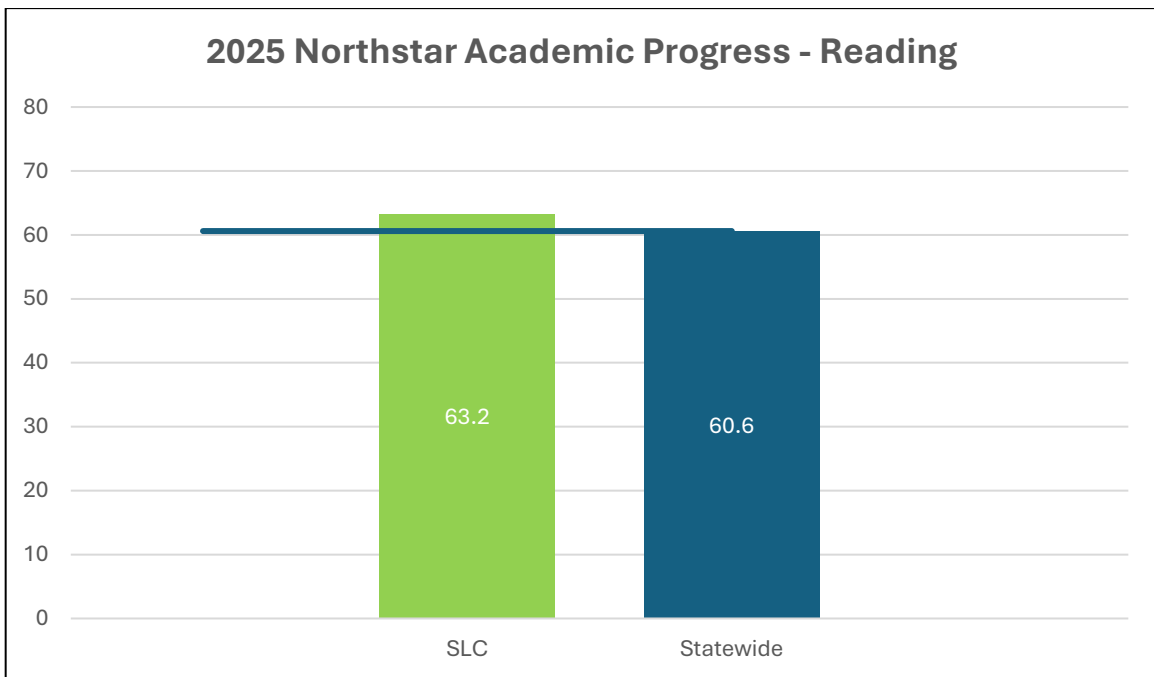


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the school and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

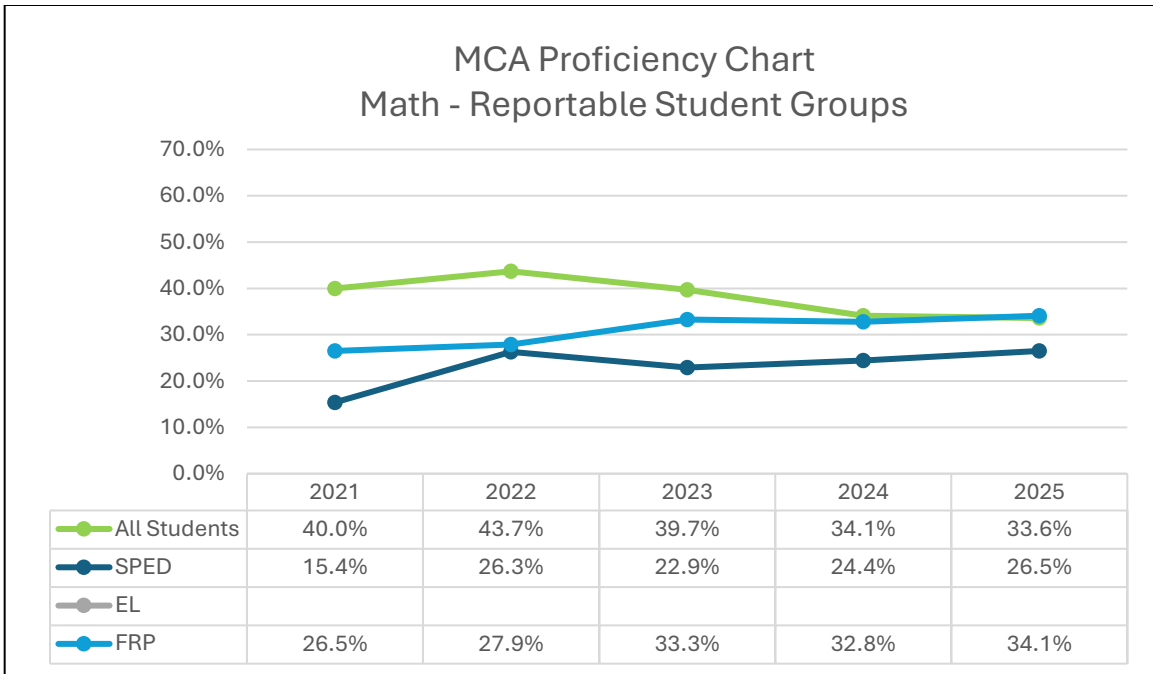


Figure 8 - Reportable Student Groups MCA Math 2021 - 2025

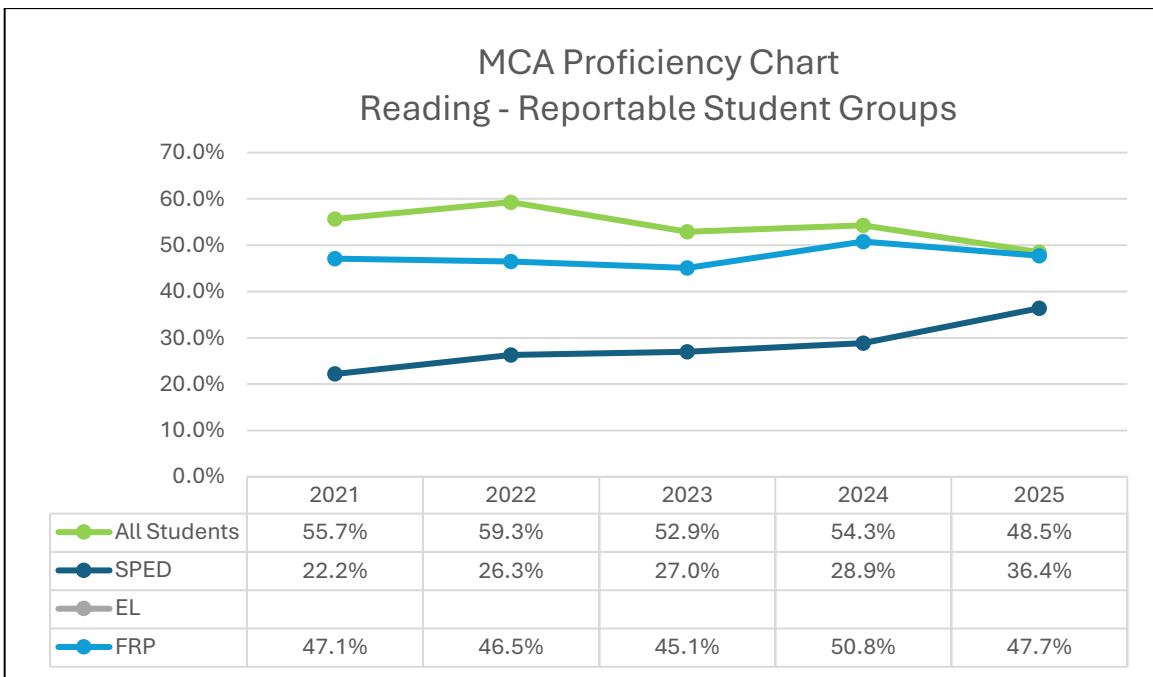


Figure 9 - Reportable Student Groups MCA Reading 2021- 2025

VOA -MN Standards Evaluation

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

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

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

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

Data Source: Minnesota Department of Education

Analysis: SLC is currently outperforming the combined comparison school, Northern Elementary, Gene Dillon Elementary and Bemidji Middle School, in science. The school's math and reading proficiency rates are currently below that of the combined comparison school.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)

	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
X	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

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

Analysis: The school's achievement level (improved + maintained) was 41.1% for math and 63.2% for reading.

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

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

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

Analysis: SLC reduced the achievement gap in all four possible areas. Special Education math, Free and Reduced math, Special Education reading and Free and Reduced reading.

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis:

SLC has developed a school-wide, data-driven professional development plan. SLC 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. Topics included, but were not limited to, MTSS process, ELL training, data-based decision making, and cultural competency.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis:

In addition to its rigorous academics, SLC has increased learning opportunities for all students through social and emotional learning at every grade level, 1:1 technology for every student, outdoor education, engaging expeditions, as well as expeditionary learning.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
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	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1 All Children are Ready for School

Prior to entering Kindergarten, all students will undergo comprehensive readiness screening encompassing health, wellness, and academic assessments. Those who have not undergone screening will be screened no later than Oct 31 of their K year.

Result: Goal Met

All kindergarteners were screened prior to attending kindergarten. In addition, all kindergarteners were assessed using the FASTBridge Early Reading and Early Math assessment prior to October 31st. Health and Wellness screeners were conducted on October 25th, 2024 for all students.

Goal #2a All Students are Ready or Career and College

Students in grades 5 and 8 will participate in presentations, showcasing their journey at SLC including academic and personal growth to provide a platform for students to reflect on achievements, overcome challenges, and share future aspirations.

Result: Goal Met

All students in grades 5th and 8th prepared and presented their passage portfolio presentations. These outlined their time at SLC, reflection on achievements, and analysis of themselves and what they can use from their time at Schoolcraft in their future plans.

Goal #2b All Students are Ready or Career and College

Students at SLC will receive grade-appropriate resources to support their secondary education planning, including school visits and an established 8th-grade passage class designed to prepare them for their next Crew.

Result: Goal Met

Students heard from each high school in the Bemidji area, both traditional district as well as the two charter districts to help them make decisions for their next chapter of high school.

Goal # 3 All Students are Prepared to be Lifelong Learners

By 2028-2029, teachers at SLC will review all expeditions to ensure alignment with current Minnesota State Academic standards and promote student engagement, critical thinking, and real-world application across all grade levels and subject areas.

Result: In Progress

As standards change, teachers have begun changing their expeditions to meet the state standards.

Academic Standards Point Total: 10/12



TWIN LAKES STEM ACADEMY

Charter # 4239
Director: Jason Stockwell
6201 Noble Ave. N
Brooklyn Center, MN 55429
Phone: 651-717-4844
www.twinlakesacademy.com

Twin Lakes STEM Academy (TLSA) is a free, public charter school serving students in kindergarten through grade 6 residing in the Twin Cities metropolitan area. TLSA formerly known as Tesfa International School’s mission states that through a global-minded education, we empower and prepare all students with the empathy, knowledge, and skills to take risks and pursue goals that contribute meaningfully to their community.

Summary: TLSA is currently outperforming the local combined comparison school in math, reading and science. During the 2024-2025 school year TLSA served a population that included over 90% of students qualifying for Free or Reduced Lunch (FRL) and nearly 50% of students identified as English Language Learners (ELL).

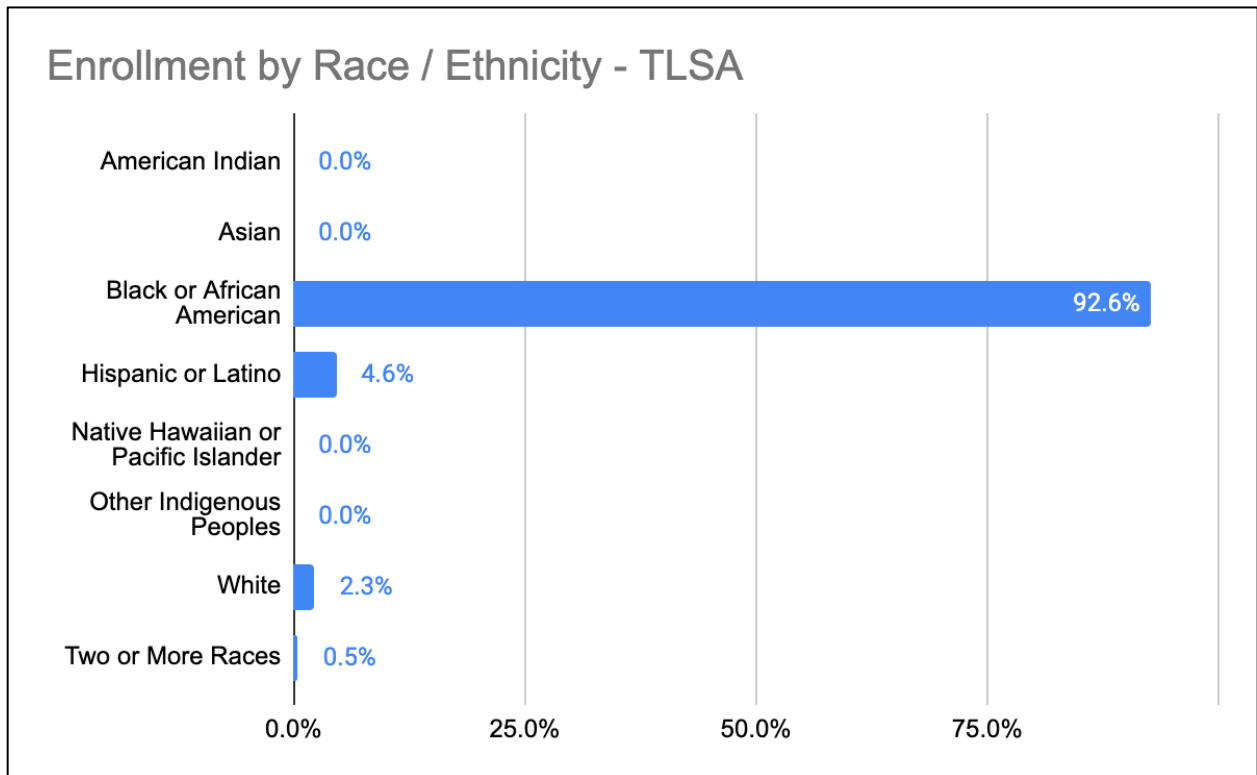


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

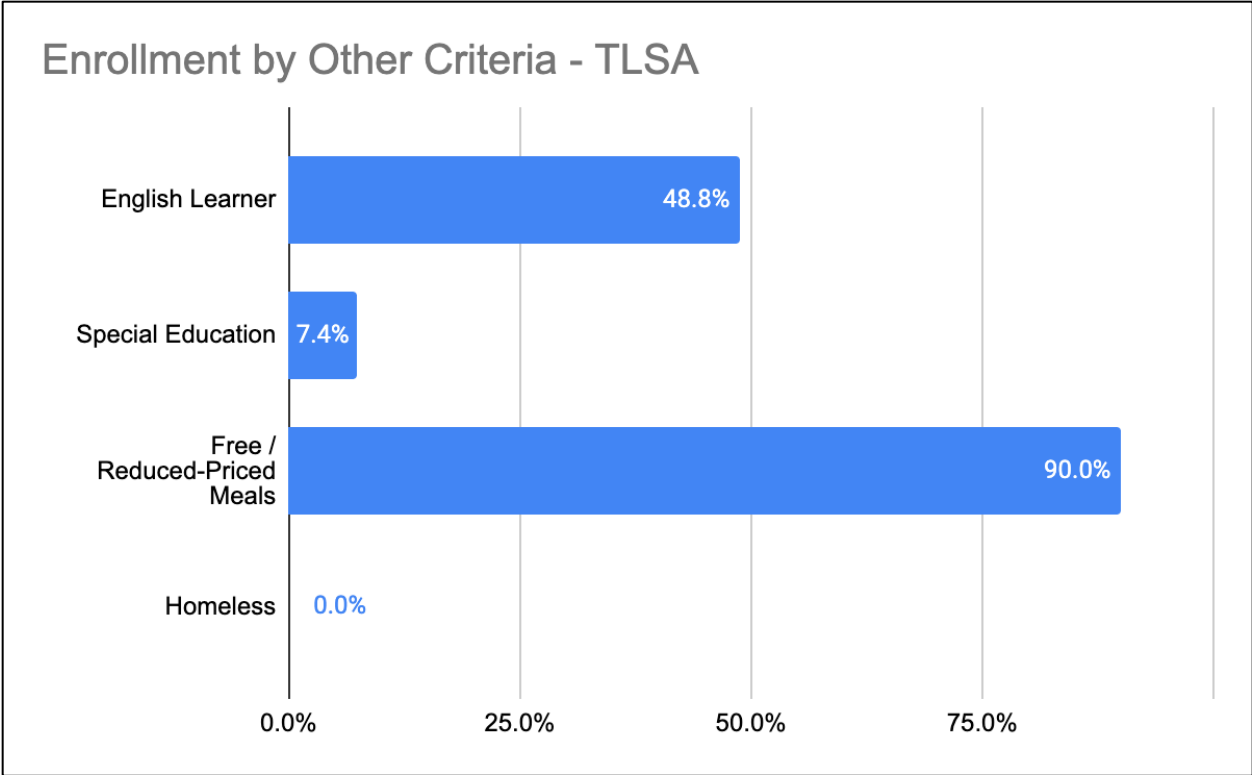


Figure 2 - Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3rd	57.1%	59.0%	59.1%	58.8%	57.9%
4th	53.8%	56.4%	57.1%	56.7%	55.6%
5th	41.1%	43.1%	44.4%	44.1%	42.9%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
7th					40.9%
Twin Lakes	6.9%	12.2%	19.1%	10.2%	10.4%
3rd	11.1%	25.0%	27.6%	11.8%	23.1%
4th	8.3%	12.9%	26.1%	10.3%	3.6%
5th	6.3%	0.0%	10.0%	20.0%	4.2%
6th	0.0%	11.1%	CTSTR	0.0%	20.0%
7th					0.0%

Brooklyn Center Elementary					
3rd		8.8%	11.4%	7.6%	7.7%
4th		7.4%	6.7%	7.4%	8.3%
5th		0.9%	8.0%	7.0%	1.9%
Brooklyn Center Middle					
6th		4.6%	0.0%	2.2%	4.0%
7th					4.5%
Combined		5.5%	6.7%	6.3%	5.3%

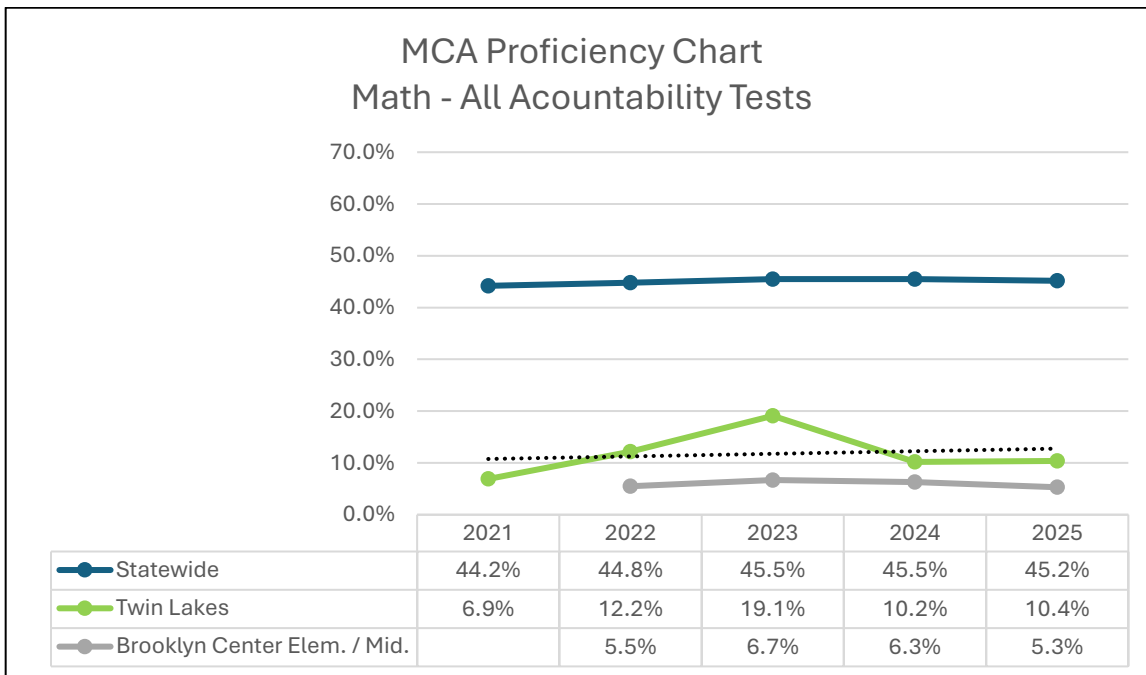


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: TLSA’s MCA math proficiency results are shown in Table 1 and Figure 3. For the purpose of this report, Brooklyn Center Elementary School (G3-5) and Brooklyn Center Middle School (G6-7) are being used as a combined comparison school for Twin Lakes STEM Academy. TLSA’s math proficiency increased by 0.2 percentage points from 2024 to 2025. TWLA is currently outperforming the local comparison school by 5.1 percentage points. In future years, it is expected that TLSA will continue to outperform the math proficiency rate of the combined comparison school and work toward meeting or exceeding that of the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3rd	48.5%	48.1%	47.4%	46.5%	46.1%
4th	49.3%	49.6%	48.4%	48.1%	46.3%
5th	59.4%	59.4%	58.7%	57.5%	57.1%
6th	55.0%	54.4%	53.4%	54.5%	54.1%

7 th					46.2%
Twin Lakes	19.7%	18.6%	26.1%	23.9%	20.6%
3 rd	10.5%	17.6%	23.3%	8.6%	15.4%
4 th	11.8%	15.2%	27.3%	20.0%	6.9%
5 th	35.3%	11.1%	34.5%	34.8%	25.0%
6 th	23.1%	27.6%	CTSTR	40.0%	46.7%
7 th					23.1%
Brooklyn Center Elementary					
3 rd		8.9%	11.3%	12.1%	5.9%
4 th		12.6%	8.9%	9.8%	10.3%
5 th		21.9%	17.7%	18.8%	19.6%
Brooklyn Center Middle					
6 th		14.7%	11.9%	15.1%	14.0%
7 th					10.9%
Combined		14.4%	12.4%	13.9%	12.0%

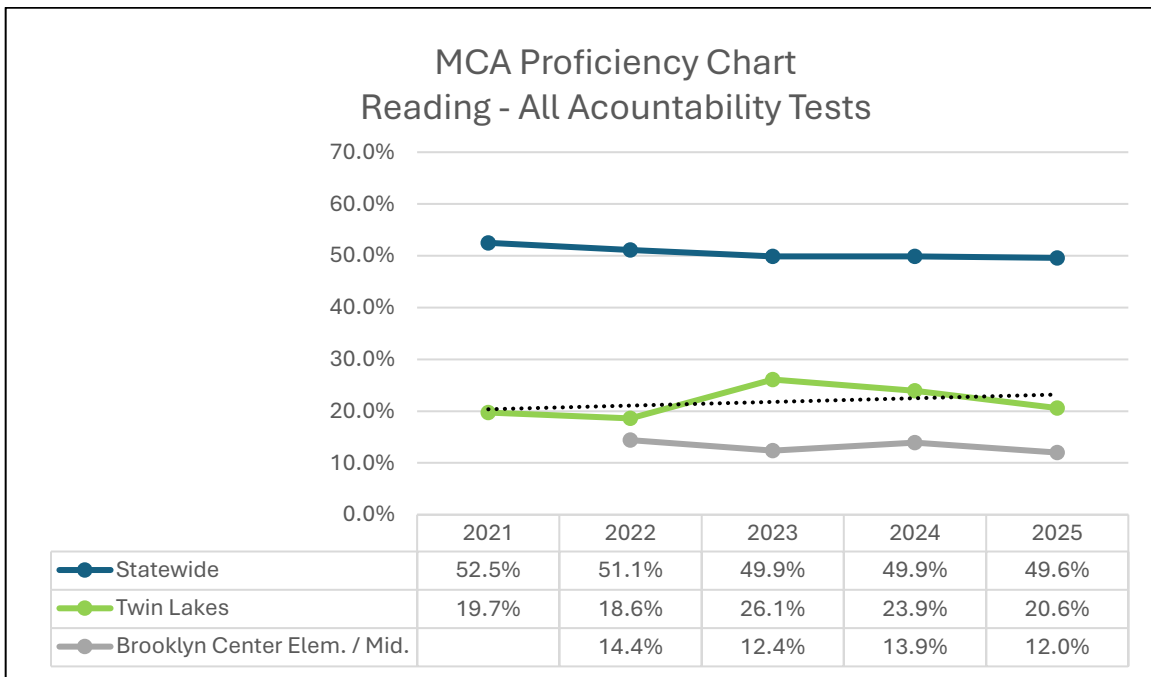


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: TLSA’s MCA reading proficiency results are shown in Table 2 and Figure 5. For the purpose of this report, Brooklyn Center Elementary School (G3-5) and Brooklyn Center Middle School (G6-7) are being used as a combined comparison school for Twin Lakes STEM Academy. TLSA’s reading proficiency decreased by 3.3 percentage points from 2024 to 2025. TLSA is currently outperforming the local combined comparison school by 8.6 percentage points. In future years, it is expected that TLSA will continue to outperform the reading proficiency rate

of the local combined comparison school and work toward meeting or exceeding that of the statewide average.

Table 3 – MCA Science Proficiency 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5 th	26.5%				
Twin Lakes (5 th)	8.3%				
Brooklyn Center Elem. (5 th)	2.9%				

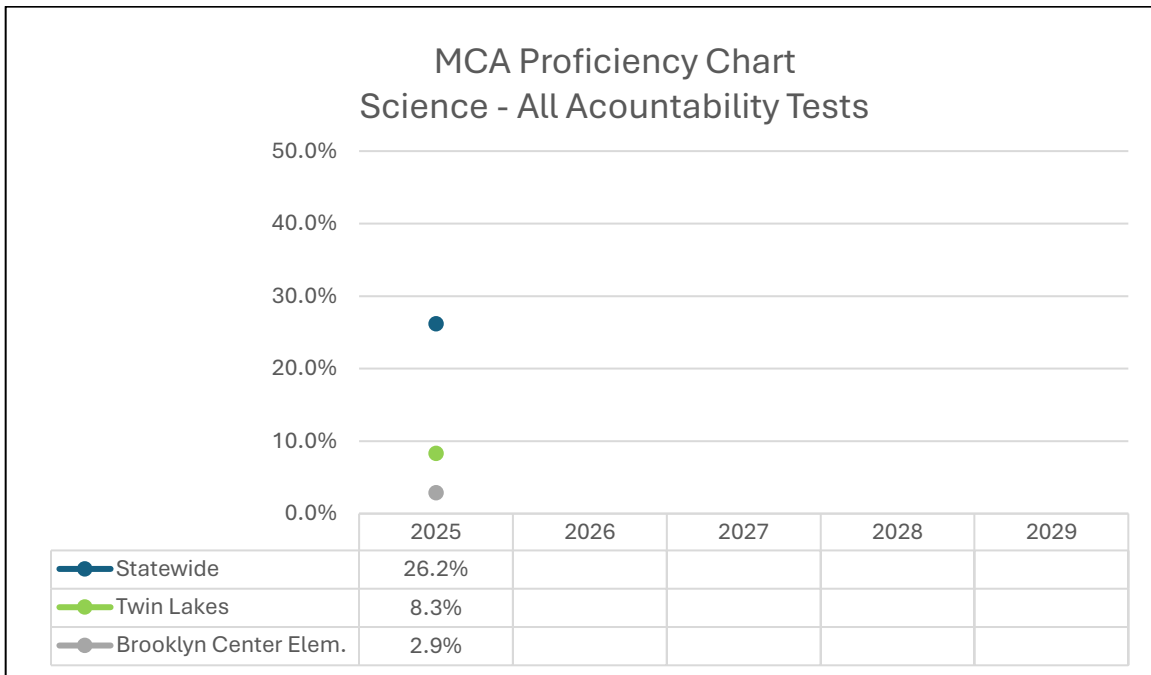


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: TLSA’s MCA science proficiency results are shown in Table 3 and Figure 5. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. TLSA is currently outperforming the comparison school, Brooklyn Center Elementary, by 5.4 percentage points. In future years, it is expected that TLSA will continue to outperform the local comparison school and work toward meeting or exceeding the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

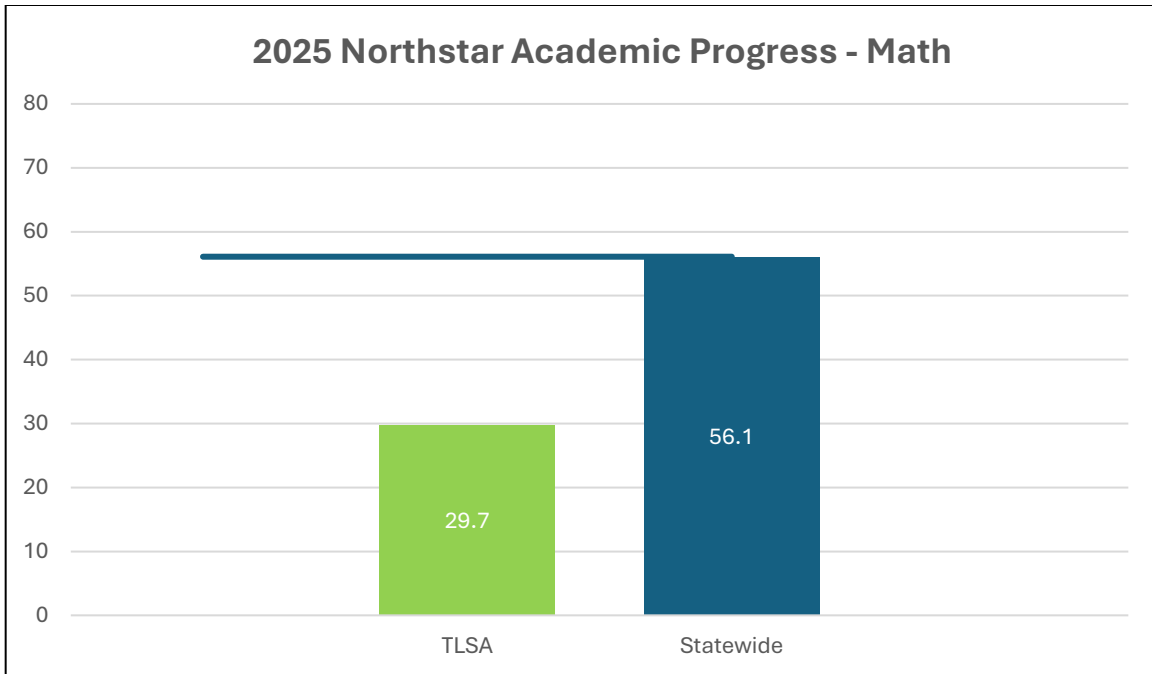


Figure 6 – North Star Academic Achievement Level (Improved + Maintained)

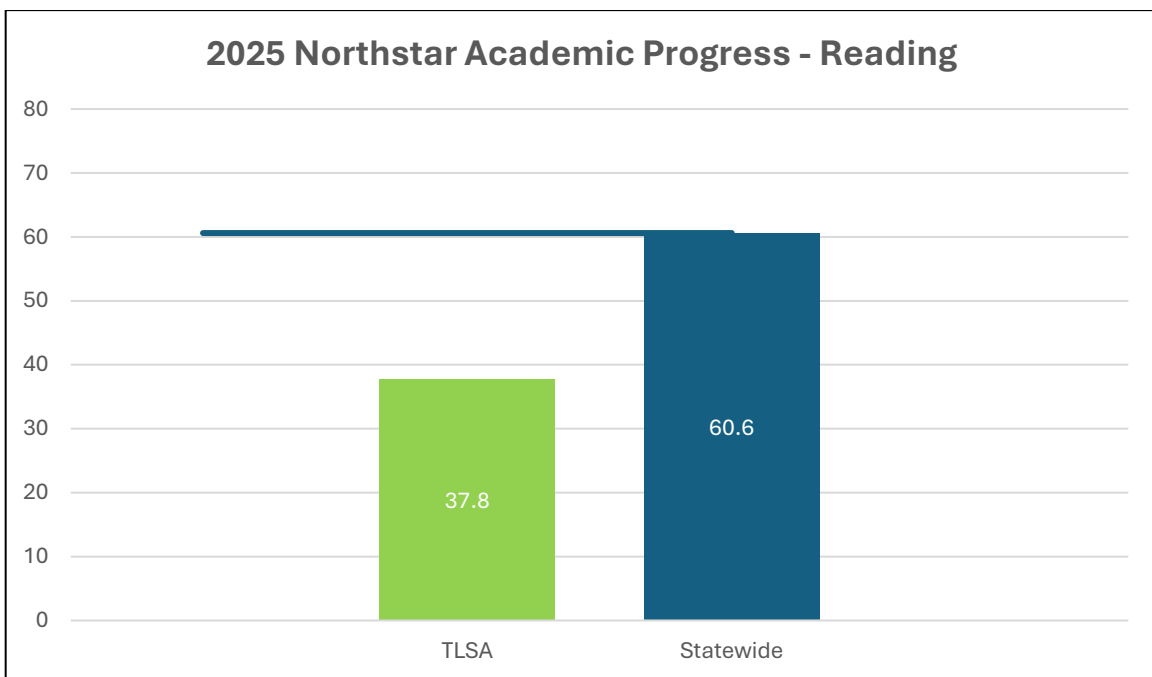


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

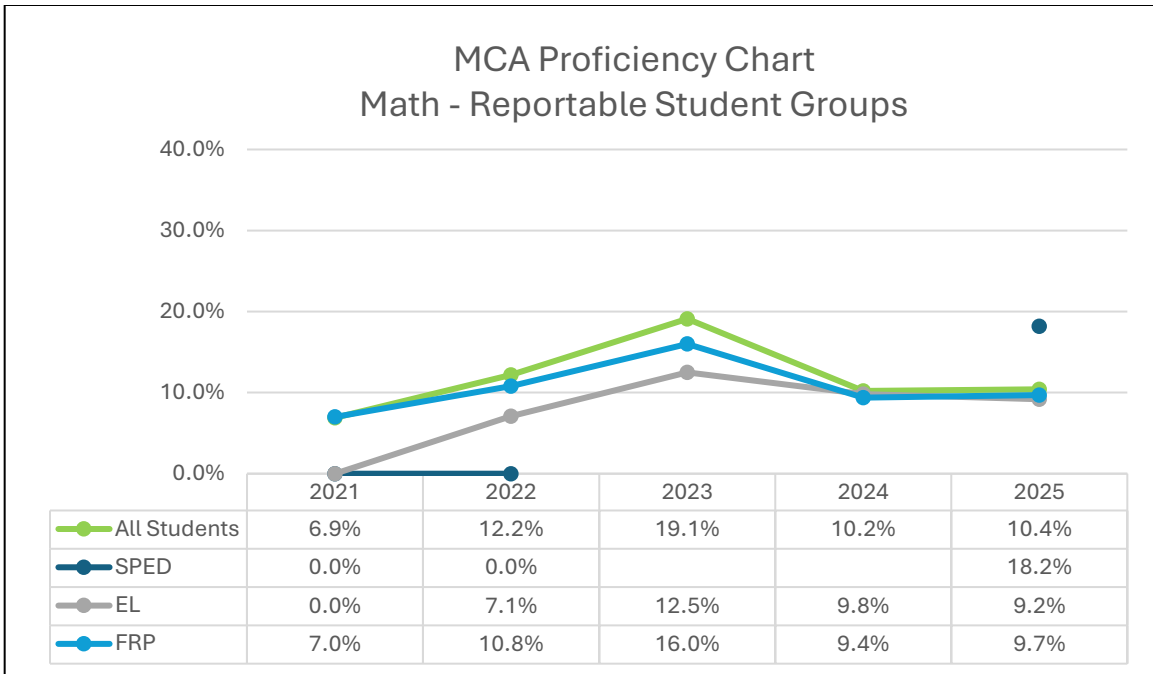


Figure 8 - Reportable Student Groups MCA Math 2021 - 2025

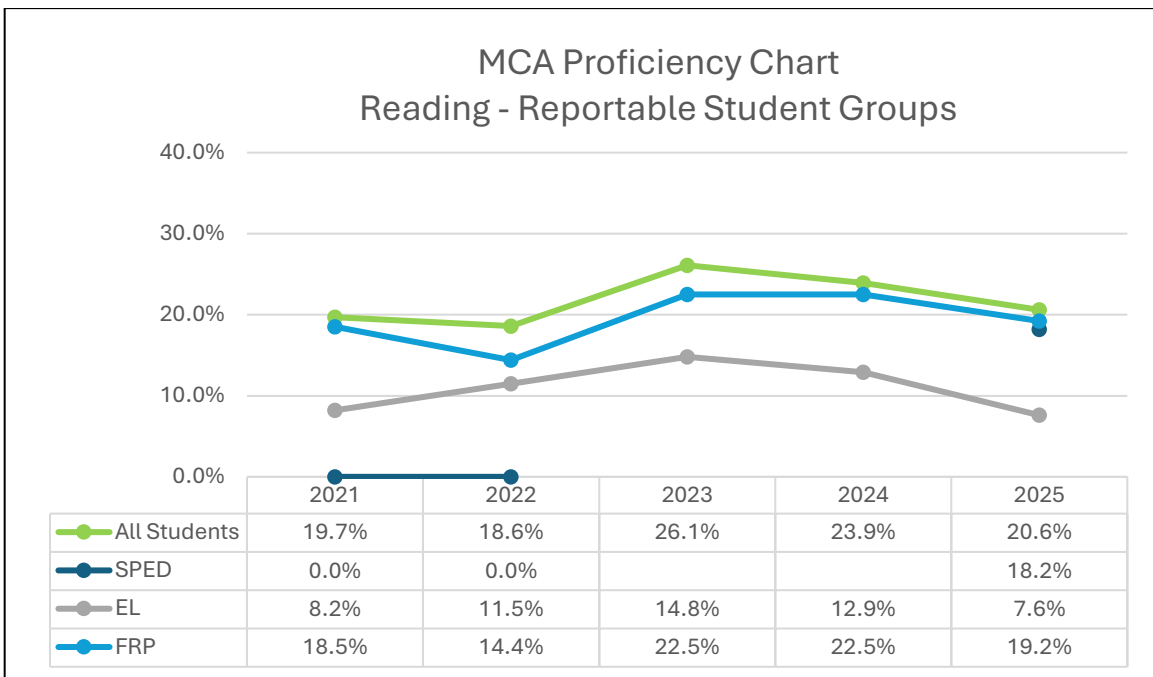


Figure 9 - Reportable Student Groups MCA Reading 2021- 2025

VOA -MN Standards Evaluation

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

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

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
X	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: Twin Lakes STEM Academy is currently outperforming the local combined comparison school, Brooklyn Center Elementary (G3-5) and Brooklyn Center Middle School (G6-7) in math, reading and science.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's achievement level (improved + maintained) was 29.7% for math and 37.8% for reading.	

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded CACR Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.

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

Analysis: Twin Lakes STEM Academy reduced the achievement gap in one out of the four possible areas. (Free and Reduced math)

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.

Data Source: School Annual Report

Analysis:

TLSA has developed an extensive, school-wide, and data-driven professional development program for staff members that focused on helping teachers expand their capacity to meet the high expectations established by the school. All teachers participated in intensive training in two primary areas of focus for 2024-2025, Strategic Directions Planning and the Strategic Directions Team. The 2024-2025 professional development plan was generated from an analysis of student data from the previous school year. Staff identified needs and goals for the upcoming professional development.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis:

TLSA has increased learning opportunities for all students through the implementation of several programs. In the Spring of 2022, TLSA implemented a literacy program based upon the science of reading. In addition, the school conducts daily writing instruction across all grades and disciplines. The school has also implemented Project Lead the Way curriculum and instruction as a comprehensive approach to implementing a high-quality STEM program.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
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	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

By Fall 2026, 80% or more of incoming K students that attended our Kindergarten readiness program are able to identify all numbers 1-10 and at least 10 letters of the alphabet.

Result: Goal Met multi-year goal

The data from Fall 2024 was sound, with over 90% of students meeting the goal the second year. For the 11 students who matriculated from the Kindergarten readiness program and enrolled in Kindergarten for Fall 2025, 91% were able to identify all numbers 1-10 and at least 10 letters of the alphabet.

Goal #2 All Students Ready for Career and College

100% of students will have identified a STEM related career of interest and completed an investigation and presentation about their identified career by the end of 6th grade.

Result: Goal Met multi-year goal

21/21 (100%) of 6th grade students completed an inquiry project in which they identified a STEM-related career of interest, researched it, and presented findings about their identified career.

Academic Standards Point Total: 9/12



TREKNORTH JR. AND SR. HIGH SCHOOL
Charter #4106
Director: Erica Harmsen
2400 Pine Ridge Ave. NW
Bemidji, MN 56601
Phone: 218-444-1888
www.treknorth.org

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

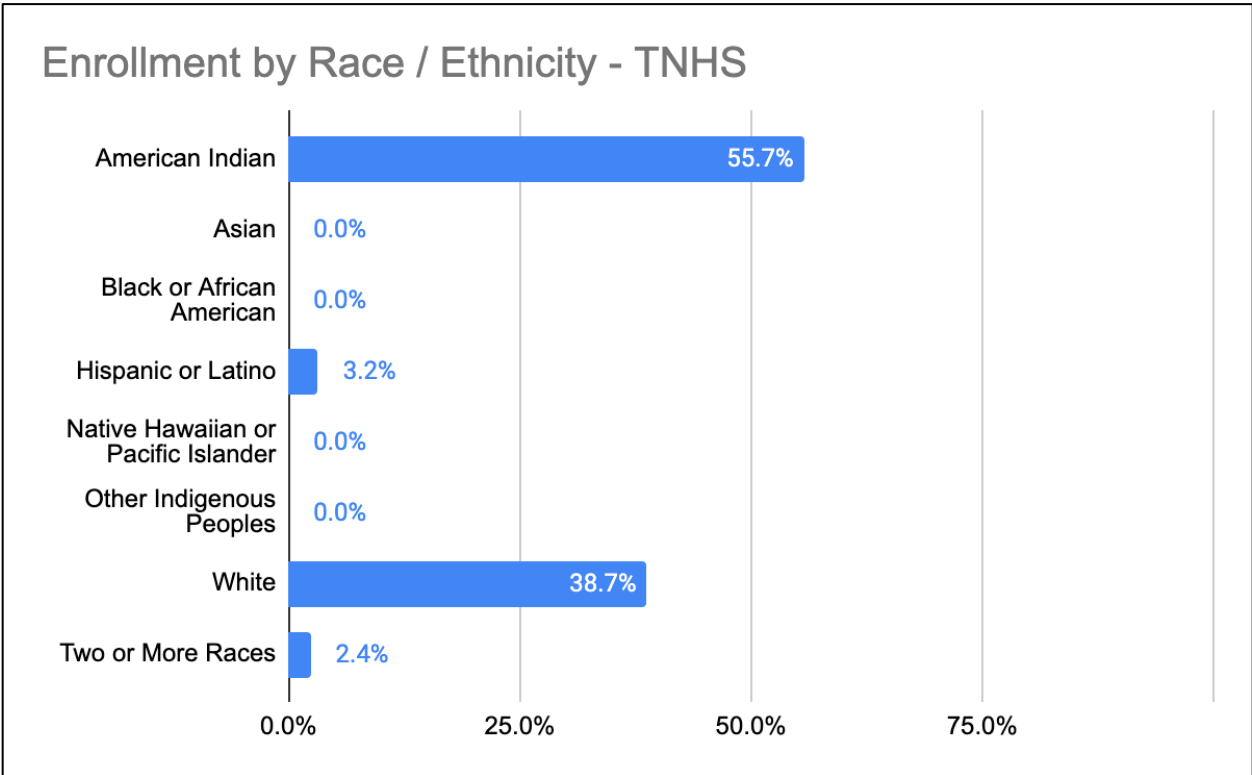


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

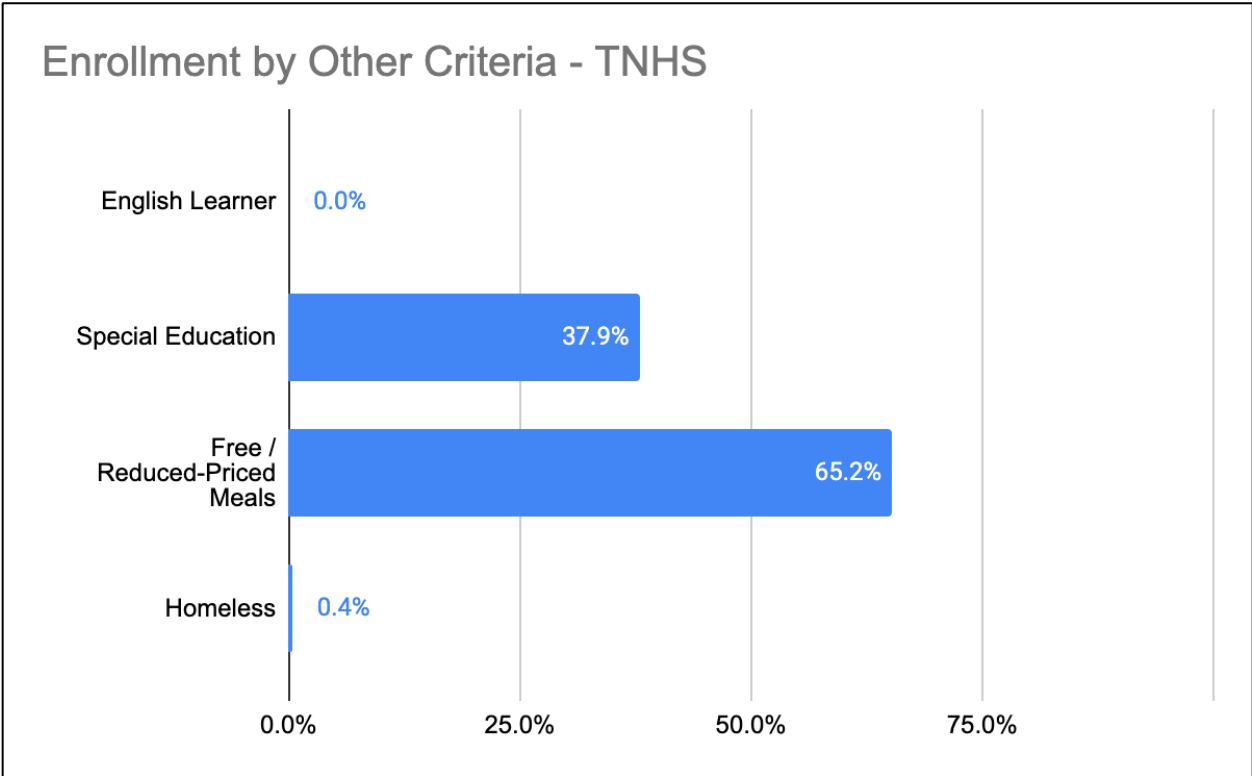


Figure 2 - Enrollment by Other Criteria

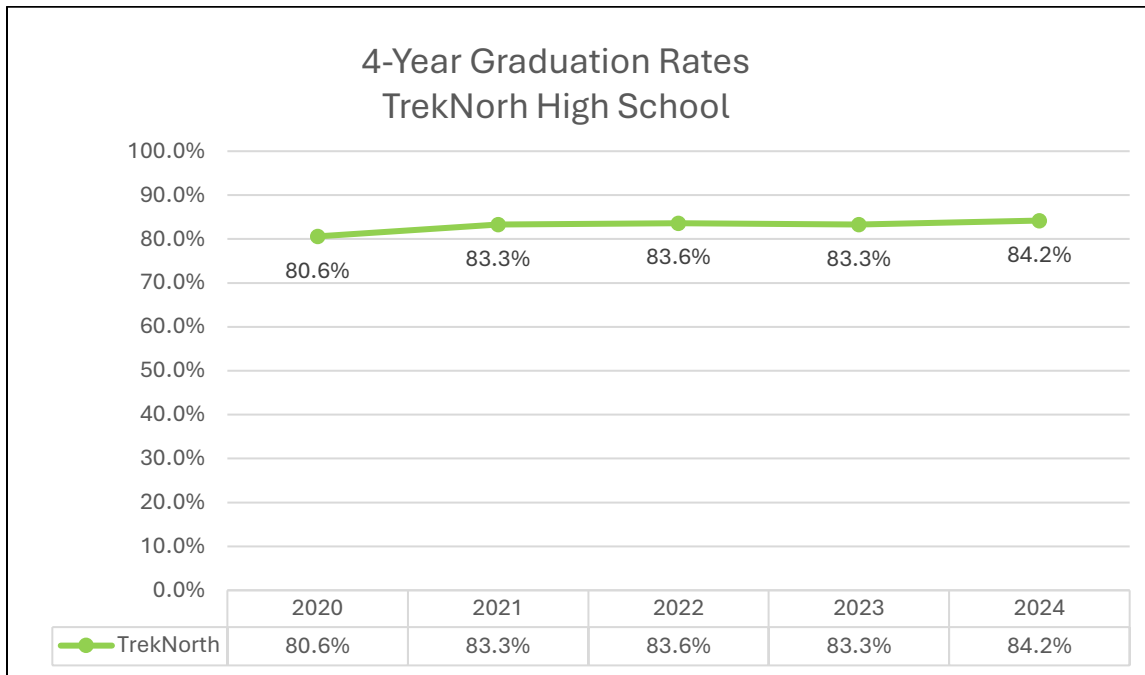


Figure 3 - Graduation Rates 2020 - 2024

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 – 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
7th	37.4%	37.6%	39.7%	40.1%	40.9%
8th	39.8%	40.1%	40.3%	41.1%	41.9%
11th	41.4%	36.6%	36.0%	35.0%	35.0%
TrekNorth	13.5%	14.9%	7.0%	14.1%	12.9%
6th	7.7%	8.1%	5.7%	29.4%	10.3%
7th	7.1%	8.3%	5.4%	7.5%	19.4%
8th	29.6%	17.9%	8.3%	8.1%	11.1%
11th	8.7%	27.6%	8.6%	12.9%	9.5%
Voyageurs Expeditionary	7.5%	5.5%	8.6%	9.1%	7.5%
6th	5.9%	13.3%	6.3%	0.0%	7.7%
7th	0.0%	0.0%	18.8%	6.7%	6.7%
8th	23.1%	6.3%	0.0%	7.1%	8.3%

11 th	CTSTR	CTSTR	9.1%	20.0%	7.7%
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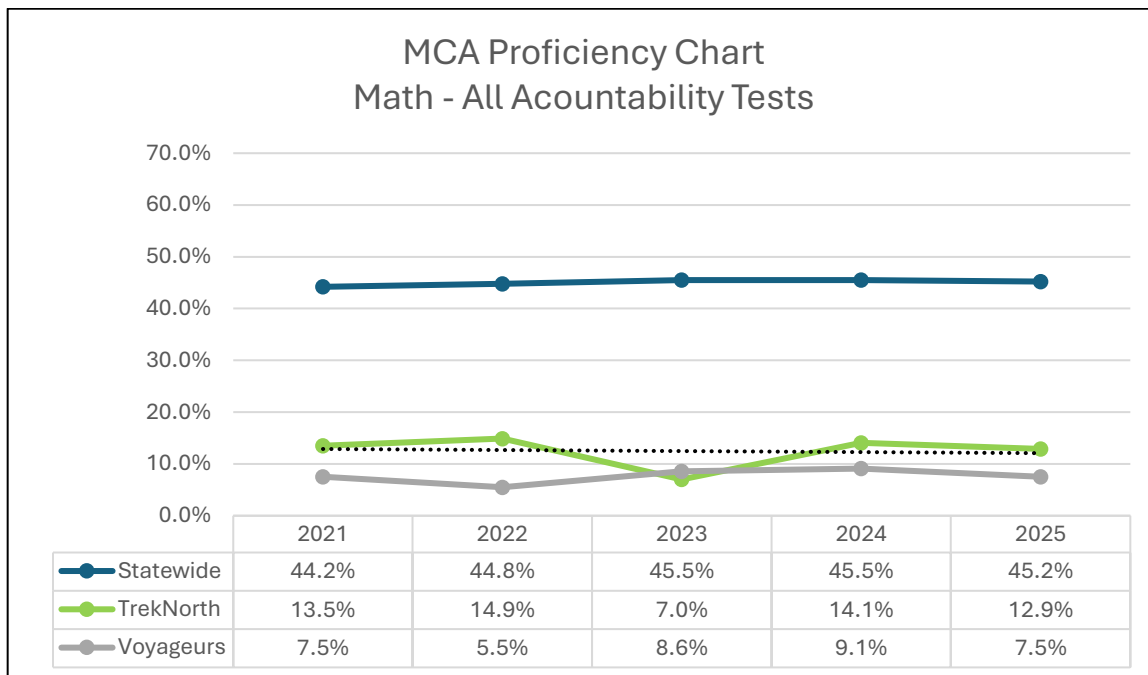


Figure 4 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: TNHS’ MCA math proficiency results are shown in Table 1 and Figure 4. TNHS’ math proficiency rate decreased by 1.2 percentage points from 2024 to 2025. TNHS is currently outperforming the comparison school, Voyageurs Expeditionary School by 5.4 percentage points. In future years, it is expected that TNHS’ math proficiency rate will continue to exceed that of the comparison school and work toward meeting or exceeding the statewide average.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
6th	55.0%	54.4%	53.4%	54.5%	54.1%
7th	48.3%	45.5%	45.2%	45.5%	46.2%
8th	49.7%	46.4%	44.8%	44.6%	46.0%
10th	58.3%	55.2%	51.7%	52.2%	51.3%
TrekNorth	45.3%	40.3%	38.9%	39.0%	39.2%
6th	37.9%	56.8%	28.6%	41.2%	35.9%
7th	30.8%	27.8%	43.2%	35.0%	36.1%
8th	50.0%	20.5%	25.7%	37.8%	34.3%
10th	56.0%	54.8%	56.8%	43.3%	51.5%
Voyageurs Expeditionary	26.9%	26.2%	24.2%	12.7%	21.2%
6th	23.5%	26.7%	28.6%	7.7%	41.7%
7th	6.3%	31.3%	12.5%	13.3%	6.7%

8th	46.2%	18.8%	13.3%	7.1%	16.7%
10th	CTSTR	28.6%	41.2%	23.1%	23.1%

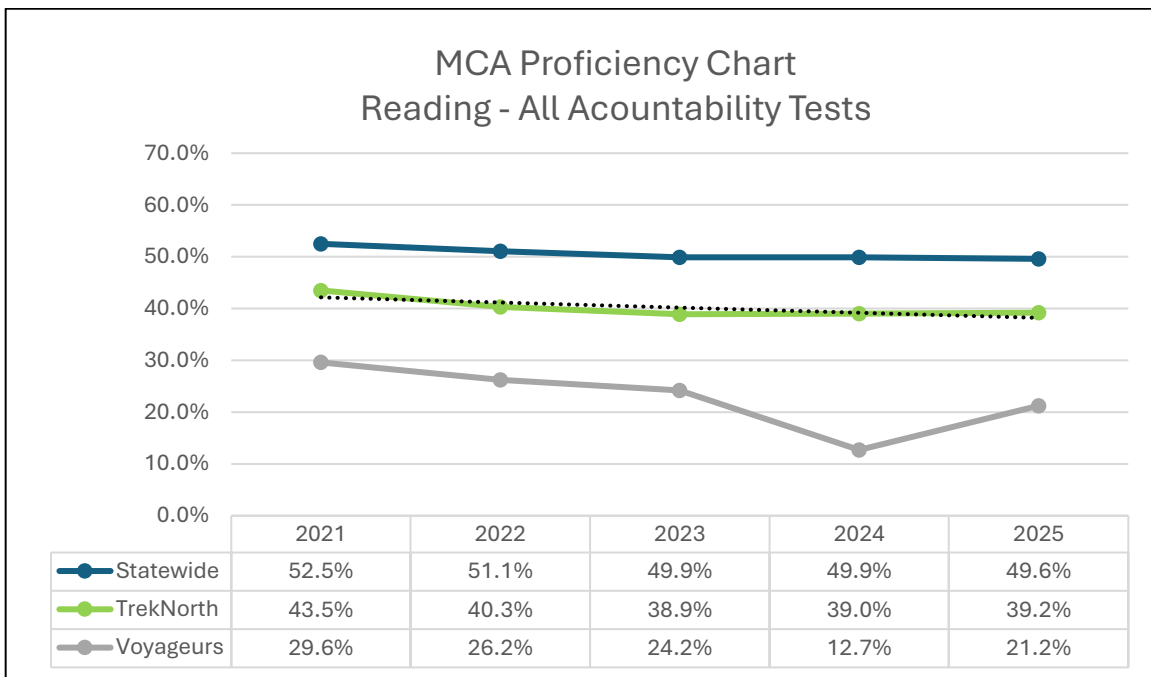


Figure 5 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: TNHS’ MCA reading proficiency results are shown in Table 2 and Figure 5. TNHS’ reading proficiency rate increased by 0.2 percentage points from 2024 to 2025. TNHS is currently outperforming the comparison school, Voyageurs Expeditionary School by 18 percentage points. In future years, it is expected that TNHS’ reading proficiency rate will continue to exceed that of the comparison school and work toward meeting or exceeding the statewide average.

Table 3 – MCA Science Proficiency 2021 - 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
8th	16.7%				
H.S.	36.6%				
TrekNorth	19.7%				
8th	11.4%				
H.S.	30.8%				
Voyageurs	4.8%				
8th	8.3%				
H.S.	CTSTR				

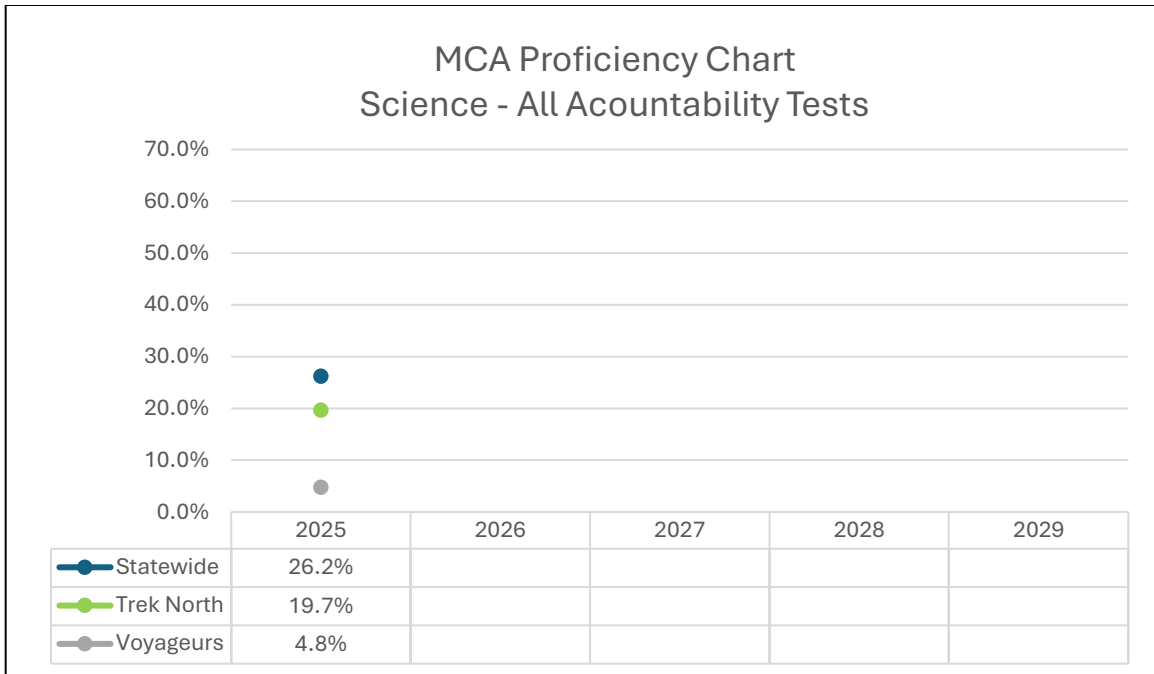


Figure 6 – MCA Science Proficiency 2021-2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: TNHS’ MCA science proficiency results are shown in Table 3 and Figure 6. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. TNHS is currently outperforming the comparison school, Voyageurs Expeditionary, by 14.9 percentage points. In future years, it is expected that TNHS will continue to outperform the local comparison school and work toward meeting or exceeding the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

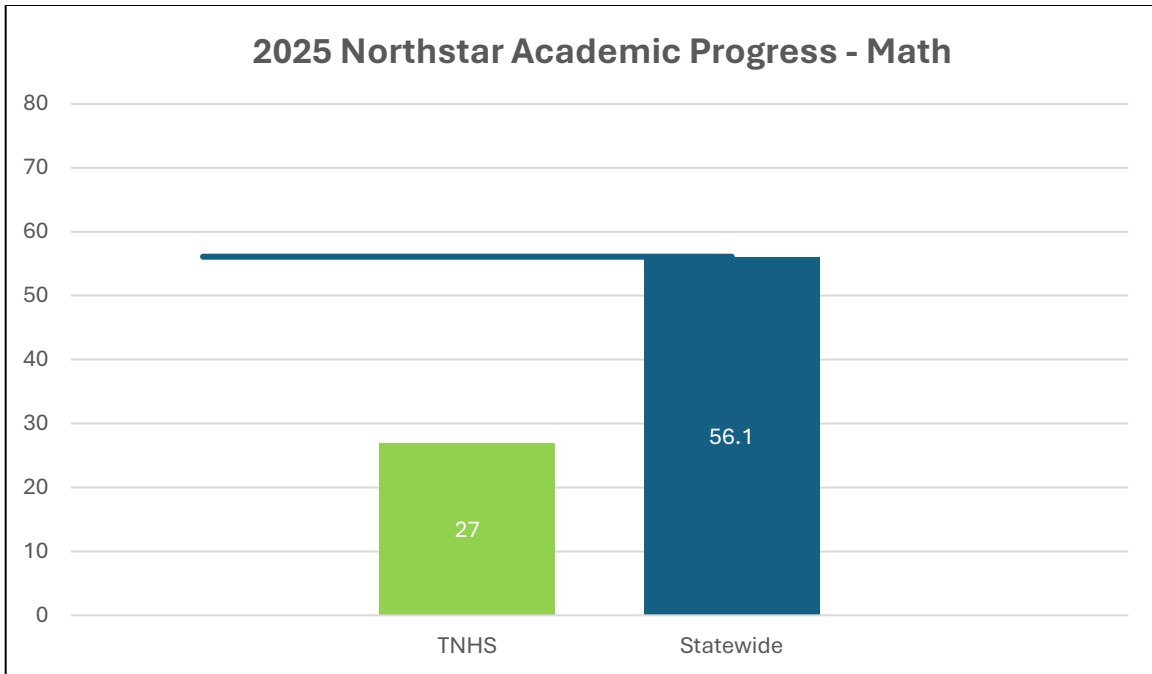


Figure 7 – 2025 North Star Academic Achievement Level (Improved + Maintained)

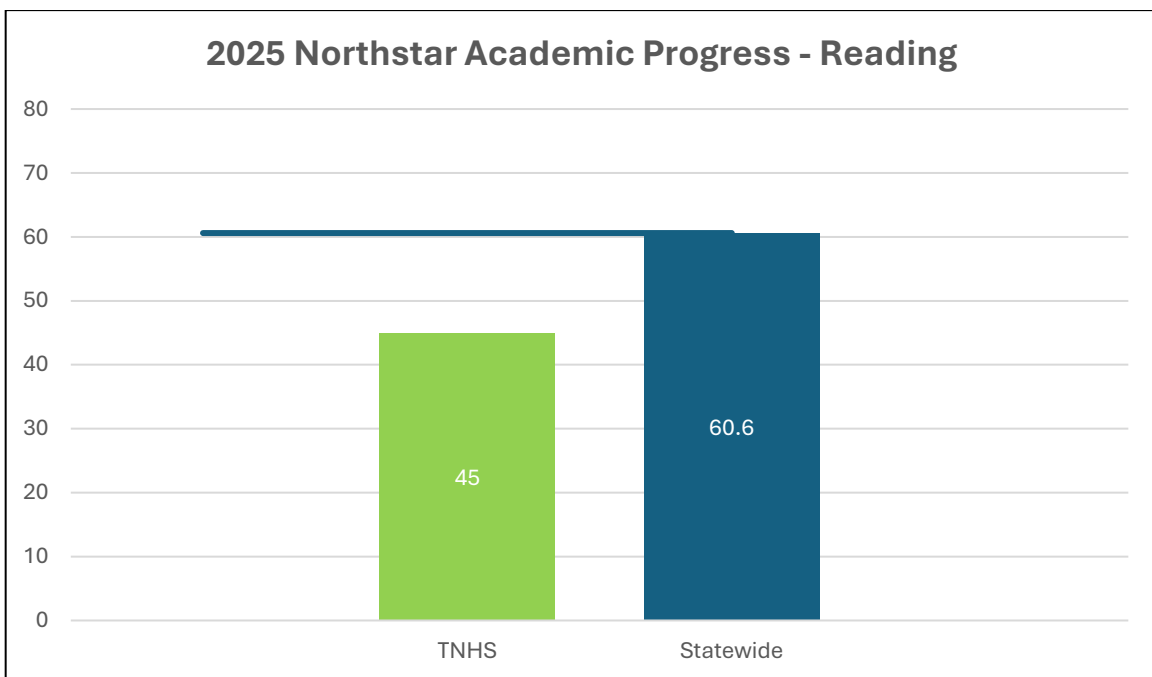


Figure 8 – 2025 North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

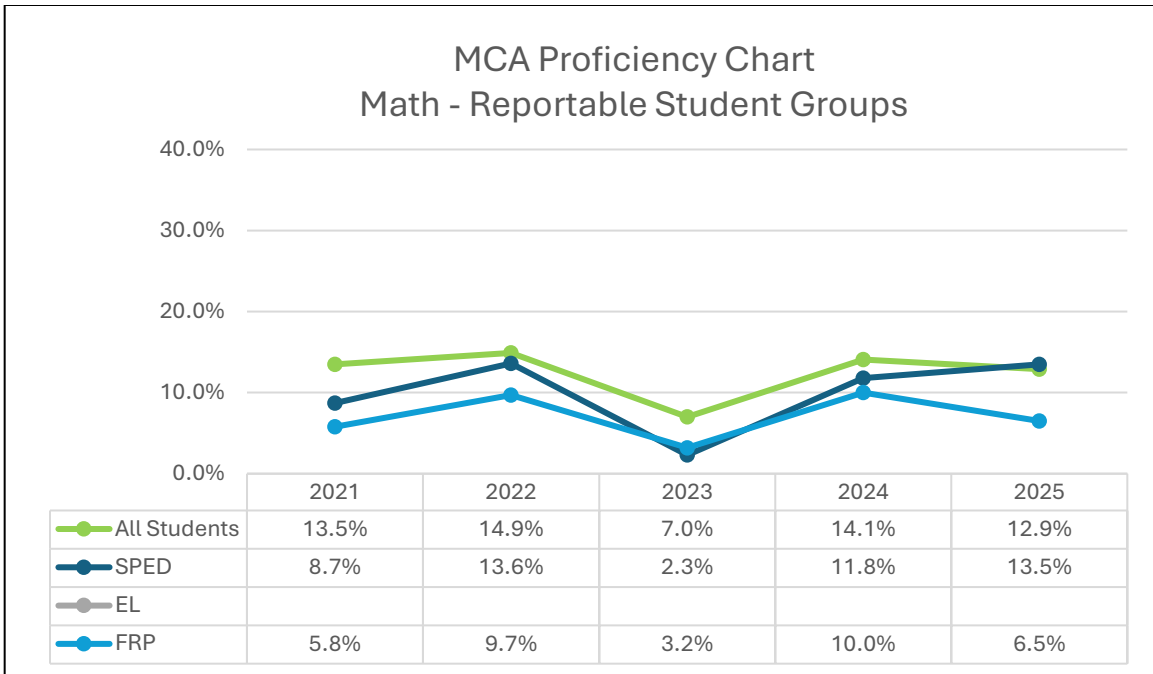


Figure 9 - Reportable Student Groups MCA Math 2021 - 2025

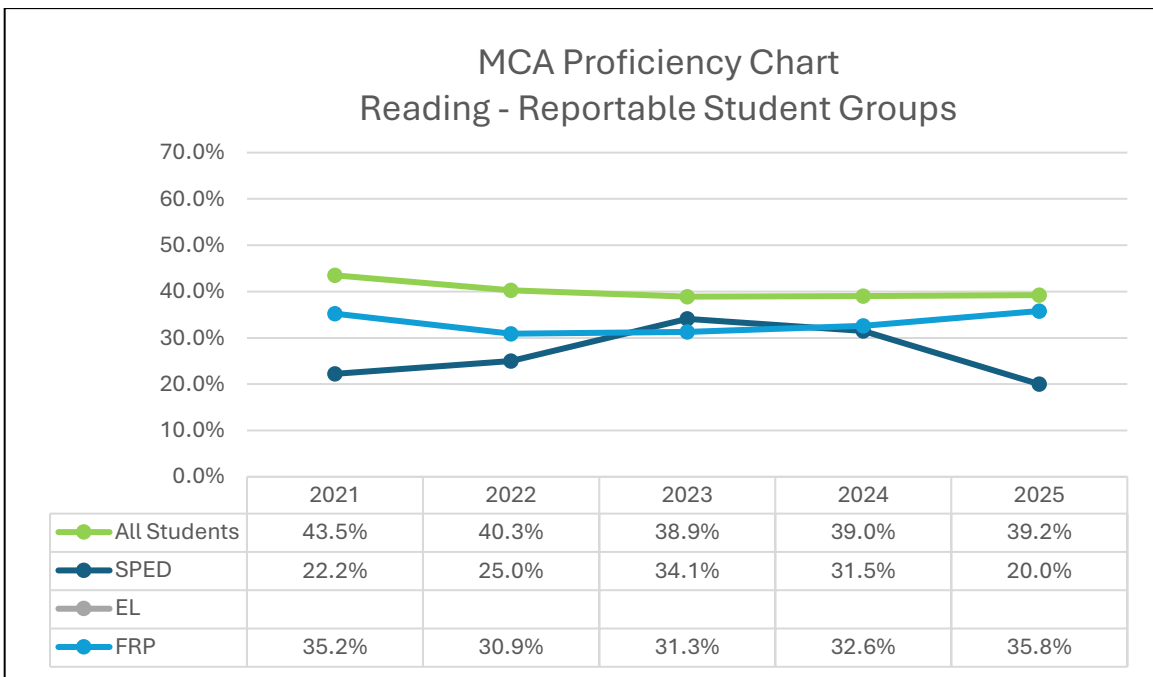


Figure 10 - Reportable Student Groups MCA Reading 2021 – 2025

VOA -MN Standards Evaluation

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

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

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

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

Data Source: Minnesota Department of Education

Analysis: TNHS is outperforming the comparison school, Voyageurs Expeditionary School, in math, reading and science.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)

	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

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

Analysis: The school’s achievement level (improved + maintained) was 27.0% for math and 45.0% for reading.

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

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

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

Analysis: A score of partially meets was awarded because the achievement gap was reduced in two out the four reportable subgroups. (Special Education math and Free and Reduced reading)

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
----------	---

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

	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
--	---

Data Source: School Annual Report

Analysis:

TNHS has implemented a school-wide, data-driven professional development plan that is in direct correlation with trends in staff development needs as learned through the evaluation process and student data analysis. Professional development that was provided or attended during the 2024-2025 school year includes but was not limited to the following: crisis management and school safety, mental health, data and assessment review, cultural competency training, and PBIS training.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
----------	---

	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
--	--

	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
--	---

Data Source: School Annual Report

Analysis:

In addition to its rigorous academic program, TNHS has increased learning opportunities for all students through an experiential education program as well as an advisory program. The school’s experiential education program provides both service-learning experiences and outdoor adventure programs for students. The school’s advisory program, consisting of small groups of multi-age students, has the goal of creating a connection to the school community, ensuring student academic success, and ensuring seniors are on track to graduate.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
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	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
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0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

Seventy percent of students will meet or exceed grade-level goals.

Result: On Track – multi-year goal

TrekNorth has not met the 70% goal, but there has been an increase in proficiency goals. For Math, the percentage of students proficient increased in grades 7 and 8. For Reading, the percentage of students proficient increased in grades 7, 8, and 10.

Goal #2 All Students Ready for Career and College

As a school with a focus on college readiness, 100% of our students will be exposed to various items needed to be accepted into a post-secondary option of their choice.

Result: Goal Met

In 2024-2025, 100% of our students are placed in a small group advisory, with a special advisory for seniors. TrekNorth shared information via social media and parent/guardian meetings regarding Financial Aid for students and parents. Administration met with all juniors to ensure they are on track for graduation and post-secondary plans.

Goal #3 All Students Graduate

100% of TrekNorth 12th grade students will graduate in 2024-2025.

Result: On Track – multi-year goal

Graduation data is always reported one year behind. In 2024, 94.6% of students graduated with their 4-year cohort.

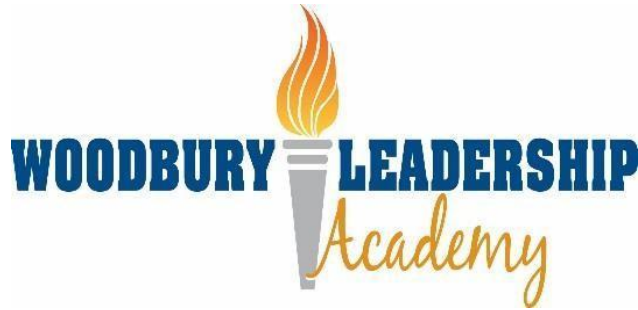
Goal #4 All Students Prepared to be Lifelong Learners

Per graduation requirements, 100% of graduating seniors will be involved with three Experiential Education Service-Learning Trips while in high school.

Result: On Track – multi-year goal

Experiential Education Service-Learning trips at TrekNorth include outdoor education experiences or community service projects. This is a continuous goal as students change each year. 35% of 2024-2025 Seniors attended 3 or more trips. However, as trips are completed throughout their entire high school career, it is important to observe that some students have already met this requirement: 33% of juniors, 45% of sophomores, and 5% of freshmen in 2024-2025 have attended a minimum of 3 Experiential Education trips. Each year more students will be encouraged to attend these trips, leading to us closing the gap or meeting 100% of students meeting this graduation requirement.

Academic Standards Point Total: 9/12



WOODBURY LEADERSHIP ACADEMY

Charter # 4228
Director: Jonas Beugen
600 Weir Drive
Woodbury, MN 55125
Phone: 651-379-2681
www.wlamn.org

Woodbury Leadership Academy (WLA) is a tuition-free charter elementary and middle school located in Woodbury, Minnesota. WLA’s learning environment and school community promotes academic achievement for students in grades K-8, as well as personal integrity, equity and a dedication to value and serve others. WLA uses inquiry-based learning while building strong skills in math, reading, literature, writing, music, science & technology – all of the essential areas of learning. The school also implements a strong character education program to ensure students develop exceptional leadership skills and are well rounded in all areas, social and academic, and are prepared for high school and beyond.

Summary: Woodbury Leadership Academy increased its MCA proficiency rates in math, and reading from 2024 to 2025. In 2025, the school scored above the statewide average on the North Star Academic Progress report in math and reading.

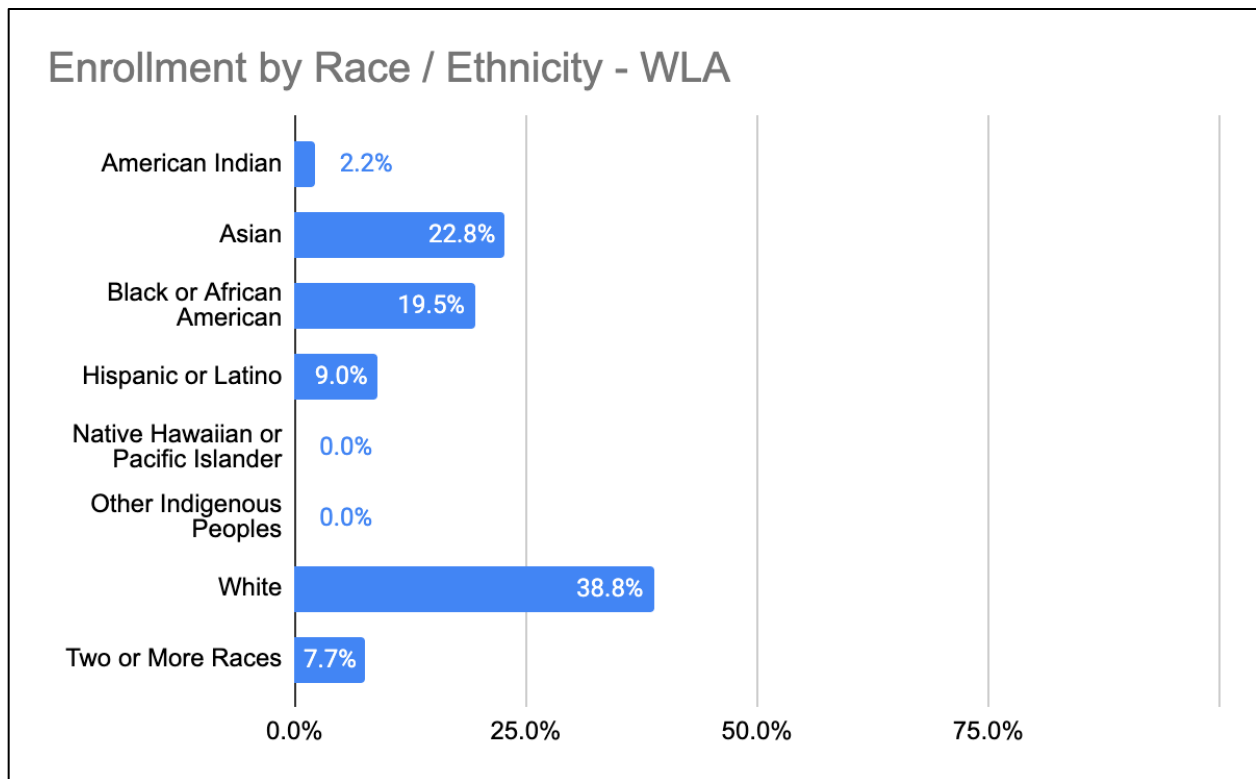


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

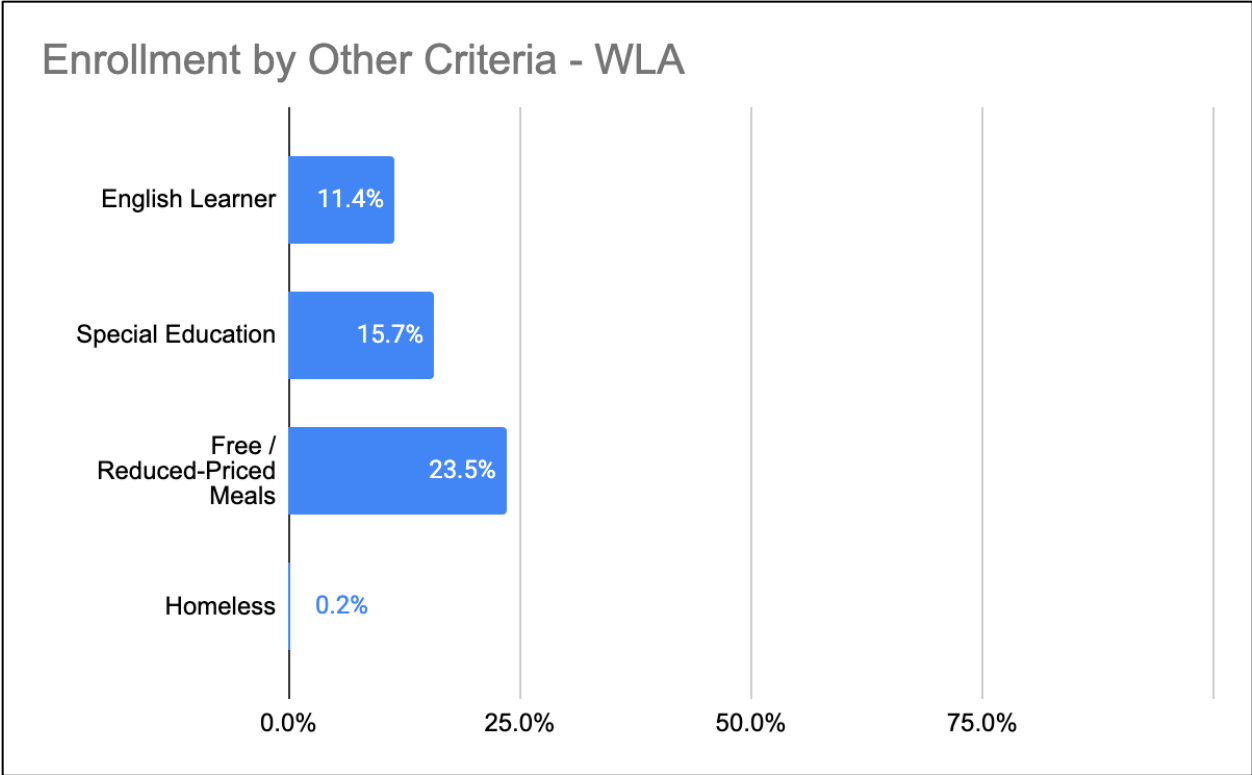


Figure 2 - Enrollment by Other Criteria

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

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

Table 1 – MCA Math Proficiency 2021 - 2025

MCA Math	2021	2022	2023	2024	2025
Statewide	44.2%	44.8%	45.5%	45.5%	45.2%
3rd	57.1%	59.0%	59.1%	58.8%	57.9%
4th	53.8%	56.4%	57.1%	56.7%	55.6%
5th	41.1%	43.1%	44.4%	44.1%	42.9%
6th	37.2%	39.3%	39.6%	40.3%	40.1%
7th	37.4%	37.6%	39.7%	40.1%	40.9%
8th	39.8%	40.1%	40.3%	41.1%	41.9%
Woodbury Leadership	36.7%	49.7%	45.5%	61.6%	62.2%
3rd	40.9%	64.9%	57.9%	71.1%	74.8%
4th	40.9%	61.8%	61.8%	73.8%	80.2%
5th	50.0%	45.2%	36.2%	58.8%	59.6%
6th	20.5%	40.0%	36.4%	53.2%	40.4%

7 th	41.2%	20.5%	35.6%	40.5%	51.1%
8 th	13.3%	42.1%	22.2%	38.9%	46.8%
Eagle Point Elem.					
3 rd	53.8%	78.9%	74.1%	69.7%	66.9%
4 th	59.6%	62.0%	59.2%	69.4%	60.3%
5 th	37.7%	52.7%	44.1%	47.3%	63.0%
Skyview Middle					
6 th	18.8%	17.7%	25.7%	22.0%	29.0%
7 th	29.9%	18.5%	24.4%	25.9%	37.6%
8 th	55.3%	33.0%	24.8%	32.3%	39.4%
Combined (3-8)	38.0%	33.7%	34.7%	36.7%	43.2%

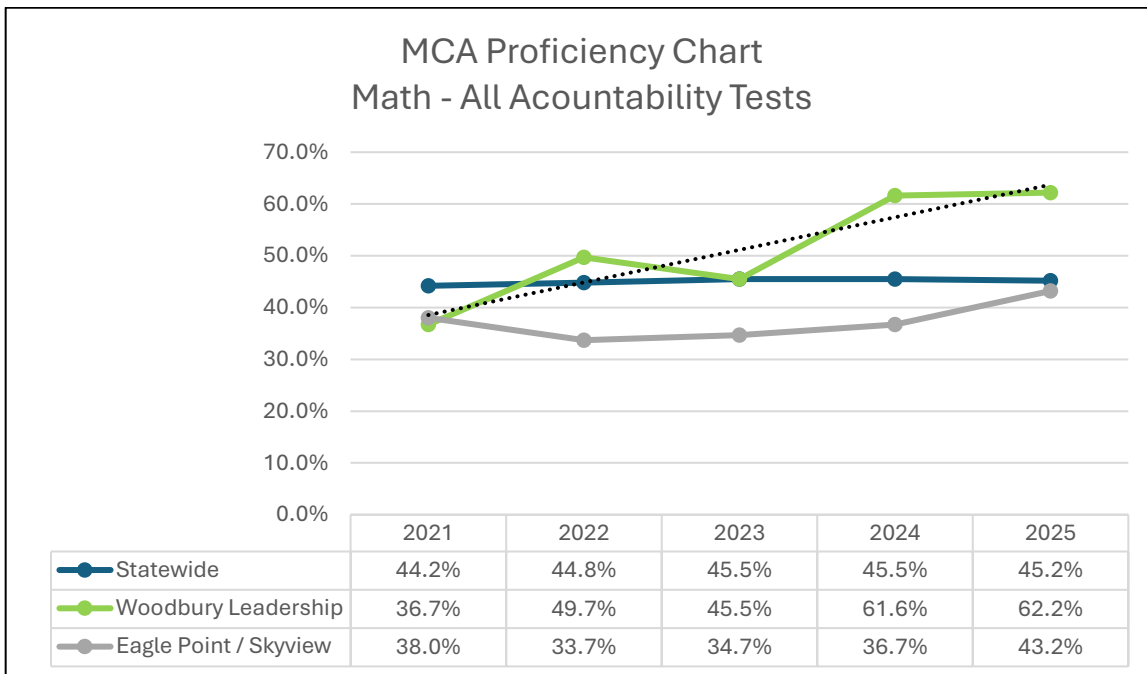


Figure 3 - MCA Math Proficiency 2021-2025

ANALYSIS OF MATH MCA PROFICIENCY: WLA’s MCA math proficiency results are shown in Table 1 and Figure 3. For the purpose of this report, proficiency results from Eagle Point Elementary, grades 3-5, and Skyview Community Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s math proficiency rate increased by 0.6 percentage points from 2024 to 2025. WLA’s math proficiency rate is currently 19 percentage points above that of the combined comparison school. In future years, it is expected that WLA’s math proficiency rate will continue to meet or exceed that of the combined comparison school.

Table 2 – MCA Reading Proficiency 2021 - 2025

MCA Reading	2021	2022	2023	2024	2025
Statewide	52.5%	51.1%	49.9%	49.9%	49.6%
3 rd	48.5%	48.1%	47.4%	46.5%	46.1%

4 th	49.3%	49.6%	48.4%	48.1%	46.3%
5 th	59.4%	59.4%	58.7%	57.5%	57.1%
6 th	55.0%	54.4%	53.4%	54.5%	54.1%
7 th	48.3%	45.5%	45.2%	45.5%	46.2%
8 th	49.7%	46.4%	44.8%	44.6%	46.0%
Woodbury Leadership	50.7%	57.0%	57.7%	59.5%	64.6%
3 rd	47.4%	67.9%	56.8%	58.4%	65.0%
4 th	38.1%	54.8%	53.9%	52.4%	61.7%
5 th	78.3%	64.9%	72.7%	72.3%	74.8%
6 th	50.0%	52.8%	54.4%	61.7%	62.2%
7 th	43.8%	35.0%	60.9%	51.2%	55.6%
8 th	20.0%	47.4%	41.7%	61.1%	59.6%
Eagle Point Elem.					
3 rd	52.0%	55.7%	59.5%	54.6%	54.8%
4 th	46.2%	47.2%	47.3%	57.1%	47.7%
5 th	58.1%	63.5%	59.6%	60.6%	68.1%
Skyview Middle					
6 th	49.1%	38.5%	35.6%	40.2%	40.8%
7 th	52.0%	20.8%	36.2%	27.0%	34.3%
8 th	59.8%	35.9%	23.2%	33.4%	34.6%
Combined (3-8)	52.7%	37.9%	38.4%	40.4%	42.5%

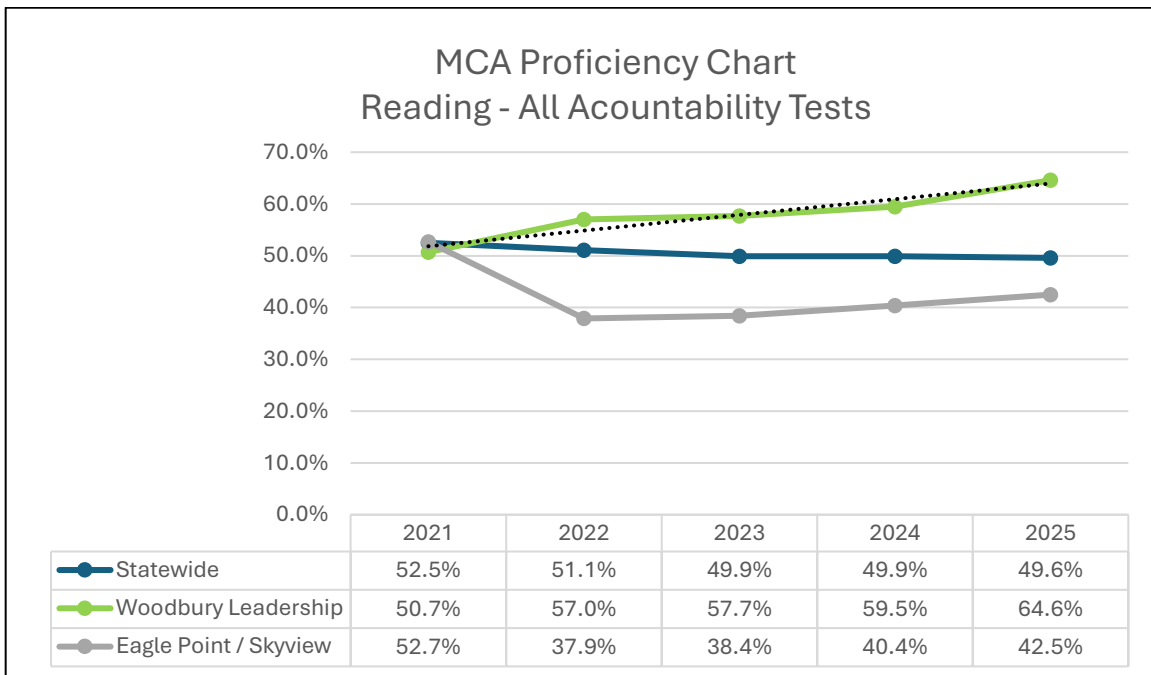


Figure 4 – MCA Reading Proficiency 2021-2025

ANALYSIS OF READING MCA PROFICIENCY: WLA’s MCA reading proficiency results are shown in Table 2 and Figure 4. For the purpose of this report, proficiency results from Eagle Point Elementary, grades 3-5, and Skyview Community Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s reading proficiency rate increased by 5.1 percentage points from 2024 to 2025. WLA is currently outperforming the combined comparison school by 22.1 percentage points. In future years, it is expected that WLA will continue meet or exceed the reading proficiency rate of both the statewide average and the combined comparison school.

Table 3 – MCA Science Proficiency 2025

MCA Science	2025	2026	2027	2028	2029
Statewide	26.2%				
5 th	26.5%				
8 th	16.7%				
Woodbury Leadership	35.0%				
5 th	41.6%				
8 th	19.1%				
Eagle Point Elem. (5 th)	36.3%				
Skyview (8 th)	10.5%				
Combined	18.4%				

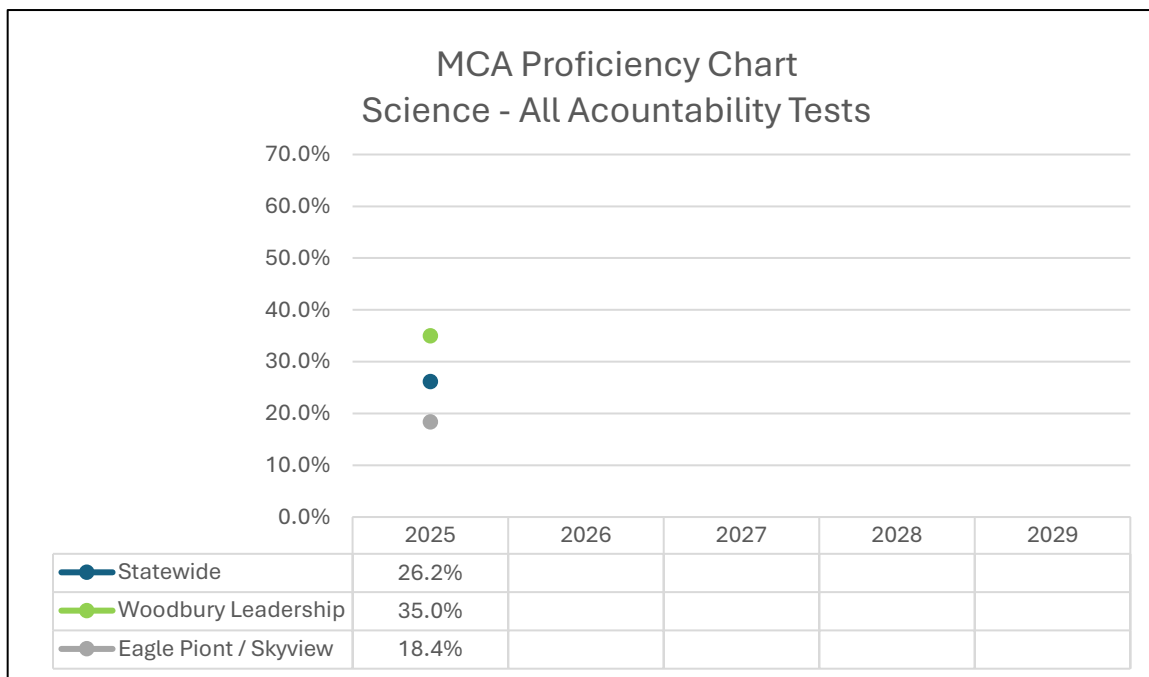


Figure 5 – MCA Science Proficiency 2025

ANALYSIS OF SCIENCE MCA PROFICIENCY: WLA’s MCA science proficiency results are shown in Table 3 and Figure 5. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way Minnesota schools teach and measure science learning. Results cannot be compared with previous years. WLA is currently outperforming the combined comparison school, Eagle Point

Elementary (G3-5) and Skyview Community Middle School (G6-8), by 16.6 percentage points. In future years, it is expected that WLA will continue to outperform both the combined comparison school and the statewide proficiency rate.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 56.1% in math and 60.6% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.

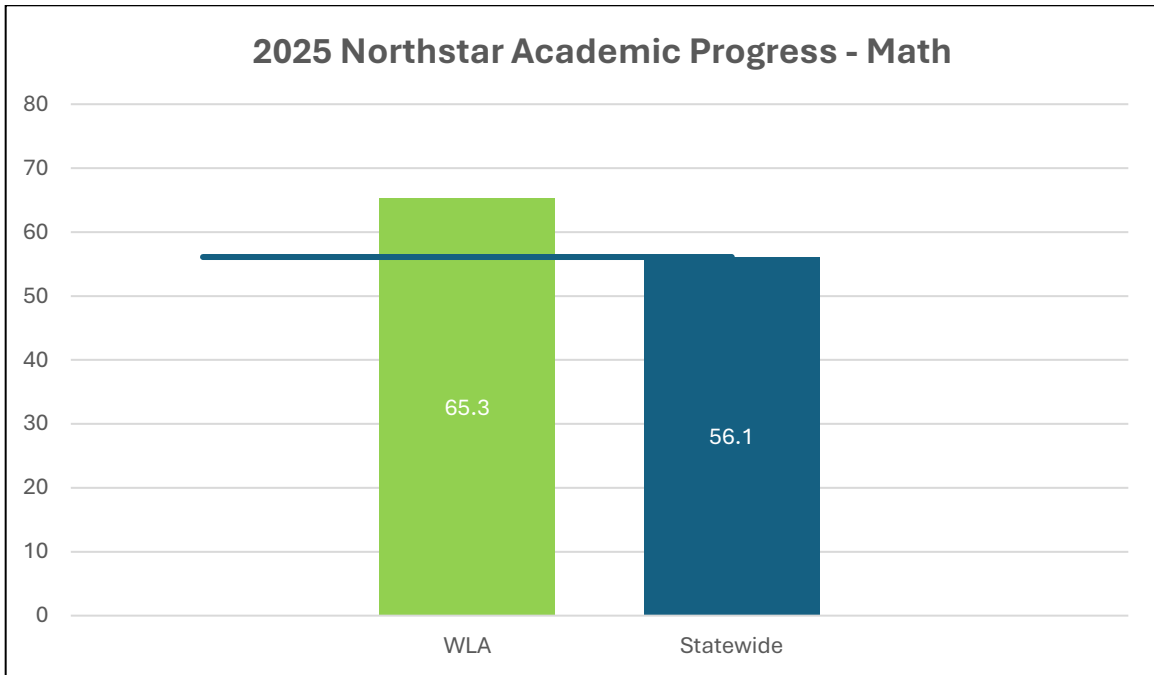


Figure 6 – North Star Academic Achievement Level (Improved + Maintained)

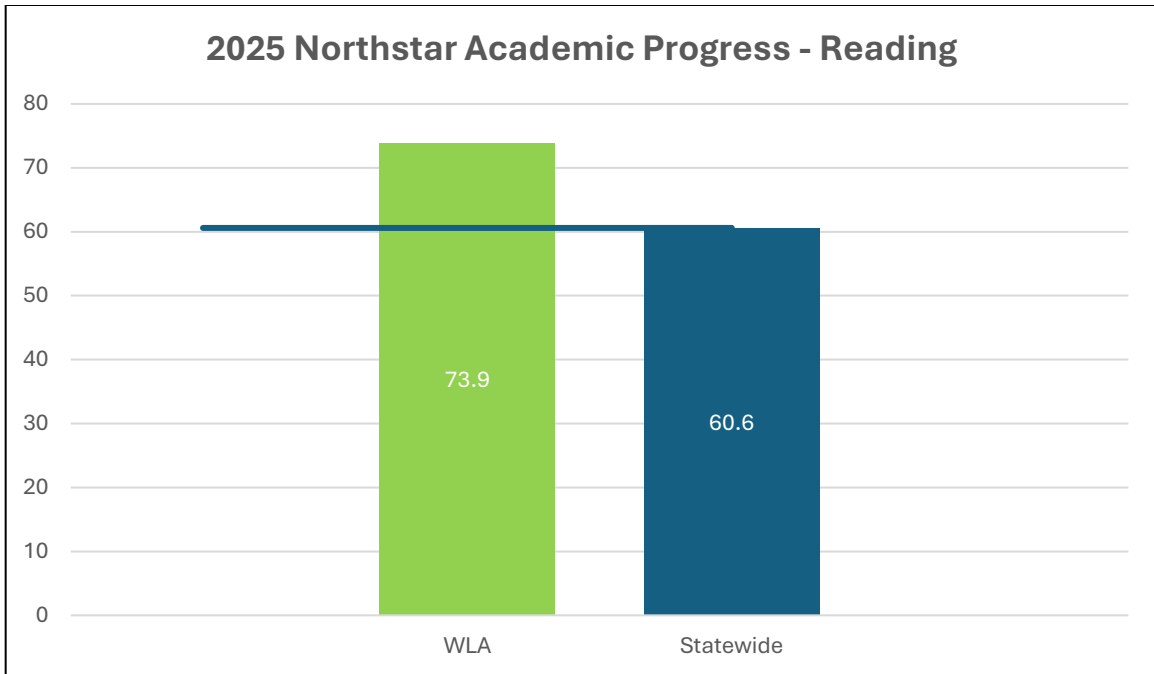


Figure 7 – North Star Academic Achievement Level (Improved + Maintained)

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.”

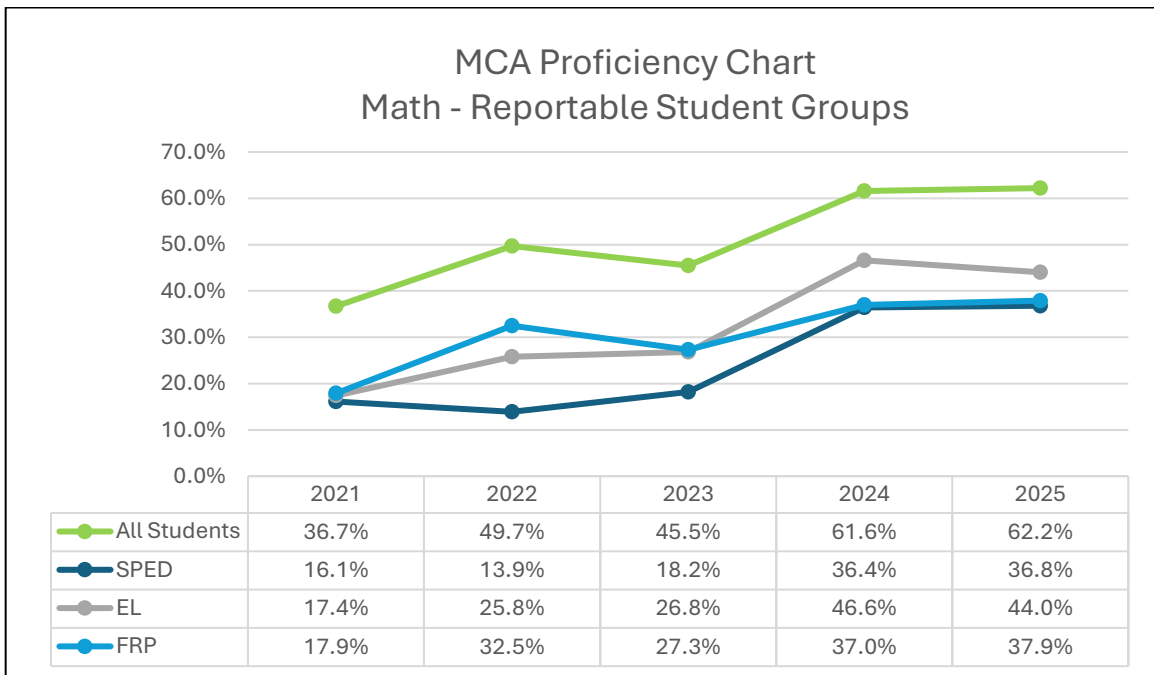


Figure 8 - Reportable Student Groups MCA Math 2021 - 2025

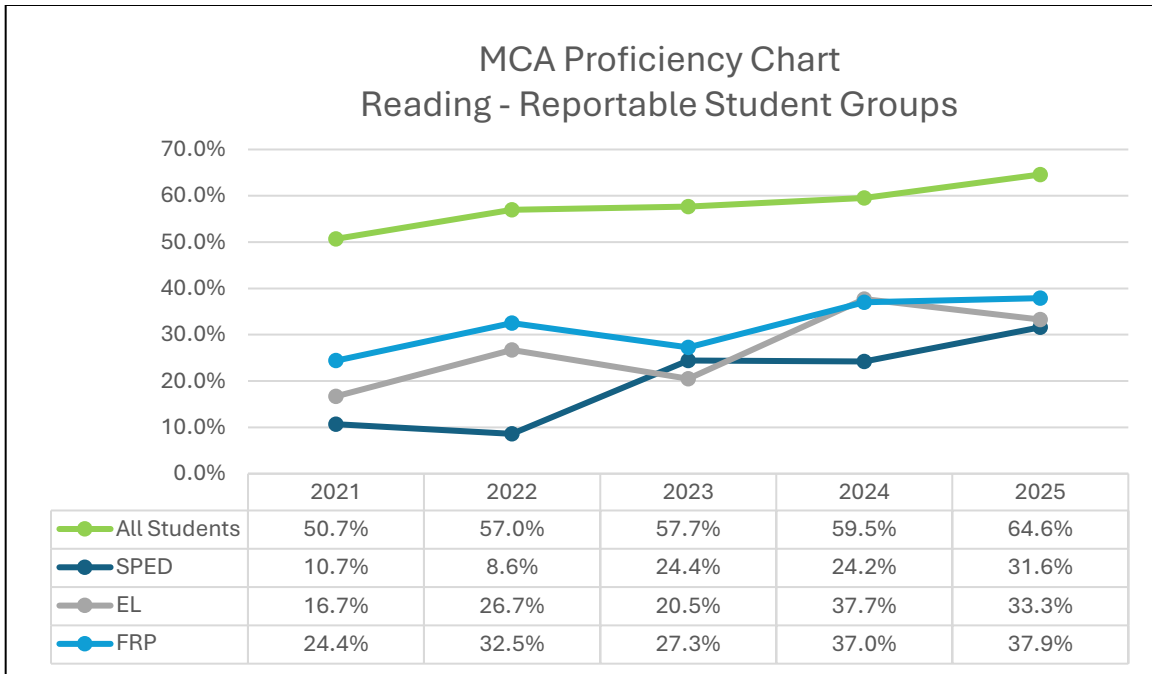


Figure 9 - Reportable Student Groups MCA Reading 2021 - 2025

VOA -MN Standards Evaluation

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

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

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.	
X	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	1: Partially Meets - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	0: Does Not Meet - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.
Data Source: Minnesota Department of Education	
Analysis: For the purpose of this report, proficiency results from Eagle Point Elementary, grades 3-5, and Skyview Community Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA is outperforming the combined comparison school in math, reading, and science.	

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning,

achievement, and success of all students. (In 2025, the state-determined minimum achievement level of (improved + Maintained) in math was 56.1 and 60.6 in reading.)	
X	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.
Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: The school's achievement level (improved + maintained) was 65.3% for math and 73.9% for reading.	

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded CACR Standard: all racial and economic achievement gaps between students are closed.	
	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.
Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.	
Analysis: A score of partially meets was awarded because WLA reduced the achievement gap in three out of the six possible areas from 2024 to 2025. (Free and Reduced math, SPED reading, and Free and Reduced reading)	

Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: WLA has implemented a school-wide, data-driven professional development plan that is shaped by teacher needs, as evidenced by formal teacher evaluations, observation from instructional coaches, as well as student assessment data. The school's professional development plan for the 2024-2025 school year was composed of five areas: Friday Training topics, Health and Safety topics, Professional Learning	

Community (PLC) topics, and Staff Workshop topics. Topics included but were not limited to the following: understanding diversity, math and reading benchmarks, teaching self-discipline, and Responsive Classroom.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis:

WLA has increased quality learning opportunities for all students through the following initiatives and programs. Core Knowledge, an integrated hands-on approach to learning, student government, leadership training and enrichment opportunities. Core Knowledge Sequence is the cornerstone of WLA. This comprehensive sequence includes literature, history and geography, science, math, art, physical education, and music. Students received weekly instruction from certified specialists in art, physical education, music, and leadership. Furthermore, Core Knowledge Art Prints with descriptions are posted around the building for exposure. In addition, Woodbury Leadership Academy has provided an integrated hands-on approach through science projects, social studies projects, core virtues programming and service-learning projects. The school also offered a student parliament experience through an election process. During the 2024-2025 school year, the student council was active in the school community. The school addresses the leadership component through the use of a modified approach to Responsive Classroom in conjunction with a core virtues curriculum. Teacher standards and teaching objectives include specific learning goals related to leadership development. In addition to the school's core virtues curriculum, WLA refined leadership classes during the 24-25 year. These classes were led by a specialized leadership teacher using social emotional curriculum. Enrichment opportunities were available to students such as art clubs, science club, drama club, and band.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
X	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

100% of Kindergarten students will be screened with a kindergarten readiness assessment prior to starting school.

Results: Goal Met

All students were screened prior to the start of the year.

Goal #2 All Students are Ready for Career and College

Goal not submitted

Result: Goal Not Met

Goal #3 All Students Graduate from High School

Goal not submitted

Result: Goal Not Met

Goal #4 All Students Prepared to be Lifelong Learners

100% of students will participate in service learning projects.

Results: Goal Met

K - Pick Up Pollution

1 - Comfort Animal for EMS 2 - Letters to seniors

3 - Toy Drive

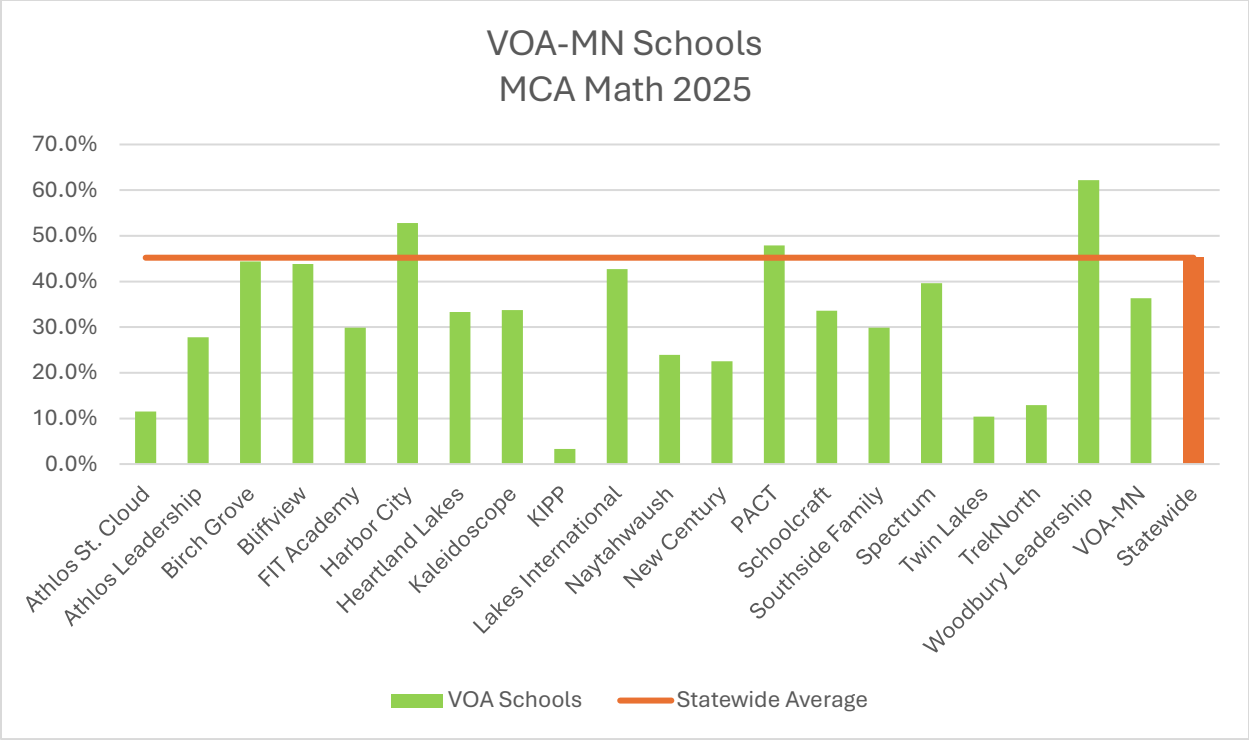
4 - Support Animal Rescue 5 - Food Collection

6 - Veteran's Day

7-9 - Food Drive

Academic Standards Point Total: 10/12

VOA-MN PROFICIENCY RATES

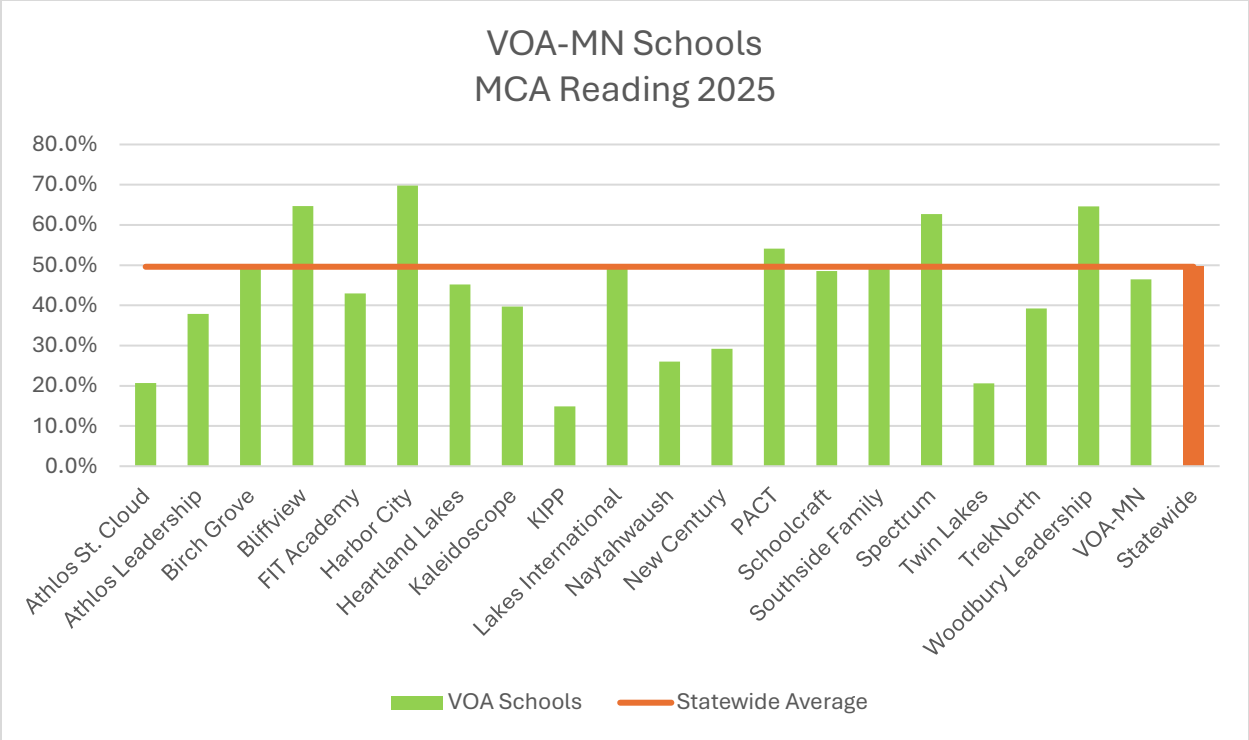


Data Source: Minnesota Report Card

VOA-MN Charter Schools' Math Proficiency				
SCHOOL NAME	2022	2023	2024	2025
Statewide Average	44.8%	45.5%	45.5%	45.2%
Athlos Academy of St. Cloud	14.3%	12.1%	14.5%	11.5%
Athlos Leadership Academy	20.8%	22.5%	24.3%	27.8%
Birch Grove Community School	66.7%	57.1%	41.7%	44.4%
Bluffview Montessori School	49.6%	47.4%	49.3%	43.8%
FIT Academy	25.2%	32.4%	31.4%	29.9%
Harbor City International School	43.6%	52.5%	50.0%	52.8%
Heartland Lakes Community School				33.3%
Kaleidoscope Charter School	36.0%	35.4%	33.0%	33.7%
KIPP North Star Academy	4.3%	4.2%	3.7%	3.3%

Lakes International Language Academy	47.5%	44.6%	43.4%	42.7%
Naytahwaush Community Charter School	12.9%	6.9%	16.0%	23.9%
New Century School	21.2%	14.7%	20.3%	22.5%
PACT Charter School	55.2%	50.5%	45.0%	47.9%
Schoolcraft Learning Community	43.7%	39.7%	34.1%	33.6%
Southside Family Charter School	48.6%	40.0%	26.1%	29.9%
Spectrum High School	47.1%	41.8%	36.3%	39.6%
Twin Lakes STEM Academy	12.2%	19.1%	10.2%	10.4%
TrekNorth High School	14.9%	7.0%	14.1%	12.9%
Woodbury Leadership Academy	49.7%	45.5%	61.6%	63.2%
VOA-MN	32.1%	33.0%	34.8%	36.3%

Both the chart and the table above illustrate the 2025 math proficiency for the VOA-MN network of charter schools. The orange line indicates the statewide average of 45.2%. Two schools in the VOA-MN network, Harbor City International School and Woodbury Leadership Academy met or exceeded the statewide average on the 2025 math MCA. In addition, five schools in the VOA-MN network, Birch Grove Community School, Bluffview Montessori School, Lakes International Language Academy, PACT Charter School, and Spectrum High School scored within ten percentage points of the statewide average. The remaining twelve schools scored below 35.2% on the 2025 math MCA. This is an area for continued improvement for all the schools in the VOA-MN network of charter schools. As an authorizer, VOA-MN will continue to emphasize the importance of data-driven decision making at the school level as well as academic goal-based professional development.

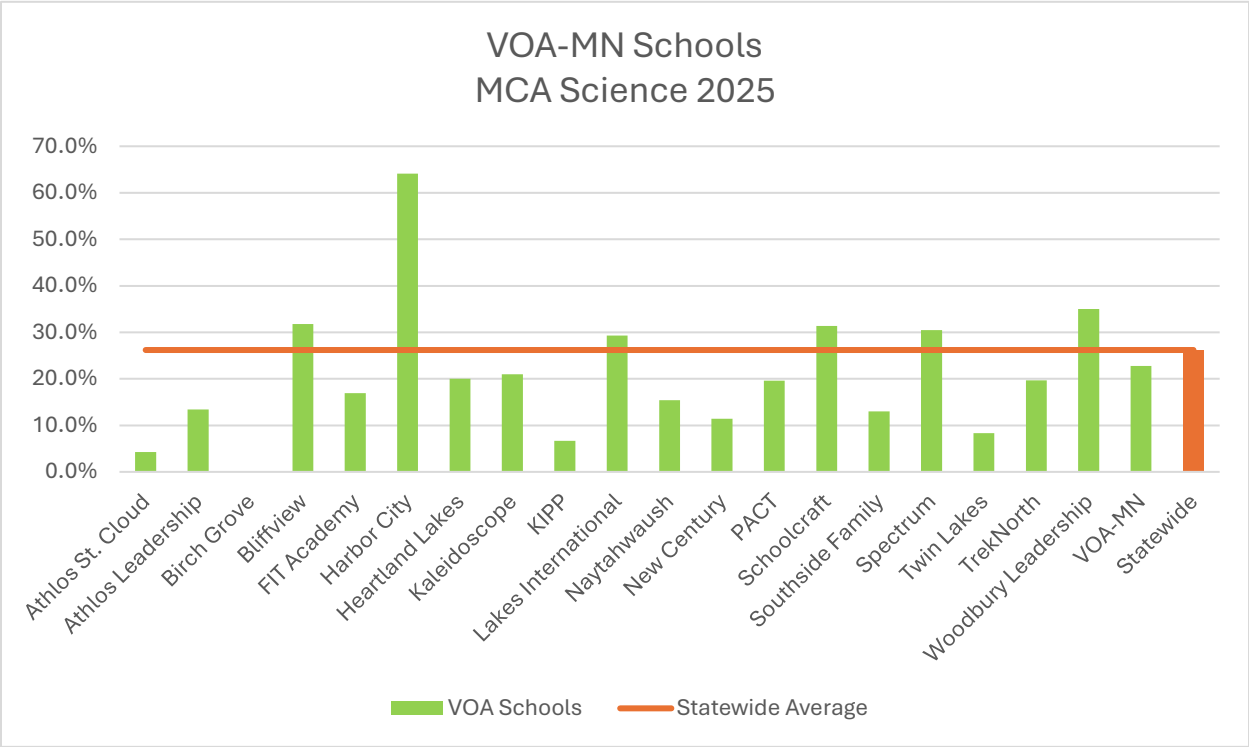


Data Source: Minnesota Report Card

VOA-MN Charter Schools' Reading Proficiency				
SCHOOL NAME	2022	2023	2024	2025
Statewide Average	51.1%	49.9%	49.9%	49.6%
Athlos Academy of St. Cloud	23.6%	20.3%	14.5%	20.7%
Athlos Leadership Academy	35.1%	32.8%	35.7%	37.9%
Birch Grove Community School	83.3%	57.1%	56.3%	50.0%
Bluffview Montessori School	68.1%	71.9%	60.3%	64.7%
FIT Academy	36.7%	38.3%	38.3%	43.0%
Harbor City International School	46.2%	30.8%	47.1%	69.8%
Heartland Lakes Community School	71.4%	84.3%	89.1%	45.2%
Kaleidoscope Charter School	50.7%	51.5%	43.1%	39.7%
KIPP North Star Academy	13.4%	13.1%	10.1%	14.9%
Lakes International Language Academy	53.0%	55.0%	51.0%	49.6%

Naytahwaush Community Charter School	21.4%	24.7%	21.1%	26.0%
New Century School	31.0%	29.4%	30.8%	29.2%
PACT Charter School	59.6%	55.3%	53.0%	54.1%
Schoolcraft Learning Community	59.3%	52.9%	54.3%	48.5%
Southside Family Charter School	62.2%	58.2%	57.1%	50.0%
Spectrum High School	71.7%	64.6%	64.6%	62.7%
Twin Lakes STEM Academy	18.6%	26.1%	23.9%	20.6%
TrekNorth High School	40.3%	38.9%	39.0%	39.2%
Woodbury Leadership Academy	57.0%	57.7%	59.5%	64.6%
VOA-MN	44.8%	46.2%	46.2%	46.5%

Both the chart and the table above illustrate the 2025 reading proficiency for the VOA-MN network of charter schools. The orange line indicates the statewide average of 49.6%. Eight schools in the VOA-MN network, Birch Grove Community School, Bluffview Montessori School, Harbor City International School, Lakes International Language Academy, PACT Charter School, Southside Family Charter School, Spectrum High School and Woodbury Leadership Academy met or exceeded the state average on the 2025 reading MCA. In addition, four schools in the VOA-MN network of charter schools, FIT Academy, Heartland Lakes Charter School, Kaleidoscope Charter School, and Schoolcraft Learning Community scored within ten percentage points of the statewide average. The remaining seven schools scored below 39.6% on the 2025 reading MCA. Reading proficiency is another area for continued improvement for all schools in the VOA-MN network of charter schools. As an authorizer, VOA-MN will continue to emphasize the importance of data-driven decision making at the school level as well as academic goal-based professional development.



Data Source: Minnesota Report Card

VOA-MN Charter Schools' Science Proficiency		
SCHOOL NAME	2025*	
Statewide Average	26.2%	
Athlos Academy of St. Cloud	4.3%	
Athlos Leadership Academy	13.4%	
Birch Grove Community School	CTSTR	
Bluffview Montessori School	31.8%	
FIT Academy	16.9%	
Harbor City International School	64.1%	
Heartland Lakes Community School	20.0%	
Kaleidoscope Charter School	21.0%	
KIPP North Star Academy	6.7%	

Lakes International Language Academy	29.3%	
Naytahwaush Community Charter School	15.4%	
New Century School	11.4%	
PACT Charter School	19.6%	
Schoolcraft Learning Community	31.4%	
Southside Family Charter School	13.0%	
Spectrum High School	30.5%	
Twin Lakes STEM Academy	8.3%	
TrekNorth High School	19.7%	
Woodbury Leadership Academy	35.0%	
VOA-MN	22.8%	

Both the chart and the table above illustrate the 2025 science proficiency for the VOA-MN network of charter schools. The orange line indicates the statewide average of 26.2%. Six schools in the VOA-MN network, Bluffview Montessori School, Harbor City International School, Lakes International Language Academy, Schoolcraft Learning Community, Spectrum High School and Woodbury Leadership Academy, met or exceeded the state average on the 2025 science MCA. In addition, five schools in the VOA-MN network, FIT Academy, Heartland Lakes Community School, Kaleidoscope Charter School and PACT Charter School, and TrekNorth High School, scored within ten percentage points of the statewide average. The remaining eight schools either scored below 16.2% on the 2025 science MCA or did not have enough a testing cell large enough to record a score.

* The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way we teach and measure science learning. Results cannot be compared with previous years.

AUTHORIZER INTERVENTION TABLE		
Status	Triggered By	May Result In
LEVEL ONE Notice of Concern	Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.	Letter from VOA to the charter school’s Board of Directors detailing areas of concern. <i>and/or</i> Review and reconsideration of goals and performance targets in the Accountability Plan.

	<p>INCLUDING, BUT NOT LIMITED TO THE FOLLOWING: 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. Repeated failure to submit required documents to the state and authorizer on a time, including financial reporting compliance. Failure to adopt the fiscal year budget by June 30. Failure to submit the school’s financial audit to the state and authorizer by December 31. Failure to meet one or more financial obligations; including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms. Failure to meet school website content requirements.</p>	<p><i>and/or</i> VOA recommendation that the school develop a Performance Improvement Plan.</p>
<p>LEVEL TWO Notice of Deficiency</p>	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means. INCLUDING, BUT NOT LIMITED TO THE FOLLOWING: Failure to meet school annual charter contract academic SMART goals two consecutive school years. Failure to comply with applicable law or significant failure to comply with VOA condition(s) of the charter.</p>	<p>Letter from VOA to charter school’s Board of Directors detailing areas of deficiency. <i>and/or</i> Performance Improvement Plan—containing specific improvement objectives, technical assistance requirements, and schedule for remedial action—negotiated with VOA.</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. Repeated violations of the requirements of the MN Data Practices Act, including the Open Meeting Law. Continued failure to meet one or more financial obligations. Inability to resolve, to the authorizers or MDE's satisfaction, complaints against the school.</p> <p>Significant pattern of declining enrollment or high percentage of faculty turnover.</p> <p>Failure to develop and submit to the authorizer the school's Performance Improvement Plan.</p>	
<p>LEVEL FOUR Charter Review</p>	<p>ONE OR MORE OF THE FOLLOWING:</p> <p>Continued pattern of failure to comply with the terms of the contract, including expectations for academic performance, school legal and reporting compliance and operations, financial management and/or board governance.</p> <p>Failure to successfully address the terms of the School Performance Improvement Plan and resolve probationary status.</p>	<p><i>Recommendation to revoke, not to revoke, or to impose lesser sanctions.</i></p> <p><i>and/or</i></p> <p><i>Decision to commence or not to commence revocation proceedings made by VOA-MN.</i></p>
<p>LEVEL FIVE Charter Revocation</p>	<p>Charter Review results in recommendation to revoke.</p>	<p><i>Written notice from VOA-MN stating reasons for proposed revocation and informing charter</i></p>

		<i>school of right to an informal hearing. Record of informal hearing.^[SEP]Decision to revoke made by VOA-MN.</i>
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Glossary

CTSTR: Count too small to record. The Minnesota department of education determines the minimum number of students that can be recorded in a group for both accountability and privacy reasons.

Graduation Rate: At the beginning of grade nine, each student is placed in a graduation cohort at their school expected to graduate at the end of four school years, and which is tracked for seven years. For example, a student in grade nine in the fall of the 2018-19 school year is expected to graduate from grade 12 by the end of the 2021-22 school year. That same student would be included in the 2024-25 seven-year rate. For each student group, the graduation rate is the number of graduates divided by the total number of graduates, dropouts, continuing students, and unknown students.

Norm-Referenced Tests: Norm-Referenced tests compare a person’s score against the score of a group of people who have already taken the same exam.

Percentage Points: This term defines taking two percentages and finding the difference between the two.

The above information was obtained from the Minnesota Report Card Information Guide.

ACADEMIC AWARDS

2024-2025

Academic Excellence Award

The VOA Academic Excellence Award is based on the North Star Academic Achievement Progress Report as figured by the Minnesota Department of Education. Schools that reached a combined average state-determined minimum achievement level of (increased + maintained) of 58.4% or higher qualify for the award. (In 2025, the combined statewide average (math + reading) was 58.4%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

- Bluff View Montessori School – 65.1%
- Lakes International Language Academy – 62.9%
- Southside Family Charter School – 58.8%
- Spectrum High School – 59.6%
- Woodbury Leadership Academy – 69.6%

The following schools either did not have a testing cell size large enough to generate a score on the North Star Academic Achievement Progress Report or do not enroll students in grades 3-8 and managed to outperform their comparison schools in all reportable subjects. These schools qualify for the Academic Excellence award.

- Birch Grove Community School
- Harbor City International School

2023-2024

Academic Excellence Award

The VOA Academic Excellence Award is based on the North Star Academic Achievement Progress Report as figured by the Minnesota Department of Education. Schools that reached a combined average state-determined minimum achievement level of (increased + maintained) of 58.7% or higher qualify for the award. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

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

The following schools either did not have a testing cell size large enough to generate a score on the North Star Academic Achievement Progress Report or do not enroll students in grades 3-8 and managed to outperform their comparison schools in all reportable subjects. These schools qualify for the Academic Excellence award.

- Birch Grove Community School
- Harbor City International School

2022 – 2023

Academic Excellence Award

The VOA Academic Excellence Award is based on the North Star Academic Achievement Progress Report as figured by the Minnesota Department of Education. Schools that reached a combined average state-determined minimum achievement level of (Increased + Maintained) of 58.2% or higher qualify for the award. (In 2023, the combined statewide average (math + reading) was 58.2%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

- Bluff View Montessori School – 69.3%
- Lakes International Language Academy – 62.8%
- PACT Charter School – 62.1%
- Southside Family Charter School – 58.6%
- Woodbury Leadership Academy – 62.1%

The following schools either did not have a testing cell size large enough to generate a score on the North Star Academic Achievement Progress Report or do not enroll students in grades 3-8 and managed to outperform their comparison schools in all reportable subjects. These schools qualify for the Academic Excellence award.

- Birch Grove Community School
- Harbor City International School

2021 – 2022

Academic Excellence Award

The VOA Academic Excellence Award is based on the North Star Academic Achievement Progress Report as figured by the Minnesota Department of Education. Schools that reached a combined average state-determined minimum achievement level of (Increased + Maintained) of 61.6% or higher qualify for the award. (. (In 2022, the combined statewide average (math + reading) was 61.6%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

- Bluff View Montessori School – 67.9%
- Lakes International School – 68.9%
- PACT Charter School – 70.9%
- Southside Family Charter School – 76.1%
- Spectrum High School – 69.9%
- Woodbury Leadership Academy – 67.2%

2020 - 2021

The VOA academic awards are based on assessment data from the Minnesota Comprehensive Assessments and the North Star Academic Achievement Report. This particular report requires two consecutive years of data. Although MDE has publicly reportable data for 2020 – 2021, due to the Covid-19 pandemic, Minnesota schools were unable to complete standardized testing for the 2019-2020 school year.

2019 – 2020

The VOA academic awards are based on assessment data from the Minnesota Comprehensive Assessments. Due to the Covid-19 pandemic, Minnesota schools were unable to complete standardized testing for the 2019-2020 school year. The Minnesota Department of Education reported that the State will not be summarizing or publicly reporting on 2019-2020 data for Minnesota schools.

2018 - 2019

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing growth z-scores.

The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a growth z-score of 0.10 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than the state average.

- **Harbor City International School**
- Math Growth Z-Score: 0.21
- Reading Growth Z-Score: 0.38

Academic Improvement Award - Math

The VOA Academic Improvement Award is based on growth utilizing growth z-scores.

The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a math growth z-score improvement of 0.15 or greater from 2018 to 2019, in addition to maintaining or improving their reading growth score, qualified for the award.

- **Athlos Academy of St. Cloud**
- Math Growth Z-Score Change: 0.29

- **Kaleidoscope Charter School**

- Math Growth Z-Score Change: 0.47
- **Tesfa International School**
- Math Growth Z-Score Change: 0.63

Academic Improvement Award - Reading

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a reading growth z-score improvement of 0.15 or greater from 2018 to 2019, in addition to maintaining or improving their math growth score, qualified for the award.

- **Athlos Academy of St. Cloud**
- Reading Growth Z-Score Change: 0.41
- **Tesfa International School**
- Reading Growth Z-Score Change: 0.49

2017 - 2018

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a growth z-score of 0.10 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than the state average.

- **Harbor City International School**
- Math Growth Z-Score: 0.32
- Reading Growth Z-Score: 0.31
- **New Century School**
- Math Growth Z-Score: 0.53
- Reading Growth Z-Score: 0.59

Academic Improvement Award - Math

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a math growth z-score improvement of 0.15 or greater from 2017 to 2018, in addition to maintaining or improving their reading growth score, qualified for the award.

- **Athlos Academy of St. Cloud**
- Math Growth Z-Score Change: 0.16
- **Cornerstone Montessori Elementary School**
- Math Growth Z-Score Change: 0.40
- **Naytahwaush Community Charter School**
- Math Growth Z-Score Change: 0.54

- **New Century School**
- Math Growth Z-Score Change: 1.39

Academic Improvement Award - Reading

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a reading growth z-score improvement of 0.15 or greater from 2017 to 2018, in addition to maintaining or improving their math growth score, qualified for the award.

- **New Century School**
- Reading Growth Z-Score Change: 0.68

2016 - 2017

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a growth z-score of 0.10 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than state average.

- **Harbor City International School**
- Math Growth Z-Score: 0.22
- Reading Growth Z-Score: 0.19

- **KIPP Northstar Academy**
- Math Growth Z-Score: 0.15
- Reading Growth Z-Score: 0.16

Academic Improvement Award

The VOA Academic Improvement Award is based on growth utilizing growth z-scores. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that had a math and reading growth z-score improvement of 0.15 or greater from 2016 to 2017 to qualify for the award.

- **Kaleidoscope Charter Secondary School**
- Math Growth Z-Score Change: 0.89
- Reading Growth Z-Score Change: 0.26

- **Green Isle Community School**
- Math Growth Z-Score Change: 0.22
- Reading Growth Z-Score Change: 0.36

- **Southside Family Charter School**
- Math Growth Z-Score Change: 0.27
- Reading Growth Z-Score Change: 0.93

2015-2016

Academic Excellence Award

The VOA Academic Excellence Award is based on growth utilizing MMR, FR, and growth z-scores. The MMR/FR data is found in the Minnesota Report Card under School Performance. The growth z-score data is found in the Multiple Measurements District Download, as figured by the Minnesota Department of Education. Schools that achieved 75% and above in MMR and/or FR as well as having a growth z-score of 0.1000 and above in both math and reading qualify for the award. Schools that are achieving z-scores above 0 show students are growing faster than state average.

- **Harbor City International School**
- MMR: 82.17%
- FR: 92.71%
- Math Growth Z-Score: 0.1808
- Reading Growth Z-Score: 0.4460

Academic Improvement Award

The VOA Academic Improvement Award is determined by reaching three of four components. MMR growth of 20 or more percentage points from 2015 to 2016, FR growth of 20 or more percentage points from 2015 to 2016, a math and reading growth z-score improvement of 0.1500 or greater from 2015 to 2016, and/or a math and reading growth z-score of 0.2000 or better in 2016.

- **Athlos Leadership Academy**
- MMR Change: 20.51 percentage points
- Math Growth Z-Score Change: 0.2047
- Reading Growth Z-Score Change: 0.3540

- **Cornerstone Montessori Elementary School**
- MMR Change: 30.86 percentage points
- Math Growth Z-Score Change: 0.2846
- Reading Growth Z-Score Change: 0.6142

- **Kaleidoscope Charter Secondary School**
- MMR Change: 23.03 percentage points
- Math Growth Z-Score Change: 0.2371
- Reading Growth Z-Score Change: 0.2848

- **KIPP Northstar Academy**
- MMR Change: 44.66 percentage points
- FR Change: 29.93 percentage points
- Math Growth Z-Score Change: 0.7741
- Reading Growth Z-Score Change: 0.4385

PERFORMANCE REPORT

AUTHORIZING PROGRAM GOAL

Quality School Performance: VOA-MN creates and maintains systems of charter school performance review that support analysis, reflection and planning, and implementation of continuous improvement measures for the charter schools we authorize.

PLAN FOR MEASURING/MONITORING PROGRESS MEETING GOAL

The VOA-MN Charter School Authorizing Program team evaluates the extent to which we are meeting this goal annually and include analysis in the Annual Network Performance Reports (School Academic Program, School Board Governance, School Finance). The goal will be met if each school achieves at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and has met the majority of standards in each performance area (Academic, Financial, Organizational Performance).

SCHOOL NAME	NUMBER of VOA-MN STANDARD POINTS EARNED
Athlos Leadership Academy	8/12
Birch Grove Community School	8/8
Bluffview Montessori School	11/12
Harbor City International School	11/12
Heartland Lakes Community School	7/10
Kaleidoscope Charter School	6/12
KIPP: North Star Academy	7/12
Lakes International Language Academy	10/12
Naytahwaush Community Charter School	8/12
New Century School	8/12
PACT Charter School	8/12
Schoolcraft Learning Community	10/12
Southside Family Charter School	10/12
Spectrum High School	9/12
Twin Lakes STEM Academy	9/12
TrekNorth High School	9/12
Woodbury Leadership Academy	10/12
Did each school meet the majority of 6 standards?	NO
Did each school achieve at least a “Satisfactory” rating in academics? (<i>at least 70% of points possible</i>)	NO
Did 80% of schools meet VOA-MN academic performance standard #1? - <i>Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the</i>	NO

<i>statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students.</i>	
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ANALYSIS: Seven schools, Athlos Leadership Academy, Kaleidoscope Charter School, Kipp: North Star Academy, Naytahwaush Community Charter School, New Century School and PACT Charter School and Spectrum High School, did not meet the majority of academic standards. In order to meet the majority of the Academic Standards schools needed to meet at least 4 standards. This is an increase from 2023-2024 when two schools did not meet the majority of the standards.

Five schools, Athlos Leadership Academy, Kaleidoscope Charter School, Naytahwaush Community Charter School, New Century School and PACT Charter School, did not achieve at least a satisfactory rating, 70% of possible points, in academics.

Six schools, Heartland Lakes Community Charter School, Kaleidoscope Charter School, Kipp: North Star Academy, PACT Charter School and Spectrum High School, did not meet VOA-MN academic performance standard #1.