



KIPP NORTH STAR ACADEMY

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2026 for FY25

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: December 6, 2021 (Legacy); December 8, 2021 (North Star); May 24, 2022 (North Star)

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: December 7, 2022 (Legacy); December 13, 2022 (North Star); May 17, 2023 (Legacy Campus)

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 17, 2023; May 16, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: November 7, 2024; April 7, 2025

2025-2026 VOA-MN SCHOOL SITE VISIT DATES: November 4, 2025; March 19, 2026

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: January 26, 2022; April 27, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 24, 2022; April 26, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 27, 2023; April 24, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATE: September 25, 2024; May 28, 2025

Volunteers of America of Minnesota Accountability Plan

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

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

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

Intervention and Corrective Action

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

Closure Plan

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

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

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

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

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

SECTION ONE

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

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

The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The report serves as a single annual source of academic program and performance

information for all of our VOA-MN operational charter schools. The report contains an analysis of annual and cumulative academic program, performance, and professional development data for each school.

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose during the contract term.

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

SCHOOL STATUTORY PURPOSES:

- ❑ **PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.
PERFORMANCE STANDARDS / EXPECTATIONS: VOA-MN Academic Performance Standards 1-3.
MEASURE: MCA exams and locally determined supplemental data based on nationally normed assessments.
REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

- ❑ **STATUTORY PURPOSE II (MS 124E.01):** Increase quality learning opportunities for all students.
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 5. Locally determined, board approved annually.
MEASURE: Locally determined, board approved annually.
REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

- ❑ **ADDITIONAL PURPOSE (M.S. 120B.11):** The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes § 120B.11 (Comprehensive Achievement and Civic Readiness), applicable to K-8 school students. Specifically: all children are ready for school; all racial and economic achievement gaps between students are closed.
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. Locally determined, board approved annually.
MEASURE / GOALS: locally determined, board approved annually for each of the outcomes.
REPORTING: Element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

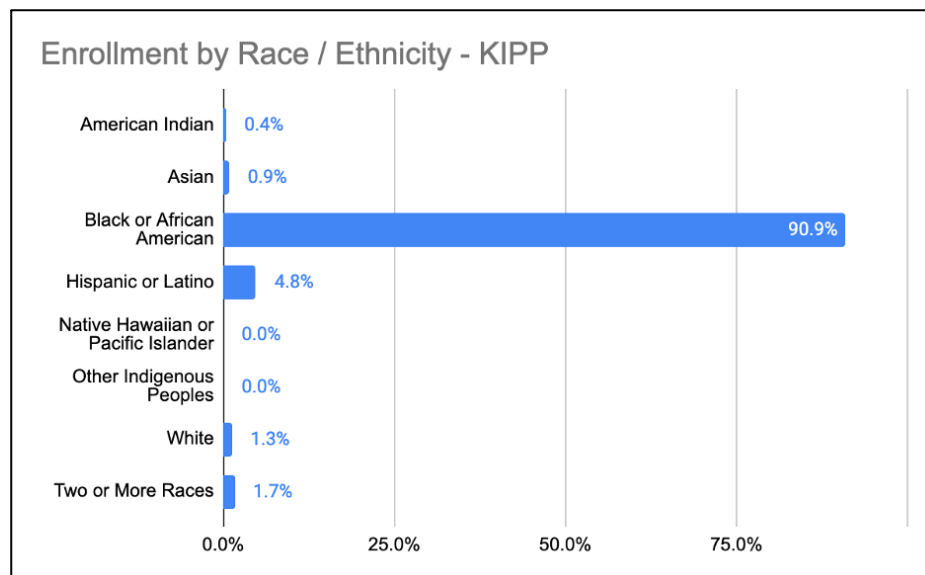


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

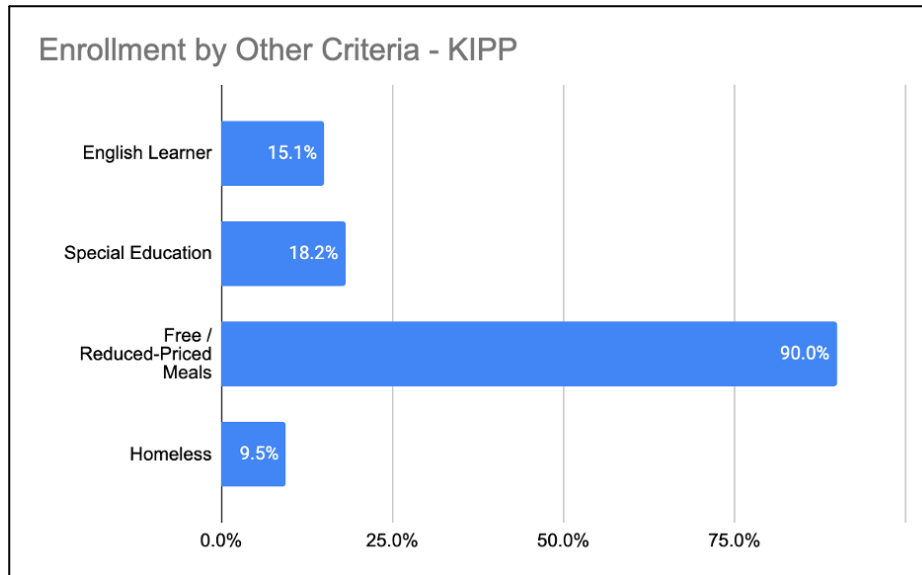


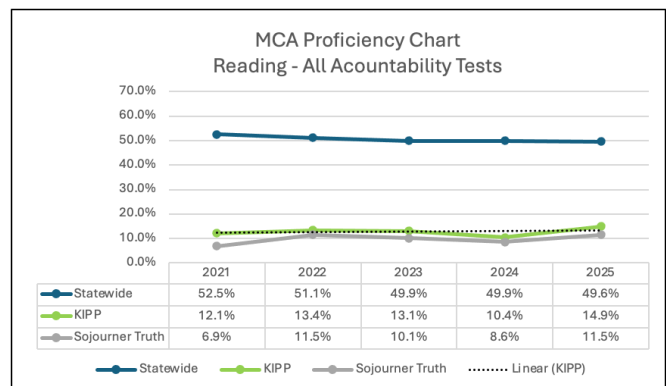
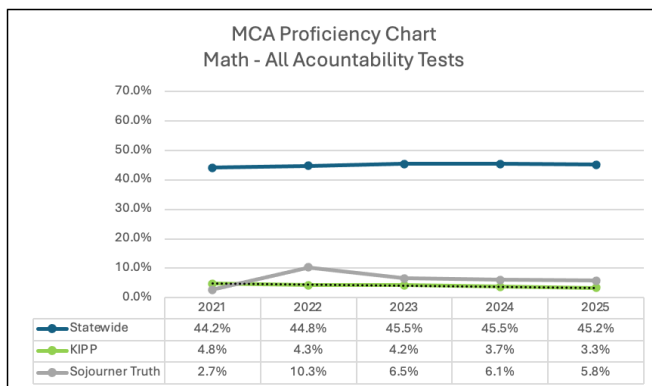
Figure 2– Enrollment by Other Criteria

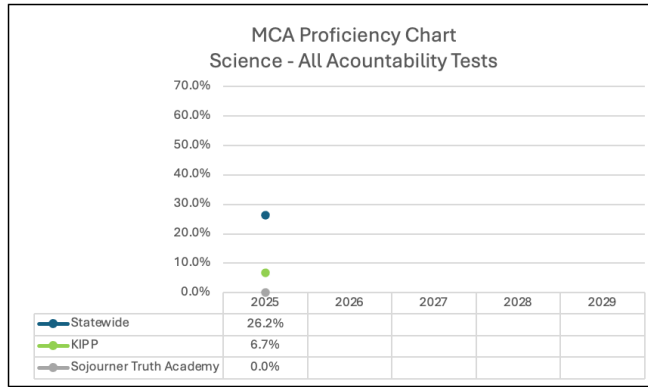
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. 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.



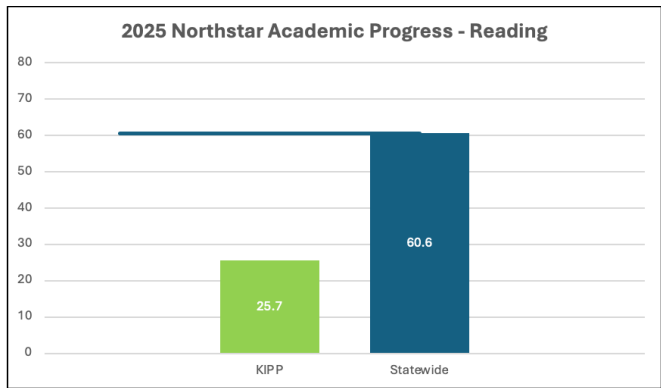


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

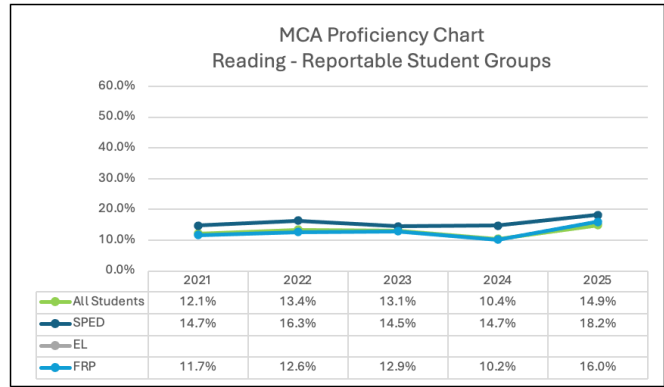
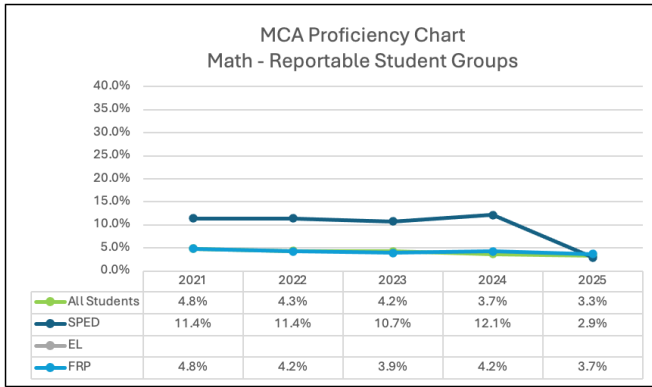


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose 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 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 the learning, achievement, and success of all students.

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 / CACR Summary 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.

SECTION TWO**FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?**

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

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

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

Financial Standard 1 - The School maintains a balanced budget (not including a board-approved General Fund balance spend down).

X	2: Meets - Surplus position
	1: Partially Meets - N/A
	0: Does Not Meet - Deficit position

Data Source: Original and revised budgets, annual financial audit report, monthly income statements.

Analysis: The school board approved the original FY 2025 budget based on 286 ADM in June 2024 projecting a surplus of \$40,270. The board revised the budget in October 2024 reflecting a decrease in enrollment to 232 ADM and an ending surplus of \$59,143.

The school ended FY 2025 with a surplus of \$145,147 based on 229 ADM. The decrease in student enrollment/ADM over the past five years is of great concern:

- FY 2021 - 657 ADM
- FY 2022 - 563 ADM
- FY 2023 - 379 ADM
- FY 2024 - 263 ADM
- FY 2025 - 229 ADM

The school has received extensive support from the KIPP Foundation and other donors prior to FY 2025 and has been able to maintain a balanced budget due to this funding despite the sharp decrease in enrollment. KIPP has been addressing this concern over the past few years and is encouraged to continue all efforts to attract additional students to the school to stabilize financial health without being dependent on donors.

Financial Standard 2 - The school is compliant with state and federal financial reporting deadlines and laws (including the proper use of public funds) and the submission of financial items on the VOA-MN Annual Submissions Calendar, excluding the financial audit covered in Standard Three.

X	2: Meets - 2 = Never missed
	1: Partially Meets – Missed one time
	0: Does Not Meet - Missed > 1 time

Data Source: Preliminary UFARS data, ADM report, final UFARS data.

Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2025.

Financial Standard 3 - The School's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.

X	2: Meets - Submitted
	1: Partially Meets – N/A
	0: Does Not Meet - Not submitted

Data Source: Email and attached MDE documentation from the School confirming the submission of the audit report.

Analysis: The school submitted its financial audit to the MDE by December 31, 2025.

Financial Standard 4 - Schools are expected to have audits that are free of all findings. (If the school receives a legal compliance finding for late payment of bills that is also uncovered in the financial analyst's review of the check registers, it will be rated in Standard Four and noted in Standard Five.)

X	2: Meets – No findings
	1: Partially Meets - 1 or more “significant deficiency” finding(s)
	0: Does Not Meet - 1 or more “material weakness” or legal compliance finding(s)

Data Source: The School's financial audit report.

Analysis: The school's FY 2025 financial audit contained no findings, which is stated on page 91 of the audit.

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

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

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

Analysis: The VOA-MN financial analyst did not discover any delinquent or late payment to vendors of the school through June 2025.

Financial Standard 6 - The school provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Monthly financials include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. (The school is responsible for including a description for each item on the check register and an explanation for any check sequence gaps.)

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

Data Source: Board packets.

Analysis: The school has consistently provided required monthly financial reports to VOA-MN and the board in FY 2025.

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

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

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

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

FOUR YEAR FUND BALANCE HISTORY				
	FY 2022	FY 2023	FY 2024	FY 2025
Fund Balance Amount	\$3,976,789	\$4,339,749	\$4,914,937	\$5,060,084
Fund Balance Percent	34.37%	44.66%	58.18%	69.07%

The school ended FY25 with a 69% General Fund balance and has met the school board’s General Fund balance policy and the VOA-MN standard of 20%.

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

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

Data Source: Board meeting agendas and minutes.

Analysis: The school has a finance committee that met ten times in FY25 and has been using it appropriately.

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

X	2: Meets - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
	1: Partially Meets – N/A
	0: Does Not Meet - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.

Data Source: Query school board members, board meeting agendas and minutes.
Analysis: All finance committee members attended training on 12/24/25 which was facilitated by Kelly Rimpila, the outsourced controller from Creative Planning. Members present were: Kristine Struaman, Kojo Amoo-Gottfried, David Milton, Prince Jibunor. Description of the training: Basics of School Finance - Funds, Sources of Revenue, Budgeting, Interpreting Financials, and Board Oversight.

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

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

PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

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

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

Data Source: School Annual Report, School Website, Bylaws

Analysis: The school met this standard. The Board structure meets bylaws and state statute.

Governance Standard 2 - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.

X **2: Meets** - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

1: Partially Meets - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

0: Does Not Meet - The board does not implement a plan to ensure board members have the necessary knowledge.

Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that new board members received orientation. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30.

Analysis: The school met this standard. The KIPP Board Chair confirmed that the organization had an established board development plan for FY25, as evidenced by the Board's prior adoption of a structured training plan outlined in the Annual Report (page 13).

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

X **2: Meets** - The board adheres to a thorough process for the orientation of new board members.

1: Partially Meets - The board has a process for the orientation of new board members, but it is not consistently followed.

0: Does Not Meet - The board does not have a membership orientation process for new board members.

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

Analysis: The school met this standard. The Board adheres to a thorough process for the orientation of new board members.

Governance Standard 4 - The board of directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.	
X	2: Meets - All board members comply with Minnesota law regarding board training requirements.
	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.
Data Source: Annual Report, School Website, Board Minutes and Documents	
Analysis: The school met this standard. The school provided evidence that all ongoing and new board members received required training in the school's Annual Report.	

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board competes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet – The board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee Minutes	
Analysis: The school met this standard. The Board completed a formal self-evaluation as reported on page 12 of the Annual Report.	

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

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

Governance Standard 8 - The Board of Directors adheres to board member election requirements set forth by state statute.	
X	2: Meets - All requirements were met.
	1: Partially Meets – N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
Analysis: The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was held more than 30 days after the election was announced and occurred on a day when the school was in session.	
<ol style="list-style-type: none"> 1. Election Date: May 28, 2025 2. Date of Election Announcement: April 25, 2025 3. Was the election held on a day school was in session? Yes 	

Governance Standard 9 - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.	
X	2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description.
	1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description.
	0: Does Not Meet - The board did not complete an annual evaluation of the school leader.
Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation	
Analysis: The school met this standard. The Board conducted an evaluation of the school leader and published the results in the Annual Report.	

Governance Standard 10 - The board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2).	
X	2: Meets - A professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.
	1: Partially Meets – N/A
	0: Does Not Meet - A professional development plan for the non-licensed individual(s) was not documented in the school's annual report.
Data Source: Annual Report, Board Minutes, Board Chair Communication.	
Analysis: The school met this standard. Shana Ford is not a licensed administrator. The Board had a board-approved professional development plan for the School Director and documented it in the Annual Report.	

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.	
X	2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
Data Source: Board Meeting Minutes, Interview	
Analysis: The school met this standard. Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies, such as ensuring the school follows its enrollment policy, wellness policy, electronic device policy, and key board-level governance policies (Policies 4.1.1, 4.5.1, and 5.4.1) that guide oversight of school operations.	

Governance Standard 12 - The board of directors provides ongoing oversight of school academic performance.	
X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
Data Source: Board Meeting Minutes	
Analysis: The school met this standard. The meeting minutes reference academic performance in 7/7 regular board meeting minutes. These months include: September, October, January, March, April, May, and June	
Topics include:	
<ul style="list-style-type: none"> • NWEA, DIBELS • Curriculum implementation • Weekly coaching cycles • Pre-service professional development • End of unit math assessments • Data Driven Classrooms • 5 week progress monitoring • Intervention supports • MCA Data 	

Governance Standard 13 - The school maintains a high level of parent, teacher and student satisfaction rates based on school-conducted surveys and student/faculty retention rates.	
	2: Meets - All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	1: Partially Meets - Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
X	0: Does Not Meet - Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
Data Source: School Annual Report, Board Minutes, School Data, Interview	
Analysis: The school did not meet this standard. The school did not met all three criteria.	
<ol style="list-style-type: none"> 1. Staff retention rate was 52%. 2. Student retention rate was 64.59%. 3. Parent survey satisfaction rate was 44%. 	

Governance Standard 14: Board documents are distributed to all board members and VOA-MN at least 3 days prior to a board meeting.	
X	2: Meets - Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.
	1: Partially Meets - Board documents were not distributed to all Board members and VOA-MN one or two times.
	0: Does Not Meet - Board documents were not distributed to all Board and VOA-MN members three or more times.
Data Source: Monthly Board Minute Review Logs, Board Chair Statement	
Analysis: The school met this standard. VOA-MN records show Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.	

Governance Standard 15 - The board of directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website.	
X	2: Meets - A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.
	1: Partially Meets - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.
	0: Does Not Meet - Information is incomplete in the binder or on the school's website.
Data Source: School Website, Board Documents Binder	
Analysis: The school met this standard. Board documents are organized and stored in the school's office. A review of the school's website demonstrated that the statutory requirements for posting board-related information was present.	

Governance Standard 16 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan but policies were not regularly reviewed.
	0: Does Not Meet - The board did not have a calendar/plan for policy review and/or reviewed just a few policies during the year.
Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview	
Analysis: The school met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings. Policies have been reviewed at the following meetings: January, March, April, May and June. Some of the policies reviewed include: <ul style="list-style-type: none"> • Wellness Policy • Policy 4.1.1 • Policy 4.5.1 • Policy 5.4.1 • Electronic Device Policy • Enrollment Policy • Wellness Policy 	

SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

M/O Standard 1 - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.	
X	2: Meets - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.
	1: Partially Meets - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.

	0: Does Not Meet - Mission and vision are not used to guide school’s decision-making.
Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis: SCHOOL MISSION: Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world. SCHOOL VISION: Every child grows up to create the future they want for themselves and their communities. DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION: KIPP board strategies contain the central focus for the school, and the school continues to refine KIPP MN’s mission and vision. The vision of college readiness and character strengths lives out in rigorous academic preparation, visible college knowledge, teacher messaging, and more. Academic goals are set with the ONE KIPP initiative, leveraging the power of the national network. The school is aligned on research-based curriculum and assessments. The focus is on student performance centered on attendance and student culture-supporting initiatives.	

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.	
X	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1: Partially Meets - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0: Does Not Meet - The school does not have a plan for service learning. School does not engage in service.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis: BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN: The school has instituted an annual “Service Day” as part of the 2025-2026 school calendar, where all students and staff participate in meaningful service-learning projects aimed at giving back to the community. This year’s project was a comprehensive cleanup of the campus and its surrounding areas, including the playground, creek area, and nearby park. This initiative not only beautifies the environment but fosters a sense of pride and responsibility among students and staff. KIPP MN Annual Service Day is scheduled for May 22, 2026. The day is tied to learning about environmental conservation.	

M/O Standard 3 - The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills).	
X	2: Meets - The school can provide evidence that it complies with health and safety requirements for public schools.
	1: Partially Meets - The school is making progress approaching standard.
	0: Does Not Meet - The school could not provide evidence of compliance with health and safety requirements for public schools.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis: Faculty have received the required back-to-school training on health and safety procedures. <u> X </u> Yes <u> </u> No List of present school year back-to-school health and safety-related professional development training: Tuesday Aug. 12, 2025 <ul style="list-style-type: none"> ● Emergency Procedures training (Fire Procedures, Lockdown Procedures, Tornado Procedures, Reunification, etc.) KNS Emergency Procedures Fire, KNS Emergency Procedures Inclement Weather/Severe Weather; KNS Emergency Procedures Lockdown; and SY26 Preservice PD Calendar; during the second week of training. ● CPR/First Aid training can be found in the SY26 Preservice PD Calendar during the second week of training. ● AED training is available in the SY26 Preservice PD Calendar during the second week of training. ● Health and Safety Training - SY26 Preservice PD Calendar ● Bloodborne Pathogens training - SY26 Vector Training Log ● Mandated Reporter Training - SY26 Preservice PD Calendar ● De-escalation training is available in the SY26 Preservice PD Calendar ● Additionally, the school conducts twice-yearly health and safety training on a particular issue (such as asthma). Naloxone Procedures and Seizure Procedures School provides evidence of incorporating facility design elements, technology, and modifications in classroom practices and policies aligned to ADA requirements. <u> X </u> Yes <u> </u> No.	

The school has an automatic opening door, ADA stalls in bathrooms, appropriate level drinking fountains, ramps into the facility. All classrooms have projectors with microphone enhanced speakers.

School provides evidence that educational opportunities, extracurricular activities, and facilities are open and accessible to all students. Yes No.

The school does not offer sports. Other activities are co-ed.

School complies with MS 121A.035 – Crisis Management Policy. Yes No

Policy: [KIPP MN Crisis Management Plan revised 10.29.25](#); This policy has not been assigned a number.

The school has separate procedure documents for each drill (fire, lockdown, and severe weather).

Number of fire drills completed previous school year 5. (req. five annually) – three School Operations and two with the Fire Dept. on Campus.

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

Number of tornado drills completed previous school year 4. (req. one annually)

Number of bus evacuation drills completed previous school year: 1. (req. one annually) conducted by bus company.

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

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

NOTE: **Drill logs** reviewed by the authorizer representative

Location of emergency drill log: KIPP MN Google Drive

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

Date of most recent facility inspection by fire department: 01.28.2025 (must be a minimum of every three years)

The school maintains a log of all visitors. Yes No

Location of visitor log: Front Office/ Raptor system

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

Responsible employee: School Employee - Latrice Howard

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

Designated responsible employee: Latrice Howard, Healthcare Coordinator

Frequency of school visits: Full-time for the healthcare coordinator

School complies with MS 121A.21 and 121A.22 (1,000 pupils) – Administration of Drugs and Medicine.

Yes No NA

Designated responsible health aid/employee: Latrice Howard (Minnesota certified medical assistant)

School complies with MS 121A.21 – School Health Services (if applicable). Yes No NA

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

KIPP Minnesota does not employ a licensed school nurse (FY 26) because the school currently has no students requiring nursing services or IEP nursing minutes, given the size of the special education population, which consists primarily of students served in federal setting I or II, and no medically fragile students. Should student needs change, KIPP will reassess and adjust staffing to ensure compliance and student safety.

School has a designated 504 Coordinator: Yes No

504 Coordinator Name & Position: Latrice Howard, Healthcare Coordinator

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

Number of enrolled students during the 2025-2026 school year on a 504 plan: 1 (same student)

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

M/O Standard 4 - The School complies with state and federal laws pertaining to data collection, storage, distribution, and privacy. (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA), and Contract Article 8).

X

2: Meets - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following state and federal data practices policies and privacy laws.

	1: Partially Meets - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with state and federal data practices policies and privacy laws.
	0: Does Not Meet - The school does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There has been two or more incidence of noncompliance with federal data practices law and the Minnesota Data Practices Act.
Data Source: annual school site visits, annual submission calendar, document review, discussions with school leadership.	
Analysis:	
School Appointed DPA Responsible Authority (RA): Shana Ford (Nicole) School Appointed DPA Designated Authority (DA): Shana Ford School Data Practices Compliance Official (DPCO): Garey Gill	
APPLICABLE BOARD POLICIES: (Titles and Numbers)	
<ul style="list-style-type: none"> Data Access Policy for Members of the Public Policy #7.4 KIPP MN Privacy Policy 	
Board minutes contain evidence of the board's appointment of RA/DA/DPCO? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No.	
<ul style="list-style-type: none"> October 29, 2025 (vote annually) 	
Authorizer representative verified that the school has a data retention plan: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Date of board approval: 10.29.25 (original March 15, 2017)	
Date of Historical Society Approval: 08.01.2020	
Authorizer representative verified that Student academic records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Location: The school has a room designated for records. Verified by authorizer.	
Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: School Student Records Room	
Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: Nurses office	
School verified that only designated school employees have access to files containing student/employee records. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>sign in sheet for reviewing student files</i>	
Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	
School has a board-approved Data Request Policy / Procedures. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
School policy name(s) and number(s): KIPP MN Data Request Policy for Members #7.	
Authorizer representative verified that the school maintains a detailed register/log of all data requests. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	

M/O Standard 5 - Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.	
X	2: Meets - The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.
	1: Partially Meets - The school is making progress approaching standard.

	0: Does Not Meet - The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.
Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis: KIPP North Star Academy is deeply committed to strengthening connections among its students, families, and the broader community. The school has cultivated partnerships with several impactful organizations, including C.E.O., V3 Sports, Special Olympics Minnesota, and The Camden Collective and Ready Set Smile. These collaborations expand opportunities for students, connecting them with mentors, enrichment programs, and wellness initiatives that support their holistic growth. KNSA students have also enjoyed inspiring visits from the Minnesota Vikings and Minnesota Timberwolves, who emphasized literacy, teamwork, and healthy living. KIPP North Star has remained active in local community events such as Live Your Healthy Lyfe on West Broadway, LatinoLEAD's LiderCon, Delta Vacations University (volunteers – employees and customers), and Open Streets. The school also hosted a schoolwide Academic and Attendance Recognition Celebration, honoring students for their academic growth, consistent attendance, and positive contributions to the school community. Families and caregivers were invited to join in the celebration, creating a joyful and affirming experience that strengthened the bond between school and home. In Spring 2025, the school continued its commitment to family engagement through the African American Parent Involvement Day initiative, which saw a strong turnout and deep family participation in school activities. KNSA also hosted parent-teacher conferences to strengthen communication and collaboration between families and educators, supporting student growth and shared accountability. To support literacy, the KIPP team continues to adhere to the READ Act guidelines, ensuring that foundational reading instruction is aligned with evidence-based best practices and meeting all statutory requirements for literacy development. Through these partnerships, celebrations, and learning opportunities, KIPP North Star Academy continues to build a strong, connected community centered on student success and family empowerment. Evidence suggests that the school maintains and distributes annually a student/ family handbook. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

M/O Standard 6 - Evidence suggests that the schoolteachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.	
X	2: Meets - Evidence suggests that the school has established a uniform system to ensure that the schoolteachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
	1: Partially Meets - The school leadership provided some examples of how he/she provides oversight that schoolteachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
	0: Does Not Meet - The school does not have a system established to ensure that schoolteachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.
Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Most recent curriculum standards alignment review for language arts: July 2025 (Fishtank) Most recent curriculum standards alignment review for math: July 2025 (Illustrative Math) Most recent curriculum standards alignment review for science: July 2025 (Amplify Curriculum alignment) Most recent curriculum standards alignment review for social studies: July 2025	
Snapshot of current year:	
<ul style="list-style-type: none"> ⊘ Language Arts: Most recent review completed in July 2025, in partnership with the KIPP Foundation. ⊘ Math: Most recent review completed in August 2024, in partnership with the KIPP Foundation Math team. ⊘ Science: Most recent review completed in July 2025, with alignment using the Amplify Curriculum. ⊘ Social Studies: Most recent review completed in August 2025. 	
Management requires that lesson plans and student learning targets are aligned to the state standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Description of school requirements as provided by the school: Ongoing management responsibility at KIPP MN. Teachers are expected to utilize pacing guides that are monitored by their designated coach and revisited during a teacher’s cohesive coaching cycle.

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards.
 X Yes ___ No

Description of school plan provided by the school: The KIPP North Star team has outlined a systematic approach to supporting student learning and instructional growth through a structured coaching model. Teachers receive ongoing support through coaching cycles, which include six-week instructional rotations, targeted teacher preparation, and classroom observations. Real-time feedback is provided to guide instructional adjustments and enhance teaching practices. Data is closely monitored using a student performance tracker, allowing the team to identify areas for improvement, measure progress, and adjust strategies to meet student needs effectively. This combination of structured coaching, data-driven monitoring, and continuous feedback ensures that both teachers and students are supported in achieving academic growth.

M/O Standard 7 - The school employs highly qualified, appropriately licensed teachers.	
X	2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	1: Partially Meets - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	0: Does Not Meet - The school has had multiple license infractions.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: The authorizer verifies teacher licenses twice annually for all schools as part of the VOA-MN Submission Calendar. The authorizer also covers this item during the school site visit. Teacher licensure compliance is considered an HR responsibility, but administration also assists with this responsibility.	

M/O Standard 8 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: The teacher evaluation plan submitted to VOA-MN by September 1	
Analysis: KIPP follows the KIPP Framework for Teaching Excellence. Teachers get quarterly formal evaluations by the school principal. Teachers also receive weekly walkthroughs for coaching purposes by coaches (principal, assistant school leaders and instructional coach). Various applicable documents were shared with the authorizer.	

M/O Standard 9 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.	
X	2: Meets - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	1: Partially Meets – N/A
	0: Does Not Meet - The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Background Check Policy: Background Check Policy and Procedure (no assigned number) Frequency of background checks on volunteers: Every three years, if continuously volunteering. Otherwise, prior to volunteering each time they volunteer. Frequency of background checks on employees: Upon hire ad every three years thereafter if continuously employed. Rehires if more than 11 months of employment separation.	

M/O Standard 10 - The school meets / maintains its enrollment goals.	
X	2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals.
	1: Partially Meets – N/A

0: Does Not Meet - The school is not meeting its student enrollment goals.	
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Like the geographic region, the school has been experiencing declining enrollment. KNSA continues to focus on recruiting additional students to fill available classroom space. At the beginning of FY26, the school received an anonymous donation to purchase three new E-vans to help transport students from more distant areas to counter the trend of existing students moving outside of Minneapolis to other nearby suburbs. Though the school is faced with declining enrollment in their region, the authorizer has determined that the school is meeting standard because their budget is balanced on the number of students being served (actually fewer than being served) and has sound efforts in place to recruit additional students. This situation would be a good case for a “partially meets” determination, but one is not available. The school should continue efforts to recruit more students.	
Number of students (head count) served in current year: 207	
Present School Year Student Enrollment / Headcount by Grade:	
K - 11 6 - 32	
1 - 19 7 - 27	
2 - 16 8 - 29	
3 - 32	
4 - 18	
5 - 23	
FY26 budget based on 197 ADM.	
Number of students (head count) served in the 2024-25 school year: 239	
Number of students (head count) served in the 2023-24 school year: 311	

M/O Standard 11 - The school institutes a fair and open student admission process that complies with Minnesota law.	
X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission with 1-2 findings.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.	
Analysis: Authorizer feedback: The application process should be amended to stop after “step two.” The enrollment process would then commence on step three. The enrollment policy was reviewed by VOA-MN in spring 2025 and revised accordingly.	
Admissions Policy Number: KIPP: MN Enrollment Policy 01.22.2025 A policy number has not been assigned.	
Authorizer Verifies that Student Application Form is Compliant: <input checked="" type="checkbox"/> X Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	
ENROLL TODAY — KIPP Minnesota Public Schools	
Authorizer representative verified that the school has Tennessee Warnings for enrollment process. <input checked="" type="checkbox"/> X Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	

M/O Standard 12 - The school’s employment process complies with state and federal law.	
X	2: Meets - The school provides evidence that its employment process complies with state and federal law.
	1: Partially Meets - The school is making progress meeting standard.
	0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: The school has a “claim” pertaining to Human Rights (alleging racial discrimination) at the Department of Human Rights that is being worked through. Otherwise, no concerns have been identified and the school adheres to their established policies and procedures.	
HR Manager: Kelly Sacchetti	

RELEVANT POLICY NUMBERS:

- [Policy 4.1.1](#) Equal Education and Employment Opportunity
- [Policy 4.5.1](#) Prohibition Against Employee Discrimination
- [Policy 5.4.1](#) Prohibition Against Discrimination in Education

Authorizer representative verified that the school has Tennessee Warnings for the employment process. Yes No

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

The [KIPP MN Employee Handbook 2025](#) is updated annually prior to preservice professional development and reviewed at preservice.

M/O Standard 13 - The school has defined job descriptions and defined evaluation process for all personnel.

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

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

Analysis: The authorizer verified that the school has job descriptions and defined evaluation process for all personnel.

KNSA uses a "Team Member Evaluation" form to evaluate all noninstructional faculty.

M/O Standard 14 - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.

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

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

Analysis:

KIPP Minnesota has a problem-solving team to assist in the child find process. The problem-solving team meets once per month to act as a pre-referral body before referrals are made to special education. The problem-solving team consists of (a minimum of) a special education coordinator, a general education teacher stating concern, and the student's homeroom teacher. The concern is discussed and an action plan, including pre-referral interventions, is put in place for that student with planned follow-up. If the concern leads the team to believe that there may be significant needs to be met after implementing pre-referral interventions, the child is referred to Child Study. Pre-referral interventions consist of a minimum of 2 research-based strategies used and documented within the general education classroom. Each intervention is for a minimum of 6 weeks. The CST discusses students who are experiencing significant academic, social, emotional, or behavioral struggles, as well as new requests for Special Education evaluation. Child Study Team meetings are held monthly for KIPP Minnesota. The entire pre-referral process may be expedited if there is an immediate concern for a student's well-being OR if the school is provided with written or verbal documentation from a parent/guardian requesting an evaluation.

Child Study Team Members:

- Katrina Peterson- School Psychologist (lead the study)
- Liz Anderson - Special Education Supervisor (lead the study)
- Additional members include: Isreal Moses (Chief Academic Officer), Hashim Yonis (Principal), Dominique Jefferson (social worker), and a Gen Ed teacher,

Name of special education teachers & license/file number:

- 334229 Heidi Allen
- 1043054 Adel Morey
- 383538 [Susanne Donahoe](#)

Number of special education paraprofessionals: 16 FTE, all paraprofessionals receive required annual training and meet highly qualified requirements. Additionally, paras are provided regular training opportunities provided by the Special Education Supervisor.

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

- Sped Overview - August 6, 2025
- Restrictive Procedures and Mandated Reporting - August 6, 2025
- De-escalation of Classroom Behaviors - October 23, 2025

School retains the students with disabilities that are enrolled:
 Percent of special education students served in 25-26: 21% est.
 Percent of special education students served in 24-25: 19.25%
 Percent of special education students served in 23-24: 17.78%

M/O Standard 15 - The school is not subject to special education investigations by MDE and is not in Corrective Action.

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

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

Analysis:

KIPP Minnesota does not have any pending complaints or litigation related to special education. A review of the Minnesota Department of Education (MDE) website indicates there have been no formal complaints with decisions issued for the school. Additionally, the school is not currently subject to any fiscal or program monitoring by MDE.

ROUTINE SPECIAL EDUCATION AUDITS –

Date of last special education program audit: May 25, 2018

CAP Items:

- ⊗ Facilities: The district is required to develop a CAP that addresses the facility requirements of Minn. R. 3525.1400. The plan must identify how the district will ensure that the OT's office is conducive to learning and meets the students' special physical, sensory and emotional needs, based on the specific therapies, supports and services provided by the OT.
- ⊗ Training: The district is required to develop a Corrective Action Plan (CAP) that addresses the training requirements of Minn. Stat. § 125A.08. The CAP must describe training paraprofessionals will receive in the six topic areas required in statute, as well as the procedures developed and associated timeframes to ensure KIPP Minnesota Charter School (4191-07)'s ongoing compliance when paraprofessionals are hired at the beginning of or during the school year.

Date of last special education financial audit: June 19, 2018

CAP Items:

- ⊗ Time and Effort: The LEA did not provide evidence for the 2016-2017 school year that: • Records were supported by a system of internal controls which provided reasonable assurance that records were accurate, allowable, and properly allocated.
- ⊗ Time and Effort: The LEA did not provide evidence for school year 2016-2017 that: • employees paid entirely with non-federal funds completed documentation of time and effort as required.
- ⊗ Procurement: The LEA provided evidence that it has a written conflict of interest to ensure that employees engaged in the award and administration of contracts using special education funds avoided any conflicts of interest, real or apparent. However, it did not include the disclosure requirement to report to MDE.
- ⊗ Procurement: The LEA did not demonstrate implementation of the process for state fiscal year 2017 as in written or described procedures. The LEA did not demonstrate the following steps as outlined in their procedure: • Sample B: Agenda received was for the incorrect time frame.
- ⊗ Equipment: The LEA provided an inventory of equipment purchased with special education funds but did not include the following required information: • unit acquisition cost.

M/O Standard 16 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

X	2: Meets - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	1: Partially Meets - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.

	0: Does Not Meet - The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
Data Source: Annual site visits, annual submission calendar document review, discussions with school faculty.	
Analysis: Name of director <u>and</u> organization: Tammy Stahl (402134) from EdSource Midwest FY26 meeting date(s): Planned for February 26, 2026 FY25 meeting date(s): February 27, 2025. Held in conjunction with Black History Celebration FY24 meeting date(s): February 22, 2024. Held in conjunction with Black History Celebration.	

M/O Standard 17 - The charter school disseminates information about the school's offerings and enrollment procedures in accordance with Minn. Stat. 124E.17. The school documents its dissemination activities in the school's annual report and in their VOA-MN compliance binder.	
X	2: Meets - The school could provide evidence of compliance with laws and documentation regarding dissemination of information
	1: Partially Meets - The school could partially provide evidence of compliance with laws and documentation regarding dissemination of information.
	0: Does Not Meet - The school could not provide evidence of compliance with laws and documentation regarding dissemination of information.
Data Source: Annual site visits, annual submission calendar document review, discussions with school faculty.	
Analysis: The school disseminates information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups in many ways: <ul style="list-style-type: none"> • Door-to-door canvassing • Tabeing events (Cub Foods, Northside Crawl, Urban League Family Day, Great Minnesota Schools Family Fair, etc.) • Kickstart to Kindergarten: Uprising Kindergarten students and their families are invited to participate in the Kickstart to Kindergarten event at KIPP MN, which took place on Tuesday, July 22, with both morning and afternoon sessions. • School Tour Tuesdays: Every Tuesday, KIPP MN opens its doors to potential students, allowing them to tour the school, meet the Principal, and ask questions about the curriculum, enrollment, and other benefits of KIPP. 	

MISCELLANEOUS CHARTER CONTRACT COMPLIANCE ITEMS			
Provisions not included in M/O Standards but required by law or charter contract thus verified by authorizer annually. These items are not included in the annual and renewal evaluations and ratings.			
ITEM	CONTRACT PROVISION	YES	NO
I	Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).	X	
School Evidence Provided for Authorizer Review:			
2025-2026 School Plan for Standardized Assessments:			
<ul style="list-style-type: none"> • Literacy: <ul style="list-style-type: none"> o FastBridge Assessment (3x/year) o mCLASS Dibbels (3x/year) o Fishtank curriculum check points, mid-module (monthly), and end of module standardized assessment (quarterly) o Exit Tickets (daily) • Math <ul style="list-style-type: none"> o FastBridge Assessment (3x/year) o IReady interim data (ongoing) o Illustrative Math curriculum TAs, EOM standardized assessment (weekly/monthly) o Exit Tickets (daily) • Science/Social Studies <ul style="list-style-type: none"> o Amplify Science Assessments o Standards-based interim assessments (weekly/monthly) o Exit Tickets (daily) 			
Authorizer representative was able to verify that the testing calendar is on website per state statute <u> X </u> Yes <u> </u> No			
SCHOOL WEBSITE URL CODE FOR CALENDAR: KIPP MN Assessment Calendar 2025-26			

<p>Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration ___X___ Yes _____ No Employee - Emily Zaffiro</p>			
II	<p>Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract – Types and Amounts of Insurance. The School provided the Authorizer with certificates of insurance at least annually (contract Article 6).</p>	X	
<p>Insurance Policy Renewal Date: September 26, 2025</p>			
III	<p>Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).</p>	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>Grades Served Present School Year: K-8 Grades Served Past School Year: K-8 State Approved Grades: K-12 Number of Approved School Sites/Buildings: 2 Number of School Sites/Buildings Operated: 1 Evidence Provide by the School for Authorizer Review: walk through of the facility.</p>			
IV	<p>Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).</p>	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: 4.5.1 Policy KIPP MN 2026 Assurance of Compliance</p>			
V	<p>The school’s VOA-MN Compliance Binder is complete (contract Addendum B). <i>NOTE: The school should obtain a copy of their Renewal Notice from the MN Office of the Attorney General.</i></p>	KIPP MN 2025-2026 Compliance Binder	KIPP Compliance Binder
VI	<p>Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).</p>	X	
<p>Explanation: Also covered in M/O Standard 12.</p>			
VII	<p>Evidence suggests that the school complies with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education (contract Article 8).</p>	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: Policy 4.1.1 Equal Education Policy 4.5.1 Against Unfair Discriminatory Practices in Employment & Grievance Process Equal Opportunity statement on student application form and employment forms.</p> <p>School Designated Human Resources Person: Deonna Perez-Evans EEO Grievance Designee: Deonna Perez-Evans School District Human Rights Officer: Deonna Perez-Evans</p>			
VIII	<p>Evidence suggests that faculty performance observations and evaluations are conducted according to established policy/manual and consistent with state law, including director evaluation (contract Article 6 and Addendum A).</p>	X	
<p>School Evidence Provided for Authorizer Review: School leadership staff are responsible for overseeing</p>			

the faculty observation process. Employees have a year-end evaluation. Teachers have quarterly evaluations. Teammate Evaluation See also M/O Standard 13.			
IX	A review of extra-curricular activities verifies school compliance with Minn. Stat. 121A.04, equal opportunities for members of both sexes to participate in athletics (contract Article 8).	X	
School Evidence Provided for Authorizer Review: The school does not offer sports. Other activities are co-ed.			
X	Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)	X	
School Evidence Provided for Authorizer Review: The school has a defined policy 5.4.5 “Pupil Fair Dismissal Process” that was shared with the authorizer.			

XI. School Website Content Requirements <i>(School will walk through website with a during visit to verify compliance)</i>	URL		
Provisions not included in M/O Standards but required by law or charter contract, thus verified by authorizer annually.			
a.	Current Annual Report (required components in MS 124E.16, Subd 2)	https://www.kippminnesota.org/charter-school-annual-report	
b.	Comprehensive Achievement and Civic Readiness Report (MS 120B.11)	https://static1.squarespace.com/static/54878f63e4b0a541b2f461f5/t/690a6be75a4e1639d92a8ea1/1762290663754/2023-24+Combined+WBWF+AI+Summary+Report+Template.pdf (Families>Quick Links)	
c.	Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	https://www.kippminnesota.org/policies	
d.	Directory information for board <u>and</u> committee members (name, phone, email, affiliation)	https://www.kippminnesota.org/board-of-directors	

	(MS 124E.07, Subd 8)	
e.	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	https://www.kippminnesota.org/board-minutes
f.	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	Literacy Plan Including ELL
g.	Collaborative Agreements (if they exist) (MS 124E.08)	N/A
h.	Wellness Policy / Plan (if applicable) (MS 121A.215)	https://static1.squarespace.com/static/54878f63e4b0a541b2f461f5/t/67f3319066ff6641da50fd5c/1743991185485/KIPP+MN+Wellness+Policy.pdf (Under Policies)
i.	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	https://www.kippminnesota.org/enrollment-information
j.	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	https://static1.squarespace.com/static/54878f63e4b0a541b2f461f5/t/68acc4e5310efd0c1d0d3be7/1756153069003/KIPP+MN+Assessment+Calendar+2025-26+.pdf (Families>Quick Links)
k.	School Bullying Policy (MS	https://static1.squarespace.com/static/54878f63e4b0a541b2f461f5/t/67f3309463c035294ce1cbda/1743990933404/Policy+5.4.2+Bullying+Prevention+Policy.pdf (Families>Quick Link)

	121A.031) Policy 514	
l	Policy for group health (if applicable) (MS 124E.12, Subd 5)	https://static1.squarespace.com/static/54878f63e4b0a541b2f461f5/t/67f331e0502ec662189aed87/1743991264389/KIPP+MN+Group+Health+Policy.pdf (Under Policies)
m	Early admission policy (if applicable for admission of kindergarteners and/or first grade students at an earlier age than the age(s) required by statute) (MS 124E.11, Subd. (d))	https://www.kippminnesota.org/enrollment-information
n	PSEO Dissemination of Information (124D.09, Subd 7)	N/A
o	Name, mailing address, bylaws, minutes of board meetings, names of the current board of directors of the affiliated nonprofit building corporation (if exists) (MS 124E.13)	Board of Directors — KIPP Minnesota Public Schools
p	A link to information on how to obtain an application	ENROLL TODAY — KIPP Minnesota Public Schools

	n and application assistance for Minnesota health care programs (MS 256.962. subd. 6)	
q .	School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.094 2, subd. 1)	https://static1.squarespace.com/static/54878f63e4b0a541b2f461f5/t/687fc7d1dd866f795601b470/1753204691338/SY26+KIPP+Restrictive+Procedures+Policy.pdf (Under KIPP North Star>Student Support)

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

CONTRACT RENEWAL CALCULATION

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

2024 - 2025 SCHOOL YEAR PERFORMANCE (FY25)						
	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
Academic	4	3	0	7/12	.50	29%
Finance	20	0	0	20/20	.20	20%
Governance	30	0	0	30/32	.15	14%

Mgmt/Operations	34	0	0	34/34	.15	15%
Grand Total					1.00	78%

CONTRACT RENEWAL CALCULATIONS						
CHARTER CONTRACT TERM: July 1, 2022 – June 30, 2027						
		YR 1 Rating FY23	YR 2 Rating FY24	YR 3 Rating FY25	YR 4 Rating FY26	Average Rating
ACADEMIC (50%)		29%	32%	29%		30%
FINANCE (20%)		20%	20%	20%		20%
ORGANIZATION (30%)						
	BOARD GOVERNANCE (15%)	13%	15%	14%		14%
	MANAGEMENT OPERATIONS (15%)	12%	13%	15%		13%
	TOTAL	74%	80%	78%		77%
CUMULATIVE AVERAGE 77%						

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