



## ***KIPP NORTH STAR ACADEMY***

### **ANNUAL SCORECARD REPORT**

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

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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 DATE:** November 7, 2024

**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

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

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

15% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

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

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

#### **Contract Renewal Eligibility**

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

(80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

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

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

### **Intervention and Corrective Action**

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

### **Closure Plan**

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

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

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

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

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

## **SECTION ONE**

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

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

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

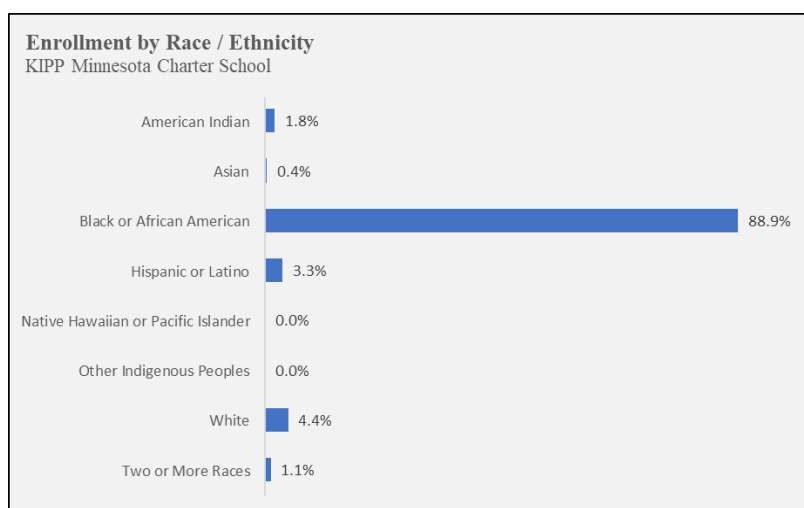
Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to

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

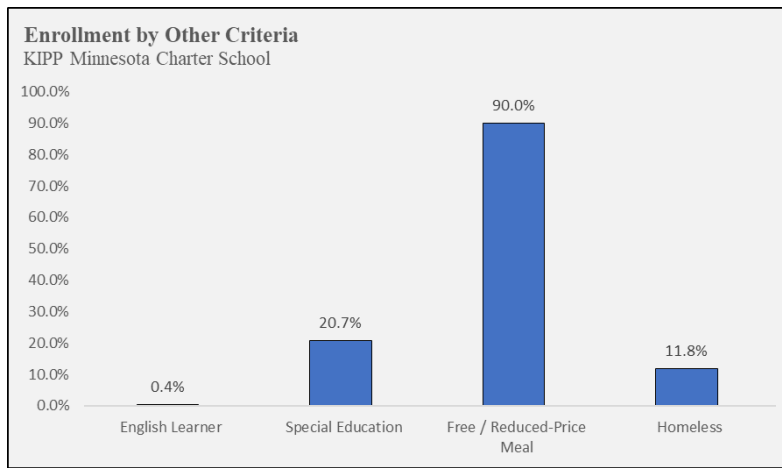
The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school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

## SCHOOL STATUTORY PURPOSES:

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



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



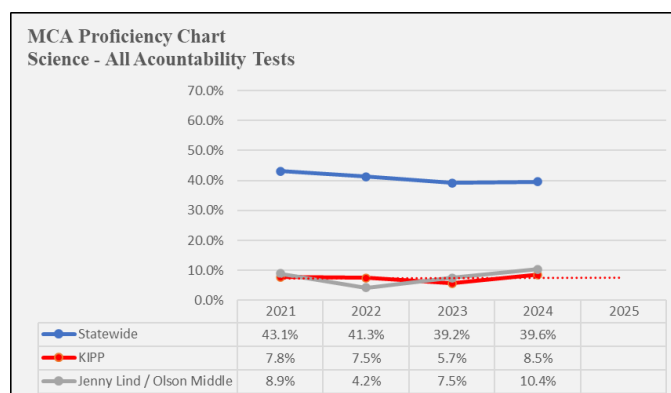
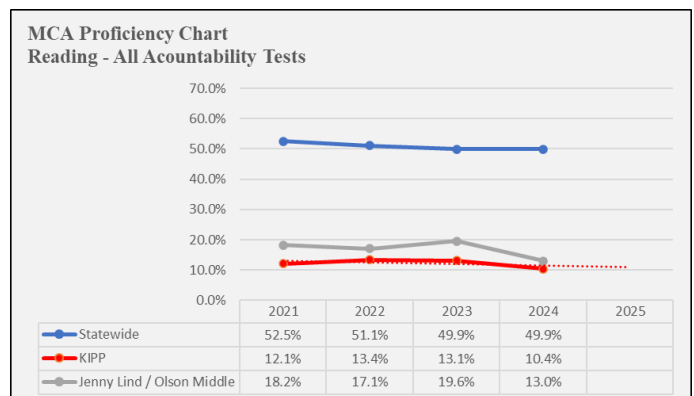
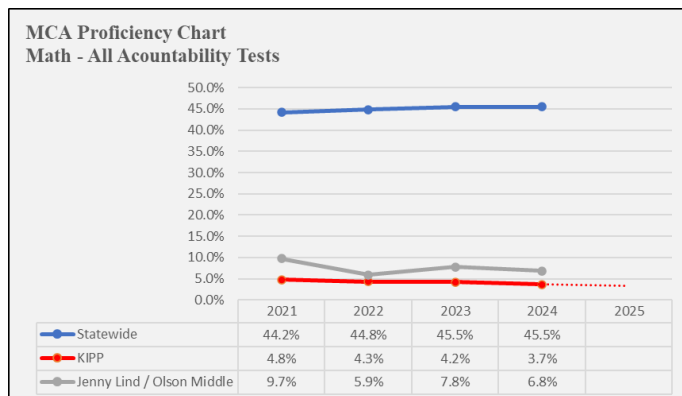
**Figure 2 - Enrollment by Other Criteria**

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

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

**Data Source:** Minnesota Department of Education

**Analysis:** A score of does not meet was awarded because KNSA is currently performing below the proficiency rate of the combined comparison school, Jenny Lind Elementary and Olson Middle School, in math, reading and science.



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

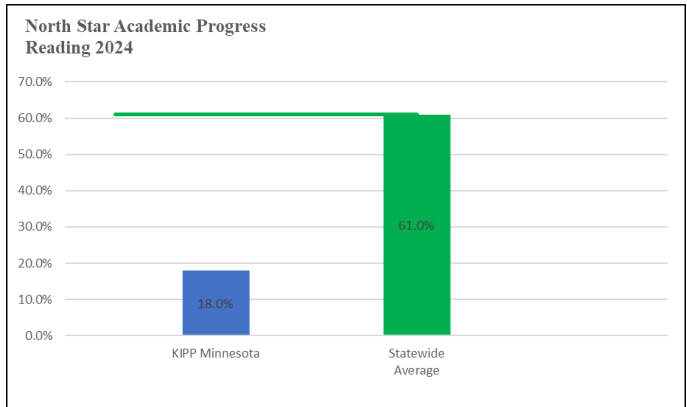
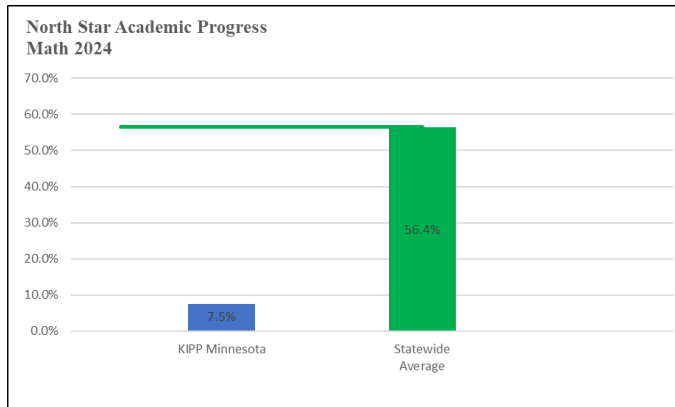
**2: Meets** - School's achievement level of "improved and maintained" is 58.7% or higher.

**1: Partially Meets** - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.

**X 0: Does Not Meet** - School's achievement level of "improved and maintained" is below 43.7%.

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

**Analysis:** The school's academic achievement level (improved + maintained) was 7.5% for math and 18.0% for reading. A score of does not meet was awarded because the school's combined score was 12.8%.



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

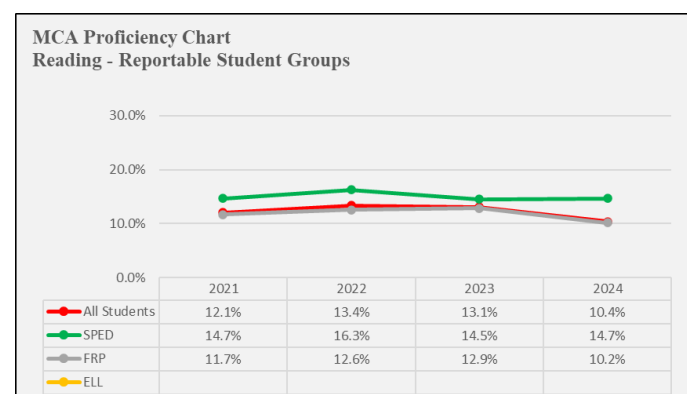
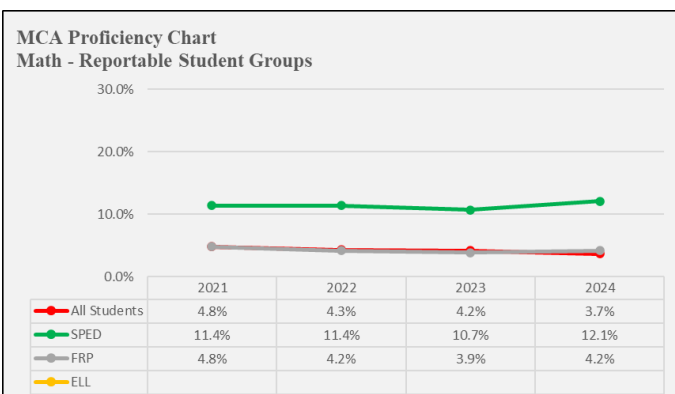
**2: Meets** - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.

**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 Special Education group and the “all students” group in both math and reading are currently positive. A score of partially meets was awarded because although the gap between the Free and Reduced population and the “all students” group in reading remained unchanged from 2023 to 2024, it was not reduced.



<b>Academic Performance Standard 4</b> - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
<b>X</b>	<b>2: Meets</b> - Meets all criteria and is adhered to.
	<b>1: Partially Meets</b> - Meets some of the criteria, but no evidence that process is followed.
	<b>0: Does Not Meet</b> - School has not adopted a teacher evaluation process.
<b>Data Source:</b> School Annual Report	
<b>Analysis:</b> KNSA has implemented a formal teacher evaluation process that uses several rubrics and development tools provided by the KIPP foundation in support of its development and evaluation plans. All teachers set performance goals that are linked to school wide assessment goals. Teachers are also required to set individual development goals that serve as a road map to how they can continually improve on a daily, monthly and yearly basis. Additionally, teachers are evaluated using three sources of data: student achievement data, formal observations (once per semester), and informal observations (twice a month).	

<b>Academic Performance Standard 5</b> - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
<b>X</b>	<b>2: Meets</b> - The school has adopted and followed a school-wide, data-driven professional development plan.
	<b>1: Partially Meets</b> - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	<b>0: Does Not Meet</b> - The school has not adopted a school-wide professional development plan.
<b>Data Source:</b> School Annual Report	
<b>Analysis:</b> KNSA has implemented a school-wide professional development plan that is a combination of coaching on the job and explicit professional development. The school's professional development for the 2023-2024 school year centered on student achievement and instructional data cycles. Teachers had two full weeks of professional development prior to the start of the school year as well as weekly professional development sessions throughout the school year. Sessions focused on assessment analysis, targeted training and curriculum implementation.	

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

<b>Academic Performance Standard 7</b> - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
<b>X</b>	<b>2: Meets</b> - The school has a plan and is meeting their WBWF goals.
	<b>1: Partially Meets</b> - The school has a plan for meeting their WBWF goals and measuring progress.
	<b>0: Does Not Meet</b> - The school does not have a plan for meeting their WBWF goals and measuring progress.
<b>Data Source:</b> School Annual Report	
<b>Analysis:</b>	
<b>Goal #1 All Students Ready for School</b>	
The percentage of students on or above grade level in reading in the 2030 cohort of students will improve by 10% as measured by the mCLASS DIBBELS assessment	



**Result: On Track (Multi Year Goal)**

The school has seen significant progress in pockets towards this goal. The school has continued to mCLASS Dibbels in order to have more comprehensive information and has invested heavily in Early Literacy programming.

**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.**

<b>X</b>	<b>2: Meets</b> - Surplus position
	<b>1: Partially Meets</b> - NA
	<b>0: Does Not Meet</b> - Deficit position

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

**Analysis:** The school board approved the original FY 2024 budget based on 398 ADMS in June 2023 projecting a surplus of \$4,707. The board revised the budget in March 2024 reflecting a decrease in enrollment to 255 ADMs and an ending surplus of \$137,330.

The school ended FY 2024 with a surplus of \$575,188 based on 263 ADM. The decrease in student enrollment/ADM over the past three years is of great concern:

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

The school has received extensive support from the KIPP Foundation and other donors for prior years and FY 2024 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.

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

**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 2024.

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

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

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

**Analysis:** The school submitted its financial audit to the MDE by December 31, 2024.

**Financial Standard 4** - Schools are expected to have audits that are free of all findings.

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

**Data Source:** The School’s financial audit report.

**Analysis:** The school’s FY 2024 financial audit contained no findings.

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

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

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

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

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

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

**Data Source:** Board packets.

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

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



<b>X</b>	<b>2: Meets</b> - 20% or >			
	<b>1: Partially Meets</b> -15-20%			
	<b>0: Does Not Meet</b> - < 15%			
<b>Data Source:</b> The school’s General Fund balance policy, monthly financial reports, board meeting agendas and minutes.				
<b>Analysis:</b> The table below contains the history of the school’s General Fund balance/SOD calculation:				
<b>FOUR YEAR FUND BALANCE HISTORY</b>				
	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>
<b>Fund Balance Amount</b>	\$3,608,270	\$3,976,789	\$4,339,749	\$4,914,937
<b>Fund Balance Percent</b>	32.36%	34.37%	44.66%	58.18%
The school ended FY24 with a 58% General Fund balance and has met the school board’s General Fund balance policy and the VOA-MN standard of 20%.				

<b>Financial Standard 8</b> - The School Board has a finance committee that meets regularly to review financial reports.	
<b>X</b>	<b>2: Meets</b> - 8-12 meetings/year
	<b>1: Partially Meets</b> -5-7 meetings/year
	<b>0: Does Not Meet</b> - 0-4 meetings/year
<b>Data Source:</b> Board meeting agendas and minutes.	
<b>Analysis:</b> The school has a finance committee that met nine times in FY24 and has been using it appropriately.	

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

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

### SECTION THREE

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

##### ○ PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

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

<b>Governance Standard 1</b> - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.	
<b>X</b>	<b>2: Meets</b> - The board structure meets bylaws and state statute.
	<b>1: Partially Meets</b> - The board did not meet requirements for the entire fiscal year.
	<b>0: Does Not Meet</b> - The board's structure does not meet bylaws and/or state statute.
<b>Data Source:</b> School Annual Report, School Website, Bylaws	
<b>Analysis:</b> The school met this standard. The Board structure meets bylaws and state statute.	

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

<b>Governance Standard 3</b> - The board adheres to an orientation process for bringing on new members.	
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<b>X</b>	<b>2: Meets</b> - The board adheres to a thorough process for the orientation of new board members.
	<b>1: Partially Meets</b> - The board has a process for the orientation of new board members, but it is not consistently followed.
	<b>0: Does Not Meet</b> - The board does not have a membership orientation process for new board members.
<b>Data Source:</b> Board Minutes, Interview, Board Development Plan and/or Board Training Plan, Interview	
<b>Analysis:</b> The school met this standard. There were no new board members in FY24.	

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

<b>Governance Standard 5</b> - The board of directors completes a self-evaluation each year.	
<b>X</b>	<b>2: Meets</b> - The board completes a formal self-evaluation each year.
	<b>1: Partially Meets</b> - The board completes informal self-evaluations during one or more board meeting(s).
	<b>0: Does Not Meet</b> - The board did not complete a self-evaluation.
<b>Data Source:</b> Board Minutes, Board Development Committee Minutes	
<b>Analysis:</b> The school met this standard. The Board completed a formal self-evaluation at the May 29, 2024, board meeting, and published the results in the school's Annual Report.	

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

<b>Governance Standard 7</b> - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
<b>X</b>	<b>2: Meets</b> - Bylaws are consistent with state law and the board reviews them regularly.
	<b>1: Partially Meets</b> - Bylaws are consistent with state statute but are not reviewed regularly.
	<b>0: Does Not Meet</b> - Bylaws are inconsistent with state statute.
<b>Data Source:</b> School Website, Board Minutes, Bylaws, Interview	
<b>Analysis:</b> The school met this standard. Bylaws are consistent with state law, and the Board reviewed them at the June 26, 2024, board meeting.	

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

<b>Governance Standard 9</b> - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.	
<b>X</b>	<b>2: Meets</b> - The board completed a formal evaluation of the school leader including all aspects of the job description.
	<b>1: Partially Meets</b> - The board completed an evaluation of the school leader but not on all aspects of the job description.
	<b>0: Does Not Meet</b> - The board did not complete an annual evaluation of the school leader.
<b>Data Source:</b> Annual Report, Board Minutes, Committee Minutes, Board Documentation	
<b>Analysis:</b> The school met this standard. The Board conducted an evaluation of the school leader on June 27, 2024.	

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

<b>Governance Standard 11</b> - The board of directors monitors the organization's adherence to school board policies.	
<b>X</b>	<b>2: Meets</b> - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	<b>1: Partially Meets</b> - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	<b>0: Does Not Meet</b> - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
<b>Data Source:</b> Board Meeting Minutes, Interview	
<b>Analysis:</b> The school met this standard. Meeting minutes documented more than three examples of the Board monitoring the organization's adherence to school board policies.	

<b>Governance Standard 12</b> - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.	
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<b>X</b>	<b>2: Meets</b> - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.
	<b>1: Partially Meets</b> -The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act
	<b>0: Does Not Meet</b> - The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act.
<b>Data Source:</b> Board Minutes, VOA-MN Visit Review	
<b>Analysis:</b> The school met this standard. The Board of Directors complied with Federal data practices law and the Minnesota Data Practices Act. They have been trained, and the appropriate roles have been assigned.	

<b>Governance Standard 13</b> - The board of directors provides ongoing oversight of school academic performance.	
<b>X</b>	<b>2: Meets</b> - Meeting minutes include evidence of regular oversight of school academic performance.
	<b>1: Partially Meets</b> - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	<b>0: Does Not Meet</b> - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
<b>Data Source:</b> Board Meeting Minutes	
<b>Analysis:</b> The school met this standard. The Board of Directors provided ongoing oversight of the school's academic performance, and the Board has an academic committee that regularly reviews academic data for the Board. Academic data is often included in the director's report.	

<b>Governance Standard 14</b> - The school maintains a high level of parent, teacher and student satisfaction rates based on school-conducted surveys and student/faculty retention rates.	
	<b>2: Meets</b> - 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.
<b>X</b>	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - 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.
<b>Data Source:</b> School Annual Report, Board Minutes, School Data, Interview	
<b>Analysis:</b> The school partially met this standard. The school met two of the three criteria. <ul style="list-style-type: none"> <li>Teacher retention rate was 91.4%.</li> <li>Student retention rate was 82.74%.</li> <li>Parent survey satisfaction rate was 53.84%.</li> </ul>	

<b>Governance Standard 15</b> - Board documents are distributed to all board members at least 3 days prior to a board meeting.	
<b>X</b>	<b>2: Meets</b> - Board documents were distributed to all board members at least 3 days prior to each board meeting.

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

<b>Governance Standard 16</b> - 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*.	
<b>X</b>	<b>2: Meets</b> - 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.
	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - Information is incomplete in the binder or on the school's website.
<b>Data Source:</b> School Website	
<b>Analysis:</b> The school met this standard. The school leader confirmed that the Board Documents Binder is kept electronically which includes meeting minutes, bylaws and articles of incorporation and financial statements and that hard copies can be printed and distributed by request. A review of the school's website demonstrated that the statutory requirements for posting board-related information was present.	

<b>Governance Standard 17</b> - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
<b>X</b>	<b>2: Meets</b> - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	<b>1: Partially Meets</b> - The board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings.
	<b>0: Does Not Meet</b> - The board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.
<b>Data Source:</b> School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview	
<b>Analysis:</b> The School met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings.	

## ○ SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

<b>M/O Standard 1</b> - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.	
<b>X</b>	<b>2: Meets</b> - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.
	<b>1: Partially Meets</b> - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	<b>0: Does Not Meet</b> - Mission and vision are not used to guide school's decision-making.



**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 free to create a future they want for themselves and their communities.

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. We are aligned on research-based curriculum and assessments. The focus 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.

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

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

**Analysis:** The school has instituted an annual "Service Day" as part of the 2024-2025 school calendar, where all students and staff participate in meaningful service-learning projects aimed at giving back to our 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 our environment but fosters a sense of pride and responsibility among students and staff.

**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).

<b>X</b>	<b>2: Meets</b> - The school can provide evidence that it complies with health and safety requirements for public schools.
	<b>1: Partially Meets</b> - The school is making progress approaching standard.
	<b>0: Does Not Meet</b> - The school could not provide evidence of compliance with health and safety requirements for public schools.

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

**Analysis:**

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

List of present school year back-to-school health and safety-related professional development training:

- Emergency Procedures training (Fire Procedures, Lockdown Procedures, Tornado Procedures, Reunification, etc.) [KNS Emergency Procedures Fire.docx](#), [KNS Emergency Procedures Inclement Weather/Severe Weather](#), [KNS Emergency Procedures Lockdown](#), and FY25 preservice training [Week Two Preservice](#)
- CPR/First Aid Training CPR/First Aid training [Week Two PreService](#)
- AED Training AED training [Week Two PreService](#)
- Health and Safety Training [SY 25 Pre-Service Calendar](#)
- Blood Borne Pathogens Bloodborne Pathogens training [Vector Training](#)
- Mandated Reporter Training Mandated Reporter [Vector Training](#)
- De-escalation Training De-escalation training [Week Two PreService](#)

- Additionally, twice per year the school does additional health and safety training on a particular issue (like asthma). [Naloxone](#) and [Seizure](#)

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

Policy # - Policy Title

- [KIPP Crisis Management Plan](#)

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

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

Number of tornado drills completed in the previous school year 3. (req. one annually) April

Number of bus evacuation drills completed in the previous school year: 2. (req. one annually)

Designated crisis management person/team members: Head of School, Assistant School Leaders, Administrative Assistant, Director of Operations, Chief of Human Resource Officer, and Chief Executive Officer

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

NOTE: Drill logs reviewed by 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: 5/6/2024 (must be a minimum of every three years)

[159938-ISD4191 KIPP Minnesota Academy.pdf](#)

School maintains a log of all visitors. ☒ Yes ☐ No Location of visitor log: [Front desk visitor log/Raptor online system](#)

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

Responsible employee: [Latrice Howard](#)

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

Designated responsible employee: [Latrice Howard Healthcare Coordinator & Mallory Marconi, RN](#)

School Nurse and License Number: 2528663

Frequency of school visits: Full-time for healthcare coordinator and part-time for school nurse

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

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

School Nurse License Number: 2528663

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

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

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

Name/Organization: [Mallory Marconi, RN/ProCare Therapy](#)

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. ☒ Yes ☐ No

The 504 Coordinator works with special ed director to ensure the accommodations are consistent with plans.

Number of enrolled students during the 2024-2025 school year on a 504 plan: 0

Number of enrolled students during the 2023-2024 school year on a 504 plan: 1

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

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

<b>X</b>	<b>1: Partially Meets</b> - There was one incident of noncompliance with state and federal data practices policies and privacy laws. – <i>Evidence of Tennessean Warnings is missing.</i>
	<b>0: Does Not Meet</b> - There have been two or more incidences of noncompliance with state and federal data practices policies and privacy laws.
<b>Data Source:</b> Annual school site visits, policy review, discussions with school leadership	
<b>Analysis:</b>	
FY25 School Appointed DPA Responsible Authority (RA): Nicole Danielsen FY25 School Appointed DPA Designated Authority (DA): Shana Ford FY25 School Data Practices Compliance Official (DPCO): Deonna Perez-Evans  Board minutes contain evidence of board appointment of RA/DA/DPCO? <u>  </u> Yes <u><b>X</b></u> No Authorities and officials will be approved at the January 2025 board meeting. Follow-up in spring visit.  <b>APPLICABLE BOARD POLICIES:</b> (Titles and Numbers) <ul style="list-style-type: none"> <li>Policy 4.2.1 Public &amp; Private Personnel Data</li> </ul> Authorizer representative verified that the school has a data retention plan: <u><b>X</b></u> Yes <u>  </u> No <ul style="list-style-type: none"> <li>Date of board approval: <u>6/28/23</u> Date of Historical Society Approval: <u>8/1/2020</u></li> </ul> Authorizer representative verified that Student academic records are filed in a separate locked cabinet. <u><b>X</b></u> Yes <u>  </u> No Location: Locked room inside cabinets  Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet. <u><b>X</b></u> Yes <u>  </u> No Location: File Closet/Office  Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet. <u><b>X</b></u> Yes <u>  </u> No Location: File Closet/Office  Authorizer representative verified that the school has Tennessean Warnings for both the enrollment and employment process. <u><b>X</b></u> Yes <u>  </u> No Partial  School verified that only designated school employees have access to files containing student/employee records. <u><b>X</b></u> Yes Observation during school tour as only designated officials have access to student/employee records.  School has a board approved Data Request Policy / Procedures. <u><b>X</b></u> Yes <u>  </u> No School evidence provided for Authorizer Review: Policy # 4.2.1 Public & Personnel Data Policy Name: POLICY No. 4.2.1 PUBLIC AND PRIVATE PERSONNEL DATA  Authorizer representative verified that the school maintains a detailed register/log of all data requests. <u><b>X</b></u> Yes <u>  </u> No No request for 23-24 school year.	

<b>M/O Standard 5</b> - Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.	
<b>X</b>	<b>2: Meets</b> - The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.
	<b>1: Partially Meets</b> - The school is making progress approaching standard.
	<b>0: Does Not Meet</b> - The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.
<b>Data Source:</b> Annual school site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b>	

The school's partnership with the Northside Achievement Zone (NAZ) has been pivotal in strengthening community and family connections. NAZ Coaches and Navigators—two dedicated individuals on our campus—provide workshops and guidance to families, helping them access essential community resources.

Additionally, the school engaged in partnerships with impactful organizations like C.E.O., V3 Sports, Special Olympics Minnesota, The Camden Collective, and Big Brothers Big Sisters. These collaborations help the school deepen our ties with the community and connect our students with valuable support systems.

KNSA students have benefited from inspiring visits by the Minnesota Vikings and Timberwolves, who emphasized the importance of literacy and nutrition. We've also actively participated in local events, including Live Your Healthy Lyfe on West Broadway, LatinoLEAD's LiderCon, Delta Vacations University, and Open Streets. During Hispanic Heritage Month, the school held a schoolwide assembly featuring a speaker from the Minnesota Council of Latino Affairs, fostering cultural understanding and celebration.

In Spring 2024, the school continued with the African American Parent Involvement Day initiative, drawing an impressive turnout of parents who engaged deeply with school initiatives, further strengthening school-family bonds. Recently, we also hosted successful parent-teacher conferences to enhance communication with families and collaborate closely on student progress.

To support literacy, KNSA gathered to view *The Right to Read* documentary and reviewed the READ Act document, both of which provide important perspectives on literacy and foundational reading skills. These resources have been essential in aligning our instructional strategies with best practices for student success.

Through these partnerships, events, and initiatives, we continue to build a supportive, engaged community around our families and students.

Evidence suggests that the school maintains and distributes annually a student/ family handbook.  X  Yes

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

<b>X</b>	<b>2: Meets</b> - Evidence suggests that the school has established a uniform system to ensure that the schoolteachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
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	<b>1: Partially Meets</b> - The school leadership provided some examples of how he/she provides oversight that schoolteachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
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	<b>0: Does Not Meet</b> - The school does not have a system established to ensure that schoolteachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.
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**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 2023 (KIPP Early Literacy Group) Most recent curriculum standards alignment review for math: Ongoing

Most recent curriculum standards alignment review for science: July 2023 (Amplify Curriculum alignment) Most recent curriculum standards alignment review for social studies: July 2023

**Snapshot of our current year:**

- **Language Arts:** Most recent review completed in July 2024, in partnership with the KIPP Foundation Early Literacy Group.
- **Math:** Most recent review completed in August 2024, in partnership with the KIPP Foundation Math team
- **Science:** Most recent review completed in July 2024, with alignment using the Amplify Curriculum.
- **Social Studies:** Most recent review completed in August 2024.

These updates reflect our commitment to maintaining a current, standards-aligned curriculum across all subject areas.

**NOTE:**

Management requires that lesson plans and student learning targets are aligned to the state standards.  X  Yes   No

- Description of school requirement as provided by the school: Ongoing management responsibility at KIPP MN.

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: LIT and One Kipp team provided a description of systematic structures for student learning and instruction support in the form of coaching. Data was shared for the improvement of student performance through a tracker. Six-week rotations. Teacher prep and observations with real time feedback is central.

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

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

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

**Analysis:** The authorizer verifies license compliance annually as part of the VOAMN Submission Calendar. KNSA was determined to be compliant.

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

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

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

**Analysis:**

[Background Check Policy and Procedure.docx - Google Docs](#)

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: Every three years, if continuously employed. Rehires if more than 11 months employment separation

**M/O Standard 9 - The school meets / maintains its enrollment goals.**

	<b>2: Meets</b> - The school could provide evidence that it is meeting its annual student enrollment goals.
	<b>1: Partially Meets</b> – N/A
<b>X</b>	<b>0: Does Not Meet</b> - The school is not meeting its student enrollment goals.

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

**Analysis:** The school's current working budget is 232 ADM. The stretch goal is 250-270 ADMs. The school has experienced declining enrollment while trying to continue serving students well and have strong financial performance. The building capacity is 609 ADMs to max out lease aid in a stable enrollment environment. The highest enrollment was 658 ADM in two locations in FY20.

Number of students (head count) served in current year: 239

Present School Year Student Enrollment / Headcount by Grade:

K - 24      5 - 31  
1 - 20      6 - 29  
2 - 34      7 - 34  
3 - 24      8 - 16  
4 - 27

Number of students (head count) served in previous year: 311

Number of students (head count) served in second previous year: 380

Number of students (head count) served in 2023-2024: 277.34 ADM

Number of students (head count) served in 2022-2023: 380

Number of students (head count) served in 2021-2022: 577

**M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law.**

<b>X</b>	<b>2: Meets</b> - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	<b>1: Partially Meets</b> - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	<b>0: Does Not Meet</b> - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.

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

**Analysis:**

Authorizer Verifies that Student Application Form is Compliant: ☒ Yes ☐ No ☐ Partial

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

**M/O Standard 11 - The school's employment process complies with state and federal law.**

<b>X</b>	<b>2: Meets</b> - The school provides evidence that its employment process complies with state and federal law.
	<b>1: Partially Meets</b> - The school is making progress meeting standard.
	<b>0: Does Not Meet</b> - The school could not provide evidence that its employment process complies with state and federal law.

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

**Analysis:**

**ELEVENT POLICY NUMBERS:**

- Policy 4.1.1 Equal Education and Employment Opportunity
- Policy 4.5.1 - Prohibition Against Employee Discrimination and equal opportunity statements on application and enrollment forms.
- Policy 5.4.1 Prohibition Against Discrimination in Education

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

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

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

<b>X</b>	<b>2: Meets</b> - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
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	<b>1: Partially Meets</b> - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	<b>0: Does Not Meet</b> - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> The authorizer verified the existence of job descriptions and corresponding evaluation process.	

<b>M/O Standard 13</b> - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.	
<b>X</b>	<b>2: Meets</b> - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
	<b>1: Partially Meets</b> - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.
	<b>0: Does Not Meet</b> - The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
<b>Data Source:</b> School site visits, interviews with school faculty, document review.	
<b>Analysis:</b>  Brief description of school Child Find/Study Process: 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: <ul style="list-style-type: none"> <li>• Dr. Dorothy Lipski- School Psychologist</li> <li>• Tress Blake- Student Service Leader</li> <li>• Jaquai Caldwell- Student Service Leader</li> <li>• Grade Level leads</li> </ul> Name of special education teachers & license/file number: 505549 Courtney Staples 1019972 Leah Sipes 431392 Rochelle Schelling 334229 Heidi Allen 1002006 Tress Blake 1006606 Jacqui Caldwell 1013938 Howard Ojalvo 1029409 Gina Ontai 1006607 Elliot Weiss  Number of special education paraprofessionals 24-25: 14 FTE  Percent of special education students served in 2024-2025: 15% Percent of special education students served in 2023-24: 26% Percent of special education students served in 2021-22: 19%	

Percent of special education students served in 2020-21: 29%

Percent of special education students served in 2019-20: 24%

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

CPI Training

Accommodation & Modifications

ELL Accommodations

SpEd Teacher Compliance Part 1 & 2

SpEd Paraprofessional Curriculum Inventory

Intro to Dyslexia

Co-Teaching

Intro to Student Services

SEL Curriculum Character Strong

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

<b>X</b>	<b>2: Meets</b> - The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
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	<b>1: Partially Meets</b> - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
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	<b>0: Does Not Meet</b> - The school has been the subject of MDE investigations with findings. Findings have not been resolved.
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**Data Source:** Annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications.

**Analysis:** The authorizer verifies that the school is not the subject of investigation by MDE and is not in Corrective Action.

Date of last special education program audit: 11/29/17

Date of last special education financial audit: 12/1/17

Current audit stage: Tier four - Estimate 2030 with random task audits.

**M/O Standard 15** - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

<b>X</b>	<b>2: Meets</b> - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
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	<b>1: Partially Meets</b> - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
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	<b>0: Does Not Meet</b> - The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
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**Data Source:** Annual site visits, annual submission calendar document review, discussions with school faculty.

**Analysis:**

Name of director and organization: Tammy Stahl (402134) & Lisa Kraft (359006) - KIPP Minnesota Contractors with Creatively Focused

SEAC Meeting Dates:

FY25 meeting date(s): 2/27/2025

FY24 meeting date(s): 02/22/2023

FY23 meeting date(s): 02/17/2023

FY22 meeting date(s): 03/24/2022

**Legal and Contractual Compliance** - Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on

site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. The management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.

### CONTRACT RENEWAL CALCULATION

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

2023 - 2024 SCHOOL YEAR PERFORMANCE (FY24)						
	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
<b>Academic</b>	8	1	0	9/14	.50	32%
<b>Finance</b>	20	0	0	20/20	.20	20%
<b>Governance</b>	32	1	0	33/34	.15	15%
<b>Mgmt/Operations</b>	26	1	0	27/30	.15	13%
<b>Grand Total</b>	86	3	0	89/98	1.00	80%

		Renewal YR Rating FY22	YR 2 Rating FY23	YR 3 Rating FY24	YR 4 Rating FY25	Average Rating
ACADEMIC (50%)		36%	29%	32%	%	32%
FINANCE (20%)		20%	20%	20%	%	20%
ORGANIZATION (30%)						
	BOARD GOVERNANCE (15%)	13%	13%	15%	%	14%
	MANAGEMENT OPERATIONS (15%)	15%	12%	13%	%	13%
	<b>TOTAL</b>	<b>84%</b>	<b>74%</b>	<b>80%</b>	<b>%</b>	<b>79%</b>
CUMULATIVE AVERAGE 79%						

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