



NAYTAHWAUSH COMMUNITY CHARTER SCHOOL

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2025 for FY24

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: September 29, 2021; April 25, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: September 27, 2022; March 13, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: September 26, 2023; March 11, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATE: October 3, 2024

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 12, 2021; May 26, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 11, 2022; April 13, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 10, 2023; May 9, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATE: September 12, 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 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?

Academic Performance- All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments as well as 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 World's Best Workforce requirements and additional statutory purposes are also measured in the Learning program section.

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

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

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

SCHOOL STATUTORY PURPOSES:

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

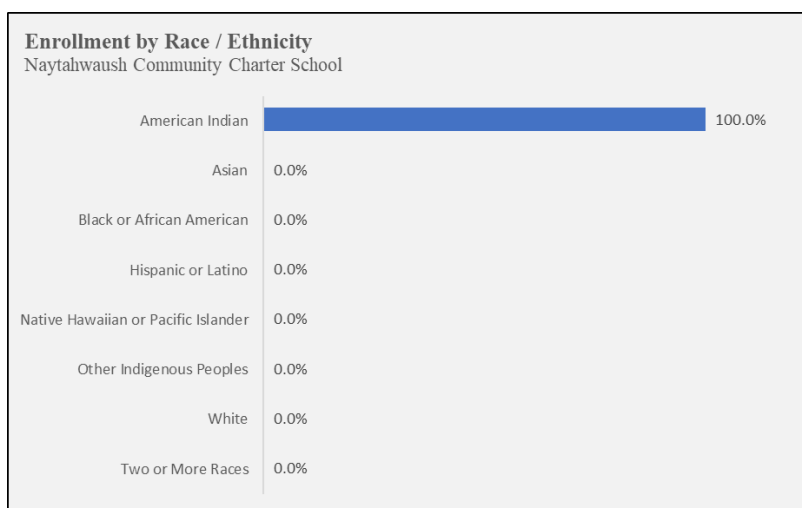


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

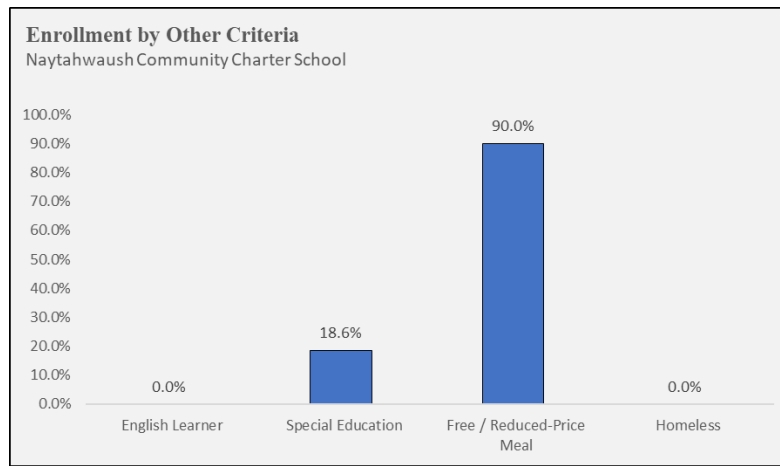


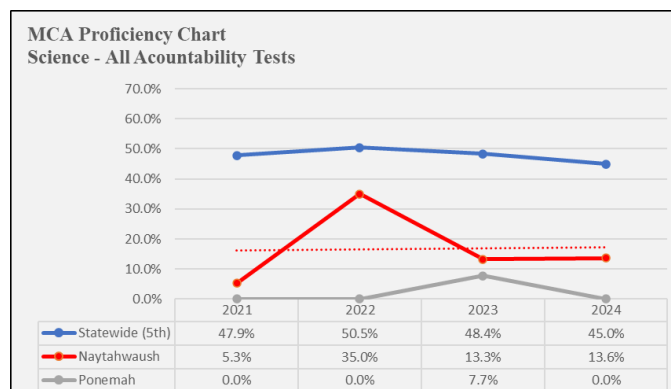
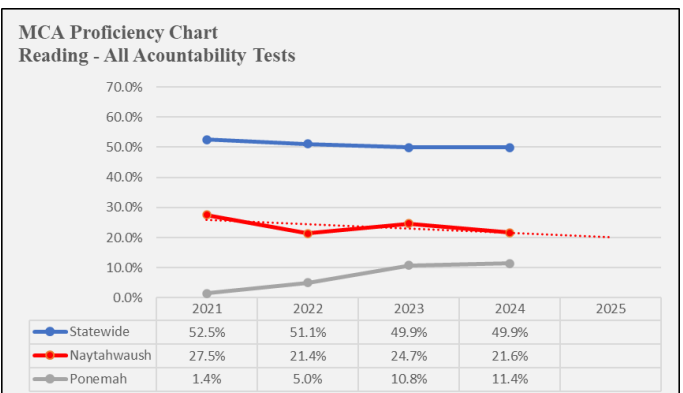
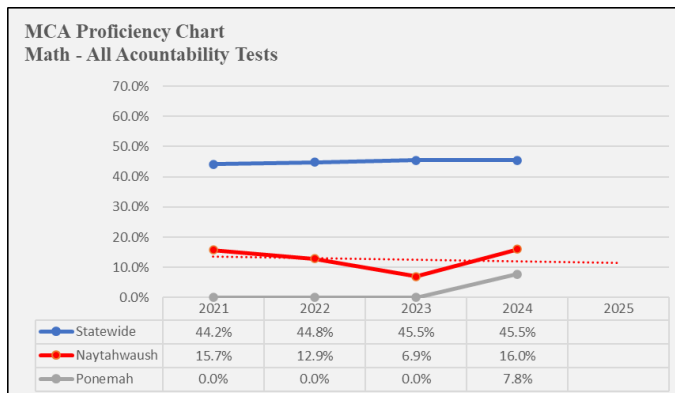
Figure 2 - Enrollment by Other Criteria

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

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

Data Source: Minnesota Department of Education

Analysis: NCCS continues to outperform the comparison school, Ponemah Elementary, in math, reading and science.



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

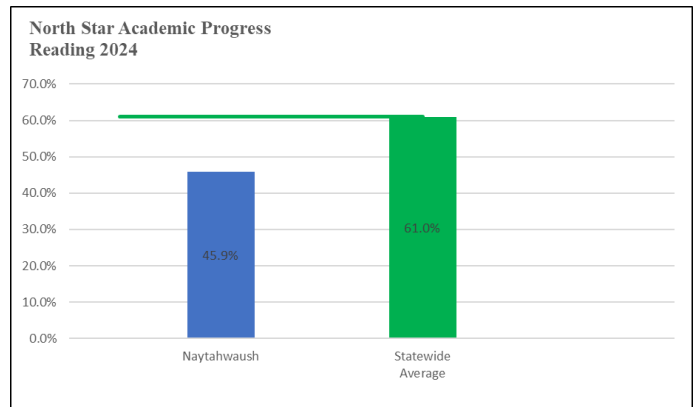
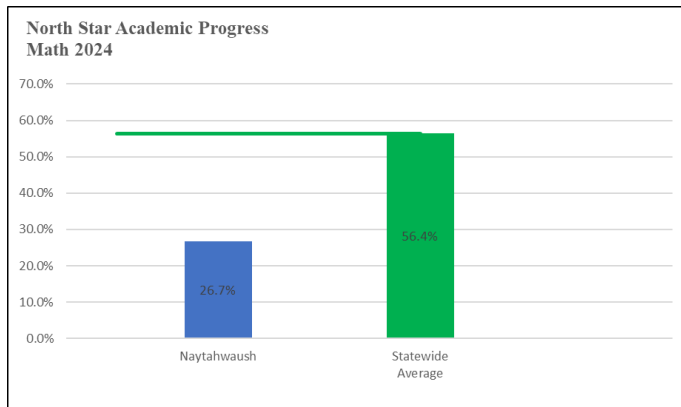
2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.

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 26.7% for math and 45.9% for reading. A score of does not meet was awarded because the school's combined score was 36.3%.



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.

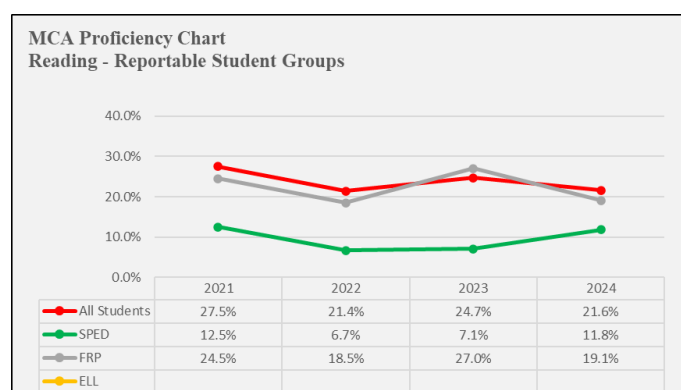
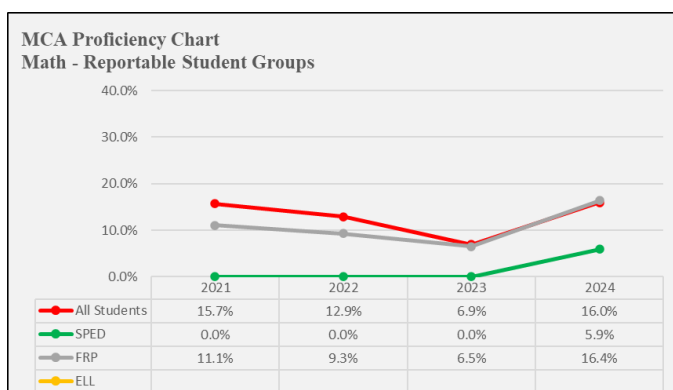
2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.

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



Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
Analysis: In 2023-24 the NCCS Director conducted unannounced walk-through check-ins and provided teachers with feedback. Teachers with fewer than three years of experience received a minimum of three formal observations. Formal observations were announced prior to the visit, the teacher filled out a pre observation form and then met with the Director following the observation to discuss strengths and growth areas. Teachers with three or more years of experience received at least one formal observation. Each teacher will participate in a yearly summative review with the NCCS Director prior to the end of the school year. As needed, additional teacher meetings will be held if walk-throughs and formal observations indicate more support is needed. Charlotte Danielson's framework for Effective Teaching was the guideline for observations.	

Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
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: NCCS is committed to staff development and is aware of the research supporting that regular, quality staff development is an integral piece of the puzzle to improve academic success. The school has developed a school-wide professional development plan that focuses on quality teaching and learning through coaching, peer review and weekly walk-throughs. Professional development sessions are held twice a month at NCCS. In addition to teacher training, these sessions provide teachers at NCCS the opportunity to review student data. In 2023-2024 the following professional development occurred: advanced benchmark literacy training, neuro sequential model in education, curriculum and resource training, mental health training, as well as training on the impact of trauma on Native American students.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
Analysis: NCCS has increased learning opportunities for all students by providing a rich Ojibwe language and cultural environment where students receive daily Ojibwe language instruction and participate in cultural activities such as, ricing, sugarbush camp, sage harvesting, storytelling, gardening and more. In addition, the school hosts an annual powwow.	

Academic Performance Standard 7 - 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.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
Analysis:	
Goal #1a All Students Ready for School	

The Kindergarten Readiness rate in math will increase from 60% to 70% (approximately two students) as measured by FAST assessment in fall 2024.

Result: Goal Met

Data not provided

Goal #1b All Students Ready for School

The Kindergarten Reading Rate in reading will increase from 56% to 66% (approximately two students) as measured by FAST assessment in fall 2024.

Result: Goal Not Met

Data not provided

Goal #2 All Students Career -and Collage – Ready by Graduation

Grade 5 will research three careers, including the employment outlook nationwide and specifically on the White Earth Indian Reservation, what educational steps are needed to qualify in the career, wage/salary outlook and pros and cons of the career. They will present the information to their classmates using technology. Grade 6 will take a career interest inventory, participate in a field trip to a local post-secondary school on the White Earth Indian Reservation.

Result: Goal Met

Students visited the White Earth Tribal college in 2023-24 and completed career inventories on-line. In addition to the career inventory students investigated the career of their choice.

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 monitors school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. VOA-MN's school financial standards/expectations are scored below.

Financial Standard 1 - The School maintains a balanced budget.

X	2: Meets - Surplus position
	1: Partially Meets - NA
	0: Does Not Meet - Deficit position

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

Analysis: The school board adopted the FY 2024 budget in June 2023 reflecting a total General Fund deficit of \$282,802 based on 140 ADM. The budget was not revised during the year. The school ended FY 2024 with a surplus of \$204,730 and an ADM of 143. Actual total revenues were greater than budgeted revenues mostly due

to federal resources, state sources, and investment earnings being over budget. Actual total expenditures were greater than budgeted expenditures due to the additional revenue although not to the same extent as revenues.

The school has maintained a balanced budget for FY 2024.

Financial Standard 2 - The School is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.

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

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

Analysis: The VOA-MN financial analyst did not discover any 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.

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

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

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

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

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 2024 financial audit contained no findings as is evidenced on page 58 of the audit report.

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

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

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

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

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

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

Data Source: Board packets.

Analysis: The board receives a finance committee report at each board meeting which includes a review of monthly financial statements. The school has consistently provided required monthly financial reports to VOA-MN and the board through June 2024.

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

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

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

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

FOUR YEAR FUND BALANCE HISTORY				
	FY 2021	FY 2022	FY 2023	FY 2024
Fund Balance Amount	\$2,780,560	\$2,797,077	\$2,723,719	\$2,928,449
Fund Balance Percent	93.01%	74.96%	72.57%	71.39%

As the table above indicates, the school has a history of a very strong General Fund balance. In FY 2024, the schools ending balance was 71% which is well above the schools General Fund Policy which states:

The School Board adopted a formal fund balance policy in 2010 that strives to maintain an unassigned fund balance in the General Fund amounting to 25% of the General Fund operating expenditures for each fiscal year.

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's finance committee meets prior to the regular monthly meeting to review the school's financial reports in detail and met ten times during FY 2024. The committee is doing the appropriate work.

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

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

Data Source: Query school board members, board meeting agendas and minutes.

Analysis: Per the school director all members received training in FY 2024.

Financial Standard 10 - The school is not in Statutory Operating Debt (SOD).

X	2: Meets - The school is not in SOD
	1: Partially Meets – N/A
	0: Does Not Meet – The school is in SOD

Data Source: The School's budget, board meeting agendas and minutes, financial audit.

Analysis: The school is not in Statutory Operating Debt.

SECTION THREE

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

○ PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school board performance and contract renewal determinations. 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: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee Minutes, Board Minutes, Annual Report, School Website	
Analysis: The school met this standard. The Board had a training plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. The school documented the Board Development Plan in the school's Annual Report.	

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 and documents this training in the Annual Report. The Annual Report also documents board members that participated in orientation.	

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 documented that all board members met training requirements in the Annual Report on page 8.	

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board completes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet - The board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee Minutes	
Analysis: The school met this standard. The Board completed a formal self-evaluation and reviewed the results at the June 13, 2024, board meeting.	

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 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.

2: Meets - Bylaws are consistent with state law and the board reviews them regularly.

X **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 partially meets this standard. The bylaws are consistent with state statute; however, evidence of the bylaws being reviewed during FY24 was not found.

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.

- Election Date: April 12-May 8, 2024.
- Date of Election Announcement: March 15, 2024
- 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 at the March 22, 2024, board meeting.

Governance Standard 10 - The board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2*).

X **2: Meets** - A professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.

1: Partially Meets – N/A

0: Does Not Meet - A professional development plan for the non-licensed individual(s) was not documented in the school's annual report.

Data Source: Annual Report, Board Minutes, Board Chair Communication.

Analysis: The school met this standard. The School Director, Beth Zietz, holds an administrative license so a professional development plan was not required.

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.	
X	2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
Data Source: Board Meeting Minutes, Interview	
Analysis: The school met this standard. Meeting minutes documented more than three examples of the Board monitoring the organization's adherence to school board policies. Some of the following policies have been referred to in board minutes: <ul style="list-style-type: none"> ● Conflict of Interest ● Establishing Quorum ● Open Meeting Law ● Election Requirements 	

Governance Standard 12 - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.	
X	2: Meets - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that the board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.
	1: Partially Meets -The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that the board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act
	0: Does Not Meet - The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act.
Data Source: Board Minutes, VOA-MN Visit Review	
Analysis: The school met this standard. The Board of Directors complied with Federal data practices law and the Minnesota Data Practices Act. They have been trained, and the appropriate roles have been assigned. The following roles have been designated and trained: <ul style="list-style-type: none"> ● Responsible Authority: Nicole Jesness, School Secretary ● Data Practice Designee: Beth Zietz, School Director ● Data Practices Compliance Official: Ann Briggs, Board Chair 	

Governance Standard 13 - The board of directors provides ongoing oversight of school academic performance.	
X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
Data Source: Board Meeting Minutes	
Analysis: The school met this standard. The Board of Directors provided ongoing oversight of the school's academic performance at the July, August, September, October, November, December, January, February, March,	

April, May, and June meetings. Academics and academic data have been reviewed or discussed at all board meetings.

Some of the academics reviewed include:

- MCA
- Professional Development
- FastBridge
- Behavior Data
- Grade level teachers presented
- Academic Goals

Governance Standard 14 - The school maintains a high level of parent, teacher and student satisfaction rates based on school-conducted surveys and student/faculty retention rates.

X	2: Meets - All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	1: Partially Meets - Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	0: Does Not Meet - Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

Data Source: School Annual Report, Board Minutes, School Data, Interview

Analysis: The school met this standard. The school met all three criteria.

- The staff retention rate was 86.3%.
- The student retention rate was 96.4%.
- The parent survey satisfaction rate was 100%.

Governance Standard 15 - Board documents are distributed to all board members at least 3 days prior to a board meeting.

X	2: Meets - Board documents were distributed to all board members at least 3 days prior to each board meeting.
	1: Partially Meets - Board documents were not distributed to all board members one or two times.
	0: Does Not Meet - Board documents were not distributed to all board members three or more times.

Data Source: Monthly Board Minute Review Logs, Board Chair Statement

Analysis: The school met this standard. VOA records show Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.

Governance Standard 16 - The board of directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.

X	2: Meets - A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.
	1: Partially Meets - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.
	0: Does Not Meet - Information is incomplete in the binder or on the school's website.

Data Source: School Website
Analysis: The school met this standard. The Board Documents Binder is available on the school's website. A review of the school's website demonstrated that the statutory requirements for posting board-related information was present.

Governance Standard 17 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
	2: Meets - The Board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
X	1: Partially Meets - The Board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings.
	0: Does Not Meet - The Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.
Data Source: Board Minutes, Policy Review Calendar, Interview	
Analysis: The School partially met this standard. The Board had a policy review calendar and reviewed policies at 3 of the regular board meetings (August, October, and February).	

○ 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: The Naytahwaush Community Charter School is a place where children are respected as individuals and as community members of a rich cultural heritage. NCCS will appreciate the wide resources available by using them to enhance curriculum through experiential and service-learning activities. NCCS will promote the whole child through challenging academics, community involvement and fostering healthy life choices. SCHOOL VISION: The Naytahwaush Community Charter School is a child-centered environment where learning is relevant and respects the traditions and wisdom of community, family and self.	

NCCS requires employees to attend at least 4 hours of the Harvest Festival which is held in the fall each year. Ojibwe culture classes are held for 30 minutes a day in each classroom. In addition, every 2nd and 4th Wednesday of the month from 1:00 pm-2:45 pm is culture and community education time. On these days cultural activities are planned. Examples include ricing, sugarbush, beading, drumming, sewing, drawing, painting, harvesting sumac and sage, planting and caring for a garden and sweet grass patch, storytelling, ice fishing, hiking, cooking indigenous foods, etc. These activities help students strengthen their identity and self-confidence as well as reinforce academic and problem-solving skills through real life activities. Community members also assist with these days.

The mission and vision also emphasize academics. Historically, NCCS's MCA scores have been low. The pandemic resulted in even lower scores. Everyone is committed to turning the scores around. Action steps taken during 2023-24.

Aggressive 5-year academic goals in both math and reading were set. The board reviewed these goals and reaffirmed them.

NCCS began working with the Northern Sky Regional Center of Excellence (NSRCE). Adrienne Eichman is the state assigned school advocate and assisted with review of data, root cause analysis of our reading scores, classroom visits and more.

The mission and vision statement are read at the beginning of each board meeting and are often referred to in board discussions. The director, business manager and school board use the mission and vision statements to allocate resources and make fiscal decisions.

Additionally, in 2023-24 NCCS embarked on an investigation of early childhood trauma and the impacts it has on learning as part of its ongoing mission to "promote the whole child."

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 been working hard on improving their service-learning activities. In 2023-24 the school made gains in this area. Service-learning was emphasized throughout the year with staff and service-learning activities began to emerge.

K-2 students attended the Elder Christmas Party and provided entertainment in the form of songs and finger plays. Skills emphasized included hand-eye coordination, public speaking and community service.

Staff and students put on a school Powwow at which our students drummed, sang and danced. Skills emphasized included math required for making ribbon skirts, shirts and shawls, public speaking, cultural awareness, physical education, community service and civics.

6th graders collected pop tabs to contribute to the Ronald MacDonald House. Skills emphasized included organizational skills, teamwork, math, and community service.

Reading buddies is a program where an older student reads to a student in grades K-2. Skills emphasized included literacy, public speaking and relationship building.

Students continue to attend a patch of Sweet Grass which was planted the summer before. Skills emphasized include biology and agriculture.

On Culture and Community Education Days, older students volunteer to help in the younger grades with activities. Skills emphasized include organization, following directions and leadership.

Annual 5K is put on for the community. Skills emphasized include physical fitness, organization, art, teamwork and sportsmanship.

All projects are on-going for the 2024-2025 School year and others may be added.

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.
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	1: Partially Meets - The school is making progress approaching standard.
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	0: Does Not Meet - The school could not provide evidence of compliance with health and safety requirements for public schools.
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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:

- Crisis Management Plan
- Bloodborne Pathogens
- Right to Know
- Mandated Reporter
- Sexual Harassment
- Handbook Review

School complies with MS 121A.035 – Crisis Management Plan. X Yes ____ No

Policy 806: Crisis Management Policy

Number of fire drills completed in the 2023-24 school year 5. (req. five annually)

Number of lockdown/safety drills completed in the 2023-24 school year 5. (req. five annually)

Number of tornado drills completed in the 2023-24 school year 1. (req. one annually) April

Number of bus evacuation drills completed in the 2023-24 school year: 1 . (req. one annually)

Other Drills – Evacuation due to propane leak, Sept. 26, 2023

Designated crisis management person / team members: Director, Representatives from Law Enforcement and Fire Department, Facility Manager and at least three staff members.

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

NOTE: [Drill logs reviewed](#) by authorizer representative

Location of emergency drill log: [Emergency Drills 23-24.](#)
[2024-2025 Drill schedule](#)

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

Date of most recent facility inspection by fire department: 5/25/2022 (must be a minimum of every three years)

School maintains a log of all visitors. X Yes ____ No Location of visitor log: Administrative Assistant Keep Log

School complies with MS 144.29 Health Records; Children of School Age. ☒ Yes ☐ No
 Responsible employee: Administrative Assistant Nicole Jesness

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. ☒ Yes ☐ No
 Designated responsible employee:
 School Nurse and License Number: Lindsi Darco, LSN 472554 Expiration date: 06/30/2027
 Frequency of school visits: As needed

School complies with MS 121A.22 – Administration of Drugs and Medicine. ☒ Yes ☐ No
 Designated responsible health aid/employee: Administrative Assistant Nicole Jesness
 School Nurse License Number: 472554
 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: White Earth Public Health currently provides free assistance.

School has a designated 504 Coordinator: ☒ Yes ☐ No
 504 Coordinator Name & Position: Director Beth Zietz
 School has a process to ensure that student accommodations are consistent with 504 Plans. ☒ Yes ☐ No
 Number of enrolled students during the 2024-2025 school year on a 504 plan: none at this time

M/O Standard 4 - The School complies with state and federal data practices and privacy laws (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA)).	
X	2: Meets - There were zero incidents of not following state and federal data practices policies and privacy laws.
	1: Partially Meets - There was one incident of noncompliance with state and federal data practices policies and privacy laws.
	0: Does Not Meet - There have been two or more incidences of noncompliance with state and federal data practices policies and privacy laws.
Data Source: Annual school site visits, policy review, discussions with school leadership	

Analysis:

FY 23 & 24 School Appointed DPA Responsible Authority (RA): Nicole Jesness (School Secretary)

FY 23 & 24 School Appointed DPA Designated Authority (DA): Beth Zietz (Director)

FY 23 & 24 School Data Practices Compliance Official (DPCO): Ann Briggs Meyer (Board Chair)

APPLICABLE BOARD POLICIES: (Titles and Numbers)

[722.PublicDataRequest.23.pdf \(core-docs.s3.amazonaws.com\)](#)

Board minutes contain evidence of board appointment of RA/DA/DPCO? ☒ Yes ☐ No

[https://core-docs.s3.us-east-](https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/4700313/July_11th_2024_Regular_Board_Meeting_Minutes.pdf)

[1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/4700313/July_11th_2024_Regular_Board_Meeting_Minutes.pdf](https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/3069/NCCS/4700313/July_11th_2024_Regular_Board_Meeting_Minutes.pdf)

Authorizer representative verified that the School has a data retention plan: ☒ Yes ☐ No

Date of board approval? February 14, 2018 Record Retention Policy

Date of Historical Society Approval: 10/20/23. (evidence was not available during prior visits)

Authorizer representative verified that Student academic records are filed in a separate locked cabinet.

☒ Yes ☐ No Location: _____

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet.

☒ Yes ☐ No Location: _____

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet.

☒ Yes ☐ No Location: _____

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process.

☒ Yes ☐ No ☐ Partial

School verified that only designated school employees have access to files containing student/employee records.

☒ Yes ☐ No

School has a board approved Data Request Policy / Procedures. ☒ Yes ☐ No

School evidence provide for Authorizer Review: # 722: Public Data and Data Subject Requests

Policy Name: 722: Public Data and Data Subject Requests

Authorizer representative verified that the school maintains a detailed register/log of all data requests.

☒ Yes ☐ No

M/O Standard 5 - Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.

X	2: Meets - The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.
	1: Partially Meets - The school is making progress approaching standard.
	0: Does Not Meet - The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.

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

Analysis:

Description of school plan for student / parent engagement and supporting evidence: The American Indian Parent Advisory Committee (AIPAC) met monthly during 2023-24; Parent-Teacher conferences are held twice per year in November and March. Families are invited to a student awards ceremony at the end of each quarter, families are encouraged to participate in Culture and Community Education days twice a month and parents/guardians are welcome on school field trips to help chaperone students. NCCS maintains a Facebook Page and shares posts with the Naytahwaush Community Council FB page to be sure families are aware of activities, opportunities to volunteer at the school etc.

Evidence suggests that the school maintains and distributes annually a student/ family handbook. ☒ Yes ☐ No

Family & Student Handbooks are distributed to each family in the back to school mailing; they are available at the school open house and the [Family & Student Handbook](#) is posted on the NCCS website.

NCCS has been awarded a Full-Service Community Schools grant of \$600,000 over the next 3 fiscal years. The purpose of this grant is to do a community needs assessment and determine how NCCS can better meet the needs of our families.

NCCS also has been awarded a Closing Education Opportunity Gaps grant.

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: last known was 2020-21 formally.

Most recent curriculum standards alignment review for math: last known was 2018-19 formally.

Most recent curriculum standards alignment review for science: last known was 2018-19 formally.

Most recent curriculum standards alignment review for social studies: last known was 2018-19 formally.

NCCS Continued working with Northern Sky Regional Center of Excellence during the 2023-24 school year. Adrienne Eichman is our school advocate and [Colleena Bibeau](#) is our Native American liaison. Both have been instrumental in helping NCCS examine academic practices, do a root cause analysis and review research based instructional strategies. In 2021 the NCCS district purchased the Advanced Benchmark reading curriculum. All NCCS teachers are participating in the READ ACT required training CAREIALL. After completing the training in the spring of 2025, we will be determining how and when we will curriculum map our literacy grades K-6 and realign with the Minnesota literacy standards.

Math Expressions curriculum was adopted in 2018.

Quality curriculum standards alignment takes time, especially when a staff is new to this process. The school is reviewing their math curriculum during the 2023-24 school year. As part of preparation for this, in lesson plans teachers are being asked to take note each week regarding how our current curriculum has covered Minnesota math standards. A review of Math curriculum did not occur in 2023-24. Our focus remained on literacy as these skills directly impact math ability as story problems and other higher math skills are introduced.

Management requires that lesson plans and student learning targets are aligned to the state standards.

☒ Yes ☐ No Description of school requirement as provided by the school:

Teachers meet monthly for a PLC during a 90 minute early release.

NCCS requires teachers to submit lesson plans in [Planbook](#). In the lesson plans teachers are to identify the Minnesota State Standard(s) the lessons align to. Also, teachers are asked to make weekly comments on how well the current curriculum covers the Minnesota Standards taught during the week. In 2024-25, NCCS is embarking on a school transformation to implement MnMTSS with fidelity. In addition to lesson plans, the district has formed Integrated Teams (I-Teams). Each I-team is composed of classroom teachers, intervention teachers and special education teachers. These teams meet at least once a week and take notes on a shared document. This includes data review, scheduling, issues, celebrations, etc.

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: NCCS uses both i-Ready and FASTbridge diagnostic testing at the end of each quarter to determine how our students are progressing. FASTbridge is also used twice a month for progress monitoring for most students and weekly for students on interventions with potential referral for special education evaluation. Teachers use the data to develop building SMART goals and to monitor progress toward those goals during the academic year.

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 employee license annually as part of the VOA-MN Submission Calendar.

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

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

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

Analysis:

Background Check Policy: 715 - Volunteer Policy

Frequency: Every 3 years for employees and each year for volunteers.

Every new employee has a background check completed; [background checks are addressed in 3:19 of the Employee handbook on page 13](#). The handbook is reviewed yearly by the NCCS board.

School Evidence Provided for Authorizer Review:

[Background check form](#)

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

	2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals.
	1: Partially Meets – N/A

X	0: Does Not Meet - The school is not meeting its student enrollment goals.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Number of students (head count) served in current year: <u>133</u> est. Budgeted enrollment: <u>135</u> Present School Year Student Enrollment / Headcount by Grade: K - 17 4 = 20 1 - 15 5 = 17 2 - 19 6 = 20 3 - 25 Number of students (head count) served in 2023-24: 145 (10/2/23 Count) Number of students (head count) served in 2022-23: 139 (10/3/22 Count) NCCS now has a wait list. The board has set a policy for 23 students max in each classroom.	

M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law.	
X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.	
Analysis: Admissions Policy Number: NCCS Policy #122: Student Enrollment and School Lottery - Policy revisions have been approved by Mike Schultz at MDE and the policy is going to the NCCS board in October for approval. Authorizer Verifies that Student Application Form is Compliant : <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial Authorizer representative verified that the school has Tennessee Warnings for enrollment process . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	

M/O Standard 11 - The school's employment process complies with state and federal law.	
X	2: Meets - The school provides evidence that its employment process complies with state and federal law.
	1: Partially Meets - The school is making progress meeting standard.
	0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: RELEVANT POLICY NUMBERS: <ul style="list-style-type: none"> • Employee Handbook • Policy 102 – Equal Educational Opportunity • Policy 401 – Equal Opportunity Employer • Policy 402 – Disability Nondiscrimination • Policy 410 – Family Medical Leave • Policy 411 – Personal Leave 	

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

The employee handbook is gone over in detail with new staff during onboarding and each year the handbook is reviewed during the back-to-school workshop. Every employee receives a hard-copy and an electronic copy. The employee handbook is also posted on-line. Gone over with all employees 8/27/2024

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

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

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

Analysis:

Job descriptions were reviewed by the authorizer. Job descriptions are also included in back-to-school workshop folders each year. Teachers with less than 3 years of experience are evaluated 3 times a year using the Charlotte Danielson rubric. Teachers with 3 or more years of experience are evaluated at least once, more if necessary. Walk-throughs are also done where one or two Danielson strands are observed. Formal evaluations are announced. The school Administration uses "[We Climb](#)" system by Master Teacher to keep evals and walkthroughs organized. Walkthroughs are unannounced. Paraprofessionals are evaluated by their direct supervisor using a checklist and written notes. This is done once a year.

Other support staff are evaluated by their direct supervisor. The business manager and director have a professional growth discussion. All evals are placed in the employees' files.

M/O Standard 13 - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.

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

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

Analysis:

Brief description of school Child Find/Study Process: The Student Support Team (SST) meets monthly to review student concerns and take necessary steps to identify appropriate interventions and evaluate the results of interventions. The school worked with Twin Cities Education Consultants to evaluate its SST process and found it to be lacking. NCCS worked with TCEC to improve the process resulting in better referrals with concrete data by the end of the 2022-23 school year. Naytahwaush is committed to making sure the school continues with the updated, effective SST process. In 2023-24 the school contracted with Caroline Becker from Twin Cities Educational Consultants to really get their Child Find on track. Each month Caroline met virtually with the child find teams which included Director, behavioral specialist, and an interventionist. Classroom teachers joined the appropriate grade level. The school had a team for K-2, 3-4 and 5-6. Teachers bring forward concerns, compile data, and CST's discuss interventions. When necessary, the school refers students for the special education evaluation process. Students who showed improvement with interventions were not

referred. Caroline's work with the team resulted in several new evaluations in the spring of 2024, almost all students who were evaluated qualified for services.

2024-25 School Year Faculty Training Topic(s) and Date(s):

- Mandated Reporting 8/27/24
- ACEs training 8/26/24
- Intervention training and support at monthly Child-Find meetings

List of Special Education Teachers Names and Assignments:

- Davide Sears – 1.0 FTE – 5/6 grade case manager and Level III case manager (working on license)
- Alissa Holmer - 0.2 FTE – Primary case manager in grades ¾ (OFP)
- Lisa Christensen – 0.2 FTE – Primary K-3 + a couple of 3rd graders case manager (OFP)
- Twin City Education Consultants, Indigo, Dream Consulting and Choice Therapy also provide Special Education support

Number of special education paraprofessionals: 11.0 FTE

Percent of special education students served in 2024-25: 24% - Increase due to lower overall enrollment, newly enrolled students with IEPs and improved child find process

Percent of special education students served in 2023-24: 19.3%

Percent of special education students served in 2022-23: 19.3%

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

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

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

Analysis: To the authorizer's knowledge, the school is not subject to special education investigations by MDE and is not in corrective action.

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

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

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

Analysis: Name of director and organization: Molly McKinnon, Indigo Education

Special Education Director License Number: 402259

FY25 meeting date(s): March 19, 2025

FY24 meeting date(s): March 28, 2024

FY23 meeting date(s): March 29, 2023

FY22 meeting date(s): March 29, 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
Academic	8	2	0	10/14	.50	36%
Finance	20	0	0	20/20	.20	20%
Governance	30	2	0	32/34	.15	14%
Mgmt/Operations	28	0	0	28/30	.15	14%
Grand Total	86	4	0	90/98	1.00	84%

CONTRACT RENEWAL CALCULATIONS							
CHARTER CONTRACT TERM: July 1, 2021 - June 30, 2027							
		Renewal YR Rating FY22	YR 2 Rating FY23	YR 3 Rating FY24	YR 4 Rating FY25	YR 5 Rating FY26	Average Rating
ACADEMIC (50%)		36%	36%	36%	%	%	36%
FINANCE (20%)		18%	18%	20%	%	%	18%
ORGANIZATION (30%)							
	BOARD GOVERNANCE (15%)	13%	14%	14%	%	%	14%
	MANAGEMENT OPERATIONS (15%)	14%	14%	14%	%	%	14%
	TOTAL	81%	82%	84%	%	%	82%
CUMULATIVE AVERAGE 82%							

CONTACT INFORMATION:

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