



NEW CENTURY SCHOOL

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2025 for FY24

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: October 22, 2021; May 12, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: October 19, 2023; April 13, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 24-25, 2023; April 26, 2024 NCS; May 3, 2025 Compass Academy

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: October 17, 2024

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 23, 2021; April 18, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: February 27, 2023; March 22, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 28, 2023 and April 23, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATES: October 22, 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.

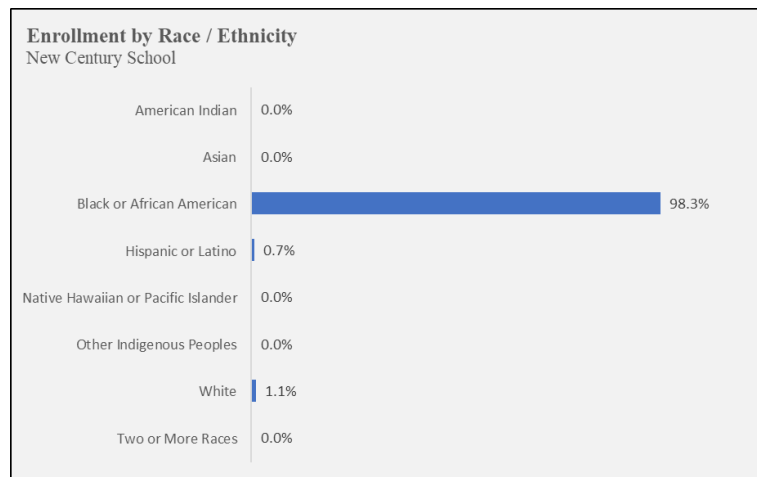


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

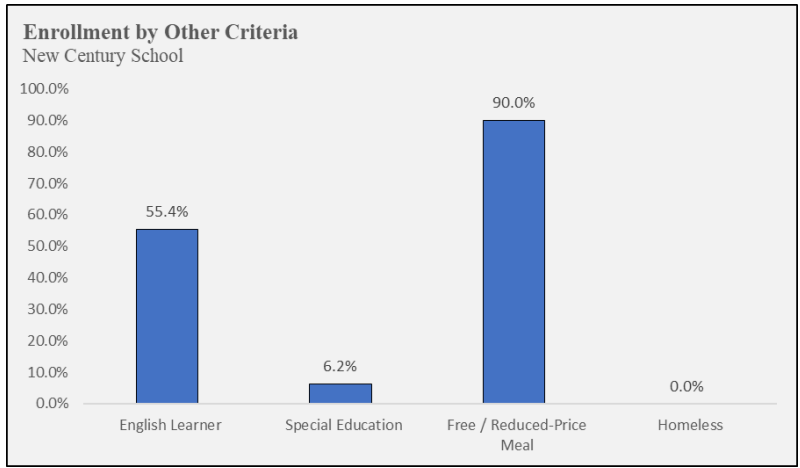


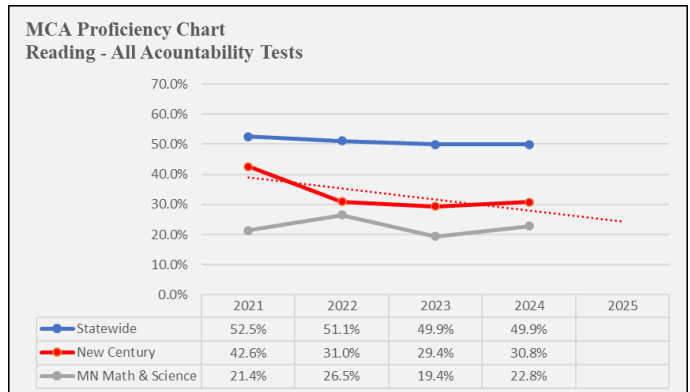
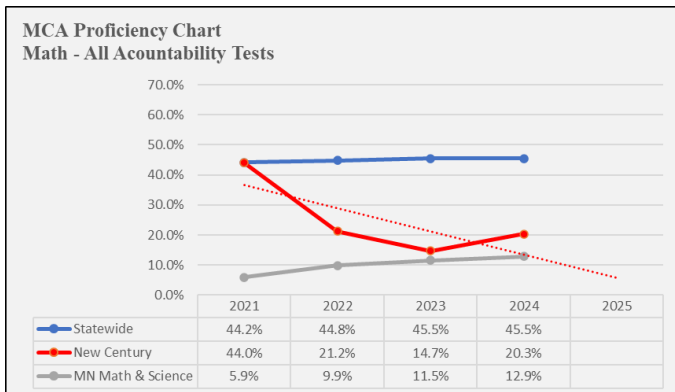
Figure 2 - Enrollment by Other Criteria

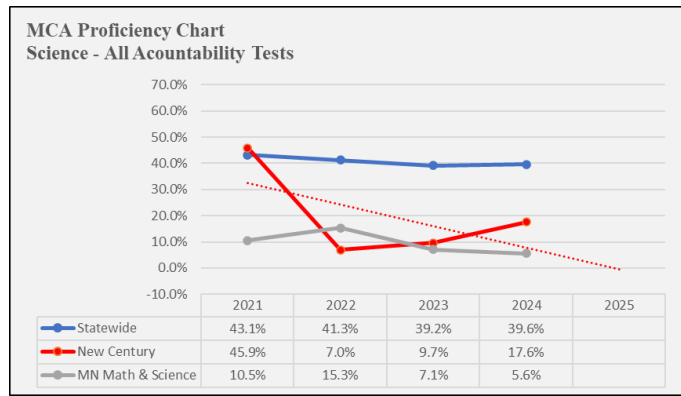
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

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

Data Source: Minnesota Department of Education

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



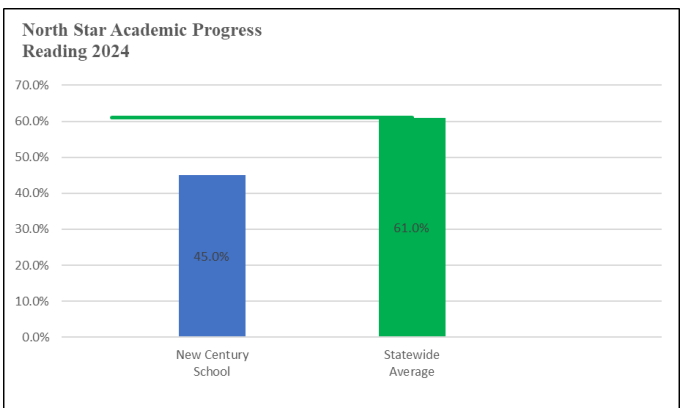
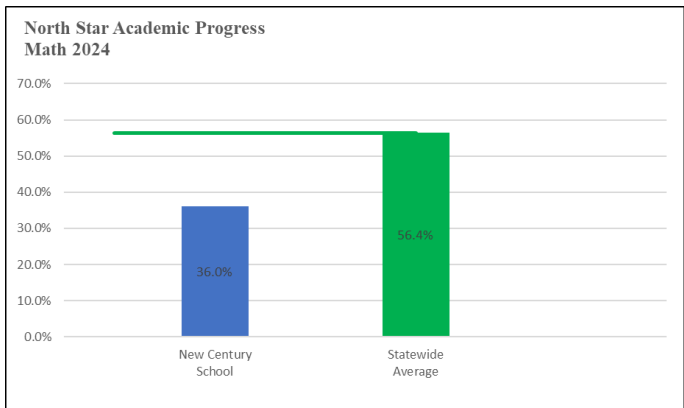


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2024, 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.)

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| | 2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher. |
| X | 1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%. |
| | 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 36.0% for math and 45.0% for reading. A score of partially meets was awarded because the school's combined score was 45%.

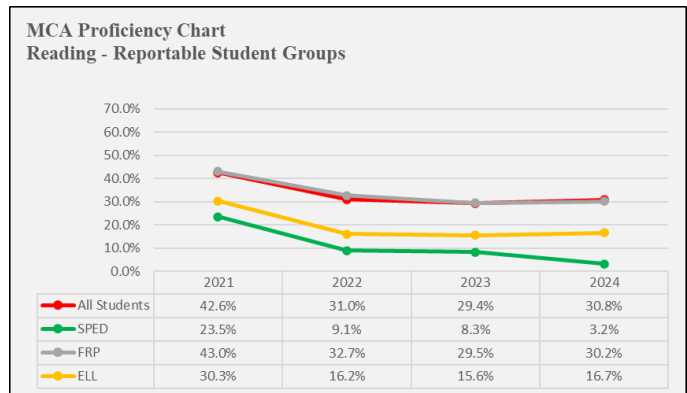
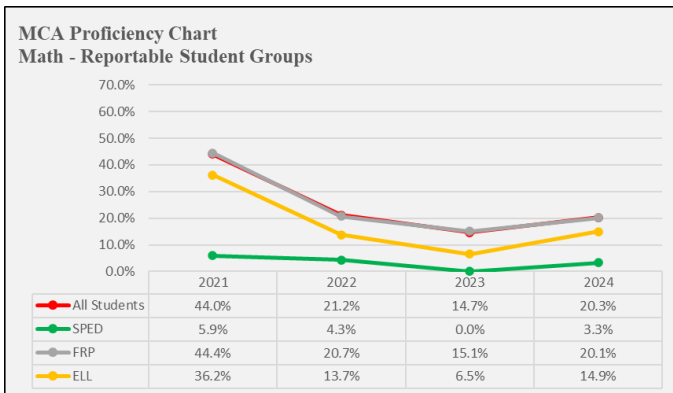


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose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

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

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

Analysis: A score of partially meets was awarded because the school reduced the achievement gap in one of the six possible areas. (EL math)



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.

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| 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: NCS has adopted a formal teacher evaluation process where teachers are observed using a detailed observation rubric based on three domains, planning, environment and instruction. In addition, the observation will include: The lists of items for READ IT curriculum, weekly submission of lead teacher admin report, students' reading levels list according to tiers, teacher notes, data tracking log, Envision Math planning guide sheet as well as a completed classroom environment checklist.

Academic 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.

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

Data Source: School Annual Report

Analysis: NCS has adopted a school-wide professional development plan to improve student achievement of Minnesota standards in all areas of the curriculum including areas of regular academic, applied, and experiential learning through the high-quality professional development of all educators.

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

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

Data Source: School Annual Report

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

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| 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 | |
| 95% of students enrolled in kindergarten will successfully meet kindergarten completion requirement by the end of the school year. | |
| Result: Goal Met | |
| 96% of students enrolled in kindergarten successfully met kindergarten completion requirements by the end of the school year. | |
| Goal #1b All Students Ready for School | |
| The school will develop at least five parent engagement activities over the course of the school year. | |
| Result: Goals Met | |
| The school successfully completed eight parent engagement activities. | |
| Goal #4a All Students Career-and College-Ready by Graduation | |
| 60% of students in grades 3-8 will receive information about career and college or visit a college. | |
| Result: Goal Met | |
| 65% of the students received college and career-ready information and/or visited a college. | |
| Goal #4b All Students Career-and College-Ready by Graduation | |
| 40% of 3-8 grade students will meet or exceed the standard on the 2024 MCA reading and math assessments. | |
| Result: Goal Not Met | |
| Grades 3-8 MCA math proficiency = 20.1% | |
| Grades 3-8 MCA reading proficiency = 30.1% | |

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.

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| Financial Standard 1 - The School maintains a balanced budget. | |
| | 2: Meets - Surplus position |
| | 1: Partially Meets - NA |
| X | 0: Does Not Meet - Deficit position |
| Data Source: Original and revised budgets, annual financial audit report, monthly income statements. | |
| Analysis: The school board approved an original FY24 budget in June 2023 projecting 740 ADM and a surplus of \$115,935. The budget was revised and approved in June 2024 estimating 748 ADM and a deficit of \$532,020. The difference in the original and revised budget is mainly due to an error in the projection of compensatory revenue on the new school site. | |
| The school ended FY 2024 reporting 489 ADM at year-end and a deficit of \$538,163. Overall, the school has not maintained a balanced budget for FY 2024. | |

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| 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. | |

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| 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. | |

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| Financial Standard 4 - Schools are expected to have audits that are free of all findings. | |
| | 2: Meets – No findings |
| | 1: Partially Meets - 1 or more “significant deficiency” finding(s) |
| X | 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 FY24 financial audit contained two legal compliance findings; Prompt Payment of Claims and Uniform Financial Accounting and Reporting Standards (UFARS) Error as noted on pages 86-87 of the audit. | |

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| 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 |

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| | 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. Since the school received an audit finding on late payments reported in Standard Four, they will be held harmless in this standard. | |

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.

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

Data Source: Board packets.
Analysis: The school has consistently provided required monthly financial reports to VOA-MN and the board 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.

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| | 2: Meets - 20% or > |
| | 1: Partially Meets -15-20% |
| X | 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 | \$2,196,290 | \$2,569,590 | \$599,534 | \$61,371 |
| Fund Balance Percent | 37% | 41.39% | 6.17% | .31% |

The school boards approved General Fund balance policy states:
The school will strive to maintain a minimum unassigned general fund balance of between 10-15% of the annual expenses. In the event of a combined unassigned fund balance of less than 10% of annual expenses, the school administration and board of directors will take immediate financial and budgetary action to retain the minimum unassigned fund balance percentage.

The school has not controlled spending successfully to achieve the targeted General Fund balance stated in its board policy of between 10-15% for FY 2024. The school ended with a .31% General Fund balance.

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

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

Data Source: Board meeting agendas and minutes.

Analysis: The school has a finance committee that meets on a regular basis. Per the director the committee met eight times in FY 2024

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| 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 director, all finance committee members have received training during FY 2024. | |

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| 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. The authorizer monitors school performance meeting these standards on an ongoing basis and

the standards will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. VOA-MN's school board governance standards are scored below.

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| 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. Board structure meets bylaws and state statute. | |

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| 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. A Board development plan/training plan has been submitted to VOA-MN. | |

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| 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 school leader confirmed the Board adheres to a thorough process for the orientation of new board members. | |

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| 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 board training in the Annual Report. | |

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

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| 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. | |

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| Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law. | |
| X | 2: Meets - Bylaws are consistent with state law and the board reviews them regularly. |
| | 1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly. |
| | 0: Does Not Meet - Bylaws are inconsistent with state statute. |
| Data Source: School Website, Board Minutes, Bylaws, Interview | |
| Analysis: The school met this standard. Bylaws are consistent with state law, and the Board reviewed them at the January 23, 2024, board meeting. | |

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| 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. | |

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| Governance Standard 9 - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process. | |
| X | 2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description. |
| | 1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description. |
| | 0: Does Not Meet - The board did not complete an annual evaluation of the school leader. |

Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation

Analysis: The school met this standard. The Board conducted an evaluation of the school leader and shared results at the May 28, 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*).

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| X | 2: Meets - A professional development plan for the non-licensed individual(s) was documented in the school's school or the school's director holds an administrative license. |
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| | 1: Partially Meets – N/A |
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| | 0: Does Not Meet - A professional development plan for the non-licensed individual(s) was not documented in the school's school. |
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Data Source: Annual Report, Board Minutes, Board Chair Communication.

Analysis: The school met this standard. The School Director 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.

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| X | 2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies. |
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| | 1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies. |
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| | 0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies. |
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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.

Governance Standard 12 - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.

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| 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 board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies. |
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| | 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 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 |
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| | 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. |
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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.

Governance Standard 13 - The board of directors provides ongoing oversight of school academic performance.

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| 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 regular oversight of the school's academic performance at the regular board meetings during the year. | |

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| 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. | |
| <ul style="list-style-type: none"> ● Staff retention rate was 90%. ● Student retention rate was 89%. ● Parent survey satisfaction rate was 85%. | |

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| 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. | |

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| 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 school leader confirmed the School Board has a Documents Binder which include documents such as meeting minutes, bylaws, articles of incorporation, and financial statements and is located in the Official Records Room for public access. All Board members also have digital access to these documents. Board members can also be found 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.

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| | 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: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, 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).

o **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.

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| 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:

NEW CENTURY CAMPUS

SCHOOL MISSION: To provide a high-quality education to nurture and inspire a community of learners through an innovative, holistic approach to education that embeds science and technology.

SCHOOL VISION: Create a STEM-based curriculum model that provides an education that is vibrant and alive, and acknowledges and maintains our students’ backgrounds while preparing them for their lives as successful members of our diverse and technologically advancing society.

DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION:

1. The school governance (the board) and school administration are in place to ensure the school achieves its mission and vision.
2. Mission and vision statements are posted on the walls and TV screens throughout the facility. STEM displays are throughout the facility as well and a part of the daily learning objectives posted in the classrooms. College banners

are also displayed throughout the facility to emphasize that the school is college-prep. Mission and vision statements are posted on the school website as well as NCS publications.

3. All programs and staffing are in place in order to accomplish our mission and vision.
4. The NCS [Elementary School Calendar](#), [Secondary School Calendar](#), [NCS Calendar of Student Enrichment Activities](#), the [NCS Parent Involvement Calendar](#), and the organization of [Teams and Committees](#) show evidence that the school’s mission to “provide a high-quality education to nurture and inspire a community of learners through an innovative, holistic approach to education that embeds science and technology” is central to our learning program and decision-making process.

COMPASS ACADEMY CAMPUS

SCHOOL MISSION: Empower students by equipping them with the skills and leadership to thrive in the 21st century and make a positive impact.

SCHOOL VISION: Create a dynamic learning and leadership environment where students are nurtured and inspired, actively engaged and challenged to lead their own learning through hands-on experiences and creative endeavors in STEM, art, and service-learning.

DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION:

1. The school governance (the board) and school administration are in place to ensure the school achieves its mission and vision.
2. Mission and vision statements are posted on the walls and TV screens throughout the facility. STEM displays are throughout the facility as well and a part of the daily learning objectives posted in the classrooms. College banners are also displayed throughout the facility to emphasize that the school is college-prep. Mission and vision statements are posted on the school website as well as NCS publications.
3. All programs and staffing are in place in order to accomplish our mission and vision.
4. The Compass [PK-5 Calendar](#), [Compass 6-7 Calendar](#), Compass [Calendar of Student Enrichment Activities](#), the [Compass Parent Involvement Calendar](#), and the organization of [Teams and Committees](#) show evidence that the school’s mission to “empower students by equipping them with the skills and leadership to thrive in the 21st century and make a positive impact” is central to our learning program and decision-making process.

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

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| 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:

NEW CENTURY CAMPUS

The NCS service-learning plan includes service learning through environmental awareness education. The school’s plan is guided by the concept of “Re-Use, Reduce, and Recycle.” Lindsay Munro is the Service-Learning Coordinator for the district.

COMPASS ACADEMY CAMPUS

The Compass Academy service-learning plan includes service learning through environmental awareness education. The school’s plan is guided by the concept of “Re-Use, Reduce, and Recycle.” Lindsay Munro is the Service-Learning Coordinator for the district.

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).

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

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

Analysis:

NEW CENTURY CAMPUS

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

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

- [Emergency Action Plan](#)
- [Plan/calendar of school safety drills](#)
- [Health and Wellness Policy](#)
- [Health and Wellness Plan](#)
- [Health and Safety training PD](#)

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

- (NOTE: School term: Emergency Action 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 1. 4/3/24 (req. one annually)

Number of bus evacuation drills completed in the previous school year: 1. 10/19/23 (req. one annually)

Designated crisis management person / team members:

Head of School (Dr. Ali), Operations Manager (Lindsay Munro), Office Manager (Abdirahman Hussein), Facility Manager (Cheng Kong), Teacher (Alex Schluender), ESE Teacher (Chris Garcia), High School Dean (Elias Ali)

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log:

Physical copy with Facility Manager in room 124 _____

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

Date of most recent facility inspection by fire department: 8/26/2022 (must be a minimum of every three years)

School maintains a log of all visitors. Yes No

Location of visitor log: Front Office _____

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

Responsible employee: Office Manager (Fatuma Ali) and Health & Wellness Coordinator (Sadia Osman)

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

Designated responsible employee: Health & Wellness Coordinator (Sadia Osman)

School Nurse and License Number: Stacy Hipskind RN License Number: 2480836

Frequency of school visits: Once a week

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

Designated responsible health aid/employee: Health & Wellness Coordinator (Sadia Osman)

School Nurse License Number: Stacy Hipskind RN License Number: 2480836

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: Stacy Hipskind - Navigate Care Consulting - stacy@navigatecare.com

School has a designated 504 Coordinator: Yes No

504 Coordinator Name & Position: Shelbi Pool - Assistant Director

School has a process to ensure that student accommodations are consistent with 504 Plans. Yes No

- Link to [504 Eligibility](#)

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

COMPASS ACADEMY SITE

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

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

- [Emergency Action Plan](#)
- [Plan/calendar of school safety drills](#)
- [Health and Wellness Policy](#)
- [Health and Wellness Plan](#)
- [Health and Safety training PD](#)

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

- (NOTE: School term: Emergency Action 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 1. (req. one annually)

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

Designated crisis management person / team members:

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Physical copy in front office - digital copy in Staff Resources Drive

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

Date of most recent facility inspection by fire department: 9/22/2023 (must be a minimum of every three years)

School maintains a log of all visitors. Yes No Location of visitor log: Main Office

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

Responsible employee: Office Manager (Ahlan Abdilahi)

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

Designated responsible employee: Office Manager (Ahlan Abdilahi)

School Nurse and License Number: Stacy Hipskind RN License Number: 2480836

Frequency of school visits: Once a week

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

Designated responsible health aid/employee: Office Manager (Ahlan Abdilahi)

School Nurse License Number: Stacy Hipskind RN License Number: 2480836
 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: Stacy Hipskind - Navigate Care Consulting - stacy@navigatecare.com
 School has a designated 504 Coordinator: Yes No
 504 Coordinator Name & Position: Shelbi Pool
 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: 1

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| 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 <u>25</u> School Appointed DPA Responsible Authority (RA): School Administrative Assistant FY <u>25</u> School Appointed DPA Designated Authority (DA): School Executive Director FY <u>25</u> School Data Practices Compliance Official (DPCO): School Board Chair | |
| APPLICABLE BOARD POLICIES: (Titles <u>and</u> Numbers) | |
| <ul style="list-style-type: none"> • 406 (Public and private personnel data) • 515 (Student Records) | |
| Board minutes contain evidence of board appointment of RA/DA/DPCO? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Approval Date: 05/07/18, Policies: #406 (Public and private personnel data), and 515 (Student Records) | |
| Authorizer representative verified that the School has a data retention plan: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| <ul style="list-style-type: none"> • Date of board approval? 5/7/18 <u>Policy 515</u> • Date of Historical Society Approval: <u>11/12/2022</u> | |
| Authorizer representative verified that Student <u>academic</u> records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: File Room - <u>Main Office</u> | |
| Authorizer representative verified that Student / Employee <u>legal</u> records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: <u>HR Office</u> | |
| Authorizer representative verified that Student/Employee <u>health</u> records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: <u>Nurse's Office</u> | |
| Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial | |
| School verified that only designated <u>school employees</u> have access to files containing student/employee records. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

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

School evidence provided for Authorizer Review: Policy # 406

Policy Name: Public and Private Personnel Data

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.

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

Analysis:

NEW CENTURY CAMPUS

Description of school plan for student / parent engagement and supporting evidence:

- Link to [Parent Engagement Plan/Workshops Calendar](#)
- School employs a full time Parent Liaison position: Faisal Abdishukri and Mohamed Mursal
- The school has initiated many ways in which to involve parents, including a PTO, Parent Workshops, Student Success, Mental Health, SPED, ELL, ...”).
- Parent-Teacher conferences every quarter, home visits, parents serve on school committees and school board, and the school maintains a parent involvement calendar.
- Students have multiple opportunities participating in extracurricular activities such as clubs, service learning, and student leadership programs.
- [Student Activities](#)

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

- [NCS Student and Family Handbook](#)

COMPASS ACADEMY CAMPUS

Description of school plan for student / parent engagement and supporting evidence:

- Link to [Parent Engagement Plan/Workshops Calendar](#)
- School employs a full time Parent Liaison position : Mohamed Sahal
- Parent engagement/student activity coordinator: Mohamed Sahal
- The school has initiated parent engagement through open house, newsletter, community outreach meetings during the weekends. As a new site, the school has engaged community leaders in the planning of future workshops, which includes Parent Educational Workshops (series of topics relevant to the success of students in school. Other planned activities are in the areas of, Mental Health, SPED, ELL, and various success strategies for kids .
- Parent-Teacher conferences every semester, home visits, parents serve on school committees and school board, and the school maintains a parent involvement calendar.
- Students have multiple opportunities participating in extracurricular activities such as clubs, service learning, and student leadership programs.
- The school is initiating the “Leader in Me” program (The 7 Habits of Highly Effective People).

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

- [CA Student and Family Handbook](#)

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

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:

NEW CENTURY SCHOOL CAMPUS

Most recent curriculum standards alignment review for language arts: March 2023

Most recent curriculum standards alignment review for math: May 2023

Most recent curriculum standards alignment review for science: May 2022

Most recent curriculum standards alignment review for social studies: May 2019

NOTE:

The [NCS Curriculum and Standards Hub](#) provides:

- a glance at the board-approved curriculum used at NCS to teach the MN State academic standards.
- a look at the scope and sequence of learning experiences for each grade and content level as well as which standards are used and how they align with the curriculum.
- At the middle and high school level, students take quarterly exams aligned to the MN State Standards already taught to ensure all state standards are met. Each question is aligned to the state standards and retaught to students who did not show mastery at this time.

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:
 - Lesson Plans are submitted weekly for every grade level and content area and demonstrate the use of the academic standards in planning. [Lesson Plan Folder](#)
 - Teachers are given feedback on lesson plans from the instructional coach to support the use of student learning objectives that align with the state standards.
 - [Lesson planning expectations](#) and feedback are provided for every teacher to ensure quality learning experiences focused on teaching of the MN Academic Standards.

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

- Description of school plan provided by the school:
 - Teachers are engaged monthly in teams following the [NCS PLC protocol](#) requiring them to focus on teaching to their grade-level content standards and reviewing student data to improve student learning outcomes. This work is modeled and monitored by the instructional coach using the [PLC agenda and record keeping](#) document.
 - Teachers meet biweekly and work as a large group and small-group, multi-grade level Teams following the Compass PLC protocol. In one meeting, the teachers focus on academics and teaching to their grade-level content standards and reviewing student data to improve student learning outcomes. In the other meeting, the teachers focus on improving behavior across the school and review research-based strategies for dealing with student behavior. This work is modeled and monitored by the district Director of Teaching and Learning using [PLC agenda and record keeping form](#).

COMPASS ACADEMY CAMPUS

Most recent curriculum standards alignment review for language arts: March 2023

Most recent curriculum standards alignment review for math: March 2023

Most recent curriculum standards alignment review for science: March 2023

Most recent curriculum standards alignment review for social studies: March 2023

NOTE:

The [Compass Curriculum and Standards Hub](#) provides:

- a glance at the board-approved curriculum used at Compass to teach the MN State academic standards.
- a look at the scope and sequence of learning experiences for each grade and content level as well as which standards are used and how they align with the curriculum.
- At the middle school level, students take quarterly exams aligned to the MN State Standards already taught to ensure all state standards are met. Each question is aligned to the state standards and retaught to students who did not show mastery at this time.

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:
- Lesson Plans are submitted weekly for every grade level and content area and demonstrate the use of the academic standards in planning. Lesson Plan Folder
- Teachers are given feedback on lesson plans from the instructional coach to support the use of student learning objectives that align with the state standards.
- Lesson planning expectations and feedback are provided for every teacher to ensure quality learning experiences focused on teaching of the MN Academic Standards.

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

Description of school plan provided by the school:

- Teachers are engaged monthly on one of three multi-grade level [Teams](#) following the Compass PLC protocol requiring them to focus on teaching to their grade-level content standards and reviewing student data to improve student learning outcomes. This work is modeled and monitored by the instructional coach using the Compass [PLC agenda and record keeping form](#).
- Teachers meet biweekly and work as a large group and small-group, multi-grade level Teams following the Compass PLC protocol. In one meeting, the teachers focus on academics and teaching to their grade-level content standards and reviewing student data to improve student learning outcomes. In the other meeting, the teachers focus on improving behavior across the school and review research-based strategies for dealing with student behavior. This work is modeled and monitored by the district Director of Teaching and Learning using [PLC agenda and record keeping form](#)

| 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 annually that the school employs highly qualified, appropriately licensed teachers as part of our VOA-MN submission calendar as well as during site visits. | |

| 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: | |

[Employee Handbook](#) page 3 (Recruitment and Selection).

Background Check Policy [#404 Employment Background Check](#)

- Background check conducted by MN Bureau of Criminal Apprehension

Frequency of background checks on volunteers: Once upon volunteering

Frequency of background checks on employees: Once upon hiring

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

X **2: Meets** - The school could provide evidence that it is meeting its annual student enrollment goals.

1: Partially Meets – N/A

0: Does Not Meet - The school is not meeting its student enrollment goals.

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

Analysis:

NEW CENTURY SCHOOL CAMPUS

Number of students (head count) served in current year: 677

Present School Year Student Enrollment / Headcount by Grade:

| | |
|---------|---------|
| PK - 35 | 6 - 47 |
| KG - 50 | 7 - 51 |
| 1 - 57 | 8 - 61 |
| 2 - 55 | 9 - 48 |
| 3 - 61 | 10 - 44 |
| 4 - 62 | 11 - 33 |
| 5 - 61 | 12 - 12 |

Number of students (head count) served in 2023-2024: 664

Number of students (head count) served in 2022-2023: 507

COMPASS ACADEMY CAMPUS

| | |
|---------|--------|
| PK - 24 | 6 - 33 |
| KG - 53 | 7 - 16 |
| 1 - 44 | |
| 2 - 37 | |
| 3 - 41 | |
| 4 - 30 | |
| 5 - 24 | |

Number of students (head count) served in 2023-2024: 249

Number of students (head count) served in 2022-2023: 0

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:

[536](#) - Enrollment Policy and Procedures and
[Policy #537](#) - Early Admission to Kindergarten

Authorizer Verifies that [NCS Student Application Form](#) is Compliant: Yes No Partial

Authorizer representative verified that the school has [Tennessee Warnings](#) for enrollment process. Yes No
 Partial

- This is part of the [NCS Student Enrollment Packet](#)

COMPASS ACADEMY CAMPUS

Admissions Policy Number:
[Policy #536](#) - Enrollment Policy and Procedures and
[Policy #537](#) Early Admission to Kindergarten

Authorizer Verifies that [CA Student Application Form](#) is Compliant: Yes No Partial

Authorizer representative verified that the school has [Tennessee Warnings](#) for enrollment process. Yes No
 Partial

Authorizer Verifies that [CA Student Enrollment Packet](#) is Compliant: Yes No Partial

Authorizer representative verified that the school has [Tennessee Warnings](#) for enrollment process. Yes No
 Partial

- This is part of the [Compass Student Application Form](#)

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 Policies:

- [Policy 401](#) – Equal Employment Opportunities
- [Policy 402](#) – Disability, Nondiscrimination (Will be approved at the October 22 board meeting).
- [Policy 404](#) – Employment Background Checks
- [Policy 407](#) – Employer Right to Know
- [Policy 430](#) – Hiring Guidelines
- [Policy 432](#) – Employee Time Off

HR Documents for New Century School, all mandatory to be completed before an employee is added to payroll.
HR Documents for Compass Academy, all mandatory to be completed before an employee is added to payroll.

Handbook is on the website and staff and is distributed annually through our HR portal ease.com.

NEW CENTURY SCHOOL CAMPUS

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

COMPASS ACADEMY CAMPUS

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.

| | |
|----------|--|
| 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: During the site visit, the authorizer representative verified that the school has job descriptions for every employment position with aligned performance evaluation process.

[Teacher Evaluation Plan](#)

[NonTeaching Staff Evaluation Plan](#) | [Evaluation Form](#)

NEW CENTURY SCHOOL CAMPUS

[\(Job Descriptions\)](#)

COMPASS ACADEMY CAMPUS

[\(Job Descriptions\)](#)

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:

NEW CENTURY CAMPUS

Brief description of school Child Find/Study Process: The Student Success Team will meet twice a month to discuss interventions for struggling learners. The general education teachers initially complete a referral form about the student and the team reviews this form together during the child find meetings. The intervention teachers also participate in the child find team. The teachers then discuss the concerns and the team determines appropriate intervention strategies for the student. Afterwards, the team reviews the intervention data after 6 weeks to determine if additional interventions are

needed. When students have two unsuccessful interventions, the child find team recommends the students for special education evaluation.

Child Find Team Members:

- Shelbi Pool
- Jeanette Andrade
- Laura Madison
- Anna Bullard
- Abdullahi Mohamed
- Karen Roussel

[SY25 NCS SST Pre-Referral Form](#)

[SY25 NCS Referral Form](#)

Name of special education teachers & license/file number:

- Nelson Anderson (487699)
- Luul Ahmed (512397)
- Timiro Adan (482292)
- Chris Garcia (484451)
- Rahma Dahir (1029849)
- Najma Bulhan (1027304)
- Ann Heinen (applied for license 10/11/24)

Number of special education paraprofessionals: 15 FTE

Percent of special education students served in 2024-2025: 7.06%

Percent of special education students served in 2023-2024: 7.1 %

COMPASS ACADEMY CAMPUS

Brief description of school Child Find/Study Process: The Student Success Team will meet twice a month to discuss interventions for struggling learners. The general education teachers initially complete a referral form about the student and the team reviews this form together during the child find meetings. The intervention teachers also participate in the child find team. The teachers then discuss the concerns and the team determines appropriate intervention strategies for the student. Afterwards, the team reviews the intervention data after 6 weeks to determine if additional interventions are needed. When students have two unsuccessful interventions, the child find team recommends the students for special education evaluation.

Child Find Team Members:

- Lucy Just
- Hamdi Ali
- Kelsey Hull
- Mohammed Ali
- Miski Abdullahi

[SY25 Compass SST Pre-referral Form](#)

[SY25 Compass SST Referral Form](#)

Name of special education teachers & license/file number:

- Maryama Hassan (1030904)
- Abdinasir Mohamed (1030542)
- Amal Mursal (applying for license)

Number of special education paraprofessionals: 6 FTE

Percent of special education students served in 2024-2025: 8.11%

Percent of special education students served in 2023-2024: 6%

NEW CENTURY SCHOOL CAMPUS

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

New Century School All Staff Sped Training: August 19, 2024

- Special Education Overview
- Disability Designations
- IEP Accommodations and Modifications
- Behavior Support
- Child Find Process

- Special Education Paraprofessional Training: August 21, 2024
- Roles & Responsibilities
- Disability Designations
- Confidentiality & Privacy
- Mandated Reporting
- IEP Accommodations
- Behavior Support

- Special Education Behavior Training: October 04, 2024

- Crisis Prevention Intervention (CPI training): October 18, 2024

COMPASS ACADEMY CAMPUS

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

- Compass Academy All Staff Sped Training: August 26, 2024
- Special Education Overview
- IEP Accommodations and Modifications
- Behavior Support
- Child Find Process

- Paraprofessional Training: August 26, 2024

- Special Education Behavior Training: October 04, 2024
- SWWC: B

| | |
|---|--|
| 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. | |
| ROUTINE SPECIAL EDUCATION AUDITS – | |

- [2024 IDC Record Review Letter](#)
- [2023 IDC Record Review Letter](#)

Date of last special education program audit:

NCS has not been the subject of any investigations by the MDE Monitoring related to special education service delivery or procedures. A comprehensive special education audit is expected next year.

New Century School completed the Indicator Data Collection Record Review (23-24) to review Indicator B-11 to receive parental consent for initial evaluation. There were no findings of noncompliance with this review.

CAP Items: N/A

Date of last special education financial audit: FY 2020 state special education.

CAP Items: New Century School did not have any Corrective Action Plan

Current audit stage: Special Education Comprehensive Review is FY25 (cohort two).

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: Saido Abdirashid (EdFirst)
Special Education Director License Number: 479588

SEAC Meeting Dates:

FY25 meeting date(s): Anticipated date - February 2025

FY24 meeting date(s): December 2023 & March 2024

FY23 meeting date(s): December 09, 2022

FY22 meeting date(s): November 2021 & May 13, 2022

Special Education Advisory Committee Members:

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 | 3 | 0 | 11/14 | .50 | 39% |
| Finance | 14 | 0 | 0 | 14/20 | .20 | 14% |
| Governance | 32 | 1 | 0 | 33/34 | .15 | 14% |
| Mgmt/Operations | 30 | 0 | 0 | 30/30 | .15 | 15% |
| Grand Total | 84 | 4 | 0 | 88/98 | 1.00 | 82% |

| CONTRACT RENEWAL CALCULATIONS | | | | | | | |
|--|--------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------|
| CHARTER CONTRACT TERM: July 1, 2021 - June 30, 2026 | | | | | | | |
| | | YR 1 Rating FY21 | YR 2 Rating FY22 | YR 3 Rating FY23 | YR 4 Rating FY24 | YR 5 Rating FY25 | Average Rating |
| ACADEMIC (50%) | | 41% | 32% | 36% | 39% | % | 37% |
| FINANCE (20%) | | 20% | 19% | 12% | 14% | % | 16% |
| ORGANIZATION (30%) | | | | | | | |
| | BOARD GOVERNANCE (15%) | 13% | 15% | 15% | 14% | % | 14% |
| | MANAGEMENT OPERATIONS (15%) | 15% | 15% | 14% | 15% | % | 15% |
| | TOTAL | 89% | 81% | 77% | 82% | % | 82% |
| CUMULATIVE AVERAGE 82% | | | | | | | |

CONTACT INFORMATION:

Stephanie Olsen, Program Manager
Phillip Morris, Academic Performance Analyst
Rochel Perna, Financial Analyst
Roderick Haenke, Board Governance Analyst / Constituent Services
Dawn Maslowski, Program Administrative Assistant

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