



PACT CHARTER SCHOOL

ANNUAL SCORECARD REPORT

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2022-2023 VOA-MN SCHOOL SITE VISIT DATES: November 3, 2022; March 28, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: October 16, 2023; December 5, 2023

2024-2025 VOA-MN SCHOOL SITE VISIT DATE: November 14, 2024

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 14, 2022; May 4, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 14, 2023; and May 2, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATE: January 9, 2025

Volunteers of America of Minnesota Accountability Plan

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

15% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

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

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

Intervention and Corrective Action

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

Closure Plan

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

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

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

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

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

SECTION ONE

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

Academic Performance- All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments 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.

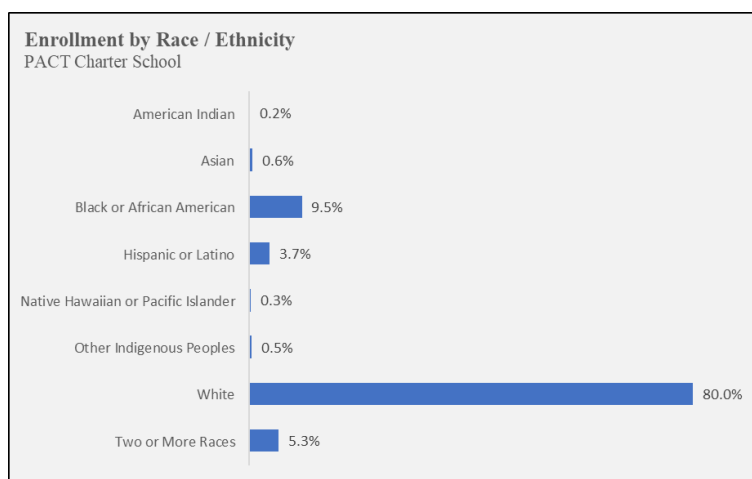


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

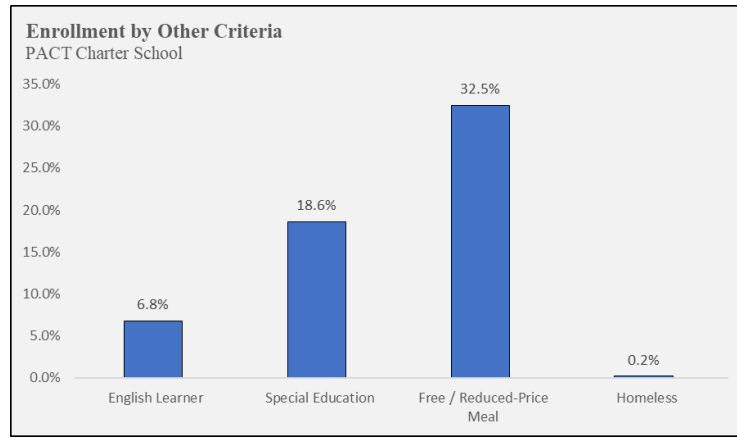


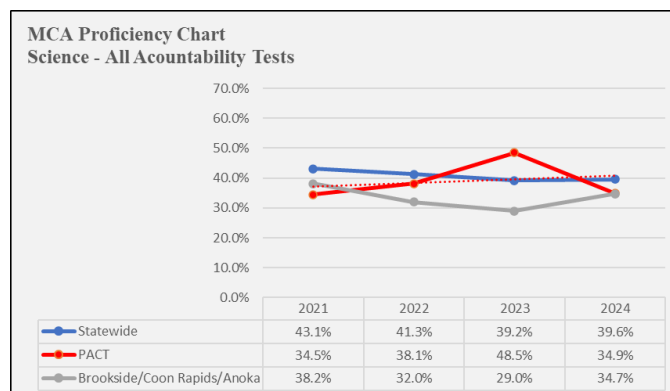
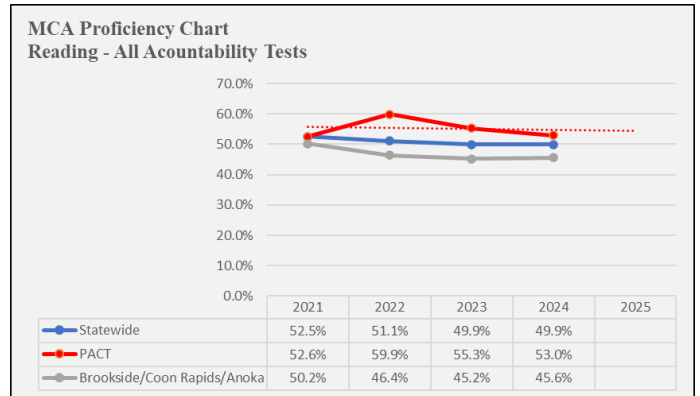
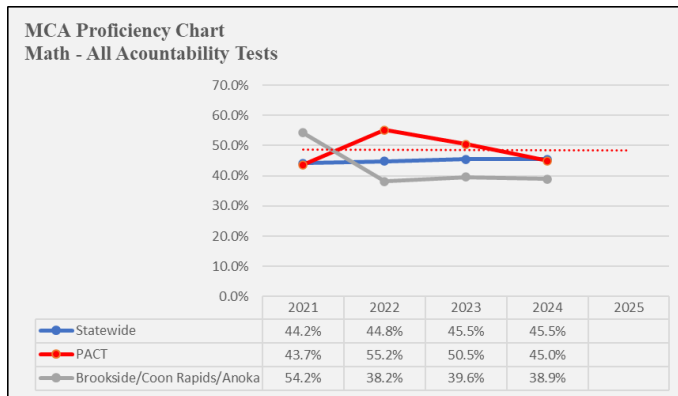
Figure 2– Enrollment by Other Criteria

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: PACT is outperforming the combined comparison school, Brookside Elementary School, Coon Rapids Middle School, and Anoka High School, in math, reading and science

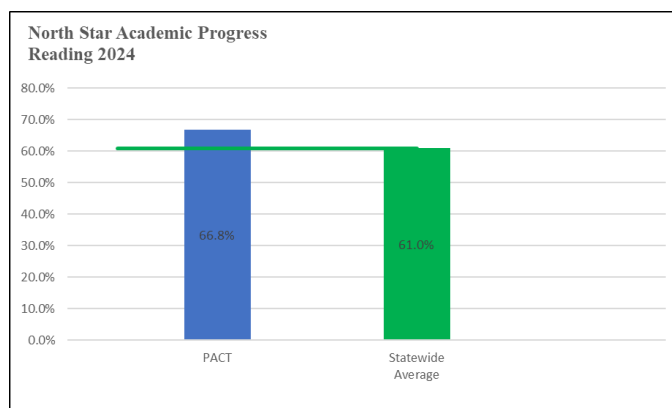
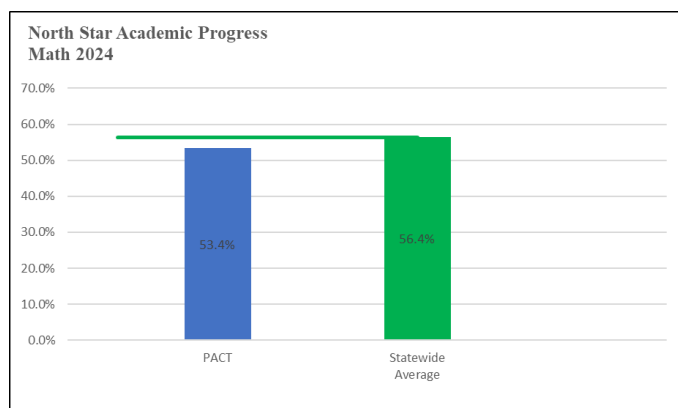


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

X	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%.
	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 achievement level (improved + maintained) was 53.4% for math and 66.8% for reading. A score of meets was awarded because the school's combined score was 60.1%.

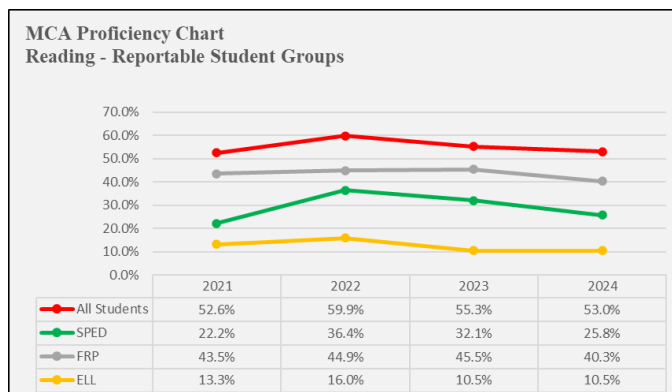
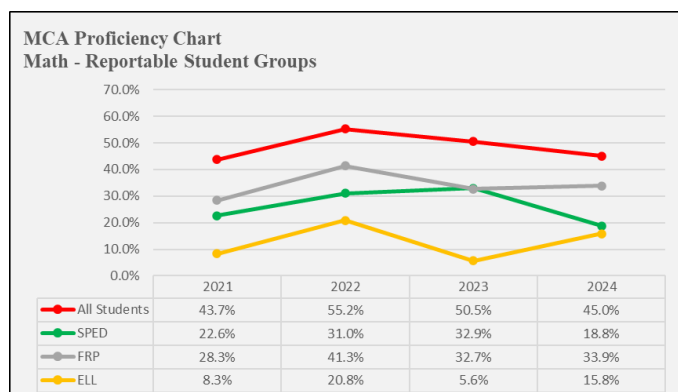


Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose 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: PACT reduced the achievement gap in three out of six possible areas. (Free and Reduced math, ELL math and 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: PACT Charter School uses the 5D Rubric for Instructional Growth and Teacher Evaluation. This rubric is used for formal observations and summative evaluations, and portions of the rubric are used for walk-throughs.	

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: During the 2023-2024 school year, teachers were trained on Top 20, Universal Designs for Learning, Depth of Knowledge, CPI Verbal De-escalation. They continued to conduct Professional Learning Communities (PLCs) following DuFour's model. The Student Learning Goal (SLG) process continued for the 2023-2024 school year. These requirements ensure a cycle of continuous improvement related to instruction.	

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: In addition to its academic rigor, PACT has increased learning opportunities for all students by emphasizing positive character development. All students receive character education instruction at least once a week. The curriculum focuses on assisting students in identifying and developing positive character qualities.	

Academic Performance Standard 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 Kindergarten	
At least 85% of families with a PACT kindergartner for the 2023-2024 school year will participate in a 30-minute Kindergarten Readiness Course.	
Result: Goal Not Met	
70% of families with a PACT kindergartner for the 2023-2024 school year participated in a 30-minute Kindergarten Readiness Course.	
Goal #2a All Students Career and College Ready by Graduation	
The average ACT composite score for PACT students will increase from 23.0 in 2023 to 23.5 in 2024.	
Result: Goal Not Met	
The average ACT composite score for PACT was 19.8 in 2024.	

Goal #2b All Students Career and College Ready by Graduation

For the 2023-2024 school year, the percentage of juniors and seniors earning college credit through concurrent enrollment, dual credit, and/or Postsecondary Enrollment Options (PSEO) courses will increase from 49% to 55%.

Result: Goal Met

The percentage of juniors and seniors earning college credit was 55%.

Goal #4c All Students Career and College Ready by Graduation

The percentage of juniors and seniors in the PACT building receiving an individual career/college planning meeting with the school counselor will be 100% during the 2023-2024 school year.

Result: Goal Not Met

School counselors met with 84% of Juniors and Seniors in the 2023-2024 school year.

Goal #5 All Students Graduate

The percentage of students graduating will increase from 87.3% in 2021 to 89% in 2023.

Result: Goal Met

The 2023 graduation rate was 89.8%.

SECTION TWO

FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?

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

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

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

Financial Standard 1 - The School maintains a balanced budget.	
	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 the original FY24 budget in April 2023 projecting 1078 ADM and a surplus of \$13,518. The budget was revised and approved in April 2024 with no change in ADM and a surplus of \$17,617.

FY 2024 marked the thirtieth (30) year the school served students, reporting 1053 ADM at year-end and a deficit of \$877,208. Per the audit report on page 23:

The General fund balance decreased over the previous fiscal year as shown in the table above. The decrease is largely due to expenditures in excess of budgeted amounts, primarily in elementary and secondary instruction and special education instruction.

Overall, the school has not 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 FY24 financial audit contained no findings.

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

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 school consistently provided all financial reports and information to the school board and VOA-MN for FY2024.	

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.				
	2: Meets - 20% or >			
X	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:				
THREE YEAR FUND BALANCE HISTORY				
	FY 2022	FY2023	FY2024	
Fund Balance Amount	\$3,219,942	\$3,408,856	\$2,531,648	
Fund Balance Percent	40%	38%	17%	
The school boards approved General Fund balance policy states:				
<i>PACT’s policy will be to achieve a range of 20-30% general fund unreserved fund balance as a percentage of yearly general fund expenditures.</i>				
PACT’s General Fund balance decreased 21% in FY 2024 mainly due to spending more than budgeted amounts. The school partially met its General Fund balance goal.				

Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.	
X	2: Meets - 8-12 meetings/year
	1: Partially Meets -5-7 meetings/year
	0: Does Not Meet - 0-4 meetings/year
Data Source: Board meeting agendas and minutes.	
Analysis: The school has a finance committee that meets on a regular basis and met ten times in FY 2024.	

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 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 eighteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

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

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

Governance Standard 2 - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.	
X	2: Meets - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	1: Partially Meets - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	0: Does Not Meet - The board does not implement a plan to ensure board members have the necessary knowledge.
Data Source: 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.	

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.	

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.	

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 February 1, 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.	

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 11, 2024, board meeting.	

Governance Standard 8 - The board of directors adheres to board member election requirements set forth by state statute*.	
X	2: Meets - All requirements were met.
	1: Partially Meets – N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
Analysis: The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was held more than 30 days after the election was announced and occurred on a day when the school was in session.	

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 May 2, 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, Joshua Nyquist, 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.	

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 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 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.	

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

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 82.9%. • Student retention rate was 93%. • Parent survey satisfaction rate was 81.5%. 	

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 school leader confirmed the Board Documents Binder is kept electronically which includes meeting minutes, bylaws and articles of incorporation and financial statements and that hard copies can be printed and distributed by request. A review of the school's website demonstrated that the statutory requirements for posting board-related information was present.	

Governance Standard 17 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan 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 met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings.	

○ SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

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: Partnering as parents, students, and staff to develop students of character and academic excellence.	
SCHOOL VISION: PACT Charter School will build a collaborative community emphasizing academic rigor and character development to foster innovative problem solvers and life-long learners.	
DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION:	
<ol style="list-style-type: none"> <u>Focus on Partnership Between Parents, Students, and Staff</u> - Partnering as parents, students, and staff to develop students of character and academic excellence <p>PACT Charter School's commitment to cultivating students of character and academic excellence is deeply embedded in its core values and distinctive educational approach. Founded by homeschooling parents who wanted enhanced opportunities while staying involved in their children's education, PACT places parents at the center of the educational process, recognizing them as primary educators. This philosophy creates a dynamic, supportive environment where parents actively contribute to their children's learning journey.</p> <p>PACT asks parents to volunteer at least four hours each month to foster involvement. This expectation strengthens community engagement, reinforces the value of education, and models commitment for students. Through volunteering, parents immerse themselves in classroom support, committee involvement, and leadership in school governance, setting a powerful example of responsibility and dedication that positively impacts students' academic achievement and character growth.</p>	

PACT has also introduced specific programs to enrich this collaborative culture. The Volunteer Coordinator and Director of Communication and Community Engagement are critical in facilitating meaningful parent contributions and enhancing outreach efforts. Events like “Perk Up with the Principal” offer parents direct access to school leadership, promoting open dialogue and reinforcing PACT’s dedication to partnership. Furthermore, consistent communication through the website, e-newsletters, emails, and social media channels ensures transparency and celebrates school achievements, fostering a sense of shared purpose.

An annual climate survey further strengthens this partnership by inviting parents, students, and staff to provide feedback on school culture, engagement, and academic priorities. This survey allows PACT to assess community needs, identify areas for improvement, and adapt its strategies to support student growth better. The insights gained contribute to a responsive, evolving environment focused on continuous improvement.

Additionally, the PACT Panthers PTO and booster club provide a structured avenue for parents to support school activities and initiatives, further strengthening the school-family connection. PACT is also exploring establishing a Foundation to support educational initiatives and expand resources that enrich students’ academic experiences, reinforcing PACT’s dedication to nurturing well-rounded, high-achieving students.

2. Focus on Academics - Partnering as parents, students, and staff to develop students of character and academic excellence

PACT is dedicated to academic rigor to support students in meeting and exceeding their learning goals and achieve academic excellence. PACT staff create respectful learning environments by setting clear, high expectations for all students. Higher-order thinking skills are emphasized in all grade levels, while also differentiating for students based on their readiness levels. This is accomplished through many different methods including data-driven decision making, incorporating hands-on learning as often as possible, interdisciplinary learning opportunities, and providing an emotionally and safe learning environment where students are held to high standards.

Teachers are consistently trained in and use best practices in their content areas. Utilization of these best practices, as well as implementation of high-quality curricula, ensures students receive high quality educational opportunities. For the 2024-2025 school year, professional development at the Elementary Campus has an academic focus on the Science of Reading, equipping classroom teachers and interventionists with research-based pedagogical strategies to apply in their literacy instruction. The Secondary Campus has an academic focus on formative assessment and building high impact instructional strategies into lesson plans in a practical way. Our second focus on the secondary campus centers around school culture and building classroom management strategies that allow for a unified team while modeling and exemplifying our missional character traits.

3. Focus on Character - Partnering as parents, students, and staff to develop students of character and academic excellence.

Considering the great task of becoming mature, responsible citizens, students need to grow in character, knowledge, skills, and experiences. To prepare students for the future, PACT emphasizes positive character development.

All students receive character education at least once a week. The curriculum, Character Strong, focuses on assisting students to identify and develop positive character qualities. Students that display positive character qualities are recognized with monthly Character Awards.

Service projects encourage opportunities to build character by reaching out in service to others in the community and focusing outside of oneself. Learning to serve others gives students a considerate perspective of others’ needs and sensitivity to their differences. Students learn to contribute to society and make a positive difference in people’s lives. Students at PACT are given many leadership, involvement, and service opportunities. A small school requires proportionally more students to step forward for leadership. We provide other experiences that promote and teach leadership skills for students who may not normally step into leadership roles. Leadership experiences naturally occur when older students are paired with younger students. When students step outside their comfort zones, with the support of parents and teachers, their characters can be stretched, challenged, and honed. Success in these experiences helps build student confidence.

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: Examples of service-learning initiatives at the Elementary Campus include a school-wide diaper drive, singing at nursing homes, tying blankets for Compassion International, collecting imperishable goods for food drives, community garbage clean up, and writing and delivering “gratitude letters.” Examples of service-learning initiatives at the Secondary Campus include a donation drive, and the service learning plan included below that allows our students to grow in confidence, build character, and invest in their communities.	
BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN: Service Learning Plan	

M/O Standard 3 - The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills).	
X	2: Meets - The school can provide evidence that it complies with health and safety requirements for public schools.
	1: Partially Meets - The school is making progress approaching standard.
	0: Does Not Meet - The school could not provide evidence of compliance with health and safety requirements for public schools.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis: Faculty have received required back-to-school training on health and safety procedures. <u> X </u> Yes <u> </u> No List of present school year back-to-school health and safety-related professional development training: <ul style="list-style-type: none"> • Active Threat Training • Mandated Reporter • Bloodborne Pathogens • Seizure • EpiPen • Harassment, Violence, Discrimination, Bullying & Title IX School complies with MS 121A.035 – Crisis Management Plan. <u> X </u> Yes <u> </u> No <ul style="list-style-type: none"> • 703 - Crisis Management Policy Number of fire drills completed in the previous school year: <u>Five</u> . (req. five annually) Number of lockdown/safety drills completed in the previous school year: <u>Five</u> . (req. five annually) Number of tornado drills completed in the previous school year: <u>One</u> . (req. one annually) April Number of bus evacuation drills completed in the previous school year: <u>One</u> . (req. one annually) Designated crisis management person/team members: Superintendent, Executive Director of HR and Operations, Elementary Principal, Secondary Principal, Director of Special Education, Director of Communication and Community Engagement, and Technology Coordinator.	

Secondary - Secondary Principal, Assistant Director of Secondary Education, Executive Director of HR and Operations
Elementary - Elementary Principal, Assistant Director of Elementary Education, Executive Director of HR and Operations.

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Front Desk

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

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

Elementary Campus: 9/14/2022

Secondary Campus: 9/8/2023

School maintains a log of all visitors. ☒ Yes ☐ No Location of visitor log: Front Desk

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

Elementary - School Nurse - Kristen Krolak

Secondary - School Nurse - Shelly Olson

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

Designated responsible employee: Licensed School Nurse

School Nurse and License Number: Sheila Freed, 1011616

Frequency of school visits: Available virtually at all times during school hours.

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

Designated responsible health aid/employee:

Elementary - School Nurse - Kristen Krolak, LPN

School Nurse License Number: 545633

Secondary - School Nurse - Shelly Olson, LPN

School Nurse License Number: 774378

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: Sheila Freed, Avel ECare

School has a designated 504 Coordinator: ☒ Yes ☐ No

504 Coordinator Name & Position: Dr. Shawn Lohse, Secondary Principal

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:

Elementary: 8

Secondary: 41

School Evidence Provided for Authorizer Review:

- [Mandatory Annual Online Staff Training 9/30/2024 \(Bloodborne Pathogens, Seizure Training, EpiPen Training, Mandated Reporting\)](#)
- [Elementary Emergency Action Plan](#)
- [Secondary Emergency Action Plan](#)
- [Emergency Drill Log](#)
- [PACT 24-25 Bus Safety Plan](#)
- [Elementary Bus Safety Training & Evacuation 2024-25](#)
- [Secondary Bus Safety Training & Evacuation 2024-25](#)
- [Elementary: PACT Fire Marshall Report \(2022\)](#)
- [Secondary Occupancy Letter \(In Lieu of Fire Marshal Report\)](#)
- [Raptor Visitor Sign-in Letter](#)
- [Raptor Visitor Tennessee Notice](#)

- [903 - Visitor to the School Policy](#)
- [Immunization Record Form](#)
- [Licensed School Nurse - Sheila Freed](#)
- [504 Handbook](#)

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 2024-2025 School Appointed DPA Responsible Authority (RA): Tracy Peters

FY 2024-2025 School Appointed DPA Designated Authority (DA): Tracy Peters

FY 2024-2025 School Data Practices Compliance Official (DPCO): Tracy Peters

NOTE: Authorizer provided sample VOA-MN school policies to the Superintendent.

APPLICABLE BOARD POLICIES: (Titles and Numbers) See below.

Board minutes contain evidence of board appointment of RA/DA/DPCO? X Yes ___ No

- [Board meeting minutes 9/5/2024](#)
- The Board Defines the authority through Policy 513-Protection and Privacy of Pupil Records Policy

Authorizer representative verified that the School has a data retention plan: X Yes ___ No

- Date of board approval: 2/4/2021
- [Date of Historical Society Approval: 7/19/2012](#)

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

X Yes ___ No Location: Elementary: WorkRoom, Secondary: Storage Room

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

X Yes ___ No Location: HR Office @ Elementary

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

X Yes ___ No Location: Elementary: Health Office, Secondary: Health Office _____

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process. X Yes ___ No ___ Partial

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

X Yes ___ No

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

School evidence provided for Authorizer Review: Policy

Policy Name: [Policy 722 - Data Requests](#) approved 12/5/2024

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

X Yes ___ No

School Evidence Provided for Authorizer Review:

- [513 -Protection and Privacy of Pupil Records Policy](#)
- [718 -Records Retention/Destruction Policy](#)
- [Tennessee Warning in Employee Handbook](#) - Each Employee Signs the Employee Handbook as part of the employment process.
- [Tennessee Warning in Enrollment Process](#)
- [Historical Society Records Retention Schedule](#)

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 2024-2025 PACT rSchool Calendar provides a comprehensive overview of key events throughout the school year, including parent and student engagement activities like open houses, conferences, symposiums, and awards night. Additionally, the Committee Calendar highlights opportunities for families to participate actively in school governance. For a complete guide to our policies and procedures, families can refer to our Family Handbook, which outlines essential information for our school community. Evidence suggests that the school maintains and distributes annually a student/ family handbook. X Yes ___ No

School Evidence Provided for Authorizer Review:

- [2024-2025 Events Calendar](#)
- [2024-2025 Committee Calendar](#)
- [Family Handbook](#)

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: Elementary completed 8/2022, middle and high completed in Fall 2023.

Most recent curriculum standards alignment review for math: Completed in 2018 Math Expressions for Elem, and CPM for middle and high.

Most recent curriculum standards alignment review for science: Adopted 2021-2022 Inspire for middle high (alignment done 2022). Elementary moved to updated FOSS in 2023-2024 with alignments done in fall 2023.

Most recent curriculum standards alignment review for social studies: Elem. Into Social Studies (1-5) 2018, 6th grade in MN history and only has one text to use (this was planned many years ago). Secondary social studies courses have been slowly updated and we will be re-aligning all courses once the new standards are approved.

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

- **Description of school requirement as provided by the school:** Elementary teachers maintain a Google Drive folder with grade level scope and sequence plans and weekly lesson plans. Based on the goals and preferences of their department, secondary teachers upload lesson plans, citing aligning standards, to Infinite Campus, PlanBook, or Google Classroom.

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:
 - Elementary: For its tier 1 instruction, PACT uses *Math Expressions* and *Into Reading* curricula, which are aligned to Minnesota state standards. Classroom teachers and PLC teams also utilize FastBridge math and reading assessments, interventions, and progress monitoring tools to ensure that our core instruction and interventions focus on proficiency on the MCA.
 - Secondary: For its tier 1 instruction, PACT Secondary uses *CPM* and *CommonLit* curricula, which are aligned to Minnesota state standards. Classroom teachers and PLC teams also utilize FastBridge math and reading assessments, interventions, and progress monitoring tools to ensure that our core instruction and interventions focus on proficiency on the MCA.

School Evidence Provide for Authorizer Review:

[Directions for Curriculum Alignment](#)

[Curriculum Review Cycle](#)

[Elementary Lesson Plan Sample](#)

[Secondary Lesson Plan Sample](#)

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 license compliance 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:

School Evidence Provided for Authorizer Review:

[Background Check Form](#)

[Family Handbook \(pg. 9\)](#)

[24-25 Employee Handbook \(pg. 14\)](#)

Frequency of background checks on volunteers: Annually

Frequency of background checks on employees: Every 3 Years

School Evidence Provided for Authorizer Review:

[3-Year Background Check Cycle Document](#)

[Volunteer Training](#)

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.
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	1: Partially Meets – N/A
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	0: Does Not Meet - The school is not meeting its student enrollment goals.
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Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership

Analysis:

Number of students (headcount) served in the current year: 1398

Present School Year Student Enrollment / Headcount by Grade (Oct. 1): 1398

K - 110 6 - 118
1 - 113 7 - 122
2 - 115 8 - 119
3 - 108 9 - 124
4 - 112 10 - 114
5 - 116 11 - 70
 12 - 57

Number of students (head count) served in 2023-2024: 1,081

Number of students (head count) served in 2022-2023: 670

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.
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	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.
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	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
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Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.

Analysis:

Admissions Policy Number: [714 - Enrollment Policy](#)

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

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

School Evidence Provided for Authorizer Review:

[Tennessee Warning in Enrollment Process](#)

[Enrollment Application](#)

[714 - Enrollment Policy](#)

[Request for Records](#)

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:	
<p>RELEVANT POLICY NUMBERS:</p> <ul style="list-style-type: none"> • Employee Telework Policy • Teacher Assignment and Pay Structure Policy • Employee Ethics and Conflict of Interest Policy • Drug-Free Workplace Policy • Payroll Guidelines Policy • Health Insurance Policy • Whistleblower Policy • Complaints: Students, Employees, Parents and Other Persons Policy • Workload Limits for Certain Support Services Teachers Policy • Exit Survey Policy • Social Media Usage for Employees & Stakeholders in Leadership Roles Policy • Nepotism Policy • Employee Handbook • New Staff Checklist <p>Authorizer representative verified that the school has Tennessee Warnings for employment process. <u> X </u> Yes <u> </u> No</p> <p>Evidence suggests that the school maintains and distributes annually an employee handbook. <u> X </u> Yes <u> </u> No</p> <p>School Evidence Provided for Authorizer Review: Tennessee Warning in 24-25 Employee Handbook</p>	

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 verified that the school has job descriptions and defined evaluation process for all personnel.	
<p>School Evidence Provided for Authorizer Review: Job Description Folder Principal Evaluation Form Teacher Evaluation Form</p>	

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 school follows the Multi-Tiered System of Supports (MTSS) and has a well-defined TSES.	
Elementary Child Find Team Members - The child find process is embedded into our PLC data cycle . PLC grade-level teams lead discussions into academic and behavior data, and if students do not show progress for interventions after two, 6-week interventions, the PLC team brings in Erin Bosman (lead) to conduct a deeper analysis of the needs and supports.	
Secondary Child Find Team Members - Paul Bjork (lead), Jill Kaminski (lead), referring classroom teacher and their grade level team. More work to continue at the secondary level.	
Child Study Team Members - MacKenzie Welch (lead), Susanna Fomby, Kathy Molinari, Nancy Lloyd/Karrin Jensen, special education case manager, parent(s), related service providers as needed based on concerns	
Name of special education teachers & license/file number:	
<ul style="list-style-type: none"> Jill Borchers - 0401245 - Elementary Lauren Clements - 1009195 - Both Doris Dockendorf - 357849 - Secondary Susanna Fomby - 1003094 - Both Michelle Goodrich - 0458627 - Secondary Michael Hicks - 1020701 - Secondary Lisa Holmquist - 0413684 - Elementary Deborah Hyk - 329102 - Secondary Karrin Jensen - 480150 - Elementary Elizabeth Jones - 1022577 - Both Lisa Kermode - 0495025 - Elementary Joshua Kirk - 517873 - Secondary Nancy Lloyd - 0350970 - Both Kathy Molinari - 320310 - Both Scott Miller - 469568 - Elementary Brent Morris - 1037723 - Elementary Kerry Oolman - 0471645 - Secondary Jamie Plonske - 1037128 - Secondary Nancy Sonntag - 0513823 - Secondary Abbey Swanson - 1012767 - Secondary Natasha Tice - 0349816 - Elementary Marcy Tipton - 0292695 - Elementary 	
Number of special education paraprofessionals: 14 FTE at Elementary, 11 FTE at Secondary	
Percent of special education students served in 2024-2025: 15.3%	
Percent of special education students served in 2023-2024: 17.8%	
Percent of special education students served in 2022-2023: <u>19.7</u> %	
Percent of special education students served in 2021-2022: <u>18</u> %	

School Evidence Provided for Authorizer Review:[PACT TSES](#)[CST Process](#)**Faculty Training Topic(s) and Dates(s):**

- New Teacher Training: Survival Tips for a Successful Year, Due Process/SpEd Forms, Facilitating an Effective IEP Meeting - 8/15/2024
- All SpEd Training: *Onward* - 8/19/2024
- New Paraprofessional Training: Roles/Responsibilities, Toolbox - 8/19/2024
- All Staff Training: Roles/Responsibilities - 8/20/2024
- Paraprofessional Training: Data Collection, PCA Logs, PAR Forms - 8/20/2024
- SpEd Teacher Training: Standards Based IEPs - monthly department meetings
- All SpEd Training: Crisis Prevention Training CPI - 9/13/2024 OR 9/27/2024
- Paraprofessional Monthly Meetings: various topics

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:

PACT Charter School has not been the subject of an MDE investigation in the past 12 months and is not in corrective action.

Date of last special education program audit: June 28, 2019

Date of last special education financial audit: June 18, 2020

Current audit stage:

Program Monitoring - The district is scheduled to participate in the comprehensive review cycle during Cohort 4. This process will start in 2026-27.

Fiscal Monitoring - Not currently under fiscal monitoring review. A yearly risk assessment currently determines who is monitored each year and MDE has not yet finalized the risk assessment for the current FY25 monitoring year.

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: AnnaRae Klopfer, PACT Charter School
 Special Education Director License Number: 453230

SEAC Meeting Dates:

FY25 meetings date(s): 10/1/2024, 12/3/2024, 2/4/2025, 4/1/2025

FY24 meeting date(s): April 2, 2024

FY23 meeting date(s): 3/23/2023

FY22 meeting date(s): 4/21/2022

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 school's management and operations will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.

CONTRACT RENEWAL CALCULATION

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least 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	10	2	0	12/14	.50	43%
Finance	16	1	0	17/20	.20	17%
Governance	34	0	0	34/34	.15	15%
Mgmt/Operations	30	0	0	30/30	.15	15%

Grand Total	90	3	0	93/98	1.00	90%

CONTRACT RENEWAL CALCULATIONS							
CHARTER CONTRACT TERM: July 1, 2022 - June 30, 2027							
		YR 1 Rating FY23	YR 2 Rating FY24	YR 3 Rating FY25	YR 4 Rating FY26	YR 5 Rating FY27	Average Rating
ACADEMIC (50%)		43%	43%	%	%	%	43%
FINANCE (20%)		20%	17%	%	%	%	19%
ORGANIZATION (30%)							
	BOARD GOVERNANCE (15%)	15%	15%	%	%	%	15%
	MANAGEMENT OPERATIONS (15%)	15%	15%	%	%	%	15%
	TOTAL	93%	90%	%	%	%	92%
CUMULATIVE AVERAGE 92%							

CONTACT INFORMATION:

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Roderick Haenke, Board Governance Analyst / Constituent Services
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