



TWIN LAKES STEM ACADEMY

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2026 for FY25

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: September 13, 2021; May 10, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: October 11, 2022; April 13, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: December 20, 2023; May 14, 2024

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: September 25, 2024; April 7, 2025

2025-2026 VOA-MN SCHOOL SITE VISIT DATE: October 29, 2025

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: January 24, 2022; March 22, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 22, 2022; December 5, 2022

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 5, 2023; May 28, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATE: January 27, 2025; May 19, 2025

Volunteers of America of Minnesota Accountability Plan

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

20% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance)

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

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

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

Intervention and Corrective Action

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

Closure Plan

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

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

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

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

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

SECTION ONE

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

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

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

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

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

SCHOOL STATUTORY PURPOSES:

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

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

- ❑ **ADDITIONAL PURPOSE (M.S. 120B.11):** The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes § 120B.11 (Comprehensive Achievement and Civic Readiness), applicable to K-12 school students. Specifically: all children are ready for school; all racial and economic achievement gaps between students are closed.
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. Locally determined, board approved annually.
MEASURE / GOALS: locally determined, board approved annually for each of the outcomes.
REPORTING: Element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

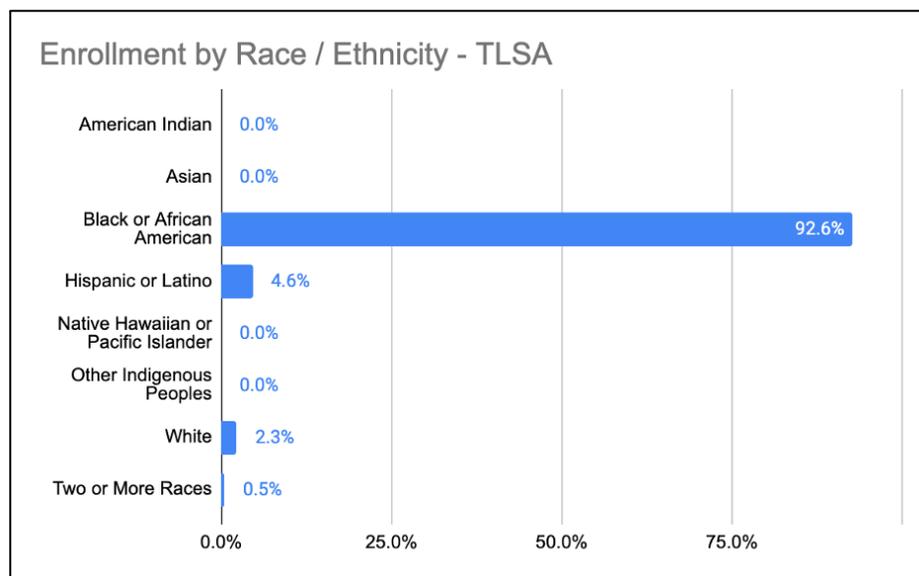


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

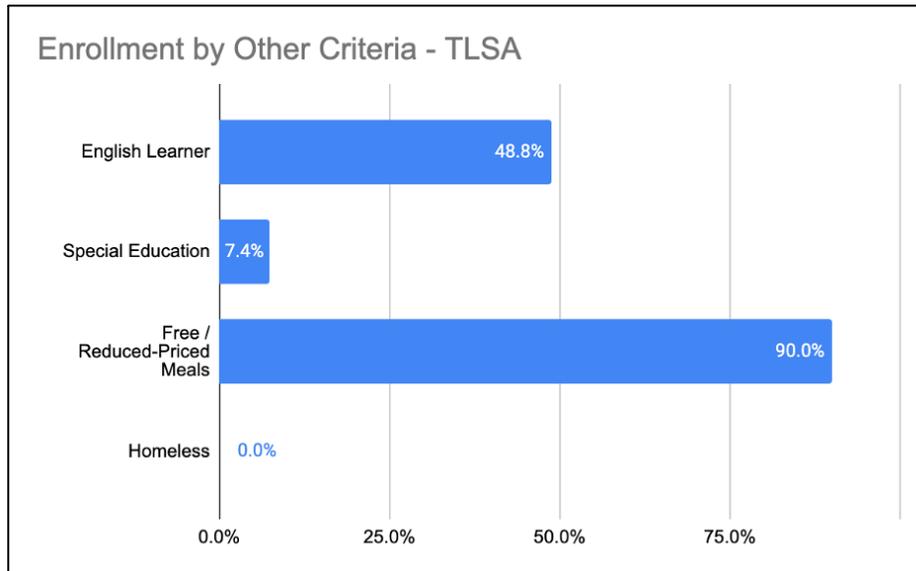


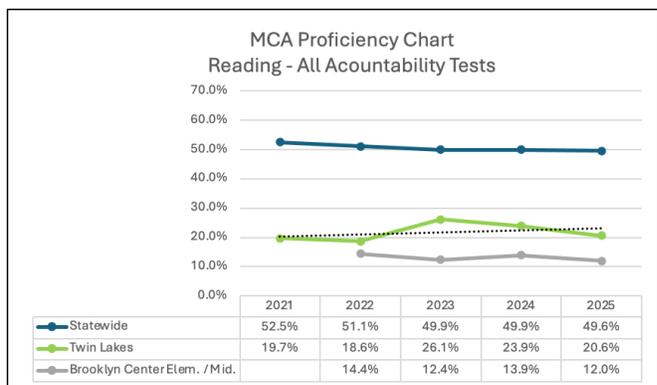
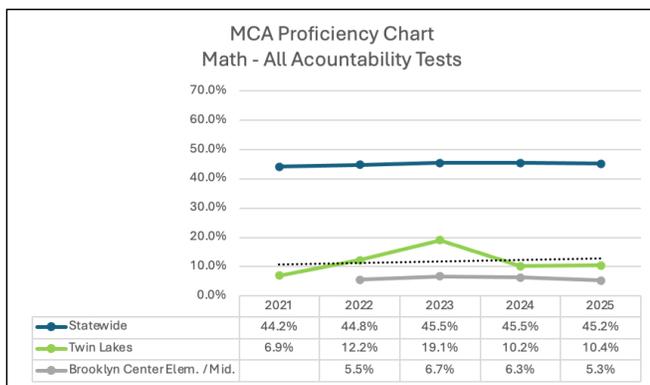
Figure 2– Enrollment by Other Criteria

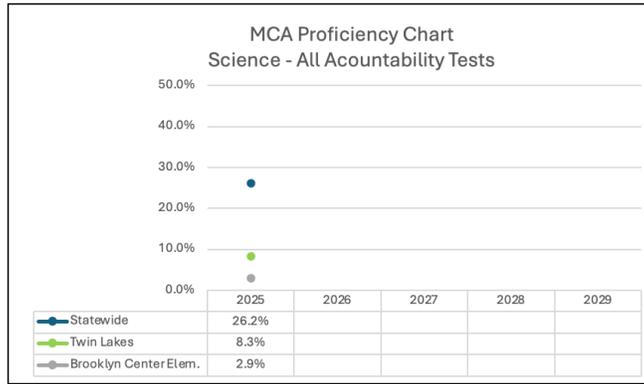
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

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: Twin Lakes STEM Academy is currently outperforming the local combined comparison school, Brooklyn Center Elementary (G3-5) and Brooklyn Center Middle School (G6-7) in math, reading and science.



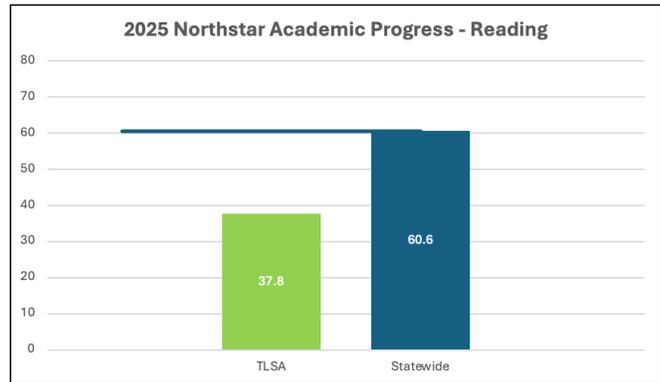
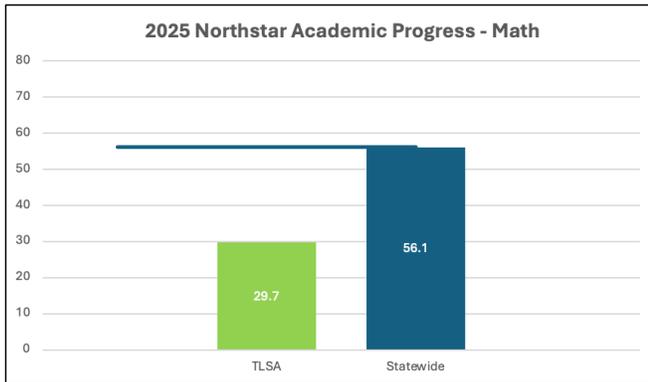


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the combined statewide average was 56.1% in math and 60.6% in reading.)

	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
X	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

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

Analysis: The school's achievement level (improved + maintained) was 29.7% for math and 37.8% for reading.

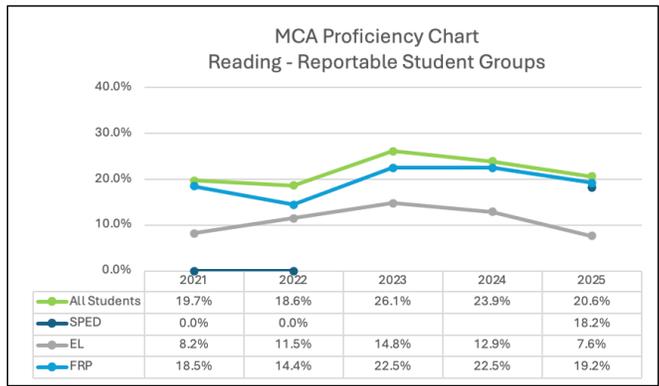
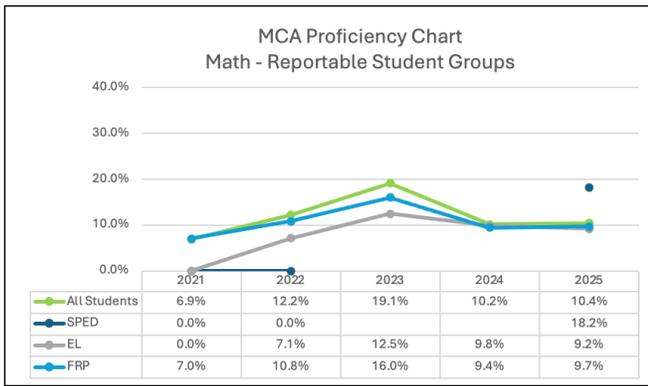


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose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

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

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

Analysis: Twin Lakes STEM Academy reduced the achievement gap in one out of the four possible areas (Free and Reduced math).



Academic Performance Standard 4 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving the learning, achievement, and success of all students.

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

Data Source: School Annual Report

Analysis: TLSA has developed an extensive, school-wide, and data-driven professional development program for staff members that focused on helping teachers expand their capacity to meet the high expectations established by the school. All teachers participated in intensive training in two primary areas of focus for 2024-2025, Strategic Directions Planning and the Strategic Directions Team. The 2024-2025 professional development plan was generated from an analysis of student data from the previous school year. Staff identified needs and goals for the upcoming professional development.

Academic Performance Standard 5 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

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

Data Source: School Annual Report

Analysis: TLSA has increased quality learning opportunities for all students through the implementation of several programs. In the Spring of 2022, TLSA implemented a literacy program based upon the science of reading. In addition, the school conducts daily writing instruction across all grades and disciplines. The school has also implemented Project Lead the Way curriculum and instruction as a comprehensive approach to implementing a high-quality STEM program.

Academic Performance Standard 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

X	2: Meets - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	1: Partially Meets - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	0: Does Not Meet - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

Data Source: School Annual Report / CACR Summary Report

Analysis:

Goal #1 All Students Ready for School

By Fall 2026, 80% or more of incoming K students that attended our Kindergarten readiness program are able to identify all numbers 1-10 and at least 10 letters of the alphabet.

Result: Goal Met multi-year goal

The data from Fall 2024 was sound, with over 90% of students meeting the goal the second year. For the 11 students who matriculated from the Kindergarten readiness program and enrolled in Kindergarten for Fall 2025, 91% were able to identify all numbers 1-10 and at least 10 letters of the alphabet.

Goal #2 All Students Ready for Career and College

100% of students will have identified a STEM related career of interest and completed an investigation and presentation about their identified career by the end of 6th grade.

Result: Goal Met multi-year goal

21/21 (100%) of 6th grade students completed an inquiry project in which they identified a STEM-related career of interest, researched it, and presented findings about their identified career.

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

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

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

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

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

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

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

Analysis: The school adopted the original FY 2025 General Fund budget in April 2024 based on 254 ADM with a projected surplus of \$39,657. The budget was revised in November 2024 for a decrease in ADM to 214 and an estimated surplus of \$7,974. The school ended FY 2025 with 205 ADMs and a deficit of \$34,680. The audit states on page 19:

It is hoped that the School will maintain a steady enrollment. All staff members need to assume an active role in retention and recruitment efforts. The School will continue to pursue creative and thoughtful marketing strategies to encourage families to consider the School as the option of choice.

The School's average enrollment in 2024-2025 was 205 students compared to 215 in the prior year.

The school has not maintained a balanced budget for FY 2025.

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

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

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

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

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

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

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

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

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

	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 FY 2025 financial audit contained one legal compliance finding as noted on page 81 of the financial audit:

2025-001: Prompt Payment of Bills

Condition/Context: *During the testing of disbursements, we noted certain selections that were not paid within the 45-day payment period noted in state statutes.*

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

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 2025. 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. Monthly financials include at least the following: 1)

detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. (The school is responsible for including a description for each item on the check register and an explanation for any check sequence gaps.)

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

Data Source: Board packets.

Analysis: The school provided monthly financial information in a timely and consistent manner in FY 2025.

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

	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 2022	FY 2023	FY 2024	FY 2025
Fund Balance Amount	\$670,321	\$425,542	\$143,108	\$108,428
Fund Balance Percent	16.4%	12.1%	3.8%	2.4%

The school ended FY 2025 with a decrease in the General Fund balance. The school has a Fund Balance policy that states in part:

To ensure the financial strength and stability of Twin Lakes Stem Academy, the board will endeavor to maintain a targeted fund balance of no less than 10% and no more than 20% of our revenues. The board will review the fund balance target over time to accommodate the changing financial situation and holdback from the state of Minnesota.

The school did not meet the target set in their policy or the VOA-MN standard of 20%. The decrease in the General Fund balance over the past three years is concerning. School leadership along with the board will need to address the declining enrollment to return the school to a healthier General Fund balance.

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

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

Data Source: Board meeting agendas and minutes.

Analysis: The school’s finance committee held eleven meetings in FY25 to review the school’s financial information.

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: An email from the director states that all finance committee members received training in FY25 from their contracted financial manager: <i>For FY25, Finance Committee training was conducted at our Finance Committee meeting on Tuesday, October 8, 2024 at 1:00pm, at which Jason Stockwell (Executive Director), Jeremy Gharineh (Chair), and Badrudin Aden (new Board member) were oriented on the purpose of the finance committee and the expectations and norms for our finance committee meetings. This included reviewing which documents that are typically reviewed, as well as a review of which questions we should be asking, and how the Finance Committee works as a function of the Board to help clarify and inform the Board of Directors. This orientation was conducted by Joe Aliperto at the beginning of the Finance Committee meeting on October 8, 2024.</i>	

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

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

PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

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

Governance Standard 1 - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.	
	2: Meets - The board structure meets bylaws and state statute.
X	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 partially met this standard. Board minutes showed that the Board only had 4 members in August and September. As of October, the board had 5 members.	

Governance Standard 2 - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.	
X	2: Meets - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	1: Partially Meets - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	0: Does Not Meet - The board does not implement a plan to ensure board members have the necessary knowledge.
Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that new board members received orientation. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30.	
Analysis: The school met this standard. The 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 was 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 adhered to a thorough process for the orientation of new board members. The school leader confirmed that all new board members received orientation.	

Governance Standard 4 - The board of directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.	
X	2: Meets - All board members comply with Minnesota law regarding board training requirements.
	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.
Data Source: Annual Report, School Website, Board Minutes and Documents	
Analysis: The school met this standard. The school provided evidence that all ongoing and new board members received required training per page 3 of the school's Annual Report.	

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board competes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet - The board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee Minutes	
Analysis: The school met this standard. The Board completed a formal self-evaluation and discussed the results at the June 26, 2025 board meeting.	

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

Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.
	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.
	0: Does Not Meet - Bylaws are inconsistent with state statute.
Data Source: School Website, Board Minutes, Bylaws, Interview	
Analysis: The school met this standard. Bylaws are consistent with state law and the board reviewed them at the May 19, 2025 board meeting.	

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

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

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.	
X	2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
Data Source: Board Meeting Minutes, Interview	
Analysis: The school met this standard. Meeting minutes include three or more examples of the board monitoring the organization’s adherence to school board policies, such as ensuring the school follows policies on credit card use and financial controls, board self-reflection and governance practices, employee reimbursement and fund balance, student weapons and sex nondiscrimination policies, and Title I parent involvement.	

Governance Standard 12 - The board of directors provides ongoing oversight of school academic performance.	
	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
X	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	
<p>Analysis: The board minutes provide evidence of the school reviewing academics, specifically in the minutes or Director’s reports. Specific mention in the regular board minutes include: November, January, February, March, May and June.</p> <p>Some academic performance data shared include:</p> <ul style="list-style-type: none"> • WBWF Summary/Annual Report • Test scores • Math curriculum • Spring testing • Field trip • Spring Academic Update • Local Literacy Plan • Literacy data 	

Governance Standard 13 - The school maintains a high level of parent, teacher and student satisfaction rates based on school-conducted surveys and student/faculty retention rates.	
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	
<p>Analysis: The school met this standard by achieving high levels of satisfaction among parents, students, and staff, thereby meeting all three required criteria.</p> <p>Staff retention for the year was 81%, as stated in the school’s annual report. This figure was calculated by dividing the number of teachers who returned by the total number of teachers who ended the year (17 of 21 teachers returned, yielding $17/21 = 81\%$).</p> <p>The school’s Annual Report stated that the student retention rate was 84%, exceeding the 80% threshold for high satisfaction.</p> <p>Parent survey results indicated exceptionally high satisfaction, with 100% of parents responding “yes” to both of the following questions: “Do you feel that your child is getting a good education?” and “Do you plan on returning to Twin Lakes next year?”</p> <p>Based on these outcomes, the school met the standard for demonstrating high levels of satisfaction among parents, students, and staff.</p>	

Governance Standard 14: Board documents are distributed to all board members and VOA-MN at least 3 days prior to a board meeting.	
	2: Meets - Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.
X	1: Partially Meets - Board documents were not distributed to all Board members and VOA-MN one or two times.
	0: Does Not Meet - Board documents were not distributed to all Board and VOA-MN members three or more times.
Data Source: Monthly Board Minute Review Logs, Board Chair Statement	
Analysis: The school partially met this standard. VOA-MN records show Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting except during the following months: <ul style="list-style-type: none"> September - received day of meeting November - received 2 days prior 	

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

Governance Standard 16 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan but policies were not regularly reviewed.
	0: Does Not Meet - The board did not have a calendar/plan for policy review and/or reviewed just a few policies during the year.
Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview	
Analysis: The school met this standard. The board minutes provide evidence of 9/11 regular meetings where the policies have been reviewed: September, October, November, December, January, February, March, April, May. Some of the policies reviewed include: <ul style="list-style-type: none"> Credit Card Policy Religious Accommodation Policy Chemical Use and Abuse Policy Drug Free Work Religious Accommodation Policy Board Self Reflection Policy Employee Reimbursement Policy Fund Balance Policy Data Retention Policy Internet Policy School Weapons Policy 	

- Student Sex Nondiscrimination
- Data Practices Request Policy
- Local Literacy Plan
- Title I Parent Involvement

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: Through a global-minded education, we empower and prepare all students with the empathy, knowledge, and skills to take risks and pursue goals that contribute meaningfully to their community.

SCHOOL VISION: Twin Lakes STEM Academy students will grow to be active citizens in their community. Our goal is to prepare students to know how to be inquirers and thinkers, who will apply their knowledge and skills to real world situations. Through an appreciation for others, the arts, different perspectives, and a common humanity, students will put into practice their actions by contributing to positive change in their communities and their world.

DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION: The literacy, social studies and STEM curriculum all have an emphasis on global awareness, issues and challenges. The school also has Family Nights that have a global emphasis, like World Culture Night each April.

In Spring 2025, individual and small group feedback of staff/stakeholders was obtained for the purpose of strategic planning, including how to better align the mission with programming. Board Meetings and Strategic Directions Team decisions are made with the mission in mind.

Over the last 2 school years the school has received extensive training and implemented:

- Project Lead the Way (PLTW) as the basis of school-wide STEM Instruction at all grades K-8.
- Core Knowledge Language Arts (CKLA) as the foundation of ramped up Literacy Instruction based upon the Science of Reading, with a continued emphasis on teaching writing.
- Schoolwide Responsive Classroom practices (RC) including all licensed staff members completing a 4-day certification course. Several have completed Advance Courses as well.
- Fly Five is a K-8 grade social and emotional learning curriculum developed on the core belief that, in order for students to be academically, socially, and behaviorally successful in, out of, and beyond school, they need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.).
- Implementing Student of the Month to reinforce positive contributions to the school community.
- iReady Math Curriculum as a brand new Math curriculum with grade level and supplemental resources.
- New Social Studies curriculum at 5th-8th grade to better address standards and student outcomes in regards to knowledge of other cultures and histories, with the incorporation of current world issue exploration emphases.
- Lexia and Power Up, as well as mClass DIBELS interventions, and pull outs for ML and Literacy interventions for students far below grade level.

All of the projects above are in the continuous improvement phase where they have been fully implemented but continue to be refined and supported as a secondary area of focus in staff work and Strategic Directions Team.

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.	
	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
X	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: The school does not have a formal service learning plan, but does engage students in service learning. Various examples of service-learning activities include: <ul style="list-style-type: none"> • Adopt A Park - Arboretum Park across from the school, in partnership with the City of Brooklyn Center. • Middle School Annual School Based Project, varies by year (gaga-pit, gardens). • Bake sale for school improvements. • Older students tutoring younger students. • Tree planting by grade level to reinforce STEM and service learning. • Student Council (5-8) helping plan and implement Kindness Week, Recycling Week, and other schoolwide events. 	

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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <u>Staff Training Log 25.26</u> List of present school year back-to-school health and safety related professional development training: <ul style="list-style-type: none"> • Blood Borne Pathogens (BBP) • Workplace Safety (part of handbook training) • Drug Administration • Use of Epi Pen School provides evidence of incorporating facility design elements, technology, and modifications in classroom practices and policies aligned to ADA requirements. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Through a tour of the facility, the authorizer verifies that the facility has various accommodations in place for students. School provides evidence that educational opportunities, extracurricular activities, and facilities are open and accessible to all students. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <u>Extracurricular Activities Registration</u> <u>K-8, Daycare Back to School Ad - Sun Post</u> School complies with MS 121A.035 – Crisis Management Policy. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Policy # - 806 Crisis Management Policy <u>Copy of 806.Crisis.Mgmt.Plan</u> Number of fire drills completed 2024-2025 school year <u>5</u> . (req. five annually) Number of lockdown/safety drills completed 2024-2025 school year <u>5</u> . (req. five annually)	

Number of tornado drills completed 2024-2025 school year 1. (req. one annually)

Number of bus evacuation drills completed 2024-2025 school year: 1. (req. one annually)
 Conducted through Northstar Transportation

- [Emergency Drill Log 25.26](#)
- [Emergency Drill Log 24.25](#)

Designated crisis management person / team members: Head of School, Assist. Head of School, Administrative Assistant, Building Manager, HR Coordinator, and BOD Executive Member (chair, secretary, or treasurer)
[Emergency Handbook 25.26](#)

Classrooms & shared spaces contain evacuation plans / procedures. Yes No
 NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Main Office

School complies with MS 299F.47 - School Inspections. Yes No
 Date of most recent facility inspection by fire department: 4/23/24 State Fire Marshal Inspection (must be a minimum of every three years) [SFM Final Fire inspection Report 6.10.24](#)

School maintains a log of all visitors. Yes No Location of visitor log: Main Office
The school should be more strict requiring visitors of all kinds to sign in and wear identification.

School complies with MS 144.29 Health Records; Children of School Age. Yes No
 Responsible employee: Adnan Baker

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. Yes No
 Designated responsible employee: Adnan Baker
 School Nurse and License Number: Carly Smitkowski, Licensed School Nurse
 License # 1941977
 Frequency of school visits: Bi-Weekly, on Wednesdays.

School complies with MS 121A.21 and 121A.22 – Administration of Drugs and Medicine. Yes No
 Designated responsible health aid/employee: Adnan Baker
 School Nurse License # N/A
 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 (1,000 pupils) – School Health Services (if applicable). Yes No NA
 The school contracts with a licensed school nurse or organization. Yes No NA
 Name/Organization: Carly Smitkowski, Licensed School Nurse, MiniApple #1941977

504 Coordinator Name & Position: Jason Stockwell, Executive Director/ Principal
 School has a process to ensure that student accommodations are consistent with 504 Plans. 0
 Number of enrolled students during the 2025-2026 school year on a 504 plan: 0
[Section 504 Handbook 25.26](#)

M/O Standard 4 - The School complies with state and federal laws pertaining to data collection, storage, distribution, and privacy. (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA), and Contract Article 8).	
	2: Meets - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following state and federal data practices policies and privacy laws.
X	1: Partially Meets - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with state and federal data practices policies and privacy laws.

	0: Does Not Meet - The school does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There has been two or more incidence of noncompliance with federal data practices law and the Minnesota Data Practices Act.
Data Source: annual school site visits, annual submission calendar, document review, discussions with school leadership.	
Analysis: School Appointed DPA Responsible Authority (RA): Jason Stockwell, Executive Director/ Principal School Appointed DPA Designated Authority (DA): Jeremy Gharineh, Board Chair (Front office) School Data Practices Compliance Official (DPCO): Jason Stockwell, Executive Director/ Principal	
APPLICABLE BOARD POLICIES: (Titles and Numbers)	
<ul style="list-style-type: none"> • Policy 132 – DATA PRACTICES REQUESTING PUBLIC INFORMATION • Data Retention • TLSA Records Retention Schedule 	
Board minutes contain evidence of board appointment of RA/DA/DPCO? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No April 28, 2025 Minutes <i>Policy needs updating due to names at the end of the policy. November Board Meeting. Changes in policy draft above.</i>	
Authorizer representative verified that the school has a data retention plan: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Date of board approval: 12/17/19 Date of Historical Society Approval: October 2024. MNHS Approval Letter TLSA Records Retention Schedule	
Authorizer representative verified that Student academic records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: Office File Room	
Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: Office File Room	
Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: Office File Room <i>Health files need to be filed separately of student academic files.</i>	
School verified that only designated school employees have access to files containing student/employee records. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Limited access by key type only.	
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 Tennessee for Employment TENNESSEN WARNING FOR Enrollment	
School has a board approved Data Request Policy / Procedures. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No School policy name(s) and number(s): Data Practices #132 Authorizer representative verified that the school maintains a detailed register/log of all data requests. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial Data Request Log	

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:	

Conferences, Open House, Weekly Teacher Newsletter, Family Newsletter, Families have Principal/Executive Director Contact, Principal/Executive Director Phone and Text Message Log, Fall Family Fun Night - 3 separate sessions of parent group meeting during Fall, Winter, Spring.

The Parent Association meets three times a year to provide input to school leadership on what is working and priorities. The school also added all family Talking Points from the Executive Director, as it provides messages in home language.

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

[TLSA Family Handbook 25.26](#)

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:

Twin Lakes STEM Academy has focused for several years on standards-based instruction:

[TLSA Math Unit Organizer 25.26](#)

Most recent curriculum standards alignment review for language arts: May 2025 (ongoing)

Most recent curriculum standards alignment review for math: Spring 2025 (ongoing)

Most recent curriculum standards alignment review for science: Spring 2024

Most recent curriculum standards alignment review for social studies: Summer 2024

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: Each Friday afternoon, Teachers collaborate (Strategic Direction Team - all instructional faculty and school leader) to focus on our continuous improvement plan objectives, around standards-based instruction, data driven decision making, and best instructional practices that support our continuous improvement objectives to drive student achievement. We use a running, structured, shared agenda, and also teachers provide weekly updates in standards-based instruction in their Teacher Planners. This is a shared planning document that is updated daily that includes a pacing guide and identification of standards taught.

[SDT for 25.26](#)

[Teacher Planning and Preparation 2025-2026](#)

[Sample Teacher Planning and Preparation Document](#)

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards.

Yes No

After the success in having students produce more writing with “Teaching Elementary Students to Be Effective Writers,” the evidence-based practice that would serve as a focus of our work for 2025-2026. Every teacher has a goal of providing 60 minutes of writing instruction and/or practice daily. The writing process that is defined by this practice is being taught in age appropriate ways across grade levels. All teachers have writing samples posted in hallways or the classroom for parent-teacher conferences. We are at/approaching the Full Implementation phase according to our EBP evaluation data, and will continue to enhance writing opportunities for students while undertaking a Comprehensive Needs Assessment this year, based on the new Northstar Report.

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 school teacher license compliance twice per year (fall and winter) as part of the VOA-MN submission calendar. Verification is also covered during fall site visits. TLSA Teacher License Info 25.26

M/O Standard 8 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: The teacher evaluation plan submitted to VOA-MN by September 1	
Analysis: Teacher professional development is incorporated into Strategic Development Team meetings. Teacher PD Plan and Eval Plan 25.26	

M/O Standard 9 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.	
X	2: Meets - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	1: Partially Meets – N/A
	0: Does Not Meet - The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: School Evidence Provided for Authorizer Review Background Check Policy #: Policy #404 Employment Background Checks f background checks on volunteers: Yearly Frequency of background checks on employees: At beginning of employment and at minimum every 3rd year following.	

M/O Standard 10 - The school meets / maintains its enrollment goals.	
	2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals.
	1: Partially Meets – N/A
X	0: Does Not Meet - The school is not meeting its student enrollment goals.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Number of students (head count) served in current year: 159 (revised budget based on 160) Capacity is 24 per classroom = 216 students. Absolute capacity is two sections of each grade. Present School Year Student Enrollment / Headcount by Grade: K - 15 1 - 24 5 - 20 2 - 15 6 - 16 3 - 26 7 - 13 4 - 20 8 - 10 Number of students (head count) served in previous year: 204 Number of students (head count) served in second previous year: 214	

M/O Standard 11 - The school institutes a fair and open student admission process that complies with Minnesota law.	
X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission with 1-2 findings.

0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.

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

Analysis:

Admissions Policy Number: [Admissions Policy 591](#)

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

[Twin Lakes STEM Academy- Application for Enrollment](#)

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

[TENNESSEN WARNING FOR Enrollment](#)

M/O Standard 12 - The school's employment process complies with state and federal law.

X **2: Meets** - The school provides evidence that its employment process complies with state and federal law.

1: Partially Meets - The school is making progress meeting standard.

0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law.

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

Analysis:

The school leader is responsible for HR functions including hiring, onboarding and benefits. The school also contracts with Your HR Navigator for consultation on more complicated HR items. The school contracts with Dieci School Finance to ensure payroll and benefit deductions are completed.

RELEVANT POLICY NUMBERS:

- [Policy 102 – Equal Educational Opportunity](#)
- [Policy 401 – Equal Employment Opportunity](#)
- [Policy 402 – Disability Nondiscrimination](#)
- [521 Student Disability Non-discrimination](#)
- [522 Student Sex Non-discrimination](#)

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

[Tennessee Warning For Employees](#)

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

[Employee Handbook 25.26](#)

M/O Standard 13 - The school has defined job descriptions and defined evaluation process for all personnel.	
X	2: Meets - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	1: Partially Meets - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	0: Does Not Meet - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Job descriptions are updated as needed, but most are annually. Assistant Director Roles and Responsibilities Office Manager Roles and Responsibilities School and Family Liaison Roles and Responsibilities MS ELA Job Posting Example Teacher Job Description	

M/O Standard 14 - The school complies with IDEA, special education laws and school’s TSES plan, including “Child Find.” Applicable training is provided to faculty annually.	
X	2: Meets - The school could provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.”
	1: Partially Meets - The school could provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.” However, the school has been the subject of MDE complaint investigation with findings.
	0: Does Not Meet - The school could not provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.”
Data Source: School site visits, interviews with school faculty, document review.	
Analysis: Brief description of school Child Find/Study Process: This process is outlined in the school TSES. The Student Intervention Team (SIT) supports teachers in identifying and implementing focused interventions to meet specific individual needs. I. Child Study Procedures: The district’s identification system is developed according to the requirement of nondiscrimination as Twin Lakes STEM Academy does not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability. A. Identification Twin Lakes STEM Academy is a charter school and as such is responsible for identifying students in grades K-8 needing special education services who attend the charter school. Brief description of how school ensures adherence to Child Find/Study process: PROCESS: Step 1: <u>Teacher identifies a specific concern</u> – None of us should work in isolation. Please identify the specific concerns along with others who work with the student – ESL and/or former teachers. Step 2: <u>Teacher collects baseline data related to the specific concern</u> – This may include formative assessments, test scores, classroom work, report card information, etc. Step 3: <u>Teacher completes initial student referral form</u> – This includes any background information, testing results, academic and or behavior profile. Step 4: <u>Teacher meets with grade level team (if applicable) to develop intervention(s) specific to the concern</u> – <i>Record date on SIT Referral Form.</i> Step 5: <u>Teacher implements intervention and will contact parent(s)</u> – Record the dates and times each intervention was implemented. Pick a place and time in which you can consistently implement the intervention. If others work with the same student, they can also implement the intervention. (Ex. – When implementing a reading intervention aimed at decoding, an ESL teacher may implement the same intervention.) Step 6: <u>Teacher meets with grade level team to summarize the results</u> – Contact parents. Step 7: <u>If intervention was unsuccessful, determine second intervention and document on referral form</u> – Repeat Step 5. ***Each intervention must be <u>10 consecutive school days and may not overlap.</u> *** Step 8: <u>If second intervention was unsuccessful (as determined by data collection), determine if the interventions were implemented consistently and for a long enough period of time</u> – If interventions were implemented consistently and data shows little, if any, progress in the student’s abilities, the teacher should make a referral to the Student Intervention Team	

REFERRAL TO SIT

- Upon referral to SIT the teacher must inform the parent of the process and the reasons the referral was made. (Please note the date parents were contacted and the parent’s response to referral.)
- Teacher needs to contact the Assistant Director to schedule a SIT meeting. Teacher needs to turn in all forms to Assistant Director before a SIT meeting will be scheduled.

SIT MEETING

- Prior to meeting – committee members will review *SIT Referral Form*
- During the meeting – Teacher will detail pertinent background information, specific concerns and interventions in place
- Committee will review the data and determine what further interventions could be implemented.
- Teachers will work collaboratively to implement interventions, define measurement tools, and chart progress. Teachers should record intervention in PowerSchool.

POST PROCESS FOLLOW UP

- Teacher will remain in contact with SIT regarding interventions and student progress.
- Upon implementing interventions for 10 consecutive days each, the teacher will schedule an appointment to meet to discuss progress with the Coordinator.
- If data/evidence suggests interventions were not effective, student will be referred to Child Study.
- Coordinator will request a Child Study Meeting.
- Teacher contacts family to set up a date/time and informs Coordinator
- Child Study meeting held

Further information can found TSES is posted online [Special Education Website Page](#)

Child Study Team Members: Terry Hill, Amelia Campbell, Skyler Tordsen, Jared Dooley, Jason Stockwell

Name of special education teachers & license/file number:

- Jennifer Reeck EBD/LD/ABS Tier 4 File Folder Number: 474576
- Paige Lund ABS/ Elementary ED K-6/ Math 5-8 File Folder Number: 501384
- Maren Schultz ABS/EBD/PK-3 Early Ed. File Folder 374064
- Heidi Hutton ABS K-12 File Folder 1042648 *Pending*

Number of special education paraprofessionals: 4.0 FTE

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

- Special Education specific training through The Master Teacher for all Special Education Paraprofessionals (March-May 2025):
 - Math Instruction: Decimals and Percentages (Course: Para 136)
 - Math Instruction: Understanding the Basic Skills (Course: Para 135)
 - Writing Fundamentals and Mechanics of Writing (Course: Para 134)
 - Reading Comprehension (Course: Para 131)
 - Reading Comprehension Across Content Areas with Multiple Language Learners (WIDA). Required due to overlap in demographics between ML and SPED Students.
- Special Education Teacher and Paraprofessionals
 - Crisis Prevention Intervention (CPI) Module 1: The Crisis Development Model (Recognizing Behavior Levels such as anxiety, defense, risk, and tension reduction) August 2025.
 - Crisis Prevention Intervention (CPI) Module 2: Integrated Experiences (staff attitudes, approaches, and verbal de-escalation). August 2025.
 - Crisis Prevention Intervention (CPI) Verbal Intervention, Autism Spectrum Disorder, 3rd Edition Training. October 2025.
 - Specialty Topic Program: Verbal Intervention ADHD. January 2026.

School retains the students with disabilities that are enrolled:

Percent of special education students served in 2025-2026: 11.3%

Percent of special education students served in 2024-2025: 6.9%

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

X	2: Meets - The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
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	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 best of the authorizer’s knowledge the school is not subject to any investigations or in corrective action by MDE. MDE Analytics Data pulled by Jason Stockwell also confirms this.	
There has not been an audit since 2017. However, the district/school was selected to review compliance in selected performance indicators of areas under IDEA, finding the school in compliance with the selected performance indicators.	
<u>IDEA APR Review 23.24</u>	
For 2025-2026, TLSA is in Special Education Program Review. TLSA was not selected for comprehensive review, but rather being identified by MDE as low risk due to repeated excellence in compliance for SPED.	
If yes, Isolated incident/complaint: Program systems complaint: Resolved: Yes / No School Evidence for Authorizer Review:	
ROUTINE SPECIAL EDUCATION AUDITS	
Date of last special education program audit: 2026	
CAP Items: No previous CAP items. Because Twin Lakes STEM Academy is actively engaged in the proactive review process at present, there are no identified Corrective Actions Plans (CAP) requirements.	
For 2025-2026, TLSA is in Special Education Program Review as part of Cohort 2. TLSA was not selected for comprehensive review but rather being identified by MDE as low risk due to repeated excellence in compliance for SPED. Jennifer Reeck, Special Education Coordinator, is leading the school’s internal compliance efforts. In addition, the school has contracted with Janet Dirksen to provide targeted support throughout the monitoring process. Together, Jennifer and Janet demonstrate a strong understanding of special education due process requirements and Minnesota compliance standards. They have worked collaboratively and proactively with Tammy Stahl, Director of Special Education, and with MDE throughout all phases of the review. Both have been instrumental in ensuring that teachers receive timely communication, clear guidance, and appropriate training to support compliance and high-quality implementation of services. Their attention to detail and responsiveness have strengthened the school’s internal systems.	
Based on the preparation and leadership demonstrated thus far, it is anticipated that Twin Lakes STEM will perform well in the monitoring review.	
Date of last special education financial audit: 2017	
CAP Items: all resolved 2017-2018	
Current audit stage: Topical Record Review.	

M/O Standard 16 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).	
X	2: Meets - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	1: Partially Meets - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
	0: Does Not Meet - The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
Data Source: Annual site visits, annual submission calendar document review, discussions with school faculty.	
Analysis: All parents of students with disabilities are invited to participate in Twin Lakes STEM Academy’s Special Education Advisory Council (SEAC). <ul style="list-style-type: none"> Meetings are held once a year. 	

- Meetings will be announced through flyers, brochures, phone calls, emails, and posting to the school website.
- At least 50% of SEAC members will be parents of students of disabilities.
- Twin Lakes STEM Academy SEAC is an advisory committee to the Twin Lakes STEM Academy School Board, advising on the needs of students with disabilities. The goal of the SEAC is to increase parent/guardian involvement in district policy making and decision-making involving students with disabilities. Meetings will provide a forum for parents to address special education concerns and dialogue about education strategies and student successes. The committee is open to all parents, including those without children enrolled with an IEP.

Name of director and organization: Tammy Stahl, Creatively Focused
 Special Education Director License Number: 402134

FY26 meeting date(s): September 25, 2025
 FY25 meeting date(s): October 3, 2024
 FY24 meeting date(s): October 18, 2023

M/O Standard 17 - The charter school disseminates information about the school's offerings and enrollment procedures in accordance with Minn. Stat. 124E.17. The school documents its dissemination activities in the school's annual report and in their VOA-MN compliance binder.

X	2: Meets - The school could provide evidence of compliance with laws and documentation regarding dissemination of information
	1: Partially Meets - The school could partially provide evidence of compliance with laws and documentation regarding dissemination of information.
	0: Does Not Meet - The school could not provide evidence of compliance with laws and documentation regarding dissemination of information.

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

Analysis: The school does targeted mailings, as well as Robbinsdale parade, Table at Crystal Frolics, Facebook and Facebook events, and advertisements in local SunPost Newspaper.

MISCELLANEOUS CHARTER CONTRACT COMPLIANCE ITEMS

Provisions not included in M/O Standards but required by law or charter contract thus verified by authorizer annually. These items are not included in the annual and renewal evaluations and ratings.

ITEM	CONTRACT PROVISION	YES	NO
I	Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).	X	

School Evidence Provided for Authorizer Review:

2025-2026 School Plan for Standardized Assessments:

- Testing Calendar and School Calendar indicate testing windows for NWEA, ACCESS, MCA, and the school utilizes DIBELS for literacy instruction as well.
- [TLSA Assessment Calendar 25.26](#)

Authorizer representative was able to verify that the testing calendar is on website per state statute X Yes No

SCHOOL WEBSITE URL CODE FOR CALENDAR:

<https://www.twinlakesacademy.org/families/calendar/>

Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration X Yes No

School leader is the DAC.

II	Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract – Types and Amounts of Insurance. The School provided the Authorizer with certificates of insurance at least annually (contract Article 6).	X	
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Insurance Policy Renewal Date: 1/1/2026

[ITV.pdf](#)

[Auto Insurance Policy](#)

Certificate of Liability Insurance			
III	Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).	X	
School Evidence Provided for Authorizer Review: Grades Served Present School Year: K-8 Grades Served Past School Year: K-7 State Approved Grades: K-8 Number of Approved School Sites/Buildings: 1 Number of School Sites/Buildings Operated: 1 Evidence Provide by the School for Authorizer Review: Walk-through of the facility.			
IV	Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).	X	
School Evidence Provided for Authorizer Review: LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: 609 Religious Accommodation			
V	The school's VOA-MN Compliance Binder is complete (contract Addendum B). <i>NOTE: The school should obtain a copy of their Renewal Notice from the MN Office of the Attorney General.</i>		X School is progressing
VI	Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).	X	
Explanation: School posts open positions on the following websites: TLISA, MN School Jobs, EdPost, and Indeed. The school Director is responsible for faculty onboarding and criminal background checks. 401 Equal Opportunity Employment			
VII	Evidence suggests that the school complies with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education (contract Article 8).	X	
School Evidence Provided for Authorizer Review: LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: <ul style="list-style-type: none"> • https://www.twinlakesacademy.org/policies/ • 401 Equal Opportunity Employment • 402 Disability Nondiscrimination School Designated Human Resources Person: Jason Stockwell EEO Grievance Designee: Jason Stockwell (Policy 522) School District Human Rights Officer: Jason Stockwell			
VIII	Evidence suggests that faculty performance observations and evaluations are conducted according to established policy/manual and consistent with state law, including director evaluation (contract Article 6 and Addendum A).	X	
School Evidence Provided for Authorizer Review: Bullseye Log In Teacher PD and Evaluation Plan 25.26			
IX	A review of extra-curricular activities verifies school compliance with Minn. Stat. 121A.04, equal opportunities for members of both sexes to participate in athletics (contract Article 8).	X	
School Evidence Provided for Authorizer Review: After school activities are co-ed. Extracurricular Info for Fall			
X	Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)	X	

School Evidence Provided for Authorizer Review: The school conforms to the PFDA, discusses the provisions in the PFDA in Administrative Conferences, and includes a copy of the PFDA in suspension paperwork.

XI. School Website Content Requirements <i>(School will walk through website with a during visit to verify compliance)</i>		URL
Provisions not included in M/O Standards but required by law or charter contract, thus verified by authorizer annually.		
a.	Current Annual Report (required components in MS 124E.16, Subd 2)	https://www.twinlakesacademy.org/annual-reports/
b.	Comprehensive Achievement and Civic Readiness Report (MS 120B.11)	https://www.twinlakesacademy.org/annual-reports/
c.	Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	https://www.twinlakesacademy.org/authorizer/
d.	Directory information for board <u>and</u> committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)	https://www.twinlakesacademy.org/members/
e.	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	https://www.twinlakesacademy.org/board-packets-and-minutes/
f.	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	https://www.twinlakesacademy.org/families/
g.	Collaborative Agreements (if they exist) (MS 124E.08)	N/A
h.	Wellness Policy / Plan (if applicable) (MS 121A.215)	Wellness Plan
i.	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	Enrollment Policy
j.	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	Testing Calendar
k.	School Bullying Policy (MS 121A.031) Policy 514	Bullying Policy
l.	Policy for group health (if applicable) (MS 124E.12, Subd 5)	Group Health Policy
m.	Early admission policy (if applicable for admission of kindergarteners and/or first grade students at an earlier age than the age(s) required by statute) (MS 124E.11, Subd. (d))	Enrollment Policy
n.	PSEO Dissemination of Information (124D.09, Subd 7)	N/A
o.	Name, mailing address, bylaws, minutes of board meetings, names of the current board of directors of the affiliated nonprofit building corporation (if exists) (MS 124E.13)	N/A
p.	A link to information on how to obtain an application and application assistance for Minnesota health care programs (MS 256.962. subd. 6)	Medical Assistance Link
q.	School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)	SPED Restrictive Procedures Policy

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

CONTRACT RENEWAL CALCULATION

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

2024 - 2025 SCHOOL YEAR PERFORMANCE (FY25)						
	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
Academic	8	1	0	9/12	.50	38%
Finance	14	0	0	14/20	.20	14%
Governance	26	3	0	29/32	.15	14%
Mgmt/Operations	28	2	0	30/34	.15	13%
Grand Total					1.00	79%

CONTRACT RENEWAL CALCULATIONS					
CHARTER CONTRACT TERM: July 1, 2021 - June 30, 2026					
	YR 1 Rating FY22	YR 2 Rating FY23	YR 3 Rating FY24	YR 4 Rating FY25	Average Rating
ACADEMIC (50%)	32%	36%	43%	38%	37%
FINANCE (20%)	13%	11%	13%	14%	13%
ORGANIZATION (30%)					
BOARD GOVERNANCE (15%)	14%	13%	14%	14%	14%
MANAGEMENT OPERATIONS (15%)	15%	13%	14%	13%	14%
TOTAL	74%	73%	84%	79%	78%
CUMULATIVE AVERAGE 78%					

CONTACT INFORMATION:

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