



TWIN LAKES STEM ACADEMY

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2025 for FY24

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

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

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

2023-2024 VOA-MN SCHOOL SITE VISIT DATE: September 25, 2024

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

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 22, 2022 and 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

Volunteers of America of Minnesota Accountability Plan

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

15% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each

performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

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

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

Intervention and Corrective Action

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

Closure Plan

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

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

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

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

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

SECTION ONE

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

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

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

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

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

SCHOOL STATUTORY PURPOSES:

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

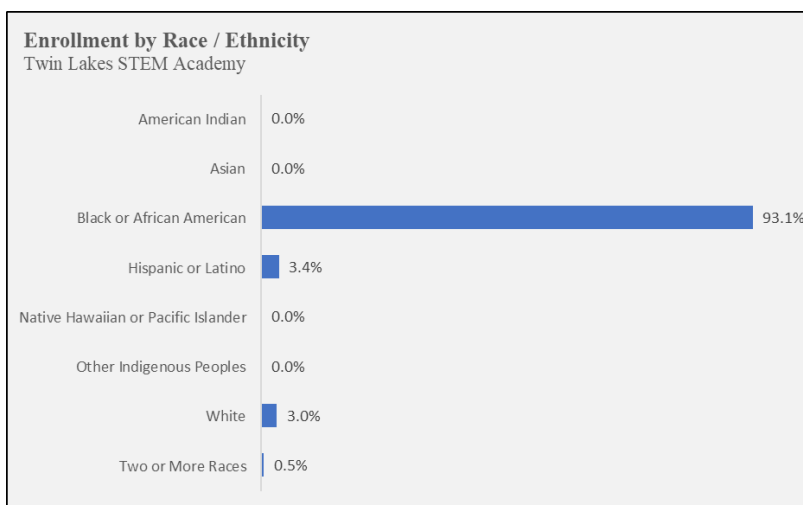


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

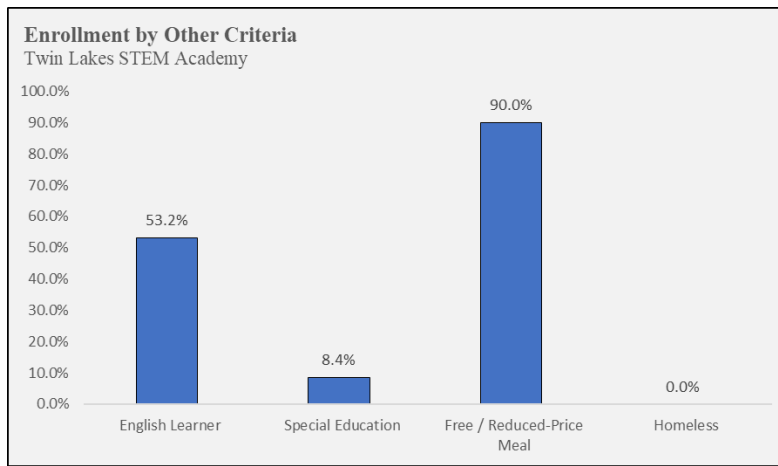


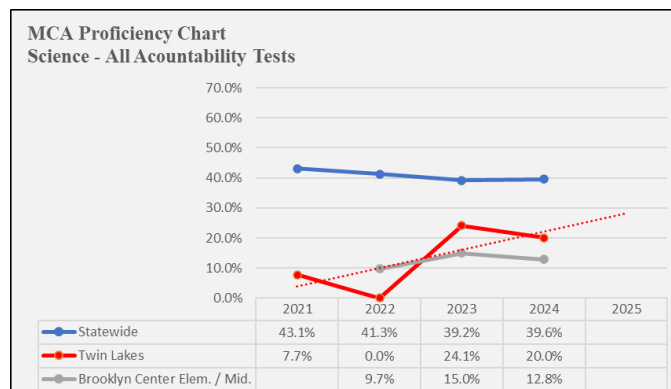
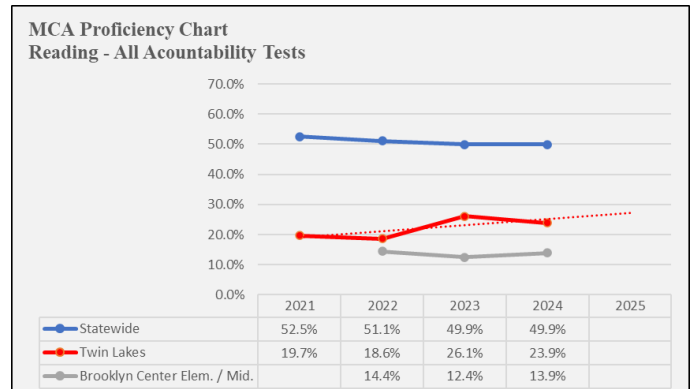
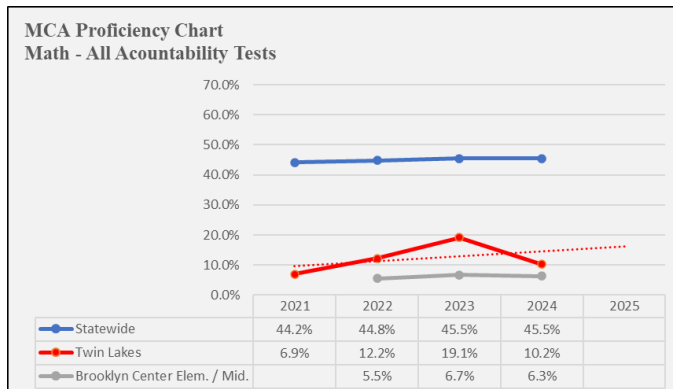
Figure 2 - Enrollment by Other Criteria

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

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

Data Source: Minnesota Department of Education

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



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

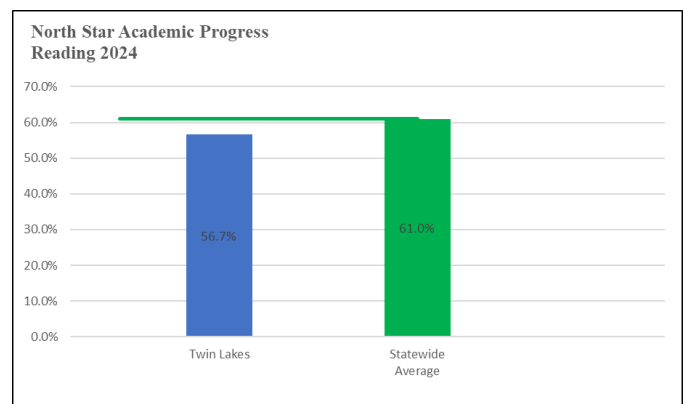
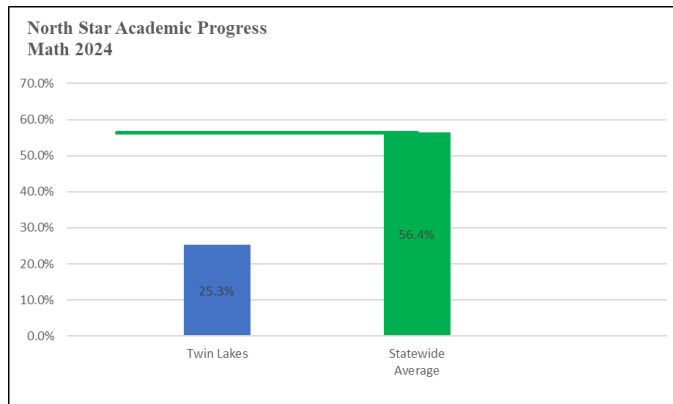
2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.

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

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

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

Analysis: The school's academic achievement level (improved + maintained) was 25.3% for math and 56.7% for reading. A score of Does Not Meet was awarded because the school's combined score was 41%.



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

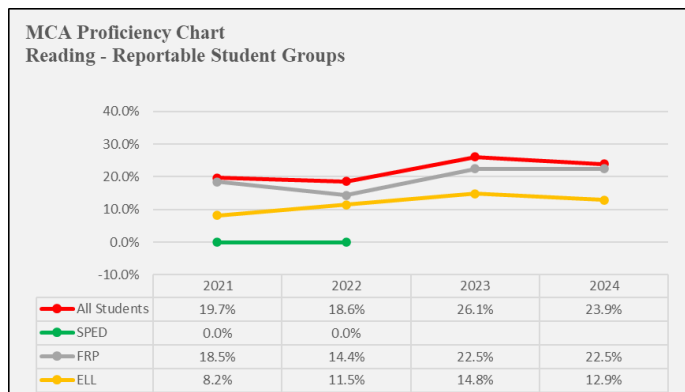
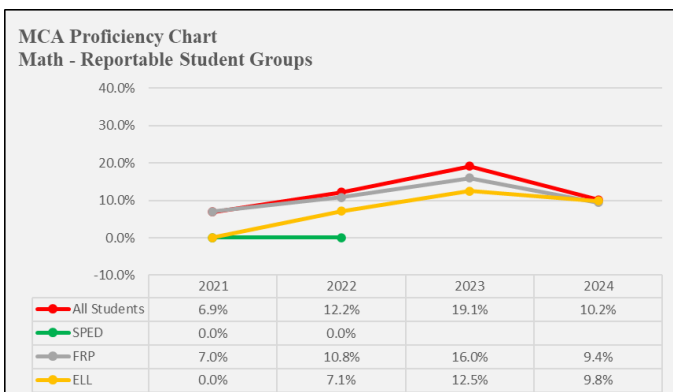
X 2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.

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 four out of the four possible areas. (Free and Reduced math and reading, EL math and reading)



Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
Analysis: TLSA has adopted a plan that measures teachers in the areas of individual professional growth, student engagement, and test data. Teachers are on a three-year review cycle with a summative evaluation at the end of the third year. A summative administrative review accounts for 65% of the overall observation and student learning and achievement makes up 35%. The summative evaluation considers a review of at least 6 formal observations by the school's director over the three-year cycle and the teacher's self-reflection based on professional standards.	

Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: TLSA has developed an extensive professional development program for staff members that was 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 2023-2024, Strategic Directions Planning and the Strategic Directions Team.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
Analysis: TLSA has increased 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 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
X	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
Analysis:	
Goal #1 All Students Ready for School	
By fall 2025 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: On Track (Multi-Year Goal)	
The initial data from Fall 2023 was encouraging, with over 50% of students meeting the goal the first year. For the 10 students who matriculated from our Kindergarten readiness program and enrolled to our Kindergarten for Fall 2024, 90% were able to identify all numbers 1-10 and at least 10 letters of the alphabet.	

Goal #2 All Students Career-and College-Ready Graduation

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

25/25 (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.

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

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

Analysis: The school adopted the original FY 2024 General Fund budget in June 2023 based on 230 ADM with a projected surplus of \$53,977. The budget was revised in June 2024 for a decrease in ADM to 209 and an estimated deficit of \$348,512. The school ended FY 2024 with 215 ADMs and a deficit of \$282,434.

The school has maintained a balanced budget for FY 2024.

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

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

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

Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2024.

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

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

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

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

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

	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 2024 financial audit contained one legal compliance finding as noted on page 79 of the financial audit:

FINDING 2024-001: 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.

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

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

Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2024. Since the school received an audit finding on late payments reported in Standard Four, they will be held harmless in this standard.

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

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 2024.

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

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

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

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

FOUR YEAR FUND BALANCE HISTORY				
	FY 2021	FY 2022	FY 2023	FY 2024
Fund Balance Amount	\$637,067	\$670,321	\$425,542	\$143,108
Fund Balance Percent	23.4%	16.4%	12.1%	3.8%

The school ended FY 2024 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%.

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

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

Data Source: Board meeting agendas and minutes.

Analysis: The school has a finance committee that met seven times in FY 2024 which is not enough for the committee to review financial information consistently and effectively. I would encourage the school to hold at least eight finance committee meetings during the year.

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

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

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

Analysis: Per the director, all finance committee members received training on March 7, 2024, from their contracted financial manager.

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

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

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

Analysis: The school is not in Statutory Operating Debt.

SECTION THREE

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

○ PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

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

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

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

Data Source: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee Minutes, Board Minutes, Annual Report, School Website	
Analysis: The school met this standard. The school submitted a board development plan 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 Board adheres to a process for the orientation of new board members. The Annual Report documented the completion of the required initial training for new board members.	

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. VOA-MN confirmed that all board members received mandatory training through communications with the school and review of board minutes.	

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board completes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet – The board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee Minutes	
Analysis: The school met this standard. The board completed a formal self-evaluation at their August 26, 2024, board meeting to review FY24 board performance and needs.	

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

Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.

	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.
	0: Does Not Meet - Bylaws are inconsistent with state statute.
Data Source: School Website, Board Minutes, Bylaws, Interview	
Analysis: The school met this standard. Bylaws are consistent with state law, and the Board reviewed them at the December 18, 2023, 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 30 days after the election was announced and occurred on a day when the school was in session.	

Governance Standard 9 - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.	
X	2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description.
	1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description.
	0: Does Not Meet - The board did not complete an annual evaluation of the school leader.
Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation	
Analysis: The school met this standard. The Board conducted an evaluation of the school leader and shared the results at the October 23, 2023, board meeting.	

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

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.	
X	2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.

Data Source: Board Meeting Minutes, Interview

Analysis: The school met this standard. Meeting minutes documented more than three examples of the Board monitoring the organization's adherence to school board policies.

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

X	2: Meets - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.
	1: Partially Meets - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act
	0: Does Not Meet - The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act.

Data Source: Board Minutes, VOA-MN Visit Review

Analysis: The school met this standard. The School Director confirmed that these data practice officials were identified and trained for these roles:

Responsible Authority: Jonas Beugen

Data Practice Designee: Jonas Beugen

Data Practices Compliance Official: Patrick Exner

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

X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.

Data Source: Board Meeting Minutes

Analysis: The school met this standard. Board minutes documented regular oversight of academic performance.

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

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

Data Source: School Annual Report, Board Minutes, School Data, Interview	
Analysis: The school met this standard. The school met all three criteria.	
<ul style="list-style-type: none"> • Staff retention rate was 82.6%. • Student retention rate was 86%. • Parent survey satisfaction rate was 97.8%. 	

Governance Standard 15 - Board documents are distributed to all board members at least 3 days prior to a board meeting.	
	2: Meets - Board documents were distributed to all board members at least 3 days prior to each board meeting.
	1: Partially Meets - Board documents were not distributed to all board members one or two times.
X	0: Does Not Meet - Board documents were not distributed to all board members three or more times.
Data Source: Monthly Board Minute Review Logs, Board Chair Statement	
Analysis: The board packets were not distributed to VOA-MN 3 days prior for 5 months.	
VOA records show:	
<ul style="list-style-type: none"> • The packet for September 5, 2023, was received by VOA-MN two days prior. • The packet for October 2, 2023, was received by VOA-MN on the day of the meeting. • The packet for October 23, 2023, was received by VOA-MN on the day of the meeting. • The packet for November 2023 was received by VOA-MN on the day of the meeting. • The packet for December 2023 was received by VOA-MN one day prior. • The packet for May 2024 was received by VOA-MN two days prior. 	

Governance Standard 16 - The board of directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.	
X	2: Meets - A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.
	1: Partially Meets - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.
	0: Does Not Meet - Information is incomplete in the binder or on the school's website.
Data Source: School Website	
Analysis: The school met this standard. A review of the school's website demonstrated that the statutory requirements for posting board-related information were present.	

Governance Standard 17 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan but policies were reviewed at fewer than half of the regular board meetings.
	0: Does Not Meet - The board did not have a calendar/plan for policy review and/or reviewed 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 had a policy review calendar. Board minutes from November 22, 2023, documented a committee meets regularly to review policies.

○ 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:

The school might consider revisiting their school mission, so it better aligns with the school program, including the STEM component which is not mentioned in the current mission.

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.

DESCRIPTION OF HOW SCHOOL IS MEETING MISSION: 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
- 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 4-day certification course
- Fly Five is a K-7 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.).
- iReady Math Curriculum as a brand new Math curriculum with grade level and supplemental resources.
- New Social Studies curriculum at 5th-7th grade to better address standards and student outcomes in regards to knowledge of other cultures and histories.

All of the initiatives 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 our staff work and Strategic Directions Team.

In Spring 2024, individual and small group feedback from 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.

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.	
X	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1: Partially Meets - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0: Does Not Meet - The school does not have a plan for service learning. School does not engage in service.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis:	
<p>BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN: The school has a plan for service learning and maintains a list of annual associated activities.</p> <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. <p>Note: The school is considering the application for the MDE Service-Learning Grant for 2025-2026. The school should continue to refine and embed their service-learning element into the larger school program. Staff and Board Members who attended the VOA Conference in Bemidji attended a session on Service Learning in schools to better inform our planning. All projects have a reflection component to connect to classroom learning.</p>	

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:	
<p>Faculty have received required back-to-school training on health and safety procedures. <u> X </u>Yes <u> </u>No</p> <ul style="list-style-type: none"> • Staff Training Log 24.25 <p>List of present school year back-to-school health and safety related professional development training:</p> <ul style="list-style-type: none"> • Blood Borne Pathogens • Workplace Safety • Drug Administration • Use of Epi Pen • Use AED Device <p>School complies with MS 121A.035 – Crisis Management Plan. <u> X </u>Yes <u> </u>No</p> <p>Policy # - 806 Crisis Management Policy</p> <ul style="list-style-type: none"> • Copy of 806.Crisis.Mgmt.Plan.2015.docx <p>Number of fire drills completed in the <u>previous</u> school year (23-24): <u> 5 </u>. (req. five annually)</p> <p>Number of lockdown/safety drills completed in the <u>previous</u> school year (23-24): <u> 5 </u>. (req. five annually)</p> <p>Number of tornado drills completed in the <u>previous</u> school year (23-24): <u> 1 </u>. (req. one annually) April</p> <p>Number of bus evacuation drills completed in the <u>previous</u> school year (23-24): <u> 1 </u>. (req. one annually)</p> <ul style="list-style-type: none"> • 24.25 Emergency Drill Log 	

- [23.24 Emergency Drill Log](#)

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)

- [TLSA Emergency Handbook 24.25](#)

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

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

Responsible employee: Moussa Cisse

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

Designated responsible employee: Moussa Cisse

School Nurse and License Number: Carly Smitkowski, Licensed School Nurse

Frequency of school visits: Bi-Weekly, on Wednesdays.

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

Designated responsible health aid/employee: Moussa Cisse

School Nurse License Number: NA

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

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

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

Name/Organization: Carly Smitkowski, Licensed School Nurse, MiniApple.

[LSN Contract Agreement](#)

School has a designated 504 Coordinator: ☒ Yes ☐ No

504 Coordinator Name & Position: Jason Stockwell, Executive Director/ Principal

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

Number of enrolled students during the 2023-2024 school year on a 504 plan: 0

- [TLSA Section 504 Handbook 24.25](#)

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

X

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

1: Partially Meets - There was one incident of noncompliance with state and federal data practices policies and privacy laws. – *Historical Society Approval*

0: Does Not Meet - There have been two or more incidences of noncompliance with state and federal data practices policies and privacy laws.

Data Source: Annual school site visits, policy review, discussions with school leadership

Analysis:FY 25 School Appointed DPA Responsible Authority (RA):Moussa CisseFY 25 School Appointed DPA Designated Authority (DA): Jeremy GharinehFY 25School Data Practices Compliance Official (DPCO): Jason StockwellAPPLICABLE BOARD POLICIES: (Titles and Numbers)

- Policy 132 – DATA PRACTICES REQUESTING PUBLIC INFORMATION
- [Data Retention](#)
- [TLSA Records Retention Schedule](#)

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

- On October 2024 Agenda - last approval 2022

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

- Date of board approval 12/17/19
- Date of Historical Society Approval: Scheduled for October 2024.

[MNHS Approval Form](#)Authorizer representative verified that Student academic records are filed in a separate locked cabinet.☒ Yes ☐ No Location: Office File RoomAuthorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet.☒ Yes ☐ No Location: Office File RoomAuthorizer representative verified that Student/Employee health records are filed in a separate locked cabinet.☒ Yes ☐ No Location: Office File RoomAuthorizer representative verified that the school has Tennesen Warnings for both the enrollment and employment process. ☒ Yes ☐ No ☐ Partial[Tennesen for Employment](#)[TENNESSEN WARNING FOR Enrollment](#)School verified that only designated school employees have access to files containing student/employee records.☒ Yes ☐ No

Limited access by key type only.

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

School evidence provided for Authorizer Review: Policy #132

Policy Name: [Data Practices #132](#)

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

☒ Yes ☐ No. The school has a document set up, but has never had a data request.**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.
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	1: Partially Meets - The school is making progress approaching standard.
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	0: Does Not Meet - The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.
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Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership

Analysis:

Description of school plan for student / parent engagement and supporting evidence: Conferences, Open House, Weekly Teacher Newsletter, Family Newsletter, Regular Home Visits, 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. One example is the Middle School expansion planning. The school engaged 100% of impacted families in the design of what it created, to be more responsive to community's needs.

Evidence suggests that the school maintains and distributes annually a student/ family handbook. X Yes No
[TLSA Family Handbook 24.25](#)

M/O Standard 6 - Evidence suggests that the school-teachers 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 24.25](#)

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

Most recent curriculum standards alignment review for math: Fall 2024 (Started 9.20.24)

Most recent curriculum standards alignment review for science: Started 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. X Yes No

- Each Friday afternoon, Teachers collaborate 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 24.25](#)

[Teacher Planning and Preparation 2024-2025](#)

[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. X Yes No

- Each Friday afternoon, Teachers collaborate 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 24.25](#)
- [Teacher Planning and Preparation 2024-2025](#)

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 2024-2025. 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 written samples posted in hallways or the classroom for parent-teacher conferences. This is becoming a norm at Twin Lakes STEM Academy, and we will continue to build upon it.

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

X	2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	1: Partially Meets - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	0: Does Not Meet - The school has had multiple license infractions.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: The authorizer verifies license compliance annually.	

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

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

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

Analysis:

School Evidence Provided for Authorizer Review: [Hire Image Background Check Report](#)

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

Frequency of 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 9 - The school meets / maintains its enrollment goals.

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

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

Analysis:

Number of students (head count) served in current year: 245 Students

Present School Year Student Enrollment / Headcount by Grade:

Kindergarten - 35

First Grade - 24

Second Grade - 38

Third Grade - 38

Fourth Grade - 35

Fifth Grade - 32

Sixth Grade - 23

Seventh Grade - 20

Number of students (head count) served in 2024-2025: 245
 Number of students (head count) served in 2023-2024: 210
 Number of students (head count) served in 2022-2023: 158

M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law.	
X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.

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

Analysis:
 NOTE: The school application online and hard copy version must be revised to remove “date of birth” and “student current/previous school.”

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

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

[2024-2025 Student Enrollment Form](#)

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

[TENNESSEN WARNING FOR Enrollment](#)

M/O Standard 11 - The school’s employment process complies with state and federal law.	
X	2: Meets - The school provides evidence that its employment process complies with state and federal law.
	1: Partially Meets - The school is making progress meeting standard.
	0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law.

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

Analysis:

RELEVANT POLICY NUMBERS:

- [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

[Tennessee Warning For Employees](#)

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

[Employee Handbook 24.25](#)

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

[Tennessee Warning For Employees](#)

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

[Employee Handbook 24.25](#)

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

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

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

Analysis: The authorizer verified that the school has job descriptions and defined evaluations process for all employees.

Example of job descriptions:

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

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

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

Analysis:

Brief description of school Child Find/Study Process:

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-6 needing special education services who attend the charter school.

Brief description of how school ensures adherence to Child Find/Study process:

PROCESS:

Step 1: Teacher identifies a specific concern – 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: Teacher collects baseline data related to the specific concern – This may include formative assessments, test scores, classroom work, report card information, etc.

Step 3: Teacher completes initial student referral form – This includes any background information, testing results, academic and or behavior profile.

Step 4: Teacher meets with grade level team (if applicable) to develop intervention(s) specific to the concern – *Record date on SIT Referral Form.*

Step 5: Teacher implements intervention and will contact parent(s) – 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: Teacher meets with grade level team to summarize the results – Contact parents.

Step 7: If intervention was unsuccessful, determine second intervention and document on referral form – Repeat Step 5.

****Each intervention must be 10 consecutive school days and may not overlap.****

Step 8: 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 – 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: Halle Peterson, Terry Hill, Skyler Tordsen, Emily Macaluso, 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
- Emily Macaluso ABS/ Elementary ED K-6 File Folder Number: 1004743

Number of special education paraprofessionals: 5.0 FTE

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

Percent of special education students served in 2023-2024: 10 %
 Percent of special education students served in 2022-2023: 10.2 %

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

- 2024/2025 Paraprofessional Mandated Training: Training for special education paraprofessionals in the areas of roles and responsibilities, confidentiality, vulnerability, mandated reporting, and MN disability categories.
- Understanding Teacher and Paraprofessional Roles and Responsibilities
- After completing this learning on roles and responsibilities, teachers and paraprofessionals will be able to identify what is expected of them and how they can work together to provide an appropriate education to students with disabilities.
- Understanding the Rights of Students with Disabilities
- An examination of federal laws impacting the rights of students with disabilities with an in-depth dive into specific rights and a focus on the roles and responsibilities of school staff for ensuring the provision of these rights.
- Child Find Overview: Questions and Answers Related to Child Find
- August 21, 2024 Special Education Overview (30 minutes all staff)
- August 21, 2024 Child Find Comprehensive Process (60 Minutes all licensed staff)
- August 27, 2024 [CPI Training 24.25](#)

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

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

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

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

Date of last special education financial audit: 2017

CAP Items: all resolved 2017-2018

Current audit stage: NA

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

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

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

Analysis:

Name of director and organization: Tammy Stahl, Creatively Focused

Special Education Director License Number: 402134

All parents of students with disabilities are invited to participate in Twin Lakes STEM Academy's Special Education Advisory Council (SEAC).

- 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.

SEAC Meeting Dates:

FY25 meeting date(s): October 03, 2024

FY24 meeting date(s): October 18, 2023

FY23 meeting date(s): September 29, 2022

FY22 meeting date(s): March 24, 2022

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

CONTRACT RENEWAL CALCULATION

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

2023 - 2024 SCHOOL YEAR PERFORMANCE (FY24)						
	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
Academic	12	0	0	12/14	.50	43%
Finance	12	1	0	13/20	.20	13%
Governance	32	0	0	32/34	.15	14%
Mgmt/Operations	28	0	0	28/30	.15	14%
Grand Total	84	1	0	85/98	1.00	84%

CONTRACT RENEWAL CALCULATIONS							
CHARTER CONTRACT TERM: July 1, 2020 - June 30, 2026							
		Renewal YR Rating FY21	YR 2 Rating FY22	YR 3 Rating FY23	YR 4 Rating FY24	YR 5 Rating FY25	Average Rating
ACADEMIC (50%)		38%	32%	36%	43%	%	37%
FINANCE (20%)		14%	13%	11%	13%	%	13%
ORGANIZATION (30%)							
	BOARD GOVERNANCE (15%)	14%	14%	13%	14%	%	14%
	MANAGEMENT OPERATIONS (15%)	15%	15%	13%	14%	%	14%
	TOTAL	81%	74%	73%	84%	%	78%
CUMULATIVE AVERAGE 78%							

CONTACT INFORMATION:

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

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