

Annual School Performance Report

STUDENT ACHIEVEMENT MINNESOTA

Name of School: Northeast College Prep School Director: Andrea Halverson Board Chair: Richard Nazarian

Charter Contract End Date: **June 30, 2027**

Date of Site Visit to School: February 20, 2025

Daily Attendance Rate: 90%

Attendees from the School: Andrea Halverson (Executive Director), Rich Nazarian (Board Chair), and Travis Berends (Creative Planning)

Authorizer Liaison(s): Liz Wynne

Enrollment: 276 Students School Demographics: FRP: 91% Special Education: 14% ELL: 50% Homeless: 15%

Performance Summary

Standard	Benchmark
Exceeds Expectations	The school consistently meets all criteria and is an exemplar in this area.
Meets Expectations	The school substantially meets the criteria and/or with minor concerns.
Needs Improvement	The school does not meet the criteria and/or has significant concerns.
Required Action	The school must take prompt action to address the issue.
Recommended Action	The authorizer offers suggestions or advice, but the school is not required to comply.

Commissioner Outcomes for All Public Schools, Minn. Stat. 124E.10 Subd. 1 (c)

Standard	Meets Expectations	Needs Improvement
<p>A charter school must design its programs to at least meet the outcomes adopted by the Commissioner for public school students, including the World's Best Workforce/Comprehensive Achievement & Civic Readiness goals under section 120B.11. The Commissioner's outcomes for all public schools are:</p> <ul style="list-style-type: none"> All children are ready for school. All racial and economic achievement gaps between students are closed. All students are ready for career and college. All students graduate from high school 	<p>Standard met or N/A based on grades offered by the school.</p> <p>Standard met.</p> <p>Standard met.</p> <p>Standard met or N/A</p>	<p>Standard not met.</p> <p>Standard not met.</p> <p>Standard not met.</p> <p>Standard not met.</p>

Comments:

2025: Comprehensive Achievement & Civil Readiness (World’s Best Workforce) goal results for 2024 show there is a significant amount of work to be done. While the target of ensuring all students are ready for school was met, the goals for third-grade literacy, bridging the achievement gap among student groups, and preparing students for college and careers remain unmet, underscoring the need for review and attention.

Actions:

- **Required**

2025: Continue to examine, identify, and determine the necessary measures to advance student learning, including any difficult decisions that need to be made.

- **Recommended**

Charter Contract Goals

Exceeds Expectations	Meets Expectations	Needs Improvement
<p>The school’s academic goals are strategically aligned with the charter contract, ensuring a strong foundation for strong academic achievement.</p> <p>The school has a board-approved plan to meet or exceed contract goals, including specific strategies, action steps, and benchmarks.</p> <p>The board monitors the achievement of charter contract goals and takes decisive action to ensure achievement.</p> <p>The school met or surpassed the goals outlined in the contract.</p>	<p>The school's academic goals are clearly defined, measurable, and aligned with those outlined in the charter contract, ensuring continued achievement.</p> <p>The school has a plan in place to meet its contract goals, including specific objectives.</p> <p>The board reviews contract goals and assesses progress annually.</p> <p>The school is making progress and is on track to meet its contractual goals.</p>	<p>The school’s academic goals are not clearly defined or aligned with the charter contract goals.</p> <p>The school lacks a definitive plan to meet its contractual goals.</p> <p>The board is not informed about or does not review the goals of the charter contract to evaluate progress each year.</p> <p>The school is currently not on track to meet the goals outlined in its charter contract.</p>

Comments:

2025: Charter contract goal progress reporting starts in 2025, making it premature to evaluate academic goals. However, non-academic goals show promise, with steady enrollment numbers, positive stakeholder feedback, increased student attendance, and a growing fund balance.

Actions:

- **Required**

- **Recommended**

2025: Consider incorporating aspects of the charter contract goals into the performance evaluation of the executive director.

Student Achievement

This section includes information regarding state assessment data.

1. Proficiency Rates: MCA Proficiency (Absolute and Comparative). Absolute proficiency is the school’s raw proficiency. Comparative proficiency is comparing the charter school's MCA proficiency rates to those of the resident district, state, and neighborhood schools if pertinent.
2. Historical MCA Proficiency Rates (Trends)
3. Student Group MCA Proficiency Rates: Comparison of student group proficiency compared with all school students, resident district student groups, and state student group averages.

Exceeds Expectations	Meets Expectations	Needs Improvement
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<p>Students demonstrate reading proficiency at least 5 percentage points above the state average.</p> <p>Students demonstrate math proficiency at least 5 percentage points above the state average. Students demonstrate science proficiency at least 5 percentage points above the state average.</p> <p>Students demonstrate reading proficiency at least 10 percentage points above the resident district.</p> <p>Students demonstrate math proficiency at least 10 percentage points above the state average.</p> <p>Students demonstrate science proficiency at least 10 percentage points above the state average.</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>The school's implementation system clearly demonstrates that processes and practices effectively meet the needs of all students.</p> <p>N/A</p> <p>Formative and summative assessment data is rigorously analyzed and consistently utilized, with testing dates noted in the school's annual calendar.</p> <p>Disaggregated data is utilized to enhance teacher instruction as well as to evaluate curriculum content.</p>	<p>Proficiency: Students demonstrate reading proficiency that meets or exceeds the state average.</p> <p>Proficiency: Students demonstrate math proficiency that meets or exceeds the state average. Proficiency: Students demonstrate science proficiency that meets or surpasses the state average.</p> <p>Proficiency: Students demonstrate reading proficiency that meets or surpasses the resident district.</p> <p>Proficiency: Students demonstrate math proficiency that meets or surpasses the resident district.</p> <p>Proficiency: Students demonstrate science proficiency that meets or surpasses the resident district.</p> <p>Achievement: Student reading achievement rate meets or surpasses the state average.</p> <p>Achievement: Student math achievement rate meets or surpasses the state average.</p> <p>Targets: ELL students achieve higher ELL target rates than the state average.</p> <p>Progress: ELL students are making more progress toward ELL targets compared to the state average.</p> <p>The school adopts and implements a system that identifies and addresses students' academic needs and necessary interventions.</p> <p>The school uses effective and reliable measures to assess student learning.</p> <p>Formative and summative assessments are administered, and the results are analyzed to measure academic achievement and instructional quality.</p> <p>Academic data is disaggregated and analyzed to improve and enhance learning for all students.</p>	<p>Students demonstrate reading proficiency levels that are below the state average.</p> <p>Students demonstrate math proficiency levels that are below the state average. Students demonstrate science proficiency levels that are below the state average.</p> <p>Students demonstrate reading proficiency levels that are below the resident average.</p> <p>Students demonstrate math proficiency levels that are below the state average.</p> <p>Students demonstrate science proficiency levels that are below the state average.</p> <p>Student reading achievement levels are below the state average.</p> <p>Student math achievement levels are below the state average.</p> <p>ELL students achieve ELL target rates that are below the state average.</p> <p>ELL student progress toward ELL targets was below the state average.</p> <p>The school's approach to identifying and addressing student needs appears inadequate; no progress is made.</p> <p>The school's assessment methods for evaluating student learning appear ineffective and/or inadequate. Formative and summative assessments are not consistently administered, making it difficult to evaluate student learning effectively.</p> <p>Academic data is not or is intermittently disaggregated, making it difficult to address the needs of all students.</p>
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Comments:

2025: 2024 State Assessments – MCAs

NECP's overall proficiency on state assessments continues to fall below both the resident school district and state averages. The school scored 25 percentage points lower than the state average in reading and math. Third-grade students struggled, demonstrating lower reading proficiency levels than both the resident district and the state average, and failed to meet the Commissioner of Education's WBWF goal. However, the school made notable progress with its English Language Learner (ELL) program, the Free and Reduced-Price Lunch Program (FRP), and Black student groups. Although the benchmark is considered low and unsatisfactory, the school showed better reading and math proficiency than the resident district. Fifty-one percent (51%) of ELL students made progress toward English language proficiency, which is higher than the resident district average of 40% and the state average of 46%. Proficiency levels in third grade have declined in the past three years. Additionally, middle school reading and math proficiency remained significant challenges, raising major concerns about students' readiness for high school.

NWEA school-wide winter reading and math results indicate that students are making progress; however, their overall achievement continues to fall short of grade-level expectations. Reading achievement results showed no improvement, with 59% of students performing at the 14th percentile. Kindergarten and eighth-grade students demonstrated significant growth, moving from the 30th to the 37th percentile and from the 7th to the 19th percentile, respectively. In contrast, 71% of third-grade students scored at the 1st percentile. Teacher turnover remains a significant concern. Math achievement results showed little progress, with 51% of students performing at the 20th percentile. The first and seventh grades showed the most improvement, from the 18th to the 41st percentile and 29th to the 43rd percentile, respectively.

Director Halverson reported that the school continues to refine the MTSS process by updating the referral form and consolidating interventions to increase efficiency. More thorough efforts are being made to ensure that general education teachers have completed their due diligence before referring students to the child study team for evaluation. Additionally, ADSIS funding was allocated to research-based reading and math intervention resources.

English Language

Director Halverson expressed serious concerns about the English Language (EL) program, describing it as inadequate and needing significant improvement. Currently, the program faces a staff shortage and relies on a part-time teacher and two paraprofessionals. Despite ongoing recruitment efforts, no promising candidates have emerged. SAM finds this situation especially concerning as 50% of the school's students are English Language Learners (ELL), all of whom require high-quality support to succeed. Director Halverson noted that the most significant gap in support is for incoming Spanish-speaking students. While students from Somalia generally arrive with some English, Spanish-speaking students arrive with no English.

Special Education

Director Halverson reported that the delivery of special education services is generally going well, but also noted that some general education teachers do not feel adequately equipped to support students during whole-class instruction. Returning to the previous special education director, who better fits the school's needs, has proven beneficial. The special education coordinator and the due process team are performing exceptionally well. There are challenges with the EBD #3 setting. Finding a qualified teacher and the small number of students enrolled in the EBD program impede the school's ability to provide an enriching experience for students. All special education paraprofessionals have received their certification.

Civil Readiness (World's Best Workforce)

The school successfully achieved the All Students Ready for School initiative and made notable strides toward Closing the Student Group Achievement Gaps, but it fell short in Third-Grade Literacy and Career and College Readiness. Significant efforts are required to achieve these goals and ensure that every student has the foundational skills necessary for success.

Liz Wynne, SAM Director, communicated to Director Halverson the urgent timeline regarding the need to significantly increase student achievement and contract renewal. She stressed that renewing the charter contract largely depends on academic achievement, a key metric in the charter renewal evaluation process.

Actions:

- **Required**

2025: Reading and math proficiency must increase significantly. While progress and growth are noted, mastery and proficiency are needed.

- **Recommended**

School Culture and Climate

Exceeds Expectations	Meets Expectations	Needs Improvement
Ample evidence of the school's mission and vision can be found throughout the entire school, as demonstrated in the environment, culture, and classrooms.	The school's mission and vision are clearly reflected in its environment, culture, and classrooms.	There is a noticeable lack of alignment between the school's mission, practices, decision-making, and culture.
The school's North Star consistent attendance rate is consistently higher than the state average.	The school's North Star consistent attendance rate equals or exceeds the state average.	The school's North Star consistent attendance rate is lower than the state average.
The school maintains a welcoming and healthy environment, bolstered by a student daily attendance rate exceeding 90%.	The school fosters a safe, healthy, inclusive, culturally responsive, and welcoming environment.	The school does not reflect a welcoming, inclusive, or culturally responsive environment.
N/A	The school implements a process for identifying, monitoring, and managing students' behavioral, social, and emotional needs.	The school has not established a cohesive process for identifying and managing student behavior and health.
The school conducts an annual equity self-evaluation based on its policies, reviews the results, and takes proactive steps in response to the findings.	The school adopts and implements an equity statement, plan, and/or policy to cultivate a strong culture of equity and equality.	The school has not adopted an equity statement, plan, or policy that actively promotes a culture of equity and equality.
The school collaborates with the local community to enhance students' experiences and opportunities.	Extracurricular, before, and after-school programs are offered to support and enhance student experience.	Regularly scheduled before- or after-school programs are absent to enhance the student experience.
The school uses data and takes action to ensure that the school environment supports student learning and cultivates healthy relationships among all school stakeholders.	The school utilizes various tools to evaluate and track its culture and overall climate.	School culture and climate are not monitored with efficacy.
N/A	Student achievements and recognition are prominently displayed throughout the building, in school communications, board meetings, and school events.	Student work and recognition are displayed minimally or in an ad hoc manner.
N/A	The school has a practice for gathering feedback from the staff on school culture, and feedback is used to develop a plan to address findings.	There is no system adopted to gather staff input on school culture.
N/A	The school identified a designated area for students to access telehealth mental health services upon request.	The school has not identified a designated space for student telehealth mental health care.

Student suspension and expulsion data is reviewed and compared to the school's rates for all students. Information is shared with the board.	The school reviews and disaggregates student suspension and expulsion data.	The school does not review and disaggregate student suspension and expulsion data.
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Comments:

2025: The school leadership team is reviewing the school's leadership structure, recognizing the need and importance of diverse perspectives. There is a shared desire to downsize the team and incorporate more varied voices. This adjustment aims to foster a more comprehensive understanding of the diverse needs of the school community and its students, ultimately enhancing the decision-making process.

Director Halverson reported that progress is being made as teachers increasingly embrace their classroom management roles and noted that there is a growing understanding of the differences between leadership roles and classroom boundaries and responsibilities. The need for a consistent approach to student expectations throughout the school is being emphasized to reduce confusion among students regarding their responsibilities and to ensure accountability for their actions. A review of the social-emotional learning (SEL) curriculum is underway to enhance students' ability to identify and regulate their emotions.

Actions:

- Required
- Recommended

2025: Continue to track student attendance, identify its root causes, and address them appropriately. Monitor and disaggregate behavior data and respond accordingly.

Physical Environment

Exceeds Expectations	Meets Expectations	Needs Improvement
N/A	All entrances, except for the main entrance, are secured. Visitors are required to check in and wear a visitor badge.	The school is not entirely secure; some access points appear vulnerable.
The school's exterior and interior components are inviting and appealing, effectively conveying and highlighting school activities and events.	The environment is welcoming; halls, entrances, and restrooms appear cared for and maintained.	The environment is not welcoming; the halls and restrooms seem neglected or unkempt.
N/A	The school is on schedule to fulfill the annual requirements for fire drills, lockdowns, and severe weather.	The school is behind on meeting the annual requirements for fire drills, lockdowns, and severe weather protocols.
N/A	The school's crisis management plan is routinely updated and reviewed with staff and students.	The school's crisis management plan has not been reviewed or updated this year with staff and students.

Comments:

2025: Director Halverson is recognized for the attractive, warm, and inviting spaces, both inside and outside the building. The hallways are filled with vibrant colors that elevate one's mood and create a welcoming environment.

The school's 2025 safety drill record includes documentation of fire drills and lockdowns, detailing dates, times, evacuation durations, and the upcoming drills scheduled.

Actions:

- Required

- Recommended

Academic Program and Delivery		
Exceeds Expectations	Meets Expectations	Needs Improvement
N/A	The school provides an academic program and instructional practices that attend to the needs of all students.	The school does not provide programs, curricula, and instruction to address the needs of all students adequately.
N/A	Scope, sequence, and curriculum mapping, including standards, benchmarks, objectives differentiation, and lesson sequence, are included in the academic plan to guide curriculum pacing and ensure state standards are met and modified as needed.	The scope, sequence, and curriculum mapping appear not aligned with state standards and differentiated lessons.
State assessment results strongly suggest the school's curriculum is aligned with state standards and proficiency expectations.	The school's adopted curriculum aligns with state standards and proficiency expectations.	State assessment results suggest the school's curriculum is not aligned with state standards and proficiency expectations.
N/A	Curriculum mapping is modified based on DDI results and findings.	Curriculum mapping does not reflect modifications based on DDI results and findings.
N/A	The school provides lessons, instruction, and materials representing various cultures, perspectives, and culturally responsive practices.	The school's lessons, instructional practices, and materials do not appear to be culturally responsive or representative of various cultures.
The school added government, citizenship, and financial literacy subject content to its curriculum.	The school is modifying its curriculum to include government, citizenship, and financial literacy.	The school has not begun modifying its curriculum to include government, citizenship, and financial literacy.
The school implements a comprehensive Science of Reading plan, beyond state mandate, and provides the progress reports to the board.	The school is implementing the Science of Reading as mandated by the state and continues to make progress in its implementation.	The school made slight progress in implementing the Science of Reading, hindered by insufficient resources and planning.
Lesson objectives are prominently posted daily in classrooms to enhance student understanding and engagement.	Lesson objectives and expected outcomes are posted to ensure students understand the lesson's goals.	Lesson objectives and outcomes are not displayed, leaving students unaware of the lesson's goals.
<p>Comments:</p> <p>2025: The school continues to face challenges in achieving significant academic progress and has not yet returned to its pre-pandemic reading and math proficiency levels. Student performance on state assessments suggests that a rigorous and thorough curriculum review, alignment with state standards, effective teacher instruction, and clear student expectations are necessary to improve student learning significantly. Grade-level holes and gaps are identified as requiring attention and action.</p> <p>Director Halverson reported that the school postponed reading training until the 2025-2026 school year. This was primarily because the teachers and leadership were not prepared to implement the program successfully. A Reading Corps tutor was added this year, and the school plans to add another tutor next year.</p>		

Actions:

- **Required**

2025: Review curricula and state standards to ensure alignment to challenge students academically.

- **Recommended**

2025: Embrace a stronger strategy to ensure compliance with the READ Act and its implementation and to increase reading proficiency.
Continue to evaluate the ELL program to ensure it meets students' needs.

Instructional Practices

Exceeds Expectations	Meets Expectations	Needs Improvement
<p>The school staff collaborates to establish and demonstrate a shared understanding of high-quality instruction. Instructional practices are anchored in the belief that all students, regardless of their backgrounds, are held to high expectations.</p> <p>The school's culture significantly enhances student learning, fostering a strong educational environment that yields positive results.</p> <p>Regular data review and analysis meetings are held with active participation from school leadership.</p> <p>Instructional leaders provide specific and practical feedback on teaching methods and lesson planning, promoting continuous development and excellence in the classroom.</p>	<p>The school staff has a shared understanding of high-quality instruction.</p> <p>Instructional practices are based on high expectations for all students and across all student groups.</p> <p>School culture supports and enhances student learning and success.</p> <p>Data is used to assess student learning and to identify instructional deficiencies.</p> <p>Instructional leaders and coaches provide ongoing feedback on teacher instruction and lesson planning.</p>	<p>The school staff lacks a shared understanding of what defines high-quality instruction.</p> <p>Instructional practices lack high expectations for all students, including every student group.</p> <p>School culture and student experience do not promote student success.</p> <p>The school does not utilize data to adjust its instruction or to respond to student learning.</p> <p>Instructional feedback is given intermittently or only as required.</p>

Comments:

2025: Director Halverson continues to express concerns regarding the quality of teacher instruction and student expectations, which were also highlighted in the school's Bellwether Report. An initiative is being launched to tackle these challenges by adopting a comprehensive approach requiring each lesson plan to define its objectives, student interaction, and incorporating experiences that enrich learning. The school is collaborating with schools like Hmong Academy to create opportunities for teachers to observe and learn from one another, fostering growth and improvement.

Director Halverson described the implementation of data-driven instruction as slow-going due to significant gaps in teacher understanding and preparedness. While some teachers are enthusiastic and recognize its value, others struggle with the fundamentals of assessments. In January, the administration took a strategic step by organizing data into comprehensive spreadsheets. The effort was aimed at helping teachers analyze data, group students, and tailor lesson plans to address areas requiring mastery. While NWEA MAP Growth appears to offer more useful insights for teachers in their instructional planning, its usage and effectiveness differ among educators. Primary teachers tend to be more consistent in monitoring academic progress using FASTBRIDGE and NWEA.

No lesson plans were reviewed during the site visit.

Actions:

- **Required**

- **Recommended**

2025: Invest in instructional coaching to provide much-needed support for teachers and to foster a more rigorous academic culture.
 Conduct a needs assessment to identify opportunities for professional development that will enhance teacher skills and development.

Teacher Evaluation

Exceeds Expectations	Meets Expectations	Needs Improvement
N/A	The school implements a comprehensive and transparent teacher evaluation process that includes drop-ins, pre-conferences, observations, evaluations, teacher self-reflection, post-observation meetings, and mentoring.	<p>One or more of the statutory elements, Minn. Stat. 122A.40 Subd. 8(b), clauses (2) – (13), for teacher evaluations are omitted:</p> <ul style="list-style-type: none"> • 3-year professional review cycle that includes individual growth and development plan, peer review process, at least one summative evaluation performed by qualified and trained evaluator; for years when evaluation not by qualified and trained evaluator, evaluation by peer • Evaluation must be based on professional teaching standards established in rule • Staff development activities are coordinated with evaluation process and outcomes • May provide time during school day and year for peer coaching and teacher collaboration • May include job-embedded learning opportunities such as PLCs • May include mentoring and induction programs • Must include option for teachers to develop and present portfolio evidence and include teachers’ performance assessment based on student work samples and teachers’ work examples • Must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth and literacy that may include value-added models or student learning goals to determine 35% of teacher evaluation results • Must use longitudinal data on student engagement and connection and other student outcome measures explicitly alignment to curriculum • Must require qualified and trained evaluators to perform summative

<p>The administration implements a schedule that annually assures at least one observation and/or evaluation for every teacher.</p> <p>The school acknowledges educators who implement effective teaching methodologies and promotes the sharing of exemplary practices.</p>	<p>The administration creates and adheres to a schedule for teacher observations and evaluations.</p> <p>Teachers receive regular observations, evaluations, and specific feedback as an integral part of teacher development and improving instructional quality.</p>	<p>evaluations and ensure school provides for effective evaluator training</p> <ul style="list-style-type: none"> • Must give teachers not meeting standards support to improve through process that includes established goals and timelines. • Must discipline teacher for not making adequate progress. <p>The administration has not created a clear and supportive schedule for teacher observation and evaluation.</p> <p>Teacher observations and meetings with teachers are limited, with little to no feedback and follow-up.</p>
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Comments:

2025: Director Halverson reported that teachers are evaluated annually, and new teachers are evaluated at least twice a year. Recognizing the need to improve the quality of instruction, the school's strategic plan includes a review of teacher evaluation standards and processes. The administration acknowledges the need to increase teacher observations and provide sufficient feedback and coaching beyond what is currently offered.

Actions:

- **Required**
- **Recommended**

2025: SAM recommends that the administration allocate ample time for conducting teacher observations and evaluations to improve teacher performance.

Professional Development

Exceeds Expectations	Meets Expectations	Needs Improvement
<p>Professional development opportunities foster teachers' growth, allowing for the creation of personalized growth plans.</p> <p>An annual professional development survey and/or feedback is sought to evaluate the effectiveness of PD offerings.</p> <p>Professional development opportunities are identified and prioritized to address the school's needs to support the mission and strategic planning.</p>	<p>Professional development opportunities support teacher growth/development and generally align with school goals and initiatives; they are relevant and purposeful.</p> <p>Administrators and staff collaborate and engage in professional development planning.</p> <p>Professional development opportunities are identified and prioritized to address the needs identified by the school and staff.</p>	<p>Professional development opportunities are limited and/or not relevant or purposeful.</p> <p>Administrators do not seek staff input in planning professional development.</p> <p>Professional development is not given priority to meet the evolving needs of teachers and the school.</p>

<p>PLC meetings include data analysis, student work, assessment questions, and meeting notes.</p>	<p>PLCs meet consistently to discuss student achievement and teacher instruction.</p>	<p>PLC meetings are infrequently scheduled or do not take place at all.</p>
<p>Comments: 2025: Director Halverson commented that while teachers are engaged in professional learning communities (PLCs), a significant disconnect exists in fundamental instructional understanding and mastery, which tends to obstruct both the efficiency and advancement of instruction. Some Professional Learning Communities (PLCs) are successful and productive within this setting, while others struggle to make a meaningful impact. This gap reveals an absence of clarity surrounding the qualities that define quality instruction. To bridge this divide, providing foundational guidance has become crucial for heightening student learning and cultivating a strong academic culture.</p> <p>Other PLC meetings have focused on aligning vertical curriculum standards to promote coherence in grade-level content mastery, creating welcoming student environments, and embracing diversity, equity, and inclusion. PLCs meet twice a month with plans to increase to weekly meetings next school year, enhancing opportunities for growth and change in teaching practices.</p> <p>Actions:</p> <ul style="list-style-type: none"> • <u>Required</u> • <u>Recommended</u> 		
<p>Administrative, Supervisory, and Instructional Leader Evaluation</p>		
<p>Standard</p>	<p>Meets Expectations</p>	<p>Needs Improvement</p>
<p>Subd. 2. Administrators. (a) . . . The board of directors shall establish qualifications for all persons who hold administrative, supervisory, or instructional leadership roles. The qualifications shall cover at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The board of directors shall use those qualifications as the basis for job descriptions, hiring, and performance evaluations of those who hold administrative, supervisory, or instructional leadership roles.</p> <p>(b) The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan.</p> <p>Non-licensed administrator(s) completed 25 hours of competency-based training.</p>	<p>All administrative, supervisory, and leadership positions hold a valid administrative license.</p> <p>The school is compliant with the requirements in M.S. § 124E.12 Subd. 2(a) regarding establishing qualifications for administrative, supervisory, and instructional leadership positions and using those qualifications as the basis for job descriptions, hiring, and performance evaluations.</p> <p>The school is compliant with the requirements in 124E.12 Subd. 2(b), e.g., a professional development plan is developed for all unlicensed personnel in administrative, supervisory, and leadership positions.</p> <p>The standard is being met, or the administrator(s) are making proactive efforts to fulfill its requirement.</p>	<p>N/A</p> <p>The school is not in compliance with the requirements in M.S. § 124E.12 Subd. 2(a) regarding establishing qualifications for administrative, supervisory, and instructional leadership positions and using those qualifications as the basis for job descriptions, hiring, and performance evaluations,</p> <p>The school is not compliant with the requirements in 124E.12 Subd. 2(b), e.g., one or more administrative, supervisory, or leadership staff is not licensed, and no professional development plan is developed.</p> <p>There is little evidence to suggest that the administrators are actively involved in meeting the required standards.</p>
<p>Comments:</p>		

2025: Director Halverson holds a Principal K-12 administrative licensure (432186), which expires in June 2026. Principal Smith has an administrative/ instructional leadership position but no administrative license. A professional development plan was not provided. Thus, compliance is not known.

Actions:

- **Required**
Statutory compliance: 124E.12 Subd. 2(b),
- **Recommended**

Financial Governance

Standard	Meets Expectations	Needs Improvement
The school's financial condition is sound and stable.	Standard is met.	The financial health of the school is concerning and consistently decreasing. Action is required to reverse this downward trend and secure a stable future.
Enrollment Projections vs. Actual Enrollment	Actual enrollment meets/exceeds budgeted enrollment.	Actual enrollment is lower than the budgeted enrollment.
The school develops an annual budget that can be sustained mainly by enrollment.	Standard is met.	The current enrollment is insufficient to support the school's annual budget.
Bills and obligations are paid within 30 days, unless there are questions that need to be resolved.	Standard is met.	Standard is not met.
Board minutes with financials are sent/ uploaded to the SAM Portal monthly.	Standard is met.	Standard is not met.
A finance committee regularly monitors the budget, meets prior to the board meeting, and a detailed financial report is presented at each board meeting.	Standard is met.	The finance committee does not consistently monitor the budget, fails to meet before the board meeting, and/or provides financial reporting that lacks detail.
After adjusting for time-sensitive expenditures (e.g. majority of curriculum purchases occur in beginning of year), the percent of the budget parallels the time into the fiscal year (e.g. actual expenditures should be roughly 75% of budget in March).	Actual expenses demonstrate minimal fluctuation (5%) for the time in the fiscal year.	Actual expenses show a significant departure and do not reflect the time elapsed in the fiscal year.
The budget for the following year is board-approved no later than June 30 th	Standard is met.	Standard is not met.
Fund balance \geq 25%.		The fund balance is lower than in the original budget, decreasing compared to the previous year, or the fund balance is \leq 25%.

Disclosure of payments to persons/entities with a relationship with the authorizer.	The fund balance is consistent with what was in the original budget, increasing compared to the previous year or the fund balance is $\geq 25\%$.	Standard is not met.
Current Ratio Indicator ≥ 1.1 or > 1.0 with a positive trend	N/A or Standard is met.	Standard is not met.
Cash on Hand Indicator ≥ 60 days or > 30 days with a positive trend	Standard is met.	Standard is not met.
	Standard is met.	

Comments:

2025: Travis Berends (Creative Planning) reported that the school is stable, due to Director Halverson’s diligent management of the budget, timely communications, and the efforts of a strong board. He commented that enrollment has stabilized, but it is important for the school to continue growing its numbers. An annual fund FY25 balance of \$50,000 is expected, with the bond covenant criteria being met. Mr. Berends commends the school for its exceptional oversight and management of the food services account. A decrease of \$145,000 in compensatory funding is anticipated for the 2025-2026 school year, which the school will address with minimal disruption to learning.

Director Halverson shared that the board ended the salary scale model previously used by the administration. The decision sparked some dissatisfaction among staff, which is to be expected, but the outcome remains uncertain at this time. The decision to abandon the pay scale model was deemed essential for financial viability.

Actions:

- Required
- Recommended

2025: Continue to sustain, reduce attrition, and actively participate in robust recruitment initiatives.

External Financial Audit

Exceeds Expectations	Meets Expectations	Needs Improvement
The school enforces robust internal controls, firmly backed by detailed written fiscal policies and procedures.	The school maintains adequate internal controls, supported by written fiscal policies and procedures.	The school lacks sufficient internal controls necessary to promote fiscal accountability.
N/A	The financial audit was completed and submitted by the contract due date (December 15 th) to SAM and the statutory deadline (December 31 st) to MDE.	The financial audit was not completed and submitted to SAM or MDE after the statutory deadline.
The audit revealed no adverse findings.	No material or significant weakness(es) were identified in the annual audit.	One or more material weaknesses or significant deficiencies were identified in the audit.

<p>N/A</p> <p>N/A</p>	<p>There is no more than one “other” (not material weakness and not a significant deficiency) finding and a plan for resolving the identified issue.</p> <p>Prior year audit finding(s) are corrected.</p>	<p>There are two or more “other” (not material weakness and not significant deficiency) findings or no plan for resolving the identified issues.</p> <p>The prior year's finding(s) are not corrected.</p>
<p>Comments: 2025: Abdo (auditor) conducted and submitted the NECP 2024 financial audit, adhering to all required deadlines. The audit results were “clean,” revealing no significant deficiencies or weaknesses. The school’s financial health remains sound, with revenue reaching \$6,449,167 and expenditures amounting to \$6,166,087, resulting in a fund balance of \$1,490,152, 24%. Most noticeable was the significant decrease in transfers between Fund 1 and Fund 2, amounting to \$87,855. The cumulative fund balance increased by 6%. The school’s fund balance percentage, the highest since its establishment, nearly reached the authorizer’s fund balance requirement. The board approved the FY24 financial audit on November 19, 2024.</p> <p>Actions:</p> <ul style="list-style-type: none"> • <u>Required</u> • <u>Recommended</u> 		
<p>Governance</p>		
<p>Exceeds Expectations</p>	<p>Meets Expectations</p>	<p>Needs Improvement</p>
<p>N/A</p> <p>Board directors are well-informed. They uphold their fiduciary duties, act with integrity and responsibly for the school's benefit, and adhere to the established bylaws, policies, and legal requirements.</p> <p>The board effectively ensures rigorous oversight and comprehensive monitoring of school finances.</p> <p>The board conducts an annual self-evaluation and needs assessment, which drives professional development and creates strategic goals based on the results.</p> <p>New board members have completed state-mandated board training before being seated.</p> <p>N/A</p>	<p>Board membership reflects diverse experiences and skills, including leadership in non-profit or charter schools, education, management, finance, law, etc.</p> <p>Board directors know and fulfill their roles, responsibilities, and obligations. They exercise fiduciary duties, comply with bylaws and policies.</p> <p>The board demonstrates appropriate oversight and monitoring of school finances.</p> <p>The board conducts a needs assessment to determine the professional development training that will enhance its efficiency.</p> <p>New board members have completed state-mandated board training or are actively finalizing their training.</p> <p>The board complies with Minn. Stat. 124E.07 Subd. 7, which requires ongoing and annual professional development training for the board.</p>	<p>Board membership does not reflect diverse experiences and skills such as education, management, finance, law, etc., including non-profit or charter school leadership.</p> <p>Board directors demonstrate minimal understanding of their roles and fiduciary duties, comply with bylaws, and act in the best interest of the school.</p> <p>The board does not effectively exercise oversight and monitoring of the school’s financial matters.</p> <p>The board fails to recognize and prioritize the need for conducting a self-evaluation to enhance its efficiency.</p> <p>Every new member has neither completed the required state-mandated board training or is not on track to complete training per compliance.</p> <p>The board is not in compliance with Minn. Stat. 124E.07 Subd. 7 which requires on-going and annual professional development training.</p>

<p>Members' attendance at board meetings averages 90% or higher.</p>	<p>Members' attendance at board meetings averages at least 80%.</p>	<p>Members' attendance at board meetings averages less than 80%.</p>
<p>N/A</p>	<p>All seats on the board are filled; no vacancies, or the board announced a plan, appointment or elections.</p>	<p>Currently, there are vacancies on the board and/or no plan to address them.</p>
<p>The school fully complies with the charter contract and government regulations, with no notices of concern being issued.</p>	<p>The school complies with the charter contract and follows all state and federal regulations.</p>	<p>The board struggles to adhere to its charter agreement and/or state and federal regulations.</p>
<p>N/A</p>	<p>The director's annual performance evaluation is actively underway or completed.</p>	<p>The director's annual performance evaluation has not been conducted or scheduled.</p>
<p>The board receives regular updates on student learning, including assessments and performance metrics that highlight all school academic performance and progress toward charter contract goals.</p>	<p>The board receives updates on the school's academic performance and progress towards meeting our academic charter contract goals.</p>	<p>The board does not receive regular updates on the school's academic performance and the progress toward charter contract goals.</p>
<p>Board composition represents the school's community diversity, highlighting various backgrounds, cultures, and perspectives.</p>	<p>Board composition reflects the demographics of the school.</p>	<p>Board composition does not reflect the demographics of the school.</p>
<p>The board and administration form a strategic partnership dedicated to safeguarding the school's future and ensuring its viability.</p>	<p>The board and administration maintain an effective working relationship.</p>	<p>The relationship between the board and administration is challenged so that it affects their ability to work together effectively.</p>
<p>The board plays a crucial role in overseeing strategic planning initiatives by fostering a culture of transparency and ensuring that every decision serves the best interests of all students.</p>	<p>The board engages in strategic planning by establishing goals aligned with its mission, prioritizing key initiatives, and monitoring their progress.</p>	<p>The board engages in limited strategic planning to promote school success and advancement.</p>
<p>N/A</p>	<p>Board meeting minutes are posted by the earlier of 30 days following board approval or 30 days after the next regularly scheduled board meeting.</p>	<p>Board meeting minutes are not posted within 30 days of board approval or the next scheduled meeting, whichever comes first.</p>
<p>N/A</p>	<p>The board informs families/parents about election dates and voting procedures at least 30 calendar days before the election.</p>	<p>The board does not inform families about election dates and voting procedures at least 30 days before the election.</p>
<p>N/A</p>		<p>The board does not inform families of candidate names, bios, and statements at least 10 days before the election.</p>

	The board informs families/parents of board candidates' names, biographies, and statements at least 10 calendar days before the election.	
<p>Comments:</p> <p>2025: SAM recognizes the board’s active role and commitment to ensuring the school’s viability. Chair Nazarian reported a positive outlook for the school's operations, highlighting a stable enrollment and the successful fulfillment of bond covenant requirements, coupled with a growing fund balance. The improvement in school finances is attributed to the diligent oversight and meticulous management of Director Halverson and the board treasurer. The school’s academic performance is not as successful, and the board remains acutely aware of the critical need to improve student learning significantly. While students are showing signs of progress, their achievements fall short of meeting grade-level expectations. Key factors contributing to this performance include challenges in instruction, teacher development, and teacher retention.</p> <p>SAM emphasized the urgent necessity for the school’s academic performance to improve, especially in light of contract renewal and the limited timeframe available to demonstrate increased learning. The school’s strategic planning efforts are anchored around the extensive evaluation report from Bellwether, funded by Great MN Schools. The evaluation revealed shortcomings, particularly in student expectations, the consistency of classroom and school practices, instructional deficits, and the critical issue of teacher retention. Chair Nazarian commented that perhaps the evaluation could provide more meaningful insights if it were more reflective and incorporated the school's challenges.</p> <p>SAM brought the heavy reliance on Zoom for board meetings to the attention of Chair Nazarian, cautioning about statutory compliance. The benefits of in-person gatherings were emphasized, highlighting the unique interactions that only face-to-face meetings can foster.</p> <p>The Board appears to be taking steps to secure its continuity and transition by allowing members with specific expertise to fill board positions, alongside adding a teacher and a parent. Nonetheless, this planning does not cover school leadership roles. Consequently, the school's stability may be at risk if there is a change in leadership.</p> <p>Professional development training has primarily met the requirements for new members while occasionally inviting members to participate in various Charter Source offerings.</p> <p>Actions:</p> <ul style="list-style-type: none"> • <u>Required</u> 2025: To ensure compliance, provide comprehensive professional development opportunities to the board. • <u>Recommended</u> 2025: Explore ways to increase cultural diversity on the board. Initiate a conversation to create a succession plan for school leadership and operations. Decrease Zoom use and increase in-person meetings. Consider conducting a needs assessment to identify professional development opportunities. 		
Policies, Procedures, and Bylaws		
Exceeds Expectations	Meets Expectations	Needs Improvement
The school board maintains a schedule for reviewing and updating all policies, procedures, and bylaws.	Policies, procedures, and bylaws are routinely reviewed and revised to align with practices and comply with statutory regulations.	Policies, procedures, and bylaws do not get regular reviews or updates, sometimes leading to non-compliance issues.
Comments:		

2025: Monthly board meeting minutes indicate that the board reviews, adopts, and revises school policies to align them with operational practices and ensure compliance with mandated regulations. The 2024 state legislature introduced several policy changes, which required revisions and updates that were, at times, exhausting, but the school navigated them successfully.

Actions:

- Required
- Recommended

Parent/Family Engagement, Satisfaction, and Communication

Exceeds Expectations	Meets Expectations	Needs Improvement
<p>The school has inviting opportunities for parents to connect and share their insights, contributing to a culture that fosters collaboration and inclusiveness.</p> <p>Student return rates significantly exceed the previous year, enrollment continues to increase.</p> <p>The school consistently highlights its academic performance, keeping parents/families informed of its achievements and abilities.</p> <p>The school proactively and promptly communicates with parents/families about significant events and issues.</p> <p>A parent survey is conducted at least once a year, with at least 90% of parents agreeing/strongly agreeing that they are satisfied with the school.</p>	<p>The school provides engagement opportunities for parents/families, displaying a commitment to having parents/families actively involved.</p> <p>Student return rates are equal to the previous year.</p> <p>The school informs parents/families about its overall academic performance, promoting accountability and understanding of its competency.</p> <p>The school communicates effectively with parents and families about events, student concerns, and school matters.</p> <p>A parent survey is conducted at least once a year, with a minimum of 80% of parents agreeing/strongly agreeing that they are satisfied with the school.</p>	<p>The school provides little opportunity for parents/families to engage actively in the school.</p> <p>Student return rates are lower than the previous year; enrollment is declining.</p> <p>The school does not communicate its overall academic performance to parents/families with regularity.</p> <p>The school faces challenges in effectively communicating with parents and families about important matters related to the school.</p> <p>Parent surveys are conducted, but they reveal a low response rate, or less than 80% of parents agree that they are satisfied with the school.</p>

Comments:

2025: Family events are scheduled at least three times a year in addition to the August Back Day, with positive results. Grade-level events were scheduled to increase parent and family engagement. The school solicits parent satisfaction foremost by administering parent satisfaction surveys. According to the NECP’s 2025 parent satisfaction survey, 82% of parents reported being satisfied with the school overall, and 84% felt welcomed. Additionally, 58% of parents strongly agreed that their child was receiving an excellent education. SAM notes that parent survey participation was significantly higher compared to previous years due to a modified approach.

Actions:

- Required
- Recommended

2025: Continue to solicit and listen to parent feedback, seeking ways for families to share their insights and ideas to cultivate increased engagement.

Reports to Student Achievement Minnesota, MDE, and Federal Government

Standard	Meets Expectation	Needs Improvement
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<p>All reports are submitted to the SAM portal with a submission rate of 90% or higher.</p>	<p>All reports are usually submitted on time, or the school has been granted a waiver for report submissions to SAM due to the school's past reporting performance.</p>	<p>Reports are not complete or submitted timely; reporting is < 90%.</p>
<p>Comments: 2025: The school's on-time reporting rate to the SAM portal is greater than 95%. SAM greatly appreciates the school's timely reporting.</p> <p>MDE conducted a review of random special education student records to comply with IDEA for Special Education Indicator Data Collection. MDE conducted a financial audit; the school awaits its results. SAM received no notifications from MDE regarding outstanding reports</p> <p>Actions:</p> <ul style="list-style-type: none"> • <u>Required</u> • <u>Recommended</u> 		
<p>Website Postings</p>		
<p>Standard</p>	<p>Meets Expectations</p>	<p>Needs Improvement</p>
<p>Board and Oversight</p> <ul style="list-style-type: none"> • Board Election Process (Minn. Stat. 124E.07, subd. 5) The board of directors must establish and publish election policies and procedures on the school's website. • Board Election Dates: The board of directors must notify eligible voters of the school board election dates and voting procedures at least 30 calendar days before the election and post this information on the school's website. • Board Candidate Info: The board of directors must notify eligible voters of the candidates' names, biographies, and candidate statements at least ten calendar days before the election and post this information on the school's website. • Meeting Minutes: (Minn. Stat. 124E.07, subd. 8(b)) Meeting minutes of the board of directors and of members and committees having board-delegated authority, within 30 days following the earlier of the date of board approval or the next regularly scheduled 	<p>Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p>	<p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p>

<p>meeting, and for at least 365 days from the date of publication;</p> <ul style="list-style-type: none"> • Board Member Directory: (Minn. Stat. 124E.07, subd. 8(b) Directory information for the board of directors • Board Committees: (Minn. Stat. 124E.07, subd. 8(b) The members of committees having board-delegated authority and meeting minutes • Authorizer Contact Info: (Minn. Stat. 124E.07, subd. 8(b) Identifying and contact information for the school's authorizer <p>Academic Information</p> <ul style="list-style-type: none"> • Standardized Test Calendar (Minn. Stat. 120B.306, subd. 1(c) A district or charter school must publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law. • Literacy Plan (Minn. Stat. 120B.12), subd. 4(a) /124E.03, subd. 2(b) The school district must post its literacy plan on the official school district website and submit it to the commissioner of education using the template developed by the commissioner of education beginning June 15, 2024. The district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in 	<p>Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p>	<p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p>
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<p>achieving their individualized reading goals.</p> <ul style="list-style-type: none"> Community School Program (Minn. Stat. 124D.231, subd. 3(a) A full-service community school site must submit to the commissioner, and make available at the school site and online, a report describing efforts to integrate community school programming at each covered school site and the effect of the transition to a full-service community school on participating children and adults. Journalism Policy (Minn. 2024, Chapter 109, article 2, section 21) School districts and charter schools must adopt and post a student journalist policy on the district or charter school website. <p>Admission and Lottery</p> <ul style="list-style-type: none"> Early Admission Policy K & 1st (Minn. Stat. 124E.11 (d) A charter school may establish and publish on its website a policy for admission of selected pupils at an earlier age [not 5 by Sep 1 for K; not 6 by Sep 1 for 1st], consistent with the enrollment process [in 124E.11 paragraphs (b) and (c). Lottery Policy (Minn. Stat. 124E.11 (b) The charter school must develop and publish, including on its website, a lottery policy and process that it must use when accepting pupils by lot. <p>Annual Report</p> <ul style="list-style-type: none"> School Annual Report (Minn. Stat. 124E.16, subd. 2(a) a charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance, management, 	<p>N/A or Standard is met.</p> <p>Standard is met.</p> <p>N/A or Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p>	<p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p>
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<p>staffing, finances, management agreements with a CMO or EMO, academic performance, innovative practices, and implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce (now known as comprehensive achievement and civic readiness.</p> <ul style="list-style-type: none"> <p>Comprehensive Achievement and Civic Readiness/ WBWF (Minn. Stat.120B.11, subd. 5) The school board shall publish a report regarding comprehensive achievement and civic readiness(formerly known as the World's Best Workforce on the school's website.</p> <p>Full- Service Community (Minn. Stat. 124D.231, subd. 2(d)(2) A full-service community school leadership team must meet at least quarterly and have ongoing responsibility for monitoring the development and implementation of full-service community school operations and programming at the school site and shall issue recommendations to schools on a regular basis and summarized in an annual report. These reports shall also be made available to the public at the school site and on school and district websites.</p> <p>Safety and Health</p> <ul style="list-style-type: none"> <p>Bullying Policy (Minn. Stat. 121A.031, subd. 3) / 124E.03 subd. 4 (c) Schools, in consultation with students, parents, and community organizations shall adopt, implement, and, on a cycle consistent with other district policies, review, and revise where appropriate, a written policy to prevent and prohibit student bullying and posted on the school website.</p> 	<p>Standard is met.</p> <p>N/A or Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p>	<p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p>
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<ul style="list-style-type: none"> • Restrictive Procedures Policy: (Minn. Stat. 125A.0942, subd.1) / 124E.03 subd. 3 Schools must post policy and list the restrictive procedures the school intends to use; and how the school will implement a range of positive behavior strategies and provide links to mental health services and post it on the school’s website. • School Wellness Policy (Minn. Stat. 121A.215) / 124E.03 subd. 2(a) Schools must post their current local school wellness policy on the school’s website. • MN Health Care Coverage (Minn. Stat. 256.962, subd. 6) The school shall provide information to each student on the availability of health care coverage through the Minnesota health care programs and how to obtain an application for the Minnesota health care programs. • Accessing Mental Health Services (Minn. Stat. 2023, 121A.55, (d) A school district must provide the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must be posted on the district or charter school website. • Lead Testing Policy (Minn. Stat. 121A.335, subd. 5 5(a) A school district or charter school must post policy and send parents an annual notice that includes the district's or charter school's yearly testing and remediation plan, information about how to find test results, and a description of remediation efforts on the school’s website. <p>Miscellaneous</p>	<p>Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p> <p>N/A or Standard is met.</p>	<p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p>
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<ul style="list-style-type: none"> • Collaborative Agreement (Minn. Stat. 124E.08, (c) Collaborative agreements and all accountability measures entered into must be posted on the school's and authorizer's websites. • Group Health Insurance Policy (Minn. Stat. 124E.12, subd. 5(b) A charter school board or a cooperative of teachers providing group health insurance coverage must establish and publish the policy for purchasing group health insurance coverage on its website. • Affiliated Building Corporation: Minn. Stat. 124E.13, subd. 3(b) (3) An affiliated nonprofit building corporation must post the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation on the school website. • School Lunch Program Policy (Minn. Stat. 124D.111, subd. 1 Each Minnesota participant in the national school lunch program must adopt and post to its website, or the website of the organization where the meal is served, a school meals policy. 	<p>Standard is met.</p> <p>Standard is met.</p> <p>N/A or Standard is met.</p>	<p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p>
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Comments:

2025: SAM reviews the school's website to ensure compliance with applicable statutory requirements. The school was cited for non-compliance with MN Statute. Per SAM's review, the following statutes were dated information and/or not posted/located, requiring verification and your attention: MS Statute 124E.16 Subd.2 (a) (NECP Annual Report), MS Statute 124E.03 Subd.2 (i) (NECP World's Best Workforce Report), MS Statute 124E.07 Subd.5 (Board Election Policies and Procedures), MS Statute 124E.07 Subd.5 (Board Election Dates and Voting Procedures), MS Statute 124E.13 Subd.3(b)(3) (Affiliated Building Corporation) and MS Statute 124E.13 Subd.3(b)(3) (Affiliated Building Corporation). SAM notes that the school responded promptly to correct compliance issues once notified.

Actions:

- **Required**
2025: Develop and board approve a student journalism policy.
- **Recommended**

Other Notable Aspects:

Administration and the board identified school deficiencies and weaknesses that require attention and action to ensure the school's viability.

Challenges Identified by School Leadership:

- Enrollment and budget will remain a constant concern for the administration until enrollment stabilizes and increases.
- Given the complexities of daily schedules, teacher recruitment and retention remain challenging. Providing ample preparation time for teachers is a crucial issue that needs to be resolved.
- Improving teacher instruction

Challenges Identified by the Board:

- Student Retention/Enrollment Fluctuation
- Teacher Retention/Turnover
- Student Achievement Deficits

Future Plans:

2025-2026 Focus: Teacher arrival time, leadership structure/model, and “instruction-focused” in new hire for principal.