

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: March 10, 2026

Daily Attendance Rate: 89%

Attendees from the School: Andrea Halverson (Executive Director) and Travis Berends (Creative Planning)

Authorizer Liaison(s): Jon Gutierrez

Enrollment: 276 Students School Demographics: FRP: 90% Special Education: 18% ELL: 56% Homeless: 5%

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:

Based on 2026 academic data, the school demonstrates limited progress toward meeting the Commissioner Outcomes. Early literacy indicators show modest gains in select grades; however, overall proficiency in reading and math remains significantly below grade-level expectations.

The presence of federal immigration enforcement activity in Minneapolis (Operation Metro Surge) resulted in declining attendance rates and increased chronic absenteeism. This also resulted in a shift to remote learning for nearly 50% of the school's students.

Actions:

- **Required**
Continued focus on strengthening instructional quality, improving intervention effectiveness, and ensuring consistent student engagement to accelerate progress toward grade-level proficiency.
- **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:

2026: As of March 2026, a majority of the academic charter contract goals will not be met. While some student growth is evident, overall performance remains below grade-level expectations. This year's academic results were also impacted by significant disruptions, including periods of remote learning and increased absenteeism related to ICE activity and Operation Surge in Minneapolis, which affected student attendance and instructional continuity.

At the same time, the school has demonstrated meaningful progress in stabilizing its operations. Enrollment has stabilized, and the financial position of the organization has strengthened, including growth in fund balance and consistent compliance with all bond covenant requirements.

Actions:

- **Required**
- **Recommended**
2026: The school has implemented several significant changes in its assessment and remediation practices, along with curriculum adjustments in grades K-2. SAM encourages the school to continue executing these strategies with consistency to support improved academic outcomes over time.

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
Students demonstrate reading proficiency at least 5 percentage points above the state average.	Proficiency: Students demonstrate reading proficiency that meets or exceeds the state average .	Students demonstrate reading proficiency levels that are below the state average.
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.	Proficiency: Students demonstrate math proficiency that meets or exceeds the state average . Proficiency: Students demonstrate science proficiency that meets or surpasses the state average .	Students demonstrate math proficiency levels that are below the state average. Students demonstrate science proficiency levels that are below the state average.
Students demonstrate reading proficiency at least 10 percentage points above the resident district.	Proficiency: Students demonstrate reading proficiency that meets or surpasses the resident district .	Students demonstrate reading proficiency levels that are below the resident average.
Students demonstrate math proficiency at least 10 percentage points above the state average.	Proficiency: Students demonstrate math proficiency that meets or surpasses the resident district .	Students demonstrate math proficiency levels that are below the state average.
Students demonstrate science proficiency at least 10 percentage points above the state average.	Proficiency: Students demonstrate science proficiency that meets or surpasses the resident district .	Students demonstrate science proficiency levels that are below the state average.
N/A	Achievement: Student reading achievement rate meets or surpasses the state average .	Student reading achievement levels are below the state average.
N/A	Achievement: Student math achievement rate meets or surpasses the state average .	Student math achievement levels are below the state average.
N/A	Targets: ELL students achieve higher ELL target rates than the state average.	ELL students achieve ELL target rates that are below the state average.
N/A	Progress: ELL students are making more progress toward ELL targets compared to the state average.	ELL student progress toward ELL targets was below the state average.
The school's implementation system clearly demonstrates that processes and practices effectively meet the needs of all students.	The school adopts and implements a system that identifies and addresses students' academic needs and necessary interventions.	The school's approach to identifying and addressing student needs appears inadequate; no progress is made.
N/A	The school uses effective and reliable measures to assess student learning.	The school's assessment methods for evaluating student learning appear ineffective and/or inadequate.

Formative and summative assessment data is rigorously analyzed and consistently utilized, with testing dates noted in the school’s annual calendar.	Formative and summative assessments are administered, and the results are analyzed to measure academic achievement and instructional quality.	Formative and summative assessments are not consistently administered, making it difficult to evaluate student learning effectively.
Disaggregated data is utilized to enhance teacher instruction as well as to evaluate curriculum content.	Academic data is disaggregated and analyzed to improve and enhance learning for all students.	Academic data is not or is intermittently disaggregated, making it difficult to address the needs of all students.

Comments:

2026: NECP’s academic performance continues to present significant challenges across multiple measures, and as of 2026, a majority of the academic charter contract goals are not on track to be met. State assessment results (MCA) indicate that overall proficiency remains well below both the resident district and state averages. In 2025, reading proficiency was approximately 21.9% compared to a target of 41%, and math proficiency was approximately 11.8% compared to a target of 26%, with both measures falling short of district and state benchmarks. Growth measures similarly lag behind state averages, indicating that not only are students performing below grade level, but they are not yet closing the gap at a sufficient pace.

Despite these overall challenges, there are isolated areas of relative strength. The school has demonstrated stronger performance compared to the resident district in specific student groups, including English Language Learners (ELL) and students qualifying for free and reduced-price lunch (FRP), and has exceeded both district and state averages in ELL progress toward English language proficiency. These results suggest that targeted supports for specific populations are having some impact, although overall proficiency levels remain low.

Nationally normed assessment data (NWEA) reinforces this broader pattern. Winter 2026 results indicate that while pockets of student growth are evident, overall achievement remains significantly below grade-level expectations. Reading proficiency across grades ranged from approximately 5% to 29%, and math proficiency from 0% to 39%, well below the contract goal of 50% of students performing at or above grade level. Growth data shows variability across grade levels, with stronger gains in select cohorts (e.g., grades 1, 7, and 8), but inconsistent performance overall.

Early literacy data from FASTBridge indicates some mid-year improvement, particularly in first grade where students reached the end-of-year benchmark in winter; however, kindergarten and other early grade indicators remain below target levels, signaling continued foundational skill gaps. Additionally, Capti data and intervention group distributions show a significant proportion of students in upper grades requiring foundational reading interventions, indicating that literacy challenges persist beyond early elementary and extend into middle school.

Attendance has emerged as a contributing factor to academic performance. Average daily attendance declined to approximately 88.5% during the 2025–2026 school year, below the 90% contract target, with chronic absenteeism reaching as high as 45% in January. This decline coincided with external factors, including federal immigration enforcement activity (Operation Surge), which resulted in increased absenteeism and periods of remote learning for a significant portion of the student body. These disruptions negatively impacted instructional continuity and likely contributed to reduced academic outcomes.

At the same time, the school has taken meaningful steps to address its academic challenges through a more structured and intentional instructional framework. The implementation of a comprehensive MTSS model, including universal screening (FASTBridge and Capti), diagnostic placement, and a daily intervention block (WIN), reflects a more systematic approach to addressing student needs. Curriculum adjustments, particularly in grades K–2, and increased emphasis on data-driven intervention represent important foundational changes. However, these efforts are relatively recent and will require sustained execution and consistency over time to produce measurable gains in proficiency.

Programmatic areas such as English Language services remain a concern, particularly given that approximately half of the student population qualifies for ELL services. Staffing limitations and program capacity constraints continue to present challenges in delivering consistent and high-quality language instruction. In contrast, the special education program appears more stable, with improvements in leadership and systems supporting service delivery, though general education teacher capacity to support diverse learners remains an area for continued development.

Overall, while the school has made important structural and instructional changes and is demonstrating pockets of growth, academic performance remains below expectations across most measures. The board and leadership team appear to have a clear understanding of these challenges and have implemented a more focused strategy to address them. Continued execution, stability in staffing, and improved attendance will be critical to achieving meaningful and sustained improvement in student outcomes.

Actions:

- **Required**
2026: Reading and math proficiency needs to increase. The School’s student population is more unique than simple comparison to state/resident district averages of the same demographic population. Continued emphasis on improved strategies are necessary to improve academic performance.
- **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.

Comments:

2026: The school demonstrates a strong and consistent alignment between its mission, vision, and day-to-day practices, as evidenced through its environment, culture, and classrooms. A welcoming, inclusive, and culturally responsive climate is clearly established and supported by systems that monitor student attendance, behavior, and overall well-being. The school culture that is responsive to its student population and demographics, fostering positive relationships among students, staff, and families. Given this context, the absence of extensive before- and after-school programming does not represent a gap, but rather reflects a model appropriately tailored to meet the needs of its community.

Moving forward, the school is well-positioned to build upon this strong cultural foundation by emphasizing excellence, student self-belief, and empowerment. Sustaining high expectations, reinforcing positive student identity, and deepening student ownership of learning will be critical to supporting both academic and social-emotional growth. By continuing to leverage its strengths in culture and climate, the school can enhance student engagement and create the conditions necessary for improved academic outcomes over time.

Actions:

- Required
- Recommended

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:

2026: Director Halverson, along with the front office staff, fosters a warm and welcoming environment that is evident immediately upon entering the building. The hallways and common spaces are inviting, well-maintained, and contribute to a positive, student-centered atmosphere. The overall environment conveys a strong sense of safety, care, and purpose, supporting both student well-being and learning.

The school also demonstrates appropriate attention to safety and compliance. Safety drills, including fire and lockdown procedures, are regularly conducted and well documented, with clear records of dates, times, and execution. These practices are aligned with Minnesota statutory requirements and reflect an organized and proactive approach to maintaining a safe and secure learning environment.

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. Lesson objectives and expected outcomes are posted to ensure students understand the lesson's goals.	The school made slight progress in implementing the Science of Reading, hindered by insufficient resources and planning. Lesson objectives and outcomes are not displayed, leaving students unaware of the lesson's goals.

Lesson objectives are prominently posted daily in classrooms to enhance student understanding and engagement.		
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Comments:

2026: The school has made meaningful progress in strengthening its academic program, particularly through the implementation of the Science of Reading in alignment with state requirements. This work has been more intentionally planned and executed during the 2025–2026 school year, with a clearer structure for literacy instruction, targeted interventions, and additional supports such as Reading Corps tutoring. Early indicators, including improvements in select FastBridge measures and pockets of growth in NWEA reading, suggest that these efforts are beginning to have a positive impact, though results remain emerging and will require sustained implementation over time.

The school’s curriculum is aligned with state standards, with scope, sequence, and curriculum mapping in place to guide instruction and pacing. However, student performance data continues to indicate that many students are not yet meeting grade-level expectations, underscoring the need for continued differentiation, remediation, and tailored instructional strategies. The 2025–2026 school year reflects a more focused effort to address these gaps through data-driven instruction (DDI), targeted interventions, and increased attention to individual student needs. Continued consistency in implementation and support for teachers will be critical to translating these structural improvements into measurable gains in student achievement.

Actions:

- **Required**
2026: Continue with the 2025-2026 work to guarantee continued student academic improvement.
- **Recommended**

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:

2026: The school has made notable progress in developing a shared understanding of high-quality instruction among staff. There is greater clarity around expectations for lesson planning, student engagement, and academic outcomes. School culture continues to support student learning, with a safe, structured, and encouraging environment that promotes student growth and reinforces high expectations across classrooms.

At the same time, student performance remains significantly below state averages, presenting an ongoing and substantial challenge. While the instructional framework is improving, translating these efforts into measurable academic outcomes will require continued focus, consistency, and time. The gap between current performance levels and grade-level expectations underscores the need for sustained emphasis on instructional quality and student accountability.

A key area of improvement during the 2025–2026 school year has been the increased use of data to inform instruction. Faculty demonstrate a much stronger understanding of data analysis, including how to interpret assessment results, group students, and implement targeted interventions. Data-driven instruction is becoming more embedded in practice, representing a significant advancement from prior years. Continued refinement of these practices, along with ongoing instructional support and coaching, will be essential to ensure that improved systems lead to meaningful gains in student achievement.

Actions:

- Required
- Recommended

2026: Continue with the year’s changes, focus on data for purposeful instruction.

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

<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>on student work samples and teachers' work examples</p> <ul style="list-style-type: none"> • 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 evaluations and ensure school provides for effective evaluator training • 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>
<p>Comments:</p> <p>2026: The school continues to recognize the importance of strengthening instructional quality through its teacher evaluation and support systems. Teachers are evaluated annually, with new teachers evaluated more frequently.</p> <p>In response to recent curriculum changes, increased emphasis on data analysis, and the need for more timely instructional support, the administration has implemented a more intentional and practical approach to classroom observation. Short, frequent “drop-in” observations—typically lasting 5–10 minutes—are now used to provide immediate, targeted feedback to teachers. This approach has created more consistent feedback loops, allowing for quicker adjustments in instruction and greater alignment with expectations. Over time, this strategy is expected to strengthen instructional consistency and accelerate teacher development across the school.</p>		

Actions:

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

2026: SAM recommends that the administration continue with more frequent short observations and feedback given the changes to data analysis.

Professional Development

Exceeds Expectations	Meets Expectations	Needs Improvement
Professional development opportunities foster teachers' growth, allowing for the creation of personalized growth plans.	Professional development opportunities support teacher growth/development and generally align with school goals and initiatives; they are relevant and purposeful.	Professional development opportunities are limited and/or not relevant or purposeful.
An annual professional development survey and/or feedback is sought to evaluate the effectiveness of PD offerings.	Administrators and staff collaborate and engage in professional development planning.	Administrators do not seek staff input in planning professional development.
Professional development opportunities are identified and prioritized to address the school's needs to support the mission and strategic planning.	Professional development opportunities are identified and prioritized to address the needs identified by the school and staff.	Professional development is not given priority to meet the evolving needs of teachers and the school.
PLC meetings include data analysis, student work, assessment questions, and meeting notes.	PLCs meet consistently to discuss student achievement and teacher instruction.	PLC meetings are infrequently scheduled or do not take place at all.

Comments:

2026: Professional development has become more purposeful and aligned to the school's instructional priorities, with a clear emphasis on building staff capacity in the Science of Reading, data interpretation, and targeted remediation strategies. Administrators and staff are collaborating more effectively in identifying professional learning needs, and development opportunities are increasingly tied to classroom practice, student data, and intervention planning.

This school-wide emphasis has contributed to greater coherence and unity in instructional strategy. While continued growth is needed, particularly in ensuring consistent implementation, the focus on structured, relevant professional development is strengthening alignment among staff and helping to build a more cohesive academic program.

Actions:

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

Administrative, Supervisory, and Instructional Leader Evaluation

Standard	Meets Expectations	Needs Improvement
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.	All administrative, supervisory, and leadership positions hold a valid administrative license. 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.	N/A 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>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>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>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>
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Comments:
 2026: Director Halverson holds a Principal K-12 administrative licensure (432186). Principal Smith has an administrative/ instructional leadership position but no administrative license. A professional development plan was not provided in the annual report, therefore compliance is not known.

Actions:

- **Required**
 Statutory compliance: Either licensure or a professional development plan (for unlicensed administrators/principals)
- **Recommended**

Financial Governance

Standard	Meets Expectations	Needs Improvement
<p>The school's financial condition is sound and stable.</p> <p>Enrollment Projections vs. Actual Enrollment</p> <p>The school develops an annual budget that can be sustained mainly by enrollment.</p> <p>Bills and obligations are paid within 30 days, unless there are questions that need to be resolved.</p> <p>Board minutes with financials are sent/ uploaded to the SAM Portal monthly.</p>	<p>Standard is met.</p> <p>Actual enrollment meets/exceeds budgeted enrollment.</p> <p>Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p>	<p>The financial health of the school is concerning and consistently decreasing. Action is required to reverse this downward trend and secure a stable future.</p> <p>Actual enrollment is lower than the budgeted enrollment.</p> <p>The current enrollment is insufficient to support the school's annual budget.</p> <p>Standard is not met.</p> <p>Standard is not met.</p>

<p>A finance committee regularly monitors the budget, meets prior to the board meeting, and a detailed financial report is presented at each board meeting.</p> <p>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).</p> <p>The budget for the following year is board-approved no later than June 30th</p> <p>Fund balance \geq 25%.</p> <p>Disclosure of payments to persons/entities with a relationship with the authorizer.</p> <p>Current Ratio Indicator \geq 1.1 or $>$ 1.0 with a positive trend</p> <p>Cash on Hand Indicator \geq 60 days or $>$ 30 days with a positive trend</p>	<p>Standard is met.</p> <p>Actual expenses demonstrate minimal fluctuation (5%) for the time in the fiscal year.</p> <p>Standard is met.</p> <p>The fund balance is consistent with what was in the original budget, 23%, which is just shy of \geq 25 %.</p> <p>N/A or Standard is met.</p> <p>Standard is met.</p> <p>Standard is met.</p>	<p>The finance committee does not consistently monitor the budget, fails to meet before the board meeting, and/or provides financial reporting that lacks detail.</p> <p>Actual expenses show a significant departure and do not reflect the time elapsed in the fiscal year.</p> <p>Standard is not met.</p> <p>The fund balance is lower than in the original budget, decreasing compared to the previous year, or the fund balance is \leq 25%.</p> <p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p>
<p>Comments: 2026: 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 increase to annual fund FY26 balance of \$20,000 is expected, with the bond covenant criteria being met.</p> <p>Actions:</p> <ul style="list-style-type: none"> • <u>Required</u> • <u>Recommended</u> <p>2026: Continue to sustain, reduce attrition, and actively participate in robust recruitment initiatives.</p>		
<p>External Financial Audit</p>		
<p>Exceeds Expectations</p>	<p>Meets Expectations</p>	<p>Needs Improvement</p>
<p>The school enforces robust internal controls, firmly backed by detailed written fiscal policies and procedures.</p>	<p>The school maintains adequate internal controls, supported by written fiscal policies and procedures.</p>	<p>The school lacks sufficient internal controls necessary to promote fiscal accountability.</p>

<p>N/A</p> <p>The audit revealed no adverse findings.</p> <p>N/A</p> <p>N/A</p>	<p>The financial audit was completed and submitted by the contract due date (December 15th) to SAM and the statutory deadline (December 31st) to MDE.</p> <p>No material or significant weakness(es) were identified in the annual audit.</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>The financial audit was not completed and submitted to SAM or MDE after the statutory deadline.</p> <p>One or more material weaknesses or significant deficiencies were identified in the audit.</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>
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Comments:

2026: Abdo (auditor) conducted and submitted the NECP 2025 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 \$6,537,319 and expenditures amounting to \$6,464,897, resulting in a fund balance of \$1,424,968 or 23%.

Actions:

- Required
- Recommended

Governance

Exceeds Expectations	Meets Expectations	Needs Improvement
<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>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>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>New board members have completed state-mandated board training before being seated.</p> <p>N/A</p> <p>Members' attendance at board meetings averages 90% or higher.</p> <p>N/A</p> <p>The school fully complies with the charter contract and government regulations, with no notices of concern being issued.</p> <p>N/A</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>Board composition represents the school's community diversity, highlighting various backgrounds, cultures, and perspectives.</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 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>N/A</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>Members' attendance at board meetings averages at least 80%.</p> <p>All seats on the board are filled; no vacancies, or the board announced a plan, appointment or elections.</p> <p>The school complies with the charter contract and follows all state and federal regulations.</p> <p>The director's annual performance evaluation is actively underway or completed.</p> <p>The board receives updates on the school's academic performance and progress towards meeting our academic charter contract goals.</p> <p>Board composition reflects the demographics of the school.</p> <p>The board and administration maintain an effective working relationship.</p> <p>The board engages in strategic planning by establishing goals aligned with its mission, prioritizing key initiatives, and monitoring their progress.</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 less than 80%.</p> <p>Currently, there are vacancies on the board and/or no plan to address them.</p> <p>The board struggles to adhere to its charter agreement and/or state and federal regulations.</p> <p>The director's annual performance evaluation has not been conducted or scheduled.</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 does not reflect the demographics of the school.</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 engages in limited strategic planning to promote school success and advancement.</p> <p>Board meeting minutes are not posted within 30 days of board approval or the next scheduled meeting, whichever comes first.</p>
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N/A	Board meeting minutes are posted by the earlier of 30 days following board approval or 30 days after the next regularly scheduled board meeting.	The board does not inform families about election dates and voting procedures at least 30 days before the election.
N/A	The board informs families/parents about election dates and voting procedures at least 30 calendar days before the election. – This evaluation occurred more than 30 days before the election. The board informs families/parents of board candidates' names, biographies, and statements at least 10 calendar days before the election. – This evaluation occurred more than 10 days before the election.	The board does not inform families of candidate names, bios, and statements at least 10 days before the election.

Comments:

2026: SAM recognizes the board’s continued focus on the key factors necessary to ensure the school’s long-term viability. The board has prioritized maintaining stable enrollment, strengthening financial oversight, increasing the fund balance, and meeting all bond covenant requirements—areas in which the school has demonstrated clear progress and success. Financial performance has stabilized, and the school is operating within a disciplined and sustainable framework.

The board is also appropriately directing increased attention toward academic achievement, which remains the school’s most significant challenge. A more focused and structured instructional strategy has been adopted and implemented, with early indications of progress; however, meaningful gains in student performance will require sustained effort over time. The board appears to understand both the urgency and the complexity of this work.

In addition, the board is actively engaged in planning for the school’s future, including evaluating potential transfer to a new authorizer in light of SAM’s planned withdrawal.

Overall, the board is demonstrating a clear understanding of its priorities and is taking deliberate steps to position the school for continued stability and improvement.

Actions:

- **Required**

None

- **Recommended**

2026: Explore ways to increase cultural diversity on the board.

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:

2026: Family events are regularly scheduled but attendance is often low. The school solicits parent satisfaction foremost by administering parent satisfaction surveys. According to the NECP's 2026 parent satisfaction survey, over 90% of parents reported being satisfied with the school overall, and over 90% felt welcomed. Additionally, over 70% of parents strongly agreed that their child was receiving an excellent education. SAM notes that parent survey participation and results remained consistent with 2025.

Actions:

- Required
- Recommended

2026: 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: 2026: The school's on-time reporting rate to the SAM portal is approximately 75%.</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 meeting, and for at least 365 days from the date of publication; 	<p>Standard is met.</p> <p>Standard is met. – this evaluation occurred over 30 days from the election date</p> <p>Standard is met. – this evaluation occurred over 10 days from the election date.</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>

<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>Standard is met.</p>	<p>Standard is not met.</p>
<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. 	<p>Standard is met.</p>	<p>Standard is not met.</p>
<ul style="list-style-type: none"> • 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 achieving their individualized reading goals. 	<p>Standard is met.</p>	<p>Standard is not met.</p>
		<p>Standard is not met.</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, staffing, finances, management agreements with a CMO or EMO, academic performance, innovative practices, and 	<p>N/A or 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>
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<p>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>Restrictive Procedures Policy: (Minn. Stat. 125A.0942, subd.1) / 124E.03 subd. 3 Schools must post policy and list the</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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<p>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.</p> <ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> Collaborative Agreement (Minn. Stat. 124E.08, (c) Collaborative agreements and all accountability measures entered into must 	<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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<p>be posted on the school's and authorizer's websites.</p> <ul style="list-style-type: none"> 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>Standard is met.</p>	<p>Standard is not met.</p> <p>Standard is not met.</p> <p>Standard is not met.</p>
<p>Comments: 2026: SAM reviews the school's website to ensure compliance with applicable statutory requirements. The School was in compliance with website posting requirements as cited in Minn Stat 124E.</p> <p>Actions:</p> <ul style="list-style-type: none"> <u>Required</u> None <u>Recommended</u> 		

04/22/2026

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 Leadership and the Board (2026):

School leadership and the Board are aligned in identifying the school's most critical challenges. Foremost is improving academic performance, as student achievement remains below expectations and will require sustained effort to address. This includes the continued implementation and refinement of data analysis and intervention strategies to ensure instruction is effectively tailored to meet student needs. In addition, staffing remains a key priority, particularly ensuring appropriate and sufficient support for English Learners, given the significant portion of the student population requiring these services.

The school also recognizes the importance of maintaining and growing enrollment, as this directly impacts financial stability, including the ability to sustain and increase fund balance and consistently meet bond covenant requirements. Finally, in light of SAM's planned withdrawal, the school is actively engaged in identifying and securing a new authorizer, which is a critical strategic priority to ensure continuity and long-term stability.