



CHARTER CONTRACT

Minnesota Math and Science Academy

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CHARTER SCHOOL CONTRACT

Between

Pillsbury United Communities

and

Minnesota Math and Science Academy

WHEREAS, the primary purpose of the School is to provide an educational program for its students in order to improve all pupil learning and all student achievement; and

WHEREAS, the secondary purpose(s) of the School's educational program is/are to:

- Increase learning opportunities for all pupils;
- Encourage the use of different and innovative teaching methods;
- Measure learning outcomes and create different and innovative forms of measuring outcomes;
- Establish new forms of accountability for schools; and
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

WHEREAS, the parties are authorized under Minnesota law to contract for the operation and oversight of a charter school, pursuant to Department of Education approval of Pillsbury United Communities' intent to charter the School; and

WHEREAS, Pillsbury United Communities has considered the authorization of the School and has approved the issuance of a charter contract to the School.

NOW, THEREFORE, Pillsbury United Communities grants this Contract conferring certain rights, privileges, and obligations of a charter school and confirms the status of a charter school to the School. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions.

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) "Applicable Law" means all state and federal law applicable to Minnesota charter schools and any regulations implemented pursuant thereto.
- (b) "Charter School Act" means the Minnesota Statutes 124E, as amended, and any rules adopted pursuant thereto.
- (c) "Commissioner" means the Commissioner of the Minnesota Department of Education.
- (d) "Contract" means this Charter School Contract between PUC and the School.
- (e) "Department of Education" means the Minnesota Department of Education.

- (f) "PUC" means Pillsbury United Communities.
- (g) "School" means Charter School which is established as a charter school under this Contract pursuant to the Charter School Act. The name and location of the School will not be changed without the prior written consent of PUC.
- (h) "School Board" means the Board of Directors of the School.
- (i) "Student" and "Pupil" are used interchangeably, and each means the Students/Pupils at the school.

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Exhibits. All Exhibits to this Contract are incorporated into, and made part of, this Contract. This Contract has the following Exhibits:

- A. Description of Educational Program
- B. Implementation of Statutory Purposes
- C. Academic & Non-Academic Goals
- D. Admissions Policies & Procedures
- E. Governance, Management & Administration Plan
- F. Financial Management Plan
- G. Statement of Assurances Signed by All Board Members
- H. Charter School Closure Checklist & Plan
- I. Provisions for Service Provider
- J. Performance Evaluation of School
- K. On-Going Evaluation Criteria, Process, & Procedures
- L. Range of Possible Interventions
- M. Quality School Review Report

ARTICLE II

RELATIONSHIP BETWEEN THE SCHOOL AND PUC

Section 2.1. Voluntary Authorization. PUC qualifies as an authorizer pursuant to Minnesota Statute 124E.05. In granting this Contract, PUC voluntarily exercises powers given to PUC pursuant to Applicable Law to authorize charter schools. Nothing in this Contract shall be deemed to be any waiver of PUC's autonomy or powers.

Section 2.2. Independent Status of the School. The School is not and shall not be deemed to be a division or part of PUC nor an agent of PUC. The relationship between the School and PUC is based solely on the applicable provisions of the Charter School Act and the terms of this Contract or other written contracts or written agreements between

PUC and the School. Except as otherwise provided in this Contract, PUC shall have no authority or control over operational, administrative, or financial responsibility for the School.

Section 2.3. Financial Obligations Are Separate. Any contract, mortgage, loan or other instrument of indebtedness entered into by the School and a third party shall not in any way constitute an obligation, general, special, or moral, of PUC. The School will never pledge the full faith and credit of PUC for the payment of any School contract, mortgage, loan or other instrument of indebtedness.

Any contract, mortgage, loan or other instrument of indebtedness entered into by PUC and a third party shall not in any way constitute an obligation, either general, special, or moral, of the School. PUC will never pledge the full faith and credit of the School for the payment of any PUC contract, mortgage, loan or other instrument of indebtedness.

Section 2.4. No Authority To Obligate or Bind Other Party. The School has no authority whatsoever to enter into any contract or other agreement that would financially obligate PUC, nor does the School have any authority whatsoever to make any representations to lenders or third parties, that PUC in any way guarantees, is financially obligated, or is in any way responsible for any contract, mortgage, loan or other instrument of indebtedness entered into by the School.

PUC has no authority whatsoever to enter into any contract or other agreement that would financially obligate the School, nor does PUC have any authority whatsoever to make any representations to lenders or third parties, that the School in any way guarantees, is financially obligated, or is in any way responsible for any contract, mortgage, loan or other instrument of indebtedness entered into by PUC.

Section 2.5. Limited Use of "PUC" Name. The School may not use the name of PUC or any assumed name, trademark, division or affiliation of PUC in any of the School's promotional advertising, contracts, or other materials without PUC prior written consent, except that the School may include the following statement in such materials, "[Name of School] is authorized by Pillsbury United Communities ." Pursuant to Minnesota Statute 124E.07 Subd. 8(b) the School shall identify PUC as its authorizer and provide contact information.

ARTICLE III

ROLE OF PUC

Section 3.1. Oversight Responsibilities of PUC. PUC has the responsibility to oversee the School's academic, financial, operational, and student performance, including the School's compliance with this Contract and Applicable Law. PUC shall monitor and evaluate School performance using various criteria, processes, and procedures set forth generally in Article VI and Exhibit K.

Section 3.2. Authorizer Fee. The School shall pay PUC a fee for PUC's execution of its oversight responsibilities. The fee shall be the maximum fee provided by the Charter School Act, except that if Minnesota law is amended to increase this fee, the School will pay the increased fee.

ARTICLE IV

PERMITTED ACTIVITIES OF THE SCHOOL & ASSUMPTION OF LIABILITY

Section 4.1. Limitation on Actions. The School shall act exclusively as a charter school and shall not undertake any action inconsistent with its status as a charter school authorized to receive state and federal school aid funds and

shall not undertake any action to jeopardize its 501(c) (3) status including observation of applicable conflict of interest requirements.

Section 4.2. Other Permitted Activities. The School shall have all powers, duties and responsibilities provided by law to a charter school. The School shall not engage in any otherwise lawful activities that are in derogation of the School's status as a public school or that would jeopardize the eligibility of the School for state and federal school aid funds. The School may exercise its powers; enter into agreements with other public schools, governmental units, businesses, community and nonprofit organizations, reasonably necessary to accomplish its obligations as a charter school under this Contract so long as such contracts are in compliance with applicable law.

Section 4.3. Assumption of Liability. The School and the School Board may sue and be sued. The School and the School Board accept liability for all actions arising out of or are in any manner connected with the School's operations.

ARTICLE V

LEGAL STATUS OF THE SCHOOL

Section 5.1. Nonprofit Status. The School shall be organized and operated as a nonprofit cooperative under as a nonprofit corporation under Minnesota Statutes Chapter 317A, as amended. Notwithstanding any provision of Minnesota Statutes Chapters 317A, as amended, the School shall not take any action inconsistent with the Charter School Act or in derogation of the School's status as a public school.

Section 5.2. Articles of Incorporation. The school represents that The Articles of Incorporation of the School, are accurate as of the date of this contract, and have not been otherwise altered or amended.

Section 5.3. Bylaws. The school represents that the Bylaws of the School, as of the date of this contract, are accurate and have not been otherwise altered or amended. Bylaws shall be amended in accordance with procedures specified in the School's Bylaws. Updates Bylaws (as amended) must be forwarded to PUC within 20 days.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The School shall be organized and administered under the direction of the School Board elected in accordance with the School's Bylaws and Applicable Law. The School Board shall decide matters related to the operation of the School, not otherwise specified by this Contract, including but not limited to budgeting, curriculum, and operating procedures.

Section 6.2. School Board Meetings. Meetings of the School's Board and its committees shall comply with the Minnesota Open Meeting Law, Minnesota Statute Chapter 13D.

Section 6.3. Exhibits. The School agrees to implement and adhere to all the representations and information contained in the exhibits, including without limitation, the Academic and Non-Academic goals identified in Exhibit C.

Section 6.4. Compliance with all Applicable Laws. The School shall comply with all Applicable Laws.

Section 6.5. Programs Offered by School.

(a) Educational Programs: In-School Time. The School provides the in-school time program summarized in Exhibit

A. Except as may be otherwise limited by the Department of Education approval of the PUC affidavit of intent to charter the school or expanded by Department of Education approval of any supplemental affidavit to expand the grades or programs offered by the School, the School may accept enrollment to students for the following in-school time program(s):

☐ Early Learning

☐ Preschool Instructional ☐ Pre-K

☒ Approved Grades [K] – [12]; Operational Grades Served [K] – [12]

- (a) Academic Measures – PUC will monitor student academic performance and the academic culture at the school.
1. Regular Assessments. PUC will monitor academic achievement by reviewing student performance data.
 2. Government Required Assessments. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.
 3. Nationally Normed Referenced Assessments & School-Level Assessments. School students may take a nationally normed referenced assessment on at least an annual basis. In addition, School students will also take assessments that are consistent with the education program articulated in Exhibit A, the statutory purposes articulated in Exhibit B and the school goals articulated in Exhibit C.
 4. Assessment and Test Results. The School will provide PUC results of government required assessments at such time as the School receives its formal assessment results, and the School will provide PUC the results of any other assessment data as requested by PUC, but no more than quarterly. PUC will compare the school's testing data to testing data of other comparable schools in order to measure performance. If the School wishes to change assessments that affect goals articulated in Exhibit C, those changes must be agreed upon by PUC and this Contract will be amended to reflect the change.
 5. Pillsbury United Communities Annual Required Meetings. The School agrees to participate in PUC Annual Required Meetings. PUC will inform the School of the dates of such required meetings each year, no later than August 1. Costs to the School, if any, will be limited to transportation, means and lodging. PUC will monitor the School's participation in these required meetings.
 6. Professional Development. The school will ensure that each teacher at the School has opportunities to engage in professional development activities that focus in part on developing quality assessments and measures of student outcomes. The School will advise PUC of its professional development activities in its Annual Report.
- (b) Site Visits. PUC may engage in scheduled and unscheduled site-visits in the course of the academic year. Site-visits will be an opportunity to review academic goals and achievement data to date, evaluate the implementation of the academic and programs, and evaluate operations

and other matters. PUC may engage in scheduled and unscheduled site visits at such frequency as determined necessary or prudent by PUC.

(c) Remediation.

- a. School Initiated. If the School fails to make adequate progress towards achieving its academic outcomes/goals, financial targets, or comply with Applicable Law or other requirements, the School may at any time prepare and implement an improvement plan to overcome such deficiencies. The School may at any time submit the plan to PUC for review and comment prior to adoption and implementation.
- b. PUC Initiated. If PUC has a concern about the School, or if the School fails to make adequate progress towards achieving its academic outcomes/goals or to meet financial requirements, or to comply with Applicable Law, or other requirements, PUC shall provide the following notices, as applicable and considered appropriate by PUC.
 - (a) Notice to School Leader and/or Board Chair. PUC shall notify the school leader and/or board chair of area(s) of concern for correction. PUC may specify a target date for correction.
 - (b) Formal Notice to School Board. If the situation remains uncorrected without reasonable explanation, or if the situation involves an urgent concern, PUC will formally notify the school board of the area(s) of concern for correction and may ask the school board to adopt a specific performance improvement plan. If PUC requires the School to retain a third-party investigation, the third-party investigator must be acceptable to PUC and the school board shall authorize such investigator to provide status reports to and communicate with PUC. PUC shall specify a target date for correction which may, if circumstances warrant, be amended.
 - (c) Notice to School Board of Charter Revocation/Termination. PUC initiates notice whereby charter authorization will be withdrawn pursuant to Article X.

Section 6.8. School Calendar and School Day Schedule. The School shall provide instruction for at least the number of days and hours required by Minn. Stat. 120A.41 and shall notify PUC by each July 1st of the number of instructional days and hours for that school year.

Section 6.9. Finance, Reporting and Compliance.

- (a) To PUC. The school will furnish PUC with monthly reports, through means determined by PUC. The report must contain budgeted and actual revenue and expenses by year-to-date percentages, as well as cash flow statements, disbursements and fiscal year-end fund balance projections. At least quarterly, through means determined by PUC, the School will provide PUC with a balance sheet, income statement, and student enrollment report with enrollment expressed in terms of funding mechanisms (e.g. Pupil Units). Should the School continually exceed its budgeted expenses with no corresponding increase in revenue, not report properly or timely to the Department of Education or PUC, evidence any fiscal or legal non-compliance, the School will engage resources to resume budgeted performance and operate in compliance with all Applicable Law and generally accepted standards of fiscal management.

The School will execute a release to enable PUC to discuss the school's financial matters with its external auditor and accounting service provider if any. The school will submit the release to PUC no later than October 1st of each school year.

The School Board is responsible for establishing, approving, and amending an annual budget in accordance with Applicable Law.

By June 30th of each year, the School Board shall submit to PUC a copy of its final approved budget for the following school year. The budget must detail budgeted expenditures at the object level. In addition, the School Board is responsible for approving all revisions and amendments to the annual budget. Within ten (10) business days after school board approval, revisions or amendments to the School's budget shall be submitted to PUC.

- (b) To Department of Education. The School will comply with all reporting requirements established by the Department of Education.

Section 6.10. Accounting Standards. The School shall at all times comply with generally accepted public sector accounting principles, generally accepted standards of fiscal management, and accounting system requirements that comply with Department of Education requirements.

Section 6.11. Annual Financial Statement Audit. The School shall engage in an annual external audit of all financial and accounting records. The audit will be prepared and reviewed by an independent certified public accountant. The School will comply with the same financial audits, audit procedures, and audit requirements of school districts, including Minnesota Statutes sections 123B.75 to 123B.83, except to the extent deviations are necessary because of the program of the School. Financial, program, or compliance audits may be conducted by the Department of Education, or the State Auditor, and or the Legislative Auditor. The School will submit the finalized financial audit with any required supplemental information to PUC no later than December 31 for the preceding fiscal year.

Section 6.12. UFARS and MARSS. The School will utilize the UFARS financial accounting principles and methods. The school will comply with MARSS requirements with respect to student accounting.

Section 6.13. Contributions and Fundraising. The School may solicit and receive contributions and donations as permitted by law. The school shall have an approved policy regarding the administration of such gifts. No solicitation shall indicate that a contribution to the School is for the benefit of PUC. PUC may review the feasibility of any fundraising/non-government grants or gifts not already received or subject to written pledge in its budget for operating expenses.

Section 6.14. Annual Reports. The School will submit its state required annual report to PUC no later than October 1st for the immediately preceding school year ending June 30th. The annual report shall be approved by the School Board prior to the submission to PUC and will include such information as PUC may require, including at a minimum, information required by Applicable Law and a report on the School's performance as it relates directly to the goals articulated in this contract in Exhibit C. The School will post the Annual Report on the school's official website and distribute the Annual Report by publication, mail, or electronic means to school employees, and parents and legal guardians of students enrolled in the School no later than October 1st.

Section 6.15. Authorization of Employment. An employee hired by the School shall be an employee of the School for all purposes and not an employee of PUC for any purpose. With respect to School employees, the School

shall have the power and responsibility to: (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The School shall comply with the Public Employment Relations Act (PERA), Minnesota Statutes Chapter 179A, as applicable. The School must employ or contract with teachers who hold valid licenses or any allowable waivers to perform the teaching service for which they are employed at the School.

The School Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The School shall employ and contract teachers who hold valid licenses or certifications, as required by Applicable Law. Teachers employed by the School shall be treated by the School as public school teachers for the purposes of Minnesota Statutes Chapters 354 and 354A.

Section 6.16. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the School shall be the responsibility of the School.

Section 6.17. Transportation. The School may provide transportation for students enrolled in the School and shall provide transportation for all students who are enrolled in the School and who reside in the district in which the School is located; otherwise, transportation will be provided by the district in which the School is located. In providing transportation either through the district or itself, the School shall do so in compliance with and provide any notices required by Applicable Law.

Section 6.18. Notification of Claim. The School agrees to provide notice to PUC within five (5) days of the School's receipt of any significant claim, including any allegation of illegality or impropriety by the School or its employees, and any adverse notice received from the Department of Education.

Section 6.19. Expenses. The School agrees to pay for all expenses related to its operation as a charter school, including expenses incurred for operational programs and all expenses related to the performance of its obligations under this Contract and Applicable Law.

Section 6.20. Board Data. The School agrees to notify PUC, via an updated board roster, of any resignations or additions to its school board within ten (10) days of such change. The School agrees to obtain background checks, at the School's or the individual's expense, whichever is allowed by Applicable Law, on all potential board members before such members are added to the School Board and provide copies of the background check(s) to PUC when requested. In addition, the School agrees to furnish PUC with finalized minutes of the Board's meetings at such time as the minutes are approved by the School Board. The School further agrees to notify PUC of the School Board regular meeting schedule when requested by PUC. The School agrees to inform PUC of any special and emergency meetings at the same time as notice is provided to board members and the public.

Section 6.21. Additional Reporting Obligations.

- a) Teacher Licensure. The School will advise PUC, in its Annual Report and through submission of a STAR report if requested, each school year of the following for each teaching staff member: full name, Minnesota license number, grade taught, subject(s) taught.
- b) Other Reporting. The School will furnish other critical documents, data or information at PUC's request. PUC agrees that requests for other reporting will be reasonable and necessary.

Section 6.22. Cooperation and Third Parties. The School agrees to cooperate with and assist PUC or its designee in providing the access, information, and data PUC requires at PUC's sole discretion in executing this Contract. The School understands and agrees that PUC may contract with a third party to perform any of PUC's oversight functions identified in this Article VI.

ARTICLE VII

GENERAL PROHIBITIONS

Section 7.1. Tuition Prohibited. The School shall not charge tuition. The School may impose fees and require payment of expenses for activities of the School where such fees and payments are not prohibited by Applicable Law, including Minn. Stat 123B.34-123B. 39.

Section 7.2. Establishment of Religion Prohibited. The School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

Section 7 . 3 . Home School Support Prohibited. The School shall not be used as a method of educating or generating revenue for students who are being homeschooled.

Section 7.4. Open Admissions. The School shall not limit admissions to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability or any other criteria inconsistent with Applicable Law. A student shall be re-enrolled for the next school year until formally withdrawn from the School.

Section 7. 5 . Lottery Admissions. The School shall enroll an eligible student who submits a timely application, unless the number of applicants exceeds the capacity of the programs, class, grade level, or building. In such cases, selection shall be by lottery except that the School shall provide enrollment preference to siblings of the School's enrolled students and to foster children of any of the School's enrolled student's parents. The School may provide enrollment preference for the children of the School's staff.

ARTICLE VIII

COMPLIANCE WITH STATE AND FEDERAL LAWS

Section 8.1. State Laws. The School shall comply with applicable state laws. Nothing in this Contract shall be deemed to apply any other state law to the School. Except as otherwise provided by the Charter School Act or this Contract, the School shall be exempt from all Minnesota Statutes and rules applicable to a school, school board, and school district unless the statute or rule is made specifically applicable to a charter school.

(a) Students with Disabilities.

1. Compliance. The School shall comply with Minnesota Statute Sections 125A.02, 125A.03 to 125A.24 and 125A.65, concerning the provision of education services to students with a disability at the School.
2. Special Education Director. The School shall employ or contract with a special education director who shall be responsible for program development, coordination and evaluation; planning for professional development and general programmatic and fiscal supervision and

administration. The School will execute a release to enable PUC to

discuss the school's special education program compliance with the School's Special Education Director. The school will submit the release to PUC no later than September 1st of each school year.

3. Systems & Services. The School shall implement, at a minimum:
 - a. A child-find system to identify students with disabilities and students who are suspected of having disabilities; such a system will include a procedure for receiving referrals from parents, teachers, outside agencies, and physicians.
 - b. A system for conducting comprehensive initial and reevaluations to determine eligibility for special education and related services.
4. Financial Parameters. The School is entitled to access state special education funds for salaries, supplies/equipment, contracted services, and student transportation costs. The School is permitted to bill certain excess special education costs not paid by state special education fund to the student's resident district. The combination of state special education funds and the ability to bill to the district certain excess special education costs enable the School to adequately provide special education services to such children. The School may also access federal special education funds.

At such time as the School has determined the number of its students who have disabilities as defined in Minnesota Statutes, sections 125A.03-24 and 125A.65, the School shall provide special education instruction and services to such children.

- (b) Health and Safety. The School shall meet the same federal, state, and local health and safety requirements applicable to a school district.
- (c) Immunization. The School shall comply with the Minnesota Statutes section 121A.15, requiring proof of student immunization, or exemption consistent with Applicable Law, against measles, rubella, diphtheria, tetanus, pertussis, polio, mumps, and hemophilia influenza type B prior to enrollment.
- (d) Human Rights Act. The School shall comply with the Minnesota Human Rights Act, Chapter 363, which prohibits unfair discriminatory practices in employment, public accommodations, public services, or education; and comply with Minnesota Statutes section 121A.04, which governs provisions of equal opportunities for members of both sexes to participate in athletic programs.
- (e) Student Discipline and Dismissal. The School shall comply with the Minnesota Pupil Fair Dismissal Act (MPFDA), Minnesota Statutes sections 121A.40 to 121A.56. The school board shall provide to PUC its approved discipline policy and procedure consistent with MPFDA within 120 days of the effective date of this Contract. The School shall comply with the continuing truant notifications under Minnesota Statute section 260A.03.
- (f) Fee Law. The School shall comply with the Minnesota Public Schools Fee Law, Minnesota Statutes sections 123B.34 to 123B.39, which governs authorized and prohibited student fees.

Section 8.2. Federal Laws. The School shall comply with applicable federal laws. Nothing in this Contract shall be deemed to apply any other federal law to the School.

Section 8.3. Intellectual Property. The School has ascertained that its name and logo do not violate or infringe upon the intellectual property rights of any third party and has taken appropriate measures to secure the intellectual property rights with respect to its name and logo. The School gives PUC the authority to use the School's name

and logo on the PUC website, newsletters, or other materials including public reports solely for the purposes of identifying that the School is authorized by PUC.

Section 8 . 4 . Student Records. The School shall comply with Applicable Law regarding the management and transfer of student records.

ARTICLE IX

AMENDMENT

Section 9. 1. Amendments. PUC and the School acknowledge that the operation and administration of a charter school and the improvement of educational outcomes over time may require appropriate amendment of this Contract. In order to ensure a proper balance between the need for independent development of the School and the statutory responsibilities of PUC as an authorizing body, all amendments to this contract must be in writing, and signed by the parties.

Section 9 . 2 . Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends the responsibilities and obligations rights or remedies of either the School or PUC, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities, obligations, rights or remedies of the School and PUC shall conform to and be carried out in accordance with the change in Applicable Law.

ARTICLE X

CONTRACT REVOCATION/TERMINATION AND NONRENEWAL

Section 10.1. Grounds f o r Revocation/Termination or Nonrenewal. This Contract may be revoked/terminated and need not be renewed by PUC upon determination by PUC that one or more of the following has occurred:

- 1) Failure of the School to meet the requirements for student performance set forth in this Contract; or
- 2) Failure of the School to meet generally accepted standards of fiscal management; or
- 3) Failure of the School to comply with all Applicable Laws

Section 10.2. Other Grounds for Revocation/Termination or Nonrenewal. In addition to the grounds for revocation/termination and nonrenewal set forth in Section 10.1, PUC may revoke/terminate or not renew this Contract, upon PUC's determination that one or more of the following has occurred:

- a) The School is unable to pay its bills as they become due is insolvent, or is bankrupt;
- b) The School has insufficient enrollment or demonstrated financial resources to successfully operate a charter school, or the School has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- c) The School substantially defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
- d) PUC discovers negligent, fraudulent or criminal conduct by any of the School's applicant(s), directors, officers, employees or agents in relation to the school's performance under this Contract; or
- e) The School's applicant(s), directors, officers or employees have provided false or misleading information or documentation to The Department of Education or PUC in connection with PUC's issuance of this Contract,

or the School's reporting requirements under this Contract or Applicable Law; or programs outlined in any supplemental affidavit.

- f) Other good causes are shown.

Section 10.3. Procedures for Revoking/Terminating or Not Renewing Contract. PUC's process for revoking/terminating or not renewing the Contract is as follows:

- a) Notice of Intent to Revoke/Terminate or Not Renew. PUC, upon reasonable belief that grounds for revocation/termination or nonrenewal of the Contract exist, shall notify the School Board of such grounds by issuing the School Board a notice of intent to revoke/terminate or not renew. The notice of intent to revoke/terminate or not renew shall be in writing, shall set forth in reasonable detail the alleged grounds for revocation/termination or nonrenewal, and shall state that the School Board may request in writing an informal hearing before PUC within fifteen (15) business days of receiving the notice.
- b) School Board's Response. Within fifteen (15) business days of receipt of the notice of intent to revoke/terminate or not renew, the School Board shall respond in writing to the alleged grounds for revocation/termination or nonrenewal. The School Board's response shall either admit or deny the allegations of non-compliance. If the School's response includes admissions of non-compliance with the Contract or Applicable Law, the School Board's response must also contain a description of the School Board's plan and timeline for correcting the non-compliance with the Contract or Applicable Law. If the School's response includes a denial of non-compliance with the Contract or Applicable Law, the School's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the School Board may request that an informal hearing be scheduled with PUC. The School Board's failure to provide to PUC a written request for an informal hearing within the fifteen(15) business day period shall be treated as acquiescence to PUC's proposed action.
- c) Informal Hearing. Upon receiving a timely written request for an informal hearing, PUC shall give ten (10) business days' notice to the School Board of the hearing date and time, and PUC shall conduct such hearing.
- d) Plan of Correction. PUC shall review the School Board's response and may, in its sole discretion, determine whether a reasonable plan for correcting the deficiencies may be formulated. If PUC determines that a reasonable plan for correcting the deficiencies set forth in the notice of intent to revoke/terminate or not renew can be formulated, PUC shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, PUC is permitted to adopt, modify or reject some or all of the School Board's response for correcting the deficiencies outlined in the notice of intent to revoke/terminate or not renew. PUC is not obligated to offer a Plan of Correction to the School.
- e) Withdrawal of Notice of Revocation/Termination or Nonrenewal. PUC may withdraw its notice of intent to revoke/terminate or not renew if PUC determines any of the following: (i) the School Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the notice of intent to revoke/terminate or not renew has been corrected by the School Board; or (iii) the School Board has successfully completed the Plan of Correction.
- f) Effective Date of Revocation/Termination or Nonrenewal. If PUC decides to revoke/terminate or not renew the Contract, the revocation/termination or nonrenewal shall be effective on the date of PUC's act of revocation/termination or nonrenewal, or at a later date as determined by PUC, such date

specified by PUC in its determination of revocation/termination or nonrenewal. PUC must take final action regarding revocation/termination or nonrenewal no later than twenty (20) business days: (i) before the specified date for revocation/termination or non renewal of the Contract, or (ii) the Contract's termination date.

Section 10.4. Dissolution. If this Contract is revoked/terminated, or if this Contract is not renewed pursuant to this Article, the School will dissolve following the process provided by Applicable Law relating to dissolutions and Exhibit H.

Section 10.5. Distribution of Property Upon Termination of Contract. In the event of dissolution of the School, all property which it might lease, borrow or contract for use, shall be promptly returned to those organizations or individuals from which the School has leased or borrowed the materials.

Section 10.6. Property Owned by School. All property which has been purchased by the School will remain its own. In the event of subsequent dissolution of the School, such property as may be required or permitted by Applicable Law will first be donated to any other Minnesota Charter School. Any remaining property will then be sold or distributed in accordance with Applicable Law.

Section 10.7. Property Owned by School Employees. All property personally and/or individually owned by the trained and licensed teachers or staff employed by the School, shall be exempt from distribution of property and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, personal mementos and other materials or apparatus which have been personally financed by teachers or staff. Such property does not include lesson plans and related materials developed and produced by School employees to implement the School's academic plan and curriculum; the School will ensure that its employment agreement with its employees document that such property is School property.

ARTICLE XI

ADDITIONAL PROVISIONS

Section 11.1. Contract Renewal or Transfer to a Different Authorizer.

(a) Contract Renewal.

1. Considerations Determining Renewal. The School acknowledges that improving all pupil learning and all student achievement is the most important factor PUC will consider in determining Contract renewal, which determination shall be based substantially on the School's attainment of its academic and non-academic goals identified in Exhibit C. PUC will also consider the degree to which the School has improved all pupil learning and all student achievement other than the attainment of goals specified in Exhibit C.

PUC will consider other factors in its renewal determination, which factors are considered secondary to improving all pupil learning and all student achievement. Specifically, PUC will consider the School's achievement of additional purposes specified in Exhibit B, and financial and operational performance obligations and compliance with Applicable Law as set forth in this Contract.

The School will be eligible for renewal only if the School has improved all pupil performance and student achievement, and met education performance expectations notwithstanding superior performance in financial, operations, governance and legal compliance factors.

2. Considerations Warranting Nonrenewal. The School agrees that nonrenewal is warranted based on the existence of grounds identified in section 10.1 or 10.2 or Applicable Law, notwithstanding the existence of improved pupil learning and student achievement. For example, nonrenewal will result from the School's failure to improve pupil learning and student achievement (notwithstanding superior performance in financial, operations, governance or legal compliance factors) and may result from the School's improvement of pupil learning and student achievement combined with a failure to achieve education goals specified in Exhibit C or significant financial, operational, governance or legal compliance deficiency, or multiple deficiencies in any of the financial, operational, governance or legal compliance areas, or deficiencies in multiple areas.
 3. Probationary Renewal. If the School has improved pupil learning and student achievement, but School performance also indicates the existence of a significant financial, operational, governance or legal compliance deficiency, or multiple deficiencies in any of the financial, operational, governance or legal compliance areas, or deficiencies in multiple areas, PUC may, but is not obligated to, renew this Contract. If PUC renews the Contract in these circumstances, the renewal is probationary with a term of two years or less, and the School acknowledges and agrees that the School must continue to improve pupil learning and student achievement and must eliminate and resolve the deficiencies causing the probationary renewal and that no additional deficiencies are created or identified during that renewal term in order to be eligible for a subsequent renewal.
 4. Application. By November 15th of the School Year in which this Contract terminates, the School will either inform PUC that it no longer desires to be authorized by PUC after the conclusion of the contract period, or submit an application to PUC, in the manner PUC requests, which shall contain three parts: (1) School Performance. An analysis and evaluation of the School's performance under this Contract, which shall include a comprehensive evaluation of each contract goal for each year of the contract, as well as an evaluation of governance performance, compliance with reporting obligations, and fiscal management, (2) Proposed Goals. A proposal for goals for the following contract period, and (3) Other Information. Any other information the School desires PUC to consider. The School agrees to provide PUC documentation supporting the school's evaluation if requested by PUC.
 5. PUC will notify the School at least 60 business days prior to the termination of this Contract of its proposed renewal action. If PUC offers a renewal contract, the terms of the Contract will be at the sole discretion of PUC.
- (b) Transfer to a Different Authorizer. The School acknowledges that PUC must consent to the School's transfer to another authorizer. If PUC consents to the School's request to transfer to a different authorizer, the School agrees to reimburse PUC for any authorizer fees waived or not paid.

Section 11.2. Insurance. The School Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverage:

- (a) workers' compensation insurance;

- (b) insurance covering all of the School's real and personal property, whether owned or leased;
- (c) insurance required by Minn. Stat. 466.04, including a minimum of commercial general liability insurance in comprehensive form, bodily injury and property damage combined of one and a half million dollars (\$1,500,000) per occurrence and personal injury of one and a half million dollars (\$1,500,000) per occurrence, and up three million dollars (\$3,000,000) per occurrence for the release or threatened release of a hazardous substance; and if not included under its general liability coverage, additional coverage as follows: minimum automobile liability insurance coverage, bodily injury and property damage, of one million dollars (\$1,000,000) per occurrence if the School owns or operates motor vehicles; officer and employee errors and omissions/professional liability of one and a half million dollars (\$1,500,000) per occurrence; and employee dishonesty insurance of five hundred thousand dollars (\$500,000).

The insurance must be obtained from a financially responsible licensed mutual, stock, or other responsible company licensed to do business in the State of Minnesota. The School may join with other charter schools to obtain insurance if the School Board finds that such an association provides economic advantages to the School, provided that each School maintains its identity as first named insured. The School shall have a provision included in all policies requiring notice to PUC, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the School shall provide PUC or its designee copies of all insurance policies required by this Contract, if requested by PUC, PUC may periodically review the types and amounts of insurance coverage that the School secures.

The above-stated coverage limits shall be issued and maintained as indemnity limits and shall not be reduced by any applicable insurer defense obligations. The Department of Education may suggest or Applicable Law may determine alternative amounts and terms of any deductible or insurance provisions, which shall supersede the foregoing requirements, The School shall provide the Department of Education with any insurance information, as requested.

The School may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for students while attending school or participating in a school program or activity.

Section 11.3. School Lease. The School shall provide to PUC a copy of its lease, and any subsequent amendment(s), in which the School shall operate within fourteen (14) calendar days of execution. The school will provide to PUC any notice of lease termination within five (5) calendar days of receipt. The School may lease space from any independent or special school board eligible to be a charter school authorizer, other public organization, private nonprofit institution organization or private property owner, as it deems necessary. The School may lease space from a sectarian organization as allowed by Applicable Law.

Section 11.4. Occupancy and Safety Certificates. The School Board shall: (i) ensure that the School's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the School's physical facilities. The School Board shall not conduct classes until the School has complied with this section. Copies of such certificates shall be provided to PUC before the first day of classes, if requested by PUC.

Section 11.5. Legal Liabilities. PUC does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of the School. The School acknowledges and agrees it assumes full liability for its activities and that the Commissioner, PUC, officers and members of the Board of PUC, and employees of PUC, are immune from civil and criminal liability with respect to all activities related to the School; pursuant to Minnesota Statutes Section 124E.09, and nothing in this Contract is intended to affect such immunity.

Section 11.6. Indemnification of PUC & Commissioner. Notwithstanding Section 11.5, the School agrees to indemnify and hold harmless PUC and its board members, employees, agents or representatives, and to indemnify and hold harmless the Commissioner and Department of Education officers, agents, and employees notwithstanding

Minn. Stat. Section 3.736: from all suits, claims, demands, or liabilities, including attorney fees, and related expenses, which arise out of or are in any manner connected with the School's operations or which are incurred as a result of the reliance of PUC upon information supplied by the School, or School Board and its agents or employees, which arise out of the failure of the School to perform its obligations under this Contract or which arise out of PUC's exercise of its obligation under Applicable Law and this Contract. The School will also provide to PUC a certificate from the insurance company naming PUC as an "additional insured".

ARTICLE XII

GENERAL TERMS

Section 12.1. Term of Contract. This Contract shall be effective on the date (July 1, 2025) of its issuance and shall remain in full force and effect for 4 academic years through the end of the 2025 school year, and shall terminate on June 30, 2029, unless sooner revoked/terminated according to the terms hereof.

Section 12.2. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram or electronic mail; or (iii) upon placing into United States mail if by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by written notice delivered pursuant hereto:

If to PUC:

Pillsbury United Communities Attn: Charter School Liaison

125 West Broadway Avenue, Suite 100

Minneapolis, MN 55411 If to School:

School Name Address

Section 12.3. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. Subject to §9.2, if any provision of this Contract shall be or become in violation of any local, state or federal law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.4. Successors. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors.

Section 12.5. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between PUC and the School with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.6. Assignment. This Contract is not assignable by either the School or PUC.

Section 12.7. Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.8 Governing Law. This Contract shall be governed and controlled by the laws of the State of Minnesota as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.9. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.10. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12. 11. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.12. No Third Party Rights. This Contract is made for the sole benefit of School and PUC. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.13. Non-agency. School is not an agent of PUC and PUC is not an agent of the School.

Section 12.14. Termination of Responsibilities. Except as provided in §12.15, upon termination or revocation of the Contract, PUC or its designee and the School shall have no further obligations or responsibilities under this Contract to the School or any other person or persons in connection with this Contract.

Section 12.15. Survival of Provisions. The terms, provisions, and representations contained in Section 11.1(a)3 Probationary Renewal, 11.2 Insurance, Section 11.5 Legal Liabilities, Section 11.6 Indemnification of PUC, Section 12.8 Governing Law, Section 12.10 Construction, Section 12.13 Non-Agency, and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

As the designate of PUC, I hereby issue this Contract to the School as of the date set forth: DATE: 6/30/2025

PILLSBURY UNITED COMMUNITIES

By: Anthony Washington

Anthony Washington

Its: Chief Financial Officer and Interim President/CEO

As the authorized representative of the School, I hereby certify that the School is able to comply with the Contract and all Applicable Law, and that the School, through its governing board, has approved and agreed to comply with and be bound by the terms and conditions of this Contract.

By: Jessica Cosgrove

Title: Jessica Cosgrove

Board Chair

Exhibit A: DESCRIPTION OF EDUCATIONAL PROGRAM

Mission and Vision

The Minnesota Math and Science Academy (MMSA) is dedicated to preparing students for college through a rigorous college preparatory curriculum focused on reading, mathematics, science, and technology. Our mission centers on fostering an effective learning environment characterized by mutual respect, trust, clear goals, order, maximized learning time, and a culture that promotes and celebrates learning and support.

New Vision Language

Our vision for MMSA is ambitious, aiming for 50% or higher proficiency in Math and English state tests, a 90% student retention, attendance, and promotion rate, and a 75% staff retention rate. We also strive for excellent parent and student satisfaction, active community involvement, productive partnerships, and the provision of engaging, diverse, and effective extracurricular activities, all underpinned by a strong character education program embedded within our curriculum.

Program Description

MMSA is designed to tackle the achievement disparities prevalent in underserved communities. We personalize education by fostering deep, sustained relationships among teachers, students, and parents. We establish clear, coherent goals and provide opportunities for students to engage in meaningful, real-world projects that resonate with their experiences. Our overarching philosophy, derived from the Concept Schools Design, posits that performance is the outcome of teacher knowledge multiplied by teacher application and student motivation, rather than innate ability. Therefore, our academics are enriched by robust auxiliary programs designed to inspire students and positively shift their attitudes toward schooling.

Learning Model

The MMSA educational program model integrates best practices in math and science education to empower students with high intellectual standards, preparing them for college, careers, and global citizenship. Key features of our school include:

- **Personalization:** Small class sizes facilitate strong teacher-student relationships, offering daily, individualized support for student and school goal attainment.
- **Continuous Relationships:** The Concept Young Scholars Program (CYSP) Mentoring exemplifies this by providing dedicated mentors who work closely with students, offering not just academic assistance but also guidance on personal development, goal setting, and navigating their educational journey, further personalizing their learning path
- **High Standards-Right Expectation and Performance-based Assessments:** MMSA maintains uncompromising expectations for academic achievement and conduct, regardless of student background. A culture of achievement is reinforced through formal and informal rewards and consequences. An extended school day, week, and year provide ample time for students to master academic knowledge and skills crucial for competitive colleges.
- **Adaptive Pedagogy:** Through small class sizes, individualized learning, and diverse instructional strategies, MMSA enables students to achieve the academic performance necessary for to be successful in a university or college setting.
- **Multicultural Teaching: Fostering Cultural Understanding:** Exposure to a diverse faculty and international summer programs fosters respect for diversity, connecting teachers' and students' experiences to the curriculum.
- **Knowledgeable and Highly Qualified Teachers:** We attempt to recruit exceptional math and science teachers, many with advanced degrees, who understand the multifaceted needs of diverse learners.
- **Collaborative Planning and Professional Development:** Curriculum integration is strengthened through ongoing professional development, team-teaching, and grade-level collaboration.
- **Family and Community Connection:** Success hinges on commitment from students, parents, and faculty. This is fostered through initiatives like Community Breakfasts, International Dinners, a Parent-Teacher Organization Parent Academy, Student-Centered Exhibits, and a home visits program that connects the school, families, and local social services to ensure student success. Parents and teachers are expected to actively participate in projects (e.g., science fairs), competitions (e.g., Robotics), national/international trips, educational camps (e.g., SAT/ACT), and other school activities.

- **Authentic Curriculum:** Our standards-based curriculum creatively blends direct teaching, project-based learning, collaborative learning, and problem-based learning.

These strategies are proven successful in Concept Schools throughout the Midwest with similar demographics, instilling high confidence in our model's effectiveness in Minnesota. MMSA embraces a variety of successful teaching methods, allowing teachers to customize materials to student needs. Our teachers utilize a unique mix of:

- **Direct teaching:** A systematic approach to planning, communicating, and delivering mastery of information.
- **Problem-based learning:** Curriculum organized around real-world problematic situations, guiding learners to apply multidisciplinary knowledge for solutions.
- **Project-based learning:** Long-term, interdisciplinary, student-centered learning activities integrated with real-world issues.
- **Collaborative learning:** Students working together to solve problems and complete tasks using techniques like round robin, think-pair-share, and reciprocal teaching.

These techniques reflect our core belief in providing an engaging, dynamic environment where students can explore the world and learn to contribute positively. We employ diverse instructional approaches to teach advanced concepts and thinking skills across all disciplines.

Key Program Aspects

- **Grades Online:** A unique online system, developed by Concept Schools Inc., provides immediate access to grades, homework, assignments, and attendance records for parents, students, and teachers.
- **Technology in the Classroom:** Every classroom is equipped with computers for teachers, internet access, and overhead/digital LCD projectors. Students also regularly utilize a computer lab and have access to mobile devices.
- **Science Lab:** All secondary students have access to science lab weekly for hands-on experiments, staffed by a specialist teacher. An after-school science robotics club is also offered.
- **MMSA Science Fair:** Students in grades 3-12 are able to sign up for a science club to complete a science project for the annual MMSA Science Fair, a major school event. Top middle and high school projects advance to the Concept Science & Engineering Fair (CONSEF) in Cleveland, Ohio. Schaumburg, Illinois.

The MMSA educational program model provides a rigorous, college-preparatory curriculum that supports all students in mastering challenging material, regardless of their background. Effective instruction, delivered over extended periods and in various modes, aligns with our program goals.

Performance Assessment & Data Utilization

MMSA utilizes a comprehensive assessment system to measure student progress and inform instruction. Formative assessments, such as FastBridge for K-3 students and ReadBasix for grades 4-12, provide ongoing data for immediate instructional adjustments. For long-term progress evidence, we rely on STAR reporting, ACT, and Minnesota Comprehensive Assessments (MCAs). Teacher teams analyze individual student performance data weekly, and MCA results are meticulously reviewed as soon as they're available to pinpoint student strengths and weaknesses. While we are currently below state averages, our continuous goal at MMSA is to meet and exceed state averages on Minnesota tests. To effectively guide student placement in academic support programs, MMSA will collect extensive data, including grades, attendance, social-emotional learning, and assessment results.

MMSA's standards-based, college-preparatory curriculum focuses on mathematics and language arts for K-12, transitioning to math, science, and technology through high school. The curriculum is meticulously mapped across four categories—skills, strategies, content (aligned with MN State standards), and testing—to ensure a balanced and carefully sequenced learning experience. This curriculum also utilizes a spiraling approach, allowing students to be introduced to

critical skills and concepts years before formal testing, and to continuously develop mastery in increasingly sophisticated ways across grade levels. This spiraling eliminates redundancies and ensures consistent exposure to core strategies, such as "frame of reference" in reading. At the high school level, this mapping and spiraling ensure MMSA students exceed Minnesota state standards and cover ACT college readiness standards throughout their four years. High school graduation requirements exceed traditional Minnesota public schools, including mastery of at least pre-calculus, earth science, biology, chemistry, and physics, along with community service hours. Electives span diverse interests, including Spanish and Arabic Languages, Criminal Justice, Sociology, Economics, Graphic Arts, and Computer Networking.

Serving Specialized Populations

MMSA provides special education programs and services in full adherence to federal laws and regulations, tailored to each student's Individualized Education Plan (IEP). We'll hire special education staff as needed to meet student needs. A dedicated special education committee, comprising the Special Education Director, Special Education Coordinator, special education teacher(s), Dean of Students, classroom teachers, and contracted services teachers, oversees professional development and training. This training covers critical areas like referral processes, Child Find procedures, IEP development and implementation, progress evaluation, reporting requirements, and student discipline. The Child Find Team will meet with classroom teachers at least monthly to address concerns and provide support.

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms alongside their non-disabled peers. Separate classes or removal from the regular educational environment will only occur if the nature or severity of the disability prevents satisfactory education even with supplementary aids and services. All students with disabilities will have equal opportunities to participate in nonacademic, extracurricular, and ancillary programs and activities, such as art, music, counseling, transportation, field trips, and school clubs.

Students suspected of having a disability will be referred in writing to the special education teacher/coordinator via our Child Find Committee. MMSA utilizes its Intervention/Child Find Committee to support the implementation of Multi-Tier Systems of Support (MTSS) Intervention, which serves as our preferred pre-referral process and a potential identifier for special education evaluation and eligibility. While our MTSS process is still developing, it's currently used to ensure that appropriately research-based interventions are being implemented for MMSA students. Our student identification system aligns with non-discrimination requirements, as MMSA does not discriminate based on race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

School Leadership and Staffing

The principal reports academic performance data from assessments to the board on a monthly basis. Hiring results are sent to the board for final employment decisions. MMSA also employs an AP of Academics for both elementary and secondary levels to manage the academic program (curriculum, instruction, testing, leading the teaching team) and Dean of Students at both elementary and secondary levels to oversee student relations, discipline, safety, and parent communication. Lead teachers will facilitate weekly grade team meetings and participate in the bi-weekly leadership team (including the Deans).

Our comprehensive staff selection process ensures we recruit teachers committed to urban education and willing to go above and beyond for students. The hiring committee includes lead teachers, AP of Academics, and the Principal. The process involves site visits, online screening, comprehensive interviews, transcript reviews, referrals, and reference checks. Recognizing the challenge of finding high-quality math and science teachers, Concept Schools recruits talented educators from overseas and recommends them to network schools, with MMSA's board retaining final hiring authority.

Exhibit B: STATUTORY PURPOSES

The primary purpose of this mission-driven charter school is to improve the learning, achievement, and success of all students. The school will address this purpose as described below.

The Minnesota Math and Science Academy (MMSA) is a mission-driven charter school dedicated to improving the learning, achievement, and success of all its students. MMSA will achieve this by offering a rigorous and integrated curriculum with a strong emphasis on Science, Technology, Engineering, and Mathematics (STEM) subjects, while also fostering excellence in literacy and the humanities. This approach ensures a well-rounded education, preparing students for success in higher education and STEM-related careers. Instruction will be student-centered and data-driven, employing continuous assessment to identify individual learning needs and tailor instructional strategies accordingly. MMSA will utilize personalized learning pathways and targeted interventions to support struggling learners, while also providing enriching opportunities for advanced students to delve deeper into complex problem solving skill developments.

Furthermore, MMSA is committed to creating a supportive and inclusive learning environment that nurtures the holistic development of each student. The school will cultivate a culture that promotes critical thinking, problem-solving, collaboration, and innovation, equipping students with essential 21st-century skills. By fostering strong partnerships between students, educators, and families, MMSA will continue to ensure a collaborative ecosystem focused on academic growth and social-emotional well-being. This comprehensive approach, rooted in a challenging curriculum and a nurturing environment, will empower all students to achieve their full potential and become lifelong learners and valuable contributors to their communities.

The additional purpose(s) of the school is (are) to (check all that apply; the school must choose at least one additional purpose to implement and document):

- ✓ increase quality learning opportunities for all students;
- ✓ encourage the use of different and innovative teaching methods;
- ✓ measure learning outcomes and create different and innovative forms of measuring outcomes.
- ✓ establish new forms of accountability for schools; or
- ✓ create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Increase quality learning opportunities for all students: MMSA will expand quality learning opportunities by integrating a robust, culturally responsive curriculum that not only excels in STEM but also ensures foundational literacy for all students, aligning with the core tenets of the Minnesota READ Act. This includes implementing evidence-based reading instruction, specifically structured literacy, across all K-12 grades to develop strong phonological awareness, phonics, fluency, vocabulary, and comprehension skills. We will provide individualized learning plans and a multi-tiered system of support (MTSS) for reading, utilizing early and ongoing screening as mandated by the READ Act to identify and support students, including multilingual learners and those with dyslexia, ensuring every student receives the targeted instruction necessary to achieve reading proficiency and academic success.

Encourage the use of different and innovative teaching methods: MMSA will foster innovation in teaching by actively promoting and supporting methodologies that deepen student engagement and understanding, particularly in literacy, math and STEM. This includes encouraging project-based learning, interdisciplinary units connecting science and math with strong reading and writing components, and the strategic integration of technology for personalized learning experiences. In direct alignment with the Minnesota READ Act, teachers will be trained in and consistently apply diverse,

evidence-based structured literacy approaches, adapting instruction to meet the varied needs of K-12 students. Collaborative professional development and opportunities for pedagogical research are provided to ensure staff continuously refine and innovate their teaching practices to maximize student outcomes. We have enlisted each of our chosen publishers to provide annual curriculum orientation in subject areas. We engage the Concept Schools Director of Teaching and Learning (DTL) to provide standards based professional development and ongoing support in large and small group settings, and for individual teachers. MMSA has designated three hours each Friday for purposeful, professional development that includes all staff.

Measure learning outcomes and create different and innovative forms of measuring outcomes: MMSA will establish a comprehensive assessment system that moves beyond traditional tests to include innovative forms of measuring learning outcomes. This includes performance tasks in CTE fields, student showcasing growth in reading and writing, and authentic demonstrations of learning. In compliance with the Minnesota READ Act, MMSA will implement universal reading screeners for all K-3 students (and for grades 4-12 students who are not reading at grade level, as specified by the READ Act) twice annually to identify reading difficulties, including characteristics of dyslexia. We will also utilize continuous formative assessments to track progress in foundational reading skills, providing granular data to inform instruction and intervention, thus offering a more holistic and actionable understanding of each student's academic journey.

Establish new forms of accountability for schools: MMSA will establish a robust accountability framework that encompasses more than just standardized test scores, reflecting a holistic view of student success and school effectiveness. This includes transparent reporting on student achievement data across all subjects, particularly reading proficiency as measured by READ Act aligned assessments, alongside metrics such as student engagement, social-emotional development, attendance, and post-secondary readiness. Regular communication with the school community, including annual local literacy plans outlining progress and strategies as required by the READ Act, will ensure transparency. Accountability will also extend to demonstrating effective implementation of evidence-based instructional practices, particularly structured literacy, through consistent professional development and fidelity checks, ensuring that MMSA is systematically meeting its mission and state mandates for all students.

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site: MMSA will cultivate a professional environment that empowers teachers through expanded roles and responsibilities in shaping the school's learning program. Teachers will be provided with dedicated time for Professional Learning Communities (PLCs), curriculum design, and participation in state-approved structured literacy professional development, fostering deep expertise in the science of reading. This model of shared leadership and continuous professional growth will ensure that MMSA attracts and retains highly skilled educators who are deeply invested in tailoring the instructional program to meet the unique needs of our K-12 students.

Per MN Statute 124E.01 subd. 1 (b), and Section 6.14 of the contract, the school will report on its implementation of the primary and additional purpose(s) through its annual report, and documentation of the implementation of those purposes shall be a component of the authorizer's performance review of the school.

Exhibit C: ACADEMIC & NON-ACADEMIC GOALS

MMSA Contract Goals

Applicable FY25, FY26, and FY27

Academic Goals

Academic Goal 1: Academic Excellence and Personalized Learning - Math (Educational Equity Goal)

a. By the spring FastBridge Math assessment, 50% of all students in grades K-8 will demonstrate at least "Typical Growth" (40th percentile or higher) from their fall baseline

i.Goal Parameters

- 1.Student Population: All students in grades K-8.
- 2.Assessment: FastBridge Math (fall and spring administrations).
- 3.Growth Metric: Student Growth Percentile (SGP) or equivalent growth measure provided by FastBridge, with "Typical Growth" defined as the 40th percentile or higher.
- 4.As measured by: FastBridge Math assessment data.

ii.Goal Targets

- 1.Exceeds Expectations: 60% or more of all K-8 students demonstrate at least "Typical Growth" from fall to spring.
- 2.Meets Expectations: 50-59% of all K-8 students demonstrate at least "Typical Growth" from fall to spring.
- 3.Approaching Expectations: 40-49% of all K-8 students demonstrate at least "Typical Growth" from fall to spring.
- 4.Of Concern: Less than 40% of all K-8 students demonstrate at least "Typical Growth" from fall to spring.

Academic Goal 2: Academic Excellence and Personalized Learning - Reading (21st Century Literacy Goal)

b.By the spring FastBridge Reading assessment, 50% of all students in grades K-8 will demonstrate at least "Typical Growth" (40th percentile or higher) from their fall baseline

i.Goal Parameters

- 1.Student Population: All students in grades K-8.
- 2.Assessment: FastBridge Reading (fall and spring administrations).
- 3.Growth Metric: Student Growth Percentile (SGP) or equivalent growth measure provided by FastBridge, with "Typical Growth" defined as the 40th percentile or higher.
- 4.As measured by: FastBridge Math assessment data.

ii.Goal Targets

- 1.Exceeds Expectations: 60% or more of all K-8 students demonstrate at least "Typical Growth" from fall to spring.
- 2.Meets Expectations: 50-59% of all K-8 students demonstrate at least "Typical

Growth" from fall to spring.

- 3.Approaching Expectations: 40-49% of all K-8 students demonstrate at least "Typical Growth" from fall to spring.
- 4.Of Concern: Less than 40% of all K-8 students demonstrate at least "Typical Growth" from fall to spring.

Academic Goal 3: All Students Meet School Readiness Goal (21st Century Literacy Goal)

a. By the Spring FASTBridge earlyReading assessment, the mean scale score for all Kindergarten students will improve by at least 28 points from their Fall baseline score.

i. Goal Parameters

1. Student Population: All Kindergarten students.
2. Assessment: FASTBridge earlyReading assessment.
3. Metric: Mean scale score improvement from fall to spring.
4. As Measured By: FASTBridge earlyReading assessment data (Fall 2025 and Spring 2026 administrations).

ii. Goal Targets

1. Exceeds Expectations: The mean scale score for all Kindergarten students improves by 29 points or more from fall to spring.
2. Meets Expectations: The mean scale score for all Kindergarten students improves by 28 points from fall to spring.
3. Approaching Expectations: The mean scale score for all Kindergarten students improves by 25-27 points from fall to spring.
4. Of Concern: The mean scale score for all Kindergarten students improves by less than 25 points, or shows a decrease, from fall to spring.

Academic Goal 4: Post-Secondary Enrollment Goal (Educational Equity Goal)

c. 85% of graduating seniors will have successfully enrolled in a 2-year college, 4-year university, technical/vocational program, military service, or full-time employment within six months of graduation.

i. Goal Parameters

1. All students graduating from MMSA in the 2025-2026 school year.
2. "Successfully enrolled" means documented acceptance and registration in a post-secondary program or documented full-time employment.

ii. Goal Targets

1. Exceeds Expectations: 86% or more of graduating seniors achieve post-secondary enrollment or full-time employment within six months.
2. Meets Expectations: 85% of graduating seniors achieve post-secondary enrollment or full-time employment within six months.
3. Approaching Expectations: 75-84% of graduating seniors achieve post-secondary enrollment or full-time employment within six months.
4. Of Concern: Less than 75% of graduating seniors achieve post-secondary enrollment or full-time employment within six months.

Academic Goal 5: Academic Excellence and Personalized Learning - Math (21st Century Literacy Goal)

d. The school's overall proficiency rate in the spring MCA Math assessment will demonstrate a minimum annual increase of 2 percentage points over the preceding year's proficiency rate.

i. Goal Parameters

1. All students meeting enrollment criteria.
2. As Measured By: Official results from the Minnesota Comprehensive Assessments (MCA) for Math, specifically reported via the North Star Academic Progress on MDE's data center

ii.Goal Targets

- 1.Exceeds Expectations: The school's overall MCA Math proficiency rate improved by greater than 2%
- 2.Meets Expectations: The school's overall MCA Math proficiency rate improved by 2%
- 3.Approaching Expectations: The school's overall MCA Math proficiency rate improved by 1%
- 4.Of Concern: The school's overall MCA Math proficiency rate did not improve or declined

Academic Goal 6: Academic Excellence and Personalized Learning - Reading (21st Century Literacy Goal)

a.The school's overall proficiency rate in the spring MCA Reading assessment will demonstrate a minimum annual increase of 2 percentage points over the preceding year's proficiency rate

i.Goal Parameters:

- 1.Student Population: All students assessed in MCA Reading across relevant grades.
- 2.As Measured By: Official results from the Minnesota Comprehensive Assessments (MCA) for Reading, specifically reported via the North Star Academic Progress on MDE's data center

Goal Targets:

- 1.Exceeds Expectations: The school's overall MCA Reading proficiency rate improved by greater than 2%
- 2.Meets Expectations: The school's overall MCA Reading proficiency rate improved by 2%
- 3.Approaching Expectations: The school's overall MCA Reading proficiency rate improved by 1%
- 4.Of Concern: The school's overall MCA Reading proficiency rate did not improve or declined

Academic Goal 7: ACT Goal (21st Century Literacy Goal)

b.The percentage of junior students meeting the ACT college-ready benchmarks in all four subsets will be maintained or increased by at least 1 percentage point from the previous year's baseline, annually, for the duration of the contract.

i.Goal Parameters

- 1.All junior students taking the ACT exam in the spring
- 2.As measured by: ACT Assessment

ii.Goal Targets

- 1.Exceeds Expectations: The percentage of junior students meeting all four ACT college-ready benchmarks increases by 2 percentage points or more from the previous year's baseline.
- 2.Meets Expectations: The percentage of junior students meeting all four ACT college-ready benchmarks increases by 1 percentage point from the previous year's baseline.
- 3.Approaching Expectations: The percentage of junior students meeting all four ACT college-ready benchmarks is maintained (0% change) compared to the previous year's baseline.
- 4.Of Concern: The percentage of junior students meeting all four ACT college-ready benchmarks decrease compared to the previous year's baseline.

Non-Academic Goals

Mission Alignment Goal 1: Professional Development (Educational Equity Goal)

a.Staff will participate in at least one professional development opportunity annually related to equity minded instruction, culturally competent teaching, cultural relevance, or other related topics for life of the contract.

i.Goal Parameters

1.All staff

2.As measured by: Staff Participation records.

ii.Goal Targets

1.Exceeds Expectations: 100% of staff will attend at least one mission-oriented professional development opportunity annually.

2.Meets Expectations: 95-99% of staff will attend at least one mission-oriented professional development opportunity annually.

3.Approaching Expectations: 90-94% of staff will attend at least one mission-oriented professional development opportunity annually.

4.Of Concern: Less than 90% of staff will attend at least one mission-oriented professional development opportunity annually

Non-Academic Goal #2: Prepare students to Be Lifelong Learners (Educational Equity Goal)

a.85% of students will see a 2% increase of student's ability to self-regulate based on Panorama student survey data throughout the life of the contract

i.Goal Parameters:

1.MMSA students

2.As measured by: Panorama Survey

ii.Goal Targets

a. Exceeds Expectations: Student will see a 3% increase on the Panorama Survey

b. Meets Expectations: Students will see a 2% increase on the Panorama Survey

c. Approaching Expectations: Students will see a 1% increase on the Panorama Survey

d. Of Concern: Less than 1% increase on the Panorama Survey

Non-Academic Goal #3: Graduation Goal (Educational Equity Goal)

a.100% of the seniors who started 12th grade on track will participate in the graduation ceremony. (All students will graduate.)

i. Goal Parameters:

1.All senior students

2.As measured by: Graduation Data ii. Goal Targets

ii.Goal Targets

a. Exceeds Expectations: 100% of students will graduate on time

b. Meets Expectations: 95-99% of students will graduate on time

c. Approaching Expectations: 90-94% of students will graduate on time

d.Of Concern: Less than 90% of students will graduate on time

Non-Academic Goal #4: Family and Community Partnerships (Strong Leaders Matter Goal)

a.All licensed staff will contact student families through home visits and/or phone contact at least once per month.

i. Goal Parameters:

3.All licensed staff

4.As measured by: home visit forms and parent phone records

ii. Goal Targets

a. Exceeds Expectations: 100% of licensed staff will visit home and/or make phone contact at least once of month

b. Meets Expectations: 95-99% of licensed staff will visit home and/or make phone contact at least once of month

c. Approaching Expectations: 90-94% of licensed staff will visit home and/or make phone contact at least once of month

d. Of Concern: Less than 90% of licensed staff will visit home and/or make phone contact at least once of month

Non-Academic Goal #5: Financial Goal (Strong Boards Matter Goal)

a. For each year of the contract, the School will continue to make progress toward achieving a fund balance of 20%.

ii. Goal Parameters

1.School Board and Financial Director

2. As measured by: Financial Audit

iii. Goal Targets

1.Exceeds Expectations: Meet the 20% Fund Balance

2.Meets Expectations: 15-19% Fund Balance

3.Approaching Expectations: 10-14% Fund Balance

4.Of Concern: Less than 10% Fund Balance

Non-Academic Goal #6: Governance Goal (Strong Boards Matter Goal)

a. The Board will review financial statements and reports at each board meeting to ensure accuracy and compliance with regulations.

iv. Goal Parameters

1.Population: Board Members and Financial Director

2.As measured by: Board Minutes

v.Goal Targets

1.Exceeds Expectations: 100% of Board Meetings included review of financial statements

2.Meets Expectations: At least 90% of Board Meetings included review of financial statements

3.Approaching Expectations: At least 80% of Board Meetings included review of financial statements

4.Of Concern: Less than 80% of Board Meetings included review of financial statements

Non-Academic Goal; #7: Operations and Leadership Goal (Strong Leaders Matter Goal)

a. Licensed teachers employed at Minnesota Math and Science Academy will achieve a teacher retention rate of at least 70% over the course of the contract period.

vi.Goal Parameters

1.Population: Licensed teachers employed at Minnesota Math and Science Academy

2.As measured by: The percent of teachers who return in the next fiscal year compared to the number employed in the current fiscal year.

vii.Goal Targets

1.Exceeds Expectations: School has at least 80% teacher retention rate over the course of the contract period.

2.Meets Expectations: School has at least 70% teacher retention rate over the course of the contract period.

3.Approaching Expectations: School has a 60-69% teacher retention rate over the course of the contract period.

4.Of Concern: School has less than a 50% teacher retention rate over the course of the contract period.

Annual Contract Goal Evaluation

Contract goals are evaluated on an annual basis and scored utilizing the chart below. Following the scoring of each goal based on performance, PUC-OPCS calculates goal attainment on a percent (0-100%) scale, both in terms of Academic and Non-Academic performance as well as overall performance. Please refer to the Annual Contract Goal Reporting document for more details.

Goal Attainment Level	Points
Exceeds Expectations	1.5 Points
Met Expectations	1 Point
Approaching Expectations	0.5 Point
Of Concern	0 Points

Exhibit D: ADMISSIONS POLICY AND PROCEDURES



624 ENROLLMENT AND LOTTERY POLICY

I. PURPOSE

The purpose of this policy is to explain the application and enrollment process at Minnesota Math and Science Academy (MMSA) so that families will have information to make decisions regarding their children's school attendance.

II. GENERAL STATEMENT OF POLICY

This policy establishes guidelines for admission into MMSA that are consistent with the admission requirements of Minnesota Statutes §124E.11 and other applicable laws.

III. GENERAL ENROLLMENT PROVISIONS

- A. MMSA is a public school and pursuant to state law, must enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building. When that occurs, students will be accepted by lot and admitted as further described in section VI.
- B. Before admitting a student on the lottery list, MMSA shall give preference for enrollment to siblings of an enrolled student and to a foster child of that pupil's parents.
- C. Before accepting students by lot, MMSA will give preference to enrolling children of the school's staff before accepting other pupils by lot.
- D. MMSA shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.
- E. MMSA shall not seek any information about any applicant that may be used to discriminate against the applicant in either school's policies or governing laws. This does not preclude the school from seeking such information for a lawful purpose about a student after the student has been admitted.
- F. Notwithstanding any other provision of this policy to the contrary, in compliance with the requirements of the Minnesota Department of Education and with the 2011 settlement agreement in *ACLU v. TiZA, et al.* litigation, MMSA shall not

select students based on religious preference.

- G. MMSA will not distribute any services or goods of value to students, parents or guardians as an inducement, term or condition of enrolling a student unless required to do so by

IV. APPLICATION AND ENROLLMENT PROCEDURES

- A. The application and enrollment processes occur in 4 stages:

- information distribution and open houses,
- written applications,
- lottery, and
- enrollment meeting.

Interested parents complete and submit an application form; forms are available at the school, our open houses, online on the school's website, and at locations throughout the community. The application requests basic information such as name, contact information, parent or guardians' name and contact information. School staff members are available to any parent who needs help completing the application.

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. Such lottery will be open to the public and attended and/or audited by a representative of an unaffiliated outside organization. ***Siblings of an enrolled student and a fosterchild of a student's parent will have preference for available spaces, and will be the only students given preference in the lottery.*** The lottery will be held in the second week of June. Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission also will serve to place students in preferential order on these waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and receive confirmation of whether the student still wants to enroll at MMSA before proceeding to the next name on the list. If such attempts to contact the student's parents are unsuccessful, the school may remove that student from the waiting list. Documentation of the attempts made to contact the parents of any student removed from the waiting list shall be maintained by the school. Waiting lists will not be carried over from year to year; rather the

waiting list for each year will be derived from the random lottery. **Once enrolled at MMSA, a student is considered enrolled in the school until the student formally withdraws or is expelled under the Pupil Fair Dismissal Act.**

VA. LOTTERY

- A "sibling" is defined as a student applicant who is related to an enrolled student with the same father and/or mother either (1) genetically, or (2) through legal process, i.e., adoption, guardianship, or foster parent. Sibling preference does not apply until one of the siblings is actually enrolled.
- B. Siblings of currently enrolled students will be given first priority. If there are more sibling applicants than spots for a particular grade, the sibling applicants will be shuffled by lot each year and then offers of enrollment will be made in the order drawn.
- C. Second priority will be given to children of school staff. If a staff member's employment is ended for any reason, the child moves to the end of the non-preferential waiting list.
- D. Once all sibling applicants and children of school staff have been placed, other applicants will be offered enrollment in their order on the non-preferential applicant waiting list determined by lottery.
- E. If any student, whether enrolled or on the waiting list, cancels their application or withdraws from MMSA, they shall lose their place. If they later re-apply, they shall be treated as a new applicant.
- F. All applicants still on a waiting list at the beginning of the next enrollment period must submit a new application for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year.

VI. STUDENT RECRUITMENT ACTIVITIES

- A. MMSA shall vigorously market itself before and during the enrollment period to recruit students to meet its enrollment goals as set by the board of directors.
- B. In accordance with its marketing strategy, MMSA may use the measures below, among others, to recruit student applicants.
 - a. Post flyers and notices in local newspapers and/or blogs and online newspapers.
 - b. Post the admissions policy and application (available for download) on the school's website.
- C. MMSA will provide translation services, as necessary, for all promotional materials and any person-to-person interaction.

VII. KINDERGARTEN AND FIRST GRADE ADMISSIONS

Kindergarten admission will be granted to students that are at least 5 years of age by September 1 of the calendar year in which the child desires to enter school. First grade admission will be granted to students that are at least 6 years of age by September 1 of the calendar year in which the child desires to enter school. Early entrance to kindergarten and first grade will be considered under the following circumstances:

- A. Early entry to kindergarten or first grade may be granted when professional staff (Executive Director or his designee, teachers, and school psychologist) and parents believe it to be in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement and aptitude.
- B. A kindergarten child moving into the school district during the academic year from another school district may be allowed to continue his/her education in kindergarten at HSATC.
- C. Early entry to first grade will be granted to students that obtained early-entry to kindergarten and completed the requirements of that program successfully.

D. Children considered for early entrance to kindergarten must be 5 years of age on or before November 1st in the year of early entrance.

E. The following criteria must also be satisfied:

- a. Children must demonstrate average or above-average school readiness skills when compared to age-appropriate readiness measures to qualify for early entrance.
- b. Children must demonstrate average or above-average scores on the social/emotional behavior on the Kindergarten Readiness Checklist.

Exhibit E: GOVERNANCE, MANAGEMENT AND ADMINISTRATION PLAN

MMSA shall have all powers, duties and responsibilities provided by law to a results-oriented school. School MMSA shall abide by all applicable federal laws, statutes and regulations.

MMSA shall be exempt from all Minnesota statutes and rules applicable to a School, a School board or a School district, except as provided by Minnesota Statutes, section 124E or as otherwise specified in this Contract.

MMSA shall be governed by a Board of Directors elected in accordance with policies and procedures in the School's Bylaws and consistent with statutory requirements.

MMSA Board of Directors shall decide matters related to operation of the School, including, but not limited to, budgeting, curriculum, and operating procedures.

Meetings of MMSA Board of Directors shall comply with the Minnesota Open Meeting Law, Minnesota Statutes, Chapter 13D.

MMSA Board of Directors delegates the day-to-day management of the School to the administrator(s) who is/are hired and supervised by MMSA Board of Directors. The School Name Board of Directors may choose to contract with a third-party provider (CMO/EMO) for comprehensive education design and operation services or comprehensive management services.

MMSA Board of Directors shall employ and contract with necessary teachers, as defined by Minnesota Statutes, section 122A.15, Subdivision 1, who hold valid licenses to perform the particular service for which they are employed at the School.

Teachers employed by MMSA shall be treated by the School Name as public school teachers for the purposes of Minnesota Statutes, chapters 354 and 354A.

MMSA Board of Directors may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching and may contract for other services.

MMSA Board of Directors may discharge teachers and non-licensed employees.

MMSA shall employ or contract with a Minnesota licensed director of special education to be responsible for program development, coordination, evaluation, in-service training, general special education supervision, and administration for the School's total special education system (TSES). This administrator shall also be responsible for overseeing that the School has a written Child Find Policy, and shall oversee the implementation of this policy, as well as the School's continued compliance with this policy and special education services to students.

MMSA shall pursue all financial resources available to Schools to provide special education services.

MMSA Board of Directors shall demonstrate governance practices of a viable organization as measured by indicators including but not limited to: ongoing training for the Board of Directors, proper oversight by the Board of Directors, active participation by members of the Board of Directors, adopting of required policies, self-evaluation, evaluation of the school administrator(s) and other indicators identified in PUC performance evaluations.

MMSA shall demonstrate operational practices of a viable organization as measured by indicators including but not limited to: evaluation of staff, gathering of appropriate student achievement and other data, timely and accurate submission of reports, employing appropriate and qualified staff, implementing effective and efficient transportation and food programs, having appropriate insurances in place, maintaining a safe and healthy School environment, and other indicators identified in PUC performance evaluations.

Exhibit F: FINANCIAL MANAGEMENT PLAN

MMSA Board of Directors is trained in financial oversight.

MMSA Board of Directors establishes, monitors, and amends the School's fiscal year budget.

MMSA Board of Directors monitors and evaluates the School's recordkeeping, controls, and financial position.

MMSA will utilize the Uniform Financial Accounting and Reporting Standards (UFARS). Student accounting will comply with the Minnesota Accounting and Reporting Student System (MARSS).

MMSA retains an external auditor on an annual basis to review the school's internal controls and processes. The Board initiates and monitors corrective action to ensure that noted deficiencies, if any, are addressed and will not result in repeat findings in subsequent audits.

MMSA shall be financially viable and sustainable organization as measured by indicators including but not limited to: fund balance, audit findings, proper use of public funds, appropriate financial systems, quality internal control processes, timely reporting, timely payment of invoices, percentage of funds dedicated to instruction, and other indicators identified in the PUC performance evaluations.

Meetings of the School Name Board of Directors shall comply with the Minnesota Open Meeting Law, Minnesota Statutes, Chapter 13D.

MMSA Board of Directors delegates the day-to-day management of the School to the administrator(s) who is/are hired and supervised by the School Name Board of Directors. The School Name Board of Directors may choose to contract with a third-party provider (CMO/EMO) for comprehensive education design and operation services or comprehensive management services.

MMSA Board of Directors shall employ and contract with necessary teachers, as defined by Minnesota Statutes, section 122A.15, Subdivision 1, who hold valid licenses to perform the particular service for which they are employed at the School.

Teachers employed by the School shall be treated by the School Name as public school teachers for the purposes of Minnesota Statutes, chapters 354 and 354A.

MMSA Board of Directors may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching and may contract for other services.

MMSA Board of Directors may discharge teachers and non-licensed employees.

MMSA shall employ or contract with a Minnesota licensed director of special education to be responsible for program development, coordination, evaluation, in-service training, general special education supervision, and administration for the School's total special education system (TSES). This administrator shall also be responsible for overseeing that the School has a written Child Find Policy, and shall oversee the implementation of this policy, as well as the School's continued compliance with this policy and special education services to students.

MMSA shall pursue all financial resources available to Schools to provide special education services.

MMSA Board of Directors shall demonstrate governance practices of a viable organization as measured by indicators including but not limited to: ongoing training for the Board of Directors, proper oversight by the Board of Directors, active participation by members of the Board of Directors, adopting of required policies, self-evaluation, evaluation of the school

administrator(s) and other indicators identified in PUC performance evaluations.

MMSA shall demonstrate operational practices of a viable organization as measured by indicators including but not limited to: evaluation of staff, gathering of appropriate student achievement and other data, timely and accurate submission of reports, employing appropriate and qualified staff, implementing effective and efficient transportation and food programs, having appropriate insurances in place, maintaining a safe and healthy School environment, and other indicators identified in PUC performance evaluations.

Exhibit G: STATEMENT OF ASSURANCES SIGNED BY ALL BOARD MEMBERS



Exhibit G: STATEMENT OF ASSURANCES SIGNED BY ALL BOARD MEMBERS



As a board Member of School: _____, I assure the following:

- 1) Pursuant to Minn. Stat § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
- 2) Pursuant to Minn Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver, 2) all employed staff, licenses and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
- 3) Pursuant to the Charter School Contract, the Charter School Board of Directors assures Pillsbury United Communities Authorizer Department that background checks for all board members are completed and available to Pillsbury United Communities upon request.
- 4) The Charter School is an eligible entity pursuant to the Minnesota Charter School Law Minn. Stat. §124E.
- 5) Pursuant to Minn Stat. § 124E.14 and 124E.07 Subd. 3, I declare that I have no active conflicts of interest with any contractual obligations of the school. If a conflict exists, I will not participate in selecting, awarding, or administering the contract.
- 6) Pursuant to Minn Stat. § 124E.07 Subd. 3, I have no immediate family members that are employed by the charter school, I am not employed by Pillsbury United Communities, and I do not contract facilities, goods, or services to the charter school.

Board Member Name (printed)

Safiyo Ali

Board Member Signature

Date

5/23/25

Exhibit G: STATEMENT OF ASSURANCES SIGNED BY ALL BOARD MEMBERS



As a board Member of School: Minnesota Math and Science Academy, I assure the following:

- 1) Pursuant to Minn. Stat § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
- 2) Pursuant to Minn Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver, 2) all employed staff, licenses and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
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- 6) Pursuant to Minn Stat. § 124E.07 Subd. 3, I have no immediate family members that are employed by the charter school, I am not employed by Pillsbury United Communities, and I do not contract facilities, goods, or services to the charter school.

Board Member Name (printed)

Jessica Cosgrove

Board Member Signature

Date

5/22/2025



As a board Member of School: UMSA, I assure the following:

- 1) Pursuant to Minn. Stat § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
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Board Member Name (printed)

Leslie Arktan

Board Member Signature

Date

5/23/25

Exhibit G: STATEMENT OF ASSURANCES SIGNED BY ALL BOARD MEMBERS



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Board Member Name (printed) BAHREY HAGOS

Board Member Signature Date 5/22/25

Exhibit G: STATEMENT OF ASSURANCES SIGNED BY ALL BOARD MEMBERS



Board Member Affidavit of Assurances

As a board Member of School:

Minnesota Math and Science Academy

, I assure the following:

- 1) Pursuant to Minn. Stat § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
- 2) Pursuant to Minn Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver, 2) all employed staff, licenses and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
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Leslie Aktan

Board Member Name (printed)

A handwritten signature in black ink, appearing to read 'Leslie Aktan', is written over a horizontal line.

6/23/2025

Board Member Signature

Date

Exhibit G: STATEMENT OF ASSURANCES SIGNED BY ALL BOARD MEMBERS



Board Member Affidavit of Assurances

As a board Member of School:

Minnesota Math and Science Academy

, I assure the following:

- 1) Pursuant to Minn. Stat § 124E.07, the Charter School Board of Directors agrees to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.
- 2) Pursuant to Minn Stat. § 122A.15, the Charter School Board assures the Charter School 1) will employ teachers who hold valid teaching licenses for the services in which they are employed; or will seek and obtain the appropriate waiver, 2) all employed staff, licenses and non-licensed, at the school will have the appropriate background checks, and 3) will have on file a document listing each teacher and the service for which she/he is employed and a copy of his/ her teaching licenses available to Pillsbury United Communities upon request.
- 3) Pursuant to the Charter School Contract, the Charter School Board of Directors assures Pillsbury United Communities Authorizer Department that background checks for all board members are completed and available to Pillsbury United Communities upon request.
- 4) The Charter School is an eligible entity pursuant to the Minnesota Charter School Law Minn. Stat. §124E.
- 5) Pursuant to Minn Stat. § 124E.14 and 124E.07 Subd. 3, I declare that I have no active conflicts of interest with any contractual obligations of the school. If a conflict exists, I will not participate in selecting, awarding, or administering the contract.
- 6) Pursuant to Minn Stat. § 124E.07 Subd. 3, I have no immediate family members that are employed by the charter school, I am not employed by Pillsbury United Communities, and I do not contract facilities, goods, or services to the charter school.

Bahrey Hagos

Board Member Name (printed)

bahrey

6/23/2025

Board Member Signature

Date

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Safiyo Ali

Board Member Name (printed)

Safiyo Ali

6/23/2025

Board Member Signature

Date

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Jessica Cosgrove

Board Member Name (printed)

J. Cosgrove 6/23/2025

Board Member Signature

Date

Exhibit H: CHARTER SCHOOL CLOSURE PROCESS

Charter School Closure Process and Plan Updated September 2019

In the event of CHARTER REVOCATION, a formal notice of Charter Revocation will initiate the following actions. The Charter Closure Process and Plan document is completed by the board of directors of the school, in collaboration with Pillsbury United Communities (PUC), as soon as possible after final notification of closure.

Below is a re-cap of the specific timelines involved in the charter closure process and plan to be conducted by the charter school. *Please note that all of the notification timeline days are business days.* The school and PUC will coordinate a plan for document submission in order to ensure compliance during the closure process.

Notice of Charter Revocation

- 7 days after notice- Notify all resident districts that students reside within
- 10 days after notice- Notify parent/ guardians
- 10 days after notice- Send records to resident districts of students
- 20 days after notice- Establish dissolution plan
- Every 14 days after establishing dissolution plan and prior to charter revocation- submit updated dissolution plan to PUC
- 20 days after notice- Notify all contractors and employees
- 20 days after notice- Establish a list of all creditors and debtors, submit to PUC
- 30 days after a notice- Provide an inventory of assets to PUC

Last Instructional Day

7 days after last instructional day- Send student records and report cards to parent/ guardian

Charter Revocation

- 7 days after revocation- Notify funders
- 10 days after revocation- First Interim Financial Statement sent to PUC
- Every 30 days after revocation- Interim Financial Statement sent to PUC
- 20 days after revocation- If it has not been conducted, cancel food/ transportation contracts
- 30 days after revocation- Notify creditors and debtors

Name of School: Date - Notice of Charter Revocation: Date – Charter Revocation: Current Date:		
TASK		
Establish <i>ad hoc</i> School Board Committee for dissolution		
Designate School contact person(s) to send and receive communications from PUC;		
Designate employees or School Board members who will handle various aspects of winding up of School operations;		
Provide contact information, and list of employees / School Board members and correspondent responsibilities to PUC		

Other:		
Contact MDE – Charter Center Immediately		
The Charter Center needs to be contacted immediately to facilitate the legal transfer of all property of the school that was purchased with Federal Charter School Program funds to other schools. Federal Law and the assurances signed by the school requires special attention be given to this property. Contact the CSP Federal Grant personnel at the MDE for guidelines and assistance. <i>(See Inventory and Liquidation of Assets below)</i>		
Other:		
Reserve Funds		
Segregate by School Board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.		

Other:		
Notification to Parents / Guardians		
Within 10 days after the CHARTER REVOCATION date is set, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following: • date of the last day of regular instruction; • cancellation of any planned summer school; • notice to parents that enrollment of children in their district of residence or other school is mandatory under state law; and • describe the process to obtain student records to transfer appropriately. Provide PUC with a copy of the notice. Provide parents of enrolled students information and assistance to enable the student to re-enroll in another school		
Other:		

Final Report Cards and Student Records Notice		
Within 7 days after the last instructional day, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the students' resident school district) and specific contact information of where records are stored. * The notice must advise the parent/guardian of who to inform after the parent/guardian decides where to enroll the student. * The notice must advise the parent/ guardian that the student's new school needs to communicate with the students' resident school district to have the student's educational records transferred. Provide PUC with a copy of the notice.		
Other:		
Transfer of Student Records and Testing Material		
No later than 10 days after the CHARTER REVOCATION date has been set, send student records to the students' resident school district, including: * Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; * student health / immunization records; * attendance records; and		

* all other student records. All end of school year grades and evaluations must be completed and made part of the student records, including any IEP /Committee on Special Education meetings /progress reports. As noted, parents / guardians should be offered copies of students' records. Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to the resident school district within the charter school's location. To the extent that scores, etc. will come into existence after the CHARTER REVOCATION, arrangements should be made with the testing agent to forward such material to the resident school district within the charter school's location. The students' resident school district is provided all student records and testing materials continuously and in tandem with the files of the charter school after the charter revocation date has been set.		
Other:		
Notification of School Districts		
Within 7 days after the charter revocation, the School must notify the school district(s) of students' residence regarding the termination of the education program and lack of future enrollment as of CHARTER REVOCATION date. * If applicable, notification regarding cessation of food and transportation services should be provided. Provide PUC with a copy of the notice.		
Other:		
Notification to Funding Sources /Charitable Partners		
Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School. * The School should not accept further loans from management companies, etc. nor		

otherwise incur additional liability. However, it may continue to accept gifts from		
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charitable partners as long as the charity is aware of the School's closure / restructuring status. * Any sub-leases within the premises of the School should be notified as soon as possible or after CHARTER REVOCATION, whichever is appropriate.		
Other:		

Notification to Contractors and Termination of Contracts

Within 20 days after notice of CHARTER REVOCATION, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations with the date of CHARTER REVOCATION. * If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. * Retain records of past contracts with proof that they were fully paid (see Records Retention, below) to prevent spurious claims. Provide PUC with a copy of such notice. As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or dissolution of the School. * Telephone, gas, electric, water, insurance (premises and E&O insurance, see below) should remain operative through the CHARTER REVOCATION date and to the extent necessary to wind up the School's affairs beyond that time.		
Other:		

Notification to Employees and Benefit Providers

After an employee termination date is established, but not later than 20 days after the CHARTER REVOCATION date has been set, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including: * health care / health insurance; * life insurance;		
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* dental plans; * eyeglass plans; * cafeteria plans; * 401(k), retirement plans; * pension plans; * TRA; and * PERA Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted. Employees should be notified of eligibility for unemployment compensation. In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after CHARTER REVOCATION, and reserve funds should be set aside for this purpose. See School Dissolution Plan and Action regarding payment of taxes, below.		
Other:		

Notification to Food and Transportation Services and Cancellation of Contracts

Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.		
Other:		

Notification to Authorizer Regarding Lawsuits

As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify PUC and provide copies of legal papers received.		
The School has an ongoing obligation to keep PUC informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.		
Other:		
List of Creditors and Debtors; UCC Search		
Within twenty (20) days after the notice of CHARTER REVOCATION, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.		

* This list is not the same as the contractor list, above, but may include contractors, which should be listed. * Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. * The UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. * Debtors include persons who owe the school fees or credits, lessees or sub lessees of the School, and any person holding property of the School. Provide a copy of the list of creditors to PUC with the amount owed to each creditor thereon and the amount owed by each debtor.		
Other:		
Notification to Creditors		

Within thirty (30) days after the notice of charter revocation, the School must notify all creditors of its closure. The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties. To the extent possible, the School should also begin to negotiate a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible. Other:		
Notification to Debtors		
Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful; the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.		
Other:		

School Dissolution Plan and Action

The school shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year (last instructional day) and retaining funds to complete the dissolution process. The initial plan should be adopted within 20 days of the notice of charter revocation, and be updated at least bi-weekly with copies to PUC. The plan should include, but not be limited to, the following. * Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. * Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). * Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (See Liquidation of Assets, below.) * Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of dissolution, including funds for a final audit, and for dissolution. * Cancellation of corporate credit cards and lines of credit. * Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the school and School Board status of those authorized to sign for the school. Status reports on the implementation of the School Dissolution Plan to be submitted to PUC through Interim Financial Statements and a Final Financial Statement (below).		
Other:		
Protection of Assets; Insurance		
The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration. * Existing insurance coverage should be maintained on the assets until the disposal of such assets, in accordance with the Dissolution Plan.		

* Continue existing insurance for school facility, vehicles and other assets until 1) disposal, transfer, or termination of real estate and/or lease, and 2) disposal, transfer or sale of vehicles and other assets, respectively. * Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors; bond holders, etc., if possible. * Appropriate security services should be obtained or maintained. * Action may include moving assets to secure storage after closure or loss of the school facility.		
Other:		
Inventory		
No later than 30 days after the notice of CHARTER REVOCATION date is set, all of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated. Reconcile with the most recent inventory conducted by the school. * All assets of the School, not just over a threshold dollar value must be inventoried. * Identify assets purchased with Federal CSP Grant funds, * Identify assets belonging to other entities (school district, county, municipality, teachers, health department, foundations, vendors, PTA, etc.), including those borrowed or loaned. * Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. * Return assets not belonging to School and documents. Provide PUC with a copy of the inventory.		
Other:		
Liquidation of Assets		

Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.		
Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction,		

it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance.		
School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non- interested members of the School Board.		
Other:		
E&O Insurance		
Maintain existing directors and officers liability (E&O) insurance, if any, until final dissolution of the School Corporation. If no such E&O insurance exists, disclose this fact to the board of directors.		
Other:		
Interim Financial Statements		

No later than 10 days after CHARTER REVOCATION, prepare, and submit to PUC, an interim financial statement in a form satisfactory to PUC, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing: * all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the school outstanding, including principal and accrued interest, as of the date of the interim report; and * all amounts owed to the school by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and * all income generated through sale or auction of assets and any other change in status of assets. The School will prepare and submit such statements to PUC at 30 day intervals until the final statement (below) is prepared and submitted.		
Other:		
Final Financial Statement		

At a date to be determined by PUC, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a legal dissolution proceeding, the school shall prepare to the full satisfaction of PUC a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing: * all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and * each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and * statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and * each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. * This statement is submitted to PUC in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceedings. * This statement is in addition to the final Financial Audit (below).		
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Other:		
Financial Audit		
The School must have a financial audit performed in accordance with the Charter and the Act no later than December 31st of the calendar year in which the School ceases instruction.		
Other:		
Closeout of State and Federal Grants		
State, federal and other grants must be closed out, <i>(See Contact MDE section above)</i> including: * notification to the grant entity of the School closure; and * filing of any required expenditure reports or receipts and any required program reports. The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.		
Other:		

IRS Status; Reports		
The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following: * notification to IRS regarding any address change of the School Corporation; and * filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). When the school proceeds to formal dissolution, notify the IRS of the dissolution of the education corporation and its 501(c)(3) status furnish a copy to PUC.		
Other:		
Corporate Records		

In all cases, the School Board shall maintain all corporate records related to: * Loans, bonds, mortgages and other financing; * Contracts; * Leases; * Assets and asset sales; * Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. * Governance (Minutes, by-laws, policies); * Employees (background checks, personnel files); * Accounting/audit, taxes and tax status, etc.; * Personnel, * Employee benefit programs and benefits; and * Student summary test data files * Any items listed in this Closure Plan. After formal dissolution, any and all records not previously sent to the school district should be sent to the school district in which the charter school is located.		
Other:		
Resolution of Dissolution		

The School Board must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.		
Other:		
Dissolution		

If the School Corporation dissolves, the School Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include: * a complete statement of all assets, their location and an estimate of their value; and * a statement of the ascertainable debts of the education corporation. Whenever the charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container. Copies of all legal documentation related to dissolution should be sent to PUC. Members of the School Board are empowered to continue in office even after CHARTER REVOCATION and dissolution of the school for the purpose of the dissolution plan and settling the affairs of the school, and after the formal dissolution of the educational corporation or legal status.		
Other:		
Final Distribution of Assets		

All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations. Assets received and held by the school subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools or to the resident school district. * An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body. * In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations.		
Other:		

Exhibit I: PROVISIONS FOR SERVICE PROVIDER

In the event the charter school intends to contract with a third party provider (“Service Provider”) for comprehensive school management or operations services (“Service Contract”), all of the following requirements must be met by the Charter School:

- 1) **Submission of Service Contract.** The Service Contract shall be submitted to the Authorizer no later than 30 days prior to its effective date.
- 2) **Required Terms of Service Contract.** The Service Contract shall include, without limitation, the following Required Terms:
 - a) The Service Contract shall identify the Charter School board of directors as the party ultimately responsible for the success or failure of the school, and clearly define the Service Provider as a vendor of services.
 - b) The Service Contract shall ensure that the Charter School board of directors maintains independent fiduciary oversight and authority over the school budget at all times.
 - c) The Service Contract shall establish the primacy of the charter contract with the authorizer over the Service Contract.
 - d) The Service Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School Agreement with the Authorizer.
 - e) The Service Contract shall articulate the performance measures, consequences, and mechanisms by which the Charter School board of directors will hold the Service Provider accountable aligned with the Charter School Agreement.
 - f) The Service contract shall clearly delineate the respective roles and responsibilities of the Service Provider and the Charter School in the management and operation of each school facility for which the Service Provider shall provide management or operations services, including responsibilities of each party in the event of school closure.
 - g) The Service Contract shall contain provisions requiring compliance with all requirements, terms and conditions established by any Federal or State funding source.
 - h) The Service Contract shall clearly state all compensation payments to be paid by the Charter School to the Service Provider for all services including management, administrative, licensing, technology, curriculum, performance bonuses, and any other amounts paid to the Service Provider, including to any third party vendors, and shall clearly explain the method for calculating such fees or payments.
 - i) The Service Contract shall articulate the terms of any facility agreement that may be part of the relationship, referencing a lease appropriate, and clearly delineate lease, debt-service or other facilities related fees or costs paid by the Charter School to the Service Provider.
 - j) The Service Contract shall ensure that all payments to the Charter School from the State or other grant making organizations shall be made to an account controlled by the Charter School board of directors, not the Service Provider.
 - k) The Service Contract shall ensure that all payments to the Charter School from the State or other grant making organizations shall be made to an account controlled by the Charter School board of directors, not the Service Provider.
 - l) The Service Contract shall require the Charter School board of directors to directly select, retain and compensate the school attorney and audit firm.

- m) The Service Contract shall provide that all employees or contractors of the Service provider who have direct, regular contact with students of the Charter School shall be subject to criminal background investigations and checks in compliance with applicable laws.
 - n) The Service Contract shall provide that any and all financial books of the Charter School held or managed by the Service Provider shall be available for inspection by the Charter School board of directors and/or the Charter School Authorizer.
 - o) The Service Contract shall provide that all financial reports provided or prepared by the Service Provider shall be presented in GAAP/FASB (Financial Accounting Standards Board) approved nonprofit format consistent with Authorizer requirements.
 - p) The Service Contract shall articulate the process and criteria to be used for evaluation of the Service Provider by the Charter School.
- 3) Financial Reporting
- a) Budget. The budget prepared by the Charter School pursuant to applicable provisions of the Charter School Agreement shall include, without limitation, the following itemized information:
 - i) All contract payments, lease payments, management fees, administrative fees, licensing fees, curriculum fees, technology, fees, performance bonuses and other amounts budgeted for the Service Provider, or otherwise budgeted for the Service Contract by the Charter School, with the method for calculating such fees or payments clearly explained.
 - b) Financial Statements. In the event that monthly or quarterly financial statements are required to be furnished by the Charter School pursuant to the applicable provisions of the Charter School Agreement, such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to the Service Provider or otherwise paid for services in the Service Contract, which amounts shall be itemized in a manner that clearly corresponds to those categories provided in the Charter School's annual budget or the Service Contract.
 - c) Annual Audit. The Financial Audits required under applicable provisions of the Charter School Agreement shall include review of all fees and payments made by the Charter School to the Service Provider.
 - d) Reporting of Loans and Investments. All loans to, or investments in, the Charter School by the Service Provider must be evidenced by appropriate documentation and disclosure, either in the Service Contract or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter School and shall clearly state the Service Provider's expected return on equity.

Nothing in the document shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.

Exhibit J: PERFORMANCE EVALUATION OF SCHOOL

Updated June 2025

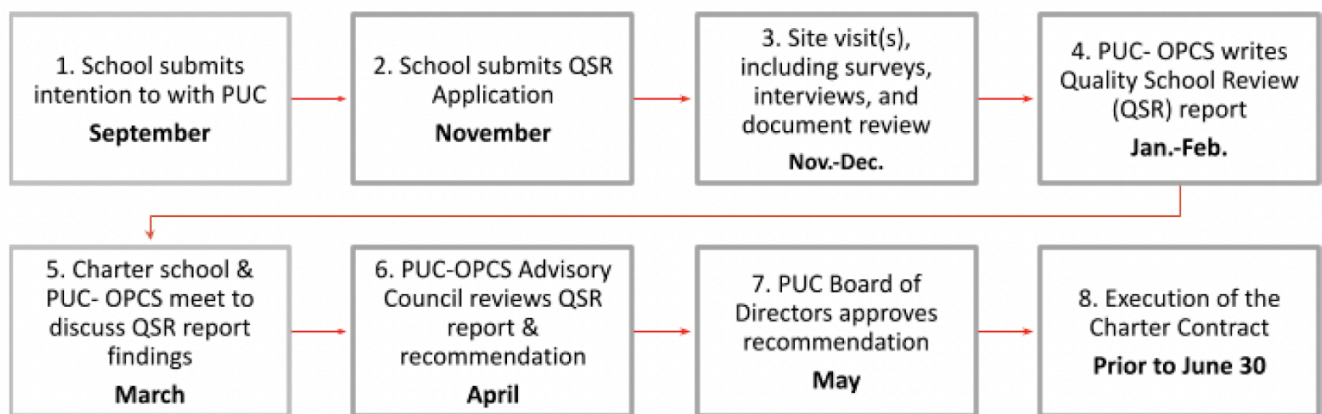
Purpose of Quality School Review

The Pillsbury United Communities (PUC) Office of Public Charter Schools (OPCS) Quality School Review (QSR) is a comprehensive evaluation process in which charter schools' performance is evaluated against its compliance with the Authorizer-School contract, State and Federal law, and goals set forth for the contract term.

Pillsbury United Communities authorizes charter school contracts of varying terms. The last year of the charter contract, the QSR process takes into effect. The review process serves two purposes: First, it informs the renewal recommendation that is presented to the PUC Board of Directors to either renew or not renew a charter school contract, second, it provides the charter school an opportunity to evaluate their effectiveness and can provide opportunity for the school to set new goals and priorities. The information gleaned from the QSR is combined with historical data to inform the school renewal/termination process.

Process & Decision Making

The components of the QSR process include:



The QSR is completed in a team format. The site visit team consists of the PUC – OPCS staff, outside individuals with particular areas of expertise, and school directors from other PUC authorized schools.

The site visit team assesses the overall health and performance of each charter school at the onsite review. Reviewers look for evidence of student progress and accomplishments; how teaching and classroom environments support learning; the types of instructional approaches and repertoire of strategies being used; the learning opportunities different students experience and how the school functions as a community.

The site visit team goes to a school for a 1-3 day period. Some team members are there all of the time; others come and go in order to fulfill their responsibilities to the review. Some site visit team members arrive 30 minutes before school starts and also observe after-school, extended day activities. The time commitment for reviewers varies, however reviewers

should anticipate anywhere between 5-10 hours.

Members of the site visit team interview the school leadership team, teachers, para-professionals, students, parents, community partners, and other stakeholders. Interviews take place in person or by phone. The team observes classrooms, hallways, activities in common areas, meetings that are not confidential in nature and arrival/ departure of buses.

Reviewers utilize review documents to assist in the evaluation including draft interview questions, surveys to be distributed, and observation forms / rubrics. After the onsite review the site visit team shares, via verbal and written feedback, thoughts and findings with PUC-OPCS.

PUC- OPCS combines the QSR application and site visit data with any documents collected throughout the duration of the contract term as part of PUC – OPCS’ ongoing evaluation. All information is considered, collected, and included as part of the Quality School Review reporting.

In order to recommend a school for renewal, PUC-OPCS must determine that a school has met or is making reasonable progress toward pupil performance standards, meets accepted standards of fiscal management, meets governance and operations standards, and has not committed a material violation of its contract. For example:

Requirement	Method of Evaluation
Committing a material violation of any of the conditions, standards or procedures set forth in the charter.	Review of renewal application; Review of operations, financial and compliance analysis; Evaluation of budget and cash flow statements
Failing to meet or make reasonable progress towards achievement of pupil performance standards	Review of renewal application; Analysis of student academic performance over time
Failing to meet accepted standards of fiscal management	Review of renewal application; Review of operations, financial and compliance analysis, evaluation of budget and cash flow statement, review of audit findings, financial practices
Violating any provision of law from which the charter is not exempted	Review of renewal application; review of operations, financial and compliance analysis, evaluation of budget and cash flow statements; evaluation of any other evidence of legal violations

The PUC-OPCS draft the QSR report informed by its ongoing oversight (inclusive of performance framework), review of the QSR application, and the site visit team’s findings in the form of a summative evaluation. The charter school and PUC-OPCS review the QSR report to validate its contents. This report includes PUC’s decision to renew/ terminate the school contract and the renewal term -- one to five year(s).

The QSR report outlines conditions/ consequences if a school did not meet performance standards- particularly around the academic and non-academic goals, performance framework and material violations of the contract or statute. Each condition or consequence is considered by specific situation, in relation to the entire charter school, and the larger environment of public schools. Charter contract negotiation and execution includes remediation plans.

The recommendation for renewal/termination, via the QSR report, goes to the PUC-OPCS Advisory Council for consideration and approval. Per the PUC-OPCS Advisory Council's recommendation, the full PUC Board of Director's reviews and approves the renewal/termination decision. Once a renewal decision is approved, PUC-OPCS submits a charter contract to the MN Department of Education prior to the end of the contract term.

QSR - CONTRACT RENEWAL APPLICATION

Completed by charter school in final year of contract to determine renewal terms.

Pillsbury United Communities encourages the school to be thoughtful in their responses. By providing clear and concise responses to the questions, schools can help ensure that the renewal process is completed in an effective manner. It also helps reduce the number of questions that the reviewers have, therefore making the process more efficient.

The Contract Renewal Application should be no longer than 15 pages (excluding attachments) and addresses the following areas:

Section I. Cover Sheet

Section II. Student and Staff Report Section III. Mission, Strategy, and Goals Section IV. Leadership and Operations

Section V. Academics

Section VI. Governance Section VII. Financial

The report should discuss the progress the school has made, existing and future challenges, and how it has responded directly to any concerns/challenges that it has faced over the term of the contract. For example, if a school has had major financial problems, it might devote more space to discussing how the issue has been addressed and/or resolved. Because renewal is approached as an ongoing process, the application should be thought of as a summary or re-cap.

Directions for the QSR application:

Please note the following directions when completing the QSR application:

- Submit completed application electronically by assigned date to PUC-OPCS.
- Include a table of contents.
- Include header or footer with school name and page numbers.
- All attachments should be clearly labeled.
- If a specific question does not apply to your school. Please respond “not applicable”.

- Answer each question in the application at the charter district level. If there are multiple sites within a district, provide site specific responses as designated in the application and as applicable in responses.

Note: Upon review of the application, if we find that items are missing the school is contacted and given 3 days to provide the missing content.

Section I. Cover Sheet

Name of Charter Leader: [Click here to enter text.](#) Name of Board Chair: [Click here to enter text.](#)

Charter School's Initial Opening Date: [Click here to enter a date.](#) Current Operational Grades for the School: [Click here to enter text.](#) Name of Contact Person for this Application: [Click here to enter text.](#)

Mailing Address, Telephone, and Email of Contact Person: [Click here to enter text.](#) Name of Alternate Contact Person for this Application: [Click here to enter text.](#)

Mailing Address, Telephone, and Email of Alternate Contact Person: [Click here to enter text.](#)

Signature of Charter Leader Signature of Board Chair Date: Jan – 01 - 0000

Section II. Student and Staff Report

Complete the following including data for each year of your contract term: Multiple sites complete this form for each site. Add rows/ columns for additional grade levels served and school years.

	School Year	School Year	School Year	School Year	School Year
Enrollment (by grade)					
PK					
K					
1 st					
2 nd					

(etc....) use applicable grades					
Gender					
Male					
Female					
Ethnicity/Race					
White					
Black					
Hispanic					
Asian					
Native American					
Immigrant (specify)					
Specialized Populations					
Student with IEPs					
English Language Learners					
Homeless / Highly Mobile Students					
Eligible for free and Reduced lunch					
# of in-school suspensions					
# of out-of-school suspensions					

# of students expelled					
Total # of teacher positions					
# of teachers returning to the school from the previous school year					
# of teacher hired due to growth in grade levels or enrollment					

Mission, Strategy & Goals- DOCUMENT REQUEST

- School Mission and Vision Statement
- Annual Reports from all years in the contract term

Section III. Mission, Strategy & Goals

- Provide a summary of this contract term highlighting academic and organizational successes.
- How has the school realized its mission over the last contract term? Include specific examples.
Multi-site, how have each charter school site contributed to the overall realization of the mission?
- How does the charter school fit with Pillsbury United Communities mission, vision and values for authorizing charter schools? Complete the below table.

PUC- OPCS Vision, Mission & Values	School Vision & Practice Indicators
Vision	
Higher Education	
Citizenship	
Self-sufficiency	
Personal Fulfillment	

Mission	
Innovative Education Strategies	
Promotion of Respect	

Engage students	
Service Learning	
Personal Development	
Values	
Motivated by success of people we serve	
Open and honest communication	
Collaboration	
Transparency	
Diversity	
Continuous Improvement	
Fiscal Responsibility	
Quality Board Training and Development	

- f. Please describe programs and activities that support the mission (e.g. community partnerships, parent programs, after school and extracurricular activities). How have these programs helped the school realize its mission? Include specific examples.
- g. How does the charter school collaborate with parents to encourage active participation in their

student's education? Provide an example. Multisite, note differences between sites.

- h. Describe the academic and non-academic goals established in the charter contract. How is the school measuring progress towards achieving these goals? Provide the results of each goal to date. Use the below table to organize if applicable.

Charter Contract Goal	Year 1	Year 2	Year 3	Year 4	Year 5
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Academic Goal #1 <i>State goal here according to charter contract.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>
Non-Academic Goal #1 <i>State goal here according to charter contract.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>	☐ Goal met ☐ Goal partially met ☐ Goal currently not met <i>List source of information and any additional info pivotal to this goal.</i>

Etc...	☐ Goal met ☐ Goal partially met ☐ Goal currently not met	☐ Goal met ☐ Goal partially met ☐ Goal currently not met	☐ Goal met ☐ Goal partially met ☐ Goal currently not met	☐ Goal met ☐ Goal partially met ☐ Goal currently not met	☐ Goal met ☐ Goal partially met ☐ Goal currently not met
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	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>	<i>List source of information and any additional info pivotal to this goal.</i>
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Leadership & Operations- DOCUMENT REQUEST

- Professional development plan and calendar for the current and previous academic years.
- School schedule (start time, class times, etc)
- Staff meeting schedules
- Copies of the enrollment and application
- School admission policies
- Student and staff handbooks

Section IV. Leadership and Operations

1. Describe the distribution of tasks and responsibilities. How does this distribution ensure compliance with state statute and enable pupil performance for all students?
2. Describe the professional development opportunities available to and required by staff members.

3. Describe the performance evaluation process for executive director, staff and teachers. Multisite, please list each site and note any differences in staff performance evaluation.
4. What is the behavior intervention system? How are staff trained in the behavior intervention system? Describe the key responsibilities of staff to maintain and protect school culture (i.e. Classroom teachers, paraprofessionals, dean of students, behavior interventionist, executive director, etc.) Multisite, please list each site and note any differences in behavior intervention systems.
5. Describe the admission and lottery process. Please explain how you ensure that these processes are aligned with the charter law. Multisite, please list each site and note any differences in admission and lottery process. What are the school's procedures for withdrawals and transfers? Multisite, please list each site and note any differences in withdrawals and transfer procedures.
6. Describe the key community partnerships, how they are impacting the school's academic goal, and how the school evaluates the usefulness and effectiveness of community partnership. Multisite, please note specific partnerships and evaluation practices.
7. Does the school contract out any of the essential business functions (e.g., finances, student data management, human resources)? If yes, please list each contract and identify the area in which they are contracted. Multisite, please list and note any differences in business function.

Academics- DOCUMENT REQUEST

- Policies and procedures related to special populations (e.g., ELL, special education, etc)
- Sample lesson plans from various grades and subject areas
- List of teacher names, assignments
- Classroom observation videos

Section V. Academics

1. Provide a description of the document(s) that are used to link classroom practices with that of state standards (e.g. sample curriculum map, scope and sequencing document, pacing guides). Multisite, please provide a description for each site.
2. Provide, if applicable, a list of educational programs (Everyday Math, Houghton Mifflin, etc.) used to support the implementation of the curriculum. Multisite, provide information regarding each site.
3. Provide an overview of how your educational program differentiates to address the needs of all students. What is the range of levels and how does the school support all students? Multisite, please list each site and note any differences.
4. Describe the process by which teachers use data to inform decisions regarding instruction. Multisite, please list each site and note any differences in use of data for decision-making.

INTERNAL ASSESSMENT	PURPOSE	FREQUENCY	MONTH ADMINISTERED

5. Please fill out the below table. Add additional rows as necessary.
6. How does the school evaluate and identify students with special learning needs? How are IEP's developed, reviewed and revised? How are transition plans developed, where applicable? Multisite, note any differences in sites.
7. How are special education students integrated within the school and the general education program? Multisite, note any differences in sites.

8. What is the enrollment process and transition procedure for English learner students? Multisite, please note any differences in sites.
9. Does the school offer distinct programs/activities for ELL students? Parents? Multisite, please note any differences in sites.

Governance – DOCUMENT REQUEST

- Board handbook
- Board's strategic plan
- Board bylaws (if changes)
- Board conflict of interest statements
- Board meetings schedule

Section VI. Governance

- i. Describe how the board monitors the school's academic performance and charter contract compliance. Multisite, please list each site and note how this is addressed across sites.
- j. How does the board intervene if the school is not meeting goals? Provide an example where the Board has intervened. Multisite, please note any differences in sites.
- k. How does leadership evaluate the effectiveness of school programs? Multisite, please note any differences in sites.
- l. What does school leadership do to improve teaching and learning? Multisite, please note any differences in sites.
- m. What is the schedule the board has adopted for evaluating the school leader(s)? Multisite, please note any differences in sites.

Financial – DOCUMENT REQUEST

- Provide copies of the audits over the length of contract
- Provide a list of any outstanding invoices more than 60 days overdue

Section VII. Financial

- n. Has the school received any significant audit findings for any of the fiscal years covered in the contract? If so, please describe the steps the school has taken to address the auditor's findings.
- o. Has the school remained in good standing with all financial obligations? (e.g., pensions, taxes, insurance, contracts etc.)?
- p. Does the school anticipate any upcoming financial challenges? If yes, please describe.

Exhibit K: ONGOING EVALUATION CRITERIA, PROCESSES AND PROCEDURES

Pillsbury United Communities (PUC) Office of Public Charter Schools (OPCS) is composed of professionals with charter school authorizing and evaluation expertise. This includes both employees of PUC and contracted service providers. PUC-OPCS is overseen and monitored by the PUC Board. Ultimately, the PUC Board of Directors makes decisions regarding the ongoing authorization of any particular school.

PUC-OPCS evaluates schools in four primary areas:

1. **Academic Performance-** The evaluation provides a multi-faceted understanding of student performance at the charter school. Charter schools are required to set specific and measurable goals in academic and nonacademic areas for which they agree to be held accountable. These goals provide the central focus for the charter school leadership, staff, and families. PUC-OPCS also evaluates the school's academic performance annually through the performance framework. The performance framework uses data from the school's performance on statewide assessments, other data available from the state (e.g. attendance and graduation rates), data provided by the school, and any other relevant data available to PUC-OPCS.
2. **Financial Performance-** Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is PUC-OPCS' duty to ensure that these schools are responsible stewards of public funds. Near-term and sustainability measures are tracked.
3. **Operational Performance-** Charter schools are required to follow many state and federal laws pertaining to school systems and non-profit law. Schools are expected to uphold all provisions of the charter school contract and state statute. As such, PUC-OPCS has developed a system of oversight to verify compliance.
4. **Governance Performance** - PUC-OPCS attends board meetings for its authorized schools in order to observe the school's governance. Minutes, agenda packets, and observation forms are utilized to inform oversight of a school's governance capabilities.

PUC-OPCS uses the following process and procedures to conduct ongoing evaluation of its authorized schools:

Data Review – PUC-OPCS regularly reviews data that is publicly available and/or provided by the school. This includes a review of state academic data, annual reports, budgets, financial audits, other compliance documents, and any other relevant data available to PUC-OPCS. This also includes review of financial reports and board meeting materials and minutes. PUC-OPCS reserves the right to request data from the school consistent with data privacy practices.

Site Visits – PUC-OPCS regularly visits authorized schools to verify performance and compliance. PUC-OPCS, at its sole discretion, determines the frequency and scope of site visits. During site visits, PUC-OPCS staff, the site visit team, or contracted evaluators observe classrooms, tour the facilities and interview key school stakeholders including board members, school leadership, teachers, staff, parents and students.

Board Observations – PUC-OPCS attends board meetings for its authorized schools in order to observe the school's governance. PUC-OPCS, at its sole discretion, determines the frequency of attendance at board meetings.

Meetings- PUC-OPCS hosts meetings with all authorized charter schools, individualized for specific charter schools. The meetings discuss ad hoc specific topics, inclusive of performance toward academic and non- academic goals and performance framework. Attendance at these events may be mandatory or voluntary.

Attendees may include the executive director, board chair, board members, and other members of the school's staff. The gatherings focus on shared accountability, building partnership/ collaboration, and effective communication.

Performance Evaluations – PUC-OPCS conducts specific evaluations in the areas of academic, financial and operations performance for each of its authorized schools. The specific frequency and scope of these evaluations is at the discretion of PUC-OPCS and in alignment with the expertise and strategic priorities of the department and authorized schools.

Significant Programmatic Changes – If a charter school significantly alters their programmatic structure, PUC- OPCS maintains the right to undergo a comprehensive evaluation. Examples of such changes include new mission or vision, grade expansion, site expansion, merging with another entity, altering composition of grades or sites, or staffing transition of the executive director. The manner of evaluation is determined in accordance with statutory deadlines, occurs within an appropriate timeline, and maintains the autonomy of the authorized charter schools. If the significant programmatic change is a school leadership change, PUC-OPCS must be notified within three (3) days.

Comprehensive Evaluations – During its renewal year, or if a comprehensive evaluation is warranted, an authorized school complies with the Quality School Review Process for a summative academic, operational, and financial evaluation.

Further information is given below on the academic, financial, operational, and governance indicators PUC-OPCS evaluates on an ongoing basis throughout the contract term.

Academic Performance

Central to PUC-OPCS' academic evaluation is the school's performance on the academic & non-academic contractual goals. Charter schools provide an update on their progress towards the Academic and Non-Academic goals through the annual report.

Additionally, charter schools report upon progress towards meeting the performance framework indicators. The two main academic categories assessed within the K-8 performance framework are:

- **Achievement:** Are our students making expected academic growth? PUC views achievement through a growth mindset (i.e. the success of students when targets are met).
- **Preparation:** Are our students meeting academic proficiency? PUC views preparation as having the tools necessary for a stated task, MN standards show the preparedness of the student.

In addition the above categories, the main academic category addressed within the 9-12+ performance framework is:

- **Access:** Schools show student's access to positive outcomes through post-secondary indicators including employment and career opportunities.

The final academic category PUC tracks related to student success (via site visits, annual meetings, observations, contract goals, etc.) in our schools is:

- **Belief:** Student's socio-emotional indicators of success including surveys, attendance data, tracking emotional intelligence, executive functioning, cognitive proficiency, and/ or other essential skill sets. PUC tracks Stakeholder Feedback and attendance data in support of these items, as well as the ways schools prioritize

social-emotional learning in line with their school model and student demographics (via the annual Site Visit Report).

Financial Performance

PUC-OPCS evaluates its authorized schools' financial performance in management, near-term, and sustainability measures.

1. Management- This portion of the evaluation focuses on the school's performance relative to required financial management. Quality management and oversight of financials is a critical indicator of financial health. Schools that fail to meet the standards are not implementing best practices or those required by law or the charter contract and may be at greater risk for financial challenges in the present or future.
2. Near-Term- This portion of the evaluation tests a school's near term financial health and is designed to depict the school's financial position and viability in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or have a higher likelihood for financial hardship. These schools may require additional review and/or corrective action by PUC-OPCS. This indicator includes the following measures: Current Ratio, Unrestricted Days Cash, Default and Enrollment Variance.
3. Sustainability- This portion of the evaluation includes longer-term financial sustainability measures and is designed to depict the school's financial position and viability over time. Schools that fail to meet the standards are more likely to face financial hardship in the future. This indicator includes the following measures: Fund Balance Percentage, Total Margin, Debt to Asset Ratio, Cash Flow, and Debt Service Coverage Ratio.

Near-Term and Sustainability indicators are evaluated by PUC-OPCS through review of quarterly financial reports, board financial packets, and audits. The Management indicator may be evaluated annually or as often as deemed appropriate by PUC-OPCS, but at least in the school's renewal year.

Operational Performance

PUC-OPCS evaluates its authorized schools' operations performance in seven general categories through the site visit report and review protocol.

1. First Impressions
2. Learning Environment
3. Health and Safety
4. Special populations
5. Documents and Processes
6. Stakeholder Feedback and Belief Indicators
7. Qualitative Descriptions

Governance Performance

Governance- PUC-OPCS evaluates its authorized schools' board governance at least twice annually, using the board observation report and monthly review of board related documents.

Site Visit Report and Review Protocol

This report is to be utilized once a year with schools during their annual formal site visit from PUC-OPCS.

Site Visit Report



Observer: _____ School: _____ Date: _____ Visit Start Time: _____ Visit End Time: _____

Yes (Y) – Clear evidence exists Partial (P) – Some evidence exists and improvement is needed No (N) – No evidence exists

Critical Measures	Indicators of Compliance and Best Practice	Evidence: Y, P, or N	Comments
	First Impressions		
	School name and directional signage are clearly visible and in good condition		
	School grounds are clean and well-maintained		
	School entrance is well-maintained and welcoming		
	Reception staff is friendly and helpful towards guests, staff and students		
X	School maintains a log of all visitors		
X	Visitors are required to sign in and wear a name badge		
	Shared open spaces (hallways, gym, cafeteria, bathrooms, etc.) are clean and clear of clutter		
	Learning Environment		
	Classrooms are clean and conducive to learning		
	Teachers are well-prepared and learning objectives are clear		
	Students appear engaged in their learning		
	Teachers employ positive and effective classroom management		
	There is evidence of curriculum that is challenging to students		
X	Curriculum is aligned to standards – evidenced by school's curriculum plan		
	School demonstrates a focus on literacy across the curriculum		
	School has a plan to prepare students to meet or exceed standards on the Minnesota Comprehensive Assessments		
X	School has designated an Assessment Coordinator and process for ensuring compliance with state examination administration		Name of DAC:
	School has (and is adhering to) a plan for standardized interim assessments, and utilizes data to improve student performance		
	Conduct 2 random classroom observations during this visit* *See attached classroom observation form – <i>Focus on Learning</i>		Observation forms attached
	Health and Safety		
X	There is secure access to the building		
	Staff wear identification badges at all times at the school		
X	Classrooms and shared spaces have evacuation plans posted		
X	School has had a recent facility inspection by the local fire department		Date of inspection:
	School has an updated crisis management plan in place		

	School has crisis management team for current school year		
X	School complies with MS 144.29 Health Records; Children of School Age		Employee responsible:
X	School complies with MS 121A.15 Health Standards; Immunizations; School Children		Employee responsible:
X	School complies with MS 121A.22 Administration of Drugs and Medicine		Employee responsible:
	School contracts with a licensed school nurse or organization to oversee student health services		
	Special Populations		
X	School approved to provide Title 1 Programs		
X	School approved to provide Title 2 Programs		
X	School approved to provide Title 3 Programs		
	School has a description for English Learner program		
	School has self-assessment for English Learner program		
	School attempts to communicate and sends correspondence to parents in the preferred language(s) of English Learner students		
X	School sent written notice to parents of Special Education students who have been taught by a teacher who is unlicensed for more than 20 days		
X	School has designated coordinator for Special Education program		Employee responsible:
X	School has designated coordinator for English Learner program		Employee responsible:
	School is mindful of the caseload of each Special Education and English Learner teacher		SPED Avg.: EL Avg.:
X	School has a Total Special Education System (TSES) plan and adheres to their defined <i>Child Find</i> process		
X	School trains employees on provisions pertaining to IDEA, special education laws and school's TSES plan, including <i>Child Find</i>		
X	School employs special education teachers with necessary license to provide services in accordance with IEP's. Number of special education teachers is consistent with caseload requirements		
X	School has NOT been the subject of any investigations by MDE Monitoring and Compliance or Program Finance Divisions related to special education services delivery or procedures in past 12 months, OR has positively resolved all investigations		
	Routine school special education audits (program or financial) are free of findings or has corrected findings		
X	School contracts with a special education director		Name of SPED director:
	The school's enrollment of students with disabilities is in line with that of the local school district.		% at local district: % at school:
	School retains its students with IEPs and 504 plans		% students that remain year over year
X	School holds Special Education Advisory Committee (SEAC) meetings		
X	School has a process to ensure that student accommodations are consistent with ADA plans		
X	School has a Response to Intervention (RTI) process in place and it is utilized regularly and consistently		
	School has provided training for Special Education paraprofessionals and education assistants		
	Paraprofessionals and Education Assistants are being used effectively to support IEPs and 504 plans		
X	School follows all IEPs and retains a list of necessary related service providers		
X	School hires, or is actively seeking to hire, related service providers as required		

Documents and Processes			
	School adheres to their human resources policies and procedures		Review Policies/Staff Handbook
X	All staff and volunteers have completed criminal background checks per state law and school policy		
X	Faculty has current job descriptions delineating roles, responsibilities and qualifications		
X	School only employs and contracts with teachers, as defined by MN Statute 122A.15, Subd. 1, who hold valid teaching licenses issued by the State to perform the particular service for which they are employed at the school. If necessary, the school can employ persons to teach on an approved variance from a teaching license under MN Statute 122A Licensure section.		
	Faculty performance observations and evaluations are conducted according to established policy/handbook and is consistent with state law.		
	Board of Directors conducts an annual evaluation of the head of school (director, executive director, interim director, principal, etc.) who reports directly to the board.		
X	School complies with state and federal laws pertaining to data collection, storage, and distribution		
	School has a data retention plan		
X	Student academic records are filed in a separate locked cabinet		
X	Student/Employee legal records are filed in a separate locked cabinet		
X	Student/Employee health records are filed in a separate locked cabinet		
X	Only designated school employees have access to files containing student/employee records		
	School has a board approved Data Request Policy and maintains a detailed register of all data requests		
X	School complies with MDE attendance requirements		
	School maintains accurate and timely reporting in Epicenter (Previous School Year). PUC considers a minimum of 75% on time, 90% accurate, and 95% complete to be meeting expectations for Epicenter reporting.	% on time	% accurate % complete
Stakeholder Feedback and Belief Indicators			
	School administers student feedback (survey, social-emotional tool, etc.) and takes action on the results		
	School administers staff feedback (survey, evaluation, etc.) and takes action on the results		
	School administers parent feedback (survey, focus group, etc.) and takes action on the results		
	School has an attendance rate goal and is on track to meet that goal	Goal	Rate
	School prioritizes and implements social-emotional learning for students		

Qualitative Descriptions –

For each question please provide a brief narrative to address the topic. A satisfactory answer will include evidence, reflection, and/or information that can be supported by observation during PUC's site visit. Please ensure that each answer does not exceed half a page.

Educational Equity and 21st Century Literacy

- What programmatic elements are contributing to the closure of academic and opportunity gaps?

- How is your school culture and curriculum culturally relevant to your students?

- How are you preparing your students to be 21st century literate (consider addressing one of the Seven Survival Skills for Students in your answer: critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurship, effective oral and written communication, accessing and analyzing information, curiosity and imagination)?

- Please share a story of success that exemplifies the connection between your school's programing and positive student outcomes (this could be for a class, a group of students, or an individual student).

- What areas are you most concerned about in terms of academic data?

Strong Leaders and Strong Boards

- The following are pillars that effective leaders create in their school:
 - A relentless focus on student success
 - Clear organizational structure
 - Decisiveness
 - Consistency
 - Presence
 - Professional Development
 - Fostering and environment of improvement and establishing a leadership pipeline
 - Teacher readiness, onboarding and retention
- Pick one of the pillars and describe how you as a leader have successfully supported its development in your school.

- Pick one of the pillars that you feel as a leader you need to further develop. Describe why and how developing this area more would support your campus.

- Describe the relationship between the board and management. In what areas is the board successfully supporting the school? In what areas is there room for improvement?

Site Visit Review Protocol

First Impression	Yes: _____ / 7 _____ % Partial: _____ / 7 _____ % No: _____ / 7 _____ %	Learning Environment	Yes: _____ / 11 _____ % Partial: _____ / 11 _____ % No: _____ / 11 _____ %
Health and Safety	Yes: _____ / 10 _____ % Partial: _____ / 10 _____ % No: _____ / 10 _____ %	Special Populations <i>*Measure total dependent on EL population</i>	Yes: _____ / 20 or 25 _____ % Partial: _____ / 20 or 25 _____ % No: _____ / 20 or 25 _____ %
Documents and Processes	Yes: _____ / 15 _____ % Partial: _____ / 15 _____ % No: _____ / 15 _____ %	Stakeholder Feedback and Belief Indicators	Yes: _____ / 5 _____ % Partial: _____ / 5 _____ % No: _____ / 5 _____ %
Critical	Yes: _____ / 35 _____ % Partial: _____ / 35 _____ % No: _____ / 35 _____ %	Overall <i>*Measure total dependent on EL population</i>	Yes: _____ / 68 or 73 _____ % Partial: _____ / 68 or 73 _____ % No: _____ / 68 or 73 _____ %
Site Visit Score	Of Concern: Less than 89% of measures are a "Yes."	On Target: Over 90% of the measures are a "Yes." All critical measures are a "Yes." *	Exceeding: Over 95% of the measures are a "Yes." All critical measures are a "Yes." All Learning Environment measures are a "Yes." *
Qualitative Data Scores	Unsatisfactory Answer: Answer does not include adequate evidence, reflection and/or is not supported by observation during site visit. _____ / 8 _____ %		Satisfactory Answer: Answer demonstrates evidence, reflection and/or answer is supported by observation during site visit. _____ / 8 _____ %
Areas to Celebrate		Areas of Concern	
Next Steps		Next Steps	

**If a critical measure is missed, then the Site Visit Score becomes "Of Concern"*

Qualitative Data Scoring*								
	1.	2.	3.	4.	5.	6.	7.	8.
Addresses Question								
Evidence								
Reflection								
Observation								
Total								
Satisfactory/Unsatisfactory								

*Each answer must adequately address the question (1 point), and earn at least two of the three other point areas, in order to be considered 'satisfactory' (3 points total on each question).

Classroom Observation Form

This form is to be utilized during site visits to schools from PUC-OPCS.

Classroom Observation: *Focus on Learning*

Observer: _____ School: _____

Date: _____ Time: _____

Subject/Class: _____ Grade Level(s): _____



	Comments
What are the students DOING? (Receiving information, applying skills, practicing newly acquired skills, time on task, etc.)	
What are the students PRODUCING?	
Describe interactions between teacher & student and/or student & student.	
How are students REWARDED or RECOGNIZED by the teacher and/or other students?	
What provisions/accommodations are being made for students with special needs? How are they participating in classroom activities?	
Students are: (Circle all that apply) • Receiving information • Reviewing skills • Practicing newly acquired skills • Engaged in their work • Applying skills • Synthesizing/evaluating • Task-oriented • Other	

Class activities: (Circle all that apply) • Individual work • Hands on learning • Worksheets • Teacher made test • Group work • Norm-referenced tests	• Short/long-term projects/research • Oral/group project • Open-ended problem solving • Discussion self/peer assessments	
Students are applying the following skills: (Circle all that apply) • Reading • Writing	• Speaking • Computing • Thinking • Listening	
How are students challenged to think and to communicate their thoughts orally and in writing?		
How does the teacher effectively manage class and student behavior?		
Does the classroom set up meet the needs of the students and the lesson at hand?		

Areas of Success	Areas of Improvement	Overall Assessment

Board Observation Form

This form is to be utilized during board observations by PUC-OPCS.



Board Observation Report

Observer: _____ School: _____ Date: _____

School Meeting Type (check one) ☐ Regular ☐ Special ☐ Emergency Mtg Start Time: _____ Mtg End Time: _____

Yes (Y) – Clear evidence that indicator exists Partial (P) – Some evidence of the indicator but improvement is needed

No (N) – Indicator does not exist Not applicable (NA) – Not observed at this meeting



Indicators of Compliance and Best Practice	Evidence Y, P, N or NA	Comments
Open Meeting Law/Transparency		
Meeting is open to the public in compliance with MN Stat 13D Open Meeting Law		
Board meeting time and location was published on the school website in advance, and on site the day of the meeting		
A quorum is established		
One printed board packet, including agenda and related materials is <u>available at the meeting</u> for public inspection		
Board membership is in compliance with MN Stat 124E.07 Subd. 3		
If meeting is conducted by phone or other electronic means, it meets MN Stat 13D conditions		
SPECIAL or EMERGENCY meeting is conducted in accordance with MN Stat 13D		
CLOSED meeting is conducted in accordance with MN Stat 13D		
Votes are recorded in a journal of votes and is available to the public per MN Stat 13D MN Stat 13D Subd. 4. Votes to be kept in journal. (a) The votes of the members of the state agency, board, commission, or department; or of the governing body, committee, subcommittee, board, department, or commission on an action taken in a meeting required by this section to be open to the public must be recorded in a journal kept for that purpose. (b) The vote of each member must be recorded on each appropriation of money, except for payments of judgments, claims, and amounts fixed by statute		
Meeting Procedures/Participation		
Board members received agenda and supporting documents 3-5 days in advance		
Meeting is called to order on time		
The board operates under parliamentary procedure (e.g. Roberts Rules)		
Agenda is adopted and adhered to following board approval		
Minutes from last board meeting are reviewed, amended as necessary, and approved		

Board meeting minutes and motions are easy to understand and clearly communicate the topics		
There is time on the agenda and a sign-up sheet provided for public comment		
Conflict of interest declaration is included as an agenda item		
Committee reports are thorough and understandable (written reports recommended)		
All board members actively participate throughout the meeting		
Community members are in attendance (Teachers, students, parents, other stakeholders of the school)		
Vendor and employment contracts are brought to the board for approval where applicable		
Board consistently demonstrates a clear understanding of the difference between governance and management		
The majority of the meeting is focused on the future rather than reporting on past events		
Decisions are guided by the school's mission and vision		
CONTENT		
ACADEMICS		
Student academic progress is presented and discussed, including contract goals		
The board uses academic data (qualitative and quantitative) to make board decisions		
There is a presentation by the executive director to the board of directors		
OPERATIONS		
The board develops and reviews policies on an ongoing basis		
Board utilizes committees to support the operational work of the executive director (e.g. finance, curriculum, development, etc.)		
The board has a current strategic plan		
The board follows its bylaws (as submitted via Epicenter)		
FINANCES		
Review School Financial - Cash Flow Projections - Balance Sheet - Income Statement - Check Registry		
Finance reports tie pupil units budgeted to actuals		

□

Quarterly Financial Review Template

This form is to be submitted quarterly by the schools to PUC-OPCS.



Quarterly Financial Template - Near-Term Measures

Instructions: Fill in column B with the appropriate information/ data for any cells highlighted in yellow. As needed, include any notes upon the data/ information in column C.

Column A	Column B	Column C
School	XYZ Charter School	
Last day of Quarter	00/00/0000	
Last day of Quarter ADM	1.00	
% of Budgeted Revenues		
% of Budgeted Expenditures		
Current Assets	0,000.00	
Current Liabilities	0,000.00	
Current Ratio	#VALUE!	
Unrestricted Cash	0,000.00	
Total Expenses	0,000.00	
Depreciation Expense	0,000.00	
Unrestricted Days Cash	#VALUE!	
Default: School is in default of loan covenant(s) and/ or is delinquent with debt service payments	Yes/ No	
On-Time Payments: School is on-time (not in violation of 30 day statutory limit) with all vendor payments	Yes/No	
Actual Enrollment (last day of quarter)	0	
Enrollment Projection in board approved budget	0	
Enrollment Variance	#DIV/0!	



Quarterly Financial Template - Sustainability and Management Measures

Instructions: Fill in column B with the appropriate information/ data for any cells highlighted in yellow. As needed, include any notes upon the data/ information in column C.

Column A	Column B			Column C
Reserves				
Total Margin (fill out rows 7-9)				
Aggregated Three Year Total Margin Percentage				
Total Margin Percentage Trend	2017	2018	2019	
Insert Three Year of Total Margin				
Debt to Asset Ratio				
Cash Flow: Multi-Year Cash Flow= Year 3 total cash- Year 1 Total Cash, AND One Year Cash Flow= Year 2 Cash- Year 1 Cash				
	2018	2019	2020	
Cash Flow Trends				
Multi-Year Cash Flow				
Debt Service Coverage Ratio= (Net Income + Depreciation + Interest Expense)/ (Annual Principal, Interest and Lease Payments)				
MDE Finance Award (previous year)				



Quarterly Financial Template - Scorecard

Instructions: Fill in the Value column with the appropriate information/ data from the previous templates for any cells highlighted in yellow. Please also self-score using the scoring and levels of achievement guidance below, PUC will double-check upon review and make any necessary changes.

Scorecard Template			
Measure	Value	Points	Achievement Level
Current Ratio			
Unrestricted Days Cash			
Enrollment Variance			
Default			
Reserves			
Total Margin			
Debt to Asset Ratio			
Cash Flow: Multi-Year			
Debt Service Coverage Ratio			
MDE Finance Award Recipient			
Total Score		0	Of Concern/On Target/Exceeding

Scoring and Levels of Achievement			
Measure	0 Points	1 Point	2 Points
Current Ratio	Current ratio is less than or equal to 0.9	Current ratio is between 1.0 and 1.1 and one-year trend is negative	Current ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)
Unrestricted Days Cash	Fewer than 15 days cash	Days cash is between 30-60 days and one-year trend is negative	Between 30-60 days cash and one-year trend is positive
Enrollment Variance	Enrollment variance is less than 85 percent in the most recent year	Enrollment variance is between 85-95 percent in most recent year	Enrollment variance equals or exceeds 95 percent in the most recent year
Default	School is in default of loan covenant(s) and/or is delinquent with debt service payments	School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	
On-Time Payments	School is not on-time with vendor payments	School is on-time with vendor payments	
Reserves	Reserve is less than 3 months' expenses.	Reserve is enough to cover one full payroll as measured by end of year reserves divided by annual expenditures.	Reserve is at least three months' expenses (25%) as measured by end of year reserves divided by annual expenditures.
Total Margin	The most recent year Total Margin is less than -10%	Aggregated Three-Year Total Margin is greater than -1.5%, the most recent year Total Margin is between -10 and 0%, and/or trend does not "Meet Standard"	Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive.
Debt to Asset Ratio	Debt to Asset Ratio is greater	Debt to Asset Ratio is between 0.9 and 1.0	Debt to Asset Ratio is less than 0.9
Cash Flow: Multi-Year	Multi-Year Cumulative Cash Flow is negative	Multi-year cumulative cash flow is positive, but trend does not "Meet Standard"	Multi-year Cumulative cash flow is positive and cash flow is positive each year
Debt Service Coverage Ratio	Debt Service Coverage Ratio is less than 1.1	Debt Service Coverage Ratio is equal to or exceeds 1.1	
MDE Finance Award Recipient	Not an MDE Finance Award Recipient	MDE Finance Award Recipient	
		Total Points Available	18
		Levels of Achievement:	
		<i>Of Concern</i>	Less than 11 points
		<i>On Target</i>	At least 11 points
		<i>Exceeding</i>	15 or more points

Performance Frameworks

Performance Framework K-8



Our Mission

PUC charter schools boldly engage and affirm all students in innovative, challenging, authentic, and equitable learning opportunities.

Our Vision

Equitable communities where students realized their opportunities to excel academically and are socially responsible, self-sufficient and personally fulfilled.

Authorizing Monitoring and Oversight

PUC believes that education is one of the cornerstones to ending cycles of poverty. To that end, PUC became an authorizer of charter schools because the communities we serve identified a need for innovative educational opportunities. PUC charter schools strive to meet the needs of the communities they serve by providing culturally relevant instruction that closes academic and opportunity gaps. As an authorizer PUC-OPCS is required by state statute to monitor the fiscal, operational and academic performance of its schools. PUC-OPCS uses a variety of tools to assess school's performance, share their successes, and provide support for areas of growth. The tools include:

- Performance Framework
- Annual Site Visit
- Financial Reporting
- Contract Goals
- Quality School Review

Each of these tools supports the four core lenses in the PUC-OPCS strategic framework for 2018-2022.

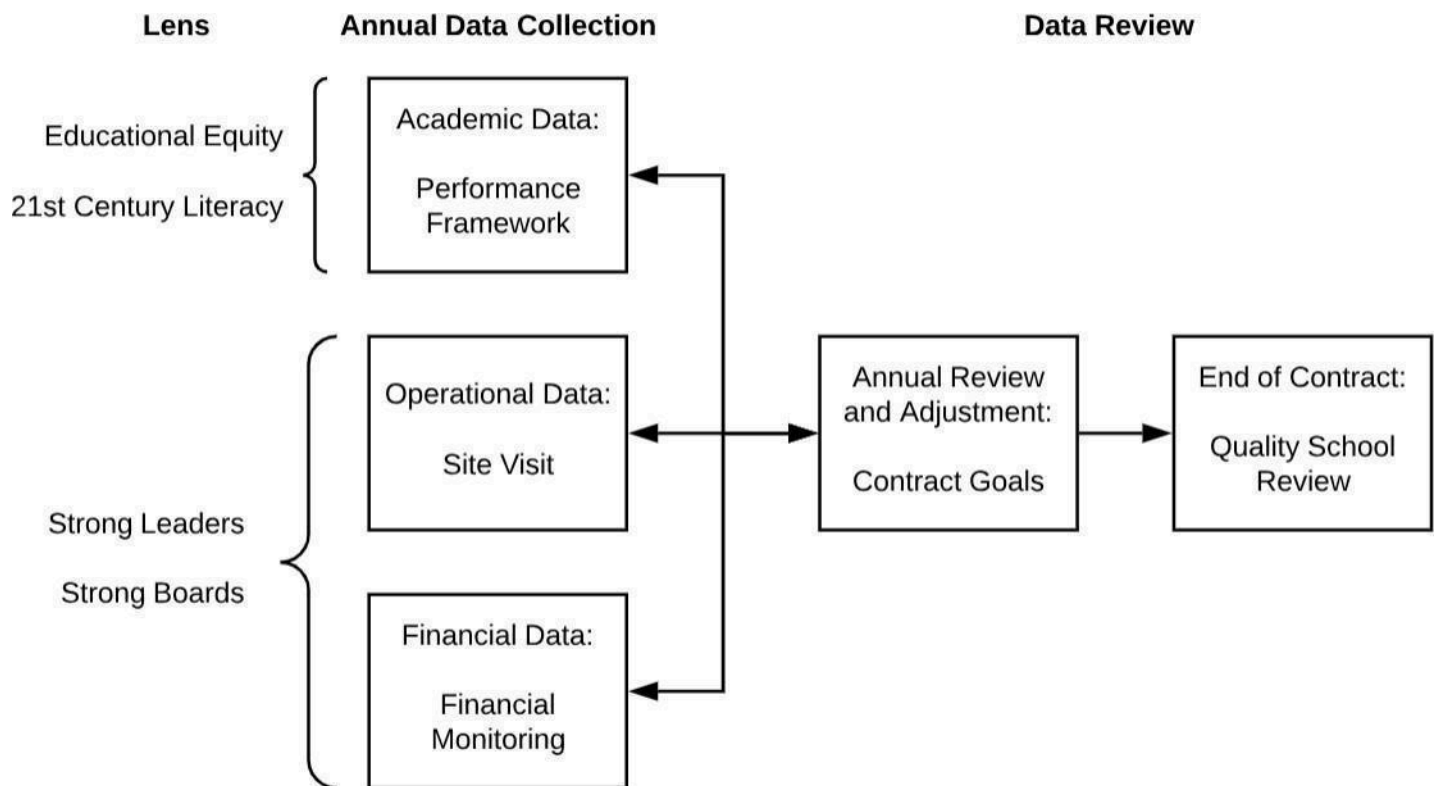
- Educational Equity
- 21st Century Literacy
- Strong Leaders
- Strong Boards

It is the belief of PUC-OPCS that these lenses are crucial for student success and by framing monitoring and oversight through these lenses PUC-OPCS can better support its schools.

Monitoring and Oversight Tools

Each of the tools PUC-OPCS uses to assess school performance work in tandem to provide different data and perspectives on performance aligned to the four lenses. Academic, operational, and financial data collected through the performance framework, the site visit, and financial reporting inform a school's contract goals. Contract goals are set based on the individual school's areas of strength and needs for improvement. When a school's contract is up for renewal, the Quality School Review (QSR) process is informed by data collected in the annual data collection tools,

performance on contract goals, and an in-depth site visit process.



The Performance Framework

The performance framework is the primary tool for capturing academic data. The tool uses a variety of standardized measures and is aligned to state reporting. Given the achievement and opportunity gaps that exist between students of color and white students in Minnesota, the focus of the data collected in the performance framework is on gap closure particularly in reading and mathematics. PUC-OPCS uses the following definitions for achievement and preparation.

- **Achievement:** Are our students making expected academic growth? PUC views achievement through a growth mindset (i.e. the success of students when targets are met).
- **Preparation:** Are our students meeting academic proficiency? PUC views preparation as having the tools necessary for a stated task, MN standards show the preparedness of the student.

PUC-OPCS collects data on overall achievement, preparation, and performance by subpopulations and compares these levels to that of the school's resident district and the state. This allows PUC-OPCS to see at a systemic level how its schools are serving the needs of its students and fulfilling a need in the community. PUC-OPCS also asks schools to complete a qualitative write up of how they are achieving their results and stories of success. This allows schools to showcase their unique and innovative approaches to culturally relevant and identity affirming instruction.

Once the framework is complete PUC-OPCS uses a holistic review guide to decide on next steps, including areas to celebrate and areas for further support.

Measures

Education Equity, 21st Century Literacy			
Measure	Data Source	Metric	Data Reporting Source
Achievement			
Overall State Assessment Progress- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
Overall State Assessment Progress- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
Subpopulation 1: MCA Progress- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
Subpopulation 1: MCA Progress- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
<i>Other meaningful subpopulations</i> <i>*See data notes</i>	MCA	% of students with achievement level maintained or improved compared to resident district/state	State MCA Report - North Star
Overall Nationally Normed Localized Assessment Growth- Math	School Choice- NWEA/FAST	% of students meeting growth targets	School Created Report

Overall Nationally Normed Localized Assessment Growth- Reading	School Choice- NWEA/FAST	% of students meeting growth targets	School Created Report
Subpopulation 1: Nationally Normed Localized Assessment Growth- Math	School Choice- NWEA/FAST	% of students meeting growth targets	School Created Report
Subpopulation 1: Nationally Normed Localized Assessment Growth- Reading	School Choice- NWEA/FAST	% of students meeting growth targets	School Created Report
<i>Other meaningful subpopulations</i> <i>*See data notes</i>	<i>School Choice- NWEA/FAST</i>	<i>% of students meeting growth targets</i>	<i>School Created Report</i>
Preparation			
Overall State Assessment Achievement (Met or Exceeded)- Math	MCA	Rate compared to resident district/state	State MCA Report- North Star
Overall State Assessment Achievement (Met or Exceeded)- Reading	MCA	Rate compared to resident district/state	State MCA Report- North Star
Subpopulation 1- State Assessment Achievement (Met or Exceeded)- Math	MCA	Rate compared to resident district/state	State MCA Report- North Star
Subpopulation 1 State Assessment Achievement (Met or Exceeded)- Reading	MCA	Rate compared to resident district/state	State MCA Report- North Star
<i>Other meaningful subpopulations</i> <i>*See data notes</i>	<i>MCA</i>	Rate compared to resident district/state	<i>State MCA Report- North Star</i>
Overall State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state	State ACCESS Report- North Star
Subpopulation 1- State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state	State ACCESS Report- North Star

<i>Other meaningful subpopulations</i> <i>*See data notes</i>	<i>ACCESS</i>	Rate compared to resident district/state	<i>State ACCESS Report- North Star</i>
--	---------------	--	--

Notes on the Performance Framework

- *Indicators within the performance framework align with World's Best Workforce legislation passed in 2013.*
- *All third-graders can read at grade level. Each component within the achievement and preparation sub-categories address third grading reading and assess a school's ability to ensure that all third-graders are able to read at grade level. The achievement indicators focus on growth while the preparation indicators focus on proficiency.*
- *All racial and economic achievement gaps between students are closed. Within the achievement, preparation, and access sub-categories racial and economic subgroups are assessed including free and reduced lunch, English learner, special education, and homeless/ highly mobile. Performance indicators from state and national normed localized assessments assess if racial and economic achievement gaps are being closed.*

Data Notes

- *All assessment results only include those that meet enrollment criteria set by MDE
 - *Excluding students with standardized testing exemptions via their Individualized Education Plan (IEP)**
- *Other meaningful subpopulations include any student subpopulation available via state reporting systems that has a minimum of 10 or 20 students depending upon the reporting system.*
- *District and state rates are determined by calculation of applicable grade bands from MDE Report Card.*

Performance Framework Data Template

School: _____

Resident District: _____

School Year: _____

Localized Assessment Tool: _____

Meaningful Subpopulations (Any demographic, any combination of demographic and special population):

Education Equity, 21st Century Literacy					
Achievement					
Measure	Data Source	Metric	School Rate	Resident District Rate	State Rate
Overall State Assessment Progress-Math	MCA	% of students with achievement level maintained or improved compared to resident district/state			
Overall State Assessment Progress-Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state			
Subpopulation 1: MCA Progress- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state			
Subpopulation 1: MCA Progress- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state			

<i>Other meaningful subpopulations</i>	MCA	% of students with achievement level maintained or improved compared to resident district/state			
Overall Nationally Normed Localized Assessment Growth-Math	School Choice-NWEA/	% of students meeting growth targets			

Subpopulation 1- State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state			
<i>Other meaningful subpopulations</i>	<i>ACCESS</i>	Rate compared to resident district/state			
	FAST				
Overall Nationally Normed Localized Assessment Growth- Reading	School Choice- NWEA/ FAST	% of students meeting growth targets			
Subpopulation 1: Nationally Normed Localized Assessment Growth- Math	School Choice- NWEA/ FAST	% of students meeting growth targets			
Subpopulation 1: Nationally Normed Localized Assessment Growth- Reading	School Choice- NWEA/ FAST	% of students meeting growth targets			
<i>Other meaningful subpopulations</i>	<i>School Choice- NWEA/ FAST</i>	<i>% of students meeting growth targets</i>			
Preparation					
Measure	Data Source	Metric	School Rate	Resident District Rate	State Rate
Overall State Assessment Achievement (Met or Exceeded)- Math	MCA	Rate compared to resident district/state			
Overall State Assessment Achievement (Met or Exceeded)- Reading	MCA	Rate compared to resident district/state			
Subpopulation 1- State Assessment Achievement (Met or Exceeded)- Math	MCA	Rate compared to resident district/state			
Subpopulation 1 -State Assessment Achievement (Met or Exceeded)- Reading	MCA	Rate compared to resident district/state			

<i>Other meaningful subpopulations</i>	<i>MCA</i>	Rate compared to resident district/state			
Overall State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state			

Performance Framework Review Protocol

School: _____ Resident District: _____ School Year: _____

Review Protocol and Scoring Protocol Directions: Enter the total number of measures for each indicator in said indicator's row. Then enter the number of measures that align with the rating parameters for each rating (Of Concern, Approaching Expectations, Meets Expectations, Exceeds Expectations) as described below. Once the Review Protocol Chart is completed, use the data gathered to fill out the Scoring Protocol Chart.

Review Protocol Chart

Indicator	Of Concern (0)	Approaching Expectations (0.5)	Meets Expectations (1.0)	Exceeds Expectations (1.5)
Achievement Data: Northstar	School results are more than 1 percentage point below the results achieved by the resident district and the state. ____/____measures ____%	School results are within one percentage point of the resident district or the state. ____/____measures ____%	School results meet or exceeds the results of the resident district or the state. ____/____measures ____%	School result meets or exceeds the results of the resident district and the state. ____/____measures ____%
Achievement Data: Localized Growth Assessment	Growth goals: Less than 45% of students meet growth goals ____/____measures ____%	Growth goals: 45-49% of students meet their growth goals ____/____measures ____%	Growth goals: 50- 59% of students meet their growth goals ____/____measures ____%	Growth goals: 60% or more of students meet their growth goals ____/____measures ____%
Preparation Data	School results are more than 1 percentage point below the results achieved by the resident district and the state. ____/____measures ____%	School results are within one percentage point of the resident district or the state. ____/____measures ____%	School results meet or exceeds the results of the resident district or the state. ____/____measures ____%	School results meet or exceeds the results of the resident district and the state. ____/____measures ____%

Scoring Protocol Chart

Indicator	Rating	Points	Number of Measures	Score
		[Points] x [Number of Measures] = Score		
Achievement Data: <u>Northstar</u>	Exceeds Expectations	1.5		
	Meets Expectations	1		
	Approaching Expectations	0.5		
	Of Concern	0		
	Score Total			
	[Score Total] / [Total Number of Measures] = Indicator Score			
	Indicator Rating			
Achievement Data: Localized Growth Assessment	Exceeds Expectations	1.5		
	Meets Expectations	1		
	Approaching Expectations	0.5		
	Of Concern	0		
	Score Total			
	[Score Total] / [Total Number of Measures] = Indicator Score			
	Indicator Rating			
Preparation Data	Exceeds Expectations	1.5		
	Meets Expectations	1		
	Approaching Expectations	0.5		
	Of Concern	0		
	Score Total			
	[Score Total] / [Total Number of Measures] = Indicator Score			
	Indicator Rating			

EQUITY FRAMEWORK FOR HIGH SCHOOL

PURPOSE

Pillsbury United Communities' Office of Public Charter Schools (PUC-OPCS) is a charter school authorizer in Minneapolis. Traditional education systems have not worked for students of color in Minnesota, who have long suffered from institutional racism. At PUC-OPCS, our team set out in 2021 to redesign a performance framework for the high schools in our portfolio to align with Pillsbury's values as an organization and the assets in our schools. Our goal has been to develop an equity-focused framework that celebrates schools' innovative, anti-racist, student-centered, and community-responsive practices, while also calling all of us to be better and do better.

Traditionally, charter school authorizers use performance frameworks as tools for accountability. Our hope is that the new Equity Framework can do more than that and be a tool for:

- 1) Understanding where our schools are strong and where they need support,
- 2) Supporting schools' internal continuous improvement efforts, and
- 3) Providing PUC-OPCS and individual schools with data and stories that help us communicate a meaningful and positive narrative about our students, communities, and schools.

PROCESS

Between June and September 2021, PUC-OPCS convened 113 diverse stakeholders for 26 focus groups. The focus groups used an appreciative inquiry design to focus on assets (not deficits) in our students, schools, families, and communities. Among focus group participants, 77% also completed a survey.

The table below organizes performance measures into categories that showed up frequently in focus group discussions and survey responses. For each category, we drafted performance measures that answer three questions posed by an approach called Results-Based Accountability™:

How much did we do? | How well did we do it? | Is anyone better off?¹

Most school accountability systems have focused on a narrow definition of the third question (i.e. student outcomes as measured by test scores and graduation rates), and have all but ignored the first two questions which call on us to be thoughtful about the opportunities and conditions a school provides to support student outcomes. The draft of the Equity Framework that follows provides a more complete picture of a school's efforts and impacts.

¹ <https://clearimpact.com/results-based-accountability/>

EQUITY FRAMEWORK²

PERFORMANCE AREA	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
ENROLLED STUDENTS	1A. Total enrollment 1B. Percentage of enrolled students by characteristics: • Race/ethnicity, gender, age, economic disadvantage, disability, English learner, unhoused, limited or interrupted formal education • Zip code, student mobility, credit circumstance at time of enrollment, home language • Pregnant/parenting, foster-system involved, financially support themselves or their family, caregiving responsibilities³ • Other categories provided by the school	N/A	N/A
BASIC NEEDS SUPPORT	2A. Description of basic needs support provided to: • Students • Family members • Community members	2B. Feedback on the basic needs support provided	2C. At least three stories collected from students that show: • positive impact of basic needs support • areas where students are still in need of basic needs support
SOCIAL, EMOTIONAL, AND MENTAL HEALTH SUPPORT	3A. Number of students who received support of different types: • Individual meetings with licensed mental health professionals • Peer support groups • Warm handoffs to community resources • Other social, emotional, and mental health services provided by the school	3B. Ratio of students to licensed mental health professionals 3C. Student feedback on the quality and impact of support provided	See 9D-9E
FLEXIBLE, PERSONALIZED, AND INNOVATIVE INSTRUCTION	4A. Description of what the school is doing to support flexible, personalized and innovative instruction	4B and 4C. Student and staff perceptions of flexibility, personalized, and innovative instruction	See 5E-5H

² High schools in the PUC-OPCS portfolio have been provided with additional resources including a detailed version of the framework with definitions and data sources, and a Submission Guide.

³ Because this information is sensitive and personal in nature, schools are encouraged to collect the data as students disclose rather than asking these questions of every student. The goal is not primarily to collect data for data's sake but to know and understand students' circumstances and needs.

PERFORMANCE AREA	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
CULTURALLY AND REAL-LIFE RELEVANT CURRICULUM	5A. Description of a course or project that has students learning about the experiences of people of color in the local context, including an accurate history of Minnesota's indigenous people 5B. Description of at least three courses/projects that each meet one of these criteria: - Integrates core academics w/ SEL - Students apply their learning to a real-world challenge - Provides experiential learning - Students reading literature by writers of color - Students learn about current events - Students learn the history of their own cultural groups - Involves community partner(s) - Teaches students to think critically about systems of oppression - Students use computers - Teaches financial literacy - Teaches other life skills	5C. For the courses or projects described, percentage of students who participated 5D. Student and parent/guardian perceptions of opportunities provided through the curriculum	5E. Credits earned versus attempted 5F. Graduation rate (alternative calculations accepted) 5G. At least three stories collected from students that demonstrate the impact of the school's curriculum on students' knowledge, skills, attitudes, or behaviors.⁴ 5H. Student growth: % of students showing within-year growth in: - Reading as defined by the school using an interim assessment of the school's choice - Math as defined by the school using an interim assessment of the school's choice (All students and disaggregated by student groups⁵ for which the school has at least ten students)
STUDENT IDENTITY DEVELOPMENT	6A. Description of how the school gives students the opportunity to identify their internal and external assets, including cultural identity	6B. Number and percentage of students reached with the described opportunities	6C. Student descriptions what they learned about their assets, including cultural identity.
STUDENT CAREER EXPLORATION AND PREPARATION	7A. Number and percentage of students participating in different types of career exposure and postsecondary readiness experiences: - Career-focused guest speakers - Career-focused field trips - Career fairs - Job shadows - Internships - Capstone Project - FAFSA submission - Post-secondary application - Post-secondary readiness assessment (e.g. ACT) - Other	7B. Student feedback their career exposure experiences	7C. Percentage of students who report a positive impact on career awareness and clarity 7D. Percentage of students who received an industry recognized certification 7E. At least three stories collected from alumni that demonstrate impact on their postsecondary education and career choices, well-being, and/or civic engagement

⁴ Once the school has a Graduate Profile, these stories should specifically align with the competencies in the Profile.

⁵ Student groups include: Economically disadvantaged, homeless/highly mobile, students with disabilities, English Learners

PERFORMANCE AREA	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
EXTRA-CURRICULAR ACTIVITIES	8A. List of extracurricular, experiential, and out-of-school learning activities offered, and frequency for each	8B. Percentage of students participating in at least one 8C. Student feedback on what is offered	See 9D-9E
SCHOOL CULTURE	9A. List of restorative-justice interventions and number of times used 9B. Total and disaggregated by gender and race: - Number of in-school suspensions (ISS), out-of-school suspensions (OSS), expulsions, and exclusions per 100 students - Percentage of students who were ISS and at least once - Average length of ISS and OSS	9C. Between year and within year attrition rates	9D. Student perceptions of a sense of belonging at school 9E. Percentage of students reporting positive relationships and feeling welcome 9F. At least three stories from students and/or staff about restorative justice experiences and impact
FAMILY ENGAGEMENT	10A. List and description of family engagement practices	10B. Family/guardian ⁶ feedback on engagement practices	10C. Percentage of family/guardians who report feeling empowered to support student learning 10D. Percentage of teachers and family/ guardians who report positive relationships with one another 10E. Percentage of students who report teachers and school staff understand and respond to family situations
COMMUNITY ENGAGEMENT	11A. List and description of community engagement practices	11B. Percentage of students receiving credit for projects or internships with community partner or employer 11C. Feedback from community members ⁷ on their experience with the school	11C. Percentage of students who report growth in community connectedness and civic engagement 11D. Community partner perceptions of the school's contribution to the community

⁶ Family has a different meaning for everyone and can include non-relatives. For the purposes of the Equity Framework, think of family as relatives and non-relatives who are trusted adults in a student's life and have an important influence on them.

⁷ For the purposes of the Equity Framework, community members are everyone with formal or informal relationships with a school. This can include organizations that partners with the school, volunteers, neighbors, elders, tribal leaders, etc.

PERFORMANCE AREA	PERFORMANCE MEASURES		
	How much did we do?	How well did we do it?	Is anyone better off?
TEACHERS AND STAFF	12A. Average hours per week individual teachers had for collaboration with other teachers	12C. Percentage of staff who return the following year (overall and for staff of color)	12F. Percentage of staff (overall and staff of color) who feel comfortable in the school, trust their colleagues, feel supported, feel valued, and find PD is consistently valuable and aligned with student and staff needs
	12B. Number trainings, total hours of training, and percentage of staff who received at least one hour of training about anti-racism, anti-bias, or equity	12D. Percentage of staff whose PD plans include anti-racism, anti-bias, or equity 12E. Percentage of staff whose performance evaluations include an assessment of anti-racist practice	12G. Descriptions of improvement in staff practice 12H. Description of how the school is providing support staff opportunities for advancement toward teacher licensure

High School Equity Framework Evaluation Form

Instructions

After schools have made their Equity Framework submissions, the staff of the Pillsbury United Communities Office of Public Charter Schools (PUC-OPCS) will evaluate the submissions as follows:

1. Prepare [School Performance Reports](#) for all participating schools. *Deborah did this for 2022-23 and 2023-24; she will train PUC-OPCS in the future.*
2. Identify at minimum two individuals from the PUC-OPCS team to participate in the evaluation process.
3. Assign reviewers to schools. Each school should be evaluated by at least two people. If there are only two reviewers, both will be involved in evaluating *all* participating schools. If there are more than two reviewers, schools should be distributed such that every school has at least two reviewers assigned to it.
 - CALIBRATION: If there are more than two reviewers, choose a school that everyone evaluates separately. Then meet as a group to calibrate how you are using the ratings to ensure consistency across all reviewers.
4. Reviewers independently complete this Evaluation Form for each of their assigned schools. Make a new copy for each school! The form can be completed digitally or on a hard copy. Use the rubric that starts on the next page to evaluate all the performance areas for each school. Use the criteria in the third column of the rubric to assign the appropriate ratings. Add notes to describe why you chose the ratings. Be specific about evidence and examples to defend your choice.
5. Once the assigned reviewers have finished evaluating a school, they meet to discuss their reviews and complete a formal [Cover Page](#). For each performance area, the two reviewers make a final decision on the ratings, note promising practices, and note compelling stories.
6. Reviewers then add qualitative reviewer comments on page 2.
7. Add the Cover Page to the full School Performance Report in one PDF document that is then provided to the school.
8. PUC-OPCS meets with leadership at each school to discuss their review.

Key

Schools receive two ratings for each performance area—one for clarity and completeness of the submission, a second for evidence of success.

Eval. Type	Rating	Definition
Clarity and Completeness	Meets	Meets: Data meets the criteria as outlined in the rubric below
	Of Concern	Of Concern: Data does <u>not</u> meet the criteria as outlined in the rubric below
Evidence of Success	Celebrate	Area to celebrate: Overwhelming evidence of success in this area
	Good	Generally good: Significant evidence of success in this area
	Support	Area for support: Little to some evidence of success in this area
	Flag	Red flag: Evidence suggests school has egregious problems in this area
	Incomplete	Incomplete: Insufficient data provided to evaluate this area

Reviewers also flag opportunities for sharing, learning, and inspiration across the schools in Pillsbury's portfolio and with broader audiences.

Eval. Type	Flag	Definition
Promising Practice	Yes	What the school submitted for this performance area includes practices or programs that the reviewer considers innovative, promising, or worth sharing. Reviewer should add details in the notes.
Individual Story	Yes	The school submitted a story, videos, photo, etc. that is particularly strong and might be worth sharing as part of communications efforts. Reviewer should add details in the notes.

Note: Across all four evaluation types, the dropdown includes a rating of "N/A" to indicate that a performance area does not apply. The N/A rating will rarely be used.

High School Equity Framework Evaluation Form

School Name: _____

Date of Review: _____

Reviewer Name: _____

School Year: _____

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
Performance Area 1: Enrolled Students			
Clarity and Completeness	☐ School provided data for at least 75% of the required items. This calculation is provided near the top of the report for this performance area. ☐ Data checks = close to 100%	▼	
Evidence of Success	N/A	N/A ▼	
Promising Practice	N/A	N/A ▼	
Individual Story	N/A	N/A ▼	
Performance Area 2: Basic Needs Support			
Reviewer Pre-work	☐ INSTRUCTIONS: Before completing your evaluation of this performance area, review the submitted stories. Make notes to the right on any evidence in the students' stories that show: (1) positive impact of basic needs support and/or (2) areas where students still need of basic needs support.		
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ¹	▼	

¹ Here and throughout, the fact that Pillsbury provided the student and staff surveys to the schools late in the 2022-2023 and 2023-2024 school years is considered a justifiable explanation for a response rate below 75%, but a response rate below 25% is too low and should be considered insufficient.

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
	☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ There is a bar of data for at least 5 of the 7 items under 2B. ☐ A clearly worded answer is provided for the open-ended items under 2A and 2B. ☐ School provided at least 2 of the 3 expected stories, and the stories address the topic: the impact of the school's basic needs support.		
Evidence of Success	I can identify examples of evidence showing that: ☐ The school provided students with basic needs support—either directly or through referrals to external service providers. ☐ Students felt good about the basic needs supports provided.	▼	
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	▼	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	▼	
Performance Area 3: Social, Emotional, and Mental Health Support			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ² ☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least 3 of the 4 required items under 3A and 3B. ☐ There is a bar of data for at least 6 of the 8 items under 3C. ☐ A clearly worded answer is provided for the open-ended item under 3C that asks for a summary of common themes.	▼	
Evidence of Success	I can identify examples of evidence showing that: ☐ The school provided students with social, emotional, and mental health support in different formats.	▼	

² See footnote 1

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
	☐ The school had mental health professionals who worked with students. ☐ The majority of students felt supported in terms of social, emotional, and mental health. ☐ Considering 9D-9E as they relate to this performance area, it appears this approach may be helping students feel a sense of belonging and positive relationships at school.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	*	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	*	
Performance Area 4: Flexible, Personalized, and Innovative Instruction			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ³ ☐ Staff survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ⁴ ☐ For both surveys, reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ There is a bar of data for at least 9 of the 12 items under 4B and 4C. ☐ A clearly worded answer is provided for the open-ended items under 4B and 4C that ask for summaries of common themes.	*	
Evidence of Success	I can identify examples of evidence showing that: ☐ Instead of using a "one size fits all" approach, the school used flexible and personalized approaches. Examples may include but are not limited to: flexible schedules, allowing students more time if needed, individual learning plans, projects driven by students' interests, and/or instruction that recognizes different learning styles, cultures, and ways of knowing.	*	

³ See footnote 1

⁴ See footnote 1

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
	☐ The majority of students and staff feel the school provides flexible, personalized, and innovative instruction. ☐ Considering 5E-5H as they relate to this performance area, it appears this approach may be helping students progress in their education.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	*	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	*	
Performance Area 5: Culturally and Real-Life Relevant Curriculum			
Reviewer Pre-work	☐ INSTRUCTIONS: Before completing your evaluation of this performance area, review the submitted stories. Make notes to the right on any evidence in the students' stories related to the impact of the school's curriculum on students' knowledge, skills, attitudes, or behaviors.		
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ⁵ ☐ Family/Guardian survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 25% <u>or</u> school provided a justifiable explanation for a lower response rate. ⁶ ☐ For both surveys, reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Number is provided for at least 6 of the 8 required data points under 5C, 5E, and 5F. ☐ Percentages are provided for reading and math under 5H, and for all four listed student groups <u>or</u> if the school does not provide data for a student group, it is because there are <10 students in that group	*	

⁵ See footnote 1

⁶ Here and throughout, the fact that Pillsbury provided the family/guardian survey to the schools late in the 2022-2023 school year is considered a justifiable explanation for a response rate below 25%, but a response rate below 10% is too low and should be considered insufficient. However, because the survey is the data source for a small portion of Performance Area 5, it does not, on its own, warrant an "Of Concern" rating.

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
	☐ There is a bar of data for at least 9 of the 12 items under 5Da and 5Db. ☐ A clearly worded answer is provided for at least 3 of the 4 open-ended items under 5A, 5B, 5Da, and 5Db. ☐ School provided at least 2 of the 3 expected stories, and the stories address the topic: the impact of the school's curriculum.		
Evidence of Success	I can identify examples of evidence showing that: ☐ Students had opportunities to learn about people of color, including indigenous people. ☐ The school offered courses that helped students understand the relevance of their learning to the real world. ☐ Students had learning opportunities that were relevant to their lives, identities, and families' cultures. ☐ Students made progress toward graduation, and many did graduate. ☐ Students developed important knowledge, skills, and other attributes while attending the school, including growth in reading and math.	*	
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	*	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	*	
Performance Area 6: Student Identity Development			
Reviewer Pre-work	☐ INSTRUCTIONS: Read through the student focus group notes found in this Google Drive Folder . Make notes to the right on any evidence that students have learned about their internal and external assets, including cultural identity.		
Clarity and Completeness	☐ Data are provided for at least 4 of the 6 required items under 6B. The six required items are three numbers and three percentages. ☐ A clearly worded answer is provided for 6A. ☐ A focus group took place <u>or</u> if it did not happen, it was due to factors outside the school's control.	*	
Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
Evidence of Success	I can identify examples of evidence showing that: ☐ Students had opportunities to identify their internal and external assets, including cultural identity. ☐ While attending the school, students learned about who they are, or about the communities and cultures they come from.	*	
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing.	*	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	*	
Performance Area 7: Student Career Exploration and Preparation			
Reviewer Pre-work	☐ INSTRUCTIONS: Before completing your evaluation of this performance area, review the submitted stories. Make notes to the right on any evidence in the alumni stories related to the impact of career exposure in HS on their post-HS education and career choices, well-being, and/or civic engagement.		
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ⁷ ☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least 15 of the 20 required items under 7A and 7D. The required items are ten numbers and ten percentages (nine each under 7A, and one each under 7D). ☐ There is a bar of data or pie graph for at least 9 of the 12 items under 7B and 7C. ☐ A clearly worded answer is provided for the open-ended items under 7B and 7C that ask for summaries of common themes. ☐ School provided at least 2 of the 3 expected stories, and the stories address the topic: the impact of the school's career exposure activities on alumni.	*	

⁷ See footnote 1

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
Evidence of Success	I can identify examples of evidence showing that: ☐ The school provided students with career exposure experiences of different kinds. ☐ The school provided students with postsecondary readiness experiences of different kinds. ☐ The majority of students reported having help learning about and planning for careers. ☐ The majority of seniors report having a plan for after grad. ☐ Attending the school provided students with skills, certifications, and/or other preparation to pursue careers after graduating (perhaps including postsecondary education).	•	
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	•	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	•	
Performance Area 8: Extra-Curricular Activities			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ⁹ ☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least 1 of the 2 required items under 8B. ☐ There is a bar of data for at least 3 of the 4 items under 8C. ☐ A clearly worded answer is provided for the open-ended item under 8A and 8C.	•	
Evidence of Success	I can identify examples of evidence showing that: ☐ The school provided students with a variety of activities outside the scope of daily curriculum that enriched students' experience through developing relationships, skills or leisure interests. ☐ Students had positive feelings about these activities. ☐ Considering 9D-9E as they relate to this performance area, it	•	
Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
	appears extra-curricular activities may be helping students feel a sense of belonging and positive relationships at school.		
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	•	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	•	
Performance Area 9: School Culture			
Reviewer Pre-work #1	☐ INSTRUCTIONS: Read through the student focus group notes found in this Google Drive Folder . Make notes to the right on any evidence that students feel a sense of belonging at school.		
Reviewer Pre-work #2	☐ INSTRUCTIONS: Before completing your evaluation of this performance area, review the submitted stories. Make notes to the right on any evidence in the students' or staff stories related to the impact of restorative practice experiences.		
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ⁹ ☐ Reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least three of the four required items under 9Ca and 9Cb. ☐ There is a bar of data for at least 6 of the 8 items under 9E. ☐ A clearly worded answer is provided for the open-ended items under 9A and 9E. ☐ School provided at least 2 of the 3 expected stories, and the stories address the topic: the impact of the school's restorative practices.	•	

⁹ See footnote 1

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
Evidence of Success	I can identify examples of evidence showing that: ☐ The school used restorative practices and limited their use of traditional disciplinary practices, out-of-school suspension in particular. ☐ The school culture was welcoming and inclusive across cultures and races. ☐ The majority of students felt a sense of belonging. ☐ The majority of students reported having positive relationships at their school.	✓	
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	✓	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	✓	
Performance Area 10: Family Engagement			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ¹⁰ ☐ Family/Guard. survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 25% <u>or</u> school provided a justifiable explanation for a lower response rate. ¹¹ ☐ Staff survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ¹² ☐ For all three surveys, reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ There is a bar of data for at least 19 items across all bar graphs (10B-10E). ☐ A clearly worded answer is provided for the open-ended item under 10A and the items under 10B-10E that ask for	✓	

¹⁰ See footnote 1. However, in this case, because the survey is the data source for a small portion of Performance Area 10, a very low response rate does not, on its own, warrant an "Of Concern" rating.

¹¹ See footnote 6. However, in this case, because family voice is critical to this performance area, a very low response rate does warrant an "Of Concern" rating.

¹² See footnote 1. However, in this case, because the survey is the data source for a small portion of Performance Area 10, a very low response rate does not, on its own, warrant an "Of Concern" rating.

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
	summaries of common themes.		
Evidence of Success	I can identify examples of evidence showing that: ☐ The school made efforts to engage with families in a variety of ways—as evidenced by selecting at least four family engagement practices or describing other ways of engaging families in the open-ended item. ☐ The majority of family respondents felt the school did a good job engaging and empowering them. ☐ The majority of teachers reported having positive family engagement as part of their practice. ☐ The majority of students felt the school was responsive to their personal and family needs.	✓	
Promising Practice	The submitted data include a description of a particular practice or program that I find interesting, promising, and worth sharing about.	✓	
Individual Story	The submitted data include a story that I recommend for use in communications efforts.	✓	
Performance Area 11: Community Engagement			
Clarity and Completeness	☐ Student survey was administered during the second half of the school year (Jan-Jun) and has a response rate of at least 75% <u>or</u> the school provided a justifiable explanation for a lower response rate. ☐ Community partners survey was administered during the second half of the school year (Jan-Jun) to at least three respondents. ☐ In both surveys, reported responses = Total rows in survey spreadsheet (see DATA CHECK) ☐ Data are provided for at least 1 of the 2 required items under 11B. The required items are one number and one percentage. ☐ There is a bar of data for at least 9 of the 12 items under 11C, 11D, and 11E. ☐ A clearly worded answer is provided for the open-ended items under 11A, 11C, 11D, and 11E.	✓	
Evidence of Success	I can identify examples of evidence showing that: ☐ The school made efforts to engage with the community in a variety of ways—as evidenced by selecting at least three	✓	

Evaluation Type	Criteria for a Meets or Generally Good rating, or a Yes flag	Rating/Flag	Reviewer Notes - Why did you choose this rating? What "glows" and "grows" do you see in the data? If you selected a "Yes" flag, give details.
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Equity Framework Evaluation and Scoring

In their evaluation, PUC-OPCS staff answer two questions in each performance area, using ratings and point values as outlined here:

Evaluation Question	Ratings	Points
1. Clarity and Completeness: How clear and complete are the data submitted by the school for this performance area?	Meets: Satisfactory data were submitted at least 75% of the time.	1
	Of Concern: Satisfactory data were submitted less than 75% of the time.	0
	Not Applicable: Performance area does not apply.	1
2. Evidence of success: How much evidence is there that the school is successful in this performance area?	Area to celebrate: Overwhelming evidence of success	1
	Generally good: Significant evidence of success	
	Area for support: Little to some evidence of success	
	Red flag: Evidence suggests school has significant problems in this area	0
	Incomplete: Insufficient data provided to evaluate this area	0

PUC-OPCS will rate and score schools in two ways.

Clarity and completeness: First, schools receive a rating and a corresponding score for the clarity and completeness of their data submission. They receive a 0 or 1 for each performance area, with 12 possible points. Dividing a school's points by 12 results in a percentage score that will be considered during contract renewal.

Evidence of success: Second, PUC-OPCS will rate schools on their evidence of success. The goal with rating the evidence of success is to give schools feedback, generate discussion, and guide PUC-OPCS on where to offer support. Again, schools receive a 0 or 1 for each performance area, except Performance Area 1, which does not receive an evidence-of-success rating. Only a "red flag" rating receives a score of 0. The three other ratings (Area for support, Generally good, and Area to celebrate) all correspond to a score of 1, resulting in 11 possible points. Dividing a school's points by total possible points results in a percentage score that will be considered during contract renewal. When it comes to contract renewal, the school's score for evidence of success is considered more important than the school's score for clarity and completeness.

In addition, PUC-OPCS will use the review of Equity Framework performance areas to look for:

- Practices or programs that emerge in the data as particularly innovative, promising, or worth sharing, and
- Stories, videos, photos, and other materials submitted by the school that are particularly strong and might be worth sharing as part of communications and policy education efforts.



PILLSBURY UNITED COMMUNITIES

School Name:

Make Believe High School

School Year:

2023-2024

Equity Framework Evaluation

The Equity Framework is an active expression of Pillsbury United Communities' commitment to resilience and justice. Pillsbury's Office of Public Charter Schools (PUC-OPCS) recognizes that the pervasive use of test scores as a primary measure of school accountability has its foundations in institutionalized racism and has caused harm to many students and communities. To develop the Equity Framework, PUC-OPCS convened focus groups of students, families, teachers, staff, employers, and community members to redefine school success, resulting in the performance areas outlined in this report. A community-responsive approach to designing the Equity Framework makes it unique among charter school performance frameworks.

PUC-OPCS evaluates schools in all twelve areas based on evidence collected by Pillsbury and submitted by the school. The ratings and feedback below are the result of that evaluation and form an important part of the authorizing process. They will inform future contract decisions, alongside multiple sources of information. The larger purpose of the Equity Framework, though, is for PUC-OPCS and schools to collaboratively examine assets and growing edges, with the goal of ongoing improvement. The work of becoming anti-racist institutions is never done, and with the evaluation provided here as a starting point, we commit ourselves to keep learning and getting better.

For more information, visit pillsbury.united.org.

Performance Area	Clarity and Completeness: How clear and complete are the data submitted by the school?	Evidence of Success: How much evidence is there that the school is successful?
1) Enrolled Students		N/A
2) Basic Needs Support		
3) Social, Emotional, and Mental Health Support		
4) Flexible, Personalized, and Innovative Instruction		
5) Culturally and Real-Life Relevant Curriculum		
6) Student Identity Development		
7) Student Career Exploration and Preparation		
8) Extra-Curricular Activities		
9) School Culture		
10) Family Engagement		
11) Community Engagement		
12) Teachers and Staff		
Total Points	0 / 12	0 / 11

Qualitative Feedback From PUC-OPCS Reviewers

Reviewer Comments

School Specific Performance Framework Decisions



MMSA - School Specific Performance Framework Decisions

- 1) Which nationally normed localized assessment will the school utilize? (i.e. NWEA, FAST, other)
 - We utilize FastBridge (eReading, eMath, aReading, aMath, Math CBM and Reading CBM) - three times per school year.
 - We utilize STAR Reading and STAR Math monthly in grades K-12.
- 2) Identify the pre and post testing season for the nationally normed localized assessment growth indicators. (i.e. Fall to Spring; Spring to Spring; Winter to Spring; etc.)
 - We compare our data from testing period to testing period (fall to winter, fall to spring, winter to spring).. We look for growth and for areas needing additional focus.
 - Our [Annual Assessment Calendar](#) is reviewed often, as we work to incorporate ways to provide focused interventions based on data.
 - [Calendar modifications](#) are created and intervention plans are discussed weekly, as part of the three hour professional development time each week.
- 3) Which assessment will the school utilize for socio-emotional indicators? (i.e. Developmental Assets Profile, HOPE Survey, Gallup Student Poll, other).
 - We take the [Panorama Survey](#) two times per school year.
- 4) What are three comparable schools that are similar in mission, academic performance, geography and/or demographics?
 - Higher Ground, Step Academy, SciTech
- 5) High School Only: Which career readiness curriculum/tool will be utilized? (i.e. MN Career Inventory System, Ramp Up to Readiness, etc.)
 - We have a full time college and career Counselor that works closely with every student to create and review their plans for the future.

- She works in conjunction with Concept Schools Chicago to implement various initiatives and to build [Graduation Plans](#) with students.

DATE: 2/14/2025

DATE: 2/18/25

School Director's Signature of Approval:

Authorizer's Signature of Approval:

Signed by:

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Exhibit L: RANGE OF POSSIBLE INTERVENTIONS

<i>Status</i>	<i>Triggered By</i>	<i>May Result In</i>
Letter of Awareness	- External stakeholder provides notification on a specific matter (i.e. complaint of substantial substance, financial or program audit, etc.). - Charter school leadership, staff, or board relay information on topics / decision- making/ concern regarding school performance.	- Letter from PUC to the charter school's Board of Directors detailing area of concern and how the concern is being addressed. <i>and/or</i> - Further transparent communication between parties involved on the matter until fully resolved.
Notice of Concern	- Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means. - Repeated failure to submit required documents on a timely basis.	- Letter from PUC to the charter school's Board of Directors detailing areas of concern. <i>and/or</i> - Review and reconsideration of goals and performance targets in the Performance Framework. <i>and/or</i> - PUC recommendation that the school develop a Performance Improvement Plan.
Notice of Deficiency	- Failure to meet multiple performance targets; or glaring or repeated failure to meet a single performance target. - Failure to comply with applicable law or significant failure to comply with Board condition(s) of the charter.	- Letter from PUC to charter school Board of Directors detailing areas of deficiency. <i>and/or</i> - Performance Improvement Plan - containing specific improvement objectives, technical assistance requirements, and schedule for remedial action - negotiated with PUC.
Notice of Probationary Status	- Continued failure to meet performance targets; and failure to meet objectives of Performance Improvement Plan. - Continued failure to comply with applicable law or with the charter.	- Performance Improvement Plan imposed by PUC <i>and/or</i> - Assignment of technical assistance team by PUC <i>and/or</i> - In certain cases, PUC may appoint an agent to monitor the implementation of the Performance Improvement Plan and the activities of the technical assistance team.
Charter Review	Extended pattern of failure to comply or to meet performance targets; or failure to successfully address terms of probation.	- Recommendation to revoke, not to revoke, or to impose sanctions <i>and/or</i> - Decision to commence or not to commence revocation proceedings made by PUC.
Charter Revocation	Charter Review results in recommendation to revoke.	- Written notice from PUC stating reasons for proposed revocation and informing charter school of right to an informal hearing. - Record of informal hearing. - Decision to revoke or not to revoke made by PUC.



Quality School Review Report
Minnesota Math & Science Academy

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INTRODUCTION TO QUALITY SCHOOL REVIEW

THE CHARTER RENEWAL PROCESS

Minnesota law section 124E.05 Subd.4 requires Authorizers to evaluate schools prior to renewal of the charter contract. At the end of the contract terms, Pillsbury United Communities' Office of Public Charter Schools (PUC-OPCS) conducts a quality school review to inform renewal or revocation of a charter school contract. The charter renewal process also provides the charter school an opportunity to evaluate their effectiveness and an opportunity for the school to set new goals and priorities.

Quality School Review (QSR) assists a school in continuously improving by providing qualitative and quantitative data which can be combined to create a "panoramic" view of the school.

The review process occurs over several months and includes the completion of multiple steps. These steps include, but are not limited to:

- Charter School submission of a Renewal QSR Application
- Evaluation of Ongoing Oversight including; Review of charters on-time submission of authorizer requested documents, including board packets, board minutes, financials, audit, annual report
- Analysis of current and historic student performance data
- Review of the charter schools operations, such as governance, financial practices, compliance, and work with special populations (ELL, Special Education, GLBT students)
- Document Review, such as bylaws, insurance documents, etc.
- 2-4 site visits
- 2-4 board meeting observations
- Onsite Review: Site visit, including interview, observations, file audits, and additional document review
- Leadership, Student, and Teacher Surveys
- Final Report completed by Authorizer
- Office of Public Charter Schools Advisory Council Recommendation
- Pillsbury United Communities' Board Decision

During this process, members of a review committee are given rubrics to assess key indicators. Indicators in the areas of Mission, Strategy, and Goals; Governance; Student Outcomes; Financial; and Operations and Leadership are assessed and rated based on a metric of "Not Applicable," "Of Concern," "Approaching Expectations," "Meets Expectations" and "Exceeds Expectations." Recommendations from these indicators guide renewal decisions and contractual goals.

MMSA contract renewal process encompassed an intensive review of the contract renewal application, review of pertinent documents listed below, and a site visit. Reviewers had the opportunity to interview a wide variety of stakeholders during the review process.

The following is a list of additional methods and documents used to collect information for the QSR:

- Interviews
- Surveys
- Document Reviews
- Evaluation of document submission over contract term
- Board and School Policies and Procedures

- By-laws
- Board list, schedule, minutes, and committee structure
- Insurance documents
- Building lease and addenda
- Building Inspections
- Contact listing for all contracted services
- Student Handbook
- Personnel Handbook
- School Calendar
- Student and Teacher Schedule
- Student list per class
- Lesson planning documents
- List of curricular material used
- Evidence of Technology Integration in the Classroom
- Last audit
- Lease
- Most recent financials with UFARS coded detail
- Original and Revised Budget
- 3 year budgets current year plus 2 future years
- Current ADM report and/or student roster by grade with enrollment enter and drop dates
- FRL Billing Submission
- Loan Documents
- Grant Documents
- Purchasing Plan and Evidence of Competitive Bid Process
- Source documents for paid invoices, debit/credit card activity as applicable, petty cash, payroll records, bank statements and reconciliations, deposit records, list of outstanding payables
- Evidence that of Special Education spending
- Fixed Asset/Inventory Listing
- Competitive Bid Policy
- Purchases Policy
- Signing authority
- Segregation of Duties
- Petty cash/credit card checkbook

AUTHORIZER PROFILE

Pillsbury United Communities

Beginning in 1879 with Minneapolis's first settlement house, Pillsbury United Communities (Pillsbury United) co-creates enduring change toward a just society. Built with and for historically marginalized and underinvested groups across our community, our united system of programs, neighborhood centers, and social enterprises connects more than 55,000 individuals and their families each year. We are guided by a vision of thriving communities where every person has personal, social, and economic power. As such, Pillsbury United views education as the cornerstone to building the strength of communities.

PUC Office of Public Charter Schools (PUC-OPCS)

The PUC-Office of Public Charter Schools (PUC-OPCS) has been a charter school authorizer since 2007, currently providing oversight to 16 chartered schools. Elementary to high schools, online schools, internship focused programs, and project-based learning models are all represented in the portfolio of the PUC-OPCS. As an authorizer, Pillsbury United provides educational opportunities for approximately 9,000 students within Minnesota.

PUC-OPCS is charter school authorizer at the request of the communities served by Pillsbury United. PUC-OPCS intentionally authorizes schools that serve students who historically have not been served well in traditional district settings and who have endured chronic educational disparities for decades.

The PUC-OPCS Academic and Social Achievement Vision, Mission, and Values are:

Mission: PUC-OPCS authorizes and oversees charter schools that boldly engage and affirm all students in innovative, challenging, authentic, relevant and equitable learning opportunities.

Vision: Equitable communities where students realize their opportunities to excel academically and are socially responsible, self-sufficient and personally fulfilled.

Values: We are motivated by the success of the people we serve; We value open and honest communication; We work in partnership, collaboration and participate in peer review; We value diversity in all its forms; We strive towards continuous improvement; We value transparency; We understand that fiscal responsibility is required; We value quality board training and development.

QUALITY SCHOOL REVIEW REPORT:

MINNESOTA MATH AND SCIENCE ACADEMY



Authorizer: Pillsbury United Communities

Evaluators:

Leona Diggs, Pillsbury United Communities

Larry McKenzie, Pillsbury United Communities

Zakariya Abdullahi, Pillsbury United Communities

Angie Tapia, Pillsbury United Communities

Sawsan Natsheh, Pillsbury United Communities

Barry Rogers, BWK Rogers PC

Aaliyah Hodge, Independent Contractor

Emily Edstrom Moore, Independent Contractor

EXECUTIVE SUMMARY:

MINNESOTA MATH AND SCIENCE ACADEMY

Minnesota Math and Science Academy is at the end of a five (5) year contract with PUC, following the completion of a Quality School Review (QSR) process in 2019-2020. At the summation of this contract, PUC-OPCS recommends a four (4) year contract between Minnesota Math and Science Academy and Pillsbury United Communities.

The aligning missions and visions of MMSA and PUC continue to drive our work in closing the academic and opportunity gaps for the communities we serve. Our values unite us in common vision of stronger outcomes for students of color and underestimated populations.

Academics – Although there is certainly a need for improvement, particularly in the overall academic performance and implementation of the school's behavior system with fidelity across the entire building, MMSA has a strong foundation for improvement and ultimate success through its innovative educational program focused on STEM.

Operations and Leadership – Operations and leadership is key to MMSA's success in achieving its academic and non-academic goals. The Executive Director's commitment to the school's success is evident. There is a welcoming, positive school culture that is noted by families. Additionally, the teacher evaluation system and performance incentive policy are impressive tools that could be modeled for replication in other schools.

Finances – Over the course of its contract term, MMSA has shown improvement in the financials with some challenging circumstances. Overall, the school showed improvement in fund balance and other areas. If the school can continue to maintain good finances, they will lead the school in the right direction to financial sustainability.

Governance – The Board of Directors operates efficiently and effectively during board meetings and offers a wealth of knowledge, experience and commitment to the school that serves as an asset to MMSA's sustainability and future growth. However, there is improvement needed at the board level in order to have a stable foundation for MMSA's future. Specifically, the board should examine strategies to support board member retention and some basic technical aspects of board governance to ensure exemplary functioning into the future.

MMSA has had a continued focus on growth and achievement in meeting academic and non-academic goals throughout the contract term. This, coupled with improvement in overall board governance and prudent financial decision making, will complement the continued commitment from board and school leadership to ensure MMSA offers a high-quality educational experience for its students and families. Minnesota Math and Science Academy has a solid foundation for improvement and success in the next contract term, July 1 2025 to June 30, 2029.

SUMMARY OF FINDINGS

MISSION & VISION, STATUTORY PURPOSES

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/A /M/E)	Evidence	Reviewer Comments
1. 124E.01 Subd 1: Purposes The school's goals, educational program, operations, etc., align with and support the fulfillment of the vision and mission statements.	Exceeds (E): Not Applicable for this Indicator Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application, Interviews, Site Visits	MMSA has demonstrated consistent alignment between its educational program, operations, and the mission to prepare students for higher education through a rigorous, STEM-focused curriculum and a whole-child approach. The instructional model, staff development, student support systems, and parent engagement activities are clearly and continuously aligned with this mission throughout the contract term.
0. Authorizer Contract Demonstrates alignment with Pillsbury United Communities and the PUC-OPCS vision and mission statement. Mission is well articulated with staff, board, parents.	Exceeds (E): Not Applicable for this Indicator Meets (M): Evidence supports that school accomplished indicator for	M	QSR Application, Interviews,	MMSA's programming reflects the primary and contractually designated

	all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply		Site Visits	purposes of charter schools, including improving student learning, increasing learning opportunities for all pupils, and using innovative teaching methods. The submission details clear examples of how those purposes were operationalized through STEM initiatives, targeted interventions, extended learning time, and social-emotional supports.
0. 124E.01 Subd 1: Purposes The school fulfills the primary purpose and contractually designated secondary purposes of charter schools	• Exceeds (E): Not Applicable for this Indicator • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application, Interviews, Document Review	The school has explicitly aligned its practices with PUC's authorizing values around higher education, personal development, respect, equity, and community engagement. Tables and narrative responses in the QSR outline how MMSA's strategies connect with PUC's vision around student outcomes, innovation, and

				continuous improvement.
0. 124E.01 Subd 1: Purposes; MDE Due North Education Plan School's mission, vision and/or values demonstrates alignment with an anti-racist, anti-bias or equity approach to delivering educational programming	• Exceeds (E): Not Applicable for this Indicator • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application, Interviews, Site Visits	MMSA integrates culturally responsive teaching, SEL, and equity-focused professional development across staff and curriculum. The school's multi-tiered systems of support, commitment to inclusive practices, and programming like Parent Academy and CYSP reflect an equity-centered approach to student development, consistent with the Due North Education Plan.

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned (Number x Points)
Exceeds Expectations	0	1.5	0
Meets Expectations	4	1.0	4
Approaching Expectations	0	0.5	0
Of Concern	0	0.0	0
Subtotal (Add all points)			4
Section Average Score (Divide Subtotal by Number of Total Indicators in Section)			4/4 Indicators= 1.00
Overall Section Rating (Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below)			Meet Expectations

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Score is 0.0-0.49	Score is 0.50-0.99	Score is 1.00-1.39	Score is 1.40- 1.50

PART III: SUMMATIVE FEEDBACK

SCHOOL MISSION

The mission of the Minnesota Math and Science Academy (MMSA) is to prepare our students for college by creating an effective learning environment of higher standards and expectations with a rigorous college preparatory curriculum that focuses on mathematics, science, and technology.

SCHOOL VISION

- 95% student retention, attendance, and promotion rate
- Establish an effective character education program that is embedded in the curriculum
- 80% staff retention rate
- Excellent parent and student satisfaction
- Provide engaging, diverse, and effective extracurricular activities
- Productive community involvement and partnerships

RENEWAL PERFORMANCE ANALYSIS

The mission and vision of MMSA closely aligns with PUC-OPCS’ mission and vision. MMSA serves a unique and underserved population through an innovative approach to delivering quality education. This shared commitment to educational excellence provides a strong foundation for continued collaboration, with the goal of improving outcomes for MMSA students.

ACADEMIC AND NON-ACADEMIC GOALS

PART I: SUMMATIVE ACADEMIC GOAL PERFORMANCE

Record the Academic Goal Attainment Percentage below for each year of the contract term. Based on these percentages, record the Attainment Rating based on the Rating Guide.

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Met less than 50% of Academic Contract Goals	Met 50%-69% of Academic Contract Goals	Met 70%-85% of Academic Contract Goals	Met more than 85% of Academic Contract Goals

Contract Year	Academic Goal Attainment Percentage	Attainment Rating
Year 1	94%	Exceeds Expectations
Year 2	85%	Meets Expectations
Year 3	75%	Meets Expectations
Overall (Average all years)	84%	Meets Expectations

PART II: SUMMATIVE NON-ACADEMIC GOAL PERFORMANCE

Record the Academic Goal Attainment Percentage below for each year of the contract term. Based on these percentages, record the Attainment Rating based on the Rating Guide.

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Met less than 50% of Non-Academic Contract Goals	Met 50%-69% of Non-Academic Contract Goals	Met 70%-85% of Non-Academic Contract Goals	Met more than 85% of Non-Academic Contract Goals

Contract Year	Non-Academic Goal Attainment Percentage	Attainment Rating
Year 1	83%	Meets Expectations
Year 2	72%	Meets Expectations
Year 3	83%	Meets Expectations
Overall (Average all years)	80%	Meets Expectations

STRENGTHS

Academic Contract Goals- MMSA’s Academic Goal attainment scored 84%, which Meets Expectations for the contract period.

Non-Academic Contract Goals- MMSA’s Non-Academic Goal attainment scored 80%, which Meets Expectations for the contract period.

OPPORTUNITIES FOR IMPROVEMENT

Specific Performance Measures - While MMSA’s overall performance on contractual goals met expectations, there are specific academic and non-academic goals that the school struggled to meet during the contract term. The school should examine its goal performance and review these for targeted areas of improvement.

RENEWAL PERFORMANCE ANALYSIS

PUC-OPCS recommends MMSA for a four year contract because of the strong performance on the contractual goals, while acknowledging specific goal performance in which the school should endeavor to improve.

OPCS DASHBOARD PERFORMANCE (SUMMATIVE OVER CONTRACT TERM)

Describe the OPCS Dashboard Performance (summative over the contract term) below.

STRENGTHS

During the contract period, MMSA demonstrated strong performance in governance indicators on the dashboard.

OPPORTUNITIES FOR IMPROVEMENT

During the contract period, there were a couple of focused areas for improvement related to operations and finances. Specifically, compliance reporting for Epicenter was not timely nor complete for every year of the contract. PUC-OPCS encourages MMSA to continue to build operational systems related to these areas. Additionally, financial performance saw audits with multiple findings. While these were corrected, it is critical that the school continue to build on its improvements related to financial oversight and performance.

RENEWAL PERFORMANCE ANALYSIS

During the contract period, MMSA demonstrated generally strong performance on dashboard measures for which data was consistently provided. The school should continue to focus on improving operational systems to ensure consistent and timely compliance reporting and sustained financial health in the next contract term.

ACADEMICS

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/A/M/E)	Evidence	Reviewer Comments
1. 124E.01 Subd. 1: Purpose and Applicability; Purposes Encourages the use of different and innovative teaching methods.	- Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. - Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. - Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. - Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract	M	QSR Application	Minnesota Math and Science Academy (MMSA) demonstrates a consistent commitment to innovative teaching through its STEM-focused programming, integration of technology-assisted learning, and use of data to personalize instruction. Programs

	term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			like RoboCON, Codeathon, and CYPSP offer hands-on, student-centered learning experiences, while Professional Learning Communities (PLCs) support instructional planning and responsiveness. These practices reflect thoughtful, differentiated approaches across the charter term.
2. 124E.07 Subd. 6: Board of Directors; Duties School has submitted the performance framework each year of the contract term	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Epicenter	The school has submitted the performance framework for each year of the contract term
3. 124E.07 Subd. 6: Board of Directors; Duties School has data-informed decision making strategies that are consistently implemented.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists.	M	QSR application	Minnesota Math and Science Academy (MMSA) consistently implements data-informed decision-making strategies across the contract term. The school uses multiple assessment tools, including STAR, MAP, and FastBridge, to monitor student progress and inform instruction. Data analysis is embedded in teacher

	Not Applicable (N): No Evidence submitted as indicator does not apply			collaboration through Professional Learning Communities (PLCs) and is used to adjust interventions, groupings, and instructional strategies. School leadership also uses academic and behavioral data to inform programmatic decisions. While these practices are well-established and consistently applied, there is limited evidence of innovative or extended data systems that would support an “Exceeds” rating.
4. 124E.07 Subd. 6: Board of Directors; Duties Appropriate strategies are used for measuring progress toward goals throughout the academic year. Strategies are relevant and responsive to the needs of the students.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply:	M	QSR application	Minnesota Math and Science Academy (MMSA) demonstrates consistent use of relevant strategies to track progress toward academic goals. Throughout the year, the school utilizes assessments like MAP, STAR, and FastBridge to gather student data and evaluate learning outcomes. Educators use this information to inform instruction and provide targeted support through tiered interventions. Ongoing data discussions during PLCs help ensure that strategies remain responsive to student needs.
5. 124E.07 Subd. 6: Board of Directors; Duties	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as	M	Annual report, QSR Application	The school's goals are reflective of its mission, align closely with PUC-OPCS

Goals are reflective of the school's mission, align with PUC-OPCS initiatives and are relevant to the needs of the students	demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply:			initiatives, and are relevant to the specific needs of the students.
6. 124E.07 Subd. 6: Board of Directors; Duties Student performance goals and indicators are known by all school staff and leadership.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M		The student performance goals are listed in the annual report.
7. 124E.03 Subd. 2 (i): Applicable Law Curriculum is aligned with MN State Standards	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists.	M	QSR Application	There is evidence that the school's curriculum is aligned with MN State Standards, and has been so over the course of the school's contract.

	● Not Applicable (N): No Evidence submitted as indicator does not apply:			
8. 124E.03 Subd. 2 (i): Applicable Law Clear curriculum map/program is used consistently across teachers and is aligned from grade to grade, and across grades.	● Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. ● Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. ● Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● Not Applicable (N): No Evidence submitted as indicator does not apply:	M	QSR Application	Minnesota Math and Science Academy (MMSA) implements a clearly articulated and consistently applied curriculum structure that ensures alignment with state standards across grade levels and subject areas. The school uses a combination of curriculum maps, pacing guides, scope and sequence documents, and essential outcomes, all of which serve to anchor instructional planning and classroom practice. These resources are built around four essential questions that guide instructional design and assessment, reflecting intentional alignment between state standards and daily instruction. Teachers collaborate through Professional Learning Communities (PLCs) to unpack standards, design aligned assessments, and monitor student learning using a range of formative tools. The process is structured around determining what students need to learn, how their learning will be assessed, and what

				responsive actions will be taken to support both remediation and enrichment. This cycle is reinforced with RtI frameworks, flexible groupings, and progress monitoring tools such as FastBridge, MAP, and STAR. MMSA's curriculum alignment is further supported by specific instructional resources and programs, including Collaborative Classroom and CommonLit for ELA, MyMath and Reveal Math for mathematics, Mystery Science and Amplify for science, and Character Strong for SEL. These resources are selected to support vertical and horizontal alignment of content, as well as to promote differentiation and rigor. The school also employs the Danielson Framework for Teaching to ensure that instructional delivery aligns with its curriculum and professional expectations. These comprehensive systems ensure that instruction is coherent,
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				standards-based, and aligned across grades.
124E.07 Subd. 6 (3): Board of Directors; Duties Curriculum is evaluated and adjusted based on student performance.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply:	O		
9. 124E.07 Subd. 6: Board of Directors; Duties MDE Due North Plan School ensures curriculum is culturally affirming, inclusive of the students served and reflective of students of color and Indigenous students	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application, Annual Report	Minnesota Math and Science Academy (MMSA) demonstrates a commitment to delivering a curriculum that is inclusive and affirming of the diverse identities of its students. The school emphasizes culturally responsive teaching practices and provides professional development aligned with equity-focused instructional strategies. MMSA's instructional planning framework is centered around supporting the whole child and creating learning environments where all students—especially students of color and Indigenous students—feel valued and respected.

10. MDE Due North Education Plan School ensures students receive an accurate history of Minnesota's Indigenous people and the student population that it serves.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	O		
11. 124E.07 Subd. 6: Board of Directors; Duties School provides opportunities to develop the skills/knowledge/attitudes to navigate oppressive systems and institutions in the 21st Century.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	O		
12. 124E.07 Subd. 6: Board of Directors; Duties School provides educational experiences that value student culture and identity to assure a positive level of student comfort in the classroom	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term.	M	QSR Application, Website	Minnesota Math and Science Academy (MMSA) provides educational experiences that are designed to value and affirm student culture and identity. The school implements programs and instructional strategies that reflect its commitment to

	• Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply:			creating a welcoming, inclusive environment where students feel seen and supported. Social-emotional learning initiatives like Character Strong, culturally responsive teaching practices, and a focus on the whole child approach contribute to student comfort and engagement in the classroom. Additionally, MMSA's website highlights its diverse school community and promotes a vision that emphasizes respect, responsibility, and academic excellence for all students.
13. 124E.03 Subd. 3: Applicable Law The school has a culturally affirming licensed special education director	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Website	There is evidence that the school has had a culturally affirming licensed special education director, over the course of the contract.
14. 124E.03 Subd. 3: Applicable Law The school has a knowledgeable staff member who serves as a 504/disability	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract.	M	Website, QSR Application	The school does have a knowledgeable staff member who serves as a 504/disability law compliance officer. Their expertise and qualifications ensure

law compliance officer.	• Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			that the school effectively addresses and complies with 504/disability laws.
15. 124E.03 Subd 3: Applicable Law Special education compliance issues are dealt with swiftly and confidentially	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Communication with MDE	There is no evidence over the course of the contract term related to special education compliance issues
16. 124E.07 Subd. 6: Board of Directors; Duties The school met the academic and non-academic performance requirements as set forth in the charter school contract.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists.	M	Annual Report	MMSA has demonstrated progress toward academic and non-academic goals throughout the charter term. While the school has met some academic performance targets and made consistent efforts in non-academic areas, there is no year in which all goals were fully met.

	• Not Applicable (N): No Evidence submitted as indicator does not apply			
17. MDE Due North Education Plan School demonstrates commitment to meeting the social, emotional and mental health needs for every student	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Website	Minnesota Math and Science Academy (MMSA) demonstrates a clear and ongoing commitment to supporting the social, emotional, and mental health needs of its students. The school provides access to a dedicated student support team, which includes a school counselor and social worker, as highlighted on its Student Life webpage. These services address behavioral, emotional, and academic concerns, and referrals can be made by teachers, families, or students themselves. MMSA also offers a structured social-emotional learning curriculum through Character Strong, which is implemented schoolwide and promotes character development, empathy, and self-regulation.
18. MDE Due North Education Plan School provides access to extracurricular, experiential or out-of-school	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract.	M	Website	Minnesota Math and Science Academy (MMSA) provides students with consistent access to extracurricular and out-of-school learning opportunities.

learning opportunities	• Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			Programs such as after-school clubs, athletics, and the Concept Young Scholars Program (CYSP) support student development beyond the classroom by engaging them in community service, physical fitness, academic competitions, and college visits. These experiences promote leadership, teamwork, and exposure to real-world learning environments.
19. MDE Due North Education Plan School has a behavioral system that is rooted in restorative justice	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Parent & Student Handbook, QSR Application	Minnesota Math and Science Academy (MMSA) uses a two-step behavior intervention system that reflects the principles of restorative justice, even if the term is not explicitly stated in policy language. The system includes both prevention/awareness and intervention/re-engagement phases, with the goal of cultivating a supportive school climate and re-engaging students in the learning process. Preventatively, MMSA employs Positive Behavioral Interventions and Supports (PBIS) and the CharacterStrong SEL curriculum. Staff are trained annually in

				PBIS implementation, and expectations are reinforced through a shared values matrix and reward systems like PBIS Rewards. The PBIS team monitors implementation fidelity and supports all staff through training and progress monitoring. CharacterStrong is used school-wide to promote social-emotional wellness and positive relationships, laying the foundation for safe and respectful classrooms. For students who require additional behavioral support, MMSA uses a Multi-Tiered System of Supports (MTSS) to determine individualized interventions. These interventions emphasize non-exclusionary practices and prioritize repairing harm and re-engaging students in learning. When student behavior warrants further support, a collaborative team—including the principal, behavior specialist, social worker, and teachers—develops action plans tailored to the student’s needs. The discipline referral process
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				includes opportunities for restorative practice, reflection, and, when necessary, involvement of families and additional supports. Key staff responsibilities include teachers and paraprofessionals modeling and reinforcing expectations, the dean of students and behavior interventionist facilitating interventions and restorative strategies, and the executive director overseeing alignment with policy and ensuring ongoing staff development. Training, documentation, and reflection are built into professional development systems, strengthening MMSA's commitment to an inclusive and growth-oriented behavioral system. Based on this comprehensive, restorative-learning approach, the school earns a "Meets" rating for this indicator.
20. MDE Due North Education Plan School develops and maintains community partnerships to support the needs of the whole child	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term.	M	QSR Application	Minnesota Math and Science Academy (MMSA) has developed and sustained key community partnerships that support students'

	• Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			academic and social-emotional needs in alignment with a whole-child approach. Notably, the school has maintained a multi-year partnership with the Somali American Parent Association (SAPA) to provide a Parent Academy, offering 15 structured sessions on topics such as educational engagement, immigration law, and workforce readiness. Parent feedback surveys are used to assess the impact of these sessions. Additionally, MMSA is in its fourth year of collaboration with Hamline University through the English Learners in the Mainstream (ELM) project, which supports English Learner instruction and professional development. The school monitors English Language Development (ELD) student growth data to evaluate the effectiveness of this partnership. MMSA has also worked with the Wilder Foundation to provide school-based mental health services and is currently working to re-establish that
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				support for the 2024–25 school year. These partnerships clearly align with MMSA’s academic and social goals and are supported by intentional monitoring strategies.
21. MDE Due North Education Plan School has a family engagement model that empowers parents to support student learning	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Website, QSR Application	Minnesota Math and Science Academy (MMSA) has a consistent and intentional family engagement model that empowers parents to support student learning. Through its Parent Resources section on the website, the school offers clear access to academic tools, curriculum resources, calendars, and family engagement events. MMSA promotes transparency and collaboration by hosting Parent-Teacher Conferences, academic showcases, and community forums, all designed to strengthen the school-home partnership. Additionally, MMSA’s long-standing partnership with the Somali American Parent Association (SAPA) supports deeper family engagement through initiatives like the Parent Academy, which provides workshops on topics

				such as navigating the education system and supporting children at home.
22. MDE Due North Education Plan School measures effectiveness and impact of ELL program on an annual basis.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	A		

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned (Number x Points)
Exceeds Expectations	0	1.5	0
Meets Expectations	17	1.0	19
Approaching Expectations	0	0.5	0.5
Of Concern	6	0.0	0
Subtotal (Add all points)			19.5
Section Average Score (Divide Subtotal by Number of Total Indicators in Section)			19.5/23 Indicators = 0.84
Overall Section Rating (Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below)			Approaching Expectations

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Score is 0.0-0.49	Score is 0.50-0.99	Score is 1.00-1.39	Score is 1.40- 1.50

PART III: SUMMATIVE FEEDBACK

INTERVENTIONS OVER CONTRACT TERM

NONE

STRENGTHS

Minnesota Math and Science Academy (MMSA) implements a rigorous, STEM-focused curriculum aligned to Minnesota State Standards, anchored in a clearly articulated curriculum structure and pacing guides. Instruction is supported by vertically and horizontally aligned resources, including MyMath, Reveal Math, CommonLit, Collaborative Classroom, Mystery Science, Amplify, and CharacterStrong. Teachers collaborate regularly in Professional Learning Communities (PLCs) to unpack standards, design assessments, and adjust instruction using formative data.

Technology-assisted learning is seamlessly integrated with student-centered practices, and instructional planning is grounded in four essential questions to drive both content delivery and student engagement. MMSA uses multiple assessment tools—such as STAR, MAP, and FastBridge—to monitor student progress. These assessments inform targeted interventions and instructional adjustments through PLC collaboration and RtI frameworks, supporting both academic growth and differentiation. School leadership also uses academic and behavioral data to inform programmatic decisions.

MMSA supplements academic rigor with a whole-child approach, implementing a schoolwide Social-Emotional Learning (SEL) curriculum focused on character development. This is paired with a restorative-leaning behavioral system supported by Positive Behavioral Interventions and Supports (PBIS), the CharacterStrong program, and Multi-Tiered Systems of Support (MTSS). Staff roles in behavior and SEL implementation are clearly defined and reinforced through ongoing training.

Culturally responsive teaching practices are embedded throughout the instructional model, reflecting the school's commitment to inclusion and student identity affirmation. MMSA demonstrates alignment with the MDE's Due North Education Plan by ensuring the curriculum is culturally affirming and by maintaining a diverse, supportive school environment.

The school also maintains strong partnerships that enhance academic and social-emotional learning. Notably, MMSA has a multi-year collaboration with the Somali American Parent Association (SAPA) to facilitate a Parent Academy and a partnership with Hamline University through the English Learners in the Mainstream (ELM) project. These partnerships are evaluated for impact and aligned with schoolwide goals.

MMSA consistently engages families through regular events such as Parent Academies, conferences, and community forums, promoting transparency and empowering parents to support student success.

OPPORTUNITIES FOR IMPROVEMENT

While MMSA has met many academic expectations, it has not yet consistently exceeded them in terms of academic goal attainment, suggesting an opportunity to further elevate student outcomes. One notable area for growth is staff development and retention, as teacher turnover remains an ongoing challenge. Strengthening staff support systems and cultivating a more sustainable talent pipeline could positively impact instructional consistency and student learning experiences.

Post-secondary readiness also emerged as an area needing attention. Students have reported limited guidance related to college and career pathways. Expanding access to college counseling, as well as increasing opportunities for Advanced Placement (AP) and dual-enrollment courses, could better prepare students for post-secondary success.

Additionally, student voice and support structures offer another opportunity for growth. Some students indicated that their concerns are not consistently addressed and expressed a desire for more robust AP offerings, extracurricular activities, and counseling services. Addressing these needs could enhance student engagement, satisfaction, and overall school culture.

Finally, a practical barrier to equity is the limited accessibility of after-school programming, which is currently impacted by transportation challenges. Exploring expanded transportation solutions or alternative program delivery models may help ensure all students can benefit from extended learning and enrichment opportunities.

RENEWAL PERFORMANCE ANALYSIS

Throughout the contract term, MMSA has maintained alignment with Minnesota State Standards and has effectively implemented instructional tools and systems designed to support student achievement. While the school has demonstrated progress, it did not fully meet all academic performance indicators in each year of the contract, highlighting an opportunity to further strengthen academic outcomes.

Based on this performance, MMSA Approaches Expectations in the area of academic performance for the purposes of contract renewal.

GOVERNANCE

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/ A/M/ E)	Evidence	Reviewer Comments
1. 124E.14: Conflicts of Interest Each board member has a signed conflict of interest form on file at School and with Authorizer	Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. Not Applicable (N): No Evidence submitted as indicator does not apply	M	Epicenter	
2. 124E.07 Subd. 7: Board of Directors; Training	Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract	O	Annual Report, Epicenter	

Each School Board member meets statutory requirements for ongoing annual training	term. School exceeded expectations as demonstrated in Evidence for all years of contract. Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. Not Applicable (N): No Evidence submitted as indicator does not apply			
3. 124E.07 Subd. 3(g): Board of Directors; Membership The Board should consist of at least five nonrelated members and include: (1) one licensed teacher employed at the school (2) one parent or legal guardian of a student enrolled (3) one interested community member who resides in MN and is not employed by the school.	Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply:	M	Website, Annual Report	The school has provided evidence indicating that the composition of the board meets the statutory requirements for all years of the contract term
4. 124E.07 Subd. 7: Board of Directors; Training The Board trains new board members in anti-racism, anti-bias or equity	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	O		
5. 124E.07 Subd. 6: Board of Directors; Duties	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School	M	QSR Application	There is evidence to support that

The Board has knowledge of the PUC-OPCS strategic initiatives and priorities	exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			the Board has knowledge of the PUC-OPCS strategic initiatives and priorities
6. 124E.07 Subd. 6: Board of Directors; Duties The board understands the process by which contracts and contract terms are executed	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Board observations	There is evidence to support that the school board understands the process by which contracts and contract terms are executed, over the course of the contract.
7. 124E.07 Subd. 8: Board of Directors; Meetings and Information The board follows the rules and protocols for its meetings and its activities as outlined by (but not limited to): its by-laws, state law, open meeting law and in best practice, etc.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract	M	Board Observations, Board meeting minutes	There is no evidence that the school board has not followed the rules and protocols for its meetings and its activities as outlined by its by-laws, state law, open meeting law and in best practice, over

	term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			the course of the contract.
8. 124E.12 Subd. 01: Employment; Teachers Board retains proper credentials of tiered teacher licenses in order to perform duties in school	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M		
9. 124E.12 Subd. 2: Employment; Administrators Board upholds development plans for persons holding administrative supervisory, or instructional leadership roles.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	MMSA upholds development plans for administrators through consistent evaluation processes, including board and CMO-led reviews for the executive director and rubric-based evaluations for principals. Leadership development is further supported through professional learning communities and use of the Danielson Framework.

				These practices are implemented consistently across the contract term,
10. 124E.07 Subd. 6: Board of Directors; Duties Policy and strategy decisions made at Board level.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Board meeting minutes, board observations	The school has provided evidence that policy and strategy decisions are made at the board level over the course of the contract.
11. 124E.07 Subd. 6: Board of Directors; Duties Board understands the need for school leadership to execute board policy and strategy.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	The school has submitted evidence that the board understands the need for school leadership to execute board policy and strategy over the course of the contract.
12. 124E.12 Subd. 01: Employment; Teachers Board executes and retains sufficient employee working agreements and/or contracts.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract.	M	QSR Application	The school has submitted evidence that the Board executes and retains sufficient

	• Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			employee working agreements and/or contracts, over the course of the contract.
13. 124E.12: Employment Evidence of the following employment policies a. Personal leave a. Absence a. Family Medical Leave Act (FMLA) a. Medical leave a. Grievance a. Sexual Harassment a. Whistle Blower a. Equal Opportunity Employment Employee policy manual	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Staff Handbook	Minnesota Math and Science Academy (MMSA) provides evidence of the required employment policies in its 2023–24 Staff Handbook. The handbook includes sections addressing personal and medical leave, absence procedures, FMLA compliance, grievance protocols, sexual harassment prevention, whistleblower protections, and equal opportunity employment. These policies are clearly outlined and accessible to staff, ensuring

				legal compliance and support for employee rights.
14. 124E.03 Subd. 6: Length of School Year School is compliant with the number of instruction hours contained in Minn. Stat. 120A.41.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Calendar	The school has provided evidence that it is compliant with the number of instructional hours stipulated in Minn. Stat. 120A.41 over the duration of the contract term.
15. 124E – Website Requirements a. annual Report b. board Minutes c. board Information d. Authorizer Information e. lottery Policy f. financial information g. Open Meeting Post h. Student Bullying Policy i. Non-profit building j. corporation info k. Collaborative agreements with district	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Website	Minnesota Math and Science Academy (MMSA) has made key documents and policies accessible on its official website, including the annual report, board minutes, board information, authorizer contact, lottery policy, financial documents, open meeting notices, and anti-bullying policy etc.
16. 124E.12: Employment Background checks complete for all board	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School	O		

members, employees, and volunteers.	exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			
17. 124E.07 Subd. 6: Board of Directors; Duties The Board approves and follows school's leadership structure.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	The school has provided evidence that the Board approves and follows the school's leadership structure over the duration of the contract term.
18. 124E.07 Subd. 6: Board of Directors; Duties Board conducts a self-evaluation.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract	O		

	term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			
19. 124E.07 Subd. 6: Board of Directors; Duties The board understands the ongoing functions of the authorizer and the range of interventions.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Annual report, epicenter training plan	The school has provided evidence that the board understands the ongoing functions of the authorizer and the range of interventions over the course of the contract term.
20. MDE Due North Education Plan Board makes reasonable efforts to make board meetings and materials accessible in the preferred language of the students and families served	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	A	Website	The MMSA website includes a built-in translation feature, allowing general content to be viewed in a preferred language. However, board meeting materials and minutes are posted as attachments in English only, without translated versions or multilingual summaries. While the school demonstrates some effort to

				support language accessibility, the current practice does not fully meet the standard for consistent, meaningful access to board materials across the contract term.
21. MDE Due North Education Plan School Board receives anti-bias, anti-racist or equity training annually as part of annual board training	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	O		

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned (Number x Points)
Exceeds Expectations	0	1.5	0
Meets Expectations	13	1.0	15
Approaching Expectations	1	0.5	0.5
Of Concern	7	0.0	0
Subtotal (Add all points)			15.5

Section Average Score (Divide Subtotal by Number of Total Indicators in Section)	15.5/21 Indicators = 0.73
Overall Section Rating (Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below)	Approaching Expectations

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Score is 0.0-0.49	Score is 0.50-0.99	Score is 1.00-1.39	Score is 1.40- 1.50

PART III: SUMMATIVE FEEDBACK

INTERVENTIONS OVER TERM OF CONTRACT

NONE

STRENGTHS

MMSA's Board of Directors brings a range of professional expertise that contributes meaningfully to school governance. Current board members possess backgrounds in higher education, finance, and engineering, providing valuable perspectives to strategic and operational oversight. This breadth of experience positions the board to support school leadership in continuous improvement and long-term planning. Board meeting observations indicate that members are actively engaged and contribute to thoughtful, mission-aligned dialogue. Discussions are intentional, and there is evidence of collaboration in decision-making processes, particularly around school strategy, leadership structures, and contract execution. The board has consistently demonstrated understanding of its roles and responsibilities in policy approval, leadership evaluation, and oversight of school operations. The board meets statutory requirements regarding its composition and has provided evidence that it maintains knowledge of the authorizer's strategic priorities and expectations. It also plays an active role in upholding development plans for school leadership through evaluation processes aligned with the Danielson Framework and CMO-led reviews. Additionally, MMSA maintains publicly accessible governance documents on its website—including board minutes, annual reports, and policies—which supports transparency and public engagement.

OPPORTUNITIES FOR IMPROVEMENT

One ongoing challenge for the MMSA Board has been the consistent recruitment and retention of a parent representative. Given MMSA's unique and diverse student population, it is critical that the board prioritize recruiting, orienting, and retaining members who reflect the school community and bring a parent perspective to governance. Board engagement within the broader school community is another area for growth. Increasing board member presence at school events and in family engagement spaces could help strengthen relationships with key stakeholders and foster greater trust and transparency. Additionally, the board currently lacks a formal board handbook specific to MMSA. The absence of a comprehensive onboarding and governance guide limits the board's ability to effectively orient new members and ensure consistent, mission-aligned decision-making. Developing a handbook with clearly defined roles, responsibilities, and key policies would strengthen governance operations. Finally, there appears to be a high level of deference to the school director and Charter Management Organization (CMO) in decision-making. While collaboration with school leadership is important, the board—as the entity holding the charter contract with PUC-OPCS—must assert its authority in policy development and strategic planning. Strengthening the board's leadership role will reinforce its accountability and oversight responsibilities.

RENEWAL PERFORMANCE ANALYSIS

While the challenges outlined above are important to address early in the next contract term, MMSA's board is functional, engaged, and demonstrates a strong commitment to the school's success. Given the solid foundation in place and the board's willingness to grow in its governance practices, PUC recommends that a new charter contract be executed with MMSA.

OPERATIONS AND LEADERSHIP

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/A/M/E)	Evidence	Reviewer Comments
1. School Contract The school submits data submissions, compliance reports etc. on time	Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. Not Applicable (N): No Evidence submitted as indicator does not apply	A	Epicenter	MMSA currently has no outstanding or incomplete compliance submissions. However, it is unclear whether this has been consistent across all years of the contract term.
2. 124E.16 Subd. 2: Annual Public Reports School produces an Annual Report each year.	Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. Meets (M): Evidence supports that school accomplished indicator for all years of the contract term.	M	Epicenter	There is evidence to support that the school accomplished this indicator for all years of the contract term

	• Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			
3. 124E.11: Admission Requirements and Enrollment The school has adequate policy and procedures for admissions, including lotteries, student waiting list, withdrawals, and transfers.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	A	Lottery Policy	MMSA has a clearly documented admissions and enrollment policy that addresses key statutory requirements, including lottery procedures, waitlist management, sibling preference, student withdrawals, and early kindergarten admissions. The policy outlines a four-stage admissions process and provides transparent guidance for families. However, implementation of these procedures has not been consistent across all years of the contract term.
4. 124E.07 Subd. 6: Board of Directors; Duties Policy for student discipline, suspension, or expulsion that provides due process rights under the Minnesota Pupil Fair Dismissal act and is grounded in restorative justice	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract	M	Parent & Student Handbook, QSR Application	MMSA has a clearly documented, two-step approach to behavior management that emphasizes prevention and student re-engagement. The school implements PBIS and Character Strong to promote a positive school culture, and uses an MTSS framework to

	term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			identify and apply non-exclusionary, restorative interventions. The Student Handbook outlines due process protections consistent with the Minnesota Pupil Fair Dismissal Act, and highlights the use of restorative practices as a central component of the school's discipline philosophy.
5. 124E.11: Admission Requirements and Enrollment The school markets to a diverse audience within its geographic location.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Website review	There is evidence to support that the school markets to a diverse audience within its geographic location over the course of the contract term.
6. 124E.12: Employment There is a timeline in place for contract renewals and approvals	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists.	M	Epicenter, board meeting minutes,	It is evident from the Epicenter submissions related to service vendors and the board meeting minutes that there is a timeline in place for contract renewals and approvals over the course of the contract term.

	• Not Applicable (N): No Evidence submitted as indicator does not apply			
7. 124E.12, subd. 2: Employment, Administrators There are job descriptions in place for all staff, including director	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	O		
8. 124E.07 Subd. 6: Board of Directors; Duties The school has a transparent evaluation process in place for staff reviews, including Director.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	MMSA has a defined evaluation process for the Executive Director, principals, and teaching staff. The Executive Director is evaluated annually by both Concept Schools and the school board, with Concept using a performance-based metric focused on specific, measurable goals. The board is currently transitioning to a more comprehensive 360-degree evaluation model, which emphasizes development and incorporates feedback from multiple stakeholders. Principal evaluations are conducted using a performance rubric

				that includes areas such as Instructional Leadership, Resource Management, and Ethical Relationships. Principals also establish professional growth goals in collaboration with the Executive Director. Teacher evaluations are grounded in the Danielson Framework and include two formal observations and at least two walkthroughs annually. Student growth outcomes are also a factor in teacher performance assessments.
9. 124E.07 Subd. 6: Board of Directors; Duties School leadership has clearly articulated roles and responsibilities. Board and School Director have a clear delineation of roles and responsibilities.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	MMSA demonstrates a clear delineation of roles between the Board of Directors, the Executive Director, and school leadership. The Board focuses on high-level governance responsibilities, including fiscal oversight, policy development, charter contract compliance, and evaluation of the charter management organization (Concept Schools). The board also holds the CMO accountable for school performance and reviews academic and operational data regularly. The Executive Director, who is evaluated by both the board and Concept Schools, is

				responsible for day-to-day leadership of the school, including oversight of the principal and regional staff. The Executive Director delegates school-level leadership responsibilities—such as instructional leadership, professional development, and teacher evaluation—to the principal.
10. 124E.12: Employment School has a clear plan for providing and/or allowing regular staff professional development opportunities	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	MMSA has a clear and consistent approach to professional development that includes regular opportunities for all staff. This includes network-wide PD through Concept Schools, weekly PLCs, early release sessions, and targeted training on topics like ELD support and instructional rigor. New teachers receive mentorship, and staff are encouraged to attend conferences and pursue additional learning opportunities, including tuition reimbursement. PD offerings are aligned with school priorities and informed by annual staff feedback.
11. 124E.03 Subd 3: Applicable law; Pupils with a Disability Adequate support staff are in place	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract.	M	QSR Application, website	MMSA employs licensed special education staff and has appropriate support personnel in place to meet the

to meet special needs of students, including a licensed special education teacher	• Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			needs of students with disabilities. The school maintains compliance with state and federal special education requirements, and staffing includes a licensed special education teacher as required.
12. 124E.03 Subd 3: Applicable law; Pupils with a Disability The school has child find process to address needs for adaptations or special education assessments and staffing.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	TSES	MMSA has a clearly articulated Child Find process that outlines how the school identifies and evaluates students who may need special education services. The process is coordinated by the Special Education Director and includes specific procedures for receiving and responding to referrals from parents, physicians, public and private programs, and human service agencies. When a referral is made, the school promptly meets with families to review concerns and determine a course of action, which may include evidence-based in-class interventions or a full evaluation, depending on the situation. MMSA ensures parental involvement throughout and adheres to all

				timelines and legal requirements for consent and evaluation.
13. 124E.03 Subd 3: Applicable law; Pupils with a Disability School is in compliance with the requirements of the American with Disabilities Act (ADA).	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	Over the course of the school's contract no instances of non-compliance were identified
14. 124E.15: Transportation The school has a transportation policy, including for field trips.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	MMSA maintains a transportation policy that covers daily student transportation as well as procedures for field trips. The school outlines expectations for student behavior on buses, ensures coordination with transportation providers, and requires appropriate documentation and approvals for all off-campus trips.
15. 124E.15: Transportation The school has a transportation agreement with the resident district and/ or other arrangements in	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term.	M	QSR Application	MMSA has maintained transportation arrangements to ensure students have access to safe and reliable transportation services. Most

place to provide transportation for students.	● Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. ● Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● Not Applicable (N): No Evidence submitted as indicator does not apply			recently, the school transitioned from Pride Transportation (PTB) to Great Lakes Transportation for the 2024–25 school year. The new provider will serve both general education and special education students, including van services as needed.
16. 124E.13 Subd. 1: Facilities; Leased Space Facility meets zoning, building codes and occupancy requirements. Facility is appropriate and the usage plan supports school's education program model.	● Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. ● Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. ● Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● Not Applicable (N): No Evidence submitted as indicator does not apply	M	Site Visit	The school's current facilities and location adequately support the needs of its program and the attending students at Jennings. The facility complies with zoning, building codes, and occupancy requirements, ensuring a safe and suitable environment for education.
17. Minnesota Statutes, sections 124D.111 – 124D.1195 High quality food service program is in place and statutorily compliant.	● Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. ● Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. ● Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. ● Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. ● Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	MMSA operates a food service program that is compliant with state and federal nutritional guidelines. The school recently transitioned from Kilimanjaro Restaurant to St. Paul Restaurant and Catering Company to further support its food service operations.

18. Best Practice Utilizes staff automated reporting (STAR) & Minnesota automated reporting student system (MARRS)	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	The school has provided evidence to support that has utilized staff automated reporting (STAR) & Minnesota automated reporting student system (MARRS), over the course of the contract.
19. Best Practice Emergency preparedness plan consistent with the resident district plan and compliant with the state and local regulations is in place.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Parent & Student Handbook	MMSA has an emergency preparedness plan in place that meets state and local requirements and reflects alignment with district best practices. The school outlines procedures for closures due to severe weather, including snow, ice, and extreme cold. Specifically, MMSA may cancel school, programs, and activities if hazardous road conditions exist or if the forecast for 6 a.m. includes a wind chill of -35°F or colder with an accompanying National Weather Service warning. These protocols apply across elementary, middle, and high school levels.
20. Best Practice Legal counsel	• Exceeds (E): Evidence supports that school accomplished indicator for	M	Interviews, board	The school has provided evidence to

available and utilized, when necessary	all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply		meeting observations	support that legal counsel is available and utilized, when necessary, over the course of the contract term.
21. Best Practice School takes appropriate safety precautions with students using the internet (e.g., cyber-bullying, access to appropriate sites, giving out information)	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Parent & Student Handbook	MMSA has internet safety protocols in place to protect students from cyberbullying, inappropriate online content, and the sharing of personal information. The school utilizes web filtering tools to limit access to inappropriate sites and provides guidance to students on responsible internet use. Staff monitor online activity, and students are instructed on digital citizenship and online safety practices as part of the school's broader technology use policies.
22. Best Practice Students have consistent access to technology to enhance their learning. Technology is integrated into	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term.	M	QSR Application	MMSA ensures that students have consistent access to technology to support and enhance their learning. Devices are available for student use, and technology is integrated into

instruction and student work.	• Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			instruction across grade levels. Teachers use digital platforms and tools to support engagement, content delivery, and skill development, and students regularly complete assignments using educational technology.
23. MDE Due North Education Plan School has an educational pathway/plan to recruit, train, retain teachers of color and American Indian teachers	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	O		
24. MDE Due North Education Plan School demonstrates efforts to create a welcoming environment that is culturally and identity affirming	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	QSR Application	MMSA expresses a commitment to promoting respect for diversity and fostering an environment where students' and teachers' experiences are valued and connected to the curriculum. The school's statement on diversity emphasizes appreciation and inclusion
25. MDE Due North Education	• Exceeds (E): Evidence supports that school accomplished indicator for	M	QSR Application	MMSA has expressed a commitment to

Plan School provides anti-racist, anti-bias or equity training for staff and leadership consistently	all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			fostering an inclusive and respectful learning environment, and there is some indication that equity principles inform school values and professional learning (e.g., the integration of PLCs grounded in equity work)
26. MDE Due North Education Plan School provides access to information and materials, both written and verbal, in the preferred language of parents and community.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Website	The school website includes a built-in translation feature that allows users to view content in their preferred language, providing families with accessible information in multiple languages.

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned (Number x Points)
Exceeds Expectations	0	1.5	0
Meets Expectations	22	1.0	22
Approaching Expectations	2	0.5	1

Of Concern	2	0.0	0
Subtotal (Add all points)			23
Section Average Score (Divide Subtotal by Number of Total Indicators in Section)			23/26 Indicators = 0.88
Overall Section Rating (Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below)			Approaching Expectations

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Score is 0.0-0.49	Score is 0.50-0.99	Score is 1.00-1.39	Score is 1.40- 1.50

PART III: SUMMATIVE FEEDBACK

INTERVENTIONS OVER TERM OF CONTRACT

NONE

STRENGTHS

MMSA's Executive Director demonstrates strong leadership and a deep commitment to the school's mission and community. He brings relevant experience and has shown intentionality in building relationships with students, staff, and families. His leadership is reflected in the school's culture, strategic planning efforts, and commitment to continuous improvement.

The school has also built meaningful partnerships with families and maintains an active PTA. Parents interviewed during the QSR site visit expressed that the school is responsive to their children's academic and social-emotional needs. Many cited an "open-door" culture, where communication with school leadership is encouraged and accessible. This culture of transparency has contributed to a strong sense of trust and partnership with families.

Additionally, MMSA has implemented a comprehensive teacher evaluation system and performance incentive policy, developed collaboratively with staff. The framework incorporates multiple measures of effectiveness, including student outcomes and professional practice, and reflects alignment with the Danielson Framework. These systems have been praised by staff and could serve as a model for other charter schools seeking to improve educator effectiveness and retention.

OPPORTUNITIES FOR IMPROVEMENT

The current scope of responsibilities placed on the Executive Director by the Concept Schools network has impacted his ability to focus exclusively on MMSA. With the CMO expanding its footprint in Minnesota, the director has been tasked with supporting the launch of a new school, which has created competing priorities. This division of focus has contributed to challenges in areas such as compliance reporting.

Epicenter reporting, in particular, requires significant improvement. To address this, the school should consider training an existing staff member to support compliance and Epicenter reporting, which would alleviate some of the director's operational burden and help ensure timely submissions moving forward.

In terms of student services, while the Executive Director clearly articulated MMSA's Multi-Tiered System of Support (MTSS) for English Learners (EL) and students receiving special education services, program leads were less confident in describing these systems. Strengthening internal alignment and role clarity within EL and SPED teams will be important to ensure consistent implementation and service delivery.

Lastly, enrollment remains a challenge due to the size of the current facility and increased competition from nearby charter schools and the St. Paul Public School District. The school must continue to adopt a strategic and intentional approach to student recruitment and retention to sustain and grow its enrollment over the next charter term.

RENEWAL PERFORMANCE ANALYSIS

Given the steady operational performance of the school and the demonstrated commitment of the Executive Director, PUC-OPCS recommends that MMSA be granted a new contract term.

FINANCIAL

PART I: STATUTORY RENEWAL INDICATORS RUBRIC

Indicator	Rating Criteria	Rating (N/O/A/M/E)	Evidence	Reviewer Comments
1. 124E.01 Subd 1: Purpose and Applicability; Purposes The budget is in alignment with vision and mission & educational program.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	The school prepares a budget before the new school year and amends it during the school year. The executive director, school principal, DTL, MARSS coordinator, and treasurer contribute to the budget preparation.	
2. 124E.16 Subd. 1: Reports; Audit Report An auditing firm been retained to do the audit for the most recent year. Who?	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	Thomas & Company, CPA PA	
3. 124E.16 Subd. 1: Reports; Audit Report School audit was either clean, or fixed	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as	M	MMSA had 3 legal compliance	There were 10 audit findings in FY22.

findings in subsequent fiscal years.	demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply		findings in the FY23 audit. They don't expect any findings in the FY24 report.	
4. 124E.16 Subd. 1: Reports; Audit Report Audits are submitted to commissioner and authorizer no later than December 31. Any findings from the most recent audit have been addressed.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	The FY22 audit was submitted late. The school engaged CLA firm to audit the financial statements on time. The school had sent all the related audit documents to the audit firm. However, due to staffing issues and other complications, the audit firm could not complete the audit in the required time frame, which caused the audit to be late. The FY23 audit was submitted on time, and FY24 will be	

			submitted by the end of November 2024.	
5. 124E.07 Subd. 6: Board of Directors; Duties School has current insurance on file at school and with authorizer. Insurance coverage is adequate including risk management for the director and officers of the board.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	E		A certificate of insurance was on file, showing that the MMSA met MDE's insurance coverage requirements.
6. 124E.10 Subd. 3 (B): Charter Contract Financial practices are strategic and regularly reviewed by the board.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	E	The school has a finance committee. The committee members are the executive director, finance manager, principal, MARSS coordinator, assistant treasurer, and school board member. This committee reviews the reports, and a copy of those reports is uploaded to the board book for review by all	

			board members.	
7. 124E.10 Subd. 3 (B): Charter Contract Appropriate policies are in place to ensure proper use of funds (e.g., internal controls)	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M		The FY22 Audit Report reported ten internal control findings, four of which were “material” weaknesses, two were “significant” weaknesses, and two were caused by poor internal controls.
8. 124E.10 Subd. 3 (B): Charter Contract Develops and follows an annual budget.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	E	The school prepares a budget before the new school year and amends it during the school year.	
9. 124E.10 Subd. 3 (B): Charter Contract Generates and adheres to an annual fund balance goal.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator	A	FY24 was completed with a deficit, which reduced the school’s fund balance compared to the previous year.	

	for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			
10. 124E.10 Subd. 3 (B): Charter Contract School is not and has not been in statutory operating debt.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	The current fund balance is around 800K	
11. 124E.10 Subd. 3 (B): Charter Contract Manages cash flow, has access to credit line, and utilizes credit as necessary.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	M	MMSA has a line of credit through the management organization – Concept Schools.	
12. 124E.10 Subd. 3 (B): Charter Contract Develops sound student enrollment	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as	M	The school employs a full-time	

estimates for the upcoming school year.	demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply		enrollment coordinator. Enrollment and estimated ADMs are often discussed and monitored. Many discussions occur at the finance committee meetings or special enrollment meetings.	
13. 124E.10 Subd. 3 (B): Charter Contract School is UFARSS compliant.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	O	The school uses Skyward for its accounting needs, and the account structure is set up according to UFARS	Per the FY23 Audit Report, the auditors found that the school did not comply with the UFARS coding requirements for the tested transactions.
14. 124E.10 Subd. 3 (B): Charter Contract School has a competitive bidding and purchasing policy in place.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract	E	Yes. A copy is posted in Epicenter.	

	term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply			
15. 124E.10 Subd. 3 (B): Charter Contract Actively solicits and receives gifts and donations. Accounts for gifts and donations properly.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	A	MMSA's FY24 budget target is \$100K.	
16. 124E.10 Subd. 3 (B): Charter Contract Consistently implemented a balanced budget over the contract term.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	A	We completed the most recent year with a deficit.	
17. 124E.10 Subd. 3 (B): Charter Contract School has minimum enrollment needed for solvency.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term.	A	The current enrollment is more than 580. The school reached its	

	• Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply		enrollment target both in FY24 and FY25. FY23 enrollment was less than the minimum enrollment needed for solvency.	
18. 124E.10 Subd. 3 (B): Charter Contract Lease has been entered into with a non-profit corporation (under 317A) or a cooperative (under Chapter 308A). The lease cost is reasonable under current market value.	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	E	ABC owns the building. The lease cost is reasonable under the current market value.	
19. MDE Due North Education Plan School has plans to invest resources towards student wellness (including but not limited to: mental health, extracurricular, physical health)	• Exceeds (E): Evidence supports that school accomplished indicator for all years of the contract term. School exceeded expectations as demonstrated in Evidence for all years of contract. • Meets (M): Evidence supports that school accomplished indicator for all years of the contract term. • Approaching (A): Evidence supports that school accomplished indicator for at least one year of the contract term. • Of Concern (O): Evidence supports that school did not accomplish indicator for any years the contract term, or no evidence of indicator being accomplished exists. • Not Applicable (N): No Evidence submitted as indicator does not apply	E	Extracurricular activities and physical and mental health are already part of our budget.	

N – Not Applicable, O- Of Concern (0), A- Approaching Expectations (0.5), M- Meets Expectations (1), E- Exceeds Expectations (1.5)

PART II: STATUTORY RENEWAL INDICATORS SCORING PROTOCOL

Rating	Number of Indicators	Points	Points Earned (Number x Points)
Exceeds Expectations	6	1.5	9
Meets Expectations	8	1.0	8
Approaching Expectations	4	0.5	2
Of Concern	1	0.0	0
Subtotal (Add all points)			19
Section Average Score (Divide Subtotal by Number of Total Indicators in Section)			19/19 Indicators= 1.00
Overall Section Rating (Write if Section Exceeds Expectations, Meets Expectations, Approaches Expectations, or is Of Concern; refer to Rating Guide Below)			Meets Expectations

RATING GUIDE	Of Concern	Approaching Expectations	Meets Expectations	Exceeds Expectations
	Score is 0.0-0.49	Score is 0.50-0.99	Score is 1.00-1.39	Score is 1.40- 1.50

PART III: SUMMATIVE FEEDBACK

INTERVENTIONS OVER TERM OF CONTRACT

NONE

STRENGTHS

Over the course of the contract term, MMSA has maintained steady enrollment across its K–12 program, which has contributed to consistent revenue streams. The school has taken proactive steps by developing a strategic growth plan aimed at maximizing enrollment and sustaining financial stability. This plan is especially critical given competition in the area and facility size limitations. The school has also demonstrated notable progress in improving its financial health, with its fund balance increasing to 15% in the most recent fiscal year. This reflects a stronger financial position and a commitment to maintaining fiscal responsibility. MMSA has appropriate insurance coverage in place, including risk management provisions for school leadership and the board of directors. Documentation confirming this coverage is consistently filed with both the school and the authorizer, exceeding expectations in this area. Board-level financial oversight has been a strength, with financial practices regularly reviewed and key policies—such as competitive bidding and purchasing—clearly in place. The school has also developed and adhered to an annual budget throughout the contract term, demonstrating strong fiscal planning practices.

OPPORTUNITIES FOR IMPROVEMENT

According to the FY23 Audit Report, the school did not fully comply with UFARS (Uniform Financial Accounting and Reporting Standards) coding requirements for the transactions that were reviewed. Strengthening internal financial controls and ensuring staff receive appropriate training on UFARS compliance will be important moving forward.

RENEWAL PERFORMANCE ANALYSIS

While MMSA experienced financial challenges over the course of the contract term, recent efforts by school leadership demonstrate progress toward strengthening the school’s financial position. Continued focus on financial oversight and operational improvement will be key in the next charter term.

RENEWAL RECOMMENDATION

Pillsbury United Communities, Office of Public Charter School recommends the renewal of the charter contract of Minnesota Math and Science Academy (MMSA) for a term of Four (4) years, giving the school authority to provide instruction to students in grades Kindergarten – Grade 8 in the manner set forth in its Quality School Review Application.

Per the Pillsbury United Communities Appendix B.9 Contract Terms Renewal Tier Guidance, MMSA is qualified for a four (4) year contract because it has:

- 1. Scored 84% in meeting the schools contractual academic goals.
- 2. Scored 80% in meeting the schools contractual non-academic goals.
- 3. Received an Approaches/Meets scores in the QSR Indicators.
- 4. Demonstrated an overall health in operations and financial practices, though there are areas that are in need of improvement.

Recognizing MMSA’s commitment to student performance and its proven ability to adapt and grow strategically, PUC recommends a four (4) year contract renewal. This extended term will provide MMSA with the stability needed to not only continue delivering outstanding educational experiences to its students but also to engage in thoughtful, long-term planning that will further strengthen the school’s future. The school should take steps to address the areas of concern outlined in this report, particularly related to compliance reporting, board improvement in specific areas, and taking steps to ensure sustainable financial health.

ATTACHMENT A – STUDENT AND STAFF REPORT

	School Year	School Year	School Year	School Year	School Year
Enrollment (by grade)	2016/17	2017/18	2018/19	2019/20	2020/21
Kindergarten	56	55	43	34	32
1 st	59	61	35	35	39
2 nd	57	65	43	30	40
3 rd	45	57	39	46	30
4 th	48	63	43	43	46
5 th	37	53	48	42	43
6 th	39	50	44	45	42
7 th	53	46	44	46	47
8 th	35	58	33	45	45
9 th	n/a	25	31	37	40
10 th	n/a	n/a	19	33	40
11 th	n/a	n/a	n/a	20	31
12 th	n/a	n/a	n/a	n/a	20
Gender	2016/17	2017/18	2018/19	2019/20	2020/21
Male	49%	47%	50%	50%	50%
Female	51%	53%	50%	50%	50%
Ethnicity/Race	2016/17	2017/18	2018/19	2019/20	2020/21
White	2%	5%	3%	1%	1%
Black	91%	92%	90%	96%	97%
Hispanic	1%	1%	1%	0.2%	0.5%

Asian	4%	4%	5%	2.2%	1.5%
Native American	1%	1%	1%	0.2%	0.2%
Immigrant (specify)	n/a	n/a	n/a	n/a	n/a
Specialized Populations	2016/17	2017/18	2018/19	2019/20	2020/21
Student with IEPs	6%	6%	4%	5%	4%
English Language Learners	72%	75%	76%	66.7%	66.1%
Homeless / Highly Mobile Students	n/a	1%	1%	n/a	n/a
Eligible for free and Reduced lunch	97%	94%	97%	96%	97%
# of in-school suspensions	n/a	n/a	n/a	n/a	n/a
# of out-of-school suspensions	130	95	7	98	7
# of students expelled	0	1	0	0	0
Total # of teacher positions	39	42	42	46	49
# of teachers returning to the school from the previous school year	22	30	30	31	32
# of teacher hired due to growth in grade levels or enrollment	7	3	0	0	3

ATTACHMENT B – ACCOUNTABILITY DATA

Minnesota Math and Science Academy						
Contract Goal Performance July 1, 2022-June 30, 2025						
Academic Goals		Results			Points Earned	Points Possible
		FY22	FY23	FY24		
Academic Goal 1: Grades K-5 Reading Growth Goal	The percentage of all students in grades K-5 who meet or exceed their RIT Growth Projection (from Fall to Spring) on the STAR/NWEA MAP and/or MAP Primary Grades (MPG) in Reading will be $\geq 50\%$	55.8%	56%	46.8%	2.5	3
		Meets Expectations	Meets Expectations	Approaches Expectations		
Academic Goal 2: Grades K-5 Math Growth Goal	The percentage of all students in grades K-5 who meet or exceed their RIT Growth Projection (from Fall to Spring) on the STAR/NWEA MAP and/or MAP Primary Grades (MPG) in Math will be $\geq 50\%$	55.3%	62.2%	52%	3.5	3
		Meets Expectations	Exceeds Expectations	Meets Expectations		

Academic Goal 3: Grades 6-8 Reading Growth Goal	The percentage of all students in grades K-5 who meet or exceed their RIT Growth Projection (from Fall to Spring) on the STAR/NWEA MAP and/or MAP Primary Grades (MPG) in Reading will be $\geq 50\%$	47%	41%	24%	0.5	3
		Approaches Expectations	Of Concern	Of Concern		
Academic Goal 4: Grades 6-8 Math Growth Goal	The percentage of all students in grades K-5 who meet or exceed their RIT Growth Projection (from Fall to Spring) on the STAR/NWEA MAP and/or MAP Primary Grades (MPG) in Math will be $\geq 50\%$	50.30%	48%	45%	2	3
		Meets Expectations	Approaches Expectations	Approaches Expectations		
Academic Goal 5: Math State Accountability Testing in Grades 4-8	35% or more of students in Grades 4-8 will be on-track the Math state accountability tests (MCA) annually	32%	28%	31%	1.5	3
		Approaches Expectations	Approaches Expectations	Approaches Expectations		
Academic Goal 6: Reading State Accountability Testing in Grades 4-8	35% or more of students in Grades 4-8 will be on-track the Reading state accountability	25.9%	18.6%	27%	1	3
		Approaches Expectations	Of Concern	Approaches Expectations		

	tests (MCA) annually.					
Academic Goal 7: STEM Goal, STEM Competition Participation	Of the students in grades 5-12 enrolled by October 1st that have completed at least one STEM project, at least 40% of them will participate in district, state, regional or national competitions for each year of the contract.	N/A due to impacts of COVID	38%	44%	0.5	2
			Approaches Expectations	Of Concern		
Academic Goal 8: Post-Secondary Preparation, Middle School and High School Career Preparation	Of the students in grades 6-12 enrolled by October 1st, at least 70% will participate in career exploration or career skill building classes at least once a year.	100%	100%	100%	4.5	3
		Exceeds Expectations	Exceeds Expectations	Exceeds Expectations		
Academic Goal 9: Post-Secondary Preparation, High School College Preparation	Of the students in grades 9-12 enrolled by October 1st, at least 70% will participate in college preparation activities at least once a year, including	72%	92%	94%	4	3
		Meets Expectations	Exceeds Expectations	Exceeds Expectations		

	but not limited to: college trips, college fairs, college mentorship, etc.					
Academic Goal 10: Social-Emotional Learning (SEL), Implementation of SEL Program	MMSA staff will implement and run a new Social Emotional Learning (SEL) Program during the contract term.	CharacterStrong program across all grade levels, K-12.	The CharacterStrong program is now integrated across all grade levels, K-12.	The CharacterStrong program is now integrated across all grade levels, K-12.	4.5	3
		Exceeds Expectations	Exceeds Expectations	Exceeds Expectations		
Points Total		8.5	8.5	7.5	24.5	29
Academic Goal Attainment Percentage		94%	85%	75%	84%	
Attainment Rating		Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations	
Non-Academic Goals		Results			Points Earned	Points Possible
		FY22	FY23	FY24		
Mission Alignment Goal 1: Professional Development	MMSA Staff will participate in at least two professional development opportunities annually related to equity minded instruction, culturally competent teaching, cultural relevance, or other related topics.	100% of staff participated in three all staff PD	100% of staff participated in two all staff PD	100% of staff participated in two all staff PD	4.5	3
		Exceeds Expectations	Exceeds Expectations	Exceeds Expectations		

Mission Alignment Goal 2: Staff Cultural Competence Goal	MMSA Staff will grow and develop in cultural competence as measured by the Intercultural Development InventoryR (IDIR) Assessment.	Decrease of 6.44% from fall to spring	Decrease of 4.68% from fall to spring	IDI not given by school	1.5	3
		Meets Expectations	Approaches Expectations	Of Concern		
Governance Goal 1: Annual Board Training	100% of active MMSA Board members will complete annual training.	100% of board members attended annual training	100% of board members attended annual training	100% of board members attended annual training	3	3
		Meets Expectations	Meets Expectations	Meets Expectations		
Governance Goal 2: Strategic Planning	The MMSA Board will have developed, written and approved a new strategic plan by the end of the second year of the contract term.	Strategic Plan not in place	Strategic Plan not in place	School adopted School Improvement Plan for the 2023-2024 school year that has strategic initiatives and goals included in the plan as posted on its website	0.5	3
		Of Concern	Of Concern	Approaches Expectations		
Governance Goal 3: Board Oversight of Major Financial Contracts	The MMSA Board will review all major contracts between the school and outside vendors for contracts >\$25,000 annually.	The Board reviews and approves financial information at every board meeting, including large contracts.	The Board reviews and approves financial information at every board meeting, including large contracts.	The Board reviews and approves financial information at every board meeting, including large contracts.	3	3
		Meets Expectations	Meets Expectations	Meets Expectations		

Finance Goal 1: Financial Health	MMSA will meet MDE’s Financial Award Criteria for each year of the contract term	The school did not earn the MDE Finance Award	The school did not earn the MDE Finance Award	The school earned the MDE Finance Award	0	3
		Of Concern	Of Concern	Of Concern		
Finance Goal 2: Fund Balance	The unreserved fund balance percentage will be minimum of 15% for each year of the contract term	FY21 Audited: 32%	FY22 Audited: 13%	FY23 Audited: 23%	3	3
		Exceeds Expectations	Approaches Expectations	Meets Expectations		
Operations and Leadership Goal 1: Parent Engagement	At least 70% of MMSA parents will meet with their student’s teacher at least once a school year at a Parent Teacher Conferences (PTC).	34%	77%	82%	2.5	3
		Of Concern	Meets Expectations	Exceeds Expectations		
Operations and Leadership Goal 2: Parent University	MMSA will run its Parent University for each year of the contract term and hold at least nine sessions annually.	In 21-22, our parents met virtually 10 times over the course of the school year.	In 22-23, our parents met 9 times over the course of the school year	In 23-24, our parents met 9 times over the course of the school year	3.5	3
		Exceeds Expectations	Meets Expectations	Meets Expectations		
Points Total		7.5	6.5	7.5	21.5	27
Non-Academic Goal Attainment Percentage		83%	72%	83%	80%	
Attainment Rating		Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	

ATTACHMENT C – FINANCIAL INDICATORS

Near-Term Measures: Does the School have Sufficient Current Assets to Sustain its Operations for at least 1 Year

Current Ratio

Measures: Can the school cover its short-term financial obligations?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	4.7	2.4	3.0	Current ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)	Current ratio is between 1.0 and 1.1 and one-year trend is negative	Current ratio is less than or equal to 0.9
				Points Earned	2	

Unrestricted Days Cash

Formula: (Unrestricted cash + (Total exp - Depreciation exp)/365

Measures: Does the school maintain an appropriate balance of cash on hand?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	73.7	57.5	10.9	Between 30-60 days cash and one-year trend is positive	Days cash is between 30-60 days and one-year trend is negative	Fewer than 15 days cash
				Points Earned		0

Enrollment Variance

Formula: Actual ADM/Board Approved ADM Budget

Measures: Can the school project enrollment in a way to budget responsibly?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	91%	91%	96%	Enrollment variance equals or exceeds 95 percent in the most recent year	Enrollment variance is between 85-95 percent in most recent year	Actual ADM is less than 85% of budgeted ADM
				Points Earned	2	

Default - Loans

Formula: None

Measures: Is the school in default on its debt covenant and/or delinquent with its debt service payments?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	No	Yes	No		School isn't in default of loan covenant(s) and/or isn't delinquent with debt service payments	School is in default of loan covenant(s) and/or is delinquent with debt service payments
				Points Earned	1	

Default - On-Time Payments

Formula: None
Measures: Is the school late with vendor payments?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	Yes	Yes	No		School is on-time with vendor payments	School is not on-time with vendor payments
Points Earned						0

Sustainability Measures: Does the School have Sufficient Cash to Sustain its Operations for more than 1 Year**Reserves**

Formula: None
Measures: Is there an adequate FB to ensure stable service delivery, meet future needs, and protect against financial instability.

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	32%	13%	23%	Reserve is at least 3 months' expenses (25%) as measured by the end-of-year reserves divided by annual expenditures.	Reserve is enough to cover one full payroll as measured by the end of year reserves divided by annual expenditures.	Reserve is less than 3 months' expenses.
Points Earned				2		

Total Margin

Formula: NI/Total Revenue and 3-yr total NI/3-yr Total Revenue
Measures: How well does the school control its operating costs?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	14%	-11%	4%	Aggregated 3-Year Total Margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year Total Margin is positive.	Aggregated 3-Year Total Margin is greater than -1.5%, the most recent year Total Margin is between -10% and 0%, and/or trend does not "Meet Standard"	The most recent year's Total Margin is less than -10%
Points Earned				2		

Debt to Asset Ratio

Formula: Total Liabilities/Total Assets

Measures: Does the school maintain an appropriate balance between assets and liabilities?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	0.21	0.41	0.34	Debt to Asset Ratio is less than 0.9	Debt to Asset Ratio is between 0.9 and 1.0	Debt to Asset Ratio is greater than 1.0
Points Earned				2		

Cash Flow

Part 1 Net Cash Flow = Total Cash Inflows – Total Cash Outflows

Part 2 Cumulative Cash Flow = (Net Cash Flow Year 1 + Net Cash Flow Year 2 + Net Cash Flow Year 3)

Formula: Part 1/Part 2

Measures: Did the school generate more cash than it spent.

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	1,406,769	1,473,999	264,447	Multi- year Cumulative cash flow is positive and cash flow is positive each year	Multi- year cumulative cash flow is positive, but trend does not "Meet Standard"	Multi-Year Cumulative Cash Flow is negative
Points Earned					1	

Debt Service Coverage RatioFormula: $(NI + \text{Depr Exp} + \text{Interest Exp}) / (\text{Annual Principal} + \text{Interest and Lease Payments})$

Measures: Did the school have enough income to cover the current year's debt payments?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	1.54	0.20	1.36		Debt Service Coverage Ratio is equal to or exceeds 1.1	Debt Service Coverage Ratio is less than 1.1
Points Earned					1	

MDE Finance Award

Measures: Is the school a MDE Finance Award Recipient?

Years Reviewed	2021	2022	2023	Exceeding:	On Target:	Of Concern:
Yearly Results:	No	No	No		MDE Finance Award Recipient	Not an MDE Finance Award Recipient
Points Earned						0

Total Point Earned				
	TOTAL POINTS 13	Total "EXCEEDING" Points: 10	Total "ON TARGET" Points: 3	Total "OF CONCERN" Points: 0
Levels of Achievement:				
Exceeding: ≥ 15 points				
On Target: $\geq 11 < 15$ pts	X			
Of Concern: < 11 pts				