



Performance Framework Accountability System

Based on Minnesota Statutes §124E and NACSA's Principles and Standards, MOChA has designed a Performance Framework to promote high-quality charter schools and align with national quality authorizing principles and standards that plainly:

- Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality, i.e., the chartering priority, aligned with Statute and MOChA's mission: to improve *all* pupil learning and *all* student achievement;
- Define clear, measurable, and attainable academic, financial, and organizational performance standards and targets (per Minnesota Statutes §124E.10) and consequences for meeting or not meeting performance standards;
- Meet the outcomes adopted by the commissioner for public school students, including world's best workforce goals under section 120B.11, Subdivision 1 per Minnesota Statutes §124E.10, Subd. 1(c);
- Include expectations for appropriate access, education, support services, and outcomes for students with disabilities;
- Define the sources of academic data that will form the evidence base for replication, change in authorizer, on-going and annual review and contract renewal evaluation, including state-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparisons with other public schools in the district and state;
- Defines the sources of financial data that will form the evidence base for replication, change in authorizer, on-going and annual review and contract renewal evaluation, grounded in professional standards for sound financial operations and sustainability;
- Defines the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, and sound public stewardship.

The Minnesota Office of Charter Authorizing (MOChA) is committed to fulfilling its role as a single-purpose charter school authorizer by holding its schools accountable for a range of results. Through clear reporting by the schools and oversight by the authorizer, MOChA will uphold our legal obligation to insure the schools we authorize are reaching (or making adequate progress toward) the purposes, goals, and benchmarks outlined in the Charter Contract. This collective body of evidence will also form the basis for replication, change in authorizer, on-going and annual review and contract renewal decisions.

MOChA's rigorous approval criteria is aligned to NACSA's Principles and Standards:

- Requires all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities, and clear evidence of the applicant’s capacity to execute its plan successfully.

The Accountability System is presented below and is composed of two sections, the Performance Framework and the Evaluation Rubric.

Performance Framework

The Performance Framework sets forth the indicators (general categories) of performance which include academic, fiscal, governance, operations, and legal compliance. The Performance Framework also provides the general measures (means to evaluate an indicator), including contextual and methodological information where appropriate. The Performance Framework is used in conjunction with the Evaluation Rubrics.

Evaluation Rubric

The Evaluation Rubrics set forth the *metrics* (means to quantify a measure) and *targets* (specific performance thresholds for success in meeting the standard) for determining whether a school has met the Charter Contract performance requirements according to the expectations set forth in the Performance Framework. Generally each metric in the evaluation rubric has performance targets rated on a four-point scale:

- 4 = Exceeds standard
- 3 = Meets standard
- 2 = Approaching standard
- 1 = Does not meet standard

MOChA’s Performance Framework Accountability System will be used whenever formal decisions are made about replication, change in authorizer, on-going and annual review and contract renewal evaluation, as well as the effectiveness of a MOChA authorized charter school. Expansion applications are also reviewed using the performance framework rubric, as well as an additional rubric specific to grade/site expansion applications. The Evaluation Rubric represents a template that may be modified to enable MOChA to appropriately evaluate each of its authorized schools.

A formal written performance evaluation is required for a renewed contract. MOChA regards schools that are meeting expectations (a score of 3.0 or above) to be performing well against the standards. In order to be considered for a full term contract renewal (5 years), schools must achieve average scores of 3.0 or greater in all three areas and meet the additional specifications laid out in evaluation rubrics.

MOChA requires each of its authorized charter schools to use academic and non-academic performance metrics that are SMART:

- [S]pecific
- [M]easurable
- [A]ttainable
- [R]elevant, and
- [T]ime-bound

Each MOChA-authorized charter school will provide the information necessary to score Accountability System metrics, if not reported elsewhere, e.g., Annual Report and MDE School Report Card. Based on the reported results, as well as site visits, review of publicly available data, and regular contact with the school, MOChA will annually assess the school’s performance regarding academic progress, fiscal viability, and organizational effectiveness using the Evaluation Rubric. The four-point rating system used in the rubric allows MOChA to summarize each school’s level of achievement and their progress toward meeting the outcomes delineated in the Performance Framework.

Performance Framework

MOChA subscribes to NACSA's Principles and Standards guidance: performance standards enable schools and MOChA to know the outcomes for which MOChA will hold schools accountable. They are the basis for school evaluation and are incorporated in the Charter Contract. Academic, financial, and organizational performance standards include clearly defined and measurable indicators, measures, metrics, and targets.

Indicators

The Minnesota Office of Charter Authorizing Performance Framework sets forth the indicators and measures that capture school performance. Indicators are general categories of performance and include academic performance, financial viability, and organizational effectiveness, which encompasses board governance, operations, and legal compliance.

These indicators seek to answer specific questions and are grouped as follows:

Indicator(s)	Question	Section
Academic Performance	Is the learning program a success?	1
Financial Performance	Does the school exhibit strong fiscal health?	2
Organizational Performance : -Board Governance -Operations -Legal Compliance	Is the organization effective and well-run?	3

Measures

Measures are the means to evaluate an indicator, not the specific goals (metrics and targets) which are found in the evaluation rubric. The information below also includes contextual and methodological information where such information is not found in the specific in the rubric.

Section 1: Academic Performance. Is the learning program a success?

The primary purpose of the charter schools in MOChA's portfolio is to improve all pupil learning and all student achievement and identifies additional purposes per Minnesota Statutes §124E.01, Subd.1, Minnesota Statutes §124E.10, Subd. 1(a)(1) and 1(a)(2).

The performance framework is designed to meet the outcomes adopted by the commissioner for public school students, including world's best workforce goals under section 120B.11, Subdivision 1 per Minnesota Statutes §124E.10, Subd. 1(c).

Academic performance standards include clearly defined and measurable indicators, measures, metrics, and targets that:

- Set expectations for student academic achievement status or proficiency, including comparative proficiency;
- Set expectations for student academic growth, including adequacy of growth toward state standards;
- Incorporate state and federal accountability systems, including state grading and/or rating systems;
- Set expectations for postsecondary readiness, including graduation rates; and

- Provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by MOChA.

The MOChA Academic Performance section provides a multi-faceted understanding of student performance at the charter school. Deliberately, MOChA has aligned the performance measures with the World's Best Workforce priorities, including: All third-graders can read at grade level; All racial and economic achievement gaps between students are closed; All students are ready for career and college; All students graduate from high school. School readiness does not currently have its own measure/profile because no single statewide data source measures this information.

The measures used to understand academic performance include:

- North Star Excellence and Equity System. This comprehensive system uses five indicators: academic achievement (calculated and reported separately for math and reading), progress toward English language proficiency, academic progress (calculated and reported separately for math and reading), graduation rates (calculated and reported separately for four-year and seven-year rates), and consistent attendance. While MOChA evaluates progress in reference to some of the specific North Star indicators, this system affords a comprehensive/macro view of school performance.
 - o *Academic Achievement*: A student's score on statewide assessments is placed in one of four achievement levels: • Exceeds Standards • Meets Standards • Partially Meets Standards • Does Not Meet Standards. Achievement rates are calculated separately for math and reading. When determining the achievement rate for a given student group (e.g., students eligible for free or reduced-price lunch), the accountability system uses the following calculation:

Number of Students who Exceed or Meet Standards

All Students who Exceed, Meet, Partially Meet, or Do Not Meet Standards, or who Do Not Participate

- o *Progress toward English Language Proficiency*: Progress toward English language proficiency is specific to English learners. It measures the average progress English learners make toward individual growth targets on the ACCESS for ELLs test.
 - o *Academic Progress*: Academic progress is a score based on students' achievement levels from one year to the next. Math progress and reading progress are calculated separately. These measures include alignment to the World's Best Workforce priorities, including: all third-graders can read at grade level and all racial and economic achievement gaps between students are closed.
 - o *Graduation Rates*: The North Star system uses four-year and seven-year graduation rates. This measure addresses the World's Best Workforce priorities: all racial and economic achievement gaps between students are closed, all students are ready for career and college and students graduate from high school.
 - o *Consistent Attendance*: Consistent attendance is the percentage of students attending more than 90 percent of the days they are enrolled at a school.
- Minnesota Comprehensive Assessment (MCA) Data: All authorized schools shall participate fully in the MCAs, Mathematics, Reading, and Science.
 - Minnesota Growth - The Minnesota Growth model compares changes in students' test scores to the historical performance of students with similar scores.
 - Graduation rates (if applicable), and
 - College-Going rates (if applicable)

Data from assessments will be compiled and evaluated as described below. Each area may have multiple metrics for success as reflected by the Evaluation Rubric included in the Charter Contract.

Methodology for Selection of Comparison Schools

Several academic performance indicators involve the use of demographically similar comparison schools. In an effort to be as clear and transparent as possible, the methodology for the selection of these comparison schools is addressed below.

1. Data files containing student demographic information are downloaded from the Minnesota Department of Education website.
2. Data is filtered in the following order:
 - a. Schools within 5 percentage points of the authorized school's free/reduced price lunch category - to approximate poverty levels;
 - b. Schools within 5 percentage points of the authorized school's EL status; and
 - c. Schools within 5 percentage points of the authorized school's SPED status.
3. Schools of differing types than the authorized school are removed in order to ensure programmatic relevance. For example, to the extent possible, elementary schools are matched with other elementary schools; non-ALC high schools are matched with other non-ALC high schools, etc.

The goal of the process described above is to generate 3-5 schools serving a similar population with which the authorized school can be compared. It is important to note that at times, the process above will produce too many or too few matches. In that case, the parameters of items b, c, and d above may be adjusted to find an adequate number of the best possible matches. Due to shifting demographics in schools, matches may vary from year to year.

Matches will be shared with schools for comment prior to construction of final data sheets, and schools may request the inclusion of additional schools or present a rationale for excluding a certain school; however, MOChA may or may not grant such requests based on its discretion. All resident district schools serving relevant grades will be included in the 'resident district' column.

While every school is different and demographic matching will not create exact apples-to-apples comparisons, MOChA's desire is to arrive at a group of comparison schools that are relevant, fair, and allow for insight into the authorized school's performance.

Minnesota Comprehensive Assessment (MCA) Measures

Students in tested grades who are eligible to take the MCA (i.e., all students not exempted based on an IEP) will illustrate their progress through the MCA goal series. These goals ensure that students are making progress toward or maintaining high levels of proficiency on the state's academic standards as evidenced through the state's MCA exam. These goals will be scored based on school-wide results.

MCA Proficiency

MOChA-authorized charter schools should perform as well as or better than the state, the district in which the school resides, and schools with comparable demographics (methodology for selection of comparison schools is described above) with the view that MOChA has data points to measure. These measures include alignment to the [World's Best Workforce](#) priorities, including: all third-graders can read at grade level and all racial and economic achievement gaps between students are closed.

Minnesota Growth

The Minnesota Growth model compares changes in students' test scores to the historical performance of students with similar scores. Student growth is categorized as low, medium or high. These measures include alignment to the [World's Best Workforce](#) priorities, including: all third-graders can read at grade level and all racial and economic achievement gaps between students are closed.

Graduation Rate

Schools serving grades 9-12 must demonstrate their ability to move students to graduation as defined in the Evaluation Rubric, a [World's Best Workforce](#) priority.

College Going

Schools serving grades 9-12 demonstrate their ability to promote post secondary education and track how many students enroll in an Institution of Higher Education (IHE) within 16 months of graduation, a World's Best Workforce priority.

School/Mission-specific Performance

Subscribing to NACSA's Principles and Standards guidance, MOChA provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by MOChA, e.g., Attendance, NWEA MAP Growth, FastBridge, etc.

Section 2: Financial Performance - Does the school exhibit strong fiscal health?

Financial performance standards include clearly defined and measurable indicators, measures, metrics, and targets that:

- Enable MOChA to monitor and evaluate the school's financial stability and viability based on short-term performance, and
- Enable MOChA to monitor and evaluate the school's long-term financial sustainability.

The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This includes meeting all MOChA, MDE, and statutory reporting deadlines, and remaining current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms. The intent of the Financial Viability section is to ensure the successful operation of the school into the future and to vouchsafe the proper use of public funds.

Keeping in mind that measures are the means to evaluate an indicator (financial viability), not the specific goals (metrics and targets) which are found in the evaluation rubric, the measures used to understand financial performance include:

- Structure promoting board oversight including appropriate policies (e.g., fund balance policy) and practices (i.e., finance committee) that promote financial health;
- Annual audit (included in the Annual Report);
- Board approved Annual Budget and monthly cash flow projection by 30 June of each fiscal year; and
- Performance on key financial metrics that demonstrate the school's financial position.

Data from these sources will be compiled and evaluated. Each measure may have multiple metrics for success as reflected by the Evaluation Rubric.

Annual Audit

All authorized schools must receive an annual audit. MOChA expects that audits are clean with no major findings (i.e., "clean" opinion, no material weaknesses on internal controls, and no findings on compliance with state or federal laws). An audit finding shall be considered Minor unless MOChA determines a finding is Major. If MOChA believes an audit finding may be Major, it shall obtain an opinion from a qualified, third-party professional regarding the importance of the finding. MOChA shall also ask the charter school to respond to the finding. In general, a finding will be considered Major if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. Classification of a finding as Major shall be at the sole discretion of MOChA.

Section 3: Organizational Performance (Board Governance, Operations, and Legal Compliance) – Is the organization effective and well run?

Organizational performance standards include clearly defined and measurable indicators, measures, metrics, and targets that:

- Define the essential elements of the educational program for which MOChA will hold the school accountable;
- Define financial management and oversight standards based on generally accepted accounting principles;
- Hold school governing boards accountable for meeting statutory and board-established operating and reporting requirements, including compliance with open-meeting and public records laws, board adopted bylaws and policies.
- Ensure school compliance with student and employee rights and obligations; and
- Establish expectations related to the school environment, including health and safety, transportation, facilities, and appropriate handling of records.

A successful school is governed by a high-functioning Board as well as strong school leadership. Board members and school leaders bring skills, experiences, and expertise to the important areas of governance, school operations, and compliance/reporting requirements. The Organizational Effectiveness indicators seek to capture a school's performance through a variety of qualitative and quantitative measures.

As noted above measures are the means to evaluate an indicator, not the specific goals (metrics and targets). The measures used to understand organizational effectiveness include:

- Systems to properly maintain policies and Bylaws.
- Compliance with Bylaws and policies.
- Demonstrated commitment of all members to continuous learning, and nonprofit best practices including:
 - Ability to understand and abide by appropriate Board and school leader roles (i.e., governance vs. management).
 - Annual leaders review (those who hold administrative, supervisory, or instructional leadership roles), including a formal, documented review process, timelines, and criteria, completed by 31 March of each year.
 - Annual board self-review, completed by 31 March of each year.
 - Annual evaluation of any Educational Service Providers, if applicable.
 - Utilizing an effective recruitment and orientation/on-boarding process for new board members, which at a minimum includes background on issues presently facing the board and an introduction to key documents (i.e., policy manual, Board Bylaws, contract with authorizer).
 - Engaging in strategic planning at least once every five years, or more frequently or at the request of MOChA if significant programmatic or other changes are slated to occur, and utilizing the strategic plan to drive the direction and priorities of the school.
- The Board of Directors will regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices.
- Distribution of a complete packet (as described in Evaluation Rubric) at least three days prior to all board meetings.
- Maintenance of orderly records at all times by the Board of Directors, which includes meeting minutes, board documents (Bylaws, Articles of Incorporation, policies, etc.), and financial statements. Records will meet the requirements of the Open Meeting Law, will be kept on site, and will be made available to the public in accordance with Open Meeting Law. All required documents will be posted on the School's website.
- Levels of parent, teacher and student satisfaction as measured by student and teacher retention, and an annual parent satisfaction survey which requests satisfaction with the school overall as one item on the survey. Teachers who are retiring or who are no longer qualified to serve in their previous role are not counted against the school's teacher retention goal. Teachers who have left the classroom but are retained by the school in an alternate position (i.e., Teachers on Special Assignment) are considered retained.

- Student attendance rates.
- Fulfillment of legal obligations regarding special-needs students as indicated by conditions such as the following:
 - Clear understanding of current legislation, research and effective practices relating to the provision of special education services by appropriately licensed staff;
 - Access to appropriate training and information for all staff;
 - Effective and timely implementation of individual education plans, informed by the appropriately documented needs of individual students;
 - Well-managed relationships with students, parents, and external providers that comply with law and regulation;
 - School-specific and board-approved TSES manual;
 - Retention of appropriate staff (including teachers, a qualified special education director, and contracted service providers) as required by student population;
 - No adverse findings in complaints database;
 - Results from most recent MDE program and financial audits.
- Fulfillment of legal obligations regarding students identified as English Learners (ELs) as indicated by conditions such as the following.
 - Clear understanding of current legislation, research and effective practices relating to the provision of EL services by appropriate staff;
 - Access to appropriate training and information by all school staff. Following of MN Standardized Statewide EL Procedures (or subsequent requirements) for identification, entrance, and exit;
 - Effective program with written plan for service at all grade and proficiency levels;
 - Retention of appropriate staff (including EL teachers, and contracted service providers) as required by student population;
 - Results from most recent MDE program and financial audits;
 - ACCESS Results, if indicated by the Evaluation Rubric.

Please note that if analysis of standardized test scores show that students with special needs and/or students identified as ELs are progressing at rates below the school's non-special needs and/or EL populations, or at rates below their comparable statewide subgroups, then additional Accountability System goals may be development in conjunction with MOCHA to measure the school's progress with these students.

- The Board of Directors and School will comply with all applicable state and federal laws including but not limited to:
 - Minnesota Charter School Law (Minnesota Statutes §124E)
 - Board initial and ongoing training
 - Development of board-approved development plan for leaders if applicable
 - Governance model requirements
 - Minnesota Open Meetings Law (Minnesota Statutes §471.705)
 - Teacher licensure: The school will hire well-qualified and appropriately licensed (or otherwise state-approved) teachers. (Minnesota Statutes §122A.18 subd. 1)
 - Fair and open admission/enrollment policies and practices compliant with law.
 - Background checks: must be completed on staff, board members, and others with the potential for close contact with students.
 - Education of Special Education students (Minnesota Statutes §125A.02, 125A.03, 125A.24, 125A.65)
 - Applicable state and local health and safety requirements. The school must maintain a safe facility that is conducive to learning.
 - Minnesota Human Rights Act (Chapter 363A)
 - Equal opportunity in athletic programs (Minnesota Statutes §121A.04)
 - Minnesota Pupil Fair Dismissal Act (Minnesota Statutes §124A.40 to 121A.56)
 - Minnesota Public Schools Fee Law (Minnesota Statutes §123B.34 to 123B.39)
 - Educational data and records (Minnesota Statutes §13.32, 120A.22, Subd. 7, and 121A.75)

- Student legal records (Minnesota Statutes §260B.171, Subds. 3 and 5)
- The Pledge of Allegiance (Minnesota Statutes §121A.11 subd. 3)
- Revenue for a charter school (Minnesota Statutes §124E.20)
- PERA and TRA (Minnesota Statutes §353, 354, and 354a)
- Ongoing presence of management and financial controls required by Section 8 of the contract
- Administration of an open enrollment process and lottery pursuant to Section 7 of the contract
- Public Employment Relations Act (Minnesota Statutes §179A)
- School district audit requirements (Minnesota Statutes §123B.75 to 123B.83)
- Student immunization records (Minnesota Statutes §121A.15)

All violations of applicable law should be reported to MOChA. If MOChA believes a violation has occurred, and this violation was not reported, MOChA shall first ask the charter school to respond to the information upon which the concern would be based. If MOChA believes a violation has occurred which may be material, it shall also obtain an opinion from a qualified third-party professional(s) regarding the importance of the violation. In general, a violation will be considered Major if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. Classification of a finding as material shall be the sole discretion of MOChA.

The sole purpose of the Minnesota Office of Charter Authorizing (MOChA) is to authorize charter schools in Minnesota through the legal instrumentality of chartering as defined in [Minnesota Statutes §124E](#), *supporting and advancing the purposes of charter school law*¹ by serving as a single-purpose authorizer whose mission is to improve *all* pupil learning and *all* student achievement.

As required in Statute, MOChA - a single-purpose authorizer - does not limit applications it solicits, considers, or approves to any single curriculum, learning program or method. Rather, following [NACSA's Principles and Standards](#), MOChA considers diverse educational philosophies, approaches, and school models.

The MOChA board is guided by and committed to fulfill the three Core Principles espoused by NACSA:

1. Maintain high standards for schools
2. Uphold school autonomy
3. Protect student and public interests

MOChA's rigorous approval criteria is aligned to [NACSA's Principles and Standards](#):

- Requires all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities, and clear evidence of the applicant's capacity to execute its plan successfully.
- Establishes distinct requirements and criteria for applicants who are existing school operators or replicators.
- Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers.

Likewise, decision making is multifaceted and rigorous, aligned to [NACSA's Principles and Standards](#):

- Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.
- Rigorously evaluates each application through thorough review of the written proposal, a substantive in-person interview with each qualified applicant, and other due diligence to examine the applicant's experience and capacity, conducted by knowledgeable and competent evaluators.
- Engages, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of charter school autonomy and accountability.
- Provides orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and unbiased treatment of all applicants.
- Ensures that the application-review process and decision making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision makers and applicants.

¹ MOChA's standards for quality charter school authorizing are based [NACSA's Principles and Standards](#).

- Approves applications that comprise a detailed plan for school opening, operation, and fiscal stability, with little substantive work left for later development.

MOChA utilizes an evaluation team comprised of authorizing program staff, independent external evaluators, and at times other MOChA community members deemed appropriate based on their unique skill sets and experiences to conduct a comprehensive review of the documents. Each member of the evaluation team uses the adopted scoring rubric that follows to provide feedback and make a recommendation as to whether or not the materials merit further consideration and possible approval.

With the exception of the Annual Review - during which a minimum of one reviewer will evaluate the school, an odd number and minimum of three reviewers will receive inter-rater reliability training prior to reviewing applications. Reviewers are selected based on expertise and experience.

Each reviewer will independently provide a numeric rating for all sections of the application elements. The ratings are tallied across reviewers and an average score presented. A meeting of the evaluation team is convened and individual team members share their ratings for each section of the application. The evaluation team then reaches a consensus rating for each section.

MOChA reserves the right to consider ALL sources of information and data (MDE, School Annual Reports, audits, authorizer reports, etc.) to evaluate the application. MOChA reserves the right to deny an application for any reason it deems appropriate.

Approval Criteria

Charter School Replication

- Overall application consensus rating: 3.0 or above
- All sections require a consensus rating of 3.0 or above

Charter School Change in Authorizer (CIA)

- Overall application consensus rating: 2.5 or above
- All sections require a consensus rating of 2.0 or above

Charter School Renewal

- The following guidelines represent targets in the renewal process. MOChA will access all relevant data to inform the decision. In addition MOChA, will exercise judgement in determining the length of contract renewal.

Renewal Years	Indicators of School Performance
5 Year Renewal	<ul style="list-style-type: none"> • No intervention for the previous three, consecutive years. • Overall Annual Review (most recent) rating: 3.0 or above - all sections require a rating of 3.0 or above. • Meets all the terms of the MOChA Charter Contract • No major concerns with academic, financial, and/or operations • Indicators of excellence are present (i.e., MDE School Finance Award, Local/State/National Recognition of school, staff, students, etc.)
4 Year Renewal	<ul style="list-style-type: none"> • Not currently on intervention; No interventions in previous two years. • Overall Annual Review (most recent) rating: 2.75 or above - Academic MUST be 3.0 and no section below 2.0 • Meets all the terms of the MOChA Charter Contract • No major concerns with academic, financial, and/or operations

3 Year Renewal	<ul style="list-style-type: none"> • Not currently on intervention; No more than one year on Intervention status in the past three years. • Overall Annual Review (most recent) rating: 2.5 or above - Academic MUST be 3.0 and no section below 2.0 • Meets the terms of the MOChA Charter Contract, with minor exceptions • Minor concerns with academic, financial or operations
2 Year Renewal	<ul style="list-style-type: none"> • Currently on Intervention - first occurrence during contract • Overall Annual Review (most recent) rating: 2.25 or above - Academic MUST be 2.5 and no section below 1.75 • Meets the terms of the contract, with minor exceptions • Concerns with academic, financial or operations • Minor outstanding requests or requirements
1 Year Renewal	<ul style="list-style-type: none"> • Currently on Intervention - multiple occurrences during contract • Overall Annual Review (most recent) rating: 2.0 or above - Academic MUST be 2.0 and no section below 1.5 • Meets the terms of the MOChA Charter Contract, with one or more major exceptions • Major concerns with academic, financial and/or operations • Minor outstanding requests or requirements
Non-Renewal	<ul style="list-style-type: none"> • Currently on Intervention - multiple occurrences during contract • Overall Annual Review (most recent) rating: below 2.0. • Does not meet two or more terms of the MOChA Charter Contract • Major concerns with academic, financial and/or operations • Major outstanding requests or requirements • Violations of law

Feedback

Whether an application is approved or denied, the founding team member will receive a copy of consolidated reviewer comments and interview notes (if applicable). Founding teams are also welcome to request a meeting with MOChA authorizing program staff to more closely examine the feedback, ask questions, and discuss opportunities for future improvement of the application.

Name of Applicant (Primary):	
Name of School(s):	
Type of Review:	(Select one: Annual, Replication, CIA, Renewal)
Name of MOChA Reviewer:	
Date(s) of Review:	

Instructions for Application Reviewers

Please review the following criteria to rate applicant responses. Within each section, specific criteria define the expectations.

Disclosure	
MOChA Board of Directors, staff, and advisors are required to disclose any conflicts of interest. Annually or when seated, employed, or contracted, all individuals are required to sign the Conflict of	

Interest Policy. Moreover, to ensure all applications and other materials submitted to MOChA for review or consideration are fairly evaluated, reviewers are required to identify any conflicts of interest. Prior to reviewing these materials, please determine if you have a conflict of interest and, if so, apprise the Executive Director or Board Chair.

By signing and submitting this review, you assure no conflict exists.

Signature

Date

Evaluation Rubric

Section 1: Academic Performance - Is the learning program a success?

1.1 Does the school require support from MDE due to low performance in the North Star System? The five components of the System address the following aspects of the World's Best Workforce priorities: all third-graders can read at grade level, all racial and economic achievement gaps between students are closed, all students are ready for career and college and students graduate from high school.

4 = Exceeds standard

The school has not been identified for any type of support, and was recognized for excellence in one or more academic areas.

3 = Meets standard

The school has not been identified for any type of support.

2 = Approaching standard

The school has been identified for targeted support by MDE.

1 = Does not meet standard

The school has been identified for comprehensive support.

Rating: Enter the number that most closely matches the data:

Comments/Evidence:

Source: Annual Report, Minnesota Department of Education *School Report Card*.

1.2 Math Proficiency - State Comparison:

Are the proficiency rates for students in the charter school as high or higher than other students in the State of Minnesota on MCA math exams?

4 = Exceeds standard

Exceeds comparison group by more than 5 percentage points.

3 = Meets standard

Within 5 percentage points of comparison group.

2 = Approaching standard

6-10 percentage points below comparison group.

1 = Does not meet standard

More than 10 percentage points below comparison group.

Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MCA data available on MDE website or school self report if cell size is too small, test data spreadsheets.	

<p>1.3 Math Proficiency - Local District Comparison: Are the proficiency rates for students in the charter school as high or higher than other students in the local/resident school district on MCA math exams?</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5%.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MCA data available on MDE website or school self report if cell size is too small, test data spreadsheets.	

<p>1.4 Math Proficiency - Demographic School Match Comparison: Are the proficiency rates for students in the charter school as high or higher than other students in an agreed-upon group of schools with similar demographics on MCA math exams?</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MCA data available on MDE website or school self report if cell size is too small, test data spreadsheets.	

<p>1.5 Reading Proficiency - State Comparison: Are the proficiency rates for students in the charter school as high or higher than other students in the State of Minnesota on MCA reading exams? This aspect addresses <u>World's Best Workforce</u> priority: all third-graders can read at grade level.</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.

3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MCA data available on MDE website or school self report if cell size is too small, test data spreadsheets.	

<p>1.6 Reading Proficiency - Local District Comparison: Are the proficiency rates for students in the charter school as high or higher than other students in the local/resident school district on MCA reading exams? This aspect addresses <u>World's Best Workforce</u> priority: all third-graders can read at grade level.</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MCA data available on MDE website or school self report if cell size is too small, test data spreadsheets.	

<p>1.7 Reading Proficiency - Demographic School Match Comparison: Are the proficiency rates for students in the charter school as high or higher than other students in an agreed-upon group of schools with similar demographics on MCA reading exams? This aspect addresses <u>World's Best Workforce</u> priority: all third-graders can read at grade level.</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MCA data available on MDE website or school self report if cell size is too small, test data spreadsheets.	

<p>1.8 Science Proficiency - State Comparison: Are the proficiency rates for students in the charter school as high or higher than other students in the State of Minnesota on MCA science exams?</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MCA data available on MDE website or school self report if cell size is too small, test data spreadsheets.	

<p>1.9 Science Proficiency - Local District Comparison: Are the proficiency rates for students in the charter school as high or higher than other students in the local/resident school district on MCA science exams?</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MCA data available on MDE website or school self report if cell size is too small, test data spreadsheets.	

<p>1.10 Science Proficiency - Demographic School Match Comparison: Are the proficiency rates for students in the charter school as high or higher than other students in an agreed-upon group of schools with similar demographics on MCA science exams?</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:

Source: MCA data available on MDE website or school self report if cell size is too small, test data spreadsheets.

1.11 Minnesota Growth - Math. Are students who are continuously enrolled making academic growth?

4 = Exceeds standard	Low growth was less than 20% and high growth was more than 35%.
3 = Meets standard	High growth percentage exceeds low growth percentage.
2 = Approaching standard	Low growth percentage exceeds high growth percentage .
1 = Does not meet standard	High growth is less than 20% and low growth is more than 30%.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:

Source: Minnesota Growth data available on MDE website. High Growth, Medium Growth, Low Growth.

1.12 Minnesota Growth - Math - State Comparison:
Is the growth as high or higher than other schools in the State of Minnesota as measured by the percent of students "on-track" for success?

4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:

Source: Minnesota Growth data available on MDE website.

1.13 Minnesota Growth - Math - Local District Comparison:
Is the growth as high or higher than the local/resident school district as measured by the percent of students "on-track" for success?

4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.

Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Minnesota Growth data available on MDE website.	

<p>1.14 Minnesota Growth - Math - Demographic School Match Comparison: Is the growth as high or higher than an agreed-upon group of schools with similar demographics as measured by the percent of students "on-track" for success?</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Minnesota Growth data available on MDE website.	

<p>1.15 Minnesota Growth - Reading. Are students who are continuously enrolled making academic growth as measured by the percent of students "on-track" for success? This aspect addresses <u>World's Best Workforce</u> priority: all third-graders can read at grade level.</p>	
4 = Exceeds standard	Low growth was less than 20% and high growth was more than 35%.
3 = Meets standard	High growth percentage exceeds low growth percentage.
2 = Approaching standard	Low growth percentage exceeds high growth percentage .
1 = Does not meet standard	High growth is less than 20% and low growth is more than 30%.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Minnesota Growth data available on MDE website.	

<p>1.16 Minnesota Growth - Reading - State Comparison: Is the growth as high or higher than other schools in the State of Minnesota as measured by the percent of students "on-track" for success? This aspect addresses <u>World's Best Workforce</u> priority: all third-graders can read at grade level.</p>	
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4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Minnesota Growth data available on MDE website.	

<p>1.17 Minnesota Growth - Reading - Local District Comparison: Is the growth as high or higher than the local/resident school district as measured by the percent of students "on-track" for success? This aspect addresses <u>World's Best Workforce</u> priority: all third-graders can read at grade level.</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Minnesota Growth data available on MDE website.	

<p>1.18 Minnesota Growth - Reading - Demographic School Match Comparison: Is the growth as high or higher than an agreed-upon group of schools with similar demographics as measured by the percent of students "on-track" for success? This aspect addresses <u>World's Best Workforce</u> priority: all third-graders can read at grade level.</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Minnesota Growth data available on MDE website.	

<p>1.19 Graduation Rates* - 4, 5, 6, and 7 Year** - State Comparison: Is the school graduating students at high rates compared to the State of Minnesota?</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
<p>*This aspect addresses <u>World's Best Workforce</u> priorities: All students are ready for career and college and all students graduate from high school. **The four-year graduation rate will be used for all MOChA-authorized schools, unless the school and authorizer mutually agree to use another year's graduation rate (5, 6 or 7) for comparison purposes. Source: Graduation data available on MDE website.</p>	

<p>1.20 Graduation Rates - 4, 5, 6, and 7 Year - Local District Comparison Is the school graduating students at high rates compared to the local/resident school district?</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 of comparison group percentage points.
2 = Approaching standard	6-10 below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
<p>*This aspect addresses <u>World's Best Workforce</u> priorities: All students are ready for career and college and all students graduate from high school. **The four-year graduation rate will be used for all MOChA-authorized schools, unless the school and authorizer mutually agree to use another year's graduation rate (5, 6 or 7) for comparison purposes. Source: Graduation data available on MDE website.</p>	

<p>1.21 Graduation Rates* - 4, 5, 6, and 7** Year - Demographic School Match Comparison: Is the school graduating students at high rates compared to the agreed-upon group of schools with similar demographics?</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.

2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
<p>*This aspect addresses <u>World's Best Workforce</u> priorities: All students are ready for career and college and all students graduate from high school.</p> <p>**The four-year graduation rate will be used for all MOChA-authorized schools, unless the school and authorizer mutually agree to use another year's graduation rate (5, 6 or 7) for comparison purposes.</p> <p>Source: Graduation data available on MDE website.</p>	

<p>1.22 College Going - State Comparison: Do graduates enroll at higher rates in an Institution of Higher Education (IHE) within 16 months of graduation compared to the State of Minnesota? This aspect addresses <u>World's Best Workforce</u> priority: all students are ready for career and college.</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: College Going data available on MDE website.	

<p>1.23 College Going - Local District Comparison: Do graduates enroll at higher rates in an Institution of Higher Education (IHE) within 16 months of graduation compared to the local/resident school district? This aspect addresses <u>World's Best Workforce</u> priority: all students are ready for career and college.</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: College Going data available on MDE website.	

<p>1.24 College Going - Demographic School Match Comparison: Do graduates enroll at higher rates in an Institution of Higher Education (IHE) within 16 months of graduation compared to the agreed-upon group of schools with similar demographics? This aspect addresses <u>World's Best Workforce</u> priority: all students are ready for career and college.</p>	
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points.
3 = Meets standard	Within 5 percentage points of comparison group.
2 = Approaching standard	6-10 percentage points below comparison group.
1 = Does not meet standard	More than 10 percentage points below comparison group.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: College Going data available on MDE website.	

<p>1.25 School-specific Academic goal (1): Subscribing to <u>NACSA's Principles and Standards</u> guidance, MOChA provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by MOChA.</p> <p>And pursuant to <u>Minnesota Statutes §124E</u>, schools are afforded the opportunity to fulfill additional purposes, including (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; or (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.</p> <p>If applicable, is the school meeting its school-specific academic goal(s) defined in the Charter Contract?</p>	
4 = Exceeds standard	School has met all school-specific academic goals and clearly exceeded expectations for one or more of those goals.
3 = Meets standard	School has met its school-specific academic goals.
2 = Approaching standard	School is making progress in meeting its school-specific academic goals.
1 = Does not meet standard	School has clearly not met any of its school-specific academic goals.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Contract and Annual Report.	

1.26 School-specific Academic goal (2):

Subscribing to *NACSA's Principles and Standards* guidance, MOChA provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by MOChA.

And pursuant to *Minnesota Statutes §124E*, schools are afforded the opportunity to fulfill additional purposes, including (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; or (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

If applicable, is the school meeting its school-specific academic goal(s) defined in the Charter Contract?

4 = Exceeds standard	School has met all school-specific academic goals and clearly exceeded expectations for one or more of those goals.
3 = Meets standard	School has met its school-specific academic goals.
2 = Approaching standard	School is making progress in meeting its school-specific academic goals.
1 = Does not meet standard	School has clearly not met any of its school-specific academic goals.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Contract and Annual Report.	

1.27 School-specific Academic goal (3)*:

Subscribing to *NACSA's Principles and Standards* guidance, MOChA provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by MOChA.

And pursuant to *Minnesota Statutes §124E*, schools are afforded the opportunity to fulfill additional purposes, including (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; or (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

If applicable, is the school meeting its school-specific academic goal(s) defined in the Charter Contract?

4 = Exceeds standard	School has met all school-specific academic goals and clearly exceeded expectations for one or more of those goals.
3 = Meets standard	School has met its school-specific academic goals.
2 = Approaching standard	School is making progress in meeting its school-specific academic goals.

1 = Does not meet standard	School has clearly not met any of its school-specific academic goals.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
*If more than 3, this rubric will also be used for additional goals. Source: Contract and Annual Report.	

Overall Rating: Section 1	
A. Rating Points: (Add the points for each item in this section)	
B. Average Rating for Section 2: (Divide the total points in A by the number of rated items)	
Source: Individual ratings (1-4) for each of the items in this section	

Section 2: Financial Performance - Does the School exhibit strong fiscal health?

2.1 Finance Committee: Does the school have an active finance committee that meets regularly and reports to the full board?	
4 = Exceeds standard	The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the Board.
3 = Meets standard	The finance committee meets monthly, examines financial statements, and provides a report of its findings to the full board.
2 = Approaching standard	The school's finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.
1 = Does not meet standard	The school has no active finance committee
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Site visits, ongoing correspondence, committee reports, board meeting documents, strategic plan and/or other documentation	

2.2 Fund Balance: Does the Board have a fund balance policy that is used to inform decision making?

4 = Exceeds standard	The Board has a fund balance policy including goals over time; The fund balance is monitored frequently and referenced in decisions related to the financial operations of the school.
3 = Meets standard	The Board has a fund balance policy including goals over time.
2 = Approaching standard	The Board has a fund balance policy but it does not include established goals over time.
1 = Does not meet standard	The Board does not have a fund balance policy.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Monthly board packets; Board policy manual	

2.3 Annual Audit: Has the school successfully completed an annual audit?	
4 = Exceeds standard	NOT APPLICABLE
3 = Meets standard	Audit is completed on time and submitted to MOChA and the state - included in the Annual Report
2 = Approaching standard	NOT APPLICABLE
1 = Does not meet standard	Audit is not completed on time and submitted to MOChA and the state - included in the Annual Report
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual financial audit and MDE report (Program Finance)	

2.4 Audit Findings: Does the school have a clean audit with no major findings?	
4 = Exceeds standard	The audit has no findings and is "clean".
3 = Meets standard	The audit is "clean" and has no more than one finding, other than internal controls or compliance.
2 = Approaching standard	The audit has no more than two findings, other than internal controls or compliance, but is considered "clean".
1 = Does not meet standard	The audit is not "clean" or has at least one of the following: (1) a material weakness on internal controls, (2) a finding on compliance with state law, or (3) three or more other findings.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual financial audit	

<p>2.5 Budget—Annual Balance:</p> <p>Does the school establish and maintain a balanced budget?</p> <ul style="list-style-type: none"> ● Budget is approved and provided to MOChA before 30 June; ● Budget includes a positive cash flow projection for the year; ● Budget is adjusted in a timely fashion when needed; ● Budget meets established fund balance policy goals; and ● Budget does not require major* program cuts. <p>* Major program cuts are defined as cuts that impact a school’s ability to deliver its core programming to students in a way that negatively impacts student experience.</p>	
4 = Exceeds standard	NOT APPLICABLE.
3 = Meets standard	The detailed budget is approved before 30 June and includes a positive cash flow projection for the year; established budget is based on realistic enrollment; and is adjusted if needed. The budget meets the fund balance policy goals set forth by the Board and allows for maintenance of core programming.
2 = Approaching standard	A detailed budget is approved before 30 June but may not include a positive cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the Board.
1 = Does not meet standard	A budget is not approved by 30 June; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the Board.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Monthly board packets, MOChA site visits, MOChA meetings with business manager(s).	

<p>2.6 Budgeted Enrollment Realization:</p> <p>Does the school’s target ADM (as established by initial board-approved budget) match its actual ADM? (Calculated as actual ADM divided by budgeted ADM.)</p>	
4 = Exceeds standard	Enrollment realization is greater than 98%.
3 = Meets standard	Enrollment realization is 96-98%.
2 = Approaching standard	Enrollment realization is 90-95%.
1 = Does not meet standard	Enrollment realization is 90% or less.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Monthly board packets, MOChA site visits, MOChA meetings with business manager(s).	

2.7 Cash Position: Does the school have sufficient cash on hand to meet its near-term obligations?	
4 = Exceeds standard	The school maintains a minimum of 60 days cash on hand or is meeting the cash on hand requirements of its bond covenants, whichever is greater.
3 = Meets standard	The school maintains 30-59 days cash on hand.
2 = Approaching standard	The school has fewer than 30 days cash on hand.
1 = Does not meet standard	The school has fewer than 30 days cash on hand and a line of credit.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual Report, Auditor Report, Financial Statements, Board policies.	

2.8 Fund Balance - Established Schools: For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?	
4 = Exceeds standard	The school's fund balance is more than 20% of annual expenditures AND overall academic outcomes fall within the 'meets standard' range.
3 = Meets standard	The school's fund balance is more than 15% of annual expenditures.
2 = Approaching standard	The school's fund balance is between 10-15% of annual expenditures.
1 = Does not meet standard	The school's fund balance is less than 10% of annual expenditures.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual Report, Auditor Report, Financial Statements, Board policies.	

2.9 Cash Flow: Indicates a school's change in cash balance from one period to another. Multi-year cash flow = Year 3 Total Cash – Year 1 Total Cash; One-year cash flow = Year 2 Total Cash – Year 1 Total Cash APPLICABLE ONLY IF FUND BALANCE FALLS BELOW 10%	
4 = Exceeds standard	NOT APPLICABLE.
3 = Meets standard	Multi-year cumulative cash flow is positive and cash flow is positive each year.
2 = Approaching standard	Multi-year cash flow is positive, but trend does not meet standard.
1 = Does not meet standard	Multi-year cash flow is negative.

Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Three most recent years' audited balance sheets.	

<p>2.10 School's Ability to Pay Obligations: Current Ratio: Measures school's ability to pay its obligations over the next 12 months. (Current Ratio = Current Assets divided by Current Liabilities)</p> <p>APPLICABLE ONLY IF FUND BALANCE FALLS BELOW 10%</p>	
4 = Exceeds standard	Ratio is greater than or equal to 1.1. for three consecutive years.
3 = Meets standard	Current ratio is greater than or equal to 1.1.
2 = Approaching standard	Current ratio is greater than 0.9 but less than 1.1.
1 = Does not meet standard	Current ratio is less than or equal to 0.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual Report, Auditor Report (audited balance sheet), Financial Statements, Board policies.	

<p>2.11 Total Margin and Aggregated Total Margin: Measures the deficit or surplus a school yields out of total revenues—whether or not the school is living within its means. Total Margin = Net Income divided by Total Revenue; Aggregated Total Margin = Total Three-year Net Income divided by Total Three-year Revenues</p> <p>APPLICABLE ONLY IF FUND BALANCE FALLS BELOW 10%</p>	
4 = Exceeds standard	NOT APPLICABLE.
3 = Meets standard	Aggregated three-year total margin is positive and the most recent year total margin is positive.
2 = Approaching standard	Aggregated three-year total margin is greater than -1.5%, and/or trend does not meet standard.
1 = Does not meet standard	Aggregated three-year total margin is less than or equal to -1.5%.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Three most recent years' audited income statements.	

Overall Rating: Section 2	
B. Rating Points: (Add the points for each item in this section)	

B. Average Rating for Section 2: (Divide the total points in A by the number of rated items)	
Source: Individual ratings (1-4) for each of the items in this section	

Section 3: Operational Performance - Is the Organization effective and run well?

3.1 Board Member Training: Do all board members (including ex officio) meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices?	
4 = Exceeds standard	All board members have met training requirements for at least the past three (3) years.
3 = Meets standard	All current board members meet training requirements.
2 = Approaching standard	Two or fewer board members are/have been out of compliance during past the school year.
1 = Does not meet standard	Three or more board members are/have been out of compliance during the past school year.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Monthly board packets, MOChA site visits, Statement of compliance.	

3.2 Governance Model Requirements: Does the Board meet its governance model requirements as laid out in its Bylaws and as required by Minnesota Statute?	
4 = Exceeds standard	In addition to having a sound governance model and being in compliance with Charter Law, the school's governance model has resulted in recruitment of highly qualified and trained board members who have served two or more terms.
3 = Meets standard	The governance model is clearly outlined in the school's Bylaws and meets the requirements of the Charter School Law. The board's recruitment system has resulted in adequate membership which consistently meets all requirements of the Charter Law.
2 = Approaching standard	The governance model is clearly outlined in the school's Bylaws and meets the requirements of the Charter School Law but the Board has struggled to recruit members to fill all required seats.
1 = Does not meet standard	The governance model is not clear in the Bylaws, the governance model does not meet the requirements laid out in the Charter School Law, or the Board does not meet its governance model as laid out in the Bylaws.

Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Bylaws, <u>Minnesota Statutes §124E</u> , Board meeting minutes and interviews with board members.	

3.3 Meetings and Information: Does the Board understand and comply with the Open Meeting Law and posting required information on the official school website pursuant to <u>Minnesota Statutes §124E.08</u> and <u>Chapter 13D</u> and maintain orderly records including its Bylaws, policies, board/committee minutes, and board packets?	
4 = Exceeds standard	The board members are acutely aware of the requirements of the Open Meeting Law and regularly reference the law in considering holding meetings of the Board. No Open Meeting violations have been cited for the past five school years. All required board materials are posted on the school's website for the requisite period.
3 = Meets standard	The Board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion. All required board materials are posted on the school's website for the requisite period.
2 = Approaching standard	The Board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions. Most required board materials are posted on the school's website for the requisite period.
1 = Does not meet standard	The Board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the Board does not maintain its records in an orderly fashion. Most required board materials are not posted on the school's website for the requisite period.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Bylaws, <u>Minnesota Statutes §124E</u> , <u>Chapter 13D</u> , Board meeting minutes and interviews with board members.	

3.4 Performance Evaluations: Does the Board annually evaluate those who hold administrative, supervisory, or instructional leadership roles?	
4 = Exceeds standard	The Board has established policies to evaluate school leadership and has established qualifications for all

	persons who hold administrative, supervisory, or instructional leadership roles and has evaluated those in leadership roles by 31 March. The evaluations have been reported to the community and authorizer and appear in the annual report. The Board consistently uses the evaluations as a tool to determine professional development needs, retention of employees, and appropriate compensation of school leaders.
3 = Meets standard	The Board has established qualifications for all persons who hold administrative, supervisory, or instructional leadership roles and has evaluated those in leadership roles by 31 March. The evaluations have been reported to the community and authorizer and appear in the annual report.
2 = Approaching standard	The Board has established qualifications for all persons who hold administrative, supervisory, or instructional leadership roles and has partially evaluated those in leadership roles by 31 March. The evaluations have been reported to the community and authorizer and appear in the annual report.
1 = Does not meet standard	The Board has not established qualifications for all persons who hold administrative, supervisory, or instructional leadership roles and/or has not fully evaluated those in leadership roles by 31 March.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Minnesota Statutes §124E.12 , Sub. 2, Board policies, Leadership Evaluation Reports, Annual Report.	

<p>3.5 Professional Development Plan for Leadership: Does the Board have a board-approved professional development plan for individuals who do not hold a valid administrative license and who serve in an administrative, supervisory, or instructional leadership positions? (If applicable)</p>	
4 = Exceeds standard	The Board has established policies to ensure that resources are aligned to support the professional development of school leadership and there is a board-approved professional development plan for individuals who do not hold a valid administrative license and who serve in an administrative, supervisory, or instructional leadership position. The professional development plan for its school is updated annually based on the Board evaluations. The plan is comprehensive and effectively utilized. The school's annual report includes public personnel information documenting the professional development plan.
3 = Meets standard	The Board has a professional development plan for its school leaders that is updated annually based on the board evaluations. The school's annual report

	includes public personnel information documenting the professional development plan.
2 = Approaching standard	The Board has a professional development plan for its school leaders but the plan is not comprehensive or effectively utilized. The school's annual report includes public personnel information documenting the professional development plan.
1 = Does not meet standard	The Board does not have an approved professional development plan for its school leader and/or or the school's annual report does not include public personnel information documenting the professional development plan.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Minnesota Statutes §124E.12 , Sub. 2, Board policies, Leadership Evaluation Reports, Annual Report	

3.6 Licensure of Staff: Are all the school's educational staff appropriately licensed?	
4 = Exceeds standard	The school has a track record having all educational staff appropriately licensed for the past 3 years.
3 = Meets standard	All educational staff are appropriately licensed.
2 = Approaching standard	One or more educational staff have been on a waiver or variance for more than one year.
1 = Does not meet standard	One or more educational staff are not appropriately licensed or do not hold appropriate and current waivers or variances.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks).	

3.7 Admissions Policies: Does the school have an admission policy (including a lottery) that is aligned to law and does the school consistently follow the policy?	
4 = Exceeds standard	The school has a board approved admission policy (including a lottery) that is aligned to law and has implemented the policy without substantiated aberration for three consecutive years or more.
3 = Meets standard	The school has a board approved admission policy (including a lottery) that is aligned to law and is currently implementing the policy.
2 = Approaching standard	The school has a board approved admission policy (including a lottery) that is aligned to law and has no more than one documented aberration in the past year.

1 = Does not meet standard	The school does not have a board approved admission policy (including a lottery) that is aligned to law OR has more that one documented aberration in the past year.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual report, School website, authorizer observation.	

3.8 Criminal Background Checks: Does the school have a board approved policy that adequately protects the public and requires criminal background checks?	
4 = Exceeds standard	The school has a board approved policy that includes disqualifying events/findings and has a consistent track record of the past five or more years of completing criminal background checks of staff and board members.
3 = Meets standard	The school has a board approved policy that includes disqualifying events/findings and all criminal background checks of staff and board members are current.
2 = Approaching standard	The school has a board approved policy that does not include disqualifying events/findings OR and all criminal background checks of staff are and board members are not current.
1 = Does not meet standard	The school does not have a board approved policy OR the school is inconsistent in completing criminal background checks of the staff and board members.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MOChA site visit, MOChA document verification requests, Board Chair interview, background check policy.	

3.9 General Compliance: Is the school compliant with other applicable laws?	
4 = Exceeds standard	NOT APPLICABLE.
3 = Meets standard	The school is in compliance with other applicable laws.
2 = Approaching standard	NOT APPLICABLE.
1 = Does not meet standard	The school is not in compliance with other applicable laws.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MOChA site visit, MDE concerns, Secretary of State concerns, Attorney General concerns, Board Chair interview, etc.	

<p>3.10 Role of the Board - Non-profit governance practices: Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:</p> <ul style="list-style-type: none"> ● Understanding of board and school leader roles (governance vs. management) ● Annual board self-evaluation ● Annual school-leader evaluation ● Annual evaluation of Educational Service Provider (CMO/EMO), if applicable ● Orientation/Onboarding process for new members ● Regular Strategic planning (at least once every five years) 	
4 = Exceeds standard	The Board is acutely aware of its role and the role of the school leader. In addition to having board policies and practices that are transparent and that systems are in place to maximize effectiveness of the Board, the Board has demonstrated a consistent track record of retaining a school leader for more than 5 years, and has used annual board self-evaluations to revise board practices.
3 = Meets standard	The Board exhibits understanding of its role and the role of the school leader. The Board policies and practices are transparent and systems are in place to maximize effectiveness of the Board, including an orientation process for new members, annual board self-evaluation, annual school leader (and EMO/CMO if applicable) evaluation, and a plan for conducting and tracking initial and ongoing training. The Board engages in regular strategic planning. The Board is able to adequately sustain its membership through recruitment efforts.
2 = Approaching standard	Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The Board inconsistently addresses issues central to its role such as leader evaluation and school financial/academic health.
1 = Does not meet standard	At least some board members do not understand the role of the Board and the role of the school leader. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the Board and/or fail to address core functions such as leader evaluation and school financial/academic health.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MOChA site visits, ongoing correspondence, board meeting minutes, interview with Board Chair.	

<p>3.11 Board Review of Bylaws and Policies: Does the Board regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices?</p>	
4 = Exceeds standard	Board policies and Bylaws are reviewed and updated annually for content and legal compliance.
3 = Meets standard	Board policies and Bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, at least once every three years.
2 = Approaching standard	Board policies and/or Bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.
1 = Does not meet standard	Board policies and/or Bylaws are outdated and not reviewed regularly.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MOChA site visits, Board documents, ongoing correspondence, board meeting minutes, interview with Board Chair.	

<p>3.12 Board of Directors Packet and Documents: Does the Board generate sufficient documents to inform meetings and the public?</p>	
4 = Exceeds standard	Board packets have been submitted on time for all board meetings held in the past three years and the website is updated monthly and is in compliance for the past year.
3 = Meets standard	Board packets are submitted on time (more than 75 percent of the time) and complete and the website is updated monthly and is in compliance for the past year.
2 = Approaching standard	Board packets are submitted on time (more than 75 percent of the time) but incomplete OR not submitted on time (less than 75 percent of the time) but complete OR the website is updated quarterly OR lack required information.
1 = Does not meet standard	Board packets are not submitted on time AND are incomplete OR the website is not compliant.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Monthly board packets, school website.	

<p>3.13 English Learners Programming: Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)? This includes maintaining an established EL program with a written plan for service at all</p>
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grade and proficiency levels, securing appropriate staffing, supplying relevant professional development to all staff, ensuring that information on student EL status is available to all classroom teachers, and following MN Standardized Statewide EL Procedures for identification, entrance, and exit. The school ensures that staff have appropriate training, hold appropriate licenses, and are familiar with current legislation and research related to best practices for serving EL students.

Note Academic progress is tracked in the North Star System (Progress toward English Language Proficiency: Progress toward English language proficiency is specific to English learners. It measures the average progress English learners make toward individual growth targets on the ACCESS for ELLs test. See above in 1.1).

4 = Exceeds standard	The school is fulfilling all of its legal obligations regarding ELs and pro-actively anticipates needs for refinement in policies and procedures.
3 = Meets standard	The school is fulfilling all of its legal obligations regarding ELs and requires no considerable improvements.
2 = Approaching standard	The school is fulfilling most of its legal obligations regarding ELs but requires some improvements.
1 = Does not meet standard	The school is not fulfilling its legal obligations regarding ELs and requires substantial improvement.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MOCHA site visits, Reference EL Packet, Formal and substantiated complaints (MOChA and/or MDE).	

3.14 Special Education Programming—Governance and Oversight:

Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? (i.e. The school has a TSES manual that is school-specific and board-approved; has a special education director actively involved in working with special education staff and school leadership; effectively contracts with entities to provide services to students when necessary; completes annual IEP meetings on time; has been subject to no investigations related to special needs students; and has received a clean audit by MDE in the last audited school year. The school ensures that staff have appropriate training and are familiar with current legislation and research related to best practices for serving students with IEPs.).

4 = Exceeds standard	The school is fulfilling its legal obligations regarding students with special needs, and pro-actively anticipates needs for refinement in policies and procedures.
3 = Meets standard	The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements.
2 = Approaching standard	The school is fulfilling most of its legal obligations regarding students with special needs but requires some improvements.
1 = Does not meet standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement.

Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: MOCHA site visits, Formal and substantiated complaints (MOChA and/or MDE). Reference: special education investigation search on MDE website and special education training materials; Special education director interview	

3.15 Attendance Rate: Do students attend the school on a regular and consistent basis?	
4 = Exceeds standard	The attendance rate is 95% or more.
3 = Meets standard	The attendance rate is 90-94.9%.
2 = Approaching standard	The attendance rate is 85-89.9%.
1 = Does not meet standard	The attendance rate is less than 85%.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual reports, MDE website (data downloads)	

3.16 Teacher Retention Rates: Is the school able to maintain a high percentage of its teachers?	
4 = Exceeds standard	Over the course of the contract (or at least 3 years), teacher retention has consistently remained high (>85%).
3 = Meets standard	More than 85% of teachers remained at the school last year (excluding retirements).
2 = Approaching standard	Between 70 and 84% of teachers remained at the school last year (excluding retirements).
1 = Does not meet standard	Fewer than 70% of teachers remained at the school last year (excluding retirements).
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual report, renewal application (If applicable)	

3.17 Student Retention Rates: Does the school generally retain its students from 1 October through the end of the school year?	
4 = Exceeds standard	The school is consistently fully enrolled and regularly has more students at the end of the school year than on 1 October.
3 = Meets standard	The school is consistently fully enrolled and retention rates are at or within 5% of the attendance.
2 = Approaching standard	Student retention rates are 5-10% below the school's agreed-upon target rates.

1 = Does not meet standard	Student retention rates are more than 10% below the school's agreed-upon target rates.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual report, renewal application (If applicable)	

3.18 Parent Satisfaction: Does the school exhibit a high level of parent satisfaction?	
4 = Exceeds standard	At least 95% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 70%.
3 = Meets standard	More than 85% but less than 95% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 70%.
2 = Approaching standard	More than 75% but less than 85% of parents surveyed indicate they are satisfied with the school and the school achieved a response rate greater than 60%.
1 = Does not meet standard	Less than 75% of parents surveyed indicate they are satisfied with the school OR the school failed to achieve a response rate greater than 60%.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Annual report, School parent satisfaction survey - overall satisfaction indicator.	

3.19 School Facilities: Is the school's physical plant safe and conducive to learning?	
4 = Exceeds standard	All health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. Additionally, the facility meets the mission of the school.
3 = Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty,

	and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
2 = Approaching standard	Significant health and safety requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially – but not fully – provides conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
1 = Does not meet standard	The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety requirements have not been met OR the school lacks many conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Authorizer observation, Formal and substantiated complaints (MOChA and/or MDE).	

3.20 School-specific Non-Academic related goal(1):
 Subscribing to NACSA's Principles and Standards guidance, MOChA provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by MOChA.

And pursuant to Minnesota Statutes §124E, schools are afforded the opportunity to fulfill additional purposes, including (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; or (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

If applicable, is the school meeting its school-specific non-academic goal(s) defined in the Charter Contract?

4 = Exceeds standard	School has met all school-specific non-academic goals and clearly exceeded expectations for one or more of those goals.
3 = Meets standard	School has met its school-specific non-academic goals.
2 = Approaching standard	School is making progress in meeting its school-specific non-academic goals.
1 = Does not meet standard	School has clearly not met any of its school-specific non-academic goals.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
Source: Charter Contract and Annual Report.	

<p>3.21 School-specific Non-Academic related goal(2): Subscribing to <i>NACSA's Principles and Standards</i> guidance, MOChA provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by MOChA.</p> <p>And pursuant to <u>Minnesota Statutes §124E</u>, schools are afforded the opportunity to fulfill additional purposes, including (1) increase learning opportunities for all pupils; (2) encourage the use of different and innovative teaching methods; (3) measure learning outcomes and create different and innovative forms of measuring outcomes; (4) establish new forms of accountability for schools; or (5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.</p> <p>If applicable, is the school meeting its school-specific non-academic goal(s) defined in the Charter Contract?</p>	
4 = Exceeds standard	School has met all school-specific non-academic goals and clearly exceeded expectations for one or more of those goals.
3 = Meets standard	School has met its school-specific non-academic goals.
2 = Approaching standard	School is making progress in meeting its school-specific non-academic goals.
1 = Does not meet standard	School has clearly not met any of its school-specific non-academic goals.
Rating: Enter the number that most closely matches the data:	Comments/Evidence:
*If more that 2, this rubric will also be used for additional goals. Source: Charter Contract and Annual Report.	

Overall Rating: Section 3

A. Rating Points: (Add the points for each item in this section)	
B. Average Rating for Section 3: (Divide the total points in A by the number of rated items)	
Source: Individual ratings (1-4) for each of the items in this section	

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