



## FY 2017 Authorizer Annual Report

### Authorizer Information

**Name of Authorizing Organization:** Innovative Quality Schools (IQS)

**Mailing Address:** Innovative Quality Schools P.O. Box 40219 St. Paul, MN 55104

**Name and Title of Primary Authorizer Contact:** Thomas Tapper, Managing Director

**Telephone of Primary Authorizer Contact:** 651-234-0900

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#### Authorizer Summary:

The IQS Mission (Adopted December 2015)

The mission of IQS, “...is to authorize charter schools that are innovative and successful in preparing students to achieve their full potential...”

The IQS Vision (Adopted December 2015)

“The vision of IQS is, “...is to achieve success for all learners by supporting schools engaged in educational innovation...”

The IQS Values and Beliefs (Adopted January 2016)

- **Focus on Innovation:** Take risks to try creative new things, challenge old processes, and continuously adapt.
- **Avoid Insularity:** Learn from, and be sensitive to, ideas and proposals that challenge our comfort zones.
- **Commit to Collaboration:** Be interdependent, have an open flow of ideas, listen to others and value differences.
- **Embrace Diversity:** Seek diversity in Board membership and sponsored schools.
- **Instill Clarity and Transparency:** Follow fair and rigorous procedures resulting in the Authorization of high quality schools focused on innovation and student achievement.
- **Transform for Educational Excellence:** Commit to achieving our vision, mission and goals through the continual assessment of our work and acting upon results to improve our performance.

The IQS Strategic Initiatives (Adopted February 2016)

- Design and implement alternative means of measuring student and school success and that support innovative instructional practices.
- Design and implement practices that will ensure IQS meets and exceeds all performance criteria as determined by the MDE.
- Focus our oversight efforts on student achievement.

- Ensure, through our oversight practices, that our schools continue to evolve and grow in their commitment to innovation and student success.
- Disseminate information on the innovations of IQS schools

## Authorizer Processes

### New Charter School Applications in FY 2017 (B.1)

Did your organization review any new charter school applications in FY 2017?

Yes

If no, please provide an explanation:

N/A

If yes, complete the table below for each application:

Name of Charter School Applicant	Authorizer Approval or Disapproval	Minnesota Department of Education (MDE) Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Progeny	Approval	Approval	Reason(s) for Disapproval	N/A
East/West International Academy	Disapproval	N/A	Application did not meet authorizer criteria	N/A
Mosaic Immersion	N/A	N/A	Applicant did not complete the application process	N/A

### New Charter School Openings in FY 2017 (B.2)

Did your organization engage in ready-to-open activities in FY 2017?

Yes

If no, please provide an explanation:

N/A

If yes, complete the table below for each charter school scheduled to open:

Name of Charter School Projected to Begin Serving Students in FY 2017	Projected Opening Date	Did this School Open as Planned?	If No, Provide Reason(s) and Revised Projected Opening Date
Technical Academies of Minnesota (IMAGINE) campus	08/15/2017	No	Facilities were not ready for students and low student enrollments

**Charter School Expansion Applications in FY 2017 (B.2)**

Did your organization review any site and/or grade expansion applications in FY 2017?

Choose an item

If no, please provide an explanation:

Provide an explanation

If yes, complete the table below for each application:

Name of Charter School	Proposed Additional Grades to be Served and/or Location of New Site	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
STEP Academy	K-5 proposed additional grades	Approval	Approval	Reason(s) for Disapproval	N/A

**Official Early Learning Program Recognition Requests in FY 2017 (B.2)**

Did your organization review any requests for official early learning program recognition in FY 2017?

Yes

If no, please provide an explanation:

N/A

If yes, complete the table below for each request:

Name of Charter School	Early Learning Program Seeking Recognition	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Duluth Public Schools Academy	Instructional Prekindergarten	Approval	Approval	Reason(s) for Disapproval	N/A
Prodeo Academy	Instructional Prekindergarten	Approval	Approval	Reason(s) for Disapproval	N/A

**Charter School Change in Authorizer Requests in FY 2017 (B.2)**

**Did your organization review change in authorizer requests in FY 2017?**

Yes

**If no, please provide an explanation:**

N/A

**If yes, complete the table below for each request:**

Name of Charter School	Authorizer Charter School Requested to Transfer From	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Blue Sky On-Line	From NEO to IQS	Approval	Approval	N/A	N/A
St. Paul City School	From Project for Pride in Living to IQS	Approval	Approval	N/A	N/A

**Charter Contract Renewals in FY 2017 (B.9)**

**Did your organization engage in charter renewal activities in FY 2017?**

Yes

**If no, please provide an explanation:**

N/A

If yes, complete the table below for each school:

Name of Charter School	Was Contract Renewed?	If Yes, Term of Contract Renewal	If No, Reason(s) for Nonrenewal
Duluth Public Schools Academy	Yes	07/01/2017-06/30/2022	N/A
Minisinaakawaang Leadership Academy	Yes	07/01/2017-06/30/2018	N/A
Cyber Village Academy	Yes	07/01/2017-06/30/2022	N/A

## Additional Authorizer Activities

### Authorizing Leadership and Staff Skill Development (A.5)

Describe how your organization built the knowledge and skill base of its authorizing leadership and staff through professional development over the past year.

The mission of IQS, “...is to authorize charter schools that are innovative and successful in preparing students to achieve their full potential...” and the vision of IQS is, “...is to achieve success for all learners by supporting schools engaged in educational innovation...” The totality of the mission and the vision represents the fundamental purpose and focus of Innovative Quality Schools. Our focus is two-fold; innovation and student achievement. IQS has in place a highly qualified leadership team supported operationally by a team of professionals (Cadre) who have experience and expertise in the five critical areas of charter school operations that are important to ensuring student success (i.e. mission/vision, governance, school performance, school finance and school operations). Further, because a requirement of schools in the IQS portfolio is innovation, the IQS leadership team and Cadre members also have expertise in a variety of innovations in the field of education.

Skill development of IQS’s leadership team and Cadre has three (3) components:

1. IQS Management Leadership Team Training - The IQS Board engaged the services of a leadership team to oversee all authorizing functions. Performance reviews are conducted annually. To ensure that the MLT remains current in its knowledge and understanding of authorizing practices, members of the team:
  - a. Regularly attend meetings of the Minnesota Association of Charter School Authorizers
  - b. Attend all meetings conducted by the MDE related to authorizer best practices
  - c. Attend, at least bi-annually, state and/or national conferences related to charter school practices (such as NACSA).

Reports are provided to the IQS Board as a means of promoting an understanding of authorizing best practices within the Board.

2. IQS Cadre Training- Serving as a member of the IQS Cadre requires each Cadre member to submit an application. The application asks prospective Cadre members to identify their skill sets related to school operations as well as related experiences. Applications are reviewed by the IQS leadership team before being accepted as a Cadre member. Cadre members are assigned to schools based upon their background, experience and professional expertise. Each must align with the unique educational program of the school(s) assigned for their oversight. Continuing professional develop for Cadre members takes place in a variety of formats.

- a. At least three (3) times annually, Cadre members participate in a workshop designed to develop a clear understanding of the roles and responsibilities of a Cadre member. The fall workshop focuses on Cadre roles and responsibilities as defined in the Cadre handbook. The mid-winter workshop provides opportunities for Cadre members to share areas of expertise and conduct a SWOT analysis of the oversight process. The spring workshop reviews the entire year with a focus on improvement. As needed, experts in the field of authorization are brought into workshops to improve our overall approach.
- b. Throughout the course of the year, members of the IQS leadership team conduct webinars. The purpose of these ‘virtual’ meetings is to provide opportunities for Cadre members to share thoughts and ideas related to IQS oversight processes as well as to ‘catch up’ on any information that may have been missed from a workshop.
- c. As needed, small group discussions are led by a member of the IQS Management Leadership Team. These discussions are impromptu in nature; held from time to time as required by particular interests and/or concerns.

This multi-tiered approach to professional development aligns with the stated values of IQS; to avoid insularity and transform for educational excellence.

3. Charter School Leadership Training- The charter schools in the IQS portfolio share a common characteristic; innovation. To ensure our schools fulfill the innovation articulated within their missions, the IQS leadership team conducts training sessions for its school leaders (directors, lead teachers and/or board chairs). Topics for these workshops are based upon the assessed need of our schools as cited by Cadre members in carrying out their oversight responsibilities and/or by our charter school leaders. Whenever appropriate, experts in the field are brought into the conferences as a way of expanding knowledge and understanding.

Within the past year, examples of the above training and professional development activities that have been completed by IQS include:

*Table 1.*

Date	Activity & Audience	Content
August, 2016	Conference for School Leaders	Preview Scorecard
August, 2016	Training for Cadre	Scorecard-inter rater reliability best practices
November, 2016	Conference for School Leaders	Showcase School Best Practices
November, 2016	Training for Cadre	Scorecard-inter rater reliability best practices
First quarter, 2017	Task Force for Alternative Measure for Cadre and School Leaders	Explore measures available to accurately describe student progress
May, 2017	Conference for School Leaders	School Improvement Process Alternative Measure Report
May, 2017	Training for Cadre	Alternative Measure Report Scorecard-inter rater reliability best practices
October, 2016	Conference for Authorizers	NACSA- Annual Conference
Monthly	Meeting for Authorizers	MACSA

## Authorizer Self-Evaluation (A.9)

**Describe how your organization self-evaluated its internal ability (capacity, infrastructure, and practices) to oversee the portfolio of charter schools over the past year.**

As evidenced in the IQS Approved Authorizer Application, IQS has in place several benchmarks against which an evaluation of its work is performed. The first is the set of goals supporting its vision and mission. The goal that is specific to this question is goal 3, which states in part that, “Because of its unique “Single Purpose Sponsor” design, Innovative Quality Schools will serve as a model of authorizing for Minnesota and the rest of the country by disseminating the impact of this authorizing model and assisting other states implement this authorizing design.” That goal is supported by a commitment to measuring its success and is stated as follows, “[The] success of this goal will be determined through IQS self-study of its authorizing process, independent evaluations of IQS including feedback on evaluations from schools authorized by IQS of their improvement because of IQS authorizing procedures.”

In the spring of 2014, IQS commissioned an independent study to determine the effectiveness of its work. The purpose of the "Jennings Report" was *“to conduct an evaluation of how well IQS is implementing the authorizing plan approved December 1, 2010, by the Minnesota Department of Education.”* [2]. The review was comprehensive and included not only a review of various documents compiled by IQS in carrying out its oversight responsibilities, but also interviews with school directors and leaders. The findings were presented to the IQS board along with a set of recommendations. Those recommendations began to be addressed in the past school year.

A second evaluation of IQS performance was conducted in February 2015. This survey was conducted in conjunction with the transition of IQS leadership management from Innovative Leadership Partners to StrategicTREC. In addition to meeting every school leader within a period of two months after assuming management responsibilities for IQS, each school authorized by IQS was asked to complete a survey including the question, *“What would you like to receive from IQS as a means of supporting your efforts to educate the students you serve?”* Below are some key themes that could be found in their responses:

- Staff Development
- Legislative Updates/MDE mandates

- Understanding contract Review/renewal processes
- Networking with Our Charter Schools
- Strategic Development
- Using Data to Improve School Performance
- Teacher Evaluation
- Developing Working Boards/Boardsmanship
- School Improvement Strategies
- Understanding the New IQS Leadership Team
- Best Practice in the Use of Technology
- Leadership Development
- Meetings that Provide Opportunities to Learn from One Another

Based upon this evaluation, a conference of all school leaders and directors was held in May 2015. Among conference topics were i) legislative updates, ii) developing working boards/boardsmanship, and iii) understanding the new IQS leadership team. Additional conferences have been held each fall to cover other valuable topics.

It should also be noted that two other topics which IQS schools wanted IQS to facilitate were networking with other charter schools and best practice in the use of technology. Both these issues have begun to be addressed through upgrades made to the IQS website.

Finally, as a matter of practice, the framework for IQS board meetings revolves around its commitment to continuous improvement. Typical agendas provide opportunities for board members to learn about what is taking place in their authorized schools with open-ended discussions taking place on a regular basis. Quarterly financial reports submitted for board review contain information related to how resources are being allocated across various budget line items, thereby insuring that sufficient resources are being allocated to charter school oversight.

### **Authorizer High Quality Authorizing Dissemination (A.10)**

**Describe how your organization disseminated best authorizing practices and/or assisted other authorizers in high quality authorizing over the past year.**

Innovative Quality Schools utilizes a multi-tiered process to share and disseminate innovative authorizing best practices. IQS actively seeks to involve itself in both formal and informal activities that allow us to share our authorizing practices with others as well as to take every opportunity to extend our own knowledge. Website updates that highlight school innovation and achievement, conference sponsorships that focus on educational innovation, and training Cadre and Charter school leaders are ongoing activities participation in Minnesota Charter School Association are at the 'center' of the process IQS uses to disseminate high quality authorizing practices. More specifically, IQS:



1. Maintains its website (iqsmn.org) as a means of sharing its practices with other authorizers. The website features each of its schools and highlights innovations practiced at each school. This information can be useful to other authorizers seeking information related to school performance, innovation and instructional model.
2. Conducts school leadership conferences at least twice annually. These workshops are designed to provide school leaders in the IQS portfolio with the opportunity to meet with one another and share school success. This ‘purposeful’ sharing of best practice is promoted through the arrangement of room/tables according to school innovations. School leaders have the opportunity to share their thoughts and ideas in an informal setting. Table participants are asked to share with the entire group ‘key themes’ that come out of their discussions. These ideas are recorded and disseminated to all schools. IQS informs other authorizers of these meetings and opens them to other authorizers; providing each with the opportunity to attend, listen and learn. Please see *Table 1* above.
3. Participates in the MACSA. Members of the IQS Management Leadership Team participates in the monthly meetings of the Minnesota Association of Charter School Authorizers. In the capacity of a member of MACSA, IQS contributes on an on-going basis, its processes and practices that work to enhance charter school performance. IQS leadership also participates in all workshops of MDE pertinent to its authorizing practices and shares both successes and challenges with workshop participants on all matters related to successful authorizing practices. IQS is also a member of the National Association of Charter School Authorizers and participate in their annual conference. Please see *Table 1* above.

## **Charter School Support, Development, and Technical Assistance (B.7)**

**Describe how your organization supported its portfolio of charter schools through intentional assistance and development offerings over the past year.**

Innovative Quality Schools provides intentional assistance in support of its portfolio of charter schools utilizing four distinct and unique approaches to school improvement.

1. IQS provides intentional assistance to its portfolio of school through our process of oversight review. As noted in a variety of places within this document, IQS’s oversight process is grounded with a nationally recognized framework for organization excellence. This framework, the “Five Principles of Effective Schools,” provide our schools with guideposts against which they might measure the effectiveness of their school improvement efforts. The IQS deliberative overview process assigns Cadre members with experience and expertise in each area to meet with school staff and review performance in each area. These Cadre members are recognized experts who have accepted responsibilities because of their desire to share their thoughts, ideas and expertise and to grow professionally along with those with whom they work. This first level of intentional assistance is designed to be collaborative in nature; promoting professional growth and school improvement simultaneously. It is founded upon Deming’s concept of organizational management -- measure and adjust throughout the planning process.
2. IQS Cadre members are well respected and highly qualified in their area(s) of assigned oversight. When a need is identified within one of the five principal core areas of school effectiveness, if called upon, a Cadre member may provide special assistance to the school. It is important to note however, that the Cadre member

who might provide such assistance is not a member that is assigned to the school for oversight responsibility. Schools in the IQS portfolio can select and contact a member of the IQS Cadre team to provide special assistance at any time if they so choose.

3. Assistance is also provided by IQS to its school portfolio come in the form of conducting state-wide school meetings for school board chairs and school leaders. These meetings are held at least twice annually. Meeting topics are determined by a survey of charter school leaders. It is important to note that none of the above noted support services are mandatory for the schools in the IQS portfolio. All schools maintain their autonomy in the process of school improvement. IQS, while remaining committed to continual improvement, recognizes that it is the responsibility of each school to share in that commitment and to work in a collaborative manner to ensure that improvement is on-going. Please see *Table 1* above.

4. IQS provides technical assistance in areas of need identified by schools and/or cadre members. During FY17 IQS created a task force to assist schools in developing a variety of methods for reporting student progress. Additional technical support is provided by way of training in school law and finance, available to all school leaders at no cost. Please see *Table 1* above.

### **High Quality Charter School Replication and Dissemination of Best School Practices (B.8)**

**Describe how your organization planned and promoted, within its portfolio, the model replication and dissemination of best practices of high performance charters schools over the past year.**

Innovative Quality Schools’ mission is to. “...is to authorize charter schools that are innovative and successful in preparing students to achieve their full potential...” As noted in Section A.5 of this submittal, our mission has two underlying purposes. The first is to identify and support schools that have some aspect of innovation in their approach to either school operations and/or school instruction. The second is to carry out our oversight responsibilities in a manner that help ensure students served in our portfolio of schools can reach their full potential; conceivably in a manner not otherwise available to them in more traditional settings.

Promoting Model Replication Within Its Portfolio – The IQS portfolio of schools currently focuses on instructional innovations including:

1. Project-based learning
2. School-wide application of multi-tiered support system (MTSS) of instruction
3. Experiential learning, and
4. Language Immersion

Its portfolio also includes operational innovations including:

1. Teacher-led schools and
2. Multi-site school governance

IQS recognizes that innovation is more than the simple implementation of a new idea in the field of education. There is little that is truly innovative under such a definition. More important then, is to focus on student achievement. And it is only through our schools’ commitment to learn, grow and change as a result of data analysis and collaborative sharing that innovation truly takes place.

To that end, the IQS plan for model replication within our portfolio includes the following strategic activities:

1. The establishment of an electronic network where schools in our portfolio practicing similar innovations share successes and failures. Participation in this network will be incorporated into the ScoreCard of each school in the IQS portfolio to underscore the importance of this activity to the innovative efforts of the school.
2. The annual assignment of Cadre member(s) with special background and expertise in organizational performance, to schools within the IQS portfolio. The purpose of this assignment will be to identify multiple measure of school success that extend beyond the Minnesota required performance examinations and the IQS required ScoreCard.
3. The inclusion within the IQS required School Improvement Plan (SIP), at least one new ‘practice’ designed to build upon the innovation of the school.

Promoting Dissemination of Best School Practices – Minnesota Statute 124E.17 subdivision 1(b) states in part, “... Authorizers, operators, and the department also may disseminate information about the successful best practices in teaching and learning demonstrated by charter schools...” While the language in the law suggests the dissemination of best practices is optional, IQS is committed to providing opportunities for other charter schools and/or interested parties to learn about successful school innovations. To that end, IQS is committed to:

1. Annually ‘spotlight’ no fewer than three (3) IQS schools in our spring school conference; asking each to present their ‘stories’ of success with other school in the portfolio. Please see *Table 1* above.
2. Annually, publish a comprehensive report detailing the successes of the schools in the IQS portfolio of schools and distributing the report to all schools in its portfolio. Please see our 2017 Annual Report for more information: [found here](#).

## Portfolio Information

### General Charter School Portfolio Data (as of June 30, 2017)

#### Preoperational Charter Schools in Authorizer’s Portfolio:

Name of Charter School	Charter School LEA Number (if assigned)	Charter School Program (CSP) Grant Recipient	Grade Levels Approved to Serve	Projected Enrollment	Proposed Location	Proposed Opening Date
ACES	N/A	No	7-12	280	Minneapolis	Fall 2016
The Journey School	N/A	No	K-8	500	N/A	N/A

#### Operational Charter Schools in Authorizer’s Portfolio:

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2017	Location	Charter School Demographic and Enrollment Information	Charter School's World's Best Workforce Report
Bdote Learning Center	4226	Yes	K-5	Minneapolis	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Beacon Academy	4124	Yes	K-8	Maple Grove	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Cyber Village Academy	4025	N/A	K-12	St. Paul	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Duluth Public School Academy	4020	Yes	K-8	Duluth	<a href="#">Report Card</a>	<a href="#">WBWF</a>
E.C.H.O.	4026	N/A	K-12	Echo	<a href="#">Report Card</a>	<a href="#">WBWF</a>
EdVisions Off Campus	4151	Yes	7-12	Henderson	<a href="#">Report Card</a>	<a href="#">WBWF</a>
International Spanish Language Academy	4167	Yes	K-6	Minnetonka	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Jane Goodall Environmental Sciences Academy	4229	Yes	6-12	Maple Lake	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Level UP Academy	4223	Yes	K-6	Maple Lake	<a href="#">Report Card</a>	<a href="#">WBWF</a> <sup>2</sup>
M.I.L.R.O.Y. Charter School	4138	Yes	K-4	Milroy	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Minisinaakwaang Leadership Academy	4177	Yes	K-12	MacGregor	<a href="#">Report Card</a>	<a href="#">WBWF</a> <sup>5</sup>

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2017	Location	Charter School Demographic and Enrollment Information	Charter School's World's Best Workforce Report
Minnesota Excellence in Learning Academy	4230	Yes	K-5	Brooklyn Center	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Minnesota New Country	4007	N/A	K-12	Henderson	<a href="#">Report Card</a>	<a href="#">WBWF</a> <sup>6</sup>
Nasha Skola	4208	Yes	K-8	Minnetonka	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Paladin	4104	N/A	9-12	Blaine	<a href="#">Report Card</a>	<a href="#">WBWF</a> <sup>3</sup>
Prodeo Academy	4213	Yes	K-8	Columbia Heights	<a href="#">Report Card</a>	<a href="#">WBWF</a> <sup>1</sup>
STEP Academy	4200	Yes	K-12	St. Paul	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Success Academy	4232	Yes	K-5	Bloomington	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Technical Academies of Minnesota (DREAM Technical Academy)	4217	Yes	7-12	Willmar, Owatonna	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Upper Mississippi Academy	4210	N/A	K-12	St. Paul	<a href="#">Report Card</a>	<a href="#">WBWF</a>
Venture Academy	4218	Yes	6-12	Minneapolis	<a href="#">Report Card</a>	<a href="#">WBWF</a> <sup>4</sup>
Watershed High School	4092	N/A	9-12	Richfield	<a href="#">Report Card</a>	<a href="#">WBWF</a>

<sup>1</sup> The complete Annual Report/WBWF report will be approved by the Prodeo Academy Board of Directors at their meeting on January 24, 2018, and uploaded to the address above within one week of that date.

<sup>2</sup>The complete WBWF report will be approved by the board of Level Up Academy at their meeting on Tuesday, January 12, 2018, and uploaded to the address above within one week of that date.

<sup>3</sup>The completed Annual Report (including WBWF Report) will be approved by the board of Paladin Career & Technical High School at their next board meeting Thursday, February 15th 2018, and uploaded to the address above within one week of this date.

<sup>4</sup>The complete WBWF report will be approved by the Board of Directors of Venture Academy at their meeting on January 17, 2018, and uploaded to the address above by January 24, 2018.

<sup>5</sup> MLA will have the report approved at its meeting on January 27 and will post it at the above address on January 28, 2018.

<sup>6</sup> The complete WBWF report will be approved by the Board of Directors at Minnesota New Country School at their meeting on January 16, 2018 and uploaded to the address above within one week of that date.

**MDE Officially Recognized Early Learning Programs at Charter Schools in Authorizer’s Portfolio:**

None

**Charter School Portfolio Activity in FY 2017**

**In FY 2017, did any charter schools leave your organization’s portfolio and transfer to another authorizer during or at the end of the year?**

No

**If yes, complete the table below for each applicable school:**

Name of Charter School	Charter School LEA Number	New Authorizing Organization	Effective Date of Transfer
Name of Charter School	LEA Number	New Authorizing Organization	MM/DD/YYYY

**In FY 2017, did your organization terminate or revoke the charter contract for any charter school before the end of the contract term?**

No

**If yes, complete the table below for each applicable school:**

Name of Charter School	Charter School LEA Number	Reason(s) for Contract Termination	Effective Date of Contract Termination
Name of Charter School	LEA Number	Reason(s) for Contract Termination	MM/DD/YYYY

**In FY 2017, did any charter schools voluntarily close (i.e., closure was initiated by the school) during or at the end of the year?**

Yes

**If yes, complete the table below for each applicable school:**

Name of Charter School	Charter School LEA Number	Reason(s) for Closure	Effective Date of Closure
Flex Academy	4243	Insufficient enrollment	06/30/2017

## Charter School Portfolio Performance

### World’s Best Workforce

**Describe how your organization incorporates achievement of World’s Best Workforce goals in its ongoing oversight and evaluation of charter schools.**

IQS evaluates each school using a scorecard that we have developed (attached as appendix A). The scorecard integrates multiple categories of school performance; allowing IQS to analyze each school’s individual performance as well as that of our entire portfolio.

WBWF is included in our scorecard as outlined In Academic Performance Area 3.K:

Intervention Benchmark	Progressing Benchmark	Target Benchmark	Exceeding Target Benchmark
The school does not comply with the provisions of the World's Best Workforce.	The school has failed to meet WBWF requirements over the past year.	The school meets all the criteria required in the MDE's World's Best Workforce.	The school has demonstrated that it exceeds expectations outlined in the World's Best Workforce requirements of the MDE.

IQS Cadre team members meet with schools at least three times/year to review progress on each of the items identified on the School Report Card.

## Academic Performance

**Present outcome data regarding key academic performance indicators your organization used when evaluating your portfolio of charter schools. Provide a narrative analysis of this data, indicating strengths and areas for improvement.**

IQS evaluates each school using a scorecard that we have developed (attached as appendix A). The scorecard integrates multiple categories of school performance; allowing IQS to analyze each school's individual performance as well as that of our entire portfolio. The scorecard results are used to create annual reports to the IQS Board, the individual schools and as the basis for individual School Improvement Plans and potential interventions.

Academic performance is included in our scorecard as Academic Performance Area 3. The evaluation results of Area 3 receive the most consideration in the renewal process. Schools receiving an overall score of less than 3.0 in this area are not eligible for a contract renewal period of more than 2 years. This area includes the statutory requirements as well as indicators which individual schools determine best exemplify their students' individual academic progress and growth in support of each school's mission.

An overall evaluation of the IQS schools in this area indicate that IQS schools are well versed in the basic reporting requirements supporting this area. While the majority of schools work diligently to comply with mandated testing requirements, the majority of IQS schools serve populations with needs greater than their resident student populations.

An analysis of the Academic Performance Area for schools in the IQS portfolio indicates an overall average score of 3.05/4.00. Eight of the 23 operating Schools were evaluated in the range of 2.5-2.9, indicating an area of improvement. The IQS Board and Management Team have undertaken measures to support the schools in this area. An area of need for continuing improvement concerns supporting schools in the process of identifying appropriate alternative measures to support an accurate evaluation of individual student growth. IQS is in its second year of investing in research and on-going technical support to create appropriate measures aligned with each school's student demographic and school mission.

## Operational Performance

**Present outcome data regarding key operational performance indicators your organization used when evaluating your portfolio of charter schools. Provide a narrative analysis of this data, indicating strengths and areas for improvement.**

IQS evaluates each school using a scorecard that we have developed (attached as appendix A). The scorecard integrates multiple categories of school performance; allowing IQS to analyze each school's individual performance as well as that of our entire portfolio. The scorecard results are used to create annual reports to the IQS Board, the individual schools and as the basis for individual School Improvement Plans and potential interventions.



Operational performance is included in our scorecard as Performance Area 5. Operations. Area 5 includes all the statutory requirements and allows schools to include indicators which are unique to their school's mission and operations. Each of the Performance areas are continually reviewed for accuracy and appropriateness. To date a noticeable challenge for schools has been in the area of teacher retention which has a significant impact on Staff Qualification and Staff Assignments. Operations has been an area of strength for the majority of schools in the IQS portfolio with only three school scoring less than 3.0 and no schools below a 2.5. An evaluation of the scorecard performance in this area indicates an overall average score of 3.36.

## Financial Performance

**Present outcome data regarding key financial performance indicators your organization used when evaluating your portfolio of charter schools. Provide a narrative analysis of this data, indicating strengths and areas for improvement.**

IQS evaluates each school using a scorecard that we have developed (attached as appendix A). The scorecard integrates multiple categories of school performance; allowing IQS to analyze each school's individual performance as well as that of our entire portfolio. The scorecard results are used to create annual reports to the IQS Board, the individual schools and as the basis for individual School Improvement Plans and potential interventions.

Financial performance is included in our scorecard as Performance Area 4. All statutory requirements are included as indicators in this section of the scorecard. Schools have the opportunity to include indicators that are unique to their program. Seventeen schools earned the MDE School Finance award for the 2017 FY making the Financial Performance area the strongest of the five scorecard areas for the IQS schools. An analysis of the performance area indicates an overall average of 3.46. Two schools were in statutory debt at the end of the 2017FY, and one had a plan in place. Overall, schools in the IQS portfolio have an average fund balance of just over 23%. As with all performance areas, the Management Team and Cadre members assess areas for improvement and inclusion in the Area of Finance. IQS provides targeted support for schools scoring below 3.0. For the FY17 year five schools scored between 2.0 and 2.9. To date all schools have received individual interventions.

## Other Performance

**Present outcome data regarding other key performance indicators your organization used when evaluating your portfolio of charter schools. Provide a narrative analysis of this data, indicating strengths and areas for improvement.**

In addition to the areas above, IQS also evaluates schools with respect to their functioning as a model school and their governance.

## School Model

IQS evaluates each school using a scorecard that we have developed (attached as appendix A). The scorecard integrates multiple categories of school performance; allowing IQS to analyze each school's individual performance as well as that of our entire portfolio. Performance in the area of School Model and its alignment

with all other performance areas is included in our scorecard as Performance Area 1. All statutory requirements are included as indicators in this section of the scorecard. Schools have the opportunity to include indicators that are unique to their program.

This is an area of strength especially for mature schools who continually review mission and vision and its alignment with program implementation. An area for improvement would be continuing leadership support in the area of strategic planning especially for schools in the start-up phase. Operations has been an area of strength for the majority of schools in the IQS portfolio with only five schools scoring less than 3.0 and one school below a 2.0. An evaluation of the scorecard performance in this area indicates an overall average score of 3.26.

### **Governance**

IQS evaluates each school using a scorecard that we have developed (attached as appendix A). The scorecard integrates multiple categories of school performance; allowing IQS to analyze each school's individual performance as well as that of our entire portfolio. Performance in the area of Government is included in our scorecard as Performance Area 2. All statutory requirements are included as indicators in this section of the scorecard. Schools have the opportunity to include indicators that are unique to their program.

Governance is an area where the majority of schools demonstrate strength and professionalism. Schools with high board member turnover provide an area for improvement. An evaluation of the scorecard performance in this area indicates an overall average score of 3.2, with 5 schools scoring between 2.0 and 2.9. In an effort to support strong school leadership in the area of governance, IQS offered Board Training at no cost to participants. Further efforts to support the individual boards will be reviewed and implemented as appropriate.

**Appendix A**

**IQS Scorecard**

School Name	N/A
School Address	N/A
School Leader	N/A
School Leader Telephone	N/A
School Leader Email	N/A
School Board Chair	N/A
School Board Chair Email	N/A
Report Completed By	N/A
Date of this Report	N/A

<b>Intervention 1.0-1.9</b>	Evidence some requirements and key indicators are not being met. The school may have received multiple notices from IQS and/or governing agencies within the past 12 months regarding an issue, complaint, and/or deficiency that needs to be addressed. Corrective action planning is required as a part of the school's School Improvement Plan. <b><i>(Note: For schools in their first year of operation, it is considered to be an 'introductory' benchmark).</i></b>
<b>Progressing 2.0-2.9</b>	The school is making progress toward the attainment of its target benchmark. Action plans that focus on continuing improvement will be a required
<b>Target 3.0-3.9</b>	There is evidence that the school is meeting requirements established in the charter agreement and ScoreCard.
<b>Exceeding 4.0</b>	There is evidence that the school exceeds the target benchmarks and is performing at its defined level of excellence.

Using the above scale, the following areas are evaluated each year for each school:

<b>Area 1</b>	<b>Mission and Goals</b>	<b>Intervention Benchmark</b>	<b>Progressing Benchmark</b>	<b>Target Benchmark</b>	<b>Exceeding Benchmark</b>
	<b>Points</b>	<b>1.0-1.9</b>	<b>2.0-2.9</b>	<b>3.0-3.9</b>	<b>4.0-4.9</b>
<b>1a</b>	Program Model	Program model is not consistent with that described in charter application including amendments and school has received notice from governing agency noting inconsistency.	Program model is not consistent with that described in charter application including amendments.	Program model is consistent with that described in charter application including amendments.	Program model is consistent with that described in charter application including amendments and school has received accommodation from governing agency noting this accomplishment.
<b>1b</b>	School Mission	School program is aligned with Charter Law to improve all pupil learning and all student achievement.	School program is aligned with the primary purpose of Charter Schools and at least two other provisions cited in law.	School program is aligned with the primary purpose of Charter Schools and at least four other provisions cited in law.	All five of the purposes of charter schools is supported by the program model
<b>1c</b>	Curriculum	The school curriculum aligns with its mission and primary program purpose in reading.	The school curriculum aligns with its mission and primary program purpose in reading and math.	The school curriculum aligns with its mission and primary program purpose in all curricular areas.	School curriculum in reading and math follow nationally recognized best practices.
<b>1d</b>	Standards	Only state standards are embedded in the curriculum of the school.	State standards and school standards are embedded into the curriculum of the school.	All state standards, school board standards, and authorizer requirements are embedded into the curriculum of the school.	School includes national or international standards beyond, required state, school, and authorizer standards.

<b>1e</b>	Staff Development	Some staff development activities or initiatives evident but no evidence alignment with school improvement or strategic planning	Staff development activities and/or initiatives have been implemented but not systemic or purposefully aligned with a strategic plan	Staff development is on-going, aligned with strategic plan, and ensures program fidelity	Staff development is fact-based, ongoing, and aligned with a strategic plan. Staff development is reviewed by school board and school leadership on a quarterly basis to ensure program fidelity and reported to all stakeholders
<b>Area 2</b>	<b>Governance of the School</b>	<b>Intervention Benchmark</b>	<b>Progressing Benchmark</b>	<b>Target Benchmark</b>	<b>Exceeding Benchmark</b>
	<b>Points</b>	<b>1.0-1.9</b>	<b>2.0-2.9</b>	<b>3.0-3.9</b>	<b>4.0-4.9</b>
<b>2a</b>	Board Organizations	School has received multiple notices from a governing agency (state and/or authorizer) within the past 12 months indicating board organization inconsistencies with the law.	School has received a notice from a governing agency within the past 12 months indicating board organization inconsistencies with the law.	The board organization complies with the requirements in the charter school law.	Board organization exceeds legal expectations serving as a model for all Public Schools
<b>2b</b>	Background Checks	School has received multiple notices from a governing agency (state and/or authorizer) within the past 12 months indicating board organization inconsistencies with the law.	School has received a notice from a governing agency within the past 12 months indicating board organization inconsistencies with the law.	Criminal background checks have been conducted on each board member in accordance to Section 4.1 of the contract with IQS.	Criminal background checks have been conducted on each board member.

<b>2c</b>	Conflict of Interest	School has received multiple notices from a governing agency (state and/or authorizer) within the past 12 months indicating board organization inconsistencies with the law.	School has received a notice from a governing agency within the past 12 months indicating board organization inconsistencies with the law.	No board members have any conflict of interest as defined in law and statements are filed annually.	Conflict of interests for school leadership exceeds minimum requirements and are filed annually.
<b>2d</b>	Open Meeting Law	The authorizer and/or MDE have received multiple complaints from stakeholders related to a violation of the Minnesota Open Meeting law and has failed to address them.	The authorizer has received at least one complaint from school stakeholders but has successfully addressed the matter.	The Board complies with all provisions of the Minnesota Open Meeting Law	Board has procedures in place that exceed MN Open Meeting Law requirements.
<b>2e</b>	Board Bylaws	Board by-laws are not in place	The Board has been cited for by-law violation at least once in the past year.	The Board By-Laws are consistent with charter school law and outline the process/procedures for changing the board's governance structure.	The by-laws are considered to be a model for charter schools organization.
<b>2f</b>	Policy Manual	The Board is operating without a duly approved policy manual.	The board has failed to adopt policy changes required by Minnesota statute and/or the MDE in a timely manner.	The Board has reviewed and adopted all policies related to school operations as required by Minnesota Statute.	The Board has in place a system for the review of policies to ensure compliance with all Minnesota statutes.

<b>2g</b>	Strategic Plan	There is no strategic plan in place.	A strategic plan is in place but has no measurable performance goals.	The board has in place a strategic plan that includes its vision, and goals developed to reach its mission.	The strategic plan includes a set of action plans and qualitative measurements to support the attainment of its goals.
<b>2h</b>	Board Meeting Conduct	Board meetings meet minimum requirements established in MN Statute.	Board meetings meet the requirements of MN Open Meeting and follow some aspects of Roberts Rules of Order	Board meetings are conducted in an orderly process following an agenda, appropriate posting in compliance with MN statute.	Board meetings follow Roberts Rules of Order with all board members and school leadership embracing this process.
<b>2i</b>	Board Training	Board training occurs as required.	Board conducts annual training but has not established a development plan	Board has a development plan including annual training for members.	Board development plan and training practices are replicated by other organizations
<b>2j</b>	Board Expertise	The Board has failed to maintain the required minimum membership as required by law.	The Board has experienced a 50% turnover over the previous two years.	The Board is comprised of members consistent with its by-laws and Minnesota Charter School Law.	The Board is comprised of members consistent with its by-laws and Minnesota Charter School Law. It has maintained institutional knowledge through the retention of Board members.
<b>Area 3</b>	<b>Evaluation of School and Student Performance</b>	<b>Intervention Benchmark</b>	<b>Progressing Benchmark</b>	<b>Target Benchmark</b>	<b>Exceeding Benchmark</b>
	<b>Points</b>	<b>1.0-1.9</b>	<b>2.0-2.9</b>	<b>3.0-3.9</b>	<b>4.0-4.9</b>
<b>3a</b>	New Student Enrollment	School does not have in place processes for determining a student's academic levels of performance when they enter school.	School is developing a process for determining a student's academic levels of performance when they enter school.	School is developing a process for determining a student's academic levels of performance when they enter school.	School is developing a process for determining a student's academic levels of performance when they enter school.

<b>3b</b>	MCA Proficiency (K-8)	The school failed to show progress in student achievement and test participation.	The school was unable to meet their performance goals but showed progress from the previous year.	The school has met target performance goals (as stated in their SIP) including academic achievement and test participation.	The school exceeded their performance goals in achievement and test participation.
<b>3c</b>	MCA Proficiency Comparison Groups (Internal)	The gaps in student achievement, when comparing sub-groups, has increased.	The school has failed to reduce the overall student performance gaps when comparing its sub-groups.	The school has reduced overall student performance gaps when comparing its subgroups.	The school has reduced overall student performance gaps when comparing its subgroups and subgroups exceeded
<b>3d</b>	MCA Growth (if applicable) or comparable and appropriate nationally normed assessment	Students have shown no growth in achievement as measured by the assessment.	Students are making annual growth of less than 1 year as measured by the assessment.	The school has reduced overall student performance gaps when comparing its subgroups and subgroups exceeded	The school has reduced overall student performance gaps when comparing its subgroups and subgroups exceeded
<b>3e</b>	Graduation Rate (Cohort Defined)	The school graduation rate greater than 5% of the standard as established by the state and ESSA.	The school graduation rate is within 5% of the standard as established by the state and ESSA.	The school meets the graduation rate as established by the state and ESSA.	The school exceeds the graduation rates as established by the state and ESSA.
<b>3f</b>	MAP Assessment (K-9 Optional)	Less than 50% of the students will perform at or above the national median on the MAP (or alternative).	Less than 75% of but greater than 50% of the students will perform at or above the national median on the MAP (or alternative).	75% of the students will perform at or above the national median on the MAP (or alternative).	Greater than 75% of the students will perform at or above the national median on the MAP (or alternative)



<b>3g</b>	Student Attendance	Average daily membership is less than 70%.	Average daily membership exceeds 70% but is less than 85%.	Average daily membership exceeds 85% but is less than 90%.	Average daily membership exceeds 90%.
<b>3h</b>	Student Satisfaction	Students' level of satisfaction with their school in the areas of safety, acceptance and learning is less than 50%	Students' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than 50% but less than 85%	Students' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than 85% but less than 90%.	Students' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than 85% but less than 90%
<b>3i</b>	Parent Satisfaction	Parents' level of satisfaction with their school in the areas of safety, acceptance and learning is less than 50%	Parents' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than 50% but less than 85%	Parents' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than 85% but less than 90%.	Parents' level of satisfaction with their school in the areas of safety, acceptance and learning is greater than 85% but less than 90%
<b>3j</b>	Teacher Satisfaction	Teachers' level of satisfaction with the school and with their professional roles, responsibilities and professional development is less than 50%.	Teachers' level of satisfaction with the school and with their professional roles, responsibilities and professional development is greater than 50% but less than 85%.	Teachers' level of satisfaction with the school and with their professional roles, responsibilities and professional development is greater than 85% but less than 90%.	Teachers' level of satisfaction with the school and with their professional roles, responsibilities and professional development is greater than 90%.
<b>3k</b>	World's Best Workforce	The school does not comply with the provisions of the World's Best Workforce.	The school has failed to meet WBWF requirements over the past year.	The school meets all the criteria required in the MDE's World's Best Workforce.	The school has demonstrated that it exceeds expectations outlined in the World's Best Workforce requirements of the MDE.

<b>3l</b>	Student Follow-up	The School does not have in place a system for conducting a follow-up study of students attending its program.	The School has failed to semi-annually conduct, a follow-up survey of all students who either left the school to attend high school elsewhere or have graduated from the school.	The School will conduct, at least semiannually, a follow-up survey of all students who either left the school to attend high school elsewhere or have graduated from the school.	The School will conduct, at least semiannually, a follow-up survey of all students who either left the school to attend high school elsewhere or have graduated from the school and use the data to determine program modifications/changes.
<b>3m</b>	Measure to be determined by the school	Benchmarks to be determined by the school			
<b>Area 4</b>	<b>Finance</b>	<b>Intervention Benchmark</b>	<b>Progressing Benchmark</b>	<b>Target Benchmark</b>	<b>Exceeding Benchmark</b>
	<b>Points</b>	<b>1.0-1.9</b>	<b>2.0-2.9</b>	<b>3.0-3.9</b>	<b>4.0-4.9</b>
<b>4a</b>	Budget Approval	The Board fails to set a budget for the fiscal school year.	The preliminary school budget is approved by the Board after July 1st.	Preliminary approval of the school budget is approved prior to July 1 of each year.	The school budget is finalized and approved by the Board by December 15 and revised and approved by the Board by February 1 annually.
<b>4b</b>	School Finance Management	School finances are managed by either a member of the school staff so designated by the board or by a finance management company. The school has been cited by MDE for failure to submit financial data on a timely basis.	School finances are managed by either a member of the school staff so designated by the board or by a finance management company. Bills have not been paid within 30 days.	School finances are managed by either a member of the school staff so designated by the board or by a finance management company. All bills are paid within 30 days.	The school receives recognition for its fiscal management by the MDE.

<b>4c</b>	School Fund Balance	The school has no fund balance and is considered to be in Statutory Operating Debt	The school's fund balance is less than 10% of operating expenditures.	The school has maintained a fund balance between 10 and 15%.	The school has maintained a fund balance in excess of 15%.
<b>4d</b>	State Fiscal Reports	Mandatory financial reports have not been filed on in a timely manner on more than one occasion.	Mandatory financial reports have not been filed on in a timely manner at least once during the contract period.	State finance reports are filed appropriately and on time.	School leadership has established and utilizes proactive processes to complete and submit mandated state and authorizer financial reports.
<b>4e</b>	Payroll Management	The school has receive more than one notice of failure to properly submit payroll taxes in a timely manner.	The school has receive a notice of failure to properly submit payroll taxes in a timely manner.	All state/Federal taxes, pensions, insurance, etc. are paid in a timely manner and as required.	The school has not received a complaint from an employee related to the timely remuneration of compensation and/or notice from the state for delinquency in the payment state/federal payroll taxes.
<b>4f</b>	School Budget Review	A regular schedule for monitoring school budget has not been established.	The school budget is monitored by board less than four (4) times annually.	The Board is provided budget information at its monthly meetings. The Board approves all payment of bills at its monthly meetings.	The Board has in place a treasurer and/or finance committee that reviews all expenditures prior to final Board approval. A process is in place to ensure redundancy in the review of expenditure process.
<b>4g</b>	School Audit	More than one (1) material weakness has been cited in successive audits. No Board approved plan exists to address the deficiencies.	The School audit is completed on time, posted on-line and filed with the MDE as required but contains one material weakness.	The School audit is completed on time, posted on-line and filed with the MDE as required. A plan is in place and approved by the Board to address any material weakness cited in the audit.	The school has received two (2) consecutive audits without any material weaknesses cited within the report.

<b>4h</b>	Budget Planning	Fund Balance is less than 5% of revenues	The fund balance is greater than 5%, but there is no evidence of a long-range spending plan.	The budget includes funds for anticipated future needs such as technology, curriculum, salary, etc.	A long-range budget expenditure plan is in place and the fund balance exceeds 10%.
<b>4i</b>	Budget Priorities	There is no long range plan for appropriating resources that reflect mission, vision priorities.	A plan is in place that outlines budget parameters in support of school priorities, but has not been approved by the Board.	The patterns of expenditures are consistent with the mission, program, and goals of the school.	A plan for aligning budgeting practices with mission/vision is in place and reviewed by the board annually.
<b>4j</b>	Accountability School Audit	Significant findings of previous years' audits remain in place for at least two (2) years.	Significant findings from the previous year's audit have not been addressed.	All findings of the previous year's audit have been appropriately addressed and do not reappear in the current audit.	The annual audit of the school has been 'clean' for at least three (3) years and the school has received a state/national recognition for financial management
<b>Area 5</b>	<b>Operations of the School</b>	<b>Intervention Benchmark</b>	<b>Progressing Benchmark</b>	<b>Target Benchmark</b>	<b>Exceeding Benchmark</b>
	<b>Points</b>	<b>1.0-1.9</b>	<b>2.0-2.9</b>	<b>3.0-3.9</b>	<b>4.0-4.9</b>
<b>5a</b>	Staff Qualifications	There is no evidence that any school employee required qualifications, licensure, and/or criminal background checks are compliant as required.	There is evidence that school employees' required qualifications, licensure, and/or criminal background checks have not been completed or submitted as required.	All school employees' qualifications, licensure, and criminal background checks are in compliance with state, federal and authorizer requirements.	School has onboarding processes and procedures that ensure employee qualifications, licensure, and criminal background checks have been completed and submitted as required

<b>5b</b>	Staff Assignments	Staff assignments align with areas of licensure. More than 10% variances in licensure have been requested of the MDE.	Staff assignments align with areas of licensure. Less than 10% variances in licensure have been requested of the MDE.	Staff assignments align with areas of licensure.	Staff assignments align with areas of licensure. No variances have been requested from the MDE.
<b>5c</b>	Enrollment planning	Enrollment process and procedures do not meet the requirements of Minnesota Statute 124E.11.	Evidence exists that suggest that enrollment processes and procedures in place are inconsistent with Minnesota Statute 124E.11 and/or inconsistently followed.	Procedures for student enrollment in the school are consistent with Minnesota Statute 124E.11.	Procedures for student enrollment in the school are consistent with Minnesota Statute 124E.11, published on the school website. Over the past two (2) years, the school has been required to conduct a lottery to address growing enrollments.
<b>5d</b>	Transportation	Transportation system has been established, but fails to meet one or more of the requirements established in Minnesota Statute 124E.15.	Transportation system has been established. Complaints are on file related to the effectiveness and/or efficiency of the system.	A system of transportation is in place and meets all criteria as described in Minnesota Statute 124E.15	A system of transportation is in place and meets all criteria as described in Minnesota Statute 124E.15. Transformation information is published on the school website. At least semi-annually, a survey of student and parent satisfaction is conducted as a means of determining the effectiveness of the transportation system.

<b>5e</b>	School Complaint and Resolution Procedures	Complaint and resolution procedures have not been established and/or posted on school website.	Complaint and resolution procedures have been established but inconsistently followed by school leadership and staff.	Resolution procedures to address key stakeholder complaints are in place and posted on the district web site.	Resolution procedures to address key stakeholder complaints are in place and posted on the district web site. Evidence has been presented that all complaints have been resolved through the consistent application of the procedures.
<b>5f</b>	School Board Policies Implementation	Board policies are in place but do not meet all of the criteria required in Minnesota Statute 124E.07.	Board policies have been established in accordance to Minnesota Statute 124E.07. The school has failed to post them on its website and does not have a process in place for periodic review.	Board policies have been established in accordance with Minnesota Statute 124E.07. All policies have been posted on the school web site. The Board has established a process for the regular review of its policies.	Board policies have been established in accordance with Minnesota Statute 124E.07. All policies have been posted on the school web site. The Board has established a regular review of policies and annual training in accordance to Charter School law.
<b>5g</b>	School Insurance	The school has insurance in place. Provisions in the policy do not meet either the requirements found in Minnesota Statutes chapter 466 or the provisions cited in section 4.15 of the contract between the authorizer and the school.	The school has insurance in place as required in Minnesota Statutes chapter 466 and in accordance but does not fully meet the provisions cited in section 4.15 of the contract between the authorizer and the school.	The school has insurance in place as required in Minnesota Statutes chapter 466 and in accordance with the provisions cited in section 4.15 of the contract between the authorizer and the school.	The school has insurance in place as required in Minnesota Statutes chapter 466 and in accordance with the provisions cited in section 4.15 of the contract between the authorizer and the school. The insurance policy is annually reviewed by the Board. At least once every three (3) years, the school seeks quotes from qualified insurance providers to ensure comparable coverage is obtained at the best possible price.

<b>5h</b>	State and Federal Laws	State and federal laws such as those related to special education, ESL, student discipline, discrimination and school food/nutrition are being followed as evidence by state and/or federal audits. However, over the past two years, more than one violation has been cited.	State and federal laws such as those related to special education, ESL, student discipline, discrimination and school food/nutrition are being followed as evidence by state and/or federal audits. However, over the past two years, one violation has been cited.	State and federal laws such as those related to special education, ESL, student discipline, discrimination and school food/nutrition are being followed as evidence by state and/or federal audits. No violations have occurred in the past year.	State and federal laws such as those related to special education, ESL, student discipline, discrimination and school food/nutrition are being followed as evidence by state and/or federal audits. No violations have occurred in the past two years.
<b>5i</b>	Required Immunization	Not all immunizations and or immunization records have been completed and on file for all students as required.	Processes and procedures are in place to ensure that the required immunizations for students are on file. However, the school inconsistently oversees the procedures.	Processes and procedures are in place to ensure that the required immunizations for students are on file.	Required immunizations are on file for all students. Policies and procedures for parents to 'opt out' are available on the school web site. All records are kept in accordance to HEPPA requirements.

5j	Nonsectarian Assurance	School has received two or more notices from a governing agency (state, federal, or authorizer) within the past 12 months regarding nonsectarian compliances.	School has received a notice from a governing agency (state, federal, or authorizer) within the past 12 months regarding nonsectarian compliance.	The school is nonsectarian in all aspects of its operations consistent with Minnesota Statute 124E.06.	The school is nonsectarian in all aspects consistent with the Minnesota Statute 124E.06 and has not received any notices from a governing agency within the past 12 months.
5k	State Reporting Requirements	The school has the capacity to manage all state reporting requirements. However, more than one (1) notice of non-compliance has been received within the last 12 months.	The school has the capacity to manage all state reporting requirements. However, a notice of non-compliance has been received within the last 12 months.	The school has the capacity to manage all state reporting requirements with submittals made on a timely basis.	The school has the capacity to manage all state reporting requirements. No notices of non-compliance have been received during the past 12 months.
5l	Health and Safety	The school adheres to all health and safety requirements in accordance with Minnesota Statutes and as cited section 4.10 in the contract between the school and the authorizer. However, more than one violation has been cited during the past twelve (12) months.	The school adheres to all health and safety requirements in accordance with Minnesota Statutes and as cited section 4.10 in the contract between the school and the authorizer. However, a violation has been cited during the past twelve (12) months.	The school adheres to all health and safety requirements in accordance with Minnesota Statutes and as cited section 4.10 in the contract between the school and the authorizer.	The school adheres to all health and safety requirements in accordance with Minnesota Statutes and as cited section 4.10 in the contract between the school and the authorizer. No notices from governing agencies have been received over the past 12 months. Any previous issues have been addressed.



<b>5m</b>	Lease Provisions	The school has entered into a lease agreement in accordance with Minnesota Statute 124E.13. The cost of operation is greater than 10% above comparable lease agreements located within the immediate area.	The school has entered into a lease agreement in accordance with Minnesota Statute 124E.13. The cost of operation is no more than 10% above comparable lease agreements located within the immediate area.	The school has entered into a lease agreement in accordance with Minnesota Statute 124E.13.	The school has entered into a lease agreement in accordance with Minnesota Statute 124E.13. The agreement was competitively bid. Costs are comparable to similarly located schools.
<b>5n</b>	Management Systems	The school lacks the technology that aligns with the MDE requirements.	The school has the technology that is compatible with the requirements of the MDE but does not have the software requirement.	The school has appropriate software to manage state reports.	The school has appropriate software to manage state reports and has received at least one commendation for the quality of the reports submitted.
<b>5o</b>	Organizational Systems	There is no evidence of an organizational chart, job descriptions or performance evaluations.	There is evidence of an organizational chart, job descriptions and performance evaluations. However, have not been reviewed by the Board within the past three years.	The school has internal operations that result in a well-managed school including a management chart, position descriptions, professional performance evaluations, functioning committees etc.; reviewed by the board within the last 3 years.	The school has internal operations that result in a well-managed school including a management chart, position descriptions, professional performance evaluations, functioning committees etc.; reviewed annually by the board.

<p><b>5p</b></p>	<p>Report Submittal</p>	<p>State reporting is completed accurately and submitted to the MDE. However, the school has been cited more than once over the last 3 years for untimely submittal.</p>	<p>State reporting is completed accurately and timely based upon MDE information. However, the school has been cited once over the past 3 years for a late submittal.</p>	<p>State reporting is completed accurately and timely based upon MDE information.</p>	<p>State reporting is completed accurately and timely based upon MDE information with no notice of 'failure to meet' a required deadline.</p>
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