

CHARTER SCHOOL / AUTHORIZER AGREEMENT

Twin Cities Academy

Evaluation Framework

Indicators

The University of St. Thomas Evaluation Framework seeks to set 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 | Rubric Section |
|--|---|----------------|
| Academic Performance | Is the learning program a success? | 1 |
| Financial Viability | Does the school exhibit strong fiscal health? | 2 |
| Organizational Effectiveness: -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 language of the individual goal in the rubric.

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

The intent of the Academic Performance section is to provide a multi-faceted understanding of Student academic performance at the charter school. Many measures are aligned to the state's World's Best Workforce Priorities. The measures used to understand academic performance include:

- Preschool/Prekindergarten student school readiness
- Students reading well by 3rd Grade
- Minnesota Comprehensive Assessment (MCA) Data: All authorized schools shall participate fully in the MCAs;
- At least one additional school-selected standardized assessment which must be approved by the authorizer in advance of the evaluation rubric's finalization and be utilized for a minimum of three years before a change in assessment can be requested;
- At least one mission-specific academic goal;
- Program alignment with chartered mission and vision;

- Graduation rate data; and
- College and career readiness data.

Data from these 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 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 comparison schools is addressed below.

Identification of Demographic Comparison Schools

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 in the seven-county metro area—to approximate the area in which the authorized school is located;
 - b. Schools within 5% of the authorized school's percentage of students qualifying for free/reduced price lunch—to approximate poverty levels;
 - c. Schools within 5% of the authorized school's percentage of students receiving English Learner services; and
 - d. Schools within 5% of the authorized school's percentage of students receiving special education services.
3. Schools of differing types than the authorized school are removed—to ensure 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. Matches do not seek to match the specific school model, type, or philosophy, as our expectation is that students can succeed in many school models and that any model selected should meet the needs of students.

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, the authorizer 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, St. Thomas'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 Measures

The Minnesota Comprehensive Assessment (MCA) Measures data includes the current MCA and MTAS assessments as well as all equivalent state standardized tests.

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/MTAS Proficiency Reading Well By Third Grade

Third grade students should be proficient in reading as demonstrated on the third grade MCA test. At this time, TCA does not serve students in this grade level, thus this goal would not apply.

MCA/MTAS Proficiency

St. Thomas authorized charter schools should perform as well as or better than the state, the district where the school resides, and identified schools with comparable demographics (methodology for selection of comparison schools is described above).

MCA/MTAS Proficiency for Students in Various Demographic Groups

Students qualifying for Free or Reduced Price Lunch (FRL), English Learner services*, Special Education services, and in all racial/ethnic demographic groups at St. Thomas authorized charter schools should perform as well as or better than their demographic counterparts statewide.

*Schools may elect to have the progress of students qualifying for English Learner services assessed using the percentage of English Learners meeting their target on the ACCESS or Alternate ACCESS assessment rather than using MCA/MTAS proficiency. Schools must select the method of evaluation, final goal is included in the evaluation rubric.

MCA/MTAS Progress

MCA data will be analyzed to determine whether students are maintaining or moving toward proficiency. Students should be maintaining at a proficient level from one year to the next or should be increasing their proficiency level.

MCA/MTAS Progress Comparison Using Minnesota North Star System

Students in authorized schools should progress at the same or better rate as the state, resident district, and their comparable schools.

School Selected Standardized Assessment(s) Measures

In addition to state tests, all schools must select one or more standardized assessments that allow St. Thomas to better understand student attainment and growth.

All St. Thomas -authorized charter schools serving one or more relevant grades (3-11) who are eligible (i.e.: all students not exempt from standardized testing based on their IEP) must participate in additional standardized assessment testing administered in the fall and spring of each year. These measures provide another way to analyze the school's academic progress.

The school's selected assessment(s) must allow the authorizer to examine student performance to a target level as well as assess gains over time as set forth in the school's Evaluation Rubric metrics and targets.

Twin Cities Academy has selected the Northwest Evaluation Association (NWEA) test.

If a school has more than 10 students tested in each grade level, then it should report on these goals for each grade and for the entire school. If there are fewer than 10 students in any grade, then the school should report on this goal for the entire school, only. Scoring for this goal will be on a school-wide level.

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| Mission Specific Academic and Alignment Measures |
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Mission Specific Academic Goal

Based on the school's mission, each school must propose at least one school-specific academic goal (including metric and targets) to be considered and approved by St. Thomas. The goal should reflect the school's unique mission/vision and must be measurable. The school is responsible for providing the data necessary to measure progress on this goal. Failure to provide adequate information to allow the goal to be scored will result in a score of 1, does not meet standard.

Academic Program Alignment to Mission and Vision

UST expects the learning programs of authorized schools to exemplify the mission and vision set forth in the school's application for authorization and will assess alignment accordingly.

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| Other Academic Measures |
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Graduation Rate

Schools serving grades 9-12 must demonstrate their ability to move students to graduation as defined in the Evaluation Rubric.

College Readiness

Schools serving grades 9-12 must have at least one assessment and resulting goal (metric and target) addressing college and career readiness as defined in the Evaluation Rubric.

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

The parties acknowledge that the Minnesota Charter School Law (124E) requires a charter school to meet generally accepted standards of fiscal management. This includes meeting all St. Thomas, 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 ensure 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:

- Structures promoting strong board oversight including appropriate policies (i.e.: fund balance policy) and practices (i.e.: finance committee) that promote financial health;
- Annual audit performed and submitted in accordance with MN law;
- Annual budget and monthly cash flow projection by June 30th of each fiscal year; and
- Performance on key financial metrics that demonstrate the school's financial position.
- School ability to meet bond covenants if applicable

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 audit annually in accordance with MN law. St. Thomas 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 St. Thomas determines a finding is Major. If St. Thomas believes an audit finding may be Major, it shall obtain an opinion from a qualified, third-party professional regarding the importance of the finding. St. Thomas 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 St. Thomas and would result in the school being placed on intervention.

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

A successful charter school requires a board and leadership team with competency in a variety of governance, operational, and compliance-related areas. The Organizational Effectiveness indicator seeks to capture a school's performance through a variety of qualitative and quantitative measures. The intent of the Organizational Effectiveness section is to ensure that schools are following all St. Thomas, MDE, and statutory compliance requirements, providing academic programs that meet state and federal requirements, properly governing schools, and utilizing certain accepted best practices all in service of providing students with a safe, stable, and effective school.

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:
 - a. Ability to understand and abide by appropriate board and school leader roles (i.e.: governance vs. management).

- b. Annual leader review (see above), including a formal, documented review process, timelines, and criteria. Completed by March of each year.
 - c. Annual board self-review March of each year.
 - d. Annual evaluation of any Educational Service Providers, if applicable.
 - e. Utilizing an effective recruitment and orientation process for new 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).
 - f. Engaging in strategic planning at least once every five years, or more frequently 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.
- 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. 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 also not counted against the school's retention goal.
- Demonstrated commitment to continuous learning by school leadership, teachers and staff.
- Engagements of families in students' education.
- Provision of a safe, welcoming and equitable learning environment.
- Student attendance rates.
- Fulfillment of legal obligations regarding students who qualify for special education services as indicated by conditions such as the following:
 - a. Clear understanding of current legislation, research and effective practices relating to the provision of special education services by appropriate staff.
 - b. Access to appropriate training and information for all staff.
 - c. Effective and timely implementation of individual education plans, informed by the appropriately documented needs of individual students.
 - d. Well-managed relationships with students, parents, and external providers that comply with law and regulation.
 - e. School-specific and board-approved TSES manual.
 - f. Retention of appropriate staff (including teachers, a qualified special education director, and contracted service providers) as required by student population.
 - g. No adverse findings in complaints database.
 - h. Results from most recent MDE program and financial audits.
- Fulfillment of legal obligations regarding students identified for English Learner (EL) services as indicated by conditions such as the following.

- a. Clear understanding of current legislation, research and effective practices relating to the provision of EL services by appropriate staff;
- b. 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.
- c. Effective program with written plan for service at all grade and proficiency levels.
- d. Retention of appropriate staff (including EL teachers, and contracted service providers) as required by student population.
- e. Results from most recent MDE program and financial audits.
- f. 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 developed in conjunction with St. Thomas 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:
 - a. Minnesota Charter School Law (Minn. Stat. 124E)
 - i. Board initial and ongoing training
 - ii. Development of board-approved development plan for leader if applicable
 - iii. Governance model requirements
 - b. Minnesota Open Meetings Law (Minn. Stat. 471.705)
 - c. Teacher licensure: The school will hire well-qualified and appropriately licensed (or otherwise state-approved) teachers. (Minn. Stat. 122A.18 subd. 1)
 - d. Fair and open admission/enrollment policies and practices compliant with law.
 - e. Background checks: must be completed on staff, board members, and others with the potential for close contact with students.
 - f. Education of Special Education students (Minn. Stat. 125A.02, 125A.03, 125A.24, 125A.65)
 - g. Title IX of the Education Amendments of 1972 (20 U.S. C. 1681)
 - h. Applicable state and local health and safety requirements. The school must maintain a safe facility that is conducive to learning.
 - i. Minnesota Human Rights Act (Chapter 63)
 - j. Equal opportunity in athletic programs (Minn. Stat. 121A.04)
 - k. Minnesota Pupil Fair Dismissal Act (Minn. Stat. 124A.40 to 121A.56)
 - l. Minnesota Public Schools Fee Law (Minn. Stat. 123B.34 to 123B.39)
 - m. Educational data and records (Minn. Stat. 13.32, 120A.22 subd. 7, and 121A.75)
 - n. Student legal records (Minn. Stat. 260B.171 subds. 3 and 5)
 - o. The Pledge of Allegiance (Minn. Stat. 121A.11 subd. 3)
 - p. Revenue for a charter school (Minn. Stat. 124E.20)
 - q. PERA and TRA (Minn. Stat. 353, 354, and 354a)
 - r. Ongoing presence of management and financial controls required by Section 8 of the contract
 - s. Administration of an open enrollment process and lottery pursuant to Section 7 of the contract
 - t. Public Employment Relations Act (Minn. Stat. 179A)

- u. School district audit requirements (Minn. Stat. 123B.75 to 123B.83)
- v. Student immunization records (Minn. Stat. 121A.15)

All violations of applicable law should be reported to St. Thomas. If St. Thomas believes a violation has occurred, and this violation was not reported, St. Thomas shall first ask the charter school to respond to the information upon which the concern would be based. If St. Thomas 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 St. Thomas.

Evaluation Rubric

The University of St. Thomas (St. Thomas) Accountability System, including the Evaluation Framework and Evaluation Rubric will be used on an annual basis to evaluate schools, and whenever formal decisions are made about the effectiveness of a charter school in meeting its stated mission and objectives as well as the expectations set forth in its contract.

The Accountability System will be used by authorizing program staff and by the St. Thomas Charter School Authorizing Board to assess authorized schools' suitability for Contract Renewal, program expansion, and to evaluate any charter school seeking a change of authorizer.

Please note that the rubric below represents a template that will be modified to enable UST to appropriately evaluate each of its authorized schools.

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 3rd Grade MCA Reading Proficiency: Are students proficient in reading?

This goal is not applicable based on the grades served by the school.

1.2 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and demographically comparable schools on MCA math and reading exams?

1.2a Reading

1.2b Mathematics

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

SY2024-2025 Rating (Based on academic results from SY2024)

| | Reading Proficiency | Score (see criteria for 1-4 above) | Weight | Points earned |
|--|---------------------|---------------------------------------|--------|---------------|
|--|---------------------|---------------------------------------|--------|---------------|

| | | | | |
|--------------------------------------|------------------|------------------------------------|--------|--------------------|
| Charter School (CS) | 34.5% | | | |
| Average of demographic match schools | 33.39% | 3 | 45% | 1.35 |
| Resident district | 34.93% | 3 | 45% | 1.35 |
| State | 49.2% | 1 | 10% | .1 |
| | | | 100% | Reading Total: 2.8 |
| | | | | |
| | Math Proficiency | Score (see criteria for 1-4 above) | Weight | Points earned |
| Charter School (CS) | 12.00% | | | |
| Average of demographic match schools | 14.93% | 3 | 45% | 1.35 |
| Resident district | 19.03% | 2 | 45% | .9 |
| State | 39.13% | 1 | 10% | .1 |
| | | | 100% | Math Total 2.35 |

1.2a Reading: 2.8

1.2b Mathematics: 2.35

Enter the overall score produced by the average of these two scores: 2.575

Comments/Evidence:

TCA's reading proficiency was slightly above demographic match schools and slightly below St. Paul school district. The reading proficiency went up 1.2% from SY2023 MCA results.

TCA's math proficiency was lower than both the demographic match schools and the St. Paul school district. There was also a 3.3% decrease in proficiency rates when compared to SY2023.

SY2023-2024 Rating (Based on academic results from SY2023)

| | | | | |
|--------------------------------------|---------------------|------------------------------------|--------|----------------------------|
| | Reading Proficiency | Score (see criteria for 1-4 above) | Weight | Points earned |
| Charter School (CS) | 33.3% | | | |
| Average of demographic match schools | 28.93% | 4 | 45% | 1.8 |
| Resident district | 33.8% | 3 | 45% | 1.35 |
| State | 49.3% | 1 | 10% | 0.1 |
| | | | 100% | Reading Total: 3.25 |
| | | | | |

| | Math Proficiency | Score (see criteria for 1-4 above) | Weight | Points earned |
|--------------------------------------|------------------|---------------------------------------|--------|------------------------|
| Charter School (CS) | 15.3% | | | |
| Average of demographic match schools | 16.73% | 3 | 45% | 1.35 |
| Resident district | 18.4% | 3 | 45% | 1.35 |
| State | 39.4% | 1 | 10% | .1 |
| | | | 100% | Math Total: 2.8 |

1.2a Reading: 3.25

1.2b Mathematics: 2.8

Enter the overall score produced by the average of these two scores: 3.025

Comments/Evidence:

On the MCA reading assessment, TCA's reading proficiency level was higher compared to their demographic match schools and was slightly lower compared to the resident district. When compared to the state, TCA's reading proficiency level was about 14% below the state as whole.

On the MCA math assessment, TCA's math proficiency level was slightly lower compared to their demographic match schools and resident district. When compared to the state, TCA's math proficiency level was about 24% below the state.

In both reading and math, TCA's proficiency levels had a slight increase when compared to 21-22 proficiency levels.

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

1.3 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with greater than 70% of students qualifying for FRL, racial demographic categories will also be filtered by FRL status. All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading). The overall score for the metric is then produced by averaging the subject area scores.

1.3a Reading

1.3b Mathematics

| | |
|----------------------------|---|
| 1 = Does not meet standard | Demographic group falls more than 10 percentage points below the state average for that group. |
| 2 = Approaching standard | Demographic group falls 6-10 percentage points below the state average for that group. |
| 3 = Meets standard | Demographic group falls within 5 percentage points of the state average for that group . |
| 4 = Exceeds standard | Demographic group is exceeding statewide performance for that group by more than 5 percentage points. |

SY2024-2025 (Based on academic results from SY2024)

| | Charter % Proficient | State % Proficient | % of Charter Student Population | Score |
|---|----------------------|-------------------------------|---------------------------------|--------------------------------------|
| Math Proficiency | | | | |
| All | 12.0% | Included for information only | Included for information only | N/A – Included for information only. |
| Demographic Group 1 – Asian/FRL | 8.3% | 27.5% | Included for information only | 1 |
| Demographic Group 2 - Black/African American/FRL | 9.1% | 19.4% | Included for information only | 2 |
| Demographic Group 3 – Hispanic/Latino/FRL | 2.2% | 16.6% | Included for information only | 1 |
| Demographic Group 4 – White/FRL | 30.8% | 37.7% | Included for information only | 2 |
| Demographic Group 5 – 2 or more races/FRL | CTSTR | 26.3% | Included for information only | N/A |
| Average of math scores for each demographic group = 1.5 | | | | |
| | | | | |
| Reading Proficiency | | | | |
| All | 34.5% | Included for information only | Included for information only | N/A – Included for information only. |
| Demographic Group 1 – Asian/FRL | 31.7% | 30.4% | Included for information only | 3 |
| Demographic Group 2 - Black/African American/FRL | 29% | 28.1% | Included for information only | 3 |
| Demographic Group 3 – Hispanic/Latino/FRL | 20.9% | 22.5% | Included for information only | 3 |
| Demographic Group 4 – White/FRL | 53.3% | 43.3% | Included for information only | 4 |
| Demographic Group 5 – 2 or more races/FRL | 7.7% | 35.2% | Included for information only | 1 |
| Average of reading scores for each demographic group: 2.8 | | | | |
| 1.3a Reading: <u>2.8</u> 1.3b Mathematics: <u>1.5</u> Enter the overall score produced by the average of these two scores: <u>2.15</u> | | | | |

Comments/Evidence:

The reading proficiency rates are comparable to the state proficiency groups across all demographic groups. Also, the Black/African American, Hispanic/Latino and White demographic groups' proficiency rates increased from SY23. In particular, the Black/African American demographic group's reading proficiency increased by 11.5% from SY23 proficiency rate of 17.5%.

The math proficiency rates are significantly below the state proficiency rates. However, the proficiency rates increased in each demographic group except for Hispanic/Latino group from SY23 to SY24.

SY2023-2024 (Based on academic results from SY2023)

| | Charter % Proficient | State % Proficient | % of Charter Student Population | Score |
|--|----------------------|-------------------------------|---------------------------------|--------------------------------------|
| Math Proficiency | | | | |
| All | 15.3% | Included for information only | Included for information only | N/A – Included for information only. |
| Demographic Group 1 – Asian/FRL | 0% | 26.6% | Included for information only | 1 |
| Demographic Group 2 - Black/African American/FRL | 7.1% | 18.8% | Included for information only | 1 |
| Demographic Group 3 – Hispanic/Latino/FRL | 4.7% | 18.2% | Included for information only | 1 |
| Demographic Group 4 – White/FRL | 26.1% | 37.5% | Included for information only | 1 |
| Demographic Group 5 – 2 or more races/FRL | 9.1% | 26.9% | Included for information only | 1 |
| Average of math scores for each demographic group: 1 | | | | |
| | | | | |
| | Charter % Proficient | State % Proficient | % of Charter Student Population | Score |
| Reading Proficiency | | | | |
| All | 33.3% | Included for information only | Included for information only | N/A – Included for information only. |
| Demographic Group 1 – Asian/FRL | 27.8% | 29.7% | Included for information only | 3 |
| Demographic Group 2 - Black/African American/FRL | 17.5% | 28.1% | Included for information only | 2 |
| Demographic Group 3 – Hispanic/Latino/FRL | 18.8% | 24.6% | Included for information only | 3 |

| | | | | |
|--|-------|-------|----------------------------------|-----|
| Demographic Group 4 – White/FRL | 38.5% | 43.2% | Included for information only | 3 |
| Demographic Group 5 – 2 or more races/FRL | CTSTR | 34.3% | Included for information only | N/A |
| Average of reading scores for each demographic group: 2.75 | | | | |
| 1.3a Reading: 2.75 | | | | |
| 1.3b Mathematics: 1 | | | | |
| Enter the overall score produced by the average of these two scores: 1.875 | | | | |
| <p>Comments/Evidence:</p> <p>TCA’s math proficiency level was below the state for each demographic group. In the Asian and Black demographic groups, TCA’s math proficiency levels declined from 21-22 to 22-23. The Asian demographic group dropped from 12% proficient (21-22) to 0% (22-23) proficient while the Black demographic group dropped from 11.3% proficient (21-22) to 7.1% proficient (22-23). However, there were gains made in the Hispanic and White demographic groups as their math proficiency levels increased from the previous year (21-22). The Hispanic demographic group increased from 2.9% proficient (21-22) to 4.7% proficient (22-23) and the White demographic group significantly increased from 6.3% proficient (21-22) to 26.1% proficient (22-23)</p> <p>TCA’s reading proficiency level was below the state for each demographic group. In the Hispanic and Black demographic groups, TCA’s reading proficiency level declined from 21-22 to 22-23. The Hispanic demographic group dropped from 29% proficient (21-22) to 18.8% proficient (22-23) while the Black demographic group dropped from 26.4% proficient (21-22) to 17.5% proficient (22-23). However, there were significant gains in both the Asian and White demographic groups. The Asian demographic group went from 16.7% proficient (21-22) to 27.8% proficient (22-23) while the state did not increase proficiency in the Asian demographic group. The White demographic group went from 30.8% proficient (21-22) to 38.5% proficient (22-23).</p> | | | | |
| Source: MCA data available on MDE ‘MN Report Card’ | | | | |

1.4 MCA Progress : Are students maintaining or moving toward proficiency? Note:
Maintaining proficiency is defined as students who were proficient (meeting or exceeding) remaining in either the meeting or exceeding category. Moving toward proficiency is defined as a student moving up one or more ‘levels’ (does not meet to partially meets; partially meets to proficient, etc.).

Twin Cities Academy has elected a progressive goal that is designed to give the school the opportunity to demonstrate student progress with increased rigor over the life of the contract. Targets are set independently for years 1 and 2 of the contract, then hold steady in years 3-5.

1.4a Reading
1.4b Mathematics

| | |
|--|---|
| 1 = Does not meet standard | Year 1 of contract: Less than 25% of students are maintaining or moving toward proficiency. Year 2 of contract: Less than 30% of students are maintaining or moving toward proficiency. Years 3-5 of contract: Less than 35% of students are maintaining or moving toward proficiency. |
| 2 = Approaching standard | Year 1 of contract: 25-40% of students are maintaining or moving toward proficiency. Year 2 of contract: 30-45% of students are maintaining or moving toward proficiency. Years 3-5 of contract: 35-50% of students are maintaining or moving toward proficiency. |
| 3 = Meets standard | Year 1 of contract: 40.1-65% of students are maintaining or moving toward proficiency. Year 2 of contract: 45.1-65% of students are maintaining or moving toward proficiency. Years 3-5 of contract: 50.1-65% of students are maintaining or moving toward proficiency. |
| 4 = Exceeds standard | All years of contract: More than 65% of students are maintaining or moving toward proficiency. |
| SY 2024-2025 1.4a Reading: n/a 1.4b Mathematics: n/a Enter the overall score produced by the average of these two scores: n/a Comments/Evidence: No data provided on MDE website for TCA. | |
| SY 2023-2024 1.4a Reading: n/a 1.4b Mathematics: n/a Enter the overall score produced by the average of these two scores: n/a Comments/Evidence: No data provided on MDE website for TCA. | |
| Source: MCA data available on MDE website <u>or</u> school self-report if cell size is too small, Test data spreadsheets | |

1.5 MCA Growth (Comparison Group): Are students making progress at the same or better rate as the state, resident district, and their demographically comparable schools? Note that this measure uses the Minnesota Department of Education’s definition of growth as a student maintaining at a level above “Does Not Meet” or increasing their proficiency level on the MCAs from the most recent prior year of testing data to the current year of testing data.

1.5a Reading
1.5b Mathematics

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

SY2024-2025

| | Reading Growth | Score (see criteria for 1-4 above) | Weight | Points earned |
|--------------------------------------|----------------|---------------------------------------|--------|----------------|
| Charter | | | | |
| Average of demographic match schools | | | 45% | |
| Resident district | | | 45% | |
| State | | | 10% | |
| | | | 100% | Reading Total: |
| | | | | |
| | Math Growth | Score (see criteria for 1-4 above) | Weight | Points earned |
| Charter | | | | |
| Average of demographic match schools | | | 45% | |
| Resident district | | | 45% | |
| State | | | 10% | |
| | | | 100% | Math Total: |

1.5a Reading: __ N/A __

1.5b Mathematics: __ N/A __

Enter the overall score produced by the average of these two scores: __ N/A __

Comments/Evidence:

No data provided on MDE website for TCA.

SY2023-2024

| | Reading Growth | Score (see criteria for 1-4 above) | Weight | Points earned |
|---------|----------------|---------------------------------------|--------|---------------|
| Charter | | | | |

| | | | | |
|--------------------------------------|-------------|------------------------------------|--------|-----------------------|
| Average of demographic match schools | | | 45% | |
| Resident district | | | 45% | |
| State | | | 10% | |
| | | | 100% | Reading Total: |
| | | | | |
| | Math Growth | Score (see criteria for 1-4 above) | Weight | Points earned |
| Charter | | | | |
| Average of demographic match schools | | | 45% | |
| Resident district | | | 45% | |
| State | | | 10% | |
| | | | 100% | Math Total: |

1.5a Reading:

1.5b Mathematics:

Enter the overall score produced by the average of these two scores:

Comments/Evidence: No data provided on MDE website for TCA.

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

1.6 Are students performing at or above target levels, as measured using the school's selected standardized assessments?

1.6a Reading

1.6b Mathematics

The school has selected the NWEA assessment, spring administration for this metric.

| | |
|----------------------------|--|
| 1 = Does not meet standard | Assessments indicate that a minimal proportion of tested students performed at or above target levels (Year 1 of contract: less than 30%; Years 2-5 of contract: less than 40%). |
| 2 = Approaching standard | Assessments indicate that an inadequate proportion of tested students performed at or above target levels (Year 1 of contract: 30%-40% Years 2-5 of contract: 40%-50%). |
| 3 = Meets standard | Assessments indicate that an adequate proportion of tested performed at or above target levels (Year 1 of contract 40.1%-65%; Years 2-5 of contract 50.1%-65%). |
| 4 = Exceeds standard | Assessments indicate that a high proportion of tested students performed at or above target levels (All years of contract: more than 65%). |
| SY2024-2025 | |

1.6a Reading: 2

1.6b Math: 1

Enter the overall score produced by the average of these two scores: 1.5

Comments:

The following information came from TCA's Annual Report:

| NWEA MAP Spring 2024 Data | |
|---------------------------|------------------------|
| Area Tested | Grade Level Proficient |
| Reading | 42% |
| Math | 38% |

Although the numbers do not meet standards, it is important to note that both reading and math proficiency levels increased from SY23: an increase of 12% in reading and an increase of 16% in math.

SY2023-2024

SY2023-2024

1.6a Reading: 2

1.6b Math: 1

Enter the overall score produced by the average of these two scores: 1.5

Comments:

According to the NWEA Map reading spring 2023 assessment, 30% of all students were grade level proficient in reading and 22% of all students were grade level proficient in math.

Source: Annual Report, End of year report, Test data spreadsheets

1.7 Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments?

1.7a Reading

1.7b Mathematics

The school has selected the NWEA assessment, fall-to-spring administrations for this metric.

| | |
|----------------------------|--|
| 1 = Does not meet standard | Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%). |
| 2 = Approaching standard | Analysis indicates that an inadequate proportion of tested students made expected gains (40%-50%). |
| 3 = Meets standard | Analysis indicates that an adequate proportion of tested students made expected gains (50.1%-65%). |
| 4 = Exceeds standard | Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%). |

SY2024-2025

1.7a Reading: 2

1.7b Math: 2

Enter the overall score produced by the average of these two scores: 2

Comments:

The following information came from TCA's Annual Report:

| NWEA MAP Spring 2024 Data | |
|---------------------------|--|
| Area Tested | Percent of Tested Students Making Expected Gains |
| Reading | 42% |
| Math | 46% |

SY2023-2024

1.7a Reading: 2

1.7b Math: 3

Enter the overall score produced by the average of these two scores: 2.5

Comments:

According to NWEA MAP reading fall 2022 to spring 2023 growth assessments, 46% of all students made substantial or adequate gains over time. According to NWEA MAP math fall 2022 to spring 2023 growth assessments, 54% of all students made substantial or adequate gains over time.

Source: Annual Report, End of year report, Test data spreadsheets

1.8 Is the school meeting state and authorizer-established targets for graduation rate?

| | |
|----------------------------|---|
| 1 = Does not meet standard | The school's graduation rate was below 75% and did not meet state targets. |
| 2 = Approaching standard | The school's 5-year graduation rate was between 75 – 85% and/or did not meet state targets. |
| 3 = Meets standard | The school's 5-year graduation rate was between 85.1% and 95% and met state graduation targets. |
| 4 = Exceeds standard | The school's 5-year graduation rate was above 95% and met state targets for graduation. |

SY2024-2025

Rating: 3

Comments:

For the academic year 2024, TCA's 5-year graduation rate was 85.5%.

SY2023-2024

Rating: 3

Comments:

TCA's 5-year 2023 graduation rate was 89.7% which is an increase from the 2022 graduation rate of 86.5%.

| |
|---|
| |
| Source: MDE Data Analytics Request |

| | |
|---|---|
| 1.9 Does students' performance on post-secondary readiness assessments (ACT and Accuplacer) reflect college and career readiness? | |
| 1 = Does not meet standard | Less than 60% of students demonstrated readiness. |
| 2 = Approaching standard | 60-80% of students demonstrated readiness. |
| 3 = Meets standard | 80.1-95% of students demonstrated readiness. |
| 4 = Exceeds standard | More than 95% of students demonstrated readiness. |
| SY2024-2025 Rating: 1 Comments: According to the Annual report 29.25% of students showed post-secondary readiness on pre-ACT and ACT. | |
| SY2023-2024 Rating: <input type="text" value="1"/> Comments: 46.75% of students showed post-secondary readiness on pre-ACT and ACT. | |
| Source: MDE Website (SLEDs), Annual report | |

| | |
|---|---|
| 1.10 Is the school meeting its school-specific academic goal(s)? Each school has at least one measurable school-specific goal based on its mission statement. If the school has more than one goal, scores will be averaged. | |
| TCA Goal: Based on the Spring Student Survey students will report positively that "I feel I am reflected in the curriculum and instruction at TCA." | |
| 1 = Does not meet standard | Less than 50% of students in each racial sub-group report feeling reflected in the curriculum and instruction at TCA. |
| 2 = Approaching standard | 50.1-65% of students in each racial sub-group report feeling reflected in the curriculum and instruction at TCA. |
| 3 = Meets standard | 65.1-80% of students in each racial sub-group report feeling reflected in the curriculum and instruction at TCA. |
| 4 = Exceeds standard | 80.1% or more of students in each racial sub-group report feeling reflected in the curriculum and instruction at TCA. |
| SY2024-2025 Rating: 4 | |

Comments: 95.6% of students agree or strongly agree with the statement "I feel I am reflected in the curriculum and instruction at TCA"

SY2023-2024

Rating:

Comments: 88.81% of students agree or strongly agree with the statement "I feel I am reflected in the curriculum and instruction at TCA"

Source: Annual report

1.11 Are English Learners (ELs) performing at or above the state average for ELs as measured by the percentage of the school's identified ELs who reached or went past their target on the ACCESS/Alternate ACCESS assessment?

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

SY2024-2025

Overall Rating: 3

Comments:

The state average for English Learners who reached or went past their target on the ACCESS/Alternate ACCESS assessment was 28.3%. This data includes kindergarten through 12th grade. TCA average for English Learners (grades 6-12) who reached or went past their target on the ACCESS/Alternate ACCESS assessment was 8.4%. As MDE report card does not allow for the data to be separated by grades, the following data was pulled from [Access Public2024.xlsx File.](#)

TCA has a higher level of composite percent proficient on the ACCESS assessment than both the state and St. Paul School District.

| District | Student Group | Total Tested | Composite Count Proficient | Composite Percent Proficient |
|------------------------|---------------|--------------|----------------------------|------------------------------|
| State | 6-12 | 31,697 | 1,503 | 4.74% |
| St Paul School Distric | 6-12 | 3,260 | 151 | 4.63% |
| TCA School District | 6-12 | 96 | 7 | 7.29% |

TCA continues to see an increase in EL students in the past three years: 16.6% (SY22), 21.2% (SY23), and 23.4%(SY24).

SY2023-2024

Overall Rating:

Comments:

The state average for English Learners who reached or went past their target on the ACCESS/Alternate ACCESS assessment was 47.3%. TCA average for English Learners who reached or went past their target on the ACCESS/Alternate ACCESS assessment was 10.1%. In the past two years, TCA has seen an increase in immigrants from Ecuador which has significantly increased the number of students in the newcomer level. They are currently redesigning their EL program to better meet the needs of their new English Learners. Additionally, TCA has added Spanish for native speakers' course to improve first language literacy.

Source: MDE website

1.12 Are students receiving special education services performing at or above the state average for students receiving special education services as measured by MCA/MTAS proficiency? If the school's student population qualifies for FRL at a rate of 70% or above, this indicator will also be filtered by FRL status.

1.12a: Reading

1.12b: Math

| | |
|----------------------------|---|
| 1 = Does not meet standard | More than 10 percentage points below state special education performance. |
| 2 = Approaching standard | 6-10 percentage points below state special education performance. |
| 3 = Meets standard | Within 5 percentage points of state special education performance. |
| 4 = Exceeds standard | Exceeds state special education performance by more than 5 percentage points. |

SY2024-2025

1.12a Reading: 2

1.12b Math: 1

Overall Rating: 1.5

Comments:

TCA reading proficiency measured by MCA/MTAS was at 17.0% for students receiving special education services compared to the state at 25.5%.

TCA math proficiency measured by MCA/MTAS was at 2.5% for students receiving special education services compared to the state at 24.7%.

SY2023-2024

1.12a: Reading:

1.12b: Math:

Overall Rating:

Comments:

TCA reading proficiency measured by MCA/MTAS was at 22.5% for students receiving special education services compared to the state at 25.7%. TCA made significant gains in reading proficiency as their reading proficiency in 21-22 was at 7.4%.

TCA math proficiency measured by MCA/MTAS was at 8.1% for students receiving special education services compared to the state at 23.7%. There was no significant growth in math proficiency from 21-22 to 22-23 as the math proficiency in 21-22 was at 8.0%.

Source: MDE website

1.13 Early Learning: Are preschool and/or prekindergarten students performing at or above target levels on their final assessment, as measured using the school's selected PreK and/or kindergarten readiness assessments?

N/A This goal is not applicable based on the grades served by the school.

| | |
|--|---|
| 1.14 Does the school's learning program exemplify the mission and vision of the school? | |
| <ul style="list-style-type: none"> 1 = Does not meet standard The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two. | |
| 2 = Approaching standard | The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two. |
| 3 = Meets standard | The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. |
| 4 = Exceeds standard | The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic, and operational decisions are made with the school's mission in mind. |
| SY2024-2025 Rating: 3 Comments: <p>The mission of Twin Cities Academy is to ensure that all students graduate with the skills to achieve in college, to contribute positively to society, and to be accepting of all people.</p> <p>TCA implements a 6-12 college readiness plan which includes college visits at all grade levels, college-readiness lessons delivered through advisories, AVID, and college planning during lunch. Through AVID and the advisory classes, students are challenged to think and plan for their future. Meeting with the middle school students during the fall site visit, it was evident that the 6-12 college readiness plan was effective as the middle school students excitedly discussed their future after high school. Also, TCA's educational model emphasizes community involvement and relationship building. All TCA high school students must complete 60 hours of volunteer service in their community over their four years.</p> <p>TCA's curriculum has been developed to engage students in conversations around racial and social justice. Professional development is focused around preparing students for their future; the PD topics centered around AVID, Culturally Responsive Instruction, Reading Instruction, and PBIS. Additionally, TCA has established an Equity Team of educators and administrators who work collaboratively with the student Racial Justice club to coach all staff in culturally responsive instructional practices and school-wide non-bias and equity policies.</p> | |
| SY2023-2024 Rating: <input type="text" value="3"/> Comments: <p>The mission of Twin Cities Academy is to ensure that all students graduate with the skills to achieve in college, to contribute positively to society, and to be accepting of all people. The school focuses on and ongoing progress towards attainment of this mission is apparent in many ways. Examples include:</p> | |

- When visiting the school, the commitment of students, teachers, staff, and leadership is observable and reinforced in discussions with students, teachers, and leadership. Classroom observations showed students engaged in the lessons and expressed feeling challenged by their classes and supported when they encountered challenges.
- TCA has a breadth of academic and extracurricular options available to students especially for a small school. The coursework ranges from classes designed to support students who need additional math and/or reading instruction to a variety of advanced placement courses.
- The school is fully committed to the academic, social, and mental health needs of students. TCA has added an additional social worker and has developed additional partnerships to further support students.
- With the influx of English learners who are new to country, TCA's team has worked to quickly assess needs and revamp EL programming.
- The leadership and Board are continuously reviewing the budget and strive to align resources to meet student needs.
- TCA has a robust MTSS system that utilizes academic, socio-emotional and attendance data to identify student needs and supports.
- TCA has shown an ongoing commitment to equity and social justice as part of their staff development, school programming and curriculum.

Source: Site visits, ongoing correspondence, strategic plan or other documentation

1.15 Are students accepted to and enrolling in post-secondary programs at a high rate? Note: Post-secondary programs can include training in the trades, vocational programs, military and 2- and 4-year college programs.

1 = Does not meet standard

- Less than 60% of students in the graduating class have been accepted into a post-secondary program
- Less than 40% of students in the graduating class have enrolled in a post-secondary program

2 = Approaching standard

- Between 60-70%% of students in the graduating class have been accepted into a post-secondary program
- Between 40-50% of students in the graduating class have enrolled in a post- secondary program

3 = Meets standard

- Between 70.1%-85% of students in the graduating class have been accepted into a post-secondary program
- Between 50.1%-60% of students in the graduating class have enrolled in a post-secondary program

4 = Exceeds standard

- Over 85% of students in the graduating class have been accepted into a post-secondary program
- Over 60% of students in the graduating class have enrolled in a post-secondary program

SY2024-2025

1.15a: 4

1.15b: 3

Enter the overall score produced by the average of these two scores: 3.5

Comments:

According to TCA, 92.1% of graduates had post-secondary plans.

The preliminary data from MDE indicates that 50% of TCA students enrolled in post-secondary program within 16 months of graduation; however, this is preliminary as it does not reflect a 16-month enrollment period.

SY2023-2024

1.15a:

1.15b:

Enter the overall score produced by the average of these two scores:

Comments:

According to TCA's annual report, 87.5% of graduating seniors reported by May 1, 2023, that they had been accepted into a post-secondary program for the fall of 2023.

The preliminary data from MDE indicates that 50% of TCA students enrolled in post-secondary program within 16 months of graduation; however, this is preliminary as it does not reflect a 16-month enrollment period.

Source: MDE Sleds Data, Annual Report (School reported data)

1.16 Are students equitably accessing college and/or career preparation opportunities (e.g. AP, CIS, PSEO, AVID, College fairs and visits) at high rates?

1 = Does not meet standard

- a. Less than 30% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students accessed college and/or career preparation opportunities at a rate more than 10 percentage points below the rate for their white peers.

2 = Approaching standard

- a. 30-45% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students accessed college and/or career preparation opportunities at a rate 5-10 percentage points below the rate for their white peers.

3 = Meets standard

- a. 45.1%- 60% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students access college and/or career preparation opportunities at roughly the same rate as their white peers (4 percentage points below to four percentage points above).

4 = Exceeds standard

- a. Over 60% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students access college and/or career preparation opportunities at a rate of 5 percentage points or more above their white peers.

SY2024-2025

1.16a: 4

1.16b: 4

Enter the overall score produced by the average of these two scores: 4

Comments:

- a. At TCA, the percentage of students participating in PSEO was CTSTR; however TCA self-reported that 20% of 11th and 12th grade students participate in PSEO. The percentage of students enrolled in AP course was 38%. Additionally, TCA has a schoolwide AVID program which includes teaching students note taking strategies, collaboration skills and effective study habits. All 9th, 10th, and 11th graders attended the College Fair at the Minneapolis Convention Center and all 11th and 12th grade AVID students visited four to six colleges during the school year.
- b. Using the MDE Report Card, the number of BIOPIC students participating in PSEO was CTSTR. However, TCA self-reported that 71% of students who participated in PSEO were BIPOC students.

SY2023-2024

1.16a: 3

1.16b: N/A

Enter the overall score produced by the average of these two scores: 3

Comments:

At TCA, 26% of their students participated in PSEO and 56% of their students enrolled in an AP course.

Source: MDE SLEDs Data, Annual Report (School Reported Data Chart)

SECTION 2: FINANCIAL VIABILITY – DOES THE SCHOOL EXHIBIT STRONG FISCAL HEALTH?

2.1 Does the school have an active finance committee that meets regularly and reports to the full board?

1 = Does not meet standard

The school has no active finance committee

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.

| | |
|--|---|
| 3 = Meets standard | The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings 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. |
| SY2024-2025 Rating: 4 Comments: The Board's Finance Committee meets monthly and partners with the ED to oversee financial matters. Creative Planning Accounting Firm in collaboration with the ED compiles and presents a financial report at the monthly Board meeting. The report includes a review of checking and savings account balances, fund balance, and income and expense statements. The financial statements are provided to the treasurer and finance committee members before the board meeting for review. They review and analyze all budgets, expenditures, and bank statements, and provide monthly/quarterly financial statements to the authorizer. | |
| SY2023-2024 Rating: <input type="text" value="4"/> Comments: The finance committee along with the executive director and financial services provider monitor the financials monthly and develop the budget based on short and long-range financial issues. They meet monthly to examine and adjust the budget. They update the board at each monthly board meeting. | |
| Source: Monthly board packets; Annual Report, Site visits | |

| | |
|--|--|
| 2.2 Does the board have a fund balance policy that includes fund balance goals over time? | |
| 1 = Does not meet standard | The school board does not have a fund balance policy |
| 2 = Approaching standard | The school board has a fund balance policy but it does not include established goals over time |
| 3 = Meets standard | The school board has a fund balance policy including goals over time |
| 4 = Exceeds standard | NOT APPLICABLE. |
| SY2024-2025 Rating: 3 Comments: TCA's fund balance policy was provided with the Quarter 2 report. The minimum fund balance has been set at 10% of the annual budget. If resources from more than one fund balance classification could be spent, TCA has a goal of spending resources in the following order (first to last): restricted, committed, assigned, and unassigned. | |

SY2023-2024

Rating:

Comments:

TCA has a fund balance policy (714) which has clearly identified fund balance classifications to allow for more useful fund balance reporting and for compliance. Additionally, the policy has a minimum unassigned general fund balance of 10% of the annual budget. They have set the goal to spend resources from the fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

Source: Monthly board packets; Board policy manual, Quarterly Report

2.3 Does the school have a clean audit with no major findings?

| | |
|----------------------------|--|
| 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 |
| 2 = Approaching standard | The audit has two findings, other than internal controls or compliance, but is considered “clean” |
| 3 = Meets standard | The audit is “clean” and has one finding, other than internal controls or compliance |
| 4 = Exceeds standard | The audit has no findings and is “clean” |

SY2024-2025

Rating: 4

Comments:

The audit had no findings and was clean.

SY2023-2024

Rating:

Comments:

The audit did not identify any internal control deficiencies; they considered material weaknesses. One finding was identified. Specifically, instances of noncompliance in regard to Minnesota statute section 471.425 which requires that the Charter School pay bills within 35 days from receipt. If the invoice is not paid within 35 days, interest of 1.5 percent per month is to be added to the amount due. The audit found instances in which invoices were paid after the 35-day period. This year, TCA had turnover in the accounts payable clerk position, which may be the cause of the payment of bills after the 35-day period.

Source: Annual financial audit

2.4 Does the school establish and maintain a balanced budget?

- Budget is approved and provided to UST before June 30;
- Includes a cash flow projection for the year showing positive cash flow;
- Is adjusted in a timely fashion when needed;

| | |
|---|--|
| <ul style="list-style-type: none"> • Meets established fund balance policy goals; and • Does not require major* program cuts)? <p><i>*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.</i></p> | |
| 1 = Does not meet standard | A budget is not approved by June 30; 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. |
| 2 = Approaching standard | A detailed budget is approved before June 30 but may not include a 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. |
| 3 = Meets standard | The detailed budget is approved before June 30 and includes a 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. |
| 4 = Exceeds standard | NOT APPLICABLE |
| SY2024-2025 Rating: 3 Comments: Budgeting for the next fiscal year begins in February. The SY2026 budget was presented to the school board in April and was approved at the May board meeting. The finance committee reviews the approved budget in October each year and based on actual enrollment and any unforeseen expenses or revenues develops a working budget. The finance committee works with the school board to present a revised budget by January of the current year. | |
| SY2023-2024 Rating: 3 Comments: The budget is approved in April of each year for the upcoming academic year. In October, the finance committee reviews the current year budget and develops a working budget based on the enrollment and any unforeseen expenses or revenues that may affect the budget set in spring 2023. The finance committee works with the school board to present a revised budget by January of the current year. In February, the budgeting for the next fiscal year is developed and presented to the school board in April. The 23-24 budget meets the fund balance policy. TCA is looking closely at its budget in the upcoming year(s) as there have been several unfunded mandates with significant costs to the school: paid family leave and unemployment, READ act, and free lunch program operating costs. Additionally, TCA has not yet reached its pre-pandemic enrollment levels. They are examining their budget carefully for the upcoming years to manage the increasing costs and slow enrollment growth. | |
| Source: Monthly board packets, UST site visits, UST meetings with business manager(s) | |

| | |
|--|---|
| 2.5 Budgeted Enrollment Realization: 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.) | |
| 1 = Does not meet standard | Enrollment realization is 90% or less. |
| 2 = Approaching standard | Enrollment realization is 90-95%. |
| 3 = Meets standard | Enrollment realization is greater than 95%. |
| 4 = Exceeds standard | NOT APPLICABLE |
| SY2024-2025 Rating: 3 Comments: According to the April Finance Report, the school's target ADM (as established by initial board-approved budget) was 527 students. The actual ADM was 519 students. Enrollment realization is 98.5%. | |
| SY2023-2024 Rating: <u>3</u> Comments: The school's target ADM (as established by initial board-approved budget of April 2023) was 537 students. The actual ADM was 524 students. $524/537 = 97.6\%$ | |
| Source: Monthly board packets, Quarterly Report, UST site visits, UST meetings with business manager(s) | |

| | |
|--|---|
| 2.6 Does the school have sufficient cash on hand to meet its near-term obligations? | |
| 1 = Does not meet standard | The school has fewer than 30 days cash on hand. |
| 2 = Approaching standard | The school maintains 30-59 days cash on hand. |
| 3 = Meets standard meeting | The school maintains a minimum of 60 days cash on hand or is the cash on hand requirements of its bond covenants, whichever is greater. |
| 4 = Exceeds standard | NOT APPLICABLE |
| SY2024-2025 Rating: 3 | |

Comments:

The cash on hand reported in TCA's annual audit was 102.8 days of cash on hand. This is significantly above the minimum 60 days of cash on hand.

SY2023-2024

Rating:

Comments:

TCA has been consistent in having above the minimum of 60 days cash on hand. Based on the 22-23 Quarter 4 budget attachment, TCA had 90 days cash on hand and based on the 23-24 Quarter 4 budget attachment, TCA has 84 days cash on hand.

Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.7 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?

| | |
|----------------------------|---|
| 1 = Does not meet standard | The school's fund balance is less than 10% of annual expenditures. |
| 2 = Approaching standard | The school's fund balance is between 10-15% of annual expenditures. |
| 3 = Meets standard | The school's fund balance is more than 15% of annual expenditures. |
| 4 = Exceeds standard | The school's fund balance is more than 20% of annual expenditures & overall academic outcomes fall within the 'meets standard' range. |

SY2024-2025

Rating: 3

Comments:

The school entered the 24-25 school year with a positive fund balance of \$3,116,588. This represents a 29.8% fund balance. The overall academic outcomes fall below the 'meets standard' range.

SY2023-2024

Rating:

Comments:

TCA's fund balance policy is set at 10%. TCA has consistently been above the 10% limit. In the 22-23 school year, they had an ending fund balance of 28.8% and in 23-24 school year, they had an ending fund balance at 27.5%.

Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.8 Is the school meeting bond covenants (if applicable)?

| | |
|---|---|
| 1 = Does not meet standard | The school is not meeting one or more bond covenants. |
| 2 = Approaching standard has been | The school is meeting all bond covenants in the current year, but out of compliance with one or more covenants in the past three years. |
| 3 = Meets standard | The school has consistently met all bond covenants. |
| 4 = Exceeds standard | Not Applicable |
| SY2024-2025 Rating: 3 Comments: The bond covenants require a minimum of 60 days of cash on hand and 1.11 to 1.20 year-end Debt Service Coverage Ratio. As noted in the annual audit, TCA's cash on hand was 102.8 days of cash on hand and its Debt Service Coverage Ratio was 2.6. | |
| SY2023-2024 Rating: <input type="text" value="3"/> Comments: The bond covenants require a minimum of 60 days of cash on hand on June 30. TCA has 84 days of cash on hand. | |
| Source: Annual Report, Auditor Report, Financial Statements, Board policies | |

SECTION 3: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?

| | |
|--|---|
| 3.1 Do all board members meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices? | |
| 1 = Does not meet standard | Three or more board members are/have been out of compliance during the school year. |
| 2 = Approaching standard | Two or fewer board members are/have been out of compliance during the school year. |
| 3 = Meets standard | All board members meet training requirements |
| 4 = Exceeds standard | NOT APPLICABLE. |
| SY2024-2025 Rating: 3 Comments: All the board members have met the statutory requirements for initial and ongoing training in board roles and responsibilities, including specific training requirements for governance, finance, and employment practices. Ongoing training has been provided. TCA uses the MN School Board Association and Minnesota Association of Charter Schools for board trainings along with learning modules provided through Charter Source. In the 23-24 school year, the school board actively | |

engaged in online training modules in the areas of board governance, understanding school assessment data, and financial planning.

SY2023-2024

Rating:

Comments:

All board members satisfied the state required board training in governance, finance, and employment practices. In May 2023, all TCA Board members participated in training on the AVID program. Each board member also had annual training through Charter Source from October 2023 to June 2024.

Source: Monthly board packets, UST site visits, Statement of compliance sheet

3.2 Does the board understand and comply with the Open Meeting Law and maintain orderly records including its bylaws, policies, board/committee minutes, and board packets?

| | |
|----------------------------|---|
| 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 |
| 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. |
| 3 = Meets standard | The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion. |
| 4 = Exceeds standard | NOT APPLICABLE |

SY2024-2025

Rating: 3

Comments:

The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly manner.

- Board meeting times and location are published
- Printed material is available
- Meeting is conducted only with a board quorum
- Votes are recorded and part of minutes
- Meetings are conducted in accordance with the board's bylaws.

SY2023-2024

Rating:

Comments:

The board members understand and meet the requirements of the Open Meeting Law. All regular meetings are set on the school calendar adopted annually by the board. The board meets no less than (10) times per fiscal year. At each regular meeting, a reasonable amount of time has been reserved for

public comments and requests. A binder of all board documents is kept for the current year and prior year in the Executive Director's office. Prior years are retained in storage.

Source: Board minutes, ongoing correspondence, UST site visits

3.3 Are all the school's educational staff appropriately licensed?

| | |
|----------------------------|---|
| 1 = Does not meet standard | At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers or variances. |
| 2 = Approaching standard | At least one educational staff has been on a waiver or variance for more than one year. |
| 3 = Meets standard | All educational staff are appropriately licensed. |
| 4 = Exceeds standard | NOT APPLICABLE |

SY2024-2025

Rating: 3

Comments:

All educational staff are appropriately licensed. One educator is teaching out of license area, but an out of field permission has been granted.

SY2023-2024

Rating:

Comments:

All educational staff are appropriately licensed. One educator is teaching out of license area, but an out of field permission has been granted.

Source: MDE STAR Discrepancy Reports (self-reported data, crosscheck with PELSB licensure file checks) D-1

3.4 Does the school complete criminal background checks in accordance with MN Statute and UST expectations?

| | |
|----------------------------|---|
| 1 = Does not meet standard | The school cannot certify that it completes criminal background checks of staff and the board. |
| 2 = Approaching standard | The school certifies that it completes criminal background checks of the staff but not the board. |
| 3 = Meets standard | The school certifies that it completes criminal background checks of staff and the board, as required by school policy. |
| 4 = Exceeds standard | NOT APPLICABLE |

SY2024-2025

Rating: 3

Comments:

TCA abides by its school policy 404 “Employment Background Checks”. TCA requires applicants for school positions who receive an offer of employment to complete a criminal background check.

SY2023-2024

Rating: 3

Comments:

TCA has conducted required criminal background checks on all applicants who have been offered employment at TCA. The offer of employment or the opportunity to provide services is on the condition that the background check does not preclude the individual from employment or services.

Source: UST site visit, board chair interview, background check policy.

3.5 Is the school compliant with other applicable law? Note that this measure includes, but is not limited to:

- Meeting admissions and enrollment practice/policy requirements
- Meeting governance model requirements
- Meeting Title IX regulations (e.g. policies/procedures, trainings, Title IX Coordinator)

| | |
|----------------------------|--|
| 1 = Does not meet standard | The school is not in compliance with other applicable law. |
| 2 = Approaching standard | NOT APPLICABLE |
| 3 = Meets standard | The school is in compliance with other applicable law. |
| 4 = Exceeds standard | NOT APPLICABLE |

SY2024-2025

Rating: 3

Comments:

TCA strictly follows its enrollment policy. Enrollment is open to any child who resides in a MN school district. On October 1st, TCA publishes on its website the following year’s application, admissions and lottery policy and the open enrollment period. The policy adheres to MN statutes that give enrollment preference to siblings of currently enrolled students and children of staff employed at the school. If the number of applications received during the open enrollment exceeds available seats within a grade, the school conducts a general lottery per MN statute 124E.11. Students submitting applications after the last day of the open enrollment period are placed on a waiting list, and acceptance is based on available space. Once a student is accepted, they are asked to complete a registration packet, attend a family agreement meeting, and participate in new student orientation.

TCA’s governing board includes teachers, parents, and community members meeting the governance model requirements.

TCA Board Policy 522 Title IX Sex Nondiscrimination policy, grievance procedure and process are modeled from MSBA/MASA Model Policy. It was revised in 2024 to comply with MN state statute.

The Title IX coordinator is Executive Director, Betsy Lueth. The policy was updated to include sex-based harassment and sexual violence.

SY2023-2024

Rating: 3

Comments:

TCA has open enrollment to all middle school and high school students residing in any Minnesota school district. The school holds open houses and accepts applications throughout the year based on the availability of the seats in the particular grade. The school board establishes the open enrollment period. Available enrollment seats by grade are published by February 1st of the current year for the upcoming school year. If a lottery is required, lottery numbers are generated electronically and drawn randomly. The lottery is a public event, and families may attend the lottery. Results are also mailed to families. Students submitting applications after the last day of the open enrollment period are placed on a waiting list and acceptance is based on space available. Once a student is accepted, they are asked to complete a registration packet, attend a family agreement meeting, and participate in new student orientation.

TCA's governing board includes teachers, parents, and community members which meets the governance model requirements.

The current TCA's Title IX procedures and grievance forms are linked below. They will need to be updated to meet the 2024 changes to Title IX so that it includes a policy on sex-based harassment and sexual violence. In the annual report, there was no one appointed as Title IX coordinator.

[TCA-Title-IX-Grievance-Procedure.pdf \(twincitiesacademy.org\)](#)

[TCA-Title-IX-Grievance-Form.pdf \(twincitiesacademy.org\)](#)

Source: Website compliance check, Quarterly Report, UST site visit, board chair interview

3.6 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:

- **Understanding of board and school leader roles (governance vs. management)**
- **Annual board self-evaluation**
- **Annual school-leader evaluation**
- **Annual approval of professional development plan for school leader (if applicable)**
- **Annual evaluation of Educational Service Provider (CMO/EMO) if applicable**
- **Orientation process for new members**
- **Regular Strategic planning (at least once every five years)**

| | |
|----------------------------|---|
| 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. |
| 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, leader professional development plan approval (if applicable), and school financial/academic health. |

| | |
|---|---|
| 3 = Meets standard | The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent, and systems are in place to maximize effectiveness of the board, including an orientation process for new members, annual board self-evaluation, annual leader (and EMO/CMO if applicable) evaluation, annual approval of leader development plan (if applicable) 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. |
| 4 = Exceeds standard | NOT APPLICABLE |
| SY2024-2025 Rating: 3 Comments: TCA's Board clearly understands its role in governing and overseeing the success of the school in collaboration with the TCA's administration team. The Board's focus is to monitor the educational, fiscal and administrative functions of the Executive Director to meet the school's vision and mission. The Governance and Finance meetings foster further dialogue and collaboration between the ED and committee members. These committees ensure that adequate discussions and opinions are able to be held before a major policy is adopted. TCA board is currently involved in reviewing and revising financial policies, long range budgeting, and strategic planning. TCA's board conducted a self-review by individual board members during the March 2025 board meeting. Results indicated that board members would like a refresher on state and federal governing laws. TCA's Board of Directors has appointed an ED evaluation committee made up of the executive officers who are either parent or community members. The ED will be evaluated in four areas: academic programming, school culture, parent and community engagement, and operational sustainability. The ED will also contribute a self-assessment. The evaluation will be completed during June 2025. As the ED holds a valid MN principal's license and has completed two years in the NISL Minnesota Principal's Academy, a professional development plan is not required. | |
| SY2024-2025 Rating: 3 Comments: The board of TCA and its administration, while having different and distinct roles, work together to drive the school's mission. The board governs and oversees the success of the school. The finance and governance committee meetings foster collaboration between the administration and committee members. The finance committee and the director discuss and recommend to the full board a range of financial issues. The governance committee discusses and recommends board and new school policies along with evaluations for the administration and reviews and recommends revisions to the current student and board policies. These committees ensure discussions can be held before a major policy is adopted. TCA school board is involved in reviewing and revising financial policies, long range budgeting, and strategic planning. TCA board adopted a five-year strategic plan which focuses on four areas: academic programming, school culture, parent and community engagement and operational sustainability. The TCA board conducted a self-review by individual board members in April. The self-evaluation review tool was designed by the governance committee to guide the professional development for the school board based off these evaluation results. Additionally, the governance committee has appointed an evaluation committee to develop the executive director's annual evaluation. The final evaluation focused on the four areas of the strategic plan, self-assessment, and the executive director's job description. The evaluation was completed in June. | |
| Source: Site visits, ongoing correspondence, board minutes, interview with board chair | |

3.7 Does the board regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices?

| | |
|----------------------------|---|
| 1 = Does not meet standard | Board policies and/or bylaws are outdated and not reviewed regularly. |
| 2 = Approaching standard | Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis. |
| 3 = Meets standard | Board policies and bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, no less than once every three years. |
| 4 = Exceeds standard | NOT APPLICABLE |

SY2024-2025

Rating: 3

Comments:

TCA's School Board determines the critical policies that need to be reviewed annually by the governance committee. Due to the influx of legislative changes in spring of 2024, the governance committee began its work by prioritizing new policies and current policies that need to be added or revised to be in compliance with state statute. The governance committee also reviewed the list of required policies published by the MSBA at the start of the year and determined which other policies needed to be reviewed and updated. If an existing policy changes or a new policy is created, the governance committee brings the updated policy or new policy to the board for review and then for a vote in the next consecutive board meeting.

SY2023-2024

Rating:

Comments:

TCA school board identifies all critical policies for review annually through the governance committee. The committee reviews board policy on an ongoing basis through a phasing process. If during the review, the committee decides that it should change policies or should update policies, the committee plans to introduce the new language to the full board to review in one meeting and vote on it in the next consecutive meeting. The committee reviews the list of required policies published by the MSBA at the beginning of each year and then determines which policies need to be reviewed and updated in that year. Given the influx of legislative changes last spring for schools in Minnesota, the governance committee began its work by prioritizing new policies as to when they are effective per law.

Source: Board minutes, board policies, Governance binder, Quarterly Report, UST site visit

3.8 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet

| | |
|---|--|
| and income and expense report), to be received by all members of the board, school leadership, and UST at least three days prior to all board meetings? | |
| 1 = Does not meet standard | Board packets are not submitted on time AND are incomplete |
| 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 |
| 3 = Meets standard | Board packets are submitted on time (more than 75 percent of the time) and complete |
| 4 = Exceeds standard | NOT APPLICABLE |
| SY2024-2025 Rating: 3 Comments: TCA provides board packets to board members, school leadership and UST at least 3 days prior to all board meetings. All minutes are posted on TCA's website, and a binder of all board documents for the current year and prior year are kept in the ED's office. Prior years are retained in storage onsite. | |
| SY2023-2024 Rating: <input type="text" value="3"/> Comments: The board consistently submits a complete board packet to all members of the board, school leadership and UST at least three days prior to all board meetings. | |
| Source: Monthly board packets; Board materials tracking document (G-1 CS info) | |

| | |
|---|--|
| 3.9 Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)? This includes: <ul style="list-style-type: none"> • Following MN Standardized Statewide EL Procedures for identification • Following MN Standardize Statewide EL Procedures for entrance and exit. • Maintaining an established EL program with a written plan for service at all grade and proficiency levels • Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving EL students. • Supplying relevant professional development to all staff • Ensuring that information on student EL status is available to all classroom teachers • Providing staff with appropriate training. | |
| 1 = Does not meet standard | The school is <u>not</u> fulfilling its legal obligations regarding ELs and requires substantial improvement |

| | |
|---|--|
| 2 = Approaching standard | The school is fulfilling all of its legal obligations regarding ELs but requires some improvements |
| 3 = Meets standard | The school is fulfilling its legal obligations regarding ELs and requires no considerable improvements |
| 4 = Exceeds standard | NOT APPLICABLE |
| SY2024-2025 Rating: 3 Comments: TCA's Language Instruction Educational Program (LIEP) Plan outlines and describes the school's identification procedures, educational programming and parental/guardian communication which is in compliance with state law. Its educational programming is based off of WIDA's Can Do descriptors. TCA also uses the following Evidence Based Practices: culturally relevant pedagogy, dedicated writing instruction, explicit academic vocabulary instruction, incorporating student home language in core instruction, and structured productive language opportunities. The scope of services are pull-out services for newcomers and early beginners, sheltered content instruction with some co-teaching by an EL teacher, and push-in services with small group and whole class language-focused lessons. All students receiving EL services have an individualized learning plan which includes general education accommodations. The EL teacher meets with the teachers of EL students to ensure understanding and implementation of all the individualized learning plans including accommodations. TCA's LIEP includes forms used in communication. There is an EL Program Exit Form; however, TCA's LIEP plan does not include a section on the procedures for exiting a student from receiving EL services. TCA has one full time EL teacher who has a Tier 2 license, SIOP trained and holds TESOL certificate and a .5 teacher who is a Tier 3 licensed teacher. TCA's LIEP was last reviewed in September 2020. The state updated guidelines to LIEP in May 2023. | |
| SY2023-2024 Rating: 3 Comments: TCA identifies students needing EL services through the Home Language questionnaire upon enrollment. Students' ACCESS scores are then reviewed by EL team. If an ACCESS score is unavailable from the prior school, the EL teacher will administer the WIDA screener to determine eligibility. TCA's EL teacher is a Tier 2 licensed teacher, SIOP trained and holds TESOL certificate. Also, TCA has an experienced EL teacher and an EL teacher coordinator helping navigate the redesigning of TCA's EL program to meet the needs of recently immigrated EL students. TCA's EL Instructional Educational Program Plan includes a "pull-out," "push-in" and a co-teaching model to meet the various needs of their EL population. The EL teacher is trained in all three models. TCA has also added a Spanish for native speakers' course to improve first language literacy as a substantial percentage of their EL population's native language is Spanish. This course's focus is to improve first language literacy to improve the outcome for TCA's EL students. TCA has an embedded-PD PLC which focuses on many different areas. One of the PDs focused on using culturally relevant curriculum to engage all learners. | |
| Source: UST site visits, Reference EL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1) | |

3.10 Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? This includes:

- **Having a school-specific TSES manual that is board-approved.**
- **Engaging a special education director who is actively involved in working with special education staff and school leadership.**
- **Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving students with IEPs.**
- **Contracting with entities to provide effective services to students when necessary.**
- **Completing annual IEP meetings on time.**
- **Having been subject to no investigations related to special needs students that resulted in findings.**
- **Having no findings related to special education funding on annual financial audit.**
- **Providing staff with appropriate training.**

| | |
|----------------------------|--|
| 1 = Does not meet standard | The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement |
| 2 = Approaching standard | The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements |
| 3 = Meets standard | The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements |
| 4 = Exceeds standard | NOT APPLICABLE |

SY2024-2025

Rating: 3

Comments:

In school year 2025, 116 students (21.2%) of TCA's students have been identified as qualifying for Special Education Services

The school has a school-specific TSES manual which is located on TCA's website in the Special Education section. The TSES manual needs updated contact information for the special education director and the special education coordinator. The school reports that TCA utilizes a MTSS for identifying students who qualify for special education services, which is based on legal requirements. The school has 8 full time special educational teacher, 15 special educational paraprofessionals, 2 special educational behavioral interventionists, one special education assistant director, one special education due process coordinator, one full time special education teacher on special assignment, and two social workers. They have contracted with Uptick Education, LLC for special education director services. They also contract for the following services: SLP, School Psychologist, School Nurse, OT, DAPE, PI, DCD, Audiologist, DHH, ASD, VI and Orientation and Mobility.

Twin Cities Academy did not have any complaints found through MDE. The authorizer did not receive any complaints related to Special Education either.

SY2023-2024

Rating:

Comments:

The school has a school-specific TSES manual which is located on TCA's website in the Special Education section. TCA employs eight licensed special education teachers, fifteen special education paraprofessionals, two special education behavioral interventionists, one special education assistant director, one full time special education due process coordinator, one full time special education teacher on special assignment and two social workers. Ellen Grossman is contracted through Uptick Education, LLC to provide special education director services. TCA also contracts the following special education services: SLP, school psychologists, school nurse, OT, DAPE, PI, DCD, audiologist, DHH, ASD, VI, and orientation and mobility.

Twin Cities Academy did not have any complaints found through MDE. The authorizer did not receive any complaints related to Special Education either.

Source: Quarterly report, UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview

3.11 Is the school fulfilling its legal obligations related to the delivery of a quality Prekindergarten instructional program? This includes:

- **Ensuring Early Childhood Health and Developmental Screening is completed.**
- **Securing appropriate staffing.**
- **Supplying relevant professional development to all staff.**
- **Implementing culturally responsive comprehensive child assessment/s.**
- **Utilizing the Early Childhood Indicators of Progress (ECIPs).**
- **Supporting an effective transition to kindergarten.**
- **Referring students to community-based resources as needed.**

The school does not serve this grade level and thus this indicator does not apply.

3.12 Does the school have a high attendance rate?

| | |
|----------------------------|--|
| 1 = Does not meet standard | The attendance rate is less than 85 percent |
| 2 = Approaching standard | The attendance rate is between 85 and 89.9 percent |
| 3 = Meets standard | The attendance rate is 90-94.9 percent |
| 4 = Exceeds standard | The attendance rate is more than 95 percent |

SY2024-2025

Rating: 1

Comments:

According to MDE website, North Star Consistent Attendance for TCA was 64.9%. It is important to note that TCA has increased its attendance rates by 8.3%. TCA continues to employ many strategies to get students to school including family and student meetings, morning phone calls to students with chronic absenteeism, attendance incentives, and removing transportation barriers.

SY2023-2024

Rating:

Comments:

According to MDE website, North Star Consistent Attendance for TCA was 56.6%. TCA is employing many strategies to get students to school including family and student meetings, morning phone calls to students with chronic absenteeism, attendance incentives, and removing transportation barriers.

Source: Annual reports, MDE website (data downloads)

3.13 Is the school able to maintain a high percentage of teacher retention?

| | |
|----------------------------|--|
| 1 = Does not meet standard | Fewer than 70 percent of teachers remained at the school last year (excluding retirements). |
| 2 = Approaching standard | Between 70 and 84 percent of teachers remained at the school last year (excluding retirements). |
| 3 = Meets standard | More than 85 percent of teachers remained at the school last year (excluding retirements). |
| 4 = Exceeds standard | Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85 percent) |

SY2024-2025

Rating: 3

Comments:

According to the annual report 67 out of 69 staff members remained at the school from the previous year. The percentage of returning staff is 97.1%. This is a significant increase from the following year's retention rate of 73.68%.

SY2023-2024

Rating:

Comments:

According to the annual report 42 out of 57 staff members remained at the school from the previous year. The percentage of returning staff is 73.68%,

Source: Annual report

3.14 Are the school's teachers and staff participating in a broad base of professional development in service of students' academic and behavioral needs and supportive of the school's mission? Types of development opportunities include, but are not limited to:

- Required health and safety trainings.
- IX training processes.
- Supporting students with IEPs.
- Supporting English Learners.

| | |
|--|---|
| <ul style="list-style-type: none"> • Mission-related. • Equity and cultural relevance. | |
| 1 = Does not meet standard | The school offers a limited number of training opportunities. Participation in professional development is low, with less than 50% of staff participate in the opportunities. |
| 2 = Approaching standard | The school offers a menu of development opportunities that include required trainings. Participation in most or all of these trainings is presented as optional resulting in low participation (less than 50% of staff participate). |
| 3 = Meets standard | The school offers a menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Participation is mandated for required trainings. |
| 4 = Exceeds standard | The school offers a robust menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Including opportunities for subject-area and curriculum-specific trainings. Participation is mandated for required trainings. |
| SY2024-2025 Rating: 4 Comments: TCA focused on AVID, Culturally Responsive Instruction, Reading Instruction, and PBIS professional development during the 23-24 academic year. AVID professional development was combined with the 5 Pillars of Reading training offering a more holistic approach to literacy. Culturally Responsive teaching strategies combined both a strong focus on Native American culture and developing relational capacity through PBIS. The administrative team analyzes testing data to critically look at instructional practices, review curriculum and identify areas for possible professional development and school wide initiatives. PLCs meet weekly and center on instructional practices and curriculum review. Additionally, since 2017, TCA embarked on a multi-year educational equity initiative. Over the last two years, TCA added the foundation of Courageous Conversations to include culturally relevant curriculum and instruction in the classroom. This PD centers around the work of Sharroky Hollie. PD supporting the practice of mindfulness exercises and healing circles was led by Mindfulness Consulting, Mr. William Drew. In the last year, TCA has developed an Equity Team and partners with the high school's Racial Justice Club to dig deeply into cultural practices; furthermore, they collaborate to coach all staff in culturally responsive instructional practices and school-wide non-bias and equity practices. Additionally, new teachers are enrolled in a teacher mentor program. | |
| SY2023-2024 Rating: <input type="text" value="4"/> Comments: TCA has a diverse range of professional development. TCA's PD for the 2022-23 school year offered training and support to teachers and staff regarding mental health needs and academic deficits. Mental health PD was provided by Kognito and a focus group of teachers participated throughout the year on DBT and trauma-informed instruction. All teachers and staff also participated in PBIS and CPI de-escalation | |

training to support student behavior with an emphasis on de-escalation and resolving conflict. All math teachers had IXL training and social studies, English, and science teachers participate in Achieve 3000 trainings. Yearlong training consists of small leadership teams of both administration and lead teachers focused on PBIS (part of a state cohort group), MTSS (part of a University of MN CAREI cohort group), and AVID to support TCA's college and career initiatives. AVID PD is also a part of the embedded PD for all instructional staff on an on-going multi-year process. All teachers continue to participate in weekly PLCs. The PLCs focus on instructional and curricular methods as directed by the strategic plan, administration, and the student performance data. Also, teachers opt to participate in one of seven different PD opportunities. This embedded PD was offered based on teacher goal setting and needs. These PDs offered teachers individualized support and training in a variety of topics where teachers needed the most support such as instructional strategies, curriculum and lesson planning design, mindfulness strategies, culturally relevant curriculum, and student engagement.

Source: Annual report (Professional Development Tracking Chart)

3.15 Does the school generally retain its students from October 1st through the close of the school year?

| | |
|----------------------------|---|
| 1 = Does not meet standard | Student retention rates are more than 10% below the school's agreed-upon target rates. |
| 2 = Approaching standard | Student retention rates are 5-10% below the school's agreed-upon target rates. |
| 3 = Meets standard | The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rates |
| 4 = Exceeds standard | NOT APPLICABLE |

Rating: 3

Comments:

94.5% of students between 10/1/23 to end of the school year were retained. There was no set school's agreed-upon target rate. The average retention rate of other University of St. Thomas authorized charter school is around 90%.

Rating:

Comments:

TCA is fully enrolled and the retention rate from 10/1/22 to 10/1/23 was 81.38%. There was no set school's agreed-upon target rate. The average retention rate of other University of St. Thomas authorized charter school is around 90%.

Source: Annual report, renewal application

3.16 Does the school exhibit a high level of parent satisfaction as measured by the following?

3.16a The percentage of parents surveyed who "agree" or "strongly agree" that they are satisfied with the school overall. .

3.16b Survey response rate

| |
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| <p>1 = Does not meet standard</p> <p>3.16a Less than 75% of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.16b The school's survey response rate was less than 20%.</p> |
| <p>2 = Approaching standard</p> <p>3.16a 75 – 84.9% of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.16b The school's survey response rate was 20-25%.</p> |
| <p>3 = Meets standard</p> <p>3.16a 85 – 94.9% of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.16b The school's survey response rate was more than 25.1-30%.</p> |
| <p>4 = Exceeds standard</p> <p>3.16a 95% or more of parents surveyed indicate they are satisfied with the school overall.</p> <p>3.16b The school's survey response rate was great than 30%.</p> |
| <p>SY2024-2025</p> <p>3.16a Rating: <u> 2 </u></p> <p>3.16b Rating: <u> 1 </u></p> <p>Overall Rating: <u> 1.5 </u></p> <p>Comments: In the spring of 2024, TCA conducted its annual parent survey. It was sent out weekly for four weeks in multiple languages (Spanish, Hmong, Somali, and Karen). Based on the survey 83.3% of families responded that they were overall satisfied with the experience at TCA. The participation rate was 1%.</p> |
| <p>SY2023-2024</p> <p>3.16a Rating: <u> 3 </u></p> <p>3.16b Rating: <u> 2 </u></p> <p>Overall Rating: <u> 2.5 </u></p> <p>Comments: TCA conducts an annual parent survey, sending out every week for four weeks in multiple languages (Spanish, Hmong, Somali, and Karen). Based on the survey 84.9% of families responding to the survey were overall satisfied with their experience at TCA. In total 55 families responded. TCA serves approximately 250 families. The survey had a 22% participation rate.</p> |

Source: Annual report, School parent satisfaction survey--overall satisfaction indicator

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| 3.17 Is the school's physical plant safe and conducive to learning? This includes: <ul style="list-style-type: none"> • Providing adequate security. • Meeting health and safety code requirements. • Providing accessibility for all students. • Ensuring the facility, furniture and equipment is clean and well-maintained. • Providing appropriate sized spaces for enrollment and student-teacher ratios. • Layout and design meet the academic and social needs of students, teachers, staff, families and the community. | |
| 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. |
| 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. |
| 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. |
| 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. |
| SY2024-2025 Rating: 4 | |

Comments:

Twin Cities Academy provides a safe environment for its diverse student population. The external doors are locked, and there is a buzzer/intercom system to admit visitors to the school. During the fall site visits, students reported feeling safe at school both physically and emotionally. They also shared that the school is very inclusive. The hallways and classrooms have posters, books, and curriculum that represent TCA's diverse culture. The middle school classes are mainly on the first floor while the high school classes are on the second floor. This division helps to support their specific developmental needs. The rooms have uniformity in furnishing, and all needed resources are provided for students and teachers. The building is accessible to all students.

SY2023-2024**Rating:** **Comments:**

Twin Cities Academy provides a safe learning environment. The school promotes diversity and inclusion by using the walls and bulletin boards to display posters and artwork representing the TCA student population. They ensure the hallways are kept clean and have multiple staff members monitor the hallways during passing time. The building's main floor contains middle school classrooms while the high school classrooms are on the second floor. This minimizes potential problems that could occur during passing time as these two groups are at different developmental stages. Also, the number of students in a classroom was conducive to delivering an effective lesson. The building is accessible to all students.

Source: Authorizer observation

3.18 Does the school have systems and structures in place, including an effective multi-tiered system of support (MTSS), to effectively identify and support students needing academic and/or behavioral supports in a timely fashion? This includes:

- **A clear process to identify students needing support, understood and implemented consistently.**
- **A robust system of tiered supports.**
- **Timely execution of these supports.**
- **Use of data to evaluate the effectiveness of supports and the system.**
- **Effective communication between stakeholders (teachers, school staff, families, and students).**

1 = Does not meet standard

The school does not have adequate systems to identify students needing supports. When students are identified the systems in place move slowly, taking weeks or months to execute the eventual support. Communication within systems is poor and internal/external stakeholders (teachers, school staff, parents, students) do not always receive timely or adequate communication.

2 = Approaching standard

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| <p>The school has systems to identify students needing supports, but they may not always work as designed. When students are identified the systems in place move at a moderate pace, taking several weeks to a month to execute the eventual support. Communication within systems is patchy and internal/external stakeholders (teachers, school staff, parents, students) receive communication, but it may not always be timely or adequate.</p> |
| <p>3 = Meets standard</p> <p>The school has systems to identify students needing supports, which work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking days or weeks to execute the needed support. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.</p> |
| <p>4 = Exceeds standard</p> <p>The school has systems with built in redundancies (multiple opportunities for reporting) to identify students needing support. The systems work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking hours or days to execute the needed support unless mandated timelines are longer. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.</p> |
| <p>SY2024-2025 Rating: 4</p> <p>Comments: TCA implements a Multi-Tiered System of Support (MTSS). The school gathers a significant amount of data for each individual student as part of its MTSS program. Data related to academics, social emotional health and attendance are all reviewed quarterly for school wide trends, and weekly by grade level teams to identify any individual student needs for referral to Tier 2 or Tier 3 services. Tier 2 and Tier 3 services include extended time for math and reading, support by math and reading interventionists, and individualized behavior plans supported by community coaches and the mental health team. The Student Support Team (SST) meets weekly. Based on teacher recommendations and student data dashboard, the team identifies students for possible interventions. Measurable interventions are put into place and the SST review the results of the interventions after 6 to 8 weeks and either modifies the plan, continues the plan, or refers to higher level services as needed. Also, twice a month, TCA's administration team analyzes real time attendance, behavior, and academic data. TCA has developed a Check and Connect program as part of the MTSS intervention. Students with 7 or more absences in a school year are assigned to a Check and Connect coach who shares attendance data with them, provides feedback, discusses why they are absent, and ways to keep them coming to school regularly. This winter, TCA applied for ADSIS funding to help support its MTSS program and to develop even more extensive interventions.</p> |

SY2023-2024

Rating: 3

Comments:

TCA uses a Multi-Tiered System of Support. The MTSS leadership team, led by the principal, includes administrators from general education and special education and the school counselor. Reading and math interventionists are consulted as needed as well. The MTSS leadership team meets weekly to review students referred to MTSS process by teachers. The MTSS leadership team discusses and monitors general education interventions with grade level teams twice monthly. Using the *Pre-Referral Intervention Manual* published by Hawthorne Educational Services, Inc, the teachers in collaboration with the MTSS leadership team determine at least two research-based interventions to track for 12 weeks. If the MTSS general education intervention process is not successful, the student will be referred to Child Study. Child Study meets two times per month and is led by the Special Education Coordinator. If an evaluation is deemed necessary by the Child Study team, the child will be referred for an evaluation. If a student does not qualify for special education services, TCA has Tier 2 and Tier 3 academics services available. Students in Tier 2 can receive an additional math or reading course using the curriculum of Math 180 or Read 180. These courses are co-taught with the core content teacher and an interventionist. Students in Tier 3 can receive direct one to one or small group math/reading intervention from the math/reading interventionist. Students needing behavior modification receive support through various resources including weekly on-site therapy, social work services, social skills groups, or one-to-one mentoring opportunity.

Source: Quarterly report, Site visits, ongoing correspondence, interviews

3.19 There are opportunities and structures in place for families to engage in their child's education that include the following:

3.19a Processes to communicate academic performance and other pertinent school information that are accessible to families including the consideration of language needs (e.g. Conferences.)

3.19b Processes to elicit feedback from families are accessible and seek to reach the broader school community including consideration of language needs. Feedback processes include but are not limited to an annual survey.

3.19c Opportunities for parents/guardians to support their child's education and/or the school (e.g. volunteering, parent organization, family events).

1 = Does not meet standard

- a. The school does not have a plan to communicate academic performance and other pertinent school information. Communication is not available in languages other than English.
- b. The school does the school have a plan to elicit feedback from families or the plan reaches only a limited set of families.
- c. Less than 25% of families/guardians participated in any engagement opportunity.

2 = Approaching standard

- a. The school has a plan to communicate academic performance and other pertinent school information, however the implementation of this plan is inconsistent or in the development phase.
- b. The school has a plan for eliciting feedback from families representing the broad school community, however, implementation of this plan is inconsistent or in the development phase.

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| <p>c. Between 25.1 - 40% of families/guardians participated in an engagement opportunity.</p> |
| <p>3 = Meets standard</p> <p>a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed. The plan includes an awareness of the language preferences and needs of families and strategies for providing communication multiple languages as needed.</p> <p>b. The school has a comprehensive plan to elicit feedback from all families. The plan includes an awareness of the language preferences and needs of families, strategies for providing communication multiple languages as needed and methods for ensuring representation from the broad school community.</p> <p>c. Between 40.1 - 55% of families/guardians participated in an engagement opportunity.</p> |
| <p>4 = Exceeds standard</p> <p>a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is executed with fidelity. School survey data and interviews with families provide evidence of parent satisfaction with home-school communications.</p> <p>b. The school has a formalized process to elicit feedback from families reflective of the broad school community, which is executed with fidelity. The school is able to demonstrate how family feedback is reviewed and utilized in a timely manner. School survey data and interviews with families provide evidence of parent knowledge of and satisfaction with feedback opportunities.</p> <p>c. More than 55% of families/guardians participated in an engagement opportunity.</p> |
| <p>SY2024-2025</p> <p>Rating a: 4</p> <p>Rating b: 3</p> <p>Rating c: 4</p> <p>Overall Rating(average of a, b, and c) = 3.6</p> <p>Comments</p> <p>Under TCA family engagement, which is signed by both parents/guardians and students at time of enrollment, families are strongly encouraged to commit to the family-school partnership by attending two conferences per year. To encourage families to attend, TCA offers dinner and social activities during parent-teacher conferences. The conferences can occur in person, via Zoom, or by phone, which allows for flexibility in scheduling. TCA's conference attendance was 77.2%. Additionally, the school regularly reaches out to the parents/guardians of students who struggle with attendance and works with them to formulate a remediation plan. TCA also engages parents in the college planning process by offering tutoring on how to fill out FAFSA, sending out multiple scholarship opportunities, and hosting parent meetings during the high school years by grade level.</p> <p>TCA had 1% of its family respond to the annual survey, despite multiple attempts to solicit feedback. The survey was sent out in multiple languages that represented the student population. TCA is reviewing other ways to get feedback that is more representative, including asking for feedback during the February conference period instead of at the end of the year.</p> <p>77.2% of families attended conferences.</p> |

SY2023-2024

Rating a: 3

Rating b: 4

Rating c: 4

Overall Rating (average of a, b, and c) 3.6

Comments:

TCA's model emphasizes community involvement and relationship building. New families have meetings with a TCA staff member to begin building a partnership of providing support and ensuring success for their child(ren) academically, socially, and behaviorally. TCA continues to focus on equipping families with tools to engage students and to hold them accountable to learning. The TCA administration is beginning conversations about balancing student mental health needs with strong expectations for students to stay and remain engaged in classroom. Part of TCA's behavior management, students and families are given an opportunity to participate in after school mentoring programs focused on education and developing other coping tools to eliminate behavior that interferes with their learning. TCA works with families to eliminate unnecessary absences by setting up family and student meetings, morning phone calls to students with chronic absenteeism, and removing transportation barriers.

Under the TCA family agreement signed by both parents/guardians and students at time of enrollment, families are strongly encouraged to commit to the family-school partnership by attending parent teacher conferences. The average attendance was 70% for both fall and winter conferences. Originally TCA had three parent teacher conferences; however, based on parent feedback the conferences were reconfigured to two times a year. The first conferences are earlier in October, and the second conferences are early in semester two to allow parents/guardians to participate in conversations about their students' learning prior to it being "too late" if grades are slipping. Also, to attract more families to participate in conferences, TCA offered dinner and social activities along with the conference times. TCA is exploring the possibility of offering Zoom parent-teacher conferences as well.

Additionally, TCA has an annual survey for parents. They analyze the information from the survey in order to improve their school environment.

Source: Site visits, ongoing correspondence, interviews

3.20 Is the school committed to creating a welcoming, inclusive, and equitable environment that is open to all students? This is evidenced by the following:

3.20a. Marketing/outreach targets socioeconomically and racially diverse populations, which includes having materials available in multiple languages.

3.20b. Enrollment policies and practices are accessible and transparent. Supports are available to families as needed to navigate the application and enrollment process.

3.20c. The school demonstrates a commitment to cultivating a board and staff that is reflective of the student population.

1 = Does not meet standard

- a. The school's marketing strategy marginalizes or ignores students from diverse backgrounds and/or those who are low income. Materials are only available in English.
- b. Enrollment policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.

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| c. The board and staff are not representative of the students the school serves. | |
| 2 = Approaching standard | |
| a. The school's marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, implementation of the plan is inconsistent, and materials are only available in English. b. Enrollment policies and practices are transparent. However, families encounter challenges navigating the enrollment process. c. While the board and/or staff are not representative of the students the school serves, the school is committed to recruiting board members and staff who are representative and has identified recruitment strategies to this end. | |
| 3 = Meets standard | |
| a. The school's marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages. b. School enrollment policies and practices are clear and easily navigated by families. Methods for accessing support for families needing assistance are readily apparent. c. The school employs strategies to recruit and retain board members and staff who are representative of the student population. Board and staff composition reflect these efforts. | |
| 4 = Exceeds standard | NOT APPLICABLE |
| SY2024-2025 Rating a: 3 Rating b: 3 Rating c: 3 Overall Rating: 3 Comments Since the re-branding effort in 22-23, TCA has been marketing with a clear message. They are using Google Ads to market and recruit new students. They also have weekly updates on Instagram and Facebook. They continue to directly market the area's elementary feeder schools. The enrollment page on their website is easy to navigate. TCA uses a Google form for enrollment. Also, they have multiple information sessions; families can schedule a student shadow day and also request to speak to a parent ambassador about their family's experience at TCA. The members of the TCA board bring a wealth of diverse professional and life experiences that reflect and represent the richness of TCA's school community: social work, youth work in the Karen and other immigrant communities, special education, member of an equity team, raising and gaining support for educational improvement initiatives, fundraising, legislative advocacy, and attorney for MDHS. | |
| SY2023-2024 Rating a: <u> 3 </u> Rating b: <u> 3 </u> Rating c: <u> 3 </u> Overall Rating: <u> 3 </u> | |

Comments:

TCA has significantly increased its marketing efforts to improve enrollment. TCA has increased its social media advertising, redeveloped the website, and updated all other marketing materials. TCA is now extensively using Google Ads with success to market and recruit new students. TCA weekly posts updates on Instagram and Facebook. TCA has also been directly marketing to area elementary feeder schools including Academia Cesar Chavez, Cornerstone Montessori, Dayton's Bluff and more. TCA has hosted tables and information sessions for its programs directly to parents at these schools. Additionally, TCA has targeted marketing in Karen, Spanish and Somali to ensure it is meeting its commitment to equity. The school has recently hired a part time Karen family and community engagement coordinator, to ensure they are reaching and engaging all people in their community. They have also added multiple staff members who speak Spanish including having a staff member at the front desk who speaks Spanish. Through these efforts, TCA has seen an increase of families recently immigrating from Ecuador to the United States. TCA is also exploring using a student recruitment company for future marketing and recruitment efforts.

TCA enrollment policies and practices are clear. TCA's prospective families page on their website has multiple ways for the families to get additional information about enrollment and TCA educational system. Each way is connected to a Google form that prospective families complete. Families may choose to attend one of the seven informational sessions that begin in October and end in April. The informational sessions are offered at two different start times to best meet the needs of working families: 6:00 pm and 10:00 am. Prospective families may also choose to have their child attend a student shadow day offered five times a year. Families also have the option of speaking to one of TCA's parent ambassadors.

The board is always seeking out new members by advertising open positions to the school community. Currently the board does not fully represent the student population.

Source: Quarterly report, Site visits, ongoing correspondence, interviews