



**STUDENT
ACHIEVEMENT
MINNESOTA LLC**

AUTHORIZER ANNUAL REPORT

Charter School Performance

2015

FY 2015 Authorizer Annual Report: Parts One and Two

Part One: Authorizer Information

Name of Authorizing Organization: Student Achievement Minnesota LLC

Mailing Address: PO Box 581639 Minneapolis, MN 55458

Name and title of primary authorizer contact: Liz Wynne, Executive Director

Telephone of primary authorizer contact: (763) 557-6676

Email address of primary authorizer contact: liz.wynne2@gmail.com

Authorizer Summary (limit half page)

Authorizer Summary

Student Achievement Minnesota LLC (SAM), established in 2010, is a “single-purpose authorizer”: by law, it conducts no activities other than authorizing public charter schools.

SAM’s mission is to improve student achievement through quality authorization of charter schools. Its vision is to authorize high-quality charter schools demonstrated to increase student achievement when measured against resident district or state average performance.

SAM welcomes existing and developing organizations with programs demonstrated to improve student achievement to apply to SAM for authorization.

In 2015, SAM authorized three charter schools serving 737 students:

- one school which opened for its first year in 2014-2015
- one long-time operational school which, in January 2015, was named a “High-Quality Charter School” by the Minnesota Department of Education, and
- one school which opened in 2013-2014.

Contributions to SAM are tax deductible under section 501(c)(3) of the Internal Revenue Code, and SAM is registered with the Minnesota Attorney General’s office.

New Charter School Application(s) in FY 2015 (i.e. July 1, 2014 – June 30, 2015)

Did your organization review any new charter school applications? Yes No

If no, please provide an explanation (e.g. no invitation, no response received from invitation, etc.)

N/A

If yes, state the following:

- Total number of new charter school applications reviewed: 2
- List name(s) of applicants your organization approved: N/A
- List name(s) of applicants your organization denied: New Hope Academy, The Journey School
- List new charter school affidavits that were approved by MDE: N/A
- List new charter school affidavits that were denied by MDE: N/A
- List name(s) of applicants that had other reasons (e.g. withdrawn application): N/A

New Charter School Openings in FY 2015 (i.e. opened in the fall of 2014)

Name of new charter school LEA(s) approved to begin serving students in FY 2015	Charter School LEA Number	Did this school open as planned?	If no, provide reason and projected opening date
Northeast College Prep	4219	Yes	N/A

Charter School Expansion Application(s) in FY 2015

Did your organization review any site and/or grade expansion applications for existing charter schools?

Yes No

If no, please provide an explanation (e.g. no invitation, no response received from invitation, etc.)

No invitation

If yes, state the following:

- Total number of requests for expansions reviewed: N/A
- List name(s) of applicants your organization approved: N/A
- List name(s) of applicants your organization denied: N/A
- List supplemental affidavits that were approved by MDE: N/A
- List supplemental affidavits that were denied by MDE: N/A
- List name(s) of applicants that had other reasons? (e.g. withdrawn application): N/A

Charter Schools Approved to Expand in FY 2015

Name of Charter School LEA(s)	Charter School LEA Number	Type of Expansion	Did this school expand as scheduled?	If no, provide Reason and Projected Expansion Date
N/A	N/A	N/A	N/A	N/A

Renewal, Transfer and Termination Decisions in FY 2015

How many charter school LEAs were up for renewal at the end of the year? 0

Did your organization renew any charter school LEA(s) at the end of the contract year? Yes No

If yes, provide School LEA Name(s)	Charter School LEA Number	Term of Contract Renewal
N/A	N/A	N/A

Did any charter school LEA(s) leave your portfolio and transfer to another authorizer during or at the end of the year?

Yes No

If yes, provide School LEA Name(s)	Charter School LEA Number	New Authorizing Organization	Effective Date of Transfer
N/A	N/A	N/A	N/A

Did your organization receive any charter school LEA(s) from another authorizer during or at the end of the year? Yes

No

If yes, provide School LEA Name(s)	Charter School LEA Number	Previous Authorizing Organization	Effective Date of Transfer	Contract Term
N/A	N/A	N/A	N/A	N/A

Did your organization terminate or not renew any charter school LEA(s) during or at the end of the year per [Minnesota Statutes, section 124E.10, Subdivision 4\(b\)](#)? Yes No

If yes, provide School LEA Name(s)	Charter School LEA Number	Reason(s)	Brief Explanation	Effective Date
N/A	N/A	N/A	N/A	N/A

Did any charter school LEA(s) voluntarily close? Yes No

If yes, provide School LEA Name(s)	Charter School LEA Number	Reason(s)	Brief Explanation	Effective Date
N/A	N/A	N/A	N/A	N/A

Authorizing Practices in FY 2015

(aligns with continuous improvement performance measures of the Authorizer Performance Evaluation System)

Authorizing Leadership and Staff Skill Development (A.5): Describe how your organization built the knowledge and skill base of its authorizing leadership and staff through professional development.

SAM routinely participates in professional development in three core areas: authorizer practices, school operations, and student achievement. In FY2015, SAM personnel attended:

- Data-Driven Instruction, July 2014, to obtain information regarding key teaching and assessment techniques leading to increased student achievement.
- Effective Teacher Observation, July 2014, to obtain information regarding key leadership and coaching techniques which improve teaching practices and ultimately lead to increased student achievement.
- Directors Conference, November 2014, to obtain information regarding state assessment data and analysis.

Authorizer Self Evaluation (A.9): Describe how your organization self evaluated its internal ability (capacity, infrastructure and practices) to oversee the portfolio of charter schools.

SAM generally aligns its practices with those of Friends of Education's and generally incorporates changes adopted by Friends of Education, which in FY 2015, included a review against national authorizing practices. As a result, SAM modified its charter application, charter application process, and charter contract.

The Minnesota Department of Education evaluated SAM as part of its Minnesota Authorizer Performance Evaluation System (MAPES) and identified SAM as less than satisfactory and placed SAM in corrective action. As part of the corrective action process, SAM submitted additional documentation regarding its processes and enhanced selected practices and was removed from corrective action in December 2015.

Authorizer High Quality Authorizing Dissemination (A10): Describe how your organization disseminated best authorizing practices and/or assisted other authorizers in high quality authorizing over the past year.

SAM has disseminated quality authorizing practice in the following manner.

SAM regularly participates in authorizer collaboration meetings, known as the Minnesota Association of Charter School Authorizers (MACSA). These monthly meetings provide a regular opportunity to share information and problem-solve. In addition, SAM co-presented a Goal Setting breakout session at MACSA's summer retreat for Minnesota authorizers in August 2014. In addition to MACSA meetings, Minnesota authorizers routinely reach-out to their colleagues to both share and request information, and SAM has participated in these exchanges. For example, SAM assisted Innovative Quality Schools with various matters including preliminary MAPES considerations.

Charter School Support, Development and Technical Assistance (B.7): Describe how your organization supported its portfolio of charter schools through intentional assistance and development offerings over the past year.

SAM provides both direct technical assistance and professional development opportunities to its authorized schools. The technical assistance is not required and is provided at no-charge. SAM does monitor participation in the professional development opportunities to determine if an identified area of improvement may be addressed through offerings.

Direct Technical Assistance

SAM retained a 0.2 consultant to assist schools in teaching and instructional strategies as well as assessment development; during FY2015 this consultant has been used Northeast College Prep. SAM has also made available a consultant to assist schools in curriculum mapping and sequencing of material.

Professional Development

SAM has provided the following professional development opportunity to its schools.

Data-Driven Instruction

The Data-Driven Instruction (DDI) model is a continuous improvement cycle directly tied to the state's rigorous standards: (1) interim assessments directly aligned to state benchmarks, (2) analysis of the assessments to determine whether concepts were learned, (3) re-teaching the concepts not learned, (4) revise teaching to address the gaps, and (5) repeat the cycle.

SAM provided DDI professional development Math & Science Academy and Northeast College Prep in July 2014.

High Quality Charter School Replication and/or Dissemination of Best School Practices (B.8): Describe how your organization planned and promoted, within its portfolio, the model replication and dissemination of best practices of high performance charters schools over the past year.

SAM intentionally seeks the dissemination and replication of high-quality school practices.

Data-Driven Instruction.

Data-Driven Instruction, an initiative identified in the Technical Assistance section, replicates the Data Driven Instructional model utilized by the high-performing Uncommon Schools network. SAM has partnered with Friends of Education in providing DDI workshops conducted by Paul Bambrick-Santoyo, the Managing Director of the Uncommon Schools and author of *Driven by Data*. Currently, two SAM schools – West Side Summit and Northeast College Prep -- have implemented the Data-Driven Instructional model.

Part Two: Portfolio Information

General Charter School LEA Data in FY 2015

Total number of preoperational and operational charter school LEAs in FY 2015: 3

Total number of MDE officially recognized early learning instructional programs (preschool and/or prekindergarten): 0

Operational charter school LEAs in portfolio

Operational Charter School LEA Name	Charter School LEA Number	MDE Officially Recognized Early Learning Instructional Program	Elementary and/or Secondary Grade Levels Served	Enrollment
Math and Science Academy	4043	None	6-12	478
Northeast College Prep	4219	None	K-3	145
West Side Summit Charter School	4212	None	K-4	114

Preoperational charter school LEAs in portfolio

Preoperational Charter School LEA Name	Charter School LEA Number (if assigned)	Elementary and/or Secondary Grade Levels Approved to Serve	Projected Enrollment	Proposed Opening Date	Proposed Location
N/A	N/A	N/A	N/A	N/A	N/A

Summary of Portfolio of Charter Schools in FY 2015

State Portfolio Performance Data Reports (limit 2 pages)

Present strengths and areas of improvement regarding your most recent State Portfolio Performance Data Reports on the MDE website(Provide data in the space below or indicate if providing an attachment)

The state portfolio performance data reports measure schools – and the authorizing portfolio -- relative to z-scores, where a z-score of greater than or equal to zero indicates that the school is performing at or above the state average for the grades served.

ACADEMIC

SAM’s portfolio demonstrates less than state average performance in most proficiency and growth categories, representing areas for improvement. However, math focus proficiency – proficiency of disadvantaged students – and reading focus growth – growth of disadvantaged students – is strong. In addition, the graduation z-score is in the 100th percentile, representing the strength of SAM’s authorized high school, Math & Science Academy.

2015	State Average	State Median	SAM Portfolio Z-Score Average	Average places the portfolio in the following percentile quartile
Math – Proficiency	0	0.224	-0.092	25 – 50 th
Focus Proficiency	0	0.079	0.309	50 – 75 th
Growth	0	-0.074	-0.356	25 – 50 th
Focus Growth	0	-0.041	-0.277	25 – 50 th
Reading -- Proficiency	0	0.230	-0.399	25 – 50 th
Focus Proficiency	0	0.114	-0.061	25 – 50 th
Growth	0	-0.045	-0.014	25 – 50 th
Focus Growth	0	-0.015	0.0327	50 – 75 th
Graduation- 4 year (2014)	0	0.228	1.178	100 th

FINANCIAL

A major strength in the SAM portfolio is the elimination of material weaknesses in internal controls: for FY2013, one school (33%) had material weaknesses in internal controls; whereas for FY2014, no schools had material weaknesses in internal controls.

SAM’s portfolio demonstrates decreases in financial performance from the prior year, representing areas for improvement. Specifically:

- For FY2013, 100% of SAM schools received the finance award, whereas for FY2014 only one (33%) did.
- For FY2013, no schools were in Statutory Operating Debt, whereas in FY2014, one school (33%) was.

Authorizer Portfolio Performance Data (limit 2 pages)

Present outcome data regarding other performance indicators your organization used to measure academic, operational and financial performance when evaluating your portfolio of charter schools. (Provide data in the space below or indicate if providing an attachment)

SAM uses multiple measures when evaluating its portfolio. These measures are provided on an individual school-basis in Part Three of this report. Consolidated reporting of significant indicators is summarized below.

of SAM schools
Achieving Indicators / #
SAM schools with
reportable results

2015 2014 2013

Academic Indicators				
	MCA Proficiency > resident district	1/3	1/1	1/1
	MCA Proficiency > state average	1/3	1/2	1/1
	On-track growth > state average	1/1	1/1	1/1
	FRL proficiency rate > state FRL proficiency rate	0/2	0/1	NA
	MMR > state average	1/1	1/1	1/1
	FR > state average	1/1	1/1	1/1
Financial Indicators				
	External Audit = no material or significant deficiencies	3/3	2/3	1/1
	State Finance Award Recipient	2/3	3/3	1/1
	Per Pupil Cost < Resident District Cost	Not	1/3	1/1
	Taxpayer Value	Available	1/3	1/1
	Fund Balance ≥ 25%	1/3	1/3	1/1
	All Additional Sustainability Indicators Met	2/3	1/3	1/1
	All Near-Term Indicators Met	1/3	1/3	1/1
Operation Indicators				
	Educational Program contained in charter implemented	3/3	2/3	1/1
	Instruction/assessment aligned to standards, emphasizes student achievement	3/3	2/3	0/1
	Complies with ALL applicable laws and reporting requirements	1/3	2/3	0/1

World's Best Workforce (limit 1 pages)

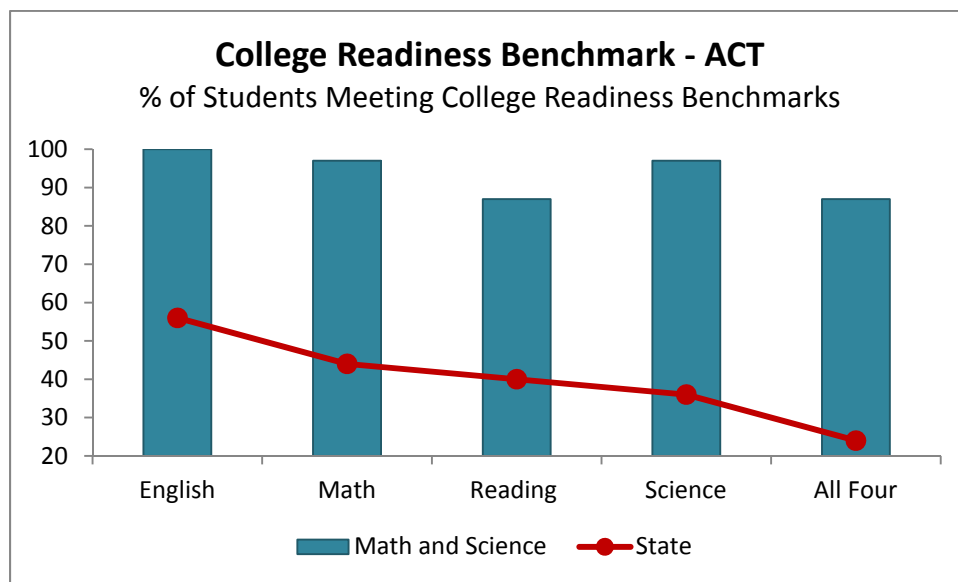
Describe how your organization incorporates achievement of World's Best Workforce goals in its ongoing oversight and evaluation of charter schools. (Provide data in the space below or indicate if providing an attachment)

Student Achievement Minnesota incorporates achievement of World's Best Workforce goals in its ongoing oversight and evaluation as follows:

- SAM evaluates, and provides separate analysis of, attainment of World's Best Workforce Goals, through multiple means such as school evaluation reports and site visit reports, and
- As charter contracts are renewed, SAM will incorporate World's Best Workforce Goals into charter contract goals.

With respect to separate analysis of attainment of World's Best Workforce Goals, and as one example:

World's Best Workforce Goal: All Students are Ready for Career and College



FY 2015 Authorizer Annual Report Part Three: Operational Charter School LEA Profile

Charter School LEA Name: Math and Science Academy

LEA Number: 4043

Address: 8430 Woodbury Crossing Woodbury, MN 55125

Website: mnmsa.org

Initial Year of Operation: 1999

Elementary and/or Secondary Grades Authorized to Serve: 6-12

Elementary and/or Secondary Grades Actually Served in FY 2015: 6-12

MDE Officially Recognized Early Learning Program(s):

- Instructional prekindergarten program
 Instructional preschool program
 Early childhood health and developmental screening
 None

Charter School LEA Demographic Information for FY 2015 (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.4%	20.7%	4.0%	8.4%	66.5%	0.2%	6.7%	1.9%

LEA Site Information for FY 2015 (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Math and Science Academy	010	8430 Woodbury Crossing Woodbury, MN 55125	478	6-12

Academic Performance Indicators (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2015? Yes No

- If no, provide brief explanation (e.g. LEA only serves non-tested grades, LEA student count is too small to report)

N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2013	78.0	224	287
Math	2014	79.8	233	292
Math	2015	85.0	260	306
Reading	2013	87.2	258	296
Reading	2014	85.1	263	309
Reading	2015	84.5	267	316

Graduation Rates**4-Year Cohort**

Year	Graduated Count	Graduated Percent
2012	24	88.9
2013	28	90.3
2014	23	100

5-Year Cohort

Year	Graduated Count	Graduated Percent
2012	30	90.9
2013	24	92.3
2014	28	90.3

6-Year Cohort

Year	Graduated Count	Graduated Percent
2012	22	100
2013	30	90.9
2014	24	92.3

Charter School Performance - Growth by SiteData source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Math and Science Academy	Math	2013	271	-0.07
Math and Science Academy	Math	2014	279	0.15
Math and Science Academy	Math	2015	297	0.30
Math and Science Academy	Reading	2013	283	0.32
Math and Science Academy	Reading	2014	295	0.24
Math and Science Academy	Reading	2015	306	0.24

Other Academic or Nonacademic Indicators by LEA (optional; limit 2 pages): Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Minnesota Accountability System

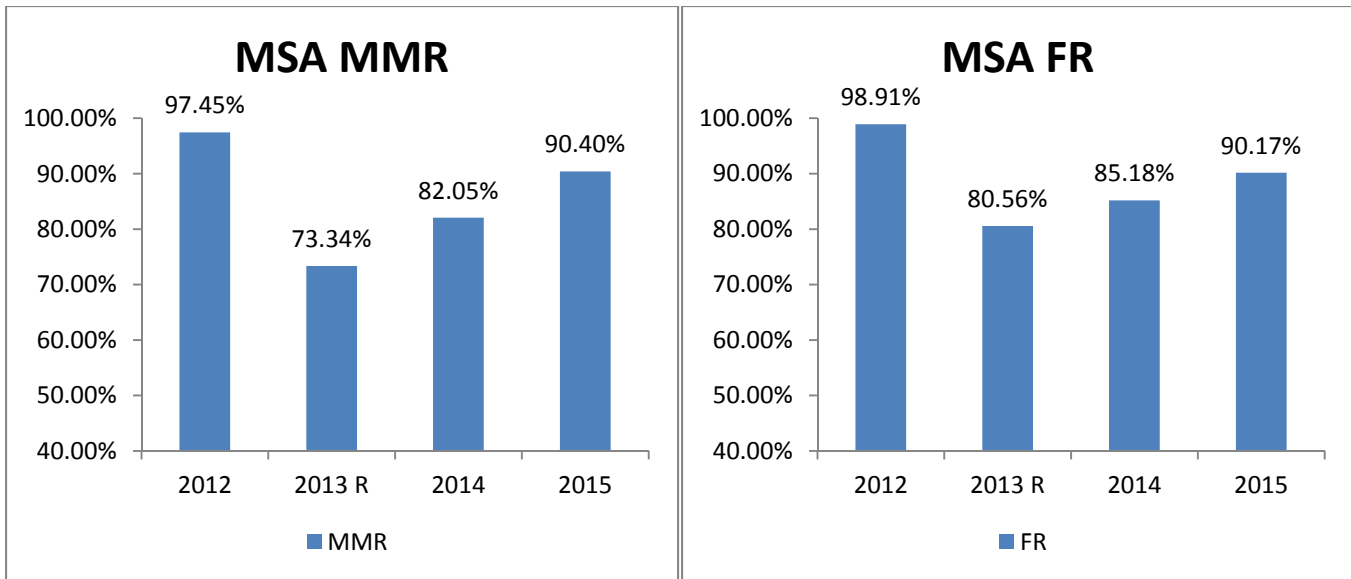
Multiple Measurement Rating:

The Multiple Measurement Rating (MMR), from 0 – 100, measures a school’s performance in student proficiency, individual student growth, achievement gap reduction and, for high schools, graduation rates. The higher the rating, the better the school is doing.

Focus Rating:

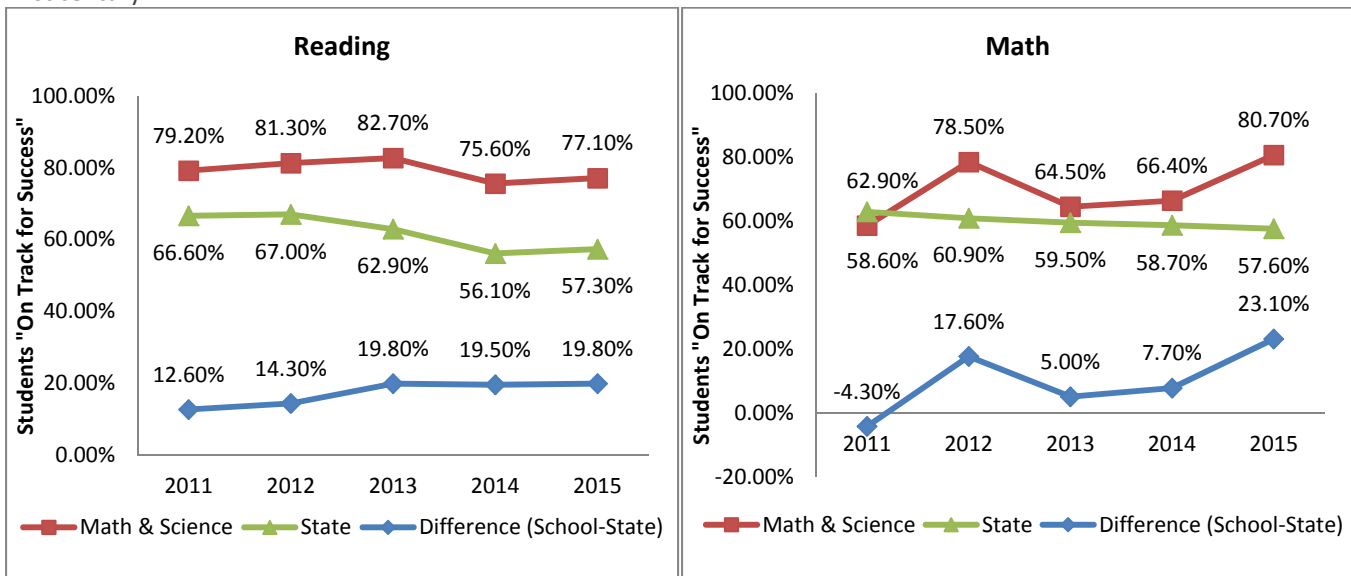
The Focus Rating (FR), from 0 – 100, measures the school’s contribution to the state’s achievement gap. A high rating means the school is closing the gap.

Math and Science Academy’s MMR and FR remain well above the state averages of 53 and 55 respectively, and the school has steadily increased its MMR and FR over the past three years.



Growth

The Minnesota Growth Model determines if students are gaining and maintaining skills necessary to be post-secondary ready in the 21st century.

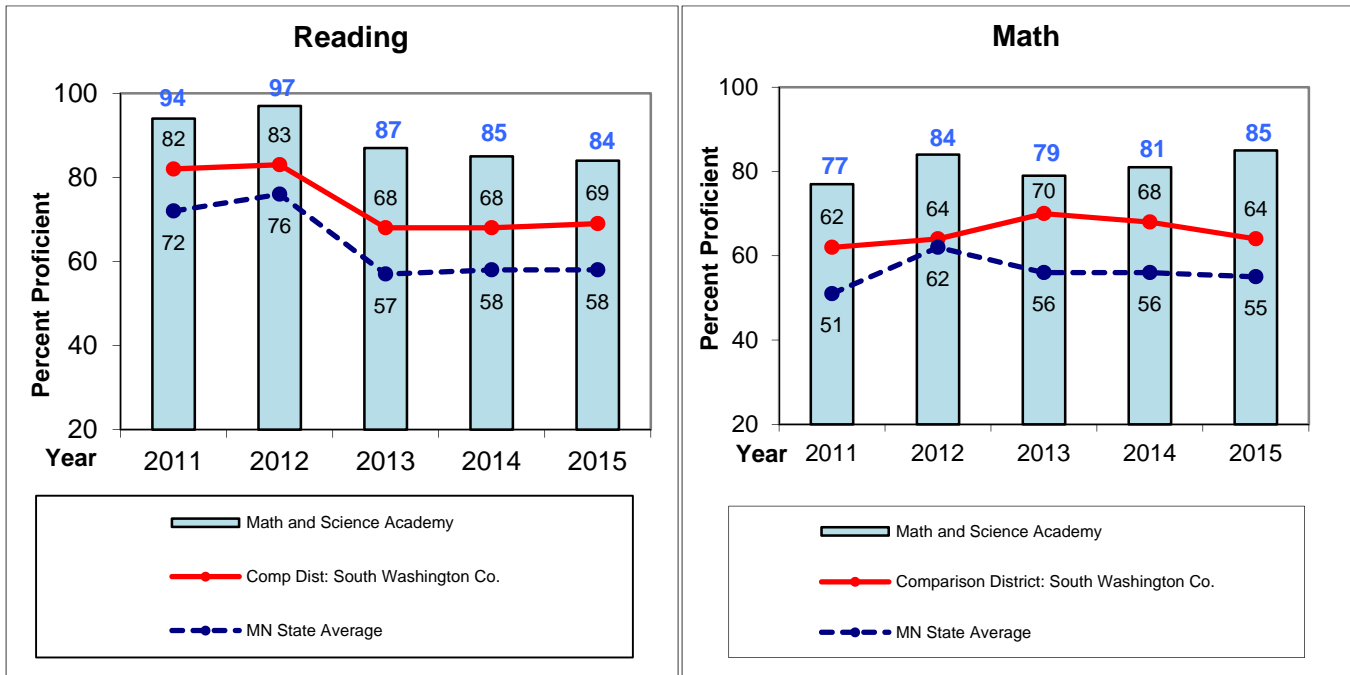


Math and Science’s on-track growth has continually outperformed the state average in reading and math. In addition, the school’s reading and math on-track growth showed gains in 2015.

Minnesota Comprehensive Assessment (MCA) Results

Math and Science’s proficiency rates exceeded both the state average and the resident district in reading and math, showing improvement in math while maintaining its rate in reading.

All Students



	2011	2012	2013	2014	2015
Grades Served	6-12	6-12	6-12	6-12	6-12
Enrollment	320	349	382	442	442

Math and Science Academy had too few FRL students to report data

Operational Performance Indicators in FY 2015

Is the school’s FY 2015 World’s Best Workforce report per [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) posted on the school’s website? Yes No

- If no, provide brief explanation
N/A

Was the school’s FY 2015 World’s Best Workforce report *summary* per [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) submitted to MDE by December 1, 2015? Yes No

- If no, provide brief explanation
N/A

Was the board compliant with training requirements per [Minnesota Statutes, section 124E.07, Subdivision 7](#) in FY 2015? Yes No

- If no, provide brief explanation
N/A

Was the board compliant with election and composition requirements per [Minnesota Statutes, section 124E.07, Subdivision 3](#) in FY 2015? Yes No

- If no, provide brief explanation
N/A

Was the school’s lottery policy and admission practices compliant with [Minnesota Statutes, section 124E.11](#) and related requirements in FY 2015? Yes No

- If no, provide brief explanation
N/A

Other Operational Performance Indicators by LEA level (optional; limit 2 pages): Outcome data regarding other indicators that your organization used when evaluating the charter school LEA’s operational performance (*Data is provided in the space below or as an attachment*)

Math and Science

			Student Achievement Minnesota has not issued notice of deficiency	State Agency or Student Achievement Minnesota issued notice of deficiency and		
Standard / Target				notice issued and evidence of correction provided	deficiency repeated from prior year	deficiency remains unresolved or evidence of correction not provided
Academic Indicators						
	Educational Program	Implements essential terms of educational program contained in charter contract	x			
	Instruction & Assessment	Implementation aligned to standards, emphasizes student achievement	x			
	Requirement	Compliance with instructional hours, assessment requirements	x			
	Special Needs	Compliance with requirements related to English Language Learner students and students with disabilities	x			
Financial Indicators		See Financial Performance Section				
Governance						
	Requirement	Compliance with Open Meeting Law, bylaws, composition, training requirements	x			
	Director Evaluation	Compliance with state evaluation requirements	x			
	Reporting	Compliance with state and authorizer reporting requirements				x
	Legal	Compliance with applicable laws	x			
	Policies	Reviewed regularly and comply with applicable requirements	x			

	Oversight	Adequate oversight, confirmed through school's ability to meet obligations and authorizer attendance at board meetings, review of board minutes, site visits	x			
Student Rights		Compliance with lottery, data privacy, discipline requirements	x			
Personnel		Compliance with hiring, evaluation, professional development, licensing requirements	x			
Facilities		Compliance with Health, Safety, Occupancy requirements	x			
Other		Compliance with additional requirements	x			

Financial Performance Indicators in FY 2015

Did the charter school LEA receive MDE’s school Finance Award in FY 2015? Yes No

Is the charter school LEA currently in Statutory Operating Debt (S.O.D)? Yes No

- If yes, how long has it been in S.O.D? N/A

What was the charter school LEA’s 2014 year-end fund balance?

Amount: \$1,669,524

Percentage: 38.10%

Other Financial Performance Indicators by LEA level (optional; limit 2 pages): Outcome data regarding other indicators that your organization used when evaluating the charter school LEA’s financial performance (*Data is provided in the space below or as an attachment*)

Math and Science

Financial Indicators

	Target	2015	2014	2013
Operations Indicators				
	No material weaknesses; no more than 1 other deficiency; unqualified			
External Audit	opinion	x	x	x
State Finance Award	Receipt	x	x	x
Return on Investment Indicators				
	Per pupil cost of delivery less than			
Cost Index	100% of resident district cost	Not	91%	89%
Taxpayer Value	Greater than 1	Available	1.4	1.2
Program Indicators				
% of Total Expenditures to:				
Instruction	Trends	Not	60.68	61.46
Administration		Available	11.43	13.26

Facility			27.65	24.97
Transportation			0.24	
Near-Term Indicators				
Current Ratio	≥ 1.1 or > 1.0 with positive trend	5.3	7.1	4.1
Days Cash	≥ 60 days or > 30 days with positive trend	129	121	120
Sustainability Indicators				
Margin, current	Positive	4.8	2.7	6.2
Margin, three-year	Positive	4.5	4.6	NA
Debt to Asset Ratio	< 0.5	0.19	0.14	0.24
Change in Cash				
from Prior Year	Positive	224,712	214,972	943,578
3 Year Cumulative Fund Balance	Positive ≥ 25%	439,684 38%	1,158,550 36%	899,052 39%

Overall Status in FY 2015

Was the school in intervention and/or corrective action in FY 2015? Yes No

- If yes, provide brief explanation
N/A

**FY 2015 Authorizer Annual Report
Part Three: Operational Charter School LEA Profile**

Charter School LEA Name: Northeast College Prep

LEA Number: 4219

Address: 2511 Taylor Street NE Minneapolis, MN 55418

Website: northeastcollegeprep.org

Initial Year of Operation: 2014

Elementary and/or Secondary Grades Authorized to Serve: K-8

Elementary and/or Secondary Grades Actually Served in FY 2015: K-3

MDE Officially Recognized Early Learning Program(s):

- Instructional prekindergarten program
- Instructional preschool program
- Early childhood health and developmental screening
- None

Charter School LEA Demographic Information for FY 2015 (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.7%	8.3%	77.2%	13.8%	58.6%	2.8%	92.4%

LEA Site Information for FY 2015 (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Northeast College Prep	010	2511 Taylor Street NE Minneapolis, MN 55418	145	K-3

Academic Performance Indicators (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2015? Yes No

- If no, provide brief explanation (e.g. LEA only serves non-tested grades, LEA student count is too small to report)

N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2013	N/A	N/A	N/A
Math	2014	N/A	N/A	N/A
Math	2015	45.2	14	31
Reading	2013	N/A	N/A	N/A
Reading	2014	N/A	N/A	N/A
Reading	2015	25.8	8	31

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

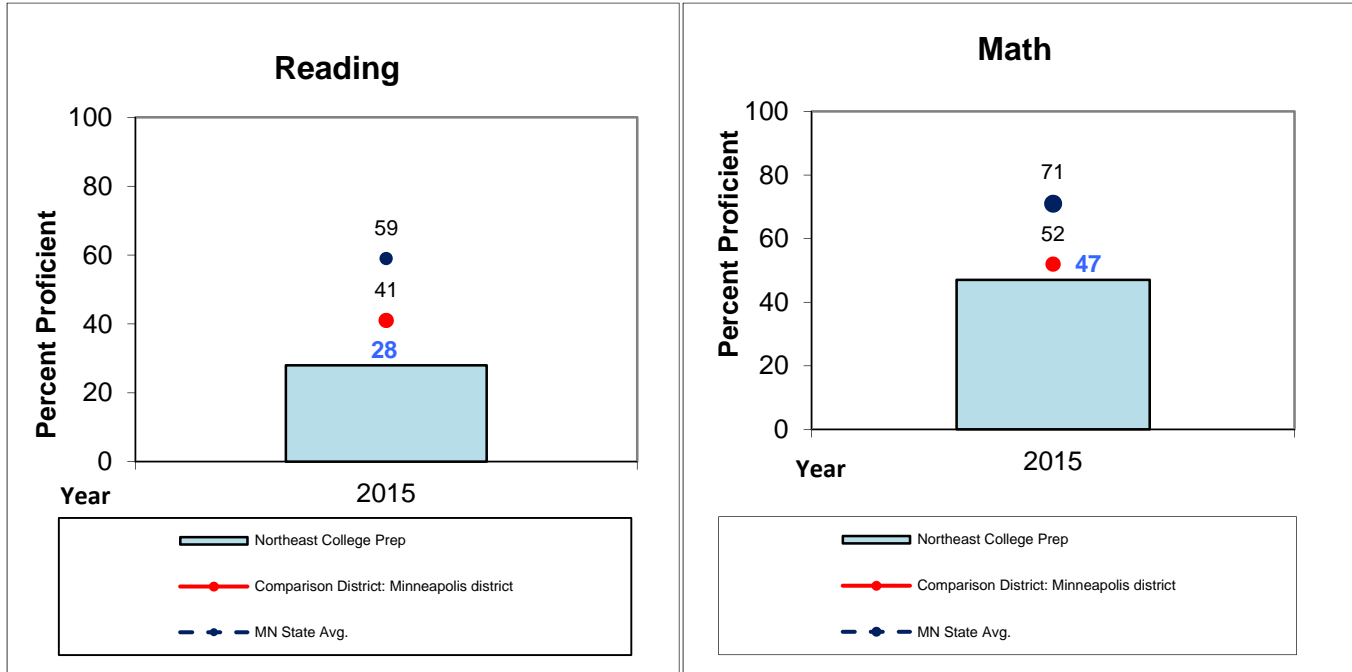
Site Name	Subject	Year	# of Students	Growth Z-Score
Northeast College Prep	Math	2013	N/A	N/A
Northeast College Prep	Math	2014	N/A	N/A
Northeast College Prep	Math	2015	N/A	N/A
Northeast College Prep	Reading	2013	N/A	N/A
Northeast College Prep	Reading	2014	N/A	N/A
Northeast College Prep	Reading	2015	N/A	N/A

Other Academic or Nonacademic Indicators by LEA (optional; limit 2 pages): Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA’s student performance and achievement (*Data is provided in the space below or as an attachment*)

Minnesota Comprehensive Assessment (MCA) Results

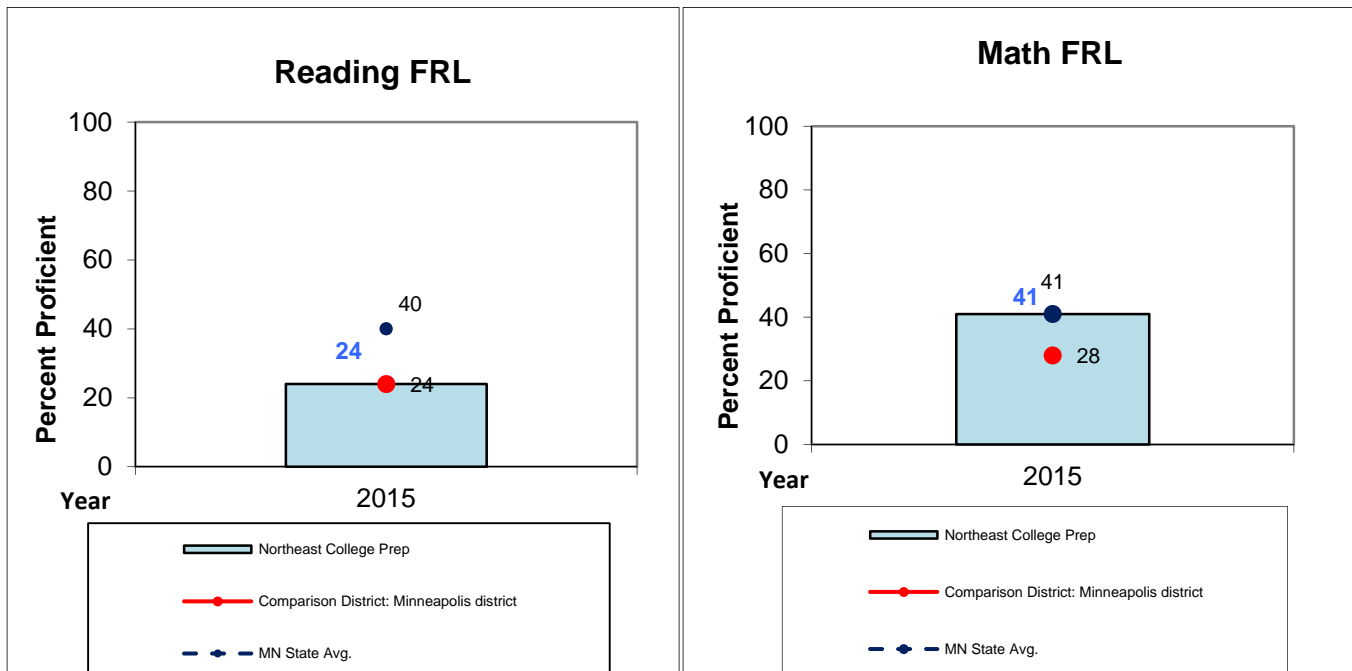
Northeast College Prep performed lower than the state average and resident district in reading and in math. The school's disadvantaged student proficiency equaled the resident district disadvantaged student proficiency in reading and exceeded the resident district in math. Because the school serves primarily disadvantaged students, its proficiency rates for these students, when compared with the state average and resident districts, may be reflective of the school's proficiency performance.

All Students



	2015
Grades Served	K-3
Enrollment	145

Students Qualifying for Free/Reduced Price Lunch (FRL):



Operational Performance Indicators in FY 2015

Is the school’s FY 2015 World’s Best Workforce report per [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) posted on the school’s website? Yes No

- If no, provide brief explanation
N/A

Was the school’s FY 2015 World’s Best Workforce report *summary* per [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) submitted to MDE by December 1, 2015? Yes No

- If no, provide brief explanation
N/A

Was the board compliant with training requirements per [Minnesota Statutes, section 124E.07, Subdivision 7](#) in FY 2015?

Yes No

- If no, provide brief explanation
N/A

Was the board compliant with election and composition requirements per [Minnesota Statutes, section 124E.07, Subdivision 3](#) in FY 2015? Yes No

- If no, provide brief explanation
N/A

Was the school’s lottery policy and admission practices compliant with [Minnesota Statutes, section 124E.11](#) and related requirements in FY 2015? Yes No

- If no, provide brief explanation
N/A

Other Operational Performance Indicators by LEA level (optional; limit 2 pages): Outcome data regarding other indicators that your organization used when evaluating the charter school LEA’s operational performance (*Data is provided in the space below or as an attachment*)

Northeast College Prep

Academic Indicators	Standard / Target	Student Achievement Minnesota has not issued notice of deficiency	State Agency or Student Achievement Minnesota issued notice of deficiency and		
			notice issued and evidence of correction provided	deficiency repeated from prior year	deficiency remains unresolved or evidence of correction not provided
	Educational Program	Implements essential terms of educational program contained in charter contract	x		
	Instruction & Assessment	Implementation aligned to standards, emphasizes student achievement	x		
	Requirement	Compliance with instructional hours, assessment requirements	x		

	Special Needs	Compliance with requirements related to English Language Learner students and students with disabilities	x			
Financial Indicators	See Financial Performance Section					
Governance						
	Requirement	Compliance with Open Meeting Law, bylaws, composition, training requirements	x			
	Director Evaluation	Compliance with state evaluation requirements	x			
	Reporting	Compliance with state and authorizer reporting requirements	x			
	Legal	Compliance with applicable laws	x			
	Policies	Reviewed regularly and comply with applicable requirements	x			
	Oversight	Adequate oversight, confirmed through school's ability to meet obligations and authorizer attendance at board meetings, review of board minutes, site visits	x			
Student Rights		Compliance with lottery, data privacy, discipline requirements	x			
Personnel		Compliance with hiring, evaluation, professional development, licensing requirements	x			
Facilities		Compliance with Health, Safety, Occupancy requirements	x			
Other		Compliance with additional requirements	x			

Financial Performance Indicators in FY 2015

Did the charter school LEA receive MDE’s school Finance Award in FY 2015? Yes No

Is the charter school LEA currently in Statutory Operating Debt (S.O.D)? Yes No

- If yes, how long has it been in S.O.D? N/A

What was the charter school LEA’s 2014 year-end fund balance?

Amount: \$284,951

Percentage: 14.33%

Other Financial Performance Indicators by LEA level (optional; limit 2 pages): Outcome data regarding other indicators that your organization used when evaluating the charter school LEA’s financial performance (*Data is provided in the space below or as an attachment*)

Northeast College Prep

Financial Indicators

	Target	2015	
Operations Indicators			
	No material weaknesses; no more than 1 other deficiency; unqualified		
External Audit	opinion	x	
State Finance Award	Receipt	x	
Return on Investment Indicators			
	Per pupil cost of delivery less than 100% of resident district cost		
Cost Index		Not Available	
	Taxpayer Value Greater than 1		
Taxpayer Value		Available	
Program Indicators			
% of Total Expenditures to:	Trends		
Instruction			Not Available
Administration			
Facility			
Transportation			
Near-Term Indicators			
Current Ratio	≥ 1.1 or > 1.0 with positive trend	2.8	
Days Cash	≥ 60 days or > 30 days with positive trend	8.46	
Sustainability Indicators			
Margin, current	Positive	9.29	
Margin, three-year	Positive	N/A	
Debt to Asset Ratio	< 0.5	0.4	
Change in Cash			
from Prior Year	Positive	N/A	
3 Year Cumulative	Positive	N/A	
Fund Balance	≥ 25%	13%	

Overall Status in FY 2015

Was the school in intervention and/or corrective action in FY 2015? Yes No

- If yes, provide brief explanation
N/A

**FY 2015 Authorizer Annual Report
Part Three: Operational Charter School LEA Profile**

Charter School LEA Name: West Side Summit Charter School

LEA Number: 4212

Address: 497 Humboldt Avenue St Paul, MN 55107

Website: westsidesummit.org

Initial Year of Operation: 2013

Elementary and/or Secondary Grades Authorized to Serve: K-8

Elementary and/or Secondary Grades Actually Served in FY 2015: K-4

MDE Officially Recognized Early Learning Program(s):

- Instructional prekindergarten program
- Instructional preschool program
- Early childhood health and developmental screening
- None

Charter School LEA Demographic Information for FY 2015 (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.9%	0.0%	56.1%	29.8%	13.2%	36.8%	15.8%	93.0%

LEA Site Information for FY 2015 (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
West Side Summit Charter School	010	497 Humboldt Avenue St Paul, MN 55107	114	K-4

Academic Performance Indicators (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2015? Yes No

- If no, provide brief explanation (e.g. LEA only serves non-tested grades, LEA student count is too small to report)

N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2013	N/A	N/A	N/A
Math	2014	23.1	3	13
Math	2015	44.0	11	25
Reading	2013	N/A	N/A	N/A
Reading	2014	30.8	4	13
Reading	2015	24.0	6	25

Graduation Rates**4-Year Cohort**

Year	Graduated Count	Graduated Percent
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Charter School Performance - Growth by SiteData source: [Multiple Measurement District Download](#)

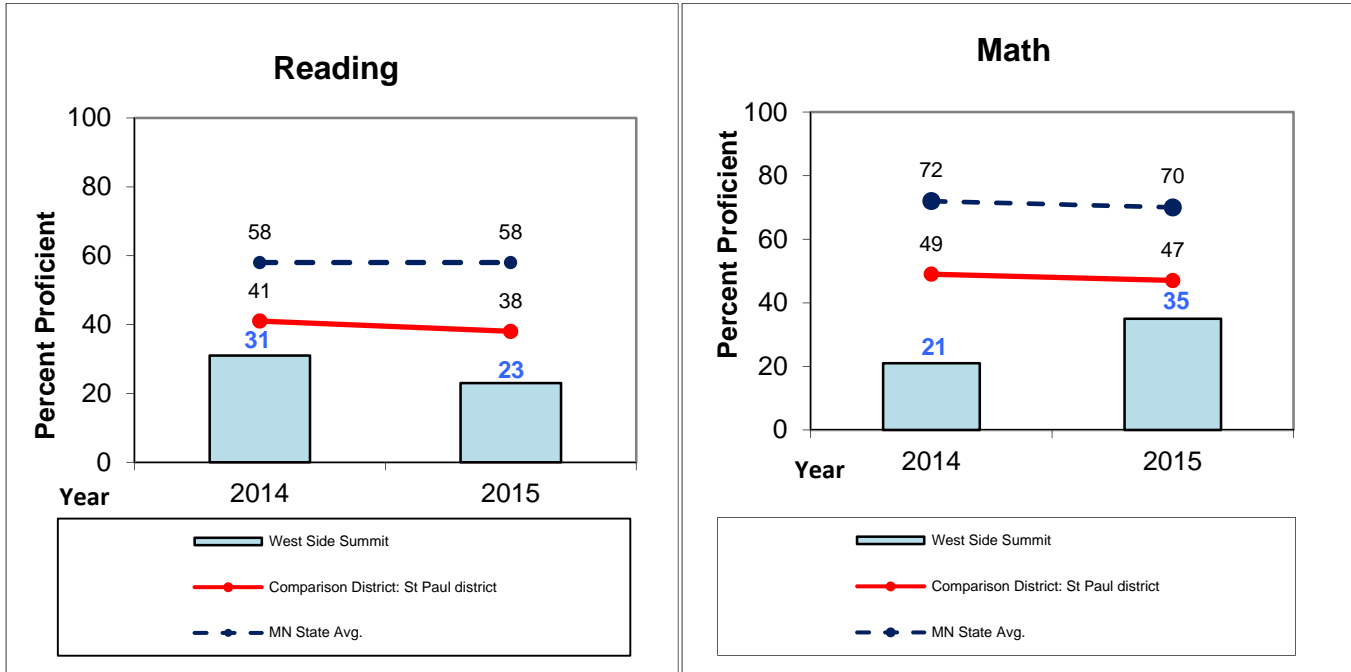
Site Name	Subject	Year	# of Students	Growth Z-Score
West Side Summit Charter School	Math	2013	N/A	N/A
West Side Summit Charter School	Math	2014	N/A	N/A
West Side Summit Charter School	Math	2015	13	-1.00
West Side Summit Charter School	Reading	2013	N/A	N/A
West Side Summit Charter School	Reading	2014	N/A	N/A
West Side Summit Charter School	Reading	2015	13	-0.61

Other Academic or Nonacademic Indicators by LEA (optional; limit 2 pages): Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Minnesota Comprehensive Assessment (MCA) Results

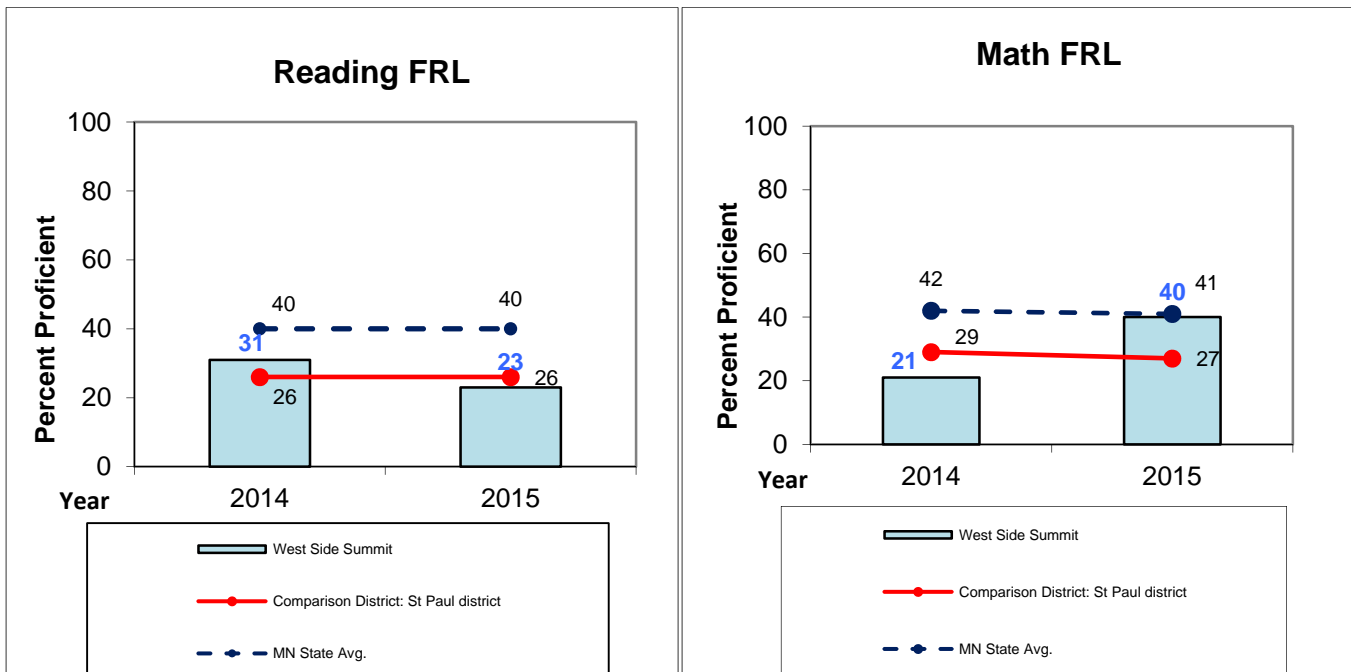
West Side Summit’s 2015 proficiency increased in math but declined in reading from 2014. The school performed lower than the state average and resident district in reading and in math. Although the school’s disadvantaged student proficiency declined in reading from the previous year, it increased in math and exceeded the resident district. Because the school serves primarily disadvantaged students, its proficiency rates for these students, when compared with the state average and resident districts, may be more reflective of the school’s proficiency performance.

All Students



	2014	2015
Grades Served	K-3	K-4
Enrollment	106	114

Students Qualifying for Free/Reduced Price Lunch (FRL):



Operational Performance Indicators in FY 2015

Is the school’s FY 2015 World’s Best Workforce report per [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) posted on the school’s website? Yes No

- If no, provide brief explanation
The report is not on the school’s website.

Was the school’s FY 2015 World’s Best Workforce report *summary* per [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) submitted to MDE by December 1, 2015? Yes No

- If no, provide brief explanation
N/A

Was the board compliant with training requirements per [Minnesota Statutes, section 124E.07, Subdivision 7](#) in FY 2015?

Yes No

- If no, provide brief explanation
The school did not provide evidence of the required training to Student Achievement Minnesota.

Was the board compliant with election and composition requirements per [Minnesota Statutes, section 124E.07, Subdivision 3](#) in FY 2015? Yes No

- If no, provide brief explanation
N/A

Was the school’s lottery policy and admission practices compliant with [Minnesota Statutes, section 124E.11](#) and related requirements in FY 2015? Yes No

- If no, provide brief explanation
N/A

Other Operational Performance Indicators by LEA level (optional; limit 2 pages): Outcome data regarding other indicators that your organization used when evaluating the charter school LEA’s operational performance (*Data is provided in the space below or as an attachment*)

West Side Summit

Academic Indicators	Standard / Target	Student Achievement Minnesota has not issued notice of deficiency	State Agency or Student Achievement Minnesota issued notice of deficiency and		
			notice issued and evidence of correction provided	deficiency repeated from prior year	deficiency remains unresolved or evidence of correction not provided
Educational Program	Implements essential terms of educational program contained in charter contract	x			
Instruction & Assessment	Implementation aligned to standards, emphasizes student achievement	x			
Requirement	Compliance with instructional hours, assessment requirements	x			

	Special Needs	Compliance with requirements related to English Language Learner students and students with disabilities	x			
Financial Indicators		See Financial Performance Section				
Governance						
	Requirement	Compliance with Open Meeting Law, bylaws, composition, training requirements	x			
	Director Evaluation	Compliance with state evaluation requirements	x			
	Reporting	Compliance with state and authorizer reporting requirements				x
	Legal	Compliance with applicable laws	x			
	Policies	Reviewed regularly and comply with applicable requirements	x			
	Oversight	Adequate oversight, confirmed through school's ability to meet obligations and authorizer attendance at board meetings, review of board minutes, site visits	x			
Student Rights		Compliance with lottery, data privacy, discipline requirements	x			
Personnel		Compliance with hiring, evaluation, professional development, licensing requirements	x			
Facilities		Compliance with Health, Safety, Occupancy requirements	x			
Other		Compliance with additional requirements	x			

Financial Performance Indicators in FY 2015

Did the charter school LEA receive MDE’s school Finance Award in FY 2015? Yes No

Is the charter school LEA currently in Statutory Operating Debt (S.O.D)? Yes No

- If yes, how long has it been in S.O.D? N/A

What was the charter school LEA’s 2014 year-end fund balance?

Amount: \$-33,341

Percentage: -2.14%

Other Financial Performance Indicators by LEA level (optional; limit 2 pages): Outcome data regarding other indicators that your organization used when evaluating the charter school LEA’s financial performance (*Data is provided in the space below or as an attachment*)

West Side Summit

Financial Indicators

	Target	2015	2014
Operations Indicators			
	No material weaknesses; no more than 1 other deficiency; unqualified		
External Audit	opinion	1-other	x
State Finance Award	Receipt	No	x
Return on Investment Indicators			
	Per pupil cost of delivery less than		
Cost Index	100% of resident district cost	Not	113%
Taxpayer Value	Greater than 1	Available	0.6
Program Indicators			
% of Total Expenditures to:			
Instruction	Trends	Not	40.6
Administration		Available	22.58
Facility			25.98
Transportation			10.84
Near-Term Indicators			
Current Ratio	≥ 1.1 or > 1.0 with positive trend	0.8	1.0
Days Cash	≥ 60 days or > 30 days with positive trend	9.35	16
Sustainability Indicators			
Margin, current	Positive	-2.84	0.8
Margin, three-year	Positive	N/A	N/A
Debt to Asset Ratio	< 0.5	1.2	1.0
Change in Cash			
from Prior Year	Positive	(30,557)	N/A
3 Year Cumulative	Positive	N/A	N/A
Fund Balance	≥ 25%	-2%	1%

Overall Status in FY 2015

Was the school in intervention and/or corrective action in FY 2015? Yes No

- If yes, provide brief explanation
N/A

Definitions	(As of June 30 th unless indicated. Excluded affiliated building companies.)
Cost Index	Charter school per pupil cost divided by the resident district per pupil cost, measures relative cost.
Taxpayer Value	Academic performance divided by cost (average math and reading proficiency of the charter school divided by the resident district average math and reading proficiency, divided by the Cost Index).
Current Ratio	Assets divided by Liabilities, measures the schools ability to pay its obligations over the next 12 months.
Days Cash	Cash divided by Expenses (excluding depreciated expense) divided by 365, generally measures the school's ability to pay its obligations. June 30th year-end is typically a low cash-point and comparatively few days cash may reflect careful fiscal management rather than inability to pay obligations. Days cash is also impacted by the state's holdback (withholding of revenue until the next school year); the standard reflected is based on a 10% holdback, in contrast to the 40% state holdback in 2012.
Enrollment	% difference between actual and budgeted enrollment, measures key revenue.
Margin	Net Income divided by Revenue, measures whether the school operates at a surplus or a deficit.
Debt to Asset Ratio	Liabilities divided by Assets, measures what the school owes compared with what it owns.
Fund Balance	Total Fund Balance divided by Total Annual Expenses, measures the school's reserves.