



2016 Authorizer Annual Report

Charter School Performance

FY 2016 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

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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 2016, SAM authorized three charter schools serving 839 students:

- one long-time operational school which, in December 2016, was named a “High-Quality Charter School” by the Minnesota Department of Education,
- one school which opened in 2013-2014, and
- one school which opened for its first year in 2014-2015

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, 2015 – June 30, 2016)

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.)

Received no applications

If yes, state the following:

- Total number of new charter school applications reviewed: N/A
- List name(s) of applicants your organization approved: N/A
- List name(s) of applicants your organization denied: N/A
- 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- List name(s) of applicants that had other reasons (e.g. withdrawn application): N/A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 2016 (i.e. opened in the fall of 2015)

Name of new charter school LEA(s) approved to begin serving students in FY 2016	Charter School LEA Number	Did this school open as planned?	If no, provide reason and projected opening date
N/A	N/A	N/A	N/A

Charter School Expansion Application(s) in FY 2016

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 2016

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 2016

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 2016
(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 FY2016, SAM personnel attended:

Professional Development	When	Student Achievement Minnesota Personnel Attending		Area Addressed			Purpose
		Staff	Leadership	Authorizer Practices / Oversight	School Operations	Student Achievement	
Friends of Education/SAM United in Best Practice 2.0	August 2015	✓	✓	✓	✓	✓	Best practices for teachers and leaders
Charter Schools	September 2015	✓	✓	✓	✓	✓	Review charter contract requirements impacting oversight, school operations, and student achievement
NACSA Leadership Conference	October 2015		✓	✓	✓	✓	Authorizer oversight and monitoring, contract renewal criteria.
Open Meeting law for Authorizers; Legal and Fiduciary Responsibilities of School Boards	November 2015	✓	✓	✓	✓		Authorizer oversight and school board obligations
Data Driven Instruction	December 2015	✓	✓			✓	Training in Data Driven Instruction to promote student achievement

TIES Excel Training	January February 2016	✓	✓				Navigating, managing and interpreting academic data.
Charter School Finance	March 2016	✓	✓	✓	✓		Training in charter school finance to inform oversight and school operations
Friends of Education/SAM Director Conference	May 2016	✓	✓				Obtain information regarding existing requirements in complex areas to inform oversight and school practices
ESSA				✓	✓	✓	
Charter School Lease Pricing & Practices				✓	✓		
Lease Aid Applications – Common Issues				✓	✓		
National Assessment Review				✓	✓	✓	

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 reviewed its leadership and established professional development goals.

SAM also reviewed its also process. Because SAM substantially aligns its practices with those of Friends of Education's and incorporates changes adopted by Friends of Education. As a result, SAM modified its charter contract and site visit report to ensure quality school oversight.

SAM also reviewed staffing adequacy; because the portfolio has not changed in size, no changes to staff were made.

SAM also met regularly (generally monthly) with its leadership and external consultants to review internal processes. A major focus of the FY2016 meetings was the site visit review form and process.

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, brainstorm, and problem-solve. 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.

SAM also attended the National Association of Charter School Authorizers conference.

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 FY2016 this consultant has been used by Northeast College Prep and West Side Summit. SAM has also made available a consultant to assist schools in curriculum mapping and sequencing of material and Data Driven Instruction.

Professional Development

During FY2016, SAM provided the following professional development opportunity to its schools.

Charter School Lease Pricing & Practices: May 9, 2016

Effective Teacher Development: July 30, 2015

Every Student Succeeds Act: May 9, 2016

Excel Training in Managing and Interpreting Academic Data: January 21, 2016; February 5, 2016

Innocent Classroom: July 30, 2015

Lease Aid Application: May 9, 2016

National Assessments Review: May 9, 2016

Reading Like a Scientist: July 30, 2015

Special Education Requirements review: July 30, 2015

Teach Like a Champion: July 30, 2015

SAM was pleased to participate, with Friends of Education, in hosting Dr. Mike Schmoker, author of the best-selling *FOCUS: Elevating the Essentials to Radically Improve Student Learning*, on July 30, 2015 for its authorized schools.

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 continues to intentionally seek the dissemination and replication of high-quality school practices.

In FY 2016, SAM organized quarterly meetings with collective school leadership which facilitated collaboration, sharing of best practices, and mutual problem-solving.

Part Two: Portfolio Information

General Charter School LEA Data in FY 2016

Total number of preoperational and operational charter school LEAs in FY 2016: 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	503
Northeast College Prep	4219	None	K-4	193
West Side Summit Charter School	4212	None	K-5	143

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 2016

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 great 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 99th percentile, representing the strength of SAM's authorized high school, Math & Science Academy.

2016	State Average	SAM Portfolio Z-Score Average
Math – Proficiency	0	-0.122
Focus Proficiency	0	0.277
Growth	0	-0.296
Focus Growth	0	-0.184
Reading -- Proficiency	0	-0.228

Focus Proficiency	0	0.121
Growth	0	-0.056
Focus Growth	0	-0.002
Graduation- 4 year (2015)	0	0.996

FINANCIAL

A major strength in the SAM portfolio is the maintenance of no material weaknesses in internal controls: for FY2015, no schools – for the second consecutive year – had material weaknesses in internal controls.

SAM's portfolio demonstrates some improvement in fund balance percentages. For FY2014, 2 of 3 schools had fund balances less than 10%; for FY2015, one of those schools increased its fund balance to the 10-20% range. In addition, no schools in FY2015 were in statutory operating debt, which is an improvement from FY2014.

A significant weakness in the portfolio is the schools' inability to consistently receive the state finance award. Specifically, a school which had received the finance award in FY2013 and FY2014, did not receive the award in FY2015. However, another school did receive the state finance award in FY2015.

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		
		2016	2015	2014
Academic Indicators				
	MCA Proficiency > resident district	1/3	1/3	1/1
	MCA Proficiency > state average	1/3	1/3	1/2
	On-track growth > state average	1/3	1/1	1/1
	FRL proficiency rate > state FRL proficiency rate	0/2	0/2	0/1
	MMR > state average	1/3	1/1	1/1
	FR > state average	1/3	1/1	1/1
Financial Indicators				
	External Audit = no material or significant deficiencies	3/3	3/3	2/3
	State Finance Award Recipient	2/3	2/3	3/3
	Per Pupil Cost < Resident District Cost	Not	3/3	1/3
	Taxpayer Value	Available	2/3	1/3
	Fund Balance ≥ 25%	1/3	1/3	1/3
	All Additional Sustainability Indicators Met	2/3	2/3	1/3

	All Near-Term Indicators Met	1/3	1/3	1/3
Operation Indicators				
	Educational Program contained in charter implemented	3/3	3/3	2/3
	Instruction/assessment aligned to standards, emphasizes student achievement	3/3	3/3	2/3
	Complies with ALL applicable laws and reporting requirements	1/3	1/3	2/3

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)

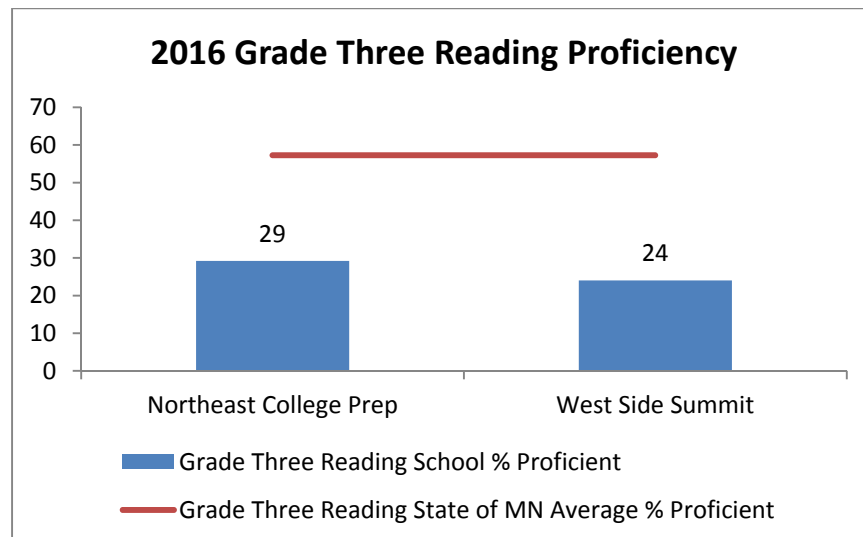
Student Achievement Minnesota incorporates achievement of World's Best Workforce goals in its ongoing oversight and evaluation as follows:

- 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 examples:

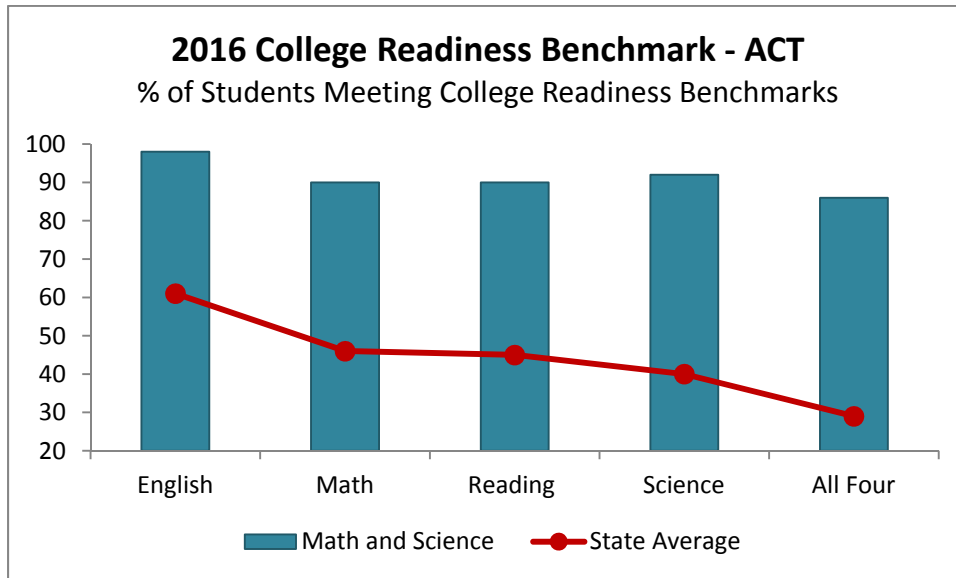
World's Best Workforce Goal: All Third-Graders Can Read at Grade Level

The following chart demonstrates that SAM schools are significantly behind the state average in third-grade reading level proficiency. This is an improvement area.



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

SAM authorizes one school which has high-school grades. Comparison of the ACT readiness benchmarks demonstrates that the school significantly outperforms state averages.



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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 2016: 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 2016 (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: Hispanic	Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian	Ethnicity: Black/African American	Ethnicity: Native Hawaiian/Pacific Islander	Ethnicity: White	Ethnicity: Two or More Races
4.6%	0.4%	19.1%	10.1%	0.0%	60.0%	5.8%

English Learner	Special Education	Free / Reduced Price Lunch
0.2%	8.9%	3.2%

LEA Site Information for FY 2016 (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	503	6-12

Academic Performance Indicators (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2016? ☒ Yes ☐ No

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

Brief explanation

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2014	79.8%	233	292
Math	2015	85.0%	260	306
Math	2016	82.7%	244	295
Reading	2014	85.1%	263	309

Subject	Year	% Proficient	# Proficient	# Tested
Reading	2015	84.5%	267	316
Reading	2016	89.1%	279	313

Graduation Rates**4-Year Cohort**

Year	Graduated Count	Graduated Percent
2013	28	90.3%
2014	23	100.0%
2015	29	90.6%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2013	24	92.3%
2014	28	90.3%
2015	23	100.0%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2013	30	90.9%
2014	24	92.3%
2015	28	90.3%

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

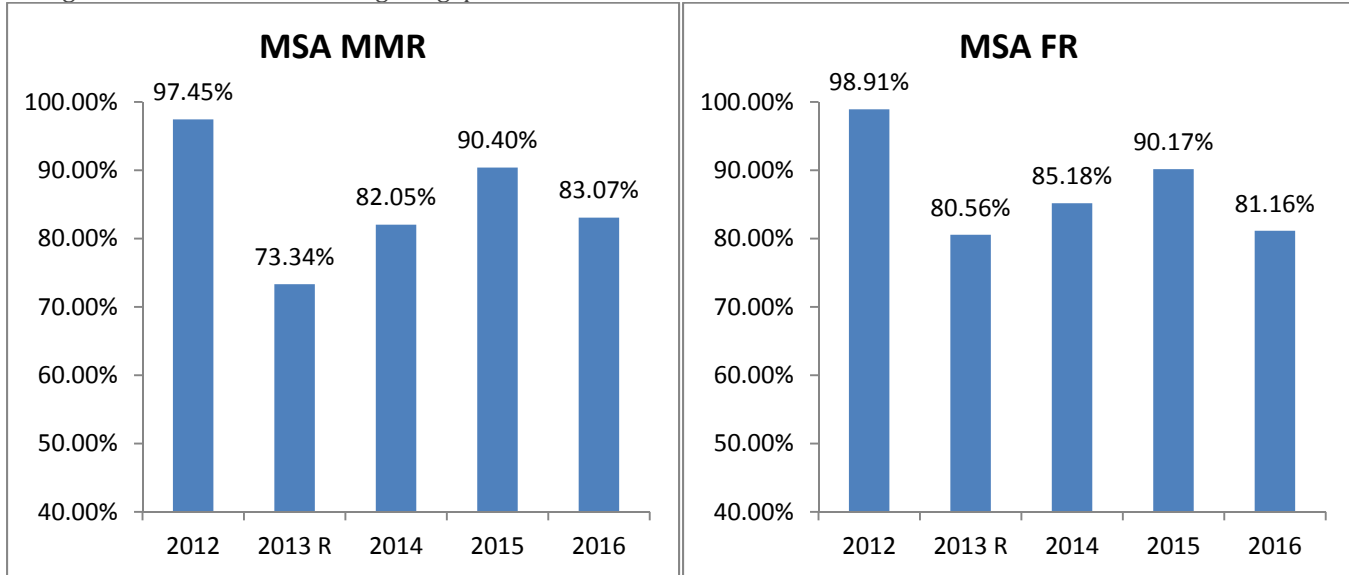
Site Name	Subject	Year	# of Students	Growth Z-Score
Math and Science Academy	Math	2014	279	0.15
Math and Science Academy	Math	2015	297	0.30
Math and Science Academy	Math	2016	290	0.01
Math and Science Academy	Reading	2014	295	0.24
Math and Science Academy	Reading	2015	306	0.24
Math and Science Academy	Reading	2016	305	0.26

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*)

Multiple Measurement Rating (MMR) 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.

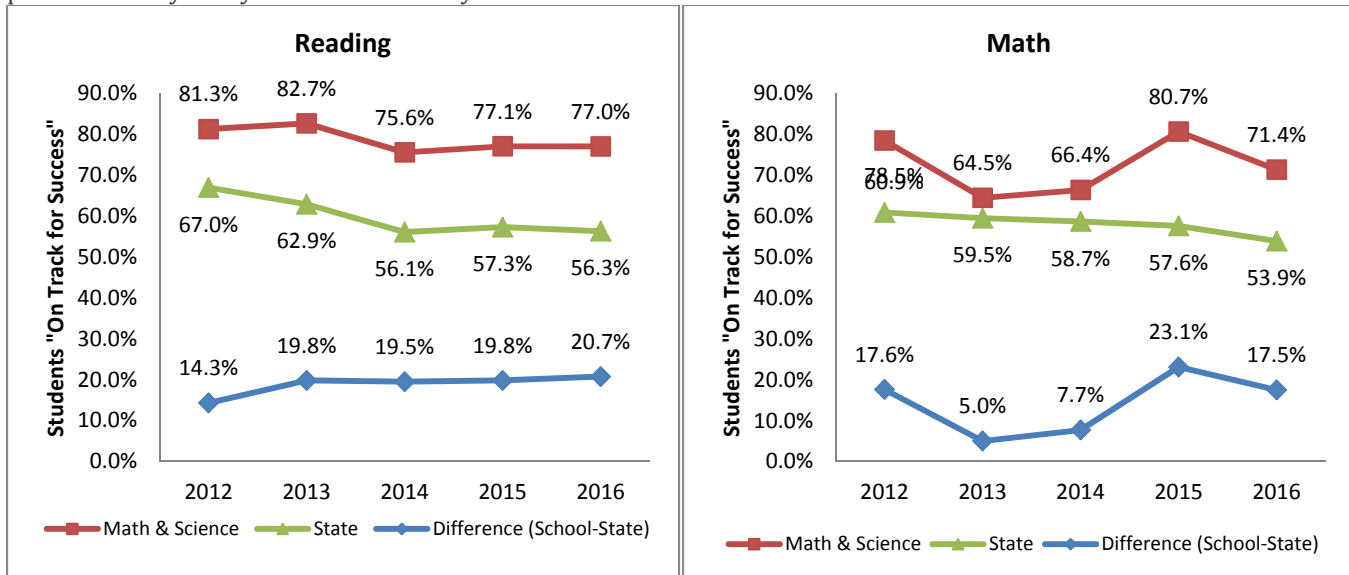
Focus Rating: The Focus Rating (FR), from 0 – 100, measures the school's contribution to the state's achievement gap. A high rating means the school is closing the gap.



Math and Science Academy's 2016 MMR and FR remain well above the state averages of 49 and 47 respectively, although both ratings dropped in 2016.

Growth

On track for success: 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. The school's reading on track growth was steady; however, math on-track growth showed a decline in 2016.

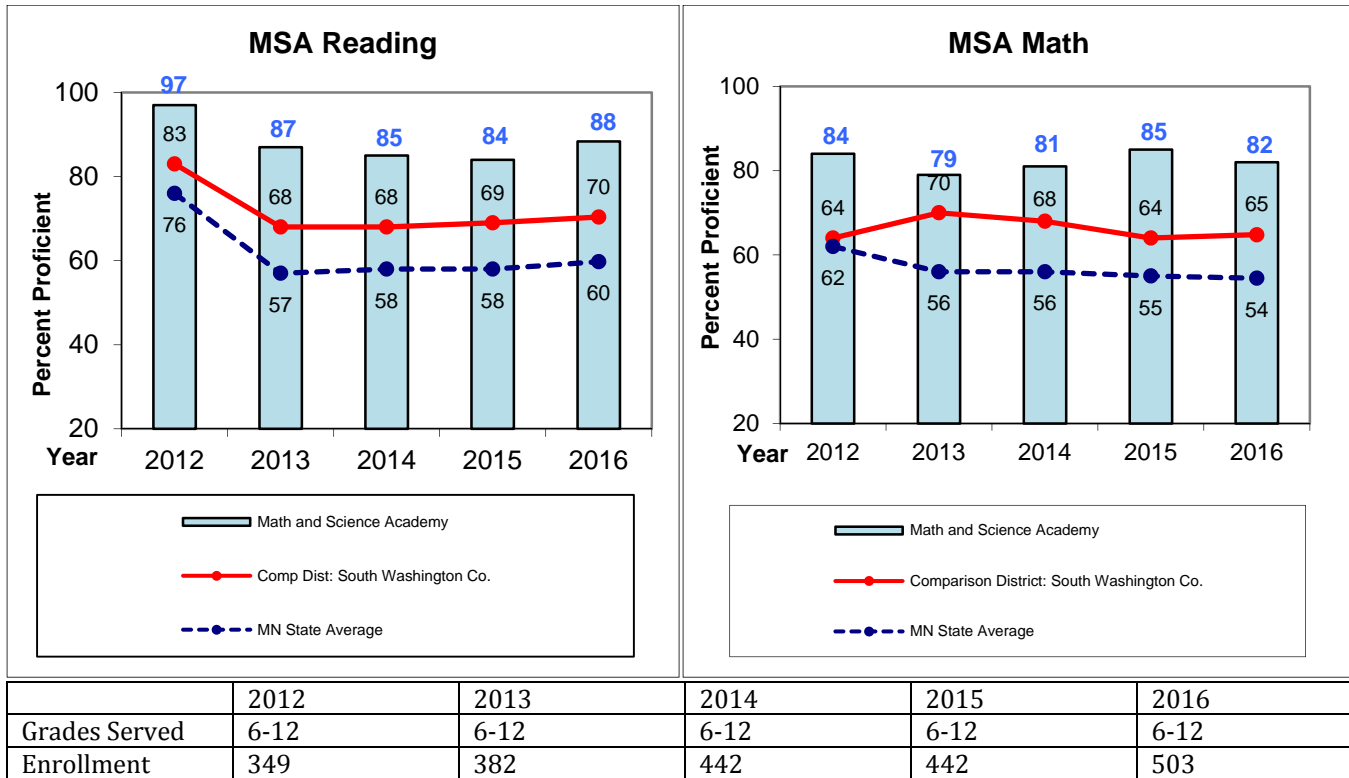
Growth Z Score: A z-score of 0 means state average. Positive z-scores mean the school achieved above state average growth, and negative numbers mean the school obtained below state average growth.

School Name	Category Name	2014	2015	2016
MATH AND SCIENCE ACADEMY	Weighted Average	0.194114	0.272339	0.137525
	Percentile Ranking	74.7	81.3	69.9

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 reading but a slight decline in math.

All Students



Operational Performance Indicators in FY 2016

Is the school's FY 2016 World's Best Workforce report posted on the school's website per [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#)? ☒ Yes ☐ No

- If no, provide brief explanation

Brief explanation

Was the school's FY 2016 World's Best Workforce report **summary** submitted to MDE by December 15, 2016 per [Minnesota Statutes, section 120B.11, Subdivision 5](#)? See also [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) and [Minnesota Statutes, section 124E.03, Subdivision 2\(i\)](#)? ☒ Yes ☐ No

- If no, provide brief explanation

Brief explanation

Did the school's FY 2016 World's Best Workforce report **summary** address all questions, including the question on teacher equity per [Minnesota Statutes, section 120B.11, Subdivision 5](#). See also [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) and [Minnesota Statutes, section 124E.03, Subdivision 2\(i\)](#)?

☒ Yes ☐ No

- If no, provide brief explanation

Brief explanation

Was the board compliant with training requirements in FY 2016, per [Minnesota Statutes, section 124E.07, Subdivision 7](#)? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

Was the board compliant with election and composition requirements in FY 2016, per [Minnesota Statutes, section 124E.07, Subdivision 3](#)? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

Were the school's lottery policy and admission practices in FY 2016 compliant with [Minnesota Statutes, section 124E.11](#) and related requirements? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

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

2015-2016

Math and Science			Student Achievement Minnesota has not issued notice of deficiency	State Agency or Student Achievement Minnesota issued notice of deficiency and		
2015-2016				notice issued and evidence of correction provided	deficiency repeated from prior year	deficiency remains unresolved or evidence of correction not provided
Standard / Target						
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			
	Requirements	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 2016

Did the charter school LEA receive MDE's school Finance Award in FY 2016? ☒ Yes ☐ No

Was the charter school LEA in Statutory Operating Debt (S.O.D) in FY 2016? ☐ Yes ☒ No

- If yes, how long has it been in S.O.D? *How long in S.O.D.*

What was the charter school LEA's FY 2016 year-end fund balance?

Amount: 1,883,750

Percentage: 40.36%

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*)

Following are additional indicators Student Achievement Minnesota utilizes in evaluating a school's performance. Please note that deviation from a target may not indicate poor fiscal performance. For example, comparatively low cash on-hand may indicate careful fiscal management. The indicators are simply that: indicators, which may warrant additional fiscal evaluation.

Math and Science

Financial Indicators

	Target	2016	2015	2014
Operations Indicators				
External Audit	No material weaknesses; no more than 1 other deficiency; unqualified opinion	x	x	x
State Finance Award	Receipt	x	x	x
Budgeting & Financial Review	Approved by June 30; budget regularly monitored; monthly financial statements reviewed and approved	x	x	x
Return on Investment Indicators				
Cost Index	Per pupil cost of delivery less than 100% of resident district cost	Not	72%	91%
Taxpayer Value	Greater than 1	Available	1.8	1.4
Program Indicators				
% of Total Expenditures to:	Trends	Not Available		
Instruction			61.00	60.68
Administration			11.90	11.43
Facility			26.92	27.65
Transportation			0.18	0.24
Near-Term Indicators				
Current Ratio	≥ 1.1 or > 1.0 with positive trend	5.0	5.3	7.1
Days Cash	≥ 60 days or > 30 days with positive trend	140	129	121
Sustainability Indicators				
Margin, current	Positive	4.4	4.8	2.7
Margin, three-year	Positive	4.0	4.5	4.6
Debt to Asset Ratio	< 0.5	0.20	0.19	0.14
Change in Cash				
from Prior Year	Positive	239,179	224,712	214,972
3 Year Cumulative	Positive	463,891	439,684	1,158,550
Fund Balance	$\geq 25\%$	40%	38%	36%

Overall Status in FY 2016

Was the school in intervention and/or corrective action in FY 2016? ☐ Yes ☒ No

- If yes, provide brief explanation

Brief explanation

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Part Three: Operational Charter School LEA Profile

Charter School LEA Name: Northeast College Prep

LEA Number: 4219

Address: 2015-2016 2511 Taylor Street NE Minneapolis, MN 55418:

Current address is 300 Industrial Blvd. NE Minneapolis, MN 55413

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 2016: 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 2016 (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: Hispanic	Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian	Ethnicity: Black/African American	Ethnicity: Native Hawaiian/Pacific Islander	Ethnicity: White	Ethnicity: Two or More Races
10.9%	0.0%	1.0%	75.1%	0.0%	10.9%	2.1%

English Learner	Special Education	Free / Reduced Price Lunch
62.7%	6.2%	93.3%

LEA Site Information for FY 2016 (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	193	K-4

Academic Performance Indicators (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2016? ☒ Yes ☐ No

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

Brief explanation

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2014	N/A	N/A	N/A
Math	2015	45.2%	14	31

Subject	Year	% Proficient	# Proficient	# Tested
Math	2016	53.8%	28	52
Reading	2014	N/A	N/A	N/A
Reading	2015	25.8%	8	31
Reading	2016	26.9%	14	52

Graduation Rates**4-Year Cohort**

Year	Graduated Count	Graduated Percent
2013	N/A	N/A
2014	N/A	N/A
2015	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2013	N/A	N/A
2014	N/A	N/A
2015	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2013	N/A	N/A
2014	N/A	N/A
2015	N/A	N/A

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

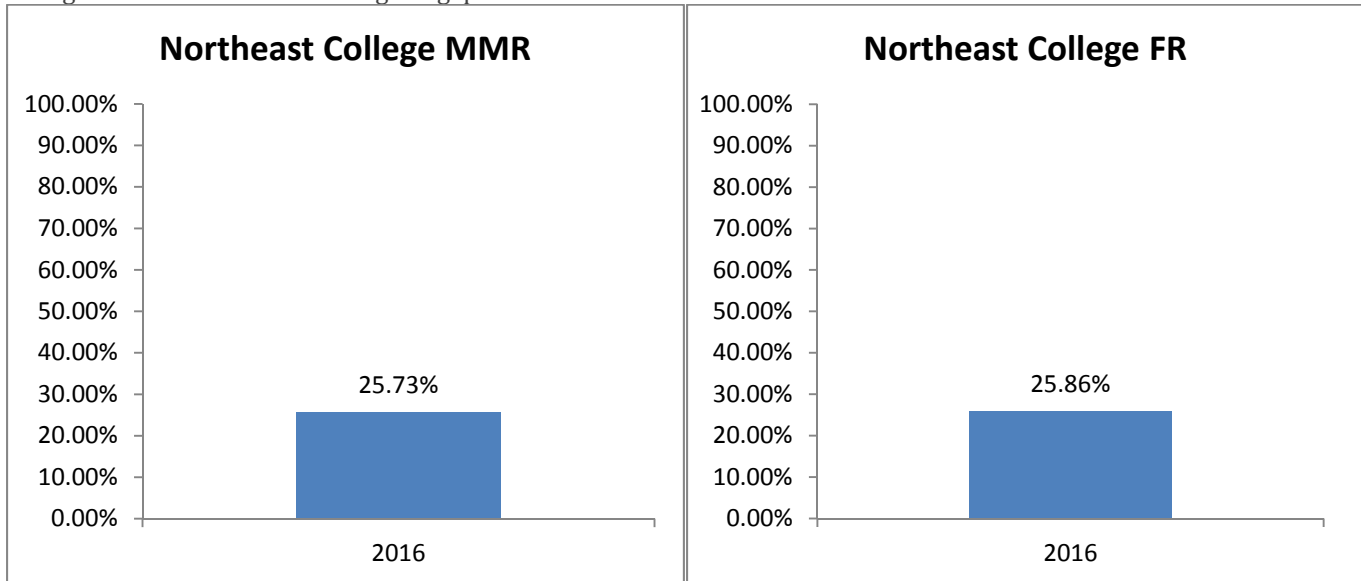
Site Name	Subject	Year	# of Students	Growth Z-Score
Northeast College Prep	Math	2014	N/A	N/A
Northeast College Prep	Math	2015	N/A	N/A
Northeast College Prep	Math	2016	27	-0.32
Northeast College Prep	Reading	2014	N/A	N/A
Northeast College Prep	Reading	2015	N/A	N/A
Northeast College Prep	Reading	2016	27	-0.20

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*)

Multiple Measurement Rating (MMR) 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.

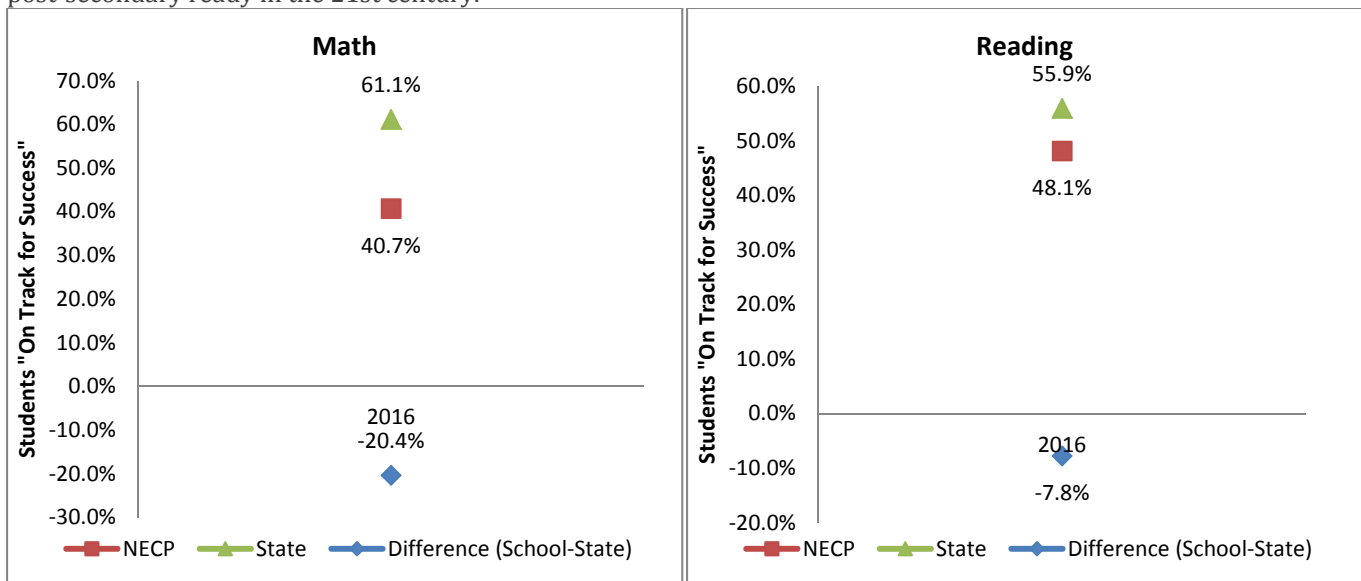
Focus Rating: The Focus Rating (FR), from 0 – 100, measures the school's contribution to the state's achievement gap. A high rating means the school is closing the gap.



Northeast College Prep's 2016 MMR and FR are well below the state average of 49 and 47, respectively. FY2016 was the first year that the school had sufficient data to generate an MMR and FR.

Growth

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



Northeast College Prep's on track growth is significantly below the state average in both reading and math.

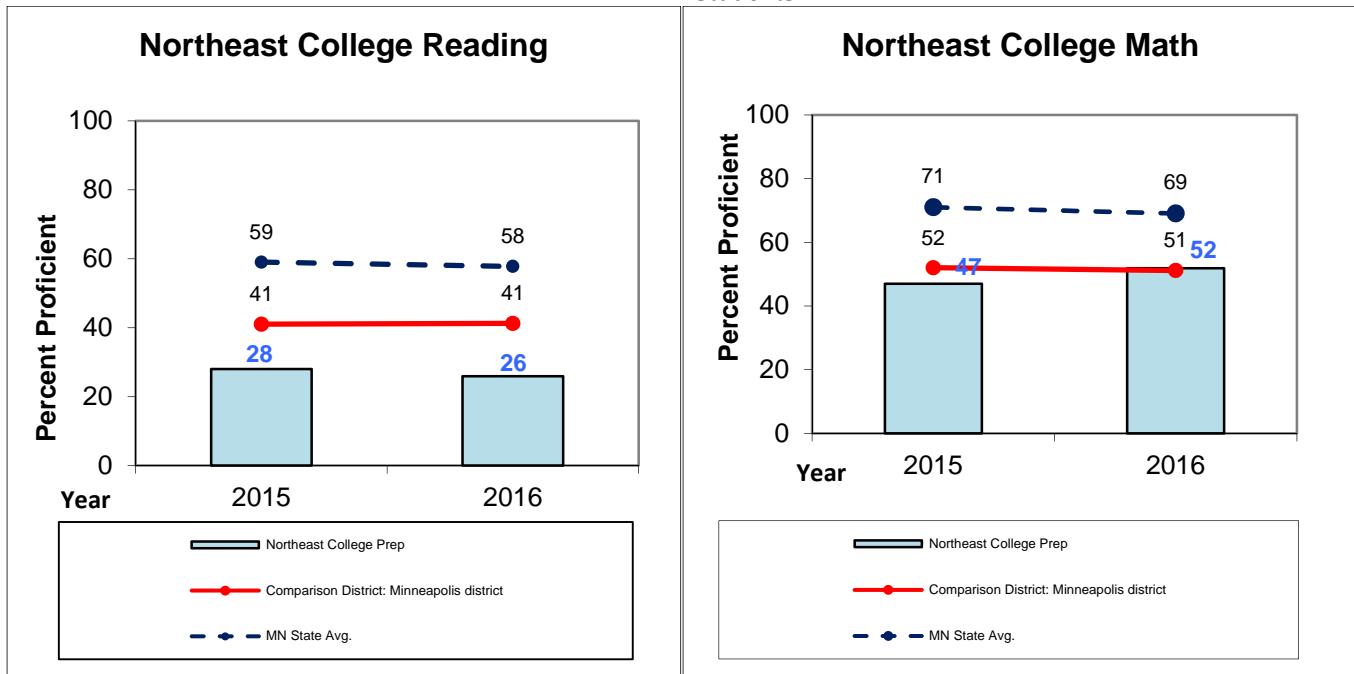
Growth Z Score: A z-score of 0 means state average. Positive z-scores mean the school achieved above state average growth, and negative numbers mean the school obtained below state average growth.

School Name	Category Name	2016
NORTHEAST COLLEGE PREP	Weighted Average	-0.256494
	Percentile Ranking	30.0

Minnesota Comprehensive Assessment (MCA) Results

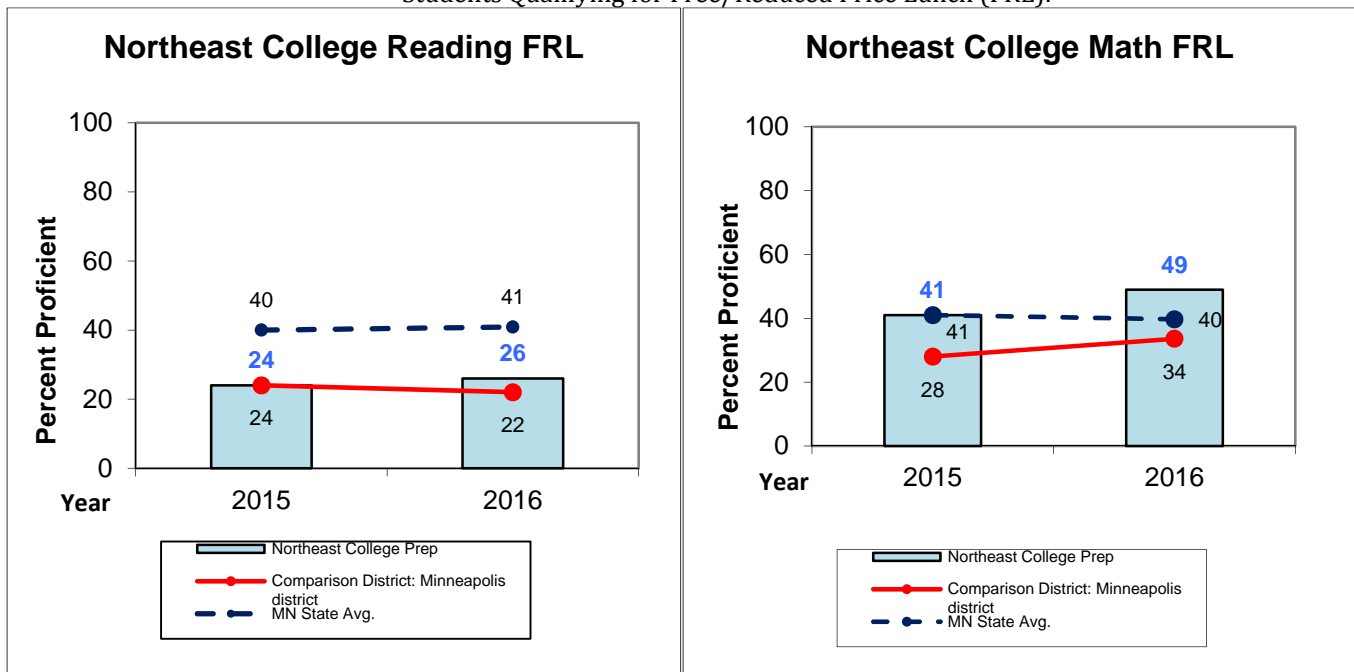
Northeast College Prep performed lower than the state average and resident district in reading and in math. The school's disadvantaged student proficiency equaled the resident district disadvantaged student proficiency in reading and exceeded the resident district disadvantaged student proficiency in 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	2016
Grades Served	K-3	K-4
Enrollment	145	193

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



Operational Performance Indicators in FY 2016

Is the school's FY 2016 World's Best Workforce report posted on the school's website per [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#)? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

Was the school's FY 2016 World's Best Workforce report **summary** submitted to MDE by December 15, 2016 per [Minnesota Statutes, section 120B.11, Subdivision 5](#)? See also [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) and [Minnesota Statutes, section 124E.03, Subdivision 2\(i\)](#)? ☐ Yes ☒ No

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

Did the school's FY 2016 World's Best Workforce report **summary** address all questions, including the question on teacher equity per [Minnesota Statutes, section 120B.11, Subdivision 5](#). See also [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) and [Minnesota Statutes, section 124E.03, Subdivision 2\(i\)](#)?

☐ Yes ☒ No

- If no, provide brief explanation
Unknown - The school did not provide a copy of the summary to Student Achievement Minnesota.

Was the board compliant with training requirements in FY 2016, per [Minnesota Statutes, section 124E.07, Subdivision 7](#)? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

Was the board compliant with election and composition requirements in FY 2016, per [Minnesota Statutes, section 124E.07, Subdivision 3](#)? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

Were the school's lottery policy and admission practices in FY 2016 compliant with [Minnesota Statutes, section 124E.11](#) and related requirements? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

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

2015-2016

Northeast College Prep			Student Achievement Minnesota has not issued notice of deficiency	State Agency or Student Achievement Minnesota issued notice of deficiency and		
2015-2016				notice issued and evidence of correction provided	deficiency repeated from prior year	deficiency remains unresolved or evidence of correction not provided
Standard / Target						
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			
	Requirements	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 2016

Did the charter school LEA receive MDE's school Finance Award in FY 2016? ☒ Yes ☐ No

Was the charter school LEA in Statutory Operating Debt (S.O.D) in FY 2016? ☐ Yes ☒ No

- If yes, how long has it been in S.O.D? *How long in S.O.D.*

What was the charter school LEA's FY 2016 year-end fund balance?

Amount: 505,344

Percentage: 19.22%

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*)

Following are additional indicators Student Achievement Minnesota utilizes in evaluating a school's performance. Please note that deviation from a target may not indicate poor fiscal performance. For example, comparatively low cash on-hand may indicate careful fiscal management. The indicators are simply that: indicators, which may warrant additional fiscal evaluation.

Northeast College Prep

Financial Indicators

	Target	2016	2015
Operations Indicators			
External Audit	No material weaknesses; no more than 1 other deficiency; unqualified opinion	x	x
State Finance Award	Receipt	x	x
Budgeting & Financial Review	Approved by June 30; budget regularly monitored; monthly financial statements reviewed and approved		
Return on Investment Indicators			
Cost Index	Per pupil cost of delivery less than 100% of resident district cost	Not	74%
Taxpayer Value	Greater than 1	Available	1.1
Program Indicators			
% of Total Expenditures to:			

Instruction	Trends	Not	45.72
Administration		Available	23.23
Facility			17.28
Transportation			13.78
Near-Term Indicators			
Current Ratio	≥ 1.1 or > 1.0 with positive trend	4.7	2.8
Days Cash	≥ 60 days or > 30 days with positive trend	41	8
Sustainability Indicators			
Margin, current	Positive	7.3	9.3
Margin, three-year	Positive	N/A	N/A
Debt to Asset Ratio	< 0.5	0.21	0.36
Change in Cash			
from Prior Year	Positive	N/A	N/A
3 Year Cumulative	Positive	N/A	N/A
Fund Balance	≥ 25%	18%	13%

Overall Status in FY 2016

Was the school in intervention and/or corrective action in FY 2016? ☐ Yes ☒ No

- If yes, provide brief explanation
Brief explanation

FY 2016 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 2016: K-5

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 2016 (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: Hispanic	Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian	Ethnicity: Black/African American	Ethnicity: Native Hawaiian/Pacific Islander	Ethnicity: White	Ethnicity: Two or More Races
55.9%	2.1%	0.0%	27.3%	0.0%	11.2%	3.5%

English Learner	Special Education	Free / Reduced Price Lunch
34.3%	11.9%	88.1%

LEA Site Information for FY 2016 (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	143	K-5

Academic Performance Indicators (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2016? ☒ Yes ☐ No

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

Brief explanation

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2014	23.1%	3	13
Math	2015	44.0%	11	25
Math	2016	25.0%	14	56
Reading	2014	30.8%	4	13

Subject	Year	% Proficient	# Proficient	# Tested
Reading	2015	24.0%	6	25
Reading	2016	32.1%	18	56

Graduation Rates**4-Year Cohort**

Year	Graduated Count	Graduated Percent
2013	N/A	N/A
2014	N/A	N/A
2015	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2013	N/A	N/A
2014	N/A	N/A
2015	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2013	N/A	N/A
2014	N/A	N/A
2015	N/A	N/A

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

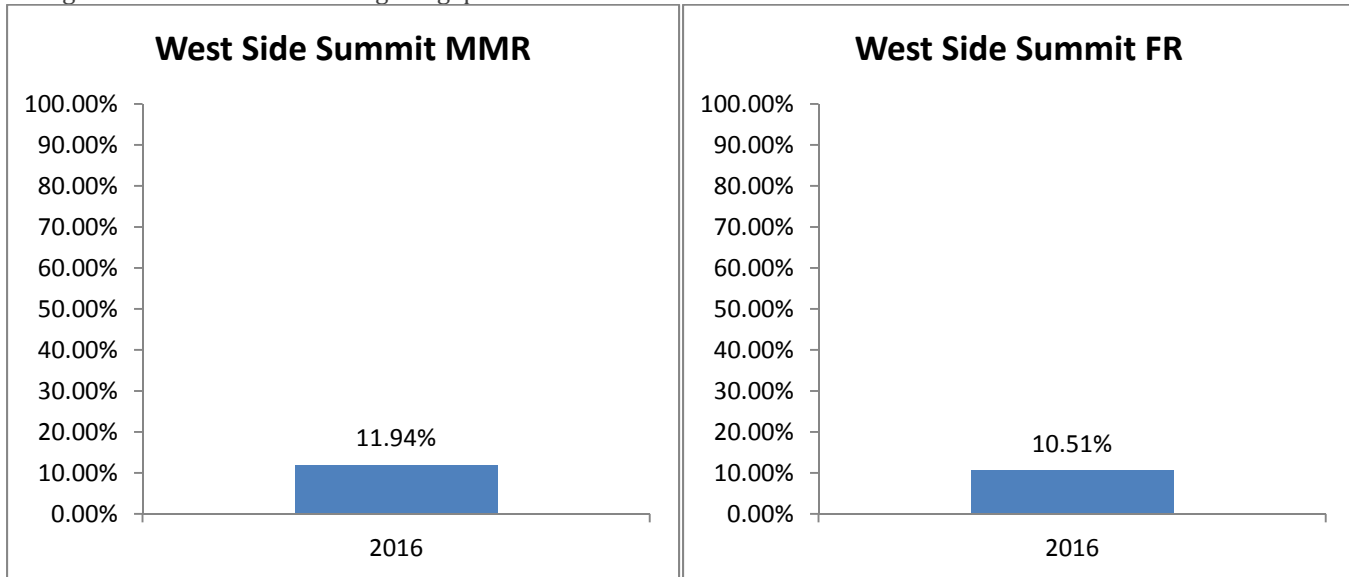
Site Name	Subject	Year	# of Students	Growth Z-Score
West Side Summit Charter School	Math	2014	N/A	N/A
West Side Summit Charter School	Math	2015	13	-1.00
West Side Summit Charter School	Math	2016	31	-0.60
West Side Summit Charter School	Reading	2014	N/A	N/A
West Side Summit Charter School	Reading	2015	13	-0.21
West Side Summit Charter School	Reading	2016	31	-0.26

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*)

Multiple Measurement Rating (MMR) 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.

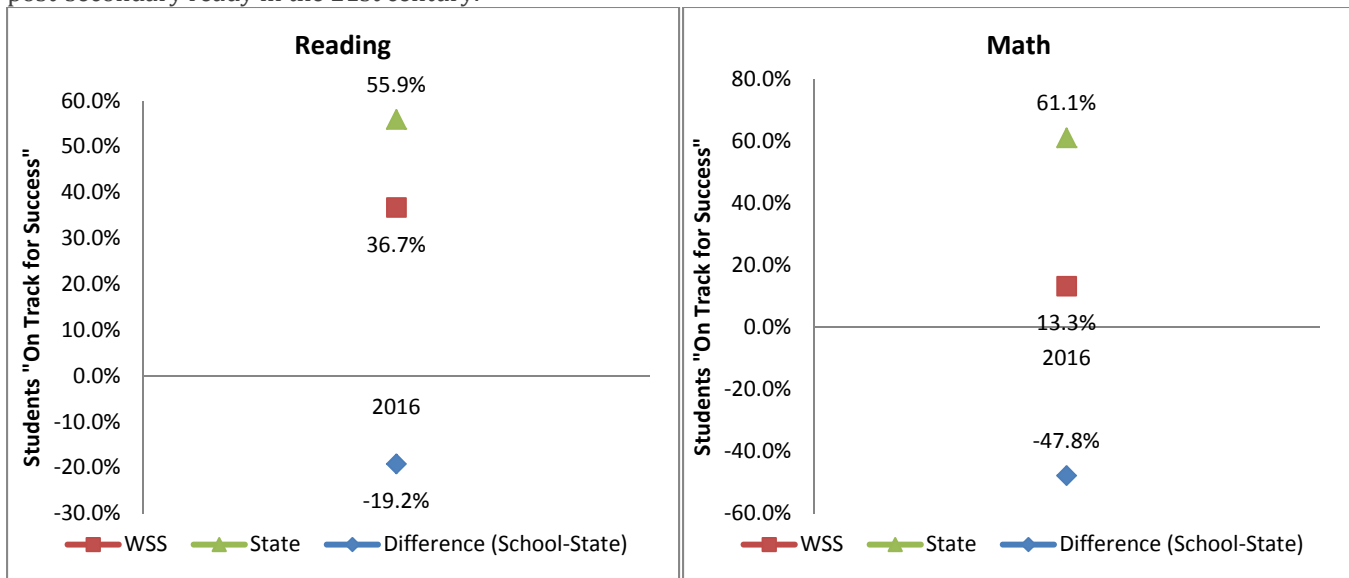
Focus Rating: The Focus Rating (FR), from 0 – 100, measures the school's contribution to the state's achievement gap. A high rating means the school is closing the gap.



West Side Summit's MMR and FR are well below the state average of 49 and 47 respectively. FY2016 was the first year that the school had sufficient data to generate an MMR and FR.

Growth

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



West Side Summit's on track growth is significantly below the state average in both reading and math.

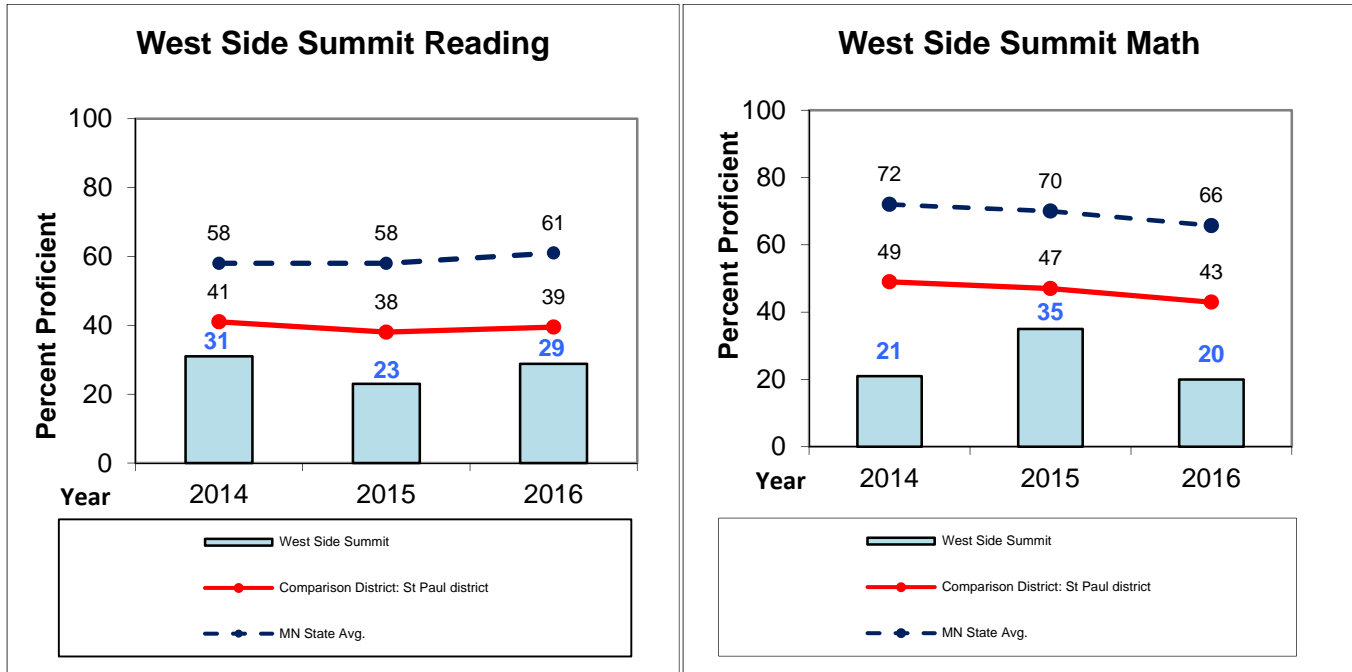
Growth Z Score: A z-score of 0 means state average. Positive z-scores mean the school achieved above state average growth, and negative numbers mean the school obtained below state average growth.

School Name	Category Name	2015	2016
WEST SIDE SUMMIT CHARTER SCHOOL	Weighted Average	-0.606946	-0.427479
	Percentile Ranking	0.0	14.8

Minnesota Comprehensive Assessment (MCA) Results

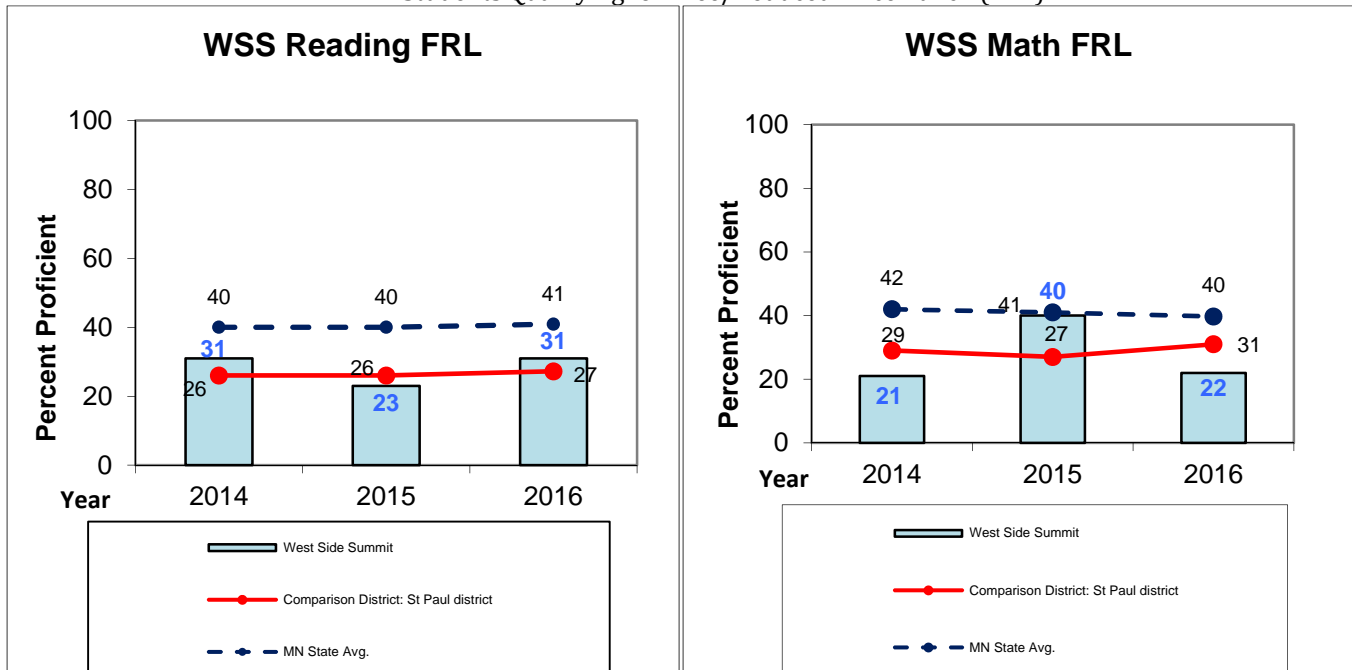
West Side Summit's 2016 proficiency increased in reading but declined in math from 2015. The school performed lower than the state average and resident district in reading and in math. Although the school's disadvantaged student proficiency declined in math from the previous year, it increased in reading 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	2016
Grades Served	K-3	K-4	K-5
Enrollment	106	114	143

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



Operational Performance Indicators in FY 2016

Is the school's FY 2016 World's Best Workforce report posted on the school's website per [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#)? ☐ Yes ☒ No

- If no, provide brief explanation
The school has not posted its report on its website.

Was the school's FY 2016 World's Best Workforce report **summary** submitted to MDE by December 15, 2016 per [Minnesota Statutes, section 120B.11, Subdivision 5](#)? See also [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) and [Minnesota Statutes, section 124E.03, Subdivision 2\(i\)](#)? ☐ Yes ☒ No

- If no, provide brief explanation
The school did not submit the summary to the MDE by the required date.

Did the school's FY 2016 World's Best Workforce report **summary** address all questions, including the question on teacher equity per [Minnesota Statutes, section 120B.11, Subdivision 5](#). See also [Minnesota Statutes, section 124E.16, Subdivision 2\(a\)](#) and [Minnesota Statutes, section 124E.03, Subdivision 2\(i\)](#)?

☐ Yes ☒ No

- If no, provide brief explanation
Unknown – The school did not provide a copy of the summary to Student Achievement Minnesota

Was the board compliant with training requirements in FY 2016, per [Minnesota Statutes, section 124E.07, Subdivision 7](#)? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

Was the board compliant with election and composition requirements in FY 2016, per [Minnesota Statutes, section 124E.07, Subdivision 3](#)? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

Were the school's lottery policy and admission practices in FY 2016 compliant with [Minnesota Statutes, section 124E.11](#) and related requirements? ☒ Yes ☐ No

- If no, provide brief explanation
Brief explanation

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

2015-2016

		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
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			
	Requirements	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 2016

Did the charter school LEA receive MDE's school Finance Award in FY 2016? ☐ Yes ☒ No

Was the charter school LEA in Statutory Operating Debt (S.O.D) in FY 2016? ☐ Yes ☒ No

- If yes, how long has it been in S.O.D? *How long in S.O.D.*

What was the charter school LEA's FY 2016 year-end fund balance?

Amount: 70,212

Percentage: 3.04%

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*)

Following are additional indicators Student Achievement Minnesota utilizes in evaluating a school's performance. Please note that deviation from a target may not indicate poor fiscal performance. For example, comparatively low cash on-hand may indicate careful fiscal management. The indicators are simply that: indicators, which may warrant additional fiscal evaluation.

West Side Summit

Financial Indicators

	Target	2016	2015	2014
Operations Indicators				
External Audit	No material weaknesses; no more than 1 other deficiency; unqualified opinion			x
State Finance Award	Receipt	No	No	x
Budgeting & Financial Review	Approved by June 30; budget regularly monitored; monthly financial statements reviewed and approved			x
Return on Investment Indicators				
Cost Index	Per pupil cost of delivery less than 100% of resident district cost	Not	73%	113%
Taxpayer Value	Greater than 1	Available	0.9	0.6
Program Indicators				
% of Total Expenditures to:				
Instruction	Trends	Not	45.03	40.60
Administration		Available	17.03	22.58
Facility			24.41	25.98
Transportation			13.52	10.84

Near-Term Indicators					
Current Ratio	≥ 1.1 or > 1.0 with positive trend	1.2	0.8	1.0	
Days Cash	≥ 60 days or > 30 days with positive trend	11	9.35	16	
Sustainability Indicators					
Margin, current	Positive	4.0	-2.84	0.8	
Margin, three-year	Positive	1.2	N/A	N/A	
Debt to Asset Ratio	< 0.5	0.9	1.2	1.0	
Change in Cash					
from Prior Year	Positive	32,757	(30,557)	N/A	
3 Year Cumulative	Positive	2,200	N/A	N/A	
Fund Balance	≥ 25%	3%	-2%	1%	

Overall Status in FY 2016

Was the school in intervention and/or corrective action in FY 2016? ☐ Yes ☒ No

- If yes, provide brief explanation
Brief explanation

Definitions

Academic Indicators	
Weighted Average Z-Score	The “weighted average” z-score is a school-wide z-score which takes into effect the student population in each group; for example, if a school has 100 students and 70 of them are economically-disadvantaged (qualifying for free/reduced priced lunch (FRL or FRP)), those students growth scores would comprise 70% of the school’s overall z-score.
Financial Indicators	(As of June 30th unless indicated. Excludes 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.
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.