



Fiscal Year (FY) 2021 Authorizer Annual Report

Enter responses where prompt. Enter an “x” in underlined space before “Yes” or “No” responses. Only provide information for one school in each table row. Add additional rows to tables, as needed.

Authorizer Information

Name of Authorizing Organization: Student Achievement Minnesota

Mailing Address: P. O. Box 581639 Minneapolis, MN 55458

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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. SAM’s vision is to authorize high-quality charter schools that have demonstrated capacity to increase student achievement when measured against resident district or state average performance.

SAM authorized two charter schools in 2020-2021 serving approximately nine hundred students, kindergarten through twelfth grades. Math and Science Academy (MSA), a suburban school, located in Woodbury and Northeast College Prep (NECP), an inner-city school, located in Northeast Minneapolis.

Math and Science Academy

Math and Science Academy serves grades sixth through twelfth and has been in operation for twenty-one years. The school’s mission is to provide accelerated curricula in all subjects with an emphasis on math and science. Student enrollment peaked at 540 in 2020-2021. School demographics and diversity continue to grow. Fifty-two percent (52%) of students enrolled are non-white, 7% qualified for special education services and 6% qualified for free/reduced price meals. Attrition is low and students seeking admission continues to increase; 420 students are on waiting list with the greatest demand for sixth grade. The school’s student consistent attendance averaged 95% compared to the state student consistent attendance average of 85%.

The school’s academic performance remains impressive but with a discernable achievement gap. Eighty-three percent (83%) of students who took AP tests scored a rating of three or higher and of the eighty-three percent, forty-three percent (43%) of students scored a rating of four. SY2021 ACT scores show MSA as a top performer in

preparing students for college. Two students qualified for semi-finalist for the National Merit Scholarships. MSA's high school graduation rate continues to be exceptional; 100% of students graduated in 2021. State assessments in reading, math and science (MCAs) were administered during COVID-19 with its challenges. Thus, the reliability of test results is analyzed and interpreted with caution. MSA parent satisfaction remains high. A well-organized parent organization is established to actively engage parents in school and student life. The school's financial status is exceptionally strong, and the fund balance continues to grow. MSA was the recipient of the MDE School Finance Award for the seventh consecutive year. A change in school leadership is slated for the 2021-2022 school year.

Northeast College Prep

Northeast College Prep serves grades kindergarten through eighth and in its seventh year of operation serving approximately 370 students with no increase in enrollment. The school's mission is to ensure strong academic, social-emotional and talent development to empower student success. NECP is racially and ethnically diverse with twelve different languages spoken as a primary language in the homes of students. Eighty-eight percent (88%) of students enrolled are non-white. Fifty-nine percent (59%) of students live in Minneapolis, half of which reside in northeast where the school is located. Somali is the primary language spoken by most students. Forty-one percent (41%) of students qualified for ELL services, 15% received special education services, and 88% qualified for free/reduced price meals. The school's student consistent attendance averaged 88% compared to the state student consistent attendance average of 85%. State assessments (MCAs) and school selected assessments show an alarming decrease in student achievement in 2020-2021. Parent satisfaction remains high per parent survey results, parents feel welcomed and supported. The school's fund balance percent increased slightly. NECP was the recipient of the 2020-2021 MN School Finance Award for the seventh consecutive year.

COVID-19 presented taxing challenges and obstacles for SAM's school leaders, students and families throughout the school year. Like most schools student learning was compromised, reading, math and science proficiency decreased, and student testing participation declined. But student testing participation remained high for SAM schools, averaging 82% compared to the state average participation rate of 77%. Student learning loss and educational recovery was addressed with school leaders and made a priority of focus for FY22.

Authorizer Processes

New Charter School Applications in FY 2021 (B.1)

Did your organization review any new charter school applications?

Yes

No

If no, please provide an explanation:

Student Achievement Minnesota received four inquiries but received no charter applications. Inquiries included starting new schools and an authorizer transfer. Persons who did not follow-up or apply to SAM would suggest SAM was not well suited for their future aspirations.

If yes, complete the table below for each application.

Name of Charter School Applicant	Authorizer Approval or Disapproval	Minnesota Department of Education (MDE) Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Enter name of charter school applicant N/A	Enter: Approval, Disapproval, or N/A	Enter: Approval, Disapproval, or N/A	Enter reason(s) for disapproval or N/A	Enter: Yes, No, or N/A

New Charter School Openings in FY 2021 (B.2)

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

Yes

No

If no, please provide an explanation:

Student Achievement Minnesota approved no new schools, thus no ready-to-open engagement required.

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

Name of Charter School Projected to Begin Serving Students in FY 2021	Projected Opening Date	Did this School Open as Planned?	If No, Provide Reason(s) and Revised Projected Opening Date
Enter name of charter school projected to begin serving students N/A	Enter date in MM/DD/YYYY format	Enter: Yes, No, or N/A	Enter reason(s) for not opening as planned, and revised projected opening date in MM/DD/YYYY format

Charter School Expansion Applications (to add primary enrollment sites or grades, including instructional prekindergarten or preschool programs) in FY 2021 (B.2)

Did your organization review any site and/or grade expansion applications (including instructional prekindergarten or preschool programs)?

Yes

No

If no, please provide an explanation:

- Northeast College Prep attained its school grade expansion goal in SY2020.
- Math and Science Academy continues its pursuit of school expansion per MDE’s charter approval (initial application). The school’s expansion committee remains actively engaged, moving forward with expansion planning and decision-making.

If yes, complete the table below for each application.

Name of Charter School	Proposed Additional Grades to be Served (including prekindergarten and/or preschool) and/or Location of New Site	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Enter name of charter school N/A	Enter proposed additional grades and/or location of new site	Enter: Approval, Disapproval, or N/A	Enter: Approval, Disapproval, or N/A	Enter reason(s) for disapproval or N/A	Enter: Yes, No, or N/A

Early Childhood Health and Developmental Screening Requests in FY 2021 (B.2)

Did your organization review any requests for official early childhood health and developmental screening recognition?

Yes

No

If no, please provide an explanation:

Student Achievement Minnesota received no Early Childhood Health and Developmental Screening requests in FY2021. SAM’s portfolio of schools does not enroll early childhood students.

If yes, complete the table below for each request.

Name of Charter School	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Enter name of charter school N/A	Enter: Approval, Disapproval, or N/A	Enter: Approval, Disapproval, or N/A	Enter reason(s) for disapproval or N/A	Enter: Yes, No, or N/A

Charter School Change in Authorizer Requests in FY 2021 (B.2)

Did your organization review any change in authorizer requests?

Yes

No

If no, please provide an explanation:

Student Achievement Minnesota received an inquiry about but reviewed no Change of Authorizer Requests in FY2021.

If yes, complete the table below for each request.

Name of Charter School	Authorizer Charter School Requested to Transfer From	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Enter name of charter school N/A	Enter name of authorizer	Enter: Approval, Disapproval, or N/A	Enter: Approval, Disapproval, or N/A	Enter reason(s) for disapproval or N/A	Enter: Yes, No, or N/A

Charter Contract Renewals in FY 2021 (B.9)

Did your organization engage in charter renewal activities in FY 2021?

Yes

XX No

If no, please provide an explanation:

Student Achievement Minnesota did not engage in any Charter Contract Renewals in FY2021. Northeast College Prep and Math and Science Academy charter school contracts were renewed in FY2019 and up for renewal in 2023 and 2024, respectively.

If yes, complete the table below for each school.

Name of Charter School	Was Contract Renewed?	If Yes, Term of Contract Renewal	If No, Reason(s) for Nonrenewal
Enter name of charter school N/A	Enter: Yes, No, or N/A	Enter dates in MM/DD/YYYY-MM/DD/YYYY format	Enter reason(s) for nonrenewal or N/A

Additional Authorizer Activities

Authorizing Leadership and Staff Skill Development (A.5)

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

Professional development opportunities for Student Achievement Minnesota staff members decreased in 2020-2021 due to COVID-19. Those professional development trainings attended were done virtually. Trainings included remote instruction, educational equity, distance learning, academic data collection, school accountability and school law. SAM participated in several equity, equality and racism trainings facilitated by Minnesota Association of Charter School Authorizers (MACSA). These sessions fostered greater understanding of educational inequities and as an authorizer what can be done to increase and ensure educational equity for all students.

Student Achievement Minnesota Professional Development Attendance In 2020-2021

Professional Development	Date	SAM Personnel in Attendance		Area Addressed			
		Staff	Leadership	Authorizer/ Practices Oversight	School Operations	Student Achievement	Purpose
MACSA Anti-Racism	Monthly Sessions 8/21/20 9/18/20	✓	✓	✓	✓		Authorizing Practices & Oversight

	10/16/20 12/18/20 2/19/21							
NACSA Annual Conference	10/2020 20 th 22 nd 27 th 29 th	✓	✓		✓	✓	✓	Authorizing Practices & Oversight
On-Line Learning (MDE)	11/09/20	✓	✓		✓		✓	Student Achievement
MN Continuing Legal Education Conference	11/13/20	✓	✓		✓	✓	✓	Authorizing Practices & Oversight
MDE Authorizer Conference	12/09/20		✓		✓	✓	✓	Authorizing Practices & Oversight

Authorizer Self-Evaluation (A.9)

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

Student Achievement Minnesota’s authorizing practices are aligned with state (MACSA) and national (NACSA) charter school authorizing standards to promote and ensure quality school oversight. SAM’s capacity and practices are continuously reviewed to identify strengths, deficiencies and missed opportunities to improve authorizing efficiency and effectiveness. Stakeholder feedback is solicited via need assessments, school director comments and school performance evaluation results. COVID-19 provided a unique opportunity to review oversight/monitoring practices which SAM continues to find highly beneficial. For example, virtual board meetings allowed SAM to attend board meetings with greater frequency, enhancing oversight efficiency.

SAM’s “Commendable” FY2020 MAPES (MN Authorizer Performance Evaluation System (MAPES) rating suggests school oversight and monitoring are being delivered and achieved at a high-level of quality which SAM is committed to ensuring.

Authorizer High-Quality Authorizing Dissemination (A.10)

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

Student Achievement Minnesota is an active member of the MN Association of Charter School Authorizers (MACSA). SAM networks routinely with other school authorizers to disseminate information, brainstorm, problem solve and advocate for high-quality authorizing practices. SAM co-chaired MACSA ‘s Principles and Effective Practices committee which is charged with improving and advancing authorizing practices.

Typically, SAM meets with the Friends of Education charter school director weekly to discuss authorizing standards, successes, challenges, opportunities, and areas in need of attention to improve school performance and authorizing oversight. COVID 19's impact on schools and how best to support school leaders, students and school board remained an ongoing topic of discussion.

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.

Student Achievement Minnesota's ability to offer technical assistance to schools at a level comparable to past years was restricted by COVID-19. The offering of legal expertise on how to navigate COVID-19 issues such as mask wearing, attendance, enrollment, immunization, personnel issues and the drafting of school policies was valued, helpful and contributed to increased school efficiency.

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

Describe how your organization planned and promoted model replication and dissemination of best practices of high-quality charters schools over the past year.

Student Achievement Minnesota's direct interaction and purposeful engagement with school leaders remain an essential way to disseminate information and urge the replication of proven practices. Meeting as a cohort was not as frequent but continued per the school's level of contact comfort. Proven practices and strategies that offered solutions to navigating COVID-19 issues and teacher instruction dominated the conversations. Meeting with school leaders individually granted SAM a chance to focus on school specific performances discussing matters such as the Annual/WBWF School Report, academic achievement, student learning, instructional delivery models, school difficulties and authorizer identified issues. SAM's resource depository posted on its website serves as a best practice reserve.

Portfolio Information

General Charter School Portfolio Data (as of June 30, 2021)

Preoperational Charter Schools in Authorizer's Portfolio

Name of Charter School	Charter School Local Educational Agency (LEA) Number (if assigned)	Charter School Program (CSP) Grant Recipient	Grade Levels Approved to Serve	Projected Enrollment when Fully Enrolled	Proposed Location	Proposed Opening Date
Enter name of charter school N/A	Enter LEA number	Enter: Yes, No, or N/A	Enter grade levels approved	Enter projected enrollment number	Enter proposed location	Enter proposed opening date in MM/DD/YYYY format

Operational Charter Schools in Authorizer's Portfolio

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2021	Location	Charter School's World's Best Workforce (WBWF) Report
Math and Science Academy	4043	No	6-12	8430 Woodbury Crossing Woodbury, MN 55125	Hyperlink to MSA's WBWF Report
Northeast College Prep	4219	Yes	K-8	300 Industrial Blvd. NE Minneapolis, MN 55107	Hyperlink to NECP's WBWF Report

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

Name of Charter School	Officially Recognized Early Childhood Health and Developmental Screening Program	Officially Recognized Instructional Preschool Program to provide early childhood education and preparation for transition to kindergarten for children ages three through five	Officially Recognized Instructional Prekindergarten Program for four-year-olds to prepare children for entry into kindergarten the following year
Enter name of charter school N/A	Enter: Yes, No, or N/A	Enter: Yes, No, or N/A	Enter: Yes, No, or N/A

Charter Schools with Charter Management Organization (CMO)/Education Management Organization (EMO)

Name of Charter School	Management Organization Name	Employer Identification Number (EIN)	Management Organization Address Location	Management Organization Address Mailing	Management Organization Type
Enter name of charter school N/A	Enter name of management organization	Enter management organization’s EIN	Enter street address of management organization, including street address, city, state, and nine-digit ZIP code	Enter mailing address of management organization, including street address, city, state, and nine-digit ZIP code	Enter: CHARCMO, CHAREMO, CHARSMFP, or CHARSMNP

Charter School Portfolio Activity in FY 2021

Did any charter schools leave your organization’s portfolio and transfer to another authorizer during or at the end of the year?

Yes

No

If yes, complete the table below for each applicable school.

Name of Charter School	Charter School LEA Number	New Authorizing Organization	Effective Date of Transfer
Enter name of charter school N/A	Enter LEA number	Enter new authorizing organization	Enter date of transfer in MM/DD/YYYY format

Did your organization terminate or revoke the charter contract for any charter school before the end of the contract term?

Yes

No

If yes, complete the table below for each applicable school.

Name of Charter School	Charter School LEA Number	Reason(s) for Contract Termination	Effective Date of Contract Termination
Enter name of charter school N/A	Enter LEA number	Enter reason(s) for contract termination	Enter effective date of contract termination in MM/DD/YYYY format

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

Yes

No

If yes, complete the table below for each applicable school.

Name of Charter School	Charter School LEA Number	Reason(s) for Closure	Effective Date of Closure
Enter name of charter school N/A	Enter LEA number	Enter reason(s) for closure	Enter effective date of closure in MM/DD/YYYY format

Charter School Portfolio Performance

World’s Best Workforce

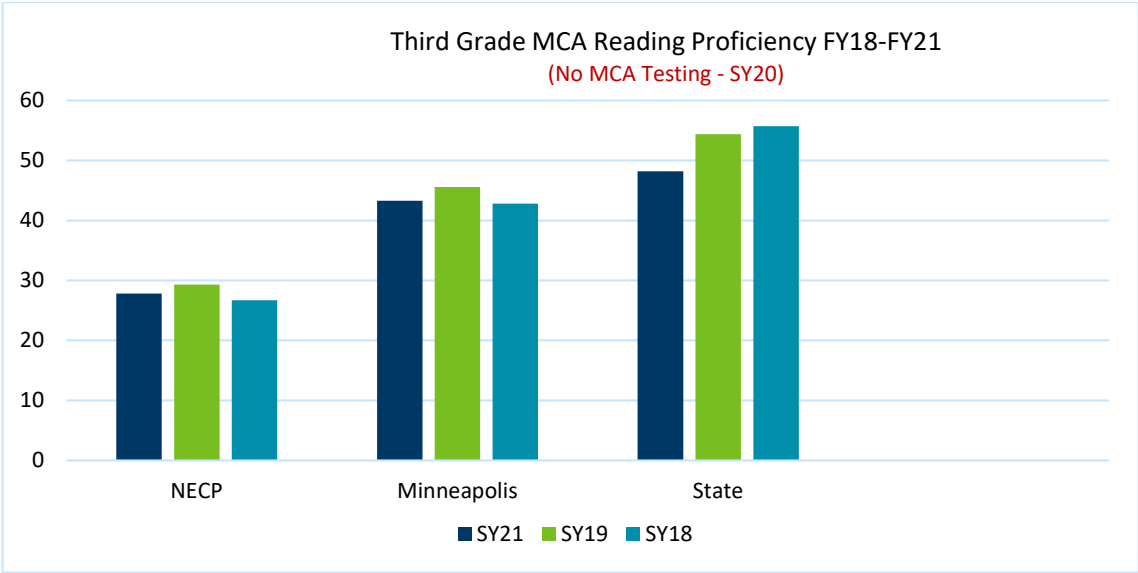
Describe how your organization incorporates achievement of World’s Best Workforce goals in its ongoing oversight and evaluation of charter schools.

Student Achievement Minnesota incorporates World’s Best Workforce (WBWF) goals in all charter contract agreements. Goals per the school’s input include Closing the Achievement Gap; 3rd Grade Reading Level; College Readiness; and/or Graduation Rate. The monitoring of WBWF goal progress and achievement are embedded in the authorizing oversight process. State assessments, school designated assessments and external testing types are used to determine WBWF outcomes. WBWF goals provide added insight into whether schools are improving all pupil learning and all student achievement.

A review of monthly board meeting minutes, the school’s annual report, site visits and required academic reporting are measures used to monitor and track WBWF progress and outcomes. SAM meets with the school director as warranted to acknowledge successes, address concerns and identify areas in need of attention. The frequency in which the school board is briefed on academic achievement and charter contract goal progress is closely monitored. School website audits are conducted to make certain the dissemination of WBWF information is made available to the public per state mandate.

Reading and math state assessments (MCAs) were administered in 2020-2021. Analyzing and interpreting achievement results were done with caution recognizing the taxing challenges presented by COVID-19 and the varying levels of student testing participation.

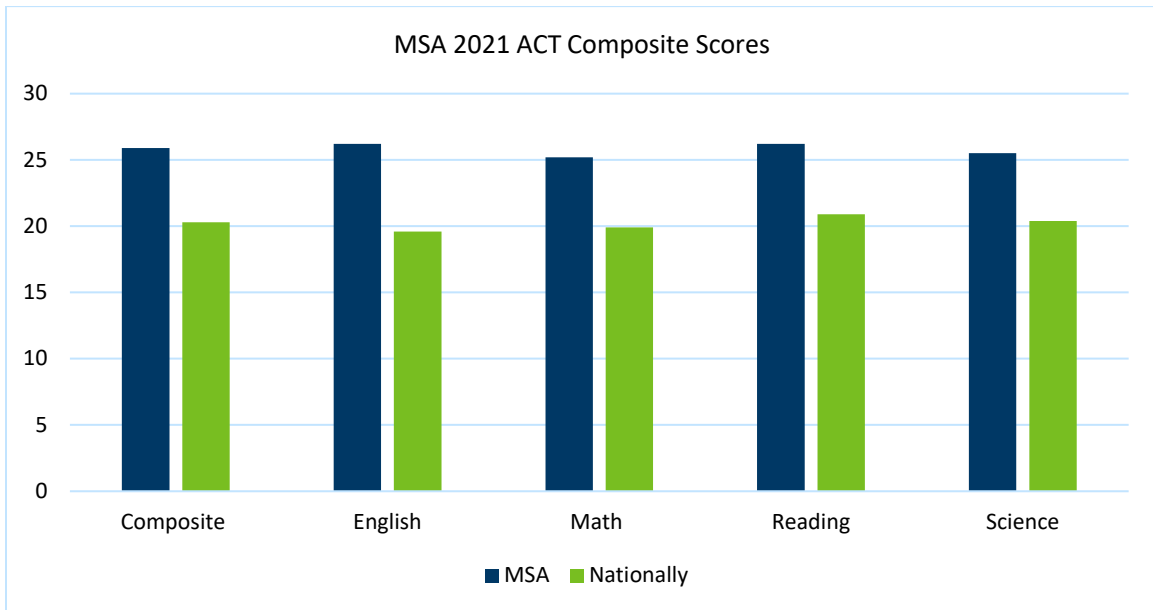
- **World’s Best Workforce Goal: All Third Graders Can Read at Grade Level - NECP**
Northeast College Prep did not achieve “All Third Graders Can Read at Grade Level” per state and FAST (school selected) reading assessments. Reading by third grade continues to be a struggle for the school. Only twenty-eight percent (28%) of students tested proficient. The school’s 4-Year Continuous Improvement Plan identifies third grade reading proficiency as a priority.



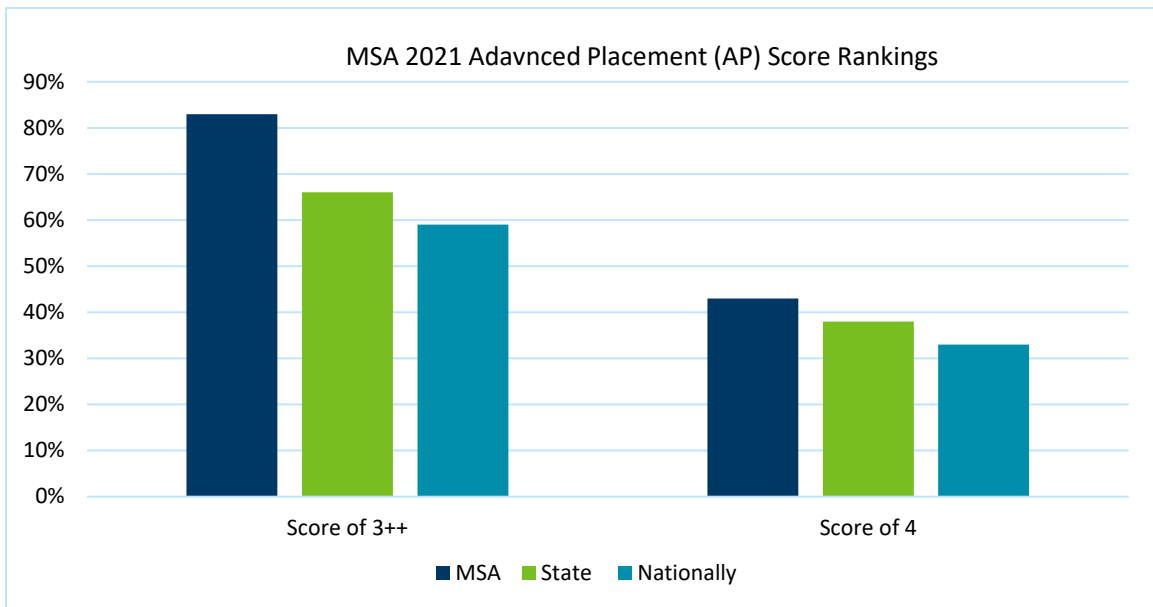
The Resident District and State Consistently Demonstrates Higher 3rd Grade Reading Proficiency than NECP.

▪ **World’s Best Workforce Goal: Graduation Rate and College Readiness - MSA**

Math and Science Academy’s WBWF goals focused on college readiness and high school graduation. Students graduated at a high rate and demonstrated a high level of college-readiness. SY2021 ACT results show MSA students outperformed the state average in all subject areas. The ACT composite mean score of 25.9 significantly surpassed the state composite mean score of 21.4 and national composite mean score of 20.3. Eighty-three percent (83%) of students who took advanced placement tests achieved a score of 3 or higher compared to the state average of 66% and 59% nationally. All students enrolled as seniors in the 2020-2021 graduated in June 2021.



MSA students demonstrated high college-readiness preparedness compared to their peers nationally.



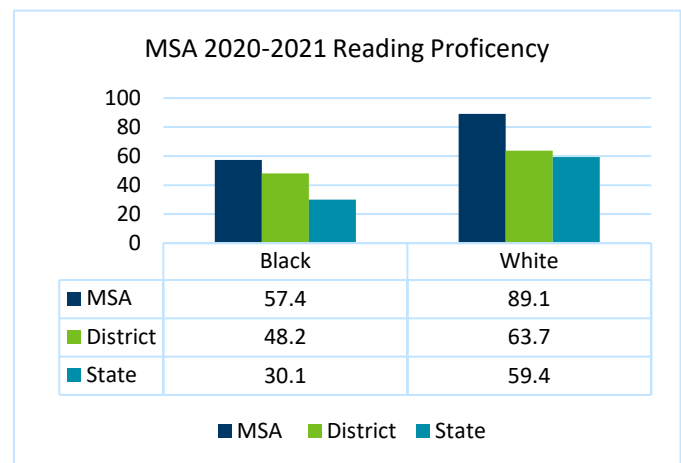
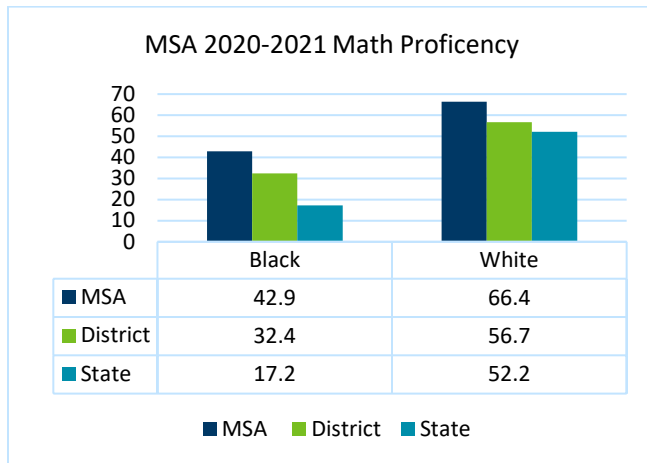
Overall, the percentage of MSA students scoring a 3 or higher was higher than the state and nation.

World Best Workforce Goal: All Achievement Gaps Between Students Are Closed – NECP & MSA

Northeast College Prep and Math and Science Academy

NECP and MSA lag in closing the achievement gap and COVID 19 just exacerbated the gap problem. NECP with its highly diverse enrollment, families with inadequate technology access, insufficient educational home resources and parental assistance shortcomings presented unique challenges.

MSA does an exceptional job preparing students for high-school graduation and college-readiness, but not all students succeed at the rate of their peers. Educational equity and how to decrease the achievement gap remain an active topic of discussion amongst school leaders, parents and the authorizer. Both schools included closing the achievement gap in their continuous improvement and strategic planning.



Black students performed at least 20 percentage points lower than their white peers in math and reading proficiency.

Academic Performance

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

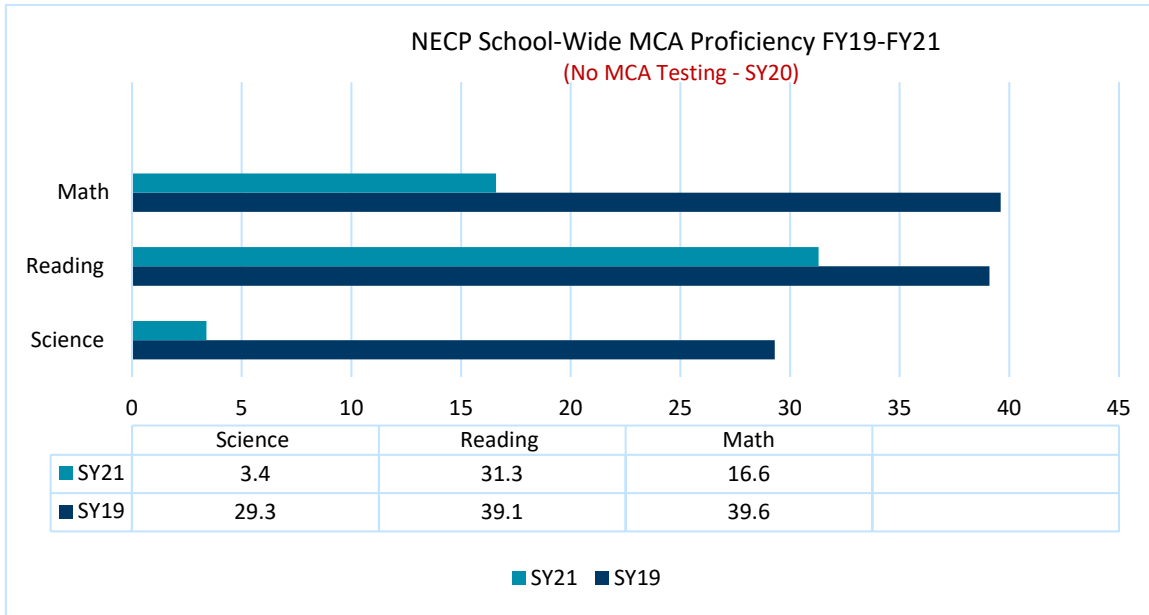
Student learning and academic achievement are foremost when evaluating school performance. State assessment results are weighed heavily, but other tests chosen by the schools (internally and externally) are also used. Academic data is disaggregated and compared (demographics, resident district and state) to underline and monitor all pupil learning. The administering of state assessments (math, reading and science) returned in 2020-2021 but the level of student testing participation varied by school. Thus, cautioning the reliability and interpreting of results reported. SAM school’s MCA performance aligned with the state’s performance; a decrease in reading, math and science proficiency, loss in student learning and no gains in closing the achievement gap.

Northeast College Prep

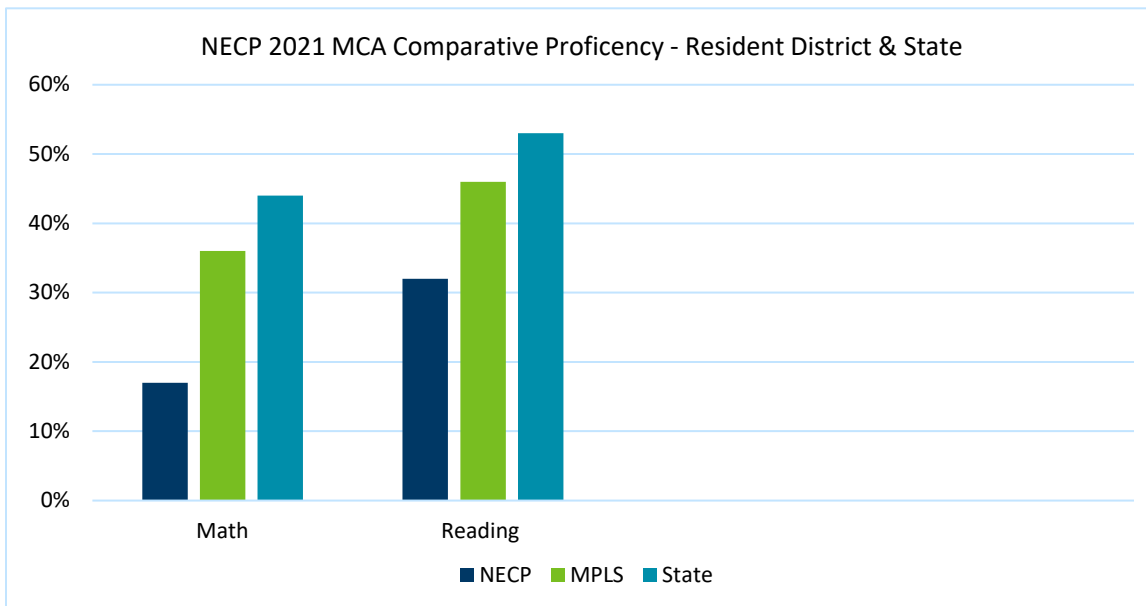
NECP continuously struggles to make substantial gains in increasing student achievement. The school’s academic performance in 2020-2021 decreased significantly per state and nationally normed assessment results. The school identifies virtual instructional deficiencies, pivoting between instructional delivery models, inadequate technology access, insufficient educational home resources, and parental assistance shortcomings as

contributing factors. The resident district (Minneapolis) and the state average consistently exceeds NECP in reading, math and science proficiency.

NECP is strongly encouraged to consider the following recommendations to increase student learning and improve teacher instruction: (a) implement effective and results proven reading and math interventions to better support students academically and to recover COVID-19 learning loss, (b) ensure instructional practices support remediation/recovery efforts and (c) create a reliable and easily navigated data collection system to track individual student progress and teacher instruction deficiencies.



NECP's reading, math and science proficiency decreased significantly between FY19 and FY21.

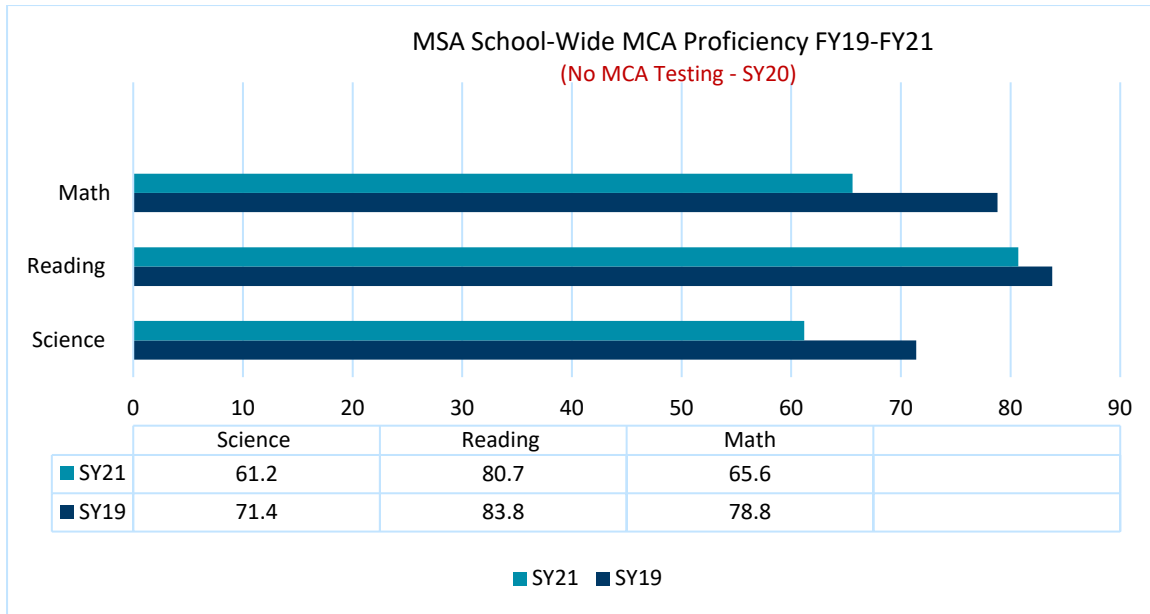


The resident district and the state average significantly outperformed NECP in math and reading proficiency.

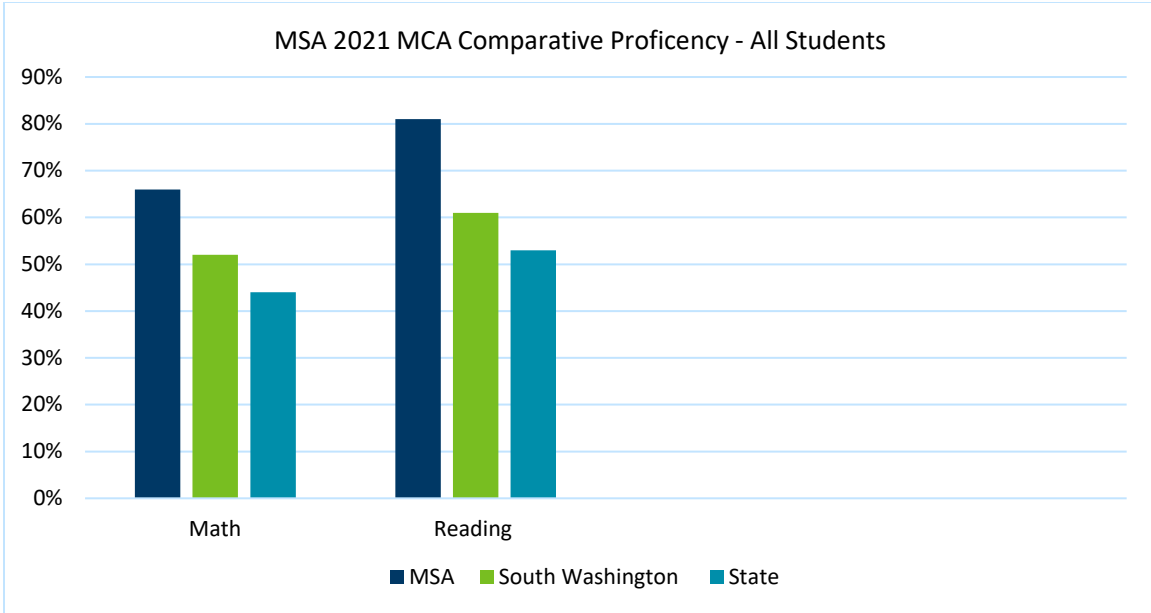
Math and Science Academy

MSA’s academic performance per state assessments continued to be impressive even with a decrease overall in proficiency. The school continued to exceed the resident district and state averages in reading, math and science proficiency, performing 20 points above the state average in all subject areas. PSAT scores indicated high college preparedness and readiness per subject benchmark attainment. Two students qualified for National Merit Scholarships. Eighty-three percent (83%) of students who took AP exams scored a 3 or higher compared to the state’s average of 66%. MSA’s ACT composite score ranked it a top high school in the state. High school graduation remained high. All students enrolled in SY21 as a senior graduated.

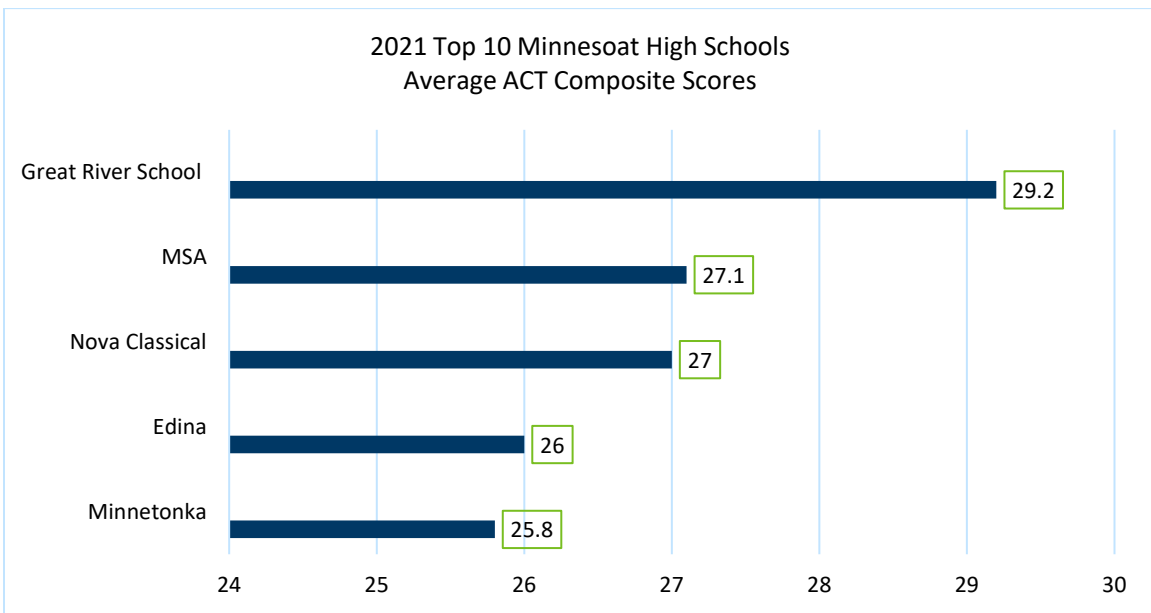
MSA’s academic performance might suggest the school is doing a great job educating students, but to the contrary, an achievement gap is most notable between white and students of color. The school recognizes it is not increasing the learning of all students and that some students are not learning at the rate of their peers. Grappling with closing the achievement gap remains a challenge. Achievement gap reduction is identified as a goal in MSA’s WBWF plan and strategic planning.



MSA proficiency decreased in subject areas.



MSA's math and reading proficiency was significantly higher than the resident district and the state average.



MSA high school students rank second in the state for college-readiness and preparedness.

Foremost, schools must address learning recovery and advance student learning in a manner that all students succeed. The school board's academic committees are encouraged to "racket-up" the monitoring of student learning, academic progress and the school's overall academic performance.

Operational Performance

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

Student Achievement Minnesota uses key performance indicators such as academic achievement, fiscal management, operational effectiveness, regulation compliance and school specific focus outcomes to evaluate school performance. SAM monitors these indicators via the review of board meeting minutes, board meeting attendance, school annual reports, authorizer mandated reporting and MDE communications. The monthly review of board meeting minutes provided SAM invaluable insight into current school operations as it pertained to board member meeting attendance, academic achievement, school policy, professional development, school finances and open meeting compliance, all elements key to school success. SAM responded with necessity pending findings and areas of noted concern. SAM's self-evaluation suggests its current protocols and practices satisfy its ability to provide effective and quality school oversight.

- Academic Achievement

Academic achievement is tracked using measures such as required academic reporting via SAM's portal and the review of board and academic committee meeting minutes. The frequency of academic discussion/briefings regarding the school's academic performance at board meetings is acutely monitored. Increased discussion on student academic progress is advised given the loss of student learning and pivoting of instructional models.

- Governance

Generally, board meetings were held monthly and in compliance with the open meeting law. Board culture and climate are monitored given its bearing on governance competence and effectiveness. COVID-19 necessitated meeting virtually (ZOOM) for most of the school year with minimal interruption in conducting school business. When COVID-19 restrictions were lifted schools returned to in-school meetings but continued to offer ZOOM sessions because of increased parent engagement. The use of board committees to enhance board efficiency continued to improve. Board training/professional development was compromised because of the pandemic but newly inducted members fulfilled their obligation. Annual school board elections and member inductions were held per school by-laws and policy.

- Compliance

School compliance (reporting requirements) is monitored via SAM's reporting portal. The portal identifies report types and due dates for the entire school year. Colors are used to track the timeliness of report submissions, green for a timely submission and red for a late submission. The completeness and timeliness of reports are factored in the school evaluation. SAM conducted website, financial and Annual Report/WBWF audits to ensure school compliance. Timely conversations were held with school leaders to discuss findings of concern, seek clarification and/or to identify items in need of immediate attention and improvement. Schools are acknowledged for responding to authorizer concerns/inquiries in a timely manner.

- Policies and Practices

School policy adoptions and revisions were monitored per the review of board meeting minutes. MSA's and NECP's polices were reviewed and acted upon in a consistent and comprehensive manner per meeting minutes. COVID-19 created a need for the drafting and adopting of new policies to increase operational efficiency.

		#SAM Schools Achieving Indicators / # SAM Schools with Reportable Results			
		2021	2020	2019	2018
Operation Indicators					
	Educational program contained in charter contract implemented	2/2	2/2	3/3	3/3
	Instruction/assessment aligned to standards, emphasizes student achievement	2/2	2/2	3/3	3/3
	Annual financial audit with no weaknesses	1/2	2/2	2/3	2/3
	Complies with ALL applicable laws and reporting requirements	2/2	2/2	1/3	1/3

Financial Performance

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

Student Achievement Minnesota uses key performance indicators such as student enrollment, monthly financial reporting, financial audits, fund balance, and state awards to monitor the fiscal management when evaluating school performance.

- Monthly Finance Reports

MSA and NECP submitted monthly finance reports as required. School leaders and/or business managers were contacted with immediacy if clarification or understanding was sought. Critical elements of financial oversight included student enrollment, budget benchmarks, revenue, expenditure, credit card itemization, and cash flow. SAM's charter agreement requires school to maintain a 25% fund balance as a cushion for unexpected occurrences. Receipt of the MDE Finance Award provided an added assurance that schools are managed in a fiscally responsible manner. MSA and NECP were recipients of the MDE School Finance Award in FY2021.

- Annual External Financial Audits

FY2021 annual financial audits were completed and submitted by the due date to the state and authorizer. MSA received a "clean" audit rating, no findings. MSA's fund balance continued to increase, exceeding the authorizer's fund balance requirement of 25%. NECP's Affiliated Building Company was cited one finding for FY20 reporting errors. NECP's fund balance increased slightly.

- Student Enrollment

Student enrollment is meticulously monitored because of its vital importance. How schools responded to enrollment fluctuation and its impact on school finances is critical. MSA's enrollment remained stable but NECP's enrollment decreased, an attrition rate of 16%. NECP's choice of instructional delivery model (in-school/distance) was reported as a contributing factor.

	##SAM Schools Achieving Indicators / # SAM Schools with Reportable Results			
	2021	2020	2019	2018
Finance Indicators				
Monthly Finance Reporting	2/2	2/2	3/3	3/3
Compliance w/ financial audit reporting due date	2/2	2/2	3/3	3/3
External Audit: No material weaknesses or significant deficiencies	1/2	2/2	3/3	3/3
Fund Balance Greater \geq 25%	1/2	1/2	1/3	1/3
State Finance Award	2/2	2/2	2/3	2/3

Other Performance

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

Student Achievement Minnesota requires that student learning, academic achievement and charter contract fulfillment be foremost in the evaluation of school performance. However, other performance indicators such as parent satisfaction, school improvement progress, MDE awards/recognition, external school quality reviews and public ratings are considered.

- Academic Performance

Charter contract academic goals are weighed heavily in evaluating school performance. Proficiency on state assessments is a key component but other measures like learning loss recovery, the effectiveness of remediation initiatives, implementation of the school's instructional delivery models and graduation rate are considered.

- Parent Satisfaction/School Surveys

MSA and NECP administered numerous surveys throughout the year to solicit parent input on varying school matters; an increase in surveys compared to past years. Overall, parents appear content and satisfied with what is happening in the schools. MSA parents communicated the school's academic program is strong and gave the school a rating of 88% for over-all satisfaction. NECP received an overall parent satisfaction rate of 86% but noted survey fatigue and poor response by the end of the school year.

- Awards/Recognition

MSA received U.S. News & World Report and NICHE accolades. The U.S. News & World Report (2021 Education Report) ranked MSA as the #1 high school in Minnesota. NICHE 2021 ranked MSA as the #1 best charter high school in the Minneapolis/St. Paul area.

- School Culture and Climate

SAM believes the school's culture and climate reflect the school's mission, values and contributes significantly to the success of the school. MSA was confronted with racial and disability/special needs discrimination allegations. A school investigation was launched per the directive of SAM. The investigation is expected to be completed sometime in January 2022. SAM will respond accordingly per investigation findings. NECP made minimal progress in retaining staff. SAM respects school autonomy but emphasizes the importance of identifying why this is happening. Continuous turnover in staffing impedes school advancement and success.