



2022-2023 School Year Charter School Annual Report

**KIPP Minnesota
5034 N Oliver Ave
Minneapolis, MN 55430**



Verification of Statutory Compliance/Table of Contents

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REPORT INTRODUCTION

This annual report serves to satisfy Minnesota Statute, section 124E.16, Subd. 2

Minnesota Statute 124E.16 Subd. 2. Annual Public Reports.

Subd. 2. Annual public reports. (a) A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and system implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official Web site. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.

KIPP MINNESOTA HISTORY

KIPP Minnesota was founded in 2006 to connect families to an educational option that addresses head-on the racial and economic opportunity gaps in the Twin Cities' educational systems. KIPP, the "Knowledge Is Power Program," is a national network of free, open enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and life. There are 280 KIPP schools serving nearly 170,000 students and alumni throughout the country.

KIPP Minnesota's first school, KIPP North Star Academy, (formerly KIPP Stand Academy), opened in 2008 in downtown Minneapolis. In the summer of 2014, the school moved into a vacant Minneapolis Public School building on the far north side to allow for the expansion of our middle school and the addition of an elementary school, KIPP North Star Primary, which opened in fall 2016. KIPP Minnesota opened their second site in the Fall of 2019, opening another middle school, KIPP Legacy Academy, in the Jordan neighborhood. In the Fall of 2020, KIPP added KIPP Legacy Primary grades on that second site.

Like all schools around the country and the world, KIPP has experienced multiple COVID-affected years that have been unlike any others. In 2020-2021, the majority of the year was spent in distance learning, with some components of hybrid learning and in-person learning for our younger learners and other sub-sets of students. In 2021-2022, KIPP Minnesota students and staff largely returned to campuses, albeit with regular disruptions due to quarantines, partial closures, and temporary halts in in-person learning. In the 21-22 school year, the KIPP North Star site served nearly 370 students in grades K-8, and the KIPP Legacy site served approximately 210 students in grades K-8. The vast majority of students live in North Minneapolis and the surrounding suburbs. In 21-22, 97% of our student body was students of color, of which 98% were African American. Approximately 91% of our students receive federal lunch aid.

Rigorous academic preparation and an equity-driven, nurturing environment has been the focus of KIPP's schools. This dual purpose drives all aspects of our schools, shaping our college-going culture, extended school day and year, and curriculum. It explains why our school leaders and all

of our teachers ask so much of our students; and provide joyful, identity-affirming experiences. At KIPP Minnesota our teachers are unified in doing what's best for students. Our teachers share best practices and collaborate as a school and with a powerful network of over 10,000 educators nationally.

SCHOOL STATUTORY PURPOSE

The primary purpose of the school is to improve student learning and student achievement. Additional purposes include:

- Increase learning opportunities for students
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers

SCHOOL MISSION

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose —college, career, and beyond—so they can lead fulfilling lives and build a more just world.

SCHOOL VISION

Every child grows up to create the future they want for themselves and their communities.

EXPLANATION OF HOW THE SCHOOL IS MEETING ITS MISSION AND VISION

KIPP Minnesota schools prioritize thorough academic preparation and a supportive, equity-driven environment. This dual focus influences our college-oriented culture, extended academic calendar, and curriculum. It's the reason our dedicated educators challenge students, fostering joyful and identity-affirming experiences. At KIPP Minnesota, teachers unite to prioritize students' well-being, sharing best practices and collaborating within our school and a nationwide network of over 10,000 educators. This collaborative effort ensures that best practices are shared, innovative ideas are cultivated, and a collective commitment to student success is upheld.

BRIEF EXPLANATION OF EDUCATIONAL PROGRAM MODEL

Rigorous academic preparation and an equity-driven, nurturing environment has been the focus of KIPP's schools. This dual purpose drives all aspects of our schools, shaping our college-going culture, extended school day and year, and curriculum. It explains why our school leaders and all of our teachers ask so much of our students; and provide joyful, identity-affirming experiences. At KIPP Minnesota our teachers are unified in doing what's best for students. Our teachers share best practices and collaborate as a school and with a powerful network of over 10,000 educators nationally.

I. AUTHORIZER



Volunteers of America of Minnesota
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VOA Charter School Authorizing Program
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Phone: 612-270-1998
E-Mail: solsen@voamn.org

INTRODUCTION

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum of the charter contract.

Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.

- **ACADEMIC PROGRAM PERFORMANCE** - Is the school’s Learning Program a Success?
- **FINANCIAL SUSTAINABILITY** – Does the School Exhibit Strong Financial Health?
- **SCHOOL BOARD GOVERNANCE & OPERATIONS** - Is the organization effective and well run?

VOLUNTEERS OF AMERICA ACCOUNTABILITY PLAN

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of charter schools is to improve all pupil learning and all student achievement.* VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated.

Rating Scale: For each standard, a school earns points for contract renewal as follows:

- 2 = Meets Standard
- 1 = Partially Meets Standard
- 0 = Does Not Meet Standard

WEIGHING OF PERFORMANCE MEASURES USED DURING THE CONTRACT RENEWAL PROCESS IS AS FOLLOWS:

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 20% weighting: Financial Sustainability
- 30% weighting: Organization
- 15% governance
- 15% management & compliance

COMBINING DATA OVER THE CONTRACT TERM

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected. Each school receives an annual “Scorecard” from the authorizer that evaluates the school’s performance on the authorizer standards for Academic, Finance, Board Governance, and Management and Operations.

CONTRACT RENEWAL ELIGIBILITY

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least and an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard to receive a three-year renewal contract but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school’s contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

INTERVENTION AND CORRECTIVE ACTION

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

CLOSURE PLAN

If the school does not meet the terms of the School Improvement Plan and attain a Satisfactory Rating by the end of the contract term, the school is a candidate for nonrenewal. If the school’s

contract is not renewed, the school must implement the Closure Plan as described in the school's charter contract.

ONGOING AUTHORIZER SCHOOL MONITORING

SITE VISITS - One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal.

- **Formal Site Visit** - Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the "Range of Interventions" table.
- **Informal Site Visit** - VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include investigation of a complaint, determination of readiness to open, follow-up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

BOARD MEETINGS - Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

SCHOOL PUBLISHED ANNUAL REPORTS - The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annually. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft is board approved and posted to the school's official website. The VOA-MN Annual Report criteria may contain the World's Best Workforce Report.

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS - In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

I. 2022-2023 SCHOOL YEAR BOARD GOVERNANCE*

| Name | Seat Type (teacher, parent, community) | Officer or Member | Area(s) of Expertise | Elected (E) or Appoint-ed (A) & Date | Date Seated | Term Expiration | E-Mail | Attendance Rate (percent) |
|---------------------|---|--------------------------|-----------------------------|---|--------------------|------------------------|---------------------------------|----------------------------------|
| Nicole Danielsen | Community | Board Chair | Corporate experience | 11/16/2019 | 06/01/2019 | 5/30/25 | nicole.danielsen@gmail.com | 100% |
| Paul Muldoon | Community | Member | Finance | 11/15/2018 | 06/01/2021 | 06/01/2024 | paul_d_muldoon@hotmail.com | 78% |
| Kristine Straumann | Community | Member | Finance | 06/13/2018 | 06/01/2011 | 05/30/2023 | kristine.straumann@gmail.com | 56% |
| Kojo Amoo-Gottfried | Community | Member | Corporate | 10/28/2020 | 01/01/2021 | 05/30/2024 | kojo_amoo-gottfried@cargill.com | 56% |
| Trent Bowman | Community | Member | Finance | 05/21/2020 | 06/01/2020 | 05/30/2023 | Trent.Bowman@oldnational.com | 67% |
| Margie Soran | Community | Vice Chair | Philanthropic experience | 08/15/2019 | 06/01/2019 | 06/30/2023 | msoran6@gmail.com | 78% |
| Rita Gordon | Parent | Member | Education | 05/25/2022 | 06/01/2022 | 06/02/2024 | njeridh@gmail.com | 100% |
| Renee Uzong | Community | Secretary | Legal | 06/15/2016 | 06/01/2019 | 06/30/2023 | ruzong@mm.com | 56% |
| David Milton | Community | Treasurer | Finance | 05/24/2022 | 10/01/2022 | 07/01/2025 | dmilton02@comcast.net | 89% |
| Aquila Collins | Community | Member | Corporate | 10/28/2019 | 06/01/2019 | 05/30/2025 | aquilarcollins@gmail.com | 67% |
| Prince Jibunor | Community | Member | Corporate/Finance | 05/24/2022 | 10/01/2022 | 07/01/2025 | prince_jibunor@cargill.com | 56% |
| Patricia Hampton | Teacher Board Rep | Member | Education | 05/24/2022 | 10/01/2022 | 07/01/2025 | phampton@kippminnesota.org | 67% |
| John Slifer** | Community | Member | Finance | 08/15/2019 | 06/01/2019 | 05/15/2023 | jrslifer@gmail.com | 44% |

**Complete Board Roster for 2022-2023 (including any board members that did not finish a term)*

*** John Slifer passed away in May, 2023.*

FY23 BOARD TRAINING FOR NEW BOARD MEMBERS

| Board Member Name | Governance Basic Training Completed (Topic, trainer and date) | Finance Basic Training Completed (Topic, trainer and date) | Employment Basic Training Completed (Topic, trainer and date) |
|--------------------------|--|---|--|
| David Milton | Board Orientation; Beth Finch, Charter Source; 10/18/23 | BKDV School Board Finance Training; Kelly Rimpala, Creative Planning; 4/21/23 | Training complete, info unknown |
| Prince Jibunor | Board Orientation; Beth Finch, Charter Source; 10/18/23 | Supplemental not completed; Basics covered in Orientation packet | Supplemental not completed; Basics covered in Orientation packet |
| Patricia Hampton | Board Orientation; Beth Finch, Charter Source; 10/18/23 | BKDV School Board Finance Training; Kelly Rimpala, Creative Planning; 4/21/23 | Training complete, info unknown |

FY23 BOARD TRAINING FOR ONGOING BOARD MEMBERS

| Board Member Name | Training Topic | Date of Training | Trainer |
|--------------------------|-----------------------|-------------------------|----------------|
| Nicole Danielsen | Finance | 12/2022 | Kelly Rimpila |
| | Governance | 12/2022 | Beth Thompson |
| | Finance | 04/2023 | David Milton |
| Paul Muldoon | Finance | 12/2022 | Kelly Rimpila |
| | Governance | 12/2022 | Beth Thompson |
| | Finance | 04/2023 | David Milton |
| Kristine Straumann | Finance | 12/2022 | Kelly Rimpila |
| | Governance | 12/2022 | Beth Thompson |
| | Finance | 04/2023 | David Milton |
| Kojo Amoo-Gottfried | Finance | 12/2022 | Kelly Rimpila |
| | Governance | 12/2022 | Beth Thompson |
| | Finance | 04/2023 | David Milton |
| Trent Bowman | Finance | 12/2022 | Kelly Rimpila |
| | Governance | 12/2022 | Beth Thompson |
| | Finance | 04/2023 | David Milton |
| Margie Soran | Finance | 12/2022 | Kelly Rimpila |
| | Governance | 12/2022 | Beth Thompson |
| | Finance | 04/2023 | David Milton |
| Rita Gordon | Finance | 12/2022 | Kelly Rimpila |
| | Governance | 12/2022 | Beth Thompson |
| | Finance | 04/2023 | David Milton |

| | | | |
|----------------|------------|---------|---------------|
| Renee Uzong | Finance | 12/2022 | Kelly Rimpila |
| | Governance | 12/2022 | Beth Thompson |
| | Finance | 04/2023 | David Milton |
| Aquila Collins | Finance | 12/2022 | Kelly Rimpila |
| | Governance | 12/2022 | Beth Thompson |
| | Finance | 04/2023 | David Milton |

ORIENTATION OF NEW BOARD MEMBERS

Recognizing the importance of providing a thorough orientation to new board members, the orientation should be composed of the following:

- Upon election or appointment, each new board member shall be given an electronic version of the Board Handbook which includes the Articles and Bylaws of the School; the school’s contract with its authorizer; a copy of Minnesota’s Charter School Law and copies of the minutes of all meetings for the past year and the most recent financial statement provided to Board members.
- The Board Chair shall appoint an existing board member to serve as a mentor during the new member’s first year of board service.
- Within 40 days of the commencement of each new board member’s service, the Chair shall arrange the orientation to familiarize the new board member with the operation of the school.
- The chair of each standing, ad hoc and advisory committee is encouraged to meet with and/or invite new board members to attend a regular meeting of the group.

BOARD SELF EVALUATION

The Board completes an annual self-evaluation via online survey. Based on last year’s evaluation and annual strategic retreat the board is focused on key areas to support the school including the following: developing our growth plan for opening new schools, building school leadership pipeline, board succession planning, and encouraging community partnerships.

FY23 BOARD ELECTIONS

Date of Notice announcing the Board Election: April 26, 2023

Date/s of the Board Election: May 31, 2023

2023 Voter Guide linked [HERE](#)

Election Results:

- Mr. Trent Bowman - 2nd term, community representative
- Ms. Patricia Hampton - 1st term, teacher representative
- Mr. Prince Jibunor - 1st term, community representative
- Mr. David Milton - 1st term, community representative

FY23 BOARD STRATEGIC PLANNING AND/OR BOARD DEVELOPMENT PLAN

Opportunities for improving board capacity include human resources and student achievement. The board is also focused on building capacity from within the communities of color we serve. The Governance Committee is focused on reaching out to the North Minneapolis community as an integral component of KIPP Minnesota’s board development strategy.

FY23 PARENT SATISFACTION SURVEY RESULTS

| Number of Parents who took the Survey | Number of Parents who were satisfied or very satisfied with the school | Percent Satisfaction Rate |
|--|---|----------------------------------|
| 32 | 13 | 40.63% |

III. MANAGEMENT

This section demonstrates compliance with the following VOA-MN Standards:

Standard 9: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.

Standard 10: The Board has a Board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2*).

CEO Professional Development Plan (Appendix 1)

2022-2023 SCHOOL MANAGEMENT/ADMINISTRATIVE TEAM INFORMATION

| Name | Admin License Yes/No | File Folder Number | Position | Years Employed by the School | Returning (R) or Not Returned (NR) in 22/23 |
|----------------------|-----------------------------|---------------------------|---|-------------------------------------|--|
| Ford, Shana | No | N/A | Chief Executive Officer | 3 | R |
| Moses, IV, Isreal | No | 423601 | Chief of Academics | 2 | R |
| Gallt, Becky | No | 456037 | Chief of Staff | 14 | R |
| Harris-Gill, Tiffany | No | 1006046 | Assistant Director of Special Education | 3 | R |

| | | | | | |
|----------------------|-----|---------|--------------------------|---|----|
| Perez-Evans, Deonna | No | N/A | Chief of Human Resources | 2 | R |
| Tweeton, Mirdalys | No | N/A | VP of External Relations | 1 | R |
| Wilder, Ramon | Yes | 514385 | Assistant School Leader | 2 | R |
| Caldwell, Jacqueline | No | 1006606 | Student Services Leader | 1 | R |
| Blake, Tresavoya | No | 1002006 | Student Services Leader | 5 | R |
| Harrigin, Josie | No | 1005023 | Assistant School Leader | 3 | R |
| Johnson, Sarah | No | N/A | Executive Assistant | 0 | NR |
| Sims, Marvin | Yes | 378102 | Assistant School Leader | 0 | NR |

Brief description of the basic roles/responsibilities or structure of the school management team:

| | |
|--------------------------------------|--|
| Chief Executive Officer | Provide overall accountability for all aspects of the school's mission, vision, strategic plan, including facilities and construction projects, staffing, and education. |
| Chief of Staff | Assist executive director in all functions, act as a board and authorizer liaison, manage KIPP MN regional team members, manage school-based operations teams. Oversee and plan financial aspects of school, manage vendor relationships and ordering. |
| Chief of Academics | Oversee school leaders; support and build academic structures, progress-monitoring, and curriculum. |
| Chief Human Resource Officer | Oversee all components of HR. Create and execute staff recruitment, hiring, onboarding and development. Manage staff licensure acquisition. |
| VP of External Relations | Plan and execute annual development activities, manage external communication and branding. |
| Assistant Director of Special | Assist the oversight of the special education programming, manage external service providers, support school- based student service coordinators. |

| | |
|----------------------------|---|
| Education | |
| School Leaders | Establish school culture and academic programs. Oversee school leadership team, run professional development, assist in hiring, manage all school staff, act as a parent liaison. |
| Operations | Maintain all student information and learning management systems, support enabling academic systems, assessments and curriculum across the region. |
| Executive Assistant | Provides support to the Chief Executive Officer in all areas. |

Professional credentials of the school director(s)/principal/executive director:

Chief Executive Officer – Shana Ford

Ms. Ford, a life-long Minnesotan, joined KIPP Minnesota as the Executive Director in October 2020. Previously, she served as the Vice President for the Center for Economic Inclusion, where she led a team supporting public and private institutions to assess current systems and institutionalizing new policies and practices to be responsive to the talent and needs of the BIPOC community.

Ms. Ford is a mission-driven executive with over 20 years of experience leading highly effective teams to achieve performance success while implementing deep, transformational outcomes for communities. Before her time at the Center for Economic Inclusion, Ms. Ford helped organizations transform organizational imperatives into results across multiple sectors. She has a track record of managing key relationships, engaging with community partners, policymakers, and decision-makers to create and implement long-term employment solutions, housing and health services, and financial viability.

In addition, Ms. Ford served as the Director of Lending and Impact Investing for First Children’s Finance and as Chief Administration and Human Capital Officer for the Harvest Network of Schools. Before her work in non-profit, Ms. Ford had an 18-year career in banking where she served as Vice President with BMO Harris and Wells Fargo.

Mr. Ford holds a Bachelor’s degree in Business and Marketing Management and a Master’s degree in Leadership. She is the mother of five children: LaShana, Terrell, Tiffany, and twins Derek and Erick, and the proud grandmother of a KIPP Minnesota student.

KIPP Minnesota Head of Schools – Isreal Moses, IV

Dr. Moses joined KIPP MN in January 2021 and brings over 15 years as a high school administrator. His entrepreneurial spirit led him to start MFAM Capital & Consulting LLC., which focuses on public speaking and staff development, emphasizing the socio-emotional aspects of education. He received his Bachelor’s of Science from North Dakota State, his Master’s of Arts in Educational Leadership from Hamline University, and is a doctoral

candidate at Minnesota State University Mankato.

Dr. Moses also enjoys volunteering and service work as a proud member of Alpha Phi Alpha Fraternity, Inc., Big Brother Big Sisters, and March of Dimes. He is currently serving as a board member for the Northside YMCA.

Dr. Moses and his wife, Kyra, have three children Isreal V, Laila Amani, and Harper Malia.

SCHOOL DIRECTOR EVALUATION PROCESS AND BOARD MEETING DATE(S)

The Board Chair and Executive Director agree on goals and priorities for the school year as part of the performance plan. The Executive Director works with the Leadership Team to develop a comprehensive plan including strategies to meet school goals and benchmarks to monitor progress. The Executive Director reports on the goals regularly to the Executive Committee and Board of Directors. The Executive Director completes a self-assessment aligned to the KIPP Leadership Competencies and is formally evaluated by the Board of Directors mid-year and at the end of the year. The Executive Committee of the Board reviews the Executive Director’s performance against the goals and performance plan along with the results of a 360-degree review and generates an assessment of performance.

Board Meetings were held October 26, 2022, December 3, 2022, January 25, 2023, March 29, 2023, April 26, 2023, May 24, 2023, and June 28, 2023.

Administrator Professional Development Plan/s for Non-Licensed Administrator (if applicable as required by Minn. Stat. 124E.12, Subd. 2*):

IV. STAFFING

This section demonstrates compliance with the following VOA-MN Standards:

Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

ACADEMIC

Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

FY22 LICENSED STAFF INFORMATION

| Name | Position | Area of Licensure | File Folder Number | Returned (R) or Not Returned (NR) for FY23 |
|---------------|-----------------|------------------------------------|---------------------------|---|
| Allen, Donald | 5-8 ELA Teacher | 5-12 Communication Arts/Literature | 489329 | R |

| | | | | |
|-----------------------|---|---|---------|----|
| Aqeel, Ifraj | 5-6 Middle School Science Teacher | K-6 Elementary Education | 488760 | NR |
| Bellinghausen, Andrea | SpEd Middle School Teacher | K-12 Academic & Behavioral Strategist | 511220 | NR |
| Blake, Tresavoya | Student Support Service Leader | K-12 Academic & Behavioral Strategist | 1002006 | R |
| Burns, Jordan | 2nd Elementary GenEd Teacher | K-6 Elementary Education | 1017986 | R |
| Caldwell, Jacqueline | Student Support Service Leader | K-12 Academic & Behavioral Strategist | 1006606 | R |
| Cephus, Aishia | Middle School Science Teacher | 5-8 Science | 1021276 | NR |
| Chomilo, Jenny | School Nurse | Pre K-12 School Nurse | 1001098 | NR |
| Cooper, Casey | SpEd Middle School Teacher | K-12 Academic & Behavioral Strategist | 1023554 | NR |
| Delk, Danielle | SpEd Elementary Teacher | K-12 Academic & Behavioral Strategist/Short Call Substitute Teacher | 1013196 | R |
| Dornbusch, Justin | 7-8 Middle School Social Studies Teacher | 5-12 Social Studies | 1022870 | R |
| Dunbar, Niaka | School Leader | 7-12 Social Studies | 1002512 | NR |
| Dunbar, Quentina | School Leader | 6-8 Communication Arts/Literature | 1013558 | R |
| Ford, Jr. , John | 5-6 Middle School GenEd Social Studies TeamLead/Teacher | 7-12 History/ Pre K- Adult Short Call Substitute Teacher | 465452 | R |
| Geddes, Treva | SpEd Middle School Teacher | K-12 Academic & Behavioral Strategist | 1019807 | NR |
| Guldan, Heather | 3rd Elementary GenEd Teacher | K-12 Learning Disabilities, Emotional Behavior | 467294 | NR |

| | | | | |
|----------------------|--|--|---------|----|
| | | Disorders, and 5-8 Science | | |
| Hampton, Patricia | Kindergarten Elementary GenEd Teacher | K-6 Elementary Education & K-12 Reading | 398849 | R |
| Harrigin, Josie | Academic Dean | K-6 Elementary Education & Pre K-12 Short Call Substitute Teacher | 1005023 | R |
| Harris, Tiffany | Assistant Director of Special Education | 5-12 Emotional Behavior Disorders, Learning Disabilities, and Academic & Behavioral Strategies. District Director of Special Education | 1006046 | R |
| Henry, Ava | 5-8 SpEd DCD Middle School Teacher | K-12 Academic & Behavioral Strategist | 1010695 | NR |
| Heyman, Sophie | School Psychologist | Pre K -12 School Psychologist | 1012192 | R |
| Hojan, Anne Marie | SpEd Elementary Social Worker | Pre K-12 School Social Worker | 518761 | NR |
| Johnson, Justin | P.E. Teacher | K-12 Physical Education | 1020215 | NR |
| Kizart, Chelcie | SpEd Middle School Teacher | K-12 Academic & Behavioral Strategist | 1014068 | R |
| Lafontaine, Matthew | Building Substitute Teacher | Pre K to Adult Short Call Substitute | 1016275 | NR |
| Liston, Sienna | 1st Elementary GenEd Teacher | K-6 Elementary Education | 1013011 | NR |
| Lynch Slavin, Shauna | SpEd Elementary School Social Worker/Substitu te Teacher | Pre K-12 School Social Worker/Pre K to Adult Short Call Substitute Teacher | 1012974 | NR |

| | | | | |
|---------------------|--|--|---------|----|
| Mason, Alexander | Music Teacher K-8 | K-12 Instrumental & Classroom Music | 1016889 | NR |
| Mitchell, Shequitta | 1st GenEd Elementary Teacher | K-6 Elementary Education | 1022614 | NR |
| Mondal, Gangotree | 2nd GenEd Elementary Teacher | K-6 Elementary Education | 1019985 | R |
| Montgomery, Laura | 4th GenEd Elementary Teacher | K-6 Elementary Education | 1001901 | R |
| Nelson, Sharon | SpEd Middle School DCD Teacher | B-Grade 3 Early Childhood Education/Acad emic & Behavioral Strategist | 354414 | R |
| Nguyen, Rose | 406 Middle School Science Teacher | K-6 Elementary Education | 511209 | NR |
| Packer, Rachel | SpEd Middle School Resource Teacher | K-12 Academic & Behavioral Strategist | 1012897 | NR |
| Parker, Mack | 7-8 Math Teacher - Virtual | 5-12 Mathematics | 1020773 | NR |
| Pittman, Kendrea | 1st GenEd Elementary Teacher | K-6 Elementary Education | 1020724 | NR |
| Pratt, Bobbi | 5-6 Middle School ELA Teacher | K-6 Elementary Education | 1006811 | NR |
| Shelton, Sheila | 2nd GenEd Elementary Teacher | K-6 Elementary Education | 1012806 | R |
| Sipes, Leah | SpEd Elementary Teacher | K-12 Academic & Behavioral Strategist | 1019972 | R |
| Smiley, Alexis | 4th GenEd Elementary Teacher | K-6 Elementary Education | 1019355 | R |
| Staples, Courtney | SpEd Elementary | K-6 Elementary Education/K-12 | 505549 | R |

| | | | | |
|----------------------------|---------------------------------------|---------------------------------------|---------|----|
| | Inclusion Teacher/Team Lead | Academic & Behavioral Strategist | | |
| Stillson, Michelle | 3rd GenEd Elementary Teacher | K-6 Elementary Education | 1019673 | NR |
| Tabbutt, Addy | Middle School ELA Teacher | 5-12 Communication Arts/Literature | 1020871 | NR |
| Taylor, Aron | K-8 PE Teacher | 1-6 Elementary Education | 493703 | NR |
| Webster-Wickliffe, Monique | Social Worker | Pre K-12 School Social Worker | 1021845 | R |
| Wilder, Ramon | Assistant School Leader | Principal K-12 | 514385 | R |
| Williams, Lyrik | SpEd Substitute Teacher | K-12 Academic & Behavioral Strategist | 1022452 | NR |
| Zurn, Amanda | Kindergarten GenEd Elementary Teacher | K-6 Elementary Education | 1020108 | NR |
| Lefevre, Anabelle | 4-6 GenEd Math Teacher | K-6 Elementary Education | 517350 | R |

FY22 NON-LICENSED STAFF INFORMATION

| Name | Position | Returned (R) or Not Returned (NR) for FY23 |
|----------------------|--|---|
| Alexander, Quinton | Behavior Support Plan Specialist - Middle School/Bus Aide Lead | R |
| Asauskas, Nicole | Human Resources Manager | R |
| Barr, Zachary | Behavior Interventionist | R |
| Bedoya Ortiz, Carlos | School Ops Associate | R |
| Blevins, Melinda | School Ops Associate | R |
| Brown, Helen | Office Assistant | R |
| Cummings, Wuanell | SpEd Paraprofessional | NR |
| Ferguson, Qiandre | SpEd Paraprofessional | NR |
| Gaire, Rachel | Marketing & Communications Director | R |
| Gill, Garey | Sr. Business Director | R |
| Goldsby, Tiara | Elementary GenEd Paraprofessional | R |

| | | |
|--------------------|--|----|
| Gulley, Aqeelah | Elementary GenEd Paraprofessional | R |
| Harris, Tresdon | SpEd Paraprofessional | R |
| Harris, Charles | Facilities Service Provider | R |
| Hopson, Jamir | SpEd Paraprofessional | R |
| Jackson, Chauncey | Behavior Support Plan Specialist - Elementary | R |
| King, Angelique | SpEd Elementary Paraprofessional | NR |
| Martin, Sharla | SpEd Paraprofessional | R |
| Pearson, Miranda | SpEd Paraprofessional/PCA Paraprofessional | R |
| Powell, Shavonte | 4-5 Math GenEd Paraprofessional | R |
| Rodgers, Sha'Quise | SpEd Paraprofessional | NR |
| Shelby, Lynnaya | Academic Interventionist | R |
| Sipes, Nathan | SpEd Elementary Paraprofessional/Dyslexia Coach | R |
| Siphapaserth, Judy | SpEd Elementary Paraprofessional | R |
| Sledge, Tyrell | SpEd Paraprofessional | NR |
| Staples, Brett | Elementary GenEd Paraprofessional | NR |
| Taylor, Tkeyhia | SpEd Elementary Paraprofessional | R |
| Walker, David | SpEd Paraprofessional | NR |
| Walton, Jaevon | SpEd Elementary Paraprofessional | R |
| Wright, Amber | SpEd Due Process Clerk | R |
| Wright, Jaime | Facility Service Provider | R |

FACULTY PROFESSIONAL DEVELOPMENT DESCRIPTION

At KIPP Minnesota, we know that teachers get better faster if they are provided with meaningful and frequent development opportunities. While we believe that the majority of development comes from coaching on the job, explicit development also plays a role. At KIPP, that professional development centers on student achievement and instructional data cycles.

The KIPP Minnesota team has three full weeks of professional development prior to the start of the school year. These sessions are crucial for teachers to internalize curriculum, learn school systems, build teams and work on foundational teaching skills. Throughout the year teachers have weekly PD sessions on Friday from 1:30-4:30 and an additional 5 full days spread throughout the academic calendar. These sessions focus on assessment analysis, targeted training and curriculum implementation.

TEACHER EVALUATION DESCRIPTION

At KIPP Minnesota, we define strong performance as the facilitation of great student results. We believe a strong performance management system:

1. Allows for all staff to be focused on results day-to-day.
2. Ensures clarity of expectations and goals.
3. Provides regular, clear communication about performance & areas for growth.
4. Establishes enduring systems and tools for getting better every day.
- 5.

Below is the outline of our performance management model that serves as both the driving force for tailored professional development in addition to our teacher evaluation mechanism. We use a number of rubrics and development tools provided by the KIPP foundation in support of our development and evaluation plans.

KIPP MINNESOTA'S PERFORMANCE MANAGEMENT MODEL

Research by The New Teacher Project in DC showed that one of the top three variables affecting student outcomes is that expectations for effective teaching are clearly defined. All staff need to know what gains we expect students to make, what behaviors exemplify excellent teaching, what behaviors we value in the school, and what duties we expect to be carried out daily. With this information and associated support, all are much more likely to be successful.

Formally, the first step in our process is to set performance goals. All performance goals should be written in the "SMART" goals format – meaning they are specific, measurable, ambitious, realistic and timebound.

Teacher performance goals are frequently linked to school wide assessment goals. After setting strong performance goals, teachers develop a set of individual development goals. We create development goals in order to set a roadmap for how we will get better at our jobs on a daily, monthly, and yearly basis – and how we will move toward our performance goals.

When setting development goals, it is critical to reflect on both strengths and areas of growth. So often, areas of strength can be easily leveraged to support development. Development goals are usually at least two-to-three-month endeavors, and may sometimes take longer for adequate progress (some behaviors are harder to change than others). Time during weekly One- on-Ones (O3s) and in periodic reviews will be used to determine whether or not they are ready to be reset.

It is widely recognized that staff will likely need a variety of resources to meet their performance and development goals. Some examples may be:

- Manager or coach support setting performance and development goals
- Time to build relationships, collaborate, learn, review plans & student data with

manager

- Money to fund all costs, classroom funds, etc.
- Materials such as curricular materials, supplies, equipment, etc.
- Professional Development both in-school/region and KIPP-wide or external
- Feedback and Coaching based on observations for ongoing improvement

Staff at KIPP Minnesota will receive these resources on an ongoing basis. Instructional coaches will regularly observe all teachers on their team. During an observation, coaches take a running record of the classroom lesson. After observing, coaches review their notes and create an action step for the teacher. At KIPP, we use the “Get Better Faster” scope and sequence to determine the best next action step for teachers. This tool allows a coach to identify the highest leverage and most foundational skill that a teacher needs to improve and then provides guidance on writing an observable and bite-sized action step.

All observations will be followed by an observation debrief within a teachers O3 (one-on-one) meetings. Every O3 agenda will include:

- Most recent observation debrief
- Performance and development goal check-in
- Conversation about sustainability/work-life balance
- Additionally, on a rotating basis, O3s will include the following larger “deep dives:”
 - Curriculum planning
 - Assessment data
 - Classroom culture, systems, and procedures

At KIPP Minnesota, we discuss and evaluate performance using three sources of data:

- Student Achievement Data (primarily MCA, MAP, and curriculum-based assessments)
- Formal/Full Observations (1x/semester)
- Informal Observations (at least 2x/month)

In addition to evaluating teacher performance based on student data, KIPP Minnesota also utilizes rubrics and development tools provided by the KIPP foundation for teacher performance. All staff members will have one performance review meeting a semester.

SCHOOL ENROLLMENT AND RETENTION

STUDENT ENROLLMENT

| School Year | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # Students |
|-----------------------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-------------------------|
| 2021-2022 | 0 | 66 | 70 | 68 | 57 | 62 | 62 | 71 | 66 | 55 | 0 | 0 | 0 | 0 | 577 |
| 2022-2023 | 0 | 31 | 37 | 45 | 40 | 35 | 40 | 45 | 34 | 33 | 0 | 0 | 0 | 0 | 340 |
| 2023-2024 projections | 0 | 22 | 32 | 30 | 32 | 30 | 31 | 37 | 31 | 27 | 0 | 0 | 0 | 0 | 272 |

STUDENT DEMOGRAPHICS

| Demographic Trends | 2020-2021 | 2021-2022 |
|---------------------------|------------------|------------------|
| Total Enrollment | 665 | 577 |
| Male | 329- 49% | 292- 51% |
| Female | 336- 51% | 285- 49% |
| African American | 632- 95% | 535- 93% |
| Latino | 18- 27% | 25- 4% |
| Asian/PI | 0 | 0 |
| American Indian | 2- .03% | 8- 1% |
| White | 2- .03% | 1- .01% |
| 2 or more races | 11- 16% | 8- 1% |
| Special Education | 134- 20% | 107- 19% |
| LEP | | |
| F/R Lunch | 618- 93% | 535 - 93% |

STUDENT ATTRITION OR RETENTION

Attrition

| School Year | Total # Students enrolled on October 1 | Total # of October 1 Students enrolled at End of Year | Attrition Rate (%) |
|-------------|--|---|--------------------|
| 2021-22 | 577 | 546 | 6 |

Retention

| School Year | Total # of Students Eligible at End of Year to Return in Fall | Total # Students who Returned at Start of Next Year | Retention Rate (%) |
|-------------|---|---|--------------------|
| 2021-22 | 577 | 546 | 94 |

SCHOOL ADMISSION, LOTTERY, AND ENROLLMENT PROCEDURES

KIPP Minnesota is a free, open enrollment charter school. We accept any student living in Minnesota and provide bussing for all students who live within the Minneapolis Public School District. In 2022-23 our enrollment period was from 2021 until the start of the school year. We circulated applications at community centers, local libraries, community events, and hosted enrollment events at various locations. We also asked current families to refer new families to the school. We did not have enough student applications by the lottery

deadline to trigger a competitive lottery in 2022-2023.

Our enrollment policy dictates that if we exceed our stated enrollment targets by one student during our open enrollment period, we will continue to collect applications for a certain defined period of time and then students will be chosen through a random lottery system. If students apply after the lottery has been run, they will be added to a waitlist or immediately enrolled based on vacancies. Our policy does extend preference to new students who are siblings of current students or are children of a current staff member.

V. SCHOOL ACADEMIC PERFORMANCE

PROGRAM MODEL: The school provides an explanation of the school academic program, including an overview of the academic program model (e.g., project-based, curriculum, instructional philosophy) and an explanation with supporting evidence regarding the success of the school learning program.

The report contains information on student academic performance. Charter Contract Provision 7.4 Annual Report. The report must include the extent to which the school is meeting the VOA-MN performance standards/goals contained in Addendum B (“School Accountability & Authorizer Oversight System”) of the Contract. Charter Contract Provision – Addendum B.

VOA-MN Academic Standard 1: Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

VOA-MN Academic Standard 2: Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2022, the combined statewide average (math + reading) was 61.6%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

VOA-MN Academic Standard 3: The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

[NOTE: Academic Standard 4 and 5 are contained in staffing, Section 4]

VOA-MN Academic Standard 6: The school is meeting their additional statutory purpose(s) (MS 124E.01, Subd 1) *Increase learning opportunities for all pupils.*

VOA-MN Academic Standard 7: The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).

ASSESSMENT PLAN FOR 2022-2023

2022-2023 SCHOOL YEAR KIPP MINNESOTA ACADEMIC PROGRAM

READING

| School | Primary Curriculum | Additional Resources | Assessments |
|--------------------------------|--|---|--|
| KIPP North Star/Legacy Academy | <ul style="list-style-type: none"> ● KIPP Wheatley (includes: texts, assessments, lesson plans, exit tickets) | <ul style="list-style-type: none"> ● Guided Reading Library ● Accelerated Reader ● IXL ● Moby Max | <ul style="list-style-type: none"> ● Curriculum based assessments ● NWEA MAP |
| KIPP North Star/Legacy Primary | <ul style="list-style-type: none"> ● KIPP Wheatley (includes: texts, assessments, lesson plans, exit tickets) ● Foundations Phonics ● CKLA Skills | <ul style="list-style-type: none"> ● Guided Reading Library ● RAZKids ● iStation ● Moby Max | <ul style="list-style-type: none"> ● Mclass Dibels Universal Screener ● Curriculum based assessments ● NWEA MAP |

MATH

| School | Primary Curriculum | Additional Resources | Assessments |
|--------------------------------|---|---|--|
| KIPP North Star/Legacy Academy | <ul style="list-style-type: none"> ● Eureka Math (lesson plans, assessments, exit tickets) ● Achievement First Math (lesson plans, assessments, exit tickets) | <ul style="list-style-type: none"> ● IXL Math platform ● Moby Max ● KIPP Share Feature Teacher resources | <ul style="list-style-type: none"> ● Curriculum based assessments ● NWEA MAP |
| KIPP North Star/Legacy Primary | <ul style="list-style-type: none"> ● Eureka Math (lesson plans, assessments, exit tickets) | <ul style="list-style-type: none"> ● Zearn Math platform ● Number Corner ● Moby Max | <ul style="list-style-type: none"> ● Curriculum based assessments ● NWEA MAP |

SCIENCE

| School | Primary Curriculum | Additional Resources | Assessments |
|--------------------------------|---|--|--|
| KIPP North Star/Legacy Academy | <ul style="list-style-type: none"> ● Amplify Curriculum ● KIPP MN created curriculum (unit outlines, daily objectives, assessments) | <ul style="list-style-type: none"> ● MCA Science Prep ● KIPP Foundation Master Teacher Resources | <ul style="list-style-type: none"> ● Curriculum based assessments ● Amplify Assessment ● NWEA MAP |
| KIPP North Star/Legacy Primary | <ul style="list-style-type: none"> ● Amplify Curriculum | <ul style="list-style-type: none"> ● NA | <ul style="list-style-type: none"> ● NWEA MAP |

KIPP MINNESOTA INSTRUCTIONAL VISION

At KIPP MN, we believe that the foundations of strong instruction are strong primary curriculum resources and well-prepared teachers. We let these two beliefs inform all academic program decision making. We use the KIPP Wheatley curriculum in reading in grades K-8 to ensure all students are exposed to high quality, rigorous texts and asked to engage with these texts deeply. We use the Eureka Math curriculum in grades K-8 to ensure all students are developing deep math thinking and computation skills. In science, we use the Amplify Science curriculum.

During the 22-23 school year, the primary focus was to stabilize our educational model. We provide frequent and meaningful coaching opportunities to teachers to help them prepare for instruction. School leaders facilitate internalization meetings where teachers are asked to engage with their content before planning to teach. School leaders coach teachers using the “Get Better Faster” tool, in addition to other rubrics, to develop all staff toward our vision of excellent teaching.

INTEGRATING IDENTITY AND SOCIAL-EMOTIONAL LEARNING INTO INSTRUCTION

KIPP MN offers teachers, kids, and parents a structured, meaningful way to talk about and develop identity, social-emotional learning, and character.

At KIPP MN, explicitly creating opportunities to develop social-emotional learning is infused throughout the school day. KIPP implemented an art therapy class at both campuses; a peace garden at KIPP North Star; a number of counseling groups; among other specific social-emotional support initiatives.

At KIPP North Star Academy and KIPP Legacy Academy, students are given “Glows” to incentivize demonstrating specific positive behaviors. For example, a student who struggles for the duration of a math class with a problem but does not give up would be awarded a

“Glow” for showing perseverance. Conversely, students can be assigned “Grows” for violating a school norm.

Students are able to earn rewards and privileges based on their “Net Impact” (their total glows minus their total grows).

At KIPP North Star Primary, students receive or lose a “DoJo Point.” Students who reach certain point levels throughout the day are celebrated both daily and weekly. Additionally, students participate in a weekly community meeting where they learn about different character traits, learn examples and non-examples and celebrate a “KIPPster of the Week ” who embodies the character trait of the week.

ASSESSMENT RESULTS (WBWF - Appendix 2)

In the 2022-2023 school year we completed both the NWEA/MAP assessment and the MCA.

MAP ASSESSMENT

In the spring of 2023 students took the NWEA MAP Growth Tests. K-4 students took mathematics and reading assessments, while 5-8 students took mathematics, reading, and science assessments. 16.1% of the students who took the MAP test in reading in the spring scored at or above grade level (40th percentile and above). 7.9% of the students who took the MAP test in math in the spring scored at or above the grade level.

MCA ASSESSMENT

Approximately 350 KIPP Minnesota students participated in MCA testing. 16.5% of students who took the reading MCA met or exceeded the standards. 5.8% of students who took the mathematics MCA met or exceeded the standards.

DATA DRIVEN INSTRUCTIONAL MODEL

Academic Goal Setting: The main measure of academic success at KNSA is student performance on the MCA assessments. Each year, annual goals are set outlining how many students at KIPP North Star Academy will partially meet, meet and exceed standards on their MCAs. In order to make both realistic and ambitious goals, we rely on fall NWEA MAP data to inform these goals.

After fall NWEA MAP testing, we use the NWEA Linking study on MAP/MCA alignment to determine what percent of our students are currently on-track to reach each attainment level on the MCA. We create our “meet/exceed goal” by adding 100% of the students who are on track to meet/exceed, 100% of the students who are on track to partially meet and 20% of the students who are partially on track to not meet. Our “partially meet” goal becomes 30% of the students who are on track to not meet. The remaining 50% of students who are on track to not meet the goal become “priority growth” goal students – they are targeted for

interventions and have ambitious individual growth goals.

Teachers are given these goals in conjunction with student lists that contain fall testing data so they are able to tailor instruction. We are able to assess whether we are on track/making progress towards this goal by conducting winter NWEA MAP testing. We also conduct NWEA MAP testing in the spring (immediately following the MCA window) so that we are able to create a complete picture of student growth in addition to the final attainment data from the MCA.

Academic Goal Setting: The priority goal is ensuring all students make adequate reading growth and are reading on grade level at the conclusion of the school year. In order to inform this goal and progress monitor, teachers rely heavily on the Mclass Dibels universal screener. The Mclass Dibels universal screener is given 3 times annually to gather foundational literacy data and mark progress to goal throughout the year. The assessment provides detailed information that allows teachers to target specific students and specific reading skills. In addition to the Mclass Dibels reading goals, teachers aim for mastery on all Eureka curriculum content tests.

KNS staff also prioritizes student growth on the NWEA MAP assessments in both reading and math. KNS aims for all students to achieve their tiered growth goal on the NWEA assessment.

DATA DRIVEN INSTRUCTION

In addition to the academic goals that are created and used for “big picture” planning and grouping, teachers engage in classroom level data cycles that help them tailor and target their instruction.

Teachers meet and conduct item level analysis. They determine what standards have been mastered by the whole group, what standards need to be re-taught to whole groups and what standards need to be taught to target groups of students. They are also given planning time with team teachers and paraprofessionals to ensure that the appropriate interventions are put in place.

Teachers also meet once a term to do a data deep dive, looking at all bi-weekly quiz data alongside MAP data and MCA projections. They reflect on their quantitative data and generate their own qualitative observations to help guide their planning into the next term. All teachers also reflect on school wide culture data (behavioral metrics, attendance data, student & family survey data.)

CURRICULUM AND INSTRUCTIONAL DECISION MAKING

KIPP Minnesota works closely with curriculum designers and experts at the KIPP Foundation to ensure we have the best instructional resources in our classroom. Along with our primary curriculum resources, the foundation also provides shared, curriculum- aligned assessments.

Based on assessment data and teacher reflection, KIPP MN is able to both provide feedback

to the KIPP foundation relative to the curriculum choices and receive support and feedback on our curriculum implementation.

VI. FINANCES

This section should demonstrate compliance with the following VOA-MN Financial Standards:

Standard One: The school maintains a balanced budget.

Standard Four: Schools are expected to have audits that are free of all findings.

Standard Six: The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting.

Standard Seven: The School develops and maintains a targeted General Fund balance determined by the school board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.

Standard Ten: The school is not in Statutory Operating Debt (SOD).

DISCUSSION OF THE FINANCIAL HEALTH AND STABILITY OF THE SCHOOL DURING FY23

GENERAL EDUCATION AID

General Education Aid is a combination of several revenue categories that provide the major share of funding for school districts. General Education Aid is not restricted to any specific use. The total general education funding formula for FY23 was \$6,863. Based on our ADM and this funding formula, KIPP MN received \$5,146,844 in general education aid for the 2022-2023 school year. The per weighted student unit amount will be \$7,138 in FY24. Assuming that student attendance goals are met, KIPP Minnesota anticipates receiving \$3,734,723 in general education aid in FY24.

ENGLISH LEARNER STATE AID

English Learner (“EL”) Aid is allocated to schools based on the number of students categorized as “English learners.” KIPP MN had 4 EL students enrolled in FY23 and received \$14,172 in EL Aid.

BUILDING LEASE AID

The School is eligible for Building Lease Aid that must be used to pay for facility occupancy and certain related costs. The amount of Building Lease Aid the School receives and will receive in the future is determined by a statutory formula. Under the current formula, effective July 1, 2011, a charter school receives as Building Lease Aid equal to the lesser of (i) 90% of the approved cost of the lease or (ii) a cap of \$1,314 per weighted student unit. The School received Building

Lease Aid in the amount of \$512,132 for the 2022-2023 school year. KIPP MN anticipates receiving \$336,489 in lease aid for the 2023-2024 school year.

OVERALL FINANCIAL RESULTS

In FY23, the School had total revenues of \$12,094,424 and total expenditures of \$11,717,452 which resulted in net income for the year of \$376,972. The positive net income resulted in an ending FY23 fund balance of \$4,353,760 or 38%. The cash balance at the end of the year was \$3,192,516 or 99 days of cash on hand which exceeds the School's bond covenant compliance requirement of 30 days of cash on hand.

FY23 school budget and a preliminary (unaudited) set of financial statements (Balance Sheet and Statement of Revenues and Expenditures):

[KIPP Preliminary June 2023 Financial Report](#)

ADDENDUM 1

Explanation of the school's internal controls used during board oversight of financial matters: KIPP MN employs a comprehensive system of internal controls to ensure effective board oversight of financial matters. Central to this framework is the role of the board treasurer, who acts as a key custodian of financial accountability. The finance committee, consisting of board members, plays a crucial part in this oversight by regularly reviewing financial statements and scrutinizing expenditures. The board, in turn, is actively involved in approving contracts, thereby maintaining a hands-on approach to financial decision-making. To foster a continuous and thorough review process, monthly finance committee meetings are conducted, attended by the board treasurer, controller, finance director, and CEO. This collaborative approach facilitates discussions on financial performance, ensuring alignment with strategic objectives. Additionally, weekly financial meetings with the CEO, finance director, and controller further enhance communication and coordination, allowing for timely identification and resolution of financial issues. Through this multifaceted approach to internal controls, KIPP MN maintains a robust and transparent financial governance structure that aligns with best practices and promotes responsible fiscal management.

Explanation of the school's progress meeting the VOA-MN Financial Standards contained in Addendum B of the Charter Contract: The school contracts with Creative Planning for services related to its accounting, payroll, financial statement generation, and compliance reporting services. Additionally, KIPP MN also contracts with ABDO for performance of its annual financial audit. Financial statements are presented to the Board on a monthly basis, and the Board also conducts reviews of expenditures and approves contracts. As part of an extra layer of review and accountability, the school submits financial statements and Board meeting minutes to its Authorizer (VOA-MN) on a monthly basis.

VI. SERVICE LEARNING

This section demonstrates compliance with the following VOA-MN Standards:

OVERVIEW OF THE SCHOOL'S SERVICE LEARNING PLAN

At KIPP MN, we recognize the profound impact of service learning in providing students with experiential opportunities to apply academic knowledge, critical thinking skills, and good judgment to address authentic community needs. We believe that through service learning, students not only enhance their academic understanding but also develop a strong sense of civic engagement and responsibility.

OBJECTIVE

To integrate service learning into the educational experience at KIPP MN, fostering a sense of civic responsibility and empowering students to make meaningful contributions to their communities.

Service projects and activities the school's students participated in during the 2022-2023 School Year: KIPP MN actively engaged in a district-wide service learning initiative on May 25, 2022. During this event, both staff and students joined forces to execute a comprehensive campus and community clean-up project. Together, they diligently collected litter and removed unwanted items from both the school grounds and the neighboring community surrounding the two school sites.

EVALUATION OF STUDENT AND COMMUNITY ENGAGEMENT AND STUDENT BENEFITS FROM SERVICE LEARNING EXPERIENCES

Evaluation:

Quantitative Metrics:

- Number of students engaged in service learning.
- Time dedicated to service projects.

Qualitative Metrics:

- Student reflections on the learning experience.
- Community feedback on the value of service initiatives.

INNOVATIVE PRACTICES

Discussion of innovative/best practices with evidence implemented during 2022-2023: The KIPP Model - At KIPP MN, we believe every child can and will learn when provided a high-quality education. That's why we count success one student at a time. Our model is not only based on rigorous academic preparation, but also on integrating social-emotional learning into everyday lessons to help students prepare for the challenges of college and life. By choosing KIPP MN, students make a commitment to excellence with themselves, their parents, and their teachers. In addition to the lessons students learn in the classroom, they are also learning life skills through identity-affirming education. We also have programming that helps to bridge

students' transition from middle to high school and also from high school to college. They help each student select a college that is a good fit, become socially and academically integrated after they enroll, and navigate the hurdles they face earning a degree.

GROWTH FOCUSED BEHAVIOR MANAGEMENT

Our behavior management system is a flexible system of “glows” and “grows” in the middle school, and a point spectrum that students can move up or down on in the primary school. They allow students to be both rewarded and redirected. While our expectations remain high, the systems we use allow for the opportunity for students to “cool down” and reflect. For example, in middle school, students who are given multiple “grows” spend time reflecting with an administrator in a separate room before returning to class. Students who earn a specified number of “glows” are given privileges and rewards.

There is additional time in the school day where students are able to reflect in groups about how their choices are impacting their class community. Students discuss how their behavior has impacted their team and their learning. Ongoing character education also plays a big role in this improvement, as we helped students shed negative, reactive habits and build self-control, social intelligence, and optimism.

TARGETED MATH AND READING INTERVENTION

While all of our students need high quality, data driven instruction, we recognize that there are groups of students who need additional supports and interventions to be successful. While intervention structures look different in the primary and middle school, both prioritize using data to make informed decisions about the additional services and targeted instruction that students need.

Data teams use fall NWEA data to identify students who participate in additional pull out time. Groups of students were pulled during non-instructional components of the day to receive an extra “dose” of reading or math. In addition to the small groups, all students participate in a portion of the day called “lab.” During this block of time, all students either complete independent reading, instructional level math problems on IXL, or are pulled by a content teacher to practice a recent standard based skill.

In primary grades, all classroom teachers use MClass reading assessment data to create guided reading groups. Students receive small group leveled reading instruction daily in their guided reading group. Teachers also use MClass data to create groups to use a leveled phonics curriculum that meets each student at their level. Additionally, teachers use a combination of MClass, NWEA and classroom level data to identify students for the Child Studies Team (CST) to receive a complete individualized intervention plan.

Foundation - Gen Ed

- 22-23
- 23-24

REPORT ON INNOVATIVE PRACTICES IN SPECIAL EDUCATION AT KIPP MINNESOTA

INTRODUCTION

KIPP Minnesota has consistently demonstrated a strong commitment to excellence in special education. Our approach is centered on individualized and inclusive practices, data-driven instruction, and continuous professional development, ensuring that we meet the diverse needs of our students with special needs.

INNOVATIVE PRACTICES

Individualized Education Programs (IEPs): KIPP Minnesota places a strong emphasis on developing comprehensive and personalized IEPs. Each program is tailored to the student's unique needs, ensuring they receive the support necessary for their academic and personal growth.

Data-Driven Instruction: Our special education program is grounded in the use of data to inform instructional strategies. Regular assessments and evaluations enable us to adapt our teaching methods to be most effective for each student.

Inclusive Practices: We are committed to inclusivity, integrating students with special needs into general education classrooms. This approach not only benefits students with special needs but also enriches the learning environment for all students.

Professional Development: Recognizing the importance of skilled educators, KIPP Minnesota invests in ongoing professional development for our special education staff. This ensures that our team is equipped with the latest knowledge and techniques in special education.

Evidence and Data: The success of these practices is evident in our students' performance and the positive feedback from parents and educators. [Here, specific data or outcomes from the provided document should be inserted, such as improvements in student performance metrics, survey results, or other relevant data.]

Conclusion: The innovative practices implemented in the special education program at KIPP Minnesota have significantly contributed to the success and well-being of our students. We remain dedicated to continually enhancing our practices to provide the best possible education for all students.

Awards and recognition received by the school:

- Received 22-23 Financial Management & Governance Award from VOA
- Received 2023 Inclusive Employer of the Year by The Latino Chamber of Commerce Minnesota

VII. FUTURE PLANS

SPANISH IMMERSION

This report provides an overview of the current state of our Spanish Immersion and outlines our future plans for its growth and development. The Spanish Immersion can be a significant component of our educational services, and as we move forward, we are committed to enhancing our students' academic experience while diversifying learning opportunities.

Current Status: Our Spanish Immersion Program is currently in the initial planning stages . It will serve a diverse group of students, starting in the primary grades, who are immersed in a Spanish-language learning environment. The program will incorporate a variety of specialized services, including Spanish language instruction, cultural activities, and academic support. Our staff members will be trained in effective practices for language immersion education.

Future Facility Needs: As we plan for the future, we don't anticipate the need for expanded and enhanced facilities. We believe we can utilize unused classrooms to accommodate the Spanish Immersion program.

Anticipated Expansions: We are exploring the possibility of expanding our Spanish Immersion Program to include additional grade levels. This expansion aligns with our commitment to providing language immersion and continued support throughout a student's educational journey. Expanding the program will require additional resources, staffing, and specialized training in Spanish language education.

Program Changes: To ensure that our Spanish Immersion Program remains at the forefront of best practices in language immersion education, we plan to make ongoing programmatic changes. This includes staying updated on the latest research and evidence-based interventions for language learning. We will also continue to collaborate with parents, language specialists, and experts in the field to refine and improve our program offerings.

Anticipated New Accountability Measures: We recognize the importance of accountability in delivering high-quality language immersion services to our students. In the future, we plan to implement new accountability measures that will assess the effectiveness of our program. This may include data collection on language proficiency outcomes, satisfaction surveys, and regular program evaluations.

Staff Restructuring: To support the growth and development of our Spanish Immersion Program, we may need to consider staff restructuring. This could involve hiring additional language specialists, educators, and support staff with expertise in Spanish language education. We are committed to ensuring that our team is well-equipped to meet the unique language learning needs of our students.

Future Goals: Our overarching goal for the Spanish Immersion Program is to provide comprehensive, language-rich services that empower students to become proficient in Spanish while reaching their full academic potential. Specifically, we aim to:

- Increase the number of students served while maintaining high-quality, language-immersive support.
- Expand our program to include a wider range of grade levels and ages.
- Foster a collaborative and inclusive environment that involves parents, caregivers, and the wider community.
- Continue to stay at the forefront of research and best practices in language immersion education.
- Ensure that our program is a model of excellence in supporting students in their Spanish language learning journey.

REPORT ON AUTISM PROGRAM AND FUTURE PLANS

This report provides an overview of the current state of our Autism Program and outlines our future plans for its growth and development. The Autism Program has been a significant component of our educational services, and as we move forward, we are committed to enhancing our support for students with autism spectrum disorder (ASD).

Current Status: Our Autism Program is currently serving a diverse group of students with ASD, ranging from early intervention to high school age. The program includes a range of specialized services, including speech and language therapy, occupational therapy, and behavior intervention support. We have dedicated staff members who are trained in evidence-based practices for individuals with ASD.

Future Facility Needs: As we plan for the future, we anticipate the need for expanded and enhanced facilities to accommodate the growing demand for our Autism Program. A larger, more specialized space will allow us to create tailored learning environments that better meet the unique needs of our students with ASD.

Anticipated Expansions: We are exploring the possibility of expanding our Autism Program to include additional grade levels. This expansion aligns with our commitment to providing early intervention and continued support throughout a student's educational journey. Expanding the program will require additional resources, staffing, and specialized training.

Program Changes: To ensure that our Autism Program remains at the forefront of best practices, we plan to make ongoing programmatic changes. This includes staying updated on the latest research and evidence-based interventions for ASD. We will also continue to collaborate with parents, specialists, and experts in the field to refine and improve our program offerings.

Anticipated New Accountability Measures: We recognize the importance of accountability in delivering high-quality services to our students with ASD. In the future, we plan to implement new accountability measures that will assess the effectiveness of our program. This may include data collection on student outcomes, satisfaction surveys, and regular program evaluations.

Staff Restructuring: To support the growth and development of our Autism Program, we may need to consider staff restructuring. This could involve hiring additional specialists, therapists,

and support staff who have expertise in working with individuals with ASD. We are committed to ensuring that our team is well-equipped to meet the unique needs of our students.

Future Goals: Our overarching goal for the Autism Program is to provide comprehensive, evidence-based services that empower students with ASD to reach their full potential.

Specifically, we aim to:

- Increase the number of students served while maintaining high-quality individualized support.
- Expand our program to include a wider range of grade levels and ages.
- Foster a collaborative and inclusive environment that involves parents, caregivers, and the wider community.
- Continue to stay at the forefront of research and best practices in ASD intervention.
- Ensure that our program is a model of excellence in supporting students with autism.

The Autism Program plays a vital role in our commitment to inclusive education and supporting students with ASD. As we look to the future, we are excited about the opportunities for growth and improvement. By addressing facility needs, expanding services, and enhancing our accountability measures, we are confident in our ability to provide exceptional support for students with autism in the years to come. We remain dedicated to the principles of evidence-based practice, collaboration, and continuous improvement as we strive to achieve our future goals.

APPENDIX 1: KIPP MN CEO PROFESSIONAL DEVELOPMENT PLAN



To: KIPP Minnesota Board of Directors

From: Shana Ford, CEO

Re: FY23 CEO Professional Development Plan (FINAL DRAFT) Approved on:

The objective of this Memorandum is to present the FY23 CEO Professional Development Plan to the KIPP Minnesota Board of Directors for approval. Throughout the 2022-2023 school year, KIPP Minnesota's CEO Shana Ford engaged with community leaders and subject matter experts to not only grow her own understanding of key areas and goals, but to also engage in community engagement and learning. Below is the outline of the key components of the Professional Development plan.

Bi-weekly Meeting with Business Strategic Professional

- Engage Organizational Growth and Health
- Outcomes
 - Create revised strategic plans based on subject matter expertise
 - Have sounding board and thought partner for decision making

Bi-weekly Meeting with Executive Literacy Coach

- Based on the Science of Reading
- Outcomes
 - Improve Literacy at KIPP Minnesota
 - Improve CEO Literacy knowledge

Monthly Meeting with Executive Math Coach

- Based on State of Minnesota Math standards and Eureka
- Outcomes
 - Improve Math proficiency for Students
 - Implement data-driven Math curriculum
 - Improve CEO Math curriculum knowledge

Monthly Peer-to-Peer Coaching

- Part of KIPP National Professional Development Initiative
- Outcomes
 - Shared knowledge on leadership competencies and best practices

Monthly Meeting with KIPP National Relationship Manager

- Provided by KIPP National to connect with resources, relevant information, and problem solving support.

Monthly KIPP Black Executive Director Community Affinity Space

- Outcomes
 - Best practices and knowledge sharing, cultural relevance in education
 - Connect KIPP CEO with National strategic initiatives

Quarterly Meetings with Community-based Partner on Executive Director Landscape, Politics, and Legislative Changes

- Outcomes
 - CEO well versed in political landscape to provide better outcomes in education

Harlem Children Zone Professional Development Opportunity

- See first hand best practices at HCZ to understand development and success measures
- As a result, quarterly check-in with HCZ Superintendent
- Outcomes
 - Understand National education landscape and best practices

Winter and Spring Executive Director Convening

- KIPP National Professional Development series for Executive Directors and CEOs.
- Outcomes
 - Alignment with national strategic initiatives
 - Deeper focus and understanding in Early Literacy Professional Development
 - Other curriculum and content areas as designed by KIPP National

WBWF: World’s Best Workforce Report (Appendix 2)

This section demonstrates compliance with the following VOA-MN Standards:

VOA-MN *Academic Standard 7* The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B).

ORGANIZATION NONPROFIT STATUS

2022-2023 Nonprofit Annual Meeting Date: _____

DOCUMENTS TO INCLUDE

MN Attorney General Filing – proof of “active status”

[MN Attorney General Filing - proof of active status](#)

Addendum 2

MN Secretary of State Filing – proof of “active status”

[KIPP - Annual Renewal - Nonprofit Corporation \(Domestic\)](#)

Addendum 3

APPENDIX 2: WBWF REPORT



2022–23 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: KIPP Minnesota

WBWF Contact: Mirdalys Herrera Tweeton and Rebecca Gallt

Title: Chief of Staff and Contracted Chief of Staff

Phone: 612-406-9592

Email: mtweeton@kipppminnesota.org; rgallt@kipppminnesota.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World’s Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

<https://www.kippminnesota.org/school-policies-and-compliance>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the

previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: February 23, 2023

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? Yes.

| Goal | Result | Goal Status |
|---|--|--|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>The percentage of students on or above grade level in reading in the 2030 cohort of students will improve by 10% as measured by the mCLASS DIBBELS assessment.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>We have seen significant progress in pockets on this goal. We have switched assessments from AimWebs to mCLASS Dibbels in order to have more comprehensive information, and invested heavily in Early Literacy programming.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

| Goal | Result | Goal Status |
|---|---|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>KIPP MN will demonstrate improved comparative MCA proficiency rates in math and reading.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>We have seen significant progress in pockets on this goal.</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|---|--|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>KIPP Minnesota's student population is over 98% students of color and over 92% of students receiving lunch aid. To help close the broader achievement gap between historically systemically oppressed communities and their peers, KIPP Minnesota will increase the percent of 8th grade students in the top 50th percentiles as measured by the NWEA MAP assessment by 5% in both math and reading.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>In 21-22, and continuing in 22-23, KIPP MN set intermediary targets around assessment participation, especially in response to the low participation during the COVID closures. KIPP MN increased participation to 91% in 8th grade. We also saw increase in the number of 8th graders reaching their MAP growth goals.</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

Repeat table for additional achievement gap goals as appropriate.