

Evaluation Rubric

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

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

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

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

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

1 = Does not meet standard	Less than 40% of are proficient in reading
2 = Approaching standard	40-55.0% of students are proficient in reading.
3 = Meets standard	55.1%-75% of students are proficient in reading.
4 = Exceeds standard	More than 75% of students are proficient in reading.

SY2025-2026 Rating (Based on academic results from SY2025)

Rating: Enter the number that most closely matches your assessment: 2

Comments/Evidence:

Third grade reading proficiency was 49%. This rate is above the state (46.1%), demographic match schools (22.96%) and resident district (20.5%). There was a slight increase from last year's reading proficiency of 48.1%.

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

Rating: Enter the number that most closely matches your assessment: 2

Comments/Evidence:

Third grade reading proficiency was 48.10%. This proficiency rate is above the state (46.5%), demographic match schools (16.5%) and resident district (15.7%). However, compared to the previous year, Global's 3rd grade reading proficiency has dropped by 14.4%.

SY2023-2024 Rating (Based on academic results from SY2023)**Rating:** Enter the number that most closely matches your assessment: **Comments/Evidence:** Third grade students scored well above the state average in reading at 62.5% proficient (state 48%). This is also 13.6% higher than the 2022 average.**Data Source:** Minnesota Department of Education School Report Card, Test Data spreadsheets**1.2 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and demographically comparable schools on MCA math and reading exams?****1.2a Reading****1.2b Mathematics**

1 = Does not meet standard More than 10 percentage points below comparison groups

2 = Approaching standard 6-10 percentage points below comparison groups

3 = Meets standard Within 5 percentage points of comparison groups

4 = Exceeds standard Exceeds comparison group by more than 5 percentage points.

SY2025-2026 Rating (Based on academic results from SY2025)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	49.10			
Average of demographic match schools	25.49%	4		
Resident district	20.40%	4		
State	49.3%	3		
			100%	Reading Total: 3.67
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	30.50%			
Average of demographic match schools	17.57%	4		
Resident district	13.97%	4		
State	46.55%	2		

			100%	Math Total: 3.33
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1.2a Reading: 3.67

1.2b Mathematics: 3.33

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

Comments/Evidence:

Global's reading proficiency levels are higher than demographic match schools and resident district and slightly lower than state average. There was a .9% increase in reading proficiency level from the previous year.

The math proficiency levels are significantly higher than demographic match schools and resident district schools. They are below the state average. The math proficiency level dropped from 37.1% to 30.5%. There were two grades that showed the most significant drop 5th and 7th grade.

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

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	51.9%			
Average of demographic match schools	20.25%	4		
Resident district	20.65%	4		
State	49.45%	3		
			100%	Reading Total: 3.67

	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	37.10%			
Average of demographic match schools	14.68%	4		
Resident district	13.40%	4		
State	46.85%	2		
			100%	Math Total: 3.33

1.2a Reading: 3.67

1.2b Mathematics: 3.33

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

Comments/Evidence:

Global's reading proficiency levels are higher than demographic match schools, resident district and state average. There was a 6.6% drop in reading proficiency level from the previous year. The

math proficiency levels are significantly higher than demographic match schools and resident district school. They are below the state average; however, Global slightly increased their math proficiency rate by 1.39%.

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

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	58.5%			
Average of demographic match schools	22.7%	4	37.5%	1.5
Resident district	21.7%	4	37.5%	1.5
State	49.65%	4	25%	1
			100%	Reading Total: 4
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	35.71%			
Average of demographic match schools	15.56%	4	37.5%	1.5
Resident district	13.3%	4	37.5%	1.5
State	46.7%	1	25%	.25
			100%	Math Total: 3.25

1.2a Reading: 4

1.2b Mathematics: 3.25

Enter the overall score produced by the average of these two scores: 3.6

Comments/Evidence:

Global's proficiency in reading is higher than the demographic match schools, resident district and state. Math proficiency is higher than the demographic match schools and the resident district, but is lower than the state. Both reading and math scores improved from the previous year with math scores up by 1.6% and reading up by 8.7%.

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

1.3 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with

greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status. All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading). The overall score for the metric is then produced by averaging the subject area scores.

1.3a Reading

1.3b Mathematic

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

SY2025-2026 Rating (Based on academic results from SY2025)

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All	30.5%	Included for information only	Included for information only	N/A - Included for information only
Demographic Group 1 (Black/African American)	26.9%	19.7%	Included for information only	4
Average of math scores for each demographic group:				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All	49.1%	Included for information only	Included for information only	N/A - Included for information only
Demographic Group 1 (Black/African American)	44.9%	27.8%	Included for information only	4
Average of reading scores for each demographic group:				

1.2a Reading: 4**1.2b Mathematics: 4****Enter the overall score produced by the average of these two scores: 4****Comments/Evidence:**

Only one demographic group has numbers high enough to report, and the proficiency is higher than the state in both reading and math.

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

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All	37.10%	Included for information only	Included for information only	N/A - Included for information only
Demographic Group 1 (Black/African American)	35.4%	19.4%	Included for information only	4
Average of math scores for each demographic group:				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All	51.9%	Included for information only	Included for information only	N/A - Included for information only
Demographic Group 1 (Black/African American)	52.4%	28.1%	Included for information only	4
Average of reading scores for each demographic group:				

1.2a Reading: 4**1.2b Mathematics: 4****Enter the overall score produced by the average of these two scores: 4****Comments/Evidence:**

Only one demographic group has numbers high enough to report, and the proficiency is higher than the state in both reading and math.

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

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All	35.71%	Included for information only	Included for information only	N/A - Included for information only
Demographic Group 1	35%	21.3%	Included for information only	4
Average of math scores for each demographic group: 4				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All	58.5%	Included for information only	Included for information only	N/A - Included for information only
Demographic Group 1	60.2%	30.9%	Included for information only	4
Average of reading scores for each demographic group: 4				

1.2a Reading: 4

1.2b Mathematics: 4

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

Comments/Evidence:

Only one demographic group has numbers high enough to report, and the proficiency is higher than the state in both reading and math.

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

1.4 MCA Progress: Are students maintaining or moving toward proficiency? Note: Maintaining proficiency is defined as students who were proficient (meeting or exceeding)

remaining in either the meeting or exceeding category. Moving toward proficiency is defined as a student moving up one or more 'levels' (does not meet to partially meets; partially meets to proficient, etc.).

1.4a Reading

1.4b Mathematics

1 = Does not meet standard	Less than 35% of students are maintaining or moving toward proficiency.
2 = Approaching standard	35-50% of students are maintaining or moving toward proficiency.
3 = Meets standard	51.1%-65% of students are maintaining or moving toward proficiency.
4 = Exceeds standard	More than 65% of students are maintaining or moving toward proficiency.

SY2025-2026 Rating (Based on academic results from SY2025)

1.4a Reading: 4

1.4b Mathematics: 2

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

Comments/Evidence:

MCA growth in reading and math both declined from the previous year. In reading, 66.2% of students improved/maintained proficiency and in math 41.5%.

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

1.4a Reading: 4

1.4b Mathematics: 3

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

Comments/Evidence:

In reading , 69.4% of students improved / maintained proficiency and in math, 53.5% with a 7.6% gain.

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

1.4a Reading: 4

1.4b Mathematics: 2

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

Comments/Evidence:

In math, 45.9% of students improved / maintained proficiency and in reading, 70.5%.

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

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

1.5a Reading

1.5b Mathematics

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

SY2025-2026 Rating (Based on academic results from SY2025)

	Reading Growth	Score (see criteria for 1-4 above)	Points earned
Charter	66.2%		
Resident district	36.4%	4	4
State	60.6%	4	4
			Reading Total: 4
	Math Growth	Score (see criteria for 1-4 above)	Points earned
Charter	41.5%		
Resident district	27.6%	4	4
State	55.9%	1	1
			Math Total: 2.5

1.5a Reading: 4

1.5b Mathematics: 2.5

Enter the overall score produced by the average of these two scores: 3.25

Comments/Evidence:

Global's growth in reading outperforms both the state and resident district. While in math, Global is higher than the resident district, but significantly lower than the state growth levels.

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

	Reading Growth	Score (see criteria for 1-4 above)	Points earned
Charter	69.4%		
Resident district	44.3%	4	4
State	71%	3	3
			Reading Total: 3.5
	Math Growth	Score (see criteria for 1-4 above)	Points earned
Charter	53.5%		
Resident district	30.8%	4	4
State	56.4%	3	3
			Math Total: 3.5

1.5a Reading: 3.5

1.5b Mathematics: 3.5

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

Comments/Evidence:

Global's growth in math is higher than the resident district but lower than the state. In reading, Global is higher than the resident district but lower than the state.

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

	Reading Growth	Score (see criteria for 1-4 above)	Points earned
Charter	70.5%		
Resident district	40.9%	4	4
State	60%	4	4
			Reading Total: 4
	Math Growth	Score (see criteria for 1-4 above)	Points earned
Charter	45.9%		
Resident district	26.7%	4	4
State	56.3%	2	2
			Math Total: 3

1.5a Reading: 4

1.5b Mathematics: 2

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

Comments/Evidence:

Global's growth in reading is higher than both the state and resident district. In math, Global scored higher than the resident district but was lower than the state.

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

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

1.6a Reading

1.6b Mathematics

The school has selected the NWEA assessment, winter administration

1 = Does not meet standard Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%).

2 = Approaching standard Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40%-50%).

3 = Meets standard Assessments indicate that an adequate proportion of tested students performed at or above target levels (50.1%-65%).

4 = Exceeds standard Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).

SY2025-2026

1.6a Reading: 2

1.6b Math: 2

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

Comments:

Measured by NWEA MAP testing, 47% of students were at or above national mean in reading and 41% of students were at or above national mean in math. There was a drop in both reading and math from the previous year.

SY2024-2025

1.6a Reading: 3

1.6b Math: 2

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

Comments:

Measured by NWEA MAP testing, 56% of students were at or above national mean in reading and 46% of students were at or above national mean in math.

SY2023-2024

1.6a Reading: 3

1.6b Math: 3

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

Comments:

49% of students made expected gains in reading on the NWEA and in math, 51%.

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

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

1.7a Reading

1.7b Mathematics

The school has selected the NWEA assessment, winter-to-winter administration.

1 = Does not meet standard Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).

2 = Approaching standard Analysis indicates that an inadequate proportion of tested students made expected gains (40%-50%).

3 = Meets standard Analysis indicates that an adequate proportion of tested students made expected gains (50.1%-65%).

4 = Exceeds standard Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%).

SY2025-2026

1.7a Reading: 3

1.7b Math: 2

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

Comments:

As measured by NWEA MAP assessment 55% of students made expected gains in reading on the NWEA and in math, 46%

SY2024-2025

1.7a Reading: 3

1.7b Math: 3

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

Comments:

As measured by NWEA MAP assessment 56% of students made expected gains in reading on the NWEA and in math, 55%

SY2023-2024

1.7a Reading: 3

1.7b Math: 3

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

Comments:

49% of students made expected gains in reading on the NWEA and in math, 51%.

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

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

This goal is not applicable to Global Academy due to the student population served and will not be scored.

1.9 Does students' performance on post-secondary readiness assessments (i.e.: ACT, SAT, Accuplacer) reflect college and career readiness?

This goal is not applicable to Global Academy due to the student population served and will not be scored.

1.10 Is the school meeting its school-specific academic goal(s)? Each school has at least one measurable school-specific goal based on its mission statement.

Global Goal: A key element of the IB curricula is that students engage in action projects in which they take action to change the world. Global Academy students enjoy participating in a variety of action projects and the school's expectation is that all students, at each grade level, will complete at least 3 age-appropriate global community service action projects. Action projects cross content areas and challenge students to use their reading, writing, critical thinking, and other academic and social/emotional skills to make the world a better place.

1 = Does not meet standard	Less than 45% of students completed 3 action projects.
2 = Approaching standard	45-59.9% of students completed 3 action projects.
3 = Meets standard	66-84.9% of students completed 3 action projects.

4 = Exceeds standard	85-100% of students completed 3 action projects
SY2025-2026 Rating: 4 Per the annual report, 100% of students completed a minimum of 3 action projects.	
SY2024-2025 Rating: 4 Comments: Per the annual report, 100% of students completed a minimum of 3 action projects.	
SY2023-2024 Rating: 4 Comments: Per the annual report, 100% of students completed a minimum of 3 action projects.	
Source: MDE website	

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

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

SY2025-2026 Rating: 4 Comments MN Report Card reported that 34.8% of Global English Learners reached or went past their target. The state was reported at 27.9%.
SY2024-2025 Rating: 4 Comments:

Minnesota Report Card reported that 59.9% of Global Academy English Learners reached or went past their target. The state was reported at 46.4%.

SY2023-2024

Rating: 3

Comments:

On the ACCESS, 10.7% of EL students reached or surpassed their target compared to 8.6% at the state level.

Source: MDE website.

1.12 Are students receiving special education services performing at or above the state average for students receiving special education services as measured by MCA/MTAS proficiency?

1.12a: Reading

1.12b: Math

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

SY2025-2026

1.12a Reading: 3

1.12b Math: 1

Overall Rating: 2.5

Comments:

Students receiving special education services were 20% proficient in reading and 10% math. Global proficiency rates were lower than the states: 25.1% (reading) & 24.3% (math).

SY2024-2025

1.12a Reading: 3

1.12b Math: 4

Overall Rating: 3.5

Comments:

Students receiving special education services were 26.9% proficient in reading and 30.8% math. Global proficiency rates were higher than the states: 25.5% (reading) & 24.7% (math).

SY2023-2024

1.12a Reading: 2

1.12b Math: 2

Overall Rating: 2

Comments:

Students receiving special education services were 16.7% proficient in both reading and math. The state scores were slightly higher with 25.6% proficiency in reading and 24.4% in math.

Source: MDE website.

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

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%)
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40%-50%)
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (50.1%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).

This goal is not applicable to Global Academy due to the current student population served and will not be scored unless the school begins serving PreK students.

1.14 Does the school's learning program exemplify the mission and vision of the school?

1 = Does not meet standard	The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two.
2 = Approaching standard	The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two
3 = Meets standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching.
4 = Exceeds standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic, and operational decisions are made with the

school's mission in mind.

SY2025-2026

Rating: 4

Comments:

Global Academy's learning program reflects its mission and vision through its consistent implementation of the International Baccalaureate (IB) framework, emphasizing both academic rigor and the development of globally minded students. The program is intentionally designed to be inquiry-based and student-centered, which was evident during the site visit, where classroom observations showed strong consistency in inquiry-driven instruction, student discussion, and opportunities for deeper thinking. This approach is reinforced through elements such as world language instruction, service-learning projects, and a focus on social-emotional development, all of which support the development of active, compassionate, and lifelong learners. In addition, feedback from students and staff highlighted a strong sense of support, challenge, and engagement, demonstrating that the program is not only aligned in design but also in practice. Overall, there is a clear alignment between the school's mission and vision and the daily learning experiences of students, with a strong culture of curiosity, global awareness, and continuous growth.

SY2024-2025

Rating:4

Comments:

Global Academy is living its mission and vision. This was clearly observed during the fall site visit, the board observation, and the spring site visit. Board documents, communication with school leaders & board members, and quarterly reports also reflect the school's commitment towards its mission and vision. When visiting the school, the commitment of students, teachers, staff, and leadership is observable and reinforced in discussions with students, teachers, and leadership. Classroom observations showed students engaged in the lessons and expressed feeling challenged by their classes and supported when they encountered challenges. Global's theme for this academic year was "Reflect". Throughout the visit, it was noted that this theme was infused throughout Global. Some examples of this were the thoughtful approach to PD, the updating of their curriculum, and the careful tracking and use of data to support students. Global Academy continues to demonstrate a very proactive approach and a strong commitment to strengthening its school community. This dedication is evident in several key initiatives: the completion and implementation of CAREIALL, the successful looping of 5th and 6th grade, and the implementation of the Highly Effective Educator Program. This year also marked the launch of Global's Field Experience program with fellow Jamaican teachers. Looking ahead, the program's planned trip to Cairo, Egypt aligns seamlessly with the International Baccalaureate (IB) philosophy, offering educators deeper insight into the cultural backgrounds of their students and families. Global Academy continues to provide a peaceful, caring and committed community and is truly dedicated to offering a high-quality education.

that prepares them for success and leadership in a challenging high school program while also developing them into global citizens.

SY2023-2024

Rating: 4

Comments: Through site visits and focus group interviews as well as the strategic plan and board documentation, it is clear that all decisions made are mission-driven. All stakeholders at the school are well aware of the mission and vision of the school and this is easily articulated by all. There is a definite sense of pride in the school that can be felt throughout the building. This was also evident in a well-deserved article entitled “Beating the Odds” in the Star Tribune.

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

1.15 Are students accepted to and enrolling in post-secondary programs at a high rate?

Note: Post-secondary programs can include training in the trades, vocational programs, and 2 and 4 year college programs.

This goal is not applicable to Global Academy due to the student population served and will not be scored

1.16 Are students equitably accessing college and/or career preparation opportunities (e.g. AP, IB, CIS, PSEO, Honors, apprenticeships, internships) at high rates?

This goal is not applicable to Global Academy due to the student population served and will not be scored

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

2.1 Does the school have an active finance committee or committee of the whole that meets regularly and reports to the full board?	
1 = Does not meet standard	The school has no active finance committee
2 = Approaching standard	The school's finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.
3 = Meets standard	The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings to the full board.
4 = Exceeds standard	The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board.

SY2025-2026

Rating: 4

Comments:

Global Academy has an active finance committee that provides focused financial oversight for the board. As noted in the Quarter 2 report, the school established a stand-alone finance committee beginning in July 2025, rather than operating as a committee of the whole. The finance committee meets regularly and includes a consultant from Creative Planning. A comprehensive financial report is prepared for each monthly board meeting, including the Executive Director's summary, financial dashboard, balance sheet, statement of revenues and expenditures, cash flow projections, food service projections, and other key financial information. The board reviews and analyzes budgets, expenditures, and bank statements, and provides ongoing financial reporting, including monthly and quarterly statements, to the authorizer.

SY2024-2025

Rating: 4

Comments:

Global has an active finance committee. The board's finance committee meets monthly and includes a consultant from Creative Planning Accounting Firm. A financial report is prepared for the monthly board meeting and includes Executive Director's summary, financial dashboard, balance sheet, statement of revenues & expenditures, cashflow projections, food service projections and other pertinent financial information. The board reviews and analyzes all budgets, expenditures, and bank statements, and provides monthly/quarterly financial statements to the authorizer.

SY2023-2024**Rating: 4**

Comments: Global Academy has an active finance committee that meets a minimum of once per month and has a good handle on enrollment and all other financial implications. The committee provides reports to the full board each month.

Source: Monthly board packets; Annual Report, Site visits

2.2 Does the board have a fund balance policy that includes fund balance goals over time?

1 = Does not meet standard	The school board does not have a fund balance policy
2 = Approaching standard	The school board has a fund balance policy but it does not include established goals over time
3 = Meets standard	The school board has a fund balance policy including goals over time
4 = Exceeds standard	NOT APPLICABLE.

SY2025-2026**Rating: 3****Comments:**

Global Academy has established a fund balance policy (Policy 703) that sets clear expectations for financial stability. The policy was reviewed in September 2025. The board has identified a minimum threshold of 10% of annual revenues, with the understanding that this target will be reviewed periodically and adjusted as needed based on the school's financial context. In practice, the school aims to maintain a stronger reserve when feasible, with a goal of keeping the fund balance closer to 16% to support long-term sustainability and flexibility.

SY2024-2025**Rating: 3****Comments:**

Global has a fund balance policy (703). The policy states that the Board will maintain a targeted fund balance of no less than 10% of Global's revenues. The board will also review the fund balance target over time in order to adjust to changing circumstances. When possible, the school would like to maintain a fund balance of at least 16%.

SY2023-2024**Rating: 3**

Comments: Global has a fund balance policy that stipulates a fund balance of no less than 10% of revenues.

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

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

1 = Does not meet standard	The audit is not “clean” OR has at least one of the following: (1) a material weakness on internal controls, (2) a finding on compliance with state law, or (3) three or more other finding
2 = Approaching standard	The audit has two findings, other than internal controls or compliance, but is considered “clean”
3 = Meets standard	The audit is “clean” and has one finding, other than internal controls or compliance
4 = Exceeds standard	The audit has no findings and is “clean”

SY2025-2026

Rating: 4

Comments:

The audit was clean with no findings.

SY2024-2025

Rating: 3

Comments:

The audit was clean but did have one instance of noncompliance: time period for payment

SY2023-2024

Rating: 4

Comments:

The audit for Global Academy was clean with no findings.

Source: Annual financial audit

2.4 Does the school establish and maintain a balanced budget?

- Budget is approved before June 30;
- Includes a cash flow projection for the year showing a positive cash flow
- Is adjusted in a timely fashion when needed;
- Meets established fund balance policy goals; and
- Does not require major* program cuts)?

****Major program cuts are defined as cuts that impact a school's ability to deliver its core programming to students in a way that negatively impacts student experience.***

1 = Does not meet standard	A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board.
2 = Approaching standard	A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the board.
3 = Meets standard	The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment; and is adjusted if needed. The budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming.
4 = Exceeds standard	NOT APPLICABLE

SY2025-2026

Rating: 3

Comments:

Global Academy demonstrates strong financial management practices that support a balanced and sustainable budget. The school follows a structured budgeting process in which the Board of Directors reviews and formally approves the annual budget prior to June 30, ensuring compliance with statutory requirements and alignment with the upcoming fiscal year. The budget includes detailed financial planning. According to the quarter 3 finance report, projected cash on hand is 59 days and a projected fund balance of approximately 20.8%, well above the board's minimum threshold.

SY2024-2025

Rating: 3

Comments:

Global's budget process is mission driven to align with the school's strategic planning frameworks. The process includes a pre-budget analysis phase, a preliminary budget review, and a detailed budget examination with a final budget ratification in June. Budget revisions are made throughout the school year as needed.

SY2023-2024

Rating: 3

Comments: The budget process at Global is driven by the school's mission. A detailed budget is approved before June 30 and includes a conservative enrollment estimate. Budget revisions are made throughout the school year as needed.

Source: Annual Report, Site Visits

2.5 Budgeted Enrollment Realization: Does the school's target ADM (as established by initial board-approved budget) match its actual ADM? (Calculated as actual ADM divided by budgeted ADM.)

1 = Does not meet standard	Enrollment realization is 90% or less.
2 = Approaching standard	Enrollment realization is 90-95%.
3 = Meets standard	Enrollment realization is greater than 95%.
4 = Exceeds standard	NOT APPLICABLE

SY2025-2026

Rating: 3

Comments:

The FY25 budget was based on 458 ADM. According to the Quarter 3 report, the ADM was 468. Enrollment realization was above 100%.

SY2024-2025

Rating: 3

Comments:

Global's target ADM for SY24 was 456 and the actual ADM was 458.9. Enrollment realization was 101.4%.

SY2023-2024

Rating: 3

Comments: Global's target ADM for SY23 was 456 and the actual ADM was 450 for an enrollment realization of 98%.

Source: Monthly board packets, UST site visits, UST meetings with business manager(s)

2.6 Does the school have sufficient cash on hand to meet its near-term obligations?

1 = Does not meet standard	The school has fewer than 30 days cash on hand.
2 = Approaching standard	The school maintains 30-44 days cash on hand.
3 = Meets standard	The school maintains a minimum of 45 days cash on hand or is meeting the cash on hand requirements of its bond covenants, whichever is greater.
4 = Exceeds standard	NOT APPLICABLE

SY2025-2026
Rating: 3
Comments

According to the quarter 3 finance report, projected cash on hand is 59 days.

SY2024-2025
Rating: 3
Comments:

March financial reports project fiscal year-end days cash on hand is 61 days.

SY2023-2024
Rating: 3

Comments: Global has 53 days cash on hand.

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

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

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

SY2025-2026
Rating: 4

Comments: The audited fund balance is 23.45% and the overall academic outcomes was 3.16 which falls within the meets and exceeds standard range.

SY2024-2025**Rating: 4**

Comments: The audited fund balance is 22.0% and the overall academic outcomes was 3.41 which falls within the meets and exceeds standard range.

SY2023-2024**Rating: 4**

Comments: The audited fund balance is 20.8% and the overall academic outcomes for Global Academy fall within the meets and exceeds standard range.

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

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

1 = Does not meet standard	The school is not meeting one or more bond covenants.
2 = Approaching standard been	The school is meeting all bond covenants in the current year, but has out of compliance with one or more covenants in the past three years
3 = Meets standard	The school has consistently met all bond covenants.
4 = Exceeds standard	Not Applicable

SY2025-2026**Rating:****Comments: 3**

Global Academy meets all bond covenants. Projected Days Cash on Hand is 59 days above the 45 required days and DSCR is 1.48 above the 1.1 required DSCR.

SY2024-2025**Rating: 3****Comments:**

Global Academy meets all bond covenants.

SY2023-2024**Rating: 3**

Comments: Global Academy is meeting all bond covenants.

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

SECTION 3: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?

3.1 Do all board members meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices?	
1 = Does not meet standard	Three or more board members are/have been out of compliance during the school year.
2 = Approaching standard	Two or fewer board members are/have been out of compliance during the school year.
3 = Meets standard	All board members meet training requirements
4 = Exceeds standard	NOT APPLICABLE.
SY2025-2026 Rating: 3 Comments: The full board conducts an annual review of essential operating agreements and Robert's Rules of Order procedures. In compliance with state requirements, incoming board members complete mandatory training in governance, finance, and employment practices before assuming their duties. In March and April, the board participated in training on handling complaints and board actions to complaints. The board is using a self-evaluation process to assess its effectiveness. One member of the board's required training was completed in 2017. They may want to complete new training as many state statutes have been updated in the last 8 years.	
SY2024-2025 Rating: 3 Comments: All board members have completed the required training, and the members have also completed the following additional training on board self-evaluation and board self-assessment tool.	
SY2023-2024 Rating: 3 Comments: All board members have completed the required training and the members also complete additional trainings throughout the school year.	
Source: Monthly board packets, UST site visits, Statement of compliance sheet	

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

1 = Does not meet standard	The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the board does not maintain its records in an orderly fashion
2 = Approaching standard	The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions.
3 = Meets standard	The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion.
4 = Exceeds standard	NOT APPLICABLE.

SY2025-2026

Rating: 3

Comments:

The board has a clear understanding of Open Meeting Law requirements and consistently meets them, while also maintaining records in an organized and accessible way. Board meeting times and locations are publicly posted, and printed materials are available to support transparency. Meetings are conducted only when a quorum is present and follow the procedures outlined in the board's bylaws. Board meeting minutes, including all recorded votes, are digitally archived and accessible through the Board of Directors section of the school's online platform. In addition, official board documentation is maintained in a comprehensive archival binder housed in the Executive Director's office, ensuring both digital and physical systems are in place.

SY2024-2025

Rating: 3

Comments:

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

- Board meeting times and location are published
- Printed material is available
- Meeting is conducted only with a board quorum
- Repository of board meeting minutes are digitally archived and stored in the Board of Directors section of the school's digital platform. Votes are recorded and part of minutes and available
- Official board documentation is maintained in a comprehensive archival binder housed in the ED's office.
- Meetings are conducted in accordance with the board's bylaws.

SY2023-2024**Rating: 3**

Comments: The board clearly understands the Open Meeting Law and all minutes and records are orderly and maintained.

Source: Board minutes, ongoing correspondence, UST site visit

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

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

SY2025-2026**Rating: 3**

Comments:
All staff are appropriately licensed.

SY2024-2025**Rating: 3**

Comments:
All staff are appropriately licensed.

SY2023-2024**Rating: 3**

Comments: All staff are appropriately licensed.

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

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

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

SY2025-20256

Rating: 3

Comments:

The school follows Policy 404, which governs employment and school board background checks. This policy requires that all new staff, board members, and volunteers complete a background check. All background checks are conducted through the Minnesota Bureau of Criminal Apprehension and comply with applicable state and federal regulations governing the employment of individuals in educational settings.

SY2024-2025

Rating: 3

Comments:

The school follows Policy 404 (Employment and School Board Background Checks).

This policy stipulates that all new staff, board members, and volunteers are required to complete a background check.

SY2023-2024

Rating: 3

Comments:

The school completes background checks on new staff and board members as well as any volunteers who have contact with the students.

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

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

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

1 = Does not meet standard	The school is not in compliance with other applicable law.
2 = Approaching standard	NOT APPLICABLE
3 = Meets standard	The school is in compliance with other applicable law..
4 = Exceeds standard	NOT APPLICABLE
SY2025-2026 Rating: 3 Comments: The school demonstrates compliance with applicable state and federal laws. Recent legislative changes have been reviewed, and corresponding policies have been updated to ensure alignment. In addition, the school has adopted a Language Access Plan, reflecting current statutory requirements and supporting equitable communication with all families. Global Academy Board Policy 509 outlines the school's admission and enrollment procedures and aligns with Minnesota Statutes Section 124E.11. This policy was reviewed and revised by the board in November 2025. The school's governance structure is defined in its bylaws, which specify that the board shall consist of no fewer than five and no more than eleven members, with a majority of directors being licensed teachers providing instruction at the school. During SY25, the board included nine members, five of whom were teachers, demonstrating compliance with statutory requirements. Global Academy Board Policy 522 addresses Title IX sex nondiscrimination, including grievance procedures and protocols. The policy was reviewed and revised in March 2025.	
SY2024-2025 Rating: 3 Comments: The school is in compliance with applicable laws. All new legislative changes have been accounted for and policies updated. Global Academy Board Policy 509 states their admission and enrollment policy which follows MN Statute 124D.10. It was board reviewed in March 2024. Governance Structure is outlined in the board's bylaws. The board shall consist of not fewer than 5 nor more than 11 members, and the majority of the Board of Directors will consist of teachers providing instruction at Global Academy. During SY25, there were 9 directors out of which 5 were teachers. Global Academy Board Policy 522 outlines Title IX Sex Nondiscrimination policy, grievance procedure and process. It identifies the Executive Director as the Title IX coordinator; however, the	

policy needs to be updated with the new ED's name. Key administrative personnel have completed requisite Vector Training certification in Title IX compliance protocols as of August 2024.

SY2023-2024

Rating: 3

Comments:

The school is in compliance with all applicable laws. All new legislative changes have been accounted for and policies updated.

The Executive Director, Assistant Directors and HR completed Vector Training on Title IX compliance as well.

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

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

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

1 = Does not meet standard	At least some board members do not understand the role of the board and the role of the school leader. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board and/or fail to address core functions such as leader evaluation and school financial/academic health
2 = Approaching standard	Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently addresses issues central to its role such as leader evaluation, leader professional development plan approval (if applicable), and school financial/academic health.
3 = Meets standard	The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent and systems are in place to maximize effectiveness of the board, including an orientation process for new members, annual board self-evaluation, annual leader (and EMO/CMO if applicable) evaluation, annual approval of leader development plan (if applicable) and a plan for conducting and tracking initial and ongoing training.

	The board engages in regular strategic planning. The board is able to adequately sustain its membership through recruitment efforts.
4 = Exceeds standard	NOT APPLICABLE
SY2025-2026 Rating: 3 Comments: The relationship between the Executive Director and the Board reflects a strong, purposeful partnership, while maintaining clear and appropriate roles. Board meetings are intentionally structured to focus on governance responsibilities, without crossing into the day-to-day operations that are the responsibility of the Executive Director. The Executive Director supports the Board's work by providing clear data, regular reports, and transparent communication about school performance and operational needs. Between meetings, the Board Chair and Executive Director stay in regular communication to ensure continuity, particularly around emerging personnel, financial, and compliance matters that may require attention but do not always necessitate formal Board action. The annual performance evaluation of the Executive Director is a comprehensive process led by the Board of Directors. New board members receive orientation from the Board Chair to prepare them for their roles and responsibilities. The full board also conducts an annual review of key operating agreements and Robert's Rules of Order to ensure consistent and effective governance practices. In alignment with state requirements, incoming board members complete required training in governance, finance, and employment practices prior to beginning their service. In addition, the board has engaged in further training on self-evaluation practices and has conducted a comprehensive self-assessment to reflect on its overall effectiveness.	
SY2024-2025 Rating: 3 Comments: The relationship between the executive director and board is characterized by purposeful collaboration while maintaining distinct spheres of responsibility. The Board's focus is the supervision of the executive director, collaborative strategic planning, policy formulation in accordance with state and MDE mandates, fiscal oversight including budget development and resource allocation, and ensuring institutional compliance with state, federal and MDE regulatory frameworks. The primary function of the ED is the recruitment, development, and oversight of faculty and administrative personnel while aligning with MDE regulatory requirements and maintaining fiscal responsibility. The board revised the ED evaluation timeline. The evaluation process includes a staff, board, and parent survey, working sessions where each survey group presents data and results, and a summary of strengths, areas of growth and stand-alone expectations. From this process, the board along with the ED develop an ED development plan for the upcoming year. The board conducts an annual self-evaluation based upon procedures set forth in its Board Self-Reflection Policy. The board annual self-evaluation was completed in	

March of 2025. Each fall, the board reviews and updates its strategic plan, which is centered on their mission and vision.

SY2023-2024

Rating: 3

Comments: The board engages in strategic planning on a regular basis and reflects on progress of this strategic plan. The board completes a self-evaluation annually and also completes an evaluation of the Executive Director. The board is teacher-driven and is able to sustain its membership.

Source: Site visits, ongoing correspondence, board minutes, interview with board chair

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

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

SY2025-2026

Rating: 3

Comments:

The Board of Directors maintains a systematic policy review protocol operating on a three-year cyclical basis, unless alternative timelines are mandated by statutory requirements or regulatory modifications. A comprehensive policy review calendar delineating the scheduled examination of all institutional governance documents is included in this report.

SY2024-2025

Rating: 3

Comments:

The board reviews policies on a three-year basis unless otherwise indicated by statute.

SY2023-2024**Rating: 3****Comments:**

The policies are reviewed on a three-year cycle unless otherwise indicated by statute. The bylaws were revised in 2022.

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

3.8 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), to be received by all members of the board, school leadership, and UST at least three days prior to all board meetings?

1 = Does not meet standard	Board packets are not submitted on time AND are incomplete
2 = Approaching standard	Board packets are submitted on time (more than 75percent of the time) but incomplete OR not submitted on time (less than 75 percent of the time) but complete
3 = Meets standard	Board packets are submitted on time (more than 75 percent of the time) and complete
4 = Exceeds standard	NOT APPLICABLE

SY2025-2026**Rating: 3****Comments:**

Global distributes board packets to board members, school leadership, and UST at least three days in advance of each board meeting. Board meeting minutes are consistently posted on the school's website.

SY2024-2025**Rating: 3****Comments:**

Global provides board packets to board members, school leadership and UST at least 3 days prior to all board meetings. All minutes are posted on Global's website.

SY2023-2024**Rating: 3**

Comments: Board packets are complete and are consistently submitted on time.

Source: Monthly board packets; Board materials tracking document (G-1 CS info)

3.9 Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)? This includes:

- **Following MN Standardized Statewide EL Procedures for identification**
- **Following MN Standardize Statewide EL Procedures for entrance and exit.**
- **Maintaining an established EL program with a written plan for service at all grade and proficiency levels**
- **Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving EL students.**
- **Supplying relevant professional development to all staff**
- **Ensuring that information on student EL status is available to all classroom teachers**
- **Providing staff with appropriate training.**

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

SY2025-2026

Rating: 3

Comments:

Global Academy follows Minnesota standardized procedures for EL identification through the use of a home language questionnaire and formal screening with the WIDA Screener, ensuring students are appropriately identified upon enrollment. The school also demonstrates adherence to entrance and exit procedures aligned to state guidance, as outlined in its EL Policy (592), which includes clear criteria for initial placement, ongoing eligibility based on ACCESS scores, and defined exit thresholds using composite and domain scores. The school maintains a comprehensive Language Instruction Educational Program (LIEP) that is documented in a formal, board-adopted policy and includes service models across all grade levels and proficiency levels. Staffing for EL services appears appropriate and aligned to program needs. The program is led by a qualified EL Coordinator (Ph.D.-level), supported by EL-licensed teachers, including homeroom instructors with EL credentials, and an Executive Director who also holds EL licensure. All instructional staff and support personnel are trained in Sheltered Instruction Observation Protocol (SIOP) strategies and are expected to implement these practices in daily instruction. Overall, Global Academy demonstrates strong compliance with legal requirements for EL identification, service delivery, staffing, and professional development. The systems in place are comprehensive, clearly documented, and aligned with Minnesota state procedures, with evidence of both implementation and ongoing monitoring.

SY2024-2025

Rating: 3

Comments:

Global Academy uses a home language questionnaire as well as the WIDA screener to identify students for EL services. After initial identification, a LIEP placement based on additional data will be used to determine what amount or type of service is needed. Global's EL program consists of Sheltered English Instruction, Pullout EL, and Push-in EL. Parent letters are translated into the home language, and EL department communicates with classroom teachers about programming for their students during staff meetings. English learners are assessed annually using the WIDA ACCESS assessment. Students exit the EL program if they receive a composite score greater than or equal to 4.5 and three or more ACCESS domains are greater than or equal to 3.5. If the lowest domain is below 3.5, additional criteria are used to determine exiting eligibility. Global Academy's EL population is 44.7%. EL staffing consists of an EL Coordinator, Executive Director (holds EL licensure), and two EL-licensed homeroom instructors. EL pedagogy is integrated into comprehensive staff development initiatives. All faculty members and support staff receive extensive training in Sheltered Instruction Observation Protocol (SIOP).

SY2023-2024

Rating: 2

Comments: Global Academy utilizes the home language questionnaire as well as other developmentally appropriate methods to identify students required EL services. Global was unable to hire an EL teacher for SY23, but do have an EL Coordinator. The Executive Director as well as two classroom teachers are licensed in EL and help to provide training to all staff. All teachers and paras are trained in SIOP teaching strategies and are required to use this on a daily basis. 48.4% of students at Global at English Learners and consistently outperform the state on assessments.

Source: S: UST site visits, Reference EL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1)

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

- **Having a school-specific TSES manual that is board-approved.**
- **Engaging a special education director who is actively involved in working with special education staff and school leadership.**
- **Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving students with IEPs.**
- **Contracting with entities to provide effective services to students when necessary.**

• Completing annual IEP meetings on time. • Having been subject to no investigations related to special needs students that resulted in findings. • Having no findings related to special education funding on annual financial audit. • Providing staff with appropriate training.	
1 = Does not meet standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement.
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements.
4 = Exceeds standard	NOT APPLICABLE
SY2025-2026 Rating: 3 Comments: Global Academy maintains a school-specific Total Special Education System (TSES) manual, which is publicly accessible through the school's website and referenced in the report, indicating that a formal, established framework for special education services is in place. The school has engaged a qualified special education director through a contracted partnership with Indigo Education and employs five licensed special education teachers and 13 full-time equivalent paraprofessionals, which supports service delivery across a range of student needs. The school appropriately contracts with a range of specialized service providers to ensure comprehensive support for students with IEPs. These include audiology, occupational therapy, speech-language services, school psychology, and other specialized areas. Finally, staff training is embedded within the school's approach. The implementation of a structured, data-driven, multi-tiered system of supports (MTSS), along with collaboration among special education staff, general education teachers, and specialists, reflects ongoing professional learning and alignment with best practice. Global Academy demonstrates strong alignment with legal requirements for special education services. The school has established systems, qualified staffing, and comprehensive service delivery structures in place.	
SY2025-2024 Rating: 3 Comments: 8.9% of students at Global Academy qualify for special education services. Global has a board approved TSES manual which is posted on their website. Global contracts with Indigo Education for special education director services. Their special education department consists of five licensed special education instructors and 13 full-time special education paraprofessionals. Global contracts for the following positions/services: audiologist, DAPE, deaf and hard of hearing, developmental delay, nurse services, occupational therapy, school psychologist, and	

speech and special education coordinator. Identification of students follows a systematic, multi-tiered approach. Students demonstrating insufficient academic progress receive targeted interventions. If the interventions prove inadequate, the student's case is reviewed by the Student Assistance Team (SAT). The team conducts a review of pre-referral interventions, work samples, district assessment data, and observations. The SAT determines whether to refine interventions or to proceed with a formal special education evaluation. Professional development consisted of PBIS, Using OT in Gen Ed classrooms, Catalyst, Paras working in the classroom: Accommodations and modifications on the spot, and Differentiation: IB Action Research. Global Academy did not have any complaints found through MDE. The authorizer did not receive any complaints related to Special Education either.

SY2023-2024

Rating: 3

Comments: 8.3% of students at Global Academy qualify for special education services. Identification procedures begin during grade level meetings at which pre-referral interventions are developed by the assistant directors or intervention groups. If these interventions are unsuccessful, the child may be referred to the SAT team which consists of special education teachers, speech pathologist, SAT team coordinator, general education teacher, specialist teacher and parents.

There are 5 full-time special education teachers and 11.5 paraprofessionals. Both pull-out and push-in services are used depending upon the needs of the students. Global contracts with Indigo Education for special education director services. Other contracted services include audiology, DAPE, DH/H, 49 Developmental Delay, Nurse services, OT, School Psychologist and Speech Pathologist.

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

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

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

1 = Does not meet standard	The school is not fulfilling its legal obligations regarding preK students and requires substantial improvements
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding preK students but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding preK students and requires no considerable improvements

4 = Exceeds standard	NOT APPLICABLE
This does not apply to the school based on the grades served.	
Source: Site Visits, Interviews, Quarterly Reports	

3.12 Does the school have a high attendance rate?	
1 = Does not meet standard	The attendance rate is less than 85 percent
2 = Approaching standard	The attendance rate is between 85 and 89.9 percent
3 = Meets standard	The attendance rate is 90-94.9 percent
4 = Exceeds standard	The attendance rate is more than 95 percent
SY2025-2026 Rating: 3 Comments: According to Global's annual report, 93.09% of Global Academy students had an attendance rate of 90-94%. Per MDE, the consistent attendance rate was 87.1%	
SY2024-2025 Rating: 3 Comments: According to Global's annual report, 94.34% of Global Academy students had an attendance rate of 90-94%. Per MDE, the consistent attendance rate was 80.6%.	
SY2023-2024 Rating: 4 Comments: Per the annual report, the attendance rate for Global Academy was 95.52%.	
Source: Annual reports, MDE website (data downloads)	

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

1 = Does not meet standard	Fewer than 70 percent of teachers remained at the school last year (excluding retirements)
2 = Approaching standard	Between 70 and 84 percent of teachers remained at the school last year (excluding retirements)
3 = Meets standard	More than 85 percent of teachers remained at the school last year(excluding retirements)
4 = Exceeds standard	Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85 percent)
SY2025-2026 Rating: 4 Comments: Global Academy consistently achieves a high teacher retention rate, and this continued with 91.17% of teachers returning.	
SY2024-2025 Rating: 4 Comments: Global Academy consistently achieves a high teacher retention rate, and this continued with 97% of teachers returning.	
SY2023-2024 Rating: 4 Comments: Global Academy consistently achieves a high teacher retention rate and this continued in SY23 with 87.5% of teachers returning.	
Source: Annual report	

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

- Required health and safety trainings.
- IX training processes.
- Supporting students with IEPs.
- Supporting English Learners.
- Mission-related.
- Equity and cultural relevance.

1 = Does not meet standard	The school a limited number of training opportunities. Participation in professional development is low, with less than 50% of staff participate in the opportunities.
2 = Approaching standard	The school offers a menu of development opportunities that include required trainings. Participation in most or all of these trainings is presented as optional resulting in low participation (less than 50% of staff participate).
3 = Meets standard	The school offers a menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Participation is mandated for required trainings
4 = Exceeds standard	The school offers a robust menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Including opportunities for subject-area and curriculum-specific trainings. Participation is mandated for required trainings.
SY2025-2026 Rating: 4 Comments: Global Academy teachers participate in a structured professional development program that includes seven days of training before the school year and seven additional days throughout the year. In 2024–2025, the focus was on CAREIALL reading training to strengthen literacy instruction. New teachers receive targeted onboarding in curriculum and behavior systems, while assistant directors provide ongoing, job-embedded coaching. The school also launched the Global Field Experience, with staff participating in a partnership visit to a school in Falmouth, Jamaica to build cultural competency. Additionally, all licensed teachers set an annual professional growth goal tied to student outcomes, which guides coaching, evaluation, and ongoing progress monitoring throughout the year.	
SY2024-2025 Rating: 4 Comments: Teachers participated in 8 days of training before school started and an additional 7 professional development days during the school year. The 23-24 school year's PD focused on reading teaching strategies & data analysis, catalyst classroom management, culturally responsive training, EL, and IB training & planner review. Additionally, teachers attended IB training around the country. Two teachers attended Great MN Schools school visits, and teachers & paraprofessionals observed other teachers around the Twin Cities area. All licensed teachers set an individual professional goal which must describe how this goal will improve student learning. These goals are integrated into coaching feedback and evaluations.	
SY2023-2024 Rating: 4	

Comments: Global Academy utilizes an Individualized Professional Growth and Development Plan. All of the teachers and paraprofessionals also participated in a yearlong intensive workshop about culturally responsive teaching.

Source: Annual report (Professional Development Tracking Chart)

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

1 = Does not meet standard	Student retention rates are more than 10% below the school's agreed-upon target rates of 90%
2 = Approaching standard	Student retention rates are 5-10% below the school's agreed-upon target rate of 90%
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rate of 90%
4 = Exceeds standard	NOT APPLICABLE

SY2025-2026

Rating: 3

Comments:

The number of students enrolled at the close of the school year was 463. The number of students who left after October 1 was 38. The retention rate was 91.79%.

SY2024-2025

Rating: 3

Comments:

The number of students enrolled at the close of the school year was 504. The number of students who left after October 1 was 61. The retention rate was 87.9%.

SY2023-2024

Rating: 3

Comments: Global Academy's student retention rate for SY23 was 95%

Source: Annual report, renewal application

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

3.16a The percentage of parents surveyed who “agree” or “strongly agree” that they are satisfied with the school overall.
3.16b Survey response rate
1 = Does not meet standard 3.16a Less than 70% of parents surveyed indicate they are satisfied with the school overall. 3.16b The school’s survey response rate was less than 20%.
2 = Approaching standard 3.16a 70-85% of parents surveyed indicate they are satisfied with the school overall. 3.16b The school’s survey response rate was 20-25%
3 = Meets standard 3.16a 85.1-95% of parents surveyed indicate they are satisfied with the school overall. 3.16b The school’s survey response rate was more than 25-30%.
4 = Exceeds standard 3.16a 95% or more of parents surveyed indicate they are satisfied with the school overall. 3.16b The school’s survey response rate was greater than 30%.
SY2025-2026 3.16a Rating: 2 3.16b Rating: 2 Overall Rating: 2 Comments: 81% of parents/guardians surveyed indicate they are very satisfied with the school. The school’s survey response was 28%.
SY2024-2025 3.16a Rating: 2 3.16b Rating: 2 Overall Rating: 2 Comments: 81% of parents/guardians surveyed indicate they are very satisfied with the school. The school’s survey response was 25%.
SY2023-2024 3.16a Rating: 4 3.16b Rating: 2 Overall Rating:3 Comments: The response rate for the parent survey was 34% with 78% of those surveyed indicating overall satisfaction with the school.

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

3.17 Is the school's physical plant safe and conducive to learning? This includes:

- **Providing adequate security.**
- **Meeting health and safety code requirements.**
- **Providing accessibility for all students.**
- **Ensuring the facility, furniture and equipment is clean and well-maintained.**
- **Providing appropriate sized spaces for enrollment and student-teacher ratios.**
- **Layout and design meet the academic and social needs of students, teachers, staff, families and the community. Does the school exhibit a high level of parent satisfaction?**

1 = Does not meet standard	The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety requirements have not been met OR the school lacks many conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students..
2 = Approaching standard	Significant health and safety requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially – but not fully – provides conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
3 = Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) wellmaintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.

4 = Exceeds standard

All health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. Additionally, the facility meets the mission of the school

SY2025-2026

Rating: 4

Comments:

Global Academy has intentionally created a school environment that is both safe and inclusive for its diverse student population. Students shared during fall site visits that they feel secure at school, both physically and emotionally, and experience the environment as welcoming. Access to the building is controlled through locked exterior doors and a buzzer/intercom system for visitors. The physical space reflects the school's commitment to diversity, with classrooms and hallways displaying materials, books, and curriculum that represent the student community. The building is fully accessible, and classroom spaces are thoughtfully designed to support a range of learning experiences, including collaboration, discussion, independent work, and movement. Additionally, middle school students are housed in a separate wing from elementary students, allowing the school to better meet their distinct developmental needs.

SY2024-2025

Rating: 4

Comments:

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

SY2023-2024

Rating: 4

Comments: A highlight for the school is the addition of a beautiful new gymnasium that is greatly enjoyed by the students. The facilities are well-maintained and are conducive to the program. All health and safety codes are being met and the facilities are accessible.

Source: Authorizer observation

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

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

1 = Does not meet standard	The school does not have adequate systems to identify students needing supports. When students are identified the systems in place move slowly, taking weeks or months to execute the eventual support. Communication within systems is poor and internal/external stakeholders (teachers, school staff, parents, students) do not always receive timely or adequate communication.
2 = Approaching standard	The school has systems to identify students needing supports, but they may not always work as designed. When students are identified the systems in place move at a moderate pace, taking several weeks to a month to execute the eventual support. Communication within systems is patchy and internal/external stakeholders (teachers, school staff, parents, students) receive communication, but it may not always be timely or adequate.
3 = Meets standard	The school has systems to identify students needing supports, which work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking days or weeks to execute the needed support. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.
4 = Exceeds standard	The school has systems with built in redundancies (multiple opportunities for reporting) to identify students needing support. The systems work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents,

etc.). When students are identified the systems in place move efficiently, taking hours or days to execute the needed support unless mandated timelines are longer. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

SY2025-2026

Rating: 4

Comments:

Global Academy demonstrates strong systems and structures consistent with an effective multi-tiered system of supports (MTSS). The school has a clearly defined and consistently implemented process for identifying students in need of academic or behavioral support. Identification begins with regular grade-level meetings led by assistant directors, where student progress is monitored and concerns are addressed early. Students are then provided targeted interventions through academic support groups or individualized behavioral plans, ensuring timely response to emerging needs. When interventions are not sufficient, students are referred to the Student Assistance Team (SAT), which represents a more intensive level of support. The SAT process explicitly includes families, along with a wide range of school staff, ensuring that decisions are collaborative and informed by multiple perspectives. Ongoing communication between assistant directors, teachers, intervention staff, and families supports alignment and transparency throughout the process. Overall, Global Academy has a well-developed MTSS framework with clear identification processes, layered supports, timely implementation, strong use of data, and effective communication systems in place.

SY2024-2025

Rating: 3

Comments:

Global Academy has a multi-tiered system of support. At grade-level meetings led by the assistant directors, students who demonstrate inadequate academic progress are identified. These students receive targeted interventions. There are academic intervention groups for scholastic concerns and individualized behavior interventions for social/behavior concerns. The two assistant directors monitor academic progress and provide support to staff to use differentiation within lessons. The director oversees the academic interventionists who use specialized curriculum materials designed specifically for students who demonstrate challenges but do not meet the criteria for special education services.

SY2023-2024

Rating: 3

Comments: The two assistant directors track the progress of struggling students and help teachers meet the needs of those students. This may be students struggling academically, behaviorally or socially. Intervention teachers provide targeted services to students who are performing below grade level. Global has also purchased intervention curriculum to use with students who are struggling.

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

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

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

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

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

1 = Does not meet standard

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

2 = Approaching standard

- a. The school has a plan to communicate academic performance and other pertinent school information, however the implementation of this plan is inconsistent or in the development phase.
- b. The school has a plan for eliciting feedback from families representing the broad school community, however, implementation of this plan is inconsistent or in the development phase.
- c. Between 25.1 - 40% of families/guardians participated in an engagement opportunity.

3 = Meets standard

- a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed. The plan includes an awareness of the language preferences and needs of families and strategies for providing communication multiple languages as needed.
- b. The school has a comprehensive plan to elicit feedback from all families. The plan includes an awareness of the language preferences and needs of families, strategies for providing communication multiple languages as needed and methods for ensuring representation from the broad school community

c. Between 40.1 - 55% of families/guardians participated in an engagement opportunity.
4 = Exceeds standard a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is executed with fidelity. School survey data and interviews with families provide evidence of parent satisfaction with home-school communications. b. The school has a formalized process to elicit feedback from families reflective of the broad school community, which is executed with fidelity. The school is able to demonstrate how family feedback is reviewed and utilized in a timely manner. School survey data and interviews with families provide evidence of parent knowledge of and satisfaction with feedback opportunities. c. More than 55% of families/guardians participated in an engagement opportunity
SY2025-2026 Rating a: 3 Rating b: 4 Rating c: 4 Overall Rating: 3.67 Global Academy has well-established systems to communicate academic performance and school information in ways that are accessible to all families, including those with language needs. Families receive information through parent-teacher conferences, report cards, progress reports, newsletters, and school communications, all of which include notice that interpretation and translation services are available. The school provides written translations (primarily in Arabic and Somali), in-person interpretation through bilingual staff, and access to over 240 languages through Language Line. Communication about key academic processes is provided in families' primary languages, ensuring meaningful access. Additionally, language needs are identified at enrollment and verified annually, allowing the school to proactively support communication access. Results from the Fall 2024 parent survey express satisfaction with the communication: 81% feel comfortable communicating with school administration, and 77% are very satisfied with overall school communication. Additionally, 96% of families feel very comfortable communicating with their child's teacher, and 81% report high satisfaction with teacher communication. Global Academy has processes in place to gather feedback from families in ways that are inclusive and accessible to the broader school community. The Language Access Plan outlines the collection of family feedback through surveys, ongoing communication, and direct input from multilingual families as part of annual monitoring and biennial plan review. The school also tracks family satisfaction with language services and uses this data to improve communication systems. Feedback opportunities are supported by interpretation and translation services, ensuring that multilingual families can fully participate. Additionally, families are provided with multiple avenues to communicate concerns or provide input, including direct contact with staff, formal appeal processes, and participation in school engagement opportunities.

Global Academy prioritizes consistent and meaningful family engagement. The school hosts two parent-teacher conferences each year, with strong participation rates of 85% in the fall and 82% in the winter. Additional events, including a fall Family Field Day and a spring Carnival, are also well attended and help strengthen connections with families. Results from the Fall 2024 parent survey reflect a high level of satisfaction: 90% of families report always feeling welcomed, 81% feel comfortable communicating with school administration, and 77% are very satisfied with overall school communication. Additionally, 96% of families feel very comfortable communicating with their child's teacher, and 81% report high satisfaction with teacher communication.

SY2024-2025

Rating a: 3

Rating b: 3

Rating c: 4

Overall Rating: 3.3

Comments:

Global hosts two parent teacher conferences, one in the fall (85% attendance rate) and one in the winter (80% attendance rate). They also hold a fall Family Field Day and a spring Carnival which are well attended by families. Monthly newsletters are available on Global's website, and a student information system is available to families to check students' grades. Furthermore, parental feedback is part of the Executive Director's annual performance evaluation. The Fall 2023 annual parent survey indicated that 84% of parents always felt welcomed, 82% of family are comfortable with talking to the school's administration, and 87% of families are comfortable with talking to their child's teacher.

SY2023-2024

Rating a: 3

Rating b: 3

Rating c: 4

Overall Rating: 3.3

Comments: Global Academy holds parent conferences two times during the school year, once in the fall and once in the winter. Attendance at conferences is high with 94.3% of parents attending in the fall and 90% attending in the winter. The annual parent surveys elicit a fairly high response rate at 34% and in parent focus groups, it is clear that parents feel heard. In these focus groups, communication with teachers and the school overall was rating highly.

Source: Site visits, ongoing correspondence, interviews