

Evaluation Rubric

The University of St. Thomas (St. Thomas) 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 St. Thomas 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%-75.0% 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: 1

Comments/Evidence:

Hope's 3rd Grade Reading Proficiency was 10.9%, which is significantly lower than the state average (46.1%). There was a decrease of .8% from the previous year's 3rd grade average of 11.7%.

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

Rating: 1

Comments/Evidence:

Hope's 3rd Grade Reading Proficiency is 11.70%, which is significantly lower than the state average (46.50%). There was a gain of 3.6% from the previous year's grade three average of 8.1%. Also, it is important to note that the previous year's third grade class (8.1%) more than doubled their proficiency rate as fourth graders (17.1%)

SY2023-204 Rating (Based on academic results from SY2023)**Rating:** Enter the number that most closely matches your assessment: **Comments/Evidence:** At 8.1%, third grade proficiency at HOPE is significantly lower than the state average (48%). This score is also lower than the 2022 average (10.5%).**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)**Elementary School Data (G3-5)**

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	17.57%			
Average of demographic match schools	26.8%	2	37.5%	.75
Resident district	34.47%	1	37.5%	.375
State	49.83%	1	25%	.25
			100%	Reading Total: 1.375%
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	19.87%			
Average of demographic match schools	28.41%	2	37.5%	.75
Resident district	32.4%	1	37.5%	.375
State	52.13%	1	25%	.25

			100%	Math Total: 1.375%
Middle School Data (G6-8)				
	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	16.8%			
Average of demographic match schools	24.99%	2	37.5%	.75
Resident district	33.43%	1	37.5%	.375
State	48.7%	1	25%	.25
			100%	Reading Total: 1.375%
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	12.17%			
Average of demographic match schools	16.3%	3	37.5%	1.125
Resident district	21.37%	2	37.5%	.75
State	40.97%	1	25%	.25
			100%	Reading Total: 2.125%
High School (G9-12)				
	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	22.2%			
Average of demographic match schools	30.53%	2	37.5%	.75
Resident district	40.80%	1	37.5%	.375
State	51.3%	1	25%	.25
			100%	Reading Total:1.375
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	25%			
Average of demographic match schools	7.15%	4	37.5%	1.5
Resident district	19.19%	4	37.5%	1.5
State	35%	2	25%	.5
			100%	Math Total: 3.5

1.2a Reading: $(1.375 + 1.375 + 1.375)/3 = 1.375$

1.2b Mathematics: $(1.375 + 2.125 + 3.5)/3 = 2.33$

Enter the overall score produced by the average of these two scores: 1.85

Comments:

HOPE elementary school's reading (17.57%) and math (19.87%) MCA proficiency levels were below the demographic match schools and significantly below the resident district and state levels of proficiency. However, it is important to note that this is the second year in a row that there were gains when compared to previous year's proficiency levels: reading (+1.17%) and math (+4.57%).

HOPE middle school's reading (16.8%) was significantly below demographic match schools, resident school district, and state levels of proficiency. HOPE's math proficiency levels (12.17%) were within range of both the demographic match schools but below resident and state levels.

HOPE high school's reading proficiency decreased from 29.4%(SY24) to 22.2%(SY25). They were below demographic match schools, the resident district and state levels. HOPE's math proficiency level (25%) was above both the demographic match schools and resident district by more than 5%.

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

Elementary School Data (G3-5)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	16.40%			
Average of demographic match schools	23.80%	2	37.5%	.75
Resident district	33.60%	1	37.5%	.375
State	50.70%	1	25%	.25
			100%	Reading Total: 1.375
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	15.3%			
Average of demographic match schools	24.40%	2	37.5%	.75
Resident district	32.50%	1	37.5%	.375
State	53.20%	1	25%	.25
			100%	Math Total: 1.375

Middle School Data (G6-8)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	16.50%			

Average of demographic match schools	33.45%	1	37.5%	.375
Resident district	32.70%	1	37.5%	.375
State	48.20%	1	25%	.25
			100%	Reading Total:1
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	13.50%			
Average of demographic match schools	19.04%	3	37.5%	1.125
Resident district	19.40%	3	37.5%	1.125
State	40.60%	1	25%	.25
			100%	Math Total: 2.5

High School (G9-12)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	29.40%			
Average of demographic match schools	26.83%	3	37.5%	1.125
Resident district	41.70%	1	37.5%	.375
State	52.20%	1	25%	.25
			100%	Reading Total:1.75
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	23.10%			
Average of demographic match schools	15.70%	4	37.5%	1.5
Resident district	18.20%	3	37.5%	1.125
State	35.0%	1	25%	.25
			100%	Math Total: 2.875

1.2a Reading: $(1.375 + 1 + 1.75)/3 = 1.375$

1.2b Mathematics: $(1.375 + 2.5 + 2.875)/3 = 2.25$

Enter the overall score produced by the average of these two scores: 1.81

Comments:

HOPE elementary school's reading (16.4%) and math (15.3%) MCA proficiency levels were below the demographic match schools and significantly below the resident district and state levels of

proficiency. However, there were gains when compared to last year's proficiency levels: reading (+12.2%) and math (+6.5%).

Hope middle school's reading (16.5%) was significantly below demographic match schools, resident school district, and state levels of proficiency. However, their math proficiency levels (13.5%) were within range of both the demographic match schools and the resident school.

Hope high school's reading was above the demographic match schools but below the resident and state levels. Hope does have a significantly higher percentage of EL students (60.3%) compared to both the resident district (28.5%) and the state (10.4%). Also, Hope's high school reading proficiency levels went up from 16.7%(SY23) to 29.4%(SY24).

SY2023-204 Rating (Based on academic results from SY2023)

	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	15.7%			
Average of demographic match schools	24.35%	2	37.5%	.75
Resident district	34.78%	1	37.5%	.375
State	50.5%	1	25%	.25
			100%	Reading Total: 1.375
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)	9.8%			
Average of demographic match schools	14.97%	3	37.5%	1.125
Resident district	25.44%	1	37.5%	.375
State	46%	1	25%	.25
			100%	Math Total: 1.75

1.2a Reading: 1.375

1.2b Mathematics: 1.75

Enter the overall score produced by the average of these two scores: 1.56

Comments/Evidence: HOPE's scores in reading and math are relatively close to the demographic match schools but well below the proficiency of the resident district and the state. Both scores show a slight decrease from the previous year (math -0.7; reading -3.8).

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 Mathematics

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	15.9%	Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1 - Asian	16%	27.9%	Included for information only	1
Average of math scores for each demographic group: 1				
Reading Proficiency				
All	17.5%	Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1 - Asian	17%	30.1%	Included for information only	1
Average of reading scores for each demographic group:1				

1.3a Mathematics: 1

1.3b. Reading: 1

Enter the overall score produced by the average of these two scores: 1

The percent proficient for the Asian demographic at HOPE Community Academy were significantly lower for math and reading compared to the state. However, it is important to note that proficiency levels in reading and math have increased each year.

Reading Proficiency Levels by year: 14.6% (SY23), 15.9% (SY24), & 17% (SY25); a net gain of 2.4%

Math Proficiency Levels by year: 9%(SY23), 13.9% (SY24) & 16% (SY25); a net gain of 7%

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

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All	14.9%	Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1 - Asian	13.9%	27.5%	Included for information only	1
Average of math scores for each demographic group: 1				
Reading Proficiency				
All	17.4%	Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1 - Asian	15.9%	23.3%	Included for information only	2
Average of reading scores for each demographic group:2				

1.3a Reading: 2

1.3b Mathematics: 1

Enter the overall score produced by the average of these two scores: 1.5

Comments/Evidence:

The State proficiency for the Asian demographic in Math/FRL was 27.5% and 23.3% in reading. The percent proficient for the Asian demographic at HOPE Community Academy were significantly lower for math compared to the state and slightly lower in reading.

SY2023-204 Rating (Based on academic results from SY2023)

	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Math Proficiency				
All	9.8%	Included for information only	Included for information only	N/A – Included for information only.

Demographic Group 1 - Asian	9.0%	1	Included for information only	1
Average of math scores for each demographic group: 1				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All	15.7%	Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1 - Asian	14.6%	1	Included for information only	1
Average of reading scores for each demographic group: 1				
1.3a Reading: 1 1.3b Mathematics: 1 Enter the overall score produced by the average of these two scores: 1				
Comments/Evidence: The State proficiency for the Asian demographic in math was 42.6% and 44.8% in reading. The scores for the Asian demographic at HOPE Community Academy were much lower and similar to the overall scores, show a slight decrease from the scores in SY22.				
Source: MCA data available on MDE ‘MN Report Card’				

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: 1

1.4b Mathematics: 1

Enter the overall score produced by the average of these two scores: 1

Comments/Evidence:

In math, 28.7% of students were scored as maintaining or moving toward proficiency, and in reading, the percentage was 33.5%. From SY24, math showed a 2.3% increase while reading decreased by 1.8%.

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

1.4a Reading: 2

1.4b Mathematics: 1

Enter the overall score produced by the average of these two scores: 1.5

Comments/Evidence:

In math, 26.4% of students scored as maintaining or moving toward proficiency, and in reading, the percentage was 35.3%. Both math and reading percentages went up by about 2% from the previous year.

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

1.4a Reading:

1.4b Mathematics:

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

Comments/Evidence: In math, 24.8% of students scored as maintaining or moving toward proficiency and in reading, this percentage was higher at 33.3%.

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	33.5%		
Resident district	48%	1	1
State	60.6%	1	1
			Reading Total: 1
	Math Growth	Score (see criteria for 1-4 above)	Points earned
Charter	28.7%		
Resident district	36.8%	2	2
State	55.9%	1	1
			Math Total: 1.5

1.5a Reading: 1

1.5b Mathematics: 1.5

Enter the overall score produced by the average of these two scores: 1.25

Comments/Evidence

Growth in both reading and math fell below that of the resident district and the state.

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

	Reading Growth	Score (see criteria for 1-4 above)	Points earned
Charter	35.3%		
Resident district	47.5%	1	1
State	61%	1	1
			Reading Total: 1
	Math Growth	Score (see criteria for 1-4 above)	Points earned
Charter	26.4%		
Resident district	36.4%	2	2
State	56.4%	1	1
			Math Total: 1.5

1.5a Reading: 1

1.5b Mathematics: 1.5

Enter the overall score produced by the average of these two scores: 1.25

Comments/Evidence

Growth in both reading and math fell below that of the resident district and the state.

However, it is important to note that the percentage of students improving their math scores was above the state and district level with 18.4% at HOPE, 14.2% at the state level and 10.8% at district level. Also, the percentage of students improving their reading scores was close to the state and district level with 17.2% at HOPE, 19.1% at state level and 17.5% at district level.

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

	Reading Growth	Score (see criteria for 1-4 above)	Points earned
Charter	33.3%		
Resident district	47.2%	1	1
State	60%	1	1
			Reading Total: 1
	Math Growth	Score (see criteria for 1-4 above)	Points earned
Charter	24.8%		
Resident district	36.8%	1	1
State	56.3%	1	1
			Math Total: 1

1.5a Reading:

1.5b Mathematics:

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

Comments/Evidence: Growth in both reading and math fell below that of the resident district and the state. A positive note, however, is that in math, the percentage of students improving their scores was close to the state with 13.1% at HOPE and 14.8% at the state level.

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

HOPE Community Academy will be using the Fastbridge Assessment.

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 performed at or above target levels (40%-50%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested 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: $(1+1)/2 = \underline{1}$

1.6b Math: $(3+1)/2 = \underline{2}$

Enter the overall score produced by the average of these two scores: $\underline{1.5}$

Comments:

In reading, 34% of K-1 students and 38% of Grade 2-12 students performed at or above target levels. In math, 62% of K-1 students and 38% of Grade 2-12 students performed at or above targets levels. Both reading and math proficiency levels showed an increase from the previous year.

SY2024-2025

1.6a Reading: $\underline{1}$

1.6b Math: $\underline{1}$

Enter the overall score produced by the average of these two scores: $\underline{1}$

Comments:

In reading, 19.9% of students performed at or above target levels and in math, 23.7% performed at or above targets levels. Both reading and math proficiency levels showed an increase from the previous year.

SY2023-2024

1.6a Reading: $\boxed{1}$

1.6b Math: $\boxed{1}$

Enter the overall score produced by the average of these two scores: $\boxed{1}$

Comments: In reading, 17.4% of students performed at or above target levels and in math, 17.5% performed at or above target levels. These scores show a slight decrease from the previous year.

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 will be using the Fastbridge Assessment.

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: $(1+3)/2 =$ 2

1.7b Math: $(4+3)/2 =$ 3.5

Enter the overall score produced by the average of these two scores: 2.75

In reading, 34% of K-1 students and 53% of G2-12 students met their growth goal on the Fastbridge assessment. In math, 77% of K-1 students and 60% of G2-12 students met their growth goal on the fast bridge assessment.

SY2024-2025

1.7a Reading: 1

1.7b Math: 2

Enter the overall score produced by the average of these two scores: 1.5

Comments:

In reading, 39.6% of students met their growth goal on the Fastbridge assessment, which is a decrease of 2.5% from the previous year, and 48.9% of students met their goal in math, which is a 10.9% increase from the previous year.

SY2023-2024

1.7a Reading: 2

1.7b Math: 1

Enter the overall score produced by the average of these two scores: 1.5

Comments: In reading, 42.1% of students met their growth goal on the Fastbridge assessment and 38% of students met their goal in math.

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

1.8 Is the school meeting state and authorizer-established targets for graduation rate?	
1 = Does not meet standard	The school's graduation rate was below 75% and did not meet state targets.
2 = Approaching standard	The school's 4-year graduation rate was between 75 – 85% and/or did not meet state targets.
3 = Meets standard	The school's 4-year graduation rate was between 85.1% and 95% and met state graduation targets.
4 = Exceeds standard	The school's 4-year graduation rate was above 95% and met state targets for graduation.
SY2025-2026 Rating: 4 Comments: HOPE first graduating class was in 2025. MDE does not have the 2025 data available. The school self-reported 100% graduation rate; 24 out of the 24 students graduated.	
SY2024-2025 Rating: _N/A ____ Comments: This data is not applicable. HOPE first graduating class was in 2025. MDE does not have the 2025 data available.	
SY2023-2024 Rating: N/A Comments: Not applicable given the grades served.	
Source: MDE Data Analytics Request	

1.9 Does students' performance on post-secondary readiness assessments (i.e.: ACT, SAT, Accuplacer) reflect college and career readiness?	
1 = Does not meet standard	Less than 60% of students demonstrated readiness.
2 = Approaching standard	60-80% of students demonstrated readiness.
3 = Meets standard	80.1-95% of students demonstrated readiness.
4 = Exceeds standard	More than 95% of students demonstrated readiness.
SY2025-2026 Reading: 1	

English:1
Math: 1
Science: 1
Overall Rating: 1

Comments:

In SY25, 20 juniors took the ACT+Writing. The average composite score was 16. Below is a summary of performance.

Reading

Ave score 16 (Benchmark 22)

Percentage meeting benchmark approximately - 25%

English

Ave score 14 (Benchmark 18)

Percentage meeting benchmark approximately - 25%

Math

Ave score 17 (Benchmark 22)

Percentage meeting bench approximately - 15%

Science

Ave score 17 (Benchmark 23)

Percentage meeting benchmark approximately - 20%

Note: The percentages of meeting benchmark are approximates because the data provided by ACT shows ranges of scores that do not align exactly with the benchmarks.

SY2024-2025

Rating: N/A

Comments: Not applicable for the grades served

SY2023-2024

Rating: N/A

Comments: Not applicable for the grades served

Source: MDE Website (SLEDs), Annual report

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. If the school has more than one goal, scores will be averaged.

Students will meet the Hmong Language development benchmarks identified for their grade level.	
1 = Does not meet standard	Less than 50% of all students met grade-level benchmarks
2 = Approaching standard	More than 50% but less than 65% of all students met identified grade level benchmarks
3 = Meets standard	Between 66% and 79% of all students met identified grade level benchmarks
4 = Exceeds standard	More than 80% of all students met identified grade level benchmarks
SY2025-2026	
Rating: 1	
Comments: In grades K-8, 4% of students met the Hmong Language development benchmark.	
SY2024-2025	
Rating: __ 3 __	
Comments: In grades K-8, 67.9% of students met the Hmong language development benchmark.	
SY2023-2024	
Rating: 2 	
Comments: In grades K – 8, 52.1% of students met the Hmong language development benchmark. Approximately 75% of students in K – 5 met the benchmark and approximately 44% of students in grades 6 – 8.	
Source: Annual report	

1.11 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?	
1.11a: Reading	
1.11b: Math	
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: 3 (ACCESS assessment)**Comments:**

The percentage of EL students who reached or went past their target was 23% compared to the state 27.9%.

MCA Proficiency in reading from EL students was 8.0% in reading and 9.2% in math. Overall, the State's EL MCA scores were higher with 9.9% in reading and 12.6% in math.

SY2024-2025**Rating: 3 (ACCESS assessment)****Comments:**

HOPE's Average progress toward English Language Proficiency (ELP) was 48.3% while the state average was 46.4%.

MCA Proficiency in reading from EL students was 7.9% in reading and 6.9% in math. Overall, the state EL's MCA scores were higher with 10.2% in reading and 12.5% in math.

SY2023-2024**Rating: 3 (ACCESS assessment)****Comments:**

HOPE's average progress toward English Language Proficiency (ELP) was 49.1% while the state was 47.3%

Proficiency in reading from EL students were 12.2% in reading and 7.1% in math. Overall state scores were higher with 21.7% in reading and 18.9% in math.

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: __1__ 1.12b: Math: __1__ Overall Rating: __1__ Comments: Proficiency scores for students receiving special education services are significantly below the state averages in both reading and math. In reading, the state average was 25.1% proficient vs 8.3% for Hope. Math proficiency levels dropped by 7.1%. Hope's proficiency rate was 1.8% vs the state's proficiency rate of 24.3%.	
SY2024-2025 1.12a: Reading: __1__ 1.12b: Math: __1__ Overall Rating: 1 Comments: Proficiency scores for students receiving special education services fell below the state averages in both reading and math. In reading, the state average was 25.5% proficient vs 8.9% for Hope. In math, 8.9% of students receiving special education services at Hope scored as proficient vs 24.7% from the state.	
SY2023-2024 1.12a: Reading: 1 1.12b: Math: 1 Overall Rating: 1 Comments: Proficiency scores for students receiving special education services fell below the state averages in both reading and math. In reading, the state average was 27.1% proficient vs 8.5% for Hope. In math, 9.8% of students receiving special education services at Hope scored as proficient vs 25.9% from the state.	
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?

The school will be using the COR Advantage Screening tool.

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 Rating: 1 Comments: For children to be considered school-ready according to Kaymbu Readiness Report , students should have an average score of 3.75 in each category and an overall average of 4.0 or higher on the COR Screening Tool. The school provided COR Period 1 and Period 2 data for SY26. As of December 2025, none of the students had an average of 3.75 in each category and an overall average of 4.0. As a whole grade level, the following categories were above 3.75: Physical Development & Health, Creative Arts and Science & Technology. The following categories were below 3.75: Approaches to Learning, Social & Emotional Development, Language/Literacy/Communication, and Mathematics.	
SY2024-2025 Rating: <u> 1 </u> For children to be considered school-ready according to Kaymbu Readiness Report , students should have an average score of 3.75 in each category and an overall average of 4.0 or higher on the COR Screening Tool. According to data provided by Hope Community Academy, none of the students had an average of 3.75 in each category and an overall average of 4.0 or higher. When looking at school's end of year average score for each category, the following categories were above 3.75: Social & Emotional Development, Physical Development & Health, Creative Arts, and English Language Learning. The following categories were below 3.75: Approaches to Learning, Language/Literacy/Communication, Mathematics, Science/Technology, and Social Studies.	
SY2023-2024 Rating: 2 Comments: The data submitted was broken down by classroom with no overall percentages. Some data was also questionable with one classroom receiving 100% meeting in every category. This is highly unlikely, especially with other classrooms scoring between 0% - 50% in most categories. I would suggest finding a way to report this information in a more comprehensive way.	

Source: Annual Report, School Selected Assessment Data Spreadsheet

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: 2

Comments:

The mission of HOPE Community Academy is to inspire students to achieve high academic success while embracing Hmong language and culture. The vision is to be a public school of excellence, with high quality staff and programs and successful students.

In SY25-26, HOPE Community Academy is focused on strengthening and formalizing its Hmong Language programming through a more intentional and structured approach. According to their SY25 Annual Report, HOPE did not assess students in Hmong; however, this fall (SY26) students in kindergarten through 8th grade have all been assessed using ACTFL. This first round of testing gave the school a solid baseline for each assessed student. The Bilingual Program Manager is working closely with Zej Zog to align the Hmong curriculum with the World Readiness Standards for Learning Languages and to establish SMART goals along with clear steps to achieve them. Some of the work they are currently doing is to improve curriculum with unit guides and lesson plans and expand new content to support students' growth across the three modes of communication. Families, students, and teachers continue to appreciate the focus on Hmong and Karen culture as it supports a deeper connection to their cultural identity.

Regarding inspiring students to achieve high academic success, HOPE has made some academic growth in both mathematics and reading measured by MCA and FastBridge. However, students overall continue to perform below their peers at the state and district levels. The school redesigned the 2025 summer programming focusing more on building students' confidence while helping them to bridge learning gaps and preparing them for the upcoming school year. Additionally, the school expanded its after-school programming to include eight clubs. Parents, students, and teachers emphasized the continued need for additional academic and extra-curricular opportunities to better support student retention.

With the new Executive Director hired, HOPE Community Academy School Board is starting to develop their next 3-year strategic plan to align with UST's Annual Evaluations. At the most recent board meeting, the Board reaffirmed its commitment to the school's mission and emphasized the importance of creating a strategic plan that will effectively support its achievement.

SY2024-2025

Rating: __2__

Comments:

The mission of HOPE Community Academy is to inspire students to achieve high academic success while embracing Hmong language and culture. The vision is to be a public school of excellence, with high quality staff and programs and successful students.

The staff works collaboratively to ensure that the needs of each student are met. Grade level teams meet several times a week to lesson plan and to discuss students of concerns. Multilingual teachers and special education teachers and paras push into class to provide another layer of support. Additionally, resource classes in math and English offer support for emerging EL students. In middle school, advisory groups and advisors remain the same for the three years of middle school, allowing for strong, trusting relationships to develop. During the fall site visits, students expressed that they value how dedicated the teachers are to supporting them and that they felt the teachers really want them to succeed.

As embracing Hmong language and culture is part of Hope's mission statement, a Hmong Program Coordinator works to infuse Hmong culture into all classrooms. HOPE is using Zej Zog Hmong curriculum and Hmong teachers are being trained by Zej Zog. There are activities around traditional crafts, music, folktales, history, and Hmong language. Hope Community Academy students in K-8 take a Hmong Language Class in both semesters. The Hmong Language classes in grades 6-8 meet every other day throughout the school year. There is one full-time Karen Language and Culture teacher. Additionally, the school works with Hmong American Partnership (HAP) to provide services for students: 1 to 1 advocacy, peer support groups, community referrals, mental health support, healthy relationships and social skills. During the fall site visit, students, families, and teachers stated that they appreciate the focus on Hmong and Karen culture as it has helped students to feel better connected to their cultural identity.

There are many additional learning and growth opportunities for students at HOPE. Students in grades K-8 were provided opportunities to learn Hmong traditional dance, compete on Hope's Lego League Robotics team, study guitar, create visual arts, learn sewing and embroidery techniques and participate in different sports offerings. High School students at HOPE also participate in experiential and service learning days throughout the academic year. These experiences are designed to deepen their understanding of the world around them and foster a sense of civic responsibility. Another program offered at Hope is *Climb*, a leadership development program. HOPE offers resources to support students' college and career readiness. This includes on-site ACT testing, partnerships with college and career preparation organizations like Big Brothers Big Sisters, and individualized guidance from our college and career counselor to help students develop and refine their post-graduation plans, ensuring they are well-prepared to achieve their unique definitions of success.

SY2023-2024

Rating: 3

Comments: Through observations and interviews with various focus groups, it is clear that the learning program at HOPE supports the mission and vision of the school. The Hmong language and culture piece of the mission have not received adequate focus but there are discussions to make this a priority in the future. New programs and initiatives have been added to help more students successful. These programs include ability grouping the elementary school, gifted and talented programming and a robotics program to name a few.

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.

1 = Does not meet standard

- a. Less than 60% of students in the graduating class have been accepted into a post-secondary program
- b. Less than 40% of students in the graduating class have enrolled in a post-secondary program

2 = Approaching standard

- a. Between 60-70%% of students in the graduating class have been accepted into a post- secondary program
- b. Between 40-50% of students in the graduating class have enrolled in a post- secondary program

3 = Meets standard

- a. Between 70.1%-85% of students in the graduating class have been accepted into a post-secondary program
- b. Between 50.1%-60% of students in the graduating class have enrolled in a post-secondary program

4 = Exceeds standard

- a. Over 85% of students in the graduating class have been accepted into a post-secondary program
- b. Over 60% of students in the graduating class have enrolled in a post-secondary program

SY2025-2026

1.15a: 4

1.15b: 3

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

Comment:

According to the annual report, 100% of HOPE's graduating class were accepted into a post-secondary program. Of those, 58% (14 out of 24) reported plans to attend a two/four-year post-secondary option.

SLED's data has not been updated to include the latest set of data.

SY2024-2025

1.15a: N/A

1.15b: __N/A

Enter the overall score produced by the average of these two scores: N/A

Comments: This is not applicable as HOPE graduated its first class in spring of 2025. The data is currently not available through Sleds.

SY2023-2024

1.15a:

1.15b:

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

Comments: Not applicable due to the grades served.

Source: MDE Sleds Data, Annual Report (School reported data)

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

1 = Does not meet standard

- a. Less than 30% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students accessed college and/or career preparation opportunities at a rate more than 10 percentage points below the rate for their white peers.

2 = Approaching standard

- a. 30-45% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students accessed college and/or career preparation opportunities at a rate 5-10 percentage points below the rate for their white peers.

3 = Meets standard

- a. 45.1%- 60% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students access college and/or career preparation opportunities at roughly the same rate as their white peers.

4 = Exceeds standard

- a. Over 60% of all students accessed one or more college and/or career preparation opportunities in the past year.
- b. BIPOC students access college and/or career preparation opportunities at a higher rate than their white peers.

SY2025-2026

1.16a: 1

1.16b: 4

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

Comments:

According to HOPE's annual report, 11 out of 51 (22%) students in 11th and 12th grades were enrolled in the one AP course offered. All 11 students taking the AP course were students of color.

SY2024-2025

1.16a: __N/A__

1.16b: __N/A__

Enter the overall score produced by the average of these two scores: __N/A__

Comments: This is not applicable as HOPE graduated its first class in spring of 2025. The data is currently not available through Sleds.

SY2023-2024

1.16a: N/A

1.16b: N/A

Enter the overall score produced by the average of these two scores: N/A

Comments: Not applicable due to the grades served.

Source: MDE SLEDS Data, Annual Report (School Reported Data Chart)

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

2.1 Does the school have an active finance committee 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: HOPE's finance committee, which consists of the board chair, board treasurer, the ED and the financial manager, meets monthly. The board treasurer gives a detailed account of the finance meeting and the current state of HOPE's finances including a prepared monthly financial packet detailing HOPE's finances.	
SY2024-2025 Rating: 4 Comments: HOPE has an active finance committee consisting of the board chair, board officers, the ED, and the financial manager. They meet at least monthly to review the finances, budget, and enrollment numbers. The committee prepares and presents a monthly finance packet for the board. The board as a whole will ask detailed questions about the budget and are mindful of the budget when making decisions that may effect the budget.	
SY2023-2024 Rating: 4 Comments: Hope Community Academy has an active finance committee that consists of the board chair, board treasurer, Executive Director and the financial manager. This committee meets at least once per month and maintains a strong focus on enrollment and all financial components. The committee reports to the full board at the monthly board meetings.	
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: The school has a fund balance policy to maintain a 15% general fund unreserved fund balance.	
SY2024-2025 Rating: 3 Comments: The School has a fund balance policy that was updated May 2024. The fund balance is to maintain a 15% general fund unreserved fund balance.	
SY2023-2024 Rating: 3 Comments: The school has a fund balance policy that stipulates the fund balance be maintained between 30 – 40%.	
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 “clean” and has more than one significant deficiency and/or material weakness finding
2 = Approaching standard	The audit is “clean” and has one significant deficiency OR material weakness finding AND/OR more than one legal compliance finding
3 = Meets standard	The audit is “clean” and has one legal compliance finding
4 = Exceeds standard	The audit is “clean” and has no findings
SY2025-2026 Rating: 3 Comments: There was one finding: inaccurate meal counts. The audit was presented at the November Board Meeting. Executive Director Xiong has investigated the systems used to count meals and has developed a plan to ensure accurate meal counts are reported correctly.	

SY2024-2025

Rating: 4

Comments:

The finance audit was clean. There were no deficiencies in internal control, nor instances of noncompliance and nothing came to the auditor's attention that caused them to believe that the Charter School failed to comply with the provisions of the uniform financial accounting and reporting standards, and the charter schools sections of the Minnesota Legal Compliance Audit Guide for Charter Schools, promulgated by the State Auditor pursuant to Minn. Stat. § 6.65.

SY2023-2024

Rating:

Comments: The finance audit was clean but did have one finding. The debt service coverage ratio did not meet the minimum requirements of debt coverage. This prompted the bond holders to suggest a consultant work with HOPE on correcting this finding.

Source: Annual financial audit

2.4 Does the school establish and maintain a balanced budget?

- Budget is approved and provided to UST before June 30;
- Includes a cash flow projection for the year showing 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:

Budgeting for the upcoming year starts in late January and early February. The finance committee meets with the leadership to identify any significant changes that could impact the next year's budget. The budget is brought to the whole board and is approved for the upcoming year before June 30th. The staffing model is reviewed with the Human Resources Coordinator, noting any changes in positions and the principals work with HR when offering jobs to ensure it will align with the budget. As the new academic year begins and the enrollment is stabilized, the budget is revised if the ADM is lower than what was budgeted for. The finance committee is consistently reviewing the budget and adjusting.

SY2024-2025

Rating: 3

Comments:

HOPE was meticulous with the budgeting process in SY24-25. The preliminary budget was approved for the upcoming year before June 30th. It had several contingency plans in place to address if enrollment was higher or lower than the projections. Input was solicited from the executive leadership team including the school director, principals, human resources, recruitment, and operations manager when creating the budget. Any significant changes or needs were communicated and built into the budget. Each leader was responsible for maintaining their portion of the budget, with the Executive Director overseeing the whole budget. The finance committee reviewed the budget in detail before it was brought to the full board for approval. The school approved a revised budget this year to account for the lower enrollment and to meet all required metrics

SY2023-2024

Rating:

Comments: HOPE's board approves a preliminary budget for the upcoming year before June 30th. Enrollment numbers and cash flow is monitored closely by HOPE's contracted financial manager as well as the finance committee. The board approved a deficit budget for SY23 due to building costs and lower than anticipated enrollment in the upper grades.

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

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: Target ADM for 2024-25 was 825; actual was 786. Enrollment realization was 95.27%
SY2024-2025 Rating: 3 Comments: The initial board approved budget was set at 825 ADM. The actual ADM reported in the May Financial Report was 786. The enrollment realization was 95.3%.
SY2023-2024 Rating: __3__ Comments: The enrollment realization for 2022-23 is 98%.
Source: Monthly board packets, Quarterly Report, 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 30-59 days cash on hand.
3 = Meets standard	The school maintains a minimum of 60 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: From the annual report the Average cash-on-hand for FY25 was 118 days. According to the October Financial Report, the projected year-end (FY26) cash-on-hand will be 127 days.	
SY2024-2025 Rating: 3 Comments: According to HOPE's May 2025 Financial Report, the projected cash on hand is 73.	

SY2023-2024

Rating:

Comments: The school has 51 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 more than 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: 3

Comments:

From the FY25 Audit the fund balance was calculated at 35.4%. The increase in fund balance is due to HOPE receiving the Employee Retention Credit. According to the October Financial Report, the projected year-end (FY26) fund balance will be 31.4%; however, the overall academic outcomes fall below the "meets standard" range.

SY2024-2025

Rating: 3

Comments:

The school's fund balance is 20.4%, which complies with HOPE's fund balance policy; however, the overall academic outcomes fall below the "meets standard" range.

SY2023-2024

Rating:

Comments: The school's fund balance is 16.2% which is lower than the amount stipulated in the fund balance policy.

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	The school is meeting all bond covenants in the current year, but has been 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: 2 Comments: For FY25, HOPE met bond covenants. Bond covenants require 45 days of cash on hand and 1.11 debt service coverage ratio. From August 2025 Finance Report, the days cash on hand was 118 days and DSC was 2.04. According to the October Financial Report, the projected year-end (FY26) cash on hand will be 127 and the DSC will be 0.98 which means for the FY26, HOPE will most likely not meet bond covenants.	
SY2024-2025 Rating: 2 Comments: The bond covenants were met. The required days cash on hand is 45 days and the required debt service coverage ratio is 1.11. Hope has 73 days cash on hand and the DSC is 1.30.	
SY2023-2024 Rating: 1 Comments: Per the financial audit, the debt service coverage ratio did not meet the minimum requirements of the bond covenants. This is in the process of being corrected.	
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: New board members completed the required training. Additional training for board members covered the following topics Public School Funding, Data Practice Law, Open Meeting Law, Board's Role and Responsibilities, Financial Management, Employment Policies and Practices, FERPA, & Board Role in Student Success, Achievement and Performance. Ongoing board training is also discussed and prioritized according to the board's needs assessment from the annual board's self-evaluation. Board members are also encouraged to attend other training courses on their own as well.	
SY2024-2025 Rating: 3 Comments: All Board members serving during SY25 have completed all three mandatory training areas. They also participated in additional training throughout the year.	
SY2023-2024 Rating: 3 Comments: Board members are in compliance with training requirements and have also undergone additional training throughout the 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 is mindful and meets the requirements of the Open Meeting Law and maintains its records in an orderly manner. • A hard copy of board packet is available to guest. • Board meeting times and location are published and posted on Hope's website. • Meetings are conducted only with a board quorum. • Votes are recorded and are part of the minutes. • The board uses Robert's Rules to guide board meetings. • The board policies are posted on the website. No issues with open meeting laws were observed or reported.	
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 and posted on Hope's website. • A Board Binder is kept in the conference room. After the board approves the previous month's board meeting minutes, the approved minutes are filed into the board's binder. The minutes are also then posted on HOPE's website. • Meeting is conducted only with a board quorum • Votes are recorded and are part of the minutes • Meetings are conducted in accordance with the board's bylaws. • Board policies are posted on their website. No Open Meeting Law violations were observed or reported.	
SY2023-2024 Rating: 3 Comments: Through observations and interviews with board members, it is clear that the board has a good understanding of Open Meeting Law. Board meeting minutes and all other policies and bylaws are kept in Egnyte, which is kept organized and up to date.	

Source: Board minutes, ongoing correspondence, UST site visits

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:

For the 25-26 Academic Year, all staff are appropriately licensed as verified through PELSB.

SY2024-2025

Rating: 1

Comments:

There are staff members that are not appropriately licensed and/or do not hold appropriate current waivers/variances.

SY2023-2024

Rating:

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
SY2025-2026 Rating: 3 Comments: Hope's background check policy is posted on their website. The school conducts background checks on all staff, contracted workers, volunteers and board members before working and/or volunteering at the school.	
SY2024-2025 Rating: 3 Comments: Hope's background check policy was submitted with the quarter 2 report. All full-time staff, contracted workers, volunteers, and board members are required to have a background check before working and/or volunteering at the school.	
SY2023-2024 Rating: 3 Comments: The school completes criminal background checks on all new staff and board members as well as volunteers who have contact with 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 Enrollment policy is updated and complies with state statute wording: “*Staff members of a charter school are eligible for enrollment preference for their child, including a foster child, if they are employed at the school and that employment is stipulated in advance to total at least 480 hours in a school calendar year.*”

The board is in compliance with HOPE’s Bylaws. It has three community members, two parent members, and two teachers.

Title IX policy, procedures and contact information is on the website.

HOPE’s website is in compliance.

SY2024-2025**Rating: 1****Comments:**

Admission and enrollment practice/policy requirements were updated May 2024 to be in compliance with state statutes.

SY25 Board consists of 6 elected Directors, two teachers, two parents, and two community members, which meets MN State statute. However, the composition of the board did not align with Hope’s bylaws the board “shall consist of seven (7) non-related members...The structure of the board shall be a non-majority teacher board composed of three (3) community members, two (2) licensed teachers, and two (2) parents or legal Guardians." With the incoming SY 26 board members, HCA will be in compliance with both the bylaws and the state statute.

In August 2024, the Title IX policy was updated and included Title IX coordinator contact information. This policy needs to be accessible through the school’s website. Currently, the only information posted on the website pertaining to Title IX is the contact information for the Title IX coordinator.

SY2023-2024**Rating:**

Comments: The school is compliant with all applicable laws and has updated their enrollment policy. Some statutory requirements regarding Title IX have been updated and all schools must post their Title IX coordinator and grievance policies on the website. This did not appear to be readily available on the website and it would be good for the school to look into making this update.

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 board understands the role of the board and the role of the school's leadership. The board employs the Executive Director to manage the overall operation of the school while keeping the ED accountable. As there was a change in Executive Directors and the new ED joined HOPE in mid-November of 2025, the board has been more involved with the inner workings of the school; however, they are transitioning from a working board to a governance board. The board will be developing an ED development plan that includes the 25 hours of annual professional development required by state statute 124E.12 Employment; subdivision 2. The board, with the support of the ED, reviews and updates new policies. The board conducts an annual self-evaluation and uses the data from this evaluation to identify areas of growth for the upcoming academic year. Additionally, the board reviews the ED twice a year and develops a leadership development plan. The board keeps track of all ongoing training and has complied with new required board training. The board and the new Executive Director will be developing a 3-year strategic plan to correspond with UST's annual evaluations. Additionally, the board understands the importance of being	

seen in the school community and has an event calendar in which board members sign up to attend the different community events.

SY2024-2025

Rating: 3

Comments:

As detailed in the Quarter 1 report, the Executive Director oversees the HOPE staff and works with them on the administration of the school and handles daily and operational needs. The Board governs, develops school policies, and ensures that the school is on target with its mission and goals. The Executive Director has an annual work plan (professional development plan) that the board approves. The plan is in alignment with the school's strategic plan and includes continuing professional development growth for the ED.

Each year, Hope's Board conducts a self-evaluation. The board consulted with Executive Growth Advisors to develop the questions, implement the survey, and review the results. They use self-evaluation to support the development of the Board's effectiveness, to compare progress against previous years, locate gaps and challenges, and to help set Board Development Goals.

Hope's Board changed the ED Evaluation from the 360° Review to a new rubric-based process that goes out twice a year instead of once. The rubric focuses on four standards: Board Governance, School District Finances, Communication and Community Relationships, and Administrative Oversight. The data collected from the rubric are a significant part of the overall evaluation and contract determination process.

There is an ED development plan, but it was missing the 25 hours of annual professional development required by state statute 124E.12 Employment; subdivision 2.

Hope's board orientation begins shortly after the board members are seated. The ED and Board Chair meet with new board members and cover the following topics: board responsibilities, board training expectations, organizational structure, charter school laws, authorizer, voting procedures at board meetings, and finance overview.

Hope has a three-year strategic plan that was created in May of 2023. The strategic plan's priorities are to expand Hmong language, culture, & art programs, expand extra-curricular programs, improve academic outcomes, and invest in staff well-being, development, and retention.

SY2023-2024

Rating:

Comments: The board completes an annual self-evaluation and also conducts an annual evaluation of the school leader. The board has engaged in strategic planning which has focused on the following priorities:

- Expand Hmong language, culture and arts programs
- Expand extra curricular programs
- Improve academic outcomes
- Invest in staff wellbeing, development and retention

The board has also been working on recruitment and retention of board members.

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: 2

Comments:

From the June 2025 HOPE Operations Committee meeting minutes, a 3-year policy review cycle was going to be established, and the board would use both MSBA and MACA sample policies as guides. Reviewing HOPE's policies on the school website, there are policies that have not been reviewed since 2019.

SY2024-2025

Rating: 3

Comments:

In 2023-24, the Operations Committee developed an annual policy review schedule. At the March 2025 Operations Committee meeting, it was noted that they will be checking with MSBA for an annual review schedule and updating their schedule.

According to the Operations Committee's monthly minutes, policies were being reviewed and updated monthly, and they were using MSBA sample policies as guidance. Additionally, they are looking at adding an Ad-hoc Legislation Review committee to support reviewing policies to ensure that the policies are in alignment with new and/or updated state statutes.

SY2023-2024

Rating:

Comments: Board policies are reviewed and updated on a regular basis as are the bylaws.

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 75 percent 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:

The board packet is submitted through Egnyte and is completed on time.

SY2024-2025

Rating: 3

Comments:

The board packet is submitted through Egnyte and is complete and on time.

SY2023-2024

Rating:

Comments: The board packet is submitted through Egnyte and is complete and 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 <u>not</u> 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:

HOPE has a Language Instruction Educational Program (LIEP) in place. Students are identified for EL services upon enrollment through the MN Language Survey, as well as through teacher recommendations and the Child Study process. All identified students are screened using the WIDA Screener, and parents are notified when their child qualifies for EL services. Eligible students are assigned an EL level based on their assessment results, with less proficient learners receiving increased instructional support.

HOPE utilizes multiple instructional models to deliver EL services, including pull-out, push-in, co-teaching, collaboration, and indirect service. EL students participate in annual ACCESS testing to measure their English-language proficiency. Students scoring an overall 4.5 or higher, with no domains below 3.5, are considered proficient and exited from the program; these students are then monitored by the EL Department for two academic years. Parent notifications regarding entry and exit from EL services are provided in the family's primary language. Currently, 60.3% of HOPE students receive EL services delivered by nine full-time EL teachers, supported by bilingual paraprofessionals and several Hmong-speaking staff members. HOPE K-5 Classroom Teachers and 6th-8th Grade ELA Teachers received EL Training, "*EL Open Up*", in the fall, winter and spring, and all staff received EL professional development, "*Strategies for working with Multi-Lingual Students*"

SY2024-2025

Rating: 2

Comments:

The school is fulfilling its legal obligations regarding ELs but requires some improvements.

HCA has an EL Instructional Educational Program (LIEP) Plan. Students are identified for EL services as they enroll at HOPE through the MN Language Survey. Students are also identified through teacher recommendations and through the Child Study process. All identified students are screened using the WIDA screener. Parents are notified of their child's qualification for EL services. Students who are eligible for EL services are assigned an EL Level based on assessment results. Less proficient EL Learners receive more hours of EL instruction. Hope uses a variety of educational models for EL instruction: pull-out, push-in, co-teaching, collaboration, and indirect service. EL students take ACCESS testing annually to measure EL proficiency. Students who receive an overall score of 4.5 or more with no domains below 3.5 are considered proficient and are exited from the program. Students who exit the EL program are monitored by the EL Department for two academic years. Parent notification of entering and exiting EL services is communicated in the parent's identified primary language. 60.3% of students at HOPE receive EL services from three full-time EL teachers. Hope also employs several bilingual paraprofessionals as well as several Hmong-speaking staff members.

Information on relevant professional development, staff training, and ensuring that information on student EL status was missing from the LIEP and quarterly reports.

SY2023-2024

Rating: 3

Comments: HOPE using the Minnesota Language survey to identify students requiring EL services as well as parental and teacher referrals. All Kindergarten students are screened using the ACCESS screener. 61.9% of students at HOPE receive EL services from 7 full-time EL teachers. At the elementary level, EL services are part of the literacy block and are conducted in small groups to build on the grade level lessons. In grades 6 – 12, the EL instructors push in to English Language classrooms. For students who are new to country or at Access Level 1, small group lessons are provided.

Source: 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: 1 Comments: Hope has a school-specific TSES manual that is board-approved. The school Special Education Director is contracted through Designs for Learning. In SY25, the Special Education Director delivered two professional development trainings. One was titled SPED Information and was conducted in November 2024. The other was titled ASD SPED Training and was conducted in April 2025. After conducting the Fall Renewal Site Visit, it was evident that there is ambiguity surrounding a Multi-Tiered System of Supports (MTSS) and the Child Study Team. As described in the focus groups, HOPE’s special education service model consists of students receiving the initial 20 minutes of whole-group instruction from the general education teacher. After that, the special education teacher provides pull-out support focused on modified classwork aligned to the lesson. HOPE is currently not using a specific academic curriculum to target a student’s individual needs. This approach does not align with HOPE’s TSES manual description of “Method of Providing the Special Education Services for the Identified Pupils”. Additionally, the TSES manual administration and management plan does not detail who is the direct supervisor of the special education staff, nor does it indicate who is responsible for the schedules of special education staff. During the site visit it was stated that the paraprofessionals’ schedule was created by the principal, and oversight of their adherence to the schedule is delegated to the general education teacher, and when concerns arise the general education teacher will follow up with the Special Education Coordinator. This indicates that there is a lack of fidelity checks on the delivery of paraprofessional services. Overall, the school’s MTSS, Child Find Process, and Special Education Services lack a clearly defined organizational structure, consistent academic and behavioral programming, and an effective system of checks and balances.	
SY2024-2025 Rating: 3 Comments: The school has a school specific TSES Manual last reviewed by the board in December 2024. The Special Education Director is contracted through Designs Learning, and they are responsible for developing, coordinating, training, and supervising the school’s special education processes, due processes and Total	

Special Education System Manual. Hope has eight special education teachers (5 elementary and three secondary), one due process coordinator, one special education administrative assistant, and thirteen special education paraprofessionals. Through Design for Learning, they contract out for the following services: DHH, SLD, DAPE, School Psychologist, and ASD. They contract with Soliant for special education teachers. 10.8% of HCA students receive special educational services. Hope Community 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: Students are identified for special education services through the Child Study process. After minimum of 6 weeks of interventions, teachers may bring a child to the Child Study team which consists of the classroom teacher, EL teacher, Title One teacher, Special education teacher and director and the Social Worker. HOPE employs 4 full-time special education teachers on-site and also has 5.5 teachers who are contracted for specialized services. 7 paraprofessionals assist students in classrooms as necessary. A special education director is contracted through Designs for Learning as well as Speech Therapist, DAPE and Deaf/Hard of Hearing. Special education services are provided by both push-in and pull-out models.

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 improvement
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

SY2025-2026

Rating: 3

Comments:

Before entering Prekindergarten or Kindergarten, all students complete an early childhood screener (MPSI-R), health and vision screenings, and a family survey to identify any concerns or potential referrals. Screenings are conducted by the principal, social worker, kindergarten and prekindergarten teachers, and the school nurse. Translators are available, and all documents are provided in Hmong and Karen.

Staff have participated in professional development. The current Prekindergarten teacher is participating in the CAREIALL training.

HCA utilizes the COR Assessment as part of a triangulated data system that informs instruction. The PK teacher uses formative and summative assessments, along with COR data, to adjust and modify instruction and curriculum. ECIP is also used to differentiate centers and lessons based on student progress. The PK teacher shares all COR assessment information with kindergarten teachers and contributes to the creation of kindergarten class rosters. Families of students who may need additional services receive referrals to local medical providers or to the contracted ECSE teacher for evaluation.

SY2024-2025

Rating: 3

Comments:

Before entering Prekindergarten or Kindergarten, all students have an early childhood screener (MPSI-R), health and vision screening, as well as a family survey to screen for concerns/referrals that may be needed. The staff conducting the screenings are the principal, social worker, kindergarten teachers, and prekindergarten teachers along with the school nurse. Translators are available and all documents are translated to Hmong and Karen. The staff participated in the following professional development: Restorative Circle training for building community, ELL training, HCA curriculum, and CAREIALL training will be provided to PK teachers in the fall of 2025. HCA uses the COR Assessment. It is part of a triangulation of data that informs instructions. The PK teacher uses formative and summative assessments as well as COR data to adjust and modify instruction/curriculum for students. ECIP is being used to understand differentiate centers and lessons for students based on their progress. The PK teacher shares all the COR information with KG teachers and is part of creating class rosters for kindergarten. Families of students needing special services are given referrals to local medical offices and to the contracted ECSE teacher for evaluation.

SY2023-2024

Rating: 3

Comments: HOPE utilizes the COR as an assessment to track student development in PreK. Parents are updated about their child's progress during conferences using this assessment. The COR measures 34 items across 8 areas of growth and development (Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy and Communication; Mathematics; Creative Arts; Science and Technology; Social Studies) as well as additional items to support English Learners. HOPE collaborates with St. Paul Public Schools to identify and provide services for PreK students requiring special education services.

PreK staff attend all professional development that is required for all teaching and paraprofessional staff. These professional development trainings include differentiation of instruction, creation of curriculum and progress monitoring.

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: 1

Comments:

Hope's attendance rate is 80.3% according to MDE North Star Consistent Attendance rate. The school is almost 5% above the state's attendance rate of 75.5%

SY2024-2025

Rating: 1

Comments:

Hope's attendance rate is 83% according to MDE North Star Consistent Attendance rate.

SY2023-2024

Rating:

Comments: The school reported attendance rate is 93%; however, MDE reported it at 81.9%

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: 1

Comments:

Going into the SY26, HOPE had a teacher retention rate of 68.13% which has increased by 13% from last year.

SY2024-2025

Rating: 1

Comments:

For the 2023-2024 school year, Hope had a teacher retention rate of 55.22%.

SY2023-2024

Rating:

Comments: For the 2022-23 school year, HOPE had a teacher retention rate of 68%.

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: 3 Comments: The staff participated in the following professional development: EL Open Up Education, CAREIALL (UofM), Title IX, Blood Born Pathogens, CPR/Medication, Lexia, Restorative Practice/Circle, Strategies for Working with Multi-Lingual Students, CPI Training, SPED, New Teacher Academy, ACT Proctor Training, MCA Proctoring, ASD/SPED Training, and Disciplinary Literacy. Additionally, through QComp, there are Observations, PLCs Learning Teams, Student Achievement and Personal Learning Goals, and Mentoring. The school also has HuB-Leadership Team. The one PD that seems to be missing is Hmong focused PD.	
SY2024-2025 Rating: 3 Comments: The staff participated in the following professional development: implicit bias training, restorative practices, trauma-informed care, cultural competency, culturally responsive teaching strategies, disciplinary literacy, CAREIALL training, new literacy curriculum, curriculum mapping, data collection, Lexia, Dreambox, Multilingual strategies, and mental health for Hmong community	
SY2023-2024 Rating: 3 Comments: Various professional development opportunities are available to the staff at HOPE including a focus on curriculum mapping, mental health and training on new math and social studies curricula.	

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 95%.
2 = Approaching standard	Student retention rates are 5-10% below the school's agreed-upon target rates of 95%
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rates of 95%
4 = Exceeds standard	NOT APPLICABLE

SY2025-2026

Rating: 1

Comments:

HOPE's retention rate was 84%.

SY2024-2025

Rating: 1

Comments:

Hope's retention rate was 79%.

SY2023-2024

Rating:

Comments: The student retention rates for HOPE remain consistent and are currently approximately 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 74.9% 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 75-85% 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 25.1-30%.

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: 4

3.16b Rating: 4

Overall Rating: 4

Comments:

61% of responses rated their overall satisfaction with the school as outstanding or high, and another 35% rated the school as meeting their overall satisfaction. The school’s survey response was approximately 59.4%.

SY2024-2025

3.16a Rating: 3

3.16b Rating: 3

Overall Rating: 3

Comments:

39% of responses rated their overall satisfaction with the school as outstanding or high and another 51% rated the school as meeting their overall satisfaction. The school's survey response was approximately 29%.

SY2023-2024

3.16a Rating: _2__

3.16b Rating: __4__

Overall Rating: __3__

Comments: The response rate for the parent survey was approximately 47%. 80% of the respondents indicated an 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.**

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) well-maintained 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: HOPE Community Academy provides a safe, welcoming, and inclusive school environment. The school facilities have one main entry point which is locked. All visitors are required to buzz in and enter the main office which has another locked door visitors need to be buzzed through in order to gain access to the main school building. Visitors are required to show photo identification and log-in through a computer system. The building is accessible to all. The classrooms have uniform furniture, and the number of students per classroom is appropriate. Within the classrooms, students' work was displayed along with learning resource posters. The hallways, lunchroom, and bathrooms are well maintained and clean. In the main community area (lunchroom), two significant Hmong artworks created collaboratively by staff, students and families are prominently displayed.	
SY2024-2025 Rating: 4 Comments: Hope Community 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. Elementary students and classrooms are separated from middle and high school students and classrooms. 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. Additionally, Hmong cultural items are displayed throughout the school,	

showcasing the community's rich heritage. To commemorate HCA's 25th anniversary, families and staff collaborated to create a Paj Ntaub, which now serves as a focal point at the school's entrance.

SY2023-2024

Rating:

Comments: The HOPE Community Academy facility provides a safe environment for students and all health and safety code requirements are being met. The curriculum is continually being updated to better suit the needs of the students and programming is being expanded to provide additional learning opportunities. Student to teacher ratios are adequate and class sizes are maintained for optimal learning. The school is accessible and is well maintained.

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: 2

Comments:

HOPE's MTSS program is not consistently implemented throughout all grade levels. In elementary school, HOPE uses FastBridge data to identify students needing support in Reading and Mathematics. Student groups meet for a four-week period and are fluid. Changes in groups are based upon intervention data. Teachers meet in PLCs to further discuss the support of students. In middle and high school, PLCs meet weekly to discuss students, but weekly data is not collected, and there are no small group interventions occurring. From the fall site visit notes, SAT process and team are being developed, but it is not firmly in place. Additionally, the staff seemed uncertain of the Child Find Process. Communication to families about academics occurs from teachers through Talking Points an App provided by the school; however, there does not seem to be set procedures in place to update families when their child is receiving interventions.

A formal MTSS program needs to be established using [MnMTSS](#) as a guide to ensure that the five fundamental components of MTSS are consistent throughout grade levels:

- 1. An infrastructure that provides a system in which people can work effectively and efficiently.*
- 2. Family and community engagement that promotes authentic collaboration to support common values and equitable outcomes*
- 3. Multi-layered practices and supports that match intensity of services to level of student need.*
- 4. Assessment tools with which to accurately and reliably collect information that aids decision making.*
- 5. Data-based decision-making practices that consider the unique experiences of every population and drive continual improvement.*

SY2024-2025

Rating: 3

Comments:

HCA uses Fast Bridge data, in-class formative assessments, ACCESS scores, and qualitative observations to identify students that need additional support. The support comes in the form of Title One small group support, EL services, in class differentiate instruction, school social worker, dean of students, and personalized learning plans. For behavior interventions, the school utilizes PBIS. For students exhibiting repeated behavior challenges, teachers collaborate with the Dean of Students and the school social worker to develop an individualized behavior intervention plan. Academic and behavior interventions are monitored. Students who do not show growth/improvement are brought to the child study team to look further into additional interventions.

SY2023-2024

Rating: 3

Comments: Students who do not qualify for special education services but still require additional support utilize the Title One instructor, EL services, school social worker or the school counselor. The school has been focusing on mental health support for students. There has been a focus on using data to drive instruction at all grade levels.

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.
- 3.19c Opportunities for parents/guardians to support their child's education and/or the school (e.g. volunteering, 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 the school 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: 4

Rating b: 4

Rating c: 4

Overall Rating: 4

Comments:

The school is using "Talking Points" as an APP that translates school information into Hmong. According to parents, they appreciate this APP but at times the translation can be not quite right. The school is conducting an annual evaluation which is also provided in Hmong and Karen so that language is not a barrier. Parents stated that they were very satisfied with communication from school. Additionally, the school offers parent-teacher conferences twice a year and has interpreters available if needed. The school board represents the school's demographics. The parent survey is conducted annually by Executive Growth Advisors, and they generate a report of results for the school's leadership. In comparing the results from 2024 to 2025, the percentages of families' favorable responses increased. In particular, the area that showed the most change was "I am satisfied with the opportunities provided for parental involvement in school activities and events." At the end of SY25, 93% of parents agreed with this while in SY24 only 77% agreed with this statement.

SY2024-2025

Rating a: 3

Rating b: 3

Rating c: 4

Overall Rating: 3.33

Comments:

Parent-Teacher conferences are held twice a year with interpreters available as needed. 77% of parents surveyed were satisfied with the opportunities provided for parental involvement in school activities and events. Additionally, 93% of responding to families felt welcomed and encouraged to participate in school-related activities and initiatives. In the Quarter 3 report, it was reported that parent engagement has increased through regular communication, family nights, and culturally responsive outreach strategies. The Program Development Director oversees the parent/community partnership programs and develops relationships with parents and the local community organizations. Hope developed a 2025 events calendar with one major event occurring per month: Family Game Night, Mental Health Awareness, KG Round-up, Hope's Got Talent, Hmong Day/25th Anniversary Celebration, Arts & Crafts, Ice Cream Social/Shadow Night, Karen Heros Day, Back to School Kick-Off, Fall Festival/Harvest Night, Multicultural Night, and New Year Celebration. The 25th Anniversary celebration drew a significant number of families.

SY2023-2024

Rating a: 3

Rating b: 3

Rating c: 4

Overall Rating: 3.3

Comments: Parent conferences are held two times during the school year (fall and spring). These conferences are well attended and there are interpreters readily available as needed. Executive Growth Advisors work to gather information from families and present a report on parent satisfaction with HOPE. A high percentage of families surveyed feel that they have the resources that they need for their children to be successful.

Source: Site visits, ongoing correspondence, interviews

3.20 Is the school committed to creating a welcoming, inclusive, and equitable environment that is open to all students? This is evidenced by the following:

3.20a. Marketing/outreach targets socioeconomically and racially diverse populations, which includes having materials available in multiple languages.

3.20b. Enrollment policies and practices are accessible and transparent. Supports are available to families as needed to navigate the application and enrollment process.

3.20c. The school demonstrates a commitment to cultivating a board and staff that is reflective of the student population.

1 = Does not meet standard

- a. The school's marketing strategy marginalizes or ignores students from diverse backgrounds and/or those who are low income. Materials are only available in English.
- b. Enrollment policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.

c. The board and staff are not representative of the students the school serves.
2 = Approaching standard a. The school’s marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, implementation of the plan is inconsistent and materials are only available in English. b. Enrollment policies and practices are transparent. However, families encounter challenges navigating the enrollment process. c. While the board and/or staff are not representative of the students the school serves, the school is committed to recruiting board members and staff who are representative and has identified recruitment strategies to this end.
3 = Meets standard a. The school’s marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages. b. School enrollment policies and practices are clear and easily navigated by families. Methods for accessing support for families needing assistance are readily apparent. c. The school employs strategies to recruit and retain board members and staff who are representative of the student population. Board and staff composition reflect these efforts.
4 = Exceeds standard NOT APPLICABLE
SY2025-2026 Rating a: 3 Rating b: 3 Rating c: 3 Overall Rating: 3 Comments: By the end of SY25 and going into SY26, Hope had recruited 180 new students. The school is focusing on student retention by adding more extra-curricular activities to middle and high school programming. In winter, they will be adding indoor soccer/futsal. Also, the new ED planned a November Meet and Greet which include a 500 turkey free give away and free coat give away. This was open to families, staff, and the community. All recipients had to complete a Hope “Get to know us” passport in which the participants had to go to at least 5 information tables that provided details about different programs at HOPE. Also, the website has been updated with a video highlighting HOPE’s school culture on their homepage. The enrollment policy and forms are easy to access. The online forms are only provided in English only; however, there is a place to add name and email address in order for someone to contact the prospective family. Additionally, the board members are representative of the student population.
SY2024-2025 Rating a: 3 Rating b: 3 Rating c: 3 Overall Rating: 3

Comments:

Hope has an updated 24-25 marketing plan. The plan identifies the key audience: families, students, community partners, and the broader Hmong community. It also has an action plan for each key communicator. The key communicators are the Executive Leadership, Hope Community Academy Teachers, Hope Community Academy Support Staff, Local Community Leaders, Hope Community Academy Alumni, and the local and Hmong Media. The marketing plan is divided into what they should know, think, and do. It also identified the key messages that need to go out to the community. Additionally, Hope monthly community events are another venue they are using to reach out to the community.

The School's Admission Policy and Procedures were reviewed and revised in May of 2024. The enrollment process is clear; forms are provided online, and there is also a form for families requesting a name and phone number, so Hope can make direct contact with interested families and guide them through the enrollment process.

Throughout the school year, the board actively looked at ways to recruit and retain board members who are representative of the student population. The new Board's composition reflects these efforts with the addition of three new board members. Five out of the Seven board members have ties to the Karen/Hmong community.

SY2023-2024**Rating a:** 3 **Rating b:** 3 **Rating c:** 2 **Overall Rating:** 2.7

Comments: HOPE has a detailed marketing plan that targets various audiences and highlights what each audience should know about the school program, A marketing and recruitment team has been developed and the plan lays out the tasks for each team.

The school enrollment policy was recently updated so that it is in compliance with statutes. Various family liaisons are utilized to ensure that the policy and the enrollment process is accessible to all families.

The school has struggled recently with recruiting and retaining board members, but the board is currently full and is in compliance.

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