



## **FY25 Annual Report Compliance & Performance Evaluation Review Summary**

Greetings School Leaders,

Thank you all for working towards meeting the Guild's November 3, 2025, Annual Report due date. To recap, the Guild is now in the third year of its updated evaluation framework, where we are using each school's annual report as the primary source of performance reporting (as required by *MN Stat. 124E.16, Subd. 2*, the Guild's charter contract, and Comprehensive Achievement and Civic Readiness (CACR)). This process, as outlined in our Approved Authorizing Plan (AAP), is based on feedback from Guild schools during our FY2021-2022 MAPES review. MAPES emphasized the need for clearer oversight and evaluation. Our goal is to move away from a complicated and demanding renewal year, which involves a difficult renewal application, and focus more on performance and the upcoming contract term. This initiative will enhance efficiency and offer a comprehensive historical perspective for each school. Additionally, the year-by-year comparisons generated through this process will prove invaluable for the long-term strategic planning of the Guild and its portfolio of schools. Please note the following key points:

- ❖ Please refer back to your FY2024 Annual Report and review rubric when crafting this year's annual report.
- ❖ All findings from your FY2025 review should be utilized to guide continuous improvement in the annual reporting for subsequent years.
- ❖ Legislative changes enacted August 1, 2025 are not reflected in this review summary as this document only applies to FY25 charter school reporting. The Guild's FY2026 reporting review summary will reflect legislative changes enacted August 1, 2025.

Thank you for inspiring and supporting our joint efforts to improve student educational and life outcomes.

With continued gratitude, –Jim

Date of Report: March 12, 2026

Charter Number and School Name: 4238 Rochester Beacon Academy

### FY25 Statutory and Contractual Compliance Requirements

Does the school’s annual report meet both statutory and contractual requirements?

Statutory & Contractual Requirements	Instructions	Met Partially Met Not Met NA	Comments	Points Earned
124E.16, Subd. 2 - Annual report includes information about student enrollment	<ul style="list-style-type: none"> <li>Provide student enrollment by grade, over three years.</li> <li>This data set presents school enrollment by grade, not only for the current year, but also for at least two years prior to the reporting year.</li> <li>Use ADM (Average Daily Membership) data in your report.</li> <li>Minimally use October 1st and end of year (EOY) for this requirement (you can also use starting day and other dates as markers throughout the year).</li> <li>Table presentation works well for this data.</li> </ul>	Met	Enrollment is presented in a table on p. 7 covering FY22-25.	1
124E.16, Subd. 2 - Annual report includes information about student attrition	<ul style="list-style-type: none"> <li>For tracking student attrition and retention.</li> <li>Use ADM (Average Daily Membership) data in your report.</li> <li>Do not include student names in your annual report.</li> <li>Include both data points in your reporting for this statutory requirement:               <ul style="list-style-type: none"> <li><b>Attrition:</b> This data point tracks specific student enrollment changes within the school year. Of the students enrolled on Oct 1, which of those specific students completed the end of the year (EOY)?</li> <li><b>Retention:</b> This data point is calculated by tracking <i>specific students, year to year</i>. Of the students who completed the prior school year (FY24), which of those specific students returned for the next school year (FY25) using October 1st data?</li> </ul> </li> </ul>	Met	Attrition and retention information is included on pp. 5-6  <b>Continuous Improvement:</b> The attrition table appears to be calculated based on the raw difference between total child counts at different times of the year, rather than using student-specific data. Per the instructions, attrition “tracks specific student enrollment changes within the school year. Of the students enrolled on Oct 1, which of those specific students completed the end of the year (EOY)?”	1

			Retention should be reported as the percentage of FY24 students who returned for FY25. I.e., if 104 students completed the FY24 school year and 95 of those students returned for FY25, the retention rate would be 91% rather than -9% as it is listed in the annual report.	
124E.16, Subd. 2 - Annual report includes information about governance & management	<ul style="list-style-type: none"> <li>Identify each board member who <i>served during the FY25 school year</i> by full name.</li> <li>For each board member, also identify: <ol style="list-style-type: none"> <li>Board officer position (e.g., chair, treasurer, etc.), if applicable</li> <li>Board membership category (i.e., community member, teacher, or parent)</li> <li>Term of service, including start date &amp; term end date</li> </ol> </li> <li>Describe the school's governance/management structure; include an organizational chart if possible.</li> <li>Provide additional information about the school's management/administration.</li> <li><b>Provide the school's management contract and associated agreements with a CMO/EMO</b></li> </ul>	Met	The school's governance structure is described on pp. 9-10, and a board roster is included on pp. 10-11.	1
124E.07, Subd. 7 - Annual board training is included in the annual report	<ul style="list-style-type: none"> <li>Given the changes to board training in last year's legislative session it is imperative to closely review all of Minn. Stat. § 124E.07 Subd 7.</li> <li>For each training, include the subject, date(s), location, and name(s) of board members who attended the training.</li> <li>Clearly identify new board members in FY25 and provide information regarding statutorily required training for new board members.</li> </ul> <p><b>**New Requirements from 2024 Legislative Session:</b></p> <ol style="list-style-type: none"> <li>Ex-officio members as charter school directors must complete board training within three months of starting.</li> <li>New board members must finish training on employment policies, public school funding, and board responsibilities within 12 months. Failure results in 18</li> </ol>	Met	A list of trainings attended by each board member is provided on pp. 11-12, and includes both initial and annual trainings.	1

	<p>months of ineligibility for service or election.</p> <p>3. The board must conduct an annual performance assessment and report results in the school's annual report.</p>			
124E.16, Subd. 2 - Annual report includes information about academic performance	<ul style="list-style-type: none"> <li>Present school contract goals and progress toward those goals in FY25.</li> <li>Using your <b>current contract term</b>, use a <a href="#">table/format</a> that shows academic performance for all years completed in the current contract term. This provides context for FY25 data.</li> <li>See more about reporting on contract goals below.</li> </ul>	Met	Academic performance is presented on pp. 24-31.	1
<p>Annual Report includes information on PIP progress</p> <p>Annual Reporting Instructions, per Guild Contract Sections 6.24 and 12.1</p>	<ul style="list-style-type: none"> <li>If the school has an active Performance Improvement Plan (PIP), report on PIP progress/achievements/challenges/etc. in the annual report.</li> <li>The contract goal tables mentioned in the indicator above also report academic performance under a PIP.</li> <li>Provide a comprehensive update here on meeting governance, operations, and/or financial performance targets in your school's PIP, identifying targets that were met in FY25 and which targets were not achieved.</li> </ul>	N/A		
124E.16, Subd. 2 - Annual report includes information about staffing	<ul style="list-style-type: none"> <li>FY25 Employee Retention (all staff including teachers).</li> <li>Licensed and unlicensed staff in FY25 are included here.</li> <li>Provide MN license file folder numbers for teaching staff.</li> <li>Staff/Teacher Retention: Include data that tracks specific teachers/staff members year-to-year. It can be reported as comparing the previous year's EOY staffing data to the reporting year's EOY data (i.e., which teachers finished EOY FY24 and returned for FY25.) Please use a table with staff/teacher names, titles/subject areas, and the information immediately above.</li> </ul>	Partially Met	<p>Staff are listed on a table on pp. 15-17. Staff retention rates are included in a separate table.</p> <p>Dr. Lakisha Witter is listed as the school's Special Education Director, but her name and license number are absent from the staff table.</p>	.5
124E.12, Subd. 2(b) - Include professional development plans for non-licensed staff in administrative, supervisory, or instructional leadership roles.	<ul style="list-style-type: none"> <li>State full name and MN administrative license number for licensed administrative staff to verify exemption from this requirement. These are your school's key administrators as specified in statute.</li> <li>Provide the full name of each unlicensed administrative staff.</li> <li>Provide their FY25 professional development plan including information for how their plan was completed in FY25 (name of training, date(s), location, etc.) This may differ across</li> </ul>	Met	<p>A detailed PD plan for the school director is included on pp. 20-22.</p> <p>The Special Education Director has an active license for that role.</p>	1

	<p>administrators.</p> <ul style="list-style-type: none"> <li>• A person without a valid administrator's license serving as a charter school director or chief administrator must complete a minimum of 25 hours annually of competency-based training corresponding to the individual's annual professional development needs and plan approved by the charter school board of directors. See MN Stat. <a href="#">124E.12 Subd. 2 (b)</a> for a list of potential training topics.</li> <li>• If this does not apply to your school, under the compliance heading state NA so it's clear there were only currently licensed key administrators/supervisors/instructional leaders at your school in FY25.</li> </ul>			
<p><b>**New Requirements from 2024 Legislative Session:</b></p> <p>124E.12 Subd. 2 - Annual report includes documentation of all professional development training completed by the director or chief administrator in the previous academic year.</p>	<ol style="list-style-type: none"> <li>1. Organization or instructor providing the training must certify completion of the training. Training may not be self-instructional.</li> <li>2. Confirm that training completion is a component of annual reporting performance evaluation.</li> <li>3. Note: first-year directors or chief administrators must complete a minimum of ten hours of training on: <ul style="list-style-type: none"> <li>○ Charter school law and requirements</li> <li>○ Board and management relationships</li> <li>○ Charter contract and authorizer relationships</li> </ul> </li> </ol>	Met	Director PD documentation is included on pp. 21-22.	1
<p>124E.16, Subd. 2 - Annual report includes information about finances</p>	<ul style="list-style-type: none"> <li>• Provide a summary of FY25 finances.</li> <li>• One option is to include the June 30, 2025 financial report.</li> <li>• Include a summary of revenues and expenditures by Fund and, if desired, other financial <i>summary</i> data for the year.</li> <li>• There is no need to include or link to your school's financial audit as it is not required for this report, and your school audit may not be done before November 1<sup>st</sup>.</li> <li>• Specifically, state if your school was in SOD in FY25 as well as progress toward completing your school's SOD plan.</li> </ul>	Met	Finances are covered on pp. 22-23. All required information is present.	1
<p>124E.16, Subd. 2 - Annual report includes information about</p>	<p>Reporting for this requirement is up to each school. Showcase the wonderful accomplishments your school realized in FY25!</p>	Met	Innovative practices are discussed on pp. 38-39. A concise but detailed list of the school's values and practices	1

innovative practices & implementation			aligns well with the school's purposes and mission.	
124E.16, Subd. 2 - Annual report includes information about future plans	Reporting for this requirement is up to each school. Don't forget plans to achieve contract performance goals if annual targets were not met.	Met	Future plans are discussed on pp. 39-40.	1
124E.16, Subd. 2 - Annual report is posted on the website	The Guild will verify this after November 3rd once annual reports are submitted to the Guild.	Met	The FY25 annual report is posted to the school website.	1
124E.17 Subd. 1 - Dissemination Activities: Charter school information.	<p><b>**New Requirements from 2024 Legislative Session:</b></p> <ul style="list-style-type: none"> <li>Charter schools must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups.</li> <li>Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population.</li> <li>The school must document its dissemination activities in the school's annual report.</li> </ul>	Not Met	This information was not found in the annual report. The report describes various ways	0
120B.11 Subd. 5 CACR Report –includes required CACR report elements and follows MDE's CACR reporting instructions (e.g., post on your school's website)	<ul style="list-style-type: none"> <li>Weave this information into your annual report for one combined report, or complete and publish a separate CACR report – either way, all CACR data required by MDE must be reported. Schools are not required to complete the Achievement and Integration (A &amp;I) section</li> <li>The Guild recommends combining CACR reporting with your charter school's annual report to minimize your school's reporting responsibilities. Include your school's CACR summary report at the end of your school's annual report for ease of reporting.</li> <li>Provide all information MDE requires for FY25 CACR reporting, as they may have changed since FY24.</li> <li>If your school's FY25 CACR goals are the same as your contract goals, there is no need to duplicate reporting in a combined report. For each combined goal, clearly indicate</li> </ul>	Met	The CACR summary is included on pp. 32-38.	1

	that it is also a CACR goal and identify the CACR goal area it addresses (e.g., All Students Ready for School, Closing Achievement Gaps, All Students Graduate, etc.).			
124E.01– Charter Contract Contents: Statutory Purposes including how the school will report on its implementation of primary and additional purposes	<ul style="list-style-type: none"> <li>• The Guild’s contract states schools will report on primary and additional statutory purposes in the school’s annual report.</li> <li>• First, state the primary purpose of a charter school and report <b>how</b> your school implemented the primary purpose in FY25.</li> <li>• Then, state each additional purpose identified in your school’s contract with the Guild and, for each additional purpose, report <b>how</b> your school implemented each additional purpose.</li> <li>• <b>Make sure the statutory purposes you include in your annual report are the same as the purposes identified in your current charter contract with the Guild.</b></li> </ul>	Met	Statutory purposes are covered on pp. 2-3.	1

### Overall Compliance Rating

<b>Rating</b>	<b>Rating Here</b>
<b>Points Earned</b>	<b>13.5</b>
<b>Points Possible</b> <i>*please note will vary by school based on total applicable performance standards</i>	<b>15</b>
<b>Percentage Achieved</b>	<b>90%</b>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• The Innovative Practices and Future Plans sections highlight RBA’s strengths</li> <li>• Photos of the school and students throughout the report were a nice touch</li> </ul>

Corrective Action?	N/A
--------------------	-----

### Point Calculator

- Each compliance indicator is worth one (1) point if Met
- Compliance indicators rated Partially Met earn .5 points

### Compliance Rating Scale

The compliance section of schools' annual reports will be rated as follows:

**Exceeded** = Compliance Indicators met (81-100%)

**Met** = Compliance Indicators met (61-80%)

**Approaching** = Compliance Indicators met (41-60%)

**Emerging** = Compliance Indicators met (21-40%)

**Not Met** = Compliance Indicators met (0-20%)

## FY25 School Performance Review

### Is the school on track to meet its contractual and CACR performance goals?

The following section provides annual/formative feedback on the school’s performance based on the annual report and CACR reporting data.

Contract Annual Performance Goal	<u>Rating Categories:</u> Met Partially Met Not Met	Performance Analysis	Points Earned
	FY25 School Rating		
<b>Contractual Goal #1a</b>	<b>Not Met</b>	<p>A. Reading Proficiency. Students in the Achievement Level “Does Not Meet Standard” Category (MDE Academic Progress) will decrease by 3 percent each year during the contract period starting in FY21. Grades 6, 7, 8 &amp; 10</p> <p>The school achieved a rate of 51.4% in FY25, an increase from the previous year.</p> <p>School Comment: Last year, the Language Arts Department focused on developing a comprehensive literacy plan aligned with the school’s Multi-Tiered System of Supports (MTSS). As part of this initiative, staff also sought out professional development opportunities, including training in the Cariaell program, to strengthen instructional practices and support student literacy growth across all tiers.</p> <p>In mathematics, RBA focused on strengthening Tier 1 instruction by building on the current Math Teacher’s skills and instructional strategies. Additionally, the Special Education Math Teacher completed their Master’s in Special Education, enhancing instructional capacity and support for students with diverse learning needs.</p> <p>Note: The school marked this goal as Met, though it is unclear why since the “does not meet standard” category did not decrease from the previous year.</p>	0
<b>Contractual Goal #1b</b>	<b>Not Met</b>	<p>B. Mathematics Proficiency Students in the Achievement Level “Does Not Meet Standard” Category (MDE Academic Progress) will decrease by 5 percent each year during the contract period starting in FY21.</p>	0

		<p>The school achieved a rate of 80%, an increase from the previous year.</p> <p>School Comment: See goal 1a above.</p>	
<b>Contractual Goal #2a</b>	<b>Not Met</b>	<p>A. Annually, the percent of students who meet their expected growth projection for Reading on the NWEA test from Winter to Winter will go from 50% in the baseline year to 62% by the end of FY23.</p> <p>The school achieved a rate of 57% in FY25.</p> <p>School Comment: Although Rochester Beacon Academy did not meet its academic performance goals, student growth continues to be observed. To better support data-driven decision-making and targeted instruction, RBA has expanded its district-wide testing schedule from once annually to three times per year. This shift allows for more timely identification of student needs, progress monitoring, and instructional adjustments throughout the school year. While reading outcomes have shown improvement—supported by a strong co-teaching model—math remains an area of focus, with ongoing efforts to enhance instruction and student achievement in the years ahead.</p>	0
<b>Contractual Goal #2b</b>	<b>Not Met</b>	<p>B. Annually, the percent of students who meet their expected growth projection for Math on the NWEA test from Winter to Winter will go from 50% in the baseline year to 62% by the end of FY23</p> <p>The school achieved a rate of 55% in FY25.</p> <p>School Comment: See goal 2a above.</p>	0
<b>Contractual Goal #3</b>	<b>Not Met</b>	<p>Closing the Reading Achievement Gap Annually, students taking the MCAs (MDE Academic Achievement Rate) will maintain a 3 point margin between all students and those students identified as special education.</p> <p>The school achieved a margin of 52.5%, well above its goal target of 3%.</p>	0

		<p>School Comment: Of the 24 students receiving special education services, 16.7% met or exceeded state standards in reading. In comparison, among the 13 general education students, 69.2% met or exceeded those same standards.</p> <p>This data highlights a significant performance gap and underscores the need for targeted literacy interventions and support for students receiving special education services.</p>	
<b>Contractual Goal #4</b>	<b>Met</b>	<p>Closing the Math Achievement Gap Annually, students taking the MCAs (MDE Academic Achievement Rate) will maintain a 3 point margin between all students and those students identified as special education.</p> <p>The school achieved a rate of 0% in FY25, exceeding its goal target of 3%.</p> <p>School Comment: Recent data indicate low performance across all student groups, with no significant margin between special education and general education achievement. As a result, the school's focus has shifted toward improving outcomes for all students. Efforts will prioritize moving students from "does not meet" to "partially meets," "meets," and ultimately "exceeds" standards through targeted support, instructional strategies, and data-informed interventions.</p>	5
<b>Contractual Goal #5</b>	<b>Met</b>	<p>90% of students, enrolled at RBA for at least two consecutive years, will graduate high school in four years, not including students on Individual Education Plans who are eligible to stay in school from ages 18-21 and enter a transition program.</p> <p>The school achieved a rate of 100% in FY25, exceeding its goal target of 90%.</p> <p>School Comment: Students enrolled at RBA for a consecutive period remain enrolled and graduate on time. Additionally, RBA is in its third year of operation with the SOAR transition program</p>	5
<b>Contractual Goal #6</b>	<b>Not Met</b>	<p>Each year via a fall survey, families will respond with "agree" or "strongly agree" to each of the following two questions: (A) My child is welcomed at RBA (B) My child has found a "place" at RBA. From a baseline of 69% "agree/strongly agree", each year's survey results will show a 5% increase.</p>	0

		<p>The school achieved a rate of 93.5% on measure A and 85.3% on measure B, below the FY25 target of 99% on both measures.</p> <p>School Comment: Over the past four years, Rochester Beacon Academy has experienced high turnover in administration. Despite this challenge, one of the school’s key internal goals has remained the intentional development of a strong and supportive school culture.</p> <p>RBA has successfully maintained a welcoming environment, with students consistently reporting that they feel a sense of belonging and have found their “place” at the school. This has remained true even as enrollment has fluctuated, in part due to serving students who often require a high level of support.</p>	
<b>Contractual Goal #7</b>	<b>Not Met</b>	<p>On an annual basis, 100% of students on IEPs, who have been at RBA for at least one year, will improve the number of IEP goals from 89% to 93%.</p> <p>The school achieved a rate of 90%, below its FY25 target of 93%.</p> <p>School Comment: Over the years, RBA has had an ebb and flow with student enrollment. For some students, it takes time to feel comfortable and safe within the learning environment. Veteran students have worked hard to reach their yearly goals and show progress. There was a slight decrease in achievement last year; this could be partly due to the shortage of special education teachers</p>	0
<b>Contractual Goal #8</b>	<b>Met</b>	<p>Fund Balance RBA’s fund balance will be 0% at the end of FY20 and will increase by 3% each fiscal year, as measured by the annual financial audit. RBA will not be in SOD over the term of the contract.</p> <p>The school achieved a rate of 47.8%, well exceeding its FY25 target of 15%.</p> <p>School Comment: RBA has maintained and increased a positive fund balance since the charter contract began. A major accomplishment pre-contract as RBA was in statutory operating debt (SOD).</p>	5
<b>Contractual Goal #9</b>	<b>Not Met</b>	<p>ALL students enrolled at RBA in grades 9-12 will develop a post-high school (college and career readiness) plan with the support and guidance of the school counselor during the first semester of 9th grade, or as soon as possible when enrolling after semester 1,</p>	0

		<p>9th grade.</p> <p>A plan template will be formulated to be used for each student’s plan. With the school counselor, each student will complete the following:</p> <ul style="list-style-type: none"> <li>● Using the prescribed template, develop a career and college readiness plan, including goals</li> <li>● Annually discuss progress towards meeting the goals in their college and career readiness plan, and update the plan as needed</li> <li>● As graduation approaches, determine if they have met their college and career readiness goals. Percentage of students who have an annually reviewed post-high school plan in place with the school counselor.</li> </ul> <p>The school achieved a rate of 91% in FY25.</p> <p>School Comment: With access to Mental Health Compensatory Aid in FY25, RBA was able to hire a School Counselor. This role oversees the credit tracking system, which promotes student responsibility and accountability for academic progress. In addition, RBA has continued to strengthen its high school transition program, expanding opportunities for students in areas such as Postsecondary Enrollment Options (PSEO), volunteer work, and other career and college readiness experiences tailored to individual student goals.</p>	
--	--	---	--

***Add or remove rows as applicable***

**CACR Goal Areas:**

- All Children Ready for School
- Prepare students to be lifelong learners
- Close the Achievement Gap(s) Among All Groups
- All Students Career- and College-Ready by Graduation
- All Students Graduate

CACR Annual Performance Goal	<u>Rating Categories:</u> Met Partially Met Not Met	Performance Analysis	Points Earned
	FY25 School Rating		
CACR #1	Partially Met	<p><b>Goal 1: Close the Achievement Gap(s) Between Student Groups</b></p> <p>Students in grades 6-11th will take the MCA/MTAS to measure academic progress and to monitor if the achievement gap is closing.</p> <p>School Comment: Students in grades 6-11th who took the Math and Science MCAs closed the achievement gap between general education and special education students. In Math, special education students met 9.8% more than general education. In Science, special education students met 18.8% more than general education. In Reading, there is a 27.3% gap.</p> <p><b>Guild Note:</b> This goal is rated partially met, as the Guild recognizes the school's achievements in this area. However, please ensure future CACR goals include a measurable component with clear data to determine whether the school has met the goal.</p>	2.5
CACR #2	Not Met	<p><b>Goal 2: All Students Career and College Ready by Graduation</b></p> <p>See contract goal #9.</p> <p><b>Continuous Improvement:</b> The school rated itself as "on-track" for this CACR goal in the annual report, despite marking the same goal as "not met" in the contract goals section.</p>	0

<b>CACR #3</b>	<b>Met</b>	<b>Goal 3: All Students Graduate</b>  See contract goal #5.	5
----------------	------------	---	---

*Add or remove rows as applicable*

### Overall Performance Rating

<b>Rating</b>	<b>Emerging</b>
<b>Points Earned</b>	22.5
<b>Points Possible</b>	<b>70 (11 contract goals and 3 CACR goals)</b>
<b>Percentage Achieved</b>	<b>32%</b>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>● Please see feedback notes on CACR goals above</li> </ul>
<b>Corrective Action</b>	Follow-up required to address planned interventions.

### Point Calculator

- Each performance standard is worth 5 points if Met
- Performance standards rated Partially Met earn 2.5 points

### Performance Rating Scale

The performance section of schools' annual reports will be rated as follows:

**Exceeded** = Performance against Annual Goal Targets met (81-100%)

**Met** = Performance against Annual Goal Targets met (61-80%)

**Approaching** = Performance against Annual Goal Targets met (41-60%)

**Emerging** = Performance against Annual Goal Targets met (21-40%)

**Not Met** = Performance against Annual Goal Targets met (0-20%)

