



## Grade Level, Site, or Early Learning Program Expansion Application Updated April 2021

### Introduction

The Minnesota Guild (Guild) encourages charter schools in its portfolio that have demonstrated success in providing all students with a high-quality education, ensuring efficient use of public resources, and meeting compliance requirements, to expand their impact on students. A charter school expansion goes beyond approved plans in a school's current charter contract by implementing grade level, site, and/or early learning program expansions, should such an expansion meet community need and demand and align with the strategic plan of the school.

### Timeline

[MN Statutes, 124E.06, Subd. 5](#) state that an authorizer must file a supplemental affidavit to the Minnesota Department of Education by October 1 in order for a school to be eligible to expand the following school year. A school first submits an expansion application to the Guild (outlined in this document.) If the full application is approved by the Guild's board, the Guild then submits a supplemental affidavit to MDE.

The Guild has established the following deadlines based on the timeline outlined in statute:

- June 1 – Notice of Intent (NOI) to apply due to the Guild (schools must use form included below.)
- June 15 – The Guild notifies the school if the school is/isn't eligible to submit a full application.
- August 1 – Full Application due to the Guild.
- Early September – The Guild will make an initial decision and notify the school of any negotiation items need to be addressed before a supplemental affidavit is submitted to MDE.
- Mid-September – The Guild and school negotiate final expansion terms and the Guild prepares a supplemental affidavit.
- Late September – The Guild board makes a final decision regarding approval/denial.
- October 1 – Supplemental affidavit due to MDE to expand in the 2022-23 school year.

If any deadline date falls on a weekend or non-business day, the deadline moves to the following business day. Failure to meet the deadlines may result in disqualification of the application.

### Evaluation Process

Expansions are reviewed, using the attached rubric, at three levels before a school may implement an expansion:

- The Guild Staff
- The Guild Board of Directors
- Minnesota Department of Education (MDE)

The Guild reserves the right to reject any and all applications for grade level, site, or early learning program expansions should the Guild determine that the school's performance does not warrant such expansion or that the expansion plans do not demonstrate a high probability of success.

### **Notice of Intent**

A school must submit a *Notice of Intent (NOI) to Submit Application for Grade Level, Site and/or Early Learning Program Expansion* to the Guild in order for a complete application to be considered (using form provided below.) The NOI must indicate the school's proposed expansion (i.e., grade level, site, early learning, or some combination) and include evidence in the form of meeting minutes that the school's board of directors has engaged in substantive discussion and consideration of the proposed expansion.

Furthermore, the school must provide evidence of formal action by the board to submit the NOI. The NOI and related evidence must be submitted via e-mail to [buddy.ferrari@guildschools.org](mailto:buddy.ferrari@guildschools.org). Applicants must use the NOI template found in this document. The deadline for submission of the NOI is defined in the above timeline.

### **NOI Feedback and Invitation to Submit a Full Application**

The Guild staff will review the NOI and determine whether to invite the school to submit the full application (see above timeline.) This determination will be based on the school's recent *contractual* performance as evidenced in the school's annual reports, formal performance evaluation documents completed by the Guild (if applicable), data on MDE's website, and by any other information available to the Guild. An invitation (or lack thereof) to submit a full application will be communicated to the school no later than June 15. This will include specific requirements for the full application.

### **Application Evaluation and Statutory Requirements**

Applicants must complete required sections of the full expansion application. Applicants are expected to review these application requirements closely. (See the *Guild Expansion NOI Review Rubric* below for criteria the Guild uses to evaluate a full expansion application.)

The school must demonstrate to the satisfaction of the Guild the following, which is outlined in Minnesota Statutes, [124E.06, Subd. 5](#):

- (1) the need for the expansion with supporting long-range enrollment projections;*
- (2) a longitudinal record of demonstrated student academic performance and growth on statewide assessments under [chapter 120B](#) or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the authorizer;*
- (3) a history of sound school finances and a finance plan to implement the expansion in a manner to promote the school's financial sustainability; and*
- (4) board capacity and an administrative and management plan to implement its expansion.*

For Early Learning Programs, the school must also demonstrate to the satisfaction of the Guild the following, which is outlined in Minnesota Statutes, [124E.06, Subd. 3\(a\)](#):

*A charter school may offer a free or fee-based preschool or prekindergarten that meets high-quality early learning instructional program standards that are aligned with Minnesota's early learning standards for children.*

To that end, the school must provide a complete description of the proposed expansion as outlined in the application along with any additional information required to demonstrate the above.

Guild staff will review the full application to determine whether requirements have been met, which will be evidenced by Overall **Section** Ratings of “Meets” in all sections of the application review rubric. (See the *Guild Expansion Application Review Rubric* below for the Guild’s evaluation criteria.) A review summary report will then be developed, which compiles the findings of the evaluation. The report will contain a recommendation regarding approval/denial of the expansion application.

Finally, Guild staff will make a recommendation to the Guild’s board of directors, who will make the final decision on the application. Should the Guild board grant approval, it will direct the Guild staff to use information provided in the application, along with additional necessary information, to submit a supplemental affidavit on behalf of the school to MDE for final approval. See above timeline for complete information.

### **Implementation of Expansion**

Once the supplemental affidavit is approved by MDE, the Guild will monitor the school’s progress as it implements the expansion or early learning program according to the plan outlined in the expansion application. To this end, the Guild will require the school to develop and maintain an implementation checklist specific to the approved expansion and the Guild will monitor the school’s activities related to expansion to ensure the expansion is successful.

In the event milestones related to the expansion are not met according to the timeline established in the implementation plan and checklist, the Guild may, at its own discretion, decide to postpone the opening of the new site implementation of the new grade levels, or implementation of the early learning program. The school may also decide to postpone the approved expansion if the school’s board determines more time is needed to successfully execute the expansion.

### **Submission of Application**

An email containing an electronic version of the application must be **received** by the Guild by the designated deadline. Applicants must send an electronic copy of the application including all attachments in either Microsoft Word or PDF versions via e-mail to [buddy.ferrari@guildschools.org](mailto:buddy.ferrari@guildschools.org).



**Notice of Intent (NOI) to Submit Application for  
Grade Level, Site and/or Early Learning Program Expansion**

**Date:**

**School Name and Charter Number:**

Check the box(es) that relate to the proposed expansion:

- Grade level
- Site
- Early childhood health and developmental screening
- Preschool instructional program (not prekindergarten) for children ages 3-5 years  
    Anticipated size of preschool instructional program:
- Prekindergarten instructional program for four-year-olds to prepare children for entry into kindergarten the following year  
    Anticipated size of prekindergarten instructional program:

Date of Proposed Expansion:

Briefly describe the proposed expansion. Include additional grade levels to be served, proposed location of the additional site, and/or nature of early learning program. Indicate the estimated number of additional students to be served along with other relevant information.

Provide evidence that the school’s board of directors has engaged in substantive discussion and consideration of the proposed expansion, including formal board action to move forward with a Notice of Intent to the Guild. Include meeting minutes as attachments or indicate the dates of the meetings in which the board engaged in such discussion and consideration (if minutes have already been submitted to the Guild via Epicenter). In addition, board members present at the meeting at which this NOI was approved must sign below (add additional lines as necessary).

By our signatures below, we affirm that this Notice of Intent to submit an application for expansion was approved by majority vote of the board in public session on **[Enter Date Here]**

\_\_\_\_\_  
Board Member Signature

Submit to [buddy.ferrari@guildschools.org](mailto:buddy.ferrari@guildschools.org) no later than June 1. If the deadline falls on a weekend or non-business day, the deadline moves to the following business day. A Notice of Intent received after the deadline may result in disqualification.

\_\_\_\_\_  
**Board Chair Signature**

\_\_\_\_\_  
**School Leader Signature**



**Full Application for Grade Level, Site and/or Early Learning Program Expansion  
Cover Page**

**Date:**

**School Name and Charter Number:**

Check the box(es) that relate to the proposed expansion:

- Grade level
- Site
- Early childhood health and developmental screening
- Preschool instructional program (not prekindergarten) for children ages 3-5 years  
Anticipated size of preschool instructional program:
- Prekindergarten instructional program for four-year-olds to prepare children for entry into kindergarten the following year  
Anticipated size of prekindergarten instructional program:

Date of Proposed Expansion:

Board members present at the meeting at which this application was approved must sign below (add additional lines as necessary).

*By our signatures below, we affirm that this application for expansion was approved by majority vote of the board in public session on **[Enter Date Here]**.*

\_\_\_\_\_  
Board Member Signature

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Board Member Signature

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Board Member Signature

Submit to [execdirectormnguild@gmail.com](mailto:execdirectormnguild@gmail.com) no later than August 1. If the deadline falls on a weekend or non-business day, the deadline moves to the following business day. An application received after the deadline may result in disqualification.

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**Board Chair Signature**

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**School Leader Signature**



## Application for Grade Level, Site, and/or Early Learning Program Expansion

**Important Note:** *These expansion application requirements are aligned with the Minnesota Department of Education's most recent Supplemental Affidavit instructions, dated 10/05/2020, and located [here](#).*

Directly address each section below that is required for your expansion request. Responses should be concise and comprehensive.

- **All applicants complete Part A through D.**
- Only complete Part E if your school wishes to add an instructional preschool program to provide early childhood education and preparation for transition to kindergarten for children 3-5 and/or an instructional prekindergarten program for four-year-olds to prepare children for entry into kindergarten the following year.
- Only complete Part F if your school wishes to add an instructional early learning program **and** an early childhood health and developmental screening program.

### Part A. Expansion Description, Need, and Demand

1. Describe the proposed expansion.
  - a. Specify the additional grade levels, site, or early learning program requested.
  - b. Specify the additional number of students per grade that would be served.
  - c. Describe the new program(s) to be offered as part of the requested expansion.
  - d. Describe how the proposed expansion will improve all pupil learning and all student achievement (primary statutory purpose) and improve service overall to students and families.
  - e. Describe how the proposed expansion will impact the school's instructional approach.
  - f. Describe how the proposed expansion will promote [a teacher-powered school model](#) (while not required for approval to expand, this is a priority for the Guild's portfolio of schools.)
  - g. Include how the proposed expansion will impact the school's current contractual goals. As appropriate, provide new proposed goals.
  - h. Describe any other staffing changes (e.g., administrative staff, teaching staff, support staff, etc.) that will occur including job responsibilities and qualifications for any new hires or positions.
2. Provide evidence that the proposed expansion is supported by need and projected enrollment.
  - a. Provide a table that includes annual enrollment projections **with and without** the proposed expansion. This should be for as many years as needed to achieve full implementation of the expansion.
  - b. Clearly explain how this expansion is aligned with the school's vision and mission and how it fulfills an unmet need in the community.

- c. Provide evidence to document need and demand for this expansion, including the following, as applicable:
  - i. Waiting list numbers.
  - ii. Evidence of interest from current or prospective families and community level support for this expansion as attachments. This could include but is not limited to letters/emails of support from parents and community organizations, survey information that includes a sample survey and survey results, and/or sign-in sheets from community information sessions.
  - iii. Enrollment information of nearby schools (traditional and charter public schools) that serve students represented by the proposed expansion.
- d. Describe marketing and recruitment strategies to be implemented to ensure equitable access for all students and enrollment targets will be met.

## **Part B. Current Academic Performance**

1. Provide evidence of a longitudinal record of demonstrated student academic performance and growth on statewide assessments under [chapter 120B](#) or on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the Guild (e.g., contract goals, assessment plan, etc.)
2. Describe how the school is successfully implementing the primary purpose of charter schools to improve all pupil learning and all student achievement per [Minnesota Statutes, section 124E.01](#).
3. Provide evidence that academic performance and growth has been demonstrated across student groups.
4. Any areas of low performance or growth should be explained along with the school's plans to address student performance/growth in these areas, including areas prioritized for support under the [North Star system](#). The plans should be commensurate with the areas of low performance or growth.
5. [Minnesota Statutes, section 124E.10, subdivision 1\(c\)](#) requires that a charter school must design its programs to at least meet the outcomes adopted by the commissioner for public school students, including World's Best Workforce goals under [section 120B.11, subdivision 1](#). In the absence of the commissioner's requirements governing state standards and benchmarks, the school must meet the outcomes contained in the contract with the authorizer. The achievement levels of the outcomes contained in the contract may exceed the achievement levels of any outcomes adopted by the commissioner for public school students. The response should reflect this requirement.

## **Part C. Financial Management Plan**

1. Provide analysis demonstrating the school is fiscally sound and has the financial capacity to implement and sustain the proposed expansion.
  - a. Include an analysis of the school's fund balance history (in annual dollar amount and annual percentage over several years).
  - b. Discuss the school's multi-year cash flow projections to finance the proposed expansion.

- c. Include an analysis of the school’s audit findings over the past several years and discuss the school’s response to the findings (e.g., corrective action plans implemented).
  - d. Provide at least a five-year budget (starting with the first year implementing the expansion) with and without the proposed expansion. If full implementation of the expansion will go beyond five years, extend the budget model as needed. This budget should be a line-item report, subtitled by program.
  - e. In terms of financial impact, include a brief analysis of potential changes to staffing, food service, transportation and other expansion-related services.
  - f. Describe the facility requirements for this expansion, including learning spaces and other characteristics that are designed to meet the unique needs of the school and students to be served by the school.
    - i. For a grade level expansion, describe how the school’s current facilities will meet those needs.
    - ii. If the expansion will require an additional site or build-out of the current site, include an analysis of the facility options considered.
  - g. For an early learning program, describe the school’s plans to fund the program. Refer to [UFARS and Revenue](#) and [At-A-Glance Early Learning Program Guidance for Charter Schools](#) and Authorizer’s guidance. Indicate whether the program is free to all participants or fee-based. If fee-based, include the fee structure that will be used. If applicable, describe the school’s intent to pursue a [Minnesota Parent Aware](#) rating, which establishes program eligibility for [Early Learning Scholarships](#) and other possible funding sources to sustain the program, such as [Voluntary Prekindergarten, School Readiness Plus](#) and [Title I](#).
2. If planning to add an early learning program; whether the program(s) will be free to all participants or fee-based.
- a. If fee-based, include the fee structure that will be used.
  - b. Indicate if the school will provide enrollment preference to kindergarten for students participating in the school’s early learning program per Minnesota Statutes, section [124E.11\(c\)](#).

**Part D. Governance and Management Plan**

- 1. Provide evidence of board and management capacity to carry out the proposed expansion.
  - a. Provide evidence that the school’s board of directors has approved the application for the proposed expansion by completing the Application Cover Page.
  - b. Provide an analysis of the school’s current governance and management structures and describe anticipated changes resulting from the proposed expansion.
  - c. Describe the board’s capacity to oversee the implementation of the expansion, including any plans to increase the board or management capacity resulting from the proposed expansion.
  - d. Provide an implementation plan that includes clearly defined roles and responsibilities, as well as timelines, milestones, and key activities related to the proposed expansion.
  - e. Discuss potential challenges related to the proposed expansion and possible solutions to address those challenges.

## Part E. Early Learning Programs (Instructional Preschool or Prekindergarten; if applicable)

Charter school free or fee-based preschool or prekindergarten programs must meet high-quality early learning instructional program standards that are aligned with Minnesota's early learning standards for children per [Minnesota Statutes, section 124E.06, subdivision 3\(b\)](#).

- I. **Comprehensive Child Assessment:** Assess each child's cognitive skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness.
  - a. Describe the assessment process used to measure individual child progress in all the prekindergarten and preschool instructional classes that includes the use of a standardized child assessment instrument, such as High Scope Child Observation Record (COR), Teaching Strategies Gold, or Work Sampling System.
    - The assessment must be used at least at program entrance and program exit.
    - At a minimum, the comprehensive assessment should measure children's progress in the domains of language, literacy, and mathematical thinking. Other domains may include approaches to learning, general cognitive development, physical and motor development, social and emotional development, creativity and the arts.
    - The child assessment should be one [approved by Minnesota Parent Aware](#). It must be a valid and reliable child assessment instrument that is developmentally appropriate and comprehensive.
    - The comprehensive child assessment must align with [Minnesota's Early Childhood Indicators of Progress – Minnesota's Early Learning Standards](#), Revised 2017.
  - b. Describe how the child assessment results are used to inform curricula and instruction throughout the school year.
  - c. Describe how families are involved in the assessment process throughout the year.
  - d. Describe how assessment results are shared between the early learning and kindergarten staff in order to maximize the building of a coherent system between early learning and kindergarten.
  - e. Describe how the child assessment process is responsive to the cultural and linguistic needs of children in the school's early learning program.
- II. **Intentional Instructional Practice:** Provide intentional instructional practice aligned with [Minnesota's Early Childhood Indicators of Progress \(ECIPs\) – Minnesota's Early Learning Standards](#) and [Minnesota's Kindergarten Academic Standards](#). Instructional practices must be based on early childhood research and professional practice focused on children's cognitive, social, emotional and physical skills and development that prepare children for the transition to kindergarten, including early literacy skills.
  - a. Describe how program content and intentional instructional practices are aligned with Minnesota's ECIPs.
    - The school should consider using [Minnesota Parent Aware aligned curricula](#).
  - b. Briefly describe the curriculum used in the early learning program, such as High Scope Preschool Curriculum or Opening the World of Learning (OWL).

- c. Indicate how the ECIPs are incorporated into the program based on the age of children participating in the early learning program.
- d. Provide an overview of instructional practice to support children’s early literacy skills development.
- e. Describe a balance of child-initiated learning and teacher-directed pedagogies appropriate for young children’s development and interests.
- f. Provide a brief overview of the program’s early learning approaches (such as use of project-based learning, inquiry-based learning, learning centers, interactive learning, and play-based learning).

**III. Kindergarten Transition:** Coordinate appropriate kindergarten transition with parents and kindergarten teachers.

- a. Briefly describe the program plan for transition to kindergarten that includes meaningful coordination and planning with kindergarten teachers, and engages families in a variety of ways to support children’s learning and successful transition to kindergarten.
  - The transition plan should be responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.
- b. Describe how the curriculum, instruction, and assessment practices between the early learning program and kindergarten program are aligned.
- c. Describe strategies to engage families in meaningful ways to support their children’s learning throughout the transition into the kindergarten year beyond one-time events.
- d. Describe a plan for providing guidance to families not enrolling their child in the charter school kindergarten program.
- e. If a free program, indicate if the charter school will provide enrollment preference to kindergarten for students participating in the early learning program as allowed by [Minnesota Statutes, section 124E.11\(c\)](#).

**IV. Community-Based Services:** Coordinate relevant services and programs with community organizations.

- a. Provide a brief description of how the program coordinates with community organizations and how those resources are shared with families.
  - Coordination may include referrals to community programs based on child needs, such as local public health organizations, social services, mental health services, or other early learning or child care programs.
  - The coordination with community-based services should reflect the needs of the children participating in the early learning program.
  - The community-based services utilized should be responsive to the cultural and linguistic diversity of children and their families participating in the early learning program and school.
- b. Describe how information about community-based services can be made available to families using a variety of strategies, such as family advocates, school-home liaisons, parenting educators, social media, and informal school events.

- V. Staff Ratios and Licensure:** Ensure staff-child ratios of one-to-ten and maximum group size of 20 children with the staff being supervised by a licensed early childhood teacher.
- a. Briefly describe how the early learning program is provided and how ratios and group size are provided to ensure a high-quality early learning program.
  - b. For each prekindergarten and preschool instructional class, describe staff licensure area and MN teaching license file folder number and other credentials, as appropriate. If this information is not available at the time of submission, please indicate anticipated staffing licensure areas. MDE may require the school to submit staff licensure areas and MN teaching license folder numbers and other credentials when staff is hired.
- VI. Teacher Content Knowledge:** Ensure teachers are knowledgeable in early childhood curriculum content, assessment and instruction.
- a. Describe licensed staff training/professional development specific to early learning curriculum, instructional practices and assessment that has been completed in the past five years. If this information is not available at the time of submission, please indicate anticipated teacher knowledge in early childhood curriculum content, assessment and instruction. It is the responsibility of the school to submit evidence of teacher knowledge in early childhood curriculum content, assessment and instruction when staff is hired.
- VII. Completion of Early Childhood Screening:** Ensure participating children have completed health and developmental screening within 90 days of program enrollment under Minnesota Statutes, sections [121A.16](#) to [121A.19](#).
- a. Provide a description of how and where participating children receive health and developmental screening either through a traditional school district or comparable screening from a health care provider (such as Child and Teen Checkups through local public health organizations) if the charter school is not providing the early childhood health and developmental screening program.
    - It is not necessary for the charter school to provide early childhood health and developmental screening, but must describe how children receive the comprehensive health and developmental screening to identify possible problems that may interfere with children’s learning.
  - b. Provide a plan for those children who do not successfully complete early childhood screening including how referrals will be made.

## **Part F – Early Childhood Health and Development Screening (if applicable)**

Describe the school’s plan and capacity to provide the early childhood screening program in accordance with Minnesota Statutes, sections [121A.16](#) to [121A.19](#) and Minnesota Rules [3530.3000](#), [3530.3300](#), and [3530.3400](#).

- a. In discussing the school’s plan and capacity to provide an early childhood screening program, describe how the school will meet MDE accountability requirements for data submission in accordance with [Minnesota Statutes, section 121A.17](#). This includes the establishment of the MARSS Preschool Screening (PS) Record and the annual data

submission to MDE Early Learning Services for children receiving the early childhood screening program directly from the school or through a contracted service provider with a comparable screening program, such as a local public health organization.

- i. The purpose of establishing the MARSS PS Record is to provide screening state aid to the school and to ensure the screening requirement has been met. More detail on establishing the MARSS PS Record is described in [MARSS Procedure 26](#).



**Notice of Intent to Submit Application for Grade Level and/or Site Expansion  
Review Rubric**

Upon receipt of the Notice of Intent to Submit Application for Grade Level and/or Site Expansion by a school, the Guild staff will review the school’s performance to determine whether to invite the school to submit a full application. Should the school clearly not meet the required threshold in any area below, it will not be invited to submit a full application.

Performance Area	Evidence clearly shows the school does not meet this threshold. The school will not be invited to submit a full application.	Evidence is unclear. The school must provide additional information in the full application.	Evidence clearly shows the school meets this threshold. No additional information is needed in the full application.
<b>Academic:</b> A longitudinal record of demonstrated student academic performance and growth on statewide assessments under chapter 120B, on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the Guild (e.g., contract goals), and on academic outcomes in your charter contract with the Guild.			
<b>Financial:</b> A history of sound school finances in terms of financial management and financial health.			
<b>Operations:</b> A history of sound school operations, governance, and compliance.			



**Application for Grade Level and/or Site Expansions  
Review Rubric**

<b>School Name and Charter Number:</b>		
<b>Strengths:</b>		
<b>Areas for Improvement:</b>		
<b>Questions:</b>		
<b>Overall Recommendation</b>	<b>Denial</b>	<b>Approval</b>
<b>Narrative Justification of Recommendation:</b>		

Sections below are rated as follows. All sections must receive a “Meets” rating for the expansion application to be considered for approval.

- **Beginning:** Lacks significant detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues, concepts, and/or ability to implement the expansion.
- **Approaches:** Addresses some of the criteria, or lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** Address *most* of the criteria, is reasonably comprehensive, and indicates the applicant understands the issues, concepts, and/or ability to implement the expansion.

## I. Expansion Description, Need, and Demand

Strengths			
Areas for Improvement			
Questions			
	Beginning	Approaches	Meets
<ul style="list-style-type: none"> <li>All section criteria are addressed.</li> </ul>			
<ul style="list-style-type: none"> <li>The application includes a clear description of how this expansion will help the school meet its mission, the primary purpose of charter schools, and improve overall service to families.</li> </ul>			
<ul style="list-style-type: none"> <li>The application provides compelling evidence of the need and demand for the proposed expansion.</li> </ul>			
<ul style="list-style-type: none"> <li>The application includes information on how the proposed expansion will promote one or more autonomies under the <a href="#">teacher-powered school model</a> (while not required for approval to expand, this is a priority for the Guild’s portfolio of schools.).</li> </ul>			
<ul style="list-style-type: none"> <li>The marketing and recruitment plan presented in the application ensures equitable access for all students and is sufficient to meet enrollment projections.</li> </ul>			
<b>OVERALL SECTION RATING</b>			

## II. Academic Performance

Strengths			
Areas for Improvement			
Questions			
	Beginning	Approaches	Meets

<ul style="list-style-type: none"> <li>All section criteria are addressed.</li> </ul>			
<ul style="list-style-type: none"> <li>The Guild has evidence of a longitudinal record of demonstrated student academic performance and growth on statewide assessments under chapter 120B, on other academic assessments that measure longitudinal student performance and growth approved by the charter school's board of directors and agreed upon with the Guild (e.g., academic outcomes in your charter.)</li> </ul>			
<ul style="list-style-type: none"> <li>The Guild has evidence that all student groups have demonstrated performance and growth on statewide assessments or other academic assessments approved in the school's contract.</li> </ul>			
<b>OVERALL SECTION RATING</b>			

### ***III. Financial Management Plan***

<b>Strengths</b>			
<b>Areas for Improvement</b>			
<b>Questions</b>			
	<b>Beginning</b>	<b>Approaches</b>	<b>Meets</b>
<ul style="list-style-type: none"> <li>All section criteria are addressed.</li> </ul>			
<ul style="list-style-type: none"> <li>The Guild has evidence of a history of sound school finances – both in terms of financial management and financial health or a plan from the school to address any areas of concern.</li> </ul>			
<ul style="list-style-type: none"> <li>The budget for the expansion is comprehensive, reasonable for the proposed expansion, and viable for overall school sustainability.</li> </ul>			
<ul style="list-style-type: none"> <li>If early learning instructional program(s) are proposed, the school's plans to fund the program(s) is reasonable.</li> </ul>			

<ul style="list-style-type: none"> <li>If planning to add an early learning program; the application specifies whether the program(s) will be free to all participants or fee-based. <ul style="list-style-type: none"> <li>If fee-based, include the fee structure that will be used.</li> <li>The application clarifies if the school will provide enrollment preference to kindergarten for students participating in the school’s early learning program per Minnesota Statutes, section 124E.11(c).</li> </ul> </li> </ul>			
<b>OVERALL SECTION RATING</b>			

**IV. Governance and Management Plan**

<b>Strengths</b>			
<b>Areas for Improvement</b>			
<b>Questions</b>			
	<b>Beginning</b>	<b>Approaches</b>	<b>Meets</b>
<ul style="list-style-type: none"> <li>All section criteria are addressed.</li> </ul>			
<ul style="list-style-type: none"> <li>The Guild has evidence of a history of sound school operations, governance, and compliance or a plan from the school to address any areas of concern.</li> </ul>			
<ul style="list-style-type: none"> <li>The school’s board and administration have the capacity necessary to implement the proposed expansion.</li> </ul>			
<ul style="list-style-type: none"> <li>Administrative and teaching staff plans are reasonable and sufficient to successfully implement the proposed expansion.</li> </ul>			
<ul style="list-style-type: none"> <li>The application includes evidence that the school has considered potential challenges related to the proposed expansion and offers possible solutions to address those challenges.</li> </ul>			
<b>OVERALL SECTION RATING</b>			

**XI. Early Learning Program (if applicable)**

***Prekindergarten and/or Preschool Instructional Program***

<b>Strengths</b>			
<b>Concerns / Questions</b>			
	<b>Beginning</b>	<b>Approaches</b>	<b>Meets</b>
The proposed plan adequately addresses the following elements:			
• Comprehensive Child Assessment			
• Intentional Instructional Practice			
• Kindergarten Transition			
• Community-Based Services			
• Staff Ratios and Licensure			
• Teacher Content Knowledge			
• Completion of Early Childhood Screening			
<b>OVERALL SECTION RATING</b>			