**STRIDE ACADEMY**

**4142-07**

**St. Cloud, MN**

**2025-2028 Contract Goals**

**Goal 1: Academic**

**– MCA Reading Achievement Growth**

**Goal Statement:** Students continuously enrolled in Grades 3–5 or Grades 6–8 will demonstrate growth in reading by increasing at least one MCA achievement level.

**Student Population:**

* 1A: Students enrolled from fall of Grade 3 through spring of Grade 5 with valid MCA Reading scores
* 1B: Students enrolled from fall of Grade 6 through spring of Grade 8 with valid MCA Reading scores

**As Measured By:** Change in MCA Reading achievement level

**Goal Targets:**

* Exceeds: > 60% improve
* Meets: 40%–60% improve
* Approaching: 20%–39% improve
* Of Concern: < 20% improve

### Goal 2: Academic

### MCA Math Achievement Growth

**Goal Statement:** Students continuously enrolled in Grades 3–5 or Grades 6–8 will demonstrate growth in math by increasing at least one MCA achievement level.

**Student Population:**

* 2A: Students enrolled from fall of Grade 3 through spring of Grade 5 with valid MCA Math scores
* 2B: Students enrolled from fall of Grade 6 through spring of Grade 8 with valid MCA Math scores

**As Measured By:** Change in MCA Math achievement level

**Goal Targets:**

* Exceeds: > 60% improve
* Meets: 40%–60% improve
* Approaching: 20%–39% improve
* Of Concern: < 20% improve

### Goal 3: Academic

### FASTBridge Math Growth

**Goal Statement** Students who are continuously enrolled at STRIDE Academy, defined as uninterrupted enrollment from the fall of the first grade in the band to the spring of the final grade in the band, will demonstrate growth in mathematics, as measured by FASTBridge aMath, by meeting their individual growth target or achieving grade-level proficiency by the end of the final grade in each band.

**As Measured By** FASTBridge aMath: individual growth targets or grade-level benchmarks

**Goal Target** 50% or more of eligible students will meet their aMath growth target or grade-level benchmark

#### Subgoal 3A: Grades K–2

**Student Population** Students enrolled without interruption from Kindergarten through Grade 2, with valid aMath scores in both years

#### Subgoal 3B: Grades 3–5

**Student Population** Students enrolled without interruption from Grade 3 through Grade 5, with valid aMath scores in both years

#### Subgoal 3C: Grades 5–8

**Student Population** Students enrolled without interruption from Grade 6 through Grade 8, with valid aMath scores in both years

**Evaluation Levels**

* **Exceeds Expectations**: More than 60% of students meet target
* **Meets Expectations**: 40%–60% of students meet target
* **Approaching Expectations**: 20%–39% of students meet target
* **Of Concern**: Less than 20% of students meet target

### Goal 4: Academic

### FASTBridge Reading Growth

**Goal Statement** Students who are continuously enrolled at STRIDE Academy—defined as uninterrupted enrollment from the fall of the first grade in the band to the spring of the final grade in the band—will demonstrate growth in reading, as measured by FASTBridge aReading, by meeting their individual growth target or achieving grade-level proficiency by the end of the final grade in each band.

**As Measured By** FASTBridge aReading: individual growth targets or grade-level benchmarks

**Goal Target** 50% or more of eligible students will meet their aReading growth target or grade-level benchmark

#### Subgoal 4A: Grades K–2

**Student Population** Students enrolled without interruption from Kindergarten through Grade 2, with valid aReading scores for each year within the grade band

#### Subgoal 4B: Grades 3–5

**Student Population** Students enrolled without interruption from Grade 3 through Grade 5, with valid aReading scores for each year within the grade band

#### Subgoal 4C: Grades 6–8

**Student Population** Students enrolled without interruption from Grade 6 through Grade 8, with valid aReading scores for each year within the grade band

**Evaluation Levels**

* **Exceeds Expectations**: More than 60% of students meet target
* **Meets Expectations**: 40%–60% of students meet target
* **Approaching Expectations**: 20%–39% of students meet target
* **Of Concern**: Less than 20% of students meet target

### Goal 5: Academic

### CBM Reading Fluency Growth

**Goal Statement** Students who are continuously enrolled at STRIDE Academy, defined as uninterrupted enrollment from the fall of the first grade in the band through the spring of the final grade, will improve their reading fluency, as measured by FASTBridge CBM oral reading fluency (CBM-R), by meeting or exceeding grade-level benchmarks by the end of the band. Eligible students must have valid CBM-R data for all years within the grade band.

**As Measured By** FASTBridge CBM-R benchmark score in the final grade of the grade band

**Goal Target** 50% or more of eligible students will meet or exceed the CBM-R grade-level benchmark

#### Subgoal 5A: Grades K–2

**Student Population** Students enrolled without interruption from Kindergarten through Grade 2 with valid CBM-R data for Kindergarten, Grade 1, and Grade 2

#### Subgoal 5B: Grades 3–5

**Student Population** Students enrolled without interruption from Grade 3 through Grade 5 with valid CBM-R data for Grades 3, 4, and 5

#### Subgoal 5C: Grades 6–8

**Student Population** Students enrolled without interruption from Grade 6 through Grade 8 with valid CBM-R data for Grades 6, 7, and 8

**Evaluation Levels**

* **Exceeds Expectations**: More than 60% of students meet or exceed the benchmark
* **Meets Expectations**: 40%–60% of students meet or exceed the benchmark
* **Approaching Expectations**: 20%–39% of students meet or exceed the benchmark
* **Of Concern**: Less than 20% of students meet or exceed the benchmark

### Goal 6: Non-Academic

### Educational Equity

### Staff Engagement in Equity-Focused Professional Development

**Goal Statement** STRIDE Academy staff will annually engage in professional development opportunities focused on educational equity, culturally responsive practices, and fostering a sense of belonging to align with the school’s mission and the PUC core lens of Educational Equity.

**Population** All STRIDE Academy instructional and non-instructional staff

**As Measured By** Documented staff participation in equity-focused professional development opportunities such as culturally responsive instruction, trauma-informed care, inclusive school practices, or STRIDE’s mission-based training initiatives

**Goal Target** 85% or more of staff will participate in at least one equity-focused professional development session annually

**Evaluation Levels**

* **Exceeds Expectations**: 95% or more of staff participate annually
* **Meets Expectations**: 85%–94% of staff participate annually
* **Approaching Expectations**: 70%–84% of staff participate annually
* **Of Concern**: Less than 70% of staff participate annually

### Goal 7: Non-Academic

### Strong Boards Matter

### Governance – Board Meeting Attendance and Engagement

**Goal Statement** STRIDE Academy Board of Directors will demonstrate high-functioning governance through consistent attendance at scheduled board meetings, ensuring informed oversight and alignment with the school’s mission and charter goals.

**Population** Board members seated as of July 1 of the goal year

**As Measured By** Cumulative attendance rate of eligible board members across all scheduled board meetings, based on attendance logs and approved minutes

**Goal Target** The cumulative board attendance rate will be at least 85% during the school year

**Evaluation Levels**

* **Exceeds Expectations**: Cumulative attendance rate of 90% or more
* **Meets Expectations**: Cumulative attendance rate between 85%–89%
* **Approaching Expectations**: Cumulative attendance rate between 75%–84%
* **Of Concern**: Cumulative attendance rate below 75%

### Goal 8: Non-Academic

### Student Attendance Rate

**Goal Statement** STRIDE Academy will promote student engagement and school connectedness by maintaining strong attendance rates across elementary and middle school grade levels.

**Population**K–4 students (elementary) and 5–8 students (middle school) enrolled on October 1 of the goal year

**As Measured By**Average daily attendance (ADA) percentage as reported in STRIDE’s student information system and verified by end-of-year MARSS submission

#### Subgoal 8A: Elementary (Grades K–4)

**Goal Target** The average daily attendance rate for elementary students will be at least 90%

#### Subgoal 8B: Middle School (Grades 5–8)

**Goal Target** The average daily attendance rate for middle school students will be at least 90%

**Evaluation Levels**

* **Exceeds Expectations**: 95% or higher
* **Meets Expectations**: 90%–94.9%
* **Approaching Expectations**: 80%–89.9%
* **Of Concern**: Below 80%

**Goal 9 Non-Academic:**

**Operations – Student Behavior and School Climate**

**Goal Statement**STRIDE Academy will foster a safe and respectful learning environment by minimizing repeated office referrals and promoting proactive behavior strategies across all grade levels.

**Population**K–4 students (elementary) and 5–8 students (middle school) enrolled on October 1 of the goal year

**As Measured By**End-of-year student discipline records from STRIDE’s student information system (SIS), measuring the percentage of students with three or fewer documented office referrals

#### Subgoal 9A: Elementary (Grades K–4)

**Goal Target**At least 90% of elementary students will have **three or fewer office referrals** during the school year

#### Subgoal 9B: Middle School (Grades 5–8)

**Goal Target** At least 85% of middle school students will have **three or fewer office referrals** during the school year

**Evaluation Levels**

* **Exceeds Expectations**: 90% or more of students with 3 or fewer referrals
* **Meets Expectations**: 85%–89.9%
* **Approaching Expectations**: 75%–84.9%
* **Of Concern**: Fewer than 75%

### Goal 10: Non-Academic

### 21st Century Literacy

### Student Participation in Community Engagement Activities

**Goal Statement** STRIDE Academy will prepare students to be engaged, responsible citizens by ensuring that all students participate in at least one meaningful community engagement opportunity annually, promoting service, leadership, and connection beyond the school.

**Population**All students in Grades K–8 enrolled on October 1 of the goal year

**As Measured By**Participation records, reflections, or staff documentation of student involvement in approved community engagement activities

**Examples of Community Engagement Opportunities May Include**

* Volunteering at school or local events
* Participating in service-learning projects
* Helping with school-wide donation drives
* Performing in community-based concerts or exhibitions
* Engaging in student-led community or civic presentations
* Attending field-based learning with a service or cultural focus

**Goal Target** 90% or more of STRIDE students will participate in at least one community engagement activity annually

**Evaluation Levels**

* **Exceeds Expectations**: 95% or more of students participate
* **Meets Expectations**: 90%–94.9%
* **Approaching Expectations**: 80%–89.9%
* **Of Concern**: Below 80%

**Goal 11: Non-Academic**

**Operations and Leadership**

**Strong Leaders Matter**

**Participation in EOS/Traction Organizational Leadership System**

**Goal Statement** STRIDE Academy will develop and sustain a high-functioning leadership team by fully implementing the EOS/Traction organizational system. The leadership team will engage in a regular rhythm of strategic planning, execution, and evaluation through structured Rocks Meetings, Quarterly Planning, Annual Planning, and Organizational Evaluation.

**Population** STRIDE Academy leadership team members as identified in the official Accountability Chart

**As Measured By**Attendance logs, meeting agendas, and documentation from all EOS/Traction sessions

#### **Goal Target**

#### Subgoal 11A: Rocks Check-In Meetings

#### STRIDE will hold at least four Rocks Check-In Meetings annually, with 90% or greater leadership team attendance

#### Subgoal 11B: Quarterly Planning Meetings

STRIDE will hold four EOS-aligned Quarterly Planning Meetings annually, with 90% or greater leadership team attendance

#### Subgoal 11C: Annual Organizational Planning

STRIDE will conduct one Annual Organizational Planning Session each year, with at least 90% leadership team attendance

#### Subgoal 11D: Annual Organizational Evaluation

**Goal Target** STRIDE will conduct one Annual Organizational Evaluation Session using EOS tools (e.g., Accountability Chart, People Analyzer), with at least 90% leadership team participation

**Evaluation Levels**

* **Exceeds Expectations**: 95% or more attendance
* **Meets Expectations**: 90%–94.9%
* **Approaching Expectations**: 80%–89.9%
* **Of Concern**: Below 80%

**Goal 12: Non-Academic**

**Implementation of Organizational Mission-Driven Core Initiatives**

**Goal Statement**

STRIDE Academy will demonstrate fidelity of implementation for its annual mission-driven initiatives by ensuring consistent staff engagement, integration into daily practice, and growth in alignment with the school’s values and strategic priorities. These initiatives will be monitored through a common implementation rubric and evaluated based on progression toward consistent, schoolwide use.

**Population**

STRIDE Academy instructional team members as identified in the official Accountability Chart

**As Measured By**

Annual self-assessment surveys completed by instructional and support staff, using a standardized rubric with defined stages: Not Yet Started, Initiating, Emerging, Developing, and Sustaining

**Organizational Goal Target**

* **Exceeds Expectations:** 90% or more of staff at Developing or Sustaining
* **Meets Expectations:** 80%–89.9% of staff at Developing or Sustaining
* **Approaching Expectations:** 50%–79.9% of staff at Developing or Sustaining
* **Of Concern:** Below 50% of staff at Developing or Sustaining

**Goal 13: Non-Academic**

### Educational Equity

### Fidelity –

### Multi-Tiered Systems of Support (MTSS) Implementation

**Goal Statement** STRIDE Academy will implement a consistent and data-informed Multi-Tiered System of Support (MTSS) across all grade levels. Staff will regularly review multiple domains of student risk, including academic performance, behavior, social-emotional health, and attendance, to ensure timely and appropriate support is provided to students in need.

**Population** All enrolled students in Grades K–8, with particular focus on students identified as "At Risk" in one or more domains

**Domains of Risk Considered**

* **Academic**: Below benchmark on FASTBridge or other core assessments
* **Social-Emotional**: SAEBRS "Some Risk" or "High Risk" classification
* **Behavior**: 3 or more office referrals in a given term
* **Attendance**: Chronic absenteeism (10% or more of enrolled days missed)

**As Measured By** Risk-level data across domains, intervention team documentation (e.g., student support meetings, Tier 2/3 planning), and follow-up logs indicating actions taken

**Goal Target** STRIDE will review **100%** of students identified as "At Risk" in any domain and ensure that **at least 80%** receive documented follow-up through Tier 2 or Tier 3 intervention or support

**Evaluation Levels**

* **Exceeds Expectations**:  
   100% of at-risk students reviewed; 90%+ have documented supports/interventions in place
* **Meets Expectations**:  
   100% of at-risk students reviewed; 80%–89.9% have documented supports/interventions
* **Approaching Expectations**:  
   90%–99% of at-risk students reviewed; 60%–79.9% have documented supports/interventions

**Of Concern**:  
 Fewer than 90% of at-risk students reviewed or fewer than 60% with documented supports/interventions

**Goal 14: Non-Academic Data**

**Program Data:**

**Student Engagement – Middle School Activity Participation**

**Goal Statement**STRIDE Academy will promote student engagement, leadership, and school connectedness by ensuring that middle school students in Grades 5–8 participate in co-curricular activities that extend learning beyond the classroom.

**Population**All students enrolled in Grades 5–8 as of October 1 of the school year

**As Measured By** Participation data from school-sponsored activities such as athletics, clubs, music, academic teams, student leadership, or enrichment sessions

**Participation Definition**A student is considered a participant if they complete at least one activity cycle, season, or club commitment during the school year

**Goal Target**At least 75% of middle school students will participate in one or more STRIDE-sponsored activities annually

**Evaluation Levels**

* **Exceeds Expectations**: 85% or more of students participate
* **Meets Expectations**: 75%–84.9% of students participate
* **Approaching Expectations**: 50%–74.9% of students participate
* **Of Concern**: Below 50% of students participate

### Goal 15 Program Data:

### Family Engagement – Elementary Parent-Teacher Conference Participation

**Goal Statement**STRIDE Academy will promote strong school-home partnerships by ensuring high levels of family participation in elementary parent-teacher conferences.

**Population**All students in Grades K–4 as of October 1 of the school year

**As Measured By**Documented attendance or contact logs from fall and spring parent-teacher conferences

**Participation Definition**A student is considered to have participated if at least one parent or guardian attends either in person, via phone, or virtually for each scheduled conference round (fall and/or spring)

**Goal Target** At least 90% of elementary students will have a parent or guardian participate in **at least one** parent-teacher conference during the school year

**Evaluation Levels**

* **Exceeds Expectations**: 95% or more participation
* **Meets Expectations**: 90%–94.9% participation
* **Approaching Expectations**: 75%–89.9% participation
* **Of Concern**: Below 75% participation

### Goal 16 Educational Equity

### Family Engagement – Participation in Title I and EL Family Nights

**Goal Statement** STRIDE Academy will strengthen school-home partnerships by providing targeted family engagement opportunities for Title I and English Learner (EL) families. These events will support academic success, cultural connection, and increased understanding of student progress and school programs.

**Population**Families of students identified as Title I (elementary) and English Learners (K–8)

**As Measured By**Sign-in sheets and attendance logs at designated family events during the school year

#### Subgoal 14 A: Title I Family Night – Elementary

**Goal Target**At least 60% of invited elementary Title I families will attend one or more Title I-designated family events during the school year

#### Subgoal 14B: EL Family Night – Elementary

**Goal Target** At least 60% of invited elementary EL families will attend one or more EL-focused family events during the school year

**Evaluation Levels**

#### Subgoal 14C: EL Family Night – Secondary

**Goal Target** At least 60% of invited secondary EL families will attend one or more EL-focused family events during the school year

**Evaluation Levels**

* **Exceeds Expectations**: 75% or more attendance
* **Meets Expectations**: 60%–74.9%
* **Approaching Expectations**: 40%–59.9%
* **Of Concern**: Below 40%

### Goal 17 Non-Academic

### Overall Satisfaction of Students, Families, and Staff

**Goal Statement**STRIDE Academy will assess overall satisfaction among students, families, and staff using a unified perception indicator. Results will guide school improvement efforts and ensure alignment with the school’s mission to create a positive, inclusive, and supportive environment for all stakeholders.

**Population** Students (Grades 3–8), Families (K–8), and all STRIDE Academy staff

**As Measured By** Annual stakeholder surveys using the shared indicator:  
 **“Overall, I am satisfied with STRIDE Academy.”**

Satisfaction is defined as the percentage of responses marked “Agree” or “Strongly Agree.”

#### **Goal Target** Subgoal 15A: Student Satisfaction

At least 75% of students in Grades 3–8 will respond “Agree” or “Strongly Agree” to the statement

#### Subgoal 15B: Family Satisfaction

At least 75% of K–8 families will respond “Agree” or “Strongly Agree” to the statement

#### Subgoal 15C: Staff Satisfaction

At least 75% of staff will respond “Agree” or “Strongly Agree” to the statement

**Evaluation Levels**

* **Exceeds Expectations**: 85% or more
* **Meets Expectations**: 75%–84.9%
* **Approaching Expectations**: 60%–74.9%
* **Of Concern**: Below 60%

### Goal 18: Non Academic

### Financial Health and Operational Efficiency

**Goal Statement** STRIDE Academy will demonstrate responsible financial management and operational efficiency by maintaining a healthy fund balance, achieving clean annual audits, and aligning spending with strategic priorities that support student achievement and organizational sustainability.

**As Measured By**

* Final audited fund balance percentage
* Independent annual audit results (no significant findings)
* Board-approved budget aligned to school goals and mission-driven initiatives
* Submission of all required financial and operational reports on time

**Goal Target** Maintain a fund balance of **at least 15%**, receive an **unqualified/clean audit** with **no significant deficiencies**, and ensure **on-time submission** of all state-required financial/operational reports

**Evaluation Levels**

* **Exceeds Expectations**:  
   Fund balance exceeds 20%; unqualified audit with no findings; all reports submitted early or on time; board-approved spending plan clearly aligned to mission priorities
* **Meets Expectations**:  
   Fund balance between 15%–19.9%; unqualified audit with minor or no findings; all reports submitted on time; budget supports core goals
* **Approaching Expectations**:  
   Fund balance between 10%–14.9%; audit with limited findings; one late report; budget lacks clear alignment to some priorities
* **Of Concern**:  
   Fund balance below 10%; audit with significant deficiencies or findings; two or more late or missing reports; budget does not reflect strategic or mission-aligned spending

### Goal 19: Non-Academic

### Social-Emotional and Behavioral Risk (SAEBRS)

### Goal Statement STRIDE Academy will support student well-being and positive school climate by regularly screening students in Grades 2–8 using the SAEBRS screener. The school will proactively address social, academic, and emotional needs to ensure the majority of students are demonstrating behaviors that reflect low risk for concerns.

**Population** All students in Grades 2–8 enrolled at the time of the universal fall and spring SAEBRS screenings

**As Measured By** FASTBridge SAEBRS composite scores from fall and spring universal screenings

**Goal Target** At least **75%–80%** of screened students will fall in the **“Low Risk”** category on the SAEBRS composite score by spring

**Evaluation Levels**

* **Exceeds Expectations**:  
   85% or more of students are classified as Low Risk
* **Meets Expectations**:  
   75%–84.9% of students are classified as Low Risk
* **Approaching Expectations**:  
   60%–74.9% of students are classified as Low Risk
* **Of Concern**:  
   Fewer than 60% of students are classified as Low Risk

1. Mission Alignment Goal 1: [NAME]
   1. [Goal Language Here]
      1. Goal Parameters
         1. Population (if applicable):
         2. As measured by:
      2. Goal Targets
         1. Exceeds Expectations:
         2. Meets Expectations:
         3. Approaching Expectations:
         4. Of Concern:
2. Governance Goal 1: [NAME]
   1. [Goal Language Here]
      1. Goal Parameters
         1. Population (if applicable):
         2. As measured by:
      2. Goal Targets
         1. Exceeds Expectations:
         2. Meets Expectations:
         3. Approaching Expectations:
         4. Of Concern:
3. Finance Goal 1: [NAME]
   1. [Goal Language Here]
      1. Goal Parameters
         1. Population (if applicable):
         2. As measured by:
      2. Goal Targets
         1. Exceeds Expectations:
         2. Meets Expectations:
         3. Approaching Expectations:
         4. Of Concern:
4. Operations and Leadership Goal 1: [NAME]
   1. [Goal Language Here]
      1. Goal Parameters
         1. Population (if applicable):
         2. As measured by:
      2. Goal Targets
         1. Exceeds Expectations:
         2. Meets Expectations:
         3. Approaching Expectations:
         4. Of Concern:

**Contract Goal Examples**

**Academic Goal Examples**

1. Growth Goal: Math

a. At least 50% of students will meet their annual growth goal in math.

i. Goal Parameters

* + - 1. Student Population: Students in all grades enrolled by October 1 who remain enrolled continually through the end of the school year.
      2. As measured by: NWEA Measure of Academic Progress
    1. Goal Targets
       1. Exceeds Expectations: At least 60% of students met their growth goal
       2. Meets Expectations: 50%-59% of students met their growth goal
       3. Approaching Expectations: 45-49% of students met their growth goal
       4. Of Concern: Less than 45% of students met their growth goal

1. 7-year Graduation Rate
   1. Goal: At least 35% of students will graduate within 7 years.
      1. Goal Parameters
         1. Student population: Students in final year of study enrolled by October 1 who remain enrolled continually through the end of the school year.
         2. As measured by: MDE Report Card 7-Year Graduation Rate
      2. Goal Targets
         1. Exceeds Expectations: 45% or more of students graduate within 7 years
         2. Meets Expectations: 35-44% of students graduate within 7 years
         3. Approaching Expectations: 30-34% of students graduate within 7 years
         4. Of Concern: Less than 30% of students graduate within 7 years

**Non-Academic Goal Examples**

1. Mission Alignment Goal Example 1: Professional Development
   1. Staff will participate in at least one professional development opportunity annually related equity minded instruction, culturally competent teaching, cultural relevance, or other related topics.
      1. Goal Parameters
         1. Population: All staff
         2. As measured by: Staff Participation records.
      2. Goal Targets
         1. Exceeds Expectations: 100% of staff will attend at least one mission-oriented professional development opportunity annually.
         2. Meets Expectations: 95-99% of staff will attend at least one mission-oriented professional development opportunity annually.
         3. Approaching Expectations: 90-94% of staff will attend at least one mission-oriented professional development opportunity annually.
         4. Of Concern: Less than 90% of staff will attend at least one mission-oriented professional development opportunity annually
2. Governance Goal Example 1: Annual Board Training
   1. Board will complete annual training for all members.
      1. Goal Parameters
         1. Population (if applicable): Board members active for at least six months of the school year
         2. As measured by: Training tracking spreadsheet for all board members with dates, topics, and trainer of each session.
      2. Goal Targets
         1. Exceeds Expectations: None
         2. Meets Expectations: 100% of active board members completed their annual training
         3. Approaching Expectations: 90% of active board members completed their annual training
         4. Of Concern: Less than 90% of active board members completed their annual training
3. Governance Goal Example 2: School Policy Review
   1. School Board reviews, updates and approves its policies through the policy review calendar while maintaining compliance with state law and current best practices.
      1. Goal Parameters
         1. Population: Board of Directors, Governance Committee
         2. As Measured by: Committee Notes, Board Minutes
      2. Goal Targets
         1. Exceeds Expectations: By the end of the first 6 months of the contract, a calendar has been created and in the following two and half years of the contract the calendar has been utilized.
         2. Meets Expectations: By the end of the first year of the contract, a calendar has been created and in the following two years of the contract the calendar has been utilized.
         3. Approaching Expectations: By the end of the second year of the contract, a calendar has been created and in the following year of the contract the calendar has been utilized.
         4. Of Concern: The calendar was not created during the contract term.

1. Finance Goal Example 1: Financial Proficiency
   1. For each year of the contract, the School will make progress towards earning the Minnesota Department of Education’s Finance Award.
      1. Goal Parameters
         1. Population: N/A
         2. As measured by: Independent Audit & Documentation confirming the MDE Award
      2. Goal Targets
         1. Exceeds Expectations: School will earn the MDE Finance Award for all four years of the contract term.
         2. Meets Expectations: School will earn the MDE Finance Award for three years of the contract term.
         3. Approaching Expectations: School will earn the MDE Finance Award for two years of the contract term.
         4. Of Concern: School will earn the MDE Finance Award for just one year of the contract term or will have not earned the MDE Finance Award for any year of the contract term.
2. Finance Goal Example 1: Fund Balance
   1. For each year of the contract, the School will continue to make progress toward achieving a fund balance of 20%. The School will consult with the Authorizer if there is a potential for an additional land purchase.
      1. Goal Parameters
         1. Population: N/A
         2. As measured by: Independent Audit & Documentation
      2. Goal Targets
         1. Exceeds Expectations: School will achieve a fund balance that is greater than 20%.
         2. Meets Expectations: School will continue to make progress towards a 20% fund balance while maintaining a fund balance that is higher than 15%
         3. Approaching Expectations: School will continue to make progress towards a 20% fund balance while maintaining a fund balance that is higher than 10%.
         4. Of Concern: Fund balance falls below 10%.
3. Operations and Leadership Example 1: Teacher Retention
   1. School will achieve a teacher retention rate of at least 70% over the course of the contract period.
      1. Goal Parameters
         1. Population (if applicable): Licensed teachers employed at Midway Star
         2. As measured by: The percent of teachers who return in the next fiscal year compared to the number employed in the current fiscal year.
      2. Goal Targets
         1. Exceeds Expectations: School has at least 80% teacher retention rate over the course of the contract period.
         2. Meets Expectations: School has at least 60% teacher retention rate over the course of the contract period.
         3. Approaching Expectations: School has a 50-60% teacher retention rate over the course of the contract period.
         4. Of Concern: School has less than a 60% teacher retention rate over the course of the contract period.

**Annual Contract Goal Evaluation**

Contract goals are evaluated on an annual basis and scored utilizing the chart below. Following the scoring of each goal based on performance, PUC-OPCS calculates goal attainment on a percent (0-100%) scale, both in terms of Academic and Non-Academic performance as well as overall performance. Please refer to the Annual Contract Goal Reporting document for more details.

|  |  |
| --- | --- |
| **Goal Attainment Level** | **Points** |
| Exceeds Expectations | 1.5 Points |
| Met Expectations | 1 Point |
| Approaching Expectations | 0.5 Point |
| Of Concern | 0 Points |