Innovative Quality Schools

An approved authorizer of chartered schools in Minnesota

IQS Annual Review FY'25

School Name: Kalon Academy
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Report Compiled By: Nora Whalen, IQS Cadre Lead

The contract between Innovative Quality Schools (IQS) and the school outlines the criteria for the annual school review. In part, it states that IQS will evaluate whether the:

a) school has been faithful to the terms of the agreement regarding the implementation of the school's design and the learning standards of the Commissioner. (Mission/Program Model)
b) Board is performing its governance responsibilities. (Governance)
c) performance of the students and the school meet the expectations as provided in the contract. (Student Performance)
d) school is using its resources in compliance with the law and is planning for the future. (Finance)
e) school is meeting the administrative requirements of the law relating to charter schools. (Operations)

Members of the IQS Cadre conducted numerous site visits and several virtual reviews of school records. IQS also provided support by sponsoring three school conferences and two board training workshops.

Cumulative Scorecard

This review provides a summary of findings in each of the above noted performance areas based upon observations and direct interactions with the school. Additional information can be found in the school's Cumulative Scorecard, which documents performance on every contracted measure on an annual basis. Please note that this document has one tab for each of the five performance areas outlined above as well as tabs for data and graphs.

Continuous Improvement Expectations

The charter contract requires that all schools engage in continuous improvement efforts by developing an annual improvement plan, referred to as the School Continuous Improvement Plan. These plans must include action steps for *each measure* for which the school is *not yet meeting the target benchmark* (e.g. scoring below a 3.0).

Summary of Performance

Category 1: Mission/Program Model

Rating: 3.5

Observed Areas of Positive Performance

- Staff analyze the mission statement quarterly to assess and determine where to make improvements. The mission statement is the condensed version of language in contract. The board reviews mission related activities monthly and makes decisions based on the

mission statement. Further, the director emphasizes the importance of daily doses of fun and relationships first.

- The director shares many examples (Lion Leaders student leadership group, hiking club going to Glacier, REACH students courageously sharing their personal stories) of how the REACH goal is a strength of Kalon and the heart of its mission. The school van's logo sums it up well with, "Love Them First!" The importance of students feeling cared about is apparent on school visits.

Opportunities for Improvement

- Teachers design curricula based on the state standards. There is no curriculum development documentation to share with IQS. The director says that student standards assessment is part of teacher evaluation. Consider a more formal curriculum design documentation process.
- When asked about staff development, the director said that teachers have common prep time. There currently isn't structured, purposeful, and weekly staff development time, such as weekly professional learning communities that review student data to inform instruction.

Scorecard Measures Not Meeting the Target Benchmark:
➢ 1D State Standards ➢ 1E Staff Development

Category 2: Governance

Rating: 4

Observed Areas of Positive Performance

- Policy Development, Review and Revision is a standing agenda item at board meetings. At least two policies are put in front of the board each month. The committee has done great work to get these in order and establish a review cycle.
- COI forms are filed annually by EdFinMN, the contracted financial services for the school.Declaration of Conflict of Interest is one of the first agenda items for all meetings.

Opportunities for Improvement

- IQS commends the school for successfully meeting the target benchmark across all measures in this category. To explore potential opportunities for further improvement, please refer to the cumulative scorecard.

Scorecard Measures Not Meeting the Target Benchmark:
➢ No Scores below 3.0

Category 3: Student Performance

Rating: 3

Observed Areas of Positive Performance

- All students are assessed and individual learning plans are created with the student and their mentor. Student ASVAB scores are used as part of the evaluation process. Students

meet with mentors weekly. Individualized learning and learning plans are a strength of Kalon. Students are assessed and meet with the Student Success Coordinator throughout the year.
- 97% of students participated in a work experience, job shadow, internship program or a post-secondary course prior to graduation as tracked by the director.
- Kalon saw gains in consistent attendance this year, from 59% to 67% of students attending 90% or more of the school year.

Opportunities for Improvement
- In FY25, 47% of the students achieved their projected growth in reading on the NWEA MAP reading assessment. This is a significant jump from the previous year of 29%, yet not meeting the 60% threshold. In FY25, 37% of the students achieved their growth in algebra and 28% achieved their growth in geometry.
- Kalon disseminated surveys in January to parents via postal delivery, copies on site and social media. They provided incentive with a gift card drawing for returned surveys. Only 5 surveys were returned. Please consider collecting parent surveys during fall conferences, when families attend the building. Support/discussion with IQS cadre is available.
- The FY25 Comprehensive Achievement and Civic Readiness (formerly WBWF) report is a list of activities rather than goals and measurable outcomes.

Scorecard Measures Not Meeting the Target Benchmark:
➢ 3d NWEA MAP Growth, Reading (or other nationally normed assessment) ➢ 3.f NWEA MAP Growth, Math ➢ 3.i Parent Satisfaction ➢ 3.k World's Best Workforce

Category 4: Finance

Rating: 3.8

Observed Areas of Positive Performance
- The Board minutes show budget information and treasurer reports are set up to review all expenditures prior to Board approval as a regular Board process.
- There is a long-range plan budgeting practice with mission/vision in place and it is reviewed by the board annually. Board notes reflect monthly discussion and consideration of the school program, goals, and mission.

Opportunities for Improvement
- IQS commends the school for successfully meeting the target benchmark across all measures in this category. To explore potential opportunities for further improvement, please refer to the cumulative scorecard.

Scorecard Measures Not Meeting the Target Benchmark:
➢ No scores below 3.0

Category 5: School Operations

Rating: 3.4

Observed Areas of Positive Performance

- The school is nonsectarian in all aspects consistent with statute, written into policy, and has not received any notices from a governing agency.
- The school does adhere to all health and safety requirements in accordance with MN Statute. No notices from governing agencies were reported in the last two years.

Opportunities for Improvement

- IQS commends the school for successfully meeting the target benchmark across all measures in this category. To explore potential opportunities for further improvement, please refer to the cumulative scorecard.

Scorecard Measures Not Meeting the Target Benchmark:
➢ No scores below 3.0

Overall Performance Summary

Kalon Academy demonstrates a strong commitment to its mission, placing student well-being and relationships at the heart of its work. The school fosters a positive culture through student leadership, mentorship, and community-building activities that align well with its “Love Them First” philosophy. Governance remains a clear strength, with structured policy review processes and consistent board oversight. The school also maintains sound financial practices, including long-range planning and monthly mission-aligned budget discussions. Operations are fully compliant with legal requirements and health and safety standards.Student performance systems show promise, with strong implementation of individualized learning plans and high participation in work-based experiences. However, academic growth in reading and math remains below target, and family engagement through surveys has been limited. Enhancing structured staff development and formal curriculum planning could further support instructional consistency and academic gains.

Overall, Kalon Academy is a mission-driven school with a caring environment and a solid foundation in governance and operations. Focusing on academic growth, parent engagement, and staff development will support its continued growth and impact.