

FY 2014 Authorizer Annual Report: Parts One and Two

Part One: Authorizer Information

Basic Profile Information:

Name of Authorizing Organization	Audubon Center of the North Woods
Mailing Address	Charter School Division 43 Main St. S.E., Suite #507 Minneapolis, MN 55414
Name and title of primary authorizer contact	David Greenberg
Telephone of primary authorizer contact	612-331-4181
Email address of primary authorizer contact	greenberg@auduboncharterschools.org

Authorizer Summary (limit half page)

The Audubon Center of the North Woods (ACNW) is a non-profit, residential environmental learning center, a wildlife rehabilitation facility, and conference & retreat center nestled on the shores of Grindstone Lake near Sandstone, Minnesota. The Center offers a great variety of environmental learning experiences for people of all ages, with programming in natural history and science, team building, adventure programming, and outdoor/environmental education. The mission of ACNW is to instill a connection and commitment to the environment in people of all communities through experiential learning. The vision of ACNW is a healthy planet where all people live in balance with the Earth.

In 2003, ACNW became a sponsor of charter schools in order to further its mission and expand its educational programming. That year, ACNW was granted authority by the MN Department of Education to sponsor charter schools under Minnesota Statute. In response to statutory change in 2009, ACNW renewed its commitment to charter schools and became an approved charter school authorizer in December 2010. Since that time, ACNW has grown to become the largest authorizer of charter schools in Minnesota by number of schools authorized. ACNW remains committed to authorizing charter schools as an effective vehicle for advancing the organization's mission and vision.

The ACNW Charter School Division (CSD) is located in Minneapolis and conducts oversight and evaluation of all schools authorized by ACNW throughout the state. The CSD is comprised of professionals with charter school authorizing and evaluation expertise. This includes both employees of ACNW and contracted service providers. The CSD is overseen and monitored by the Charter School Committee and the ACNW Board of Directors. Ultimately, the ACNW Board makes decisions regarding the ongoing authorization of any particular school.

The mission of the Charter School Division is to provide superior oversight, evaluation, feedback and strategic support to ACNW authorized schools resulting in the increased academic, financial, operational and environmental education performance of each school. The vision of the CSD is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

New Charter School Application(s) in FY 2014

Did your organization review any new charter school applications?	No
If no, please provide an explanation (e.g. no invitation, no response received from invitation, etc.)	At the time, ACNW did not invite and was not accepting applications for new charter schools.
If yes, state total number of new charter school applications reviewed	N/A
<ul style="list-style-type: none">List name(s) of applicants your organization approved	N/A

<ul style="list-style-type: none"> List name(s) of applicants your organization denied 	N/A
<ul style="list-style-type: none"> List new charter school affidavits that were approved by MDE 	N/A
<ul style="list-style-type: none"> List new charter school affidavits that were denied by MDE 	N/A
<ul style="list-style-type: none"> List name(s) of applicants that had other reasons (e.g. withdrawn application) 	N/A

New Charter School Openings in FY 2014

Name of new charter school LEA(s) approved to begin serving students in FY 2014	Charter School LEA Number	Did this school open as planned?	If no, provide reason and projected opening date
N/A	N/A	N/A	N/A

Charter School Expansion Application(s) in FY 2014

Did your organization review any site and/or grade expansion applications for existing charter schools?	Yes
If no, please provide an explanation (e.g. no invitation, no response received from invitation, etc.)	N/A
If yes, state total number of requests for expansion reviewed	3
<ul style="list-style-type: none"> List name(s) of applicants your organization approved 	AFSA High School The Best Academy East Range Academy of Technology and Science
<ul style="list-style-type: none"> List name(s) of applicants your organization denied 	N/A
<ul style="list-style-type: none"> List supplemental affidavits that were approved by MDE 	AFSA High School The Best Academy East Range Academy of Technology and Science
<ul style="list-style-type: none"> List supplemental affidavits that were denied by MDE 	N/A
<ul style="list-style-type: none"> List name(s) of applicants that had other reasons? (e.g. withdrawn application) 	N/A

Charter School Expansions in FY 2014

Name of charter school LEA(s) approved to expand in FY 2014	Charter School LEA Number	Type of expansion	Did this school expand as scheduled?	If no, provide reason and projected expansion date
AFSA High School	4074	Site and grade level expansion	Yes	N/A
The Best Academy	4192	Site expansion	Yes	N/A
East Range Academy of Technology and Science	4166	Grade level expansion	Yes	N/A

Renewal, Transfer and Termination Decisions in FY 2014

How many charter school LEAs were up for renewal at the end of the year?

11

Did your organization renew any charter school LEA(s) at the end of the contract year?

Yes

If yes, provide School LEA Name(s)	Charter School LEA Number	Term of Contract Renewal
The Best Academy	4192	07/01/2014-06/30/2019
Discovery Public School of Faribault	4081	07/01/2014-06/30/2019
Discovery Woods Montessori School	4198	07/01/2014-06/30/2018
East Range Academy of Technology and Science	4166	07/01/2014-06/30/2018
Excell Academy for Higher Learning	4068	07/01/2014-06/30/2018
Harvest Preparatory School	4032	07/01/2014-06/30/2019
Laura Jeffrey Academy	4164	07/01/2014-06/30/2019
Northern Lights Community School	4146	07/01/2014-06/30/2017
Natural Science Academy	4187	07/01/2014-06/30/2017
Oshki Ogimaag Community School	4195	07/01/2014-06/30/2018
Riverway Learning Community	4064	07/01/2014-06/30/2018

Did any charter school LEA(s) leave your portfolio and transfer to another authorizer during or at the end of the year?

No

If yes, provide School LEA Name(s)	Charter School LEA Number	New Authorizing Organization	Effective Date of Transfer
N/A	N/A	N/A	N/A

Did your organization receive any charter school LEA(s) from another authorizer during or at the end of the year?

No

If yes, provide School LEA Name(s)	Charter School LEA Number	Previous Authorizing Organization	Effective Date of Transfer	Contract Term
N/A	N/A	N/A	N/A	N/A

Did your organization terminate or not renew any charter school LEA(s) during or at the end of the year per Minnesota Statutes, section 124D.10, Subdivision 23(b)?

No

If yes, provide School LEA Name(s)	Charter School LEA Number	Reason(s)	Brief Explanation	Effective Date
N/A	N/A	N/A	N/A	N/A

Did any charter school LEA(s) voluntarily close?

Yes

If yes, provide School LEA Name(s)	Charter School LEA Number	Reason(s)	Brief Explanation	Effective Date
Metro Tech Career Academy	4173	Fiscal (e.g. insufficient funds, under enrollment, mismanagement)	Enrollment did not meet projections and the school was no longer financially viable	09/26/2013

Authorizing Practices in FY 2014 (aligns with continuous improvement performance measures of the Authorizer Performance Evaluation System)

- **Authorizing Leadership and Staff Skill Development (A.5):** Describe how your organization built the knowledge and skill base of its authorizing leadership and staff through professional development.

ACNW is committed to advancing the skills and knowledge of its staff. Staff members are evaluated at least once a year. During evaluation meetings, staff members and their supervisors identify professional development needs and set professional goals. As such, in FY14 we dedicated resources to ongoing professional development that resulted in improved authorizer practices.

On the national level, all CSD staff and one contracted evaluator participated in the October 2013 National Association of Charter School Authorizers (NACSA) Leadership Conference in San Diego, CA. At this conference, our team not only attended sessions focused on each individual's particular areas of need, but also made and continued to deepen connections with authorizers within Minnesota and across the nation. In addition, David Greenberg, Director of Charter School Authorizing at ACNW, was a presenter for two sessions, sharing his experience with others from around the country. As a "graduate" of the inaugural NACSA Leaders Program in 2012, David participated in ongoing monthly alumni calls throughout FY14 in which other leaders in the field of authorizing from across the country delved into current topics and challenges in the practice of charter school authorization. Furthermore, David was a presenter for the second NACSA Leaders Program cohort in July 2013 in Chicago, and was also a member of the Alternative Accountability Working Group that led to the NACSA publication "Anecdotes Aren't Enough."

On the local level, ACNW staff attended monthly Minnesota Association of Charter School Authorizers (MACSA) meetings. In these meetings, staff members received updates from MDE and the Minnesota Association of Charter Schools (MACS), reviewed legislative initiatives, and also shared challenges, effective practice, and learning with one another. Additionally, ACNW staff members attended the Center for School Change / Clifton Larson Allen Minnesota Charter School Conference in July 2013, and had ongoing Epicenter training from the National Charter Schools Institute. David served on the MACS Government Affairs Committee, not only to share perspective on legislative issues, but also to deepen his understanding of the legislative process. Two ACNW staff participated as grant reviewers for the Minnesota Federal Charter School Program during FY14, an experience that helped deepen participants' understanding of the program itself and effective grant writing.

Within the office, the ACNW staff team met nearly weekly during FY14 to review work activities, address emerging issues with schools, and learn from one another. For example, while completing annual financial performance evaluations, David provided ongoing training to the team around reading UFARS reports and financial audits. The team met with external evaluators on a monthly or bimonthly basis as well to ensure collective understanding and shared approaches to site visits, document evaluation, and school feedback. This included providing training on Epicenter and other ACNW internal processes. ACNW staff facilitated ongoing training to the ACNW Board of Directors, the ultimate decision-making body for ACNW's high stakes authorizing decisions. Training was provided both during Charter School Committee meetings and during meetings of the full board. These trainings focused on ensuring board members understood ACNW policies

and practices, reviewing legislative changes, reviewing key academic and financial metrics, and discussing the state and national charter school and authorizer landscape.

- **Authorizer Self-Evaluation (A.9):** Describe how your organization self-evaluated its internal ability (capacity, infrastructure and practices) to oversee the portfolio of charter schools.

During FY14, ACNW took significant time at the highest levels of the organization to review its commitment and capacity to authorize charter schools in Minnesota. Specifically, the board of directors engaged in a months-long review of the mission, vision, infrastructure, and authorizing practices, as well as the organization's ongoing commitment to authorizing charter schools. This included review of internal survey data of staff and board, review of schools' performance and survey data, and reflection on the closing of a school the previous year. The review process culminated in the board approving key elements of document entitled "Audubon Center of the North Woods Charter School Authorizing Path Forward" at its March 8, 2014 meeting. These elements included a renewed commitment to the mission of the organization, requiring all schools to demonstrate the environmental literacy development of its students, restructuring the CSD staff to include a "Director of Charter School Authorizing," and entertaining proposals from new or transfer schools (a practice ACNW had not engaged in for over two years.)

Related to this review undertaken by the board of directors and ACNW leadership, the CSD staff engaged in an internal review of its own processes, staffing structure, and ongoing resource needs. This included a one-day externally facilitated strategic retreat and led to ongoing improvements of internal processes and approaches to staffing. One major change related to internal capacity included the implementation of Epicenter at the outset of FY14. Though our internal reviews, ACNW staff realized that our systems at the time were inefficient as related to charter school compliance, document collection, and document review. The adoption and implementation of Epicenter has led to great improvements in this area. Additionally, the CSD restructured its staffing to better align to the mission. This included moving Erin Anderson to a half-time Environmental Education Evaluator position and bringing on Mike Schultz as a 0.8FTE Administrative Assistant. Furthermore, we made adjustments to our approach of working with contracted "liaisons." These changes have been implemented in FY15 and include the hiring of new external providers and the renaming of the role from "liaison" to "evaluator." As mentioned in a previous section, ACNW has been part of presentations at both the national level and local level to share our emerging effective practices.

- **Authorizer High-Quality Authorizing Dissemination (A-10):** Describe how your organization disseminated best authorizing practices and/or assisted other authorizers in high quality authorizing.

Through engagement in MACSA, NACSA, and ongoing professional and personal relationships with other authorizers, ACNW staff have shared effective authorizing practices and assisted other authorizers in high quality authorizing. As mentioned above, our staff has been actively engaged in MACSA, which is designed as a sharing and learning organization. David's deeper engagement with NACSA has also provided a means to share ACNW practices with authorizers on a national level, as well as with colleagues on the state level. On numerous occasions, ACNW staff members have exchanged sample tools and documents with other authorizers in the state. Ongoing sharing of time and resources, initiated both by ACNW and authorizer colleagues, was consistent among a number of authorizers, including St. Thomas, Novation Education Opportunities (NEO), Minneapolis Public Schools, Friends of Education, and Volunteers of America (VOA) among others. For example, David participated as a member of a renewal site visit evaluation team for St. Thomas, giving David the opportunity to both share his perspectives and learn how another authorizer conducts site visits. David also met one-on-one with smaller authorizers who reached out to ACNW, including University of Minnesota-Duluth (UMD) and Wolf Ridge to walk through key authorizing approaches, troubleshoot issues, and share tools.

- **Charter School Support, Development and Technical Assistance (B.7):** Describe how your organization supported its portfolio of charter schools through intentional assistance and development offerings.

Given that the primary role of the authorizer is conducting oversight and evaluation of the schools it authorizes, providing technical assistance can be a complicated endeavor. ACNW has taken the approach that we can provide quality technical assistance and development primarily by setting clear criteria and expectations, providing examples of what it means to meet such criteria and expectations, and providing quality feedback to schools regarding their performance in relation to this criteria and expectations. ACNW attempted to do this in a number of ways during FY14:

First, ACNW publishes and disseminates via e-mail an “Authorizer Update” newsletter on a monthly basis. In this newsletter we highlight upcoming important dates, provide timely information regarding ACNW policies and practices, share information on quality practices being implemented at other schools, and provide links to relevant resources. This e-mail is sent to school leaders, board members, and other who have signed up to be on the listserv. Similar to the Authorizer Update, ACNW also sends a monthly Environmental Education update to schools with resources, ideas, and upcoming professional development opportunities.

Second, ACNW hosts an annual Leaders Retreat for all ACNW authorized schools. Participation by each school at this retreat is required with the goal of having the school leader, board chair, and environmental education contact in attendance. The FY14 Leaders Retreat was held in November 2013 and was attended by over 80 people representing 31 schools authorized by ACNW. The planned outcomes of the retreat were to increase participants’ capacity to connect to other charter school leaders, provide experiential learning opportunities for their students, contextualize the authorizer-school relationship, govern more effectively through increase board capacity, and lead more effectively through increased school staff capacity. Day one of the retreat focused on environmental education experiences, while day two focused on governance and leadership. Much of day two was structured as an “unconference,” although specific sessions facilitated by ACNW staff were also included. These sessions highlighted our operations and financial performance frameworks. In addition, a keynote by David Greenberg and Eugene Piccolo from MACS helped deepen attendees’ understanding of the role of the authorizer and its place in charter school legislation. Participants provided positive feedback on the value of connecting and learning with their peers, and left the conference with a better understanding of the key elements of the school-authorizer relationship.

Third, ACNW conducted an annual evaluation on each school in our portfolio in the areas of academic, finance, operations, and environmental education performance. When possible, these evaluations were presented to the school boards during a regular meeting to ensure their understanding of the criteria and the school’s performance in relation to those criteria. As stated above, we believe this provides critical technical assistance to guide schools’ ongoing improvement efforts.

Fourth, ACNW provided schools with specific templates for key submissions including but not limited to the required Annual Report. While schools were not required to use this template, they had to meet statutory requirements in the report. Anecdotally, we saw that, in general, schools that used the template published and submitted Annual Reports of higher quality.

Fifth, as school performance dictated, ACNW issued “interventions” such as Notices of Concern or Notices of Deficiency. These interventions are designed to provide specific feedback to schools on areas of performance that are of concern along with key requirements to address those concerns. While ACNW does not provide direct assistance to support schools in addressing concerns, we strongly believe that through these

interventions and the specific requirements we outline for schools to address, we are providing schools with needed guidance to improve their performance.

Finally, ACNW uses Epicenter as a compliance tool to gather key documents and provide schools with a calendar of key requirements. This tool serves both ACNW and the school, as it give us a systematic means to gather and monitor schools' compliance activities and other key school performance data, but it also gives assistance to schools in that it provides a calendar with reminders for ACNW, MDE, and other important submission/compliance deadlines.

- **High Quality Charter School Replication and/or Dissemination of Best School Practices (B.8):** Describe how your organization planned and promoted the replication and dissemination of best school practices of its high performance charters schools in its portfolio.

ACNW employed three primary strategies to promote the replication and dissemination of effective school practices, two of which are described above. First, in the monthly Authorizer Update and Environmental Education Update, we included highlights from schools demonstrating success, particularly in areas of academic performance, student engagement, and environmental education. Second, our annual Leaders Retreat is focused on schools sharing their best practices across all areas – academics, finance, operations, and environmental education. Third, we provide schools with a continually updated database with contact information of school leaders and board chairs and encourage them to reach out to one another with questions. Similarly, we often received questions from school leaders about effective practices or approaches to dealing with particular challenges. We did our best to connect these leaders with those from other schools who overcame similar challenges or achieved quality outcomes.

Part Two: Portfolio Information

General Charter School LEA Data in FY 2014

Total number of charter school LEAs	32
Total number of MDE officially recognized early learning instructional programs (preschool and/or prekindergarten)	7

List of operational charter school LEAs in portfolio

Operational Charter School LEA Name	Charter School LEA Number	MDE Officially Recognized Early Learning Instructional Program	Elementary and/or Secondary Grade Levels Served	Enrollment
Academic Arts High School	4119	None	8-12	76
AFSA High School	4074	None	7-12	297
Aurora Charter School	4067	Instructional Preschool Program	K-8	332
The Best Academy	4192	None	K-8	497
Bright Water Elementary	4189	None	K-6	163
Cannon River STEM School	4194	None	K-8	281
Crosslake Community School	4059	None	K-8	123
Discovery Public School of Faribault	4081	None	6-12	52
Discovery Woods Montessori School	4198	Instructional Preschool Program	K-6	114
East Range Academy of Technology and Science	4166	None	10-12	93
Excell Academy for Higher Learning	4068	Instructional Prekindergarten Program	K-8	363
Glacial Hills Elementary School	4168	None	K-6	124
Great Expectations School	4100	None	K-8	86
Harvest Preparatory School	4032	None	K-6	369
La Crescent Montessori Academy	4054	Instructional Preschool Program	K-11	51
Laura Jeffrey Academy	4164	None	5-8	162
Metro Schools	4131	None	5-12	356
Natural Science Academy	4187	None	K-5	60
New Discoveries Montessori Academy	4161	Instructional Preschool Program	K-6	155
Noble Academy	4171	None	K-8	476
Northern Lights Community School	4146	None	6-12	92
North Lakes Academy	4053	None	5-12	365
Odyssey Academy	4030	None	K-8	367
Oshki Ogimaag Community School	4195	None	K-6	41
Pillager Area Charter School	4080	None	9-12	51
Prairie Seeds Academy	4126	None	K-12	791
River's Edge Academy	4190	None	9-12	79
Riverway Learning Community	4064	Instructional Preschool Program	K-12	98

Operational Charter School LEA Name	Charter School LEA Number	MDE Officially Recognized Early Learning Instructional Program	Elementary and/or Secondary Grade Levels Served	Enrollment
Swan River Montessori Charter School	4137	Instructional Preschool Program	K-6	146
Vermilion Country School	4207	None	7-12	64
Voyageurs Expeditionary School	4107	None	6-12	87
The World Learner School	4016	None	1-8	210

List of preoperational charter school LEAs in portfolio

Preoperational Charter School LEA Name	Charter School LEA Number (if assigned)	Elementary and/or Secondary Grade Levels Approved to Serve	Projected Enrollment	Proposed Opening Date	Proposed Location
N/A	N/A	N/A	N/A	N/A	N/A

Summary of Portfolio of Charter Schools in FY 2014

(Data is used in evaluating performance measures B.2, B.5, B.6 and B.9 of the Authorizer Performance Evaluation System)

State Portfolio Performance Data Reports (limit one page)

- Present strengths and areas of improvement regarding your most recent State Portfolio Performance Data Reports on the MDE website (*Provide data in the space below or indicate if providing an attachment*)

Academic Performance

ACNW authorized schools demonstrated slightly improved academic performance in 2014, though significant opportunities for continued improvement exist.

Strengths

- The average proficiency z-score increased in both math and reading.
- The percentage of schools with proficiency z-scores above state averages for the same grades served increased in both math and reading.
- The average growth z-score increased in reading.
- The percentage of schools “reducing the gap”^{*} increased in reading.
- The average graduation z-score improved for the 4-year, 5-year, and 6-year cohorts.
- The percentage of schools with graduate z-scores above the state average increased for the 4-year, 5-year, and 6-year cohorts.

Areas for Continued Improvement

- The average growth z-score decreased in math.
- The percentage of schools “reducing the gap”^{*} decreased in math.
- The average graduation z-scores for the 4-year, 5-year, and 6-year cohorts are all negative.

^{*}The “reducing the gap” measure on this report is different from the “achievement gap reduction” component of the MMR. “Reducing the gap” on this report measures the difference *within the school* of growth rates between disadvantaged and non-disadvantaged students, whereas “achievement gap reduction” in the MMR measures the difference in growth rates between the school’s disadvantaged students and the *state’s* non-disadvantaged students.

Financial Performance

ACNW authorized schools demonstrated improved financial performance and health in 2013, though significant opportunities for continued improvement exist.

Strengths

- An increasing percentage of schools earned the MDE Finance Award in 2013.
- Only one school was in statutory operating debt in 2013. (This school closed in 2014), and the percentage of schools in S.O.D. (2.94%) was slightly below the percentage of all charters in S.O.D. (5.84%) in 2013.
- The percentage of schools with audits that included material weaknesses dropped substantially, from 21.21% in 2012 to 11.76% in 2013, while the percentage of schools with significant deficiencies remained relatively constant at approximately 9% in 2012 and 2013. These rates were below those of the charter sector in Minnesota as a whole in 2013.
- The percentage of schools with a fund balance at or above 20% increased from 40% in 2011 to 50% in 2013.

Areas for Continued Improvement

- The percentage of schools that earned the MDE Finance Award in 2013 was slightly below that of all charter schools in the state.
- The percentage of schools with audit findings of any type in 2013 was relatively high at 47.06%, though slightly below that of all charters in the state as a whole (48.70%).
- Fifty percent of schools had a fund balance below 20%; just over 20% percent of schools were below 10%.

Authorizer Portfolio Performance Data (limit one page)

- Present outcome data regarding other performance indicators your organization used to measure academic, operational and financial performance when evaluating your portfolio of charter schools *(Provide data in the space below or indicate if providing an attachment)*

Academic Performance

ACNW authorizes 32 schools with a total enrollment of 6,621 students in 2014. Additional demographic data is presented below:

Special Population	ACNW	State
English Learners	24.7%	8.1%
Special Education	14.3%	14.9%
Free/Reduced Lunch	65.1%	38.5%

- Approximately 17% of students in ACNW authorized schools are in high school.
- Eight of thirteen high schools have highly mobile populations with mobility rates in 2013 of 50% or above. Six of these schools have mobility rates of 67% or above. MCA assessments do not provide the most effective data to evaluate these schools. ACNW is working with these schools to identify better measures to more effectively evaluate performance.

ACNW schools demonstrated mixed academic performance in FY14. Overall, proficiency increased for both math and reading, while select growth indicators show increases for math and decreases for reading.

Proficiency rates on MCA Assessments*	ACNW Authorized Schools		State	
	Math	Reading	Math	Reading
FY13	41.7%	42.2%	61.6%	58.7%
FY14	44.8%	43.5%	61.9%	59.8%

* For schools with sufficient cell sizes

Percent of students on track for success on MCA Assessments*	ACNW Authorized Schools		State	
	Math	Reading	Math	Reading
FY13	45.0%	57.0%	59.5%	62.9%
FY14	49.7%	48.1%	58.7%	56.1%

* For schools with sufficient cell sizes

Percent of Non Proficient Students making high growth on MCA Assessments*	ACNW Authorized Schools		State	
	Math	Reading	Math	Reading
FY13	24.5%	35.5%	29.1%	32.4%
FY14	31.1%	30.1%	30.0%	31.7%

* For schools with sufficient cell sizes

Environmental Education Performance

Overall, the performance of ACNW authorized charter schools in the area of environmental education is strong. According to indicators outlined in ACNW's Environmental Education Performance Framework, 16 schools exceed standard, ten schools meet standard, three schools approach standard, and three schools do not meet standard. Schools that exceed standard meet their contractual goals and provide evidence of fully established EE programs and increasing environmental literacy among its students, faculty, and staff. Schools that meet standard also meet their contractual goals and provide evidence of increasing environmental literacy among its students, faculty, and staff. Schools that approach standard nearly meet or partially meet their contractual goals and provide evidence of emergent environmental literacy among its students, faculty, and staff. Finally, schools that do not meet standard provide no evidence that demonstrates an emergent level of environmental literacy among its students, faculty, and staff.

Financial Performance

Trends

- The average fund balance percentage of the ACNW portfolio increased from 26.2% in FY13 to 27.8% in FY14.
- The cash position of 60% of the schools improved in FY14.
- Approximately 80% of schools effectively developed and monitored budgets.

Operations Performance

Trends

- Schools demonstrated fidelity to mission and vision.
- The quality of instruction and assessment practices are mixed across the portfolio.
- Many ACNW schools do not have English Learners, and ACNW did not review performance on that indicator for all schools. Moving forward, however, ACNW will ensure that each school has required processes in place to identify ELs and provide service as necessary.
- Parent and student satisfaction is generally high.
- Governance performance is mixed across the portfolio and in need of improvement in some schools.
- A few schools lacked lottery policies or other policies related to student rights. Most issues of this nature were addressed after the schools received feedback from ACNW.
- Many schools lack insurance coverage to meet the "hazardous materials" statutory requirement. In many cases this coverage has proved quite costly. Nonetheless, an increasing number of schools are obtaining this coverage, even though nearly all insurance agents ACNW has communicated with find this coverage to be a waste of public resources.
- Nearly all schools' websites now meet statutory requirements, though during the course of FY14, many schools needed to perform a number of updates on their websites to achieve compliance.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Academic Arts High School
LEA Number	4119
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	7-12
Elementary and/or Secondary Grades Actually Served	8-12
Year First Began Operations	2004
Term of Current Charter School Contract	07/01/2012-06/30/2015
Address	60 Marie Ave East Suite 220, West Saint Paul MN 55118
Website	http://www.academicarts.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
1.3%	0.0%	13.2%	10.5%	75.0%	0.0%	27.6%	52.6%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Academic Arts High School	010-33	60 Marie Ave East Suite 220, West Saint Paul MN 55118	76	8-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	CTSTR	CTSTR	CTSTR
Math	2013	0.0%	0	13
Math	2014	0.0%	0	11
Reading	2012	36.4%	4	11
Reading	2013	27.3%	3	11
Reading	2014	CTSTR	CTSTR	CTSTR

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	4	25.0%
2012	1	3.7%
2013	4	18.2%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	7	26.9%
2012	5	33.3%
2013	6	24.0%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	10	41.7%
2012	7	29.2%
2013	6	40.0%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Academic Arts High School	Math	2012	9	-
Academic Arts High School	Math	2013	12	-0.93
Academic Arts High School	Math	2014	11	-0.96
Academic Arts High School	Reading	2012	10	-0.84
Academic Arts High School	Reading	2013	9	-
Academic Arts High School	Reading	2014	8	-

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Academic Arts High School's academic performance evaluation completed in December 2013. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Insufficient Data
2: English Language Learners	Not Applicable
3: Reading Growth	Insufficient Data
4: Math Growth	Does Not Meet
5: Reading Proficiency	Does Not Meet
6: Math Proficiency	Does Not Meet
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Does Not Meet
9: Post Secondary Readiness	Insufficient Data
10: Federal & State Accountability	No Designation
11: Attendance	Approaches

Summary Discussion

- The school achieved a rating of Does Not Meet Standard in reading, math, and science because it underperformed compared to most comparison schools, the local district and the state. Academic Arts lacked state-provided MCA data and/or school-provided data in four indicator areas.

2014 Academic Data Highlights

- Academic Arts serves students that were not served well in their previous school(s), and the school has a mobility rate of over 80%, one of the highest in the state for charters. It is also a small school, which is one reason why there is a lack of MCA data for review. However, the lack of positive MCA data and the overall lack of school provided data continues to be a concern. The school is currently in the process of being reviewed as it has applied for renewal with ACNW. The ongoing concerns regarding the school's academic performance and lack of data will be addressed as part of ACNW's renewal decision-making process.

Environmental Education

Below is a summary of Academic Arts High School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Approaches
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Does Not Meet
4: Elective EE Trend Areas	Does Not Meet
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Approaches
7: Science Proficiency	Insufficient Data
8: Environmental Literacy	Does Not Meet

Overall, Academic Arts High School's environmental education performance does not meet standard. Visits to the school, interviews with students, and evaluation of the school's annual report data indicate limited engagement with environmental education concepts, methods, and activities among students, faculty, and staff. The school did not implement its required mission match activities, and is not demonstrating a strong organizational commitment to environmental education in its academic program or in its operational and financial decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	8
• Of the total number, how many teachers were licensed in the assignment they taught?	5
• Of the total number, how many teachers received a waiver?	7
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	2
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	2

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Academic Arts High School's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Academic Arts High School has some operational challenges. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Does Not Meet
2.2 Board Decision Making & Oversight	Does Not Meet
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Not Rated
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Strengths:

- Based on a review of school documents (including annual report and website), the school is focused on achieving its mission and vision, and is developing a committed staff that is working diligently to fulfill its promise.
- The school has succeeded in creating a caring and nurturing environment that serves students who may not otherwise attend school. This has resulted in an increased enrollment this year.
- The school's space provides a safe, positive environment for students to learn and grow.

Areas for Continuous Improvement:

- The school's board has challenges running an efficient calendar and an effective board meeting. Individuals serving on the board have strong professional knowledge and background, but that has not yet translated into an effective governing board.
- The board must develop stronger processes for evaluating the Director based on a clear job description and performance expectations, particularly given the challenges this year with an outgoing Executive Director.
- Nursing services and pharmaceutical dispensation practices should be reviewed. These services are thin at the school and potentially create liability concerns above and beyond the student service concerns.
- The school must obtain and maintain liability insurance that meets statutory requirements, including the "hazardous materials" requirement.

Update – January 2015

- New board members have brought increased capacity to the board.
- ACNW does not have evidence that the school purchased additional insurance coverage to meet the "hazardous materials" statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$181,238 (18.61%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Academic Arts High School's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Meets	Meets	Does Not Meet
Financial Policies and Practices	Meets	Meets	Pending
Financial Reporting	Does Not Meet	Meets	Meets
Financial Audit	Meets	Meets	Does Not Meet
Near-Term Indicators			
Current Ratio	2.96	3.20	3.34
Days Cash on Hand		12	39
Enrollment Variance		80.1%	102.7%
Sustainability Indicators			
Fund Balance Percentage	26.6%	15.3%	18.6%
Total Margin/Aggregated Three-Year Total Margin	3.5%/NA	-6.0%/2.2%	4.6/0.9%
Debt to Asset Ratio	0.32	0.28	0.28

Summary Discussion

Academic Arts High School has demonstrated mixed financial performance over the term of the current contract. After a challenging year financially in FY13, the school has shown improved financial health in FY14, growing the fund balance to 18.6%, increasing the cash position, and meeting enrollment targets. Financial Management suffered in FY14 into FY15. While in FY13 the audit included no findings, in FY14 the audit included two findings including one material weakness. Budgeting and financial monitoring by the board has also raised concerns. It is not clear that the board approved the FY15 budget prior to the start of the fiscal year, and board meeting minutes do not provide evidence of consistent and quality monitoring of financials by the board. Financial statements require improvements as well to facilitate better board monitoring. ACNW has observed that check registers are not consistently provided as part of board packets and that the board does not consistently approve disbursements. Furthermore, ACNW has questions regarding how substitute teachers are paid.

FY14 brought a change in school leadership and relatively high board turnover. It is essential that the school ensure that all relevant board members and staff have necessary training and commitment to ensure quality financial policies, practices, and oversight are in place. The school's improved financial health and growing enrollment are encouraging; however, financial management improvements are necessary.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	AFSA High School
LEA Number	4074
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	7-12
Elementary and/or Secondary Grades Actually Served	7-12
Year First Began Operations	2001
Term of Current Charter School Contract	07/01/2011-06/30/2015
Address	100 Vadnais Blvd., Vadnais Heights MN 55127
Website	http://www.afsahighschool.com/pages/AFSA_High_School

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
2.0%	8.8%	4.0%	9.1%	76.1%	0.0%	34.3%	2.0%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
AFSA High School	010-33	100 Vadnais Blvd., Vadnais Heights MN 55127	297	7-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	29.4%	25	85
Math	2013	40.5%	47	116
Math	2014	42.4%	53	125
Reading	2012	67.9%	57	84
Reading	2013	64.9%	72	111
Reading	2014	44.1%	60	136

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	38	76.0%
2012	40	66.7%
2013	37	78.7%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	56	75.7%
2012	38	82.6%
2013	41	87.2%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	44	84.6%
2012	56	75.7%
2013	38	86.4%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
AFSA High School	Math	2012	62	-0.19
AFSA High School	Math	2013	93	-0.08
AFSA High School	Math	2014	104	-0.18
AFSA High School	Reading	2012	66	-0.16
AFSA High School	Reading	2013	85	0.16
AFSA High School	Reading	2014	105	-0.43

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of AFSA High School's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Meets
2: English Language Learners	Not Applicable
3: Reading Growth	Exceeds
4: Math Growth	Meets
5: Reading Proficiency	Exceeds
6: Math Proficiency	Approaches
7: Writing Proficiency	Exceeds
8: Science Proficiency	Meets
9: Post Secondary Readiness	Exceeds
10: Federal & State Accountability	No Designation
11: Attendance	Meets

Summary Discussion

- In the area of reading growth as measured by the MCAs, the school had a positive z-score that was higher than that of one comparison school and higher than the school's z-score in the previous year. The school also had a slightly higher percentage of Special Education students "On Track for Success" than two comparison schools and one nearby district, and a significantly higher percentage than one nearby district and the state.
- The school also had a higher percentage of Special Education students "On Track for Success" in math when compared to the state and two nearby districts.
- In the area of reading proficiency, the school's overall proficiency rate was higher than that of all of comparison schools, nearby districts, and the state. The school's Special Education proficiency rate was significantly higher than that of all comparison schools, nearby districts, and the state.
- The school did not perform as well in the area of math proficiency as measured by the MCAs. The school's overall proficiency rate was higher than that of one comparison school, but lower than that of one comparison school, two nearby districts, and the state.

2014 Academic Data Highlights

- In the areas of reading and math growth as measured by MCA performance, the school had a negative z-score and had fewer students on track for success than in the previous year.
- In the area of reading proficiency as measured by MCA performance, the school experienced a significant drop in the percentage of students that reached proficiency. The school had lower percentages of students in several subgroups reach proficiency than those same subgroups in the state, nearby districts, and one comparison school.
- In the area of math proficiency, the school's proficiency index and proficiency rate both increased from the previous year.
- The school's Special Education subgroup had a higher proficiency rate than that of the state, one comparison district, and one comparison school.

<u>Proficiency Rate - SpEd</u>	<u>FY14</u>
ISD 624 White Bear Lake School District	44.5
AFSA High School	35.1
State of Minnesota	33.3
ISD 622 North St. Paul-Maplewood-Oakdale	32.5
Avalon School	16.7

Environmental Education

Below is a summary of AFSA High School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Meets
5: Ongoing EE Trend Areas	Meets
6: Commitment	Exceeds
7: Science Proficiency	Meets
8: Environmental Literacy	Exceeds

Overall, AFSA High School's environmental education performance exceeds standard. The school's curriculum is science-based and focused on growing science literacy in its student population. Through its curriculum and enrichment activities, the school supports students as they prepare for careers in agriculture, especially as it relates to science, business, and technology. The school demonstrates a commitment to increasing environmental literacy in its academic program, financial management, and operational decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	29
• Of the total number, how many teachers were licensed in the assignment they taught?	24
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	4
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	1
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	2 left the school, 2 took non-teaching positions within the school

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of AFSA High School's operations performance for the most recent evaluation completed in July 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that AFSA is a well-run organization. ACNW's reviews of the school's operations during this year reveal the following strengths:

Strengths:

- The school demonstrates a strong commitment to its mission and vision and consistently ensures programs, activities, and resources are in place to advance both.
- The school's instructional program, including professional development, teacher evaluation, and assessment, are well established.
- The school has a board of directors with substantial capacity to effectively govern the school, providing oversight as well as bringing resources to the school that impact student learning and overall school success.
- The school has strong systems in place for day-to-day operations including in the areas of facilities, transportation, and food service.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Rating Pending

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$282,205 (6.68%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of AFSA High School's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Meets	Meets	Meets
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Meets	Meets	Meets
Financial Audit	Meets	Meets	Meets
Near-Term Indicators			
Current Ratio	1.16	1.61	2.25
Days Cash on Hand		43	27
Enrollment Variance	99.4%	96.3%	96.1%
Sustainability Indicators			
Fund Balance Percentage	4.7%	5.9%	6.7%
Total Margin/Aggregated Three-Year Total Margin	1.6%/NA	1.7%/1.3%	1.0%/1.4%
Debt to Asset Ratio	0.65	0.38	0.26

Summary Discussion

Overall, AFSA's financial health is improving incrementally. The school has demonstrated consistently strong financial performance in the areas of Financial Management and Near-Term Indicators. While Days Cash has at times been an issue, the school's management has effectively managed cash flow, including engaging in short-term borrowing when necessary. The school's low fund balance negatively impacts performance on Sustainability Indicators, though the fund balance has grown by over \$100,000 since FY12 year-end, increasing the fund balance percentage from 4.7% to 6.7%. Nonetheless, given the school's current growth plan and associated risks, a strong fund balance is essential for the sustainability of the school. The school has an engaged board that conducts quality budgeting and financial oversight at the school, as well as management that implements policies effectively. The school is fortunate to have both a director and business manager with a deep understanding of charter school finance. Both the board and management are well aware of the school's financial position and are being strategic in working to grow the fund balance. The school has set a goal of a 10% fund balance by 2018 and 20% by 2023, and as of FY14 year-end appears to be on a path to achieve those goals.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Aurora Charter School
LEA Number	4067
MDE Officially Recognized Early Learning Program(s)	Instructional Preschool Program
Elementary and/or Secondary Grades Approved to Serve	K-12
Elementary and/or Secondary Grades Actually Served	K-8
Year First Began Operations	2000
Term of Current Charter School Contract	07/01/2012-06/30/2015
Address	2101 E. 26th Street, Minneapolis MN 55404
Website	http://www.auroracharterschool.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.0%	98.2%	0.9%	0.9%	98.5%	4.2%	95.5%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Aurora Charter School	010-10	2101 E. 26th Street, Minneapolis MN 55404	203	K-4
Aurora Middle School	020-20	2103 E. 26th Street, Minneapolis MN 55404	129	5-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	49.5%	92	186
Math	2013	48.4%	88	182
Math	2014	52.6%	110	209
Reading	2012	46.7%	86	184
Reading	2013	29.1%	53	182
Reading	2014	31.1%	65	209

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Aurora Charter School	Math	2012	28	0.89
Aurora Charter School	Math	2013	28	-0.34
Aurora Charter School	Math	2014	35	-0.96
Aurora Charter School	Reading	2012	28	0.74
Aurora Charter School	Reading	2013	28	-0.09
Aurora Charter School	Reading	2014	35	0.11
Aurora Middle School	Math	2012	111	0.52
Aurora Middle School	Math	2013	112	0.33
Aurora Middle School	Math	2014	122	0.05
Aurora Middle School	Reading	2012	110	0.05
Aurora Middle School	Reading	2013	111	0.26
Aurora Middle School	Reading	2014	122	0.00

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Aurora Charter School's academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Approaches
2: English Language Learners	Approaches
3: Reading Growth	Meets
4: Math Growth	Meets
5: Reading Proficiency	Meets
6: Math Proficiency	Meets
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Meets
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	Celebration
11: Attendance	Exceeds

Summary Discussion

- In the area of reading growth, Aurora Charter School had a higher percentage of students “On Track for Success” than did comparison schools and the district, and the percentage of students “On Track for Success” has increased in each of the past three years. In addition, Aurora had a significantly higher percentage of EL students “On Track for Success” compared to the state.

On Track for Success		
2013	Aurora	State
EL Students	64.4%	44.2%

- In the area of math growth, Aurora had a higher percentage of students “On Track for Success” than did comparison schools and the district. In addition, Aurora had a significantly higher percentage of EL students “On Track for Success” compared to the state.

On Track for Success		
2013	Aurora	State
EL Students	59.4%	42.4%

- In the area of reading proficiency for the EL subgroup, Aurora's proficiency rate was higher than the rates of two of three comparison schools and higher than the rates of the district and state. In the area of math proficiency for the EL subgroup, Aurora's proficiency rate was higher than the rates of all of the comparison schools, the district, and the state.
- Moreover, Aurora's EL subgroup had a proficiency rate of 36.7% in science, significantly higher than the state EL proficiency rate of 12.0%.

2014 Academic Data Highlights

- In the area of reading growth, Aurora had an overall positive z-score, which was higher than the z-score of comparison schools. The school's Free & Reduced, EL, and Hispanic subgroups had higher percentages of students of track for success than those same subgroups for the state, the local district, and one comparison school.
- In the area of math growth, Aurora had a higher percentage of students "On Track for Success" than did comparison schools and the district. Additionally, the percentage of students "On Track for Success" increased in each of the past three years.
- In the area of reading proficiency, the school's Free & Reduced and Hispanic subgroups outperformed the same subgroups in the local district and one comparison school. The school's EL subgroup outperformed the same subgroup in the state, the district, and two comparison schools.

<u>Proficiency Rate – EL</u>	<u>FY14</u>
Aurora Charter School	29.9
Hiawatha Academies	29.7
State of Minnesota	17.9
Andersen Community School	15.8
ISD 1 Minneapolis Public School District	12.4

- In the area of math proficiency, the school had a small increase in the proficiency rate from the previous year. The school's Free & Reduced, EL, and Hispanic subgroups outperformed the same subgroups in the state, the local district and one comparison school.

Environmental Education

Below is a summary of Aurora Charter School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Meets
2: Field Trips to Natural Areas	Approaches
3: Promote Environmental Stewardship	Does Not Meet
4: Elective EE Trend Areas	Meets
5: Ongoing EE Trend Areas	Meets
6: Commitment	Approaches
7: Science Proficiency	Does Not Meet
8: Environmental Literacy	Approaches

Overall, Aurora Charter School's environmental education performance approaches standard. The school demonstrated that its academic program and operations reflect an emerging commitment to increasing environmental literacy. The school is working to create a culture of sustainability and environmental literacy through staff professional development, and seeks to increase teacher capacity in order to increase their ability to motivate and promote environmental literacy for their students and families.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	26
• Of the total number, how many teachers were licensed in the assignment they taught?	20
• Of the total number, how many teachers received a waiver?	1
• Of the total number, how many teachers received a variance?	3
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	2
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	4

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Aurora Charter School's operations performance for the most recent evaluation completed in July 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Aurora Charter School is going through significant transition, moving from an organization without strong systems, policies, or practices in place to one that has established policies and practices that are consistent with statute and other requirements and are typical of a high functioning organization. ACNW's reviews of the school's operations during this year reveal the following strengths and areas for continuous improvement:

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Does Not Meet
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Does Not Meet
4.2 Due Process & Privacy	Does Not Meet
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Rating Withheld
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Strengths:

- The school effectively lives out its mission as a bilingual and bicultural school.
- The school's board and new leadership have taken a proactive approach to address areas of concern in terms of policies and practices throughout the organization.
- Many of the day-to-day operations systems are established and functioning smoothly.

Areas for Continuous Improvement:

- The board should consider the skills and experiences it needs at this stage of the school's life cycle to increase capacity and effectiveness.
- The learning program, while strong in many areas, has room for improvement, including in the areas of professional development, instructional approach, and use of data to inform teaching and learning.
- The school is developing staff evaluation systems, both for teacher and non-teaching staff and school leadership.
- Admission documents and policies, including information on the school's website, must be updated to meet requirements.
- Ensure insurance coverage is in place to meet the statutory requirements (including the "hazardous materials" requirement) and send ACNW an up-to-date Accord Form.
- Review discipline policies and practices, and make revisions to ensure consistency with requirements, including revisions to the parent handbook as necessary.

Update – January 2015

- An instructional leader has been hired.
- ACNW does not have evidence that the school purchased additional insurance coverage to meet the "hazardous materials" statutory requirement.
- Enrollment forms have been improved and the website has been updated, though additional minor updates are required.
- A revised student/parent handbook has not been posted to the website.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	No
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$866,886 (21.75%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Aurora Charter School's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Meets	Does Not Meet	Does Not Meet
Financial Policies and Practices	Meets	Does Not Meet	Does Not Meet
Financial Reporting	Meets	Does Not Meet	Does Not Meet
Financial Audit	Meets	Does Not Meet	Does Not Meet
Near-Term Indicators			
Current Ratio	4.68	7.26	4.09
Days Cash on Hand		50	11
Enrollment Variance	101.9%	87.6%	94.8%
Sustainability Indicators			
Fund Balance Percentage	31.0%	31.2%	21.7%
Total Margin/Aggregated Three-Year Total Margin	3.5%	1.5%/2.3%	-4.8%/-0.1%
Debt to Asset Ratio	0.17	0.11	0.19

Summary Discussion

Aurora Charter School had significant financial management deficiencies during FY13 and FY14 which are evident in both financial audits. These deficiencies, which led to the departure of the school's founding director, included a significant lack of internal controls and oversight by the board of directors. Most notably, the school's FY13 financial audit, completed by MMKR, included a qualified opinion given the auditors inability to audit certain cash related activities at the school. This was exacerbated by a total of eight findings, including two findings that were considered material weaknesses. These materials weaknesses were related to internal controls and signaled concerns regarding the school's processing of financial transactions and information.

The FY13 audit included a corrective action plan, and ACNW required documentation of additional improvement plans. By spring 2014, the school had completed significant elements of the improvement plans, in addition to selecting a new financial service provider – School Business Solutions (SBS). The board had also taken steps to ensure improved oversight of financial activities, and the school seemed on track to address all deficiencies. Unfortunately, SBS went out of business in fall 2014 just as FY14 audit preparation was getting underway. The school identified a second new financial service provider, Clifton Larson Allen; however, this new provider was not able to address all the challenges leading up to completion of the FY14

audit. The FY14 audit continued to include deficiencies, though not to the same degree as the FY13 audit. The auditor rendered an unmodified (“clean”) opinion, though the audit included five findings, including two material weaknesses, one related to internal controls, and one because the school board did not approve the FY14 budget until May 2014 when the fiscal year was nearly over.

The financial management challenges of FY13 and FY14 have impacted the school’s near-term and long-term financial health. Most importantly, the school’s fund balance has dropped below the standard, and the school’s cash position is significantly compromised, in great part due to restricted cash assets. Nonetheless, through all these challenges, the school still maintains a reasonably strong fund balance at over 20%, and increased enrollment and improved financial policies are expected to lead to more appropriate financial performance in FY15. ACNW is closely monitoring the school’s financial performance in FY15.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	The Best Academy
LEA Number	4192
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-8
Elementary and/or Secondary Grades Actually Served	K-8
Year First Began Operations	2008
Term of Current Charter School Contract	07/01/2014-06/30/2019
Address	1300 Olson Memorial Highway, Minneapolis MN 55411
Website	http://www.thebestacademy.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.2%	0.4%	99.2%	0.2%	39.8%	8.5%	89.9%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Best Academy	010-10	1300 Olson Memorial Highway, Minneapolis MN 55411	497	K-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	75.3%	180	239
Math	2013	53.1%	138	260
Math	2014	53.7%	145	270
Reading	2012	72.6%	172	237
Reading	2013	43.7%	115	263
Reading	2014	39.2%	107	273

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Best Academy	Math	2012	149	0.67
Best Academy	Math	2013	176	-0.23
Best Academy	Math	2014	218	0.12
Best Academy	Reading	2012	144	0.41
Best Academy	Reading	2013	178	-0.12
Best Academy	Reading	2014	225	-0.21

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Best Academy's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website:
www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	No Rating	No Rating
2: English Language Learners	No Rating	Exceeds
3: Reading Growth	Exceeds	Approaches
4: Math Growth	Exceeds	Approaches
5: Reading Proficiency	Exceeds	Approaches
6: Math Proficiency	Exceeds	Approaches
7: Writing Proficiency	No Rating	No Rating
8: Science Proficiency	Meets	Meets
9: Post Secondary Readiness	Not Applicable	Not Applicable
10: Federal & State Accountability	Reward	No Designation
11: Attendance	Exceeds	Exceeds

Summary Discussion

Best Academy demonstrated very strong academic performance in FY12. The school was identified as a Reward School by MDE. Students at the school showed high levels of performance in reading and math in terms of both growth and proficiency. Proficiency performance on the MCA Reading and Math test was above that of the state and nearly all comparison schools. Growth on the MCA tests was also on par or above that of the state and comparison schools.

The school did not perform as well in 2012-2013 on MCAs; however English Learners performed quite well on the WIDA assessment. The percentage of ELs making progress increased by over 20% from 2012 to 2013, and the school performance on the AMAO Progress was nearly 27% higher than the state target. Progress performance in 2013 was significantly above both the State and District levels.

Growth on MCA tests was below expectations, but growth on NWEA was strong for the grades on which data was provided. The school did not perform as well as the previous year on MCA math and reading tests in relation to state levels and comparison schools contributing to a rating of Approaches Standards in math and reading proficiency. The school's proficiency rate on the MCA science test was higher than that of the district, and the school's proficiency rate for Black students was significantly higher than that of the district and the state, both contributing to a rating of Meets Standard in the area of science proficiency.

2014 Academic Data Highlights

- Math proficiency rates were consistent, though Reading proficiency rates dropped slightly.
- Best continues to outperform most schools in North Minneapolis.
- A higher percentage of students were “on track for success” in math in 2014, than in 2013, though in reading that percentage dropped.
- Average growth of all students on NWEA-MAP Math and Reading Assessments was 1.3 grade levels in each area.
- 47.27% of ELs made progress towards English Language Proficiency as measured by the WIDA ACCESS assessment. This exceeded the state target.
- Best's Black students significantly outperformed Black students statewide.

	Math Proficiency – Black Students		Reading Proficiency – Black Students	
	Best	State	Best	State
2013	53.1%	34.6%	43.7%	34.4%
2014	53.7%	35.1%	39.2%	35.2%

Environmental Education

Below is a summary of Best Academy's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Insufficient Data
2: Field Trips to Natural Areas	Insufficient Data
3: Promote Environmental Stewardship	Insufficient Data
4: Elective EE Trend Areas	Approaches
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Approaches
7: Science Proficiency	Meets
8: Environmental Literacy	Approaches

Overall, Best Academy's environmental education performance approaches but ultimately does not meet standard. Visits to the school, interviews with students, and evaluation of the school's annual report data indicate limited engagement with environmental education concepts, methods, and activities among students, faculty, and staff. The school did not report on its required mission match activities, and is not demonstrating a strong organizational commitment to environmental education in its academic program or in its operational and financial decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	48
• Of the total number, how many teachers were licensed in the assignment they taught?	41
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	2
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	5
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	2
• Of the total number, how many teachers did not return for FY 2015?	15

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Best Academy's operations performance for the most recent evaluation completed in March 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Best Academy is overall a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- The school's instructional approach is fully functional and well developed. The school has strong Instructional Leadership and a data driven instructional culture that is focused on the use of formative assessments and a "growth mindset." Professional development is established to support teacher success.
- The school has a strong board with a diverse array of skills. This board has demonstrated a focus on key outcomes for the school including academic and financial performance.
- Through contracting with the CMO, Seed Academy, the school has been able to effectively manage all areas of operations, including facilities, transportation, food service, and HR.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Rating Pending
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Rating Pending

Areas for Continuous Improvement:

- The school's EL program has been evolving during the course of this contract. While EL students have demonstrated strong performance on state exams, elements of the program have raised questions about the overall level of service to students. With recent leadership and programmatic changes, it appears the school is on a path to stabilize and greatly strengthen this program.
- Teacher turnover has been a challenge for the school, sometimes rising to 50% per year. Given the great investment the school makes in the development of teachers and the need for high quality teaching as part of the program, such turnover creates challenges. The school has invested in strategies to increase teacher retention and improve the work climate at the school.
- The board of directors is working to develop and implement a stronger evaluation process for the CMO.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.
- ACNW revisited the school in May 2014 and saw evidence of improved EL programming that addressed areas of concern outlined in the March 2014 evaluation.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	No
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$1,929,978 (27.51%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Best Academy's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	5.27	3.15	5.27
Days Cash on Hand		64	60
Enrollment Variance		97.2%	101.3%
Sustainability Indicators			
Fund Balance Percentage	9.9%	17.0%	26.9%
Total Margin/Aggregated Three-Year Total Margin	6.3%	7.8%	7.2%/7.1%
Debt to Asset Ratio	0.75	0.28	0.21

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance grew slightly to 27.5%.
- The school had one audit finding:
 - Significant deficiency – Untimely completion of personnel activity reports for federal programs.
 - The school developed an acceptable correction action plan (CAP) as documented in the audit.
- A compliance finding from the previous year was effectively addressed and not repeated.

Best Academy demonstrates effective financial management practices and a strong financial position, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Bright Water Elementary
LEA Number	4189
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-6
Elementary and/or Secondary Grades Actually Served	K-6
Year First Began Operations	2008
Term of Current Charter School Contract	07/01/2011-06/30/2016
Address	5140 Fremont Ave. North, Minneapolis MN 55430
Website	http://www.brightwatermontessori.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
2.5%	2.5%	9.8%	39.9%	45.4%	3.1%	17.2%	46.6%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Bright Water Elementary	010-10	5140 Fremont Ave. North, Minneapolis MN 55430	163	K-6

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	57.5%	23	40
Math	2013	45.1%	23	51
Math	2014	39.7%	23	58
Reading	2012	69.2%	27	39
Reading	2013	52.0%	26	50
Reading	2014	63.8%	37	58

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Bright Water Elementary	Math	2012	21	0.03
Bright Water Elementary	Math	2013	26	-0.45
Bright Water Elementary	Math	2014	36	-0.43
Bright Water Elementary	Reading	2012	18	0.13
Bright Water Elementary	Reading	2013	25	0.25
Bright Water Elementary	Reading	2014	35	0.34

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Bright Water Elementary School's academic performance evaluation completed in December 2013. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Insufficient Data
2: English Language Learners	Not Applicable
3: Reading Growth	Meets
4: Math Growth	Does Not Meet
5: Reading Proficiency	Meets
6: Math Proficiency	Approaches
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Does Not Meet
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	No Designation
11: Attendance	Exceeds

Summary Discussion

- In the area of reading growth measured by MCA performance, the school had a positive z-score that was higher than one out of two comparison schools. The school also had a greater percentage of students “On Track for Success” compared to the district.
- In the area of math growth measured by MCA performance, the school had a lower percentage of students “On Track for Success” than one comparison school and the district. The school had an extremely low percentage of students who made high growth on the MCAs.
- In the area of reading proficiency as measured by MCA performance, the school's proficiency index and proficiency rate were higher than those of two out of two comparison schools and that of the district.
- In the area of math proficiency as measured by MCA performance, the school's proficiency index and proficiency rate were higher than those of two out of two comparison schools and that of the district.

2014 Academic Data Highlights

- The school outperformed the local district by a significant margin in the area of reading proficiency as measured by MCA performance.
- The school did not perform as well as the local district in the area of math proficiency as measured by MCA performance.
- The school had a significant increase in the percentage of students on track for success in reading as measured by MCA performance compared to the previous year.

Environmental Education

Below is a summary of Bright Water Elementary's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Meets
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Exceeds
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Exceeds
7: Science Proficiency	Does Not Meet
8: Environmental Literacy	Exceeds

Overall, Bright Water Elementary's environmental education performance exceeds standard. The school employs environmental education as a strategy for teaching and learning within its science curriculum and social studies, and some cross-curricular collaboration is evident given the nature of the school's Montessori program. The school demonstrates an operational commitment to environmental education and sustainability by budgeting for field trips to natural areas and for implementing a low waste food program.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	10
• Of the total number, how many teachers were licensed in the assignment they taught?	10
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	3
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Bright Water Elementary's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Bright Water Elementary is overall a well-run organization, but that some challenges are evident. The 2013-14 school year was one of transition, and the board and school leadership are working collaboratively to address issues as needed. ACNW's reviews of the school's operations during this year reveal the following strengths and areas for continuous improvement:

Strengths:

- The school has demonstrated a strong commitment to its mission.
- The school's instructional program is becoming more established, and leadership and staff work hard to meet the needs of all students using the Montessori model, though many challenges are evident.
- The school has a strong, committed, stable, and growing board with a number of skills and experiences that support the school's mission.
- The school has been proactive to address operational issues during this year of transition.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Does Not Meet
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Rating Pending
4.2 Due Process & Privacy	Does Not Meet
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Rating Pending

Areas for Continuous Improvement:

- Consider more formal nursing services for the school.
- Development of a more consistent PLC structure with a focus on student learning.
- Report on parent survey data in the school's annual report.
- The school must ensure insurance coverage is in place to meet the "hazardous materials" statutory requirement.

Update – January 2015

- The school has posted a lottery policy on its website as required by statute.
- Enrollment forms have been updated and are now consistent with requirements.
- The Student-Parent handbook has been updated to ensure due process protections and policies are consistent with PFDA, Child Find, and other state and federal requirements.
- The school continues to review its EL program, policies, and practices to ensure all requirements are met. ACNW will review this area in spring 2015.
- ACNW does not yet have evidence that the school purchased additional insurance coverage to meet the "hazardous materials" statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	No
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$149,345 (9.90%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Bright Water Elementary's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Does Not Meet
Financial Policies and Practices		Does Not Meet	Meets
Financial Reporting		Meets	Does Not Meet
Financial Audit		Meets	Does Not Meet
Near-Term Indicators			
Current Ratio	2.12	1.46	1.07
Days Cash on Hand		18	20
Enrollment Variance		98.5%	98.3%
Sustainability Indicators			
Fund Balance Percentage	14.2%	11.5%	1.3%
Total Margin/Aggregated Three-Year Total Margin	3.5%	-0.2%	-7.2%/2.1%
Debt to Asset Ratio	0.39	0.61	0.88

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$126,380, and the general fund balance percentage grew substantially from 1.3% at FY13 year-end to 9.9% at FY14 year-end.
- The school had two compliance related findings:
 - Insuring or Securing Deposits, and Required Declaration
 - The school developed acceptable correction action plans (CAP) as documented in the audit.

Bright Water Elementary demonstrates improving financial management practices, although the FY13 and FY12 evaluations include several indicators that did not meet standard. The school's financial health is improving as of FY14, based on the substantial increase in the school's fund balance, and it is expected that other near term and sustainability indicators will also improve.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Cannon River STEM School
LEA Number	4194
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-8
Elementary and/or Secondary Grades Actually Served	K-8
Year First Began Operations	2009
Term of Current Charter School Contract	07/01/2012-06/30/2017
Address	1800 14th Street NE, Faribault MN 55021
Website	http://cannonriverstemschool.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.4%	5.7%	3.9%	90.0%	2.8%	12.1%	28.5%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Cannon River STEM School	010-10	1800 14th Street NE, Faribault MN 55021	281	K-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	60.7%	68	112
Math	2013	57.3%	75	131
Math	2014	59.2%	90	152
Reading	2012	71.4%	80	112
Reading	2013	52.3%	69	132
Reading	2014	57.9%	88	152

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Cannon River STEM School	Math	2012	84	0.07
Cannon River STEM School	Math	2013	92	-0.47
Cannon River STEM School	Math	2014	112	-0.29
Cannon River STEM School	Reading	2012	86	0.09
Cannon River STEM School	Reading	2013	94	-0.10
Cannon River STEM School	Reading	2014	110	-0.12

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Cannon River STEM School's academic performance evaluation, completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary Discussion

- In the area of reading growth measured by MCA performance, the school had a negative z-score that was lower than those of comparison schools. It was also lower than those from previous years. The school had a lower percentage of students "On Track for Success" than comparison schools, but a slightly higher percentage than the district.
- In the area of math growth measured by MCA performance, the school had a negative z-score that was lower than those of comparison schools and lower than that of the previous year. The school also had a lower percentage of students that were "On Track for Success" than comparison schools and the district.
- In the area of reading proficiency measured by MCA performance, the school's proficiency index was lower than those of comparison schools, although it was higher than that of the district.
- In the area of math proficiency measured by MCA performance, the school met its goal. The school's proficiency index and rate were both lower than the indices and rates of two of three comparison schools. However, both measures were higher than those of one comparison school and the district. The school's proficiency index was slightly lower than that of the previous year. The school's proficiency rate was similar to that of the state.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Meets
2: English Language Learners	Not Applicable
3: Reading Growth	Approaches
4: Math Growth	Does Not Meet
5: Reading Proficiency	Approaches
6: Math Proficiency	Meets
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Meets
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	Continuous Improvement
11: Attendance	Exceeds

2014 Academic Data Highlights

- In the area of math growth as measured by MCA performance, 42.6% of students were on track for success, a slight increase from the previous year.
- In the area of reading growth as measured by MCA performance, 48.6% of students were on track for success, a decrease from the previous year.

Environmental Education

Below is a summary of Cannon River STEM School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Exceeds
4: Elective EE Trend Areas	Exceeds
5: Ongoing EE Trend Areas	Meets
6: Commitment	Exceeds
7: Science Proficiency	Meets
8: Environmental Literacy	Exceeds

Overall, Cannon River STEM School's environmental education performance exceeds standard. Students spend a significant amount of time exploring outdoor areas for learning about the natural environment, and the instructional program focuses on inquiry-based, project-based, and place-based learning. The school exceeds

standard in nearly every required and elective indicator area. Its achievements and progress toward its contractual EE goals is commendable, and its performance demonstrates a strong commitment to fostering environmental literacy among its students, staff, and faculty.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	23
• Of the total number, how many teachers were licensed in the assignment they taught?	22
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	1
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	9

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Cannon River STEM School's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Cannon River STEM School is a well-run organization. ACNW's reviews of the school's operations during the course of this fiscal year reveal the following strengths and areas for continuous improvement:

Strengths:

- A review of school documents, including its annual report, website, and board meeting minutes, along with information gained through observations and site visits, indicate that the school is driven by its mission and has developed appropriate educational programming to realize that mission.
- Many staff members and teachers have longevity in their positions and staff turnover is low. This suggests positive things about the culture and continuity of services for the children.
- The school has succeeded in providing a safe, nurturing environment where students can feel supported and can develop as individuals.
- The school has strong systems in place to address day-to-day operations, ensuring the focus is on student learning.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Meets

Areas for Continuous Improvement:

- The school fully implemented the Executive Director evaluation process just this May. It is important for the board to continue to use this process each year to establish and evaluate performance expectations.
- Board of director meeting minutes could be more clearly crafted to characterize conversations and offer some more detail about resolutions.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$708,532 (28.76%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Cannon River STEM School's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	3.91	4.48	4.32
Days Cash on Hand		78	65
Enrollment Variance		93.5%	97.2%
Sustainability Indicators			
Fund Balance Percentage	27.8%	29.4%	30.8%
Total Margin/Aggregated Three-Year Total Margin	12.4%	5.3%	5.4%/7.5%
Debt to Asset Ratio	0.20	0.18	0.19

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$50,126; however, the general fund balance percentage decreased slightly to 28.76% because of an increase in expenditures due to the school's growth.
- The school had one compliance finding:
 - Insuring or Securing Deposits
 - The school developed an acceptable correction action plan (CAP) as documented in the audit.

Cannon River STEM School demonstrates effective financial management practices and strong financial health, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Crosslake Community School
LEA Number	4059
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-12
Elementary and/or Secondary Grades Actually Served	K-8
Year First Began Operations	2000
Term of Current Charter School Contract	07/01/2012-06/30/2017
Address	36974 County Road 66, Crosslake MN 56442
Website	http://www.crosslakekids.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	21.1%	49.6%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Crosslake Community Charter School	010-10	36974 County Road 66, Crosslake MN 56442	123	K-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	62.9%	39	62
Math	2013	63.2%	43	68
Math	2014	69.9%	51	73
Reading	2012	80.6%	50	62
Reading	2013	60.3%	41	68
Reading	2014	67.1%	49	73

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Crosslake Community Charter School	Math	2012	43	-0.15
Crosslake Community Charter School	Math	2013	46	0.21
Crosslake Community Charter School	Math	2014	58	0.03
Crosslake Community Charter School	Reading	2012	43	0.14
Crosslake Community Charter School	Reading	2013	46	0.19
Crosslake Community Charter School	Reading	2014	58	0.45

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Crosslake Community School's academic performance evaluation, completed in December 2013. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Insufficient Data
2: English Language Learners	Not Applicable
3: Reading Growth	Exceeds
4: Math Growth	Exceeds
5: Reading Proficiency	Approaches
6: Math Proficiency	Meets
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Exceeds
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	Reward
11: Attendance	Exceeds

Summary Discussion

- In the area of reading growth, the school met its goal. NWEA results show that 74.5% of students made expected growth targets (over 50% would be considered “better than average”). As measured by MCA performance, the school had a positive z-score that was higher than those of comparison schools. In addition, the z-score also was higher than that of the previous year. The school had more students “On Track for Success” than did comparison schools and the district.
- In the area of math growth, the school met its goal. NWEA results show that 68.2% of students made expected growth targets. As measured by MCA performance, the school had a positive z-score that was higher than those of comparison schools. In addition, the z-score also was higher than that of the previous year. The school had more students “On Track for Success” than did comparison schools and the district.
- In the area of reading proficiency measured by MCA performance, the school's proficiency index and proficiency rate was higher than both the indices and rates for both of the comparison schools.
- In the area of math proficiency measured by MCA performance, the school's proficiency index and proficiency rate was higher than both the indices and rates for both of the comparison schools. Crosslake's proficiency index and rate were also both higher than the index and rate from the previous year.

2014 Academic Data Highlights

- In the area of math growth as measured by MCA performance, the school had a slight decrease in the percentage of students on track for success.
- In the area of reading growth as measured by MCA performance, the school had a slight increase in the percentage of students on track for success.
- 72.2% of students met or exceeded fall to spring expected growth targets on the NWEA in reading.
- 68.2% of students met or exceeded fall to spring expected growth targets on the NWEA in math.

Environmental Education

Below is a summary of Crosslake Community School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Meets
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Approaches
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Exceeds
7: Science Proficiency	Exceeds
8: Environmental Literacy	Meets

Overall, Crosslake Community School's environmental education performance meets standard. The school demonstrates a clear commitment to increasing environmental literacy among its student population, and invests ample curricular resources and classroom time toward achieving its goals. The school uses the environment both as a classroom and a subject, integrates environmental topics throughout disciplines, and provides opportunities for students to apply knowledge and skills. The school demonstrates that its academic program and operations reflect a commitment to increasing environmental literacy.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	13
• Of the total number, how many teachers were licensed in the assignment they taught?	13
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	3
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Crosslake Community School's operations performance for the most recent evaluation completed in May 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Crosslake Community School is overall a well-run organization. ACNW's reviews of the school's operations during this year reveal the following strengths and areas for continuous improvement:

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Does Not Meet
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Strengths:

- The school effectively lives out its mission as a community school.
- The school's instructional program is established and the school continues to focus on enhancing teaching and learning through improved professional development and teacher evaluation.
- The school has a strong, committed, and stable board with a number of skills and experiences that support the school's mission.
- Many of the day-to-day operations systems are established and functioning smoothly.

Areas for Continuous Improvement:

- The board should consider the skills and experiences it needs at this stage of the school's life cycle to continue to be effective. Organizational leadership and development as well as strategic planning and implementation are two potential areas for consideration.
- Board training meets initial statutory requirements, but additional ongoing training must be considered and implemented by the board to meet statutory requirements.

Update – January 2015

- The school has posted a lottery policy on its website as required by statute.
- The school changed insurance providers to obtain insurance to meet the hazardous materials requirement, and ACNW is still seeking additional documentation to ensure that this coverage is in place.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$477,232 (34.85%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Crosslake Community School's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	4.98	4.62	5.06
Days Cash on Hand		87	119
Enrollment Variance		94.6%	92.8%
Sustainability Indicators			
Fund Balance Percentage	38.0%	37.2%	36.2%
Total Margin/Aggregated Three-Year Total Margin	4.0%	3.4%	-0.4%/2.3%
Debt to Asset Ratio	0.19	0.21	0.19

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance decreased by \$19,828, reducing the general fund balance percentage slightly to 34.85% because of an increase in expenditures due to the school's growth.
- The school had no findings.

Crosslake Community School demonstrates effective financial management practices and strong financial health, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Discovery Public School of Faribault
LEA Number	4081
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	6-12
Elementary and/or Secondary Grades Actually Served	6-12
Year First Began Operations	2001
Term of Current Charter School Contract	07/01/2014-06/30/2019
Address	126 8th St. NW, Faribault MN 55021
Website	http://www.isd4081.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.4%	5.7%	3.9%	90.0%	2.8%	12.1%	28.5%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Discovery Public School Faribault	010-40	126 8th St. NW, Faribault MN 55021	52	6-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	7.1%	1	14
Math	2013	25.0%	4	16
Math	2014	5.9%	1	17
Reading	2012	18.2%	2	11
Reading	2013	41.2%	7	17
Reading	2014	31.3%	5	16

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	11	45.8%
2012	7	53.9%
2013	5	50.0%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	9	47.4%
2012	14	56.0%
2013	7	53.9%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	CTSTR	CTSTR
2012	11	55.0%
2013	14	56.0%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Discovery Public School Faribault	Math	2012	12	-0.04
Discovery Public School Faribault	Math	2013	14	-0.55
Discovery Public School Faribault	Math	2014	16	-0.62
Discovery Public School Faribault	Reading	2012	8	-
Discovery Public School Faribault	Reading	2013	15	0.40
Discovery Public School Faribault	Reading	2014	12	-0.45

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Discovery Public School's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	Meets	Meets
2: English Language Learners	Not Applicable	Not Applicable
3: Reading Growth	Approaches	Meets
4: Math Growth	Does Not Meet	Approaches
5: Reading Proficiency	Does Not Meet	Meets
6: Math Proficiency	Does Not Meet	Meets
7: Writing Proficiency	Insufficient Data	Insufficient Data
8: Science Proficiency	Insufficient Data	Insufficient Data
9: Post Secondary Readiness	Insufficient Data	Insufficient Data
10: Federal & State Accountability	No Designation	No Designation
11: Attendance	Approaches	Approaches

Summary Discussion

A key element of Discovery Public School's mission is to help students who are behind academically. Many of the students who enroll at this school were not served well in their previous school(s), and the school has a mobility rate of over 80%, among the highest in the state for charters.

In 2012, the school had low proficiency rates on both the MCA reading test (18%) and math test (4.5%). In the area of reading growth, the school provided some positive data showing that students, on average, increased their NWEA scores by 5.3%. ACNW communicated to the school that new goals needed to be established and that the school needed to do a better job of gathering and reporting on academic data.

There was improvement in both results and data reporting in 2012-2013. Proficiency rates increased on MCA reading test (41% proficient) and math test (25% proficient). In fact, reading increased by 23% whereas statewide reading went down by 18%. In its most recent evaluation, the school met standards in the areas of mission-related goals, reading growth, reading proficiency, and math proficiency. The school reported that the number of behavior referrals dropped significantly thereby meeting its mission-related goal. 57.9% of students in Grades 6-12 enrolled October 1 made their expected growth on NWEA Reading Test from the fall testing window to the spring testing window. However, only 33.4% of students in grades 6-12 enrolled October 1 made their expected growth on NWEA Math Test.

Insufficient data was available to make an evaluation in several other key areas. ACNW has communicated the need for continued improved data collection and reporting with the school. Overall, the school has made substantial progress academically in the past two years.

2014 Academic Data Highlights

- Math proficiency rates and Reading proficiency rates both dropped.
- A high percentage of students at the school are not tested in the statewide assessment system.
- Lower percentages of students met expected growth on NWEA Reading (28%) and Math (30%).
- Graduation rates remain consistent – near 50% – for 4-year, 5-year and 6-year cohorts.
- 50% of students who were behind academically, made satisfactory progress towards graduation based on school reporting.

Environmental Education

Below is a summary of Discovery Public School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Meets
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Exceeds
4: Elective EE Trend Areas	Meets
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Exceeds
7: Science Proficiency	Insufficient Data
8: Environmental Literacy	Meets

Overall, Discovery Public School's environmental education performance meets standard. The school had no specific environmental education program or focus prior to transferring to ACNW. Its achievements and progress toward its contractual goals in the last three school years is commendable, and its performance demonstrates a strong commitment to fostering environmental literacy among its students, staff, and faculty. Interviews with students and participation in a variety of offerings indicate that the school is implementing programs and practices with fidelity to increase environmental literacy among its students, faculty, and staff.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	7
• Of the total number, how many teachers were licensed in the assignment they taught?	7
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	2
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	3

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Discovery Public School's operations performance for the most recent evaluation completed in February 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Discovery Public School is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- During site visits, evidence of mission fulfillment could be seen in the personalized educational approach, small group sizes, strong relationships, and focus on basic skills. Some classroom activities provided evidence of hands on learning and real world experience to better prepare students for life upon graduation. In addition, the special education program is focused on supporting students' development of social and emotional skills.
- Interviews with school staff, the special education director, and one parent, as well as observations by ACNW staff at the school provide evidence of an overall effective special education program that addresses students' needs. The program has appropriate and accessible break out space as needed, and the resource room is perceived as a safe space for students.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

- Review of resumes of board members provides evidence of individuals with diverse skills and strengths including expertise in education (including special education), finance, management, and human resources. Many of the board members have been on the board for over 4 years, and no member has been on the board for less than 2 years.
- The Discovery Public School teaching staff has remained largely intact for several years. This speaks to their commitment to serving the school's students.

Areas for Continuous Improvement:

- Interviews with staff did not provide evidence that there is strong instructional leadership in place. The increased focus on the school's contractual goals and academic achievement impacts the day-to-day teaching strategy; however, each teacher is his/her own head of curriculum, and strategies and approaches are seldom shared.
- The school does not appear to be implementing a systemic way for teachers to put in place regular, common, and measurable assessments of explicit learning targets, to analyze the resulting data, and to design instruction accordingly to meet student needs.
- The school does not have insurance coverage that meets statutory requirements.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the "hazardous materials" statutory requirement.
- ACNW will be doing a site visit in January 2015 to follow up on instructional leadership, use of formative assessments, and teacher professional development.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$198,875 (24.89%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Discovery Public School's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	2.31	5.27	4.76
Days Cash on Hand		87	94
Enrollment Variance		96.9%	94.9%
Sustainability Indicators			
Fund Balance Percentage	27.0%	36.1%	30.2%
Total Margin/Aggregated Three-Year Total Margin	11.2%	10.6%	-4.5%/6.0%
Debt to Asset Ratio	0.38	0.17	0.18

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$47,438; however, the general fund balance percentage decreased to 24.89%.
- The school had no findings.

Discovery Public School demonstrates effective financial management practices and strong financial health, both in terms of near term indicators and sustainability indicators; however, the school has experienced a net loss in each of the past two years negatively impacting its fund balance and financial health.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Discovery Woods Montessori School
LEA Number	4198
MDE Officially Recognized Early Learning Program(s)	Instructional Preschool Program
Elementary and/or Secondary Grades Approved to Serve	K-6
Elementary and/or Secondary Grades Actually Served	K-6
Year First Began Operations	2011
Term of Current Charter School Contract	07/01/2014-06/30/2018
Address	604 N 7th Street, Brainerd MN 56401
Website	http://www.discoverywoods.com/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
1.8%	0.9%	0.0%	0.9%	96.5%	0.0%	17.5%	57.9%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Discovery Woods Montessori School	010-10	604 N 7th Street, Brainerd MN 56401	114	K-6

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	20.9%	9	43
Math	2013	25.0%	14	56
Math	2014	37.0%	20	54
Reading	2012	43.9%	18	41
Reading	2013	32.7%	18	55
Reading	2014	47.3%	26	55

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Discovery Woods Montessori School	Math	2012	18	-2.27
Discovery Woods Montessori School	Math	2013	40	-0.74
Discovery Woods Montessori School	Math	2014	43	-0.48
Discovery Woods Montessori School	Reading	2012	17	-1.47
Discovery Woods Montessori School	Reading	2013	39	-0.33
Discovery Woods Montessori School	Reading	2014	42	-0.30

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Discovery Woods Montessori School's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	No Rating	No Rating
2: English Language Learners	Not Applicable	Not Applicable
3: Reading Growth	Insufficient Data	Does Not Meet
4: Math Growth	Insufficient Data	Does Not Meet
5: Reading Proficiency	Approaches	Approaches
6: Math Proficiency	Does Not Meet	Approaches
7: Writing Proficiency	Insufficient Data	Insufficient Data
8: Science Proficiency	Does Not Meet	Approaches
9: Post Secondary Readiness	Not Applicable	Not Applicable
10: Federal & State Accountability	No Designation	Continuous Improvement
11: Attendance	Approaches	Approaches

Summary Discussion

In 2011-2012, the school provided data that was incomplete in many instances or to be considered as baseline data in other instances since it was the first year of operation. However, the school's year one proficiency levels on MCA tests in both math and reading were significantly below state, district, and comparable schools. This is not unexpected given the school had the opportunity to work with students for less than one year prior to testing, and that the first year of a new school is focused on the development of the school culture. The low proficiency rates combined with the lack of data in other areas resulted in ratings that were not satisfactory.

In 2012-2013, the school improved its data collection and reporting efforts and saw some improved results. The school received a rating of "Approaches Standards" for reading, math, and science proficiency. Math proficiency increased from the previous year, and reading proficiency rates were similar. However, the school received a rating of "Does Not Meet Standards" in reading and math growth. NWEA results show that significantly less than 50% of students increased their RIT scores by the desired amounts specified in current or future goals. The school is still early in its development, yet the low proficiency rates and weak growth data warrants close monitoring. While the school improved its data collection and reporting in its second year of operation, more improvement is needed.

2014 Academic Data Highlights

- The school achieved significant improvements in both math and reading proficiency.
- The school achieved improvement in the percentage of students "on track for success" in math, though at 28% this is significantly below the district and state averages.
- The school percentage of students "on track for success" in reading dropped slightly to 45.3% and remains below the statewide average.
- The school was named a Priority School in 2014 by MDE.

Environmental Education

Below is a summary of Discovery Woods Montessori School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Insufficient Data
4: Elective EE Trend Areas	Meets
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Exceeds
7: Science Proficiency	Approaches
8: Environmental Literacy	Meets

Overall, Discovery Woods Montessori School's environmental education performance exceeds standard. The school implements a science-based curriculum that is focused on environmental education and provides for experiential learning, which is aligned with Montessori philosophy. The school demonstrates a clear commitment to increasing environmental literacy among its student population, and invests ample curricular resources and classroom time toward achieving its goals. The school uses the environment as both a classroom and a subject, and integrates environmental topics throughout disciplines.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	9
• Of the total number, how many teachers were licensed in the assignment they taught?	8
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Discovery Woods Montessori School's operations performance for the most recent evaluation completed in February 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Discovery Woods Montessori School is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- Review of school documents including the annual report, charter renewal application, and website indicate that the school's vision and mission continue to be the driving force behind the school. The school fully outlines its commitment to the Montessori model.
- The school's strong commitment to environmental stewardship is evident in practices and instruction at the school and is augmented by its location adjacent to the Northland Arboretum, which provides an easily accessible outdoor learning environment that the school utilizes often.
- A survey of parents indicates a high level of satisfaction with the school. This sentiment was confirmed during ACNW interviews with parents.
- The school has a quality facility that meets its needs.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- The instructional leadership structure at the school raises some challenges. Currently both co-directors are involved in instructional leadership. One provides coaching in Montessori methods, while the other has the other key instructional leadership duties including curriculum alignment and professional development related to state standards. Job descriptions provide clarity, and the school is working to further clarify and implement this structure effectively.
- The school board is comprised of the statutory minimum of 5 board members. This somewhat limits the board's capacity. The school has indicated a plan to increase the board size.
- The school should complete development of a formal management accountability system.
- The school must obtain and maintain appropriate levels of liability insurance.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.
- The school has moved to a single director model to streamline leadership.
- The school moved to a new facility in fall 2014 to address space needs.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$432,858 (41.44%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Discovery Woods Montessori School's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Does Not Meet	Meets
Near-Term Indicators			
Current Ratio		3.19	7.37
Days Cash on Hand		76	106
Enrollment Variance		91.7%	89.0%
Sustainability Indicators			
Fund Balance Percentage		28.3%	38.1%
Total Margin/Aggregated Three-Year Total Margin		21.0%	13.0%/16.0%
Debt to Asset Ratio		0.28	0.12

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$85,762, increasing the general fund balance percentage to 41.44% because of reduced expenditures.
- The school had no findings.

Discovery Woods Montessori School demonstrates effective financial management practices and strong financial health, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	East Range Academy of Technology and Science
LEA Number	4166
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	10-12
Elementary and/or Secondary Grades Actually Served	10-12
Year First Began Operations	2007
Term of Current Charter School Contract	07/01/2014-06/30/2018
Address	2000 Siegel Blvd., Eveleth MN 55734
Website	http://www.mnerats.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
5.4%	0.0%	0.0%	1.1%	93.5%	0.0%	37.6%	79.6%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
East Range Academy of Tech-Science	010-32	2000 Siegel Blvd., Eveleth MN 55734	93	10-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	21.4%	6	28
Math	2013	19.2%	5	26
Math	2014	25.0%	7	28
Reading	2012	56.3%	9	16
Reading	2013	36.8%	7	19
Reading	2014	46.7%	7	15

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	50	70.4%
2012	27	56.3%
2013	27	51.9%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	40	75.5%
2012	56	80.0%
2013	30	61.2%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	26	78.8%
2012	41	73.2%
2013	58	81.7%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
East Range Academy of Tech-Science	Math	2012	24	-0.37
East Range Academy of Tech-Science	Math	2013	19	-0.07
East Range Academy of Tech-Science	Math	2014	17	-0.24
East Range Academy of Tech-Science	Reading	2012	13	-0.31
East Range Academy of Tech-Science	Reading	2013	12	-0.03
East Range Academy of Tech-Science	Reading	2014	11	-0.01

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of East Range Academy of Technology and Science's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	No Rating	No Rating
2: English Language Learners	Not Applicable	Not Applicable
3: Reading Growth	Insufficient Data	Meets
4: Math Growth	Does Not Meet	Approaches
5: Reading Proficiency	Approaches	Approaches
6: Math Proficiency	Does Not Meet	Approaches
7: Writing Proficiency	Insufficient Data	Insufficient Data
8: Science Proficiency	Does Not Meet	Does Not Meet
9: Post Secondary Readiness	Approaches	Approaches
10: Federal & State Accountability	No Designation	No Designation
11: Attendance	Approaches	Approaches

Summary Discussion

A key element of East Range Academy's mission is to help students who are behind academically. Many of the students who enroll at this school were not served well in their previous school(s). This is particularly noteworthy given that through 2014, the school started with 10th grade. This greatly impacts performance on state assessments. (Beginning in 2014-2015, the school now serves students in 9th grade.)

In 2012-2013, the school did an excellent job of collecting data and tracking the achievement of students that have been continuously enrolled. The school showed significant improvement in performance. The school also began to use a new assessment tool, STAR, to assess student growth in reading and math. . The school demonstrated that, on average, continuously enrolled students demonstrated more than one grade level growth in reading based on STAR results.

Highlights from 2013 include:

- The school provided data showing that students continuously enrolled for two years averaged more than one year's growth in math and that students continuously enrolled for three years averaged more than two year's growth in math.
- The most recent graduating class of ERATS students included 17 students who were fully enrolled at the school from grade 10 through grade 12. All 2013 graduates passed the GRAD Reading requirement before the end of the school year.
- The school presented data showing that 80% of graduating students in 2013 plan to attend a post secondary program.

Areas of continued concern are the lower proficiency rates in reading, math, and science. The school's proficiency rate in science was higher than that of only one of three comparison schools, and significantly lower than that of the district and the state. Again, given the fact that many of the school's students come to the school well below grade level when they enter the school, these lower proficiency rates are not surprising. The recent data showing that continuously enrolled students are making year-to-year progress in reading and math is promising, however.

2014 Academic Data Highlights

- The school achieved notable improvements in both math and reading proficiency.
- The school provided data documenting that students enrolled for 2 years have demonstrated noteworthy growth on the STAR Reading and Math assessments.
- MCA Science proficiency rate increased by over 11 percentage points to 37.9%.
- The school's MMR increased from 35.66% in 2013 to 60.35% in 2014.

Environmental Education

Below is a summary of East Range Academy of Technology and Science's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Meets
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Approaches
4: Elective EE Trend Areas	Meets
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Meets
7: Science Proficiency	Does Not Meet
8: Environmental Literacy	Meets

Overall, ERATS's environmental education performance meets standard. Given the school's mission, vision, and student population, the school's approach to environmental education is focused heavily on concrete application – environmental science, natural resource management, and outdoor recreation. Its science-focused program includes aspects of EE that demonstrate a commitment to environmental learning. Its achievements and progress toward its contractual goals in this contract period is evident, and its performance demonstrates a commitment to fostering environmental literacy among its students, staff, and faculty.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	12
• Of the total number, how many teachers were licensed in the assignment they taught?	10
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	2
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of East Range Academy of Technology and Science's operations performance for the most recent evaluation completed in February 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that ERATS is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- Review of school documents, including the annual report, charter renewal application, and website, along with information gained from site visits, indicate that the school's vision and mission are being realized at ERATS. A personalized curriculum is also part of their vision statement. To realize this, the school offers credit recovery classes, an afternoon school option where students can attend school from 3:30-5:00 and work with a licensed teacher to earn credits, and an independent class on their schedule to maximize the opportunities for credit completion.
- The school has succeeded in providing a caring environment that helps students catch up academically and move towards post-secondary, college, and career planning.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

- Review of resumes of board members provides evidence of individuals with diverse skills and strengths including expertise in education, finance, management, technology, and community connections. Board meeting minutes document overall high attendance at board meetings. In addition, the board has a strong mix of individuals with a long tenure on the board and those newer to the board.

Areas for Continuous Improvement:

- Overall the school's instructional program is functional yet still developing. The school has been successful in building the school culture and in building a solid educational program consisting of traditional classes combined with one-on-one attention for remediation and credit recovery. The school recognizes the need to re-examine the instructional approach within its course structure.
- Based on site visits, classroom observations, and interviews, the school is lacking a coherent or consistent instructional model or approach at the school.
- The school's special education program demonstrates a strong service delivery model, yet a recent MDE Review included compliance findings significant in number and scope.
- The school must obtain insurance coverage that complies with statutory requirements.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	No
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$326,925 (27.00%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of East Range Academy of Technology and Science's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Approaches	Meets
Financial Policies and Practices		Approaches	Meets
Financial Reporting		Does Not Meet	Meets
Financial Audit		Does Not Meet	Meets
Near-Term Indicators			
Current Ratio	1.60	2.43	4.56
Days Cash on Hand		86	37
Enrollment Variance		99.9%	94.7%
Sustainability Indicators			
Fund Balance Percentage	12.7%	27.6%	25.6%
Total Margin/Aggregated Three-Year Total Margin	6.6%	13.5%	-0.1%/6.7%
Debt to Asset Ratio	0.56	0.35	0.16

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance decreased by \$5,999, though the general fund balance percentage increased slightly to 27% because of reduced expenditures.
- The school had no findings.

East Range Academy of Technology and Science demonstrates effective financial management practices and reasonably strong financial health. While sustainability indicators meet standard, near term indicators have not consistently met standard.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Excell Academy for Higher Learning
LEA Number	4068
MDE Officially Recognized Early Learning Program(s)	Instructional Prekindergarten Program
Elementary and/or Secondary Grades Approved to Serve	K-8
Elementary and/or Secondary Grades Actually Served	K-8
Year First Began Operations	2001
Term of Current Charter School Contract	07/01/2014-06/30/2018
Address	6510 Zane Avenue North, Brooklyn Park MN 55429
Website	http://www.excellacademy.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.0%	3.3%	96.1%	0.6%	36.1%	7.4%	93.4%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Excell Academy Charter	010-10	6510 Zane Avenue North, Brooklyn Park MN 55429	363	K-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	32.3%	70	217
Math	2013	29.5%	59	200
Math	2014	42.0%	74	176
Reading	2012	47.6%	101	212
Reading	2013	26.0%	52	200
Reading	2014	34.1%	60	176

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Excell Academy Charter	Math	2012	144	0.18
Excell Academy Charter	Math	2013	145	-0.20
Excell Academy Charter	Math	2014	129	0.20
Excell Academy Charter	Reading	2012	145	-0.09
Excell Academy Charter	Reading	2013	147	-0.04
Excell Academy Charter	Reading	2014	130	-0.18

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Excell Academy's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website:
www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	No Rating	No Rating
2: English Language Learners	No Rating	Approaches
3: Reading Growth	Approaches	Meets
4: Math Growth	Meets	Approaches
5: Reading Proficiency	Approaches	Approaches
6: Math Proficiency	Approaches	Does Not Meet
7: Writing Proficiency	No Rating	Insufficient Data
8: Science Proficiency	Does Not Meet	Does Not Meet
9: Post Secondary Readiness	Not Applicable	Not Applicable
10: Federal & State Accountability	Focus	Focus
11: Attendance	Exceeds	Exceeds

Summary Discussion

In 2012-2013, Excell Academy received a rating of “Meets Standard” in reading growth, and “Approaches Standard” for the following areas: English Language Learners, math growth, and reading proficiency. Highlights included:

- The percentage of ELs making progress increased by over 20% from 2012 to 2013, and the school performance on the AMAO Progress was within 0.5% of the state target.
- NWEA results show that 55.9% of students made expected growth targets in reading.
- NWEA results show that 53.6% of students made expected growth targets in math.
- On the MCA reading tests, the school had a higher percentage of students “On Track for Success,” than four out of five comparison schools.
- Using the Q Comp reading crosswalk procedure from MDE, which is an approach intended to permit meaningful comparison of proficiency rates on the MCA-II and MCA-III, the school provided data indicating that 52% of Excell Academy’s students would have met proficiency on the MCA II assessment which was higher than the previous year’s rate of 47.6%.

On the MCA math test, the school’s proficiency rate was lower than those of three of five comparison schools and significantly lower than those of the district and the state. On the MCA Science test, the school has demonstrated a slight increase in the proficiency rate in each of the past two years; however, this rate is still extremely low at 5.3%

2014 Academic Data Highlights

- The school achieved notable improvements in both math and reading proficiency.
- Over 70% of students met or exceeded growth targets in math and reading on the NWEA assessment.
- 68.24% of EL students made Progress toward English Language Proficiency as measured by the WIDA ACCESS. This is over 24 percentage points above the state target.
- The percentage of students “on track for success” increased in math, while decreasing in reading.
- The school’s MMR and FR both increased significantly from the 2011 designation to the 2014 designation. Nonetheless, the school remains a Focus School.

Environmental Education

Below is a summary of Excell Academy's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Approaches
2: Field Trips to Natural Areas	Approaches
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Approaches
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Approaches
7: Science Proficiency	Does Not Meet
8: Environmental Literacy	Insufficient Data

Overall, Excell Academy's environmental education performance approaches standard. Visits to the school, interviews with students, and evaluation of the school's annual report data indicate limited engagement with environmental education concepts, methods, and activities among students, faculty, and staff. While the school has some progress towards meeting its required EE mission match goals, its academic program, operations, and financial commitment have remained at a level that has not met standard for some time. This is an area in which the school must improve over the course of its current contract.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	29
• Of the total number, how many teachers were licensed in the assignment they taught?	29
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	3
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	6

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Excell Academy's operations performance for the most recent evaluation completed in February 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:
www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Excell Academy is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- The recent creation of an Instructional Leadership Team that has implemented many new strategies for improving student performance. This includes a strong plan for using data to drive instruction and learning. The staff demonstrates a shared sense of purpose and commitment to improving outcomes for students.
- The school was designated a Focus School during the term of this contract. The school has engaged the Centers for Excellence in school improvement activities, and ACNW is encouraged by the implementation of an Instructional Leadership Team and other activities aimed at mission and vision fulfillment. This includes better assessment strategies and use of data.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

- The school has a strong board with a diverse array of skills. This board operates using a Policy Governance model and has engaged in appropriate governance activities and decision-making. Additionally, the board has established clear Ends policies linked to a performance evaluation of the Director.
- The school facilities provide a safe, positive environment for students to learn and staff to work. The school has well established food service and transportation programming.

Areas for Continuous Improvement:

- The school has had some challenges with compliance and reporting. Excell has submitted its financial audit past the statutory deadline in each of the last two years. In addition, the school's website and insurance coverage are not in compliance with statute. Though it was recently launched, the school has had difficulty meeting Epicenter deadlines.

Update – January 2015

- ACNW has evidence that the school purchased "hazardous materials" insurance coverage, though it is not clear that it is sufficient to meet the statutory requirement. ACNW is following up on this.
- Recent review of the website by ACNW showed that it is compliant with statutory requirements.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$1,176,875 (27.02%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Excell Academy's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Does Not Meet	Does Not Meet
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	2.09	1.60	5.00
Days Cash on Hand		45	56
Enrollment Variance		93.0%	87.0%
Sustainability Indicators			
Fund Balance Percentage	18.8%	12.4%	23.7%
Total Margin/Aggregated Three-Year Total Margin	2.2%	-6.0%	8.8%/1.7%
Debt to Asset Ratio	0.39	0.49	0.15

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$76,947, increasing the general fund balance percentage to 27%.
- The school had one legal compliance finding:
 - Insufficient collateral
 - The school developed an acceptable correction action plan (CAP) as documented in the audit.

Excell Academy generally demonstrates effective financial management practices; however, it has been late in submitting required reports to ACNW in FY13 and FY12. The school demonstrates improving and strong financial health, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Glacial Hills Elementary School
LEA Number	4168
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-6
Elementary and/or Secondary Grades Actually Served	K-6
Year First Began Operations	2007
Term of Current Charter School Contract	07/01/2011-06/30/2015
Address	610 West 6th Street, P.O. 189, Starbuck MN 56381
Website	http://www.glacialhills.org/site/default.aspx?PageID=1

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.0%	2.4%	2.4%	95.2%	0.0%	23.4%	55.6%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Glacial Hills Elementary	010-10	610 West 6th Street, P.O. 189, Starbuck MN 56381	124	K-6

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	51.2%	22	43
Math	2013	77.8%	42	54
Math	2014	74.4%	32	43
Reading	2012	79.1%	34	43
Reading	2013	75.9%	41	54
Reading	2014	74.4%	32	43

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Glacial Hills Elementary	Math	2012	26	-0.53
Glacial Hills Elementary	Math	2013	37	0.43
Glacial Hills Elementary	Math	2014	31	-0.16
Glacial Hills Elementary	Reading	2012	26	0.43
Glacial Hills Elementary	Reading	2013	37	0.41
Glacial Hills Elementary	Reading	2014	31	-0.36

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Glacial Hills Elementary School's academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary Discussion

Glacial Hills Elementary students performed at a high level during the 2012-2103 school year. Highlights include:

- A high percentage of students demonstrated growth in reading and math on several measures including the STAR and on the MCAs.
- The school had a positive z-score that was higher than comparison schools in both reading and math on the MCAs.
- The school's proficiency rate in reading was higher than that of the local district and the state.
- The school's proficiency rate in math was also higher than that of the local district and the state.
- The school was a "Reward" school identified through the state's MMR evaluation system.

2014 Academic Data Highlights

- The school has met its math growth goals and the MCA results show that a majority of students are on track for success.
- Glacial Hills Elementary also had a higher percentage of Free and Reduced students on track for success than the local district.
- While STAR data shows that a high percentage of students are making growth in reading, the school experienced a drop in the percentage of students on track for success based on MCA data.
- In the area of reading proficiency, Glacial Hills Elementary had a higher index rate than the state, the local district, and two comparison schools. The school also had a higher reading proficiency rate than the state, the local district, and two comparison schools.

Proficiency Index - All	FY14
Glacial Hills Elementary	82.56
Morris Area Elementary	80.60
Hancock Elementary	77.15
ISD 2149 Minnewaska SD	74.45
State of Minnesota	69.86

Proficiency Rate - All	FY14
Glacial Hills Elementary	74.4
Morris Area Elementary	71.1
Hancock Elementary	68.1
ISD 2149 Minnewaska SD	62.6
State of Minnesota	59.8

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Insufficient Data
2: English Language Learners	Not Applicable
3: Reading Growth	Exceeds
4: Math Growth	Exceeds
5: Reading Proficiency	Exceeds
6: Math Proficiency	Exceeds
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Exceeds
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	Reward
11: Attendance	Exceeds

- In the area of math proficiency, Glacial Hills Elementary met its goal and outperformed the state and local district. The school's Special Education subgroup outperformed the same subgroup from the two comparison schools and significantly outperformed the SpEd subgroup of the state and the local district.

Proficiency Rate - SpEd	FY14
Glacial Hills Elementary	76.9
Morris Area Elementary	69.8
Hancock Elementary	68.4
ISD 2149 Minnewaska School District	40.2
State of Minnesota	33.3

- In the area of science proficiency, Glacial Hills Elementary saw a decrease in the proficiency rate from FY13 to FY14; however, the school has consistently performed well in the area of science proficiency during the course of the contract.

Science Proficiency Rate – All Students	Glacial Hills Elementary
FY14	75.0%
FY13	91.7%
FY12	100.0%

Environmental Education

Below is a summary of Glacial Hills Elementary School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Approaches
5: Ongoing EE Trend Areas	Meets
6: Commitment	Exceeds
7: Science Proficiency	Exceeds
8: Environmental Literacy	Exceeds

Overall, Glacial Hills Elementary School's environmental education performance meets standard. Students at the school participate in a variety of academic programs related to environmental education concepts and methods. Students and teachers regularly engage in nature-related outdoor experiences, and field trips to natural areas supplement in-classroom learning and support interdisciplinary curriculum. The school's mission and vision align with ACNW's desired environmental education outcomes, and demonstrates that its academic program, leadership, and operations reflect a commitment to increasing environmental literacy.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	13
• Of the total number, how many teachers were licensed in the assignment they taught?	13
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	3

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Glacial Hills Elementary School's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Glacial Hills Elementary School is overall a well-run organization. ACNW's reviews of the school's operations during this year reveal the following strengths and areas for continuous improvement:

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Strengths:

- The school effectively lives out its mission as a community school.
- The school's instructional program is established and the school continues to focus on enhancing teaching and learning through improved professional development and teacher evaluation.
- The school has a strong, committed, and stable board with a number of skills and experience that support the school's mission.
- Many of the day-to-day operations systems are established and functioning smoothly.

Areas for Continuous Improvement:

- The board should consider the skills and experiences it needs at this stage of the school's life cycle to continue to be effective. Legal and financial as well as strategic planning and implementation are potential areas for consideration, particularly given the school's current facilities situation.
- Board training meets initial statutory requirements, but additional ongoing training should be considered strategically and implemented by the board to meet statutory requirements.
- Improve leadership evaluation to ensure it is tied to organizational goals.
- Ensure insurance coverage is in place to meet the statutory requirements, including the "hazardous materials" requirement.

Update – January 2015

- ACNW is currently engaging in a complete review of the school's operations as part of the reauthorization process.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$249,287 (21.83%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Glacial Hills Elementary School's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Meets	Does Not Meet	Does Not Meet
Financial Policies and Practices	Does Not Meet	Meets	Meets
Financial Reporting	Meets	Does Not Meet	Meets
Financial Audit	Does Not Meet	Does Not Meet	Does Not Meet
Near-Term Indicators			
Current Ratio	1.70	2.97	3.63
Days Cash on Hand		50	62
Enrollment Variance	102.3%	123.9%	88.5%
Sustainability Indicators			
Fund Balance Percentage	17.3%	16.3%	21.8%
Total Margin/Aggregated Three-Year Total Margin	5.3%/NA	1.5%/1.8%	7.1%/4.8%
Debt to Asset Ratio	0.47	0.24	0.24

Summary Discussion

Glacial Hills Elementary School has demonstrated mixed financial performance during the course of the current contract. The school's near-term and long-term financial health is relatively strong despite issues with financial management. The fund balance has grown to 21.8%, nearly meeting the standard, and the school's cash position has also improved. While the school board is active in reviewing the school's financial performance, its approach to developing and monitoring budgets is flawed and must be addressed. Large revenue and expenditure variances are of particular concern and could jeopardize the school's financial stability. The school has had ongoing material weaknesses findings in its audits; however, the auditor and the school have not put a plan in place to address these issues.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Great Expectations School
LEA Number	4100
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-12
Elementary and/or Secondary Grades Actually Served	K-8
Year First Began Operations	2003
Term of Current Charter School Contract	07/01/2012-06/30/2016
Address	550 East 5th Street, PO Box 310, Grand Marais MN 55604
Website	http://www.greatexpectationsschool.com/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
3.5%	3.5%	0.0%	0.0%	93.0%	0.0%	22.1%	44.2%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Great Expectations	010-10	550 East 5th Street, PO Box 310, Grand Marais MN 55604	86	K-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	63.4%	26	41
Math	2013	56.3%	27	48
Math	2014	44.6%	25	56
Reading	2012	92.7%	38	41
Reading	2013	76.6%	36	47
Reading	2014	67.9%	38	56

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Great Expectations	Math	2012	23	0.78
Great Expectations	Math	2013	39	-0.02
Great Expectations	Math	2014	45	-0.32
Great Expectations	Reading	2012	31	0.64
Great Expectations	Reading	2013	39	0.37
Great Expectations	Reading	2014	44	0.30

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Great Expectations School's academic performance evaluation, completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Insufficient Data
2: English Language Learners	Not Applicable
3: Reading Growth	Meets
4: Math Growth	Meets
5: Reading Proficiency	Exceeds
6: Math Proficiency	Approaches
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Exceeds
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	No Designation
11: Attendance	Meets

Summary Discussion

- In the area of reading growth measured by MCA performance, the school had a positive z-score that was higher than the z-scores of two out of two comparison schools. The school had a significantly greater percentage of students “On Track for Success” than two comparison schools and the district.
- In the area of math growth measured by MCA performance, the school had a greater percentage of students “On Track for Success” than both of the comparison schools and the district.
- In the area of reading proficiency measured by MCA performance, the school's proficiency index was significantly higher than the indices for all three of the comparison schools. The school's proficiency index was significantly higher than the district's index.
- In the area of math proficiency measured by MCA performance, the school's proficiency index was higher than the indices of all of the comparison schools. The school's proficiency index was also higher than the district's index. The same holds true for the school's proficiency rate. However, the school did not meet its contractual goal.

2014 Academic Data Highlights

- In the area of reading growth as measured by MCA performance, 79.5% of students were on track for success, an increase from the previous year.
- In the area of math growth as measured by MCA performance, 46.7% of students were on track for success, a significant decrease from the previous year.
- 73% of students showed growth on the NWEA in reading.
- 73% of students showed growth on the NWEA in math.

Environmental Education

Overall, Great Expectations School's environmental education performance exceeds standard. The school has robust gardening, greenhouse, and nutrition initiatives, and uses the natural environment as both a classroom and a subject. Students, faculty, and staff engage in activities that promote environmental stewardship at home and in their community. The school maintains a diverse slate of EE-related activities in its academic program, appropriately budgets for EE activities, and considers environmental impact in its operational decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	8
• Of the total number, how many teachers were licensed in the assignment they taught?	8
• Of the total number, how many teachers received a waiver?	1
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	0

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Great Expectations School's operations performance for the most recent evaluation completed in July 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Great Expectations School is overall a well-run organization. ACNW's reviews of the school's operations during this year reveal the following strengths and areas for continuous improvement:

Strengths:

- The school effectively lives out its mission as a community school focused on the needs of individual students.
- The school's instructional program is established and the school continues to focus on enhancing teaching and learning through improved professional development and teacher evaluation.
- The school has a strong, committed, and stable board with a number of skills and experience that support the school's mission.
- Day-to-day operations systems are established and functioning smoothly in some areas with substantial support of volunteers.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Rating Withheld

Areas for Continuous Improvement:

- The board is focusing on improving systems and “leaving footprints” to enhance the schools sustainability. This is an excellent area for the board to be focusing on and provides evidence of an organizational commitment to improvement.
- Compliance and reporting both through Epicenter and the school’s annual report could be more timely and robust.

Update – January 2015

- ACNW does not have clear evidence that the school has insurance coverage to meet the “hazardous materials” statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$57,380 (5.72%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Great Expectation School's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	1.17	1.26	1.57
Days Cash on Hand		40	13
Enrollment Variance		102.4%	98.4%
Sustainability Indicators			
Fund Balance Percentage	4.3%	7.7%	7.2%
Total Margin/Aggregated Three-Year Total Margin	1.6%	3.7%	0.6%/1.9%
Debt to Asset Ratio	0.65	0.68	0.53

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance decreased by \$6,751, reducing the general fund balance percentage to 5.72%.
- The school had no audit findings.

Great Expectations School demonstrates effective financial management practices; however, it does not demonstrate strong financial health in regards to near term indicators and sustainability indicators. Specifically, the school's fund balance is quite low, totaling only \$57,380. This impacts other indicators and can leave the school vulnerable to unexpected expenses or drops in revenue. The school's enrollment has increased steadily over the past few years, which should help improve its financial health.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Harvest Preparatory School
LEA Number	4032
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-6
Elementary and/or Secondary Grades Actually Served	K-6
Year First Began Operations	1998
Term of Current Charter School Contract	07/01/2014-06/30/2019
Address	1300 Olson Memorial Highway, Minneapolis MN 55411
Website	http://www.seed-harvest.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.0%	0.8%	98.4%	0.8%	0.0%	6.0%	94.9%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Harvest Preparatory School	010-10	1300 Olson Memorial Highway, Minneapolis MN 55411	369	K-6

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	80.7%	130	161
Math	2013	55.8%	116	208
Math	2014	69.0%	116	168
Reading	2012	79.5%	128	161
Reading	2013	41.0%	86	210
Reading	2014	48.2%	82	170

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Harvest Preparatory School-Seed Academy	Math	2012	99	0.28
Harvest Preparatory School	Math	2013	134	-0.04
Harvest Preparatory School	Math	2014	111	0.09
Harvest Preparatory School-Seed Academy	Reading	2012	98	0.18
Harvest Preparatory School	Reading	2013	134	-0.28
Harvest Preparatory School	Reading	2014	112	-0.13

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Harvest Preparatory School's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website:
www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	No Rating	No Rating
2: English Language Learners	Not Applicable	Not Applicable
3: Reading Growth	Exceeds	Approaches
4: Math Growth	Exceeds	Approaches
5: Reading Proficiency	Exceeds	Approaches
6: Math Proficiency	Exceeds	Approaches
7: Writing Proficiency	No Rating	No Rating
8: Science Proficiency	Meets	Meets
9: Post Secondary Readiness	Not Applicable	Not Applicable
10: Federal & State Accountability	Reward	No Designation
11: Attendance	Exceeds	Exceeds

Summary Discussion

Harvest Prep demonstrated very strong academic performance in 2011-2012. The school was identified as a Reward School by MDE. Students at the school showed high levels of performance in reading and math in terms of both growth and proficiency. Proficiency performance on the MCA Reading and Math tests was above that of the state and nearly all comparison schools. Growth on the MCA tests was also on par or above that of the state and comparison schools. Student growth on the NWEA MAP Test in reading and math puts the school above the 90th percentile of all schools nationwide on this measure.

Harvest Prep's performance was mixed in 2012-2013. On the MCA science test, the school's proficiency rate was higher than three of four comparison schools and the district. In addition, the school's science proficiency rate increased substantially in each of the past two years.

The school did not perform as well as the previous year on MCA math and reading tests in relation to state levels and comparison schools. Proficiency rates in both reading and math decreased significantly, although reading proficiency rates dropped statewide due to the more difficult test in 2013. The percentage of students who made high growth in reading did not compare favorably overall to comparison schools and the district. The school's NWEA results showed strong performance overall in both math and reading, though generally below the goal set by the school.

2014 Academic Data Highlights

- Math and Reading proficiency rates increased notably.
- Harvest continues to outperform most schools in North Minneapolis.
- A higher percentage of students were "on track for success" in math in 2014 than in 2013, though in reading that percentage dropped.
- Average growth of all students on NWEA-MAP in math was 1.4 grade levels and on reading 1.3 grade levels.
- MCA Science proficiency rates increased slightly.
- Harvest's Black students significantly outperformed Black students statewide.

	Math Proficiency – Black Students		Reading Proficiency – Black Students	
	Harvest	State	Harvest	State
2013	55.6%	34.6%	40.7%	34.4%
2014	68.5%	35.1%	47.9%	35.2%

Environmental Education

Below is a summary of Harvest Preparatory School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Insufficient Data
2: Field Trips to Natural Areas	Insufficient Data
3: Promote Environmental Stewardship	Insufficient Data
4: Elective EE Trend Areas	Approaches
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Approaches
7: Science Proficiency	Meets
8: Environmental Literacy	Approaches

Overall, Harvest Preparatory School's environmental education performance approaches but ultimately does not meet standard. Visits to the school, interviews with students, and evaluation of the school's annual report data indicate limited engagement with environmental education concepts, methods, and activities among students, faculty, and staff. The school did not report on its required mission match activities, and is not demonstrating a strong organizational commitment to environmental education in its academic program or in its operational and financial decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	26
• Of the total number, how many teachers were licensed in the assignment they taught?	24
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	2
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	3
• Of the total number, how many teachers did not return for FY 2015?	10

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Harvest Preparatory School's operations performance for the most recent evaluation completed in March 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Harvest Preparatory School is overall a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- The school's instructional approach is fully functional and well developed. The school has strong Instructional Leadership and a data driven instructional culture that is focused on the use of formative assessments and a "growth mindset." Professional development is established to support teacher success.
- The school has brought on new leadership, in some cases through Seed Academy, which is leading to improved services to students, including in the areas of special education.
- Through contracting with the CMO, Seed Academy, the school has been able to effectively manage all areas of operations, including facilities, transportation, food service, and HR.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Rating Pending

Areas for Continuous Improvement:

- While the school has brought on a number of new board members with an impressive array of skills and experience, the board has experienced substantial turnover, including in the role of board chair. Maintaining a stable board will enhance the governance activities and ultimately strengthen the school.
- Teacher turnover has been a challenge for the school, sometimes rising to near 50% per year. Given the great investment the school makes in the development of teachers and the need for high quality teaching as part the program, such turnover creates challenges. The school has invested in strategies to increase teacher retention and improve the work climate at the school.
- The board of directors is working to develop and implement a stronger evaluation process for the CMO.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$499,635 (9.83%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Harvest Preparatory School's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Does Not Meet
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	1.24	1.17	1.28
Days Cash on Hand		40	11
Enrollment Variance		108.4%	117.1%
Sustainability Indicators			
Fund Balance Percentage	8.4%	7.7%	7.9%
Total Margin/Aggregated Three-Year Total Margin	0.0%	0.4%	1.2%/0.6%
Debt to Asset Ratio	0.77	0.78	0.75

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- FY14 fund balance grew by \$100,056, increasing the general fund balance percentage to 9.8%.
- The school had one audit finding:
 - Significant deficiency – Untimely completion of personnel activity reports for federal programs.
 - The school developed an acceptable correction action plan (CAP) as documented in the audit.
- A compliance finding from the previous year was effectively addressed and not repeated.

Harvest Preparatory School has some effective management practices in place, but could demonstrate more sound budgeting, a practice that can ultimately lead to stronger financial health. The school has sustained a moderate level of financial health for a number of years, but its minimal fund balance negatively impacts both near term and long term financial health.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	La Crescent Montessori Academy
LEA Number	4054
MDE Officially Recognized Early Learning Program(s)	Instructional Preschool Program
Elementary and/or Secondary Grades Approved to Serve	K-12
Elementary and/or Secondary Grades Actually Served	K-11
Year First Began Operations	1999
Term of Current Charter School Contract	07/01/2012-06/30/2015
Address	1116 South Oak St., La Crescent MN 55947
Website	http://lacrescentmontessori.com/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	2.0%	0.0%	11.8%	86.3%	0.0%	11.8%	9.8%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
La Crescent Montessori Academy	010-10	1116 South Oak St., La Crescent MN 55947	39	K-6
La Crescent Secondary Montessori Academy	020-33	1116 South Oak St., La Crescent MN 55947	12	7-11

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	44.0%	11	25
Math	2013	8.3%	2	24
Math	2014	21.7%	5	23
Reading	2012	56.0%	14	25
Reading	2013	20.0%	5	25
Reading	2014	39.1%	9	23

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
La Crescent Montessori Academy	Math	2012	15	0.40
La Crescent Montessori Academy	Math	2013	23	-1.24
La Crescent Montessori Academy	Math	2014	12	-0.22
La Crescent Montessori Academy	Reading	2012	16	-0.15
La Crescent Montessori Academy	Reading	2013	24	-0.21
La Crescent Montessori Academy	Reading	2014	12	0.16
La Crescent Secondary Montessori Academy	Math	2012	N/A	N/A
La Crescent Secondary Montessori Academy	Math	2013	N/A	N/A
La Crescent Secondary Montessori Academy	Math	2014	6	-
La Crescent Secondary Montessori Academy	Reading	2012	N/A	N/A

Site Name	Subject	Year	# of Students	Growth Z-Score
La Crescent Secondary Montessori Academy	Reading	2013	N/A	N/A
La Crescent Secondary Montessori Academy	Reading	2014	6	-

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of La Crescent Montessori Academy's academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Insufficient Data
2: English Language Learners	Not Applicable
3: Reading Growth	Does Not Meet
4: Math Growth	Does Not Meet
5: Reading Proficiency	Does Not Meet
6: Math Proficiency	Does Not Meet
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Insufficient Data
9: Post Secondary Readiness	Insufficient Data
10: Federal & State Accountability	No Designation
11: Attendance	Exceeds

Summary Discussion

- In the area of reading growth on the MCAs, the school had a negative z-score that was lower than that of two comparison schools and higher than that of one comparison school. The school's z-score also was lower than in the previous year.
- In the area of math growth on the MCAs, the school had a negative z-score that was higher than the score of one comparison school and lower than the scores of two comparison schools. The school's z-score also was lower than its score for the previous year.
- In the area of reading proficiency, the school's proficiency rate was lower than the rates of all of the comparison schools and the rates of the district and state.
- The school's math proficiency rate was significantly lower than the rates for all of the comparison schools, the district, and state.
- The school received a Notice of Deficiency - Intervention Level 2 from ACNW because the school failed to meet multiple performance targets and to report on its contractual goals. The intervention required that the school develop and implement a School Improvement Plan.

2014 Academic Data Highlights

- In the area of reading growth as measured by the MCAs, the school had a positive z-score in FY14 after two years of negative z scores. Z-scores have closely mirrored those of the local district elementary school.
- In the area of math growth as measured by the MCAs, the school's z-score improved considerably in FY14, but math growth performance on statewide assessments was still quite low.
- The school demonstrated noticeable improvement in reading proficiency performance in FY14, and nearly met its contractual the goal. The school's proficiency performance was comparable to that of two other area charter schools in FY14.

Proficiency Rate – All	FY14
State of Minnesota	59.8
ISD 300 La Crescent-Hokah School District	57.7
La Crescent Montessori Academy	39.1
Riverway Learning Community	38.3
Dakota Area Community Charter School	35.7

- Math proficiency performance has dropped substantially from FY12, with proficiency rates below 20% in each of the past two years.
- The school is currently implementing the School Improvement Plan and has improved in its reporting of academic data.
- The school is currently in the process of being reviewed as it has applied for renewal with ACNW. The ongoing concerns regarding the school's academic performance and lack of data will be addressed as part of ACNW's renewal decision-making process.

Environmental Education

Below is a summary of La Crescent Montessori Academy's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Meets
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Approaches
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Meets
7: Science Proficiency	Meets
8: Environmental Literacy	Meets

Overall, La Crescent Montessori School's environmental education performance meets standard. The school employs Montessori curriculum in its primary school (which places significant emphasis on environmental systems and their interaction with human systems), a STEM focus for students in Grades 7-12, and an environmental focus across all grade that enhances and adds depth to its program. The school's mission does not specifically focus on environmental education, but its program includes aspects of EE that demonstrate a commitment to environmental learning.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	6
• Of the total number, how many teachers were licensed in the assignment they taught?	6
• Of the total number, how many teachers received a waiver?	1
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of La Crescent Montessori Academy's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that La Crescent Montessori Academy is a well run organization with some challenges. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- A review of the school documents, including its annual report, website, and board meeting minutes, along with information gained through observations and site visits, indicate that the school is driven by its mission and has developed appropriate educational programming to realize that mission.
- Two of the five teachers have considerable longevity in their positions. This suggests positive things about the culture and continuity of services for the children.
- The school has succeeded in providing a safe, nurturing environment where students can feel supported and develop as individuals.
- The school's Director of Operations has worked diligently to develop more effective operational systems. The school is beginning to see the fruits of these efforts.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- Instructional leadership has been a key challenge for LMA. The school must clearly implement more effective instructional leadership in the coming school year. LMA has plans to address this by hiring an Educational Coordinator.
- Running a high school operation is difficult, and LMA's program has very small enrollment. The cost effectiveness of this program is not clear.
- The school board could benefit from adding additional capacity and from some specific training regarding keeping more appropriate meeting minutes.
- The school must obtain and maintain liability insurance coverage that complies with statutory requirements, including the "hazardous materials" requirement.

Update – January 2015

- ACNW required the school to develop a school improvement plan which it completed in June 2014. The school has implemented many aspects of this plan; however, the school did not find an Educational Coordinator prior to the start of the school year. The school has identified a current teacher to be Lead Teacher and has plans to hire a Director for the new school year.
- The board has had some turnover and new members who bring additional skills and experiences will likely benefit the organization.
- ACNW does not yet have evidence that the school purchased additional insurance coverage to meet the "hazardous materials" statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	No
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$125,936 (29.23%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of La Crescent Montessori and STEM School's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Does Not Meet	Meets	Meets
Financial Policies and Practices	Meets	Meets	Does Not Meet
Financial Reporting	Meets	Meets	Meets
Financial Audit	Meets	Meets	Meets
Near-Term Indicators			
Current Ratio	1.39	36.05	45.24
Days Cash on Hand		72	73
Enrollment Variance	92.4%	97.6%	107.1%
Sustainability Indicators			
Fund Balance Percentage	4.4%	19.5%	29.2%
Total Margin/Aggregated Three-Year Total Margin	3.0%/NA	11.9%/5.3%	7.8%/7.7%
Debt to Asset Ratio	0.69	0.11	0.08

Summary Discussion

La Crescent Montessori and STEM School has demonstrated significantly improved financial health though somewhat inconsistent financial management over the course of the current contract term. Most notably, the school's fund balance has grown from less than \$1,000 (0.2%) in FY11 to over \$125,000 (29.2%) in FY14. While the fund balance percentage is extremely strong, the total dollar amount is still relatively small. The school must strategically balance its approach to growing a fund balance with investment in the school's teaching and learning program. The school's financial management is hampered by its small size, though it has generally been improving over the course of the contract term. Recent increased board capacity supports strong financial oversight, and review of financial policies and practices is warranted.

La Crescent is in a substantially improved position in terms of financial sustainability, but the school's small size continues to leave it vulnerable.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Laura Jeffrey Academy
LEA Number	4164
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	5-8
Elementary and/or Secondary Grades Actually Served	5-8
Year First Began Operations	2008
Term of Current Charter School Contract	07/01/2014-06/30/2019
Address	1550 Summit Avenue, Saint Paul MN 55105
Website	http://www.laurajeffreyacademy.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
1.9%	9.3%	9.3%	32.7%	46.9%	0.0%	18.5%	43.8%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Laura Jeffrey Academy Charter	010-20	1550 Summit Avenue, Saint Paul MN 55105	162	5-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	50.5%	104	206
Math	2013	39.5%	68	172
Math	2014	40.4%	59	146
Reading	2012	80.3%	163	203
Reading	2013	57.6%	99	172
Reading	2014	55.6%	80	144

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Laura Jeffrey Academy Charter	Math	2012	179	0.07
Laura Jeffrey Academy Charter	Math	2013	160	-0.34
Laura Jeffrey Academy Charter	Math	2014	139	-0.14
Laura Jeffrey Academy Charter	Reading	2012	181	0.35
Laura Jeffrey Academy Charter	Reading	2013	165	0.14
Laura Jeffrey Academy Charter	Reading	2014	135	-0.02

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Laura Jeffrey Academy's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary Discussion

Laura Jeffrey Academy had very strong academic performance in 2011-2012. LJA received satisfactory ratings in all areas. LJA made AYP in all areas and achieved Celebration status. Student academic performance in reading was very strong. 77.8% of students were proficient in reading on the MCA test. Student proficiency levels exceed those of the state, district, and majority of comparison schools. Student proficiency levels on the MCA in math were below the state level but improved from previous years. Well over 50% of students met or exceeded NWEA expected growth targets in both reading and math.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	No Rating	No Rating
2: English Language Learners	No Rating	Not Applicable
3: Reading Growth	Exceeds	Meets
4: Math Growth	Meets	Approaches
5: Reading Proficiency	Exceeds	Meets
6: Math Proficiency	Meets	Approaches
7: Writing Proficiency	No Rating	No Rating
8: Science Proficiency	Approaches	Approaches
9: Post Secondary Readiness	Not Applicable	Not Applicable
10: Federal & State Accountability	Celebration Eligible	No Designation
11: Attendance	Meets	Meets

LJA performance was not as strong in 2012-2013. Positive results include:

- The school's proficiency rate on the MCA reading test was considerably higher than four out of six comparison schools and the district, and similar to the state's rate.
- Based on MCA reading results, the school also had a higher percentage of students "On Track for Success" than six of six comparison schools and the local district.
- Data indicates that students who attend LJA for the four year program outperform their counterparts in Reading MCA proficiency both across the state and at LJA.

The school achieved a rating of Approaches Standard in math growth, math proficiency, and science proficiency. Data that contributed to this rating includes:

- On the MCA math test, the proficiency rate was lower than both the district's the state's rates; and was lower than its proficiency rate in the previous year.
- Fewer than 50% of students met or exceeded NWEA expected growth targets in math.
- Based on MCA math results, the school had a lower percentage of students "On Track for Success" than five comparison schools and the local district.
- On the MCA science test, the proficiency rate was lower than that of the previous year. The White subgroup outperformed the Black subgroup by nearly 40 percentage points.

2014 Academic Data Highlights

- Math and Reading proficiency rates on statewide assessments remained stable.
- The proficiency gap between White students and Black students on statewide assessments was significant.
- The Black student subgroup outperformed the district in Reading proficiency, though was below the district in Math proficiency.
- Eighth grade students who attended the school for 4 years outperformed 8th graders statewide based on proficiency levels in Reading: 76.5% to 56.5%.
- Science proficiency rates increase slightly on MCA assessments.
- 52.5% of students met growth target on NWEA Reading assessment, and 43.1% of students met growth target on NWEA Math assessment.

Environmental Education

Below is a summary of Laura Jeffrey Academy's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Insufficient Data
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Exceeds
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Exceeds
7: Science Proficiency	Approaches
8: Environmental Literacy	Exceeds

Overall, Laura Jeffrey Academy's environmental education performance exceeds standard. The school demonstrates that its academic program and operations reflect a commitment to increasing environmental literacy. Although the school's mission does not specifically focus on environmental education, its science-focused program includes aspects of EE that demonstrate a commitment to environmental learning. Its achievements and progress toward its contractual goals in this contract period is evident, and its performance demonstrates a commitment to fostering environmental literacy among its students.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	13
• Of the total number, how many teachers were licensed in the assignment they taught?	12
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	1
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	1
• Of the total number, how many teachers left during FY 2014?	2
• Of the total number, how many teachers did not return for FY 2015?	4

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Laura Jeffrey Academy's operations performance for the most recent evaluation completed in February 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Laura Jeffrey Academy is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- The school has built a strong culture that is focused on achieving its mission. This is evident from leadership, board members, staff, and students. The school's classroom and hallway culture is very positive. Parents and students report high levels of satisfaction with the school.
- The school has a strong board with varied experiences, and the board has implemented a Policy Governance model that is focused on organizational Ends.
- The school has stable student transportation and food service programming, and the school is working to implement innovative nutritional programming as it moves forward.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- The school must maintain appropriate insurance coverage.
- The school has some questions to answer regarding its facility in the coming years, as the facility's owner may sell the property to Macalester College. This will come into play in the coming contract. The school is well aware of this situation and is planning for contingencies.
- The format for school board meetings is strong, but the school's record of these meetings (i.e. meeting minutes) does not provide sufficient clarity on board resolutions.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the "hazardous materials" statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$369,966 (16.01%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Laura Jeffrey Academy's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	2.79	1.81	6.89
Days Cash on Hand		37	12
Enrollment Variance		107.4%	84.8%
Sustainability Indicators			
Fund Balance Percentage	14.6%	15.1%	15.6%
Total Margin/Aggregated Three-Year Total Margin	7.9%	1.1%	0.9%/3.2%
Debt to Asset Ratio	0.36	0.55	0.13

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance decreased by \$16,298 and the school's FY14 year-end fund balance percentage was 16.0%. This represents a slight increase from FY13 year-end given the reduced expenditures in FY14.
- The school had no audit findings.
- The school's enrollment dropped from 182.85 ADM in FY13 to 159.73 ADM in FY14

Laura Jeffrey Academy demonstrates effective financial management practices but only moderate financial health, both in terms of near term indicators and sustainability indicators. The school's fund balance is somewhat below the standard, and this impacts other indicators, particularly days cash on hand. The school has struggled to meet enrollment targets the past two years, and enrollment has been dropping, negatively impacting the school's financial health.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Metro Schools
LEA Number	4131
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	5-12
Elementary and/or Secondary Grades Actually Served	5-12
Year First Began Operations	2005
Term of Current Charter School Contract	07/01/2012-06/30/2015
Address	2600 26th Ave South, Minneapolis MN 55406
Website	http://metroschoolsmn.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	1.7%	2.5%	81.7%	14.0%	48.3%	4.2%	69.9%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Metro Schools Charter	010-32	2600 26th Ave South, Minneapolis MN 55406	356	5-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	23.8%	5	21
Math	2013	16.0%	16	100
Math	2014	15.4%	18	117
Reading	2012	29.4%	5	17
Reading	2013	25.0%	25	100
Reading	2014	16.8%	19	113

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	17	19.3%
2012	4	8.9%
2013	0	0.0%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	3	3.1%
2012	16	18.8%
2013	6	13.3%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	6	5.2%
2012	5	5.2%
2013	16	18.8%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Metro Schools (Lighthouse Academy of Nations)	Math	2012	1	-
Metro Schools	Math	2013	39	-0.56
Metro Schools	Math	2014	69	-0.05
Metro Schools (Lighthouse Academy of Nations)	Reading	2012	3	-
Metro Schools	Reading	2013	44	-0.51
Metro Schools	Reading	2014	59	-0.24

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Metro Schools' academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	No Rating
2: English Language Learners	Approaches
3: Reading Growth	Approaches
4: Math Growth	Approaches
5: Reading Proficiency	Approaches
6: Math Proficiency	Does Not Meet
7: Writing Proficiency	Does Not Meet
8: Science Proficiency	Does Not Meet
9: Post Secondary Readiness	Insufficient Data
10: Federal & State Accountability	No Designation
11: Attendance	Insufficient Data

Summary Discussion

- The school met its growth goals, documenting a relatively high percentage of students achieving NWEA growth targets in both reading and math.
- In the area of reading growth as measured by the MCAs, the school had a significantly lower percentage of students “On Track for Success” than two of two comparison schools and the district.
- On MCA math assessments, the school had a negative z-score that was lower than the score of two out of two comparison schools. The school had a lower percentage of students “On Track for Success” than two of two comparison schools and the district.
- In the area of reading proficiency as measured by MCA performance, the school's proficiency rate was higher than one out of three comparison schools, but lower than that of the district and state. However, the school's proficiency rate for the EL subgroup (24.5%) was slightly higher than that of the state's EL subgroup (17.4%) and the district's EL subgroup (13.8%).
- In the area of math proficiency as measured by MCA performance, the school's proficiency rate was lower than the district's and the state's.

2014 Academic Data Highlights

- The school met its reading growth goal as 61% of students met NWEA expected growth targets.
- In the area of reading growth measured by MCA performance, the school had a negative z-score, but it was higher than the previous year's and one comparison school's. When examining subgroups of students on track for success, the school's Free & Reduced, Black, and EL subgroups outperformed those same subgroups in the local district and one comparison school, and performed at similar levels compared to the state.
- The school met its math growth goal as 68% of students met NWEA expected growth targets.
- In the area of math growth measured by MCA performance, the school had a negative z-score (although almost neutral at -0.05), and it was higher than the previous year's and one comparison school's. When examining subgroups of students on track for success, the schools Free & Reduced and EL subgroups outperformed those same subgroups in the local district and one comparison school. The Black subgroup also outperformed compared to the same subgroup in the local district and one comparison school, and performed at a similar level compared to the state.

Percent On-Track – Black	FY14
Metro Schools	39.4
State of Minnesota	39.4
ISD 1 Minneapolis Public School District	31.9
Roosevelt Senior High	21.6

- Reading proficiency as measured by MCA performance was a troublesome area for Metro schools. The school did not meet its goal, and the state, the local district, and one comparison school outperformed the school.
- The school also did not meet its math proficiency goal as measured by MCA performance. The state and the local district also had a higher proficiency rate compared to the school. A positive note was that the school's Special Education subgroup outperformed compared to the same subgroup in the district and one comparison school.

Environmental Education

Below is a summary of Metro Schools' most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Approaches
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Approaches
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Approaches
7: Science Proficiency	Does Not Meet
8: Environmental Literacy	Approaches

Overall, Metro Schools' environmental education performance approaches standard. Although the school reported that part of its student population participates in learning opportunities related to ACNW's environmental education requirement, there is no evidence that the school employs EE as a strategy in a systematic way. Neither cross-curricular collaboration nor application of EE strategies is evident in disciplines other than science. The school reported that environmental stewardship and sustainability do not play a role in its financial and operational decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	22
• Of the total number, how many teachers were licensed in the assignment they taught?	10
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	11
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	2
• Of the total number, how many teachers did not return for FY 2015?	8

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Metro Schools' operations performance for the most recent evaluation completed in May 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Metro Schools is overall a well-run organization. ACNW's reviews of the school's operations during this year reveal the following strengths and areas for continuous improvement:

Strengths:

- The school is actively engaged in improving its education program in all areas, including support for student with disabilities, English Learners, and all learners generally. Instructional leadership is in place to support these improvement activities.
- The school includes a number of supports and programs geared to preparing students for entrance into post-secondary programs.
- Transportation and food service programs are functioning relatively smoothly, though the transportation costs are high.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Does Not Meet
4.2 Due Process & Privacy	Rating Withheld
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- Board training meets initial statutory requirements, but additional ongoing training must be fully considered and implemented by the board, not only to meet statutory requirements, but also to ensure each board member has the skills and knowledge to effectively support school governance.
- Board meetings can be conducted in a substantially more open and inclusive fashion.
- Evaluation of the school's leadership must be a full board endeavor.
- Ensure insurance coverage is in place to meet the statutory requirements, including the "hazardous materials" requirement.
- The school's website must be brought up to date.
- Review facility needs for the program and assess the current facilities against those needs.
- Leadership roles can be clarified, including responsibility and authority of the instructional leader and others on the leadership team.
- Develop and post a specific Student Handbook that includes relevant policies and information for students and families. The current policy handbook is called the Staff Handbook and it is clearly directed to teachers and staff at the school, not students and families.
- Review the role and purpose of the board of directors, considering all aspects of how the board functions including but not limited to: frequency of meetings, committee structure, time and location of meeting, how agendas are developed, how meetings are conducted, composition of the board, onboarding of new board members, and ongoing policy development.

Update – January 2015

- ACNW is currently engaging in a complete review of the school's operations as part of the reauthorization process.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$633,209 (17.95%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Metro Schools' financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Does Not Meet	Does Not Meet	Approaches
Financial Policies and Practices	Approaches	Does Not Meet	Meets
Financial Reporting	Meets	Meets	Meets
Financial Audit	Meets	Meets	Does Not Meet
Near-Term Indicators			
Current Ratio	1.50	2.08	3.17
Days Cash on Hand		54	32
Enrollment Variance	96.5%	97.3%	113.1%
Sustainability Indicators			
Fund Balance Percentage	10.5%	8.4%	17.9%
Total Margin/Aggregated Three-Year Total Margin	-29.3%/NA	0.0%/-7.2%	9.0%/-2.4%
Debt to Asset Ratio	0.59	0.55	0.42

Summary Discussion

Metro Schools has demonstrated inconsistent yet improving financial performance. Improved financial policies have been put in place by the board as have improved practices by management. The school's near-term financial health is relatively strong, though days cash on hand remains below the standard. The school's sustainability indicators highlight an improved outlook for the school, as it has begun to recover from extremely poor performance in FY12. Significantly more consistent financial performance is critical for the financial health of the school so that it can focus on improving academic performance of students. The school's board reviews quality financial statements; however more consistent budgeting is warranted. The school should continue to improve its fund balance in a strategic manner to ensure sufficient resources are dedicated to teaching and learning.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Natural Science Academy
LEA Number	4187
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-5
Elementary and/or Secondary Grades Actually Served	K-5
Year First Began Operations	2008
Term of Current Charter School Contract	07/01/2014-06/30/2017
Address	920 Holley Avenue, Suite 3, St. Paul Park MN 55071
Website	http://www.naturalscienceacademy.org/home/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	8.3%	5.0%	6.7%	80.0%	1.7%	13.3%	21.7%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Natural Science Academy	010-10	920 Holley Avenue, Suite 3, St. Paul Park MN 55071	60	K-5

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	57.1%	16	28
Math	2013	57.1%	12	21
Math	2014	63.6%	14	22
Reading	2012	57.1%	16	28
Reading	2013	52.4%	11	21
Reading	2014	42.9%	9	21

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Natural Science Academy	Math	2012	19	-0.20
Natural Science Academy	Math	2013	17	-0.39
Natural Science Academy	Math	2014	13	0.14
Natural Science Academy	Reading	2012	19	-0.25
Natural Science Academy	Reading	2013	17	-0.20
Natural Science Academy	Reading	2014	13	-0.23

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of National Science Academy's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary Discussion

Highlights of the school's 2013 academic performance include:

- The school reported that 100% of students fully participated in several place-based projects during the year that demonstrate their understanding of stewardship and highlights their work in the natural environment.
- The school's reading proficiency rate was similar to its proficiency rate in the previous year. The state's proficiency rate dropped by approximately 18% due to a more rigorous exam in 2013 while the school's rate dropped by only 5%, an indicator of improved performance at the school.
- The school presented NWEA data showing that 78.9% of all students were at grade level proficiency in math.
- The school reported that 70% of students from 4th and 5th grade met or exceeded expected growth targets established by NWEA in science.
- The school also presented data from NWEA showing that 63.1% of all students reached expected growth targets established by NWEA in reading.
- The school presented data from NWEA showing that 52.6% of all students reached expected growth targets established by NWEA in math.
- MCA proficiency rate remained stable at 57.1%.

2014 Academic Data Highlights

- The percentages of students meeting NWEA growth targets in math and reading dropped from 2013 to 49% and 30% respectively.
- 69% of students achieved NWEA growth targets in science.
- The MCA Math proficiency rate increased, while the Reading proficiency rate decreased.
- No "on track for success" MCA growth data is available for the school.

Environmental Education

Below is a summary of Natural Science Academy's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Meets
2: English Language Learners	Not Applicable
3: Reading Growth	Approaches
4: Math Growth	Approaches
5: Reading Proficiency	Meets
6: Math Proficiency	Meets
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Meets
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	No Designation
11: Attendance	Meets

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Meets
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Exceeds
7: Science Proficiency	Meets
8: Environmental Literacy	Exceeds

Overall, Natural Science Academy's environmental education performance exceeds standard. The school's strong emphasis on the sciences, particularly natural science, helps the school create a nature-immersive learning environment. The school implements interdisciplinary, inquiry-based environmental studies, community partnerships, place-based learning, project-based learning, Environment as an Integrating Context for Learning (EIC), and STEAM (science, technology, engineering, arts, and math). Despite its enrollment and budget challenges, the school meets or exceeds standard in nearly every required and elective indicator area.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	5
• Of the total number, how many teachers were licensed in the assignment they taught?	4
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	1
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Natural Science Academy's operations performance for the most recent evaluation completed in February 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Natural Science Academy has some challenges in the leadership, governance, and management of the school. Many of these issues are related to capacity and are a result of the school's small size, as well as recent leadership transition. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- Review of school documents including the annual report, charter renewal application, and website indicate that the school's vision and mission are being realized. Students learn and play outdoors on a daily basis. NSA students receive daily science instruction, which is not typical in many elementary schools. The school's students have monthly opportunities for off-site learning on Adventure Trips that provide local natural and cultural experiences. Artists and scientists are brought on-site each year to enhance the learning opportunities for students.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	No Rating
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Does Not Meet
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

- Site visits and interviews with parents and teachers also provide evidence that the school provides an inquiry-based, science-focused educational program within a family-like environment. Parents like the smaller school and the hands-on learning environment. It is positive and inviting. The teachers incorporate science in all the classrooms. Students get to make more decisions and work on individualized projects. Parents stated that children get more one-on-one attention and are more challenged at the school. The mixed grade classrooms provide opportunities for older students to help younger students and make the atmosphere feel more like a family.

Areas for Continuous Improvement:

- Staff retention was a problem between FY13 and FY14. The school is currently without a Director, and two of the teachers have picked up much of the administrative duties. This raises concerns regarding leadership stability at the school over time. Currently, the school does not have the resources necessary to hire a full time Director.
- The school's board could be better organized. The implementation of a board calendar could help the school keep on top of timelines, deadlines, and key priorities.
- There are some ongoing concerns about the school's Special Education programming. The school is currently going through an MDE compliance review which will provide additional insight. ACNW has been in touch with the school's Special Education Director and recognizes the school's intention to develop a stable and quality special education program.
- The school's liability insurance coverage does not comply with statutory requirements.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.
- New board members have brought additional skills and experience to the board.
- MDE Special Education Compliance Review identified three areas with findings that required a corrective action plan (CAP). In addition, the MDE Special Education Fiscal Review identified areas that required a CAP. ACNW has had no further communication from MDE, but will be following up with the school regarding progress on the CAPs.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$139,991 (29.15%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Natural Science Academy's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Does Not Meet	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Does Not Meet
Near-Term Indicators			
Current Ratio	3.37	2.33	3.80
Days Cash on Hand		69	66
Enrollment Variance		75.8%	110.3%
Sustainability Indicators			
Fund Balance Percentage	25.5%	22.6%	24.1%
Total Margin/Aggregated Three-Year Total Margin	-1.6%	-3.9%	0.8%/-1.6%
Debt to Asset Ratio	0.27	0.41	0.25

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$18,132 and grew the school's FY14 year-end general fund balance percentage to 29.15%.
- The school had no audit findings.
- An internal control finding from the previous year was effectively addressed and not repeated.

Natural Science Academy has demonstrated improved financial management and improved financial health, both in terms of near term indicators and sustainability indicators. While the school has a general fund balance percentage of 29.15%, the total fund balance is only \$139,991, which continues to keep the school vulnerable given its small size. Ongoing enrollment growth will be the linchpin to the school's future financial health.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	New Discoveries Montessori Academy
LEA Number	4161
MDE Officially Recognized Early Learning Program(s)	Instructional Preschool Program
Elementary and/or Secondary Grades Approved to Serve	K-6
Elementary and/or Secondary Grades Actually Served	K-6
Year First Began Operations	2006
Term of Current Charter School Contract	07/01/2012-06/30/2015
Address	1000 5th Ave. SE, Hutchinson MN 55350
Website	http://newdiscoveries.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
3.2%	1.3%	1.9%	2.6%	91.0%	1.3%	28.4%	55.5%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
New Discoveries Montessori Academy	010-10	1000 5th Ave. SE, Hutchinson MN 55350	155	K-6

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	28.4%	27	95
Math	2013	33.3%	30	90
Math	2014	47.6%	39	82
Reading	2012	54.7%	52	95
Reading	2013	43.3%	39	90
Reading	2014	62.2%	51	82

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
New Discoveries Montessori Academy	Math	2012	63	-0.04
New Discoveries Montessori Academy	Math	2013	63	0.08
New Discoveries Montessori Academy	Math	2014	60	0.13
New Discoveries Montessori Academy	Reading	2012	63	0.02
New Discoveries Montessori Academy	Reading	2013	62	0.32
New Discoveries Montessori Academy	Reading	2014	60	0.71

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of New Discoveries Montessori Academy's academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Insufficient Data
2: English Language Learners	Not Applicable
3: Reading Growth	Meets
4: Math Growth	Approaches
5: Reading Proficiency	Meets
6: Math Proficiency	Approaches
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Meets
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	Celebration Eligible
11: Attendance	Meets

Summary Discussion

- In the area of reading growth measured by the MCAs, the school had a positive z-score that was higher than the z-score for all three comparison schools, and significantly higher than its z-score from the previous year.
- In the area of math growth measured by the MCAs, the school had a z-score that was just above zero (0.08), and it was higher than the z-score of one comparison school, lower than that of another, and comparable to the score of the third comparison school. The school's z-score was also higher than its z-score from the previous year.
- In the area of reading proficiency measured by performance on the MCAs, the school's proficiency rate was lower than the rates of all three of its comparison schools, the district, and the state. However, the school's special education subgroup demonstrated a proficiency rate (42.9%) above the state special education subgroup rate (33.8%). Similarly, the school's FRP subgroup demonstrated a proficiency rate (46.9%) above the state's FRP subgroup rate of (39.7%).
- In the area of math proficiency measured by MCA performance, the school's proficiency rate was higher than its proficiency rate from the previous year and continued a trend of improving scores since 2012. In addition, the school's special education subgroup demonstrated a proficiency rate (39.3%) above the state special education subgroup rate (33%).

2014 Academic Data Highlights

- In the area of reading growth measured by MCA testing, the school outperformed the state, the local district, and comparison schools on several measures including the percent of students on track for success and the z-score calculation. The school's Free & Reduced and Special Education subgroups also outperformed those same subgroups in the state and the local district in regards to the percent of students on track for success.

Percent On-Track - All	FY14
New Discoveries Montessori Academy	77.2
State of Minnesota	56.1
ISD 423 Hutchinson Public School District	58.3
Lafayette Public Charter School	37.5
Hutchinson Park Elementary	61.5

- The school had mixed results in the area of math growth. On the positive side, the school has had a positive z-score the past two years and saw a slight increase in the percent of students on track for success. The school's Special Education subgroup performed much better than the SpEd subgroup in the state and at about the same level as the SpEd subgroup of the local district regarding the percent of students on track for success.
- MCA proficiency data provided strong evidence that students were reaching proficiency in reading at the school. The school had a higher proficiency rate than that of the state and one comparison school.

- MCA proficiency data provided evidence that an increasing percentage of students were reaching proficiency in math at the school. The school's SpEd subgroup performed better than the same subgroup in the state, the district, and one comparison school.

Proficiency Rate - SpEd	FY14
New Discoveries Montessori Academy	62.9
Hutchinson Park Elementary	62.5
ISD 423 Hutchinson Public School District	48.7
State of Minnesota	33.3

Environmental Education

Below is a summary of New Discoveries Montessori Academy's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Meets
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Approaches
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Approaches
7: Science Proficiency	Approaches
8: Environmental Literacy	Approaches

Overall, New Discoveries Montessori Academy's environmental education performance approaches and nearly meets standard. The school demonstrates a growing commitment to increasing environmental literacy. Visits to the school and interviews with staff and students indicate limited engagement with environmental education concepts, methods, and activities. However, the school has a new EE coordinator who is working to better document EE activities, gather resources to build teachers' capacity to teach in, with, and about the environment, and a plan for integrating EE curriculum components throughout disciplines.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	16
• Of the total number, how many teachers were licensed in the assignment they taught?	15
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	2
• Of the total number, how many teachers did not return for FY 2015?	3

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of New Discoveries Montessori's Academy operations performance for the most recent evaluation completed in August 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that New Discoveries Montessori School has many elements of operations functioning well, yet some areas warrant attention. ACNW's reviews of operations raised a number of concerns during FY14, though the school addressed many of those issues during the year or early in FY15. FY14 reviews also made evident communication gaps between ACNW and the school.

Strengths:

- Board meetings are effectively organized and run.
- School facilities are of high quality and designed effectively for the program.
- Food service, transportation, and other areas of day-to-day operations are effectively operating.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- Significant staff turnover over the past year has led to some challenges, but also new opportunities.
- School culture has suffered in the current school year because of staffing related issues.
- Increased special education capacity in terms of communication and staffing is warranted.
- Challenges between the Montessori approach and state standards are evident among staff.
- Ensure insurance coverage is in place to meet the statutory requirements, including the “hazardous materials” requirement.

Update – January 2015

- School-wide culture has greatly improved.
- Special education systems have improved.
- ACNW does not yet have evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.
- ACNW is currently reviewing school operations as part of the school’s reauthorization process.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$74,460 (2.92%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of New Discovery Montessori Academy's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Does Not Meet	Meets	Meets
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Meets	Meets	Meets
Financial Audit	Meets	Does Not Meet	Meets
Near-Term Indicators			
Current Ratio	0.95	0.93	1.17
Days Cash on Hand		4	9
Enrollment Variance	102.0%	96.0%	92.1%
Sustainability Indicators			
Fund Balance Percentage	-2.1%	-1.9%	2.9%
Total Margin/Aggregated Three-Year Total Margin	-2.4%/NA	-0.2%/-1.3%	4.4%/0.9%
Debt to Asset Ratio	0.81	0.76	0.90

Summary Discussion

New Discoveries Montessori Academy has demonstrated strong and improving performance in the area of Financial Management; however, the school's financial health is weak. Near-Term Indicators show an extremely poor cash position with a current ratio that was below the standard for two years and has just barely met the standard in FY14. Sustainability Indicators are also weak as the fund balance was below 3% in FY14, though it has improved from -2.1%. The school's debt to asset ratio reinforces the overall frail picture of the school's long term financial health. While the school has an engaged board that conducts quality budgeting and financial oversight, as well as management that implements policies effectively, the school must work strategically to improve its financial health. Slightly declining enrollment numbers that have not met projections in each of the past two years are also cause for concern. Given that FY15 is the final year of a substantial grant, the coming fiscal years will bring new challenges in terms of sustaining the academically strong program, increasing enrollment, and strengthening the school's financial health.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Noble Academy
LEA Number	4171
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-8
Elementary and/or Secondary Grades Actually Served	K-8
Year First Began Operations	2007
Term of Current Charter School Contract	07/01/2012-06/30/2015
Address	4021 Thomas Avenue N., Minneapolis MN 55412
Website	http://www.nobleacademy.us/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
9.8%	1.1%	4.3%	2.2%	82.6%	0.0%	40.2%	83.7%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Noble Academy	010-10	4021 Thomas Avenue N., Minneapolis MN 55412	476	K-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	62.4%	166	266
Math	2013	62.0%	165	266
Math	2014	70.5%	191	271
Reading	2012	58.3%	155	266
Reading	2013	39.1%	104	266
Reading	2014	46.7%	127	272

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Noble Academy	Math	2012	193	0.34
Noble Academy	Math	2013	203	0.08
Noble Academy	Math	2014	204	0.39
Noble Academy	Reading	2012	191	-0.04
Noble Academy	Reading	2013	206	0.12
Noble Academy	Reading	2014	204	0.12

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Noble Academy's academic performance evaluation, completed in December 2013. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Meets
2: English Language Learners	Exceeds
3: Reading Growth	Meets
4: Math Growth	Meets
5: Reading Proficiency	Meets
6: Math Proficiency	Exceeds
7: Writing Proficiency	Meets
8: Science Proficiency	Exceeds
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	Celebration Eligible
11: Attendance	Exceeds

Summary Discussion

- In the area of reading growth measured by MCA performance, the school had a positive z-score that was higher than three out of three comparison schools. The school had a greater percentage of students “On Track for Success” than three of three comparison schools, and a higher percentage of students “On Track for Success” compared to the district.
- In the area of math growth measured by MCA performance, the school had a positive z-score that was higher than two out of three comparison schools. The school had a higher percentage of students “On Track for Success” than three of three comparison schools and the district.
- In the area of reading proficiency measured by MCA performance, the school's proficiency rate was higher than those of three out of three comparison schools and comparable to that of the district. The proficiency rate of Noble's EL population was 34.4%, significantly higher than the state rate for the same subgroup (17.4%). When making a comparison using the Asian EL subgroup, the school's proficiency rate (34.9%) was significantly above that of the state (17.3%).
- In the area of math proficiency measured by MCA performance, the school's proficiency rate was higher than those of three out of three comparison schools, the district, and the state. When making a comparison using the Asian EL subgroup, the school's proficiency rate (61.4%) is significantly above that of the state (33.9%).

2014 Academic Data Highlights

- In the area of reading growth as measured by MCA performance, 53.8% of students were on track for success, a decrease from the previous year.
- In the area of math growth as measured by MCA performance, 79.5% of students were on track for success, a significant increase from the previous year.
- From 2010-2014, Noble made 16.4% growth with continuously enrolled K-8 students behind on their reading benchmark as measured by NWEA/MAP.
- From 2010-2014, Noble made 19.4% growth with continuously enrolled K-8 students behind on their math benchmark growth as measured by NWEA MAP.

Environmental Education

Overall, Noble Academy's environmental education performance exceeds standard. Every grade level and each individual student sets an EE-related goal, and students engage in EE activities across disciplines and during the school's summer program. The school conducts annual surveys to document change in students' knowledge and behavior related to the school's environmental initiatives. The school maintains a diverse slate of EE-related activities that promote environmental stewardship, appropriately budgets for EE activities, and considers environmental impact in its operational decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	30
• Of the total number, how many teachers were licensed in the assignment they taught?	29
• Of the total number, how many teachers received a waiver?	1
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	1
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	3
• Of the total number, how many teachers did not return for FY 2015?	3

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Noble Academy's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:
www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Noble Academy is overall a well-run organization with some areas requiring improvements. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- Review of key school documents and site visits indicate that the mission and vision of Noble Academy are being realized.
- The school has a very clear instructional culture. Teachers and staff all appear to have a clear understanding of the learning expectations and culture at the school. This includes assessment strategies that make sense for the school's program. This is a clear strength that has resulted in improved academic outcomes for students.
- Despite some challenges with the space, the school has created a safe and positive learning environment for students.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Does Not Meet
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- Noble must ensure that all staff are appropriately licensed for their assignments or that the proper waivers have been sought and received. The school had ESL licensed teaches with general education assignments.
- The school is working through a significant facility search, renovation, and planned move in the next two years. This will be a major endeavor that will bear continual monitoring by ACNW. The school has been very proactive in communicating the status of this search to ACNW.
- The school must obtain and maintain liability insurance that meets the statutory requirements, including the “hazardous materials” requirement.

Update – January 2015

- ACNW does not yet have evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.
- The licensure issue has been addressed. ESL licensed staff provide only ESL services.
- The school has identified a site and construction is underway on a new facility in Brooklyn Park.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$5,776,019 (125.86%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Noble Academy's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	10.00	14.28	15.95
Days Cash on Hand		247	386
Enrollment Variance		98.0%	99.3%
Sustainability Indicators			
Fund Balance Percentage	59.2%	85.3%	121.5%
Total Margin/Aggregated Three-Year Total Margin	22.8%	20.7%	27.1%/23.7%
Debt to Asset Ratio	0.10	0.07	0.06

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$546,820 and grew the school's FY14 year-end fund balance percentage to 125.9%.
- The school had no audit findings.

Nobel Academy demonstrates effective financial management practices and strong financial health, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Northern Lights Community School
LEA Number	4146
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	6-12
Elementary and/or Secondary Grades Actually Served	6-12
Year First Began Operations	2005
Term of Current Charter School Contract	07/01/2014-06/30/2017
Address	305 Bridge Street, PO Box 2829, Warba MN 55793
Website	http://www.nlcschool.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
9.8%	1.1%	4.3%	2.2%	82.6%	0.0%	40.2%	83.7%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Northern Lights Community School	010-33	305 Bridge Street, PO Box 2829, Warba MN 55793	92	6-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	8.0%	2	25
Math	2013	10.0%	4	40
Math	2014	10.7%	3	28
Reading	2012	35.6%	16	45
Reading	2013	22.2%	8	36
Reading	2014	45.5%	10	22

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	17	70.8%
2012	17	54.8%
2013	7	53.9%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	14	53.9%
2012	20	83.3%
2013	20	66.7%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	19	65.5%
2012	14	50.0%
2013	20	83.3%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Northern Lights Community School	Math	2012	21	-1.06
Northern Lights Community School	Math	2013	28	-0.53
Northern Lights Community School	Math	2014	20	-1.08
Northern Lights Community School	Reading	2012	38	-0.43
Northern Lights Community School	Reading	2013	27	-0.41
Northern Lights Community School	Reading	2014	18	-0.19

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Northern Lights Community School's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	Meets	Meets
2: English Language Learners	Not Applicable	Not Applicable
3: Reading Growth	Approaches	Approaches
4: Math Growth	Does Not Meet	Approaches
5: Reading Proficiency	Does Not Meet	Does Not Meet
6: Math Proficiency	Does Not Meet	Does Not Meet
7: Writing Proficiency	Insufficient Data	Insufficient Data
8: Science Proficiency	Insufficient Data	Insufficient Data
9: Post Secondary Readiness	Not Applicable	Not Applicable
10: Federal & State Accountability	No Designation	Continuous Improvement
11: Attendance	Meets	Approaches

Summary Discussion

Many of the students who enroll at Northern Lights were not served well in their previous school(s), and the school has a mobility rate of nearly 70%, among the highest in the state for charters. In addition, while the school serves students grades 6-12, relatively few students are in grades 6-8, and it is not uncommon for the school to have more students coming into the school in 10th or 11th grade rather than 9th grade.

NLCS did not meet any of its contractual goals in reading and math in 2011-2012. This contributed to an ACNW intervention through a Notice of Concern in the spring of 2013, prior to release of 2012-13 school performance data. Academic performance data from 2012-2013 was slightly more positive. Although the MCA rates were still quite low, the school's math proficiency rate increased slightly and reading performance was similar to that of 2011-12. While comparisons between 2012 and 2013 on the MCA reading test cannot be made due to the different, more difficult test, the school's performance dropped by only 7% while that of the state dropped by 18%. Nonetheless, this performance is low and significantly below the state performance level. The school reported that 76% of students in math and 54% in reading that were continuously enrolled from spring 2012 to spring 2013 met expected growth targets established by NWEA in reading.

2014 Academic Data Highlights

- Increasing percentages of students met growth targets on the NWEA reading and math assessments – over 60% in reading and over 68% in math.
- MCA reading proficiency rates increased from 22.2% in FY13 to 45.5% in FY14.
- MCA math proficiency rates remained stable at approximately 10%.
- No “on track for success” MCA growth data is available for the school.
- The school performed well on a number of school-level, mission-related goals.
- Graduation rates have shown a decreasing trend for 4-year graduation and an increasing trend for 5-year and 6-year graduation.
- The school was identified as a Priority school in 2014. The school's small size impacted this as its positive graduation rate was not included in the MMR calculation due to the small cell size.

Environmental Education

Below is a summary of Northern Lights Community School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Exceeds
4: Elective EE Trend Areas	Exceeds
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Exceeds
7: Science Proficiency	Insufficient Data
8: Environmental Literacy	Exceeds

Overall, Northern Lights Community School's environmental education performance exceeds standard. The school is focused on making outdoor learning a priority. Students and teachers regularly engage in nature-related outdoor experiences that support in-classroom learning. Students engage in activities that promote environmental stewardship at home and in their community. The school has an active environmental education component in its project-based learning program, as well as place-based collaborations with a variety of community partners. The school maintains a diverse slate of EE-related activities in its academic program, appropriately budgets for EE activities, and considers environmental impact in its operational decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	12
• Of the total number, how many teachers were licensed in the assignment they taught?	12
• Of the total number, how many teachers received a waiver?	8
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Northern Lights Community School's operations performance for the most recent evaluation completed in February 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Northern Lights Community School is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- Review of school documents, including the annual report, charter renewal application, and website, indicate that the school has created a small and enthusiastic learning community where students are treated as unique individuals. The school has created a very welcoming and accepting environment for students, many who had challenges in previous school experiences.
- The unique features of the NLCS program are that they group students into mixed age advisory groups and have a significant section of the day devoted to a version of Project Based Learning consisting of individual interest driven research projects. Teacher led seminars have recently been infused with more rigor, including learning targets, pre- and post-assessments, project expectations, and specific grade requirements.
- Parent and student satisfaction was high on surveys conducted by the school.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- The school was given a Notice of Concern in the spring of 2013 because of several issues related to the learning program, including a lack of instructional leadership, a lack of academic rigor, and inadequate data showing student proficiency and growth. The school hired a new leader who has been guiding the implementation of the School Improvement Plan. While there is still need for continued improvement, there have been some promising developments.
- The board must develop an evaluation process that is robust and aligned to academic, financial and operational performance, as well as to MN Statute 124D.10.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.
- Instructional leadership is firmly established by the school director with a clear instructional program including use of assessments and data to inform instruction.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$283,143 (16.00%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Northern Lights Community School's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Does Not Meet	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	1.83	2.02	2.48
Days Cash on Hand		59	44
Enrollment Variance		107.1%	100.0%
Sustainability Indicators			
Fund Balance Percentage	20.7%	18.7%	16.4%
Total Margin/Aggregated Three-Year Total Margin	0.6%	-0.6%	-0.4%/-0.2%
Debt to Asset Ratio	0.33	0.28	0.21

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$3,943 and the school's FY14 year-end fund balance percentage was 16.0%, a slight decrease from FY13 year-end.
- The school had no audit findings.

Northern Lights Community School demonstrates effective financial management practices but only moderate financial health, both in terms of near term indicators and sustainability indicators. The school's fund balance is somewhat below the standard, and this impacts other indicators. The school has not substantially grown its fund balance the past three years, and given the school's relatively small size, this could lead to potential vulnerabilities in the future.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	North Lakes Academy
LEA Number	4053
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	5-12
Elementary and/or Secondary Grades Actually Served	5-12
Year First Began Operations	1999
Term of Current Charter School Contract	07/01/2011-06/30/2015
Address	308 15th Street Southwest, Forest Lake MN 55025
Website	http://www.northlakesacademy.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
1.1%	1.4%	2.5%	1.1%	94.0%	0.0%	18.1%	26.0%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
North Lakes Academy	010-20	255B Northwest Seventh Avenue, Forest Lake MN 55025	174	5-8
North Lakes Academy 56	020-33	308 15th Street Southwest, Forest Lake MN 55025	191	9-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	49.2%	89	181
Math	2013	48.5%	98	202
Math	2014	53.8%	114	212
Reading	2012	80.3%	159	198
Reading	2013	61.1%	129	211
Reading	2014	65.7%	134	204

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	19	86.4%
2012	18	75.0%
2013	24	85.7%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	CTSTR	CTSTR
2012	19	90.5%
2013	19	90.5%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	CTSTR	CTSTR
2013	19	90.5%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
North Lakes Academy	Math	2012	136	0.18
North Lakes Academy	Math	2013	148	-0.37
North Lakes Academy	Math	2014	150	-0.15
North Lakes Academy	Reading	2012	136	0.25
North Lakes Academy	Reading	2013	151	0.07
North Lakes Academy	Reading	2014	152	0.16
North Lakes Academy 56	Math	2012	26	0.21
North Lakes Academy 56	Math	2013	37	0.29
North Lakes Academy 56	Math	2014	40	-0.21
North Lakes Academy 56	Reading	2012	39	0.01
North Lakes Academy 56	Reading	2013	40	0.04
North Lakes Academy 56	Reading	2014	35	-0.13

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of North Lakes Academy's academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary Discussion

- In the area of reading growth on MCA assessments, the school had a slightly positive z-score; however, it was lower than its z-score from the previous year. The school's z-score was higher than that of one comparison school.
- In the area of math growth on MCA assessments, the school had a negative z-score that was lower than its z-score from the previous year. The school's z-score was lower than those of two comparison schools.
- In the area of reading proficiency on MCA assessments, the school's proficiency rate was comparable to those of the district and two comparison schools, while being significantly higher than that of one comparison school.
- In the area of math proficiency, the school's proficiency rate was lower than those of the district and one comparison school, and higher than those of two out of three comparison schools.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	No Rating
2: English Language Learners	Not Applicable
3: Reading Growth	Meets
4: Math Growth	Does Not Meet
5: Reading Proficiency	Meets
6: Math Proficiency	Approaches
7: Writing Proficiency	Meets
8: Science Proficiency	Approaches
9: Post Secondary Readiness	Insufficient Data
10: Federal & State Accountability	HS: Celebration Eligible / MS: No Designation
11: Attendance	Exceeds

2014 Academic Data Highlights

- In the area of reading growth measured by MCA performance, the school outperformed the state, the local district, and one comparison school regarding the percentage of students on track for success. The school had a significantly higher percentage of students in the Free & Reduced subgroup "on track for success" than did the state, the local district, and one comparison school. The school also had a higher percentage of students in the SpEd subgroup "on track for success" than did the state, the local district, and two comparison schools.

Percent On-Track – SpEd	FY14
North Lakes Academy	50.0
Spectrum High School	48.5
ISD 831 Forest Lake Public School District	46.0
State of Minnesota	40.2
Royalton High School	9.1

- A high percentage of students achieved expected growth targets on the NWEA in reading.
- In the area of math growth measured by MCA performance, the school's z-score has been negative the last two years. The school's z-score was significantly lower than the local district's and one comparison school's.

- A high percentage of students achieved expected growth targets on the NWEA (65.4%) in math.
- In the area of reading proficiency measured by MCA performance, the school's proficiency rate was higher than the state average, the local district's, and one comparison school's. The school's rate has been consistently over 60% the past three years.

<u>Reading Proficiency Rate – All</u>	<u>FY14</u>
Spectrum High School	68.6
North Lakes Academy	65.7
ISD 831 Forest Lake Public School District	60.8
State of Minnesota	59.8
Royalton High School	34.3

- In the area of math proficiency measured by MCA performance, the school's proficiency rate was lower than the state average, the local district's, and one comparison school's. The school's rate has been hovering around 50% the past three years. For the Free & Reduced subgroup, the school's proficiency rate was higher than the state average, the local district's, and one comparison school's in FY14, and demonstrated improvement over the FY13 and FY12 rates.

<u>Math Proficiency Rate – FRP</u>	<u>FY14</u>
Spectrum High School	63.2
North Lakes Academy	50.0
ISD 831 Forest Lake Public School District	49.4
State of Minnesota	43.0
Royalton High School	33.3

Environmental Education

Below is a summary of North Lakes Academy's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Meets
2: Field Trips to Natural Areas	Approaches
3: Promote Environmental Stewardship	Approaches
4: Elective EE Trend Areas	Meets
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Meets
7: Science Proficiency	Exceeds
8: Environmental Literacy	Meets

Overall, North Lakes Academy's environmental education performance meets standard. Although the school's mission does not specifically focus on environmental education, its program includes aspects of EE that demonstrate a commitment to environmental learning. Its achievements and progress toward its contractual goals in this contract period is evident, and its performance demonstrates a commitment to fostering environmental literacy among its students, staff, and faculty. The school met or nearly met its required and elective contractual goals.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	35
• Of the total number, how many teachers were licensed in the assignment they taught?	33
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	2
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	8

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of North Lakes Academy's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that North Lakes Academy is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- A review of the school's annual report, operations survey, and other documents reveal an organization that is focused on mission and vision, and is implementing programs aimed at fulfilling its statutory purposes.
- The school's board is committed, stable, and engaged. Review of board meeting minutes and board meeting observations reveal a board that operates in a strategic manner and helps inform future plans that could lead to operational stability.
- Despite having two sites, the school has created a positive learning environment for students. The addition of the activity center at the Upper School will provide additional resources for students.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- The activity center is still under construction, and at this point, the school has not raised enough funds to complete the floor. The school has hired a consultant to help raise these funds.
- Despite a significant board-led process last year to detail a new administrative leadership structure for the school, it is ACNW's understanding that the resulting leadership structure has been changed once again for FY15.
- The school must obtain and maintain liability insurance that is consistent with statutory requirements, including the "hazardous materials" requirement.

Update – January 2015

- The activity center has been completed and is being fully utilized. While fundraising efforts are underway, the school will likely pay a substantial portion of construction costs out of the general fund.
- A clear leadership structure is in place with a succession plan when the current executive director retires at the end of FY15.
- ACNW does not yet have evidence that the school purchased additional insurance coverage to meet the "hazardous materials" statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$376,946 (10.14%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of North Lakes Academy's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Meets	Meets	Meets
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Meets	Meets	Meets
Financial Audit	Meets	Meets	Meets
Near-Term Indicators			
Current Ratio	1.14	2.19	2.29
Days Cash on Hand		51	38
Enrollment Variance	98.5%	96.8%	99.5%
Sustainability Indicators			
Fund Balance Percentage	4.4%	10.6%	10.1%
Total Margin/Aggregated Three-Year Total Margin	-0.7%/NA	5.6%/1.4%	0.5%/1.9%
Debt to Asset Ratio	0.99	0.64	0.55

Summary Discussion

North Lakes Academy has demonstrated improving financial performance over the course of the current contract term. Financial Management indicators all meet standard as the school implements reasonable and successful budget management processes and conducts its business in accordance with sound practices. The school's near-term financial health is generally positive, though days cash on hand does not meet standard. This is directly related to the school's long-term financial health; its fund balance at FY14 year-end was 10.1%, substantially below the standard, though a significant increase from FY12. The school's lower debt to asset ratio is another indicator of the school's improving financial status.

Recent facility improvements will likely be funded through general education revenue, though the school had hoped to raise funds to pay for these expenses. Nonetheless, if enrollment at the school remains at or above 400 students, the administrative staff is appropriately sized for the needs of the school, and the one-time facility expenses that occurred during the current year are not repeated, the school should be in a strong financial position with an opportunity to increase its fund balance and to invest in a discussed staff retention program of measured compensation increases for teachers.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Odyssey Academy
LEA Number	4030
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-8
Elementary and/or Secondary Grades Actually Served	K-8
Year First Began Operations	1998
Term of Current Charter School Contract	07/01/2011-06/30/2015
Address	6201 Noble Avenue North, Brooklyn Center MN 55429
Website	http://www.odysseyacademy.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
2.5%	6.0%	4.9%	71.7%	15.0%	15.5%	9.8%	81.5%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Odyssey Academy	010-40	6201 Noble Avenue North, Brooklyn Center MN 55429	367	K-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	27.2%	40	147
Math	2013	22.1%	31	140
Math	2014	31.8%	61	192
Reading	2012	50.7%	74	146
Reading	2013	25.9%	37	143
Reading	2014	33.9%	65	192

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Odyssey Academy	Math	2012	105	-0.03
Odyssey Academy	Math	2013	105	-0.48
Odyssey Academy	Math	2014	134	-0.22
Odyssey Academy	Reading	2012	103	-0.07
Odyssey Academy	Reading	2013	107	-0.11
Odyssey Academy	Reading	2014	135	-0.13

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Odyssey Academy's academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Meets
2: English Language Learners	No Rating
3: Reading Growth	Approaches
4: Math Growth	Approaches
5: Reading Proficiency	Does Not Meet
6: Math Proficiency	Does Not Meet
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Does Not Meet
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	Continuous Improvement
11: Attendance	Exceeds

Summary Discussion

- In the area of reading growth as measured by the MCA assessments, the school had a negative z-score that was higher than that of one out of two comparison schools and lower than its z-score from the previous year. The school had a relatively high percentage of students meet expected growth targets on the NWEA reading assessment.
- In the area of math growth as measured by the MCA assessments, the school had a negative z-score that was lower than those of two comparison schools and lower than its Z-score from the previous year. However, the school had a high percentage of students meet expected growth targets on the NWEA math assessment.
- In the area of reading proficiency measured by MCA performance, the school's proficiency rate was comparable to those of three out of three comparison schools, but lower than that of the district and significantly below that of the state.
- In the area of math proficiency measured by MCA performance, the school's proficiency rate was lower than those of three out of three comparison schools, the district, and the state.

2014 Academic Data Highlights

- On most MCA reading growth measures, the school performed at about the same level or lower than the state and comparison schools. The school only slightly outperformed the local district on several growth measures. The SpEd subgroup, however, had a higher percentage of students on track for success than the same subgroup for the state, the district, and two comparison schools.

<u>Percent On-Track - SpEd</u>	<u>FY14</u>
Odyssey Academy	52.9
State of Minnesota	40.2
Zanewood Community School	33.4
Excell Academy	21.4
ISD 286 Brooklyn Center School District	20.9

- On most MCA math growth measures, the school is performing lower than the state, the district, and comparison schools. However, the SpEd subgroup had a higher percentage of students on track for success than the same subgroup for state, the local district, and comparison schools.
- In the area of reading proficiency as measured by MCA performance, the school's proficiency index and proficiency rate have increased over the past two years. However, the school is not performing as well as the state, the local district, or comparison schools on several MCA proficiency measures, including the percentage of students in the Black, EL, and Free & Reduced subgroups reaching proficiency. On the other hand, the school's SpEd subgroup outperformed the same subgroup compared to the state, the local district, and comparison schools.

Proficiency Rate - SpEd	FY14
Odyssey Academy	41.2
Excell Academy	34.8
State of Minnesota	34.5
Zanewood Community School	25.6
ISD 286 Brooklyn Center School District	25.4

- The school met its modest math proficiency goal. However, the school was outperformed on almost all MCA measures of math proficiency by the state, the local district, and comparison schools.

Environmental Education

Below is a summary of Odyssey Academy's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation - Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Exceeds
4: Elective EE Trend Areas	Exceeds
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Exceeds
7: Science Proficiency	Approaches
8: Environmental Literacy	Meets

Overall, Odyssey Academy's environmental education performance exceeds standard. The school demonstrated that its academic program and operations reflect a commitment to increasing environmental literacy. The school employs environmental education as a strategy for teaching and learning within its science curriculum and other disciplines. Field trips to natural areas support and enhance in-classroom learning curriculum. Visiting outdoor areas for learning about the natural environment is particularly impactful for students from the northwest suburbs of Minneapolis who have limited access to green space and outdoor adventure experiences.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	23
• Of the total number, how many teachers were licensed in the assignment they taught?	22
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	1
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	12

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Odyssey Academy's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Odyssey Academy is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- The school's board is committed, stable and engaged. Review of board meeting minutes and board meeting observations reveal a board that operates in a strategic manner and helps inform future plans that could lead to operational stability.
- The school has succeeded in creating a positive learning environment for a diverse student body. This includes an unexpected influx of students this fall that expanded enrollment greatly.
- Planned facility improvements have required years of committed leadership, and it has ultimately been successful.
- Recent curricular, staffing structure, and instructional leadership changes demonstrate that the school is engaging in continuous improvement efforts to help improve upon weaknesses.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- Instructional leadership remains a work in progress. The school has taken significant steps towards addressing this issue, but there remains much work to do. The expectation is that student growth and learning will greatly improve with clearer and more effective instructional leadership.
- The school must obtain and maintain liability insurance that is consistent with statutory requirements, including the “hazardous materials” requirement.
- The school board must continue to develop and implement a leadership succession plan as the current Executive Director steps away in the coming years.

Update – January 2015

- The instructional leadership put in place in 2014 left the school at the end of the year. The school has been identified as a “Focus School” and now has a continuous improvement team in place. Nonetheless, a strong instructional leader is lacking at the school.
- The current executive director has announced plans to leave the school at the end of 2015.
- ACNW does not have evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$643,983 (18.52%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Odyssey Academy's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Meets	Meets	Meets
Financial Policies and Practices	Does Not Meet	Does Not Meet	Meets
Financial Reporting	Meets	Does Not Meet	Meets
Financial Audit	Does Not Meet	Does Not Meet	Meets
Near-Term Indicators			
Current Ratio	1.37	2.20	3.28
Days Cash on Hand		11	28
Enrollment Variance	95.6%	93.5%	108.0%
Sustainability Indicators			
Fund Balance Percentage	10.0%	11.6%	18.5%
Total Margin/Aggregated Three-Year Total Margin	1.9%/NA	2.2%/3.4%	6.5%/3.7%
Debt to Asset Ratio	0.72	0.44	0.29

Summary Discussion

Odyssey Academy has demonstrated significantly improved financial performance in the areas of Financial Management, Near-Term Indicators, and Sustainability Indicators. The school has moved from not meeting or falling far below the standard in multiple areas to not meeting standard in only two areas, with strong improvement in each of those areas. Notably, financial management has improved significantly, highlighted by an FY14 audit devoid of significant deficiencies or material weaknesses. The school board has demonstrated diligence in approving and monitoring budgets and the school has been timely in submitting key financial reports in FY14.

The school's financial health has improved greatly, highlighted by a fund balance that has more than doubled in the past three years. At 18.5%, the current fund balance is approaching the standard and better positions the school to weather possible revenue shortfalls or unexpected expenses. Furthermore, the school's increased enrollment positions the school well for ongoing sustainability.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Oshki Ogimaag Community School
LEA Number	4195
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-6
Elementary and/or Secondary Grades Actually Served	K-6
Year First Began Operations	2009
Term of Current Charter School Contract	07/01/2014-06/30/2018
Address	73 Upper Road, P.O. Box 320, Grand Portage MN 55605
Website	http://www.oshkiogimaag.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
78.0%	0.0%	0.0%	0.0%	22.0%	0.0%	29.3%	85.4%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Oshki Ogimaag Charter School	010-10	73 Upper Road, P.O. Box 320, Grand Portage MN 55605	41	K-6

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	0.0%	0	12
Math	2013	18.8%	3	16
Math	2014	0.0%	0	19
Reading	2012	16.7%	2	12
Reading	2013	12.5%	2	16
Reading	2014	10.5%	2	19

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Oshki Ogimaag Charter School	Math	2012	8	-
Oshki Ogimaag Charter School	Math	2013	8	-
Oshki Ogimaag Charter School	Math	2014	15	-1.16
Oshki Ogimaag Charter School	Reading	2012	8	-
Oshki Ogimaag Charter School	Reading	2013	8	-
Oshki Ogimaag Charter School	Reading	2014	15	-0.80

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Oshki Ogimaag Community School's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	No Rating	Approaches
2: English Language Learners	Not Applicable	Not Applicable
3: Reading Growth	Insufficient Data	Approaches
4: Math Growth	Insufficient Data	Does Not Meet
5: Reading Proficiency	Does Not Meet	Does Not Meet
6: Math Proficiency	Does Not Meet	Approaches
7: Writing Proficiency	Insufficient Data	Insufficient Data
8: Science Proficiency	Insufficient Data	Insufficient Data
9: Post Secondary Readiness	Not Applicable	Not Applicable
10: Federal & State Accountability	No Designation	No Designation
11: Attendance	Meets	Meets

Summary Discussion

The Oshki Ogimaag Community School did not perform satisfactorily in the areas of reading and math proficiency in 2011-2012. The school was lacking contractual goals in reading and math growth. ACNW recommended that OOCs define and articulate performance expectations that are a fair measure of academic achievement and growth, consistent with the nature of the school's program.

In 2012-2013, the school improved to "Approaches Standard" in the areas of mission-related goals, reading growth, and math proficiency. Over 50% of students made expected growth targets established by NWEA in reading. The school's math proficiency goal was nearly met. The proficiency rate increased from 0.0% to 18.8%. On the other hand, only 28.5% of students in Grades 2-6 achieved expected growth established by NWEA in math; and the school's reading proficiency rate was lower than that of three out of three comparison schools, the district, and the state.

ACNW acknowledges the challenges of evaluating a school like OOCs due to its small size. Because public data is limited, this increases the need for the school to monitor and report on school level data. ACNW has communicated to OOCs the need for new goals and improved data collection and reporting.

2014 Academic Data Highlights

- No students demonstrated proficiency on the MCA math assessment
- Two students have demonstrated proficiency on the MCA reading assessment in each of the past three years.
- No "on track for success" MCA growth data is available for the school due to its small size.
- No other academic performance data is available at this time.

Environmental Education

Below is a summary of Oshki Ogimaag Community School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Exceeds
5: Ongoing EE Trend Areas	Exceeds
6: Commitment	Meets
7: Science Proficiency	Insufficient Data
8: Environmental Literacy	Exceeds

Overall, Oshki Ogimaag Community School's environmental education performance exceeds standard. The school's curriculum is focused on learning styles proven effective for American Indian learners and culturally-based activities, many of which are tied to environmental education, outdoor learning, and hands-on practice. The school works with other agencies on the Grand Portage Indian Reservation to receive the funding, supplies, and equipment it needs to provide necessary tools to implement many of its environmental education activities. The school met its stated contractual goals, and demonstrated that its academic program and operations reflect a commitment to increasing environmental literacy.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	6
• Of the total number, how many teachers were licensed in the assignment they taught?	6
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	2

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Oshki Ogimaag Community School's operations performance for the most recent evaluation completed in February 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Oshki Ogimaag Community School has some challenges operationally. ACNW's review of the school's operations reveals the following strengths and areas for continuous improvement:

Strengths:

- Review of information from the annual report and the school's charter renewal application provides significant evidence that the school is rooted in the Anishinaabe culture and that the school provides students with hands-on and community-based projects. The school provides an Outdoor Survival Skills Class where students learn outdoor skills such as building shelters. Students also practice leadership skills by working as teams. The school also sent a team of students to Native Youth Council training in fall 2013 to learn leadership skills with other native youth. The school imbeds native language and cultural teachings with focuses on literacy, wellness, and culture.
- The school has a committed staff that has provided some continuity, as opposed to past years of leadership turnover.
- The school's facilities are a particular strength. The school is co-located with a community center that has a fitness area and a pool that the school has access to.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Rating Pending
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Approaches
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- The school board is comprised of only 5 members. This limits the school's ability to effectively govern, particularly in the event that one or more board members are unable to attend a meeting. In addition, meeting materials are not consistently dispersed to board members in advance of the meeting. This does not allow for appropriate review necessary for effective oversight.
- The school board should develop a detailed management performance accountability plan that is aligned to contractual goals.
- The school's website does not post a lottery policy.

Update – January 2015

- The school's lottery policy is now posted to the website.
- ACNW is seeking additional information regarding the school's insurance to verify it meets the "hazardous materials" requirements.
- The school has not submitted its FY14 Annual Report or World's Best Workforce Report as of January 14, 2015. This was due in October 2014.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$492,606 (66.93%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Oshki Ogimaag Community School's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Does Not Meet	Does Not Meet
Financial Policies and Practices		Does Not Meet	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	2.28	2.11	21.93
Days Cash on Hand		34	132
Enrollment Variance		97.8%	101.7%
Sustainability Indicators			
Fund Balance Percentage	15.8%	13.4%	57.3%
Total Margin/Aggregated Three-Year Total Margin	3.1%	-2.0%	30.1%/14.3%
Debt to Asset Ratio	0.29	0.28	0.04

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$71,476 and grew the school's FY14 year-end general fund balance percentage to 66.9%.
- The school had no audit findings.
- An internal control finding from the previous year was effectively addressed and not repeated.

While Oshki Ogimaag Community School has demonstrated challenges related to budgeting in previous years, the school has put in place appropriate financial policies and practices and now demonstrates strong financial health, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Pillager Area Charter School
LEA Number	4080
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	9-12
Elementary and/or Secondary Grades Actually Served	9-12
Year First Began Operations	2001
Term of Current Charter School Contract	07/01/2011-06/30/2015
Address	12763 County Road 1 SW, PO Box 130, Pillager MN 56473
Website	http://www.pillagercharter.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
7.8%	0.0%	2.0%	2.0%	88.2%	0.0%	39.2%	74.5%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Pillager Area Charter School	010-32	12763 County Road 1 SW, PO Box 130, Pillager MN 56473	51	9-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

No

If no, provide Reason(s)	Brief Explanation
LEA student count is too small to report	LEA student count is too small to report (less than 10 students tested in grade 11 for Math and grade 10 for Reading)

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	7.7%	1	13
Math	2013	CTSTR	CTSTR	CTSTR
Math	2014	CTSTR	CTSTR	CTSTR
Reading	2012	CTSTR	CTSTR	CTSTR
Reading	2013	CTSTR	CTSTR	CTSTR
Reading	2014	CTSTR	CTSTR	CTSTR

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	2	10.5%
2012	2	18.2%
2013	5	21.7%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	4	40.0%
2012	7	36.8%
2013	4	36.4%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	9	50.0%
2012	5	41.7%
2013	8	40.0%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Pillager Area Charter School	Math	2012	11	-0.76
Pillager Area Charter School	Math	2013	6	-
Pillager Area Charter School	Math	2014	5	-
Pillager Area Charter School	Reading	2012	2	-
Pillager Area Charter School	Reading	2013	7	-
Pillager Area Charter School	Reading	2014	6	-

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Pillager Area Charter School's academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Insufficient Data
2: English Language Learners	Not Applicable
3: Reading Growth	Approaches
4: Math Growth	Approaches
5: Reading Proficiency	Insufficient Data
6: Math Proficiency	Insufficient Data
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Approaches
9: Post Secondary Readiness	Insufficient Data
10: Federal & State Accountability	No Designation
11: Attendance	Approaches

Summary Discussion

- 64% of students met spring-to-spring expected growth targets in reading on the NWEA.
- 65% of students met their expected fall to spring RIT goal in math. This was up from 59% the year before.
- Given the school's small size, no state proficiency data was available in reading or math.

2014 Academic Data Highlights

- In 2013-2014, 71% of continuously enrolled students met their fall to spring NWEA RIT expected growth target in reading.
- 79% of continuously enrolled students met their fall to spring RIT expected growth target on the NWEA math test.
- The school met both reading proficiency contractual goals. In 2013-2014, using curriculum-based measures for reading inferences, vocabulary, recall, and comprehension, 96% of students who had been assessed reached a proficiency of 70% on the total battery.
- The school met its curriculum-based math proficiency goal. 50% of continuously enrolled 9th and 10th graders did master 50 or more new topics. 82% of continuously enrolled 11th and 12th graders did master 30 or more new topics.

Environmental Education

Below is a summary of Pillager Area Charter School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Meets
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Meets
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Exceeds
7: Science Proficiency	Insufficient Data
8: Environmental Literacy	Meets

Overall, Pillager Area Charter School's environmental education performance meets standard. The school demonstrates a commitment to increasing environmental literacy among its student population, and invests some curricular resources and classroom time toward achieving its goals. The school uses the environment as both a classroom and a subject and provides situations for students to apply knowledge and skills. Field trips and outdoor experiences support student learning, and also create opportunities for students to practice real-world skills.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	6
• Of the total number, how many teachers were licensed in the assignment they taught?	4
• Of the total number, how many teachers received a waiver?	2
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	1
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Pillager Area Charter School's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Pillager Area Charter School is overall a well-run organization. ACNW's reviews of the school's operations during this year reveal the following strengths and areas for continuous improvement:

Strengths:

- The school is committed to its mission and effectively builds relationships with students to serve some of the most at-risk students in the area.
- The school provides a broad range of experiential learning opportunities for students.
- Daily operations, including transportation and food service, function smoothly, allowing the school to focus on its mission.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Approaches
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Rating Pending
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Rating Pending

Areas for Continuous Improvement:

- The organization and accessibility of the school's policies as presented on the website leaves opportunities for improvement.
- The board is made up of a committed group of individuals. Ongoing training and a deeper understanding of roles, responsibilities, and processes of a public charter school board would increase their effectiveness.
- Ensure insurance coverage is in place to meet the statutory requirements, including the "hazardous materials" requirement.
- Evaluation processes for leadership and teachers must be consistent with statute and help improve outcomes.
- Instructional leadership responsibilities can be clearer to ensure educational programs are data driven and that professional development is targeted to the needs of students.
- The school's lottery policy must be posted on the school's website.

Update – January 2015

- ACNW is currently engaging in a complete review of the school's operations as part of the reauthorization process.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$276,618 (48.74%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Pillager Area Charter School's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Does Not Meet	Approaches	Approaches
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Does Not Meet	Does Not Meet	Meets
Financial Audit	Does Not Meet	Does Not Meet	Does Not Meet
Near-Term Indicators			
Current Ratio	3.69	4.68	5.97
Days Cash on Hand		107	116
Enrollment Variance	103.8%	105.9%	108.7%
Sustainability Indicators			
Fund Balance Percentage	34.6%	36.4%	48.7%
Total Margin/Aggregated Three-Year Total Margin	-14.9%/NA	-0.4%/-12.1%	8.8%/-1.7%
Debt to Asset Ratio	0.21	0.18	0.16

Summary Discussion

Pillager Area Charter School has demonstrated mixed financial performance over the course of the current contract term. Performance in the area of Financial Management has shown some improvement, though additional improvements are needed. Specifically, the school's multiple repeated audit findings and inconsistent board oversight warrants improvements. While the auditor considers some of these findings related to internal controls common to an organization of this size, ACNW expects the school to work with the auditor to develop improved policies and practices that can address these findings. In addition, repeat findings related to the student activity fund must be addressed.

The board's oversight of financials is inconsistent. The monthly financial reports are often incomplete and/or inaccurate. They are not well identified as to what they are and are confusing to follow at times. Lengthy reports do not have page numbers for reference and ease of following during board discussion. Financial reports are not received in advance of board meetings, making any reasonable review of them before or during a board meeting very challenging at best.

The school has consistently earned the MDE Finance Award which provides evidence of meeting reporting and other compliance requirements with the state.

The school demonstrates relatively strong financial health, both as measured through Near-Term Indicators and Sustainability Indicators. The fund balance is quite strong at 48.7%, and grew in FY14, overcoming two years of net losses (FY12 and FY13). The school has consistently met enrollment targets over the past three years, which is critical given the school's small size.

While Pillager Area Charter School is positioned for a strong financial future, it must work to improve oversight and ensure policies and practices are in place to maintain its financial health. The board's capacity for effectiveness in its oversight and governance roles will be enhanced with timely, accurate, and easier to understand financial reports. Currently the board seems to defer to the director and the business manager for all financial decisions when, in fact, it is the board that has accountability for the school's finances.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Prairie Seeds Academy
LEA Number	4126
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	K-12
Elementary and/or Secondary Grades Actually Served	K-12
Year First Began Operations	2004
Term of Current Charter School Contract	07/01/2013-06/30/2016
Address	6200 West Broadway Ave. N., Brooklyn Park MN 55428
Website	http://ww2.psak12.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	72.3%	9.4%	16.2%	2.1%	42.6%	7.3%	74.2%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Prairie Seeds Academy	010-10	6200 West Broadway Ave. N., Brooklyn Park MN 55428	791	K-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	19.5%	73	375
Math	2013	18.6%	75	404
Math	2014	21.8%	87	400
Reading	2012	40.9%	156	381
Reading	2013	19.4%	76	392
Reading	2014	18.3%	72	393

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	13	43.3%
2012	39	76.5%
2013	37	60.7%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	4	40.0%
2012	21	75.0%
2013	46	86.8%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	CTSTR	CTSTR
2012	CTSTR	CTSTR
2013	20	76.9%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Prairie Seeds Academy	Math	2012	306	-0.01
Prairie Seeds Academy	Math	2013	337	-0.32
Prairie Seeds Academy	Math	2014	329	-0.12
Prairie Seeds Academy	Reading	2012	306	0.05
Prairie Seeds Academy	Reading	2013	323	-0.14
Prairie Seeds Academy	Reading	2014	323	-0.16

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Prairie Seeds Academy's academic performance evaluation, completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Insufficient Data
2: English Language Learners	Meets
3: Reading Growth	Approaches
4: Math Growth	Approaches
5: Reading Proficiency	Does Not Meet
6: Math Proficiency	Does Not Meet
7: Writing Proficiency	Does Not Meet
8: Science Proficiency	Does Not Meet
9: Post Secondary Readiness	Insufficient Data
10: Federal & State Accountability	Focus School
11: Attendance	Meets

Summary Discussion

- In the area of reading growth measured by MCA performance, the school had a negative z-score that was higher than that of one out of three comparison schools. The school had a greater percentage of students “On Track for Success” than one of three comparison schools, but a smaller percentage of students “On Track for Success” compared to the district.
- In the area of math growth measured by MCA performance, the school had a negative z-score that was lower than those of three out of three comparison schools. The school had a lower percentage of students “On Track for Success” than three of three comparison schools and the district.
- In the area of reading proficiency measured by MCA performance, the school's proficiency rate was higher than that of one out of three comparison schools and lower than those of the district and state.
- In the area of math proficiency measured by MCA performance, the school's proficiency rate was lower than those of three out of three comparison schools, the district, and the state. The school's proficiency rate was lower than its proficiency rate from the previous year.

2014 Academic Data Highlights

- In the area of reading growth as measured by MCA performance, 33.7% of students were on track for success, a decrease from the previous year.
- In the area of math growth as measured by MCA performance, 39.8% of students were on track for success, an increase from the previous year.
- The school experienced an overall decrease in the percentage of students making growth targets on the NWEA in reading and math from spring 2013 to spring 2014.

Environmental Education

Overall, Prairie Seeds Academy's environmental education performance meets standard. Although the school was founded without a specific sustainability related mission, it has focused on meeting its EE mission match goals and creating environmentally literate students. The school's implementation of EE topics, principles, and practices continues to grow as teachers scaffold student learning. The school engages in operational and financial decision-making that reflects a commitment to environmental education and sustainability.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	41
• Of the total number, how many teachers were licensed in the assignment they taught?	41
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	3
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	13
• Of the total number, how many teachers did not return for FY 2015?	9

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Prairie Seeds Academy's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Prairie Seeds Academy is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- A review of school documents, including its annual report, website, and board meeting minutes, along with information gained through observations and site visits, indicate that the school is driven by its mission and has developed appropriate educational programming to realize that mission.
- The school has done a great job of retaining staff and creating a shared vision and sense of purpose. This is clear from interviews with staff members and classroom observation.
- PSA has demonstrated a commitment to becoming an IB school, and it has steadily worked through the process to the point that it is now only waiting on news of certification, which will come this fall.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Does Not Meet
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- The school must obtain and maintain liability insurance that complies with statutory requirements, including the “hazardous materials” requirement.
- A formal review process needs to be developed for the CEO and Principal in order to ensure that the school is continuing to meet performance expectations of the board and authorizer.
- In the fall of 2014, the school is shifting its instructional leadership model in significant ways. This new model will no longer include the Assistant Principals. This will be a challenge to successfully implement.

Update – January 2015

- ACNW does not have evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.
- Prairie Seeds Academy is recognized as an IB World School.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$4,318,698 (57.42%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Prairie Seeds Academy's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Does Not Meet	Does Not Meet
Near-Term Indicators			
Current Ratio	5.93	6.28	8.73
Days Cash on Hand		22	137
Enrollment Variance			101.5%
Sustainability Indicators			
Fund Balance Percentage	33.7%	38.5%	48.2%
Total Margin/Aggregated Three-Year Total Margin	11.6%	7.8%	7.3%/8.8%
Debt to Asset Ratio	0.17	0.16	0.11

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$848,752 and grew the school's FY14 year-end fund balance percentage to 57.4%.
- The school had no audit findings.
- An internal control finding from the previous year was effectively addressed and not repeated.

Prairie Seeds Academy demonstrates effective financial management practices and strong financial health, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	River's Edge Academy
LEA Number	4190
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	9-12
Elementary and/or Secondary Grades Actually Served	9-12
Year First Began Operations	2009
Term of Current Charter School Contract	07/01/2012-06/30/2015
Address	188 West Plato Blvd., St. Paul MN 55107
Website	http://riversedgeacademy.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
2.5%	1.3%	25.3%	24.1%	46.8%	0.0%	17.7%	65.8%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
River's Edge Academy	010-32	188 West Plato Blvd., St. Paul MN 55107	79	9-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	0.0%	0	11
Math	2013	15.0%	3	20
Math	2014	10.5%	2	19
Reading	2012	CTSTR	CTSTR	CTSTR
Reading	2013	54.5%	6	11
Reading	2014	45.5%	5	11

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	5	23.8%
2012	2	10.5%
2013	5	23.8%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	CTSTR	CTSTR
2012	7	43.8%
2013	CTSTR	CTSTR

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	CTSTR	CTSTR
2012	CTSTR	CTSTR
2013	7	43.8%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
River's Edge Academy	Math	2012	9	-
River's Edge Academy	Math	2013	11	0.05
River's Edge Academy	Math	2014	9	-
River's Edge Academy	Reading	2012	5	-
River's Edge Academy	Reading	2013	5	-
River's Edge Academy	Reading	2014	6	-

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of River's Edge Academy's academic performance evaluation, completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Meets
2: English Language Learners	Not Applicable
3: Reading Growth	Does Not Meet
4: Math Growth	Approaches
5: Reading Proficiency	Approaches
6: Math Proficiency	Does Not Meet
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Approaches
9: Post Secondary Readiness	Meets
10: Federal & State Accountability	No Designation
11: Attendance	Meets

Summary Discussion

- In the area of reading growth, only 30.8% of all students enrolled during the 2012-2013 school year met projected growth in reading comprehension as measured by the Northwestern Evaluation Assessment (NWEA) nationally norm-referenced Measures of Academic Progress (MAP) tests.
- In the area of math growth measured by MCA performance, the school had a slightly positive z-score that was higher than that of one comparison school and comparable to those of two comparison schools.
- In the area of reading proficiency measured by MCA performance, the school's proficiency index was slightly above those of the district and one comparison school, significantly above the index of one comparison school, and somewhat below that of another comparison school.
- In the area of math proficiency measured by MCA performance, the school's proficiency index and proficiency rate were both below those of the district and all comparison schools.

2014 Academic Data Highlights

- The school did not meet its goals for the percentage of students that met or exceeded fall to spring expected growth targets on the NWEA in reading or math.

Environmental Education

Overall, River's Edge Academy's environmental education performance exceeds standard. Students engage in learning centers around environmental themes, such as sustainability and alternative energy sources, and these themes are embedded throughout the curriculum. The school measures environmental literacy through authentic assessment, such as developing a field guide for the Superior Hiking Trail, and students complete a survey at the end of the year, measuring both environmental attitudes and literacy.

During the 2013-2014 school year, REA implemented a composting program that reduced organic waste by an average of 100 pounds per week. The school has committed itself financially to fund Outward Bound trips throughout the school year, as well as to implementing other operational procedures to cut down on waste and cost. The school reflects a strong commitment to environmental education and sustainability in its academic program, financial management, and operational decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	6
• Of the total number, how many teachers were licensed in the assignment they taught?	6
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	1
• Of the total number, how many teachers did not return for FY 2015?	2

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of River's Edge Academy operations performance for the most recent evaluation completed in July 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that River's Edge Academy is overall a well-run organization. ACNW's reviews of the school's operations during this year reveal the following strengths and areas for continuous improvement:

Strengths:

- The school demonstrates a strong commitment to its mission and vision, and consistently ensures programs, activities, and resources are in place to advance both.
- The school's instructional program, including professional development, teacher evaluation, and assessment continues to strengthen.
- The school has a board of directors with substantial capacity to effectively govern the school. The board continues to focus on improving its practices.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- Given the school's small size, even minimal teacher turnover can be impactful. The school can continue to strengthen its instructional program and institutionalize curriculum, instructional strategies, and assessments to support new teachers and seamless teaching and learning for students.
- Provide ACNW with an up to date insurance certificate. The school must obtain and maintain liability insurance that meets statutory requirements, including the "hazardous materials" requirement.

Update – January 2015

- ACNW has an up to date insurance certificate but is seeking additional clarification regarding the "hazardous materials" coverage.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	No
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$34,098 (3.40%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of River's Edge Academy's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	1.01	1.12	1.02
Days Cash on Hand		45	8
Enrollment Variance		102.0%	78.3%
Sustainability Indicators			
Fund Balance Percentage	0.2%	4.2%	0.3%
Total Margin/Aggregated Three-Year Total Margin	-5.4%	3.6%	-3.5%/-1.7%
Debt to Asset Ratio	0.86	0.81	0.82

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$31,500; however, the fund balance percentage is still quite low at 3.4%.
- The school had no audit findings.

River's Edge Academy is still a young school that has developed and implements strong systems of financial oversight, but has struggled to develop a healthy financial position. The greatest challenge for the school continues to be the development of a fund balance that can provide stability for the school and limit the need for short term borrowing. Many of the financial health indicators are directly tied to student enrollment, which did see an increase in FY14. Ongoing enrollment growth will be the linchpin to the school's future financial health.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Riverway Learning Community
LEA Number	4064
MDE Officially Recognized Early Learning Program(s)	Instructional Preschool Program
Elementary and/or Secondary Grades Approved to Serve	K-12
Elementary and/or Secondary Grades Actually Served	K-12
Year First Began Operations	2000
Term of Current Charter School Contract	07/01/2014-06/30/2018
Address	1733 Service Drive, Suite 18, Winona MN 55987
Website	http://www.riverwaylearningcommunity.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	0.0%	1.0%	10.2%	88.8%	0.0%	32.7%	73.5%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Riverway Learning Community Charter	010-10	1733 Service Drive, Suite 18, Winona MN 55987	56	K-6
Riverway Secondary	020-33	1733 Service Drive, Suite 18, Winona MN 55987	42	7-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	14.7%	5	34
Math	2013	30.0%	12	40
Math	2014	26.5%	13	49
Reading	2012	42.9%	15	35
Reading	2013	40.9%	18	44
Reading	2014	38.3%	18	47

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	CTSTR	CTSTR
2012	CTSTR	CTSTR
2013	6	50.0%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	8	66.7%
2012	CTSTR	CTSTR
2013	CTSTR	CTSTR

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	7	58.3%
2012	8	66.7%
2013	CTSTR	CTSTR

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Riverway Learning Community Charter	Math	2012	12	-0.08
Riverway Learning Community Charter	Math	2013	19	-0.73
Riverway Learning Community Charter	Math	2014	18	0.05
Riverway Learning Community Charter	Reading	2012	12	0.02
Riverway Learning Community Charter	Reading	2013	19	-0.17
Riverway Learning Community Charter	Reading	2014	17	0.12
Riverway Secondary	Math	2012	12	0.50
Riverway Secondary	Math	2013	15	0.33
Riverway Secondary	Math	2014	20	0.17
Riverway Secondary	Reading	2012	15	-0.08
Riverway Secondary	Reading	2013	18	0.06
Riverway Secondary	Reading	2014	20	-0.24

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Riverway Learning Community's academic performance evaluation completed in February 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary Discussion

Riverway Learning Community did not meet any of its contractual goals in reading and math in 2011-2012, falling significantly short on several. This initiated school improvement discussions between ACNW and the school. Simultaneously the school altered its leadership structure and initiated a school improvement plan. Results were much more positive in 2012-2013. The school partially met the aggressive NWEA growth goals in reading and math. The elementary program met the goal and the secondary program fell short yet still had well over 50% make the expected growth targets. While the school did not meet the math proficiency goal, there was significant improvement from the previous year. Although the percent of students proficient in reading slightly decreased, the test was more difficult, making comparisons from year to year inappropriate. These improved results, along with the school's ongoing school improvement efforts are also reflected above on ACNW performance indicators.

2014 Academic Data Highlights

- MCA Math and Reading proficiency rates remained relatively stable from 2013 to 2014.
- Growth z-scores were positive for both Math and Reading for the Elementary School.
- High percentages of students met NWEA growth targets in Math (approximately 75%) and reading (approximately 75%).
- A high percentage of non-proficient students achieved high growth in reading (22.2%) compared to the state average (12.3%).
- A high percentage of non-proficient students achieved high growth in math (27.8%) compared to the state average (11.0%).

Environmental Education

Below is a summary of Riverway Learning Community's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary		
Academic Indicators	2012	2013
1: Mission Related Goals	No Rating	No Rating
2: English Language Learners	Not Applicable	Not Applicable
3: Reading Growth	Approaches	Meets
4: Math Growth	Does Not Meet	Approaches
5: Reading Proficiency	Does Not Meet	Meets
6: Math Proficiency	Does Not Meet	Approaches
7: Writing Proficiency	Insufficient Data	Insufficient Data
8: Science Proficiency	Does Not Meet	Approaches
9: Post Secondary Readiness	Insufficient Data	Meets
10: Federal & State Accountability	No Designation	No Designation
11: Attendance	Meets	Meets

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Meets
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Exceeds
5: Ongoing EE Trend Areas	No Rating
6: Commitment	Exceeds
7: Science Proficiency	Approaches
8: Environmental Literacy	Exceeds

Overall, Riverway Learning Community's environmental education performance exceeds standard. The school employs Montessori curriculum in its primary school (which places significant emphasis on environmental systems and their interaction with human systems), project-based curriculum using the "community as classroom" model in its secondary school, and an environmental focus across all grade that enhances and adds depth to its program. The school reflects a strong commitment to environmental education and sustainability in its academic program, financial management, and operational decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	8
• Of the total number, how many teachers were licensed in the assignment they taught?	5
• Of the total number, how many teachers received a waiver?	2
• Of the total number, how many teachers received a variance?	0
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	1
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	0
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Riverway Learning Community's operations performance for the most recent evaluation completed in February 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Riverway Learning Community is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- The school has built a strong culture that is focused on achieving its mission. Interviews with parents and students demonstrated high levels of satisfaction with the school.
- Riverway implemented a new leadership model in FY13, which replaced the one Executive Director model with Learning Leaders for primary and secondary grades and a Leader of Operations. This new model is providing ACNW with a great deal of confidence that the school is building a sustainable, clear leadership plan.
- The school recently moved into a new, more urban facility. This space provides a safe, positive learning environment, and the urban location is providing more visibility for the school as well.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

- The school has stable student transportation and food service programming. Of particular note is the school's very strong food service program. The school locally sources food and provides fresh, nutritious meals that are cooked onsite. This is almost unique for small schools. Additionally, the school has managed to provide this at a reasonable cost.

Areas for Continuous Improvement:

- School board meeting minutes are sparsely detailed. The board could develop a clearer template that better articulates board business
- The school must obtain and maintain liability insurance that meets statutory requirements, including the "hazardous materials" requirement. ACNW recognizes that the school is actively engaged with its insurance agent to that end.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the "hazardous materials" statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$419,685 (36.38%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Riverway Learning Community's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	1.56	1.69	4.00
Days Cash on Hand		82	83
Enrollment Variance		95.6%	102.9%
Sustainability Indicators			
Fund Balance Percentage	14.2%	20.9%	29.3%
Total Margin/Aggregated Three-Year Total Margin	6.5%	5.7%	8.3%/6.9%
Debt to Asset Ratio	0.60	0.54	0.12

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance increased by \$102,613 and the general fund balance percentage is strong at 36.4%.
- The school had no audit findings.

Riverway Learning Community demonstrates effective financial management practices and strong financial health, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Swan River Montessori Charter School
LEA Number	4137
MDE Officially Recognized Early Learning Program(s)	Instructional Preschool Program
Elementary and/or Secondary Grades Approved to Serve	K-6
Elementary and/or Secondary Grades Actually Served	K-6
Year First Began Operations	2005
Term of Current Charter School Contract	07/01/2011-06/30/2016
Address	500 Maple Street, Monticello MN 55362
Website	http://www.swanrivermontessori.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
2.1%	1.4%	4.8%	0.0%	91.8%	0.0%	17.8%	10.3%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Swan River Montessori Charter School	010-10	500 Maple Street, Monticello MN 55362	146	K-6

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	83.6%	61	73
Math	2013	56.8%	42	74
Math	2014	50.7%	34	67
Reading	2012	91.5%	65	71
Reading	2013	66.2%	49	74
Reading	2014	58.8%	40	68

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Swan River Montessori Charter School	Math	2012	44	0.22
Swan River Montessori Charter School	Math	2013	48	-0.45
Swan River Montessori Charter School	Math	2014	44	-0.19
Swan River Montessori Charter School	Reading	2012	45	0.61
Swan River Montessori Charter School	Reading	2013	49	-0.19
Swan River Montessori Charter School	Reading	2014	47	-0.19

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Swan River Montessori Charter School's academic performance evaluation, completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Not Applicable
2: English Language Learners	Not Applicable
3: Reading Growth	Approaches
4: Math Growth	Approaches
5: Reading Proficiency	Meets
6: Math Proficiency	Approaches
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Meets
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	No Designation
11: Attendance	Exceeds

Summary Discussion

- In the area of reading growth measured by MCA performance, the school had a significantly greater percentage of students “On Track for Success” than one of three comparison schools, and a comparable percentage to the district.
- 67.6% of students met their NWEA MAP reading growth target.
- In the area of math growth measured by MCA performance, the school had a greater percentage of students “On Track for Success” than two out of three comparison schools, but a lower percentage when compared to the district.
- In the area of reading proficiency measured by MCA performance, the school's proficiency index was higher than that of three out of four comparison schools and the district.
- In the area of math proficiency measured by MCA performance, the school's proficiency index was higher than that of two out of four comparison schools, but lower than that of the district. The school's proficiency rate was approximately 26 percentage points lower than its proficiency rate from the previous year.

2014 Academic Data Highlights

- In the area of reading growth as measured by MCA performance, 46.8% of students were on track for success, a significant decrease from the previous year.
- In the area of math growth as measured by MCA performance, 48.9% of students were on track for success, a decrease from the previous year.
- 65.0% of students met or exceeded fall to spring expected growth targets on the NWEA in reading.
- 49.2% of students met or exceeded fall to spring expected growth targets on the NWEA in math.

Environmental Education

Overall, Swan River Montessori Charter School's environmental education performance exceeds standard. The school employs a part-time environmental education teacher who meets with each classroom weekly. The school employs a Montessori curriculum that focuses on care of the environment, gardening, recycling, composting, and energy efficiency. In addition, the school is building a science lab that will be used for EE and STEM learning. The school reflects a strong commitment to environmental education and sustainability in its academic program, financial management, and operational decision-making.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	12
• Of the total number, how many teachers were licensed in the assignment they taught?	11
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	1
• Of the total number, how many teachers did not return for FY 2015?	0

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Swan River Montessori Charter School's operations performance for the most recent evaluation completed in June 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Swan River Montessori School is a well-run organization. ACNW's reviews of the school's operations during the course of this fiscal year reveal the following strengths and areas for continuous improvement:

Strengths:

- A review of school documents, including its annual report, website, and board meeting minutes, along with information gained through observations and site visits, indicate that the school is driven by its mission and has developed appropriate Montessori educational programming to realize that mission.
- Many staff members and teachers have longevity in their positions and staff turnover is low. This suggests positive things about the culture and continuity of services for students.
- The school has succeeded in providing a safe, nurturing environment where students can feel supported and develop as individuals.
- The school has strong systems in place to address day-to-day operations, ensuring the focus is on student learning.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Meets

Areas for Continuous Improvement:

- The school experienced a leadership turnover this past year. All indications are that it has been a smooth and effective transition, but ACNW will continue to monitor this for continuity of programming. At this point, there are no concerns.
- Board of director meeting minutes could be more clearly crafted to characterize conversations and offer some more detail about policy conversations.

Update – January 2015

- No concerns have been raised following the school leadership transition.
- The school is expanding facilities, adding new art, music, and special education space.
- Further review of insurance coverage raises questions regarding the “hazardous materials” coverage. Additional information is required from the school.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$571,187 (41.53%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Swan River Montessori Charter School's financial performance for the most recent evaluation completed in spring 2014. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation – Three-year Summary			
Management Indicators	2011	2012	2013
Budgeting		Meets	Meets
Financial Policies and Practices		Meets	Meets
Financial Reporting		Meets	Meets
Financial Audit		Meets	Meets
Near-Term Indicators			
Current Ratio	7.23	9.18	8.05
Days Cash on Hand		166	193
Enrollment Variance		99.4%	99.5%
Sustainability Indicators			
Fund Balance Percentage	45.4%	49.1%	50.7%
Total Margin/Aggregated Three-Year Total Margin	3.1%	1.9%	3.9%/3.0%
Debt to Asset Ratio	0.11	0.09	0.10

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or “clean” audit.
- The FY14 fund balance decreased by \$46,918; however the school still maintains a fund balance percentage of 41.5%.
- The school had no audit findings.

Swan River Montessori Charter School demonstrates effective financial management practices and strong financial health, both in terms of near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Vermilion Country School
LEA Number	4207
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	7-12
Elementary and/or Secondary Grades Actually Served	7-12
Year First Began Operations	2013
Term of Current Charter School Contract	07/01/2012-06/30/2015
Address	1 Enterprise Drive, PO Box 629, Tower MN 55790
Website	http://www.vermilioncountry.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
37.5%	1.6%	1.6%	1.6%	57.8%	0.0%	32.8%	71.9%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Vermilion Country School	010-33	1 Enterprise Drive, PO Box 629, Tower MN 55790	64	7-12

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	N/A	N/A	N/A
Math	2013	N/A	N/A	N/A
Math	2014	0.0%	0	22
Reading	2012	N/A	N/A	N/A
Reading	2013	N/A	N/A	N/A
Reading	2014	15.4%	4	26

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Vermilion Country School	Math	2012	N/A	N/A
Vermilion Country School	Math	2013	N/A	N/A
Vermilion Country School	Math	2014	19	-1.61
Vermilion Country School	Reading	2012	N/A	N/A
Vermilion Country School	Reading	2013	N/A	N/A
Vermilion Country School	Reading	2014	22	-1.35

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below are initial summary comments for Vermilion Country School's FY14 academic performance evaluation; a complete evaluation on FY14 academic performance will be completed later this fiscal year. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

2014 Academic Data Highlights

Only one year of data is available for review, as the 2013-2014 school year was the school's first year of existence. The school's small size also restricts the amount and types of data available for review. Several of the school's goals measure the performance of students who have been continuously enrolled for two years, so the corresponding data will be reviewed in next year's academic performance evaluation. Some minor highlights from FY14 include:

- In the area of reading growth as measured by MCA performance, 13.5% of students were on track for success. (Math growth data is unavailable.)
- In the area of reading proficiency as measured by MCA performance, 15.4% of tested students enrolled by October 1 reached proficiency. Of the students that were continuously enrolled, 38.5% were at least partially proficient.
- In the area of math proficiency as measured by MCA performance, 0.0% of tested students enrolled by October 1 reached proficiency. Of the students that were continuously enrolled, 40.9% were at least partially proficient.

Environmental Education

Overall, Vermilion Country School's environmental education performance meets standard. In its first year, the school demonstrated that its board and administration take seriously the EE mission match requirement in its contract with ACNW, and is implementing programs and activities to help students become more environmentally literate. The school is located in Superior National Forest, and EE is integral to the school's P.E. program. The school employs a project-based model, and students integrate EE topics into self-directed projects, such as nature photography or building a terrarium.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	8
• Of the total number, how many teachers were licensed in the assignment they taught?	7
• Of the total number, how many teachers received a waiver?	8
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	2
• Of the total number, how many teachers did not return for FY 2015?	3

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Vermilion Country School's operations performance for the most recent evaluation completed in May 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Vermilion Country School is an organization that is developing. ACNW's reviews of the school's operations during this year reveal the following strengths and areas for continuous improvement:

Strengths:

- The school remains committed to its mission and vision and continues to provide an important option for students in the area.
- The school has worked to effectively provide transportation options to students in the area. While this has been challenging, the school has attempted to ensure access to all students in the region.
- The school has provided a quality food service program – a meaningful achievement in year one.
- The school navigated through significant challenges in year one and is moving into year two with a degree of optimism.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Approaches
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Not Applicable
1.6 Parent & Student Satisfaction	Insufficient Data
2 – Governance	
2.1 Board Composition & Capacity	Approaches
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Rating Withheld
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Rating Withheld
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Rating Withheld

Areas for Continuous Improvement:

- The instructional program at the school is developing. The need for clear instructional leadership is evident as is the implementation of a systematic plan to review and use formative student performance data to improve teaching and learning.
- As the school moves into its second year with a new administrator, clarity of roles and responsibilities for staff and board will continue to be a core issue. This is likely to impact staff turnover, which has been an issue in the school's first year.
- The board must ensure clear evaluation and accountability systems are in place for all staff.
- Develop clear communication systems for supporting students with special needs.
- Ensure ongoing board training plans are in place to increase each individual member's capacity to be an effective charter school board member.

Update – January 2015

- ACNW has evidence that the school purchased additional insurance coverage to meet the “hazardous materials” statutory requirement.
- The school has implemented a leadership structure that includes teacher leadership and an administrator, with teacher-led committees in areas including curriculum and instruction.
- Staff evaluation systems are more developed.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none">If yes, how long has it been in Statutory Operating Debt?	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$2,330 (.21%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

FY14 was Vermilion Country School's first operational year. As such, ACNW has not completed a full financial evaluation of the school as of January 2015. This evaluation will be completed in February 2015. For more information on the ACNW Financial Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Data from the FY14 audit indicates the following:

- The auditor issued an unmodified report or "clean" audit;
- The FY14 fund balance decreased from \$10,618 at FY13 year-end to \$2,329 at FY14 year-end.
- The school had one audit finding:
 - Significant deficiency – Segregation of duties:
 - Internal control over disbursements
 - Internal control over cash/lunch receipts
 - This finding was a repeat finding from the FY13 audit.
 - The school developed an acceptable correction action plan (CAP) as documented in the audit.
- A compliance finding from the previous year was effectively addressed and not repeated.

As a young school, Vermilion Country School does not yet have fully developed systems and is not in strong financial health. With a fund balance of less than 1% at FY14 year-end, the school is in a vulnerable position, both in regards to near term indicators and sustainability indicators.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	Voyageurs Expeditionary School
LEA Number	4107
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	6-12
Elementary and/or Secondary Grades Actually Served	6-12
Year First Began Operations	2003
Term of Current Charter School Contract	07/01/2011-06/30/2015
Address	3724 Bemidji Ave N, Bemidji MN 56601
Website	http://www.voyageursschool.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
58.6%	0.0%	1.1%	2.3%	37.9%	0.0%	35.6%	83.9%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
Voyageurs Expeditionary School	010-32	3724 Bemidji Ave N, Bemidji MN 56601	72	9-12
Voyageurs Expeditionary MS	020-20	3724 Bemidji Ave N, Bemidji MN 56601	15	6-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	7.7%	1	13
Math	2013	0.0%	0	15
Math	2014	9.7%	3	31
Reading	2012	40.0%	4	10
Reading	2013	33.3%	4	12
Reading	2014	29.2%	7	24

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	3	16.7%
2012	9	31.0%
2013	12	60.0%

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	15	44.1%
2012	9	42.9%
2013	9	32.1%

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	18	64.3%
2012	19	57.6%
2013	13	50.0%

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
Voyageurs Expeditionary School	Math	2012	4	-
Voyageurs Expeditionary School	Math	2013	10	-0.27
Voyageurs Expeditionary School	Math	2014	14	-1.35
Voyageurs Expeditionary School	Reading	2012	4	-
Voyageurs Expeditionary School	Reading	2013	9	-
Voyageurs Expeditionary School	Reading	2014	7	-
Voyageurs Expeditionary MS	Math	2012	N/A	N/A
Voyageurs Expeditionary MS	Math	2013	N/A	N/A
Voyageurs Expeditionary MS	Math	2014	7	-
Voyageurs Expeditionary MS	Reading	2012	N/A	N/A
Voyageurs Expeditionary MS	Reading	2013	N/A	N/A
Voyageurs Expeditionary MS	Reading	2014	9	-

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of Voyageurs Expeditionary School's academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Approaches
2: English Language Learners	Not Applicable
3: Reading Growth	Approaches
4: Math Growth	Approaches
5: Reading Proficiency	Meets
6: Math Proficiency	Approaches
7: Writing Proficiency	Meets
8: Science Proficiency	Approaches
9: Post Secondary Readiness	Insufficient Data
10: Federal & State Accountability	No Designation
11: Attendance	Meets

Summary Discussion

- The school nearly met its reading goal and had 50% of students meet expected growth targets established by NWEA. This percentage also increased from the previous year.
- The school had 71.4% of Native American students and 77.7% of students eligible for Free/Reduced benefits achieve high or medium growth on the MCA in Reading in April 2013. The school had nearly the same percentage of students making high or medium growth as the school district.
- The school met one goal and performed well on the other. The school demonstrated that, on average, a growing percentage of students are making above average growth on NWEA expected growth targets.
- The school's reading proficiency index and proficiency rate on the MCAs was higher than those of two out of three comparison schools.

2014 Academic Data Highlights

- In the area of reading growth, the school met one goal and nearly met the other. NWEA data shows that 73% of students made expected growth targets. Also, the school provided more evidence of positive growth in reading as students demonstrated an above average growth rate on the NWEA assessment as well.
- In FY 2013, students demonstrated an above average growth of 4.5 RITS from fall to spring on the NWEA Assessment in Math (Fall average RIT of 225.3; Spring average RIT of 229.8).
- In the area of reading proficiency as measured by MCA performance, the school's proficiency rate and index both decreased from the previous year. On almost every measure, the school was outperformed by the state, the district, and comparison schools.

Proficiency Index – All	FY14
ISD 31 Bemidji Public School District	70.90
State of Minnesota	69.86
Red Lake County Central High School	68.89
Voyageurs Expeditionary School	39.58

Proficiency Rate – All	FY14
ISD 31 Bemidji Public School District	60.6
State of Minnesota	59.8
Red Lake County Central High School	57.8
Voyageurs Expeditionary School	29.2

- The school saw a slight increase in the percentage of students achieving proficiency on the MCAs from the previous year.
- In the area of math proficiency as measured by MCA performance, the school saw a slight increase in the percentage of students achieving proficiency on the MCAs from the previous year.

Environmental Education

Below is a summary of Voyageurs Expeditionary School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Meets
5: Ongoing EE Trend Areas	Meets
6: Commitment	Exceeds
7: Science Proficiency	Does Not Meet
8: Environmental Literacy	Exceeds

Overall, Voyageurs Expeditionary School's environmental education performance exceeds standard.

Environmental education is foundational to many of the activities, practices, and classes at the school. The school's academic program, operations, and financial management demonstrate a strong commitment to environmental learning. Its achievements and progress toward its contractual goals over the course of the most recent contract is evident, and its performance demonstrates a strong commitment to fostering environmental literacy among its students, staff, and faculty.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	8
• Of the total number, how many teachers were licensed in the assignment they taught?	8
• Of the total number, how many teachers received a waiver?	6
• Of the total number, how many teachers received a variance?	2
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	0
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	0
• Of the total number, how many teachers left during FY 2014?	1
• Of the total number, how many teachers did not return for FY 2015?	1

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Voyageurs Expeditionary School's operations performance for the most recent evaluation completed in July 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that Voyageurs Expeditionary School is a well-run organization. ACNW's reviews of the school's operations during the course of this fiscal year reveal the following strengths and areas for continuous improvement:

Strengths:

- A review of school documents, including its annual report, website, and board meeting minutes, along with information gained through observations and site visits indicate that the school is driven by its mission and has developed appropriate educational programming to realize that mission. The development of a middle school should further strengthen this with a successful implementation.
- Many staff members and teachers have longevity in their positions and staff turnover is low. This suggests positive things about the culture and continuity of services for students.
- The school has succeeded in providing a safe, nurturing environment where students can feel supported and develop as individuals.
- The school has strong systems in place to address day-to-day operations, ensuring the focus is on student learning.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Approaches
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- Board of director meeting minutes could be more clearly crafted to characterize conversations and to offer some more detail about resolutions. This could also include a more formal naming convention to record the directors involved in moving a resolution.
- The school must obtain and maintain liability insurance that meets statutory requirements, including the “hazardous materials” requirement.

Update – January 2015

- ACNW does not have evidence that the school has insurance coverage to meet the “hazardous materials” statutory requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$270,853 (23.47%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of Voyageurs Expeditionary School's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Meets	Meets	Meets
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Meets	Meets	Meets
Financial Audit	Meets	Meets	Meets
Near-Term Indicators			
Current Ratio	3.87	7.13	4.95
Days Cash on Hand		53	55
Enrollment Variance	103.5%	113.1%	98.0%
Sustainability Indicators			
Fund Balance Percentage	33.3%	35.6%	23.5%
Total Margin/Aggregated Three-Year Total Margin	5.0%/NA	3.2%/4.6%	-1.1%/2.2%
Debt to Asset Ratio	0.21	0.12	0.16

Summary Discussion

Voyageurs Expeditionary School has demonstrated consistently strong financial performance in the areas of Financial Management, Near-Term Indicators, and Sustainability Indicators. The school has an engaged board that conducts quality budgeting and financial oversight at the school, management that implements policies effectively, and a strong financial position. While the school's fund balance has consistently been above 30%, the increased expenditures in addition to one time investments related to the middle school expansion have led to a fund balance of 23.5%, slightly below the ACNW standard. Nonetheless, the school maintains strong performance in other indicators and given its current growth trajectory continues to be well positioned for a strong financial future. It will be important for the school to plan for and attain positive net income in coming fiscal years to maintain a strong fund balance to coincide with growth.

FY 2014 Authorizer Annual Report: Part Three

Part Three: Individual Operational Charter School LEA Profiles

Authorizer Name: Audubon Center of the North Woods

Charter School LEA General Profile Information

LEA Name	The World Learner School
LEA Number	4016
MDE Officially Recognized Early Learning Program(s)	N/A
Elementary and/or Secondary Grades Approved to Serve	1-8
Elementary and/or Secondary Grades Actually Served	1-8
Year First Began Operations	1995
Term of Current Charter School Contract	07/01/2011-06/30/2015
Address	112050 Hundertmark Road, Chaska MN 55318
Website	http://www.wlschaska.org/

Charter School LEA Demographic Information (as percentages)

Data source: [Minnesota Report Card](#)

Ethnicity: American Indian/Alaskan Native	Ethnicity: Asian/Pacific Islander	Ethnicity: Hispanic	Ethnicity: Black, not of Hispanic origin	Ethnicity: White, not of Hispanic origin	English Learner	Special Education	Free / Reduced Price Lunch
0.0%	7.6%	3.8%	3.8%	84.8%	1.9%	15.2%	10.5%

LEA Site Information (that serves as a primary site of enrollment)

Site Name	Site Number	Address	Enrollment	Elementary and/or Secondary Grades Served
World Learner Charter School	010-10	112050 Hundertmark Road, Chaska MN 55318	210	1-8

Academic Performance Indicators in FY 2014 (based on October 1st enrollment)

Did the LEA generate state academic performance data in FY 2014?

Yes

If no, provide Reason(s)	Brief Explanation
N/A	N/A

Proficiency Test Results and Graduation Rates by LEA

Data source: [Minnesota Report Card](#)

Proficiency Test Results

Subject	Year	% Proficient	# Proficient	# Tested
Math	2012	57.7%	82	142
Math	2013	62.7%	96	153
Math	2014	55.5%	86	155
Reading	2012	85.7%	120	140
Reading	2013	68.4%	104	152
Reading	2014	67.1%	104	155

Graduation Rates

4-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

5-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

6-Year Cohort

Year	Graduated Count	Graduated Percent
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Charter School Performance - Growth by Site

Data source: [Multiple Measurement District Download](#)

Site Name	Subject	Year	# of Students	Growth Z-Score
World Learner Charter School	Math	2012	107	0.29
World Learner Charter School	Math	2013	119	0.09
World Learner Charter School	Math	2014	129	0.07
World Learner Charter School	Reading	2012	106	0.46
World Learner Charter School	Reading	2013	117	0.14
World Learner Charter School	Reading	2014	129	0.19

Other Academic or Nonacademic Indicators by LEA (optional; limit one page):

- Outcome data regarding other academic or nonacademic indicators, including additional state performance measures that the authorizing organization used when evaluating its charter school LEA's student performance and achievement (*Data is provided in the space below or as an attachment*)

Below is a summary of World Learner School's academic performance evaluation completed in January 2014. A complete evaluation on FY14 academic performance has not been completed; however, initial summary comments are provided. For more information on these indicators and the ACNW Academic Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

Academic Performance Evaluation – Summary	
Academic Indicators	2013
1: Mission Related Goals	Not Applicable
2: English Language Learners	Not Applicable
3: Reading Growth	Meets
4: Math Growth	Meets
5: Reading Proficiency	Meets
6: Math Proficiency	Meets
7: Writing Proficiency	Insufficient Data
8: Science Proficiency	Meets
9: Post Secondary Readiness	Not Applicable
10: Federal & State Accountability	No Designation
11: Attendance	Meets

Summary Discussion

- In the area of reading growth as measured by MCA performance, the school had a positive z-score that was higher than five of nine Z- scores for comparison schools. The school had a greater percentage of students “On Track for Success” than seven of eight comparison schools, and a greater percentage of students “On Track for Success” compared to the district.
- In the area of math growth as measured by MCA performance, the school had a positive z-score that was higher than the z-score for eight of nine comparison schools and had a greater percentage of students “On Track for Success” than six comparison schools.
- In the area of reading proficiency as measured by MCA performance, the school's proficiency rate was higher than the rates of five out of eight comparison schools and higher than the state's rate.
- The school showed strong performance in math proficiency on MCA tests. The school's proficiency rate was higher than the rates of five out of eight comparison schools and higher than the state's rate

2014 Academic Data Highlights

- The school met its reading growth contractual goal. 54.5% of all students met the projected fall to spring RIT target score on the NWEA.
- Based on MCA results, the school had a positive z-score and outperformed two comparison schools on this measure. The school also had a relatively high percentage (64.3%) of students “on track for success.” The school also outperformed the state and two comparison schools on this measure, and was comparable to the local district. The school had even higher percentages of students that were “on track for success” in the two previous years (73.5% in 2013 and 81.1% in 2012).

Percent On-Track – All	FY14
ISD 112 Eastern Carver County School District	64.8
World Learner School	64.3
Jonathan Elementary	60.4
State of Minnesota	56.1
Swan River Montessori Charter School	46.8

- The school met its math growth contractual goal by having 61.3% of students meeting their projected fall to spring growth target on the NWEA MAP.
- Based on MCA results, the school had a positive z-score and outperformed one comparison school on this measure. The school also had a relatively high percentage (61.2%) of students “on track for success.” The school also outperformed the state and one comparison on this measure, and was comparable to the local district.
- The school did not meet the ambitious reading proficiency contractual goal of 80% of students reaching proficiency on the MCAs. 67.1% reached proficiency, slightly less than the year before. The school had a higher combined proficient and partially proficient rate in reading than did the district, state, and comparison schools.

<u>Percent Proficient and Partially Proficient – All</u>	<u>FY14</u>
World Learner School	89.7
ISD 112 Eastern Carver County School District	89.3
Jonathan Elementary	88.7
Swan River Montessori Charter School	80.9
State of Minnesota	79.9

- The school met its math proficiency contractual goal. 55.5% of students reached proficiency on the MCAs. However, the school had a lower percentage of students reach proficiency than did the state, the local district, and one comparison school. The school's proficiency rate has been fairly consistent the last three years, although the 2014 rate was the lowest in that time period.

<u>Math Proficiency Rate – All</u>	<u>FY14</u>
Jonathan Elementary	75.2
ISD 112 Eastern Carver County School District	68.5
State of Minnesota	61.9
World Learner School	55.5
Swan River Montessori Charter School	50.7

Environmental Education

Below is a summary of World Learner School's most recent Environmental Education Performance Evaluation. For more information on these indicators and the ACNW Environmental Education Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Environmental Education Evaluation – Summary	
Environmental Education Indicators	Status
1: EE-Based Curriculum Components	Exceeds
2: Field Trips to Natural Areas	Exceeds
3: Promote Environmental Stewardship	Meets
4: Elective EE Trend Areas	Exceeds
5: Ongoing EE Trend Areas	Not Applicable
6: Commitment	Exceeds
7: Science Proficiency	Meets
8: Environmental Literacy	Exceeds

Overall, World Learner School's environmental education performance exceeds standard. In addition to its Montessori curriculum, the school offers an environmental curriculum as well, which enhances and adds depth to the Montessori program. Contact with nature is a priority, and the school seeks to provide ready access to natural outdoor spaces that children use to support their learning. Environmental education is foundational to many of the activities, practices, and classes at WLS, and the school demonstrates that its academic program and operations reflect a commitment to increasing environmental literacy.

Operational Performance Indicators in FY 2014

Teachers by LEA

Total number of teachers at the charter school LEA who taught in FY 2014	16
• Of the total number, how many teachers were licensed in the assignment they taught?	15
• Of the total number, how many teachers received a waiver?	0
• Of the total number, how many teachers received a variance?	1
• Of the total number, how many teachers received a community expert permission from the Minnesota Board of Teaching?	1
• Of the total number, how many teachers were not licensed in the assignment they taught and did not receive a waiver or variance?	1
• Of the total number, how many teachers left during FY 2014?	1
• Of the total number, how many teachers did not return for FY 2015?	2

Other Operational Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's operational performance (*Data is provided in the space below or as an attachment*)

Below is a summary of World Learner School's operations performance for the most recent evaluation completed in July 2014. For more information on the indicators used by ACNW and the ACNW Operations Performance Evaluation Framework, please see our website:

www.auduboncharterschools.org/performance-evaluation.

Summary

Performance indicators demonstrate that World Learner School is a well-run organization. ACNW's reviews of the school's operations during the course of this contract reveal the following strengths and areas for continuous improvement:

Strengths:

- A review of school documents, including its annual report, website, and board meeting minutes, along with information gained through observations and site visits, indicate that the school is driven by its mission and has developed appropriate educational programming to realize that mission.
- Many staff members and teachers have longevity in their positions. This suggests positive things about the culture and continuity of services for students.
- The school has succeeded in providing a safe, nurturing environment where students can feel supported and develop as individuals.
- The school has strong systems in place to address day-to-day operations, ensuring the focus is on student learning.

Operations Performance Evaluation – Summary	
1 – Educational Program	
1.1 Mission & Vision	Meets
1.2 Instruction & Assessment	Meets
1.3 Educational Requirements	Meets
1.4 Special Education	Meets
1.5 English Learners	Meets
1.6 Parent & Student Satisfaction	Meets
2 – Governance	
2.1 Board Composition & Capacity	Meets
2.2 Board Decision Making & Oversight	Meets
2.3 Management Accountability	Meets
3 – School Environment	
3.1 Facilities & Transportation	Meets
3.2 Health & Safety	Meets
4 – Student Rights	
4.1 Admissions & Enrollment	Meets
4.2 Due Process & Privacy	Meets
5 – Personnel Practices	
5.1 Licensure	Meets
5.2 Staff Retention	Meets
5.3 Employment Practices	Meets
6 – Compliance & Reporting	
6.1 Compliance & Reporting	Does Not Meet

Areas for Continuous Improvement:

- Board meeting minutes could contain more detail to characterize, without recitation, the school board's meeting and decisions.
- The school board is reviewing qualifications for the position of school director, particularly as it relates to Montessori certification, as this has been an ongoing question at the school. The goal is to resolve this issue by fall 2014.

Update – January 2015

- The school board has addressed qualifications for the position of school director. Qualifications meet statutory requirements and demonstrate alignment to the school's mission. In addition, the school has addressed need for Montessori support for all teachers.
- ACNW received an updated insurance certificate and is aware that the school intended to have coverage that meets requirements; however additional documentation is needed to ensure coverage meets statutory requirements, including the "hazardous materials" requirement.

Financial Performance Indicators in FY 2014

Did the charter school LEA receive MDE's school Finance Award in FY 2014?	Yes
Is the charter school LEA currently in Statutory Operating Debt?	No
<ul style="list-style-type: none"> If yes, how long has it been in Statutory Operating Debt? 	N/A
What was the charter school LEA's most recent year-end fund balance (amount and percentage)?	\$782,599 (39.55%)

Other Financial Performance Indicators by LEA level (optional; limit one page)

- Outcome data regarding other indicators that your organization used when evaluating the charter school LEA's financial performance (*Data is provided in the space below or as an attachment*)

Below is a summary of World Learner School's financial performance for the most recent reauthorization evaluation completed in January 2015. For more information on these indicators and the ACNW Financial Performance Evaluation Framework, please see our website: www.auduboncharterschools.org/performance-evaluation.

KEY
Meets Standard
Does Not Meet Standard
Falls Far Below Standard
Not evaluated

Financial Performance Evaluation –Summary			
Management Indicators	2012	2013	2014
Budgeting	Meets	Meets	Meets
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Meets	Meets	Meets
Financial Audit	Meets	Meets	Meets
Near-Term Indicators			
Current Ratio	8.87	10.48	8.75
Days Cash on Hand		178	155
Enrollment Variance	99.5%	98.5%	98.3%
Sustainability Indicators			
Fund Balance Percentage	43.9%	42.2%	39.5%
Total Margin/Aggregated Three-Year Total Margin	9.8%/NA	5.0%/11.0%	1.6%/5.3%
Debt to Asset Ratio	0.10	0.09	0.11

Summary Discussion

The World Learner School has demonstrated consistently strong financial performance in the areas of Financial Management, Near-Term Indicators, and Sustainability Indicators. The school has an engaged board that conducts quality budgeting and financial oversight at the school, management that implements policies effectively, and a strong financial position evidenced by a current fund balance of nearly 40%. The World Learner School is well positioned for a strong financial future.