

**School:**

**Date:**

### **Overview**

The Audubon Center of the North Woods (ACNW), as part of the charter contracts with each school we authorize, evaluates each school's progress towards its environmental education (EE) related goals. This evaluation is informed by data from state assessments, data provided by the school, ACNW site visits to the school, interviews, and other information available to ACNW. Its purpose is to determine the strength and level of the school's overall environmental focus, as well as progress on contractual goals in the charter contract. Results of this evaluation become part of the body of information used to inform charter school renewal decisions made by the ACNW Board of Directors.

The Environmental Evaluation (EE) Performance Framework was derived through a review of ACNW's mission match guidelines, charter contract, and Minnesota's plan for environmental education. No single performance area describes the full picture of a school's environmental focus or performance on its EE-related goals. The performance areas are to be used together to indicate the total picture of the school's EE efforts. As appropriate, this evaluation should provide guidance for the school on areas of improvement.

The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. Each school is required, as a condition of its contract, to provide opportunities to instill a connection and commitment to the environment through experiential learning. While environmental education is a pervasive educational strategy intended to permeate all curricular components, it is particularly useful in science learning and as a component of other curricula through hands-on, place-based learning activities.

ACNW's approach to measuring a school's commitment to and performance of environmental education is evolving. This evaluation framework reflects ACNW's current established guidelines for determining mission match; however, as the expectations and processes become more defined, the evaluation metrics will reflect that definition. ACNW will work closely with schools during their contract renewal period to clarify the expectations, goals, and reporting procedures.

## Indicators

This Environmental Education Performance Evaluation includes seven indicators, or general categories, used to evaluate a school's environmental education performance.

<b>Indicator 1:</b> Curriculum and School Culture	Does the school create an environment in which students engage in inquiry, problem solving, decision-making, and action to foster knowledge of environmental sustainability?
<b>Indicator 2:</b> Exposure to Natural Environments	Do students engage in nature-focused outdoor experiences that enhance in-classroom learning?
<b>Indicator 3:</b> Promote Environmental Stewardship	Do students, faculty, and staff engage in activities that promote environmental stewardship at home and in their community?
<b>Indicator 4:</b> Mission or Community Related EE Goals	Does the school implement environmental education in projects and programs related to its mission or the community it serves?
<b>Indicator 5:</b> Financial and Operational Commitment	Does the school have financial, human, and organizational resources in place to carry out EE mission match activities?
<b>Indicator 6:</b> Science Proficiency	Are all students achieving proficiency in science?
<b>Indicator 7:</b> Environmental Literacy	Have students increased their knowledge about the environment and capacity to foster environmental sustainability?

## Ratings

Each measure will receive one of five ratings based on evaluation of the established indicators: Exceeds Standard, Meets Standard, Approaches Standard, or Does Not Meet Standard. Again, no one measure identifies the full picture of a school's operational standing. The measures are to be used together to indicate the total strength of the school's EE program.

### Exceeds Standard

The school met its contractual goal (if applicable) and provided evidence of fully established EE programs and increasing environmental literacy among its students, faculty, and staff.

### Meets Standard

The school met its contractual goal (if applicable) and provided evidence of increasing environmental literacy among its students, faculty, and staff.

### Approaches Standard

The school nearly met its contractual goal (if applicable) and provided evidence of emergent environmental literacy among its students, faculty, and staff.

### Does Not Meet Standard

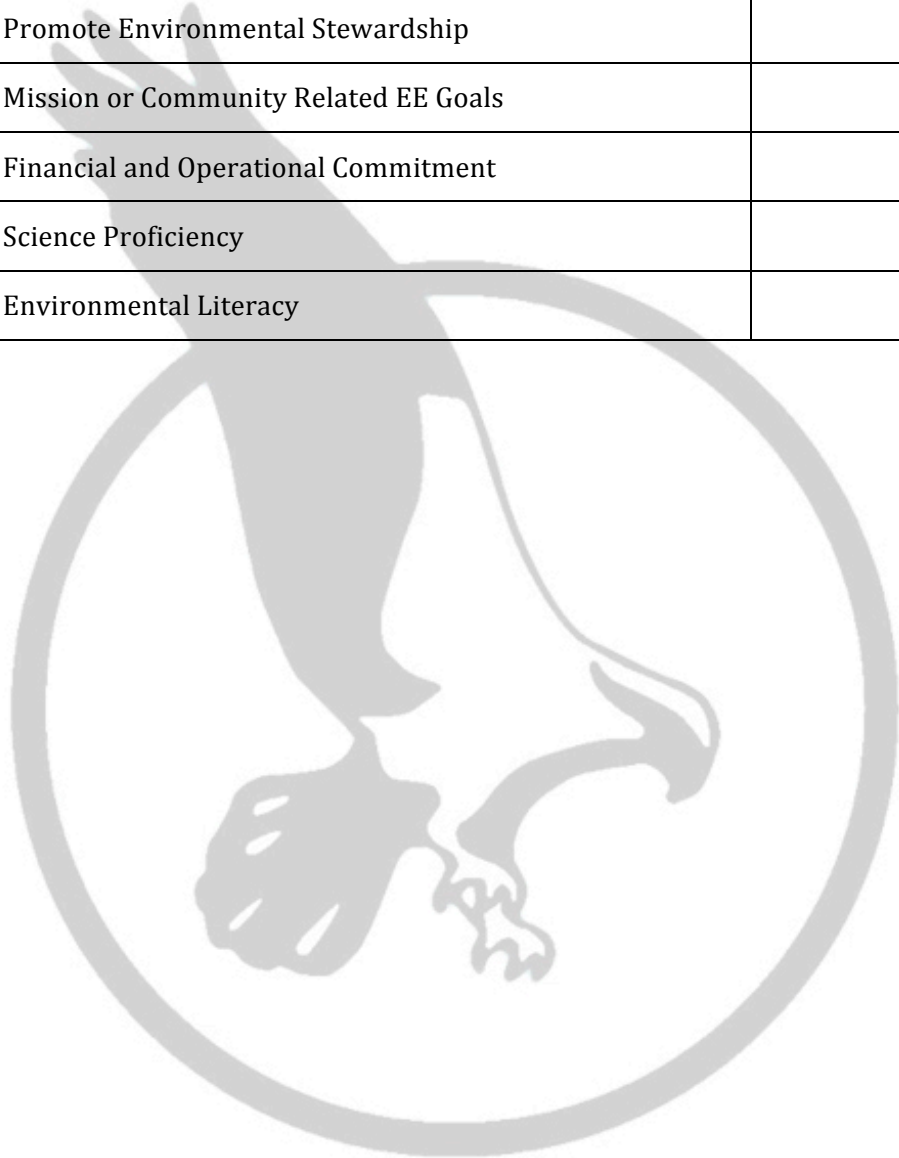
The school did not meet its contractual goal (if applicable) and provided evidence that did not demonstrate an emergent level of environmental literacy among its students, faculty, and staff.

### Insufficient Data

Not enough data was received for an evaluation.

## Summary of [School Name] Environmental Education Performance

Indicator	Rating
<b>Indicator 1:</b> Curriculum and School Culture	
<b>Indicator 2:</b> Exposure to Natural Environments	
<b>Indicator 3:</b> Promote Environmental Stewardship	
<b>Indicator 4:</b> Mission or Community Related EE Goals	
<b>Indicator 5:</b> Financial and Operational Commitment	
<b>Indicator 6:</b> Science Proficiency	
<b>Indicator 7:</b> Environmental Literacy	



# EE Performance Indicator 1: Curriculum and School Culture

Does the school create an environment in which students engage in inquiry, problem solving, decision-making, and action to foster knowledge of environmental sustainability?

## Standard:

The school creates a positive, social, and academic environment to support students in the process of learning, asking questions, and problem solving. Environmental education is integrated into the core curricula or used as an integrating theme across the curriculum. There is evidence that the school employs EE as a strategy to teach about the environment (concepts related directly to the natural environment), with the environment (hands-on or interdisciplinary methods using real-life materials, objects, or situations), or in the environment (place-based and/or experiential learning opportunities outside the classroom). The school implements a systems approach to environmental education to make it relevant to all learners and their needs.

## School Goal:

### Rating:

**Exceeds Standard**

The school met its contractual goal, and employs environmental education as a strategy for teaching and learning across the majority of disciplines; ample cross-curricular collaborations are evident.

**Meets Standard**

The school met its contractual goal, and employs environmental education as a strategy for teaching and learning within its science curriculum and at least one other discipline (e.g. language arts or physical education); some cross-curricular collaboration is evident.

**Approaches Standard**

The school nearly met its contractual goal, and employs environmental education as a strategy for teaching and learning within its science curriculum. Its application is not evident in other disciplines, nor is cross-curricular collaboration.

**Does Not Meet Standard**

The school did not meet its contractual goal, and does not employ environmental education as a strategy for teaching and learning. Required field trips and activities are not contextualized within students' classroom learning.

**Insufficient Data**

### Analysis:

## EE Performance Indicator 2: Exposure to Natural Environments

Do students engage in nature-focused outdoor experiences that enhance in-classroom learning?

**Standard:**

Students visit outdoor areas for learning about the natural environment. These may be field trips or activities that use the outdoors as a classroom, and should provide a learning experience about the environment in which the trip takes place (rather than merely a recreational activity). Activities should supplement, rather than supplant, in-classroom learning activities. Community or place-based investigations are learning experiences that offer students hands-on opportunities to explore the world around them.

**School Goal:**

**Rating:**

**Exceeds Standard**

The school met its contractual goal, and visiting outdoor areas for nature-related experiences is an integral, regular part of students' learning experience. Field trips to natural areas are organized within the context of students' classroom learning.

**Meets Standard**

The school met its contractual goal and the standard established for this indicator area.

**Approaches Standard**

The school nearly met its contractual goal. Students visit outdoor areas, but field trips may or may not relate directly to what students are learning in one or more curricular area.

**Does Not Meet Standard**

The school did not meet its contractual goal. Students did not visit outdoor areas, or do not visit specifically to engage in nature-related outdoor experiences.

**Insufficient Data**

**Analysis:**

### EE Performance Indicator 3: Promote Environmental Stewardship

Do students, faculty, and staff engage in activities that promote environmental stewardship at home and in their community?

**Standard:**

The school provides EE learning opportunities to a larger, school-related community. Students and faculty model sustainable practices, share knowledge of environmental education, and experience environmentally focused activities with the larger school community or neighborhood. The school provides opportunities for students to pass forward to their families the ideas and skills they've learned at school.

**School Goal:**

**Rating:**

**Exceeds Standard**

The school met its contractual goal, and the broader school community is actively engaged in learning with and from students, faculty, and staff of the school.

**Meets Standard**

The school met its contractual goal and the standard established for this indicator area.

**Approaches Standard**

The school nearly met its contractual goal. Students may engage in actions to promote environmental stewardship while at school, but do not pass forward that knowledge at home or in the community.

**Does Not Meet Standard**

The school did not meet its contractual goal. The school and students do not engage in activities that promote environmental stewardship at home or in their community.

**Insufficient Data**

**Analysis:**

### EE Performance Indicator 4: Mission or Community Related EE Goals

Does the school implement environmental education in projects and programs related to its mission or the community it serves?

**Standard:**

The school applies environmental education values and strategies to fulfill its mission, vision, and values. The approach is adapted to the needs and unique aspects of the school’s educational program or the needs of the school community. Goals are learner-focused and collaborative in order to provide opportunities for parents, teachers, students, and community members to connect and learn about the environment together.

**School Goal:**

**Rating:**

- Exceeds Standard**  
The school met its contractual goal, and fully integrates environmental education in the majority of school-related activities and events.
- Meets Standard**  
The school met its contractual goal and the standard established for this indicator area.
- Approaches Standard**  
The school nearly met its contractual goal. Environmental education values and strategies are evident in the school’s projects and programs, but not central to its mission fulfillment.
- Does Not Meet Standard**  
The school did not meet its contractual goal. The school does not implement any aspect of environmental education in projects and programs related to mission fulfillment or community service.
- Insufficient Data**

**Analysis:**



# EE Performance Indicator 5: Financial and Operational Commitment

Does the school have financial, human, and organizational resources in place to carry out EE mission match activities?

## Standard:

The school allocates resources (both human and financial) to support EE learning, and makes use of resources available (from both the Audubon Center of the North Woods and other environmental learning organizations) to further develop its EE efforts. Purchasing choices and operational decision-making reflect a commitment to EE, and the school seeks out grant monies and services in support of EE-focused activities. The school has a waste reduction and recycling program in place.

## School Goal:

### Rating:

**Exceeds Standard**

The school met its contractual goal(s), and two or more of the following:

- The school’s EE-contact attends and engages in the annual Charter School Leaders Retreat or other ACNW workshops;
- The school applies for and uses EE mission match funds from ACNW to implement a required or elective activity or event;
- An established faculty or student committee spearheads school’s EE efforts;
- School’s mission statement indicates a strong commitment to EE principles or practices;
- The school administers the ACNW-developed EE assessment tool to students in one or more grade levels.

**Meets Standard**

The school met its contractual goal and the standard established for this indicator area.

**Approaches Standard**

The school nearly met its goal(s), or met at least one of the criteria listed above.

**Does Not Meet Standard**

The school clearly did not meet its goal(s), and met none of the criteria listed above.

**Insufficient Data**

### Analysis:

# EE Performance Indicator 6: Science Proficiency

Are all students achieving proficiency in science?

## Standard:

Data provides compelling evidence that an increasing percentage of students meet or exceed the grade level standard in science proficiency. This indicator is also used on the Academic Performance Evaluation. It is included as part of this evaluation because of the established connection between science proficiency and environmental literacy.

## Evidence:

Students are measured to show grade level competency in science. MCA series assessment data is evaluated (if applicable). Schools may also provide additional data from norm referenced assessment data showing grade level equivalencies and curriculum based assessment data.

## School Goal:

## Rating:

**Exceeds Standard**

The school met its goal (if applicable), and two or more of the following:

- The school’s MCA proficiency percentage is high relative to state/local district/comparable schools and/or improving significantly.
- Proficiency data from other standardized or norm-referenced tests (for instance, NWEA-MAP provides grade level equivalencies) shows high percentages of students reaching grade level competency.
- Data from curriculum-based measures shows high percentages of students reaching grade level competency.
- Data on students that have been continuously enrolled for two, three, or more years shows increasing percentages of students reaching grade level competency.

**Meets Standard**

The school met its contractual goal and the standard established for this indicator area.

**Approaches Standard**

The school nearly met its goal (if applicable), and met at least one of the criteria listed above.

**Does Not Meet Standard**

The school clearly did not meet its goal (if applicable), and met none of the criteria listed above.

**Insufficient Data**

## Analysis:

## EE Performance Indicator 7: Environmental Literacy

Have students increased their knowledge about the environment and capacity to foster environmental sustainability?

### Standard:

Students demonstrate the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy natural and social environment. Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.

### School Goal:

#### Rating:

**Exceeds Standard**

The school met its contractual goal and provided strong evidence of established and increasing environmental literacy among its students, faculty, and staff.

**Meets Standard**

The school met its contractual goal and provided evidence of increasing environmental literacy among its students, faculty, and staff.

**Approaches Standard**

The school nearly met its contractual goal and provided some evidence of environmental literacy among its students, faculty, and staff.

**Does Not Meet Standard**

The school did not meet its contractual goal and provided insufficient evidence of environmental literacy among its students, faculty, and staff.

**Insufficient Data**

#### Analysis:

**Summary, Recommendations, and Required Actions**

