

# Crosslake Community School FY21 Academic Performance Evaluation

Contract Term: July 1, 2017 through June 30, 2022\*

The Academic Performance Evaluation is conducted to determine progress on overall student achievement at the school as evidenced by the school’s attainment of the contractual goals in the charter contract and the school’s performance according to the state’s accountability system – the North Star system. This evaluation is conducted annually and is designed to provide an update on the school’s performance on contractual measures to date. In addition to the annual evaluations, a final academic performance evaluation is issued as part of the school’s summative renewal evaluation in the last year of its charter contract.

For detailed information on the school’s contractual goals, including performance rating criteria, refer to Exhibit G of the charter contract. All performance ratings presented in this evaluation are based upon currently available data. For comprehensive data by each performance measure, including performance in relation to World’s Best Workforce goal areas, see Academic Data Profile.

## Summary of Academic Performance on Contractual Goals

Indicator	Points Earned	Points Possible	Performance Rating	Percent Earned through FY21	Percent Earned through FY19
1: Mission Related	0	6	Does Not Meet	0.0%	0.0%
2: English Language Learners	N/A	N/A	N/A	N/A	N/A
3: Reading Growth	12	18	Approaches	66.7%	66.7%
4: Math Growth	7.5	18	Does Not Meet	41.7%	41.7%
5: Reading Proficiency	9.5	14	Approaches	66.1%	69.6%
6: Math Proficiency	2	14	Does Not Meet	14.3%	14.3%
7: Science Proficiency	6.75	7	Meets	96.4%	89.3%
8: Other Proficiency	1	2	Approaches	50%	50%
9: Post-Secondary Readiness	3	12	Does Not Meet	25%	50%
10: Attendance	0	6	Does Not Meet	0%	50%
<b>Overall</b>	<b>41.75</b>	<b>97</b>		<b>43.0%**</b>	<b>48.9%</b>

0-49.9% = ■      50-74.5% = ■      75.0-100% = ■      >100.0% = ■

*\*Please note that FY20 data does not exist for all, or nearly all, measures due to the impacts of the COVID-19 pandemic.*

*\*\*In line with Minnesota’s ESSA waiver, and due to the effects of the COVID-19 pandemic on data collection and usability, MCA, ACCESS, and MTAS data collected during the 2020-21 school year will not be used for accountability purposes. To this end, Osprey Wilds will provide a FY21 academic evaluation to all schools, yet will use FY19 data to inform accountability decisions (i.e. renewal, etc.) until FY22 data becomes available.*

## Summary Analysis:

Overall the school has demonstrated moderately weak performance on contractual measures during the contract term. Through FY19, the school earned 48.9% of available points, very nearly missing the 50% mark. Through FY21, the school met targets in science, and approached the target in Reading Growth and Proficiency, and Kindergarten Readiness. The school did not meet the targets for the Mission Related indicator, Math Growth or Proficiency, Post-Secondary Readiness, and Attendance.

Academic growth in Reading had two out of three measures meeting the target, with one measure approaching the target. For Math, two measures were approaching target with one measure not meeting the target. It is clear that Reading is a greater strength of the school, with STAR RIT data indicating general improvement from 2018's lowest percentage of students meeting their growth targets. Math STAR RIT data similarly show improvement from the lowest percentage in 2018, but the math z-scores were not nearly as strong as the reading z-scores. Math is clearly an important area of focus for the school.

There is a similar trend in the proficiency measures, with Reading overall approaching target and Math overall not meeting target. The Science proficiency indicator, however, is a strength of the school. The Free/Reduced Price Lunch subgroup was nearly in line with the state for Math and Reading, yet the school was far below the district with this subgroup. One important area of note for all proficiency indicators is that students qualifying for Special Education services did not have any measures that did not meet the target. This is an indication that the Special Education students are being served fairly well in comparison to the state and the district.

In other indicators, the school had fairly weak performance. The Mission Related indicator did not meet the target in aggregate, though the K-8 students met the target for all years of the contract. For Post-Secondary indicators, the school improved its 4-year graduation rate from 33.3% to 70.5%, though the aggregate remained below the target. The course completion rate was fairly stable throughout the contract, with the aggregate nearly missing the target. Kindergarten Readiness improved as well, with three of the four years meeting the target even though the aggregate missed it by 1.9%. Finally, the school did not meet the attendance target of 92% for any year of the contract.

Overall the school maintained its performance fairly well in spite of the impacts of COVID-19, narrowing the gap between the school and the state and district for several measures. In 2019, however, the school received a formal Notice of Concern (Intervention Level 1) based on its FY18 academic performance, which was renewed in 2021 and remains in effect. Based on the results of this evaluation the school remains a "Candidate for Non-renewal" per Exhibit P of the charter contract and will be subject to further intervention.

**Indicator 1: Mission Related**

**6 Points**

<b>School Goal: <i>Over the period of the contract, students at Crosslake Community School (CCS) will demonstrate connection to their community through school-wide community engagement activities.</i></b>			
<b>Performance Ratings</b>	<b>Measure 1.1 – 6 Points:</b> From FY18-FY21, the aggregate percentage of students in grades K-12 who participate in a minimum of two out of three major community engagement activities will be at least 90%.	<b>Result:</b> 69.9%	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 95.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 90.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 85.0%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	<b>X</b>	<b>0 Points</b>
<b>Indicator 1: Mission Related Performance</b>	<b>Does Not Meet</b>	<b>0 / 6 Points (0%)</b>	

**Summary Analysis:**

The school demonstrated poor performance on its mission related goal thus far over the term of the contract. In aggregate, only 69.9% of students participated in 2 out of 3 community engagement activities, which is far below the target of 90.0%. It should be noted that the K-8 students met this target for all three years for which data are available while the on-line program had no data to report for FY20..

**Indicator 3: Reading Growth**

**18 Points**

<b>School Goal: <i>Over the period of the contract, students at CCS will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.</i></b>			
<b>Performance Ratings</b>	<b>Measure 3.1 [CCR] – 3 Points:</b> From FY17 to FY21, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	<b>Result:</b> 0.025	
<b>Exceeds Target (x1.5)</b>	The aggregate growth z-score is equal to or greater than 0.50.		
<b>Meets Target (x1.0)</b>	The aggregate growth z-score is equal to or greater than 0.00.	<b>X</b>	<b>3 Points</b>
<b>Approaches Target (x0.5)</b>	The aggregate growth z-score is greater than -0.50.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 3.2 [CCR] – 3 Points:</b> From FY17 to FY21, the aggregate percentage of students who achieve a positive z-score on state accountability tests will be greater than 50.0%.	<b>Result:</b> 52.9%	

<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 60.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 50.0%.	X	<b>3 Points</b>
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 40.0%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 3.3 [CCR] – 12 Points:</b> From FY17 to FY21, the aggregate percentage of students in grades K-8 who meet their fall to spring NWEA RIT (FY17) or STAR Assessment (FY18-FY21) expected growth target will be at least 60%.		<b>Result:</b> 56.1%
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 70.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 60.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 50.0%.	X	<b>6 Points</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Indicator 3: Reading Growth Summary Performance</b>		<b>Approaches</b>	<b>12 / 18 Points (66.7%)</b>

**Summary Analysis:**

The school demonstrated mixed performance in the area of Reading Growth on contractual measures thus far over the term of the contract. In FY18 and FY19 the school had a positive growth z-score, which yielded a positive aggregate average z-score of 0.025 which means on average, students grew slightly better than expected. In aggregate, 52.9% of students achieved a positive z-for the years measured. On the NWEA MAP/STAR Assessment the school has hovered below the target of students meeting their NWEA/STAR growth targets, with an aggregate of 56.1% meeting their targets.

**Indicator 4: Math Growth**

**18 Points**

<b>School Goal: <i>Over the period of the contract, students at CCS will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.</i></b>			
<b>Performance Ratings</b>	<b>Measure 4.1 [CCR] – 3 Points:</b> From FY17 to FY21, the average growth z-score for all students on state accountability tests will be equal to or greater than <b>0.00</b> .		<b>Result:</b> -0.225
<b>Exceeds Target (x1.5)</b>	The aggregate growth z-score is equal to or greater than 0.50.		
<b>Meets Target (x1.0)</b>	The aggregate growth z-score is equal to or greater than 0.00.		
<b>Approaches Target (x0.5)</b>	The aggregate growth z-score is greater than -0.50.	X	<b>1.5 Points</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

<b>Performance Ratings</b>	<b>Measure 4.2 [CCR] – 3 Points:</b> From FY17 to FY21, the aggregate percentage of students who achieve a positive z-score on state accountability tests will be greater than 50.0%.	<b>Result:</b> 38.3%	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 60.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 50.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 40.0%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	<b>X</b>	<b>0 Points</b>
<b>Performance Ratings</b>	<b>Measure 4.3 [CCR] – 12 Points:</b> From FY17 to FY21, the aggregate percentage of students in grades K-8 who meet their fall to spring NWEA RIT (FY17) or STAR Assessment (FY18-FY21) expected growth target will be at least 60%.	<b>Result:</b> 56.2%	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 70.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 60.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 50.0%.	<b>X</b>	<b>6 Points</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Indicator 4: Math Growth Summary Performance</b>		<b>Does Not Meet</b>	<b>7.5 / 18 Points (41.7%)</b>

**Summary Analysis:**

The school demonstrated weak performance in the area of Math Growth thus far over the term of the contract. The school had an aggregate negative average z-score of -0.225 which means on students grew less than expected, on average. There were 38.3% of students achieving a positive z-score for the years measured. On the NWEA MAP/STAR Assessment, in aggregate, 56.2% of the students made expected growth, falling short of the target.

**Indicator 5: Reading Proficiency**

**14 Points**

<b>School Goal: <i>Over the period of the contract, students at CCS will demonstrate proficiency in reading as measured by state accountability tests.</i></b>		
<b>Performance Ratings</b>	<b>Measure 5.1 [RG3] – 0.5 Points:</b> From FY17 to FY21, the school’s aggregate proficiency index score for students in grade 3 will increase by at least 6.0 points from the baseline proficiency index score (FY15-16 baseline – 48.6) OR will be greater than that of the state for the same grade (3).	<b>Result:</b> 53.4 (CCS) - 48.6 (baseline)= 4.8 53.4 (CCS) – 62.8 (state)= -9.4

<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 12.0 points greater than the baseline score OR is at least 5.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is at least 6.0 points greater than the baseline score OR is greater than the state's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is greater than the baseline score OR is within 10.0 points of the state's score.	X	<b>.25 point</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.2 [RG3] – 0.5 Points:</b> From FY17 to FY21, the school's aggregate proficiency index score for students in grade 3 will be greater than that of the resident district (ISD 186 – Pequot Lakes) for the same grade (3).		<b>Result:</b> 53.4 (CCS) – 70.0 (district) = -16.6
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the district's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the district's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the district's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	X	<b>0 Points</b>
<b>Performance Ratings</b>	<b>Measure 5.3 [CCR] – 3.5 Points:</b> From FY17 to FY21, the school's aggregate proficiency index score for students in grades 4-8 and 10 will increase by at least 3.0 points from the baseline proficiency index score (FY15-16 baseline – 73.0) OR will be greater than that of the state for the same grades (4-8 & 10).		<b>Result:</b> 70.6 (CCS) - 73.0 (baseline) = -2.4 70.6 (CCS) - 67.9 (state)= 2.7
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 6.0 points greater than the baseline score OR is at least 10.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state's score.	X	<b>3.5 Points</b>
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is greater than the baseline score OR is within 5.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.4 [CCR] – 3.5 Points:</b> From FY17 to FY21, the school's aggregate proficiency index score for students in grades 4-8 and 10 will be greater than		<b>Result:</b> 70.6 (CCS) – 75.0

	<b>that of the resident district (ISD 186 Pequot Lakes) for the same grades (4-8, 10).</b>	(district) = -4.4	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the district's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the district's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the district's score.	X	<b>1.75 Points</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.5 [AGC] – 2 Points: From FY17 to FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (3-8 &amp; 10).</b>	<b>Result:</b> 53.8 (CCS) – 51.2 (state) = 2.6	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the state's score.	X	<b>2 Points</b>
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.6 [AGC] – 2 Points: From FY17 to FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 186 – Pequot Lakes) for the same subgroup and the same grades (3-8 &amp; 10).</b>	<b>Result:</b> 53.8 (CCS) – 70.4 (district) = -16.6	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the district's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the district's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the district's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	X	<b>0 Points</b>
<b>Performance Ratings</b>	<b>Measure 5.7 [AGC] – 1 Point: From FY17 to FY21, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (3-8 &amp; 10).</b>	<b>Result:</b> 46.9 (CCS) – 38.2 (state) = 8.7	

<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the state's score.	<b>X</b>	<b>1 Point</b>
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 5.8 [AGC] – 1 Point: From FY17 to FY21, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district (ISD 186 – Pequot Lakes) for the same subgroup and the same grades (3-8 &amp; 10).</b>	<b>Result:</b> 46.9 (CCS) – 44.2 (district) = 2.7	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the district's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the district's score.	<b>X</b>	<b>1 Point</b>
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the district's.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Indicator 5: Reading Proficiency Summary Performance</b>		<b>Approaches</b>	<b>9.5 / 14 Points (67.9%)</b>

**Summary Analysis:**

The school demonstrated moderate performance in the area of Reading Proficiency thus far over the term of the contract. The school's aggregate grade 3 proficiency index on statewide assessments of 53.4 was above the baseline, but below that of the state and local district. The school's grade 4-8 and 10 aggregate proficiency index was below the baseline and local district, but slightly above the state. Students eligible for free or reduced price lunch (FRP) had a proficiency index of 53.8 which outperformed the state, but was substantially below the local district; however, the school's special education student group in aggregate outperformed the special education student group at the state and the local district.

**Indicator 6: Math Proficiency**

**14 Points**

<b>School Goal: <i>Over the period of the contract, students at CCS will demonstrate proficiency in math as measured by state accountability tests.</i></b>		
<b>Performance Ratings</b>	<b>Measure 6.1 [CCR] – 4 Points: From FY17 to FY21, the school's aggregate</b>	<b>Result:</b>



	<b>proficiency index score for students in grades 3-8 and 11 will increase by at least 4.0 points from the baseline proficiency index score (FY15-16 baseline – 65.0) OR will be greater than that of the state for the same grades (3-8 &amp; 11).</b>	54.4 (CCS) -65.0 (baseline) = -10.6 54.4 (CCS) – 65.9 (state) = -11.5	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 5.0 points above the state’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is at least 4.0 points greater than the baseline score OR is greater than the state’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is greater than the baseline score OR is within 10.0 points of the state’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	<b>X</b>	<b>0 Points</b>
<b>Performance Ratings</b>	<b>Measure 6.2 [CCR] – 4 Points:</b> From FY17 to FY21, the school’s aggregate proficiency index score for students in grades 3-8 and 11 will be greater than that of the resident district (ISD 186 – Pequot Lakes) for the same grades (3-8 & 11).	<b>Result:</b> 54.4 (CCS) – 72.3 (district) = -17.9	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the district’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 10.0 points of the district’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	<b>X</b>	<b>0 Points</b>
<b>Performance Ratings</b>	<b>Measure 6.3 [AGC] – 2 Points:</b> From FY17 to FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (3-8 & 11).	<b>Result:</b> 44.3 (CCS) – 47.2 (state) = -2.9	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the state’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the state’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 10.0 points of the state’s score.	<b>X</b>	<b>1.0 Points</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

<b>Performance Ratings</b>	<b>Measure 6.4 [AGC] – 2 Points:</b> From FY17 to FY21, the school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 186 – Pequot Lakes) for the same subgroup and the same grades (3-8 & 11).	<b>Result:</b> 44.3 (CCS) – 62.2 (district) = -17.9	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the district’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 10.0 points of the district’s score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	<b>X</b>	<b>0 Points</b>
<b>Performance Ratings</b>	<b>Measure 6.5 [AGC] – 1 Point:</b> From FY17 to FY21, the school’s aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (3-8 & 11).	<b>Result:</b> 33.3 (CCS) – 37.4 (state) = -4.1	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the state’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the state’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 10.0 points of the state’s score.	<b>X</b>	<b>0.50 Points</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 6.6 [AGC] – 1 Point:</b> From FY17 to FY21, the school’s aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district (ISD 186 – Pequot Lakes) for the same subgroup and the same grades (3-8 & 11).	<b>Result:</b> 33.3 (CCS) – 38.6 (district) = -5.3	
<b>Exceeds Target (x1.5)</b>	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.		
<b>Meets Target (x1.0)</b>	The school’s aggregate proficiency index score is greater than the district’s score.		
<b>Approaches Target (x0.5)</b>	The school’s aggregate proficiency index score is within 10.0 points of the district’s score.	<b>X</b>	<b>0.50 Points</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

Indicator 6: Math Proficiency Summary Performance	Does Not Meet	2.0 / 14 Points (14.3%)
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**Summary Analysis:**

The school demonstrated poor performance in the area of Math Proficiency thus far over the term of the contract. The school’s grade 3-8 and 11 aggregate proficiency index was below the baseline, the state, and local district. Students eligible for free or reduced price lunch (FRP) had an aggregate proficiency index of 44.3 which was below the indexes of the state and local district. The school’s special education student group also performed below their the special education student group at the state and local district, though were within 10 points of both.

**Indicator 7: Science Proficiency (and Growth)**

7 Points

**School Goal:** *Over the period of the contract, students at CCS will demonstrate proficiency in science as measured by state accountability tests and growth in science as measured by nationally normed assessments.*

Performance Ratings	<b>Measure 7.1 [CCR] – 2 Points:</b> From FY17 to FY21, the school’s aggregate proficiency index score for students in grades 5, 8, and High School will increase by at least 3.0 points from the baseline proficiency index score (FY15-16 baseline – 74.6) OR will be greater than that of the state for the same grades (5, 8 & High School).	<b>Result:</b> 69.3 (CCS)-74.6 (baseline)= -5.3 69.3 (CCS) – 63.7 (state)= 5.6
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 6.0 points greater than the baseline score OR is at least 10.0 points above the state’s score.	
Meets Target (x1.0)	The school’s aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state’s score.	X      2 Points
Approaches Target (x0.5)	The school’s aggregate proficiency index score is greater than the baseline score OR is within 5.0 points of the state’s score.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	
Performance Ratings	<b>Measure 7.2 [CCR] – 2 Points:</b> From FY17 to FY21, the school’s aggregate proficiency index score for students in grades 5, 8 and High School will be greater than that of the resident district (ISD 186 – Pequot Lakes) for the same grades (5, 8 & High School).	<b>Result:</b> 69.3 (CCS)- 73.3 (district)= -4.0
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 10.0 points above the district’s score.	

<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the district's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the district's score.	X	<b>1 Points</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 7.3 [AGC] – 1 Points:</b> From FY17 to FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (5, 8, & High School).		<b>Result:</b> 59.7 (CCS) – 44.6 (state) = 15.1
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the state's score.	X	<b>1.5 Points</b>
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the state's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 7.4 [AGC] – 1 Point:</b> From FY17 to FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 186 – Pequot Lakes) for the same subgroup and the same grades (5, 8, & High School).		<b>Result:</b> 59.7 (CCS) – 63.0 (district) = -3.3
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the district's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the district's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the district's score.	X	<b>.5 Point</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Performance Ratings</b>	<b>Measure 7.5 [AGC] – .5 Point:</b> From FY17 to FY21, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (5, 8, & High School).		<b>Result:</b> 46.1 (CCS) – 34.7 (state) = 11.4
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the state's score.		

<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	X	<b>0 points</b>
<b>Performance Ratings</b>	<b>Measure 7.6 [AGC] – .5 Point:</b> From FY17 to FY21, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district (ISD 186 – Pequot Lakes) for the same subgroup and the same grades (5, 8, & High School).		<b>Result:</b> 46.1 (CCS) – 42.6 (district) = 3.5
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the district's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the district's score.	X	<b>0.5 point</b>
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the district's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Indicator 7: Science Proficiency Summary Performance</b>		<b>Meets</b>	<b>6.75 / 7 Points (96.4%)</b>

**Summary Analysis:**

The school demonstrated strong performance in the area of Science Proficiency over the term of the contract, achieving 89.3% of the points for this indicator. While the aggregate proficiency index was below the baseline, it was above the state for grades 5, 8 and HS. Performance was below that of the local district. The free/reduced price lunch and special education subgroups outperformed their peers at the state, with the special education student group also outperforming the special education student group at the local district.

**Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs 2 Points**

<b>School Goal: <i>Over the period of the contract, students enrolled at CCS will demonstrate readiness for kindergarten as measured by the completion of kindergarten readiness requirements, including health and developmental screening and participation in kindergarten round-up.</i></b>			
<b>Performance Ratings</b>	<b>Measure 8.1 [R4K] – 2 Points:</b> From FY18 to FY22, the aggregate percentage of students who complete all kindergarten readiness requirements will be at least <b>85%</b> .		<b>Result:</b> 83.1%
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 95.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 85.0%.		

<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 75.0%.	X	<b>1 Point</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Indicator 8: Proficiency or Growth in Other Areas or Educational Programs Summary Performance</b>		<b>Approaches</b>	<b>1 / 2 Points (50.0%)</b>

**Summary Analysis:**

The school demonstrated moderate performance in Kindergarten Readiness thus far over the term of the contract, with an aggregate of 83.1% of kindergarten students completing all kindergarten readiness requirements, falling short of the target.

**Indicator 9: Post-Secondary Readiness**

**12 Points**

<b>School Goal: <i>Over the period of the contract, students at CCS will demonstrate readiness for post-secondary success.</i></b>			
<b>Performance Ratings</b>	<b>Measure 9.1 [GRAD] – 6 Points: From FY17 to FY21, the aggregate 4-year graduation rate will be at least 67.0%</b>	<b>Result: 57.5%</b>	
<b>Exceeds Target (x1.5)</b>	The aggregate 4-year graduation rate is at least 75.0%.		
<b>Meets Target (x1.0)</b>	The aggregate 4-year graduation rate is at least 67.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate 4-year graduation rate is at least 60.0%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	X	<b>0 Points</b>
<b>Performance Ratings</b>	<b>Measure 9.2 [GRAD] – 6 Points: From FY17 to FY21, the average of high school students’ annual course completion rates will be at least 75%.</b>	<b>Result: 73.2%</b>	
<b>Exceeds Target (x1.5)</b>	The aggregate percentage is at least 85.0%.		
<b>Meets Target (x1.0)</b>	The aggregate percentage is at least 75.0%.		
<b>Approaches Target (x0.5)</b>	The aggregate percentage is at least 65.0%.	X	<b>3 Points</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		
<b>Indicator 9: Post-Secondary Readiness Summary Performance</b>		<b>Does Not Meet</b>	<b>3 / 12 Points (25%)</b>

**Summary Analysis:**

The school demonstrated low performance in the area of Post-Secondary Readiness over the term of the contract. The school’s aggregate four-year graduation rate was 57.5%, falling short of the goal by ten percentage points. The aggregate course completion rate was 73.2%, which slightly missed the target of 75%.

**Indicator 10: Attendance**

**6 Points**

<b>School Goal: <i>Over the period of the contract, students at CCS will attend the school at high rates.</i></b>			
<b>Performance Ratings</b>	<b>Measure 11.1 – 6 Points: From FY17 to FY21, the average of the school’s annual attendance rates will be at least 92.0%.</b>	<b>Result: 84.1%</b>	
<b>Exceeds Target (x1.5)</b>	The average of the school’s annual attendance rates is at least 96.0%.		
<b>Meets Target (x1.0)</b>	The average of the school’s annual attendance rates is at least 92.0%.		
<b>Approaches Target (x0.5)</b>	The average of the school’s annual attendance rates is at least 88.0%.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	<b>X</b>	<b>0 Points</b>
<b>Indicator 10: Attendance Summary Performance</b>		<b>Does Not Meet</b>	<b>0 / 6 Points (0.0%)</b>

**Summary Analysis:**

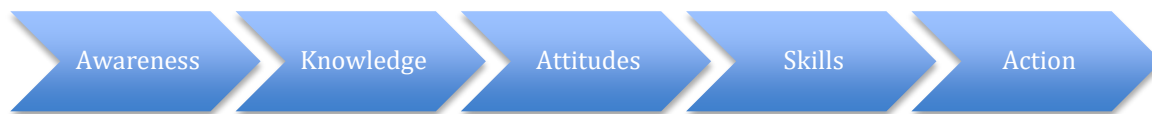
The school demonstrated poor performance in the area of Attendance over the term of the contract. The aggregate attendance rate was 84.1%, which was below the goal of 92%.

# Crosslake Community School Environmental Education Performance Evaluation

## Overview

The Osprey Wilds Environmental Learning Center 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. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

The Environmental Evaluation (EE) Performance Framework was derived through a review of Osprey Wilds' charter contract, Minnesota's plan for environmental education, as well as the "Awareness to Action Continuum," identified in the Tbilisi Declaration (1977) and outlined from left to right below. Also known as the "environmental literacy ladder," this loose hierarchy lays out the five essential components of environmental literacy. Each area is designed to build on the previous steps, although there may be some overlap.



No single indicator 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.

This evaluation is informed by data from state assessments, data provided by the school, Osprey Wilds site visits to the school, interviews, and other information available to Osprey Wilds. 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 Osprey Wilds Board of Directors.

The Osprey Wilds Environmental Learning Center (Osprey Wilds), as part of the charter contracts with each school we authorize, evaluates each school's progress towards its environmental education (EE) related goals. 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.

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



## Environmental Education Performance Indicators

The Environmental Education Performance Framework includes eight indicators, or general categories, used to evaluate a school’s environmental education performance.

<b>OUTCOMES</b>	<b>Indicator 1: Awareness</b>	Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.
	<b>Indicator 2: Knowledge</b>	Students have knowledge of how natural systems function and how human systems interact with and depend on them.
	<b>Indicator 3: Attitudes</b>	Students demonstrate respect and concern for the earth’s health and the motivation to participate in environmental stewardship.
	<b>Indicator 4: Skills</b>	Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.
	<b>Indicator 5: Action</b>	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.
<b>INPUTS</b>	<b>Indicator 6: Environmental Education Program</b>	The school implements values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth.
	<b>Indicator 7: Governance</b>	The board of directors allocates the appropriate financial, human, and organizational resources to carry out environmental education and monitors the school’s progress toward its goals.
	<b>Indicator 8: Operations</b>	Operational decision-making by school leadership, staff, and faculty reflects a commitment to environmental sustainability. The school has a waste reduction and recycling program in place.

## **Ratings**

Each measure will receive one of five ratings based on evaluation of the established indicators. 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.

### **OUTCOMES:**

#### **Exceeds Standard**

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

#### **Meets Standard**

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

#### **Approaches Standard**

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

#### **Does Not Meet Standard**

The school did not meet its contractual goal or did not provide evidence to demonstrate an emergent level of environmental literacy among its students and faculty.

### **INPUTS:**

#### **Well-Developed**

The school's performance is commendable in that it meets or exceeds Osprey Wilds' standard.

#### **Approaching Well-Developed**

The school's performance is fundamentally sound in that it contains most aspects of a well-developed practice but requires one or more material modifications to meet Osprey Wilds' standard.

#### **Partially Developed**

The school's performance is incomplete in that it contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of meeting Osprey Wilds' standard.

#### **Minimally Developed**

The school's performance is inadequate in that the school has minimally undertaken the practice or is carrying it out in a way that falls far short of meeting Osprey Wilds' standard.

#### **Undeveloped**

The school's performance is wholly inadequate in that the school has not undertaken the practice at all or is carrying it out in a way that is not recognizably connected to Osprey Wilds' standard.

## Summary of Environmental Education Performance

Indicator		Rating	
<b>Outcomes</b>	<b>Indicator Area 1:</b> Awareness	Meets Standard	
	<b>Indicator Area 2:</b> Knowledge	Meets Standard	
	<b>Indicator Area 3:</b> Attitudes	Meets Standard	
	<b>Indicator Area 4:</b> Skills	Meets Standard	
	<b>Indicator Area 5:</b> Action	Approaches Standard	
<b>Inputs</b>	<b>Indicator Area 6:</b> Environmental Education Program	<b>6.1:</b> Curriculum and Instruction	Well-Developed
		<b>6.2:</b> School Culture	Well-Developed
		<b>6.3:</b> Alignment to Mission or Community	Well-Developed
	<b>Indicator Area 7:</b> Governance	Well-Developed	
	<b>Indicator Area 8:</b> Operations	Well-Developed	

### Summary Discussion

Crosslake Community School has demonstrated strong performance on Environmental Education goals over the term of the contract. The school is intentional about fostering rich, authentic understanding by connecting students with their learning, which involves not only books and teachers, but through direct experience of studying the environment and community in which they live. The result is a school that practices and values environmental education and stewardship.

CCS' schoolyard/forest and solarium communicate a commitment to environmental stewardship and a value of both instructional and recreational time spent around and within the natural world. There is a strong record of stewardship projects at the school which reinforces the school's mission to grow community-impacting learners of excellence.

The school has demonstrated improvement on outcomes and many of the inputs over the term of the contract which is a reflection of the adult culture and the value that is placed on environmental literacy and sustainability. It will be important in the future for the school to be thoughtful in developing and tracking ELP goals to maintain or improve upon the successes achieved in FY21 in any future contract term. Additionally, as the school moves forward from the disruptions of the pandemic, board decisions around sustainable facilities and operations at the school should be shared and documented to ensure that the values and culture of the school is being communicated to the school community.

## **EE Performance Indicator 1: Awareness**

### **Standard:**

Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.

### **School Goal:**

1. Students and staff at *CROSSLAKE COMMUNITY SCHOOL* have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

### **Rating:**

**Exceeds Standard**

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

**Meets Standard**

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

**Approaches Standard**

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

**Does Not Meet Standard**

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

### **Data:**

CCS' 2020-2021 ELP indicated the following measure for this indicator area:

- Students in grades 5-8 will learn that different instruments come from different materials from the environment.
  - Students in grades 5-8 with an attendance rate of 90% or higher within the October 2020 snapshot will be given a pre and posttest, identifying different instruments and the materials they are made of. 85% of the students will be able to obtain 85% or higher via the post test.
    - **Results:** Students in grades 5-8 learned about instruments such as the kalimba, ukulele, recorders, and the piano. They learned that these instruments were made of lots of different natural materials, such as coconuts and bamboo. This goal was met with at least 100% of students being able to obtain at least an 85% or higher.
- Pre-K and K students will learn what monarchs need to survive by raising and observing monarch butterflies from egg to adult.
  - Students in grades PK and K with an attendance rate of 90% or higher within the October 2020 snapshot will observe the monarch butterflies using a journal. 75% of the students who have been will be able to identify the stages of monarch butterflies with 100% accuracy and what they need to survive in each stage by May 2021.
    - **Results:** One hundred percent of the students were able to obtain a 100% on identification of the stages of the monarch butterflies. To obtain this

knowledge, students kept a butterfly journal, did a butterfly art project, and raised butterflies in their classroom.

**Analysis:**

The school’s performance in this indicator area meets standard. In FY21, the school was able through both strategies to fully meet rigorous learning and participation targets demonstrating that students and staff at CCS have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Over the term of the contract, the school met standard for this goal twice and approached twice (including FY20). Taking into account the impacts of the shift to distance learning in 2019-2020 and not holding the school responsible for those outcomes, the school met standard the majority of the years of the contract period.

**EE Performance Indicator 2: Knowledge**

**Standard:**

Students have knowledge of how natural systems function and how human systems interact with and depend on them.

**School Goal:**

1. Students and staff at *CROSSLAKE COMMUNITY SCHOOL* have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

**Rating:**

**Exceeds Standard**

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

**Meets Standard**

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

**Approaches Standard**

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

**Does Not Meet Standard**

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

**Data:**

CCS’ 2020-2021 ELP indicated the following measure for this indicator area:

- 5th grade students will be able to describe, compare and contrast how soil is made in nature (such as in forests) and how soil is made through composting.
  - Students in Grade 5 with an attendance rate of 90% or higher within the October 2020 snapshot will compare and contrast forest soil with composted soil within a

field journal with drawings, labels, and explanations. 85% of students will be able to reach a level 3 knowledge or above.

- **Results:** Within this unit, students observed soil plots in our school forest for the period of 2 weeks. They also watched the composting process within a sealed container. During this process, students kept detailed “soil journal” records in their notebook, recording what they found and comparing and contrasting the differences and similarities between the 2 processes. At the end of the unit, students also watched short videos, took quizzes, and wrote a comic to show their understanding of the differences between soil and composting. At the end of the unit, 18 out of 19 students were able to reach a level 3 or above on the rubric.
- Students in the elementary Title I program will learn about composting worms and raise them. They will learn that humans need food in order to survive and good soil is needed in order to grow this food. Students will learn about the different types of worms.
  - Students in the elementary Title I program with an attendance rate of 90% or higher within the October 2020 snapshot will be given a pre and post-test, identifying different worms and the materials they need to survive. They will also be able to state why soil is important to humans. 75% of the students will be able to obtain 75% or higher via the post test.
    - **Results:** Students in the Title I program learned a lot about worms throughout the year. They raised worms in a bin and checked in with them frequently. Students and teachers got more than they expected out of this project! Throughout the year the project raised many questions, such as what do worms eat? During one check in, they found that there were “baby worms”! This led to questions on how worms have babies and worm anatomy. By the end of the year, 16 out of 19, or 84% of students were able to obtain a 75% or higher on their post-test. Students were able to identify why soil is important to humans (and worms!) by writing observations that “it can help with plants” to “if we didn’t have soil, we couldn’t plant anything we wouldn’t have oxygen, veggies, or plants. We also need it to stand on. “

### **Analysis:**

The school’s performance in this indicator area meets standard. The school was able through both strategies to fully meet rigorous learning and participation targets demonstrating that students and staff at CCS have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Over the term of the contract, the school met standard for this goal twice and approached twice. Taking into account the impacts of the shift to distance learning in 2019-2020 and not holding the school responsible for those outcomes, the school met standard the majority of the years of the contract period.

## **EE Performance Indicator 3: Attitudes**

### **Standard:**

Students demonstrate respect and concern for the earth’s health and the motivation to participate in environmental stewardship.

**School Goal:**

1. Students and staff at *CROSSLAKE COMMUNITY SCHOOL* have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

**Rating:** **Exceeds Standard**

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

 **Meets Standard**

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

 **Approaches Standard**

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

 **Does Not Meet Standard**

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

**Data:**

CCS' 2020-2021 ELP indicated the following measure for this indicator area:

- As a result of reading the Birchbark House, students in 5/6 grade will write a nature journal from the point of view of a character. They will then compare and contrast their feelings towards nature.
  - Students in grades 5/6 with an attendance rate of 90% or higher within the October 2020 snapshot will be able to convey how nature impacts them, with 85% of the students attaining a level 3 or above. They will be evaluated by the following checklist and rubric: identify at least 3 parts of nature they rely on, just as a character in the book; write at least one sentence on the potential impacts of environmental damage and their concern towards how it affects their life and/or the environment
    - **Results:** Students in grades 5/6 read the Birchbark House. This happened when our school had to go to distance learning. During this time, students focused on ways the Ojibwe interacted with nature in her life. To take this a step further, students then talked about how they interacted with the environment and how their choices affected the environment now. They then focused on their lunches and the trash that they created during lunch. They read a news article called "Should You Go Trash-Free at Lunch?" They wrote essays on this topic and took a survey on their learning and opinions. Finally, students created a poster about how to have trash free lunches. The poster was then hung up in the lunchroom. 100% of students were able to show positive feelings towards the environment. Most students could reach a level 4 and could write specific examples on how to help it.
- Students in 7th grade health class will compare and contrast the packaging of various items and will identify ways to minimize waste. They will write about their feelings regarding over packaging of items.

- Students in 7th grade health class with an attendance rate of 90% or higher within the October 2020 snapshot will write a statement/take a survey of how they feel about the amount of packaging for items and how too much packaging affects the Earth.
  - **Results:** All students participated in learning about packaging and how it affects the Earth. They watched a video, “The World’s Packaging Waste”. They then took a survey. Some student quotes include: “I feel disappointed in humanity. We could (and have) so much stuff to throw away we have no room to put it, which is why trash ends up in the ocean. Even if we burn it, the ozone layer would be eradicated.” “Disgusted, sad, and disappointed that strawberries are wrapped in 4 things. “I have always been sad about the litter around the world but I never thought it would be this BAD!! It ends up in the ocean and is very bad for the animals!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!” “That’s just sad...its so stupid that that have to INDIVIDUALLY let me repet that INDIVIDUALLY wrap small items...tha’s just pathetic” “[I feel] horrible (due to the fish in the ocean part), scared that the earth will become one giant garbage can, and just sad, just sad.”

**Analysis:**

The school’s performance in this indicator area meets standard. In FY21, the school was able to meet learning and participation targets as demonstrated with data from Strategy 3.1, showing that students and staff at CCS have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Over the term of the contract, the school met standard for this goal once, approached twice (including FY20), and did not meet the goal in FY18. Taking into account the impacts of the shift to distance learning in 2019-2020 and not holding the school responsible for those outcomes, overall the school met standard for this indicator during the term of the contract.

**EE Performance Indicator 4: Skills**

**Standard:**

Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.

**School Goal:**

1. Students and staff at *CROSSLAKE COMMUNITY SCHOOL* have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

**Rating:**

**Exceeds Standard**

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

**Meets Standard**

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



**Approaches Standard**

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

**Does Not Meet Standard**

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

**Data:**

CCS' 2020-2021 ELP indicated the following measure for this indicator area:

- Students in grades 1 and 2 will be able to sort between recyclable and reusable materials.
  - Teachers will monitor this skill with at least 80% of the 1st and 2nd grade students with an attendance rate of 90% or higher within the October 2020 snapshot will be able to sort their trash without prompting. The following checklist will be used:
  - # of students that could sort between recyclable and reusable materials without prompting
  - # of students that could sort waste with little prompting
  - # of students who need help sorting all of the waste materials
    - **Results:** Grades 1 and 2 read many books and watched many videos on composting, landfills, reusing, reducing, and recycling. They also played a variation of the game “North, South, East, and West” called “Reduce, Reuse, Garbage, and Compost”. As students throw away their garbage, they look in the trash can. If they noticed that there was some paper or other recyclable material, they would report it to the teacher and it was put in the proper receptacle. They then would ask, “where does the paper go?” Kids would report back with the proper placement. Students took this a step further and monitored the recycling bins outside of the classroom. They continued to work on reducing and reusing materials before they recycled. There were many check-ins throughout the year in a variety of formats. Percentage of students who could properly sort materials without prompting throughout school year: Class #1-93%; Class #2-91%
- After learning about common loon migration in Minnesota, common loon life cycles, and the importance Minnesota has for nesting habitat, students in 3rd & 4th grades will understand it is important to protect and provide bird nesting areas.
  - 80% of students in Grades 3 & 4 will create a map of the migration routes including their stopping points and their nesting area. 85% will be able to identify and explain the following in their map:
  - where Common Loons in Minnesota migrate to in the fall and where they overwinter (Gulf of Mexico or Atlantic Ocean)
  - the Mississippi Flyway
  - hypothesize stopovers and habitat needs
  - identify summer nesting area and nesting habitat needs
  - explain at least 2 ways that the birds are being affected by human development
  - explain at least 2 ways humans can help the bird population within the migration route, wintering, and nesting areas.
  - This pertains to students with an attendance rate of 90% or higher within the October 2020 snapshot.
    - **Results:** A total of 29 students participated in learning about the Common Loon. The unit included activities such as reading an article called, “The

Common Loon”, watching the video, “Unraveling the Mysteries of the Common Look” and the “Mississippi Flyway”. They also used a Common Loon coloring sheet as well as created an art texture project with construction paper. Lastly, students were learning about Native American culture and read “The Raven and the Loon”, an Inuit Mythology book. Twenty five out of 29, or 86%, were able to identify and explain the above checklist on their map. Twenty nine out of 29, or 100 percent, participated in the mapping project.

**Analysis:**

The school’s performance in this indicator area meets standard. In FY21, the school was able to fully meet learning and participation targets demonstrating that students and staff at CCS have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Over the term of the contract, the school met standard for this goal once, approached twice (including FY20), and did not meet the goal in FY18. Taking into account the impacts of the shift to distance learning in 2019-2020 and not holding the school responsible for those outcomes, overall the school met standard for this indicator during the term of the contract.

**EE Performance Indicator 5: Action**

**Standard:**

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:**

1. Students and staff at *CROSSLAKE COMMUNITY SCHOOL* demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

**Rating:**

**Exceeds Standard**

The school met its contractual goal, implements fully established EE programs, and provided evidence of increasing environmental literacy among its students and faculty.

**Meets Standard**

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

**Approaches Standard**

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

**Does Not Meet Standard**

The school did not meet its contractual goal or provided insufficient evidence of environmental

literacy among its students and faculty.

**Data:**

CCS' 2020-2021 ELP indicated the following measure for this indicator area:

- Students in 7th and 8th grades will raise trout from eggs and release them into a DNR designated trout lake. This pertains to students with an attendance rate of 90% or higher within the October 2020 snapshot.
  - 75% of the students will be able to correctly identify the following:
  - Basic trout needs for survival and through this they will understand their importance as an indicator species
  - Compare and contrast trout at least 3 needs within the tank and within the trout lake when they are released
  - Compare and contrast at least 3 advantages and 3 disadvantages of trout life within the tank and within the trout lake when they are released.
    - **Results:** For the second year in a row, students at Crosslake Community School (CCS) released nearly 100 rainbow trout fingerlings into Pleasant Lake as part of the Minnesota Trout in the Classroom Program. Middle school students raised them from eggs to fingerling for 5 months by monitoring their behavior, taking care of the tank, and feeding them. In the science classroom, they learned about the aquarium processes that keep them alive. Release day included students letting the trout go and surveying the lake through biological indices, as well as measuring water quality parameters to make predictions on how the lake keeps the trout alive. They collected and wrote down all of their data. Students kept a Trout Journal throughout the fingerling stage of the trout in the aquarium. 100% of students were able to compare and contrast at least 3 advantages and 3 disadvantages of trout life within the tank and within the trout lake when they are released. They were also able to identify basic trout needs for survival and through this they will understand their importance as an indicator species.
- Middle school students in the special education program will make creative posters of environmentally safe fishing to post around school and possibly town.
  - 75% of middle school students in the special education program with an attendance rate of 90% or higher within the October 2020 snapshot will create and post posters regarding safe fishing practices such as lead-free tackle and recycling of monofilament line.
    - **Results:** Eight out of 12, or 67% of students, participated in creating a project educating students about environmentally friendly fishing practices. Our special education teacher has a husband that works for In-Fisherman magazine and was able to help educate on the latest fishing technology. The fishing practice they learned about were special lures that kept plastic out of the lakes. 100% of the special education students learned about best fishing practices from the students that participated in the poster creation.
- Students in 8th grade participate in a debate surrounding an environmental issue.
  - 85% of the students with an attendance rate of 90% or higher within the October 2020 snapshot will be able to correctly identify at least 2 pros and 2 cons of the environmental issue and create an action statement identifying why and how they will help improve this environmental issue for the better

- **Results:** Seven students took part in a debate around a topic surrounding wake boats and the pros and cons of having them on the lakes. 100% of the students were able to identify 2 pros and 2 cons and created action statements. One action statement was, “Maybe make your boats more environmentally safe or have regulations and laws on where you could take them”. Additionally, all students in the middle school watched the debate live and were able to give their opinions on the subject, as well.

**Analysis:**

The school’s performance in this indicator area approaches standard. In FY21, the school was able to meet participation targets for Strategy 5.1, however no data is reported on the second learning target “Compare and contrast trout at least 3 needs within the tank and within the trout lake when they are released”. In addition, it is unclear if the participation target for Strategy 5.3 was met. In future, the school should report raw data for participation in addition to a percentage. This should show the total number of students eligible to participate and the number that actually complete/participate in the activity. The data presented shows that students and staff at CCS have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Over the term of the contract, the school met standard for this goal once, and approached standard three times (including FY20). Taking into account the impacts of the shift to distance learning in 2019-2020 and not holding the school responsible for those outcomes, overall the school approached standard for this indicator during the term of the contract.

**EE Performance Indicator 6: Environmental Education Program**

**Standard:**

The school implements values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth.

**6.1 Curriculum and Instruction**

Environmental education is integrated into the core curricula or used as an integrating theme across the curriculum.

**Rating:**

**Well-Developed**

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

**Approaching Well-Developed**

The school 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).

**Partially Developed**

The school employs environmental education as a strategy for teaching and learning within its science curriculum. Its application is not evident in other disciplines.

**Minimally Developed**

The school occasionally teaches concepts related directly to the natural environment but does not employ environmental education as a pervasive educational strategy for teaching and learning in any discipline.

**Undeveloped**

The school does not employ environmental education as a strategy for teaching and learning.

**Analysis:**

According to EE surveys and Annual Reports from the term of the contract, CCS employs environmental education across the curriculum. In addition to utilizing the school forest as an integrating context for learning, the school partnered with the Army Corps of Engineers to create three fresh air classrooms during FY20. EE is embedded into health, music and arts classes, incorporated into reading and writing, and is integral to 3<sup>rd</sup> and 4<sup>th</sup> grade studies of Minnesota through the study of loons. According to the school's FY21 Annual Report, "Crosslake Online is looking at requiring a high school credit in environmental education for graduation. Additionally, environmental education concepts are integrated into all online courses." In the school's ELP, students receiving Title 1 or SpEd services are also given specific opportunities to focus on environmental education.

In the curriculum design process all teachers participate in the creation of the ELP as each teacher is responsible for creating an EE goal based on the developmental stages of the students in their classroom. Teachers also correlate their EE goal to academic standards to ensure that environmental education is integrated into learning rather than siloed in a stand-alone category.

The school was able to meet standard in each indicator area in FY21, demonstrating that the planning and investment of the prior years is becoming established and sustainable, even with disruptions from the pandemic.

**6.2 School Culture**

The school creates a positive social and academic environment to support students in the process of learning, asking questions and thinking critically about environmental issues and solutions.

**Rating:**

**Well-Developed**

Evidence of a school culture of environmental sustainability and stewardship is observable in the classroom, work spaces, and school yard and readily evident when interviewing students, leadership, and faculty.

**Approaching Well-Developed**

Evidence of a school culture of environmental sustainability and stewardship is observable in some classrooms or other areas of the school and evident in most interviews with students, leadership, and faculty.

**Partially Developed**

Evidence of a school culture of environmental sustainability and stewardship is inconsistent and

limited across classrooms and individuals.

**Minimally Developed**

Evidence of a school culture of environmental sustainability and stewardship is inadequate or falls far short of satisfying the standard.

**Undeveloped**

All or nearly all students, school leadership, staff, and faculty are unaware of the school's environmental education requirements or are actively resistant to environmental stewardship, sustainability, or education.

**Analysis:**

In interviews with parents and students, OW staff observed that students related a number of consistent environmentally-focused activities or components in their learning. Parents related that students bring home curiosity, care and concern for the environment, and that they see the school working to instill a connection to the environment in students. The school states that it "operates under the assumption that if students enjoy and understand the outdoors, they will want to protect it and work for it when they get older."

As a part of establishing a school-wide culture of sustainability and environmental stewardship, the school has made a transition in how it creates the ELP. As noted in a previous section, each teacher is now responsible for creating classroom units integrating the five EE indicator areas into their curriculum. Additionally, teachers will be (and may have been) able to apply for money distributed by the EE committee to help fund their unit. The school shares that "with this model, we hope that teachers will feel more confident in what they are teaching and they will have more ownership in our EE strategies. Teachers will have more flexibility with when, where, and how to implement their EE unit." This approach to developing students' environmental literacy at the school demonstrates clear efforts to reinforce the school culture by ensuring all teachers and staff have the ability to engage in the learning at a personal level.

**6.3 Alignment to Mission or Community**

The school adapts environmental education to the needs and unique aspects of the school's educational program or the needs of the school community.

**Rating:**

**Well-Developed**

The school fully integrates environmental education in the majority of school-related activities and events, and is central to mission fulfillment.

**Approaching Well-Developed**

Environmental education values and strategies are readily evident in the school's projects and programs, but not central to its mission fulfillment.

**Partially Developed**

Environmental education values and strategies are evident in some of the school's projects and programs, but not central to its mission fulfillment and limited in execution.

**Minimally Developed**

The school has minimally undertaken environmental education or is carrying it out in a way that is not relevant to its mission or community.

**Undeveloped**

The school does not implement any aspect of environmental education in projects and programs related to mission fulfillment or community service.

**Analysis:**

The mission of CCS is “To grow environmentally literate, community-impacting learners of excellence.” It is evident that developing students’ environmental literacy is essential to the fulfillment of the school’s mission, and the culture at the school reflects this focus. Students are given many opportunities throughout the school year to engage in actions that connect them to the environment, whether that is through the aquaponics system in the solarium, virtual or in-person cleanups, overnight stays at Deep Portage, snowshoeing, or raising trout. Many of the school’s ELP goals reflect a commitment to reducing waste through education about proper recycling and composting to be good stewards of resources.

Over the term of the contract, the school has made consistent investments in and adjustments to its environmental education program. It is evident that CCS has a sustained focus on the development of student and staff environmental literacy.

**EE Performance Indicator 7: Governance**

**Standard:**

The board of directors allocates the appropriate financial, human, and organizational resources to carry out environmental education and monitors the school’s progress toward its goals.

**Rating:**

**Well-Developed**

The school meets four or more of the following criteria:

- The board of directors allocates appropriate funding to implement an environmental education program, as evidenced by the school budget and budget discussion recorded in the board meeting minutes;
- The board of directors monitors the school’s progress toward its EE goals at a minimum quarterly, as evidenced by board meeting minutes;
- Discussions about facilities, food program, transportation, schoolyard, and purchasing include consideration for environmental sustainability, as evidenced by board meeting minutes;
- The school’s mission statement indicates a strong commitment to EE principles or practices;
- Staff and faculty receive appropriate training to implement the school’s environmental education and recycling programs; and
- The school has systems in place to track its progress toward increasing student, faculty, and school leader environmental literacy.

**Approaching Well-Developed**

The school meets three of the criteria listed above.

**Partially Developed**

The school meets two of the criteria listed above.

**Minimally Developed**

The school meets one of the criteria listed above.

**Undeveloped**

The school meets none of the criteria listed above.

**Analysis:**

A review of school documents show that the school meets five of the criteria listed:

- The board of directors allocates appropriate funding to implement an environmental education program, as evidenced by the school budget and budget discussion recorded in the board meeting minutes;
- The board of directors monitors the school's progress toward its EE goals at a minimum quarterly, as evidenced by board meeting minutes;
- The school's mission statement indicates a strong commitment to EE principles or practices;
- Staff and faculty receive appropriate training to implement the school's environmental education and recycling programs; and
- The school has systems in place to track its progress toward increasing student, faculty, and school leader environmental literacy.

According to the school budgets, the school board allocates funding toward EE materials, an EE stipend for the EE coordinator, and field/service learning trips for students. Educators at the school worked to find and acquire grant funding for snowshoes in addition to the DNR School Forest Grant. Students had opportunities to use Field Desks and go hiking and kayaking over the term of the contract. Each of these initiatives demonstrates a commitment to investing in EE programming as overseen by the board.

Reviewing board meeting minutes from the term of the contract reveals that the school board consistently discusses environmental literacy outcomes and initiatives for the EE program at the school. In addition to the missional focus of the school, teachers have received training from the EE committee, the Jeffers Foundation, Osprey Wilds ELC and others. The school is in an ongoing process of developing systems to track the ELP data, and to date the systems used have been largely successful. All of these data sources indicate that the school board takes an active role in developing and monitoring the EE program at CCS.

**EE Performance Indicator 8: Operations**

**Standard:**

Operational decision-making by school leadership, staff, and faculty reflects a commitment to environmental sustainability. The school has a waste reduction and recycling program in place.

**Rating:**

**Well-Developed**

The school has a waste reduction and recycling program in place and provides ample,



observable evidence that its decision-making and operations reflect a commitment to environmental sustainability in four or more of the following areas:

- Facilities (e.g. lowering energy costs, refillable water bottle stations, low-VOC cleaners)
- Food (e.g. locally sourced food, low or no waste packaging, ort collection, composting)
- Schoolyard and outdoor areas (e.g. school garden, native plantings)
- Transportation (e.g. incentivizing carpools or biking, offset carbon footprint of buses)
- Purchasing (e.g. purchasing office supplies made from recycled materials, contracting with low-impact service providers, ensuring end-of-life recycling for purchases)
- Teacher training (e.g. school-wide or individual professional development, EE in PLCs)

**Approaching Well-Developed**

The school has a waste reduction and recycling program in place and meets three of the criteria listed above.

**Partially Developed**

The school has a waste reduction and recycling program in place and meets two of the criteria listed above.

**Minimally Developed**

The school has a waste reduction and recycling program in place and meets one of the criteria listed above.

**Undeveloped**

The school does not have a waste reduction and recycling program in place or does not meet any of the criteria listed above.

**Analysis:**

The school clearly meets four of the criteria listed:

- Facilities (e.g. lowering energy costs, refillable water bottle stations, low-VOC cleaners)
- Food (e.g. locally sourced food, low or no waste packaging, ort collection, composting)
- Schoolyard and outdoor areas (e.g. school garden, native plantings)
- Teacher training (e.g. school-wide or individual professional development, EE in PLCs)

Over the term of the contract, the school has demonstrated observable evidence that its decision-making and operations reflect a commitment to environmental sustainability through the aquaponics and composting systems (in addition to recycling); the creation and use of the School Forest and Fresh Air Classrooms, offering refillable water bottle stations, and regular professional development for EE.

CCS' FY21 Annual Report notes that educators "want to improve the Solarium so it lives up to its potential. Our solarium, which is another unique feature of CCS, is an underused resource. To fully use this, our teachers would benefit from additional training in environmental education. The Solarium also needs physical improvements ranging from lighting, to monitors, to welcoming pathways, to additional plantings. With these improvements, it has the potential to be an attractive, healing and educational asset for both the school and the greater community. The EE Committee has begun looking at how we can make these improvements."

In any future contract term, the school has an opportunity to continue to invest in and share decision-making conversations pertaining to its operations to more fully realize its commitment to environmentally sustainable purchasing decisions and facilities use.



# **Crosslake Community School**

## **FY19-21 Financial Performance Evaluation**

### **Contract term: July 1, 2018-June 30, 2022**

#### **Overview**

The Financial Performance Evaluation is conducted to determine whether the school is compliant with legal requirements, the charter contract, and generally accepted principles of financial oversight and management, as well as to assess the financial health and viability of the school. This framework was derived through a review of model authorizer practices, charter school lender guidance, and expertise in the field. In completing the evaluation, Osprey Wilds has reviewed the school's financial audit, board meeting minutes, monthly financials, school policies, state reports, and other relevant documents. In addition, the evaluation may incorporate information learned through site visits, attendance at board meetings, and interviews or discussions with key individuals at the school including the director, board chair, treasurer, and financial service provider. No one measure identifies the full picture of a school's financial situation. The measures are to be used together to indicate the total financial picture of the school.

#### **Financial Performance Indicators**

The Financial Performance Framework includes three indicators, or general categories, used to evaluate a school's financial performance.

##### **1. Financial Management**

This portion of the evaluation focuses on the school's performance relative to required financial management. Quality management and oversight of financials is a critical indicator of financial health. Schools that fail to meet the standards are not implementing best practices or those required by law or the charter contract and may be at greater risk for financial challenges in the present or future. This indicator includes the following measures: **Budgeting, Financial Policies and Practices, Financial Reporting, and Financial Audit.**

##### **2. Near-Term Financial Health**

This portion of the evaluation tests a school's near term financial health and is designed to depict the school's financial position and viability in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or have a higher likelihood for financial hardship. These schools may require additional review and/or corrective action by Osprey Wilds. This indicator includes the following measures: **Current Ratio, Days Cash on Hand, and Enrollment Variance.**

##### **3. Financial Sustainability**

This portion of the evaluation includes longer-term financial sustainability measures and is designed to depict the school's financial position and viability over time. Schools that fail to meet the standards are more likely to face financial hardship in the future. This indicator includes the following measures: **Fund Balance Percentage, Total Margin and Aggregated Three-Year Total Margin, and Debt to Asset Ratio.**

## Summary Discussion

Crosslake Community School maintained strong financial performance across the contract period and met standard on all measures during FY21. Financial management has been consistently strong; the board has conducted effective budgeting with minimal variances, has consistently earned the MDE School Finance Award, and the school had an audit free of any findings in each of the last four years.

Nearly all indicators of short-term and long-term financial health are strong which is very important as the school continues to grow. The school far exceeded enrollment targets in FY21 and the fund balance was at 28% (just over \$1M in cash) at FY21 year end with the help of a Payroll Protection Program (PPP) Loan. Days cash on hand increased to 98 days and indicates the overall financial strength of the school. The school has access to a line of credit that it did not have to use in FY21.

The school demonstrates strong financial health and must continue to invest in the educational program to ensure strong outcomes for students while ensuring short-term financial stability and long-term sustainability as it continues to grow, especially as the pandemic continues and there is an ongoing needs for high quality online learning programs.

## Summary of Financial Performance

<b>Financial Statements – Three-year Summary</b>			
	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Balance Sheet</b>			
Cash	\$533,867	\$884,838	\$1,185,372
Current Assets	\$1,014,843	\$1,469,715	\$1,693,123
Non-Current Assets	\$253,026	\$201,076	\$146,692
Total Assets	\$1,267,869	\$1,670,791	\$1,839,815
Current Liabilities	\$402,393	\$376,628	\$463,419
Non-Current Liabilities	\$0	\$451,800	\$0
Total Liabilities	\$402,393	\$828,428	\$463,419
Net Assets	\$865,476	\$842,362	\$1,376,395
<b>Income Statement (All Funds)</b>			
Total Revenue	\$3,558,896	\$3,933,604	\$4,673,769
Total Expenditures	\$3,550,823	\$3,904,769	\$4,537,152
Debt Proceeds & Capital Leases	\$0	\$451,800	\$0
Surplus (Deficit)	\$8,073	\$480,636	\$136,617
Total Fund Balance	\$612,451	\$1,093,087	\$1,229,704
Total Unrestricted General Fund Balance	\$569,184	\$1,051,839	\$1,081,377
<b>Enrollment Information – Pupil Units (P.U.)</b>			
Budgeted Enrollment	251.20	302.20	364.60
Actual Enrollment	287.19	338.58	388.44
Maximum Total Enrollment (number of students) <i>Per section 6.5(a) of the charter contract</i>	350.00	350.00	350.00

<b>Financial Performance Evaluation –Summary</b>			
<b>Management Indicators</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Budgeting	Meets	Meets	Meets
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Meets	Meets	Meets
Financial Audit	Meets	Meets	Meets
<b>Near-Term Indicators</b>			
Current Ratio	2.52	3.90	3.65
Days Cash on Hand	55	73	98
Enrollment Variance	114.3%	112.0%	106.5%
<b>Sustainability Indicators</b>			
Fund Balance Percentage	18.3%	33.5%	28.0%
Total Margin/Aggregated Three-Year Total Margin	0.2%/1.0%	12.2%/5.3%	2.9%/5.1%
Debt to Asset Ratio	0.32	0.50	0.25

## **Financial Performance Indicator 1: Financial Management**

### **1.1 Budgeting:** *Does the school effectively establish and monitor budgets?*

#### **Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to budgets.

- Board meeting minutes and/or audit notes document approval of fiscal year budget on or prior to the June 30 statutory deadline.
  - The board appropriately monitors the budget, which may include:
    - Monthly review of budget to actuals;
    - Mid-year budget updates approved by the board as appropriate;
- The board reviews and approves quality monthly financial statements which include recommended reports: balance sheet, income/expense statement, cash flow statement (at least quarterly), budget vs. actual report, enrollment report, disbursements.
- Budget variances are reasonable. The variance compares actuals to projected revenues and expenditures based on the school's approved budget as of December 1\* for all fund areas.
  - Revenue variance: Does the school meet or exceed overall revenue projections?
  - Expenditure variance: Does the school stay within or below expenditure projections?

\*Our intention is to compare year-end actuals to the December 1 approved budget. In lieu of that we will compare to the revised budget that we have available to us. Please ensure Osprey Wilds has your approved budget as of December 1 of each fiscal year.

#### **Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

#### **Calculation**

Revenue Variance = (Actual Revenue – Projected Revenue) ÷ Projected Revenue  
3.9% = (\$ 4,673,769 - \$ 4,498,451) ÷ \$ 4,498,451

Expenditure Variance = (Actual Expenditures – Projected Expenditures) ÷ Projected Expenditures  
0.1% = (\$ 4,537,152 - \$ 4,533,497) ÷ \$ 4,533,497

#### **Analysis**

The board approved the FY21 and FY22 budgets prior to the start of the respective fiscal years. Board engagement in a process leading up to budget approval is evident in board meeting and finance committee minutes. The board has a finance committee that engages more deeply in finance review and discussions which helps maintain minimal variances. The board reviews and approves quality financial statements and typically makes mid-year budget adjustments as warranted. The FY21 budget was revised in January 2021 and again in June 2021 to account for increased enrollment and online positions, although meeting minutes indicated robust discussion and retreats regarding the budget throughout the year.

### **1.2 Financial Policies and Practices:** *Does the school implement appropriate financial policies and practices?*

**Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial policies and practices, including but not limited to:

- Contracting/Purchasing Policy
- Fund Balance Policy
- Credit Card Policy
- Conflict of Interest Policy
- Electronic Funds Transfer Policy
- Contributions and Fundraising Policy
- Group Health Insurance Policy (required if the school provides group health insurance coverage)
- Assessing Student Fees Policy (required if the school charges fees for textbooks, workbooks, and library books)
- Appropriate use of public funds
- Sufficient internal controls

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Analysis**

Osprey Wilds has on file the following board approved financial-related policies:

- Procurement Process, revised August 13, 2021
- Fund Balance Policy, revised December 12, 2014
- Credit Card Policy, approved October 11, 2021
- Conflict of Interest Policy (included as part of the school's bylaws), revised June 12, 2017
- Group Health Insurance Policy, revised February 13, 2017

Please provide Osprey Wilds with updated versions of these policies, if applicable.

In addition, please provide OW with copies of the following required policies:

- Electronic Funds Transfer Policy
- Contributions and Fundraising Policy
- Assessing Student Fees Policy (required if the school charges fees for textbooks, workbooks, and library books)

If the school does not have these policies, before any future contract period the board must have in place a plan to draft and adopt the required policies, and all policies must be adopted prior to December 31, 2022.

The school has in place comprehensive and effective policies to manage its finances. Document reviews and the annual audit indicate that policies are implemented with fidelity and raise no concerns regarding internal controls. Review of check registers raises no concerns about the use of public funds.

**1.3 Financial Reporting:** *Did the school complete timely and accurate financial reporting?*

**Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting.

- Financial audit, including required supplemental information, is submitted to Osprey Wilds and MDE no later than December 31.
- Preliminary and final UFARS data are appropriately submitted (September 15 and November 30 respectively.)
- MDE School Finance Award
- CSP grant reports, SOD plans and reports and/or other required financial reports are submitted in a timely and accurate fashion.
- Financial reporting to Osprey Wilds is timely and accurate.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Analysis**

The school's on-time financial reporting rate to Osprey Wilds via Epicenter for financial-related tasks was 77% over the course of the contract to date (July 1, 2017 through January 7, 2022). OW expects the school will maintain at least an 80% on-time Epicenter compliance rating. Document reviews and the annual audit confirm that the school completes its financial reporting obligations to the state and federal government in an accurate and timely manner. The school has consistently earned the MDE School Finance Award, including in 2021 for FY20 reporting.

**1.4 Financial Audit:** *Did the school receive an unqualified/unmodified audit opinion absent any significant deficiencies or material weaknesses?*

**Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the annual financial audit.

- The most recent financial audit includes no significant deficiencies or material weaknesses.
- The most recent financial audit included an unqualified/unmodified opinion.
- Any previous year audit findings have not been repeated in most recent audit
- Appropriate corrective action plan is in place to ensure any finding is not repeated in the next fiscal year.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Analysis**

The school's FY21 audit included an unmodified ("clean") opinion and no findings for the fourth year in a row.



## **Financial Performance Indicator 2: Near-Term Financial Health**

### **2.1 Current Ratio:** *Does the school have enough current assets to pay off its current liabilities?*

The current ratio measures a school's ability to pay its obligations over the next 12 months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

#### **Calculation**

Current Ratio = Current Assets divided by Current Liabilities

$$3.65 = \$ 1,693,123 \div \$ 463,419$$

#### **Meets Standard**

Current Ratio is greater than or equal to 1.1, or Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's).

#### **Does Not Meet Standard**

Current Ratio is between 0.9 and 1.0 or equals 1.0, or Current Ratio is between 1.0 and 1.1 and one-year trend is negative.

#### **Does Not Meet Standard**

Current Ratio is less than or equal to 0.9.

#### **Analysis**

The current ratio has met standard over the course of the contract term and is currently 3.65, well above standard, indicating that the school remains well positioned to meet current obligations.

### **2.2 Days Cash on Hand:** *Does the school have sufficient cash on hand to fund operations?*

The days cash measure calculates the extent to which a school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses because it is not a cash expense. This critical measure takes on additional importance given the timing of school payments in Minnesota. For this measure, target levels may be adjusted based on the holdback percentage to ensure reasonable expectations, while still evaluating a school for cash levels necessary for financial health. Measures below are based on the holdback rate of 10%.

December 31 data is also included to provide a fuller picture of the school's cash position throughout the year and is averaged with June 30. In addition, any short-term borrowing done by the school to manage cash flow will be documented here, though it will not figure into calculations. Short-term borrowing will also be evident in the Current Ratio.

#### **Calculation**

Days Cash = Cash divided by [(Total Expenses - Depreciation Expense)/365]

Previous fiscal year end (June 30):

$$95 \text{ days} = \$ 1,185,372 \div [(\$ 4,597,708 - \$ 60,556) \div 365]$$

December 31 of current fiscal year:

$$101 \text{ days} = \$ 1,250,124 \div [(\$ 4,597,708 - \$ 60,556) \div 365]$$

98 days = Average days cash

**Meets Standard:**

- Average days cash is 60 or higher; or
- Average days cash is between 30 and 60 days and one-year trend is positive.

**Does Not Meet Standard:**

- Average days cash is between 15 and 30 days; or
- Average days cash is between 30 and 60 days and one-year trend is negative.

**Falls Far Below Standard:**

- Average days cash is less than 15 days cash.

**Analysis**

The school's days cash increased from 55 days in FY19 to 73 days in FY20 to 98 days in FY21. This is mostly due to the influx of funds received from the Payroll Protection Loan and increased online enrollment, likely also due to the pandemic and resultant shift to online learning.

**2.3 Enrollment Variance: *Does the school meet enrollment projections?***

The enrollment variance analysis will indicate whether the school is on target with enrollment targets from approved budgets and compares actuals to projected enrollment based on the school's originally approved budget. A school that fails to meet its enrollment targets may not be able to meet its budgeted expenses, and a poor enrollment variance is an important indicator of potential financial issues. Enrollment variance is used to evaluate a charter school's financial health as well as board and management capacity to forecast. Thus, while enrollment variance is a primary measure of financial health, it can also be seen as a secondary measure for organizational aptitude. Enrollment Variance is based on Per Pupil Units (PP) as this is the primary driver of funding.

**Calculation**

Enrollment Variance = Actual Enrollment divided by Projected Enrollment

$$106.5\% = 388.44 \div 364.6$$

**Meets Standard:**

Enrollment Variance exceeds 95%.

**Does Not Meet Standard:**

Enrollment Variance is between 85% and 95%.

**Falls Far Below Standard:**

Enrollment Variance is less than 85%.

**Analysis**

The school's enrollment variance for FY21 was 106.5%, far exceeding projections. Board meeting minutes indicate this was due in part to higher than expected online enrollment. The school implemented budget revisions during the year to accommodate the change and has projected further enrollment increases into FY22.

## **Financial Performance Indicator 3: Financial Sustainability**

**3.1 Fund Balance Percentage:** *Does the school have sufficient reserves on hand to serve as a cushion for unexpected situations or to help fuel growth or investment in new programs?*

The fund balance percentage measures the equity a school has built up in its general fund. Using the Fund Balance in the General Fund, this calculation indicates the percentage of available funds that the school has in reserve in relation to its Total General Fund Annual Expenditures.

### **Calculation**

Fund Balance Percentage = General Fund Balance divided by Total General Fund Annual Expenditure

$$28.0\% = \$ 1,221,169 \div \$ 4,357,152$$

### **Meets Standard:**

Fund Balance Percentage is greater than or equal to 20.0%.

### **Does Not Meet Standard:**

Fund Balance Percentage is between 10.0-19.9%.

### **Falls Far Below Standard:**

Fund Balance Percentage is less than 9.9%.

### **Analysis**

The school's fund balance in FY20 increased to 33.5%. This is largely due to receiving the PPP loan to help alleviate unanticipated funding shortfalls due to the Covid-19 pandemic. Without these funds the balance would be more closely representative of the 18.3% during FY19, which fell below standard due to the PreK program expansion and other planned investments. In FY21 the fund balance dipped to 28.0% but Osprey Wilds is not highly concerned at the time as the current fund balance of over \$1,000,000 supports the school's ongoing growth plans. While this meets standard for this measure in FY21, the board must carefully manage its budget going forward in order to ensure great outcomes for students and the long-term viability of the school.

**3.2 Total Margin and Aggregated Three-Year Total Margin:** *Does the school operate with an annual surplus or has the school needed to deplete its fund balance to operate?*

The total margin measures whether a school added to its fund balance in a current year (positive total margin) or if the school depleted the fund balance in the current year (negative total margin).

The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single-year total margin indicator. The performance of the school in the most recent year, however, is indicative of the sustainability of the school. It is expected that the school has a positive total margin in the most recent year, however in some instances, a school with a larger fund balance may have a planned spend down as part of a strategy to invest in some aspect of its program. Such instances will be noted in the analysis.

### **Calculation**

Total Margin = Most recent year Surplus (or Deficit) divided by Total Revenue  
2.9% = \$ 136,617 ÷ \$ 4,673,769

Aggregated Three-Year Total Margin = Total Three-Year Surplus (or Deficit) divided by Total Three-Year Revenue  
5.1% = \$ 625,326 ÷ \$ 12,166,269

**Meets Standard:**

- Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive; or
- Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive; or
- Aggregated Three-Year Total Margin is greater than -1.5%, the fund balance Meets Standard, and the school has executed a planned spending of its fund balance to invest in program needs.

**Does Not Meet Standard:**

- Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not Meet Standard.

**Falls Far Below Standard:**

- Aggregated Three-Year Total Margin is less than or equal to -1.5%; or
- The most recent year Total Margin is less than -10.0%.

**Analysis**

The FY21 total margin was 2.9%, and the three-year total margin was 5.1%. This represents a steadily improving fund balance, and indicates the school has operated with a surplus over the last three years, which meets standard for this measure.

**3.3 Debt to Asset Ratio: *Does the school have sufficient resources to manage its debt?***

The debt to asset ratio compares the school's liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health. Charter schools in Minnesota generally do not own buildings; therefore the assets are not recorded in the books of the school. The target levels are therefore set to reflect organizations which do not own their own facilities or land. In cases where a school has an affiliated building company, this measure does not take into account the building company's assets or liabilities. Additionally, this measure does not include any long-term liabilities related to TRA and PERA.

**Calculation**

Debt to Asset Ratio = Total Liabilities divided by Total Assets

0.25 = \$ 463,419 ÷ \$ 1,839,815

**Meets Standard:**

- Debt to Asset Ratio is less than 0.5.

**Does Not Meet Standard:**

- Debt to Asset Ratio is between 0.5 and 1.0.

**Falls Far Below Standard:**

- Debt to Asset Ratio is greater than 1.0.

**Analysis**

The school's debt to asset ratio was 0.50 at FY20 year-end, but was at 0.32 or below during the term of the contract and ending at 0.25 at FY21 year-end. The increased ratio in FY20 was the negative effect of receiving \$451,800 in a loan from the Payroll Protection Program that was considered a liability. In FY21 the PPP loan was forgiven, resulting in the debt to asset ratio stabilizing again. This does not include any long-term liabilities related to TRA and PERA.

# Crosslake Community School

## Operations Performance Evaluation

### Overview

The Operations Performance Evaluation is conducted not only to determine whether the school is compliant with legal requirements, the charter contract, and generally accepted principles of governance, oversight, and management, but also to assess the operational standing of the school. In completing this evaluation, Osprey Wilds has reviewed the school's board meeting minutes, school policies, state reports, compliance with Epicenter tasks and deadlines, and other relevant documents and information. In addition, the evaluation will incorporate information learned through site visits, attendance at board meetings, and interviews or discussion with key individuals at the school including the director, board chair, teachers, or others. Results of this evaluation become part of the body of information used to inform charter school renewal decisions made by the board of directors of Osprey Wilds.

### Operations Performance Indicators

The Operations Performance Framework includes six indicators, or general categories, used to evaluate a school's operations performance.

#### 1. Educational Program

This portion of the evaluation focuses on how the school has implemented key components of the educational program. This indicator includes the following measures: **Mission & Vision, Instruction & Assessment, Educational Requirements, Special Education, English Learners, and Parent & Student Satisfaction.**

#### 2. Governance

This portion of the evaluation focuses on the board's governance, oversight, and evaluation. This indicator includes the following measures: **Board Composition & Capacity, Board Decision-Making & Oversight, and Management Accountability.**

#### 3. School Environment

This portion of the evaluation focuses on the environment that the school has created for students. This indicator includes the following measures: **Facilities & Transportation and Health & Safety.**

#### 4. Student Rights

This portion of the evaluation focuses on the practices and procedures of the school related to student enrollment and privacy rights. This indicator includes the following measures: **Admissions & Enrollment and Due Process & Privacy.**

#### 5. Personnel Practices

This portion of the evaluation focuses on the school's practices and successes related to staffing. This indicator includes the following measures: **Licensure, Staff Retention and Employment Practices.**

#### 6. Compliance & Reporting

This portion of the evaluation focuses on the school's ability to meet various authorizer and state compliance and reporting deadlines and activities. This indicator includes the following measures: **Charter School Annual Reports, Insurance and Authorizer & State Compliance.**

<b>Operations Performance Evaluation Summary</b>	
<b>Indicator Area 1: Educational Program</b>	
1.1: Mission & Vision	Meets Standard
1.2: Instruction & Assessment	Approaches Standard
1.3: Educational Requirements	Meets Standard
1.4: Special Education	Meets Standard
1.5: English Learners	Meets Standard
1.6: Parent & Student Satisfaction	Approaches Standard
<b>Indicator Area 2: Governance</b>	
2.1: Board Composition & Capacity	Approaches Standard
2.2: Board Decision-Making & Oversight	Approaches Standard
2.3: Management Accountability	Meets Standard
<b>Indicator Area 3: School Environment</b>	
3.1: Facilities & Transportation	Meets Standard
3.2: Health & Safety	Meets Standard
<b>Indicator Area 4: Student Rights</b>	
4.1: Admissions & Enrollment	Meets Standard
4.2: Due Process & Privacy	Meets Standard
<b>Indicator Area 5: Personnel Practices</b>	
5.1: Licensure	Meets Standard
5.2: Staff Retention	Meets Standard
5.3: Employment Practices	Meets Standard
<b>Indicator Area 6: Compliance &amp; Reporting</b>	
6.1: Charter School Annual Reports	Meets Standard
6.2: Insurance	Meets Standard
6.3: Authorizer & State Compliance	Meets Standard

## Summary Discussion

Crosslake Community School's contract period has been marked by transition, both in the growth of its online program (expanding from 5-12 to K-12), the addition of a preschool to the seat-based program, and new leadership in both the seat-based and online programs. Through it all, the school has remained deeply committed to its mission and vision which is evident in the school's educational program and reflected by the school's community of students, families, and staff.

The school's academic performance evaluation fell below standard in FY19 and in response the school has made changes in the educational program over the past few years to better support academic outcomes, including strengthening instructional leadership, consistent curricular expectations across the programs, and targeted professional development in response to student academic data. The impact of the pandemic makes it difficult to discern at this point if changes have had an impact on student outcomes, although teachers generally feel supported and grateful for the consistency. In conjunction with the pandemic, the school has also significantly expanded its online program. In any future contract period, it will be prudent to differentiate contractual academic measures to ensure that both the seat-based and online programs are assessed within the overall school's performance evaluation (rather than measuring the school as one program, as the current contract does).

Over the course of the contract the school has materially complied with applicable laws, rules, regulations, and provisions of the charter contract and school bylaws relating to school board composition and training. During FY20 and FY21, the majority of board meetings were held with attendance of at least 80% of board members present.

In addition, the school provided evidence that all board members have consistently completed statutorily required initial training and annual training. The board generally complies with MN §13D, Open Meeting Law, and a review of board meeting minutes over the term of the contract indicate very few, if any, violations.

There was very little evidence the board reviewed academic data at its meetings, and a Notice of Concern (Intervention Level 1, per Exhibit Q of the school's charter contract) regarding the school's academic performance on its contractual goals was not reviewed or addressed by the board when it was issued in March 2019. It was not until the Notice of Concern was updated in March 2021 with additional academic data that the board took action at the board level to address the lack of progress towards meeting contractual goals, although this pattern had been emerging for several years. While the board has improved in terms of monitoring inputs related to instruction and assessment, it will also be very important to monitor progress toward academic contractual goals (i.e. specific academic data) in any future contract period.

Prior to any future contract period, the school will be required to bring aspects of its governance and operations into compliance with statute and the contract, including the bylaws and various policy revisions (including the Lottery Policy).



## Operations Performance Indicator 1: Education Program

**1.1 Mission & Vision:** Does the school demonstrate fidelity to the mission and vision outlined in the contract?

**Meets Standard**

The school implements programs that align to the mission and vision outlined in its current charter contract, including but not limited to:

- Implementation of statutory purposes
- Instructional program, including key pedagogical approach
- Staffing levels and assignments
- Stakeholders identify with school mission

**Approaches Standard**

The school implements programs that align to the mission and vision outlined in its current charter contract, with one or more of the above elements developing or in need of improvement.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Exhibits D & F of the charter contract, site visit, annual report, school website

**Analysis:**

Crosslake Community School's (CCS) mission is to grow environmentally literate, community impacting learners of excellence. The school has both a seat-based (PreK-8) and online program (K-12). In CCS's renewal application it states, "at each grade level, the school focuses on building awareness of what students can do in their daily lives to be responsible environmental stewards," and the school "partners with local businesses and organizations that help empower students" and also serves as a community resource. Seat-based staff report that in the forefront of most teachers' minds are the questions: 1) how can we get the kids outside? and, 2) how can we be involved in the community? These focus areas also were present in all student, parent, and board interviews of the seat-based program.

The school expanded to an online program in 2014 and reports that the original mission and vision, while appropriate for a seat-based program, is more challenging to implement fully online. The online program is still struggling with the challenges of implementing the key components of the mission. School leadership report that they are working to align the online program with the CCS mission, specifically embedding environmental education into the program and building community both among students spread across the state as well as connecting them to their individual communities.

In response to these challenges, the school is in the process of revising its mission and vision statements to reflect the difference in its implementation between the seat-based and online programs. While OW is unable to assess this future shift, given the school's intentionality with its current mission, it is reasonable to expect that the school will take appropriate measures to align both programs with the new mission and vision.

Both the seat-based K-8 and online K-5 classes are limited to 19 students by design and employ a multi-grade learning environment. In the school's renewal application the school reports that its "commitment to small class sizes and multi-age classrooms allows for teachers to more deeply engage their students in the educational process, and allows classroom teachers to develop a greater understanding of individual students by maintaining contact over a longer period of time."

In interviews for the seat-based program, environmental education and the intentionality of EE content was brought up in all interviews. The school's location, easy access to the outdoors, and the bulletin boards in the hallways illustrating environmental activities conducted by the students show this connection to nature and the environment. Less emphasis was placed on community in interviewees responses, which may be a result of the impact of the pandemic on the recent school years. However, the school's annual report highlights the ways the school is intentional to give back to the community as well as invite the community in. The interview with seat-based parents stressed how their children were "learning to be good humans" and that the school is community-based.

CCS's Exhibit F indicates that the school addresses its primary statutory purpose of improving all pupil learning and all student achievement by:

- **Providing interventions and supports that help all students, from struggling to high-ability, to reach their full potential.** From interviews with teachers and school leaders, it is evident the school is intentional about providing the student supports needed so that all students can learn. The seat-based program invested in four AmeriCorps tutors to expand the support provided by the Title I, and an interventionist to provide for both struggling learners and establishing a program for accelerated learners. Additionally, the online program has two dedicated staff members working on interventions, as well as asking for further expansion of the "support squad." The school's small class sizes and incorporation of looping is designed to improve relationships among students and teachers and provide a greater understanding of student needs.
- **Use of data to inform instruction:** The school's Exhibit F refers to AIMSweb and NWEA. The school shifted to STAR Assessments in FY18. Teachers in the seat-based program report that they use STAR testing to measure whether student achievement goals are being met. Data is collected and follows the student as they move up in grades. STAR testing is conducted 3x/year and curriculum has been benchmarked so that teachers know where students should be at key points in the year. Interviews with the school leaders and online teachers report that the online program uses data from the STAR test as benchmarks to assess if student goals are being met for proficiency, growth, and desired learning outcomes. This information is then used in the "My Path" system as a Tier 2 intervention to create individualized learning plans and address academic deficiency and program needs. Seat-based teachers report that it is up to the individual teacher to take the time to look at the data and the school could benefit from taking time to look at the data in a PLC format. Such a structure would ensure that use of data is applied across the full staff, and individual teachers can benefit from the support of looking at data as a group. The process of using data needs to be formalized.

The school identified the following additional purposes in Exhibit F of its charter contract:

1. **Establishing new forms of accountability for schools.** In the school's renewal application, it did not address this additional statutory purpose, and in the school's annual report it highlights accountability with OW, MDE, and the Department of Health, none of which would be considered new forms of accountability.

2. **Creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.** While the school did not specifically address this statutory purpose in its renewal application, the school implements Professional Learning Communities (PLCs) which are led by teachers and focus on student learning. The school reports that “based on the learning needs of the students, teachers and staff develop professional development goals, curriculum needs and review all aspects of improving student learning.” The school also implements the High Reliability Schools framework by Marzano, with the staff actively working to transform the school’s approach to student learning in alignment with the school’s strategic plan.

**1.2 Instruction & Assessment:** Does the school implement instructional and assessment programming that focuses on student achievement?

**Meets Standard**

The school implements instructional and assessment programs focused on student achievement, with the following elements fully developed and functioning effectively:

- Instruction: Instructional leadership, instructional approach, implementation of evidence-based practices
- Curriculum: A broad, deep and rich curriculum, aligning curriculum to state standards
- Data: Formative assessments, data collection and analysis, remediation and acceleration practices
- Training: Professional development, teacher evaluation, observation, and feedback
- Equity: Equitable opportunities for all students, educational programming engages students in ways that are culturally and linguistically appropriate, responsive, and relevant

**Approaches Standard**

The school implements instructional and assessment programs focused on student achievement, with one or more of the above elements developing or in need of improvement.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

*n.b.* The only way to merit a ratio of “meets standard” is to also receive 50% or more of the possible points on the Academic Performance Evaluation.

**Data sources:** Annual report, site visit

**Analysis:**

Instruction: Evaluators in both programs observed that students were engaged in their learning. In the seat-based program, the relationship between teachers and students were strong and students seemed motivated to respond appropriately to direction. While the number of classes observed was limited in the seat-based program, learning objectives were evident in some of the classrooms and students, in general, seemed clear as to their learning goals. The level of questioning did vary from classroom to classroom, but generally questions were fairly low on the Bloom’s Taxonomy scale. From this very limited observation, it would appear there is room for increased rigor. It is worth noting though that site visit notes in June of 2018 indicated that “instruction in the classes observed

this day were all of high-quality” and that “students were challenged to think, ask questions of each other and take chances.” Classroom observations are a snapshot at best, and teachers and students vary from observation to observation and by the perspective of the evaluator.

Observations from the online program were even more limited, and the instruction observed was deemed by reviewers as average, not yet attaining high-quality due to lack of clarified purpose being communicated to students, and the reliance on teacher direction for the learning.

School leaders reported that a priority is building integrity throughout staff with accountability, and to keep working to acquire the tools to build that. They report that there has been a gap in instructional leadership over the many leader transitions, and teachers as well as support staff were not given what they needed to improve. They expressed an intention to “formalize a structure of consistency across the board so that it doesn’t matter who implements it.”

Curriculum: The school has an established five-year curriculum review cycle that serves to periodically review and evaluate the effectiveness of curriculum. The school’s renewal application provides analysis of the reading curriculum and attributes a change in 2018 to the Holt McDougal Literature Common Core curriculum as resulting in an increase in both growth and proficiency. Related to math, the school believes that while looping classrooms are highly effective overall, further research indicated that a multi-grade approach is less effective for the subject of math. In 2019, CCS began the process of moving students into single grade levels for math instructional blocks. This implementation was disrupted by the pandemic and social distancing requirements. The school intends to return to this practice as soon as feasible. When interviewed, the seat-based teachers expressed an appreciation for consistency of curriculum and indicated that this is new for CCS and they feel it is making a difference.

For the online program, CCS uses the Edgenuity curriculum for the majority of courses. Courses that are not available in Edgenuity (for example, Fine Arts, some of the Environmental Education classes, and some electives) are teacher-developed in Canvas or Google Classroom. According to the school’s renewal application, the online program employs a Curriculum Coordinator who directly oversees standards alignment, researches and implements differentiated instruction within the curriculum, trains and oversees teaching staff, and coordinates quality job-embedded professional development. Training occurs at the beginning and end of the school year in addition to several times throughout the school year. Staff are required to maintain standards alignment documents and course syllabi in accordance with statute.

Training: Teachers in the seat-based program report that the primary professional development relates to the school’s focus on the High Reliability Schools framework by Marzano. PLCs meet every Wednesday and everyone is in one. The staff interviewed felt they were able to direct their learning and pursue areas they identify of need or interest. Online program staff shared that they receive professional development, but desire more relevant, job specific opportunities for development. They still feel as though there is a need for training to fully address the academic and social needs of students learning in a mostly synchronous online school environment. They feel as though there is more that needs to be done to address the academic and social needs of students, but either have not received training to do so or they have not been provided with the appropriate skills and tools necessary to feel successful at meeting these goals. Staff also shared that they desire a more robust onboarding training program when they are hired for the online program. Although the experienced/senior staff are very supportive and helpful when new staff ask questions, staff

share that when they came in, they felt as though they are somewhat put in a position to “earn and learn” at the same time.

CCS is a Q Comp school, and implements coaching and observations according to the annual plan. According to the school’s renewal application, the lead teacher is to evaluate and analyze with each teacher assigned to their team (primary or middle school). For the seat-based program, these observations follow Marzano effective teaching guidelines and protocols. For the online program, these observations follow the iNACOL (National Standards for Quality Online Learning) and Quality Matters guidelines and protocols. Midway through the year, teachers are matched up, arrange observation times and then observe each other and go through the protocols, meet and process together. The director also observes the teachers 1-3 times per year depending on the experience level and previous evaluations of the teacher.

Equity: The school’s renewal application indicates that the Board is considering a strategic area of focus being “A Place for Belonging: Diversity, Equity, Inclusion & Climate.” OW supports this strategic focus, as experience shows that all schools (and particularly those with a majority of students in one demographic) benefit from intentional work in this area. While evaluators saw neither saw evidence of, nor the lack of, equitable practices in place at the seat-based program, staff interviews indicate that there are a number of students that are questioning their gender identity and sexual orientation. Some staff identified concerns that the school does not have a policy on validating students’ chosen names and gender identities, and that school leadership is not always open to affirming students’ identifications. Belonging, and the components that influence belonging (diversity, equity, inclusion, and climate) depends on structures being established to govern individual practices. Without such structures, it is difficult to ensure accountability to the outcome.

The school’s academic performance evaluation fell below standard in FY19 and the impact of the pandemic makes it difficult to discern at this point if changes made in the educational program over the past few years are likely to have the required positive impact. In conjunction with the pandemic, the school has also significantly expanded its online program with academic measures that are not equally effective for the two distinct programs. It would be prudent in the next contract to differentiate measures to ensure that the strengths and challenges of both programs are able to be assessed within the overall school’s performance evaluation.

**1.3 Educational Requirements:** Does the school comply with applicable educational requirements?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:

- School calendar meets state requirements.
- Graduation requirements meet state standards.
- School administers state assessments as required.
- Evidence suggests the school complies with requirements of Title or federal and state programs.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** MDE report, annual report, school submissions to Epicenter, site visits, MDE Title reviews and school corrective action plans

**1.4 Special Education:** Does the school protect the rights of students with disabilities and implement a program that appropriately serves their needs?

**Meets Standard**

Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Identification and referral including evaluation of representation of groups (a Child Find screening is in place and the school adheres to this process)
- Operational compliance including the academic program, assessments, staffing and all other aspects of the school's program and responsibilities (school adheres to Special Education laws/IDEAS and CAPs)
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Carrying out Individual Education Plans and Section 504 plans
- Access to the school's facility and program to students and parents in a lawful manner and consistent with students' abilities
- Accommodations on assessments
- Securing all applicable funding
- TSES manual submitted in Epicenter.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Site visits, annual reports, TSES manual, MDE compliance reviews

**Analysis:**

Overall the school implements an effective Special Education program that protects the rights of students with disabilities. The school's special education student group achieved roughly similar outcomes in reading and math to the local district, and outperformed the local district and state in science.

On average over the term of the contact, Crosslake Community School has served roughly 20% of students with IEPs. The school's FY21 Annual report states that it primarily meets the needs of students with disabilities through a mainstream approach, which some students receiving pull-out services in speech, reading and math.

Evaluators affirmed that the policies and processes outlined in the TSES manual are in practice at the school. The child find process implements three interventions run for 6-7 weeks before students are referred to the child study team. The special education teachers detailed a child study process that is aligned with the process described in the TSES. According to the school's annual report, when it becomes necessary to suspend students, Pupil Fair Dismissal protocols are followed. If a student with an IEP is in need of consequences, prior to any suspension taking place, a

manifestation determination will be held to identify whether or not the student behavior falls within the guidelines of the IEP. Minor infractions or disruptions are handled through in-school suspension and detention models. Students on IEPs are typically referred to the special education teacher for intervention strategies aligned with IEP guidelines.

The school's Special Education Directors (a team of two support personnel from the Paul Bunyan Special Education Cooperative) feel that the staff, though small (2 in the seat-based program, 3-4 in the online program) is strong with a good lead staff member and excellent teacher retention. They acknowledged that CCS is the only online program they serve, and they are not as knowledgeable regarding the needs of an online program. They felt that the school does not have as many resources for students with significant needs (behavior specifically) and that this would be an area of improvement. They also felt that the district needed to look at a more integrated MTSS system that uses data to inform instruction. The school reports that its seat-based program has a comprehensive MTSS framework that it uses to provide targeted support for all learners and the special education teachers report that the MTSS system is evolving. However, the MTSS needs more work to result in reducing the number of requests that move up to the Child Study process. The online program's MTSS process is very new and just in the beginning stages. Since the school's Special Education Director has limited experience with online programs, it may be beneficial to seek out additional support from an experienced online special education director.

The Special Education Directors also believes that general education staff would benefit from additional professional development related to the support of students with disabilities. The Special Education Directors indicated that they are not involved in funding decisions.

The school had an MDE site review in FY19 and corrections were made ahead of time.

**1.5 English Learners:** Does the school protect the rights of English Learners (EL) and implement a program that appropriately serves their needs?

**Meets Standard**

Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities) relating to English Learners (EL) requirements, including but not limited to:

- School has an English Learner Plan of Service.
- Evidence suggests the school complies with its EL plan of service and applicable requirements.
- Enrollment packet includes the Minnesota Language Survey (MNLS).

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Site visits, annual reports, Minnesota Language Survey, and EL plan of service

**Analysis:**

The school does not have a significant English Learner population, but does have an EL Plan of Service to guide support when needed. The school acknowledges that this is a fairly new process,

but the growth of the online program is leading to more students qualifying for EL services. The school is looking to collaborate with other charter schools to share a licensed EL teacher to serve their small population.

**1.6 Parent & Student Satisfaction:** Are parents and students satisfied with the school's educational program?

**Meets Standard**

Parent and students satisfaction data consistently documents a high degree of satisfaction with the school's educational program.

- Administers both parent and student satisfaction surveys.
- Evidence suggests there is a high degree of parents and students satisfied with the academic program of the school.

**Approaches Standard**

Parent and students satisfaction data documents a moderate and/or inconsistent degree of satisfaction with the school's educational program.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Site visits, annual reports, survey data

**Analysis:**

Surveys gauging student and parent satisfaction were regularly conducted and reported on for most of the years of the contract period, but conducting and gathering survey results during periods of transition due to the pandemic made this challenging for FY20. For the years data was gathered, responses from the parent surveys consistently show clearly positive results indicating that respondents view CCS as a safe place where their students are learning and being cared for by staff. As discussed in the Annual Reports from FY19 and FY20, results vary between student and parent responses, with some clear areas for growth that the school identified and targeted for the High Reliability Schools training.

Interviews with students indicated a general satisfaction with the school. One item brought forward by a student was an increased need to acknowledge that people learn in different ways. The student in question indicated that some teachers did not listen to what the student needed. In a similar vein, when asked about feeling safe at school, students felt that while the majority were welcoming and kind, they urged teachers to be more observant of their students and to understand that if a student is being teased/bullied about something out of their control (poor family, "don't look nice") it should be stopped. This student's perspective resonates with data discussed in the FY21 Annual Report from the 2021 Seat-based student survey: "On the item, "The students in my class show respect to each other," 50% responded "Neutral" while the other 50% was quite evenly split between Agree/Disagree. This is an area to examine, whether students understand what it means to show respect or if it's a different issue."



## Operations Performance Indicator 2: Governance

**2.1 Board Composition & Capacity:** Does the school’s board demonstrate the capacity to effectively govern a successful charter school?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract and school bylaws relating to school board composition and training, and the board demonstrates the capacity to govern an effective charter school, with the following elements fully developed and functioning effectively:

- Board complies with applicable laws and its own bylaws with respect to board composition.
- Board conducts required background checks of members.
- Board completes statutorily mandated training.
- Board elections are consistent with statute and bylaws.
- Meeting minutes document election of officers consistent with statute and bylaws.

**Approaches Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school board, however one or more of the above elements is developing or in need of improvement.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Annual report, school submission to Epicenter, board meeting minutes, Osprey Wilds site visits and board observations, school bylaws, board roster

**Analysis:**

Over the course of the contract the school has materially complied with applicable laws, rules, regulations, and provisions of the charter contract and school bylaws relating to school board composition and training. During FY20 and FY21, the majority of board meetings were held with attendance of at least 80% of board members present.

In addition, the school provided evidence that all board members have consistently completed statutorily required initial training and annual training.

Board elections are typically held in October of each year and are consistent with the school’s bylaws and state statute. Also in accordance with the bylaws, new and re-elected members are seated at the January meeting following the election to coincide with the school’s annual meeting, which is documented in the meeting minutes.

The school’s bylaws state, “The officers of Crosslake Community Schools shall be elected for one-year terms by the Board of Directors, and shall consist of a Chairperson, Vice Chair, Treasurer, Secretary and such other officers as the Board of Directors shall determine from time to time.” Meeting minutes indicate board officer elections occurred in FY18 and a chair was elected in August 2020, but no other officers. There is no evidence of officer elections in FY19 (although there was discussion at the December 2018 meeting that this needed to happen at the annual meeting the following month) or FY20.

**2.2 Board Decision-Making & Oversight:** Is the board engaged in appropriate decision-making and oversight through effective and transparent board meetings?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to board decision-making and oversight, with the following elements fully developed and functioning effectively:

- Meeting minutes are complete.
- Meetings are held consistent with Open Meeting Law
  - Meeting times and location are posted properly on the school website and/or onsite at the school, including for special or emergency meetings.
  - If meeting includes board member participation via interactive TV (e.g. Zoom), it is done so consistent with MN §13D.
  - A quorum is present when the board meeting is convened.
  - One set of board materials is available for public inspection.
  - If meeting is closed, it is done so in accordance with MN Stat. 13D: agenda and minutes show statutory authority to close the meeting, and minutes appropriately summarize actions taken during the closed meeting.
- The board monitors performance on the charter contract at least quarterly in areas of Academic, Environmental Education, Finance and Operations and other aspects of the contract.
- The board takes appropriate action to ensure the school's success based on its review of school performance.
- Required policies are in place and policies that must be approved or reviewed annually are addressed.
- The board reviews and approves or accepts key organizational documents (e.g. Annual Report, Financial Audit, Contract with Authorizer, and other Authorizer related documents).
- ~~The board ensures that the school's affiliated building company complies with all applicable legal requirements (if applicable).~~

**Approaches Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the board decision-making and oversight, however one or more of the above elements is developing or in need of improvement.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Board meeting minutes, Osprey Wilds board reviews and observations, and site visit interviews, director evaluation policy

**Analysis:**

Review of board meeting minutes indicates they are generally complete and clear enough for a person who did not attend the meeting to understand the board's actions, although motions are not always clearly articulated as an action taken by the board. Documentation of discussion and

deliberation has improved over the course of the contract period although this could be more detailed to help an observer better understand the content of the board's conversations. (There is a noticeable difference between FY20 and FY21 meeting minutes.) Meeting minutes are a formal recording of transactions that happened during the meeting, are used for clarification of past activities and actions, and help ensure continuity in the school's actions. As such, they should not reflect the opinions of the secretary or recorder or be written in any one board member's voice (i.e. a transcript).

The board generally complies with MN §13D, Open Meeting Law, and a review of board meeting minutes over the term of the contract indicate very few, if any, violations.

An organized, effective board is the foundation for a high-performing charter school. The CCS board must continue to ensure that all its members are not only deeply committed to supporting the school, but also possess a deep understanding of their responsibility to students, families and the public—as well as what that means in practice to ensure outstanding educational outcomes for CCS learners and long-term sustainability for the school.

Highly effective boards do a fair amount of work in between board meetings by harnessing the energy of committees, even though the formal work of the collective board happens during the regularly scheduled board meetings. The board should ensure that members are fully prepared for both committee and board meetings, discussion is organized and productive, and meetings focus on advancing the board's goals and priorities in alignment with its strategic plan rather than reacting to the latest challenges. This includes distinguishing between routine issues and strategic agenda items, as well as establishing a clear line between governance and management. (There is a really helpful chapter in *Charter School Board University* by Brian L. Carpenter that summarizes this distinction as *ensuring vs executing* – school management figures out *how* something will get done and the board evaluates *how well* those outcomes were achieved. This could be a useful resource for the CCS board to consider as it continues to develop and lead the school.)

There was very little evidence in meeting minutes that the board reviewed academic data, and a Notice of Concern (Intervention Level 1, per Exhibit Q of the school's charter contract) regarding the school's academic performance on its contractual goals was not reviewed or addressed by the board when it was issued in March 2019. It was not until the Notice of Concern was updated in March 2021 with additional academic data that the board took action at the board level to address the lack of progress towards meeting contractual goals, although this pattern had been emerging for several years. The school's primary purpose is to improve all pupil learning and all student achievement and the board must ensure that the school is effective stewards of both children's futures and the public trust by fulfilling that purpose.

In addition, the board rarely monitors environmental education performance as it relates to the contract (Exhibit H, Environmental Education Goals). While the board discusses environmental education regularly, it does not compare that to the school's environmental learning plan, nor monitors that the ELP measures are being addressed. OW expects the board will monitor progress toward its contractual academic and EE goals at least four times / year and document those discussions in the meeting minutes.

In addition, the purpose of Exhibit S (the Performance Improvement Plan) is to address areas of the contract where the school did not meet standard in its last renewal evaluation. It is important to ensure ongoing monitoring of this plan so when the school is up for renewal again, these areas have

been addressed and do not continue to need improvement in the next evaluation period. Failure to address ongoing issues threatens the school's future.

OW reviewed the board policies on file and posted on the CCS website. The school is missing several required policies:

- Concussion Procedures (MN §124E.03 Subd. 7(c))
- School Meals Policies (MN §124D.111 Subd. 1(a))
- Electronic Funds Transfer Policy (MN §471.38 Subd. 3(a) / MN §124E.16 Subd. 1)
- World's Best Work Force Policy (MN §124E.03 Subd. 2(h)i)
- Student Fees Policy (Required if the school charges fees for textbooks, workbooks, and library books) (MN §123B.37 / MN §124E.03 Subd. 2(c))
- Contributions and Fundraising (OW Contract Section 6.13)

Please submit these policies to OW if the school has them on file and post them on the school's website. If the school does not have these policies in place, the board should develop a plan to draft and adopt the required policies as soon as possible.

**2.3 Management Accountability:** Does the board hold management accountable for clear and measurable outcomes?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to holding management accountable for reaching performance targets, including but not limited to:

- Board established qualification for persons holding leadership positions.
- Board established a formal evaluation process for Director/Lead Admin or EMO/CMO.
- Board implements a formal evaluation process for Director/Lead Admin or EMO/CMO.
- School leader evaluation process evaluates performance in relation to OW contractual goals and expectations.
- Board engages in periodic review of school leader throughout the school year (at least four times / year).

**Approaches Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to management accountability, however one or more of the above elements is developing or in need of improvement.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Board meeting minutes, Osprey Wilds board review and observations, and Osprey Wilds site visit interviews

**Analysis:**

CCS has a clearly established job description for the roles of Director of Seat-Based Learning and Director of Online Learning, the two positions that report directly to the Board of Education. The

school has a School Director Performance Evaluation Form that is used for both CCS Directors. The process establishes that a formative mid-year feedback process will take place in January and a summative evaluation occurs in June.

Meeting minutes indicate the board engaged in director evaluation or evaluative activities in July 2017, June 2018, July 2019, December 2019, and June 2020. (The board did not conduct a school leader evaluation in FY21 because it did not have a permanent director in place.)

The procedures for school leader evaluation includes both Environmental Education and Student Academics and Behavior. The Environmental Education section includes as an item for consideration, "Ensures EE standards are implemented per the authorizer's contract." However, it is not clear that the director evaluation process directly holds the school leaders accountable for the academic outcomes identified in the *school's* contract. This is an effective practice (especially given the board is ultimately responsible for these outcomes and the director is its primary employee) and the board should consider revising the evaluation procedures to include this responsibility.

Finally, once the board has completed its evaluation of the school leader, the board must summarize its conclusion regarding the evaluation in the minutes (as required by MN §13D.05 subd. 3) and vote in open session based on the results of the evaluation (i.e. offering or rescinding contracts, salary discussions, etc.).

## Operations Indicator 3: School Environment

**3.1 Facilities & Transportation:** Do the school's facilities and transportation practices effectively serve students?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds and transportation, including but not limited to:

- Fire Inspections and Records are maintained.
- Certificate of occupancy is on file.
- School has a plan for transportation services.
- Evidence suggests the physical space is safe.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Site visits, annual report, lease aid application

**3.2 Health & Safety:** Is the school an effective steward of the health and safety of all students?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to health and safety, including but not limited to:

- Crisis Management Policy is aligned to statute and applied.
- School complies with MDE food and nutrition program requirements.
- School has a plan for nursing services and dispensing pharmaceuticals.
- Evidence suggests parents/students perceive the school provides a safe learning environment.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Site visit, annual report, crisis management policy

## Operations Performance Indicator 4: Student Rights

**4.1 Admissions & Enrollment:** Does the school implement open, impartial and transparent admissions and enrollment practices?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment.

Lottery policy is in alignment with applicable laws and implemented with fidelity.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Lottery policy, school website

**Analysis:**

In practice, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the admission and enrollment rights of students. However, the school's admissions policies (including enrollment and lottery) are non-compliant with statute:

- Statute requires the school give preference to all foster siblings of the pupil's parents, which includes any "foster child of that pupil's parents," not "foster children residing with currently enrolled students," (as indicated by CCS's current policy).
- Clarify that the school provides an enrollment preference for sibling(s) of an enrolled pupil and to a foster child(ren) of that pupil's parents.
- The school's policy needs to state that students are considered enrolled until they formally withdraw or are expelled under the Pupil Fair Dismissal Act.
- Ensure the policy posted on the website is the most recent version revised by the board.

The school will be required to make these revisions to its policy prior to any future contract period.

**4.2 Due Process & Privacy:** Does the school honor due process and privacy for all students?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the due process, privacy, and civil rights of students, including but not limited to:

- Transfer of student records
- Evidence indicates the school implements equitable discipline practices and due process protections in compliance with the Pupil Fair Dismissal Act.
- Evidence suggests school complies with laws prohibiting religious instruction.
- Evidence suggests school complies with Family Educational Rights and Privacy Act of 1974 (FERPA), laws related to student records and privacy.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** School policy, student & family handbook, annual charter school assurance, lease aid application

**Analysis:**

The school substantially honors due process and privacy for all students. CCS has its policies listed on its website, including student discipline, bullying prohibition, protection and privacy of pupil records, and several non-discrimination policies.



## Operations Indicator 5: Personnel Practices

**5.1 Licensure:** Is the school's staff appropriately licensed?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to appropriate licensure of school staff.

School staff is appropriately licensed.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Annual report, STAR report, requests for special permissions

**Analysis:**

According to the FY21 Annual Report and STAR report, school staff are appropriately licensed. In the Annual Report, the file folder number for Rebekka Sievert looks like it should be 490886 (On Call Substitute license) rather than the file folder for Rebecca Sievert which expired in 2008.

**5.2 Staff Retention:** Does the school retain staff at a level that is conducive to operating a successful school?

**Meets Standard**

The school demonstrates stability in instructional and non-instructional staffing that is conducive to operating a successful school. This is evidenced by reasonable staff turnover rates.

80% retention ratio or system that is designed to negate negative effects of high turnover as evidenced by positive academic outcomes

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** annual report, STAR report

**Analysis:**

Over the term of the contract, the school has maintained very high teacher retention rates. The lowest rate for the years of the contract period was FY21 with 87%. The retention rates for licensed teachers were: FY18 92%, FY19 94%, FY20 94%, FY21 87%.

**5.3 Employment Practices:** Does the school engage in appropriate and equitable hiring, evaluation and termination practices?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment including transparent hiring, evaluation and dismissal policies and practices, including but not limited to:

- Evidence suggests the school has open and fair hiring practices based on clear job descriptions.
- The school has clear employment and evaluation policies outlined in the employee / staff handbook.
- Evidence suggests the school follows the evaluation and termination processes and policies outlined in its employee / staff handbook.
- The school conducts appropriate background checks on staff and volunteers.
- The school disseminates a clear staff handbook.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Staff/ employee handbook, staff interviews, background check reviews

**Analysis:**

The school has created and submitted a thorough Teacher Evaluation Process for the 2021-2022 school year. The school may consider including expectations regarding teacher evaluation in its Staff Handbook.

## Operations Performance Indicator 6: Compliance & Reporting

**6.1 Charter School Annual Reports:** Does the school comply with statutory and contractual requirements regarding annual reports?

**Meets Standard**

The school complies with applicable laws, rules, regulations, and provisions of the charter contract relating to charter school annual reports, including but not limited to:

- Statutory and contractual requirements
- Report submitted to Osprey Wilds by deadline
- Posted to school website and distributed to stakeholders
- World's Best Workforce reporting requirements

**Approaches Standard**

The school complies with applicable laws, rules, regulations, and provisions of the charter contract relating to charter school annual reports, but only after the school makes revisions in response to compliance feedback.

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Annual reports

**Analysis:**

Throughout the contract period, the school submitted timely Annual Reports to Osprey Wilds. The Annual Reports have generally been comprehensive and compelling, however only the FY19 and FY21 Annual Reports were fully compliant without requiring revision.

**6.2 Insurance:** Does the school secure and maintain insurance coverages required by statute and the charter contract?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to insurance coverages, including but not limited to:

- Workers' compensation insurance
- Insurance covering all of the School's real and personal property, whether owned or leased
- Insurance required by MN §124E.09 and MN §466.04, including minimum of:
  - Commercial general liability insurance in comprehensive form
  - Bodily injury and property damage combined of one and a half million dollars (\$1,500,000) per occurrence
  - Personal injury of one and a half million dollars (\$1,500,000) per occurrence
  - Three million dollars (\$3,000,000) per occurrence for the release or threatened release of a hazardous substance
- If not included under its general liability coverage, additional coverages as follows:

- Minimum automobile liability insurance coverage, bodily injury and property damage, of one million dollars (\$1,000,000) per occurrence if the School owns or operates motor vehicles
- Officer and employee errors and omissions/professional liability of one and a half million dollars (\$1,500,000) per occurrence
- Employee dishonesty insurance of one hundred thousand dollars (\$100,000)
- Providing Osprey Wilds in a timely fashion with certificate of coverage that includes Osprey Wilds as certificate holder

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Certificate of Liability Insurance (Acord Form)

**6.3 Authorizer & State Compliance:** Does the school comply with authorizer and state deadlines and compliance requirements?

**Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant compliance and reporting requirements to the authorizer, state education agency, and federal authorities, including but not limited to:

- Evidence suggests the school completes state reporting on time.
- School website meets statutory requirements.
- Minimum 80% on-time percentages in Epicenter
- Evidence suggests the school fulfills requirements related to TRA and PERA

**Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

**Data sources:** Epicenter on-time and accuracy rates, MDE communications, TRA/PERA, school website

**Analysis:**

Throughout the duration of the contract, the school has maintained an on-time compliance rating with Epicenter of above 80%. The lowest on-time rate occurred in FY20 (83%). Evidence suggests the school historically completes state reporting on time and fulfills requirements related to TRA and PERA. As of the date of this evaluation the school's website is compliant with statutory requirements.

## Crosslake Community School

### Indicator 1: Mission Related Outcomes

#### Measure 1.1 Performance Data:

Crosslake Community School	K-8 Number of Students Participating in 2 out of 3 Community Engagement Activities	Total Number of Students (Grades K-8)	9-12 Number of Students Participating in 2 out of 3 Community Engagement Activities	Total Number of Students (Grades 9-12)	Total Number of All Students	Percent of Students Participating in 2 out of 3 Community Engagement Activities
FY18	139	142	12	68	210	71.9%
FY19	134	148	12	106	254	57.5%
FY20	117	128			128	91.4%
FY21						
<b>Aggregate</b>	390	418	24	174	592	69.9%

Source: Requested data provided to OW by school

### Indicator 3: Reading Growth

#### Measure 3.1 Performance Data:

Crosslake Community School	Mean Growth Z-Score	Number of Students
FY17	-0.08	90
FY18	0.084	80
FY19	0.079	89
FY20		
FY21		
<b>Aggregate Z-Score</b>	<b>0.025</b>	<b>259</b>

Source: MDE Data Center

#### Measure 3.2 Performance Data:

Crosslake Community School	Number of Students with Positive Z-Score	Number of Students with Negative Z-Score	Total Number of Students with Z-Scores	Percentage of Students with Positive Z-Score
FY17	43	47	90	47.8%
FY18	43	37	80	53.8%
FY19	51	38	89	57.3%
FY20				
FY21				
<b>Aggregate</b>	<b>137</b>	<b>122</b>	<b>259</b>	<b>52.9%</b>

Source: MDE Data Center

#### Measure 3.3 Performance Data:

**STAR RIT – Reading, Grades K-8**

Crosslake Community School	Number of students meeting growth target	Number of students not meeting growth target	Total number of students	Percentage of students meeting growth target
FY17	92	45	137	67.2%
FY18	65	70	135	48.1%
FY19	79	56	135	58.5%
FY20	81	55	136	59.6%
FY21	70	77	147	47.6%
<b>Aggregate</b>	<b>387</b>	<b>303</b>	<b>690</b>	<b>56.1%</b>

Source: Requested data provided to OW by school

**Indicator 4: Math Growth**

**Measure 4.1 Performance Data:**

Crosslake Community School	Mean Growth Z-Score	Number of Students
FY17	-0.125	92
FY18	-0.308	76
FY19	-0.256	93
FY20		
FY21		
<b>Aggregate Z-Score</b>	<b>-0.225</b>	<b>261</b>

Source: MDE Data Center

**Measure 4.2 Performance Data:**

Crosslake Community School	Number of Students with Positive Z-Score	Number of Students with Negative Z-Score	Total Number of Students with Z-Scores	Percentage of Students with Positive Z-Score
FY17	39	53	92	42.4%
FY18	28	48	76	36.8%
FY19	33	60	93	35.5%
FY20				
FY21				
<b>Aggregate</b>	<b>100</b>	<b>161</b>	<b>261</b>	<b>38.3%</b>

Source: MDE Data Center

**Measure 4.3 Performance Data:**

**NWEA RIT – Math, Grades K-8**

Crosslake Community School	Number of students meeting growth target	Number of students not meeting growth target	Total number of students	Percentage of students meeting growth target
FY17	93	45	138	67.4%
FY18	56	65	121	46.3%
FY19	70	47	117	59.8%

<b>FY20</b>	63	49	112	56.3%
<b>FY21</b>	67	66	133	50.4%
<b>Aggregate</b>	349	272	621	56.2%

Source: Requested data provided to OW by school

### **Indicator 5: Reading Proficiency**

#### **Measures 5.1, 5.2 Performance Data:**

##### **Reading: All State Accountability Tests – All Students (Enrolled October 1, Grade 3)**

<b>Crosslake Community School</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
<b>FY17</b>	0	5	1	5	11	50.0
<b>FY18</b>	0	8	1	7	16	53.1
<b>FY19*</b>	2	7	8	2	19	68.4
<b>FY20</b>						
<b>FY21*</b>	1	3	0	8	12	33.3
<b>Aggregate</b>	3	23	10	22	58	53.4

<b>State of Minnesota</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
<b>FY17</b>	9,514	27,104	10,529	16,420	63,567	65.9
<b>FY18</b>	9,284	26,137	9,748	17,060	62,229	64.8
<b>FY19*</b>	8,927	25,771	10,247	18,160	63,105	63.1
<b>FY20</b>						
<b>FY21*</b>	5,613	20,085	8,522	18,789	53,009	56.5
<b>Aggregate</b>	33,338	99,097	39,046	70,429	241,910	62.8

<b>ISD 186 – Pequot Lakes</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
<b>FY17</b>	14	55	22	24	115	69.6
<b>FY18</b>	22	49	18	19	108	74.1
<b>FY19*</b>	22	63	14	23	122	75.4
<b>FY20</b>						
<b>FY21*</b>	14	45	19	35	113	60.6
<b>Aggregate</b>	72	212	73	101	458	70.0

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

#### **Measures 5.3, 5.4 Performance Data:**

##### **Reading: All State Accountability Tests – All Students (Enrolled October 1, Grade 4-8, 10)**

<b>Crosslake Community School</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
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FY17	18	37	15	22	92	67.9
FY18	16	36	9	15	76	74.3
FY19*	29	60	25	26	140	72.5
FY20						
FY21*	7	37	12	19	75	66.7
Aggregate	70	170	61	82	383	70.6

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	79,028	150,421	70,318	71,576	371,343	71.3
FY18	78,775	151,463	69,545	72,505	372,288	71.2
FY19*	78,069	154,631	74,569	77,626	384,895	70.1
FY20						
FY21*	45,461	86,073	73,324	92,737	297,595	56.5
Aggregate	281,333	542,588	287,756	314,444	1,426,121	67.9

ISD 186 – Pequot Lakes	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	217	361	137	74	789	81.9
FY18	232	350	143	82	807	81.0
FY19*	223	346	140	100	809	79.0
FY20						
FY21*	80	183	225	192	680	55.2
Aggregate	752	1,240	645	448	3,085	75.0

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

**Measures 5.5, 5.6 Performance Data:**

**Reading: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grade 3-8, 10)**

Crosslake Community School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17*FY19*	16	38	33	37	124	56.9
FY20						
FY21*	2	12	3	19	36	43.1
Aggregate	18	50	36	56	160	53.8

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	14,673	53,832	37,709	57,739	163,953	53.3
FY18	14,432	53,796	36,234	57,295	161,757	53.4
FY19*	14,005	53,857	38,576	60,893	167,331	52.1
FY20						
FY21*	6,642	29,844	25,278	50,830	112,594	43.6
Aggregate	49,752	191,329	137,797	226,757	605,635	51.2



ISD 186 – Pequot Lakes	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	42	111	61	49	263	69.8
FY18	46	99	50	44	239	71.1
FY19*	57	86	45	57	245	67.6
FY20						
FY21*	16	66	45	60	187	55.9
Aggregate	88	210	111	93	934	70.42

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

**Measures 5.7, 5.8 Performance Data:**

**Reading: All State Accountability Tests – Special Education (Enrolled October 1, Grade 3-8, 10)**

Crosslake Community School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17-FY19*	5	28	15	33	81	50.0
FY20						
FY21*	2	3	1	11	17	32.4
Aggregate	7	31	16	44	98	46.9

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	5,558	13,178	10,965	30,682	60,383	40.1
FY18	5,597	13,166	10,859	31,556	61,178	39.5
FY19*	5,631	14,021	11,507	34,620	65,779	38.6
FY20						
FY21*	3640	10131	8963	30732	53,466	34.1
Aggregate	20,426	50,496	42,294	127,590	240,806	38.2

ISD 186 – Pequot Lakes	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	12	28	27	50	117	45.7
FY18	10	30	24	42	106	49.1
FY19*	18	24	16	52	110	45.5
FY20						
FY21*	7	17	19	52	95	35.3
Aggregate	47	99	86	196	428	44.2

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

**Indicator 6: Math Proficiency**

**Measures 6.1, 6.2 Performance Data:**

**Math: All State Accountability Tests – All Students (Enrolled October 1, Grade 3-8, 11)**

Crosslake Community School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	16	31	34	25	106	60.4
FY18	18	24	30	20	92	62.0
FY19*	16	32	41	39	128	53.5
FY20						
FY21*	4	18	24	39	85	40.0
Aggregate	54	105	129	123	411	54.4

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	109,786	148,019	88,121	84,232	430,158	70.2
FY18	105,368	146,672	89,044	88,497	429,581	69.0
FY19*	100,197	144,479	94,612	101,645	440,933	66.2
FY20						
FY21*	52,678	98,906	82,468	108,707	342,759	0.6
Aggregate	368,029	538,076	354,245	383,081	1,643,431	65.9

ISD 186 – Pequot Lakes	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	236	378	186	103	903	78.3
FY18	214	400	200	92	906	78.8
FY19*	209	368	200	131	908	74.6
FY20						
FY21*	97	227	254	230	808	55.8
Aggregate	756	1,373	840	556	3,525	72.3

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

**Measures 6.3, 6.4 Performance Data:**

**Math: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grade 3-8, 11)**

Crosslake Community School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	5	11	19	16	51	50.0
FY18	5	8	13	12	38	51.3
FY19*	1	10	21	16	48	44.8
FY20						
FY21*	1	6	7	23	37	28.4
Aggregate	12	35	60	67	174	44.3

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	17,967	46,104	40,879	56,297	161,247	52.4
FY18	16,283	44,262	40,213	57,879	158,637	50.8
FY19*	14,899	42,009	41,642	65,820	164,370	47.3
FY20						
FY21*	5255	19458	25245	58982	108,940	34.3
Aggregate	54,404	151,833	147,979	238,978	593,194	47.2

ISD 186 – Pequot Lakes	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	40	98	65	46	249	68.5
FY18	41	98	60	41	240	70.4
FY19*	32	81	59	56	228	62.5
FY20						
FY21*	13	47	57	83	200	44.3
Aggregate	126	324	241	226	917	62.2

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

**Measures 6.5, 6.6 Performance Data:**

**Math: All State Accountability Tests – Special Education (Enrolled October 1, Grade 3-8, 11)**

Crosslake Community School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17-FY19*	8	12	15	43	78	35.3
FY20						
FY21*	2	1	3	12	18	25.0
Aggregate	10	13	18	55	96	33.3

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	6,265	12,022	12,050	29,057	59,394	40.9
FY18	5,842	12,079	11,926	30,759	60,606	39.4
FY19*	5,956	12,092	12,410	34,442	64,900	37.4
FY20						
FY21*	3492	8284	9106	31399	52,281	31.2
Aggregate	21,555	44,477	45,492	125,657	237,181	37.4

ISD 186 – Pequot Lakes	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	7	24	28	47	106	42.5
FY18	10	31	20	50	111	45.9
FY19*	10	22	20	44	96	43.8
FY20						

<b>FY21*</b>	5	11	17	75	108	22.7
<b>Aggregate</b>	32	88	85	216	421	38.6

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

### Indicator 7: Science Proficiency

#### Measure 7.1, 7.2 Performance Data:

##### Science: All State Accountability Tests – All Students (Enrolled October 1; Grades 5, 8 & HS)

Crosslake Community School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
<b>FY17</b>	1	17	11	4	33	71.2
<b>FY18</b>	4	11	11	4	30	68.3
<b>FY19*</b>	5	20	10	9	44	68.2
<b>FY20</b>						
<b>FY21*</b>	3	15	10	5	33	69.7
<b>Aggregate</b>	13	63	42	22	140	69.3

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
<b>FY17</b>	27,702	71,911	43,044	37,452	180,109	67.3
<b>FY18</b>	21,229	72,010	43,921	37,892	175,052	65.8
<b>FY19*</b>	21,469	74,695	45,993	47,385	189,542	62.9
<b>FY20</b>						
<b>FY21*</b>	10546	48270	38723	38812	136,351	57.3
<b>Aggregate</b>	80,946	266,886	171,681	161,541	681,054	63.7

ISD 186 – Pequot Lakes	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
<b>FY17</b>	99	180	83	39	401	79.9
<b>FY18</b>	40	201	109	44	394	75.0
<b>FY19*</b>	57	180	105	45	387	74.8
<b>FY20</b>						
<b>FY21*</b>	26	157	119	82	384	63.2
<b>Aggregate</b>	222	718	416	210	1,566	73.3

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

#### Measures 7.3, 7.4 Performance Data:

##### Science: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grade 5, 8, HS)

Crosslake Community School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
<b>FY17</b>	0	9	8	4	21	61.9

FY18	0	5	7	3	15	56.7
FY19*	0	5	5	3	13	57.7
FY20						
FY21*	2	4	4	3	13	61.5
Aggregate	2	23	24	13	62	59.7

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	4,058	18,272	17,340	24,167	63,837	48.6
FY18	3,174	18,147	18,327	25,849	65,497	46.5
FY19*	2,764	17,580	17,854	29,483	67,681	43.2
FY20						
FY21*	1155	8231	11021	19683	40,090	37.2
Aggregate	11,151	62,230	64,542	99,182	237,105	44.6

ISD 186 – Pequot Lakes	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	13	32	37	18	100	63.5
FY18	13	48	38	18	117	68.4
FY19*	6	47	22	18	93	68.8
FY20						
FY21*	3	24	29	29	85	48.8
Aggregate	35	151	126	83	395	63.0

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

**Measures 7.5, 7.6 Performance Data:**

**Science: All State Accountability Tests – Special Education (Enrolled October 1, Grade 5, 8, HS)**

Crosslake Community School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	0	3	7	2	12	54.2
FY18	0	3	6	3	12	50.0
FY19*	0	3	2	4	9	44.4
FY20						
FY21*	*	*	*	*	*	20.0
Aggregate	1	9	15	13	38	46.1

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	1,942	5,524	5,273	11,356	24,095	41.9
FY18	1,812	5,298	5,353	12,165	24,628	39.7
FY19*	1,714	5,792	5,168	13,652	26,326	38.3
FY20						
FY21*	983	3782	4009	10718	19,492	34.7

<b>Aggregate</b>	6,451	20,396	19,803	47,891	94,541	38.9
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ISD 186 – Pequot Lakes	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	4	7	15	22	48	38.5
FY18	5	12	20	13	50	54.0
FY19*	3	9	15	18	45	43.3
FY20						
FY21*	2	7	13	24	46	33.7
<b>Aggregate</b>	14	35	63	77	189	42.6

Source: MDE Data Center

\*\*Data not disclosed for sample sizes less than 10. Also, due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

### **Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs**

#### **Measure 8.1 Performance Data:**

Crosslake Community School	Number of Students Completing All	Total Number of Students (Grade K)	Percent of Students Completing All
FY18	10	15	66.7%
FY19*	16	18	88.9%
FY20	12	14	85.7%
FY21	16	18	88.9%
FY22			
<b>Aggregate</b>	54	65	83.1%

Source: Requested data provided to OW by school

### **Indicator 9: Post Secondary Readiness**

#### **Measure 9.1 Performance Data:**

##### **4-Year Graduation Rate**

Crosslake Community School	Graduated	Total	Graduation Rate
FY17	7	21	33.3%
FY18	8	15	53.3%
FY19*	19	38	50.0%
FY20	27	46	58.7%
FY21*	43	61	70.5%
<b>Aggregate</b>	104	181	57.5%

Source: MDE Data Center

\*Due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for all years is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1 or all students if enrollment criteria is not measured.

**Measure 9.2 Performance Data:**

Crosslake Community School	Courses Completed (HS)	Courses Enrolled In (HS)	Percent of Courses Completed
FY17	402	601	66.9%
FY18	405	532	76.1%
FY19	954	1190	80.2%
FY20	1177	1611	73.1%
FY21	1439	2042	70.5%
<b>Aggregate</b>	<b>4377</b>	<b>5976</b>	<b>73.2%</b>

Source: Data provided to OW by School

**Indicator 10: Attendance**

**Measure 10.1 Performance Data:**

Crosslake Community School	Annual Attendance Rate
FY17	90.9
FY18	87.1
FY19	89.3
FY20	84.9
FY21	68.4
<b>Average</b>	<b>84.1</b>

Source: Requested data provided to OW by school