

CCS ACADEMIC PERFORMANCE: STRATEGIC IMPROVEMENT PLAN

Our CCS contract with our Authorizer, Osprey Wilds, requires CCS to meet performance goals which are evaluated by Osprey Wilds in four key areas: student academic performance, environmental education performance, financial performance and operational performance. This document focuses on Osprey Wild's Academic Performance Evaluation of CCS and outlines our Strategic Improvement Plan to improve student performance and close gaps.

CCS Academic Performance Evaluation Results

The majority of goals in Osprey Wilds' Academic Performance Evaluation are based on Minnesota State's accountability system – the North Star system. Osprey Wilds conducts evaluations annually with a final performance evaluation issued as part of the school's summative renewal evaluation in the last year of its charter contract.

Osprey Wilds measures Academic Performance on ten Indicators (see below). Each Indicator has a goal and related performance rating based on a point scoring system detailed in the CCS contract.

As you will note, CCS showed improvement in our overall Academic Performance rating from 41.0% in 2017/18 to 48.9% in 2018/19. We improved in four key areas: Reading Growth, Reading Proficiency, Kindergarten Readiness and Post-Secondary Readiness. We believe these improvements came as a result of specific actions taken since our first evaluation. While we have seen improvement, we have also seen a decrease in Math Proficiency and Attendance and we need to continue to elevate academic performance across the board.

Currently, CCS has been assessed at an Intervention Level 1 (Notice of Concern) on a scale of 1 to 5. If we achieve at least 50% of possible points in our next evaluation, the Notice of Concern would be closed. It is our firm belief we can improve our student academic performance by building on the initiatives we have already put into place, while implementing additional strategies designed to close broad and specific gaps.

Indicator	Points Earned	Points Possible	2017/18 % Earned Perf Rating	2018/19 % Earned Perf Rating
1. Mission Related	0	6	0%; Does Not Meet	0%; Does Not Meet
2. English Lang Learners*	NA	NA	NA	NA
3. Reading Growth	12	18	58.3%; Approaches	66.7%; Approaches
4. Math Growth	7.5	18	41.7%; Does Not Meet	41.7%; Does Not Meet
5. Reading Proficiency	9.75	14	39.3%; Does Not Meet	69.6%; Approaches
6. Math Proficiency	2	14	28.6%; Does Not Meet	14.3%; Does Not Meet
7. Science Proficiency	6.25	7	89.3%; Meets	89.3%; Meets
8. Kindergarten Readiness	1	2	0%; Does Not Meet	50%; Approaches
9. Post-Secondary Readiness	6	12	25%; Does Not Meet	50%; Approaches
10. Attendance	3	6	66.7%; Approaches	50%; Approaches
Overall	47.5	97	41.0% Candidate for Non-Renewal	48.9% Candidate for Non-Renewal

<50% = Does Not Meet, 50-74.9% = Approaches, 75-100% = Meets, >100% = Exceeds

*English Language Learners is NA due to a low number of CCS English Language Learners.

CCS Academic Performance Evaluation: Result Details

Before outlining CCS’s Strategic Improvement Plan, it is important to understand performance evaluation goals and metrics, in greater detail. The following chart outlines performance Indicators measured in Osprey Wild’s Academic Performance Evaluation. This chart also includes the related goal of each performance Indicator and how this goal is measured.

Actual CCS performance results are highlighted in bold in the measurement column after the measurement description.

Indicator	What is measured?
1. Mission Related Goal: Over the period of the contract, students at CCS will demonstrate connection to their community through school-wide community engagement activities.	From FY18-FY21, the aggregate percentage of students in grades K-12 who participate in a minimum of two out of three major engagement activities will be at least 90%. [64%]
2. English Language Learners	NA
3. Reading Growth Goal: Over the period of the contract, students at CCS will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.	3.1 Average growth z-score for all students will be equal to or greater than 0.00. [0.025] 3.2 Aggregate % of students who achieve a positive z-score will be greater than 50%. [52.9%] 3.3 Aggregate % of students in K-8 who meet fall to spring NWEA RIT OR STAR Assessment expected growth target will be at least 60%. [58%]
4. Math Growth Goal: Over the period of the contract, students at CCS will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.	4.1 Average growth z-score for all students will be equal to or greater than 0.00. [-0.225] 4.2 Aggregate % of students who achieve a positive z-score will be greater than 50%. [38.3%] 4.3 Aggregate % of students in K-8 who meet fall to spring NWEA RIT or STAR Assessment expected growth target will be at least 60%. [58.2%]
5. Reading Proficiency Goal: Over the period of the contract, students at CCS will demonstrate proficiency in reading as measured by state accountability tests.	5.1 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 (48.6) OR will be greater than that of the state (64.6) for the same grade. [58.7] 5.2 The school’s aggregate proficiency index score for students in grade 3 will be greater than that of the resident district (73.0) for the same grade. [58.7] 5.3 The school’s aggregate proficiency index score for students in grades 4-8 and 10 will increase by at least 3 points from the baseline proficiency index score (73.0) OR will be greater than that of the state for the same grades (4-8 & 10) (70.9). [71.6] 5.4 The school’s aggregate proficiency index score for students in grades 4-8 and 10 will be greater than that of the resident district for the same grades (80.6). [71.6] 5.5 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 & 10) (52.9). [56.9] 5.6 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 for the same subgroup and the same grades (3-8 & 10) (70.4). [56.9] 5.7 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 & 10) (39.4). [50.0] 5.8 The school’s aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district for the same subgroup and the same grades (3-8 & 10) (46.7). [50.0]

Indicator	What is Measured?
<p>6. Math Proficiency Goal: Over the period of the contract, students at CCS will demonstrate proficiency in math as measured by state accountability tests</p>	<p>6.1 The school's aggregate 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 (65.0) OR will be greater than that of the state for the same grades (3-8 & 11) (68.5). [58.1]</p> <p>6.2 The school's aggregate proficiency index score for students in grades 3-8 and 11 will be greater than that of the resident district for the same grades (77.2). [58.1]</p> <p>6.3 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) (50.2). [48.5]</p> <p>6.4 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 for the same subgroup and the same grades (3-8 & 11) (67.2). [48.5]</p> <p>6.5 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) (39.2). [35.3]</p> <p>6.6 The school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district for the same subgroup and the same grades (3-8 & 11) (44.1). [35.3]</p>
<p>7. Science Proficiency 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.</p>	<p>7.1 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 (74.6) OR will be greater than that of the state for the same grades (5, 8 & High School) (65.3). [69.2]</p> <p>7.2 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 for the same grades (76.6). [69.2]</p> <p>7.3 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) (46.1). [59.2]</p> <p>7.4 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 for the same subgroup and the same grades (5, 8 & High School) (66.9). [59.2]</p> <p>7.5 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) (39.3). [50.0]</p> <p>7.6 The school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district for the same subgroup and the same grades (5, 8 & High School) (45.5). [50.0]</p>
<p>8. Other Proficiency Goal: Over the period of the contract, students 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.</p>	<p>8.1 The aggregate percentage of students who complete all kindergarten readiness requirements will be at least 85%. [78.8%]</p>
<p>9. Post-Secondary Readiness Goal: Over the period of the contract, students at CCS will demonstrate readiness for post-secondary success</p>	<p>9.1 The aggregate 4-year graduation rate will be at least 67.0%. [45.9%]</p> <p>9.2 The average of high school student's annual course completion rates will be at least 75%. [75.8%]</p>
<p>10. Attendance Goal: Over the period of contract, students at CCS will attend the school at high rates.</p>	<p>10.1 The average of the school's annual attendance rates will be at least 92.0%. [89.1%]</p>

NOTE: CCS's current aggregate performance rating is 42.8% which is an average rating over the three years since the contract began on July 1, 2017. Due to the COVID disruption, Osprey Wilds did not conduct a 2019/2020 Academic Performance Evaluation.

CCS Strategic Improvement Plan

The remainder, and bulk of this document, outlines CCS's Strategic Improvement Plan to improve student academic performance across the board while also targeting specific areas of performance. This plan has been created with input from our CCS Interim Leadership Team, Academic Achievement Assessor/Coordinator, Paul Bunyan Special Education Cooperative [PBSC], CCS Board Chair, other CCS staff and by researching information of other schools. We also consulted directly with Osprey Wilds as we developed portions of this plan.

The CCS Board of Education will hopefully review and approve this plan on May 10, 2021 for submission to Osprey Wilds on May 11, 2021. We will continue to evolve and adjust our strategy, as necessary, to successfully improve academic performance at CCS.

OVERALL

- Student learning and achievement is our top priority
- We will accelerate strategic efforts to improve academic performance and close gaps

Student learning and achievement has always been and will continue to be CCS's number one priority. We will build on the strategic improvements we have already put into place and accelerate our efforts. Our Strategic Improvement Plan stretches across people, practices, data, technology, and systems. As we implement a focused strategy, the importance of measurement, feedback, reflection, and adjustment is critical.

Please note that CCS is always, reviewing, analyzing, communicating and responding to student academic achievement results. This includes standardized testing as well as testing/quizzing, assignments, project progress, attendance, etc., in the normal course of teaching and learning. We celebrate successes and address issues on a daily basis both at the individual and systemic level and we implement broad range solutions to raise performance across our student population. Several actions were implemented after our 2017/18 Osprey Wilds performance evaluation and we will highlight those actions in this document.

In addition, we believe it is important to highlight that CCS recently received approval from Osprey Wilds to expand our enrollment cap to 500 students and add K-4 programming [a copy of Osprey Wilds Approval letter dated July 7, 2020, is in Appendix]. Please note the following comments made by Osprey Wilds in their approval of CCS's expansion:

- *Per the review rubric, the school has a history of sound financial management and financial health as well as sound school operations, governance, and compliance. CCS has demonstrated progress on its environmental education goals, and the expansion application provides compelling evidence of need and demand, especially in the online program as a response to the current COVID-19 pandemic.*

CCS Strategic Improvement Plan, *continued*

- *Expansions are evaluated and ultimately granted based on a charter school's demonstrated ability to fulfill the primary purpose of charter schools as described in MN §124E.01: "...to improve all pupil learning and all student achievement." Osprey Wilds understands that determining student success depends on many factors. The school made some progress on its most recent academic performance evaluation (earning 48.9% of available points in FY19 after earning 41.0% in FY18), and based on this performance is a candidate for non-renewal per Exhibit P of the charter contract. However, because the expansion will primarily serve students in the online program, and because the school's online program outperforms (based on publicly available data) the online schools BlueSky and Minnesota Virtual High School in Reading Proficiency and Math Proficiency, Osprey Wilds is granting the request.*
- *Osprey Wilds expects that improvement will continue in both the seat-based and online programs, and the plans described in the application to increase math and reading growth and proficiency will result in better outcomes for students in these indicator areas. (These, among others, are indicators of student success that Osprey Wilds will evaluate in any future expansion requests and contract renewal determinations.)*
- *If the school's board of directors agrees to the above terms, Osprey Wilds will work with CCS to execute a contract revision to allow the school to serve up to 500 students during the 2020-21 school year.*

ADJUST GOALS & METRICS

- Report Online and Seat-Based results separately to better interpret and address challenges
- Change Mission Related measurement to a more suitable measurement for Online students

While CCS's Strategic Improvement Plan will outline our actions to improve academic performance across all measures, we also believe there is critical need to report student results separately for Online and Seat-Based Programs and to change the Mission Related performance rating. By analyzing results for students in each program, we will be able to understand and interpret results with greater context. We can then target challenges with improved specificity and effectiveness. **These change recommendations have been shared with and are fully supported by Osprey Wilds and can begin with our next evaluation.**

Additionally, we will change the current Mission Related performance rating for our Online students because participation in community-wide engagements is difficult to influence and measure for this student body.

Below is the recommended Online Mission Related Measurement, which will still need to be approved by Osprey Wilds.

Online Mission Related Measurement:

60% of online students will complete an environmental civic project*. (year 1)

65% in year 2

70% in year 3

75% in year 4

***The environmental civic project is part of advisory for high school, required in EE/art class in middle school, will be incorporated into the elementary school curriculum.**

The Seat-Based Mission Related measurement will not change. This adjustment alone could move CCS from a rating of “does not meet” to “approaches target,” closing the current Notice of Concern issued by Osprey Wilds.

**COMMUNICATE
RESULTS &
STRATEGY**

- Communicate results and Strategic Improvement Plan to Board, Staff, PLCs and key partners
- Solicit additional input and recommendations

We believe we can do a better job of transparently communicating CCS's Academic Performance Evaluation to the Board, Staff, PLCs and key partners, and in doing so, incorporate additional ideas and recommendations to strengthen our strategic plan. We intend to review this information and seek approval from the Board on May, 10, 2021 and make adjustments to the Strategic Improvement Plan based on Board feedback. We will then provide monthly progress updates at Board meetings and continue to share academic and environmental education achievements at each meeting.

After the May 10, 2021, Board Meeting, our Strategic Improvement Plan will be submitted to Osprey Wilds who we will continue to partner with to make enhancements and adjustments. We will also share CCS's Academic Performance Evaluation and Strategic Improvement Plan with our Professional Learning Communities (PLCs). Once again, our plan will likely be strengthened with PLC feedback, which will then be shared with the entire CCS staff for review and input. Key partners, such as the Paul Bunyan Coop, Sourcewell, and LAKE Foundation, will also be communicated with and we welcome additional insights and support from these important relationships.

CCS Strategic Improvement Plan, *continued*

FURTHER INVEST IN TEACHING & COACHING

- Continue hiring the best teachers, coaches and tutors for reading, math and overall academic performance
- Invest in staff development focused on student learning and success

As indicated earlier, CCS has always analyzed and responded to student academic performance results. In 2018, the Holt McDougal Literature Common Core curriculum was purchased for the 5-8 Seat-Based middle school program. We believe these investments, along with other efforts such as implementing an MTSS system of support, helped students to improve in two key academic performance areas:

- **Reading Growth rose from 58.3% 66.7%** [2017/18 to 2018/19]
- **Reading Proficiency rose from 39.3% to 69.6%** [2017/18 to 2018/19]

In our current school year, we created a full-time Academic Interventionist who is able to intervene earlier with students, when necessary. This Academic Interventionist also helped to create and now leads a new high achiever program which was identified as a CCS need to help accelerate growth for these students and increase student retention. CCS also took strategic actions by adding a full-time Reading Corps tutor for K-3 students and two part-time Ed Corps tutors for K-3 students.

We have also hired a Director of Nursing and Health Services this school year. This staff member not only helps CCS respond to the COVID pandemic concerns and provide school medical assistance, but also is a resource for students who may be “At Risk” of low student performance. This staff member is also researching a Career and Technical Education (CTE) program for both our On-line and Seat-Based programs with plans to pilot a Health Services track in Fall 2021.

CCS was granted four AmeriCorps additional academic positions, including: a Math Corps tutor, Preschool tutor, and full-time Reading Corps tutor. Our Math Corps tutor will serve 4-8 grade qualified students in both our Online and Seat-Based programs. CCS has also applied for a summer Reading Corps tutor.

It's also important to note that until the 2017/18 school year, CCS Online instruction was conducted by employees of Odysseyware. While these instructors were capable, we believe hiring our own Online staff beginning in 2017/18 has, and will continue to make a significant difference in our student's academic experience and performance. Our Online CCS staff members have built ongoing relationships with our students which increases commitment and retention, and accelerates learning and academic performance.

Developing our entire staff is essential to sustained and improved student academic performance as well. We will continue to leverage our partnerships with Sourcewell and other partners for relevant training and development. The primary emphasis of our work is on the

CCS Strategic Improvement Plan, *continued*

Marzano protocols for instructional best practices, targeting learning goals and targets for student learning. We will continue to focus on engaging in EnVoy non-verbal classroom management techniques and, as a staff, we will work to educate all CCS staff on these protocols. Online staff development this year will additionally include a focus on motivational techniques for improving student performance.

On a weekly basis during this year, Online and Seat-Based staff are meeting with all staff or specific grade level staff to improve our test scores, with a particular focus on math. We are looking at expanding our use of Sourcewell across our Online and Seat-Based programs to more fully leverage this partnership/contract without any or much additional cost. We are one school with two programs and Sourcewell also considers CCS as one school under their contract. Taking full advantage of our resources and partnerships will serve our students well.



ONBOARD STAFF, STUDENTS & FAMILIES

- Leverage onboarding to set academic expectations, increase engagement and accountability and set students up for success

Starting off on the right foot is key to success. We believe we can better onboard staff, students and families to CCS's academic expectations, goals, and measurements. We are working to create a more streamlined process with potential onboarding videos as this allows for "just in time" training and frees up bandwidth for teachers to stay focused on teaching students.

Involving the entire ecosystem of support from the onset...teachers, coaches, students, families, partners, etc., increases the odds of student success. We continue to ideate on elevating our "student experience." To be successful, we are working to effectively involve parents in a way to increase accountability at home and help them be more proactively engaged in their learner's experience.

Our Online program has implemented a team approach to student communication where both teachers and learning coaches diversify messaging to make it interesting for students. By changing tone, content and messenger, the intent is to keep engagement high, increase reach and further build student/staff relationships.

During J-term, our Online students used the Minnesota Career Information System [MCIS]. Learning Coaches are now investigating how we could use data from this system regarding personal/career goals to help students more deeply engage in school.

CCS Strategic Improvement Plan, *continued*

FOCUS ON WELL-BEING

- Focus on well-being of the whole learner

We cannot achieve improved academic performance results, if we do not focus on the whole student. CCS will continue to embrace holistic efforts that support student social-emotional, mental, and physical well-being. In addition, we cannot discount the impact of the COVID pandemic on student, staff and family well-being, which also impacts student achievement. We will continue to assist students, staff and family with their needs during the remainder of our school year and summer school programming.

Osprey Wilds has already informed their authorized schools that they will not be completing a 2019/2020 performance evaluation due to the disruption caused by the pandemic. It is also reasonable to assume testing results in 2020/21 may not return to pre-pandemic levels and that testing was also impacted by distance learning. Some think it will take five years to work through the overall academic impact of this pandemic. That said, CCS will do everything it can to positively impact student and staff well-being, which in turn should positively impact student performance.

As mentioned earlier, CCS also hired a Director of Nursing and Health Services in 2020. This role serves students and staff from a health capacity standpoint, and also serves as an additional interventionist staff member. This individual has applied for and received grants allowing CCS to launch WRAP training for 16+ year-old students and staff members. WRAP is a Wellness Recovery Action Plan and is designed to help people tackle challenges and stay well.

CCS's successful Online Learning Lab which provides a physical space for online students to work and study together in a social cohort style will be re-opened in Fall 2021. This lab was closed this year due to the COVID requirement of needing cohort groups to remain together. We plan for the Online Learning Lab to be back up and running to allow students to utilize this social setting on a rotational basis.

CCS Strategic Improvement Plan, *continued*

IMPLEMENT BEST-IN-CLASS SYSTEMS & PRACTICES

- Implement and continually improve practices, processes, technology and systems which deliver optimal student results

During the 2018/19 school year, CCS began creating a more effective system of support for struggling learners by implementing the Multi-Tier Support System (MTSS) for our Seat-Based program. We launched the MTSS system this year for our Online program and we have continued to improve this system during this school year. MTSS is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the “whole child,” whether an advanced or struggling learner, through academic, behavioral, social and emotional services. Using data to support student needs is the ultimate goal of MTSS. From a curriculum practices standpoint, CCS teachers and PLCs are diving deep this school year to ensure content and instructional practices align with Math and English Language Arts standards. While Osprey Wilds will not be completing a 2019/20 performance evaluation, we firmly believe that over time we will see a difference in the success of our students by utilizing this best-in-class system.

We continue to desire to improve our math test scores. While looping classrooms are highly effective overall, research indicates 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. Due to COVID, however, we were forced to abandon this effort because groups of students must stay together for the entire day. Once we are able to do so, we will return to single grade level math instruction.

From an Online standpoint, our Online Math Teachers are working 1:1 with identified students in order to increase their knowledge and understanding of math concepts. With implementation of our Online Math curriculum iXL, Go Math and teacher-developed curriculum, students are able to increase their pace on the standards of the class and work on enrichment opportunities beyond grade-level content.

Our Online program also incorporated MyPath and Pathblazer programs that pinpoint where students have gaps in their learning and get them to where they need to be. Synchronous learning time is currently being considered for students who are not making adequate progress and Learning Coaches are contemplating the implementation of The Search Institute’s Developmental Relationship resources to strengthen connections with our students.

In the 2018/19 school year, CCS began offering a fee-based Pre-Kindergarten program. We are now in our second year of this program. Our Kindergarten Readiness rating is at 50%. We are confident this Pre-K program will continue to improve our results in preparing students to be ready for Kindergarten. As mentioned earlier, we also have been granted a Pre-K Reading Corps tutor which will additionally accelerate student preparedness for Kindergarten.

CCS Strategic Improvement Plan, *continued*

In order to improve our graduation rates, we need to focus on enrolling students at younger ages and retaining them through graduation. Data shows the longer students are in the program, the more they are likely to graduate on time. While we will put significant effort towards tackling our lower graduation rates, we want to point out that our current graduation rate of 50% is up from 25% the prior year and is comparable with three other Online schools. We are the only Online school in Osprey Wilds portfolio. Graduation rates from other comparative Online schools shows: Blue Sky Charter School at 42.4% graduation; Minnesota Online High School at 42.4%; and Trio Wolf Creek at 52.5%. We are also using QComp professional development opportunities not only to impact test scores, but to work on improving our graduation rates.

INCREASE ATTENDANCE & TEST-TAKING

- Investigate causes of low attendance and test-taking and surgically address issues

We are concerned with our lower attendance results and are further investigating and addressing potential causes of these lower numbers. We believe consistent attendance is critical to overall engagement and success, and therefore, we need to target this opportunity.

Going forward, our goal is to improve attendance by improving the quality of instruction through High Reliability Schools [HRS], increasing the engagement of families and adopting strategic intervention strategies using the Multi-Tier Systems of Support (MTSS).

Our Online program is addressing attendance on a weekly basis by identifying issues and leveraging our Learning Coaches to provide feedback and motivation to students. We are also researching how to pull and organize data from our JMC system and have Learning Coaches catch and respond to truancy warning signs. We want to proactively prevent attendance issues and be less reactionary. Increased attendance and engagement should improve student retention and achievement and reduce dropout.

Additionally, we will have a dedicated DAC who will coordinate testing for our Online students in the CCS school building, as well as, testing sites throughout the state. This should help to significantly improve the number of students taking these tests. Part of our performance evaluation challenge is the issue of cell size given our smaller school. With only a small number of students at each grade level, and then a small number of students who actually take the test, if only a small number of students do not meet growth or proficiency goals, this has a significant impact on total performance scores. Online is experimenting with incentives for STAR testing completion to help increase Online student participation in these tests. This also helps to get better data on students who may be struggling without directly telling us.

CCS Strategic Improvement Plan, *continued*

During the 2020/21 school year, our CCS Social Worker and Director of Nursing & Health Services has implemented Second Step, a social-emotional curriculum which addresses issues surrounding the pandemic, including attendance. The hiring of our Director of Nursing and Health Services, who is a part of our MTSS, will also provide CCS with more capacity to intervene earlier on several challenges, including attendance.

NOTE: It is believed that CCS's 2020/21 attendance results may be negatively impacted, not only by the pandemic, but by CCS's employment of a stricter attendance policy than other schools during this time. The MDE allowed schools to select from two different ways of calculating attendance to provide more leeway for social emotional needs. CCS chose to use the stricter of these two options. This is simply a note to keep in mind as we review future evaluation results.

CONTINUALLY LEVERAGE PARTNERSHIPS & BENCHMARK

- Continue to leverage key partnerships and benchmark other successful schools for academic improvement ideas

CCS has reached out to our partners at the Paul Bunyan Special Education Cooperative [PBSC] to continue to help us coordinate and provide support for our students and their academic achievement. PBSC has offered to provide us with input as we determine CCS long-term needs and potential leadership roles. They have also offered to participate in the interview process to provide a SPED perspective.

We should continue to benchmark other schools, Online and Seat-Based, to learn of best practices and proven strategies to improve academic performance. In conversation with Osprey Wilds, they will send us information to connect directly with their other charter schools, including Board Chair connections. We should create ongoing opportunities to share best practices, learn from each other and support one another.

MEASURE PROGRESS & PROVIDE UPDATES

- Find every opportunity to measure qualitative and quantitative results and gather feedback
- Provide regular updates to PLCs, Staff, Students, Families, Board and Key Partners, and OW

CCS will continue to measure student academic achievement in a number of ways, both qualitatively and quantitatively. These results will be analyzed and responded to based on outcomes. Additionally, performance results will be broadly shared with staff, students, families and key partners as this entire eco-system impacts student success. It will be important to seek new ideas for improvement and make continual adjustments to our strategic improvement plan.

APPENDIX

Summary of CCS 2018-19 Environmental Education Performance

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

Note: This evaluation is intended to provide feedback on the school's performance on its ELP, which is aligned to Indicator Areas 1-5, above. Evaluation on Indicator Areas 6-8 will be issued in the school's summative EE evaluation, which will be provided during the final year of the school's current contract.

Ratings

Each measure will receive one of five ratings based on evaluation of the established indicators. Because it is formative in nature, this evaluation will indicate whether schools are on track to meet the rating described below. 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 and its success in creating environmentally literate students.

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.

APPENDIX, *continued*

Osprey Wilds 2020 Approval of CCS Enrollment Cap Expansion



OSPREY WILDS • CHARTER SCHOOL DIVISION

43 Main Street SE, Suite 507 • Minneapolis, MN 55414 • (612) 331-4181

The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for Minnesota students through effective charter school authorizing.

July 7, 2020

Board of Directors c/o Mitch
Swaggert, Board Chair Cliff Skagen,
Executive Director
Crosslake Community School
35808 CR 66
Crosslake, MN 56442

Re: Enrollment Cap Expansion Application

Dear Board of Directors of Crosslake Community School, Mitch, and Cliff,

Thank you for the school's request to increase its enrollment cap, submitted to Osprey Wilds Environmental Learning Center (Osprey Wilds) on May 27, 2020. This letter authorizes Crosslake Community School (CCS) to begin serving up to 500 students in Grades PreK-12, effective the 2020-21 school year and contingent upon contract revision.

Per the review rubric, the school has a history of sound financial management and financial health as well as sound school operations, governance, and compliance. CCS has demonstrated progress on its environmental education goals, and the expansion application provides compelling evidence of need and demand, especially in the online program as a response to the current COVID-19 pandemic.

Expansions are evaluated and ultimately granted based on a charter school's demonstrated ability to fulfill the primary purpose of charter schools as described in MN §124E.01: "...to improve all pupil learning and all student achievement." Osprey Wilds understands that determining student success depends on many factors. The school made some progress on its most recent academic performance

APPENDIX, *continued*

evaluation (earning 48.9% of available points in FY19 after earning 41.0% in FY18), and based on this performance is a candidate for non-renewal per Exhibit P of the charter contract. However, because the expansion will primarily serve students in the online program, and because the school's online program outperforms (based on publicly available data) the online schools BlueSky and Minnesota Virtual High School in Reading Proficiency and Math Proficiency, Osprey Wilds is granting the request.

Osprey Wilds expects that improvement will continue in both the seat-based and online programs, and the plans described in the application to increase math and reading growth and proficiency will result in better outcomes for students in these indicator areas. (These, among others, are indicators of student success that Osprey Wilds will evaluate in any future expansion requests and contract renewal determinations.)

If the school's board of directors agrees to the above terms, Osprey Wilds will work with CCS to execute a contract revision to allow the school to serve up to 500 students during the 2020-21 school year.

Sincerely,



Erin E. Anderson
Director of Charter School Authorizing
Osprey Wilds Environmental Learning Center, Charter School Division

cc: Stacy Bender, Director of Online Programming, Crosslake Community School
James Ewer, Authorizing Specialist, Charter School Division, Osprey Wilds ELC

APPENDIX, *continued*

Crosslake Community School FY18 Financial Performance Evaluation

Contract Term: July 1, 2017– June 30, 2021

Overview

The Financial Performance Evaluations 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. In completing the evaluation, ACNW 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.

The complete financial performance framework can be found at <http://auduboncharterschools.org/what-we-do/>.

Summary Discussion

Crosslake Community School maintained strong financial performance during FY18, and met the standard on all but one measure. Financial management has been consistently strong: the board has conducted effective budgeting, and the school has consistently earned the MDE School Finance Award. In FY17 the school had one audit finding that was a significant deficiency. That finding was resolved and was not evident in the FY18 audit.

Nearly all indicators of short-term and long-term financial health are strong which is very important as the school continues its growth. The fund balance percentage is 22.0% at FY18 yearend, but for the first time during the contract period enrollment targets were not met. Given the strength of the other measures and the adjustments made by the school, this is not of concern at this time. Days cash increased in FY18 and indicates the overall strength of the school financially.

The school demonstrates strong financial health and must continue to invest in the educational program to ensure strong outcomes for students while ensuring financial stability and sustainability.

Summary of Financial Performance

Financial Statements - Three-year Summary			
	2016	2017	2018
Balance Sheet			
Cash	\$260,439	\$184,226	\$365,270
Current Assets	\$691,547	\$719,450	\$815,704
Non-Current Assets	\$4,337	\$49,347	\$51,647
Total Assets	\$695,884	\$768,797	\$867,351
Current Liabilities	\$166,463	\$175,561	\$211,327
Non-Current Liabilities	\$4,368	\$0	\$0
Total Liabilities	\$170,831	\$175,561	\$211,327
Net Assets	\$525,053	\$593,236	\$656,024
Income Statement (All Funds)			
Total Revenue	\$2,092,086	\$2,681,893	\$2,900,469
Total Expenditures	\$2,009,615	\$2,663,090	\$2,839,980
Sale of Equipment	\$0	\$0	\$0
Net Surplus	\$82,471	\$18,804	\$60,489
Total Fund Balance	\$525,085	\$543,889	\$604,378
Enrollment Information - Pupil Units (P.U.)			
Budgeted Enrollment	164.82	217.00	248.00
Actual Enrollment	201.60	217.55	229.23
Total ADM	186.70	199.64	209.18

Financial Performance Evaluation –Summary			
Management Indicators	2016	2017	2018
Budgeting	Meets	Meets	Meets
Financial Policies and Practices	Meets	Meets	Meets
Financial Reporting	Meets	Meets	Meets
Financial Audit	Meets	Does not Meet	Meets
Near-Term Indicators			
Current Ratio	4.15	4.10	3.86
Days Cash on Hand	60	43	59
Enrollment Variance	122.3%	100.3%	92.4%
Sustainability Indicators			
Fund Balance Percentage	27.2%	21.2%	22.0%
Total Margin/Aggregated Three-Year Total Margin	3.9%/0.5%	0.7%/1.0%	2.1%/2.1%
Debt to Asset Ratio	0.25	0.23	0.24

Financial Performance Indicator 1: Financial Management

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

Rating:

Meets Standard

Summary Analysis:

The board approved the FY18 and F19 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. The board reviews and approves quality financial statements and typically makes mid-year budget adjustments as warranted. The FY18 budget was revised in May 2018 to account for lower than projected enrollment.

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

Rating:

Meets Standard

Summary Analysis:

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. 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?*

Rating:

Meets Standard

Summary Analysis:

Document reviews and the annual audit confirm that the school completes its financial reporting obligations in an accurate and timely manner including via Epicenter. The school has consistently earned the MDE School Finance Award, through information for FY18 reporting has not yet been released.

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

Rating:

Meets Standard

Summary Analysis

The school's FY18 audit included an unmodified ("clean") opinion and no findings. A finding from the FY17 audit was resolved.

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?*

Calculation:

Current Ratio = Current Assets divided by Current Liabilities

Rating:

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.

Falls Far Below Standard:

Current Ratio is less than or equal to 0.9.

Summary Analysis:

Although the current ratio slightly declined to 3.86 in FY18, the school's current ratio has been at or above 4.10 for each of the prior three fiscal years, well above the standard, indicating that the school has been well positioned to meet current obligations.

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

Calculation:

Days Cash = Cash divided by (Total Expenses/365)

Average of December 31 and June 30 of the fiscal year.

Rating:**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.

Summary Analysis:

The school's days cash gained ground in FY18 and increased to 59 from 43 in FY17, which is more consistent with the 3 years prior. This positive trend meets the standard for this measure.

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

Enrollment Variance = Actual Enrollment divided by Projected Enrollment

Rating:**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%.

Summary Analysis:

For the first time during the contract period, the school's enrollment variance has not met the standard at 92.4%. Enrollment numbers were much lower than the previous year and the school implemented budget revisions during the year to accommodate the change.

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?*****Calculation:**

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

Rating:**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 10.0%.

Summary Analysis:

The school's fund balance has met the standard during its entire contract term. The current fund balance of over \$600,000 supports the school's ongoing growth plans.

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

Calculation:

Total Margin = Most recent year Net Income divided by Total Revenue

Aggregated Three-Year Total Margin = Total Three-Year Net Income divided by Total Three-Year Revenue

Rating:

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%.

Summary Analysis:

The FY18 total margin was 2.1%, and the three-year total margin was 2.1%. The school has had positive margins in each of the past three years, increasing the fund balance by over \$160,000.

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

Calculation:

Debt to Asset Ratio = Total Liabilities divided by Total Assets

Rating:

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.

Summary Analysis:

The school's debt to asset ratio has remained at or below 0.25 in each year of the current contract period. This does not include any long-term liabilities related to TRA and PERA. The school has no other long-term debt.