ACADEMIC PERFORMANCE EVALUATION

Summary:

First, we acknowledge that we have work to do in this area. We recognize that many of these measures are not up to par, and have implemented numerous strategies to address our academic performance moving forward, as described in detail in our Renewal Application and our response to the Notice of Concern. One of our biggest challenges has been getting students to test, primarily online students. In 2022 we plan to have at least 4 MCA testing sites throughout the state (Crosslake, Saint Cloud, Duluth, Twin Cities) as most students live within an hour's drive of one of these locations, and we are open to adding additional sites if requested.

Also as stated in our Renewal Application, a number of these goals were unrealistic and/or lacked meaning as written, given the unique nature of our school's two programs. As you know, the online program was in its infancy when the 201-2022 contract goals were established. Several of the goals were written to be primarily reflective of the seat-based program (Mission Related, in particular) and we know that significant revisions are needed to reflect our two programs as well as our expansion and growth in the online program (moving from 9-12 to K-12 over the contract period). We are eager to work together with Osprey Wilds to develop meaningful, rigorous, and realistic academic goals for our next charter contract.

Indicator 1: Mission Related
As mentioned above and in our renewal application, we are proposing significant revisions to our mission-related goal, specifically for the online program. Community engagement looks different in the online space and we want our goal to reflect our actual work and impact. Additionally, our board has been in discussions about revising our mission and vision statements.

Proposed 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, and will be incorporated into the elementary school curriculum.

A focus this year has been on collaboration between programs and exploring ways for the online community to be more involved with in-person events. For example, the online science teacher did an excellent EE/Art project by gathering online students who met at the Army Corps

of Engineer Dam and Campground located across the street from the school building. This was a great opportunity for online students to explore the Crosslake community and gain exposure to the school. This was a new event and was not included in the reports on this measure. The online director and numerous online staff and students attended our beginning of the year in-person open house - which was a huge community event as we incorporated many facets of the public, i.e. fire dept, police, public works, etc. Two virtual open houses were held at the beginning of the year, as well, with good online participation.

In summary, we are exploring new language for our mission/vision statements and goals moving forward; we are looking at creative ways to define "community" in the online space, and we are committed to building a cohesive and collaborative school community that is inclusive of both programs.

Indicator 3: Reading Growth
We are putting numerous measures into place to address students' reading skills. The seat-based program has brought in 2 full time and 1 part time reading Americorps tutors and a full-time interventionist that splits her time between reading and math for children in grades K-5. The online program incorporates MyPath Reading to provide targeted interventions and supports, and employs two staff to provide reading interventions.

Indicator 4: Math Growth
We have been working diligently on our math goals. The seat-based program has secured a full time math corps tutor who is working in the middle school math classroom as well as tutoring small groups of students grades 4-8. The online program uses MyPath Math to provide targeted interventions and employs a staff member who provides one-on-one interventions to identified students, as well as additional math supports (1-on-1 office hours) for any student who needs math support.

Indicator 5: Reading Proficiency
We are incorporating the easyCBM progress monitoring in all seat-based classrooms, Title1 and SPED. This monitoring helps keep instruction on track and paces how delivery is monitored. Additionally, please see our above response to Indicator 3.

Indicator 6: Math Proficiency
Please see our above response to Indicator 4. Interventionists are working with students and have been increasing intervention skills in the classroom through activities and adult personnel. Additionally, improving student math skills is a school-wide goal and commitment during the 21-22 school year, and our QComp goals are focusing on this in both programs.

Indicator 8: Proficiency or Growth in other Curricular Areas or Educational Programs
As our data shows, we reached at least 85% on this goal every year except FY18, which brought down our aggregate number. Even in FY21, 88.9% of students completed all requirements and this was during COVID, with in-person activities. As seen here, aggregate

goals tend to mask what's really happening (good or bad) and we would like to revise our goals to avoid these types of goals in the future.

We are expanding "KinderCamp" (previously Kindergarten Roundup) to be a 4-day camp. This past school year we had it in early August, and as we plan for the next one, we are looking at a little closer to the beginning of the school year. Since we live in a resort community, we know that people are extremely busy until the beginning of the school year season.

As Kindergarten is new to the online program as of Spring, 2021, we will be looking at how we can create a goal that is relevant to both programs, or possibly creating separate goals for the two programs, moving forward.

Indicator 9: Post-Secondary Readiness

When our current contract with Osprey Wilds was established, the online program was extremely new. It is unclear what data the aggregate goal of 67% was based on at that time. As our student population has increased each year, so has our graduation rate, and we are very pleased with how our program fares in comparison with other online schools. We have a unique student population; many students come to us already behind for graduation or as previous dropouts. We look forward to exploring meaningful goals in partnership with Osprey Wilds as we head into the next contract period.

Indicator 10: Attendance

We have been working diligently on attendance issues. It has been extremely tricky the past two years with Covid as we state "if you are sick, stay home" in the seat-based program. While we fully believe this helps in slowing the spread of Covid, it does take a toll on our attendance. For the online program, attendance is our biggest struggle. We are constantly looking at our attendance policies and procedures, and have struggled with attendance rates because as we increase expectations and accountability for students, it results in more students being marked absent when they do not meet those higher expectations. Our curriculum is available 24-7, so some students do their work on the weekends to make up for time lost while they were working during the week, yet Saturdays and Sundays do not "count" as days present for attendance purposes. This is an ongoing challenge (for all online programs) and our Director of Online Learning is participating in an Attendance Working Group with other online schools that are members of the MNOLA (MN Online Learning Alliance) to learn from each other and create some model policies and procedures.

ENVIRONMENTAL EDUCATION PERFORMANCE EVALUATION

Indicator 3: Attitudes
Clarification: The indicator table for this section (p. 19) indicates that we Met the Standard in this area, however the "checkbox" (p. 23) indicated Approaches Standard, while the Analysis indicated Met Standard (p. 24).

Indicator 4: Skills

Clarification: The indicator table for this section (p. 19) indicates that we Met the Standard in this area, however the "checkbox" (p. 25) indicated Approaches Standard, while the Analysis indicated Met Standard (p. 26).

Indicator 5: Action
Thank you for the feedback. We will ensure that raw data is provided when reporting on these indicators in the future.

FINANCIAL PERFORMANCE EVALUATION

Indicator 1.2 Financial Policies and Practices

Policies - updated if applicable
● Procurement Process, revised August 13, 2021 ***Attached, revised 9/13/21***
● Fund Balance Policy, revised December 12, 2014 ***Attached, revised 10/11/21***
● Credit Card Policy, approved October 11, 2021 ***This is most recent***
● Conflict of Interest Policy (included as part of the school's bylaws), revised June 12, 2017 ***This is most recent***
● Group Health Insurance Policy, revised February 13, 2017 ***This is most recent, under review***

Need these policies
● Electronic Funds Transfer Policy: ***Draft attached, will be submitted at the 2/14/22 Board of Education meeting as a first review in Info/Discussion section, proposed for approval at the 3/8/22 meeting and posted on website immediately after approval***
● Contributions and Fundraising Policy ***Attached, revised 1/10/22***
● Assessing Student Fees Policy (required if the school charges fees for textbooks, workbooks, and library books) ***NA as CCS does not charge these fees***

Indicator 3.3 Debt to Asset Ratio (not rated), should be Meets Standard

OPERATIONS PERFORMANCE EVALUATION

1.2 Instruction & Assessment
While we understand that it is not possible to achieve a score of "Meets Standard" due to our Academics, we believe that there is some room for clarification and adjustment to the specific feedback provided for this measure.

For the Instruction component, it is unclear how the online program could provide more opportunities for classroom observation. While a reviewer indicated that she would reach out to

the Director of Online Learning to schedule more observation opportunities, that did not occur. The videos provided for observation were for optional, relationship-building activities (e.g. Middle School BINGO) and one-on-one student/coach/teacher meetings, so it can be expected that they lacked rigor. A key aspect of our program is its asynchronicity. With an asynchronous program that doesn't require synchronous components, additional consideration is needed in regards to how to monitor and review the quality of instruction. We are happy to connect the Osprey Wilds team with our lead teachers and Curriculum Coordinator to discuss how we observe, measure and evaluate teacher quality in an asynchronous program.

Based on the feedback provided in the evaluation, it appears to us that the Curriculum standard: A broad, deep and rich curriculum, aligning curriculum to state standards, was met. We have a clear curriculum review cycle and have modified practices as research and experience suggests other approaches are more effective (single-grade math, for example). While the comments indicated that seat-based teachers felt that consistency of curriculum was "new for CCS," it's unclear what the time frame is for that comment (new since 2017-2018, or this year?) and is also framed as a positive. All courses are aligned with state standards and the online program employs a Curriculum Coordinator who ensures that all curricular requirements are met, in addition to pursuing additional options to create a broad, deep and rich curriculum. For example, when the existing Edgenuity content does not meet standards or our expectations, teachers create their own standards-aligned curriculum in other platforms (example: Fine Arts).

Regarding the Equity component of this measure, we want to provide some additional information. The online program specifically draws many students who report that they did not feel safe or welcomed in their previous school environment, due to their gender identity and/or sexual orientation. We have a great deal of pride, concern, and care for this specific aspect of our program and are highly committed to making sure all our students feel safe, welcomed, and cared for. Our actions to this effect include, but are not limited to:
- We have an item on the school enrollment forms regarding pronouns and refer to students from day 1 by their chosen name and pronouns.
- We have had several students who change their name and/or pronouns while in our program, and we make these changes immediately in our student information system and inform staff to use the revised name and/or pronouns when working with the student.
- Online teachers don't even necessarily know a student's gender identity as it compares to the gender they were assigned at birth.
- Staff are encouraged to include their pronouns in their email signature, many do, and we created a lesson for Online Advisory about how students can update their email signature (including a specific note about including pronouns if desired).
- All online staff participated in Gender Inclusive Schools: Supporting Transgender and Nonbinary Students training in June, 2021.
- We ask the following question in new staff interviews, and are looking for a response that indicates that a staff person will do everything in their power to ensure students feel safe and welcomed in our school community: "*Our online students come to us from all over the state of Minnesota, and choose online learning for a variety of reasons. Some*

students have communicated that they didn't feel safe or welcomed in their previous school environment. Please talk about how you would work to ensure you meet the needs of a diverse group of students that have a wide spectrum of needs."

- In December, MSBA sent out "Transgender Student Administrative Guidelines" upon which a draft policy is being developed that will be presented to the CCS school board in March 2022.

1.5 English Learners

Update: CCS currently employs an EL teacher, licensed for EL on an out-of-field permission. This teacher is licensed in K-12 Reading, K-12 Learning Disabilities, and 1-6 Elementary Education, and has a Reading Specialist License and a Doctorate of Education in Reading and Literacy. This teacher has been participating in numerous EL trainings from the state, and has taken the initiative to participate in a 150-hour TESOL Certificate program from Arizona State University.

1.6 Parent & Student Satisfaction

This measure specifically asks if parents and students are satisfied with the school's educational program. We received an "Approaches Standard" which indicates that "parent and student satisfaction data documents a moderate and/or inconsistent degree of satisfaction with the school's educational program." It would be helpful for us to see which data led to this outcome, as the feedback provided in the analysis references a few responses to open-ended questions, which do not clearly indicate to us that there is NOT a high degree of parents and students satisfied with the academic program of the school, which would have us meeting this measure. Additionally, what is considered a "moderate/inconsistent degree of satisfaction" versus a "high degree?" Just as Osprey Wilds expects us to provide raw data to establish when expectations have been met, we would appreciate the same to help us understand when it's determined that expectations have not been met. **When we review the results of the parent and student surveys, it appears to us that there is a high degree of parents and students satisfied with the academic program of the school. We would like to see this changed to "Meets Standard."**

It is also important to note that the main purpose of these surveys is to help us identify areas for improvement and focus in the coming year. We seek honest feedback and constructive criticism from students, parents, and staff to help us improve. To use open-ended feedback as a means to evaluate us as a school seems in contrast with the goal of continuous improvement. For future surveys we will include a specific question that mirrors the language in this measure so that we can report specifically on the percentage of students and parents who are satisfied with the academic program of the school.

In keeping with the intent to provide high quality, personal education, we are also very aware that parents need to be pleased with what their children are receiving. We have been working toward HRS (High Reliability Schools) Certification - which has high demands to have a great system of accountability in place. This includes administering and gathering data from parents through quick samples and extensive surveys. Parents are sent regular email communications

to keep them informed and up-to-date on many issues, both good and bad happening at the school. We have Title 1 newsletters, classroom teacher newsletters as well as office communication once a week that includes information from the health office as well. We value our parents deeply and make every effort for them to be heard and acknowledged.

2.1 Board Composition & Capacity
We are unclear why CCS did not receive a "Meets Standard" on this measure. All four Officer roles have always been filled at CCS. When the former Chair resigned in 2020, a new Chair was "appointed" out of the normal annual period in August, and was then "elected" during the normal election time at the Annual January meeting in 2021. No other Officers were "elected" during August 2021, because all the other Officer roles had incumbents serving terms which ended on December 31, 2021. All other roles have always been elected and filled, which again, happens during our Annual meeting in January (whether it was held virtually or in-person). **We would like to see this changed to "Meets Standard."**

2.2 Board Decision-Making & Oversight
We do hold leaders accountable for the academic outcomes identified in the school's contract. For example, during the most recent Mid-Year Formative Evaluation process in December, the Board stated in both Director evaluations, under Student Academics and Behavior, "Given CCS has received a Notice of Concern from our Authorizer these past two years due to academic performance, improvement is needed and this must continue to be a priority for CCS leadership." Additionally, the Board stated in both Director evaluations, under Environmental Education, "Continued prioritization and focus on environmental education is needed as this is a significant component of our charter school's mission as well as a requirement of our Authorizer." We would like to see this reflected in your Analysis.

Submit policies to OW/post on website:

- Concussion Procedures (MN §124E.03 Subd. 7(c)) .*Draft attached, will be submitted at the 2/14/22 Board of Education meeting as a first review in Info/Discussion section, proposed for approval at the 3/8/22 meeting and posted on website immediately after approval*
- School Meals Policies (MN §124D.111 Subd. 1(a)) *Approved 1/10/22, attached, on website*
- Electronic Funds Transfer Policy (MN §471.38 Subd. 3(a) / MN §124E.16 Subd. 1) *Draft attached, will be submitted at the 2/14/22 Board of Education meeting as a first review in Info/Discussion section, proposed for approval at the 3/8/22 meeting and posted on website immediately after approval*
- World's Best Work Force Policy (MN §124E.03 Subd. 2(h)i) *Draft attached, will be submitted at the 2/14/22 Board of Education meeting as a first review in Info/Discussion section, proposed for*

> ***approval at the 3/8/22 meeting and posted on website
> immediately after approval***
- Student Fees Policy (Required if the school charges fees for textbooks, workbooks, and library books) (MN §123B.37 / MN §124E.03 Subd. 2(c)) ***NA, we do not charge these fees***
- Contributions and Fundraising (OW Contract Section 6.13) ***CCS Fundraising Policy Approved 1/10/22, attached, on website***

CONCLUSION

In conclusion, thank you for the time and work put into doing such a thorough and thoughtful review of our school's unique programs. We are motivated and excited to continue our improvement efforts and welcome Osprey Wilds' partnership as we do so. We look forward to the contracting and goal-setting process and appreciate your technical assistance and expertise as we work to develop goals that are meaningful for both our programs and all our students. Please let us know what other information could be helpful as you review this response and make your decision in regards to our future charter contract.