

Osprey Wilds Environmental Learning Center

Academic Performance Evaluation

Overview

The Academic Performance Framework is conducted to determine progress on overall student achievement at the school as well as progress on contractual goals in the charter contract. The framework was derived through a review of model authorizer practices and expertise in the field. No single performance area can fully describe a school's academic performance. The performance areas must be used together to construct a complete academic picture of a school. As appropriate, this evaluation should provide guidance to the school on areas for improvement.

OW considers a number of variables when analyzing academic data and the conclusions that can be reached from the data, including the frequency of assessments, the levels of internal controls, the number of students tested, the level of triangulation, and the confidence level in the assessment instrument(s) to measure the desired result. In addition, in a data driven culture, an important purpose of assessment and data is to identify areas for improvement.

Performance can best be evaluated when multiple data sets on a given indicator are available for analysis. Just as poor results from a single measure tell an incomplete story, so do positive results from only one measure. OW is committed to evaluating the academic performance a school using all data available, including published state level assessment data as well as school level assessment data provided by the schools.

Performance Ratings Criteria

Since FY15, performance rating criteria for each applicable indicator area are defined in Exhibit G – Academic and Academic-Related Goals (and reinforced in Exhibit P – Ongoing Evaluation Criteria, Processes, and Procedures) of the charter contact. A school will have a contractual goal in each applicable indicator area, and the school's performance on attaining these goals will be evaluated according to the measures included in Exhibit G. Each measure is weighted to indicate its overall significance in fulfilling the primary purpose of charter schools as outlined in statute which is to improve all pupil learning and all student achievement. These weights are agreed upon by OW and the school and are included in Exhibit G. The school earns a rating on each measure based on the school's performance over the term of the contract. Each performance rating is assigned a point value according to the weight of the measure:

- Exceeds Target: ×1.5 points
- Meets Target: ×1.0 points
- Approaches Target: ×0.5 points
- Does Not Meet Target: ×0.0 points

Indicator areas are then assigned a rating based on the percentage of points earned:

- Exceeds Standard = 100.1-150.0% of points earned
- Meets Standard = 75.0-100.0% of points earned
- Approaches Standard = 50.0-74.9% of points earned
- Does Not Meet Standard = 0.0-49.9% of points earned

Academic Performance Indicators

The Academic Performance Framework includes eleven indicators, or general categories, used to evaluate a school’s overall academic performance. Not all performance indicators are applicable to each school; for example, one indicator is only for high schools. Following are the key questions each indicator addresses:

Indicator 1: Mission Related Outcomes	Are all students achieving significant academic and/or personal growth, knowledge and skill development, and accomplishments related to the school’s mission?
Indicator 2: English Language Learners	Are EL students at the school achieving adequate progress towards English Language Proficiency?
Indicator 3: Reading Growth	Are all and subgroups of students meeting expected growth targets in reading?
Indicator 4: Math Growth	Are all and subgroups of students meeting expected growth targets in math?
Indicator 5: Reading Proficiency	Are all and subgroups of students achieving proficiency in reading?
Indicator 6: Math Proficiency	Are all and subgroups of students achieving proficiency in math?
Indicator 7: Science Proficiency (and Growth)	Are all and subgroups of students achieving proficiency in science? And, if applicable, are all and subgroups of students meeting expected growth targets in science?
Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs	Are all and subgroups of students achieving proficiency or meeting expected growth targets in other curricular areas or educational programs?
Indicator 9: Post Secondary Readiness	Are all and subgroups of high school students prepared for post secondary success?
Indicator 10: Attendance	Are students attending the school at high rates?

Definition of “SMART” Goal

OW defines SMART as an abbreviation for:

- **Strategic** and **Specific**: The goal focuses on an area of high priority for the school and specifically states who will be measured and what will be measured.
- **Measurable**: The goal includes concrete criteria for measuring progress towards attainment of the goal.
- **Ambitious** and **Achievable**: The goal represents high and realistic standards.
- **Relevant**: The goal is meaningful and pertinent to the school’s approach, curriculum, and students.
- **Time-bound**: The goal statement clearly identifies a timeframe for accomplishment and measurement.

Minnesota Statewide Assessment Data and Graduation Rates

OW reviews Minnesota Statewide Assessment data for all schools in assessing overall academic performance. Key elements of this data are described below.

Data Element	Description
Proficiency Rate	The percentage of students who “meet” or “exceed” standards based on performance on statewide assessments in math, reading, and science. Data is reported for students that meet enrollment criteria (enrolled on December 15, for at least half of an academic year and enrolled during the accountability window.) Data is only presented for groups of 10 or more students.
Proficiency Index	This calculation includes students who perform at both a proficient and partially proficient level on statewide assessments in math and reading. Each student who “meets” or “exceeds” the standard on statewide assessments earns 1.0 point. Each student who “partially meets” the standard on statewide assessments earns 0.5 points. Points are totaled and divided by the total number of students tested. Data is only presented for groups of 10 or more students.
Growth (North Star Progress)	This data assesses the percentage of students who achievement level improves, is maintained, decreases or stays “does not meet standards.” Data is only presented if the group includes 10 or more students.
Graduation Rates: 4-Year 5-Year 6-Year 7-Year	Calculations are based on a cohort model. For example, the 4-Year Graduation for 2013 is defined as the percentage of students in the Class of 2013 who graduated in 2013. The 5-Year Graduation for 2013 is defined as the percentage of students in the Class of 2012 who graduated in 2012 or 2013. The 6-Year Graduation for 2013 is defined as the percentage of students in the Class of 2011 who graduated in 2011, 2012, or 2013. Data is only presented for cohort groups of 10 or more. The 7-Year Graduation for 2013 is defined as the percentage of students in the Class of 2010 who graduated in 2010, 2011, 2012, or 2013. Data is only presented for cohort groups of 10 or more.

Academic Performance Indicator 1: Mission Related Outcomes

Are all students achieving significant academic and/or personal growth, knowledge and skill development, and accomplishments related to the school's mission?

Students are measured in aspects of student learning (e.g., critical thinking, problem solving, 21st Century skills, personal responsibility) directly related to the school's mission and show significant academic and/or personal growth, knowledge and skill development, and accomplishments.

Contractual SMART Goal Measures:

Goal Results:

Additional Data:

Performance Rating Criteria:

Exceeds Standard

- 100.1-150.0% of points earned for the Indicator.

Meets Standard

- 75.0-100.0% of points earned for the Indicator.

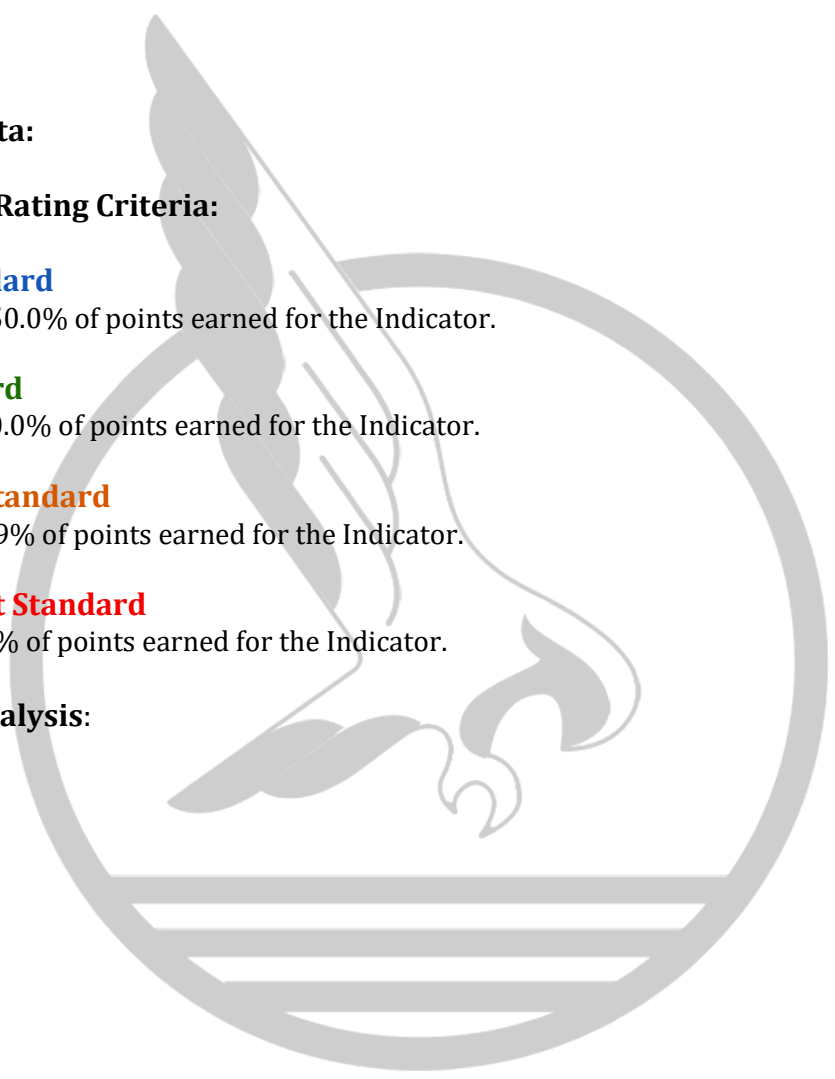
Approaches Standard

- 50.0-74.9% of points earned for the Indicator.

Does Not Meet Standard

- 0.0-49.9% of points earned for the Indicator.

Rating and Analysis:



Academic Performance Indicator 2: English Language Learners

Are EL students at the school achieving adequate progress towards English Language Proficiency?

Schools with EL students must assess these students' progress towards English Language Proficiency. All EL students take the ACCESS for ELLs, which is designed to measure their progress in acquiring academic English. English learners' average progress toward targets is one of the indicators in Minnesota's North Star accountability system.

Contractual SMART Goal Measures [Measures for AGC components of World's Best Workforce]:

Schools with a significant population of English Learner have at least two contractual measures in this indicator, but may have additional measures at their discretion:

1. The aggregate percentage of English Learners meeting target on the ACCESS test for all grades will be equal to or greater than that of the state percentage of English Learners meeting target.
Exceeds: The aggregate percentage is at least 10.0 percentage points greater than the state percentage of English Learners meeting target
Meets Target: The aggregate percentage is equal to or greater than the state percentage of English Learners meeting target
Approaches: The aggregate percentage is within 5.0 percentage points of the state percentage of English learners meeting target
Does Not Meet: The school did not meet the criteria for any of the ratings above
2. The average progress toward target for English Learners grades all grades on the ACCESS test will be equal to or greater than the state average progress toward target.
Exceeds: The aggregate percentage is at least 10.0 percentage points over the state average progress towards target
Meets Target: The aggregate percentage is equal to or greater than the state average progress toward target
Approaches: The aggregate percentage is within 5.0 percentage points of the state average progress toward target
Does Not Meet: The school did not meet the criteria for any of the ratings above

Goal Results:

Additional Data:

Performance Rating Criteria:

Exceeds Standard

- 100.1-150.0% of points earned for the Indicator.

Meets Standard

- 75.0-100.0% of points earned for the Indicator.

Approaches Standard

- 50.0-74.9% of points earned for the Indicator.

Does Not Meet Standard

- 0.0-49.9% of points earned for the Indicator.

Rating and Analysis:



Academic Performance Indicator 3: Reading Growth

Are all and subgroups of students meeting expected growth targets in reading?

The school measures and reports on student growth in reading achievement over the course of a school year (fall to fall, fall to spring, and/or spring to spring). Data may be from a variety of sources: MCA North Star Progress data, normative assessments such as NWEA or STAR, and curriculum-based assessments.

Contractual SMART Goal Measures [Measures for CCR component of World's Best Workforce]:

Schools have at least two contractual measures in this indicator, but may have additional measures at their discretion. Growth measures were originally based on growth z-scores. Starting in 2019, growth measures are based on North Star Progress.

1. The overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

Exceeds: The school achieves an overall percentage greater than 10 percentage points over that of the state

Meets Target: The school achieves an overall percentage equal to or greater than that of the state

Approaches: The school achieves an overall percentage that is within 10 percentage points of the state

Does Not Meet: The school did not meet the criteria for any of the ratings above

2. The overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.

Exceeds: The school achieves overall percentage at least 10 percentage points less than that of the state

Meets Target: The school achieves an overall percentage less than or equal to that of the state

Approaches: The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state

Does Not Meet: The school did not meet the criteria for any of the ratings above

Goal Results:

Additional Data:

Performance Rating Criteria:

Exceeds Standard

- 100.1-150.0% of points earned for the Indicator.

Meets Standard

- 75.0-100.0% of points earned for the Indicator.

Approaches Standard

- 50.0-74.9% of points earned for the Indicator.

Does Not Meet Standard

- 0.0-49.9% of points earned for the Indicator.

Rating and Analysis:



Academic Performance Indicator 4: Math Growth

Are all and subgroups of students meeting expected growth targets in math?

The school measures and reports on student growth in math achievement over the course of a school year (fall to fall, fall to spring, and/or spring to spring). Data may be from a variety of sources: MCA North Star Progress data, normative assessments such as NWEA or STAR, and curriculum-based assessments.

Contractual SMART Goal Measures [Measures for CCR component of World's Best Workforce]:

Schools have at least two contractual measures in this indicator, but may have additional measures at their discretion. Growth measures were originally based on growth z-scores. Starting in 2019, growth measures are based on North Star Progress.

1. The overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

Exceeds: The school achieves an overall percentage greater than 10 percentage points over that of the state

Meets Target: The school achieves an overall percentage equal to or greater than that of the state

Approaches: The school achieves an overall percentage that is within 10 percentage points of the state

Does Not Meet: The school did not meet the criteria for any of the ratings above

2. The overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.

Exceeds: The school achieves overall percentage at least 10 percentage points less than that of the state.

Meets Target: The school achieves an overall percentage less than or equal to that of the state.

Approaches: The school achieves an overall percentage that is no more than 10 percentage points greater than that of the state.

Does Not Meet: The school did not meet the criteria for any of the ratings above

Rating and Analysis:

Academic Performance Indicator 5: Reading Proficiency

Are all and subgroups of students achieving proficiency in reading?

Students are assessed to evaluate grade level competency in reading. MCA series assessment data is evaluated. Schools may also provide additional data from norm-referenced assessments showing grade level equivalencies and curriculum-based assessments.

Contractual SMART Goal Measures [Measures for RG3, CCR and AGC components of World's Best Workforce]:

Schools have several contractual measures in this indicator comparing the school to the state and local district, but may have additional measures at their discretion. Measures can be subdivided by grades (one measuring 3rd grade specifically to align with Read Well By Third Grade requirements and another measuring all other grades for example) and performance rating marks (10.0 points above and below for example) may be adjusted slightly based on the schools overall performance to make the targets reasonable. For schools where the core number tested is large enough, comparisons are evaluated for all students, students qualifying for free or reduced price lunch, students receiving special education services, and other specific populations that the school serves. Base example goals are:

1. The aggregate proficiency index score in reading for [all students; FRP; SPED; etc.] in [3rd grade; 4-8 grades; etc.] is equal to or greater than the state for the same student group and same grades.
Exceeds: The school's aggregate proficiency index score is at least 10.0 points greater than the state's score
Meets Target: The school's aggregate proficiency index score is equal to or greater than the state's score
Approaches: The school's aggregate proficiency index score is within 10.0 points of the state's score
Does Not Meet: The school did not meet the criteria for any of the ratings above
2. The aggregate proficiency index score in reading for [all students; FRP; SPED; etc.] in [3rd grade; 4-8 grades; etc.] is equal to or greater than the local district for the same student group and same grades
Exceeds: The school's aggregate proficiency index score is at least 10.0 points greater than the district's score
Meets Target: The school's aggregate proficiency index score is equal to or greater than the district's score
Approaches: The school's aggregate proficiency index score is within 10.0 points of the district's score
Does Not Meet: The school did not meet the criteria for any of the ratings above

Performance Rating Criteria:

Exceeds Standard

- 100.1-150.0% of points earned for the Indicator.

Meets Standard

- 75.0-100.0% of points earned for the Indicator.

Approaches Standard

- 50.0-74.9% of points earned for the Indicator.

Does Not Meet Standard

- 0.0-49.9% of points earned for the Indicator.

Rating and Analysis:



Academic Performance Indicator 6: Math Proficiency

Are all and subgroups of students achieving proficiency in math?

Students are assessed to evaluate grade level competency in math. MCA series assessment data is evaluated. Schools may also provide additional data from norm-referenced assessments showing grade level equivalencies and curriculum-based assessments.

Contractual SMART Goal Measures [Measures CCR and AGC components of World's Best Workforce]:

Schools have several contractual measures in this indicator comparing the school to the state and local district, but may have additional measures at their discretion. Measures can be subdivided by grades and performance rating marks (10.0 points above and below for example) may be adjusted slightly based on the school's overall performance to make the targets reasonable. For schools where the core number tested is large enough, comparisons are evaluated for all students, students qualifying for free or reduced price lunch, students receiving special education services, and other specific populations that the school serves. Base example goals are:

1. The aggregate proficiency index score in math for [all students; FRP; SPED; etc.] in [3rd grade; 4-8 grades; etc.] is equal to or greater than the state for the same student group and same grades.

Exceeds: The school's aggregate proficiency index score is at least 10.0 points greater than the state's score

Meets Target: The school's aggregate proficiency index score is equal to or greater than the state's score

Approaches: The school's aggregate proficiency index score is within 10.0 points of the state's score

Does Not Meet: The school did not meet the criteria for any of the ratings above

2. The aggregate proficiency index score in math for [all students; FRP; SPED; etc.] in [3rd grade; 4-8 grades; etc.] is equal to or greater than the local district for the same student group and same grades

Exceeds: The school's aggregate proficiency index score is at least 10.0 points greater than the district's score

Meets Target: The school's aggregate proficiency index score is equal to or greater than the district's score

Approaches: The school's aggregate proficiency index score is within 10.0 points of the district's score

Does Not Meet: The school did not meet the criteria for any of the ratings above

Performance Rating Criteria:

Exceeds Standard

- 100.1-150.0% of points earned for the Indicator.

Meets Standard

- 75.0-100.0% of points earned for the Indicator.

Approaches Standard

- 50.0-74.9% of points earned for the Indicator.

Does Not Meet Standard

- 0.0-49.9% of points earned for the Indicator.

Rating and Analysis:



Academic Performance Indicator 7: Science Proficiency (and Growth)

Are all and subgroups of students achieving proficiency in science? And, if applicable, are all and subgroups of students meeting expected growth targets in science?

Students are assessed to evaluate grade level competency in science. MCA series assessment data is evaluated. Schools may also provide additional data from norm-referenced assessments showing grade level equivalencies and curriculum-based assessments.

Additionally, the school can measure and report on student growth in science achievement over the course of a school year (fall to fall, fall to spring, and/or spring to spring). Data may be from a variety of sources, including normative assessments, such as NWEA or STAR, and curriculum-based assessments.

Contractual SMART Goal Measures [Measures CCR and AGC components of World's Best Workforce]:

Schools have several contractual measures in this indicator comparing the school to the state and local district, but may have additional measures at their discretion. Measures can be subdivided by grades and performance rating marks (10.0 points above and below for example) may be adjusted slightly based on the school's overall performance to make the targets reasonable. For schools where the core number tested is large enough, comparisons are evaluated for all students, students qualifying for free or reduced price lunch, students receiving special education services, and other specific populations that the school serves. Base example goals are:

1. The aggregate proficiency index score in science for [all students; FRP; SPED; etc.] in [5th grade; 5th, 8th and HS grades; etc.] is equal to or greater than the state for the same student group and same grades.

Exceeds: The school's aggregate proficiency index score is at least 10.0 points greater than the state's score

Meets Target: The school's aggregate proficiency index score is equal to or greater than the state's score

Approaches: The school's aggregate proficiency index score is within 10.0 points of the state's score

Does Not Meet: The school did not meet the criteria for any of the ratings above

2. The aggregate proficiency index score in science for [all students; FRP; SPED; etc.] in [5th grade; 5th, 8th and HS grades; etc.] is equal to or greater than the local district for the same student group and same grades

Exceeds: The school's aggregate proficiency index score is at least 10.0 points greater than the district's score

Meets Target: The school's aggregate proficiency index score is equal to or greater than the district's score

Approaches: The school's aggregate proficiency index score is within 10.0 points of the district's score

Does Not Meet: The school did not meet the criteria for any of the ratings above

Performance Rating Criteria:

Exceeds Standard

- 100.1-150.0% of points earned for the Indicator.

Meets Standard

- 75.0-100.0% of points earned for the Indicator.

Approaches Standard

- 50.0-74.9% of points earned for the Indicator.

Does Not Meet Standard

- 0.0-49.9% of points earned for the Indicator.

Rating and Analysis:



Academic Performance Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Are all and subgroups of students achieving proficiency or meeting expected growth targets in other curricular areas or educational programs?

Students are assessed to evaluate grade level competency or student growth in other curricular areas, such as writing, social studies, and art, or educational programs, such as early learning/kindergarten readiness programs. Schools may provide data from norm-referenced assessments, college-readiness assessments, curriculum-based assessments, or other competency or growth assessments.

Contractual SMART Goal Measures [Measures R4K component of World's Best Workforce, and may include others]:

Schools that serve Kindergarten students must have a measure related to Kindergarten Readiness that aligns with the school's World's Best Workforce plan. Schools may elect to have additional measures in this indicator as well. Example goals are:

1. The aggregate percentage of students who complete early childhood screening prior to the first day of school will be at least 90%.
Exceeds: The aggregate percentage is at least 95%
Meets Target: The aggregate percentage is at least 90%
Approaches: The aggregate percentage is at least 80%
Does Not Meet: The school did not meet the criteria for any of the ratings above

Goal Results:

Additional Data:

Performance Rating Criteria:

Exceeds Standard

- 100.1-150.0% of points earned for the Indicator.

Meets Standard

- 75.0-100.0% of points earned for the Indicator.

Approaches Standard

- 50.0-74.9% of points earned for the Indicator.

Does Not Meet Standard

- 0.0-49.9% of points earned for the Indicator.

Rating and Analysis:

Academic Performance Indicator 9: Post Secondary Readiness

Are all and subgroups of high school students prepared for post secondary success?

Students are assessed to evaluate post secondary readiness. A variety of data points can be considered including graduation rate data, placement test data, college and career awareness data, college credits earned, and post secondary skill development data.

Contractual SMART Goal Measures [Measures GRAD component of World's Best Workforce, and may include others]:

Schools that serve high school students must have measures related to graduation rates that aligns with the school's World's Best Workforce plan. Schools may elect to have additional measures in this indicator as well. Base example goals are:

1. The aggregate [4-year; 5-year; 6-year; etc.] rate as reported by MDE will be [equal to; greater than; etc.] that of the state.
Exceeds: The school's aggregate graduation rate is at least X percentage points greater than the state's graduation rate
Meets Target: The school's aggregate graduation rate is equal to or greater than the state's graduation rate
Approaches: The school's aggregate graduation rate is within X percentage points of the state's graduation rate
Does Not Meet: The school did not meet the criteria for any of the ratings above

Goal Results:

Additional Data:

Performance Rating Criteria:

Exceeds Standard

- 100.1-150.0% of points earned for the Indicator.

Meets Standard

- 75.0-100.0% of points earned for the Indicator.

Approaches Standard

- 50.0-74.9% of points earned for the Indicator.

Does Not Meet Standard

- 0.0-49.9% of points earned for the Indicator.

Rating and Analysis:

Academic Performance Indicator 10: Attendance

Are students attending school regularly?

OW compares the school's consistent attendance rates as reported by MDE to the statewide rates.

Contractual SMART Goal Measures:

Schools overall attendance percentage was measured prior to 2020. Attendance measures have been shifted to Consistent Attendance for new contracts. Specific example goal:

1. The average of the school's annual consistent attendance rates is equal to or greater than that of the state.

Exceeds: The average of the school's consistent attendance rates is 5 percentage points greater than that of the state

Meets Target: The average of the school's consistent attendance rates is equal to or greater than that of the state

Approaches: The average of the school's consistent attendance rates is within 5 percentage points of the state

Does Not Meet: The school did not meet the criteria for any of the ratings above

Goal Results:

Additional Data:

Performance Rating Criteria:

Exceeds Standard

- 100.1-150.0% of points earned for the Indicator.

Meets Standard

- 75.0-100.0% of points earned for the Indicator.

Approaches Standard

- 50.0-74.9% of points earned for the Indicator.

Does Not Meet Standard

- 0.0-49.9% of points earned for the Indicator.

Rating and Analysis:

Appendix A: World's Best Workforce Analysis

Overview

As articulated in MN Stat. Chapter 124E.10, Subd. 1, "A charter school must design its programs to at least meet the outcomes adopted by the commissioner for public school students," which means striving for the world's best workforce (WBWF) as outlined in MN Stat. 120B.11. As an authorizer, OW must evaluate the school's performance on meeting outcomes adopted by the commissioner (i.e., WBWF). Therefore, the school's contractual goals and measures have been aligned to WBWF goal areas. Measures are assigned to WBWF goal areas as appropriate and as outlined below:

Ready for Kindergarten [R4K]

All students are ready for kindergarten.

Reading Well by 3rd Grade [RG3]

All students in third grade achieve grade-level literacy.

Achievement Gap Closure [AGC]

All racial and economic achievement gaps between students are closed.

Career and College Readiness [CCR]

All students are career- and college-ready before graduating from high school.

Graduate from High School [GRAD]

All students graduate from high school.

Some contractual measures are not directly related to WBWF goal areas, and thus are unassigned. These measures tend to be aligned to performance in the areas of mission-fulfillment and attendance.

SUMMARY OF WBWF PERFORMANCE TO DATE

Results:

Analysis: