



## FY 2020 Authorizer Annual Report

### Authorizer Information

**Name of Authorizing Organization:** Osprey Wilds Environmental Learning Center (formerly Audubon Center of the North Woods)

**Mailing Address:** 1730 New Brighton Blvd, Suite 104, PMB 196, Minneapolis, MN 55413

**Name and Title of Primary Authorizer Contact:** Erin E. Anderson, Director of Charter School Authorizing

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#### Authorizer Summary:

Osprey Wilds Environmental Learning Center (Osprey Wilds or OW, formerly the Audubon Center of the North Woods) is a nonprofit, residential environmental learning center on the shores of Grindstone Lake near Sandstone, Minnesota. The Center offers a great variety of environmental learning experiences for people of all ages, with programming in natural history and science, team building, adventure programming, and outdoor / environmental education. The mission of Osprey Wilds is to instill a connection and commitment to the environment in people of all communities through experiential learning. The vision of Osprey Wilds is a healthy planet where all people live in balance with the Earth.

In 2003, Osprey Wilds became a sponsor of charter schools in order to further its mission and expand its educational programming. That year, Osprey Wilds was granted authority by the MN Department of Education to sponsor charter schools under Minnesota statute. In response to statutory change in 2009, Osprey Wilds renewed its commitment to charter schools and became an approved charter school authorizer in December 2010. Since that time, Osprey Wilds has grown to become the largest authorizer of charter schools in Minnesota by number of schools authorized. Osprey Wilds remains committed to authorizing charter schools as an effective vehicle for advancing the organization's mission and vision.

The OW Charter School Division (CSD) is located in Minneapolis and conducts oversight and evaluation of all schools authorized by Osprey Wilds throughout the state. The CSD is comprised of professionals with charter school authorizing and evaluation expertise. This includes both employees of Osprey Wilds and contracted evaluators. The CSD is overseen and monitored by the Charter School Committee and the OW Board of Directors. Ultimately, the Osprey Wilds Board makes decisions regarding the ongoing authorization of any particular school.

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

Environmental Learning Center is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

## Authorizer Processes

### New Charter School Applications in FY 2020 (B.1)

Did your organization review any new charter school applications?

Yes

If no, please provide an explanation:

N/A

If yes, complete the table below for each application:

Name of Charter School Applicant	Authorizer Approval or Disapproval	Minnesota Department of Education (MDE) Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Academy of Science and Citizenship	Disapproval	N/A	Application did not meet OW's criteria for approval.	N/A
Nelson Mandela Academy	Disapproval	N/A	Application did not meet OW's criteria for approval.	N/A

### New Charter School Openings in FY 2020 (B.2)

Did your organization engage in ready-to-open activities?

Yes

If no, please provide an explanation:

N/A

If yes, complete the table below for each charter school scheduled to open:

Name of Charter School Projected to Begin Serving Students in FY 2020	Projected Opening Date	Did this School Open as Planned?	If No, Provide Reason(s) and Revised Projected Opening Date
Aurora Waasakone Community of Learners	09/02/2019	Yes	N/A
Three Rivers Montessori	09/02/2019	No	School was not awarded CSP funding on the expected timeline and did not meet OW RTO standards. Revised projected opening date is 09/08/2020.

**Charter School Expansion Applications (to add primary enrollment sites or grades, including instructional prekindergarten or preschool programs) in FY 2020 (B.2)**

**Did your organization review any site and/or grade expansion applications (including instructional prekindergarten or preschool programs)?**

Yes

**If no, please provide an explanation:**

N/A

**If yes, complete the table below for each application:**

Name of Charter School	Proposed Additional Grades to be Served (including prekindergarten and/or preschool) and/or Location of New Site	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Discovery Woods School	Grades 7-8	Disapproval	N/A	Application did not meet OW's criteria for approval.	N/A
Pillager Area Charter School	Grades 7-8	Approval	Approval	N/A	N/A

Name of Charter School	Proposed Additional Grades to be Served (including prekindergarten and/or preschool) and/or Location of New Site	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Higher Ground Academy	PreK	Approval	N/A	N/A	Yes
Metro Schools	Grades K-4	Disapproval	N/A	Application did not meet OW's criteria for approval.	N/A

**Early Childhood Health and Developmental Screening Requests in FY 2020 (B.2)**

Did your organization review any requests for official early childhood health and developmental screening recognition?

No

If no, please provide an explanation:

Osprey Wilds did not receive any requests for early childhood health and development screening recognition in FY2020.

If yes, complete the table below for each request:

Name of Charter School	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
N/A	N/A	N/A	N/A	N/A

**Charter School Change in Authorizer Requests in FY 2020 (B.2)**

Did your organization review any change in authorizer requests?

No

If no, please provide an explanation:

Osprey Wilds did not receive any change in authorizer requests in FY2020.

If yes, complete the table below for each request:

Name of Charter School	Authorizer Charter School Requested to Transfer From	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
N/A	N/A	N/A	N/A	N/A	N/A

### Charter Contract Renewals in FY 2020 (B.9)

Did your organization engage in charter renewal activities in FY 2020?

Yes

If no, please provide an explanation:

N/A

If yes, complete the table below for each school:

Name of Charter School	Was Contract Renewed?	If Yes, Term of Contract Renewal	If No, Reason(s) for Nonrenewal
AFSA K-12	Yes	07/01/2020-06/30/2025	N/A
Legacy of Josie R. Johnson Montessori (formerly Bright Water Elementary)	Yes	07/01/2020-06/30/2023	N/A
Glacial Hills Elementary School	Yes	07/01/2020-06/30/2025	N/A
Higher Ground Academy	Yes	07/01/2020-06/30/2025	N/A
New Discoveries Montessori Academy	Yes	07/01/2020-06/30/2023	N/A

Name of Charter School	Was Contract Renewed?	If Yes, Term of Contract Renewal	If No, Reason(s) for Nonrenewal
North Lakes Academy	Yes	07/01/2020-06/30/2025	N/A
Northern Lights Community School	Yes	07/01/2020-06/30/2024	N/A
Natural Science Academy	No	N/A	The school did not fulfill the primary purpose of charter schools per MN §124E.01 or contractual requirements related to academics and governance.
Prairie Seeds Academy	Yes	07/01/2020-06/30/2024	N/A
World Learner School	Yes	07/01/2020-06/30/2025	N/A

## Additional Authorizer Activities

### Authorizing Leadership and Staff Skill Development (A.5)

**Describe how your organization built the knowledge and skill base of its authorizing leadership and staff through professional development over the past year.**

Osprey Wilds is committed to advancing the skills and knowledge of its staff. Staff members are evaluated at least once a year. During evaluation meetings, staff members and their supervisors identify professional development needs and set professional goals. As such, in FY20 we dedicated resources to ongoing professional development that resulted in improved authorizer practices.

On the national level, Erin Anderson attended the National Association of Charter School Authorizers (NACSA) Leadership Conference in St. Louis, MO in October 2019. At this conference, the Erin attended sessions focused on individual and organizational particular areas of need, and also made and continued to deepen connections with authorizers within Minnesota and across the nation. In addition, Erin, Director of Charter School Authorizing at Osprey Wilds, presented as part of three sessions titled, “How Are Authorizers Being Held Accountable?” “Local Roots Take the Lead: Lessons from Rural Charter Schools,” and “Continuing the Conversation: What a Good School Means to Me.”

Erin continued to engage in a local initiative called the Minnesota Regional Turnaround Strategy Group. This group exists to support turnaround or restart schools and engage in ongoing professional development related

to this initiative. Erin also participated as a member of MN Comeback's Charter Committee which works on policy and other issues relevant to charters.

In spring 2019, Nalani McCutcheon, Assistant Director of Charter School Authorizing, and James Ewer, Authorizing Specialist, participated in a Bush Foundation Learning Journey cohort. This six-month learning sequence was comprised of cohort learning sessions and visits to local and national exemplar schools in order to build knowledge of and momentum for student-centered learning throughout OW's authorizing practices. Through this experience, James and Nalani learned with and from educational leaders across MN, ND, SD and the 23 Native nations that share that geography and spent time reflecting on their learning and thinking about how their learning can best be translated into impact and action within authorizing.

In October 2019, Erin and Nalani attended the North American Association for Environmental Education Conference in Lexington, KY. In October 2019, Nalani and Addie Washington, MN GreenCorps volunteer, attended the Midwest EE Conference in Saint Paul, MN, a national event focused on sustainability in schools.

In addition, Osprey Wilds organizes and presents an annual Environmental Education Teacher Workshop and Leaders Retreat, and Osprey Wilds staff participates in those learning opportunities, attending sessions relevant to environmental education, finance, governance, and leadership.

On the local level, Osprey Wilds staff attended monthly Minnesota Associate of Charter School Authorizers (MACSA) meetings. In these meetings, staff members received updates from the Minnesota Department of Education (MDE) and the Minnesota Association of Charter Schools (MACS), reviewed legislative initiatives, and also shared challenges, effective practices, and learning with other authorizers from around the state. Other training and development included:

- Erin, Nalani, and Mary Williams (administrative assistant) attended the MDE Authorizer Conference in July 2019.
- Nalani attended a Montessori 101 workshop offered by St. Catherine University in July 2019.
- Addie attended the Recycling Association of Minnesota conference in October 2019.
- Erin attended the Annual School Law Seminar in November 2019.
- Erin, Nalani, James, and Mary attended the MDE Authorizer Conference in December 2019.
- Erin, Nalani, James, and Mary participated in Instructional Feedback Observation Training (offered by the MDE Principal Leadership Support Team) in January 2020.
- Addie completed Master Naturalist Training: Big Woods, Big River in January 2020.
- James completed MACS board training courses in charter school governance and employment law in February 2020.
- Erin attended the Minnesota Association of Alternative Programs conference in Duluth in February 2020.
- James participated in NACSA's virtual authorizer boot camp in March 2020.
- From March to June 2020, CSD staff participated in a variety of trainings related to authorizing during Covid-19, such as "Special Education and Covid-19 Guidance" and "Fostering a Growth Mindset in Difficult Times."
- Erin, Nalani, and James attended the daylong virtual Bush Foundation conference, "Student-Centered Learning for Equity: From a Moment to a Movement," in May 2020.

- Erin participated in a book club focused on equity in education throughout FY2020.

Osprey Wilds authorizing staff and leadership engage in ongoing job-embedded professional development. This happens through staff meetings, internal staff trainings, board and committee meetings, ongoing consultations, and on-the-job training. Examples in FY2020 include:

- Preparation for Osprey Wilds Leaders Retreat sessions and EE Teacher Workshop sessions.
- Staff meetings and internal staff trainings: Review of issues related to the Cruz-Guzman lawsuit; ongoing sharing of articles, readings, and books among the team (i.e. Mug Club, an occasional 30-minute discussion group); onboarding new staff to internal processes, relevant statute, and the Minnesota educational landscape.
- Ongoing consultation and mentorship: Contracted evaluators such as Dr. Dan Jett to share their expertise around topics of governance and leadership with Osprey Wilds staff. This happens at team meetings, during phone consultations, and through site visits and other evaluation processes.
- On-the-job training and sharing of effective practices: Because team members often have the opportunity to do site visits, board observations and other school meetings together, we have the opportunity to learn together through observation and feedback.

Training for Osprey Wilds Board and Charter School Committee: CSD staff provides ongoing training for Osprey Wilds board members at committee meetings and board meetings. For example, Erin provided both the Charter School Committee and the full OW Board with extensive training on mutual nonrenewal (December 2019) and nonrenewal (February, April, June 2020). At the June 2020 OW Charter School Committee meeting, Erin provided the CSD's annual work cycle and budget, which included an overview of how Osprey Wilds evaluates school performance at multiple points throughout the school year and the school's contract.

## **Authorizer Self-Evaluation (A.9)**

**Describe how your organization self-evaluated its internal ability (capacity, infrastructure, and practices) to oversee the portfolio of charter schools over the past year.**

In FY20, the Charter School Division (CSD) experienced significant staff turnover which required remaining staff to assess the capacity of its team and determine if the existing staffing structure was adequate to effectively oversee the portfolio of charter schools. In response, the role of Associate Director of Charter School Authorizing was created and primary responsibilities, including lead evaluation areas and processes, were shifted to reflect the needs of the portfolio and the strength of the team. In addition, the CSD added a full-time administrative role (Data & Communications Coordinator) to improve internal processes and external communication, and a MN GreenCorps member, an AmeriCorps position that supports schools to implement effective environmental education in line with contractual goals. In addition, OW has broadly expanded its evaluator pool (from three in 2016 to ten in 2020) in order to better reflect the students and staff who learn and work in OW authorized schools and the variety of educational approaches.

In FY19 the Osprey Wilds board engaged in strategic planning for FY20-25, and in FY20 the CSD created a work plan that aligns the board's strategic priorities with the CSD's primary goal and mission, and creates specific measures and benchmarks for the organizational goals. Then, OW authorizing staff mapped their job



descriptions and existing practices onto the revised strategic priorities in order to identify areas of clear alignment and clarify areas that needed to be brought into greater alignment through the strategic work plan or elimination. Staff meets periodically to reflect on progress toward the strategic plan. These meetings also provide an impetus to identify new tools or strategies for conducting quality oversight. Through regular reviews of Osprey Wilds' mission- and vision-driven strategic plan, the team routinely reviews its internal practices against the authorizing mission and vision. Over the course of the previous strategic plan, Osprey Wilds tracked progress on meeting outcomes in our strategic plan and made revisions to the plan based on actual practice.

COVID-19 also provided plentiful opportunity for OW to evaluate its oversight practices and infrastructure related to authorizing. The CSD's work temporarily transitioned in spring 2020 from primarily focused on oversight and evaluation (typically the spring is heavy on site visits and board meeting observations and the resulting feedback, interventions, and corrective actions) to strategic support and guidance. In addition to providing the supports described in the "Technical Assistance (B.7)" section below, OW also prototyped a remote site visit with Crosslake Community School (its only online program) in order to prepare for the FY21 school year since most schools are, at least in part, distance or hybrid learning.

In addition to the above, at the staff level, Osprey Wilds engages in ongoing and planned evaluation of its capacity and practices to oversee its portfolio of charter schools. As part of the self-evaluation activities, Osprey Wilds staff gathers feedback from the portfolio of schools at least twice per year, during the annual Leaders Retreat and the EE Teacher Workshop. This feedback is used to inform Osprey Wilds' ongoing authorizing work, as well as staff skill development (A.5) and charter school support, development, and technical assistance (B.7).

## **Authorizer High-Quality Authorizing Dissemination (A.10)**

**Describe how your organization disseminated best authorizing practices and/or assisted other authorizers in high-quality authorizing over the past year.**

Osprey Wilds has been a leader among authorizers in Minnesota, sharing best practices and assisting other authorizers in high quality authorizing. (This was affirmed when Osprey Wilds was evaluated by the Minnesota Department of Education in summer 2020, earning a score of 3.81 and a rating of Exemplary.) OW engages with other Minnesota authorizers through the Minnesota Association of Charter Schools (MACSA) monthly meetings, as well as through other channels. Further, Osprey Wilds is a resource to authorizers around the country. Examples from FY2020 include:

- In October 2019 Erin co-presented three sessions at the NACSA Conference for authorizers from across the United States: "Continuing the Conversation: What a Good School Means to Me," "Local Roots Take the Lead: Lessons from Rural Charter Schools," and "How Are Authorizers Being Held Accountable?"
- In April 2020, Erin was interviewed by David Greenberg of NACSA for a podcast on Osprey Wilds' response to the COVID-19 pandemic and the ways in which its authorizing practices were impacted.
- In April, May, and June 2020 Erin facilitated sessions as part of three "A-GAME" (Advancing Great Authorizing & Modeling Excellence, a grant-funded project of the National Charter Schools Institute [NCSI]) convenings to support charter school authorizers nationwide measure the quality and effectiveness of alternative education campuses.

- Due to the unprecedented challenges of authorizing during a pandemic, Bethel University requested to participate in Osprey Wilds' weekly meetings, stating, "I am feeling very disconnected from conversations related to authorizing and am seeking to fill that communication/knowledge void." From mid-March through mid-July, the authorizer attended OW's weekly staff meetings and school updates meetings. A result of this was collaboration between the two authorizers on a Distance Learning and Self-Reflection Tool for Schools in the OW and BU portfolio.
- Osprey Wilds contributed resources to both the NACSA and NSCI COVID authorizer resource hubs.
- Erin was elected to serve as treasurer and chair of the MACSA Finance Committee for a second term.
- Erin continued to serve on the National Charter School Institute's National Authorizer Leadership Team.

In addition, several authorizers from within and outside Minnesota have sought out OW's assistance:

- In October 2019, the Guild of Public Charter Schools requested resources related to affiliated building companies, which OW provided via email.
- In November 2019, Bethel University requested guidance on contract extensions. OW provided an example and a summary of its process.
- In December 2019, OW participated in a phone meeting requested by the Office of Educational Opportunity at the University of Wisconsin-Madison to discuss its review process and school oversight.
- In January 2020, the Guild requested a sample renewal evaluation report, which OW provided along with a summary of its process to draft and finalize the report.
- In January 2020, the Guild requested input on fees for new school application evaluators, which OW provided in addition to a copy of the evaluator agreement.
- In January 2020, Bethel requested OW provide "key considerations" regarding a private school converting to a charter, which OW provided via email.
- In April 2020, VOA requested guidance on interpreting an aspect of MN §13D, Open Meeting Law, regarding changes due to a health pandemic, which OW provided.
- In April 2020, the Charter School Division of the Texas Education Agency requested samples of OW's academic goals and evaluation criteria, which OW provided via email.

## **Charter School Support, Development and Technical Assistance (B.7)**

**Describe how your organization supported its portfolio of charter schools through intentional assistance and development offerings over the past year.**

Osprey Wilds Environmental Learning Center (Osprey Wilds or OW, formerly the Audubon Center of the North Woods or Osprey Wilds) provides proactive support and technical assistance that is based on demonstrated need and designed to promote excellent performance of, prevent problems in, and protect the autonomy of the schools in its portfolio. In efforts to protect schools' autonomy, technical assistance offered by Osprey Wilds to authorized schools is completely voluntary and not required. OW regularly provides technical assistance and strategic support in the following three ways:

1. **Resources & Strategic Support.** Osprey Wilds publishes and disseminates a variety of resources and tools designed to anticipate problems, share information on quality practices being implemented at other schools, and provide timely information regarding Osprey Wilds policies and practices.

2. **Compliance & Contractual Expectations.** Osprey Wilds sets clear criteria and expectations, provides examples of what it means to meet such criteria and expectations, and provides quality feedback to schools regarding their performance in relation to these criteria and expectations.
3. **Professional Development.** Osprey Wilds offers professional development opportunities to prevent problems, promote continuous improvement, and encourage sharing of practices between and among its authorized schools.

While Osprey Wilds provided much of the same support as described in previous years' annual reports, COVID-19 created both a challenge and an opportunity to provide a wide array of technical assistance related to the schools' response. Many of the resources are documented on the [Charter School Division website](#) and summarized below:

- **Distance Learning Plan Template.** To support schools in creating a distance learning plan as required by the governor's executive order, Osprey Wilds used the various guidance documents from MDE and created a Distance Learning Plan template (along with a checklist and addendum as requirements were updated). OW ensured these were posted on schools' websites and provided feedback via a phone call with the school leader.
- **Webinars.** At the beginning of the distance learning period, OW organized webinars around the following topics: "Distance and e-Learning Basics," "Distance Learning for Early Learners (ages 3-8)," "Effective Practices for Online Special Education," "Working During a Crisis: Introductory Strategies for Coping with the Accompanying Burnout Webinar," "Safeguarding Student Health During Distance Learning (Parts 1 & 2)," and "Nature Journaling & Distance Learning."
- **Governance Resources.** COVID-19 created special circumstances for governing boards. Osprey Wilds created two *Sounding Boards* (OW's tool for disseminating effective governance practices) related to these circumstances: "MN §13D Guidance for Charter School Boards During Emergencies" and "Postponing Board Elections."
- **Environmental Education.** Acknowledging that environmental education is a contractual requirement and that it is much more challenging when students are not in school, Osprey Wilds created *Into the Field*, a resource to support environmental educators in the distance learning environment. They are intended to use a variety of environments and media, and include activities for learners of different ages and abilities.
- **Other Resources.** As issues arose throughout the educational ecosystem, OW disseminated useful information to schools on topics such as "Zoombombing and Cybersecurity During Online Meetings" and "Signs of Maltreatment or Abuse While Working with Students Virtually."
- **Reflection Toolkit.** Osprey Wilds partnered with Bethel University to create a distance learning reflection toolkit to support schools as they evaluate the spring distance learning period, reflect on successes and areas for improvement or growth, and make plans for the fall.

Other 2019-20 technical assistance, not related to COVID, includes the following:

- The FY2020 Environmental Education Teacher Workshop was held in August 2019 and was attended by 61 people representing 26 schools authorized by Osprey Wilds. The workshop was focused on climate change education and was keynoted by Climate Generation, a nonprofit founded by Arctic explorer Will

Steger. Over the course of the workshop teachers worked to build their climate literacy, developed school-wide environmental literacy plans, and explored a variety of student-centered environmental education models. Teachers also received training in (and a copy of) Climate Generation curriculum and resources from the Jeffers Foundation and Project Get Outdoors.

- The FY2020 Leaders Retreat was held in November 2019 and was attended by 60 people representing 24 schools authorized by Osprey Wilds. The goal of the retreat was to help school leaders and board members leverage evaluation data and strategies to effectively tell their story to a variety of stakeholders, as well as use that data to make key decisions about the ongoing academic and financial health of the school. New in FY2020, school leaders participated in Scenario Workshops. Scenario Workshops are a participatory method involving narrative descriptions of potential future problems that help participants learn with and from school leaders to create a communal plan of action. In these sessions, participants break into small groups to wrestle with a problem, identify the best next steps, and engage in discussion with school leaders and board members from OW authorized schools to learn how they've tackled similar problems at their school. These were combined with traditional presentations to appeal to a variety of learning styles and access the vast knowledge within OW's portfolio of charter schools.
- In January 2020 Osprey Wilds partnered with MDE's Principal Leadership Support Team to offer Instructional Feedback Observation training for school leaders in its portfolio. Developed by the American Institutes for Research, these tools help principal supervisors and coaches improve instructional leadership. Guided by the tool, principal coaches and supervisors follow a structured process to observe principals' practice and help principals develop the core skills necessary to give teachers consistent, high-quality, and actionable instructional feedback. School leaders participated in this one-day training and then worked with members of the MDE Principal Leadership Support Team for additional coaching throughout the spring.
- Throughout FY2020, the MN GreenCorps volunteer placed with OW worked with Best Academy, Higher Ground Academy, and Partnership Academy to improve their waste reduction practices.
- In previous years, Osprey Wilds has published and disseminated via e-mail an "Authorizer Update" newsletter on a monthly basis. In FY2019 (and continuing publication in FY2020) this was replaced with the *Sounding Board*, a resource designed to promote quality charter school governance. The content of these publications is driven primarily by issues Osprey Wilds staff identifies through its oversight and evaluation (i.e. board meeting observations, review of monthly board meeting minutes, questions / concerns submitted by schools, etc.) or requested by charter school leaders or board members. Osprey Wilds also sends a monthly Environmental Education Update to schools with resources, ideas, and upcoming professional development opportunities. Archives of the *Sounding Board* and Environmental Education Update are available on the [OW Charter School Division website](#).
- Osprey Wilds conducted academic and finance evaluations on each school in our portfolio, and evaluated the environmental education and operations performance of each school in renewal during FY2020 (ten schools). In addition, in FY20 ten schools received environmental education formative evaluations, intended to provide feedback on the school's performance on its environmental literacy (aligned to the goals outlined in Exhibit H of the school's contract and updated annually). Evaluations are informed by site visits and board observations and feedback from evaluation activities is presented to the schools' boards during a regular meeting to ensure their understanding of the criteria and the

school's performance in relation to those criteria. As stated above, we believe this provides critical technical assistance to guide schools' ongoing improvement efforts.

- Osprey Wilds provided schools with specific templates for key submissions including but not limited to the required charter school annual report and World's Best Workforce Report. While schools were not required to use this template, they had to meet statutory requirements in the report. Anecdotally, we saw that, in general, schools that used the template published and submitted charter school annual reports/World's Best Workforce Reports of higher quality.
- As school performance dictated, Osprey Wilds issued interventions such as Notices of Concern or Notices of Deficiency. These interventions provide specific feedback to schools on areas of performance that are of concern along with key requirements to address those concerns. While Osprey Wilds does not provide direct assistance to support schools in addressing concerns, we strongly believe that through these interventions and the specific requirements we outline for schools to address, we are providing schools with needed guidance to improve their performance.
- Osprey Wilds uses Epicenter as a compliance tool to gather key documents and provide schools with a calendar of key requirements. This tool serves both Osprey Wilds and the school, as it give us a systematic means to gather and monitor schools' compliance activities and other key school performance data, but it also gives assistance to schools in that it provides a calendar of reminders for Osprey Wilds, MDE, and other important submission / compliance deadlines.

### **High-Quality Charter School Replication and Dissemination of Best School Practices (B.8)**

**Describe how your organization planned and promoted model replication and dissemination of best practices of high-quality charters schools over the past year.**

Osprey Wilds has consistently disseminated best practices of high performing charter schools to school leaders, board members, and other key staff at OW authorized schools. OW's intentional plan for disseminating best practices and replicating successful models is clearly referenced in its approved authorizing plan and is aligned with our authorizing mission.

On an annual basis, Osprey Wilds conducts the following activities to replicate and disseminate best practices of high-quality charter schools:

- Environmental Education (EE) Updates include information and resources on best school practices and highlights on specific successes of Osprey Wilds authorized schools. An archive of EE Updates is available on the [Charter School Division website](#).
- The annual Osprey Wilds Leaders Retreat (LR) brings together school leaders, teachers, and board members from OW authorized schools to learn about and share best practices. This retreat has happened annually since at least 2010.
- An annual Osprey Wilds EE Teacher Workshop brings together environmental education coordinators, teachers and school leaders from OW authorized schools to learn about and share environmental education strategies, techniques and best practices. This workshop has happened annually since 2015.
- At both the EE Teacher Workshop and LR, sessions included a mixture of school leaders, OW staff or external evaluators, and contracted experts sharing best practices. Materials from these sessions as well

as the agenda and other conference documents are available to participants after the retreat via a conference website and email.

- Osprey Wilds provides exemplars of best school practices to all schools via Epicenter. Such exemplars include but are not limited to sample policies, templates, and guidance documents.
- OW provides all school leaders and board chairs with easy access to colleagues to support the dissemination of best practices among schools. Osprey Wilds maintains and provides to its authorized schools contact information for school leaders, board chairs, EE Coordinators, and finance managers to encourage communication, sharing, and dissemination.

Specific activities and resources implemented during FY2020 are outlined below:

- In October 2019, OW facilitated the schools in its portfolio to share resources related to school policy regarding transgender and gender nonconforming students. Similarly, in December 2019 OW helped schools source policies from their peers related to PTO donations and compensation for overnight trips; in January 2020 and February 2020 OW helped schools network to share best practices related to standards-based grading and FastBridge assessments.
- In January 2020, OW partnered with the MDE Principal Leadership Support Team to offer training for school leaders, disseminating a research-based strategy to improve instructional leadership.
- In March, April, and May 2020, disseminated best practices from Crosslake Community School on a variety of topics related to distance learning via webinars.
- In May 2020, OW issued a resource titled, “Signs of Maltreatment or Abuse While Working with Students Virtually,” which disseminated best practices from Blue Sky Online School, Crosslake Community School, EdVisions Off Campus, TRIO Wolf Creek Charter School.

In 2020, four Osprey Wilds authorized schools were identified as “High Quality Charter Schools” for the purposes of the Federal Charter School Program Grant:

- **North Shore Community School**
- **Swan River Montessori School**
- **AFSA.** In 2018 AFSA’s 5-12 program was approved to expand and serve Grades PreK-4. Based on the school’s current educational model (which combines agricultural, food science, and environmental education), AFSA’s K-8 campus opened in FY20.
- **North Lakes Academy.** Similarly, in 2018 North Lakes Academy’s 5-12 program was approved to expand and serve Grades K-4. Based on the school’s current high-quality educational program (a liberal arts curriculum), NLA’s K-8 campus opened in FY20.

## Portfolio Information

### General Charter School Portfolio Data (as of June 30, 2020)

#### Preoperational Charter Schools in Authorizer’s Portfolio:

Name of Charter School	Charter School LEA Number (if assigned)	Charter School Program (CSP) Grant Recipient	Grade Levels Approved to Serve	Projected Enrollment when Fully Enrolled	Proposed Location	Proposed Opening Date
Three Rivers Montessori	4266	Yes	PreK-8	240	Elk River, MN	09/08/2020

**Operational Charter Schools in Authorizer's Portfolio:**

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2020	Location	Charter School Demographic and Enrollment Information	Charter School's World's Best Workforce Report
Academic Arts High School	4119	No	9-12	West Saint Paul	<a href="#">Academic Arts High School</a>	<a href="#">Academic Arts High School</a>
AFSA K-12	4074	Yes	5-12	Vadnais Heights	<a href="#">AFSA High School</a>	<a href="#">AFSA High School</a>
Aurora Charter School	4067	No	PreK-8	Minneapolis	<a href="#">Aurora Charter School</a>	<i>The school has not yet completed its FY20 Annual Report.</i>
Aurora Waasakone Community of Learners	4271	Yes	K-6	Bemidji	<i>AWCL was a new school in FY20. MDE has no data in the Report Card.</i>	<a href="#">Aurora Waasakone</a>
Best Academy	4192	Yes	K-8	Minneapolis	<a href="#">Best Academy</a>	<a href="#">Best Academy</a>
Cannon River STEM School	4194	No	K-8	Faribault	<a href="#">Cannon River STEM School</a>	<a href="#">Cannon River STEM School</a>
Crosslake Community School	4059	Yes	K-12	Crosslake	<a href="#">Crosslake Community School</a>	<a href="#">Crosslake Community School</a>

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2020	Location	Charter School Demographic and Enrollment Information	Charter School's World's Best Workforce Report
Discovery Public School	4081	No	6-12	Faribault	<a href="#">Discovery Public School</a>	<a href="#">Discovery Public School</a>
Discovery Woods School	4198	Yes	PreK-6	Brainerd	<a href="#">Discovery Woods</a>	<a href="#">Discovery Woods</a>
East Range Academy	4166	No	9-12	Eveleth	<a href="#">East Range Academy</a>	<a href="#">East Range Academy</a>
Excell Academy	4068	No	PreK-8	Brooklyn Park	<a href="#">Excell Academy</a>	<a href="#">Excell Academy</a>
Glacial Hills Elementary	4168	No	K-6	Starbuck	<a href="#">Glacial Hills Elementary</a>	<a href="#">Glacial Hills Elementary</a>
Great Expectations School	4100	No	K-8	Grand Marais	<a href="#">Great Expectations School</a>	<a href="#">Great Expectations School</a>
Higher Ground Academy	4027	No	K-12	Saint Paul	<a href="#">Higher Ground Academy</a>	<a href="#">Higher Ground Academy</a>
La Crescent Montessori & STEM School	4054	No	PreK-12	La Crescent	<a href="#">La Crescent Montessori &amp; STEM School</a>	<a href="#">La Crescent Montessori &amp; STEM School</a>
Laura Jeffrey Academy	4164	No	5-8	Saint Paul	<a href="#">Laura Jeffrey Academy</a>	<a href="#">Laura Jeffrey Academy</a>
Legacy of Dr. Josie R. Johnson Montessori (formerly Bright Water Elementary)	4189	No	K-6	Minneapolis	<a href="#">Legacy of Dr. Josie R. Johnson Montessori</a>	<a href="#">Legacy of Dr. Josie R. Johnson Montessori</a>



Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2020	Location	Charter School Demographic and Enrollment Information	Charter School's World's Best Workforce Report
Metro Schools	4131	No	5-12	Minneapolis	<a href="#">Metro Schools</a>	<a href="#">Metro Schools</a>
Minnesota Wildflower Montessori School	4265	Yes	PreK-K	Minneapolis	<a href="#">Minnesota Wildflower Montessori</a>	<a href="#">Minnesota Wildflower Montessori</a>
Natural Science Academy	4187	No	K-5	Saint Paul Park	<a href="#">Natural Science Academy</a>	<i>Closed in June 2020; did not publish an FY20 WBWF Report</i>
New Discoveries Montessori Academy	4161	Yes	PreK-6	Hutchinson	<a href="#">New Discoveries Montessori Academy</a>	<a href="#">New Discoveries Montessori Academy</a>
Noble Academy	4171	Yes	K-8	Brooklyn Park	<a href="#">Noble Academy</a>	<a href="#">Noble Academy</a>
North Lakes Academy	4053	No	5-12	Forest Lake	<a href="#">North Lakes Academy</a>	<a href="#">North Lakes Academy</a>
Northern Lights Community School	4146	No	6-12	Warba	<a href="#">Northern Lights Community School</a>	<a href="#">Northern Lights Community School</a>
North Shore Community School	4084	No	K-6	Duluth	<a href="#">North Shore Community School</a>	<a href="#">North Shore Community School</a>
Oshki Ogimaag Charter School	4195	No	K-6	Grand Portage	<a href="#">Oshki Ogimaag</a>	<a href="#">Oshki Ogimaag</a>
Partnership Academy	4097	No	PreK-5	Richfield	<a href="#">Partnership Academy</a>	<a href="#">Partnership Academy</a>

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2020	Location	Charter School Demographic and Enrollment Information	Charter School's World's Best Workforce Report
Pillager Area Charter School	4080	No	9-12	Pillager	<a href="#">Pillager Area Charter School</a>	<a href="#">Pillager Area Charter School</a>
Prairie Seeds Academy	4126	No	K-12	Brooklyn Park	<a href="#">Prairie Seeds Academy</a>	<a href="#">Prairie Seeds Academy</a>
Riverway Learning Community	4064	No	PreK-12	Winona	<a href="#">Riverway Learning Community</a>	<a href="#">Riverway Learning Community</a>
Swan River Montessori	4137	No	PreK-6	Monticello	<a href="#">Swan River Montessori</a>	<a href="#">Swan River Montessori</a>
Vermilion Country School	4207	Yes	7-12	Tower	<a href="#">Vermilion Country School</a>	<a href="#">Vermilion Country School</a>
Voyageurs Expeditionary School	4107	Yes	6-12	Bemidji	<a href="#">Voyageurs Expeditionary School</a>	<a href="#">Voyageurs Expeditionary School</a>
World Learner School	4016	No	1-8	Chaska	<a href="#">World Learner School</a>	<a href="#">World Learner School</a>

**MDE Officially Recognized Early Learning Programs at Charter Schools in Authorizer's Portfolio:**

<b>Name of Charter School</b>	<b>Officially Recognized Early Childhood Health and Developmental Screening Program</b>	<b>Officially Recognized Instructional Preschool Program to provide early childhood education and preparation for transition to kindergarten for children ages 3-5</b>	<b>Officially Recognized Instructional Prekindergarten Program for four-year-olds to prepare children for entry into kindergarten the following year</b>
AFSA K-12	Yes	No	Yes
Aurora Charter School	No	Yes	No
Crosslake Community School	No	No	Yes
Discovery Woods	No	Yes	No
Excell Academy	Yes	Yes	Yes
La Crescent Montessori School	No	Yes	No
Legacy of Dr. Josie R. Johnson Montessori (formerly Bright Water Elementary)	No	Yes	No
Minnesota Wildflower Montessori School	No	Yes	No
New Discoveries Montessori Academy	No	Yes	No
Noble Academy	No	No	Yes
North Shore Community School	No	Yes	No
Partnership Academy	No	Yes	Yes

Name of Charter School	Officially Recognized Early Childhood Health and Developmental Screening Program	Officially Recognized Instructional Preschool Program to provide early childhood education and preparation for transition to kindergarten for children ages 3-5	Officially Recognized Instructional Prekindergarten Program for four-year-olds to prepare children for entry into kindergarten the following year
Riverway Learning Community	No	Yes	No
Swan River Montessori	No	Yes	No
Three Rivers Montessori	No	Yes	No

**Charter Schools with Charter Management Organization (CMO)/Education Management Organization (EMO)**

Name of Charter School	Management Organization Name	Employer Identification Number (EIN)	Management Organization Address Location	Management Organization Address Mailing	Management Organization Type
Prairie Seeds Academy	Hmong American Partnership DBA Thrive Education	41-1667580	1075 Arcade Street, Saint Paul, MN 55106-3213	1075 Arcade Street, Saint Paul, MN 55106-3213	CHARCMO

**Charter School Portfolio Activity in FY 2020**

Did any charter schools leave your organization’s portfolio and transfer to another authorizer during or at the end of the year?

No

If yes, complete the table below for each applicable school:

Name of Charter School	Charter School LEA Number	New Authorizing Organization	Effective Date of Transfer
N/A	N/A	N/A	N/A

**Did your organization terminate or revoke the charter contract for any charter school before the end of the contract term?**

Yes

**If yes, complete the table below for each applicable school:**

Name of Charter School	Charter School LEA Number	Reason(s) for Contract Termination	Effective Date of Contract Termination
Natural Science Academy	4187	The school did not fulfill the primary purpose of charter schools per MN §124E.01 or contractual requirements related to academics and governance.	06/30/2020

**Did any charter schools voluntarily close (i.e., closure was initiated by the school) during or at the end of the year?**

No

**If yes, complete the table below for each applicable school:**

Name of Charter School	Charter School LEA Number	Reason(s) for Closure	Effective Date of Closure
N/A	N/A	N/A	N/A

## Charter School Portfolio Performance

### World's Best Workforce

**Describe how your organization incorporates achievement of World's Best Workforce goals in its ongoing oversight and evaluation of charter schools.**

Osprey Wilds works with schools to develop contractual goals and measures for academic performance that are directly aligned to World's Best Workforce (WBWF) goals. For example, for Reading Proficiency, the contractual measures break out third grade data to align to the "all third-graders can read at grade level" WBWF goal. For a complete example of how contractual academic goals are aligned to WBWF see [Exhibit G](#) of OW's charter contract available on the CSD website.

### Academic Performance

**Present outcome data regarding key academic performance indicators your organization used when evaluating your portfolio of charter schools. Provide a narrative analysis of this data, indicating strengths and areas for improvement.**

The following table includes the performance of Osprey Wilds authorized schools in each indicator area on the Academic Performance Evaluation. OW provides a comprehensive academic performance evaluation annually that covers indicator areas shown in the table and that is based on a school's academic contractual goals (or Exhibit G.) Performance ratings are based on whether schools meet contractual goals in each area. Each goal area may include multiple measures that could include absolute performance, improvement, or comparative performance. Information is from the most recent evaluation for each school, completed in FY20 (based on FY19 academic data). Not all schools had ratings in each area. For example, Post-Secondary Readiness is only for schools that serve students grades 9-12.

Indicator Area	Percent of schools that met or exceeded the standard			
	FY20	FY19	FY18	FY17
A.1 Mission Related Outcomes	54.3%	60%	50%	47%
A.2 English Learners	8.6%	17.1%	40%	67%
A.3 Reading Growth	31.4%	51.4%	52.9%	42%
A.4 Math Growth	25.7%	51.4%	39.4%	25%
A.5 Reading Proficiency	54.3%	48.6%	47.1%	40%
A.6 Math Proficiency	22.9%	22.9%	15.6%	20%
A.7 Science Proficiency	48.6%	45.7%	51.5%	52%
A.8 Proficiency in Other Curricular Areas	45.7%	37.1%	33.3%	43%
A.9 Post-Secondary Readiness	17.1%	22.9%	46.7%	38%
A.10 Attendance	57.1%	60.0%	66.7%	71%

Data shows that areas of improvement from FY17 to FY20 include Mission Related Outcomes and Reading Proficiency. Math Growth, Math Proficiency, Science Proficiency, and Other Proficiency remained relatively flat over this time period. The indicator area of English Learners (which uses AMAO or ACCESS data) continued to decline from previous years. (It is important to note, however, that EL indicators were not able to be effectively scored in FY18 due to lack of data provided by MDE. OW is currently shifting our measurements to align with data provided by the North Star system.) Further, Math Proficiency continues to be a clear area of weakness, although performance has improved slightly, and it is clear that Post-Secondary Readiness and Attendance need greater focus. Osprey Wilds has used this data to drive feedback to school leaders and boards of directors, especially through academic performance evaluations and interventions.

In response to declining academic performance across the portfolio, Osprey Wilds was selected as one of 11 authorizers nationwide to form the National Authorizer Leadership Team (NALT) of the A-GAME Project (Advancing Great Authorizing and Modeling Excellence), co-directed by the National Charter Schools Institute and Momentum Strategy & Research, for the explicit purpose of developing and disseminating resources and tools to help charter school authorizers in the oversight of AEC charter schools. Through this process, OW is exploring alternative accountability measures that better represent the success of schools than traditional assessments. Although Osprey Wilds already uses an academic performance framework that allows a high degree of flexibility for schools serving a significant population of students at risk of dropping out of high school, as a result of its involvement in this project OW developed and formally adopted a definition of alternative schools in FY20.

Schools earn an overall score on their academic goals and the academic performance framework, which is calculated as a percent. Osprey Wilds has two strategic goals as it relates to schools academic performance:

1. Increase the percentage of schools that earn at least 75% on the Academic Performance Evaluation;
  - a. *Baseline:* In FY18, 48% of schools earned at least 75% of points. (Based on the most recent data available when the strategic plan was developed; FY19 evaluations are based on FY18 academic data.)

<b>FY20 (FY19 data)</b>	<b>FY19 (FY18 data)</b>
37.1% (13/35)	48% (16/33)

In order to meet this goal, Osprey Wilds is working with schools to more closely align the measures in their contracts to reflect the AR in SMART (Achievable and Realistic), including incorporating alternative accountability measures for high schools that serve a high population of students at risk of dropping out.

2. Reduce the percentage of schools that earn less than 50% on the Academic Performance Evaluation or maintain below 20%.

- a. *Baseline:* In FY18, 15.2% of schools earned less than 50% of points. (Based on the most recent data available when the strategic plan was developed; FY19 evaluations are based on FY18 academic data.)

FY20 (FY19 data)	FY19 (FY18 data)
14.3% (5/35)	15.2% (5/33)

This number remained stable from FY19 to FY20 (although it has decreased from 25.8% in FY18). Exhibit P of Osprey Wilds’ charter contract establishes, “If a school attains less than half of its contractual outcomes in Exhibit G as determined by OW’s Academic Performance Evaluation (i.e., less than 50% of possible points), the school would be considered a candidate for nonrenewal.” Based on Osprey Wilds’ ongoing oversight and academic performance evaluation, a school that earns fewer than 50% of the points on the academic performance framework is placed on formal intervention or corrective action as described in Exhibit Q of the charter contract. If a school is placed on intervention, Osprey Wilds engages in additional oversight activities as warranted, such as focused site visits or monitoring a required remediation plan.

### Operational Performance

**Present outcome data regarding key operational performance indicators your organization used when evaluating your portfolio of charter schools. Provide a narrative analysis of this data, indicating strengths and areas for improvement.**

The following table includes the performance of Osprey Wilds authorized schools in each indicator area on the Operational Performance Evaluation. OW provides expansive qualitative and compliance-related feedback in Operational Performance at least once during the contract term, so these ratings are based on the most recent evaluation for each school completed between FY17 and FY20. Complete information on operations and governance performance evaluation is available on the [CSD website](#).

Indicator Area	Percent of schools that met the standard			
	FY20	FY19	FY18	FY17
O.1.1 Mission and Vision	73%	81%	91%	91%
O.1.2 Instruction and Assessment	52%	48%	50%	48%
O.1.3 Educational Requirements	100%	100%	100%	100%
O.1.4 Special Education	100%	100%	100%	100%
O.1.5 English Learners	97%	81%	74%	75%
O.1.6 Parent & Student Satisfaction	94%	90%	81%	77%
O.2.1 Board Composition &	61%	47%	48%	47%



Capacity				
O.2.2 Board Decision Making & Oversight	36%	53%	61%	68%
O.2.3 Management Accountability	52%	50%	52%	58%
O.3.1 Facilities & Transportation	100%	100%	100%	97%
O.3.2 Health & Safety	100%	100%	100%	100%
O.4.1 Admissions & Enrollment	82%	81%	94%	91%
O.4.2 Due Process & Privacy	94%	94%	97%	94%
O.5.1 Licensure	100%	100%	100%	94%
O.5.2 Staff Retention	88%	94%	97%	94%
O.5.3 Employment Practices	94%	94%	97%	100%
O.6.1 Charter School Annual Reports	76%	77%	71%	100%
O.6.2 Insurance	85%	79%	95%	83%
O.6.3 Authorizer & State Compliance	79%	69%	55%	29%

Areas of strength of Osprey Wilds authorized schools are in meeting key compliance requirements including health and safety, facilities and transportation, employment practices, licensure, insurance, educational requirements, and special education requirements. These areas have remained strong over the past four years. Schools generally are implementing education programs aligned to their stated missions and visions, although this has decreased each year since FY2018.

Areas for improvement continue to include in the areas related to board governance and instruction & assessment, although some of the decrease in percentage of schools that met standard O.2.2 is due to increased accountability and clearer expectations related to this indicator area. In response to this data Osprey Wilds has continued in efforts to provide training, guidance, and feedback to the schools in this area as outlined in other parts of this report. Beginning in FY21 and beyond, OW is implementing new board member training bi-annually and formative governance performance evaluations. We will continue to evaluate the effectiveness of these changes and iterate as necessary to facilitate stronger board governance and decision-making related to the primary purpose of charter schools.

Osprey Wilds continues to strengthen its mechanisms for providing meaningful and timely feedback to the schools it authorizes in the area of operations. As a result, over the course of the last four years, portfolio-wide performance has improved as related to programs for English learners, student and parent satisfaction, and authorizer and state compliance. OW provides site visit feedback that is more clearly aligned to the Osprey Wilds frameworks so that schools are able to make clear connections to contractual obligations and expectations. OW has used its Leaders Retreat as a time to provide clarification on each of those frameworks, allowing school to ask questions and gain additional insight into the rationale for each indicator. This has led to school's having a greater understanding of OW requirements and expectations, allowing them to use the

information more effectively. Additionally, OW has seen an increased focus on the areas that are the subject of continuous feedback.

Osprey Wilds has one strategic goal as it relates to schools’ operations performance:

1. Increase the percentage of schools that Meet Standard on 100% (3 of 3) of governance measures on Operations Performance Evaluation.
  - a. *Baseline:* Through the FY19 evaluation (which includes data from the schools up to FY18), data shows that 30.3% (10/33) of schools met standard on 100% of governance measures (O.2.1, O.2.2 and O.2.3).

FY20	FY19
30.3% (10/33)	30.3% (10/33)

## Financial Performance

**Present outcome data regarding key financial performance indicators your organization used when evaluating your portfolio of charter schools. Provide a narrative analysis of this data, indicating strengths and areas for improvement.**

The following table includes the performance of Osprey Wilds authorized schools in each indicator area on the Financial Performance Evaluation. Osprey Wilds provides a comprehensive financial evaluation annually that covers areas of financial management, short-term financial health, and long-term financial sustainability. Information is from the most recent evaluation for each school, completed in FY20 (based on FY19 year-end financial data). Complete information on Osprey Wilds’ financial performance evaluation is available on the [CSD website](#).

Indicator Area	Percent of schools that met the standard			
	FY20	FY19	FY18	FY17
F.1.1 Budgeting	90.9%	88.2%	74%	83%
F.1.2 Financial Policies & Practices	81.8%	85.3%	88%	91%
F.1.3 Financial Reporting	87.9%	91.2%	82%	83%
F.1.4 Financial Audit	72.7%	61.8%	59%	63%
F.2.1 Current Ratio	100%	100%	100%	100%
F.2.2 Days Cash on Hand	54.5%	58.8%	56%	57%
F.2.3 Enrollment Variance	51.5%	73.5%	77%	65%
F.3.1 Fund Balance Percentage	54.5%	52.9%	59%	49%
F.3.2 Total Margin/Aggregate Three-Year Total Margin	72.7%	73.5%	77%	71%
F.3.3 Debt to Asset Ratio	84.8%	91.1%	88%	91%

Data documents that overall, schools are performing well financially. Financial management indicators are strong for most schools, though approximately 27% of schools’ audits include material weaknesses or significant deficiencies. However, this has been a focus area for OW feedback and this number has decreased since FY2017. Additionally, Osprey Wilds has observed improvement in the area of budgeting, especially as it relates to school boards considering how it invests in the school’s program to improve student outcomes.

Short term indicators are generally strong with 100% of schools well positioned to meet current obligations, though days cash leaves room for improvement. Many schools need to take out lines of credit during the year given their cash position. Only about 50% of schools accurately projected enrollment in FY2019, although this number had been increasing in previous years. More than half of schools meet the current fund balance target of 20% at FY19 year end. (In FY18, OW adjusted this target to 20% from 25% based on research and ongoing discussions with auditors, providers and school leaders. We determined that 20% is a better target, and this level will encourage schools to invest more resources in the program, while still maintaining a strong fund balance that promotes long-term sustainability. Many schools are still far above the 20% threshold and portfolio-wide the average fund balance amount at FY19 year end was just over \$1M.)

Osprey Wilds has one strategic goal as it relates to schools’ financial performance:

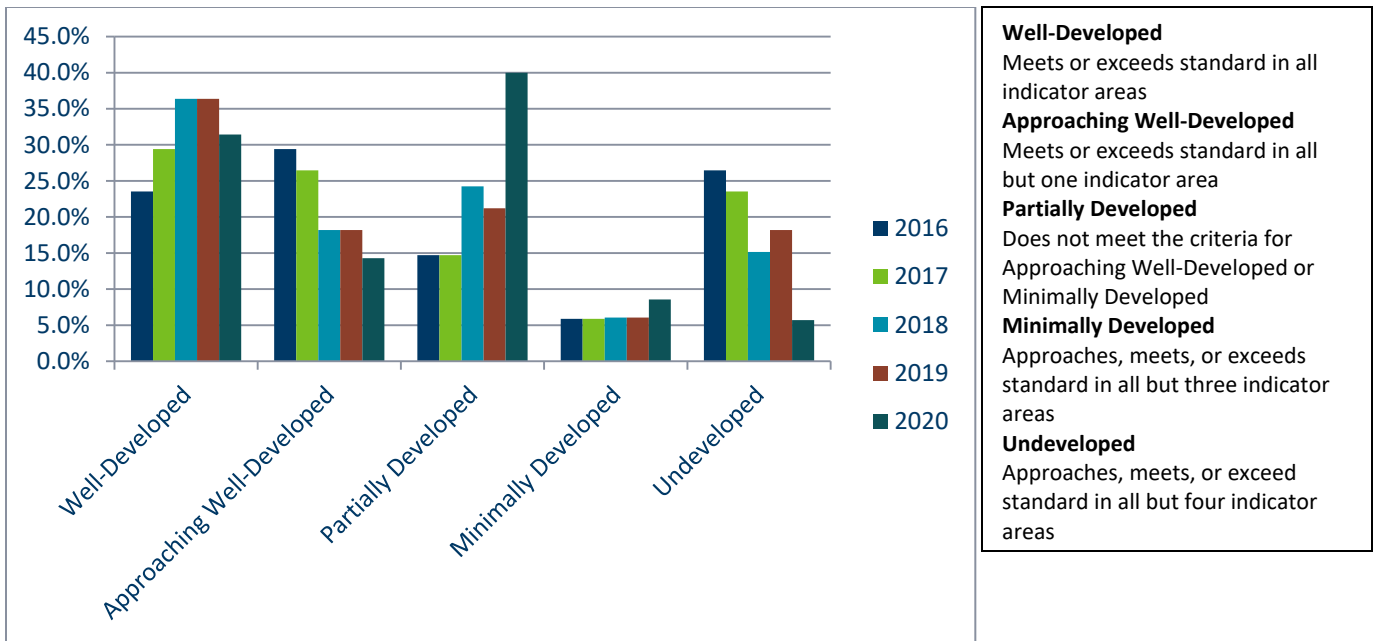
1. Increase the percentage of schools that Meet Standards on 100% (4 of 4) of financial management measures on Financial Performance Evaluation.
  - a. *Baseline:* Through FY19 evaluation (based on FY18 year-end financial data), data shows that 52.9% (18/34) of schools met standards on 100% of financial management measures (F.1.1, F.1.2, F.1.3 and F.4).

FY20	FY19
55.9% (19/34)	52.9% (18/34)

## Other Performance

**Present outcome data regarding other key performance indicators your organization used when evaluating your portfolio of charter schools. Provide a narrative analysis of this data, indicating strengths and areas for improvement.**

Consistent with Osprey Wilds’ mission, all schools authorized by OW must increase the environmental literacy of all students through environmental education. The following summarizes performance of schools in OW’s portfolio over the past five years.



Overall, the performance of Osprey Wilds authorized charter schools in the area of environmental education (EE) stayed relatively stable in FY20 – nearly half of schools earned a rating of well-developed or approaching well-developed (slightly less than in FY19), and a much smaller percentage of schools earned a rating of undeveloped (5.7% in FY20 as compared to 18.2% in FY19). In FY20, 11 schools earned a rating of well-developed, and five earned a rating of approaching well-developed. Further, in FY19, only two schools had undeveloped programs compared to six schools in FY19. The chart above demonstrates an increase in schools whose programs are minimally developed. However, the three schools that received this EE program rating are new schools and have not been formally evaluated; thus their EE programs are emergent and “minimally developed.”

Osprey Wilds has a strategic goal in this area as follows:

1. Increase the percentage of schools that earn an EE Program Rating of Well-Developed or Approaching Well-Developed.
  - a. *Baseline:* In FY19, 54.5% earned an EE Program Rating of Well-Developed or Approaching Well-Developed.

FY20	FY19
45.7% (16/35)	54.5% (18/33)

While performance has overall improved since Osprey Wilds began gathering data toward this goal, OW did not make progress on this specific strategic goal during FY20, as the percentage of schools that earned an EE program rating of well-developed or approaching well-developed declined slightly from 54.5% in FY19 to 45.7% in FY20. This is in part because we are shifting our method of evaluating school performance (based on when

they were renewed, there are currently three different evaluation frameworks in use) and working towards measure that are more accurate and SMART. Osprey Wilds anticipates this will improve as more schools transition to environmental learning plans and improve their ability to implement ELPs and gather accurate data.

OW continued to focus on this area in FY20 and was awarded a MN GreenCorps member who supported schools to implement their environmental education programs. The CSD is focused on working with the schools to develop relevant and realistic environmental education goals, creating responsive EE teacher workshops and other trainings to support implementation, and staffing the Charter School Division with experienced environmental education and school staff; currently 3/5 CSD staff are environmental educators.