ACADEMIC ARTS HIGH SCHOOL

PUBLIC CHARTER SCHOOL DISTRICT #4119

SCHOOL YEAR 2019-2020
WORLD'S BEST WORKFORCE & ANNUAL REPORT

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Includes Mission, Vision, & Authorizer Information

Contact Information

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Academic Arts High School (AAHS) is managed as a Teacher Powered School (TPS). In the TPS model[1], teachers have the collective autonomy to make decisions influencing the success of the school, with roles and responsibilities traditionally handled by a school director. Many Teacher Powered Schools include traditional school directors. With a philosophy of maximizing teacher buy-in through more autonomy and accountability, AAHS does not have a traditional administrator like a principal or director. Instead, the school's Teacher Powered Schools Committee (the "TPS Committee") oversees the day-to-day management of the school. The school's board manages and evaluates the TPS Committee as a whole.

Grades Served: 9 - 12

Year Opened: 2004

Mission and Vision

Mission:

Learn by doing. Embrace your place in the world, prepare for the future. And make friends along the way.

Vision:

At AAHS, our vision is a generation of young people who can navigate the world with the awareness, knowledge, attitudes, and skills necessary to make a positive impact.

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[1] Find out more about "Autonomies" of Teacher Powered Schools here: https://www.teacherpowered.org/inventory/autonomies

In an increasingly complex time, it can be difficult to know the right path. At AAHS, we focus on our strong community where we get to know each other as individuals, encourage each other when times get tough, hold each other accountable, and work together to succeed.

Authorizer Information

Academic Arts High School's authorizer for fiscal year 2020 (FY20) was the Audubon Center of the North Woods (ACNW). At the end of FY20, ACNW changed names to "Osprey Wilds Environmental Learning Center" (OW). With the continual support of OW through superior oversight, evaluation, feedback, and strategic support AAHS is empowered to develop a robust and dynamic learning community for students. The school is guided by the academic, financial, operational, and environmental education performance goals agreed upon in the school's contract with OW.

The authorizing vision of OW 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. As an urban school serving a student population with diverse learning needs, AAHS holds an opportunity to be a unique model school in this vision.

Osprey Wilds Environmental Learning Center in Sandstone, MN

The authorizing mission of OW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit- based decisions about its portfolio of charter schools.

Authorizer Contact Information

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Statutory Purposes
Implementation of Primary & Additional Purposes

The primary purpose of Academic Arts High School is to improve all pupil learning and student achievement. Efforts to implement this primary purpose for Minnesota charter schools are described throughout this annual report.

Academic Arts High School meets the primary statutory purpose, to improve all pupil learning and all student achievement, through its four pillars: Authentic Learning, Environmental Education, Real-World Readiness, and Personal Relationships[2]. These pillars are aligned with the school's mission, to "Learn by doing, Embrace Your Place in the World, Prepare for Success, and Make Friends Along the Way".

The school's learning program fosters authentic learning by incorporating project-based learning[3] into all classes. Cross-curricular themes allow students to dive deep into the same topics from different perspectives in all classes within a quarter. Experiences, including field trips, speakers, seminars, etc., are aligned with quarter themes and provide students with further context on the themes that they are studying in classes. Students prove mastery of standards not only through traditional assessments like tests and quizzes but also by addressing common topics in different classes to produce and present projects by deadlines. Projects are designed, by teachers, to require mastery of standards in order to be completed.

The school's culture and norms foster environmental education through the presence of and focus on the seven Leave No Trace (LNT) principles in the physical space as well as through continual links to environmental topics in class curriculum. Throughout the year, students participate in activities that instill the values of the leave no trace principles in the school and in their lives outside of school. Several overnight trips, including trips to the Audubon Center of the North Woods (ACNW)[4] in the spring and fall and to the Steger Wilderness Center in spring, give students opportunities to practice these principles in natural settings. Of course, the COVID-19 pandemic prevented all but two of these overnight trips from happening if FY20.
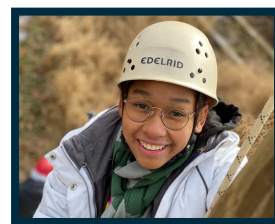
Ropes course at ACNW

Key features of the school's learning program foster real-world readiness by developing specific life-skills. Courses such as Life Plan and Senior Project are required for graduation

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[2] "Pillars" are described in detail in the Educational Approach & Curriculum section

[3] In addition to continual training and research conducted by teaching staff, project design in the school's curriculum is informed the High Tech High project design model. Learn more about this model here: https://www.hightechhigh.org/student-work/student-projects/

[4] Changed to "Osprey Wilds Environmental Learning Center" (OW) at the end of FY20.

form AAHS. These courses help students develop and practice basic skills needed for life as an adult including opening a savings account, registering to vote, finding housing, balancing a personal budget, researching career options, etc. Additionally, the "block" system allows for fewer total classes and longer class times. The structure of the daily and quarter schedules emulates a workplace where teams work on fewer projects for longer amounts of the day for a limited time up until a deadline at which they present their progress to the entire community and celebrate their accomplishments. This is in contrast to a traditional school schedule where students work on several (as many as 6 to 8) unrelated subjects per day for only a short time and show their work only to teachers of respective subjects.

The school's learning program, culture, and norms promote personal relationships. Personal relationships allow students and staff to better hold each other accountable for pupil learning and student achievement. The REACH advisory program provides a safe and confidential forum through which students can talk through and get support with issues that may affect their achievement in school with a group of trusted staff and peers. Restorative justice and PBIS practices further foster these personal relationships. Led by the school's social worker, instruction and practice of Social/ Emotional Learning (SEL) skills and strategies began being incorporated into curriculum for classes in FY20.

Role-playing activity in class

AAHS also meets one of the additional statutory purposes of a charter school: the program increases learning opportunities for all pupils by providing a small, project-based program where students who may not thrive in traditional high schools can learn and build their unique paths toward graduation and beyond. AAHS is deeply invested in preparing students for life outside of High School. AAHS utilizes project based learning to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace. Each year AAHS makes a point of visiting community colleges and technical schools, and education students about post-secondary learning opportunities. AAHS invites representatives of post-secondary programs to visit to speak about their programs, campus life, and financial options for schooling. The focus is on setting students up for a successful life post- graduation. Regarding the components of the World's Best Workforce, AAHS focuses on ensuring all students are ready for life after high school through career skills development and college readiness.

S tudent Enrollment
& Demographics

Student Enrollment

The small learning community at AAHS provides an ideal learning environment for many of the students who it serves. With such a small student population, even minor fluctuations in student enrollment can have a profound affect on the school's budget and, in turn, the services it can provide to students. Increasing and maintaining financially healthy student enrollment was identified as a key initiative in FY20 (2019-2020). The chart below shows how low beginning-of-year enrollment can affect the ADM for the whole year. In FY20 the school revised its budget in February to account for lower expected ADM.

2019-2020 Enrollment
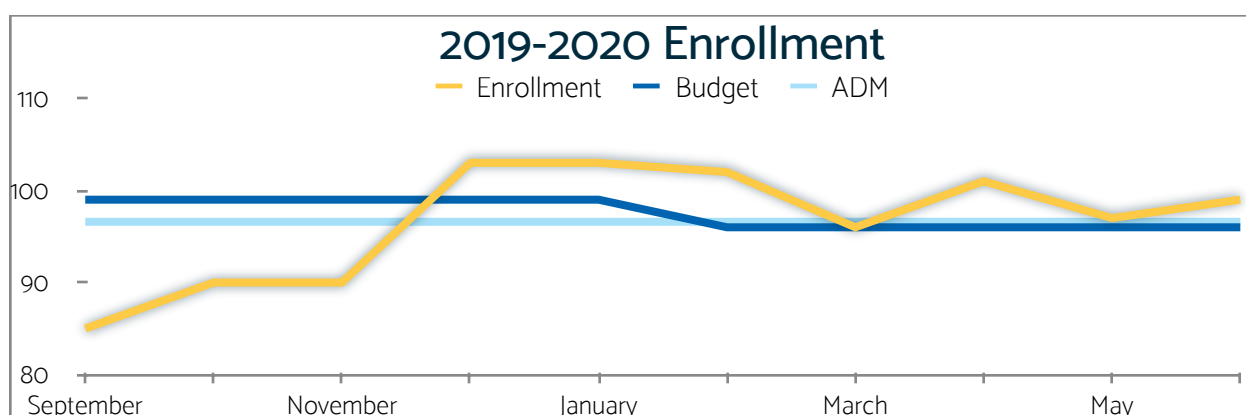
Enrollment jumped at the beginning of second quarter. COVID-19 likely affected inconsistent enrollment March-June. Working budget was adjusted from 99 to 96 in February (final ADM 96.6).

Student enrollment typically increases throughout the first months of a school year. Enrollment tapers slightly near the end of the year. COVID-19 likely had an affect on the fluctuations in enrollment levels at the end of FY20.
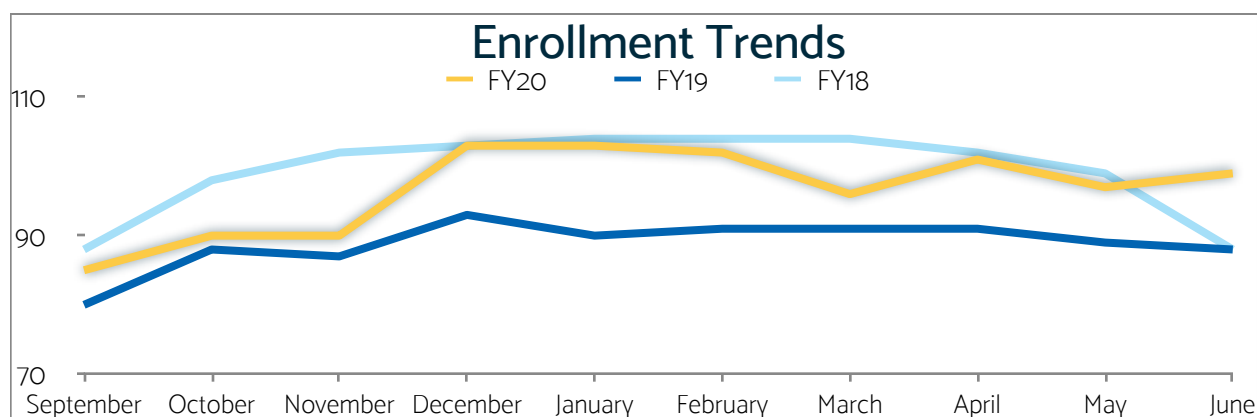
Enrollment Trends

Enrollment typically begins low, raising through second quarter.

Comparing the past 3 years, total number of students served typically reach approximately 120 throughout a given year. However, ADM has yet to surpass numbers in the 90s. This disparity between total students served and ADM highlights the significant student mobility, mid-year enrollment, and struggles with consistent attendance for many of the students and families whom AAHS serve.

Number of Students Enrolled	2017-2018	2018-19	2019-20	2020-21 (est.)
9th Grade	28	10	16	12
10th Grade	27	33	23	20
11th Grade	27	28	33	26
12th Grade	45	48	48	48
Total	127	119	120	107
Total ADM (Average Daily Membership) for year *Not accounting for PSEO	**99.77**	**88.67**	**96.6**	**99**

Total students served is typically significantly higher than final ADM, indicative of high levels of student mobility, mid-year enrollment, and struggles with consistent attendance.

End-of-year ADM numbers tend to correspond with beginning-of-year ADM. Beginning of year ADM has increased steadily starting in FY19. Final ADM for FY20 was 96.6. Referencing beginning-of-year enrollment, ADM for FY21 is projected at 99.
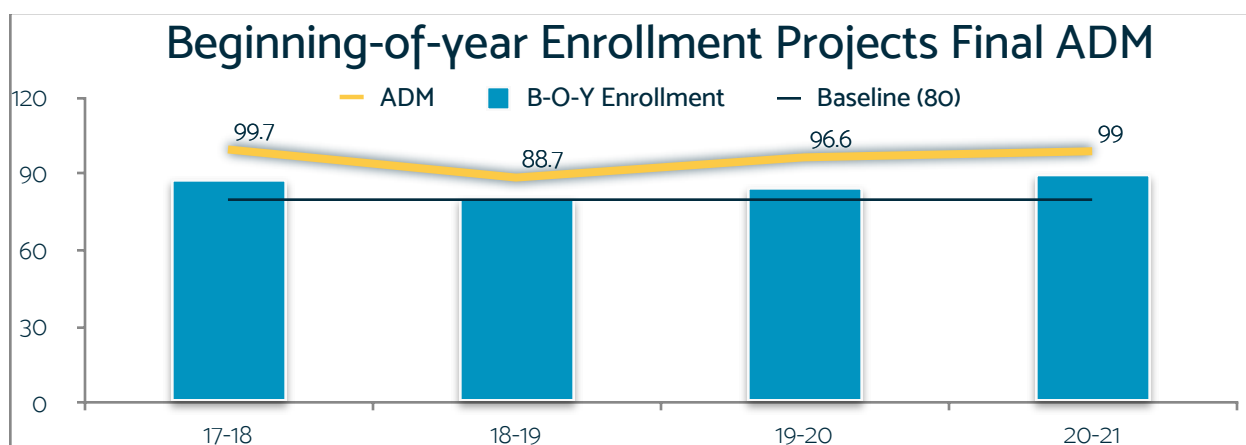
Trends of end-of-year ADM correspond with beginning-of-year enrollment.

The school's consistently low beginning-of-year enrollment is due, in part, to its high population of seniors. Many students come to AAHS when other school environments simply aren't working for them. This often means that students that transfer to AAHS join the learning community significantly behind in credits. Catching up on credits takes extra

time and often results in students staying beyond their senior year and, thus, increasing the relative population of seniors in the learning community.
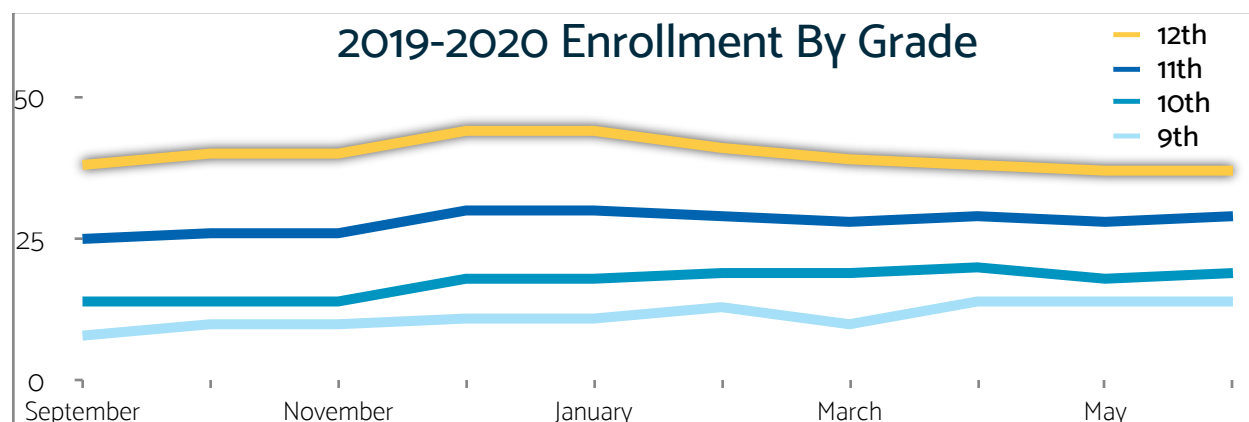
High senior enrollment. Includes many seniors beyond their 4th year.

The school has become adept at helping students in this type situation graduate. Of course, graduating students affects enrollment. Graduating students from a such a large pool of seniors removes more students from total enrollment than the school has been able to replace with recruitment of 9th, 10th, and 11th graders by the beginning of the following year, resulting in the traditionally low beginning-of-year enrollment discussed above.

A key initiative to increase and maintain healthy enrollment beyond FY20 was a comprehensive re-branding to produce streamlined and consistent marketing media. In addition to clear brand standards[5] the school created a new logo and school mascot. The "AHA" logo and "AJ" mascot express the innovative, urban, and modern learning community at AAHS which has not been effectively conveyed to the greater community in the past. The goal of clear and consistent messaging in marketing efforts is to improve the school 's exposure in the greater community and, in turn, increase enrollment overall.

"AHA" Logo/Brandmark

"AJ" mascot having an "AHA" moment

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[5] The colors and fonts used in this annual report comply with these brand standards

Of course, COVID-19 is changing everything with regards to what can be projected from past data. Some students thrive while learning virtually. However, many of the students that AAHS serve come to the school and stay because of the emphasis on 1-to-1 help that a high staff to student ratio can provide. These students do not see these types of benefits as directly when learning happens virtually. The ability of AAHS's small learning community to provide in-person learning safely during the COVID-19 pandemic will likely affect enrollment for students who most need in-person learning.

Student Demographics

The school serves a diverse student population. Racially, the student population is approximately 30% Hispanic/Latino, 12% Black (not of hispanic origin), and slightly more that 50% white. The school's LBGBTQ+ student population has historically been between 15% and 20%. Many students in this demographic graduated at the end of FY19; a factor influencing the lower numbers in this demographic in FY20.

Demographic Trends	2017-2018	2018-19	2019-20	2020-21 (est.)
Total Enrollment	127	119	120	99
Male	54	54	63	51
Female	73	65	57	48
Special Education	51	49	51	40
LGBTQ+	22	20	11	5
English Learners	1	4	4	3
Black, not of Hispanic Origin	18	12	14	13
Hispanic/Latino	35	41	40	34
Asian/Pacific Islander	2	2	3	2
American Indian/Alaskan Native	1	1	0	1
White, not of Hispanic Origin	71	63	63	52

Approximately 30% Hispanic/Latino, 12% Black, & 50% White. LGBTQ+ population, historically between 15% & 20%, lower in FY20.

Though these demographics are important to understand, a key demographic, and large focus of how the school is staffed and how curriculum is designed, is the population of students receiving special education services. In the past three years, at least 40% of students enrolled at AAHS had IEPs. The school has complete integration of students receiving special education services in general education classes. There are no separate classes or tracks for students with IEPs, by design.

After many years serving such relatively high special education student populations the school has concluded that making individual accommodations for 40% of the student population in each class is unrealistic, unreasonable, and ultimately ineffective. The high population of students receiving special education services is, instead, seen as a condition of the learning community. Curriculum is designed with accommodation as a default. AAHS believes that all students, not just those with IEPs, benefit when decisions are made and curriculum is designed with accommodation in mind.

Student Attendance
Includes Student Attrition & Mobility

Student Attendance

As discussed in prior sections, AAHS serves a highly at-risk population (i.e., former dropout students, "over-aged/under-credited" students, etc.). Though it approaches the 85% overall attendance goal defined in the contract with OW, the school has never met this goal in the past three years. It has come closest to meeting this goal in the 2019-2020 school year with 78% overall attendance.

	2017-18	**2018-19**	**2019-20**
Overall Student Attendance Rate (Goal: 85%)	76.84%	76.70%	78.01%
# of Students with ≥90% Attendance	25 (Goal: 95)	29 (Goal: 89)	20 (Goal: 90)
% of Students with ≥90% Attendance (Goal: 75%)	19.7%	24.4%	16.7%

In its contract with OW, the school defines an additional attendance goal of 75% of students having and attendance rate of 90% or higher. The school has not approached this goal in the past 3 years. Between 16% and 25% of all students served throughout a given school year have attendance rates of 90% or higher.

Greater context can be gained when looking at student attendance on a more detailed level. In the chart below, students are separated into groups by attendance rate at 5% intervals. The chart shows that, generally, more than 75% of students have attendance rates of 50% or higher. It also highlights the fairly even distribution of students with attendance rates between 50% and 90%; an opportunity for using focused strategies to maximize increases in student attendance individually and overall.

Students by Attendance Rate

Legend:
- 90%
- 85%
- 80%
- 75%
- 70%
- 65%
- 60%
- 55%
- 50%
- <50%
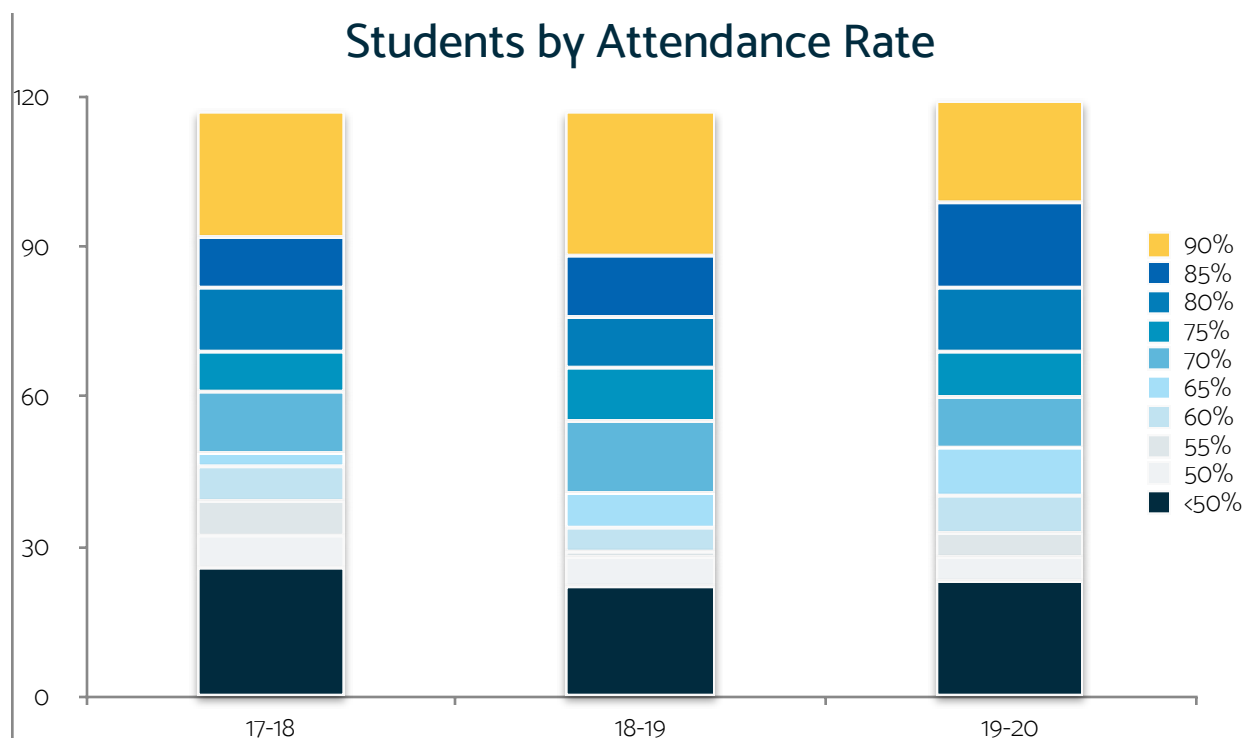
Approximately 20% of students meet 90% attendance rate goal. Majority of students (>50%) fall between 50% and 90% attendance. Fairly uniform distribution within this range.

Student Attrition

AAHS serves a highly mobile and at-risk student population.   Typically, when a school sees many of its students not being continuously enrolled in the school for a given period it can indicate that students may be leaving to seek a different preferred learning environment. For the population of students that AAHS serves, this is not full story. The next section, Student Mobility, provides further details about how this can affect continuous enrollment.

Of 77 students enrolled on October 1 of the 2018-2019 school year, 38 remained continuously enrolled until at least October 1 of the 2019-2020 school year, a rate of 49.4%.

Percentage of students* who were continuously enrolled between October 1 of the 2018-2019 school year and October 1 of the 2019-20 school year.	49.4%

*Does not include graduating students

Of 66 students enrolled at the end of the 2018-2019 school year, 56 returned to AAHS and were enrolled on October 1 of of the 2019-2020 school year, a rate of 84.84%.

Percentage of students* who continued enrollment in the school from Spring 2019 to October 1, 2019.	84.84%

*Does not include graduating students

Student Mobility

AAHS Serves a highly mobile student population. Students come to AAHS mid-year for many reasons including transfers from other schools and family relocation. MDE's reporting of mobility data lags such that figures for 2017-2018 and beyond are not yet available for comparison. For this annual report, data from the school's student information system is used to fill in data for school years 2017-2018, 2018-2019, and 2019-2020. It is important to note that data from these years are is not official data from MDE. This data includes all mid-year enrollments in and out of the school for any reason, not just transfers to other schools. Additionally, the school sets enrollment date to the first day of school for a specific school year. Thus, the school's student information system does not have data for summer transfers in.

School Year	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2014-15	1	79	45	19	64	81%
2015-16	5	94	42	23	65	96%
2016-17	1	103	37	23	60	58%
2017-18	-	98	49	48	97	99%
2018-19	-	88	45	37	82	93%
2019-20	-	90	52	38	90	100%

* Total mid-year transfers divided by number of students on October 1.

A positive indicator is that there continue to be significantly more mid-year transfers in, than out. Reasons for leaving mid year are highly variable and include temporary enrollment in chemical or mental health rehabilitation programs, family relocation, 15 days of consecutive absence, and even mid-year graduation. However, this analysis is incomplete without understanding the significant number of students who leave the school mid-year to later return.

School Year	# Returning after Leaving Mid-Year	# Completing Year Non-Consecutively
17-18	16 (12.6%)	11
18-19	4 (3.4%)	2
19-20	14 (11.7%)	8

Many students who unenroll mid-year end up returning to AAHS. In the 2019-2020 school year, 47% of all mid-year transfers out came from students who ultimately returned to AAHS. Additionally, many of these students start and complete the school year at AAHS with relatively short stints not formally enrolled.

Yet another way to gain a fuller picture of student mobility is to consider the extent to which students stay enrolled for the full school year. A review of AAHS enrollment data for 2019-20 shows that of the 120 students who were enrolled or members of AAHS at any time during the year, there were 68 who were enrolled at least 95% of the time, a rate of 56.7%.

Percentage of students enrolled for ≥95% of the 2019-20 school year	
17-18	57.5%
18-19	56.3%
19-20	56.7%

For many students and families whom AAHS serve, high rates of mobility are simply a reality. Providing a consistent and safe learning community to which students can return, should they need to leave mid-year, is a key niche that AAHS fills for at-risk student populations in the greater community.

Educational Approach
& Curriculum

The Academic Arts High School educational approach is to "Learn by doing, embrace your place in the world, prepare for success, and make friends along the way." Academic Arts High School utilizes a foundational approach to student success. AAHS values information, techniques, and skills that can be learned outside of the classroom and seeks to integrate core classes with Project Based Learning. Students are assigned an Advisor each year. This Advisor helps students select coursework and projects that fit their learning needs and individual interests. Grades and progress are reported and the students' advisor monitors overall progress and growth.

Currently, AAHS uses a combination of in-class, traditional teaching and project based learning for core subjects and electives. Project based learning is teacher designed and guided and student driven. Students are also able to design their own projects for approval by the school's curriculum committee. The school has integrated project-based learning into the classroom. Students work independently to develop strong self-advocacy skills and they also work in groups to learn effective communication and collaboration; vital skills for a modern workforce.

Students are engaged in authentic learning, environmental education, post-secondary readiness and relationship building on a daily basis. They employ project-based learning related to environmental awareness and post secondary options. These projects can be student or teacher-driven. Student-driven projects are projects that a student designs with the guidance of their advisor or with a teacher. Once a project is determined to be ready be the student-teacher team, the student presents the project proposal to the school's curriculum committee for approval. Once approved, a student can work on their project independently, outside of classes. In past years, students were enrolled in a designated PBL class that aligns with state standards. This class was eliminated from the AAHS schedule at the beginning of the 2018-19 school year. Referencing student data, it was clear that this type of class was not producing effective results. This model changed to content-specific PBL classes in the core academic areas; the thought being that limiting the scope of the types of projects students work on would allow for more robust products as the teacher would be within their main content area.   Ultimately, this type of "PBL class" was phased out for the 2019-2020 school year. The curriculum committee made the decision to dedicate resources to building engaging, rigorous, curriculum that also incorporated project-based learning. A teacher-driven project would be one that an advisor or advisors create based on state standards and assigns to students based on individual l credit needs. Whether a student or teacher-driven project, the advisor guides the student through each week of the project by setting weekly goals. Students work on teacher-driven projects in all classes. This is useful for students who are new to project-based learning or those who continue to need extra structure to be successful at PBL. Students can also work on pre-designed or "canned"

teacher-driven projects outside of classes or in a PBL class.

Combining project-based learning with the traditional teaching model develops an interest in learning that will follow students after graduation. Curriculum is aligned to state standards and project based learning requires students be inquisitive and develop a passion for lifelong learning.

Within a quarter, classes and experiences align with cross-curricular themes. Themes are typically announced at the beginning of the year. However, in prior years, teachers noticed that having the ability to update or change themes each quarter allowed for more relevant themes to he used. The themes, with brief descriptions, for the 2019-2020 school year are below:
- Q1 - We Are A Natural Disaster: humans have the capability of messing stuff up a lot
- Q2 - We Are Survivors: Humans are really good at overcoming obstacles
- Q3 - We Are Connected: Humans are social and are really good at learning from each other through connection of information, technology, etc.
- Q4 - We Are The Future: The decisions that humans make affect the future.

The goal of themes is to have student looking at the same topics and problems from different perspectives in their respective classes. An example of the theme form prior years is "invasion". For this theme, students learn and complete projects about invasive species in life science classes, the history of important invasions or wars in social studies classes, the physics of warfare in physics classes, etc. In class field trips, students interact with the community in experiences that align with the quarter theme. An example of a past experience for the "invasion" theme was a visit to the Somali Museum of Minnesota where students learned about and discussed issues regarding immigration in the modern world.

Two large senior projects are required of juniors and graduating seniors. The two projects include a life plan and a senior project. The senior project is selected by the student in an area of their interest. The life plan requires students apply for college or jobs, get quotes on housing and develop a budget. This prepares them for a successful life after High School. A goal of the school is to continue to develop a focus on academic rigor informed by data.

Data from content-specific probes, cross-curricular reading/writing/language comprehension assessments, and NWEA testing informs curriculum. For example, students whose scores show low reading skills are enrolled in courses specifically designed to improve reading. These students are then given the respective assessment again to track effectiveness of the intervention.

In addition to the academic program described above, AAHS offers enrichment opportunities for students, through after-school clubs. After school clubs are student-driven and are offered as per student interest and availability of supervising staff. Staff supervise clubs on a volunteer basis. The purpose of these clubs is to provide a safe space for students to enjoy after school. Students may work toward credit in clubs if a plan is developed and overseen by relevant staff and advisors (e.g. a Language Arts teacher may approve a "canned" PBL project for students to complete in an after school writing club). Examples of student-

organized clubs include archery, anime, Minecraft, RPG games, guitar /ukulele /bass / drum lessons, writing club, ping pong club, board game club, and student government. Virtual learning during quarter 4 of 2019-2020 stopped extra-curricular clubs. Not having in-person interactions or a physical space to meet makes after-school clubs difficult to arrange and manage. The school continues to seek innovative ways to provide students with extracurricular student clubs. In the beginning the the 2020-2021 school year the school has been able to organize informal football practices for interested students.

Environmental Education-specific experiences at AAHS during 2018-19 included the following:

- **Opening week LNT challenges:** Students in all advisories learned all seven Leave No Trace principles by practicing a mnemonic device. They then competed in "LNT Challenge" competitions. Advisories started at one end of the school. Their first challenge was to put arrange a set of individual words (cut out of a document) into the LNT principles, verbatim. Once they completed this task, their advisory could move on to the next stage: campsite setup. Advisories had to set up a campsite (tents, sleeping bags) and correctly put them away. The next stage was a waste disposal obstacle. The challenge was to properly dispose of a set of waste into appropriate receptacles (i.e. recycling, trash, compost).

- **Environmental Education Excursions:** There were two planned overnight camping excursions planned during the 2019-2020 school year. The first was the Franconia Sculpture Park & Geologic Potholes at Taylors falls. The second was an annual trip to the Steger Wilderness Center in Ely, MN. Unfortunately, due to COVID-19 restrictions, this second excursion was canceled. Students, worked journaled. To prepare for camping trips, students plan, with the chaperoning teachers, meals, gear, and their route. Planning involves calculating appropriate nutrition and food amounts, to prevent food waste. Student also select appropriate gear, ensuring that the group has the correct collective number of tents, sleeping bags, etc.. Then they select our hiking route and campsite according to the Leave No Trace Principles which are incorporated into our school culture.

- **Audubon Center of the Northwoods:** Two overnight trips to ACNW were planned for November 6-8, 2019 and April 27-29, 2020. Unfortunately, due to COVID-19 restrictions, this second trip had to be canceled.

AAHS policies and curriculum are guided by four pillars. These pillars help school leaders maintain focus on what is most important for the learning community. These pillars are referenced when making any decision that can affect students and the school:

AUTHENTIC LEARNING

Students learn by studying topics that interest them and apply to their lives (e.g., project- based learning, experiential days)

ENVIRONMENTAL EDUCATI ON

Students study environmental themes in their coursework (e.g., river tours with national park rangers, annual Audubon retreat)

REAL-WORLD READINESS

Students graduate from AAHS ready for life after high school. (e.g., senior life plan, internships, college applications)

PERSONAL RELATIONSHIPS

Students develop real working relationships classmates and staff (e.g., project advisories, student organizations)

AAHS does not have remediation or acceleration practices. Students are evaluated upon enrollment based on current credits. Projects are developed based on a student's learning targets, state benchmarks, curriculum and personal interest. This way, a student who is behind their peers can develop a program with their advisor to build on their current skill sets and accelerate their learning.

The Special Education population at Academic Arts High School consistently falls between one-third and one-half of the student body. As discussed in the Student Demographics section, students with an Individualized Education Plan (IEP) are integrated into the general education population as much as their IEP allows. Their coursework is modified as required by their IEP document. All of their classes are the same as general education students. AAHS utilizes the inclusion model of instruction, which keeps special education students and general education students in the same classes. Accommodations are made based on IEP needs.

AAHS has served English Learner students in the past. There was one student who was officially identified as requiring specific support during the 2019-2020 school year. Historically, EL students at AAHS are typically Spanish speakers, and are supported by paraprofessionals who are native Spanish-speakers.

Academic Arts High School is staffed to have no more than twenty-four students per classroom and no more than fifteen per advisory group. This this principle had to be relaxed during the 2018-2019 school year due to the complement of teachers being one short much of the year. In 2019-2020, all teaching positions were filled and the school was able to keep class sizes low. Because of the high proportion of special-needs students, some of whom need one- on-one attention, staff includes a large number of special education teachers and paraprofessionals. As of the 2019-2020 school year, AAHS employs six general education teachers, four special education teachers, ten paraprofessionals, a school social worker, and a school psychologist. AAHS strives to keep class size small, focusing on individualized attention.

Each student's advisor ensures that projects and core subject work contribute to overall student achievement and learning. Student work is in alignment with state standards; the project-based learning aspect contributes to AAHS mission of preparing students for life after high school. A senior-specific advisory team works with senior students to adequately

prepare them for graduation.

Academic Arts High School FY19 World's Best Workforce & Annual Report Page 12
A student graduating from AAHS will earn 86 credits. Students can choose from a multitude of electives in their PBL seminars.   A detail of credits needed to graduate from AAHS can be found below:

MDE		AAHS
Language Arts - 16 total credits • Language Arts I - 8 credits • Language Arts II - 8 credits **Social Studies - 14 total credits** • US History - 4 credits • World History - 4 credits • Geography - 2 credits • Citizenship & Govt. - 2 credits • Economics - 2 credits	**Math - 12 total credits** • Geometry - 4 credits • Algebra 2 - 4 credits • Probability & Stats. - 4 credits **Science - 12 total credits** • Life Science - 4 credits • Advanced Sciences - 8 credits • Fine Art - 4 credits • Physical Education - 2 credits • Health - 2 credits	**Senior Project** - 4 credits **Life Plan** - 2 credits (plus 2 Economics) **General Electives** - 18 credits

nnovative Practices
& Implementation

Academic Arts High School is deeply invested in preparing students for life outside of High School. The school utilizes project-based learning, described elsewhere in this report, to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace.

AAHS continues to focus on social-emotional learning (SEL) to help support student engagement and achievement. Staff and students continue to build common language and strategies to address social-emotional issues that impact achievement. School support staff remain educated on current research-based interventions and promising practices that influence student growth and achievement in the classroom and community. The School Social Worker continued to provide direct social/emotional training to all staff once a month in the 2019-2020 school year. The School Social Worker runs weekly groups with students to help them build skills to excel in the classroom by focusing on one of the five competencies: self-awareness, self-management, social awareness, responsible decision making, and relationship skills. SEL is further supported through morning REACH advisories (Relationships, Education, Accountability, Character, Hard work) advisories, restorative practices, and service learning. Additionally, in the 2019-2020 school year, the school social worker conducted monthly push-in sessions in the classrooms. The goal of these push-in sessions was to update the perceived purpose of SEL at AAHS. School leadership had identified a perception among the student population that SEL was separate and unrelated to academics. An initiative for the 2019-2020 school year was to begin to change this culture by incorporating SEL directly into academic courses.

Academic Arts High School continued to implement the REACH program, originally instituted in 2016-17, in the 2019-2020 school year. REACH stands for Relationships Education Accountability Character & Hard Work, and provides structure for AAHS's advisories. The REACH program was originally developed by Chad Harlander at the Hutchinson High School. The program was designed asa voluntary, in school program designed to assist students who may need support academically, socially, and /or emotionally. The Mission of REACH is to "REACH out and serve all students who need support, by helping them attain their place in life through academic and interpersonal success." The REACH program is designed to focus and address what is happening outside of school that affects students academically. The program gives the student a voice and place to belong in their school. It provides a venue to develop a social and emotional connection between students and advisors. It addresses students' needs through sharing and goal setting to promote personal growth. Implementation REACH at AAHS is a team effort of investing in the students and in staff who are making valuable connections that result in student improvement. AAHS adapted this program for all students in the school using "REACH advisories".

REACH advisories follow a schedule, adapted from the weekly schedule of the REACH class at Hutchinson High School. sOn Monday, students gather in their REACH groups to debrief on their weekend; they talk about the good, the bad, and the ugly. On Tuesdays, students set or review their goals. Goals can be both long and short term, but each week they are reviewed for progress. Students develop a school, personal, and family goal. On Wednesday, groups complete a group activity which is designed to enhance team building. On Thursdays, students have individual check- ins with their advisor while the other students in their group use the extra time to complete homework.

Throughout the 2019-2020 school year, the school determined that the for format for REACH Advisories needed to be updated. The original program was voluntary. Adapting it for the entire school made the strategies mandatory for all students by default. Referencing student feedback, it became clear that the perception of the program's structure was an impediment for many students. Throughout the year, different advisors worked with the students in their advisories and experimented with different advisory structures. The school determined that adjusting the structure of advisories was advisable. For the 2020-2021 school year, advisories were organized by student interest. Categories of interest include Music, The Great Outdoors, Theater, Art, Sports, and Hot Topics. The goal of grouping students by interest is to form more cohesive connections within advisories. Advisors will experiment with different advisory structures, referencing REACH strategies as a resource, when developing advisory norms for their specific advisory groups. Weekly checkins (e.g. "good, bad, and ugly"), and planned advising time for reviewing grades and credits will remain consistent throughout advisories.

Academic Arts High School incorporates themes of Environmental Education, Technological Literacy and Social-Emotional Wellness throughout all scholastic disciplines. The school believes that, alongside academic success, these themes are the cornerstone of healthy and responsible individuals. These values are taught cohesively throughout each classroom. Students utilize multiple forms of technology, including 3D printers and scanners, coding, software programs and other tools to facilitate fluid technological literacy and adaptability.

Key successes from the past school year

The AAHS students' schedule provides for long block periods each day and fewer subjects per day. This schedule allows students time to dig in and focus on the lecture and the coursework associated with the topic. Students receive the same amount of lesson time in each subject over the week but interact with fewer subjects per day. Students have reported that this system works better for them.

Throughout the 2019-2020 school year, teaching staff at the school referenced data such as student attendance, grades, student surveys, and direct feedback from students to analyze the school's weekly schedule. It was determined that, for many students, absences were simply a reality that the school needed to work with. Though the school makes continual efforts to improve attendance, it became clear that there was an opportunity to help all students' learning even if many of them experience absences. The school developed a plan

for an updated weekly schedule for the 2020-2021 school year. The plan allows for students to access all curriculum via Google Classroom at all times throughout any course. The Curriculum committee defined requirements for posting content, assignments, and recordings on Google Classrooms for all classes. The ultimate goal of ensuring this virtual access is to allow for students to be able stay caught up on content even if they need to be absent from the physical building one or more days during a week. The same content would be available to all students, not just those who may be absent on a specific day. Maintaining this virtual content would require dedicated time. The school identified a need for unstructured time for teachers to maintain virtual curriculum, commit to keeping grades up to date weekly, and stay on top of advising efforts. This time would also allow for students to seek help and catch up on late work. In this plan, students and teachers have all of Friday to schedule individual or small group help sessions in the school.   In the 2020-2021 school year in-person attendance will be optional on Fridays ("Virtual Fridays"). Students who do not attend school in person on Fridays will be counted present via interactions on Google Classroom and the the school's student information system, Infinite campus.

Though a major setback for all schools in Minnesota, the COVID-19 Pandemic required that content for all courses be available on line as per the school's Distance Learning Plan[6]. The work that the curriculum committee had already done made the transition to distance learning at the end of quarter 3 of the of the 2019-2020 school year relatively streamlined. The school already had a strong structure for a distance learning plan from which to work.

Other notable successes from 2019-2020 include:
- The TPS committee restructured committee assignments so that all TPS staff are on 1 "Powerhouse Committee". The "Powerhouse Committees" are Behavior Committee, Finance Committee, and Personnel Committee. These are committees tend to require more time and specific expertise than others. Before this, some staff were on multiple powerhouse committees and some where not on any. This update is a stopgap a more even administrative workload for TPS staff.

- The TPS committee established the "Tiger Team" to streamline communication with stakeholders and ensure problems are identified and resolved quickly.

- The TPS committee and the school's curriculum committee worked continuously throughout the year with a curriculum consultant Greg Schnagl of Teacher Centricity, LLC to develop the first year of curriculum for a 3-year curriculum cycle that is directly linked to state standards. Work done with Greg Schangl was a continuation of the efforts and requirements defined in the school's authorizer-mandated School Remediation Plan.

- The TPS committee continued to operate effectively and lead the school, integrating three new teaching staff and effectively carrying school leadership roles typically undertaken by an administrator. All but one licensed staff from the 2018-2019 school year returned for the 2019-2020 school year to serve on the TPS committee.

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[6] See the Distance Learning Plan section of this annual report for more details.

- Working with the school board, the TPS committee vetted and hired a new financial management service provider, a new payroll service provider, a new HR service, and new benefits administration services resulting in moderate savings but significantly more financial stability over previous arrangements.

- Recognizing specific professional development needs, the TPS committee chose to forgo the MAAP Conference, an annual conference of charter schools and alternative programs. The school's leadership and teaching staff had attended this conference for the past 9 consecutive years. Until the 2019-2020 school year, the MAAP conference was the central focus of the school professional development efforts. In stead, the school's Tiger Team planned a "mini conference" catered specifically to the needs of the school.

- The TPS committee received a "Meets" rating form the board's evaluation of the TPS committee. The board explains the rationale for this rating below:

> The Teacher Powered School (TPS) committee has made significant improvements this school year, in what has been one of the most challenging years for education in recent memory. The board appreciates how well TPS and its subcommittees have responded to feedback, worked together to solve problems, and continuously improved themselves, the curriculum, and the school community.
>
> Even during this difficult year, the TPS Committee has achieved some great successes. The most notable improvements have been:
> - creation of the Tiger Team, a small group of TPS members whose focus is on resolving issues quickly and efficiently;
> - improving the school's brand and marketing strategy to reach more potential students;
> - overhauled financial management services, health benefits, HR services, and payroll administration in order to make school more financially stable.
>
> Next year, the board would like TPS to focus its efforts on continuing to improve curriculum as well as attaining a more stable ADM and financial picture for the school. We value when we see the team identify a problem and take swift and appropriate action to solve it more than we value perfect performance.
>
> The next school year will continue to bring unprecedented challenges to Academic Arts High School. The board of directors has the utmost confidence in the TPS committee's ability to respond to those challenges quickly and professionally. Thank you all for everything you do for Academic Arts High School!

Key challenges from past school year

As with all schools in Minnesota and many throughout the nation and world, the COVID-19 Pandemic is a major challenge for the school. Students do not get the direct, in-person instruction that they depend on from the school's unique supportive and accommodating learning program. The ability for the school to provide in-person instruction in the 2020-2021 school year will be a major factor affecting student success.

Enrollment is also a consistent challenge for the school. Enrollment trends are discussed in detail in the Student Enrollment and Demographics section of this annual report. The key challenge that the school faces with low enrollment is financial stability. Low enrollment early in the year affected ADM to the point where the school's finance committee instituted a discretionary spending freeze. The school had to reset a working budget from 99 to 96. In order to plan conservatively for the 2020-2021 school year the school did not provide scheduled raises for staff. The school is consistently short of ADM by three to six points. Restrictions from the COVID-19 Pandemic is likely to exacerbate this problem.

PBL is a central component of AAHS' educational program. Starting in the 2019-2019 school year, the school has continued to reevaluate it's PBL practices.. PBL classes, a strategy that consistently produced high rates of course failure, were dropped from the schedule for 2019-2020 school year. The curriculum committee further defined limited the variety of ways in which students could learn through PBL. The curriculum committee developed a proposal process for students to design individual projects. The school also leveraged online curriculum such as Khan Academy to provide students with opportunities to earn credit outside of their scheduled classes.   Students continue to learn through projects in most classes. However, while working with Greg Schnagl on developing 3-year curriculum cycle, the curriculum committee identified a need to more deliberately develop PBL curriculum and seek training for PBL strategies. After several years of pulling back on the scope of PBL in the school it had become clear that it was time for a research-based, well-planned effort to bring more PBL back into the curriculum. This will be a key initiative of the school's curriculum committee during the 2020-2021 school year.

Effectively supporting all students to succeed, especially those who are behind in basic academic skill areas, continues to be challenging.   AAHS continued to utilize a formalized remedial program in math and reading to address needs in those areas, informed by data gathered throughout the year.

Chronic absenteeism continues to be a major problem; multiple absences make it difficult to implement academic rigor. Overall percent-of-attendance at AAHS was essentially unchanged from 2017-18 (77.8%) to 2018-19 (77.7%) and 20219-2020 (78%). AAHS staff continue to work with students to support them in combating challenges that impact regular attendance. In fact, the TPS Committee continued to utilize the support team, established in the 2018-2019 school year, that was designed to improve overall school attendance rates with its system of attendance accountability and parent engagement.

Serving a population including many learners with disabilities remains challenging. Between one-third and one-half of AAHS students have IEP's, for a variety of disabilities. AAHS meets this challenge with enhanced staffing, led by three full time education teachers and a school social worker and school psychologist, for a population of less than 100 students.

Academic Performance
Goals & Benchmarks

Progress on Osprey Wilds Contractual Academic Goals & WBWF Alignment

AAHS is serves an an at-risk population of students. Students choose the school for a variety of reasons and many come behind in credits and grade-level skills. Many had difficulty learning in other school environments. Many have specific learning disabilities and come to the school for its highly responsive and individualized special education program. These are all difficult challenges that affect learning and academic achievement. Not surprisingly, many AAHS students to not show proficiency on state standardized tests.

Despite this reality, AAHS is a school and is accountable for teaching all students regardless of learning difficulty or disability. Historically, AAHS has scored low in state standardized testing when compared to the rest of the state. However, the school has become adept at helping students improve. This is recognized in the goals that the school has with OW. For example, 30% of the academic goals for which the school is accountable are associated with NWEA testing which track growth as opposed to other state mandated standardized tests that track proficiency. The school is required to be held accountable by state proficiency tests and values tracking student proficiency. Proficiency simply isn't the only metric that can inform the effectiveness of a school, especially one serving students with such high needs. For this reason, state proficiency testing accounts for a lower percentage of what the school is accountable for at 15%.

As of the beginning of the 2020-2021 school year, the school has earned 51.5% of the total possible academic goal points for its current three-year contract with OW. However, due to the significant disruption of the COVID-19 pandemic, NWEA testing and statewide MCA testing was not conducted in the 2019-2020 school year. This accounts for 45% of all of the academic measures for which the school is held accountable in for the year. Removing these goals from the equation, the school earned 62% of possible academic goals in the 2019-2020 school year. With the improvements made to the learning program in the 2019-2020 school year (e.g. continual PD work with a focus on curriculum development with Greg Schnagl) the school had expected to see improvements in NWEA and MCA data. Since insufficient data was available, OW will be extending its contract with the school an additional year so that sufficient data can be obtained to inform reauthorization.

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.

  ∗ NotApplicable,Academic Arts High School does not serve Pre K or Kindergarten students.

- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level

literacy.

* NotApplicable,Academic Arts High School does not serve 3rd grade students.

- **Achievement Gap Closure [AGC]**: All racial and economic achievement gaps between students are closed

  * Differences in ethnic groups for Continuously Enrolled students are minimal and not useful for determining progress towards closing the achievement gap.

- **Career and College Ready [CCR]**: All students are career- and college-ready before graduating from high school.

  * Academic Measure 9.2 of the school's contract with OW addresses this goal.

    · **2017-2018**: 81.0% of seniors earned "ready for the workforce" designation through the work experience section on their senior project as per the workforce readiness rubric. Meeting performance target. It is important to note that the "ready for workforce" rubric was not developed until the end of the 17-18 school year. In the 17-18 annual report, this measure was listed as not in place. In the 18-19 school year, the senior project instructor stayed in contact with graduates from the 17-18 school year and, referencing their employment status, verified the "ready for workforce" designation retroactively for at least 17 of the 21 graduates.

    · **2018-2019**: Of 23 seniors, 18 (78.3%) earned "ready for the workforce" designation through the work experience section on their senior project (1.7% or one student away from meeting the target). Approaching performance target.

    · **2019-2020**: 11 of 14, or 78.6% of students who passed senior project earned a "ready for workforce" designation. The school approaches this goal.

  * Academic Measure 9.3 of the school's contract with OW addresses this goal.

    · From FY18 to FY20, the aggregate percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.

    · **2017-2018**: 65% 2018 graduates were accepted into at least one post secondary option. Meets target

    · **2018-2019**: Of 18 graduates, 12 (66.7%) were accepted to a post-

secondary institution prior to graduation5. Meeting performance target.

- **2019-2020**: 18 of 23, or 78.3% of graduates were accepted in to a post secondary option. The school continues to improve on this measure. The school meets this goal.

- **Graduate from High School [GRAD]**: All students graduate from high school.

  * Academic Measure 9.1 of the school's contract with OW addresses this goal.

    - 2017-2018, AAHS 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. Not meeting target.

    - 2018-2019: There were 33 4-year, 5-year, 6-year, and 7-year seniors, and 17 of them graduated in 2019. Additionally, one junior also graduated, making the 7-year graduation rate 52.9%. While this value does not meet the performance target, it is over 30% higher than the baseline of 40.0%. Approaching performance target.

    - 2019-2020: There were 44 4-year, 5-year, 6-year, and 7-year seniors, and 24 of them graduated in 2020. This is a 7-year graduation rate of 54.5%. While this value does not meet the performance target, it is a further improvement on the prior year's rate and over 30% higher than the baseline of 40.0%. Approaching performance target.

INDICATOR 1: MISSION RELATED OUTCOMES

Goal: Over the period of the contract, students at Academic Arts High School (AAHS) will demonstrate understanding and commitment to the school's mission.

WBWF Goal Areas Addressed by this Goal: CCR, GRAD

Key Measures & Results for this Goal:

- **Measure 1.1** – From SY18-19 to SY20-21, the aggregate percentage of students able to identify at least one trusted adult school staff member and at least one positive friendship with a school peer through a self-report online survey administered each spring will be at least 80%.

  * **2017-2018:** A survey specific to this item was not undertaken, though AAHS began work in this area, planning to implement Restorative Justice during the next school year to facilitate conflict resolution.

  * **2018-2019:** Spring 2019 survey results show, 64 of 79, or 81% of students affirmed

that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer3. AAHS is meeting this performance measure.

* **2019-2020**: Spring 2020 survey results show 81 of 88, or 92.% of students affirmed that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer. 7 students did not complete the survey for this measure. Even f those students are assumed to not count toward this measure, the results would be 81 of 95, or 85%. Regardless, AAHS is meeting this performance measure.

INDICATOR 2: ENGLISH LANGUAGE LEARNERS

Goal: The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

INDICATOR 3: READING GROWTH

Goal: Over the period of the contract, students at AAHS will demonstrate growth in reading as measured by nationally normed assessments and curriculum-based measures.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- [Measure 3.1](#) – From FY18 to FY20, the school will earn at least 70% of possible growth index points on the NWEA MAP-Reading.

  * **2017-2018**: Initially, NWEA Measures of Academic Progress (MAP) test results showed that the school earned 41% of possible growth index points. This did not meet projections and did not meet the performance target. This was reported in the school's FY18 annual report. The calculation system for growth index points was developed by a consultant service working with ACNW. In July of 2019, the school and ACNW agreed on an updated calculation system developed by the school. Using the updated calculation protocols, the school earns 66.1% of possible growth index points which approaches the performance target.

  * **2018-2019**: NWEA MAP data shows the school earned 70.3% of the possible index points from Fall 2018 to Spring 2019. Meeting performance target.

  * **2019-2020**: Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

- **Measure 3.4** – From FY18 to FY20, the aggregate percentage of students who show growth in reading and language comprehension skills using quarterly reading probes (such as Easy CBM, Newsela – school to provide ACNW with samples) at appropriate reading levels will be at least 70%.

  * **2017-2018**: Data not collected, but AAHS generated probes for use during 2018-19

  * **2018-2019**: Of 86 students enrolled in a reading class for at least two quarters, 24 or 27.9% showed growth in reading using quarterly reading probes given in Newsela.

  * **2019-2020**: Of 48 students with more than one quarter of reading probe data in language arts classes, 29 or 60.4% showed growth. The school approaches this goal.

INDICATOR 4: MATH GROWTH

Goal: Over the period of the contract, students at AAHS will demonstrate growth in math as measured by nationally normed assessments.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 4.1** – From FY18 to FY20, the school will earn at least 70.0% of possible growth index points on the NWEA MAP-Math.

  * **2017-2018**: As with measure 3.1 (NWEA Reading), in July of 2019 the school and ACNW agreed on an updated calculation system for Measure 4.1. The new calculation protocol shows the school earning 62% of possible growth index points. Approaching Target.

  * **2018-2019**: NWEA MAP data shows, 62.0%4 of students with both fall 2018 and spring 2019 test results in Mathematics met or exceeded growth projections. Approaching Target.

  * **2019-2020**: Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

- **Measure 4.2** – From FY18 to FY20, the aggregate percentage of students who show growth in mathematics skills using quarterly school developed probes (school to provide ACNW with samples) will be at least 70%.

* **2017-2018**: Data not collected, but AAHS generated probes for use during 2018-19

* **2018-2019**: No usable data was gathered for this measure during the 2018-2019 school year. The school forfeits points for this measure and does not approach this goal.

* **2019-2020**: Of 48 students pinpointing valid diagnostic scores in IXL at the beginning and end of a math course, 30 or 62.5% showed growth. The school approaches this goal.

INDICATOR 5: READING PROFICIENCY

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in reading as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

* **Measure 5.1** – From FY18 to FY20, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 10), OR it will increase by at least 6.0 points from the baseline proficiency index score (baseline score – 44.3 based on FY13-17 performance).

  * **2017-2018**: AAHS 10th graders' aggregate proficiency index score for the spring 2018

    MCA in Reading was 54.2 (based on five of 12 October 1-enrolled 10th graders Meeting or Exceeding proficiency on the test, and three Partially meeting). This is below the statewide proficiency index which is 71.1; however it does exceed the baseline score, by more than 6 points. Meeting performance target.

  * **2018-2019**: AAHS 10th graders' aggregate proficiency index score for the spring 2019 MCA in Reading was 52.5 (based on nine of 20 October 1-enrolled 10th graders Meeting or Exceeding proficiency on the test, and three Partially meeting). This result is below the statewide proficiency index which is 71.1; however it does exceed the baseline score, by more than 6 points. This result is slightly lower than that of the previous year, which was 54.2; however, 8 more students took the test this than did last year. Meeting performance target.

  * **2019-2020**: Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

INDICATOR 6: MATH PROFICIENCY

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in math as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 6.1** – From FY18 to FY20, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 11), OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 7.9 based on FY12-17 performance).

  * **2017-2018**: AAHS 11th graders' aggregate proficiency index score for the spring 2018 MCA in Math was 15.4 (based on one of 13 October 1-enrolled juniors Meeting proficiency on the test, and two Partially meeting). This is below the statewide proficiency index which is 60.2; and does exceed the baseline score but only by 7 points. Not meeting performance target.

  * **2018-2019**: AAHS 11th graders' aggregate proficiency index score for the spring 2019 MCA in Math was 4.2 (based on zero of 12 October 1-enrolled juniors Meeting or Exceeding proficiency on the test, and one Partially meeting). This result is below the statewide proficiency index which is 60.2, it is below the baseline score by more than three points, and it is below the AAHS's 2018 MCA proficiency index score for math. Not meeting performance target. The school's math department faced challenges in SY19. The sample size of students completing MCA math tests with valid scores was small (6). The school's long-time math teacher resigned at the end of SY18. A new math teacher was hired for SY19 who resigned at the end of the year. Considering the unique circumstances of the at-risk population that the school serves, the math teacher and the rest of the TPS committee agreed on several areas for improvement in the math department to better help students including support for new teaching staff, how math courses are scheduled and sequenced, and how SpEd staff work and plan with math instructors. These variables may have contributed to the lower performance scores seen in SY19

  * **2019-2020**: Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

INDICATOR 7: SCIENCE PROFICIENCY (AND GROWTH)

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in science as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 7.1** – From FY18 to FY20, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (High School), OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 44.0 – based on FY15-17 performance).

  * **2017-2018**: AAHS students' aggregate proficiency index score for the spring 2018 MCA in Science was 20.0 (based on two of 15 October 1-enrolled students Meeting proficiency on the test, and two Partially meeting). This is below the statewide proficiency index which is 65.9; and does exceed the baseline score but by less than 2 points.

  * **2018-2019**: AAHS students' aggregate proficiency index score for the spring 2019 MCA in Science was 34.1 (based on five of 22 October 1-enrolled students Meeting or Exceeding proficiency on the test, and five Partially meeting). This result is below the statewide proficiency index which is 65.9 and does not exceed the baseline score of 40 points. Not meeting performance target, but a 70% improvement over the school's 2018's result with seven more students taking the test. The science instructor references the school's curriculum (weekly curriculum meetings and PLCs) as a variable that helped guide instruction and could be a factor in improved proficiency scores.

  * **2019-2020**: Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

- **Measure 7.2** – From FY19 to FY21 (through December 2020), the aggregate percentage of lab reports produced by students taking science classes that earn a score of 80% or higher will be at least 70%.

  * 2017-2018: Data not collected, but AAHS established science lab exemplars for use during 2018-19.

  * 2018-2019: Review of data shows that the aggregate percentage of lab reports earning a score of 80% or higher was 70.1%. The average lab report score was 84.3%. Meeting performance target.

* 2019-2020: Review of data shows 42 of 57, or 73.7% of lab reports in science classes earned above 80% on report rubrics. The school is meeting the performance target for this measure.

INDICATOR 8: PROFICIENCY OR GROWTH IN OTHER CURRICULAR AREAS OR EDUCATIONAL PROGRAMS

Goal: Over the period of the contract, students at AAHS will demonstrate proficiency and growth in other curricular areas as measured by nationally normed assessments and school based measures.

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 8.1** – From FY18 to FY20, the school will earn at least 70% of possible growth index points on the NWEA MAP – Language Usage.

  * **2017-2018**: As with measures 3.1 (NWEA Reading) and 4.1 (NWEA Math), in July of 2019 the school and ACNW agreed on an updated calculation system for Measure 8.1. The new calculation protocol shows the school earning 74.5% of possible growth index points. Meeting performance target.

  * **2018-2019**: NWEA MAP data shows the school earns 77.5% of possible growth index points. Meeting performance target.

  * **2019-2020**: Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

- **Measure 8.2** – From FY19 to FY21 (through December 2020), the aggregate percentage of presentations produced by students enrolled in any class that earn a score of 80% or higher as measured by a presentation rubric (to be provided to ACNW) will be at least 70%. (Students are expected to give at least one presentation per quarter).

  * **2017-2018**: Not measured; AAHS staff did establish a rubric for 2018-19, for purposes of rating student presentations, with a four-point scale on which raters will assess presentations in seven areas: Effectiveness, Sequencing of Information, Originality, Spelling and Grammar, Use of Graphics, Organization, and Sources.

  * **2018-2019**: Of 86 student-produced presentations, 65 (76.7%) earned a score of 80%

or higher using a standard rubric. The rubric had only been used to score student presentations given to the entire school; in 2019-20 all student presentations will be evaluated using the standard rubric. The average presentation score was 84.9%. Meeting performance target.

＊ **2019-2020**: out of 159 student presentations given throughout the school year, 71 earned a score of 80% or higher using a presentation rubric. This is a rate of 44.7%. The school does not meet this target.

After reviewing 2019-2020 mid-year data for this measure , the school's curriculum committee realized that students were being assessed on their presentations skills but we not being trained on how to improve. The committee identified a need for direction instruction on presentation skill. Moving forward, students do not officially present until they have met preliminary requirements including at least one practice presentation so teaching staff can provide feedback and coach students to improve presentation skills.

- **Measure 8.3** – From FY19 to FY21 (through December 2020), 70% of students attending overnight experiences will document learning and personal growth through pre-experience and post-experience journaling as measured by a school developed rubric.

    ＊ **2017-2018**: Not measured; a rubric was developed for the overnight-experience journals.

    ＊ **2018-2019**: Of 41 students overnight experiences, 38 (92.7%) had documentation of learning and personal growth through pre- and post-experience journaling. Meeting performance target.

    ＊ **2019-2020**: 16 of 20, or 80% of students who participated in overnight environmental experiences documented learning and personal growth. The school exceeds this goal.

    It is important to note that two of the four overnight environmental experiences planned for the 2019-2020 school year were cancelled due to the COVID-19 pandemic. In a typical school year, the total number of students attending overnight environmental experiences would be higher.

INDICATOR 9: POST SECONDARY READINESS

Goal: Over the period of the contract, students at AAHS will demonstrate readiness for post secondary success.

WBWF Goal Areas Addressed by this Goal: GRAD, CCR

Key Measures & Results for this Goal:

- **Measure 9.1** – From FY18 to FY20, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.

  * **2017/2018**: AAHS 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. Not meeting target.

  * **2018-2019**: There were 33 4-year, 5-year, 6-year, and 7-year seniors, and 17 of them graduated in 2019. Additionally, one junior also graduated, making the 7-year graduation rate 52.9%. While this value does not meet the performance target, it is over 30% higher than the baseline of 40.0%. Approaching performance target.

  * **2019-2020**: 24 of 44, or 54.5% of possible 4-year, 5-year, 6-year, and 7-year graduates graduated in the 2019-2020 school year. Though the school continues to make improvements on this measure, it does not meet this goal for the 2019-2020 school year.

- **Measure 9.2** – From FY18 to FY20, the aggregate percentage of students who pass their senior project and earn a "ready for workforce" designation on the work experience section of their senior project as per the workforce readiness rubric will be at least 80%.

  * **2017-2018**: 81.0% of seniors earned "ready for the workforce" designation through the work experience section on their senior project as per the workforce readiness rubric. Meeting performance target. It is important to note that the "ready for workforce" rubric was not developed until the end of the 17-18 school year. In the 17-18 annual report, this measure was listed as not in place. In the 18-19 school year, the senior project instructor stayed in contact with graduates from the 17-18 school year and, referencing their employment status, verified the "ready for workforce" designation retroactively for at least 17 of the 21 graduates.

  * **2018-2019**: Of 23 seniors, 18 (78.3%) earned "ready for the workforce" designation through the work experience section on their senior project (1.7% or one student away from meeting the target). Approaching performance target.

  * **2019-2020**: 11 of 14, or 78.6% of students who passed senior project earned a "ready for workforce" designation. The school approaches this goal.

- **Measure 9.3** – From FY18 to FY20, the aggregate percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.

* **2017-2018**: 65% 2018 graduates were accepted into at least one post secondary option. Meets target

* **2018-2019**: Of 18 graduates, 12 (66.7%) were accepted to a post-secondary institution prior to graduation5. Meeting performance target.

* **2019-2020**: 18 of 23, or 78.3% of graduates were accepted in to a post secondary option. The school continues to improve on this measure. The school meets this goal.

- **Measure 9.4** – From FY19 to FY20, the aggregate percentage of students that complete their Life Plan project with a grade of C or better will be at least 75%.

  * **2017-2018**: In the 2017-2018 annual report the school reported that 62.7% of students completed their Life Plan project with a grade of C or better which was not meeting target. After reviewing data initially reported, it was later found that several sections of the class were not included in the initial calculation. Also, the measure population was more clearly defined as "Students who took a Life Plan course, excluding those who did not complete a course due to dropping out, poor attendance, or receiving all Fs for every Life Plan course they took (i.e. did not complete a project)." With this updated data, the school reports that out of 31 students completing a life plan project 30 completed projects with a grade of C or higher, an aggregate percentage of 96.8%. Exceeds Target.

  * **2018-2019**: The school reports that out of 30 students completing a life plan project 24 completed projects with a grade of C or higher, an aggregate percentage of 80%. Meets target.

  * **2019-2020**: 13 of 14, or 92.9% of students completing the life plan project completed earned a C or higher. The school exceeds this goal.

- **Measure 9.5** – From FY18 to FY22, the aggregate percentage of graduating students who earn a score of college or career ready or needing no more than one semester of remediation on one of three assessments (ACT, Accuplacer and ASVAB) will be at least 50%.

  * **2017-2018**: 35.0% of students earned the college or career ready score. Approaching target.

  * **2018-2019**: Of 18 graduates in 2018-19, only one (5.6%) earned a score of 18 or more on the ACT (the test that AAHS uses to assess students' college or career readiness for this measure). Only two of the 18 students took the ACT test last year; many of them took the test the year before, and the school is requesting those results from ACT. Even with the remaining results, AAHS does not expect to meet the performance target for this measure Not meeting target.

* **2019-2020**: Due to distance learning in response to the COVID-19 pandemic, ACT testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.

INDICATOR 10: ATTENDANCE

Goal: Over the period of the contract, students at AAHS will attend the school at high rates.

WBWF Goal Areas Addressed by this Goal: GRAD, CCR

Key Measures & Results for this Goal:

* **Measure 10.1** – From FY18 to FY20, the average of the school's annual attendance rates will be at least 85.0%.

    * **2017-2018**: Overall percent-of-attendance during the 2017-2018 school year was 76.85%. The school approaches this target.

    * **2018-2019**: Overall percent-of-attendance during the 2018-2019 school year was 76.5%. The school approaches target.

    * **2019-2020**: Overall attendance for the 2019-2020 school year was 77.8%. The school approaches this target.

    As noted in the Student Attendance section above, regular attendance continues to be a challenge for many students at AAHS.

* **Measure 10.2** – From FY18 to FY20, on average, 75% of students enrolled will have an individual attendance rate of 90% or higher.

    * **2017-2018**: Of 126 students who were enrolled for at least one day during the school year, 27 (21.4%) had an individual attendance rate of 90% or higher. The average individual attendance rate was 68.2%. Not meeting performance target.

    * **2018-2019**: Of 119 students who were enrolled for at least one day during the school year, 23 (19.3%) had an individual attendance rate of 90% or higher. The average individual attendance rate was 78.3%. Not meeting performance target.

    * **2019-2020**: 26 of 119, or 21.8% of all students served by AAHS in the 2019-2020 school year had an attendance rate of 90% or higher. The school does not approach this goal. A detailed analysis of this metric is discussed in the Student Attendance section of this annual report.

FEDERAL AND STATE ACCOUNTABILITY

Provide a narrative summary of the school's WBWF goals, the strategies and initiatives that the school used to meet the goals, and subsequent progress on those goals.

World's Best Workforce: MDE will provide World's Best Workforce data profiles. Schools should provide a summary of the World's Best Workforce data profile including:
- **3rd grade reading scores**
- **8th grade math scores**
- **Achievement gap data**
- **Graduation rates**
- **Teacher equity data**

High Quality Charter School Status: For the purposes of the Federal Charter School Program (CSP) replication/significant expansion grant, MDE identifies Charter Schools that qualify as "High Quality" through its Comprehensive Performance Framework (CPF).

Please indicate whether your school has been identified as a High Quality Charter School by MDE and whether your school has received the CSP grant and any plans for expansion or replication.

ESSA Identification

AAHS has been identified as a school needing support. The school was identified due to low graduation rates. In the 2018-2019 school year, advocates from the Regional Centers of Excellence we assigned to the school. The school's TPS committee and curriculum committee utilized the expertise of these advocates extensively throughout the year. Advocates were part of weekly curriculum committee meetings and consulted on strategies to improve attendance, achievement, and graduation rates. This relationship continued in the 2019-2020 school year.

Additional Academic Data

Detailed analysis of student enrollment, attendance, attrition and mobility can be found in prior sections.

Educational Effectiveness
Assessment & Evaluation

Continually throughout the year and annually at end-of-year PD sessions the AAHS Leadership Team meets to review student achievement data from the school year, completes a retrospective analysis of the school year from their perspective as school teachers and administrative leadership, and then makes determinations of what changes will be made to the educational program. The leadership team looks at student information by classroom, subject area, demographic information, credits earned, and progress towards graduation. With the small school size, AAHS staff know each student's situation in life and are able to monitor their progress individually and as a demographic group.
AAHS leadership reviews and evaluates the strengths and weaknesses of the curriculum through:

- Weekly curriculum meetings

- MCA, NWEA, and other data such as grade fluctuations amongst subjects, quarters, and teachers. COVID-19, of course, affected this data for the 2019-2020 school year.

- Staff development meeting at the end of each year to discuss struggles and possible improvements for the coming school year.

- The school's improvement efforts were also guided by performance improvement plans from OW and the board.

In the 2019-2020 school year, strategies for improving instruction at AAHS were to build a 3-year cycle of engaging curriculum aligned to standard for all core classes and address low attendance rates with direct family engagement. REACH (advisory time) was used to focus on struggles students had in/out of school to improve attention during class hours.
AAHS teachers have weekly curriculum meetings (GenEd/Spec). Each week all general education teachers, as well as two special education teachers, meet to discuss academic goals, curriculum, teaching struggles, etc. The teachers adjust curriculum and teaching strategies after each meeting. They also meet for "project tuning" sessions in which we pitch new unit ideas and get them finely tuned by other teachers.

AAHS operates around strong Advisory Groups, where a teacher works closely with their student group to advise and guide their educational progress. For each student, the advisor monitors the student's attendance, project completion, and credits earned. Graduation plans are developed between the student, and the advisor and the advisor monitors progress quarterly and yearly.

In the 2019-2020 school year, the school leadership identified a problem with course

offerings.   Many students come to AAHS behind in credits. With such a small learning community, not all credit types are offered during every quarter throughout the year. Some courses are offered only once. This results in scheduling conflicts, specifically for students who need specific credits to graduate. Advisors utilized a credit tracking tool to verify student course needs. The curriculum committee also updated a protocol for offering credits through independent student projects to both allow for seniors to earn credits needed for graduation and maintain academic rigor. Additionally, the school updated course codes in its SIS allowing for better tracking and planning of credit needs for individual students and the student population as a whole.

Through its Advisory system and PBL framework, AAHS provides accommodations to all students, effectively individualizing the educational program in response to student needs, and providing customized supports for each student, e.g. through the REACH program. Whether a student is on an IEP (as close to half of AAHS students are), is from a low-income family (about a third), is a person of color (one-third to one-half), identifies as LGBTQ+, or is a combination of these designations, AAHS educators continually reflect, update, and implement strategies to create the customized learning environment for all students to thrive.

The curriculum is reviewed and adjusted yearly based on prior year feedback from teachers and parents. As a project-based school, AAHS has ample flexibility in curriculum.

Teacher evaluations are done yearly, and address specific goals in instruction, classroom management, professionalism, and overall performance. These evaluations were done during 2018-19 by the Evaluation Task force working with Greg Schnagl (a consultant whose role is discussed in detail in earlier sections).

Teacher Equity

Districts are required to provide an assurance on their World's Best Workforce Summary Report that teacher equity data is publicly reported. The table below summarized the teacher equity indicators for AAHS.

	Licensed Educators	3+ Years experience	Working in Area of License	Advanced Degrees	Racially/Ethnically Diverse
Teachers	10	7 (70%)	9 (90%)	3 (30%)	0 (0%)
Support Staff	2	2 (100%)	2 (100%)	2 (100%)	

The school provides equitable access to effective teachers. All teachers are licensed. Most content areas are taught by a single teacher. The small learning community ensures that all students are taught by all teachers during their time at the school.

Additionally, all General Education teachers have an IPP variance in case they are needed to teach content for which they have extensive experience (e.g. the science teacher has a

bachelor's degree in music and extensive experience in music production but does not hold a formal teaching license in music. This teacher teaches a "Music Production" elective at various points throughout the year). One teacher was teaching outside of license area and was also a first year teacher. This teacher is assigned a veteran teacher as a mentor and is working with the school's curriculum consultant, Greg Schnagl. The school expects this teacher to obtain a license in their content area within 3 years of employment.
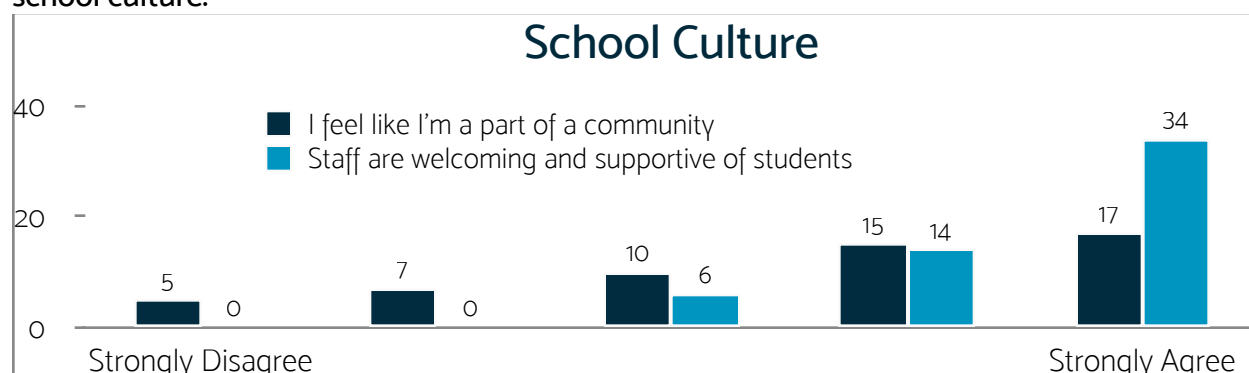
The school does not provide equitable access to diverse teachers. All licensed educators are white. White students account for approximately one-half of the student population at any given time. Non white students at AAHS do not see representation in the school by licensed educators who look like them. In addition to standard qualifications such as education, licensure, and education philosophy, he school considers the race and ethnicity of applicants as important assets. A person's race and ethnicity shapes their experiences and worldview. These perspectives are invaluable for building relationships with students, framing content in classes, and leading in a TPS school. The school continues to struggle to recruit racially and ethnically diverse licensed educators. This is an area of improvement for the 2020-2021 school year and beyond.

Student & Parent Satisfaction
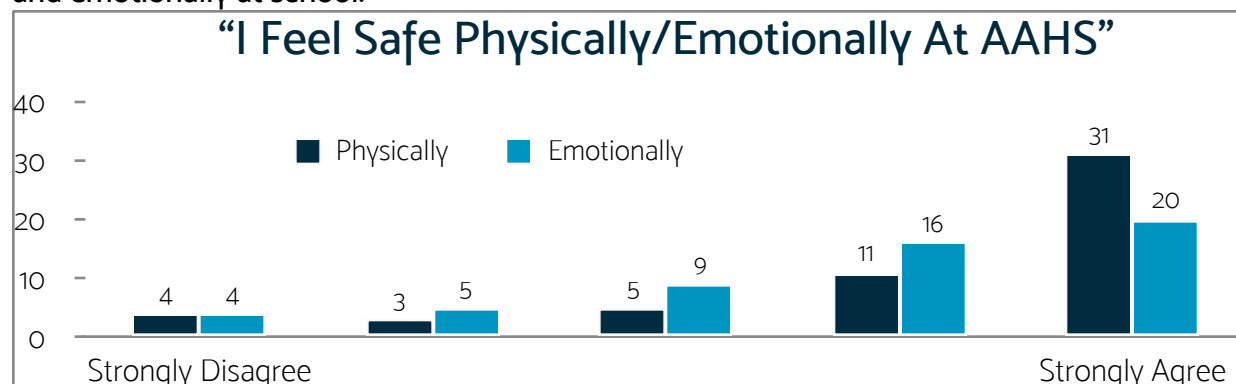## Includes Survey Data

In spring of the 2019-2020 school year the school conducted an end-of-year survey. 54 students completed the survey. The school associates the low number of responses to challenges with distance learning in quarter 4. The survey included questions covering attendance, the nutrition program, school culture, academics & learning program, individual learning style, social/emotional learning, REACH advisory, and distance learning.

The chart below highlights results for two questions from the school culture section of the end-of-year survey. The results indicate that the majority of students are satisfied with school culture.

School Culture
- ■ I feel like I'm a part of a community
- ■ Staff are welcoming and supportive of students

Strongly Disagree → Strongly Agree

Values (community / staff): 5/0, 7/0, 10/6, 15/14, 17/34

On a 1-5 scale, 78% of students indicate (≥3) that they feel part of a community.
100% indicate (≥3) that staff are welcoming and supportive of students.

The chart below highlights results for two other questions from the school culture section of the end-of-year survey. The results indicate that the majority of students feel safe physically and emotionally at school.

"I Feel Safe Physically/Emotionally At AAHS"
- ■ Physically   ■ Emotionally

Strongly Disagree → Strongly Agree

Values (Physically / Emotionally): 4/4, 3/5, 5/9, 11/16, 31/20

On a 1-5 scale, 87% of students indicate (≥3) that they feel part of a community.
83% indicate (≥3) that staff are welcoming and supportive of students.

The school did not conduct a formal parent satisfaction survey in spring of the 2019-2020 school year. Parent surveys and requests for feedback in quarter 4 focused on issues associated with COVID-19. However, the school also gathers satisfaction data throughout directly from parent. Parents send testimonials to staff. Several testimonials from parents and students are featured below:

"Academic Arts High School has offered me a place to thrive. The staff is supportive and understanding of each student and works together to ensure we are able to move forward both in the classroom and outside of it. They also work hard to ensure a sense of community among the student body. It isn't a big school but it's filled with just as much support if not more than what other traditional schools may have. They've been able to help me work through some of the worst parts of my educational career and continue to help me now that I'm finally happy with where I am. There is no other school I'd rather be at and I'm beyond grateful such a place exists."

-AAHS Student

"My daughter has struggled to attend regular high school and online high school in the past. Now finally with a combination of therapy and attending AAHS she is attending.

She has now found herself in a learning environment where the norm is broadly defined and needs supported. Her stress is reduced. Completion of high school is a possibility, perhaps even likely to her finally. The quality of education and the ways she will succeed and is supported to graduate is quite marvelous.

This change has also brought an incredible improvement at home. Worry has been significantly reduced for her parents and success at school has improved interaction at home. Breathing and sleeping has improved for us all. Generally, Crabby Appleton lives elsewhere.

My friend defined this success as finding her herd. My daughter is surrounded by classmates that are different like her or have in common that they are also different. This is nothing less than wonderful.

-AAHS PARENT

Academic Arts High School (AAHS) has been a positive influence not only on my son's life, but mine as well. My son struggled through his first year of high school at a different school. At the end of his Freshman year he was so negative about school that I knew some changes needed to be made. We did research (lots of it). After all of the research we both decided on one school to actually take a tour of. It was AAHS. It was the only one that we both felt confident in. I'm glad we took the tour. Afterwards we sat right in the car in the parking lot and discussed it. I missed seeing my son's face light up, but it did when he talked about the prospects of this school. Fast forward to present day and I still say it was one of the best decisions enrolling him at AAHS. He has grown a lot. Not only academically, but emotionally and mentally. The care that ALL of the staff provides is amazing. I have always had the "It Takes a Village" mentality and this school fits right into that. He knows that if he is struggling at all he can reach out to any member of the faculty and get the support he needs. They keep the lines of communication with parents open as well. I know anything and everything going on, not only with my son, but the school environment as a whole. It gives me a peace of mind to know that his needs are being met.

I know it's a very hard decision when considering your child's well being and future. I also know there isn't a one size fits all school so I strongly suggest looking into AAHS for yourself. Ask as many questions as you need and if more arise after those have been answered, then ask more. They are very open, honest and willing to do all to help each student succeed.

-AAHS PARENT

Environmental Education
Includes ELP Goals

Environmental Education at AAHS

The mission of Academic Arts High School's authorizer, Osprey Wilds (formerly ACNW), is to instill a connection and commitment to the environment in people of all communities through experiential learning. OW defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes to create a healthy planet where all people live in balance with the Earth.

AAHS continued to emphasize environmental education during the 2019-2020 school year. The implementation of a quality environmental education program continues through the course of the contract period. Overall AAHS implements an environmental education program in which students met or nearly met the goals, and continuing progress was a challenge at the end of the 2019-2020 school year due to restrictions associated with the COVID-19 pandemic. AAHS's EE program aligns with its mission and vision and is increasing the environmental literacy of its students. The school demonstrates commitment to environmental education in its curriculum and school culture, especially through its field experiences, science classes, and LNT principles. Scheduledield trips and outdoor experiences supplement in-classroom learning and contribute to students' environmental literacy.

In its FY17 EE Survey, the school articulated its continual approach to environmental education:

> "Ours is simple: Get our students outside as to foster awareness, knowledge, skills, attitudes and participation that instill a connection and commitment to the environment. We have an urban population of students. Many do not have access to natural areas. We want our students to get out of their comfort zone, challenge them mentally and physically, and see their world differently. We also want to foster environmental stewardship and apply the LNT principles that we have been learning in classes and as a part of our school culture. The school's commitment to building long-term environmental literacy is evident. ACNW anticipates that the school will continue to build systems to support this progress and document changes in environmental literacy, as well as strengthening teacher professional development, ensuring consistent and equitable access to EE across

classrooms, and engaging the board with monitoring the school's progress toward its EE goals in a meaningful way."

In the 2018-2019 EE survey submitted to ACNW, school details its use of the 7 LNT principles and implementing EE into more curriculum across content areas:

> We have relied upon The 7 Principles of Leave No Trace as a foundation for our EE program. We apply these regularly with students as ethical principles for being part of a community. The environmental aspect comes through easily when we explore topics in classes (example: Students identifying several LNT principles when learning about environmental justice through case studies such as Uranium mining in the Navajo nation). Furthermore, the increased prevalence of the effects of climate change in local, national, and world news makes incorporating EE into curriculum increasingly inevitable. With many new teaching staff in the 18-19 school year, incorporating EE into an already challenging curriculum and school model was a concern. However, new teaching staff have embraced the importance of EE and have incorporated it, when possible, on their own.
> Though not necessarily in every class, at some point throughout the year, all subject areas included EE themes, topics, and even projects in the curriculum.

ELP Indicators & School Goals

In the 201-2020 school year the school, in collaboration with ANCW, established an Environmental Literacy Plan. Plan outlined 5 objectives and evaluation methods for each of 5 indicator areas vital to fostering environmental citizenship in students: Awareness, Knowledge, Attitudes, Skills, and Action. These indicators are incorporated in to the school's vision. The following section outlines the indicators and evaluation methods of EE initiatives in the 2019-2020 school year. The school's Environmental Education Survey for the 2019-2020 school year, with results for each indicator, can be found in Appendix B.

EE Performance Indicator 1: Awareness

Students at Academic Arts High School have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Objective: Students will be able to identify all 7 LNT principles.

Evaluation Method: Students will take a quarterly quiz identifying the 7 LNT principles. 80% of students will be able to identify all 7 LNT principles by the quarter 4 quiz.

EE Performance Indicator 2: Knowledge

Students at Academic Arts High School have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Objective: Students will be able to articulate how each of the 7 LNT principles effect various environments.

Evaluation Method: Students will take a quarterly quiz applying the 7 LNT principles to different situations. 80% of students will be able to correctly identify and articulate how all 7 LNT principles effect relevant environments by the quarter 4 quiz.

EE Performance Indicator 3: Attitudes

Students at Academic Arts High School have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Objective: Students who participate in overnight outdoor experiences will demonstrate appreciation and concern for the environment

Evaluation Method: Students will complete journaling prompts for all overnight Academic Arts High School FY19 World's Best Workforce & Annual Report Page 28 experiences. 80% of students will indicate at least one area of appreciation or concern or show an increase when responding to the following journal prompts:
Pre/Post trip: "On a scale of 1-10, how well do you connected to the natural world (or the specific place that the students are going)."

EE Performance Indicator 4: Skills

Students at Academic Arts High School have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Strategy: At least three courses throughout the school year will require student projects to propose a solution to a real-world environmental problem

Evaluation Method: 80% of students who pass courses with projects requiring a proposal for a solution to a real-world environmental problem will earn at least 80% on the final project rubric.

EE Performance Indicator 5: Action

Students at Academic Arts High School demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Strategy: Students will complete a project that directly influences the natural environment.

Evaluation Method: 80% of students in quarter 4 environmental science classes will communicate directly with community members (legislators, local businesses, etc.) via email, letter, or in person, about an environmental issue that they have researched as per requirements of the "Public Service" project. Students will research a controversial environmental topic, form an opinion, and propose a solution, and communicate their proposed solution to a member of the community.

EE in Distance Learning

The school's environmental education efforts were significantly hindered by restrictions associated with the COVID-19 pandemic. Two planned overnight trips, accounting for half of the total environmental excursions planned for the year, were cancelled in quarter 4. Additionally, due to the need to alter credit offerings in quarter 4, the environmental science course was not offered.

Despite these roadblocks, the school continued to try innovative strategies to incorporate Environmental Education into the learning program. A prime example of this is the "AAHS Campout" social media event. Staff and students held campouts in their own yards, sharing photos and commentary of their experiences with the school community through instagram, twitter, and Facebook.
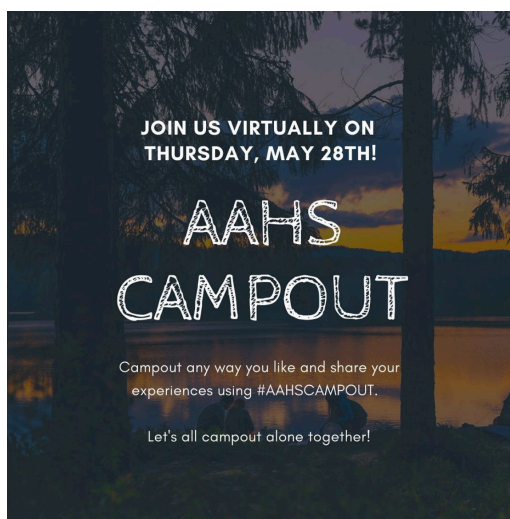
Governance & Management
Includes Annual Board Training & TPS Professional Development Reports

Board of Directors

The AAHS board of directors oversees the governance of the school. The board is responsible for ensuring that that school's finances, employment policies and practices, and student achievement are all on track and compliant with statute. The board of directors also help guide the future of the school through governance practices including strategic planning, analysis of data from the school and greater community, and building direct relationships with school leaders and members of the the greater community.

Though the board is ultimately accountable and responsible for the success of the school, the day to day management of the school and its learning program is delegated to the school's leadership team, the TPS committee. Due to the unique nature of the TPS committee, the board evaluates the committee as a whole, using the board-developed TPS evaluation framework[7], in the same way it would a director. The board has the authority to disband the school's TPS committee and hire a traditional director if it determines that the committee is not working in the best interest of the school.

The TPS committee of Academic Arts High School have a good relationship with the school's board of directors. A board meeting takes place once a month at the school, and at that meeting, a non-board member representative from the school serves as an ex-officio member for that meeting to report to the board on events, academics, and other happenings. Teachers who are on the Board are familiar with day-to-day operations and can work with the board as representatives of the school as well as work with the school as representatives of the board, in the interest of pursuing the school's mission and vision.

Member Name	Board Position	Affiliation	Date Seated	Date Elected	Term End Date	Email Address
Josh MacLachlan	Board Treasurer/ Secretary	Teacher	12/15/2015	11/21/2017*	11/17/2020	josh.maclachlan @academicarts.org
Amy Charpentier	Board Chair	Community Member	1/19/2016	11/21/2017*	11/17/2019	amycharpentier50 @yahoo.com

[7] See Appendix A

Katie Siewert	Member, Student Data Lead	Community Member	2/20/2018	11/20/2018	11/16/2021	katie.siewert @gmail.com
Rachael McNamara	Member	Community Member	2/20/2018	11/20/2018	11/16/2021	meis0082 @umn.edu
David Massey	Member	Community Member	8/21/2018	11/20/2018	11/16/2021	david.massey @aacademicarts.org
Leann Lindusky	Member	Parent	9/18/2020	11/20/2018	Resigned 9/2020	
Tenille Warren	Member	Parent	9/17/2019	11/19/2019	11/15/2022	tenille24_7 @yahoo.com

*most recent election

Board Training and Development

The school's board is utilizing the board training resources curated at mncharterboard.com. New board members complete the Board Roles and Responsibilities Courses, a series of six courses that cover board roles and responsibilities, financial management, and employment policies and practices.

For additional trainings, the board has developed a monthly calendar of courses. Board members compete these courses as per the calendar. Trainings are discussed at respective board meetings. A Training calendar for the first part of the 2020-2021 school year is detailed in the table below:

September	• Adopt required reports #1 WBWF Strategic Plan • Adopt required reports #2 – WBWF Summary Report
October	• Adopt Required Reports #3 - Annual Report • Conduct a Board Election
November	• Develop and Effective Relationship with the Authorizer • Negotiate the Charter Contract
December	• Follow Open Meeting Law • Take Minutes
January	• Finance: Earn the MDE School Finance Award • Finance: Meet Requirements for Use of Publics Funds
February	• Develop and Use Policies • Retain and Maintain Records • REVEIW TRAINING SCHEDULE
March	• Approve and Adopt a Budget • Maximize Revenue for Reimbursement
April	• Safeguard Private Data • Prevent Conflicts of Interest

Initial Training

New board members complete required initial training covering board roles and responsibilities (governance), employment policies and practices, and school financial management within 6 months of being seated on the board. In past years, initial trainings were conduced by hired consultants. Details for these types of trainings can be found in the table below for board members who completed these initial trainings. Starting in the 2019-2020 school year, new board members complete the a suite of six courses through mncharterboard.com. This suite of courses covers the same required training areas described above.

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Josh MacLachlan	12/15/2015*	12/10/2016 Andrew Adelmann	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Amy Charpentier	1/19/2016*	12/10/2016 Andrew Adelmann	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Katie Seiwert	2/20/2018*	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke, Mongsher Ly
Rachael McNamara	2/20/2018*	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke, Mongsher Ly
David Massey	8/21/2018*	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke
Leann Lindusky	9/18/2020*	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke
Tenille Warren	9/17/2019*	12/17/2019 mncharterboard.com	12/17/2019 mncharterboard.com	12/17/2019 mncharterboard.com

* new board members who fill open seats mid-year are seated at the end of board meetings. They officially begin as active board members at the board meeting following the month of their being seated.

Annual Training

The AAHS board of directors conduct continual ongoing training monthly. The board uses the courses curated through mncharterboard.com and chooses trainings aligned with its needs. In the 2019-2020 school year, all board members completed the following trainings

through **mncharterboard.com**.
- Conduct Financial Oversight #1 - Pupil Units
- Conduct Financial Oversight #2 - Fund Balance
- Conduct Financial Oversight #3 - Cash Flow
- Evaluate School Leadership
- Create A Board Development Plan

Management

As previously noted, Academic Arts High School is managed as a Teacher Powered School rather than employing an administrator. Teachers collectively make school decisions and run the school, serving on several committees that provide for appropriate consultation before decisions are made. Committee members support each other and train new teachers to be part of this model, in an ongoing effort to improve functioning as a TPS school.

The AAHS Teacher Powered Schools Committee, which includes all licensed teachers plus licensed support staff and the administrative manager and behavior lead, collectively carry out administrative, supervisory, and instructional leadership responsibilities at AAHS.

The TPS committee continued work during 2019-2020 school year, under the oversight of the AAHS Board, to improve its functioning and build capacity. Accomplishments include establishing a "Tiger Team" of three committee members to oversee management among and between TPS subcommittees, executing the teacher evaluation procedure developed in the 2018-2019 school year, and establishing a process for evaluation of AAHS' collaborative governance model:

- Further clarification of decision-making procedures continued through the use of the "Responsible, Accountable, Consulted and Informed" (RACI) framework. The RACI framework spells out, for approximately 90 tasks, who is Responsible (does the work), Accountable (approves the work that is done), Consulted (asked for their opinion about the work), and Informed (told about the work). The RACI framework, in the form of a detailed spreadsheet, has been a great help for school management and oversight at AAHS.

- In the 2019-2020 school year the school's Evaluation Committee, a subcommittee of the TPS Committee, worked with consultant Greg Schnagl to evaluate and define professional development plans and, if necessary, develop improvement plans for each of its members. The evaluation processes resulted in no members of the TPS requiring an improvement plan.

- The AAHS Board updated and completed its Collaborative Governance Evaluation, the evaluation that it uses to evaluate the school's TPS committee. Based on the evaluation, the board gave the TPS committee a "Meets" rating noting significant improvements in management and implementation of the school's learning program and employment policies and practices.

- Working with the board, the school's Finance Committee and Personnel Committee successfully and efficiently obtained new financial management, payroll administration, benefits, benefits administration, PTO tracking, and HR service providers.

In addition to these developments, there were several specific professional development activities undertaken by members of the TPS Committee. These included:

- Restorative Justice Training - The Restorative Justice approach is a key part of the school's disciplinary policy; TPS members take part in restorative circles and trainings throughout the year led by the school's social worker.

- The board treasurer (also a TPS member) got financial training at Board meetings, and through the school contracted business manager.

- Several TPS Committee members reached out to other Teacher Powered and project-based charter schools, to learn and compare innovative practices

- Through the AAHS Curriculum Committee, the TPS committee studied strategies for building curriculum and addressing state academic standards through project based learning.

To assist with other aspects of management, AAHS contracted with the following organizations:

- Tammy Pulver for Special Education Director Service
- Designs for Learning for Program Support Services
- Done Right Foods for Food Service
- Nate Winter and Nathan Percy from CLA for financial management services.
- Greg Schnagl for teacher evaluations and TPS evaluation support.

List of Administrators/Qualifications

TPS Member	Position Title	Direct Administrative or Supervisory Roles	Qualifications
Ryan Bauer	• **Teacher - Social Studies** • Behavior Committee • Landlord Contact		
Ty Cody	• **School Psychologist** • Personnel Committee • Homeless liaison • Tiger Team	Correspond with Authorizer	
Heather Fjelstad	• **Teacher - Special Education** • Finance Committee • Tiger Team	Correspond with Authorizer	

Josh MacLachlan	• **Teacher - Science** • EE Lead	Submit Tasks in Epicenter: Board, EE	EE: - 7 yrs Board - 4 yrs Continual training through ACNW & Board
Julie Peterson	• **Teacher - Special Education** • Tiger Team • Nutrition Committee • Evaluation Task Force	Correspond with Authorizer Manage Evaluation of staff	Continual training & consultation through HR service providers and hired consultants (Haenke/Schnagl)
Stephanie Bade	• **Teacher - Special Education** • Enrollment Lead	Manage student enrollment in SIS	Continual training & consultation through SIS provider
Sam Kvilhaug	• **Behavior Lead** • Behavior Committee • IOwA	Manage/submit IOwA tasks through MDE	5 yrs experience
Danyelle Bennett	• **Teacher - Language Arts** • Curriculum Lead • Nutrition Lead	Curriculum Lead: Plan agendas, take minutes, Guide PD	Continual training and consultation with Greg Schnagl
Melinda Haas	• **Teacher - Special Education** • Behavior Committee		
Mallery Hammers	• **School Social Worker** • Personnel Committee • Evaluation Task Force	Manage Evaluation of staff	Continual training & consultation through HR service providers and hired consultants (Haenke/Schnagl)
Shoua Yang	• **Administrative Manager** • Personnel Committee	Oversee receptionist, Submit reports to MDE (MARRS, SERVS, Etc.)	16 years experience managing administrative tasks for school
David Gunderman	• **Teacher - Math** • Finance Committee		TPS: 2019-2020 is Probationary Training Year
Aimee Plueger	• **Teacher - Art** • Behavior Committee		TPS: 2019-2020 is Probationary Training Year
Sophie Fischer	• **Teacher - Social Studies** • Behavior Committee		TPS: Probationary Year ends Q3 2020-2021

S taffing
Approach & Philosophy in Support of Mission

Staffing at Academic Arts is one of the school's greatest strengths. Teachers and school staff are committed to the Mission and Vision of the school and to supporting students in finding their individual paths to success. Staffing structure at AAHS is unusual in the proportion of staff devoted to special needs students: AAHS employs a full time school psychologist, a full-time social worker, four special education teachers and nine paraprofessionals who are focused on special education and other student needs. The school also contracts with several third party therapists to meet with students on a weekly basis.

During 2017-2018 school and from the 2017-2018 school year there was significant turnover with four of five teachers not returning. Since then, staffing and teacher retention has remained strong. All licensed staff, not just teaching staff, form the 2019-2020 school year are returning for the 2020-2021 school year.

2019-20 Staffing

2019-20 Licensed Teaching Staff				
Name	File #	License and Assignment	2020-21 Status*	Notes
Bade, Stephanie	996502	Special Education	All Licensed Staff are returning for the 2020-2021 school year.	
Bauer, Ryan	478589	Social Studies Teacher		IPP
Bennett, Danyelle	489490	Language Arts Teacher		IPP
Fischer, Sophie	863511	Social Studies Teacher		Began Q3
Fjelstad, Heather	476801	Special Education		
Gunderman, David	467244	Math Teacher		IPP
Haas, Melinda	1002920	Special Education		Para Q1, Began as SpEd Q2
MacLachlan, James	443250	Science Teacher		IPP
Peterson, Julie	997261	Special Education		
Plueger, Aimee´	488656	Art Teacher		IPP

* IPP = Innovative Program Permission

2019-20 Other Licensed (non-teaching) Staff				
Name		License and Assignment	2020-21 Status*	Comments
Cody, Ty	474875	School Psychologist & Homeless Liaison	**R**	
Hammers, Mallery	489628	Social Worker	**R**	

*   R = Returning, NR = Not Returning

2019-20 Non-Licensed Staff			
Name	Assignment	2020-21 Status*	Comments
Albers, Sam	Paraprofessional	R	
Kvilhaug, Sam	Behavior Lead	R	
Lentz, Sarah	Paraprofessional	R	
Parilla, Mari	Paraprofessional	R	
Lecander, Kaelyn	Paraprofessional	R	
Reed, Michael	Paraprofessional	R	
Owens, Brandon	Paraprofessional	R	
Foss, Jinan	Paraprofessional	R	
Ozuna, Jacqueline	Paraprofessional	R	
Pickett, Gregory	Paraprofessional	NR	Resigned mid-year
Yang, Shoua	Administrative Manager	R	
Rubio, Jenny	Reception	R	

* R = Returning, NR = Not Returning

2019-20 Teacher Professional Development Activities

Teacher professional development changed significantly in the 2019-2020 school year. In responses to the school's performance improvement plan with OW, the TPS committee and curriculum committee began working with Greg Schnagl, a consultant from Teacher Centricity, LLC. The scope of the work the school conducted with Greg was broad. He met with teaching staff and the curriculum committee multiple times per month. The goal of this work was to guide and coach teachers, some of whom were new to teaching, on research-based classroom strategies and practices designed to improve student engagement and achievement.

Additionally, the curriculum committee defined a goal of establishing a baseline for curriculum. In such a small school, teaching staff are continually challenged to develop new, fresh, and interesting content for classes. Many students are behind in credits and have already taken many of the courses for which they need credit at other schools. AAHS teachers work hard to keep coursework engaging.

Creating brand new content continuously is very time consuming. Teachers also improve on lessons as they teach them more and more, a benefit that the school was not capitalizing on. In the 2018-2019 school year, the curriculum committee identified the need for a baseline curriculum, mainly to assist teachers who are new to teaching and the school. As a TPS school, teachers at AAHS assume an extra level of accountability and, thus, a larger workload automatically by being part of the school's leadership team (TPS committee). The school determined that having a library of standards-aligned curriculum, that was proven to be engaging, for teachers to use could ease workload and allow teachers to focus on teaching which will ultimately help students.

The work Greg Schnagl did with the curriculum committee helped define the technical aspects (scope of content, engagement strategies, storage of materials, access for new staff, etc.) of this curriculum. The school successfully established the first of a three-year course cycle. Once complete, the school will have a set of 3 years of engaging coursework so courses do not need to be repeated year after year.

Greg Schnagl also worked extensively with the school's evaluation committee to assist with staff observations as per the school's employee evaluation system updated at the end of the 2018-2019 school year. He was scheduled to conduct a minimum of two observations for each staff during the 2019-2020 school year. Restrictions associated with the COVID-19 pandemic prevented some observations during Q4.

Additionally, the school's TPS committee made another significant change in professional development in the 2019-2020 school year by creating a customized professional development conference. Recognizing the many specific professional development needs outlined in performance improvement plans from OW and the school board, the TPS committee chose to forgo the Minnesota Association of Alternative Programs (MAAP) Conference. The MAAP conference is an annual conference of charter schools and alternative programs. The conference is well run and provides a wide variety of resources for educators working in schools that face many of the same challenges as AAHS. The school's entire leadership and teaching staff had attended this conference for the past 9 consecutive years. Until the 2019-2020 school year, the MAAP conference was the central focus of the school's professional development efforts. However, in the 2019-2020 school year, it became clear that the school needed more directed and specific training, a need that the MAAP conference is not designed to meet. Instead, the school's Tiger Team planned a "mini conference" catered specifically to the needs of the school. Trainers from universities and consultant groups were hired and the TPS staff rented conference space at a hotel in Stillwater, MN.

Teacher Retention

There was zero turnover of licensed staff from the 2019-2020 school year to the 2020-2021 school year. All licensed staff returned.

Percentage of Licensed Teachers from 2019-20 not returning in 2020-21 (non-returning teachers/total teachers from 2019-20 X 100)	0%

The school's Tiger Team also began conducting staff and teacher job satisfaction surveys in the 2016-2020 school year. Summarized results of two teacher satisfaction surveys can be found in the table below. Survey results indicate that staff satisfaction is high. Note that results for additional surveys regarding COVID-19 are not included.

Survey Question	Average score
"I enjoy my workplace culture"	4.3
"I find my work meaningful."	4.7
"My creative and innovative ideas are supported."	4.3
"I feel recognized and appreciated at work."	4.3
"My organization gives me the tools and technologies I need to do my job well."	3.9
"Does the school communicate news effectively and in a timely manner?"	3.8
"Do you feel as though your job responsibilities are clearly defined?"	4.2
"I believe that work is distributed evenly across the staff team."	3.4
"I feel connected to my coworkers."	4.4
"I feel free to be who I am at work."	4.6
"I believe my job utilizes my skills and abilities as much as it could."	4.5
"The school values my feedback."	4.3
"I believe the school is open to change."	4.2
"I trust our TPS leadership team."	4.2
"Do you feel overburdened by your day-to-day responsibilities?"	3.4
"I look forward to going to work most days."	4.2
"I know someone at work who encourages my development."	**4.4**

Survey responses for a 1-5 scale
(1 = strongly disagree, 5 = strongly agree)

Operational Performance

Academic Arts High School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to:

- Academic Arts High school completes relevant compliance and reporting requirements for the authorizer, state education agency, and/or federal authorities, including but not limited to:
  * State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
  * TRA/PERA;
  * School web site is compliant with statutory and authorizer expectations;
  * Insurance coverage.

- School facilities, grounds and transportation, including but not limited to:
  * Fire inspections and related records;
  * Viable certificate of occupancy or other required building use authorization;
  * Physical space provides a safe, positive learning environment for students;
  * Appropriate and safe student transportation practices.

- Health and safety, including but not limited to:
  * Nursing services and dispensing of pharmaceuticals;
  * Emergency management plan;
  * Foodservice.
    * In an audit at the end the the 2018-2019 school year, the school's Free and Reduced Lunch eligibility tracking system was determined to be inadequate by MDE. A committee was developed to address this issue during the 2019-2020 school year. By the end of the 2019-2020 school year, the school determined that participation in the federal free and reduced lunch program was not viable for the school. The program would require a full-time staff to manage it properly. The number of students who qualify and utilize the program would save the school less than the cost of the dedicated staff required to run the program. The school developed a nutrition plan that does not utilize the federal free and reduced lunch program. Find more details of this plan in the Future Plans section of this annual report.

- Admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment.

- Due process and privacy rights of students, including but not limited to:
  * Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions

prohibiting public schools from engaging in religious instruction;
* Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
* Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
* Transfer of student records.

- Employment including transparent hiring, evaluation and dismissal policies and practices.

Background checks for all school employees are required.

Finances
Budgets & Practices

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name: Josh MacLachlan
Position: Board Treasurer
Phone: 651-457-7427
Email: josh.maclachlan@academicarts.org

Clifton Larson Allen (CLA) provides accounting services for Academic Arts High School.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2020.

FY20 Finances	Fund 1	Fund 2
Total Revenues	$1,878,571.91	$21,304.38
Total Expenditures	$1,836,137.95	$22,255.90
Net Income	$42.433.96	($951.52)
Total Fund Balance	$390,557.65	$0

Overview

The school continues to struggle with enrollment. Due to low ADM, the budget for the 2019-2020 school year had to be adjusted to 96 from 99. The school year ended with an ADM of 96.6, meeting ADM targets of the adjusted budget.

As with FY19, the school was approved for a $100,000 line of credit as a precaution for times of low cashflow. However, the school did access the line of credit in FY20.

Despite a tumultuous year for which the school's future funding situation was unclear and ambiguous the school was still able to end year with surplus and add to fund balance. In fact, the school met it's goal of a 20% fund balance in FY20, a achievement that the school had planned for 3 years to accomplish

Title funds were allocated to PD for staff development. Additionally, the school's special education program also met maintenance of effort (MOE) requirements for special education funding.

Revenues & Expenses

All revenues and expenditures for the 2019-2020 fiscal year came from traditional state and federal sources traditional sources. The school continued leveraged Title I and Title IV funding to continue to provide innovative support for the learning community.

COVID-19 Related Costs

There were no COVID-19 related cost for the 2019-2020 school year. The school had developed a protocol for posting content to Google Classroom, which was ultimately used as a framework for the school's distance learning plan, before distance learning restrictions were put into place.   Purchases for cleaning supplies to prepare the school for in-person instruction were not purchased until July which are considered expenses for the next fiscal year, FY21.

Net Surplus or Deficit and Fund Balance

With distance learning during quarter 4 of the 2019-2020 school year, specific costs (e.g. school lunch, student transportation, etc.) were lower than expected. Lower expenditures in addition to discretionary spending freezes earlier in the year due to low ADM resulted in a surplus of $41,482.44. This brought the school's fund balance to $390,557.65 or 21.02%. This

World's Best Workforce Annual Budget

Goals associated with school's WBWF plan is integrated with the school's vision, mission, and contractual goals. The general budget does not have specific funds allocated to WBWF plan goals exclusively.

Future Plans
Community & Growth

The key future plans focus on enrollment. The school regularly struggles to maintain enrollment (and, thus, ADM) that can support its budget and build a healthy fund balance and robust learning program. Below are initiatives on which the school is focusing to increase enrollment and continually improve the learning program:

Marketing:
- The school created a new logo, brand standards, and mascot in the summer of 2020.
- A marketing committee has been established to execute a cohesive marketing strategy through all outlets including the school's website, social media, mail, and print.

Research/Influencers:
- The school's unique structure and learning program necessitates regular research into cutting-edge strategies in education. In the 2020-2021 school year, the school plans to further differentiate itself among area charter schools by featuring blogs of the research AAHS educators do when making decisions in the school. The ultimate goal is to build a following as an authority in innovative education.

Classroom and Curriculum:
- The school's curriculum committee is continuing work, with Greg Schnagl, on a 3-year initiative to compile a library of content aligned to standard for all courses. The school will continue the second year of this initiative in the 2019-2020 school year.
- The school will continue to innovate and update its virtual learning framework to improve access for students when they are not physically in the building.
- The curriculum plans to revisit and update the school's messaging on its
- The TPS committee has also identified a need to continue to innovate and take risk. In the past several years the school has restricted the scope of define curriculum & teaching practices, reflect on student data, and make informed changes in order to improve student achievement. There are some aspects of the learning program that resemble a traditional learning program more than in the past. Armed with a strong team, clear vision of purpose, and valuable past experience the school plans to take measured risks in trying new and innovative strategies to help students succeed. One example is the institution of "Mental Health Days" during virtual learning.

Distance Learning Plan
Description & Reflection on Implementation

As with the vast majority of school in Minnesota and around the nation and world, the shift to distance learning in quarter 4 of the 2019-2020 school year was not planned and not something or which the school was adequately prepared to execute effectively. Despite this, the school created a clear and consistent distance learning plan for all AAHS students to access content and instruction for all courses. The entire distance learning plan can be found in Appendix B.

## Key strategies of Distance Learning Plan:

- **Ensure internet access for all students:** The school invested funds to ensure that all students have access to the internet. Students that have no internet or unreliable internet are equipped with a hotspot providing dedicated wifi access. Students were also issued school chrome books if they did not have dedicated access to a computer.

- **Synchronous Instruction:** For many of the same reasons that affect student absence, the school's Distance Learning Plan does not require students to attend live synchronous instruction. The school acknowledged that requiring all students to do this would be inequitable as some students are not able to keep strict schedules during virtual learning (e.g. taking care of younger siblings or other family members, working to support family members that are not able to work during the pandemic, etc). Instead, all teachers provide content in several ways including text documents, presentations, and recorded lecture. Students and teachers are also able to schedule synchronous meetings when needed or preferred.

- **Clarity of User Interface:** The school chose to use a single interface for students to use to access and interact with course content: Google Classroom. Referencing recommendations from parents and other schools that specialize in virtual learning this decision was intended to minimize the learning curve for students in an already stressful time of transition. The school's curriculum committee also produced a suite of instructional materials and videos that help guide students and families through technical aspects of virtual learning in Google Classroom.

Efficacy of Distance Learning Plan

- **Learning Style:** Different students learn in different ways. In weekly meetings discussing student data during distance learning, the school noticed that some students who struggled while learning in-person were actually thriving during virtual learning. At the same time, other students who thrive with social interaction struggled during virtual learning.

- **Similar Grades to Prior Year:** In comparing Q4 grades from the previous year, the school's curriculum committee noticed similarities in grades. This was surprising as all teachers and staff were concerned that students were not learning. Though grades alone are not a robust metric to compare efficacy of virtual learning to in-person instruction, the results indicate that virtual learning in Q4 of the 2019-2020 school year is at least as effective as the school's learning plan the prior year.
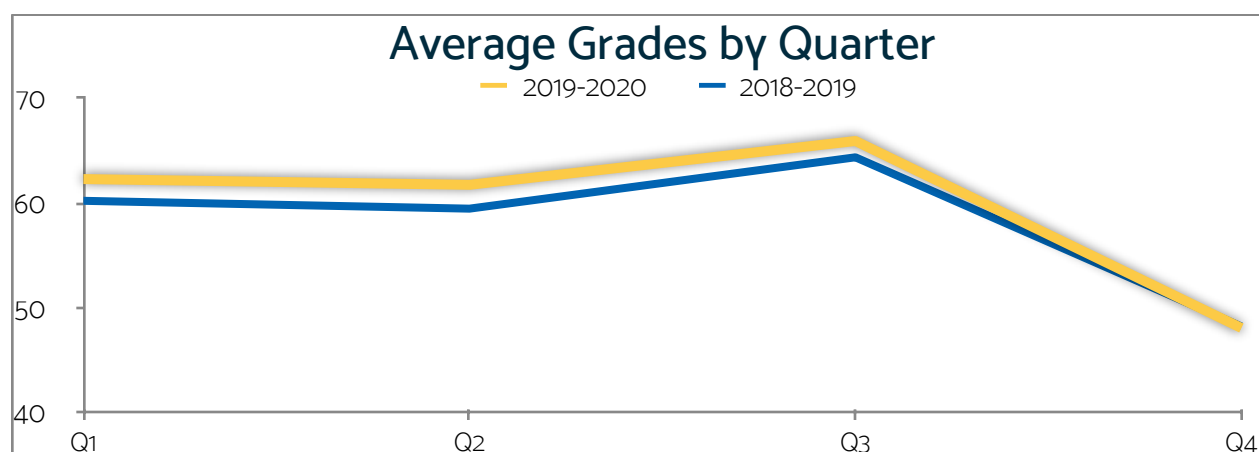
Changes Made to Distance Learning Plan (2020-2021 School Year)

- **Personalized Growth Plans:** The school noticed that many students were not making regular contact with teachers and content on Google Classroom during distance learning in Q4 of the 2019-2020 school year. Since the school had provided access to content in at least four ways the school worked with the assumption that since no specific type of access was required all were viewed as optional and many students opted to not access any content. Over the summer, the curriculum committee developed a Personalized Growth Plan (PGP). At the beginning of the 2020-2021 school year, students and advisors worked through PGPs with families to identify specific needs and learning preferences for each student. Students and advisors agreed on daily schedules and modes of access to content (i.e. one student may access content via recorded lecture where as another may be expected to attend scheduled video calls with teachers for synchronous learning.)

- **Synchronous Instruction:** With the institution of PGPs, synchronous learning was expected for specific students. The curriculum committee created a weekly schedule of meeting time for synchronous learning for each class so students who most benefit from this mode are able to plan for and attend meetings.

- **Family Engagement:** Reviewing feedback from parents, the school recognized that students and teachers were not the only stakeholders affected by distance learning. Parents and other family members are bombarded with information and decisions,

often from multiple schools, and many are overwhelmed. Referencing recommendations identified through research, the school incorporated dedicated time in the daily schedule for family engagement so staff can reach out to, learn from, and help families as much as possible.

A **ppendix A**
TPS Evaluation Framework

TPS Evaluation

OBJECTIVE

The function of this document to evaluate the performance of the Teacher Powered School Committee (TPS) at leading the school and directing daily operations. The evaluation process allows the board to engage with the TPS committee to reward achievements, discuss challenges, address concerns, and when necessary, develop performance improvement plans.

PROCEDURE

Standards are grouped by functional area. Both TPS and the board evaluate TPS's performance using the following ratings:
- **NI** - Needs Improvement
- **M** - Meets the expectations of the standard
- **E** - Exceeds the expectations of the standard

The following is the timeline for completing the evaluation:
- **August/September** - The board and TPS committee work together to establish strategic goals for the committee for the school year. The goals should be specific and related to the school's strategic mission and vision for the school. The goals should align with each of the functional areas: Academic, Financial, Organizational, and Communication.
- **January** - The board and TPS discuss progress halfway through the school year, and adjust goals if necessary.
- **April/May** - The TPS committee begins its self-evaluation, documenting a rating for each standard/goal in the *TPS* column and providing comments with specific examples that support the rating. The board also sends a short electronic survey to selected staff to review TPS's performance. The board reviews the TPS self-evaluation and survey results and documents a rating for each standard in the *Board* column, adding comments when applicable or when the ratings differ from TPS. The board completes the evaluation by the end of May and distributes it to TPS.
- **June** - During the June board meeting, the TPS committee and the board discuss the final evaluation. Representatives from TPS address issues or concerns and ask questions. The board and TPS discuss plans to improve any areas that need improvement. Then the board meets in a closed session to discuss the evaluation privately.

The committee effectively communicates with the board of directors, having representatives at board meetings who are prepared and attentive.			
There are clear protocols to manage, respond to, and communicate about crises that the staff understands and follows.			
The committee engages the community to participate in school events.			
The committee effectively uses social, online, and print media to communicate with the community.			
STRATEGIC GOAL:			

OVERALL PERFORMANCE RATING

Overall Rating:

Rationale:

AUDUBON CENTER OF THE NORTH WOODS - CHARTER SCHOOL DIVISION

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

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

Distance Learning Plan Amendment for Extended Distance Learning Period 5/5/20-6/30/20

Governor Walz Executive Order 20-41 requires that existing distance learning plans **must be revised** to include additional engagement efforts including, but not be limited to, addressing communication pathways with student families, community input on student and family needs, and other outreach opportunities. This, in addition to core instruction, supports for all student groups, nutrition, school-age care, technology needs and effectively delivering educational models to students in a distance setting.

COMMUNICATION PATHWAYS WITH FAMILIES:

Describe how the school is communicating information and expectations to students and families. Address how this is accessible to all families in the school and does not amplify inequities.
- Google Classroom is the main platform used for distance learning
  - o Students are given their attendance question and academic tasks/assignments daily in each of their classes. Assignments include directions and any other resources needed (e.g. links, videos, articles, etc.)
  - o Assignments include written and video recorded directions as resources
  - o Daily agendas for courses are posted on Google Classroom stream daily. Posts are read by staff in video recordings and posted to the Google Classroom stream daily.
  - o Guardians are invited to google classrooms and can opt to receive daily or weekly updates on assignments for their students.
- Teachers and staff have ongoing communication through phone, email, Google Hangouts to walk students through the daily expectations and use of technology (majority students have used Google Classroom all school year)
- All important school updates are posted on ParentSquare, which sends texts and/or emails to staff, parents, and students. These posts contain links to the school website and other resources. We also include important updates on our website's home page in the "announcement bar".
- Parentsquare attendance updates are sent to parents and students at 5pm each school day (they will be updated with the student's attendance from the previous day 24 hour period)
- Daily and weekly Google classroom agendas are posted to Google Classroom streams for each class. Parents can opt to receive update emails for class work.

Teachers and staff track missing work and reach out to families via email, phone, text, etc. as needed.

Describe how families are to communicate concerns or questions to the school. Address how this pathway is accessible to all families in the school and does not amplify inequities.
- Families can communicate concerns through preferred method of communication: phone calls, text, email, mail. Home visits will be considered (social distancing outdoors) if necessary.
- Parent and student surveys are sent out via Parentsquare and on the school website every other week. Feedback is reviewed regularly in Curriculum Committee meetings.

What platforms (technology systems) are families expected to maneuver in communicating with the school.
- Families can communicate concerns through preferred method of communication: phone calls, text, email, mail. Parents can assist their child with navigating Google Classroom but are not required to do so.

Describe how the school will reach out and overcome barriers that may exist in communication.
- Using all forms of communication: phone calls, text, email, mail. Home visits will be considered (social distancing outdoors) if necessary.
- Wellness checks will be used with local law enforcement if deemed necessary.
- The school will, and already has, update and change practices and policies in response to feedback from parents and students regarding the school's digital learning program. Updates are made to the "AAHS DISTANCE LEARNING PLAN" Google document linked on our website and also announced to students and families.

COMMUNITY INPUT ON STUDENT AND FAMILY NEEDS:
How has the school sought out information from the communities they serve to design a distance learning plan that works for those communities?
- Distance learning feedback Google form survey sent to the school community on 4/17/20 (Having a Gmail account is not required to complete survey)

Describe how the school has reached out to determine what specific students' need?
- Ongoing communication from ALL staff through phone, email, Google Hangouts (chat and video) to determine student needs that arise
- Staff made contact with each student/family to determine accessibility needs. School delivered computers and internet hotspots as needed. All students that the school has made contact with have access to their school Google account, including Google Classroom, and, thus, the entire digital learning program and curriculum for the school.

2

Describe how the school has reached out to determine what specific families' need?
- Ongoing communication from ALL staff through phone, text, email, Google Hangouts (chat and video).

OTHER OUTREACH OPPORTUNITIES:

Describe what additional outreach opportunities the school has pursued and/or participating in to provide for the needs of your students. Identify any partner organizations the school is working with.
- Partner organizations:
  - o The Link (ensuring access to coordinated entry for our homeless student population).
- Support from MN Association of Charter Schools (MACS). AAHS is a member of MACS.

EXPANDING ACCESS TO, AND SUPPORT WITH, TECHNOLOGY:

Describe how the school identified the technology and or access needs of the students/families.
- For newly enrolled students, Chromebooks are picked up at the school site (by appointment after 3/20/20), one student/family at a time. Delivery by paras and Danyelle (Language Arts Teacher) to new students as needed.

Describe how the school worked to bridge the gaps identified to ensure equitable distance learning.
- Ongoing communication from ALL staff through phone, email, Google Hangouts to determine specific needs
- Receptionist working on school site four days (8 hours total) per week to meet unique needs of students (e.g. getting a Chromebook charger replaced)

PARTNERING TO SUPPORT STUDENT SAFETY AND WELLNESS:

Describe how the school is working to identify student safety and wellness concerns.
- Concerns for students are shared at weekly Zoom staff meetings. Next steps are delegated to appropriate staff (e.g. School Social Worker, student Advisor)

Describe the procedures the school has put in place to be proactive in supporting student safety and wellness.
- We have communicated with the school community how we are taking attendance and following Truancy law and Wellness Checks. Student attendance is taken when students answer the daily Attendance Questions in their Google Classroom courses. Students receive credit for answering the question in each of their classes in addition to being marked "present" on Infinite Campus.

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- We are following our current Attendance Policies, managed by Sam Kvilhaug/Shoua Yang. If students are not participating on Google Classroom, families will be contacted on an individual basis by AAHS staff members.
  - o   School staff will continue to monitor truancy guidance as updated on Dakota, Ramsey, and other relevant counties.
- If we are unable to make contact after four attempts, Academic Arts High School is bound by law to conduct Wellness Checks on students. Staff have been identified to assist families in this area: Sam Kvilhaug, Mallery Hammers.

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Appendix B
Distance Learning Plan