



## Fiscal Year (FY) 2021 Authorizer Annual Report

### Authorizer Information

**Name of Authorizing Organization:** Osprey Wilds Environmental Learning Center

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

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

**Telephone of Primary Authorizer Contact:** (612) 331-4181

**Email Address of Primary Authorizer Contact:** anderson@ospreywilds.org

#### Authorizer Summary:

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

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

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

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

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

## Authorizer Processes

### New Charter School Applications in FY 2021 (B.1)

Did your organization review any new charter school applications?

Yes

If no, please provide an explanation:

N/A

If yes, complete the table below for each application.

Name of Charter School Applicant	Authorizer Approval or Disapproval	Minnesota Department of Education (MDE) Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Angela Day School for Liberation and Progressive Education	Approval	Approval	N/A	N/A
Endazhi-Nitgaawiging	Yes	Approval	N/A	N/A
Fostem Academy	No	N/A	Application did not meet OW's criteria for approval.	N/A
Modern Day Montessori	Yes	N/A	N/A	Yes
Nelson Mandela Academy	No	N/A	Applicant did not meet OW's criteria for approval.	N/A

Name of Charter School Applicant	Authorizer Approval or Disapproval	Minnesota Department of Education (MDE) Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Skylight School for Justice	N/A	N/A	N/A	Yes
St. Cloud Social Justice Academy	Yes	Yes	N/A	N/A
STEM Micro School	Yes	Yes	N/A	N/A

### New Charter School Openings in FY 2021 (B.2)

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

Yes

If no, please provide an explanation:

N/A

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

Name of Charter School Projected to Begin Serving Students in FY 2021	Projected Opening Date	Did this School Open as Planned?	If No, Provide Reason(s) and Revised Projected Opening Date
Three Rivers Montessori	2020	Yes	N/A

### Charter School Expansion Applications (to add primary enrollment sites or grades, including instructional prekindergarten or preschool programs) in FY 2021 (B.2)

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

Yes

If no, please provide an explanation:

N/A

If yes, complete the table below for each application.

Name of Charter School	Proposed Additional Grades to be Served (including prekindergarten and/or preschool) and/or Location of New Site	Authorizer Approval or Disapproval	MDE Approval or Disapproval	If Disapproved, Reason(s) for Disapproval	Application Withdrawn by Applicant
Metro Schools	Grades K-4	Yes	Yes	N/A	N/A

### Early Childhood Health and Developmental Screening Requests in FY 2021 (B.2)

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

No

If no, please provide an explanation:

Osprey Wilds did not receive any requests for early childhood health and development screening recognition in FY2021.

If yes, complete the table below for each request.

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

### Charter School Change in Authorizer Requests in FY 2021 (B.2)

Did your organization review any change in authorizer requests?

No

If no, please provide an explanation:

Osprey Wilds did not receive any change in authorizer requests in FY2021.

If yes, complete the table below for each request.

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

### Charter Contract Renewals in FY 2021 (B.9)

Did your organization engage in charter renewal activities in FY 2021?

Yes

If no, please provide an explanation:

N/A

If yes, complete the table below for each school.

Name of Charter School	Was Contract Renewed?	If Yes, Term of Contract Renewal	If No, Reason(s) for Nonrenewal
Aurora Charter School	Yes	07/01/2021-06/30/2024	N/A
Great Expectations School	Yes	07/01/2021-06/30/2026	N/A
Partnership Academy	Yes	07/01/2021-06/30/2026	N/A
Swan River Montessori	Yes	07/01/2021-06/30/2026	N/A

### Additional Authorizer Activities

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

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

Osprey Wilds is committed to advancing the skills and knowledge of its staff. Staff members are evaluated at least once a year. During evaluation meetings, staff members and their supervisors identify professional development needs and set professional goals. As such, in FY21 we dedicated resources to ongoing professional development that resulted in improved authorizer practices.

On the national level, the Osprey Wilds staff was able to attend several conferences due to the transition to virtual gatherings. OW staff attended the virtual National Association of Charter School Authorizers (NACSA) Leadership Conference in October 2020. At this conference, staff attended sessions focused on individual and organizational particular areas of need, and also made and continued to deepen connections with authorizers within Minnesota and across the nation. In addition, Erin, Director of Charter School Authorizing at Osprey Wilds, presented in the NACSA session, “Putting it into Action: New School Application Peer Review,” on May 20, 2021. Erin, Nalani, James, and Addie attended the national Teacher-Powered Schools conference in October 2020, which offered opportunities to virtually tour some school buildings and roundtables with staff and students. OW staff participated in the national Authorizing for All meetings monthly from February to April 2021, with Erin serving on the Leadership Team. These sessions convened authorizing staff from around the country to collaborate on initiatives to improve or create equitable authorizing practices and standards.

Also in October 2020, Addie and Nalani attended the North American Association for Environmental Education Conference virtually—with Nalani attending the NAAEE Research Symposium in addition to the traditional conference sessions. In March 2021, Erin and Addie attended the Montana Environmental Education Association virtual conference focusing on environmental education resources.

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

On the local level, Osprey Wilds staff attended monthly Minnesota Associate of Charter School Authorizers (MACSA) meetings. In these meetings, staff members received updates from the Minnesota Department of Education (MDE) and the Minnesota Association of Charter Schools (MACS), reviewed legislative initiatives, and also shared challenges, effective practices, and learning with other authorizers from around the state. Erin, Nalani, James and Addie attended the virtual Overcoming Racism Conference in November 2020 and the MN Association of Alternative Programs Conference in February 2021. Other training and development included:

- Erin attended the session “The Death Spiral: Identifying Early Indicators of Distress in Charter Schools (A Conversation with Authorizers)” presented by the National Charter School Resource Center in September 2020.
- Nalani, James and Addie attended the MDE Authorizer Conference in December 2020.
- Nalani and Erin attended MDE’s “Online Learning” training with Jeff Plaman in September 2020.
- Erin attended the Independent Charter Schools Virtual Conference in November 2020.
- Nalani, James, and Addie participated in Facilitating Meaningful Feedback (offered by the MDE Principal Leadership Support Team) December 2020-January 2021.
- Nalani attended the “High-Quality Charter School Methodology-Stakeholder Engagement” workshop at MDE in December 2020.
- Addie attended NACSA’s “To Renew or Not Renew” session in April 2021.

- Erin and Addie attended the New Schools Venture Fund Summit virtually in May 2021.
- James participated in NACSA’s virtual authorizer boot camp in June 2020.
- Nalani attended the “Expert Roundtable: NWEA on Using Data” session in April 2021 and “How Should Individual MCA Scores Be Interpreted” in May 2021.
- Erin participated in the NACSA “Community Conversation on New Schools” on May 6, 2021.
- Erin participated in several workshops and trainings focused on equity in education throughout FY2021 including, “A Town Hall on Community Solutions for Racial Justice, Transformation and Liberatory Education in the Twin Cities” (May and June 2021), “EDTalks: Education and Access: Generational Poverty and Technology” (May 2021), “Taking Action to Learn about Racial Equity” (UMN, January 2021), and “Dismantling Racism and Addressing Anti-Blackness in Your Organization” (July 2020).

Osprey Wilds authorizing staff and leadership engage in ongoing job-embedded professional development. This happens through staff meetings, internal staff trainings, board and committee meetings, ongoing consultations, and on-the-job training. Examples in FY2021 include:

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

Training for Osprey Wilds Board and Charter School Committee: CSD staff provides ongoing training for Osprey Wilds board members at committee meetings and board meetings. For example, Erin provided both the Charter School Committee and the full OW Board with extensive training on Osprey Wilds AAP (September 2020 and January 2021, respectively) and the new school application process (March 2021). At the February 2021 OW Charter School Committee meeting, Erin reviewed the CSD’s annual report, which included an overview of Osprey Wilds’ FY19 strategic plan data and ongoing goals.

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

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

In FY21, the Charter School Division (CSD) embedded practices of self-evaluation and documentation into monthly strategic plan meetings. In addition to employee reviews, the staff conducted self-evaluations in preparation for and after the MAPES interview and evaluation, after soliciting feedback from contracted evaluators regarding the new school process, and as a part of the Authorizing for All “Design Thinking Reflective

Practice” in June 2021. Following up on the staff capacity built in FY20, OW has broadly expanded its evaluator pool (from 17 over the course of 2015-2020 to 28 in 2021) in order to better reflect the students and staff who learn and work in OW authorized schools and the variety of educational approaches.

In FY19 the Osprey Wilds board engaged in strategic planning for FY20-25, and in FY20 the CSD created a work plan that aligns the board’s strategic priorities with the CSD’s primary goal and mission, and creates specific measures and benchmarks for the organizational goals. Then, OW authorizing staff mapped their job descriptions and existing practices onto the revised strategic priorities in order to identify areas of clear alignment and clarify areas that needed to be brought into greater alignment through the strategic work plan or elimination. In FY21, staff met monthly to reflect on progress toward the strategic plan. These meetings also provide an impetus to identify new tools or strategies for conducting quality oversight. Through regular reviews of Osprey Wilds’ mission- and vision-driven strategic plan, the team routinely reviews its internal practices against the authorizing mission and vision. Over the course of the previous strategic plan, Osprey Wilds tracked progress on meeting outcomes in our strategic plan and made revisions to the plan based on actual practice.

Covid-19 also provided plentiful opportunity for OW to evaluate its oversight practices and infrastructure related to authorizing. OW continued to use tools piloted in FY20 for remote site visits since most schools were in and out of distance or hybrid learning and experiencing school closures. Both the EE Teacher Workshop and Leaders Retreat were held virtually and piloted new features to better suit the needs of participants.

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

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

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

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

Examples from FY2021 include:

- In August 2020 Erin was interviewed for a NACSA project focusing on financial impact planning.
- In October 2020, the REACH Center interviewed Erin about how charter “programs and policies may be implemented or revised in ways that increase and outcomes for marginalized or underserved student groups (students of color, those from low-income families, students with disabilities, or students who are English learners).”
- In October 2020, James presented sessions on anti-racist authorizing for both NACSA and MACSA.



- In October 2020 Erin presented a number of sessions at the NACSA conference: a panel titled, “Someone to Watch Over Me: Lessons Learned in High-Stakes Authorizer Evaluations,” a Pecha Kucha called, “Maslow Before Bloom: Support and Accountability in a Pandemic,” and a session entitled “Hard Decisions in Hard Times: High Stakes Accountability in the Era of COVID.”
- Addie was elected to serve as secretary of the MACSA board at the end of FY21 (for the FY22 year).
- Erin continued to serve on the National Charter School Institute’s National Authorizer Leadership Team.
- In December 2020, Erin shared the experience of an Osprey Wilds authorized school piloting learning pods with NACSA.
- Erin served on the Authorizing for All Leadership Team, facilitating breakout groups, opening sessions, and collaborating in the planning and sequencing of the FY21 sessions. As a result of the interactions with authorizers across the country, staff at the Fordham Foundation reached out to Erin seeking guidance on how to diversify their evaluator pool (April 2021). Additionally, James and Nalani joined Erin in facilitating an Authorizing for All panel discussion on building equitable practices in June 2021.
- In May of 2021, Erin participated in NACSA’s consultancy protocol on new school applications.

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

- In September 2020, Bethel University requested guidance regarding World’s Best Workforce alignment, which OW provided via email.
- In September 2020, James provided feedback to Jackie Allen from the Bush Foundation about the Community Innovation Grants process, which supports charter schools.
- In October 2020, Nalani shared Osprey Wilds’ publication, *The Sounding Board #16 – The Role of the Board Chair* at a MACSA board meeting.
- In November, Pillsbury United Communities requested Erin’s assistance from Osprey Wilds for a renewal site visit for Cedar-Riverside Community School.
- In December 2020, Erin shared Osprey Wilds’ alternative accountability measures with Great Minnesota Schools.
- In March 2021, University of St. Thomas requested both an example of OW’s contract amendments and names of women of color who lead high quality charter schools, which were provided via email.
- In April 2021, the MN Guild called Erin to discuss requirements and oversight pertaining to EMO/CMOs, and Erin shared an attachment via email as follow-up to the conversation.
- In April 2021, Pillsbury United Communities requested clarification and insight regarding school mergers.

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

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

Osprey Wilds Environmental Learning Center (Osprey Wilds or OW) provides proactive support and technical assistance that is based on demonstrated need and designed to promote excellent performance of, prevent problems in, and protect the autonomy of the schools in its portfolio. In efforts to protect schools’ autonomy,

technical assistance offered by Osprey Wilds to authorized schools is completely voluntary and not required. OW regularly provides technical assistance and strategic support in the following three ways:

1. **Resources & Strategic Support.** Osprey Wilds publishes and disseminates a variety of resources and tools designed to anticipate problems, share information on quality practices being implemented at other schools, and provide timely information regarding Osprey Wilds policies and practices.
2. **Compliance & Contractual Expectations.** Osprey Wilds sets clear criteria and expectations, provides examples of what it means to meet such criteria and expectations, and provides quality feedback to schools regarding their performance in relation to these criteria and expectations.
3. **Professional Development.** Osprey Wilds offers professional development opportunities to prevent problems, promote continuous improvement, and encourage sharing of practices between and among its authorized schools.

While Osprey Wilds provided much of the same support as described in previous years' annual reports, the impacts of Covid-19 continued to impact schools in Osprey Wilds portfolio, particularly with high staff turnover and burnout. The Osprey Wilds Charter School Division pivoted to create more opportunities to connect and communicate with school personnel to address changing dynamics and challenges arising from the pandemic. Many of OW's resources are documented on the [Charter School Division website](#) and additional avenues of technical support are summarized below:

- **School Leader Support.** A significant number of schools in Osprey Wilds' portfolio experienced a leadership transition in FY21. To proactively address the specific challenges posed for school directors entering a position in the midst of the pandemic, targeted onboarding sessions were scheduled with the Director of Charter School Authorizing and new school leaders. Establishing clear expectations, supportive resources, and personal communication was a preventative step taken to ensure that schools did not experience acute leadership issues during an extraordinarily stressful time. In addition, OW staff offered technical support to school leadership over the course of the year in these areas: personnel policies and practices, the role/relationship of the board chair and executive director, staff planning and compensation, school leader recruitment and hiring, guidance on the Environmental Literacy Plan, parliamentary procedures, the board's role in changing learning models, open meeting law, and more.
- **CSD Office Hours and Covid Conversations.** In response to burnout described by staff in Osprey Wilds authorized charter schools and boards, the CSD created multiple avenues for connection through peer-support and time with authorizing staff. Monthly CSD Office Hours were held for school leaders to convene, bringing questions and struggles not only to OW's authorizing staff, but also school leaders from the portfolio with their own, on-the-ground experience. School boards have experienced many unique challenges as well, so OW offered a "Board Member Covid Conversation" in September and November of 2020.
- **Webinars.** While OW offered a wide array of Covid-19 specific webinars in FY20, fewer and more specific offerings were created in FY21. Osprey Wilds offered the webinar "Financial Management in a Time of Crisis" on October 28, 2020. OW engaged MnEEP to present two webinars: "Distance Learning Toolkit"

(August 26, 2020) and “Designing Schools for an Equitable Future” (September 24, 2020) to assist schools in meeting all students’ needs when making tough, pandemic-related decisions.

- **Governance Resources.** Throughout FY21, Osprey Wilds created seven new issues of *The Sounding Board*, a periodic publication promoting quality charter school governance. The issues published were: “Board Member Recruitment” (August 2020), “The Role of the Board Chair” (September 2020), “Board Member Roles & Responsibilities” (October 2020), “Charter School Board Committees” (December 2020), “Board Self Evaluation” (February 2021), “Use of Public Funds” (May 2021), and “Board Policy Review Cycle” (June 2021).
- **Environmental Education.** Acknowledging that environmental education is a contractual requirement and that it is much more challenging when students and staff are not in school, Osprey Wilds offered onboarding for staff in the EE Coordinator role. While this support has been critical during years impacted by the pandemic, it is a proactive support that Osprey Wilds plans to offer on an ongoing basis in the future as well. In addition, Osprey Wilds also sent a monthly Environmental Education Update to schools with resources, ideas, and upcoming professional development opportunities. Archives of OW’s various publications are available on the [OW Charter School Division website](#).
- **Environmental Education Teacher Workshop.** The FY21 EE Teacher Workshop “Building Racial Equity and Inclusion in EE” was held virtually on June 21, 2021 with 92 participants in attendance. The workshop was focused on acknowledging racial inequities persistent in the field of environmental education and then equipping educators to dismantle those barriers. Over the course of the workshop teachers worked to develop their understanding of racial barriers in EE, evaluate their own EE curriculum for those barriers, and explore a variety of student-centered ways to promote culturally affirming EE.
- **Leaders Retreat.** The retreat was held in the fall of 2020, and for the first time, the format of the retreat was offered virtually and over a series of months. The most well-attended sessions engaged just over 60 people from across Osprey Wilds’ portfolio, although in total the Leaders Retreat engaged well over 150 board members (the most by far in any year). The goal of the retreat was to help school leaders and board members build resiliency in their school communities amidst the many, fast-changing disruptions from the Covid-19 pandemic. A highlight of the series was a panel discussion featuring several school leaders who focus their school design on student-centered learning. Although the sessions for the Leaders Retreat were all held virtually, they incorporated a variety of engaging components including keynote speakers, icebreaker activities, and small breakout groups for discussion, polling, and facilitated conversations.
- **Facilitating Meaningful Feedback Training.** In six facilitated sessions from December 2020 through January 2021, Osprey Wilds partnered with MDE’s Principal Leadership Support Team to offer the “Facilitating Meaningful Feedback” training for school leaders in its portfolio. Building on the Instructional Feedback Training that OW had offered in partnership with the Principal Leadership Support Team in FY20, this year’s training focused on preparation, approaches, and skills for delivering meaningful feedback. Participants were given practice assignments between sessions with targeted skills

to practice and then debrief with the group. The MDE Principal Leadership Support Team sought to connect school leaders as peers and shared resources available to school leaders throughout the state.

- **Evaluations.** Osprey Wilds conducted finance evaluations on each school in our portfolio, and evaluated the environmental education and operations performance of each school in renewal during FY2021 (four schools). (Because there were no spring assessments in 2020 due to impacts from Covid-19 and distance learning, there was limited to no data to evaluate and OW did not conduct annual academic evaluations. Any data that was captured during the FY21 school year will be aggregated in the FY22 academic performance evaluations.) In addition, OW evaluated the components of school's Safe Learning Plans in accordance with guidance from the state. Evaluations are informed by site visits and board observations and feedback from evaluation activities is presented to the schools' boards during a regular meeting to ensure their understanding of the criteria and the school's performance in relation to those criteria. As stated above, we believe this provides critical technical assistance to guide schools' ongoing improvement efforts.
- **Templates.** Osprey Wilds provided schools with specific templates for key submissions including but not limited to the required charter school annual report and World's Best Workforce Report. While schools were not required to use this template, they had to meet statutory requirements in the report. Anecdotally, we saw that, in general, schools that used the template published and submitted charter school annual reports/World's Best Workforce Reports of higher quality. OW also publishes guidelines for statutorily and contractually compliant bylaws, websites, lottery policies, and a list of required policies to provide transparent expectations for schools.
- **Interventions.** As school performance dictated, Osprey Wilds issued interventions such as Notices of Concern or Notices of Deficiency. These interventions provide specific feedback to schools on areas of performance that are of concern along with key requirements to address those concerns. While Osprey Wilds does not provide direct assistance to support schools in addressing concerns, we strongly believe that through these interventions and the specific requirements we outline for schools to address, we are providing schools with needed guidance to improve their performance.
- **Epicenter.** Osprey Wilds uses Epicenter as a compliance tool to gather key documents and provide schools with a calendar of key requirements. This tool serves both Osprey Wilds and the school, as it give us a systematic means to gather and monitor schools' compliance activities and other key school performance data, but it also gives assistance to schools in that it provides a calendar of reminders for Osprey Wilds, MDE, and other important submission / compliance deadlines.

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

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

Osprey Wilds has consistently disseminated best practices of high performing charter schools to school leaders, board members, and other key staff at OW authorized schools. OW's intentional plan for disseminating best

practices and replicating successful models is clearly referenced in its approved authorizing plan and is aligned with our authorizing mission.

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

- Environmental Education (EE) Updates include information and resources on best school practices and highlights on specific successes of Osprey Wilds authorized schools. An archive of EE Updates is available on the [Charter School Division website](#).
- The annual Osprey Wilds Leaders Retreat (LR) brings together school leaders, teachers, and board members from OW authorized schools to learn about and share best practices. This retreat has happened annually since at least 2010.
- An annual Osprey Wilds EE Teacher Workshop brings together environmental education coordinators, teachers and school leaders from OW authorized schools to learn about and share environmental education strategies, techniques and best practices. This workshop has happened annually since 2015.
- At both the EE Teacher Workshop and LR, sessions included a mixture of school leaders, OW staff or external evaluators, and contracted experts sharing best practices. Materials from these sessions as well as the agenda and other conference documents are available to participants after the retreat via recordings and email.
- Osprey Wilds provides exemplars of best school practices to all schools via Epicenter. Such exemplars include but are not limited to sample policies, templates, and guidance documents.
- OW provides all school leaders and board chairs with easy access to colleagues to support the dissemination of best practices among schools. Osprey Wilds maintains and provides to its authorized schools contact information for school leaders, board chairs, EE Coordinators, and finance managers to encourage communication, sharing, and dissemination.

Specific activities and resources implemented during FY2021 are outlined below:

- In February 2021, OW requested several schools in its portfolio share resources related to creating school leader goals as a resource for all schools in Osprey Wilds' portfolio.
- In January 2021, OW partnered with the MDE Principal Leadership Support Team to offer training for school leaders, disseminating research-based strategies to improve instructional feedback.
- In June 2021, disseminated best practices from North Lakes Academy related to the board creation and review of a policy cycle.
- In June 2020, disseminated examples for an Executive Director succession plan from New Discoveries Montessori Academy.

In 2021, Excell Academy was identified as "High Quality Charter School" for the purposes of the Federal Charter School Program Grant.

## General Charter School Portfolio Data (as of June 30, 2021)

### *Preoperational Charter Schools in Authorizer's Portfolio*

Name of Charter School	Charter School Local Educational Agency (LEA) Number (if assigned)	Charter School Program (CSP) Grant Recipient	Grade Levels Approved to Serve	Projected Enrollment when Fully Enrolled	Proposed Location	Proposed Opening Date
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2021	Location	Charter School's World's Best Workforce (WBWF) Report
Academic Arts High School	4119	No	9-12	West Saint Paul	<a href="#">Academic Arts High School</a>
AFSA K-12	4074	Yes	5-12	Vadnais Heights	<a href="#">AFSA</a>
Aurora Charter School	4067	No	PreK-8	Minneapolis	<a href="#">Aurora Charter School</a>
Aurora Waasakone Community of Learners	4271	Yes	K-6	Bemidji	<a href="#">Aurora Waasakone Community of Learners</a>
Best Academy	4192	Yes	K-8	Minneapolis	<a href="#">Best Academy</a>
Cannon River STEM School	4194	No	K-8	Faribault	<a href="#">Cannon River STEM School</a>

<b>Name of Charter School</b>	<b>Charter School LEA Number</b>	<b>CSP Grant Recipient</b>	<b>Grade Levels Served in FY 2021</b>	<b>Location</b>	<b>Charter School's World's Best Workforce (WBWF) Report</b>
Crosslake Community School	4059	Yes	K-12	Crosslake	<a href="#">Crosslake Community School</a>
Discovery Public School	4081	No	6-12	Faribault	<a href="#">Discovery Public School</a>
Discovery woods Schools	4198	Yes	PreK-6	Brainerd	<a href="#">Discovery Woods School</a>
East Range Academy	4166	No	9-12	Eveleth	<a href="#">East Range Academy</a>
Excell Academy	4068	No	PreK-8	Brooklyn Park	<a href="#">Excell Academy</a>
Glacial Hills Elementary	4168	No	K-6	Starbuck	<a href="#">Glacial Hills Elementary</a>
Great Expectations School	4100	No	K-8	Grand Marais	<a href="#">Great Expectations School</a>
Higher Ground Academy	4027	No	K-12	Saint Paul	<a href="#">Higher Ground Academy</a>
La Crescent Montessori & STEM School	4054	No	PreK-12	La Crescent	<a href="#">La Crescent Montessori &amp; STEM School</a>
Laura Jeffrey Academy	4164	No	5-8	Saint Paul	<a href="#">Laura Jeffrey Academy</a>

<b>Name of Charter School</b>	<b>Charter School LEA Number</b>	<b>CSP Grant Recipient</b>	<b>Grade Levels Served in FY 2021</b>	<b>Location</b>	<b>Charter School's World's Best Workforce (WBWF) Report</b>
Legacy of Dr. Josie R. Johnson Montessori	4189	No	K-6	Minneapolis	<a href="#">Legacy of Dr. Josie R. Johnson Montessori</a>
Metro Schools	4131	No	5-12	Minneapolis	<a href="#">Metro Schools</a>
Minnesota Wildflower Montessori School	4265	Yes	PreK-K	Minneapolis	<a href="#">Minnesota Wildflower Montessori School</a>
New Discoveries Montessori Academy	4161	Yes	PreK-6	Hutchinson	<a href="#">New Discoveries Montessori Academy</a>
Noble Academy	4171	Yes	K-8	Brooklyn Park	<a href="#">Noble Academy</a>
North Lakes Academy	4053	No	5-12	Forest Lake	<a href="#">North Lakes Academy</a>
Northern Lights Community School	4146	No	6-12	Warba	<a href="#">Northern Lights Community School</a>
North Shore Community School	4084	No	K-6	Duluth	<a href="#">North Shore Community School</a>
Oshki Ogimaag Charter School	4195	No	K-6	Grand Portage	<a href="#">Oshki Ogimaag Charter School</a>
Partnership Academy	4097	No	PreK-5	Richfield	<a href="#">Partnership Academy</a>



Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2021	Location	Charter School's World's Best Workforce (WBWF) Report
Pillager Area Charter School	4080	No	9-12	Pillager	<a href="#">Pillager Area Charter School</a>
Prairie Seeds Academy	4126	No	K-12	Brooklyn Park	<a href="#">Prairie Seeds Academy</a>
Riverway Learning Community	4064	No	PreK-12	Winona	<a href="#">Riverway Learning Community</a>
Swan River Montessori	4137	No	PreK-6	Monticello	<a href="#">Swan River Montessori</a>
Three Rivers Montessori	4266	Yes	PreK-8	Elk River	<a href="#">Three Rivers Montessori</a>
Vermilion Country School	4207	Yes	7-12	Tower	<a href="#">Vermilion Country School</a>
Voyageurs Expeditionary School	4107	Yes	6-12	Bemidji	<a href="#">Voyageurs Expeditionary School</a>
World Learner School	4016	No	1-8	Chaska	<a href="#">World Learner School</a>

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

Name of Charter School	Officially Recognized Early Childhood Health and Developmental Screening Program	Officially Recognized Instructional Preschool Program to provide early childhood education and preparation for transition to	Officially Recognized Instructional Prekindergarten Program for four-year-olds to prepare children for entry into

		kindergarten for children ages three to five	kindergarten the following year
AFSA K-12	Yes	No	Yes
Aurora Charter School	No	Yes	No
Crosslake Community School	No	No	Yes
Discovery Woods	No	Yes	No
Excell Academy	Yes	Yes	Yes
La Crescent Montessori School	No	Yes	No
Legacy of Dr. Josie R. Johnson Montessori (formerly Bright Water Elementary)	No	Yes	No
Minnesota Wildflower Montessori School	No	Yes	No
New Discoveries Montessori Academy	No	Yes	No
Noble Academy	No	No	Yes
North Shore Community School	No	Yes	No
Partnership Academy	No	Yes	Yes
Riverway Learning Community	No	Yes	No
Swan River Montessori	No	Yes	No

Three Rivers Montessori	No	Yes	No
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**Charter Schools with Charter Management Organization (CMO)/Education Management Organization (EMO)**

Name of Charter School	Management Organization Name	Employer Identification Number (EIN)	Management Organization Address Location	Management Organization Address Mailing	Management Organization Type
N/A	N/A	N/A	N/A	N/A	N/A

**Charter School Portfolio Activity in FY 2021**

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

No

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

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

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

No

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

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

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

No

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

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

## Charter School Portfolio Performance

### World’s Best Workforce

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

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

### Academic Performance

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

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

Information is from the most recent evaluation for each school, completed in FY20 (based on FY19 academic data). OW did not create academic performance evaluations during the 2020-21 school year due to a lack of data. Accountability data from ACCESS, MCA, MTAS, and many other measures (e.g. STAR, NWEA MAP, FastBridge, etc.) was disrupted in FY20 due to Covid-19 related school closures and implementation of distance learning, and many schools were unable to conduct spring administrations of school administered testing. As a

result, data routinely required to assess the school’s progress toward its academic and academic-related goals in Exhibit G was unavailable. OW will continue with this activity in FY22.

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

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

In response to declining academic performance across the portfolio, at the beginning of the 2021-22 school year Osprey Wilds created an Authorizing Specialist position focused on key elements of school performance evaluation and oversight particularly in the area of school academic performance. This role’s primary duty is academic data management and analysis, which is used to give feedback to schools that will support decisions about curriculum and instruction. This role is also tasked with contractual goal setting, which includes negotiating goals for renewal contracts, new school contracts, contract extensions, and other revisions as needed. Finally, this role implements and oversees a school intervention protocol, and monitors the execution of school improvement plans related to academic performance.

Osprey Wilds continues its work as a member of the National Authorizer Leadership Team (NALT) of the A-GAME Project (Advancing Great Authorizing and Modeling Excellence), co-directed by the National Charter Schools Institute and Momentum Strategy & Research. Through this project, OW partners with authorizers from across the nation to develop and disseminate resources and tools to help charter school authorizers in the oversight of

AEC charter schools. OW is continuing to develop its alternative accountability measures that better represent the success of schools that serve students at risk of dropping out than traditional assessments.

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

1. Increase the percentage of schools that earn at least 75% on the Academic Performance Evaluation.

<b>FY20 (FY19 data)</b>	<b>FY19 (FY18 data)</b>	<b>FY18 (FY17 data)</b>
37.1% (13/35)	48% (16/33)	40% (14/35)

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

*n.b.* As noted above, there is no updated data for the 2020-21 school year, because these evaluations are based on data from FY20. Because there were no spring assessments due to impacts from Covid-19 and distance learning, there was limited to no data to evaluate. Any data that was captured during the FY21 school year will be aggregated in the FY22 academic performance evaluations.

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

<b>FY21 (FY19 data)</b>	<b>FY20 (FY19 data)</b>	<b>FY19 (FY18 data)</b>	<b>FY18 (FY17 data)</b>
11.8% (4/34)	14.3% (5/35)	15.2% (5/33)	23.5% (8/35)

As a percentage, this number decreased from FY20 to FY21 because of the closure of one school due to academic performance and has decreased overall in the last four years. In addition, when viewed with the data for the goal above, it is clear there are more schools moving into the 50-75% range (“approaching standard”).

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

be having some impact, OW must also consider what other supports are needed to help schools move from “approaching standard” to “meets standard,” especially given the impacts of Covid-19 and distance learning.

## Operational Performance

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

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

Indicator Area	Percent of schools that met the standard			
	FY21	FY20	FY19	FY18
O.1.1 Mission and Vision	75%	73%	81%	91%
O.1.2 Instruction and Assessment	53%	52%	48%	50%
O.1.3 Educational Requirements	100%	100%	100%	100%
O.1.4 Special Education	100%	100%	100%	100%
O.1.5 English Learners	94%	97%	81%	74%
O.1.6 Parent & Student Satisfaction	94%	94%	90%	81%
O.2.1 Board Composition & Capacity	66%	61%	47%	48%
O.2.2 Board Decision Making & Oversight	38%	36%	53%	61%
O.2.3 Management Accountability	56%	52%	50%	52%
O.3.1 Facilities & Transportation	100%	100%	100%	100%
O.3.2 Health & Safety	100%	100%	100%	100%
O.4.1 Admissions & Enrollment	84%	82%	81%	94%
O.4.2 Due Process & Privacy	94%	94%	94%	97%
O.5.1 Licensure	100%	100%	100%	100%
O.5.2 Staff Retention	91%	88%	94%	97%
O.5.3 Employment Practices	94%	94%	94%	97%
O.6.1 Charter School Annual Reports	75%	76%	77%	71%

O.6.2 Insurance	84%	85%	79%	95%
O.6.3 Authorizer & State Compliance	81%	79%	69%	55%

Areas of strength of Osprey Wilds authorized schools are in meeting key compliance requirements including health and safety, facilities and transportation, employment practices, licensure, insurance, educational requirements, and special education requirements. These areas have remained strong over the past four years. Schools generally are implementing education programs aligned to their stated missions and visions, although this has decreased each year since FY2018. (It is important to note that this evaluation area has expanded to also include implementation of statutory practices and other indicators of mission alignment, such as stakeholder perception and staffing levels.)

Areas for improvement continue to include in the areas related to board governance and instruction & assessment, although some of the decrease in percentage of schools that met standard O.2.2 is due to increased accountability and clearer expectations related to this indicator area.

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

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

1. Increase the percentage of schools that Meet Standard on 100% (3 of 3) of governance measures on Operations Performance Evaluation.

FY21	FY20	FY19
31.3% (10/32)	30.3% (10/33)	30.3% (10/33)

This number has remained static over the last three years. In response to this data Osprey Wilds has continued in efforts to provide training, guidance, and feedback to the schools in this area as outlined in other parts of this report. Beginning in FY21 and beyond, OW offers new board member training bi-annually (August and February) and board meeting observation feedback aligned with the evaluation. OW will continue to evaluate the effectiveness of these changes and iterate as necessary to facilitate stronger board governance and decision-making related to the primary purpose of charter schools. (Early evidence, such as greater compliance with



statutory board training requirements, indicated in Indicator area O.2.1 above, indicates these interventions are working.)

## Financial Performance

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

The following table includes the performance of Osprey Wilds authorized schools in each indicator area on the Financial Performance Evaluation. Osprey Wilds provides a comprehensive financial evaluation annually that covers areas of financial management, short-term financial health, and long-term financial sustainability. Information is from the most recent evaluation for each school, completed in FY21 (based on FY20 year-end financial data). Complete information on Osprey Wilds’ financial performance evaluation is available on the [OW website](#).

Indicator Area	Percent of schools that met the standard			
	FY21	FY20	FY19	FY18
F.1.1 Budgeting	87.9%	90.9%	88.2%	74%
F.1.2 Financial Policies & Practices	78.8%	81.8%	85.3%	88%
F.1.3 Financial Reporting	75.8%	87.9%	91.2%	82%
F.1.4 Financial Audit	60.6%	72.7%	61.8%	59%
F.2.1 Current Ratio	100%	100%	100%	100%
F.2.2 Days Cash on Hand	60.6%	54.5%	58.8%	56%
F.2.3 Enrollment Variance	66.7%	51.5%	73.5%	77%
F.3.1 Fund Balance Percentage	60.6%	54.5%	52.9%	59%
F.3.2 Total Margin/Aggregate Three-Year Total Margin	81.8%	72.7%	73.5%	77%
F.3.3 Debt to Asset Ratio	69.7%	84.8%	91.1%	88%

Data documents that overall, schools are performing well financially. Financial management indicators are strong for most schools, though approximately 41.2% of schools’ audits included findings. It should be noted, however, that in FY21 over half of the schools that did not meet standard in this area received this rating due to a repeat legal compliance finding (rather than a material weakness or significant deficiency). In the past, OW has not included legal compliance findings in its evaluation. However, in order to support greater accountability and encourage schools to implement CAPs related to these findings, OW changed its practice (and updated its approved authorizing plan) to issue a rating of “Does Not Meet Standard” if any previous year audit findings have been repeated in most recent audit.

Additionally, Osprey Wilds observed a decrease in the debt to asset ratio overall. The change in this measure across the portfolio during 2020-21 is primarily due to the funds received from PPP loans at several schools in the portfolio, which were forgiven during FY2021-22 and do not represent a threat to the schools’ long-term sustainability.

Schools have demonstrated continued strong performance in the area of budgeting, especially as it relates to school boards considering how they invest in the school’s program to improve student outcomes. Strong budgeting practices are especially important as boards balance changes to enrollment and monitor the impacts of and recovery from Covid-19 related learning loss.

Short term indicators are generally strong with 100% of schools well positioned to meet current obligations, though days cash leaves room for improvement. It is, however, the highest it has been in several years, likely due to the infusion of federal funds related to Covid-19 related recovery. In addition, schools significantly improved their practices related to budgeting for enrollment, with nearly 2/3 of schools accurately projecting enrollment. In the past this has hovered between 50-60%, although increasing over time. For the first time in the last four years, more than 60% of schools meet the current fund balance target of 20% at FY21 year end. Many schools are still far above the 20% threshold and portfolio-wide the average fund balance amount at FY21 year end was approaching \$1.2M.

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

1. Increase the percentage of schools that Meet Standards on 100% (4 of 4) of financial management measures on Financial Performance Evaluation.

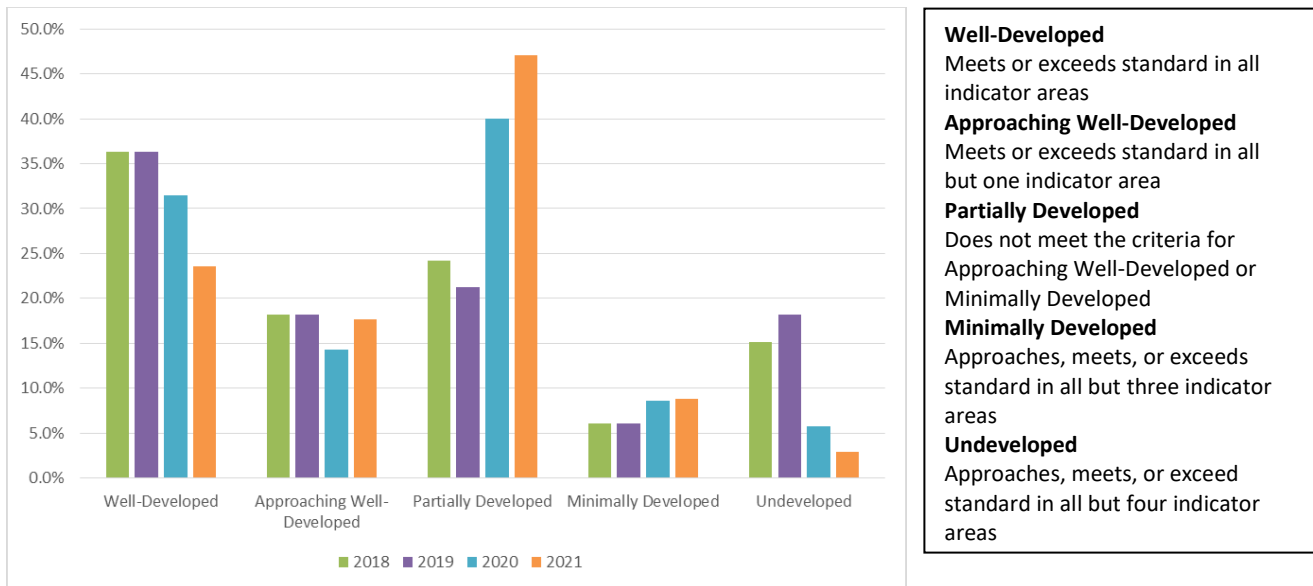
FY21	FY20	FY19
48.5% (16/33)	55.9% (19/34)	52.9% (18/34)

As noted above, OW has tightened up many of its evaluation practices related to financial management, especially related to audits and policies and practices. Specifically, OW is ensuring that all schools have in place relevant financial policies required by statute, contract, and regulation (e.g. annual charter school assurances), that those policies are on file with the authorizer, and posted to the school’s website. OW expects that this figure will rebound as schools adopt, revise, and publish required policies.

**Other Performance**

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

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



Overall, the performance of Osprey Wilds authorized charter schools in the area of environmental education (EE) decreased in FY21 – 41.2% earned a rating of well-developed or approaching well-developed, likely due in part to challenges with implementing EE while schools were also balancing shifting learning models and other Covid-19 related impacts. However, over the last three years the portfolio has gone from six to only one school with an undeveloped EE program! This is cause for celebration. In addition, the number of schools with minimally developed programs remained stable. However, the three schools that received this EE program rating are new schools and have not been formally evaluated; thus their EE programs are emergent and “minimally developed.”

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

1. Increase the percentage of schools that earn an EE Program Rating of Well-Developed or Approaching Well-Developed.

FY21	FY20	FY19
41.2% (14/34)	45.7% (16/35)	54.5% (18/33)

It continues to be a challenge to meet the goal in this strategic area as OW authorized schools straddle three different evaluation frameworks (which will reduce to two in FY22 as schools’ contracts are renewed and OW negotiates new EE goals) and schools target resources toward recovery from learning loss in the wake of closures and distance learning due to Covid-19. However, there are some bright spots in the data. When comparing just data from the current EE performance evaluation framework (v. 3.0) across the last few years, there are clear signs of improvement, as evidenced by the table below.

<b>Percentage Meets or Exceeds</b>	<b>2021 (15 schools)</b>	<b>2020 (11 schools)</b>	<b>2019 (9 schools)</b>
<b>EE.1</b>	67%	73%	67%
<b>EE.2</b>	60%	55%	44%
<b>EE.3</b>	67%	64%	56%
<b>EE.4</b>	80%	82%	78%
<b>EE.5</b>	53%	55%	44%
<b>EE.6.1</b>	73%	73%	75%
<b>EE.6.2</b>	67%	64%	63%
<b>EE.6.3</b>	67%	55%	50%
<b>EE.7</b>	73%	64%	75%
<b>EE.8</b>	80%	73%	75%

OW will continue to focus on this area into FY22 by working with schools to develop relevant and realistic environmental education goals, creating responsive EE teacher workshops and other trainings to support implementation, and staffing the Charter School Division with experienced environmental education and school staff. Currently 3/5 CSD staff are environmental educators.