



Fiscal Year (FY) 2022 Authorizer Annual Report

Authorizer Information

Name of Authorizing Organization: Osprey Wilds Environmental Learning Center

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Authorizer Summary:

Osprey Wilds Environmental Learning Center (Osprey Wilds or OW, formerly the Audubon Center of the North Woods) is a nonprofit, residential environmental learning center on the shores of Grindstone Lake near Sandstone, Minnesota. The Center offers a 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 2022 (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
United Academy of Excellence and Leadership	Approval	Approval	N/A	N/A
Minnesota Dual Immersion Academy	Disapproval	N/A	Application did not meet OW’s criteria for approval.	N/A

New Charter School Openings in FY 2022 (B.2)

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

No

If no, please provide an explanation:

OW did not approve any schools during FY2020 and none of the schools approved during FY2021 were projected to begin serving students in FY2022.

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

Name of Charter School Projected to Begin Serving Students in FY 2022	Projected Opening Date	Did this School Open as Planned?	If No, Provide Reason(s) and Revised Projected Opening Date
Enter name of charter school projected to begin serving students	Enter date in MM/DD/YYYY format	Enter: Yes, No, or N/A	Enter reason(s) for not opening as planned, and revised projected opening date in MM/DD/YYYY format

Charter School Expansion Applications (to add primary enrollment sites or grades, including instructional prekindergarten or preschool programs) in FY 2022 (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

Enter name of charter school projected to begin serving students

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
Aurora Waasakone Community of Learners	Additional site in Bemidji	Disapproval	N/A	School is in its first contract term and did not have three years of longitudinal data	No

Early Childhood Health and Developmental Screening Requests in FY 2022 (B.2)

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

No

If no, please provide an explanation:

OW did not receive any requests for official early childhood health and developmental screening.

Charter School Change in Authorizer Requests in FY 2022 (B.2)

Did your organization review any change in authorizer requests?

Yes

If no, please provide an explanation:

N/A

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
Technical Academies of Minnesota	Innovative Quality Schools	Approval	Approval	N/A	N/A

Charter Contract Renewals in FY 2022 (B.9)

Did your organization engage in charter renewal activities in FY 2022?

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
Cannon River STEM School	Yes	07/01/2022-06/30/2025	N/A
Crosslake Community School	Yes	07/01/2022-06/30/2025	N/A
Metro Schools	Yes	07/01/2022-06/30/2025	N/A
Noble Academy	Yes	07/01/2022-06/30/2027	N/A
North Shore Community School	Yes	07/01/2022-06/30/2027	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 a result, in FY22 OW dedicated resources to ongoing professional development that resulted in improved authorizer practices.

On the national level, the Osprey Wilds staff attended 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 2021. 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, co-facilitated the NACSA session, “NACSA: Students are Community: Listening to the Most Important Voices,” on October 14, 2021. OW staff participated in the national Authorizing for All meetings monthly from January to May 2022, with Erin serving as a facilitator. These sessions convened authorizing staff from around the country to collaborate on initiatives to design equitable and anti-racist authorizing practices and standards using liberatory design.

In October 2021, Addie virtually attended the North American Association for Environmental Education Conference and Nalani virtually attended the NAAEE Research Symposium. Addie also traveled to Atlanta, GA to participate in the Children & Nature Network International Conference in May 2022. Erin participated in a DEI workshop offered by the BEETLES Project, focused on culturally relevant environmental education. 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.

Beginning in March 2022, OW staff participated in the Promise54 DEI Accelerator through a grant provided by NACSA. This was an opportunity for the CSD to grow its diversity, inclusion, equity, and racial justice efforts through a structured process. The DEI accelerator provided tools, resources, and a cohort of fellow educators to advance progress on internal DEI and anti-racism initiatives over an 8-month experience. As a result of this accelerator, the CSD identified key priorities to begin working on and redesigned its hiring and onboarding processes to focus on creating an inclusive environment.

In addition, beginning in October 2021, Erin was selected as a member of the NACSA Leaders Program Cohort 9. Through this professional development experience Erin developed values-based leadership skills, change management strategies, and a broader vision for leading the work of the CSD.

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, Emily, Addie, and Alul attended the Overcoming Racism Conference in November 2021, which offered opportunities for deeper learning related to equity and justice and access to anti-racism resources.

Other training and development included:

- Addie attended the Transforming Learning Summit in August 2021.
- Erin, Nalani, and Addie attended three sessions related to providing English Learner education in August 2021.
- Erin provided onboarding to two new staff members, Emily and Alul, in the first half of 2021.
- Erin provided training to all staff on using the board observation feedback form, operations performance evaluations, the bylaws compliance checklist, and the lottery policy checklist.

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 FY2022 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.

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 training on the renewal process (December 2021) and the new school application process (April 2022). At the February 2022 OW Charter School Committee meeting, Erin reviewed the CSD’s annual report, which included an overview of Osprey Wilds’ 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.

Capacity. James Ewer departed at the end of FY21. In preparation for hiring a replacement, OW reflected on FY21 and evaluated its internal staff capacity and structure. Through this process, CSD staff identified a need for an Authorizing Specialist focused specifically on academic data, especially given the significant impacts of Covid-19 and distance learning and the organization’s move to adopt alternative accountability measures for schools that met OW’s definition of an alternative school. In addition, and even prior to the pandemic, OW noted 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.

In January 2022, CSD staff reviewed feedback from participants in the MAPES Leaders Survey and the 2021 Leaders Retreat (held in August 2021). This data helped share the 2022 Leaders Retreat and informed a short survey of school leaders to be issued in FY23. The data also provided a reflection of OW’s capacity to carry out its authorizing work and areas for ongoing improvement (although generally feedback was positive).

Infrastructure. During FY22 CSD staff began documenting its internal processes and tasks using a responsibility assignment (RACI) matrix. This matrix breaks down OW responsibilities by MAPES evaluation area and assigns who is Responsible, Accountable, Consulted, and Informed on each item. The RACI matrix allows OW to avoid role confusion, ensure there are adequate human resources for its authorizing work, and ensure work is

balanced across the team. The RACI matrix also helps identify gaps, set clear expectations for team members about their duties and roles, and review as needed to support capacity building and self-evaluation.

In March 2022, OW staff reviewed the CSD's internal processes and guidelines for setting academic goals in an effort to bring greater transparency to the process and consistency among OW evaluators. In April 2022, OW further evaluated its infrastructure related to the academic performance framework by aligning indicator areas to Maslow's Hierarchy of Needs and considering how the framework could be revised to better reflect the actual work that is happening in schools.

Practices. In October 2021, OW self-evaluated its compliance practices in an effort to reduce administrative, compliance, and reporting burdens on schools (in accordance with NACSA Principle 2, "Uphold school autonomy"). The CSD documented all compliance requirements, source (e.g. statute, contract, MDE, or unknown), frequency, OW use, data source, and action required by OW team in accordance with statute or the AAP. The CSD then graphed impact (i.e. how does this improve all pupil learning and all student achievement?) against effort (i.e. how much time / energy does it take for the school to generate and submit this data and OW to review it?). Items that were high impact and low effort were accelerated; items that were low impact but high effort were reduced (if possible) or, if not required by statute, charter, or regulation, eliminated.

As noted above, beginning in March 2022, OW staff participated in the Promise54 DEI Accelerator through a grant provided by NACSA. This was an opportunity for the CSD to reshape its hiring and onboarding practices with a diversity, inclusion, equity, and racial justice lens through a structured process. The accelerator required OW staff to use an "Action Planning Workbook" to support planning and implementation of a DEI plan that was informed by internal survey data and reflection on that data. As a result of this accelerator, the CSD identified key priorities to begin working on and redesigned its hiring and onboarding processes to focus on creating an inclusive environment.

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 FY2022 include:

- In October 2021 Erin helped organize the session and facilitated a breakout room for the virtual NACSA Conference titled, "Students are Community: Listening to the Most Important Voices."
- In June 2022, Erin provided feedback on a model charter school law to the National Association of Public Charter Schools.
- Addie was elected to serve as secretary of the MACSA board and Emily was elected to serve as treasurer of the MASCA board in FY22.

- Erin continued to serve on the National Charter School Institute’s National Authorizer Leadership Team.
- Erin served on the Authorizing for All Leadership Team, facilitating breakout groups, opening sessions, and collaborating in the planning and sequencing of sessions during spring 2022. As a result of the interactions with authorizers across the country, staff at the Fordham Foundation reached out to Erin seeking guidance on lottery monitoring and enrollment practices (January 2022).
- Beginning in October 2022, Erin participated in the NACSA Leaders Program.

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

- In July 2021, the National Charter Schools Institute requested “perspective and expertise on organizational / operational performance frameworks,” which OW provided via an interview and sharing its operations performance framework.
- In July 2021, the University of Wisconsin Office of Education requested, “practices pertaining to oversight, data collection, and renewal consideration,” which OW provided via a phone call.
- In January 2022, the Arizona State Board for Charter Schools requested, “your experience with discussing equity and social justice within your office,” which OW provided via a phone call.
- In February 2022, Innovative Quality Schools requested feedback regarding a new school applicant, which OW provided via email.
- In February 2022, Volunteers of America requested Osprey Wilds’ list of required policies, which OW provided to all MACSA members via email.
- In March 2022, the University of St. Thomas requested, “the document your team uses to articulate the appropriate level of detail you expect from school financial statements,” which OW provided via email.

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

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

Osprey Wilds Environmental Learning Center (Osprey Wilds or OW) 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.** Several schools in Osprey Wilds' portfolio experienced a leadership transition in FY22. To proactively address the specific challenges posed for school directors entering a position in the midst of the pandemic, Osprey Wilds continued scheduling targeted onboarding sessions 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: Epicenter, serving English Learners, open meeting law, conflicts of interest, affiliated building companies, director evaluation, personnel policies and practices, licensing, board elections, parent complaints, the role of the board chair, guidance on the Environmental Literacy Plan, expansions, school leader recruitment and hiring, and more.
- **CSD Office Hours.** In response to burnout described by staff in Osprey Wilds authorized charter schools and boards, the CSD created a monthly avenue 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.
- **Governance Resources.** Throughout FY22, Osprey Wilds created three new issues of *The Sounding Board*, a periodic publication promoting quality charter school governance. The issues published were: "Background Check Policy and Procedures" (October 2021), "Virtual Board Elections" (December 2021), and "What Boards Need to Know About Academics" (March 2022).

In addition, Osprey Wilds continued to offer no cost, virtual new board member training twice a year (the first Tuesday of August and the first Tuesday of February). Sessions include, "What Boards Need to Know About the Charter School Contract," "What Boards Need to Know About Their Roles & Responsibilities," "What Boards Need to Know About Charter School Employment Policies & Practices," "What Boards Needs to Know About Open Meeting Law," "What Boards Needs to Know About Open Meeting Law," and, "What Boards Need to Know About Charter School Financial Management."

OW also offered virtual board training specifically related to financial management and oversight, including the webinars, "What Boards Need to Know About Charter School Financial Management, Part

2,” “What Boards Need to Know About Charter School Audits,” and “What Boards Need to Know About Charter School Budgets.”

- **Environmental Education.** Osprey Wilds continued to offer onboarding for staff in the EE Coordinator role. While this support was critical during years impacted by the pandemic, it is a proactive support that has also been beneficial as schools are recovering from the pandemic (especially given that many of them are rebuilding their EE programs). 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 FY22 EE Teacher Workshop was offered as a hybrid experience from June 21-23, 2022 with 87 participants in attendance at one or more sessions. The workshop explored how deepening a connection with nature can offer opportunities to strengthen student and staff wellbeing which in turn is often a catalyst for improving student outcomes. Speakers from the University of Oregon and the University of Minnesota shared their expertise in environmental education instruction and nature-based therapeutics. Educators were invited to attend an in-person session with a naturalist at one of five outdoor sites around the state where they were able to experience instructional strategies in action and network with peers.
- **Leaders Retreat.** The retreat was held on August 18 & 19, 2021. Given that Osprey Wilds is a statewide authorizer, all sessions were virtual. In total more than 60 school leaders and board members attended one or more sessions. The goal of the retreat was to help school leaders and board members focus on transformation, not turnaround, in pandemic recovery. This included identifying ways the school has changed over the past year and distilling which changes should be kept (or adapted) for Covid-era schooling. A highlight of the series was a panel discussion featuring students from OW authorized schools called, “Nothing About Us Without Us: A Student Panel on Success in the 2021-22 School Year.” Students shared their vision for a great school year, what they need to be successful, and what they felt hasn’t been working for everybody. 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.
- **English Learner education support.** Osprey Wilds heard feedback from several schools that serve small or infrequent populations of English learners of the need for support around this area. In response, OW worked with an experienced ESL teacher and contract evaluator, Georgeanna Aguilar, to offer PD related to this need throughout August 2021. The training consisted of three parts, focusing on the EL Plan of Service (and meeting MDE’s new requirements), classroom instruction, and a panel of practitioners to share their lessons learned and effective practices.
- **Evaluations.** Osprey Wilds conducted academic and financial evaluations on each school in our portfolio, and evaluated the environmental education and operations performance of each school in renewal during FY2022 (five schools). 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 FY2022 are outlined below:

- In August 2021, OW organized the Leaders Retreat panel, “Good to Great: Innovation in Charter Schools.” Leaders from three schools in the OW portfolio (New Discoveries Montessori Academy, Partnership Academy, and Best Academy) shared innovative practices with other school leaders and board members in the portfolio.
- In August 2021, Nalani facilitated the Leaders Retreat session, “What Boards Need to Know About Academics.” This featured examples of how boards monitor progress toward academic contractual goals from Academic Arts High School and Prairie Seeds Academy.
- In August 2021, OW offered a panel of EL practitioners from OW authorized schools (Prairie Seeds Academy, Minnesota Wildflower Montessori School, Noble Academy, Partnership Academy, and Higher Ground Academy) to share their lessons learned and effective practices in English Learner education.

In 2022, Excell Academy and Noble Academy were identified as “High Quality Charter Schools” for the purposes of the Federal Charter School Program Grant.

Portfolio Information

General Charter School Portfolio Data (as of June 30, 2022)

Preoperational Charter Schools in Authorizer's Portfolio

Name of Charter School	Charter School Local Educational Agency (LEA) Number (if assigned)	Charter Schools Program (CSP) Grant Recipient	Grade Levels Approved to Serve	Projected Enrollment when Fully Enrolled	Proposed Location	Proposed Opening Date
Angela Day School for Liberation and Progressive Education	4299	Yes	K-8	154	Minneapolis	09/05/2023
St. Cloud Social Justice Academy	4296	Yes	K-8	216	St. Cloud	09/05/2023
STEM Micro School	N/A	No	K-8	216	Minneapolis / St. Paul	09/02/2025

Operational Charter Schools in Authorizer's Portfolio

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2022	Location
Academic Arts High School	4119	No	9-12	West Saint Paul
AFSA K-12	4074	Yes	K-12	Vadnais Heights
Aurora Charter School	4067	No	PreK-8	Minneapolis

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2022	Location
Aurora Waasakone Community of Learners	4271	Yes	K-6	Bemidji
Best Academy	4192	Yes	K-8	Minneapolis
Cannon River STEM School	4194	No	K-8	Faribault
Crosslake Community School	4059	Yes	PreK-12	Crosslake
Discovery Public School	4081	No	6-12	Faribault
Discovery Woods Schools	4198	Yes	PS-6	Brainerd
East Range Academy	4166	No	9-12	Eveleth
Excell Academy	4068	No	PS-8	Brooklyn Park
Glacial Hills Elementary	4168	No	PreK-6	Starbuck
Great Expectations School	4100	No	K-8	Grand Marais
Higher Ground Academy	4027	No	K-12	Saint Paul
La Crescent Montessori & STEM School	4054	No	PS-12	La Crescent

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2022	Location
Laura Jeffrey Academy	4164	No	5-8	Saint Paul
Legacy of Dr. Josie R. Johnson Montessori	4189	No	PS-6	Minneapolis
Metro Schools	4131	No	K-12	Minneapolis
Minnesota Wildflower Montessori School	4265	Yes	PS-K	Minneapolis
New Discoveries Montessori Academy	4161	Yes	PS-8	Hutchinson
Noble Academy	4171	Yes	K-9	Brooklyn Park
North Lakes Academy	4053	No	K-12	Forest Lake
Northern Lights Community School	4146	No	6-12	Warba
North Shore Community School	4084	No	PS-6	Duluth
Oshki Ogimaag Charter School	4195	No	K-6	Grand Portage
Partnership Academy	4097	No	PS-8	Richfield
Pillager Area Charter School	4080	No	7-12	Pillager

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2022	Location
Prairie Seeds Academy	4126	No	K-12	Brooklyn Park
Riverway Learning Community	4064	No	PS-12	Winona
Swan River Montessori	4137	No	PS-6	Monticello
Three Rivers Montessori	4266	Yes	PS-8	Elk River
Vermilion Country School	4207	Yes	7-12	Tower
Voyageurs Expeditionary School	4107	Yes	6-12	Bemidji
World Learner School	4016	No	1-8	Chaska

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 kindergarten for children ages three to five	Officially Recognized Instructional Prekindergarten Program for four-year-olds to prepare children for entry into kindergarten the following year
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	No
Riverway Learning Community	No	Yes	No
Swan River Montessori	No	Yes	No
Three Rivers Montessori	No	Yes	No

Charter School Portfolio Activity in FY 2022

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

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 growth.

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 FY22 (based on FY21 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.

In line with Minnesota’s ESSA waiver, and due to the effects of the COVID-19 pandemic on data collection and usability, MCA, ACCESS, and MTAS data collected during the 2020-21 school year was not be used for accountability purposes. To that end, in FY22 Osprey Wilds provided an academic evaluation to all schools based on FY21 data, but used FY19 data to inform accountability decisions (e.g. renewal) until FY22 data became available.

Indicator Area	Percent of schools that met or exceeded the standard			
	Evaluation Year	FY22	FY20	FY19
Data Year	FY21	FY19	FY18	FY17
A.1 Mission Related Outcomes	44.1%	54.3%	60%	50%
A.2 English Learners	5.9%	8.6%	17.1%	40%
A.3 Reading Growth	32.4%	31.4%	51.4%	52.9%
A.4 Math Growth	29.4%	25.7%	51.4%	39.4%
A.5 Reading Proficiency	32.4%	54.3%	48.6%	47.1%
A.6 Math Proficiency	14.7%	22.9%	22.9%	15.6%
A.7 Science Proficiency	38.2%	48.6%	45.7%	51.5%
A.8 Proficiency in Other Curricular Areas	38.2%	45.7%	37.1%	33.3%
A.9 Post-Secondary Readiness	14.7%	17.1%	22.9%	46.7%
A.10 Attendance	47.1%	57.1%	60.0%	66.7%

As expected in response to the Covid-19 pandemic and impacts from distance learning, academic performance declined in nearly all indicator areas, with Reading Growth and Math Growth remaining essentially flat from FY19 to FY21. Given the significant interruptions to student’s learning in FY20 and FY21, this is both surprising and something worth identifying as one of few bright spots in the academic data.

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 evidence from schools statewide during the pandemic echoes this trend. Finally, 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.

Similarly, at the beginning of the 2022-23 school year, Osprey Wilds created an Authorizing Specialist position focused on school sustainability. This role has three key roles related to improvement in this area: catalyze performance improvement in schools across the portfolio, activate rapid school improvement processes and performance improvement plans with schools on probation, and chart a path from good to great in partnership with schools in renewal through development and monitoring of clear performance improvement plans. Like all OW evaluators, they are also tasked with crafting useful champion and developmental feedback relevant to schools’ mission & vision, instruction & assessment, and other areas of the education program in order to support continuous improvement.

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.

FY22 (FY21 data)	FY20 (FY19 data)	FY19 (FY18 data)	FY18 (FY17 data)
23.5% (8/34)	37.1% (13/35)	48% (16/33)	40% (14/35)

Unsurprisingly, OW did not make progress toward this goal in FY22 due to impacts on students and schools caused by the Covid-19 pandemic and distance learning. 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 was 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%.

FY22 (FY21 data)	FY20 (FY19 data)	FY19 (FY18 data)	FY18 (FY17 data)
47.1% (16/34)	14.3% (5/35)	15.2% (5/33)	23.5% (8/35)

Again, the significant jump in this data is unsurprising. As noted above, OW did not make progress toward this goal in FY22 due to impacts on students and schools caused by the Covid-19 pandemic and distance learning. It is also important to note that, in line with Minnesota’s ESSA waiver, and due to the effects of the COVID-19 pandemic on data collection and usability, MCA, ACCESS, and MTAS data collected during the 2020-21 school year was not be used for accountability purposes. To that end, in FY22 Osprey Wilds provided an academic evaluation to all schools based on FY21 data, but used FY19 data to inform accountability decisions (e.g. renewal) until FY22 data became available.

The purpose of providing FY21 data was to help schools monitor progress toward their contractual goals as well as establish and document baselines for student growth and proficiency. It also helps Osprey Wilds establish portfolio-wide baselines for growth and recovery and set realistic goals given this new reality.

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 typically 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.

In FY22, however, this approach seems neither useful nor compassionate given that so many schools’ performance was impacted by Covid-19, often in in ways beyond their control. While this approach seemed to be having some impact, prior to the pandemic, OW must also consider what other supports are needed to help schools move from “approaching standard” to “meets standard,” especially given the changes of the last three years and the increased focus on learning loss recovery.

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 growth.

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 FY19 and FY22. Complete information on operations and governance performance evaluation is available on the [OW website](#).

Indicator Area	Percent of schools that met the standard			
	FY22	FY21	FY20	FY19
O.1.1 Mission and Vision	72%	75%	73%	81%
O.1.2 Instruction and Assessment	50%	53%	52%	48%
O.1.3 Educational Requirements	100%	100%	100%	100%
O.1.4 Special Education	100%	100%	100%	100%
O.1.5 English Learners	91%	94%	97%	81%
O.1.6 Parent & Student Satisfaction	91%	94%	94%	90%
O.2.1 Board Composition & Capacity	69%	66%	61%	47%
O.2.2 Board Decision Making & Oversight	38%	38%	36%	53%
O.2.3 Management Accountability	53%	56%	52%	50%
O.3.1 Facilities & Transportation	100%	100%	100%	100%
O.3.2 Health & Safety	100%	100%	100%	100%
O.4.1 Admissions & Enrollment	88%	84%	82%	81%
O.4.2 Due Process & Privacy	97%	94%	94%	94%
O.5.1 Licensure	100%	100%	100%	100%
O.5.2 Staff Retention	88%	91%	88%	94%
O.5.3 Employment Practices	97%	94%	94%	94%
O.6.1 Charter School Annual Reports	72%	75%	76%	77%
O.6.2 Insurance	88%	84%	85%	79%

O.6.3 Authorizer & State Compliance	88%	81%	79%	69%
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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 since FY2019. (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 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 as well as increased monitoring and oversight by OW evaluators.

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, board composition and capacity, admissions & enrollment, and authorizer & state compliance. OW provides site visit feedback that is more clearly aligned to the Osprey Wilds frameworks so that schools are able to make clear connections to contractual obligations and expectations. OW has used its Leaders Retreat as a time to provide clarification on each of those frameworks, allowing school to ask questions and gain additional insight into the rationale for each indicator. This has led to school’s having a greater understanding of OW requirements and expectations, allowing them to use the information more effectively. Additionally, OW has seen an increased focus on the areas that are the subject of continuous feedback.

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

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

FY22	FY21	FY20	FY19
32.4% (11/34)	31.3% (10/32)	30.3% (10/33)	30.3% (10/33)

This number has remained basically flat since OW began tracking it. 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. From FY18 to FY22, schools meeting standard on this indicator area increased from 47% to 69%.

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 growth.

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 FY22 (based on FY21 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			
	Evaluation Year	FY22	FY21	FY20
Data Year	FY21	FY20	FY19	FY18
F.1.1 Budgeting	85.3%	87.9%	90.9%	88.2%
F.1.2 Financial Policies & Practices	73.5%	78.8%	81.8%	85.3%
F.1.3 Financial Reporting	64.7%	75.8%	87.9%	91.2%
F.1.4 Financial Audit	55.9%	60.6%	72.7%	61.8%
F.2.1 Current Ratio	100%	100%	100%	100%
F.2.2 Days Cash on Hand	76.5%	60.6%	54.5%	58.8%
F.2.3 Enrollment Variance	79.4%	66.7%	51.5%	73.5%
F.3.1 Fund Balance Percentage	64.7%	60.6%	54.5%	52.9%
F.3.2 Total Margin/Aggregate Three-Year Total Margin	76.5%	81.8%	72.7%	73.5%
F.3.3 Debt to Asset Ratio	76.5%	69.7%	84.8%	91.1%

Data documents that overall, schools are performing well financially. Financial management indicators are strong for most schools, though approximately 44.1% of schools’ audits included findings. It should be noted, however, that the significant increase in audit findings between FY20 and FY21 is due to a change in the way in which OW evaluates legal compliance findings. 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. As a result, more schools are earning a rating of “Does Not Meet Standard” in this indicator area until those issues are resolved. This trend continued in FY22 evaluations.

Additionally, Osprey Wilds observed a rebound in the debt to asset ratio overall in evaluations completed during FY22. The change in this measure across the portfolio is primarily due to the funds received from PPP loans at

several schools in the portfolio, which were forgiven during the evaluation period 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, and the percentage of schools meeting standard in the days cash indicator increased to the highest level in four years for the second consecutive year. This is likely due to the infusion of federal funds related to Covid-19 related recovery. In addition, schools significantly improved their practices related to effectively predicting enrollment, with more than 3/4 of schools accurately projecting enrollment. In the past this has hovered between 50-60%, although increasing over time. This is likely related to stronger budgeting and financial oversight practices. (This has been a specific focus of Osprey Wilds’ technical assistance in 2020, 2021, and 2022.)

Finally, a positive trend of increasing fund balances continued with more than 60% of schools meeting the current fund balance target of 20% on the FY22 evaluation. Many schools are still far above the 20% threshold and portfolio-wide the average fund balance amount at FY21 year end was more than \$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.

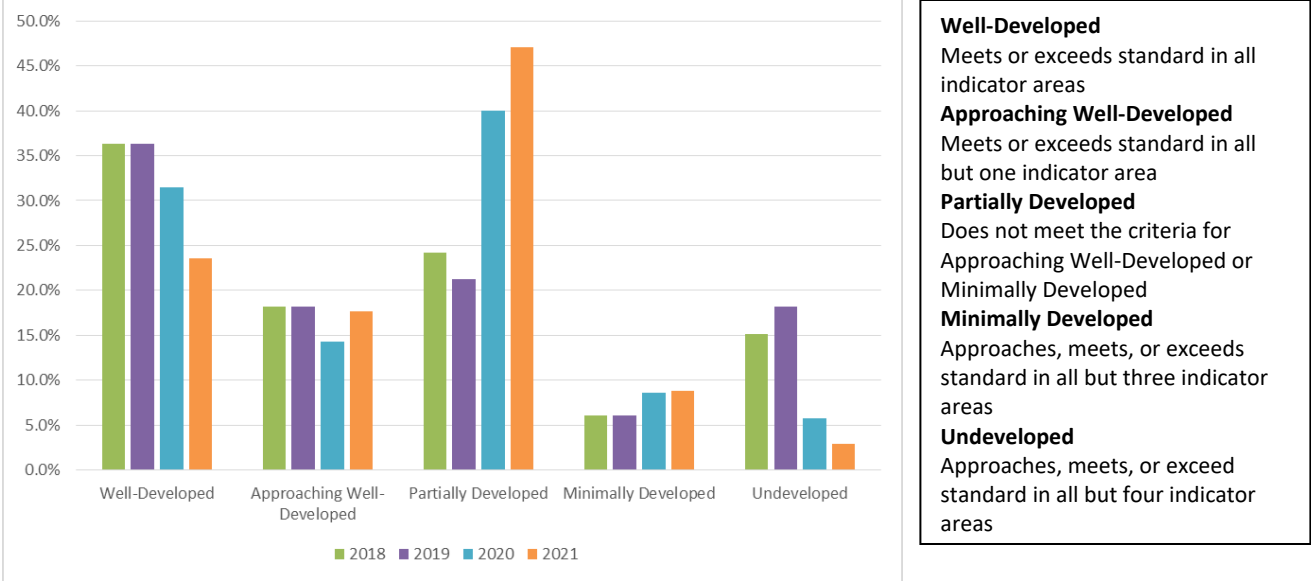
FY22	FY21	FY20	FY19
44.1% (15/34)	48.5% (16/33)	55.9% (19/34)	52.9% (18/34)

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 growth.

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 four years. This information is from the most recent evaluation for each school, completed in FY22 (based on FY21 year-end environmental education survey data).



Overall, the performance of Osprey Wilds authorized charter schools in the area of environmental education (EE) decreased on the FY22 evaluations – 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.

FY22 (FY21 data)	FY21 (FY20 data)	FY20 (FY19 data)
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.

(Again, as noted above, information from 2021 is included in evaluations completed during FY22. Reporting on school performance is always one year in arrears.)

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

OW has continued to focus on this area into FY23 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 full-time CSD staff are environmental educators, including a licensed 9-12 life science teacher.