**Osprey Wilds Environmental Learning Center**

**FY25 Comprehensive Achievement and Civic Readiness Report Template**

**The Annual Report primarily serves to inform the public and your school community about your school, your successes, and your opportunities for growth.** The Annual Report is also a key data source used by Osprey Wilds Environmental Learning Center (Osprey Wilds) to gather information on school performance. This document provides guidance to schools authorized by Osprey Wilds regarding completion of the required Annual Report. Schools that follow this guidance template will:

* Meet statutory requirements for the Annual Report;
* Facilitate gathering of information for Osprey Wilds; and
* Provide essential information to the public and your school community.

These guidelines also address the requirements for a Comprehensive Achievement and Civic Readiness (CACR) Annual Report (formerly known as the World’s Best Workforce Report), assuming that you are creating one report that meets both the charter school annual report requirement outlined in 2024 MN Stat. 124E and the CACR annual report requirements outlined in 2024 MN Stat. 120B.11. MDE also issues guidance for [CACR](http://education.state.mn.us/MDE/dse/wbwf/). A summary report on implementation of the school’s CACR plan must be submitted to the commissioner.

Important:

* The annual report must be approved by your board of directors prior to issuing the report to Osprey Wilds and your school community.
* The approved annual report must be submitted to Osprey Wilds by November 1, 2025.
* The final annual report (and CACR report) must be posted to the school website and distributed to school employees and parents by November 1, 2025.
* The school must submit a ***summary report*** of the CACR report to the commissioner of MDE according to MDE specifications (through the Minnesota Education Grant System (MEGS) as part of the ESEA Consolidated Application End of Year Report), likely by November 30, 2025.

New in FY25:

* Charter schools must report on how they disseminate information about the school’s offerings and enrollment procedures to families that reflect the diversity of Minnesota’s population and targeted groups. Target groups include: low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school’s student body relative to Minnesota’s population. Schools must document their dissemination activities in their annual report.
* The language “World’s Best Workforce” was replaced in statute with “Comprehensive Achievement and Civic Readiness.”
* An additional goal has been added to the four CACR goals: Prepare students to be lifelong learners.
* Charter school boards must ensure that an annual assessment of the board’s performance is conducted and the results are reported in the school’s annual report.
* All professional development training completed by the charter school director or chief administrator (whether licensed or non-licensed) in the previous academic year must be documented in the school’s annual report.

Tips and Reminders:

* Notes from Osprey Wilds are in italics – remember to delete after completing each section.
* Update or remove the footer so it is relevant to your school.
* Remember that Osprey Wilds is not the only audience for this report. Present information without excessive jargon and define acronyms the first time they are used.
* Directly report your school’s performance on contractual goals and provide academic performance data beyond state testing data – tell the complete story. You may also wish to include how the data was impacted by the pandemic and other changes you have observed, and how that is impacting the work going into next school year.
* Share specific successes and challenges of your past year. Remember this is a specific report on the last year; not a general report on the school’s status. Take out anything that is not relevant!
* Use graphs and charts along with narrative to share information – provide context.
* Focus on performance from the immediate past school year. Include additional years’ data to illuminate relevant trends but remove anything that is not pertinent.
* Include key information in the narrative. Avoid appendices. If used, they should supplement the main story, not tell the main story.
* Use photos and other visuals to enhance your report.
* Suggested length: 30-60 pages (not too long, but not too short).
* Do **NOT** provide personal performance evaluation information on individual staff members or students.
* Ask someone who did not write the report to edit it for clarity, brevity, and repetition.
* Re-read what you copy and paste from year to year. Is it still relevant? Does it make sense in the current context of your school? If not, revise appropriately.

**Statutory Information Regarding the Charter School Annual Report**

2024 MN §124E.16, Subd. 2 includes the following requirements:

*A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:*

* ***School enrollment,***
* ***Student attrition,***
* ***Governance and management,***
* ***Staffing,***
* ***Finances,***
* ***Management agreements with a CMO or EMO***
* ***Academic performance,***
* ***Innovative practices and implementation, and***
* ***Future plans.***

*A charter school may combine this report with the reporting required under section 120B.11 governing comprehensive achievement and civic readiness. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.*

Further, 124E.01 Subd. 1 (b) requires:

*A charter school must identify the purposes it will address in the charter contract and document the implementation of those purposes in the school's annual report.*

In addition, 124E.07, Subd. 7 requires information regarding training attended by each school board member, specifically:

*(f) The charter school must include in its annual report the training each board member completed during the previous year.*

And

*(g) The board must ensure that an annual assessment of the board's performance is conducted and the results are reported in the school's annual report.*

Charter school law (124E.12, Subd. 2) also requires information regarding the professional development of school administrators, specifically:

*(e) All professional development training completed by the charter school director or chief administrator in the previous academic year must be documented in the charter school's annual report.*

Finally, 124E.17, Subd. 1(a) requires the school to document its activities related to dissemination of the school’s offerings and enrollment procedures, specifically:

*Charter schools must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. The school must document its dissemination activities in the school's annual report.*

**Statutory Information Regarding the World’s Best Workforce Annual Report**

2024 MN §120B.11, Subd. 2 includes the following requirements for the development of a CACR Plan:

***Adopting plans and budgets.*** *(a) A school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating comprehensive achievement and civic readiness and includes:*

*(1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);*

*(2) a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to comprehensive achievement and civic readiness;*

*(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;*

*(4) strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;*

*(5) a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;*

*(6) education effectiveness practices that:*

*(i) integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;*

*(ii) ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees; and*

*(iii) provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;*

*(7) an annual budget for continuing to implement the district plan; and*

*(8) identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.*

*(b) A school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.*

Subd. 5 includes the following requirements for reporting on the CACR Plan:

*Report. Consistent with requirements for school performance reports under section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website. The school board shall hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the commissioner in the form and manner the commissioner determines.*

Subd. 7 includes additional requirements:

*Periodic report. Each school district shall periodically survey affected constituencies, in their native languages where appropriate and practicable, about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report required under subdivision 5.*

For more information on Comprehensive Achievement and Civic Readiness requirements, visit <https://education.mn.gov/MDE/dse/wbwf/>

*SAMPLE ANNUAL REPORT COVER PAGE*

*Opportunity to create a creative cover with compelling images   
of your school and/or your school logo.*

NAME OF SCHOOL

PUBLIC CHARTER SCHOOL DISTRICT #4XXX

SCHOOL YEAR 2024-2025

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS & ANNUAL REPORT**Table of Contents**

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# 1. School Information

**Contact Information**

*Address*

*Phone*

*Email Address*

*Website*

**Grades Served**

**Year Opened**

**Mission and Vision**

**Authorizer Information**

*You may want to include a brief narrative about the authorizer/school relationship – when the relationship started, the term of the current contract, and other relevant information.*

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

The authorizing vision of Osprey Wilds 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.

Erin Anderson, Director of Charter School Authorizing

Osprey Wilds Environmental Learning Center

Charter School Division

1730 New Brighton Blvd

Suite 104, PMB 196

Minneapolis, MN 55413

(612) 331-4181

[ospreywilds.org/charter-school-division/](https://ospreywilds.org/charter-school-division/)

# 2. Implementation of Primary and Additional Statutory Purposes

*Describe the statutory purposes of the school (see 124E.01) as presented in the charter contract.* ***Include a description*** *of how the school implements the:*

* *Primary purpose to improve the learning, achievement, and success of all students;*
* *Additional purposes identified in the charter contract.*

# 3. Student Enrollment & Demographics

**STUDENT ENROLLMENT**

*Provide a brief narrative discussing enrollment trends, anticipated enrollment, or other relevant enrollment information.*

*In addition, complete the table below, deleting grade level rows that are not relevant.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Students Enrolled** | **2022-23** | **2023-24** | **2024-25** |
| Preschool or PreK |  |  |  |
| Kindergarten |  |  |  |
| 1st Grade |  |  |  |
| 2nd Grade |  |  |  |
| 3rd Grade |  |  |  |
| 4th Grade |  |  |  |
| 5th Grade |  |  |  |
| 6th Grade |  |  |  |
| 7th Grade |  |  |  |
| 8th Grade |  |  |  |
| 9th Grade |  |  |  |
| 10th Grade |  |  |  |
| 11th Grade |  |  |  |
| 12th Grade |  |  |  |
| **Total** |  |  |  |
| **Total ADM (Average Daily Membership) for year** |  |  |  |

**STUDENT DEMOGRAPHICS**

*Provide a brief narrative regarding demographic trends.*

*In addition, complete the table below, deleting rows that are not relevant. (You should report on at least Special Education, students eligible for free and reduced price lunch, and English learners, if applicable).*

|  |  |  |  |
| --- | --- | --- | --- |
| **Demographic Trends** | **2022-23** | **2023-24** | **2024-25** |
| Total Enrollment |  |  |  |
| Special Education |  |  |  |
| English Learners |  |  |  |
| Free/Reduced Priced Lunch |  |  |  |
| Black, not of Hispanic Origin |  |  |  |
| Hispanic/Latino |  |  |  |
| Asian/Pacific Islander |  |  |  |
| American Indian/Alaskan Native |  |  |  |
| White, not of Hispanic Origin |  |  |  |
| Two or more races |  |  |  |

# 4. Student Attendance, Attrition & Mobility

**STUDENT ATTENDANCE**

*Provide a brief narrative discussing trends in attendance rates.*

*If attendance has not met your school’s goals or expectations, include the strategies the school is implementing to improve student attendance.*

*MDE has shifted from monitoring and reporting Overall Student Attendance Rate. (The sum total number of days of attendance for the school year divided by the sum total number of days of membership for the school year and then multiplied by 100.)*

*MDE now monitors and reports on Consistent Attendance Percentage.*

*If your school serves a high population of historically underserved or disenfranchised students, you may consider providing additional data, such as the increase of student attendance rate from prior school, or other data that provides a more complete picture.*

|  |  |  |
| --- | --- | --- |
|  | **2021-22** | **2022-23** |
| **Consistent Attendance Rate** |  |  |

**STUDENT ATTRITION**

*There is no guidance in statute or from MDE regarding what is meant by student attrition. The following are possible approaches suggested by Osprey Wilds, as we believe this information is valuable for the school, the authorizer, and the community. Essentially, we believe that it is useful to understand if students are staying at your school year after year. You may consider using one or all of these approaches or another approach that effectively tells the story.*

*Provide a brief narrative discussing attrition rates, which arguably could be called “retention rates” as opposed to “attrition rates.” If you have multiple years of data, discuss trends.*

*In addition, complete the following tables:*

|  |  |
| --- | --- |
| **Percentage of students\* who were continuously enrolled between October 1 of the 2023-2024 school year and October 1 of the 2024-25 school year.** |  |

*\*Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

|  |  |
| --- | --- |
| **Percentage of students\* who continued enrollment in the school from Spring 2024 to October 1, 2024.** |  |

*\*Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

**STUDENT MOBILITY**

*Mobility data (the number and percentage of transfers in and out of the school) was previously available through the MDE data analytics page. This data is no longer provided by MDE, but easily calculated. You may also present information from your student reporting system that documents the percentage of students who were enrolled for 95% or more of the school year. These data points help readers of your annual report understand if you worked with a number of different students during the course of one school year (a highly mobile population) or if you had a very stable student population during the school year. You may consider presenting data for multiple years:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Summer Transfers In** | **Number of students on Oct. 1** | **Mid-year Transfers In** | **Mid-year Transfers Out** | **Total Mid-year Transfers** | **Mobility Index\* *(as a percent)*** |
| **2022-23** |  |  |  |  |  |  |
| **2023-24** |  |  |  |  |  |  |
| **2024-25** |  |  |  |  |  |  |

\*Total mid-year transfers (in and out) divided by number of students on October 1.

*Provide a brief narrative discussing these rates, including the trends over the past two-three years.*

|  |  |
| --- | --- |
| **Percentage of students who were enrolled for 95% or more of the 2024-25 school year.** |  |

*Provide a brief narrative discussing these rates, including the trends over the past two-three years if that data is available.*

# 5. Educational Approach & Curriculum

*Provide a narrative regarding the school’s educational approach and curriculum. The narrative should address the following:*

* *The school’s key pedagogical approaches and their alignment to the school mission;*
* *How the school is staffed to meet its mission;*
* *The instructional practices, highlighting unique elements at the elementary, middle, and high school levels (as appropriate)*
* *The breadth and depth of the curriculum and its alignment to state standards and school mission;*
* *Remediation and acceleration practices or programming;*
* *The special education program;*
* *The English Learner program;*
* *Preschool or prekindergarten program (if applicable);*
* *After school and/or summer programs (If applicable);*

# 6. Innovative Practices & Implementation

*Provide a narrative regarding the school’s innovative practices and implementation. The narrative should address the following:*

* *Innovative or unique aspects of the school, especially as they relate to the school mission;*
* *Key successes from past school year;*
* *Key challenges from past school year;*
* *The plan to address challenges; and*
* *Highlights of the school’s strategic plan. (Do not include the entire plan in this section.)*

# 7. Academic Performance: Goals & Benchmarks

*This area of your report should be the most robust and comprehensive – the purpose of your school is to educate students, and this is your opportunity to report on those results in a comprehensive way. This is your opportunity to tell your story and back it up with data.* ***You must provide data on all locally administered assessments or measures.***

**Progress on Osprey Wilds Contractual Academic Goals & CACR Alignment**

*Summary narrative: Provide two or three paragraphs describing the school’s performance on Osprey Wilds contractual goals. Highlight strengths, provide reasoning why goals may not have been met, and describe any plans for improvement in areas in which goals were not met.*

**Comprehensive Achievement and Civic Readiness (CACR) Goal Areas:**

* **Ready for Kindergarten [R4K]:** All students meet school readiness goals.
* **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
* **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
* **Graduate from High School [GRAD]:** All students graduate from high school.
* **Lifelong Learners [LL]**: All students are prepared to be lifelong learners.

**Indicator 1: Mission Related Outcomes**

**Goal:** *copy/paste Mission Related goal and key measures here.*

**CACR Goal Areas Addressed by this Goal:** *Identify the CACR goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 2: English Language Learners**

**Goal:** *copy/paste English Language Learners goal and key measures here.*

**CACR Goal Areas Addressed by this Goal:** *Identify the CACR goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Provide relevant ACCESS data for your school.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Percentage of students making progress towards English Language Proficiency** | **School** |  | **The average progress students made towards their individual targets** | **School** |
| **2024-25** | XX.XX% |  | **2024-25** | XX |

*Provide a narrative explanation and analysis of your school’s ACCESS data.*

**Indicator 3: Reading Growth and Progress**

**Goal:** *copy/paste Reading Growth goal and key measures here.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 4: Math Growth and Progress**

**Goal:** *copy/paste Math Growth goal and key measures here.*

**CACR Goal Areas Addressed by this Goal:** *Identify the CACR goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 5: Reading Proficiency**

**Goal:** *copy/paste Reading Proficiency goal and key measures here.*

Effective July 1, 2023, the READ Act replaces the Read Well by Third Grade goal in World’s Best Workforce (MN Stat. 120B.12). The legislature seeks to have every child reading at or above grade level every year, beginning in kindergarten. Because the Minnesota Comprehensive Assessments measure reading proficiency for the first time in third grade, reporting on third grade reading proficiency serves as a proxy for determining if the school is meeting the READ Act literacy goal.

**CACR Goal Areas Addressed by this Goal:** *Identify the CACR goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 6: Math Proficiency**

**Goal:** *copy/paste Math Proficiency goal and key measures here.*

**CACR Goal Areas Addressed by this Goal:** *Identify the CACR goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 7: Science Proficiency**

**Goal:** *copy/paste Science Proficiency/Growth goal and key measures here.*

**CACR Goal Areas Addressed by this Goal:** *Identify the CACR goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

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

**Goal:** *copy/paste Proficiency/Growth in Other Curricular Areas/Ed. Programs goal and key measures here.*

**CACR Goal Areas Addressed by this Goal:** *Identify the CACR goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 9: Post-Secondary Readiness**

**Goal:** *copy/paste Post-Secondary Readiness goal and key measures here.*

**CACR Goal Areas Addressed by this Goal:** *Identify the CACR goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 10: Engagement**

**Goal:** *copy/paste Attendance goal and key measures here.*

**CACR Goal Areas Addressed by this Goal:** *Identify the CACR goal areas that are addressed by this contractual goal.*

**Key Measures & Results for this Goal:** *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

**Federal and State Accountability**

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

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

**ESSA Identification**

*Under ESSA, Minnesota identifies schools to receive comprehensive supports or additional targeted support. Indicate whether your school has been identified as one of these schools or received services in FY25.*

**Additional Academic Data**

*Consider the goal information already provided. In this section, include additional data (narratives and/or tables/charts/graphs) that would be helpful to tell your school’s story to the public.*

# 8. Comprehensive Achievement and Civic Readiness Strategic Plan Report

**A. Assessing Student Progress and Instructional Strengths**

*In accordance with 2024 MN Stat. §120B,11 Subd. 2(a)(2), provide a narrative regarding the school’s strategies for assessing student progress and identifying instructional strengths. The narrative should provide a summary of the school’s comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the comprehensive achievement and civic readiness.*

*The narrative should include a summary of the following processes and practices:*

* *The school’s process to assess and evaluate each student’s progress toward meeting state and local academic standards.*
* *The school’s process for disaggregating data by student group in order to assess the school’s educational effectiveness in relation to these groups.*
* *The school’s process for evaluating equitable outcomes for students and how the school is addressing gaps, if evident.*
* *The school’s process to assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15.*
* *The school’s process for identifying the strengths and weaknesses of instruction in pursuit of student and school success.*
* *The school’s process for identifying the strengths and weaknesses of curriculum affecting students' progress and growth toward career and college readiness and leading to comprehensive achievement and civic readiness.*

**B. Curriculum and Instruction Review System**

*In accordance with 2024 MN Stat. §120B,11 Subd. 2(a)(3), provide a narrative regarding the school’s strategies for periodic review and evaluation of all instruction and curriculum. The narrative should provide a summary of the school’s comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the comprehensive achievement and civic readiness.*

*The narrative should provide a summary of the school’s system for periodically reviewing and evaluating the effectiveness of all instruction and curriculum, including how the system accounts for:*

* *Strategies and best practices*
* *Student outcomes*
* *School principal evaluations under section 123B.147, subdivision 3,*
* *Students’ access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, subdivision 3, paragraph (b), clause (2)*
* *Teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5.*

**C. Improving Instruction and Student Achievement**

*In accordance with 2024 MN Stat. §120B,11 Subd. 2(a)(4), provide a narrative regarding the school’s strategies for improving instruction and student achievement. The narrative should provide a summary of the school’s comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the comprehensive achievement and civic readiness.*

*The narrative should describe the school’s specific strategies to improve:*

* *Curriculum*
* *Instructional practices*
* *English development (and native language development, if applicable)*
* *Academic achievement of English learners*

**D. Equitable Distribution of Teachers**

*In accordance with 2024 MN Stat. §120B,11 Subd. 2(a)(5), provide a narrative regarding the school’s equitable distribution of teachers. The narrative should provide a summary of the school’s comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the comprehensive achievement and civic readiness.*

*The narrative should provide:*

* *The school’s process to examine the equitable distribution of teachers*
* *Strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperience, effective, or out-of-field teachers.*

*Include the percentage of experienced educators (more than three years of teacher experience), the percentage of licensed educators teaching in the area(s) in which they are licensed, the percentage of educators with advanced degrees (a master’s degree or more), and the percentage of racially and ethnically diverse teachers. You may consider using the table below.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Licensed Educators  (% of total) | 3+ Years’ Experience  (% of total) | Working in Area of Licensure  (% of total) | Advanced Degrees  (% of total) | Racially / Ethnically Diverse  (% of total) |
| Teachers |  |  |  |  |  |
| Admin Staff |  |  |  |  |  |

**E. Education Effectiveness Practices**

*In accordance with 2024 MN Stat. §120B,11 Subd. 2(a)(6), provide a narrative regarding the school’s education effectiveness practices. The narrative should provide a summary of the school’s comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the comprehensive achievement and civic readiness.*

*The narrative should provide a summary of the school’s educational effectiveness practices, including how the school’s practices:*

* *Integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining*
* *Ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees*
* *Provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness*

# 9. Q Comp Annual Report

*If your school does not participate in Q Comp, you do not need to complete this section.*

*Per* [*MN §122A.414 Subd. 3(a)*](https://www.revisor.mn.gov/statutes/cite/122a.414)*, charter schools that participate in the alternative teacher professional pay system (commonly known as Q Comp) must review their program regularly and provide an annual report to the school board by June 15 annually. Per MDE, once completed the annual report should become part of the school’s overall Comprehensive Achievement and Civic Readiness Report.*

*In this section, summarize the report that was presented to the school board. It should include implementation of the approved plan, the impact of implementation, findings from the program review, and recommendations to improve program effectiveness.*

# 10. Student & Parent Satisfaction

*As required by* [*MN Stat. §120B.11 Subd. 7*](https://www.revisor.mn.gov/statutes/cite/120B.11) *and the OW Operations Performance Evaluation Framework, present data that the school has collected regarding both student and parent “connection to and level of satisfaction” with the school’s educational program. As required by the OW Operations Performance Evaluation Framework, present data that the school has collected regarding student and parent perceptions of safety in chart or graph form along with a brief narrative interpreting the data.*

*In other words, the school may report on additional survey questions and feedback if applicable, but you are required to report on survey results for each of the following:*

* *Student perceptions of safety*
* *Student satisfaction with the educational program*
* *Parent perceptions of safety*
* *Parent satisfaction with the educational program*

*Provide a brief narrative interpreting the data and describe how the school uses this data to improve the school experience for families.*

# 11. Environmental Education

*This area of your report should provide substantial information regarding the environmental education (EE) program implemented at your school. Osprey Wilds gathers specific data on the contractual goals through the Environmental Literacy Survey and other tools, so you do not need to and should not report directly on your goals here. The EE program is a central element to your school’s contract with Osprey Wilds and an important means for your school to share this information with Osprey Wilds and the school community.*

The mission of *Name of School’s* authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate people who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate community. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

*Describe the school’s approach to environmental education. The narrative should be short (approximately one page), and should provide sufficient information about how the school is implementing its environmental education program so that a general audience has a sense of how the school is meeting its environmental education goals.*

* *Provide a narrative that outlines how the school’s environmental education program is increasing students’ environmental literacy, and how the school knows students are becoming more environmentally literate (i.e. how does the school measure progress toward that goal?).*
* *Discuss the school’s successes and challenges in the last year as it relates to the environmental education program.*
* *Describe how the school applies environmental education values and strategies to the needs and unique aspects of the school’s educational program or the needs of the school community. In other words, how does the school make environmental education relevant to its students or mission?*

# 12. Governance & Management

**BOARD OF DIRECTORS**

*Provide a brief narrative about the capacity and role of the board. This narrative should address key indicators included on Osprey Wilds’ performance framework.*

*Sample Board Membership Table:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Member Name** | **Board Position** | **Affiliation** | **Most Recent Date Elected** | **Most Recent Date Seated** | **Term End Date** | **Email Address** |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Choose an item. | Choose an item. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

**Board Training and Development**

*Provide a brief narrative regarding the school’s commitment and approach to board training and development.*

**Initial Training**

*Provide information on the initial training required by statute completed by each current board member. Possible table formats are provided below (add rows as necessary). Asterisks indicate the training that was required for charter school board members seated* ***prior to*** *July 1, 2024. Any board member seated* ***after*** *July 1, 2024 must complete all six trainings within 12 months of being seated on the board or they are ineligible to serve on a charter school board for 18 months.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Training Prior to Being Seated** | | | | |
| **Board Member Name** | **Original Date Seated** | **Board’s Role & Responsibilities** | **Open Meeting Law\*** | **Data Practices Law\*** |
| Board Member #1 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #2 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #3 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #4 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #5 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **New Board Member Training** | | | | |
| **Board Member Name** | **Original Date Seated** | **Board’s Role & Responsibilities Regarding Student Success, Achievement, and Performance\*** | **Employment Policies & Practices** | **Public School Funding & Financial Management** |
| Board Member #1 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #2 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #3 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #4 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |
| Board Member #5 | XX/XX/XXXX | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer | XX/XX/XXXX Presenter or Trainer |

**Annual Assessment of Training Needs**

*Provide information on the assessment of training needs completed in FY25 (July 1, 2024-June 30, 2025). Include the date when the training was completed and a summary of the board’s approach to determining what individual and full board training is needed to improve board governance.*

**Annual Training**

*Provide information on the ongoing annual training attended by each current board member in FY25 (July 1, 2024-June 30, 2025). A list of trainings attended by the board without specifically indicating who attended which training is insufficient. Two possible table formats are provided below (add rows or columns as necessary). Choose one of the tables to report training.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Annual Training – FY25** | | | |
| **Board Member Name** | **Date of Training** | **Training Title or Topic** | **Presenter or Trainer** |
| Board Member #1 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #1 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #2 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #2 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #3 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #3 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #4 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #4 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #5 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |
| Board Member #5 | XX/XX/XXXX | Title or Topic | Presenter or Trainer |

|  |  |  |  |
| --- | --- | --- | --- |
| **Annual Training – FY25** | | | |
| **Board Member Name** | **Training #1:**  **Title or Topic,**  **Presenter or Trainer,**  **Date** | **Training #2:**  **Title or Topic,**  **Presenter or Trainer,**  **Date** | **Training #3:**  **Title or Topic,**  **Presenter or Trainer,**  **Date** |
| Board Member #1 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |
| Board Member #2 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |
| Board Member #3 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |
| Board Member #4 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |
| Board Member #5 | Attended? YES or NO | Attended? YES or NO | Attended? YES or NO |

**Annual Assessment of the Board’s Performance**

*Provide information on the evaluation of the board’s performance conducted in FY25 (July 1, 2024-June 30, 2025). Include the date of the board’s performance evaluation, a description of the board’s approach to the evaluation, and a summary of the board’s performance.*

**MANAGEMENT**

*Provide a brief narrative regarding the school’s management. This could include a discussion of:*

* *management structure (could include an organizational chart);*
* *past year successes and challenges;*
* *formal review process the board uses to evaluate the school’s management;*
* *key staffing changes or transitions.*

**CMO or EMO**

*If the school contracts with a CMO or EMO, you must provide information about the management agreement in accordance with MN Stat. §124E.16 Subd. 2.*

*There is no guidance in statute as to what specific information must or should be included related to the management agreement. This may include the name and contact information for the CMO or EMO, a description of the services provided to the school by the CMO or EMO, the term of the service contract, information about how the school board holds the CMO or EMO accountable, and a description of the respective roles and responsibilities of the CMO / EMO and the school in the management and operation of the school.*

**ADMINISTRATORS**

*Provide the names of each individual in an administrative, supervisory, or instructional leadership role at the school. Include their position title and a brief summary of their role/responsibilities at the school and licensure information as applicable.*

*Describe all professional development training completed by the charter school director or chief administrator in the previous academic year. By law, this must be documented in the charter school's annual report. (MN Stat. 124E.12 Subd. 2(e))*

*Charter school law requires that charter school directors or chief administrators without a valid administrative license must:*

* *Create a professional development plan, which must be approved by the board. (2024 MN Stat. 124E.12, Subd. 2(b))*
* *Complete a minimum of 25 hours annually of competency-based training corresponding to the individual’s professional development needs and plan (2024 MN Stat. 124E.12, Subd. 2(b))*
* *Training for school leaders without an administrative license may not be self-instructional. (2024 MN Stat. 124E.12, Subd. 2(d))*

*If the school leader is not a licensed administrator, provide the date that the board of directors approved the school leader’s professional development plan and a summary of the 25 hours of competency-based training. If the school leader is in their first year of employment, indicate which training fulfills those requirements. An example format for providing this information is below. Add lines (or remove the Year 1 column) as needed. You do not need to complete this table if the charter school director or chief administrator holds a valid administrative license.*

|  |  |  |
| --- | --- | --- |
| **Name of School Leader**: | | |
| **Date board approved professional development plan**: | | |
| **Training Topic** | **Date of Training** | **Hours of Training** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  | **Total Hours**: |

*Charter school law requires that charter school directors or chief administrators with a valid administrative license in their first year of employment must:*

* *Complete a minimum of ten hours of competency-based training on the following topics: charter school law and requirements, board and management relationships, and charter contract and authorizer relationships (MN Stat. 124E.12, Subd. 2(c))*

*If the school leader is a licensed administrator and the 24-25 school year was their first year of employment, provide a summary of the ten (10) hours of competency-based training. An example format for providing this information is below. Add lines as needed. You do not need to complete this table if the charter school director or chief administrator was not in their first year of employment*.

|  |  |  |
| --- | --- | --- |
| **Name of School Leader:** | | |
| **License:** | | |
| **Training Topic:** | **Date of Training** | **Hours of Training** |
|  |  |  |
|  |  |  |
|  |  | **Total Hours:** |

# 13. Staffing

*Provide a narrative that outlines the school’s approach to staffing (both licensed and non-licensed) and how this approach, staffing levels, and qualifications support the school’s mission and student achievement.*

*In addition, complete the following staffing tables:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2024-25 Licensed Teaching Staff** | | | | |
| **Name** | **File #** | **License and**  **Assignment (subject/grades)** | **2025-26 Status\*** | **Comments**  *Include information regarding special licensure (e.g., Community Expert) or other relevant information.* |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\* R = Returning, NR = Not Returning

**2024-25 Teacher Professional Development Activities:**

*Provide the professional development activities completed by teachers in 2024-25. Especially highlight professional development activities that focused in whole or in part on developing quality assessments and measures of student outcomes.*

**Teacher Retention:**

*Provide a brief narrative discussing the teacher turnover rate. Include trend data from previous years as appropriate.*

|  |  |
| --- | --- |
| **Percentage of Licensed Teachers from 2024-25 not returning in 2025-26 (non-returning teachers/total teachers from 2024-25 x 100)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **2024-25 Other Licensed (non-teaching) Staff** | | | |
| **Name** | **License and Assignment** | **2025-26 Status\*** | **Comments** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\* R = Returning, NR = Not Returning

|  |  |  |  |
| --- | --- | --- | --- |
| **2024-25 Non-Licensed Staff** | | | |
| **Name** | **Assignment** | **2025-26 Status\*** | **Comments** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\* R = Returning, NR = Not Returning

# 14. Operational Performance

*Provide a narrative that describes school operations and provides relevant data that addresses a number of areas related to school operations. These may focus on certain elements reviewed in the Osprey Wilds Operations Performance Evaluation; however,* ***do not*** *simply copy and paste the entire Osprey Wilds evaluation. Consider information that your stakeholders will find interesting.*

*Information may include:*

* *Health and safety at the school*
* *Transportation*
* *Facilities*
* *Food service programs*
* *Due process and special education administration*
* *Student discipline data*
* *Parent engagement*
* *Community engagement*
* *Hiring practices*
* *Background check policies and / or process for staff, board, and volunteers*

*Describe how the school disseminates information about the school’s offerings* ***AND*** *enrollment procedures to families that reflect the diversity of Minnesota’s population and targeted groups. (Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population.)*

*Please note: This requirement has been in statute since 2009. However, in 2024 the legislature added two additional requirements related to this law:*

1. *The school must document its dissemination activities in its annual report.*
2. *The school’s dissemination activities must be a component of the authorizer’s performance review of the school.*

*For more information, please see the Sounding Board related to this topic: “Disseminating Information About the School.”*

# 15. Finances

*The following is one approach to providing financial information for the annual report. Full financial statements are not necessary. Even though you may not have final FY25 audited financial information, you must still provide preliminary information.*

For questions regarding school finances and for complete financials for 2024-25 and/or an organizational budget for 2025-26, contact:

Name:

Position:

Contact info:

Phone:

Email

*XYZ Financial Service Provider* provides accounting services for *School Name*.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2025.

|  |  |  |  |
| --- | --- | --- | --- |
| **FY25 Finances** | **Fund 1** | **Fund 2** | **Fund 4** |
| Total Revenues |  |  |  |
| Total Expenditures |  |  |  |
| Net Income |  |  |  |
| Total Fund Balance |  |  |  |

**Overview**

*Brief narrative regarding overall financial situation – successes and challenges from FY25 (e.g., met enrollment targets, fell below targets, received large grant, holdback, lines of credit, distance learning implementation, etc.).*

**Revenues**

*Brief narrative regarding revenues, including total revenue, key sources, special grants, etc. Break out Fund 1, Fund 2, and Fund 4 as appropriate.*

**Expenses**

*Brief narrative regarding expenses, including total expenses, information on large costs areas (e.g., facilities, staffing, special education, transportation), special grants, other large investments, etc. Break out Fund 1, Fund 2, and Fund 4 as appropriate.*

**Net Surplus or Deficit and Fund Balance**

*Brief narrative on FY25 net surplus or deficit and impact on fund balance. Discussion on fund balance level and ongoing fund balance goal.*

**Comprehensive Achievement and Civic Readiness Annual Budget**

*Brief narrative on the budget allocated to implement the CACR plan.*

# 16. Future Plans

*Provide a brief narrative on key strategic areas for the school moving forward. This could include, but is not limited to:*

* *Expansion plans;*
* *Facility changes;*
* *Program changes;*
* *Technology updates;*
* *Impacts to the FY25 budget (including strategic investments in technology, the educational program, and other supports due to the ongoing impacts from federal funding streams or legislative changes).*