



## Fiscal Year (FY) 2025 Authorizer Annual Report

Enter responses where prompted. Enter an “x” in underlined space before “Yes” or “No” responses. Only provide information for one school in each table row. Add additional rows to tables, as needed.

### Authorizer Information

**Name of Authorizing Organization:** Osprey Wilds

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

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

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

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

**Authorizing Mission:** 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 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 OW Charter School Committee and the OW Board of Directors. Ultimately, the Osprey Wilds Board of Directors makes decisions regarding the ongoing authorization of any particular school.

## Authorizer Processes

### New Charter School Applications in FY 2025 (B.1)

Did your organization review any new charter school applications?

☒ Yes

☐ No

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
Academic First Community Charter School	Disapproval	N/A	Application did not meet Osprey Wilds' criteria for approval	N/A

### New Charter School Openings in FY 2025 (B.2)

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

☒ Yes

☐ No

If no, please provide an explanation:

N/A

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

Name of Charter School Projected to Begin Serving Students in FY 2025	Projected Opening Date	Did this School Open as Planned?	If No, Provide Reason(s) and Revised Projected Opening Date
Angela Day School	09/05/2023	No	Inadequate enrollment

### Charter School Expansion Applications (to add primary enrollment sites or grades, including instructional prekindergarten or preschool programs) in FY 2025 (B.2)

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

☐ Yes

☒ No

If no, please provide an explanation:

OW did not receive any expansion applications.

If yes, complete the table below for each application.

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

### Early Childhood Health and Developmental Screening Requests in FY 2025 (B.2)

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

☐ Yes

☒ No

If no, please provide an explanation:

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

If yes, complete the table below for each request.

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

### Charter School Change in Authorizer Requests in FY 2025 (B.2)

Did your organization review any change in authorizer requests?

☐ Yes

☒ No

If no, please provide an explanation:

OW did not receive any change in authorizer requests.

If yes, complete the table below for each request.

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

### Charter Contract Renewals in FY 2025 (B.9)

Did your organization engage in charter renewal activities in FY 2025?

☒ Yes

☐ No

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
Academy for Sciences and Agriculture	Yes	07/01/2025-06/30/2028	N/A
Cannon River STEM School	No	N/A	Insufficient enrollment
Glacial Hills Elementary School	Yes	07/01/2025-06/30/2030	N/A
Higher Ground Academy	Yes	07/01/2025-06/30/2030	N/A
New Discoveries Montessori Academy	Yes	07/01/2025-06/30/2028	N/A
North Lakes Academy	Yes	07/01/2025-06/30/2028	N/A
Northern Lights Community School	Yes	07/01/2025-06/30/2028	N/A
Prairie Seeds Academy	Yes	07/01/2025-06/30/2030	N/A
Three Rivers Montessori	Yes	07/01/2025-06/30/2028	N/A
World Learner School	Yes	07/01/2025-06/30/2030	N/A

## Additional Authorizer Activities

### Authorizer Organizational Goals (A.2)

**Describe the progress your organization made on its organizational goals related to authorizing in FY 2025.**

Progress on Osprey Wilds' organizational goals related to authorizing is provided below in the section "Charter School Portfolio Performance." Please see pages 23-32.

## Authorizer Structure of Operations (A.3)

**Describe changes, if any, to your organization's structure of operations related to authorizing in FY 2025 (for example, organizational changes, new positions, updated full-time equivalencies of authorizing positions, etc.).**

During SY 2024-25 the OW CSD experienced no personnel hires or terminations. Erin Anderson continued in the role of Director of Charter School Authorizing, Emily Edstrom Moore, Ashley Estis, Pat Hartman, and Addie Mazza continued in the roles of Authorizing Specialist, and Jolene Palme continued in the role of Finance & Compliance Analyst at 0.625 FTE.

Contracted consultants provided additional support to ensure the CSD's capacity to provide quality oversight to schools, and OW staff in Sandstone provided administrative, HR, accounting, environmental education, leadership, and governance support totaling approximately 0.25 FTE.

## Authorizing Staff Expertise (A.4)

**Briefly describe the background and experience, in the areas of charter school academics, finance, operations, and law, of any authorizing staff, committee members, board members, consultants, etc. new to your organization in FY 2025.**

Beth Peck, Contract Evaluator

Beth is an experienced educator who holds an MA from Bethel University and a teaching license in 5-12 Communications & Literature. Since 2005 she has held a variety of positions at charter schools (Lighthouse Academy of Nations, Prairie Seeds Academy, and North Lakes Academy). Her leadership roles have focused on new and expanding schools, including among others: strategic planning, construction, hiring, curriculum development and implementation, and leading marketing and enrollment initiatives. In particular, she provided critical analysis as a contract evaluator in the areas of academics and operations.

Angela Dawson, OW Board Member

Angela provides critical insight in business leadership, fundraising, and equity-driven community development to the OW Board. She is a cooperative business executive and fourth-generation farmer with more than 25 years of experience leading mission-driven organizations across agriculture, public health, and education. As Co-Founder and CEO of Forty Acre Cooperative, she has guided organizational growth, capital raising, and strategic partnerships. In particular, her experience in financial stewardship, fundraising, and equity-focused policy and community work is directly relevant to charter school governance and long-term sustainability.

Aiysha Mustapha, OW Board Member

Aiysha offers skills in education, community engagement, and organizational leadership to the OW Board. She is a seasoned equity and inclusion advocate with more than 25 years of experience spanning K-12 education, business consulting, and community work. In her current role as a School Climate and Culture Specialist with Robbinsdale Area Schools, Aiysha collaborates with instructional leaders, MTSS teams, and community

stakeholders to develop and implement standards-based and equitable programming. Her professional background also includes experience in family engagement, restorative practices, professional development facilitation, and governance, including service as a nonprofit board chair. Her strengths in equity-centered leadership, stakeholder engagement, conflict resolution, and program management directly support charter school accountability, student support systems, and mission-driven governance.

Brooke Roper, OW Board Member

Brooke leverages a wide array of leadership skills and insight in service to the OW Board. Her experience with Prairie Care Fund (Office Manager) and as an engaged community builder (MN Black Collective Foundation), advisory board member (Hennepin Health Care, Blue Cross Blue Shield of MN) and an organizer (MN Advocates for Electric School Buses) demonstrate her skills in strategic planning, cross-sector partnership development, and data-driven research, advocacy, and implementation. Her role on the Hopkins Public Schools School Board has included oversight of finance and facilities in addition to management accountability, advocacy, and policy review. She has a Masters of Education degree from the University of Minnesota supported by a graduate certificate in Nonprofit Management & Leadership. In particular, her experience with school board governance, organizational management, and leadership skills are relevant to charter school operations, governance, and oversight.

Andre Xiong, OW Board Member

Andre shares extensive environmental science knowledge and public-sector leadership to the OW Board. He is a Senior Environmentalist with Hennepin County's Public Works Environment & Energy Department and has more than a decade of experience working at the intersection of environmental stewardship, education, and public service. Andre's professional background includes environmental education, program implementation, and regulatory work, supported by a Bachelor's degree in Fisheries and Wildlife and advanced graduate coursework in Natural Science and Environmental Education. In particular, his experience with environmental education, government operations, and systems-level decision-making directly supports OW's mission-driven programming, environmental education focus, and responsible organizational oversight.

## **Knowledge and Skill Development of Authorizing Leadership and Staff (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 and monitor progress toward their personal and professional goals at least monthly. During evaluation meetings, staff members and their supervisors identify professional development needs and set professional goals. All professional development is aligned with the authorizer's organizational goals (A.2) and reflects self-evaluation of the capacity and needs of the team and the individual (A.9). As a result, in FY25 OW dedicated resources to ongoing professional development that resulted in improved authorizer practices.

Throughout the year, Osprey Wilds staff attended several trainings both virtually and in-person in alignment with the authorizer's primary organizational goal, "To strengthen the quality of its charter school portfolio."

- In August 2024, Erin attended a Title IX Training (Squires, Waldspurger & Mace, P.A.), and Erin and Emily attended a training on “Equity-Minded Authorizing Practices for Students with Disabilities” (National Association of Charter School Authorizers, NACSA).
- In September, Jolene attended Financial Oversight Community training (NACSA), and Ashley, Emily and Pat attended the School Law Seminar (Squires, Waldspurger & Mace, P.A.).
- In October, Ashley attended the Association for Supervision and Curriculum Development (ASCD) Conference.
- In January, Pat attended “Asset Mapping,” a training provided by the WI Resource Center for Charter Schools.
- In February, Jolene attended the Nonprofit Finance & Sustainability Conference (MN Council of Nonprofits), and in April she attended a training titled “Employment Law: Essential Policies and Practices” (MN Council of Nonprofits).
- Erin attended “A Tough Budget Season: What you Need to Know” (Edunomics) in February, and in June she attended the NACA Inspired Schools Convening (NISN).
- In May, Addie attended the Student-Centered Learning for Equity conference (Education Evolving) and in June she attended the MN School Districts - Title II and Digital Accessibility training (MN IT Services).
- In June, Addie, Ashley, Jolene, and Pat attended an Authorizer Training conference (Volunteers of America).

CSD staff participated in training in alignment with Strategic Priority One of OW’s organizational goals, “Increase / improve school and portfolio academic performance.”

- In July 2024, Erin attended the LEAD Conference (University of Minnesota) which offered actionable insights, tools, and strategies for creating more equitable education systems that eliminate racial harm and disparities in students’ opportunities, experiences, and outcomes.
- Also in July, Ashley, Addie, Emily, Erin, and Pat attended a training on “Unpacking the Science of Reading” (MN Association of Charter School Authorizers, Chisago Lakes School District), followed by a second training in August, “Implementing the Science of Reading: Lessons Learned from Chisago IDS” (MACSA, Chisago Lakes School District).
- Emily attended two trainings focused on academic assessments and goals, “FastBridge Screening Reports Training” (FastBridge) and “Rethinking Accountability with Responsive Goals” (AGAME, National Charter Schools Institute).
- Pat, Erin, Addie, and Emily attended the MN COMPASS Institute training in June. The variety of sessions provided CSD staff with specific resources, tools, strategies, and connections to support school development of Multi-Tiered Systems of Support to drive academic improvement.

In alignment with OW’s Strategic Priority 2, “Strengthen portfolio / schools’ student environmental literacy, Addie attended a training called “Say Yes to Kids with Disabilities” (Natural Start) in May 2025.

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 FY25 include:



- Preparation for Osprey Wilds New Board Member Training, School Leader Community of Practice, and EE Office Hours.
- Erin provided training to all staff on using the board observation feedback form, operations performance evaluations, writing renewal evaluations, and monitoring compliance with Open Meeting Law.
- Staff meetings and internal staff trainings: Review of issues related to the legislative changes new in SY24-25; 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 with fellow authorizers and contract evaluators: This happens at team meetings, during phone consultations, and through site visits and other evaluation processes (e.g. renewal site visit process).
- On-the-job training and sharing of effective practices: As 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 training on the renewal process to the Charter School Committee (CSC) in November 2024 and the OW Board of Directors in December 2024.

**Please document the annual successful completion of training of your organization's staff members during the previous year relative to chartering and an authorizer's role and responsibilities. [Minn. Stat. 124E.05, subd. 2 \(2024\)](#). Please include at least the following for each training: the date(s) of the training, the training topic or name, and a brief description of how the training relates to chartering and/or an authorizer's role and responsibilities. If provided above, please indicate as such.**

OW CSD staff completed training related to authorizers' role as discussed above and identified in alignment with Minn. Stat. 124E.05, subd. 2 below:

To ensure that a school it authorizes has the autonomy granted by statute:

- 2/7/25 Media Training and Legislative Updates Training (Center for Effective School Operations). Addie attended this training to learn more about the authorizer's role in communicating with the media regarding school issues, ensuring that a school's autonomy as granted by statute is protected and clearly articulated.

To ensure that a school it authorizes fulfills the purposes of a charter school:

- 8/27/24 FastBridge Screening Reports Training (FastBridge). Emily attended this training to support analysis of school academic outcomes toward the fulfillment of the primary purpose of charter schools.
- 8/13/24 Title IX Training (SQUIRES, WALDSPURGER & MACE, P.A). Erin attended this training to ensure the CSD is equipped to oversee that schools fulfill the purposes of a charter school in accordance with the law and regulations as they pertain to Title IX specifically.

- 10/18-10/19/24 Association for Supervision and Curriculum Development Conferences (ASCD). Ashley attended this training to support oversight of school academic outcomes toward the fulfillment of the primary purpose of charter schools.
- 6/25-6/26/25 MN COMPASS Institute (MDE). CSD staff attended this training to support oversight of school academic outcomes toward the fulfillment of the primary purpose of charter schools.

To ensure that a school it authorizes is accountable to the agreed upon terms of the charter school contract:

- 7/18/24 Unpacking the Science of Reading (MACSA, Chisago Lakes School District). CSD staff attended this training as described above to ensure that schools authorized by OW are accountable to the agreed upon terms of the charter contract, including implementing the READ Act.
- 8/14/24 Implementing the Science of Reading: Lessons Learned from Chisago ISD (MACSA, Chisago Lakes School District). CSD staff attended this training as described above to ensure that schools authorized by OW are accountable to the agreed upon terms of the charter contract, including implementing the READ Act.
- 9/20/24 School Law Conference (SQUIRES, WALDSPURGER & MACE, P.A). CSD Staff attended this conference as described above to support staff ongoing understanding of the terms of the contract and how to hold schools accountable per state law.
- 1/14/25 Asset Mapping (WI Resource Center for Charter Schools). Erin and Pat attended this training to support strategies for communicating and monitoring the terms of the charter contract to schools with different needs and strengths.

OW CSD staff completed training related to authorizers' responsibilities as discussed above and identified in alignment with [Minn. Stat. 124E.05, subd. 2](#) below:

To review applications for new schools, determine whether a new school is ready to open, review applications for grade and site expansions, review applications for change in authorizers, and determine whether to approve or deny an application based on the authorizer's approved criteria:

- 6/9-6/11/25 NACA Inspired Schools Network Convening (NISN). Erin attended this convening as described above to review new school designs from other states and gain insights into frameworks like Mission Driven Story Cycle and graduate profiles used to ensure school design and decision-making remain aligned with a community's mission and values.

To negotiate and execute the performance charter contracts with the schools it authorizes:

- 3/18/25 Rethinking Accountability with Responsive Goals Framework (AGAME, National Charter Schools Institute). Emily attended this training as described above to support the negotiation of performance charter contracts with schools OW authorizes.

To conduct ongoing monitoring, oversight, and evaluation of the school's academic, operational, and financial performance during the term of the charter contract, CSD staff attended the following trainings as described in the section above:

- 7/30/2024 LEAD Conference (University of Minnesota)

- 8/15/2024 Equity-Minded Authorizing Practices for Students with Disabilities (NACSA)
- 2/25-2/27/2025 Nonprofit Finance & Sustainability Conference (MN Council of Nonprofits)
- 2/27/25 A Tough Budget Season: What You Need to Know (Edunomics)
- 4/30/25 Employment Law: Essential Policies and Practices (MN Council of Nonprofits)
- 5/12/25 Student Centered Learning for Equity Conference (Education Evolving)
- 6/9/2025 Authorizer Training Conference (Volunteers of America)

To evaluate the academic, operational, and financial performance of the school as defined in the charter contract prior to the end of the contract to determine the renewal, nonrenewal, or termination of the contract:

- 7/24/2024, 9/25/2024 Financial Oversight Community (NACSA). Jolene attended these sessions to support the evaluation of school financial performance as defined in the charter contract to determine the renewal, nonrenewal, or termination of the charter contract.

To comply with authorizer requirements in chapter 124E, OW CSD staff participated in department-approved training:

- 6/5/2025 Web Content Accessibility Guidelines (MN IT Services)
- 6/25-26/2025 MN COMPASS Summer Institute (MDE)

## 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.**

The CSD has regular strategic planning meetings to measure progress toward its authorizer organizational goals (A.2) and ensure its work is aligned with its mission, vision, values, justice, equity, diversity & inclusion (JEDI) commitments, and strategic goals. Each of these meetings involves self-evaluation of progress toward the goals as well as other key indicators (such as NACSA principles).

**Internal Capacity.** In July 2024, the CSD conducted annual planning to identify which staff would be the primary contact for each school in the portfolio as well as what training offerings would be offered in the school year. Through this process, the CSD staff self-evaluated its internal ability to oversee the portfolio of charter schools taking into consideration a staff member who would be out on family leave for several months. A workload transition plan was created to ensure that adequate oversight, technical support, and resources would be allocated to the schools assigned to that primary contact during their absence. The workload transition plan clarified accountability and delegated tasks to ensure all staff members had appropriate capacity to provide quality oversight and technical assistance to the schools in the portfolio.

In March 2025, the CSD reviewed and updated its calendar of annual tasks. This self-evaluation process revealed some tasks that needed to be added and delegated to a staff member as well as a need to shift some timeframes to better align with school calendars and annual workflows.

**Infrastructure.** In the fall of 2024, the CSD conducted a self-evaluation of its Compliance Matrix to review the expectations, timelines, and follow-up processes for all school compliance reporting requirements to OW. The

self-evaluation promotes clear alignment between OW's oversight activities and compliance reporting requirements for schools, and it ensures that the systems for communication, data collection, review and oversight, and responses to schools are consistent and sustainable year over year.

**Practices.** In July 2024, Osprey Wilds reviewed its Quality Assurance Plan, reflecting on situations that cause increased oversight and updating the minimum standard of activity for different levels of oversight. A follow-up strategic planning meeting included a self-reflection on annual oversight practices, identifying changes to several practices that inform the operations performance evaluation to streamline compliance oversight and make evaluations more efficient (e.g. delegation of tasks, communication of expectations to schools). In April, the team reviewed team norms and self-evaluated how well they are upheld, where adjustments should be made, and what our norms look like in practice. The team also began developing a strategic system of support as a framework to guide technical assistance efforts to schools. At a May strategic planning meeting the team proposed revisions to the renewal application, and reviewed feedback schools submitted in an annual survey regarding the value of technical assistance provided and the CSD's performance of its roles and responsibilities.

Additionally, the CSD engages in regular reflective practice during strategic planning and staff meetings to evaluate and improve practices. For example, OW staff reflected on the learning outcomes from professional development, noting lessons learned and areas for ongoing education. Meeting agendas have standing items to identify elements of OW practice that reflect NACSA principles, document examples of student-centered learning demonstrated by schools in the portfolio, and to track annual authorizing activities for each school to ensure that they are receiving the visits and observations needed each year.

## **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. (Osprey Wilds' authorizing leadership 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 School Authorizers (MACSA) monthly meetings, as well as through other channels. Further, Osprey Wilds is a resource to authorizers around the country. Examples from FY25 include:

- In August, Erin presented as a part of a panel to NACSA's Third Thursdays session on Equity-Minded Authorizing Practices for Students with Disabilities.
- In January, Erin provided background on special education funding in MN for the Center for Learner Equity.
- In January, Addie shared OW's Board Observation Template and Board Meeting Review tracking process with NACSA.
- In February, Erin shared OW's organizational chart and structure of duties with the Fordham Foundation and provided background on new charter school application approvals in MN to NACSA.
- In June, Erin shared examples of authorizer evaluations from NACSA and MAPES with Kingsman Academy (DC Public Charter School Board).

- Throughout the year, Erin participated in the A-GAME Early Adopters cohort.

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

- In July, Erin shared OW's Grievance Policy with The Guild.
- In January and February, Erin shared several CSD documents with Volunteers of America: an example notice of nonrenewal notice, an example of a notice of informal hearing, and an example of a final determination notice.
- Emily was elected to serve as chair of the MASCA board in FY25. In this role, she led MACSA's anti-bias, anti-racism work and provided significant guidance for the organization during the 2025 legislative session.
- In February, Addie provided Novation Education Opportunities an overview of the CSD Annual Report Tracking sheet template and discussed filing systems for MAPES.

## 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 provided proactive support and technical assistance that was 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, the technical assistance offered by Osprey Wilds to authorized schools was completely voluntary and not required. OW regularly provided technical assistance and strategic support in the following three ways:

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

Osprey Wilds provided much of the same support as described in previous years' annual reports, but in FY25 the CSD piloted using the tool of a shared Charter School Support, Development, and Technical Assistance calendar as a hub and repository for all portfolio-wide resources created during the year. The calendar was shared with school leaders and board chairs and organized by date and by audience. 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.** 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 August, OW sent reminders to schools about Mandated Reporter Training, Title IX Regulations Notice of Changes, and Annual Charter School Assurances, and hosted a session for schools called Implementing the Science of Reading led by the Director of Teaching and Learning in Chisago Lakes ISD. Throughout the school year, Osprey Wilds hosted a regular School Leader Community of Practice, generally featuring a guest speaker and time for discussion. The topics were chosen to provide proactive support, development, and technical assistance to the portfolio of charter schools. These meetings were led by school leaders, Osprey Wilds staff and evaluators, and other external experts and focused on improving capacity in the areas of academics, environmental education, finance, governance, operations, and compliance. Sessions were designed both in response to the demonstrated needs of schools and to proactively address emerging issues. The overall goal of the Community of Practice was to promote excellence by connecting school leaders with people, information, and resources they can use to improve the learning, achievement, and success of all students. In FY25, School Leader Community of Practice topics included Legal Responsibility in Upholding Title IX in Schools, Leveraging Stakeholder Surveys, Legislative Updates for Charter Schools, Targeted Math Support, Media Relations, Excellence in Special Education, District Creating Safe and Supportive Schools for Immigrant and English Learner Students, and District Cybersecurity.

In addition, OW staff offered individual technical support to school leadership over the course of the year in these areas: board membership criteria, board chair guidance on training requirements, statutes guiding CD investments, bylaws reviews, Open Meeting Law, UFARS compliance and financial reports, conflicts of interest, enrollment preference in lottery policies, Aerie document submission portal, state statutes and required policies, OW's expectations for Exhibit S (Outstanding Obligations from the Previous Contract) of the contract, qualifications for special education paraprofessionals, school calendars and instructional days, public data requests, annual reports, early learning health and development screening requirements, complaint and grievance processes, compliance reporting deadlines, telehealth plans, charter and district collaborations, instructional hours and the READ Act, international travel for students, teacher development and evaluation models, disposal of excess furniture, prioritizing contracting requirements, and school leader evaluations.

**Governance Resources.** Throughout FY25, Osprey Wilds created three new issues of *The Sounding Board*, a periodic publication promoting quality charter school governance. The content of these publications is specifically designed to prevent problems identified through OW oversight and evaluation activities (e.g. board meeting observations, review of monthly board meeting minutes, questions / concerns submitted by schools, etc.) and questions from school leaders and board members. The issues published were: "Disseminating Information about the School" (December 2024), "Ensuring Transparent and Effective Communication Outside Board Meetings" (February 2025), and "Maximizing Stakeholder Surveys" (June 2025).

In addition, Osprey Wilds continued to offer no cost, virtual new board member training. Sessions included, "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 Need to Know About Open Meeting Law," "What Boards Need to Know about Data Practices Law," "What Boards Need to Know about Student Success, Achievement, and Performance," and, "What Boards Need to Know About Public School Funding and 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 Audits,” and “Building Your School Budget: A Board Perspective.”

**Environmental Education.** OW provided a variety of supports throughout the school year related to environmental education (EE). In the fall, a “24-25 EE Kick-off” session was offered to review OW’s expectations for environmental education programs. Throughout the year, Osprey Wilds hosted “EE Office Hours” for Environmental Education Coordinators and other key staff at schools in its portfolio. These meetings provided a structured yet flexible space where school staff can come together to discuss challenges, share ideas, work through problems, and launch ideas collectively. Facilitated by an OW staff member, these sessions encouraged collaboration, sharing of best practices, and practical solutions. This approach fostered a supportive learning environment and helped prevent future problems by leveraging diverse insights and expertise. OW staff also provided one-on-one technical assistance to support goal writing, development of Environmental Literacy Plans, and identifying effective ways to measure students’ environmental literacy. In the spring, Osprey Wilds aggregated and circulated to its portfolio a list of low and no cost teacher trainings taking place over the summer as a way to connect schools with EE professional development, curriculum, and resources.

**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 FY25 (ten schools). Evaluations were informed by site visits and board observations, and feedback from renewal evaluation activities were presented to 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 provided 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. Anecdotally we saw that, in general, schools that used the template for Annual Reports / World’s Best Workforce Reports submitted a higher quality product. OW also published 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 provided specific feedback to schools on areas of performance that were of concern along with key requirements to address those concerns. While Osprey Wilds did not provide direct assistance to support schools in addressing concerns (in accordance with our Policy on Authorizer Role and School Autonomy), we strongly believe that through these interventions and the specific requirements we outlined for schools to address, we provided schools with needed guidance to improve their performance.

**Aerie.** Osprey Wilds used the software platform Aerie as a compliance tool to gather key documents and provided schools with a calendar of key requirements. This tool served both Osprey Wilds and the school, as it gave us a systematic means to gather and monitor schools’ compliance activities and other key school performance data. It also gave assistance to schools by providing a calendar of reminders for Osprey Wilds, MDE, and other important submission / compliance deadlines. In FY25, Osprey Wilds invited schools to attend a session on “What Boards Need to Know about Compliance and Technical Assistance in the 24-25 School Year” to

launch the calendar of technical assistance resources as well as ensure board knowledge of required compliance reporting.

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

**Describe how your organization promoted model replication and dissemination of best practices of high-quality charter 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.

Osprey Wilds' plan to promote the model replication of high performing charter schools includes the following strategies:

- Require new charter school to provide research and evidence that the program will achieve the desired outcomes for the proposed student body in order to identify high quality models to promote within the portfolio. (See Section VI. Educational Program, Question 4, in Attachment "OW New Charter School Application Guide.")
- Maintain a two-phase expansion application process, which reduces application burden while maintaining rigorous evaluation standards. (See attachment, "OW Expansion Application Guide.") In the first phase, schools submit a Notice of Intent (NOI) to Submit an Application. Upon receipt of the NOI, Osprey Wilds reviews the school's performance to determine whether to invite the school to submit a full application. If evidence clearly shows that the school has fulfilled the requirements of the application in one or more of four key areas (academics, environmental education, financial, operations), no additional information is needed in the full application. (See attachment, "OW Expansion Application Guide," NOI Review Rubric.)
- Promote and support replication of existing high quality schools' models and practices.

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

- Identify best practices (in OW authorized schools, charter or district schools throughout Minnesota, or nationally) and disseminate those practices to schools in the OW portfolio through publications (such as the EE Update and *The Sounding Board*) events (such as the Community of Practice and EE Office Hours), and other opportunities for connecting school leaders or technical assistance.
- Maintain a "fast track renewal" process, which reduces application burden while identifying OW authorized schools that have implemented best practices and disseminating those schools' strategies. A school that is considered "Eligible for Fast Track Renewal" attains all of its contractual outcomes in Exhibit G as determined by Osprey Wilds' Academic Performance Evaluation (i.e., 100% or more of



possible points). As a result, the school earns a condensed renewal application and site visit, including collection of the school's best practices for future dissemination by Osprey Wilds.

- Provide examples of best school practices to all schools via Aerie. Such exemplars include but are not limited to sample templates and guidance documents.
- Promote school networking and sharing by providing all school leaders and board chairs with easy access to colleagues to support the dissemination of best practices among schools via its school leaders and board chairs contact list.
- Encourage high quality charter schools to expand, replicate, and document best practices by providing voluntary technical assistance, such as review of grant applications to pursue such activities prior to submission by schools.

Specific technical assistance and resources implemented during FY25 are outlined below:

- In October 2024, OW connected the school leader at Endazhi-Nitaawiging with school leaders at Discovery Woods and La Crescent Montessori & STEM School to provide technical support for FastBridge implementation.
- In October 2024, OW also connected the school leader from Aurora Waasakone Community of Learners with the school leader at Aurora Charter School regarding retrieving historical data from Renaissance Learning after switching from STAR to FastBridge testing.
- In May 2025, OW connected the school leader at Three Rivers Montessori with the school leader at Prairie Seeds Academy for questions about updating the teacher evaluation rubric according to new requirements.
- In 2025, no OW authorized schools were eligible to apply for replication / significant expansion grants as determined by the 2025 High-Quality Charter School (HQCS) Comprehensive Performance Framework.

Under the current methodology, "High Quality Charter Schools" must meet five of six academic outcome measures and five compliance checks. No OW authorized schools were identified as HQCS in 2025 (based on data from 2022, 2023, and 2024). Four OW authorized schools were considered eligible for the HQCS designation based on academic performance but did not pass requirements related to attendance or participation. This is an area that OW has identified for ongoing monitoring and support as it is important to help schools fulfill these compliance requirements in order to access the resources of the CSP grant.

## **Authorizer's Performance Review Findings**

Describe your organizations completion of performance review findings (if applicable) listed under [Minnesota Statutes 2024, section 124E.05, subdivision 5](#) ([Laws of Minnesota 2025, chapter 10, article 5, section 5](#)).

Osprey Wilds was last evaluated in 2020. Based on the Minnesota Department of Education's (MDE) Minnesota Authorizer Performance Evaluation System (MAPES) review rubric at that time, OW earned an overall score of 3.81, resulting in a performance rating of "Exemplary," the highest rating possible. In the final report summary, the evaluator wrote, "The authorizer's practices reflect its commitment to the continuous improvement of

charter schools. Through its application process, oversight and evaluation processes, and within its contracts, the authorizer provides extensive and intentional feedback and clear corrective actions to improve all aspects of school performance.” Osprey Wilds will be evaluated again in 2026.

## Portfolio Information

### General Charter School Portfolio Data (as of June 30, 2025)

#### *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	09/08/2026
United Academy of Excellence and Leadership	4300	No	K-8	450	Brooklyn Park	09/08/2026

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

Name of Charter School	Charter School LEA Number	CSP Grant Recipient	Grade Levels Served in FY 2025	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	PS-8	Minneapolis

<b>Name of Charter School</b>	<b>Charter School LEA Number</b>	<b>CSP Grant Recipient</b>	<b>Grade Levels Served in FY 2025</b>	<b>Location</b>
Aurora Waasakone Community of Learners	4271	Yes	K-8	Bemidji
Best Academy	4192	Yes	K-8	Minneapolis
Cannon River STEM School	4194	No	K-8	Faribault
Central Lakes Adventure School	4080	No	7-12	Pillager
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
Endazhi-Nitaawiging	4298	Yes	K-8	Red Lake
Excell Academy	4068	No	PS-8	Brooklyn Park
Glacial Hills Elementary	4168	No	PS-6	Starbuck

<b>Name of Charter School</b>	<b>Charter School LEA Number</b>	<b>CSP Grant Recipient</b>	<b>Grade Levels Served in FY 2025</b>	<b>Location</b>
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
Laura Jeffrey Academy	4164	No	5-8	Saint Paul
Metro Schools	4131	No	K-12	Minneapolis
Minnesota Wildflower Montessori School	4265	Yes	PS-3	Minneapolis
New Discoveries Montessori Academy	4161	Yes	PS-8	Hutchinson
Noble Academy	4171	Yes	K-8	Brooklyn Park
North Lakes Academy	4053	No	K-12	Forest Lake
Northern Lights Community School	4146	No	6-12	Warba

<b>Name of Charter School</b>	<b>Charter School LEA Number</b>	<b>CSP Grant Recipient</b>	<b>Grade Levels Served in FY 2025</b>	<b>Location</b>
North Shore Community School	4084	No	PS-6	Duluth
Oshki Ogimaag Charter School	4195	No	K-4	Grand Portage
Partnership Academy	4097	No	PS-8	Richfield
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-6	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***

<b>Name of Charter School</b>	<b>Officially Recognized Early Childhood Health and Developmental Screening Program</b>	<b>Officially Recognized Instructional Preschool Program to provide early childhood education and preparation for transition to kindergarten for children ages three through five</b>	<b>Officially Recognized Instructional Prekindergarten Program for four-year-olds to prepare children for entry into kindergarten the following year</b>
AFSA K-12	Yes	No	Yes
Aurora Charter School	No	Yes	No
Crosslake Community School	No	No	Yes
Discovery Woods	No	Yes	No
Excell Academy	Yes	Yes	Yes
Glacial Hills Elementary School	No	Yes	No
La Crescent Montessori School	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

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

### Charter School Portfolio Activity in FY 2025

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

☐ Yes

☒ No

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

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

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

☐ Yes

☒ 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?

☒ Yes

☐ 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
Central Lakes Adventure School	4080	Insufficient enrollment	06/30/2025

## Charter School Portfolio Performance

### Academic Performance

The following table includes the performance of Osprey Wilds authorized schools in each indicator area on the Academic Performance Evaluation Framework. 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 in Grades 9-12.

Information is from the most recent evaluation for each school, completed in FY25 (based on FY24 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 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. In summative academic evaluations which include FY21, OW has only used FY21 data in aggregates when it benefitted the school. Aggregates of comparison data used the same years included in the aggregate for the school.

Indicator Area	Percent of schools that met or exceeded the standard				
Evaluation Year	FY25	FY24	FY23	FY22	FY20
Data Year	FY24	FY23	FY22	FY21	FY19
A.1 Mission Related Outcomes	67.6%	78.8%	79.4%	48.4%	63.3%
A.2 English Learners	62.5%	50.0%	75.0%	33.3%	42.9%
A.3 Reading Growth	42.9%	37.1%	48.6%	33.3%	33.3%
A.4 Math Growth	42.9%	37.1%	31.4%	30.3%	27.3%
A.5 Reading Proficiency	60.0%	52.9%	44.1%	33.3%	59.4%
A.6 Math Proficiency	42.9%	26.5%	17.6%	15.2%	25.0%
A.7 Science Proficiency	57.1%	44.1%	47.1%	39.4%	53.1%
A.8 Proficiency in Other Curricular Areas	53.6%	43.5%	66.7%	52.0%	69.6%
A.9 Post-Secondary Readiness	93.8%	87.5%	50.0%	33.3%	40.0%
A.10 Attendance	54.3%	44.8%	57.1%	50.0%	62.5%

As noted in the table below, the percentage of schools meeting goals increased from FY24 to FY25 with the exception of Mission Related Outcomes, which declined by 11.2%. However, this indicator area slightly exceeds pre-pandemic levels (based on comparison with FY19 data). With the exception of Proficiency in Other Curricular Areas and Attendance, the percentage of schools meeting the goal in all indicator areas meets or exceeds pre-pandemic levels.

Increase or decrease from FY24 to FY25 evaluations									
A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10
-11.2%	12.5%	5.8%	5.8%	7.1%	16.4%	13.0%	20.1%	6.3%	9.5%

While performance has improved, Reading Growth, Math Growth, and Math Proficiency indicate areas for continued monitoring and focused support across the portfolio as a whole.

OW continues to invest in an Authorizing Specialist 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 to 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.

In addition, OW invests in an Authorizing Specialist whose role it is to implement and oversee a school intervention protocol. This position is also responsible for monitoring the execution of school improvement plans, including those related to academic performance.

OW has also refocused its efforts to work with schools in renewal to develop performance improvement plans and strengthen its internal processes to monitor progress. All OW evaluators, both contract and staff, are trained to craft 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 and drive academic performance.

Osprey Wilds continues its work as an Early Adopter of the A-GAME Project (Assessing Global Access, Academic, Mission, and Engagement), 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 create responsive goals that are designed to capture all student learning, especially the learning that is not captured by state assessments and traditional measures. OW is continuing to develop alternative accountability measures that better represent the success of schools other than traditional assessments, especially for schools that serve at-risk students.

Schools earn an overall score on their academic performance evaluation which is calculated as a percentage. Osprey Wilds has two goals from its 2020-2025 strategic plan related to schools' academic performance:

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

<b>FY25 (FY24 data)</b>	<b>FY24 (FY23 data)</b>	<b>FY23 (FY22 data)</b>	<b>FY22 (FY21 data)</b>	<b>FY20 (FY19 data)</b>	<b>FY19 (FY18 data)</b>	<b>FY18 (FY17 data)</b>
54.3% (19/35)	42.9% (15/35)	34.3% (12/35)	23.5% (8/34)	37.1% (13/35)	48% (16/33)	40% (14/35)

After an unsurprising dip in performance in FY22 (based on FY21 data), Osprey Wilds is again making progress on this goal although recovery continues. Osprey Wilds is working with schools to more closely align 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%.

<b>FY25 (FY24 data)</b>	<b>FY24 (FY23 data)</b>	<b>FY23 (FY22 data)</b>	<b>FY22 (FY21 data)</b>	<b>FY20 (FY19 data)</b>	<b>FY19 (FY18 data)</b>	<b>FY18 (FY17 data)</b>
17% (6/35)	14.3% (5/35)	20% (7/35)	47% (16/34)	14.3% (5/35)	15.2% (5/33)	23.5% (8/35)

Again, after an unsurprising jump in the data in FY22, OW met this goal in FY25.

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 and FY23, however, this approach seemed neither useful nor compassionate given that so many schools’ performance was impacted by COVID-19, often in ways beyond their control. OW returned to this practice in FY24 and continued this approach in FY25. OW is considering what other supports are needed to help schools move from “approaching standard” to “meets standard,” especially given the changes in schools since 2020, the continuing focus on learning loss recovery, and the financial pressures facing many charter schools.

## Operational Performance

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 operations performance at least once during the contract term, so these ratings are based on the most recent evaluation for each school completed between FY21 and FY25. Complete information on operations and governance performance evaluation is available on the [OW website](#).

In FY25, OW implemented significant changes to its Operations Performance Evaluation Framework in FY25. OW moved three indicator areas (focused on inputs) from the Environmental Education Performance Framework to the Operations Framework. This also resulted in splitting Indicator Area O.1.2, Instruction and Assessment, into five separate indicator areas:

- O.1.2 Instructional Practices
- O.1.3 Curriculum
- O.1.4 Assessment
- O.1.5 Professional Development
- O.1.6 Equity

As a result, some of the indicators included below are not applicable in previous years, as indicated in the table below.

Indicator Area	Percent of schools that met the standard				
	FY25	FY24	FY23	FY22	FY21
O.1.1 Mission and Vision	71%	76%	79%	72%	75%
O.1.2 Instruction and Assessment	46%	53%	61%	50%	53%
O.1.2 Instructional Practices	40%	N/A	N/A	N/A	N/A
O.1.3 Curriculum	50%	N/A	N/A	N/A	N/A
O.1.4 Assessment	50%	N/A	N/A	N/A	N/A
O.1.5 Professional Development	10%	N/A	N/A	N/A	N/A
O.1.6 Equity	10%	N/A	N/A	N/A	N/A
O.1.7 EE Program	100%	N/A	N/A	N/A	N/A
O.1.8 Educational Requirements	91%	94%	97%	100%	100%
O.1.9 Special Education	88%	97%	97%	100%	100%
O.1.10 English Learners	62%	73%	85%	91%	94%
O.1.11 Parent & Student Satisfaction	56%	73%	85%	91%	94%
O.2.1 Board Composition & Capacity	18%	33%	55%	69%	66%
O.2.2 Board Decision Making & Oversight	15%	24%	33%	38%	38%
O.2.3 Management Accountability	29%	39%	52%	53%	56%
O.2.4 EE Oversight	20%	N/A	N/A	N/A	N/A
O.3.1 Facilities & Transportation	97%	97%	97%	100%	100%
O.3.2 Health & Safety	74%	88%	97%	100%	100%
O.3.3 Sustainable Operations	90%	N/A	N/A	N/A	N/A
O.4.1 Admissions & Enrollment	53%	76%	88%	88%	84%
O.4.2 Due Process & Privacy	94%	94%	94%	97%	94%
O.5.1 Licensure	94%	97%	97%	100%	100%
O.5.2 Staff Retention	79%	85%	85%	88%	91%
O.5.3 Employment Practices	65%	79%	88%	97%	94%
O.6.1 Charter School Annual Reports	26%	42%	61%	72%	75%

O.6.2 Insurance	76%	79%	79%	88%	84%
O.6.3 Authorizer & State Compliance	36%	48%	67%	88%	81%

Areas of strength of Osprey Wilds authorized schools are in meeting key compliance requirements including educational requirements, special education requirements, facilities and transportation, due process & privacy, and licensure. These areas have remained strong over the past five years. Schools are generally implementing education programs aligned to their stated missions and visions. This evaluation area has expanded to also include criteria such as implementation of statutory practices and other indicators of mission alignment, such as stakeholder perception and staffing levels. While the percentage of schools meeting standard in this area has declined, it has also created an opportunity to underscore the importance of alignment between the contract, mission, and educational program.

It is important to note that, as statute and regulations have changed and responsibilities for authorizers have become more transparent in statute, Osprey Wilds has significantly increased the quality and detail of its compliance monitoring. This has had significant impacts on the results of the operations performance evaluation. While OW is transparent and communicates consistently and frequently about changes, there is sometimes a lag as schools work to meet new expectations from the legislature, Minnesota Department of Education, and the authorizer. OW anticipates that as it continues to provide high quality technical assistance, clear and consistent expectations, and regular feedback, this will improve.

Areas for improvement continue to include the areas related to board governance, 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.

In addition, the percentage of schools meeting Indicator Area O.1.2 (Instruction & Assessment / Instructional Practices) is lower than desired given the primary purpose of charter schools (“to improve the learning, achievement, and success of all students”). In response, OW significantly revised its operations performance framework in 2024. Instead of one indicator area broadly capturing Instruction and Assessment, there are now five separate indicator areas focused on Instructional Practices, Curriculum, Assessment, Professional Development, and Equity. The goals of these revisions is to provide schools with greater transparency about what is actually being evaluated, clarify criteria in order to strengthen inter-rater reliability, base ratings on criteria that are less subjective and can be effectively triangulated (e.g. interviews, observations, and document review), and align the criteria with relevant statute, where applicable.

Osprey Wilds continues to strengthen its mechanisms for providing meaningful and timely feedback to the schools it authorizes in the area of operations. OW provides site visit feedback that is clearly aligned to the Osprey Wilds frameworks so that schools are able to make explicit connections to contractual obligations and expectations. OW offers charter school support, development, and technical assistance that is based on demonstrated need and designed to prevent future problems. This has led to schools having a greater understanding of OW requirements and expectations, allowing them to use the information more effectively. Additionally, OW has seen an increased focus by schools 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.

<b>FY25</b>	<b>FY24</b>	<b>FY23</b>	<b>FY22</b>	<b>FY21</b>	<b>FY20</b>	<b>FY19</b>
11.7% (4/34)	18.2% (6/33)	30.3% (10/33)	32.4% (11/34)	31.3% (10/32)	30.3% (10/33)	30.3% (10/33)

As noted above, since Osprey Wilds began tracking and reporting on this data, it has also increased its expectations related to governance. Charter school boards across the portfolio have consistently struggled, year after year, to meet these expectations—even though they are primarily based in statute, the charter contract, and the school's bylaws. Persistent governance issues are a known issue across Minnesota; in fact, the Minnesota Department of Education was awarded funds as part of its FY23-27 Charter School Program Grant to conduct a Board Governance Research Study to identify and document root cause(s) of persistent governance issues. This is an especially important focus area for OW because governance issues impact charter schools' operational performance which in turn affects the sustainability of the school. Ongoing issues include evaluation of the school leader, monitoring academic performance and holding the school leader accountable for academic performance, financial oversight, policy implementation, conflicts of interest, open meeting law, and statutory compliance with nonprofit law.

In response to this data Osprey Wilds has continued in efforts to provide training, guidance, and feedback to the schools as outlined in other parts of this report. Beginning in FY21 and beyond, OW offers new board member training at least annually 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.

## Financial Performance

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. Complete information on Osprey Wilds' financial performance evaluation is available on the [OW website](#).

<b>Indicator Area</b>	<b>Percent of schools that met the standard</b>			
Evaluation Year	<b>FY25</b>	<b>FY24</b>	<b>FY23</b>	<b>FY22</b>
Data Year	FY24	FY23	FY22	FY21
F.1.1 Budgeting	66%	75%	75%	81.8%
F.1.2 Enrollment Variance	63%	69%	87.5%	81.8%
F.1.3 Financial Policies & Practices	46%	44%	37.5%	63.6%
F.1.4 Financial Reporting	49%	56%	50%	54.5%

F.1.5 Financial Audit	54%	69%	50%	54.5%
F.2.1 Current Ratio	97%	100%	100%	100%
F.2.2 Days Cash on Hand	60%	50%	62.5%	90.9%
F.3.1 Fund Balance Percentage	57%	50%	50%	81.8%
F.3.2 Total Margin / Aggregate Three-Year Total Margin	71%	63%	87.5%	72.7%
F.3.3 Debt to Asset Ratio	80%	75%	75%	90.9%

Data documents that overall, schools' financial performance is changing as they continue to grapple with declining enrollment, implement significant legislative changes, and juggle the end of federal pandemic-related funds. As indicated in the chart above, Enrollment Variance (typically a relatively strong indicator) continued to decline in FY25, indicating that schools struggled with accurately predicting enrollment. Many schools also did not meet standard for Days Cash On Hand (60 days or higher) and Fund Balance Percentage (20%). In many cases this was related to Enrollment Variance—schools overstated enrollment (and thus overestimated revenue) and had to dip into the fund balance to close the resulting gap.

As noted in the previous section, board governance is a consistent issue across charter schools. Boards' failure to provide oversight of financial performance also has impacts on this section. Boards struggled with ensuring that they have in place statutorily and contractually required financial policies and monitoring those policies with fidelity. Related to declining enrollment and declining fund balance, schools receive audit findings regarding late payment of bills. Resolution of audit findings has been an ongoing area of focus for Osprey Wilds for many years. OW will continue to focus on this, as well as identifying ways to support schools to implement corrective action plans (CAPs) related to these findings.

Budgeting and financial oversight practices have been a specific focus of Osprey Wilds' technical assistance over the past four years. This remains an ongoing area of monitoring for Osprey Wilds as schools respond to slowing or decreasing enrollment and slowing state revenues.

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

1. Increase the percentage of schools that Meet Standards on 100% (5 of 5) of financial management measures on Financial Performance Evaluation.

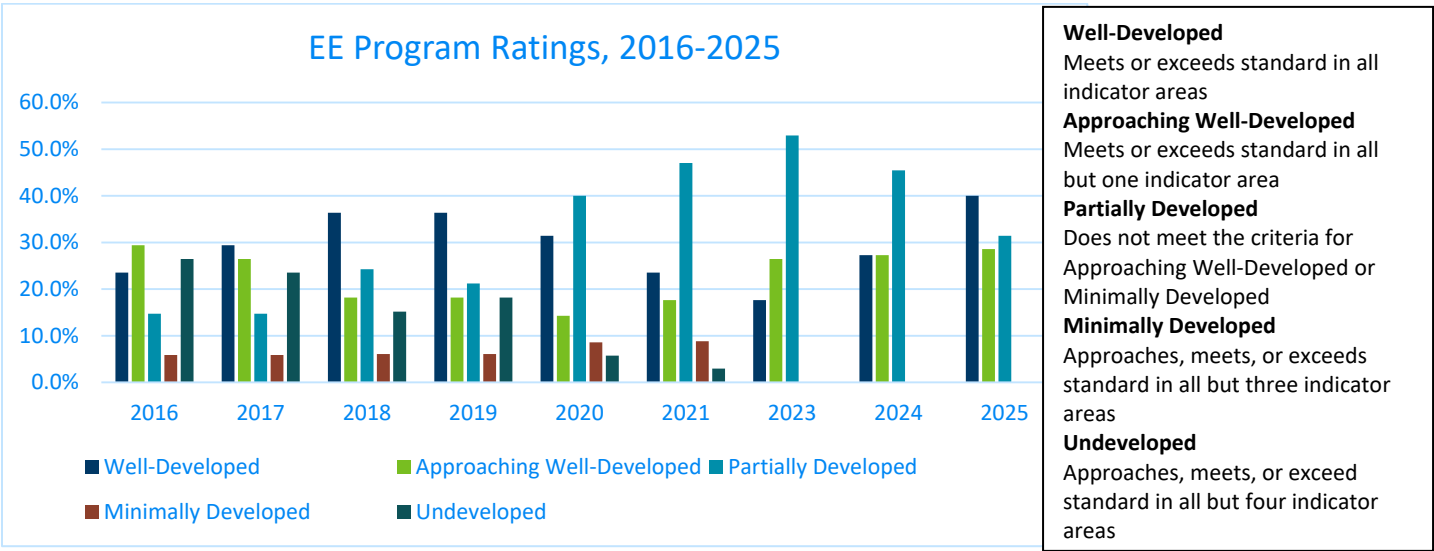
FY24	FY23	FY22	FY21	FY20	FY19
11.4% (4/35)	35.3% (12/34)	44.1% (15/34)	48.5% (16/33)	55.9% (19/34)	52.9% (18/34)

As noted above, Osprey Wilds has strengthened many of its evaluation practices related to financial management, especially related to audits, policies, and practices. In addition, when OW revised its financial performance evaluation framework in 2024, it moved the Enrollment Variance indicator area from an indicator of near-term financial health to an indicator of financial management. This particular change has contributed to a drop in schools meeting all financial management measures. In addition, 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. Because this

work typically occurs as schools move through renewal, OW expects that this figure will rebound as schools adapt, revise, and publish required policies.

Environmental Education Performance

Consistent with Osprey Wilds’ mission, all schools authorized by OW must increase the environmental literacy of all students through environmental education. The following table includes the performance of Osprey Wilds authorized schools in each indicator area on the Environmental Education Performance Evaluation. OW provides annual formative feedback on schools’ progress towards their goals in the penultimate year of their contract, and summative feedback during the renewal year. The ratings below are based on the most recent summative evaluation for each school completed between FY21 and FY25. Complete information on the environmental education performance evaluation is available on the [OW website](#).



The number of schools with well-developed EE programs increased in 2025. An additional marker of success is that since 2019 the portfolio has gone from eight schools with a minimally or undeveloped EE program to ZERO.

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.

2025	2024	2023	2021	2020	2019
68.6% (24/35)	54.5% (18/33)	44.1% (15/34)	41.2% (14/34)	45.7% (16/35)	54.5% (18/33)

Overall, the performance of Osprey Wilds authorized charter schools in the area of environmental education (EE) continued to improve in FY25. 68.6% of schools earned a rating of well-developed or approaching well-



developed. This exceeds pre-pandemic levels, which reached its previous high in 2019. This indicates that schools are learning to implement EE while also balancing ongoing challenges related to learning loss, attendance, staffing, enrollment, and other persistent issues.

The following table summarizes the performance of schools in OW’s portfolio against the environmental education goals in the schools’ contracts. This information includes data from the most recent renewal evaluation for each school, most recently updated with evaluations completed in FY25 (based on FY24 year-end environmental education survey data).

Indicator Area	Percent of schools that met the standard	
	Evaluation Year	
	<b>FY25</b>	<b>FY24</b>
	Data Year	
	FY24	FY23
EE.1 Awareness	79%	78%
EE. 2 Knowledge	76%	78%
EE.3 Attitudes	76%	78%
EE.4 Skills	76%	75%
EE.5 Action	74%	72%

OW continued to focus on this area in FY25 by working with schools to develop relevant and realistic environmental education goals, providing training at the beginning of the year on OW’s expectations for EE, and supporting schools to access teacher workshops and other trainings to support EE implementation, and staffing the Charter School Division with experienced environmental education and school staff.