



ACADEMIC ARTS HIGH SCHOOL

PUBLIC CHARTER SCHOOL DISTRICT #4119

SCHOOL YEAR 2021-2022

WORLD'S BEST WORKFORCE & ANNUAL REPORT

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School Information

Includes Mission, Vision, & Authorizer Information

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Academic Arts High School (AHA) is managed as a Teacher Powered School (TPS). In the TPS model¹, teachers have the collective autonomy to make decisions influencing the success of the school, with roles and responsibilities traditionally handled by a school director. Many Teacher Powered Schools include traditional school directors. With a philosophy of maximizing teacher buy-in through more autonomy and accountability, AHA does not have a traditional administrator like a principal or director. Instead, the school's Teacher Powered Schools Committee (the "TPS Committee") oversees the day-to-day management of the school. The school's board manages and evaluates the TPS Committee as a whole.

Grades Served: 9 - 12

Year Opened: 2004

Mission and Vision

Mission:

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

Vision:

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

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

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

Authorizer Information

Academic Arts High School’s authorizer for fiscal year 2020 (FY20) was the Audubon Center of the North Woods (ACNW). At the end of FY20, ACNW changed names to “Osprey Wilds Environmental Learning Center” (OW). With the continual support of OW through superior oversight, evaluation, feedback, and strategic support AHA is empowered to develop a robust and dynamic learning community for students. The school is guided by the academic, financial, operational, and environmental education performance goals agreed upon in the school’s contract with OW. Due to challenges in gathering necessary contractual data associated with COVID-19 and considering the strong relationship built between AHA and OW the school and authorizer agreed to a two year contract extension at the end of FY21. This contract extension keeps the current contract active through FY23 for a total contract length of five years, the longest contract length allowable by MN law. FY22 was the 4th year in this five-year contract. AHA and OW will begin the contract renewal process for FY24 in the 2022-2023 school year, which includes evaluation and negotiation of contract details during FY23.



Osprey Wilds Environmental Learning Center in Sandstone, MN

The authorizing vision of OW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities while working towards a healthy planet where all people live in balance with the Earth. As an urban school serving a student population with diverse learning needs, AHA holds an opportunity to be a unique model school in this vision.

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

Authorizer Contact Information

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Statutory Purposes

Implementation of Primary & Additional Purposes

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

Academic Arts High School meets the primary statutory purpose, to improve all pupil learning and all student achievement, through its four pillars: Authentic Learning, Environmental Education, Real-World Readiness, and Personal Relationships². These pillars are aligned with the school’s mission, to “Learn by doing, Embrace Your Place in the World, Prepare for Success, and Make Friends Along the Way”.

The school’s learning program fosters authentic learning by incorporating project-based learning³ into all classes. Cross-curricular themes allow students to dive deep into the same topics from different perspectives in all classes within a quarter. Experiences, including field trips, speakers, seminars, etc., are aligned with quarter themes and provide students with further context on the themes that they are studying in classes. Students prove mastery of standards not only through traditional assessments like tests and quizzes but also by addressing common topics in different classes to produce and present projects by deadlines. Projects are designed, by teachers, to require mastery of standards in order to be completed. Additionally, in response to additional student needs identified during distance learning in FY21, the school began implementing practices from the Modern Classroom Project⁴. In FY22, the practices were implemented in science, math, and art classes.

The school’s culture and norms foster environmental education through the presence of and focus on the seven Leave No Trace (LNT) principles in the physical space as well as through continual links to environmental topics in class curriculum. Throughout the year, students participate in activities that instill the values of the leave no trace principles in the school and in their lives outside of school. Several planned overnight trips, including trips to the Osprey Wilds Environmental learning center⁵ in the spring and fall and to the Steger Wilderness Center in spring, give students opportunities to



Ropes course at OW

² “Pillars” are described in detail in the Educational Approach & Curriculum section

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

⁴ The Modern Classroom Project incorporate mastery-based grading and a class structure that allows for self-pacing by students. Learn more about the Modern Classroom Project here: <https://www.modernclassrooms.org/>

⁵ Due to COVID-19 restrictions, these planned trips did not happen in FY21.

practice these principles in natural settings. Of course, distance learning due to the COVID-19 pandemic prevented these planned trips from happening in FY21. In FY22, the continued occurrence of COVID-19 outbreaks prevented the school from holding overnight outdoor experiences in natural spaces. The school had to move to distance learning multiple times throughout the year due to student and staff infection rates. Holding overnight trips was simply too much of a risk for the community.

Key features of the school’s learning program foster real-world readiness by developing specific life-skills. Courses such as Life Plan and Senior Project are required for graduation from AHA. These courses help students develop and practice basic skills needed for life as an adult including opening a savings account, registering to vote, finding housing, balancing a personal budget, researching career options, etc. Additionally, the “block” system allows for fewer total classes and longer class times. The structure of the daily and quarter schedules emulates a workplace where teams work on fewer projects for longer amounts of the day for a limited time up until a deadline at which they present their progress to the entire community and celebrate their accomplishments. This is in contrast to a traditional school schedule where students work on several (as many as 6 to 8) unrelated subjects per day for only a short time and show their work only to teachers of respective subjects. The school has also continued development of its “Transitions” program to better serve students qualifying for special education services. The Transitions Program focuses special education resources for student who are severely behind in credits, helping them graduate with a diploma. The school identified increased student need in this area as a result of distance learning at the end of FY20 and throughout FY21 which accelerated the further development and scope of the program during FY21. In FY22 the school graduated a record 21 students from the transitions program.

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



Role-playing activity in class

Due to increased need identified during distance learning in FY21, the school expanded SEL practices to every day in every class in FY22. The first 10 minutes of class (“Take 10”) are reserved for SEL education and activities to prepare students for learning. In these “Take 10” activities, the school social worker interacted with all classes simultaneously via Zoom. Students would be led through different activities including stretches, meditations, SEL lessons, stories, etc.

AHA also meets one of the additional statutory purposes of a charter school: the program

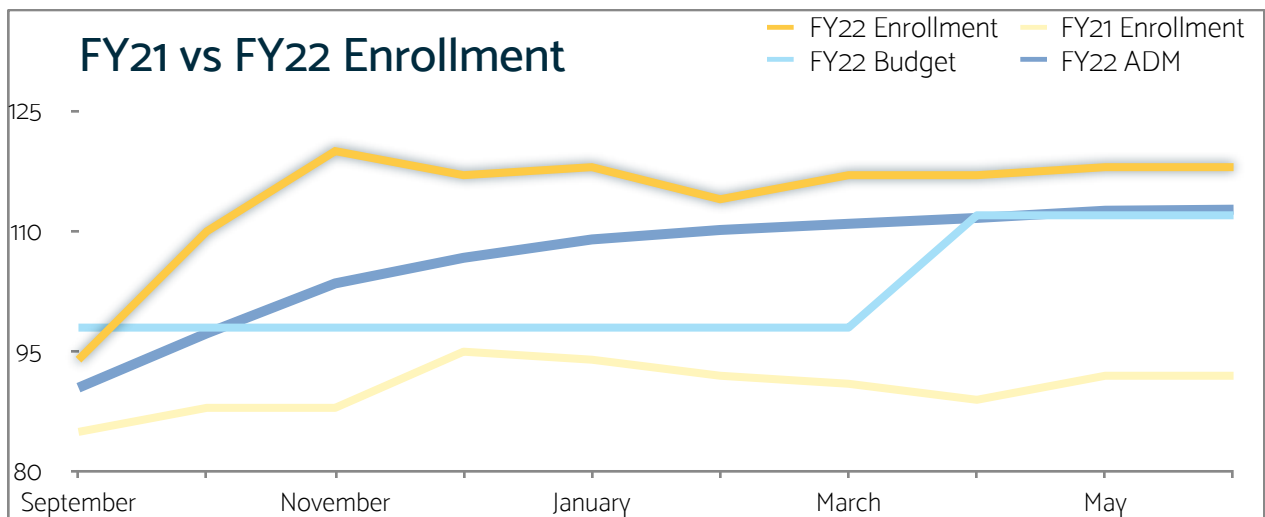
increases learning opportunities for all pupils by providing a small, project-based program where students who may not thrive in traditional high schools can learn and build their unique paths toward graduation and beyond. AHA is deeply invested in preparing students for life outside of High School. The school's curriculum utilizes project based learning to reach that goal as it reflects the way students will live their lives after graduation. Group work is encouraged and emphasized and reflects the team-oriented environment of the workplace. Each year, students tour community colleges and technical schools and learn about post-secondary learning opportunities in classes, specifically Life plan and Senior Project. AHA invites representatives of post- secondary programs to visit to speak about their programs, campus life, and financial options for schooling. The focus is on setting students up for a successful life post- graduation.

Regarding the components of the World's Best Workforce, AHA focuses on ensuring all students are ready for life after high school through career skills development and college readiness.

Student Enrollment & Demographics

Student Enrollment

The small learning community at AHA provides an ideal learning environment for many of the students it serves. With such a small student population, even minor fluctuations in student enrollment can have a profound affect on the school’s budget and, in turn, the services it can provide to students. Increasing and maintaining financially healthy student enrollment was identified as a key initiative in FY20 (2019-2020) and continued through FY21 (2020-2021). Due to these efforts, enrollment remained strong throughout FY22. A key indicator of this the fact that, for the first time since at least FY13, the school made a positive mid-year budget revision. For FY22, the school’s ADM exceeded the originally budgeted ADM. The chart below compares FY22 enrollment, ADM, and Budget to FY21 enrollment. In FY22 the school revised its budget in February⁶ to account for higher than expected ADM.

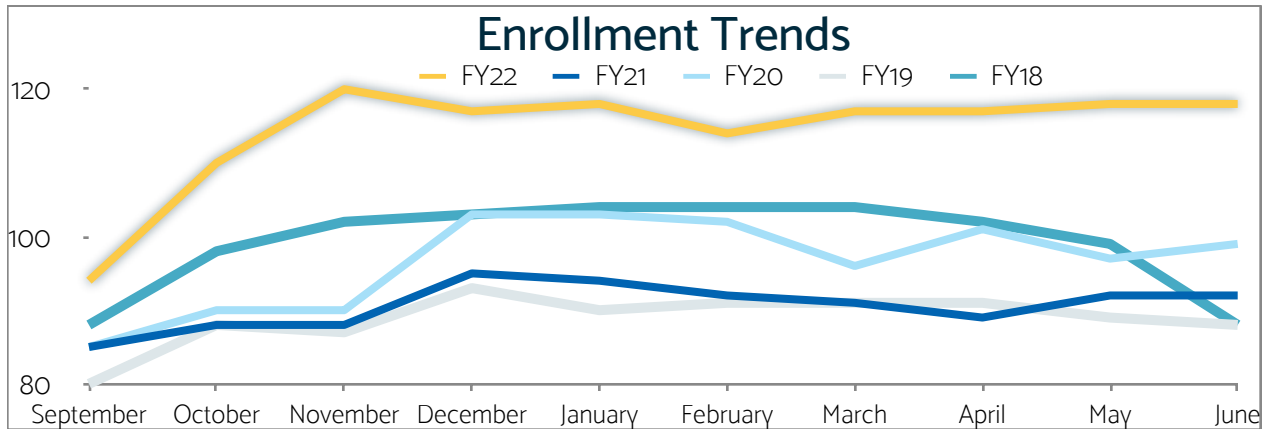


Enrollment rose steadily from September through November (“October Bump”) and maintained for remainder of the year. Budget revised from 98 to 112 in April. Final ADM of 112.7.

Student enrollment typically starts lower than budgeted and increases throughout the first months of a school year. Enrollment historically tapers slightly near the end of the year. This was not observed in FY22. The return to in-person learning for most schools after COVID-19 restrictions may have prompted more students and families to reevaluate their educational needs. The school has a different learning environment than most traditional schools and may have attracted more of these families and students. FY22 saw less fluctuation in

⁶ A revised “working budget”, established in February, was used throughout the rest of the school year and approved board approved in April.

enrollment than in prior years.



Enrollment typically begins low, raising through second quarter. FY22 showed much healthier enrollment than the prior 4 years.

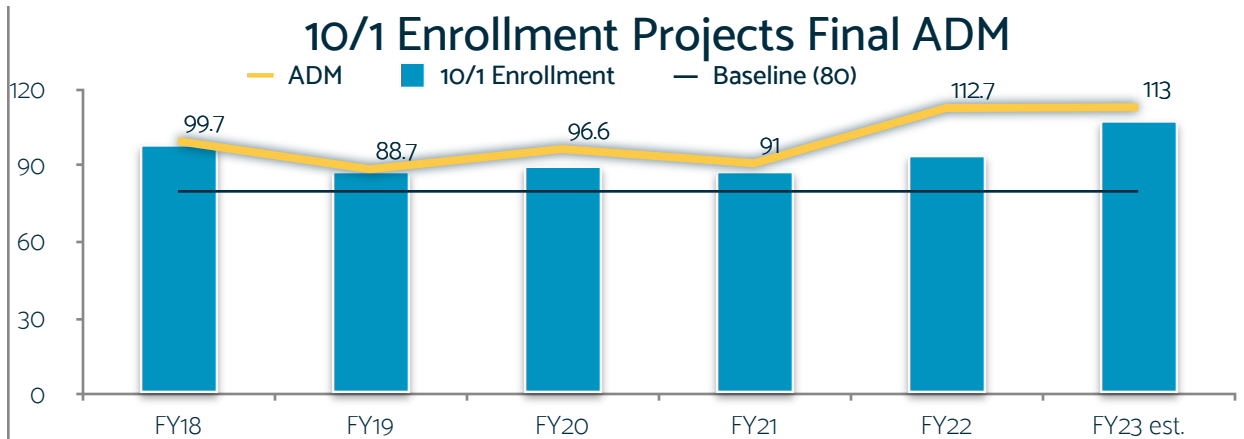
Comparing the past 4 years prior to FY22, total number of students served typically reach approximately 120 throughout a given year and ADM typically does not surpass numbers in the 90s. In FY22, however, the school served a total of 138 students and maintained a record ADM of over 112. Maintaining these enrollment levels will require the school to continue to serve students and a families with unique and specific educational needs.

Historically, the disparity between total students served and ADM (typically a difference of around 25) highlights the significant student mobility, mid-year enrollment, and struggles with consistent attendance for many of the students and families whom AHA serve. In FY21, this disparity was notably reduced to 15; again, likely due to variables associated with distance learning during COVID-19. In FY22, this disparity was observed once again with a disparity of 26.

Number of Students Enrolled	2017-2018	2018-19	2019-20	2020-21	2021-2022 (est.)
9th Grade	28	10	16	11	28
10th Grade	27	33	23	16	28
11th Grade	27	28	33	25	26
12th Grade	45	48	48	53	56
Total	127	119	120	105	138
Total ADM (Average Daily Membership) for year *Not accounting for PSEO	99.77	88.67	96.6	91.0	112.7

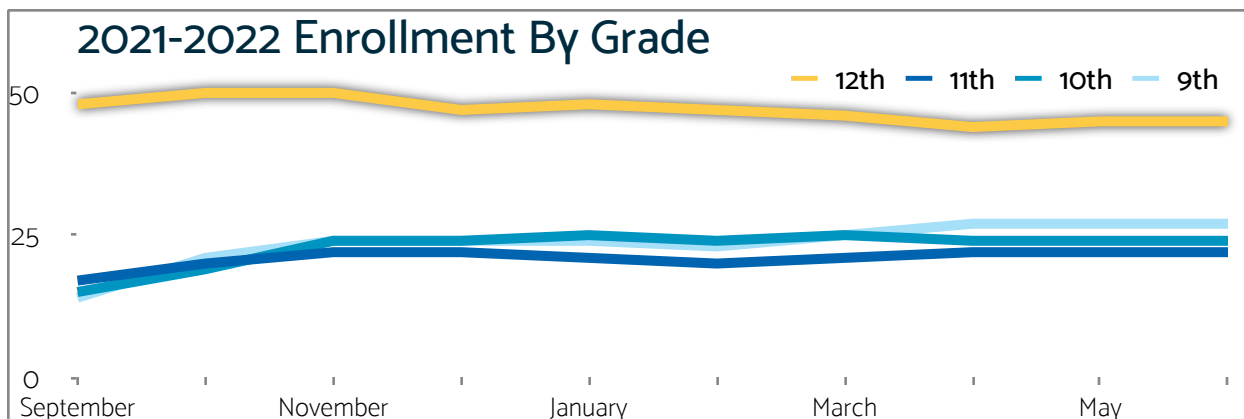
Total students served is typically significantly higher than final ADM, indicative of high levels of student mobility, mid-year enrollment, and struggles with consistent attendance.

In past years, beginning-of-year enrollment numbers (gathered on October 1) tended to correspond to slightly higher end-of-year ADM. From FY18 through FY21 the end-of-year ADM was 1 to 5 students greater than beginning-of-year enrollment. This trend was not seen in FY22 with end-of-year ADM 8 greater than beginning of year enrollment. Beginning of year enrollment has increased steadily starting in FY19 and continued into FY22. Final ADM for FY22 was 112.7. Referencing beginning-of-year enrollment of 108, ADM for FY23 is projected at 113.



Trends of end-of-year ADM corresponds with beginning-of-year enrollment.

The school’s historically low beginning-of-year enrollment is due, in part, to its high population of seniors. Many students come to AHA when other school environments simply aren’t working for them. This often means that students that transfer to AHA join the learning community significantly behind in credits. Catching up on credits takes extra time and often results in students staying beyond their senior year thus increasing the relative population of seniors in the learning community.



High senior enrollment. Includes many seniors beyond their 4th year.

The school has become adept at helping students in this type situation graduate. Of course,

graduating students affects enrollment. Historically, graduating students from a such a large pool of seniors removes more students from total enrollment than the school has been able to replace with recruitment of 9th, 10th, and 11th graders by the beginning of the following year, resulting in the typically low beginning-of-year enrollment discussed above. The school largely attributes increases in beginning-of-year ADM in FY21 and FY22 to the rebranding process (completed between FY20 and FY21) and initiatives of the school’s marketing committee (established at the end of FY20).

A key initiative to increase and maintain healthy enrollment beyond FY20 was a comprehensive re-branding to produce streamlined and consistent marketing media. In addition to clear brand standards⁷ the school created a new logo and school mascot. The “AHA” logo and “AJ” mascot express the innovative, urban, and modern learning community at AHA which has not been effectively conveyed to the greater community in the past. The goal of clear and consistent messaging in marketing efforts is to improve the school’s exposure in the greater community and, in turn, increase enrollment overall.

Of course, the lasting affects of the COVID-19 pandemic on student learning continues to change everything with regards to what can be projected from past data. Some students thrived while learning virtually. However, many of the students that AHA serve come to the school and stay because of the emphasis on 1-to-1 help that a high staff to student ratio can provide. These students do not see these types of benefits as directly when learning happens virtually. In FY22, the school had to move to virtual learning 3 times throughout the year. These event severely disrupted student learning. AHA does it’s best work for students in-person. This small learning community’s ability to provide in-person learning will continue to affect enrollment for students who most need in-person learning.

Student Demographics

The school serves a diverse student population. Racially, the student population is approximately 27% Hispanic/Latino, 24% Black, 43% White, and less that 8% Asian/Pacific Islander, Indigenous, or Unknown in FY22. The school’s LGBTQ+ student population was approximately 22% in FY22. 56 of all 138 students enrolled at any point in FY22 had an IEP; a rate of approximately 41%.

Demographic Trends	2017-2018	2018-19	2019-20	2020-21	2021-2022
Total Enrollment	127	119	120	105	138
Male	54	54	63	51	67
Female	73	65	57	48	71
Special Education	51	49	51	40	56
LGBTQ+	22	20	11	5	30

⁷ The colors and fonts used in this annual report comply with these brand standards

English Learners	1	4	4	3	4
Black, not of Hispanic Origin	18	12	14	13	33
Hispanic/Latino	35	41	40	34	37
Asian/Pacific Islander	2	2	3	2	5
American Indian/ Alaskan Native	1	1	0	1	4
White, not of Hispanic Origin	71	63	63	52	60

Of 138 total students enrolled throughout the year: approximately 27% Hispanic/Latino, 24% Black, 43% White, and less than 8% Asian/Pacific Islander, Indigenous, or Unknown. LGBTQ+ population at approximately 22%. 41% of all students served had an IEP in FY22.

Though these demographics are important to understand, a key demographic, and large focus of how the school is staffed and how curriculum is designed, is the population of students receiving special education services. In the past 4 year the percentage of students enrolled at AHA with IEPs has consistently hovered at or above 40%. The school has complete integration of students receiving special education services in general education classes. There are no separate classes or tracks for students with IEPs, by design.

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

Student Attendance

Includes Student Attrition & Mobility

Student Attendance

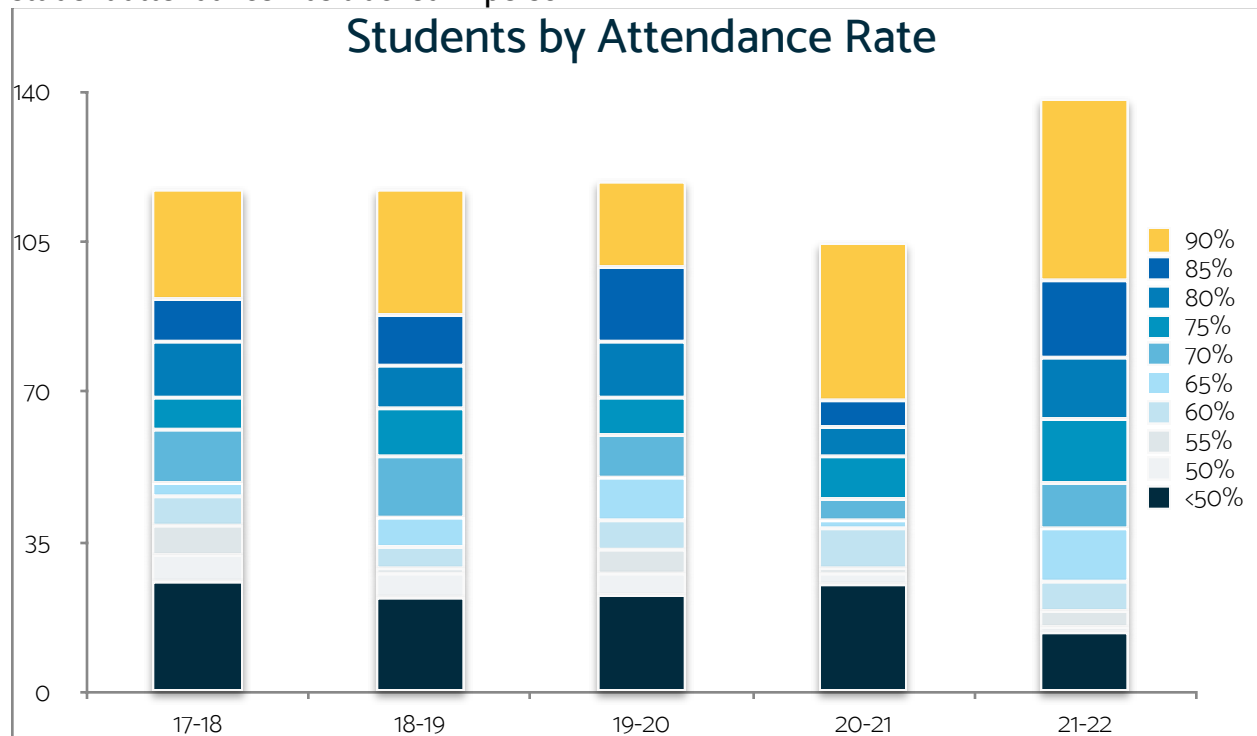
As discussed in prior sections, AHA serves a highly at-risk population (i.e., former dropout students, “over-aged/under-credited” students, students struggling with mental health and/or substance abuse, etc.). Though it approaches the 85% overall attendance goal defined in the contract with OW, the school has never met this goal in the past five years. It has come closest to meeting this goal in FY22 with an overall attendance rate of 84.46%.

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Overall Student Attendance Rate (Goal: 85%)	76.84%	76.70%	78.01%	80.6%	84.46%
Students with Consistent Attendance (# of Students with ≥90% Attendance)	25 (Goal: 95)	29 (Goal: 89)	20 (Goal: 90)	37 (Goal: 79)	42 (Goal: 103)
Consistent Attendance Rate (% of Students with ≥90% Attendance) (Goal: 75%)	19.7%	24.4%	16.7%	35.24%	30.4%

In its contract with OW, the school defines an additional attendance goal of 75% of students having an attendance rate of 90% or higher. The school has not approached this goal in the past 5 years. Typically, fewer than 25% of all students served throughout a given school year have attendance rates of 90% or higher. This changed to 35% in FY21, for reasons that are discussed later in this section, and stayed above 30% for FY22.

Greater context can be gained when looking at student attendance on a more detailed level. In the chart below, students are separated into groups by attendance rate at 5% intervals between 50% and 90% attendance. The chart shows that, generally, more than 75% of students have attendance rates of 50% or higher. In FY22, this rate increased dramatically; possibly due to the return to in-person instruction after COVID-19 quarantine for most of FY21. It also highlights the consistently even distribution of students with attendance rates between 50% and 90%; an opportunity for using focused strategies to maximize increases in student attendance individually and overall. One such strategy that the school tried in FY21 was adjusting the definition of being “present” for attendance during distance learning. In FY22, however, being “present” was measured as it was in prior years. Aside from fewer than 10 students who continued virtual learning at different points throughout the year, all

student attendance was tracked in-person.



For FY22, approximately 30% of all students served throughout year met the 90% attendance rate goal. Majority of students (~60%) fall between 50% and 90% attendance. Fairly uniform distribution within this range.

In response to needs identified during distance learning at the end of FY20 and into FY21, the school expanded the modes by which students could be counted present for attendance. Much of this was out of sheer necessity as requiring full classes to attend synchronous class virtual meetings was not only unfeasible but also was not in line with student and family needs identified from outreach and surveys. The school’s student population also had diverse needs outside of school and attendance needed to be more flexible to accommodate for this. Students were doing much of their school work outside of formal school ours (evening, night, weekends, etc.). Thus, any student contact with staff documented in the 24-hour period for that day counted that student as present for attendance.

The difference in attendance policies is seen in FY21 attendance data when compared to prior years. There was a significantly higher percentage (35.24%) of students with attendance rates of 90% attendance or higher. The return to in-person learning in FY22, expectedly, saw a drop in attendance attendance rates in the school. However, at 30.4%, attendance rates are still higher than they have been historically.

Student Attrition

AHA serves a highly mobile and at-risk student population. Typically, when a school sees non-continuous enrollment for many of its students in a given school year it can be an indication that students may be leaving to seek a different preferred learning environment. For the population of students that AHA serves, this is not full story. The next section,

Student Mobility, provides further details about how many variables can affect a student’s continuous enrollment.

For FY22: Of 53 non-graduating students enrolled on October 1 of the 2020-2021 school year, 49 remained continuously enrolled until at least October 1 of the 2021-2022 school year, a rate of 92.45%.

Percentage of students* who were continuously enrolled between October 1 of the 2020-2021 school year and October 1 of the 2021-2022 school year.	92.45%
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*Does not include graduating students

Looking forward to FY23: of 48 non-graduating students enrolled on October 1 of the 2021-2022 school year, 43 remained continuously enrolled until at least October 1 of the 2022-2023 school year, a rate of 89.58%.

Of 68 non-graduating students enrolled at the end of the 2020-2021 school year, 60 returned to AHA and were enrolled on October 1 of of the 2021-2022 school year, a rate of 88.2%.

Percentage of students* who continued enrollment in the school from Spring 2021 to October 1, 2021.	88.2%
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*Does not include graduating students

Looking forward to FY23: of 81 non-graduating students enrolled at the end of the 2021-2022 school year, 72 returned to AHA and were enrolled on October 1 of of the 2022-2023 school year, a rate of 88.9%

Student Mobility

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

<u>School Year</u>	<u>Summer Transfers In</u>	<u>Number of students on Oct. 1</u>	<u>Mid-year Transfers In</u>	<u>Mid-year Transfers Out</u>	<u>Total Mid-year Transfers</u>	<u>Mobility Index* (as a percent)</u>
2014-15	1	79	45	19	64	81%

2015-16	5	94	42	23	65	96%
2016-17	1	103	37	23	60	58%
2017-18	-	98	49	48	97	99%
2018-19	-	88	45	37	82	93%
2019-20	-	90	52	38	90	100%
2020-21	-	88	28	19 <small>(Not including mid year graduations)</small>	49	55.7%
2021-22		94	65	31	96	102%

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

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

<u>School Year</u>	<u># Returning after Leaving Mid-Year</u> <small>(% of total students served)</small>	<u># Completing Year Non-Consecutively</u>
17-18	16 <small>(12.6%)</small>	11
18-19	4 <small>(3.4%)</small>	2
19-20	14 <small>(11.7%)</small>	8
20-21	9 <small>(8.6%)</small>	5
21-22	11 <small>(8%)</small>	8

Many students who unenroll mid-year end up returning to AHA. In the 2021-2022 school year, 35.5% of all mid-year transfers out came from students who ultimately returned to AHA. Additionally, many of these students start and complete the school year at AHA with relatively short stints not formally enrolled.

Yet another way to gain a more complete picture of student mobility is to consider the extent to which students stay enrolled for the full school year. A review of AHA enrollment

data for 2020-21 shows that of the 138 students who were enrolled or members of AHA at any time during the year (up from 105 the prior year), there were 80 who were enrolled at least 95% of the time, a rate of 58.0%.

<u>Percentage of students enrolled for ≥95% of the 2021-22 school year</u>	
17-18	57.5%
18-19	56.3%
19-20	56.7%
20-21	68.6%
21-22	58.0%

This rate is a notable drop from the prior year but consistent with the three preceding years. With such a large increase in enrollment in FY22 (an increase of ~20 ADM overall, a >20% increase) it is difficult to identify all of the variable affecting this rate. Students benefit more from the school’s learning program when enrolled consistently throughout the year. Anticipating a more consistent healthy ADM moving forward, the school hopes to continue to serve more of its students for greater percentage of the year.

For many students and families whom AHA serve, high rates of mobility are simply a reality. Providing a consistent and safe learning community to which students can return should they need to leave mid-year is a key service that the school provides for its at-risk student population. This is a key niche that AHA fills in the public education ecosystem of the greater community.

Educational Approach & Curriculum

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

Currently, AHA uses a combination of in-class, traditional teaching, and project based learning for core subjects and electives. Project based learning is teacher designed and guided and student driven. Once they have demonstrated mastery of essential skills in courses, students are also able to design their own projects for approval by the school’s curriculum committee. Students work on these individual projects on their own time, outside of classes, with the support of their advisors and content area teachers relevant to the project’s learning goals. The school has integrated project-based learning into the classroom. Students work independently to develop strong self-advocacy skills and they also work in groups to learn effective communication and collaboration; vital skills for a modern workforce.

Students are engaged in authentic learning, environmental education, post-secondary readiness and relationship building continually. Project-based learning in classes, specifically the life plan and senior project classes, incorporate environmental awareness and post secondary options. These projects can be student or teacher-driven. Student-driven projects are projects that a student designs with the guidance of their advisor or with a teacher. Once a project is determined to be ready by the student-teacher team, the student presents the project proposal to the school’s curriculum committee for approval. Once approved, a student can work on their project independently, outside of classes. In past years, students were enrolled in a designated PBL class that aligns with state standards. This class was eliminated from the AHA schedule at the beginning of the 2018-19 school year. Referencing student data, it was clear that this type of class was not producing effective results. This model changed to content-specific PBL classes in the core academic areas; the thought being that limiting the scope of the types of projects students work on would allow for more robust products as the teacher would be within their main content area. Ultimately, this type of “PBL class” was phased out for the 2019-2020 school year. The curriculum committee made the decision to dedicate resources to building engaging, rigorous, curriculum that also incorporated project-based learning. Teacher-driven projects are ones that classroom teachers and advisors create based on state standards and assign to students based on individual credit needs. Whether a student or teacher-driven project, the advisor

guides the student through the project by setting weekly goals. Students work on teacher-driven projects in all classes. This is useful for students who are new to project-based learning or those who continue to need extra structure to be successful at PBL. Students can also work on pre-designed or “canned” teacher-driven projects outside of classes or in a PBL class.

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

Within a quarter, classes and experiences align with cross-curricular themes. Themes are typically announced at the beginning of the year. However, in prior years, teachers noticed that having the ability to update or change themes each quarter allowed for more relevant themes to be used. Examples of themes used in the the 2019-2020 school year are below:

- Q1 - We Are A Natural Disaster: humans have the capability of messing stuff up a lot
- Q2 - We Are Survivors: Humans are really good at overcoming obstacles
- Q3 - We Are Connected: Humans are social and are really good at learning from each other through connection of information, technology, etc.
- Q4 - We Are The Future: The decisions that humans make affect the future.

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

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

A goal of the school is to continue to develop a focus on academic rigor informed by data.

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

In addition to the academic program described above, AHA offers enrichment opportunities for students, through after-school clubs. After school clubs are student-driven and are offered as per student interest and availability of supervising staff. Staff supervise clubs on a volunteer basis. The purpose of these clubs is to provide a safe space for students to enjoy

after school. Students may work toward credit in clubs if a plan is developed and overseen by relevant staff and advisors (e.g. a Language Arts teacher may approve a “canned” PBL project for students to complete in an after school writing club). Examples of student-organized clubs include archery, anime, Minecraft, RPG games, guitar /ukulele /bass / drum lessons, writing club, ping pong club, board game club, and student government. Virtual learning during quarter 4 of 2019-2020 stopped extra-curricular clubs. Not having in-person interactions or a physical space to meet makes after-school clubs difficult to arrange and manage. The school continues to seek innovative ways to provide students with extracurricular student clubs. In the beginning the the 2020-2021 school year the school has been able to organize informal football practices for interested students.

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

- **Opening Week LNT challenges:** Students in all advisories learned all seven Leave No Trace principles by practicing a mnemonic device. They then competed in “LNT Challenge” competitions. Advisories started at one end of the school. Their first challenge was to put arrange a set of individual words (cut out of a document) into the LNT principles, verbatim. Once they completed this task, their advisory could move on to the next stage: campsite setup. Advisories had to set up a campsite (tents, sleeping bags) and correctly put them away. The next stage was a waste disposal obstacle. The challenge was to properly dispose of a set of waste into appropriate receptacles (i.e. recycling, trash, compost).
- **Environmental Education Excursions:** There were two planned overnight camping excursions planned during the 2019-2020 school year. The first was the Franconia Sculpture Park & Geologic Potholes at Taylors falls. The second was an annual trip to the Steger Wilderness Center in Ely, MN. Unfortunately, due to COVID-19 restrictions, this second excursion was canceled. Students, worked journaled. To prepare for camping trips, students plan, with the chaperoning teachers, meals, gear, and their route. Planning involves calculating appropriate nutrition and food amounts, to prevent food waste. Student also select appropriate gear, ensuring that the group has the correct collective number of tents, sleeping bags, etc.. Then they select our hiking route and campsite according to the Leave No Trace Principles which are incorporated into our school culture.
- **Osprey Wilds Environmental Learning Center:** Two overnight trips to OW-ELC are traditionally planned for fall and spring. Unfortunately, due to COVID-19 restrictions, these trips did not happen in FY21.

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

AUTHENTIC LEARNING

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

ENVIRONMENTAL EDUCATION

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

REAL-WORLD READINESS

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

PERSONAL RELATIONSHIPS

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

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

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

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

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

Each student's advisor ensures that projects and core subject work contribute to overall student achievement and learning. Student work is in alignment with state standards; the

project-based learning aspect contributes to AHA mission of preparing students for life after high school. A senior-specific advisory team works with senior students to adequately prepare them for graduation.

A student graduating from AHA will earn 86 credits. Students can choose from a multitude of electives in their PBL seminars. A detail of credits needed to graduate from AHA can be found below:

<u>MDE</u>		<u>AHA</u>
Language Arts - 16 total credits <ul style="list-style-type: none"> • Language Arts I - 8 credits • Language Arts II - 8 credits Social Studies - 14 total credits <ul style="list-style-type: none"> • US History - 4 credits • World History - 4 credits • Geography - 2 credits • Citizenship & Govt. - 2 credits • Economics - 2 credits 	Math - 12 total credits <ul style="list-style-type: none"> • Geometry - 4 credits • Algebra 2 - 4 credits • Probability & Stats. - 4 credits Science - 12 total credits <ul style="list-style-type: none"> • Life Science - 4 credits • Advanced Sciences - 8 credits Other Content Areas - 8 total credits <ul style="list-style-type: none"> • Fine Art - 4 credits • Physical Education - 2 credits • Health - 2 credits 	Senior Project 4 credits Life Plan 2 credits (plus 2 Economics) General Electives 18 credits

In FY21, the school was in distance learning for the entire year. During quarter four, the school moved to stage 2 of its safe return to school protocol. In this stage, students could set up 2-hour appointments with teachers once per week. Regardless of the stage, the school’s typical daily schedule was largely moot as students were not in the building on a regular daily basis.

It is, again, appropriate and important to note the extenuating circumstances of the past three years. As with schools nation-wide, the COVID-19 pandemic seriously disrupted the schools learning program. The robust learning program outlined above is what the school continually works to improve. However, elements of this program are changed as needed when conditions of the students, school, community, nation, and world change. The school’s learning program was updated and changed multiple times throughout the pandemic to accommodate the diverse needs of students and all stakeholders. Examples of this commitment to change and try new things when something is not working, such as “The Nest” online course, are covered in following sections.

Innovative Practices & Implementation

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

AHA continues to focus on social-emotional learning (SEL) to help support student engagement and achievement. Staff and students continue to build common language and strategies to address social-emotional issues that impact achievement. School support staff remain educated on current research-based interventions and promising practices that influence student growth and achievement in the classroom and community. The School Social Worker continued to provide direct social/emotional training to all staff once a month in the 2019-2020, and 2020-2021 school years. The School Social Worker runs weekly groups with students to help them build skills to excel in the classroom by focusing on one of the five competencies: self-awareness, self-management, social awareness, responsible decision making, and relationship skills. The school social worker also conducted monthly push-in sessions in the classrooms. The goal of these push-in sessions was to update the perceived purpose of SEL at AHA. School leadership had identified a perception among the student population that SEL was separate and unrelated to academics. An initiative for the 2019-2020 school year was to begin to change this culture by incorporating SEL directly into academic courses.

In FY22, the school further extended these SEL initiatives with “Take Ten”. Everyday, each class started with “Take Ten”. Teachers would log in to a zoom meeting hosted by the school’s social worker. In these short sessions, the school social worker would lead the entire school in different SEL practices. Examples included simple yoga stretches, mindfulness activities, guided meditations, and responses to student questions on various topics (relationships, anxiety, mental health, etc.).

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

Key successes from the past school year

The AHA students’ schedule provides for long block periods each day and fewer subjects per day. This schedule allows students time to dig in and focus on the lecture and the

coursework associated with the topic. Students receive the same amount of lesson time in each subject over the week but interact with fewer subjects per day. Students have reported that this system works better for them.

Throughout the 2019-2020 school year, teaching staff at the school referenced data such as student attendance, grades, student surveys, and direct feedback from students to analyze the school's weekly schedule. It was determined that, for many students, absences were simply a reality that the school needed to work with. Though the school makes continual efforts to improve attendance, it became clear that there was an opportunity to help all students' learning even if many of them experience absences. The school developed a plan for an updated weekly schedule for the 2020-2021 school year. The plan allows for students to access all curriculum via Google Classroom at all times throughout any course. The Curriculum committee defined requirements for posting content, assignments, and recordings on Google Classrooms for all classes. The ultimate goal of ensuring this virtual access is to allow for students to be able stay caught up on content even if they need to be absent from the physical building one or more days during a week. The same content would be available to all students, not just those who may be absent on a specific day. Maintaining this virtual content would require dedicated time. The school identified a need for unstructured time for teachers to maintain virtual curriculum, commit to keeping grades up to date weekly, and stay on top of advising efforts. This time would also allow for students to seek help and catch up on late work. In this plan, students and teachers have all of Friday to schedule individual or small group help sessions in the school. Quarantine due to COVID-19 necessarily changed this plan in the 2020-2021 school year. This period of less structured time happened on Wednesdays.

On these "Experience Wednesdays", students were encouraged to go out side and share their experiences with the community. Virtual learning in FY21 was very difficult for most students and socialization was being lost. The goal of "Experience Wednesdays" was to get students away from their screens, at least for a short time, and foster positive and fun interactions with their peers and teachers.

In FY22, Experience Wednesdays shifted to "Virtual Wednesdays", the original plan developed before quarantine. In addition to budgeting unscheduled time budgeted for staff to complete tasks and give students extra time to get work done, the school identified a need to actively teach and practice online work skills. Jumpstarted by the pandemic, working online has become a far more standard scenario in many industries than it ever has been. This trend is likely to continue. In response to this realization, the school developed a focused curriculum to teach online learning skills. Students were trained in advisories and classes on what and how to complete work online on Virtual Wednesdays. Work consisted of basic skills like checking emails, responding to posts in online forums, and connecting with different staff.

Other notable successes from the 2021-2022 school year include:

- The "Take Ten" SEL curriculum was implemented and used for the first 10 minutes of every class, exposing students to SEL skill more regularly and consistently.

- Identifying the need for more efficiency on the school’s decision-making process, the TPS committee established a “TPS Task Force”. This task force evaluated the school’s administrative needs, developed a new structure, and worked with the rest of the TPS committee to
- In weekly meetings throughout the year, the TPS committee and the school’s curriculum committee worked with advocates from the Regional Centers of Excellence (RCE) to reflect on practice and identify, develop, and implement initiatives for continual improvement of the school’s learning program.
- The TPS committee continued to operate effectively and lead the school, integrating new a new Special Education teacher and effectively carrying school leadership roles typically undertaken by an administrator. All but one licensed staff from the 2022-2021 school year returned for the 2021-2022 school year to serve on the TPS committee.
- In the 2019-2020 school year, working in tandem with the school board, the TPS committee vetted and hired a new financial management service provider, a new payroll service provider, a new HR service, and new benefits administration services resulting in moderate savings but significantly more financial stability over previous arrangements. The school’s leadership team continued to foster and benefit from relationships with these contracted service providers in FY22.
- As discussed in previous sections, enrollment was notably improved in FY22. The school served more students than it ever had (138) and maintained an ADM above 110. This is an increase in ADM was around 20%.

Key challenges from past school year

As with all schools in Minnesota and many throughout the nation and world, the COVID-19 Pandemic had been and continued to be a challenge for the school in FY22. Direct, in-person instruction is what most AHA! students depend on from the school’s unique supportive and accommodating learning program. Distance learning through the majority of the 2020-2021 school year and the constellation of issues that arise from this type of isolation (effects on mental health, socialization, learning, etc.) was a major factor affecting student academic success and school culture. In-person learning in FY22 was interrupted 3 times in separate quarantine events spurred by high rates of infection in the school’s population⁸.

PBL is a central component of AHA’ educational program. Starting in the 2019-2019 school year, the school has continued to reevaluate its PBL practices. PBL classes, a strategy that consistently produced high rates of course failure, were dropped from the schedule for 2019-2020 school year. In the 2020-2021 school year, the school’s curriculum committee identified the Modern Classroom Project as an innovative strategy that had potential to address many of the issues identified as affecting student success (absence, access to

⁸ Quarantine events were initiated as per procedures defined in the school’s safe learning plan.

content when not at school, mastery-based grading, robust incorporation of projects, etc.). All teaching staff enrolled in a training program starting at various points throughout the 2020-2021 school year. Students continue to learn through projects in most classes and the curriculum committee has established a 2-3 year plan to incorporate (and continually assess) integration of Modern Classroom strategies in all classes. In the 2020-2021 school year, the school continued to work with Greg Schnagl on developing 3-year curriculum cycle, incorporating it with the strategies being learned in Modern Classroom trainings.

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

Chronic absenteeism continues to be a major problem; multiple absences make it difficult to implement academic rigor. Overall percent-of-attendance at AHA was essentially unchanged from 2017-18 (77.8%) to 2018-19 (77.7%) and 2019-2020 (78%) and 2020-2021 (80.6%). AHA staff continue to work with students to support them in combating challenges that impact regular attendance. In fact, the TPS Committee continued to utilize the support team, established in the 2018-2019 school year, that was designed to improve overall school attendance rates with its system of attendance accountability and parent engagement.

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

Other Areas of Challenge in FY22

- In FY20, recognizing the need for specific and focused professional development, the TPS committee chose to forgo attendance to the MAAP Conference, an annual conference of charter schools and alternative programs which the school's TPS committee attended annually. The school's leadership and teaching staff had attended this conference for the past 9 consecutive years prior to FY20 and was the central focus of the school professional development efforts. As with the 2019-2020 school year, in the 2020-2021 school year the school's "Jay Squad" planned a virtual "mini conference" catered specifically to the needs of the school. In FY22 the school had to go to virtual learning at 3 different points throughout the year due to COVID-19 infection rates in the school's population. The date the school's scheduled retreat happened to fall on a week after which students were just getting back from another quarantine. Though PD was needed, the TPS committee identified the need for students to have consistent in-person schooling as a more pressing need and cancelled the retreat for FY22.
- The school experienced a major turnover at end of FY22 and through the summer. In this time period 6 TPS members (two GenEd Teachers, one SpEd teacher, school social worker, behavior lead, and cultural liaison), the administrative assistant, and several para professionals resigned. Staff attrition had been extremely low in the prior 3 years. The resignations at the end of FY22 were for a large variety of reasons (moving,

career change, health reasons, etc.). Nearly all staff left on good terms with the school. Such a large amount of staff turnover has a major effect on how the school functions. Institutional knowledge is lost when any staff leaves. When so many staff from the leadership team leave from a team that is already small, the effects are amplified. Despite this challenge, and the ongoing teacher shortages nationwide, the school was able to recruit and start the school year fully staffed. In the first months of FY23, the school's leadership team identified onboarding and training new staff as a key area of need. Working at AHA is different than many other work environments and schools. Education professionals have to work together continuously to address a constantly changing set of challenges. It is a hard place to work with high expectations. Onboarding, training, and supporting one or two new staff in such a unique environment is a challenge but the school had managed well in prior years. Managing nearly 40% new staff is a challenge. Staff turnover is a normal part of any organization. Minimizing turnover, of course, is desired. Creating and policies and fostering a professional culture and supports that minimize turnover will continue to be a goal for the school moving forward.

Academic Performance Goals & Benchmarks

Progress on Osprey Wilds Contractual Academic Goals & WBWF Alignment

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

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

As of the beginning of the 2021-2022 school year, the school had earned 51.5% of the total possible academic goal points for its current extended five-year contract with OW. However, due to the significant disruption of the COVID-19 pandemic, NWEA testing and statewide MCA testing was not conducted in the 2019-2020 school year and affected the number of students tested in the 2020-2021 school year. This accounts for 45% of all of the academic measures for which the school is held accountable. Removing these goals from the equation, the school earned 62.7% of possible academic goals in the 2019-2020 school year and 60.6% of possible academic goals in the 2020-2021 school year.

With the improvements made to the learning program in the 2019-2020 school year (e.g. continual PD work with a focus on curriculum development with Greg Schnagl) the school had expected to see improvements in NWEA and MCA data. Distance learning through the entirety of the 2020-2021 school year and 3 quarantine events in the 2021-2022 school year also affected expected improvements in these areas. Due in part to the fact that insufficient data was available for these and other measures, OW and AHA agreed to an extension of the current contract with the school an additional two years, the maximum time allowed, so that more complete data could be gathered to inform reauthorization.

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
 - * NotApplicable. Academic Arts High School does not serve Pre K or Kindergarten students.

- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
 - * NotApplicable. Academic Arts High School does not serve 3rd grade students.

- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed
 - * Due to small student population, differences in achievement among and between ethnic groups for Continuously Enrolled students are minimal and not useful for determining progress towards closing the achievement gap. Despite this, the school's "Transitions Program" was developed to address needs of students with IEPs who are far behind in credits. The program focuses special education resources for student who are severely behind in credits, helping them graduate with a diploma. Though the parameters of participation in the program are defined by individual student IEPs, the racial and ethnic background of these, some of the school's most at-risk students, provides some context as it pertains to this WBWF goal. Of the 24 students who were in the transitions program in FY22 (22 of whom graduated), 5 were English learners, 3 were black, 12 were hispanic/latino, 1 was American Indian/ Alaskan native, and 7 were white/non hispanic.

- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
 - * Academic Measure 9.2 of the school's contract with OW addresses this goal.
 - **Measure 9.2 -** From FY18 to FY22, the aggregate percentage of students who pass their senior project and earn a "ready for workforce" designation on the work experience section of their senior project as per the workforce readiness rubric will be at least 80%.
 - **2017-2018:** 81.0% of seniors earned "ready for the workforce" designation through the work experience section on their senior project as per the workforce readiness rubric. Meeting performance target. It is important to note that the "ready for workforce" rubric was not developed until the end of the 17-18 school year. In the 17-18 annual report, this measure was listed as not in place. In the 18-19 school year, the senior project instructor stayed in contact with graduates from the 17-18 school year and, referencing their employment status, verified the "ready for workforce"

designation retroactively for at least 17 of the 21 graduates.

- **2018-2019:** Of 23 seniors, 18 (78.3%) earned “ready for the workforce” designation through the work experience section on their senior project (1.7% or one student away from meeting the target). The school approaches this target for FY19 and overall.
 - **2019-2020:** 11 of 14, or 78.6% of students who passed senior project earned a “ready for workforce” designation. The school approaches this target for FY20 and overall.
 - **2020-2021:** 10 of 12 students, or 83%, who passed senior project earned a “ready for workforce” designation. The school meets this target for FY21 and overall.
 - **2021-2022:** 15 of 20 students, or 75%, who passed senior project earned a “ready for workforce” designation. The school does not meet this target for FY22 but, at 80% for the 5 years of the contract, meets the measure and overall.
- * Academic Measures 9.3 and 9.6 of the school’s contract with OW (updated 6/22/2021) addresses this goal.
- **Measure 9.3** - From FY18 to FY19, the aggregate percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.
 - **Measure 9.6** - From FY20 to FY22, the aggregate percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to or within one year of graduation will be at least 65%.
 - **2017-2018:** 65% 2018 graduates were accepted into at least one post secondary option. Meets target.
 - **2018-2019:** Of 18 graduates, 12 (66.7%) were accepted to a post-secondary institution prior to graduation⁵. Meeting performance target.
 - **2019-2020:** 18 of 23, or 78.3% of graduates were accepted in to a post secondary option. The school continues to improve on this measure. The school meets this goal.
 - **2020-2021:** 25 of 28, or 89.3% of graduates were accepted in to a post secondary option. The school continues to improve on this measure. The

school meets this goal.

- **2021-2022:** As of the date of submission of this report, only 4 of 31, or 12.9% of FY22 graduates were accepted in to a post secondary option. The school expanded its transition program in FY22 and served more students than ever before. Though over 80% of students in the transitions program had employment, few were accepted to post secondary options (college, trade school, apprenticeships, leadership trainings through a job, etc.). The school does not meet this target for FY22 but, at 76.4% for the 5 years of the contract, meets the measure and overall.

- **Graduate from High School [GRAD]:** All students graduate from high school.
 - * Academic Measure 9.1 of the school's contract with OW addresses this goal.
 - **Measure 9.1 - From FY18 to FY22, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.**
 - **2017-2018:** AHA 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. Not meeting target.
 - **2018-2019:** There were 33 4-year, 5-year, 6-year, and 7-year seniors, and 17 of them graduated in 2019. Additionally, one junior also graduated, making the 7-year graduation rate 52.9%. While this value does not meet the performance target, it is over 30% higher than the baseline of 40.0%. Approaching performance target.
 - **2019-2020:** There were 44 4-year, 5-year, 6-year, and 7-year seniors, and 24 of them graduated in 2020. This is a 7-year graduation rate of 54.5%. While this value does not meet the performance target, it is a further improvement on the prior year's rate and over 30% higher than the baseline of 40.0%. Approaching performance target.
 - **2020-2021:** There were 52 4-year, 5-year, 6-year, and 7-year seniors, and 28 of them graduated in 2021. This is a 7-year graduation rate of 53.8% for FY21. This value does not meet the performance target. However, it is consistent with the prior year's rate and more than 30% higher than the baseline of 40.0%. With an overall 7-year graduation rate of 50.7%, the school does not meet this performance target.
 - **2021-2022:** There were 56 4-year, 5-year, 6-year, and 7-year seniors, and 31 of them graduated in 2022. 22 of these graduated from the school's transitions program. This is a 7-year graduation rate of 55.4% for FY21. This value does not meet the performance target. However, it is

consistent with the prior year's rate and more than 30% higher than the baseline of 40.0%. Note that as of the date of submission of this report, official data for FY22 was not yet available from the Minnesota Department of Education.

INDICATOR 1: MISSION RELATED OUTCOMES

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

WBWF Goal Areas Addressed by this Goal: CCR, GRAD

Key Measures & Results for this Goal:

- **Measure 1.1** – From SY18-22, the aggregate percentage of students able to identify at least one trusted adult school staff member and at least one positive friendship with a school peer through a self-report online survey administered each spring will be at least 80%.
 - * **2017-2018:** A survey specific to this item was not undertaken, though AHA began work in this area, planning to implement Restorative Justice during the next school year to facilitate conflict resolution.
 - * **2018-2019:** Spring 2019 survey results show, 64 of 79, or 81% of students affirmed that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer³. AHA is meeting this performance measure.
 - * **2019-2020:** Spring 2020 survey results show 81 of 88, or 92.% of students affirmed that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer. 7 students did not complete the survey for this measure. Even if those students are assumed to not count toward this measure, the results would be 81 of 95, or 85%. Regardless, AHA is meeting this performance measure.
 - * **2020-2021:** Spring 2021 survey results show 53 of 93, or 57% of students affirmed that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer. This is a significant drop in this measure from prior years. This reduced rate is likely related extended COVID-19 restrictions. The school recognizes that this issue will require innovative strategies to prevent it from becoming a trend.
 - * **2021-2022:** Spring 2021 survey results show 86 of 119, or 72.3% of students affirmed that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer. This is a significant drop in this measure

from prior years. This reduced rate is likely related extended COVID-19 restrictions. Additionally, in 2022, many transitions students, who were offsite aside from 2 hours per week, were not able to complete the survey for this measure. There were 3 other students who were unable to complete the survey for other reasons. Removing the 19 students who were unable to complete the survey shows 86% of students affirmed that they could identify at least one trusted adult school staff member and that they had at least one positive friendship with a school peer. The school recognizes that this issue will require innovative strategies to continue to improve this measure.

- **Measure 1.2** – From fall 2018 to fall 2022, the aggregate percentage of continuing, non-graduating students who are enrolled in the spring, re-enroll in the subsequent academic year, and are enrolled on October 1 of that year will be at least 75%..
 - * **2018-2019:** Of 69 continuing, non-graduating students enrolled in the spring of FY18 50 returned and were enrolled on October 1 of FY19, a rate of 72.5%. AHA is approaching this performance measure.
 - * **2019-2020:** Of 70 continuing, non-graduating students enrolled in the spring of FY19 56 returned and were enrolled on October 1 of FY20, a rate of 80%. AHA is meeting this performance measure.
 - * **2020-2021:** Of 80 continuing, non-graduating students enrolled in the spring of FY20 70 returned and were enrolled on October 1 of FY21, a rate of 87.5%. AHA is meeting this performance measure.
 - * **2021-2022:** Of 66 continuing, non-graduating students enrolled in the spring of FY21 56 returned and were enrolled on October 1 of FY22, a rate of 84.85%. AHA is meeting this performance measure.

INDICATOR 2: ENGLISH LANGUAGE LEARNERS

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

INDICATOR 3: READING GROWTH

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

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 3.1** – From FY18 to FY19 and FY21 to FY22, the school will earn at least 70.0% of possible growth index points* on the NWEA MAP-Reading. (FY20 is excluded due to impacts from distance learning and Covid-19.)
 - * **2017-2018:** Initially, NWEA Measures of Academic Progress (MAP) test results showed that the school earned 41% of possible growth index points. This did not meet projections and did not meet the performance target. This was reported in the school’s FY18 annual report. The calculation system for growth index points was developed by a consultant service working with ACNW. In July of 2019, the school and ACNW agreed on an updated calculation system developed by the school. Using the updated calculation protocols, the school earns 66.1% of possible growth index points which approaches the performance target.
 - * **2018-2019:** NWEA MAP data shows the school earned 70.3% of the possible index points from Fall 2018 to Spring 2019. The school is meeting this performance target.
 - * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
 - * **2020-2021:** NWEA MAP data shows the school earned 32.95% of the possible index points from Fall 2020 to Spring 2021. Distance learning due to COVID-19 restrictions likely play a large role in this significant drop in percentage of possible index points earned. The school is not meeting this performance target.
 - * **2021-2022:** NWEA MAP data shows the school earned 66.18% of the possible index points from Fall 2020 to Spring 2021. The school is approaching this performance target for FY22 and over the length of the 5-year contract.

- **Measure 3.2** – From FY18 to FY22 (excluding Q3 and Q4 of FY20), the aggregate percentage of students who show growth in reading and language comprehension skills using quarterly reading probes (such as Easy CBM, Newsela – school to provide Osprey Wilds with samples) at appropriate reading levels will be at least 70.0%.
 - * **2017-2018:** Data not collected, but AHA generated probes for use during 2018-19
 - * **2018-2019:** Of 86 students enrolled in a reading class for at least two quarters, 24 or 27.9% showed growth in reading using quarterly reading probes given in Newsela.
 - * **2019-2020:** Of 48 students with more than one quarter of reading probe data in language arts classes, 29 or 60.4% showed growth. The school approaches this goal.
 - * **2020-2021:** Of 53 students with more than one quarter of reading probe data in

language arts classes, 32 or 60.4% showed growth. The school approaches this goal.

- * **2021-2022:** Of 33 students with more than one quarter of reading probe data in language arts classes, 24 or 72.7% showed growth. The school meets this goal for FY22. Though the school has shown steady improvement in this measure throughout the length of the contract (see table below), at 49.5% it does not approach this goal.

*

FY18	0.0%
FY19	27.9%
FY20	60.4%
FY21	60.4%
FY22	72.7%

INDICATOR 4: MATH GROWTH

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

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 4.1** – From FY18 to FY19 and FY21 to FY22, the school will earn at least 70.0% of possible growth index points* on the NWEA MAP-Math. (FY20 is excluded due to impacts from distance learning and Covid-19.)A MAP-Math.
- * **2017-2018:** As with measure 3.1 (NWEA Reading), in July of 2019 the school and ACNW agreed on an updated calculation system for Measure 4.1. The new calculation protocol shows the school earning 62% (28.5 of 46) of possible growth index points. Approaching Target.
- * **2018-2019:** NWEA MAP data shows the school earned 62% (29.75 of 48) of the possible index points from Fall 2018 to Spring 2019. The school approaches this performance target.
- * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
- * **2020-2021:** NWEA MAP data shows the school earned 40% of the possible index points from Fall 2020 to Spring 2021. Distance learning due to COVID-19 restrictions likely play a large role in this significant drop in percentage of possible index points earned. The

school is not meeting this performance target.

- * **2021-2022:** NWEA MAP data shows the school earned 38% of the possible index points from Fall 2020 to Spring 2021. The school does not approach this performance target for FY22 or over the length of the 5-year contract.
- **Measure 4.2** – From FY18 to FY22 (excluding Q3 and Q4 of FY20), the aggregate percentage of students who show growth in mathematics skills using quarterly school developed probes (school to provide Osprey Wilds with samples) will be at least 70.0%.
 - * **2017-2018:** Data not collected, but AHA generated probes for use during 2018-19
 - * **2018-2019:** No usable data was gathered for this measure during the 2018-2019 school year. The school forfeits points for this measure and does not approach this goal.
 - * **2019-2020:** Of 48 students pinpointing valid diagnostic scores in IXL at the beginning and end of a math course, 30 or 62.5% showed growth. The school approaches this goal.
 - * **2020-2021:** Of 41 students pinpointing valid diagnostic scores in IXL at the beginning and end of a math course, 29 or 70.7% showed growth. The school meets this goal for FY21 but approaches goal (66.3%) overall.
 - * **2021-2022:** Of 26 students with valid diagnostic tests at the beginning and end of a math course, 21 or 80.8% showed growth. The school meets this goal for FY21 but approaches goal (69.6%) over the term of the 5-year contract with its authorizer.

INDICATOR 5: READING PROFICIENCY

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

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 5.1** – From FY18, FY19, and FY22, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 10) OR it will increase by at least 6.0 points from the baseline proficiency index score (baseline score – 44.3– based on FY13-17 performance). (FY20 & 21 excluded due to impacts from distance learning and Covid-19.)
 - * **2017-2018:** AHA 10th graders’ aggregate proficiency index score for the spring 2018

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

- * **2018-2019:** AHA 10th graders' aggregate proficiency index score for the spring 2019 MCA in Reading was 52.5 (based on nine of 20 October 1-enrolled 10th graders Meeting or Exceeding proficiency on the test, and three Partially meeting). This result is below the statewide proficiency index which is 71.1; however it does exceed the baseline score, by more than 6 points. This result is slightly lower than that of the previous year, which was 54.2; however, 8 more students took the test this than did last year. Meeting performance target.
- * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
- * **2020-2021:** AHA 10th graders' aggregate proficiency index score for the spring 2019 MCA in Reading was 60 (based on three of five October 1-enrolled 10th graders Partially meeting, Meeting, or Exceeding proficiency on the test). Though this is technically meeting the performance target it is important to note that very few students completed MCA testing due complications with testing associated with distance learning. This extremely small sample size limits the school's ability to gain useful insights from this data.
- * **2021-2022:** AHA 10th graders' aggregate proficiency index score is 42.9% for FY22.

INDICATOR 6: MATH PROFICIENCY

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

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 6.1** – From FY18, FY19, and FY22, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 11) OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 7.9 based on FY12-17 performance). (FY20 & 21 excluded due to impacts from distance learning and Covid-19.)
- * **2017-2018:** AHA 11th graders' aggregate proficiency index score for the spring 2018 MCA in Math was 15.4 (based on one of 13 October 1-enrolled juniors Meeting proficiency on the test, and two Partially meeting). This is below the statewide proficiency index which is

60.2; and does exceed the baseline score but only by 7 points. Not meeting performance target.

- * **2018-2019:** AHA 11th graders' aggregate proficiency index score for the spring 2019 MCA in Math was 4.2 (based on zero of 12 October 1-enrolled juniors Meeting or Exceeding proficiency on the test, and one Partially meeting). This result is below the statewide proficiency index which is 60.2, it is below the baseline score by more than three points, and it is below the AHA's 2018 MCA proficiency index score for math. Not meeting performance target. The school's math department faced challenges in SY19. The sample size of students completing MCA math tests with valid scores was small (6). The school's long-time math teacher resigned at the end of SY18. A new math teacher was hired for SY19 who resigned at the end of the year. Considering the unique circumstances of the at-risk population that the school serves, the math teacher and the rest of the TPS committee agreed on several areas for improvement in the math department to better help students including support for new teaching staff, how math courses are scheduled and sequenced, and how SpEd staff work and plan with math instructors. These variables may have contributed to the lower performance scores seen in SY19
- * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
- * **2020-2021:** AHA 11th graders' aggregate proficiency index score for the spring 2019 MCA in Math was 50 (based on only 3 11th graders students testing). Though this is technically exceeding the performance target it is important to note that very few students completed MCA testing due complications with testing associated with distance learning. This extremely small sample size limits the school's ability to gain useful insights from this data. The school is not meeting this goal overall.
- * **2021-2022:** According to MDE's school report card as of the date of submission of their report, AHA 11th graders' aggregate proficiency index score for the spring 2022 MCA in Math was 0. The extremely small sample size limits the school's ability to gain useful insights from this data. The school is not meeting this goal overall.

INDICATOR 7: SCIENCE PROFICIENCY (AND GROWTH)

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

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 7.1** – From FY18, FY19, and FY22, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (High School) OR it will increase by at least 6.0 points from the baseline proficiency index score (baseline score – 44.0 – based on FY15-17 performance). (FY20 & 21 excluded due to impacts from distance learning and Covid-19.)
 - * **2017-2018:** AHA students’ aggregate proficiency index score for the spring 2018 MCA in Science was 20.0 (based on two of 15 October 1-enrolled students Meeting proficiency on the test, and two Partially meeting). This is below the statewide proficiency index which is 65.9; and does exceed the baseline score but by less than 2 points.
 - * **2018-2019:** AHA students’ aggregate proficiency index score for the spring 2019 MCA in Science was 34.1 (based on five of 22 October 1-enrolled students Meeting or Exceeding proficiency on the test, and five Partially meeting). This result is below the statewide proficiency index which is 65.9 and does not exceed the baseline score of 40 points. Not meeting performance target, but a 70% improvement over the school’s 2018’s result with seven more students taking the test. The science instructor references the school’s curriculum (weekly curriculum meetings and PLCs) as a variable that helped guide instruction and could be a factor in improved proficiency scores.
 - * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, MCA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
 - * **2020-2021:** Due to complications with distance learning in response to the COVID-19 pandemic, the MCA science test was only offered to graduating seniors who had not yet taken it. Non of these student completed the test. The school does not have new data for this specific measure for the 2020-2021 school year. The does not meet this goal overall.
 - * **2021-2022:** According to MDE’s school report card as of the date of submission of their report, AHA 11th graders’ aggregate proficiency index score for the spring 2022 MCA in Science was 0. The extremely small sample size limits the school’s ability to gain useful insights from this data. The school is not meeting this goal overall.
- **Measure 7.2** – From FY19 to FY22, the aggregate percentage of lab reports produced by students taking science classes that earn a score of 80% or higher will be at least 70.0%.
 - * **2017-2018:** Data not collected, but AHA established science lab exemplars for use during 2018-19.
 - * **2018-2019:** Review of data shows that the aggregate percentage of lab reports earning a score of 80% or higher was 70.1%. The average lab report score was 84.3%. Meeting performance target.

- * **2019-2020:** Review of data shows 42 of 57, or 73.7% of lab reports in science classes earned above 80% on report rubrics. The school is meeting the performance target for this measure.
- * **2020-2021:** Review of data shows 41 of 49, or 83.7% of lab reports in science classes earned above 80% on report rubrics. It is important to note that lab reports were not conducted for science classes during quarters 3 and 4 as the “Nest” curriculum structure was being utilized. The school is meeting the performance target for this measure for FY21 and overall.
- * **2021-2022:** Review of data shows 27 of 32, or 84.4% of lab reports in science classes earned above 80% on report rubrics. The school is meeting the performance target for this measure for FY22 and overall.

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

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

WBWF Goal Areas Addressed by this Goal: AGC, CCR

Key Measures & Results for this Goal:

- **Measure 8.1** – From FY18 to FY19 and FY21 to FY22, the school will earn at least 70.0% of possible growth index points* on the NWEA MAP-Language Usage. (FY20 is excluded due to impacts from distance learning and Covid-19.)
 - * **2017-2018:** As with measures 3.1 (NWEA Reading) and 4.1 (NWEA Math), in July of 2019 the school and ACNW agreed on an updated calculation system for Measure 8.1. The new calculation protocol shows the school earning 74.5% of possible growth index points. Meeting performance target.
 - * **2018-2019:** NWEA MAP data shows the school earns 77.5% of possible growth index points. Meeting performance target.
 - * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, NWEA testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
 - * **2020-2021:** NWEA MAP data shows the school earns 82.95% of possible growth index points. This was a surprising result as other NWEA testing showed lower rates of growth,

likely due to distance learning during COVID-19 restrictions. The fact that the school implemented an “anchor text” in all content areas for both quarter 3 and quarter 4 may have contributed to growth in this area. It is also important to note that only 22 student had usable data (completed both spring and fall testing). The small sample size limits the insights that can be gained from this data. The school exceeds this performance target for FY21 and meets the the target overall.

- * **2021-2022:** NWEA MAP data shows the school earns 55.36% of possible growth index points. The school does not approach this goal for FY22 but meets the goal over the length of the 5-year contract.
- **Measure 8.2** – From FY19 to FY22, the aggregate percentage of presentations produced by students enrolled in any class that earn a score of 80% or higher as measured by a presentation rubric (to be provided to Osprey Wilds) will be at least 70.0%. (Students are expected to give at least one presentation per quarter.)
 - * **2017-2018:** Not measured; AHA staff did establish a rubric for 2018-19, for purposes of rating student presentations, with a four-point scale on which raters will assess presentations in seven areas: Effectiveness, Sequencing of Information, Originality, Spelling and Grammar, Use of Graphics, Organization, and Sources.
 - * **2018-2019:** Of 86 student-produced presentations, 65 (76.7%) earned a score of 80% or higher using a standard rubric. The rubric had only been used to score student presentations given to the entire school; in 2019-20 all student presentations will be evaluated using the standard rubric. The average presentation score was 84.9%. Meeting performance target.
 - * **2019-2020:** out of 159 student presentations given throughout the school year, 71 earned a score of 80% or higher using a presentation rubric. This is a rate of 44.7%. The school does not meet this target.

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

- * **2020-2021:** Of 96 student presentations given throughout the school year 84 earned a score of 80% or higher using a presentation rubric, a rate of 87.5%. It is important to note that student presentations were not conducted for science classes during quarters 3 and 4 as the “Nest” curriculum structure was being utilized. The school exceeds this target for FY21 and approaches the target overall.
- * **2021-2022:** Of 88 student presentations given throughout the school year 82 earned a

score of 80% or higher using a presentation rubric, a rate of 93.2%. The school exceeds this target for FY22 and meets the target overall.

- **Measure 8.3** – From FY19 to FY22, 70% of students attending overnight experiences will document learning and personal growth through pre-experience and post-experience journaling as measured by a school developed rubric.
 - * **2017-2018:** Not measured; a rubric was developed for the overnight-experience journals.
 - * **2018-2019:** Of 41 students overnight experiences, 38 (92.7%) had documentation of learning and personal growth through pre- and post-experience journaling. Meeting performance target.
 - * **2019-2020:** 16 of 20, or 80% of students who participated in overnight environmental experiences documented learning and personal growth. The school exceeds this goal.
 - * **2020-2021:** Due to restrictions from COVID-19 the school did not conduct any overnight experiences with students. The school has no additional data for the measure for FY21. The school does not meet this goal for FY21 but technically exceeds goal overall.
 - * **2021-2022:** Due to restrictions from COVID-19 the school did not conduct any overnight experiences with students. The school has no additional data for the measure for FY22. The school does not meet this goal for FY22 but technically exceeds goal overall.

It is important to note that two of the four overnight environmental experiences planned for the 2019-2020 school year and all planned for the 2020-2021 school year were cancelled due to the COVID-19 pandemic. This continued into the 2021-2022 school year. In a typical school year, the total number of students attending overnight environmental experiences would be higher.

INDICATOR 9: POST SECONDARY READINESS

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

WBWF Goal Areas Addressed by this Goal: GRAD, CCR

Key Measures & Results for this Goal:

- **Measure 9.1** – From FY18 to FY22, the aggregate 4-year, 5-year, 6-year or 7-year

graduation rate will be at least 67%.

- * **2017/2018:** AHA 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. Not meeting target.
 - * **2018-2019:** There were 33 4-year, 5-year, 6-year, and 7-year seniors, and 17 of them graduated in 2019. Additionally, one junior also graduated, making the 7-year graduation rate 52.9%. While this value does not meet the performance target, it is over 30% higher than the baseline of 40.0%. Approaching performance target.
 - * **2019-2020:** 24 of 44, or 54.5% of possible 4-year, 5-year, 6-year, and 7-year graduates graduated in the 2019-2020 school year. Though the school continues to make improvements on this measure, it does not meet this goal for the 2019-2020 school year.
 - * **2020-2021:** 28 of 52, or 53.8% of possible 4-year, 5-year, 6-year, and 7-year graduates graduated in the 2020-2021 school year. Though the school continues to make improvements on this measure, it does not meet this goal for the FY21 nor overall.
 - * **2021-2022:** 31 of 56, or 55.4% of possible 4-year, 5-year, 6-year, and 7-year graduates graduated in the 2021-2022 school year. For the first time in the length of the contract, the school approaches this goal. Though the school continues to make improvements on this measure, it does not approach this goal overall.
- **Measure 9.2** – From FY18 to FY22, the aggregate percentage of students who pass their senior project and earn a “ready for workforce” designation on the work experience section of their senior project as per the workforce readiness rubric will be at least 80%.
 - * **2017-2018:** 81.0% of seniors earned “ready for the workforce” designation through the work experience section on their senior project as per the workforce readiness rubric. The school is meeting this performance target. It is important to note that the “ready for workforce” rubric was not developed until the end of the 17-18 school year. In the 17-18 annual report, this measure was listed as not in place. In the 18-19 school year, the senior project instructor stayed in contact with graduates from the 17-18 school year and, referencing their employment status, verified the “ready for workforce” designation retroactively for at least 17 of the 21 graduates.
 - * **2018-2019:** Of 23 seniors, 18 (78.3%) earned “ready for the workforce” designation through the work experience section on their senior project (1.7% or one student away from meeting the target). The school approaches this goal for this school year. The aggregate number of students meeting this measure, dating back to the 2017-2018 school year, is 35 out of 44, a rate of 79.5%. The school approaches this goal.

- * **2019-2020:** 11 of 14, or 78.6% of students who passed senior project earned a “ready for workforce” designation. The school approaches this goal for this school year. The aggregate number of students meeting this measure, dating back to the 2017-2018 school year, is 46 out of 58, a rate of 79%. The school approaches this goal.
 - * **2020-2021:** 10 of 12 students (83%) who passed senior project earned a “ready for workforce” designation. The school meets this goal for this school year. The aggregate number of students meeting this measure, dating back to the 2017-2018 school year, is 56 out of 70 which exactly meets the goal of 80%. The school meets this goal.
 - * **2021-2022:** 15 of 20 students (75%) who passed senior project earned a “ready for workforce” designation. The school approaches this goal for this school year. The aggregate number of students meeting this measure, dating back to the 2017-2018 school year, is 71 out of 90 which, at 78.9%, fall just short of the goal of 80%. The school approaches this goal over the length of the 5-year contract.
- **Measure 9.3** – From FY18 to FY19, the aggregate percentage of graduates that are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.
 - * **2017-2018:** 65% 2018 graduates were accepted into at least one post secondary option. Meets target
 - * **2018-2019:** Of 18 graduates, 12 (66.7%) were accepted to a post-secondary institution prior to graduation. Meeting performance target.
- **Measure 9.4** – From FY19 to FY22, the aggregate percentage of students that complete their Life Plan project with a grade of C or better will be at least 75%.
 - * **2017-2018:** In the 2017-2018 annual report the school reported that 62.7% of students completed their Life Plan project with a grade of C or better which was not meeting target. After reviewing data initially reported, it was later found that several sections of the class were not included in the initial calculation. Also, the measure population was more clearly defined as “Students who took a Life Plan course, excluding those who did not complete a course due to dropping out, poor attendance, or receiving all Fs for every Life Plan course they took (i.e. did not complete a project).” With this updated data, the school reports that out of 31 students completing a life plan project 30 completed projects with a grade of C or higher, an aggregate percentage of 96.8%. Exceeds Target.
 - * **2018-2019:** The school reports that out of 30 students completing a life plan project 24 completed projects with a grade of C or higher, an aggregate percentage of 80%. Meets target.

- * **2019-2020:** 13 of 14, or 92.9% of students completing the life plan project completed earned a C or higher. The school exceeds this goal.
 - * **2020-2021:** 5 of 23, or 21.7% of students completing a life plan project completed earned a C or higher. The school does not meet this goal for FY21 and approaches overall.
 - * **2021-2022:** 10 of 12, or 83.3% of students completing a life plan project completed earned a C or higher. The school meets this goal for FY22 and, at 74.5% approaches the goal over the length of the 5-year contract.
- **Measure 9.5** – From FY18 to FY22, the aggregate percentage of graduating students who earn a score of college or career ready or needing no more than one semester of remediation on one of three assessments (ACT, Accuplacer, and ASVAB) will be at least 50%.*
 - * **2017-2018:** 35.0% of students earned the college or career ready score. Approaching target.
 - * **2018-2019:** Of 18 graduates in 2018-19, only one (5.6%) earned a score of 18 or more on the ACT (the test that AHA uses to assess students’ college or career readiness for this measure). Only two of the 18 students took the ACT test last year; many of them took the test the year before, and the school is requesting those results from ACT. Even with the remaining results, AHA does not expect to meet the performance target for this measure Not meeting target.
 - * **2019-2020:** Due to distance learning in response to the COVID-19 pandemic, ACT testing was not conducted during Q4 of the 2019-2020 school year. The school does not have data for this specific measure for the 2019-2020 school year.
 - * **2020-2021:** Due to distance learning in response to the COVID-19 pandemic, ACT testing was not conducted during the 2020-2021 school year. The school does not have data for this measure for the 2019-2020 school year and does not meet this goal.
 - * **2021-2022:** 37.5% of students earned the college or career ready score. The school approaches this goal for FY22 but does not approach for the length of the 5-year contract.
- **Measure 9.6** – From FY20 to FY22, the aggregate percentage of graduates that are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to or within one year of graduation will be at least 65%.
 - * **2019-2020:** 18 of 23, or 78.3% of graduates were accepted in to a post secondary option. The school continues to improve on this measure. The school meets this goal for FY20

and overall.

- * **2020-2021:** 25 of 28, or 89.3% of graduates applied and/or were accepted to a post secondary option. The school continues to improve on this measure but it is important to note that this is preliminary data. FY21 data is not complete until one year after graduation to verify student status in post-secondary options. Preliminarily, the school exceeds this goal for FY21. As of October 2021, the school exceeds this goal overall.
- * **2021-2022:** Only 4 of 31, or 89.3% of graduates applied and/or were accepted to a post secondary option. The school continues to improve on this measure but it is important to note that this is preliminary data. FY22 data is not complete until one year after graduation to verify student status in post-secondary options. Preliminarily, the school does not approach this goal for FY22. As of October 2022, the school does not meet this goal overall.

INDICATOR 10: ATTENDANCE

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

WBWF Goal Areas Addressed by this Goal: GRAD, CCR

Key Measures & Results for this Goal:

- **Measure 10.1** – From FY18 to FY19, the average of the school’s annual attendance rates will be at least 85.0%.
- * **2017-2018:** Overall percent-of-attendance during the 2017-2018 school year was 76.85%. The school approaches this target.
- * **2018-2019:** Overall percent-of-attendance during the 2018-2019 school year was 76.5%. The school approaches target.
- * **2019-2020:** Overall attendance for the 2019-2020 school year was 77.8%. The school approaches this target.
- * **2020-2021:** Overall attendance for the 2020-2021 school year was 85.6%. The school meets this target for FY21 and approaches overall (79.2%).
- * **2021-2022:** Overall attendance for the 2021-2022 school year was 84.5%. The school approaches this target for FY22 and overall (80.3%).

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

- **Measure 10.2** – From FY18 to FY22, on average, 75% of students enrolled will have an individual attendance rate of 90% or higher.
 - * **2017-2018:** Of 126 students who were enrolled for at least one day during the school year, 27 (21.4%) had an individual attendance rate of 90% or higher. The average individual attendance rate was 68.2%. Not meeting performance target.
 - * **2018-2019:** Of 119 students who were enrolled for at least one day during the school year, 23 (19.3%) had an individual attendance rate of 90% or higher. The average individual attendance rate was 78.3%. Not meeting performance target.
 - * **2019-2020:** 26 of 119, or 21.8% of all students served by AHA in the 2019-2020 school year had an attendance rate of 90% or higher. The school does not approach this goal. A detailed analysis of this metric is discussed in the Student Attendance section of this annual report.
 - * **2020-2021:** 40 of 105, or 38.1%, of all students served by AHA in the 2020-2021 school year had an attendance rate of 90% or higher. The school does not approach this goal. A detailed analysis of this metric is discussed in the Student Attendance section of this annual report.
 - * **2021-2022:** 42 of 138, or 30.4%, of all students served by AHA in the 2021-2022 school year had an attendance rate of 90% or higher. The school does not approach this goal. A detailed analysis of this metric is discussed in the Student Attendance section of this annual report.

- **Measure 10.3** – From FY21 to FY22, the percentage of students who have an individual attendance rate of 90% or higher will increase by at least 25%.
 - * **2020-2021:** 40 of 105, or 38.1%, of all students served by AHA in the 2020-2021 school year had an attendance rate of 90% or higher. This data point will be compared to that of 2021-2022 school year to determine performance on this measure.
 - * **2021-2022:** 42 of 138, or 30.4%, of all students served by AHA in the 2021-2022 school year had an attendance rate of 90% or higher.

FEDERAL AND STATE ACCOUNTABILITY

WBWF Goals:

- Goal: “All racial and economic achievement gaps between students are closed”
 - * Strategies/Initiatives: Transitions program, Cultural liaison position,
 - * Progress: Differences in ethnic groups for Continuously Enrolled students are minimal and not useful for determining progress towards closing the achievement gap. For further

context review “Achievement Gap Closure” under the “WBWF Area Goals” section of this annual report.

- **Goal: “All Students Career-Ready and College-Ready by Graduation”**
 - * **Strategies/Initiatives: Life plan program, Senior project, and Transitions program**
 - SMART goal in contract with authorizer: “From FY18 to FY20, the aggregate percentage of students who pass their senior project and earn a “ready for workforce” designation on the work experience section of their senior project as per the workforce readiness rubric will be at least 80%.”
 - SMART goal in contract with authorizer: “From FY18 to FY20, the aggregate percentage of graduates who are accepted into at least one post-secondary option (college/university, military, apprenticeship, post-secondary training program) prior to graduation will be at least 65%.”
 - * **Progress: In FY21, 10 of 12 students, or 83%, who passed senior project earned a “ready for workforce” designation. As per the contracted language with its authorizer, the school meets this target for FY21 and overall.**

- **Goal: “All Students Graduate”**
 - * **Strategies/Initiatives:**
 - SMART goal in contract with authorizer: “From FY18 to FY20, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.”
 - * **Progress: Though it continues to improve and expand pathways to graduation for all students and at-risk seniors, the school does not yet meet or approach this goal.**

World’s Best Workforce: MDE will provide World’s Best Workforce data profiles. Schools should provide a summary of the World’s Best Workforce data profile including:

- **Achievement gap data**
 - * Though the small student population of the school (and any of its student demographic groups) limits the usefulness of any insights that can be gained from comparing demographic groups, the school has used specific indicator through which to focus its resources to help the most students. A key indicator is student credits as they pertain to graduation status. Students who are most at risk of not graduating (“no time” or within 7 years) are identified and supported through many processes (advising processes, child find/child study, IEP teams, the Transitions Program, Senior advisory, etc.). Again, due to the extremely small student population, any potential demographic trends noticed in a given year are not seen in years before or after. This is a key reason why the school focuses on this indicator to focus resources.
- **Graduation rates: Most current data includes the 2020 graduating class**
 - * **4-year rate:** 45.71%
 - * **5-year rate:** 62.07%
 - * **6-year rate:** 62.96%
 - * **7-year rate:** 43.90%
- **Teacher equity data**
 - * The school provides equitable access to all teachers. Due to the small size of the school, all students are taught by all teachers throughout a given year. Credentials of teachers and teacher evaluations are metrics used to assess effectiveness of the school’s teaching staff overall. The school goes above and beyond in its teacher evaluation process by conducting full evaluations yearly both in house, through a peer evaluation process, and through third-party contractors (Greg Schnagl - Teacher Centricity).

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).

Academic Arts High School has not yet been identified as a High Quality Charter School by MDE and has not received the CSP grant. However, the school plans to pursue this grant to expand some of its innovative programs (e.g. Transitions Program, Modern Classroom, integrated and comprehensive advising, etc.) for expansion in and of the school and replication in other schools.

ESSA Identification

AHA has been identified as a school needing support. The school was identified due to low graduation rates. In the 2018-2019 school year, advocates from the Regional Centers of Excellence were assigned to the school. The school’s TPS committee and curriculum committee have and continue to utilize the expertise of these advocates extensively throughout the past three school years. Advocates continue to be part of weekly curriculum committee meetings and are regularly consulted on strategies to improve attendance, achievement, credits, graduation rates, etc. This relationship continued in the 2020-2021 school year.

Additional Academic Data

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

Educational Effectiveness

Assessment & Evaluation

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

- Weekly curriculum meetings
- MCA, NWEA, and other data such as grade fluctuations amongst subjects, quarters, and teachers. COVID-19, of course, affected this data for the 2019-2020 and 2020-2021 school years.
- Staff development meeting at the end of each year to discuss struggles and possible improvements for the coming school year.
- The school's improvement efforts were also guided by performance improvement plans from OW and the board.

Due to COVID-19, the 2020-2021 school year was unprecedented in many ways. This was true for students in all schools across the state and nation. For AHA students, the effects of distance learning were especially apparent as many students and families choose to come to the for its specialization in providing support and accommodation for all students emphasizing school culture in an in-person setting. During distance learning the school identified additional key areas of need for students and families. The school continues to develop these initiative through FY22 and beyond. Strategies identified for addressing these areas of need and improving instruction at AHA (as well as specific examples of initiatives for to address these key areas of need) are listed below.

- **Curriculum Standards:** build a 3-year cycle of engaging curriculum aligned to standards for all core classes
- **Attendance:** address low attendance rates with direct family engagement and innovative curriculum structures and teaching strategies.
 - * Integrate parent communication through multiple modes (ParentSquare, Email, phone,

- social media, mailings, etc.)
 - * Implementation of the “NEST” curriculum for quarters 3 and 4 in response to extremely low observed engagement during distance learning.
- **PGPs:** implement the use of “Personalized Growth Plans”, advisory time was used to focus on struggles students had in/out of school to improve attention during class hours.
- **Social/Emotional Learning:**
 - * SEL in every class for first 10 minutes (“Take 10”) - Social worker leads classes through SEL techniques and activities.
 - * Small group, full-class, and all-school circles
 - * Use of restorative justice practices and restorative circles for conflict resolution
 - * Referral system for students needing emotional/mental health support
 - * Partnerships with
- **Expand pathways to earning credits:**
 - * Credits: separate granting credits from time-in-class and move to a standards/mastery based system allowing for creative ways for educators to grant credit based off of actual learning.
 - * “Masterclass” - Complete parts of past classes that students failed to show mastery and earn credits instead of retaking a whole class.
 - * Online Program: continue to develop robust online curriculum managed by educators where students show mastery of concepts and skills for students not yet ready to return to in-person learning
 - * Transitions program (specific students with IEPs)
 - * Earn credit for mastery of skills learned in jobs
 - * Expand PBL practices
- **Support Families & Ensure access:**
 - * Continuous outreach to all families
 - Cultural liaison position for connecting with Spanish-speaking families
 - Expand Presence on ParentSquare and social media platforms.
 - Parent engagement meetings
 - Strategic planning meetings (with parents and community stakeholders)
 - * Expand Wifi hotspot loan program
 - * Continue to improve 1-to-1 Chromebook program
 - * Expand transportation services
- **Innovative practices:** Support learning for all students despite learning needs or conditions
 - * Modern Classroom Project practices in classes

- Asynchronous, self-paced learning (students who are absent can come back where they left off)
 - Mastery based grading
 - Build in Accommodation/Modification: “must do, should do, aspire to do
 - Access curriculum online
- * Anchor texts in advisory: Reference common themes in all classes. Students earn LA credit for reading/reflection/analysis/discussion in class and/or online (if they are absent). Feature BIPOC authors.
 - * Personalized growth plans (PGPs) for all students
 - * Expand scope of “Life Plan” and “Senior Project” classes.
 - * Add staff and funding in specific key roles (e-learning lead, stipends for coaching and clubs, additional teachers to minimize class size)
 - * Transitions program helps students with IEPs who are significantly behind in credits graduate with a diploma.

AHA teachers have weekly curriculum meetings (GenEd/Spec). Each week all general education teachers, as well as two special education teachers, meet to discuss academic goals, curriculum, teaching struggles, etc. The teachers adjust curriculum and teaching strategies after each meeting. They also meet for “project tuning” sessions in which they pitch new unit ideas and get them finely tuned by other teachers.

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

In the 2019-2020 school year, the school leadership identified a problem with course offerings. Many students come to AHA behind in credits. With such a small learning community, not all credit types are offered during every quarter throughout the year. Some courses are offered only once. This results in scheduling conflicts, specifically for students who need specific credits to graduate. Advisors utilized a credit tracking tool to verify student course needs. The curriculum committee also updated a protocol for offering credits through independent student projects to both allow for seniors to earn credits needed for graduation and maintain academic rigor. Additionally, the school updated course codes in its SIS allowing for better tracking and planning of credit needs for individual students and the student population as a whole. The process of analyzing and updating the school’s system of offering credit was stalled during the 2020-2021 school year due to a necessary focus on providing online instruction during distance learning. In the 2021-2022 school year the school developed and provided a new type of course the help students who

had missed credits during virtual learning. This “Master Class” extended the curriculum developed in “The Nest” class (implemented during virtual learning in the 2020-2021 school year) to an in-person classroom. Students were able to earn up to 6 missed credits from this class. Instead of completing full courses, teachers were able to assess students’ current levels and focus on specific skills needed to prove mastery make up credits that may have been only narrowly missed. Due to the success of this class and how it helped students, the school’s curriculum committee plans to revisit it in FY23.

Through its Advisory system and PBL framework, AHA provides accommodations to all students, effectively individualizing the educational program in response to student needs, and providing customized supports for each student. Whether a student is on an IEP (as are close to half of AHA students), is from a low-income family (about a third), is a person of color (one-third to one-half), identifies as LGBTQ+, or is a combination of these designations, AHA educators continually reflect, update, and implement strategies to create the customized learning environment for all students to thrive. Utilizing strategies from the Modern Classroom Project (identified in the 2020-2021 school year to be rolled out over 3 years starting in the 2021-2022 school year), the school intends to continue to customize learning for the specific needs of students. In the 2021-2022 school year half of the teaching staff implemented modern classroom strategies in classes.

The school’s curriculum is reviewed and adjusted yearly based on prior year feedback from teachers, students, and parents. As a project-based school, AHA has ample flexibility in how it implements curriculum.

Full teacher evaluations are done yearly, and address specific goals in instruction, classroom management, professionalism, and overall performance. These evaluations are completed each school year (starting in the 2018-2019 school year) and led by the school’s Evaluation Task force working with Greg Schnagl (a consultant from Teacher Centricity whose role is discussed in detail in earlier sections).

Teacher Equity

Districts are required to provide an assurance on their World’s Best Workforce Summary Report that teacher equity data is publicly reported. The table below summarizes the teacher equity indicators for AHA for FY22.

	Licensed Educators	3+ Years experience	Working in Area of License	Advanced Degrees	Racially/Ethnically Diverse
Teachers	11	9 (82%)	10 (91%)	3 (27%)	0 (0%)
Support Staff	2	2 (100%)	2 (100%)	2 (100%)	

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

students are taught by all teachers for the classes they need to graduate during their time at the school.

Additionally, all General Education teachers have an IPP variance in case they are needed to teach content for which they have extensive experience (e.g. the science teacher has a bachelor's degree in music and extensive experience in music production but does not hold a formal teaching license in music. This teacher teaches a "Music Production" elective at various points throughout the year). One teacher was teaching outside of license area and was also a second-year teacher. This teacher is assigned a veteran teacher as a mentor and is working with the school's curriculum consultant.

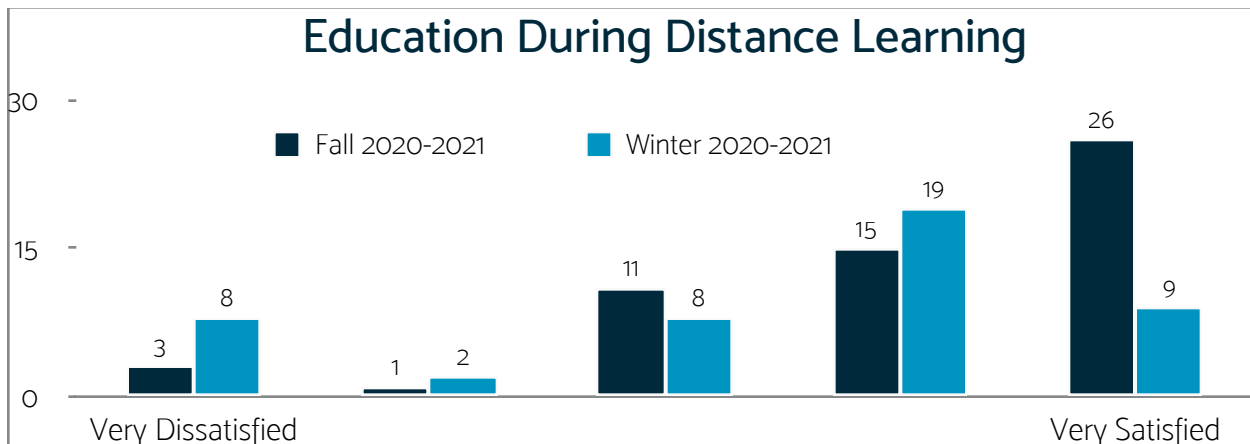
The school does not provide equitable access to diverse teachers. All licensed educators are white. White students account for approximately half of the student population at any given time. Of the 138 students served in FY22, 60 were white (~43%). Non white students at AHA do not see representation in the school by licensed educators who look like them. In addition to standard qualifications such as education, licensure, and education philosophy, the school considers the race and ethnicity of applicants as important assets. A person's race and ethnicity shapes their experiences and worldview. These perspectives are invaluable for building relationships with students, framing content in classes, and leading in a TPS school. The school struggles to recruit racially and ethnically diverse licensed educators. This is a continual area of improvement for the 2022-2023 school year and beyond. The "Grow Your Own Expansion" priority funded through the ESSER III grant is a possible route that the school plans to develop and utilize in to address this issue in the future.

Student & Parent Satisfaction

Includes Survey Data

In the 2020-2021 school year the school conducted several surveys throughout the year to better understand needs of students and families and to gauge how distance learning curriculum was working. Surveys included parent and student satisfaction surveys, surveys to gauge interest in various experience options, and surveys for needs associated with NWEA and MCA testing. The school received 57 responses from a fall 2020-2021 general satisfaction survey and 46 responses from another in the winter. The school associates the low number of responses to the myriad of challenges in connecting with students and families during distance learning. In past years, surveys like this included questions covering attendance, the nutrition program, school culture, academics & learning program, individual learning style, social/emotional learning, and advisory. In surveys for the the 2020-2021 school year, the school focused on issues related to COVID-19 restrictions and distance learning.

The chart below highlights results for the question “In general, how satisfied are you with your child’s education during distance learning due to COVID-19”. The results indicate that the majority of families are satisfied with the education that the school is providing students under the circumstances.



On a 1-5 scale, 93% of families indicate (≥3) that their satisfaction with the education the school provides during distance learning is neutral or higher in the fall survey. As the year went on, overall satisfaction dropped to 78.3%. This observation prompted the development of the “NEST” curriculum outlined in previous sections.

Other questions on these surveys were logistical and focused on plans and protocols associated COVID-19. Viewing some parent comments can give further context into understanding family satisfaction. In the sections below, questions are listed followed by an approximately representative sample of family responses:

What has worked well for your child during this time? / What could the school have done differently or better...?

Fall 2020-2021 responses

What works?

“Routine and less distractions” I “Less anxious” I “So far everything has been great” I “independent work. She is doing well, I can see that she is communicating better with her teachers” I “Being able to have communication with teachers and other support from school” I “Flexibility to complete work throughout the day” I “Lots of support”

What is not working? What could we do better?

“It’s tough. She’s lacking social skills” I “Bring them back to school” I “Make sure technology works”

Winter 2020-2021 responses

What works?

“Flexible schedule” I “I appreciate that the staff is working hard” I “Not being disturbed by other students” I “Independent time” I “(Specific teachers) helping him” I “Staff engagement with students” I “No bullying to deal with” I “Not being bogged down with assignments” I “You are doing a wonderful job”

What is not working? What could we do better?

“I don’t believe my voice has mattered. There could have been a phase 2 with a small school early on to address learning needs with students and teachers as they feel comfortable.” I “I feel strongly that my child needs in person school to be successful.”

Overall, the majority of major concerns aligned with affects of distance learning. Though a a small percentage of parents (fewer than 10%) expressed strong desire to bring students back in person, citing perspectives that risk from COVID-19 would be low and manageable, the vast majority of families expressed clear desire to wait for in-person learning until conditions were safer.

Environmental Education Includes ELP Goals

Environmental Education at AHA

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

Although AHA did emphasize environmental education during the 2020-2021 school year, the focus was not as apparent as prior years. Navigating the challenges of funning a curriculum online was the main concern of the school's curriculum committee and administration.

The implementation of a quality environmental education program continues through the course of the contract period. Overall AHA implements an environmental education program in which students met or nearly met the goals, and continuing progress was a challenge during the 2020-2021 school year due to restrictions associated with the COVID-19 pandemic. AHA's EE program aligns with its mission and vision and is increasing the environmental literacy of its students. The school demonstrates commitment to environmental education in its curriculum and school culture, especially through its field experiences, science classes, and LNT principles. Scheduled field trips and outdoor experiences supplement in-classroom learning and contribute to students' environmental literacy. Unfortunately, these experiences were cancelled in both the 2020-2021 and 2021-2022 school years due to COVID-19 restrictions.

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

"Ours is simple: Get our students outside as to foster awareness, knowledge, skills, attitudes and participation that instill a connection and commitment to the environment. We have an urban population of students. Many do not have access to natural areas. We want our students to get out of their comfort zone, challenge them mentally and physically, and see their world differently. We also want to foster environmental stewardship and apply the LNT principles that we have been learning in classes and as a part of our school culture.

The school's commitment to building long-term environmental literacy is evident. ACNW anticipates that the school will continue to build systems to support this progress and document changes in environmental literacy, as well as strengthening teacher professional development, ensuring consistent and equitable access to EE across classrooms, and engaging the board with monitoring the school's progress toward its EE goals in a meaningful way."

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

We have relied upon The 7 Principles of Leave No Trace as a foundation for our EE program. We apply these regularly with students as ethical principles for being part of a community. The environmental aspect comes through easily when we explore topics in classes (example: Students identifying several LNT principles when learning about environmental justice through case studies such as Uranium mining in the Navajo nation). Furthermore, the increased prevalence of the effects of climate change in local, national, and world news makes incorporating EE into curriculum increasingly inevitable. With many new teaching staff in the 18-19 school year, incorporating EE into an already challenging curriculum and school model was a concern. However, new teaching staff have embraced the importance of EE and have incorporated it, when possible, on their own.

Though not necessarily in every class, at some point throughout the year, all subject areas included EE themes, topics, and even projects in the curriculum.

In the 2021-2022 school year, due to continued interruptions from quarantine, school's curriculum committee identified the need to re-evaluate its environmental education framework. The school's work in DEI and Anti-racist/bias became a focus. The committee also acknowledged how the affects of climate change affect different groups of people, with lower-income BIPOC people experiencing an outsized amount of the negative affects. The goal for EE at AHA in FY23 and beyond is to combine EE with the school's DEI and Anti-racist/bias initiatives. The first steps in this process can be seen in the school's FY23 Environmental Citizenship plan (Example can be found in Appendix C).

ELP Indicators & School Goals

In the 2021-2022 school year the school, in collaboration with ANCW, established an Environmental Literacy Plan. Plan outlined 5 objectives and evaluation methods for each of 5 indicator areas vital to fostering environmental citizenship in students: Awareness, Knowledge, Attitudes, Skills, and Action. These indicators are incorporated in to the school's vision. The following section outlines the indicators and evaluation methods of EE initiatives in the 2019-2020 school year. The school's Environmental Education Survey for the

2019-2020 school year, with results for each indicator, can be found in Appendix B.

EE Performance Indicator 1: Awareness

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

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

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

EE Performance Indicator 2: Knowledge

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

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

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

EE Performance Indicator 3: Attitudes

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

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

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

EE Performance Indicator 4: Skills

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

Strategy: At least three courses throughout the school year will require student projects to

propose a solution to a real-world environmental problem

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

EE Performance Indicator 5: Action

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

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

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

EE & Distance Learning (“AHA! Days” & “The NEST”)

The school’s environmental education efforts were significantly hindered by restrictions associated with the COVID-19 pandemic. In the 2020-2021 school year, all regularly planned overnight trips were cancelled. Additionally, due to the need to alter credit offerings and the format through which credits were offered, the environmental science course was, again, not offered. This was the same case as in the 2019-2020 school year.

Despite these roadblocks, the school continued to try innovative strategies to incorporate Environmental Education into the learning program. A few examples include “AHA! Days” and “The NEST” curriculum.

Early in distance learning, the school identified the need for students to and staff to connect on in engaging ways. In-person, these connections happen organically and easily through conversation and interaction. In distance learning, these interactions had to be planned. AHA! Days, held on Wednesdays, were an attempt to guide students through experiences outdoors. Very simply, students were not expected to focus on work for classes on AHA! Days. The only “requirement” was to share something interesting and fun that they were doing via the school’s padlet, a virtual space to share and celebrate experiences with groups.



As the distance learning continued, the school's curriculum and the leadership team as a whole identified extremely low student engagement. To address this, the curriculum committee developed "The Nest" curriculum which was fully implemented in quarters 3 and 4. The Nest was a single course that all students took which incorporated all content areas. The course used an anchor text each quarter and teachers from different content areas added weekly lessons connecting their content areas with what was happening in the book. The Nest Podcast" was a weekly, interactive, live-streamed podcast that the entire school participated in via ZOOM. The podcast reviewed key themes from the anchor text and featured different teachers who's content connections were particularly relevant that week. The Nest was created to address larger issues with curriculum in general, its main goal being to get all students together in a single virtual space so they could experience their learning as a cohesive group. This allowed for the school to provide more cohesive environmental education experiences and lessons across the entire student population; something not possible. Especially during the live podcast, the staff were able to incorporate weekly "segments" where the school would visit (virtually) different national parks, learn about local natural places, and observe different types of wildlife (live cams, mini documentaries, etc.). Segments in the podcast were also a good way to incorporate elements of the school's anti-bias/anti-racist commitment. Segments such as "People You Should Know But Probably Don't" were used to introduce students to BIPOC scientists, activists, artists, etc. from the past and present.

Governance & Management

Includes Annual Board Training & TPS Professional Development Reports

Board of Directors

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

Though the board is ultimately accountable and responsible for the success of the school, the day to day management of the school and its learning program is delegated to the school’s leadership team, the TPS committee. Due to the unique nature of the TPS committee, the board evaluates the committee as a whole, using the board-developed TPS evaluation framework⁹, in the same way it would a director. The board has the authority to disband the school’s TPS committee and hire a traditional director if it determines that the committee is not working in the best interest of the school.

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

<u>Member Name</u>	<u>Board Position</u>	<u>Affiliation</u>	<u>Date Seated</u>	<u>Date Elected</u>	<u>Term End Date</u>	<u>Email Address</u>
Josh MacLachlan	Board Treasurer/ Secretary/ Chair	Teacher	12/15/2015	11/17/2020	11/21/2023	josh.maclachlan@academicarts.org

⁹ See Appendix A

Katie Siewert	Member, Student Data Lead	Community Member	2/20/2018	11/16/2021*	Resigned 2/15/2022	katie.siewert@gmail.com
Rachael McNamara	Member	Community Member	2/20/2018	11/16/2021*	11/16/2024	meis0082@umn.edu
David Massey	Member	Community Member	8/21/2018	11/16/2021*	11/16/2024	david.massey@academicarts.org
Tenille Warren	Member	Parent	9/17/2019	11/19/2019	11/15/2022	tenille24_7@yahoo.com
Christy Dickinson	Member	Parent	12/14/2021	11/16/2021*	11/16/2024	dickinsonchristy1@gmail.com
Brenda Johnson	Member	Community	5/17/2022		11/15/2022	bjohnson55075@gmail.com
David Gunderman	Member	Teacher	12/14/2021	11/16/2021*	11/16/2024	david.gunderman@academicarts.org

*most recent election

Board Training and Development

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

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

September	<ul style="list-style-type: none"> • Adopt required reports #1 WBWF Strategic Plan • Adopt required reports #2 – WBWF Summary Report
October	<ul style="list-style-type: none"> • Adopt Required Reports #3 - Annual Report • Conduct a Board Election
November	<ul style="list-style-type: none"> • Develop and Effective Relationship with the Authorizer • Negotiate the Charter Contract
December	<ul style="list-style-type: none"> • Follow Open Meeting Law • Take Minutes

January	<ul style="list-style-type: none"> Finance: Earn the MDE School Finance Award Finance: Meet Requirements for Use of Publics Funds
February	<ul style="list-style-type: none"> Develop and Use Policies Retain and Maintain Records REVEIW TRAINING SCHEDULE
March	<ul style="list-style-type: none"> Approve and Adopt a Budget Maximize Revenue for Reimbursement
April	<ul style="list-style-type: none"> Safeguard Private Data Prevent Conflicts of Interest

Initial Training

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

Initial Training				
<u>Board Member Name</u>	<u>Original Date Seated</u>	<u>Board's Role & Responsibilities</u>	<u>Employment Policies & Practices</u>	<u>Financial Management</u>
Josh MacLachlan	12/15/2015*	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Katie Seiwert	2/20/2018*	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke, Mongsher Ly
Rachael McNamara	2/20/2018*	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke, Mongsher Ly
David Massey	8/21/2018*	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke	12/16/2018 Rod Haenke
Tenille Warren	9/17/2019*	12/17/2019 mncharterboard.com	12/17/2019 mncharterboard.com	12/17/2019 mncharterboard.com
Christy Dickinson	12/14/2021	2/17/2022 mncharterboard.com	2/17/2022 mncharterboard.com	2/17/2022 mncharterboard.com

David Gunderman	12/14/2021	2/17/2022 mncharterboard.com	2/17/2022 mncharterboard.com	2/17/2022 mncharterboard.com
Brenda Johnson	5/17/2022	8/30/2022 mncharterboard.com	8/30/2022 mncharterboard.com	8/30/2022 mncharterboard.com

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

Annual Training

The AHA board of directors conduct continual ongoing training monthly. The board uses the courses curated through mncharterboard.com and chooses trainings aligned with its needs. In the 2019-2020 school year, all board members completed the following trainings through **mncharterboard.com**. All new board members complete these training within 6 months of being seated.

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

Management

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

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

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

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

AHA.

- In the 2019-2020 school year the school's Evaluation Committee, a subcommittee of the TPS Committee, worked with consultant Greg Schnagl to evaluate and define professional development plans and, if necessary, develop improvement plans for each of its members. The evaluation processes resulted in no members of the TPS requiring an improvement plan.
- The AHA Board updated and completed its Collaborative Governance Evaluation, the evaluation that it uses to evaluate the school's TPS committee. Based on the evaluation, the board gave the TPS committee a "Meets" rating noting significant improvements in management and implementation of the school's learning program and employment policies and practices.
- Working with the board, the school's Finance Committee and Personnel Committee successfully and efficiently obtained new financial management, payroll administration, benefits, benefits administration, PTO tracking, and HR service providers.

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

- Restorative Justice Training - The Restorative Justice approach is a key part of the school's disciplinary policy; TPS members take part in restorative circles and trainings throughout the year led by the school's social worker.
- The board treasurer (also a TPS member) got financial training at Board meetings, and through the school contracted business manager.
- Several TPS Committee members reached out to other Teacher Powered and project-based charter schools, to learn and compare innovative practices
- Through the AHA Curriculum Committee, the TPS committee studied strategies for building curriculum and addressing state academic standards through project based learning.

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

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

List of Administrators/Qualifications

TPS Member	Position Title	Direct Administrative or Supervisory Roles	Qualifications
Ryan Bauer	<ul style="list-style-type: none"> • Teacher - Social Studies • Behavior Committee • Landlord Contact 		
Ty Cody	<ul style="list-style-type: none"> • School Psychologist • Personnel Committee • Homeless liaison • Tiger Team 	Correspond with Authorizer	
Josh MacLachlan	<ul style="list-style-type: none"> • Teacher - Science • EE Lead 	Submit Tasks in Epicenter: Board, EE	EE: - 7 yrs Board - 4 yrs Continual training through ACNW & Board
Julie Peterson	<ul style="list-style-type: none"> • Teacher - Special Education • “Jay Squad” • Nutrition Committee • Evaluation Task Force 	Correspond with Authorizer Manage Evaluation of staff	Continual training & consultation through HR service providers and hired consultants (Haenke/Schnagl)
Stephanie Bade	<ul style="list-style-type: none"> • Teacher - Special Education • Enrollment Lead 	Manage student enrollment in SIS	Continual training & consultation through SIS provider
Sam Kvilhaug	<ul style="list-style-type: none"> • Behavior Lead • Behavior Committee • IOwA 	Manage/submit IOwA tasks through MDE	5 yrs experience
Danyelle Bennett	<ul style="list-style-type: none"> • Teacher - Language Arts • Curriculum Lead • Nutrition Lead 	Curriculum Lead: Plan agendas, take minutes, Guide PD	Continual training and consultation with Greg Schnagl
Mallery Hammers	<ul style="list-style-type: none"> • School Social Worker • Personnel Committee • Evaluation Task Force 	Manage Evaluation of staff	Continual training & consultation through HR service providers and hired consultants (Haenke/Schnagl)
Shoua Yang	<ul style="list-style-type: none"> • Administrative Manager • Personnel Committee 	Oversee receptionist, Submit reports to MDE (MARRS, SERVS, Etc.)	16 years experience managing administrative tasks for school
David Gunderman	<ul style="list-style-type: none"> • Teacher - Math • Finance Committee 		TPS: 2019-2020 is Probationary Training Year
Aimee Plueger	<ul style="list-style-type: none"> • Teacher - Art • Behavior Committee 		TPS: 2019-2020 is Probationary Training Year
Sophie Fischer	<ul style="list-style-type: none"> • Teacher - Social Studies • Behavior Committee 		TPS: Probationary Year ends Q3 2020-2021
Courtney Cox	<ul style="list-style-type: none"> • Teacher - Special Education • Behavior team 		TPS: Probationary Year ends Q2 2021-2022

Staffing

Approach & Philosophy in Support of Mission

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

During 2017-2018 school and from the 2017-2018 school year there was significant turnover with four of five teachers not returning. Since then, staffing and teacher retention has remained strong. All licensed staff, not just teaching staff, from the 2019-2020 school year are returned for the 2020-2021 school year. An additional special education teacher was hired during the 2020-2021 school year to replace a teacher who took a leave of absence. The teacher who took a leave of absence did not return for the 2021-2022 school year. Another special education teacher found different employment and resigned from AHA in august of 2021.

2021-22 Staffing

2021-22 Licensed Teaching Staff				
<u>Name</u>	<u>File #</u>	<u>License and Assignment</u>	<u>2022-23 Status</u>	<u>Notes*</u>
Bade, Stephanie	996502	Special Education	Returning	
Bauer, Ryan	478589	Social Studies Teacher	Returning	IPP
Bennett, Danyelle	489490	Language Arts Teacher	Returning	IPP
Fischer, Sophie	1006873	Social Studies Teacher	Not Returning	IPP
Gunderman, David	467244	Math Teacher	Returning	IPP
MacLachlan, James	443250	Science Teacher	Returning	IPP
Peterson, Julie	997261	Special Education	Not Returning	
Plueger, Aimee´	488656	Art Teacher	Not Returning	IPP
Stephanie Lonetti	344090	Special Education	Returning	

* IPP = Innovative Program Permission

2020-21 Other Licensed (non-teaching) Staff				
<u>Name</u>		<u>License and Assignment</u>	<u>2020-21 Status</u>	<u>Comments</u>
Cody, Ty	474875	School Psychologist & Homeless Liaison	Returning	
Hammers, Mallery	489628	Social Worker	Not Returning	

2021-22 Non-Licensed Staff			
<u>Name</u>	<u>Assignment</u>	<u>2022-23 Status</u>	<u>Comments</u>
Albers, Sam	Paraprofessional	Not Returning	Resigned in April 2022
Kvilhaug, Sam	Behavior Lead	Not Returning	
Lentz, Sarah	Paraprofessional	Not Returning	
Parilla, Mari	Paraprofessional	Not Returning	
Lecander, Kaelyn	Paraprofessional	Not Returning	Pursuing teaching
Reed, Michael	Paraprofessional	Returning	
Foss, Jinan	Paraprofessional	Returning	
Ozuna, Jacqueline	Paraprofessional	Returning	Promoted to SpEd teacher in FY22
Yang, Shoua	Administrative Manager	Returning	
Rubio, Jenny	Reception	Not returning	Resigned in October, 2020
Sarah Han	Paraprofessional	Not returning	
Jeremey Welch	Paraprofessional	Not returning	
Gerardo Hernandez	Paraprofessional	Not returning	
Maya Crowl-Kinney	Administrative Assistant	Not returning	Resigned in August 2022

2020-21 Teacher Professional Development Activities

Teacher professional development changed significantly in the 2019-2020 school year. In responses to the school's performance improvement plan with OW, the TPS committee and

curriculum committee began working with Greg Schnagl, a consultant from Teacher Centricity, LLC. The scope of the work the school conducted with Greg was broad. He met with teaching staff and the curriculum committee multiple times per month. The goal of this work was to guide and coach teachers, some of whom were new to teaching, on research-based classroom strategies and practices designed to improve student engagement and achievement.

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

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

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

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

The school's TPS committee made another significant change in professional development in the 2019-2020 school year by creating a customized professional development conference. Recognizing the many specific professional development needs outlined in performance improvement plans from OW and the school board, the TPS committee chose to forgo the Minnesota Association of Alternative Programs (MAAP) Conference. The MAAP conference is an annual conference of charter schools and alternative programs. The conference is well run and provides a wide variety of resources for educators working in schools that face many of the same challenges as AHA. The school's entire leadership and teaching staff had attended this conference for the past 9 consecutive years. Until the 2019-2020 school year, the MAAP conference was the central focus of the school's professional development efforts. However, in the 2019-2020 school year, it became clear

that the school needed more directed and specific training, a need that the MAAP conference is not designed to meet. Instead, the school’s “Jay Squad” planned a “mini conference” catered specifically to the needs of the school. Trainers from universities and consultant groups were hired and the TPS staff rented conference space at a hotel in Stillwater, MN. The school continued this in FY21 with a virtual conference to address issues specific to distance learning and anti-bias/anti-racist commitment. In FY22 the school had to go to virtual learning at 3 different points throughout the year due to COVID-19 infection rates in the school’s population. The date the school’s scheduled retreat happened to fall on a week after which students were just getting back from another quarantine . Though PD was needed, the TPS committee identified the need for students to have consistent in-person schooling as a more pressing need and cancelled the retreat for FY22.

Teacher Retention

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

<p><u>Percentage of Licensed Teachers from 2020-21 not returning in 2020-22</u> <small>(non-returning teachers/total teachers from any point of 2020-21 X 100)</small></p>	<p>14% (2 teaching staff)</p>
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The school’s “Jay Squad” also began conducting staff and teacher job satisfaction surveys in the 2019-2020 school year and continued in the 2020-2021 school year. Summarized results of two teacher satisfaction surveys can be found in the table below. For all survey questions, staff were asked to respond on a 1-5 scale with 1 meaning “Strongly Disagree” and 5 being “Strongly Agree”. Note that results for additional surveys regarding COVID-19 conducted throughout the 2020-2021 school year are not included. Survey results, paired with the high rate of teacher and staff retention, indicate that staff satisfaction is high. Notably, feeling overburdened day-to-day responsibilities had the lowest average indicating that staff are overworked. Addressing and managing work among and between staff in order to better streamline and increase efficiency (and reduce work overall) is an initiative identified for FY22.

<u>Survey Question</u>	<u>Average score</u>
"I enjoy my workplace culture"	4
"I find my work meaningful."	4.27
"My creative and innovative ideas are supported."	4.09
"I feel recognized and appreciated at work."	3.81
"My organization gives me the tools and technologies I need to do my job well."	3.9

"Does the school communicate news effectively and in a timely manner?"	3.81
"Do you feel as though your job responsibilities are clearly defined?"	3.9
"I believe that work is distributed evenly across the staff team."	3.27
"I feel connected to my coworkers."	3.54
"I feel free to be who I am at work."	4.45
"I believe my job utilizes my skills and abilities as much as it could."	4
"The school values my feedback."	4.09
"I believe the school is open to change."	4.64
"I trust our TPS leadership team."	4.45
"Do you feel overburdened by your day-to-day responsibilities?"	2.9
"I look forward to going to work most days."	3.9
"I know someone at work who encourages my development."	4.09

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

Operational Performance

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

- Academic Arts High school completes relevant compliance and reporting requirements for the authorizer, state education agency, and/or federal authorities, including but not limited to:
 - * State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
 - * TRA/PERA;
 - * School web site is compliant with statutory and authorizer expectations;
 - * Insurance coverage.
- School facilities, grounds and transportation, including but not limited to:
 - * Fire inspections and related records;
 - * Viable certificate of occupancy or other required building use authorization;
 - * Physical space provides a safe, positive learning environment for students;
 - * Appropriate and safe student transportation practices.
- Health and safety, including but not limited to:
 - * Nursing services and dispensing of pharmaceuticals;
 - * Emergency management plan;
 - * Foodservice.
 - * In an audit at the end of the 2018-2019 school year, the school's Free and Reduced Lunch eligibility tracking system was determined to be inadequate by MDE. A committee was developed to address this issue during the 2019-2020 school year. By the end of the 2019-2020 school year, the school determined that participation in the federal free and reduced lunch program was not viable for the school. The program would require a full-time staff to manage it properly. The number of students who qualify and utilize the program would save the school less than the cost of the dedicated staff required to run the program. The school developed a nutrition plan that does not utilize the federal free and reduced lunch program. Find more details of this plan in the Future Plans section of this annual report.
- Admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment.
- Due process and privacy rights of students, including but not limited to:
 - * Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions

- prohibiting public schools from engaging in religious instruction;
 - * Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
 - * Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
 - * Transfer of student records.
- Employment including transparent hiring, evaluation and dismissal policies and practices.

Background checks for all school employees are required.

F inances

Budgets & Practices

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

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

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

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2022.

FY22 Finances	
Total Revenues	\$2,233,846.60
Total Expenditures	\$2,153,174.14
Net Income	\$80,672.46
Total Fund Balance	\$523,421.53

Overview

The school has struggled with enrollment in the past. However, FY22 saw a large increase in ADM. For the first time, due to high ADM, the budget for the 2021-2022 school year had to be adjusted up from 99 to 112. The school year ended with an ADM of 112, meeting ADM targets of the adjusted budget.

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

Revenues & Expenses

All revenues and expenditures for the 2021-2022 fiscal year came from traditional state and federal sources traditional sources. The school continued leveraged Title I and Title IV funding to continue to provide innovative support for the learning community. The school also utilized significant federal ESSER funding to address lost learning during distance learning in the 2020-2021 school year.

COVID-19 Related Costs

There were no COVID-19 related cost for the 2019-2020 school year. The school had developed a protocol for posting content to Google Classroom, which was ultimately used as a framework for the school's distance learning plan, before distance learning restrictions were put into place. Purchases for cleaning supplies to prepare the school for in-person instruction were not purchased until July which are considered expenses for the next fiscal year, FY21. The school continued to utilize COVID funding in FY22 to establish and implement a covid testing program.

Net Surplus or Deficit and Fund Balance

With supply chain issues throughout the 2021-2022 school year, specific costs (e.g. security system, furniture, Smartboards, etc.) were lower than expected. Lower expenditures resulted in a surplus of \$80,672.46. This brought the school's fund balance to \$523,421.53 or 24.31%.

World's Best Workforce Annual Budget

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

Future Plans

Community & Growth

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

Marketing:

- The school created a new logo, brand standards, and mascot in the summer of 2020.
- A marketing committee has been established to execute a cohesive marketing strategy through all outlets including the school's website, social media, mail, and print.
- Led by the school's marketing committee, the school plans to establish more robust relationships with community partners to better provide access to needed resources for students.

Research/Influencers:

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

Classroom and Curriculum:

- The school's curriculum committee is continuing work, with Greg Schnagl, on a 3-year initiative to compile a library of content aligned to standard for all courses. The school will continue the third year of this initiative in the 2020-2021 school year. Since the school was competed focused on altering curriculum to distance learning, the alignment process was postponed and will continue (and likely be altered in response to what was learning in the 2020-2021 school year) into the 2021-2022 school year.
- The school will continue to innovate and update its virtual learning framework to improve access for students when they are not physically in the building.
- The curriculum committee plans to revisit and update the school's messaging on its credit offerings for students who are behind in credits.
- As identified in past years, the TPS committee recognizes the need to continue to innovate and take risk. In the past several years the school has restricted the scope of define curriculum & teaching practices, reflect on student data, and make informed changes in order to improve student achievement. There are some aspects of the learning program that resemble a traditional learning program more than in the past. Armed with a strong team, clear vision of purpose, and valuable past experience the school plans to take measured risks in trying new and innovative strategies to help

students succeed. One example is the institution of “AHA days” and “The NEST” curriculum during virtual learning in the 2020-2021 school year.

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

Safe Learning Plan Description & Reflection On Implementation

- **Did your plan effectively serve students and families and what pieces might you change moving forward?**
 - * Yes, our learning plans effectively served students. Our student attendance was similar to in person learning during the 2019-20 school year. RCE (Regional Centers for Excellence) often shared our learning model strategies with other schools they were working with as an example of success.
 - * We did use outdoor home visits to re engage disengaged students. In the future, would increase the number of staff conducting home visits.
- **For the students who opted for distance learning, or for the whole school as you pivoted due to outbreak conditions, was the school's Safe Learning Plan comprehensive? Were there any gaps that were identified?**
 - * We were in a full distance learning model (Stage 1) for quarters 1-3. Yes, we had a comprehensive plan in place for them because we had created one using the required guidelines provided by Osprey Wilds. After their review of our plan, we were able to add in additional elements that were partially incomplete or missing.
- **How effective was the Safe Learning Plan and how did you measure its effectiveness?**
 - * **Stage 1:** Our Safe Learning Plan in Stage 1 was effective. To measure effectiveness of Stage 1 for the 2020-2021 school year, we sent out parent surveys to gauge where families were at with their comfort level and how they felt their student was doing. We regularly evaluated student engagement and attendance for each quarter of the school year to determine which students needed additional support, home visits, etc. to re-engage with school. From here, we determined that students needed a revamped learning experience for students to increase engagement. Overall, we found our Stage 1 to be highly effective for students once we adjusted the learning experience for students to increase engagement and student success.
 - * **Stage 2:** To measure effectiveness of Stage 2 for the 2020-2021 school year, we continued to send out parent surveys to gather information on their comfort levels with a hybrid learning experience. We continued to evaluate student engagement and gather data on student success with our new learning model. During this stage we were also able to schedule individual appointments with students to work in-person and found an increase in engagement and success for students who utilized this option.

- **How did your team prioritize communication, mental health, and general well-being of staff and students during self-selected or whole school hybrid or distance learning?**
 - * We planned our annual February staff retreat as a virtual event.
 - * We expanded our means of communication to include google text to stay in close contact with students and families.
 - * We created AHA Day on Wednesdays that focused on mental health and overall wellbeing of staff and students.

- **How have the challenges of the past 18 months impacted the school's enrollment? (e.g. Was student enrollment higher/lower than in past years?)**
 - * While our enrollment was up and down during full distance learning due to the wide variety of changes that had to take place (i.e. distance learning, student contact, internet issues, zoom meetings, etc), our current enrollment is the highest it's been since the school opened. During the pandemic we gained more marketing strategies and were able to get our program strengths out into our community more. We believe students and their families saw the support our school can provide.

- **How have the challenges of the past 18 months impacted the school's staffing? (e.g. Was staff turnover higher than in past years?)**
 - * Over the past 18 months, we had three staff members leave our staff. This included a Paraprofessional and two Special Education Teachers. None of these staff members cited virtual learning, COVID, etc as the primary reason for their departure. However, all three did discuss the stressors of the job as part of their reasoning.

- **What protocols, policies, committees, or trainings, do you plan to incorporate going forward as school resumes in-person operations during the 2021-22 school year?**
 - * We contracted our school nurse to conduct trainings to improve our school safety procedures. We established a COVID committee of three members (with one primary leader)
 - * We have a COVID committee
 - * We have safety procedures shared with staff and students found here: <https://www.academicarts.org/202021-school-year-plan>

- **What did you learn about your staff, students, and community that make you proud of the work you have done?**
 - * We have a very creative, flexible, and resilient school community!



Appendix A

TPS Evaluation Framework (truncated to fit on single page)

TPS Evaluation

OBJECTIVE

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

PROCEDURE

Standards are grouped by functional area. Both TPS and the board evaluate TPS's performance using the following ratings:

- **NI** - Needs Improvement
- **M** - Meets the expectations of the standard
- **E** - Exceeds the expectations of the standard

The following is the timeline for completing the evaluation:

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

EVALUATION FORM

School Year:

TPS Committee Members:

ACADEMIC	TPS	Board	Comments with Specific Examples
The school is on track to have an overall academic performance of at least 75%, according to academic measures in the current contract with the authorizer.			
There is no academic indicator that falls far below of the goal, according to academic measures in the current contract with the authorizer.			
The committee submits timely and complete data for academic measures to the board for analysis and trending.			
The committee regularly reviews and uses academic measure and/or test data to plan curriculum improvement strategies.			
The committee plans and executes curriculum that is both appropriate and challenging for the student population.			
The Special Education Committee develops and implements appropriate IEPs for specifically identified students.			
There are clear protocols to handle behavior incidents that the staff understands and follows.			
STRATEGIC GOAL:			
FINANCIAL	TPS	Board	Comments with Specific Examples
The annual financial audit from the previous fiscal year found no significant deficiencies.			
The school maintains an average daily enrollment at or above the budgeted amount.			
The committee develops and implements creative methods to maintain or boost enrollment.			
The school pursues and is awarded funding grants to increase revenues.			
The fund balance is on track to be at least 20% of annual budgeted expenditures as of the end of the fiscal year.			
The annual budget is developed and submitted on time with oversight of the board of directors and the entire TPS committee.			
The committee monitors finances regularly, and quickly and thoroughly answers any questions that arise.			

A ppendix B

Distance Learning Plan

AUDUBON CENTER OF THE NORTH WOODS - CHARTER SCHOOL DIVISION
43 Main Street SE, Suite 507 • Minneapolis, MN 55414 • 612-331-4181

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

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

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

COMMUNICATION PATHWAYS WITH FAMILIES:

Describe how the school is communicating information and expectations to students and families. Address how this is accessible to all families in the school and does not amplify inequities.

- Google Classroom is the main platform used for distance learning
 - Students are given their attendance question and academic tasks/assignments daily in each of their classes. Assignments include directions and any other resources needed (e.g. links, videos, articles, etc.)
 - Assignments include written and video recorded directions as resources
 - Daily agendas for courses are posted on Google Classroom stream daily. Posts are read by staff in video recordings and posted to the Google Classroom stream daily.
 - Guardians are invited to google classrooms and can opt to receive daily or weekly updates on assignments for their students.
- Teachers and staff have ongoing communication through phone, email, Google Hangouts to walk students through the daily expectations and use of technology (majority students have used Google Classroom all school year)
- All important school updates are posted on ParentSquare, which sends texts and/or emails to staff, parents, and students. These posts contain links to the school website and other resources. We also include important updates on our website's home page in the "announcement bar".
- Parentsquare attendance updates are sent to parents and students at 5pm each school day (they will be updated with the student's attendance from the previous day 24 hour period)
- Daily and weekly Google classroom agendas are posted to Google Classroom streams for each class. Parents can opt to receive update emails for class work.

Describe how the school has reached out to determine what specific families' need?

- Ongoing communication from ALL staff through phone, text, email, Google Hangouts (chat and video).

OTHER OUTREACH OPPORTUNITIES:

Describe what additional outreach opportunities the school has pursued and/or participating in to provide for the needs of your students. Identify any partner organizations the school is working with.

- Partner organizations:
 - The Link (ensuring access to coordinated entry for our homeless student population).
- Support from MN Association of Charter Schools (MACS). AAHS is a member of MACS.

EXPANDING ACCESS TO, AND SUPPORT WITH, TECHNOLOGY:

Describe how the school identified the technology and/or access needs of the students/families.

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

Describe how the school worked to bridge the gaps identified to ensure equitable distance learning.

- Ongoing communication from ALL staff through phone, email, Google Hangouts to determine specific needs
- Receptionist working on school site four days (8 hours total) per week to meet unique needs of students (e.g. getting a Chromebook charger replaced)

PARTNERING TO SUPPORT STUDENT SAFETY AND WELLNESS:

Describe how the school is working to identify student safety and wellness concerns.

- Concerns for students are shared at weekly Zoom staff meetings. Next steps are delegated to appropriate staff (e.g. School Social Worker, student Advisor)

Describe the procedures the school has put in place to be proactive in supporting student safety and wellness.

- We have communicated with the school community how we are taking attendance and following Truancy law and Wellness Checks. Student attendance is taken when students answer the daily Attendance Questions in their Google Classroom courses. Students receive credit for answering the question in each of their classes in

Academic Arts High School

Re-Opening Procedures 2020

40 Marie Ave E, Suite 220
West Saint Paul, MN 55118
651-457-7427

AAHS FAMILIES

We have been hard at work finalizing our re-opening procedures and we are very excited to welcome students and staff back to school! We have worked closely with area schools and our local health department to create a plan to best maintain the health and safety of our students and staff at AAHS, which is always our top priority.

Our mission remains the same - To maintain a safe & healthy environment, provide the highest quality of learning experience possible, and stay connected - not isolated! We are confident our plan meets our mission and provides the safest possible environment for our students and staff.

We are committed to minimizing the spread of COVID-19. Please note that this plan is based on guidance from the Centers for Disease Control (CDC), Minnesota State Department of Health (MDH), Minnesota Department of Education (MDE) and the Dakota County Health Department and is subject to change.

Sincerely,
AAHS TPS Team

PLANNING DETAILS

We have four phases to our plan and will initiate each phase based on guidance from MDE and MDH. We will announce the beginning of each phase to allow for as much notice for our families as possible.

School will resume on September 8, 2020.

A Virtual Learning option will be available to students at all times throughout the year. Please see page three for more information regarding this option.

**2020-2021
LEARNING ROADMAP**

SCHOOL HOURS
8:30 AM - 3:05 PM
VIRTUAL FRIDAYS
Every Friday students will participate in virtual learning

Academic Arts High School

COVID-19 Prevention Procedures

60 Marie Ave E, Suite 220
West Saint Paul, MN 55118
651-457-7427

SOCIAL DISTANCING

We will practice social distancing as much as possible. This may not be possible at all times due to the layout of our school. In classrooms, student seating will be spaced as far apart as possible throughout the day.

VISITORS

Unfortunately, AAHS must restrict all school visitors to our buildings to promote health and safety. We will be scheduling virtual meetings for all necessary meetings with staff and teachers.

MASKS

Masks will be required for students and staff, while in the building per Governor Walz's Executive Order. For example, masks will be required on vans, while entering and exiting the school building, during class, while picking up food in the cafeteria line, and during passing periods. Masks may be removed while students are eating. Students should plan to have two cloth masks as part of their back-to-school supplies. If you are unable to purchase two cloth masks, please contact your student's advisor and they will assist in providing masks. All students will receive one free cloth mask and three disposable masks from the Minnesota Department of Education. If your student has a medical condition that makes it difficult to wear a mask, please talk with your healthcare provider to discuss possible options and communicate this to Sam Kvilhaug.

HEALTH SCREENINGS

Face masks will be required for everyone who enters the school and in situations where students and staff are unable to socially distance.

Students will be evaluated for symptoms of illness upon arrival at school with a touch-free thermometer and symptom screening. If symptoms are present the student will be removed to a predetermined isolation area until picked up from school. Please identify someone to have as a backup for picking students up from school in case you are not available. If your child is presenting symptoms of COVID-19 or other illness, please contact your healthcare provider and do not send them to school. You will need to call the school to report the absence and the reason for the absence.

COMMONS & WATER FOUNTAINS

Students may have assigned seats in the cafeteria and will be spaced as far apart as possible. All students will be asked to wash hands prior to entering the cafeteria. All water fountains will be turned off and we will be using water bottle filling stations to provide students with access to water. All students will be allowed to bring their own water bottles to school each day but will also be expected to bring them home to clean daily.



SYMPTOMS OF COVID-19 or BEING TESTED FOR COVID-19

According to the MDH guidance, students with symptoms of COVID-19 will be suspected to have COVID-19 until they are cleared by their healthcare provider or if a healthcare provider is not contacted, they will be suspected positive until the end of an isolation period as directed by the local health department.

It's very important to keep children who have symptoms of COVID-19 or are being tested for COVID-19 at home. Contact the school and report the absence and the reason for the absence. The school will work with you and help determine when your student can return. This is determined on a case by case basis at the direction of the health department.

POSITIVE COVID-19

It will be important for parents to communicate with school immediately if your child tests positive for COVID-19 even if they are not showing symptoms. They will need to remain home as determined by the health department. All cases of COVID-19, both suspected and tested, are to be reported to the Dakota County Health Department by the school. The health department will provide the school with steps to begin the process of cleaning and disinfecting the building. This may include closing a classroom or school for a period of time and shifting quickly to digital at home for students who are impacted. Many of our new procedures are designed to support contact tracing should a confirmed case occur. This will assist the health department with quickly identifying and contacting individuals who may have been exposed.

SELF QUARANTINE STUDENTS and FAMILIES

We will need parents to contact the school to let us know if your student has been asked to self-quarantine. This will allow us to follow potential cases as well as provide educational opportunities while your student is quarantined at home. Sibling and household members of students who are home due to COVID-19 symptoms or a COVID positive test, will be required to self-quarantine at home for 14 days as well.

SCHOOL CALENDAR

Currently, the plan is to maintain the normal school calendar for the 2020-21 school year and meet the state required **1020 instructional hours**.

However, we must be as flexible as possible as we know how quickly the situation can change.

LUNCH

We will now be offering a vending option for lunch where students can purchase healthy meals. This service will be offered in Stages 3 and 4. Please reach out to Danyelle or Julie for more information.

STAY CONNECTED

Our main form of communication with families is through ParentSquare. If you haven't set up your account, please reach out to Sam Kvilhaug. You can also follow us on Facebook and Instagram @academicarts.



For additional comments, questions, or feedback, please email: info@academicarts.org

Thank you for your flexibility and cooperation as we plan for a safe return to school. We are excited to welcome our students back to school!

A ppendix C

FY22 Environmental Citizenship Plan



Academic Arts
High School

Environmental Citizenship
Plan 2022-2023

EE Performance Indicator 1: Awareness

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

Objective: Students will be able to identify one human activity contributing to climate change (e.g. carbon dioxide, burning fossil fuels, cattle farming, etc.)

Evaluation Method: Students will take a quarterly EE survey. This survey includes questions about human activity and climate change. Students with two or more (4 possible) completed surveys to compare will be included in the dataset. Additionally, for students who may not have 2 completed quizzes to compare, classroom teachers can report on completion of this objective from class discussions, assignments, and projects. 80% of students in the dataset will be able to identify at least one human activity contributing to climate change.

EE Performance Indicator 2: Knowledge

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

Objective: Students will be able to identify one way in which climate change affects different groups of people differently.

Evaluation Method: Students will take a quarterly EE survey. 80% of students with two or more (4 possible) completed surveys to compare will be able to identify one way in which climate change affects different groups of people differently by the quarter 4 survey.

EE Performance Indicator 3: Attitudes

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

