



Academic Arts High School

PUBLIC CHARTER SCHOOL DISTRICT # 4119-07

*SCHOOL YEAR 2018-2019
WORLD'S BEST WORKFORCE & ANNUAL REPORT*

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School Information

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Academic Arts High School is managed as a Teacher Powered School rather than employing an administrator. In the Teacher Powered School (TPS) model, teachers have the collective autonomy to make decisions influencing the success of the school, with roles and responsibilities previously handled by the school director allocated to teachers.

GRADES SERVED: 9-12

YEAR OPENED: 2004

This report was completed in collaboration with Designs for Learning

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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 AAHS, 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 AAHS, 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.

Authorizer Information

Academic Arts High School's authorizer is the Audubon Center of the North Woods (ACNW). Academic Arts High School is able, with the ongoing support of ACNW through superior oversight, evaluation, feedback, and strategic support, to keep the school a safe place for students that adheres to the academic, financial, operational, and environmental education performance goals agreed upon in their authorizer contract. The authorizing vision of ACNW 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. Academic Arts High School strives to be a model school that fits this vision.

The authorizing mission of ACNW 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.

The authorizing vision of ACNW 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.

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Implementation of Primary and Additional Statutory 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 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 Relationships (described in detail below, in the Educational Approach & Curriculum section). 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 learning (informed the High Tech High project design model) 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 (i.e. field trips, speakers, seminars, etc) aligned with quarter themes provide students with further context on the themes that they are studying in classes. Students prove mastery of standards not by completing tests but by addressing common topics in different classes to produce and present projects by deadlines. Projects are designed to require mastery of standards in order to be completed.

The school's culture and norms foster environmental education through the ubiquitous presence of and focus on the seven Leave No Trace (LNT) principles. 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 overnight trips, including trips to the Audubon Center of the North Woods and to the Steger Wilderness Center, give students opportunities to practice these principles in natural settings.

Key features of the schools learning program foster real-world readiness by developing specific life-skills. Courses such as Life Plan and Senior Project are examples of graduation requirements that provide students with basic skills needed for life as an adult (e.g. opening a savings account, registering to vote, finding housing, balancing a personal budget, researching career options, etc.). Also, the structure of the block system (4 weeks of two-hour classes

ending in an exhibition of work) 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 (6-8) unrelated subjects per day for only a short time and show their work only to teachers of respective subjects.

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 REACH 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.

AAHS also seeks to meet 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. AAHS is deeply invested in preparing students for life outside of High School. AAHS utilizes project based learning to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace. Each year AAHS makes a point of visiting community colleges and technical schools, and education students about post-secondary learning opportunities. AAHS 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, AAHS focuses on ensuring all students are ready for life after high school through career skills development and college readiness.

Student Enrollment & Demographics

STUDENT ENROLLMENT

Enrollment at Academic Arts High School has remained at approximately 100 students over the past last several years.

Number of Students Enrolled, by grade	2016-17	2017-18	2018-19	2019-20 (as of Oct. 7)
9th Grade	4	16	7	12
10th Grade	20	19	25	18
11th Grade	37	22	20	28
12th Grade	42	41	38	37

Number of Students Enrolled	2016-17	2017-18	2018-19	2019-20 (as of Oct. 7)

Total	103	98	90	95
Total ADM (Average Daily Membership) for year	96.64	96.75	85.56	

STUDENT DEMOGRAPHICS

Demographics at Academic Arts have remained similar from year to year. AAHS consistently enrolls about one-third Special Education students and about 40% eligible for free/reduced school meals. The AAHS student body continues to be ethnically diverse, which fits well with the school's mission of developing world-learners.

Demographic Trends	2016-17	2017-18	2018-19
Total Enrollment	103	98	90
Male	52	44	41
Female	51	54	49
Special Education	34	29	32
English Learners	4	-	-
Free/Reduced Priced Lunch	41	32	34
Black, not of Hispanic Origin	10	9	7
Hispanic/Latino	20	26	31
Asian/Pacific Islander	2	-	-
American Indian/Alaskan Native	5	6	6
White, not of Hispanic Origin	63	52	43
Multi-racial	3	5	3

Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Regular attendance from students continues to be a challenge at Academic Arts High School. As the below table shows, overall average percent-of-attendance has been between 76-82% the past three years. AAHS staff continue to pursue strategies to encourage all students to attend school regularly. These strategies include supporting students' social-emotional learning through the REACH program, discussed in the Innovative Practices section of this report. REACH facilitates relationship building and goal setting with students, both of which improve attendance. Through continued use of REACH and other academic and non-academic supports, AAHS staff continue to strive to do all they can to support students' ability to attend consistently.

	2015-16	2016-17	2017-18	2018-19
Overall Student Attendance Rate	77.5%	81.6%	76.9%	77%

STUDENT ATTRITION

Analysis of enrollment data from the past two years showed the following:

Percentage of students* who were continuously enrolled between October 1 of the 2017-2018 school year and October 1 of the 2018-19 school year.	77%
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Percentage of students* who continued enrollment in the school from Spring 2018 to October 1, 2018.	73%
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**Does not include graduating students*

Retention of students from October 1, 2017 to October 1 of 2018 was 77%, a significant improvement over the previous cycle's figure which was 55%.

The percentage of students who were enrolled in the spring of 2017, excluding graduates, who returned the next year (fall 2018) was 73%, essentially unchanged from the previous year when this figure was 72%.

STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2014-15	1	79	45	19	64	81%
2015-16	5	94	42	23	65	69%
2016-17	1	103	37	23	60	58%

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

school year. MDE’s reporting of mobility data lags approximately two years such that 2017-18 figures are not available for comparison). A positive indicator is that there continue to be significantly more mid-year transfers in, than out.

Another way to look at mobility is to consider the extent to which students stay enrolled for the full school year. Review of AAHS enrollment data for 2018-19 shows that of the 119 students who were enrolled or members of AAHS at any time during the year, there were 66 who were enrolled at least 95% of the time(160 days or more).

Percentage of students who were enrolled for 95% or more of the 2018-19 school year.	55.5%
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Proportion of students enrolled for almost the whole school year is somewhat higher than last year; the figure for 2017-18 was 44.8%.

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.” Academic Arts High School utilizes a foundational approach to student success. AAHS 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 projects that fit their learning needs and individual interests. Grades and progress are reported and the students’ advisor monitors overall progress and growth.

Currently, AAHS uses a combination of in-class, traditional teaching for core subjects and project based learning that is teacher guided and student driven for electives. 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. Self-advocacy and teamwork skills are essential for students to thrive in post-secondary education and careers.

Students are engaged in authentic learning, environmental education, post-secondary readiness and relationship building on a daily basis. They employ project-based learning related to 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 in a designated PBL class that aligns with state standards (“PBL Class” was eliminated from the AAHS schedule at the beginning of the 2018-19 school year, with content-specific PBL classes in the core academic areas added back into the schedule midway through the year). A teacher-driven project would be one that an advisor or advisors create based on state standards and assigns to students based on individual credit needs. Whether a student or teacher-driven project, the advisor guides the student through each week of 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

announced at the beginning of the year. 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 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 an 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 senior 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 a need for remediation in a specific subject are enrolled in remedial courses. These students are then given the respective assessment again to track effectiveness of the intervention.

In addition to the academic program described above, AAHS 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.

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

- Opening day all-school LNT challenge: Students in all advisories learned all seven Leave No Trace principles by practicing a mnemonic device. They then competed in an “LNT Challenge” competition. Advisories started at one end of a field at a local park. 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 overnight camping excursions during 2018-19. To prepare for camping trips, students plan meals, gear, and their route. Planning involves calculating appropriate nutrition and food amounts, so we do not waste resources or lack them. They must also select their gear, so we have the correct number of tents, sleeping bags, etc. so everyone has a place to sleep. Then they select our hiking route and campsite according to the Leave No Trace Principles which are incorporated into our school culture.
 - Two overnight trips at the Audubon Center of the Northwoods, November 7-9, 2018 and April 29-May1, 2019.
 - Will Steger Center, May 2-4, 2019. Students volunteered with Will Steger Center staff learning about the mission of the center, how it runs off grid, and helping with general maintenance to prepare the center for winter. Students split and stacked firewood for the center’s various buildings.

AAHS policies and curriculum are guided by four pillars. These pillars help us maintain focus

on what is most important to us as a learning community. We reference these pillars when making any decision that can affect our students and 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 AAHS 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*)

AAHS 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 represents roughly one-third of the student body. 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. AAHS 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.

AAHS has served English Learner students in the past, though there were none who were officially identified as such during 2018-19. EL students 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 students per classroom/ advisory group, though this principle had to be relaxed during 2018-19 due to the complement of teachers being one short much of the year. Nonetheless, the number of students per advisory did not exceed 26. AAHS employs five general education teachers, three special education teachers, eight paraprofessionals and a school psychologist. AAHS strives to keep class size small, focusing on individualized attention. 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. Education staff during 2018-19 included four regular-education teachers, three special-ed. teachers, and eleven paraprofessionals, as well as a full-time school psychologist and social worker.

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 AAHS 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 AAHS will earn 86 credits. Students can choose from a multitude of electives in their PBL seminars.

Innovative Practices & Implementation

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

AAHS 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 provides social/emotional training to all staff once a month. 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. SEL is further supported through morning REACH (Relationships, Education, Accountability, Character, Hard work) advisories, restorative practices, and service learning.

Academic Arts HS continues to implement the REACH program, originally instituted in 2016-17. REACH stands for Relationships Education Accountability Character & Hard Work, and provides structure for AAHS's advisories. The Mission of REACH is to "REACH out and serve all students who need support, by helping them attain their place in life through academic and interpersonal success." The REACH program is designed to focus and address what is happening outside of school that affects students academically. The program gives the student a voice and place to belong in their school. It provides a venue to develop a social and emotional connection between students and advisors. It addresses students' needs through sharing and goal setting to promote personal growth. Implementation REACH at AAHS is a team effort of investing in the students and in staff who are making valuable connections that result in student improvement.

On Monday, students gather in their REACH groups to debrief on their weekend; they talk about the good, the bad, and the ugly. On Tuesdays, students set or review their goals. Goals can be both long and short term, but each week they are reviewed for progress. Students develop a school, personal, and family goal. On Wednesday, groups complete a group activity which is designed to enhance team building. On Thursdays, students have individual check-ins with their advisor while the other students in their group use the extra time to complete homework.

Academic Arts High School incorporates themes of Environmental Education, Technological Literacy and Social-Emotional Wellness throughout all scholastic disciplines. We do this because we believe that, alongside academic success, these themes are the cornerstone of healthy and responsible individuals. We teach these things 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 AAHS 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. The schedule was revised during 2018-19 to shift to a weekly five-day-a-week schedule ending an hour earlier, and moving away from the previous practice of setting aside every-other Friday for special project-work and teacher planning. These Fridays proved unproductive, and the shortened school day worked better during 2018-19 for both staff and students. Staff noticed better student focus at the end of the day. The earlier end time also made it possible for staff to schedule regular meetings after school. Staff had scheduled meetings for committees after school from 2:40 - 3:30 Mondays through Thursdays.

Other notable successes from 2018-19 included:

- Successfully starting a new three-year contract with the authorizer, with revised goals in place that are specific to AAHS, and systems in place to collect data addressing the goals / measures.
- Administrative tasks were completed more effectively, and required reporting (to Epicenter, ACNW's online reporting system) done on-time more frequently.
- In meeting the requirements of its authorizer-mandated School Remediation Plan, AAHS identified strategies to close curricular gaps, improve the teacher evaluation and PD planning system utilizing a new contractor, and to make greater utilization of academic data.
- The TPS committee continued to operate effectively and lead the school, integrating two new teaching staff and effectively carrying school leadership roles typically undertaken by an administrator.
- Working with the school board, the TPS committee vetted and hired new curriculum consultant to begin Summer 2019 and help guide curriculum development throughout 2019-2020 school year.
- Board updated collaborated governance evaluation of TPS committee to better address the unique leadership model of the school.

Key challenges from past school year

As noted in last year's annual report, a challenge AAHS faced in planning for 2018-19 was replacing teaching staff: four of eight teachers chose not to return after the 2017-18 year. The former science teacher left unexpectedly shortly before the school year was to begin, leaving another open position. A teacher who was hired to fill this spot left immediately before the beginning of the school year, and AAHS was unable to find permanent staff to fill the position, so the staff was one teacher short.

Replacing staff is challenging for any school, and particularly for a school with an innovative educational program and unconventional governance model. The TPS team remains committed to taking the time to find the right staff, and fully integrating new staff members into the unique school culture of AAHS. As the 2019-20 school year begins, AAHS is fully staffed.

Other challenges faced during 2018-19 included:

- Effective implementation of the Teacher Powered Schools model, in place for the second year during 2017-18 school year, continued to be challenging, with staff required to attend many meetings. However, the TPS Committee continued to carry out the required leadership and administrative functions for AAHS. The change to the daily/weekly schedule, with days an hour shorter, made it easier for staff to attend meetings after school.

- Effective implementation of Project Based Learning (PBL). While PBL is a central component of AAHS' educational program, it was not being implemented effectively through PBL class, in which students were to self-initiate projects in areas of their choosing. While PBL was retained in content-specific classes, the PBL class was dropped from the schedule for 2018-19. AAHS continues to offer the option for students to propose projects for credit; the Curriculum Committee reviews such proposals.
- Effectively supporting all students to succeed, especially those who are behind in basic academic skill areas, continues to be challenging. AAHS established a formalized remedial program in math to address needs in that area, informed by data gathered mid-year.
- Chronic absenteeism continues to be a major problem; multiple absences make it difficult to implement academic rigor. Overall percent-of-attendance at AAHS was essentially unchanged from 2017-18 to 2018-19, 77%¹. AAHS staff continue to work with students to support them in combating challenges that impact regular attendance. In fact, the TPS Committee has established a support team to improve overall school attendance rates. This support team has started to create a system of attendance accountability and parent engagement that assists our students. The immediate parent contacts have already dramatically increased morning attendance as well as sustained attendance throughout the school day. In addition to this support team, TPS has identified specific goal areas that the support team can be working on with students to improve their coping strategies during the school day to encourage presence and mindfulness while also discouraging leaving school early.
- Serving a population including many learners with disabilities remains challenging. About one-third of AAHS students have IEP's, for a variety of disabilities. AAHS 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.
- Finally, AAHS was required during 2019 to establish a School Remediation Plan. The plan includes four parts: a School Improvement Plan; a Professional Development Plan; Academic Data Utilization Plan; and a Three Year Financial Plan. Implementation of the Remediation Plan began during the summer of 2019; see Future Plans.

Academic Performance: Goals & Benchmarks

Progress on ACNW Contractual Academic Goals & WBWF Alignment

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
 - Not Applicable, Academic Arts High School does not serve PreK or Kindergarten students.

¹ However, it is worth noting that this level remains well above alternative- school averages which are closer to 50%.

- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
 - Not Applicable, AAHS does not serve third-grade students.

- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
 - Differences in ethnic groups for Continuously Enrolled students are minimal and not useful for determining progress towards closing the achievement gap.

- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
 - AAHS Post-Secondary Readiness Measure 9.2: 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%.

SY 18: 81% of students who passed their senior project earned a “ready for workforce” designation on the work experience section of their senior project. Meets target.

SY 19: 78.3% of students who passed their senior project earned a “ready for workforce” designation on the work experience section of their senior project. Approaches target.
 - AAHS Post-Secondary Readiness Measure 9.3: 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%.

SY 18: 65% 2018 graduates were accepted into at least one post secondary option. Meets target

SY 19: Of 18 graduates, 12 (66.7%) were accepted to a post-secondary institution prior to graduation². Meeting performance target.

- **Graduate from High School [GRAD]:** All students graduate from high school. (AAHS Post-Secondary Measure 9.1: From FY18 to FY20, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.)

SY 18, AAHS 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. Not meeting target.

SY 19: 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.

² Nine students were accepted to college/university, two students were accepted to a vocational program, and one went into the military.

The following section is organized around AAHS' Academic and Academic-Related Goals for the contract period July 2018 through June 2021, with data presented to address the goals, to the extent data was available, as of early October, 2019.

Indicator 1: Mission-Related Outcomes

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

Measure 1.1 - From SY18-19 to SY20-21, 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%.

SY 18: A survey specific to this item was not undertaken, though AAHS began work in this area, planning to implement Restorative Justice during the next school year to facilitate conflict resolution.

SY 19: 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. AAHS is meeting this performance measure.

Measure 1.2 - From fall 2018 to fall 2020, the aggregate percentage of continuing, non-graduating students who are enrolled in the spring, re-enroll in the subsequent academic year, and remain enrolled through at least October of that year will be at least 75%.

SY 18: Review of AAHS student data showed that of students enrolled in the spring of 2018, and eligible to return, 75.7% re-enrolled by October 1, 2018. Meeting performance target.

SY 19: Review of AAHS student data showed that of 68 students enrolled in the spring of 2019, and eligible to return, 51 or 75.0% re-enrolled by October 1, 2019. This result is slightly below that of 2018 but well above the measure baseline of 70.7%. Meeting performance target.

WBWF Goal Areas Addressed by this Goal: *Career and College Ready*

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 AAHS will demonstrate growth in reading as measured by nationally normed assessments and curriculum-based measures.

³ Sixty-eight students (86.1%) responded "Yes" to identifying at least one trusted adult school staff member and 65 students (82.3%) responded "Yes" to having at least one positive friendship with a school peer. Four students (5.1%) responded "No" to both questions and six students (7.5%) did not respond to the survey. Academic Arts High School FY19 World's Best Workforce & Annual Report

Measure 3.1 - From FY18 to FY20, the school will earn at least 70% of possible growth index points on the NWEA MAP-Reading.

FY 18: 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.

FY 19: NWEA MAP data shows the school earned 70.3% of the possible index points from Fall 2018 to Spring 2019. Meeting performance target.

Measure 3.4 - From FY18 to 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 ACNW with samples) at appropriate reading levels will be at least 70%.

SY 18: Data not collected, but AAHS generated probes for use during 2018-19

SY 19: 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. There were challenges with Newsela probes being too long for students to take regularly, and the results were not thought to be accurate, so the school stopped using Newsela. For 2019-20, AAHS will use Maze CBM's to assess performance on this measure. Not meeting performance target.

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Indicator 4: Math Growth

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

Measure 4.1 - From FY18 to FY20, the school will earn at least 70.0% of possible growth index points on the NWEA MAP-Math.

SY 18: 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% of possible growth index points. Approaching Target.

SY 19: NWEA MAP data shows, 62.0%⁴ of students with both fall 2018 and spring 2019 test results in Mathematics met or exceeded growth projections. Approaching Target.

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Measure 4.2 - From FY18 to FY20, the aggregate percentage of students who show growth

⁴ Percentages of earned growth index points for Measure 4.1 for SY18 and SY19 were within less than half of a percentage point of each other. These results have been double checked and verified.

in mathematics skills using quarterly school developed probes (school to provide ACNW with samples) will be at least 70%.

SY 18: Data not collected, but AAHS generated probes for use during 2018-19

SY 19: AAHS is currently waiting for the final quarter's student scores from IXL to determine the percentage of students who showed growth. The school changed to IXL mid-year after multiple probes initially used for skill assessment were determined to not be useful for guiding instruction. As of October 29, 2019, the school still working with IXL to access its 2018-2019 data. AAHS expects it will not meet this performance target, as there are only two quarters of data for students to show growth.

Indicator 5: Reading Proficiency

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

Measure 5.1 - From FY18 to FY20, 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).

SY 18: AAHS 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.

SY 19: AAHS 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.

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Indicator 6: Math Proficiency

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

Measure 6.1 - From FY18 to FY20, 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).

SY 18: AAHS 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.

SY 19: AAHS 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 AAHS'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

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Indicator 7: Science Proficiency (and Growth)
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Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in science as measured by state accountability tests.

Measure 7.1 - From FY18 to FY20, 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 15.0 points from the baseline proficiency index score (baseline score - 44.0 - based on FY15-17 performance).

SY 18: AAHS 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.

SY 19: SY 19: AAHS 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.

Measure 7.2 - From FY19 to FY21 (through December 2020), 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%.

SY 18: Data not collected, but AAHS established science lab exemplars for use during 2018-19.

SY 19: 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.

WBWF Goal Areas Addressed by this Goal: *Achievement Gap Reduction*

Indicator 8: Proficiency in Other Curricular Areas or Educational Programs

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

Measure 8.1 - From FY18 to FY20, the school will earn at least 70% of possible growth index points on the NWEA MAP - Language Usage.

SY 18: 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.

SY 19: NWEA MAP data shows the school earns 77.5% of possible growth index points. Meeting performance target.

Measure 8.2 - From FY19 to FY21 (through December 2020), 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 ACNW) will be at least 70%. (Students are expected to give at least one presentation per quarter).

SY 18: Not measured; AAHS 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.

SY 19: 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.

Measure 8.3 - From FY19 to FY21 (through December 2020), 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.

SY 18: Not measured; a rubric was developed for the overnight-experience journals.

SY 19: Of 41 students overnight experiences, 38 (92.7%) had documentation of learning and personal growth through pre- and post-experience journaling. Meeting performance target.

Indicator 9: Post-Secondary Readiness

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

Measure 9.1 - From FY18 to FY20, the aggregate 4-year, 5-year, 6-year or 7-year graduation rate will be at least 67%.

SY 18, AAHS 4-, 5-, 6-, and 7-year graduation rates were 52%, 39%, 46%, and 41% respectively. Academic Arts High School FY19 World's Best Workforce & Annual Report

Not meeting target.

SY 19: 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.

Measure 9.2 - 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%.

SY 18: 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.

SY 19: 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). Approaching performance target.

Measure 9.3 - 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%.

SY 18: 65% 2018 graduates were accepted into at least one post secondary option. Meets target

SY 19: Of 18 graduates, 12 (66.7%) were accepted to a post-secondary institution prior to graduation⁵. Meeting performance target.

Measure 9.4 - From FY19 to FY20, the aggregate percentage of students that complete their Life Plan project with a grade of C or better will be at least 75%.

SY 18: 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.

SY 19: 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.

⁵ Nine students were accepted to college/university, two students were accepted to a vocational program, and one went into the military.

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%.

SY 18: 35.0% of students earned the college or career ready score. Approaching target.

SY 19: Of 18 graduates in 2018-19, only one (5.6%) earned a score of 18 or more on the ACT (the test that AAHS 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, AAHS does not expect to meet the performance target for this measure Not meeting target.

WBWF Goal Areas Addressed by this Goal: *Graduate from High School; Career and College Ready*

Indicator 10: Attendance

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

Measure 10.1 - From FY18 to FY20, the average of the school's annual attendance rates will be at least 85.0%.

SY 18: Overall percent-of-attendance during 2017-18 was 76.85%. Approaching target.

SY 19: Overall percent-of-attendance during 2018-19 was 76.5%. Approaching target.

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

Measure 10.2 - From FY18 to FY20, on average, 75% of students enrolled will have an individual attendance rate of 90% or higher.

SY 18: 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.

SY 19: 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.

WBWF Goal Areas Addressed by this Goal: *Graduate from High School*

Educational Effectiveness: Assessment & Evaluation

Annually the AAHS 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, AAHS staff know each student's situation in life and are able to monitor their progress individually and as a demographic group.

AAHS leadership reviews and evaluates the strengths and weaknesses of the curriculum through:

- Weekly curriculum meetings (PLCs)
- Project-tuning sessions
- MCA, NWEA, and other data such as grade fluctuations amongst subjects, quarters, and teachers.
- Staff development meeting at the end of each year to discuss struggles and possible improvements for the coming school year.

This year, strategies for improving instruction at AAHS were to implement unit themes amongst all core classes, co-teaching for several classes, a set block schedule (1st week: experiences related to curriculum/theme; 2nd week: direct instruction; 3rd/4th week: project work). REACH (advisory time) was used to focus on struggles students had in/out of school to improve attention during class hours.

AAHS teachers have weekly curriculum meetings (Content/PLCs). 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 we pitch new unit ideas and get them finely tuned by other teachers.

AAHS 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, project completion, and credits earned. Graduation plans are developed between the student, and the advisor and the advisor monitors progress quarterly and yearly. Through its Advisory system and PBL framework, AAHS provides accommodations to all students, effectively individualizing the educational program in response to student needs, and providing customized supports for each student, e.g. through the REACH program. Whether a student is on an IEP (as close to half of our students are), or is from a low-income family (about a third) or is a person of color (a third to half), AAHS strives to create the customized learning environment for him or her to thrive.

The curriculum is reviewed and adjusted yearly based on prior year feedback from teachers and parents. As a project-based school, AAHS has ample flexibility in our curriculum.

Teacher evaluations are done yearly, and address specific goals in instruction, classroom management, professionalism, and overall performance. These evaluations were done during 2018-19 by Rod Haenke, a master teacher who was retained as a consultant beginning during 2017-18 to carry out teacher evaluations and assist in developing a new process. The teacher evaluation process was revisited during the summer of 2019, as AAHS developed its School Remediation Plan, one element of which is the Professional Development Plan. Attached to the Remediation Plan is a Professional Growth and Evaluation System, which details the AAHS staff evaluation process.

The TPS is evaluated annually as well, in a process carried out by the school board using the TPS Evaluation system.

Student & Parent Satisfaction

Parent surveys were not completed at the end of the 18-19 school year. To fix this oversight, the TPS committee has established a survey task force that is managing a yearly calendar of surveys for parents and students.

In lieu of direct parent survey results, the school does have access to parents via social media. The following quotes come from parents on facebook, instagram, and the school's website:

"This school is a perfect fit for my grandson. It has a project based learning program which allows students to work with other classmates to learn together and present a finished project just as if you were on a job. Very unique learning experience for students who learn best by hands on learning rather than sitting at a desk at school. My grandson has really excelled here and for the very first time received an award for his grades! What a blessing!"

"A beautiful community of teachers, students and parents working together to create the best learning experience possible."

"My 3 out of 4 kids went there for their schooling. Wonderful staff, work fabulous with children whom has a disability..."

Environmental Education

The mission of Academic Arts High School's authorizer, the Audubon Center of the North Woods (ACNW), is to instill a connection and commitment to the environment in people of all communities through experiential learning. ACNW 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.

AAHS continued to emphasize environmental education during 2018-19.

The implementation of a quality environmental education program has increased significantly over the course of the contract period. Overall AAHS implements an environmental education program in which students met or nearly met the goals, and continuing progress is evident during the current school year. AAHS'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. Many field trips and outdoor experiences supplement in-classroom learning and contribute to students' environmental literacy.

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.

Indicators, School Goals, Ratings, and Analysis

In the 2018-2019 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. The following section outlines the objects, evaluation methods and results of EE initiatives in the 2018-2019 school year.

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.

RESULTS: 75% of students were able to correctly identify all 7 LNT principles as per the quarter 4 quiz. The quiz is designed to test for both identification of the principles and requires that students can use critical thinking to identify which principle(s) applies to different situations.

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.

RESULTS: 75% of students were able to correctly identify all 7 LNT principles as per the quarter 4 quiz. The quiz is designed to test for both identification of the principles and requires that students can use critical thinking to identify which principle(s) applies to different situations.

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 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)."

RESULTS: 87.8% (86 out of 97) of students on overnight experiences and EE focused class experiences indicated at least one area of appreciation or concern or showed an increase with responding to the journal prompt.

Overnight Trips: 41 students total

- ACNW - Fall and Spring: 2-night trips with classes and curriculum from ACNW. Students complete extensive journal reflections and prompts before, during, and after the trip. Students reflect on learning and experiences and how it affects their views and the environment, society, themselves, and the broader world.
- Steger Wilderness Center - Spring: 2-night service learning trip planned by students. Students arranged a tour of the Ely "Boundary Waters College" before arriving at the center. Students learned about the center and worked with staff on regular prep and maintenance. Students were challenged to disconnect from technology. Discussions and reflections focused on being a part of something greater than ourselves, being in natural spaces for extended periods, and discovering what we can learn from "turning off" and giving ourselves time and space to be alone with our thoughts.

Environmental Class Experiences: 57 student total

- Climate Change Student Demonstration - March 15: 18 Students participated in the climate change demonstration at the state capitol.
- Prob/Stats Class Weekly Phenology Monitoring -Fridays during Q4: 24 students in class. 16 participated in weekly trips to local wooded area to mark of 5 1X1 meter plots to track plant growth then track and analyze the statistics involved.
- Environmental Justice Class Ford Site Trip - May 22: 15 students

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.

Objective: Students will be able to properly sort lunch waste into recycling, compost, and trash.

Evaluation Method: Students will be asked to sort lunch waste for staff on a weekly basis. 80% of students will be able to properly sort lunch waste into recycling, compost trash as measured during weekly staff observations.

RESULTS:

82.5% (33/40) of students who passed the classes listed below earned a grade of 80% or higher on the final project rubric.

- Citizenship and Government - Q1: Develop policy platform for political campaigns including climate change.
- Geography - Q1: Propose solutions for climate change.
- Independent guided projects (PBL):
 - * Carbon sequestration prototype - Produced mini greenhouse to demonstrate how plants sequester carbon, presented to the community, and distributed educational literature at exhibition day
 - * DIY Greenhouse (senior project) - Presented to community and collaborated with community expert
 - * Reduce Your Impact! Website (senior project) Presented to community, collaborated with community expert, and produced a website for finding earth-friendly products and vendors.
 - * Top 10 Threats to Global Health - Q3: Survey “Top 10 threats to Global Health” from WHO. Choose one to become expert on then develop and articulate an informed opinion on action that should be taken. Compose and send letters to policy makers articulating suggested action.
 - * Environmental Justice - Q4: Learn about different aspects of EJ through case studies then develop and articulate an informed opinion on action that should be taken. Compose and send letters to policy makers articulating suggested action.

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.

Objective: 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.

RESULTS: 91.7% of students (11/12) in the quarter 4 environmental science class featuring the “Public Service” project earned 80% or higher on the project’s final grading rubric. This class was renamed “Environmental Justice” but has the same foundational curriculum and project as prior years’ “Environmental Science” classes and is consistent with what is described for “Environmental Justice - Q4” in Indicator Area 4.

Additionally, as described in Indicator Area 4, students in the “Top 10 threats to Global Health” course and students completing 3 independent projects also took action with a final project that was similar to that of the EJ class. 6 out of 11 students in the “Top 10 Threats” class earned 80% or higher on their final project rubric. All 3 students completing independent projects referenced in Indicator area 4 earned 80% or higher on their final project rubrics. 18 students also creating signage and participated in the student climate change demonstration at the state capitol on March 15.

Governance & Management

Three open seats on the AAHS Board were filled during the summer of 2018:

- Community member Eric Hove, appointed by board vote on June 19, 2018
- Parent member Leann Lindusky, appointed by board vote on July 17, 2018
- Community member David Massey, appointed by board vote on August 21, 2018

All three new members were subsequently elected to the board in the fall of 2018, a process which was completed in the board’s Annual Meeting on November 20, 2018. The table below shows all members who served on the Board during 2018-19.

AAHS Board of Directors, 2018-19						
Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Phone / Email
Amy Charpentier	Chair	Parent	11/21/17	11/21/17	11/21/20	651 457-7427 amycharpentier50@yahoo.com
Deah Ehalt	Member	Community	3/20/18 (appointed)	4/17/18	12/18/18 (resigned)	
Jill Heroff	Member	Parent	11/6/18 (appointed)	2/20/18	20/20/20	651 457-7427 jmbheroff@gmail.com

AAHS Board of Directors, 2018-19						
Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Phone / Email
Eric Hove	Secretary	Community	11/20/18	11/20/18	5/13/19 (resigned)	651 457-7427
Leann Lindusky	Member	Parent	11/20/18	11/20/18	3/20/21	651 457-7427
Josh MacLachlan	Treasurer	Teacher	11/21/17	11/21/17	11/21/20	651 457-7427 josh.maclachlan@academicarts.org
David Massey	Member	Community	11/20/18	11/20/18	3/20/21	651 457-7427
Rachael McNamara	Member	Community	2/20/18	3/20/18	3/20/21	651 457-7427 meis0082@umn.edu
Katie Siewert	Member	Community	2/20/18	3/20/18	3/20/21	651 457-7427 katie.siewert@gmail.com

Academic Arts High School staff 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.

Board Training and Development

Board Training for the FY19 school year was completed by charter school consultant Rod Haenke and addressed the three requirements of Governance, Personnel, and School Finance. Board Training for all board members then in office was completed on December 16, 2018 as shown below. The next table presents the initial training received when board members were first seated.

Annual Training - FY19			
Board Members Attending	Date of Training	Training Title or Topic	Presenter or Trainer
Amy Charpentier, Eric Hove, Jill Heroff, Leann Lindusky, Josh MacLachlan, David Massey, Rachael McNamara, and Katie Siewert	12/16/2018	Board Governance, Finances, and Employment	Rod Haenke (Consultant), Mongsher Ly (Urban Academy Charter School)

Initial Training				
Board Member	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Amy Charpentier	2/16/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Deah Eholt	2/20/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke
Jill Heroff	1/1/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke
Eric Hove	6/19/2018	12/16/18 Rod Haenke	12/16/18 Rod Haenke	12/16/18 Rod Haenke
Leann Lindusky	6/17/2018	12/16/18 Rod Haenke	12/16/18 Rod Haenke	12/16/18 Rod Haenke
Josh MacLachlan	1/19/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
David Massey	8/21/18	12/16/18 Rod Haenke	12/16/18 Rod Haenke	12/16/18 Rod Haenke
Rachael McNamara	2/20/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke
Katie Siewert	2/20/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke

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. They support each other and train new teachers to be part of this model, in an ongoing effort to improve functioning as a TPS.

The AAHS Teacher Powered School Committee, including all licensed teachers plus the Administrator Manager and behavior lead, collectively carry out administrative, supervisory, and instructional leadership responsibilities at AAHS.

The TPS continued during work during 2018-19, under the oversight of the AAHS Board, to improve its functioning and build capacity. Accomplishments included clarifying decision-making procedures, establishing a new teacher evaluation procedure, and establishing a process for evaluation of AAHS' collaborative governance model:

- Decision-making procedures were greatly clarified through development of a "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 AAHS.

- As reported in the 2017-18 report, the TPS Committee worked that year with consultant Rod Haenke to develop a Professional Development Plan (PDP) for each of its members. This system was implemented as planned during 2018-19, with elements including a Peer Observation Cycle; an Individual Growth Plan; a Teacher Observation and Evaluation Meeting; the requirement for teachers to provide evidence of Student Engagement and Student Achievement or Growth; and a Portfolio Presentation.
- The AAHS Board completed its Collaborative Governance Evaluation. The Evaluation Form provided a four-point rubric for assessing quality of work in a total of 38 tasks which fall under six categories of school management: Instruction and Assessment; Human Resource and Personnel Management; Financial Management; Legal and Management Compliance; Effective Communication; and Board, Authorizer and Community Relationships. The Collaborative Governance Evaluation, taken from another Teacher Powered School, was adapted for AAHS by board committee during 2018-19. In addition to carry out a self-evaluation, the Board evaluated the TPS committee as well, during summer 2019.

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

- Attending Restorative Justice training. The Restorative Justice approach is a big part of our disciplinary policy; TPS members attended training, then trained other school staff to do restorative circles.
- The board treasurer (also a TPS member) got financial training at Board meetings, and through our contracted business manager.
- Several TPS Committee members visited other Teacher Powered and project-based charter schools, to meet school leaders at these schools and learn from them
- Through the AAHS Curriculum Committee, the TPS studied strategies for building curriculum and addressing state academic standards through project based learning.

To assist with other aspects of management, AAHS contracts with the following organizations:

- Tammy Pulver for Special Education Director Service
- Designs for Learning for Program Support Services
- Done Right Foods for Food Service

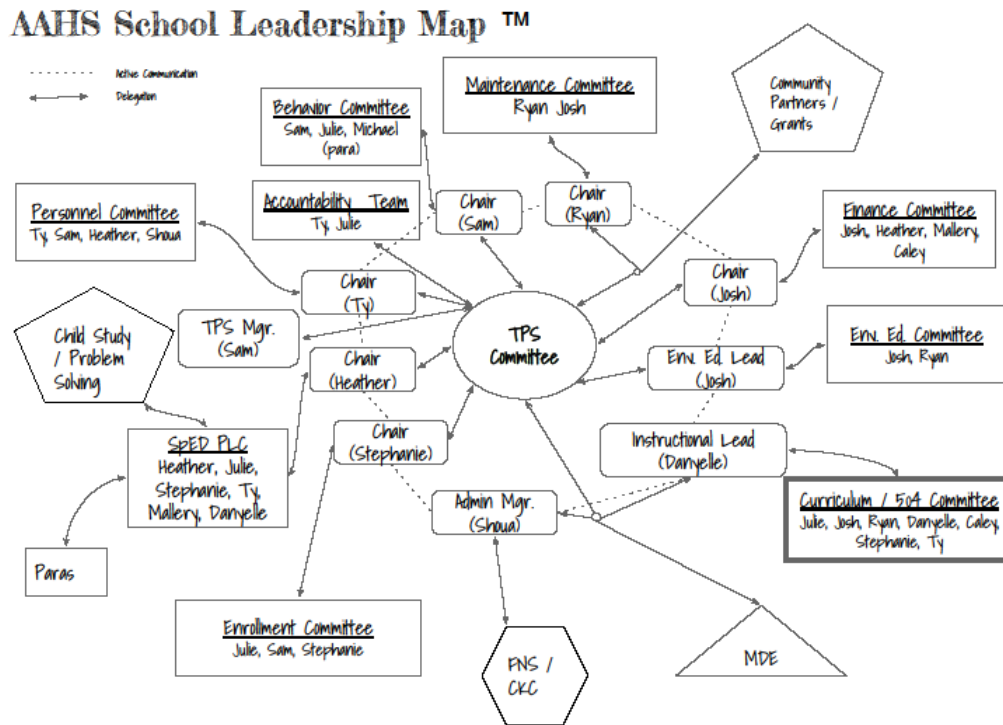
2019-20 NEW Non-Licensed Staff		
Name	Assignment	Comments
Ozuna, Jacqueline	Paraprofessional	Spanish Speaking. Returned as paraprofessional. Reception in 2018-19.
Rubio, Jenny	Reception	Spanish Speaking
Foss, Jinan	Paraprofessional	
Haas, Melinda	Paraprofessional	

- Dean Walzack / DW Financial Management LLC for School Business Services. At the end

of FY19, the board vetted and hired CLA for financial management services. The Dean Walzack ended service as of June 30, 2019. CLA began service July 1, 2019.

- Rod Haenke for teacher evaluations and TPS evaluation support. At the end of SY19 the TPS committee vetted and hired a new curriculum consultant, Greg Schnagl, who began work with the school’s curriculum committee summer 2019.

Below is the school’s Leadership Map which documents the network of teachers that fill the leadership obligations formerly held by the school’s director. It has been updated for the 2018-19 school year, and still reflects the school’s leadership structure.



LIST OF ADMINISTRATORS/QUALIFICATIONS

- Shoua Yang: Administrative Manager & MARSS Coordinator
- Jenny Rubio, Reception and Nutritional Program Coordinator

Staffing

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 individual students in finding their individual paths to success. Staffing structure at AAHS is unusual in the proportion of staff devoted to special needs students: AAHS employs a full time school psychologist, a social worker, three special education teachers and five paraprofessionals who are focused on special education. During 2017-18 and from 2017-18 to the 2018-19 school year there was significant turnover with several teachers not returning; however staff remains strong in the new year.

2018-2019 Teaching and Other Licensed Staff			
Name	File #	License and Assignment	2019/20 Status
Bade, Stephanie	996502	Special Education	Returning
Bauer, Ryan	478589	Social Studies	Returning
Bennett, Danyelle	489490	Language Arts	Returning
Cody, Ty	474875	School Psychologist & Homeless Liaison	Returning
Fjelstad, Heather	476801	Special Education Coordinator	Returning
Hammers, Mallery	489628	Social Worker	Returning
MacLachlan, James (Josh)	443250	Science Teacher	Returning
Peterson, Julie	997261	Special Education	Returning
Vickerman, Caley	506106	Math	Not returning

Percentage of Licensed Teachers from 2018-19 not returning in 2019-20 (non-returning teachers/total teachers from 2018-19 x 100)	11% (1 of 9)
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2018-2019 Non-Licensed Staff			
Name	Assignment	2019/20 Status*	Comments
Albers, Sam	Paraprofessional		
Cady, Altomari	Paraprofessional	NR	
Flodquist, Christa	Paraprofessional	R	□
Kara Herring	Paraprofessional	NR	Hired January 2018
Kvilhaug, Sam	Behavior Lead	R	
Lecander, Kaelyn	Paraprofessional	R	
Lentz, Sarah	Paraprofessional	R	
Parilla, Mari	Paraprofessional	R	Spanish Speaking
Reed, Michael	Paraprofessional	R	
Yang, Shoua	Administrative Manager	R	

2018-2019 Non-Licensed Staff			
Name	Assignment	2019/20 Status*	Comments
Jacqueline Ozuna	Recption	NR	Spanish Speaking. Returned in 2019-20 as paraprofessional

* R = Returning, NR = Not Returning

CURRENT YEAR - 2019-20 Staffing

2019-20 NEW Licensed Teaching Staff			
Name	File #	License and Assignment (subject/grades)	Comments
Aimée Plueger	488656	Art / 9-12	
David Gunde rman	497244	Math / 9-12	

Staff Development Table

Below is a summary of staff professional development undertaken by AAHS professional staff (TPS Members) during the 2018-19 school year. There were two training events attended by multiple staff. Several more trainings were attended by one or two staff (TPS and non TPS), which are listed below the table.

	MAAP Conference 2/7/18 - 2/8/19	MAAP Conference 3/8/19
Stephanie Bade	X	X
Danyelle Bennett	X	X
Ty Cody	X	X
Heather Fjelstad		X
Sam Kvilhaug	X	X
Josh MacLachlan		X
Caley Vickerman	X	X

Ryan Bauer	X	X
Julie Peterson	X	X
Shoua Yang		X
Mallery Hammers	X	X

Trainings attended by 1-2 staff members:

- ACNW Leaders Retreat 11/9-10/2018 (Josh MacLachlan)
- MDE MCA Testing Coordinator Training (Josh MacLachlan)
- Homeless Liaison Training (Ty Cody)
- MDE School Discipline (Sam Kvilhaug)
- ACT Testing, Accommodations, and Support (Ryan Bauer)
- National Food Safety Training (Shoua Yang, Jacqueline Ozuna, Crista Flodquist)
- Edvisions HR Day (Heather Fjelstad, Ty Cody)

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 website 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;
 - Food service;
 - Emergency management plan.
- 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.

Finances

For questions regarding school finances and for complete financials for 2018-2019 and/or an organizational budget for 2018-2019, contact:

Position: Nate Winter
Contact info: 220 South Sixth Street, Suite 300
Minneapolis, MN 55402
Phone: 651-397-3045
Email: nate.winter@claconnect.com

CliftonLarsonAllen provides accounting services for the School as of July 1st, 2019.

Information presented in this document is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2019.

FY 19 Finances		
	General Fund	Food Service Fund
Total Revenues	\$1,702,655.00	\$6,476.00
Total Expenditures	\$1,698,349.00	\$28,701.00
Net Income	\$4,306.00	(\$22,225.00)
Total Fund Balance	\$304,490.00	\$0.00

Overview

Overall the financial picture in the general fund was healthy with a net profit in FY19. The actual ADM, revenue, and expenses were close to budgeted amounts. The food service fund continues to be a challenge with another net loss in FY19.

Revenues

The school's revenue met budget projections as the primary source of funding is derived through the state based on student enrollment. Almost all revenue is derived from state sources through general education, special education and lease aid funding. Some revenue is received through Federal sources including Title 1 funds, Title 2 funds and Federal special education funds.

Expenses

The largest portion of expense is toward salaried staff to meet the educational needs of the students served.

Net Income and Fund Balance

Academic Arts High School's *combined* fund balance is estimated to decrease by \$18K this fiscal year. However, the general fund had a net profit of \$4K and the food service fund had a net loss of \$22K. Expenditures did increase even though the enrollment was lower than the previous year. With the majority of the increase coming from salary compensation increases. Revenue decreased compared to the previous year due to the enrollment decreasing. The current preliminary total fund balance is \$304K.

World's Best Workforce Annual Budget

Funds will be made available to provide Academic Arts High School staff high quality professional development opportunities as well as strengthen the capacity and development of school leadership and instructional staff.

Future Plans

AAHS leadership is seeking to refine and improve the existing educational program, which works well for students, while continuing the TPS leadership model with adjustments each year.

During 2019, AAHS was required by its authorizer to establish a School Remediation Plan, to incorporate a School Improvement Plan, Professional Development Plan, plan for Academic Data Utilization, and a Three Year Financial Plan. Beginning in the summer of 2019, the plan was established by the TPS committee and school board, with support from the Regional Centers of Excellence. Future plans center around implementing the Remediation Plan; selected details are provided below.

School Improvement Plan

The school's TPS committee and the school board have been focused on ensuring that the work involved in these improvement plans are streamlined and consistent (i.e. the school should have consistent and common goals to maximize efficiency and efficacy).

To ensure this, the school's curriculum committee is collaborating with the school board, a contractor (Greg Schnagl) and advocates from the Regional Centers of Excellence (RCE) to streamline improvement efforts. The contractor and RCE advocates attend curriculum committee meetings together to provide insight, ask clarifying questions, and help with planning. These partners of the school have also made it their goal to continue to point our efforts towards data collection and analysis as well as designing and implementing a curriculum that is both aligned with standards and routinely uses evidence based practices.

Professional Development Plan

An evaluation system was developed for all TPS staff and fully implemented in the 2018-2019 school year. The plan details how the school implements teacher evaluation, professional development, and teacher improvement plans (if warranted), and can be found in Appendix A to the School Remediation Plan.

The evaluation system was established to hold staff accountable to the expectations of rigor both in student behavior and curriculum assessment. TPS members are establishing individual professional SMART goals each year. An additional requirement is for each professional goal to be tied to our academic goals with ACNW.

The contractor that the school hired to help develop the evaluation system and conduct teacher observations was used through the 2018-2019 school year but was replaced with the current Contractor, Greg Schnagl, in June 2019. The curriculum committee (consisting of general education teachers, Special Education teachers, and the School Psychologist) will continue to work with the contractor on a weekly basis to develop and refine the school's curriculum. They will review student data and make changes to the teaching strategies being implemented and/or curriculum when the data does not show continued improvement. The long term goal is to establish a database of engaging, effective curriculum aligned with cross

curricular themes. The curriculum database will consist of the 3-4 year cycle with state standard sequencing aligned to classes.

Academic Data Utilization

The AAHS school board is tracking data electronically to show progress toward meeting the academic goals outlined in the contract with ACNW. Individual TPS members have been identified as points of contact for each goal, and there is ongoing communication to collect required data for these goals. This communication is held accountable by the school's Tiger Team.

The school curriculum committee is holding weekly meetings to analyze and discuss curriculum-based and normed academic data. The committee makes use of qualitative and quantitative data for addressing the needs of individual students and larger student populations. This data informs curriculum development and further staff development for individuals or the team.

Three Year Financial Plan

The school board's finance committee worked with its new financial management provider to develop a three-year financial plan ensures that school is allocating funds and planning for growth.