



Academic Arts High School

PUBLIC CHARTER SCHOOL DISTRICT # 4119-07

SCHOOL YEAR 2017-2018

WORLD'S BEST WORKFORCE & ANNUAL REPORT

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School Information

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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 to, with the ongoing support of ACNW through superior oversight, evaluation, feedback, and strategic support, 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

Academic Arts High School meets the primary statutory purpose of charter schools: to improve pupil learning and student achievement, by striving to create a learning community where students become active, caring citizens and inquisitive, resourceful lifelong learners. Efforts to implement this type of learning community in our school will be described throughout this report.

AAHS also seeks to meet the additional statutory purposes of a charter school: the program increases learning opportunities 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. We incorporate innovative teaching through our project-based learning platform focusing on artistic expression. We are continuously developing measurement outcomes and accountability methods to gauge students' progress. As a small, close-knit school, teachers can give input and guide the development of the school. We are working to cultivate a more balanced school board with three teacher members, one parent member, and three community members.

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 steadily increased at a sustainable rate over the last several years, with approximately 100 students enrolled. During 2017-18 AAHS approached its enrollment cap of 105 students.

Number of Students Enrolled	2016-17	2017-18	2018-19 (projected)
9th Grade	4	16	
10th Grade	20	19	
11th Grade	37	22	

Number of Students Enrolled	2016-17	2017-18	2018-19 (projected)
12th Grade	42	41	
Total	103	98	95
Total ADM (Average Daily Membership) for year	96.64	96.75	

STUDENT DEMOGRAPHICS

Demographics at Academic Arts have remained similar from year to year. Our school 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 (est.)
Total Enrollment	103	98	105
Male	52	44	
Female	51	54	
Special Education	34	29	
English Learners	4	-	
Free/Reduced Priced Lunch	41	32	
Black, not of Hispanic Origin	10	9	
Hispanic/Latino	20	26	
Asian/Pacific Islander	2	-	
American Indian/Alaskan Native	5	6	
White, not of Hispanic Origin	63	52	
Multi-racial	3	5	

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 the REACH program, discussed in the Innovative Practices section of this report, which began in 2016-17 and has continued since.

REACH facilitates relationship building and goal setting with students, both of which improve attendance. The hope is that continued use of this program will result in more consistent attendance in the next school year.

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

STUDENT ATTRITION

Retention of students from October 1, 2016 to October 1 of 2017 was 55% (of 66 students enrolled 10/1/16, 36 remained at AAHS 10/1/17). This is a decline from the previous October 1-to-October 1 retention figure which was 62.6%; but remains ahead of the prior year, when this figure was only 44.7%

The percentage of students who were enrolled in the spring of 2016, excluding graduates, who returned the next year in the fall of 2017 was 72% (of 68 non-graduating students enrolled in the spring of 2017, 49 returned in the fall. This is a decline from the previous spring-to-fall retention figure which was 89.4%, but remains ahead of the prior year when the figure was 50.9%.

Percentage of students* who were continuously enrolled between October 1 of the 2016-2017 school year and October 1 of the 2017-18 school year.	<u>55%</u>
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**Does not include graduating students*

Percentage of students* who continued enrollment in the school from Spring 2017 to October 1, 2017.	<u>72%</u>
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**Does not include graduating students*

AAHS has seen much more stable enrollment numbers within the last two years despite the lower retention between FY '16/'17 and FY '17/'18. The team attributes this to higher graduation rates over the last two years, more consistency with behavior policies and procedures because of new staff and structure, the use of data in all new school-wide decisions made, and more overall accountability in the school setting by all staff.

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.

Mobility references the number of students transferring in or out of the school during the school year. AAHS mobility figures remain relatively high, but have declined over the previous three years, to 2016-17 (mobility data lags a year so 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.

Percentage of students who were enrolled for 95% or more of the 2017-18 school year.	<u>44.8%</u>
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Proportion of students enrolled for almost the whole school year is slightly higher than last year; the figure for 2016-17 was 40.4%.

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.” AAHS utilizes a foundational approach to student success. AAHS values information, techniques, and skills that are learned outside of the classroom and seeks to integrate core classes with Project Based Learning and traditional lecture-based classes. Project Based Learning (PBL) enables students to complete practical work that reflects their interests, in school and out of school skills, work independently, and collaborate with other students. This school model ensures students receive an education which aligns with state standards and caters to their interests. In the “real” world, where technology and knowledge are changing on a daily basis, it is imperative that students learn how to learn. It is necessary that students understand how to comprehend the information they are receiving and work with it. Project-based learning allows students to cultivate this skill. Traditional classroom time develops the core foundational skills needed for advanced and lifelong learning, and PBL gives students the time to apply those skills in a way relevant to their interests and passions.

The AAHS program uses a combination of traditional teaching for core subjects and Project Based Learning, that is teacher guided and student driven, for electives. Students work independently to develop strong self-advocacy skills. A student-driven project is a project designed by a student with the guidance of their advisor. The advisor ensures that the project addresses state standards for learning. Teacher-driven projects are devised by a student’s advisor; they are based on MN state standards and align with students’ credit needs. Group

work is highlighted during projects, encouraging students to learn effective communication and collaboration. Self-advocacy and teamwork skills are essential for students to thrive in post-secondary education and careers.

Experiential Learning is a cornerstone of AAHS' educational approach. Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience"¹. There are two ways in which people learn, some students learn through experiencing the concrete or tangible learning experiences. Others learn best through thought and analysis. (Kolb, et al). Teachers at Academic Arts use Experiential Learning to engage both types of learning. Also, field trips and excursions are utilized for concrete learning experiences, and presentations for analysis and reflection on these experiences.

Environmental Education-specific experiences at AAHS during 2017-18 included the following:

- Opening week all-school LNT challenge: Students in all advisories learned all 7LNT 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 perfectly, 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 three overnight camping excursions during this school year. 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, October 11-13, 2017 and April 30-May 2, 2018.
 - Will Steger Center, May 25-27, 2018. Students volunteered with Will Steger who is a Polar Explorer and wilderness conservationist. In 2013 he began the process of developing a non-profit and Wilderness Center. In May of 2017 students spent several days at the Wilderness Center working with Will on his current projects to set up the center.
- Students canoed on the Mississippi River through Wilderness Inquiry during experience week April 30-May 4.
- Bike Incentive Program: a group of students worked on a Bike Incentive Program. They collected donated bicycles from the community, learned how to fix them, built a bike rack for the school out of salvaged materials, and planned safe routes to commute to and from school. Academic Arts now has a fleet of bicycles and helmets for students to check out and use.

¹ Kolb, David A, et al. *Experiential Learning Theory: Previous Research and New Directions*. Weatherhead School of Management, 1999.

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 continued to serve several EL students during 2017-18. These students' English language-learning needs were met through individual teaching time with trained paraprofessionals. AAHS provided students with digital equipment for guided reading and writing assignments. Students were provided iPads with speech-to-text apps and supplementary recorded readings to support learning.

Academic Arts High School is staffed to have less than twenty students per classroom/advisory group. The school employs five general education teachers, two and a half special education teachers, three paraprofessionals and a school psychologist. Each advisor has less than 20 students assigned to them. AAHS 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 2017-18 included five regular-education teachers,

three special-ed. teachers, and nine special ed. para's, 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. We utilize 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.

During 2017-18, Academic Arts HS continued to implement the REACH program, which was inaugurated the previous year. The Mission of the REACH program 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. REACH stands for Relationships Education Accountability Character & Hard Work.

Implementation of the REACH program 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 adjustment to the schedule, first put in place during the 2016-17 school year, 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.

Veteran AAHS teacher Josh MacLachlan provided the following summary of the school's successes during 2017-18:

- School Board: School board is stronger than ever. We have a full board consisting of people with diverse experience: one teacher, one parent, and seven community members (including two former parents, one former teacher, and one teacher at another area school). The board is closely involved in helping the school's leaders and holding them accountable for meeting contractual goals.
- RACI Team (Responsible, Accountable, Consulted, Informed): RACI Team was established to help TPS committee to develop consistent protocols among committees. Board members and TPS members meet with a third party contractor to define who and which committees are responsible, accountable, consulted, informed on specific decisions that need to be made in running the school.
- Growth: NWEA testing shows higher than average growth (when compared to schools nationwide) in our NWEA scores (see summary in Academic Performance section). This is according to representatives from NWEA in training that we had recently. Essentially, though students are well behind in proficiency in most content areas, they showed significant growth overall last year.
- We've developed new goals with our authorizer that are consistent with what we are already doing. More importantly, all TPS staff and board members were integral to the process of developing these goals and are fully aware of their context. The leadership of the school has clear and consistent goals for the short and medium term (i.e. meet academic goals in Exhibit G of the new contract with authorizer).

Key challenges from past school year

While student attendance has increased from previous years, it continues to be a challenge for our students to attend school regularly and on time. The implementation of the REACH program had positive results and will be continued as our attendance intervention strategy.

Planning and then implementing the transition to a Teacher Powered School model has been a positive challenge for AAHS staff. Since adopting the TPS model, team members have grown into leadership positions. One challenge associated with the TPS model is the many committees teachers need to participate in, in order to run the school². This means many meetings, before and after school. One change in response to this was a revision to the AAHS

² In addition to the Board's Financial and RACI (Responsible, Accountable, Consulted and Informed) committees, on which some teachers serve, there are 10 TPS committees: Behavior; Enrollment; Curriculum; Personnel; Academic Professional Learning Community; Crisis Team; Environmental; Facilities; Accountability Team; and SpEd Team.

schedule, that was planned for 2018-19: up to 2017-18 AAHS set aside every-other Friday for special project-work, with the intent of allowing time for staff to hold meetings. However, this did not work well, and beginning in 2018-19 the schedule has been standardized to be the same five days a week, but ending an hour earlier.

One 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, including the Instructional Lead who left AAHS in February. See the Staffing section for details. It is worth noting that three of the four departing teachers chose to leave the profession, rather than leaving AAHS to seek employment in another school. Replacing staff is challenging for any school, and particularly for a school with an 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.

Again, Josh MacLachlan added this summary of challenges AAHS faced during 2017-18:

- Last year, managing TPS duties (specifically, defining protocols) was very difficult. We spent too much time trying to figure out how to work together and not as much as we should have focusing on student data and our professional practice. We also did not allot ANY time in our days to do this. The change in schedule is in response to this realization.
- In order to address problems with staff sustainability and student success, changes to the school's schedule and learning program were made. These changes affected some students and parents who were used to the way things used to be.

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.
- **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.
 - 2014/15: Based on NWEA test scores, there is no fall-to-spring test data for students identified in racial or economic subgroups. We cannot, at this time, measure achievement gap closure based on this metric.
 - 2015/16: Differences in ethnic groups for Continuously Enrolled students are minimal and not useful for determining progress towards closing the achievement gap.

- 2016/17: 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 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%.
A Workforce Readiness Rubric is in place, and was submitted to ACNW with Academic Data Request materials on Sept. 25, 2018. This will be used to rate senior projects in 2018-19.
 - 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%.
Thirteen of 20 2018 graduates were accepted into at least one post secondary option (65%).
- **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%.)
 - FY18 graduation rate data is not yet available, as of October 2018. For FY17, AAHS 4-, 5-, 6-, and 7-year graduation rates were 27%, 45%, 32%, and 52% respectively.

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, 2018. As AAHS was not working on all of these goals during 2017-18, not all of the data is available.

Indicator 1: Mission-Related Outcomes
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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%.

Student surveys taken during 2017-18 included several items relating to Measure 1.1. Responses included:

- There is at least one trusted staff member at AAHS that I can go to for help on problems at school or outside of school: 43 of 60 respondents (72%) chose Agree or Strongly Agree
- I have at least one staff member that I trust and feel connected to at AAHS: 46/60 respondents (77%) chose Agree or Strongly Agree
- I have at least one prosocial (helpful, positive) friendship with a peer that attends school at AAHS: 49/60 respondents (82%) chose Agree or Strongly Agree
- I get along with my peers at AAHS: 33/60 respondents (55%) chose Agree or Strongly Agree

AAHS has begun work in this area and is instituting Restorative Justice during 2018-19 to facilitate conflict resolution. Based on the previous year’s student survey results, AAHS seems to be approaching if not yet meeting this standard. A survey specific to this measure is planned for spring 2019.

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%.

Review of AAHS student data as of late September 2018 showed that of 74 non-graduating students enrolled in the spring, 54 or 73% had re-enrolled. Performance is very slightly below the target for this first year of the contract.

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.

Measure 3.1 - From FY18 to FY20, the school will earn at least 70% of possible growth index points³ on the NWEA MAP-Reading.

NWEA Measures of Academic Progress (MAP) test results show that of 46 students with both fall 2017 and spring 2018 test results in Reading, 19 or 41% met or exceeded growth projections.

³ In lieu of Growth Index Points, data reported here notes the proportion of students meeting or exceeding projected fall-to-spring growth, with the caveat that grade 10 projections are used as expectations for grades 11 and 12, which are not normed by NWEA.

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%.

Data regarding this measure will be collected during 2018-19. AAHS staff were finalizing probes during October 2018.

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.

NWEA Measures of Academic Progress (MAP) test results show that of 47 students with both fall 2017 and spring 2018 test results in Mathematics, 25 or 53% met or exceeded growth projections.

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

AAHS provided four sample probes to ACNW, in the Academic Data Request document submitted September 25, 2018. Probes are to be used quarterly as planned, during 2018-19.

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).

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.

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).

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.

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

Indicator 7: Science Proficiency (and Growth)

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 - 18.8).

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.

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%.

AAHS provided four science lab exemplars to ACNW, in the Academic Data Request document submitted September 25, 2018.

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.

NWEA Measures of Academic Progress (MAP) test results show that of 47 students with both fall 2017 and spring 2018 test results in Language Usage, 24 or 51% met or exceeded growth projections.

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).

Not applicable for 2018-19.

A rubric was in place in the fall of 2018, 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.

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.

Not applicable for 2018-19.

As of October 2018, the first overnight trip had been scheduled in November, and rubrics for journaling were being finalized.

Indicator 9: Post-Secondary Readiness

Goal: 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%.

FY18 graduation rate data is not yet available, as of October 2018. For FY17, AAHS 4-, 5-, 6-, and 7-year graduation rates were 27%, 45%, 32%, and 52% respectively.

Measure 9.2 - From FY18 to FY20, the aggregate percentage of students 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%.

A Workforce Readiness Rubric is in place, and was submitted to ACNW with Academic Data Request materials on Sept. 25, 2018. This will be used to rate senior projects in 2018-19.

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%.

Thirteen of 20 2018 graduates were accepted into at least one post secondary option (65%).

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%.

Not applicable for 2017-18.

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%.

No data relating to this measure was available from 2017-18.

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%.

Overall percent-of-attendance during 2017-18 was 76.85%.

As noted in the Student Attendance section above, regular attendance continues to be a challenge for many students at AAHS (though attendance rates remain well above alternative-school averages which are closer to 50%.

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

Data was not available as of October 2018, to carry out this analysis of 2017-18 attendance figures.

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 our perspective as school teachers and administrative leadership, and then we make 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.
- We hold a 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.

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 previously done by the AAHS Instructional Lead but were contracted out during 2017-18 to Rod Haenke, a master teacher who was retained as a consultant to carry out teacher evaluations and assist in developing a new process.

The TPS is evaluated annually as well, in a process involving the school board and with elements contracted to Rod Haenke.

Student & Parent Satisfaction

A student survey was carried out in June 2018, to which 60 students responded. Results included the following⁴:

- I am improving my skills in reading through my work at AAHS: 31/60 Agreed or Strongly Agreed (52%)

⁴ The student survey included a total of 33 questions, the last one of which was an open-ended item asking for students' comments.

- I am improving my skills in math through my work at AAHS: 43/60 Agreed or Strongly Agreed (72%)
- I am getting social and emotional support at AAHS: 30/60 Agreed or Strongly Agreed (50%)
- I am challenged by the classes and coursework at AAHS: 33/60 Agreed or Strongly Agreed (55%)
- I try hard to do well in school: 49/60 Agreed or Strongly Agreed (82%)
- I feel that my teachers provide me with choices and options: 39/60 Agreed or Strongly Agreed (65%)
- Teachers at AAHS are continually challenging me to do my best work: 41/60 Agreed or Strongly Agreed (68%)
- I feel safe, physically and emotionally, at AAHS: 31/60 Agreed or Strongly Agreed (52%)
- The environment at AAHS is good for learning: 38/60 Agreed or Strongly Agreed (63%)
- I would recommend AAHS to my friend or others: 36/60 Agreed or Strongly Agreed (60%)
- There is at least one trusted staff member at AAHS that I can go to for help on problems at school or outside of school: 43/60 Agreed or Strongly Agreed (72%)
- I have at least one prosocial (helpful, positive) friendship with a peer that attends school at AAHS: 49/60 Agreed or Strongly Agreed (82%)
- I am satisfied by the breakfast and lunch program: 9/60 Agreed or Strongly Agreed (15%)
- I depend on the breakfast and lunch program at AAHS for my meals during the week: 17/60 Agreed or Strongly Agreed (28%)
- Getting to school is often a challenge for me: 13/60 Agreed or Strongly Agreed (22%)
- At AAHS I feel like I am part of a community: 32/60 Agreed or Strongly Agreed (53%)

A parent survey was carried out online, to which 21 parents responded. Results included the following⁵:

- My student is safe at school: 14/21 Agreed or Strongly Agreed (67%)
- My student is getting a proper education in core subjects at AAHS: 14/21 Agreed or Strongly Agreed (67%)
- My student is receiving social and emotional support at AAHS: 17/21 Agreed or Strongly Agreed (81%)
- My student is getting a proper education through Project Based Learning (PBL) while at AAHS: 16/21 Agreed or Strongly Agreed (76%)
- My student will be prepared for a workplace environment upon graduation from AAHS: 10/21 Agreed or Strongly Agreed (48%)
- My student will be prepared for post-secondary education upon graduation from AAHS: 14/21 Agreed or Strongly Agreed (67%)

⁵ In addition to these six fixed-response questions, the parent survey asked parents to identify any aspects of the learning program and culture at AAHS that led them to select AAHS, any aspects about which they had questions or concerns (and identify what the questions or concerns were), and to leave contact information if interested in getting more involved.

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 below material is taken from the Environmental Education Evaluation report submitted to the Authorizer in January, 2018.

Summary:

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 described its 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.

Furthermore, we’ve adopted cross curricular themes in that focus on environmental issues including “food and energy” and “social/environmental justice.”

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.

Indicators, School Goals, Ratings, and Analysis

The January 2018 Environmental Education Evaluation report included information on AAHS’ status on the seven indicators used by ACNW to evaluate authorized school’s EE performance:

Indicator 1: Curriculum and School Culture: *Does the school create an environment in which students engage in inquiry, problem solving, decision-making, and action to foster knowledge of environmental sustainability?*

School Goals:

- In SY 2016-2018, students will demonstrate increased environmental literacy through the integration of environment-related themes, topics, and events within AAHS's core curriculum.
- In SY 2016-2018, 80% of all students will demonstrate increased environmental literacy by 20% from fall to spring as measured by scores on a teacher generated project rubric.

Rating: Meets Standard

Analysis: AAHS's performance in this indicator area meets standard. Although it did not report directly on the measures identified in the charter contract, the school provided evidence that it creates an environment that fosters students' knowledge of environmental sustainability. Based on ACNW observations and site visits to the school, it is evident that EE is becoming more intentional and focused across the school as a result of several changes, including thematic units and Leave No Trace. The school's new leadership structure has brought focus and purpose to this required element of the school's contract for all teachers, not only the EE Coordinator. Although the school must continue to develop ways to measure student environmental literacy, the gains in the school's performance on this indicator area are commendable and ACNW has confidence the school will continue to grow the success of its EE program.

Indicator 2: Exposure to Natural Environments: Do students engage in nature-focused outdoor experiences that enhance in-classroom learning?

School Goals:

- In SY 2016-2018, students will demonstrate increased environmental literacy through the integration of environment-related themes, topics, and events within AAHS's core curriculum.
- In SY 2016-2018, 80% of all students will demonstrate increased environmental literacy by 20% from fall to spring as measured by scores on a teacher generated project rubric.

Rating: Meets Standard

Analysis: AAHS's performance in this indicator area meets standard. Although it did not report directly on the measures identified in the charter contract, the school provided evidence that students engage in nature-focused outdoor experiences that enhance in-classroom learning. Field experiences supplement classwork, and the school has implemented unit themes that allow for stronger interdisciplinary instruction and better aligned experiential learning.

Indicator 3: Promote Environmental Stewardship: Do students, faculty, and staff engage in activities that promote environmental stewardship at home and in their community?

School Goals

- In SY 2016-2018, all students will be able to communicate recycling and other waste reduction techniques to their families, other students, and community members through podcasts, blogs, and social media as measured by increased recycling rates in

the building and increased social media interactions each year from a baseline established in fall 2015.

- In SY 2016-2018, recycling rates in the building and social media interactions will increase by 10% each year from a baseline established in fall 2015.

Rating: Meets Standard

Analysis: AAHS's performance in this indicator area meets standard. The school did not report on the specific measures identified in the charter contract for this indicator area, but provided evidence that students engage in activities that promote environmental stewardship at school and in their community.

Indicator 4: Mission or Community Related EE Goals: Does the school implement environmental education in projects and programs related to its mission or the community it serves?

School Goals:

- In SY 2016-2018, students will increase their capacity to improve the health of environmental systems.
- In SY 2016-2018, 90% of students participating in Environmental Science courses will increase their capacity to improve the health of environmental systems as measured by science credits earned and students receiving Leave No Trace certification.

Rating: Approaches Standard

Analysis: AAHS's performance in this indicator area approaches standard. The school did not report on the specific measures identified in the charter contract for this indicator area but provided some evidence that the school implements an environmental education program unique and specific to its student population. Over the course of the contract, the school has more closely aligned its educational program with its EE goals, as well as ensuring the mission, vision, and pillars reflect the school's commitment to increasing students' environmental literacy. ACNW expects that this alignment will continue as the school identifies and implements a more consistent approach to EE.

Indicator 5: Financial and Operational Commitment: Does the school have financial, human, and organizational resources in place to carry out EE mission match activities?

School Goals:

- In SY 2016-2018, all students will reduce the amount of waste produced at AAHS.
- Amount of paper purchased will be reduced by 10% from the amount purchased the previous year as measured by quarterly checks of paper purchases. Waste amount will be reduced by 10% as measured by comparison of organics, recycling and trash weights from the previous year.

Rating: Exceeds Standard

Analysis: AAHS's performance in this indicator area exceeds standard. The school allocates both human and financial resources to further develop students' environmental literacy. The school established a teacher committee to spearhead the school's EE efforts. Purchasing choices and operational decision-making reflect a commitment to environmental sustainability, especially in

terms of school-wide waste reduction. The school seeks out grants and partnerships with services in the community to support EE-focused activities and has a waste reduction and recycling program in place. In addition the school has sent several staff members to the ACNW EE Teacher Workshop and has provided evidence of additional EE-related teacher training.

Although the school's curriculum and school culture reflect a commitment to creating more environmentally literate students, the board must remain actively engaged with monitoring the school's progress toward its EE goals in a meaningful way as evidenced by board meeting minutes and observations. Because the EE goals are a key part of the school's contract with ACNW, in addition to receiving a report on the school's activities, the board should monitor the school's progress to ensure it is meeting the goals laid out in its charter. (This includes reporting on outcomes in addition to activities.) Board meeting minutes did not indicate discussion related to financial and operational commitment, but it is evident from the school's facility and educational program that EE is funded appropriately.

Indicator 6: Science Proficiency: Are all students achieving proficiency in science?

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

No Rating

Analysis: See Indicator Area 7 in the Academic Performance Evaluation for more information on the school's performance on this indicator.

Indicator 7: Environmental Literacy: Have students increased their knowledge about the environment and capacity to foster environmental sustainability?

School Goals:

- In SY 2016-2018, all students will demonstrate the knowledge, skills, attitude, and commitment to work individually and collectively toward sustaining a healthy natural environment.
- Data such as organics, recycling and trash weights will be collected by students for the Dakota County Recycling and Organics Grant and waste reduction rates will increase each year compared to a baseline that is set spring 2015.

Rating: Meets Standard

Analysis: AAHS's performance in this indicator area meets standard. The school did not report on the specific measures identified in the charter contract for this indicator area but provided evidence that students have increased their knowledge about the environment and capacity to foster environmental sustainability. Although the school did not meet standard in all indicator areas, its progress over the course of the contract demonstrates a strong commitment to fostering environmental literacy among its students, staff, and faculty.

As AAHS increases its capacity to fulfill its contractual EE goals in future contracts, the school must determine how it will measure success (in terms of student learning - not just activities) and develop systems to track and record data. The school must thoroughly document both quantitative and qualitative data required to demonstrate progress toward the contractual goals, especially as

it relates to increasing students' environmental literacy. Going forward, the school must provide evidence of increasing knowledge, skills, attitudes, motivation, and commitment among students to work individually and collectively toward sustaining a healthy natural and social environment.

Governance & Management

Includes Annual Board Training & Administrator Professional Development Report(s)

BOARD OF DIRECTORS

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Phone Number	Email Address
Amy Charpentier	Chair	Parent	02/16/2016	02/16/2016	11/18/2017	651-457-7427	amycharpentier50@yahoo.com
Deah Ehalt	Member	Community	3/20/2018 (appointed)	4/17/2018	4/17/2020	651-457-7427	deah.ehalt@gmail.com
Courtney Finn	Member	Community	01/19/2016	01/19/2016	01/24/2018 (resigned)		
Jill Heroff	Member	Parent	1/16/2018 (appointed)	2/20/2018	2/20/2020	651-457-7427	jimheroff@gmail.com
Josh Maclachlan	Treasurer	Teacher	11/21/2017	11/21/2017	11/21/2020	651-457-7427	josh.maclachlan@academicarts.org
Rachael McNamara	Member	Community	2/20/2018 (appointed)	3/20/2018	3/20/2021	651-457-7427	meis0082@umn.edu
Linnea Morgen	Secretary	Teacher	01/19/2016	01/19/2016	5/28/2018 (resigned)		
Andrew Ng	Member	Teacher	11/18/2014	11/18/2014	6/4/2018 (resigned)		
Katie Stewert	Member	Community	2/20/18 (appointed)	3/20/2018	3/20/2020	651-457-7427	katie.stewert@gmail.com
Dean Walczak	Fin. Mgr. (ex officio)	NA	NA	NA	NA	651-457-7427	dean.walczak@dwfinman.com

Academic Arts High School has a good relationship with its 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 FY16 school year was completed by Designs for Learning and addressed the three requirements of Governance, Personnel, and School Finance. Board Training for all board members was completed on December 10, 2016. The following table presents the initial training received when board members were first seated.

Annual Training – FY18			
Board Member	Date of Training	Training Title or Topic	Presenter or Trainer
Andrew Ng	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Courtney Finn	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Josh MacLachlan	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Linnea Morgen	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Amy Charpentier	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Jill Heroff	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Katie Siewert	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke
Rachael	3/10/2018	Board Basics; MSBA Meeting	Rod Haenke

Annual Training – FY18			
Board Member	Date of Training	Training Title or Topic	Presenter or Trainer
McNamara		Basics; Efficient and Effective Agendas.	
Deah Eholt	3/10/2018	Board Basics; MSBA Meeting Basics; Efficient and Effective Agendas.	Rod Haenke

Initial Training				
Board Member	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Andrew Ng	11/18/2014	11/22/2014 Bryan Rossi	11/22/2014 Bryan Rossi	11/22/2014 Bryan Rossi
Courtney Finn	1/19/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Josh MacLachlan	1/19/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Linnea Morgen	1/19/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Amy Charpentier	2/16/2016	12/10/2016 Andrew Adelman	12/10/2016 Liz Sommerville	12/10/2016 Lisa Hasledalen
Jill Heroff	1/1/2018	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
Rachael McNamara	2/20/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke
Deah Eholt	2/20/2018	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke	3/10/2018 Rod Haenke

Management

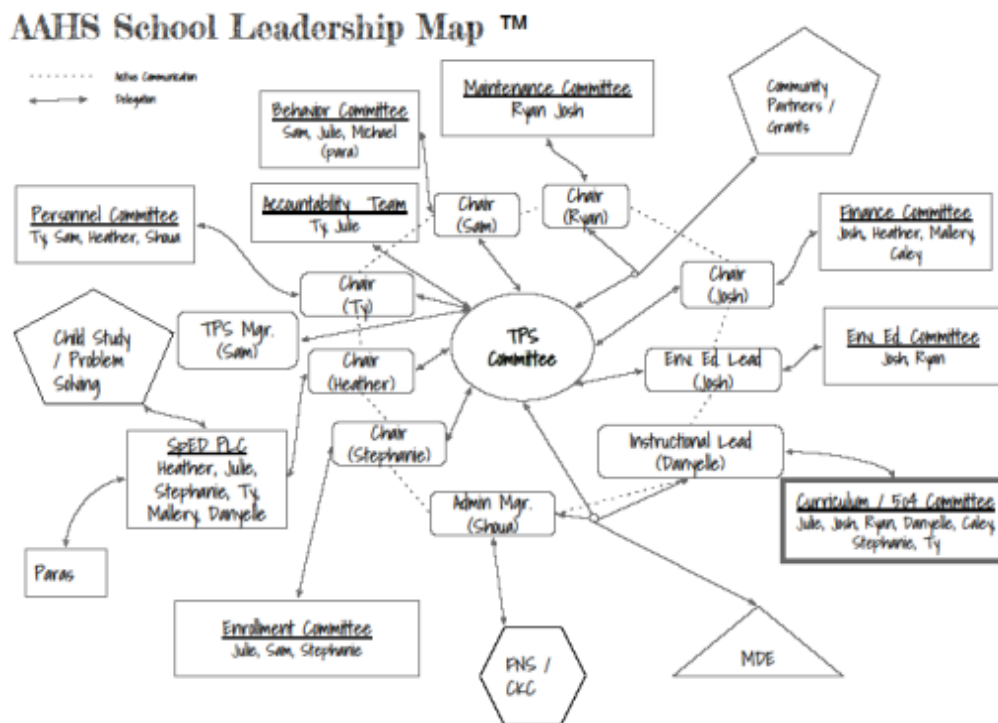
Academic Arts High Schools is managed as a Teacher Powered School rather than employing an administrator. In the Teacher Powered School (TPS) model, teachers have the collective autonomy to make decisions influencing the success of the school, with roles and

responsibilities previously handled by the school director allocated to teachers. 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.

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
- Dean Walzack / DW Financial Management LLC for School Business Services
- Rod Haenke for teacher evaluations and TPS evaluation support

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.



LIST OF ADMINISTRATORS/QUALIFICATIONS

- Shoua Yang: Administrative Manager & MARSS Coordinator
- Monica Garrido, 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 leaving; however staff remains strong in the new year.

2017-2018 Teaching and Other Licensed Staff			
Name	File #	License and Assignment	2018/19 Status
Bade, Stephanie	996502	Special Education	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
Massey, David	460536	Science Teacher	Not Returning
Morgen, Linnea	482162	Social Studies	Not Returning
Ng, Andrew	449484	Mathematics	Not Returning
Peterson, Julie	997261	Special Education	Returning
Thompson, Kelly	460463	Instructional Lead, Title I Reading	Not Returning

Percentage of Licensed Teachers from 2017-18 not returning in 2018-19 (non-returning teachers/total teachers from 2017-18 x 100)	50% (4 of 8 teachers)
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2017-2018 Non-Licensed Staff			
Name	Assignment	2017/18 Status*	Comments
Brose, Joshua	Paraprofessional	R	Left to pursue teaching license

2017-2018 Non-Licensed Staff			
Name	Assignment	2017/18 Status*	Comments
Cady, Altomari	Paraprofessional	R	
Garrico, Monica	Administrative Assistant	R	Spanish Speaking
Kara Herring	Paraprofessional	R	Hired January 2018
Kvilhaug, Sam	Behavior Lead	R	
Lavarato, Elaina	Paraprofessional	NR	
Lavarato, James	Paraprofessional	NR	Hired January 2018
Lecander, Kaelyn	Paraprofessional	R	
Parilla, Mari	Paraprofessional	R	Spanish Speaking
Reed, Michael	Paraprofessional	R	
Sherrard, Amber	Paraprofessional	NR	Hired January 2018
Yang, Shoua	Administrative Manager	R	

* R = Returning, NR = Not Returning

CURRENT YEAR – 2018-19 Staffing

2018-19 NEW Licensed Teaching Staff			
Name	File #	License and Assignment (subject/grades)	Comments
Bauer, Ryan	478589	Social Studies	
Bennett, Danyelle	489490	Language Arts	Previous long-term sub at AAHS
Vickerman, Caley	506106	Math	

2018-19 NEW Non-Licensed Staff		
Name	Assignment	Comments
Flodquist, Christa	Paraprofessional	

Staff Development Table

Below is a summary of staff professional development undertaken by AAHS professional staff during 2017-18. There were five training events attended by multiple staff, and several more attended by one or two, which are listed below the table.

	Infinite Campus Data Conversion Training 8/24/17	QPR Suicide Prevention Training 8/31/17	MAAP Conference 2/8/18-2/9/18	ESSA Kickoff 4/6/18	NWEA 5/1/18
Stephanie Bade		X	X		X
Danyelle Bennett					
Ty Cody		X	X	X	
Heather Fjelstad		X	X	X	
Sam Kvilhaug		X	X		X
Josh MacLachlan	X	X	X	X	
David Massey		X	X		
Linnea Morgen	X	X	X		
Andrew Ng	X	X	X		
Julie Peterson		X	X		X
Kelley Thompson		X			
Shoua Yang				X	

Trainings attended by 1-2 staff members:

- ACNW Leaders Retreat (Heather Fjelstad)
- Edvisions Spring Conference (Ty Cody; Josh MacLachlan)
- HS Continuous Improvement Planning (Josh MacLachlan)
- Infinite Campus Non-classroom staff training (Sam Kvilhaug; Shoua Yang)
- ACNW Leaders Retreat (Heather Fjelstad)
- Homeless Liason Training (Ty Cody)
- MDE School Discipline (Sam Kvilhaug)
- MDE SPED 101 (2-day training) (Stephanie Bade; Julie Peterson)
- PSEO/MARSS (Shoua Yang)
- ACT Accommodations and Support (Shoua Yang)
- Homelessness/MARSS (Shoua Yang)
- ACT Best of Both Worlds (Shoua Yang)
- National Food Safety Training (Shoua Yang)
- Edvisions HR Day (Heather Fjelstad)

- Dakota County Safe and Drug Free Schools monthly meeting: A look at trends, data, and effective school responses (Ty Cody)
- Mindfulness and the Importance of Strong School Culture (Ty Cody)
- Schools as Vibrant Workplaces and Mentors as Guides (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 2017-18 and/or an organizational budget for Fiscal 2019, contact:

Name: Dean Walczak

Position: Finance Manager

Contact info:

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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 Audubon Center of the North Woods no later than December 31, 2019.

FY18 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	1,663,674	9,112	n/a
Total Expenditures	1,631,652	27,515	n/a
Net Income	32,022	-18,403	n/a
Total Fund Balance	\$285,436	0	n/a

Overview

Overall the financial picture was healthy in the general fund as revenues exceeded expenses. Student ADM was close to predicted budgeted amounts. The Food Service fund remains a challenge and the school is adopting changes to reduce the overall Food Service fund deficit.

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 school's expenses were lower than projected revenues. The largest portion of expense is toward salaried staff to meet the educational needs of the students served.

Net Surplus or Deficit and Fund Balance

The school's general fund maintained a surplus yet the deficit in the schools food service fund means that the overall fund balance will decrease as the general funds surplus will be used to shore up the Food Service balance.

World's Best Workforce Annual Budget

All budget line items related to the overall school goals in the World's Best Workforce Plan.

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.

A new area of planning, which began in 2017-18, was to consider expanding the school; AAHS would like to serve more than 105 students, which is the capacity of the current building. The strategic planning committee has begun discussing expansion options.

As noted in the Key Challenges section above, one change planned in 2017-18 was to the AAHS schedule, shortening the day by one hour and eliminating the every-other-Friday project-work day. This is being implemented beginning fall 2018 and is working well.

Finally, lead staff reported two additional areas of priority for the future:

- Academic Rigor: A school wide goal is to improve academic rigor. The goals that we developed with Audubon and the Board are consistent with supporting academic rigor and higher level thinking in students. For all courses, the Curriculum committee is focused on developing engaging, relevant curriculum and projects that challenge students to address big questions and practice 21st century skills.
- Data Driven Decision-Making: We are using data in a real way to inform our instruction. We have purchased a subscription to Newsela, a service that curates articles with relevant content and tracks student reading levels and growth. We will be using this data to identify needs in the courses that we offer. It will also help us identify strategies that we can use throughout content areas to help students with reading, writing, and language comprehension. We are also using NWEA data to inform the classes that we offer and how to best help struggling students. We have received training on how to interpret our NWEA data and will continue to seek training throughout the year. We will be tracking data on our contractual goals on a monthly basis. These tracking updates are monitored by the board and give the school a real-time sense of the status of where the school is in meeting its contractual academic goals.