

TRIO WOLF CREEK

DISTANCE LEARNING CHARTER

www.triowolfcreek.com

This report uses data collected over the period of 7/1/2016 through 6/30/2017

2016-2017 Student Accountability Report respectfully submitted: December 12, 2017 to the TRIO Wolf Creek Distance Learning Charter School Board of Directors and our authorizing agent of Chisago Lakes Public Schools.

TRIO Wolf Creek Distance Learning Charter School #4095
2016-2017
Student Accountability Report

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1. SCHOOL MISSION STATEMENT

Mission "To provide students with a personalized and flexible online education that will prepare them for future success".

Vision "To motivate and empower students to reach their full potential".

Our mission is reviewed annually for accuracy at the board of directors' retreat. During the February 28, 2017 retreat, the board of directors reviewed the mission and vision statements for accuracy. This work has brought about conversations that have allowed us to examine our identity as a charter school.

In addition to our mission driving decision-making at our school, we use our motto of "Learning Anytime - Anywhere" to help ensure that we are making quality online learning opportunities available for all students who attend our charter school.

SCHOOL PHILOSOPHY

Our school is based on a "small community" school philosophy. The maximum number of students at full capacity will be about 200 students. Our philosophy includes the belief that each student, even if they have not been successful in another school setting, will make significant progress with us. This progress will be led by one caring individual who helps them in academic, as well as non-academic, areas of their lives. This caring individual is called a Learning Manager and is the center of the model on which we base our educational program. Learning Managers use what is referred to as an IGP (Individual Graduation Plan) to help students gain credits, create standardized test score goals, create short-term and long-term goals and to think about their future.

Our small school philosophy is shown in our student-to-teacher ratio of approximately twenty-four students per Learning Manager. This ratio is used for the advisor portion of the school program, but most core academic classes are below the enrollment number of 25 students and the small class size creates opportunities for individualization and differentiation for student needs. We also believe that small numbers allow each Learning Manager to build a long-lasting relationship with each of their students. It is the Wolf Creek belief that each student must begin to make progress from where they begin, and that progress will be self-paced for each individual. It is also our belief that all learning starts with a relationship and that students will work harder when they know someone at their school really cares about their future success. Taking the time to build on the Learning Manager model can be difficult to do even in a virtual environment but we know the payoff of true student success is worth all the time spend on non-academic areas.

Some of our former students have seen their graduation dates pass where others graduate early. We work with each student on an individual basis, starting from where they came from and taking them to where they want to go.

Our school philosophy is embedded in day-to-day interactions with students, parents, staff, and the community; as well as being evident in all working documents for our school. Our philosophy is reflected by the governing body of our school board in all financial decisions.

We work with the larger online learning community in the state and across the nation to help ensure that we are providing research based educational practices for our students. Our charter school is a member of both MNOLA Minnesota Online Learning Alliance (MNOLA) and the inter-National Online Learning Alliance (iNACOL), as well as The International Society for Technology in Education or ISTE. Our work with these organizations and membership in all three organizations shows our commitment to research based virtual strategies that will help improve student achievement now and in the future.

In addition we are also a fully accredited online entity through Advanced Education and bearing the NCA (North Central Accreditation) seal. We pride ourselves on being one of the first online learning programs in the state and one of the most respected. We are not the largest online learning program, nor do we enroll the most students, but we feel that we truly touch each student who enrolls with us.

HISTORY

TRIO Wolf Creek Distance Learning was established in 1996 and was first a part of the public school system in the Chisago Lakes School District. From the beginning, the program was focused on using innovative ways to teach students by leveraging the latest technology. We were one of the first online learning programs in the state of Minnesota and continue to be a leader in online learning policy innovations in the state.

Our first three years we were a part of Chisago Lakes Schools. We operated with the distinction of being executed by a state grant called TRIO (Technology Regional Integration Organization). When the grant ended we were a “school within a school program” for Chisago Lakes for several years. It became apparent that working within the confines of the public school did not always work for us in terms of true innovation. Eventually the decision to become a charter school became clear. In 2002 we officially opened as a charter school sponsored or authorized by Chisago Lakes Schools. This sponsoring arrangement was beneficial to the Wolf Creek Charter School as we first began as a charter school entity. Our charter school has experienced a sponsoring/authorizing relationship unlike any other in the state. For example, our sponsor has aided us by providing invaluable financial, as well as, leadership consultation while still allowing us to be an autonomous entity. We have evolved from an alternative program into a highly

successful charter school. In addition, we have expanded from a handful of students to serving several hundred students during a school year. There are those that don't see the benefits of a local school district authorizing a local charter school which resides within their boundaries, but Chisago Lakes Schools learned many lessons in the late 1990s when another charter school called Summit School for the Arts opened within the borders of Chisago Lakes Schools. At that time Chisago Lakes did not authorize this charter school, but by state law still had to provide transportation to their students and work together on resident special education IEPS and student services. Due to complete mismanagement and legal problems, this charter school was closed in spring 2000. After that unpleasant experience, Chisago Lakes Schools decided that if any other charter schools wanted to open up and serve a majority of Chisago Lakes resident students that they would be involved in some way in ensuring that all legal and ethical protocols were occurring. They believed that as a public school district themselves, they had a lot of experience to provide to a charter school as an entity responsible for overseeing all of these mechanisms within the charter school itself, and they had a passion to not allow another poorly run charter school to affect so many of their students. This rationale for becoming an authorizer is admirable and has allowed Chisago Lakes School and Wolf Creek to forge a new frontier in authorizing that has the highest degrees of accountability and respect from both parties. As allowed in Minnesota law, Chisago Lakes Schools does provide some services to Wolf Creek at a charge that is competitive and goes through a rigorous process set out in statute. In addition, the charter school is responsible for notifying the commissioner of the MN Department of Education that our authorizer may be bidding on services, which is done each and every time these services go out for bid. Once again this service agreement shows that the charter school is the customer and holds the service provider accountable for providing quality services in a timely manner. This relationship has been highlighted in several publications and will be gaining more credibility in the next iNACOL Keeping Pace with K12 Online Learning Research Paper from January of 2016.

As many public schools and other entities stop being authorizing agents, it is felt by Wolf Creek that Chisago Lakes Schools should be applauded for their efforts in this area.

For additional information on school history please see Appendix Pages.

CHARACTERISTICS OF OUR SCHOOL

TRIO Wolf Creek Distance Learning is an online learning high school serving grades 9-12.
We are the only hybrid online high school in the State of Minnesota and feel that we are producing quality online curriculum for students while still allowing them flexibility.

Many high school students in full-time online schools lack motivation to get the work completed completely online at a distance, so our hybrid model has an option for students to work 20% of the time in our lab space for more structure and support. The other work is independent and can

be completed from home. This work can be completed using a variety of materials, including a personal computer with internet access, educational websites, and online curriculum, etc. Most students complete their work at their home, but other students may complete work at a public library or other location.

Students in our program must be independent and self-motivated. When we encounter a student who does not possess these qualifications, their Learning Manager will work with them to personalize the course to accommodate their needs. These students may require weekly, or even daily, goals. Each student works on an individual plan to meet their individual goals. Weekly monitoring by parents is also crucial to student success. Parent involvement is essential for success as an online learner even in the high school grades. We try to involve parents in a variety of ways through communication at conference meetings, open houses, newsletters, charter school board, and committee meetings, telephone and email communications.

NCA Accreditation Seal

We are accredited and bear the North Central Accreditation (NCA) seal. During February of 2014 we underwent a five year review in both document format, and a site visit from our NCA accreditation team. We value the input we received through the hard work of being accredited as an online charter school. The accountability documents used for NCA accreditation are available from the charter school director.

MN Department of Education Certification

We are also an approved provider of online learning courses in the state of Minnesota, as designated by the Minnesota Department of Education. The documents submitted to the state of Minnesota to continue this certification show Wolf Creek as a highly stable and reliable online entity with good standing on all required reports to MDE. We underwent a thorough three year evaluation during the 2016-2017 school year. This self review was due to MDE on August 1, 2017 and we have not yet received feedback from that submission. Areas of strength were noted in evaluation standards, institutional standards, and support standards in the review document. This information is made available from the charter school.

Wolf Creek Review 2016-2017

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II. AUTHORIZER INFORMATION

Authorizer Name: Chisago Lakes Schools ISD #2144
Authorizer Liaison: Heide Miller
hmiller@isd2144.org or 651-213-2010
Contract expiration: December 30, 2020.

Chisago Lakes Schools is an approved authorizer through a rigorous MDE process. They currently only authorize our charter school and provide a great deal of oversight. They attend monthly board meetings and stay in close contact with school policies via the board minutes and meetings. These board meetings, with 100% attendance from the authorizer liaison in the 16-17 school year, represents our #1 communication tool with the authorizer. An annual site visit, which includes an interview with staff and students, occurs each year and constant reporting via documents, such as this annual report, are provided on a monthly basis to the authorizer. The authorizer remains committed to their responsibility to ensure quality academic improvements for all students in the charter school shown through a multiple measure approach.

Our sponsor Chisago Lakes Schools ISD #2144 has been supportive of all of our efforts as a charter school. Chisago Lakes Schools did complete a rigorous process with MDE to become a certified authorizer and takes this responsibility very seriously. They are currently undergoing another five year review process to continue as an authorizing agent. All necessary information on our sponsor agreement was submitted to MDE in a timely manner.

We have a very close relationship with our sponsoring agent due to the fact that we contract with them for specific services which include:

Business services

Payroll services

Technology services

Special Education services-including Director and School Psychologist

All legislative requirements were fulfilled to contract with our authorizer as described in the 2009 changes to the charter school law when the services contract expired on June 30, 2022. All documents on adherence are available from the charter school director for review purposes upon written request.

SCHOOL FINANCE

Director of Business Services
Heide Miller
(651)213-2010
hmiller@isd2144.org

Chisago Lakes Schools, ISD #2144
13750 Lake Blvd.
Lindstrom, MN 55045

Wolf Creek maintains a healthy fund balance and has shown to have a track record of superior fiscal management. Please see fiscal documents located in the appendix of this report for more detail on financial matters.

Wolf Creek did receive the MN Department of Education Finance Award in February of 2016 for the third year in a row and is proud of that external marker on our financial status.

AUDIT INFORMATION

ABDO, EICK & MEYERS, LLP
Certified Public Accountants & Consultants
5201 Eden Avenue, Suite 370
Edina, Minnesota 55436
952.715.3017 Direct Line
952.835.9090 Phone
952.835.3261 Fax
www.aemcpas.com

III. ENROLLMENT/ATTRITION

Grades	2013-2014	2014-2015	2015-2016	2016-2017
8th	0	6	0	0
9th	33	15	24	16
10th	41	36	33	39
11th	57	60	63	70
12th	98	84	66	65
12 (plus)		17	23	28
Total	229	218	209	218

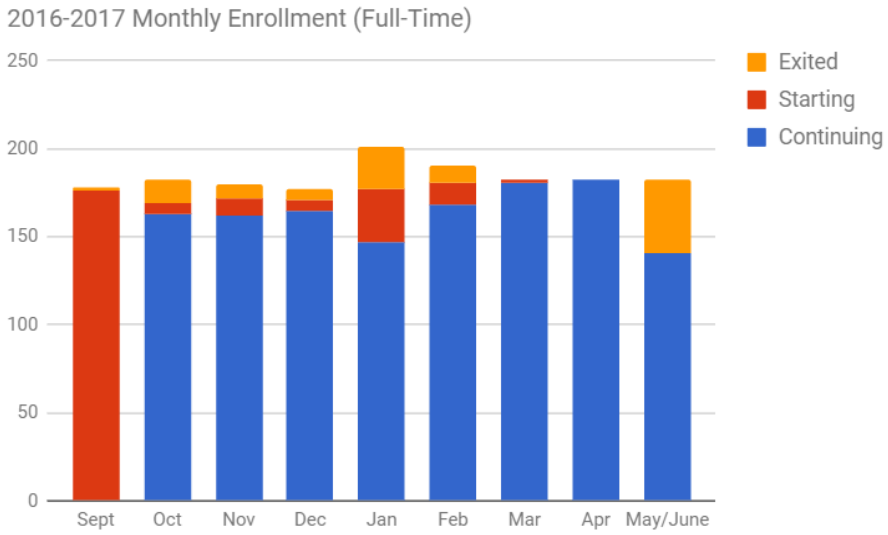
*2014-2015 includes Full time, OLL and Tuition students enrolled on May 29, 2015
*2015-2016 includes Full time, OLL and Tuition students enrolled on Jun 3, 2016
*2016-2017 includes Full time, OLL and Tuition students enrolled on May 26, 2016

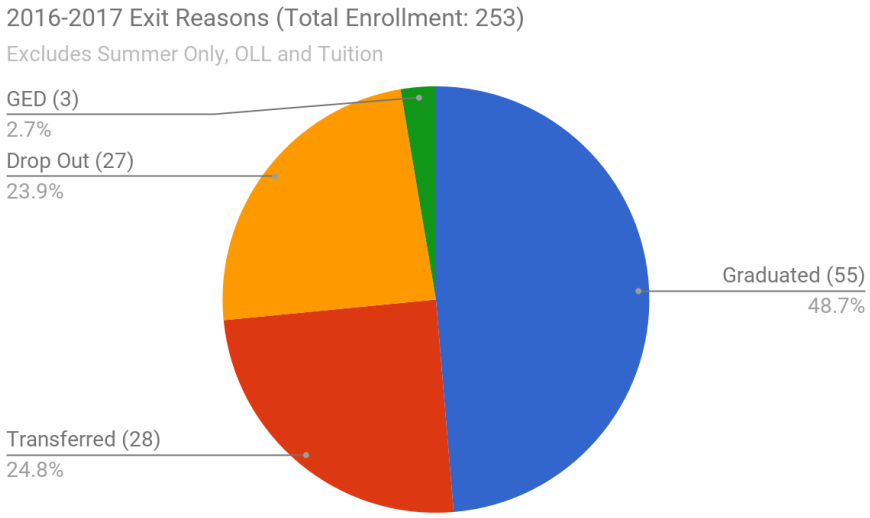
Notes:
It is important to note that the snapshot shows a one day time stamp of student numbers, but that our student enrollment numbers fluctuate quite a bit throughout the year. We served 262 full time students in 2016-2017. In addition, we served 55 supplemental students, and 3 students paid tuition in order to take courses with us. Looking at a day in time snapshot is needed based on our TIES student data system, but does not tell the entire story of all the students served at Wolf Creek this year. Also for 2014-2015 we began collecting data that differentiated between 12th graders and those past their year of graduation or referred to as 12 (plus).

Tuition Students

Tuition students pay a $249 fee per half credit class for previously enrolled students. New students pay a $499 fee per half credit due to no longer being able to generate state aid as they are using their state aid at their enrolling school, but need more courses being so far behind on credits to meet their graduation goal. Tuition based often occurs for seniors in spring term who need a few courses to graduate on time. By offering tuition based courses, we are allowing these students a chance to earn needed credits and bring those accepted transfer credits back to their enrolling district to be used for graduation purposes. This is a way that Wolf Creek supports students in graduating, but does not earn graduation data points for these students, as the positive data points are earned by the enrolling district and no mention of the part Wolf Creek paid in graduation is mentioned. The exception to this case is students who have aged out with Wolf Creek and are enrolled past the year they turn 21 and, therefore, charged tuition.

Attrition Rates:
The attrition rates are very difficult to calculate based on the fact that many students come to Wolf Creek for a short period of time, or for only a few courses needed at that time. When gathering data we also found that the most common reason for leaving Wolf Creek was that they graduated.





Supplemental Services:
We are one of the few charter schools that are offering online supplemental services and so we are reporting the supplemental numbers here. Supplemental enrollment means that a student is enrolled in a different Minnesota school district and is taking only a few courses at Wolf Creek to supplement their schedule. The OLL Law in MN says that a student can enroll for up to 50% of their school day with the online learning provider or more if the enrolling school district allows this to occur. Students may be enrolling in this option to supplement a PSEO schedule or to work around a scheduling conflict in a bricks and mortar school. Other reasons include needing an abbreviated schedule in a bricks and mortar school due to medical reasons or after school activities, or being able to fulfill outside obligations such as being a teen parent.

One reason for this decline from 06/07 to 07/08 is the legislative changes that allowed supplemental students to only take 50% of their enrolled credits with a certified OLL provider. In previous years many supplemental students took more courses with us and were still considered supplemental students. For more information see the OLL Annual report we submitted to MDE in July of this year.

This is yet another way that Wolf Creek supports students in graduating but does not earn graduation data points for these students as the positive data points are earned by the enrolling district and no mention of the part Wolf Creek played in graduation is mentioned.

SUPPLEMENTAL STUDENT NUMBERS

2005-06 100 courses provided on a supplemental basis and passed
2006-07 130 courses provided on a supplemental basis and passed
2007-08 43 courses provided on a supplemental basis and passed
2008-09 66 courses provided on a supplemental basis and passed
2009-10 83 Courses provided on a supplemental basis and passed
2010-11 84 courses provided on a supplemental basis and passed
2011-12 83 courses provided on a supplemental basis and passed
2012-13 53 Courses provided on a supplemental basis and passed
2013-14 71 Courses provided on a supplemental basis and passed
2014-15 101 Courses provided on a supplemental basis and passed
2015-16 165 Courses provided on a supplemental basis and passed
2016-17 125 Courses provided on a supplemental basis and passed

Additional Supplemental Student Information:

- 55 students served in a supplemental or part time manner
- 139 courses offered in total
- 125 courses passed
- 14 courses resulted in a grade of F (and no state aid was received for these courses)

Our numbers for 2016-2017 show a decrease in supplemental student enrollments from 2015-16, but also an increase from the year prior to 2016-2017. We believe this is due to our high quality curriculum options and the need for today's students to have flexibility in their school day due to a variety of reasons. The charter school had an extensive waiting list for supplemental services in 2016-2017 and had to cap enrollment in popular courses such as American Sign Language (ASL).

For 2016-2017, once again, our most popular supplemental courses were a version of American Sign Language online courses we offer. We allowed students to experience supplemental offerings that then allowed them to graduate in their home districts and their home districts received the positive graduation mark from MDE, but what we know in talking to supplemental students and their guidance counselors is that without the Wolf Creek supplemental courses they may not have graduated on time at all.

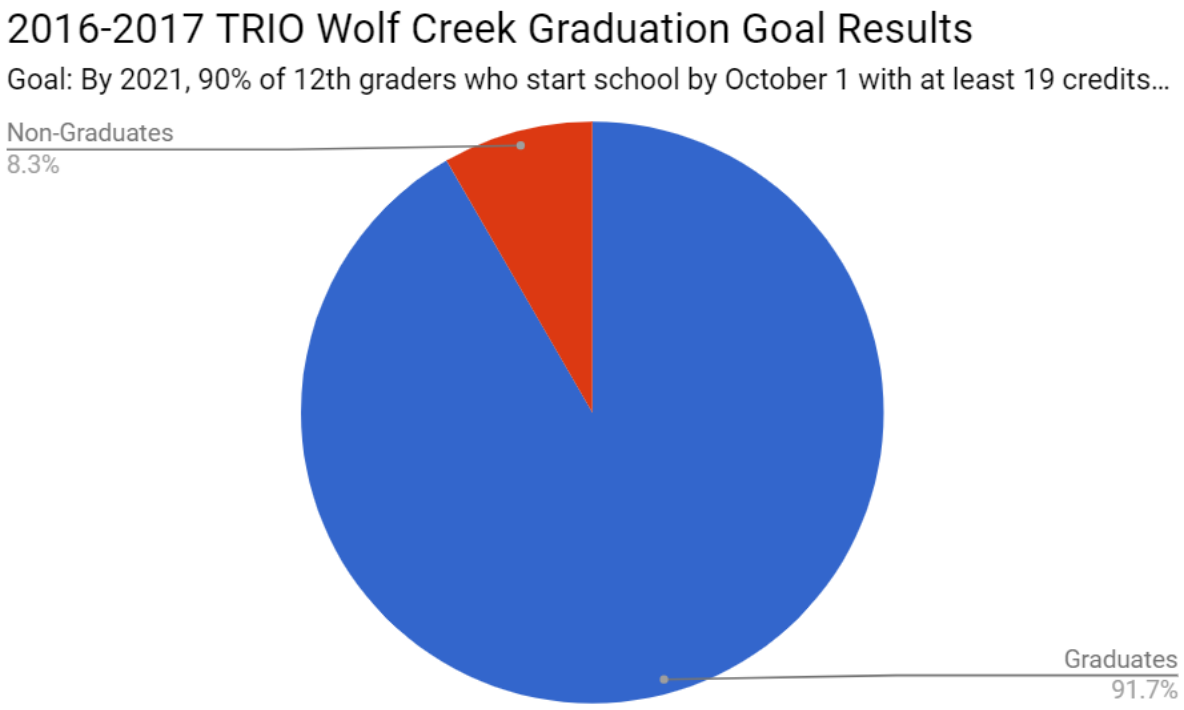
Another unique feature of supplemental course work is that state aid is only assigned to supplemental course work that results in a passing grade in the course. So a student could enroll in a supplemental course at Wolf Creek and use Wolf Creek resources all term but not pass the course, and we have essentially offered them the course at no cost to the enrolling school district. We have helped enrolling school districts to offer courses not offered in their school. Also, we have helped enrolling school districts to provide for students who are sick and hospitalized often or undergoing medical treatments, yet they are still allowed to remain in their home school district and graduate if possible with peers.

GRADUATION DATA

School years designated	Number of Graduates
2012-13	**42**
2013-14	**24**

2014-15	**40**
2015-16	**49**
2016-17	**55**

The number of graduates does fluctuate due to the number of seniors on track to graduate when they come to us and those that make up credits with us. Each and every student who graduates is an indicator of our success. Wolf Creek also believes that the ESSA changes to graduation rate will more clearly show our success with graduates.



Admissions Data
We did not have a waiting list for the 2016-2017 school years except for OLL students and application materials can be found in the appendix section of this document.

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Demographics (based on full year totals)

Criteria	Student Percentage
Eligible for Free/Reduced Lunch	14% (decrease of 1% from previous year)
English Language Learners	0%
Special Education Students	28 students (down 20% from previous year's data, but similar to 2 years ago..)
At-Risk Students	78%
Ethnicity Statistics	**By student number**
Am Indian	1
Asian	3
Hispanic	4
Black	3
*combining all starred categories above	11
White	306
	317
Gender	
Male F/T | OLL | Tuition | Total 127 | 17 | 1 | 145	46%
Female F/T | OLL | Tuition | Total 140 | 30 | 2 | 172	54%

* This data was gathered using MN statute definitions in a gathering process conducted in January of 2015. We deal with a variety of factors that influence this at-risk definition including being behind peers academically and having a past poor school academic

record which can result in gaps in learning. We worked as a staff to gather more data on our at-risk population this year and were surprised to find the following data points.

From data collected January of 2017 we know that, of 177 full-time enrolled students, 78% had at least one risk factor assigned to them. See table below for data points.

Risk Factor	% of full timestudent pop (177)	% of at risk students (139)
Below grade level testing (103)	58%	74%
Behind in credits (95)	54%	68%
Truancy (33)	19%	24%
Mental health concerns (44)	25%	32%

To alleviate the academic challenges of working with at-risk students, the charter school has embraced growth in mathematics through our Quality Compensation Site Goal for past three years and is showing growth on statewide MCA mathematics assessments through data provided by the Department of Education.

Free and reduced populations decreased slightly from the previous year in eligibility. This is due to less students coming to lab to participate in the lunch program and the state of the economy for all families in Minnesota. As an online school we find it difficult to show families the need for this paperwork if students are not coming to lab or needed lunch price modifications. We are not convinced that our families have less need based on these numbers just that less families are completing the paperwork. We continue to work to have all students, whether they take lunch at school or not, complete the paperwork so that good data can be used for title funding and other purposes.

Our Ethnicity data continues to show that we are majority of white student population, as identified on the enrollment forms on a voluntary basis by families.

IV. TEACHING STAFF INFORMATION

Licensed teachers

2016-2017				
Name	**File #**	**Assignment**	**Years at TWC**	**17-18 Status***
Tracy Quarnstrom Director	349108	Social Studies	15	R
Hanna Coleman	435602	Chemistry	6	R
Brenda Swanson Dean of Students	348443	Life Sciences	15	R
Hannah “Swenson” Edblad	480564	Special Education	3	R
Shelli Matheson	479604	Mathematics	4	R
Martha Airhart	308543	Special Education LD EBD Waiver	5	R
Molly “Weinand” Kinnamon	472498	Language Arts	3	R
Meagan Rathbun	474415	Language Arts	4	R
Lindsay “Jarombek” Coppernoll	437249	Life Sciences	10	R
Sandra Flint	421010	Mathematics	12	R
Chris Wallin	398607	Phy Ed & Health	1	R
JoAnna Pataconi Terms 1-2	383363	Visual Art-part time adjunct basis only	2	NR

Sarah Munter Terms 3-4	478397	Visual Art-part time adjunct basis only	1	R
Becki Olseen	444919	Social Studies	7	R
Amy Hendrickson	359254	Chemistry Physics-part time adjunct basis only	3	R
Sean Miller	450539	Social Studies	6	R

*R = Return; NR = Not Return

Wolf Creek is well aware that continuity in staff is important for students and online program success and we are striving for that at all times.

Wolf Creek continues to work hard to implement mentor programs and to create written staff manuals in the past years for a better retention program at our charter school. It is acknowledged that it is difficult to retain staff when we are known as a highly reputable school and other online schools attempt to take staff from us on a regular basis, especially start-up online schools.

Management and Administration
Tracy L. Quarnstrom is the Director of the Wolf Creek Online High School and has been the director since the opening of the school in June of 2002. The continuity of leadership in the charter school has led to amazing results for the school. Tracy does hold both a Minnesota K12 principal license and a superintendent licensure, both obtained from Hamline University. It is the belief of the charter school that the knowledge obtained with these degrees has greatly benefited the charter school in many ways.

Professional Development Plan for Charter School Director is not required due to Director Tracy L. Quarnstrom having a superintendent licensure with the State of Minnesota. Please consult file folder number 349108.

Brenda A. Swanson, also a founding charter board member, has served as the Dean of Students with the charter school also since its opening in June of 2002.

Both Quarnstrom and Swanson hold valid teaching licenses in content areas and continue to be a vital teaching expertise to the charter school. Location for file folder numbers and other needed information is found in the staff information chart on the previous page.

Looking at other charter schools and turnover rates in the administration makes this a unique situation in this charter school environment.

V. GOVERNANCE

There were eight board members for 2016-2017. Our school board is usually made up of nine members, however one parent representative position is currently vacant. Each board member is referred to as a director of our school board. Along with board membership, the following officers are elected at the annual meeting each year from among those duly elected.

Jeff Vitali	Chairperson & Community -at-Large Representative	Elected February 16, 2016 to 2 year position (non-staff or non-parent required for this position)
Sandy Flint	Secretary/Treasurer, Officer and Teacher Representative	Elected February 16, 2016 to 2 year position (must be a teacher at the charter school)
Brenda Swanson	Dean of Students	Ex-officio Representative
Greg Paine	Community-at-Large Representative	Elected December 13, 2016 to a 1 year position (non-staff or non-parent required for this position)
Jennifer Lake	Vice Chair & Community -at-Large Representative	Elected December 13, 2016 to a 1 year position
OPEN	Parent Representative	Vacant 1 year position (must be a parent with a student enrolled in the charter school)
Meagan Rathbun	Full-Time Teacher Representative	Elected December 13, 2016 to 2 year position (must be a teacher at the charter school) Please note that Lindsay Coppernoll served as teacher rep in this position from September 2016 - December 2016
Brian Bernier	Parent Representative	Elected December 13, 2016 to 1 year position (must be a parent with a student enrolled in the charter school)
Becki Olseen	Full-Time Teacher Representative	Elected December 13, 2016 to 2 year position (must be a teacher at charter school)
Sue Frame	Community-at-Large Representative	Elected December 13, 2016 to 1 year position

Tracy Quarnstrom	TRIO Director	TRIO Wolf Creek Online High School Director (Ex-officio Representative)
Heide Miller	Authorizer Representative	Authorizer Representative - Chisago Lakes ISD #2144

For access to biographies, please visit our website at www.triowolfcreek.com.

The 2016-2017 board election was certified on December 13, 2016.

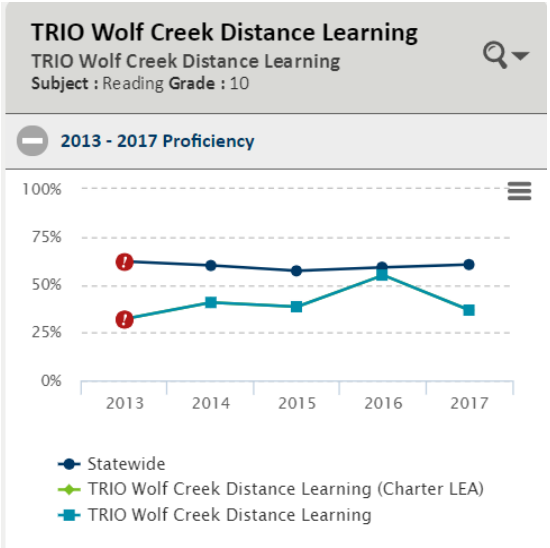
Based on school board minutes, the board had an average attendance of 81% for the 2016-2017 fiscal year. The Board meets once a month, usually on the second Tuesday of the month and for a period of approximately two hours in duration. It is acknowledged that from time to time, board members need to miss meetings. Some members were excused from meetings for required board trainings or other needed school business.

Wolf Creek's Board is highly committed to attending and participating in meetings and they are thanked for their commitment to Wolf Creek in this manner.

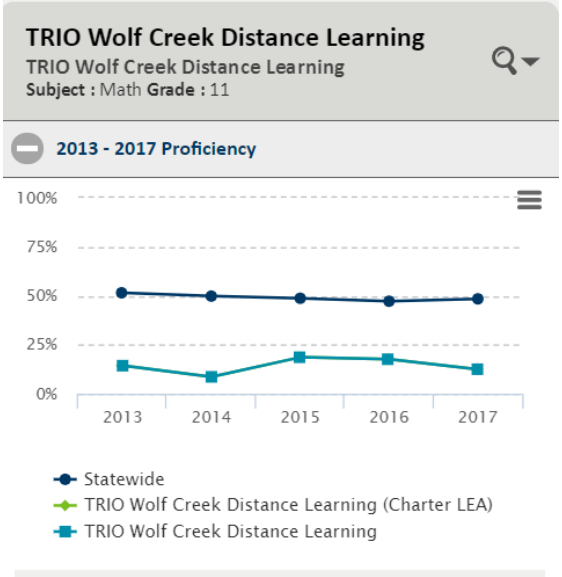
To view all minutes and up to date board information, please visit our school board link at www.triowolfcreek.com.

VI. ACADEMIC PROGRAM -

Reading data for MCA testing for 10th grade students:



Math data for MCA testing for 11th grade students:



MMR Rating for 2015

Wolf Creek was designated as Focus School in October 2014 based on test data from the previous year. Our only designated cell was in the area of graduation rates and so we were not assigned to work with a regional center for excellence this year. We are working with MAAP MN Association Alternative Programs, MACS MN Association of Charter Schools and MDE MN Department of Education to allow small charter schools who do not have valid test data based on student mobility, small cells for comparison, and other data measures to use other multiple measures of accountability in the future. Our authorizer, Chisago Lakes Schools is very interested in working with us to determine other ways to measure our success that include, but are not exclusively based on standardized test scores.

Notes on Graduation Rate
The majority of Wolf Creek students enroll at the charter school behind on credits. This means that they may have spent years in another public school and fallen behind, but once they walk in the doors of Wolf Creek, we are now held accountable for not graduating them on time.

Example- A senior who is two years behind on credits enrolls at Wolf Creek in April of his senior year and does not graduate due to the credit deficiency. This is a negative score for Wolf Creek alone, and not the public high school where the student was given courses for over three years with no success. This unfair measure of graduation rates is what we are working with various organizations to fix in the future. All we ask for is a fair playing field to show our successes.

Wolf Creek continues to strive to improve our academic performance on all required statewide testing measures, but at the same time Wolf Creek would like to acknowledge that the number of students taking these measures at Wolf Creek is at times not a large enough pool of students to conduct reliable statistical analysis for comparison purposes with other schools or even year to year data within Wolf Creek numbers.

We will continue to strive to show through a multiple measures approach all of the good things happening for students at the charter school.

VI. Innovative Practices

TRIO Wolf Creek Distance Learning Charter School offers the best of traditional high school with the best of technology based educational options for students in Minnesota.

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TRIO Wolf Creek Distance Learning Charter School continues to grow and develop itself as a model for online hybrid programming across the state and the nation. Here are just a few of the ways we are improving and using innovation to advance student academic success.

ADSIS funds obtained in the summer of 2012 and full program began in the fall of 2012, with continued improvements during the 2016-2017 school years.

In the 16-17 school year, ADSIS funds were dedicated to support under-achieving general education students grades 9-12 in the area of math. Students were identified based on MAP test scores. Student support consisted of an on-campus math lab offered every Tuesday and Thursday. Students received one to one tutoring of both on topic and prerequisite skills and small group sessions. Students also received virtual tutoring through FEV and by Wolf Creek math teachers in small groups and one to one settings. Virtual tutoring sessions help students fill in skills gaps, understand prerequisite skills, review course performance and supplement topics in individual student's math classes.

In addition starting in the 16-17 school years full time AmeriCORP Promise Fellow works with students who are not able to work independently from home to ensure academic success in a variety of ways. These measures during the 2016-2017 school years included additional check ins via electronic and face to face means, more lab hours required on campus, and enrollment in the course entitled PACT. PACT stands for Positive Adult/Student Connection Team and uses specific lessons designed to help them achieve success as independent learners and other check-ins throughout the week.

The 2016-2017 also marked the start of a new intervention using an AmeriCORP Promise Fellow for check ins with students who might be facing truancy interventions. This specialist uses a court based intervention system as well as a certified check and connect curriculum on campus.

Campus option

We are the only high school online program in the State of MN to offer a regular weekly campus option that allows local students to come to a physical space for reliable Internet and face to face time with highly qualified licensed instructors.

Special Education programming in an online arena has caused us to use virtual meeting spaces and work with students within the due process requirements of special education while still being very innovative around how to deliver these services on anytime-anywhere basis to our 21st Century learners.

Wolf Creek employs a number of innovative practices

- Wolf Creek is the state's only fully hybrid high school model. We believe that we are a leader in creating quality online curriculum, as well as offering high quality special education services in an online setting.
- Wolf Creek has worked to implement a young parenting class series with valid research methods due to needs for our at-risk teen parent population. Working in coordination with Chisago County Health and Human Services we offer our young parents a variety of services to meet their needs.
- Wolf Creek has worked to implement mental health needs for at-risk students. Most occur in a face to face model at this time, but work continues to surface around other methods of needed counseling for online students. We offer a variety of free mental health options on campus for students that is unheard of in the public school arena.
- The learning manager model is a truly innovative and effective practice that is used throughout the Wolf Creek School and is emulated in other online settings.

VII. PROGRAM CHALLENGES

Our largest challenge is mobility of students.

Another area of concern for at-risk students continues to be the completion rate of courses and amount of time that students are committed to working productively as online learners. Using the hybrid model and finding a balance between requiring students to come into lab and allowing them the flexibility of online learning is always a challenge. It is the belief at Wolf Creek that this is not only a challenge for us but for all OLL providers. During the 2014-2015 school years we were a part of the MDE series of focus school speakers and resource conferences that were planned to investigate this challenge in the state of Minnesota. We will continue to strive each and every day to reach students who have not been able to find academic success in other school settings.

OPERATIONAL PERFORMANCE

Wolf Creek is a very effective organization. From our school board to our business management services you can see the traits of an effective organization at Wolf Creek. We work with our authorizer Chisago Lakes Schools and a number of reputable consultants in the charter school world to have needed consultations and advice. We are members of MSBA and MACS in good

standing. We serve the online community as a beacon of accountability and reputable practices. We are in good standing with the MN Department of Education for all reports and records requested or needed from MDE. All documents in this report offer evidence of the efficiency of the organization.

FUTURE PLANS - Strategic Plan

Wolf Creek stakeholders worked in the spring of 2016 on a strategic plan with Big River Inc. out of St. Cloud MN. The goals from that strategic plan are still being implemented but are listed below:

- Choosing enrollment # to meet need of students and Wolf Creek capacity for Fall 2016 and beyond
- Prof. Development on differentiation/personalized learning
- Curriculum review and continued enhancement toward achieving goals of engaging, flexible, differentiated, and personalized learning.
- Find reliable and accessible parent portal

Quality Compensation Goals

- Our Quality Compensation goal for the 2017-2018 school year is for the percentage of all students in grades 9-10 who meet or exceed their fall to spring Individual RIT Growth Projection on the NWEA MAP in Mathematics will increase from 50.0% in spring 2017 to 53.0% in spring 2018.

Above all else, our ultimate goal is that:
We will continue to strive to be seen as the most reputable and accountable online entity in the state of Minnesota through all documents submitted to MDE and our authorizer.

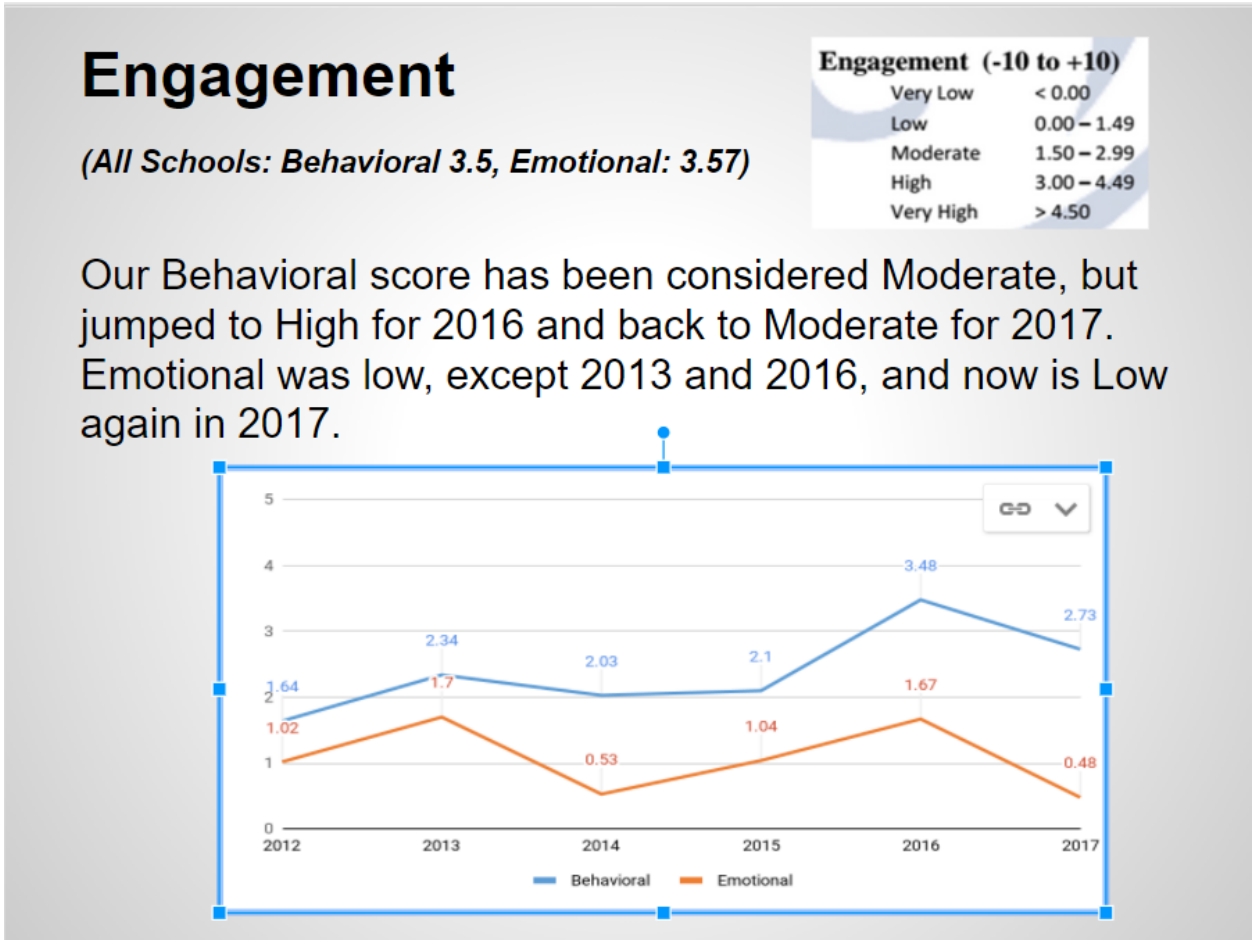
APPENDIX INFORMATION

Hope Survey Data

The Hope Survey documents student responses to 5 support areas:

- Engagement
- Autonomy
- Belongingness
- Goal Orientation
- Academic Press

Results:



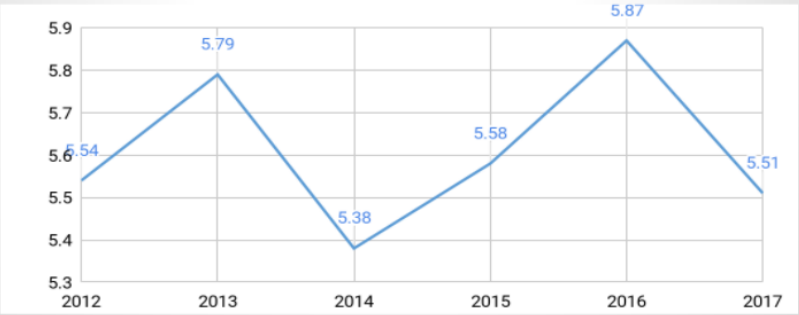
Autonomy

(All Schools: 5.62)

Autonomy (1-7)	
N.S.I.	< 4.00
N.I.	4.00 – 4.99
Good	5.00 – 5.5
Very Good	5.51- 6
Excellent	6.01 – 7

Our scores in this category have mostly been Very Good.

Students at Wolf Creek feel a strong sense of autonomy.

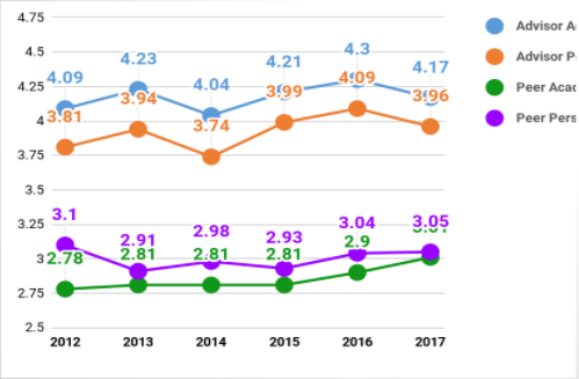


Belongingness

(All Schools: Advisor Academic: 4.29, Advisor Personal: 3.94 Peer Academic: 3.23, Peer Personal: 3.34)

Wolf Creek students feel a strong personal connection to their advisor or learning manager, but not as strong to students.

Advisor Academic is Good, Personal is Very Good. Peer Academic is now Good and Peer Personal is Needs Improvement, but is higher than in the past.



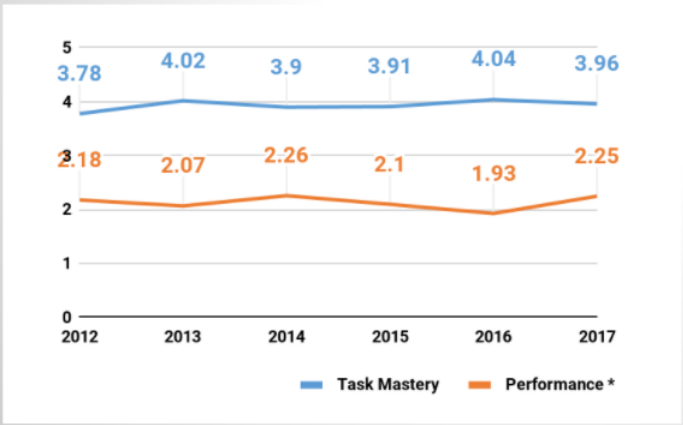
Belongingness (1-5)

Teacher Academic	
N.S.I.	< 3.50
N.I.	3.50 – 3.99
Good	4.00 – 4.49
Very Good	4.50 – 4.74
Excellent	4.75 – 5
Teacher Personal	
N.S.I.	< 3.00
N.I.	3.00 – 3.49
Good	3.50 – 3.74
Very Good	3.75 – 4.00
Excellent	4.01 – 5.00
Peer Academic	
N.S.I.	< 2.50
N.I.	2.50 – 2.99
Good	3.00 – 3.49
Very Good	3.50 – 4.00
Excellent	4.01 – 5.00
Peer Personal	
N.S.I.	< 3.00
N.I.	3.00 – 3.49
Good	3.50 – 3.74
Very Good	3.75 – 4.00
Excellent	4.01 – 5.00

Goal Orientation

(All Schools: Task Mastery: 4.01, Performance 2.12)

Our scores are Very Good. A low score being the goal for Performance and a high score for Task Mastery.



Goal Orientation (1-5)

Mastery (positive)

N.S.I.	< 3.00
N.I.	3.00 – 3.49
Good	3.50 – 3.74
Very Good	3.75 – 4.00
Excellent	4.01 – 5.00

Performance (negative)

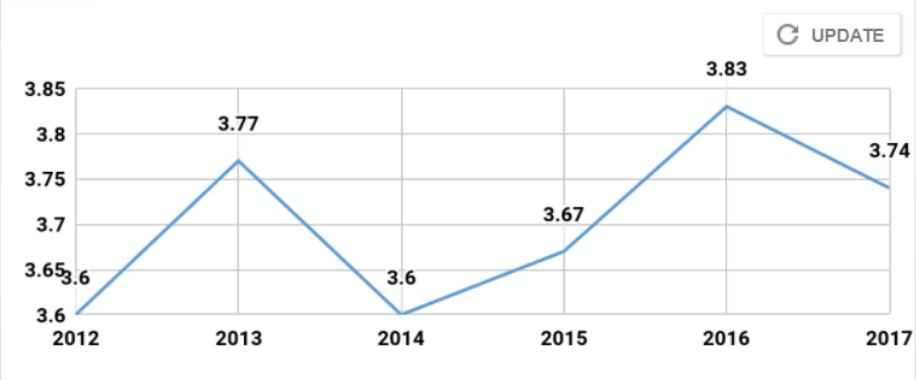
N.S.I.	> 3.50
N.I.	3.01 – 3.50
Good	2.51 – 3.00
Very Good	2.01 – 2.50
Excellent	1.00 – 2.00

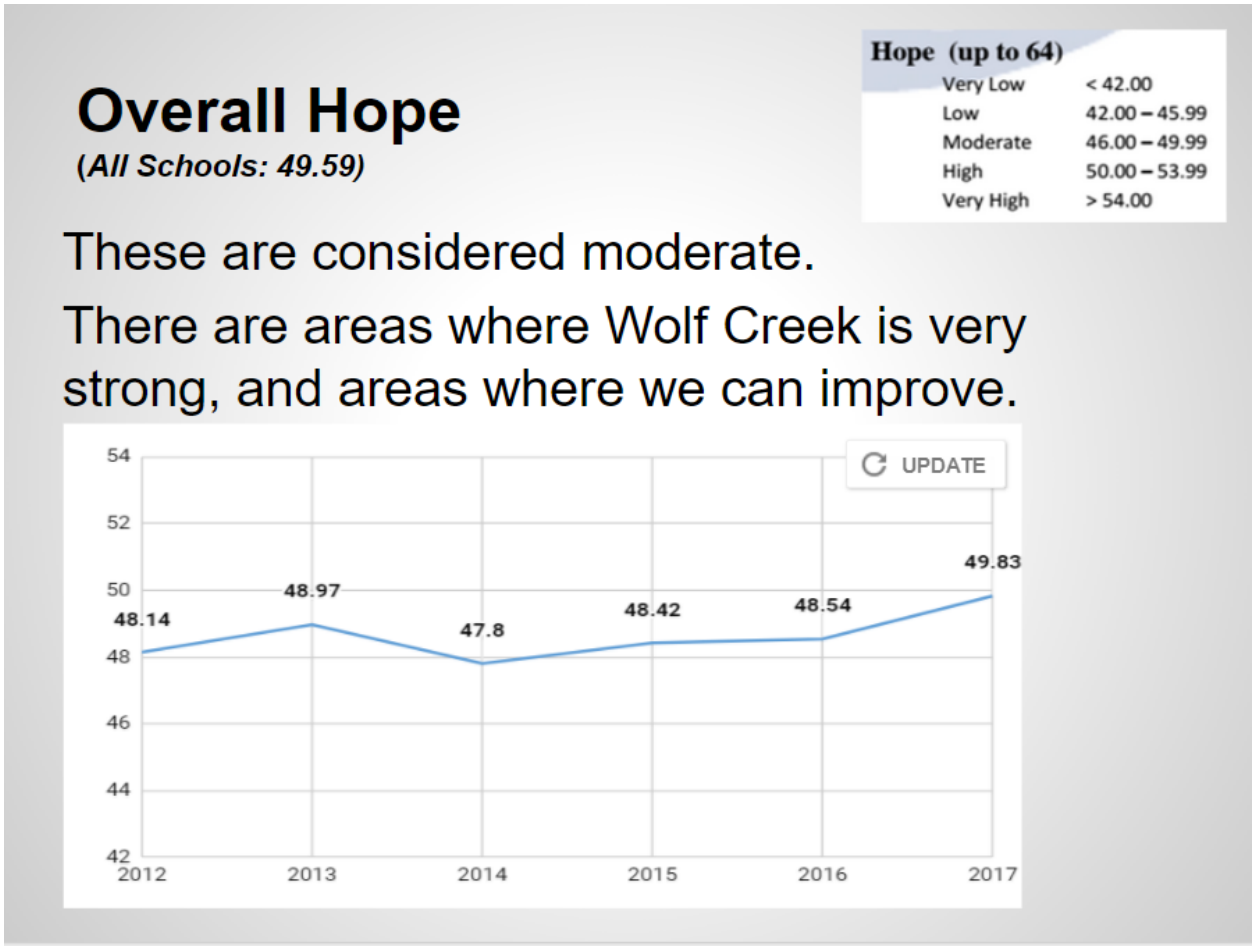
Academic Press

(All Schools: 3.8)

Our scores in this area are Good. This fell from Very Good last year.

Academic Press (1-5)	
N.S.I.	< 3.00
N.I.	3.00 – 3.49
Good	3.50 – 3.74
Very Good	3.75 – 4.00
Excellent	4.01 – 5.00





There are areas where Wolf Creek is very strong, and areas where we can improve.

For questions pertaining to the Hope Survey, please contact the Charter School Director Tracy L. Quarnstrom.

Budget Data Sheets

For questions on the budget documents, please contact our business manager, Heide Miller at hmiller@isd2144.org

Board Training Dates and Attendance

Finance with Heide Miller-business manager
Cost FREE
Full board in attendance
June 13, 2017

Employment Matters-With Wolf Creek Personnel Policies
Cost FREE
June 13, 2017
Full board in attendance

Board governance training session (including budget & finance training & UFARS)
Cost FREE
At retreat February 28, 2017

New Member Trainings
Meagan Rathbun
Course 100:Welcome to the World of Charter School Governance
Presented by MN Association of Charter Schools
March 11, 2017

QComp Annual Report 2016-17

This template, which may be changed as needed, is designed to help formulate the Q Comp Annual Report. Per Minnesota Statutes, section 122A.414, subdivision 3(a) the report must be submitted to the school board by June 15th of each year and include findings and recommendations for the program. It is also recommended that the report include a summary of what was implemented for the year to help provide context for the findings and recommendations.

Date Presented to the School Board: 6/13/2017

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. ***All information reported should be based on the current school year.*** It is recommended that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes ☐no

    a. If no, please explain what changes have occurred and why?

Impact

2. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction? **The teacher leaders coordinated and facilitated meetings where teachers collaborated about best practices in online learning. They made sure that data fueld the decisions that were made and saw the projects through to implementation into classes. Strong leadership impacted the direction of instructional interventions.**

3. How did the work of teacher leaders impact student achievement? **Our teacher leaders impacted student achievement by providing the staff**

with data, resources, and a vision towards a common goal. They helped organize us and created an efficient way to structure interventions and group work for focus groups. The teacher leaders facilitated investigation to help our students be successful in math and other content areas. The teachers promoted sharing among staff to help find areas students need to be supported in and to help teachers connect to students more effectively.

Review Findings

4. How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members? **The Q Comp coordinator attended the Assessment Conference and MCTM Conference which both helped with guiding the instruction for our math goal. A session at the MCTM Conference was specific to helping form effective PLC's. The teacher leaders attended sessions regarding Student Learning Goals and Ramp up to Readiness that were very effective in guiding teachers to instruction to promote student success.**

5. What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members? **On a scale of 1 to 10 with 10 being the highest rating, our teacher leaders received all scores in the 8-10 range. Additional comments indicated the teacher leaders worked effectively to coordinate our PLC and insure that our efforts are benefiting the students. A member of the team described the teacher leaders as great teachers and mentors. They made sure that our ideas were more than talk - that we moved forward to implementation.**

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher leadership? **The review findings indicated that the Teacher Leaders are doing an exceptional job and the school will continue to support them. One of our Teacher Leaders will be stepping down this year and we have already signed up our seasoned teacher leaders and the new teacher leader for the Initial Observation training to be sure the new teacher is trained and has the support of the seasoned teacher leaders to support her in this process.**

TRIO Wolf Creek Distance Learning Charter School #4095
2016-2017
Student Accountability Report

Core Component: Job-embedded Professional Development

Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes ☐no

    a. If no, please explain the changes that have occurred and why?

Impact

2. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction? **We learned effective ways to help students prepare for the ACT and MCA tests. We also focused on wrapping up focus group ideas from previous years to be sure we have strong implementation including strong teacher presence in our classes, implementation of a video to guide students to use study guides, effective use of rules and a rubric to guide students in collaboration with forums.**

3. How did teacher learning from learning teams and other job-embedded professional development impact student achievement? **While our MCA results did not show an increase this year, our 9th and 10th graders who met their MAP growth goal in math increased from 39% last year to 50% this year and in reading from 29% last year to 46% this year. Also, our teachers had strong success with Student Learning Goals this year as well.**

Review Findings

4. How did the sites or learning teams identify needs and instructional strategies to increase student achievement? **MAP Testing is completed on all 9th, 10th, and 11th grade students in the Fall. Evaluations of MAP scores and course was analyzed to determine the focus was math. The learning team then reviewed this data to determine needs and instructional strategies to be utilized.**

5. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation? **MAP scores were used to determine focus for the schoolwide goals. Teachers analyzed course completion, assignment completion, and Unit test scores to determine areas to set Student Learning Goals. In addition, teachers used benchmark strand information from the past two years of math and reading to determine weak areas. These results were analyzed to determine strategies to use to implement in Student Learning goals. Teachers worked with peer mentors and PLC members to present ideas and get feedback on instructional strategies to help students master content in the areas of teh SLG's.**

Recommendations

6. How will the district use the review findings to improve the effectiveness of

job-embedded professional development? **Teachers presented their final SLG results and reflected on what worked and didn't work in the implementation and will be making changes to help students master content in the future.**

Core Component: Teacher Evaluation

Implementation

1. Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes ☐no

    a. If no, please explain the changes that have occurred and why?

Impact

2. What impact did the observation/evaluation process, including coaching, have on classroom instruction? **This was our second year using the ISTE rubric for Q Comp evaluation. This is the same rubric that is used for Teacher Evaluation. All but 1 of our teachers were evaluated by both Teacher Leaders and by the Director. We continued to have teachers score themselves on the rubric and provide evidence for this score. The observers then scored the teachers and added evidence for the scores. Teachers set goals based on the observations.**

3. What impact did the observation/evaluation process, including coaching, have on student achievement? **Learning Managers gained valuable feedback through the evaluation process. We took this feedback and post observation coaching and used it to improve our teaching practices on campus and in our classes. This in turn positively influences student achievement.**

Review Findings

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice? **Evalution and feedback helped better inform areas where teachers can improve and also areas of strength that teachers may be able to share with other teachers. The observations also increased teacher's abilities in student interaction, provided ideas for connecting with students and addressing challenging situations, and encouraged improvement of curriculum. Finally, the observation process helped teachers reflect on their own practices through the self-evaluation process as well.**

5. How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members? **This year the observers/evaluators evaluated members of the PLC and were able to compare their results to the evaluation that the director performed on the same staff member**

with the same rubric. This helped determine if the scores have interrater reliability.

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher evaluation? **We will be focusing professional development next year in areas where a number of staff members tended to struggle on the rubric. One area included developing areas that allow students to pursue their individual interests and personalize their curriculum. Another area included promoting and modeling cultural understanding and global awareness by engaging with colleagues and students of other cultures and socioeconomic statuses.**

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

   ☒Yes ☐no

   a. If no, please explain the changes that have occurred and why?

2. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes ☐no

   a. If no, please explain the changes that have occurred and why?

Impact

3. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? **0% for the school-wide goal and 91% for student learning goals.**

4. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? **100%**

   a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? **N/A: As a charter school all staff are considered probationary.**

   b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? **N/A: As a charter school all staff are considered probationary.**

5. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)? ☒yes ☐no

    a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? **100%**

6. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? **100%**

    a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? **N/A: As a charter school all staff are considered probationary.**

    b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? **N/A: As a charter school all staff are considered probationary.**

Recommendations

7. How will the district use the data to improve the effectiveness of this core component? **Teachers will continue to utilize data to modify instruction. Teachers reflected on their SLG's and on interventions used for the School-wide goal and will make modifications for future instruction to improve student learning.**

General Program Impact and Recommendations

1. What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program? **The Q Comp program helped us to implement expanding teacher presence in our online classes, creating videos to support instruction, implementing more uniform curriculum in discussions, and expanding support for mathematics instruction to prepare students for MCA testing.**

2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program? **While we didn't meet our schoolwide goal on the MCA Math test, our school was able to increase our number of students in 9th and 10th grade who met their MAP growth goals. In addition, our percentage of course completions has increased this past year in most subject areas, including math.**

3. How will the district use the review findings to improve the overall effectiveness of the program? **We will continue to review data very closely to determine the best instructional strategies to support our students.**

Additional References

Link to 1617 **WBWF** Template

Link to 1617 **WBWF Plan** Document

Link to **Audit Information** FY Ending June 30, 2017:
Audit; Management Letter
(Audit performed by Abdo, Eick & Meyers, LLP)

Conclusion

Thank you for taking the time to read our annual report. Please report errors to the Charter School Director Tracy L. Quarnstrom at tquarnstrom@wolfcreekhs.org.