

TRIO WOLF CREEK

DISTANCE LEARNING CHARTER

www.triowolfcreek.com

This report uses data collected over the period of 7/1/2015 through 6/30/2016

TRIO Wolf Creek Distance Learning Charter School #4095
2015-2016
Student Accountability Report

2015-2016 Student Accountability Report respectfully submitted: December 13, 2016 to the TRIO Wolf Creek Distance Learning Charter School Board of Directors and our authorizing agent of Chisago Lakes Public Schools.

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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 January 2016 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 over one 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 due out in 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. The other 20% of their school work is completed in our school which is often referred to as the "Computer Lab". In the computer lab setting, students find opportunities to socialize with other students, as well as, meet face-to-face with Learning Managers.

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 received a site visit from our NCA accreditation team. We value the input we receive 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 2013-2014 school years and received a score of accredited. 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.

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 14-15 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 July 1, 2011. 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
In the appendix, you will find a finance section with a current budget and fiscal statements for review.

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
8th	0	6	0
9th	33	15	24
10th	41	36	33
11th	57	60	63
12th	98	84	66
12 (plus)		17	23
Total	229	218	209

*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

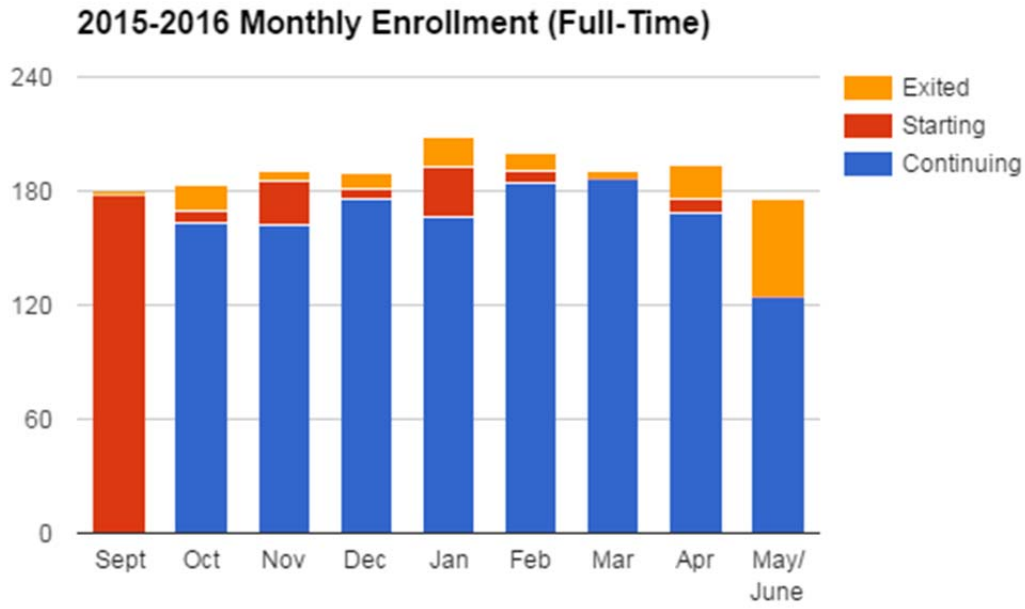
Notes:
It is important to note that the snapshot shows a one day time stamp of student numbers, but that our student enrollment numbers fluctuate quite a bit throughout the year. We served 248 full time students in 2015-2016. In addition, we served 30 summer term only students, 54 supplemental students, and 6 students paid tuition in order to take courses with us. So 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

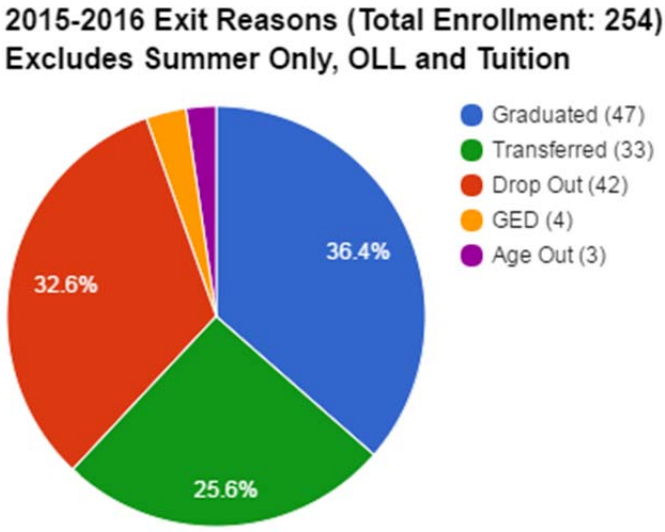
Pay $225 per semester course due to no longer being able to generate state aid as they are using their state aid at their enrolling school and need more courses being so far behind on course work that this is needed. Tuition based often occurs for seniors in spring term who need a few courses to graduate 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.

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.

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Exited includes graduation, transfer, withdrawal and dropped students



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 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

Additional Supplemental Student Information:

- 59 students served in a supplemental or part time manner
- 178 courses offered in total

- 165 courses passed
- 13 courses resulted in a grade of F (and no state aid was received for these courses)

Our numbers for 2015-2016 show an increase in supplemental student enrollments. 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 2015-2016 and had to cap enrollment in popular courses such as ASL.

For 2015-2016, 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.

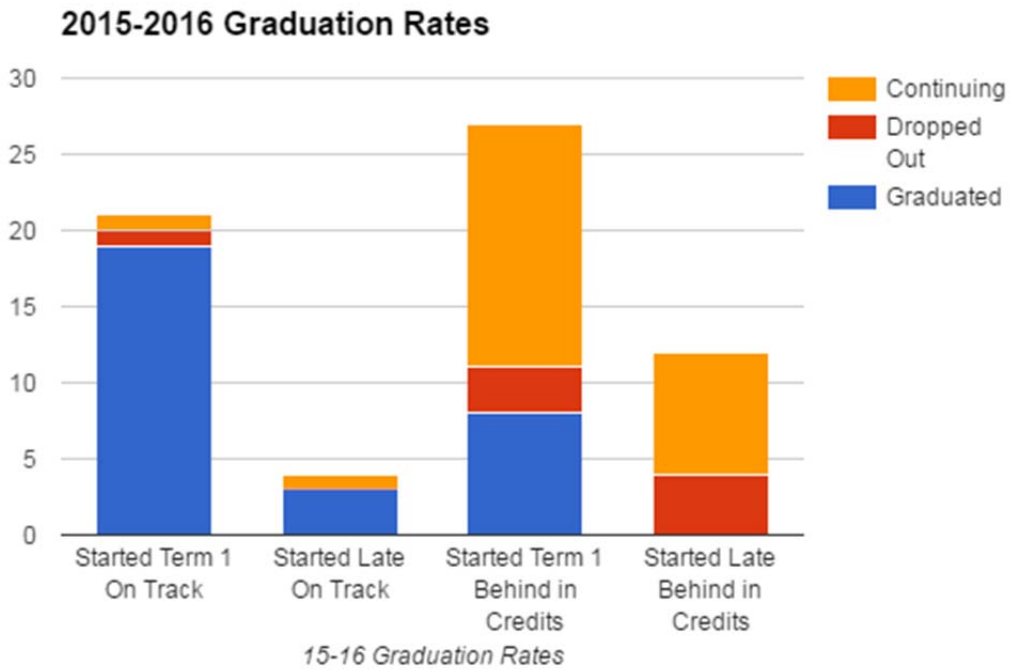
Another unique feature of supplemental course work that state aid is only assigned to supplemental course work that results in a passing grade in the course. So a student could enroll in a supplemental course at Wolf Creek and use Wolf Creek resources all term but not pass the course, and we have essentially 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 chemotherapy, 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**

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.

This graph is of 12th grade that were scheduled to graduate in 2016, excludes our 12+ students that were past their graduation year.



15-16 Graduation Rates

Admissions Data

We did have a waiting list for the 2015-2016 school years and application materials can be found in the appendix section of this document.

Demographics (based on full year totals)

Criteria	Student Percentage
Eligible for Free/Reduced Lunch	15% (same as previous year)
English Language Learners	0%
Special Education Students	35 students (up 21% from previous year's data.)
At-Risk Students	76%*
Ethnicity Statistics	**By student number**
Am Indian	3
Asian	4
Hispanic	3
Black	3
*combining all starred categories above	13
White	295

	308
Gender	
Male F/T: 117 | OLL: 16 | Tuition: 2 | Total: 135	44%
Female F/T: 132 | OLL: 39 | Tuition: 2 | Total: 173	56%

* 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 2015 we know that, of 158 full-time enrolled students, 86% had at least one risk factor assigned to them. See table below for data points.

Most common risk factors Graphic:

Risk Factor	% of total student pop (182)	% of at risk students (139)
Below grade level testing (94)	52%	68%
Behind in credits (106)	58%	76%
Truancy (26)	14%	19%
Mental health concerns (38)	21%	27%

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 increased slightly from the previous year in eligibility. This is due to more students coming to lab to participate in the lunch program and the state of the economy for all families in Minnesota. Serving an at-risk population who at

times will have more flexible work condition may also indicate that these populations are the first laid off in some situations. 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.

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IV. TEACHING STAFF INFORMATION

Licensed teachers

2015-2016				
Name	**File #**	**Assignment**	**Years at TWC**	**15-16 Status***
Tracy Quarnstrom Director	349108	Social Studies	13	R
Hanna Coleman	435602	Chemistry	4	R (after 1 year leave)
Brenda Swanson Dean of Students	348443	Life Sciences	13	R
Hannah Swenson	480564	Special Education	1	R
Shelli Matheson	479604	Mathematics	3	R
Martha Airhart	308543	Special Education LD EBD Waiver	3	R
Molly Weinand	472498	Language Arts	1	R
Meagan Rathbun	474415	Language Arts	2	R
Lindsay Jarombek	437249	Life Sciences	8	R
Sandra Flint	421010	Mathematics	10	R
Melissa Luchsinger	437279	Visual Art-part time adjunct basis only	1	R
Becki Olseen	444919	Social Studies	6	R
Amy Hendrickson	359254	Chemistry Physics	1	R
Sean Miller	450539	Social Studies	4	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

Our school board is made up of nine members. 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 and 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 charter school)
Brenda Swanson	Dean of Students	Ex-officio Representative
Greg Paine	Community-at-Large Representative	Elected February 16, 2016 to a 1 year position (non-staff or non-parent required for this position)
Jennifer Lake	Vice Chair and Community-at-Large Representative	Elected February 16, 2016 to a 1 year position
Shanette Maloney	Parent Representative	Elected February 16, 2016 to 1 year position (must be a parent with a student enrolled in the charter school)
Lindsay Jarombek	Full-Time Teacher Representative	Elected February 17, 2015 to 2 year position (must be a teacher at the charter school)
Brian Bernier	Parent Representative	Elected February 16, 2016 to 1 year position (must be a parent with a student enrolled in the charter school)
Becki Olseen	Full-Time Teacher Representative	Elected February 17, 2015 to 2 year position (must be a teacher at charter school)
Sue Frame	Community-at-Large Representative	Elected February 16, 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 2015-2016 board election was certified on February 16, 2016.

It is important to note that after changes to the 2009 Charter School Law, that the board of directors at Wolf Creek chose to no longer hold a teacher majority and also added some positions in order to be in full compliance with the new law after voting to institute a non-teacher majority.

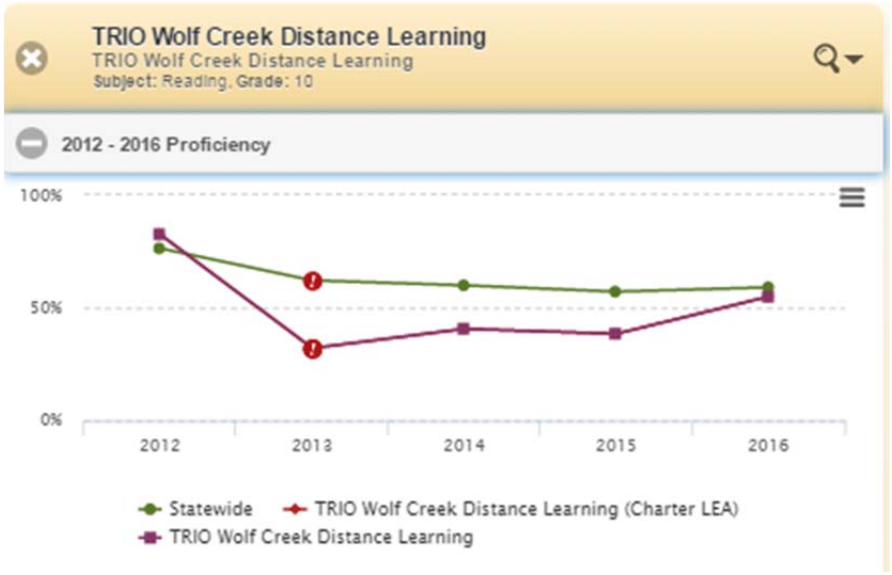
Based on school board minutes, the board had an average attendance of just over 83% for the 2015-2016 fiscal year. The Board meets once a month, usually on the second Tuesday of the month and for a period of approximately two hours in duration. It is acknowledged that from time to time, board members 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.

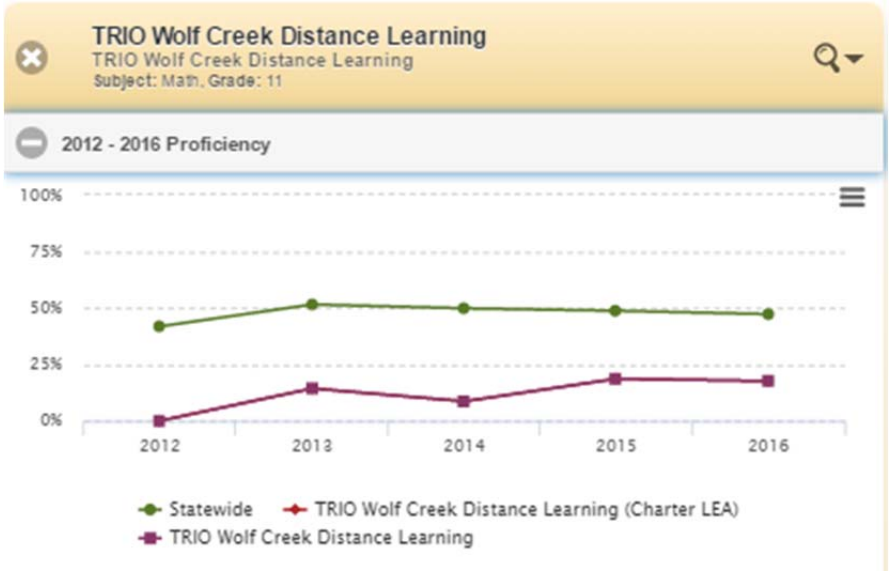
To view all minutes and up to date board information, please visit our school board link at www.triowolfcreek.com.

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.

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 2015-2016 school years. A full time ADSIS teacher 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 2015-2016 school years included additional time on campus with an additional day on campus each month or so, which was Mondays. Specific lessons designed to help them achieve success as independent learners and other check-ins throughout the week. We began a new online program called FEV Tutor that also helped students working from a distance on specific math skills.

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 with Teen Wise MN to implement a young parenting class series with valid research methods due to needs for our at-risk teen parent population.
- 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 2016

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 2016-2017 school year is for the percentage of all students enrolled October 1 in grade 11 at TRIO Wolf Creek Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 28.1% in 2016 to 33.1% in 2017.

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.

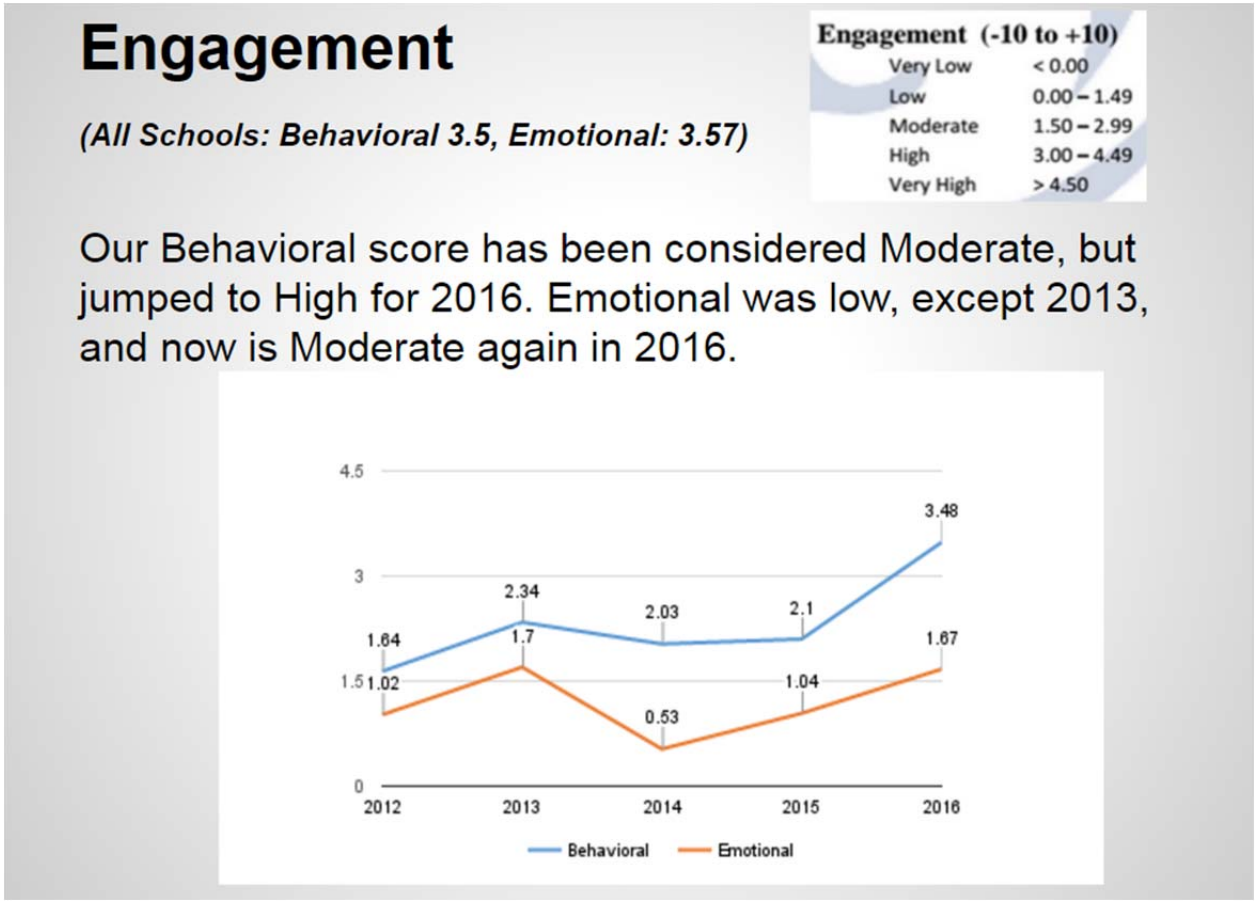
APPENDIX INFORMATION

Hope Survey Data

The Hope Survey documents student responses to 5 support areas:

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

Results:



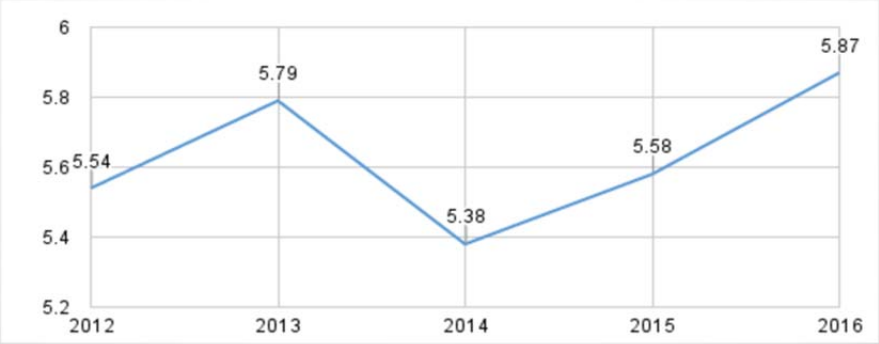
Autonomy

(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 and increased for 2016.

Students at Wolf Creek feel a strong sense of autonomy.

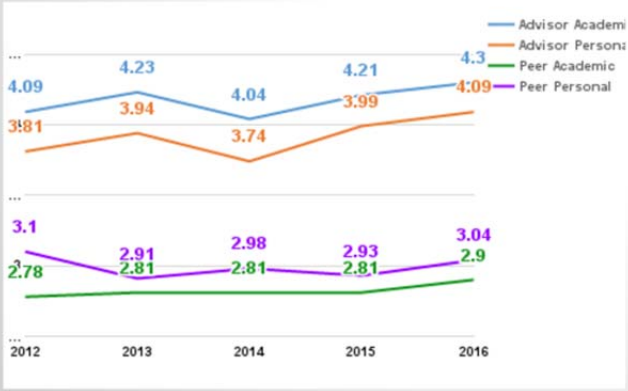


Belongingness

(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 Excellent. Peer Academic and Peer Personal is Needs Improvement, but is higher than in the past.



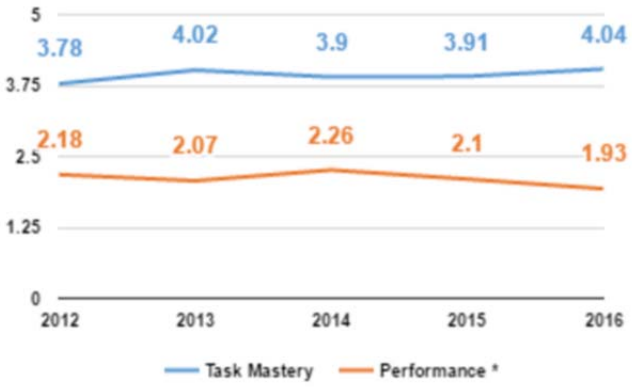
Belongingness (1-5)	
Teacher Academic	
N.S.I.	< 3.50
N.I.	3.50 – 3.99
Good	4.00 – 4.49
Very Good	4.50 – 4.74
Excellent	4.75 – 5
Teacher Personal	
N.S.I.	< 3.00
N.I.	3.00 – 3.49
Good	3.50 – 3.74
Very Good	3.75 – 4.00
Excellent	4.01 – 5.00
Peer Academic	
N.S.I.	< 2.50
N.I.	2.50 – 2.99
Good	3.00 – 3.49
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 Excellent, an increase from Very Good in the past. 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

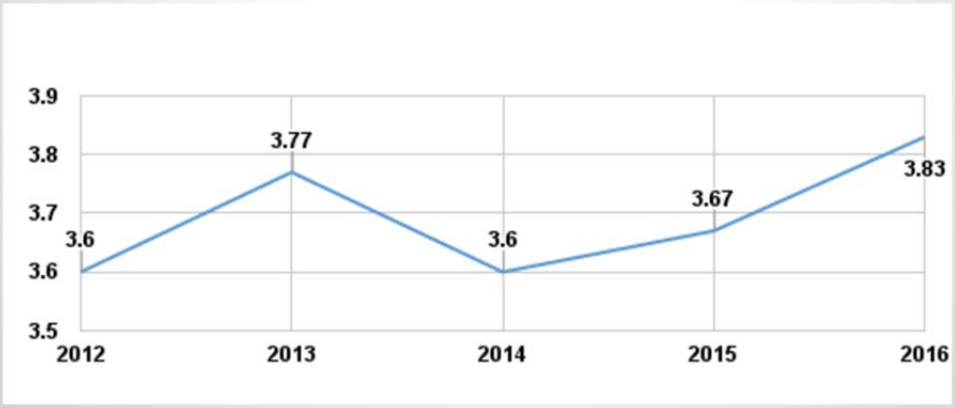


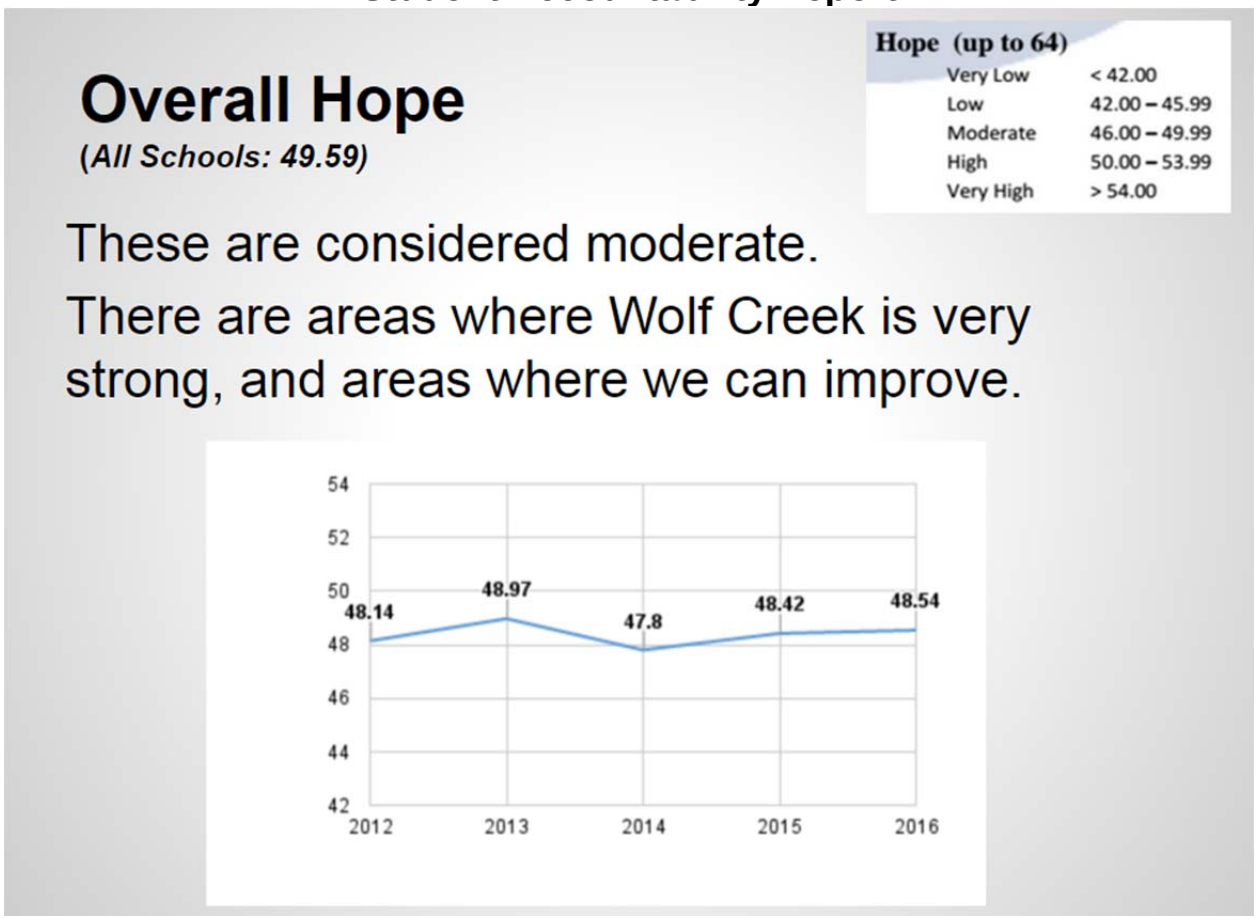
Academic Press

(All Schools: 3.8)

Our scores in this area have increased to Very Good from Good in the past.

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

Individual Training Sessions-New Member
Greg Paine
Cost $300
Board Governance with MN School Boards Association
August 9, 2016

Finance with Heide Miller-business manager
Cost FREE
Full board in attendance
June 13, 2016

Employment Matters-With Wolf Creek Personnel Policies
Cost FREE
February 9, 2016
Full board in attendance

Board governance training session
Cost FREE
Full board in attendance
January 12, 2016

TRIO Wolf Creek Distance Learning Charter School #4095
2015-2016
Student Accountability Report

2015-2016 World's Best Workforce Report Summary

District or Charter Name:

Grades Served:

Contact Person Name and Position:

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016,** to: MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

Ø WBWF Report Link

Link is published to Wolf Creek website. We also hold an annual meeting where Wolf Creek goes over the report with stakeholders.

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

Ø December 13, 2016

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

Ø Sean Miller – WBWF Coordinator/Teacher, Molly Weinand – College/Career Coordinator, Tracy Quarnstrom – Director, Brian Bernier – Parent, Sandy Flint and Shelli Matheson – Data Coordinators, Jennifer Lake and Sue Frame– Community-at-Large Representatives

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

The goals below were established with the help of our authorizer Chisago Lakes ISD.

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
Provide the established SMART goal for the 2015-2016 school year.	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.*	*Check one of the following:* *Goal Met* *Goal Not Met* *Goal in Progress (only for multi-year goals)* *District/charter*

		does not enroll students in Kindergarten

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
	Provide the result for the 2015-2016 school year that directly ties back to the established goal.	*Check one of the following:* *Goal Met* *Goal Not Met* *Goal in Progress (only for multi-year goals)* *District/charter does not enroll students in grade 3*

2c. Close the Achievement Gap(s) Among All Groups

Goal		Result	Goal Status
Closing the Gap	By 2021, TRIO Wolf Creek will continue to have no gaps (0%) between its free and reduced	*Provide the result for the 2015-2016 school year that directly ties back to the established goal.*	*Check one of the following:* *Goal Met* *Goal Not Met* *Goal in Progress (only for multi-year goals)*

	population and its non-free and reduced population on the 10th Grade MCAIII Reading test.		

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
During 2015-16, 100% Wolf Creek graduates will complete a Personal Learning Plan.	*88% of Wolf Creek graduates completed a Personal Learning Plan.*	*Check one of the following:* *Goal Met* *Goal Not Met* *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
In 2015-16, Wolf Creek will increase its graduation rate by 5 percent.	*Wolf Creek increased its graduation rate by 12 percent, from 21 percent to 33 percent.*	*Check one of the following:* *Goal Met* *Goal Not Met* *Goal in*

		Progress (only for multi-year goals) District/charter does not enroll students in grade 12

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Wolf Creek has identified needs in both Reading and Math based on data from the following sources:

- NWEA MAP tests in Mathematics administered in the fall and spring to students in Grades 9-11 and also to students in ADSIS and SPED.
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- MCA Reading Test administered to 10th graders in the spring
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- GRAD Reading Tests administered to 11th and 12th graders who did not pass the MCA Reading Test.
- GRAD Math Tests administered to 12th graders who did not pass the MCA Math Test
- Test Analytics in Pearson's GradPoint curriculum which analyzes test scores in Math, Reading, Science, and English

4. Systems, Strategies and Support Category

4a. Students

Last year our focus was on student achievement in Math. Our outcome data was measured by our success on the MCA Math test. During the school year teachers were focused on providing Math interventions for our students, while also implementing Math focused curriculum in their content area, and promoting a positive Math culture.

o *Our Quality Compensation Goal for last year was that the percentage of all students who meet/exceed standards will increase from 20.7% to 25.7% for students taking the 11th grade Math MCA III test. We exceeded the goal by reaching 28.1%.*

4b. Teachers and Principals

Ø Describe the areas below. Include only the district focus areas for the 2015-2016 school year.

Limit response to 200 words.

o *System to review and evaluate the effectiveness of:*

§ *Instruction interventions will be focused on Math Interventions and Literacy standards. Will be reviewed by the Q-Comp team and Curriculum Coordinators*

§ *Curriculum is reviewed on a yearly basis, based on when curriculum has been edited/updated. Reviews are completed by Peers, Curriculum Coordinators, and the Director.*

§ *Teachers are evaluated each year by the Director and Dean of Students with a summative assessment every three years. Teachers are evaluated using an Individual Growth and Development Plan.*

§ *Our Director is reviewed by the School Board annually every year.*

-Director Evaluation Linked

4c. District

Ø Describe the areas below. Include only the district focus areas for the 2015-2016 school year.

Limit response to 200 words.

o *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*

§ *Wolf Creek uses the ISTE (International Society for Technology in Education) standards/rubric to review both our curriculum and our teacher's instruction. Obviously, being an online school, technology plays a large role in both our curriculum and our instruction. Wolf Creek is always striving to provide our students with the best education that is both personalized and flexible, as it states in our mission statement.*

§ *Wolf Creek has a small staff, which allows us to collaborate on everything that we do. Our PLC (Professional Learning Community) is one of the main forces driving our collaborative culture. Our PLC always focuses on addressing student achievement and meeting student needs. Another focus of Wolf Creek is professional development. Teachers are encouraged to grow by attending different professional development opportunities, which they then bring back to the entire staff.*

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.

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In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

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Conclusion

Thank you for taking the time to read our annual reports. Please report errors to the charter school director Tracy L Quarnstrom at tquarnstrom@wolfcreekhs.org.