

TRIO WOLF CREEK

DISTANCE LEARNING CHARTER

www.triowolfcreek.com

This report uses data collected over the period of 7/1/2014 through 6/30/2015

TRIO Wolf Creek Distance Learning Charter School #4095
2014-2015
Student Accountability Report

2014-2015 Student Accountability Report respectfully submitted: December 1, 2015 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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Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead

In acknowledgement of the many people who make the TRIO Wolf Creek Distance Learning Charter School a respected and vibrant Minnesota public charter school option. For those that work in small public schools and with the most at-risk students in the state of Minnesota a debt of gratitude is owed. To all who make these small school environments work with their own sweat and tears, and hours upon hours of work above and beyond that which is noted on their teacher agreements. We acknowledge the many people who make this charter school accountable and vibrant in many ways.

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I. 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 2015 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. Future plans for the statements include making them more visible to our stakeholders by making sure they are visible in our school, on publications, and spoken at the beginning of each school board meeting to remind us of our purpose in convening as a school board.

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 Summitt 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. Students entering our program understand that approximately 80% of their work will be completed at a distance from a physical school building. 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 e-mail 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.

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II. AUTHORIZER INFORMATION

Authorizer Name: Chisago Lakes Area Schools ISD #2144
Authorizer Liaison: Heide Miller
hmiller@isd2144.org or 651-213-2010
Contract expiration: June 30, 2016

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 School ISD #2144 has been supportive of all of our efforts as a charter school. We are currently working with the authorizer to sign a new agreement by January of 2016. 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.

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SCHOOL FINANCE

Business Manager
Heide Miller
(651)213-2010
hmiller@isd2144.org

Chisago Lakes Area Schools
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 2015 for the third year in a row and is proud of that external marker on our financial status.

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AUDIT INFORMATION
In the appendix, you will find a finance section with a current budget and fiscal statements for review.

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III. ENROLLMENT/ATTRITION

Grades	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
8th	0	0	0	0	0	6
9th	16	22	15	28	33	15
10th	37	35	40	58	41	36
11th	48	57	60	59	57	60
12th	201	158	152	161	98	84
12 (plus)						17
Total	302	272	267	306	229	218

*2014-2015 includes Full time, OLL and Tuition students enrolled on May 29, 2015

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 294 full time students in 2014-2015, 35 supplemental students, and 9 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.

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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 paid 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

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Additional Supplemental Student Information:

- 48 students served in a supplemental or part time manner
  - 126 courses offered in total
  - 101 courses passed
  - 22 courses resulted in a grade of F (and no state aid was received for these courses)
  - 3 courses were a withdrawal during the drop period

Our numbers for 2014-2015 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.

For 2014-2015 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 chemo therapy, yet they are still allowed to remain in their home school district and graduate if possible with peers.

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GRADUATION DATA-New table

School years designated	Number of Graduates
12-13	**42**
13-14	**24**
14-15	**40**

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.

Admissions Data
We did not have a waiting list for the 2014-2015 school year and application materials can be found in the appendix section of this document.

Demographics

Criteria	Student Percentage
Eligible for Free/Reduced Lunch	15% (-15% previous year as of Oct. 1)
English Language Learners	0%
Special Education Students	29 students (down 17% from previous year's data. Note: we also served 4 supplemental students that were Special Ed that are not included in this count.)
At-Risk Students	86%*
Ethnicity Statistics	**By student number**
Am Indian	2
Asian	1
Hispanic	4
Black	1
*combining all starred categories above	8
White	167
	175

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Gender (based on full year)	
Male F/T: 129 | OLL: 13 | Tuition: 4 | Total: 146	42%
Female F/T: 169 | OLL: 32 | Tuition: 2 | Total: 203	58%

* 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 (158)	% of at risk students (136)
Below grade level testing (107)	68%	79%
Behind in credits (103)	65%	76%
Truancy (41)	26%	30%
Mental health concerns (38)	24%	28%

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.

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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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V. TEACHING STAFF INFORMATION

Licensed teachers

2014-2015				
Name	**File #**	**Assignment**	**Years at TWC**	**15-16 Status***
Tracy Quarnstrom Director	349108	Social Studies	13	R
Brenda Swanson Dean of Students	348443	Life Sciences	13	R
Hannah Swenson	480564	Special Education	1	R
Shelli Matheson	479604	Mathematics	3	R
Shelly Sprain	406363	Language Arts	2	NR
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

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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.

We only had one staff member who did not return for the 2015-2016 school year and her focus was on middle school and we discontinued our middle school program so that separation made sense.

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.

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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 18, 2014 to 2 year position (non-staff or non-parent required for this position)
Sandy Flint -	Secretary/Treasurer, Officer, and Teacher rep	Elected February 18, 2014 to 2 year position (must be a teacher at charter school)
Brenda Swanson -	Dean of Students	Exofficio Representative
Vacant	One Year Community-at-Large Representative	
Jennifer Lake	Vice Chair and Community-at-Large Representative	Elected February 17, 2015 to a 1 year position
Shanette Maloney	Parent Representative	Elected February 17, 2015 to 1 year position (must be a parent with a student enrolled in the charter school)
Lindsay Jarombek	Full-Time Teacher Representative	Elected February 17th, 2015 to 2 year position (must be a teacher at charter school)
Brian Bernier	Parent Representative	Elected February 17, 2015 to 1 year position (must be a parent with a student enrolled in the charter school)
Becki Olseen -	Full-Time Teacher Representative	Elected February 17th, 2015 to 2 year position (must be a teacher at charter school)
Sue Frame -	1yr Community-at-Large Representative	Elected February 17th, 2015 to 1 year position
Tracy Quarnstrom		Wolf Creek Online High School Director (ex officio member)
Heide Miller		Exofficio Representative

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

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The 2014-2015 board election was certified on February 17, 2015.

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, we were missing very few members in any meetings. We meet once a month, usually on the second Tuesday of the Month and for a period of approximately 2 hours in duration. Even though some members were excused from meetings for required board trainings or other needed school business, these absences were noted as absences in our data pull. Of 96 attendance data points, 82 points were present-points and 14 points were absent-points for the board from the period of July 1, 2014-June 30, 2015.

It is acknowledged that from time to time board members need to miss meetings and Wolf Creek will begin to collect data this year on excused absences, as well as investigating the option of web linking in board members when possible.

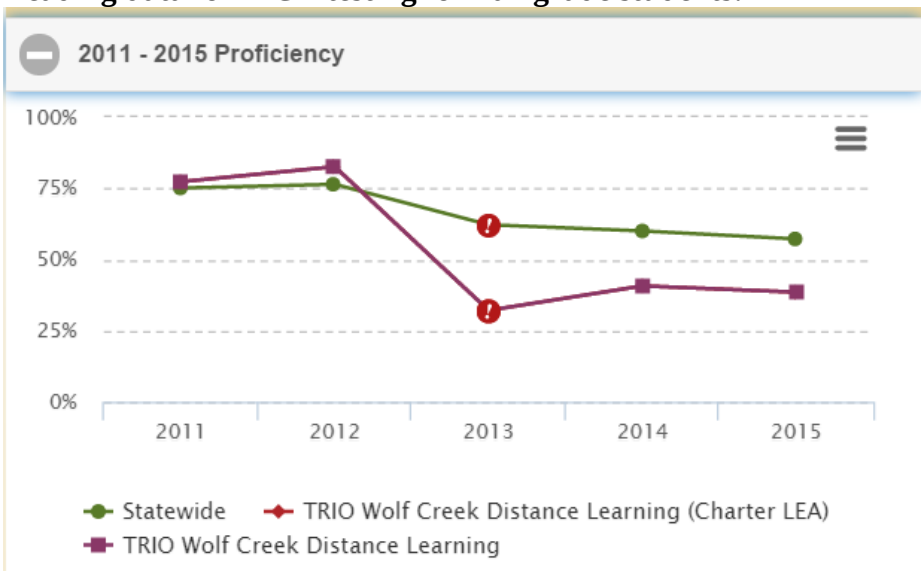
Wolf Creek's board is highly committed to attending and participating in meetings and they are thanked for their commitment to Wolf Creek in this manner.

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

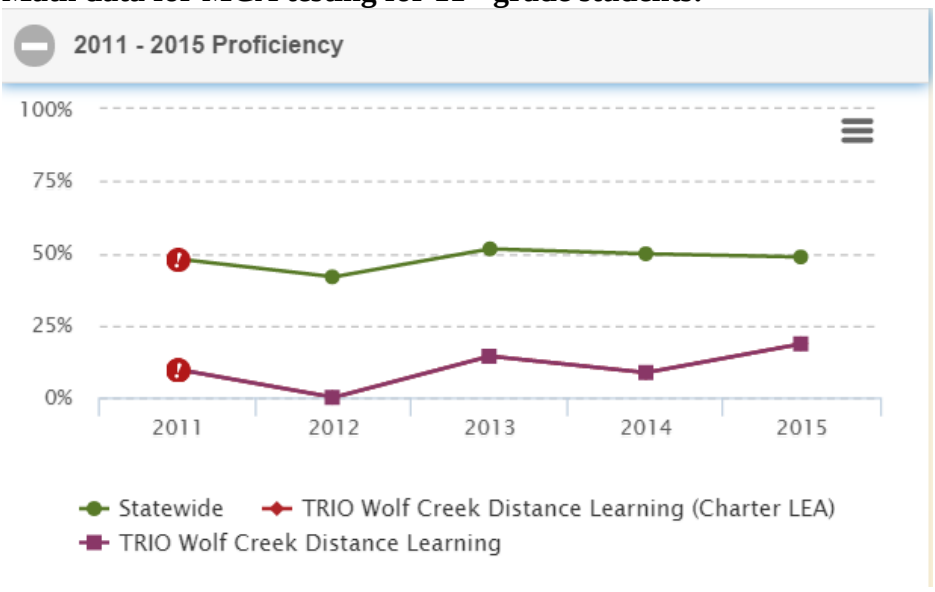
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VI. ACADEMIC PROGRAM -

Reading data for MCA testing for 10th grade students:



Math data for MCA testing for 11th grade students:



MMR Rating for 2015

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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.

Eighth Grade Pilot-Test Results

It should also be noted here that we did enroll 8th grade students during the 2014-2015 school year in a new pilot program that required them to be on campus two days per week and work at home under Wolf Creek LM guidance the other days of the week. We cannot aggregate the testing data of the 8th grade pilot students due to low numbers (under 10 students) and the inability to show data with this small of a cell size.

Wolf Creek continues to strive to improve our academic performance on all required state wide 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.

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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 2013-2014 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 2014-2015 school year included additional time on campus with an additional day on campus, which was Mondays. Specific lessons designed to help them achieve success as independent learners and other check-ins throughout the week.

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 any time-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

The longevity of Wolf Creek as a small and reputable online school is shown in our history document found in the appendix.

Our future plans include to have sustained enrollment at 200 students for the coming years to protect employee positions and fluctuations in our student population for budgetary reasons. We will continue to investigate the balance between students working at home and working on campus. Wolf Creek will be a model for other online schools for how to reach out to students and make online learning personal with our Learning Manager model.

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- Board goals for this year include raising student achievement by producing high quality curriculum options and raising our graduation rate.

- Our Quality Compensation goal for the 2014-2015 school year is for the percentage of all students in grades 8 and 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 9.1% in 2014 to 14.1% in 2015. We exceeded this goal, reaching 18.8% in 2015.

- Our Quality Compensation goal for the 2015-2016 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 20.7% in 2015 to 25.7% in 2016.

- The Wolf Creek School board worked with staff members and the larger charter school community for most of 2014 to begin to offer an 8th grade enrollment option at Wolf Creek for the Fall of 2014, although not a large discussion point for this annual report it is important to note that we are expanding our grades served via our authorizer and MDE Charter School contract specifics and that this work for preparing for this new grade did occur in the spring of 2014. As of the publishing of this report we do have six students in our new hybrid 8th grade program and it is different from our high school model in that campus time two days per week is required and face to face lessons occur on campus days for middle school students, Initial 8th grade survey data shows a great deal of satisfaction with the new program. In spring of 2015 due to low enrollment numbers in the 8th grade program the Wolf Creek school board did make the difficult decision to suspend 8th grade enrollment for the 2015-2016 school years. In the future we may return to the option of adding other grades at Wolf Creek but this is the board decision that will affect the 2015-2016 school years.

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.

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APPENDIX INFORMATION

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Hope Survey Data

The Hope Survey documents student responses to 5 support areas:

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

Results:

Engagement (Scores from -10 to 10)

Behavioral:

2012: 1.64

2013: 2.34

2014: 2.03

2015: 2.10

Emotional

2012: 1.02

2013: 1.70

2014: .53

2015: 1.04

Our scores are considered Moderate for Behavioral, but have fallen from Moderate to Low for Emotional.

Autonomy (Scores from 1-7)

2012: 5.54

2013: 5.79

2014: 5.38

2015: 5.58

Our scores in this category are very good.

Students at Wolf Creek feel a strong sense of autonomy.

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Belongingness (Scores from 1-5)

Advisor Academic

2012: 4.09

2013: 4.23

2014: 4.04

2015: 4.21

Advisor Personal

2012: 3.81

2013: 3.94

2014: 3.74

2015: 3.99

These scores are considered very good. Wolf Creek students feel a strong personal connection to their advisor or learning manager.

Belongingness
Peer Academic and Peer Personal need improvement, this is seen as an area of needed improvements for the charter school due to the largely autonomous nature of online learning. This has been picked up as our student engagement goal this year through our teacher evaluation system and will be area of improvement for next year.

Goal Orientation (Scores 1-5)

Task Mastery

2012: 3.78

2013: 4.02

2014: 3.90

2015: 3.91

Our scores in this area are considered excellent.

Performance

2012: 2.18

2013: 2.07

2014: 2.26

2015: 2.10

Our scores in this area are considered very good, a low score being the goal.

Academic Press (Scores 1-5)

2012: 3.60

2013: 3.77

2014: 3.60

2015: 3.67

Our scores in this area are considered good.

Overall Hope Scores (up to 64)

2012: 48.14

2013: 48.97

2014: 47.80

2015: 48.42

These are considered moderate, borderline high hope scores.

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.

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Budget Data Sheets

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

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Board Training Dates and Attendance

Individual Training Sessions-New Member
Sue Frame
Board Governance with MN School Boards Association
August 4, 2015

Finance with Heide Miller-business manager
Cost FREE
Expenditures-
All board members March 17, 2015
Brenda Swanson
Sandra Flint
Becki Olseen
Shanette Maloney
Jeff Vitali
Lindsay Jarombek
Brain Bernier

Finance with Heide Miller-business manager
Cost FREE
Receivables –
All board members April 14, 2014
Brenda Swanson
Sandra Flint
Becki Olseen
Jeff Vitali
Lindsay Jarombek
Jennifer Lake
Sue Frame
Brian Bernier

Employment Matters-With Wolf Creek Personnel Policies-5/12/2015
Sandra Flint
Becki Olseen
Shanette Maloney
Jeff Vitali
Lindsay Jarombek
Jennifer Lake

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Sue Frame
Brian Bernier

Board governance training (several times)
January retreat 2015
February 17, 2015
March 17, 2015
May 12, 2015
June 9, 2015

World's Best Workforce Summary for 2015-2016

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Submitted to the MN Department of Education on December 1, 2015

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World's Best Workforce Summary for 2015-2016

The charter school will hereafter be referred to as '"Wolf Creek" for the purposes of this document.

While districts have significant flexibility in the development and format of the plan and report that is developed, this document is provided as guidance in response to district requests for a template for the report summary. Use of this format is optional. As you enter information into each section, the document will expand to accommodate your text.

Note that we are reporting on WBWF activities for last year not for the upcoming year, this is similar to our annual report and will be part of our annual report this year so nothing past July 1, 2014 will be reported on this document but will be reported on upcoming reports to stakeholders.

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 the Northwest Evaluation Association (NWEA) assessments.]

Ø List and describe the district's identified needs, and the data each need was based upon here.

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.
- NWEA MAP tests in Reading administered in the fall and spring to students in Grades 9-10 and also to students in ADSIS and SPED
- MCA Reading Test administered to 10th graders in the spring
- MCA Math Test administered to 11th graders in the spring
- 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 NovaNET (GradPoint) curriculum which analyzes test scores in Math, Reading, Science, and English

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Support Category

Students

Ø Describe the support being offered to students to meet the goals here.

Wolf Creek utilizes a Learning Manager model or advisor model to reach each student through an individual graduation plan creation process. In this process students work with a MN licensed teacher called a Learning Manager to create a plan for completing course work, required state testing, and meeting college and career goals prior to graduating from high school. Due to our small school nature and enrolling less than 180 students at any one time we are able to work very intensely with each students on the goals identified in our WBWF plan.

Teachers and Principals

Ø Describe the support being offered to teachers and principals to meet the goals here.

Teachers were given access to the WBWF plan and are able to work with the college and career lead teacher to improve their knowledge and skills around counseling students in a variety of areas. Wolf Creek is identified as a Quality Compensation School and will utilize PLC time each month to train and support all teaching staff in learning best practices around supporting students in all school goals.

Systemic, Building or District

Ø Describe the support being offered at the systemic or district level to meet the goals here.

As a small charter school our school goals are our larger system wide goals also. All principals and teachers are part of one PLC group and this will be the catalyst through which we meet our goals and make needed changes.

Best Practice Strategies and Action Steps

Ø Describe charter school strategies and action steps incorporated to address student achievement goals here.

Career and College - Readiness Goal:

Wolf Creek's Goal is that 100 percent of students graduating will leave Wolf Creek with an MN Career Information System (MCIS) portfolio (Paper copy and also alumni online access). This portfolio will include their career goals, educational plans, self-knowledge/career assessments, occupations of interest, courses taken by grade level, graduation requirements, test scores, programs of study of interest, post-secondary schools of interest, volunteer/community service, extracurricular activities, employment history/work-based learning experience, action plan for the year, and their support network. This portfolio will act as the student's Personal Learning Plan and meets World Best Workforce Legislation (sec. 120B.11 amended).

2014-2015 Goal results:

- Last year 71 percent of graduating students left with a Portfolio/Personal Learning Plan.

Students will complete a World's Best Workforce checklist with their Learning Managers, preparing students for graduation and beyond through thoughtful planning and guidance. Students will take either a careers or junior portfolio course in which they will explore college and career opportunities. All students will take at least one term of OTIS in which curriculum is based on college and careers readiness.

Students will utilize MCIS to as part of the careers, junior portfolio, and OTIS curriculum. MCIS will be imperative in student's completion of WBWF checklist. Instructors will support students in their development of their MCIS portfolio. When students graduate, they will be given a paper copy of their portfolio and also have access online as an alumni.

Strategies for Improving Curriculum:

Curriculum Review Process

Curriculum Development Process

Current Student Achievement Plans

Most of our student achievement plans revolve around our intense PLC focus on student achievement so this is noted as our goal. Working together on a weekly basis we focus on this goal through peer mentor work, reviewing online curriculum and other measures.

Key Indicators of Implementation Progress (implementation and/or outcome data)
[Note: Indicators may be implementation or process oriented and/or quantitative in nature.]

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

Our Quality Compensation Goal for last year was that the percentage of all students who meet/exceed standards will increase from 32.1% to 37.1% for students taking the 10th grade reading MCA III test. We exceeded the goal by reaching 40.7%.

Broad Outcomes Impacted

[Note: Goals should be linked to needs and written in SMART-goal format. Summary must include all areas listed below.]

All Students Ready for Kindergarten
TRIO Wolf Creek Distance Learning Charter School serves grades 8-12.

All Students in Third Grade Achieving Grade-Level Literacy
TRIO Wolf Creek Distance Learning Charter School serves grades 8-12.

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Closing Achievement Gap(s)
Describe your established goals and results in closing the identified achievement gap(s) in your district here.

Achievement Gap

- The Achievement gap is not applicable to Wolf Creek, as shown by our demographics in the MDE MN Report Card. 95.4% White/Not Hispanic; 0% Black/Not Hispanic; 2% Hispanic; 0% Asian; 2.6% American Indian/Alaskan Native.
- To increase our graduation rate by the mandated 7.24% each year, each LM will commit to doing all they can to keep seniors here and on track.
- We will increase our MCA (or other applicable MDE assigned assessment test) math scores between 5-10% from the previous year. Percent increase will be based on test and scores from this year, not yet available. To do this all Title 1 funds will be dedicated to math interventions for the 2014-2015 school years.
- We will increase our MCA (or other applicable MDE assigned assessment test) reading scores between 5-10% from the previous year.
- Literacy training and support across content areas will occur throughout the school year to support new literacy standards that reach across content areas.

All Students Career- and College-Ready by Graduation
Describe your established goals and results in ensuring all students are career- and college-ready before graduating from high school here.

Wolf Creek created a college and career lead teacher position in the 2011-2012 school year and continues to use this funded position to have a goal for all students being career and college ready by graduation.

Last year we created curriculum in our homeroom course that lead students to investigate various careers and college options.

Throughout the year, students created and updated long-term and short-term SMART goals. We are utilizing the MCIS system in many courses and encouraging students to use this system to store college and career information throughout high school and create a portfolio for when they graduate.

We brought in speakers to discuss careers and college options.
We held a college fair with 8 colleges in attendance on Thursday, February 19th.

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Rigorous Course Taking:

- Graduation requirement by content area years. Four years of English. Four years of Social Studies. Three years of Math. Three years of Science. One year of Physical Education. One year of Health. One year of Art. One-half year of Careers. One quarter of a year of OTIS (Online Technology and Internet Skills). Two and a quarter years Electives.
- Wolf Creek does not employ College in the School or AP courses. Wolf Creek encourages eligible students to apply for PSEO options at surrounding Colleges. Last year Wolf Creek had 4 students enrolled in PSEO.

All Students Graduate
TRIO Wolf Creek will increase our graduation rate from 2012-2013 up 7.5% in 2013-3014

Graduation Results:

- MDE Graduation Results from the MN Report Card page.

Wolf Creek has revitalized a graduation credit committee working group and is looking at the credits required for our diploma versus other online providers and other bricks and mortar schools. We are investigating where our students fall short of credits either in the elective area of required content courses area and are investigating if certain courses are holding students up for graduation.

Along with the MN Association of Charter School and the MN Association of Alternative Programs we are also collecting data on whether students enroll in our high school only program behind on high school credits or if they got behind once they enrolled with us. On average programs that serve over 60% at-risk labeled students, such as Wolf Creek do see students enter high school program behind by 1.5 years of credits, if this is true for Wolf Creek than students graduating behind may not be fair to attribute all to Wolf Creek itself.

Other areas of investigation continue to be adult diploma programs and GED achievement and how this could possibly in the future affect our graduation rate in a positive manner.

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.