

Contract Goals for Augsburg Fairview Academy School: July 1, 2014- June 30, 2019

Per 2.2 (c) **Performance Indicators and Evaluation.** “The school shall identify and the authorizer shall agree to the goals and measurable performance indicators for the governance, program model and mission of the school, student performance, financial management and operation of the school, as set forth in the charter school proposal (attachment A) which also specifies the performance levels necessary in order for this agreement to be renewed.”

Academic Goal 1: Increase MMR Rating by 10% each year for five years. Formative assessments at approximately 9-week intervals throughout the school year using computer-based MCA Math, Reading and Science Assessments. MMR score will reach 20 in five years.*				
FY 2015 Percentage Reading Math Science <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	FY 2016 Percentage Reading Math Science <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	FY 2017 Percentage Reading Math Science <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	FY2018 Percentage Reading Math Science <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	FY 2019 Percentage Reading Math Science <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
<p>*The formative assessment used is incorrect. Augsburg Fairview Academy implements the STAR Reading and Math assessment, housed at Renaissance Learning, every 6-9 weeks.</p> <p>It is difficult to measure whether or not Augsburg Fairview Academy exhibited growth according to the Multiple Measurement Rating System. At the end of the 2013-2014 school year, the Academy did not qualify for a rating, as evidenced by the information found in the Minnesota Report Card found at: http://rc.education.state.mn.us/#MMR/orgId--74111010000_year--2014_p--1</p> <p>At the end of the 2014-2015 school year, the Academy earned a rating of 13.61% and received a focus school designation. The Executive Team attended monthly focus school meetings at the Minnesota Department of Education to network with other focus schools, create dialogue on achievement issues unique to our schools and discuss best practices to improve academic standing according to the MMR. These meetings were very positive and the Executive Team looks forward to continuing this process and implementing strategies brought back from the meetings.</p> <p>With a rating of 13.61% as a baseline moving forward, we are on track to reach a rating of 19.91%, nearly 20%, by the 2018-2019 school year. The Academy is not turning a blind eye to the fact that academic growth is needed not only to improve our rating, but to improve the academic standing of our students. The Academy is focused on educational equity and recognizes educating the most disadvantaged students in Minnesota is a social justice issue.</p>				

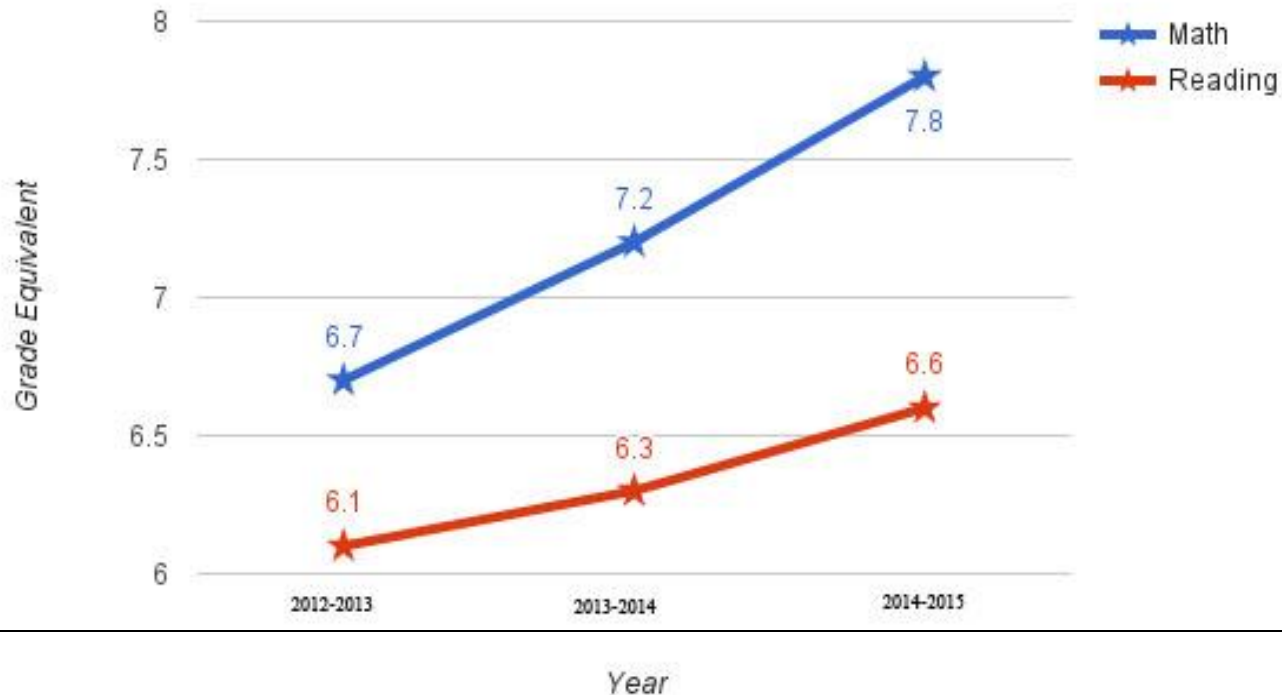
Academic Goal 2: Response to Intervention data will demonstrate academic growth, equivalent to at least one grade level per school year in reading and math. Proficiency demonstrated by Grade equivalency score on STAR Reading and STAR Math assessments from Renaissance Learning. Formative assessments at approximately 6-week intervals throughout the school year using computer-based STAR Assessments (incorporating computer-adaptive testing and item response theory to provide nationally normed measures of skill. Star Proficiency growth: ____% of students will show one grade level of growth on STAR Assessment grade equivalency score.*

FY 2015 Percentage	FY 2016 Percentage	FY 2017 Percentage	FY 2018 Percentage	FY 2019 Percentage
Reading	Reading	Reading	Reading	Reading
Math	Math	Math	Math	Math
<input checked="" type="checkbox"/> Goal Met	<input type="checkbox"/> Goal Met	<input type="checkbox"/> Goal Met	<input type="checkbox"/> Goal Met	<input type="checkbox"/> Goal Met
<input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Not Met

*This percentage is blank in the charter goals. Upon further consideration, our goal is for 50% of students to show one grade level of growth on the STAR Reading and Math assessment grade equivalency score, and improve that percentage by 5% each year.

The first week, last week and every six weeks in-between, students at the Academy complete STAR Reading and Math formative assessments. This assessment helps determine the grade equivalent in literacy and numeracy skills. Since the 2012-2013 school year, steady growth has been made in literacy and numeracy skills. Of all students completing the STAR Reading and Math assessments two or more times throughout the school year, 60.9% showed one or more grade levels of improvement in math and 52.5% showed one or more grade levels of improvement in math. Most of these students received Response to Intervention services on a daily basis in addition to their regularly scheduled program.

STAR Math and Reading Annual Average



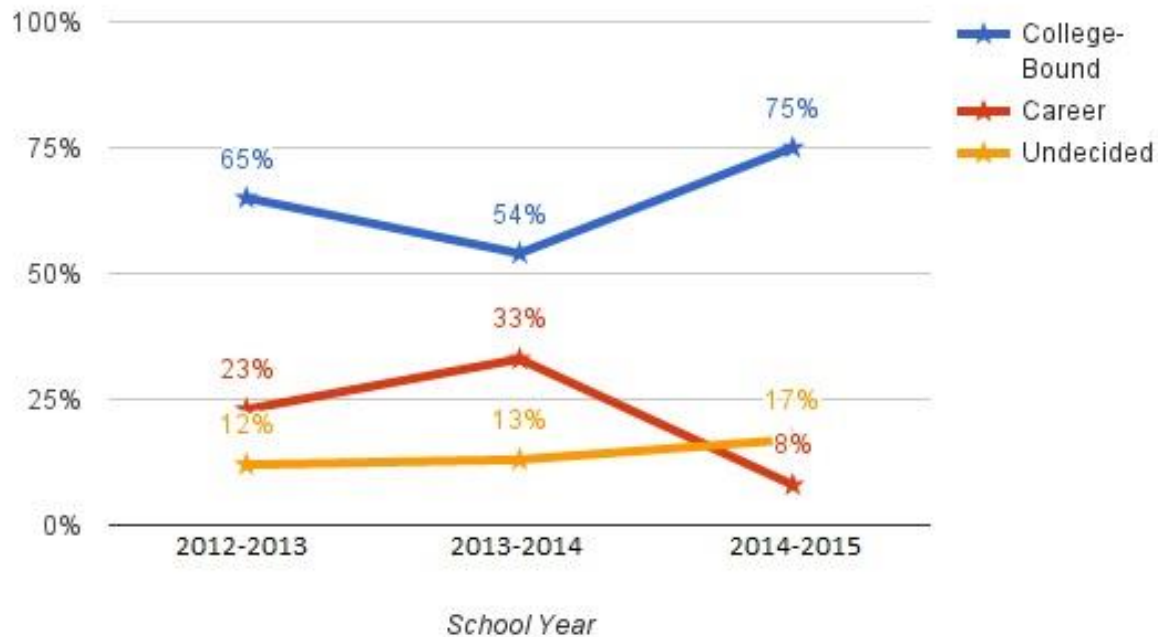
Academic Goal 3: The Academy will make adequate progress in improving the percentage of graduates accepted into post-secondary educational institutions. Assessment of College Readiness determined by the following: Performance on an ACT/Accuplacer exam, acceptance into a post-secondary institution. School's post-secondary acceptance rate will equal or exceed 85% or it will show a 2% increase over the rate from the previous year. School will demonstrate a 2% increase or greater over the previous year in the number of students judged ready for college coursework without remediation, based on their performance on the indicated tests.

FY 2015 Percentage	FY 2016 Percentage	FY 2017 Percentage	FY 2018 Percentage	FY 2019 Percentage
<input checked="" type="checkbox"/> Goal Met	<input type="checkbox"/> Goal Met	<input type="checkbox"/> Goal Met	<input type="checkbox"/> Goal Met	<input type="checkbox"/> Goal Met
<input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Not Met

It has proven harder to track post-secondary data accurately than anticipated when the goal was set. Once students graduate from Augsburg Fairview Academy, they are difficult to contact. Phone numbers, addresses and email addresses change on a regular basis, so it is challenging to confirm whether or not post-secondary goals were met. By the date of graduation, exit interviews are completed where post-secondary plans are reviewed and updated. Each student has the option of selecting a final status of college-bound, career-bound and undecided. Students understand up front that plans change and that after graduation, staff at the Academy are still available to assist with college and career plans for years to come.

According to exit interviews during the last three school years, our post-secondary entrance goals was partially met. Seventy-five percent of graduates in May of 2015 were accepted into a post-secondary program or were on track to complete enrollment. This does not meet or exceed the goal of 85%, however, it is a much greater improvement over the student exit survey results from the 2013-2014 school year.

College-Bound, Career and Undecided



Non-Academic Goal 1: The academy, with our students, will implement strategic plans to decrease educational barriers and improve overall rate of student attendance. Attendance/Membership: Data taken from Academy’s MARSS student information system. Average daily attendance will increase by 5% each year.

FY 2015 Percentage	FY 2016 Percentage	FY 2017 Percentage	FY 2018 Percentage	FY 2019 Percentage
<input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

The first non-academic goal set in the charter contract renewal identifies educational barriers students at the Academy face and recognizes that these barriers greatly impact attendance. As mentioned earlier, the expanded social work department in tandem with the student led Hope Club and volunteers from First Universalist Church work to address these barriers. If student primary needs are unmet, that student will struggle to be the best learner they can be. A food, clothing and hygiene product closet is maintained by the Hope Club and First Universalist Church. Providing healthy snacks when students are hungry is one way the Academy addresses barriers to education. Snacks help students who miss breakfast or experience hunger throughout the day get the essential nutrients they need, refocus and go back to class ready to learn. In the past, hungry students simply left school in search of nourishment, missing class. More students are now staying at school, as evidenced by the steady increase in our attendance rate the last three school year.

School Year	ADM	Attendance Rate	Percentage Change
2012-13	145.2	34%	N/A
2013-14	152.44	40%	+6%
2014-15	129.29	65%	+25%

Non-Academic Goal 2: Students will have at least two health and human service career-related exposures during each school year. Student participation in health and human service career-related activities. All teachers will provide a report to the board of the health and human service related events offered in their subject area and which students participated in these events. The benchmark will be set at ensuring that no student finishes a school year without having been offered at minimum of three documented opportunities to participate in health and human service career-related activities.

FY 2015 <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	FY 2016 <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	FY 2017 <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	FY 2018 <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	FY 2019 <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
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The second non-academic goal was achieved. Students gained exposure to multiple health and helping career options in school-wide, individual and field trip opportunities. An abridged list of health and helping career related exposures follows:

Exposure
Addition of a school nurse that educates individual students on health and nutrition
Two health, one wellness and one yoga course options for students
Teen Outreach Program – pregnancy prevention program
Health & Helping Career Fair with over 20 organizations and 5 guest speakers
AFA Organic Gardening Program
Social Work Resource Fair with over 10 organizations and activities
Native and organic foods presentation
Science Museum field trip
Q-Quest field trip
WE Day field trip

After conducting a survey on the number of health and helping career exposures with a random sampling of 20 students from the 2014-2015 school year, 9 students participated in 6 of the exposures listed, 6 participated in 5, 2 participated in 3 and 3 participated in 2 of the exposures. The average number of exposures to health and helping careers from the random sample of students is 4.8 exposures.

Non-Academic Goal 3: All AFA students will gain real world connections by engaging in experiential learning during each school year. Experiential Learning: Teachers will provide a report to the board of the experiential learning activities offered in their subject area and which students participated in these events. This could include Problem-based/inquiry based learning, project-based learning, service learning, place-based learning. The benchmark will be set at ensuring that no student finishes a school-year without having been offered at minimum of three documented opportunities to participate in experiential learning activities.

FY 2015 Percentage	FY 2016 Percentage	FY 2017 Percentage	FY 2018 Percentage	FY 2019 Percentage
<input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met	<input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

The third non-academic goal was achieved. All courses at the Academy offered at least one opportunity for experiential learning. An abridged list of experiential learning activities follows:

Exposure
Health class conducted a survey of students on dating and domestic violence.
Economics class developed and sold an AFA themed sweatshirt.
Government class wrote letters to local representatives.
Math class partnered with Public Achievement to address youth homelessness.
Art class created a fundraising page and created postcards to send as a thank you.
Dakota class learned beadwork.
College and Career Readiness class visited four college campuses.
General Science class learned parts of the cell by creating their own cells.
Fitness class worked to clean up the AFA outdoor campus in the spring.
Media Literacy class created propaganda ads after learning about infanticide.
Art class created prints about police brutality after the Michael Brown verdict.