

ANNUAL REPORT

2016 - 2017



5605 Green Circle Drive
Minnetonka, MN 55343

www.lionsgateacademy.org

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OVERVIEW

Lionsgate Academy completed its ninth year of operation on June 30, 2017. During the academic year 2016-2017 Lionsgate Academy served 189 students. Reported ADM for Lionsgate was 184.48 due to students in the PSEO program. One hundred forty-nine were educated in grades 7 through 12 and 40 students were enrolled in Lionsgate's Achieving Independence and Maturity program (AIM).

During January, Lionsgate applied for a Charter School Replication Grant from MDE. Minimum enrollment for the grant was 200. Lionsgate made an attempt to add 11 more students in the month of January to achieve the minimum required enrollment. However, due to the nature of student need, LGA was not able to enroll that number by the February deadline. MDE waived the requirement for the grant and instructed Lionsgate to make a good faith effort to enroll 200 students during the next school year. Lionsgate projected enrollment for the 2017-18 school year is 200 students.

Lionsgate Academy is a public charter school that opened in 2008. Our program is inclusively designed to meet the needs of all students, especially those living with autism spectrum disorders and other learning differences. These supports also benefit the needs of students without disabilities; and *all students, regardless of their disability status are welcome at Lionsgate.*

Lionsgate Academy opened the 7 through 12 program at our new space at 5605 Green Circle Drive, Minnetonka, MN 55343. This space was converted from an office building to a school through the collaboration of architects, builders, teachers, administrators, and support service providers. The result of this collaboration yielded a space that accommodates the unique needs of our charter school. This effort is described in the section of this report, *Innovative Practices.*

The 2016 - 2017 school year was the second year for the Lionsgate Lynx Program. This program, a federal setting IV location, was created to support students who required a separate setting to receive FAPE. The Lynx Program continued with the successful partnership with Headway Emotional Services to provide embedded mental health services throughout the school day.

During the 2016-17 school year, Lionsgate Academy revisited the *Balanced Score Card*™ approach to strategic planning. With a full day of instruction, the board rewrote its strategic plan to look to another three to five years of strategic growth

The main themes of the strategic plan (Student Learning, Enhancing Resources, Systems Development and Innovation, and Strategic Partnerships) were retained and final initiatives were completed under the old plan, and new initiatives were identified under the new plan.

LIONSGATE ACADEMY MISSION

The mission of Lionsgate Academy is to foster self-determination by providing a transition-focused, personalized learning program for all students, specializing in educating students with autism spectrum disorders.

VISION

Our vision is to create an academic community where students may safely experience the transition to young adulthood. Here students are partners in learning; empowered to become confident and

disciplined. Students are challenged to grow through a balance of academic, social, and emotional experiences so they are adequately prepared for transition into their communities with the highest quality of life possible. This transition focus is infused throughout the school's programming and activities.

PROGRESS ON STRATEGIC PLAN

The balanced score card approach™ helps organizations plan their strategies around four distinct, but inter-related perspectives. For Lionsgate Academy these perspectives are learning and development, internal processes, financial stewardship, and customers (or in this case) students and families. Within each perspective, objectives are written, performance measures are established, and initiatives are developed and executed.

OVERVIEW OF 2013 – 2017 STRATEGIC PLAN

The balanced scorecard strategic plan was written in 2013 and intended to guide the growth and development of Lionsgate Academy for three to five years. The actual plan was used for four years. Because the plan was written at a time when Lionsgate was still relatively new, there were many more initiatives and goals than are usually recommended for a strategic plan. However, the planning groups (the school board and administrators) decided to opt for a broad approach that allowed the board to revisit the objectives annually and adjust the plan as necessary.

Overall there were 16 goals and 38 initiatives on the old plan. Of the 38 initiatives, 28 were completed, 2 were overcome by new information or events, 6 were not started, and 2 were continued through the 2016-17 school year and were carried over to the new strategic plan.

The following initiatives were completed:

1. Establish mental health services on site
2. Capture IEP progress
3. Revitalize PAC/SEAC
4. Implement the World's Best Workforce
5. Create student achievement plans
6. Establish a twice exceptional (2E) program
7. Develop a framework for consistent special education programming
8. Complete a process for community based instruction
9. Develop informational brochures for all programs
10. Develop a plan for opening Lionsgate East
11. Develop and implement a culture survey
12. Develop staff initiatives based on inventory results
13. School Wide PBIS
14. Improve 3rd party billing
15. Refocus building committee on attaining suitable space
16. Develop an Executive Director succession plan
17. Attain suitable space
18. Develop and maintain relationships with MDE finance
19. Develop a Communication Plan
20. Complete the performance appraisal system

21. Employ “Keep Certified”
22. Develop the clinical coordinator role
23. Refine documentation process for policies
24. Utilize the epicenter documentation system
25. Identify top 3 solutions to supply and demand
26. Complete and refine Gateway to Partnerships
27. Complete and refine Gateway to Independence
28. Complete and refine Gateway to Success

Lionsgate’s Balanced Scorecard, followed four strategic perspectives: Learning and Development, Internal Processes, Financial Stewardship, and Students and Families. The 2016-17 school year included work on improving student outcomes and enhancing reputation.

Improve student outcomes

The 2016-17 school year was the inaugural year for the LEO program: Leadership and Enrichment Opportunities. This title reflects that the emphasis on this particular gifted program extends beyond academics and is designed to give students with disabilities the experience and instruction in leadership practices to become leaders for their communities and beyond.

The program was implemented using the Habitudes Curriculum. An initial cohort of 8 students were enrolled in the class. All students in the initial cohort received special education services under the category of ASD. While all students in the class had demonstrated both academic and intellectual accomplishments, this curriculum directly challenges students in the areas of perspective taking, flexibility, team work and self-reflection – all areas made more difficult due to their ASD. Students reported a sense of accomplishment and participated in a number of leadership activities, such as charter school at the capitol day and attending school board meetings.

The initiative for developing a framework for consistent special education programming across sites was undertaken by Lionsgate’s new director of special education, Ryan Rehnstrand. Activities included meetings between the staff at the transition program and case managers for seniors and juniors at the Minnetonka campus to share best practices and exchange information about incoming students. The work in this area has led to broaden our efforts to include vertical and horizontal alignment of transition programming across campuses, an initiative for the 2017-18 school year.

Enhance Reputation

A single large initiative was undertaken in this area which was to continue Lionsgate’s efforts into replicating the current 7 through 12 program on the east side of the Twin Cities Metro area. Using the collective experience of the administrative team and the school board, Lionsgate again determined that purchasing a building through an ABC corporation was not a viable model and further that long-term leasing that repurposed existing buildings was the preferred model. The administrative team toured a number of properties in Woodbury, Eagan, St. Paul and Shoreview. With consideration of geography, space, and availability, the team identified the Shoreview property as the best candidate. The board of directors made a site visit and unanimously approved pursuing the Shoreview site for a replication of the 7 through 12 program.

In December of 2016, Lionsgate submitted an affidavit for expansion to the authorizer, NEO. NEO approved the expansion. Further, Lionsgate, with considerable review and comment from NEO)

applied for and was granted an expansion grant through MDE. Plans for the replication continued throughout the year and included the hiring of the new Lionsgate East Principal and a special education coordinator.

Balanced Score Card for 2017 – 2022

The school board, in an open meeting, along with a representative from NEO, and the administrative team met in January of 2017 for an extended strategic planning session. The session was devoted to training board members in the use and implementation of the Balanced Score Card model and in then reflecting on the current position of the school and looking at what strategically will be the themes and objectives for the coming five years.

A summary of the major changes in the plan are provided here.

Updated Mission & Vision

The current mission was added to the strategic planning document. The vision was updated to recognize that quality of life is an important outcome for all students, separate from their degree of independence and that the school's programming is infused with our transition focus.

Strategic Themes & Results

Four themes were identified for Lionsgate: Building the Program, Innovation and Systems Improvement, Strategic Partnerships, and Student Learning. Two of the themes were changed from the previous plan and two themes endured through the last plan. *Enhancing Resources* was changed to *Building the Program*, and *Systems Development and Innovation* was changed to *Innovation and Systems Improvement*. The themes of Strategic Partnerships and Student Learning were retained.

Using Balanced Scorecard, each theme is then integrated into the overall framework: What are the improvements to our customers (students and families), what do we need to learn, what processes need to be in place, and how will we finance those outcomes. From each of those perspectives, the school board identified a number of objectives for each. From those objectives, the board identified six that would generate initiatives for the 2017 – 2018 school year. These activities are documented in this report under *Future Plans*.

INNOVATIVE PRACTICES AND IMPLEMENTATION

During the 2016-2017 school year, Lionsgate embarked on a number of innovative practices. Of these, three practices are highlighted here:

- LEO – Leadership Enrichment Opportunities
- Social Emotional Learning – PEERS - Cohorts
- 1:1 Student Chromebooks

Leadership Enrichment Opportunities (LEO)

Twice-exceptional learners are students who demonstrate the potential for high achievement or creative productivity in one or more domains such as math, science, technology, the social arts, the visual, spatial, or performing arts or other areas of human productivity AND who manifest one or more disabilities as defined by federal or state eligibility criteria. These disabilities and high abilities combine to produce a unique population of students who may fail to demonstrate either high academic performance or specific disabilities. Their gifts may mask their disabilities and their disabilities may mask their gifts. (As defined by a Joint National Commission of researchers and scholars, educators and policymakers.)

Lionsgate Academy, in keeping with our tradition of serving students of all abilities, is proud to offer The LEO Program. LEO stands for Leadership Enrichment Opportunities and our program serves a small, very unique group of twice exceptional learners.

Educational services must identify and serve both the high achievement potential and the academic and social-emotional deficits of this population of students. Twice-exceptional students require differentiated instruction, curricular and instructional accommodations and/or modifications, direct services, specialized instruction, acceleration options, and opportunities for talent development that incorporate the effects of their dual diagnosis. (Reis et al.)

With this in mind, the LEO program was developed to challenge students' higher-level academic ability while meeting the unique needs of the 2e student. The purpose of the LEO program is to engage and guide students that possess exceptional gifts, talents, and abilities by providing opportunities to strengthen and apply critical thinking, leadership, and advocacy skills within their communities.

As the population of individuals with ASD continues to increase, the need for advocates for these individuals also increases. Self-determination is part of Lionsgate's mission. Students in the LEO program are groomed to become advocates for themselves and others.

While many secondary schools abandon formal gifted programs, Lionsgate's LEO program seeks to identify students who have previously been overlooked or under-developed. The program utilizes an extensive identification and application process that includes a method for appealing the decision.

The 2016-17 was the inaugural year of the program with 8 students enrolled. The curriculum for the program was *Habitudes*, a leadership curriculum for young adults. The eight students who were selected for the program had experienced great success at Lionsgate. The *Habitudes* curriculum, with

its emphasis on self-reflection, social thinking and perspective taking, provided true challenge for these learners. The program will scale up in the 2017-18 school year.

Social/Emotional Learning (SEL)

Social emotional learning is a process that emphasizes five core competencies to promote student's resilience and improve learning outcomes across a wide range of learning. SEL has a strong evidence base and demonstrates improved student achievement over time. Lionsgate Academy took a two pronged approach to introducing SEL. First, a staff member, Eric Ringgenberg, developed a cohort learning sequence based on social emotional learning as the 2016-17 cohort learning topic. Staff members in that track worked through 9 exercises, readings and discussions on social/emotional learning.

In addition, Lionsgate held a 3 day training over MEA weekend using Elizabeth Laugeson. The author and psychologist presented a certification course for implementing her curriculum, Program for the Education and Enrichment of Relational Skills (PEERS®) at Lionsgate Academy. The training was open to practitioners from other school districts and disciplines. Overall, 23 staff members from Lionsgate were certified as PEERS trainers.

Lionsgate teacher Susan Martinson, assisted and supported by a number of licensed staff, conducted a pilot of the PEERS curriculum in the spring semester of one of her grade 7 and 8 life skills classes. This pilot included before and after measures of social competency and learning how to adapt the curriculum for wide scale usage in the classroom. This particular class was selected due to the high number of 8th graders in the class. As students are grouped together for 7th and 8th grade life skills, the 8th graders would not be repeating the curriculum the following year when it was scaled up to be used in all 7th and 8th grade life skills classes.

Initial measures demonstrate improvement in social skills among many class participants.

1:1 Chromebook Initiative

Lionsgate Academy strives to develop students who are able and ready to work in the 21st century environment. The 1:1 Chromebook Implementation fosters the development of 21st century skills related to college and career readiness, increases student independence, and helps students practice media responsibility. The initiative is hoped to maximize learning by increasing access to technology in the classroom. As a transitions-focused school, this is the natural next step in supporting our students' independence with both academic and organization skills.

The Chromebooks were purchased as Lionsgate property and students were not allowed to take them home. Each student received pre-teaching and ongoing guidance on safety, flexibility, responsibility and respect related to use of the Chromebook. Students were assigned a Chromebook with a personal identifier and supplied with a protective carrying case (sleeve) for transporting to and from classrooms. Charging stations were utilized so that students could charge the Chromebook overnight from their afternoon pride and pick them up in their morning pride.

With the implementation of the Chromebooks, it soon became evident that even with firewalls, helping students with autism regulate the use of their Chromebooks was a challenge. Lionsgate then implemented the *Go Guardian*® system that allowed administrators and teachers to monitor the use of every student's Chromebook in real time, thus keeping students on task.

AUTHORIZER

The authorizer for Lionsgate Academy is Novation Education Opportunities (NEO). Novation Education Opportunities (NEO) Vision: To be the leading Minnesota Authorizer of high quality charter schools.

Novation Education Opportunities (NEO) Mission: To oversee innovative charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth for the benefit of our schools and community.

NEO seeks to enhance public education in Minnesota by supporting charter schools which validate quality performance. The sole purpose of Novation Education Opportunities (NEO) is to authorize public charter schools in accordance with Minnesota Statute 124D.10 which governs the duties and responsibilities of charter school authorizers.

NEO is located at 3432 Denmark Ave., Suite 130; Eagan, Minnesota 55123. Their contact information is as follows: executive.director.neo@gmail.com; 612-889-2103.



SCHOOL ENROLLMENT & STUDENT ATTRITION

During the 2016-2017 school year, Lionsgate enrolled 189 students in 3 programs. Students who withdraw from Lionsgate during the school year are usually replaced by students on the waiting list. The ADM numbers are lower due to PSEO students.

Grades										
Year										
	7	8	9	10	11	12	12 & 13	PSEO	Total Average	Attrition Rate
08-09	26.5	12.74	14.36	14					67.6	18%
09-10	21.08	21.16	19.77	16.55	15.08				93.64	21%
10-11	28.78	28.28	25.82	22.02	25.52	12.87			133.29	19%
11-12	20.40	28.12	25.17	24.73	17.95		22.66		139.22	3.5%
12-13	21.32	21.95	25.33	24.0	22.58		32.05		147.86	9%
13-14	22.94	22.08	23.70	25.87	22.26		38.92		155.77	6%
14-15	21.15	23.81	23.78	22.00	24.78		46.42	.28	162.22	6%
15-16	13.81	21.93	23.73	24.49	20.00	17.56	36.9	3.02	161.44	2%
16-17	23.27	27.85	24.74	23.63	21.44	18.85	42.75	1.95	184.48	3%

Table 1. Student Enrollment

Attrition for Lionsgate in the 2016-2017 school year remained low with a 3% attrition rate. Of the attrition, 5 students transferred to other transition programs. Only one student transferred out of the 7 – 12 program.

The waiting list for the 2016-17 school year was as follows:

Grades									
Year									
	7	8	9	10	11	12	13	12 & 13	Total
12-13	56	57	51	4					168
13-14	32	39	29	30	-	-	-	-	130
14-15	65	39	45	15					164
15-16	52	48	38	17	11	4		0	170
16-17	74	37	65	31	18	5		0	230

Table 2. Waiting List

The waiting list reached a high of 230 families in 2016-2017.



GOVERNANCE AND MANAGEMENT

Governance

Lionsgate Academy utilizes a balanced governing board that includes three parents, three licensed staff, and three community members. Each May, an election for open board seats is held. For the spring of 2016, one licensed staff position and 2 parent positions were open for election. In an effort to maintain a schedule where a teacher, parent and community member seat would be open each year, one parent seat was elected to a 2 year term. Laura Cottington was elected to a 2 year parent term and Alicen Thorstad was elected to a 3 year parent term. Jo Marie Sander, a special education transition teacher on the North St. Paul campus, was elected to the teacher position.

Table 3 shows the individuals who served on the LGA Board and their terms of service.

2016 - 2017 Lionsgate School Board

Name	Board Position	Member Affiliation	Date Elected	Date Seated	Term Exp.	Postal Address	Phone	E-Mail Address
Thorstad, Alicen	Chair	Parent	5/16	7/16	7/19	4506 63rd Ave. N, Brooklyn Center, 55429	763-537- 8556	board.athorstad@lgamn.org
Sander, Jo	Director	Teacher 449169	5/16	7/16	7/19	209 East 19 th St. #203 Minneapolis, MN 55403	262- 488- 4246	board.jsander@lgamn.org
Wielinski, Liz	Director	Parent	Appointed 6/16	7/16	7/18	3519 2 nd St. N.E. Minneapolis, MN 55418	612-390- 3735	board.lwielinski@lgamn.org
Bydzovsky, Sara	Secretary	Teacher 449169	5/14	6/14	7/17	77 Lexington Parkway N #19 St. Paul, 55104	651-214- 4484	board.sbydzovsky@lgamn.org
Bachman, Emy	Vice Chair	Community	5/2015	7/2015	7/18	9017 Larkspur Lane Eden Prairie, 55347	952-200- 5032	board.ebachman@lgamn.org
Johnson, Darren	Treasurer	Community	5/14	6/14	7-17	195 5th St. East Apt. 2703, St Paul, 55101	612-432- 2097	board.djohnson@lgamn.org
Peper, Christine	Director	Community	5/14	6/14	7-17	University of MN 60 Peik Hall 159 Pillsbury Hall Minneapolis, MN 55455	651-503- 5849	board.cpeper@lgamn.org
Cottington, Laura	Director	Parent	5/16	7/16	7/17	6630 Empire Court Maple Grove, 55311	763-227- 1023	board.ccottington@lgamn.org
Harms, Jim	Director	Teacher 467907	5/15	7/15	7/18	2627 Buchanan St, NE Minneapolis, 55418	612-280- 0669	board.jharms@lgamn.org

Table 3. School Board Roster

Board Training

All newly seated board members for 2016-2017 attended board training. All board members received training on the process of using the Balanced ScoreCard™ for strategic planning. Mark Wolak, Executive Director of TIES provided the training to the board on January 21st, 2017. Below is a list of Board Members and the training that they attended.

Name	Date Seated	Term Exp.	Training Attended	Date
Thorstad, Alicen	7-16-13	7-19	Using the Balanced Score Card for Strategic Planning	1/21/2017
Laura Cottington	7-19-2016	7-17	Using the Balanced Score Card for Strategic Planning Board Leadership Roles and Responsibilities ¹ Board Finance and Management MDE Educator Licensing and Teacher Quality for Boards	1/21/2017 1/2009 1/2009 2/2009
Liz Wielinski	6-14-16	7-18	Using the Balanced Score Card for Strategic Planning Board Roles & Responsibilities Finance	1/21/2017 3/2017 5/2017
Bydzovsky, Sara	6-17-14	7-17	Using the Balanced Score Card for Strategic Planning	1/21/2017
Bachman, Emy	7-21-15	7-18	Using the Balanced Score Card for Strategic Planning	1/21/2017
Johnson, Darren	6-17-14	7-17	Using the Balanced Score Card for Strategic Planning	1/21/2017
Peper, Christine	6-17-14	7-17	Using the Balanced Score Card for Strategic Planning	1/21/2017
Jo Sander	7-19-16	7-19	Using the Balanced Score Card for Strategic Planning Board Roles & Responsibilities Finance	1/21/2017 10/2016 5/2017
Harms, Jim	7-21-15	7-18	Using the Balanced Score Card for Strategic Planning	1/21/2017

Table 4. School Board Training

¹ Ms. Cottington’s training on her previous school board (ISD 279) served in lieu of charter training.

Board Committees

Every member of the board of directors must volunteer for one of three standing committees: finance, executive director evaluation, and governance. The chairs of the committees are as follows:

Finance – Darren Johnson (community member, treasurer)

Governance – Emily Bachman (community member)

Director Evaluation – Christine Peper (community member)

The finance committee met monthly prior to the full board of directors meetings. Governance met monthly on the second Tuesday of the month.

The director evaluation committee met monthly to ensure a fair, timely, and accurate evaluation of the performance of the executive director. The committee developed a method for evaluation drawing heavily from the MASA, MESPA, MASSP, and BOSA guidelines for Minnesota School Principals. The director’s evaluation was conducted in a closed meeting of the board in June of 2017.

Management

The management structure was refined in 2016-2017 to include an executive team as follows:

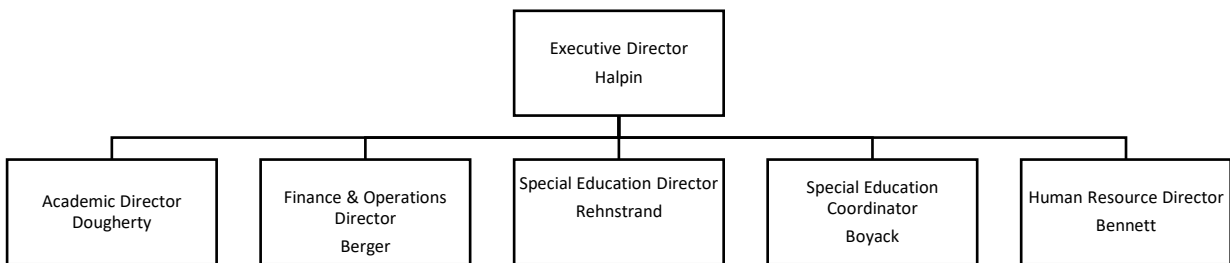


Figure 1. Organizational Chart



STAFFING

Lionsgate Academy employed 149 regular employees during the 2016- 2017 school year (with replacement). Fifteen employees were replaced during the school year (8 educational assistants, 1 support service provider, 2 administrative assistants, 3 special education teachers and the building manager). Thirty-eight percent of the staff are educational assistants who play important and varied roles at the school. All educational assistants are hired to support the needs of our special education students, many of whom have a documented need for paraprofessional support.

Support service providers at Lionsgate include social workers, speech and language pathologists, school psychologists, adaptive physical education teachers, and occupational therapists. Lionsgate employed a full time health coordinator and contracted with a licensed school nurse. These service providers meet identified needs from comprehensive evaluations and may include services around mental health, emotional regulation, social skills, skills of daily living, transition skills, speech & language needs, fine and gross motor needs and other health needs.

Administrative assistants provide support such as STAR and MARRSS reporting, special education reporting and accounting, attendance, substitutes, transportation, purchasing, communications, and other vital functions. Tech and operations are responsible for student and staff computing needs, building upkeep, network and testing support.

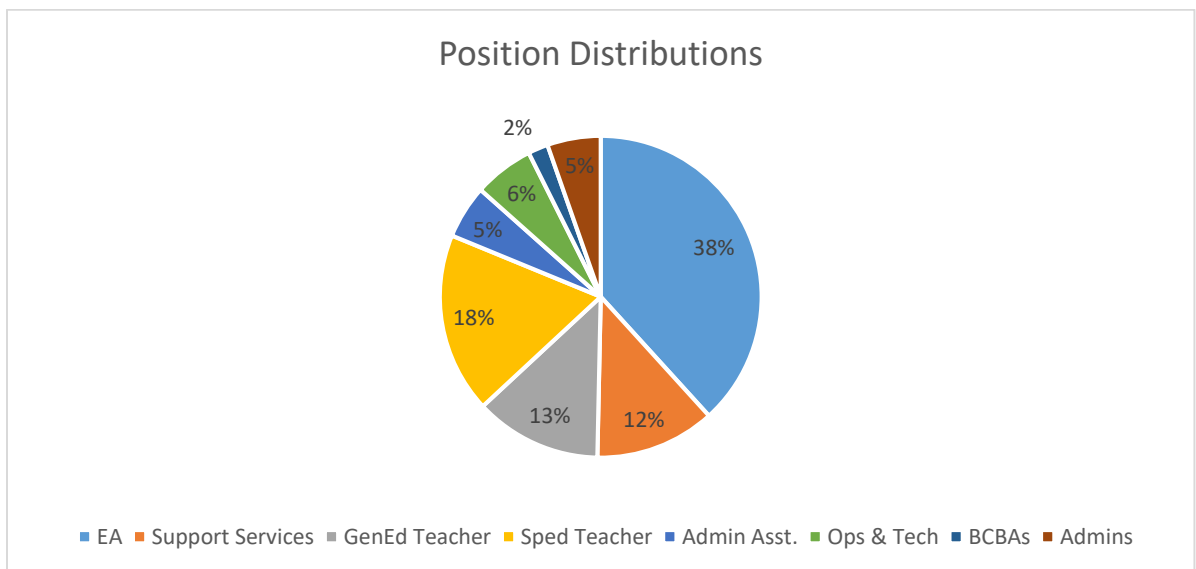


Figure 2. Position Distribution

Staff Retention and Attrition

Overall the attrition rate of staff was 16%. This is a 3% increase from the previous year. The majority of staff turnover was in educational assistants with 9 educational assistants resigning in the 2016-17 school year. The next highest group of exiting employees were among the support services group. These individuals often command much higher salaries outside the field of education and their turnover rates have traditionally been high at Lionsgate. Ryan Rehnstrand was hired as our director of special education, replacing Emily Kafle. Of note is the 0% turnover in administration, general education teachers and behavior analysts.

Figure 3 shows the attrition of staff by position at Lionsgate Academy.

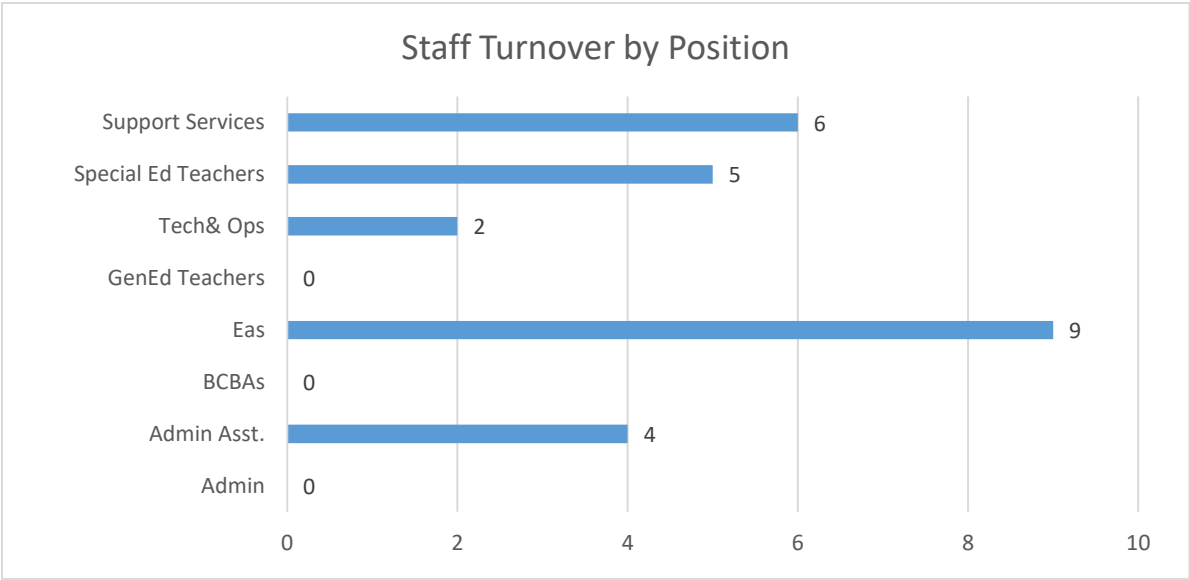


Figure 3. Turnover by Position

That each staff member's education and expertise is coupled with a caring and compassionate attitude

LGA Parent, 2017

FINANCES

Since almost all of Lionsgate Academy's students' education programming includes at least some special education components, the cost to educate our students is significantly greater than those for other charter schools. Lionsgate's revenue and cash flow is derived primarily from Special Education allocations from the State of Minnesota.

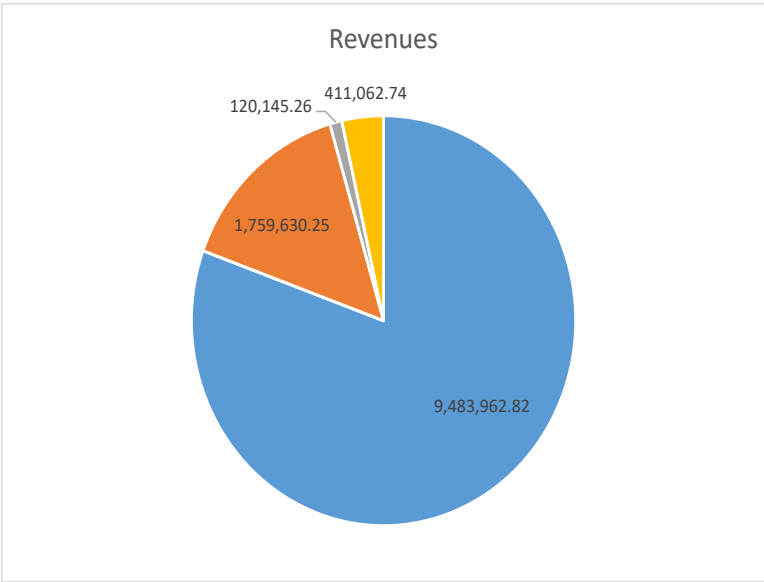
The Lionsgate Foundation, an unaffiliated non-profit foundation, provides the largest share of private contributions to the School.

The director of finance and operations for Lionsgate Academy is Mr. Ron Berger. Lionsgate uses Charter School Accounting, an accounting services firm that specializes in charter schools, for accounting, financial statement preparation, and audit coordination. Lionsgate's audit firm is MMRK – Malloy, Montague, Karnowski, Radosevich & Company. There were no material findings on the audit.

Total revenues and expenditures for the fiscal year ending June 30, 2017 were \$11.7 million. This represents an 11% increase over 2016. Much of the increase is attributable to a 48% increase in operations and facilities, due to occupying the space at Green Circle Drive. A breakdown of the components of revenues and expenditures is illustrated in the following graphs and table.

Revenue and Expenditures – Charts Combined General and Food Service Fund - Audited Trial Balance Annual Report for FYE 2017

Revenues:		% Total	Increase (Decrease)	% Change
Special Education	9,483,962.82	80.5%	854,862.86	9.0%
General Education	1,759,630.25	14.9%	172,900.41	9.8%
Federal	120,145.26	1.0%	15,804.79	13.2%
Local Support	411,062.74	3.5%	250,114.67	60.8%
Total Revenues	11,774,801.07	100.0%	1,293,682.73	11.0%
Expenditures:				
Special Education	6,049,648.70	51.7%	6,892.42	0.1%
General Education	1,431,047.94	12.2%	154,590.59	10.8%
Admin	752,933.94	6.4%	(13,855.85)	-1.8%
Pupil Support	156,479.39	1.3%	930.07	0.6%
Facilities & Operations	1,718,130.39	14.7%	829,374.40	48.3%
Transportation	1,597,669.45	13.6%	300,338.35	18.8%
Total Expenditures	11,705,909.81	100.0%	1,278,269.98	10.9%
Revenues > Expenditures	68,891.26		15,412.75	



Revenues for Lionsgate Academy were largely from state special education, making up 81% of total revenue. General education revenue accounted for 15% of the total revenue. Federal special education revenue accounted for 1% of the total budget. Other sources of revenue were grants and donations which accounted for 3.5% of the total revenues.

Figure 4. Revenue

Lionsgate expenditures are illustrated below. The largest portion of expenditures was in special education (52%), followed by facilities and operations (15%) and transportation (14%). General education accounted for 12% and 6% of expenditures were attributed to administrative costs. One percent of expenditures fell under pupil support.

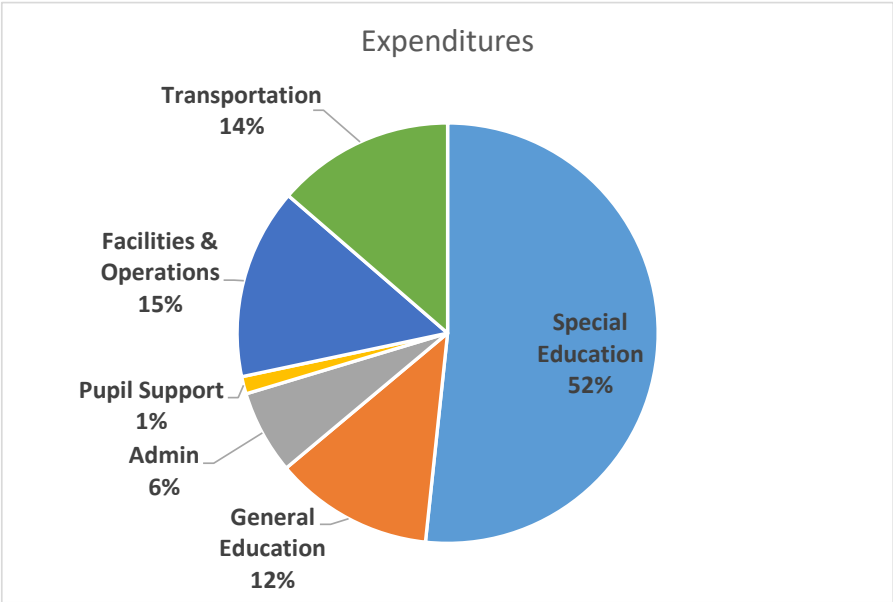


Figure 5. Expenditures.

WORLD'S BEST WORKFORCE

Lionsgate's plan for the World's Best Workforce is maintained on a website, [Worlds Best Workforce](#).

Annual Public Meeting

The annual WBWF School Board Meeting was held on November 21 . This meeting was separate from the regular board meeting and was devoted to providing updates to the progress made on the WBWF goals for Lionsgate.

District Advisory Committee

The following individuals comprise the World's Best Workforce Committee:

2016-17 World's Bet Workforce District Advisory Committee

Name	Contact	Role	Representing
Marcy Joseph	mjoseph@umn.edu	Parent	Parents
Laura Nisi	lnisi@mac.com	Parent	Parents
Tom Freeberg	Tom.freeberg@centurylink.com	Community Member	Telecommunications
Brandy Dougherty	Bdougherty@lgamn.org	School Staff	Administration
Ryan Rehnstrand	rrehnstrand@lgamn.org	School Staff	Special Education
John Villerius	jvillerius@hennepin.us	Community Member	Local Government
Chad Damerow	cdamerow@lgamn.org	Staff	Work Based Learning Coordinator
Jonathan Schwab	Schwagjon1@gmail.com	Community Member	Metro Transit
Meta Thomas	mthomas@lgamn.org	School Staff	Art
Dean Restorff	drestorff@yahoo.com	Community Member	Manufacturing
Noah Hitchen	nhitchen@lgalions.org	Student	Students

Table 6. WWBF Advisory Committee

Goals and Results

The World's Best Workforce is a locally owned accountability program. Two of the goals are not applicable to Lionsgate Academy due to not having kindergarten, preschool, or third grade.

Close the Achievement Gap among All Groups (Goal 2.c)

The goals for closing the gap between students receiving special education services and those who do not statewide are presented. Although the school analyzes achievement across other focus groups, due to the small number of students in those groups, publication of such analysis compromises student anonymity.

Goal 2.c.1

The gap between all students in the state and all students in special education at Lionsgate Academy on the appropriate state accountability tests (MCA III, MCA IV, MTAS, or other applicable test adopted by the state of Minnesota) in mathematics will be equal to or less than the statewide gap between all students and all students statewide in special education.

Progress on Goal 2.c.1

The statewide proficiency rate for all students in mathematics for 2017 in grades 7, 8 and 11 was 54%. The statewide proficiency rate for all students in mathematics in special education in grades 7, 8, and 11 was 20.75% yielding a gap of 33.25%. Lionsgate Academy's proficiency rate for students in special education in mathematics was 33.33% yielding a gap of 21% which is 12% less than the state gap.

Goal Met

Goal 2.c.2

The gap between all students in the state and all students in special education at Lionsgate Academy on the appropriate state accountability tests (MCA III, MCA IV, MTAS, or other applicable test adopted by the state of Minnesota) in reading will be equal to or less than the statewide gap between all students and all students statewide in special education.

Progress on Goal 2.c.2

The statewide proficiency rate for all students in reading in grades 7, 8, and 10 for 2017 was 58.98%. The statewide proficiency rate for all students in reading in special education in grades 7, 8, and 10 was 26.02% yielding a gap of 32.96%. Lionsgate Academy's proficiency rate for students in special education in reading was 37.31% which yields a gap of 21.67 which is 11.29% smaller than the gap for the state.

Goal Met

Goal 2.c.3

The gap between all students in the state and all students in special education at Lionsgate Academy on the appropriate state accountability tests (MCA III, MCA IV, MTAS, or other applicable test adopted by the state of Minnesota) in science will be equal to or less than the statewide gap between all students and all students statewide in special education.

Progress on Goal 2.c.3

The statewide proficiency rate for all students in science for 2017 was 51.10%. The statewide proficiency rate for all students in science in special education was 25.72% yielding a gap of 25.38%. Lionsgate Academy’s proficiency rate for all students in science in special education was 37.5% which yields a gap of 13.6% which is 11.78% smaller than the gap for the state.

Goal Met

All Students Career and College Ready by Graduation (Goal 2.d)

The following goals address all students being career and college ready by graduation

Goal 2.d.1

The proficiency index rate of all students at Lionsgate Academy who earn an achievement level of Meet or Exceeds level of Proficiency on the appropriate state accountability tests (MCA III, MCA IV, MTAS, or other applicable test adopted by the state of Minnesota) in mathematics will increase from **39.09%** in 2016 to **41%** in 2017.

Progress on Goal 2.d.1

33.33% of students met or exceeded proficiency levels for the MCA III, MCA IV, MTAS) in mathematics.

Goal Not Met

Goal 2.d.2

The proficiency index rate of all students at Lionsgate Academy who earn an achievement level of Meet or Exceeds level of Proficiency on the appropriate state accountability tests (MCA III, MCA IV, MTAS, or other applicable test adopted by the state of Minnesota) in reading will increase from **40%** in 2016 to **41.2%** in 2017.

Progress on Goal 2.d.2

39.44% of students met or exceeded proficiency levels for the MCA III, MCA IV, MTAS in reading.

Goal Not Met

Goal 2.d.3

The proficiency index rate of all students at Lionsgate Academy who earn an achievement level of Meet or Exceeds level of Proficiency on the appropriate state accountability tests (MCA III, MCA IV, MTAS, or other applicable test adopted by the state of Minnesota) in science will increase from **44%** in 2016 to **46%** in 2017.

Progress on Goal 2.d.3

36.73% of students met or exceeded proficiency levels for the MCA III, MCA IV, MTAS in Science.

Goal Not Met

All Students Graduate (Goal 2.e)

Currently the state reports on 4, 5 or 6 year graduation rates. However, students receiving special education services are entitled to transition programming (if determined by their IEP team) until the age of 21. Those students who need these services essentially graduate within 7 years of eligibility. Lionsgate reports on actual graduation rates vs. those reported by the state that unnecessarily penalize the school for serving students up until age 21.

Goal 2.e

The percentage of students continuously enrolled from 10th or 11th through 12th grade will graduate or continue to a transition program from 95% in year 2016 to 98% in year 2017.

Progress on Goal 2.e

100% of Lionsgate Students either graduated or enrolled into a transition program in the year 2017.

Goal Met

*Knowing my son is not judged for his differences and will be held to a high standard that will prepare him for life/real world. His differences/difficulties are respected/understood.
LGA Parent 2017*

Identified Needs Based on Data

The achievement of students who receive special education services in the areas of mathematics, science and reading consistently fall below that of their non-disabled peers. Lionsgate Academy has identified reducing the achievement gap for students receiving special education services in those areas. Behavioral data were also examined to assess how challenges in classroom behaviors can impact student achievement.

The data that the needs were based on included:

- MCA and MTAS results for Lionsgate Students
- Annual growth scores on NWEA-MAP assessments (reading & mathematics)
- Achievement of IEP goals by students receiving special education services.
- PBIS behavioral referral data

Systems, Strategies and Support

Lionsgate Academy's efforts to assess and evaluate student progress and disaggregate data by student group, review and evaluate the effectiveness of curriculum, instruction and teacher and administrator evaluations, and how the district implements high quality instruction and rigorous curriculum which integrates technology and a collaborative professional culture are described below.

Students

The process for assessing and evaluating student progress toward meeting state and local academic standards were as follows:

- Student achievement results are reported to the board of directors monthly
- Student achievement results on NWEA-MAP testing is shared with staff as data become available
- Student achievement of IEP goals are shared with staff bi-annually
- PBIS data are shared with staff quarterly

Because Lionsgate has a small student population, student achievement data are examined by the administrative staff disaggregated by race and students qualifying for free and reduced lunch. These data are monitored to detect significant differences in student achievement in the students who are members of these groups. Due to anonymity concerns, these data are not shared publicly.

Teachers and Principals

Effective teacher evaluation remained a focus area for 2016-17. In addition, implementation of a school-wide literacy program continued in efforts to implement all students writing and reading every day in every class. Further, the 2016-17 year had a special focus on "Opportunities to Respond" as a universal best practice. The school utilized the authorizer's "learning walk" approach to evaluate the effectiveness of this practice throughout the school.

A subcommittee of the board of directors continued to refine the executive director evaluation process.

District

Lionsgate continued to develop its cohort model of professional development, utilizing a cross-disciplinary cohort functioning similarly to a professional learning community. The cohort model groups staff by their year of entry to the school community and therefore assures that all staff consistently study research and best practices in a formal manner. Cohort topics are as follows:

- Year 1 – Intro to ASD or Antecedent Based Interventions
- Year 2 – Mental Health and Students with ASD
- Year 3 – Social Emotional Learning
- Year 4 – Typical Adolescent Development

The 2016-17 school year introduced 1:1 Chromebooks for all students in grades 7 through 12. The program was largely successful, providing access to technology for all students everyday in all classes. Additional technology (Go Guardian) was instituted to allow teachers the ability to monitor and direct student's use of the internet.

Equitable Access to Excellent Teachers

Lionsgate reviewed each student's access to qualified teachers through the following process:

1. All teaching staff were assigned an index based on:
 - a. Years of experience teaching
 - b. Years of experience teaching at Lionsgate Academy
 - c. Type of License (Full, variance, community expert)
 - d. Performance rating
2. The indexes were averaged and a standard deviation was derived.
3. A range of indices were computed which fell within 1 standard deviation of the mean
4. All students' received an overall score based on the combined indices of the student's teachers
5. Results were analyzed to determine if any student had a schedule where their teacher indices fell more than 1 standard deviation from the mean.

After review, no student had a schedule whose teachers' mean index fell below 1 standard deviation, thus indicating that all students had access to teachers who were similarly qualified.

STUDENT PERFORMANCE

Student growth and performance cannot be measured through the results of standardized assessments alone. While Lionsgate takes seriously its commitment to student achievement, the results of such tests do not fully reflect the benefit that students receive from a Lionsgate experience.

Student behavior, willingness to come to school, social competence, decreases in work refusal, and reductions in challenging behaviors are all notable gains made by students at Lionsgate that are not reflected in standardized assessments. Therefore, while important, the following results should be interpreted in a larger context of student performance.

Students at Lionsgate Academy are required to take State standardized assessments. In addition, Lionsgate uses the North West Educational Association's Measures of Student Progress (NWEA-MAP) assessments to track student growth across the year. Student progress on these measures is presented here.

Student Performance on MCA Exams

The graphs on the following page illustrate students' progress in mathematics, reading, and science across time. Before interpreting the graph data, one must consider the following:

- 1) The sizes of the groups tested are very small in comparison with the state and the other NEO charter schools. Mean scores and percentages are heavily influenced by outliers or other extreme scores.
- 2) Grade cohorts at Lionsgate vary by the number of students with intellectual disability and the number of students who enter 7th grade behind in their academics. Therefore, the results of how students score on MCAs can vary not only because of the instruction they receive, but also because of the makeup of the particular students in that class. Thus an overall rise over time is more meaningful than a jump from year to year.

The following comparisons are made: Lionsgate Academy students against all students in both the state and in the NEO portfolio in math, reading and science and Lionsgate Academy students in special education against all students in special education in the state and in the resident district of Robbinsdale. It should be noted that in trend graphs showing comparisons with the state, students in special education are not disaggregated. Although the Minnetonka Campus has moved to the Hopkins School District, for the sake of continuity, those data are kept as the comparison for improvement over time.

Lionsgate vs. State & Resident District – All Students Math

Overall Lionsgate students have shown a gradual uptick in their performance on the MCA mathematics exam. Thus, Lionsgate Academy has been successful in closing the gap between students who do not receive special education and those that do.

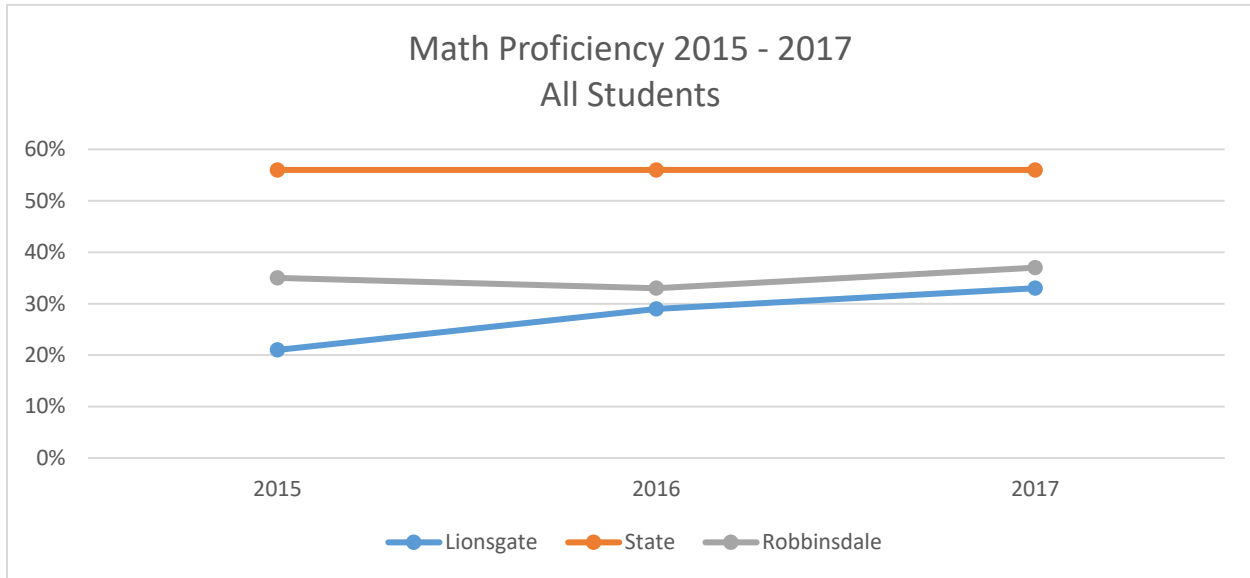


Figure 6. Trend - All Students Math

Lionsgate vs. State & Resident District – All Students Reading

Lionsgate students show less of a gap between their non-disabled peers in reading than they do in math. The proficiency rates of students in reading has hovered around the 40% mark, while the state hovers around the 60% mark.

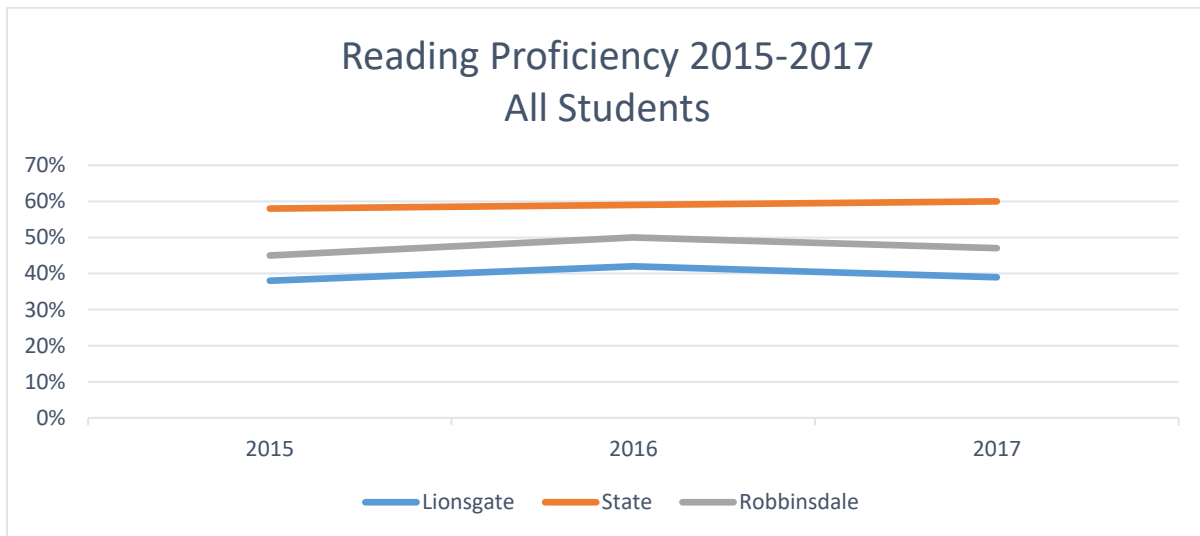


Figure 7. Trend All Students Reading

Lionsgate Academy vs. State & Resident District– All Students Science

Lionsgate students performed slightly below the general population of all students on the science assessment.

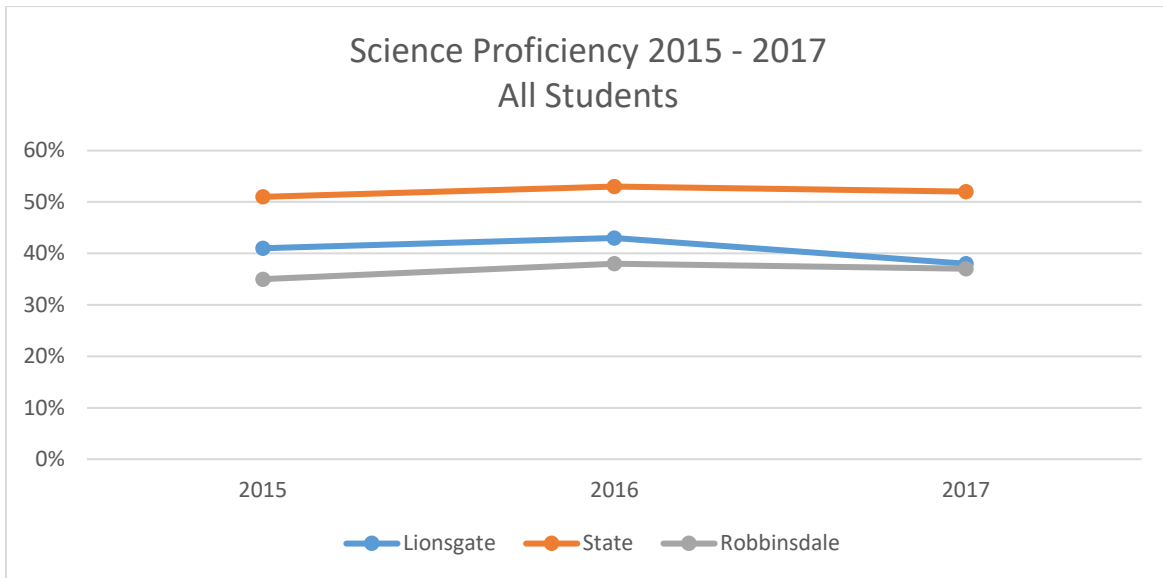


Figure 8. Trend All Students Science

The opportunity for all students to be included in school activities. Knowing that every teacher, administrator, counselor and EA understands kids with autism and can effectively support and encourage their growth.

LGA Parent, 2017

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Focus Group Performance

Over 95% of students at Lionsgate Academy receive special education services. Focus group comparisons allow Lionsgate to measure itself against all students in special education across the state.

Lionsgate vs. State & Resident District – All Students Receiving Special Education Mathematics

When compared with other students receiving special education services, Lionsgate students have exceeded the state and the Robbinsdale district.

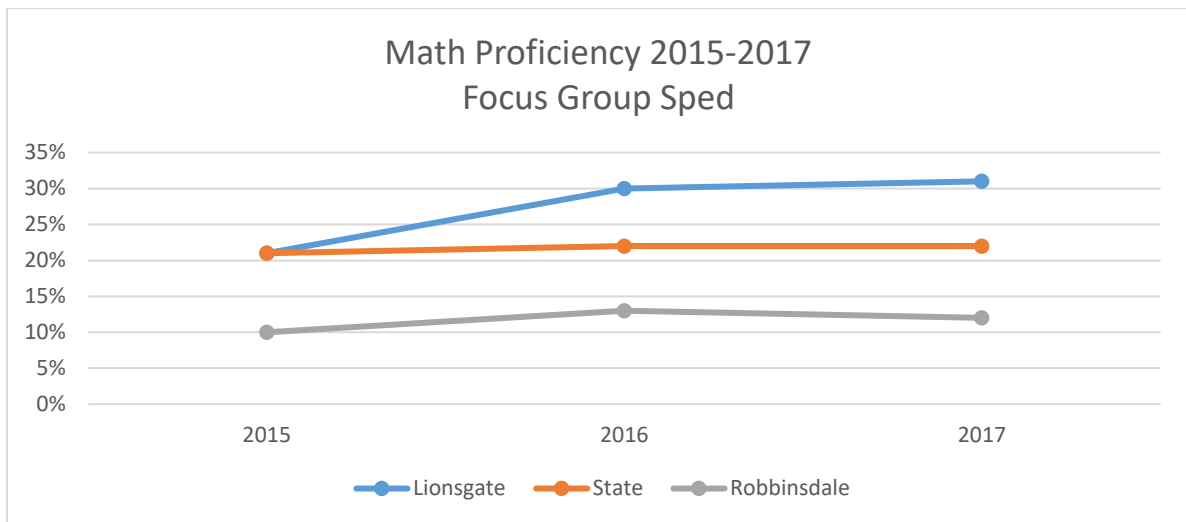
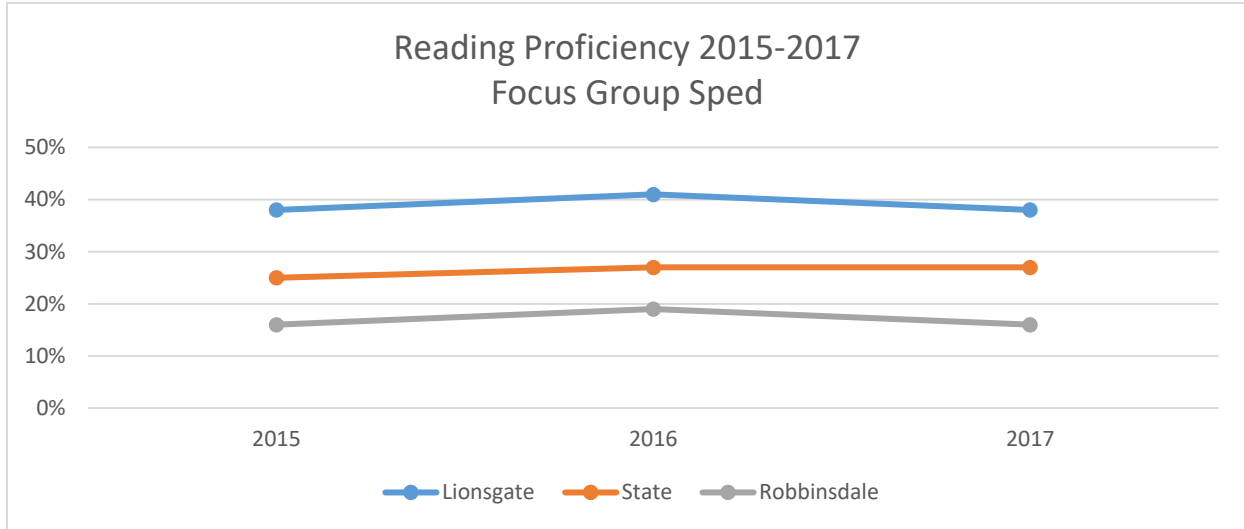


Figure 12. Trend Sped Focus Group Math

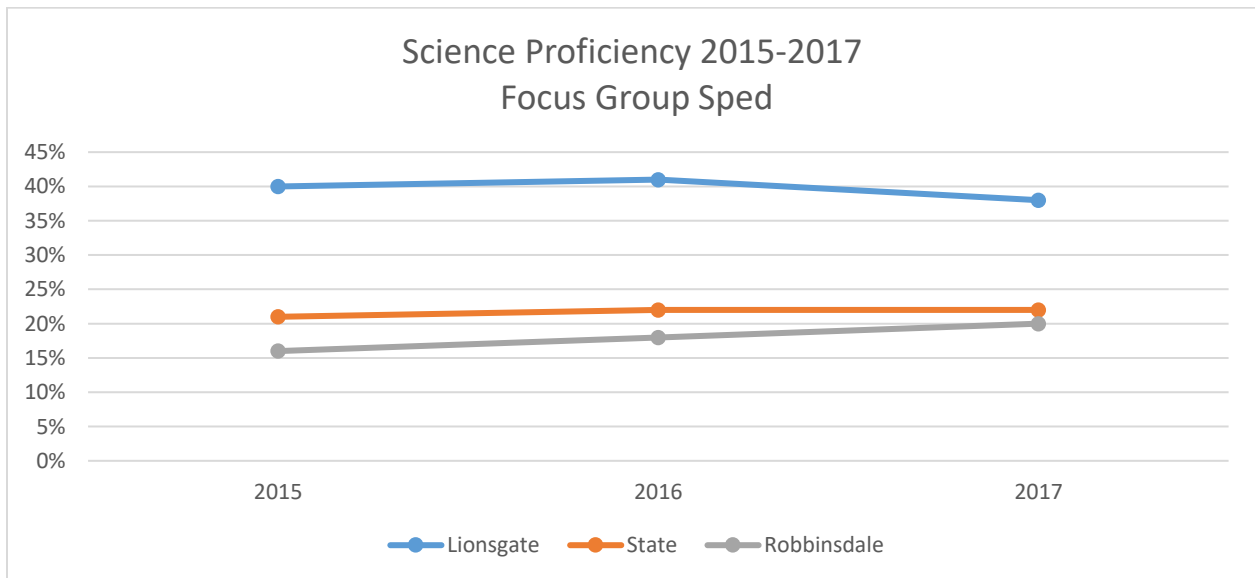
Lionsgate vs. State & Resident District – All Students Receiving Special Education Reading

When compared with other students receiving special education services, Lionsgate students have exceeded both the state and the Robbinsdale School District in reading.



Lionsgate vs. State & Resident District – All Students Receiving Special Education Science

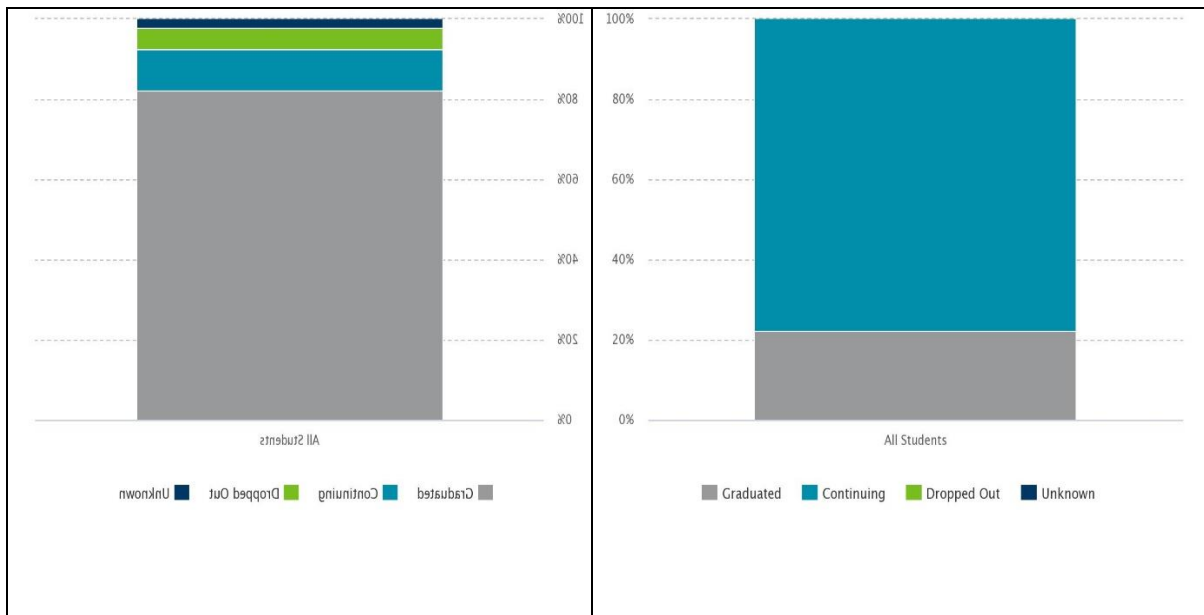
When compared with other students receiving special education services, Lionsgate students have exceeded both the state and the Robbinsdale School District in science.



Graduation

The figure below shows the four year graduation rate for students attending Lionsgate Academy in 2016-2017 as compared to the state.

Six year graduation rates are not valid measures of Lionsgate's graduation rates. Many Lionsgate students qualify for transition services up through the age of 21. The six year rate does not capture those students who attend the transition program for 3 years. The number of students either graduating or continuing on represented 100% of all seniors.



Student Performance – Meeting Individual Goals and Objectives

Lionsgate Academy, as part of its strategic plan set out to develop a framework for measuring individual student success on goals within a student's Individualized Education Plan. With over 95% of the student body at Lionsgate receiving special education services, these important documents detail a highly individualized set of goals for students in order for them to receive a free and appropriate education. In the overall population of students in the state, 15% receive special education services. Measuring how successful students are at meeting their individualized goal should help to round out the overall picture of student achievement in the context of a measure that is much more representative of these students' abilities and the work that they do in school than standardized measures that favor those of above average intellectual skills.

Seventy students' IEPs were tracked during the 2016-2017 school year. Of those 70 students, 39 (56%) of students achieved 80% or better of their IEP goals. The percentage achieved needs to be re-examined for its validity.

While the median number of goals achieved is 100%, Lionsgate will strive to ensure that at least 85% of students achieve 80% of their IEP goals.

OPERATIONAL PERFORMANCE/SCHOOL CLIMATE

Operational performance at Lionsgate is measured indirectly through student and staff attrition rates as well as the number of families on the school's waiting list. Low student and staff attrition suggest that the organization is well run and provides a good environment for both learning and teaching. Operational performance is also measured directly through surveys delivered to three stakeholders: students, parents and staff.

Staff Survey (146 responses)

A staff culture survey was administered in the spring of 2017. Of those responding with a preference:

- 86% of staff report that they would recommend Lionsgate as a good place to work.
- 92% of staff report they get a personal sense of accomplishment from their work.
- 73% of staff report that their salary is reasonable for their position

Parent Survey (98 responses)

The parent survey was administered in the spring. Fifty eight percent of families responded to the survey (after multiple attempts). Of those responding,

- 99% of families agreed that Lionsgate was a good choice of school for their student.
- 99% of families agreed that Lionsgate is a safe environment.
- 94% report that they are satisfied with their student's progress at Lionsgate.

PROFESSIONAL DEVELOPMENT

Lionsgate Academy staff engage in extensive and comprehensive professional development. Licensed staff used Keep Certified to track professional development and CEUs toward maintaining licensure. Unlike many districts, Lionsgate provides 2 weeks of intensive training and preparation to licensed staff and preparation to educational assistants. Topics for the 2016-17 school year included:

Bullying and Harassment

Nonviolent Crisis Intervention

Executive Functioning

Assessment Training

PBIS

PEERS

In addition, all staff participate in year-long cohort learning specifically designed to keep teachers abreast of recent research and instructional practices. Cohorts are based on years of service at Lionsgate to ensure that the school has a collective body of knowledge shared by all staff. The cohort curricula are introduction to autism, antecedent based interventions, mental health in the classroom, social emotional learning, and typical adolescent development.



FUTURE PLANS

Lionsgate Academy completed 9 years of operation. During the 2016-17 school year, Lionsgate applied for and was granted a replication grant for the 2018-19 school year. The next year will be a planning year so that the replication site can open in the fall of 2018. We wish to locate the program on the east side of the Twin Cities in order to serve a wider geographic range and to hopefully reduce the commuting times of Lionsgate families.

The Board of Directors met in January of 2017 to conduct another 3 to 5 year strategic plan. Following a training on the use of the Balanced Scorecard™ method of planning, the board, the administration, and our authorizer participated in a planning session. The scorecard approach breaks down strategies into four perspectives: customers (students and families), financial stewardship, internal processes, and learning and development. Within each of these perspectives, the board identified a number of objectives. Six objectives were selected for action in the 2017-18 school year. They are:

Perspective – Students and Families

Objective – Expand student program options or program site

Initiative – Find and new site and open LGA East

Perspective – Internal Processes

Objective – Improve Procedures

Initiative – Document and finalize processes and procedures

Objective – Improve stakeholder communication

Initiative – Conduct focus groups with stakeholders to find ways to improve communication

Objective – Improve instructional practice

Initiative – Duplicate best practices and expectations to NSP

Objective – Improve integration of service delivery

Initiative – Create alignment for transition programming across campuses

Perspective – Learning & Development

Objective – Improve quality of engagement

Initiative – Learn community resources available to students when they exit LGA

Most of the efforts for Lionsgate next year will be to plan our replication. Lionsgate will continue to expand its partners with the 18 to 21 year old transition program, seeking more placements, internships and competitive employment for our students.

*The staff are amazing - ALL of them. My student feels confident, safe and valued.
Lionsgate Parent, 2017*
