

**ANNUAL REPORT**  
**&**  
**WORLD'S BEST WORKFORCE**  
**2017 - 2018**



5605 Green Circle Drive  
Minnetonka, MN 55343

[www.lionsgateacademy.org](http://www.lionsgateacademy.org)



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## OVERVIEW

Lionsgate Academy completed its tenth year of operation on June 30, 2018. During the academic year 2017-2018 Lionsgate Academy served 203 students. Reported ADM for Lionsgate was 186.38 due to students in the PSEO and 18 to 21 year old transition programs. One hundred sixty three students were educated in grades 7 through 12 and 40 students were enrolled in Lionsgate's Achieving Independence and Maturity program (AIM).

Lionsgate Academy received a *Charter School Program (CSP)* grant to replicate our high quality 7 through 12 program. Using this grant, Lionsgate planned the expansion of our program to the Shoreview area. We developed the property at 599 Cardigan Road, Shoreview MN 55126. Enrollment for the new school was projected at 70 students for the 2018-2019 school year

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.*

The 2017-2018 school year was the third year for the Lionsgate Lynx Program. This program, a federal setting 4 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 2017-2018 school year, Lionsgate Academy selected goals and initiatives from the *Balanced Score Card™* strategic 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 the 2017 - 2022 Strategic Plan

The balanced scorecard strategic plan for Lionsgate Academy was originated in 2013 and intended to guide the growth and development of Lionsgate Academy for three to five years. In January of 2018, the board of directors, through an open meeting, held a workshop to review the Balanced Scorecard.

The new plan is intended to guide the school through the next five years of operation, with an annual review and adjustment.

Lionsgate's Balanced Scorecard retained the four strategic perspectives: Learning and Development, Internal Processes, Financial Stewardship, and Students and Families. For the 2017-2018 school year, six objectives were selected with 6 initiatives. This number of initiatives is still very high for any organization; however, with the award of the CSP replication grant, the board needed to ensure that Lionsgate was managing our growth in a strategic framework. The perspectives that were selected included: Students and Families, Internal Processes, and Learning and Development.

### ***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

## ***Progress on Strategic Goals and Initiatives***

### *Expand Student Program Options or Program Site*

Initiative – Find and new site and open LGA East

Using the CPS grant, Lionsgate Academy worked with Wellington Management to secure a long term lease of the building located at 599 Cardigan Avenue, Shoreview, MN. This location was ideal as it split the Twin Cities Metro Area between the Southwest and Northeast suburbs.

Lionsgate Academy worked with the City of Shoreview, including its planning commission and city council, to clear the way to develop a former industrial site to house the new school. Plans were

approved and construction started during the fall of 2017. The architectural firm of Winther, Johnson, Robinson was retained to design the new space. This firm had successfully worked through the build-out of the Minnetonka Campus and was familiar with the unique needs of Lionsgate’s student population.

The first notification of our intention to expand was in a community formation meeting in June of 2016. From this meeting a small group of volunteers started a committee to inform the east side twin cities community of updates to the progress on opening an east side campus. This group started a dedicated Facebook page to "Lionsgate East." This page was created 18 months prior to the enrollment event. Through this page and on the main Lionsgate webpage, we encouraged families to send us their contact information and an email list was composed to keep families abreast of the developments.

Lionsgate documented the process in our CSP grant submitted to MDE in March of 2017 describing outreach and promotion of the Shoreview enrollment. The enrollment event was noted at four community meetings held at our North St. Paul campus. Notice of the community meetings was translated into Spanish, Hmong, and Somali and was posted on our website and our social media outlets (Facebook and Twitter). In addition, flyers in English and Spanish were faxed to Centro Tyrone Guzman (oldest and largest multi service Latino organization), flyers in Hmong and English were faxed to the Hmong Autism National Discovery, (Hmong community autism national discovery - a twin cities based autism board) and flyers in Somali and English were faxed to the Confederation of Somali Community in MN and flyers in English were mailed to the Minneapolis NAACP and the St. Paul NAACP. Calls were made to each organization to verify that they had received the flyers.

The four separate community meetings were held on Saturday, September 23rd and Saturday, September 30th at 10:00 AM and 1:00 PM. Approximately 42 families attended all four events.

All families who attended the enrollment event or who enrolled by electronic application on the 28th were accepted.

The building principal and special education coordinator for the Shoreview replication site were hired in 2017-2018 and tasked with enrolling new students, hiring staff, reviewing student IEPs, calculating related service minutes and providers, meeting with families, establishing transportation, working with facility development, creating student schedules, establishing caseloads for special educators, purchasing materials, and soliciting donations for furniture and equipment.

As of June 30, 2018, Lionsgate “East” was now Lionsgate “Shoreview,” and we will open in the fall of 2018 with a projected enrollment of 73 students.

### *Improve Procedures*

Initiative – Document and finalize processes and procedures

The administrative team held a thorough review of internal procedures. Over 60 internal procedures were reviewed and linked to school policies.

### *Improve Stakeholder Communication*

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

Communication focus groups were held in the spring of 2018 for staff members. Communication modes were reviewed and suggestions for improving content, frequency and modes were provided to the administration.

*Improve Instructional Practice & Improve integration of service delivery*

Initiative – Duplicate best practices and expectations to NSP

Initiative – Create alignment for transition programming across campuses

These objectives and initiatives were combined and undertaken by a team consisting of staff from both the Minnetonka and North St. Paul transition program. The special education coordinator from the new campus was also invited. The team met throughout the year and in creating the alignment between programs, ostensibly accomplished duplicating best practices to NSP. The result of this meeting was the creation of a district-wide transition coordinator position who is tasked with ensuring the smooth progression of students through their Lionsgate career, early communication with families regarding transition options and supervision of the transition curriculum and staff.

*Improve Quality of Engagement*

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

This ongoing effort is part of the North St. Paul AIM program and the transition alignment programming. The business teacher at the Minnetonka Campus joined the Twin West Chamber of Commerce who hosts a job experience and connection website for schools on the west of the Twin Cities. Relations continue to develop with the MN Department of Economic Development (DEED), to help families access services after high school.

Lionsgate maintained the four themes: Building the Program, Innovation and Systems Improvement, Strategic Partnerships, and Student Learning.

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 two objectives: Improving Student Outcomes and Expanding Student Program Options or Program Site.

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 2017-2018 school year, Lionsgate embarked on a number of innovative practices. Of these, three practices are highlighted here:

- Embedded Mental Health Provider
- Community Demonstration Project – Rain Garden
- Cross Disciplinary Collaboration

### Embedded Mental Health

Lionsgate Academy contracted with Power of Relationships (POR) to provide mental health services to students at Lionsgate Academy. This model of providing mental health services creates a bridge between student mental health services and education, yet also creates a separation from educational records and the school's ability to provide mental health services during breaks.

POR provided a mental health therapist who could take referrals from school social workers and school psychologists. Students were able to access the therapy at school. Families reported high satisfaction with services provided.

### Community Demonstration Project – Ramsey County Watershed District

The Ramsey-Washington County Metro Watershed District and Ramsey Conservation District supported Lionsgate Academy's Shoreview location by granting funding to develop a rain garden in the new green space. The project grew to include replacing the proposed green space turf with native low-growing grasses requiring less mowing and watering and minimal fertilizers. In addition, Lionsgate proposed to use native cultivars surrounding and screen the fence, requiring no mowing and (eventually) minimal watering, care or fertilizers.

The Watershed District provided materials and instruction to students in Lionsgate's science class. The plan for the spring of 2019 (next year) is to have science students work with master gardeners to plant the rain garden. Further opportunities include students working on conservation projects in the community. Ramsey Conservation District is interested in adding a tree-trench to the North parking lot to abate storm water runoff, as early as summer of 2019.

### Cross Disciplinary Collaboration

Lionsgate's mission is to provide a transition focused education. For many of our students with disabilities, this means overcoming barriers to paid employment by working on fundamental skills. These skills not only include learning to make change, interact appropriately with customers, and run a cash register; but also to practice motor skills and improve core strength that allow students to bend, lift, fold and use their bodies in space.

The business teacher, a special educator and an occupational therapist combined their talents to create a school store and the LGA Café – a simulated coffee service for faculty and staff. The school store project was embedded into an applied business class. The occupational therapist provided "push-in" services to both projects, working with students on fine and gross motor development in

the context of working both in the school store and the café. Cross disciplinary opportunities are an innovative practice driven by teachers and support service professionals to serve students.

## 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](mailto:executive.director.neo@gmail.com); 612-889-2103.

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*Thank you Lionsgate for Giving My Son his Smile  
Back...Amazing First Week for a New 7<sup>th</sup> Grader!*

*LGA Parent, 2018*

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## 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%
17-18	21.41	24.75	30.76	28.0	27.08	19	33.42	1.96	186.38	4%

Table 1. Student Enrollment

Attrition for Lionsgate in the 2017-2018 school year remained low with a 4% attrition rate.

The waiting list for the 2017-18 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
17-18	62	71	60	38	22	5		0	258

Table 2. Waiting List

The waiting list reached a high of 258 in 2017-2018 school year.



## 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 2018, one licensed staff position, one parent position and one community member position was 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.

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

### 2017 - 2018 Lionsgate School Board

Name	Board Position	Member Affiliation	Election Date	Date Seated	Term Expiration	Postal Address	Phone Number	E-Mail Address
Thorstad, Alicen	Chair	Parent	May 6, 2016	July 19, 2016	July, 2019	4506 63rd Ave. N Brooklyn Center, MN 55429	763-537-8556	<a href="mailto:board.athorstad@lgamn.org">board.athorstad@lgamn.org</a>
Bachman, Emy	Vice Chair	Community	May 31, 2015	July 21, 2015	July, 2018	9017 Larkspur Lane Eden Prairie, MN 55347	952-200-5032	<a href="mailto:board.ebachman@lgamn.org">board.ebachman@lgamn.org</a>
Sawyer, Steve	Director	Community	May 31, 2017	June 15, 2017	July, 2020	US Bank One Meridian Crossing Richfield, MN 55423-3963	612-973-7811	<a href="mailto:board.ssawyer@lgamn.org">board.ssawyer@lgamn.org</a>
Gran, Bradford	Director	Teacher 321517	Appointed 11/17	11/17	7/20	50 7 <sup>th</sup> Ave. S. Apt. 112 Hopkins, MN 55343	763-486-5359	Board.bgran@lgamn.org
Nelsen, Hannah	Director	Teacher 496833	Original Slot May 6, 2016	Appointed July 2017	July, 2019	1117 Olive St. W. Stillwater, MN 55082	651-303-5800	<a href="mailto:board.hbetz@lgamn.org">board.hbetz@lgamn.org</a>
Cottingham, Laura	Secretary	Parent	May 31, 2017	June 15, 2017	July, 2020	6630 Empire Court Maple Grove, MN 55311	612-384-9842	<a href="mailto:board.lcottingham@lgamn.org">board.lcottingham@lgamn.org</a>
Kunkel, Amy	Director	Community	May 31, 2017	June 15, 2017	July, 2019	University of MN 56 E River Parkway Minneapolis, MN 55455	651-503-5849	<a href="mailto:board.akunkel@lgamn.org">board.akunkel@lgamn.org</a>
Wielinski, Liz	Treasurer	Parent	May 6, 2016	July 19, 2016	July, 2018	3519 2 <sup>nd</sup> St NE Minneapolis, MN 55418	612-390-3735	<a href="mailto:board.lwielinski@lgamn.org">board.lwielinski@lgamn.org</a>
Harms, Jim	Director	Teacher 467907	May 31, 2015	July 21, 2015	July, 2018	2627 Buchanan St, NE Minneapolis, MN 55418	612-280-0669	<a href="mailto:board.jharms@lgamn.org">board.jharms@lgamn.org</a>

**Board Training**

All newly seated board members for 2017-2018 attended the 3 required board trainings as documented below. All board members received training on the Implications of Expansion to Charter School Boards presented by Sean Elder, Chief Operating Officer of Hiawatha Academies.

Name	Date Seated	Term Exp.	Training Attended	Date
Thorstad, Alicen	7-19-163	7-19	Implications of Expansion to Charter School Boards	2/16/2018
Cottingham, Laura	7-19-2016	7-	Implications of Expansion to Charter School Boards	2/16/2018
Wielinski, Liz	6-14-16	7-18	Implications of Expansion to Charter School Boards	2/16/2018
Kunkel, Amy	7-17	7-20	Implications of Expansion to Charter School Boards Charter School Finances Charter School Governance Employment in Charter Schools	2/16/2018 9/26/2017 11/11/2017 11/11/2017
Bachman, Emy	7- 21-15	7-18	Implications of Expansion to Charter School Boards	2/16/2018
Nelsen, Hannah	7-2017	7-19	Implications of Expansion to Charter School Boards Charter School Finances Charter School Governance Employment in Charter Schools	2/16/2018 11/20/2017 9/21/2017 10/3/2017
Gran, Bradford	11/17	7-20	Implications of Expansion to Charter School Boards Charter School Governance Charter School Finance Employment in Charter Schools	2/16/2018 6/12/2018 5/30/2018 6/19/2018
Sawyer, Steve	7-2017	7-20	Implications of Expansion to Charter School Boards	2/16/2018
Harms, Jim	7-21-15	7-18	Implications of Expansion to Charter School Boards	2/16/2018

Table 4. School Board 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 – Liz Wielinski (parent, treasurer)

Governance – Emily Bachman (community member)

Director Evaluation – Laura Cottingham (parent, secretary)

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 2018.

### Executive Director Training Plan

The executive director training plan was part of the executive director evaluation process. The executive director shall participate in one conference on school law and attend at least one MDE sponsored workshop for Charter School Directors.

### Management

The management structure was refined in 2017 – 2018. For the most part, the structure is unchanged. Responsibilities were expanded for the core management team of Executive Director, Director of Student Services, Director of Finance and Operations and Director of Human Resources.

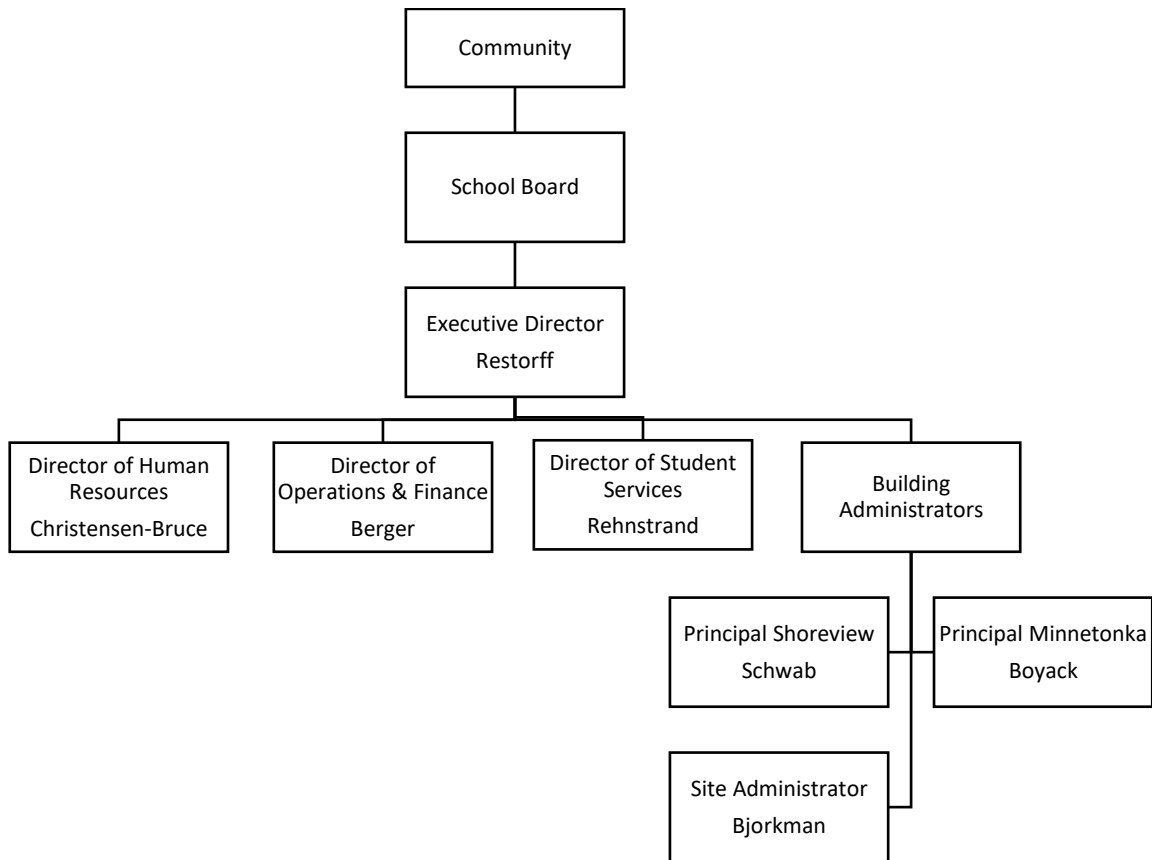


Figure 1. Organizational Chart

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*I cried on the way home from dropping off my son this morning. Why? Because this week has been the best and easiest drop-offs for him in 8 years. So blessed to have this school filled with wonderful staff and students!*

*LGA Parent, 2018*

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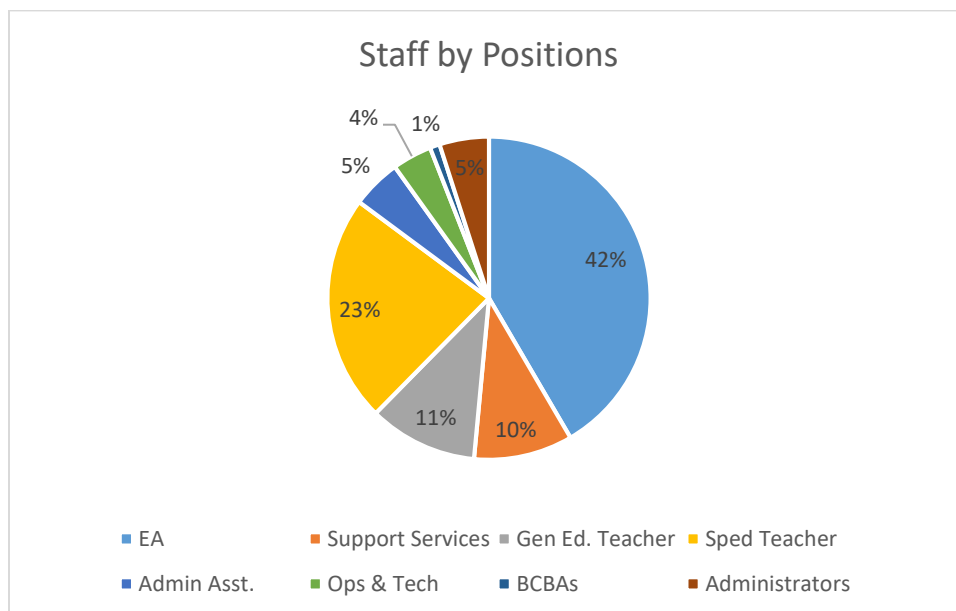
## STAFFING

Lionsgate Academy employed 166 regular employees during the 2017-18 school year (with replacement). The majority of resignations were at the end of the school year.

Forty-two 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.



### Staff Retention and Attrition

Overall the attrition rate of staff was 17%. This is a 1% increase from the previous year. The majority of staff turnover was in educational assistants with 21 educational assistants resigning in the 2017-2018 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 turn-over rates have traditionally been high at Lionsgate. Amy Christensen-Bruce was hired as Director of Human Resources. Of note is the very low turnover in administration, general education teachers, special education teachers and behavior analysts.

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

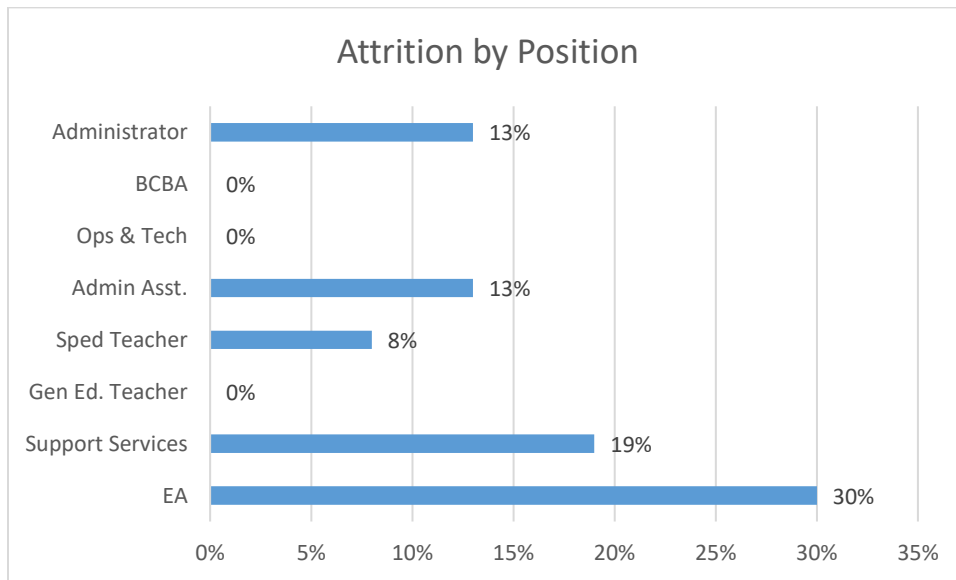


Figure 3. Turnover by Position

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

*LGA Parent, 2017*

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## 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 schools. Lionsgate's revenue and cash flow is derived primarily from Special Education funds received 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 MMKR – Malloy, Montague, Karnowski, Radosevich & Co., PA. There were no material findings in the audit.

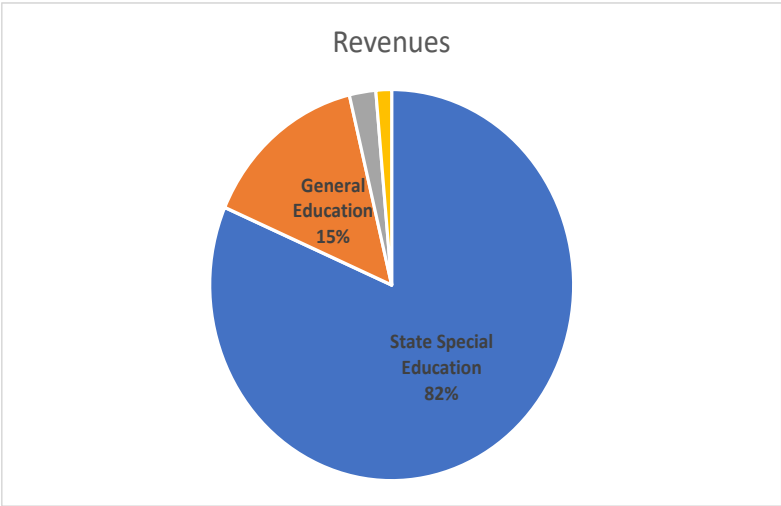
Total revenues and expenditures for the fiscal year ending June 30, 2018 were approximately \$12 million. This represents a 6% increase over 2017. 57% of the increase (or 3.4 percentage points) is attributable to planning costs for the new Shoreview campus and substantially all of the remaining 43% of the increase (or 2.5 percentage points) is related to the 1.1% increase in the number of students, along with the overall increase in the cost of educating our students. After accounting for planning cost, the increase in the cost of educating our students increased by less than the rate of inflation. A breakdown of the components of revenues and expenditures is illustrated in the following table and graphs.

### Revenues and Expenditures

#### Combined General and Food Service Fund

#### Fiscal Year Ending June 30, 2018

		<u>% Total</u>	Increase <u>(Decrease)</u>	<u>% Change</u>
Revenues:				
Special Education	10,148,582	81.5%	664,619	7.0%
General Education	1,837,822	14.8%	78,192	4.4%
Federal	292,240	2.3%	172,095	143.2%
Local Support	173,974	1.4%	(237,089)	-57.7%
Total Revenues	12,452,617	100.0%	677,816	5.8%
Expenditures:				
Special Education	6,320,113	51.0%	270,464	4.5%
General Education	1,514,924	12.2%	83,876	5.9%
Admin	786,193	6.3%	33,259	4.4%
Pupil Support	548,652	4.4%	392,173	250.6%
Facilities & Operations	1,583,889	12.8%	(134,241)	-7.8%
Transportation	1,642,997	13.3%	45,328	2.8%
Total Expenditures	12,396,768	100.0%	690,859	5.9%
Revenues > Expenditures	55,849		( 13,043)	



Revenues for Lionsgate Academy were largely from state special education, making up 82% of total revenue. General education revenue accounted for 15% of the total revenue. Revenue from Federal sources included CSP Grant revenues earned and special education revenue and accounted for 2% of the total. Other sources of revenue were grants and donations which accounted for 1% of the total revenues.

Figure 4. Revenue

Lionsgate expenditures are illustrated below. The largest portion of expenditures was in special education (51%), followed by transportation (13%) and facilities and operations (13%). General education accounted for 12% and 6% of expenditures were attributed to administrative costs. 4% of expenditures fell under pupil support, including one-time replication planning costs.

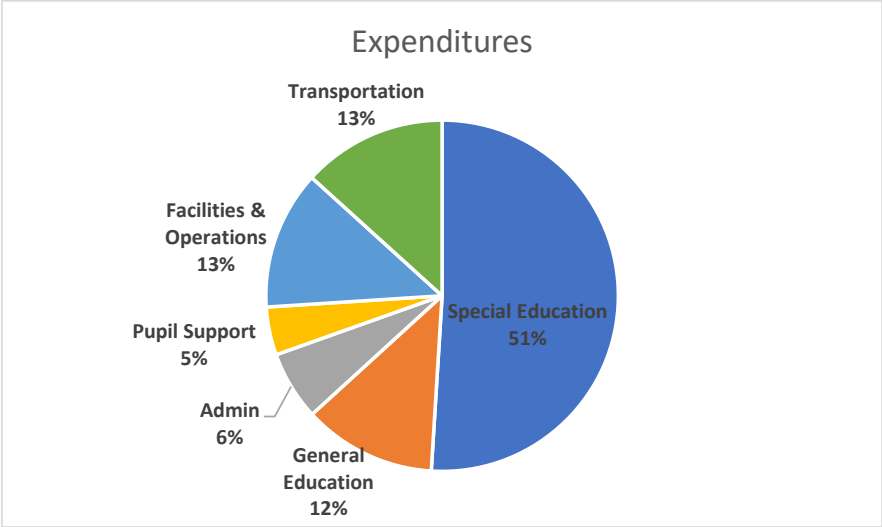


Figure 5. Expenditures.

## 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 20. 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:

#### 2017-2018 World's Best Workforce District Advisory Committee

<b>Name</b>	<b>Contact</b>	<b>Role</b>	<b>Representing</b>
Marcy Joseph	<a href="mailto:mjoseph@umn.edu">mjoseph@umn.edu</a>	Parent	Parents
Kristi Person	<a href="mailto:kperson@lgamn.org">kperson@lgamn.org</a>	Teacher	Career & Technical Education
Brad Person	<a href="mailto:bperson@lgamn.org">bperson@lgamn.org</a>	Community Member	Small Business
Brandy Dougherty	<a href="mailto:Bdougherty@lgamn.org">Bdougherty@lgamn.org</a>	School Staff	Administration
Ryan Rehnstrand	<a href="mailto:rrehnstrand@lgamn.org">rrehnstrand@lgamn.org</a>	School Staff	Special Education
John Villerius	<a href="mailto:jvillerius@hennepin.us">jvillerius@hennepin.us</a>	Community Member	Local Government
Meta Thomas	<a href="mailto:mthomas@lgamn.org">mthomas@lgamn.org</a>	Teacher	Visual Arts
Sara Bydzovsky	<a href="mailto:sbydzovsky@lgamn.org">sbydzovsky@lgamn.org</a>	Teacher	Transition Services
Jenny Diederich	<a href="mailto:jdiederich@lgamn.org">jdiederich@lgamn.org</a>	WBL Coordinator	Work Based Learning
Chad Damerow	<a href="mailto:cdamerow@lgamn.org">cdamerow@lgamn.org</a>	WBL Coordinator	Work Based Learning
Dean Restorff	<a href="mailto:Dean.restorff@gmail.com">Dean.restorff@gmail.com</a>	Community Member	Manufacturing
Ron Berger	<a href="mailto:rberger@lgamn.org">rberger@lgamn.org</a>	Finance Director	School Finance
Tom Freeberg	<a href="mailto:tfreeberg@centurylink.com">tfreeberg@centurylink.com</a>	Community Member	Telecommunications

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. This year, Lionsgate Academy combined its performance framework with its authorizer NEO to address the World's Best Workforce Goals.

### ***Close the Achievement Gap among All Groups***

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 Mathematics***

The school's combined FY 2015-FY 2020 proficiency rate exceeds the state combined FY 2015-FY 2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (21.21%) by at least 10 percentage points by FY 2020.

#### ***Progress on Goal 2.c.1***

The statewide proficiency rate for all students in mathematics for 2018 in grades 7, 8 and 11 was 54.96%. The statewide proficiency rate for all students in mathematics in special education in grades 7, 8, and 11 was 21.22%. Lionsgate Academy's proficiency rate for students in special education in mathematics was 15.38%. This was the lowest percentage of proficient math students since 2014. When proficiency rates are averaged over the past 4 years, Lionsgate's special education proficiency rate is 21.57%, exceeding the state proficiency rate averaged over the same period. The averaging is a valid way to examine proficiency data as the academic profile of the group of students who take the assessment can vary from year to year.

**Annual Goal Not Met**

**Long Term Goal on Track**

**Goal 2.c.2 Reading**

The school's combined FY 2015-FY 2020 proficiency rate exceeds the state combined FY 2015-FY 2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (37.50%) by at least 10 percentage points by FY 2020.

**Progress on Goal 2.c.2**

The statewide proficiency rate for all students in reading for 2018 in grades 8 and 10 was 60.08%. The statewide proficiency rate for all students in reading in special education in grades 8, and 10 was 26.72%. Lionsgate Academy's proficiency rate for students in special education in reading was 33.33%. When proficiency rates are averaged over the past 4 years, Lionsgate's special education proficiency rate is 35%, exceeding the state proficiency rate averaged over the same period in reading.

**Annual Goal Met**

**Long Term Goal on Track**

**Goal 2.c.3 Science**

The school's combined FY 2015-FY 2020 proficiency rate exceeds the state combined FY 2015-FY 2020 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2015 (39.53%) by at least 10 percentage points by FY 2020.

**Progress on Goal 2.c.3**

The statewide proficiency rate for all students in science for 2018 in grades 7, 8 and one high school year was 52.28%. The statewide proficiency rate for all students in science in special education in grades 7, 8, and one high school year was 24.38%. Lionsgate Academy's proficiency rate for students in special education in science was 34.21%. When proficiency rates are averaged over the past 4 years, Lionsgate's special education proficiency rate is 38.42%, exceeding the state proficiency rate averaged over the same period.

**Annual Goal Met**

**Long Term Goal on Track**

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

The following goals address all students being career and college ready by graduation. Lionsgate’s Performance Framework measures growth by students on grade level and more than 2 grade levels below national norms in the areas of reading and math. The expectation is for students to meet their individual goal level as measured by the NWEA-MAP assessments. Students performing 1 grade level below or on grade level are expected to make one year’s growth. Students who are more than 2 grade levels below are expected to make 1.5 years growth.

**Goal 2.d.1 Students below grade level making expected growth in math**

Sixty to seventy nine percent of students meet their individualized growth target in math in the combined FY 2015-FY 2020.

**Progress on Goal 2.d.1**

The percentage of students more than 2 grade levels below the norm in math who made 1 and ½ years of progress was 7.69%. The long term percentage rate is 15.3%.

**Goal Not Met**

**Long Term Goal Not on Track**

**Goal 2.d.2**

Sixty to seventy nine percent of students meet their individualized growth target in reading in the combined FY 2015-FY 2020.

**Progress on Goal 2.d.2**

The percentage of students more than 2 grade levels below the norm in reading who made 1 and ½ years of progress was 30.16%. The long term percentage rate is 27.74%.

**Goal Not Met**

**Long Term Goal Not on Track**



**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**

Eighty to eighty-nine percent of continuously enrolled students (from Sept of 10th grade or 11th grade to June of 12th grade) either graduate on time or graduate within the 7 year graduation period in the combined FY 2015-FY 2020.

**Progress on Goal 2.e**

96% of Lionsgate Students either graduated or enrolled into a transition program in the year 2018. The overall rate of graduation is 97.37%.

**Goal Met**

**Long Term Goal on Track**

**Goal 2.f**

Sixty to seventy-nine percent of students meet their annual credit accumulation goal, whereby maintain on-track to graduation goal in the combined FY 2015-FY 2020.

**Progress on Goal 2.f**

Eighty-seven percent of students met their credit accumulation goal for the 2017-2018 school year. The percentage of students meeting their credit accumulation goal for the combined 2015-2020 span, is 72.82%

**Goal Met**

**Long Term Goal on Track**

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*Amazing school! Amazing staff! We started with the second year Lionsgate Academy was open with my oldest, my second and third child on the spectrum now attend. It has changed our lives so much for the better!!!*  
*LGA Parent 2018*

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## 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***

The 2017-2018 school year marked an organizational switch to a more local level of building control by the school principals and the NSP site director. Unlike many school districts that evaluate non-probationary teachers every three years, Lionsgate evaluates all staff annually. For teachers who are not scheduled for a three year full formal evaluation, principals work with the teacher to develop a personal goal against which they are evaluated. Annual evaluation is necessary to support Lionsgate's model of pay for performance raises and compensation.

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

## **District**

With the award of the CSP grant, Lionsgate prepared for its expansion into a third campus geographically opposite the Minnetonka location.

## **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.

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*Best first week of school EVER! Lionsgate, you are truly  
a blessing. We are so grateful!  
LGA Parent 2018*

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## STUDENT PERFORMANCE

Student performance is described in the goals of the World's Best Workforce.

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 7<sup>th</sup> 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.

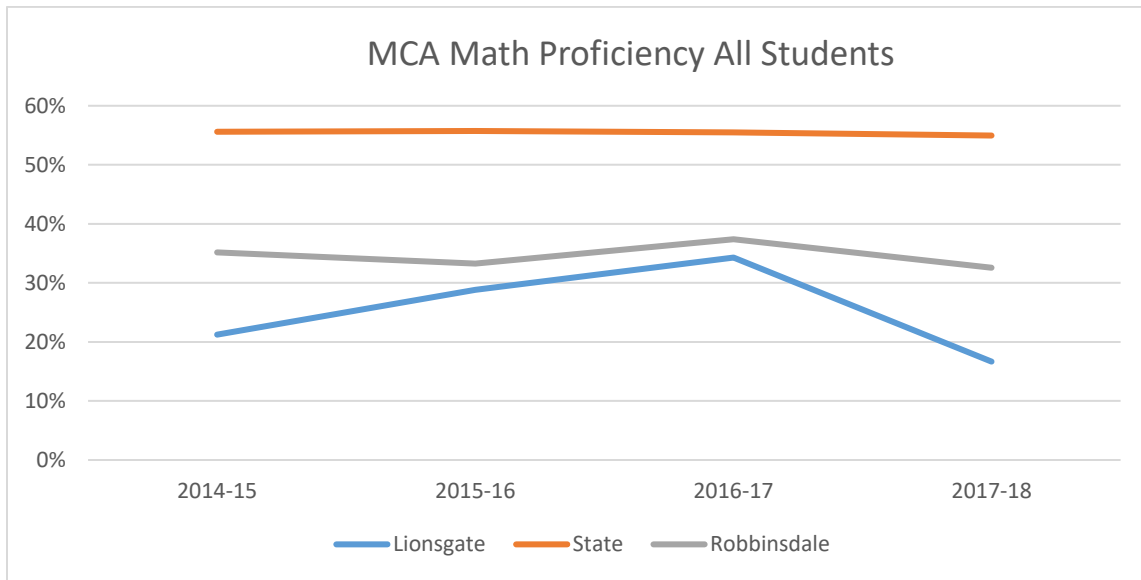


Figure 6. Trend - All Students Math

### ***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.

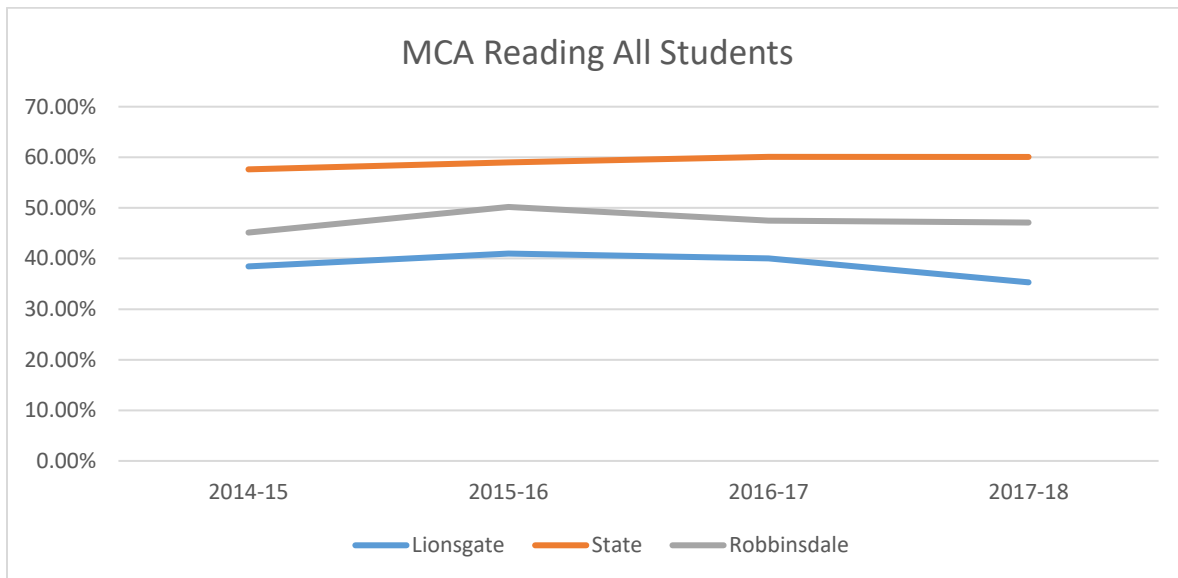


Figure 7. Trend All Students Reading

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

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

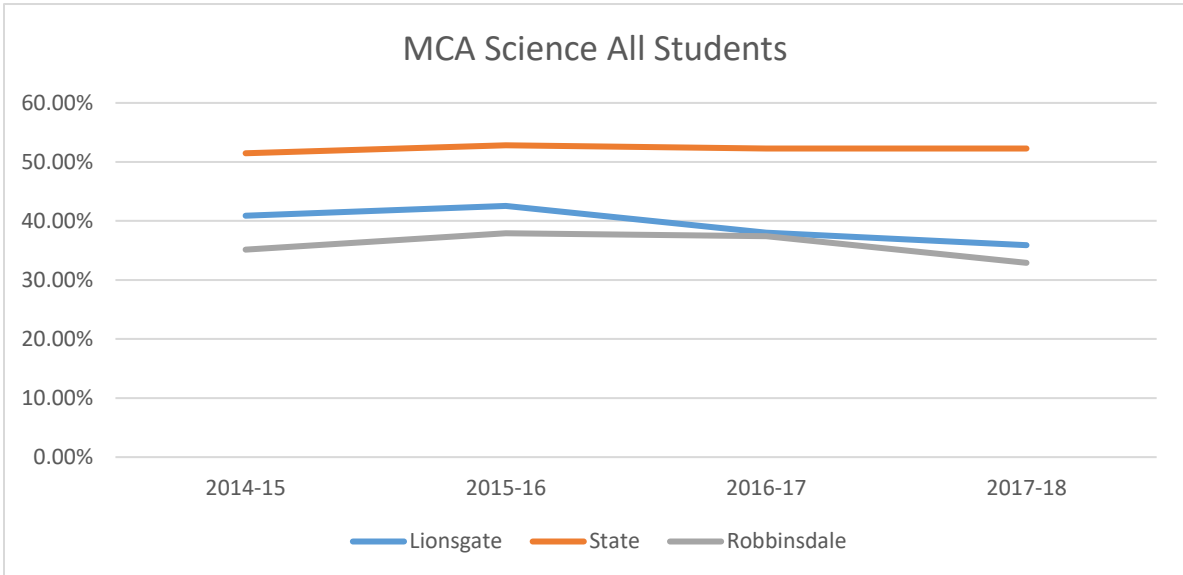


Figure 8. Trend All Students Science

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*I can't even remember when our now 8th grader had such a great first week! Was excited to get up for school. Enjoys every moment from the bus ride there, meeting all the friendly kids, the wonderful teachers and staff, everything until he comes home. This has been such a wonderful week! I can't thank Lionsgate more for opening the Shoreview location and giving us this amazing opportunity! You are truly changing his life!!!*

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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.

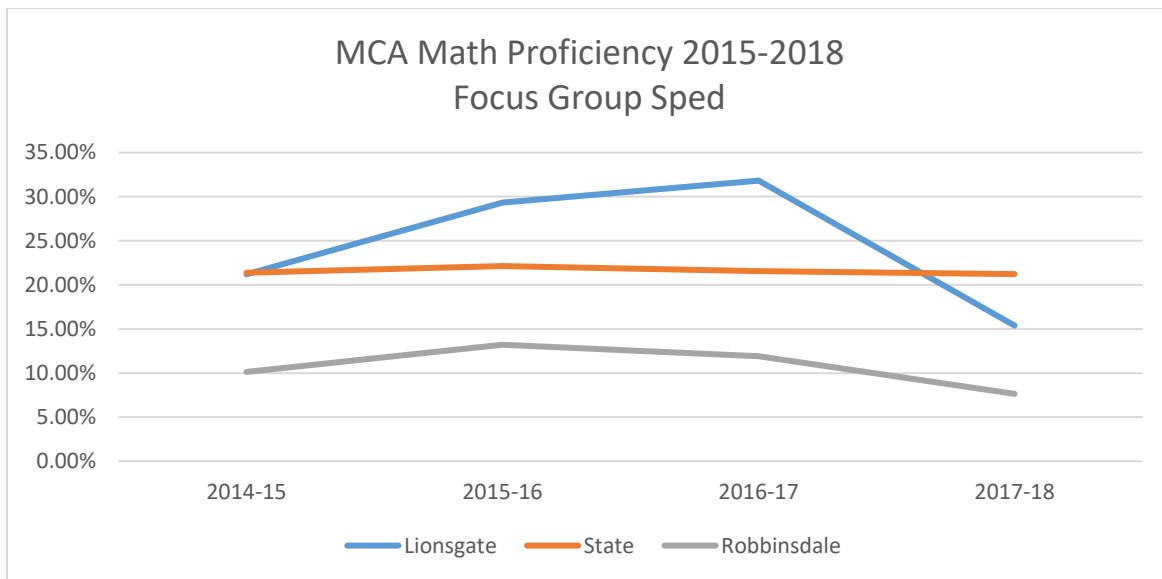
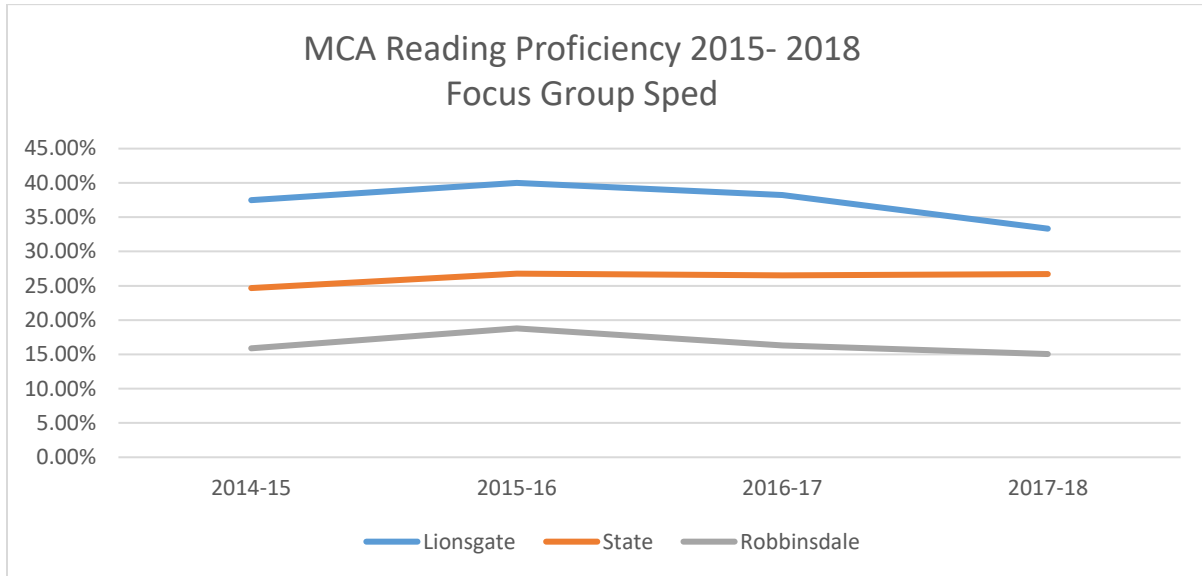


Figure 12. Trend Sped Focus Group Math

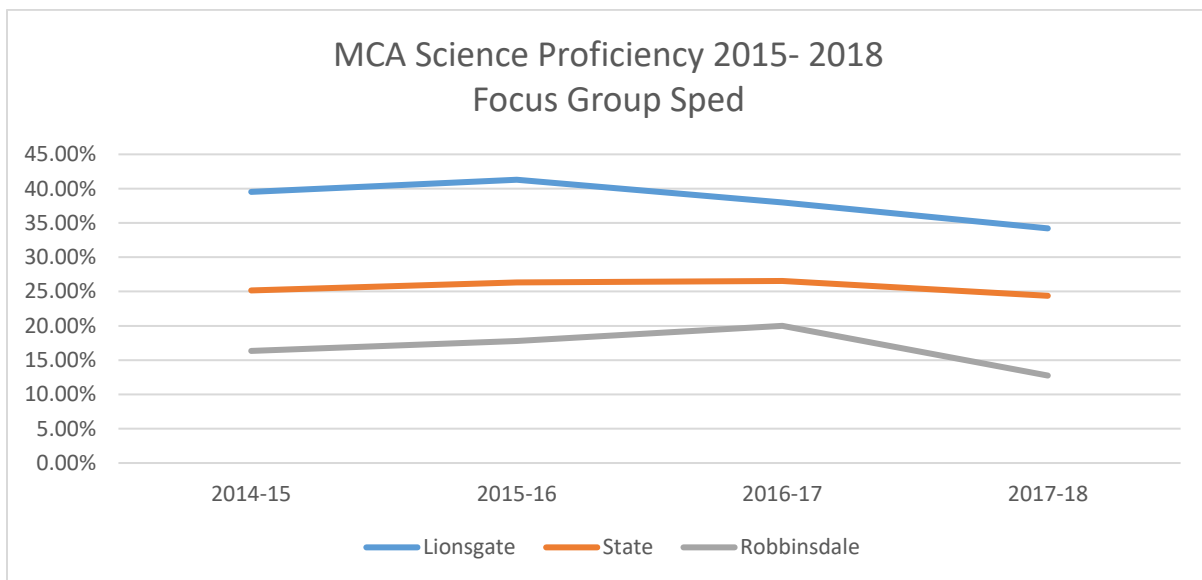
**Lionsgate vs. State & Resident District – All Students Receiving Special Education Reading**

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.



## 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.

In an effort to improve organizational communication, two focus groups were conducted in the spring of 2018 with staff members. Overall, staff report that they are satisfied with the number of ways that communication is accomplished at Lionsgate, including our start page, email, and meeting notes.

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

- 97% of families agreed that Lionsgate was a good choice of school for their student.
- 97% of families agreed that Lionsgate is a safe environment.
- 95% 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 2017-18 school year included:

Understanding ADHD

Person Centered Planning

Screen Dependency

Nurtured Heart

Suicide Prevention

ASD & Sexuality

Special Education in Eastern Europe

Executive Functioning

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.

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## FUTURE PLANS

Lionsgate Academy completed 10 years of operation. During the 2017-18 school year, Lionsgate planned for a replication of the 7 – 12 program in Shoreview Minnesota. Activities under the replication grant included recruitment activities for families, extensive recruitment of staff, and building preparations. Lionsgate plans to open a new campus in Shoreview, MN in the fall of 2018.

Next year, the focus for Lionsgate Academy will be to establish a new school community on our new campus and to stabilize and onboard new employees on the other programs. With the number of current staff who will move to the Shoreview replication, all programs will face a certain amount of disruption. Beyond the 2018-19 school year, Lionsgate at this time, has no plans to replicate or expand further.

The board of directors identified two objectives for concentration for the 2018-19 school year: *Expand Student Program Options or Program Site* and *Improve Student Outcomes*. Initiatives for these objectives are listed below.

Objective – Expand Student Program Options or Program Site

Initiative – Analyze and articulate possible options for the projected growth of AIM and Lynx

Initiative – Research and report options for future CTE program at Shoreview

Objective – Improve Student Outcomes

Initiative – Select existing tool that will provide a continuous assessment of a student’s progress from grade 7 through exit at age 21 or before.

Lionsgate will focus on accomplishing these objectives through the initiatives this coming year.

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*Just wanted to let it be known that my son is LOVING Lionsgate Academy! He is up and dressed and waiting for the van each morning instead of crying begging me to keep him away from the horrific bullying at his previous school! He said it is amazing to be around nice people who are kind. Miracles do happen. Thank you ALL.*

*Parent 2018*

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