

# Lionsgate Academy



## ANNUAL REPORT 2021

**Lionsgate Academy**

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# MISSION, VISION, & EXECUTIVE SUMMARY

## Mission

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

## Vision

Our vision is to create an inclusive, innovative academic community where students may safely experience the transition to young adulthood. Here we are all partners in learning; empowering students to become confident, flexible, and self-disciplined. Students are challenged to grow through a balance of academic, social, and emotional experiences so they are adequately prepared to become active citizens in their local and global communities with the highest quality of life possible. A transition focus is infused throughout the school's programming and activities.

## Executive Summary

Lionsgate Academy is a public charter school that opened in 2008. Lionsgate Academy completed its 13th year of operation on June 30, 2021. The global pandemic disrupted the regular programming at Lionsgate as the entire state shut down schools commencing on March, 13<sup>th</sup> 2020. During a two-week period, Lionsgate Academy staff at all levels rose to the challenge of providing a distance learning program for all students. The programming used a combination of computer based and packaged materials for student learning.

Lionsgate Academy operates three programs: our junior/senior high school program, our transition program, and our setting 4 high-needs program. Our junior/senior high school program offers a standards-based curriculum in all core subjects and meets the Minnesota State Standards for graduation. This program is offered at our Minnetonka and Shoreview Campuses. The Shoreview Campus completed its third year of operation in June of 2021.

Our Achieving Independence and Maturity (AIM) Program is for students receiving transition-based services who are between the ages of 18 to 21. This program is available to students who qualify based on a team decision through the Individualized Educational Plan (IEP) process. Our Lynx Program is for students in grades 7 through 12 who require a separate educational setting. The AIM program is located at our North St. Paul Campus at 2344 Helen St. North. Our Lynx program was moved to co-locate at the Shoreview campus.

During the 2020-2021 school year, Lionsgate Academy selected goals and initiatives from the Balanced Score Card™ strategic plan. However, the pandemic had a significant impact on Lionsgate's priorities for the year.

# SCHOOL ENROLLMENT & STUDENT ATTRITION

During the academic year 2020-2021, Lionsgate Academy served 337 students. Reported ADM for Lionsgate was 337.74. Discrepancies between students enrolled and reported ADM are attributable to a number of factors including students enrolled in PSEO and other programs that remove the student from school for extended periods of time.

Lionsgate served 147 students in grades 7 through 12 at our Minnetonka Campus (148.11 ADM), 139 students in grades 7 through 12 at our Shoreview Campus (136.58 ADM), 20 students in our Lynx Program (21.23 ADM) and 31 students in Lionsgate's Achieving Independence and Maturity program (AIM) (31.81 ADM). Students who withdraw from Lionsgate during the school year are usually replaced by students on the waiting list.

Grades										
Year									Total Average	Attrition Rate
	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%
18-19	39.42	41.52	44.22	44.88	26.89	20.66	30.95	3.18	251.72	3%
19-20	46.0	49.28	49.82	51.04	42.26	23.88	28.23	4.11	294.62	4%
20-21	51.50	53.53	56.27	49.18	57.25	38.12	31.81	.66	337.74	3.3%

Table 1. Student Enrollment

Attrition for Lionsgate in the 2020-2021 school year remained low with a 3% attrition rate. Due to the extensive waiting list, students who were unenrolled after October 1st were replaced with students from the waiting list.

The waiting list for the 2020-21 school year was as follows:

Year	Grades								Total
	7	8	9	10	11	12	13	12 & 13	
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
18-19	73	48	67	38	28	5		0	259
19-20	85	69	65	48	28	10		0	305
20-21	67	69	93	25	21	9		0	284

Table 2. Lionsgate Academy Waiting List  
2012 - 2021

The waiting list numbers account for *unduplicated* families between the Minnetonka and Shoreview programs and demonstrates a continued need for Lionsgate programming across the Twin Cities Metro area.

# GOVERNANCE & 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 2021, one licensed staff position, one parent position and one community member position was open for election. Lionsgate was unable to find a community member to run for board elections as of June 2021.

Table 3 shows the board members with contact information, Table 4 shows board members and includes their terms of service and training.

## 2020-2021 Lionsgate School Board

Name	Board Position	Member Affiliation	Election Date	Postal Address	Phone Number	E-Mail Address
Fligge, Lori	Director	Parent	6-1-19	2230 Hoyt Av. W. St. Paul, MN 55108	651-338-3139	<a href="mailto:board.lfligge@lgamn.org">board.lfligge@lgamn.org</a>
Bachman, Emy	Chair	Community	5-25-15	9017 Larkspur Ln, Eden Prairie, MN 55347	952-200-5032	<a href="mailto:board.ebachman@lgamn.org">board.ebachman@lgamn.org</a>
Brotherson, Amiri	Treasurer	Community	5-22-20	3008 74 <sup>th</sup> Ave N Brooklyn Park, MN 55444	763-742-6705	<a href="mailto:Board.abrotherson@lgamn.org">Board.abrotherson@lgamn.org</a>
Figenskau, Molly	Director	Teacher 483720	5-22-20	5455 Smetana Dr. # 1315 Minnetonka, MN 55343	763-742-6416	<a href="mailto:Board.mfigenskau@lgamn.org">Board.mfigenskau@lgamn.org</a>
Barnes, Ben	Director	Teacher 463551	6-1-19	2985 117 <sup>th</sup> Ave NW Coon Rapids, MN 55433	651-303-5800	<a href="mailto:Board.bbarnes@lgamn.org">Board.bbarnes@lgamn.org</a>
Open	Director	Parent				
Peper, Christine	Vice Chair	Community	6-1-19	153 Liberty Parkway Stillwater, MN 55082	651-503-5849	<a href="mailto:board.cpeper@lgamn.org">board.cpeper@lgamn.org</a>
Reynolds, Heather	Director	Parent	6-1-19	2729 Columbus Ave #3 Minneapolis, MN 55407	612-214-0539	<a href="mailto:board.hreynolds@lgamn.org">board.hreynolds@lgamn.org</a>
Bell, Rachel	Secretary	Teacher 473687	6-21-18	4615 Trenton Cir N Plymouth, MN 55442	507-458-1751	<a href="mailto:board.rbell@lgamn.org">board.rbell@lgamn.org</a>

Table 3. 2020- 2021 Board of Directors

## Board Training

All newly seated board members for 2020 - 2021 attended the 3 required board trainings as documented below.

Name	Seated	Term Exp.	Training Attended	Date
Lori Fligge	7/1/2019	7/2022	Charter School Finances Charter School Governance Employment in Charter Schools Diversity, Equity, and Inclusion	10/31/2019 11/13/2019 10/22/2019 1/30/2021
Open				
Heather Reynolds	7/1/2019	7/2021	Charter School Finances Charter School Governance Employment in Charter Schools Responding to Physical Aggression & Dangerous Behavior of Students Diversity, Equity, and Inclusion	11/16/2013 1/16/2013 1/16/2013 1/11/2020 1/30/2021
Christine Peper	7/2019	7/2022	Charter School Finances Charter School Governance Employment in Charter Schools Responding to Physical Aggression & Dangerous Behavior of Students Diversity, Equity, and Inclusion	2/16/2018 9/26/2017 11/11/2017 1/11/2020 1/30/20221
Emy Bachman	7/2015 Re-elected 6/2018	7/2021	Implications of Expansion to Charter School Boards Charter School Finances Charter School Governance Employment in Charter Schools Data Privacy Responding to Physical Aggression & Dangerous Behavior of Students Diversity, Equity, and Inclusion	2/16/2018 12/5/2015 12/5/2015 12/5/2015 3/19/2019 1/11/2020 1/30/2021
Ben Barnes	7/2019	7/2022	Charter School Finances Charter School Governance Employment in Charter Schools Responding to Physical Aggression & Dangerous Behavior of Students Diversity, Equity, and Inclusion	11/19/2019 11/13/2019 10/22/2019 1/11/2020 1/30/2021
Rachel Bell	6/2018	7/2021	Charter School Finances Charter School Governance Employment in Charter Schools Data Privacy Responding to Physical Aggression & Dangerous Behavior of Students Diversity, Equity, and Inclusion	9/24/2018 9/12/2018 11/10/2018 3/19/2019 1/11/2020 1/30/20221
Molly Figenskau	6/2020	7/2023	Charter School Finances Charter School Governance Employment in Charter Schools Diversity, Equity, and Inclusion	9/22/2020 9/17/2020 1/28/2021 1/30/2021
Amiri Brotherson	6/2020	7/2023	Charter School Finances Charter School Governance Employment in Charter Schools Diversity, Equity, and Inclusion	11/28/2020 2/10/2021 1/27/2021 1/30/2021

Table 4. School Board Terms and 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 were as follows:

- Finance - Amiri Brotherson (community member, treasurer)
- Governance - Lori Fligge (parent member)
- Director Evaluation - Ben Barnes (teacher member)

The finance committee met monthly prior to the full board of director's 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 May of 2021.

In January of 2021 the board established an ad-hoc Diversity committee.

## 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. Lionsgate re-entered into a contract with NEO from 2020- to 2025.

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 124E 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 Board Development Plan

The Lionsgate School board conducts a self-evaluation annually to determine areas of growth. Past evaluations indicate that Lionsgate's infrastructure and board operations are satisfactory to exemplary. Each board member participates in the three required trainings within six months of being seated. The board then selects a topic for the entire board that will meaningfully improve their knowledge and skills. The 2020 - 2021 topic was *Diversity, Equity, and Inclusion*. This training was provided by Richard Webb of *Second Layer Consulting*, at the board's annual retreat.

## Management

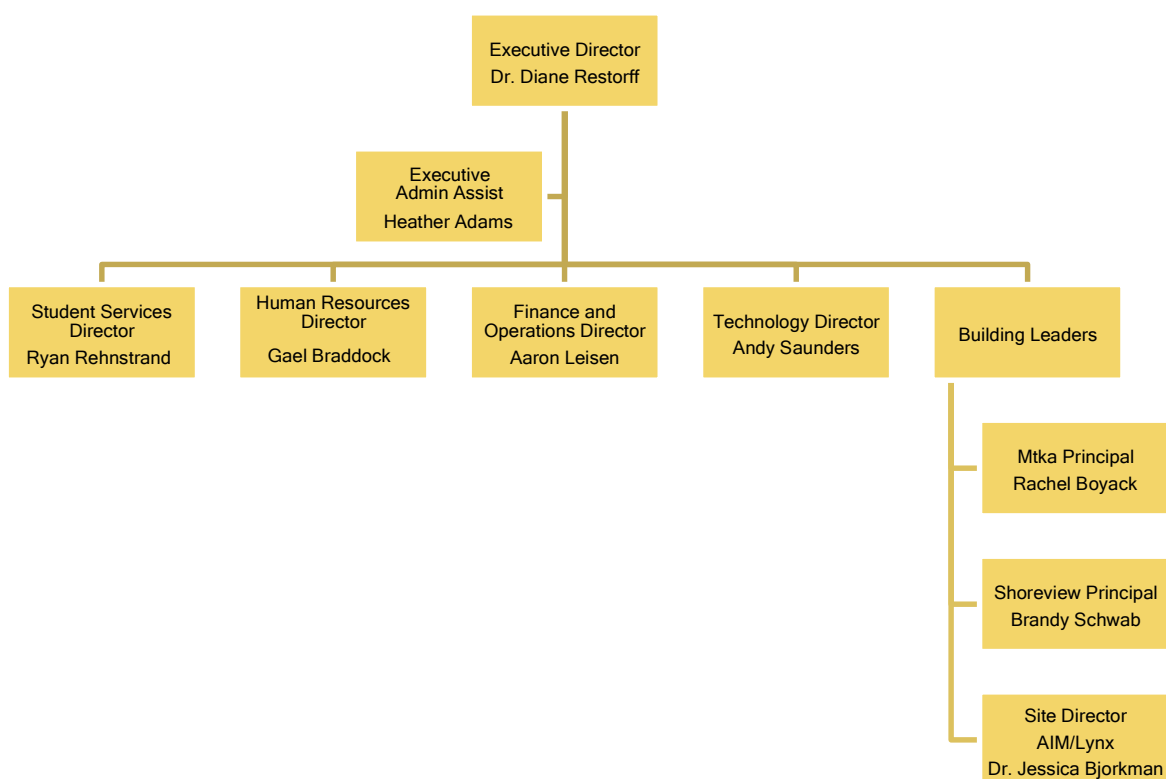


Figure 1. 2020-21 Organizational Chart

Dr. Diane Restorff is the executive director of Lionsgate Academy. She has led Lionsgate Academy since 2012. Dr. Restorff is assisted by an administrative team that serves to ensure Lionsgate is managed in a fiscally responsible, compliant, and legal manner. The 2020-2021 administrative team saw no turnover.

## Executive Director Development Plan

The executive director evaluation committee establishes goals and objectives for the director for the following year. Dr. Restorff's professional development plan for the 2020-2021 school year consisted of goals to participate in cultural competency resulting in an equity audit of Lionsgate Academy and developing measurable objectives for improving equity at Lionsgate Academy.

# STAFFING

Lionsgate Academy employed regular employees during the 2020-21 school year. 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 who 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. Due to high medical needs of the student population, Lionsgate retains a licensed school nurse and two LPNs. All 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.

Licensed administrators include the Director of Student Services, Building Principals and Site Coordinators holding licensure in their field, and special education coordinators. Non-licensed administrators include directors of Human Resources, Finance and Operations, Technology, and the Executive Director.

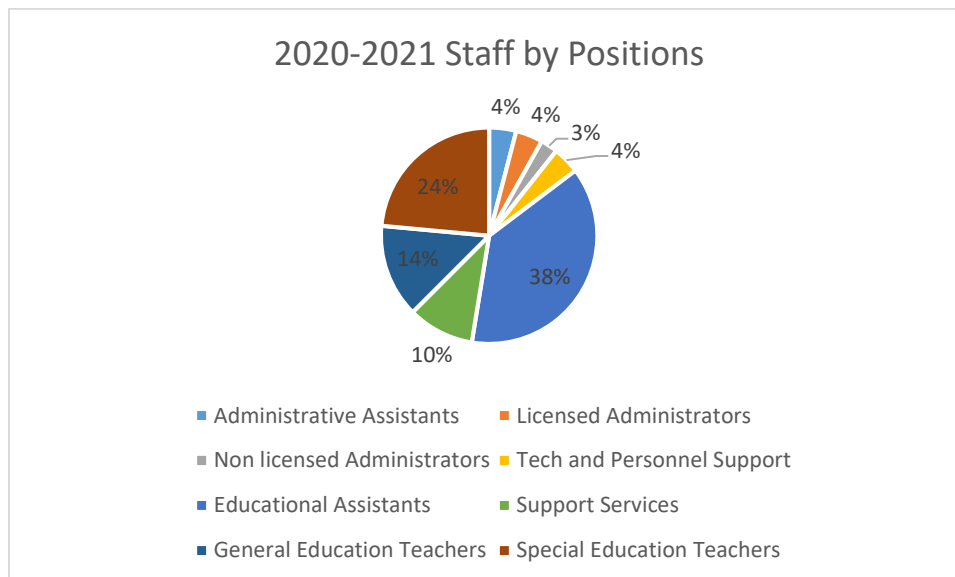


Figure 2. Staffing by Position

## Staff Retention and Attrition

Overall, the attrition rate of staff increased from 18% in 2019-2020 to 20.5% in 2021. Staff attrition is calculated by dividing the number of staff (with replacement) by the number who resigned during the 2020-2021 school year. When the number of individuals who were involuntarily terminated and the number of individuals who left within 6 months of hire are subtracted, the attrition rate was 16.5%. Of the voluntary terminations, two licensed teachers retired, three non-licensed staff on long-term leaves resigned, and one special education coordinator resigned.

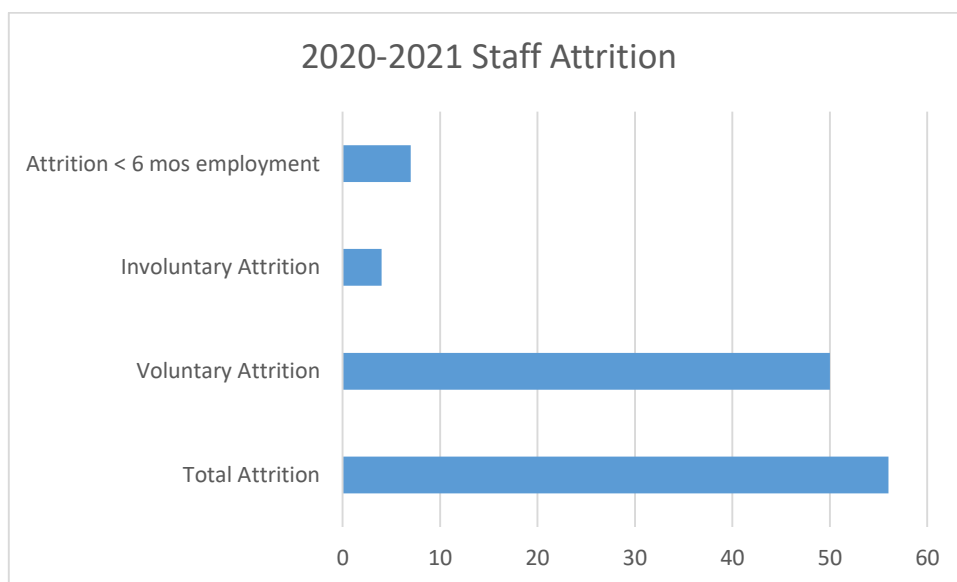


Figure 3. Staff Attrition

# FINANCES

Almost all of Lionsgate Academy's students' education programming includes at least some special education components. As such, 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. Aaron Leisen. Lionsgate uses Dieci School Finance LLC, 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 most recent audit.

Total revenues and expenditures for the fiscal year ending June 30, 2021 were approximately \$20 million and \$22 million respectively. This represents a 4% decrease in revenues; the decrease is due to the Payment Protection Loan (PPP) being returned in FY21. The 18% increase in expenses over 2020 is related to the increase in the number of students and the return of the Paycheck Protection Loan (PPP). In fact, Lionsgate was able to operationalize some efficiencies reducing the cost of educating our students by \$3,994 per ADM excluding PPP loan expenditures. 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, 2021**

Revenues:	<u>Prior Year</u>	<u>Current Year</u>	<u>% Total</u>	<u>Increase (Decrease)</u>	<u>% Change</u>
Special Education	14,856,971	15,749,866	78%	892,895	6%
General Education	3,343,636	3,699,312	18%	355,676	11%
Federal	2,458,091	407,703	2%	(2,050,388)	(83)%
Local Support	354,625	290,835	2%	(63,790)	(18)%
Total Revenues	21,013,323	20,147,716	100%	(865,607)	(4)%
Expenditures:					
Special Education	8,752,890	9,557,366	43%	804,476	9%
General Education	2,955,428	2,838,110	13%	(117,318)	(4)%
Admin	1,054,030	3,198,875	14%	2,144,845	203%
Pupil Support	716,280	899,120	4%	182,840	26%
Facilities & Operations	2,828,065	3,081,398	14%	253,333	9%
Transportation	2,539,930	2,579,888	12%	39,958	2%
Total Expenditures	18,846,623	22,154,757	100%	3,308,134	18%
Revenues > Expenditures	2,166,700	(2,007,041)			

Revenues for Lionsgate Academy were largely from state special education, making up 78% of total revenue. General education revenue accounted for 18% of the total revenue. Revenue from Federal sources including CARES funds and special education revenue and accounted for 2% of the total. Other sources of grants and donations which accounted for 2% of the total revenues.

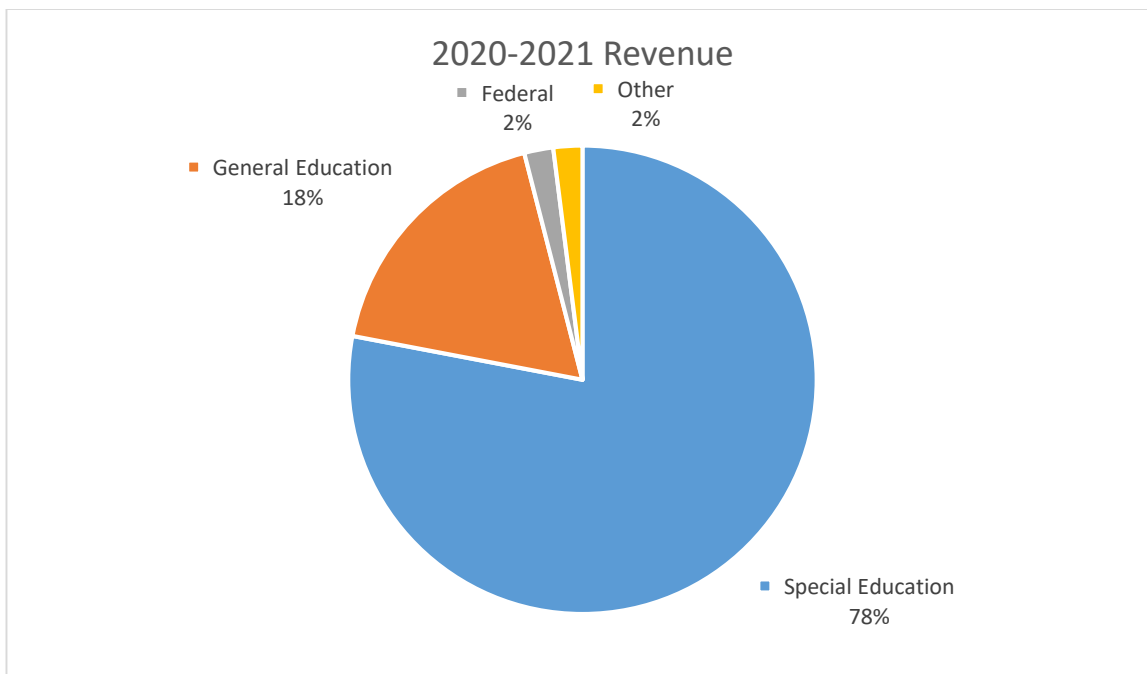


Figure 4. Revenue

Lionsgate expenditures are illustrated below. The largest portion of expenditures was in special education 43%, followed by admin and facilities and operations at 14% each, general education 13%. Transportation accounted for 12% and 4% of expenditures fell under pupil support.

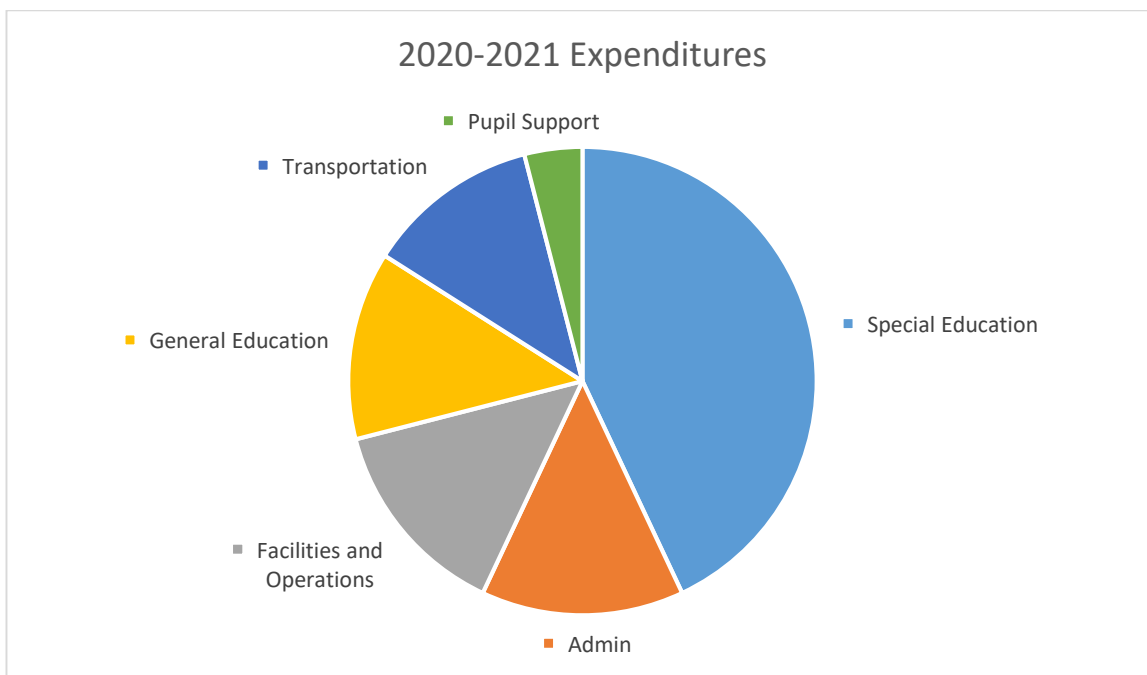


Figure 5. Expenditures



# INNOVATIVE PRACTICES AND IMPLEMENTATION

## Equity Audit

In 2020-2021, Lionsgate Academy began the process of an equity audit. As such, data were reviewed to determine the racial demographics of our student population. The purpose of the equity audit was to investigate areas of potential institutional bias and to identify areas of need. The areas investigated were general student population data, student discipline, literature exposure, and program participation. The programs examined were at-risk, center-based, and gifted and talented.

Overall, the equity audit revealed that the lottery for enrollment sets up a base of inequality from which access to Lionsgate is favored by those families who are English speaking and who have the resources to research and apply for the school. In order to combat the systemic unfair practice of electronic lotteries, Lionsgate must seek to recruit students of color in order that they can gain access to the lottery and thus increase their chances of being selected.

# FUTURE PLANS

## Focus on Transitions

With the replication of the Shoreview Lionsgate 7 through 12 program, the existing transition program, Achieving Independence and Maturity (AIM) will experience a three-year growth bubble. During the period from spring of 2021 through the fall of 2023, students at the Shoreview campus will be able to enroll in the existing AIM program as an option for those students who qualify for transition programming.

The majority of students who enroll in the AIM program spend up to three years before they age out of services. There will be three years (2021-2023) where students will enroll in AIM and will not age out, creating a bubble of student growth in a short amount of time. The current AIM square footage will not accommodate such growth, therefore, plans will need to be undertaken this coming year to solve the space issue at our transition program.

# STUDENT ACHIEVEMENT & WORLD'S BEST WORKFORCE

The World's Best Workforce is a local accountability program for all schools in Minnesota. Lionsgate Academy utilizes the Performance Framework with its authorizer, NEO, to meet the accountability requirements for student achievement and other performance measures. The annual meeting for the World's Best Workforce was held virtually on March 9<sup>th</sup>, 2021.

The district advisory committee for the World's Best WorkForce is:

Name	Role in District
Brandy Schwab	Principal, Shoreview Campus
Kristi Person	Perkins Lead, Business Teacher
April Schnell	Community Member
Jenny Schmidt	WBL Teacher, Transition Program
Tanner Berris	WBL Teacher, Transition Program
Sara Byzdovsky	District Transition Coordinator
Rachel Boyack	Principal, Minnetonka Campus
Diane Restorff	Executive Director
Jessica Bjorkman	Site Director, Transition Program

## Equitable Access to Qualified Teachers

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level. Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Lionsgate administration reviews data annually. This review allows us to monitor if we need to make adjustments for ensuring equitable access to experienced, licensed teachers for students of color, American Indian students and students from low income families.

## Method

Lionsgate uses an index system that weighs 3 factors: 1) licensing, 2) years of experience teaching outside of LGA, and 3) years of experience at LGA. These factors are described below:

- Licensing: - The Professional Educator Licensing and Standards Board (PELSB) is the state agency that oversees all new and renewing Minnesota teacher licenses. PELSB employs a tiered system of teacher licensure that allows a number of pathways to become a licensed teacher in MN. Lionsgate considers the tier of license in creating its equitable teacher index. Level of license accounts for 1/3<sup>rd</sup> of the total index.
- Years of Teaching Experience - Lionsgate considers overall years of teaching experience in the index. Years of experience is scaled and accounts for 1/3<sup>rd</sup> of the overall equitable teacher index.
- Years of Experience at Lionsgate Academy - Because of the unique approach to education at Lionsgate Academy 1/3<sup>rd</sup> of the equitable teacher index is a measure of the total number of years at the school. Lionsgate has proudly launched the careers of 83 paraprofessional-to-licensed professional careers since 2008. Lionsgate values the knowledge of the Lionsgate culture and resources as contributing to the overall experience of our licensed teaching staff.

Each teacher is assigned an index value based on the factors above. The combined scores of all teachers are averaged, yielding a mean quality index score and a standard deviation. Student schedules are examined and each student receives a score based on the mean of his teachers' indices. Any student whose teacher index score falls below 1 standard deviation is flagged. Any student who falls into this category will have the schedule reviewed to determine if changes can be made to bring the student's index into range.

In addition to the within group comparison described above, Lionsgate also compares the means of the teacher quality indices between our white students and students of color to determine if there is a significant difference between the teacher quality index between the student populations of the Minnetonka and Shoreview schools. (Population sizes are too small for the Lynx and AIM programs). We used a pooled t-test to determine the

significance of the differences between the means. The 2020-2021 data did not show a statistically significant difference between the mean teacher quality indices for white and students of color (pooled t-test,  $p = .14$  and  $d = .38$ , showing a small effect size).

## Teacher and Student Racial and Ethnic Diversity Alignment

The following racial and ethnic groups are present in our district among students and are not yet represented in our licensed teacher staff: African American or Black and American Indian/Alaskan Native. Lionsgate would need to add 21 BIPOC teachers to reflect our student population.

	Students	Staff	Teachers
White	70%	90%	91%
Black/African American	8%	3%	0%
Latinx	6%	2%	1%
Two or More	10%	3%	3%
Native Am/Alaskan	2%	0%	0%
Asian	4%	2%	5%

The root cause contributing to a lack of student access to teachers of color and American Indian teachers is the disproportionate unavailability of teachers of color. Research suggests strongly that there is a lack of supply of teachers of color due to hiring bias, certification tests that teachers of color are less likely to pass, a racial gap in bachelor's degree attainment, and lower retention rates for teachers of color among other factors. (National Center for Education Statistics, 2016). To further challenge our ability to hire teachers of color, charter schools pay less and have more expensive medical benefits, so that Lionsgate must compete with districts who can pay as much as \$4,000.00 more for a first year teacher.

The Lionsgate Foundation is offering some tuition reimbursement to teachers at Lionsgate who are enrolled in programs leading to licensure. Lionsgate has sought to partner with Learning Disability Associates (LDA) to support their state-approved alternate path to licensure program.

## Smart Goals

### Close the Achievement Gaps between Student Groups

Lionsgate Academy focuses on closing the achievement gap between students receiving special education services and their non-disabled peers in the state of Minnesota. Lionsgate uses student proficiency on MCA scores<sup>1</sup> in mathematics, reading, and science to compare the achievement of our students receiving special education services and the state.

Over 90% of students at Lionsgate Academy receive special education services. Lionsgate disaggregates students by those receiving special education services and those not receiving special education services. We identify individual needs in the areas of math, reading and science through the use of the NWEA MAP assessment. Students who are more than 2 grade levels below their peers as measured on the MAP have identified goals on their individualized education plans in the areas of math and reading. Additionally, Lionsgate uses science and language usage scores on the NWEA-MAP assessment to place students in classes where they can receive specialized instruction. Often courses are co-taught with a special educator and a general educator to ensure that access to the general education curriculum is provided for students with special needs. Lionsgate implements its strategies well, reviewing student placement at least two times per year. The NWEAMAP assessments provide individualized growth targets for these students which are monitored in the fall and spring to help teachers determine if teaching practices are effective.

Smart goals for the 2020-2021 WBWF report were drawn from the contract performance framework. Lionsgate was awarded a new five-year contract with the authorizer.

Goal: The schools 2020-2021 Proficiency rate for reading is greater than 10 percentage points of the resident district in reading as measured by MCAs over time for students receiving special education services.

Result: Lionsgate Academy students receiving special education tied the resident district's proficiency rate on the MCA reading assessment from 2020 to 2021 with both groups reporting 14% proficiency.

Goal Not Met

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<sup>1</sup> MCA assessments were taken with all students in distance learning. The validity of the results of the MCA assessments for all students throughout the state is in question.

## All Students Career and College-Ready by Graduation

Students who enroll at Lionsgate who are on or above grade level continue to make expected growth as measured by the NWEA-MAP. NWEA -MAP assessments were also administered under uncontrolled conditions due to the COVID-19 pandemic.

Goal: At least 80% of students who are performing at or above grade level meet their growth targets in reading and math as measured by the NWEA-MAP assessments.

Results: The 2020-21 average growth on NWEA MAP for math is 95% and the 2020-21 average growth on NWEA MAP for reading is 90%.

Goal is met.

## All Students Graduate

With Lionsgate's high percentage of students receiving special education, our graduation rate accounts for the 3 years of transition services to which all students may be entitled depending on their individual needs. Transition placement is an IEP team decision. Once the team determines that the student has met the IEP goals in the areas of transition, that student may graduate. Lionsgate's personalized learning environment is supportive in helping almost all of our students graduate from high school.

Goal: Ninety percent of continuously enrolled students either graduate on time or graduate within the 7-year graduation period.

Results: The 2020-21 graduation rate is 100%.

Goal is met.

Goal: More than 80% of students are on track to graduate.

Result: In the 2020-2021 school year, 91% of students were on track to graduate as measured through their credit accumulation and progress on IEP goals.

Goal is Met.