

TRIO Wolf Creek Distance Learning Charter School #4095
2024-2025
Student Accountability Report

www.triowolfcreek.com

This report uses data collected over the period of
7/1/2024 through 6/30/2025

Submitted: December 16, 2025, to the TRIO Wolf Creek Distance Learning Charter School Board of Directors, the MN Department of Education, and our authorizing agent of Chisago Lakes Public Schools.

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1. SCHOOL MISSION STATEMENT

Mission: “To provide students with a personalized and flexible online education that will prepare them for future success.”

Vision: “To motivate and empower students to reach their full potential.”

Our mission is reviewed annually for accuracy at the board of directors’ retreat. During various board meetings, the board of directors reviewed the mission and vision statements for accuracy at the summer 2024 board retreat held on July 16, 2024. This work has brought about conversations that have allowed us to examine our identity as a charter school. The charter school conducted a two-year process and review of our mission statement and modified strategic plan initiatives during the 2022-2023 school year. Final board approval of the strategic plan initiatives can be found in the September 2023 board minutes. More information on these measures is included in this annual report now that they have been implemented.

In addition to our mission driving decision-making at our school, we use our motto of “Learning Anytime - Anywhere" to help ensure that we are making quality online learning opportunities available for all students who attend our charter school.

We know and understand that families are seeking flexibility in their choice of school and modality.

SCHOOL PHILOSOPHY

Our school is based on a “small community” school philosophy. The maximum number of students at full capacity will be about 234 students. Our philosophy includes the belief that each student, even if they have not been successful in another school setting, will make significant progress with us. This progress will be led by one caring individual who helps them in academic, as well as non-academic, areas of their lives. This caring individual is called a Learning Manager and is the center of the model on which we base our educational program. Learning Managers use what is referred to as an IGP (Individual Graduation Plan) to help students gain credits, create standardized test score goals, create short-term and long-term goals, and promote thinking about their future.

Our small school philosophy is shown in our student-to-teacher ratio of approximately twenty-four students per Learning Manager. This ratio is used for the advisor portion of the school program, but most core academic classes are also below 24 students. The small class size creates opportunities for individualization and differentiation for student needs. We also believe that small numbers allow each Learning Manager to build long-lasting relationships with each of their students. It is the Wolf Creek philosophy that each student starts from where they are at when they join us, and that progress is self-paced for each individual. It is also our belief that all learning starts with a relationship and that students will work harder when they know someone at their school cares about their future success. Taking the time to build on the Learning Manager model can be difficult to do in a virtual environment, but we know the payoff of true student

success is worth all the time spent on non-academic areas. Some of our former students have seen their graduation dates pass whereas others graduate early. We work with each student on an individual basis, starting from where they came from and taking them to where they want to go.

Our school philosophy is embedded in day-to-day interactions with students, parents, staff, and the community; as well as being evident in all working documents for our school. Our philosophy is reflected by the governing body of our school board in all financial decisions.

We work with the larger online learning community in the state and across the nation to help ensure that we are providing research-based educational practices for our students. Our charter school is a member of both the Minnesota Online Learning Alliance (MNOLA) and the MN Association of Charter Schools (MACS). We are also a member of the Minnesota Association of Alternative Programs (MAAP). Our membership and work with these organizations shows our commitment to research-based, virtual strategies and accountability as a charter school that will help improve student achievement now and in the future.

In addition, we are also a fully accredited, online entity through Advanced Education - now referred to as Cognita and bearing the North Central Accreditation (NCA) seal. We pride ourselves on being one of the first and most respected online learning programs in the state. We are not the largest online learning program, nor do we enroll the most students, but we feel that we positively impact each student who enrolls with us.

HISTORY

TRIO Wolf Creek Distance Learning was established in 1996 as an extension of the public school system in the Chisago Lakes School District. From the beginning, the program was focused on using innovative ways to teach students by leveraging the latest technology. We were one of the first online learning programs in the state of Minnesota and continue to be a leader in online learning innovations in the state.

For the first three years, Wolf Creek operated with the distinction of being executed by a state grant called TRIO (Technology Regional Integration Organization). When the grant ended, Wolf Creek existed as a "school within a school program" for Chisago Lakes for several years. It became apparent that working within the confines of a traditional public school system did not always work for us in terms of true innovation. Eventually, the option to become a charter school became the clear choice. In 2002, we officially opened as a charter school that is sponsored - or "authorized" - by Chisago Lakes Schools. This sponsoring arrangement was beneficial to the Wolf Creek Charter School as we first began as a charter school entity. Our charter school has experienced a sponsoring/authorizing relationship unlike any other in the state. For example, our sponsor has aided us by providing invaluable financial, as well as, leadership consultation while still allowing us to be an autonomous entity. We have evolved from an alternative program into a highly successful charter school. In addition, we have expanded from a handful of students to serving several hundred students during a school year. There are those that don't see the benefits of a local school district authorizing a local charter school that resides within their boundaries, but Chisago Lakes Schools learned many lessons in the late 1990s when another charter school,

called Summit School for the Arts, opened within the borders of Chisago Lakes Schools. At that time Chisago Lakes did not authorize this charter school, but by state law still had to provide transportation to their students and work together on resident special education IEPs and student services. Summit School for the Arts Charter school was closed in the spring of 2000 and after that, Chisago Lakes Schools decided that if any other charter schools wanted to open and serve a majority of Chisago Lakes resident students that they would be involved in some way in ensuring that all legal and ethical protocols were occurring. They believed that as a public school district themselves, they had a lot of experience to provide to a charter school as an entity responsible for overseeing all of these mechanisms within the charter school itself, and they had a vested interest in ensuring the quality of programming Wolf Creek would provide to some of their resident students. This rationale for becoming an authorizer is admirable and has allowed Chisago Lakes School and Wolf Creek to forge a new frontier in authorizing that has the highest degrees of accountability and respect from both parties. As allowed in Minnesota law, Chisago Lakes Schools does provide some contracted services to Wolf Creek at competitive rates and are audited through a rigorous process set out in statute. In addition, the charter school is responsible for notifying the commissioner of the MN Department of Education that our authorizer may be bidding on services, which is done every time these services go out for bid. Once again this service agreement shows that the charter school is the customer and holds the service provider accountable for providing quality services promptly.

Wolf Creek appreciates the relationship we have with Chisago Lakes Schools and values their continued support.

For additional information on school history please see Appendix Pages.

CHARACTERISTICS OF OUR SCHOOL

TRIO Wolf Creek Distance Learning is an online learning high school serving grades 9-12. We are the only hybrid online high school in the State of Minnesota and we feel that we produce a quality online curriculum for students that allows them the flexibility to learn at their own pace and schedule.

Many high school students in full-time online schools lack the motivation to get the work completed completely online at a distance. Our hybrid model allows for students to work some of the time in our lab space for more structure and support if needed. Otherwise, the work is independent/asynchronous and can be completed from home or elsewhere.

Students in our program are most successful if they are independent and self-motivated. When we encounter a student who does not possess these qualifications, their Learning Manager will work with them to personalize the course to accommodate their needs. These students may require weekly, or even daily, goals. Each student works on an individual plan to meet their individual goals. Weekly monitoring by parents is also crucial to student success. Parent involvement is essential for success as an online learner even in the high school grades. We try to involve parents in a variety of ways through communication at conference meetings, open

houses, newsletters, charter school board, and committee meetings, telephone and email communications.

In recent years, the school has added a virtual campus component to “at home” student days as well as opportunities to meet with content teachers virtually on a variety of academic topics. As the virtual world continues to grow and change, so do the options available for students at Wolf Creek.

MN Department of Education Certification

We are an approved provider of online learning courses in the state of Minnesota, as designated by the Minnesota Department of Education. The documents submitted to the state of Minnesota to continue this certification show Wolf Creek as a highly stable and reliable online entity with good standing on all required reports to MDE. We underwent a thorough, three-year evaluation during the 2022-2023 school year in order to be able to continue offering supplemental learning options. For this review cycle, we did not submit a written self-evaluation and instead participated in a group reflection around best practices with other MN online learning programs needing a three-year review. Wolf Creek fulfilled all needed requirements to complete the evaluation materials with MDE as evidenced in communications with MDE.

II. AUTHORIZER INFORMATION

Authorizer Name: Chisago Lakes Schools ISD #2144
Authorizer Liaison: Sarah Schmidt
sschmidt@isd2144.org or 651-213-2005
Contract expiration: June 30, 2026.

Chisago Lakes Schools is an approved authorizer through a rigorous MDE process. They currently only authorize our charter school and provide a great deal of oversight. They attend monthly board meetings several times per year and stay in close contact with school policies via the board minutes and meetings. An annual site visit, which includes an interview with staff and students, occurs each year, and constant reporting via documents, such as this annual report, are provided monthly to the authorizer. The authorizer remains committed to its responsibility to ensure quality academic improvements for all students in the charter school shown through a multiple-measure approach. Chisago Lakes Schools has completed all requirements for the MDE MN Authorizer Performance Evaluation System (MAPES) process. A passing score in MAPES is required to continue as an authorizing agent.

Chisago Schools is not only our authorizer, but we also contract with them for specific services including:

- Business/Finance
- Payroll
- HR
- Technology
- Food & Nutrition
- Transportation

All legislative requirements were fulfilled to contract with our authorizer as described in the 2009 changes to the charter school law. All documents on adherence are available from the charter school director for review purposes upon written request. The current service contract expires on June 30, 2026.

SCHOOL FINANCE

Director of Business Services
Robyn Vosberg-Torgerson
(651)213-2901
rvosberg-torgerson@isd2144.org

Chisago Lakes Schools, ISD #2144
29678 Karmel Avenue
Chisago City, MN 55013

Wolf Creek maintains a healthy fund balance and has shown to have a track record of superior fiscal management. Please see the fiscal documents located in the appendix of this report for more details on financial matters.

Annual Financial Report and Management Letter for year end 6-30-2024

AUDIT INFORMATION

ABDO Solutions
Certified Public Accountants & Consultants
5201 Eden Avenue, Suite 370
Edina, Minnesota 55436
952.715.3017 Direct Line
952.835.9090 Phone
952.835.3261 Fax
www.aemcpas.com

III. ENROLLMENT/ATTRITION

Attrition Rates:
The attrition rates are very difficult to calculate based on the fact that many students come to Wolf Creek for a short period, or for only a few courses needed at that time. When gathering data we also found that the most common reason for leaving Wolf Creek was graduation.

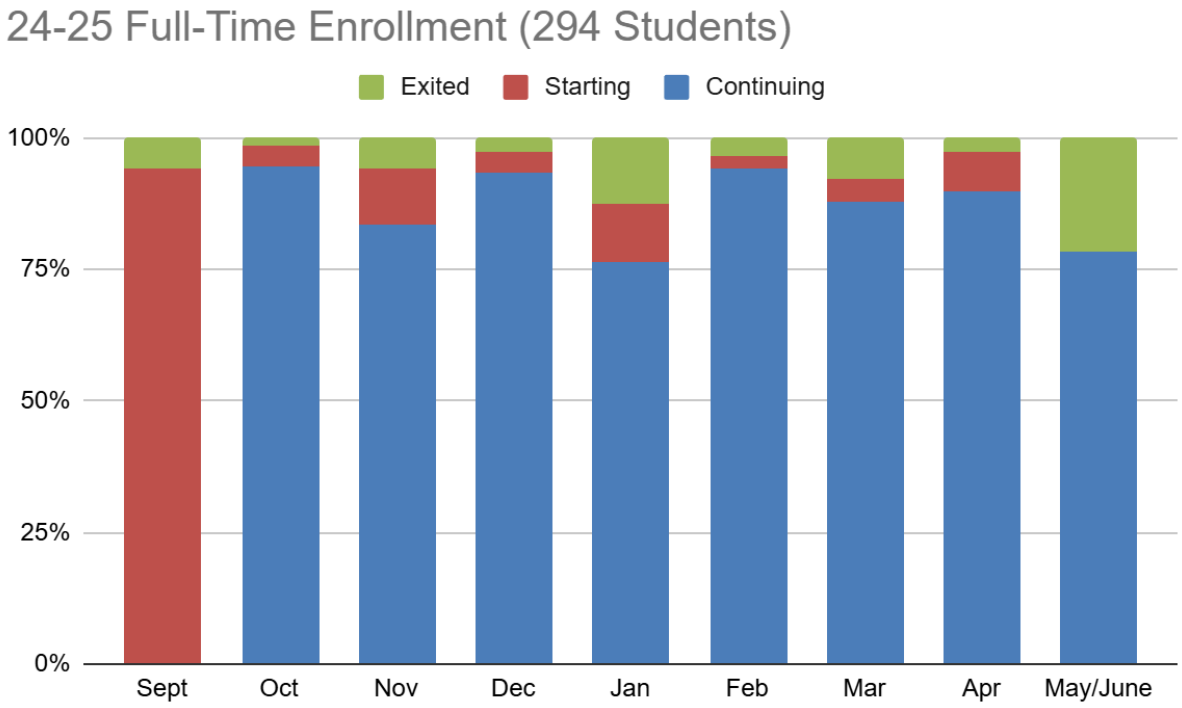
Grades	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
7th		1				
9th	23	26	24	23	17	28
10th	33	43	46	53	51	47
11th	61	37	65	71	71	77
12th	64	50	71	58	45	53
12+	27	24	18	20	14	24
Total	208	181	224	225	198	229

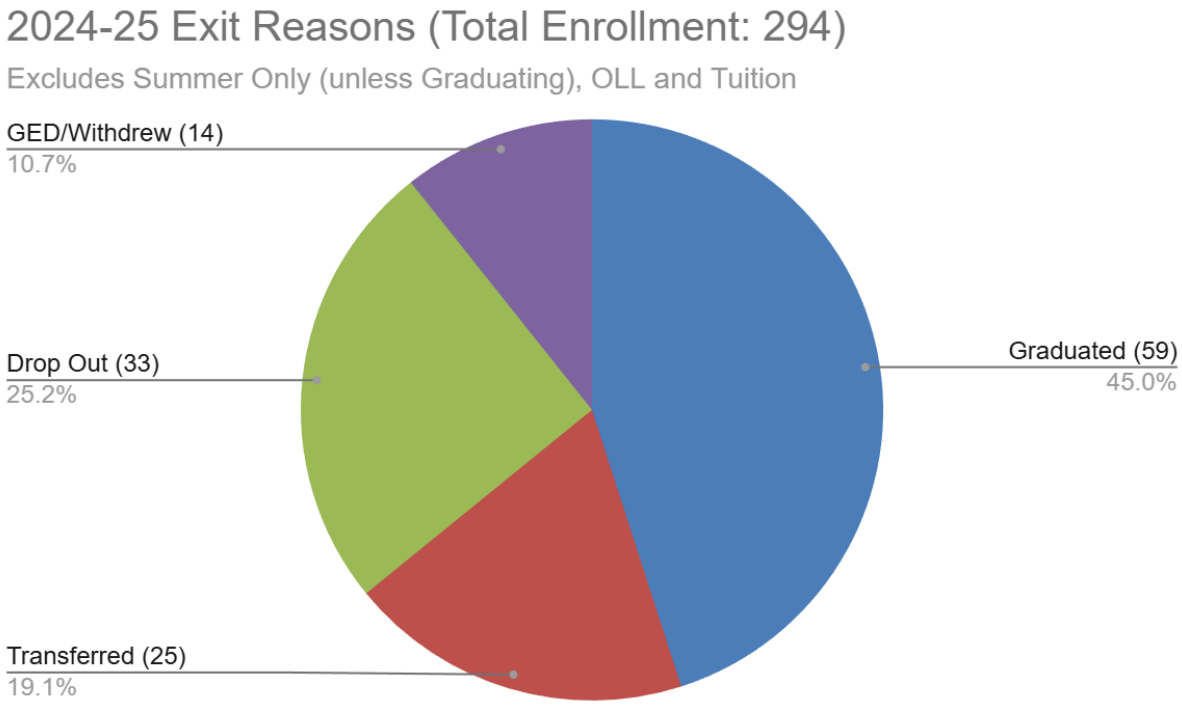
*2019-2020 included Full-time, OLL, and Tuition students enrolled on May 28, 2020
*2020-2021 included Full-time, OLL, and Tuition students enrolled on May 27, 2021, 7th grade student tuition agreement.
*2021-2022 included Full-time, OLL and Tuition students enrolled on May 26, 2022
*2022-2023 included Full-time, OLL, and Tuition students enrolled on May 25, 2023
*2023-2024 included Full-time, OLL, and Tuition students enrolled on May 23, 2024
*2024-2025 included Full-time, OLL, and Tuition students enrolled on May 22, 2025

Notes:
It is important to note that the snapshot shows a one-day timestamp of student numbers, but that our student enrollment numbers fluctuate quite a bit throughout the year. We served 298 full-time students in 2024-2025. In addition, we served 44 supplemental students. We did not have any tuition students. Looking at a day in time snapshot is needed based on our Synergy student data system, but does not tell the entire story of all the students served at Wolf Creek this year.

Over Enrollment Students

Students pay a $499 fee per half credit due to no longer being able to generate state aid as they are using their state aid at their enrolling school, but need more courses being so far behind on credits to meet their graduation goal. Over enrollment often occurs for seniors in the spring term who need a few courses to graduate on time. By offering fee-based courses, we are allowing these students a chance to earn needed credits and bring those accepted transfer credits back to their enrolling district to be used for graduation purposes. This is a way that Wolf Creek supports students in graduating, but does not earn graduation data points for these students, as the positive data points are earned by the enrolling district and no mention of the part Wolf Creek played in graduation is mentioned. The exception to this case is students who have aged out with Wolf Creek and are enrolled past the year they turn 21 and, therefore, are charged fees. Students may also enroll with tuition who want to take a higher level content class, e.g. math than is offered in their current school for their grade.





Supplemental Services:

We are one of many MN schools that offer online supplemental services. Supplemental enrollment means that a student is enrolled in a different Minnesota public school district and is taking only a few courses at Wolf Creek to supplement their schedule. The OLL Law in MN allows a student to enroll for up to 50% of their school day with the online learning provider - or more if the enrolling school district allows this to occur. Students may be enrolling in this option to supplement a PSEO schedule or to work around a scheduling conflict in a brick and mortar school. Other reasons include needing an abbreviated schedule in a brick and mortar school due to medical reasons or after school activities or being able to fulfill outside obligations such as being a teen parent.

This is another way that Wolf Creek supports students in graduating but does not earn graduation data points for these students as all of the positive data points are earned by the enrolling district with no partial credit earned by Wolf Creek.

SUPPLEMENTAL STUDENT NUMBERS

2019-20 140 Courses provided on a supplemental basis and passed
2020-21 125 Courses provided on a supplemental basis and passed
2021-22 125 Courses provided on a supplemental basis and passed
2022-23 162 Courses provided on a supplemental basis and passed
2023-24 196 Courses provided on a supplemental basis and passed
2024-25 183 Courses provided on a supplemental basis and passed

2024-25 Additional Supplemental Student Information:

- 44 students served in a supplemental or part-time manner
- 199 courses offered in total
- 183 courses passed (92%)

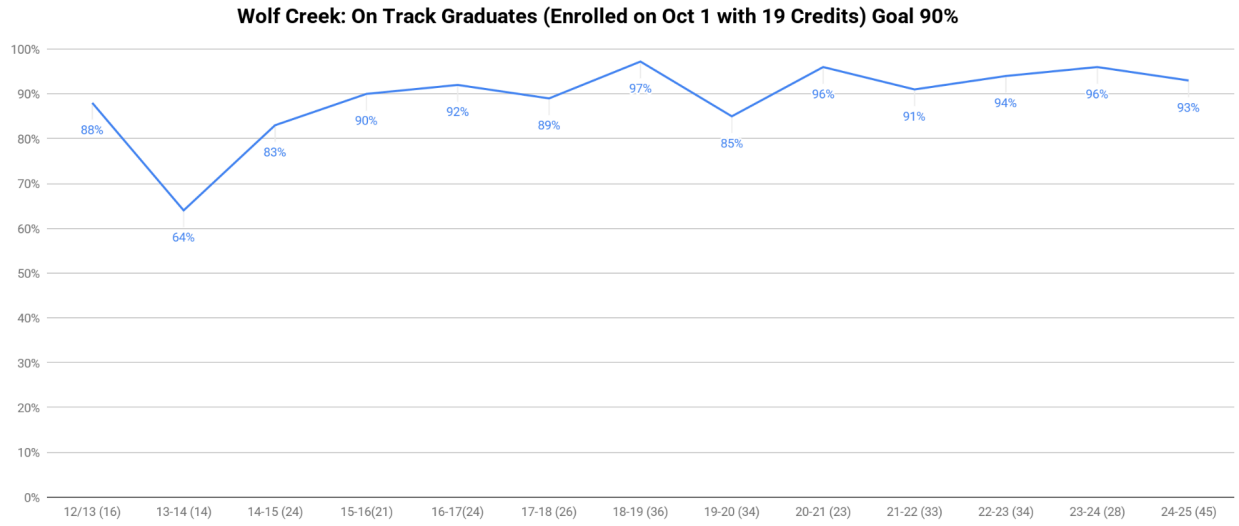
2024-2025

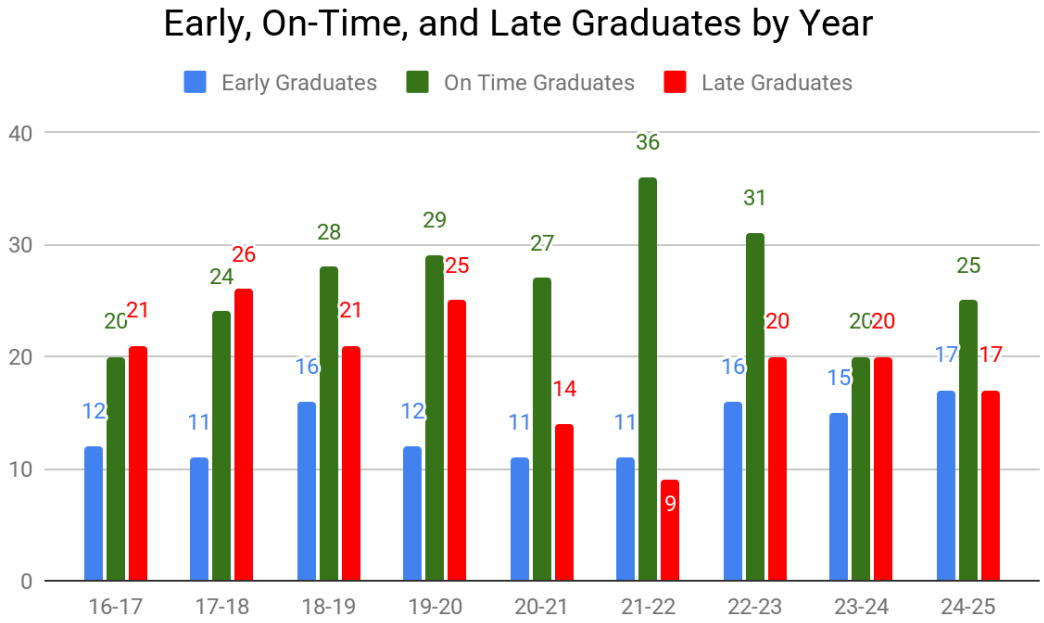
Our full-time enrollment numbers for the 2024-2025 school year were higher than the previous year. We served fewer (29%) OLL students than the previous year.

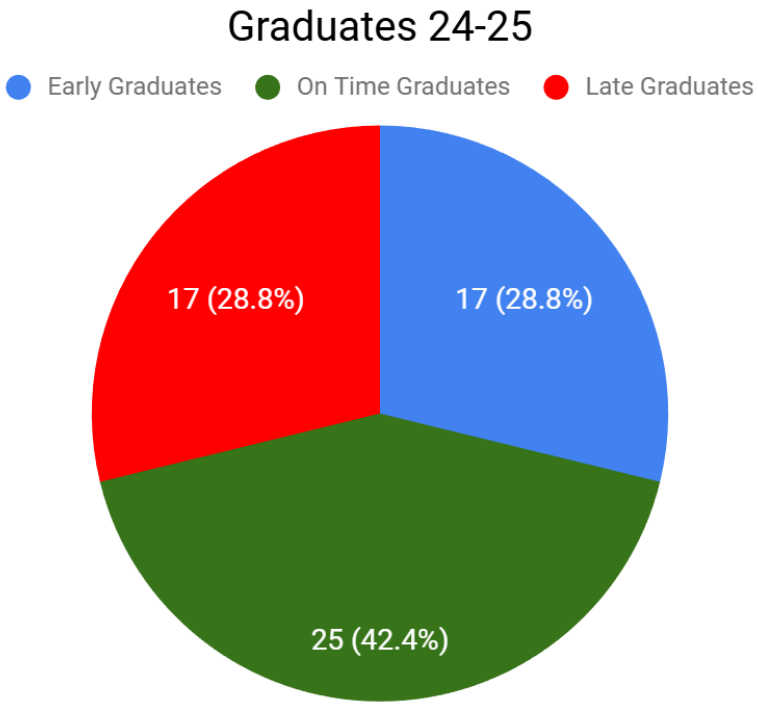
School years designated	Number of Graduates
2019-20	55
2020-21	52
2021-22	56
2022-23	67
2023-24	55
2024-25	59

GRADUATION DATA

The number of graduates does fluctuate due to the number of seniors on track to graduate when they come to us and those that make-up credits with us. Every student who graduates is an indicator of our success. Wolf Creek also believes that the ESSA changes to graduation rate will more clearly show our success with graduates. In the years to come, we will continue to see growth that is steadily moving in a positive direction.




Early, On-Time, and Late Graduates by Year
Early Graduates
On Time Graduates
Late Graduates
40
30
20
10
0
16-17
17-18
18-19
19-20
20-21
21-22
22-23
23-24
24-25


Graduates 24-25
Early Graduates
On Time Graduates
Late Graduates
17 (28.8%)
17 (28.8%)
25 (42.4%)

Admissions Data

Criteria	Student Percentage
Eligible for Free/Reduced Lunch	63/191 or 33.0%. Note that for 23-24, we had 101 or 31.7%
English Language Learners	0 or 0%
Special Education Students	31 or 16.2%
At-Risk Students	78% of full-time students enrolled in Feb of 2025
Ethnicity Statistics	**By student number**
Am Indian	11
Asian	3
Hispanic	11
Native Hawaiian / Pacific Islander	0
Black	5
2 or More	10
*combining all starred categories above	40
White	151
October 1, 2024 TOTAL	**191**

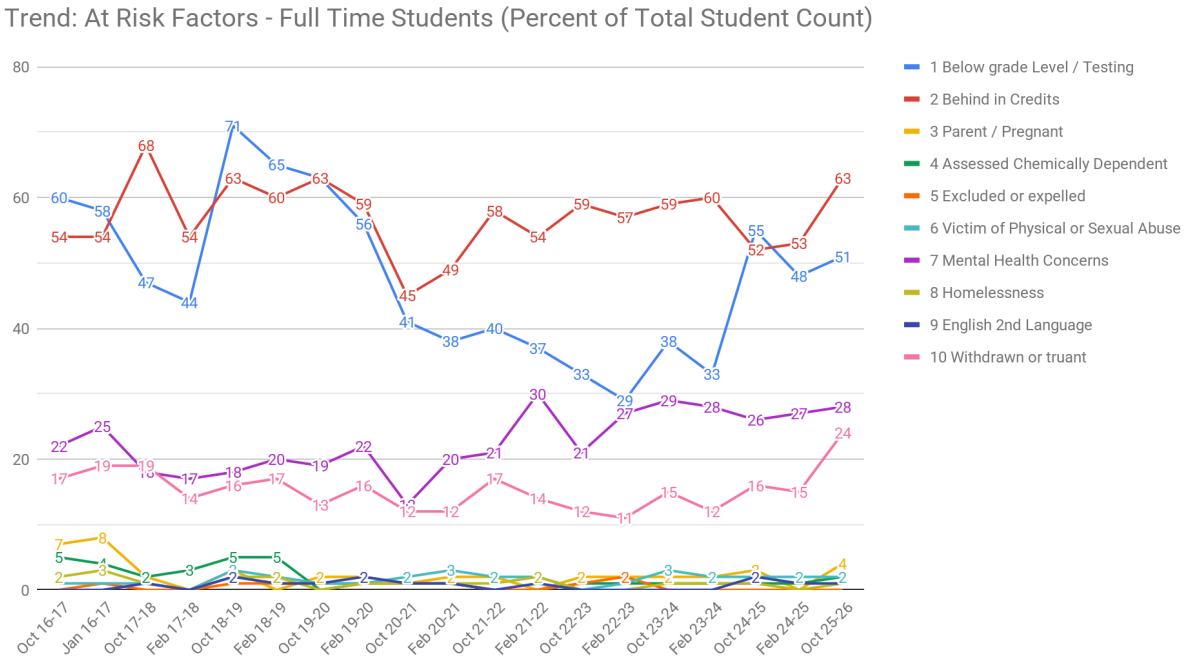
This data was gathered using MN statute definitions in a gathering process conducted each year. We deal with a variety of factors that influence this at-risk definition including being behind peers academically and having a past poor school academic record which can result in gaps in learning. We worked as a staff to gather more data on our at-risk population this year and were surprised to find the following data points.

From data collected in October of 2024 we know that, of 191 full-time enrolled students, 79% had at least one risk factor assigned to them. In February of 2025, of 209 full-time students, 78% had at least one risk factor assigned to them. See the table below for data points.

Risk Factor	October 2024 Student Count (193)	October 2024 Percentage	February 2025 Student Count (209)	February 2025 Percentage
Below Grade Level	106	55%	100	48%
Behind in Credits	100	52%	110	53%
Parent or Pregnant	5	3%	1	<1%
Assessed Chemically Dependent	1	1%	2	1%
Excluded or Expelled	0	0%	0	0%
Victim of Physical or Sexual Abuse	3	2%	5	2%
Mental Health Concerns	50	26%	58	28%
Homelessness	1	1%	1	<1%
English Second Language	3	2%	3	1%
Withdrawn or Truant	31	16%	32	15%

October 2024 Average of 1.6 At-Risk Factors per student
October 2024 Average of 3.9 Stars per student
October 2024 79% of students had 1 or more risk factors

February 2025 Average of 1.5 At-Risk Factors per Student
February 2025 Average of 4.7 Stars per student
February 2025 78% of students had 1 or more risk factors

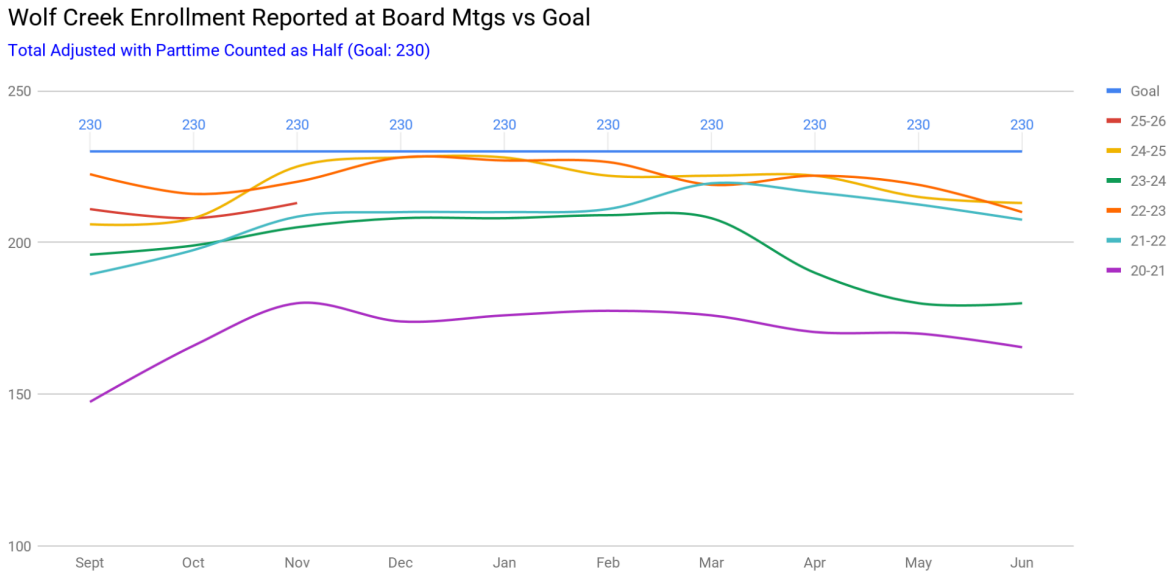


**2020-2021 below grade level counts could be impacted by the inability to identify students through MCA & MAP testing due to COVID-19

Free and Reduced Meal (FRAM) populations decreased slightly (down 3%) from the previous year in eligibility. As an online school, we find it difficult to show families the need to complete the benefits paperwork if students are not coming to the building and we don't qualify for meal reimbursement from the state. We continue to work to have all students complete the paperwork so that good data can be used for title funding and other purposes.

Our Ethnicity data continues to show that we have a majority white student population, as identified on the enrollment forms voluntarily by families. Our demographics closely mirror those of Chisago County where our building is located and from which we draw the most students.

Below is a graph of enrollment reported at our board meetings. Enrollment increased in 24-25 (as shown by the yellow line) at a similar rate to our 22-23 high enrollment year (orange line) and significantly higher than in 23-24 (green line). Enrollment fluctuations are expected as many new online programs are starting in MN. It is our strong belief that Wolf Creek will continue to see consistent enrollment with some fluctuations as a veteran online learning program for over twenty years. Marketing and awareness of our offerings has been a high priority for the school.



Additional graphs shown at the link below are a snapshot of enrollment from November 2024 that was shared with our authorizer.

[Enrollment Graphs based on Enrollment at the end of Term 1 Nov 2024.]

IV. TEACHING STAFF INFORMATION - Licensed teachers

Name	File #	Assignment	Years at TWC	24-25 Status*
Mike Hamernick Director	365871	Language Arts Administration	1	R
Hannah Edblad	480564	Special Education	11	R
Brianna Karnes	484358	Special Education	6	R
Chad (CJ) Hanson	480136	Instrumental and Classroom Music	6	R
Naomi Hartzberg	1005961	Social Studies	2	R
Chloe Jackson	489757	Language Arts	8	R
Renee Anick	1004183	School Counselor	6	R
Lindsay Coppernoll	437249	Life Sciences	18	R
Sandra Flint	421010	Mathematics	20	R
Chris Wallin	398607	Phy Ed & Health	9	R
Becki Olseen	444919	Social Studies	15	R
David Alves	515497	American Sign Language	5	R
Lori Nelson	377606	Language Arts	4	R
Lauren Pfaff	1035144	Mathematics	1	R

*R = Returning; NR = Not Returning

Wolf Creek is well aware that continuity in staff is important for students and online program success and we are striving for that at all times.

Wolf Creek continues to work hard to implement mentor programs and to create written staff manuals in the past years for a better retention program at our charter school. It is acknowledged that it is difficult to retain staff when we are known as a highly reputable school and other online schools attempt to take staff from us regularly, especially start-up online schools.

Management and Administration

Mike Hamernick was the new Director of Wolf Creek Online High School - starting July of 2024. Mike has a Master's degree in Education and holds a Minnesota K12 principal license - both obtained from St. Mary's University. Prior to coming to Wolf Creek, Mike was the Director of Northern Lights Community School for eight years. With an additional 16 years of teaching experience at the White Bear Lake Area Learning Center, Mike brings 25 years of experience in alternative education to Wolf Creek.

Professional Development Plan

Director Mike Hamernick works weekly/monthly with several organizations including MDE, COMPASS, RTS, MASA, MSBA, MACS and MAAP to receive real-time professional development and to stay apprised of state and federal regulations. He currently has a Master's plus 60 credits and someday hopes to earn a PhD before retiring.

V. GOVERNANCE

There were seven board members for the 2024-2025 school year. Our school board is usually made up of nine members; however, two parent representative positions were vacant. Each board member is referred to as a director of our school board. Along with board membership, the following officers are elected at the Annual Meeting each year from among those duly elected.

Jennifer Lake	Chairperson & Community-at-Large Representative	Elected February 13, 2024, to a 2-year position (non-staff or non-parent required for this position)
Sue Frame	Vice-Chair & Community-at-Large Representative	Elected February 13, 2024, to a 1-year position (non-staff or non-parent required for this position)
Sandy Flint	Secretary/Treasurer, Officer, and Teacher Representative	Elected February 13, 2024, to a 2-year position (must be a teacher at the charter school)
William Mack	Community-at-Large Representative	Elected February 13, 2024, to a 1-year position (non-staff or non-parent required for this position)
Ruth Stark	Community-at-Large Representative	Elected February 13, 2024, to a 1-year position (non-staff or non-parent for this position)
Lori Nelson	Full-Time Teacher Representative	Elected February 7, 2023, to a 2-year position (must be a teacher at the charter school)
Chloe Jackson	Full-Time Teacher Representative	Elected February 7, 2023, to a 2-year position

		(must be a teacher at the charter school)
OPEN	Parent Representative	Vacant 1-year position (must be a parent or legal guardian with a student enrolled in the charter school)
OPEN	Parent Representative	Vacant 1-year position (must be a parent or a legal guardian with a student enrolled in the charter school)
Sarah Schmidt	Authorizer Representative	Authorizer Representative - Chisago Lakes ISD #2144

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

The 2024-2025 board election was certified on February 13, 2024.

Based on school board minutes, the board had an average attendance of 92.9% for the 2024-2025 fiscal year. The Board meets once a month, usually on the third Tuesday of the month, and for approximately two hours in duration. It is acknowledged that from time to time, board members need to miss meetings or attend virtually. Some members were excused from meetings for required board training or other needed school business.

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

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

VI. ACADEMIC PROGRAM

MCA Graphs from MDE Report Card

- MCA Math, Grade 11, CTSR for all subgroups
- MCA Reading, Grade 10, CTSR for all subgroups

North Star Designation

This school has been prioritized for comprehensive support because the four-year graduation rate was below 67 percent for all students. Wolf Creek has worked with the Regional Centers for Excellence in the past and is currently working with Resource Training & Solutions (RTS) to improve student achievement and graduation rates.

We are also working with the MN Association Alternative Programs (MAAP), MN Association of Charter Schools (MACS), and MN Department of Education (MDE) to allow small charter schools who do not have valid test data based on student mobility, small cells for comparison, and other data measures to use other multiple measures of accountability in the future. Our authorizer, Chisago Lakes Schools is very interested in working with us to determine other ways to measure our success that include, but are not exclusively based on, standardized test scores.

Notes on Graduation Rate:
The majority of Wolf Creek students enroll at the charter school behind on credits. This means that they may have spent years in another public school and fallen behind, but once they walk in the doors of Wolf Creek, we are now held accountable for not graduating them on time. Recent legislation allows for a "longest-not-last" provision that gives a student's graduation or non graduation rate to the place they were enrolled last if they drop out of school in a given period of time. That period of time is usually six months or half a school year so if a student is only enrolled at Wolf Creek for a few weeks they no longer count as not graduating with us. This is one area where we have seen improvements in the measurement analysis, but more work needs to be done. Wolf Creek administration has participated in various MDE task forces on graduation rate analysis and will continue to do so until all student successes, including GED preparation, are counted accurately.

Not all students graduate in four years and not all students experience high school in the way we would wish they could. Wolf Creek students often experience barriers that make graduation in four years unattainable. Wolf Creek recognizes the need to meet students where they are on their academic and graduation pathway and assist them in meeting many goals along the way.

Wolf Creek continues to strive to improve our academic performance on all required statewide testing measures, but at the same time, Wolf Creek would like to acknowledge that the number of students taking these measures at Wolf Creek is at times not a large enough pool of students to conduct reliable statistical analysis for comparison purposes with other schools or even year to year data within Wolf Creek numbers.

We will continue to strive to create a flexible and personalized pathway to an accredited high school diploma for our students and families who choose Wolf Creek as their high school option.

VI. Innovative Practices

TRIO Wolf Creek Distance Learning Charter School is one the longest running virtual school models in Minnesota. Since 2002, Wolf Creek has prided itself on building relationships with students and families, allowing for individual student success, and supporting all student needs.

TRIO Wolf Creek Distance Learning Charter School continues to grow and develop itself as a model for online hybrid programming across the state and the nation. Here are just a few of the ways we are improving and using innovation to advance student academic success.

During the 2024-2025 school year, ADSIS funds were dedicated to supporting under-achieving general education students in grades 9-11 in the area of math and in grades 9-12 for behavior interventions. Students were identified for math based on FastBridge and MCA test scores. Students were identified for behavior based on work completion goals not being met. Student support consisted of an on-campus math lab offered every Tuesday and Thursday, virtual math lab every Friday, and virtual math and organizational tutoring through Google Meets. Virtual campus on Mondays allowed students to check in with a staff member to create weekly checklists and provided organizational tools for success. In addition, some students received additional math support and instruction through ALEKS, either integrated into their core math class or by taking Math Intervention as a math elective course. Students received one-to-one tutoring of both on topics and prerequisite skills and small group sessions. Students also received virtual tutoring support from Wolf Creek math teachers in small groups and one-on-one settings. Virtual tutoring sessions help students fill in skills gaps, understand prerequisite skills, review course performance, and supplement topics in individual student math classes.

ADSIS 2024-25	**Math**	**Behavior**
Number of students identified for ADSIS	17	9
Hours of direct intervention instruction	152	562

Students Needs

This school year continued to see a need for more interventions on campus and online in a variety of ways. Increased mental health supports were utilized on campus as the needs of students in these areas continued to grow. We continued to contract with Family Based Therapy and Associates to have a therapist on campus on Tuesday and Thursday mornings for check-ins that are not billed to insurance. This allows students who utilize mental health support outside of campus to have a check-in on campus to allow for more access. This check-in approach helps students with anxiety, which is also increasing for our student body. We increased hours and also utilized telehealth options for appointments which gave us more flexibility and allowed students not attending campus to utilize these services.

Wolf Creek uses MTSS (Multi-Tiered Systems of Support) to identify and problem-solve for students who need additional help. We will continue this work to provide academic and behavioral support for all students.

Campus Option

We are the only online high school program in the State of MN to offer a regular weekly campus option that allows local students to come to a physical space for reliable internet and face-to-face time with highly qualified, licensed instructors.

Special Education programming in an online arena has caused us to use virtual meeting spaces

and work with students within the due process requirements of special education while still being very innovative around how to deliver these services on an anytime-anywhere basis to our 21st-century learners.

Wolf Creek employs several innovative practices

- Wolf Creek is the state's only fully hybrid high school model. We believe that we are a leader in creating a quality online curriculum, as well as offering high-quality special education services in an online setting.
- Wolf Creek has worked to implement a young parenting class series with valid research methods due to the needs of our at-risk teen parent population. Working in coordination with Chisago County Health and Human Services we offer our young parents a variety of services to meet their needs.
- Wolf Creek has worked to implement mental health needs for at-risk students. Most occur in a face-to-face model at this time, but work continues to surface around other methods of needed counseling for online students. We offer a variety of free mental health options on campus for students that are unheard of in the public school arena.
- The learning manager model is a truly innovative and effective practice that is used throughout the Wolf Creek School and is emulated in other online settings.
- Utilizing online Advisory options to fulfill the promise of the WBWF report submitted to MDE each year.

VII. PROGRAM CHALLENGES

Our largest challenge is student mobility. Many of our students enroll with us as a bridge from one program to another. They may be moving or experiencing life events that cause them to seek out a temporary educational solution in order to avoid truancy, but once things settle they return to their home district or go elsewhere. Our availability and flexibility is a double-edged sword - we can gain and lose students quite quickly and unpredictably.

Another area of concern continues to be the completion rate of courses and the amount of time that students are committed to working productively as online learners. Using the hybrid model and finding a balance between requiring students to come into a lab and allowing them the flexibility of online learning is always a challenge not only for Wolf Creek but for all OLL providers. We will continue to strive each day to reach students who have not been able to find academic success in other school settings.

VIII. OPERATIONAL PERFORMANCE

Wolf Creek is a very effective organization. From our school board to our business management services you can see the traits of an effective organization at Wolf Creek. We work with our authorizer Chisago Lakes Schools and several reputable consultants in the charter school world. We are members in good standing of MSBA and MACS . We serve the online community as a

beacon of accountability and reputable practices. All documents in this report offer evidence of the efficiency of the organization.

FUTURE PLANS - Strategic Plan from Board Agenda

Strategic Plan Initiatives:

1. Ensure that all budgeted enrollment numbers are met to fulfill needs of students and Wolf Creek's capacity through marketing efforts,
2. Provide high-quality curriculum options to students by continually reviewing curriculum options and promoting enhancements toward achieving goals of engaging, flexible, differentiated, and personalized learning. To achieve this, all staff members will be offered high-quality professional development,
3. Engage families as partners in their student's academic progress whenever possible,
4. Provide a safe, comfortable and accepting environment for all students regardless of backgrounds, beliefs, or identities. Wolf Creek is committed to creating a community where everyone feels welcome and valued,
5. Ensure that students feel supported in academic and non-academic pursuits in a variety of ways.

Quality Compensation (Q-Comp) Goals

The students at TRIO Wolf Creek Distance Learning Charter School in grades 9 and 10, and special education students in grades 11 and 12, who take the aReading Fastbridge test in the Fall of 2024 and the Spring of 2025 that score 'typical' or 'aggressive' growth will increase from 58.4% (2023-24 school year) to 59.9% (2024-25 school year).

We did meet our goal this year. We wanted to have 59.9% of students in our goal scoring in the 'typical' or 'aggressive' category on the reading test, we ended up with 65.2% of students scoring in one of those two categories. We were looking to see a 1.5% increase from last year to this year, we ended up seeing a 6.8% increase..

Above all else, our ultimate goal is that:

We will continue to strive to be seen as the most reputable and accountable online entity in the state of Minnesota as demonstrated by the evidence submitted to MDE and our authorizer.

APPENDIX INFORMATION

Hope Survey Data

The Hope Survey documents student responses to 5 support areas:

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

Results: Hope Survey Results 3 Years Ending Spring 2025

There are areas where Wolf Creek is very strong and areas where we can improve.

For questions about the Hope Survey, please contact the Charter School Director, Mike Hamernick, 651-213-2017 or mhamernick@wolfcreekhs.org

Board Training Dates and Attendance

MSBA Training
The board received in-person training from an MSBA representative at the July 16, 2024, board retreat. This training covered all requirements. Board attendance was 100%.

Q Comp/ATPPS

Q Comp Annual Report: Quality Compensation Annual Report 2024-25

Comprehensive Achievement and Civic Readiness (CACR)

Link to 24-25 **CACR** Template

Annual Financial Audit/Finance Information

Link to **Audit Information** FY Ending June 30, 2025:

2025 Final Annual Financial Report
2025 Final Management Communication
2025 Final Audit Presentation
(Audit performed by Abdo, LLP)

Budget Data Sheets

For questions on the budget documents, please contact our business manager, Robin Vosberg-Torgerson at rvosberg-torgerson@isd2144.org

Conclusion

Thank you for taking the time to read our annual report. Please report errors, omissions, or comments to the Charter School Director Mike Hamernick at mhamernick@wolfcreekhs.org