



GREAT OAKS
A C A D E M Y

Great Oaks Academy Annual Report 2024-2025

Contents

| | |
|---|--------------|
| I. Introduction | page numbers |
| II. School Enrollment | page numbers |
| III. Student Attrition | page numbers |
| IV. Governance and Management | page numbers |
| V. Training Board Members Attended | page numbers |
| VI. Professional Development Plan of Leadership | page numbers |
| VII. Staffing | page numbers |
| VIII. Finances | page numbers |
| IX. Academic Performance | page numbers |
| a. (Information from the CACR Summary Report) | |
| X. Innovative Practices and Implementation | page numbers |
| XI. Future Plans | page numbers |
| (CACR Strategic Plan Overview) | |



GREAT OAKS

ACADEMY

I. Introduction

Great Oaks Academy is a tuition-free, Classical charter school built on the pillars of Rigor, Literature, Wonder, and Virtue. We are deeply committed to building a school with rigorous academics, high expectations, and a strong emphasis on developing character while encouraging each student's natural sense of wonder at the world.

The mission of Great Oaks Academy is to provide students with a classical, liberal arts education that is rigorous, literature-rich, wondrous, and virtuous.

The vision is to graduate young adults who:

- Are fully prepared for the rigors of college and career
- Value truth, beauty, and goodness
- Possess a lifelong passion for learning
- Are active participants in their communities
- Recognize the value of their contributions

THE FOUR PILLARS OF GREAT OAKS ACADEMY ARE RIGOR, VIRTUE, LITERATURE AND WONDER.

RIGOR

Rigor doesn't just mean 'hard', although our curriculum is challenging. It means meeting students where they are, recognizing and celebrating their potential, and challenging them to be and do things they didn't know they could achieve. It means helping each student become the best version of his or herself.

VIRTUE

What do we mean by virtue? We believe that character development is as important as academics. Education isn't just about what you know, it's about the person you become. We teach universal virtues like respect, perseverance, honor, and excellence to help our students become the best people they can be.

LITERATURE

Why literature? Because stories are memorable. They help us understand not just facts and cultures and different time periods, but they inspire us to develop character. The world of Classical literature is rich and diverse and filled with beautiful language, men and women of honor and distinction, heartache, victory, and joy. Great stories help us understand human nature, ourselves, and each other.

WONDER

Wonder is the innate sense in every child that school is a place of adventure and excitement, that learning is fun, and that the natural world is full of new things to explore. Our curriculum is designed to encourage this sense of wonder, with hands-on activities, immersive lessons, and plenty of time spent outdoors.

We are authorized by Novation Education Opportunities (NEO). Please contact Wendy Swanson-Choi, the Executive Director of NEO via email at executive.director.neo@gmail.com with any questions about the authorizer.

II. Enrollment 2024-25

| | <i><u>Actual</u></i> <i><u>2024-25</u></i> |
|---------------------------|---|
| <u>Enrollment</u> | |
| Number Students Grade K K | 72 |
| Number Students Grade 1 | 73 |
| Number Students Grade 2 | 72 |
| Number Students Grade 3 | 72 |
| Number Students Grade 4 | 72 |
| Number Students Grade 5 | 48 |
| Number Students Grade 6 | 48 |
| Number Students Grade 7 | 24 |
| Number Students Grade 8 | 24 |
| Number Students Grade 9 | 0 |
| Total Number of | <hr/> 505 <hr/> |

III. Attrition 2024-2025

Great Oaks Academy began the 2020-2021 school year with 74 students. Of those students, 90% remained enrolled in the school the entire year, and 95% enrolled in the 21-22 year. In the 21-22 school year, Great Oaks Academy had a full enrollment of 192 students and of those students nearly 90% returned for the 22-23 school year. In the 2023-2024 school year nearly 90% of all students returned to Great Oaks Academy and in the 2024-2025 school year nearly 90% of all students returned Great Oaks Academy.

IV. Governance and Management 2024-2025

As a nonprofit, public charter school, Great Oaks Academy is led by a seven-member Board of Directors. Our director acts as ex-officio, non-voting member of the board. The roles and responsibilities of the Board of Directors include:

- Define and approve the mission and vision
- Hire, supervise, support, evaluate, and, if necessary, terminate the Director
- Ensure effective planning for enrollment, recruiting of staff, application for grants and fundraising
- Ensure financial management including effective use of internal controls, budget adoption, planning for the annual audit, and effective financial oversight
- Recruit of board member candidates
- Maintain good public standing in the community
- Maintain a good relationship with the authorizer
- Ensure the school meets its moral and legal obligations
- Assess Board performance and developing a board professional development plan
- Monitor the contract performance and renewal status of the school

Following is information on the Great Oaks Academy Board of Directors.

| Name | Position | Seat | Qualifications | Areas of Expertise | Committee |
|---------------|------------------|------------------|---------------------------------|-----------------------------|--|
| Paul McGlynn | School Leader | Ex Officio | Principal License | Education Leadership | Finance Committee |
| Eric Rice | Board Vice Chair | Community Member | Business Owner | Business Owner | CACR Committee and Election Committee |
| Mollie Warren | Board Treasurer | Parent | Business Owner, Legal Knowledge | Business, Entrepreneurship, | Finance Committee Fundraising Committee and Policy |

| | | | | | |
|-------------------|-----------------------|------------------|------------------------------|-----------------------------|--|
| Robert Carpentier | Board Secretary | Teacher | Licensed Teacher | Education | CACR Committee |
| Erik Queen | Board Chair | Parent | Parent and Community Liaison | Teacher, Pastor, Theologian | |
| John Guist | Board Member at Large | Community Member | Farmington Community Member | Pastor, Community Organizer | Fundraising Committee |
| Abigail Bolig | Board Member At Large | Community Member | Farmington Community Member | Accounting | CACR Committee And Fundraising Committee |
| Breanna O'Neil | Board Member at Large | Parent | Education Advocate | Organization | Elections Committee |
| | | | | | |

Great Oaks Academy contracts Bergan KDV for financial services.

V. Training Board Members Attended 2024-25

All board members completed training on several topics as follows.

| Name of Board Member/Leader | Training Topic | Description of Training | Date |
|-----------------------------|----------------|-------------------------|------|
|-----------------------------|----------------|-------------------------|------|

| | | | |
|--------------|--|---|------------------------|
| Paul McGlynn | <ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -CACR -Finances -Audit -Private Data -Educational Leadership | Board Training for Charter School Oversight | July 1, 2021- Current |
| Erik Queen | <ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -CACR -Finances -Audit -Private Data -Educational | Board Training for Charter School Oversight | July 1, 2021 - Current |
| Eric Rice | <ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -CACR -Finances -Audit -Private Data -Educational | Board Training for Charter School Oversight | July 1, 2021 - Current |

| | | | |
|-------------------|---|---|----------------------|
| Abigail Bolig | <ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -CACR -Finances -Audit -Private Data -Educational | Board Training for Charter School Oversight | July, 2024-June,2025 |
| John Guist | <ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -CACR -Finances -Audit -Private Data -Educational | Board Training for Charter School Oversight | July 2023-Current |
| Robert Carpentier | <ul style="list-style-type: none"> -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -CACR -Finances -Audit -Private Data -Educational | Board Training for Charter School Oversight | July 2023-Current |

| | | | |
|----------------|---|---|---------------------|
| Breanna O'Neil | -Evaluation of Leaders -Conflict of Interest -Board Election -Board Development -Board Minutes -Annual Report -CACR -Finances -Audit -Private Data -Educational | Board Training for Charter School Oversight | July 2023-June,2024 |
|----------------|---|---|---------------------|

VI. Professional Development Plan of the Board of Directors and School Leader 2024-25

- a. The Great Oaks Academy Board has set a goal to develop a Board of Directors who are visible and active participants in the Great Oaks Academy community. The Great Oaks Academy Board development plan is as follows. After a needs-assessment, the Chair will recommend a motion to expand the Board by two members, for a total of seven Directors, as prescribed in our Charter. This expansion will allow for the further addition of new and more robust committees, including a Financial Committee, and Site Expansion Committee, a Policy Committee, and our Comprehensive Achievement and Civic Readiness Plan Committee. When available, training sessions offered by Novation Education Opportunities will be included in Board Meeting agendas. New Board Members will complete the required training offered by Novation Education Opportunities through their online platform. The Board will also complete professional development on Classical Education theory and methodology, through a combination of online training and mini seminars as part of Board Meeting agendas, when appropriate. Finally, the Board will seek to foster formal relationships with the leadership of like-minded Classical Academies in an effort for mutual support and best practices.
- b. The Great Oaks Board sets the following goals for the development of the school leadership:

Great Oaks Academy Executive Director Evaluation 2024-2025

Summary of Board Evaluations

Section I - Director's Leadership Towards Virtue

A. Promoting the Academy

- B. Integrity in developing the Academy
- C. Cultivates a culture of excellence
- D. Driving academic excellence

Section II - Role Specific Competencies

- A. Develops, promotes, and leads the educational program.
- B. Develops and leads staff.
- C. Manages organizational structure and staff.
- D. Builds and maintains family satisfaction.
- E. Manages financial performance.
- F. Actively promotes the organization and ensures adequate resources.
- G. Ensures adequate facilities.
- H. Partners with the Board.
- I. Engages the Community.
- J. Overall effectiveness of leadership in improving the school

VII. Staffing 2024-2025

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| <i>Name</i> | <i>Position</i> | <i>File Folder if Applicable</i> |
|--------------------|---------------------------|---|
| Paul McGlynn | Principal/Director | |
| Heith Wetzler | Academic Director | |
| Kristin Grosse | Academic Director | |
| Margie Wesling | Operations Director | |
| Cheryl Wendt | Sped Coordinator | |
| Brook Tarrant | Administrative Assistant | |
| Brittany Flicek | Administrative Assistant | |
| Kelly Boucher | Special Education Teacher | |
| Evan Koch | Special Education Teacher | |
| Mikayla Walters | Gr. K Classroom Teacher | |
| Madeline Carpenter | Gr. K Classroom Teacher | |
| Sydney Bourdeaux | Gr. K Classroom Teacher | |
| Danielle Tuthill | Gr 1 Classroom Teacher | |
| Breanna O'Neil | Gr. 1 Classroom Teacher | |
| Abigail Bolig | Gr. 1 Classroom Teacher | |
| Kaylene Sanchez | Gr. 2 Classroom Teacher | |
| Angie Gareis | Gr. 2 Classroom Teacher | |
| Dallas Moeller | Gr. 2 Classroom Teachers | |

| | | |
|--------------------------------|----------------------------|--|
| Olivia Pezzillo | Gr. 3 Classroom Teacher | |
| Lilyanne McAmis/Nicole Wensman | Gr. 3 Classroom Teacher | |
| Kailynn Anderson | Gr. 3 Classroom Teacher | |
| Bethany Moore | Gr. 4 Classroom Teacher | |
| Elizabeth Simonovich | Gr. 4 Classroom Teacher | |
| Roth Munson | Gr. 4 Classroom Teacher | |
| Alicia Oldre | Gr. 5 Classroom Teacher | |
| Anna Hruby | Gr. 5 Classroom Teacher | |
| Megan Pielhop | SOL Math | |
| Robert Carpentier | SOL History | |
| Grant Oldre | SOL Language Arts | |
| Elsa Friche | SOL Science | |
| Kaitlin Cole | Music Teacher | |
| Bruce Flees | Physical Education Teacher | |
| Heidi Reynolds | Latin Teacher | |
| John Quant | SOL Latin Teacher | |
| Catie Creglow | Administrative Assistant | |
| Chloe Otness | Interventionist | |
| Ann Artley | Interventionist | |
| Katie Lecy | Interventionist | |
| Karrie McKernon | Speech/Lang. Clinician | |
| Natalie Garfield | Occupational Therapist | |
| Ellen Grossman | Special Education Director | |
| Bri Holtorf | School Psychologist | |
| Sharon Lovegren | Social Worker | |
| Reno Mothes | ASD Consultant | |
| Tina Jackson | DAPE | |
| Bernie Mertes | Nurse Consultant | |
| Rebekah Bauer | Paraprofessional | |
| Lindsey Meier | Paraprofessional | |
| Lisa Bellflower | Paraprofessional | |
| Jamie Foster | Paraprofessional | |
| Ashley Ekenberg | Paraprofessional | |
| Kate Maahs | Paraprofessional | |
| Margaret Gilman | Paraprofessional | |
| Abshira Muse | Paraprofessional | |
| Ashley Miskowic | Paraprofessional | |
| Jessica Werner | Paraprofessional | |
| Trudy Romero | Paraprofessional | |
| Julie Mandler | Paraprofessional | |
| Kristy Friestad | Paraprofessional | |
| Patty Dronen | Paraprofessional | |
| Isaiah Eaton | Paraprofessional | |

| | | |
|-------------------|----------------------|--|
| Tracy Barry | Food Service Manager | |
| Jessica Stallings | Food Service | |
| Sharon Calhoun | Food Service | |
| Ashley Herbst | Food Service | |
| Lynsie Johnson | Food Service | |
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VIII. Finances 2024-2025

The Academy Board of Directors and School Leadership Team worked very hard this past year in ensuring the school had adequate resources to serve the students while building a positive surplus.

The level of oversight and best practices were followed very closely, including monthly finance committee meetings and monthly board meetings where the budget and finances were reviewed. These efforts left the Academy with very positive financial results.

The Academy Board of Directors and School Leadership Team worked very hard this past year in ensuring the school had adequate resources to serve the students while building a positive surplus.

The level of oversight and best practices were followed very closely, including monthly finance committee meetings and monthly board meetings where the budget and finances were reviewed. These efforts left the Academy with very positive financial results.

The Academy ended its fifth operational year, serving 433 students during the 2024-2025 fiscal year. The financial results were very strong ending the 2024-2025 fiscal year with a total cumulative fund balance surplus of \$1,136,839 or 24% of total annual expenditures.

This is quite exceptional for a charter school to be able to build a reserve quickly after their first 5 years while meeting the academic standards for this past school year as well.

IX. Academic Performance 2024-2025

Based on all test results available during the period that the school has been in operation, Great Oaks Academy met or exceeded the following goals for academic performance under the primary purpose of charter schools, which is to improve all pupil learning and all student achievement.

- More than 75% of kindergarten to 2nd grade students scored proficient in Math as measured by NWEA MAP for Primary. 77.03% of all kindergarten to 2nd grade students (171 out of 222) scored proficiently.
- The school's proficiency rate in Math was greater than 10 percentage points above the state average. 60.00% of all students scored proficient in Math at Great Oaks Academy compared to 47.32% in the state.
- The school's proficiency rate exceeded the state average in Reading. 62.54% of all students also scored proficient in Reading at Great Oaks Academy compared to 50.06% in the state.
- The school's proficiency rate in Math is greater than 10 percentage points above the resident district (Farmington) average. 60.00% of all students scored proficient in Math at Great Oaks Academy compared to 40.78% in the Farmington public school district.
- The school's proficiency rate exceeded the resident district (Farmington) average in Reading. 62.54% of all students also scored proficient in Reading at Great Oaks Academy compared to 45.72% in the Farmington public school district.

X. Innovative Practices and Implementation

The Mission of Great Oaks Academy is to train the minds and improve the hearts of our students through a classical, liberal arts education, with instruction that is rigorous, literature-rich, wondrous, and virtuous in an engaging and disciplined environment.

Rigor, Literature, Wonder and Virtue as organizing principles will foster knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

- Rigor: Calling out students' best in academic achievement, behavior, and attitude, and challenging them to reach their highest potential.
- Literature: Fostering a love of truth, beauty, and goodness.
- Wonder: Igniting a sense of wonder about the world.
- Virtue: Instilling in students a sense of virtue and ethical thinking.

The vision of Great Oaks Academy is to graduate young adults who:

- Are fully prepared for the rigors of college and career
- Value truth, beauty, and virtuous
- Possess a lifelong passion for learning
- Are active participants in their communities
- Recognize the value of their contributions to the world

Educational Philosophy and Instructional Approach

Classical education employs innovative teaching methods, including the use of the Socratic discussion, teaching from Great Books and primary texts, and organizing curriculum using the chronological teaching of history in lieu of social study thematic units. Great Oaks Academy will enhance these teaching methods by integrating them with history, science, art, music, and language arts.

This immersive and interactive experience will give students opportunities to explore history and science through the arts, music, great literature, hands-on projects, and writing assignments, and to see how science has developed over the centuries. Great Oaks Academy will emphasize math, reading and writing by employing the most effective curriculum, a separate grammar program beginning in first grade, and a language arts and literacy focus in every content area. The memorization of math facts, grammar rules, historical dates, scientific data, and poetry will be an integral part of the curriculum in the early grades, to form a solid foundation for the upper grades.

XI. Future

Plans include enrolling students on the waiting list to meet the demand for the program and growing the program by adding one or more grade levels each year.

Projected Enrollment

| | <i><u>Projected</u></i> <u>2021-2022</u> | <u>2022-</u> <u>2023</u> | <u>2023-</u> <u>2024</u> | <u>2024-</u> <u>2025</u> | <u>2025-</u> <u>2026</u> |
|--------------------------------|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>Enrollment</u> | | | | | |
| Number Students Grade K | 48 | 72 | 72 | 72 | 72 |
| Number Students Grade 1 | 24 | 72 | 72 | 72 | 72 |
| Number Students Grade 2 | 24 | 48 | 72 | 72 | 72 |

| | | | | | |
|-------------------------|-----|-----|-----|-----|-----|
| Number Students Grade 3 | 24 | 48 | 72 | 72 | 72 |
| Number Students Grade 4 | 24 | 48 | 48 | 72 | 72 |
| Number Students Grade 5 | 24 | 24 | 48 | 48 | 72 |
| Number Students Grade 6 | 0 | 24 | 24 | 48 | 96 |
| Number Students Grade 7 | 0 | 0 | 24 | 24 | 72 |
| Number Students Grade 8 | 0 | 0 | 0 | 24 | 48 |
| Number Students Grade 9 | 0 | 0 | 0 | 0 | 48 |
| Total Number of | 168 | 336 | 432 | 504 | 696 |

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS PLAN

Mission and Vision

The Mission of Great Oaks Academy is to train the minds and improve the hearts of our students through a classical, liberal arts education, with instruction that is rigorous, literature-rich, wondrous, and virtuous in an engaging and disciplined environment. Rigor, Literature, Wonder and Virtue as organizing principles will foster knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

- Rigor: Calling out students' best in academic achievement, behavior, and attitude, and challenging them to reach their highest potential.
- Literature: Fostering a love of truth, beauty, and goodness.
- Wonder: Igniting a sense of wonder about the world.
- Virtue: Instilling in students a sense of virtue and ethical thinking.

The vision of Great Oaks Academy is to graduate young adults who:

- Are fully prepared for the rigors of college and career.
- Value truth, beauty, and virtue
- Have discovered their individual talents.
- Possess a lifelong passion for learning.
- Active participants in their communities.
- Recognize the value of their contributions to the world.

"Comprehensive Achievement and Civic Readiness Plan" means striving to do the following:

1. Have all students meet school readiness goals.
2. Have all third-grade students achieve grade-level literacy.
3. Close the academic achievement gap between all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
4. Have all students graduate from high school.

5. Have all students attain college and career preparedness.

The School Board is to develop a plan to support and improve teaching and learning that is aligned to the Comprehensive Achievement and Civic Readiness Plan includes the following:

- Clearly defined student achievement goals and benchmarks.
- Process to evaluate each student's progress toward meeting the state and local academic standards.
- A system to review and evaluate the effectiveness of instruction and curriculum.
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance, and effectiveness.
- Evidence-based strategies for improving curriculum, instruction, and student achievement.
- An annual budget for continuation of GOA plan implementation.

Recommended Plan Components

- Agreement between director and school board on a teacher evaluation system.
- A rubric that defines effectiveness of instruction.
- Description of the professional standards the district used in the development of the system.
- Description of the form of teacher collaboration i.e. professional learning teams, peer coaching, principal feedback and reflection on instruction,
- Description of opportunities for evaluation feedback on instruction from summative evaluators.
- Description of the plan for program improvement.

Success in reaching the Comprehensive Achievement and Civic Readiness Plan goals will be measured by the following:

- Student performance on the NWEA MAP and MCAs for both math and Reading
- Reduction of the academic achievement gap by student subgroup
- College and career readiness under section 120B.30, subdivision 1 and 120B.35, subdivision 3, paragraph (b), clause (2)

Below is the performance framework for evaluating progress toward CACR goals:

Performance Outcomes

Academic and Nonacademic Goals that are included in the Charter Contract between the new charter school and its authorizer.

| Novation Education Opportunities- Great Oaks Academy Performance Framework |
|--|
| Contract Term: July 1, 2025 - June 30, 2030 |
| Baseline Year Results: 2020-2025 |
| These are the Academic Performance Indicators. They are 52.94% of the points possible. |
| I. All Children are Ready for School |

| I.A Early Literacy and Early Numeracy Goals | | | | | |
|--|---|---------------------|-----------------------|-------------------------------|---------------|
| Performance Rating | NWEA MAP for Primary Math Targets (Grade K-2 - this goal will incorporate Pre-K once the Pre-K Program is operating) | | | Point Value | Points Earned |
| Exemplary | More than 75 percent of K-2 students are proficient. | | | 2 | 2 |
| Satisfactory | 60-75 percent of K-2 students are proficient. | | | 1 | |
| Not Satisfactory | Less than 60 percent of K-2 students are proficient. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | |
| | 2024-2025 | 171 | 222 | 77.03% | |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 171 | 222 | 77.03% | |
| Analysis | The school's combined average NWEA MAP for primary math targets percent proficient is 77.03%. | | | | |
| Performance Rating | NWEA MAP for Primary Reading Targets (Grade K-2 - this goal will incorporate Pre-K once the Pre-K Program is operating) | | | Point Value | Points Earned |
| Exemplary | More than 75 percent of K-2 students are proficient. | | | 2 | 1 |
| Satisfactory | 60-75 percent of K-2 students are proficient. | | | 1 | |
| Not Satisfactory | Less than 60 percent of K-2 students are proficient. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | |
| | 2024-2025 | 159 | 222 | 71.62% | |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 159 | 222 | 71.62% | |
| Analysis | The school's combined average NWEA MAP for primary reading targets percent proficient is 71.62%. | | | | |
| II. All Students Graduate from High School (As Measured On-Track by Grade Level Proficiency) | | | | | |

| II.A Attain Grade-level Proficiency- All Students State Comparison | | | | | |
|--|--|---------------------|-----------------------|-------------------------------|--------------------------|
| Performance Rating | MCA-Math Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the state average. | | | 2 | 2 |
| Satisfactory | The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | State Percent Proficient |
| | Baseline 2020-2024 | 250 | 397 | 62.97% | |
| | 2024-2025 | 174 | 290 | 60.00% | 47.32% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 174 | 290 | 60.00% | 47.32% |
| Analysis | The school's combined proficiency rate of 60.00% is 12.68 percentage points higher than the state's combined proficiency rate of 47.32%. | | | | |
| | From the baseline years rate of 62.97%, the school's proficiency decreased to 60.00%, a decrease of 2.97 percentage points. | | | | |
| Performance Rating | MCA-Reading Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the state average. | | | 2 | 2 |
| Satisfactory | The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | State Percent Proficient |
| | Baseline 2020-2024 | 245 | 398 | 61.56% | |

| | | | | | |
|--|--|---------------------|-----------------------|-------------------------------|-------------------------------|
| | 2024-2025 | 182 | 291 | 62.54% | 50.06% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 182 | 291 | 62.54% | 50.06% |
| Analysis | The school's combined proficiency rate of 62.54% is 12.49 percentage points higher than the state's combined proficiency rate of 50.06%. | | | | |
| | From the baseline years rate of 61.56%, the school’s proficiency increased to 62.54%, an increase of 0.99 percentage points. | | | | |
| II.B Attain Grade-level Proficiency- All Students Resident District Comparison | | | | | |
| Performance Rating | MCA-Math Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the resident district average. | | | 2 | 2 |
| Satisfactory | The school's proficiency rate exceeds the resident district average by up to 10 percentage points. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the resident district average. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | Farmington Percent Proficient |
| | 2024-2025 | 174 | 290 | 60.00% | 40.78% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 174 | 290 | 60.00% | 40.78% |
| Analysis | The school's combined proficiency rate of 60.00% is 19.22 percentage points higher than the resident district's combined proficiency rate of 40.78%. | | | | |
| Performance Rating | MCA-Reading Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the resident district average. | | | 2 | 2 |
| Satisfactory | The school's proficiency rate exceeds the resident district average by up to 10 percentage points. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the resident district average. | | | 0 | |

| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | Farmington Percent Proficient |
|--|---|--|-----------------------|-------------------------------|-------------------------------|
| | 2024-2025 | 182 | 291 | 62.54% | 45.72% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 182 | 291 | 62.54% | 45.72% |
| | Analysis | The school's combined proficiency rate of 62.54% is 16.83 percentage points higher than the resident district's combined proficiency rate of 45.72%. | | | |
| III. Close the Achievement Gaps Among all Groups (As Measured by On-Track Grade Level Focus Proficiency) | | | | | |
| III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison | | | | | |
| Performance Rating | MCA-Math Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the state average. | | | 2 | 2 |
| Satisfactory | Satisfactory The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | State Percent Proficient |
| | Baseline 2020-2024 | 43 | 79 | 54.43% | |
| | 2024-2025 | 27 | 61 | 44.26% | 28.19% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 27 | 61 | 44.26% | 28.19% |
| Analysis | The school's combined proficiency rate of 44.26% is 16.07 percentage points higher than the state's combined proficiency rate of 28.19%. | | | | |
| | From the baseline years rate of 54.43%, the school's proficiency decreased to 44.26%, a decrease of 10.17 percentage points. | | | | |

| Performance Rating | MCA-Reading Goals (Grades 3-8) | | | Point Value | Points Earned |
|---|---|---------------------|-----------------------|-------------------------------|-------------------------------|
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the state average. | | | 2 | 2 |
| Satisfactory | Satisfactory The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | State Percent Proficient |
| | Baseline 2020-2024 | 40 | 80 | 50.00% | |
| | 2024-2025 | 32 | 61 | 52.46% | 32.97% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 32 | 61 | 52.46% | 32.97% |
| Analysis | The school's combined proficiency rate of 52.46% is 19.49 percentage points higher than the state's combined proficiency rate of 32.97%. | | | | |
| | From the baseline years rate of 50.00%, the school’s proficiency increased to 52.46%, an increase of 2.46 percentage points. | | | | |
| III.B Attain Grade-level Proficiency- FRP Focus Group Resident District (Farmington) Comparison | | | | | |
| Performance Rating | MCA-Math Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the resident district average. | | | 2 | 2 |
| Satisfactory | The school's proficiency rate exceeds the resident district average by up to 10 percentage points. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the resident district average. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | Farmington Percent Proficient |
| | 2024-2025 | 27 | 61 | 44.26% | 26.06% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |

| | | | | | |
|---|--|---------------------|-----------------------|-------------------------------|-------------------------------|
| | 2028-2029 | | | | |
| | 2024-2029 | 27 | 61 | 44.26% | 26.06% |
| Analysis | The school's combined proficiency rate of 44.26% is 18.21 percentage points higher than the resident district's combined proficiency rate of 26.06%. | | | | |
| Performance Rating | MCA-Reading Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the resident district average. | | | 2 | 2 |
| Satisfactory | The school's proficiency rate exceeds the resident district average by up to 10 percentage points. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the resident district average. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | Farmington Percent Proficient |
| | 2024-2025 | 32 | 61 | 52.46% | 31.70% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 32 | 61 | 52.46% | 31.70% |
| Analysis | The school's combined proficiency rate of 52.46% is 20.76 percentage points higher than the resident district's combined proficiency rate of 31.70%. | | | | |
| III.E Attain Grade-level Proficiency- SPED Focus Group State Comparison | | | | | |
| Performance Rating | MCA-Math Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the state average. | | | 2 | 1 |
| Satisfactory | The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | State Percent Proficient |
| | Baseline 2020-2024 | 15 | 45 | 33.33% | |
| | 2024-2025 | 13 | 43 | 30.23% | 25.76% |
| | 2025-2026 | | | | |

| | | | | | |
|--|--|---------------------|-----------------------|-------------------------------|--------------------------|
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 13 | 43 | 30.23% | 25.76% |
| Analysis | The school's combined proficiency rate of 30.23% is 4.47 percentage points higher than the state's combined proficiency rate of 25.76%. | | | | |
| | From the baseline years rate of 33.33%, the school’s proficiency decreased to 30.23%, a decrease of 3.10 percentage points. | | | | |
| Performance Rating | MCA-Reading Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the state average. | | | 2 | 1 |
| Satisfactory | The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | State Percent Proficient |
| | Baseline 2020-2024 | 15 | 46 | 32.61% | |
| | 2024-2025 | 14 | 43 | 32.56% | 25.29% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 14 | 43 | 32.56% | 25.29% |
| Analysis | The school's combined proficiency rate of 32.56% is 7.27 percentage points higher than the state's combined proficiency rate of 25.29%. | | | | |
| | From the baseline years rate of 32.61%, the school’s proficiency decreased to 32.56%, a decrease of 0.05 percentage points. | | | | |
| III.F Attain Grade-level Proficiency- SPED Focus Group Resident District (Farmington) Comparison | | | | | |
| Performance Rating | MCA-Math Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the resident district average. | | | 2 | 1 |
| Satisfactory | The school's proficiency rate exceeds the resident district average by up to 10 percentage points. | | | 1 | |

| | | | | | |
|---|---|---------------------|-----------------------|-------------------------------|-------------------------------|
| Not Satisfactory | The school's proficiency rate does not exceed the resident district average. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | Farmington Percent Proficient |
| | 2024-2025 | 13 | 43 | 30.23% | 24.25% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 13 | 43 | 30.23% | 24.25% |
| Analysis | The school's combined proficiency rate of 30.23% is 5.98 percentage points higher than the resident district's combined proficiency rate of 24.25%. | | | | |
| Performance Rating | MCA-Reading Goals (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | The school's proficiency rate is greater than 10 percentage points above the resident district average. | | | 2 | 1 |
| Satisfactory | The school's proficiency rate exceeds the resident district average by up to 10 percentage points. | | | 1 | |
| Not Satisfactory | The school's proficiency rate does not exceed the resident district average. | | | 0 | |
| Results | Year | Proficient Students | Total Students Tested | Great Oaks Percent Proficient | Farmington Percent Proficient |
| | 2024-2025 | 14 | 43 | 32.56% | 26.49% |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 14 | 43 | 32.56% | 26.49% |
| Analysis | The school's combined proficiency rate of 32.56% is 6.06 percentage points higher than the resident district's combined proficiency rate of 26.49%. | | | | |
| IV. All Students Graduate from High School (as Measured by Growth) | | | | | |
| IV.A Meet or Exceed National Growth Norms- Students Below Grade Level | | | | | |
| Performance Rating | NWEA MAP Fall-Spring Growth- Math Targets (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | Students scoring below grade level in the fall on average make more than 150% of their annual projected growth. | | | 2 | 0 |

| | | | | | |
|---------------------------|---|--------------------------------|---------------------------------|--------------------------|--|
| Satisfactory | Students scoring below grade level in the fall on average make 120-150% of their annual projected growth. | | | 1 | |
| Not Satisfactory | Students scoring below grade level in the fall on average make less than 120% of their annual projected growth. | | | 0 | |
| Results | Year | Average observed growth | Average projected growth | Percent of Growth | Number of Students Participating in Testing |
| | 2024-2025 | 487 | 549 | 88.71% | 56 |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 487 | 549 | 88.71% | 56 |
| Analysis | The school's combined average NWEA MAP for math average projected growth is 88.71%. | | | | |
| Performance Rating | NWEA MAP Fall-Spring Growth- Reading Targets (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | Students scoring below grade level in the fall on average make more than 150% of their annual projected growth. | | | 2 | 0 |
| Satisfactory | Students scoring below grade level in the fall on average make 120-150% of their annual projected growth. | | | 1 | |
| Not Satisfactory | Students scoring below grade level in the fall on average make less than 120% of their annual projected growth. | | | 0 | |
| Results | Year | Average observed growth | Average projected growth | Percent of Growth | Number of Students Participating in Testing |
| | 2024-2025 | 594 | 502 | 118.33% | 60 |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 594 | 502 | 118.33% | 60 |
| Analysis | The school's combined average NWEA MAP for reading average projected growth is 118.33%. | | | | |

| IV.B Meet or Exceed National Growth Norms- Students at or Above Grade Level | | | | | |
|---|---|--------------------------------|---------------------------------|--------------------------|--|
| Performance Rating | NWEA MAP Fall-Spring Growth- Math Targets (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | Students scoring at or above grade level in the fall on average make more than 120% of their annual projected growth. | | | 2 | 1 |
| Satisfactory | Students scoring at or above grade level in the fall on average make 100-120% of their annual projected growth. | | | 1 | |
| Not Satisfactory | Students scoring at or above grade level in the fall on average make less than 100% of their annual projected growth. | | | 0 | |
| Results | Year | Average observed growth | Average projected growth | Percent of Growth | Number of Students Participating in Testing |
| | 2024-2025 | 1620 | 1453 | 111.49% | 157 |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 1620 | 1453 | 111.49% | 157 |
| Analysis | The school's combined average NWEA MAP for math average projected growth is 111.49%. | | | | |
| Performance Rating | NWEA MAP Fall-Spring Growth- Reading Targets (Grades 3-8) | | | Point Value | Points Earned |
| Exemplary | Students scoring at or above grade level in the fall on average make more than 120% of their annual projected growth. | | | 2 | 1 |
| Satisfactory | Students scoring at or above grade level in the fall on average make 100-120% of their annual projected growth. | | | 1 | |
| Not Satisfactory | Students scoring at or above grade level in the fall on average make less than 100% of their annual projected growth. | | | 0 | |
| Results | Year | Average observed growth | Average projected growth | Percent of Growth | Number of Students Participating in Testing |
| | 2024-2025 | 955 | 829 | 115.20% | 153 |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |

| | | | | | |
|---|---|---|---|--------------------------------------|---------------|
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 955 | 829 | 115.20% | 153 |
| Analysis | The school's combined average NWEA MAP for reading average projected growth is 115.20%. | | | | |
| These are the Climate Performance Indicators. They are 11.76% of the points possible. | | | | | |
| V. The School Conditions Promote a Climate of Engagement | | | | | |
| V.A Attendance Rates | | | | | |
| Performance Rating | Attendance Rate Goals (Grades K-8) | | | Point Value | Points Earned |
| Exemplary | At least 95 percent attendance rate. | | | 2 | 0 |
| Satisfactory | 90-95 percent attendance rate. | | | 1 | |
| Not Satisfactory | Below 90 percent attendance rate. | | | 0 | |
| Results | Year | Attendance Rate | | | |
| | 2024-2025 | 88.30% | | | |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 88.30% | | | |
| Analysis | The school's combined average attendance rate is 88.30%. | | | | |
| V.B Parent Engagement | | | | | |
| Performance Rating | Parent Event Attendance Goals (Grades K-8) | | | Point Value | Points Earned |
| Exemplary | More than 90 percent of parents or guardians attend all parent conferences. | | | 2 | 2 |
| Satisfactory | 80-90 percent of parents or guardians attend all parent conferences. | | | 1 | |
| Not Satisfactory | Less than 80 percent of parents attend all parent conferences. | | | 0 | |
| Results | Year | Parents/Guardians Attending Conferences | Total Parents/Guardians That Could Attend Conferences | Parent Conference Attendance Percent | |
| | 2024-2025 | 527 | 521 | 98.86% | |
| | 2025-2026 | | | | |

| | | | | | |
|-------------------------|--|---|-----------------------------------|------------------------------------|---|
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | | | | |
| Analysis | The school's combined average parent event attendance rate is 98.86%. | | | | |
| V.C Parent Satisfaction | | | | | |
| Performance Rating | 5-Point Parent Satisfaction Survey Goals | | | Point Value | Points Earned |
| Exemplary | More than 80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school. | | | 2 | 2 |
| Satisfactory | 60-80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school. | | | 1 | |
| Not Satisfactory | Less than 60 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school. | | | 0 | |
| Results | Year | Number of Parents Agreeing or Strongly Agreeing | Total Number of Parents | Parent Satisfaction Survey Percent | Percent Participation of Parent Respondents |
| | 2024-2025 | 91 | 97 | 93.81% | |
| | 2025-2026 | | | | |
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 91 | 97 | 93.81% | |
| Analysis | The school's combined average parent satisfaction rate is 93.81%. | | | | |
| V.D Mobility | | | | | |
| Performance Rating | Mobility Goals (Grades K-8) | | | Point Value | Points Earned |
| Exemplary | Fewer than 10 percent of students transfer out of school after October 1. | | | 2 | 2 |
| Satisfactory | 10 - 15 percent of students transfer out of school after October 1. | | | 1 | |
| Not Satisfactory | More than 15 percent of students transfer out of school after October 1. | | | 0 | |
| Results | Year | Students Transferring After October 1 | Total Students Enrolled October 1 | Mobility Percent | |
| | 2024-2025 | 0 | 508 | 0.00% | |
| | 2025-2026 | | | | |

| | | | | | |
|--|--|---|-------------|---------------|--|
| | 2026-2027 | | | | |
| | 2027-2028 | | | | |
| | 2028-2029 | | | | |
| | 2024-2029 | 0 | 508 | 0.00% | |
| Analysis | The school's combined average mobility rate is 0.00%. | | | | |
| These are the Operations Performance Indicators. They are 14.71% of the total Performance Framework points possible. | | | | | |
| VI. School is Compliant with Contract and Statute | | | | | |
| VI.A Compliance | | | | | |
| Performance Rating | Compliance Goals | | Point Value | Points Earned | |
| Exemplary | No infractions. | | 10 | 10 | |
| Satisfactory | No more than three infractions AND any infraction is resolved by assigned deadline. | | 5 | | |
| Not Satisfactory | More than three infractions or infractions not resolved by assigned deadline. | | 0 | | |
| Analysis | The school did not have any outstanding infractions from prior years at the time of contract renewal. | | | | |
| These are the Finance Performance Indicators. They are 20.59% of the total Performance Framework points. | | | | | |
| VII. School is Financially Solvent/Sustainable | | | | | |
| VII.A Finance Awards | | | | | |
| Performance Rating | Goals for Awards | | Point Value | Points Earned | |
| Exemplary | NEO Stewardship Award in Finance Recipient. | | 2 | 2 | |
| Satisfactory | Finance Award Recipient. | | 1 | | |
| Not Satisfactory | Not a Finance Award Recipient. | | 0 | | |
| Analysis | The school earned the FY24 Finance Award (formerly administered by MDE but since it was discontinued by MDE, it is now administered by NEO) for FY23 financial reporting and the FY24 NEO Stewardship Award. NEO has clarified in all future contracts that NEO identifies Finance Award recipients. | | | | |
| VII.B Fund Balance | | | | | |
| Performance Rating | Fund Balance Goals | | Point Value | Points Earned | |
| Exemplary | Reserve is at least 20% as measured by end of year reserves. | | 10 | 10 | |

| | | | | | |
|---|---|--------------|-----------------|-------------|---------------|
| Satisfactory | Reserve is enough to cover one full payroll as measured by end of year reserve. | | | 5 | |
| Not Satisfactory | Reserve is less than one full payroll as measured by end of year reserves. | | | 0 | |
| Results | Fund Balance | Expenditures | SOD Calculation | | |
| | \$1,136,839 | \$4,698,474 | 24.20% | | |
| Analysis | The school has built a fund balance of 24.20% in 2023-2024. | | | | |
| VII.C Financial Audit | | | | | |
| Performance Rating | Financial Audit Goals | | | Point Value | Points Earned |
| Exemplary | No findings cited in the audit. | | | 2 | 2 |
| Satisfactory | No more than one finding (nonmaterial) cited in the audit. | | | 1 | |
| Not Satisfactory | More than one finding cited in the audit. | | | 0 | |
| Analysis | The school has had no audit findings in FY24. | | | | |
| Summary and Analysis | | | | | |
| Based on information available to date, Great Oaks Academy has earned 55 points out of a total of 68 points possible, 80.88%. | | | | | |

Great Oaks Academy (Great Oaks) will fulfill the statutory purposes of improving all pupil learning, all student achievement, and meeting or exceeding the outcomes adopted by the commissioner for public school students by following the model of Classical education proven effective in several high performing public schools in Minnesota. Additionally, Great Oaks will encourage the use of different and innovative teaching methods.

Grade Levels and Total Number of Students to be Served and Intended Location

The school intends, at full enrollment, to serve students in grades pre-kindergarten through twelve in Farmington, MN and in Eagan, MN. The school will be fully enrolled in year 11, with approximately 1200 students.

Meaning Behind the School's Name

Like the Oak Tree, which starts as an unassuming acorn, we believe each of our students contains the potential to grow, with the proper nurturing and guidance, into a great Oak: strong, well-rooted, healthy, and able to provide shelter to others.

Educational Philosophy and Instructional Approach

Classical education employs innovative teaching methods, including the use of Socratic discussion, teaching from Great Books and primary texts, and organizing curriculum using the chronological teaching of history in lieu of social study thematic units. Great Oaks Academy will

enhance these teaching methods by integrating them with history, science, art, music, and language arts. This immersive and interactive experience will give students opportunities to explore history and science through the arts, music, great literature, hands-on projects, and writing assignments, and to see how science has developed over the centuries. Great Oaks Academy will emphasize math, reading and writing by employing the most effective curriculum, a separate grammar program beginning in first grade, and a language arts and literacy focus in every content area. The memorization of math facts, grammar rules, historical dates, scientific data, and poetry will be an integral part of the curriculum in the early grades, to form a solid foundation for the upper grades.

Plans to Improve Pupil Learning and Student Achievement and Meet or Exceed the Outcomes

Adopted by the Commissioner for Public School Students

Reading Well by Third Grade

Great Oaks Academy is dedicated to ensuring that all students are reading proficiently by third grade, thus paving the way for graduation from high school and success in career and college. To accomplish this, Great Oaks will employ several research-based methods to ensure the success of our students:

- Language arts skills will be emphasized across all content areas. Our weekly schedule includes 15 hours of core instruction, a period covering history, science, language arts, math, music and art based on student needs. In addition to 45 minutes per day of specific skills instruction in handwriting, spelling, grammar, writing, and reading skills such as decoding and fluency, the core period will use reading and writing assignments as a key element of the history, math and science curriculum. More time will also be scheduled for reading instruction. Built into our school week are four 45-minute blocks of time specifically for literature and reading instruction, bringing our total time for Language Arts instruction to a minimum of 12.5 hours per week: 7.5 hours of direct instruction and 5 hours of integrated studies. An example of the integration of instruction in these different subjects would be students practicing listening, speaking, reading and writing skills in the context of math word problems that involve an application in science such as measuring how much additional rainwater fell.
- Reading Mastery, a research-proven curriculum, will be used to develop fluent, independent and highly skilled readers. In addition to its multi-strand approach, which engages students of every learning style, McGraw-Hill's analyses of the program found it met 95% of ELA standards in the CCSS. The curriculum has been reviewed by Institute of Education Services and was found to have potentially positive effects on the reading achievement of English Language Learners, and the curriculum is also available in Spanish, so that our Spanish-speaking students can develop decoding and comprehension while gaining English fluency.
- Time-tested but unique strategies, such as copy work, narration and dictation will be used to develop reading, writing, listening skills and comprehension. Copy work, narration and dictation benefit students by separating the two elements of writing: the formation of ideas and transference of those ideas into words, and the mechanics of writing the words on the page. By developing the two skills separately and then merging them, students gain confidence, and instructors can identify which specific areas are weak and need developing. This method is championed by Susan Wise Bauer, respected author, and

curriculum developer, as well as the Circe Institute and the Charlotte Mason Method, leaders in the field of Classical Education.

- Classroom teachers and a reading specialist will be available during our extracurricular block for additional help for students who struggle.
- The culture of the school will emphasize the value of literature; therefore, students will learn to love reading and will be recognized and rewarded for their achievements in that area.

Meeting High Standards in All Content Areas

To meet and exceed state academic standards, Great Oaks Academy plans to give students access to high-quality content and instruction in the following ways:

- Utilizing a rigorous curriculum which meets or exceeds state standards in every content area.
- Scheduling an extended year which provides 285 instructional hours above the state minimum for middle and high school students and 325 additional instructional hours for elementary school students.
- Teaching deeper knowledge in fewer areas and allowing more time for instruction in each unit to encourage mastery.
- Using art and music to support and extend science and history.
- Regularly monitoring and evaluating student progress

Support Teaching for Better Schools

Great Oaks Academy will support teaching for better schools by establishing a robust professional development system and evaluating teacher performance in a structured and encouraging way. As noted in the Federal Priorities section, we will aid our teachers in being successful in these innovative teaching methods by providing 28 full days of professional development: 20 before the beginning of the school year for training and eight throughout the year for reinforcement and encouragement. Because teachers who are confident in the use of Classical pedagogy and method are more likely to use them successfully, teaching staff will be enrolled in several professional development programs in addition to on-site training done by the director and staff. These include:

- Classical Academic Press's ClassicalU, an online, mastery-based teacher training program for Classical educators.
- Instructor accreditation through the Institute for Excellence in Writing.
- Staff development and school implementation support for Singapore math through Singapore Math Support.
- Great Oaks will achieve instructional excellence through teacher evaluation and a peer review process including reflective coaching on instructional best practices. The system will be characterized by formal evaluations three times annually, ongoing informal observations and feedback, individualized Professional Growth Plans, and an open collaboration among peers. Formal evaluations will be given three times annually and will require teachers to self-score according to guidelines which meet state requirements for teacher evaluation. Self-scores will be compared to evaluator scores and steps will be identified to improve teacher performance. The teacher and evaluator together will identify measurable goals to be reached by the next formal evaluation period. These goals will be evaluated during informal observations which occur weekly, and feedback

will be given by the director and, later, the dean, to provide teachers with live guidance. Observations will be scheduled to allow the director to observe varied parts of the school day, and the director will try to understand the classroom dynamics at play during the observation period. Every teacher will write a Professional Growth Plan at the beginning of the school year, identifying at least one SMART goal to be achieved by the end of the year. Action steps will be identified that will improve teacher competency, and progress in those steps will be both self-monitored and evaluated by the director during formal evaluations.

- Weekly meetings will be held during which all teachers can share their progress toward their SMART goals and express concerns. Collaboration with peers will give teachers insight into the implementation of educational best practices in real classrooms. An encouraging, positive culture of mutual support will give teachers the freedom to ask for and receive help from one another, the Director, and outside resources if necessary.