

**Discovery Public School  
126 - 8th Street N.W.  
Faribault, MN 55021  
Regular Meeting  
October 13, 2022 @ 4:30pm**

We believe all children can learn.  
We believe a trusting, caring, and nurturing environment must pervade the entire school.  
We believe in including as many children as possible in all of the learning opportunities.  
We believe all of our actions should be consistent with our purpose and vision.  
We believe students should be taught "how" to think, not "what" to think.  
We believe the primary purpose of education is to teach children "how" to learn.  
We believe children must take responsibility for and be actively involved in their learning.

Per Statute 13D.021 subdivision 1.1:

"The DPS Board Chair has determined that an in-person meeting is not practical or prudent because of a health pandemic."

**1. Call to Order and Roll Call –**

\_\_\_ Russ Kennedy, Chair

\_\_\_ Jim Severson, Vice-Chair

\_\_\_ Sarah Hammer

\_\_\_ Authorizer (Osprey Wilds):

\_\_\_ Guest(s):

\_\_\_ Steven (Sam) Macklay;  
Clerk/Treasurer

\_\_\_ Cody Hanson

\_\_\_ Sharon Hansen

\_\_\_ Kari-Ann Schmidt

\_\_\_ Dan Weisser, Ex-Officio

**2. Approval of the Agenda-**

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Carried: \_\_\_\_\_ Failed: \_\_\_\_\_ Abstain: \_\_\_\_\_

**3. Approval of the September 15, 2022 Regular Meeting Minutes-**

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Carried: \_\_\_\_\_ Failed: \_\_\_\_\_ Abstain: \_\_\_\_\_

**4. Monthly Financial Statement–**

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Carried: \_\_\_\_\_ Failed: \_\_\_\_\_ Abstain: \_\_\_\_\_

**5. Citizen Participation –**

**6. REPORTS –**

1. Director's Report –

2. Community – (Dan Weisser)

3. Finance – (Russ Kennedy, Jim Severson, Dan Weisser)

4. Academic Committee – (Dan Weisser, Jim Severson, Sharon Hansen)

5. Environmental Education - (Jim Severson, Sharon Hansen)

## **7. DISCUSSION ITEMS:**

**7.1 SCHOOL BOARD TRAINING:** None

**7.2 STILL USING A REMOTE SPED TEACHER (TELE-TEACHERS)-**

## **8. ACTION ITEMS:**

**8.1 2021-2022 ANNUAL REPORT -**

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Carried: \_\_\_\_\_ Failed: \_\_\_\_\_ Abstain: \_\_\_\_\_

Our next meeting is scheduled for **November 17, 2022 at 4:30.**

### ***Agenda items:***

Board members are requested to check their schedules to confirm this date and time prior to Adjournment today.

## **9. ADJOURNMENT:**

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Carried: \_\_\_\_\_ Failed: \_\_\_\_\_ Abstain: \_\_\_\_\_

**Discovery Public School**  
**126 - 8th Street N.W.**  
**Faribault, MN 55021**  
**Regular Meeting**  
**September 15, 2022 @ 4:30pm**

The mission of Discovery Public School of Faribault is to meet the current and future needs of middle and high school students by providing a stable and consistent environment in which each student builds necessary social, academic, personal, and career skills for a satisfying and productive life.

Per MN statute 13D.021 subdivision 1.1: "The DPS Board Chair has determined that an in-person meeting is not practical or prudent because of a health pandemic."

1. **Call to Order and Roll Call:** *The meeting was called to order at 4:30 p.m. by Russ Kennedy. Russ Kennedy (Chair), S. Sam Macklay (Secretary), Dan Weisser (Ex-Officio), Cody Hanson, Sarah Hammer and Jim Severson were present. Sharon Hansen attended remotely, via "Google Meet".*
2. **Approval of the Agenda:** *Russ K. asked for a motion to approve the agenda. Jim S. made a motion to approve the amended agenda. The motion was seconded by Cody H. The motion carried (6-0).*
3. **Approval of the August 18, 2022 Minutes:** *Sarah H. made a motion to approve the August 18, 2022 Regular Meeting minutes. The motion was seconded by Cody H. The motion carried (5-0), Sam M. abstained.*
4. **Monthly Financial Statements:** *The Board reviewed and discussed the financial statement. Sam M. made a motion to accept the [As of] August 31, 2022 Financial Statements, as printed in the meeting packet. The motion was seconded by Sarah H. The motion carried (6-0).*
5. **Citizen Participation:** *None.*
6. **Reports:**

**6.1 Director's Report:**                      Cash on Hand: \$ 140,753.76                      Enrollment: 49

- 1st Day of School was Tuesday 8/30/22.
- DPS will complete Adopt a Highway on Thursday 9/22 with 9th and 12th grade students (Freshmen Seminar/Career Readiness). They will travel by school bus.
- 1st couple weeks have gone well.

**6.2 Community:** The Board discussed how standardized test scores are down in all of the schools, due to COVID-19 disruption of in-person attendance. This is especially unfortunate for our students, many of whom come here for more student-teacher contact.

**6.3 Finance:** (Russ K., Jim S., Dan W.) Since we did not have enough Free and Reduced School Lunch applicants last year, we have lost our Title I grant. We will use ESSER III funds to continue the intervention classes. Free and Reduced School Lunch application numbers are improving, this year. Dan and Sharon are investigating many grant applications. Sarah said she would help writing the actual applications.

## 6.4 Academic Committee: (Dan W., Jim S., Sharon H.)

MCA Results have been released by MDE. The measures listed below are part of our updated contract and will be compared to Alternative schools in MN.

### Indicator 3: Reading Growth

Measure 3.3 [CCR] – 1 Point: In aggregate, from FY22-FY23, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

*Results:* One out of 10 students (10%) at DPS improved their achievement level on statewide assessments. The state percentage is 63.22%.

Measure 3.4 [CCR] – 2 Points: In aggregate, from FY22-FY23, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.

*Results:* Seven out of 10 students (70%) at DPS decreased or stayed "does not meet standards" on statewide reading assessments.

### Indicator 4: Math Growth

Measure 4.3 [CCR] – 1 Point: In aggregate, from FY22-FY23, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.

*Results:* One out of 10 students (10%) at DPS improved their achievement level on statewide assessments. The state percentage is 60.01%.

Measure 4.4 [CCR] – 2 Points: In aggregate, from FY22-FY23, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.

*Results:* Nine out of 10 students (90%) at DPS decreased or stayed "does not meet standards" on statewide math assessments.

### Indicator 5: Reading Proficiency

Measure 5.3 [CCR] – 1 Point: From FY21 to FY23, the school's aggregate proficiency index score for students in grades 6-8 & 10 will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

*Results:* Our proficiency index for statewide reading assessments for FY22 was 27.3 with an aggregate score of 27.1 for FY21 and FY22.

Measure 5.6 [AGC] – 1 Point: From FY21 to FY23, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of alternative schools in Minnesota for the same subgroup and the same grades (6-8 & 10).

*Results:* Our proficiency index on statewide reading assessments for students in the Free/Reduced Priced Lunch subgroup was 23.1 with an aggregate of 23.5 over FY21 and FY22.

Measure 5.9 [AGC] – 1 Point: From FY21 to FY23, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of alternative schools for the same subgroup and the same grades (6-8 & 10).

*Results:* Our proficiency index on statewide reading assessments for students in the Special Education subgroup was 10.0 with an aggregate score of 13.0 over FY21 and FY22.

### Indicator 6: Math Proficiency

Measure 6.3 [CCR] – 1 Point: From FY21 to FY23, the school's aggregate proficiency index score for students in grades 6-8 & 10 will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

*Results:* Our proficiency index for statewide math assessments for FY22 was 7.1 with an aggregate score of 8.0 for FY21 and FY22.

Measure 6.6 [AGC] – 1 Point: From FY21 to FY23, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of alternative schools in Minnesota for the same subgroup and the same grades (6-8 & 11).

*Results:* Our proficiency index on statewide math assessments for students in the Free/Reduced Priced Lunch subgroup was 9.4 with an aggregate of 8.3 over FY21 and FY22. (note this is higher than for all students - meaning our strategies for closing the academic gap are working)

Measure 6.9 [AGC] – 1 Point: From FY21 to FY23, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of alternative schools for the same subgroup and the same grades (6-8 & 11).

*Results:* Our proficiency index on statewide math assessments for students in the Special Education subgroup was 0.0 with an aggregate score of 0.0 over FY21 and FY22.

### Indicator 7: Science Proficiency

Measure 7.3 [CCR] – 1 Point: From FY21 to FY23, the school's aggregate proficiency index score for students in grades 6-8 & HS will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

*Results:* Our proficiency index for statewide science assessments for FY22 was 33.3 with an aggregate score of 25.0 for FY21 and FY22.

### Indicator 9: Post-secondary Readiness

Measure 9.1 [GRAD] – 3 Points: From FY19 to FY23, the aggregate 6-year graduation rate will be at least 67.0%.

*Results:* Our 6-year graduation rate for FY21 was 46.2% with an aggregate over FY19-FY21 of 59.5%. Our graduation rate dropped over the past few years as a result of many older students dropping out of school during the pandemic.

## 6.5 Environmental Education: (Jim S., Sharon H.)

Each student is completing a nature collection project, to increase their knowledge of nature around them. Eleventh and twelfth graders are researching climate change and will be writing an essay in English class and taking political action in government class as part of our Environmental Literacy Plan. Students will also be raising fish in biology class. Middle school is exploring a variety of topics this year including earth science and alternative energy sources.

Dan reported that our new science teacher, Garrett Bitker, is very popular with the students. He is emphasizing “hands on learning”. Some examples are nature collections, raising fish, and building a super-high-mileage-car. He is also supervising an after-school Engineering Club.

## **7. Discussion Items:**

**7.1 School Board Training:** Board members completed the online training titled: Employment Policies and Practices Courses: Respond to Data Requests. The Board members discussed and asked questions about the topic.

**7.2 Started a new Remote SPED Teacher (Tele-Teachers):** Dan reported that the new remote teacher (Kristi Rappapor) seems to be working out well. Since a para or the classroom teacher is required to monitor the student interaction with Kristi, this is using lots of instructional resources.

**7.3 FY22 Formative Environmental Education Performance Evaluation from Osprey Wilds Environmental Learning Center:** The Board reviewed and discussed the evaluation (printed in the meeting packet). Our rating was “Meets the Standard” in all five indicator areas. Sharon found a mistake in the data for Indicator 5: Action, and we might receive an “Exceeds the Standard” rating after correction.

## **8. Action Items:**

**8.1 Charter School Assurances 2022-2023:** This document, assuring that our charter school is in compliance with Minnesota Statutes is submitted annually to MDE. *Sam M. made a motion to certify our 2022-23 Annual Charter School Assurances, as printed in the meeting packet. The motion was seconded by Cody H. The motion carried (6-0).*

**8.2 DPS 2022-2023 School Calendar Revision:** When the calendar was drafted, we guessed on the date of the FHS Homecoming. We like to have a staff development day on the Homecoming date because many of our students choose to attend the festivities (instead of school). *Jim S. made a motion to change our September staff development day from the 23<sup>rd</sup> to the 30<sup>th</sup>. The motion was seconded by Sarah H. The motion carried (6-0).*

**8.3 DPS 2022-2023 Testing Calendar:** MDE and our authorizer require that we publish our proposed MCA and NWEA testing dates. *Cody H. made a motion to approve the testing calendar dates, as printed in the meeting packet. The motion was seconded by Sam M. The motion carried (6-0).*

**9. Adjournment:** The next Regular Board Meeting is scheduled for October 13, 2022 at 4:30pm. *Russ K. made a motion to adjourn the meeting. The motion was seconded by Jim S. The motion carried (6-0).*

***Respectfully submitted: Sam Macklay, Secretary***



**Discovery Public School of Faribault #4081**  
**Faribault, MN**

**Financial Statements**

**As of September 30, 2022**

*Prepared by:*  
Travis Berends  
Outsourced Controller,  
School Services

# Discovery Public School of Faribault

September 2022

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**Discovery Public School of Faribault  
Faribault, Minnesota  
September 2022 Financial Statements  
Executive Summary**

**Summary of Key Financial Indicators**

- \* Average Daily Membership (ADM) Overview –
  - Original Budget: 52 ADM
  - Working Budget: TBD
  - Actual: 45 ADM
- \* The school has a budgeted surplus for the year of \$7,867. A projected cumulative fund balance of \$250,215 or 27.2% of expenditures at fiscal year-end.
- \* Projected Days Cash on Hand for the projected fiscal year-end is 53 days. Above 30 days meets best practices.

**Financial Statement Key Points**

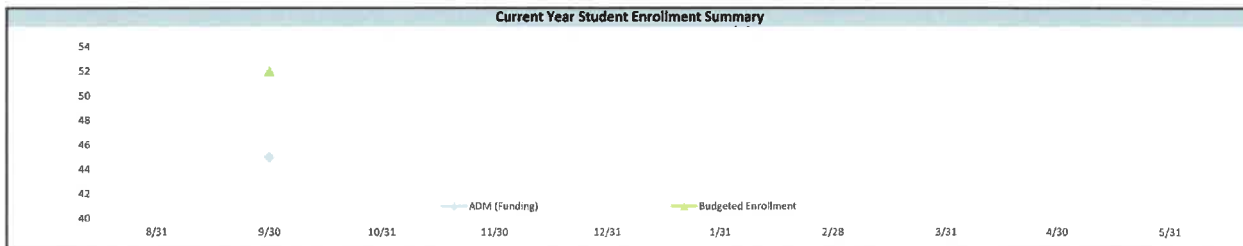
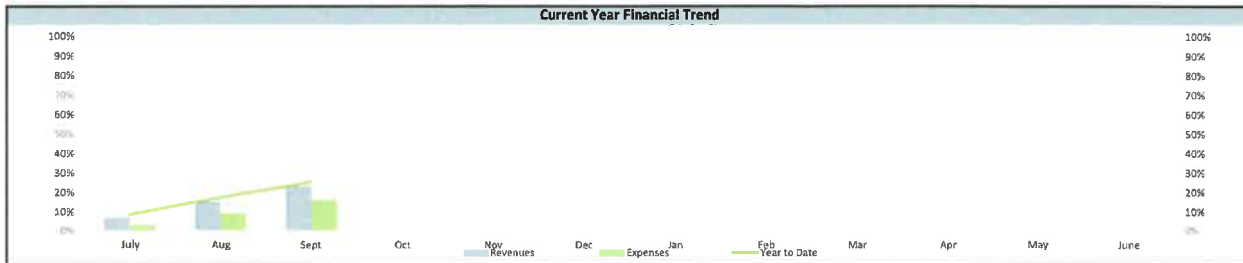
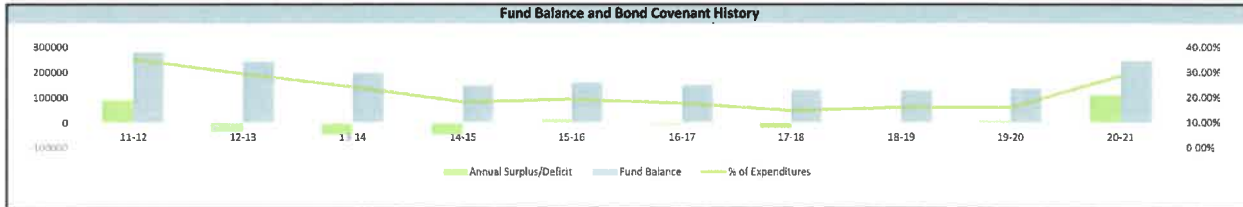
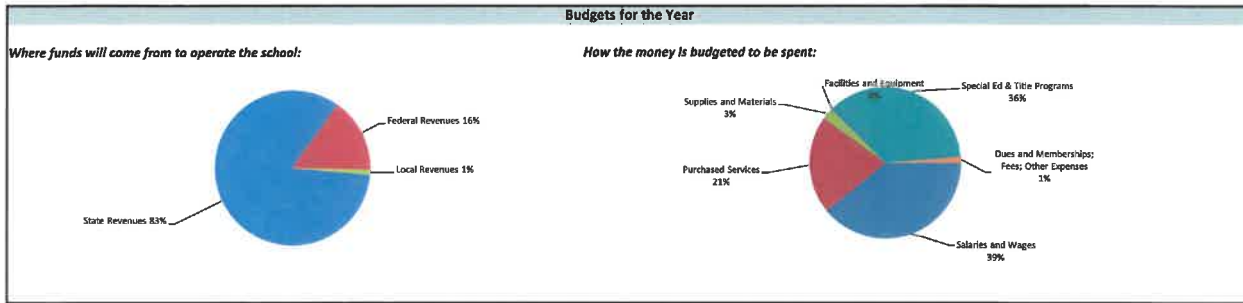
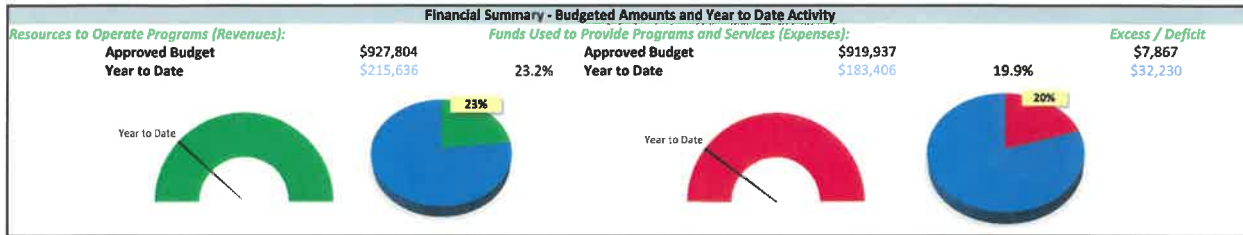
- \* As of month-end, 25% of the year was complete.
- \* Cash Balance as of the reporting period is \$176,786 up from the previous month of \$140,782.
- \* Prior year holdback balance is \$28,081 as of the reporting period. Final payments will be made over the course of the year, as MDE finalizes their review of annual entitlements.
- \* Revenues received at end of the reporting period - 23%
- \* Expenditures disbursed at end of the reporting period – 20%
- \* Nothing significant to mention on the Revenues and Expenditures this month, all is on track currently when comparing budget to actual. Computer software expenses are at 50% of ytd budget, however these expenses normally occur at the beginning of the schoolyear.

**Other Items**

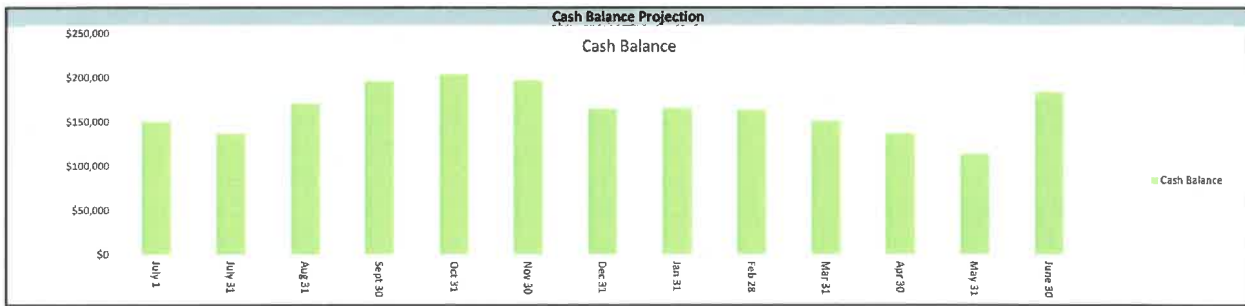
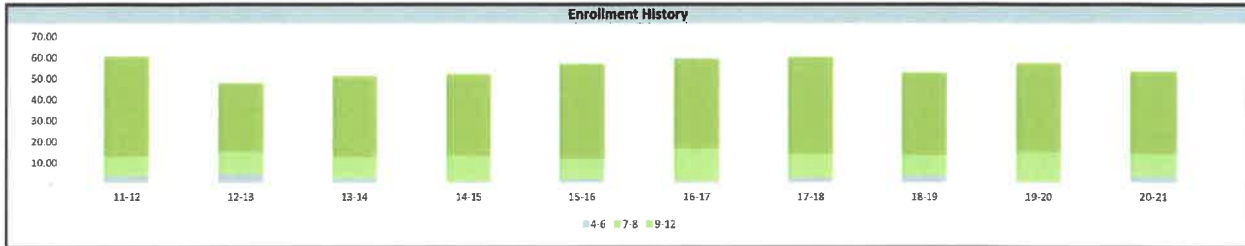
- \* The FY23 audit is currently scheduled for October 25<sup>th</sup>.
- \* Supplemental information is provided, that shows checks that were written during the month, receipts that were posted this month, journal entries that were completed, payroll check history for the month and FY23 projected cashflow.



Discovery Public School of Faribault  
Faribault MN  
Financial Statements Dashboard  
As of September 30, 2022



Discovery Public School of Faribault  
Faribault MN  
Financial Statements Dashboard  
As of September 30, 2022



**Discovery Public School of Faribault**  
**Faribault MN**

**September 30, 2022**

	<b>Unaudited Balance June 30, 2022</b>	<b>Ending Balance September 30, 2022</b>
<b><u>Assets</u></b>		
<b>Current Assets</b>		
Cash and Investments	150,639	176,786
Accounts Receivable	1,828	1,578
MDE/State Aids Receivable/(Deferred Rev.) 21-22	69,073	28,081
MDE/State Aids Receivable balance 22-23	0	17,948
Federal Aids Receivable	15,892	1,597
Prepaid Expenses and Deposits	16,807	-
<b>Total Current Assets</b>	<b>254,240</b>	<b>225,990</b>
<b>Total All Assets</b>	<b>254,240</b>	<b>225,990</b>
<b><u>Liabilities and Fund Balance</u></b>		
<b>Current Liabilities</b>		
Salaries and Wages Payable, fy 2020-21	29,655	2,995
Accounts Payable	11,623	8,312
Line of Credit Payable	0	0
Due to Other Funds	0	0
Payroll Deductions and Contributions	17,732	(12,776)
Deferred Revenue	65	65
<b>Total Current Liabilities</b>	<b>59,075</b>	<b>(1,405)</b>
<b>Fund Balance</b>		
Audited Fund Balance 6-30-2021	195,165	195,165
Net Income fy 20-21 & fy 21-22		32,230
<b>Total Fund Balance</b>	<b>195,165</b>	<b>227,395</b>
<b>Total Liabilities and Fund Balance</b>	<b>254,240</b>	<b>225,990</b>
		-

0

**Discovery Public School of Faribault  
Faribault MN**

**Statement of Revenues and Expenditures  
September 30, 2022**

		3	25.0%
	<b>FY 22-23 Adopted Budget 52 ADM, 64.9 pu as of 6-30-22</b>	<b>Year to Date Activity 45 ADM</b>	<b>Percent of Budget</b>
<b>General Fund - 01</b>			
<b>Revenues</b>			
<b>State Revenues</b>			
General Education Aid	502,216	147,889	29.5%
Charter School Lease Aid	66,241	0	0.0%
Long-Term Facilities Maintenance	8,213	0	0.0%
Special Education Aid	197,091	27,909	14.2%
Estimated State Aid fyd 2022-23	0	17,948	0.0%
Prior year - Over/under	0	0	0.0%
<b>Total State Revenues</b>	<b>773,761</b>	<b>193,745</b>	<b>25.0%</b>
<b>Federal Revenues</b>			
Title Programs, I & II	35,258	6,037	17.1%
Special Education Aid, F419 & 425	20,373	9,334	45.8%
CARES Funds, GEER & ESSER	68,960	3,156	4.6%
CRF, Coronavirus Relief Funds	0	0	0.0%
REAP Funds	8,778	2,190	25.0%
<b>Total Federal Revenues</b>	<b>133,369</b>	<b>20,717</b>	<b>15.5%</b>
<b>Local Revenues</b>			
Donations & Contributions	6,500	15	0.2%
Miscellaneous local Revenues, snack fund	2,774	411	14.8%
<b>Total Local Revenues</b>	<b>9,274</b>	<b>426</b>	<b>4.6%</b>
<b>Total Revenues</b>	<b>916,404</b>	<b>214,888</b>	<b>21.8%</b>

**Statement of Revenues and Expenditures**  
**September 30, 2022**

		3	25.0%
	FY 22-23 Adopted Budget 52 ADM, 64.9 pu as of 6-30-22	Year to Date Activity 45 ADM	Percent of Budget
<b>Expenditures</b>			
Salaries and Benefits not including special ed	356,038	77,206	22.5%
Salaries payable fy 20-21		2,995	incl above
Contracted Services	66,770	14,414	21.6%
Legal fees	3,276	0	0.0%
Communications Services	4,896	1,161	23.7%
Postage	506	0	0.0%
Utilities	14,000	4,667	33.3%
Property and Liability Insurance	11,495	8,350	72.6%
Repairs and Maintenance, mowing and plowing	2,550	0	0.0%
Contracted Transportation	1,536	0	0.0%
Entry Fees/Student Travel	0	0	0.0%
Travel, Conferences, and Staff Training	200	250	125.0%
Building Lease	73,601	24,533	33.3%
Other Rentals and Operating Leases	5,004	1,122	22.4%
Supplies - Non Instructional	7,580	1,460	19.3%
Supplies - Bldg Maint	2,550	472	18.5%
Computer Software License (SMART Finance & google)	5,484	2,736	49.9%
Instructional Supplies	4,760	2,492	52.4%
Textbooks & Media resources	1,481	0	0.0%
Fuel	189	0	0.0%
Equipment & Technology Equipment	2,500	0	0.0%
Dues and Memberships; Fees	8,722	3,432	39.3%
Other Expenses	1,196	0	0.0%
Misc. Expenses	1,548	0	0.0%
State Special Ed	207,464	19,021	9.2%
Title Programs - Federal	35,258	6,037	17.1%
Federal Special Ed, Director and Specialists	20,373	9,334	45.8%
CRF, Coronavirus Relief Funds			0.0%
CARES Federal Funds,	68,960	3,156	4.6%
<b>Subtotal Expenditures</b>	<b>907,937</b>	<b>182,837</b>	<b>20.1%</b>
<b>Transfers to Other Funds</b>	<b>600</b>	<b>0</b>	
<b>Total Expenditures</b>	<b>908,537</b>	<b>182,837</b>	<b>20.6%</b>
<b>Expenditures Working Budget adjustments</b>			
<b>General Fund Net Income</b>	<b>7,867</b>	<b>32,051</b>	

**Statement of Revenues and Expenditures**  
**September 30, 2022**

		3	25.0%
	FY 22-23 Adopted Budget 52 ADM, 64.9 pu as of 6-30-22	Year to Date Activity 45 ADM	Percent of Budget
<b>Food Services Fund - 02</b>			
<b>Revenues</b>			
State Revenues	500	0	0.0%
Federal Revenues	10,500	628	0.0%
Sale of Lunches and Other Local Revenues	400	120	0.0%
Transfer from General Fund	600	0	0.0%
<b>Total Revenues</b>	<b>12,000</b>	<b>748</b>	<b>0%</b>
<b>Expenditures</b>			
Salaries and Wages	2,500	0	0.0%
Employee Benefits	0	0	0.0%
Purchased Services, Food & Milk, 490 & 495	9,500	233	0.0%
Supplies and Materials	0	336	0.0%
Equipment	0	0	0.0%
Dues and Memberships	0	0	0.0%
<b>Total Expenditures</b>	<b>12,000</b>	<b>569</b>	<b>4.7%</b>
<b>Food Services Fund Net Income</b>	<b>0</b>	<b>179</b>	
<b>Total All Funds</b>			
<b>Revenues</b>			
State Revenues	774,261	193,745	25.0%
Federal Revenues	143,869	21,345	14.8%
Local Revenues	9,674	546	5.7%
Transfers			
<b>Total Revenues</b>	<b>927,804</b>	<b>215,636</b>	<b>23.2%</b>
<b>Expenditures</b>			
Salaries and Benefits	358,538	80,202	22.4%
Purchased Services	193,334	54,730	28.3%
Supplies and Materials	22,044	7,495	34.0%
Equipment	2,500	0	0.0%
Other (Fundraising, Special Ed, Dues, etc.)	343,521	40,979	11.9%
<b>Total Expenditures</b>	<b>919,937</b>	<b>183,406</b>	<b>19.9%</b>
<b>Total Revenues All Funds</b>	<b>927,804</b>	<b>215,636</b>	<b>23.2%</b>
<b>Total Expenditures All Funds</b>	<b>919,937</b>	<b>183,406</b>	<b>19.9%</b>
<b>Net Income - All Funds</b>	<b>7,867</b>	<b>32,230</b>	

per budget model

**Net working budget adjustments revenue less expense**

<b>Fund Balance, All Funds as of June 30, 2021</b>	<b>196,439</b>
<b>Projected Fund Balance, All Funds, June 30, 2022</b>	<b>204,306</b>
	<b>22.2%</b>

Discovery Public School of Faribault  
Check History

Calendar	Ck Date	Gross Pay	Taxes				Before Tax			After Tax		Net Pay
			FIT-EIC	SIT	OASDI	Medicare	Retire	TSA	DEFCOMP	FLEX	Other	Other
Ackmann, Yvonne Marie												
S202305-0	09/15/2022	1,534.38	111.53	ID 31 58.92 MN	95.13	22.25	99.73 PERA					
S202306-0	09/30/2022	1,312.50	86.64	47.82 MN	81.38	19.03	85.31 PERA					
		2,846.88	198.17	106.74	176.51	41.28	185.04	0.00	0.00	0.00	0.00	
												2,139.14
Bitker, Garret												
S202305-0	09/15/2022	2,166.67	93.88	ID 75 69.55 MN	134.34	31.41	162.50 TRA					
S202306-0	09/30/2022	2,166.67	93.88	69.55 MN	134.33	31.42	162.50 TRA					
		4,333.34	187.76	139.10	268.67	62.83	325.00	0.00	0.00	0.00	0.00	
												3,349.98
Flores, Sonia												
S202305-0	09/15/2022	1,902.63	152.85	ID 37 77.34 MN	117.97	27.59	123.67 PERA					
S202306-0	09/30/2022	1,452.50	102.35	54.82 MN	90.05	21.06	94.41 PERA					
		3,355.13	255.20	132.16	208.02	48.65	218.08	0.00	0.00	0.00	0.00	
												2,493.02
Hansen, Sharon Marie												
S202305-0	09/15/2022	3,270.83	253.64	ID 53 127.75 MN	196.34	45.92	245.31 TRA			103.99		
S202306-0	09/30/2022	2,270.83	157.46	79.06 MN	134.35	31.41	170.31 TRA			103.99		
		5,541.66	411.10	206.81	330.69	77.33	415.62	0.00	0.00	207.98	0.00	
												3,892.13
Hanson, Cody A												
S202305-0	09/15/2022	2,854.17	248.59	ID 54 125.39 MN	172.82	40.42	214.06 TRA			66.75		
S202306-0	09/30/2022	1,854.17	145.99	71.18 MN	110.82	25.92	139.06 TRA			66.75		
		4,708.34	394.58	196.57	283.64	66.34	353.12	0.00	0.00	133.50	0.00	
												1,986.14
												1,294.45
												3,280.59
Hanson, Pamela A												
S202305-0	09/15/2022	2,833.33	0.00	ID 66 0.00 MN	168.08	39.31	212.50 TRA			122.35		28.40
S202306-0	09/30/2022	1,833.33	0.00	0.00 MN	106.08	24.81	137.50 TRA			122.35		28.40
		4,666.66	0.00	0.00	274.16	64.12	350.00	0.00	0.00	244.70	56.80	
												3,676.88

Discovery Public School of Faribault  
Check History

Calendar	Ck Date	Gross Pay	Taxes				Before Tax			After Tax		Net Pay
			FIT-EIC	SIT	OASDI	Medicare	Retire	TSA	DEFCOMP	FLEX	Other	Other
Johnson, Lawrence												
S202305-0	09/15/2022	166.50	0.00	ID 72 0.00 MN	10.33	2.41	10.82 PERA					142.94
S202306-0	09/30/2022	396.00	0.00	1.98 MN	24.55	5.75	25.74 PERA					337.98
		562.50		1.98		8.16		0.00		0.00	0.00	
			0.00		34.88		36.56		0.00		0.00	480.92
Luthe, Alexandra F												
S202305-0	09/15/2022	2,916.67	265.17	ID 59 130.30 MN	177.37	41.48	218.75 TRA			55.74		2,027.86
S202306-0	09/30/2022	1,916.67	154.25	75.86 MN	115.38	26.98	143.75 TRA			55.74		1,344.71
		4,833.34		206.16		68.46		0.00		111.48	0.00	
			419.42		292.75		362.50		0.00		0.00	3,372.57
Natole, Karen T.												
S202305-0	09/15/2022	3,355.56	305.09	ID 35 169.59 MN	198.73	46.47	218.11 PERA			150.28	49.00	2,218.29
S202306-0	09/30/2022	2,142.00	153.99	97.67 MN	123.49	28.88	139.23 PERA			150.28	49.00	1,399.46
		5,497.56		267.26		75.35		0.00		300.56	98.00	
			459.08		322.22		357.34		0.00		0.00	3,617.75
Palmer, Maria												
S202305-0	09/15/2022	2,666.67	205.77	ID 69 132.90 MN	165.34	38.67	200.00 TRA					1,923.99
S202306-0	09/30/2022	1,666.67	111.69	76.54 MN	103.33	24.16	125.00 TRA					1,225.95
		4,333.34		209.44		62.83		0.00		0.00	0.00	
			317.46		268.67		325.00		0.00		0.00	3,149.94
VanErp, Madison												
S202305-0	09/15/2022	1,323.75	37.06	ID 67 51.89 MN	82.07	19.20	86.04 PERA					1,047.49
S202306-0	09/30/2022	1,190.00	60.21	50.61 MN	73.78	17.25	77.35 PERA					910.80
		2,513.75		102.50		36.45		0.00		0.00	0.00	
			97.27		155.85		163.39		0.00		0.00	1,958.29
Weisser, Dan R.												
S202305-0	09/15/2022	3,666.67	287.01	ID 8 146.47 MN	227.34	53.17	275.00 TRA				17.90	2,659.78



# Discovery Public School of Faribault

## Check History

Calendar	Ck Date	Gross Pay	Taxes			Before Tax			After Tax			Net Pay
			FIT-EIC	SIT	OASDI	Medicare	Retire	TSA DEFCOMP	FLEX	Other	Other	
Weisser, Dan R.												
S202306-0	09/30/2022	2,666.67	192.38	ID 8 95.05 MN	165.33	38.67	200.00 TRA				17.90	1,957.34
		6,333.34		241.52		91.84		0.00	0.00		35.80	
			479.39		392.67		475.00		0.00	0.00		4,617.12
Employee Count 12												
Totals:		49,525.84	3,219.43	1,810.24	3,008.73	703.64	3,566.65	0.00	998.22		190.60	36,028.33

Discovery Public School of Faribault  
Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
1997	4081	WF	CR0922	2085	Credit	A	09/01/22									
AmazonSmile	09.01.2022			4081	R	01	005	000	000	096						
										FY23 AmazonSmile donation						
															15.30	0.00
															\$15.30	\$0.00
															\$15.30	\$0.00
1998	4081	WF	CR0922	2086	Credit	A	09/15/22									
IDEAS	09.15.2022			4081	R	01	005	000	000	201						
										Misc.						
															1,097.77	0.00
										FY23 Sch Trust Land Endown					33,941.20	0.00
										FY23 Gen Ed					\$35,038.97	\$0.00
															\$35,038.97	\$0.00
1999	4081	WF	CR0922	2087	Credit	A	09/30/22									
IDEAS	09.30.2022			4081	B	01	121	000								
										Misc.					16,611.13	0.00
										FY22 Gen Ed					8,270.92	0.00
										FY22 SPED					2,649.60	0.00
										FY22 Charter School Lease					301.01	0.00
										FY22 Lt Fac Maint Charter					29,182.05	0.00
										FY23 Gen Ed					\$57,014.71	\$0.00
															\$57,014.71	\$0.00
2000	4081	WF	CR0922	2088	Credit	A	09/29/22									
SERVS	09.29.2022			4081	B	01	122	000								
										Misc.					239.85	0.00
										FY22 F425					\$239.85	\$0.00
															\$239.85	\$0.00
2001	4081	WF	CR0922	2089	Credit	A	09/08/22									
SERVS	09.08.2022			4081	B	01	122	000								
										Misc.					18,201.42	0.00
										FY22 F401					10,000.00	0.00
										FY22 F433					\$28,201.42	\$0.00
															\$28,201.42	\$0.00

# Discovery Public School of Faribault

## Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
2002	4081	WF	CR0922	2090	Credit	A	09/27/22		Check 1 M	Misc.						
School deposit 09.27.2022																
						4081	E 01 005 940 000 000	340		Refund from The Hanover					37.00	0.00
						4081	B 01 115 001			JS cobra payment #24					125.00	0.00
						4081	R 01 005 000 000 000	099		T-shirt sales					36.00	0.00
						4081	R 02 005 770 000 701	601		Lunch					120.00	0.00
Receipt Total:															\$318.00	\$0.00
Deposit Total:															\$318.00	\$0.00
2003	4081	WF	CR0922	2091	Credit	A	09/23/22		Check 1 M	Misc.						
SERVS 09.23.2022																
						4081	R 02 005 770 000 174	405		FY23 P-EBT Coordinator					628.00	0.00
Receipt Total:															\$628.00	\$0.00
Deposit Total:															\$628.00	\$0.00
Report Total:															\$121,456.25	\$0.00

Discovery Public School of Faribault  
Payment Reg by Bank and CheckPage 1 of 1  
10/7/2022  
09:49:47

Pay/Void													
Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Date	Amount
WF		9223		Wire	1	1007	MN DEPT OF REVENUE - WIRE TRSF		No	Yes	No	09/07/2022	568.96
WF		9224		Wire	1	1054	TEACHERS RETIREMENT ASSOCIATIO		No	Yes	No	09/07/2022	2,307.19
WF		9225		Wire	1	1074	PUBLIC EMPLOYEES RETIREMENT AS		No	Yes	No	09/07/2022	315.11
WF		9226		Wire	1	1143	IRS - WIRE TRANSFER		No	Yes	No	09/07/2022	3,484.19
WF		9227		Wire	1	1392	Bill.com		No	Yes	No	09/07/2022	82.24
WF		9228		Wire	1	1197	Medica		No	Yes	No	09/12/2022	7,532.57
WF		9229		BP	1	1180	AFLAC		No	Yes	No	09/16/2022	190.61
WF		9230		BP	1	1192	Hillyard / Hutchinson, Inc.		No	Yes	No	09/16/2022	471.83
WF		9231		BP	1	1231	Syand Corporation		No	Yes	No	09/16/2022	158.00
WF		9232		BP	1	1249	Indigo Education		No	Yes	No	09/16/2022	3,475.00
WF		9233		BP	1	1375	Culligan of Faribault		No	Yes	No	09/16/2022	48.60
WF		9234		BP	1	1397	Navigate Care Consulting	Ind/Sole Proprietor	No	Yes	No	09/16/2022	720.00
WF		9235		BP	1	1412	AFLAC Inc		No	Yes	No	09/16/2022	250.16
WF		9236		BP	1	1415	TeleTeachers Inc		No	Yes	No	09/16/2022	1,744.18
WF		9237		Wire	1	1007	MN DEPT OF REVENUE - WIRE TRSF		No	Yes	No	09/15/2022	1,090.10
WF		9238		Wire	1	1054	TEACHERS RETIREMENT ASSOCIATIO		No	Yes	No	09/15/2022	3,270.19
WF		9239		Wire	1	1074	PUBLIC EMPLOYEES RETIREMENT AS		No	Yes	No	09/15/2022	1,159.59
WF		9240		Wire	1	1143	IRS - WIRE TRANSFER		No	Yes	No	09/15/2022	6,268.91
WF		9241		BP	1	1060	QUILL		No	Yes	No	09/28/2022	10.69
WF		9242		BP	1	1060	QUILL		No	Yes	No	09/28/2022	7.56
WF		9243		BP	1	1060	QUILL		No	Yes	No	09/28/2022	500.17
WF		9244		BP	1	1060	QUILL		No	Yes	No	09/28/2022	33.09
WF		9245		BP	1	1060	QUILL		No	Yes	No	09/28/2022	37.84
WF		9246		BP	1	1060	QUILL		No	Yes	No	09/28/2022	12.29
WF		9247		BP	1	1186	Hoa D. Nguyen		No	Yes	No	09/28/2022	7,300.00
WF		9248		BP	1	1190	Wells Fargo Business Card		No	Yes	No	09/28/2022	139.14
WF		9249		BP	1	1211	ISD#656 Faribault Public Schls		No	Yes	No	09/28/2022	233.05
WF		9250		BP	1	1356	Loffler Companies, Inc.		No	Yes	No	09/28/2022	465.86
WF		9251		BP	1	1358	Instructional Designs, Inc.		No	Yes	No	09/28/2022	2,000.00
WF		9252		BP	1	1372	BerganKDV Outsourced Services LLC		No	Yes	No	09/28/2022	3,475.00
WF		9253		BP	1	1397	Navigate Care Consulting	Ind/Sole Proprietor	No	Yes	No	09/28/2022	112.50
WF		9254		BP	1	1409	Filan Lawn Service LLC	Ind/Sole Proprietor	No	Yes	No	09/28/2022	180.39
WF		9255		Wire	1	1190	Wells Fargo Business Card		No	Yes	No	09/14/2022	1,778.98
Bank Total:												\$49,423.99	
Report Total:												\$49,423.99	

Discovery Public School of Faribault  
Journal Entry Listing

JE Cd	Period	Date	St	Src	Ref	Description	Detail Desc	L	Fd	Org	Pro	Crs	Fin	O/S	Account Description	Debit Amount	Credit Amount
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**Discovery Public School of Faribault**  
**Cash Flow Projection Summary**  
**2022-23 School Year**

Period Ending	Cash Inflows (Revenues)				Cash Outflows (Expenditures)				Cash Balance
	State Aid Payments	Federal Aid Payments	Other Receipts	Prior Year State/Federal Holdback	Total Receipts	Salaries and Benefits	Other Expenditures	Rent	
July 31	55,756	-	-	-	55,756	25,664	33,655	14,600	150,639
Aug 31	55,820	6,570	500	13,160	76,050	24,511	35,934	7,300	132,477
<b>Sept 30</b>	<b>64,221</b>	<b>628</b>	<b>333</b>	<b>56,274</b>	<b>121,456</b>	<b>36,028</b>	<b>42,124</b>	<b>7,300</b>	<b>140,782</b>
Oct 31	55,756	13,587	982		70,325	24,982	42,888	7,300	<b>176,786</b>
Nov 30	55,823	13,587	982		70,392	24,982	42,888	7,300	171,942
Dec 31	55,756	13,587	982		70,325	24,982	42,888	7,300	167,164
Jan 31	55,756	13,587	982		70,325	24,982	42,888	7,300	162,320
Feb 28	55,823	13,587	982		70,392	24,982	42,888	7,300	157,476
Mar 31	55,756	13,587	982		70,325	24,982	42,888	7,300	152,699
Apr 30	55,756	13,587	982		70,325	24,982	42,888	7,300	147,855
May 31	55,823	13,587	982		70,392	24,982	42,888	7,300	143,011
June 30	55,756	13,587	982		<b>70,325</b>	24,982	42,888	-	138,233
<b>Projected Totals</b>	<b>677,803</b>	<b>129,482</b>	<b>9,674</b>	<b>69,434</b>	<b>886,392</b>	<b>311,038</b>	<b>497,704</b>	<b>87,600</b>	<b>140,689</b>

Assumptions: 10% State Aid Holdback



# ANNUAL REPORT & WBWF SUMMARY

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## 2021-2022

Discovery Public School of Faribault  
ISD 4081

126 8<sup>th</sup> Street NE  
Faribault, MN 55021

507-331-5423  
[discovery@isd4081.org](mailto:discovery@isd4081.org)

**DISCOVERY**  
Public School  
of Faribault

*Discover your true potential*

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# School Information

Discovery Public School of Faribault

126 8th Street NW

Faribault, MN 55021

507-331-5423 (office)

507-331-2618 (fax)

<https://isd4081.org>

[discovery@isd4081.org](mailto:discovery@isd4081.org)

Dan Weisser, Executive Director

[dweisser@isd4081.org](mailto:dweisser@isd4081.org)

Discovery Public School of Faribault is a charter school in Faribault, MN serving students in grades 6-12.

## SCHOOL MISSION STATEMENT

The mission of Discovery Public School of Faribault is to meet the current and future needs of middle and high school students by providing a stable and consistent environment in which each student builds necessary social, academic, personal, and career skills for a satisfying and productive life.

## OUR VISION

The vision of Discovery Public School of Faribault is to provide students in grades 6-12 a learning environment and social structure that gives them the tools and knowledge necessary to lead satisfying and productive lives upon graduation.

To reach this vision, the school integrates the following methods in its instructional program:

- ◆ Student-centered learning
- ◆ Small class sizes
- ◆ Student established short- and long-term goals
- ◆ Career assessment and exploration of post-secondary options
- ◆ Integration of technology in core classes

Discovery Public School of Faribault is a sixth through twelfth grade public school that provides a free educational alternative for students and parents in the Faribault community and beyond. It is operated independently from the Faribault School District and governed by a board of directors made up of parents, teachers, and community members elected by the school community. School board meetings and elections are open to the public. School board meetings are held the third Thursday of each month, and elections are held during the month of May. For more information regarding meeting times or dates, and/or regarding school board vacancies and voting information, please contact the school at 507-331-5423 or visit our website at [isd4081.org](https://isd4081.org).

As a charter school, Discovery Public School of Faribault is open to all students who apply, according to our lottery policy. The school's current enrollment is approximately 50 students. Class sizes range from 15-20 students, with a 1 to 10 teacher to student ratio. It is our firm belief that all students can be successful, but many need the smaller class sizes and more one to one attention to achieve their potential. A main area of concentration for the school is raising student attendance rates and preparing students for success after school - whether that is college or career.

### AUTHORIZER INFORMATION

Osprey Wilds Environmental Center (formerly The Audubon Center of the North Woods) has been authorizing Discovery Public School of Faribault since 2011. The school's current three-year contract with Osprey Wilds was extended by one year due to the COVID-19 pandemic. This extended contract will run from July of 2019 through June of 2023.

The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Erin Anderson, Director of Charter School Authorizing

Osprey Wilds Environmental Center

Charter School Division

43 Main St. S.E., Suite 507

Minneapolis, MN 55414

(612) 331-4181

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

## IMPLEMENTATION OF STATUTORY PURPOSES

The primary purpose of Discovery Public School of Faribault is to improve student learning and student achievement. At Discovery Public School we aim to have all students graduate with the following skills and attitudes:

- ◆ Proficiency in basic reading, writing, and math skills
- ◆ Knowledge, skills, and ability to be college and/or career ready
- ◆ Knowledge and skills to be productive citizens
- ◆ Proficiency in using technology
- ◆ A willingness to hold themselves accountable for their decisions
- ◆ Resilience and self-advocacy

A student-centered learning approach is a key strategy we use to increase the level of student engagement and learning. By focusing on the student in our instruction we can fill gaps in prior learning and ensure an equitable learning experience for all students, with the goal of closing the racial and economic achievement gap.

Another statutory purpose of Discovery Public School is to increase learning opportunities for students. To do this, we made a strategic shift to utilizing technology in ways that create exciting new learning opportunities. We have invested in a second charging cart and additional Chromebooks to be shared among our classes. We now have enough Chromebooks that all students can be using technology at the same time. Teachers and students are all provided Google accounts so they can utilize Google's G-Suite that provides tremendous flexibility for using technology in the classroom. Access to technology will provide students with new and engaging learning opportunities, as well as providing teachers with a tool for engaging student-centered learning and differentiation within the classroom.

Technology proficiency is important not only for student learning in school, but also prepares them for the world of work and college. Seniors at Discovery take a Career Readiness course to help them become more career and college ready. This course includes community partnerships and speakers to help students learn about the career opportunities available locally. In this class they also work towards a Job Skills Certificate and complete a Life Plan Project that involves exploring possible careers and the possible pathways to reach their goals. The Job Skills Certificate has ten components that the school feels are important for success after high school:

- |                     |                               |
|---------------------|-------------------------------|
| ◆ Punctuality       | ◆ Life Plan                   |
| ◆ Goal Setting      | ◆ College Visits/Applications |
| ◆ Finances          | ◆ Resume Writing              |
| ◆ Guest Speakers    | ◆ Volunteer Work              |
| ◆ Technology Skills | ◆ Career Observation          |

Another purpose we address is encouraging our teaching staff to use different and innovative teaching methods. Integrating the environment is one of the methods used at the school. Many creative projects have been completed in the Environmental Education class, such as creating an indoor window farm and removing buckthorn from the Straight River Trail. Students also visited the Faribault Water Treatment Plant to explore water quality in Faribault. Measuring and reducing food waste at lunch has been a school-wide focus at DPS, with our science classes taking the lead by separating and weighing the discarded food and composting what they can.



To address our statutory purpose of measuring learning outcomes and creating different and innovative forms of measuring outcomes, we have set goals related to credit recovery and making progress toward graduation. When students enroll at our school, we check transcripts and provide appropriate coursework and independent study to help them achieve their goal of earning a

high school diploma. Another innovative form we use to measure learning outcomes is our Life Plan Project and Job Skills Certificate. We measure student proficiency in skills related to being ready for the workforce and college, managing personal finances, and making life decisions related to housing, insurance, taxes, and other life events.

Our final statutory purpose is creating new professional opportunities for teachers. At Discovery, we encourage teachers to take on additional roles at our school. Sharon Hansen took on the role of Instructional Leader a few years ago. She took on the task of managing PLC meetings, observing teachers informally, checking in with teachers on lesson planning and curriculum mapping, and ensuring the curriculum meets state standards. She also manages our technology and trains teachers on the use of G-Suite and shares opportunities with teachers to help them become Google certified if they choose to. In addition to these roles, she fills the testing coordinator, 504 coordinator, freshman adviser, and yearbook adviser roles. Ally Luthe also took on the roles of senior adviser and yearbook co-adviser when she took over the Career Readiness class. She will have the opportunity to help develop the annual yearbook and build relationships with the seniors as they are getting ready to graduate. We also encourage new staff to join the school board when we have a seat available.



# STUDENT ENROLLMENT AND DEMOGRAPHICS

## STUDENT ENROLLMENT

Enrollment at DPS generally fluctuates between 50 and 65 students. Enrollment has dropped over the past few years, primarily due to the Covid-19 pandemic. Decreasing enrollment has been a trend across the country as parents are choosing options other than traditional public schools to provide an education for their children.

STUDENT ENROLLMENT BY GRADE	2019-20	2020-21	2021-22	2022-23 (est)
Grade 6	1	2	3	0
Grade 7	7	2	6	7
Grade 8	9	10	5	8
Grade 9	10	7	11	11
Grade 10	11	12	8	9
Grade 11	15	8	8	8
Grade 12	15	14	9	6
Total	68	55	50	49
Total ADM (average daily membership) for year	57.44	54.48	48.11	



A ninth-grade student examines a practice patient on our visit to South Central College in Faribault.

## DEMOGRAPHICS

The student population at Discovery Public School of Faribault remains relatively consistent. Our population is somewhat diverse. Approximately 24% of our students are from diverse backgrounds. We have a high percentage of students of low socio-economic status. Students who qualify for free or reduced lunches make up approximately 54% of our population. We also serve many students receiving special education services. These students make up about 44% of our student population.

STUDENT DEMOGRAPHICS	2019-20	2020-21	2021-22	2022-23 (est)
Total Enrollment	68	55	50	49
Male	40	38	34	33
Female	28	17	16	17
Special Education	17	21	22	25
English Language Learners	0	0	0	0
Free or Reduced Lunch	26	39	27	41
Black (not of Hispanic origin)	2	1	1	0
Hispanic/Latino	16	13	8	14
Asian/Pacific Islander	0	0	1	1
American Indian/Alaskan Native	0	0	0	0
White (not of Hispanic origin)	43	36	38	33
Two or more races	7	5	2	2

## Student Attendance, Retention, and Mobility

Retaining students and keeping our enrollment as high as possible is an important goal of Discovery Public School. We aim to make Discovery a safe place so that students enjoy their time in school and experience academic success.

### STUDENT ATTENDANCE

Attendance is a challenge we face at Discovery Public School. Many of our students come to us with a history of poor attendance. It is our goal to help them improve attendance. Our staff provides more personal attention to attendance. Parents are called consistently when a student is absent in hopes that making the parent aware of the absence in a timely fashion will motivate both parent and students to attend school regularly.

We have moved away from the traditional attendance rate to consistent attendance to evaluate student attendance. Consistent Attendance is the percentage of students who were present at least 90% of their scheduled school days.

CONSISTENT ATTENDANCE RATES	2019-20	2020-21	2021-22*
Consistent Attendance (percentage of students attending 90% or more of scheduled school days)	40.8%	42.6%	44.9%

\*Estimated from school attendance records, not provided by MDE. To meet the attendance challenge, we have a No Credit policy. If a student misses a class more than 7 times in one quarter, they receive No Credit (NC) as a grade for that class, if they had completed enough work to be passing the class despite the absences. Students may earn back the credit in those classes by improving their attendance the following quarter.

Due to the Covid-19 pandemic, we have been unable to fully implement our NC policy this year, as it could have unfairly impacted students who chose to quarantine.

Moving forward, we may adjust our No Credit policy to encourage more students to miss fewer than seven days in a quarter. We are also working on building stronger relationships with students to improve attendance rates.

### STUDENT RETENTION

Retention of students from year to year is an important factor in education. At Discovery Public School, typically about 70% of students continue with us from year to year. We also have many students start at DPS in the spring and continue to the following year. Compared to last year we noticed a decline in student retention from spring to the following year, but an increase in the percentage of students who stayed with us from October 1, 2020 to October 1, 2021.

We have also noticed that students who struggled with school when they first came to Discovery, but who have become good students in their time here, are leaving Discovery. These students have been transferring back to traditional high schools looking for more opportunities and elective options. We are proud of these students and sad to see them go.



STUDENT RETENTION		2020-21
Percentage of students who were continuously enrolled between October 1, 2020 and October 1, 2021		65.9%
Percentage of students who continued enrollment at DPS from Spring 2021 through October 1, 2021		75.6%

### STUDENT MOBILITY

We generally see relatively low student mobility. This year we saw a large increase in enrollment mid-year. Some of those students were older students who left shortly after enrolling, but more of them stayed through the remainder of the year.

School Year	Number of students enrolled $\geq$ 95% of school days	Number of students enrolled on October 1, 2020	Percent
2019-20	46	68	67.6%
2020-21	44	55	80.0%
2021-22	39	51	76.5%

## Educational Approach and Curriculum

The vision of Discovery Public School is to meet the current and future needs of middle and high school students by providing a stable and consistent environment in which each student builds the necessary social, academic, personal, and career skills for a satisfying and productive life.

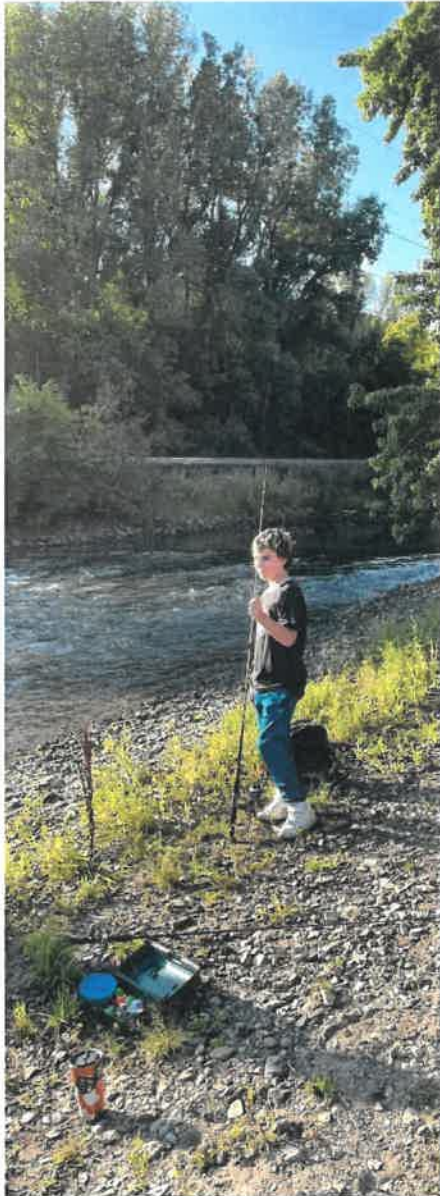
Students come to Discovery for a variety of reasons. The goal of the school is to help them graduate and prepare them for life after high school. We use several strategies to meet this goal. We are a small school, which can be a main reason a student will begin at Discovery. Our smaller total population and small class sizes - fewer than 25 in any given classroom - provide a more stable environment for students. Many students come to us because they have been unsuccessful in a traditional public-school environment and are thus behind in credits. One of the first steps we take with a new student is to look over their transcript and then meet with the student to develop a graduation plan. Our flexibility in scheduling allows us to make changes or offer independent study courses to make sure each student can meet the graduation requirements as quickly as possible. We also meet with every current student twice a year to discuss their credits and set goals to keep them on track to graduate.

All teachers align their curriculum to the Minnesota State Academic Standards. All students must meet the graduation requirements set forth by the Minnesota Department of Education. Our graduation requirements are as follows:

### GRADUATION REQUIREMENTS

SUBJECT	CREDITS REQUIRED
English	4.0 credits
Social Studies	3.5 credits (including 0.5 in economics)
Science	3.0 credits (including at least 1 credit in biology)
Math	3.0 credits
Physical Education	1.0 credits
Health	0.5 credits
Fine Arts	1.0 credits
Elective	6.5 credits (extra subject credits are applied as elective credit)
Total	22.5 credits

In addition, all seniors take a Career Readiness class in which they explore potential careers and the pathways required, financial management, personal management, technology use, and create an annual yearbook. This year we also added a Freshman Seminar class. This class is similar to the Career Readiness class. Freshmen work with seniors on the yearbook and community service. They also work through all four School Connect modules. School Connect is a social-emotional learning curriculum that we were able to purchase with a grant from Faribault Youth Investment. Our first year of this class seemed very successful. All ninth-grade students were on track to graduate at the end of the year, and they seemed to be a little more focused on school than some of the other grades.



Curriculum mapping and lesson planning are required of all teachers at DPS to ensure that each curriculum aligns to state standards. Teachers can use any format for their lesson planning, but must, at minimum, show a daily learning target and activities or assignments students will be expected to complete. Teachers are also expected to post daily learning targets for students or observers to view during a lesson.

As much as possible, teachers are encouraged to use different and innovative teaching strategies to meet the standards in their subject area. Science is approached through an environmental lens to support our environmental goals. Mathematics is taught using an integrated curriculum and research-based methods to give students a deeper understanding of problem solving than many traditional curricula require. English is taught using a well-researched English curriculum that is aligned to both MN State Standards and Common Core Standards. Social Studies is taught using many research projects to allow students to explore subjects through their personal interests. Accelerated students are usually challenged in the regular classroom, but have also been allowed to work at an accelerated pace somewhat independently. Remediation is also included in the regular classroom when possible, or by including students in a lower grade-level class in addition to their regular grade level class in areas where remediation is necessary. Math Intervention and Reading Intervention classes have also been added for students with specific need in those subjects.

The Special Education Program plays a big part in the success of the school. The school employs two full time special education teachers and three paraprofessionals.

Paraprofessionals work with students in the regular education classroom or in the special education resource room, depending on each student's needs. The most recent MDE Compliance Review determined that the school's current special education programs are conducted consistent with state and federal laws and rules. The school did not have any English Language Learners during the 2021-22 school year but has a plan in place in the event an ELL student enrolls.

Discovery Public School offers two sessions of summer school. These sessions are mainly in place to help students that are behind in credits, although summer school is available to all 9th through 12th grade students. Summer school is geared toward subjects that each individual student needs, to keep them on track to graduate.



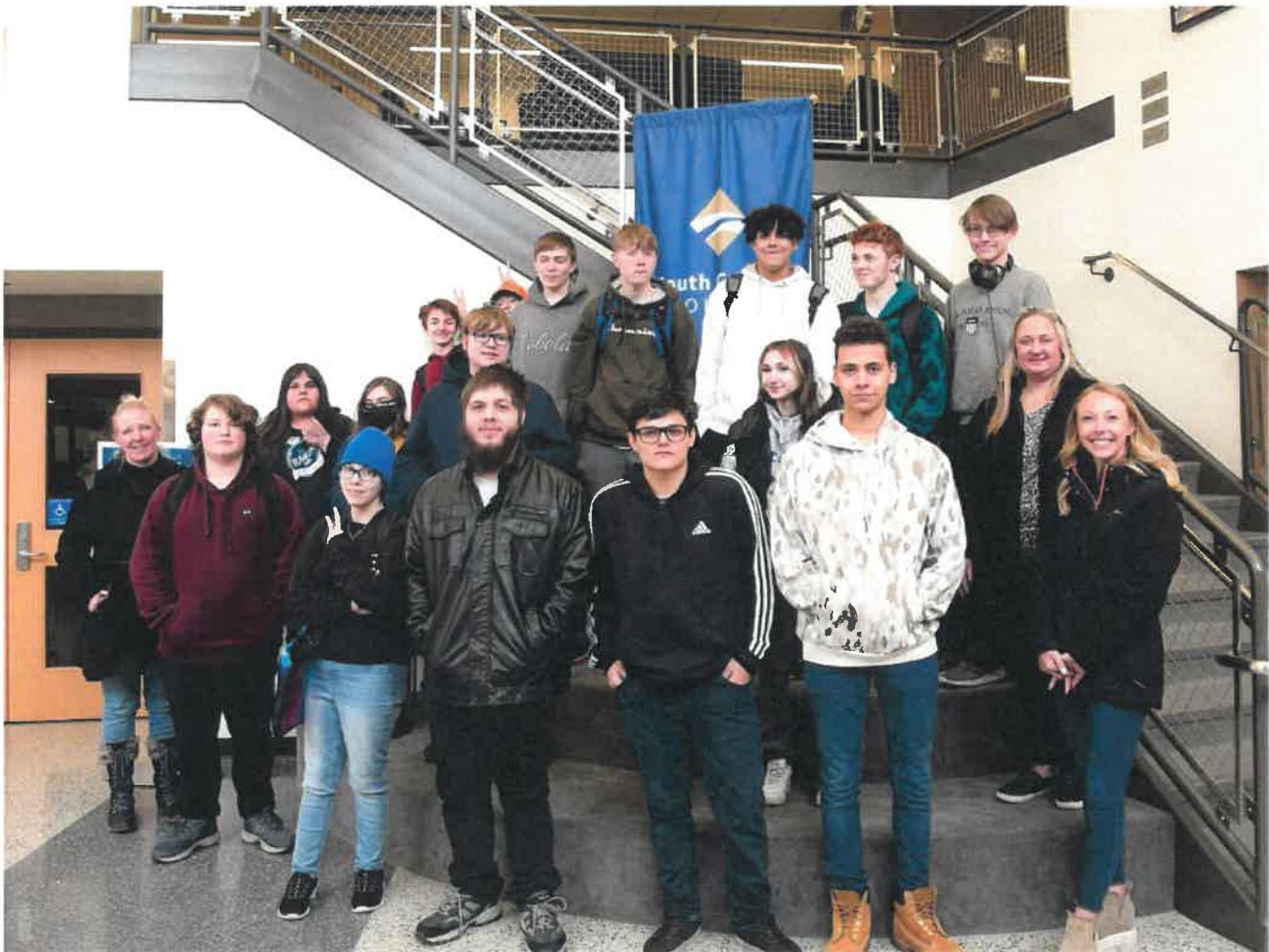
The 2021-22 school year ran from August 30, 2021 to May 26, 2022. Our original calendar included 167 instructional days. Our daily schedule is from 8:15 am to 3:00 pm. This year we began the year in person. As winter set in we had a few periods of distance learning to accommodate quarantine time for multiple staff. By spring we were back in person full time. In March our board voted to drop the masking requirement, making masks optional for all students and staff. Most other schools in the area were also adjusting their masking policies at this time.

This year we were able to offer Sports Club again. Sports Club is an after-school activity for students. They meet once a week to socialize and participate in activities. Most of the activities are physical in nature, but occasionally they do quieter activities. This is a beneficial program for our population. Some of our students do not have a lot of time outside of school to spend with their friends. This gives them that opportunity, and the opportunity to make new friends.



## Innovative Practices and Implementation

Discovery Public School is unique in that we can offer students a more personalized approach to learning. Our small size allows staff to get to know students better than at a larger school. Administration also knows students on a more personal level. Knowing students well allows us to better adapt instruction to meet their unique needs. In some cases this means adjusting the schedule of a student who needs more credits in a specific subject, encouraging students to take college level classes through the PSEO program, or adjusting daily lessons to meet the needs and interests of each student. Having access to technology increases this potential by providing varied options for students. Some students work better with technology, some work better with pencil and paper. Understanding our students and having this flexibility gives us an innovative approach to teaching.



In past years students have successfully completed college courses through the PSEO program. Many of these students would not have been offered this opportunity in a larger, traditional public school, but our staff recognized the potential of these students and encouraged them to enroll. Several seniors earned required credits through independent study courses that they were able to complete outside of the regular classroom. This year teachers used Chromebooks frequently in their classrooms to vary the lessons to meet a variety of learning styles.

Despite this flexibility, many students still struggle with attendance and motivation issues. To address these challenges, we implemented a Freshman Seminar class that includes a Social Emotional Learning element to teach students the non-academic skills they need to be successful both in school and beyond. Our hope is that by helping students begin high school with the skills they need they will maintain their motivation to graduate all through high school.

The school's Strategic Plan includes a focus on student-centered learning, incorporating technology into the classrooms, aligning curriculum with state standards, and using data to make decisions.

Activities from this year that supported our Strategic Plan include:

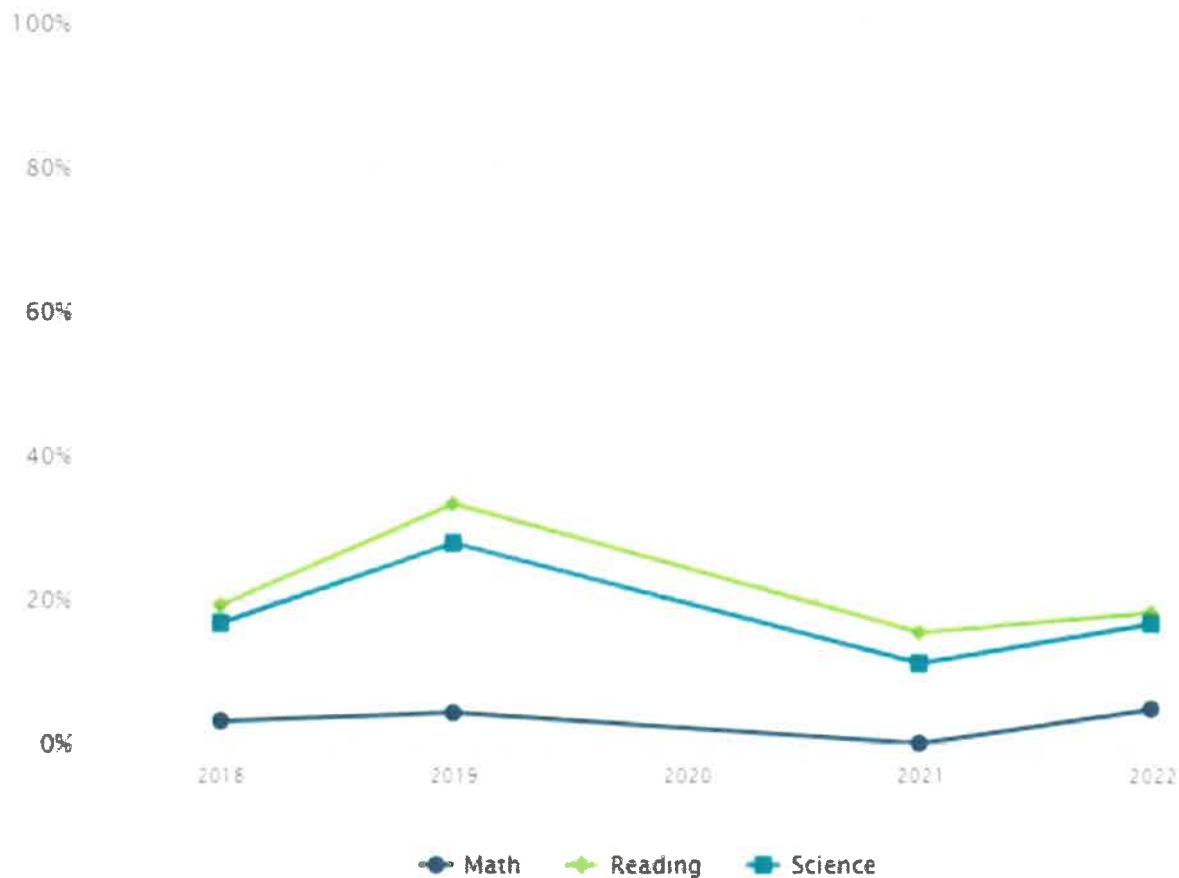
- ◆ Continued focus on student-centered learning with increased use of technology to provide individualized practice and engaging lessons
- ◆ Expectations were made clear that all teachers post learning targets in classrooms for each lesson
- ◆ Dan and Sharon met with all students after NWEA testing to set individual goals for students.
- ◆ NWEA data was shared with all teaching staff to inform them about students' current learning levels



## Academic Performance: Goals and Benchmarks

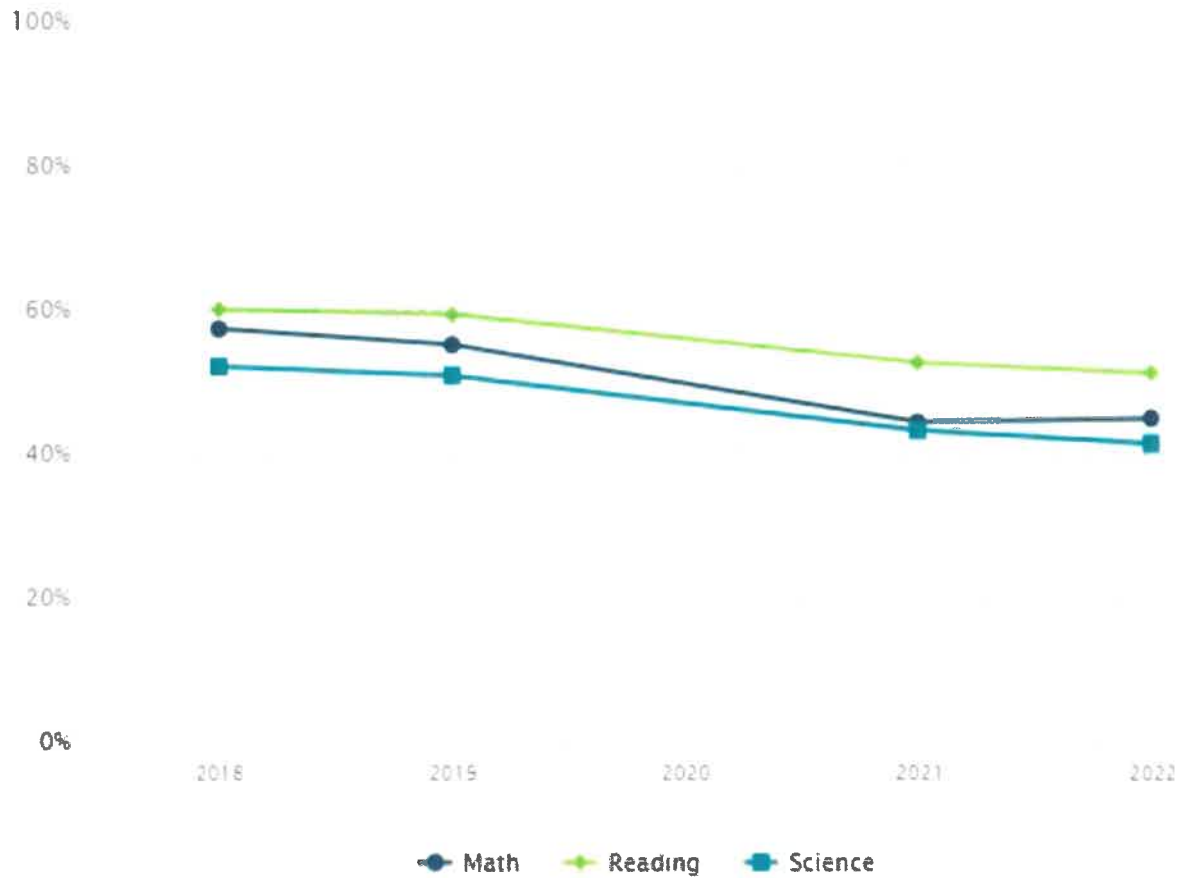
Meeting our academic goals is a priority at Discovery Public School of Faribault. The Covid-19 pandemic has had an impact on the academic proficiency of our students, but despite setbacks, our students appear to be gaining proficiency while statewide, proficiency is still declining. The graphs below show academic proficiency at Discovery compared to academic proficiency statewide.

### DISCOVERY PUBLIC SCHOOL ACADEMIC PROFICIENCY



Subject	2018	2019	2020	2021	2022
Math	3.1% (1)	4.2% (1)	N/A (N/A)	0.0% (0)	4.8% (1)
Reading	19.2% (5)	33.3% (9)	N/A (N/A)	15.4% (4)	18.2% (4)
Science	16.7% (3)	27.8% (5)	N/A (N/A)	11.1% (2)	16.7% (2)

## STATEWIDE ACADEMIC PROFICIENCY



Subject	2018	2019	2020	2021	2022
Math	57.2% (257,989)	55.0% (247,003)	N/A (N/A)	44.2% (151,584)	44.8% (184,441)
Reading	59.9% (272,487)	59.2% (269,458)	N/A (N/A)	52.5% (185,577)	51.1% (216,813)
Science	52.0% (98,588)	50.7% (96,164)	N/A (N/A)	43.1% (58,816)	41.3% (71,945)

Academic growth in reading has lagged for the past couple years, but students in math and science have shown better than average growth. Students in math have also shown signs of closing the socio-economic achievement gap. Students who received free/reduced priced lunch have performed better on math assessments than all students combined for the past two years.



## INDICATOR 1: MISSION RELATED OUTCOMES

**Goal:** Over the period of the contract, students at Discovery Public School (DPS) will demonstrate satisfactory progress toward graduation. This goal is measured by calculating each student's credits at the end of each year. Students who will be able to earn 22.5 credits by the end of senior year are counted as "on track."

**WBWF Goal Areas Addressed by This Goal:** This goal addresses the WBWF goal area that all students graduate.

### KEY MEASURES AND 2021-22 RESULTS

**Measure 1.1 [CCR] - 10 Points:** From FY19 to FY23, the aggregate percentage of students in grades 9-12 who will be on-track to graduate will be equal to or greater than 70%.

*2021-22 Results: In FY22, out of 29 high school students (grades 9-12), 24 were on track to graduate on time (82.8%).*

This measure was much improved this year. The Freshman Seminar class that was implemented this year may have helped us reach this goal. The Covid-19 pandemic also had less of an impact on our students this year. We were able to remain in person for the vast majority of the school year, allowing our teachers to do what they do best: personalize instruction and work with students one-on-one.

## INDICATOR 2: ENGLISH LANGUAGE LEARNERS

The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Language Learners.

## INDICATOR 3: READING GROWTH

**Goal:** Over the period of the contract, students at DPS will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

**WBWF Goal Areas Addressed by This Goal:** This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

### KEY MEASURES AND 2021-22 RESULTS

**Measure 3.1 (0.5 Points):** From FY19 to FY21, the aggregate growth z-score\* for all students on state accountability tests will be equal to or greater than 0.00.

*2019-21 Results: z-scores are no longer reported by MDE. Results from FY20 and FY21 are not used for accountability purposes. Our aggregate growth z-score for FY19 was -0.106.*

**Measure 3.2 (0.5 Points):** From FY19 to FY21, the aggregate percentage of students who achieve a positive z-score\* on state accountability tests will be greater than 50.0%.

*2019-21 Results: z-scores are no longer reported by MDE. Results from FY20 and FY21 are not used for accountability purposes. Our aggregate percentage of students who achieved a positive z-score for FY19 was 50.0%, 9 out of 18 students.*

\*z-score is a statistical calculation to measure how much an individual score differs from the mean score for a group. A z-score of 0.00 would indicate that the student's growth was the same as the average growth across the state. The purpose of this measure is to show that students are showing above average growth.

**Measure 3.3 [CCR] - 1 Point:** In aggregate, from FY22-FY23, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

*2021-22 Results: The percentage of students whose achievement level improved was 10% (1/10 students).*

**Measure 3.4 [CCR] - 2 Points:** In aggregate, from FY22-FY23, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.

*2021-22 Results: The percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide reading assessments was 70.0% (7/10 students).*

**Measure 3.5 [CCR] - 16 Points:** From FY20 to FY23, the aggregate percentage of students in grades 6-12 who meet their fall to spring NWEA RIT expected growth target as measured by the NWEA MAP Reading assessment will be at least 50%.

*2021-22 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in reading was 48.8% (20/41 students). The aggregate percentage for FY19 to FY22 was 50.0%.*

The Covid-19 pandemic impacted students' reading growth over the past few years. In FY19, 55% of students met their reading goals, but that number has dropped due to distance learning periods during the pandemic. We hope to see growth increase going forward now that we are back to in-person learning.

## INDICATOR 4: MATH GROWTH

**Goal:** Over the period of the contract, students at DPS will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

**WBWF Goal Areas Addressed by This Goal:** This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

## KEY MEASURES AND 2021-22 RESULTS

**Measure 4.1 (0.5 Points):** From FY19 to FY23, the aggregate growth z-score\* for all students on state accountability tests will be equal to or greater than 0.00.

*2019-21 Results: z-scores are no longer reported by MDE. Results from FY20 and FY21 are not used for accountability purposes. Our aggregate growth z-score for FY19 was -0.708.*

**Measure 4.2 (1 Points):** From FY19 to FY23, the aggregate percentage of students who achieve a positive z-score\* on state accountability tests will be greater than 50.0%.

*2019-21 Results: z-scores are no longer reported by MDE. Results from FY20 and FY21 are not used for accountability purposes. Our aggregate percentage of students who achieved a positive z-score for FY19 was 25.0%, 4 out of 16 students.*

\*z-score is a statistical calculation to measure how much an individual score differs from the mean score for a group. A z-score of 0.00 would indicate that the student's growth was the same as the average growth across the state. The purpose of this measure is to show that students are showing above average growth.

**Measure 4.3 [CCR] - 1 Point:** In aggregate, from FY22-FY23, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.

*2021-22 Results: The percentage of students whose achievement level improved was 10% (1/10 students).*

**Measure 4.4 [CCR] - 2 Points:** In aggregate, from FY22-FY23, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.

*2021-22 Results: The percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide math assessments was 90.0% (9/10 students).*

**Measure 4.5 [CCR] - 16 Points:** From FY19 to FY23, the aggregate percentage of students in grades 6-12 who meet their fall to spring NWEA RIT expected growth target as measured by the NWEA MAP Math assessment will be at least 50%.

*2021-22 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in math was 57.5% (23/40 students). The aggregate percentage for FY19 to FY22 was 50.0%.*

Math growth has improved over the past few years despite the Covid-19 pandemic. We believe this is the effect of changing to an integrated math curriculum. Integrated math has been shown to improve outcomes for all students, including disabled students and students who struggle in a traditional math classroom.

## INDICATOR 5: READING PROFICIENCY

**Goal:** Over the period of the contract, students at DPS will demonstrate proficiency in reading as measured by state accountability tests.

**WBWF Goal Areas Addressed by This Goal:** This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

### READING PROFICIENCY LEVELS FROM FY19 TO FY22

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	18	3	5	5	5	58.3
FY20**						
FY21	23	1	3	6	13	30.4
FY22	19	0	4	3	12	28.9

\*\*MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

\*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

## KEY MEASURES AND 2021-22 RESULTS

**Measure 5.1 [CCR] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in grades 6-8 & 10 will increase by at least 12 points from the baseline proficiency index score (FY15-FY18 baseline - 34.7) to reach the FY13-14 baseline OR will be greater than that of the state for the same grades.

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students in grades 6-8 & 10 for state reading assessments was 58.3.*

**Measure 5.2 [CCR] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in grades 6-8 & 10 will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same grades.

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students in grades 6-8 & 10 for state reading assessments was 58.3.*

**Measure 5.3 [CCR] - 2 Points:** From FY21 to FY23, the school's aggregate proficiency index score for students in grades 6-8 & 10 will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

*2021-22 Results: The proficiency index for students in grades 6-8 & 10 for state reading assessments in FY22 was 28.9. The aggregate proficiency index across FY21 and FY22 was 29.8.*

#### READING PROFICIENCY LEVELS FROM FY19 TO FY22 FOR STUDENTS RECEIVING FREE OR REDUCED PRICED LUNCH

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	12	2	3	3	4	54.2
FY20**						
FY21	19	1	1	6	11	26.3
FY22	10	0	2	1	7	25.0

\*\*MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

\*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

**Measure 5.4 [AGC] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (6-8 & 10).

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students who received free or reduced priced lunch in grades 6-8 & 10 on state reading assessments was 54.2.*

**Measure 5.5 [AGC] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same subgroup and the same grades (6-8 & 10).



*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students who received free or reduced priced lunch in grades 6-8 & 10 on state reading assessments was 54.2.*

**Measure 5.6 [AGC] - 2 Points:** From FY21 to FY23, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of alternative schools in Minnesota for the same subgroup and the same grades (6-8 & 10).

*2021-22 Results: The proficiency index for students who received free or reduced priced lunch in grades 6-8 & 10 on state reading assessments in FY22 was 25.0. The aggregate proficiency index across FY21 and FY22 was 25.9.*

#### READING PROFICIENCY LEVELS FROM FY19 TO FY22 FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	2	0	0	0	2	0.0
FY20**						
FY21	12	0	1	2	9	16.7
FY22	9	0	1	0	8	11.1

\*\*MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

\*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

**Measure 5.7 [AGC] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (6-8 & 10).

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students who received special education services in grades 6-8 & 10 on state reading assessments was 0.0.*

**Measure 5.8 [AGC] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district (ISD 656 - Faribault) for the same subgroup and the same grades (6-8 & 10).

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students who received special education services in grades 6-8 & 10 on state reading assessments was 0.0.*

**Measure 5.9 [AGC] - 2 Points:** From FY21 to FY23, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of alternative schools for the same subgroup and the same grades (6-8 & 10).

*2021-22 Results: The proficiency index for students who received special education services in grades 6-8 & 10 on state reading assessments in FY22 was 11.1. The aggregate proficiency index across FY21 and FY22 was 14.3.*

## INDICATOR 6: MATH PROFICIENCY

**Goal:** Over the period of the contract, students at DPS will demonstrate proficiency in math as measured by state accountability tests.

**WBWF Goal Areas Addressed by This Goal:** This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

### MATH PROFICIENCY LEVELS FROM FY19 TO FY22

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	16	0	1	4	11	18.8
FY20**						
FY21	19	0	0	3	16	7.9
FY22	18	0	1	1	16	8.3

\*\*MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

\*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

## KEY MEASURES AND 2021-22 RESULTS

**Measure 6.1 [CCR] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in grades 6-8 & 11 will increase by at least 8.0 points from the baseline proficiency index score (FY15-FY18 baseline - 15.5) to reach the FY13-14 baseline OR will be greater than that of the state for the same grade.

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students in grades 6-8 & 11 for state math assessments was 18.8.*

**Measure 6.2 [CCR] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students grades 6-8 & 11 will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same grades.

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students in grades 6-8 & 11 for state math assessments was 18.8.*

**Measure 6.3 [CCR] - 2 Points:** From FY21 to FY23, the school's aggregate proficiency index score for students in grades 6-8 & 10 will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

*2021-22 Results: The proficiency index for students in grades 6-8 & 11 for state math assessments in FY22 was 8.3. The aggregate proficiency index across FY21 and FY22 was 8.1.*

Students have shown improvement in math proficiency over the past two years. Scores are significantly lower than they were before the Covid-19 pandemic as the result of distance learning and many students not participating in the online classes during that time.

#### MATH PROFICIENCY LEVELS FROM FY19 TO FY22 FOR STUDENTS RECEIVING FREE OR REDUCED PRICED LUNCH

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	8	0	0	2	6	12.5
FY20**						
FY21	17	0	0	3	14	8.8
FY22	13	0	1	1	11	11.5

\*\*MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

\*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.



**Measure 6.4 [AGC] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades (6-8 & 11).

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students receiving free or reduced priced lunch in grades 6-8 & 11 for state math assessments was 12.5.*

**Measure 6.5 [AGC] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same subgroup and the same grades (6-8 & 11).

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students receiving free or reduced priced lunch in grades 6-8 & 11 for state math assessments was 12.5.*

**Measure 6.6 [AGC] - 2 Points:** From FY21 to FY23, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of alternative schools in Minnesota for the same subgroup and the same grades (6-8 & 11).

*2021-22 Results: The proficiency index for students receiving free or reduced priced lunch in grades 6-8 & 11 for state math assessments in FY22 was 11.5. The aggregate proficiency index across FY21 and FY22 was 10.0.*

Students receiving free or reduced priced lunch have demonstrated higher proficiency in math than all students combined. This shows that our integrated math curriculum is working well to support all students in learning mathematics and close the achievement gap.

#### MATH PROFICIENCY LEVELS FROM FY19 TO FY22 FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	6	0	0	0	6	0.0
FY20**						
FY21	9	0	0	0	9	0.0
FY22	9	0	0	0	9	0.0

\*\*MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

\*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

**Measure 6.7 [AGC] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (6-8 & 11).

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students receiving special education services in grades 6-8 & 11 for state math assessments was 0.0.*

**Measure 6.8 [AGC] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district (ISD 656 - Faribault) for the same subgroup and the same grades (6-8 & 11).

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students receiving special education services in grades 6-8 & 11 for state math assessments was 0.0.*

**Measure 6.9 [AGC] - 2 Points:** From FY21 to FY23, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of alternative schools for the same subgroup and the same grades (6-8 & 11).

*2021-22 Results: The proficiency index for students receiving special education services in grades 6-8 & 11 for state math assessments in FY22 was 0.0. The aggregate proficiency index across FY21 and FY22 was 0.0.*

## INDICATOR 7: SCIENCE PROFICIENCY (AND GROWTH)

**Goal:** Over the period of the contract, students at DPS will demonstrate proficiency in science as measured by state accountability tests and growth in science as measured by nationally normed assessments.

**WBWF Goal Areas Addressed by This Goal:** This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.



## SCIENCE PROFICIENCY LEVELS FROM FY19 TO FY21

School Year	Number of Students Tested	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index*
FY19	12	0	5	4	3	58.3
FY20**						
FY21	18	0	2	3	13	19.4
FY22	10	0	2	4	4	40.0

\*\*MCA assessments were not administered in 2020 due to the COVID-19 pandemic.

\*The proficiency index is a percentage calculation based on the number of students scoring in each of four achievement levels: exceeds, meets, partially meets, and does not meet expectations. Each student who meets or exceeds counts 1 point, each student who partially meets counts 0.5, and each student who does not meet counts 0. Points are totaled, divided by the total number of students assessed, and represented as percentage.

**Measure 7.1 [CCR] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in grades 8 & High School will increase by at least 8.0 points from the baseline proficiency index score (FY15-FY18 baseline - 29.5) OR will be greater than that of the state for the same grades.

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students in grades 8 & 10 for state science assessments was 58.3.*

**Measure 7.2 [CCR] - 0.5 Point:** From FY19 to FY20, the school's aggregate proficiency index score for students in grades 8 & High School will be greater than that of the resident district (ISD 656 - Faribault Public School District) for the same grades.

*2019-20 Results: Results from FY20 are not used for accountability purposes. The aggregate proficiency index for students in grades 8 & 10 for state science assessments was 58.3.*

**Measure 7.3 [CCR] - 2 Points:** From FY21 to FY23, the school's aggregate proficiency index score for students in grades 6-8 & HS will be greater than the aggregate average of alternative schools in Minnesota for the same grades.

*2021-22 Results: The proficiency index for students in grades 8 & 10 for state science assessments in FY22 was 40.0. The aggregate proficiency index across FY21 and FY22 was 26.8.*

**Measure 7.4 [CCR] - 5 Points:** From FY19 to FY23, the aggregate percentage of students in grades 6-12 who meet their fall to spring NWEA RIT expected growth target as measured by the NWEA MAP Science assessment will be at least 50%.

*2021-22 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in science was 55.0% (22/40 students). The aggregate percentage for FY19 to FY22 was 52.2%.*

## INDICATOR 8: WRITING PROFICIENCY

**Goal:** Over the period of the contract, students at DPS will demonstrate proficiency in writing as measured by the 2010 MCA GRAD Writing Rubric.

**WBWF Goal Areas Addressed by This Goal:** This goal addresses the WBWF goal area that all racial and economic achievement gaps between students are closed.

### KEY MEASURES AND 2021-22 RESULTS

**Measure 8.1 [CCR] - 6 Points:** From FY19 to FY23, the aggregate percentage of students in grades 6-12 who achieve a score of at least 3.0 on a five-paragraph essay as measured by the MCA GRAD Writing Rubric will be at least 80%.

*2021-22 Results: Of students in grades 6-12, 92.7% (38/41 students) scored at least a 3.0 on a five-paragraph essay.*

## INDICATOR 9: POST-SECONDARY READINESS

**Goal:** Over the period of the contract, students at DPS will demonstrate readiness for post-secondary success.

**WBWF Goal Areas Addressed by This Goal:** This goal addresses the WBWF goal area that all students are career- and college-ready before graduating from high school.

### KEY MEASURES AND 2021-22 RESULTS

#### SIX-YEAR GRADUATION RATES FROM FY19 TO FY21

School Year	Graduated Count	Total Count	Percent Graduated
FY19	10	16	62.5%
FY20	9	13	69.2%
FY21	6	13	46.2%



**Measure 9.1 [GRAD] - 3 Points:** From FY19 to FY23, the aggregate 6-year graduation rate will be at least 67.0%.

*2021-22 Results: Data not available for this report.*

**Measure 9.2 [CCR] - 6 Points:** From FY19 to FY23, the aggregate percentage of 12th graders who score at least 70 out of 100 on the school-developed rubric for their Life Plan project will be at least 70%.

*2021-22 Results: Out of 6 seniors completing a full year at DPS, 5 of them (83.3%) scored 70% or greater on their Life Plan Project.*

**Measure 9.3 [CCR] - 6 Points:** From FY19 to FY23, the aggregate percentage of 12th graders who earn a Job Skills Certificate will be at least 80%.

*2021-22 Result: Out of 6 seniors completing a full year at DPS, 6 of them (100%) earned a Job Skills Certificate.*

## INDICATOR 10: ATTENDANCE

**Goal:** Over the period of the contract, students at DPS will attend the school at high rates.

**WBWF Goal Areas Addressed by This Goal:** This goal addresses two WBWF goal areas, that all students graduate from high school and that all students are career- and college-ready before graduating from high school.

## KEY MEASURES AND 2021-22 RESULTS

**Measure 10.1 - 5 Points:** From FY19 to FY23 the average of the school's annual consistent attendance rates is at least 10 percentage points greater than the baseline (FY18 - 47.4) OR equal to the state.

*2021-22 Result: Our Consistent Attendance rate this year was 42.6.*

## FEDERAL AND STATE ACCOUNTABILITY

The World's Best Workforce areas that apply to DPS are Close the Achievement Gap, College and Career Readiness, and All Students graduate. All of our contract goals are designed to meet at least one of these areas. Strategies we use to meet our goals in these areas include a Freshman Seminar class which includes a Social Emotional Learning Curriculum to improve students' motivation to complete school and their academic skills, and a Career Readiness Class in which students explore career options and complete a Job Skills Certificate to prepare them with the skills they need in both college and career. Teachers are encouraged to use a student-centered approach to teaching that will support all learners, including those from diverse backgrounds. We also meet with each student multiple times a year to discuss credits and set academic goals.

Both our Career Readiness class and our Freshman Seminar class have been successful, with most of our students successfully completing the required components. After completing

the first year of Freshman Seminar, 100% of our 9<sup>th</sup> grade students were on track to graduate. We continue to struggle with attendance and motivating students to learn and graduate, although our consistent attendance rates have improved slightly over the past year, increasing from 40.8% last year to 42.6% this year.

## WORLD'S BEST WORKFORCE DATA

### 8TH GRADE MATH SCORES

Our 8th grade students are more proficient on the MCA Math test than the rest of our population, with a proficiency index of 16.7. In addition, 75.0% of our 8th grade students met their target growth on the NWEA Math Growth assessment.

### ACHIEVEMENT GAP DATA

The percentage of students on track to graduate is higher for students who receive free/reduced priced lunch (84.21%) compared to those who do not (80.00%). Students who receive free/reduced priced lunch are also more proficient at math (Proficiency index of 9.1 on MCA Math test vs 0.0% for students who do not receive free/reduced lunch), and showed greater growth on the NWEA Math Growth test (58% versus 50%), than those who were not receiving free/reduced priced lunch. These results were opposite in reading and science, identifying areas in which we need to improve.

### GRADUATION RATES

Graduation rates are not yet available for 2021-22. Local data indicates that our 6-year graduation rate declined last year, and will remain low for the next few years, as several of the students who were in the FY21, 4-year graduation cohort have dropped out, affecting our 6-year graduation rate through 2022-23. In addition, students who dropped out at the end of 2019-20 will affect our 6-year graduation rate this year.

### TEACHER EQUITY DATA

All students are taught by the same teachers at Discovery, as we have only one teacher for each subject. Students are not tracked into different levels of classes, so all students receive the same access to high quality teachers.

**High Quality Charter School Status:** Discovery Public School of Faribault has not been identified as a High Quality Charter School.

**ESSA Identification:** Discovery Public School of Faribault has been identified for support under ESSA.

## ADDITIONAL ACADEMIC DATA

Our school has many success stories that are not evidenced in the academic data provided above. On a daily basis we see students succeed where they have failed at previous schools. Many of our students develop skills at Discovery and then take those skills on to a larger school before they graduate. Students who remain at Discovery frequently participate in the PSEO program, earning college credit before they graduate. Much of the success we observe is not easily quantified or tracked. We get excited when a student applies math learned in a previous math class to solve a problem, or when a student who struggles with behavior stays out of the office for two weeks straight. We especially know our success with these students when they tell us they think we are awesome teachers. Our alumni and current families frequently recommend Discovery to those they know. To us, that is why our school is needed in this community.



Seniors collected and delivered food for our Fall Food Drive



## Educational Effectiveness: Assessment and Evaluation

At Discovery Public School, we strive to educate our students effectively and equitably. Our small size gives us a distinct advantage in understanding the needs of each individual student. Many of the students that come to Discovery are academically behind because they have failed classes at their previous school. We begin by looking over each incoming student's transcripts to determine a plan to get them back on track, both academically and credit-wise.



Teachers are encouraged to use student-centered and hands-on learning, both to engage students in classwork and to fill gaps in learning due to previously missed academic opportunities. For students who remain with us or enter in the fall, we use NWEA assessments to determine each student's educational needs. For students who arrive mid-year, teachers assess students' prior learning in the classroom setting. Lessons are designed with the students' needs in mind.

Improving proficiency rates is an ongoing challenge at Discovery with so many students who are behind academically when they start. We have examined our curriculum in math and English to address this need. In English we have implemented Read 180 in our

Reading Intervention class, which includes most of our middle school students. Read 180 is a research-based curriculum designed to improve students' reading skills. In math, an integrated mathematics curriculum was implemented at the high school level. Integrated mathematics programs are designed to improve students' problem-solving skills. Research has shown that for students who behind academically, integrated mathematics improves student learning better than traditional high school math pathways. Integrated mathematics



programs have also been shown to improve learning in diverse populations, especially those whose needs are not met in a traditional math course.

Technology use has also been encouraged to personalize learning for students. Teachers use it to individualize learning to fill academic gaps, to engage students with interactive lessons, and as an assessment tool.

Equitable access to the most effective teachers on our staff is not an issue in school as small as Discovery. All of our students have the same teacher for each subject. The only exception is for some students with Individualized Education Plans who are required to get extra support in core subject from the qualified Special Education teachers on our staff.

	Licensed	3+ Years Experience	Working in Licensure Area	Advanced Degrees	Racially/ Ethnically Diverse
Teachers	100%	71%	71%	14%	0%
Administration	0%	100%	0%	0%	0%

When hiring new teachers, we seek the most qualified applicants to interview. We also seek teachers who are comfortable working with our population of students and are a good fit in our program. Our current staff is a very good fit with our students.

## Student and Parent Satisfaction

Each year, parents and students complete School Satisfaction Surveys. Parents are invited to complete the survey during Fall and Spring Parent/Teacher Conferences. Students normally complete a survey at the end of the year. Unfortunately we were very busy with testing and end of year activities and neglected to give students this year's survey.

### 2021-22 PARENT SATISFACTION SURVEY

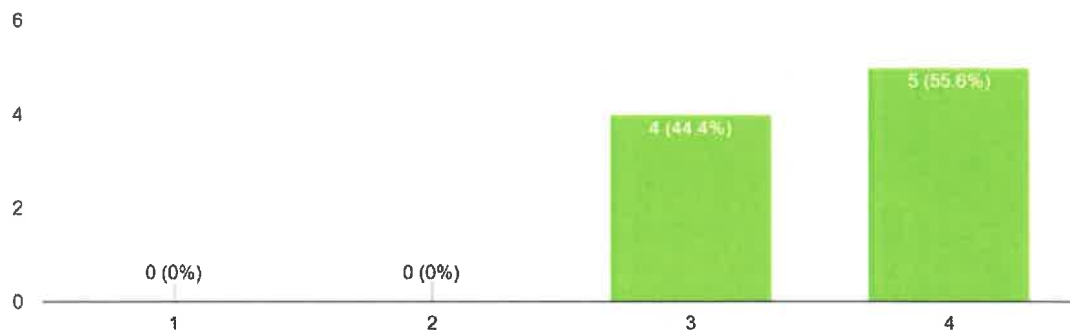
- 100% of parents say that this school is a good place for their child to learn (18/18)
- 100% of parents say that they feel like their child is safe at this school (18/18)

All parents who completed the survey are satisfied with their student's academic progress (3 or 4 on a 4-point scale). Additionally, satisfaction with their student's academic progress increased from fall to spring.

### FALL 2021 PARENT SURVEY

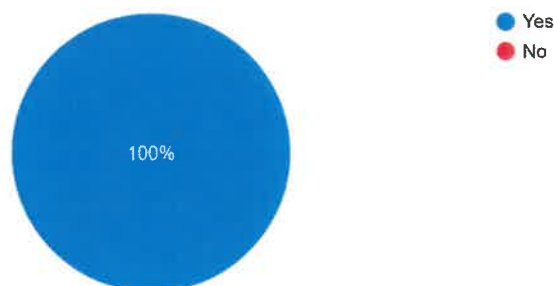
How satisfied are you with your child's overall academic progress at Discovery?

9 responses



Do you feel that Discovery is a safe place for your child to attend school?

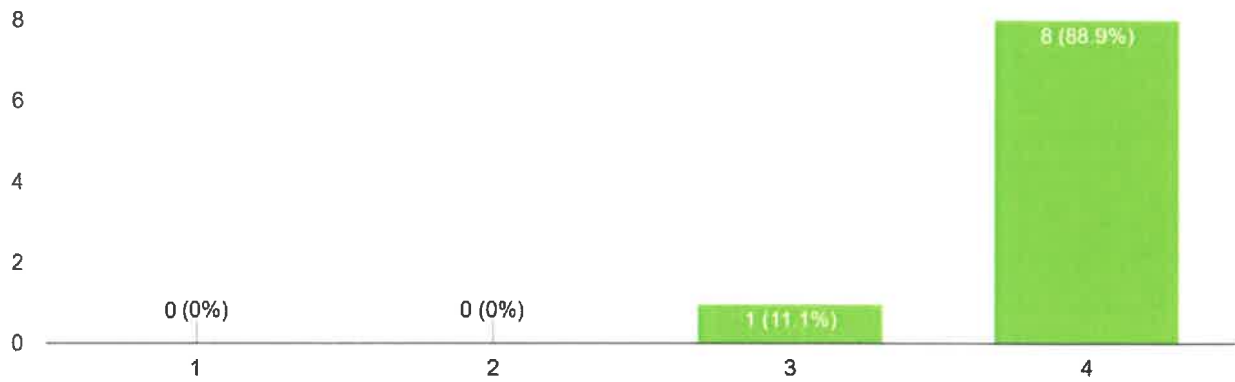
9 responses



### SPRING 2022 PARENT SURVEY

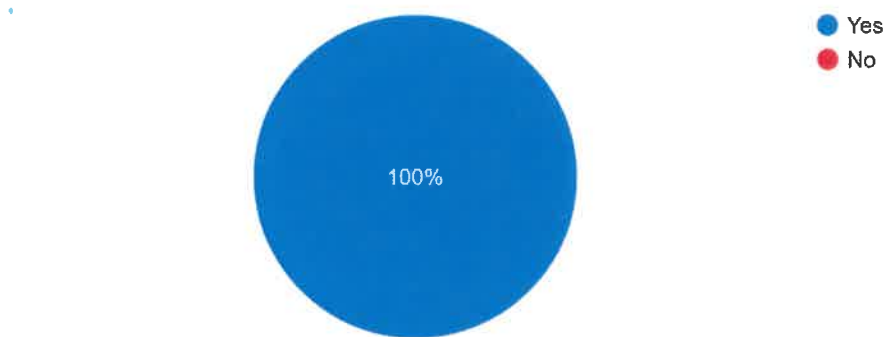
How satisfied are you with your child's overall academic progress at Discovery?

9 responses



Do you feel that Discovery is a safe place for your child to attend school?

9 responses



## Environmental Education

The mission of Discovery Public School of Faribault's authorizer, Osprey Wilds Environmental Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

Environmental Education is a strong focus at Discovery Public School. We try to encourage environmental literacy in all classes. As a school we encourage recycling in every classroom and throughout the school. Students also maintain a food waste program that includes composting food waste from our lunch program that can be composted. This year we also developed a student-created online newsletter. Juniors and seniors wrote content on environmental issues, including articles, cartoons, and other media, to include in our newsletter.

This year students made maple syrup as part of their MN Natural History class. This class was team-taught by our social studies teacher, Ally Luthe, and our science teacher, Allie Peterson. Student enjoyed learning about the process of tapping the maple trees in front of our building, collecting the sap, and cooking it down to make syrup. They celebrated by making pancakes to try out their syrup. Making pancakes was also a life skill learned for many of our students.



Students spent many hours exploring the Straight River Trail and visiting the Riverbend Nature Center. They observed and studied the life cycles and food chains of various species. They are beginning to understand the impact of invasive species and human activities on the natural environment. In Physical Education, students also frequently participate outdoors. When they go for walks, they pick up any trash they notice.

Seniors and freshmen are expected to participate in our Adopt-a-Highway program as part of their Career Readiness and Freshman Seminar classes. By cleaning up the highway, they gain an appreciation for taking care of the environment and have a personal experience to show that individuals can work collectively to make a difference.



We had only a few brief periods of distance learning this year. During distance learning, students were often tasked to give opinions based on the media, and identify potential bias and the feasibility of some of the solutions offered. Physical Education students were encouraged to go outside for their daily physical activity.



# Governance and Management

## SCHOOL BOARD MEMBERSHIP

The primary focus of the School Board is to provide oversight, to be strategic in planning and decision making, and to provide the necessary resources to help the school achieve its mission and prepare students to be successful in life. The school board works closely with Beltz, Kes, Darling, and Associates to make sure the school stays in good financial shape. The board also works with our authorizer, Osprey Wilds Environmental Center, to be sure it meets all contractual and legal requirements.

### BOARD MEMBERSHIP IN FY22

Name	Date Seated	Positions held	Affiliation	Current Term
Russ Kennedy	January 2005	Chairperson/ Finance Committee	Community Member	May 2022 - May 2025
Jim Severson	September 2018	Vice Chair/ Finance Committee/ Academic Committee/ Environmental Education Committee	Community Member	May 2021 - May 2024
Sam Macklay	October 2011	Secretary/ Treasurer	Community Member	May 2021 - May 2024
Sharon Hansen	September 2018	Member/ Academic Committee/ Environmental Education Committee	Teacher #466610	May 2021 - May 2024
Cody Hanson	April 2019	Member	Teacher #468908	May 2020 - May 2023
KariAnn Schmidt	January 2020	Member	Parent	May 2022 - May 2025
Kay Hammer	May 2009	Member	Community Member	May 2020 - May 2023 <i>Resigned: May 2022</i>
Sarah Hammer	June 2022	Member	Parent	May 2022 - May 2025
Dan Weissner	September 2018	Ex-Officio/ Finance Committee/ Academic Committee	Ex-Officio (Director)	

## SCHOOL BOARD TRAINING AND DEVELOPMENT

The DPS School board is committed to effectiveness in our oversight of Discovery Public School. The board is diligent about ensuring that all School Board members complete the required to annual training in board operations. We also try to include some board training at each meeting to continue our development as a board. The table below documents the initial training dates for each board member in the areas of Board's Role and Responsibilities,

Employment Policies and Practices, and Financial Management. The next table documents the annual training received in FY22.

#### INITIAL BOARD MEMBER TRAINING

Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Russ Kennedy	1/2005	6/19/2010	6/19/2010	6/19/2010
Jim Severson	9/2018	6/19/2010	6/19/2010	6/19/2010
Sam (Steven) Macklay	10/2011	10/1/2011	10/1/2011	10/1/2011
Sharon Hansen	8/2018	8/7/2018	8/7/2018	8/7/2018
Cody Hanson	4/2019	8/6/2019	8/6/2019	8/6/2019
Kay Hammer	9/2009	6/19/2010	11/13/2009	11/14/2009
KariAnn Schmidt	1/2020	1/2021	1/2021	1/2021
Sarah Hammer	6/2022	8/2/2022	8/2/2022	8/2/2022

#### ANNUAL BOARD TRAINING FOR FY22

Training Title/Presenter/Date	Russ Kennedy	Jim Severson	Sam Macklay	Kay Hammer	Sharon Hansen	Cody Hanson	KariAnn Schmidt	Dan Weisser
OW Sounding Board/Guidance for Charter School Boards During Emergencies /August 19, 2021	Y	N	N	Y	Y	Y	Y	Y
Develop an Effective Relationship with the Authorizer/MNCharterBoard.com/ September 16, 2021	Y	Y	Y	N	Y	Y	N	Y
Finance/Brenda Kes; Bergan KDV/February 24, 2022	Y	Y	Y	Y	Y	Y	Y	Y
OW Sounding Board/What Boards Need to Know About Academics/ April 21, 2022	Y	Y	Y	Y	Y	Y	N	Y

## MANAGEMENT

Discovery Public School of Faribault is managed by an Executive Director, Dan Weisser and an Instructional Leader, Sharon Hansen. Our management team has remained stable over the past five years. Our school board oversees the director's progress annually at our annual meeting. Our instructional leader is evaluated by our director.

The biggest challenge we faced this year was student behavior issues. After two years of going back and forth between in-person and distance learning, students have really struggled with classroom behavior and adhering to expectations. We did our best to address these issues with understanding. One of our successes this year was the Freshman Seminar class. The ninth-grade students seemed to have fewer behavior problems compared to other grade levels. We hope that is a direct result of the social-emotional curriculum that is included in the class.

## ADMINISTRATION IN FY22

Leader	Title	Roles/Responsibilities	Qualifications
Dan Weisser	Executive Director	Communicate with school board and attend all meetings Manages all personnel, including conducting teacher evaluations and regular staff meetings Oversees all school finances Communicates with parents and community	Licensed teacher 10 years experience as assistant director, plus instructional leader experience 4 years experience in director role
Sharon Hansen	Instructional Leader	Conducts informal teacher observations Oversees curriculum mapping for all classes Conducts PLC meeting with staff Mentors teachers	Licensed teacher 4 years experience in instructional leader role

## DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN

Dan Weisser, Executive Director

### PROFESSIONAL DEVELOPMENT GOALS/AREAS OF FOCUS FOR 2021-22:

Professionally, I planned to make progress in the areas of educational leader and Director. Our school continued to work with Rod Haenke as an Academic Consultant. Both Sharon and I planned to continue to meet with Rod throughout the year to work on further developing school leadership skills.



I planned to continue to oversee Sharon Hansen as DPS's Instructional Leader. Sharon took on these full responsibilities last year and is making good progress. We planned to continue to work together to the best of our ability to ensure that DPS makes academic progress by working with our Academic Consultant, Rod Haenke as needed.

As the Director of DPS, I planned to work hard to maintain a good relationship with our Authorizer, Osprey Wilds. I focused on making sure that DPS is meeting the Academic Goals in our contract to the best of my ability.

## ACTIVITIES COMPLETED

- ◆ Classroom Instructional Supports for EL Students - August - 2021
- ◆ Project Based Learning and Data in Social Studies, Science, and English - August 2021
- ◆ Cultural Competency Training - August 2021
- ◆ Classroom Management for Positive Behaviors - October 2021
- ◆ De-Escalation and Promoting Self Regulation Skills with Students - February 2022
- ◆ Osprey Wilds Environmental Education Workshop - June - 2022
- ◆ School Board Ex-Officio - 2020 - Present

## PROFESSIONAL DEVELOPMENT GOALS/AREAS OF FOCUS FOR 2022-23:

As Director at DPS, I will continue to try and build more connections between the school and the community.

I will work with our Authorizer, Osprey Wilds, to meet our contract goals to the best of my ability.

I will work hard to try and increase and maintain our student enrollment.

## INSTRUCTIONAL LEADER'S PROFESSIONAL DEVELOPMENT PLAN

Sharon Hansen, Instructional Leader

## PROFESSIONAL DEVELOPMENT GOALS/AREAS OF FOCUS FOR 2021-22:

This year my highest priority was to work with staff to update/develop curriculum maps for each course they teach. My goal was meet with them individually to evaluate curriculum choices to ensure that students are taught with the most effective lessons and materials.

To more fully implement our SEL curriculum, I planned to develop a Freshman Seminar course to use the full SEL curriculum in a class required for all ninth grade students. I believe this will have a greater impact than a once weekly class as we have done in the past.

A third goal I had was to work with our director more closely on our leadership skills and participate in leadership training with him. I will take on more leadership in our PLC meetings and try to work more closely with staff in a leadership capacity. As part of this goal, I will address the use of NWEA data to inform classroom decisions.

### ACTIVITIES COMPLETED/PROGRESS/RESULTS FOR 2021-22:

Developing curriculum maps did not become a high priority this year as planned. We were still adjusting curriculum significantly to accommodate periods of online learning, as well as redesigning curriculum to address learning loss. This will be a high priority next year as staff returns to in-person learning and incorporates new material into their curricula based on what worked well this year.

I developed a Freshman Seminar class this year, and we feel it was a success. I was able to implement the School Connect curriculum (our social emotional learning curriculum) into the class. Students also developed plans for college and or career, many became interested in PSEO as a future option. All of our ninth grade students were on track to graduate at the end of the year, and discipline referrals seemed to be lower for that grade level compare to both older and younger students. We will definitely continue this class next year.

As a result of the pandemic and recent cultural issues, using data to inform instruction took a back burner again this year. My focus changed to addressing bias and cultural responsiveness. I participated in some of the Osprey Wilds Leadership training in the fall that addressed these areas. Rod Haenke also conducted a staff training during workshop week that addressed cultural responsiveness. These trainings also led me to other resources to reduce inherent bias in my math class. My focus going forward will be to encourage staff to also recognize any inherent bias in their classrooms and curriculum.

- ◆ What Boards Need to Know About EE
- ◆ What Boards Need to Know About Academics
- ◆ Strategies for EL Learners
- ◆ Good to Great: Innovation in Charter Schools
- ◆ Cultural Responsiveness - Rod Haenke

### PROFESSIONAL DEVELOPMENT GOALS/AREAS OF FOCUS FOR 2022-23:

Next year my highest priority will be to work with staff to update/develop curriculum maps for each course they teach. I will meet with them individually to evaluate curriculum choices to ensure that students are taught with the most effective lessons and materials.

To more fully implement our SEL curriculum, I will continue the Freshman Seminar course to use the full SEL curriculum in a class required for all ninth-grade students. I will work to refine this class to make it as effective as possible.

A third goal I have is to work with our director more closely on our leadership skills and participate in leadership training with him. I will take on more leadership in our PLC meetings and try to work more closely with staff in a leadership capacity, including conducting informal observations of all staff. As part of this goal, I will also address the use of NWEA data to

inform classroom decisions and incorporate data training into our staff development for the year.

## Staffing and Licensure

In addition to the Director, Discovery employs five general education teachers, two full time special education teachers, three paraprofessionals, and an office manager. This allows Discovery to achieve its mission of keeping class sizes small and providing students with individual instruction. Class sizes, on average, are between 12 and 20 students. Special Education students receive paraprofessional assistance in general education classes, or they have the option to work in the Resource Room, depending on their Individual Education Plan. When hiring new staff, Discovery looks for applicants who will be a good fit for the school and our students. We want staff who are professional, qualified, caring, patient, experienced, and who have an interest in teaching at Discovery and working with students who are behind academically or who have other needs that require a different approach. Discovery's staff is composed of people who truly have a desire to see students succeed, both in school and after they graduate.

### 2021-22 LICENSED TEACHING STAFF

Name	File Folder #	Assignment	Years Employed	Returning for 2022-23?
Sharon Hansen	466610	Instructional Leader/ Math Teacher	5	Yes
Cody Hanson	468908	Physical Education/ Health/Art	5	Yes
Alexandra Luthe	508014	Social Studies Teacher/ Senior Adviser	4	Yes
Allison Peterson	494846	Science Teacher	3	No
Michele Horak	283662	Special Education Teacher	3	No
Pamela Hanson	364758	English Teacher	3	Yes
Maria Palmer	513737	Special Education Teacher	2	Yes
Percentage of Licensed Teachers from 2021-22 not returning in 2022-23 (non-returning teachers/total teachers from 2021-22 x 100)				28.6%

### TEACHER RETENTION

The teacher turnover rate has been very low, especially through the pandemic. Last year we had a turnover rate of 0.0%. This year we initially had one teacher who found a job at a larger school. As a new teacher, we can understand the desire to test their teaching skills. Unfortunately, we also had a second teacher suddenly resign in August. Typically, teachers stay at DPS, so a turnover rate this high is a little unusual.

## 2021-22 TEACHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional Development Activity/ Presenter	Date
Blood Borne Pathogens/ David Leake	August 23, 2021
Project-Based Learning/ Rod Haenke	August 24, 2021
Cultural Competency/ Rod Haenke	August 24, 2021
Mandated Reporting/ Dan Weisser	September 24, 2021
Cultural Relevancy and Supporting Diverse Learners/ Rod Haenke	November 2, 2021
De-escalation and Promoting Self-Regulation Skills with Students/ Sara McAdams	February 21, 2022

## 2021-22 NON-LICENSED STAFF

Name	Assignment	Years Employed	Returning for 2021-22?
Karen Natole	Office Manager	9	Yes
Sonia Flores	Paraprofessional	9	Yes
Yvonne Ackmann	Paraprofessional	11	Yes
Madison VanErp	Paraprofessional	2	Yes

## Operational Performance

Overall operations at the school are performing well. The school has begun working with Faribault Public Schools for lunch and breakfast. Students seem a little less satisfied with the choices offered, but this may be because all lunches are prepackaged, which limits the viable menu choices. The school continues to work with Faribault Transportation Bus Company for transportation of students.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to health and safety. The school has a clear focus on safety in the school, including a no tolerance policy regarding bullying. New cameras and a secure entrance were installed in 2018 to monitor the entrance and hallway spaces. The student handbook outlines Discovery's policies and procedures related to medications. Medication is administered by the office manager, Karen Natole. A nurse has been contracted to work with our office manager on health-related issues, including diabetes management.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation. Student transportation is provided by the Faribault Transportation Bus Company.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the admission and enrollment rights of students, including, but not limited to, policies and practices related to admissions, lottery, waiting lists, and fair and open recruitment. The school publishes on its website a Student Admissions and Lottery Policy. This policy outlines a fair and open enrollment process as well as lottery procedures consistent with state statute.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the due process, privacy, and civil rights of students. The Discovery Public School Student Handbook outlines student rights and responsibilities, including policies and practices indicated above to ensure due process and privacy. The handbook is available on the school's website, as is a grievance policy and other policies related to student rights.

## Finances

Accounting services for Discovery Public School are provided by Bergan KDV. For questions regarding school finances and for complete financials for 2021-22 and/or organizational budget for 2022-23, contact:

Brenda Kes, CFO

Bergan KDV, 22488 Chippendale Ave, Farmington, MN 55024

651-280-5582

Brenda.kes@bergankdv.com

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds no later than December 31, 2021.

### FY22 FINANCES

	Fund 1	Fund 2	Total all funds
Total Revenues	\$867,418.21	0	\$867,418.21
Total Expenditures	\$870,297.35	0	\$870,297.35
Net Income	\$(2,879.14)	0	\$(2,879.14)
Total Fund Balance	\$239,480.11	\$171	\$239,651.11
Total Fund Balance %	-	-	28%

### OVERVIEW

DPS had a revised budget with a projected deficit of approximately \$7000 for FY22. Unaudited projections show a deficit of approximately \$3000, slightly better than projections. DPS did have declining enrollment, ending FY22 with an ADM of approximately 48 compared to last year at about 53. DPS does continue to receive extra Covid stimulus funds from the Federal government, similar to last year. These funds can and will be utilized by DPS until September of 2024.

### REVENUES

State funding was increased slightly for FY22 to 2.45% over the prior year. FY23 and continuing years are projected to increase by 2%. State funding continues to be a primary source of funding for the district. Other allocations include Federal Title and Special Education grant awards. In FY22, continuing until FY23, DPS is receiving larger than normal Federal revenue contributions due to the Corona Relief grants provided to schools across the country.



## EXPENSES

Payroll, benefits, and special education continue to be the largest expenses that the school has incurred this year and projects to continue into future years. Facility expenses remain a large portion as well, but revenues received from the State in the form of Lease Aid reduces these expenses by 90%.

Due to Covid, food service operations were discontinued in FY21 and FY22 and provided by the Faribault school district. DPS is projecting to participate in the Food Service program again in FY23.

## NET SURPLUS OR DEFICIT AND FUND BALANCE

The projected net deficit is approximately \$3000 for FY22. This result is slight better than the projected deficit of about \$7000. The projected balance out through FY26 shows a fund balance percentage greater than 20%. Some ongoing concerns for FY22 as we go into FY23 are that inflation and costs are continuing to increase. Staffing demands are putting pressure on wage growth. Salary growth by teachers across the state may increase faster than state aid projections, which will make it challenging for a small school like DPS to offer competitive wages and employ highly qualified teachers.

## WORLD'S BEST WORKFORCE ANNUAL BUDGET

The school allocated \$4000 from General Education toward their World's Best Workforce plan. Most of the budgeted amount (\$2000) went to upgrading technology to meet WBWF goals, with the remaining \$2000 going toward teacher professional development.

## Future Plans

Our School Improvement Plan includes the most important elements of our future plans related to realizing our school vision and mission. All of the outcomes are directly related to improving academic results and supporting our students for life, career, and college success.

In 2019-20 school year we first implemented a social-emotional learning (SEL) curriculum. Social-emotional skills have been shown to be a strong predictor of school and life success. We hope to improve not only academic results, but also attendance by providing our students training in these important life skills. This year we changed our use of our SEL curriculum from a weekly SEL class for all grades to a single Freshman Seminar class to target our ninth-grade students as they are entering high school. This class also includes career research, discussions on the importance of earning credits and graduating, and more school involvement and decision making, with the goal of increasing student motivation through high school and decrease the number of older students that give up and drop out. We plan to continue this class given the apparent success after our first year of implementation.

Going forward we plan to purchase more Chromebooks to replace our current models as they become outdated, with the goal of maintaining a 1 to 1 ratio of students to Chromebooks, which gives us the ability to have all students using technology at the same time.



## Safe Learning Plan Description and Implementation

Discovery Public School of Faribault implemented a Safe Learning Plan this year that included in-person learning with the option to go to distance learning for brief periods when needed. Teachers utilized Google Classroom and Google Meet to provide lessons and learning materials to students during periods of distance learning.

We feel our plan effectively served students who were willing to participate. We had a high number of students who had very poor attendance on distance learning days. Speaking to students and families, the issue was not access to the internet, it was purely a choice on the part of the student to not participate. Some parents were unable to enforce participation. Moving forward we have decided that distance learning is not a good fit for our population, and we will avoid using it when possible.

Our safe learning plan was mostly effective. Student learning was moderately impacted. Our NWEA Growth data shows that the number of students who met their learning goal in both math and science was greater than 50%. In addition, the students who did grow academically grew more than expected. We had a few outbreaks of Covid-19 in our school community this year, but were able to remain in person for the vast majority of the year. We feel this was a huge benefit to our students, many of whom struggle with mental health when they have to stay at home or have to change their routine suddenly.

Our team at Discovery prioritized communication, mental health, and general well-being of staff and students through weekly staff meetings. Staff were encouraged to take numerous breaks from their computers. The teaching schedule was designed to not be overly labor intensive for staff. During weekly staff meetings, students were discussed, and our director placed calls home to any families of concern that were discussed. Special education students were each assigned a paraprofessional for daily communication and help with accessing and completing assignments. Staff were encouraged to reach out to all students frequently as well.

The challenges of the past two years have impacted the school's enrollment. Much of this is due to older students who chose to drop out because of the struggles of the pandemic, both online learning and family finances. Some of them chose to work rather than participate in school, perhaps to help support the family financially. Some also had mental health stresses that we were unable to support. Unfortunately, enrollment did not increase this year. This seems to be a trend across the country, so we are happy that we at least maintained our enrollment counts and were able to gain enough new students to replace our seniors who graduated.

Staffing has remained stable. We did lose two staff members this year now that the biggest challenges of the pandemic are behind us. We still have a well-connected group of teachers and paraprofessionals that we hope to keep for many years.

Going forward we will try to find ways to incorporate the benefits of hybrid learning while keeping all students in school. We will divide larger classes as much as our schedule allows and have considered adding an additional staff to allow for even smaller class sizes. Staff participated in a two-part Cultural Competency training at the beginning of the year to



increase our ability to identify unconscious bias. Our director and instructional leader participated in leadership training early in the 2021-22 school year.

We are proud of the resilience and adaptability displayed by our staff and students over the past couple years. Before the pandemic, the fire turned our school upside down, yet our staff and students have stuck together and supported each other through all of these challenges.







