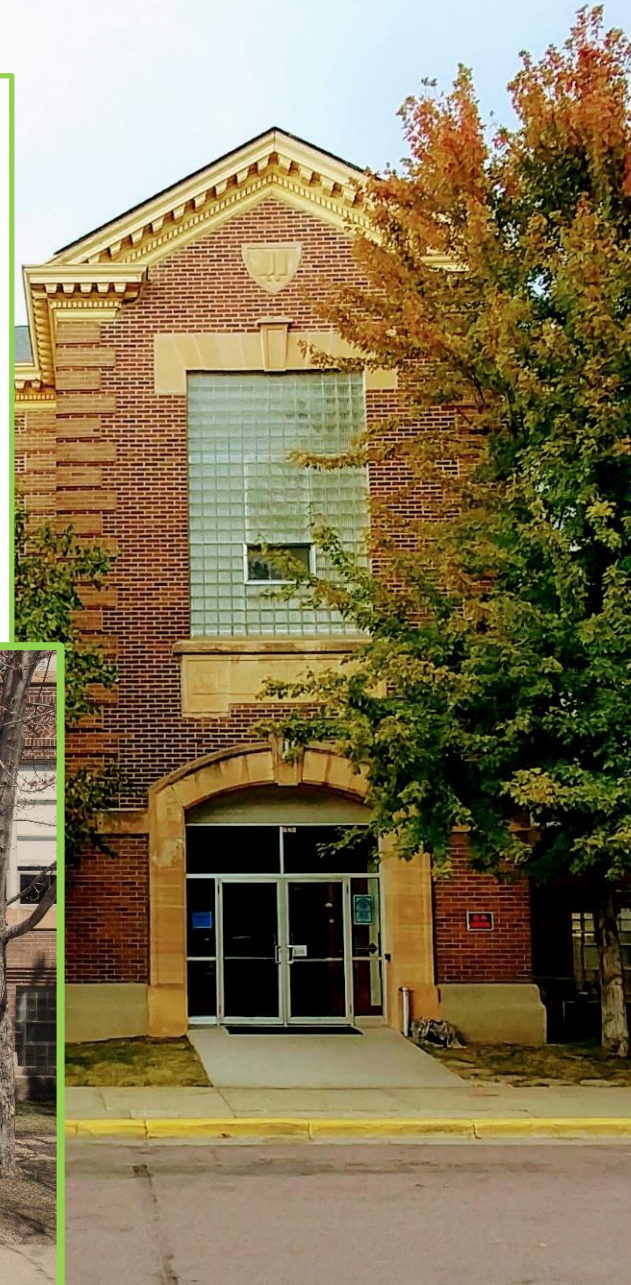


# Annual Report & WBWF Summary 2022-23

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**DISCOVERY PUBLIC SCHOOL OF  
FARIBAULT – ISD 4081**

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*School Board Approved: October 12, 2023*

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# School Information

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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

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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](http://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 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 2024.

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.

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# 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 two charging carts and enough Chromebooks for all students to 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 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 we feel are important for success after high school:

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

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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 Discovery. Many creative projects have been completed in science classes, such as creating an indoor window farm, creating aquaponics tanks, tapping maple trees and making syrup, and planting a school garden.



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. 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 staff to join the school board when we have a seat available.

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# 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
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	48.04

## Demographics

The student population at Discovery Public School of Faribault remains relatively consistent. Our population is somewhat diverse. Approximately 33% 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 84% of our population. We also serve many students receiving special education services. These students make up about 51% of our student population.



STUDENT DEMOGRAPHICS	2019-20	2020-21	2021-22	2022-23
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



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# 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.

MDE has 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. Due to impacts from Covid-19 and distance learning, MDE has not calculated Consistent Attendance since the 2018-2019 school year.

STUDENT ATTENDANCE RATES	2019-20	2020-21	2021-22	2022-23
Attendance Rate (total days present divided by total membership days)	92.1%	80.2%	79.9%	82.2%

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 in recent years, as it could have unfairly impacted students who chose to quarantine. This year we started to implement our NC policy, while making exceptions for students with known long-term illnesses.

Moving forward, we may adjust our No Credit policy to encourage 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 an increase in student retention from spring to the following year and an increase in the percentage of students who stayed with us from October 1, 2021 to October 1, 2022.

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.

<b>STUDENT RETENTION</b>		<b>2022-23</b>
<b>Percentage of students who were continuously enrolled between October 1, 2021 and October 1, 2022</b>		75.6%
<b>Percentage of students who continued enrollment at DPS from Spring 2022 through October 1, 2022</b>		90.5%

## Student Mobility

We generally see relatively low student mobility. This year we saw a brief increase in enrollment at the beginning of the year. Some of those students were troubled students who left shortly after enrolling, but many of them stayed through the remainder of the year. Student mobility at DPS has remained relatively constant.

<b>School Year</b>	<b>Number of students enrolled <math>\geq</math> 95% of school days</b>	<b>Number of students enrolled on October 1, 2020</b>	<b>Percent</b>
<b>2019-20</b>	46	68	67.6%
<b>2020-21</b>	44	55	80.0%
<b>2021-22</b>	39	51	76.5%
<b>2022-23</b>	37	49	75.5%

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# 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 is often the main reason a student begins 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)
<b>Total</b>	<b>22.5 credits</b>

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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. This was our second year, and results were mixed. Some of the students took the class seriously and really excelled throughout the year, but a few of the students did not take the class seriously and struggled to stay on track.



Students in Career Readiness did an activity to build communication skills by guiding each other across the classroom.



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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 needs in those subjects.

The Special Education Program plays a big part in the success of the school. The school employs one full time special education teacher and three paraprofessionals. Due to a lack of applicants we supplemented our Special Education Program this year with a licensed teacher who worked with students virtually through Teleteachers. This arrangement worked well overall and the virtual teacher we worked with was very effective and professional. 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 2022-23 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 2022-23 school year ran from August 30, 2022 to June 1, 2023. Our original calendar included 169 instructional days. Our daily schedule is from 8:15 am to 3:00 pm.

This year we offered two after-school options. Sports Club is one of our after-school activities 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. Our new offering this year was Engineering Club. Students met once a week to design and build a supermileage car. The goal was to enter the supermileage competition at Brainerd International Raceway in the spring, but due to unforeseen circumstances they were not able to go. Next year they hope to build a second car and enter both in the competition.



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# 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.



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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 academic proficiency and growth, supporting all students through graduation, preparing all students for college and/or career, improving attendance, increasing enrollment, and encouraging community partnerships.

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
- ◆ Career Readiness and Freshman Seminar classes to support students in staying on track to graduate and prepare them for college and/or career.
- ◆ Dan and Sharon met with all students after NWEA testing to set individual goals for students.
- ◆ Relationship building with students to improve school culture and attendance

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# 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.

Academic growth in reading has rebounded this year, but students in math and science have shown only average growth. Students in math have shown signs of closing the socio-economic achievement gap. Students who received free/reduced priced lunch have performed as well or better on math assessments than all students combined for the past few 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 2022-23 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%.

*2022-23 Results: In FY23, out of 34 high school students (grades 9-12), 29 were on track to graduate on time (85.3%).*

This measure has been higher for the past two years. The Freshman Seminar class that was implemented this year may have helped us reach this goal. The Covid-19 pandemic has also had less of an impact on our students this year. We were able to remain in person for the entire 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.



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## 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 2022-23 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.

*2022-23 Results: The percentage of students whose achievement level improved was 18.2% (2/11 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.

*2022-23 Results: The percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide reading assessments was 72.7% (8/11 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%.

*2022-23 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in reading was 51.2% (21/41 students). The aggregate percentage for FY19 to FY23 was 50.3%.*

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The Covid-19 pandemic impacted students' reading growth. In FY19, 55% of students met their reading goals, but that number has dropped due to distance learning periods during the pandemic. We are beginning to see growth increase 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 2022-23 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.

*2022-23 Results: The percentage of students whose achievement level improved was 0% (0/11 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.

*2022-23 Results: The percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide math assessments was 90.9% (10/11 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%.

*2022-23 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in math was 50.0% (19/38 students). The aggregate percentage for FY19 to FY23 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
FY23	20	2	1	8	9	35.0

\*\*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.

### Key Measures and 2022-23 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.

*2022-23 Results: The proficiency index for students in grades 6-8 & 10 for state reading assessments in FY23 was 35.0. The aggregate proficiency index from FY21 to FY23 was 29.4.*

**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
FY23	18	2	1	7	8	36.1

\*\*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.

Reading proficiency for students receiving free or reduced priced lunch has been comparable to reading proficiency for all students for the past few years. This year students receiving free or reduced priced lunch had a higher reading proficiency than all students combined.

**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).

*2022-23 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 36.1. The aggregate proficiency index from FY21 to FY23 was 27.9.*

**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
FY23	14	1	1	4	8	28.6

\*\*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.



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Reading proficiency for students receiving special education services has been increasing over the past few years. Proficiency for this group of students remains lower than for all students combined, but we feel we are making progress in this area.

**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).

*2022-23 Results: The proficiency index for students who received special education services in grades 6-8 & 10 on state reading assessments in FY22 was 28.6. The aggregate proficiency index from FY21 to FY23 was 18.9.*

## 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 has increased since the pandemic. This year our proficiency rate more than doubled last year’s rate and nearly reached our pre-pandemic proficiency rate.

## 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	23	0	0	4	19	8.7
FY22	21	0	1	1	19	7.1
FY23	17	0	1	4	12	17.6

\*\*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 2022-23 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.

*2022-23 Results: The proficiency index for students in grades 6-8 & 11 for state math assessments in FY23 was 17.6. The aggregate proficiency index from FY21 to FY23 was 10.7.*

**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	20	0	0	3	17	7.5
FY22	16	0	1	1	14	9.4
FY23	13	0	1	2	10	15.4

\*\*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.

Students receiving free or reduced priced lunch have demonstrated proficiency in math that is consistent with 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.

**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).

*2022-23 Results: The proficiency index for students receiving free or reduced priced lunch in grades 6-8 & 11 for state math assessments in FY23 was 15.4. The aggregate proficiency index from FY21 to FY23 was 10.2.*

**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
FY23	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.

Students receiving special education services are still not demonstrating proficiency in math. We find that the struggles they have in the classroom, whether behavioral or academic, make it difficult for them to achieve proficiency as measure by the MCAs. We have seen strong growth in math from several students in this population, but unfortunately not enough for them to reach full proficiency.

**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).

*2022-23 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 from FY21 to FY23 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	12	0	2	4	6	33.3
FY23	16	0	3	2	11	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.



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### **Key Measures and 2022-23 Results**

**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.

*2022-23 Results: The proficiency index for students in grades 8 & 10 for state science assessments in FY23 was 25.0. The aggregate proficiency index from FY21 to FY23 was 25.0.*

**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%.

*2022-23 Results: The percentage of students who met their fall to spring NWEA RIT expected growth target in science was 50.0% (19/38 students). The aggregate percentage for FY19 to FY22 was 51.6%.*

## **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 2022-23 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%.

*2022-23 Results: Of students in grades 6-12, 93.0% (40/43students) 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 2022-23 Results*

#### **SIX-YEAR GRADUATION RATES FROM FY19 TO FY22**

School Year	Graduated Count	Total Count	Percent Graduated
FY19	10	16	62.5%
FY20	9	13	69.2%
FY21	6	13	46.2%
FY22	6	12	50.0%

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

*2022-23 Results: Graduation rates lag by one year. The six-year graduation rate for FY22 was 50.0% (6/12 students).*

**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%.

*2022-23 Results: Out of 5 seniors completing a full year at DPS, 4 of them (80.0%) scored 70% or greater on their Life Plan Project. The aggregate percentage of seniors who scored at least 70% on their life plan project from FY20 to FY23 was 82.1%.*

**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%.

*2022-23 Result: Out of 5 seniors completing a full year at DPS, 4 of them (80.0%) earned a Job Skills Certificate. The aggregate percentage of seniors who earned a Job Skills Certificate from FY19 to FY23 was 71.4%.*

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## 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 2022-23 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.

*2022-23 Result: Our Consistent Attendance rate for FY22 was 45.8. These results are lagged by one year.*

## 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 less proficient on the MCA Math test than the rest of our population, with a proficiency index of 0.0. In addition, only 16.7% of our 8th grade students met their target growth

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on the NWEA Math Growth assessment. Our 8<sup>th</sup> grade class this year was 83.3% special education, half of them with goals in the area of math.

### **Achievement gap data**

The percentage of students on track to graduate is slightly lower this year for students who receive free/reduced priced lunch (82.61%) compared to those who do not (87.50%). In the past this percentage has been higher for students receiving F/R lunch. Students who receive free/reduced priced lunch are less proficient at math (Proficiency index of 15.4 on MCA Math test vs 17.6 for all students), but more proficient at English (Proficiency index of 36.1 on MCA Reading test vs 35.0 for all students). Students who received free/reduced price lunch also showed greater growth on the NWEA Math Growth test (55.1% versus 33.3%), than those who were not receiving free/reduced priced lunch. NWEA MAP Growth results were opposite in reading and science, identifying areas in which we need to improve.

### **Graduation rates**

Graduation rates are not yet available for 2022-23. Local data indicates that our 6-year graduation rate declined rapidly during the Covid-19 pandemic, but increased this year compared to last year. We expect our graduation rate to continue increasing. 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 affected our 6-year graduation rate last year. By next year the effects of the pandemic on graduation rates will have passed.

### **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.



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# 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
<b>Teachers</b>	100%	83.3%	71%	14%	0%
<b>Administration</b>	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.

## 2022-23 Parent Satisfaction Survey

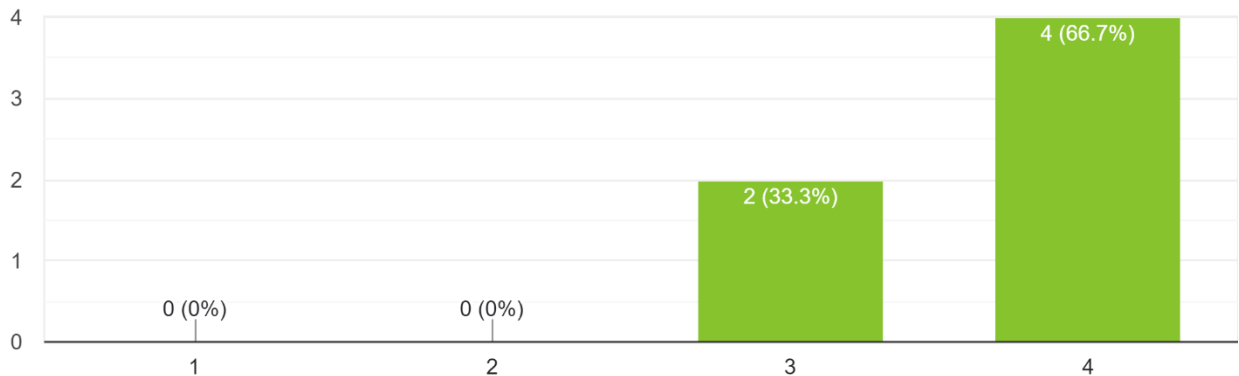
- ◆ 100% (20/20) of parents say that this school is a good place for their child to learn (3 or 4 on a 4-point scale)
- ◆ 100% of parents say that they feel like their child is safe at this school (20/20)

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 2022-23 Parent Survey

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

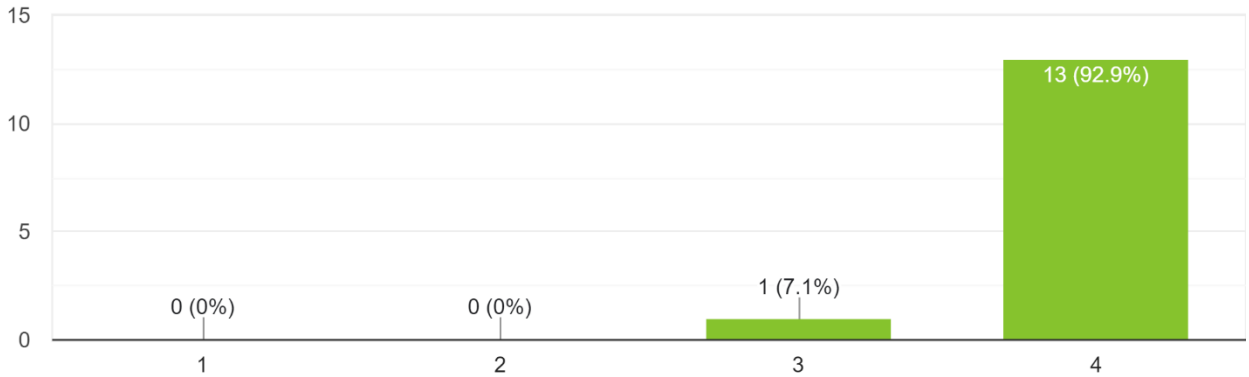
6 responses



## Spring 2022-23 Parent Survey

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

14 responses

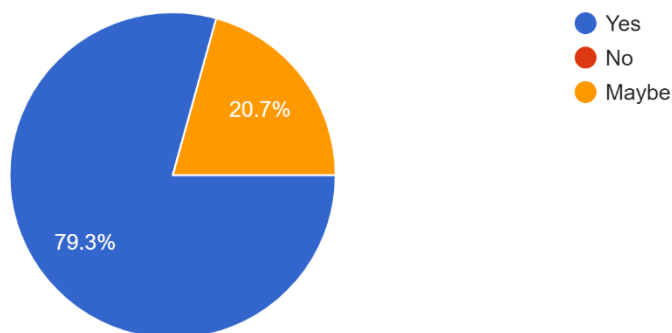


## 2022-23 Student Satisfaction Survey

In the spring of 2023, students completed their Student Satisfaction Survey. Results show that 79.3% of students feel that Discovery Public School of Faribault is a good place to receive an education. None of the students surveyed felt DPS was not a good place to receive an education.

Do you feel that Discovery Public School of Faribault is a good place to receive an education?

29 responses



Students were also asked about our school's strengths and weaknesses. The majority of students felt that our strengths are small class sizes and great teachers. They felt that our greatest weakness was not enough elective options.



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# 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 students planted a school garden in the spring. Juniors and seniors wrote emails to their representatives as part of an action project on environmental issues.

This year students made maple syrup as part of their Biology class. Students 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. 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.





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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 FY23

Name	Position	Affiliation	Most Current Date Elected	Most Current Date Seated	Term End Date	Email Address
<b>Russ Kennedy</b>	Chairperson	Community Member	May 2022	June 16, 2022	May 2025	cenneidighinc@gmail.com
<b>Jim Severson</b>	Vice Chair	Community Member	May 2021	June 17, 2021	May 2024	jseverson@isd4081.org
<b>Sam Macklay</b>	Secretary/ Treasurer	Community Member	May 2021	June 17, 2021	May 2024	smacklay@msn.com
<b>Sharon Hansen</b>	Member	Teacher #466610	May 2021	June 17, 2021	May 2024	shansen@isd4081.org
<b>Cody Hanson</b>	Member	Teacher #468908	May 2023	June 15, 2023	May 2026	chanson@isd4081.org
<b>KariAnn Schmidt</b>	Member	Parent	May 2022	June 16, 2022	May 2025	Kariann_schmidt@yahoo.com
<b>Sarah Hammer</b>	Member	Parent	May 2023	June 15, 2023	May 2026	Sarah.hammer71@gmail.com
<b>Dan Weisser</b>	Ex-Officio	Ex-Officio (Director)	N/A	September 2018	N/A	dweisser@isd4081.org

## 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
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 FY23

Training Title/Presenter/Date	Russ	Kennedy	Jim	Severson	Sam	Macklay	Sarah	Hammer	Sharon	Hansen	Cody	Hanson	KariAnn	Schmidt	Dan	Weisser
Employment Policies and Practices Courses: Respond to Data Requests/ Charterboard.com/Sept 15, 2022	Y	Y		Y			Y		Y		Y		N		Y	
Finance Training/ Travis Berends – BerganKDV/ Dec 15, 2022	Y	Y		Y			Y		Y		Y		N		Y	
Teacher and Staff Retention/OW Sounding Board/ March 2, 2023	Y	Y		N			Y		Y		Y		N		Y	
Finance Training/ Travis Berends – BerganKDV/ April 20, 2023	Y	Y		N			Y		Y		Y		N		Y	
Budget Training/ Travis Berends – BerganKDV/ May 18, 2023	N	Y		Y			N		Y		Y		Y		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
<b>Dan Weisser</b>	Executive Director	<p>Communicate with school board and attend all meetings</p> <p>Manages all personnel, including conducting teacher evaluations and regular staff meetings</p> <p>Oversees all school finances</p> <p>Communicates with parents and community</p>	<p>Licensed teacher</p> <p>11 years experience as assistant director, plus instructional leader experience</p> <p>5 years experience in director role</p>
<b>Sharon Hansen</b>	Instructional Leader	<p>Conducts informal teacher observations</p> <p>Oversees curriculum mapping for all classes</p> <p>Conducts PLC meetings with staff</p> <p>Mentors teachers</p>	<p>Licensed teacher</p> <p>5 years experience in instructional leader role</p>

## Director's Professional Development Plan

Dan Weisser, Executive Director

### Professional Development Goals/Areas of Focus for 2022-23:

As Director at DPS, I planned to continue to try and build more connections between the school and the community. The school has a good relationship with South Central College and we take field trips there. We also regularly take students to the Straight River trail to clean up trash. DPS will continue to Coop with Bethlehem Academy for Sports.

I have worked with our Authorizer, Osprey Wilds, to meet our contract goals to the best of my ability. We have a new point of contact (Pat Hartman), and we talk as needed. We have had several visits and Board Observations. I believe we are in good standing entering a Renewal year.

I have worked hard to try and increase and maintain our student enrollment. Enrollment is stable, but not as high as we would like. We will continue to try and grow our enrollment moving forward. We put out flyers at the local grocery store (Fareway Foods) this year, and plan to do more advertising on social media.



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## Activities Completed

- ◆ \*Osprey Wilds Leadership Retreat – August 2022
- ◆ \*Employee Right to Know and Blood Borne Pathogens - August – 2022
- ◆ \*OW - Centering Community in School Design - August 2022
- ◆ \*OW - Fostering Resilience Across the School Community - August 2022
- ◆ \*Hike your own Hike: An Individualized Approach to Wellness - February 2023
- ◆ \*6 Simple Tools for De-escalation - January 2023
- ◆ \*Cultural Competency - August 2023
- ◆ \*School Board Ex-Officio - 2022 - Present

## Professional Development Goals/Areas of Focus for 2023-24:

As Director at DPS, I planned to continue to try and build more connections between the school and the community. The school has a good relationship with South Central College and we take field trips there. We also regularly take students to the Straight River trail to clean up trash. DPS will continue to Coop with Bethlehem Academy for Sports.

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## Instructional Leader’s Professional Development Plan

Sharon Hansen, Instructional Leader

### Professional Development Goals/Areas of Focus for 2022-23:

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.

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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 2022-23:**

We made solid progress on developing curriculum maps this year. I did not meet with staff as much as I hoped to, but most of them completed curriculum maps for the classes they taught this year. This will be a high priority next year as staff teaches different classes on alternating years.

I continued the Freshman Seminar class this year, and it continues to be 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. The ninth grade group for the second year of Freshman Seminar was a bit more challenging, but they pushed me to refine the class even more to meet the needs of different students.

As a result of the pandemic and recent cultural issues, using data to inform instruction took a back burner again this year. Our professional development focus this year was Trauma Informed Instruction. I completed the following activities:

- ◆ Osprey Wilds 2022 Leaders Retreat
- ◆ Trauma Informed Schools Institute 2022
- ◆ Building Resilience (Trauma Informed Schools Institute 2022) presented for staff
- ◆ 6 Simple Tools for De-escalation (presenter)
- ◆ Hike Your Own Hike: An Individualized Approach to Wellness
- ◆ School Board Member

### **Professional Development Goals/Areas of Focus for 2023-24:**

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. We will work hard to make sure all of our Renewal paperwork and tasks are completed promptly.

I will work hard and increase efforts (advertising) to try and increase and maintain our student enrollment.

# Staffing and Licensure

In addition to the Director, Discovery employs five general education teachers, one full time special education teacher, 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.

## 2022-23 LICENSED TEACHING STAFF

Name	File Folder #	Assignment	Years Employed	Returning for 2022-23?
Sharon Hansen	466610	Instructional Leader/ Math Teacher	6	Yes
Cody Hanson	468908	Physical Education/ Health/Art	6	Yes
Alexandra Luthe	508014	Social Studies Teacher/ Senior Adviser	5	Yes
Garret Bitker	372807	Science Teacher	1	Yes
Pamela Hanson	364758	English Teacher	4	Yes
Maria Palmer	513737	Special Education Teacher	3	Yes
Percentage of Licensed Teachers from 2022-23 not returning in 2023-24 (non-returning teachers/total teachers from 2022-23 x 100)				0.0%

**2022-23 TEACHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

Professional Development Activity/ Presenter	Date
Employee Right to Know & Blood Borne Pathogens/ Navigate Care Consulting	August 24, 2022
Mandated Reporting/ Dan Weisser	September 30, 2022
Building Resilience (Trauma Informed Schools Institute)/ Sharon Hansen	November 4, 2022
6 Simple Tools for De-escalation/ Sharon Hansen	January 23, 2023
Hike Your Own Hike: An Individualized Approach to Wellness/ Sharon Hansen	February 20, 2023

**Teacher Retention**

The teacher turnover rate has been very low, especially through the pandemic. Last year we had one teacher who found a job at a larger school. We were able to replace her with a highly qualified science teacher that has a lot of experience working with our population of students. Typically, teachers stay at DPS, so a turnover rate this high is a little unusual. All of our staff this year stayed with us into 2024

**2022-23 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

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# Operational Performance

Overall operations at the school are performing well. The school continues to work with Faribault Public Schools for lunch and breakfast. 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.



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# Finances

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

Travis Berends, Controller

Creative Planning, 5454 W 110<sup>th</sup> Street, Overland Park, KS 66211

952.563.6849

[Travis.berends@bergankdv.com](mailto:Travis.berends@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, 2023.

## FY23 FINANCES

	Fund 1	Fund 2	Total all funds
<b>Total Revenues</b>	\$909,662	\$15,802	\$925,464
<b>Total Expenditures</b>	\$938,385	\$15,784	\$954,169
<b>Net Income</b>	\$(28,723)	\$18	\$(28,705)
<b>Total Fund Balance</b>	\$220,315	\$171	\$220,486
<b>Total Fund Balance %</b>	23.5%	\$354	23.1%

## Overview

DPS had a revised budget with a projected deficit of approximately \$18,894 for FY23. Unaudited projections show a deficit of approximately \$28,705, slightly poorer than projections. DPS had stable enrollment, ending FY23 with an ADM of approximately 48 compared to last year at about 48. 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 2025.

## Revenues

State funding was increased slightly for FY23 to 4.0% over the prior year. FY24 is projected to be 2.0% and then tied to inflation with a maximum increase of 3.0%. State funding continues to be a primary source of funding for the district. Other allocations include Federal Title and Special Education grant awards. In FY23, continuing slightly into FY24, DPS is receiving larger than normal Federal revenue contributions due to the Corona Relief grants provided to schools across the country.

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## 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 did participate in the Food Service program again in FY23, requiring a transfer from the general fund in the amount of \$1,105.

## Net Surplus or Deficit and Fund Balance

The projected net deficit is approximately \$28,705 for FY23. This result is slightly poorer than the projected deficit of about \$18,894. The projected balance out through FY26 shows a fund balance percentage greater than 20%. Some ongoing concerns for FY23 as we go into FY24 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

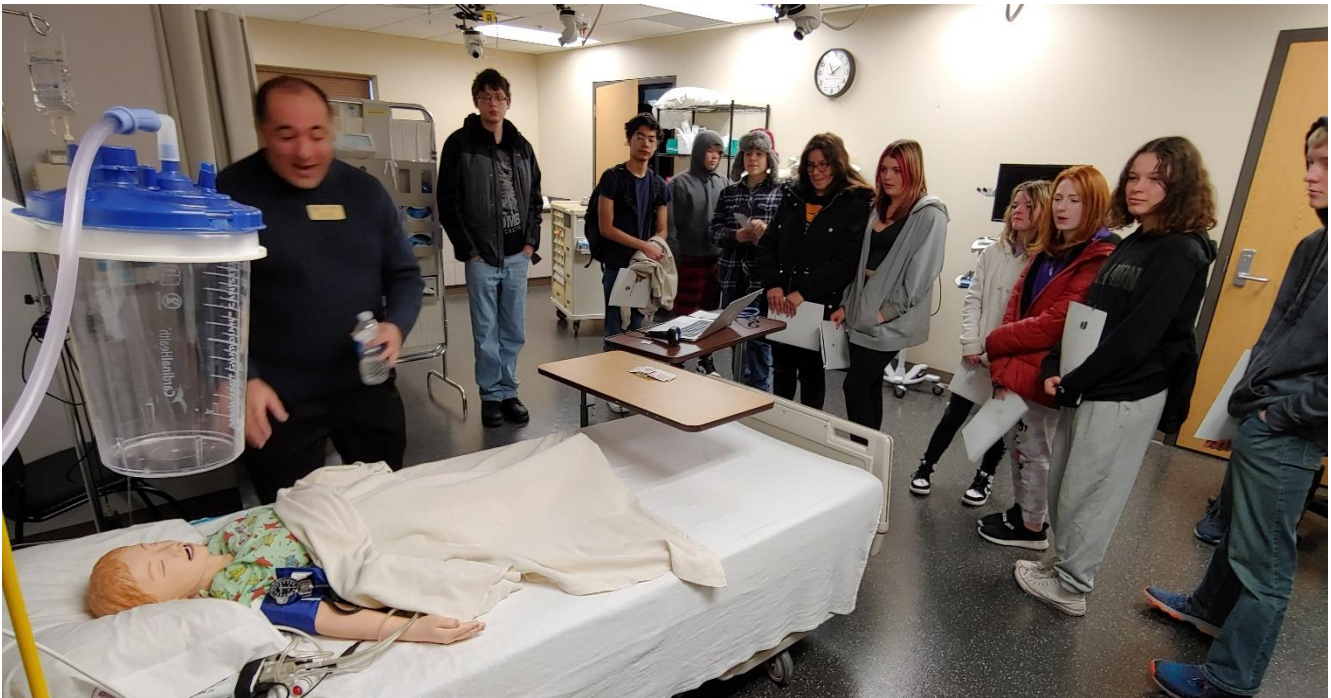
The school allocated \$4000 from General Education toward their World's Best Workforce plan. Most of the budgeted amount (\$2000) went to upgrading technology to meet WBWF goals, with the remaining \$2000 going toward teacher professional development.

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# 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. Last 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 two years 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.

