



## **CANNON RIVER STEM SCHOOL**

**PUBLIC CHARTER SCHOOL DISTRICT #4194-07**

**SCHOOL YEAR 2020-2021**

**WORLD'S BEST WORKFORCE & ANNUAL REPORT**



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## **1. School Information**

### **CONTACT INFORMATION**

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### **SERVING STUDENTS IN GRADES K-8**

### **YEAR OPENED: 2009**

### **MISSION AND VISION**

Cannon River STEM School's (CRSS) mission is to foster each student's innate curiosity and joy of discovery. We prepare students to become excellent questioners, scientific thinkers, and responsible citizens, who are able to contribute to the world with confidence and character. We achieve this through student-centered, collaborative and experiential learning, with an emphasis on the environment as an integrating context.

Our Vision is to become an innovative leader in Science, Technology, Engineering, and Math (STEM) in Minnesota while creating a community of students who love to learn. To reach this vision, CRSS integrates these pedagogical methods throughout the instructional program: place-based Education, inquiry-based Instruction, and project-based Learning.

### **AUTHORIZER INFORMATION**

Osprey Wilds, formerly known as Audubon Center of the North Woods, has been the authorizer for Cannon River STEM School (CRSS) since the school's founding in 2009. Currently engaged in the application for authorization renewal year. CRSS appreciates this important partnership with Osprey Wilds and understands that the oversight and evaluation feedback provided by Osprey Wilds serve to support the school's ongoing improvement and excellence.

The authorizing mission of Osprey Wilds Environmental Learning Center 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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## **2. Implementation of Primary and Additional Statutory Purposes**

Cannon River STEM School is a public charter school that serves K-8 students through a pedagogy that is place-based, inquiry-based and project-based. The school operates on a 55-acre campus leased from a local private boarding school, and uses the expansive natural and social environment as a context for learning. CRSS has three statutory purposes, as identified in the school contract with the authorizer, Osprey Wilds.

### **IMPROVE PUPIL LEARNING AND SCHOOL ACHIEVEMENT.**

Teachers at CRSS use increasingly data-driven analytics to determine effective instruction and intervention for improving pupil learning and student achievement. It has been challenging to implement this data-driven decision making. While traditionally, CRSS has given teachers a great deal of autonomy in determining instructional strategies, increased use of data requires more streamlining between grades in order to be accurate and valid. To this end, CRSS is in the midst of developing cross-grade tools, interventions, and curriculum to ensure that data gathered year-to-year is reliable. This matter will be discussed further under Probationary Status.

Some methods of improving pupil learning have remained consistent. Both now and in the past, teachers participate in a yearly training on using data gathered from the Minnesota state Measures of Academic Progress test. This is, given to students two to three times per year, to determine instructional adjustments, differentiations, and interventions for students. In FY20, and continuing into FY21, the goal was to focus on “bubble students,” that is, students who are close to meeting standards but who are falling a few points short. Teachers took initiatives in their individual classrooms to provide differentiated, small group instruction and interventions for students who could meet standards given some extra instruction.

The formation of discipline-specific teacher committees worked to connect all teachers with tools and resources for their classrooms. The English Language Arts and Math committees investigated future curriculums for purchase that will help close gaps between grade levels. This ultimately resulted in the purchase of the Benchmark Universe English Language Arts curriculum for grades K-3 in FY21. The 4th and 5th grade materials were acquired in FY22. The math curriculum selection committee will convene and begin a review and selection process in FY22. In the interim period, grade levels are encouraged to select from a wide range of research-based mathematics instructional resources that align with Minnesota State Standards.

### **INCREASE LEARNING OPPORTUNITIES FOR PUPILS.**

Many exciting additions to our learning opportunities have been made over the past several years. Much of the growth of former years, including the hiring of a full-time Title I teacher, a full-time English Learner teacher, a Middle School Reading Specialist, summer school programming, Science Fair, and Run Across America are still in practice. Field trips and our relationship with the Rice County Historical Society and the River Bend Nature Center have remained integral and much-loved parts of our learning opportunities.

CRSS students are offered many opportunities for learning on its 55-acre campus and in the community. In 2020-2021, the opportunities for off-campus learning were restricted, but students continued to experience the full benefits of being at school when the school reopened for in-person learning.



### **ENCOURAGE THE USE OF DIFFERENT AND INNOVATIVE TEACHING METHODS.**

The pandemic restrictions and distance learning hampered Cannon River STEM School's ability to take full advantage of the many opportunities offered by the unique 55-acre campus and interdisciplinary project-based learning. However, teachers worked vigilantly to continuously improve and strengthen their distance learning practices during the first half of the 2020-2021 school year. Maintaining connections and fostering enthusiasm and relationships were central to this approach. Once students returned to school during the second half of the year, teachers worked hard to reincorporate innovative practices while following ever-shifting covid guidelines.

Significant expansions in our technological capabilities have made many advancements possible. The school has purchased ChromeBooks for each pupil and two 3D printers. The shift toward using Google Suite school-wide has made cross-grade collaboration and creation of multimedia projects much more accessible for students. A full-time Coding teacher has also been added to our staff, who teaches a required coding elective for all grade levels, in addition to co-curricular offerings in Physical Education, Music, and Art.

The coding class has given students the opportunity to use various types of software to begin learning to create coded programming. Students have used Scratch to create games and TinkerCad to build 3D objects. These technological improvements have greatly benefited the school through the shifting learning models of the pandemic, as we were able to move to a 1-1 student-to-device model and provide hotspots to students with limited home internet access and allow them to participate in distance learning more quickly than many other local schools.

## **3. Student Enrollment & Demographics**

### **STUDENT ENROLLMENT**

After years of stability, CRSS lost students (per ADM data) from FY20 to FY21 and this trend continues into the current year. This reflects both the reality at other local charter schools and in the larger Faribault Public Schools district. This trend is expected to continue into the near term future, but the school is actively working to differentiate itself as an E-STEM school and increase its innovative opportunities for older students in order to become more visible in the community and attract enrollment.

<b>Number of Students Enrolled</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22 (est.)</b>
Kindergarten	39	40	36
1st Grade	43	43	37
2nd Grade	42	43	37
3rd Grade	41	41	34
4th Grade	41	43	39
5th Grade	46	45	35
6th Grade	44	37	32
7th Grade	40	37	18
8th Grade	27	30	29
<b>Total</b>	<b>366</b>	<b>359</b>	<b>293</b>
<b>Total ADM (Average Daily Membership) for year</b>	<b>339.85</b>	<b>329.38</b>	<b>295</b>

## STUDENT DEMOGRAPHICS

Cannon River STEM School's student population does not reflect the ethnic and racial diversity of the larger Faribault community and this trend continued into 2019-2020.

Demographic Trends	2019-20	2020-21	2021-22 (est.)
Total Enrollment	366	362	293
Male	185	179	148
Female	181	183	145
Special Education	58	61	41
English Learners	16	20	24
Free/Reduced Priced Lunch	149	149	132
Black, not of Hispanic Origin	16	16	7
Hispanic/Latino	24	23	19
Asian/Pacific Islander	8	10	12
American Indian/Alaskan Native	7	6	6
White, not of Hispanic Origin	352	300	283

## 4. Student Attendance, Attrition & Mobility

### STUDENT ATTENDANCE

CRSS uses a Multi-Tiered System of Supports model (MTSS) to address concerns with student academics, social-emotional health, behavior, and attendance. A key component for a positive learning experience is to attend school consistently, whether the model is in-person or distance learning. In fact, in distance learning, it is critical that relationships be nurtured and students continue to feel connected to their teachers and classmates. The staff at CRSS are committed to encouraging regular attendance (including during distance learning - logging in each day, attending morning meetings, completing schoolwork), as well as helping families identify barriers to regular attendance. Administrators, the School Social Worker, and the school board work to improve overall attendance by regularly reviewing the attendance policy.

The School Social Worker continues to work with Rice County Social Services, as well as other local resources, in order to address chronic absenteeism. The Student Attendance Review Board (SARB) process has been in place for a few years through the County attorney's office, and has helped specific families through their difficulties. Attendance is tracked through daily reports in the Synergy system and MARSS, and families are notified by phone calls, emails, and letters when attendance becomes a concern.

Supporting consistent student attendance during the pandemic has been particularly challenging, even when the students returned to in-person learning, thus attendance goals were not met during this time. MDE guidelines for recording attendance have shifted and connecting with stressed and overwhelmed families proved to be difficult at times. Since CRSS returned to full in-person learning, the school has been able to reinstate practices and policies for contacting families and using all available resources to encourage regular attendance.



	2018-19	2019-20	2020-21
<b>Consistent Attendance Percentage</b>	80.7%	*Data Not Available	85.9%

\*The Minnesota Department of Education (MDE) did not post an overall student attendance rate for the FY20 school year through the NorthStar accountability report.

### STUDENT ATTRITION

The majority of students at CRSS remain at the school through their elementary years. Sixth grade tends to be a time when families re-evaluate and often move to the larger district middle school in order to acclimate their students to the larger school environment or access the more extensive extra-curricular options. New students often enroll at the school during the middle school years if they want a smaller, more community-focused school environment for these sometimes challenging and formative years.

<b>Percentage of students* who were continuously enrolled between October 1 of the 2019-2020 school year and October 1 of the 2020-21 school year.</b>	82%
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<b>Percentage of students* who continued enrollment in the school from Spring 2020 to October 1, 2021.</b>	80%
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### STUDENT MOBILITY

The Minnesota Department of Education has not provided student mobility data since the 2016-2017 school year. Enrollment at Cannon River STEM School has remained reasonably steady, with some uptick in attrition during the pandemic, reflecting trends across the region and state. While there are some transfers in and out of the district each year, including in FY21, it is not considered a mobile population.

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
<b>2018-19</b>	NA	345	11	19	30	9%
<b>2019-20</b>	NA	339	14	24	38	11%
<b>2020-21</b>	NA	323	10	22	32	10%

\*Total mid-year transfers (in and out) divided by number of students on October 1.

<b>Percentage of students who were enrolled for 95% or more of the 2019-2020 school year.</b>	97%
<b>Percentage of students who were enrolled for 95% or more of the 2020-2021 school year.</b>	96%

## 5. Educational Approach & Curriculum

The mission of Cannon River STEM School is to foster each student's innate curiosity and joy of discovery. CRSS prepares students to become excellent questioners, scientific thinkers, and responsible citizens who are able to contribute to the world with confidence and character.

The school achieves this through student-centered, collaborative and experiential learning, with an emphasis on the environment as an integrating context.



Along with the mission of CRSS, there are also five specific values - Respect, Responsibility, Curiosity, Perseverance, Acceptance - that are woven into the culture of the school. These values proved to be grounding principles during the challenges of the pandemic. It is through the lens of the values that the staff and students are encouraged everyday life at CRSS.

All curriculum planning is based on the Minnesota State Academic Standards with STEM and Environmental Education as unifying approaches. While informal assessments happen throughout the school year, the early months of distance learning interrupted some assessment opportunities in the fall of 2020. However, once students returned to school, and based on Minnesota Department of Education guidelines, NWEA tests and the Minnesota Comprehensive Assessments resumed.

### **BREADTH AND DEPTH OF CURRICULUM**

The breadth and depth of curriculum currently in use at CRSS was studied this year by a board-created Academic Committee. All grade level teachers were interviewed about what curriculums and instructional practices used during their time at the school. Older curriculums no longer in use included Words Their Way and Handwriting Without Tears, although K-2 is preparing to reinstate the latter.

Each area of curriculum has a review cycle, and school-wide goals are written with those reviews in mind. Despite disruptions at the close of the FY20 school year, the language arts curriculum committee, along with leadership staff, selected a new K-5 language arts curriculum. FY21 was the first year of a multi-year implementation of Benchmark Universe. This award-winning curriculum features content-rich leveled texts in English and Spanish; explicit instruction in close reading and analysis, genre, and cross-text study; and a wide array of differentiated resources that enable educators to target literacy intervention. Benchmark Universe includes print and digital supplemental and core programs that facilitate differentiation and equitable access for all students.

The CRSS math curriculum for kindergarten through 5th grade was under a review cycle during FY19. A pilot curriculum, intended to replace Everyday Math, was selected for FY20. The pilot curriculum, Ready Math by Curriculum Associates, offered both hard copy and digital resources for



teachers and students. The Standards of Mathematical Practices are embedded in the curriculum and encourage students to access prior knowledge in order to make connections within and across grade levels. The most recent addition offers additional features for students at different levels of English proficiency and a robust set of resources for differentiated instruction for all mathematicians.

The middle school curriculum resources are developed by College Preparatory Math and will remain in use through the FY22 school year. Due to the disruption of staff collaboration and planning time, posed by the COVID-19 pandemic, CRSS will resume a math curriculum review process in FY22.

Beyond the regular school year and school day (8am to 3pm) CRSS offers options for students to engage in learning, such as Extended School Year for special education students who qualify and a summer camp for all students ages K - 8th grade. During summer 2021, students attended camp tuition-free, as costs were funded through supplemental CARES Act funding. Looking toward the 2021-2022 school, CRSS is adding free after school programs for all ages to address learning loss, enrich social-emotional learning, and provide enrichment opportunities. The school will run a late bus to ensure the programs are accessible to all.

Cannon River STEM school was open for **170** school days in 2020-2021.

### **ALIGNMENT OF STATE STANDARDS**

All curriculum planning is developed in accordance with the Minnesota Statutes as stipulated in Chapter 120B: Curriculum and Assessment. CRSS staff develop curricular activities that, when possible, are both aligned with the state standards and incorporate E-STEM as a unifying focus. Teachers align lesson development and assessment to the Minnesota State standards. Historically, teachers are mentored through their first three years of teaching at CRSS. As part of the mentoring process, new teaching staff submitted lesson plans to administration for review and discussion to ensure compliance with standards-based instruction.

CRSS embraces a culture of collaboration to support teachers in grade-level and team-based PLC curriculum development and standards-based instructional alignment. Staff have ensured vertical alignment of instructional plans and mapped curriculum using data-warehousing tools such as Ties curriculum mapping, *Build Your Own Curriculum*, and *Google Suite*. These mapping tools allowed for a shared location for review of standards alignment and assessment. Many teachers approach aligning curriculum to state standards by using a base curriculum that aligns to Common Core standards and then supplement the curriculum to bring it up to Minnesota standards.

### **REMEDIATION AND ACCELERATION**

CRSS uses multiple strategies, formal and informal, to carry out remediation or acceleration. The school uses the Child Find process to identify students who should be moved into MTSS interventions and/or a formal 504 plan. Teachers and academic administrators observe classrooms and students to gather information about student engagement, classroom climates and other “soft” data, especially when a student has been identified as potentially needing remedial or accelerated instruction.

CRSS uses the Fastbridge Assessment Systems (an evidence-based framework for progress monitoring and intervention support) to drive data-driven differentiation in all curriculum areas

and social-emotional skills. Fastbridge identifies whether students are “on level,” “some risk,” or “high risk.” When a student is identified as needing remediation, the Student Support Coordinator and Teaching and Learning Coordinator collaborate with the teacher(s) to formulate a remediation plan and track progress on a shared tracking system.

The school employs reading and math interventionists and a Title I reading teacher. Starting in the fall 2021, CRSS is using ESSER funds to staff an after school study hall and tutoring program that will be built into the General Fund budget in subsequent years. CRSS will offer a late bus to transport students home after the program ends.

CRSS has provided professional development to train teachers to differentiate instruction at the classroom level in order to offer more challenging materials and work to accelerated students. The Math program is further along in its ability to accommodate accelerated students, with a cohort of students now taking high school Geometry, for credit, in eighth grade. There is room for CRSS to improve in the areas of literacy and writing for students capable of higher level challenge or acceleration. This is a goal for next year.

An important way that CRSS meets the needs of high performing students is through a student mentoring program, since the best way to learn is often by teaching someone else. In the coming year, students have bigger and better opportunities for complex project-based learning in EE and through use of the Maker Space. Service learning and project-based learning both need to be revitalized after the chaotic disruptions of the previous 18 months.

### **SERVING ALL STUDENTS**

CRSS employed a strong support staff during the 2020-2021 school year to guide all students and meet their needs. This included a School Social Worker, a licensed English Language Learner teacher, a Title I reading teacher, a fully staffed Special Education department, a contracted psychologist, an occupational therapist, and a speech/language pathologist. Plans and budgets are in place to hire a new dean of students position to manage the student support activities, tiered interventions, 504 plans, and discipline. The school plans to hire academic and behavioral interventionists in the 2021-2022 school year and a second Social Worker.

### **SPECIAL EDUCATION**

CRSS employs a full-time Special Education Coordinator who works with the school’s Special Education Director at Indigo education. The school also employs a number of licensed SPED teachers, paraprofessionals, and related service providers as indicated by the needs of students and to support Maintenance of Effort.

CRSS has developed a multi-tiered system of support (MTSS) designed to identify pupils with disabilities who are of school age and enrolled in the school. The district’s identification system is developed according to the requirement of nondiscrimination, as Cannon River STEM School does not discriminate in education on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

Students who are having difficulty in school may first be referred for intervention. If these interventions do not resolve the issue, then a referral may be made to the Child Study Team (CST), which consists of special education administrators and teachers, the school social worker, the school psychologist, the speech/ language pathologist, the occupational therapist, and other



stakeholders. The CST may determine that more data is needed, or it may decide to proceed with an evaluation.

With informed consent of the parent, the CST conducts a comprehensive and individual initial evaluation before the initial provision of special education and related services to a pupil. The initial evaluation shall consist of procedures to determine whether a child is a pupil with a disability that adversely affects the child's educational performance as defined in Minnesota Statutes, section 125A.02, who by reason thereof needs special education and related services, and to determine the educational needs of the pupil. If a determination is made that a child is a pupil with a disability who needs special education and related services, with parental consent, an IEP must be developed for the pupil.

Cannon River STEM School provides a full range of educational service alternatives. All students with disabilities are provided with special instruction and services which are appropriate to their needs. Appropriate program alternatives to meet the special education needs, goals, and objectives of a pupil are determined on an individual basis. Choice of specific program alternatives are based on the pupil's current levels of performance, pupil special education needs, goals, and objectives, and must be written in the Individual Education Plan (IEP). Program alternatives consist of the type of services provided, the setting in which services occur, and the amount of time and frequency in which special education services occur. A pupil may receive special education services in more than one alternative based on the IEP.

Methods of providing the special education services for the identified pupils include 1-1 services, small group instruction and practice, direct and indirect services, consultation, co-teaching, and other services determined by the IEP team.

Other available instruction and related services include occupational therapy, physical therapy, speech/language pathology services, services for students identified under category of developmental delay, developmental adaptive physical education services, school social work services, academic instruction and support, social skills instruction and support.

### **ENGLISH LEARNERS**

CRSS employs a full-time EL Coordinator who holds a current tiered Minnesota K-12 English as a Second Language (ESL) teaching license. All families fill out a Minnesota language survey (MNLS) prior to starting school. If a language other than English is indicated, the student will be referred to the EL Coordinator.

In the spring, migratory families may move into district boundaries. Because migratory children have particular needs, due to the migratory lifestyle and high mobility rates, the district's Migrant Liaison is well connected with new families and the community.

The EL Coordinator and the Special Education Coordinator together review special needs and referrals for EL identified students. The EL program does not substitute for other educational services for which a student may qualify such as Title 1, Reading/Math interventions, or Special Education Services. Likewise, neither special education services nor tiered reading interventions may substitute for EL services.

Students are clustered in mainstream classrooms with similar proficiency levels in order to better provide co-teaching instruction. Placing newcomer students in a class with at least one or two

students with a similar linguistic and cultural background will take priority when enrolling students. The EL program provides EL instruction using various instructional models and appropriate instructional materials. The EL program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All EL instruction will be aligned to grade-level standards, and all grade-level instruction will include supports that allow for access and promote language acquisition.

## **6. Innovative Practices & Implementation**

CRSS drives innovative teaching methods through the hiring of passionate and professional teachers who are enthusiastic about creating curriculum and providing students with experiences that fulfill the mission of the school. CRSS has improved this approach over the previous two years by standardizing the core curriculum, thus allowing teachers more time to commit to building strong relationships and a sense of community through the use of Responsive Classroom and focusing their creativity on experiential learning and environmental education. Though the pandemic interrupted this initiative, it is in full swing during the 2021-2022 school year.

Key successes from 2020-2021 include the return to in-person learning and improvement of the tracking system for outdoor learning, the expansion of coding as a core learning component for all age groups (funded by Title IV), and the renewal of spring key experiences after the interruptions caused by the shutdown of spring 2020.



Key challenges from 2020-2021 related to innovative practices and implementation were mainly due to the pandemic and the uncertainty caused by ongoing changes in models, classroom closures and reopenings, and the return to distance learning for the whole of certain grade levels during the spring due to positive covid cases and contact tracing. Many students had to relearn “how to do school” and remained dysregulated

throughout the spring, so basic schooling and a focus on student wellbeing had to be the emphasis for educators.

## **7. Academic Performance: Goals & Benchmarks**

Cannon River STEM School has aligned its World’s Best Workforce Goals to match contractual goals agreed upon with its authorizer, Osprey Wilds. The World’s Best Workforce Committee monitors the progress toward these goals. The following is an analysis of these goals and Cannon River STEM School’s performance on each goal. The World’s Best Workforce has five goal areas, but only three are relevant to the grades served by CRSS.

Over the past five years, CRSS has faced challenges that, by and large, are in keeping with trends in education across the state and in many other parts of the country. Slipping attendance and test

scores have influenced the directions the school has taken in order to pursue the statutory purposes as written in our contract. Staff have taken vigorous action to identify areas of student need, build on student strengths and provide tiered support designed to maximize student growth and achievement, both before and after the Covid 19 pandemic. The pandemic has, of course, introduced dramatic complexities concerning student needs and school organization. Therefore, the adjustments that have been made since the beginning of the pandemic will be discussed separately from, but in conjunction with, the efforts that were made pre-pandemic. Testing data for FY20 is missing due to the pandemic.

## **PROGRESS ON OSPREY WILDS CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT**

### **World's Best Workforce (WBWF) Goal Areas:**

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.  
In FY21, Cannon River STEM School chose to focus on student social-emotional needs during the summer Kindergarten playdate and orientation. A parent survey was employed to determine student experience with preschool learning. 65% of students attended one or more years of preschool. All kindergarten students were screened in the first two weeks of school.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy. Cannon River STEM School 3rd Grade students, enrolled since October 1st, will demonstrate a proficiency score of 85.71% as measured by the FY20 MCA III Scores.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
  - Cannon River STEM School White Subgroup students will achieve a proficiency index rate of 82.67 as measured by the FY21 Math MCA III.
  - Cannon River STEM School Special Education Subgroup students will achieve a proficiency index rate of 53.18 as measured by the FY21 Math MCA III.
  - From FY17-FY21, the school's aggregate reading proficiency index score in grades 4-8 will be greater than that of the state as measured by state accountability tests.
  - From FY17-FY21, the school's aggregate math proficiency index score in grades 4-8 will be greater than that of the state as measured by state accountability tests.
  - From FY17-FY21, the school's aggregate science proficiency index score for grades 5th & 8th will be greater than that of the state as measured by state accountability tests.

<b>Indicator 1: Mission Related Outcomes</b>
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**Goal:** Over the period of the contract, students at Cannon River STEM School (CRSS) will use the environment as an integrating context for learning. Mission Related Measure 1.1: From FY17 to



FY21, the aggregate percentage of students in grades K-8 who receive at least 70 hours of outside instruction annually will be at least 85%.

### **Indicator 1: Mission Related Outcomes**

#### **Measure 1.1 Performance Data:**

<b>Cannon River STEM School</b>	<b>Number of students that met hours spent outside instruction</b>	<b>Number of students that did not meet target</b>	<b>Total count of students</b>	<b>Percentage that met target</b>
<b>FY17</b>	44	304	348	12.6%
<b>FY18</b>	36	313	349	10.3%
<b>FY19</b>	30	320	350	8.6%
<b>FY20</b>				
<b>FY21</b>	124	238	362	34.3%
<b>Aggregate</b>	234	1175	1,409	16.6%

**WBWF Goal Areas Addressed by this Goal:** Over the period of the contract, students at Cannon River STEM School (CRSS) will use the environment as an integrating context for learning.

**Key Measures & Results for this Goal:** Mission Related Measure 1.1: From FY17 to FY21, the aggregate percentage of students in grades K-8 who receive at least 70 hours of outside instruction annually will be at least 70%.

From FY17 to FY21, the aggregate percentage of students in grades K-8 who receive at least 70 hours of outside instruction annually was 16.6%. Since the beginning of the contract in FY17, Cannon River STEM School has struggled to meet the goal of outdoor time.

Encouragingly, Cannon River STEM School developed strategies to scaffold teacher implementation of outdoor learning. The result was that despite the extreme complexities of interrupted in-person learning, coupled with hybrid and distance learning, Cannon River STEM School staff achieved a significant improvement in outdoor learning hours documented in the FY21 school year. It is notable that the percentage of students who met the outdoor learning target rose from 8.6% in FY19 to 34.3% in FY21.

This growth can be attributed to targeted scaffolding for all staff responsible for collecting and reporting data for Indicator 1. Staff received intensive professional development, guidance, and modeling in an effort to improve collection and reporting of outdoor learning data.

### **Indicator 2: English Language Learners**

*Cannon River STEM School does not have a contractual goal in this indicator and no data is available to review because of the small number of ELL's served by the school.*

### Indicator 3: Reading Growth

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

**WBWF Goal Areas Addressed by this Goal:** Growth is not a specific component of CRSS' World's Best Workforce goals.

**Measure 3.1:** *From FY17- FY21, the average growth z-score on state accountability tests will be equal to or greater than 0.00.\**

**Measure 3.2:** *From FY17-FY21, the aggregate percentage of students who achieve a positive z-score on MCA assessments will be equal to or greater than 50.0%.\**

**Measure 3.3:** *From FY17 to FY22, the aggregate percentage of students in grades 4-8 who meet their winter-to-winter NWEA RIT expected growth target will be at least 60% as reflected in the 2021 WBWF and Annual Report.*

#### Reading: NWEA Measures of Academic Progress - 4-8th grade Students

Cannon River STEM School (Reading)	Number of students that met growth projection	Total number of students with a growth projection	Percentage of students that met their growth projection
FY17	93	164	56.7
FY18	73	159	45.9
FY19	81	155	52.3
FY20	89	215	41.4
FY21*	105	224	46.9
Total	441	917	48.1

\*Due to disruption to the school year caused by the COVID-19 pandemic, there was no growth projection data available for Winter FY20 to Winter FY21. The data for FY21 is a Fall to Winter FY21 growth projection.

**Key Measures & Results for this Goal:** For FY21, the growth score was not a year to year growth comparison. CRSS students demonstrated lagging growth trends similar to those noted nationally. Although CRSS fell short of the goal there are specific efforts in place to initiate learning loss recovery during FY22.

The K-5 staff at CRSS are in the second year of a multi-year implementation of a new reading curriculum. The staff has received professional development training to assist in their efforts to follow through with fidelity. Tiered intervention supports in reading are also in place for the FY22 school year.

#### Indicator 4: Math Growth

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

**WBWF Goal Areas Addressed by this Goal:**

**Measure 4.1:** *From FY17 to FY21, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00.\**

**Measure 4.2:** *From FY17-FY21, the aggregate percentage of students who achieve a positive z-score on MCA assessments will be equal to or greater than 50.0%.\**

**Measure 4.3:** *From FY17 to FY22, the aggregate percentage of students in grades 4-8 who meet their winter-to-winter NWEA RIT expected growth target will be at least 60% as reflected in the 2021 WBWF and Annual Report.*

**Math: NWEA Measures of Academic Progress - 4-8th grade Students**

Cannon River STEM School (Math)	Number of students that met growth projection	Total number of students with a growth projection	Percentage of students that met their growth projection
FY17	90	160	56.3
FY18	49	155	31.6
FY19	80	153	52.3
FY20	97	216	44.9
FY21*	90	220	40.9
Total	406	904	44.9

**Key Measures & Results for this Goal:** For FY21, the growth score was not a year to year growth comparison. CRSS students demonstrated lagging growth trends similar to those noted nationally. Although CRSS fell short of the goal there are specific efforts in place to initiate learning loss recovery during FY22.

New curriculum for learning recovery is available for math students in 4th-8th grade. In addition, all students will be monitored for learning and progress in math skill recovery. Students who are in need of remediation and additional intervention support will be monitored to track growth throughout FY22

#### Indicator 5: Reading Proficiency

**Goal:** Over the period of the contract, CRSS students will demonstrate proficiency in reading as measured by state assessments and other assessments.

*Reading Proficiency Measure 5.1: From FY17-FY21, the aggregate percentage of students in grades K-8 who achieve independent grade level reading as measured by the Developmental Reading Assessment or Fountas & Pinnell Assessment will be at least 65% as documented by June 1 of each year.*

Measure 5.1 Performance Data:						
Reading: DRA/F&P – All Students (Grades K-8)						
Cannon River STEM School	Above	On Target	Below	Significant ly Below	Total	Percentage Above or On Target
FY17	125	95	65	61	346	63.6%
FY18	137	90	54	72	353	64.3%
FY19	95	89	43	113	340	54.1%
FY20	124	52	30	130	336	52.4%
FY21	43	63	62	141	309	34.3%
Aggregate	524	389	254	517	1,684	54.2%

*Reading Proficiency Measure 5.2: From FY17-FY21, the school's aggregate reading proficiency index score in grade 3 will increase by at least 3.0 points from the baseline proficiency index score (FY14-16 baseline – 78.6%) OR will be greater than that of the state for the same grade.*

Measures 5.2-5.3 Performance Data:						
Reading: All State Accountability Tests – All Students (Enrolled October 1, Grades 3)						
Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	12	10	10	38	60.5%
FY18	*	21	*	*	39	70.5%
FY19*	*	16	*	15	39	51.3%
FY20						
FY21	2	5	9	21	37	31.1%
Aggregate	*	54	25	33	116	60.8%

*Reading Proficiency Measure 5.3: From FY17-FY21, the school's aggregate reading proficiency index score in grade 3 will be greater than that of the resident district (ISD 656 – Faribault) for the same grade.*

Faribault Public School District	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	14	76	54	96	240	48.8%
FY18	16	80	43	111	250	47.0%
FY19*	10	71	41	111	233	43.6%

FY20						
FY21	4	33	22	110	169	28.4%
Aggregate	40	227	138	318	892	43.0%

*Reading Proficiency Measure 5.4: From FY17-FY21, the school's aggregate reading proficiency index score in grades 4-8 will increase by at least 3.0 points from the baseline proficiency index score (FY14-16 baseline – 73.6) OR will be greater than that of the state for the same grades (4-8).*

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	9,514	27,104	10,529	16,420	63,567	65.9%
FY18	9,284	26,137	9,748	17,060	62,229	64.8%
FY19*	8,927	25,771	10,247	18,160	63,105	63.1%
FY20						
FY21	5613	20,085	8,522	18,789	53,009	56.5%
Aggregate	33,338	99,097	39,046	70,429	241,910	62.8%

*Reading Proficiency Measure 5.5: From FY17-FY21, the school's aggregate reading proficiency index score in grades 4-8 will be greater than that of the resident district (ISD 656 – Faribault) for the same grades (4-8).*

**Reading: All State Accountability Tests – All Students (Enrolled October 1, Grades 4-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	33	82	43	24	182	75.0%
FY18	34	79	38	27	178	74.2%
FY19	26	68	43	41	178	64.9%
FY20						
FY21	13	36	31	86	166	38.9%
Aggregate	106	265	155	178	704	63.7%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	65,243	127,796	58,531	61,062	312,632	71.1%
FY18	65,340	129,871	57,758	61,774	314,743	71.2%
FY19*	64,136	131,694	61,887	66,861	324,578	69.9%
FY20						
FY21	39,246	96,632	54,715	68,685	259,278	63.0%
Aggregate	233,965	485,993	232,891	258,382	1,211,231	69.1%



Faribault Public School District (ISD 656)	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	129	435	309	411	1,284	56.0%
FY18	127	398	266	390	1,181	55.7%
FY19*	119	402	281	369	1,171	56.5%
FY20						
FY21	65	271	236	372	944	48.1%
Aggregate	440	1,506	1,092	1,542	4,580	54.4%

*Reading Proficiency Measure 5.6: From FY17-FY21, 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 (3-8)*

*Reading Proficiency Measure 5.7: From FY17-FY21, 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 for the same subgroup and the same grades (3-8)).*

**Reading: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	24	16	15	63	63.5%
FY18	*	30	26	14	79	65.8%
FY19	*	26	21	34	88	49.4%
FY20						
FY21	1	9	17	46	73	25.3%
Aggregate	24	80	63	63	230	58.9%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	2,521	13,285	12,489	17,673	45,968	48.0%
FY18	1,887	13,553	13,464	17,810	46,714	47.5%
FY19*	1,627	12,650	13,384	21,646	49,307	42.5%
FY20						
FY21	1155	8231	11021	19683	40,090	37.2%
Aggregate	7,190	47,719	50,358	76,812	182,079	44.0%

Faribault Public School District (ISD 656)	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	10	78	74	141	303	41.3%

<b>FY18</b>	11	71	92	131	305	42.0%
<b>FY19*</b>	*	77	91	141	318	41.4%
<b>FY20</b>						
<b>FY21</b>	7	43	58	155	263	30.0%
<b>Aggregate</b>	30	269	315	568	1,182	38.6%

*Reading Proficiency Measure 5.8: From FY17-FY21, 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 (3-8)*

*Reading Proficiency Measure 5.9: From FY17-FY21, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district for the same subgroup and the same grades (3-8)*

**Reading: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-8)**

<b>Cannon River STEM School</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
<b>FY17</b>	*	*	*	*	26	48.1%
<b>FY18</b>	*	11	*	15	35	50.0%
<b>FY19</b>	*	*	*	22	40	35.0%
<b>FY20</b>						
<b>FY21</b>	1	1	4	15	21	19.0%
<b>Aggregate</b>	11	22	22	46	101	43.6%

*Data Source: Data provided to OW by school*

<b>State of Minnesota</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
<b>FY17</b>	4,822	11,845	9,302	26,966	52,935	40.3%
<b>FY18</b>	4,845	11,894	9,309	27,990	54,038	39.6%
<b>FY19*</b>	4891	12597	9729	30844	58,061	38.5%
<b>FY20</b>						
<b>FY21</b>	3140	9214	7782	27976	48,112	33.8%
<b>Aggregate</b>	17,698	45,550	36,122	113,776	213,146	38.1%

<b>Faribault Public School District (ISD 656)</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
<b>FY17</b>	17	33	40	126	216	32.4%
<b>FY18</b>	10	39	18	127	194	29.9%
<b>FY19*</b>	18	31	32	130		

FY20						
FY21	6	25	21	122	174	23.9%
Aggregate						
Source: MDE Data Center						
*Data not disclosed for sample sizes less than 10. Also, due to the elimination of the October 1 flag for data available from the MDE Report Card, proficiency data for FY19 is measured with the North Star Accountability measure (enrolled for six months, including December 15) instead of October 1, as previous years data are measured.						

**WBWF Goal Areas Addressed by this Goal:** Reading proficiency is a specific component of CRSS' WBWF goals. Specifically:

**Reading Well by 3rd Grade [R3G]:** All students in third grade achieve grade-level literacy.

Cannon River STEM School 3rd Grade students, enrolled since October 1st, will demonstrate a proficiency score of 85.71% as measured by the FY21 MCA III Scores. In FY21, 13.5% of CRSS 3rd grade students demonstrated reading proficiency as measured by the FY21 Reading MCA III. The teachers and staff at Cannon River STEM School are concerned by the decrease in proficiency and are addressing the reasons for the decline, as well as proactively making adjustments, whether through curriculum, instruction and/or interventions.

**Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.

From FY17-FY21, the school's aggregate reading proficiency index score in grades 4-8 will be greater than that of the state as measured by state accountability tests. In FY21, CRSS' FY17-FY21 aggregate reading proficiency index score was 43.6%, which was 5.5 greater than the State of Minnesota.

**Key Measures & Results for this Goal:** *While scores are not reported for FY20, data was collected for the FY21 school year. As anticipated, due to nationwide concerns for learning loss during the pandemic, CRSS observed a precipitous decrease in scores in the area of reading. CRSS has initiated significant changes in the delivery of curriculum, teacher training, and student progress monitoring and intervention in order to ameliorate the significant impact that time away from in-school learning has had on student performance.*

#### Indicator 6: Math Proficiency (and Growth)

Math Proficiency Measure 6.2: From FY17-FY21, the school's aggregate math proficiency index score in grades 3-8 will increase by at least 4.0 points from the baseline proficiency index score (FY14-16 baseline – 68.7%) OR will be greater than that of the state for the same grade (3-8).  
Math: Proficiency Index – 3-8th grade Students (Grades 3-8) (Enrolled Oct. 1, Grades 3-8)

**Measures 6.2–6.3 Performance Data:****Math: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-8)**

<b>Cannon River STEM School</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
<b>Baseline (FY14-16)</b>	98	196	120	101	515	68.7%
<b>FY17</b>	38	76	57	49	220	64.8%
<b>FY18</b>	32	73	55	56	216	61.3%
<b>FY19</b>	26	57	65	69	217	53.2%
<b>FY20</b>						
<b>FY21</b>	11	27	40	131	209	27.8%
<b>Aggregate</b>	107	233	217	305	862	52.0%

<b>State of Minnesota</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
<b>FY17</b>	99,543	131,003	76,069	69,302	375,917	71.4%
<b>FY18</b>	95,609	130,085	77,530	72,995	376,219	70.3%
<b>FY19*</b>	91057	129120	82634	84159	386,970	67.6%
<b>FY20</b>						
<b>FY21</b>	47846	89831	74410	97083	309,170	56.6%
<b>Aggregate</b>	334,055	480,039	310,643	323,539	1,448,276	66.9%

From FY17-FY21, the school's aggregate math proficiency index score in grades 3-8 was 52%, 16.7 points less than the baseline proficiency index score (FY14-16 baseline – 68.7) AND it was 14.9 points less than that of the state for the same grade (3-8).

Math Proficiency Measure 6.3: From FY17-FY21, the school's aggregate math proficiency index score in grades 3-8 will be greater than that of the resident district (ISD 656 – Faribault) for the same grades (3-8).

**Math: All State Accountability Tests – All Students (Enrolled October 1, Grades 3-8)**

<b>Cannon River STEM School</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>	<b>Total</b>	<b>Proficiency Index</b>
<b>Baseline (FY14-16)</b>	98	196	120	101	515	68.7%
<b>FY17</b>	38	76	57	49	220	64.8%
<b>FY18</b>	32	73	55	56	216	61.3%
<b>FY19</b>	26	57	65	69	217	53.2%
<b>FY20</b>						
<b>FY21</b>	11	27	40	131	209	27.8%
<b>Aggregate</b>	107	233	217	305	862	52.0%

Faribault Public School District (ISD 656)	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	207	451	400	476	1,534	55.9%
FY18	154	418	367	497	1,436	52.6%
FY19*	127	371	358	544	1,400	48.4%
FY20						
FY21	22	144	265	644	1,075	27.8%
Aggregate	510	1,384	1,390	2,161	5,445	47.5%

From FY17-FY21, the school's aggregate math proficiency index score in grades 3-8 was 52.0%, which is 4.5 points higher than the resident district (47.5.9%) for the same grade (3-8).

Math Proficiency Measure 6.4: From FY17-FY21, 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 (3-8)

**Math: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	17	20	21	63	50.8%
FY18	*	23	21	24	77	55.2%
FY19	*	22	19	41	88	42.6%
FY20						
FY21	1	5	16	50	72	19.4%
Aggregate	20	62	60	86	228	49.1%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	16,859	42,610	37,094	48,585	145,148	53.7%
FY18	15,250	40,987	36,667	49,969	142,873	52.2%
FY19*	13971	39004	38014	57014	148,003	48.6%
FY20						
FY21	4896	18225	23449	54387	100,957	34.5%
Aggregate	50,976	140,826	135,224	209,955	536,981	48.3%

From FY17-FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup was 49.1 and the State of Minnesota's was 48.3. Cannon River STEM School was behind the state by 0.8 points.

Math Proficiency Measure 6.5: From FY17-FY21, 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 for the same subgroup and the same grades (3-8).

**Math: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	17	20	21	63	50.8%
FY18	*	23	21	24	77	55.2%
FY19	*	22	19	41	88	42.6%
FY20						
FY21	1	5	16	50	72	19.4%
Aggregate	20	62	60	86	228	49.1%

Faribault Public School District (ISD 656)	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	74	242	260	403	979	45.6%
FY18	64	217	240	421	942	42.6%
FY19*	55	179	198	384	816	40.8%
FY20						
FY21	8	76	170	523	777	21.8%
Aggregate	201	714	868	1,731	3,514	38.4%

From FY17-FY21, the school's aggregate proficiency index score for students in the Free/Reduced Priced lunch subgroup was 49.1 and the resident district's was 38.4. Cannon River STEM School exceeded the resident district by 10.7 points.

Math Proficiency Measure 6.6: From FY17-FY21, 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 (3-8)

**Math: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	*	*	13	26	38.5%
FY18	*	*	10	15	32	37.5%
FY19	*	*	*	23	40	36.3%
FY20						
FY21	0	2	1	18	21	11.9%
Aggregate	*	18	21	51	98	37.2%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	5,997	11,200	10,908	24,678	52,783	42.9%
FY18	5,597	11,181	10,925	26,215	53,918	41.2%
FY19*	5677	11378	11270	29667	57,992	39.1%
FY20						
FY21	3,336	7,808	8,408	28,219	47,771	32.1%
Aggregate	20,607	41,567	41,511	108,779	212,464	39.0%

From FY17-FY21, the school's aggregate proficiency index score for students in the Special Education subgroup was 37.2%, and the State of Minnesota's was 39.0%. Cannon River STEM School underperformed the State of Minnesota by 1.8 points.

Math Proficiency Measure 6.7: From FY17-FY21, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district for the same subgroup and the same grades (3-8).

#### Math: All State Accountability Tests – Special Education (Enrolled October 1, Grades 3-8)

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	*	*	13	26	38.5%
FY18	*	*	10	15	32	37.5%
FY19	*	*	*	23	40	36.3%
FY20						
FY21	0	2	1	18	21	11.9%
Aggregate	*	18	21	51	98	37.2%

Faribault Public School District (ISD 656)	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	19	34	47	116	216	35.4%
FY18	14	31	37	112	194	32.7%
FY19*						
FY20						
FY21	1	11	21	134	167	13.5%
Aggregate	34	76	105	362	577	28.2%

From FY17-FY21, the school's aggregate proficiency index score for students in the Special Education subgroup was 37.2%, and the resident district's was 28.2%. Cannon River STEM School exceeds the resident district by 9 points.

WBWF Goal Areas: Math proficiency is a specific component of CRSS' WBWF goals. Specifically:

Achievement Gap Closure [AGC]: All racial/economic achievement gaps between students closed.

1. Cannon River STEM School Free/reduced Subgroup students will achieve a proficiency index rate of 82.7 as measured by the FY18 Math MCA III. In FY21, CRSS Free/reduced Subgroup achieved a proficiency rate of 49.1 which is 33.6 below the goal, and down from the previous two years.

2. Cannon River STEM School Special Education Subgroup students will achieve a proficiency index rate of 37.2 as measured by the FY18 Math MCA III. In FY19, CRSS Special Education Subgroup students achieved a proficiency index rate of 36.3% as measured by the FY19 Math MCA III. This is 16.9 points lower than the goal. The special education teachers are examining ways to best practices in working with students and their special education needs.

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

1. From FY17-FY21, the school's aggregate math proficiency index score in grades 4-8 will be greater than that of the state as measured by state accountability tests. In FY19, the school's aggregate math proficiency index score was less than the state's score by approximately 15 points. While both the state and CRSS saw overall numbers decline in FY19, CRSS lost more ground than the state in this category.

Key Measures & Results for Math Proficiency Goal: A new progress monitoring tool with robust measure and resources for math interventions was acquired for FY21. The is dedicating professional development hours to learning the Fastbridge system and implementing the embedded tools to rebuild learning lost during the pandemic.

#### Indicator 7: Science Proficiency (and Growth)

**Goal:** Over the period of the contract, CRSS students will demonstrate proficiency in science as measured by state assessments.

*Science Proficiency Measure 7.1: From FY17-FY21, the school's aggregate proficiency index score for students in grade 5 will increase by at least 2.0 points from the baseline index score (FY14-16 baseline – 79.5) OR will be greater than that of the state for the same grade (5).*

#### Science: All State Accountability Tests – All Students (Enrolled October 1, Grade 5)

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	19	12	*	44	75.0%
FY18	*	22	11	*	40	76.3%
FY19	*	19	*	*	41	68.3%
FY20						
FY21	0	10	10	16	36	41.7%
Aggregate	16	60	31	18	125	73.2%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	8,940	29,401	12,377	12,201	62,919	70.8%
FY18	7,782	30,170	14,044	11,966	63,962	70.3%
FY19*	6,373	30,157	14,426	15,586	66,542	65.7%
FY20						
FY21						
Aggregate	23,095	89,728	40,847	39,753	193,423	68.9%

From FY17-FY21, the school's aggregate proficiency index score for students in grade 5 was 73.2, which is 6.3 points less than the baseline index score (FY14-16 baseline – 79.5). However, the index score exceeds that of the State of Minnesota for the same grade (5) by 4.3 points.

*Science Proficiency Measure 7.2: From FY17-FY21, the school's aggregate proficiency index score for students in grade 8 will increase by at least 7.0 points from the baseline index score (FY14-16 baseline – 36) OR will be greater than that of the state for the same grade (8).*

#### Science: All State Accountability Tests – All Students (Enrolled October 1, Grade 8)

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	*	*	*	15	63.3%
FY18	*	13	10	*	27	70.4%
FY19	*	12	10	*	30	60.0%
FY20						
FY21	2	5	8	10	25	44.0%
Aggregate	*	31	25	13	72	64.6%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	7,759	20,856	17,645	14,342	60,602	61.8%
FY18	5,016	23,521	17,798	15,000	61,335	61.0%
FY19*	5,674	21,750	18,677	17,640	63,741	57.7%
FY20						
FY21	2,064	13,952	16,464	14,863	47,343	51.2%
Aggregate	20,513	80,079	70,584	61,845	233,021	58.3%

From FY17-FY21, the school's aggregate proficiency index score for students in grade 8 was 64.6, which is 28.6 points higher than the baseline index score (FY14-16 baseline – 36.0) AND exceeds that of the State of Minnesota for the same grade (8) by 6.3 points.

*Science Proficiency Measure 7.3: From FY17-FY21, the school's aggregate proficiency index score for students in grade 8 who have been enrolled at the school since 5th grade will increase by at least 10.0*

points from the baseline proficiency index score (FY14-16 baseline – 43.5) OR will be greater than that of the state for the same grade (8).

**Science: All State Accountability Tests – All Students (Enrolled since 5th grade, Grade 8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17-FY18	*	16	*	*	28	80.4%
FY19	*	11	*	*	24	66.7%
FY20						
FY21	2	5	8	10	25	44.0%
Aggregate	*	27	17	*	52	74.0%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	7,747	20,810	17,563	14,009	60,129	62.1%
FY18	5,018	23,523	17,798	15,001	61,340	61.0%
FY19*	5674	21750	18677	17640	63,741	57.7%
FY20						
FY21						
Aggregate	18,439	66,083	54,038	46,650	185,210	60.2%

From FY17-FY21, the school's aggregate proficiency index score for students in grade 8 who had been enrolled at CRSS since 5th grade is 74.0, with is 30.5 points higher that the baseline index score (FY14-16 baseline – 43.5) AND exceeds that of the State of Minnesota for the same grade (8) by 13.8 points.

Science Proficiency Measure 7.4: From FY 17-FY21, the school's aggregate science proficiency index in grades 5 & 8 will be greater that of the local district (ISD 656 - Faribault) for the same grades (5 & 8).

**Science: All State Accountability Tests – All Students (Enrolled October 1, Grades 5 & 8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	25	17	*	59	72.0%
FY18	*	35	21	*	67	73.9%
FY19	*	31	18	16	71	64.8%
FY20						
FY21	2	15	18	26	61	42.6%
Aggregate	19	91	56	31	197	70.1%

Faribault Public School District (ISD)	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
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656)						
FY17	36	166	135	177	514	52.4%
FY18	27	152	146	168	493	51.1%
FY19	21	139	133	170	463	48.9%
FY20						
FY21						
Aggregate	84	457	414	515	1,470	50.9%

From FY17-FY21, the school's aggregate proficiency index score for students in grades 5 & 8 was 70.1, which is 19.2 points higher than that of the resident district or the same grades (5 & 8).

*Science Proficiency Measure 7.5: From FY 17-FY21, the school's aggregate science proficiency index in the Free/Reduced Price Lunch subgroup will be greater than that of the state for the same subgroups and grades (5 & 8).*

**Science: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 5 & 8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	*	*	*	18	58.3%
FY18	*	11	*	*	19	65.8%
FY19	*	*	*	*	24	52.1%
FY20						
FY21	0	2	4	10	16	25.0%
Aggregate	*	22	17	17	61	58.2%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	2,521	13,285	12,489	17,673	45,968	48.0%
FY18	1,887	13,553	13,464	17,810	46,714	47.5%
FY19*	1,627	12,650	13,384	21,646	49,307	42.5%
FY20						
FY21	1155	8231	11021	19683	40,090	37.2%
Aggregate	7,190	47,719	50,358	76,812	182,079	44.0%

From FY17-FY21, the school's aggregate proficiency index score for Free/Reduced Price Lunch subgroup in grades 5 & 8 was 58.2, which is 14.2 points higher than that of the State of Minnesota for the same grades (5 & 8).

*Science Proficiency Measure 7.6: From FY 17-FY21, the school's aggregate science proficiency index in the Free/Reduced Price Lunch subgroup will be greater than that of the resident district (ISD 656 – Faribault) for the same subgroups and grades (5 & 8).*

**Science: All State Accountability Tests – Free/Reduced Priced Lunch (Enrolled October 1, Grades 5 & 8)**

Cannon River STEM School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	*	*	*	*	18	58.3%
FY18	*	11	*	*	19	65.8%
FY19	*	*	*	*	24	52.1%
FY20						
FY21	0	2	4	10	16	25.0%
Aggregate	*	22	17	17	61	58.2%

Faribault Public School District (ISD 656)	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY17	10	78	74	141	303	41.3%
FY18	11	71	92	131	305	42.0%
FY19*	*	77	91	141	318	41.4%
FY20						
FY21	7	43	58	155	263	30.0%
Aggregate	30	269	315	568	1,182	38.6%

From FY17-FY21, the school's aggregate proficiency index score for Free/Reduced Price Lunch subgroup in grades 5 & 8 was 58.2, which is 19.6 points higher than that of the resident district (ISD 656 – Faribault) for the same grades (5 & 8).

**WBWF Goal Areas Addressed by this Goal:** Science proficiency is a specific component of CRSS' WBWF goals. Specifically:

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

1. From FY17-FY21, the school's aggregate science proficiency index score for grades 5th & 8th will be greater than that of the state as measured by state accountability tests. In FY21, the school's aggregate science proficiency index score was 19.2 points higher than State of Minnesota's score.

**Key Measures & Results for this Goal:** The teachers at CRSS continue to prepare for the new science standards during professional development opportunities; and with this work a renewed interest in making sure science was more thoroughly addressed has grown.. As the teachers continue to work on the new standards, there will be continued professional development to work on them. The idea is to remain focused on this goal and the scores will be the positive outcome of their implementation.

**Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs**

Cannon River STEM School does not have a contractual goal in this optional indicator area, and therefore is not evaluated.

### Indicator 9: Post Secondary Readiness

Cannon River STEM School does not serve high school students; therefore, a contractual goal in this area is not warranted.

### Indicator 10: Attendance

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

#### Cannon River STEM School Annual Attendance

<b>FY19</b>	80.7% annual attendance
<b>FY20</b>	MDE did not post attendance data for FY20.
<b>FY21</b>	85.9% annual attendance

**WBWF Goal Areas Addressed by this Goal:** While attendance factors into WBWF, Cannon River STEM School's plan does not specifically address attendance.

**Key Measures & Results for this Goal:** CRSS continues to work hard to address attendance concerns and works with families to ensure students are regularly attending school, and seeks to identify and address barriers for those students who struggle in this area. The shifting from distance, to hybrid to in-person learning during the 2020-2021 school year presented challenges for tracking attendance and communicating with families. Further, more students exhibited disengagement from their learning during distance learning, and attendance saw a decline.

### Federal and State Accountability

Minnesota's World's Best Workforce plan provides a framework for looking at how Minnesota districts are succeeding in preparing an educated workforce. The state asks schools to report on particular data to provide comparisons with other districts.

**Read Well by Third Grade Data:** The data in the K-3 Literacy plan submitted to the commissioner each June shows progress of K, 1st, 2nd, and 3rd graders in skills needed to become successful readers. The CRSS FY21 data, based on Developmental Reading Assessment (DRA) scores from winter 2021 show the following:

#### Reading: DRA - K, 1st, 2nd, 3rd Students

Grade	Students Proficient	Students Tested	Percent Proficient
<b>K</b>	14	39	35.9
<b>1</b>	13	40	32.5
<b>2</b>	19	41	46.3
<b>3</b>	22	40	55.0

Additionally, CRSS reports proficiency based on the NWEA MAP assessment. The FY21 data shows the following:

**Reading: NWEA Measures of Academic Progress - 2nd, 3rd Students**

Grade	Students Proficient	Students Tested	Percent Proficient
2	11	39	28.2
3	16	38	42.1

**College and Career Readiness Data:** A factor that the state uses to determine college and career readiness is 8th grade math proficiencies. Cannon River STEM School's 8th grade population is too small to generate a specific goal target. There is no data available for FY20 due to the cancelation of state testing.

CRSS 8th Grade Math	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
FY18	6	8	8	5	66.7%
FY19	6	9	8	7	63.3%
FY20	--	--	--	--	--
FY21	5	3	1	16	32.0%
Total	17	20	17	28	45.0%

**EQUITABLE ACCESS TO EDUCATORS**

The U.S. Department of Education requires all states to address long-term needs for improving equitable access for all students to excellent educators. There is currently a profile for each region of the state of Minnesota. CRSS resides in the Economic Development Region 10. In this region, the data shows that the percentage of teachers of color is close to 1%, while the percentage of students of color is over 25%.

**HIGH QUALITY CHARTER SCHOOL STATUS**

Cannon River STEM School has been identified as such through the Comprehensive Performance Framework and has not received a CSP grant.

**ESSA IDENTIFICATION**

Cannon River STEM School has not been identified as a targeted school needing additional supports under ESSA.

**ADDITIONAL ACADEMIC DATA**

The CRSS school leadership team has explored opportunities for organizational growth that will serve the dual purpose of professional improvement and enhanced student learning. To that end, CRSS has purchased the Second Step adult SEL program for all CRSS staff. CRSS will focus upon

enhancing staff social-emotional wellness and sense of belonging. With the implementation of school-wide systemic practices in social-emotional wellbeing, we will strive to create a cohesive culture of resiliency.

Plans began in 2020-2021 and continue into the future to enhance student engagement through after school programming and community engagement activities. CRSS has successfully secured an after-school bus for student transportation. During the first six weeks of school, the staff will be formulating plans to implement after-school activities K-8.

In an effort to further support staff efficacy in meeting student learning and social development needs, CRSS has increased its investment in Responsive Classroom training for new and returning staff. In addition, all support staff will receive a day of training in Responsive Classroom systemic practices. Furthermore, additional funding and Board approval was secured at the end of the FY21 school year to add a Student Services Coordinator and Student Services Interventionist to support student behavior needs. The school will strive to enhance student academic achievement through enhanced systems for behavior management. Finally, in an effort to further increase student engagement, our Attendance and Retention Committee will continue to hold weekly meetings to address student attendance concerns and reach out to families with support options and school and community resources.

## **8. Educational Effectiveness: Assessment & Evaluation**

### **STUDENT ASSESSMENT**

The most prominent feature of the 2020-2021 school year was the adaptability (students and teachers) needed to maintain educational effectiveness. This feature was especially clear as the model shifted from in-person to hybrid, to distance on a routine basis.

Students reengaged with the NWEAs and MCAs during the 2020-2021 school year, but, given the challenges of the year, the data is considered marginally relevant as formative information needed to drive instruction. That said, teachers at CRSS use increasingly data-driven analytics to determine effective instruction and intervention for improving pupil learning and student achievement. It has been challenging to implement this data-driven decision making. While traditionally, CRSS has given teachers a great deal of autonomy in determining instructional strategies, increased use of data requires more streamlining between grades in order to be accurate and valid. To this end, CRSS is in the midst of developing cross-grade tools, interventions, and curriculum to ensure that data gathered year-to-year is reliable. This matter will be discussed further under Probationary Status.

Some methods of improving pupil learning have remained consistent. Both now and in the past, teachers participate in a yearly training on using data gathered from state Measures of Academic Progress test. This is, given to students two to three times per year, to determine instructional adjustments, differentiations, and interventions for students. In FY20 our goal was to focus on “bubble students,” that is, students who are close to meeting standards but who are falling a few points short. Teachers took initiatives in their individual classrooms to provide differentiated, small group instruction and interventions for students who could meet standards given some extra instruction.

The formation of discipline-specific teacher committees from 2017-2019 also worked to connect all teachers with tools and resources for their classrooms. The English Language Arts and Math committees investigated future curriculums for purchase that will help close gaps between grade levels. This ultimately resulted in the purchase of the Benchmark Universe English Language Arts curriculum for grades K-3 in FY21. The 4th and 5th grade materials were acquired in FY22. The math curriculum selection committee will convene and begin a review and selection process in FY22. In the interim period, grade levels are encouraged to select from a wide range of research-based mathematics instructional resources that align with Minnesota State Standards.

CRSS demonstrated moderate growth in reading but did not meet the growth goals in mathematics over the term of the contract through FY19. Notably, FY20 and FY21 was a period of social and academic instability both state-wide and nationally. The students at CRSS were not immune to the disruptions to their learning model and to their assessment experiences. As a result, reading and math growth scores have suffered over the past two fiscal years. Like most schools in the nation, Cannon River STEM School saw low growth in reading and significantly lower growth in math since the pandemic.

In an effort to restore an upward trajectory of student growth in reading and math, the new Executive Director and the Teaching and Learning Coordinator (hired in FY21) invested heavily (money and time) in curriculum (accelerated, general and remedial), professional development and formative assessment tools.

#### **TEACHER AND ADMINISTRATIVE EVALUATION**

Teachers focused on providing collaborative support to one another in 2020-2021 and increasing their capacity to adjust as models changed over the course of the year. The process inherent in formal evaluation systems was not workable or recommended. Teachers and administrators worked hard to maintain efficacy and center their energies on serving students rather than engage in self improvement or rigorous professional growth.

	Licensed Educators #	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially / Ethnically Diverse (% of total)
Teachers	31	71%	90%	55%	0%
Admin Staff	2	100%	50%	100%	0%

## **9. Student & Parent Satisfaction**

CRSS solicits feedback from parents each spring through the Parent Satisfaction Survey. Triennially, the Minnesota Student Survey (MSS) is administered anonymously to 5th and 8th-grade students. The MSS includes questions about a wide variety of youth behaviors, including risk behaviors such as alcohol, tobacco and other drug use, violence and sexual activity, as well as positive behaviors and connection to family, school and community. CRSS is a participating school in the MSS survey.

During the spring and summer of FY20, the Executive Director solicited parent feedback regarding questions, concerns, and needs during the COVID-19 shut down and school reopening. During late summer and early fall of 2021, CRSS conducted parent and staff surveys related to Covid-19 protocols and safety measures in order to make decisions about the coming school year. Due to the

challenges presented by the pandemic and, with unexpected administrative changes, no parent satisfaction survey was completed during the spring of FY21.

The best practice of surveying stakeholders annually, and monitoring longitudinal data, will commence in the spring of 2022. The survey questions will complement those exhibited in the *Minnesota Report Card* posted on the MDE website. The short surveys will end with a Net Promoter question: *How likely is it that you would recommend Cannon River STEM School to (another family, another student, a potential employee)?* Net Promoter Scores range from 0-10 and identify respondents as either promoters, passives or detractors.

## 10. Environmental Education

The mission of Cannon River STEM School's authorizer, the Osprey Wilds Environmental Learning 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 embedded across all subject areas at CRSS and is included as an integral part of the school's culture. It is not an isolated unit of learning or token Earth Day celebration each year. It is a mindset held by staff and students of wonder, exploration, and sense of place. To achieve this, the school strives to create and implement projects with an environmental education focus creating a more hands-on experience with nature. In this regard, CRSS has been successful in increasing awareness, knowledge, positive attitude and appreciation, and problem solving and critical thinking skills as it relates to the environment and human interactions with the environment. In this regard, Cannon River STEM School performance this past school year was a success.



CRSS takes a developmental approach to offering Environmental Education. In grades K - 4, the program focuses on fostering a sense of empathy and connection toward the natural world, as well as igniting curiosity and exploration of the campus and neighboring communities. In the middle

grades, students engage in more in-depth exploration beyond the local community and social action is emphasized. Throughout their education at Cannon River STEM School, students attain a sense of empowerment and strive to become stewards for action and change.

Cannon River STEM School's full-time naturalist, along with the classroom teachers, continued to enrich the Environmental Education program during 2020-2021 in a myriad of ways, resulting in ever-rich, ongoing, place-based environmental, social, and science learning opportunities for all grade levels. The Naturalist continued to connect students to the campus and nature, even during distance and hybrid learning by sharing photos and activities for learning and playing outdoors. The Naturalist also collaborates with individual classroom teachers to develop projects based on the interests of students, including building new outdoor learning spaces and creating greenhouses inside classrooms.

The Naturalist also implemented the Green Team, a student-led council to investigate environmental needs of the school and develop solutions for those needs. These place, inquiry, and project-based learning opportunities were even more essential in supporting student engagement in school through the often-traumatic shifts students experienced during the pandemic.

Cannon River STEM School has succeeded in embedding many norms and habits into the student culture over the contract period. Students are confident working and learning outside in all weather, Cannon River STEM School continues to instill a spirit of exploration and curiosity about natural space and ways to be stewards of nature. The composting and recycling programs have been expanding and improved during the contact period and are now part of the fabric of the school.

Challenges included implementing effective measurement tools to measure the environmentally responsible actions of CRSS students. This included creating realistic systems for collecting information from teachers on environmental education practices in their classrooms. CRSS has made gains in developing effective ways to measure student environmental literacy, but need to invest time and effort into achieving meaningful improvements. The ultimate challenge for CRSS was integrating outdoor learning experiences during the distance and hybrid learning models

## **11. Governance & Management**

### **Includes Annual Board Training & Administrator Professional Development Report(s)**

#### **BOARD OF DIRECTORS**

The Cannon River STEM School board of directors continue to engage with the school community by attending school-wide social events, welcoming staff at the start of the year, and hosting the annual meeting. During 2020-2021 the school board worked on policy review, making decisions about covid-related learning models and safety protocols, providing fiscal oversight, and preparing for the return to in-person learning.

A critical board focus for the 2020-2021 school year was the hiring of an Interim Executive Director in the fall and conducting a thorough search and hiring process for a new permanent Director during the winter. To this end, the board hired a consultant who helped lead both searches, trained the board members on best practices in this area, and engaged in ongoing training each month at the board meetings. This training focused on general best practices, systems and policies for charter



school boards in the state of Minnesota. The board succeeded in hiring for both key positions and improved their practices throughout the year.

#### CRSS 2020-2021 Board Roster

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Robin Finke	President	Parent	January 2017	February 2017	January 2023	rfinke@crssraptors.org
Stacey Sandler	Vice President	Teacher	November 2019	December 2019	January 2023	ssandler@crssraptors.org
Mike Cross	Member	Parent	January 2018	February 2018	January 2023	mcross@crssraptors.org
Theresa Gunderson	Ex-officio	School Leader	November 2020	November 2020	N/A	tgunderson@crssraptors.org
Deni Buendorf	Secretary	Community Member	September 2016	September 2016	January 2023	jbuendorf@crssraptors.org
Linsay Nusbaum	Treasurer	Parent	January 2019	February 2019	January 2022	lnusbaum@crssraptors.org
Taylor Cassanova	Member	Community Member	January 2021	February 2021	January 2024	tcassanova@crssraptors.org
Chloe Moriarity	Member	Teacher	January 2020	February 2021	January 2024	cmoriarity@crssraptors.org

#### BOARD TRAINING AND DEVELOPMENT

The Cannon River STEM School board of directors are intentional about seeking opportunities for growth through training and professional development. They have used book studies, workshop and opportunities through Osprey Wilds, MACS, and others. Training was disrupted during the first part of 2020-2021 due to the pandemic, however, in January 2021, the Board began including an hour-long training session prior to each regular Board meeting. The board has utilized an outside consultant to facilitate regular training sessions. The board plans to continue with these trainings at least through the 2021 calendar year.

Through this training, the CRSS board has gone through a self-evaluation process and continues to assess its performance as a board routinely. In June of 2021, the board held a daylong in-person training session with the consultant. During this session, the board developed priorities and goals for the upcoming years. These goals include addressing the school's academic performance, creating a culture of excellence, becoming an Environmental-STEM school, and opening a preschool program. The board also discussed ways in which it can become even more effective and productive in its role as a governance body.

The following tables represent the initial / annual board trainings attended by each board member:

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Robin Finke	February 2017	3/4/17 MSBA	3/4/17 MSBA	3/4/17 MSBA

Stacey Sandler	December 2019	2/8/20 MACS	2/8/20 MACS	11/20 MACS
Mike Cross	February 2018	8/7/18 MSBA 2/9/19 MACS	8/7/18 MSBA 2/9/19 MACS	8/7/18 MSBA 8/18 TAG 2/9/19 MACS
Theresa Gunderson	November 2020	N/A	N/A	N/A
Deni Buendorf	September 2016	3/4/17 MSBA	3/4/17 MSBA	3/4/17 MSBA
Linsay Nusbaum	February 2019	8/6/19 MSBA	8/6/19 MSBA	8/6/19 MSBA
Taylor Cassanova	February 2021	2/16/21 Dan Jett	2-6/21 Dan Jett	2-6/21 Dan Jett
Chloe Moriarity	February 2021	2/16/21 Dan Jett	2-6/21 Dan Jett	2-6/21 Dan Jett

### Annual Training

Annual Training - FY21				
Board Member Name	Training #1 2/16/21 Onboarding New Members Dan Jett	Training #2 5/13/21 Osprey Wilds Charter Authorization Renewal Erin Anderson	Training #3 6/19/2021 Full Day Best Practices & Strategic Planning Dan Jett	Dan Jett provided ongoing hourlong trainings prior to each board meeting in March, April and May 2021
Robin Finke	YES	YES	YES	YES
Stacey Sandler	YES	YES	YES	YES
Mike Cross	YES	YES	YES	SOME
Theresa Gunderson	YES	YES	NO	YES
Deni Buendorf	YES	NO	NO	SOME
Linsay Nusbaum	YES	YES	YES	YES
Taylor Cassanova	YES	YES	YES	SOME
Chloe Moriarity	YES	YES	YES	SOME

### MANAGEMENT

The administrative team at CRSS for the 2020-2021 school year included the following individuals:

- Cheryl Wendt (resigned October 2020), Executive Director/Special Education Director
- Teresa Gunderson (hired November 2020), Interim Executive Director
- Erin Wanat (hired mid-year to serve as Special Education Director), Indigo Education
- Kristin Guin-Grosse, Teaching and Learning Coordinator
- Jennifer Clark, Office Coordinator
- Margie Wesling, Office Coordinator
- Amanda Reed, Student Services Coordinator

- Kasey David, Meal Program Coordinator
- Damian Baum, IT Coordinator

The 2020-2021 school year began with the resignation of the school's Executive Director. This caused disruption, but the school was very quickly able to hire a qualified and committed Interim Executive Director. The new leader pulled the team together to manage the challenges of another pandemic year, centering the needs of students and teachers, communicating with families and maintaining a safe learning environment. The continuation of distance learning during the fall, and then the shift to hybrid and in-person models required hard work and transparent communication from administration to all stakeholders.

The Interim Executive Director was enrolled at the University of Minnesota's principal licensure program during FY21. She also met with the leadership consultant once or twice per week for guidance and support. She indicated in late winter that she did not intend to seek the permanent role for the upcoming year, so the board did not engage in a formal review process. Instead, the board focused on conducting a thorough and professional search for a new Executive Director.

The transition from the Interim Executive Director to the newly hired Executive Director occurred smoothly during the summer of 2021.

#### **Administrators and Qualifications**

<b>Name</b>	<b>Title</b>	<b>Licensure</b>	<b>Responsibilities</b>
Teresa Gunderson	Interim Executive Director	Working toward K-12 Principal (U of M)	<ul style="list-style-type: none"> <li>-MDE reporting and accountability</li> <li>-Osprey Wilds reporting and accountability</li> <li>-Oversee administrative team</li> <li>-Oversee teachers and staff</li> <li>-Manage student discipline</li> </ul>
Kristin Guin-Grosse	Teaching and Learning Coordinator	5-12 Communications and Language Arts; Mathematics; Social Studies	<ul style="list-style-type: none"> <li>- Plan and prepare teaching staff professional development</li> <li>-District Area Coordinator</li> <li>-New Teacher Orientation</li> <li>-Staff Workshop week</li> <li>-Continuing Education Committee/PELSB data management</li> <li>-MTSS fidelity</li> <li>-Monitor curriculum implementation by staff with fidelity</li> </ul>

Amanda Reed	Student Services Coordinator	Emotional Behavioral Disorders, Learning Disabilities, Elementary Education Middle School ELA	-Special Education Services -MTSS/RtI -ADSIS, 504 plans -Oversight of special services (ELL, Title)

### Special Development Plans for Administrators

Name	PD Goals for 2020-2021	Activities and Results for 2020-2021	Professional Development Goals for 2021-2022
Teresa Gunderson	Learn the role of a charter school leader. Continue in the U of M principal licensure program.	Succeeded in both goals.	N/A - Not returning.
Kristin Guin-Grosse	Implement research-based teaching practices and curriculum improvement K-8	Successful implementation of the first year of the new curriculum and teacher training.	Coach and monitor staff improvement in data-driven instruction; Train staff in Fastbridge intervention resources and progress monitoring in order to improve student learning and growth in mathematics, reading, and self-regulation as measured by student performance on state accountability tests and the NWEA benchmark assessments.
Amanda Reed	Continue work toward Special Education Director license.	Succeeded in making progress on this goal.	N/A - Not returning

## 12. Staffing

Cannon River STEM School continues to strive to hire quality candidates that are passionate about the environment, committed to place/inquiry/project based learning and understand the importance of data-driven instruction. It is important to advertise positions widely and attractively, have a clear selection process for potential candidates, ask quality questions during interviews, and collect good data from references. Also, everyone benefits from a thorough and positive onboarding process.

<b>2020-21 Licensed Teaching Staff</b>				
<b>Name</b>	<b>File #</b>	<b>License/Assignment (subject/grades)</b>	<b>2021-22 Status*</b>	<b>Comments</b>
Bethany Koziolk	1004241	kindergarten	R	
Chloe Otnes	1007369	kindergarten	R	
Terra Haugen	436128	1st Grade	R	
Alyssa Clark	507973	1st Grade	R	
Devon Wolters	491864	2nd Grade	R	
Kathryn Bakke	482418	2nd Grade	R	
Tess VanZuilen	495673	3rd Grade	NR	
Stacey Sandler	468838	3rd Grade	R	
Sheila Sawyer	462143	4th Grade	R	
Brianna Bauernfeind	491872	4th Grade	NR	
Angela Rosendahl	467398	5th Grade	NR	Left Mid-Year
Jessica Ronnei	518510	5th Grade	R	
Stephanie Hoeft	486690	5th Grade	R	
Casandra Neymeyer	503784	6th Grade STEM	R	
Kari Frankenberg	466988	6th Grade Humanities	R	
Wendy DeGroot	467904	7th Grade STEM	NR	
Danielle Koch	1001157	7th Grade Humanities	NR	
Lynn Hirschey	410628	8th Grade STEM	NR	
Chloe Moriarty	475551	8th Grade Humanities	NR	
Stephanie Hammes	516767	ABS	R	Special Ed
Larry Hoffer	336022	EBD, DCD MM	R	Special Ed
Aurora Kubach	443853	SLD	R	Special Ed
Susan Williams	360664	SLD, EBD, EEd	NR	Special Ed
Ben Rydberg	480518	ESL, 5-12 Social Studies	R	ELL
Marcy Goss	428150	EEd, MS Com Arts	R	Title 1
Clark Taynton	1010663	Elementary Ed	NR	Intervention
Delica Caldwell	415845	EEd, Reading	NR	Reading
Michael Berger	469153	Instru / Classroom Music	R	Music
Jason Soltis	473586	Elementary Ed	R	Coding
Heather Teigen	414142	Physical Education	R	PE
Tiffany Wells	478994	Visual Arts	R	Art

\* R = Returning, NR = Not Returning

#### **2020-21 Teacher Professional Development Activities:**

<b>TIME OF YEAR</b>	<b>TRAINING</b>	<b>PARTICIPANTS</b>
<b>Summer 2020</b>	Benchmark Reading	K-3 teachers
	Creating Outdoor Classrooms	K-8 teachers
	Second Step Training	K-8 teachers
<b>Fall/Winter 2020-2021</b>	EDLIO Teacher Webpage Training	All Staff
	College Preparatory Math	6-8 teachers
	How to Streamline Teaching Online	K-8 teachers, SpEd

	(Peardeck)	
	Culturally Responsive Teaching	All Staff
	Racial Bias	All Staff
	How to Run Effective Environmental Education Morning Meetings	K-8 teachers
<b>Spring 2021</b>	MCA Test Security Training	3-8 Staff, SpEd, Paras
	English Language Learners Standards	All Staff
	Responsive Classrooms and Developmental Designs	K-8 teachers

### TEACHER RETENTION

Over the course of the pandemic, CRSS experienced teacher turnover rates that were higher than in previous years, as did many schools and districts. Teaching is a stressful and often underappreciated profession during the best of times, and the stresses of these challenging years took a toll. Several CRSS educators retired early and others left to teacher in a distance learning model. The school has been able to hire new teachers who are approaching the future with enthusiasm and optimism.

<b>Percentage of Licensed Teachers from 2020-21 not returning in 2021-22 (non-returning teachers/total teachers from 2020-21 x 100)</b>	29%
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<b>2020-21 Other Licensed (non-teaching) Staff</b>			
<b>Name</b>	<b>License and Assignment</b>	<b>2021-22 Status*</b>	<b>Comments</b>
Dobbs, Melissa	School Social Worker	NR	
Amanda Reed	Student Services Coordinator	NR	
Kristin Guin-Grosse	Teaching and Learning Coordinator	R	

\* R = Returning, NR = Not Returning

<b>2020-21 Non-Licensed Staff</b>			
<b>Name</b>	<b>Assignment</b>	<b>2021-22 Status*</b>	<b>Comments</b>
Baum, Damian	IT Coordinator	R	
Bemis, Judy	Special Education Para	NR	Retired
Braulik, Carrie	Special Education Para	R	
Clark, Jennifer	Office Coordinator	R	
David, Kasey	Meal Program Coord.	R	
Dion, Sara	Special Education Para	R	
Gonzalez, Halibe	Special Education Para	NR	Left mid-year
Harmer, Johnna	Special Education Para	R	
Huber, Kelly	Special Education Para / Heath Aide	R	
Jenson, Sarah	Special Education Para	NR	Left mid-year

McDowell, Jason	Special Education Para	R	
Meier, Bobbie	Special Education Para	NR	
Mulcahy, Linda	Special Education Para	R	Left mid-year
Otto, Nicole	Special Education Para	R	
Rathsack, Stephanie	Naturalist		
Savig, Karen	Health Aide	NR	Left mid-year
Solis-Lounsberry, Jennifer	Special Education Para	R	
Stadler, Andrea	Special Education Para	R	
Thompson, Jenny	Special Education Para	R	
Wesling, Margie	Office Coordinator	R	

\* R = Returning, NR = Not Returning

## 13. Operational Performance

### HEALTH AND SAFETY AT CRSS

CRSS employs a full time Health Aid to serve as the Covid Coordinator and provide the necessary first aid to students. In the event of an emergency, any staff member may call 911. Other duties of the Health Aid include administration of prescription and OTC medication. Both the physician and parent/guardian must authorize for administration of medication. CRSS contracts with Faribault Public Schools for a licensed School Nurse to provide supervision and oversight for the health office. The contracted School Nurse also provides training to staff as needed for health and safety topics throughout the year.

Another safety area that takes particular prominence is the mental health needs of the students. This was previously an area of focus in the middle school, but the mental health needs of even the youngest students has been impacted by the ongoing uncertainty and isolation of the pandemic. CRSS continues to monitor the online activity of students on their Chromebooks, a more robust implementation of the Second Step (SEL) curriculum, and a continued emphasis on community practices such as “morning meeting.”

Other safety measures, such as fire, severe weather and lockdown drills happen on a regular basis. Cannon River STEM School partners with Faribault Public Schools on weather-related closures or delays,

### TRANSPORTATION

Cannon River STEM School elects to utilize the Faribault Public Schools transportation for general education bussing as well as special education transportation. The partnership remains smooth, with communication between the bus company and CRSS regarding route changes, behavior issues and field trip requests being mutually positive. More than 60% of students access the busses to travel to and from school. For the remaining students, the dropoff and pick-up routine is seamless and efficient.

### FACILITIES

Shattuck St. Mary’s School, a private tuition-based boarding school in Faribault, MN owns the property and buildings used by Cannon River STEM School. CRSS and Shattuck have a trusting and open relationship, and Shattuck employs a caretaker for the property that CRSS leases. Cannon

River STEM School applied for and received Lease Aid through the Minnesota Department of Education.

### **FOOD SERVICE**

Cannon River STEM School participates in the National School Lunch Program and offers daily breakfast and lunch for all students. During the pandemic, there was no charge for any students to participate in meals at school. Meals are catered through Faribault Public Schools, as CRSS does not have a working kitchen. Meals are served by CRSS staff.

When the students returned to in-person learning, most students ate in their classrooms and the food was delivered to them by meal service staff. This was a strategy to minimize the mixing of unmasked students during mealtime and keep students in defined cohorts for contact tracing purposes.

### **DUE PROCESS - STUDENT DISCIPLINE**

Responsive Classroom and Developmental Designs are programs used at Cannon River STEM School to build community and address behavior expectations in each classroom and across campus. The typical start-of-year community routines were disrupted due to distance learning, so, when the students returned to school after the governor's mandate, they were unusually dysregulated and everyone focused on rebuilding community norms and creating relational connections. CRSS saw an increase in both physical and verbal altercations between students in the spring and responded with Positive Behavioral Interventions and Supports (PBIS) strategies. There were very few suspensions, and, in each case, the Pupil Fair Dismissal Act was consulted. Student discipline reported annually to the MN Department of Education through the DIRS report.

### **PARENT ENGAGEMENT**

Cannon River STEM School staff are encouraged and supported to build relationships with families/guardians of every student. The school is intentional about providing regular opportunities for parent engagement, but the Covid restrictions in 2020-2021 made this goal difficult to attain. Looking ahead, CRSS is eager to resume family events, student performances, in-person conferences, open houses, back-to-school events, and more!

### **HIRING PRACTICES**

Cannon River STEM School follows a basic hiring protocol that involves a posting of at least two weeks, review and selection by at least two staff to choose candidates for interviews, and a minimum of one interview with a 2-4 member committee. Best practices for hiring and onboarding new employees continued to be the focus of the HR Coordinator/Office Coordinator, and together with the CRSS Board of Directors the staffing and hiring policy is periodically reviewed.

### **BACKGROUND CHECK PROCESS**

The CRSS Board of Directors requires a criminal history background check from the McDowell Agency on all individuals who are offered employment with the school, all contracted staff, all members of the Board of Directors and all volunteers who work with students outside of the direct observation of a school employee.

## **14. Finances**



For questions regarding school finances and for complete financials for 2020-21 and/or an organizational budget for 2021-22, contact:

Wendy Fisher  
Executive Director  
507-331-4181

[wfisher@crssraptors.org](mailto:wfisher@crssraptors.org)

Robin Pikal  
Manager

[rpikal@theag.org](mailto:rpikal@theag.org)

The Anton Group provides accounting services for Cannon River STEM School.

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 Environmental Learning Center no later than December 31, 2020.

<b>FY21 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	\$4,321,918.08	\$67,540.70	\$2,124.59
Total Expenditures	\$4,305,158.07	\$67,540.70	\$2,124.59
Net Income	\$16,760.01	-0-	-0-
Total Fund Balance	\$1,559,616.73	-0-	-0-

## **OVERVIEW**

On a functional basis, the CRSS staff has adequate segregation of duties regarding accounts payable and payroll management. The additional oversight and approval requirements from school leadership are elements that the school's accounting firm, The Anton Group (TAG), relies on to ensure the information is reviewed and approved for processing. Within the TAG office there are separate staff members managing the payroll processing, accounts payable processing, bank reconciliations, and quality review procedures. Oversight is provided by the TAG finance manager dedicated to working with CRSS.

The Board of Directors meetings provide independent financial and compliance reporting directly from the TAG representative. The school also hosts a finance committee meeting prior to the monthly board meeting. During the finance committee meeting detailed review and discussion of the school's financial reports is provided along with open questions/answer time.

Lastly, the school's annual financial audit is the most important financial measure. During the audit, all areas of financial activity are independently reviewed. This includes internal control testing, legal compliance testing and other finance-related tests. CRSS has received clean audit opinions and minimal audit findings.

## **REVENUES**

The total revenues for Funds, 1,2 and 4 were \$4,391,583.37 for the period ending June 30, 2021. Most of CRSS's revenue was received from state aid and federal grants. During FY21 CRSS continued to receive ADSIS funding. Additionally, the CARES Act brought Covid relief funding particularly through a PPP loan and ESSER I funding for summer school.

## **EXPENSES**

The total expenses for the General Fund was \$4,374,823.36 for the period ending June 30, 2021. While the constant shift between learning models and extra costs of cleaning/sanitizing purchasing

PPE made for a less than predictable budget, the school was able to provide the student with the resources needed to access their education. The primary operations continues to be providing educational services for grades K-8 students. CRSS provides breakfast and lunch for all students, which was free for all due to the pandemic. Food Service Funds are used for the cost of meals. The Community Service Fund is used for the before school program.

#### **NET SURPLUS OR DEFICIT AND FUND BALANCE**

Total revenues exceeded expenses, resulting in an ending fund balance of \$1,559,616.73 as of June 30, 2021.

#### **WORLD'S BEST WORKFORCE ANNUAL BUDGET**

Cannon River STEM School remains committed to purchasing resources and providing training in order to implement the WBWF plan, although the budget is not specifically delineated by line item for specific goals. During FY21, this included sending staff to Responsive Classroom training, purchasing curriculum materials and aligned training.

### **15. Future Plans**

The instructional leadership team (Executive Director, Teaching and Learning Coordinator, Student Services Coordinator) has substantially shifted the instructional approach from an individual teacher-driven model without consistent accountability, to a data-driven model, reliant on vertical and horizontal curricular integration, formal and formative ongoing assessment, and standardized approaches to instruction, remediation and acceleration. These initiatives include using Title funds to pay for innovative instructional programs (such as a maker space) and earmarking large budget line items for purchasing new evidence-based curriculum and assessment programs, as well as investing in the accompanying training programs.

The CRSS board has formed a committee to explore a rebranding initiative that will reflect its dual commitment to EE and STEM education. This is not meant to be a performative exercise, rather it is an opportunity to make visible the important connection between these two vital aspects of Cannon River STEM School's mission.

CRSS will be adding and then building on robust afterschool programs (with bussing) to serve academic, co-curricular and social-emotional needs for all age groups. This new programming will help with mitigating pandemic-related learning loss and mental health challenges related to isolation and interrupted school. The goals are multifaceted: to enrich the students' academic experience and engagement, to strengthen the ties we have with our families, to offer robust arts and nature-related activities and clubs, and to boost enrollment by providing a one-stop destination for serving student needs.

CRSS has accessed all the available ESSER and Covid-related funding and resources in order to address learning loss and boost social-emotional learning initiatives. The school was the only one in the area to require masking for all from the start of the year, and CRSS has instituted a mandatory weekly staff Covid testing initiative and offered a free flu shot clinic to staff and families.

There are exciting initiatives in place to strengthen the outdoor and experiential learning core that makes Cannon River STEM School special and unique. This includes building a maker space,

developing a garden to table program (edible schoolyard), accessing local food for meals, expanding connections with the community and more!

The CRSS community looks hopefully toward the future as it adjusts to the “new normal”, with an eye to learning important lessons about how to support staff and student mental health, how to refocus students on academic endeavors, and building a robust sense of community and connection. We remain, more than ever, committed to our core values - Responsibility, Respect, Curiosity, Acceptance, and Perseverance. Here’s to a vibrant future for the Cannon River STEM School Raptors!

## **16. Safe Learning Plan Description and Reflection on Implementation**

The Cannon River STEM School 2020-2021 Safe Learning Plan was approved by the board during the summer of 2020. It included the MDE-mandated requirements for mapping out the plans for a variety of learning models including in-person, hybrid, and distance. The plan also included Covid mitigation strategies and was developed by an advisory council made up of people from all stakeholder groups. The plan required masking for all people onsite, indoors and outdoors, plastic barriers between students, enhanced sanitation and cleaning strategies, and social distancing. The Health Aid followed the MDH Decision Tree for quarantine, testing, and contact tracing decisions.

Each student received a Chromebook and hotspots as needed. Families could choose to opt into distance learning even when in-person or hybrid were offered. Teachers live streamed their instruction, sent learning materials home, and populated google classrooms with lessons and schoolwork.

CRSS opted to start the year with grades K-5 attending fully in person, five days per week. Grades 6-8 attended in a hybrid model, with students in Group A learning in-person on Mondays and Tuesdays and Group B learning in-person Thursdays and Fridays. All middle schoolers engaged in distance learning on Wednesdays.

- The year began with a workshop week for staff preparation and training. The focus was on Covid safety protocols and mitigating the stresses resulting from the interrupted spring learning the students experienced.
- Due to high case numbers anticipated after MEA weekend in the fall, CRSS shifted to distance learning on October 20th.
- From November 3rd to Thanksgiving break, CRSS shifted to a hybrid model for all K - 8 students.
- Due to a surge in cases, CRSS shifted to all distance learning for K - 8 from November 30th to January 15th.
- From January 19th until the end of the school year, CRSS returned to all K-5 learning in-person five days per week and the A/B hybrid model for grades 6-8.
- During the spring, there were many and varied degrees of quarantines and classroom closures due to positive cases and contact tracing.

When CRSS shifted to distance learning, the school continued to offer childcare to children of essential workers onsite. The licensed teachers worked remotely while the paraprofessionals provided in-person care for the children at school.

Breakfast and lunch were provided free of charge for all students onsite and students in distance learning could pick meals up from local Faribault public schools. Most students ate in their classrooms to avoid mixing of cohorts. The food served was prepackaged for safety reasons.

In the spring, when vaccinations were made available to educators, CRSS provided a two days off to get vaccinated and recover from any side effects. Anecdotal evidence indicates that a majority of the staff chose to receive both doses of the Covid vaccine.

In all, the CRSS Safe Learning Plan was as comprehensive and effective as it could have been under the circumstances. Every school was operating in an unprecedented time and educators at CRSS worked vigilantly to maintain efficacy and stay adaptable. Some takeaways from the year include:

- Students were the most impacted by the lack of structure and consistency, but kept connected to the best of their abilities.
- In retrospect, and looking ahead, CRSS recognized the importance of focusing on social-emotional learning and mental health during challenging times.
- The most critical gaps in the Safe Learning Plan, in retrospect, were related to logistics such as taking attendance consistently and relationships such as staying connected to students and caregivers. In the future, formalized attendance policies and a focus on community and connection are key to success.
- Effectiveness of the Safe Learning Plan was measured by numbers of Covid cases, community spread, and, very importantly, continued connection with students. By these measures, CRSS had a reasonably successful experience during a very challenging year.
- Mental health was a high priority for everyone during the constant adjustments between learning models. Staff met weekly over zoom to maintain connections, daily morning meetings continued for all classrooms, outdoor learning remained a priority, and the entire community tried to focus on extending one another grace during the most difficult moments.
- Enrollment has dipped during the pandemic for a myriad of reasons. CRSS opted not to offer a distance learning option in 2021-2022, as it placed untenable stress on the educators. CRSS was the only school to require masking at the start of the school year, so some families left in protest. As a community grounded in science, CRSS remained committed to following all CDC and MDH guidelines.

During the unprecedented and ongoing challenges faced by society and educators over the course of the pandemic, Cannon River STEM School has stood true to its mission. The school community continues to focus on what is possible, not what is lost; what we have learned, not what we have forgotten; and how we can take care of one another, rather than how we disagree with one another. The board, leaders, and educators at Cannon River STEM School are determined to use this period of hardship to strengthen our educational programs and our bonds with one another.