

2020-21  
CHARTER SCHOOL ANNUAL REPORT  
&  
WORLD'S BEST WORKFORCE PLAN

**New City School**



1500 6<sup>th</sup> St. NE  
Minneapolis, MN. 55413  
612-623-3309

**School Authorizer:**  
**Novation Education Opportunities**  
3432 Denmark Ave, Suite 130  
Eagan, MN 55123  
612-889-2103

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## **1. Letter to Stakeholders**

Dear New City School Stakeholders:

As a school community, we celebrate the strong work and response to challenging conditions presented by the COVID pandemic. Our small charter program responded quickly and effectively to the demands of nearly a full year of distance learning. Our teachers stepped quickly and effectively into use of technology for instruction and were able, according to our partnership values, to partner with families and students to provide instruction for distance learning. In 2020-21. Our staff and our program continue to grow despite the challenges we have faced. Returning to school on-site in February-March of 2021 was an opportunity to stem learning loss, re-orient to social learning and school community, and get prepared to start the 2021-22 year running.

Our new strategic plan (School Success Plan) is elaborated and ready to implement over the coming three-year period through 2024. Hiring a new Director of Teaching and Learning and establishing a new teacher coaching model and team had us poised as the year closed to support teachers and develop their practice in ways that have not been possible and that ensure strong retention and teacher satisfaction.

New City's financial status continues to be consistently strong and was the basis for negotiating a long-term lease that began on July 1, 2021 as a Grace Center building addition to support the ultimate realization of our program objectives gets bid and arranged.

On behalf of the staff at New City School, we are thrilled to work for a dynamic and diverse community of people and partners who want the best for their children as learners and to contribute to the development future citizens.

Respectfully,



Todd Bartholomay  
Executive Director K-8

## **2. School History, Mission and Vision**

### **History**

New City School was envisioned to be a place where the best practices in social and academic learning would be integrated throughout the school's community to maximize learning and individual growth. The name New City evokes a vision of the new and better city that well-prepared, socially adept thinkers and problem-solvers might create resulting from a

comprehensive and excellent education. With this vision, the founders applied for a charter with sponsorship from Hamline University and, in the fall of 2003, New City opened its doors to welcome 60 children in grades K-6. Throughout its years, the school has intentionally and gradually grown, sustaining small class sizes so children are known by and connected to peers, parents, teachers, staff members, and administrators. Because its enrollment has increased steadily, in fall of 2018 New City served over 300 students on a single campus at Grace Center.

**Vision Statement**

New City School is a supportive learning community, actively engaging each student in acquiring knowledge, asking meaningful questions, designing creative solutions, opening their minds, caring for themselves and their fellow community members, and becoming skilled, responsive citizens of the world.

**Mission Statement**

New City School will create a learning community that is diverse, knowledgeable, thinking, and caring, and will serve as a demonstration site for best practices in the integration of social and academic learning.

**3. Enrollment, growth & attrition 2020-21**

Total enrollment at New City School during distance learning was credited at 292. A single Kindergarten class enrolled when some families made alternative choices, such as continuing their children in pre-school situations while K programming was limited to distance learning.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Kg</b>	37	38	34	34	33	37	20
<b>1</b>	36	33	39	38	38	32	30
<b>2</b>	22	36	32	35	33	37	28
<b>3</b>	29	24	37	38	40	39	35
<b>4</b>	18	23	24	44	37	41	38
<b>5</b>	26	21	21	26	44	32	44
<b>6</b>	11	23	24	25	34	41	30
<b>7</b>	14	16	21	23	26	32	39
<b>8</b>	12	17	14	17	21	26	28
<b>TOTAL</b>	<b>205</b>	<b>231</b>	<b>246</b>	<b>281</b>	<b>306</b>	<b>317</b>	<b>292</b>

Average Daily Attendance Rate: 95.4% for 2020-21

Aggregate --291 enrolled on Oct. 1, 2020

Attrition Rate--20 of the 291 enrolled Oct. 1 unenrolled during 2020-21 = 7% attrition.

**4. Management**

AUTHORIZER INFORMATION (2019-24)

Novation Education Opportunities

3432 Denmark Ave, Ste 130

Eagan, MN 55123

612-889-2103

<http://www.neoauthorizer.org/index.html>

Wendy Swanson-Choi, Executive Director

[executive.director.neo@gmail.com](mailto:executive.director.neo@gmail.com)

### **2020-21 New City School Management and Faculty Information**

*This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)*

<b>Name</b>	<b>MN Educator File Folder Number</b>	<b>Assignment</b>	<b>Years Employed at School</b>	<b>License(s) &amp; Highest Degree Earned</b>	<b>License Expires</b>
Todd Bartholomay	327554	Director	7	M.Ed., Professional Administration- Principal K-12	2024
Andrew Grantias	NA	Dean of Students	5	B.A.	NA
Mohamed Farah	NA	Translation-Somali/Para	4	A.S.	NA
Angela Jedinak	312276	School Social Worker	1	MSW, Pre-K-12 School Social Worker	2023
Ana Robles	NA	Food Service Lead & Community Liaison	7	A.S.	NA
Tara Meyer	499213	School Nurse	3	RN, Pre-K-12 Public School Nurse	2022
Mary Spohr	383155	PD Coordinator Coach	17	B.A., 1-6 Elementary Education	2021
Ashley Davis	NA	Office Administrator	4	A.S.	NA

### **5. Finances**

The annual New City School financial audit for 2020-21, presented in September 2021, was evidence of the ongoing solid financial footing New City School has sustained. The fund balance increased to 26.25%. The auditor, MMKR, found no faults or errors and issued no findings.

**NEW CITY SCHOOL  
BALANCE SHEET**

	As of August 31, 2021
<b>Assets</b>	
Cash	\$ 929,506.64
Investments	\$ 79,501.62
Receivables	
Due from other MN School District	-
Due from State	107,478.14
Due From Federal	6,192.24
Due from Other Funds	-
Accounts Receivable	8.28
Prepaid Items	-
<b>Capital Assets</b>	
Furniture & Equipment	130,752.77
Leasehold Improvements	-
Less: Accumulated depreciation	126,286.65
Total capital assets, net of accumulated depreciation	<u>4,466.12</u>
<b>Total Assets</b>	<b>1,127,153.04</b>
<b>Liabilities</b>	
Short-Term Debt	-
Accounts Payable	9.78
Salaries Payable	-
Payroll Accruals	3,117.79
Unearned Revenue	
Total Liabilities	3,127.57
<b>Net Assets</b>	
Invested in Capital Assets	4,466.12
Restricted for Capital Purchases	-
Beginning Fund Balance	1,003,075.47
Current Year Fund Balance Gain/(Loss)	116,483.88
Ending Fund Balance	<u>1,119,559.35</u>
Total Net Assets	<u>1,124,025.47</u>
<b>Total Liabilities and net assets</b>	<b>1,127,153.04</b>

## 6. Staffing

### 2020-21 Teaching Faculty Information

This section includes teaching positions and assignments for the 2020-21 school year. *This table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).*

Name	MN Educator File Folder Number	Assignment	Years Employed at School	Highest Degree Earned & License(s)	License Expires	Not Return 20/21	Return or New in 18/19	Return or New in 19/20
Mary Marks	1000407	4th Grade	2	K-6 Elementary Ed.	2022	Return		New
Joshua (Jules) Brose	464742	6-8 Math	4	B.Ed., 5-12 Mathematics	2026	Return	New	Return
Robyn Char	493601	Enrichment Coordinator, Theater teacher	5	B.Ed., M.Ed. (In progress, expected graduation 2017), K-6 Elementary Education	2022	Return	Return	Return
Stephanie Christenson	418041	Speech language	3	Pre-K-12 Speech Language Pathologist	2025	Return	Return	Return
Erin Drake	444010	5-8 Art	4	B.Ed., K-6 Elementary Education; K-12 Visual Arts; 5-8 Communication Arts/Literature	2025	Return	New	Return
Elizabeth Drobinski	100046	Spanish Language K-12	2	B.A. St. Cloud State Univ.	2022	Return		New
Emily Shaw	502112	2 <sup>nd</sup> grade teacher	1	Elementary Teacher K-6/M.Ed	2023			New
Deidre Greene	507611	K-4 Art	1	Portfolio process (Tier 2 in 18-19)	2020	Return		New
Rachel Lux-Cooney	499129	4 <sup>th</sup> Grade	4	Elementary Education	2022	Return	Return	Return
Michael Hickel	470997	6-8 Social Studies	4	B.Ed., 5-12 Social Studies	2022	Return	Return	Return
Christine Hirsch	344477	Title 1 Reading Specialist	6	K-6 Elementary Education; K-12 Reading; K-12 Library Media Specialist	2021	Return	Return	Return
Lisa Holm	492129	Special Ed.1	5	Special Ed. ABS	2023	Return	Return	Return
Kaylena Greenwell	482832	6th Grade	1	Elementary Education/Communication Arts	2022	New		
Kelsey Garcia	1002616	5th Grade	1	K-6 Elementary Ed./B.Ed	2023	New		
Kirsten Holmquist	419549	2nd Grade	16	B.Ed., K-6 Elementary Education; 5-8 Social Studies	2025	Return	Return	Return
Briana Evans	455434	Social Worker	1	School Social Work	2026	New		
Abbey Karich	451185	School Psych	3	School Psychologist	2022	Return	Return	New
Emily LaRenzie	105805	Occupational Therapist	3	Licensed O.T.	2021	Return	New	Return

Eleanor Menso	489195	Kindergarten	1	K-6 Elementary Ed/B.Ed	2024	New		
Abby Mandell	491238	3 <sup>rd</sup> Grade	5	B.Ed., K-6 Elementary Education; 5-8 Mathematics	2022	Return	Return	Return
Tara Meyer	499213	School Nurse	4	Public School Nurse	2022	Return	New	Return
Sarah Gacek	503221	1st Grade	1	K-6 Elementary Ed/M.Ed	2026	New		
Jeremy Nellis	391031	Kindergarten	18	B.Ed., Pre K-3 Early Childhood Education	2022	Return	Return	Return
Kallie Nelson	485873	6th Grade	5	B.Ed., 1-6 Elementary Education	2022	Return	Return	Return
Malia Nzara	476626	SPED Coordinator	3	B.A., E.B.D & A.B.S.	2022	Return	Return	Return
Sarah Olson	358406	K-8 music	17	K-12 Classroom and Vocal Music	2021	Return	Return	Return
John Greiling	476626	7-8 Science	1	K-6 Elementary Ed/M.Ed	2023	New		
Nick Pierce	470295	ELL	5	M.Ed., K-12 English as second language	2023	Return	Return	Return
Cassidy Sather	511937	Special Ed.	3	B. Ed. A.B.S.	2022	Return	New	Return
Jenna Lamb	509055	Physical Education, Health, D.A.P.E	1	B. Ed.; Physical Education, Health, D.A.P.E	2023	New		
Julia Paige Russell	100380	Elementary Ed K-6	2	Elementary Ed, K-6	2023	Return		New
Ven Anderson	390010	7-8 Math	2	Elementary Education, Mathematics, 5-8 Science	2023	Return		New
Joe Cole	474604	Director of Teaching and Learning	1	Elementary Ed/Mathematics, M.Ed	2021	New		

### **Equitable Distribution of Teachers (WBWF Summary 2020-21)**

The goal of equitable access to quality teachers is visited annually by the Leadership Team and with the NCS Board and is addressed throughout the year as hiring and training needs arise. We look at the teachers assigned to the different grades and balance out classrooms for similar demographic considerations.

There is no gap to equitable access for low-income students or students of color based on the placements of inexperienced teachers. Inexperienced teachers are distributed across the school and classrooms just as experienced teachers are. Currently, there are a total of nine teachers who have less than five years of experience. These inexperienced teachers are distributed across grades and specialist categories so that, with the exception of one grade, the inexperienced teachers are paired with an experienced one.



New City’s strategic plan lays out a timeline and set of action steps (under Priority 2) to “Launch a Comprehensive Teacher Development Strategy” through which teacher talent and effectiveness will be cultivated systematically. This plan includes:

- Coaching
- Peer observations
- On-going peer training in core content curriculum and Tier 2 curriculum.
- Professional Development in standards alignment, assessments, goal setting, PLCs

Our current student population has representation from American Indian descent, African descent that are not yet represented in the licensed teaching staff. We would need two more teachers of color to minimally reflect our student population--American Indian and African American. A chronic obstacle to this goal is the lack of applicants during the hiring process and competition for a limited pool of diverse prospects.

We are actively mentoring and coaching inexperienced teachers. We host students in licensure programs and student teachers in classrooms with experienced teachers who demonstrate best practices in teaching.

We purposefully give more responsibilities to our paraprofessionals of color and encourage them to progress through teacher licensure.

The School Board has created an advisory committee (Equitable Teacher Pay and Recruitment) to consider out how to recruit more teachers of color to join NCS staff.

<b>7. Governance</b>					
2020-21 NEW CITY CHARTER PUBLIC SCHOOL BOARD					
This table contains information for ALL board members. (2018-19 Election Date: January 15 <sup>th</sup> 2018)					
<b>Name</b>	<b>Board Position</b>	<b>Group</b> (if teacher, file folder #)	<b>Date Seated</b>	<b>Phone Number &amp; E-Mail Address</b>	<b>Seated and Term Expiration</b>
Kati Cunningham	Board Chair / Parent	NA	January 15, 2019	718-986-1055 <a href="mailto:Kati.cunningham@newcitycharterschool.org">Kati.cunningham@newcitycharterschool.org</a>	Exp. and election Jan. 2022
Vince Esades	/Director/ Parent	NA	January 8, 2014	612-781-4239 <a href="mailto:Vincent.esades@newcitycharterschool.org">Vincent.esades@newcitycharterschool.org</a>	Exp. and election Jan. 2022
Erin Green	Director/Parent	NA	September, 2020	612-298-9538 <a href="mailto:erin.greene@newcitycharterschool.org">erin.greene@newcitycharterschool.org</a>	Exp. and election Jan. 2022
Amanda Halbersma	Director/Parent	NA	November, 2020	612-963-1406 <a href="mailto:amanda.halbersma@newcitycharterschool.org">amanda.halbersma@newcitycharterschool.org</a>	Exp. and election Jan. 2022
Abby Mandell	Director/ Teacher rep	418984	Sept. 13, 2016	612-623-3309 <a href="mailto:kalli.novak@newcitycharterschool.org">kalli.novak@newcitycharterschool.org</a>	Exp. and election Jan. 2022

Michael Hickel	Director/ Teacher rep	470997	Sept. 2019	763-807-5776 <a href="mailto:Michael.hickel@newcitycharterschool.org">Michael.hickel@newcitycharterschool.org</a>	Exp. and election Jan. 2022
Todd Bartholomay	Ex-officio Principal-Director	327554	NA	612-623-3309 <a href="mailto:Todd.bartholomay@newcitycharterschool.org">Todd.bartholomay@newcitycharterschool.org</a>	NA
Jackie Paradis	Accountant Ex-Officio	NA	NA	<a href="mailto:jparadis@schoolmanagementservices.org">jparadis@schoolmanagementservices.org</a>	NA

The table below outlines the involvement of our board members, including meetings attended and other duties our board members engage in besides helping with governance.

Name	Board Position	Board Attendance 20-21	Other Board Duties	Returning 21-22
Kati Cunningham	Chair; parent	9/16/20; 11/11/20; 1/13/21; 4/14/21; 6/2/21	Policy, Lease, Director Evaluation	Yes
Vince Esades	Director; community member	9/16/20; 11/11/20; 1/13/21; 4/14/21; 6/2/21	Policy/Lease	Yes
Amanda Halbersma	Director; parent	9/16/20; 11/11/20; 1/13/21; 4/14/21; 6/2/21	Wellness	No
Abby Mandell	Director; teacher; Treasurer	9/16/20; 11/11/20; 1/13/21; 4/14/21; 6/2/21	Director Evaluation	Yes
Michael Hickel	Director; teacher	9/16/20; 11/11/20; 1/13/21; 4/14/21; 6/2/21	Curriculum	Yes
Erin Green	Director; Parent; Secretary	9/16/20; 11/11/20; 1/13/21; 4/14/21; 6/2/21	Equitable Pay,	Yes
Todd Bartholomay	Principal; Ex-officio	9/16/20; 11/11/20; 1/13/21; 4/14/21; 6/2/21	Finance, Lease	Yes
Jackie Paradis	Accountant Ex-Officio	9/16/20; 11/11/20; 1/13/21; 4/14/21; 6/2/21	Business Manager	Yes

## ADMINISTRATIVE PROCESSES

In keeping with our mission and vision and In keeping with the charter school movement and our authorizer's goals and values, we believe that:

- Innovation results in solutions that meet the needs of students more effectively.
- Our school's practices should specifically meet the needs of students whose needs are not being met through existing alternatives.
- Setting high expectations and monitoring and evaluating progress toward clear learning targets is essential to ensure equitable learning and growth.
- Ongoing, consistent, and robust assessment and evaluation is critical to ensuring that each student demonstrates significant and measurable growth.
- We are always learning from the best practices shared by other schools and contribute to educational excellence by sharing our student learning successes.

New City School approaches its work collaboratively. Teachers are involved in decision-making through an advisory process. They are instrumental in decisions regarding curriculum, in purchase of books and supplies, in determining residencies and field trips, in targeting professional development, and in hiring professional staff. They are involved in planning and staffing events, in evaluating student progress

through data study, and in evaluating peer professional performance including the performance of administrators. Priorities are determined and decisions made with input through two staff and team meetings per week, through committees, and through task groups assigned to projects. New City professional staff is cultivating systems that support and ensure learning for students. Professional learning is becoming anchored in the “teaching and learning cycle,” the continuous improvement pattern of planning from high standards, instruction informed by formative assessment and best practices, routine analysis of student learning results, re-teaching to catch non-proficient students up, and application of learning moving forward.

This degree of participation in decision-making is possible at New City School because the model of the organization places the responsibility for the management of the school in the hands of the professional staff. The role of the School Board is policy-setting around issues involving legal compliance, finance, equity, and accountability. Two teachers on staff sit on the Board and report on the agendas and discussions of the Board to the staff. The NCS teacher/Board member consults with teachers about upcoming Board decisions and brings their opinions, when relevant, to the Board meeting. Minutes of the Board meetings are published for the school community to read.

The New City Board explicitly directs school staff to assume leadership in running the school. The Board takes a hands-off role in the day-to-day decision-making and deals primarily with issues related to the physical plant, financial oversight, school adherence to relevant laws and policies and fidelity to the school’s mission and vision. This arrangement supports growth and improvement annually, has promoted success on state achievement targets, has sustained a stable, dedicated, consistent staff, and has fostered financial stability. Parents, staff, and Board are generally very satisfied with our division of labor and leadership.

New City School has adhered to and its Board of Directors will continue to follow best practices to ensure a governance process that is ethical and open.

- Each board member has signed a conflict of interest protocol document.
- A process/protocol has been established and is followed by New City School Board of Directors to avoid any “sweetheart deals”. In addition, any contracts are scrutinized carefully.
- Individual board members have participated in various board member developments through workshops and trainings offered by MACS, MN Department of Education and other various organizations.
- Individual board members will continue to participate in upcoming board trainings and workshops offered by MACS, MN Department of Education and other organizations to stay informed and skilled in board roles.
- Board minutes and meeting notices are forwarded to NEO in a timely manner.

### **New City School Board Training Log**

New City Board Compliance to Minnesota Statutes, section 124D.10, subd.(f).  
*The table below outlines the board training and dates for the reporting year.*

<b>Date &amp; Length</b>	<b>Presenter (or participation)</b>	<b>Topic</b>	<b>Category Covered</b>
9/16/20; 30 minutes	Jim Eichten from MMKR Financial Auditor	Review and approval of the annual financial audit	Finance
11/11/203 30 minutes	Malia Nzara (Sp. Ed. Coordinator, Kelly Dietrich (Sp. Ed. Director), Andrew Granias (Dean of Students)	Child Study Process Revisions and Special Education Qualification process	Governance; Policy
1/13/21 40 minutes	MN Charter Board Training Videos; Todd Bartholomay	“Required Reports: World’s Best Workforce Plan” Review and connect alignment between: <ul style="list-style-type: none"> <li>● Authorizer contract Performance Framework,</li> <li>● WBWF summary, and</li> <li>● School Success Plan (strategic plan)</li> </ul>	Governance
4/14/21 30 minutes	MN Charter Board Training Videos	“Adopt a Budget” board training from the Charter Board resource.	Governance
6/2/21 30 minutes	MN Charter Board Training Videos	Transportation--new contract and partner. Introducing Carl Allen from 4Mativ.	Finance; policy;

## **8. Academic Performance**

### **8. a) Strategic Alignment**

During the 2020-21 school year New City began continued work on it’s strategic plan despite the focus and energy required in dealing with distance learning. Leadership Team development continued apace. Distance Learning was an opportunity to improve the frequency and quality of communications between school and home. Online meetings of all kinds, including staff meetings, required thorough planning and agendas that we have instituted as practices school-wide. A new Director of Teaching and Learning was hired in spring to support teacher development and coaching.

Our School Success Plan (strategic plan) is organized in three priority areas that address achievement and organizational needs identified through analysis of SQR data:

1. Develop a Coordinated, Consistent Leadership Team
2. Launch a Comprehensive Teacher Development Strategy
3. Create a Multi-tiered System of Support

The School Success Plan is implemented over four years—2020-2024—and involves regular leadership team monitoring and management.

At the end of the plan New City anticipates having 1) developed a high-functioning leadership team, tools, procedures, and functions to realize the school’s envisioned program and enrollment and to sustain it in perpetuity; 2) closed learning gaps between our less and more socio-economically advantaged students in math and reading; 3) to have increased proficiency levels in math and reading across student population; and 4) to have developed systems and practices that reliably support teacher talent and sustainability.

A dimension of academic program development undergirding priorities two and three is the systematic design of expeditionary learning experiences that integrate most of the social studies and science content standards across the grades.

**8. b) WBWF summary & Performance Framework data**

**I All Students Ready for School**

Kindergarten Math Readiness (MN Standards Attainment Checklist)

Year	Students Ready for First Grade	Total Students Tested	Ready for First Grade Percent
2020-21	16	19	84.3%

Kindergarten Reading Readiness Assessment (Fountas & Pinnell)

Year	Students Ready for First Grade	Total Students Tested	Ready for First Grade Percent
2020-21	13	19	68.5%

**II All Students in Third Grade Achieving Grade Level Proficiency**

MCA Reading Proficiency Grade 3 State Comparison

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2020-21	12	30	40	48.2

**III Close the Achievement Gap Between Student Groups**

**IV All Students Career & College Ready**

MCA-Math (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2020-21	62	194	32.0%	44.0%

MCA- Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
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2020-21	92	193	47.7%	52.3%
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MCA-Science (Grades 5,8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2020-21	24	65	36.9%	42.7%

Free Reduced Price MCA-Math (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2020-21	17	82	20.7%	21.8%

Free Reduced Price MCA-Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2020-21	29	80	36.3%	31.7%

Special Education MCA-Math (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2020-21	2	22	9.1%	18.9%

Special Education MCA-Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2020-21	3	21	14.3%	22.1%

English Language Learners MCA-Math (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2020-21	0	10	0%	8.1%

English Language Learners MCA-Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2020-21	0	10	0%	7.9%

**2021 MCA Reading Results**

GRADE		Exceeds	Meets	Partially Meets	Does Not Meet
3	Count	2	10	4	14
	Percent	6.7%	33.3%	13.3%	46.7%

<b>4</b>	Count	<b>3</b>	<b>10</b>	<b>6</b>	<b>14</b>
	Percent	<b>9.1%</b>	<b>30.3%</b>	<b>18.2%</b>	<b>42.4%</b>
<b>5</b>	Count	<b>7</b>	<b>13</b>	<b>10</b>	<b>12</b>
	Percent	<b>16.7%</b>	<b>31.0%</b>	<b>23.8%</b>	<b>28.6%</b>
<b>6</b>	Count	<b>6</b>	<b>13</b>	<b>7</b>	<b>3</b>
	Percent	<b>20.7%</b>	<b>44.8%</b>	<b>24.1%</b>	<b>10.3%</b>
<b>7</b>	Count	<b>8</b>	<b>7</b>	<b>9</b>	<b>10</b>
	Percent	<b>23.5%</b>	<b>20.6%</b>	<b>26.5%</b>	<b>29.4%</b>
<b>8</b>	Count	<b>2</b>	<b>11</b>	<b>5</b>	<b>7</b>
	Percent	<b>8.0%</b>	<b>44.0%</b>	<b>20.0%</b>	<b>28.0%</b>
<b>Total</b>	Count	<b>28</b>	<b>64</b>	<b>41</b>	<b>60</b>
	Percent	<b>14.5%</b>	<b>33.2%</b>	<b>21.2%</b>	<b>31.1%</b>

### Reading FRP

		<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>
	Count	<b>7</b>	<b>22</b>	<b>19</b>	<b>32</b>
	Percent	<b>8.8%</b>	<b>27.5%</b>	<b>23.8%</b>	<b>40.0%</b>

### Reading General Population

		<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>
	Count	<b>28</b>	<b>64</b>	<b>41</b>	<b>60</b>
	Percent	<b>14.5%</b>	<b>33.2%</b>	<b>21.2%</b>	<b>31.1%</b>

### Reading Gap FRP-General Population.

$$\text{GAP} = 23.1\%$$

### 2021 MCA Math Results

<b>GRADE</b>		<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does Not Meet</b>
<b>3</b>	Count	<b>6</b>	<b>10</b>	<b>8</b>	<b>7</b>
	Percent	<b>19.4%</b>	<b>32.3%</b>	<b>25.8%</b>	<b>22.6%</b>
<b>4</b>	Count	<b>3</b>	<b>6</b>	<b>6</b>	<b>18</b>
	Percent	<b>9.1%</b>	<b>18.2%</b>	<b>18.2%</b>	<b>54.5%</b>
<b>5</b>	Count	<b>2</b>	<b>8</b>	<b>9</b>	<b>22</b>
	Percent	<b>4.9%</b>	<b>19.5%</b>	<b>22.0%</b>	<b>53.7%</b>
<b>6</b>	Count	<b>1</b>	<b>9</b>	<b>8</b>	<b>11</b>
	Percent	<b>3.4%</b>	<b>31.0%</b>	<b>27.6%</b>	<b>37.9%</b>
<b>7</b>	Count	<b>2</b>	<b>9</b>	<b>16</b>	<b>8</b>
	Percent	<b>5.7%</b>	<b>25.7%</b>	<b>45.7%</b>	<b>22.9%</b>
<b>8</b>	Count	<b>1</b>	<b>5</b>	<b>11</b>	<b>8</b>

	Percent	4.0%	20.0%	44.0%	32.0%
<b>Total</b>	Count	15	47	58	74
	Percent	7.7%	24.2%	29.9%	38.1%

### Math FRP

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	1	16	25	40
	Percent	1.2%	19.5%	30.5%	48.4%

### Math General Pop.

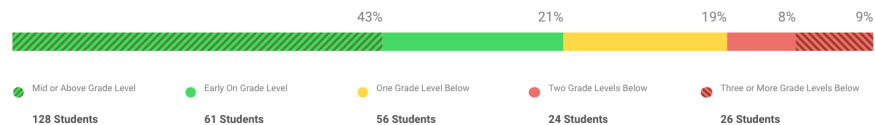
		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	15	47	58	74
	Percent	7.7%	24.2%	29.9%	38.1%

## 8. c) 2020-2021 IReady Diagnostic Benchmark Data

### End of Year I-Ready Reading Diagnostic Assessment

#### Overall Placement

Students Assessed/Total: 295/307



[The Mapping Between 5-Level and 3-Level Placement](#)

#### Placement by Domain

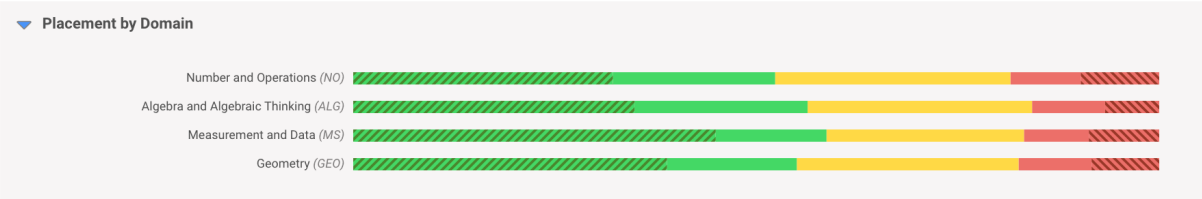
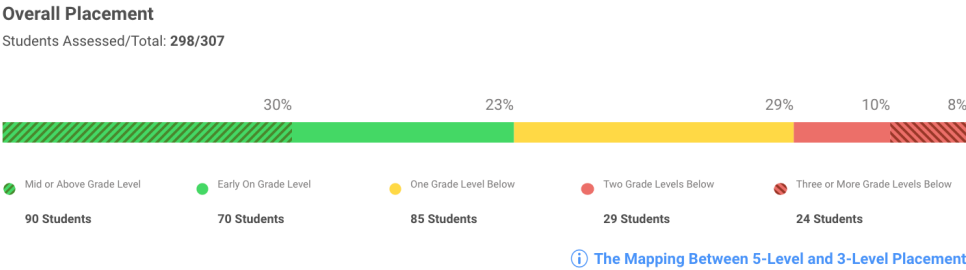




Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		65%	25%	10%	0%	0%	20/20
Grade 1		42%	24%	30%	3%	0%	33/35
Grade 2		61%	6%	26%	6%	0%	31/33
Grade 3		42%	19%	22%	11%	6%	36/36
Grade 4		47%	16%	24%	3%	11%	38/41
Grade 5		26%	37%	14%	12%	12%	43/44
Grade 6		53%	10%	17%	10%	10%	30/31
Grade 7		26%	24%	13%	16%	21%	38/39
Grade 8		46%	19%	12%	8%	15%	26/28

**\*\*NOTE:** End Of Year iReady Diagnostic was administered to students not long after distance learning had ended and students returned to school.

### End of Year I-Ready Math Diagnostic Assessment



Grade	Overall Grade-Level Placement	75%	15%	10%	0%	0%	Students Assessed/Total
Grade K		75%	15%	10%	0%	0%	20/20
Grade 1		44%	24%	29%	3%	0%	34/35
Grade 2		33%	23%	40%	3%	0%	30/33
Grade 3		33%	22%	19%	17%	8%	36/36
Grade 4		16%	29%	37%	13%	5%	38/41
Grade 5		32%	16%	27%	14%	11%	44/44
Grade 6		40%	13%	30%	10%	7%	30/31
Grade 7		8%	34%	32%	13%	13%	38/39
Grade 8		11%	32%	25%	7%	25%	28/28

## Kindergarten End of Year Reading Proficiency

\*\*Note: These supplemental measures for K readiness were not available for 2020-21 because of distance learning.

Fountas & Pinnell Reading Proficiency  
 1 year or more below GL Proficiency -  
 Less than 1 year below GL Proficiency -  
 At or Above GL Proficiency -  
 No data (not tested) -

PRESS Reading Proficiency  
 Below Grade Level - 11/37 =  
 At/Above Grade Level -

## 8. d. Assessment Plan 2021-22

### 2021-22 Assessment Plan (Subject to Change as needed)

Last update: 8/23/21

**Grade      Dates      Assessments\* see below for explanation**

#### **September**

KG	9/20/21-10/15/21	All students: Reading Readiness (Press; FP for readers) Math Readiness
1-5	9/21/21-9/22/20 9/28/21-9/29/21	All students: iReady Math Diagnostic All students: iReady Reading Diagnostic
6-8	9/20/21-10/15/21	All students: iReady Reading and Math Diagnostics

#### **December/January**

KG	11/30/21-1/14/22	Students <i>at/below</i> grade level reading:: FP; Reading Readiness (Press, FP); Math Readiness
1-2	11/30/21-1/14/22	Students <i>at/below</i> grade level reading: FP
3-5	11/30/21-1/14/22	Students <i>at/below</i> grade level reading: FP

### January

KG-2	1/5/22-1/18/22	All students: iReady Math Diagnostic
3-8	1/5/22-1/18/22	All students: iReady Reading; iReady Math
3-5	12/7/21-1/14/22	Students <i>at/below</i> grade level reading: FP

### February

1-2	2/8/22-2/22/22	All students: iReady Reading Diagnostic
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### February/March

**\*\*WIDA official dates TBD. These dates are not verifiable, and may change.**

KG-8	2/22/22-3/18/22	ALL English Language Learners (ELL): Wida/Access
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### March

3-5	2/28/22-4/1/22	Students <i>above</i> grade level reading: FP
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**\*\*MCA official dates TBD. These dates are not verifiable, and may change.**

5 & 8	3/28/22-4/1/22	All Students: MCA III for Science
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### April/May

3-8	4/11/22-4/15/22	All students: MCA III for Reading
3-8	4/18/22-4/26/22	All students: MCA III for Math
3-5	4/11/22-5/20/22	Students <i>at/below</i> grade level reading: FP

**\*\* TBD: MCA testing make-ups scheduled as needed, and completed by 4/29/22 for Reading & Math; 5/6/22 for Science**

### May

KG	4/11/22-5/20/22	All students: Reading Readiness (Press, FP); Math Readiness
KG-8	5/2/22-5/6/22	All students: iReady Reading Diagnostic
KG-8	5/9/22-5/13/22	All students: iReady Math Diagnostic

### \*Assessments:

**Press:** Pre/early reader benchmarks students on phonemic awareness, phonics, blends, etc.; one to one teacher administered.

**Reading/Math Readiness:** one to one teacher administered, teacher created KG required skills for MN standards mastery.

**Fountas & Pinnell (FP):** Reading benchmark for students' instructional reading level; one to one teacher administered for reading fluency, comprehension, running record.

**iReady:** Diagnostics benchmark students on a national norm and precisely identifies next level of instruction for teacher planning; administered by computer.

**WIDA/Access:** State required for English Language learners to monitor growth in English acquisition to determine eligibility for services for next academic year.

**MCA III:** State required, Minnesota Comprehensive Assessment

Reading: Grades 3-8; Total approximate hours = Gr 3-8 = 2.5-3.5 hours

Math: Grades 3-8; Total approximate hours: Gr 3 & 4 = 1.5-2 hours; Gr 5 & 6 = 1.5-2.5 hours;

Gr. 7 & 8 = 2-3 hours.

Science: Total approximate hours: Gr 5 & 8 1.5-2 hours

### **Explanation:**

By carefully monitoring each student 3 times a year on benchmarked data, teachers can immediately change instruction to meet the needs of the students. In using a variety of assessments, including ongoing classroom assessments, we can triangulate the data to get a solid understanding of the student's progress, and what our next steps for instruction should be.

In connection to these assessments is the ongoing monitoring of progress in reaching the MN standards, and demonstrating the student's mastery of grade-level standards. MCAs provide a year to year growth pattern for each student, each subgroup of students, grade level trends, and the school trends. It tells the story of the long-term trends in multiple categories, giving the school information on the direction the school needs to take. MCAs inform parents of year to year progress of their child's proficiency level of MN state standards.

## **9. Literacy Plan 2021-22**

Teachers in kindergarten through third grade will plan to use 120 minutes (adjusted as needed for distance learning) for reading and writing instruction daily, minimum four times per week.

New City School will use a balanced literacy approach, EL Education ELA curriculum, content literacy through complex texts, encompassing reading aloud, shared reading, flexible reading groups, independent reading, semi-independent reading, spelling and word study, shared/interactive writing, guided writing, and independent writing.

Flexible reading groups are based on a student's instructional reading levels from the data collected from teacher observations, Fountas and Pinnell assessments, Press Inventory, iReady diagnostics and ongoing weekly data. Teachers and support staff meet throughout the week to develop skills students need to meet grade level standards. A student who reads at an instructional level can read text at 94% to 96% accuracy for fluency and comprehension. Students reading at an independent level read with 97% to 100% accuracy for fluency and comprehension.

EL ELA Skills Blocks (K-2) and All Blocks (3-5) offer structured and consistent differentiation periods. When students are reading below grade level, interventions are employed to ensure growth. Such interventions may include strategy groups and individual work with the classroom teacher, skills-targeted intervention sessions with a licensed K-12 reading teacher, an America Reads tutor, Reading Corps tutor and iReady reading instruction. Student progress is monitored through running record assessments (Fountas and Pinnell), Press and iReady.

The iReady Diagnostic Assessment has become our primary nationally normed source for achievement data in reading and math for students K-8. Fountas & Pinnell assessments are used

now as a supplementary data source but are not administered to all K-2 students as they had been. I-Ready data is used along with MCAIII data to identify successes and gaps in learning and instruction. Both iReady and MCAIII assessments were administered in spring 2021 despite the distance learning disruption. end-of-year data for grade level proficiency monitoring was interrupted by the spring COVID pandemic distance learning event. It was not possible to administer F&P assessments effectively during distance learning.

The use of PRESS for all students not at grade level continues from Kindergarten. (The PRESS skills are assessed in Kindergarten a minimum of three times a year to ensure growth is made in specific decoding skills.) For those students requiring PRESS beyond Kindergarten, progress monitoring occur as recommended by PRESS.

### 2021 MCA Reading Results

GRADE		Exceeds	Meets	Partially Meets	Does Not Meet
3	Count	2	10	4	14
	Percent	6.7%	33.3%	13.3%	46.7%
4	Count	3	10	6	14
	Percent	9.1%	30.3%	18.2%	42.4%
5	Count	7	13	10	12
	Percent	16.7%	31.0%	23.8%	28.6%
6	Count	6	13	7	3
	Percent	20.7%	44.8%	24.1%	10.3%
7	Count	8	7	9	10
	Percent	23.5%	20.6%	26.5%	29.4%
8	Count	2	11	5	7
	Percent	8.0%	44.0%	20.0%	28.0%
<b>Total</b>	Count	28	64	41	60
	Percent	14.5%	33.2%	21.2%	31.1%

### Reading FRP

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	7	22	19	32
	Percent	8.8%	27.5%	23.8%	40.0%

### Reading General Population

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	28	64	41	60
	Percent	14.5%	33.2%	21.2%	31.1%

Reading Gap FRP-General Population.

$$\text{GAP} = 23.1\%$$

## 2021 MCA Math Results

GRADE		Exceeds	Meets	Partially Meets	Does Not Meet
3	Count	6	10	8	7
	Percent	19.4%	32.3%	25.8%	22.6%
4	Count	3	6	6	18
	Percent	9.1%	18.2%	18.2%	54.5%
5	Count	2	8	9	22
	Percent	4.9%	19.5%	22.0%	53.7%
6	Count	1	9	8	11
	Percent	3.4%	31.0%	27.6%	37.9%
7	Count	2	9	16	8
	Percent	5.7%	25.7%	45.7%	22.9%
8	Count	1	5	11	8
	Percent	4.0%	20.0%	44.0%	32.0%
Total	Count	15	47	58	74
	Percent	7.7%	24.2%	29.9%	38.1%

### Math FRP

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	1	16	25	40
	Percent	1.2%	19.5%	30.5%	48.4%

### Math General Pop.

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	15	47	58	74
	Percent	7.7%	24.2%	29.9%	38.1%

Math Gap FRP-General Population.  
 GAP = 11.2%

Opportunities to address the achievement gap include our Tiers 1 & 2 level of support. All students are instructed in grade level content through rigorous core curriculum. Grades K-5 will be implementing EL Education K-5 Literacy curriculum, with supporting skills block and inquiry block. Grades 6-8 will continue using EL Education ELA curriculum.

All classroom teachers create community-based experiences for all students, helping to build background knowledge for all students, and therefore addressing a prior-knowledge gap.

Reading Corps, Press, Rewards and LLI are used as pull-out interventions outside of the core curriculum instructional time.

## **10. Professional Development and Instructional Practices**

In 2020-21, when two-thirds of the year was spent in distance learning, staff was focused significantly on technology skills development and distance learning strategies. Eureka Math and EL ELA Curricula were adjusted for time constraints presented by the limited time available online. In addition to coping with the distance-learning moment, two areas of professional development were supported by our Achievement Network partnership—1) in math planning and preparation and 2) in “text talk” planning and execution that leverages student use text evidence in thinking and answering.

The other important professional development initiative was in the design of learning expeditions at all grades K-8. This involved working with a coach from EL Education to learn the components of a learning expedition, analyzing ELA modules to identify opportunities where expedition extensions could be added to what would be taught anyway, and finally developing a first of three learning expeditions of

### **Social-Emotional and Academic Integrated Learning Practices**

New City School uses Responsive Classroom and Developmental Designs practices to cultivate social and academic integration. Practices stemming from the principles below and coupled with Integrated Thematic Learning, Arts Integration, Differentiated Instruction, Balanced Literacy, and Inquiry/Discovery-based Learning have been foundational to the New City program.

Foundational principles from research (Responsive Classroom and Developmental Designs):

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a particular set of social skills that children need in order to be successful academically or socially.(Cooperation, Assertion, Responsibility, Empathy, Self-control)
5. Knowing the children we teach is as important as knowing the content we teach.
6. Knowing the parents of the children we teach is as important as knowing the children.
7. The positive interactions which adults in a school have with the children, their families, and each other, provides the school model for social excellence.

Developmental Designs practices are rooted in developmental theory and informed by years of educational experience. They support successful group and individual learning through active participatory lessons allowing students to construct, integrate, and retain knowledge. The practices maximize student readiness for learning and enhance students’ abilities to make connections that lead to academic success. To promote academic and social learning, the staff use “work-share” structures to engage students in sharing progress with other students and parents/guardians. Once a month classroom representatives from each grade share learning gained. By the end of the year, all students have shared the products and processes of their learning, casually and more formally through a portfolio process. Starting early in the year, all classrooms empower students to lead class morning meetings.

Long-term relationship-building is vitally important in connecting learners for productive work together. Relationships characterized by trust and risk-taking are proven to support student performance, encourage thinking, and engagement.

Social and Academic integration practices (CASEL, Developmental Designs, and Responsive Classroom), SIOP practices, the Teaching and Learning Cycle (with a Response to Intervention component), quality content area curricula, and other approaches support us in accomplishing our goal of quality instruction:

- a social and academic curriculum that is developmentally geared to our learners
- personalized and differentiated instruction that meets individual student learning needs
- a constructivist approach built on active, exploratory learning in areas of interest to students
- academic choices so that students participate in the design of their own learning
- discovery-based approaches to learning about materials and routines
- inquiry-based approaches to the content of both social and academic classroom experiences centered around a group of core essential questions
- an integrated curriculum that allows students to weave understanding from subject to subject, with a special focus on urban life, and other forms of community living
- an approach to building relationships that is based on social-emotional learning research
- a system of positive discipline that is based in respect, relevance, and realism
- a system of classroom and school physical organization that supports learning and relationship-building
- multiple, balanced assessment approaches (especially formative assessments that inform instruction and guide learners) in an RtI framework help us see students from multiple perspectives, and look for higher order skills involving application.

### **Arts Integration**

Curriculum and instruction is designed around meeting the needs of individual children. Our intention is to teach children where they are at developmentally and in ways that, in groups and as individuals, they learn best. We deliver our instruction in many ways (logical, kinesthetic, visual, reflective, etc.) In order to address a wide variety of learning styles, preferences, and strengths. Sourced from Howard Gardner’s Theory of Multiple Intelligences, and the work of Elliot Eisner, Columbia University Teachers College, the Arts Plus model, and many others, our curriculum will be arts-infused. Children need multiple doorways into learning, and the daily presence of storytelling, drawing, singing, poetry, and movement in our lessons will make it possible for every student to find the way in.

Every K-4 student received music instruction (instrumental and vocal) one period each week. Our annual music education partnership with MacPhail Center typically ends in spring “work-shares” that could not happen in spring 2021 due to COVID. 5th-8th students rotate through visual arts and theater in place of music.

### **Other Specialists/Program Offerings**

Beginning in 5<sup>th</sup> grade, students take theater classes and begin to perform and write for the stage. Because students at New City get to know each other so well and are part of small class cohorts,



theater is an ideal form for collaborative creativity and expression. The theater allows students to tackle relevant questions and topics. After a hugely successful first school musical theater performance of “Seussical Junior—the Musical” in spring of 2020, Covid made a follow-up musical impossible in 2020-21. But musical theater performances will resume as soon as it is possible to gather people.

Spanish language is taught in grades 6 through 8. This long-awaited program addition enables students to begin learning a second language before high school and enriches the cultural dimension of their learning middle school.

All middle school students participated in History Day, a multi-month research project culminating in a presentation or exhibit of historical research and analysis in support of a thesis. Students can compete at the regional, state, and national fairs.

### **Program Success Indicators**

When students are engaged meaningfully, they are invested and apply effort. The strategies and programs mentioned above support student engagement and attendance, parent/teacher conferences attendance, a calm learning environment in which students care and are invested. In part because instructional strategies target both academic and social learning, we see students’ self-regulatory and motivational skills transferring across the school day.

Proficiency rates that result from effective engagement, strong instruction, and a consistent learning environment indicate program success. Reading proficiency rates on MCAIII continue to exceed the state average—an indicator that the work teachers have done in implementing curriculum and the intervention supports in place are resulting in solid learning and growth.

Enrollment and attendance rates are also indicators of program success. Students’ The all-school portfolio and Middle School work fair are culminating projects for the entire school year. These highlight our students’ efforts and teachers’ guidance in reaching the academic and social goals.

Staff satisfaction with work and retention rates are additional indicators of success. The Insight Survey from The New Teacher Project helps us monitor changes in teacher satisfaction and perception. This tool will give us a consistent measure of our success in developing and maintaining teacher talent. As teachers begin to benefit from a new teacher coaching team, steady support and professional growth, we expect to see rates of satisfaction on the survey increase according to our strategic plan. Our teacher turnover rate in 2020-21 was approximately 10%--on par or better than the state and national averages, especially during pandemic disruptions.

## **11. Future Plans**

### **Strategic Plan Implementation**

New City School’s strategic plan, the School Success Plan, was completed in spring of 2020. It is organized around three main areas of needed work as the school endeavors to:

- 1) raise proficiency rates school-wide in math and reading,

- 2) close the achievement gaps between Free and Reduced Lunch-eligible students and the general student population and
- 3) improve teacher satisfaction.

Work on three priority work areas began during the 2020-21 distance learning/pandemic year. Those three areas are:

- A. development of a high-functioning leadership team for the next phase of the school;
- B. support of teacher development, excellence, and success through professional development and coaching; and
- C. development of a well-articulated multi-tiered system of supports for students.

Though the demands of distance learning during the pandemic interrupted the roll-out of this strategic plan, substantial work was accomplished during 2020-21. Leadership work around communications, organizational structure, meetings and agendas, and operations took place and service to families and staff was enhanced. A Director of Teaching and Learning was hired as an addition to the leadership structure at NCS. This addition will coincide with the creation of a teacher coaching team and model that offers one-to-one support for teachers and cohort professional development (priority 2/B).

**Expeditions:** A first learning expedition was developed at every grade level K-8 during 2020-21 and will be implemented in 2021-22. The plan is to develop two or three such inquiry-driven learning expeditions at each grade level to address the majority of the social studies and science standards and, in some cases, to extend ELA module content locally. This model of deep hands-on inquiry anchored in local case studies has long been part of the vision of learning aimed at cultivating skill, knowledge, and a strong sense of agency in young citizens who, when they move on to high school and college, are ready to take knotty problems on because they have done so at New City.

### **Student Achievement**

2020-21 Student Achievement goals are based on the five year contract Performance Framework with New City Charter's authorizer, Novation Education Opportunities (NEO), ending in 2024.

I All Students Ready for School: At least 60-74% of all Kindergarten students will be proficient in Reading and Math as measured by the Reading and Math Readiness Assessments, based on Minnesota state standards.

II All Students in Third Grade Achieving Grade Level Proficiency: The school's third grade proficiency rate meets or exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.

III Close the Achievement Gap Between Students: The school's high growth rate for students who did not score proficient the prior year meets or exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.

IV All Students Career and College Ready: The school's proficiency rate meets or exceeds the state average by up to 10 percentage points AND/OR the



1-2 2/10/20-2/21/20 All students: iReady Reading

### February/March

**\*\*WIDA official dates TBD. These dates are not verifiable, and may change.**

KG-8 2/22/21-3/19/21 ALL English Language Learners (ELL): Wida/Access

### March

3-5 3/1/21-4/1/21 Students *above* grade level reading: FP

**\*\*MCA official dates TBD. These dates are not verifiable, and may change.**

5 & 8 3/29/21-4/1/21 All Students: MCA III for Science

### April/May

3-8 4/12/21-4/16/21 All students: MCA III for Reading

3-8 4/19/21-4/23/21 All students: MCA III for Math

1-2 4/12/21-5/21/21 All students: FP Reading

3-5 4/12/21-5/21/21 Students *at/below* grade level reading: FP

**\*\* TBD: MCA testing make-ups scheduled as needed, and completed by 4/30/21 for Reading & Math; 5/7/21 for Science**

### May

KG 4/12/21-5/21/21 All students: Reading Readiness (Press, FP); Math Readiness

KG-8 5/3/21-5/7/21 All students: iReady Reading

KG-8 5/10/21-5/14/21 All students: iReady Math

### \*Assessments:

**Press:** Pre/early reader benchmarks students on phonemic awareness, phonics, blends, etc.; one to one teacher administered.

**Reading/Math Readiness:** one to one teacher administered, teacher created KG required skills for MN standards mastery.

**Fountas & Pinnell (FP):** Reading benchmark for students' instructional reading level; one to one teacher administered for reading fluency, comprehension, running record.

**iReady:** Diagnostics benchmark students on a national norm and precisely identifies next level of instruction for teacher planning; administered by computer.

**WIDA/Access:** State required for English Language learners to monitor growth in English acquisition to determine eligibility for services for next academic year.

**MCA III:** State required, Minnesota Comprehensive Assessment

- Reading: Grades 3-8; Total approximate hours = Gr 3-8 = 2.5-3.5 hours.
- Math: Grades 3-8; Total approximate hours: Gr 3 & 4 = 1.5-2 hours; Gr 5 & 6 = 1.5-2.5 hours; Gr. 7 & 8 = 2-3 hours.
- Science: Total approximate hours: Gr 5 & 8 1.5-2 hours

### Explanation:

By carefully monitoring each student 3 times a year on benchmarked data, teachers can immediately change instruction to meet the needs of the students. In using a variety of assessments, including ongoing

classroom assessments, we can triangulate the data to get a solid understanding of the student's progress, and what our next steps for instruction should be.

Connected to these assessments is the ongoing monitoring of progress in reaching the MN standards, and demonstrating the student's mastery of grade-level standards. MCAs provide a year to year growth pattern for each student, each subgroup of students, grade level trends, and the school trends. It tells the story of the long-term trends in multiple categories, giving the school information on the direction the school needs to take. MCAs inform parents of year to year progress of their child's proficiency level of MN state standards.

Gifted and Talented students will be identified based on a combination of standardized test scores (MCA, iReady, F&P), the CoGAT assessment (to be administered to all 2<sup>nd</sup> graders beginning 2020-21), parent and teacher recommendations, and student classroom performance. The Enrichment Coordinator" will coordinate the identification and service efforts and will be instrumental in supporting classroom teachers and/or providing services indicated in service plans made as a result of the assessment and recommendations for students who excel beyond grade level standards and curricula.