

2022-23
CHARTER SCHOOL ANNUAL REPORT
&
WORLD'S BEST WORKFORCE PLAN

New City School



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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 take pride in our resilience as we confront challenges following the transition from distance learning and ongoing pandemic difficulties. We adapt with a flexible mindset, and our educators and staff demonstrate empathy and respect towards our students. Our students are discovering the importance of finding joy in their daily experiences, and collectively, we are committed to sustaining a sense of celebration within our school community.

In the 2022-23 academic year, our staff and program are experiencing growth despite the challenges we've encountered. We've welcomed robust leaders to our administration team and consistently assess the evolving needs of our school, responding proactively. As we approach the commencement of the 2022-23 school year, we are well-prepared to begin with a sense of urgency to continue to move toward a more equitable and inclusive school community.

The 2022-23 academic year signifies the initial phase of executing our strategic plan, known as the School Success Plan. We've appointed two new Directors of Teaching and Learning, along with a Dean of Students. Our focus is on fostering robust teacher satisfaction and retention, a crucial element in guaranteeing that our students receive a high-quality education.

Speaking on behalf of the New City School staff, we are excited to be part of a vibrant and diverse community with dedicated people and partners. Our collective goal is to provide all children with the best possible learning environment and contribute to the development of future citizens and change-makers.

Respectfully,

A handwritten signature in black ink, appearing to read 'Jane Ojile, MA Ed.S'. The signature is fluid and cursive, with the first name 'Jane' being the most prominent.

Jane Ojile, MA, Ed.S
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 2022-23

Total enrollment at New City School went from 365 on Oct. 1, 2022, to 355 on May 1, 2023.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Kg	37	38	34	34	33	37	20	30	37
1	36	33	39	38	38	32	30	28	34
2	22	36	32	35	33	37	28	31	31
3	29	24	37	38	40	39	35	34	39
4	18	23	24	44	37	41	38	40	42
5	26	21	21	26	44	32	44	46	44
6	11	23	24	25	34	41	30	48	44
7	14	16	21	23	26	32	39	40	44
8	12	17	14	17	21	26	28	31	40
TOTAL	205	231	246	281	306	317	292	328	355

Average Daily Attendance Rate: “Consistent attendance” in MDE’s school report card was at 58%.

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

2022-23 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.)

Name	MN Educator File Folder Number	Assignment	Years Employed at School	License(s) & Highest Degree Earned	License Expires
Todd Bartholomay	327554	Executive Director	8	M.Ed., Professional Administration- Principal K-12	2024
Jane Ojile	468921	Interim Executive Director	1	M.A. and Ed. Specialist degrees. K-12 Administrators License	2028
Andrew Granias	NA	Director of Operations	7	B.A.	NA
Deqa Hussen	NA	Translation-Somali/Para	1	NA	NA
Brianna Evans	455434	School Social Worker	2	MSW, Pre-K-12 School Social Worker	2026
Noah Ouren	NA	Food Service Lead & Community Liaison	1	NA	NA
Tara Meyer	499213	School Nurse	5	RN, Pre-K-12 Public School Nurse	2022
Mary Spohr	383155	PD Coordinator Coach	19	B.A., 1-6 Elementary Education	2027
Juana Mandujano	NA	Office Administrator	1	NA	NA
Kaylena Greenwell	482832	Director of Student Culture and Support	3	MA	2027
Malia Nzara	442569	Special Education Coordinator	6	MA	2027

5. Finances

The annual New City School financial audit for 2022-23, presented in November 2023, was evidence of the ongoing solid financial footing New City School has sustained. The School's fund balance policy is to maintain a minimum of 20.0 percent of the prior fiscal year's expenditures and a maximum of 25.0 percent of the prior fiscal year's expenditures within the unassigned fund balance. At June 30, 2023, the unassigned fund balance of the General Fund

was 16.0 percent of fiscal 2023 expenditures. The auditor, MMKR, found no faults or errors and issued no findings.

NEW CITY SCHOOL BALANCE SHEET		As of August 31, 2023
Assets		
Cash	\$	748,611.33
Investments	\$	-
Receivables		
Due from other MN School District		-
Due from State		307,810.09
Due From Federal		53,700.71
Due from Other Funds		-
Accounts Receivable		-
Prepaid Items		-
Capital Assets		
Furniture & Equipment		155,862.47
Under Capital Lease		6,148,273.61
Leasehold Improvements		-
Less: Accumulated depreciation		751,855.49
Total capital assets, net of accumulated depreciation		<u>5,552,280.59</u>
Total Assets		6,662,402.72
Liabilities		
Short-Term Debt		-
Accounts Payable		7,829.59
Salaries Payable		2,266.72
Payroll Accruals		5,949.41
Unearned Revenue		13,359.62
Total Liabilities		29,405.34
Net Assets		
Invested in Capital Assets		5,552,280.59
Restricted for Capital Purchases		-
Beginning Fund Balance		919,051.10
Current Year Fund Balance Gain/(Loss)		161,665.69
Ending Fund Balance		<u>1,080,716.79</u>
Total Net Assets		<u>6,632,997.38</u>
Total Liabilities and net assets		6,662,402.72

6. Staffing

2022-23 Teaching Faculty Information

This section includes teaching positions and assignments for the 2022-23 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 22//23	Return or New in 21/22
Kyleya Rostron	1014395	4th Grade	2	K-6 Elementary Ed.	2022	Return	New
Joshua (Jules) Brose	464742	6-8 Math Interventionist	6	B.Ed., 5-12 Mathematics	2026	Return	Return
Robyn Char	493601	Enrichment Coordinator, Theater teacher	7	B.Ed., M.Ed. (In progress, expected graduation 2017), K-6 Elementary Education	2024	Return	Return
Stephanie Christenson	418041	Speech language	4	Pre-K-12 Speech Language Pathologist	2025	Not returning	Return
Megan Murrell	1010312	5-8 Art	4	M.Ed K-12 Visual Arts	202	Return	New
Emily Shaw	502112	2 nd grade teacher	1	Elementary Teacher K-6/M.Ed	2023	Return	New
Deidre Greene	507611	K-4 Art	1	MA	2020	Return	Return
Rachel Lux-Cooney	499129	6 th Grade	4	Elementary Education	2022	Return	Return
Michael Hickel	470997	6-8 Social Studies	6	B.Ed., 5-12 Social Studies	2022	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
Pam Schieffer		Sped	0	Special Ed. ABS		New	NA
Joey Huffcutt	1021572	4th Grade	0	B.Ed k-6 Elementary Education	2028	New	NA
Ayah Ahmed	1018520	MS Sped	2	B.Ed	2024	return	return
Kirsten Holmquist	419549	2nd Grade	17	B.Ed., K-6 Elementary Education; 5-8 Social Studies	2025	Return	Return
Briana Evans	455434	Social Worker	1	School Social Work	2026	New	
Abbey Karich	451185	School Psych	3	School Psychologist	2022	Return	New
Emily LaRenzie	105805	Occupational Therapist	3	Licensed O.T.	2021	Not returning	Return
Eleanor Menso	489195	Kindergarten	2	K-6 Elementary Ed/B.Ed	2024	Return	New
Abby Mandell	491238	3 rd Grade	7	B.Ed., K-6 Elementary Education; 5-8 Mathematics	2022	Return	Return
Tara Meyer	499213	School Nurse	5	Public School Nurse	2022	Return	Return
Sarah Gacek	503221	1st Grade	2	K-6 Elementary Ed/M.Ed	2026	Return	New

Jeremy Nellis	391031	Kindergarten	19	B.Ed., Pre K-3 Early Childhood Education	2022	Return	Return
Kallie Nelson	485873	6th Grade	7	B.Ed., 1-6 Elementary Education	2022	Return	Return
Sarah Olson	358406	K-8 music	19	K-12 Classroom and Vocal Music	2021	Return	Return
John Greiling	476626	7-8 Science	2	K-6 Elementary Ed/M.Ed	2023	New	
Nick Pierce	470295	ELL	7	M.Ed., K-12 English as second language	2023	Return	Return
Cassidy Sather	511937	Special Ed.	5	B. Ed. A.B.S.	2022	Return	Return
Abigail Olson		5th grade	0			New	NA
Mackenzie Ouren		5th grade	0				
Ven Anderson	390010	7-8 Math	3	Elementary Education, Mathematics, 5-8 Science	2023	Return	Return

Equitable Distribution of Teachers (WBWF Summary 2022-223)

The objective of ensuring fair access to high-quality teachers is regularly reviewed by the Leadership Team in collaboration with the NCS Board, and it remains a focal point throughout the year as hiring and training requirements emerge. We carefully examine teacher assignments across various grade levels, striving to create balanced classrooms that take into account similar demographic considerations.

There is no gap in 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 fourteen teachers who have less than five years of experience at New City. 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 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 includes individuals of American Indian and African descent, yet this diversity is not fully reflected in our licensed teaching staff. To more accurately represent

our student body, we aim to recruit three additional teachers of color, specifically of American Indian and African American backgrounds. However, a persistent challenge hindering the realization of this goal is the scarcity of applicants during the hiring process and the intense competition for a limited pool of diverse candidates.

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.

New City is purposefully engaged in growing teachers in-house from our paraprofessional corps and encouraging them to progress through teacher licensure.

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

7. Governance					
2021-22 NEW CITY CHARTER PUBLIC SCHOOL BOARD					
This table contains information for ALL board members. All board members were re-elected to two year terms in 2022. (2022 Election Date: January 12 th 2022)					
Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number & E-Mail Address	Seated and Term Expiration
Kati Cunningham	Board Chair / Parent	NA	January 15, 2019	718-986-1055 Kati.cunningham@newcitycharterschool.org	Re-elected Jan. 2022. Term expires January 2024.
Vince Esades	/Director/ Parent	NA	January 8, 2014	612-781-4239 Vincent.esades@newcitycharterschool.org	Re-elected Jan. 2022. Term expires January 2024.
Erin Green	Director (Secretary) /Parent	NA	September, 2020	612-298-9538 erin.greene@newcitycharterschool.org	Re-elected Jan. 2022. Term expires January 2024.
Amanda Halbersma	Director/Parent	NA	November, 2020	612-963-1406 amanda.halbersma@newcitycharterschool.org	Re-elected Jan. 2022. Term expires January 2024.
Abby Mandell	Director (Treasurer)/ Teacher rep	418984	Sept. 13, 2016	612-623-3309 kalli.novak@newcitycharterschool.org	Re-elected Jan. 2022. Term expires January 2024.
Michael Hickel	Director/ Teacher rep	470997	Sept. 2019	763-807-5776 Michael.hickel@newcitycharterschool.org	Re-elected Jan. 2022. Term expires January 2024.
Todd Bartholomay	Ex-officio Principal-Director	327554	NA	612-623-3309 Todd.bartholomay@newcitycharterschool.org	NA

Jackie Paradis	Accountant Ex-Officio	NA	NA	jparadis@schoolmanagementservices.org	NA
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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 22-23	Other Board Duties	Returning 23-24
Kati Cunningham	Chair; parent	9/26/22; 11/9/22; 1/10/23; 4/12/23; 6/7/23	Policy, Lease, Director Evaluation	Yes
Vince Esades	Director; community member	9/26/22; 11/9/22; 1/10/23; 4/12/23; 6/7/23	Policy/Lease	Yes
Amanda Halbersma	Director; parent	9/26/22; 11/9/22; 1/10/23; 4/12/23; 6/7/23	Wellness	Yes
Abby Mandell	Director; teacher; Treasurer	9/26/22; 11/9/22; 1/10/23; 4/12/23; 6/7/23	Director Evaluation	Yes
Michael Hickel	Director; teacher	9/26/22; 11/9/22; 1/10/23; 4/12/23; 6/7/23	Curriculum	Yes
Erin Green	Director; Parent; Secretary	9/26/22; 11/9/22; 1/10/23; 4/12/23; 6/7/23	Equitable Pay,	Yes
Jane Ojile	Principal; Ex-officio	9/26/22; 11/9/22; 1/10/23; 4/12/23; 6/7/23	Finance, Lease	Yes
Jackie Paradis	Accountant Ex-Officio	9/26/22; 11/9/22; 1/10/23; 4/12/23; 6/7/23	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 curriculum decisions, in the 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, evaluating student progress through data study, and evaluating peer professional performance, including the performance of administrators. Priorities are determined, and decisions are made with input through two staff and team meetings per month, through committees, and task groups assigned to projects. New City's professional staff cultivates systems that support and ensure student learning. 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..

Date & Length	Presenter (or participation)	Topic	Category Covered
9/26//22 30 minutes	Jim Eichten from MMKR Financial Auditor	Review and approval of the annual financial audit. Review fund balance policy.	Finance
11/09/22 30 minutes	Kaylena Greenwell (Director of Teaching and Learning)	Guide to equitable teaching (G.E.T) <ul style="list-style-type: none"> ● Teacher evaluation and coaching structure 	Policy/procedure
1/10/23 40 minutes	Andrew Granias	<ul style="list-style-type: none"> ● EL Education Introduction and timeline for possible 	Governance

		school-wide certification	
4/12/23 20 minutes	MACS	Meet Requirements for Serving Multilingual Learners	Policy/procedure

8. Academic Performance

8. a) Strategic Alignment

During the 2022-223 school year New City continued work on its strategic plan. a newly organized Leadership Team began tackling strategic initiatives as we continued working closely with all staff.

Two Directors of Teaching & Learning were hired and together they continued to design an instructional coaching model. Bi-weekly math and ELA teacher cohort professional development as well as bi-weekly one-to-one coaching for every teacher was implemented. The Achievement Network partnership supported the continued design of the instructional coaching team and model with planning. Staff meeting quality continued to be improved through thorough planning and agenda practices instituted school-wide.

A Dean of Students was hired at the beginning of the year to lead strategic priority three work on developing our Multi-tiered System of Support (MTSS). Work began on reorganizing the school’s approach to student support through the establishment of a coordinated support team.

The 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 five years—2020-2024—and involves regular leadership team monitoring and management.

At the end of the plan New City will have 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 less and more socio-economically advantaged students in math and reading; 3) will have increased proficiency levels in math and reading across student population; and 4) will 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. 2021-22 saw the implementation of a first learning expedition at every grade level K-8.

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
2022-23	30	36	83.33%

Kindergarten Reading Readiness Assessment (Fountas & Pinnell)

Year	Students Ready for First Grade	Total Students Tested	Ready for First Grade Percent
2022-23	28	36	77.78%

II All Students in Third Grade Achieving Grade Level Proficiency

3rd Grade Spring i-Ready Diagnostic

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient
2022-23	39	39	59%

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
2022-23	82	238	34.5%%	45.5%

MCA- Reading (Grades 3-8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2022-23	134	236	56.8%	49.9%

MCA-Science (Grades 5,8)

Year	Students Scoring Proficient	Total Students Tested	NCS Percent of Students Scoring Proficient	State Percent of Students Scoring Proficient
2022-23	30	78	32.05%	39.92%

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
2022-23	20	112	17.9%	33.3%

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
2022-23	47	110	42.7%	33.3%

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
2022-23	12	29	41.4%	25.6%

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
2022-23	7	30	23.3%	24.4%

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
2022-23	0%	11	0%	13%

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
2022-23	0%	11	0%	11%

2023 MCA Reading Results

GRADE		Exceeds	Meets	Partially Meets	Does Not Meet
3	Count	10	16	5	8
	Percent	25.6%	41.0%	12.8%	20.5%
4	Count	9	13	11	9
	Percent	21.4%	31.0%	26.2%	21.4%
5	Count	4	22	10	6
	Percent	9.5%	52.4%	23.8%	14.3%
6	Count	9	12	6	15
	Percent	21.4%	26.6%	14.3%	35.7%
7	Count	5	13	13	10
	Percent	12.2%	31.7%	31.7%	24.3%
8	Count	9	12	6	12
	Percent	23.1%	30.8%	15.47%	30.8%
Total	Count	46	88	51	60
	Percent	28.8%	35.9%	20.8%	24.5%

Reading FRP

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	7	39	29	34
	Percent	6.4%	35.8%	26.6%	31.2%

Reading Non-FRP

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	39	49	22	26
	Percent	28.7%	36.0%	16.2%	19.1%

2023 MCA Math Results

GRADE		Exceeds	Meets	Partially Meets	Does Not Meet
3	Count	14	10	7	8
	Percent	35.9%	25.6%	17.9%	20.5%
4	Count	7	9	7	18
	Percent	17.1%	22%	17.1%	43.9%
5	Count	0	9	9	24
	Percent	0%	21.4%	21.4%	57.1%
6	Count	2	8	6	27
	Percent	4.7%	18.6%	14.0%	62.8%
7	Count	1	9	10	23
	Percent	2.3%	20.9%	23.3%	53.5%
8	Count	5	8	7	19
	Percent	12.8%	20.5%	17.9%	48.7%
Total	Count	29	53	48	119
	Percent	11.7%	21.5%	18.6%	48.2%

Math FRP

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	6	13	20	72
	Percent	5.4%	11.78%	18.0%	64.9%

Math General Pop.

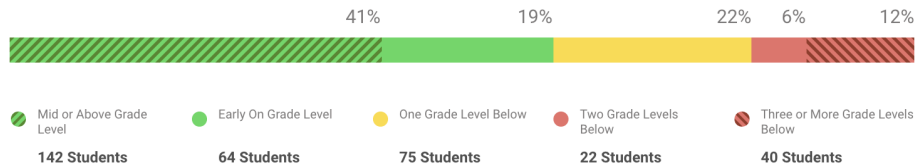
		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	23	40	26	47
	Percent	16.9%	29.4%	19.1%	34.6%

8. c) 2023-2023 IReady Diagnostic Benchmark Data

End of Year I-Ready Reading Diagnostic Assessment

Overall Placement

Students Assessed/Total: 343/355



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

Placement by Domain



Grade	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	58%	17%	25%	0%	0%	36/37
Grade 1	50%	9%	38%	3%	0%	34/34
Grade 2	50%	10%	37%	3%	0%	30/31
Grade 3	57%	24%	11%	3%	5%	37/39
Grade 4	48%	20%	25%	0%	8%	40/42

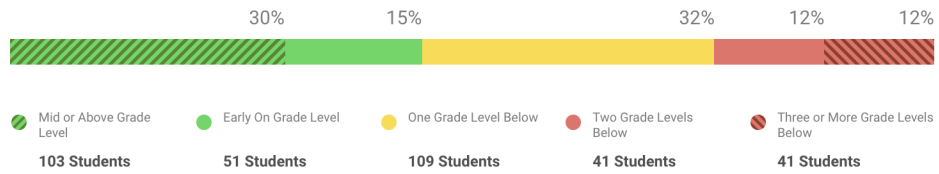
Grade	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 5	26%	28%	28%	12%	7%	43/44
Grade 6	32%	12%	12%	15%	29%	41/44
Grade 7	23%	26%	19%	12%	21%	43/44
Grade 8	38%	18%	8%	8%	28%	39/40

End of Year I-Ready Math Diagnostic Assessment

Criterion Referenced

Overall Placement

Students Assessed/Total: 345/355



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

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		61%	6%	33%	0%	0%	36/37
Grade 1		39%	15%	36%	9%	0%	33/34
Grade 2		33%	17%	47%	3%	0%	30/31
Grade 3		39%	17%	25%	17%	3%	36/39
Grade 4		24%	17%	39%	20%	0%	41/42
Grade 5		26%	9%	37%	16%	12%	43/44

Grade 6		14%	17%	24%	17%	29%	42/44
Grade 7		18%	16%	32%	9%	25%	44/44
Grade 8		23%	20%	15%	13%	30%	40/40

Kindergarten End of Year Reading Proficiency

<u>Fountas & Pinnell Reading Proficiency</u> 77.78% of Kindergartners showed reading level readiness for 1 st grade: Spring 2023 F&P benchmark assessment	<u>PRESS Reading Proficiency</u> 67.56% of Kindergartners showed reading level readiness for 1 st grade: Spring, 2023 PRESS assessment
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8. d. Assessment Plan 2022-23

12. Assessment Plan 2022-23

Students are assessed annually in grades 3 through 8 in math and reading on the Minnesota Comprehensive Assessments. Each fall (typically in September) the teaching staff analyzes the results to determine achievement peaks and valleys by grade and demographic categories. Based on the analysis, planning and decision-making regarding goals, curricula, staffing, intervention approaches, and professional development needs is done. This continuous improvement cycle moves the school and achievement forward.

2022-23 Assessment Plan (Subject to Change as needed)

Last update: 8/23/22

2022-23 Assessment Plan (Subject to Change as needed)

Last update: 8/27/22

Grade Dates Assessments* see below for explanation

September

KG	9/12/22-10/14/23	All students: Reading Readiness (Press; FP for readers) Math Readiness
1-5	9/12/22-9/30/23 9/12/22-9/30/23	All students: iReady Math Diagnostic All students: iReady Reading Diagnostic
6-8	9/12/21-9/30/21	All students: iReady Reading and Math Diagnostics

December/January

KG	11/29/22-1/13/23	Students <i>at/below</i> grade level reading:: FP; Reading Readiness (Press, FP); Math Readiness
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1-2 11/29/22-1/13/23 Students *at/below* grade level reading: FP
3-5 11/29/22-1/13/23 Students *at/below* grade level reading: FP

January

KG-2 1/4/23-1/20/23 All students: iReady Math Diagnostic
3-8 1/4/23-1/20/23 All students: iReady Reading; iReady Math
3-5 12/6/22-1/13/23 Students *at/below* grade level reading: FP

February

1-2 2/7/23-2/21/23 All students: iReady Reading Diagnostic

February/March

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

KG-8 2/21/23-3/17/23 ALL English Language Learners (ELL): Wida/Access

March

3-5 2/27/23-3/31/23 Students *above* grade level reading: FP

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

5 & 8 3/27/23-3/31/23 All Students: MCA III for Science

April/May

3-8 4/10/23-4/14/23 All students: MCA III for Reading
3-8 4/17/22-4/25/23 All students: MCA III for Math
3-5 4/10/22-5/19/23 Students *at/below* grade level reading: FP

**** TBD: MCA testing make-ups scheduled as needed, and completed by 4/28/23 for Reading & Math; 5/5/23 for Science**

May

KG 4/10/23-5/19/23 All students: Reading Readiness (Press, FP); Math Readiness
KG-8 5/1/23-5/5/23 All students: iReady Reading Diagnostic
KG-8 5/8/23-5/12/23 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.

2023 MCA Reading Results

GRADE		Exceeds	Meets	Partially Meets	Does Not Meet
3	Count	10	16	5	8
	Percent	25.6%	41.0%	12.8%	20.5%
4	Count	9	13	11	9
	Percent	21.4%	31.0%	26.2%	21.4%
5	Count	4	22	10	6
	Percent	9.5%	52.4%	23.8%	14.3%
6	Count	9	12	6	15
	Percent	21.4%	26.6%	14.3%	35.7%
7	Count	5	13	13	10
	Percent	12.2%	31.7%	31.7%	24.3%
8	Count	9	12	6	12
	Percent	23.1%	30.8%	15.47%	30.8%
Total	Count	46	88	51	60
	Percent	28.8%	35.9%	20.8%	24.5%

Reading FRP

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	7	39	29	34
	Percent	6.4%	35.8%	26.6%	31.2%

Reading Non-FRP

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	39	49	22	26
	Percent	28.7%	36.0%	16.2%	19.1%

2023 MCA Math Results

GRADE		Exceeds	Meets	Partially Meets	Does Not Meet
3	Count	14	10	7	8
	Percent	35.9%	25.6%	17.9%	20.5%
4	Count	7	9	7	18
	Percent	17.1%	22%	17.1%	43.9%
5	Count	0	9	9	24
	Percent	0%	21.4%	21.4%	57.1%
6	Count	2	8	6	27
	Percent	4.7%	18.6%	14.0%	62.8%
7	Count	1	9	10	23
	Percent	2.3%	20.9%	23.3%	53.5%
8	Count	5	8	7	19
	Percent	12.8%	20.5%	17.9%	48.7%
Total	Count	29	53	48	119
	Percent	11.7%	21.5%	18.6%	48.2%

Math FRP

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	6	13	20	72
	Percent	5.4%	11.78%	18.0%	64.9%

Math General Pop.

		Exceeds	Meets	Partially Meets	Does Not Meet
	Count	23	40	26	47
	Percent	16.9%	29.4%	19.1%	34.6%

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

During the 2022-23 academic year, as we fully resumed in-person learning without the constraints imposed by the pandemic, our professional development efforts centered around enhancing the implementation of tools that foster equitable student voice. As part of our strategic plan support and the ongoing partnership with the Achievement Network, teachers participated in content cohorts, meeting bi-weekly to scrutinize and enhance effective practices. These sessions specifically focused on two key areas: 1) refining math instructional planning, preparation, and student work examination, and 2) bolstering support and execution of best reading instruction practices aligned with the EL Education ELA Curriculum, with a particular emphasis on centering student voice.

The other important professional development initiative was in executing learning expeditions at all grades K-8. This involved working with a coach from EL Education to evaluate and reflect on learning expeditions and consider revisions or improvements.

Social-Emotional and Academic Integrated Learning Practices

New City School uses Responsive Classroom and Developmental Designs 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 that adults in a school have with the children, their families, and each other, provide the school model for social excellence.

Developmental Design 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 the 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 support student performance and 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) in one period each week. Our annual music education partnership with MacPhail Center typically ended the 2023 school year with a student "work-shares". This was a wonderful time celebrating all the achievements made in K-4 music class. 5th-8th students rotate through visual arts and theater in place of music.

Other Specialists/Program Offerings

Beginning in 5th 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, and with Covid making a follow-up musical impossible in 2020-21; we successfully put on a musical performance of “Matilda- the Musical”.

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.

11. Future Plans

Strategic Plan Implementation

New City School’s strategic plan, the School Success Plan, was funded in 2022-23 and we launched into our first year of implementation. 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.

2022-23 brought continued work on the three priorities work areas with a heavy emphasis on Priority 1 and 2. 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.

In an effort to build and develop a well-articulated multi-tiered system of supports for students, In the spring of 2023, we embarked on a goal-setting process as part of our commitment to [Evidence-Based Strategic Improvement](#). A Goal Setting Team composed of the admin team and teachers across various grade bands analyzed family survey data, student survey data, staff survey data, and academic achievement data, to identify school-wide goals for the 2023-2024 school year. The following three high-priority goals were identified:

Math Goal: By the end of the 2023-2024 school year, 50% of New City students will meet or exceed their Typical Growth Goal in math, as measured by the iReady diagnostic.

SEL Goal: By the end of the 2023-2024 school year, New City students will report 80% favorable responses in all categories, as measured by the Panorama Student Survey.

Communication Goal: By the end of the 2023-2024 school year, 80% of New City families and staff will report satisfaction with communication, as measured by family and staff surveys.

Expeditions: A first learning expedition was developed at every grade level K-8 during 2020-21 and was successfully 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

2022-23 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 school improves its proficiency rate by at least 10 percentage points from the baseline year.

12. Assessment Plan 2022-23

2023-24 Assessment Plan (Subject to Change as needed)

Last update: 6/30/23

Assessments:

- **Press:** One-to-one teacher administered assessment for pre/early readers. Benchmarks students on phonemic awareness, phonics, blends, etc.
- **Fountas & Pinnell (FP):** One to one teacher-administered reading benchmark given 2-3 times yearly for grades K-2 and students with reading/ELL services. Measures students' instructional reading level over time and measures reading fluency and comprehension.
- **KG Math Readiness:** Teacher delivered end-of-unit assessments are used as Kindergarten math readiness data.
- **KG Reading Readiness:** Press in the fall and F&P in the winter and spring are used for Kindergarten reading readiness data.
- **iReady:** Nationally normed computer assessment given three times yearly for reading and math. Used to target critical skills and adjust instruction in the classroom. Used as data for math and reading interventions.
- **ESSA ACCESS and Alternate ACCESS:** State required test through ESSA, measures progress towards meeting the WIDA English Language Development Standards for English Language Learners. Used to monitor growth in English acquisition to determine eligibility for services for next academic year.
- **MCA III (Minnesota Comprehensive Assessment):** State required test through Minnesota Statutes, section 120B.30. Delivered via computer.
 - Students are assessed annually in grades 3 through 8 in math and reading. And grades 5,8 in Science.
 - Each fall the teaching staff analyzes the results to determine achievement by grade and demographic categories. The staff then uses the data to plan and make decisions regarding goals, curricula, staffing, intervention approaches, and professional development.
 - 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
- **MTA (Minnesota Test of Academic Skills):** State required test through Minnesota

Statutes, section 120B.30. Delivered in a 1:1 setting via paper test materials.

- From MTA Test Specifications: “Minnesota’s alternate assessment for students with the most significant cognitive disabilities. It is designed exclusively for use with students who receive special education services and whose participation has been determined on an individual basis by an Individualized Education Program (IEP) team.”

Explanation:

At New City School we use a variety of assessments to meet our obligations to the state and our authorizer. More importantly, we use assessment data alongside attendance and classroom data to get a clear sense of each student’s current level of ability in reading and math. We track this data over time to measure academic growth and mastery of standards. This ongoing analysis and reflection of student progress gives teachers the tools to adjust instruction in their classroom to meet student needs. It also allows school staff to see which students need additional support in critical subject areas, and get those students the resources they need to be successful.

Assessment Calendar:

Grades	Dates	Assessments	Notes
All Students	8/28/23-9/15/23	iReady Math (Fall) iReady Reading (Fall)	Nationally normed, used for benchmarking
All ELLs	02/20/24-	ESSA ACCESS and Alternate ACCESS	State Required for ELLs
All students	1/3/24-1/19/24	iReady Math (Winter) iReady Reading (Winter)	Nationally normed, used for growth metrics
3-8	4/15/24-4/19/24	MCA and MTA Reading	State Required
3-8	4/22/24-4/26/24	MCA and MTA Math	State Required
5,8	4/29/24-5/2/24	MCA and MTA Science	State Required
All students	5/6/24-5/24/24	iReady Math (Spring) iReady Reading (Spring)	Nationally normed, used for growth metrics

Early Literacy and Math Readiness Calendar:

Grades	Dates	Assessments	Notes
KG	Varies (See Table Below)	Reading Readiness	ALL KG takes PRESS in fall. ALL KG takes F&P in winter and

			spring. Some also take Press in winter if they qualify (Reading intervention/ELL/SpEd)
KG	Varies throughout the year.	Math Readiness	ALL KG takes assessments at the end of each Eureka math unit, which is used as math readiness data.
1-6	9/11/23-9/29/23	F&P	ALL students Grades 1-2 take F&P in fall. Grades 3-6 take if they qualify (Reading intervention/ELL/SpEd)
K-6	1/16/24-1/26/24	F&P	ALL students Grades K-2 take F&P in winter. Grades 3-6 take if they qualify (Reading Intervention/ELL/SpEd)
K-6	4/29/24-5/9/24	F&P	ALL students Grades K-2 take F&P in spring. Grades 3-6 take if they qualify (Reading Intervention/ELL/SpEd)

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 2nd 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.