DEPARTMENT OF EDUCATION

2016-17 World's Best Workforce Report Summary

District or Charter Name: New City Charter School
Grades Served: K-8
Contact Person Name and Position: Cheryl Stephani, Data and Intervention Supervisor

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

> ➢ New City School website link: http://newcitycharterschool.org/school-board/school-documents/

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

> ➢ April 20, 2017

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

> ➢ Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Todd Bartholomay	Principal and Director
Mary Spohr	Culture and Literacy Lead
Kalli Novak	2nd Grade Teacher
Natalie Lundahl	4-5 Teacher
Sarah Hernandez	Parent

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
Kindergartners will achieve 80% scale score on their initial screening	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* Kindergarten teachers tally an 80% average readiness score on the Developmental Continuum "Measures at a Glance" tool used.	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. *75% of third graders will meet or exceed state standards in reading as evidenced by MCAIII scores in spring 2016.* *75% of third graders will make at least one year's growth as evidenced by Fountas & Pinnell spring-to-spring assessments.* *80% of third graders reading below grade level in spring 2016 will make at least one year's growth by spring 2017.*	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* *57% of third graders met or exceeded state standards in reading.* 3rd Grade--3rd graders averaged 1.23 year's growth (F&P Assessment data) - 75% of 3rd graders scored at or above grade level in spring 2017. (75% goal met) - 70% of students in 3rd grade made at least one year's growth. - 57% of 3rd graders assessed below grade level in spring 2016 made one year of more growth (80% goal not met)	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. The proficiency gap between the Black and White students enrolled in the full academic year at New City School on all state reading accountability tests will decrease from 42.4% in 2016 to 17% in 2017 by increasing the proficiency rate of the groups as follows: 1) White students (62% of students) from 71.8% proficient in 2016 to 77.0% in 2017. 2) Black students (18% of students) from 29.4% proficient in 2016 to 60.0% in 2017. *The proficiency gap between all students and free or reduced lunch price students in grades 3, 4, and 5 on MCAIII reading assessment will decrease from 13.1% in 2016 to 8% in 2017 by increasing proficiency rates of groups.* **Note: MDE data experts recommended, because of small EL and SPED group sizes and evident trends across groups, that it would be most effective for all groups to focus on data and intervention across the school.*	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* The proficiency gap between Black and White students on MCA reading tests did not decrease to 17%. It decreased slightly from 42.4% to 30.8%, by roughly one-quarter. 1) White students scored 69.3% proficient in 2017 on MCAIII. 2) Black students scored 38.5% proficient in 2017 on MCAIII *Reading Proficiency rates on MCAIII in 2017:* *All-students grades 3, 4, 5 declined by 7.9% (62.2% to 54.3%).* *FRP lunch students declined 19.4% (49.1% to 29.8%).* *The proficiency gap on MCAIII reading between all students and FRP students increased from 13.1% in 2016 to 24.5%.*	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year. Goal:New City School's proficiency rate 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.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.* 56.1% of New City students grades 3-8 exceeded or met standard in reading. 60.2% of students grades 3-8 exceeded or met standard in reading across the state.	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☒ *District/charter does not enroll students in grade 12*

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

> ➢ *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
>
> ➢ *Include only the key data used to determine identified needs and limit response to 300 words.*
> ➢ *Bulleted points are welcome and appreciate.*
>   - *MCAIII results analysis confirmed previous conclusions that our students in general struggled with numbers and operations fluency.*
>   - *Teacher turnover (56%) necessitates focus on support and professional development.*
>   - *Growing two-campus situation presents community-development and identification challenges. Organizational adjustments are ongoing under these circumstances.*
>   - *Increasing enrollment (one class section per year in general) necessitates ongoing hiring, professional development, and infrastructure development. Enrollment 218 in 2015-16 grew to 242 in 2016-17.*

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
- *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Analysis of MCAIII data and trends; identification of needs—subgroups*
  - *Fountas & Pinnell Reading Assessment in spring and fall for all students and analysis of growth for each student and subgroup..*
  - *Pilot I-Ready math diagnostic assessment of all students and identification of intervention needs/groupings.*
  - *ACT Aspire testing in reading, math, English, and science—grades 3-8 (nationally normed)*
  - *Woodcock-Johnson assessment—grades K-2 (nationally normed)*
- *Process to disaggregate data by student group*
  - *Growth data analysis in spring based on F & P spring assessments in reading.*
  - *Growth data analysis in spring based on iReady math diagnostic*

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *System to review and evaluate the effectiveness of*
    - *Instruction*
    - *Curriculum*
    - *Teacher evaluations*
    - *Principal evaluations*

  - PLC work (instructional development with curricula, planning, support), Teaching & Learning Cycle work reviewing of assessment results and plan for re-teaching for students needing it.
  - Staff survey of needs
  - Formal evaluations on all teachers
  - Board principal evaluation

4c. District

> *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
>   o *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
>   - *Technology*
>   - *Collaborative professional culture*
>
> ➤ Tech: Interactive projectors installed in all but the Kindergarten classrooms in fall 2016. Visuals, videos, displays radically improved for instruction in math, ELA, science, social studies. A new mobile computer lab purchased for use with grades 4-5 in portable classrooms.
>
> ➤ Professional Learning Communities were focused on supporting new teachers in learning curricula and instruction and in executing the Teaching and Learning Cycle (supported by the Achievement Network—a consulting partner). Staff agreements, varied and responsive staff meetings anchored in the same socially-smart principles that inform work with students (connecting with partners, establishing shared agreements, and maintaining professional hygiene).

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- Because our district consists of a single small school, the distribution of qualified staff is equitable across various groups—FRE, SpEd, EL, African-American, and non-FRE. We are constantly monitoring our demographic data as we strive to increase the diversity of our student and staff population as per our mission/vision. With every hire we look for qualified candidates from underrepresented groups. In staffing for each year and doing staff analysis for the annual report, we note progress toward our equity and distribution goals.

- Hiring always involves posting positions widely, touring candidates to explore fit, and formal interviews with relevant teams to determine the most experienced and most effective prospects. Students identified as in need of added support receive "tier 2" interventions in math and reading by qualified support staff equipped with vetted intervention tools.
- PLC work (instructional development with curricula, planning, support), Teaching & Learning Cycle work reviewing of assessment results and plan for re-teaching for students needing it.
- Professional Learning Communities were focused on supporting new teachers in learning curricula and instruction and in executing the Teaching and Learning Cycle (supported by the Achievement Network—a consulting partner).
- Formal evaluations on all teachers