



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: New City Charter School

Grades Served: K-8

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A and I Contact: N/A

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

2017-18 New City Charter School is not required to participate in the A&I program.

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us), program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: 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.

- *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

<http://newcitycharterschool.org/school-board/school-documents/>

The finalized 2017-18 Annual Report will post in January 2019 after final board approval on 1-16-19.

Annual Public Meeting

WBWF Requirement: 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.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan for the 2017-18 school year.*
March 14, 2019

District Advisory Committee

WBWF Requirement: 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 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Todd Bartholomay	Director/Principal	N/A
Cheryl Stephani	Data & Intervention Lead	N/A
Nathaly Gomez	Parent	N/A
Ana Robles	Support staff and Community member from underserved population (FRP)	N/A
Najma Sheikh Ali	8 th Grade Student	N/A

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- 10 out of 25 teachers are inexperienced.
- Consistent increases over 3 years in student enrollment necessitated increase in teacher hiring
- Limited number of applicants per job posting
- Experienced teachers are spread throughout all grade levels
- Experienced teachers are equally distributed amongst the student population

• *Who is included in the conversations to review equitable access data and when do these occur?*

- Equitable access is discussed by Director/Principal, Data & Intervention Lead, Campus Coordinator, throughout year as hiring and training needs arise.
- Publicly reported in Annual Report

• *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*

- There is no gap to equitable access based on the placements of inexperienced teachers across all students.

• *What are the root causes contributing to your gaps?*

- N/A

• *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*

- Coaching
- Peer & Administrative observations using Effective Teacher Practice template
- On-going peer training in core content
- Professional Development in standards alignment, assessments, goal setting, PLCs

➤ *Access to Diverse Teachers*

• *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*

- We have 2/25 teachers of color, not reflecting the student population of 40% of color.
- We need to increase our teachers of color.
- It is very challenging to hire teachers of color because teachers of color have not been applying for open positions at the same rate as white teachers.

• *What efforts are in place to increase the diversity of the teachers in the district?*

- Continued recruitment as staff is added.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

N/A for New City Charter School.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>NCCS does not have a pre-school program, and uses fall entry data to spring end of year data to determine school readiness for 1st grade.</p> <p>The percentage of all NCCS Kindergarten students with proficient Kindergarten skills in reading will increase from 5% of students reading on grade level in Fall 2017 to 75% reading on grade level Spring 2018, as measured by Fountas & Pinnell Benchmark assessment.</p> <p>The percentage of all NCCS Kindergarten students with proficient Kindergarten skills in math will increase from 52% (Fall 2017) to 90% (Spring 2018).</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Spring 2018 Reading data shows that we exceeded our goal of 75% as 83.7% of Kindergartners were reading on level.</p> <p>Spring 2018 data shows that we met our math goal, 95% of kindergartners were proficient in kindergarten skills, exceeding our goal.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - We used FP data to initially inform us of student reading readiness. Many students were then further assessed with PRESS to further inform us to those students with the most needs.
- *What strategies are in place to support this goal area?*
 - Our Title 1 teacher focused on using PRESS to work with students with the highest gap in skill level, progress monitoring at set intervals to monitor instructional and group changes. We had a small group math interventionist to assist students without grade level math skills.
- *How well are you implementing your strategies?*
 - We consistently used the strategies weekly for a minimum of 7 months.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Data shows that students acquiring grade level skills were able to work at grade level within the regular classroom setting.
 - End of year data will show if students are able to maintain skills learned once they work within the regular classroom setting.

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>64% of Third graders will be reading at grade level, up from 44% (15/34), as evidenced by Fountas & Pinnell Benchmark assessment in Fall 2017 and Spring 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>66.6% (24/36) students reached grade level reading, as evidenced by Fountas & Pinnell Benchmark assessment in Spring 2018, exceeding our goal.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - We used Fountas & Pinnell Benchmark data in the fall to determine the needs in this goal area, as 44% (15/34) students were performing below 3rd grade level in the fall.
- *What strategies are in place to support this goal area?*
 - Title 1 reading intervention put into place for some students, using PRESS or Leveled Literacy Interventions, 2-3 times/week for 6-7 months.
- *How well are you implementing your strategies?*
 - Groups flexibly changed due to scheduling or classroom teacher preference on moving students in or out of small intervention groups.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Our fidelity of our implementation is not helping us make progress towards our goal. Data shows that the students who were the farthest behind had low growth, and not the high growth needed to reach our goal.

Close the Achievement Gap(s) Between Student Groups

X <input type="checkbox"/> WBWF Goal Only	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of FRP students in grades 3-8 enrolled in NCS by 10/1/2017 who are proficient on the MCA Reading test will increase from 47.5% in 2017 to 57.5% in 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>We did not meet our goal. Our FRP reading proficiency increased to 51.4%.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met X <input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - We used 2017 MCA data disaggregated by student groups. While most underserved student groups have a small cell size, our FRP group was large enough to have valid data. Therefore, we identified our FRP student group as having a gap in achievement when compared to non-FRP students.
 - The 2017 MCA Reading data showed 59.5% Non-FRP students meeting proficiency.
- *What strategies are in place to support this goal area?*
 - Title 1 teacher with small groups below grade level in reading using researched based curriculum, including PRESS, LLI, Rewards.
 - Title 1 teacher progress monitoring students, dependent on the curriculum used.
 - Training all classroom teachers in differentiation strategies, Tiered levels of instruction
 - Training all middle school teachers across content areas in vocabulary strategies, and ELA standards
- *How well are you implementing your strategies?*
 - Strategies were implemented throughout the school year.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Ongoing progress monitoring will assist in knowing if we are making progress through the year.
 - 2018 MCA data, disaggregated by FRP student group, will inform us if we are closing the achievement gap.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of 6th -8th grade students who show proficiency in reading, as measured by 2018 MCAs, will be 57%, an increase from 47% on 2017 MCAs.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>2018 MCA data demonstrates 59% proficiency in reading for 6th-8th grade students, exceeding our goal.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bulleated narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - We used the 2017 MCA results, as well as early Fall 2017 Reading diagnostics using iReady.
- *What strategies are in place to support this goal area?*
 - The school day was restructured to include a full period dedicated to interventions for Middle School students. Using iReady Reading Diagnostics we can strategically place students into the intervention that will work for their needs. Rewards and Leveled Literacy Intervention curricula were purchased and will be taught by our Title 1 reading specialist. Winter benchmarking will re-align student needs with resources.
 - Professional development is provided for all content area middle school teachers in the ELA standards, vocabulary development and literacy skills in informational text. ELA is to be embedded into all content areas.
- *How well are you implementing your strategies?*
 - The scheduled intervention time is adhered to throughout the year, with flexibility in grouping every 8-10 weeks as needed.
 - The professional development was given during workshop days in the winter.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - The intervention curriculum has progress monitoring, so we can track progress in the strategic program.
 - Fall, Winter and Spring benchmark diagnostics will inform of our progress comprehensively.
 - Weekly team meetings keep all content area teachers informed of the reading supports needed for all of their students.

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>N/A</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not On Track</i></p> <p>One-Year Goal</p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

Bulleated narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

N/A for New City Charter School

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleterd narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.