

*Nerstrand Elementary School  
Independent Charter School  
District #4055*



*2017-2018 Annual Report  
on Curriculum, Instruction  
and Student Achievement  
December 2018*

*Our Mission*

*Nerstrand Elementary School will empower students to be self-directed, lifelong learners by providing a nurturing, multiage environment that fosters cooperation and character development.*

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# Preface

## INTRODUCTION

This annual report is presented to our authorizer Novations Educational Opportunities (NEO) in fulfillment of the requirement of public charter schools set forth by the Minnesota Department of Education. It is also intended to provide information to the staff and families of Nerstrand Elementary School, the Minnesota Department of Education, and the general public.

Nerstrand Elementary School is committed to providing a quality, child-focused educational program for all students. The staff collaboratively works to ensure that students receive a balanced education that includes academic achievement, physical growth, social education, arts programming, and character development.

Individual student progress is measured and documented through formal and informal classroom assessments and used as a tool to develop instructional strategies. Achievement is reported through documentation provided by the NWEA Measures of Academic Progress (MAP) and Minnesota Comprehensive Assessments (MCAs).

## AUTHORIZER INFORMATION

Nerstrand Elementary School is pleased to have the opportunity to function under the authorization of NEO (Novation Education Opportunities). Contact information for NEO:

[www.neoauthorizer.org](http://www.neoauthorizer.org)

3432 Denmark Ave. Eagan, MN 55123  
612-889-2103

We are proud to be the first Minnesota public school to have officially “converted” from regular district school status to charter school status. We have successfully completed sixteen years as a charter school and we are thankful for the support provided by the Administration and School Board of the Faribault School District during our first thirteen years and now – by NEO. We recognize the strong support we have received from the community of Nerstrand and the parents of Nerstrand School. The sense of celebration that we experienced at the time of our chartering remains with us today as our community demonstrates its commitment to the vitality of the school in countless ways. We submit this Annual Report to NEO with gratefulness and in anticipation of many productive years to come.

## ***I. SCHOOL ENROLLMENT***

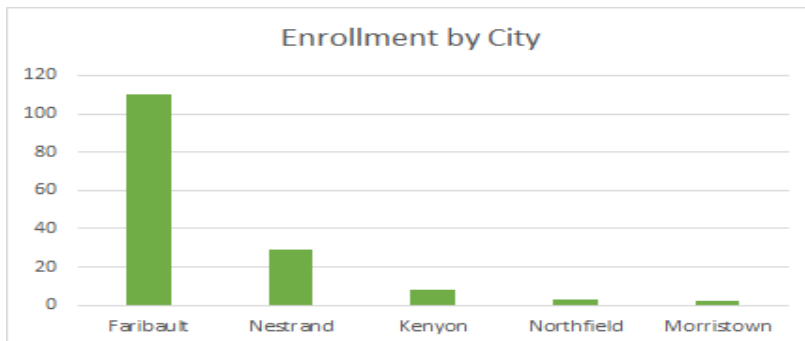
In 2017 - 2018 there were 152 students enrolled at Nerstrand Elementary School who were distributed into multiage core classes as follows:

<i>Core Name</i>	<i>Grade Level</i>	<i>Enrolled</i>
Prairie	Kindergarten	24
Prairie	Grade 1	23
Savannah	Grades 2 – 3	53
Woodlands	Grades 4 – 5	52

### ***Grade Level Enrollment***

<i>Grade Level</i>	<i>Number of students</i>	<i>Number of boys</i>	<i>Number of girls</i>
Kindergarten	24	14	10
First Grade	23	12	11
Second Grade	27	14	13
Third Grade	26	15	11
Fourth Grade	25	10	15
Fifth Grade	27	12	15
Total	152	77	75

### ***Enrollment by City***



As the above chart indicates, the vast majority of our students reside in the Faribault School District (this includes those with Faribault and Nerstrand addresses). Only 9% of our students reside outside of the Faribault School District.

The following chart provides demographic trends at Nerstrand Elementary School.

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Total Enrollment</b>	150	149	153	152
<b>Male</b>	67	70	77	77
<b>Female</b>	83	79	76	75
<b>Special Education</b>	10	23	23	26
<b>African American</b>	0	3	3	4
<b>Hispanic</b>	5	6	7	7
<b>Asian/Pacific Islander</b>	1	1	3	4
<b>White</b>	144	139	139	134
<b>American Indian</b>	0	0	1	3
<b>F/R Lunch</b>	24	30	40	57
<b>LEP</b>	0	0	0	0

## ***II. STUDENT ATTRITION***

We began the school year with an enrollment of 152 students. The year ended with 149 students. Over time, we have experienced very little fluctuation in our enrollment during the course of the school year. We have consistently held our enrollment to 150 – 156 students every year since our chartering in 1999.

### **III. GOVERNANCE AND MANAGEMENT**

#### **School Management**

The Administrative Team includes the Director, the Administrative Assistant and the Business Manager. A system of checks and balances has been established for the financial accountability of the school. The School received recognition for Financial Management.

Nerstrand Elementary School's Board of Directors was established in May of 1999, when we opened our doors as the first conversion charter school in Minnesota.

The Board of Directors' primary responsibility is to provide supervision of the school's Director and their decisions focus on all dimensions of the school's operation, including, but not limited to:

1. School philosophy, goals and objectives
2. School policy
3. Budget
4. Curriculum and instructional direction
5. Staffing
6. Long range planning
7. Communication (home, community, authorizer)
8. School enrollment and organization

The Nerstrand Elementary School Board of Directors consists of the following voting members:

1. Four teacher representatives
2. Two parent representatives
3. One community representative
4. One Ex-Officio member: building administrator
5. Seven voting members total

The members of the Board of Directors serve three-year renewable terms, with board elections taking place in May.

1. Every year, one (1) of the two parents' or the community member's term expires.
2. Every third year, two (2) teachers' terms expire; in each of the two years prior to the third year, one (1) teacher's term expires.
3. A representative may serve two consecutive terms, after which there must be a one-year hiatus before serving on the Board of Directors again.

The Board of Directors meets the second Monday of the month. Special meeting days and times, as determined by the Board of Directors, are publicly posted and announced to parents, staff, and community.

#### **2017-2018 Board of Directors**

<b>Chair:</b>	Carmen Bonde 16751 Kane Ave. Nerstrand, MN 55053 W 507-333-6868	Jason DeMars, parent 1308 S.W. 19 <sup>th</sup> Street Faribault, MN 55021 C 507-838-9732
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**Clerk:** Andrew Lubinski, teacher  
18351 Kenyon Ave. #305  
Lakeville, MN 55044  
W 507-333-6865

Rich Bailey, parent  
1000 Shumway Ave.  
Faribault, MN 55021  
H 612-685-4648

**Community**

**Member:** Sarah Stensrud  
1810 Birchwood Ct.  
Faribault, MN 55021  
W 507-333-6748

Matthew Keseley, teacher  
275 Shelard Parkway #101  
St. Louis Park, MN 55426  
W 507-333-6867

Paula Shroyer  
401 3rd St.  
Nerstrand, MN 55053  
W 507-333-6862

**Director:** Maggie Kiley  
708 East 4<sup>th</sup> Street  
Northfield, MN 55057  
H 507-664-0970  
W 507-333-6854

**Admin. Asst.:** Barb Grote  
18310 Jacobs Avenue  
Nerstrand, MN 55053  
C 507-339-0241  
W 507-333-6856

**Business Manager:** Keith Johnson  
8704 Bagley Avenue  
Northfield, MN 55057  
H 507-645-2870  
W 507-333-6859

**IV. STAFFING**

**CERTIFIED STAFF**

<i>Name</i>	<i>Position</i>	<i>File Folder</i>	<i>Yrs. of Service at NES</i>
Kiley, Maggie	Principal/Director	308466	21
Boudreau, Jan	Special Education Teacher	249690	17
Fischer, Kristin	Speech/Lang. Clinician	284394	1
Lubinski, Andrew	Gr. 4/5 Classroom Teacher	479984	4
Welborn, Morgan	Gr. 4/5 Classroom Teacher	488660	3
Bonde, Carmen	Physical Education Teacher	317942	6
Shroyer, Paula	Gr. 1 Classroom Teacher	332268	18
Kunze, Gretta	Gr. K Classroom Teacher	441096	1
Johnson, Sarah	Gr. 2/3 Classroom Teacher	404387	6
Keseley, Matthew	Music Teacher	485436	3
Vondrasek, Tara	Gr. 2/3 Classroom Teacher	408258	14
Freidig, Katie	Occupational Therapist	License #10400	2
Flannery, Michelle	School Psychologist	398477	5



### **NON-CERTIFIED STAFF**

<i>Name</i>	<i>Position</i>	<i>Yrs. of Service at NES</i>
Aldrich, Heather	Special Education Paraprofessional	5
Amy, Lori	Paraprofessional	19
Bonde, Carmen	Special Education Paraprofessional	14
Grote, Barb	Administrative Assistant	26
Isaacson, Margaret	Media Paraprofessional	31
Susan Aldrich	Paraprofessional	2
Keller, Cheryl	Special Education Paraprofessional	10
Sara Flom	Special Education paraprofessional	3
Harris, Amy	Paraprofessional	4
Mullenmaster, Brenda	Special Education Paraprofessional	4
Amy, Rebecca	Paraprofessional	3
Schaefer, Nicole	Special Education Paraprofessional	3
Cara Waddell	Paraprofessional	2
Gailyn Lamphere	Special Education Paraprofessional	1
Pinnt, Katie	Special Education Paraprofessional	1

Note: The years of service noted in the above charts include years prior to our chartering, when Nerstrand Elementary School was part of the Faribault School District. Including this information in this report demonstrates the commitment of staff members to the long-term success of the school.

### **Licensed teacher percentage turnover rate:**

2017-2018 = 0

### ***Staff Development***

Topics of focus for Early Dismissal Days and Curriculum Days were decided through consensus of the teaching staff. We continued to focus on our school-wide adoption of the Responsive Classroom (RC) approach. All classroom teachers participated in initial training during the summer of 2011, with RC trainers coming to the school in the fall of 2011 to provide paraprofessional staff with an abbreviated training experience. We brought RC trainers to the school in the fall of 2012 to work with certified and noncertified staff, alike, in reviewing the strategies employed in a successful RC setting. Two members of our teaching staff have participated in Level II training over two summers. The success of Responsive Classroom is heightened when all adults at the school have a working knowledge of both the philosophy and the strategies that result in enhanced student success. The Nerstrand Staff has collectively embraced the approach and worked hard - beginning with the 2011-12 school year and continuing through today - to reinforce the teacher/staff behaviors that promote student success. We are committed to sending all new teachers to Level I RC training. The Director has done basic RC training with paraprofessional staff during para meetings.



At our August special education retreat, our entire staff had training on transgender students. We also had FERPA training and a presentation from our Occupational Therapist. Classroom teachers and specialists continued a professional book club. In 2017-2018, *The Power of Our Words*, by Paula Denton. This book is a part of the Responsive Classroom library of books, and reinforces our use of language with students. In the summer of 2018 all classroom teachers attended professional development institutes focused on the following topics:

- identifying and working with gifted and talented students
- Level II RC training
- University of Minnesota Literary Conference
- SORLA conference
- Path to Reading Excellence in School Sites (PRESS) training

Nerstrand School is committed to bringing to our site, and sending teachers to quality professional development.

### ***Director Professional Development***

Nerstrand School is committed to supplying professional development to the Director, as well as staff. The Director participated in the following PD for the 2017-2018 school year:

- Human Resources training through EdVisions Cooperative
- PRESS leadership training (3 workshops at the University of Minnesota)
- Working with State Representative, Brian Daniels, to pass a bill to allow a 5 mile radius change to the current charter enrollment law.
- MDE training on bullying prevention
- Attended authorizer meetings
- Outreach to the Nerstrand community; spoke at Methodist Church, attended City Council meetings, worked with the Nerstrand Women's Group.
- Member of a Facility Task Force committee for District #656 (District #656 owns the Nerstrand School Building).
- Association for Supervision and Curriculum Development (ASCD) conference focused on supporting new teachers.

## **V. FINANCES**

Since 2000, Keith Johnson has served as our business manager. The Board of Directors is able to make informed fiscal decisions because of the guidance provided by him. Due to his thoroughness, we have been able to manage our fiscal tasks in-house, without the need to contract for outside services.

Payroll and insurance coverage for employees is managed by EdVisions Cooperative. They also provide us with access to NWEA materials, staff development opportunities, and human resources support. We view our relationship with the Cooperative as one of great value to our organization.

The annual financial audit resulted in no compliance findings, suggestions for improvement, or negative comments whatsoever.

Our fund Balance Policy states that the school's target objective is for the balance in Fund 1 to be 25% of annual Fund 1 expenditures plus an additional 3% of annual Fund 1 expenditures for large items (especially technology expenses and playground equipment), for a total unassigned Fund 1 goal of 28%.

The Board will assure that all initial adopted budgets maintain a minimum fund balance of 25% for 3 years as shown in a 3-year budget projection to be approved at the time of initial budget adoption each year.

Fund Balance Data:

2008 = 34.3%  
2009 = 33.8%  
2010 = 36.7%  
2011 = 34.7%  
2012 = 35.1%  
2013 = 35.9%  
2014 = 35.2%  
2015 = 35.6%  
2016 = 36.5%  
2017 = 37.3%  
2018 = 33.0%

## **VI. ACADEMIC PROGRESS**

### *WORLD'S BEST WORKFORCE SUMMARY REPORT-2017-2018*



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

**District or Charter Name: Nerstrand Elementary Charter School, #4055**

**Grades Served:K-5**

**WBWF Contact: Margaret Kiley**

Title: Director

Phone: 507-333-6854

Email: maggie@nerstrand.charter.k12.mn.us

A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

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

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

**A & I Requirement:** Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- The Nerstrand School Annual Report can be found on our website: <https://nerstrand.charter.k12.mn.us/about>

### 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.

**A&I Requirement:** The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- Annual Public Meeting was held on August 30, 2018

### 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)
Sarah Stensrud	Community Member	
Laurie Haugen-Eitzman	Community Member	
Lou Kuntz	Community Member	
Cara Waddell	Parent	
Rich Bailey	Parent	
Alicia Wasilowski	Parent	
Kolvin Kerrigan	Student	
Amy Harris	Support Staff	
Paula Shroyer	Teacher	

### 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.

Nerstrand School is a small rural school. We have six classrooms, with a population of 150 students. Our students have access to all teachers during their time at Nerstrand School, as either their Coreroom Teacher, their Math Teacher or their Homeroom teachers. All students will have worked with all of our licensed classroom and specialists teachers by the time they have graduated from Nerstrand School.

We have multi-age classrooms (Core rooms) at grades 2 and 3, and then at 4th and 5th grade. We have only one kindergarten and 1st grade classroom, therefore all of our kindergarten and first grade students are taught by the same two teachers. As we prepare class lists each year, we look at the balance between special education students, struggling students not on an IEP and students at or above grade level in reading and math. Much care is put into class lists at grades 2-5 to ensure that there is enough support for all students. Teachers and Administrators work together to put together class groups that are successful for all. Each spring class lists are re-evaluated using NWEA, MCA , FAST and Fountas and Pinnell.

We are an equal opportunity employer and welcome all applicants in hiring.

### **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](#).

## 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 <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<div> <p>Long term goal. By June 30, 2022, 60 % of kindergarten students will be ready for first grade by reaching the kindergarten end of year mean score of 159 as measured by NWEA MAP for Primary in reading.</p> </div>	Nerstrand School's current average for achieving this goal by 2022 is 56.25%	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

- Nerstrand School has a system of Reading Interventions in place using the PRESS system. FAST screenings are done 3 times a year to identify students in need of targeted interventions. Monthly data meetings are held to review students' progress. Changes are made to groups as appropriate, as well as the use of class wide interventions. Data from FAST, PRESS, NWEA and BAS are reviewed, as well as teacher observations.
- Our school has used the PRESS program with fidelity for the past 4 years. This program has provided both whole class interventions, when necessary, and individualized interventions. We adopted a new reading curriculum 2 years ago, to create more continuity in our instruction. In the 2018-2019 school year we are using outside support to review our whole class instruction to better meet the needs of all of our students.
- Our data meetings are essential in helping us see progress in our students. Since implementing the PRESS interventions we have seen our older, 4<sup>th</sup> and 5<sup>th</sup> graders, having less need to be in intervention groups. We are more confident that we are addressing individual student needs than ever before. Best practice/data supported interventions are in place to help differentiate our instruction.

## All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Long term goal. By June 30, 2020, Nerstrand School's combined FY 2017-FY 2020 proficiency rate in <b>reading</b> will exceed the state combined FY2017-FY 2020 proficiency rate AND/OR the school will improve its proficiency rate from the baseline years of FY 2014-FY 2016 (72.37%) by at least 10 percentage points by FY 2022.).</p> <p>Annual goal. During the 2017-2018 school year, the percent of students who score proficient as measured by the Minnesota Comprehensive Assessments in reading will be greater than the state average.</p>	<p>Nerstrand School's current average of students achieving proficiency on the MCA reading tests (2016-2021) is 62.5%. The state's average is 64.2%.</p> <p>In 2017-2018 Nerstrand students, grades 3-5 scored 64% proficient on the MCA reading tests. The state average was 63.28%</p>	<p>Check <b>one</b> of the following:</p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

- Nerstrand School has a system of Reading Interventions in place using the PRESS system. FAST screenings are done 3 times a year to identify students in need of targeted interventions. Monthly data meetings are held to review students' progress. Changes are made to groups as appropriate, as well as the use of class wide interventions. Data from FAST, PRESS, NWEA and BAS are reviewed, as well as teacher observations.
- Our school has used the PRESS program with fidelity for the past 4 years. This program has provided both whole class interventions, when necessary, and individualized interventions. We adopted a new reading curriculum 2 years ago, to create more continuity in our instruction. In the 2018-2019 school year we are using outside support to review our whole class instruction to better meet the needs of all of our students. In the 2018-2019 school year Nerstrand School is using a Reading Corps tutor, as well as having highly qualified paras to deliver interventions.
- Our data meetings are essential in helping us see progress in our students. Since implementing the PRESS interventions we have seen our older, 4<sup>th</sup> and 5<sup>th</sup> graders, having less need to be in intervention groups. We are more confident that we are addressing individual student needs than ever before. Best practice/data supported interventions are in place to help differentiate our instruction



## Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Long term goal. The schools combined FY 2017-FY 2022 Math proficiency rate for low income students exceeds the state combined FY 2017-FY2022 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2014-FY2016 (72.92%) by at least 10 percentage points by FY 2022.	Nerstrand School's current proficiency rate is 59.09 %. The state percent is 44.79%.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

- Nerstrand School uses, NWEA, MCA and aMath (FAST) to review information on student achievement. In the 2018-2019 school year, we are transitioning from NWEA to aReading & aMath (FAST) to better pinpoint interventions for students in need of more targeted support, and to help in whole class interventions. We are working towards having stronger systems in place to target math support, similar to our analysis and intervention working in reading. Data is reviewed monthly in team meetings.
- Nerstrand School adopted a new math program beginning in the 2018-2019 school year. It had been many years since math had been reviewed school wide. Our new program emphasizes stronger number sense. We also expanded our math program 3 years ago, so that up to 80 minutes a day is used for math instruction/experience.
- We are committed to our new math program and continuing to see strong math growth in our students. We are also looking for more interventions to be used for students that are need of targeted support. We also are working to include more enrichment in our math, to support our stronger math students.
- We will analyze our results each year to see if we are reaching our goals. We also review in monthly team data meetings.

## All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Long term goal: the school's combined FY 2017-FY2022 percent of students below grade level in math making high growth exceeds the state by up to 10 percentage points.	Nerstrand School's current rate of students below grade level making high growth in math is 7.14%. The state's average is 24.66%	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

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- We will analyze our results each year to see if we are reaching our goals. We also review in monthly team data meetings.

## All Students Graduate

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

## VII. OPERATIONAL PERFORMANCE

### Background Information

Nerstrand Elementary School has been a successful independent public charter school since 1999—thirteen years under the sponsorship of the Faribault Public Schools and since 2012 under the authorization of Novation Educational Opportunities (NEO). Nerstrand Elementary School is located in the small rural community of Nerstrand, approximately twelve miles from Faribault. Nerstrand Elementary School is recognized for especially strong ties to its community. Academic success is only one reason families choose the school. The family atmosphere created through the multiage grouping – including the grade K – 5 homerooms that meet three times weekly – is often cited by parents as a particular draw to the school, along with the high behavior standards that are established. Staff members work hard to ensure that students feel emotionally and physically safe. The longevity of our staff, with some of them being a part of the school for over 20 years (extending prior to our conversion to chartering in 1999), speaks to the stability of the program we offer our students.

### Learning Environment

We believe that learning is enhanced when students feel valued and safe. At Nerstrand Elementary School there are high expectations for school-wide behaviors where all students respect themselves, others and property. Each staff member makes a concerted effort to connect with each

student as a means to establish a genuinely positive climate where students can comfortably take educational risks and enjoy learning. The Responsive Classroom approach has enhanced our success in establishing a nurturing and positive school environment.

### **Integrated Curriculum**

Many areas of the curriculum at Nerstrand Elementary School are thematic. Social studies, Science and Health are tied with literature-based reading, writing assignments, art and music. Throughout the school year and into the summer, staff members collaborate to develop and refine curriculum. Staff development opportunities throughout the school year reinforce the implementation of an integrated curriculum.

### **Regal Eagles**

The Regal Eagles Club is an after school child care program. Children are given the opportunity to explore their own interests, participate in crafts, games, science & nature projects, and socialize with their friends. Time is also made available to do homework. Regal Eagles has grown steadily over the years and parents express significant support and appreciation for this program offering.

### **A Strong Partnership with Parents and the Community**

Nerstrand Elementary School staff is committed to maintaining a strong partnership with parents and community members. The staff is committed to: optimal communication, volunteer opportunities, an “Open Door” policy for school visits, and reciprocal support through Service Learning programs.

The staff and administration are committed to clear communication with families and community members. The revised website provides an effective vehicle for the dissemination of information. Ongoing communication strategies include sending Weekly Peeks from classroom teachers and Family Updates from the school director in email format. These forms of communication provide information to parents about important school events and programs, enabling them to be supportive and involved. Other information is communicated through the school newspaper, “The Eagle’s Nest,” invitations to events, posters and personal calls.

### **Parent Survey**

Each spring, Nerstrand School distributes a family satisfaction survey to parents/guardians of Nerstrand students. In answer to the statement: *I feel my child is receiving a well-rounded education at Nerstrand Elementary School.* Over 96% of the 89 families that responded either strongly agreed or agreed.

Some of the comments families have shared with us are:

*I love the fact that the kids receive music and phy ed everyday. I also greatly appreciate the fact that the staff understands and supports time spent with family and learning outside of the classroom.*

*Nerstrand has been a great school! We now have two children in Nerstrand Elementary School and can think of no place we would rather have them!*

*Nerstrand Elementary has been a blessing to our family. Thank you.*

### **Parent-Teacher Organization**

The Nerstrand Elementary School Parent Teacher Organization (PTO) is an organization that contributes in a significant way to Nerstrand Elementary School. Through their fundraising efforts, special programs and opportunities are made available to all students. One example of their commitment to the Nerstrand students is the rotation of field trips to the Minneapolis Children's Theatre, the Minnesota History Center, the Ordway Theatre and the Science Museum of Minnesota. Traditional fundraisers include the Wreath and Swag Sale in December and the Seed Sale and the Carnival/Silent Auction in the spring. The "Eagle Open" golf tournament that takes place in June is another fundraiser that provides fun for families and community members while raising money for the school. Each year, the Eagle Open advertises its event as a means to support the everyday daily instruction in music and physical education with certified specialists. This year's highly successful primary fund-raising focus was classroom technology. In the fall of 2014 the PTO organized the first Nerstrand Night Out and Hog Roast. Proceeds from the Hog Roast are being used to upgrade technology in our building.

### **Community & Parent Opportunities**

There are many opportunities for parents and community members to visit Nerstrand Elementary School including Community Coffees, Community Lunches, the fall Flu-Shot Clinic, Youth and Elders' Community Celebration in the spring, and Service Learning projects such as Community Clean-up days. Parents are always welcome to visit in classrooms, eat lunch with students, and observe special events such as "Student Spotlights."

### **Reciprocal Support**

We appreciate the ongoing support we receive from the townspeople of Nerstrand who have made our school the "heart of their community." Community members support the school in a variety of ways including: partnerships in Service Learning projects, volunteering at the school, and donating items for fundraisers such as the Carnival's Silent Auction. Community volunteers add a unique dimension to the programs at Nerstrand Elementary School. Some elders volunteer in classrooms during the school day, while other community members assist at special events. The Nerstrand Women's Club donates mittens, scarves, hats, socks, sweatpants, and underwear so that we have supplies for students who need them. Their help is greatly appreciated.

## **VIII. INNOVATIVE PRACTICES**

### **Multiage Benefits**

The multiage setting positively impacts the overall climate of the school by enhancing positive social interaction, reducing interfering behaviors, and strengthening a strong sense of community. The benefits of multiage education for student growth and development are many:

- Increased time on task
- Greater student self-direction

- Emergence of peer leadership
- Active participation of students
- Greater student ownership
- Enhanced learning through teaching others
- Increased willingness to take learning risks
- Enhanced self-discipline and self-confidence

### **Service Learning**

We define Service Learning as “a form of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs.” More simply, it is the “blending of both service and learning in such ways that both occur and are enriched by each other.” Through Service Learning projects, interpersonal skills such as collaboration, civic engagement, and problem solving are developed while students’ academic skills in reading, writing, science, art, math and social studies are enhanced through reflection and the projects themselves. The successful school-wide implementation of service learning for [redacted] has enabled students, parents, and staff to engage in extensive service projects that benefit the school and the community.

The opportunities for service learning within the school are varied. Each day begins with the arrival of the “Early Bird Crew” who work together to prepare the building for the day by collecting paper to be recycled, cleaning boards and erasers, sharpening pencils, and washing classroom tables. Students also have opportunities to serve during the school day by helping with lunchroom clean up. Students also have leadership opportunities by serving on a variety of committees and task forces, including:

- Peace Garden Committee
- Learn and Serve Steering Committee
- Ambassadors
- School Spirit Task Force
- Behavior Plan/Playground Committee
- Library Committee

Many of the established projects have become traditions at Nerstrand School. Favorite projects include the Community Celebration (where community elders are honored), the Holiday Sharing Project that enables students to contribute to worthy causes instead of purchasing gifts for school friends and staff. Service Learning projects that benefit community members include Community Lunches, Community Coffees, Community Clean-up, and Downtown Beautification.

### **Environmental Learning**

Other Service Learning projects have an environmental focus. For a number of years, Nerstrand School has worked in partnership with both the Nerstrand Big Woods State Park and Rice County's Caron Park where reforestation, landscaping, and prairie restoration efforts have been carried out with the help of community volunteer, Larry Richie. We also maintain and enhance the Peace Garden on the school grounds.

### **Responsive Classroom**

We have continued our successful implementation of this program with great success. We recognize the benefits of using a shared language around behavior that creates a supportive climate for students. No matter what adult is addressing them, the words addressing behavior are consistent. We have continued the RC training of staff both in-house and through participation in RC training in the metro. As new personnel join the Nerstrand staff we are committed to providing training for them.

### **Web-based Enrichment using Reading Eggs**

In the fall of 2011, with the help of the Nerstrand PTO, the *Reading Eggs* program was purchased to promote reading development at the K-1 level. Students use these online activities at home and at school to strengthen their skills.

## **IX. FUTURE PLANS (WBWF PLANS)**

Nerstrand School has made a commitment to expanding our use of technology within classrooms. In 2017-2018 we moved from a computer lab to having two mobile carts with Chromebooks to be used in classrooms. We also purchased 6 Chromebooks per classroom that are assigned to those rooms. Teachers are using technology in a number of ways:

- Increasing opportunities for enrichment for children in math and writing research
- Assessments are completed in classrooms, cutting down on the impact of state and local assessments on teaching/learning time.
- Using technology in project based learning

Using data from our varied assessments is assisting us in reviewing our curriculum. We have formalized our curriculum review process and will be making curricular changes as needed. In the 2017-2018 school year a Math Committee met throughout the year and recommended moving to a new curriculum. This curriculum, Bridges, uses more hands on learning and includes a daily Number Corner for all levels. Core room teachers had a summer training day with the new curriculum. We see the curriculum has having a wider focus with materials for intervention work for children that need it. Also, we work to meet the needs of our advanced learners through enrichment within this curriculum.

We continue to expand our use of project based learning within classrooms. We feel strongly that project based learning is able to reach the needs of many students. From our children with special needs to our most advanced learners. Our school is expanding its connection to the local state park as a way to enrich the learning opportunities for our students. Nerstrand School also sends its 5<sup>th</sup> graders to Wolf Ridge Environmental Learning Center each year to focus on hands on environmental learning. It has been a wonderful addition to our program.

Nerstrand School is committed to using PRESS materials from the University of Minnesota to thoughtfully plan out interventions for students in their reading. In the 2014-2015 school year, PRESS was implemented for the first time. We are fully implemented and committed to these interventions in supplementing reading instruction. Monthly data meetings occur to review



Progress Monitoring for students in interventions. Interventions are completed with fidelity and regular fidelity checks are completed by the Director. In the 2017-2018 school year, reviewing core reading instruction will be a focus.

The Responsive Classroom (RC) strategies that have proved to be successful both in terms of student behavior and achievement will continue to be a priority for teachers and support staff alike. The high standards for behavior that have been the hallmark of the school for decades are reinforced through this positive approach.

Overall School Climate is an ongoing focus at Nerstrand School. The Director in coordination with the Special Education Department has worked to put systems in place to help with behavior management. We plan to investigate bringing PBIS systems/training to our school as well as having more professional development on working with students that have experienced trauma.

Nerstrand School does not have a formal Gifted and Talented Program, however, we use enrichment experiences at our school that all learners can benefit (Guided Reading groups, project based learning, integrated field trips in science/social studies curriculum, week long 5<sup>th</sup> grade trip to Wolfridge Environmental Learning, Bridges Math curriculum). We identify higher achieving students through NWEA, aReading, aMath and MCA scores.

Annual Budget for continuing to implement our district plan:

- Annual Professional Development-\$9,000
- Annual Professional Development for Administration-TBD
- Annual Curriculum Budget-\$10,000
- Annual Technology Budget-\$10,000

## **X. BOARD TRAINING**

<i>Name</i>	<i>Certification</i>	<i>Date Completed</i>	<i>Location</i>
Matthew Keseley	Financial Matters	10/21/2017	NEO
Matthew Keseley	Employment Law	10/21/2017	NEO
Matthew Keseley	Board Governance	10/21/2017	NEO
Richard Bailey	Financial Matters	11/27/2018	Minnesota Association of Charter Schools
Richard Bailey	Employment Law	3/20/2018	Minnesota Association of Charter Schools

Richard Bailey	Board Governance	3/14/2018	Minnesota Association of Charter Schools
Jason DeMars	Board Governance	8/4/2015	University of St. Thomas
Jason DeMars	Employment Law	8/4/2015	University of St. Thomas
Jason DeMars	Financial Matters	8/4/2015	University of St. Thomas
Sarah Stensrud	Financial Matters	12/10/11	University of St. Thomas
Sarah Stensrud	Employment Matters	12/10/11	University of St. Thomas
Sarah Stensrud	Board Governance	12/10/11	University of St. Thomas
Jennie Umbreit	Financial Matters	9/26/2015	University of St. Thomas
Jennie Umbreit	Board Governance	9/26/2015	University of St. Thomas
Jennie Umbreit	Employment Matters	9/26/2015	University of St. Thomas
Andrew Lubinski	Financial Matters	8/9/2016	University of St. Thomas
Andrew Lubinski	Employment Matters	8/9/2016	University of St. Thomas
Andrew Lubinski	Board Governance	8/9/2016	University of St. Thomas
Sarah Johnson	Board Governance	10/11/2014	University of St. Thomas
Sarah Johnson	Employment Matters	10/11/2014	University of St. Thomas
Sarah Johnson	Financial Matters	10/11/2014	University of St. Thomas
Carmen Bonde	Financial Matters	11/13/2010	University of St. Thomas
Carmen Bonde	Employment Matters	5/22/2010	Ratwick, Roszak & Maloney
Carmen Bonde	Board Governance	5/22/2010	Ratwick, Roszak & Maloney
Paula Shroyer	Financial Matters	5/21/2010	Nonprofits Assistance Fund
Paula Shroyer	Board Governance	5/22/2010	Ratwick, Roszak & Maloney
Paula Shroyer	Employment Matters	5/22/2010	Ratwick, Roszak & Maloney

## ***XI. DIRECTOR'S PROFESSIONAL DEVELOPMENT PLAN***

1. Support the staff both professionally and personally to enhance their professional performance and growth.
2. Maintain appropriate communication with all stakeholders of Nerstrand Elementary School.
3. Work closely with the administrative team, teachers and staff to promote academic growth.
4. Collaborate with the Board of Directors to strategically plan for the future of Nerstrand Elementary School.
5. Coordinate the process for selecting staff members as positions may be vacated.
6. Work collaboratively with the administrative team members in monitoring the budget and exercising financial responsibility.

## Closing

We are submitting our Annual Report to our authorizer- Novation Educational Opportunities (NEO). We are grateful to the trust our families and the Nerstrand community have placed in us to deliver a program of excellence to the students of Nerstrand Elementary School. The seeds of pride were planted when the school was established in 1887 and we continue to serve as the heartbeat of our small community to this day. We look forward to the opportunities for growth and enhanced success as we continue our partnership with NEO.

We continue to be grateful to the Faribault Public Schools for their thirteen years of charter school sponsorship and for their ongoing care and concern for the maintenance of our building. We appreciate their openness to our purchase of the following support services: custodial, food service, technology, and low incidence special education consultation. And though we are no longer sponsored by them, we look forward to a continued positive relationship with the district where the vast majority of our students will attend once they graduate from our school.

## **XII. NERSTRAND TESTING INFORMATION BY GRADE LEVEL**

### TESTING CALENDAR BY GRADE

#### **GRADE KINDERGARTEN**

Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators to	Fall, Winter, Spring

	System for Teachers from University of Minnesota		enable evidence-based evaluation and data-driven instruction	
READING BENCHMARK	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The word "benchmark" means a standard against which to measure something.	Winter, Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Spring

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## GRADE 1

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Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARK	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring

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## GRADE 2

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Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARK	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring

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### GRADE 3

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Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARK	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word	Fall, Winter, Spring

			"benchmark" means a standard against which to measure something.	
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCAIII) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring

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#### GRADE 4

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Common Test Name	Formal Test Name	Test Subject	Purpose	When
MTAS	Minnesota Test of Academic Skills (MTAS) Required by State of Minnesota	Alternate Achievement standards for students with the most significant cognitive disabilities	Provides performance and growth data to parents, teachers, and administrators. Links assessment results to instruction. (Test is an alternate for the MCA-II/III) These tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring
FAST	Formative Assessment	Early Literacy	Provides student performance data and reporting improvement to	Fall, Winter, Spring

	System for Teachers from University of Minnesota		parents, teachers, and administrators enable evidence-based evaluation and data-driven instruction	
READING BENCHMARK	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCAIII) Required by State of Minnesota	Reading & Math	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading and math. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring

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## GRADE 5

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Common Test Name	Formal Test Name	Test Subject	Purpose	When
MTAS	Minnesota Test of Academic Skills (MTAS) Required by State of Minnesota	Alternate Achievement standards for students with the most significant cognitive disabilities	Provides performance and growth data to parents, teachers, and administrators. Links assessment results to instruction. (Test is an alternate for the MCA-II/III) These tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring
ACCESS FOR ELL'S (WIDA)	Assessing Comprehension & Communication in English State-to-State for ELLs	Oral Reading Fluency	Results of these tests assist parents, teachers and administrators to know students English proficiency levels, set learning goals and determine the Annual Measurable Achievement Objective (AMAO) calculations for Title III	Early Spring



FAST	Formative Assessment System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers, and administrators enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARK	Fountas & Pinnell	Reading	A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of levels over time. The word "benchmark" means a standard against which to measure something.	Fall, Winter, Spring
MAP	Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA)	Reading and Math	Measures each child's growth and general knowledge in reading and math skills. These tests track the progress, or growth, in basic skills. They let teachers know where student's strengths are and if help is needed in specific areas.	Fall & Spring
MCA-III	Minnesota Comprehensive Assessment III (MCAIII) Required by State of Minnesota	Reading , Math & Science	The state tests in reading and math meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota standards in reading math and science. The reading and math tests are also used to determine whether schools and districts have made Adequate Yearly Progress (AYP) toward all students being proficient for NCLB.	Spring