

*Nerstrand Elementary School
Independent Charter School
District #4055*



*2019 – 2020 Annual Report and World’s Best
Workforce
on Curriculum, Instruction
and Student Achievement
October 2020*

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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INTRODUCTION

This annual report is presented to 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 in a variety of ways to parents. Nerstrand School uses the Benchmark System to level readers, the FASTBridge aReading and aMath standardized tests, and Minnesota Comprehensive Assessments (MCAs).

SPONSOR/AUTHORIZER INFORMATION

Nerstrand Elementary School is pleased to have the opportunity to function under the authorization of NEO and we look forward to many years of successful operation under their auspices. 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 been a charter school since the spring of 1999 and 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.

Novation Education Opportunities (NEO)
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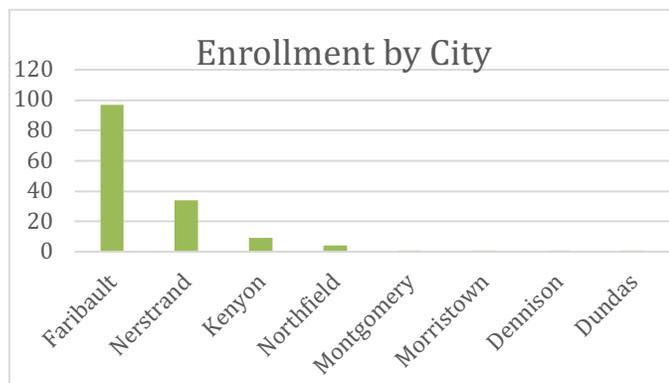
I. SCHOOL ENROLLMENT

In 2019 - 2020 there were 148 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	23
Prairie	Grade 1	26
Savannah	Grades 2 – 3	50

Grade Level Enrollment

<i>Grade Level</i>	<i>Number of students</i>	<i>Number of boys</i>	<i>Number of girls</i>
Kindergarten	23	10	13
First Grade	26	11	15
Second Grade	26	16	10
Third Grade	24	12	12
Fourth Grade	25	11	14
Fifth Grade	24	14	10
Total	148	72	76

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 11% of our students reside outside of the Faribault School District.

The following chart provides demographic trends at Nerstrand Elementary School.

	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
<i>Total Enrollment</i>	153	152	148	148
<i>Male</i>	77	77	71	72
<i>Female</i>	76	75	77	76
<i>Special Education</i>	23	26	39	33
<i>African American</i>	3	4	5	6
<i>Hispanic</i>	7	7	6	4
<i>Asian/Pacific Islander</i>	3	4	3	3
<i>White</i>	139	134	131	133

<i>American Indian</i>	1	3	3	2
<i>F/R Lunch</i>	40	57	52	38
<i>LEP</i>	0	0	1	0

I. STUDENT ATTRITION

We began the school year with an enrollment of 152 students. The year ended with 148 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.

Flannery, Michelle	School Psychologist	398477	6
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NON-CERTIFIED STAFF

<i>Name</i>	<i>Position</i>	<i>Yrs. of Service at NES</i>
Aldrich, Heather	Special Education Paraprofessional	7
Amy, Lori	Paraprofessional	21
Bonde, Carmen	Special Education Paraprofessional	16
Danberry, Krin	Special Education Paraprofessional	1
Flom, Sara	Special Education paraprofessional	5
Grote, Barb	Administrative Assistant	28
Harris, Amy	Paraprofessional	6
Hokanson, Teauna	Special Education Paraprofessional	2
Haugen-Eitzman, Laurie	Paraprofessional	1
Huber, Margaret	Special Education Paraprofessional	2
Isaacson, Margaret	Media Paraprofessional	33
Jans, Dana	Regal Eagles Coordinator	2
Kaukola, Brooke	Special Education Paraprofessional	1
Keller, Cheryl	Special Education Paraprofessional	12
McBride, Phillip	Special Education Paraprofessional	2
Cara Waddell	Paraprofessional	3

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:

2019-2020 = 0

Staff Development

We are committed to sending all new teachers to Level I Responsive Classroom training, and have begun Level II training for teachers.

During the 2018-2019 school year, Dr. Debra Peterson (University of Minnesota) worked with classroom teachers on analyzing and improving core reading instruction. She specifically worked with teachers on using our standards based curriculum to improve the delivery of reading instruction to all students. She returned for the 2019-2020 school year to continue this work.

We also used Professional Development money to learn more about social and emotional learning with students. We will be using a curriculum with all students in the upcoming school year to create continuity around social/emotional learning. This curriculum is used to create a positive culture for students and staff.

Our entire staff also participated in Cultural Competency Training through the local HealthFinders Collaborative, Inc. This intercultural seminar at Nerstrand School was a highly educational experience for our entire staff. It focused on improving connections within the Faribault community

All licensed teachers were able to attend the national Progressive Educators Network (PEN) Conference that was held in Minneapolis in the fall of 2019. Our licensed staff was able to attend mini-conferences and network with charter educators from all over the US.

Our staff also participated in a day long workshop led by child behavior authorities and ChildSense founders Jeff Fink and Jon Halpern. Recognized as experts in the process of changing children's behavior Jon and Jeff's seminars and videos have educated parents and teachers nationwide.

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 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.

VI. ACADEMIC PERFORMANCE

WORLD'S BEST WORKFORCE SUMMARY REPORT-2019-2020



2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Nerstrand Elementary School

Grades Served: K-5

WBWF Contact: Margaret Kiley

A and I Contact: NA

Title: Director

Title: NA

Phone: 507-333-6854

Phone: NA

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

Email: NA

Authorizer Contact Information:

Novation Education Opportunities (NEO)

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Eagan, MN 55123

Wendy Swanson Choi, Executive Director

Phone – 612-889-2103

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes No

[List of districts with a Minnesota Department of Education \(MDE\) approved Achievement and Integration plan during the 2019-20 school year.](#)

This report has three parts:

- [WBWF](#): Required for all districts/charters.
- [Achievement and Integration](#): Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 school year. *No charter schools should complete this section.*
- [Racially Isolated School](#): Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 school year. *No charter schools should complete this section.*

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2019-20) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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.

- 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.
- Provide the direct website link to the A&I materials

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *August 29, 2019*

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.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *Report on your membership list.*

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 2019-20 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)
Skip Voge	Community Member	
Matthew Meyer	Parent	
Dana Cook	Parent	
Mari Haugen-Eitzman	Community Member	
Paula Shroyer	Teacher	
Maverick Gordon	Student	
Lori Amy	Support Staff	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It

is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?
Limit response to 200 words.
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
Limit response to 200 words.

Nerstrand School is a small school, with only six classrooms (pop.148 students). Our students will have access to all classroom and specialists teachers during their time at Nerstrand School. All students will have worked with every licensed teacher by the time they have graduated from Nerstrand School.

We have multi-age classrooms at grades 2-5. 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. Data meetings are held every 6-8 weeks to look at students’ growth in intervention groups. Data from Benchmark and FASTBridge is reviewed 3 times a year. At the end of each year, we re-evaluate class lists in grades 2-5. Each spring class lists are re-evaluated using MCA , FASTBridge and Fountas and Pinnell (Benchmark) results. Our goals for our students of color are that they are given extra support when needed and that we monitor their achievement closely.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
Limit response to 200 words.
 - What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Limit response to 200 words.

We have not had teachers of color apply to work at our school. We do have a small population of students of color, African American and Latinx, but unfortunately our staff is not racially diverse. Our students and teachers reflect the majority population we serve. However, we have worked to increase diversity in our population by outreach to families of color in our area. We are in a rural area of the state and this impacts our ability to hire teachers of color. We use multiple hiring websites to recruit a diverse pool of applicants. Our number of applicants, has increasingly gotten smaller over the years. We have tried to increase our salary scale to attract more candidates of all races.

In hiring new teachers, we prefer experienced teachers with strong recommendations. However, the majority of our applicants are teachers that have recently graduated. We have developed a mentoring program within our building to help teachers with less experience. Our peer evaluation plan has helped "on board" new teachers. We also put money into our budget for high quality professional development. All new hires have weeklong trainings in Responsive Classroom, paid for by the school. We had a professor from the University of Minnesota's Reading Research program working with all classroom teachers on core reading instruction. The Administration promotes individual teacher's professional development, and the school pays for and expects teachers to continue beyond the licensure requirements in their own professional development.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that 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.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

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

Goal	Result	Goal Status
<p>Long term goal. By June 30, 2022, 75% of kindergarten students will be ready for first grade by reaching the kindergarten end of year Benchmark, Level D, as measured by the Fountas and Pinnell Leveled Literacy Intervention System.</p>	<p>“Unable to report”</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input checked="" type="checkbox"/> Unable to report</p>

Narrative is required; 200-word limit.

In team meetings the Director, kindergarten and first grade teacher analyze data using FAST and Fountas and Pinnell results in literacy. Using the PRESS protocol if whole group intervention is required, then 6 week interventions are given to the entire class. If smaller groups of students need interventions, then they are part of reading groups that contain no more than 4 students. Those students are progress monitored, and data is analyzed every 6-8 weeks. Our kindergarten room also has a full time aid to help with reducing class size. In the 18-19 school year evaluation of core reading instruction was started. Dr. Debra Peterson from the University of Minnesota Reading Research has been meeting with the kindergarten teacher 3 times a year to analyze core instruction’s alignment to standards, guided reading instruction and evaluation of reading program. We will know that interventions are working when we see less students in interventions as they move through the grades, and track the growth of students throughout their time at our school. Professional Development money has been issued to strengthen reading instruction at all grade levels. All teachers are encouraged to plan their own professional development.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>By June 30, 2022, Nerstrand School's combined FY 2017-FY2022 proficiency rate in reading will exceed the state combined FY2017-FY2020 proficiency rate. This is measured by the MCA Reading tests.</p>	<p>Unable to report</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

In team meetings the Director and team teachers analyze data using FAST and Fountas and Pinnell results in literacy. Reading Intervention groups are based on screening using FAST. Intervention groups have 4 or less students. FAST screenings are done three times a year and intervention groups have regular progress monitoring. We are specifically looking at this data for our free/reduced lunch students to make sure they are being given the support they need to succeed. Students receiving interventions are screened after approximately six weeks of interventions to measure growth. Information from these screenings determines next steps with these students. At risk students receive more frequent evaluations from the special education teachers and core room teacher. We've had a Reading Corps tutor for 2 years. In the 18-19 school year evaluation of core reading instruction was started. Dr. Debra Peterson from the University of Minnesota Reading Research has been meeting with teachers 3 times a year to analyze core instructions alignment to standards, guided reading instruction and evaluation of reading program. We will know that interventions are working when we see less students in interventions as they move through the grades, combined with their reading results in MCAs.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Through June 30, 2022, Nerstrand School's proficiency rates for Free and Reduced Students (FRP), as measured by the MCA Math test (grades 3-5) will be greater than 10 percentage points above the state average.</p>	<p>Unable to report"</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

We are specifically looking at data in both reading and math for our free/reduced lunch students to make sure they are being given the support they need to succeed. We have used Title I funds for a highly qualified reading interventionist since 2015. The 2019-2020 school year we were approved for both reading and math corps tutor. Nerstrand School adopted a new math curriculum that began in the 2018-2019 school year. We specifically looked at more hands on learning with this program. Our math team also looked at various recommendations of math programs and wanted a program that would have depth and the ability to complete the curriculum within a school year. They made sure the new program was aligned with state standards. In team meetings time is given to reflect and discuss the program and analyze its effectiveness. We are using our aMath results, MCA math scores and in classroom assessments to measure its effectiveness. We have also increased our math periods.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Long term goal. By June 30, 2022, Nerstrand School’s percent of students below grade level making high growth shall exceed the state. As measured by the MCA Math test (Grades 4-5).</p> <p>Long term goal. Nerstrand School’s percent of students below grade level making high growth shall exceed the state. As measured by the MCA Reading test (Grades 4-5).</p>	<p>“Unable to report”</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p>Goal Not Met (one-year goal)</p> <p>Met All (multiple goals)</p> <p>Met Some (multiple goals)</p> <p>Met None (multiple goals)</p> <p>X Unable to Report</p>

Math: *The 2019-2020 school year we were approved for both reading and math corps tutor. Nerstrand School adopted a new math curriculum that began in the 2018-2019 school year. We specifically looked at more hands on learning with this program. Our math team also looked at various recommendations of math programs and wanted a program that would have depth and the ability to complete the curriculum within a school year. They made sure the new program was aligned with state standards. In team meetings time is given to reflect and discuss the program and analyze its effectiveness. We are using our aMath results, MCA math scores and in classroom assessments to measure its effectiveness. We have also increased our math periods to 80 minutes a day.*

Reading: *In team meetings all classroom teachers analyze data using FAST, Fountas and Pinnell and MCA results in literacy. Using the PRESS protocol if whole group intervention is required, then 6 week interventions are given to the entire class. If smaller groups of students need interventions, then they are part of reading groups that contain no more than 4 students. Those students are progress monitored, and data is analyzed every 6-8 weeks. Our kindergarten room also has a full time aid to help with reducing class size. In the 18-19 school year evaluation of core reading instruction was started. Dr. Debra Peterson from the University of Minnesota Reading Research has been meeting with the kindergarten teacher 3 times a year to analyze core instruction’s alignment to standards, guided reading instruction and evaluation of reading program. We will know that interventions are working when we see less students in interventions as they move through the grades, and track the growth of students throughout their time at our school. We will continue to use Professional Development money to improve reading and math instruction.*

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2019-20 school year.</i></p>	<p><i>Provide the result for the 2019-20 school year that directly ties back to the established goal.</i></p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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 distributes a parent/family engagement and satisfaction survey to parents/guardians of Nerstrand students. Nerstrand School families had 77% participation in the survey. Questions in the four domains were close-ended with five response options (Strongly Agree, Agree, Don’t Know, Disagree, Strongly Disagree). The survey was designed to measure four domains of parent satisfaction: (a) Community and Climate (b) Curriculum and Learning (c) Faculty and Staff (d) Governance and Administration. The results of the survey were very positive.

Domain	Proportion of Parents with and Average Positive Response (Strongly Agree/Agree)
Community and Climate	98%
Curriculum and Learning	92%
Faculty and Staff	94%
Governance and Administration	90%

Comments:

Nerstrand has done an amazing job supporting us. This has been such an enormous challenge on everyone but I will say so much on the kids & educators. I am beyond grateful for the teachers and paras accomplishing distance learning in such a short time and the support that's continually offered to us.

I love the intimate setting of Nerstrand School. It is like "old school" where every staff member knows every student, regardless of grade. I really appreciate that.

I always feel welcome.

Our family is very happy with Nerstrand Elementary and their staff. :)

Thank you so much for your professionalism and nurturing approach to educating our son. He looks forward to school and adores his teacher. She is remarkable, thank you for providing a well-rounded progressive educational environment.

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 Carnival/Silent Auction in winter. 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. In the fall of 2014 the PTO organized the first Nerstrand Night Out and Hog Roast.

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. The Nerstrand Women's Club donates a variety of clothes so that we have supplies for students who need them. Their help is greatly appreciated.

VIII. INNOVATIVE PRACTICES

Multiage Benefits

The multi age 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 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 the 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

Goals and Benchmarks for the coming year in instruction and student achievement.

System to review the effectiveness of Instruction and Curriculum.

Practices that Integrate high quality instruction, rigorous curriculum, technology and a collaborative professional culture.

Using data from standardized assessments (FASTBRIDGE & MCA), is assisting us in reviewing our curriculum in reading, math and science. We also use the BAS system to assess students and make changes to instruction. Teachers have developed classroom assessments to review and analyze student writing, and next steps in instruction. We have formalized our curriculum review process and will be making curricular changes as needed. We are developing a curriculum rotation to be used to review best practices in core areas. In the last 5 years reading, math, science and spelling have been reviewed and new curriculum decisions have been made and implemented. Through this process, we adopted a school wide literacy program to strengthen reading and literacy. Also, our school is committed to using PRESS materials from the University of Minnesota to thoughtfully plan out interventions for students in their reading. We continue to apply for Reading Corps tutors, and are eligible for a full time tutor through Americorps.

We have also spent much time on learning and growing our Social and Emotional Learning for students and staff. New SEL curriculum was implemented school-wide in the 2019-2020 school year. 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. All new licensed teachers are training in Responsive Classroom strategies. Paraprofessionals are also given in house training.

Nerstrand School is committed to giving high quality professional development opportunities to our staff. The school has made a financial commitment each year to ensure that professional development is useful and supported by data to improve the work of teachers. In the coming year, Dr. Debra Peterson will continue working with teachers to strengthen core reading instruction. Teachers will be attending professional development seminars in reading and using reading strategies in whole class instruction.

Paraprofessionals will also be attending training as needed. They work with our PE teacher to implement “conflict corners” during their recess time, and to replicate expectations from PE to the playground. Paraprofessionals were also part of our Cultural Competency Training, and training with Jeff Fink and John Halpern.

After Covid-19 we are creating a comfort corner for children that have sensory issues. Also reviewing the current needs of teachers and students and how our media center space can better support teachers in their work.

Nerstrand uses a peer review model for teacher evaluation, coupled with evaluations from the Director. Each year all teachers are paired with a peer and are required to do 3 observations with their colleague (this includes a pre and post meeting). Our teaching staff developed a teacher review rubric that is used by the Director each year, with all full time licensed Nerstrand staff. Every 3 years, licensed staff present a portfolio for review by the Director.

Nerstrand School has committed to using technology in all classrooms. Because of the Pandemic, we now have one on one devices for our students. We use chromebooks in all classrooms for assessment, word processing and project based learning. Looking to the future we plan on integrating chromebooks further into our school day. With the learning we have gleaned from the pandemic, we are analyzing the ways we can use technology more purposefully.

We will be using a Math Corps tutor in the upcoming school year. We hope to increase interventions for math students. We will be looking at how FASTBRIDGE could be helpful for this process as well.

Process to Evaluate Progress Toward Goals. Data meetings are held every 6-8 weeks with classroom teachers on reading interventions and student progress. Data meetings are also held in individual team meetings with the Director, using data collected 3 times a year through the FASTBRIDGE program (reading & math). In team meetings all subject areas are reviewed and analyzed. Workdays are also a time for reflection and evaluation of curriculum, instruction and student work. We are a small staff and so all licensed staff are part of our ongoing planning and reflection of academics and climate of our school.

Gifted/Talented Students and Accelerated Learning. Nerstrand School does not have a formal Gifted/Talented program, but we realize the importance of individualizing all students' instruction. In the future we will be working as a team to strengthen programming for GT students, in particular in

math. We are able to accelerate students based on teacher recommendations and analysis of standardized test scores, classroom work, parent/guardian and teacher input.

Process to Adopt Early Admission Procedures for Kindergarten Nerstrand School does not currently accept students below 5 years old by September 1 for kindergarten enrollment. Our Board will be reviewing this policy.

Provide student access to effective teachers who reflect the diversity of enrolled students. Nerstrand School is a small school, with only six classrooms. Our students will have access to all teachers during their time at Nerstrand School. All students will have worked with every licensed teacher by the time they have graduated from Nerstrand School.

We have multi-age classrooms at grades 2-5. 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. Data meetings are held every 6-8 weeks to look at students' growth in intervention groups. Data from Benchmark and FASTBridge is reviewed 3 times a year. At the end of each year, we re-evaluate class lists in grades 2-5. Each spring class lists are re-evaluated using MCA, FASTBridge and Fountas and Pinnell (Benchmark) results.

We have not had teachers of color apply to work at our school. Our students and teachers reflect the majority population we serve. However, we have worked to increase diversity in our population by outreach to families of color in our area. We are in a rural area of the state and this impacts our ability to hire teachers of color.

In hiring new teachers, we prefer experienced teachers with strong recommendations. However, the majority of our applicants are teachers that have recently graduated. We have developed a mentoring program within our building to help teachers with less experience. Our peer evaluation plan has helped "on board" new teachers. We also put money into our budget for high quality professional development. All new hires have weeklong training in a Responsive Classroom, paid for by the school. We have had a professor from the University of Minnesota's Reading Research program working with all classroom teachers on core reading instruction. After the pandemic we plan to continue this work. The Administration promotes individual teacher's professional development, and the school pays for and expects teachers to continue beyond the licensing requirements in their own professional development.

Strategies for improving the English language development of English learners. The Nerstrand Board of Directors has developed a policy for English language learners. A variety of measures may be used to determine if a child would benefit from ELL services. Once eligibility for services is determined, a variety of curriculum is used in working with students. Our PRESS interventions through FASTBRIDGE are beneficial for ELL learners in reading. If needed contracted services with licensed ELL teachers would also be used.

Annual budget for implementing the WBWF plan.

Staff professional budget (ELL, GT, core reading instruction): \$10,000

Director professional budget: \$2000

Curriculum budget: \$20000

Technology budget: \$5000

Media Center: \$1000

X. BOARD TRAINING

<i>Name</i>	<i>Certification</i>	<i>Date Completed</i>	<i>Location</i>
Rich Bailey	Board Governance	3/14/2018	Minnesota Association of Charter Schools
Rich Bailey	Employment Law	3/20/2018	Minnesota Association of Charter Schools
Rich Bailey	Financial Matters	11/27/2017	Minnesota Association of Charter Schools
Betty Voge	Financial Matters	11/19/2019	Minnesota Association of Charter Schools
Betty Voge	Employment Matters	9/21/2019	Minnesota Association of Charter Schools
Betty Voge	Board Governance	9/21/2019	Minnesota Association of Charter Schools
Alicia Wasilowski	Financial Matters	3/7/2018	Minnesota School Boards Association
Alicia Wasilowski	Board Governance	3/7/2018	Minnesota School Boards Association
Alicia Wasilowski	Employment Matters	3/7/2018	Minnesota School Boards Association
Gretta Kunze	Financial Matters	11/19/2019	Minnesota School Boards Association
Gretta Kunze	Employment Matters	9/21/2019	Minnesota School Boards Association
Gretta Kunze	Board Governance	9/21/2019	Minnesota School Boards Association

Tara Vondrasek	Board Governance	5/22/2010	Ratwick, Roszak & Maloney
Tara Vondrasek	Employment Matters	5/22/2010	Ratwick, Roszak & Maloney
Tara Vondrasek	Financial Matters	5/21/2010	Nonprofits Assistance Fund
Nicole Schaefer	Financial Matters	11/19/2019	Minnesota Association of Charter Schools
Nicole Schaefer	Employment Matters	2/8/2020	Minnesota Association of Charter Schools
Nicole Schaefer	Board Governance	2/8/2020	Minnesota Association of Charter Schools
Jan Boudreau	Financial Matters	11/13/2010	University of St. Thomas
Jan Boudreau	Board Governance	5/25/2010	Ratwick, Roszak & Maloney
Jan Boudreau	Employment Matters	5/25/2010	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.
7. Annual professional development opportunities for the Director.

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 System for Teachers from University of Minnesota	Early Literacy	Provides student performance data and reporting improvement to parents, teachers and administrators to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	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

GRADE 1

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 Measurable Achievement Objective (MAAO) 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 to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	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

GRADE 2

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 Measurable Achievement Objective (MAAO) 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 to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	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

GRADE 3

Common Test Name	Formal Test Name	Test Subject	Purpose	When
ACCESS FOR ELL'S (WIDA)	Accessing Comprehension & and 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 Measurable Achievement Objective (MAAO) 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 to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	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

GRADE 4

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 to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	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

GRADE 5

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 to enable evidence-based evaluation and data-driven instruction	Fall, Winter, Spring
READING BENCHMARKS	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