



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

District or Charter Name: New Century Academy

Grades Served: 7-12

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Title: Enter title.

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

This report has two parts:

Part A: Required for all districts/charters

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

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

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

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

Part A: Required for All Districts

Annual Report

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

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.

- <https://www.newcenturyacademy.com/nca-annual-report-2/>
- <https://www.newcenturyacademy.com/resources/worlds-best-workforce-mde/>

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.

- *April 19th 2017 was NCA's annual meeting and the WBWF plan has been addressed throughout the board workshops and the establishment of Work Skills within the curriculum.*

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)
Kathy Prellwitz	School Board Chair	X
Tony Ebert	Community Member	
Ambrosia Doty	Special Education Teacher/ Board Member	
Josh Krych	Special Education Teacher/Board Member	
Caitlin Usset	Guidance Counselor	
Kayla Stansbury	Math Teacher	
Barb Haugen	English Language Arts Teacher	
Brittany Buxcel	Science Teacher	
Kelsey Dolge	Social Studies Teacher/ Board Members	X
Jason Becker	Director, Ex Officio board member	X
Chris Kraft	Special Education Coordinator	X

Equitable Access to Excellent Teachers

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

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

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

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

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Administration and teachers are involved in equitable access throughout the hiring processes going into school years. Admittedly, we have several teachers who have degrees relevant to the fields they are teaching but are pursuing licenses. As a school we implement a “grow our own” program in which we assist teachers who are going back to school with the financial piece with tuition agreements that will result in teachers committing to NCA for a period of time following licensure.*
 - *Given a small staff, all students pretty much see all the same teachers regardless of the student’s status or history with the subject matter (with the exception of special education in which an IEP dictates a pull-out service being required).*
 - *The biggest contributor to having access to Experience, effective, and in field teachers is that we have a hard time finding teachers licensed in Special Education as there is a state-wide shortage.*
 - *The biggest way we have addressed student access is by getting our teachers licensed in their respective field. At this point every NCA instructor is either licensed in their field or is enrolled in a teaching program.*
- *Access to Diverse Teachers*
 - *Given that NCA is located in a rural part of the state, there is a struggle to find diversity within teaching candidates.*
 - *Teachers that are presently on staff are encouraged to develop positive relationships with students. These relationships can lead to things such as sharing of family differences, cultural traditions, and experiences with travel. Students and staff communicate pretty openly about ideas, questions, and concerns. Conversations are often structured around the idea of inclusive community and how to appropriately address a topic. We do not shy away from conversations of differing ideas or opinions, rather we welcome it with intentional instruction about how to learn from one another.*

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 type="checkbox"/> WBWF Goal Only <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 one of the following: Multi-Year Goal: <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> District/charter does not enroll students in kindergarten

Bulleed narrative is appreciated. 200-word limit.

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

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only <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 one of the following: Multi-Year Goal: <input type="checkbox"/> On Track

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
		<input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> District/charter does not enroll students in grade 3

Bulleted narrative is appreciated. 200-word limit.

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

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>The percentage of Free and Reduced Lunch students enrolled October 1 in grades 7-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA III will increase from 6.2% in 2016-2017 to 11.2% in 2016-2017.</p> <p>The percentage of Free and Reduced Lunch students enrolled October 1 in grades 7-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 56.0% in 2016-2017 to 56% in 2017-2018.</p> <p>The percentage of Free and Reduced Lunch students enrolled October 1 in grades 7-12 in New Century Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on the Science MCA III will increase from 27.3% in 2016-2017 to 32.3% in 2017-2018.</p>	<p><i>The percentage of FR students enrolled on Oct 1 that scored proficient or exceeds on the Math MCA was 26.4%</i></p> <p><i>The percentage of FR students enrolled on Oct 1 that scored proficient or exceeds on the Reading MCA was 44.5%</i></p> <p><i>The percentage of students enrolled Oct 1 that are FR students that were proficient or exceeds was 25.0%. However, there were more students who had an exceeds score than in 2016-2017</i></p>	<p><i>Check one of the following:</i></p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- We have used the MN report card to break down our data into smaller target groups. We also are looking at intentional groupings of students in the work we do to close this gap.*
- We have now structured Middle School Math and Science classes to go year round in the following school year as opposed to semester length classes. We also have developed remediation time for our students within the classes.*
- Even though we have some goals that are not met- results have proven to either be within reasonable for reaching the goal based on any given year or have been met. Given the small sample sizes for MCAs (under 100 students in nearly every case; even smaller if you break out sub groups) a couple of students having a good or bad day may change the results a significant amount. Given the small sample size and all the power of external factors effecting scores, it is clear this plan is well-implemented as we have produced results that either are within reach, or have met our goals.*
- We know this is helping because year in and year out we are delivering results that either can be built upon and have small groups targeted or have met goals.*

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>1. The percentage of all students in grades 7-12 at New Century Academy enrolled by October 1 who are proficient on the Math MCA III will increase from 8.6% in 2016-2017 to 13.6% in 2017-2018.</p> <p>2. The percentage of all students in grades 7-12 at New Century Academy enrolled by October 1 who are proficient on the Reading MCA III will increase from 54.8% in 2016-2017 to 57.8% in 2017-2018.</p> <p>3. Average growth in math, according to NWEA testing to meet or exceed 5 RIT Points during the 2017-2018 school year.</p> <p>4. The percentage of all students in grades 7-12 at New Century Academy enrolled by October 1 who are proficient on the Science MCA will increase from 29.2% in 2015-2016 to 34.9% in 2017-2018.</p>	<p><i>The percentage of students who were enrolled Oct 1 who scored a meets or exceeds on the Math MCA was 21.6%.</i></p> <p><i>The percentage of students who were enrolled Oct 1 who scored a meets or exceeds on the reading MCA was 43.7%</i></p> <p><i>According to our NWEA results students improved by 2.55 RIT points on average in math.</i></p> <p><i>The percentage of students enrolled on October 1 who received a meets or exceeds on the Science MCA in 2017-2018 was 30.8%</i></p>	<p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- *We have used the MN report card to break down our data into smaller target groups. We also are looking at intentional groupings of students in the work we do to close this gap.*
- *We have now structured Middle School Math and Science classes to go year round in the following school year as opposed to semester length classes. We also have developed remediation time for our students within the classes.*
- *Even though we have not met our goals in Math at this point- the average RIT score rose by 2.53 points in the course of a single school year. That is an impressive feat for a school like NCA that has a historic trend of struggling in math. We consider this the first gains in a well-implemented plan that will pay dividends over coming years.*
- *With the exception of one, all of our current goals are making progress in an upward trend. Even if we are not there, yet- it is only a matter of time and work.*

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>The goal established by administration in 2017-2018 was to graduate 70% of the students who were enrolled with New Century Academy on October 1st of their 9th grade year.</p>	<p><i>New Century Academy retained 17 students from October 1st of 2014. Of the 17 retained, 15 graduated. Which totals 88% graduated.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</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 12</p>

Bulleted narrative is appreciated. 200-word limit.

- We are able to pull student data off our student data system and attendance to know who was with us their freshman year and through pulling enrollment and un-enrollment/graduation dates we can see who stayed with us throughout and know who graduated with their class.*
- Consistently our advisors meet with students and families to analyze transcripts and develop plans that can help kids obtain credits and meet their goals of graduation. Given we have a very individualized approach, this helps increase transparency between parents, students, and teachers.*
- Overall, it looks like we are doing quite well as the past two years had students that have spent their time with us graduating at higher numbers. Once again given that the largest senior class in recent memory is 17 retained from freshman year, the lowest percentage a student may make up is 6% of the total. So even though it may say 80% that means with the exception of students, everyone graduates on time except maybe 1-2 students. So as a whole, pretty successful.*
- In addition to having a high graduation rate amongst those we retain from freshman year onward, we also have noted success in getting students who are behind in credits set up with plans that help them meet goals of graduating with their class.*

Part B: Achievement and Integration Progress Report

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

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

Achievement and Integration Goal 1

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

Bulleted narrative is appreciated. 200-word limit.

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

Achievement and Integration Goal 2

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

Bulleted narrative is appreciated. 200-word limit.

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

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

Integration

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