

Combined Comprehensive Achievement and Civic Readiness Report



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Introduction

Mission: To engage students in critical thinking and teamwork that empowers them toward lifelong learning and global citizenship.

Vision: To provide a school that creates an inclusive community working together to support student achievement and build a strong sense of self-worth.

How the school is meeting the primary and additional purposes for which it is chartered

The primary purpose of NCA is to improve the learning achievement and success of all students. To achieve its primary purpose, NCA focuses on creating, maintaining, and nurturing meaningful relationships with families and students within its surrounding communities. NCA values a compassionate, informed citizenry, life-long learning, critical thinking, and respect for cultural and environmental diversity, and serves to deepen an individual's understanding of self and the world they live in.

The small school size, class size, and low student-to-teacher ratio enable students to feel a vital part of a community, fostering an awareness of belonging and self-efficacy, which in turn lends them a greater sense of purpose within their world community. NCA is a unique learning experience that offers project-based learning along with a core curriculum in the primary study areas. It is a place where students are genuinely learning to learn.

The belief in utilizing the latest technology is evident in an emphasis on incorporating technology into everyday life and tapping into the community's resources, particularly those with expertise and knowledge to share.

NCA is approved to provide PBL in grades 6-12.

Name and Contact of the School's Authorizer

Novation Education Opportunities (NEO)

Wendy Swanson Choi, Executive Director

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Eagan, MN 55123

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School Enrollment

Grades Served

Grades Served:

2002-2003	7 th -10 th	100 students	2014-2015	7 th -12 th	118 Students
2003-2004	7 th -11 th	127 students	2015-2016	7 th -12 th	112 Students
2004-2005	7 th -12 th	150 students	2016-2017	7 th -12 th	125 Students
2005-2006	7 th -12 th	150 students	2017-2018	7 th -12 th	136 students
2006-2007	7 th -12 th	154 students	2018-2019	7 th -12 th	140 students
2007-2008	7 th -12 th	146 students	2019-2020	7 th -12 th	145 students
2009-2010	7 th -12 th	144 students	2020-2021	6 th -12 th	145 students
2010-2011	7 th -12 th	135 students	2021-2022	6 th -12 th	145 students
2011-2012	7 th -12 th	135 students	2022-2023	6 th -12 th	135 students
2012-2013	7 th -12 th	145 students	2023-2024	6 th -12 th	110 students
2013-2014	7 th -12 th	150 students			
*2024-2025: 100 Students					

Grade	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
6	NA	NA	NA	6	4	5	2	6
7	25	19	11	10	7	9	5	6
8	19	27	26	13	15	11	9	9
9	17	27	35	35	16	22	18	22
10	13	23	26	26	38	20	17	18
11	32	18	24	24	27	40	18	17
12	23	28	18	18	27	23	32	22
Total:	129	142	140	140	134	130	110	100*
								*Est

	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Male	39.6%	45.07%	44.28%	41.91%	41.54%	44.61%	46.0%	44%
Female	60.4%	54.9%	55.71%	58.08%	58.46%	55.39%	54.0%	56%
Special Education	37%	36%	33.3%	36.1%	33.6%	34.9%	37.6%	37.8%
African American	2%	1.4%	2.2%	0%	0%	.8%	0.9%	0%
Hispanic	7%	12%	6.5%	6.9%	11.8%	11.1%	6.8%	10%
Asian/Pacific Islander	0%	0%	0%	0%	0%	0%	1.7%	0%
White	86%	85%	86.2%	88.7%	84.9%	84.1%	85.5%	86.7%
Ind. American	1%	0.7%	1.4%	0%	0%	0%	0%	0%

Student Attrition

Of the 110 total students served during the 2023-2024 school year, NCA experienced its lowest level of attrition. This has been an odd year in the history of NCA, as no year in record has had an attrition rate greater than 4%. There are many reasons for this. However, a large one is trying to counter the narrative that we are an ALC or an ALP-type school. We had several students who attended the school without a desire to engage in project-based curriculum and struggled with the smaller environment, which offered more flexibility. However, we also brought in students who were excited and desiring to be in the environment we were offering.

Governance and Management

The NCA School Board currently consists of a 5-member board of directors. These members must be a part of one of the following groups: teachers, parents, or community members. No group is required to have a majority, but it is necessary to have at least one director from each group to comply with the statute. The terms are staggered so the NCA board will never have a completely new board of directors all at one time.

2024-2025 Roster

Name	Office	Type	Term Exp.
Kathy Prellwitz	Board Chair	Community Member	June 2025
Kelsey Dolge	Vice-Chair	Teacher	June 2025
Traci Schutz	Secretary	Community Member	June 2027
Tina Myllykangas	Treasurer	Parent	June 2026
Heather Finnell	Member	Community Member	June 2027
Jason Becker	Ex-Officio	School Director	NA.

The board is responsible for overseeing the areas of employment, governance, and finances. They meet on the third Wednesday of each month at 5:30 PM in the NCA Conference Room.

Result of Annual Assessment of Board Performance (will be completed Sunday after the board Meeting)

Training for board members has been attended in the previous year.

Member	Role	Trainings Completed
Kathy Prellwitz	Chair	Ongoing Training at Monthly Board Meetings
Kelsey Dolge	Vice-Chair	Ongoing training and refreshers at monthly meetings NEO Celebrations of Learning (5 Sessions) School Tours with other PBL Schools MN Teacher Required Areas for relicensure
Traci Schutz	Secretary	Ongoing Training and Monthly Refreshers
Tina Myllykangas	Treasurer	NA
Heather Finnell	Member	Completed 50+ trainings from Dec. 2023-March 2024

Training completed by the director

Presenter	Topics	Hours
Ratwick Law Conf.	SPED Law	8 Hours
NEO Celebrations of Learning	Various School Leadership and Board Training	2 days, 6 hours each
MACS	Various Charter School Administrator Topics	1 hour per week of school.
Adam Gregory- whole group PD	Credit Recovery, Student Interventions, PBL	15 hours
Adam Gregory- individualized	School Leadership, Administration, and Mentoring	24 hours

NCA 2023-2024 Staff

Staff Roster

Name	Assignment	File Folder Number
Jason Becker	Director	404894
Kelsey Dolge	Social Studies Educator / Advisor	480243
Maria Nuthak	Science Educator / Advisor	323893
Michael Tellez-Zamora	Math Educator/Advisor	1032253
Maggie Schroeder	Student Services Professional	439215
Jessamine Julian	Language Arts Educator / Advisor	485409
Christopher Smith	Social Studies Educator/Advisor	452003
Marcus Rothstein	ShopTeacher/Advisor	1021647
Mark Wigern	Physical Education and Health Teacher	368846
Stacy Miller	Special Educator/ Advisor	513921
Elisabeth Mumford	Special Educator / Advisor	515412
Anne LeClaire	EL/Spanish/Advisor	412645
Marci Collette	Art Teacher/Advisor	1012296

Michael Tellez-Zamora	Paraprofessional	N/A
Mona Theisen	Food Services	N / A
Talitha Thuringer	Nurse	N / A
Dawn Villianueva	Admin Asst / Student Data Management	N / A
Stephanie Falling	Paraprofessional	N / A
Talia Stark	Paraprofessional	N / A
Julie Puder	Paraprofessional	N / A
Marci Collette	Paraprofessional	N / A

SCHOOL FINANCES

New Century Academy made great improvements to the financial health of the school over the 2023-2024 school year. We recalculated our budgeted ADM to be conservative at 107.5 even though we anticipated more students. We committed as a school board and administration to not increase our budgeted ADM. Our goal was to increase our fund balance as high as possible. This was in response to our FY15 fund balance ending around 2%. Our authorizer and MDE have advised and recommended a 20% fund balance. We revised and implemented a new fund balance policy that would keep us in check and always making decisions based on the effect on the fund balance. We finished the fiscal year at a 25% fund balance. We recognize it is super important to keep it above that 20%. However, at this point, the board will follow its fund balance policy to decide when it is appropriate to dip into that fund to provide the top programming we can for our students. We have established some excellent protocol regarding school finance between in-house personnel and our contracted services with Charter School Accounting and Aaron Leisen, Finance Coordinator. He can be contacted for more information at 763-259-5715.

	Activity
General Fund	
Revenue	\$2,135,882
Expenditure	\$2,436,135
Food Service Fund	
Revenue	\$15,951
Expenditure	\$53,866

Total Revenue	\$2,270,260
Total Expenditures	\$2,526,261
Total Beginning Fund Balance July 1 2023	\$624,225
Total Ending Fund Balance June 30 2024	\$563,001
Fund Balance Pct June 30 2023	24%

Review of Goals, Outcomes, and Strategies of the prior year

2023/2024 Goal Results

Adopted by NCA Board of Directors in 2022

School Board Goals – 5 year Plan: Spring 2023- Spring 2026

1) MCA math scores improve by over 10 percentage points or meet state proficiency levels.

Results: NCA did not meet state proficiency levels and did not improve by ten points. Math is an area that we are looking to work on over the next year.

2) MCA reading scores improve by 10 percentage points or meet state proficiency levels.

Results: NCA was able to improve by ten percentage points but we did not meet state level.

3) Surpass resident district in math and reading MCAs.

Results: NCA did not surpass the resident district in MCA scores during the '22-23 school year.

4) MCA's in Math or Reading meet standards or are improved by 10 percentage points from the baseline year.

Results: We did not improve by 10 percentage points over the last year.

5) NCA outperforms Hutchinson Public Schools in Math and Reading MCAs amongst FR lunch populations.

Results: NCA did not improve over 10 percentage points within this group.

6) NCA outperforms Hutchinson Public Schools in SPED population on the MCAs

Results: NCA did not outperform the resident district in math or reading, but we saw noted improvement in science.

7) NCA outperforms State in SPED population on the MCA's.

Results: NCA did not outperform the state

8) NCA will have more than 50% of students make their growth targets on NWEA tests.

Results: This goal was not met this previous year.

9) Students below grade level experience over 1 grade level of growth in Math and Reading will make 150% growth.

Results: Students made at least 150% growth if they were below grade level in both Math and Reading per NWEA scores.

10) NCA will have 50% of its students who are at or above grade level meet growth targets.

Results: NCA did not have 60% of their students who are at or above grade level meet their growth targets.

11) Graduation rate improves by 10-20 percentage points from the baseline year.

Results: NCA's graduation rate for students retained from 9th grade to graduation was 77% which is over 20% improvement from the baseline year.

12) NCA will maintain a 95% attendance rate.

Results: NCA did not maintain a 95% attendance rate and is looking into alternatives to measure attendance.

13) NCA parent's satisfaction surveys had a 90% or above favorable response.

Results: This previous year came in at 92% satisfaction but overall is hanging at 91%

14) NCA will keep their mobility rate under 10%

Results: NCA has a mobility rate of under 10%.

15) NCA has no board compliance issues.

Results: NCA had no cited board compliance issues.

16) NCA has at least enough money to cover one full payroll as measured by end of year reserves.

Results: NCA has a fund balance that is over 20% and meets both our fund balance goal and covers a full payroll.

17) There were no findings on the financial audit that were material.

Results: There were no findings in this past year's audit.

18) NCA received the MDE finance award and/or the NEO stewardship award.

Results: NCA received the MDE finance award.

Innovative Practices and Implementation

Innovative practices and implementations

NCA has identified several areas of strength within our academic programs, our school community, and our involvement within the larger community.

SUCSESSES:

RECRUITMENT AND PUBLIC RELATIONS: The school has continued to receive generous coverage of school events and activities in the local paper, the ***Hutchinson Leader***. We also had many parents and community members in attendance at our ***Family Nights***, and our ***Senior Project Nights***. Throughout the summer, administration was intentional about creating spreads in the local newspaper marketing the new opportunities and programming that occurs at NCA. Administration also put up billboards, added a section to the newspaper for teacher publications for the upcoming year. Teachers also were able to contribute columns about what they are working on in their classrooms at the school. There was quite a great deal of praise over the articles that were published.

COMMUNITY/SERVICE/OFF SITE EDUCATIONAL EXPERIENCES: NCA has identified community and service learning as important components of its learning program, and was creative in providing ample opportunities for students to become involved in a variety of projects.

Throughout the 2023-2024 school year, small groups of students were involved in reading to students at Equul Access, volunteering at local nursing homes and hospitals, providing musical accompaniment around the community, Office, various churches, McLeod County Food Shelf, Aveyron Homes, and various other groups within and around Hutchinson.

This is part of a Service Learning component of our graduation requirements. As such, all of our seniors were involved in providing a minimum of 25 hours of service at these agencies. We have added in an opportunity to grow this area. Students have the potential to earn their white cord at graduation if they complete double the number of service hours that are required for graduation. We have found including a cord for achievement is something that has motivated quite a few students to go above and beyond.

One new community piece of service learning that was introduced was our community projects course. Students learned about themselves, and their strengths, weaknesses, and areas of growth. Following this, they learned about non-profits and were able to meet with several

non-profit professionals. Then the final portion of the course was to design a project that would be completed with non-profits in our community. It could be a fundraiser, a service session, or any combination of the two.

The teachers and families of NCA students have often expressed the importance of out of the classroom, or experiential learning time for their students. Time in which students can reach out and impact our community in many different ways.

We had several Off-Site experiences for students during the school year. Some of the major ones came in the form of travel opportunities. All students at NCA had a trip offered. Eterm allowed for many field trips and unique experiences within our walls and outside of our walls. This is why these weeks add such an enriching experience to the students and staff within our building.

We also had several guest speakers in our school, including several local veterans on Veterans Day that was a ceremony at NCA. We also welcomed guest speakers in several classes that included but not was limited to military history enthusiasts, local business owners, non-profit directors and starters, job skills coaches, representatives from various faiths for a world religions discussion, and many more.

E-TERM: New Century staff created over 40 hands-on experiences for students to participate in during the three E-Terms that were held this year. Students could select from half-day to full-day experiences.

The experiences this year included Knitting and crocheting, MN History based, construction based, touring state parks in the outdoors, drivers education, stained glass creation, paranormal studies, Pokemon go, the yearbook creation eterm, a Military based eterm, and more.

Each experience involved connecting students with experts in various fields and disciplines to learn about, to touch, to feel and even to taste something new for them. The effort involved coordinating numerous schedules and a myriad of community volunteers to provide rich, meaningful opportunities for students to develop projects in the area or areas they selected. We have noticed that during these eterm weeks there is a spike in attendance that can average around 94% which is really awesome to see for our students.

INTENTIONAL COMMUNITY BUILDING: NCA continued to expand the work that was begun in our very first school year, and continued to instill teamwork, communication, love of learning, respect, and responsibility as core themes and values. We continued an **After School Sports** program that was well-attended by our students. *We developed a basketball program along with archery to gauge student interest. We had volleyball, basketball, wrestling, archery, track and field, trap shooting, and drama club for students to participate in.*

During the year, the staff was able to come together within specific days to learn from one another and see what is working and what is not with various students. We also began working with the Resource Centers of Excellence to start improving our graduation rate and start laying the ground work for designing interventions for our younger students to help keep them on track and making progress toward graduation early on.

Charlotte Danielson's Framework for Teaching was used to evaluate teachers. Peer Partner groups were established and met monthly to discuss peer observations on teaching and learning using the framework. Teachers were formally evaluated 2 times during the school year and met with an administrator that observed their lessons. Needs were addressed to improve instructional quality and areas of focus for teachers. Key indicators included peer and administrator observations to assess performance and progress as Unsatisfactory, Basic, Proficient, or Exemplary.

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The creation of the leadership team has helped move things forward. The leadership team includes the school director and two educators who have long standing history with the school. They also were noted to show strong leadership potential. Additionally, all three members have very unique ways of looking at various problems and opportunities that are presented to the school. This means that in the best way, they will be working to move the school forward in various different ways.

Our long term plan is to build shared knowledge, continue conduct book studies, continue to travel to other schools, complete learning targets, and build scope and sequence with an understanding of K-6 education standards to build from, develop formative and summative assessments, and invest in social / emotional development through our SPED department, advisories, and our Student Services official

Students led "Town Meetings" throughout the school year where the entire school was present for announcements and other community building experiences. Our student council was also quite active this year, implementing ideas to involve our school and also assisting with various fund-raising opportunities.

We awarded "Student of the Trimester," award to 2 students per class taught at New Century, REACH awards for students that showed improvement during their time at NCA. We also

awarded 2 students with the Spirit of NCA award and the Leadership Award at the completion of the year. We also added in cords for graduation that students could earn through accomplishments. The NCA regalia currently looks like this:

Stole: NHS Student

Gold Cord: Academic Accomplishment (GPA over 3.25).

Light Blue Cord: Completed the Youth Leadership Program

Red, White and Blue Cord: Student is enlisting in the military

Orange Cord: Student has partaken in the drama club and school theater productions or has submitted fine arts pieces to art shows.

Green Cord: Student has participated in a season of high school sports

White Cord: Student has completed double the number of required service hours (completes 50 as opposed 25).

There is a proposal to add in 2 additional cords that will be added in the next school year

Red: School Leadership. This cord is awarded to Sports Team Captains, Drama Club Directors, and members of the Executive branch of Student Congress (as well as head judge and Speaker of the Legislature).

Purple: Student Congress. This cord is awarded to students who serve at least 1 year in the student congress and do so while staying in good standing.

Relationships were established through the advisor/student interaction as well as through family conferences, family nights, advisory day, field trips and school open houses.

Surveys administered to parents in the fall and spring continue to show general satisfaction with NCA as an educational institution. We had 27 parents complete the parent satisfaction survey. Of these, 25 of them strongly agreed that NCA was meeting their expectations. We continued our conference format this year from an advisor conference to an open conference in which teachers were available to talk to parents throughout the conference meeting. This meant that parents needed to take the initiative to attend conferences and seek out their child's teacher. This resulted in the lowest attendance rate at conferences that NCA has ever experienced. Areas of strong satisfaction include questions about their child(ren) feeling safe at school, if the staff is caring/respectful, and if they are seeing academic growth within their child(ren).

FAMILY INVOLVEMENT AND VOLUNTEERISM: NCA continues to have great parental involvement, with many family members volunteering at the school in various capacities. Our conference attendance and communication expectation is for every advisor to nail down 100% contact. Conferences can be done over the phone, in person, or via email. Even though we realize that most middle school and high schools struggle to bring a high percentage of parents in for conferences, it is NCA's goal to ensure every student and family understands their student(s) progress and areas of growth. We are encouraging teachers to call to set up conference and make the connection, otherwise teachers can utilize online sign ups as well.

This increase in attendance by parents we believe can be attributed to the change in conference format. When advisors are taking the initiative to call parents and set up a conference it helps the parents feel important and that we want them involved. It also increases the chance that the parents will attend a conference.

Parents continued their group to support and encourage the school this year. Parents continue to be involved in more teaching and learning based capacities. Parents serve on the school board, family night volunteerism, chaperoning lock-ins and events, teach e-terms and are welcomed as guest career lecturers in different capacities.

This year, we also maintained the Spartans Parents Organization (SPO). SPO serves to help address fundraising needs for the school as well as the starting of different programs within the school. This also doubles as our Special Education Advisory Committee (SEAC) with one Special Education teacher and General Education teacher present to address any concerns that parents may have about curriculum and meeting student needs. There is also a formal SEAC meeting on our fall conference night as well.

PRESENTATION NIGHTS: This was our sixteenth year of "senior projects" and we hosted three presentation nights for 12th grade students to showcase what they had learned for staff, friends, family, and community members. Each senior also selects a junior or sophomore student to shadow them during the year and introduce them on presentation night. This is usually one of the highlights of the year for staff and students alike!

STUDENT ACTIVITIES AND PHYSICAL EDUCATION OPPORTUNITIES: Our Physical Education teacher offered a middle school course focused on cooperative skills and motor skill development. The students had many different types of PE they could partake in. Including lifetime sports, international sports, a traditional PE class, and others. Students at the high school level participated in a Lifetime Fitness course and Community Fitness course in which they were transported to local fitness clubs to explore fitness opportunities in the community. Students continue to utilize our beautiful gym every single chance they could get, coming in early to school to "shoot hoops," playing basketball (with staff members!) and hanging out after school to toss footballs around. Weekly dodgeball games during advisory have also become tradition. We continued to offer programs such as Archery, basketball, volleyball, wrestling, trap shooting, music, and more. We also started advisory challenges. These tournaments had an

equal split of physical basis (flag football, basketball) and mental (trivia, chess). Trophies were awarded at the end of the year to the highest scoring advisories.

One major addition to the school Physical Education program was Archery. Students in all grades participated.

We were often able to utilize our large outdoor space at NCA for organized games such as soccer, basketball, volleyball and football, as well as introducing the students to many yard games such as bocce ball, croquet, and horseshoes. We also took advantage of local facilities, and utilized the community Recreation Center and various area parks for volleyball, basketball, softball, ice skating, and floor hockey. Students went bowling and made use of America's Fitness Center and Anytime Fitness for weightlifting. We continue to focus on providing our students with physical education activities with an emphasis on life-long fitness goals. The fall Lifetime Fitness class also took a strong interest in outdoor trips and activities such as kayaking, biking, and walking.

DISTRICT #423 RELATIONSHIP: NCA continued its 23rd year of a cooperative agreement with the local school district in order to provide additional opportunities for our students. The New Century Academy School Board decided to discontinue our co-curricular cooperative as well as many of the extra-curricular activities due to high costs for the agreement. In addition to this arrangement, NCA students can participate in extracurricular activities such as music, theatre and a limited number of sports. We have a staff member that continues their employment as the District #423's Cross Country Coach. Our director also met with District #423's superintendent several times during the school year to build on the relationship that has been established thus far. Because of the continued success of NCA's Lacrosse program started 4 years ago, District #423 decided to start a Lacrosse program at their high school and compete in the Minnesota State High School League. While NCA and District #423 continued their cooperative agreement in Lacrosse, the students at NCA no longer identified with the team after the switch and many chose not to participate. District #423 also decided to begin charging NCA for their participation in the cooperative at the rate of \$3,000 per gender activity. Despite this unfortunate arrangement, NCA will continue to strive to build a healthy relationship with the home district.

Improvement Plans

Improving Curriculum/Instruction

New Century Academy staff have been collaborating with the staff at Resource Training and Solutions to improve graduation rates, effectively identify students with additional needs, and implement competency-based lessons. We are also exploring the potential of going deeper with Project-based learning and making it a larger part of our curriculum, as NCA students think quite differently from traditional students. We are looking forward to capturing their successes and the growth of our students.

We are also exploring the idea of grouping students not by age but by skill level, so instructors can better address their needs and hone in on what the students in the room require, rather than being spread incredibly thin trying to meet students of various abilities with a vast range.

We are also delving into the content standards to explore the concept of credit recovery for students. This process would involve students who do not obtain credit for a course to meet with the teacher and determine (with teacher and advisor input) what the best course of action would be. For example, if a student scored 52%, is it really in their best interest to repeat the entire course, even though they received a majority of the standards and a high percentage of the material? Students would then work with the teacher to complete assignments and design projects that deepen and demonstrate their understanding and mastery of the standards they are missing.

Cultural Competence

NCA strives to enrich both students and staff in terms of cultural competence. Global citizenship is a part of our mission and vision after all. Staff have received professional development in this area (specifically gender identity training) as required. Teachers are also required to complete training for their Minnesota Teacher Licenses. This will be an area that staff will pursue more vehemently in the coming years as requirements and expectations of staff continue to grow. We have also worked hard to develop a diverse staff that has included (in recent years) staff members from multiple countries (USA, Sweden, Ukraine, Nicaragua) and staff who have lived overseas and speak various languages (Spanish, Turkish, Arabic, German, and more).

Equitable Distribution of Diverse, Effective, and In-Field Teachers

All students, regardless of race or income status, have access to the same teachers that all other students have access to. Currently, NCA has one-person content departments for teachers, with the exception of social studies. This means, regardless of a student's status, they will have the same English, Math, Science, Art, Music, and PE/Health teacher. The only reason a student would not have access to these same teachers is if there is a need that is addressed by an IEP goal that we must abide by. Even in these cases, we make a conscious effort not to pull students during core content classes whenever possible. In addition to this, we have also hired a Title I coordinator to help reinforce math instruction throughout the days and weeks when students who qualify for services have access. We have implemented co-taught classes in areas where it is applicable, so SPED students can receive instruction from general education teachers and then reinforce skills with added supports.

In cases where we have a non-licensed teacher in charge of the classroom, NCA has gone through the process of posting hiring notices for licensed teachers. We only utilize a Tier 1 or Tier 2 if a licensed instructor cannot be found. We have noted, in those cases, the teacher holds a degree in a field related to what they would be instructing in the classroom. During this time, NCA also enters into tuition agreements, allowing these professionals to obtain teaching licenses. We help financially support teachers pursuing their license in their field to support a "grow your own" type of program. This has been quite successful, as all but one of the Tier 1/Tier 2 teachers had made commitments to either apply to graduate schools within the next year or had already begun a teaching program.

Documentation of dissemination of information about the school's offering and enrollment procedures to diverse community groups.

Enrollment: To enroll at NCA, students must complete and have a parent or guardian sign the paperwork provided by the school office. Most students request a tour before deciding whether to enroll. However, following tours, there are many ways we can support a student's NCA journey, regardless of socioeconomic status, race, gender identity, or sexuality, among other factors. The NCA offers numerous benefits to all students, aiming to help them achieve graduation and prepare for life after graduation.

Students who receive free or reduced lunch have the same access to and opportunities as their non-qualifying peers. This is because NCA only has 1.0 FTE instructors in each department. So, students, regardless of economic status, see the same instructors. The only thing that may impact this is if a student has an IEP, in which case the IEP minutes would supersede all other aspects if a need is determined to be present by the IEP team.

The same can be said for students of color, except that students would not be excluded due to race/ethnicity. There is still only 1.0 FTE per department, so regardless of student race/ethnicity, they will see the same instructors as their peers who are not students of color or indigenous. Students are also encouraged to share their differences in beliefs and cultures when they feel comfortable, and have represented various cultures through projects and classroom discussions.

NCA also serves as a school that strives to be a gender-inclusive institution. LGBTQIA+ students make up a larger portion of the NCA student body in comparison to the national averages.

Regarding students at risk for academic failure, NCA has worked diligently to ensure that they have a supportive environment at NCA that will help them graduate. Every student who comes to NCA as a high schooler will have their transcript evaluated by the director to determine their graduation plan at NCA. Then, the student is assigned an advisor who will monitor the student's credit accumulation and progress toward graduation. As a result, we have helped many students close credit gaps and graduate. The vast majority of whom, graduated on time with their cohort.

Regarding career and college readiness, NCA has been at the forefront of developing strong programming in this area. First and foremost, we have career and college readiness goals within our framework. This includes students obtaining an on-the-job training credit, enrolling in PSEO, being accepted into college, enlisting in the military, acquiring an apprenticeship, or completing work skills coursework during their high school years. Additionally, NCA wants to

return to its charter of doing half-day projects. This change will give students more work and internship opportunities in high school.

Future Plans

1. Meet school readiness goals.

- A. For our school readiness goals, we have clearly defined our benchmarks and instruction for all student groups within our Performance Framework, which our authorizer, NEO, and MDE approved. Within this framework, we have SMART goals that address student success and achievement for all students, those who qualify for free and reduced lunch, and special education students. These are the two focus groups represented in our student body. This framework lays out percentage points for unsatisfactory, satisfactory, and exemplary progress.
- B. We have both official and unofficial means of assessing progress towards our achievement goals. Regarding the official means, we consistently meet with our authorizer, update progress, and strategize to create interventions for students who are showing a need. Unofficial evaluations occur between teaching staff when a student has an atypical result or shows insufficient progress. We have a MEIRS team that meets to design interventions for students flagged in the areas of academic achievement, behavior, and/or attendance.
- C. Using these evaluation processes, we can also identify gifted and talented students. Using our board policy #513, we can meet with parents, the student's teachers, advisors, and administration to determine the appropriateness of accelerated coursework.
- D. There are fair points to address on both sides regarding NCA's strengths and weaknesses regarding education instruction. In regards to strengths, we have small class sizes (the average is about one adult for every ten students in middle school and 1:8 for high school courses). We also have licensed teachers in every area within our building. NCA also has a small staff, which makes communicating about student needs and progress very easy. Students know all staff members, so finding assistance and support is easy. Additionally, with our small student size, there are a lot of opportunities to individualize education plans and instruction to meet learner needs.
- E. Regarding weaknesses, having only 1.0 FTE in each department (except for special education) has drawbacks. This means students receive one instructor's instructional style. However, this can also lead to consistency and investment in outcomes.
- F. Regarding career and college readiness, NCA has been at the forefront of developing strong programming in this area. First and foremost, we have career and college readiness goals within our framework. This includes students either obtaining an on-the-job training credit, enrolling in PSEO, college acceptance, military enrollment, apprenticeship acquisition, or completing work skills coursework in their high school years. Additionally, NCA wants to return to its charter of doing half-day projects. This change will give students more work and internship opportunities in high school.

2. . Have all students graduate.

- A. In looking at curriculum effectiveness, we are working with advocates from resource education training and solutions to track student progress, developing early intervention spreadsheets, and referring students for additional support if the need is identified. We track progress and course fail rates to help indicate if there is a more effective way to work with students so that we see higher pass rates or if we need to alter the curriculum.
- B. NCA has not had an EL student within the last ten years. However, we have policies and procedures in place to ensure that the needs of our EL students are met. Our authorizer and MDE have approved these policies and procedures for working with EL students.

3. **Prepare students to be lifelong learners.**

A. A part of developing lifelong learners is helping them engage in rigorous learning and a curriculum that causes them to ask questions. This is done by presenting educational materials through anti-racist lenses that are culturally sustaining. Students are exposed to various perspectives on commonly taught topics but come to their own conclusions regarding the best action to address such issues. As a result, we have a large group of students who would consider themselves activists for underrepresented or marginalized groups.

B. Regarding resources to help students understand Minnesota's cultural diversity, NCA students have had access to the Northern Lights coursework and TpT's Minnesota history curriculum, and have traveled to Indigenous reservations to learn about Indigenous history. Students have also welcomed speakers regarding LGBTQIA+ issues and speakers with disabilities. Students have also analyzed work from diverse authors within Minnesota and from other states.