Title 1 Information

Families' Rights in a Title 1 School & a Guide to State and District Testing

MINNEAPOLIS
PUBLIC SCHOOLS

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Title I is a federal program that provides money to schools and districts to help us make sure all children have equal access to high-quality education, and to meet our state's educational standards. Title I status is based on the number of students in our school from low income families. Our school is a schoolwide Title I program, which means all our students are able to benefit from the services we provide with our Title I funding. We are required to use Title I funding to improve the educational achievement of all students and engage our families in that process. School staff members work, with input from parents and the community, to develop a School Improvement Plan. The purpose of this plan is to improve our school's entire educational program.

WHAT ARE YOUR RIGHTS AS A FAMILY MEMBER IN A TITLE I SCHOOL?

We look forward to your involvement in school activities and your child's education. You will receive information throughout the school year to keep you informed about your child's educational progress and the progress the school isn't making toward helping all children meet high educational standards. You will receive invitations to discuss and give input on our School Improvement Plan and family engagement activities. You can find our School Improvement Plan and our Family Involvement Plan on our website.

AT A TITLE I SCHOOL, YOU HAVE THE RIGHT TO:

- Request information about the qualifications of your child's teacher(s) or paraprofessional(s)
- Know how your child's school is rated on its state test scores
- Know any rules for student participation in mandated assessments
- Expect regular communication with your school in your chosen language
- Work with other families and staff to develop a compact between our school and our families
- Help plan how money for family involvement should be spent
- Work with teachers, other families, and the school principal to develop a family involvement plan
- Ask for a meeting with your school principal or your child's teacher at any time

Requesting information about qualifications of a teacher/paraprofessional:

Our staff are committed to helping your child develop the social, educational, and critical thinking he or she needs to succeed in school and beyond. Our commitment includes making sure that all of our teachers and paraprofessionals are extremely skilled. You have the right to request information about the professional qualifications of your child's teacher(s) or paraprofessional(s). Please send requests to staffing@mpls.k12.mn.us. A paraprofessional provides academic or other support for students under the direct supervision of a teacher. **If you request this information, the district or school will provide you with the following information:**

- If the teacher has met State certification and licensing requirements for the grade levels and subjects for which the teacher provides instruction
- If State certification and licensing requirements have been waived (is not being required at this time) for the teacher, under emergency or other temporary status
- If the teacher is teaching in the field for which they are certified or licensed
- If the teacher has met State-approved or State-recognized certification, licensing, registration, or other comparable requirements. These requirements apply to the professional discipline in which the teacher is working and may include providing English language instruction to English learners, special education or related services to students with disabilities, or both
- If your child is receiving Title I or Special Education services from paraprofessionals, his or her qualifications.

WHY DO WE TEST STUDENTS?

We test (also called assess) students to answer key questions such as:

- *Are students learning what we intend for them to be learning?*
- *Are all students improving and being appropriately challenged?*

We will not increase student learning by just testing students. The impact of testing students comes in how our teachers use student test results (also called data). Test data is used as part of a reflection about our systems and practices at the classroom level, school level, and district level.

WHAT ARE THE DIFFERENT TYPES OF TESTS WE USE AT MINNEAPOLIS PUBLIC SCHOOLS?

1. **State accountability assessments** are used with all students to determine if students are meeting grade level standards and to monitor systems at a school, district, state, and federal level.
2. **Universal Screeners** are used with all students to determine which students are on track for their grade level and making growth. It can also be used to monitor strategies at a school and district level.
3. **Summative Classroom Assessments** are used with all students to determine if students mastered the skill, learning target, and/or standard that the teacher was targeting. (For example, in class tests, end of chapter tests, etc.)
4. **Diagnostic Assessments** are used with some students who are low performing and students who are not showing growth to identify which particular skills those students need support with.
5. **Progress Monitoring Assessments** are used with some students who are receiving targeted interventions on a regular (weekly, bi-weekly, or monthly) basis to determine if the student is making enough progress as the result of a skill-based intervention. (For example, help with reading.)
6. **Formative Classroom Assessments** are used with all students on a daily basis to reflect on immediate effectiveness of current instruction and determine if students are meeting daily learning targets.

WHICH TESTS ARE REQUIRED BY THE STATE AND DISTRICT?

State required tests: Minnesota Comprehensive Assessment (MCA) or Minnesota Test of Academic Skills (MTAS) (3-8, High School), ACCESS or Alternate ACCESS (for English Learners only), and ACT for All (Grade 10).

District required tests: FAST for K-9, Common Language Assessments for English Learners, Istation for K-5 dual language school students, and the CogAT assessment for all students in Grade 2 and students referred in Grades 3, 4, and 5, as well as all students in Grade 5 who have not previously completed the assessment. More information on these assessments can be found on the Minneapolis Public Schools' Assessments webpage (https://rea.mpls.k12.mn.us/assessments).

CAN WE SAY 'NO' TO TESTING?

Families have the right to decline student participation in state and district testing. Families need to request an Opt Out form from their school, fill it out saying which state or district test they do not want their student to take, and return it to school. Forms must be filled out

yearly. For more information on saying "no" to testing, please see page 9 for guidance provided by the Minnesota Department of Education.

Minneapolis Public Schools Assessment Calendar 2024-2025

Assessment	Required By	Estimated Time (min)	Fall Test Dates	Winter Test Dates	Spring Test Dates*	Required Grade Levels *(*Some grades are optional in Spring)*
FastBridge (earlyReading and earlyMath)	MPS	10 each	Aug 26 - Oct 4, 2024	Jan 6 - Jan 31, 2025	May 5 - May 30, 2025	Kindergarten and Grade 1
FastBridge (aReading and aMath)•	MPS	15 - 30 each	Sep 9 - Oct 4, 2024	Jan 6 - Jan 31, 2025	May 5 - May 30, 2025*	2-9*
FastBridge AUTOreading•	MPS	5	Sep 9 - Oct 4, 2024	Jan 6 - Jan 31, 2025	May 5 - May 30, 2025*	6-9*
FastBridge CBMReading	MPS	5	Sep 9 - Oc. 4, 2024	Jan 6 - Jan 31, 2025	May 5 - May 30, 2025*	2-5*
CogAT•	MPS	180	TBD			Students flagged for Advanced Learner screening in grades 2-5
ACCESS/Alternate ACCESS for ELLs•	State of MN	Listening: 40 Reading: 35 Speaking: 30 Writing: 50-65		Jan 27 - Mar 21, 2025		K-12 students identified as English Learners
NAEP	State of MN	120		Jan 27 - Mar 7, 2025		Only required at NAEP-identified testing sites; schools will be contacted directly
MCA Math •	State of MN	90-180			Mar 3 - May 2, 2025	3-8; 11
MCA Reading •	State of MN	150-210			Mar 3 - May 2, 2025	3-8; 10
MCA Science •	State of MN	90-180			Mar 3 - May 9, 2025	5, 8; High School Science MCA will be administered to all students *completing* Life Science credit
MTAS Math (Spec Ed)	State of MN	30-60			Mar 3 - May 2,	3-8; 11

					2025	
MTAS Reading (Spec Ed)	State of MN	45-90			Mar 3 - May 2, 2025	3-8; 10
Science Alternate MCA (Spec Ed)	State of MN	30-60			Mar 3 - May 2, 2025	5, 8; High School Science Alt. MCA should be administered when the life science standard is met
ACT with Writing Exam•	MPS				April 8 - 11, 2025	11
Civics Exam - Graduation Requirement	State of MN	50 questions	Ongoing			9
Grade 8 Physical Science	MPS	General: 50 ELL: 90	Ongoing			8

Click on the Assessment Name to get more information about each Assessment. See here for assessment information by grade level.
In Spring, FastBridge aReading, aMath, AUTOreading, and CBMReading are optional for grades 4-8.
•Computer Delivered Format for majority. Alternate ACCESS (grades K-12), Kindergarten and students with accommodations may be able to test on paper.

Notes:
State of MN required tests are not included in testing time limits.
This list and calendar reflects only District/State required assessments.
There are additional assessment requirements for students receiving interventions.

Assessment Name	Description & Purpose	Format	Rationale	Source of Requirement

ACCESS for ELLs/ Alternate ACCESS for ELLs	ACCESS for ELLs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Mathematics, Science and Social Studies and test forms are divided into five grade level clusters (testing grades 1-12).	Online. Paper-based per IEP/504 accommodations only.	Elementary and Secondary Education Act (ESEA)	Elementary and Secondary Education Act (ESEA)
ACT	The purpose of the ACT test is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants.	Online	Minnesota Statutes, section 120B.30	Minnesota Statutes, section 120B.30
Civics Exam	All students must take and pass a civics exam before graduating. Passing is 30+ out of 50 questions correct. Students cannot be prevented from graduating, if they do not pass the test. The civics exam connects to a broad set of social studies standards.	The test may be translated into other languages for EL students.	Minnesota Statutes, section 120B.02, subdivision 3	Minnesota Statutes, section 120B.02, subdivision 3
CogAT	CogAT is an assessment used as part of the Advanced Learner Identification process.	Online. Paper-based per IEP/504 accommodations only.	Minnesota Statutes, section 120B.11.2	Minnesota Statutes, section 120B.11.2
FastBridge	FastBridge assessments will be used as district-wide universal screeners for all students K-9 in order to assess students' reading and math skills. The FastBridge earlyReading and earlyMath assessments will be given to Kindergarten and 1st grade students. The aReading and aMath assessments will be given to students in grades 2-9. Students in grades 6-9 will also take the AUTOreading assessment.	- aReading & aMath: online and adaptive - earlyReading, earlyMath, & CBMReading: one-on-one administration -AUTOreading: online administration	Minnesota Statutes, section 120B.11.2 and READ Act	Minnesota Statutes, section 120B.11.2 and Minnesota Statutes, section 120B.12 (READ Act)
MCA	MCA measures the success of instruction based on the	Online. Paper-based	Minnesota	Minnesota

	Minnesota Academic Standards. Results can be used to see if students are mastering key content knowledge and attain the skills necessary for future success in education and the workforce. *Reading and Math are adaptive tests. Science is linear (same test for each student).	per IEP/504 accommodations only.	Statutes, section 120B.30 and ESEA	Statutes, section 120B.30 and Elementary and Secondary Education Act (ESEA)
MTAS	MTAS is a performance-based assessment in reading, mathematics and science for students with the most significant cognitive disabilities. It is the alternate assessment to the MCA, and has substantial reductions in the complexity of the academic content standards	Paper-based per IEP/504 accommodations only.	Minnesota Statutes, section 120B.30 and ESEA	Minnesota Statutes, section 120B.30 and Elementary and Secondary Education Act (ESEA)
NAEP	The National Assessment of Educational Progress (NAEP) is a measure of academic progress across the nation and over time. NAEP is a congressionally mandated program administered by the National Center for Education Statistics (NCES), within the US Department of Education and the Institute of Education Sciences. Only a subset of schools and grade levels are required to participate each year.	Online	ESEA	Elementary and Secondary Education Act (ESEA)
Grade 8 Physical Science		Online	Minnesota Statutes, Section 120B.02	Minnesota Statutes, Section 120B.02
Star Spanish	Star Spanish is an assessment designed to measure students' language skills, including reading comprehension, listening comprehension, oral proficiency, and writing proficiency in Spanish. Students in Grades K-1 will take the Star Early Literacy assessment which assesses foundational skills.	Online	Minnesota Statutes, section 120B.11.2 and READ Act	Minnesota Statutes, section 120B.11.2 and