

Title I Information

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



MINNEAPOLIS
PUBLIC SCHOOLS

WHAT IS TITLE I?

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.

Assessment	Required By	Fall Dates	Winter Dates	Spring Dates	Required Grade Levels	Estimated Duration
FastBridge	MPS	Sep. 2 – Oct. 3, 2025	Jan. 5 – Jan. 30, 2026	May 4 – May 29, 2025	- Grades K-1: earlyReading, earlyMath - Grades 2-5: aReading, CBMreading, aMath - Grades 2-3: earlyReading Nonsense Word Fluency subtest <u>if</u> below benchmark on CBMreading - Grades 6-9: aReading, aMath	5-30 minutes depending on test
Capti ReadBasix	State of MN	Sep. 2 – Oct. 17, 2025	Jan. 5 – Feb. 13, 2026		Grades 4-5; 9-12 - Students are required to take all six Capti subtests IF below benchmark on FastBridge aReading in the fall or winter Grades 6-8 - All students take all six Capti subtests	45-75 minutes to administer all subtests
CogAT•_or Naglieri (TBD)	MPS	Nov. 10 – Nov. 25, 2025			- Grade 2: CogAT Screener/Naglieri - Grades 3-5 Full CogAT for students who meet eligibility requirements OR only Naglieri Verbal or Quantitative	Screener: 30-60 minutes Full CogAT: 3 hours Naglieri: Verbal or Quantitative

Assessment	Required By	Fall Dates	Winter Dates	Spring Dates	Required Grade Levels	Estimated Duration
					subtests depending on FastBridge results	30 minutes
WIDA ACCESS	State of MN		Jan. 26 – Mar. 20, 2026		K-12 students identified as English Learners	Listening: 40 min; Reading: 35 min; Speaking: 30 min; Writing: 50-65 min
WIDA Alternate ACCESS for ELLS (Spec Ed)	State of MN		Jan. 26 – Mar. 20, 2026		K-12 students identified as English Learners who meet special ed criteria	Listening: 30 min; Reading: 30 min; Writing: 30 min; Speaking: 30 min
NAEP	State of MN		Jan. 26 – Mar. 20, 2026		Only required at NAEP selected testing sites; schools will be contacted directly (M & R, Gr 4 & 8)	2 hours
MCA Math •	State of MN			Mar. 2 – May 1, 2026	Grades 3-8; 11	1.5-3 hours
MCA Reading •	State of MN			Mar. 2 – May 1, 2026	Grades 3-8; 10	2.5-3.5 hours
MCA Science •	State of MN			Mar. 2 – May 8, 2026	Grades 5, 8; High School Science MCA will be administered to all students <u>completing</u> Life Science credit	1.5-3 hours
MTAS / Alt MCA - Math (Spec Ed)	State of MN			Mar. 2 – May 1, 2026	Grades 3-8; 11 who meet special ed criteria	30-60 minutes
MTAS / Alt MCA - Reading (Spec Ed)	State of MN			Mar. 2 – May 1, 2026	Grades 3-8; 10 who meet special ed criteria	45-90 minutes
MTAS / Alt MCA - Science (Spec Ed)	State of MN			Mar. 2 – May 2, 2026	Grades 5, 8; High School Science Alt. MCA should be administered when the life science standard is met and meet special ed criteria	30-60 minutes

Assessment	Required By	Fall Dates	Winter Dates	Spring Dates	Required Grade Levels	Estimated Duration
ACT with Writing Exam •	MPS			April 21 – April 24, 2026	Grade 11; Paper is April 21	50 questions
Civics Exam – Graduation Requirement	State of MN	Ongoing			Grade 9	General: 50 minutes ELL: 90 minutes

MPS Spanish Dual Language – Additional Spanish Language Assessments

Applicable only to Emerson, Green Central, Las Estrellas, and the Dual Language Program at Andersen

All MPS district wide and state of Minnesota testing requirements (including the K-3 and 4-12 READ Act screening requirements) also apply to the Spanish dual language sites, and can be referenced in the table above. MPS Spanish dual language programs also administer additional reading and math assessments so that students can be tested in both English and Spanish.

Assessment	Required By	Language of Assessment	Fall Dates	Winter Dates	Spring Dates	Required Grade Levels	Estimated Duration
Star Spanish Early Literacy	MPS	Spanish	Sep. 2 – Oct. 3, 2025	Jan. 5 – Jan. 30, 2026	May 4 – May 29, 2025	Kindergarten – Grade 1	5-30 minutes
Star Spanish Reading	MPS	Spanish	Sep. 2 – Oct. 3, 2025	Jan. 5 – Jan. 30, 2026	May 4 – May 29, 2025	Grades 2-8	5-30 minutes
Star Spanish Math	MPS	Spanish	Sep. 2 – Oct. 3, 2025	Jan. 5 – Jan. 30, 2026	May 4 – May 29, 2025	Grades 2-5	5-30 minutes
FastBridge CBMreading Spanish	MPS	Spanish	Sep. 2 – Oct. 3, 2025	Jan. 5 – Jan. 30, 2026	May 4 – May 29, 2025	Grades 2-5	5 minutes

Assessment Descriptions and More Information

Assessment Name	Description & Purpose	Format	Rationale	Source of Requirement	More Information
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 K-12).	Online. Paper-based per IEP/504 accommodations only.	Elementary and Secondary Education Act (ESEA)	Elementary and Secondary Education Act (ESEA)	Minnesota's Assessments for English Learners ACCESS Parent Fact Sheet
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 K-12).	Paper-based per IEP accommodations only.	Elementary and Secondary Education Act (ESEA)	Elementary and Secondary Education Act (ESEA)	WIDA Alternate ACCESS Brochure for Parents
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	The ACT (Staff Intranet)
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	MN Department of Education

Assessment Name	Description & Purpose	Format	Rationale	Source of Requirement	More Information
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 are used as districtwide 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. CBMreading is required at grades 2-5. Additionally, any MPS student in grades K-12 who is receiving either a math or reading intervention should be screened three times per year.	• aReading & aMath: online and adaptive • earlyReading, earlyMath, & CBMReading: one-on-one administration	Minnesota Statutes, section 120B.11.2 and READ Act	Minnesota Statutes, section 120B.11.2 and Minnesota Statutes, section 120B.12 (READ Act)	FastBridge Assessments in Minneapolis Public Schools MDE Universal Literacy and Dyslexia Screening Guidance • K-3 Requirements • 4-12 Requirements
Capti ReadBasix	The Minnesota READ Act requires screening for characteristics of dyslexia in grades 4-12 for those who do not demonstrate mastery of foundational reading skills. Capti ReadBasix is the only screening tool approved by MDE for this purpose. Students taking Capti will complete all six subtests: Word Recognition and Decoding; Vocabulary; Morphology; Sentence Processing; Reading Efficiency; Reading Comprehension	Online	Minnesota Statutes, section 120B.12, subdivision 2	Minnesota Statutes, section 120B.11.2 and Minnesota Statutes, section 120B.12 (READ Act)	MDE Universal Literacy and Dyslexia Screening Guidance • K-3 Requirements • 4-12 Requirements

Assessment Name	Description & Purpose	Format	Rationale	Source of Requirement	More Information
MCA	The Minnesota Comprehensive Assessment (MCA) measures the success of instruction based on the 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).	Online. 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)	MDE/Students and Families/Statewide Testing MCA Parents Fact Sheet
MTAS / Alternate MCA	Minnesota's alternate assessment, the Minnesota Test of Academic Skills (MTAS) or Alternate Minnesota Comprehensive Assessment (Alt MCA), 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)	MTAS MTAS Parent Fact Sheet
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	National Assessment of Educational Progress (NAEP)	Learn more about the NAEP program at https://nces.ed.gov/nationsreportcard/
Star Spanish	Students in Grades K-1 will take the Star Spanish Early Literacy assessment which assesses foundational reading skills in Spanish. Students in grades 2-8 take Star Spanish Reading test which assesses overall reading proficiency in Spanish.	Online	Minnesota Statutes, section 120B.11.2 and READ Act	Minnesota Statutes, section 120B.11.2 and Minnesota Statutes, section	

- ACCESS and MCA/MTAS testing scores are embargoed until August/September each year
- If you are interested in District or school level results, please visit the MN Department of Education's [MN Report Card](#) for detailed information
- School Testing Calendars are managed by school designated Testing Coordinators and are required to be published on School websites in October.

FastBridge earlyReading and earlyMath Required Subtests

Grade	Assessment	Fall Subtests	Winter Subtests	Spring Subtests
Kindergarten	earlyReading	Concepts of Print Onset Sounds Letter Names Letter Sounds Word Segmenting	Onset Sounds Letter Sounds Word Segmenting Nonsense Words Letter Names	Letter Sounds Word Segmenting Nonsense Words Sight Words Letter Names
	earlyMath	Match Quantity Number Sequence - K Numeral Identification - K	Decomposing - K Number Sequence - K Numeral Identification - K	Decomposing - K Number Sequence - K Numeral Identification - K
Grade 1	earlyReading	Word Segmenting Nonsense Words Sight Words Sentence Reading	Word Segmenting Nonsense Words Sight Words CBMReading	Word Segmenting Nonsense Words Sight Words CBMReading
	earlyMath	Decomposing - 1 Number Sequence - 1 Numeral Identification - 1	Decomposing - 1 Number Sequence - 1 Place Value	Decomposing - 1 Place Value Story Problems