



East Metro
Integration
District 6067

Learning Together-
It Matters



Annual Report on Curriculum, Instruction, and Student Achievement

www.emid6067.net

2010-2011

District Vision

EMID's vision is to create integrated communities in which all learners have the knowledge, skills, and attitudes necessary for success in an increasingly diverse and interdependent world.

District Mission

EMID's mission is to provide and promote integrated opportunities for students, families, and staff that expand cultural understanding and support academic achievement.

District Beliefs

- Caring relationships and high expectations promote learning.
- An inclusive learning environment is basic to success.
- Learning is a continuous process.
- Education is a partnership between the school, the home, and the community.
- Access to opportunities creates hope.
- Knowledge and experience provide the foundation for understanding and acceptance.
- Interactions with different people, ideas, and perspectives promote learning.
- Children thrive in families and communities that promote cultural understanding and value integration.
- Voluntary partnerships promote ownership and mutual benefit.
- Commitment requires shared risk, shared responsibility, and shared reward.
- Effective partnerships require leadership, a compelling purpose, and mutually agreed upon goals.

About this report...

This annual report gives a snapshot of the various ways progress is measured in the East Metro Integration District. The report highlights federal and state testing requirements, test results, school improvement planning, and curriculum updates. Please direct questions to Greg Keith at 651.379.2605 or greg.keith@emid6067.net.

DISTRICT PROFILE

East Metro Integration District (EMID) is a collaborative effort that fosters voluntary integration among St. Paul Public Schools and nine suburban school districts in the eastern Twin Cities metro area. EMID's member districts are: Forest Lake Area Schools (ISD 831), Inver Grove Schools (ISD 199), Roseville Area Schools (ISD 623), St. Paul (ISD 625), South St. Paul Public Schools (SSD 6), South Washington County Schools (ISD 833), Spring Lake Park Schools (ISD 16), Stillwater Area Schools (ISD 834), West St. Paul-Mendota Heights-Eagan (ISD 197), and White Bear Lake Schools (ISD 624).

To support and enhance voluntary integration in our 10 member districts, we provide the following programs and services:

- Harambee Community Cultures/Environmental Science Elementary School
- Crosswinds Arts and Science School
- Office of Equity and Integration
- Shared Academic Service Projects

**“Diversity is the one true thing
we all have in common.
Celebrate it every day.”**

DISTRICT CONTACTS & BOARD



EMID CONTACTS

District Office

651.379.2700

Jerry Robicheau, Interim/Consulting Superintendent

Mary Ojile, Executive Assistant

Harambee Community Cultures/Environmental Science Elementary School

651.379.2500

Kathy Griebel, Principal

Crosswinds Arts and Science Middle School

651.379.2600

Bryan Bass, Principal



EMID JOINT POWERS BOARD

- ▼ Forest Lake Area Schools (ISD 831): Karen Morehead, 651.464.3577
- ▼ Inver Grove Heights (ISD 199): Phillip Prokopwicz, 651.485.9603
- ▼ Roseville Area Schools (ISD 623): Kitty Gogins, 651.481.0500
- ▼ St. Paul Public Schools (ISD 625): John Brodrick, Treasurer, 651.645.7500
- ▼ South St. Paul Schools (SSD 006): John Vujovich, 651.552.9323
- ▼ South Washington County Schools (ISD 833): Jim Gelbmann, 651.739.5575
- ▼ Spring Lake Park Schools (ISD 16): Marilyn Forsberg, Clerk, 763.784.7751
- ▼ Stillwater Area Schools (ISD 834): George Hoepfner, Vice Chair, 651.351.8433
- ▼ West St. Paul (ISD 197): Cristina Gillette, Board Chair, 651.905.9957
- ▼ White Bear Lake Schools (ISD 624): Lori Swanson, 651.429.1408



COMPREHENSIVE PLANNING

EMID emphasizes continuous improvement and carefully monitors the progress of all students. Based on input from building leadership and site councils, Harambee and Crosswinds annually identify goals as part of a school improvement planning process. In 2010-2011, school improvement goals addressed the areas of reading and mathematics.

CONTINUOUS IMPROVEMENT PLANS

In 2010-2011, EMID designed, implemented, and evaluated a continuous improvement plan. This plan set the instructional direction for district- and school-level work and provided specific improvement targets. In addition, Harambee completed a comprehensive improvement plan in response to NCLB requirements.

In the continuous improvement planning process, school/district teams identify evidence of need (data that suggest that improvement is needed) and evidence of success (data that will indicate success). Schools use a variety of data including test scores, curriculum maps, attendance rates, satisfaction surveys, and discipline data. Teams also engaged in a self-assessment process to evaluate current programming and to identify improvement priorities.

Using these data, schools create specific goals for the areas of student achievement and racial integration. Schools determine strategies, staff development, resources, and parent/community involvement for each goal. Monitoring progress through data collection and assessment is also part of each Continuous Improvement Plan.



EMID GOALS	
Student Achievement	EMID will support inclusive learning environments of high expectations where all students have opportunities to achieve academic success.
Racial Integration	EMID will design and strengthen initiatives that increase interracial contact, expand cultural understanding, and support academic achievement.
Leadership	EMID will promote high-level collaboration among member districts.

CONTINUOUS IMPROVEMENT

DISTRICT IMPROVEMENT GOALS

- Goal #1:** By spring of 2011 the percentage of all students meeting or exceeding the state Mathematics performance standards will increase from 47.57% to 75.92% as measured by the MCA-III.
- Goal #2:** By spring of 2011 the percentage of all students meeting or exceeding the state Reading performance standards will increase from 64.30% to 83.49% as measured by the MCA-II.
- Goal #3:** By spring of 2011 the percentage of Asian/Pacific Islander students meeting or exceeding the state Mathematics performance standards will increase from 63.79% to 78.57% as measured by the MCA-III.
- Goal #4:** By spring of 2011 the percentage of African-American students meeting or exceeding the state Mathematics performance standards will increase from 32.16% to 69.78% as measured by the MCA-III.
- Goal #5:** By spring of 2011 the percentage of Asian/Pacific Islander students meeting or exceeding the state Reading performance standards will increase from 51.19% to 84.47% as measured by the MCA-II.
- Goal #6:** By spring of 2011 the percentage of African-American students meeting or exceeding the state Reading performance standards will increase from 50.66% to 78.06% as measured by the MCA-II.
- Goal #7:** By spring of 2011 the percentage of English learners (ELL students) meeting or exceeding the state Reading performance standards will increase from 24.13% to 76.08% as measured by the MCA-II.
- Goal #8:** By spring of 2011 the percentage of special education students meeting or exceeding the state Reading performance standards will increase from 40.65% to 72.40% as measured by the MCA-II.

HARAMBEE GOALS

- Goal #1** During the 2010-2011 school year the average reading proficiency of all students will increase from 63.94% to 87.50% as measured by the MCA-III.
- Goal #2** During the 2010-2011 school year the average reading proficiency of all identified students will increase as measured by the MCA-III.
- All students from 63.94% to 87.50%
 - Asian American students from 47.05% to 81.63%
 - African American students from 50.00% to 83.28%
 - ELL students from 34.61% to 76.00%
 - Special Education students from 44.44% to 76.43%
 - Free/Reduced Lunch students from 48.07% to 78.90%
- Goal #3** During the 2010-2011 School Year the average math proficiency of all students will increase from 54.10% to 80.43% as measured by the MCA-III.
- Goal #4** During the 2010-2011 School Year the average math proficiency of all identified students will increase as measured by the MCA-III.
- Asian American students from 76.47% TO 77.96%
 - Hispanic students from 34.78% to 77.33%
 - African American students from 32.16% to 69.78%
 - ELL students from 20.00% to 69.14%
 - Special Education students from 28.47% to 76.62%

HARAMBEE PROGRESS

- Teacher professional learning communities were refined with a focus on setting norms for collaboration, using student learning data to provide focus, setting SMART goals, designing action plans, and analyzing student work. Participant feedback, team products, and results were analyzed. Grade-level PLCs focused literacy instruction and reviewed math assessments to differentiate math instruction.
- Co-teaching model was designed and professional development facilitated for cadres of teachers.
- Sheltered Instructional Observation Protocol implementation was continued through professional development for teachers and classroom observations.
- Intervention criteria, tiered intervention system, and coordination of services intervention model were introduced.
- Learner-Teacher Assistance Team refined intervention support was refined and improved.
- Intervention support, special education, and English language learner support personnel were organized by grade-level teams to refine support for classroom teachers and students.
- After-school Homework Help lab was continued.
- Bridges intersession offerings continued to address standards-based remediation and enrichment.
- Parent communication and participation strategies were improved and implemented. Focus groups were held for identified parents.

GOALS & PROGRESS

CROSSWINDS GOALS

- Goal #1** Decrease the number of students who are not proficient in reading by 10% from 31.6% to 28.4% as measured by the spring 2011 MCA assessment for all students.
- Goal #2** Decrease the number of students who are not proficient in math by 10% from 46.3% to 41.7% as measured by the spring 2011 MCA assessment for all students.



About Harambee...

Harambee Community Cultures/Environmental Science School is a year-round magnet school serving students in kindergarten through 5th grade. All Harambee classrooms are inclusive environments in which we work hard to create a unique, exciting, and effective learning experience for our students. We strive to provide an education that helps children understand and appreciate their own personal strengths and limitations so they can become confident, self-affirming, and empowered learners. Students are challenged to look outward to the world around them — widening their perspectives through connections with others, their environment, and their communities.

About Crosswinds...

Crosswinds Arts and Science School is a year-round magnet school offering the International Baccalaureate Middle Years Programme to all students. Our academic program emphasizes interdisciplinary, project-based learning that helps students connect with the world beyond school. In our culturally diverse community, we seek to celebrate each student's unique talents. We use the IB Learner Profile to teach the characteristics of responsible global citizenship and environmental stewardship. Additional features include a challenging curriculum centered on state standards and interdisciplinary themes, access to high-quality arts experiences, flexible student groupings, engaging and enriching elective and intersession offerings, a multicultural, global perspective, and high-interest and student-centered extracurricular activities.

CROSSWINDS PROGRESS

- Teacher Professional Learning Communities were refined with a focus on setting norms for collaboration, using student learning data to provide focus, setting SMART goals, and designing action plans. Participant feedback, team products, and results were analyzed. Grade-level PLCs focused literacy and math instruction and interventions.
- Curriculum design and revision cycle was created and implemented. Subject-area teams reviewed standards, sequenced course content, and designed five-year curriculum maps for each subject area. Curriculum maps were reviewed and self assessed by teams.
- Co-teaching model was designed and professional development facilitated for cadres of teachers.
- Implementation of the AVID college-readiness system in the 2011-2012 school year was planned.
- New assessment policy was adopted to better align assessment practices with curriculum and instructional strategies.
- Improved implementation of the IB Middle Years Programme through professional development and program self assessment.
- Refined the Child Study Team process to better support learners with disabilities.
- Improved the Student Study Team process to design better interventions to support student success.
- Provided after-school and intersession programs for students in mathematics and literacy.
- Utilized reading intervention classes and Read 180 program for targeted students.
- Parent communication and participation strategies were improved and implemented. Focus groups were held for identified groups of parents.

2011-2012 EMID PROFESSIONAL DEVELOPMENT OUTCOMES

PRIORITY #1: GUARANTEED AND VIABLE CURRICULUM

HARAMBEE

- Grade-level teams will identify priority standards in literacy and mathematics
- Grade-level teams will create curriculum maps in literacy and math
- Grade-level teams will know and understand Common Core Standards
- Grade-level teams will know and use WIDA “Can Do” descriptors
- Student progress reporting will be standards based

CROSSWINDS

- Subject-area teams will develop and implement MYP unit plans focused on clear, rigorous learning outcomes
- Subject-area teams will know and understand Common Core Standards
- Subject-area teams will know and use WIDA “Can Do” descriptors
- Assessment practices will reflect the adopted school assessment policy and MYP principles

PRIORITY #2: FOCUS ON RESULTS

HARAMBEE

- Grade-level PLCs will develop, implement, and assess SMART goals and action plans in literacy and math based on analysis of summative assessment data
- Grade-level PLCs will develop common assessments in literacy and math
- Grade-level PLCs will review student work in literacy and math
- Grade-level PLCs will utilize differentiated instructional approaches and targeted interventions based on review of student work
- Sheltered instruction will be implemented for English Learners in content-area teaching

CROSSWINDS

- Grade-level PLCs will develop, implement, and assess SMART goals and action plans in literacy and math based on analysis of summative assessment data
- Grade-level PLCs will develop common assessments in literacy and math
- Grade-level PLCs will review student work in literacy and math
- Grade-level PLCs will utilize differentiated instructional approaches and targeted interventions based on review of student work

PRIORITY #3: STUDENT-CENTERED LEARNING ENVIRONMENTS

HARAMBEE

- Co-teaching partners will collaborate to plan and deliver student-centered instruction
- Classroom learning environments will reflect positive climate, high expectations, and increased student engagement
- Classroom learning environments will reflect technology-infused learning and the development of digital literacy skills for both students and teachers

CROSSWINDS

- Co-teaching partners will collaborate to plan and deliver student-centered instruction
- AVID program will be implemented as defined by AVID Essentials
- Classroom learning environments will reflect positive climate, high expectations, and increased student engagement
- Classroom learning environments will reflect technology-infused learning and the development of digital literacy skills for both students and teachers

PLANNING FOR EXCELLENCE

The planning and improvement for district instruction, curriculum, and assessment involves a coordinated effort. Parents, teachers, support staff, and administration work together to ensure quality programs and exceptional instruction.

TEACHER LEADERSHIP

At Harambee, the Education Leadership Team (ELT) provides leadership for the school in the development of programs, curriculum initiatives, staff development, and implementation of standards. Membership on ELT is voluntary and representative of the various instructional groups within the school. Terms are for one school year.

The Crosswinds Leadership Team provides direction for the school in areas of cross-team communication, program development and coordination, staff development, curriculum articulation, implementation of standards, and other school-wide initiatives. Members meet weekly and are chosen by their teams for a one-year term.



SITE COUNCILS

At Crosswinds, the Crosswinds Community Partnership serves as an advisory to the principal. Membership includes students, parents, and staff. The council meets monthly throughout the year and ensures active community participation in all phases of planning and improving instruction and curriculum.

CURRENT CROSSWINDS COMMUNITY PARTNERSHIP MEMBERSHIP

Family/Students/Staff/Guests

Amudu Anderson	Gwen Griffith	Elizabeth Pavlak
Bryan Bass	Terry Gunderson	Debbie Prince
Lynn Bjerkgeng-Ebert	Shalley Gupta	Greg Prince
Stephanie Boesen	Shannon Hannigan	Justin Prince
Anna Boguszewski	Gisel Hernandez	Mandi Prince
Deborah Boguszewski	Mary Hess	Lorenzo Pullen
Mike Boguszewski	Neil Hochstetler	Robin Richards
Karen Britton	Stacy Hoffman	Eduardo Romero
Heidi Burns	Kristen Konop	Kathy Romero
Eric Celeste	Jennifer Johnson	Alma Sandoval
Nate Celeste	Martha Johnson	Lauren Schlenker
Harry Challenger	Maurice Jones	Patty Schlenker
Dante Coleman	Yonce Jones	Bev Sellie
Heather Collier	Susan Larson	Ann Stahley
Stephanie Davis	Fred LaBlanc	Curt Sward
Kelly DeBrine	Sue Mackert	Kai'li Taylor
Carrie Dickson	Etreu Maldonado	Leslye Taylor
Bill Droessler	Julie Martignacco	Terrance Taylor
Michelle East	Mike McCollor	Delacy Thomas
Amy Ebbesen	Jacki McCormack	Karmen Williams
Lindsay Flint	Nakeya Morris	Shevonne Williams
Darice Fowler	Jessian Olson	Tia Williams
Donna Fowler	Darcy Otto	David Zarman
Thom Fowler	Peggy Palumbo	
Kathy Griebel	Lanie Paymar	

ACCOUNTABILITY



NO CHILD LEFT BEHIND IN MINNESOTA

Minnesota has created its own set of academic standards indicating what a child should know and learn at each grade level. In addition to the NCLB-required standards in reading, math, and science, standards have also been developed for social studies. According to NCLB, all students must be tested in reading, math, and science. In Minnesota, these tests are called the Minnesota Comprehensive Assessments (MCA-II). The purpose of these tests is to assess individual student progress toward meeting state standards and to evaluate the performance of individual schools and districts.

NO CHILD LEFT BEHIND

In 2002, President Bush signed into law the Elementary and Secondary Education Act (ESEA), commonly known as No Child Left Behind (NCLB). ESEA was first enacted in 1965 and has since been reauthorized by Congress every six to eight years.

NCLB has sweeping accountability measures that impact every public school in the United States. It requires states to:

- Establish statewide academic standards for all students in reading/language arts, math, and science.
- Implement statewide annual testing of academic standards.
- Produce a school report card to demonstrate progress and improvement in several categories.

The stated goal of NCLB is to improve achievement levels of students through increasing graduation and test participation rates; retaining highly qualified staff; increasing student attendance; and creating a uniform management and reporting system to collect information on school safety and drug use among students.

NCLB IN OUR SCHOOLS

Under NCLB, local districts are required to select curriculum and educational materials; set local graduation policy and requirements; and administer state tests. As required by state statute, EMID magnet schools are fully implementing Minnesota Academic Standards in Language Arts, Mathematics, Science, and Social Studies. In order to align standards with existing curricula and ensure careful selection of instructional materials, EMID has developed and adopted a six-year curriculum review cycle.

PROGRESS TOWARD GRADUATION

EMID has determined course requirements for 9th and 10th grade students to be eligible for progress toward graduation from a Minnesota public school. Students must successfully complete the following high-school-level course credits in grades 9 and 10:

- Two credits of language arts
- Two credits of mathematics
- Two credits of science
- Two credits of social studies
- One credit of physical education
- Two credits of world language
- One credit of technology
- Two credits in the arts

STATEWIDE TESTING

MAKING ADEQUATE YEARLY PROGRESS (AYP)

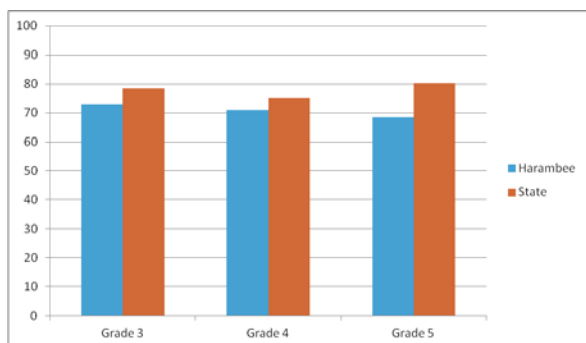
Minnesota's accountability plan applies to all public schools. Each school and district is expected to show adequate yearly progress (AYP) toward meeting required participation and proficiency levels on state assessments. As required by NCLB, progress is measured in each of the following categories of students: American Indian, Asian/Pacific Islander, Hispanic, Black (non-Hispanic), White, Limited English Proficiency, Special Education, Free/Reduced Price Lunch, and All Students.

In reporting AYP, a school or district must meet the identified percentages in the following areas for each of the categories: Participation (95% of students must take the test), Proficiency (minimum percent of students must be proficient on tests (varies by school and category), Attendance (90% attendance rate for elementary and middle schools; total student population only, not by category), and Graduation (80% graduation rates for high schools; total student population only, not by category).

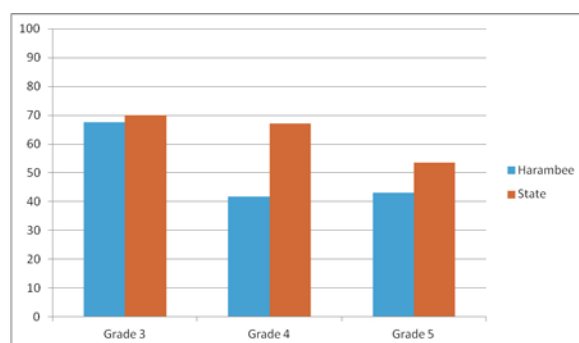
MINNESOTA COMPREHENSIVE ASSESSMENTS

The MCAs are reading and mathematics tests that help our schools measure student progress toward the state's academic standards. All MCAs are administered in the spring. All students in grades 3-8 take the reading and math MCA. A reading MCA is given in grade 10. In addition, students in grade 5, grade 8, and high school biology take the science MCA each spring. The following graphs represent results from the 2010-2011 school year.

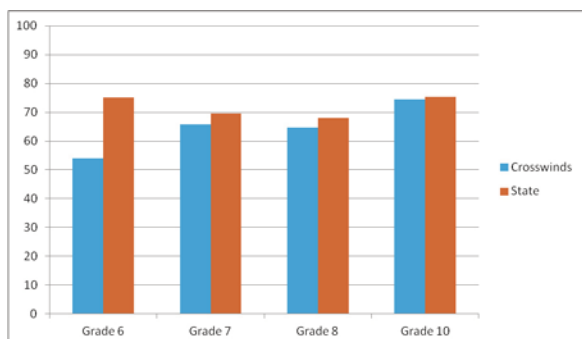
**2010-2011 Harambee MCA-II Reading
Percent Proficient Relative to State**



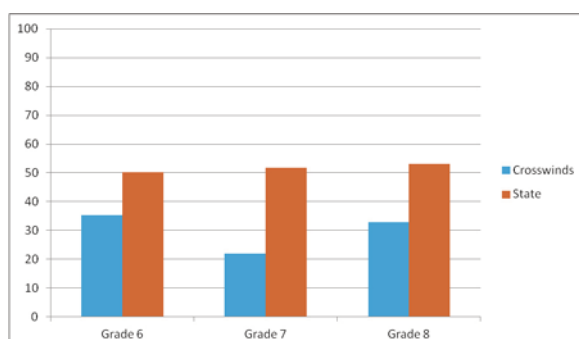
**2010-2011 Harambee MCA-II Math
Percent Proficient Relative to State**



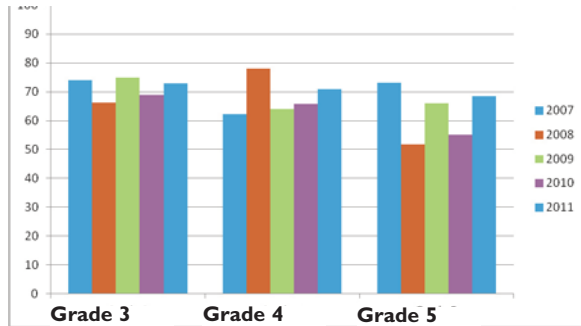
**2010-2011 Crosswinds MCA-II Reading
Percent Proficient Relative to State**



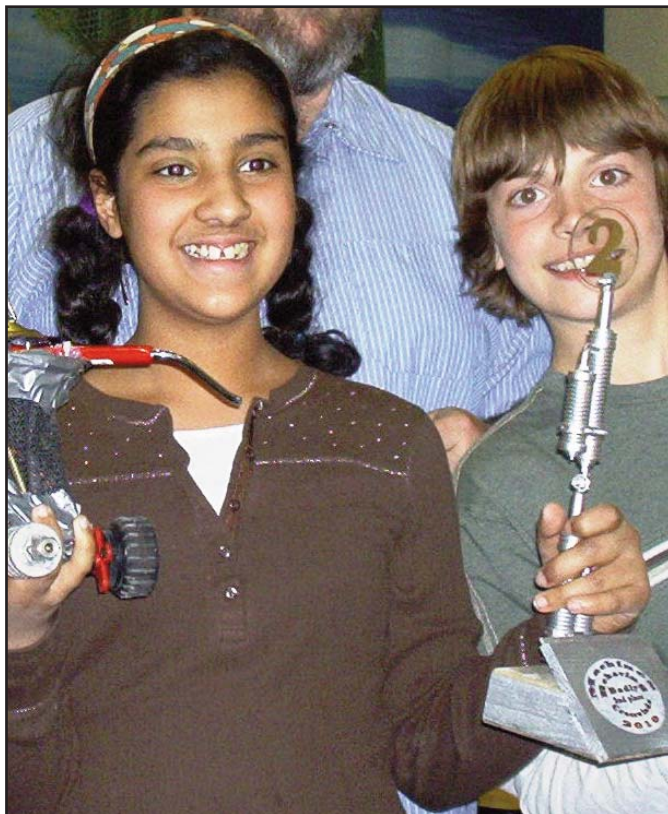
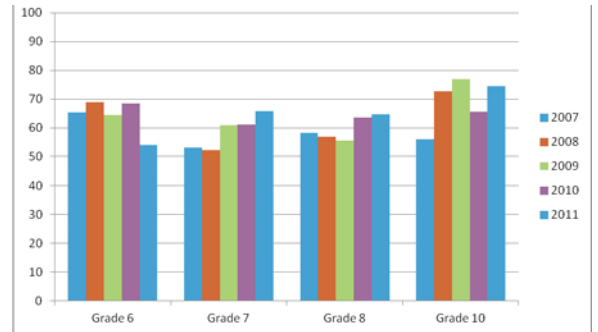
**2010-2011 Crosswinds MCA-II Math
Percent Proficient Relative to State**



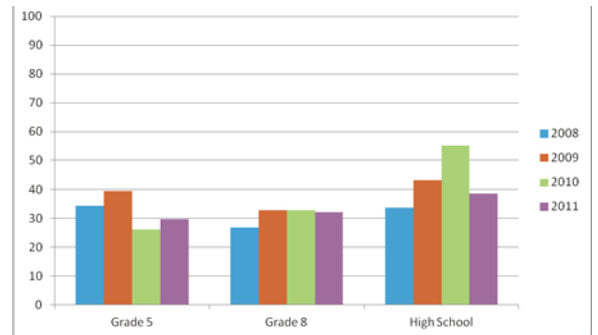
Harambee Reading Percent Proficient - 2006 to 2011



Crosswinds Reading Percent Proficient - 2006 to 2011



EMID Science Percent Proficient - 2008-2011



In spring 2011, a new Minnesota Comprehensive Assessment for math was implemented. The new assessment and associated standards do not allow direct comparison between 2011 and previous years' results.

MEASURING ACHIEVEMENT

East Metro Integration District 6067's assessment plan includes required statewide tests, national norm-referenced tests, and teacher-developed assessments. By using multiple assessment tools, we will be able to measure students' knowledge and skills, provide teachers with useful data to inform instruction, evaluate curriculum materials and instructional strategies, provide families achievement information, and meet federal and state accountability requirements.

ENGLISH LANGUAGE LEARNERS TESTS

Minnesota has joined the World-Class Instructional Design and Assessment (WIDA) Consortium. As a member of the WIDA consortium, Minnesota districts will be administering the ACCESS for ELLs® assessment to all Limited English Proficient (LEP) identified students in grades K–12. Starting in the spring of 2012, the ACCESS for ELLs® will replace the Test of Emerging Academic English (TEAE) and the Minnesota Student Oral Language Observation Matrix (MN SOLOM) in fulfilling the Title III requirement for assessing English language proficiency.

ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners.

GRADUATION TESTS

Students entering grade 8 in 2005-06 or later are required to take the MCA-II/GRAD (Written Composition in grade 9, Reading in grade 10, Mathematics in grade 11). They must obtain a satisfactory score on each of these tests to graduate from a public school in Minnesota.

CROSSWINDS GRAD RESULTS

At Crosswinds, all students are pre-tested in math, reading, and writing. Students scoring below grade level are offered a number of intervention options including in- and out-of-school tutoring and remedial instruction during intersession breaks.

Crosswinds GRAD results are at the state average for percent passing and average score. Crosswinds GRAD scores compare favorably with other schools of similar demographics.

“We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.”
- Jimmy Carter

9th Grade GRAD Writing Results

Number of 9th grade students enrolled (2010-2011)	54
Percent who passed GRAD Writing	86.7%

10th Grade GRAD Writing Results

Number of 10th grade students enrolled (2010-2011)	48
Percent who passed GRAD Writing	97.9%

10th Grade GRAD Reading Results

Number of 10th grade students enrolled (2010-2011)	48
Percent who passed GRAD Reading	88%

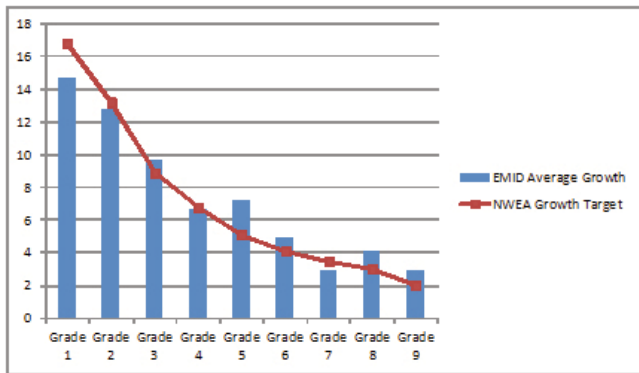
MEASURES OF ACADEMIC ACHIEVEMENT

EMID has partnered with Northwest Evaluation Association (NWEA) to implement an assessment tool that promotes student learning and motivation, program evaluation, and accountability. NWEA's Measures of Academic Progress (MAP) assessments are computerized, adaptive tests that assess each student's current level of academic performance in reading and mathematics. When a student takes a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. The adaptive nature of the test essentially personalizes the test to each student. As a result, every student has the same opportunity to succeed and maintain a positive attitude toward testing. At the end of the test, the final score is an estimate of the student's achievement level. MAP assessments provide detailed, actionable data about where each child is on his or her unique learning path. It provides information teachers can use in the classroom to help every child, every day. Up to three times per year EMID students take the MAP assessment to determine their instructional levels throughout the school year.

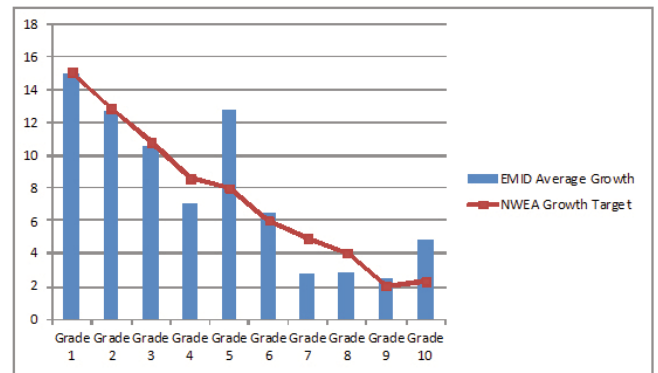
MAP data provides teachers with growth information for students from the start of the school year to the end of the school year. NWEA compares the scores and growth of students across the country to provide growth targets for students so that teachers can compare the amount of growth students experience to the targeted growth of all students taking the MAP assessments. Map scores can also be used to project a student's level of proficiency on grade-level Minnesota Standards and the MCA assessments.

For more information on MAP assessments and for resources for parents, please access the Parent Toolkit at <http://www.nwea.org>.

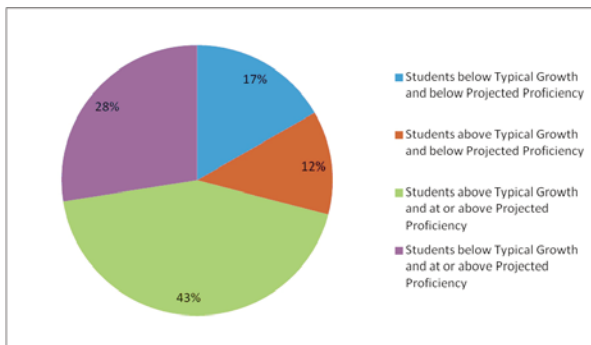
Student Growth District Summary — Reading



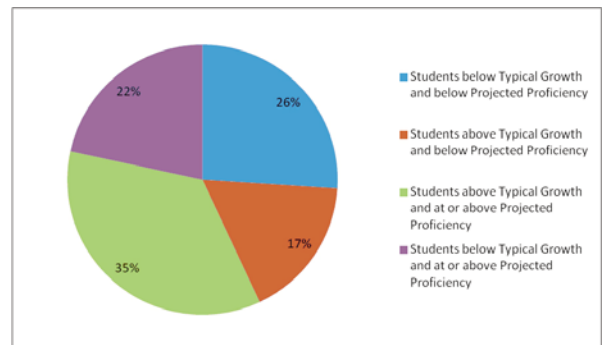
Student Growth District Summary — Math



EMID Student Projected Performance and Growth Distribution — Reading



EMID Student Projected Performance and Growth Distribution — Math



2011-2012 TESTING CALENDAR

DATES	TEST
September 19 – October 7	MAP Fall Testing Window <ul style="list-style-type: none"> • Math (grades K-10) • Reading (grades K-10)
November 1 – December 31	PLAN (Grade 10) and Explore (Grade 8) Testing Window
November 2	GRAD Writing Retest (grades 10-12)
November 8	GRAD Writing Retest (Make-up) (grades 10-12)
January 10 – 31	MAP Winter Testing Window <ul style="list-style-type: none"> • Math: Targeted students grades 6-10/ all grades 2-5) • Reading: Targeted students grades 6-10/ all grades 2-5)
February 6 – March 23	ACCESS for ELL (WIDA) Testing Window
March 26 – May 18	MCA Science Testing Window (grades 5 and 8) MTAS Reading, Math, and Science Testing Window
April 17	MCA Reading Paper and Pencil (grades 6-8) Segments 1 and 2 MCA/GRAD Reading Paper and Pencil (grade 10) Segments 1 and 2 GRAD Writing (grade 9)
April 18	MCA Reading Paper and Pencil (grades 6-8) Segments 3 and 4 MCA/GRAD Reading Paper and Pencil (grade 10) Segments 3 and 4
April 24	MCA Reading Paper and Pencil (grades 3-5) Segments 1 and 2
April 26	MCA Reading Paper and Pencil (grades 3-5) Segments 3 and 4
April 19 – May 3	MCA Reading Paper and Pencil Makeup (grades 6-8)
April 27 – May 3	MCA Reading Paper and Pencil Makeup (grades 3-5)
April 24	GRAD Writing Grade 9 Makeup
June 4 – June 29	MAP Spring Testing Window <ul style="list-style-type: none"> • Math (grades K-10) • Reading (grades K-10)

MAP = Measures of Academic Progress; MCA-II = Minnesota Comprehensive Assessment; EXPLORE and PLAN = assess student preparation for post-secondary education; ACCESS for ELLs = Assessing Comprehension and Communication in English State-to-State for English Language Learners; GRAD = Graduation-Required Assessments for Diploma; MTAS = Minnesota Test of Academic Skills