



2015-2016 World's Best Workforce Report Summary

District or Charter Name: Nasha Shkola Charter School of Russian Language and Culture

Grades Served: K-8

Contact Person Name and Position: Paul Kinsey, Director

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

1a. Annual Report

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

<http://nashashkolamn.org/index.php/en/publicatons>

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

June 7, 2016

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

Our district advisory team is comprised of school staff members and administration. We are working to recruit a parent member and a community member.

Paul Kinsley	Executive Director	Paul.kinsley@nashashkolamn.org
Yelena Hardcopf	Head Teacher	Yelena.hardcopf@nashashkolamn.org
Christian Schmidt	Grade Level Teacher	Christian.schmidt@nashashkolamn.org
Megan Long	Grade Level Teacher	Megan.deschneau@nashashkolamn.org
Molly Ruhr	Grade Level Teacher	Molly.ruhr@nashashkolamn.org
Kristine Aritt-Montgomery	English Language Development Representative	Kristine.aritt-montgomery@nashashkolamn.org

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
Nasha Shkola does not enroll students in PreK.	Not Applicable.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input checked="" type="checkbox"/> District/charter does not enroll students in Kindergarten

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The percentage of all students enrolled October 1 in grades k-2 at Nasha Shkola that make projected fall 2015 to spring 2016 growth in Reading as measured by the NWEA/MAP will be 65%	Percentage of all students who met or exceeded their growth target on the NWEA MAP is greater than 80%.	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
The proficiency gap between EL and non-EL (after three years of continuous enrollment at Nasha Shkola) will decrease to less than 10 percentage points in both reading and math on the NWEA/MAP for grades k-2 and MCA for grades 3-8.	On NWEA Results the achievement gap between EL and Non EL there is no proficiency gap. Approached standard on the MCA, the gap has narrowed to 11%.	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Students at Nasha Shkola will average a 90% attendance rate or higher. We have chosen an attendance goal for this metric because students who do not regularly attend school cannot achieve at high levels.	Over the 2015/16 school year the school averaged a 93.47% attendance rate	<p>Check one of the following:</p> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i>

2e. All Students Graduate

Goal	Result	Goal Status
Nasha does not enroll students in Grade 12.	Not Applicable.	<p>Check one of the following:</p> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input checked="" type="checkbox"/> District/charter does not enroll students in grade 12

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Nasha Shkola with an MMR of 21.74% was designated as a Priority School in 2014. The leadership team is working closely the representative from The Regional Centers of Excellence. In 2015 the MMR increased to 52.01%, and in 2016 – to 52.78%, marking the steady progress in schoolwide efforts to increase academic achievement and growth.

Nasha Shkola has been working hard to implement practices from the Formative Assessment process. Since designation as a priority school in 2014, the staff has studied Formative Assessment, participated professional development, and implemented learning targets and success criteria in all classrooms for all subject areas. In September 2016, about 80% of all teachers were using learning targets and success criteria with fidelity. The dedication to improving teacher practices has shown a steady increase in student growth and achievement.

YEAR	MMR	FR
2016	52.78%	62.54%
2015	52.01%	58.84%
2014 (DESIGNATION)	21.74%	49.86%

Math	High Growth	Proficiency
2016	41.9%	50%

Reading	High Growth	Proficiency
2016	51.1%	38.5% {7% increase from 2015}

Year	Percent “On-Track” for Math success	Percent “On-Track” for Reading success
2016	55.9%	62.2%
2015	65%	57.5%
2014	41.1%	28.2%

In order to strengthen their learning targets, Nasha began unpacking and aligning math and reading standards in August 2016. That will remain their focus for the 2016-2017 school year.

4. Systems, Strategies and Support Category

4a. Students

In evaluating a student's progress over the school year, we monitor the student's classroom achievement data throughout the year and document this progress in their learning plan. We also examine MCA Results, NWEA Fall to Spring Growth Results, ACCESS for ELLs results, and the student's attendance data.

Nasha Shkola looks at students in several different groupings. 69% of our students are EL students. We examine English Learners as a group, and within that group those who are L2 or C2 English Learners. This assists us in establishing the unique needs of a student who is combining two cultures and language, and a student whose native language is not the local language spoken. 66% of our students qualify for free and reduced lunch services. We do look at the comparison between our non FRL students and FRL students, as well as the cross over between EL and FRL students.

4b. Teachers and Principals

Teachers were provided with several in-house Professional Development activities. Staff received training on Data Review by SSOS Specialists, Formative Assessment, a workshop of Learning Targets, a workshop on Practice Profiles. All staff also receive coaching from the LIT team. As a small school, our teachers and administration are close-knit and offer support to each other. Staff meet weekly in small groups to discuss that week's challenges, identify strategies for greater success and review their progress on implementing the new teaching strategies. Our school principal attended trainings regarding leadership and school management. He also relied upon outside experts for coaching and additional training.

4c. District

As a charter school, Nasha Shkola operates as its own district. The above statements apply to the district as a whole. The School Board received yearly school board training regarding Governance, Management and Finance for ethical and compliant school management.

Our District Focus Areas for 2015/16 were to stabilize administration and teacher turnover and maintain fiscal responsibility.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

As a charter school, we strive to hire highly qualified teachers who are invested in the mission and vision of our school. Due to our unique language program, we hire teachers with Russian and English language schools and a familiarity with Russian culture and values. Two thirds of our student body are low-income or minority students, by hiring highly-qualified and invested teachers we provide equitable access to these teachers for our students.