



2016-17 World's Best Workforce Report Summary

District or Charter Name: Nasha Shkola Charter School
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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

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.]

➤ 6/9/2017

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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Yelena Hardcopf	Lead Teacher
Christian Schmidt	Grade Level Teacher
Nicole Larson	Grade Level Teacher
Molly Ruhr	Grade Level Teacher
Kristine Aritt-Montgomery	Grade Level Teacher

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 School

Goal	Result	Goal Status
<p><i>All students will have an MCA proficiency score within 10% of the statewide average in reading and math.</i></p>	<p><i>In Math, students at Nasha Shkola are within 3% of the statewide average. In Reading, students at Nasha Shkola are 25% below the statewide average.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>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%</i></p>	<p><i>Percentage of all students who met or exceeded their growth target on the NWEA MAP is less than 80%.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

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

Goal	Result	Goal Status
<p><i>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.</i></p>	<p><i>On NWEA Results the achievement gap between EL and Non- EL there is less than 10%.</i></p> <p><i>Three-year enrollment is too small to provide useful results. For one-year enrollment; in Math the gap between ALL students and EL students is 8.7%, in Reading the gap is 15%.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

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.]

After reviewing the CNA, Nasha Shkola has prioritized the need to increase the literacy growth and proficiency levels across all grade levels. On the 2016 Minnesota Comprehensive Assessment, NS students scored 36% proficient for all grade levels combined, which is 25% below the statewide average. For EL students, NS students are 20% proficient, which is 5% higher than the statewide average for EL's.

Our CNA included NWEA/MAP and teacher records which were not significantly different than the MCAs at all grade levels and all cohorts.

Nasha Shkola's goal is to reverse the trend of the last two years and increase reading proficiency levels every 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, WIDA results, and the student's attendance data.

Nasha Shkola looks at students in several different groupings. 67% 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. 69% 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 Assessments, a workshop of Learning Targets, a workshop on Practice Profiles. All staff also receive coaching from the Lead Teacher and mentoring. As a small school, our teachers and administration are close-knit and offer support to each other. Staff meet weekly in PLC 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 FY17 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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. 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 this 2016-2017 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. Most 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.