



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Nasha Shkola Charter School 4208-07

Grades Served: K-8

WBWF Contact: Yelena Hardcopf
Title: Director

Phone: 763-496-5550
Email: yelena.hardcopf@nashashkolamn.org

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the

Nasha Shkola did not participate in the Annual Achievement and Integration (A&I) Program. These sections have been removed from this template.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: 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.

➤ https://nashashkolamn.org/wp-content/uploads/2018/11/Nasha_Shkola_Annual_Report_2018.pdf

Annual Public Meeting

WBWF Requirement: 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.

➤ June 8, 2018

District Advisory Committee

WBWF Requirement: 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 2017-18 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 Members	Role in District
Yelena Hardcopf	Director
Christian Schmidt	Grade Level Teacher

District Advisory Committee Members	Role in District
Nicole Larson	Grade Level Teacher
Andrew Wood	Grade Level Teacher
Stacy Yokiem	Grade Level Teacher

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - Annually, the conversation is had by all teaching staff.
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
 - *74% of students at Nasha Shkola are Free & Reduced Lunch students, 63% of students are English Learner students. In total, Nasha Shkola serves 122 students. This is less than 10 students per licensed teacher, which ensures that all students have easy access to their teachers.*
 - *What are the root causes contributing to your gaps?*
 - *N/A*
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
 - *N/A*
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
 - *Nasha Shkola School is an equal opportunity employer with a priority for hiring diverse staff.*
 - *What efforts are in place to increase the diversity of the teachers in the district?*
 - *Competitive salary and benefits package.*
 - *Professional development*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p>All students will have an MCA proficiency score within 10% of the statewide average in reading, math, and science.</p>	<p>In Math, Nasha Shkola is 61.3% proficient, the state average is 57.7%.</p> <p>In Reading, Nasha Shkola is 45.2% proficient, the state average 60.4%.</p> <p>In Science, Nasha Shkola is 60% proficient, the state average is 52.5%</p> <p>Overall, Nasha tests above the state average.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</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>District/charter does not enroll students in kindergarten</i></p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - Nasha Shkola serves a population which is 74% FRL and 63% EL. Data is disaggregated across all of these groups to ensure no student group falls behind their peers.
- *What strategies are in place to support this goal area?*
 - Nasha Shkola uses NWEA, Benchmark Progress monitoring tools, Formative Assessment, and classroom work to monitor students progress. Nasha uses Benchmark Literacy, Singapore math, Core Knowledge Sequence and Curriculum, and the Framework for Delivery of Minnesota Math & Science Standards and Pearson Interactive Science. In addition, Nasha uses Guided Reading as a schoolwide strategy as an intervention, support, and enrichment tool in the area of reading.
- *How well are you implementing your strategies?*
 - Nasha Shkola has been utilizing these curriculums for the last three years with a stable teaching staff. Our strategies are being implemented with fidelity.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Nasha has seen steady increase in assessment scores over the last four years. This indicates to us that our program is effective.

All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I 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 to spring growth in Reading as measured by the NWEA/MAP will be 65%</i></p>	<p>100% of students in grades K-2 have met their projected growth.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - NWEA Fall to Spring Growth Data
- *What strategies are in place to support this goal area?*
 - Nasha Shkola uses NWEA, Benchmark Progress monitoring tools, Formative Assessment, and classroom work to monitor students’ progress. Nasha uses Benchmark Literacy, Singapore math, Core Knowledge Sequence and Curriculum, and the Framework for Delivery of Minnesota Math & Science Standards and Pearson Interactive Science. In addition, Nasha uses Guided Reading as a schoolwide strategy as an intervention, support, and enrichment tool in the area of reading.
- *How well are you implementing your strategies?*
 - Nasha Shkola has been utilizing these curriculums for the last three years with a stable teaching staff. Our strategies are being implemented with fidelity.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - Nasha has seen steady increase in assessment scores over the last four years. This indicates to us that our program is effective.

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status

<p><i>The proficiency gap between EL and non-EL will decrease to less than 10 percentage points in both reading and math on the MCA for grades 3-8.</i></p>	<p>On the Math MCA, the gap between Non EL and EL achievement is 12.8%. In Reading, the gap between Non EL and EL students is 21%.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>
---	--	---

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *MCA Data is used to identify needs in this goal area.*
- *What strategies are in place to support this goal area?*
 - EL students are provided push-in and pull out services during the school year. There was a decrease for the first time in Reading scores this year.
 - Guided Reading is a schoolwide intervention/support strategy that is used on daily basis across different grades.
 - Formative assessment (Learning Targets & Criteria for Success)
- *How well are you implementing your strategies?*
 - Nasha Shkola has been utilizing these strategies in the for a few years with a stable teaching staff. School Leadership Implementation Team is guiding the process through planning, staff training, mentoring, observation. The strategies are implemented with fidelity.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - LIT conducts annual Comprehensive Needs Assessment that helps to align the needs and strategies. The process is monitored throughout the school year through collection of data and progress monitoring.