



## 2016-2017 Annual and World's Best Work Force Report

**SNA Mission:** Star of the North Academy provides a caring, structured, nurturing environment; collaborative instruction from educators skilled in best teaching practices, maintains high expectations of students and staff, and motivates and engages students and staff in a safe environment of continuous learning and celebration of success.

Approved by the SNA board on November 28, 2017

## School Enrollment

In 2016-2017 the school demographics were 46.00% Black, 40.00% White, 14.00 % Asian, American Indian 0%, Hispanic 0%. SNA was 55% free and reduced price lunch and 25% English Language Learner. The table below describes the number of students budgeted versus actually enrolled:

<b>Grade</b>	<b>Budgeted Enrollment</b>	<b>Actual Enrollment</b>	<b>Number of students on the waiting list</b>
K	19	19	0
1	25	25	0
2	27	30	1
3	19	19	0
4	14	14	0
5	19	19	0
6	17	17	0
7	15	15	0

## Student Attrition

Of the 158 students who were enrolled on June of 2016, about eighty-five percent (85%) of them intended to return in the fall of 2017.

## Governance and Management

The school was in its third year of operations and did conduct the board elections at the end of 2016-2017 school year according to the Minnesota Statute. The 2016-2017 board consisted of founding members with a wide range of expertise in school leadership, finance, governance, and instruction. Two board members were added at the beginning of the school year. One filled the position of the teacher who resigned and the other one filled the position of the community member. The previous community member enrolled the child in the school so his status changed from community member to parent. Please see the list of the 2016-2017 SNA Board Members on the next page.

<b>Name</b>	<b>Email Address</b>	<b>Board Position</b>	<b>Board Seat</b>	<b>Term</b>
Javed Mohammed	jmohammed@snacharterschool.org	Board Chair	Parent	7/1/2014 ó 6/30/2017
Ahmed Abuatieh	aabatieh@snacharterschool.org	Vice Chair	Parent	7/1/2014 ó 6/30/2017
Abdul Khadeer	akhadeer@snacharterschool.org	Member	Parent	7/1/2014 ó 6/30/2017
Abdulkadir Jama	ajama@snacharterschool.org	Treasurer	Parent	7/1/2014 ó 6/30/2017
Mohamed Omar	momar@snacharterschool.org	Member	Community	7/17/2014 ó 6/30/2017
Kathryn Martin	kmartin@snacharterschool.org	Secretary	Teacher	7/1/2014 ó 6/30/2017

### **Board Member Training**

All of the board members had participated in their initial Board Member Training and received the training certificates. This year, the board focused its training topics on board governance, the state's academic evaluation plan, and budgeting.

Star of the North Academy is a data driven and 100% standard based school. SNA Board expects the Executive Director to execute school's policies, manage all day to day operations, staffing, parent relations, enrollment, instruction, transportation, relations and compliancy with department of education and school authorizer, and facility management.

### **Assessments**

#### **Below find 2016-2017 Measures of Academic Performance Progress, Goals & World's Best Work Force**

#### **All Students in Third Grade Achieving Grade-Level Literacy:**

Goal: At least 70% of the 3<sup>rd</sup> students are proficient in the cumulative COMPs. Proficiency is calculated by achieving a score of 70 or above.

The result is that 72% of the students achieved the score of the 70% or above.

#### **Close the Achievement Gap(s) Among All Groups:**

SNA exceeded the state in Closing Proficiency Gaps in Mathematics. Star of the North Academy scored 45.24% proficient in MCA Math test, 19 out of 42 SNA students scored proficient. The state percent proficient was 41.44%

Star of the North Academy scored 33.33% proficient in MCA Reading test, 14 out of 42 SNA students scored proficient. The state percent proficient was 42.06%

The school's combined 2015-2017 proficiency rate of 47.90% is 4.91 percentage points higher than the state's combined 2015-2017 proficiency rate of 42.99%.

## **I. All Children Ready for School**

### **I.A Early Literacy and Early Numeracy Goals**

#### **NWEA MAP for Primary- Early Math Criteria (Grade K)**

The Performance Rating is Satisfactory: 60-69 percent of kindergarten students will demonstrate readiness for 1st grade by reaching a RIT score of 159.

The 2015-2017 combined average NWEA MAP for Primary- early math criteria rate is 67.57%.

#### **NWEA MAP for Primary- Early Reading Criteria (Grade K)**

The Performance Rating is Not Satisfactory: Less than 60 percent of kindergarten students demonstrate readiness for 1st grade by reaching a RIT score of 158.

The 2015-2017 combined average NWEA MAP for Primary- early reading criteria rate is 62.16%.

## **II. All Students Graduate from High School (As Measured by Grade Level Proficiency)**

### **II.A Attain Grade-level Proficiency- All Students State Comparison**

#### **MCA-Math (Grades 3-7)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.

The school's combined 2015-2017 proficiency rate of 71.58% is 7.79 percentage points higher than the state's combined 2015-2017 proficiency rate of 63.79%.

#### **MCA- Reading (Grades 3-7)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.

The school's combined 2015-2017 proficiency rate of 55.74% is 6.26 percentage points lower than the state's combined 2015-2017 proficiency rate of 62.00%.

### **MCA- Science (Grades 5)**

The Performance Rating is Satisfactory: The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.

In 2015-2016 SNA scored 47.06% and 2016-2017 scored 58.82%

The school's combined 2015-2017 proficiency rate of 51.11% is 10.11 percentage points lower than the state's combined 2015-2017 proficiency rate of 61.22%.

### **II.B Attain Grade-level Proficiency- All Students Resident District (Anoka Hennepin) Comparison**

#### **MCA-Math (Grades 3-7)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the resident district average.

The school's combined 2015-2017 proficiency rate of 71.58% is 0.78 percentage points lower than the resident district's combined 2015-2017 proficiency rate of 72.36%.

#### **MCA- Reading (Grades 3-7)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the resident district average.

The school's combined 2015-2017 proficiency rate of 55.74% is 10.07 percentage points lower than the resident district's combined 2015-2017 proficiency rate of 65.81%.

#### **MCA- Science (Grades 5)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the resident district average.

The school's combined 2015-2017 proficiency rate of 51.11% is 16.74 percentage points lower than the resident district's combined 2015-2017 proficiency rate of 67.85%.

### **III. Close the Achievement Gaps Among all Groups (As Measured by Grade Level Focus Proficiency)**

### III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison

#### **MCA-Math (Grades 3-7)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points. (The school does exceed the state average but only by 4 percentage points)

The school's combined 2015-2017 proficiency rate of 63.87% is 19.72 percentage points higher than the state's combined 2015-2017 proficiency rate of 44.15%.

#### **MCA- Reading (Grades 3-7)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.

The school's combined 2015-2017 proficiency rate of 47.90% is 4.91 percentage points higher than the state's combined 2015-2017 proficiency rate of 42.99%.

### III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison

#### **MCA-Math (Grades 3-7)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the resident district average.

The school's combined 2015-2017 proficiency rate of 63.87% is 7.20 percentage points higher than the resident district's combined 2015-2017 proficiency rate of 56.67%.

#### **MCA- Reading (Grades 3-7)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the resident district average.

The school's combined 2015-2017 proficiency rate of 47.90% is 2.47 percentage points lower than the resident district's combined 2015-2017 proficiency rate of 50.37%.

### III.C Attain Grade-level Proficiency- EL Focus Group State Comparison

#### **MCA-Math (Grades 3-7)**

The Performance Rating is Exemplary: The school's proficiency rate is greater than 10 percentage points above the state average.

The school's combined 2015-2017 proficiency rate of 49.09% is 21.60 percentage points higher than the state's combined 2015-2017 proficiency rate of 27.49%.

### **MCA- Reading (Grades 3-7)**

The Performance Rating is Satisfactory: The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.

The school's combined 2015-2017 proficiency rate of 32.73% is 13.48 percentage points higher than the state's combined 2015-2017 proficiency rate of 19.25%.

### **III.D Attain Grade-level Proficiency- EL Focus Group Resident District Comparison**

#### **MCA-Math (Grades 3-7)**

The Performance Rating is Not Satisfactory: The school's proficiency rate does not exceed the resident district average.

The school's combined 2015-2017 proficiency rate of 49.09% is 7.21 percentage points higher than the resident district's combined 2015-2017 proficiency rate of 41.88%.

#### **MCA- Reading (Grades 3-7)**

The Performance Rating is Satisfactory: The school's proficiency rate exceeds the resident district average by up to 10 percentage points.

The school's combined 2015-2017 proficiency rate of 32.73% is 6.54 percentage points higher than the resident district's combined 2015-2017 proficiency rate of 26.19%.

### **IV. All Students Graduate from High School (as Measured by Growth)**

#### **IV.A Meet or Exceed National Growth Norms- Students Below Grade Level**

##### **NWEA Fall- Spring MAP Math Growth Targets (Grades 2-7)**

The Performance Rating is Satisfactory: 50-60 percent of students below grade level will make their NWEA expected growth target.

The 2015-2017 percent of students below grade level meeting their NWEA MAP Fall-Spring math target is 52.46%.

##### **NWEA Fall- Spring MAP Reading Growth Targets (Grades 2-7)**

The Performance Rating is Satisfactory: 50-60 percent of students below grade level will make their NWEA expected growth target.

The 2015-2017 percent of students below grade level meeting their NWEA MAP Fall-Spring reading target is 53.62%.

### **NWEA Fall- Spring MAP Science Growth Targets (Grades 5-7)**

The Performance Rating is Exemplary: More than 60 percent of students below grade level will make their NWEA expected growth target.

The 2015-2017 percent of students below grade level meeting their NWEA MAP Fall-Spring science target is 68.18%.

### **NWEA Fall- Spring MAP Math Growth Targets (Grades 2-7)**

The Performance Rating is Exemplary: At least 50 percent of the students below grade level meet their NWEA growth target AND the students below grade level who meet their NWEA growth target achieve at least 150 percent of the NWEA target growth.

The 2015-2017 combined average growth for NWEA MAP Fall-Spring for math is 153.03% and the percent of students below grade level who made expected growth is 52.46%.

### **NWEA Fall- Spring MAP Reading Growth Targets (Grades 2-7)**

The Performance Rating is Exemplary: At least 50 percent of the students below grade level meet their NWEA growth target AND the students below grade level who meet their NWEA growth target achieve at least 150 percent of the NWEA target growth.

The 2015-2017 combined average growth for NWEA MAP Fall-Spring for reading is 161.26% and the percent of students below grade level who made expected growth is 53.62%.

### **NWEA Fall- Spring MAP Science Growth Targets (Grades 5-7)**

The Performance Rating is Exemplary: At least 50 percent of the students below grade level meet their NWEA growth target AND the students below grade level who meet their NWEA growth target achieve at least 150 percent of the NWEA target growth.

The 2015-2017 combined average growth for NWEA MAP Fall-Spring for science is 163.30% and the percent of students below grade level who made expected growth is 68.18%.

## **IV.B Meet or Exceed National Growth Norms- Students at or Above Grade Level**

### **NWEA Fall- Spring MAP Math Growth Targets (Grades 2-7)**

The Performance Rating is Satisfactory: 50-60 percent of students at or above grade level will make their NWEA expected growth target.

The 2015-2017 combined average growth on NWEA MAP for math is 57.00%.



## **NWEA Fall- Spring MAP Reading Growth Targets (Grades 2-7)**

The Performance Rating is Satisfactory: 50-60 percent of students at or above grade level will make their NWEA expected growth target.

The 2015-2017 combined average growth on NWEA MAP for reading is 47.67%.

## **NWEA Fall- Spring MAP Science Growth Targets (Grades 5-7)**

The Performance Rating is Exemplary: More than 60 percent of students at or above grade level will make their NWEA expected growth target.

The 2015-2017 combined average growth on NWEA MAP for science is 64.58%.

## **V. The School Conditions Promote a Climate of Engagement**

### **V.A Attendance Rates**

#### **Attendance Rate (Grades K-7)**

The Performance Rating is Exemplary: More than 95 percent attendance rate.

The 2015-2017 combined average attendance rate is 98.60%.

### **V.B Parent Satisfaction**

#### **5-Point Parent Satisfaction Survey**

The Performance Rating is Exemplary: More than 80 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.

The 2015-2017 combined average parent satisfaction rate is 97.73%.

## **Identified Needs Based on Data**

Based on MCA data from the previous school year, schoolwide proficiency in grades 3-7 decreased from the previous year. Math is the stronger subject in the majority of SNA's MCA testing grades, but there are significant gaps in the middle school students' knowledge which are also reflected in the NWEA data. The area most in need of improvement in all grades is reading.

Based on NWEA data from the previous school year, math was the stronger subject in grades 2-7. Over half of the students in grades 2-7 who were below grade level achieved their growth goals.

## **Systems, Strategies and Support Category**

### **Students**

To meet the goals, the students are offered academic intervention support from the Title I, special education, and ESL teachers. The SPED schedule is based on the current caseload and was firmly established at the beginning of the year based on the goals in students' IEPs. It is modified any time a new student is added to the caseload or new goals are added to existing students (on average, every 3-4 months). The ESL caseload was established based on screener data and scores from Access testing in spring. Specific skills are targeted in each of the intervention groups based on the skills identified from Access testing, as well as based on recommendations from the classroom teacher who uses the state standards as the guide for teaching. The ESL caseload will be consistent for the entire year but the skills being targeted may change based on achieving previous goals. Finally, the Title I schedule changes flexibly based on the needs identified through SNA's internal assessments (weekly quizzes and end of term cumulative assessments) and through NWEA reporting periods (September and December).

- In addition to the supports from intervention teachers, the classroom/homeroom teachers do a thorough analysis of each round of NWEA testing, had access to the MCA scores, and participate in weekly data meetings to prepare small group lessons that include remediation and enrichment work for struggling and higher achieving students.

Another component of support offered is a streamlined behavior system to keep students in class and maximize learning time. If students are sent out of class, they are sent with a problem-solving form to reflect on their missteps and how they can perform better when they reenter class. They are also sent with their class work so they may continue to focus on academics even when outside of the class.

Finally, the K-2 classrooms implemented a scripted reading curriculum to teach the students early literacy skills that were identified as a cause of lower reading scores in the upper elementary grades.

### **Teachers and Principals**

#### **Professional Development**

During pre-service professional development, all teachers receive training on the following topics: unpacking benchmarks/standard analysis, backwards design, and the gradual release model. These three practices are crucial to academic success at SNA and are reviewed periodically during in-service training as a whole group, during data analysis meetings, and in our observation cycles. Here is a synopsis of our practices:

- Unpacking benchmarks involves teachers breaking down the standard into manageable objectives based on what students need to know and be able to do by the end of each lesson. Teachers work together to identify the most important parts of each benchmark by grade, examine the vertical alignment of the standards across grade levels, and create manageable objectives and assessment questions based on the benchmarks.

- The backwards design sessions build off of the work done with unpacking the benchmarks and has teachers generate their pacing guides (unit plans based on the standards) and assessments first. They examine MCA test specs, NWEA learning continuums, item samplers, and SNA's internal assessments from previous years. Once they have written high quality assessments, they learn to align lesson plans to those assessments.
- The gradual release model is enforced in every subject area in the school, including our specialist and intervention/related service teachers. Following the practice of modeling, guided practice, independent practice, and an exit slip (mini-quiz) ensures accountability in each classroom of high rigor and high student output.

Teachers participate in weekly data analysis meetings with the Education Director throughout the term as well as in a Data Day meeting at the end of each term. The agenda for these meetings mainly includes reviewing quiz data and planning for reteach or extension activities, and discussing informal observation/coaching feedback and implementation.

Teachers receive at least two informal observations per month, and participate in three rounds of peer coaching and formal observations throughout the year. The purpose of each of these types of observation is to align to the teachers' professional learning goals and provide specific coaching to the individual teacher in order to improve student academic achievement and classroom management.

Principals (Directors) also participated in variety of Professional developments throughout the year and received formal evaluations as well.

## **District**

An ongoing professional development schedule for the remainder of the school year includes roughly two academic sessions and two behavior management sessions per term, in addition to other more informal meetings that occur. Specific sessions around NWEA and MCA prep are held during each round of testing, and our authorizer also presents our contract/academic goals to the whole staff at least once per year.

SNA effectively integrated the technology into the curriculum. The technology was used to extend learning in powerful ways. The technology provided students and teachers with: Access to up-to-date data and materials, Ways to collaborate with students, teachers, and experts around the world, opportunities for expressing understanding via research and multimedia and training for publishing and presenting their new knowledge.

## **Equitable Access to Excellent Teachers**

Star of the North Academy (SNA) is a charter school and it has only one site. SNA has one section for each grade level. Since SNA is a very small school and the enrollment is low, according to the budget and qualifications of the teachers, SNA strives to hire the most experienced teachers who serve all students in the grade level that the position is available.

## **Staffing**

During the 2016-2017 school year, the school had thirteen licensed teachers, one assistant teacher, one paraprofessional, one office manager, an education director, and an executive director. All teachers held a valid Minnesota license in the area(s) for which they taught.

## **Finances**

BerganKDV audited the school in August 10<sup>th</sup> ó 14<sup>th</sup>, 2017 after the finish of third year of operation. According to the auditor's report, there were no control deficiencies, clean report in internal controls, and no material weaknesses. The school did very well financially and was able to finish the school year with a 20% fund balance. It is the policy of Star of the North Academy to reach and maintain a fund balance at 20% or above in order to ensure financial strength and stability of the school. On finishing the 2016-2017 school year, SNA met the goal of 20% fund balance. The audit reports were presented and approved by SNA Board and are submitted to Minnesota Department of Education (MDE) and the Office of State Auditor.

## **Innovative Practices and Implementation**

SNA's innovative practice is to stay mission focused and driven to implement what was agreed to in the school's contract with its authorizer. That consists of school safety, providing all students with strong academic standard based program, and teaching good manners to students. SNA has developed a strong school culture by implementing the following components:

- A schoolwide set of routines and rituals
- A common schoolwide discipline plan
- Student and Staff core values
- Student uniforms
- Behavior and academic awards for students
- Monthly school assemblies

## **Future Plans**

SNA is chartered as K-12 and due to the limited classroom space in its current facility we were K-6 for the first two years. SNA expanded to K-7 by adding 7<sup>th</sup> grade and switching to a middle school model during the 2016-2017 school year. SNA expanded to K-8 for 2017-2018 school year by adding the 8<sup>th</sup> grade. This expansion required an elevator to be installed in the building in order to meet state requirements and use the classrooms in the basement. Parents and families played an important role to SNA expansion as they were involved in the process of middle

school expansion. SNA will continue to develop a high quality school environment for English language learners, families and all students.

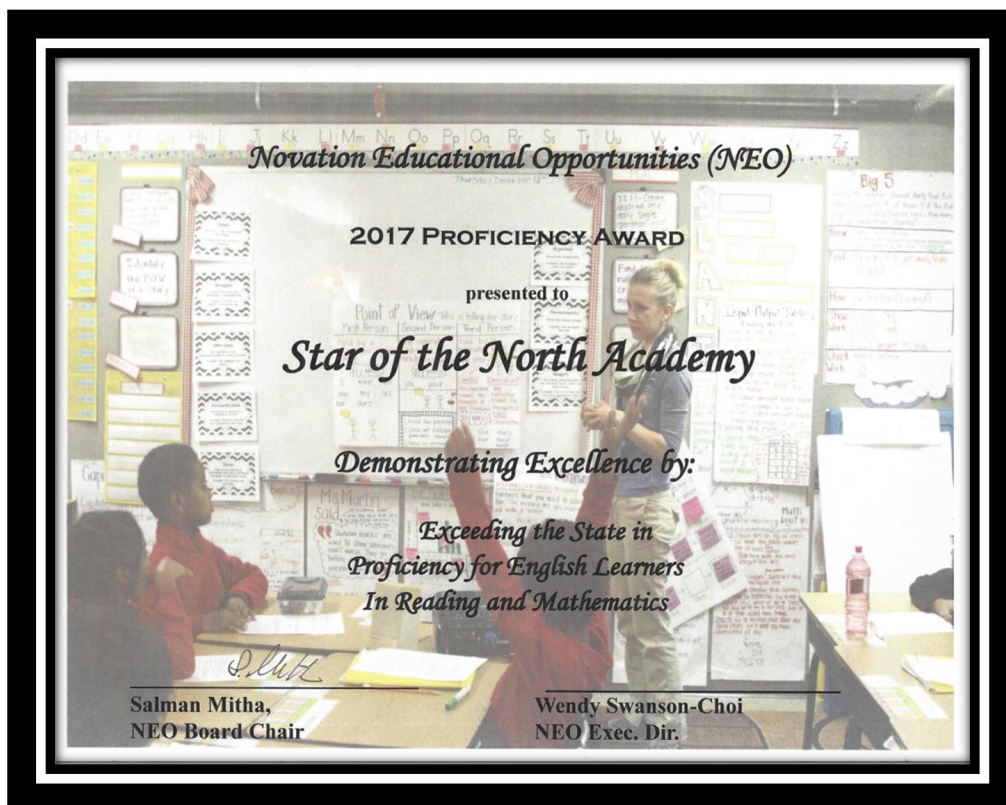
***SNA Received the following Awards from NEO Authorizer:***

**NEO 2015 Proficiency Award** ó Demonstrating excellence by: Exceeding the State in Proficiency for All students groups in Reading and Mathematics.

**NEO 2015 Accelerated Growth Award** - Demonstrating excellence by: Exceeding the State in Accelerating Growth for All students groups in Reading and Mathematics.

**NEO 2016 Academic Achievement Award** ó Demonstrating excellence by: Exceeding Anoka Hennepin and the State in Closing Proficiency Gaps in Reading and Mathematics.

**NEO 2017 Proficiency Award** ó Demonstrating excellence by: Exceeding the State in Proficiency for English Learners in Reading and Mathematics.



## **Authorizer Contact Information**

If you would like to contact SNA Schools authorizer directly, you may contact Wendy Swanson-Choi at:

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