



Annual REPORT

2023-2024



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School Information

Nasha Shkola Charter School has completed its eleventh year of operation and is pleased to present this Annual and World's Best Workforce Report regarding the 2023-24 school. Nasha Shkola is Russian for "Our School."

The result of a project initiated by the Slavic Community Center, Nasha Shkola, focuses on working with students from the Slavic community, providing them with a quality differentiated education that enables them to achieve their potential and prepare them for the world. The school offers daily instruction in the Russian language. The school's program allows it to serve students who speak Russian at home and integrate them with English-speaking children who desire to learn Russian. Nasha Shkola is the only school in Minnesota that teaches Russian language and culture to elementary and middle school students.

Nasha Shkola Charter School, Charter School District #4208-07

Authorized Until: 2028

Address: 6717 85th Ave North,
Brooklyn Park, MN 55445

Phone: 763/496-5550

Website: www.nashashkolamn.org

History

2012-2013

Grades Served

Kindergarten to 8th grade.

Mission and Vision

Mission:

Nasha Shkola aspires to be a multicultural charter school committed to exceptional education in all areas of academic inquiry, emphasizing the Russian Language and Culture and providing a structured and responsive learning environment based upon educational best practices for all students and their families.

Vision:

To be an academically rigorous school preparing students for continued success as motivated learners and global citizens.



Authorizer

Nasha Shkola is authorized by Innovative Quality Schools until 2028. The 5-year contract was renewed in July 2023.

Contact information:

Innovative Quality Schools (IQS)
P.O. Box 580; Hutchinson, MN 55350
651-234-0900
www.iqsmn.org

Non-Profit Status

Nasha Shkola Charter School is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active. Nasha Shkola is also a tax-exempt 501(c) 3 organization recognized by the Internal Revenue Service.

Primary Purpose

The primary purpose of Nasha Shkola Charter School is to improve student learning achievement and success of all students. The additional purposes of charter schools are to:

- increase quality learning opportunities for all students;
- use of different and innovative teaching methods;
- measure learning outcomes and create different and innovative forms of measuring outcomes;
- establish new forms of accountability;
- create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Nasha Shkola is committed to providing culturally diverse and economically disadvantaged students with access to high-quality academic programs. We utilize effective, research-based instructional practices to support the success of all learners.

Increased Learning Opportunities

Nasha Shkola enhances quality learning opportunities by creating a supportive environment that values and respects students' cultural heritage, abilities, and efforts. Our instructional practices and curriculum are designed to support English language learners by making content accessible and engaging. We achieve this through strategies such as building prior knowledge, developing academic vocabulary, fostering academic discourse, encouraging critical thinking, promoting collaboration, and incorporating hands-on learning.

Different and Innovative Teaching Methods

To meet the academic needs of our English Language Learners, who make up 90% of our student population, Nasha Shkola utilizes a content-based sheltered English instruction model. This approach integrates language and content instruction within the general education classroom, allowing teachers to support language development through academic content areas. As a result, students receive language instruction in a culturally responsive environment (a core value of our community), gain the support needed to access grade-level standards, and make meaningful connections between language learning and content knowledge.

In addition, the School's teaching team has chosen and implemented several research-proven instructional practices that benefit all students (e.g., Formative Assessment, Guided Reading).

Establish New Forms of Accountability

In Nasha Shkola, accountability has expanded beyond traditional academic benchmarks to include more comprehensive measures of student growth, school culture, and operational performance. New forms of accountability involve setting clear performance goals tied to student progress and ensuring alignment with the school's mission and community values. Nasha Shkola is held accountable not only to state standards but also to the authorizing bodies (IQS) and governing boards, with regular assessments and reviews of academic outcomes, financial health, and adherence to the charter agreement. This multifaceted accountability framework allows Nasha Shkola to maintain flexibility in our instructional approach while demonstrating transparency and commitment to high standards in education.

Dissemination of Information

Nasha Shkola recruits students primarily from the diverse local Slavic community through our website, social media, community events, and personal referrals. The admission procedure is posted on the school website. The school administration team collects, reviews, and manages enrollment applications to make enrollment decisions. The office manager notifies parents of admission decisions. Preference is given to siblings of currently enrolled students. A lottery system is used for waitlisted applicants.

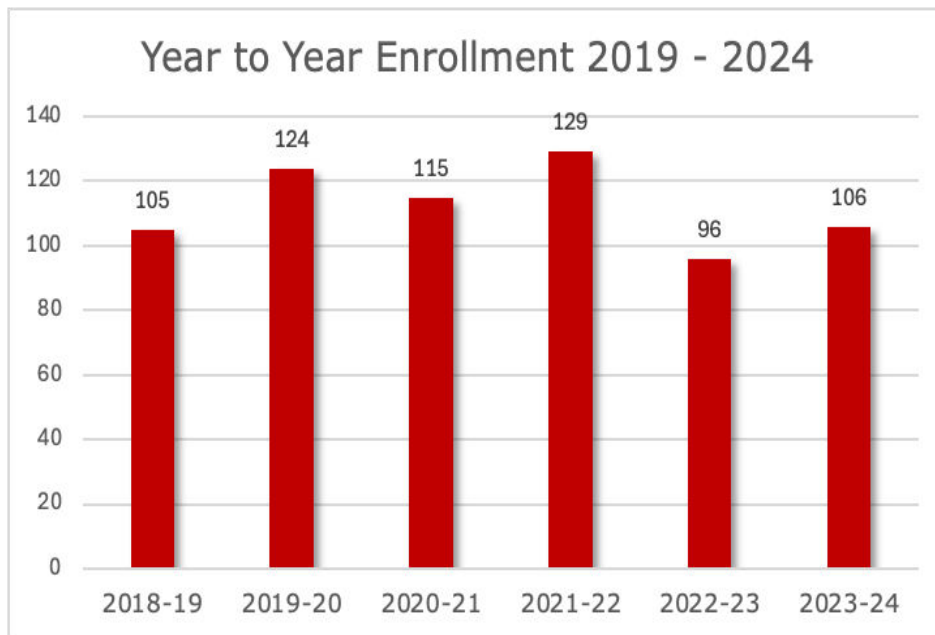


School Enrollment and Demographics

Enrollment and Attendance

The final ADM count for 2023-2024 was 106.7 students. The school experienced a 10% increase in enrollment since the previous year, which followed a significant drop due to its relocation from Brooklyn Park to Golden Valley. This year's increase proves a positive move in the right direction. At this rate, we anticipate enrollment to return to our 120-125 students by the 2025-2026 school year. Our enrollment goal for 2024-2025 was 120.

Nasha Shkola's overall attendance percentage was 93% for the school year.



School Calendar

During the 2023/24 school year, Nasha Shkola provided 170 instructional days; staff worked 188 days.

The School Calendar is included in Attachment 1 to this report.

Student Mobility

Student mobility indicates the stability of the school's student body. Mobility spiked again in 2022-23 due to the school's relocation. The school primarily lost students residing in the northern suburbs of the Twin Cities area. See the table below for details on student mobility over the past four school years.

	Summer Transfers In	# of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a %)
2020-21	2	115	7	18	25	22%
2021-22	3	128	20	3	23	18%
2022-23	2	100	8	7	15	16%
2023-24	16	101	4	5	9	25%

Demographics

When considering the ethnicity data, it is important to remember that while 95% of Nasha Shkola students are white, as identified in the MN Student System, our students are a minority subgroup within this category. Our student body is ethnically diverse, consisting of a unique population of students from the local Eastern European and Central Asia communities. Over 90% of our students are English Language Learners, including U.S.-born heritage bilingual learners, recent immigrants, and newly arrived refugees. Languages spoken among the student population are English, Russian, Ukrainian, and Tajik.

Additionally, over 80% of our students qualify for free and reduced-price meals, which designates us as a Community Eligibility School.

Governance and Management

School Administration

Nasha Shkola is administered by Yelena Hardcopf, the Executive Director, who holds Charter School Leadership certification, Russian Language License (7-12), and ESL License (K-12). The Executive Director reports on the school's progress in terms of governance, academic performance, management, and operations to ensure the proper execution of each area. The Executive Director is evaluated formally once per year by the school board.

Name	Title	Responsibilities
Yelena Hardcopf	Executive Director	Administration of the District/School
Lada Bondar	Assistant Director	Assessment Coordinator, Support Services, and schoolwide schedule Coordinator.
Lisa Hasledalen	Finance Director/Accountant	Finances
Paul Kinsley	Business Manager	Operations and Vendors
Mariam Dergacehva	Office Manager	Oversees Student Records, Enrollment, Reporting, and Lunch Program

2023-24 School Board

Nasha Shkola Governing Board, 2023-24				
Board Member	Board Role	Term	Member Category	Training Dates
Mark Eilers	Chair	07/2021-06/2024	Community	4/26/2024
Natalya Johnson	Secretary	07/2023-06/2026	Teacher	8/8/2023
Nicole Nelson	Member	07/2023-07/2026	Community	8/8/2023
Peter Keller	Member	07/2022-06/2025	Parent	8/7/2023 1/16/2024
Lydia Tonoyan	Treasure	07/2022 - 06/2024	Parent	9/15/2023
Mary Moen	Member	07/2023 - 06/2025	Teacher	1/16/2024

The Board of Directors is Nasha Shkola's governing body. The Board creates, sets, and manages school policy, is responsible for school finance and its oversight, and oversees academic performance overall. The board delegates to the school Director the responsibility of everyday operational procedures.

Board Policy Review Cycle: Board policies are reviewed at each regularly scheduled Board meeting. A tri-annual policy calendar ensures that all policies are reviewed on a timely basis. At the beginning of each fiscal year, the Board creates and implements an annual calendar outlining the policies to be reviewed monthly. Some policies are required to be reviewed annually.

These are included in the tri-annual policies, which are reviewed and modified throughout the year. The cycle and annual calendar are subject to change per Minnesota statute and federal laws, and policies may be created and/or revised.

Per state statute, the Nasha Shkola Board of Directors is comprised of at least (1) teacher, one (1) parent, and one (1) community member. Ex-officio members include the school director. Teachers, non-teaching staff members, parents, and board members will be allowed to vote in the Board elections at the Annual Meeting. Conflict of interest documentation is signed by each board member annually in conjunction with state lease aid applications and the annual audit. Background checks have been completed for each board member serving on the school board.

Nasha Shkola's board meets at the school on the third Tuesday of each month at 6:30 p.m. The Finance Committee (advisory) meets at 5:45 p.m. prior to the board meeting to review and discuss the budget and monthly financials. Board information is available on the school website at <https://nashashkolamn.org/school/board-of-directors/>.



Board Training

Nasha Shkola Board is committed to be in compliance with MN Statute 124D.10 Subd. 4(f) Every charter school board member shall attend training throughout the member's term on the board. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management.

All Nasha Shkola board members attend their required training. Board training is held annually and facilitated by the school's authorizer, IQS. School Board Members completed Board training on Governance and Finance in person on August 7-8, 2023, and online at MNCharterBoard.com throughout the school year.

Board Member	Training Topic
Mark Eilers	<ul style="list-style-type: none"> • Conducting Open Meeting • Abiding by Bylaws
Natalya Johnson	<ul style="list-style-type: none"> • MN Charter School Board training in financial management, board's role and responsibilities, and employment policies and practices. • Director Evaluations • Using Academic Data • PELSB: STAR Overview and Licensure Compliance
Nicole Nelson	<ul style="list-style-type: none"> • MN Charter School Board training in financial management, board's role and responsibilities, and employment policies and practices.
Peter Keller	<ul style="list-style-type: none"> • Conducting Open Meeting • Abiding by Bylaws
Lydia Tonoyan	<ul style="list-style-type: none"> • MN Charter School Board training in financial management, board's role and responsibilities, and employment policies and practices.
Mary Moen	<ul style="list-style-type: none"> • Adopting a budget • Conducting fiscal oversight of cash flow • Conducting fiscal oversight of fund balance



Executive Director's Evaluation and Professional Development Plan

Yelena Hardcopf was evaluated by board members in April 2024. Her evaluation results were presented at the April 16, 2024 board meeting. She received the following scores based on the 5-point scale:

School Development: 4.4

Learning & Teaching: 4.22

School Culture & Behavior: 4.1

Management & Development of People, Systems and Resources: 4.4

Student Recruitment, Admissions, Study: 4.3

Community Relations: 4

Personal & Professional Characteristics: 4.7

Since 2018, she has served Nasha Shkola as Executive Director, continuously pursuing high-quality professional development to expand her knowledge and skills in support of effective teaching and leadership. This ongoing commitment enables her to lead across a broad range of responsibilities with expertise and vision. Below is a list of professional development courses Yelena participated in 2023-2024:

- HR and Charter School Finances (SWSU) 3-credit course
- Instructional Leadership (SWSU) 3-credit course
- ServSafe Food Protection Manager certification course and exam

Bridging Opportunities: Empowering new-to-country students, families, and community members in K-12 education. (MDE summit)

Staffing

During the 2023/24 school year, Nasha Shkola employed 14 teaching staff for elementary and middle school.

Licensed Staff

Employee Name	License #	Job Assignment	Grade	Returning for 23/24
Yelena Hardcopf	378469	Executive Director/Russian Language		Yes
Lada Bondar	501999	Assistant Director in Academics/ Russian Language	K-8	Yes
Amanda Rohde	475348	General Education	K	Yes
Tiffany John	0422020	General Education	1st	Yes
Natalya Johnson	502562	General Education	2nd	Yes
Mary Moen	298430	General Education	4-8	Yes
Nicole Laferriere	509511	General Education	4-5	No
Christian Schmidt	412560	Social Studies	5-8	Yes
Elizaveta Lindman	488633	Math	5-8	Yes
Ella Gerbuz	348710	Music	K-8	Yes
Victoria Neyman	1019184	Visual Arts	K-8	No
Ekaterina Kovaleva	180100	Russian Language	K	Yes
Bodil Empting	381569	Special Education	K-8	No
Eric Gunderson	1029452	Special Education	K-8	No

Non-Licensed Staff for FY24

Employee Name	Job Assignment	Returning for 24/25
Mariam Dergacheva	School Office Manager	Yes
Anna Sokhareva	Physical Education K-8	No
Yelena Bienemann	Math Paraprofessional	Yes
Svitlana Sirotkina	GenEd Paraprofessional	No
Valentina Eyres	Reading Paraprofessional	Yes
Violetta Khaydarova	Russian Paraprofessional	No
Camelia Miller	SpEd Paraprofessional	Yes
Lisa Fancher	General Education 3rd gr	No

Professional Development

NS staff participate in individually pursued activities and school-based, job-embedded approaches, such as Professional Learning Communities (PLCs). Professional development initiatives align with NS academic improvement priorities and provide consistent learning opportunities about new research and instructional practices. They are built into the regular school schedule throughout the school year. In the last year, NS staff have completed PD in the areas of Groves Reading Literacy, Responsive Classroom, Formative Assessment: Providing Formative Feedback, and Social Emotional Learning training modules.



Finances

Designs for Learning, Inc. continues to provide accounting services for Nasha Shkola. School Finance Director Lisa M. Hasledalen.

Email: lhasledalen@designlearn.net

The information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Innovative Quality Schools by December 31, 2024.

FY24 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$1,572,383	\$94,345	\$795
Total Expenditures	\$1,735,632	\$91,151	\$818
Net Income	(\$163,249)	\$3,194	(\$23)
Total Fund Balance	\$9,353	\$3,194	(\$23)

Overview

The school's fund balance decreased by \$190,553 in FY2024. Nasha Shkola managed the situation by prioritizing expenditures and engaging in deficit spending without substantially disrupting the program and maintaining a healthy fund balance.

Revenues

Average Daily Membership for the year was 106.6 (up from 98.98), or 111 (up from 101.43) pupil units, a marginal increase from the previous year. We anticipate increases in the 24-25 school year.

Expenses

Nasha Shkola's total expenses for FY24 were \$2,021,552. Five major areas accounted for the majority of this expense:

Payroll & Benefits	\$922,184	50%
Transportation	\$307,425	17%
Special Education	\$134,923	7%
Rent & Utilities	\$198,283	11%
Contracted Services	\$213,300	12%

Educational Approach and Curriculum

Curriculum & Programs

Nasha Shkola (NS) has developed a robust, well-researched, and engaging curriculum in various subjects, including language arts, math, science, social studies, creative art, and Russian Language. Core curriculum is rigorously aligned with Minnesota Academic Standards. Academic excellence for all students is a central goal for Nasha Shkola. The school's talented staff works hard to support the students in achieving this goal. NS educational program includes:

Core Knowledge Sequence and Curriculum provides comprehensive, content-rich classical learning material and sequence aligned with MN academic standards. CK curriculum develops student knowledge and skills and promotes educational excellence, multiculturalism, and the arts. NS uses CK materials for Language Arts and social studies in grades K-8.

Literacy Curriculum K-3 by Groves: Implemented in 23-24 in grades K-2, the reading literacy curriculum is a data-informed approach for emerging and struggling readers, enhancing literacy for all learners in Nasha Shkola. The curriculum helps K-3 students build essential literacy through a science-backed, explicit, systematic, and multi-sensory approach, focusing on decoding, comprehension, and retention. It also enhances K-3 reading skills, helping students turn words into meaningful ideas while building a robust vocabulary for understanding and expression. Nasha Shkola has formed a 3-year partnership with Groves Learning Organization to install and fully implement a literacy curriculum

Singapore Math emphasizes problem-solving and positive attitudes toward mathematics while focusing on student's development of skills, concepts, processes, and metacognition. NS uses SM in grades K-8.

Science: NS uses various curriculum resources, including *Pearson Interactive Science* in grades K-5 and an interactive inquiry-based curriculum by Savvas in grades 6-8. Our Science curriculum is aligned with Next Generation Science Standards (NGSS) and STEM learning. Savvas Science instruction and assessment engage students in real-world, observable science phenomena. In 2023-24, Nasha Shkola formed a partnership with *Science from Scientists*, an award-winning national non-profit organization with a mission to teach and inspire the next generation to identify and solve real-world problems by improving STEM literacy. The school hosts 2 real scientists to deliver hands-on, minds-on STEM lessons/science labs to students in grades 3-8 during school hours on a bi-weekly basis throughout the school year.

Creative Arts: The curriculum offers music instruction, choir, and theater groups. Students are expected to gain an appreciation for the interpretation of music and art, issues and viewpoints about music and art, understand the styles of music and art, influences and themes in art and music, and the historical and cultural contexts in which the music and art were generated. Studies have shown the connection between participation in art and music education and academic success. Moreover, the opportunities to perform and participate help children build self-confidence and become comfortable with public speaking.

World Language and Heritage Language Instruction (Russian Language): Nasha Shkola was founded on the premise that daily Russian language and culture instruction is vital to global citizenship. Students receive one hour of daily Russian instruction that prepares them to be proficient in a world language and preserves their cultural heritage. Nasha Shkola offers instruction in both Heritage Russian and Russian as a World language.

Physical Education: The NS program encourages personal fitness through individual activities and team games. Participation and good sportsmanship are emphasized. Instruction on health and wellness is part of the P.E. curriculum.

Innovative Practices and Implementation

Nasha Shkola is committed to providing culturally diverse and low-income students the opportunity to access high-quality academic programming using proven instructional practices to serve all learners. To do so, NS has developed a well-researched, standard-aligned, and engaging curriculum in diverse subjects (including Core Knowledge, Singapore Math, Pearson & Savvas Interactive Science). The NS teaching team has chosen and implemented several research-proven instructional practices that benefit all students (Formative Assessment, Guided Reading, and Sheltered Instruction strategies for English Learners). NS continually monitors students' performance and progress, reviewing the root causes of learning deficits and providing timely reactions and support for students' needs (MTSS).

The NS Russian Language and Culture program is presented to all children in all grades daily. NS is the only school in Minnesota that teaches Russian language and culture in the elementary and middle school years. This class teaches students to speak, read, and write in Russian.

Multi-Tiered System of Supports (MTSS):

Nasha Shkola established a process for MTSS to help identify students who may need additional support in academics and behavior. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. The foundation of MTSS includes: data collection, instruction, and interventions. MTSS is about clearly identifying students' needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students that are underachieving, and changing interventions when students are not progressing to their expected level. With response to instruction and systemic intervention strategies, all students can achieve success.

Data-driven Instructional Practices:

Nasha Shkola utilizes ongoing observation and benchmark assessments of students' academic development to provide feedback and inform instruction (FastBridge, NWEA). NS has elementary K-3 literacy data analysis meetings regularly. MWEA data is analyzed after each assessment term. In both reading and math, teachers look at the individual scores in the various RIT ranges. They will look at where the students need to go and what skills they need to improve. They look at class breakdown reports from NWEA and differentiate their instruction based on the RIT bands on the continuum. Finally, NS completes a Comprehensive Needs Assessment annually to identify the needs, and root causes, and determine the SMART goals and improvement measurements.

Parent Involvement:

Nasha Shkola (NS) is committed to providing quality education for every child in its school. Parent and Family engagement remains a key area for school strategic improvement. To this end, we want to establish partnerships with parents/families and with the community. Parents are invited to collaborate in several ways. Parents are invited to participate in the process of school policy and school programming review and improvement. NS organizes Back to School Night, Curriculum Night, Title I meetings, and Parent-Teacher Conferences. Parents are provided with results of individual assessments including state assessment results during parent-teacher conferences. Parents are given a summary of the results of their student's assessment data. NS uses multiple communication tools in English and Russian languages to inform families about classroom instruction, student's academic progress, intervention services, community events etc.

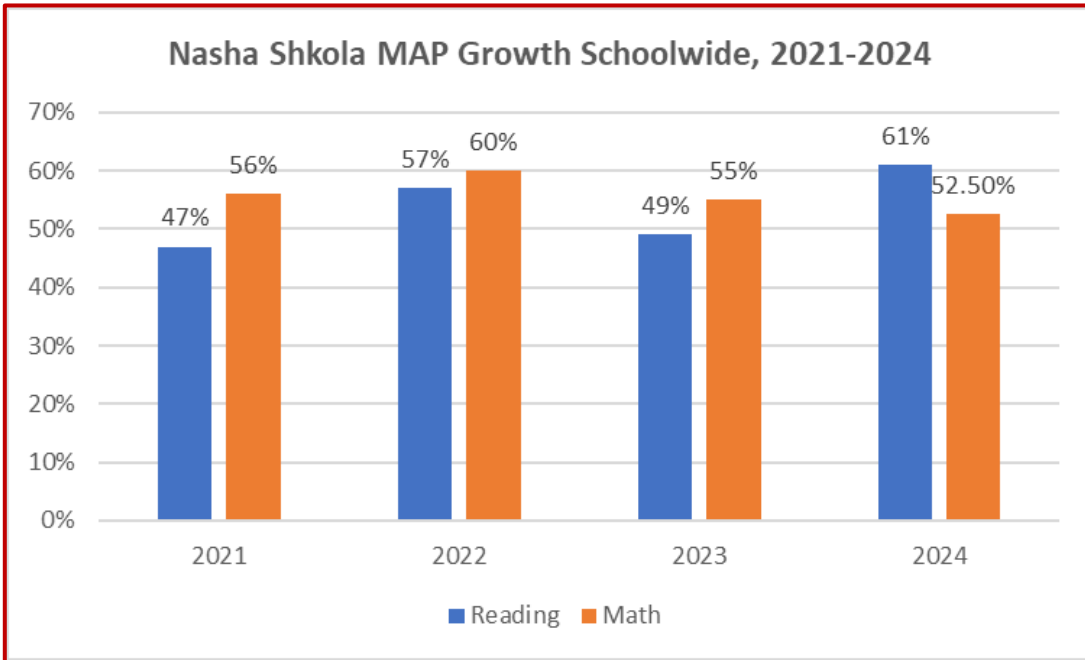
Academic Performance

Nasha Skhola evaluates students' knowledge and abilities using multiple assessments and data points. The following section summarizes our academic performance for the 2023-2024 school year, providing a snapshot of student outcomes. Key highlights from the FY24 academic year demonstrate our students' growth and progress.

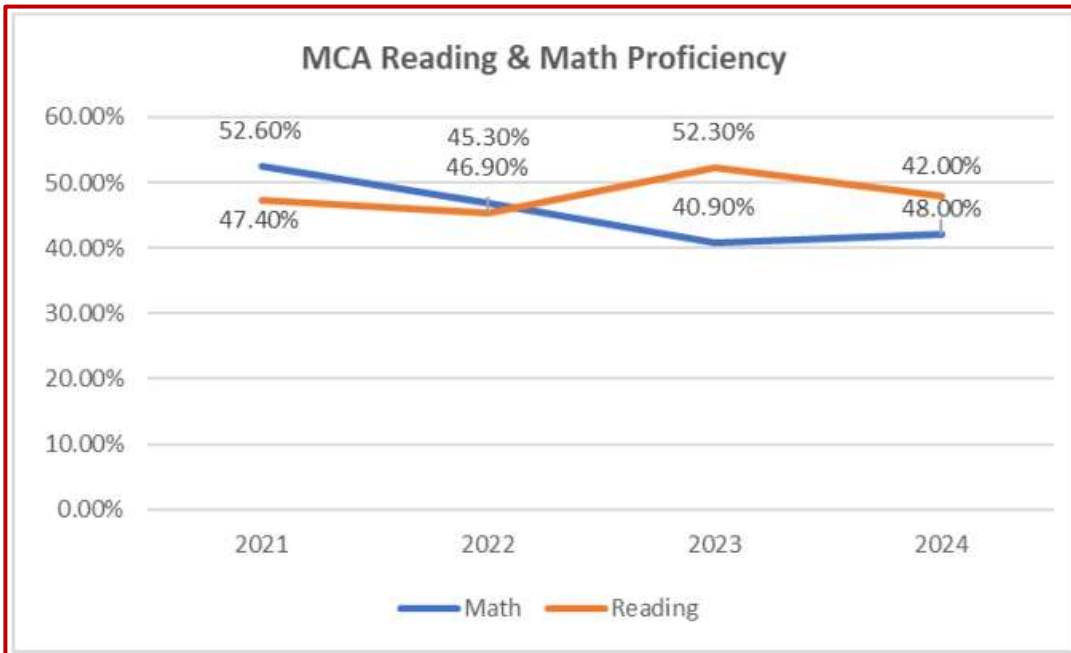
NWEA MAP Growth Assessment provides a measure that compares Nasha Shkola's students' growth in Math and Reading to all similar students across the nation. Each student's growth result is compared to similar students by grade and situation. Then, these students are ranked into percentiles. For a student in the 50th percentile, half of the students being compared have better, and half have lower growth results. For a student in the 99th percentile, 99% of the students being compared would have lower growth results. In NWEA Assessments, over 50% of students meeting Growth Targets means that a school performs better than average nationally. It is particularly impressive given the Nasha Shkola's student population. When interpreting Reading results, be aware that over 90% of the students are English Language learners.

Nasha Shkola's goal for student growth is that 50% or more of students who have been continuously enrolled (having tested all seasons from August through May) will be on track to make at least 1 year's growth. NWEA assessments measure a year's growth when students achieve their projected growth in RIT scores. A student's projected growth value is determined by grade level and the student's percentile ranking based on the first assessment RIT score. In FY24, 52.5% of all students achieved their projected growth targets in Math. The data indicates that students are progressing in math and approaching their goals.

Results from 2023-24 demonstrated that overall, the fraction of students meeting or exceeding their MAP Growth targets increased in Reading from the previous school year but dropped to 52.5% in Math. In Reading, 61.0% met their projected growth targets! This high percentage represents the effectiveness of the instruction students receive and their ability to understand and comprehend various texts. The data indicates that students are progressing in reading and approaching their goals.



MCA-II Proficiency Data



As measured by the MCA- II, Nasha Shkola's students' reading proficiency rates dropped by 10.3%. MCA Proficiency in Math increased by 1.1% for all students. Nasha Shkola staff reviewed instruction and intervention practices to pinpoint areas of need to support student growth and mastery in reading and math.

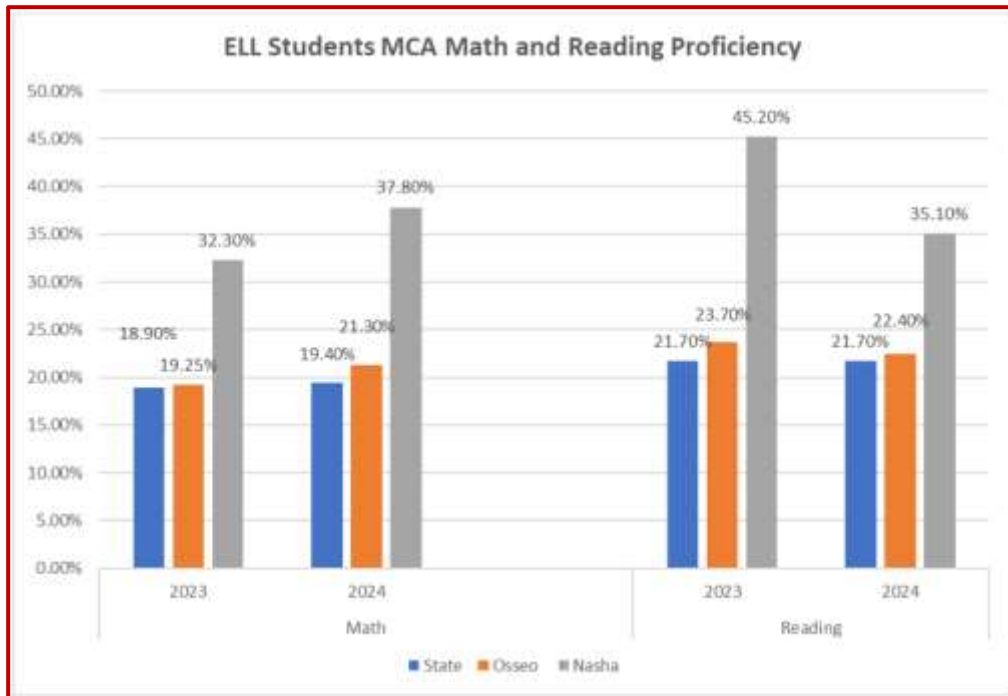
Nasha Shkola analyzed the achievement data and identified the following root causes:

1. Significant number of ELLs: 60% of students that take NWEA are ELLs with greater majority of them in grades K-3.
2. Changing demographics for English Language learners: 36% of ELL are RAIEL (Recently Arrived Immigrant English Learners) and SIFE (Student with interrupted formal education)
3. Reading literacy curriculum (3rd grade): doesn't thoroughly cover all reading literacy foundational skills, specifically phonemic awareness.
4. As evidenced by the data (WIDA ACCESS and NWEA) and classroom observations, one root cause of low performance of English Language Learners is the grade-level content and instruction does not fully support high-level discourse (academic conversation) and content vocabulary being used by ELLs in Tier I classroom instruction.

When looking at our school's test scores, it's essential to consider the makeup of our student body. Our school serves a unique community:

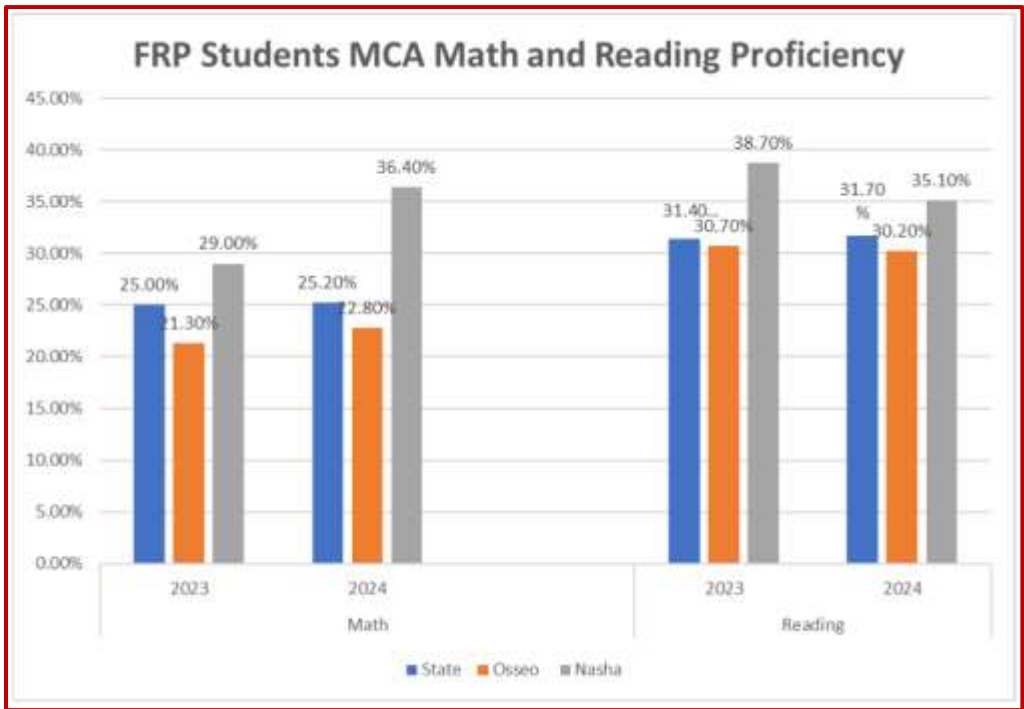
- Over 90% are learning English as a second language (ELL)
- 80% come from low-income families and qualify for free or reduced-price meals (FRP)
-

When we disaggregate the data and compare similar groups of students across the state and to Osseo Public Schools, Nasha Shkola students greatly outperform their peers in Math, a trend that has been consistent for the past two years.



In FY24 for MCA Math Proficiency, Nasha Shkola English Learners (ELL) outperformed the State by 18.4% points and Osseo by 16.5% points.

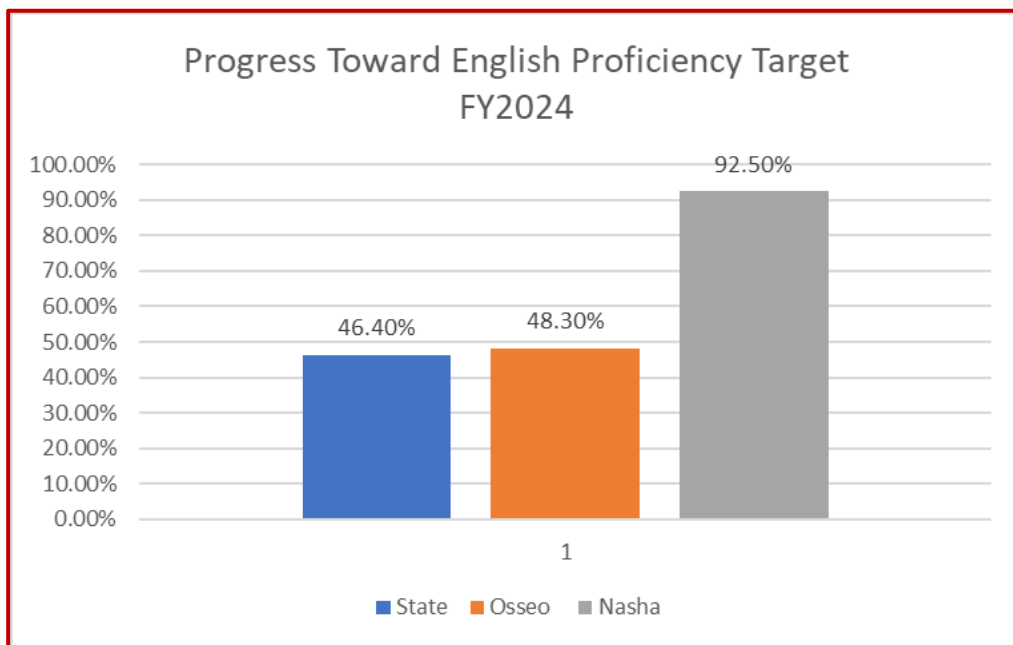
In FY24 for MCA Reading Proficiency, Nasha Shkola EL students surpassed the state by 13.4 percentage points and surpassed Osseo Schools by 12.7 percentage points. We see similar trends for our FRP students. When we disaggregate the data and compare similar students, we notice that Nasha Shkola consistently maintains higher proficiency rates for FRP students. In Reading, our FRP students exceeded the statewide average by 9.2 points and outperformed Osseo Schools by 10.7 percentage points. In FY24 for MCA Math Proficiency Nasha Shkola FRP students outperformed the State by 11.2% points and Osseo by 13.6% points.



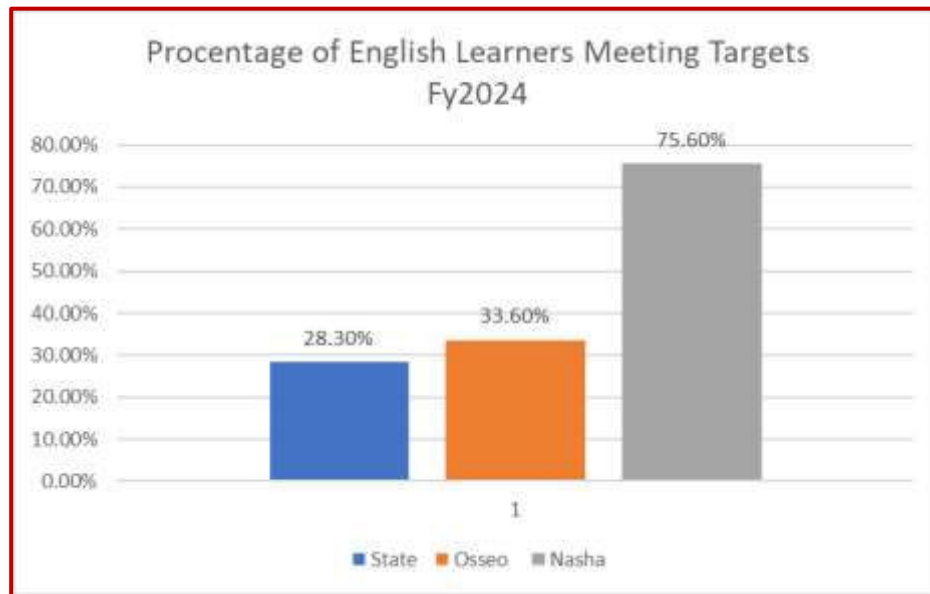
We also examine the MCA data to compare our students' current and previous achievement levels. The goal is for students to either improve or maintain their achievement levels from year to year. Nasha Skhola continues to meet this goal, as both our FRP and EL students' proficiency rates increased from FY23 to FY24. In Reading, just under 68% of all students at Nasha Skhola successfully maintained or improved their achievement levels from FY23, a rate that exceeds both the state (61%) and the local district of Osseo (61.2%). In Math, 55.9% of our students successfully maintained or improved their achievement levels from FY23, outperforming the local district (54.7%) and falling 0.5% behind the state (56.4%).

ACCESS for English Language Learners Data

Each year, every English learner (EL) has an individual target on the ACCESS test of English language proficiency (ELP). These targets update each year based on the student's progress the prior year. This indicator measures how close ELs on average were to their targets for the current year. We are committed to increasing and improving our students' English development. To accomplish this, we train our staff on the best instructional strategies for meeting the needs of EL students and we provide ample opportunities for our students to practice their English skills. The data below indicates the instructional methods we are using are effective as our EL students made exceptional progress toward language proficiency, far exceeding state and local district averages. Notably, 92.5% of Nasha Shkola EL students demonstrated average progress toward meeting their targets and 75.6% met their EL target!



In FY24 Nasha Shkola English Learners' progress toward English Proficiency Targets outperformed the State by 46.1% points and Osseo by 44.2% points.



In FY24 Nasha Shkola the percentage of English Learners meeting their English Proficiency Targets outperformed the State by 47.3% points and Osseo by 42.0% points.

Authorizer Goals

Authorizers and schools work together to develop a performance contract. This contract is used as a guide to ensure the school is maintaining high standards for school performance in the areas of academics, climate, operations, and finance. Authorizers and schools work together to determine the percentage of goals that need to be met in order to gain contract renewal. Below are the contract goals the school and the authorizer developed together to monitor school performance.

- a. The school has been faithful to the terms of the agreement regarding the implementation of the school's design and the Commissioner's learning standards. (Mission/Program Model)
- b. The board is performing its governance responsibilities. (Governance)
- c. The performance of the students and the school meet the expectations as provided in the contract. (Student and School Performance)
- d. The school is using its resources to comply with the law and is planning for the future. (Finance)
- e. school is meeting the administrative requirements of the law relating to charter schools. (Operations)

Section 1: Mission/Program Model	3.3
School Improvement Opportunities: Continue to strengthen the middle school program.	
Section 2: Governance	3.0
School Improvement Opportunities: Develop Board Development Plan	
Section 3: Performance	2.6
School Improvement Opportunities: <ul style="list-style-type: none"> • NWEA Reading and Math growth to be increased to at least 62% for all students as measured from fall to spring. • MCA Math to be increased by 2% from the previous year. • Percentage of 3rd grade students achieving grade-level expectations as measured by FastBridge CBM to be increased to at least 62% • Improvement in the area of Social Emotional Learning and College and Career Readiness smart goals. 	
Section 4: Finance	3.7
School Improvement Opportunities: Increase and maintain school fund balance.	
Section 5: Operations	3.5
School Improvement Opportunities: Conduct transportation satisfaction survey among parents.	
Composite Score	3.22

World’s Best Workforce Summary Report

The World’s Best Workforce Plan (MN State Statute, Section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning within the district to create the world’s best workforce. It is intended to be a foundational document that aligns educational initiatives serving students pre-k through high school. It is based on the following three goals:

- All students are ready for kindergarten.
- All racial and economic achievement gaps between students are closed.
- All students are college and career-ready by graduation.

The school’s goals and results for the 2023-24 school year are summarized below: Nasha Shkola set and met 7 out of its 9 WBWF goals in 2024.

Goals and Results

All Students Ready for School

GOAL	RESULT	GOAL STATUS
Provide the established SMART goals for the 2023-24 SY	Provide the result for the	<i>Check one of the following:</i>
50% of K students will meet their growth target score on the Spring NWEA MAP Reading assessment	12 out of 15 K students, or 80.0%, met their growth target score on the Spring NWEA MAP Reading assessment.	On Track (multi-year goal) Not On Track (multi-year goal) X_ Goal Met (one-year goal) Goal Not Met (one-year goal)
50% of K students will meet their growth target score on the Spring NWEA MAP Math assessment	11 out of 15 K students, or 73.3%, met their growth target score on the Spring NWEA MAP Math assessment.	On Track (multi-year goal) Not On Track (multi-year goal) X_ Goal Met (one-year goal) Goal Not Met (one-year goal)

Close the Achievement Gap(s) Between Student Groups

GOAL	RESULT	GOAL STATUS
MCA Math EL Students: The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	Nasha Shkola EL students scored 16.5 percentage points higher than the local school district, therefore exceeding this goal.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)

MCA SUBGROUP	SUBJECT	NASHA SHKOLA	OSSEO SCHOOL DISTRICT	STATEWIDE
EL	Math	37.8%	21.3%	19.4%

Close the Achievement Gap(s) Between Student Groups

GOAL	RESULT	GOAL STATUS
MCA Reading EL Students: The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	Nasha Shkola EL students scored 12.7 percentage points higher than the local school district therefore exceeding this goal	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)

MCA SUBGROUP	SUBJECT	NASHA SHKOLA	OSSEO SCHOOL DISTRICT	STATEWIDE
FRP	Reading	40.9%	30.2%	31.7%

Close the Achievement Gap(s) Between Student Groups

GOAL	RESULT	GOAL STATUS
In the majority of the contracted years, the school's percentage of students making progress toward English Language Proficiency (ELP) on the ACCESS assessment will be at least 14 percentile points greater than that of the state. (Charter contract goal 3.e)	Nasha Shkola English Learners' progress toward English Proficiency Targets outperformed the State by 46.1% points and Osseo by 44.2% points.	<p>Check one of the following:</p> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)

SUBGROUP	SUBJECT	NASHA SHKOLA	OSSEO SCHOOL DISTRICT	STATEWIDE
ELL	English ACCESS	92.5%	48.30%	46.40%

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
In the majority of contracted years, at least 62% of students but less than 75% of students with valid fall and spring test scores will achieve their individualized NWEA Math (or other nationally normed assessment) growth goals as measured from fall to spring. (Charter contract goal 3.b)	52.5% of students met their growth target in Math	<p>Check one of the following:</p> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal)

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
In the majority of contracted years, at least 62% of students but less than 75% of students with valid fall and spring test scores will achieve their individualized NWEA Reading (or other nationally normed assessment) growth goals as measured from fall to spring. (Charter contract goal 3.a)	61.0% of all students met their growth target in Reading.	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p>

Survey Results

Parent Survey Results

The 2023-2024 family survey was administered in the spring with a 56% return rate. Overall, parents have very positive feedback for Nasha Shkola:

- 94.9% of families agreed that Nasha Shkola teachers create a safe and caring learning environment.
- 94.9% of families agreed that their child’s teacher/s cares about the student’s success.
- 97.4% of families agreed that their child is appropriately prepared to advance to the next grade
- 94.9% of families agreed that the school significantly contributes to student’s academic growth and development
- 97.4% of families agreed that the school provides an environment supporting a child’s well-being, belonging, and connection.

A consistent theme in the opening question, “If you could commend for one thing about Nasha Shkola, what would it be?” is the quality of the teachers. The teachers know all the students, and they care about their success and well-being.

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Staff Survey Results

A staff survey was administered to all staff for the 2023-2024 school year, with a 77% return rate.

- 91.1% of staff agree or mostly agree that NS adequately serves students' needs, and 100% agree or mostly agree that the overall school atmosphere benefits students' learning.
- 100% of staff agree or mostly agree that they have the opportunity to participate collaboratively in leadership activities.
- In response to "The leadership team treats me as a professional.," 100% of staff agree. 100% of staff Agree with the statement, "The leadership believes that I am effective as a teacher/support staff member."

Student Survey

Finally, a student survey was administered to middle school students in grades 5-8 with a 100% return rate.

- 72.7% of students reported that they feel safe in school
- 86.4% of students reported that school work is academically appropriate and requires their best efforts
- 54.5% of students reported that they feel supported by their classmates.
- 77.3% of students reported that teachers provide support
- 63.6% of students reported feeling satisfied or very satisfied about their academic performance.

Overall, students trust and enjoy their teachers and are satisfied with the school environment. The concerns will be addressed by ensuring the rigor of curriculum and instruction and further enrichment opportunities in reading, math, and science.

In summary, the results of the stakeholder surveys indicate good levels of family, student, and staff satisfaction. With the increased post-pandemic effects, there is a greater need for academic and social/emotional support for teachers and students. All survey results are used to develop our annual School Improvement Plan, which leads to positive changes in the areas measured by surveys.

Future Plans

Nasha Shkola was created to provide a rigorous education where students can grow academically, socially, and emotionally. We are excited to see the continued growth and progress of our students in 2024-2025 school year.

Additional plans include:

- Continuing to promote strong relations with parents and the greater school community;
- Implement Phase 2 of the Groves Literacy Program to support student growth in reading and literacy.
- Partner with TWILL Sports to strengthen our Physical Education Program and introduce summer sports camps.
- Continue partnership with Science from Scientists.
- Add voluntary prekindergarten program for 9 4-year-old students (tentative plan in 2024-2025).
- Establish a Counselor service to focus on developing students' social and emotional skills.

Nasha Shkola (4208-07) 2023-2024 School Calendar

July						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4: Independence Day

January						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3: Classes Resume
15: No School - MLK, Jr. Day
18: End of 2nd Quarter
19: Professional Day - No School
22: 3rd Quarter Begins

August						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

17-25: Teacher Workshops & Planning
24: Back to school Night 4:00-7:00 pm
28: First Day of School/Quarter 1 begins

February						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

1-29: WIDA ACCESS Assessment
16: Parent-Teacher Conferences (No School)
19: No School - President's Day

September						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1: No School
4: No School - Labor Day
5-20: NWEA MAP Assessment
29: Professional Day - No School

March						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1-15: WIDA ACCESS Assessment
4-8: AAVANT Russian Language Assessment
21: End of 3rd Quarter
22: Professional Day - No School
25-29: No School - Spring Break

October						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13: Parent-Teacher Conferences (No School)
19-20: No School - MEA

April						
Su	M	Tu	W	Th	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1: Classes resume, 4th Quarter Begins
15-30: MCA Assessment

November						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2: End of 1st Quarter
3: Professional Day - No School
6: 2nd Quarter Begins
22-24: No School - Thanksgiving

May						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3: Professional Day - No School
8-22: NWEA MAP Assessment
27: No School - Memorial Day
31: Last Day of School, Board Election

December						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-21: NWEA MAP Assessment
22-2: No School - Winter Break

June						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3, 4: Professional Day - No School

KEY	No School	Conferences
	4 Holiday	Quarter begins/ends
	★ First/Last Day	Teacher Workday/No School

Number of school days 170

Number of Teacher Workdays 188

Q1	8/28/23 - 11/2/23	43 days
Q2	11/6/23 - 1/18/24	42 days
Q3	1/22/24 - 3/22/24	42 days
Q4	4/2/24 - 6/1/24	43 days