

Nasha Shkola Charter School

Annual Report 2022-2023



**District #4208-07
6717 85th Ave North
Brooklyn Park, MN 55445
763/496-5550
<https://nashashkolamn.org/>**

Table of Contents

Contents

<u>Introduction.....</u>	<u>3</u>
<u>Authorizer</u>	<u>3</u>
<u>School Overview.....</u>	<u>4</u>
<u>Enrollment & Demographics</u>	<u>5</u>
<u>Faculty Information</u>	<u>7</u>
<u>Academic Progress</u>	<u>8</u>
<u>World’s Best Workforce</u>	<u>12</u>
<u>Governance & Management</u>	<u>16</u>
<u>Primary & Secondary Purposes of a Charter School</u>	<u>17</u>
<u>Parent and Staff Survey Results</u>	<u>19</u>
<u>Innovative Practices.....</u>	<u>21</u>
<u>Future Plans</u>	<u>21</u>
<u>Financial Status</u>	<u>22</u>
<u>Attachment 1: School Calendar 2022-23</u>	<u>24</u>
<u>Attachment 2: Annual Report Checklist</u>	<u>25</u>

Introduction

Nasha Shkola Charter School has completed its tenth year of operation and is now pleased to present this Annual and World's Best Workforce Report regarding the 2022-23 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 Slavic community, providing them with a quality differentiated education that enables them to achieve their potential and prepare them for the world. School offers daily instruction of Russian language and culture. 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 to teach Russian language and culture to elementary and middle school aged students.

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

First year in Operation: 2012/13

Authorized Until: 2028

Grades Served: K-8

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

Address (FY23): 2225 Zenith Ave North
Golden Valley, MN 55422

Phone: 763/496-5550

Website: www.nashashkolamn.org

Mission

Nasha Shkola aspires to be a multi-cultural charter school committed to exceptional education in all areas of academic inquiry with an emphasis on Russian Language and Culture, 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 has been renewed in July of 2023.

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



Authorizer Contact: Laurie Schroeder; lschroeder@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; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>. Nasha Shkola also is a tax-exempt "501(c)3" organization recognized by the Internal Revenue Service.

School Overview

School Model

Curriculum

Nasha Shkola (NS) has developed a robust, well-researched and engaging curriculum in a diverse range of subjects including language arts, math, science, social studies, creative art, Russian Language and Russian studies. Core curricula have been aligned with MN state 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.
- *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 a variety of curriculum resources including *Pearson Interactive Science* in grades K-5, and 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. Students build scientific knowledge by applying Disciplinary Core Ideas, Science and Engineering Practices, and Cross-Cutting Concepts through inquiry-based learning. Our science lessons include hands-on science activities, simulations, and interactive tools to support students as they practice Science in authentic ways.
- *Reading / Literacy*: NS uses the Fountas and Pinnell Leveled Literacy Intervention System (LLI) daily during schoolwide Guided Reading Intervention. LLI is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.
- *Creative Arts*: Creative Arts curriculum offers music instruction, choir and

theater groups. Music and Art are prominently included in the *CK Sequence* and integrated whenever possible with history and literature emphasizing an interdisciplinary approach. 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 success in academics. Moreover, the opportunities to perform and participate help children build self-confidence and become comfortable with public speaking.

- *World 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 foreign language.
- *Physical Education*: The NS physical education program encourages personal fitness through individual activities and with team games. Participation and good sportsmanship is emphasized. Instruction on health and wellness is a part of the P.E. curriculum.
- *Visual Arts*: Nasha Shkola Art program enhance the learner intellectually and culturally. Art classes are offered to all students in grades K-8.

School Calendar

During the 2022/23 school year Nasha Shkola provided 168 instructional days; staff worked 187 days.

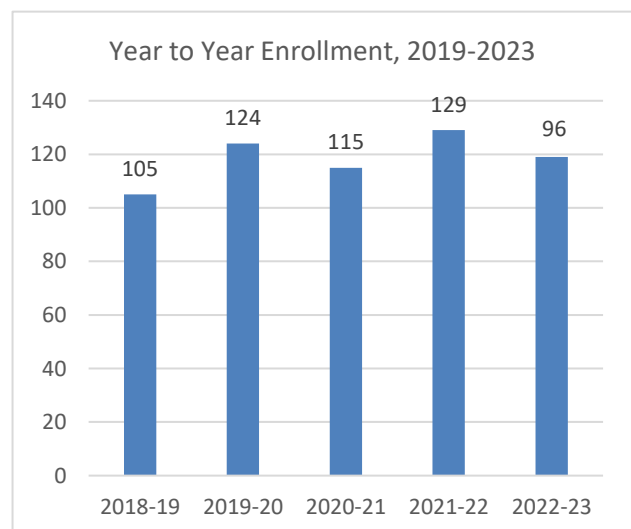
The School Calendar is included as Attachment 1 to this report.

Enrollment & Demographics

Final ADM count for 2022-2023 was 96 students. The school experienced a significant drop in enrollment due to school relocation from Brooklyn Park to Golden Valley.

Nasha Shkola's overall attendance percentage for the school was 93.2% for the school year.

Seventy-one percent of students at Nasha Shkola qualify for the Free or Reduced Lunch Program, which indicates that their families fall within



the Federal guidelines for living in poverty. Fifty-five percent qualify as English Learners, indicating that English is not their first language. These figures are similar to the previous year.

Student Mobility

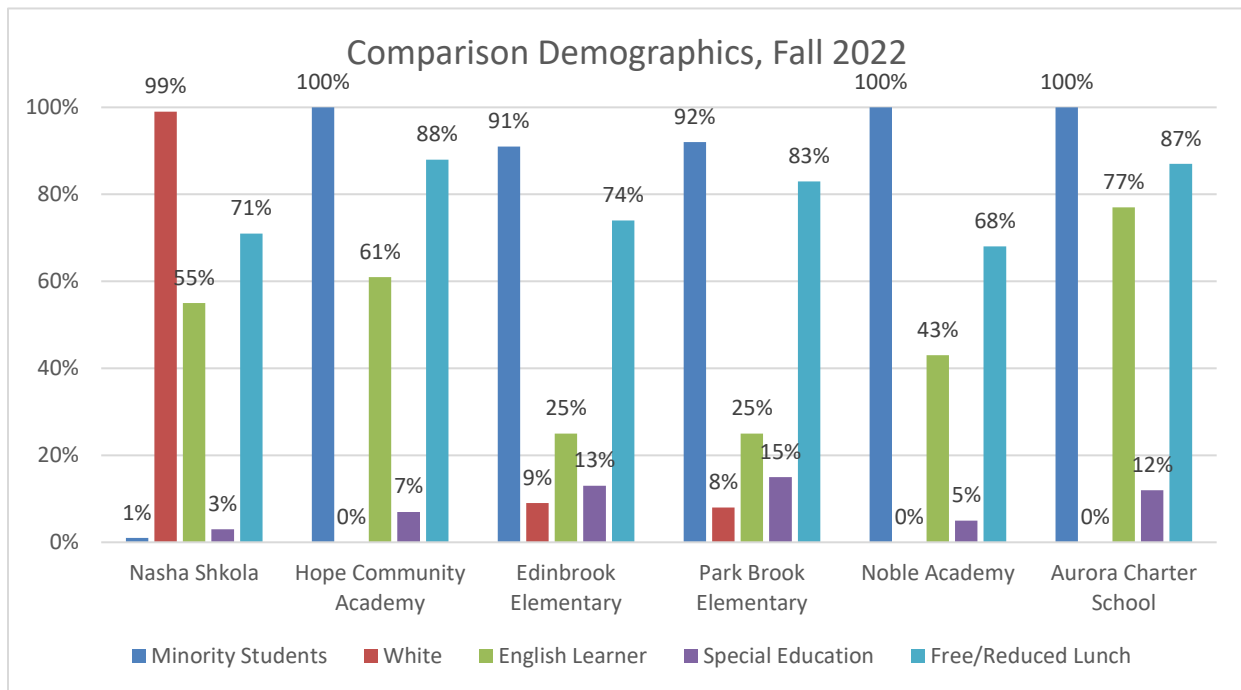
Student mobility is an indicator of the stability of the school’s student body. Mobility spiked once again in 2022-23 due to the school relocation. School primarily lost students residing in the northern suburbs of the Twin Cities area.

See the table below for student mobility details over the past three school years.

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

Comparison Demographics

Comparison schools are utilized to determine how Nasha Shkola compares to its contemporaries. Several Metro-area charter schools with missions focusing on language immersion were selected: Noble Academy, Aurora Charter School, and HOPE Community Academy; and Edinbrook and Park Brook Elementary Schools in the Osseo school district.



When considering the ethnicity data, it is important to remember that while students at Nasha Shkola are white, as identified in the MN Student System, our students are

a minority subgroup within this category. The majority of Nasha Shkola students are Slavic and East-European heritage and largely English Learners. They do not fit the traditional picture of a MN Student. Languages spoken among the student population: English, Russian, Ukrainian, and Tajik.

There are similar percentages of students who qualify for the Free & Reduced lunch program. Edinbrook and Park Brook Elementary schools are in a similar geographic area as Nasha Shkola and have been included as comparison schools for that reason.

Faculty Information

During the 2022/23 school year Nasha Shkola employed 14 teaching staff for elementary and middle school.

Unlicensed Staff

Employee Name	Job Assignment	Returning for 23/24
Mariam Dergacheva	School Office Manager	Yes
Yelena Durnev	Physical Education K-8	No
Yelena Bienemann	Math Paraprofessional	Yes
Eva Hubert	ELL Paraprofessional	No
Valentina Eyres	Reading Paraprofessional	Yes
Kara Herring	SpEd Paraprofessional	No
Camelia Miller	SpEd Paraprofessional	Yes

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	1 st	Yes
Natalya Johnson	502562	General Education	2 nd	Yes
Mary Moen	298430	General Education	3/4	Yes
Nicole Laferriere	509511	General Education	3/4	Yes
Christian Schmidt	412560	Social Studies	5-8	Yes
Elizaveta Lindman	488633	Math	5-8	Yes

Employee Name	License #	Job Assignment	Grade	Returning for 23/24
Arhely Bermudez	1011428	Science	5-8	No
Ella Gerbuz	348710	Music	K-8	Yes
Victoria Neyman	1019184	Visual Arts	K-8	Yes
Bodil Empting	381569	Special Education	K-8	Yes

Professional Development

NS staff participate in both individually pursued activities and school-based, job-embedded approaches, such as Professional Learning Communities (PLCs).

Professional development initiatives are aligned with NS academic improvement priorities and provide consistent opportunities to learn about new research and instructional practices. They are built in the regular school schedule throughout the school year. In the last year, NS staff have completed PD in the areas of Singapore Math instructional methods, Responsive Classroom, Reading Literacy, Formative Assessment: Providing Formative Feedback, and Social Emotional Learning training modules.

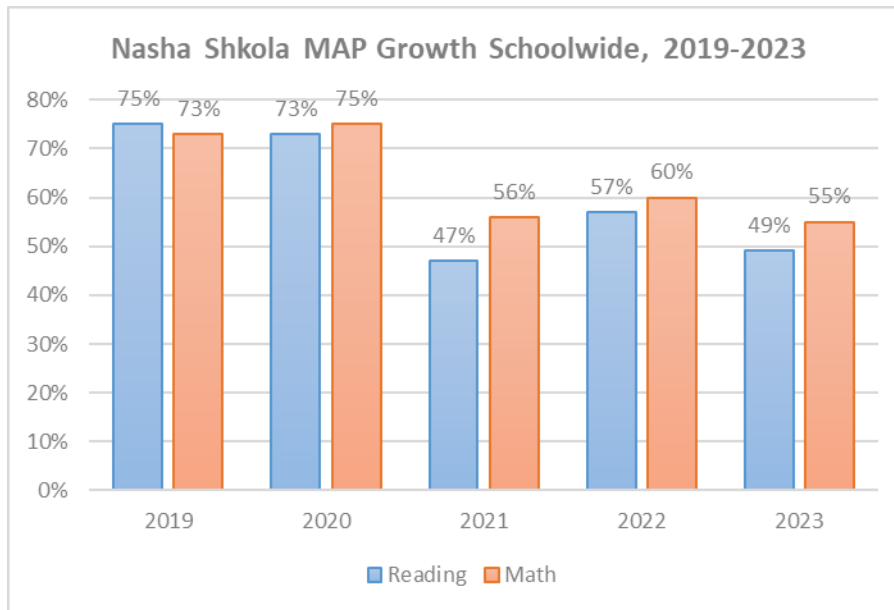
NS has established PLCs, collaboratively across grade levels and interdisciplinary teams that work in the area of English Language and Math. These teams meet regularly to reflect on students' progress, review students' work and data, and align instruction to academic standards and desired academic outcomes. PLCs and other forms of staff collaboration in NS support schoolwide efforts to drive cultural changes and develop staff accountability models. Last year, PLCs focused on: Writing rubric development, and Daily 3 (Math differentiation through rotations).

Academic Progress

NWEA Data

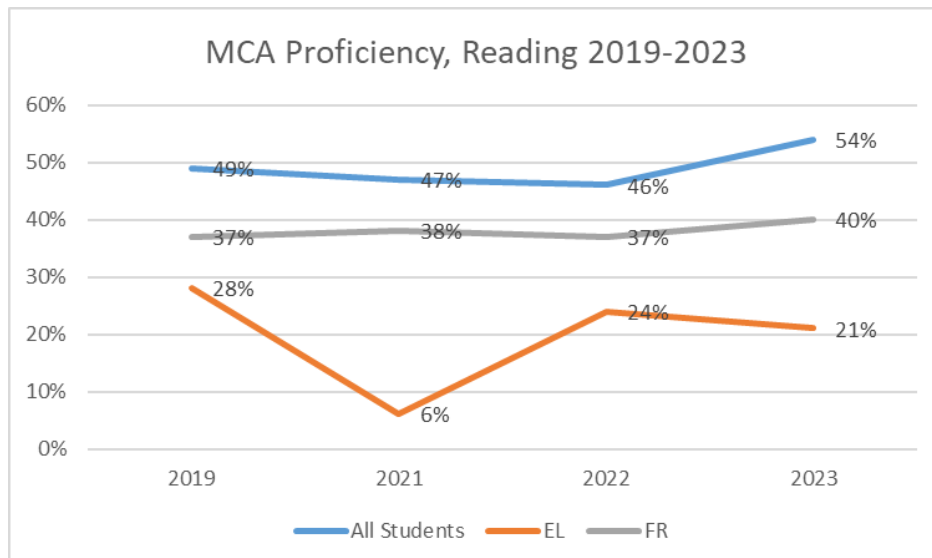
Results from 2022-23 demonstrated that overall, the fraction of students meeting or exceeding their MAP Growth targets declined somewhat from the previous school year, still exceeding 50% in Math but dropping to 49% in Reading. Nationwide, any given student has a 50% chance of meeting or exceeding their fall-to-spring Growth Targets on this assessment, so any school with over 50% of its students meeting these targets is "beating the odds." Nasha Shkola's results from the 2018-19 and 2019-20 school years are particularly remarkable.

Kindergarten students at Nasha Shkola take their assessment in Winter and Spring are not included in the chart below. 82% of kindergarten students met their growth targets in Math and 55% in reading.

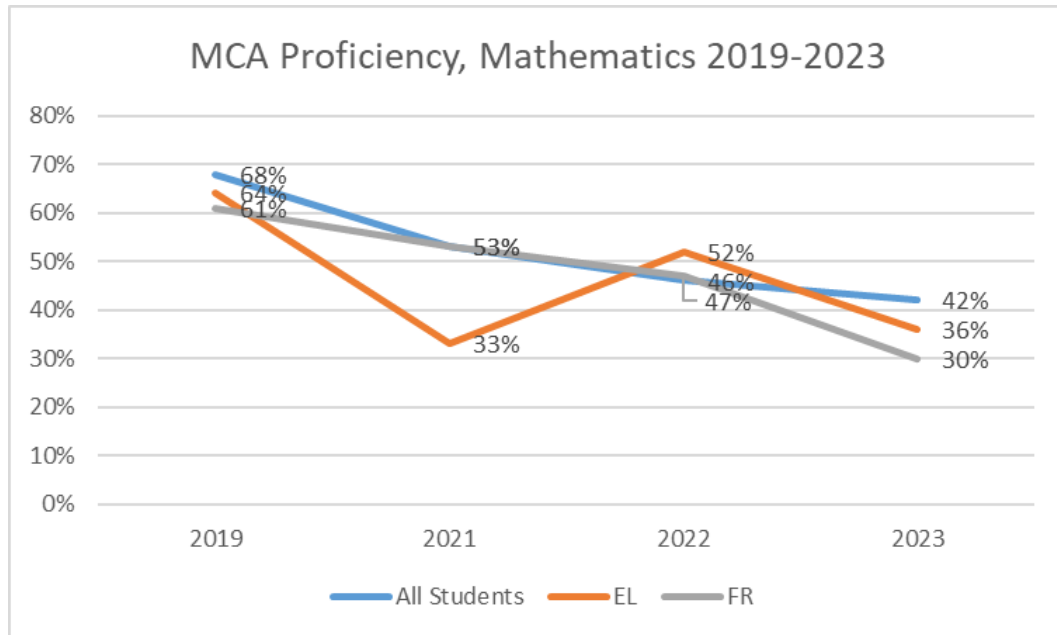


MCA-II Proficiency Data

Overall, Nasha Shkola students’ rates of proficiency in Reading as measured by the MCA-II has remained remarkably consistent since 2019 (due to COVID-19, no summarized assessment data is available for 2020). In the spring of 2023 for the first time ever, more than 50% of students overall scored Proficient on this assessment. EL students’ levels of Proficiency declined significantly in the pandemic year of 2020-2021 before recovering to their previous level in the past two years’ assessments. Free and reduced-school meals-eligible students’ Proficiency level remained consistent from 2019 to 2021 and declined somewhat in 2022 before recovering to the previous level in 2023. The chart below shows MCA Proficiency in Reading for the past five years excluding 2020. Note also that per data availability in MDE’s MN State Report Card, 2021 data is for all students tested whereas for the other years, data reported is for all students meeting enrollment criteria.



MCA Proficiency in Math declined for All students and for both EL and Free and Reduced-category students in 2021, though more than 50% of students overall and in the Free and Reduced category continued to score Proficient. Per spring 2023 MCA results, the proportion Proficient declined somewhat for students overall and for the two sub-categories. NS staff will review instruction and intervention practices to pinpoint areas of need in order to support student growth and mastery in both reading and math.



Nasha Shola analyzed the achievement data and identified learning disruption due to the following root causes:

- 1) Long-term pandemic effect on learning: interrupted learning and absenteeism
- 2) Significant number of ELLs: 33% of students taking MCA are ELL, schoolwide 55%. FRP: 70% students in MCA, schoolwide 67%
- 3) Increase in student mobility impacts student growth rates and proficiency measurements.
- 4) High percentage of excused (sickness related) and unexcused absences.

ACCESS for English Language Learners Data

Results from the 2022-2023 school year demonstrate that Nasha Shkola English Learners made 81% of their way to their targets in comparison to 47% of ELLs at state level. 60% of ELLs reached their target or went past their target in comparison to the 29% of ELLs at state level.

Authorizer Goals

Section 5.1 of the contract between Innovative Quality Schools (IQS) and Nasha Shkola Charter School outlines the criteria for the annual school review. In part, it states that IQS will evaluate whether the:

- a) school has been faithful to the terms of the agreement regarding the implementation of the school’s design and the learning standards of the Commissioner. (Mission/Program Model)
- b) Board is performing its governance responsibilities. (Governance)
- c) performance of the students and the school meet the expectations as provided in the contract. (Student and School Performance)
- d) school is using its resources in compliance 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: School Model	3.5
School Improvement Opportunities: None at this time	
Section 2: Governance	3.5
School Improvement Opportunities: None at this time	
Section 3: Performance	3.0
School Improvement Opportunities: <ul style="list-style-type: none"> • Math MCA scores continue to decrease. The school is looking for interventions to improve math proficiency. • Increased participation in NWEA testing would provide another set of growth data. 	
Section 4: Finance	3.0
School Improvement Opportunities: Please share your long-range budget.	
Section 5: Operations	3.0
School Improvement Opportunities: None at this time	
Composite Score	3.2

Nasha Shkola has welcomed many students who are refugees from Ukraine and continues to support the holistic needs of these students who have been displaced and lived through intense trauma. The school's expenditures have also reflected their strategic initiatives and the planned facility changes, which took place at the end of FY22.

World's Best Workforce

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 with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives serving students pre-k through high school. It is based on the following five goals:

- All students are ready for kindergarten.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. 50% of K students will meet their growth target score on the Spring NWEA MAP Reading assessment	Provide the result for the 2022–23 SY that directly ties back to the established goal. 6 out of 11 K students, or 54.5%, met their growth target score on the Spring NWEA MAP Reading assessment.	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) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. 50% of K students will meet their growth target score on the Spring NWEA MAP Math assessment	Provide the result for the 2022–23 SY that directly ties back to the established goal. 9 out of 11 K students, or 81.8%, met their growth target score on the Spring NWEA MAP Math assessment.	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) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

All Students in Third Grade Achieving Grade-Level Literacy.

Goal	Result	Goal Status
Provide the established	Provide the result for the	Check one of the following:

Goal	Result	Goal Status
SMART goal for the 2022–23 SY. 50% of students enrolled in third grade on October 1 will test as proficient on the Reading MCA.	2022–23 SY that directly ties back to the established goal. 50% of Nasha Shkola 3 rd graders were proficient on the Reading MCA in 2023 (6 of 12 students). Increase from 42% in 2022.	<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) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status										
Provide the established SMART goal for the 2022–23 SY. MCA Math EL Students: The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	Provide the result for the 2022–23 SY that directly ties back to the established goal. <table border="1" data-bbox="453 890 954 1182"> <thead> <tr> <th>MCA Subgroup</th> <th>Subject</th> <th>Nasha Shkola</th> <th>Osseo School District</th> <th>State wide</th> </tr> </thead> <tbody> <tr> <td>EL</td> <td>Math</td> <td>32.3 %</td> <td>19.2 %</td> <td>18.9 %</td> </tr> </tbody> </table> Nasha Shkola EL students scored 13.1 percentage points higher than the local school district, therefore exceeding this goal.	MCA Subgroup	Subject	Nasha Shkola	Osseo School District	State wide	EL	Math	32.3 %	19.2 %	18.9 %	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) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) (Met in Math. Did not meet in Reading.) <input type="checkbox"/> Met None (multiple goals)
MCA Subgroup	Subject	Nasha Shkola	Osseo School District	State wide								
EL	Math	32.3 %	19.2 %	18.9 %								

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status										
Provide the established SMART goal for the 2022–23 SY. MCA Reading EL Students: The school's proficiency rate exceeds the resident district average by up to 10 percentage	Provide the result for the 2022–23 SY that directly ties back to the established goal. <table border="1" data-bbox="453 1665 954 1927"> <thead> <tr> <th>MCA Subgroup</th> <th>Subject</th> <th>Nasha Shkola</th> <th>Osseo School District</th> <th>State wide</th> </tr> </thead> <tbody> <tr> <td>EL</td> <td>Reading</td> <td>45.2</td> <td>23.7</td> <td>21.7</td> </tr> </tbody> </table>	MCA Subgroup	Subject	Nasha Shkola	Osseo School District	State wide	EL	Reading	45.2	23.7	21.7	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) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) (Met in Math. Did not meet in Reading.) <input type="checkbox"/> Met None (multiple goals)
MCA Subgroup	Subject	Nasha Shkola	Osseo School District	State wide								
EL	Reading	45.2	23.7	21.7								

Goal	Result	Goal Status					
points.	<table border="1"> <tr> <td></td> <td>ng</td> <td>%</td> <td>%</td> <td>%</td> </tr> </table> <p>Nasha Shkola EL students scored 21.5 percentage points higher than the local school district therefore exceeding this goal</p>		ng	%	%	%	
	ng	%	%	%			

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status										
Provide the established SMART goal for the 2022–23 SY. MCA Math FRP Students: The school's proficiency rate exceeds the resident district average by up to 10 percentage points	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <table border="1"> <tr> <td>MCA Subgroup</td> <td>Subject</td> <td>Nasha Shkola</td> <td>Osseo School District</td> <td>State wide</td> </tr> <tr> <td>FRP</td> <td>Math</td> <td>29.0 %</td> <td>21.3 %</td> <td>25.0 %</td> </tr> </table> <p>Nasha Shkola FRP students scored 7.7 percentage points higher than the local school district therefore meeting this goal.</p>	MCA Subgroup	Subject	Nasha Shkola	Osseo School District	State wide	FRP	Math	29.0 %	21.3 %	25.0 %	<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 checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals) (Met in Math. Did not meet in Reading.)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
MCA Subgroup	Subject	Nasha Shkola	Osseo School District	State wide								
FRP	Math	29.0 %	21.3 %	25.0 %								

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status										
Provide the established SMART goal for the 2022–23 SY. MCA Reading FRP Students: The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <table border="1"> <tr> <td>MCA Subgroup</td> <td>Subject</td> <td>Nasha Shkola</td> <td>Osseo School District</td> <td>State wide</td> </tr> <tr> <td>FRP</td> <td>Reading</td> <td>38.7 %</td> <td>30.7 %</td> <td>31.4 %</td> </tr> </table> <p>Nasha Shkola FRP students scored 8 percentage points higher than the local school district therefore</p>	MCA Subgroup	Subject	Nasha Shkola	Osseo School District	State wide	FRP	Reading	38.7 %	30.7 %	31.4 %	<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 checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals) (Met in Math. Did not meet in Reading.)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
MCA Subgroup	Subject	Nasha Shkola	Osseo School District	State wide								
FRP	Reading	38.7 %	30.7 %	31.4 %								

Goal	Result	Goal Status
	meeting this goal.	

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status								
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Students are making annual growth of 1 year as measured by the MCA Math assessment. (Charter contract goal 3.d)</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <table border="1"> <thead> <tr> <th>MCA Academic Progress</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Achievement level improved</td> <td>11.1%</td> </tr> <tr> <td>Achievement level maintained</td> <td>40.7%</td> </tr> <tr> <td>Total</td> <td>51.8%</td> </tr> </tbody> </table> <p>More than 50% of all students are making annual growth of 1 year as measured by the MCA assessment in Math, therefore meeting this goal.</p>	MCA Academic Progress	Math	Achievement level improved	11.1%	Achievement level maintained	40.7%	Total	51.8%	<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 checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
MCA Academic Progress	Math									
Achievement level improved	11.1%									
Achievement level maintained	40.7%									
Total	51.8%									

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status								
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Students are making annual growth of 1 year as measured by the MCA Reading assessment. (Charter contract goal 3.d)</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <table border="1"> <thead> <tr> <th>MCA Academic Progress</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Achievement level improved</td> <td>11.1%</td> </tr> <tr> <td>Achievement level maintained</td> <td>44.4%</td> </tr> <tr> <td>Total</td> <td>55.5%</td> </tr> </tbody> </table> <p>55.5% of students made their annual growth of 1 year as measured by the MCA Reading assessment, therefore meeting this goal.</p>	MCA Academic Progress	Reading	Achievement level improved	11.1%	Achievement level maintained	44.4%	Total	55.5%	<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 checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
MCA Academic Progress	Reading									
Achievement level improved	11.1%									
Achievement level maintained	44.4%									
Total	55.5%									

Governance and Management

School Administration

Nasha Shkola's administrative team consists of two individuals: Executive Director and School Office Manager.

The Director as Nasha Shkola, Yelena Hardcopf, has been employed at Nasha Shkola for eleven years, initially in the capacity of the Russian Language and Culture teacher, and served as Lead Teacher from August of 2015 to October of 2018, and as a chair of the Nasha Shkola School Board until October 2018. She has 33 years of experience in the area of Curriculum and Instruction, Russian Language, ELL, school improvement and leadership. Mrs. Hardcopf holds certification in Charter School Leadership, Master's Degree in Curriculum & Instruction and ELL from University of Minnesota, and Master's Degree in Philology, Russian Language & Literature from the Far Eastern State University, Russia. She is licensed in Russian Language (grades 7-12) and ELL (K-12).

Mariam Dergacheva, the School Office Manager, provides support in several areas including enrolment, attendance, transportation, food service, and secretary functions.

2022-2023 School Board

The Board of Directors is the governing body of Nasha Shkola. The School Board creates, sets and manages school policy, is responsible for school finance and its oversight and overall oversight of academic performance. The school 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 is in place to ensure that all policies are reviewed on a timely basis. At the beginning of each fiscal year the Board creates and implements an annual calendar that outlines the policies to be reviewed each month. There are policies that are required to be reviewed on an annual basis. These are included in conjunction with the tri-annual policies that are reviewed and modified through the year. The cycle and annual calendar are subject to change per Minnesota statute and federal laws whereby policies may be created and/or revised.

Per state statute, the Nasha Shkola Board of Directors is comprised of at least one (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 board meets on the 3rd Tuesday of each month at 6:30pm at the school. The Finance Committee (advisory) meets at 5:45pm prior to the board meeting at the school 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: All board members attend their required training, which include Governance (Roles and Responsibilities), Employment, and Finance. Board training for the is held annually and facilitated by the school’s authorizer, IQS. School Board Members completed Board training on Governance and Finance on July 30, 2021, July 9, 2022, August 4,12/2022.

Nasha Shkola Governing Board, 2022-23				
Board Member	Board Role	Term	Member Category	Training Dates
Alexei Abyzov	Member	07/2020-04/2023	Parent	8/4/2022 8/12/2022
Mark Eilers	Chair	07/2021-06/2024	Community	7/09/2022
Natalya Johnson	Secretary	07/2023-06/2026	Teacher	8/4/2022 8/12/2022
Nicole Nelson	Member	07/2023-07/2026	Community	8/4/2022 8/12/2022
Peter Keller	Member	07/2022-06/2025	Parent	8/22/2022
Lydia Tonoyan	Treasure	07/2022 - 06/2024	Parent	7/09/2022

Primary & Secondary Purposes of a Charter School

The purposes of Nasha Shkola include improving student learning and achievement, increasing learning opportunities, using different and innovative teaching methods, measuring learning outcomes with the use of different and innovative forms of measurement, and establishing new forms of accountability. The core purpose of Nasha Shkola is to improve student learning and achievement by providing a highly structured learning environment based upon educational best practices for students interested in the Russian language and culture. As specified in the school mission statement, Nasha Shkola seeks to achieve this through the collaborative efforts of parents, staff and the communities the school serves.

Nasha Shkola is contracted to be a preK-12 school which currently serves students in grades K-12. We will provide students:

- A safe place to learn and grow while being provided an individualized learning opportunity that addresses their academics and also their emotional and social needs
- Caring adults who have an in-depth knowledge and understanding of the subject matter an innovative and instructional model that best meets the needs of their students
- Small class environments that assure each student will receive individualized attention and assistance
- An innovative model of learning that is consistent with its vision and mission

Secondary Purposes

Nasha Shkola is committed to providing the opportunity for culturally-diverse and low-income students to access a high-quality academic programming using proven instructional practices to serve all learners.

Increase Learning Opportunities

Students at Nasha Shkola receive learning opportunities that are not available to other students in any other school in the state of Minnesota. All students receive education in Russian language, culture, and heritage every day through Russian Language, Creative Arts, Visual Arts, and Physical Education classes.

Different and Innovative Teaching Methods

NS has developed a well- researched, standard-aligned, and engaging curriculum in a diverse range of subjects, as described in the School Model section above. The school's teaching team has chosen and has been implementing several research-proven instructional practices that benefit all students (e.g. Formative Assessment, Guided Reading, and several Sheltered Instruction strategies for English Learners).

Establish New Forms of Accountability

Accountability is important to Nasha Shkola and the school is working to establish forms of accountability to best meet its needs. NS is working to raise standards and create professional accountability with approaches that make instructional practice more transparent.

Parent Involvement

Nasha Shkola's Mission Statement for Emphasizing Parental/Family and Community Engagement is:

Nasha Shkola is committed to providing quality education for every child in its school.

To this end, we want to establish partnerships with parents/families and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents/Families and Communities play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

In carrying out the Parent/Family and Community Engagement requirements, to the extent practicable, Nasha Shkola provides full opportunities for the participation of parents/families with children with limited English proficiency, parents/families with children with disabilities, and parents/families of migratory children, including providing information and school reports in an understandable language and format. If necessary, school representatives will contact the families and converse in the parent/family home language.

In addition to the activities outlined in our P/F & CE Policy, NS has several structures and strategies that are already in place to engage parents/family and help them understand how to help their students succeed in the American school system. These structures and strategies are built into the "Read Well by 3rd Grade" school literacy plan, school academic plan, and schoolwide improvement plan. Specific activities include:

- Back to School Information Night (prior to the beginning of the school year)
- 2 parent-teacher conferences held in the fall and in the spring
- PTO (Parent Teachers Organization) meetings
- Monthly NS Board meetings and committees are open to parents and families
- School-wide and community cultural events

NS has tools necessary to build close relationships with the families. NS employs ten staff members who speak Russian, the primary languages to the majority of NS families. These staff members facilitate regular communication with families, including phone calls and email messages to struggling students, translation and interpretation services during the conferences, and special meetings.

Parent and Staff Survey Results

Parent Survey Results

The 2022-2023 family survey was administered in the spring with 53% return rate. Overall, parents have very positive feedback for Nasha Shkola:

- 100% of families agreed that Nasha Shkola teachers create safe and caring learning environment.
- 96.3% of families agreed that their child's teacher/s care about student's success.
- 96.3% of families agreed that the school significantly contributes to student's academic growth and development
- 96.3% of families agreed that the school provides an environment that supports

child's sense of well-being, belonging, and connection.

Staff Survey

A staff survey was administered to all staff in the spring of 2023 with 100% return rate. 94% of staff at Nasha Shkola report being committed to the mission & vision.

77% of staff agree that NS adequately serves the needs of students, and 88% agree that overall school atmosphere is beneficial to students' learning.

88% of staff agree that they have opportunity to participate collaboratively in leadership activities.

88% of staff believe that they are provided with sufficient opportunities to grow professionally.

In response to "I feel valued and appreciated by my colleagues and administration" 77% of staff agree. 77% of staff Agree with the statement "I feel valued and appreciated by the students and parents."

77% of staff indicated adequate communication between administration and staff.

Student Survey

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

- 63% of students reported that they feel safe in school (37% were not sure)
- 83% of students reported that school work is academically appropriate and requires their best efforts
- 83% of students reported that teachers know the strengths and weaknesses of their students
- 84% of students reported that teachers provide support
- 58% of students reported feeling good or great about their academic performance.

Overall, it appears students trust and enjoy their teachers and are satisfied with the environment at school. The concerns will be addressed through ensuring the rigor of curriculum and instruction and further enrichment opportunities in the area of 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 of teachers and students.

All survey results are used in the development of our annual School Improvement

Plan that leads to positive changes in the areas measured by surveys.

Innovative Practices

Nasha Shkola is committed to providing the opportunity for culturally-diverse and low-income students to access a high-quality academic programming using proven instructional practices to serve all learners. In order to do so, NS has developed a well-researched, standard-aligned, and engaging curriculum in a diverse range of subjects (including Core Knowledge, Singapore Math, Pearson & Savvas Interactive Science). NS teaching team has chosen and has been implementing 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 root causes of any learning deficits and providing timely reaction and support of students' needs.

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

Future Plans

Nasha Shkola was created to provide a rigorous education for students where they have the opportunity to grow academically, socially and emotionally. NS will continue to work interdependently as a staff to support student growth and achievement.

Additional future plans include:

- Continuing to promote strong relations with parents and the greater school community;
- Implementation of the Groves Literacy Program to support student growth in reading in literacy in grades kindergarten through grade 3.
- Partnership with Science from Scientists to strengthen school science programming
- Development of comprehensive K-8 Russian Language and Culture curriculum framework based on academic needs of NS student population in alignment with World-readiness Standards for Language Learning.
- Addition of prekindergarten program (tentative plan in 2025-2026).
- Forming an Affiliated Building Company (ABC) in compliance with MN charter school law in order to purchase or construct and renovate a new building for the school.

These initiatives have been implemented in accordance with Nasha Shkola strategic plan initiatives for improving programming and operations. The primary focus is on learning. Providing students with the access to learning opportunities that align with their needs and challenge them to grow academically, socially, and emotionally directly

aligns with the district mission and vision.

Financial Status

Designs for Learning, Inc. continues to provide accounting services for Nasha Shkola
The school Finance Director: Lisa M. Hasledalen
Email: lhasledalen@designlearn.net

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 no later than December 31, 2023.

FY23 Finances	Fund 1	Fund 2
Total Revenues	\$1,669,085	\$52,322
Total Expenditures	\$1,965,992	\$55,560
Net Income	(\$296,907)	(\$3,238)
Total Fund Balance	\$172,601	0

Overview

Fund balance decreased in FY2023 by \$296,907. The school faced the challenge of a significant drop in enrollment due to the relocation, building operations expenses, and decline of federal The Coronavirus Aid, Relief, and Economic Security (CARES) Act funds. Nasha Shkola managed the situation by managing and prioritizing the 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 98.98, or 101.43 pupil units, a substantial decrease from FY22 when ADM was 133.75. The school's budget was revised reflect the decrease.

Expenses

Nasha Shkola's total expenses for FY23 were \$12,021,552. There were 5 major areas that accounted for the majority of this expense:

Payroll & Benefits	\$881,590	44%
Transportation	\$204,502	10%

Special Education	\$127,408	6%
Rent & Utilities	\$303,206	15%
Contracted Services	\$127,804	6%

Attachment 1: School Calendar 2022-23

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						

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			

22-1: Teacher Workshops

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: Back to school Open House (4-6PM)
- 2: No School
- 5: Labor Day-No school
- 6: First Day of School/Begin Quarter 1
- 23: Professional Day - No School

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					

- 14: Parent-Teacher Conferences (no students)
- 20-21: No school-MEA

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			

- 3: Last Day of Q1
- 4: Professional Day - No School
- 7: 2nd Quarter Begins
- 23-26: No School-Thanksgiving

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

22: Winter Break begins

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: School resumes
- 16: No School - MLK, Jr. Day
- 20: Q2 Ends
- 23: Prof Day - No School
- 24: 3rd Quarter 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				

- 17: Parent-teacher Conferences (no student)
- 20: No School - President's Day

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	31	

- 23: Q3 Ends
- 24: Professional Day - No School
- 3/27-3/31: Spring Break

April						
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: First day of 4th Quarter
- 7: No School
- 28: No school

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			

- 12: Professional Day - No School
- 29: No School-Memorial Day

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	

- 8: Last Day of School, End of 4th Quarter
- 9: No Students/Staff Dev

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

Number of School Days 168

Number Teacher Workdays 187

- Q1: 9/6/22-11/3/22, 39 days
- Q2: 11/7/22-01/20/23, 43 days
- Q3: 01/24/23-3/23/23, 41 days
- Q4: 04/03/23-06/08/23, 45 days

Attachment 2: Annual Report Checklist

NO.	ITEM	DETAILS/EXAMPLES
School Information [from IQS annual report guidance – fill in page #s etc once draft is complete]		
•	Contact Information	Address Phone Email Address Website
•	Grades Served	
•	Year Opened	
•	Mission and Vision	
•	Authorizer Information	Innovative Quality Schools P.O. Box 580, Hutchinson, MN 55350 651-234-0900 www.iqsmn.org
1	Student Enrollment & Demographics	
•	Student Enrollment	What would be helpful in this space is to show the enrollment trends over time.
•	Student Demographics	Could utilize the graphics from the student demographic section of the MDE Report Card. Consider using both 'Enrollment by Race' and 'Enrollment by Other Criteria'
2	Student Attrition	
•	Student Attrition	Provide a brief narrative discussing attrition rates, which arguably could be called "retention rates" as opposed to "attrition rates." If you have multiple years of data, discuss trends.
3	Governance & Management	
•	Board of Directors	Brief narrative about the capacity and role of the board.
•	Board Training	Brief narrative regarding the school's commitment and approach to board training and development.
•	Leadership Professional Development	The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school's annual report must

NO.	ITEM	DETAILS/EXAMPLES
		include public personnel information documenting the professional development plan.
Staffing		
•	Staff and Teacher Information	<p>At minimum, please consider a roster of licensed and unlicensed staff. For licensed staff, a roster might include names, file folder numbers, licensed areas, teaching assignments, and years of experiences and/or years at the school.</p> <p>You might also consider a narrative that outlines the school's approach to staffing (both licensed and non-licensed) and how this approach supports the school's mission and student achievement.</p>
5 Finances		
•	Overview of the school's finances	<p>Brief narrative regarding overall financial health. You might consider including:</p> <ul style="list-style-type: none"> • alignment of budget with mission, program model, and strategic plan • successes and challenges from FYXX • fund balance trends • future plans and financial implications, long range expenditures • audit results
6 Academic Performance		
•	Student learning data	<p>Consider this as an opportunity to tell your school's story! Perhaps include data/progress related to:</p> <ul style="list-style-type: none"> • local goals or data that captures your school's impact on students and their learning • achievement of goals in the school's contract with IQS • MDE-related goals and data (e.g. WBWF goals)
7 Innovative Practices and Implementation		
•	Narrative of innovative practices	<p>In the narrative, you might consider including things such as:</p> <ul style="list-style-type: none"> • summary of practices that might be considered innovative and how these practices align with student need and the school's mission and program model • successes and challenges from the past year • professional development related to innovative practices • future plans • how the school's practices reflect the purposes of charter schools: <ul style="list-style-type: none"> ○ improve all pupil learning and all student achievement ○ increase learning opportunities for all pupils ○ encourage the use of different and innovative

NO.	ITEM	DETAILS/EXAMPLES
		teaching methods <ul style="list-style-type: none"> ○ measure learning outcomes and create different and innovative forms of measuring outcomes ○ establish new forms of accountability for schools ○ create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
8	Future Plans	
•	Summary of current reality and future plans	Include a brief narrative that summarizes the schools future plans and might include: <ul style="list-style-type: none"> • strategic plan: progress and future action steps • plans for expansions, facility changes, program changes, etc.
Optional Information that IQS Encourages be Included		
•	Performance on contracted goals	The school could include the most recent mid-year or annual report from IQS
•	Stakeholder feedback	The school could include a summary and related graphics that capture feedback from: <ul style="list-style-type: none"> • students • parents/guardians • staff Bonus points if you include the feedback required by the IQS contracted goals.
•	School policy	Consider sharing your school’s policy review process and cycle
•	Staff development	Please include a summary of staff development opportunities or areas of focus and how this is ongoing, aligned with strategic plan, and ensures program fidelity.