



Nasha Shkola

Annual Report

2024-2025

nashashkola.mn.org

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School Information

Nasha Shkola Charter School has completed its thirteenth year of operation and is pleased to present this Annual and Comprehensive Achievement and Civic Readiness Report (CACR) regarding the 2024-25 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

Pre-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 and ethnically 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

Minn. Stat. 124E.17 requires charter schools to “disseminate information about how to use the offerings of a charter school. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure.”

Nasha Shkola annually plans strategies that work to retain and attract students from diverse cultural and ethnical backgrounds and socioeconomic statuses. Nasha Shkola enrollment has grown from 96 students in 2022 to 138 students in 2024.



Nasha Shkola Website and Social Media:

- Website has a translate button for families whose primary language is not English
- Images of staff and students that include people of diverse backgrounds



Interpreter and Language Services

- Nasha Shkola provides interpreter services for face-to-face and online meetings
- Services are provided to assist families completing enrollment paperwork
- Services are provided to families for conferences and IEP meetings
- School communication is provided in English and Russian



Providing Access

- All students receive free transportation
- All students receive free breakfast and lunch
- All students receive reduced field trips or free as needed.
- Students in need receive reduced or free uniforms



Increased instructional time

- Nasha Shkola provides increased instructional time for students in grades prekindergarten through sixth.
- In the summer 2024, Nasha Shkola offered free summer school to students K-8.



School Enrollment and Demographics

Enrollment and Attendance

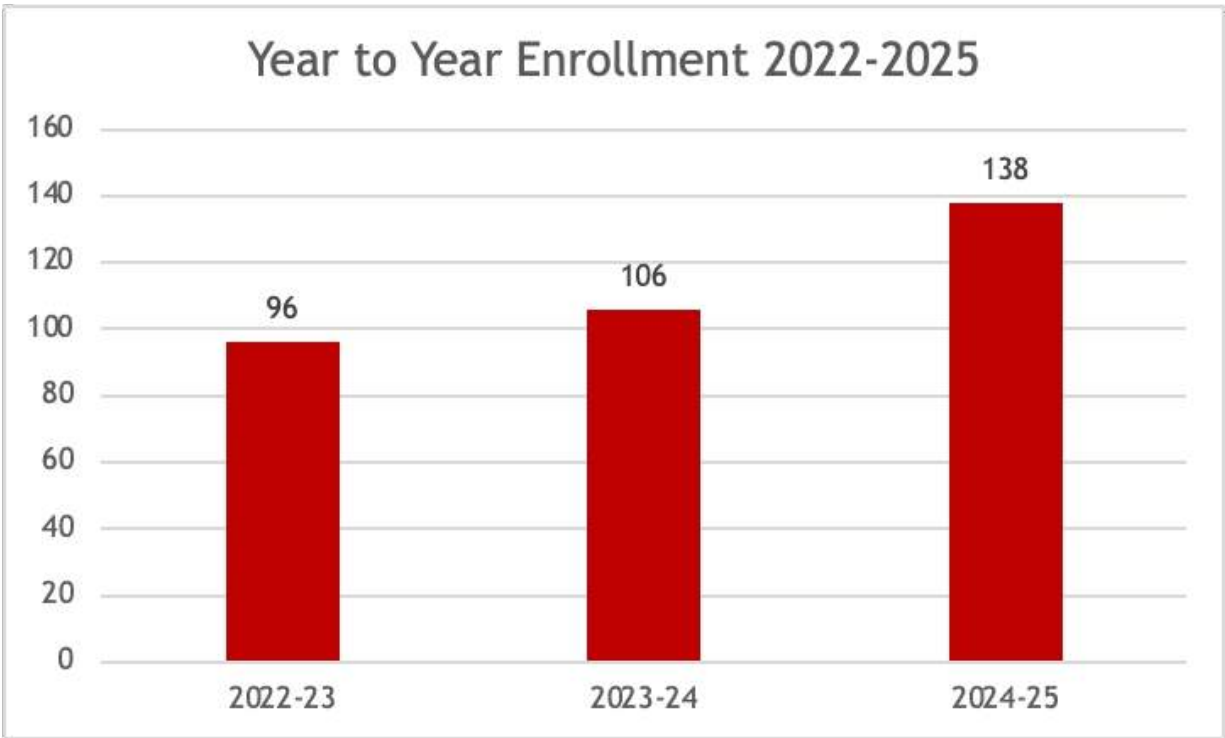
The final ADM count for 2024-2025 was 138 students. The school experienced a 30% increase in enrollment since the previous year. This year's increase proves a positive move in the right direction. Our enrollment goal for 2024-2025 was 125.

Nasha Shkola’s overall attendance percentage was 80.7% for the school year (6.9% increase since the previous year).

School Calendar

During the 2024/25 school year, Nasha Shkola provided 172 instructional days; staff worked 185 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. 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 %) |
|---------|---------------------|-------------------------|-----------------------|------------------------|---------------------------|--------------------------|
| 2021-22 | 3 | 128 | 20 | 3 | 23 | 18% |
| 2022-23 | 2 | 100 | 8 | 7 | 15 | 16% |
| 2023-24 | 16 | 101 | 4 | 5 | 9 | 25% |
| 2024-25 | 21 | 138 | 5 | 6 | 11 | 22% |

Demographics

When considering the ethnicity data, it is important to remember that while 97.8% 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. 53.6% of our students are English Language Learners, including U.S.-born heritage bilingual learners, recent immigrants, and newly arrived refugees from Ukraine and Russia. Languages spoken among the student population are English, Russian, and Ukrainian.

Additionally, 79% 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 (K-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 |
| Mariam Dergacehva | Office Manager | Oversees Student Records, Enrollment, Reporting, and Lunch Program |

2024–25 School Board

| Nasha Shkola Governing Board, 2024–25 | | | |
|---------------------------------------|------------|-------------------|-----------------|
| Board Member | Board Role | Term | Member Category |
| Mark Eilers | Chair | 07/2024–06/2027 | Community |
| Natalya Johnson | Secretary | 07/2023–06/2026 | Teacher |
| Peter Keller | Member | 07/2022–06/2025 | Parent |
| Lydia Tonoyan | Treasure | 07/2024 – 06/2026 | Parent |
| Mary Moen | Member | 07/2023 – 06/2025 | Teacher |

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

The Nasha Shkola School Board is committed to complying with Minnesota Statute 124E.07, Subdivision 7, which states:

- Every charter school board member and nonvoting ex-officio member who is a charter school director or chief administrator must attend board training; and
- Prior to beginning their term, a new board member must complete training on a charter school board's role and responsibilities, the Open Meeting Law, and the Data Practices Act.

The Nasha Shkola School Board conducts annual training for both returning and new members with accredited consultants or agencies. Training topics are determined through an annual assessment of the needs of individual members as well as the full board. In FY25, board members participated in the following training:

| Name | Date of Training | Topic | Trainer |
|-----------------|------------------|---|--|
| Mark Eilers | 12.17.24 | <ul style="list-style-type: none">World’s Best Workforce/Comprehensive Achievement and Civic Readiness Strategic Plan | Marcy Myers, Instructional Designs, Inc. |
| | 3.18.25 | <ul style="list-style-type: none">Navigating Governance-Management RelationshipsMeet Requirements for Serving English LearnersLegal Liabilities | Marcy Myers, Instructional Designs, Inc. |
| | 4.15.25 | <ul style="list-style-type: none">Developing and Establishing Effective Parent and Community RelationshipsSchool Health and Safety | Marcy Myers, Instructional Designs, Inc. |
| Natalya Johnson | 12.17.24 | <ul style="list-style-type: none">World’s Best Workforce/Comprehensive Achievement and Civic Readiness Strategic Plan | Marcy Myers, Instructional Designs, Inc. |
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| | 4.15.25 | <ul style="list-style-type: none">Developing and Establishing Effective Parent and Community RelationshipsSchool Health and Safety | Marcy Myers, Instructional Designs, Inc. |
| Yelena Hardcopf | 12.17.24 | <ul style="list-style-type: none">World’s Best Workforce/Comprehensive Achievement and Civic Readiness Strategic Plan | Marcy Myers, Instructional Designs, Inc. |
| | 3.18.25 | <ul style="list-style-type: none">Navigating Governance-Management RelationshipsMeet Requirements for Serving English LearnersLegal Liabilities | Marcy Myers, Instructional Designs, Inc. |
| | 4.15.25 | <ul style="list-style-type: none">Developing and Establishing Effective Parent and Community RelationshipsSchool Health and Safety | Marcy Myers, Instructional Designs, Inc. |

Executive Director’s Evaluation and Professional Development Plan

Yelena Hardcopf was evaluated by board members in April 2025. Her evaluation results were presented at the April 15, 2025 board meeting. She received the following scores based on the 5-point scale:

★★★★★ 4.7

School Development

★★★★☆ 4.1

School Culture & Behavior

★★★★☆ 4.2

Student Recruitment, Admissions, Study

★★★★☆ 4.5

Personal & Professional Characteristics

★★★★☆ 4.3

Learning & Teaching

★★★★☆ 4.2

Management & Development of People, Systems and Resources

★★★★☆ 4

Community Relations

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 2024-2025:



Charter Leaders Program

27.00 CEUs — Instructional Designs



Cultural Competency

6.0 CEUs — IQS



Board Trainings

See list above for details



Staffing

During the 2024/25 school year, Nasha Shkola employed 14 teaching staff for elementary and middle school.

1

Licensed Staff

| Employee Name | License # | Job Assignment | Grade | Returning for 24/25 |
|--------------------|-----------|--|--------|---------------------|
| Yelena Hardcopf | 378469 | Executive Director/ Russian Language/ESL | K-8 | 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 | 5-8 | Yes |
| Christian Schmidt | 412560 | Social Studies | 5-8 | No |
| Elizaveta Lindman | 488633 | Math | 5-8 | No |
| Ella Gerbuz | 348710 | Music | K-8 | Yes |
| Ekaterina Kovaleva | 180100 | Russian Language | preK,K | Yes |
| Sadia Rani | 1027600 | Math | 3-4 | Yes |
| Rebecca Jaros | 1026532 | Special Education | K-8 | Yes |
| Amy Cox | 1039102 | General Education | 3 | Yes |
| Lindsay Stroia | 495508 | General Education | 4 | No |

2

Non-Licensed Staff for FY25

| Employee Name | Job Assignment | Returning for 24/25 |
|-------------------|-------------------------------|---------------------|
| Mariam Dergacheva | School Office Manager | Yes |
| Yelena Bienemann | Math Paraprofessional | Yes |
| Valentina Eyres | Reading Paraprofessional | Yes |
| Camelia Miller | SpEd Paraprofessional | No |
| Natalia Legun | VPK (Prekindergarten) Teacher | Yes |
| Tyner Raheem | SpEd Paraprofessional | 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:

- Groves (GLP) Reading Literacy and Reading Interventions (for elementary teachers and reading interventionist). Coaching support for teachers.
- Child Find/MTSS
- Using MCA & ACCESS data for continuous school improvement
- Using NWEA data for instructional planning and continuous school improvement
- Student Engagement (for middle school teachers)
- Building and Improving school culture
- Making Content Comprehensible for ELLs: Lesson targets and Language objectives

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 completed in August 2025 and will be presented to the Minnesota Department of Education and Innovative Quality Schools by December 31, 2025.

| FY25 Finances | Fund 1 | Fund 2 | Fund 4 |
|--------------------|-------------|-----------|--------|
| Total Revenues | \$2,199,725 | \$132,017 | \$699 |
| Total Expenditures | \$1,828,644 | \$124,480 | \$676 |
| Net Income | \$361,081 | \$7,537 | \$23 |
| Total Fund Balance | \$370,435 | \$10,731 | \$0 |

Overview

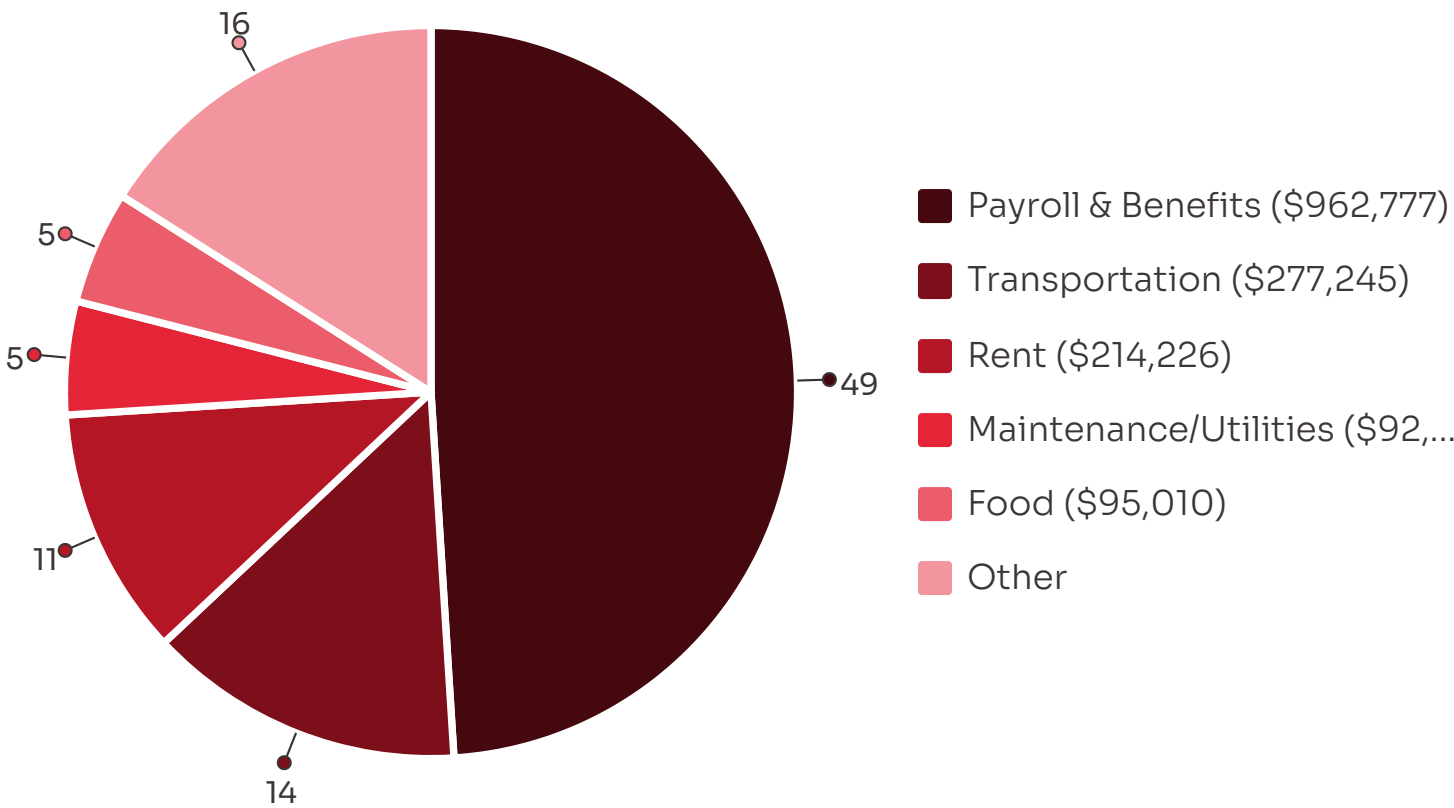
The school's fund balance increased creased by \$368,644 in FY2025 in all funds.

Revenues

Average Daily Membership for the year was 131.73 (up from 106.6 an increase from the previous year. We anticipate increases in the 25-26 school year.

Expenses

Nasha Shkola’s total expenses for FY25 were \$1,963,800. Five major areas accounted for the majority of this expense:



Audit Summary:

The external audit for the fiscal year ending June 30, 2025, was completed with a clean (unmodified) opinion. No material weaknesses in internal controls were identified. Two compliance findings were noted: (1) insufficient collateral coverage due to unexpected ERC funds, and (2) several late payments outside the 35-day limit set by Minnesota statute. Management agreed with both findings and will implement corrective procedures. Overall, the auditors reported sound financial management and expressed gratitude to the School for its cooperation.



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:

1

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.

2

Literacy Curriculum K-3 by Groves

Implemented in 23-25 in grades K-3, 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 with the first year being 2023-2024.

3

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.

4

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 2024-25, Nasha Shkola continued its 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.

5

Creative Arts

The curriculum offers music instruction for all students in grades PreK-8 and 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.

6

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.

7

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.

8

Voluntary Prekindergarten Program Launch:

In the 2024-2025 school year, Nasha Shkola Charter School successfully launched a free Voluntary Prekindergarten (VPK) program. This opportunity is funded by a special state allocation that recognizes the strong, research-based connection between high-quality early learning experiences and long-term student achievement.

To qualify for VPK, students must meet one or more state-defined criteria, such as eligibility for free or reduced-price meals, being an English language learner, or being American Indian. Nasha Shkola received funding to serve **nine four-year-old students**.

The VPK program operates **four days per week** during the school year, from **9:00 AM to 3:45 PM**. Its primary goal is to ensure that children receive a strong early learning foundation—high-quality instruction, personalized support, and services that prepare them for kindergarten and set them up for long-term academic success.

Nasha Shkola’s preschool program implements the **HighScope curriculum**, which emphasizes active learning and allows teachers to build on each child’s interests, curiosity, and developmental needs. This approach supports children’s social, emotional, cognitive, and physical growth. In addition, the school uses the **COR Advantage** assessment system to gather data and monitor students’ progress throughout the year.

Our small class size ensures that each child receives individualized attention from a highly trained and caring instructional team.

- **Natalia Legun**, who brings 40 years of experience in early childhood education, was hired as the Prekindergarten Teacher.
- **Natalya Johnson**, a member of Nasha Shkola’s administrative team and a holder of a Master’s Degree in Early Childhood Education, was promoted to serve as the Voluntary Prekindergarten Coordinator.

In July 2025, both the Prekindergarten Teacher and the VPK Coordinator successfully completed the online **HighScope Curriculum training course**, strengthening the program’s instructional quality and alignment with best early childhood practices.



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. NWEA 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 Shkola evaluates students' knowledge and abilities using multiple assessments and data points. The following section summarizes our academic performance for the 2024-2025 school year, providing a snapshot of student outcomes. Key highlights from the FY25 academic year demonstrate our students' growth and progress.

1

NWEA MAP Growth Assessment

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.

2

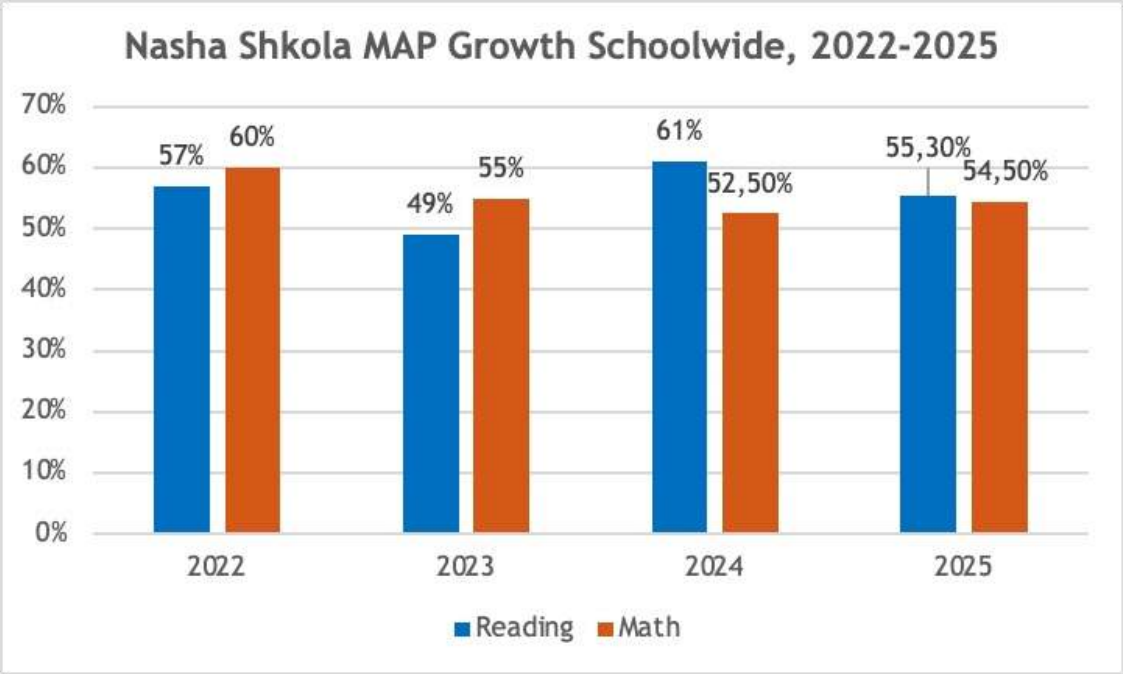
Student Growth Goal

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 FY25, 54.5% of all students achieved their projected growth targets in Math. The data indicates that students are progressing in math and approaching their goals.

3

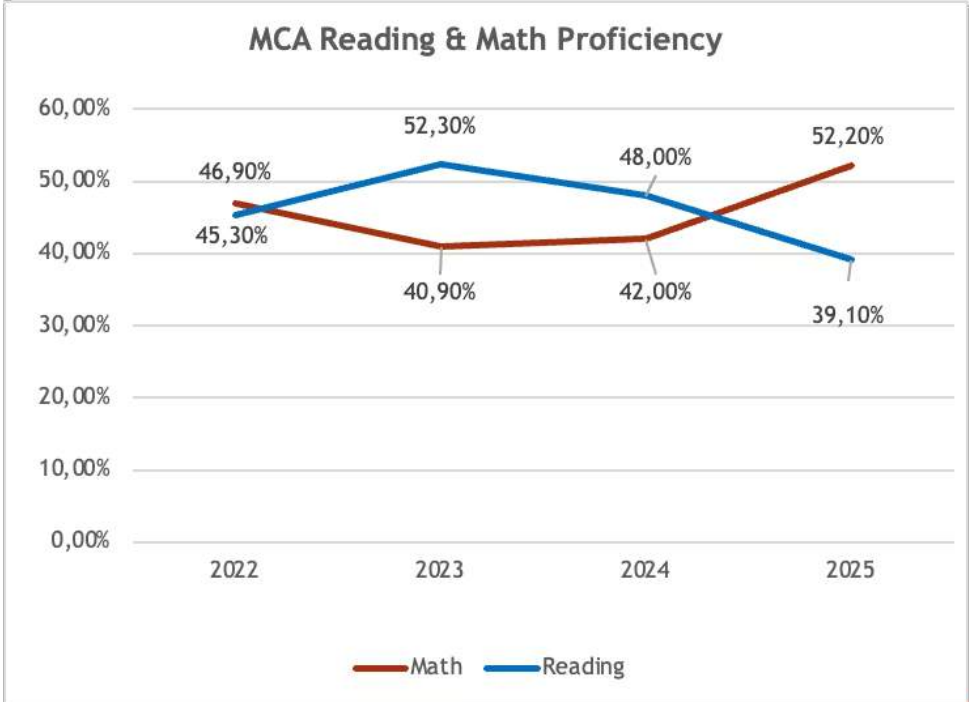
2024-25 Results

Results from 2024-25 demonstrated that overall, the fraction of students meeting or exceeding their MAP Growth targets increased in Math from the previous school year but dropped in Reading. In Reading, 55.3% met their projected growth targets. Despite the drop in Reading, this 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

Over the past several years, Nasha Shkola students have demonstrated consistent academic growth on the Minnesota Comprehensive Assessments (MCA). In math, proficiency rates rose from 41% in 2023 to 52% in 2025—an 11% increase that reflects renewed momentum and effective teaching following pandemic disruptions. In reading, proficiency rates dropped from 48% to 39.10%



Nasha Shkola staff reviewed instruction and intervention practices to pinpoint areas of need to support student growth and mastery in reading and math.

Root Causes Identified

Nasha Shola 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: 29% of ELL are RAIEL (Recently Arrived Immigrant English Learners) and SIFE (Student with interrupted formal education)
- 3. 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.
- 4. Student mobility (students moving from one school to another or changing education format (from home schooling to in-person learning)

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:

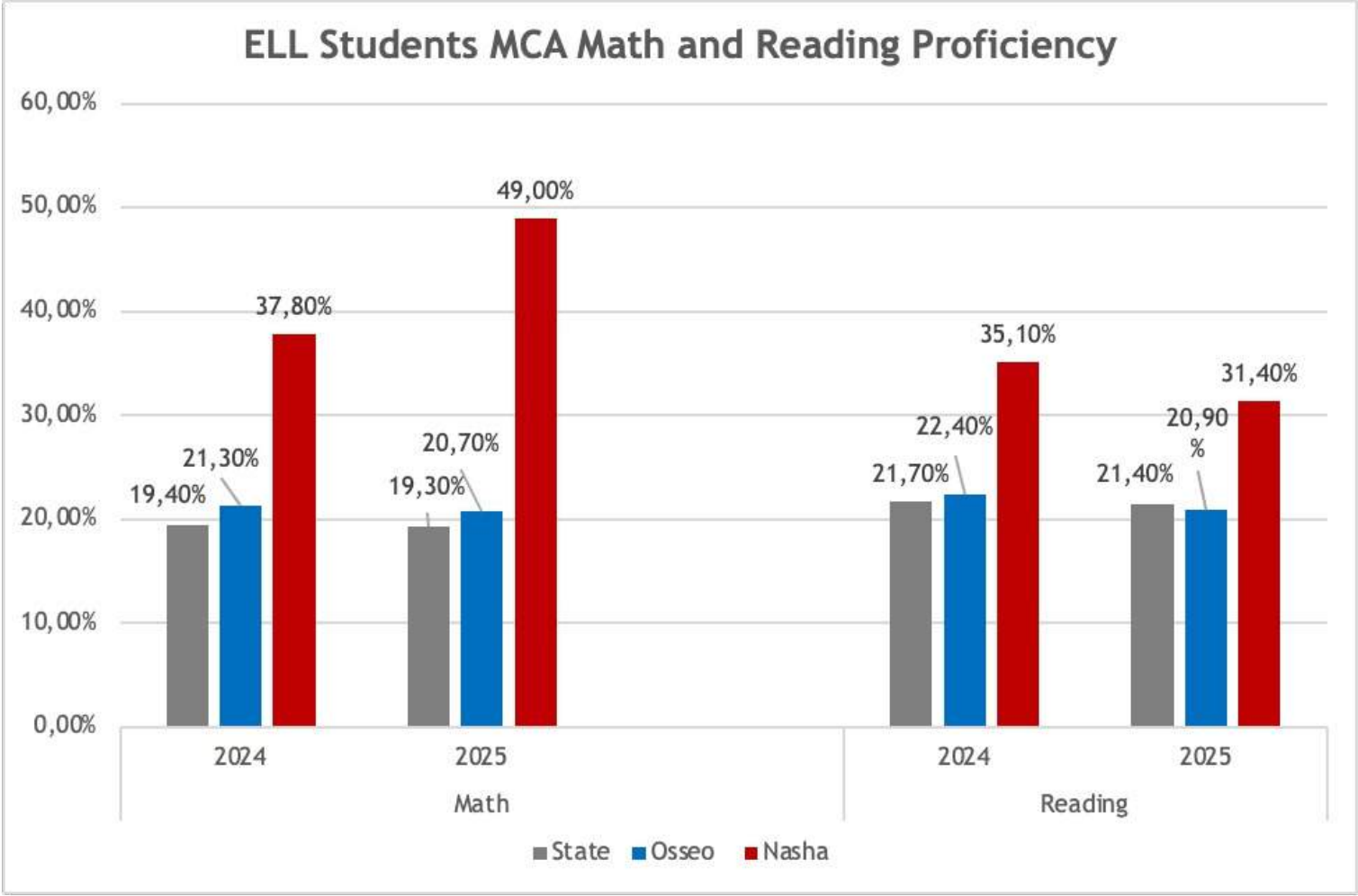
1

53.6% (74) are learning English as a second language (ELL)

2

79% come from low-income families and qualify for free or reduced-price meals (FRP)

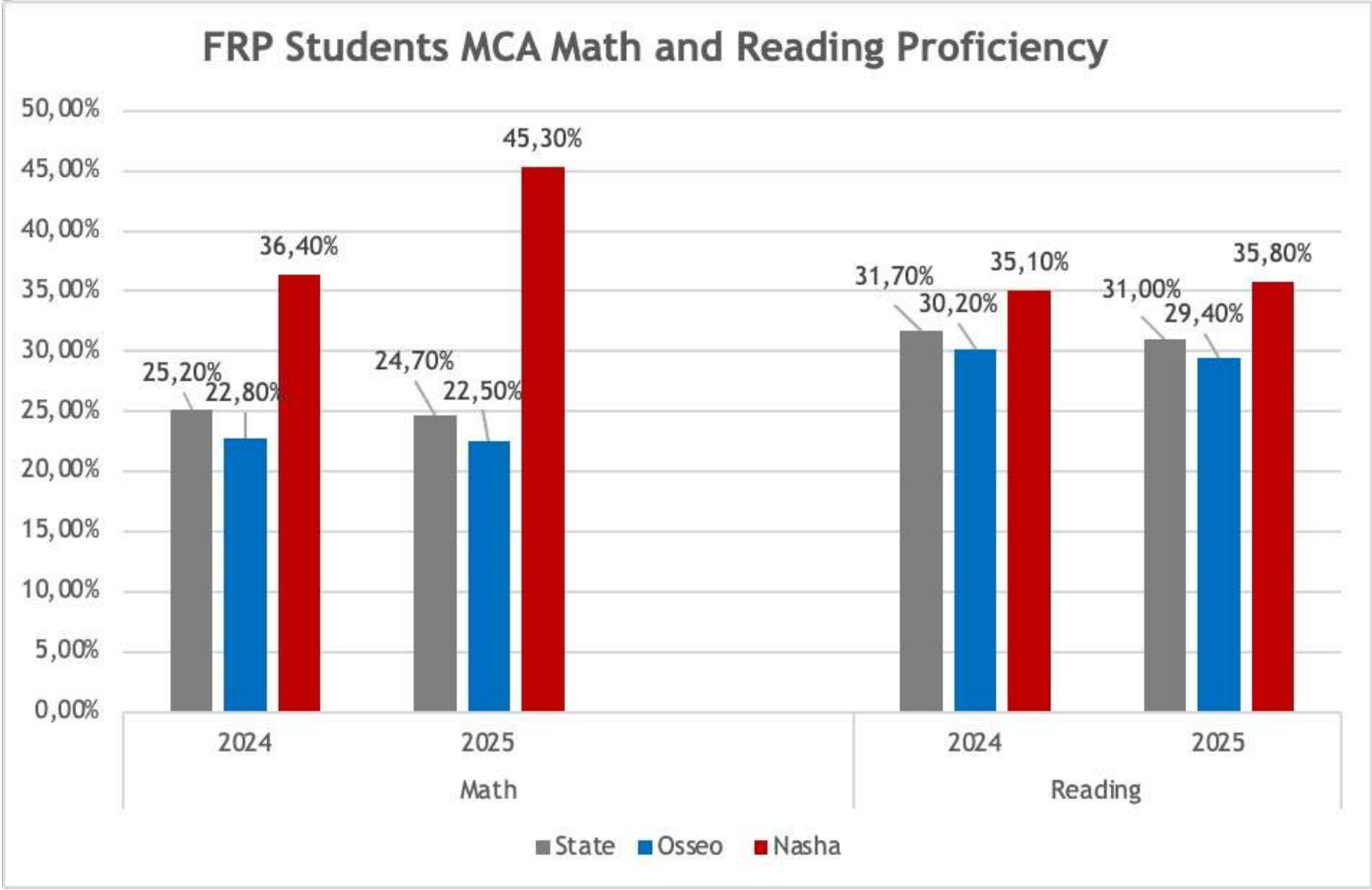
When we disaggregate the data and compare similar groups of students across the state and to Osseo Public Schools, Nasha Shkola students greatly outperform their peers in Math, a trend that has been consistent for the past two years.



In FY25 for MCA Math Proficiency, Nasha Shkola English Learners (ELL) outperformed the State by 29.7% points and Osseo by 28.3% points.

In FY25 for MCA Reading Proficiency, Nasha Shkola EL students surpassed the state by 10 percentage points and surpassed Osseo Schools by 10.5 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 4.8 points and outperformed Osseo Schools by 6.4 percentage points. In FY25 for MCA Math Proficiency Nasha Shkola FRP students outperformed the State by 20.6% points and Osseo by 22.8% points.



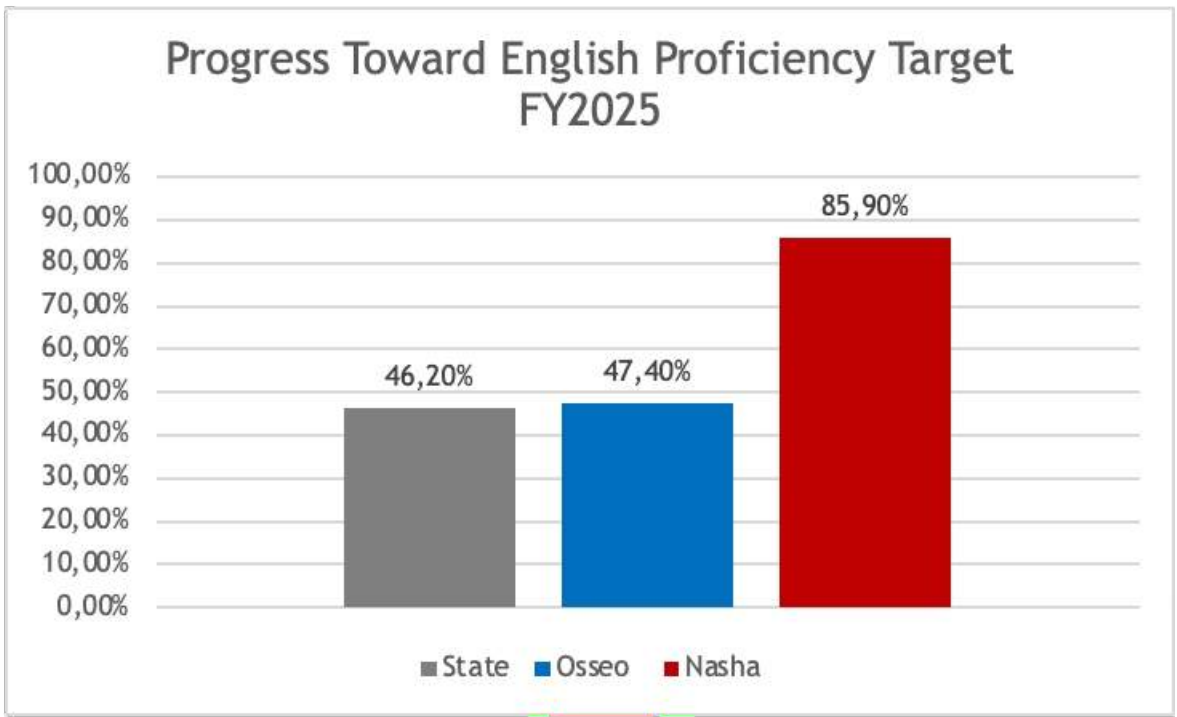
We also examine the MCA data to compare our students’ current and previous achievement levels. The goal is for students to either improve or maintain their achievement levels from year to year. In Reading, 50% of all students at Nasha Shkola successfully maintained or improved their achievement levels from FY24. In Math, 55.3% of our students successfully maintained or improved their achievement levels from FY24, outperforming the local district (53.9%) and falling 0.6% behind the state (55.9%).



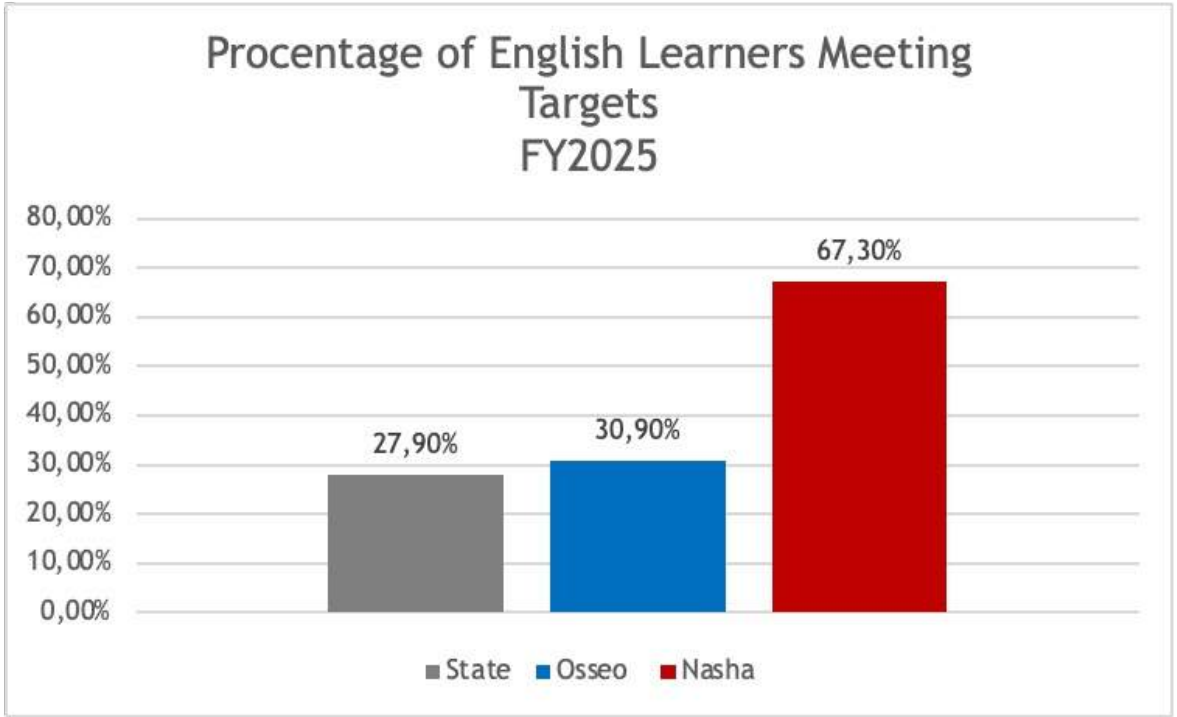
ACCESS for English Language Learners Data

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, 85.9% of Nasha Shkola EL students demonstrated average progress toward meeting their targets and 67.3% met their EL target!



In FY25 Nasha Shkola English Learners' progress toward English Proficiency Targets outperformed the State by 39.4% points and Osseo by 36.4% 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.

Mission/Program Model

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.

Governance

The board is performing its governance responsibilities.

Student and School Performance

The performance of the students and the school meet the expectations as provided in the contract.

Finance

The school is using its resources to comply with the law and is planning for the future.

Operations

school is meeting the administrative requirements of the law relating to charter schools.

Section 1: Mission/Program Model

3.4

School Improvement Opportunities: Continue to strengthen the middle school program.

Section 2: Governance

3.1

School Improvement Opportunities:
Develop Board Development Plan

Section 3: Performance

3.0

School Improvement Opportunities:

- 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

3.4

School Improvement Opportunities:
Increase and maintain school fund balance.

Section 5: Operations

3.5

School Improvement Opportunities:

Conduct transportation satisfaction survey among parents.

Overall Performance Summary

Nasha Shkola excels in providing a rigorous, culturally rich education while fostering an an inclusive, supportive environment. Students show strong academic growth, including notable gains on Reading MAP and MCA assessments, with targeted interventions supporting English Learners and younger students. The board demonstrates effective, transparent governance, and financial practices are sound, recognized with the MDE Finance Award. HR, licensing, health, and operational systems are well-managed, reflecting resilience and adaptability. Opportunities for growth include expanding middle and high school programs, enhancing ELL support, ensuring consistent assessment, and strengthening fund balance and facilities planning. Overall, Nasha Shkola combines academic achievement, cultural enrichment, and operational excellence, positioning the school for continued success and a thriving community.

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 2024–25 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 | Check one of the following: |
| 50% of K students will meet their growth target score on the Spring NWEA MAP Reading assessment | 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 | 73%, 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 |
|--|--|--|
| 35% of all ELL students will score 3.5 or higher in the Speaking domain in the spring of 2025 as measured by WIDA ACCESS assessment. | 27 out of 72 (37.5%) students scored 3.5 or higher on the Speaking domain. | Check one of the following: On Track (multi-year goal) Not On Track (multi-year goal) _X_Goal Met (one-year goal) Goal Not Met (one-year goal) |

All Students Career and College–Ready

| Goal | Result | Goal Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------|--------------------|----------------------|---|----|----|---|---|----|---|----|----|---|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The percentage of all students enrolled October 1 in grades 1–6 who are proficient on NWEA reading test will increase by 5% in each grade in the spring of 2025. | <div>Proficiency is determined by students scoring a percentile score of 40 or higher.</div> <table><tr><th>Grade</th><th>Proficient in Fall</th><th>Proficient in Spring</th></tr><tr><td>k</td><td>15</td><td>14</td></tr><tr><td>1</td><td>7</td><td>13</td></tr><tr><td>2</td><td>11</td><td>15</td></tr><tr><td>3</td><td>14</td><td>14</td></tr><tr><td>4</td><td>8</td><td>8</td></tr><tr><td>5</td><td>7</td><td>8</td></tr><tr><td>6</td><td>6</td><td>6</td></tr><tr><td>7</td><td>6</td><td>5</td></tr><tr><td>8</td><td>0</td><td>0</td></tr></table> <div>Only grades 1 and 2 saw an increased number of students meeting proficiency on the NWEA Reading.</div> | Grade | Proficient in Fall | Proficient in Spring | k | 15 | 14 | 1 | 7 | 13 | 2 | 11 | 15 | 3 | 14 | 14 | 4 | 8 | 8 | 5 | 7 | 8 | 6 | 6 | 6 | 7 | 6 | 5 | 8 | 0 | 0 | Check one of the following: On Track (multi-year goal) Not On Track (multi-year goal) _Goal Met (one-year goal) X_Goal Not Met (one-year goal) |
| Grade | Proficient in Fall | Proficient in Spring | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| k | 15 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 7 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 11 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 14 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 8 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 6 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 6 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

All Students Career and College–Ready

| Goal | Result | Goal Status |
|---|--|---|
| 55% of all students with valid fall and spring test scores will achieve their individualized NWEA Math growth target as measured from fall to spring. | 54.5% of all students met their Math growth targets. | Check one of the following: On Track (multi-year goal) Not On Track (multi-year goal) _Goal Met (one-year goal) X_Goal Not Met (one-year goal) |

All Students Prepared to be Lifelong Learners

| Goal | Result | Goal Status |
|--|---|--|
| The percentage of students in Grades 2, 4, and 6 who score an average of at least 3.0 on the decision-making/critical thinking 4–point checklist will increase by at least two percentile points from the previous year. | 20 out of 43 (47%) students scored score an average of at least 3.0 on the decision-making/critical thinking 4–point checklist. This is 3% higher than last year. | Check one of the following: On Track (multi-year goal) Not On Track (multi-year goal) _X_Goal Met (one-year goal) Goal Not Met (one-year goal) |



Survey Results

1

Parent Survey Results

The 2024-2025 family survey was administered in the spring with a 37% return rate. Overall, parents have very positive feedback for Nasha Shkola:

- **96.4%** of families agreed that Nasha Shkola teachers create a **safe and caring learning environment**.
- **89.3%** of families agreed that their child’s teacher/s cares about the **student’s success**.
- **82.1%** of families agreed that their child is appropriately **prepared to advance to the next grade**
- **85.7%** of families agreed that the school significantly **contributes to student’s academic growth and development**
- **92.3%** 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.

2

Staff Survey Results

A staff survey was administered to all staff for the 2024-2025 school year, with a **95% return rate**.

- **100%** 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.
- **94.5%** of staff Agree with the statement, “**The leadership believes that I am effective as a teacher/support staff member.**”

3

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**
- **96.7%** of students reported that **school work is academically appropriate and requires their best efforts**
- **66.6%** of students reported that they feel **supported by their classmates**.
- **60%** of students reported that **teachers provide support**

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. Additional effort will be made to train staff and increase students’ academic engagement and improve school culture.

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.

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 2025-2026 school year.

Additional plans include:

- Continuing to promote strong relations with parents and the greater school community;
- Implement Phase 3 of the Groves Literacy Program to support student growth in reading and literacy.
- Complete Phase I READ ACT literacy training.
- Continue partnership with Science from Scientists.
- Establish a Counselor service to focus on developing students' social and emotional skills.



Nasha Shkola School Calendar

Nasha Shkola (4208-07) 2024-2025 School Calendar

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

4

No School ALL

Start/end Quarter

PT Conferences; No School

No School, Staff Development

At Home Learning Day, Staff Development

4: Independence Day

19-23: Teacher Workshops & Planning

22:Back to school Night 4:00-6:00 pm

26: First Day of School/Quarter 1 begins

30: No School

2: No School - Labor Day

3-20: NWEA MAP Assessment

27: No School, Staff Development

11: Parent-Teacher Conferences (No

17-18: No School - MEA

31: End of 1st Quarter

1: No School, Grading Day

4: No School: Staff Development

5: 2nd Quarter Begins

27-29: No School - Thanksgiving Break

2-20: NWEA MAP Assessment

23-3: No School - Winter Break

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

Q 1 - 43 days

Q2 - 45 day

Q3 - 42 days

Q4 - 42 days

Total School Days

172

Total Teacher Days

185

6: Classes Resume

20: No School - MLK, Jr. Day

24: End of 2nd Quarter

27: Grading Day - No School

28: 3rd Quarter Begins

3-28: WIDA ACCESS Assessment

14: Parent-Teacher Conferences (No School)

17: No School - President's Day

3-25: WIDA ACCESS Assessment

7: At Home Learning Day/ Staff Development

27: End of 3rd Quarter

28:No School: Grading Day -

31-4: No School - Spring Break

7: No School, Staff Development

8: Classes resume, 4th Quarter Begins

8-30: MCA Assessment

16: At Home Learning Day/ Staff Development

1-23: NWEA MAP Assessment

26: No School - Memorial Day

5: Last Day of School, Board Election

6: Professional Day - No School