



# SKYLINE

## Math and Science Academy

### **Skyline Math and Science Academy**

#### Annual Report 2020

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Minnesota Guild

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Skyline Math and Science Academy, Minnesota Charter School District #4255, serves Kindergarten through sixth grade students from its location in south Minneapolis. Skyline has completed its first two years of operations and is pleased to present this annual report, to our Authorizer, stakeholders and the general public!

### **Mission**

Our mission is to provide a high-quality academic environment in a twenty first century school setting which creates and improves student learning, closes the achievement gap and partners directly with students and their families.

### **Vision**

Our vision is to create learning opportunities and to bridge the gap for underprivileged students regardless of their socio-economic differences. Our ultimate objective is to produce students who are educated, prepared and who can contribute to American society and become global citizens.

This report addresses the Annual Report elements required by statute:

Minnesota Statutes, section 124E.16, Subdivision 2: "A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:"

1. School enrollment,
2. Student attrition,
3. Governance and management (includes Board training),
4. Staffing,
5. Finances,
6. Academic performance,
7. Innovative practices and implementation, and
8. Future plans.

This report also addresses the World's Best Workforce.

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### Introduction

Skyline Math and Science Academy, a new public charter elementary school, seeks to put into practice the latest research on successful twenty first century schools: a rigorous curriculum, an effective cultural pedagogy, and forming solid and positive relationships with students and their parents.

Skyline Math and Science Academy (SMSA) meets the primary purpose of Minnesota charter schools by preparing all children, regardless of their socio-economic or cultural backgrounds, to achieve and excel in their grade levels and beyond and to build the social and emotional

competencies necessary to be successful learners in twenty first century and to become positive contributors to their families and communities. SMSA meets the needs of its students by comprehensively and cohesively implementing a rigorous curriculum that is research based and known to deliver results. In addition, SMSA seeks to hire teachers who are highly effective and who eager to teach and nurture students regardless of their socio-economic status. Lastly, SMSA builds strong and positive relationship with students and their families. By implementing these three fundamental principles, SMSA believes that it will outperform other schools.

Skyline Math and Science Academy, like all public schools in Minnesota, was required to shift its educational program to a distance-learning mode in March 2020. In response to the spread of COVID-19 Governor Tim Walz ordered schools to be closed by March 18, and gave schools from March 18-27 to plan for distance/e-learning in case of a need for a longer school shut down due to the pandemic. During this time, Skyline created its Distance Learning Plan. Staff worked together to generate a plan that addressed the shift to distance learning, continuing communication with families, and food programming for families.

Skyline Academy's Distance Learning Plan included:

- Parent conference-calls to inform families of the changes in school programming, and to encourage parents to continue working with students in support of their learning
- Distribution of computers to students for home use
- Twice-weekly drop-off of learning materials to students' homes (assignments picked up at the same time by bus drivers)
- Twice-weekly delivery of food to students' homes
- Daily student meetings utilizing Google Classroom; daily attendance expected of all students, with a phone call from a staff member if a students was not present by 11am
- Expanded use of MobyMax online curriculum to support students learning

For fall 2020, Skyline began the year operating mainly by distance learning with an optional hybrid program for grades K-2 students. Also, staff were required to work out of the school building. However, in mid-November, in response to rising numbers of COVID cases in Hennepin County, the school shifted to 100% distance learning, and staff were given the option of working from home. Another change for the fall of 2020 was the addition of Learning A-Z and Wonders to the educational program as important curriculum resources, along with IXL and Mobymax.

The purpose of this report is to summarize the progress and achievements of SMSA during the 2019-20 school year, SMSA's second year of operations. This annual report serves to meet the requirements of the Minnesota Department of Education as they pertain to charter schools, as

well as those of SMSA’s contract with its authorizer, the Minnesota Guild of Public Charter Schools.

The annual report will be posted on the school’s website once approved by the board of directors. A copy of the report will be charter with the Minnesota Guild once approved and will also be made available to staff and to parents of students enrolled at the school.

## School Governance and Management

Skyline Math and Science Academy is governed by a five-person board of directors. The Board of directors guides the school’s mission, vision and philosophy. The board sets policies regarding finances, enrollment, program evaluation, and other operational aspects. The board’s policies have two purposes: to provide direction to the school staff in implementing the school’s goals, and to ensure the school meets legal requirements and obligations of the charter contract.

In general, the board meets once per month, from 5-7 pm; meetings were held at the school but transitioned to an online format, via Google Meet, after the start of the COVID pandemic. Contact information for Board members is available to school stakeholders and the public on the school’s website, at <https://skylinemsa.org/board-of-directors/>. See <https://skylinemsa.org/board-minutes-agendas/> for Minutes of previous meetings and Agendas for upcoming meetings. Board members received training in March 2020: School financial services provider Dieci School Finance provided training on finances; and attorney Keillen Curtis trained the Board on governance and personnel.

The table below lists all members who served on the SMSA board during 2019-20.

<b>Member Name</b>	<b>Role</b>	<b>Email Address</b>
Yonis Abdi, Chair	Community	yonis.abdi@skylinemsa.org
Ahmed Abukar, Vice Chair	Parent	ahmed.abukar@skylinemsa.org
Natalie Barnard	Teacher, file folder # 471903	natalie.barnard@skylinemsa.org
Mohamed Muse, Treasurer	Community	mohamud.muse@skylinemsa.org
Sharon Nelson	Teacher, file folder #354414	sharon.nelson@skylinemsa.org
Abdi Noor	Community	abdi.noor@skylinemsa.org

Teacher member Natalie Barnard left Skyline in December 2019 to take a job with another school, at which point Sharon Nelson joined the board as a teacher member. A planned election for Board members in the spring of 2020 was canceled due to the COVID pandemic, after Skyline MSA provided notice to its Authorizer. The current start-up Board will be replaced by an elected board by the conclusion of the school’s third year of operation, June 2022.

Skyline Math and Science Academy is led by its Director, Abdirahman Abdulle. Administration during 2019-20 also included:

- Ahmed Jama, Operations and Finance Officer
- Abdullahi Ahmed, Dean of Students
- Abshir Ahmed, School Food and Office Manager
- Abdulkhaliq Ismail, Parent Liaison

## Faculty

Name	File Folder Number	Assignment	Not returning 2020-21
Abdirahman Abdulle		Director	
Ahmed Jama		Operations and Finance Officer	
Abdullahi Ahmed		Dean of Students	
Chelsea Pelzer	501853	2nd Grade/Lead Teacher	
Abshir Ahmed		School Food/Office Manager	
Abdulkhaliq Ismail		Parent Liaison	
Dani Seeger	1000684	Teacher, Kindergarten	
Zamzam Ahmed	499299	Teacher, First Grade	
Nahili Ahmed	1002792	Teacher, First Grade	
Margaret Richter	479663	Teacher, Second Grade	X
Anna Deherder	494686	Teacher, Third Grade	
Kendra Solander	1000306	Teacher, Third Grade	
Faduma Adeed	503677	Teacher, Fourth Grade	
Victoria Geske	508881	Teacher, Fourth Grade	
Bill Harmon	202564	Teacher, Fifth Grade	
Diane Benz	369051	Teacher, Sixth Grade	
Sharon Nelson	354414	Teacher, Special Ed.	
Fatiya Robe	511003	Teacher, ELL	
Barbara Hanlon	313184	Teacher, ELL	
Yusuf Abdi	465225	Teacher, World Language	
Natalie Barnard	471903	Physical Education	X
Benjamin Beckman	427315	Physical Education	
Manuel Ortega		Custodian	
Abdirisaq Abdi		Paraprofessional	
Abukar Abdi		Paraprofessional	
Mohamed Ali		Paraprofessional	
Barento Haji		Paraprofessional	
Niman Hassan		Paraprofessional	
Nimo Mohamed		Paraprofessional	

Skyline Math and Science Academy had good retention of teachers in 2019-20, with only one teacher leaving during the 2019-20 school year, and one other not returning fall 2020.

## Professional Development including Director's P.D. Plan

Skyline Math and Science Academy provided two weeks of professional development for staff in August 2019, before the school opened, and provided several days during the school year. Topics covered during August included Accommodating and Modifying for Sped. Students; Harassment in the Workplace, Data Privacy, Mandatory Reporting, OSHA Compliance, and Bloodborne Pathogens; Food/Nutrition Training: Procedures and Rules; Personalizing Math Instruction: Leveraging Open Resources and Trusting Relationships; Identifying ELL Students and SIOP Lesson Planning; STEM: Makerspace, Coding, Robotics; Resources Binder and PBIS Implementation; Design Thinking and Personalized Learning; K-8 Launch Wit & Wisdom (for K-6 only); K-8 Module & Lesson Study (for K-6 only); Cultural Competency: Understanding Student Culture; CPI Training; and CPR Training.

In November 2019 there was training on the ENVoY classroom management system, and there was cultural competency training for staff in January.

Skyline Math and Science Academy (SMSA) has at present just one staff member in a full time supervisory/instructional leadership role, School Director Abdirahman Abdulle<sup>1</sup>. Mr. Abdulle is enrolled in the principal licensure program at St. Cloud State University, and is participating in the Charter Leader Network facilitated by the Minnesota Dept. of Education, as well as attending all professional development at the school.

Mr. Abdulle took the following courses in Leadership Development from St. Cloud State during 2019-20:

- Visioning and the Change Process
- K-12 Principalship
- Assessment and Information Management for Data Driven Leadership
- Legal, Political Issues
- Collaborative Partnerships
- Field Experience: Principal K-12

The MN Dept. of Education facilitates a Charter Leader Network to support charter school leaders, with half-day-long monthly meetings held in person, pre-pandemic. Charter Leader Network monthly topics covered during 2019-20 were:

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<sup>1</sup> This section was added March 2021, to address the requirement for charter schools with leaders who are not licensed as administrators, to report on their leaders' professional development plans.

- September: Developing a Positive and Trusting Learning Culture
- October: Instructional Feedback Observation training
- November: Leading through Change
- January: Striving for Diversity, Inclusion, and Equity
- February 13: Sustaining a Culture of Continuous Positive Learning and Improvement
- March: Growing and expanding your Positive and Trusting Learning Culture

In March 2020 the network transitioned to holding weekly Zoom calls addressing topics related to establishing effective and safe distance learning; Mr. Abdulle continued to attend these sessions through the end of the school year. The Charter Leader Network focuses on topics including equity and inclusion, and school leadership generally.

Finally, the Director also attended all the above-listed professional development for Skyline staff during 2019-20.

## Student Information, Enrollment and Attrition

Skyline Math & Science Academy served approximately 200 grades K-6 students during its second year of operation, with 228 enrolled as of the last day of school. Enrollment for 2020-21 has increased significantly, as of October 2020.

One hundred per-cent of our students were ethnically categorized as Black or African American. As of October 1, over 90% were eligible for Free or Reduced Price school meals, and 89% were identified as English Learners.

Enrollment and Attrition Trends*					
School Year	Day 1 Child Count	October 1 Child Count	End of Year Child Count	Attrition from Oct 1 - EoY	Percentage from Oct 1 - EoY
2018-19	224	218	240	+22	+10%
2019-20	258	187	228	+41	+22%
2020-21	266	251			

\*Data based on Day 1, October 1 and End of Year enrollment as reported to Minnesota Department of Education.

Grade Level Enrollment (Oct. 1)								
School Year	K	1	2	3	4	5	6	Total
2018-19	56	26	42	25	27	28	14	218
2019-20	27	37	28	35	20	24	16	187
2020-21	49	31	41	37	43	29	21	251



## School Goals & Academic Performance

### Academic Approach

Skyline Math and Science Academy's program and instruction model are a research-based curriculum that aims to create a high-quality academic environment in which all students can thrive. Here is a summary of Skyline's approach in the core academic areas.

**Language Arts / Literacy:** The goal of literacy instruction is to help children gain skills in all domains of language development, including reading, writing, listening and speaking. Skyline Math and Science Academy encourages students to become lifelong readers who are able to comprehend information presented in both academic and everyday life. Curriculum resources utilized in the language arts program include Harcourt Journeys for Guided Reading; Reading and Responding; Reading and Writing; and Fountas & Pinnell's books for guided independent reading activities; and 6+1 Trait Writing to build writing skills.

**Math:** The goal of math instruction is to provide foundational math knowledge for everyday life and to develop a solid platform for higher-order math learning. Skyline Math and Science Academy teachers aim to guide students to actively construct their knowledge of mathematical concepts while becoming proficient at performing math. The math program utilizes Eureka Math, delivered in hard-copy and online. Math instruction also includes Singapore Math Common Core Education; Math Skills Development; Problem-Solving and Brief Constructed Responses; and Games and Manipulatives which enable teachers to present mathematical concepts to children orally, visually, and kinesthetically.

**Science:** The goal of science instruction is to inspire thinking skills necessary for scientific inquiry and to introduce students to the wonder of science. Skyline Math and Science Academy seeks to instill in students positive attitudes towards science education and more confidence in their scientific abilities. Skyline Math and Science Academy uses *PhD Science*, a program from Great Minds, a "three-dimensional" model which aims to inspire all students to wonder and learn about the world. This is a program well-suited to a school with a STEM focus; here is how the publisher describes the program:

*PhD Science* is based on the Next Generation Science Standards and *A Framework for K–12 Education*. The curriculum was created to help teachers address the pedagogical shift required to incorporate three-dimensional teaching and learning in the classroom. *PhD Science* wasn't retrofitted to meet new expectations in science. It was written from the start to help students uncover Disciplinary Core Ideas by engaging in the Science and Engineering Practices, and use the lens of Cross-Cutting Concepts to make sense of phenomena.

Social Studies: The goal of the social studies curriculum is to engage students in learning about government, economics, culture, and geography from past, present, and future aspects of society. Skyline Math and Science Academy will support all students in being responsible citizens of their community. Elements of SMSA's social studies program include: Harcourt Social Studies Curriculum (States and Regions and Making a New Nation) for themes, skills, and lesson plans and hands-on activities and technology exploration; Northern Lights, a program created by the Minnesota Historical Society which meets Minnesota social studies standards; and IXL, an online resource for supplemental content and for assessment.

English Learners: Once a student has been identified as an English Learner he/she is placed in an appropriate language instruction educational program. Such a program includes standards-based English Language Development instruction that is aligned with the grade-level content area standards in order to support growth in the four language domains and full proficiency in social, instructional and academic language across the content areas. The Wonders curriculum, online and in hard-copy, is used as a resource for EL instruction.

It is the intent of Skyline Math and Science Academy to avoid, to the greatest extent possible, isolating English Learners for any substantial part of the school day. Professional Development in EL helps teachers recognize students' diverse needs in cross-cultural settings and helps ensure that they can meet the linguistic needs of EL students by maximizing strengths in their native language to cultivate English language development, including oral academic language, and build academic literacy. SMSA teachers are training in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships. SMSA serves a population made up primarily of LEP students; therefore, effectively serving these students is the job of all instructional staff. EL teachers support the regular classroom teachers, and provide pull-out services when needed, but most of the instruction of English learners takes place in regular classrooms.

## Performance and Assessment Goals

Skyline Math and Science Academy's contract with our authorizer provides that:

*The School shall evaluate students' work based on the assessment strategies identified in its Application.*

*The Guild will monitor student academic performance and the academic culture, which provides the basis for high academic performance. The Guild will monitor academic achievement by reviewing student testing and achievement. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.*

Skyline Math and Science Academy's Application (Goals and Student Performance section) specified the following:

*The School shall evaluate students' work based on the assessment strategies identified in its Application.*

*The Guild will monitor student academic performance and the academic culture, which provides the basis for high academic performance. The Guild will monitor academic achievement by reviewing student testing and achievement. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.*

In addition to the ACCESS and Minnesota Comprehensive Assessments, Skyline Math and Science Academy administered the NWEA Measures of Academic Progress (MAP) assessment in reading and mathematics in the fall. Normally these tests are given in the spring as well, but spring 2020 testing was canceled due to the COVID-19 pandemic and shift to distance learning.

The Performance and Assessment section of Skyline MSA's contract with the authorizer specifies seven goals. The goals are stated below, along with a summary of progress to date, to the extent data is available. The 2019-20 school year was year two of Skyline MSA's five-year contract with its authorizer. The first four goals refer to the Minnesota Comprehensive Assessments (MCA's), the fifth relates to student attendance, and the last two call for measuring levels of satisfaction and confidence of teachers and of parents.

#### **Goal No. 1: Academic Growth**

The School will show positive student growth measured by state accountability measures; the School will show a Growth Z Score of '0' at the end of the first year and post a positive Z Score in all subsequent years during the contract period.

**Progress to date:** Not applicable for 2019-20 due to cancellation of MCA's in spring 2020.

#### **Goal No. 2: Academic Achievement - Reading Proficiency**

In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA Reading proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.

**Progress to date:** Not applicable for 2019-20 due to cancellation of MCA's.

#### **Goal No. 3: Academic Achievement - Mathematics Proficiency**

In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA Mathematics proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.

**Progress to date:** Not applicable for 2019-20 due to cancellation of MCA's.

#### **Goal No. 4: Academic Achievement- Proficiency, Science**

In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA Science proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.

**Progress to date:** Not applicable for 2019-20 due to cancellation of MCA's.

#### **Goal No. 5: Attendance**

The School will have a measurable goal of 95% average daily attendance every year.

**Progress to date:** Review of attendance data from 2019-20 shows Average Daily Attendance of 94.50%. Skyline Math and Science Academy narrowly missed this target for 2019-20. School leadership believes the drop in attendance can be attributed to the pandemic and shift to distance-learning in the spring. This shift was challenging for most schools but particularly for schools such as Skyline which serve students who are mostly from low income families, many of which lack reliable Internet access at home.

#### **Goal No. 6: Teacher Satisfaction and Confidence**

90% of teachers will indicate that they “agree” or “strongly agree” that the school fosters a professional environment that encourages innovation and creativity in special reference to professional autonomy and collaboration.

**Progress to date:** Teachers were surveyed in August 2019, at the beginning of the 2019-20 school year, however there were only six responses. Teachers who returned for the 2020-21 school year were asked again to respond to a survey in the fall of 2020 and this time there were 23 responses. These responses (from September-November 2020) show:

- 74% of teachers (17 of 23) agreed or strongly agreed with the statement, *This school fosters a professional environment that encourages innovation and creativity among teachers.*
- 57% of teachers (13 of 23) agreed or strongly agreed with the statement, *This school is a supportive and inviting place for staff to work.*

Skyline Math and Science Academy leadership is committed to working with teachers on an ongoing basis to establish and support a positive school culture. Skyline wants to ensure a positive environment for all staff and students! Training relating to school culture and climate is being planned, and the survey will be given again toward the end of the 2020-21 school year.

#### **Goal No. 7: Parent/Guardian Satisfaction and Confidence**

90% of parent/guardians will indicate that they “agree” or “strongly agree” (using a Likert scale survey model) that the school fosters strong communication between the school and home regarding student achievement and well being.

**Progress to date:** Parents were not surveyed during 2019-20. An attempt to survey parents was made in August 2020, at back-to-school conferences which were done via google-meet. Approximately 50 parents were surveyed; however, results do not allow for quantifying the percent agreeing with the Goal statement regarding strong communication. Feedback indicated most parents were satisfied with the school; a major concern was regarding Internet access for their students to facilitate distance learning, which the school now provides, via wifi hotspots for students’ families. Enrollment figures show that Skyline MSA ended the 2019-20 school year with 228 students, but started the 2020-21 year with 266, so clearly virtually all students returned.

## Finances

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Joe Aliperto  
Dieci School Finance  
2151 Hamline Ave N, Suite 212; Roseville, MN 55113  
651 636-6358 / joe@diecisf.com

Information presented below is derived from final audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and the Minnesota Guild no later than December 31, 2020 (audit report was presented to the Skyline Academy board in November).

FY 20 Finances		
	General Fund	Food Service Fund
<b>Total Revenues</b>	\$4,018,149	\$264,258
<b>Total Expenditures</b>	\$3,703,158	\$264,258
<b>Net Income</b>	\$314,991	\$0
<b>Total Fund Balance</b>	\$210,311	

Skyline Math and Science Academy had total revenues during Fiscal 2020 of \$3,703,158, and total expenditures of \$3,703,158, concluding the year with a net income of \$314,991. As of 6/30/2020 the school had a Fund Balance of \$210,311 which is 5.7% of expenditures. During

## Innovative Practices

To achieve its vision, and meet the goals and purposes of the school, Skyline Math and Science Academy aims to provide to students, regardless of their socio-economic or cultural backgrounds, a rigorous and high-impact educational and social program necessary to achieve at their grade levels and beyond and to build the social and emotional competencies necessary to be successful learners and positive contributors to their families and communities. Skyline Math and Science Academy is founded on a research-based educational model grounded by three principles of change: ensuring the implementation of rigorous curriculum; quality teachers; and strong, positive engagement with students’ families. We believe the effective implementation of these principles, along with a Science, Technology, Engineering and Math (STEM) focus, will help disadvantaged students succeed academically.

The Skyline curriculum is briefly described above, in the Academic Approach section. In addition, we want to emphasize the role of technology, the “T” in STEM, at this school. Exposing students to new innovations in technology ensures that they will leave Skyline Math and Science Academy with a foundational understanding of technology innovation and usage. Using technology in a classroom immerses students in interactive simulations and illustrations which enhance student comprehension in a way verbal explanation cannot; for students with a language barrier, this approach allows them to learn their subject matter and their new language without getting left behind.

Skyline Math and Science Academy aims to nurture, empower, and expect effective teacher-child interactions as a primary means to ensure student achievement. Efforts to do this begin with ensuring a rigorous hiring process for teaching staff; and by providing ongoing professional development for all teaching staff once hired. Through these strategies, Skyline Math and Science Academy will ensure that our teachers have the skills and experience needed to

efficiently and effectively carry out the planned teaching/learning program model and promote the academic and social success of all students.

Finally, forming strong and positive relationships with students and their parents is a big part of the program at Skyline Math and Science Academy. When the school and the parents have strong and positive relationships, the school will be a welcoming place and a safe environment for students to learn and grow. Strong, positive engagement with students' families is essential to the school-family partnership. Skyline Academy for Math and Science seeks to provide this through workshops for parents, involvement of community leaders and activists, and providing prevention and intervention services to support students and their families.

Other aspects of the Skyline Math and Science Academy program that will support student and school success include differentiated learning and assessment, ensuring effective special education services and modifications for gifted students, providing small class sizes, and a longer school day.

## Future Plans

Skyline Math and Science Academy got a good start in 2018-19, and continued refining its program during 2019-20, dealing with the challenge of COVID and the shift to distance learning in the spring.

The school is currently operating at capacity at its facility in south Minneapolis, having significantly expanded enrollment compared to a year prior. A STEM class was established for all grades, to better address the school's math and science focus, and a new teaching position established to focus on STEM. Resources utilized include:

- Generation Genius Online Science Videos and Lessons
- Get STEM of Minnesota (<https://getstem-mn.com/>)
- Minnesota Academy of Science (<https://www.mnmas.org/>)
- Minnesota Compass (<http://www.mncompass.org/>)
- The Minnesota STEM Partnership; (<https://minnesotastempartnership.org/>)
- The Works, a science, technology and engineering-focused museum in Bloomington

Another new development in fall 2020 was the establishment of the Girls on the Run program for mentoring girls and encouraging them to be physically active.

For the future, Skyline MSA plans to continue refining its program to meet the needs of all students. To meet the needs of the communities Skyline serves, school leadership is exploring the possibility of expanding, to add grade levels 7-8 and potentially a full secondary-school

program. Another area for development is building partnerships with major Twin Cities companies for students to do visits and potentially job shadowing, to learn about STEM careers.

We note also that the killing of George Floyd in May 2020 and subsequent civil unrest caused major disruptions in south Minneapolis, including in the neighborhoods surrounding the school, where many students and staff live. The aftermath of this event raised stress levels and caused some division amount groups at the school. For 2021-22 Skyline MSA hopes to add a full time licensed counselor to work with students and staff to address behavior management issues and stress levels, and help cultivate a positive school climate. Another potential change for 2021-22 is the addition of an equity and inclusion officer to the school staff.



## Attachment: World's Best Workforce Report

# 2019-20 World's Best Workforce (WBWF) Summary and Progress Report

District or Charter Name: Skyline Math and Science Academy

Grades Served: K-6

WBWF Contact: Abdirahman Abdulle

Title: Director

Phone: 612 200-9916

Email: Abdirahman.abdulle@skylinemsa.org

## World's Best Workforce Annual Report

MDE understands this past school year (2019-20) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

*Skyline Math and Science Academy's annual report, which includes the World's Best Workforce annual report, is posted on the school's website, at <https://skylinemsa.org/important-documents/>.*

## Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-20 school year.**

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan for the 2019-20 school year.

*Skyline Math and Science Academy leadership and teachers meet with its community during parent nights, three of which were held during 2019-20 (there would have been two more but for the COVID-19 shutdown in the spring). During these meetings, school staff talk with parents about the school's goals, aims, and strategies: what Skyline Math and Science Academy is doing to prepare students for success in*

*school and moving toward preparing students for life beyond school by learning about the world including careers.*

## District Advisory Committee

**The District Advisory Committee should be in place at the start of the school year. Report on your membership list.**

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District
Abdirahman Abdulle	Director
Abdulkhaliq Ismail	Parent Liaison
Ahmed Elmi	Advisor (Metro Schools charter school director)
William Hamann	Teacher
Sharon Nelson	Teacher, Board member
Sahro Nur	Parent

## Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.*

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

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

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer

years.

- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools.

It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

*Respond to the questions below.*

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
  - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
  - Who was included in conversations to review equitable access data?  
*Limit response to 200 words.*
  - What strategies has the district initiated to improve student equitable access to experienced, in- field, and effective teachers?
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?  
*Limit response to 200 words.*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

*Limit response to 200 words.*

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

*Limit response to 200 words.*

*Skyline Math and Science Academy served a population during 2019-20, 100% of which was categorized as Black; over 90% qualified for free or reduced-cost school meals, and 89% were categorized as English Learners. Skyline hires highly experienced, skilled teachers; all are teaching in-field. However, as is the case with most schools in Minnesota, the teachers are primarily Caucasian. Recruiting teaching staff who look more like the student body is a priority for this school, and during 2019-20 Skyline was able to continue employing six teachers of color. Recruitment is done through the school website, and word of mouth as well as online advertising. In addition, the Skyline Director visited the University of Minnesota and Metro State University to meet with new graduates from those schools' teacher-education programs.*

*Once staff are in place, Skyline strives to retain them by providing support such as coaching and mentoring for all staff, and providing Instructional Aides in every classroom to help with instruction and student management. Skyline has three lead-teachers, who support their colleagues and who receive stipends for the additional work they carry out.*

## **Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data**

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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

**X** District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## **Goals and Results**

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

## **All Students Ready for School**

Not applicable. Skyline Math and Science Academy does not serve pre-Kindergarten students.

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2019-20 school year.</i></p> <p>Charter contract Goal No. 2: Academic Achievement - Reading Proficiency: In cross-cohort performance, students who are continuously enrolled (1 October) will exceed MCA Reading proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 5%; Year 3: 7%; Year 4: 10%; Year 5: 12%.</p>	<p><i>Provide the result for the 2019-20 school year that directly ties back to the established goal.</i></p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"</p>	<p><i>Check one of the following:</i></p> <p>On Track (multi-year goal)            Not On Track (multi-year goal)            Goal Met (one-year goal)            Goal Not Met (one-year goal)            Met All (multiple goals)            Met Some (multiple goals)            Met None (multiple goals)            District/charter does not enroll students in grade 3  <b>X</b> Unable to Report</p>

*Narrative is required; 200-word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*Skyline Math and Science Academy serves a population of students from immigrant backgrounds, primarily East African, who are English Learners. To support this population the school has in place an EL program which had two teachers during 2019-20, and for the early part of the year there was a consultant who is a master EL teacher and supports the other EL staff. Skyline has established a language instruction educational program (LIEP) plan which explains how the school identifies and appropriately supports these students.*

*Normally Skyline administers the NWEA Measures of Academic Progress assessment twice a year, to gauge where students are in the fall and to measure progress by spring, though spring 2020 testing was suspended due to the shift to distance learning. To support the acquisition of grade-level literacy for all students, Skyline has purchased the Words Their Way program from Pearson, to support phonics, vocabulary and spelling instruction. School administration and staff are striving to adjust the program and improve results by supporting students in all areas.*

## Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2019-20 school year.</i></p> <p>Charter contract Goal No. 1: Academic Growth: The School will show positive student growth measured by state accountability measures; the School will show a Growth Z Score of '0' at the end of the first year and post a positive Z Score in all subsequent years during the contract period.</p>	<p><i>Provide the result for the 2019-20 school year that directly ties back to the established goal.</i></p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"</p>	<p><b>Check one of the following:</b></p> <p>On Track (multi-year goal) Not On Track (multi-year goal) Goal Met (one-year goal) Goal Not Met (one-year goal) Met All (multiple goals) Met Some (multiple goals) Met None (multiple goals)</p> <p><b>X</b> Unable to Report</p>

*Narrative is required; 200-word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*Skyline Math and Science Academy aims to close the achievement gap by providing excellent educational opportunities, and ensuring excellent results, for its population of previously-underserved students. Goals revolve around enhancing academic growth and achievement for all students.*

- *Skyline Math and Science Academy administers the MAP twice a year, and teachers review the results to determine students' achievement levels and subsequent progress. Teachers also administer classroom assessments on an ongoing basis.*
- *Skyline serves a population that is almost 90% eligible for free or reduced-price school meals, categorized as African/African-American, and the majority are Limited-English Proficient. Aside from special education students, whose individual goals are stated and measured as per their Individual Education Plans, disaggregation of student groups is not applicable.*
- *Skyline's strategies for serving all students include implementing a quality curriculum in a caring environment, with adequate individualization and appropriate support for all students. In addition to the EL teachers mentioned above, Skyline has a classroom aide in every classroom to support teachers in instruction and managing behavior issues if they arise.*

### All Students Career- and College-Ready by Graduation

Not applicable for K-6 school

### All Students Graduate

Not applicable for K-6 school