



## 2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

**District or Charter Name:** Skyline Math and Science Academy, Charter School District #4255

**Grades Served:** K-6

**WBWF Contact:** Abdirahman Abdulle

**Title:** Executive Director

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

*No – not applicable for a charter school*

### World's Best Workforce

#### Annual Report

MDE understands this past school year (2020-21) 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.

Skyline Math and Science Academy posts World’s Best Workforce reports on its website, at <https://skylinemsa.org/skyline-annual-and-wbwf-reports/>.

## Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 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.

*November 29, 2021. Skyline Math and Science Academy board meetings are generally held the last Monday of the month. Board meetings are open to the public and include updates on school plans including efforts to prepare students for the workforce. This World’s Best Workforce report will be presented to the Board for approval at a special meeting in December 2021.*

## 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 2020-21 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	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Abdirahman Abdulle	Director	n/a
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 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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.**

*NOTE: Response posted to MDE was edited for length.*

*Skyline Math and Science Academy instructional staff review annual test results such as Measures of Academic Progress, ACCESS, and MCA's each season as they become available. SMSA also makes extensive use of formative assessments in our classrooms. Each week all classrooms start with a pre-test on Monday morning that covers their core subjects for the week (ELA, Math, Social Studies, and/or Science). This test contains the content that will be taught throughout the week. Teachers use the data from the pretest to create their small groups for that particular week and also to see how in-depth they need to go with the new concepts. On the last day of the week the students are given the post-test which is the exact same test so teachers can see what information the students retained and what the teacher needs to give more focus to. This also is used to see patterns with certain students who may be struggling with certain concepts or subjects. Thus teachers are able to see where the gap is between the students in the class and work towards closing that gap.*

*Skyline serves a population that is over 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.*

- 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.**

*Skyline Math and Science Academy's school design specifies that the school will nurture, empower, and expect effective teacher-child interactions as a primary means to ensure student achievement. SMSA seeks to accomplish this by ensuring a rigorous hiring process for teaching staff; and by providing ongoing professional development for all teaching staff once hired.*

*As is the case with most schools in Minnesota, teachers at SMSA are primarily Caucasian. Recruiting teaching staff who look more like the student body is a priority for this school, and during 2020-21 Skyline was able to continue employing six teachers of color. Recruitment is done through the school website, and via word of mouth as well as online advertising. In addition, the Skyline Director visits the University of Minnesota and Metro State University to meet with new graduates from those schools' teacher-education programs.*

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.**

*Skyline Math and Science Academy served a population during 2020-21, 100% of whom were categorized as Black; over 90% qualified for free or reduced-cost school meals, and 72% were categorized as English Learners. Skyline hires highly experienced, skilled teachers; all are teaching in-field. However, as noted above, teachers at SMSA are primarily Caucasian; thus, recruiting teaching staff who look more like the student body is a priority for this school.*

- 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.**

*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 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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.

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. Please fill out the table below with your specific SMART goals.

### **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**

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
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%.	Results not reportable due to COVID / State of MN waiver of MCA test-based accountability for 2020-21	<b>Check one of the following:</b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**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 administered the MCA in the spring of 2021 but pandemic-related disruptions to the learning environment were evident in the assessment results; we believe results were not representative of students' abilities.*

*SMSA 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 2020-21. 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. Spring 2020 testing was suspended due to the shift to distance learning, but MAP testing resumed in 2020-21. Of 28 3<sup>rd</sup> graders who took the MAP test in both fall 2020 and spring 2021, 20 improved their score from fall to spring, though only six met or exceeded the projected spring score. 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
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.	Z-scores are no longer reported by MDE so this goal is no longer applicable. SMSA reported data from NWEA Measures of Academic Progress (MAP) assessments and MobyMax online adaptive learning program assessments in its 2020-21 annual report, as alternative forms of evidence of student growth in Reading and Mathematics.	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

**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 over 90% eligible for free or reduced-price school meals, 100% categorized as African/African-American, and 72% 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 a K-6 school

### ***All Students Graduate***

Not applicable for a K-6 school