



SKYLINE
Math and Science
Academy

Skyline Math and Science Academy

Minnesota Charter School #4255

Annual Report 2022

2600 26th Avenue South

Minneapolis, MN 55406

Phone: (612) 200-9916

Email: info@skylinemsa.org

Website: <https://skylinemsa.org/>

Submitted to:

Minnesota Guild

323 Washington Ave. N., Suite 200

Minneapolis, MN 55401

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Introduction and Statutory Purposes

Introduction

The purpose of this report is to summarize the progress and achievements of SMSA during the 2021-22 school year, SMSA's fourth 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. See <https://skylinemsa.org/skyline-annual-and-wbwf-reports/>. 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.

SMSA (SMSA), Minnesota Charter School District #4255, serves Kindergarten through sixth grade students from its location in south Minneapolis. Skyline has completed its first four 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:"

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.

SMSA, a public charter elementary school in Minneapolis, 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.

Statutory Purposes

SMSA meets the statutory purposes as stated in 124E.01 PURPOSE AND APPLICABILITY. The primary purpose of Skyline is to improve all pupil learning and all student achievement. SMSA (SMSA) meets the primary purpose of Minnesota charter schools, *to improve all pupil learning and all student achievement* 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.

Additional purposes include:

1. *Increase learning opportunities for all pupils:* SMSA provides a learning environment that will be equally tailored for all students. In order to increase learning opportunities for all students, SMSA enrolls students from underprivileged communities who are most likely to drop out before completing high school. SMSA attempts to hire teachers well rooted and experienced in their fields of study and at the same time passionate about bringing out the best qualities of young scholars.
2. *Encourage the use of different and innovative teaching methods:* SMSA trains its teachers multiple times throughout the year. SMSA will encourage teachers to use innovative teaching methods such as such as flipped classrooms, blended learning, and personalized learning.
3. *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:* SMSA gives teachers voice to advocate student learning, and to enjoy autonomy in their teaching and while proposing innovative ideas to the school management team.

Authorizer

The Minnesota Guild of Public Charter Schools is governed by a volunteer Board of Directors. They are charged to review, approve, or deny new charter school applications, renewal applications and termination recommendations; supervise the Guild Executive Director and determine future staffing, fiscal and resource needs; and ensure the ongoing viability, compliance and sustainability of the Guild and its operations.

Vision: The Guild advances the original vision of the charter school model, in which teachers have the choice to professionally organize and work to create innovative, research-based schools that rely on teacher expertise to identify and use effective teaching strategies, promote engaged student learning, create professional autonomy, and ensure effective, shared responsibility for outcomes.

Mission: As a single purpose authorizer, the Guild will improve the educational achievement of Minnesota students by advocating a systemic approach to charter school formation and operation that promotes stakeholder accountability, autonomy, and competence. The Guild authorizes and monitors charter schools in accordance with Minnesota Statutes section 124E. The Guild's charter school portfolio encompasses a variety of school types and populations served by educational programs in Minnesota, with a specific interest in schools that serve students most affected by the achievement gap and low graduation rates.

Guild Priority: Teacher-Powered Schools

As a single-purpose charter school authorizer under Minnesota Statutes, section 124E.05, the Minnesota Guild may not limit its authorizing decisions to any single curriculum, learning program, or method. However, the Guild is committed to growing a portfolio of high-quality, innovate charter schools that promote, establish, and expand teacher-powered models and autonomies. The teacher-powered model includes 15 areas that provide teachers autonomy to make decisions impacting school and student success. These areas of autonomy include charter school board governance, making all decisions about the school's learning program, choosing the process and methods for teacher evaluation, and managing the allocation of the school's financial resources. Charter schools may implement one, or many, areas of autonomy to be considered a teacher-powered school. Visit the Teacher-Powered Schools Initiative web page for additional information and resources.

James Zacchini
Executive Director
james.zacchini@guildschools.org
(612) 564-5115
323 Washington Ave N
Minneapolis, MN 55401

Student 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 in 2020-21 declined somewhat after the first day but remained stable through the school year from October 1 on, with Average Daily Membership of 238.39 for the year.

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 72% 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 - End of Year	Percentage from Oct 1 - End of Year
2018-19	224	218	240	+22	+10%
2019-20	258	187	228	+41	+22%
2020-21	266	239	236	-3	-1%
2021-22	203	233	238	+5	+2%

*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	50	30	36	33	42	28	20	239
2021-22	25	48	22	41	32	39	26	233

Governance and Management

Board of Directors

SMSA 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; there were nine meetings during the 2021-22 school year. The Board continued to meet remotely, via Google Meet throughout the year, for a second year running. Board training, addressing Board Governance and Personnel responsibilities of the Board, was provided by Designs for Learning. Board membership remained consistent throughout the school year.

Contact information for Board members is available to school stakeholders and the public on the school's website, along with Minutes of previous meetings and Agendas for upcoming meetings. See <https://skylinemsa.org/board-of-directors/>.

The table below lists all members who served on the SMSA board during 2021-22.

Member Name	Role	Email Address
Yonis Abdi, Chair	Community	yonis.abdi@skylinemsa.org
Mustafa Hassan, Secretary	Parent	Mustafa.hassan@skylinemsa.org
Mohamed Muse, Treasurer	Community	mohamud.muse@skylinemsa.org
Sharon Nelson	Teacher, file folder #354414	sharon.nelson@skylinemsa.org
Abdilahi Noor	Community	abdi.noor@skylinemsa.org

Board Training

Initial Board Training Report

Board Member	Date First Seated	Governance Basic Training – Trainer & Date	Finance Basic Training – Trainer & Date	Employment Basic Training – Trainer & Date	Met Requirement?
Mohamud Muse	07-01-20	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Yes
Sharon Nelson	07-01-20	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Yes
Khalid Warsamee	10-30-22	Designs for Learning, 03-15-23	Designs for Learning, 03-15-23	Designs for Learning, 03-15-23	Yes
Abdi Nor	07-01-20	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Yes
Mustafa Hassan	07-01-20	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Yes
Asad Muse	10-30-22	Designs for Learning, 03-15-23	Designs for Learning, 03-15-23	Designs for Learning, 03-15-23	Yes
Yonis Abdi	07-01-19	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Designs for Learning, 03-2-22	Yes

Ongoing (Annual) Board Training Report

Board Member	Ongoing Training Event – Topic, Trainer, Location	Date of Training	Met Requirement?
Mohamud Muse	Finance, Governance, HR, 03-2-22	03-2-22	Yes
Sharon Nelson	Finance, Governance, HR, 03-2-22	03-2-22	Yes
Khalid Warsamee	Finance, Governance, HR, 03-2-22	03-2-22	Yes
Abdi Nor	Finance, Governance, HR, 03-2-22	03-2-22	Yes
Mustafa Hassan	Finance, Governance, HR, 03-2-22	03-2-22	Yes
Asad Muse	Finance, Governance, HR, 03-2-22	03-2-22	Yes
Yonis Abdi	Finance, Governance, HR, 03-2-22	03-2-22	Yes

Management

SMSA is led by its Director, Abdirahman Abdulle under the governing direction of the SMSA Board.

Key school leaders also included during 2020-21:

Ahmed Jama, Operations and Finance Officer

Abdullahi Ahmed, Dean of Students

Abshir Ahmed, School Food and Office Manager

Abdulkhaliq Ismail, Parent Liaison

Director's Professional Development Plan

SMSA's full time supervisory/instructional leader is School Director Abdirahman Abdulle. Mr. Abdulle is enrolled in the principal licensure program at St. Cloud State University, with an expected completion timeframe of spring 2022. Also, during 2020-21 Mr. Abdulle continued to participate 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 2020-21:

- Field Experience: Principal K-12; and Portfolio Review
- Quantitative and Qualitative Research Methods
- Seminar in Ethical Leadership
- Introduction to School Law
- Human Resource Development
- Educational Achievement, Student Learning, and Program Development

The MN Dept. of Education facilitates a Charter Leader Network to support charter school leaders, with monthly meetings via Zoom, and topics relevant to charter school leadership. Mr. Abdulle continued to attend these sessions and participated in a charter school directors' cohort facilitated by the MN Association of Charter Schools.

Staffing

Staff for FY22

Name	File Folder Number	Assignment	Not returning FY23
Abdirahman Abdulle		Director	
Ahmed Jama		Operations and Finance Officer	
Abdullahi Ahmed		Dean of Students	
Chelsea Pelzer	501853	2nd Grade/Lead Teacher	X
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	X
Faduma Adeed	503677	Teacher, Fourth Grade	
Victoria Geske	508881	Teacher, Fourth Grade	
Bill Harmon	202564	Teacher, Fifth Grade	
Diane Benz	369051	Teacher, Sixth Grade	X
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	
Abdirisq Abdi		Paraprofessional	
Abukar Abdi		Paraprofessional	
Mohamed Ali		Paraprofessional	
Barento Haji		Paraprofessional	

Name	File Folder Number	Assignment	Not returning FY23
Niman Hassan		Paraprofessional	
Nimo Mohamed		Paraprofessional	

Staff Retention:

School Year	# Teachers Employed at End of School Year	# Teachers Returning at Start of Next School Year	Retention Rates
FY22	17	12	70.6%

Curriculum and Effective Practices

SMSA'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. SMSA 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. SMSA 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. SMSA seeks to instill in students positive attitudes towards science education and more confidence in their scientific abilities. SMSA 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. SMSA 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.

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

It is the intent of SMSA 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.

The below table summarizes the curricula in use at SMSA.

	CURRICULUM	GRADE	SUBJECT	DELIVERY	ACCOMMODATIONS	PARTNERSHIPS
1	Eureka Math	K-6	Math	Hard Copy, Online	ELL	Science From the Scientists, The Works Museum, The Children's Musuem, Minneapolis Foundation,
2	Wonders	K-6	ELA	Hard Copy, Online	ELL	
3	PhD Science	K-6	Science	Hard Copy	ELL	
4	Mobymax	K-6	Math, Reading, SS, Science	Online	ELL	
5	IXL	K-6	Math, Reading, SS, Science	Online	ELL	
6	Raz Kids	K-6	Math, Reading, SS, Science	Online	ELL	
7	A-Z Learning	K-6	Math, Reading, SS, Science	Hard Copy, Online	ELL	
8	Generationgenius.com , Getstem-mn.com , Mnmas.org , Mncompass.org , Minnesotastempartnership.org , Theworks.org , Sciencefromscientists.org ,	K-6	STEM	Hard Copy, Online	ELL	
9	EnVoY: The Catalyst Approach	K-6	Behavior Management	Hard Copy	ELL	
10	3Rs: Respect, Responsibility, Readiness	K-6	Social Emotional Learning	Hard Copy	ELL	
11	Sonday System: Multi Sensorny Reading	K-6	Special Education	Hard Copy	ELL	
12	World Language	K-6	Arabic, Somali	Hard Copy	ELL	
13	Interventions	K-6	Reading, Math, ELL	Hard Copy	ELL	

Innovative Practices and Implementation

To achieve its vision, and meet the goals and purposes of the school, SMSA 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. SMSA 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. The effective implementation of these principles, along with a Science, Technology, Engineering and Math (STEM) focus, helps disadvantaged students succeed academically.

In particular there are three proven instructional strategies SMSA seeks to implement: Direct instruction, blended learning, and personalized learning.

Direct Instruction: Since most of the students that SMSA serves are behind academically, it is imperative for them to have direct small group or one to one learning sessions when students are in classrooms. Students learn a huge amount of content knowledge when they are given the opportunity to learn and digest information by the teacher. Every morning, students at SMSA get direct instruction time in math and ELA by highly qualified content teachers.

Blended learning: We live in a technology era. Research has shown that learning happens when it becomes repetitive. Teachers record their teaching inside or outside the classroom, for sharing with students so that students have the chance to watch teacher videos at home before they even come to school. In the classroom, teachers ask questions and check for comprehension. In this way, teachers can identify students who aren't initially mastering the concepts being taught. They then have time to help those students immediately. Blended learning brings together the best of technology-based learning and face-to-face instruction. Students can work on their online lessons anytime with educators who carefully track their progress. This blend of traditional and online methods provides students the real-time guidance they need to succeed. According to the U.S. Department of Education, Evaluation of Evidence-Based Practices in Online Learning, published in June 2009, students in blended learning environments achieve at higher levels than students either in fully online or purely face-to-face learning situations.

Personalized Learning: An educated person in the 21st century needs a broad base of academic and technological skills to function and flourish in post-secondary education and in society. A relevant education that best prepares Americans for the global economy is one that emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. The learning program at SMSA is

comprehensive for all our learners regardless of their culture, background, and native language. The learning program encompasses student needs in all areas. SMSA implements a portion of its program via personalized learning whereby students learn content online using technology. Students are able to use personalized learning platforms such as MobyMax to self-monitor and self-study. Students learn the responsibility of owning their learning in this way. Students are able to move forward once they accomplish certain tasks. The personalized learning system opens the next lesson upon the completion of the previous section. On the back end, administration and teachers are able to see how students are performing, via daily reports on student progress.

The Skyline curriculum is briefly described above, in the Academic Approach section. We conclude this section of the report with a brief discussion of the role of technology, the role of teachers, and parent engagement.

Technology, the “T” in STEM, is a key part of the program at this school. Exposing students to new innovations in technology ensures that they will leave SMSA 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.

SMSA 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, SMSA 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 SMSA. 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. Weekly texts and phone calls with voicemail updating parents continued throughout 2020-21, and there were “Parent Academy” meetings monthly most months, held remotely at first then transitioning back to in-person when the school resumed in-person schooling in February. At these events, the school brought in professionals

from the community such as social workers or mental health professionals, to talk with parents about student health and other issues of concern.

SMSA, 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 COVID-19 pandemic. Skyline Academy staff created and implemented a Distance Learning Plan that addressed the shift to distance learning, with technology provided to all students, continuing communication with families, and food programming for families. During 2020-21 SMSA operated with a mix of distance learning, in-person, and hybrid learning, as conditions regarding the pandemic shifted. For the 2021-22 year the school operated 100% in-person again.

Future Plans

SMSA is located in the heart of south Minneapolis, an area which has been severely impacted by the murder of George Floyd in May 2020 and subsequent civil unrest. The school site, at 26th Street and 26th Avenue, is less than a mile from the former Third Precinct police station and other damaged and defunct structures at Lake Street and Minnehaha Ave. While SMSA was fortunate in that its building was not damaged, the civil unrest and property damage affected the neighborhoods surrounding the school, where many students and staff live. Recovery was still underway during FY22. SMSA is seeking to establish itself as a community-hub in this particularly hard-hit section of the Twin Cities. This effort included building a new publicly available playground during the summer of 2021, including a garden with seating available, which is frequented by the public during the warmer months.

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, SMSA plans to continue refining its program to meet the needs of all students. The plan to expand grades served is in response to community need, and demand from families who want their students to be able to remain in the school through high school graduation. 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.

An equity and inclusion officer was added to SMSA's staff for 2021-22, and for 2021-22 the school hopes to add a full time licensed school social worker / counselor. Purpose of the social worker / counselor position would be to work with students and staff to address behavior management issues and stress levels and help cultivate a positive school climate. SMSA sought to hire for this position, but available candidates and the school's budget have not permitted filling the position, as of December 2021.

Finances

BerganKDV provides financial management services for SMSA. The audit results were presented to SMSA board December 12, 2022. For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for 2022-23, contact:

Nick Taintor or Rose Chin
3800 American Blvd W, Suite 1000
Minneapolis, MN 55431
www.bergankdv.com; ph (952) 563-6800

FY 22 Finances		
	General Fund	Food Service Fund
Total Revenues	\$4,812,571	\$267,1089
Total Expenditures	\$5,301,256	\$280,844
Net Income	(\$488,684)	(\$13,736)
Total Fund Balance	(\$128,978)	(\$13,736)

SMSA had total revenues during Fiscal 2022 of \$5,079,679, and total expenditures of \$5,582,100, concluding the year with net loss of \$502,421. As of 6/30/2022 the school had a Fund Balance of negative \$142,714 is 2.56% of expenditures.

Academic Performance

Performance and Assessment Goals

SMSA'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.

SMSA'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, SMSA administered the NWEA Measures of Academic Progress (MAP) assessment in reading and mathematics in the fall of 2021 and spring of 2022.

The Performance and Assessment section of SMSA's contract with the authorizer specifies seven goals. The goals are stated below, along with a summary of data pertaining to the goals from 2021-22. The 2020-21 school year was the second-to-last year of SMSA's contract with its authorizer; the goals will be revisited and revised in the spring of 2022, for the updated contract to take effect the 2022-23 school year.

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

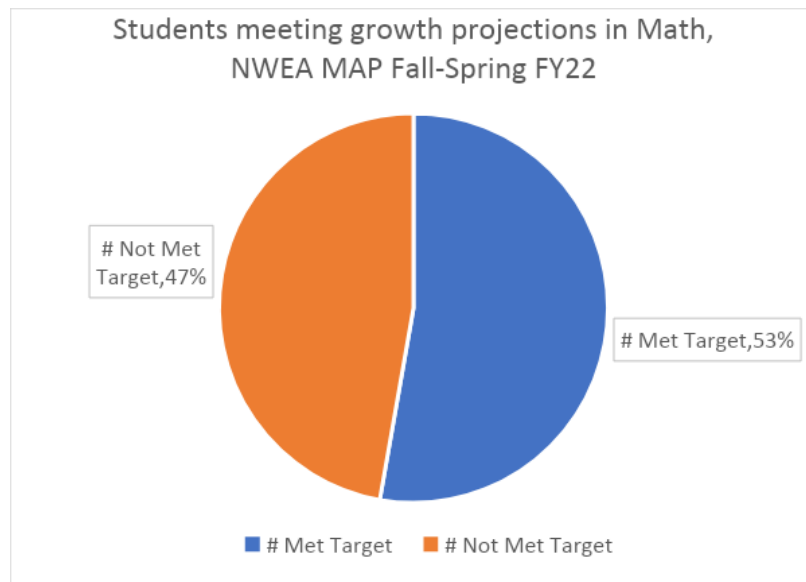
The School will show positive student growth measured by state accountability measures; the School will show a Growth Z Score of '0' at the end of the first year and post a positive Z Score in all subsequent years during the contract period.

Progress to date: Not applicable; z-scores are no longer reported by MDE. However, SMSA is able to point to data from NWEA Measures of Academic Progress (MAP) assessments that were administered during 2021-22.

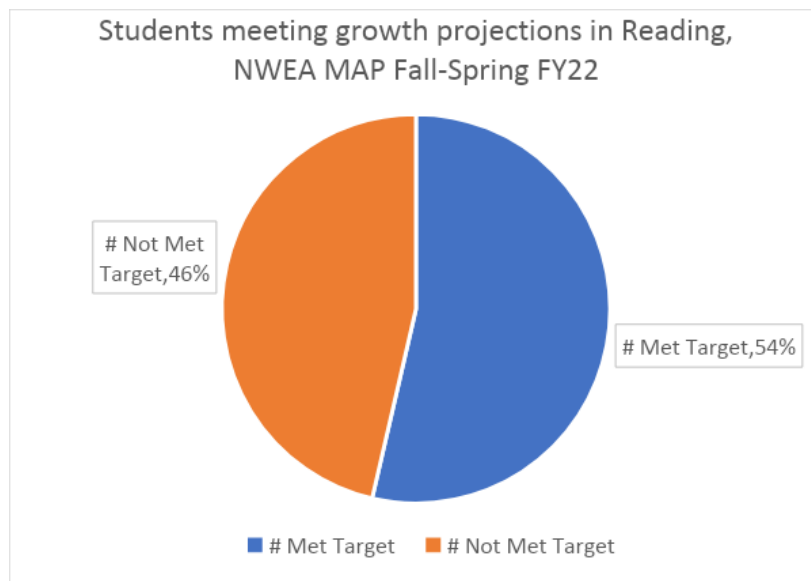
Measures of Academic Progress (NWEA MAP) Test Results

Almost all students in all grades took these tests in reading and mathematics in both fall and spring, and in both subjects more than half of the students met or exceeded projected growth, as shown by fall-to-spring comparison. Groups who perform better than the 50% mark are significantly outperforming most others in those groups.

- Mathematics: 95 of the 180 students who tested in both fall and spring, met or exceeded projected growth (53%)

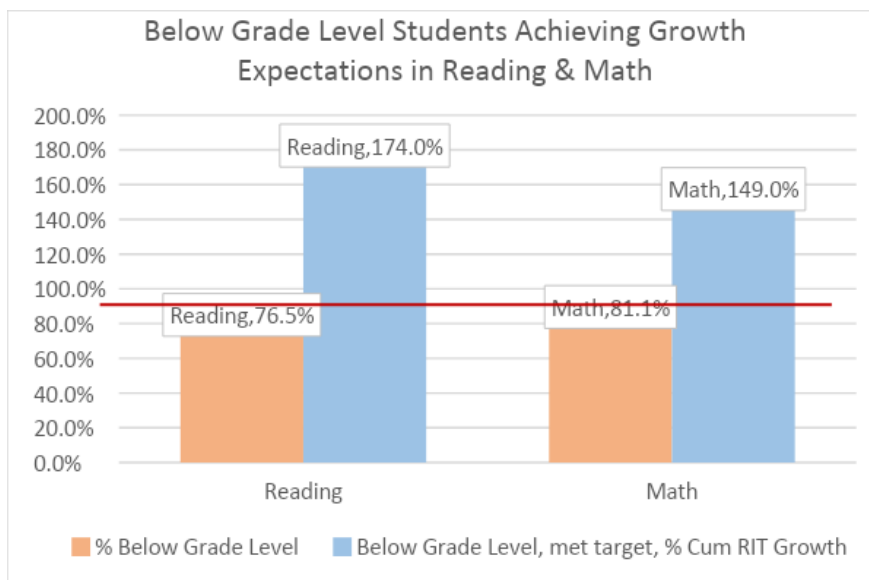


- Reading: 96 of the 179 students tested both seasons, met or exceeded projected growth (54%)



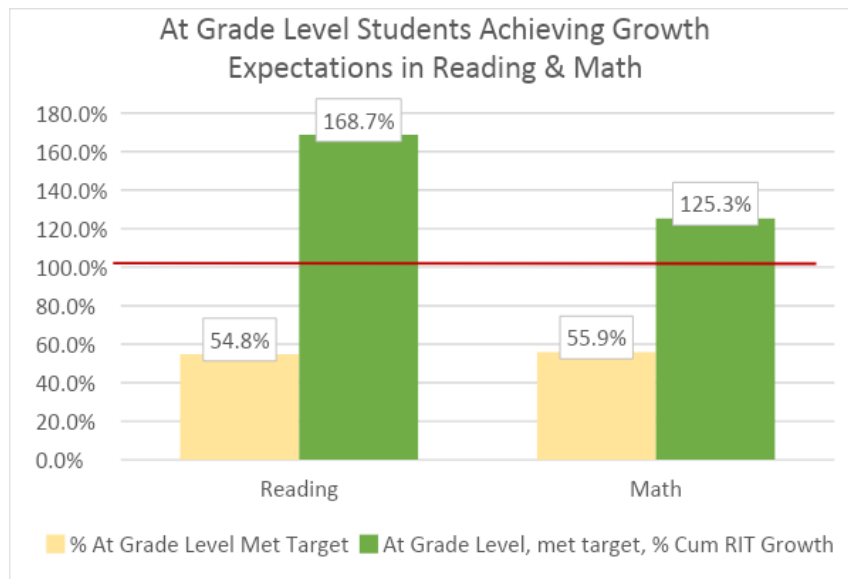
Some students start the year below grade level in a subject area. Enabling these students to catch up to grade level is important for their education and future careers.

- Mathematics:** 81% or 146 of the 180 SMSA students were below grade level in the Fall. 51% or 76 of these students met or exceeded their projected growth. The total of their growth in RIT points exceeded expectations by 149%. This is very significant growth as a group. Normally groups achieve 100%.
- Reading:** 77% or 137 of the 179 SMSA students were below grade level in the Fall. 53% or 73 of these students met or exceeded their projected growth. The total of their growth in RIT points exceeded expectations by 174%. This is very significant growth as a group.



The students who started the year at or above grade level achieved similar results as the below grade level students. For many schools students at grade level tend to level off and some even decline in their growth.

- Mathematics: Of the 34 SMSA students were at grade level in the Fall. 56% or 19 of these students met or exceeded their projected growth. The total of their growth in RIT points exceeded expectations by 125%. This is significant growth as a group. Groups who achieve 100% are outperforming most others.
- Reading: Of the 42 SMSA students were at grade level in the Fall. 55% or 23 of these students met or exceeded their projected growth. The total of their growth in RIT points exceeded expectations by 169%. This is very significant growth as a group.



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%.

Note: Nellie Stone Johnson Elementary, in the Minneapolis Public Schools, was identified as the comparable school as the FRL rates are comparable. In FY022 Nellie Stone’s FRL was 92.05%; Skyline’s FRL rate was 90.99%.

Progress to date: 28.6% of continuously-enrolled SMSA students who took the Reading MCA in the spring of 2022 scored Proficient (32 of 112 students). At the comparable school, 18.7% of students tested Proficient essentially meeting the Year 4 goal.

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%. SMSA did not meet this target.

Progress to date: 9.8% of continuously-enrolled SMSA students who took the Mathematics MCA in the spring of 2022 scored Proficient (11 of 112 students). At the comparison school, 9.5% of students scored Proficient. The school did not meet this goal.

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: 12.5% of continuously-enrolled SMSA students who took the Science MCA in the spring of 2022 scored Proficient. At the comparison school, 16.1% of students scored Proficient. SMSA did not meet this target.

Before moving on to the remaining goals, we present a summary of the school's MCA results, broken out by grade and also comparing all students' 2022 results with results from the previous year¹. This shows that the proportion of students scoring proficient in 2022 increased in all three subjects, compared to the previous year.

Skyline Math and Science Academy

	2020 - 2021 MCA	2021 - 2022 MCA	% Growth
Grade / Subject	MCA Proficiency % from 2020-2021	MCA Proficiency % from 2021-2022	MCA % Growth from Previous Year
3rd Grade Math	4/31 = 22.85%	8/35 = 22.85%	0.00% Increase from 2020-2021
3rd Grade Reading	4/31 = 12.90%	6/36 = 16.66%	3.76% Increase from 2020-2021
4th Grade Math	1/38 = 2.63%	3/31 = 9.67%	7.04% Increase from 2020-2021
4th Grade Reading	7/38 = 18.42%	8/32 = 25.00%	6.58% Increase from 2020-2021
5th Grade Math	0/23 = 0.00%	0/32 = 0.00%	0.00% Increase from 2020-2021
5th Grade Reading	4/23 = 17.39%	9/32 = 28.12%	10.73% Increase from 2020-2021
5th Grade Science	1/23 = 4.34%	4/32 = 12.50%	8.16% Increase from 2020-2021
6th Grade Math	0/19 = 0.00%	0/24 = 0.00%	0.00% Increase from 2020-2021
6th Grade Reading	2/20 = 10.00%	9/24 = 37.50%	27.50% Increase from 2020-2021

2021 - 2022 Schoolwide Results by Subject and Increase from Previous Year

Math	11/122 = 9.01%	4.51% Increase from 2020-2021
Reading	32/124 = 25.80%	10.63% Increase from 2020-2021
Science	4/32 = 12.50%	8.16% Increase from 2020-2021

Goal No. 5: Attendance

¹ Figures here differ slightly from those reported for Goals 2-4 as these results are for all students tested rather than only those meeting enrollment criteria, i.e. continuously-enrolled from Oct. 1.

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

Progress to date: Average Daily Attendance for 2021-22 was 95.95%; SMSA met this target.

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:

Retention data:

School Year	# Teachers Employed at End of School Year	# Teachers Returning at Start of Next School Year	Retention Rates
FY22	17	12	70.6%

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: 70% of parents surveyed in FY22 said they were satisfied.

World's Best Workforce Report

Note: Minnesota charter schools are now required to submit a World's Best Workforce Summary and Progress Report online annually, by December 15. SMSA's report was submitted on December 15, 2021. The report is reproduced here, with Skyline responses shown after each item.

- **1. Report Instructions and Information**

(Not relevant to this report)

- **2. Cover Page**

1. District or Charter Name

- 4255-07 SMSA

2. WBWF Contact Information

WBWF Contact Name

- Abdirahman Abdulle

WBWF Contact Title

- Director

WBWF Contact Phone Number

- (612) 200-9916

WBWF Contact Email

- abdirahman.abdulle@skylinemsa.org

3. Did you have an MDE approved Achievement and Integration plan implemented in the 2021-22 school year?

Did you have an MDE approved Achievement and Integration plan during 2021-22 SY?

- No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2021-22 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

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.

4. Provide the link to the district's WBWF annual report and A&I materials.

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.

- o <https://skylinemsa.org/skyline-annual-and-wbwf-reports/>

Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2021-2022 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 in the meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

5. Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2021-22 school year.

- o Jan 30, 2023

- **3. World's Best Workforce**

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.

6. All Students Ready for School

Does your district/charter enroll students in kindergarten?

- o Yes

Goal

Provide the established SMART goal for the 2021-22 school year.

- o The percentage of kindergarteners who assessed with the NWEA Reading in the Spring "At Grade Level" (40th percentile or greater) will be 50% or more.

Result

Provide the result for the 2021-22 school year that directly ties back to the established goal.

- o 36.8% or 7 of 19 kindergarteners assessed At Grade Level in Reading in the Spring.

Goal Status

Check one of the following:

- o Goal Not Met (one year goal)

7. Do you have another goal for All Students Ready for School?

- o Yes

8. All Students Ready for School

Goal

Provide the established SMART goal for the 2021-22 school year.

- o The percentage of kindergarteners who assessed with the NWEA Math in the Spring "At Grade Level" (40th percentile or greater) will be 50% or more.

Result

Provide the result for the 2021-22 school year that directly ties back to the established goal.

- o 63.2% or 12 of 19 kindergarteners assessed At Grade Level in Math in the Spring.

Goal Status

Check one of the following:

- o Goal Met (one year goal)

9. Do you have another goal for All Students Ready for School?

- o No

10. All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

- o Yes

Goal

Provide the established SMART goal for the 2021-22 school year.

- o 50% or more of Skyline 3rd Graders will achieve At Grade Level in Reading on the NWEA MAP spring assessment. At grade level is measured as students at or above the 40th percentile.

Result

Provide the result for the 2021-22 school year that directly ties back to the established goal.

- o 32.3% or 10 of 31 students assessed "At Grade Level" in Reading with the Spring NWEA assessment.

Goal Status

Check one of the following:

- o Goal Not Met (one year goal)

11. Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

- o No

12. Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2021-22 school year.

- o The school's aggregate LEP subgroup FY2022 MCA reading proficiency index score is equal to or greater than the Minneapolis Public School (MPS) district's score for grades 3-6. The school's aggregate LEP subgroup FY2022 MCA Math proficiency index score is equal to or greater than the Minneapolis Public School (MPS) district's score for grades 3-6.

Result

Provide the result for the 2021-22 school year that directly ties back to the established goal.

- o 15.3% of 85 Skyline LEP students in grades 3-6 achieved proficiency in Reading. By comparison, 9.4% of 616 of Minneapolis Schools LEP and Black/African American students (all grades) achieved proficiency in Reading. 7.1% of 85 Skyline LEP students in grades 3-6 achieved proficiency in Math. By comparison, 7.0% of 598 of Minneapolis Schools LEP and Black/African American students (all grades) achieved proficiency in Math.

Goal Status

Check one of the following:

- o Met All (multiple goals)

13. Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

- o Yes

14. Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2021-22 school year.

- o The school's aggregate FRP subgroup FY2022 MCA reading proficiency index score is equal to or greater than the Minneapolis Public School (MPS) district's score for grades 3-6. The school's aggregate FRP subgroup FY2022 MCA Math proficiency index score is equal to or greater than the Minneapolis Public School (MPS) district's score for grades 3-6.

Result

Provide the result for the 2021-22 school year that directly ties back to the established goal.

- o 27.0% of 100 Skyline FRP students in grades 3-6 achieved proficiency in Reading. By comparison, 15.3% of 2652 Minneapolis Schools FRP students (all grades) achieved proficiency in Reading. 10.0% of 100 Skyline FRP students in grades 3-6 achieved proficiency in Math. By

comparison, 8.3% of 2538 Minneapolis Schools FRP students (all grades) achieved proficiency in Math.

Goal Status

Check one of the following:

- o Met All (multiple goals)

15. Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

- o No

16. All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2021-22 school year.

- o The percentage of Skyline Black/African American students maintaining or improving their academic achievement in Math will be within 5 percentage points or better than Minneapolis Public Schools Black/African American students.

Result

Provide the result for the 2021-22 school year that directly ties back to the established goal.

- o 52.9% of 37 Skyline Black/African American students maintained or improved their academic achievement in Math compared to 32.4% of 446 Minneapolis Public Schools Black/African American students. This result exceeded the goal by 20.50% points.

Goal Status

Check one of the following:

- o Goal Met (one year goal)

17. Do you have another goal for All Students Career- and College-Ready by Graduation?

- o Yes

18. All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2021-22 school year.

- o The percentage of Skyline Black/African American students maintaining or improving their academic achievement in Reading will be within 5 percentage points or better than Minneapolis Public Schools Black/African American students.

Result

Provide the result for the 2021-22 school year that directly ties back to the established goal.

- o 30.0% of 30 Skyline Black/African American students maintained or improved their academic achievement in Reading compared to 32.4% of 446 Minneapolis Public Schools Black/African American students. This result meets the goal as Skyline's result is 2.6% points above the "within 5%" cut point.

Goal Status

Check one of the following:

- o Goal Met (one year goal)

19. Do you have another goal for All Students Career- and College-Ready by Graduation?

- o No

20. All Students Graduate

Does your district/charter enroll students in grade 12?

- o No

Goal

Provide the established SMART goal for the 2021-22 school year.

Result

Provide the result for the 2021-22 school year that directly ties back to the established goal.

Goal Status