

2020-2021 Annual Report



Vision

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated curricula in all subjects with an emphasis on math and science.

Math and Science Academy

A Minnesota Public Charter School

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2020-2021 ANNUAL REPORT

**Submitted to:
Student Achievement Minnesota (SAM)
MSA's Authorizer
Liz Wynne**

**Submission date:
September 30, 2021**



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Introduction

The Math and Science Academy (MSA) opened in the fall of the 1999-2000 school year and serves students grades six through twelve. MSA places tremendous value on a school design based on rigorous curriculum and collaboration between administration, teachers, students, and families. The curriculum emphasizes math and science with a balance of humanities. The MSA standard requires that students achieve beyond current state mandates and testing criteria. MSA students are required to complete a math program through calculus and a science program that includes biology, chemistry, physics, as well as one additional science course. Additionally, all students at MSA must take Social Studies and English every year, as well as Spanish through the 11th grade. MSA requires at least one year of high school fine arts, a half year of physical education, and health in the 9th grade. MSA also boasts a music program which includes choir, a string orchestra, and jazz band. In addition, MSA students can enhance their learning experience by participating in a variety of after school activities (see Appendix A).

It is the MSA's policy to provide an equal educational opportunity for all students. The Math and Science Academy does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. Thus far, after eighteen graduating classes, only ten seniors have failed to graduate on time. Moreover, while the state of Minnesota has led the nation in ACT scores in the past five years with an average composite of 22.2, the average composite MSA ACT score over the past five years has been 27.9. At the time of this report MSA has not received our ACT scores for 2020-21 but we do not have any reason to believe they'll be different from our typical average composite score.

The current strategic plan, including mission and vision were created in 2016-17. While they have been reviewed every year, the global pandemic put updates on hold during the 2020-21 school year. A comprehensive strategic planning process has now begun, as of September, 2021. The mission, vision and core values of MSA read as follows:

Vision

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated curricula in all subjects, with an emphasis on math and science.

Our Core Values

- Honesty: MSA's community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.
- Community: MSA maintains small class sizes and a small school feel.
- Respect: MSA's community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.

- Teamwork: MSA encourages networking, collaboration, and open communication between all members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.
- Excellence: MSA continuously evaluates and improves programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

Governance

MSA is governed by a Board of Directors (BOD) that is comprised of a membership in accord with Minnesota statute and consists of four (4) licensed teachers who are employed by MSA at .5 FTE or above, three (3) parents (or legal guardians) of enrolled students, two (2) community members, and a non-voting student enrolled at MSA in grades 9-12. The Executive Director and Chief Financial Officer sit on the board as ex-officio, non-voting members. MSA BOD elections are normally held each year on the first Tuesday in April (The actual date is set by the BOD on the recommendation of the BOD Election Committee.). Board of Directors are elected for 3-year terms, with three terms expiring each year.

MSA Board Meetings are typically held on the third Monday of each month. The BOD routinely conducts workshops before the regular meetings to address the larger issues, thereby giving the community a chance to participate with respect to all issues brought before the board.

The 2020-2021 BOD members are listed below in order of officers and term expiration date.

Name	Board Position	Group	Date Seated	Term Expiration	State Required Board Training Completed
Dan Ellingson	Chair	Parent Member	Jun 2019	Jun 2022	Yes - 13-23
Maggie Burggraaff	Vice-Chair	Teacher Member	Jun 2020	Jun 2023	Yes – 21, 23
Cody Schniepp	Treasurer	Community Member	Jun 2018	Jun 2021	Yes – 13-23
Jennifer Bartle	Secretary	Parent Member	Jun 2020	Jun 2023	Yes – 19-23
Michelle Kurkoski		Teacher Member	Jun 2019	Jun 2022	Yes – 15-23
Jeff Eng		Community Member	Jun 2020	Jun 2023	Yes – 20-23
Annie Cardenas		Teacher Member	Jun 2020	Jun 2023	Yes – 13,14,18-23
		Student Representative			N/A
Cecelia Dodge	Executive Director (Interim) Ex-Officio	School District	N/A	N/A	Yes – 22, 23
Jenny Abbs	CFO Ex-Officio	School District	N/A		Yes – 1

1 Completed Charter School Finance Training August 17, 2014.

10 Completed Charter School Board Training: Governance – September, 12, 2018.

11 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 16, 2019.

- 12 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – August 6, 2019.
- 13 Completed Charter School Board Training: Employment – October 22, 2019.
- 14 Completed Charter School Board Training: School Finance – October 31, 2019.
- 15 Completed Charter Training: Employment in Charter Schools – November 20, 2019.
- 16 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 15, 2020.
- 17 Completed Charter School Board Training: School Finance – January 22, 2020.
- 18 Completed Charter School Board Training: Governance – February 11, 2020
- 19 Completed School Finances, Course 200, June 23, 2020
- 20 Employment in Charter Schools, Course 300, June 24, 2020
- 21 Completed School Governance course 100, August 19 or September 16, 2020.
- 22 Completed Charter School Board Training: Governance - September 6, 2021
- 23 Completed Charter School Board Training: Data Privacy Training - September 20, 2021

2020-21 MSA School Management & Administrative Team

John Gawarecki	Executive Director	
Tom Johnston	Assistant Director, Middle School	
Shannon Froberg	Assistant Director, High School	
Jenny Abbs	Financial Manager, Contracted	BerganKDV
Joell Pundsack	MARSS/Student Data Coordinator	
Ken LaCasse	Business Manager	
Carrie Hamm	Office Manager	
Amanda Stout	Office Manager	
Emily Graveen	High School Academic Counselor	
Kirstin Knutson	Middle School Counselor	
Justin Gehring	Technology Coordinator, Contracted	JRS Computing

School Director Biography

John Gawarecki began 2020-21 in his fourth year as the Executive Director and remained in that role until spring of 2021, when he went on leave from MSA. The Assistant Directors, Shannon Froberg and Tom Johnston, were asked to take on his role in addition to theirs while the school hired an interim executive director. The school year finished with the assistant directors continuing to fill in, and the Executive Director position was posted as an interim position. Cecelia Dodge was hired; and began in that role June 28, 2021.

Teaching Staff Information

At the beginning of the 2020-2021 school year, 100% of the MSA teaching staff were recognized as highly qualified and fully licensed, however, there were two teachers with Out of Field Placements. To prepare for the 2020-21 school year with two teachers not returning, the school hired two new staff members, both teachers. Of the teachers hired, one was math and one was Spanish.

During the course of the fall, an English teacher went on leave and was replaced by a licensed sub and another English teacher who took an overload. A list of the courses and electives that are offered to students can be found in Appendix B.

2020-2021 MSA Teachers

Full Name	Role	License FFN	Licenses Held
Jeana Albers	Biology 9-12	474829	Science 5-8, Life Science 9-12
Lisa Anderson	Social Studies 9-12, Freshman Seminar	369704	Social Studies 7-12
Markell Anderson	Spanish 9-12	486511	Spanish K-12, ESL (expired & needs MTLE attempt)
Jenna Babb	Spanish 8-12	482486	Spanish K-12
Jacob Bukkila	Physics 9-12, Science 6-8	500998	Science 5-8, Physics 9-12
Maggie Burggraaff	English 9-12	376388	Reading K-12, English/Language Arts 7-12
Annie Cardenas	Chemistry 9-12	430525	Science 5-8, Chemistry 9-12
Theresa Casey-Wolf	School Psychologist	293754	School Psychologist K-12
Noah Dombrovski	Special Education	482539	Tier 4 Academic and Behavioral Strategist, Teacher Coordinator Work Based Learning
Julianne Farrell	Special Education	497119	Tier 2 Academic and Behavioral Strategist, Short Call Substitute
Mike Fillbrandt	English 6, Study Skills	455271	Communication Arts/Literature 5-12, Dance and Theatre K-12
Amanda Froberg	Mathematics 6-8	510118	Science 5-8, Chemistry 9-12, OFP Mathematics 5-12
Emily Graveen	Counselor 9-12	494671	School Counselor K-12
Mark Greseth	Science 6-8	488183	Science 5-8, Life Science 9-12
Norma (Patricia) Haynes-Guerra	Spanish 7-12	306086	Elementary Ed 1-6, Spanish K-12, Physically Handicapped K-12

Angela Haverland	Special Education	489352	Tier 4 Academic and Behavioral Strategist
Aron Hellner	Physical Education 8-9, Health 9	509550	Science 5-8, Social Studies 5-8, OFP Health 5-12 and Physical Education K-12
Jessica Heydt	Social Studies 8-11	453570	Social Studies 5-12
Jennifer Heydt-Nelson	Art 9-12	413292	Visual Arts K-12
Cheri Howe	Science 6-8, Astronomy	415900	Science 5-8, Elementary K-6
Kirstin Knutson	Counselor 6-8	513252	School Counselor K-12
Hannah Kostichka	Special Education	488152	Tier 4 Academic and Behavioral Strategist
Michelle Kurkoski	Social Studies 9-12	416675	Social Studies 5-12
Noah Langseth	Mathematics 9-12, Computer Science	460701	Mathematics 5-12
Kassie Larson	Spanish 6-8	451897	Spanish K-12
Isaac Leonhardi	Mathematics 9-12	505802	Mathematics 5-12
Shannon Menard	Special Education	505277	Tier 2 Learning Disabilities, Short Call Substitute
Lucy Nordstrom	Social Studies 7-12, Yearbook	507352	Social Studies 5-12
Kerry O'Keefe	Art 6-8	482091	Visual Arts K-12
Sandra Overson	Mathematics 9-12	318581	Mathematics 7-12
Michelle Richards	English 7, Poetry	403184	English/Language Arts 7-12
Tara Richert	Physical Education 6-7, Health 7	475492	Physical Education K-12, Health 5-12
Catherine Roath	Social Studies 6-12	448473	Social Studies 5-12
Heather Rosemann	English 10-12	449491	Communication Arts/Literature 5-12
Rhonda Schafer	Study Skills 6-8	409622	Science 5-8, Life Science 9-12, Chemistry 9-12
Judy Seeberger	English 10-12, Study Skills 6- 8	484500	Communication Arts/Literature 5-12
Wendell Sletten	Band/Orchestra 6-12	461546	Instrumental and Classroom Music K-12
Mariah Smith	Math	506810	Math 5-8, Academic and Behavioral Strategist K-12, Learning Disabilities K-12, Reading K-6, Elem Ed K-6
Cheryle (Teresa) Ward	English 8, English Language	446450	ESL K-12, Reading K-12, Communication

	Learning 6-12		Arts/Literature 5-12
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Non-Licensed Support Staff

Name	Area of Assignment
Charles Akyigyina	Special Education Assistant
Erin Brault	Special Education Assistant
Denice Fair	Study Hall Monitor
Debra Fleischhacker	Special Education Assistant
Kris Nelson	Special education Assistant
Mike Palony	Special Education Assistant
April McClernan	Special Education Assistant
Marissa Ward	Special Education Assistant
Deborah Webster	Special Education Assistant

School Enrollment Procedures

General Statement of Enrollment

It is the Math and Science Academy’s policy to provide equal educational opportunity for all students. The Math and Science Academy does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age.

Admission Requirements

The policy of the Math and Science Academy is to enroll a student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils will be accepted by lot. The Math and Science Academy gives preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. The Math and Science Academy does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Admission Policies & Procedures

Math and Science Academy establishes the following Admissions and Lottery Policy.

Policy Statement: Admission to Math & Science Academy is open to all students, without regard to ability, race, religion, or any other factors. Enrollment will be influenced by the capacity of the program, class, grade level, or building.

- (1) Each school year, the Board of Directors:
 - a. Initiates around January 1st the open enrollment period applicable to the following school year's admissions.
 - b. Posts on the Math and Science Academy website around January 1st:
 - (i) Math and Science Academy's enrollment application applicable to the following school year, and
 - (ii) the Admissions and Lottery Policy.
- (2) Establishes and publishes at the February board meeting, the available enrollment by grade applicable to the following school year.
Prior to the beginning of the open enrollment period, the school provides notice of the open enrollment period to parents and teachers so that siblings of currently admitted students and children of teachers may apply.
- (3) Prior to the beginning of the open enrollment period, the school asks families to complete an "Intent to Return" form.
- (4) Each enrollment application received is date-stamped and also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date.
- (5) All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available enrollment established by the Board for the applicable grade(s). In this situation, all submitted applications for such grade(s) are placed in the lottery; however, siblings of currently admitted students and children of teachers employed in school have preference.
- (6) Siblings, who apply, of currently admitted students, are automatically admitted unless the number of sibling applications exceeds the available enrollment established by the Board for the applicable grade(s). A sibling includes a foster child of the parents of a current student, If the number of sibling applications exceeds available enrollment in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in order in which they are drawn in that lottery. If all available enrollment in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list, which has preference over both the teacher-children waiting list and the general waiting list.
- (7) Children of teachers employed at the school who apply before the expiration of the open enrollment period, are automatically admitted provided that all siblings (of already admitted students) who applied are admitted, and provided there is available enrollment as determined by the Board for the applicable grade(s). If the number of children of teachers exceeds the available enrollment established by the Board for any grade (and after all siblings of admitted students who applied are admitted), a teacher-children lottery is held. Children of teachers are admitted to the school in order in which they are drawn in the lottery. If all available

enrollment in a grade is filled by children of teachers, the teacher-children lottery continues to establish the teacher-children waiting list for each such grade.

- (8) If the number of applications received during the open enrollment period exceeds available enrollment established by the Board for any grade (and after siblings of admitted students) who submitted applications are already admitted or establish a sibling waiting list, and after all children of teachers employed at the school who applied are already admitted or establish a teacher-children waiting list), the school conducts a general lottery. All applications for each such grade(s) (excluding applications from siblings of already admitted students and excluding applications from children of teachers employed at the school) received before the expiration of the enrollment period are included in the general lottery. Students are admitted to the school in order in which they are drawn in the lottery, as long as there is available enrollment as determined by the Board for the applicable grade(s). If all available enrollment in any grade is filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted as long as available enrollment as determined by the Board remains in the applicable grade(s).
- (9) Applicants are automatically admitted as long as there is available enrollment as established by the Board in the applicable grade and siblings continue to have preference, in the order received. If, or once, there is no available enrollment in any grade, applications are added to the applicable waiting list for each such grade, in the order received.
- (10) The school conducts all lotteries through a method of random selection.

General Admission Procedures

Order of Admission: Siblings of Already Admitted Students, then Children of Teachers Employed at the School, then General Admissions.

Waiting list does not carry over from year to year: Each waiting list is valid only for the school year for which it is drawn and does not carry over to subsequent years.

Multiple births (twins, triplets, etc.): Each student seeking admission completes an application (i.e. not one application for the family). In a lottery situation, each student receives an individual number/lot in the lottery.

Lottery Grade Order: Applicable lotteries occur from lowest grade to highest grade.

Race/Ethnicity Reporting: If parent, guardian, or student self-identification methods are not possible, or the family declines to answer the questions, the Director or designee will utilize the best information they possess to determine the students race/ethnicity for reporting purposes, as required by Minn. Statute 120 B.35.

Foreign Exchange Student Admission Procedures

Admissions Statement: Admission to Math & Science Academy is open to all foreign exchange students, without regard to race, or religion. Exchange student admission will be influenced by the capacity of the program, class, grade level, and building capacities.

Eligibility Determination: When MSA has a vacancy in grades 10 through 12 after following all of its general admission procedures, it may fill any remaining vacancies with an exchange student who meets the following requirements.

- (1) The foreign exchange pupil must meet the program requirements for the J-visa student cultural exchange program and;
- (2) The foreign exchange pupil must be a participant in a cultural exchange program registered with the Office of the Secretary of State under Minnesota State Statute 5A.02.

15 Consecutive School Day Absences Procedures

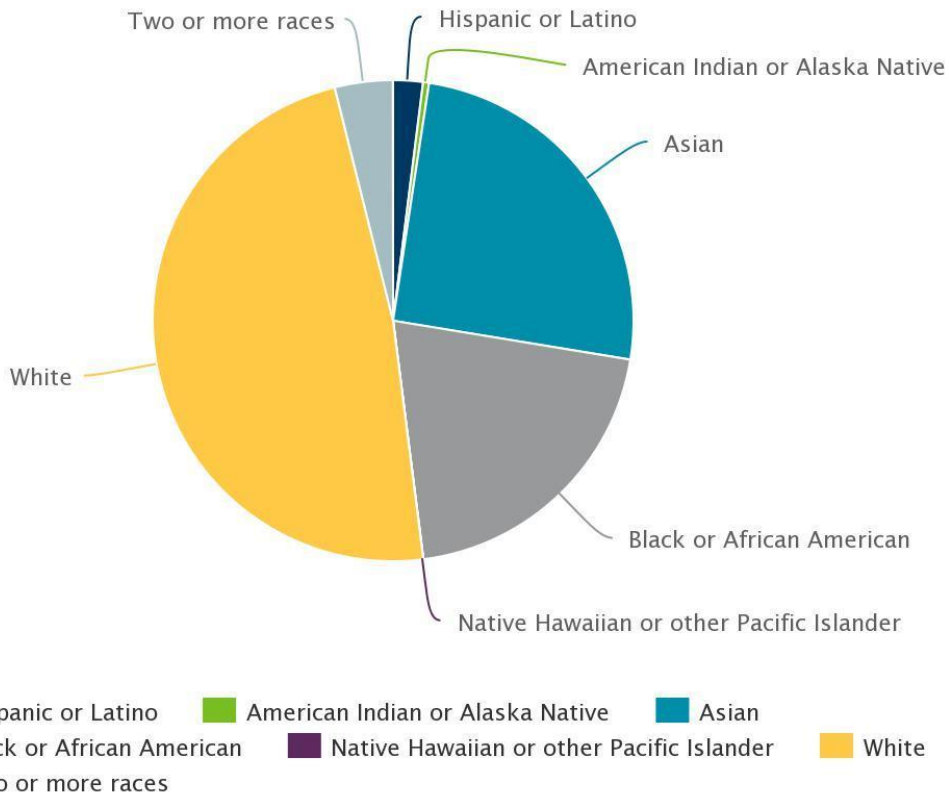
When a student has 15 consecutive school day absences during the regular school year, regardless if they are excused or unexcused, without receiving instruction in the home or hospital shall be dropped from the roll and classified as withdrawn pursuant with Minn. Stat. § 126C.05, Subd. 8. When this situation arises, MSA will follow the following procedures:

- (1) Prior to the 15th consecutive absence, the school will notify the parent/guardian of the student to determine if the student intends on returning to MSA.
- (2) Once the 15th consecutive school day absence has occurred during the regular school year, regardless if they are excused or unexcused the school will determine if the student has formally withdrawn or has been expelled in accordance with the Pupil Fair Dismissal Act.2654.

Student Demographics

All student demographic information is taken from the Minnesota Report Card.

Student Demographics by Race/Ethnicity



Enrollment by Race/Ethnicity

Student population:	543	
Americ Indian/Alaska Native:	2	0.4%
Asian:	137	25.2%
Hispanic:	11	2.0%
Black/African American:	111	20.4%
White:	261	48.1%
Two or more races:	9	3.9%

Enrollment by Special Population

English Learner:	2	.04%
Special Education:	36	6.6%
Free/Reduced-Price Meals:	32	5.9%

MSA has seen a large rise in its diversity over the past several years. While the number of white students has decreased over the past five years, the number of its Asian population has steadily increased and the number of black students in the past five years has increased by 58 students over the same period. MSA has gone from a white student population of 71% in 2012 to its current level of 48.1% in 2020.

Student population for the past five years

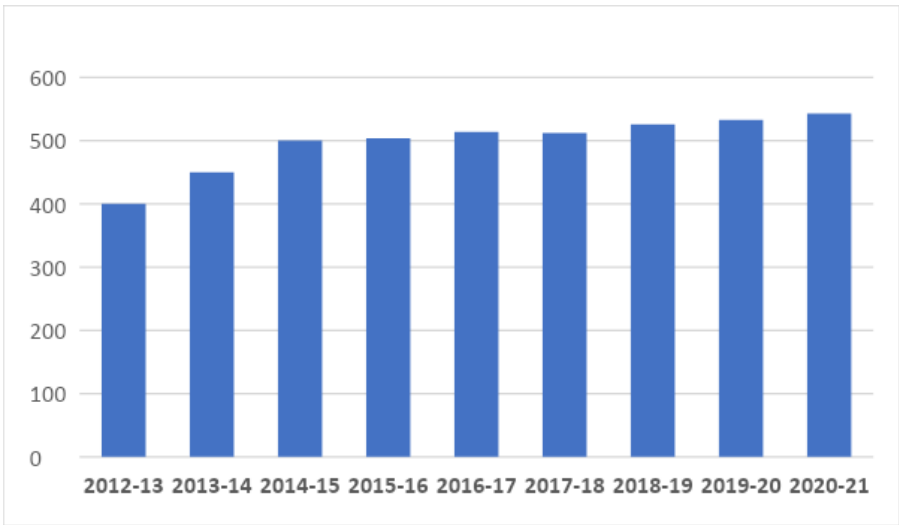
	2016-17	2017-18	2018-19	2019-20	2020-21
Am Indian	0.2%	0.2%	0.2%	0.2%	0.4%
Asian	21.5%	19.9%	22.1%	25.3%	25.2%
Hispanic	3.1%	3.1%	2.5%	2.4%	2.0%
Black/African American	10.4%	11.7%	16.2%	18.2%	20.4%
White	58.5%	58.0%	52.7%	49.5%	48.1%
Two or more races	6.3%	7.0%	6.5%	4.3%	3.9%

Student population in October of each year listed below

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
450	483	510	508	512	526	533	543

Open Enrollment

MSA is a public charter school that accepts all students for open enrollment in the 6th through 12th grade levels. MSA typically has waiting lists for each of its grades. The enrollment capacity for each grade is set by the MSA Board of Directors each year. Over the past nine years, MSA has seen its student population grow, with it peaking at 543 students in the 2020-21 school year.



Student Enrollment-Related Information

MSA continued to see strong interest from families wanting to send their children to the school. The total enrollment of 543 was influenced by the increase of the high school grades.

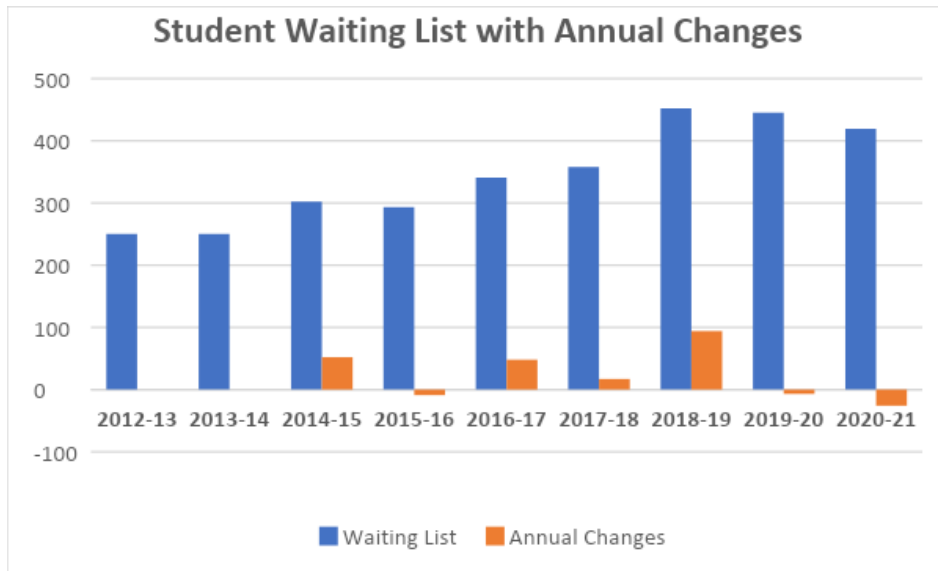
Student Enrollment by Grade Level

As of October 1, 2020

Grade	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Totals	88	88	92	86	73	59	58

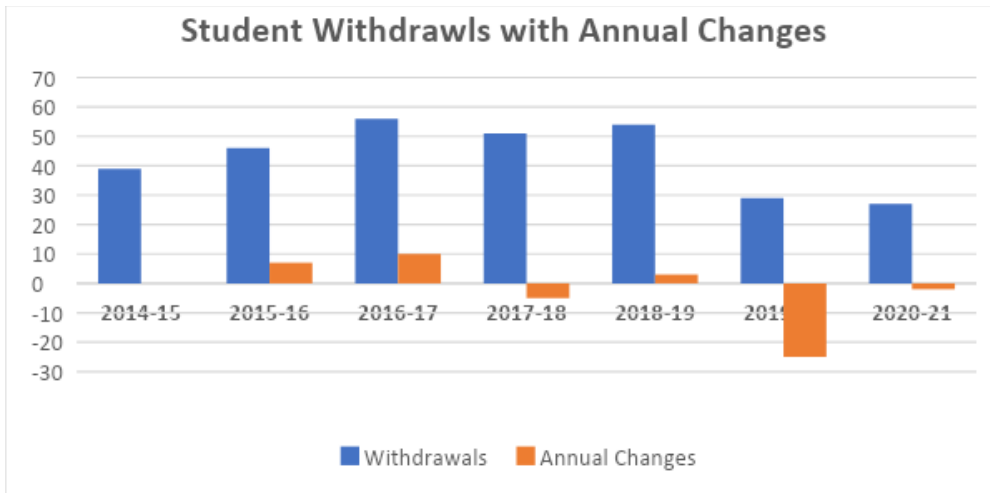
Waiting List of Students by Grade

MSA’s wait lists are still strong. The waiting list in the previous year was 445 and for the 2020-21 school year was 419. The majority of the waiting list students were from the sixth grade, where a total of 142 students were waiting for admission. The following chart shows MSA’s waiting list and amount of change.



Withdrawn Students

At the beginning of the 2019-20 school year, MSA added a freshman seminar class to assist new students to the high school with the hope of reducing the number of students who withdraw at the end of the year. Now in the second year of offering the class, this has made a significant impact on student retention, as the historical continuation in the number of students that withdrew from the school during 9th grade was reduced by half. This led to a large reduction in the number of student withdrawals.



See Appendix C for comparison enrollment statistics between school years. Data on the Students Withdrawn chart represents student withdrawals as of June 30th of each year.

Academic Performance

MSA's graduation rate for the 2021 school year, as calculated by MDE continues to be exceptional. MSA graduated 100% of its general education and special education student population. MSA's PSAT, Advanced Placement exams results, and MCA-III are provided below.

PSAT Results

Each year, about 3.5 million students across the nation take the PSAT test. Its goal is to assess student's readiness for college and those students who score exceptionally well may be considered for the National Merit Scholarship. MSA had two students qualify as Semifinalists for the National Merit Scholarships. MSA's results for the PSAT follow:

11th grade students in the area of **ERW**: (Evidence-based Reading and Writing):

- The average score was 588 on a scale of 160 to 760.
- 92% of MSA students met the ERW Benchmark.

11th grade students in the area of **Math**:

- The average score was 568 on a scale of 160 to 760.
- 79% of MSA students met the Math Benchmark.

Selection Index for 11th grade students:

- The average score was 1156 on a scale of 320 to 1520.
- 79% of MSA students met both Benchmarks.

10th grade students in the area of **ERW**: (Evidence-based Reading and Writing):

- The average score was 577 on a scale of 160 to 760.
- 91% of MSA students met the ERW Benchmark.

10th grade students in the area of **Math**:

- The average score was 573 on a scale of 160 to 760.
- 84% of MSA students met the Math Benchmark.

Selection Index for 10th grade students:

- The average score was 1150 on a scale of 320 to 1520.
- 84% of MSA students met both Benchmarks.

Advanced Placement (AP) Test Results

Each year MSA students in grades 9 through 12 enrolled in AP-approved courses are given the opportunity to take an AP exam in the subject in which they are enrolled. Overall, MSA students took 146 AP tests in 2021.

For AP courses, most colleges will give credit to students when they achieve a score of 3 or higher. MSA students were successful at obtaining this level on 83% of their tests! In comparison to MSA rates, an average of 66.4% students statewide and 58.5% nationally scored a 3 or higher.

Because some colleges will require a score of 4 for credit, MSA strives to have students achieve a score of at least a 4 on their tests. To that end, MSA can claim that 43% of MSA students taking AP exams obtained a score of 4 or higher. The rates for students scoring at least a four on the AP exams for the state was 38.1% while nationally it was 33.4%. The state and national averages are from the previous

year due to the fact that the 2021 information will not be released until late October. Historically these averages do not move more than 0.1%.

MSA has mixed results on MCA-II testing. In 2020-21 61.2% of our students were proficient in science, 65.6% were proficient in math, and 80.7% were proficient in reading. MSA’s students performed more than 20 points above the state average in all subject areas. But our scores dropped slightly from our 2018-2019 results, mirroring state averages. (With the global pandemic no statewide testing occurred in 2019-2020.)

Below we’ve depicted our achievement gap for 2021-2022. As mentioned, no statewide testing occurred in 2019-2020, so it’s impossible to assume a trend. But MSA’s black students scored higher in 2018-2019, with 69% meeting or exceeding reading proficiency measures and 66% meeting or exceeding math proficiency measures.

2020-2021	White	Asian	Black
Met or Exceeded Proficient, Reading	89.2%	85.7%	57.3%
Met or Exceeded Proficient, Math	66.4%	80.5%	42.9%

The following goals were finalized with the external advisory group for MSA’s world’s best workforce plan for 2020-21 at their fourth meeting on January 27, 2021. The team that composed the working group consisted of parents, teachers, students and administrative staff.

- A. Achievement Gap Reduction
 - 1. By the conclusion of 2023, the proficiency achievement gap on the MCA reading test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2021
 - 2. By the conclusion of 2023, the proficiency achievement gap on the MCA math test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2021
- B. Career/College Readiness Goal
 - 1. 85% of MSA seniors are ready for college-level coursework in English, Science, Math, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA
- C. Graduation Goal
 - 1. MSA will have a graduation rate of at least 95% as reported by MDE’s report card.

Our assessment of our progress on these goals is as follows:

Goal A1. The achievement gap in reading between Black and White students has not been reduced. While 57.3% of Black students met or exceeded proficiency, 85.7% of Asian and 89.2% of White students met or exceeded proficiency on the reading test. Our gap between Black and

White students actually grew. We met this goal for Asian students. The gap between passing scores for White and Asian students is exactly 3.5%.

Because of the global pandemic MCAs were not administered in 2019-20, so we cannot appreciate a clear trend. But the percentage of Black students proficient in reading in 2020-21 has dropped significantly from 69% in 2018-19.

Goal A2. The achievement gaps between Asian, White, and Black students at MSA are wide and have not been reduced. Eighty and one half (80.5) percent of Asian students at MSA met or exceeded proficiency ratings on the math assessment while 66.4% of White students met or exceeded proficiency and 42.9% of Black students met or exceeded proficiency. As measured by the MCA-III almost twice as many Asian students are proficient in Math as Black students at MSA. Because of the global pandemic MCAs were not administered in 2019-20, so we cannot appreciate a clear trend. But the percentage of Black students proficient in reading in 2020-21 has dropped significantly from 66% in 2018-19.

Goal B. While we do not yet have our ACT results for 2020-21, we are assuming we have met this goal. We hope to have the results soon.

Goal C. In 2020-21 100% of MSA students at MSA for their senior year graduated within 4 years.

Comprehensive Educational Program Before During and After School

Not only does MSA stress such core curriculum areas as math, science, English, social studies, and Spanish, but the school also boasts music art programs. In addition, MSA students can enhance their educational experience by participating in a variety of after school activities including being a member of a number Minnesota State High School League (MSHSL) team, as well as club level activities such as academic teams and clubs, theater, Jazz Ensemble, Gender Sexuality Alliance (GSA), National Honor Society, Student Council, Academic Triathlon, Lego League Robotics, Spanish Club, Art Club, international field trip offerings, and other various school-sponsored social events and dances.

MSA's Robotics teams FRC, FTC, and FLL also did exceptionally well as many of the teams qualified for state championship tourneys and the FTC team qualified for the World Championship in their first year of competition.

Along with all the events sponsored by MSA, MSA also partners with the YMCA to offer a before school program for grades 6-8. For grades 9-12, MSA offers a before school study hall. Both of these programs operate from 7:00am to 9:00 am on days school is in session.

To assist students who might need additional assistance, MSA offers several opportunities for students to utilize. The Link Crew is a high school activity that mentors middle school students to aid in transitioning into MSA. The National Honor Society offers a tutoring service for students who are identified by their teachers as needing assistance in individual subject areas. MSA also began to offer an extended day program from 4:00pm to 5:00 pm for students who need additional assistance in

subject areas and it is taught by licensed school teachers. This program was implemented during the second semester with 64 students taking advantage of the program by year's end.

Operational Performance

MSA has a demonstrated record of providing a rigorous and successful education program for all students. Due to the relatively small size of MSA's identifiable groups, it has been less relevant to disaggregate our student data within the typical demographic categories of ethnicity, or educational programs. One of the advantages of our small class sizes is that MSA staff are able to sufficiently use individual student data to track each student's progress. It is our practice to specifically identify and address the needs of individual students not making adequate progress. MSA World's Best Workforce Report can be found in Appendix H.

In addition to each teacher conducting individual tracking, teachers attend monthly meetings where teachers of the same grade level students share their observations of students who are of concern in their classroom so that common trends can be identified and addressed. Students identified during these meetings as having multiple concerns are then entered into an additional support program initiated by one of the concerned teachers.

MSA Parent Involvement

MSA is a community created and operated school that benefits from a well-organized and engaged Parent Team Organization (PTO). The PTO is a separate organization from the school and provides a means for parents to meet together and work to support MSA. The PTO also provides a forum for parent discussion and can be a mechanism for working with MSA. All parents and guardians of MSA students are automatically members of the PTO and are invited to attend regularly scheduled meetings. Some activities that have received financial support from the PTO in the past include various school clubs and teams, school play, prom, teacher training breakfast, teacher conference dinners, Mol Day, Pi Day, transportation for field trips, school landscaping, all-school assemblies, and Lego robotics.

MSA also solicits input from its families by issuing an annual family satisfaction survey (See Appendix D).

For this year's survey, many questions were simplified and became more direct with a comment question following it. The participation of the survey included over 170 participants.

From the survey, it is apparent that there is a strong sense that MSA offers curriculum that is above average, as all subject areas rated above average, with the science curriculum leading the ratings with 82% of parents identifying the program as above average or exceptional, while the English and math curriculum was slightly behind with 74% and 67% of parents identifying these programs as above average or exceptional.

In the area of school functioning, parents continued to rate the academic rigor of the courses as the highest area followed by student safety. The area that received the lowest rating of the areas identified was teacher communication with parents. When asked how often they contacted school personnel, over 79% of the responding parents stated they contacted school personnel at least on a weekly basis. Of the parents returning a survey, almost 88% said they were satisfied with the school.

Innovative Practices and Implementation

One of the most significant contributing factors in student academic performance is the effectiveness of classroom instruction. With quality instruction in mind, MSA considers professional development and advancing educational best practices critical. To ensure that each MSA teacher has the opportunity for individual professional growth, faculty are encouraged to seek professional development and leadership opportunities (internal and external to MSA) in their academic fields and are monetarily rewarded for their accomplishments.

MSA teachers are required to align their curriculum with both state standards, and national standards where appropriate. MSA curriculum and instruction are modified as needed by individual teachers and with the guidance and oversight of the MSA Board of Directors. MSA conducted a school-wide review of its curriculum over the past year to ensure the proper scope and sequencing is in place for its students.

At MSA, teachers drive staff development decisions in cooperation with the director and the MSA board. This year's staff development focused on special needs students and implementation of accommodations and modification for these students into the classroom. An increase in our course variety and adding new electives and additional AP classes was implemented (see Appendix B).

Future Plans and Program Challenges

Please note that Appendix E contains the Authorizer Goals.

Our biggest challenges are:

1. Financial – maintaining a sustainable school for years to follow. Future years will bring higher salaries and benefits than what the state and federal funds supply. How do we meet this need?
2. Academic - Maintaining our academic excellence and success while meeting the needs of a growing population of students who may need something different than we currently offer. Our achievement gap is a significant problem. Along with it is a lack of a robust problem-solving process driven by data and effective interventions. These things just have not been in place at MSA because so many students have done so well without these systems in place and data has not been broken out by subgroups and reviewed by staff.
3. Providing diverse course offerings with limited classroom space available. MSA utilizes 98% of its classroom space throughout the day. Finding space for meetings during the school day is a challenge.
4. Retaining our students from middle school to high school. MSA tends to lose a majority of students during this transition due to students wanting a larger school experience.
5. Providing alternatives for our students before the beginning of the school day while maintaining the safety and security of everyone at MSA.
6. Finding parking space for our students who live outside of the busing area and for our PSEO students who need to return to campus for classes.
7. Providing study space on campus for the numerous PSEO students that we have.

Finances

FY20 Audit

The audit was conducted during October 2020, and was presented at the November 2020 Board of Directors meeting. MSA received a clean audit with no findings.

Fund Balance

The School had a positive position financially going into the 2020-2021 school year. Based on the approved budget, the fund balance in the General Fund was projected to grow slightly. MSA recognizes the enormous benefit of being a desirable school of choice, as we were able to maintain our enrollment through the pandemic. And in the transition from 2020-21 to 2021-22 as we lost some students and families, others from the waiting list were immediately available to fill the spots and retain our enrollment numbers.

See Appendix F for a copy of the long-range budget.

Strategic Plan

Due to the global pandemic and board and administrative turnover no substantive work was done on the strategic plan. The expired plan was continued into 2021-22 and the board and administration have started a comprehensive planning process in earnest. A copy of the Strategic Plan can be found in Appendix G. It is expired but remains in place until we complete the process that was launched September, 2021.

Authorizer Information

Since opening in the fall of 1999, MSA has had an authorizer. MSA had no significant issues during its contract review and received a 5-year contract. Our authorizer is Student Achievement of Minnesota (SAM). SAM's director is Liz Wynne, 763-557-6676, liz.wynne2@gmail.com, P.O. Box 581639, Minneapolis, MN 55458-1639.

Non-Profit Status

Attorney General - Keith Ellison
Minnesota Attorney General's Office
1400 Bremer Tower - 445 Minnesota Street - St. Paul, MN 55101

Organization Name	MATH AND SCIENCE ACADEMY
Organization Type	TRUST
Contact Person	Cecelia Dodge
Address	8430 WOODBURY CROSSING
City	WOODBURY
State	MN
Zip Code	55125
IRS Code 501(c)	03
Purpose or Description	To promote effective education for students at the Math and Science Academy charter school.
Phone Number	(651) 578-7507
Status	ACTIVE

Appendix A – Athletics & Activities

Students may earn the following letters: Boys Cross Country, Girls Cross Country, Girls Volleyball, Boys Soccer, Girls Soccer, Football, Boys Basketball, Girls Basketball, Girls Nordic Ski, Boys Nordic Ski, Boys Track, Girls Track, Girls Badminton, Robotics, Drama, National Honor Society, Student Council, Newspaper, Yearbook, Earth Club, Performing Arts, and Earth Club.

MSHSL SPORTS

FALL

Boys Cross Country
Girls Cross Country
Girls Volleyball
Football
Girls Soccer

WINTER

Boys Basketball
Girls Nordic Ski
Girls Basketball
Boys Nordic Ski

SPRING

Girls Track
Boys Track
Girls Badminton
Boys Soccer

MIDDLE SCHOOL CLUBS

Math League, Academic Triathlon, Lego League, GSA, Choir, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice Club, Africa Club, Spanish Club, Chess Club, Art Club, Battle of Books, and Earth Club.

HIGH SCHOOL CLUBS

GSA, Physics Club, Biology Club, FTC, Business Club, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice, Africa Club, Cinematography Club, Spanish Club, Chess Club, Art Club, SWEnext Club, Earth Club and Knitting Club.

Appendix B - MSA 2020-21 Courses, Electives, and Enrichment Courses

ENGLISH

English 6 (6th grade)
English 7 (7th grade)
English 8 (8th grade)
Literature & Composition (9th grade)
British World Literature (10th grade)
American Literature (11/12th grade)
Research Writing (12th grade 1st, then 11th)
Composition (12th grade 1st, then 11th)
Study Skills (6th grade)
Study Skills (7-8th grade)
Poetry (7-8th grade) EC
Young Adult Literature (7-8th grade) EC
AP Literature & Comp (11/12th grade) EL
Creative Writing (9-12th grade) EL
Communications (9-12th grade) EL

MATH

Middle School Math I (6th grade)
Middle School Math II (6-7th grade)
Integrated Math I (7th grade)
Integrated Math II (8th grade)
Integrated Math III (9th grade)
Pre-calculus (10th grade)
Calculus (11/12th grade)
AP Calculus AB (10-12th grade) EL
AP Calculus BC (11/12th grade) EL
AP Statistics (10-12th grade) EL
Coding (9-12th grade)
Engineering I (9-12th grade) EL
Engineering II (9-12th grade) EL

ART

Art & Creativity (6th grade) EC
Art 8 (8th grade)
Art & Technology (7-8th grade) EC
Drawing (9-12th grade) EL
Painting (9-12th grade) EL
Digital Visual Communications I (9-12th) EL
Digital Visual Communications II (9-12th) EL
Sculpture & Craft (9-12th grade) EL
Ceramics (9-12th grade) EL
AP Studio Art (10-12th grade) EL

HEALTH/PE

PE 6 (6th grade)
PE 7/Health 7 (7th grade)
PE 8 (8th grade)
PE 9/Health 9 (9th grade)

PERFORMING ARTS

Concert Band (6th grade) EC
Wind Band (7-8th grade) EL
Wind Ensemble (9-12th grade) EL
World of Music/Drumming (6th grade) EC
Choir for credit (9-12th grade) zero hour EL
Symphony & String Orchestra
for credit (9-12th grade) zero hour EL
Wind Ensemble online for credit (9-12th) EL

SOCIAL STUDIES

MN History (6th grade)
US Studies (7th grade)
Global Studies (8th grade)
Ancient World History and Geography (9th grade)
Modern World History and Human Geography (10th)
American History (11/12th grade)
Political Science (12th grade)
Introduction to Economics (12th grade)
Sociology (10-12th grade) EL
MSA Yearbook (8-12th grade) EC/EL
AP Psychology (11th/12th grade) EL
AP US History (11th/12th grade) EL

SCIENCE

Life Science (6th grade)
Earth Science (7th grade)
Physical Science (8th grade)
Biology (9th grade)
Chemistry (10th grade)
Physics (11th/12th grade)
Astronomy (8th grade) EC
AP Biology (9-12th grade) EL
AP Chemistry (11-12th grade) EL
AP Physics (11-12th grade) EL

SPANISH

Spanish 1A (6th grade)
Spanish 1B (7th grade)
Spanish I (new 8-12th grade students)
Spanish II (8th grade)
Spanish III (9th grade)
Spanish IV (10th grade)
Spanish V (11th grade)

EL: Elective class for high school students. High school students choose electives.

EC: Enrichment course for middle school students.

Middle school students are assigned enrichment courses with the exception of Band.

Appendix C - Enrollment Numbers 2015-16 through 2020-21

page 1 of 2

Student Enrollment (start of the school year)

Grade Level	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change
6th Grade	85	7.6%	88	3.5%	88	0.0%	88	0.0%	88	0.0%	88	0.0%
7th Grade	84	-6.7%	88	4.8%	88	0.0%	88	0.0%	88	0.0%	88	0.0%
8th Grade	88	1.1%	88	0.0%	88	0.0%	88	0.0%	88	0.0%	92	4.5%
9th Grade	74	0.0%	73	-1.4%	73	0.0%	76	4.1%	80	5.3%	86	7.5%
10th Grade	67	9.8%	62	-7.5%	66	6.5%	70	6.1%	68	-2.9%	73	7.4%
11th Grade	56	12.0%	62	10.7%	54	-12.9%	62	14.8%	61	-1.6%	59	-3.3%
12th Grade	50	66.7%	53	6.0%	55	3.8%	54	-1.8%	60	11.1%	58	-3.3%
TOTALS	504	7.0%	514	2.0%	512	-0.4%	526	2.7%	533	1.3%	544	2.1%

Waiting List (after lottery)

Grade Level	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change
6th Grade	124	-18.4%	146	17.7%	174	19.2%	226	29.9%	227	0.4%	142	-37.4%
7th Grade	67	-9.5%	87	29.9%	75	-13.8%	92	22.7%	85	-7.6%	84	-1.2%
8th Grade	44	76.0%	44	0.0%	42	-4.5%	58	38.1%	53	-8.6%	85	60.4%
9th Grade	43	-2.3%	41	-4.7%	58	41.5%	40	-31.0%	56	40.0%	75	33.9%
10th Grade	7	133.3%	11	57.1%	4	-63.6%	23	475.0%	16	-30.4%	16	0.0%
11th Grade	8	300.0%	9	12.5%	5	-44.4%	11	120.0%	6	-45.5%	12	100.0%
12th Grade	0	n/a	3	n/a	0	-100.0%	2	n/a	2	0.0%	5	150.0%
TOTALS	293	-3.0%	341	16.4%	358	5.0%	452	26.3%	445	-1.5%	419	-5.8%

Appendix C - Enrollment Numbers 2015-16 through 2020-21

page 2 of 2

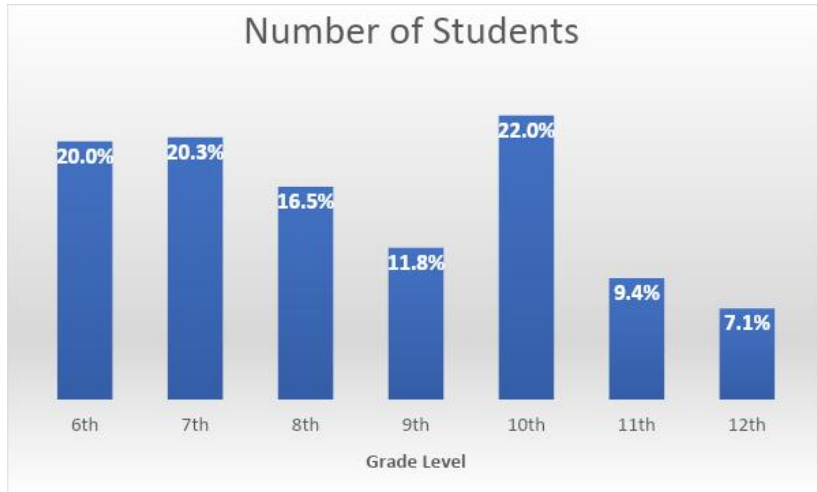
Student Withdrawals (as of June 30 Waiting List (after lottery))

Grade Level	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change
6th Grade	1	-50.0%	2	100.0%	0	-100.0%	3	n/a	4	33.3%	1	-75.0%
7th Grade	4	33.3%	2	-50.0%	4	100.0%	6	50.0%	3	-50.0%	3	0.0%
8th Grade	23	0.0%	7	-69.6%	4	-42.9%	3	-25.0%	1	-66.7%	2	100.0%
9th Grade	11	57.1%	28	154.5%	29	3.6%	29	0.0%	15	-48.3%	16	6.7%
10th Grade	7	250.0%	14	100.0%	5	-64.3%	7	40.0%	2	-71.4%	2	0.0%
11th Grade	0	-100.0%	3	n/a	4	33.3%	4	0.0%	2	-50.0%	2	0.0%
12th Grade	0	n/a	0	n/a	5	n/a	2	-60.0%	2	0.0%	1	-50.0%
TOTALS	46	17.9%	56	21.7%	51	-8.9%	54	5.9%	29	-46.3%	27	-6.9%

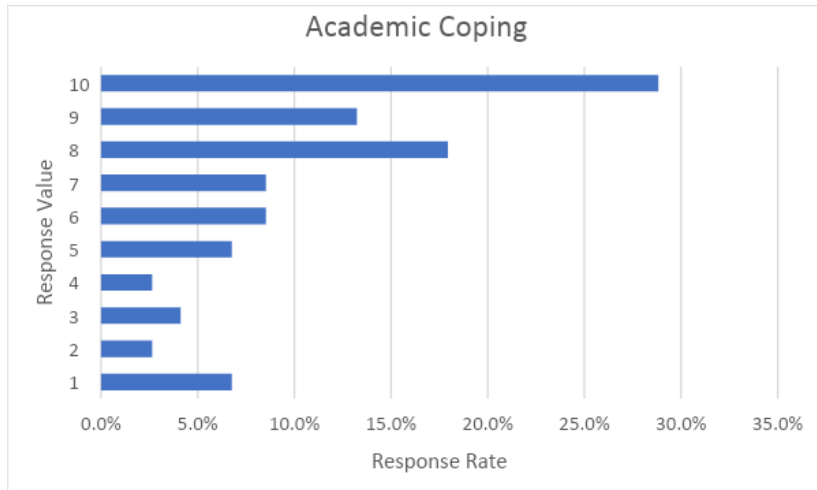
Appendix D - Parent Survey

The parent survey was administered in December 2020 and January 2021 by the board of directors.

Q1 What grade is/are your student(s) in? (232 responses, 340 students total)

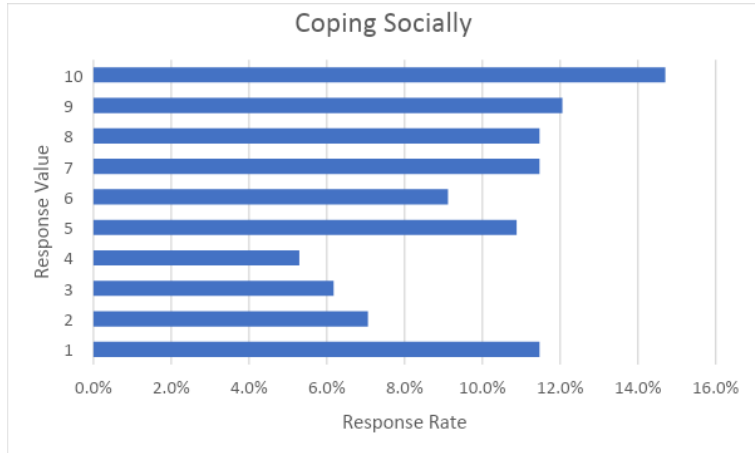


Q2 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think your child is coping with distance learning ACADEMICALLY?



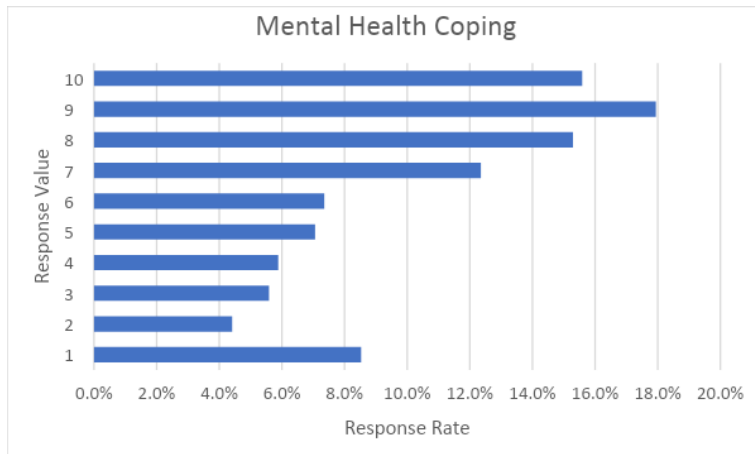
Average = 6.8

Q3 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think you are coping with distance learning SOCIALLY?



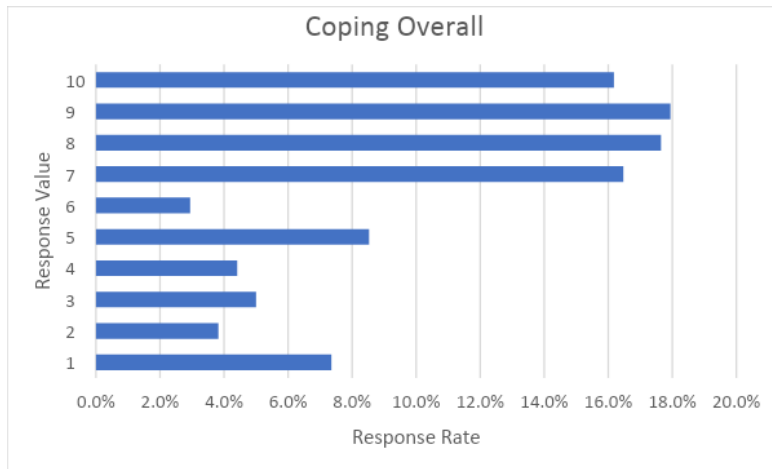
Average = 6.0

Q4 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think your child is coping with distance learning from a mental health perspective?



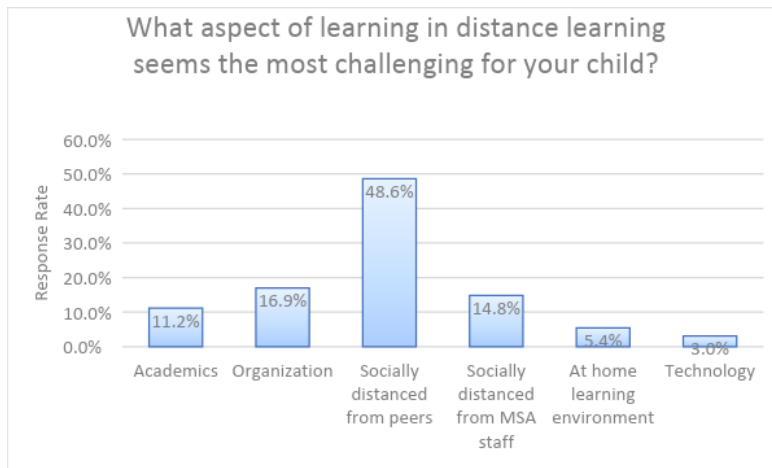
Average = 6.6

Q5 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think your child is coping with distance learning OVERALL?

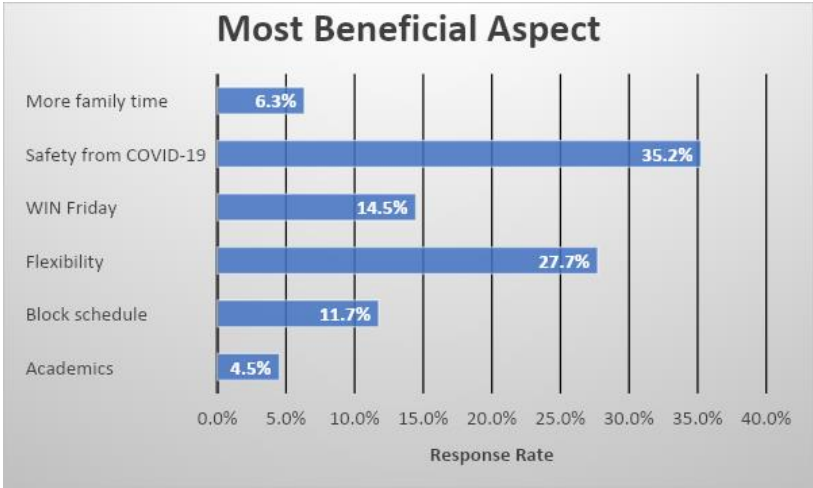


Average = 7.0

Q6 What aspect of learning in distance learning seems the most challenging for your child? (331 responses)

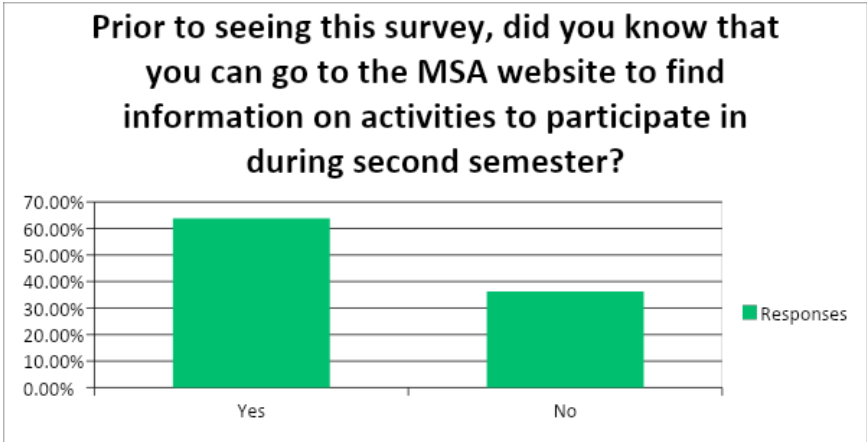


Q7 What aspect of learning in distance learning seems to be the most beneficial to your child? (332 responses)



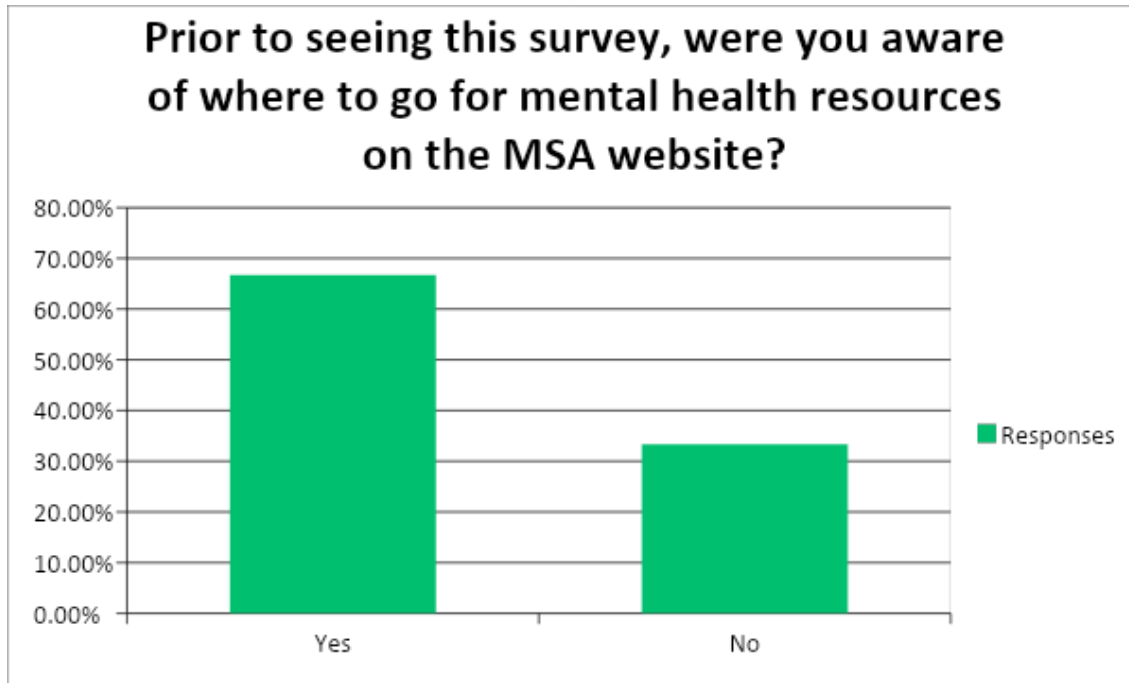
Q8 Prior to seeing this survey, did you know that you can go to the MSA website to find information on activities to participate in during second semester?

(232 responses)



Answer Choices	Responses
Yes	63.79% 148
No	36.21% 84

Q9 Prior to seeing this survey, were you aware of where to go for mental health resources on the MSA website?

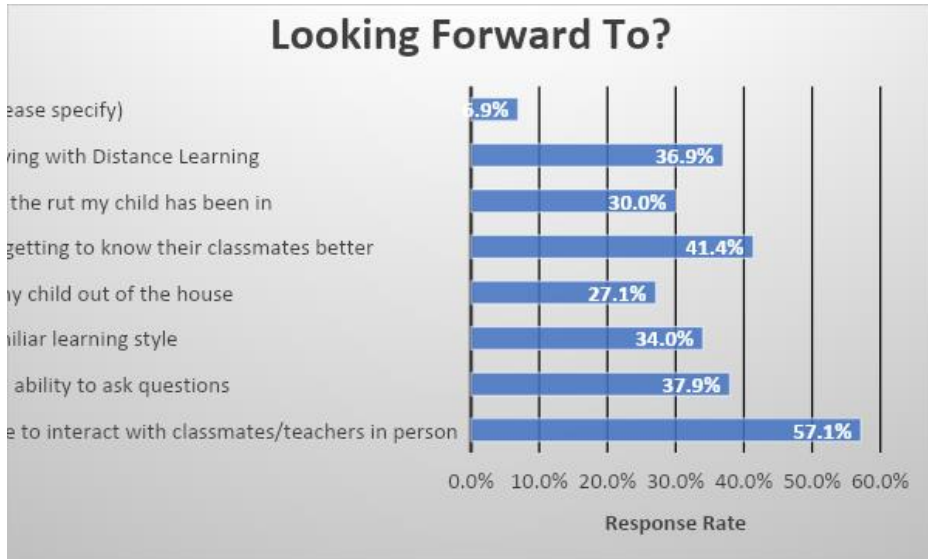


Answer Choices	Responses
Yes	66.67% 154
No	33.33% 77
Answered 231	

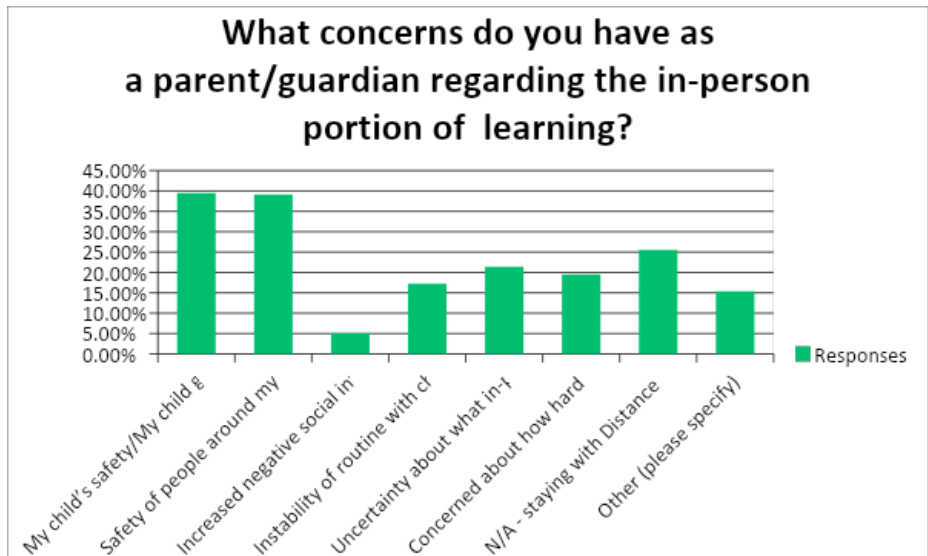
Q10 MSA has added online tutoring with a third party and NHS tutoring that students/parents may sign up for, WIN Friday activities are back, and athletic and other activities have begun practicing. Do you have any other specific suggestions about how MSA can support students as we continue with distance learning?

Answered 129
Skipped 103

Q11 If you have signed up for partially in-person learning, what are you as a parent/guardian looking forward to with partial in-person learning? (Please check all that apply.) (203 responses)

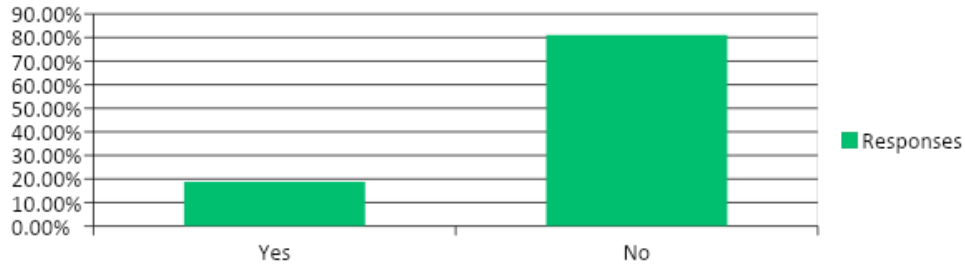


Q12 What concerns do you have as a parent/guardian regarding the in-person portion of learning? (215 responses)



Q13 To be able to enable in-person learning, MSA will need Classroom Monitors. Would you like to receive more information about becoming a Classroom Monitor if MSA goes to a partially in-person learning scenario? If yes, please email Mr. Gawarecki at jgawarecki@mnmsa.org.

To be able to enable in-person learning, MSA will need Classroom Monitors. Would you like to receive more information about becoming a Classroom Monitor if MSA goes to a partially in-person learning scenario? If yes, please email Mr. Gawarecki at jgawar



Yes	18.86%	43
No	81.14%	185
Answered		228

Appendix E - Authorizer Goals

ACADEMIC GOALS

Goal 1: State Assessments (MCAS) (55% Weight)

Sub Goal#1: Reading

1.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, the average proficiency for grades 6th, 7th and 8th will be 20% percentage points above state average proficiency on the reading MCA.
- Each school year 2020-2023, the average proficiency for 10th grade will be 25% percentage points above the state average on the reading MCA.

1.2 Comparative Proficiency

Each school year 2020-2023, the School will demonstrate higher grade level and school- wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the reading MCA.

1.3 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group reading proficiency on the MCA will be no greater than 3% for each student group publicly reported by MDE in 2020.

Sub Goal#2: Math

2.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, the average proficiency for grades 6th, 7th and 8th will be 15% percentage points above state average proficiency on the math MCA.
- Each school year 2020-2023, the average proficiency for 11th grade will be 30% percentage points above state average proficiency on the math MCA.

2.2 Comparative Proficiency

For each school year 2020-2023, the School will demonstrate higher grade level and school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the math MCA.

2.3 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group math proficiency on the MCA will be no greater than 3% for each student group publicly reported by MOE in 2020.

Sub Goal#3: Science

3.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, 8th grade students will score 20% percentage points above the state average in proficiency on the science MCA.
- Each school year 2020-2023, high school students will score 30% percentage points above the state average in proficiency on the science MCA.

3.2 Comparative Proficiency

Each school year 2020-2023, the School will demonstrate higher grade level and school- wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the science MCA.

Goal 2: Nationally Normed Assessments (25% Weight)

2.1 FastBridge - Reading

MN ESSA: Academic Progress

- Each year, the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk) on the FastBridge reading assessment by 30 percentile points.
- By the conclusion of school year 2022, students who remained enrolled through 8th grade since 2019 will show at least a 3-point growth gain on the FastBridge reading assessment.

2.2 FastBridge - Math

MN ESSA: Academic Progress

- Each year, the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk) on the FastBridge math assessment by 30 percentile points.
- By the conclusion of school year 2022, students who remained enrolled through 8th grade since 2019 will show at least a 3-point

growth gain on the FastBridge math assessment.

2.3 PSAT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2020-2023, a minimum of 80% of 10th grade students will take the PSAT, and a minimum of 80% will meet or exceed the bench mark for both ERW and Math.
- Each year, a minimum of 85% of 11th grade students will take the PSAT, and a minimum of 85% will meet or exceed the bench mark for both ERW and Math.

2.4 ACT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2020-2023, a minimum of 90% percent of students taking the ACT will meet or exceed the college readiness bench mark for English and Biology.
- Each year 2020-2023, a minimum of 85% percent of students taking the ACT will meet or exceed the college readiness bench mark for Algebra and Social Studies.

Goal 3: Graduation Rate (20% Weight)

World's Best Workforce Charter Contract Target: All Students Graduate from High School

ESSA: Graduation Rates

Each year 2020-2023, at least 95% 12th grade students will graduate.

NON-ACADEMIC GOALS

Goal 4: Student Attendance

ESSA: Consistent Attendance

Each school year 2020-2023, the School will maintain an average daily student attendance rate of at least 95%.

Goal 5: Professional Development

- **Individual Teacher Training** -100% of teachers will participate in professional development which contributes to educator growth and development as determined by administration and the teacher.
- **School-wide Professional Development-** Administration and teachers will mutually select and conduct at least one school-wide

professional development day per semester based on professional development needs survey result(s).

Goal 6: Staff Diversity

- The School will actively recruit staff persons that reflects the school's racial demographics and hire at least one person who reflects MSA's BIPOC students publicly reported to MDE.
- 100% of MSA instructional staff will participate in training in inclusive practices, implicit bias and culturally responsive teaching by the end of the 2021-22 school year.

Goal 7: Stakeholder Satisfaction

- School year 2020-2021, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction for the school's Distance Learning Plan and Implementation.
- Each year 2020-2023, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction.
- At least 3 recurring/repeated concerns identified in the parent survey results (those noted in 10% or more of returned annual surveys) will be addressed in the School's action plan. Board's minutes will reflect the status of progress made until concerns are resolved.

Goal 8: Volunteer Activity

For each scheduled school board election during the contract period, the School will recruit and present a minimum of three teacher and three parent choices for board of directors on the ballot.

Appendix F - Long Range Budget Model

Math and Science Academy Long-Range Budget Projection Model April 7, 2019

	Actual	Working Budget			
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment Projections					
Number of Students Grade 6	88	88	88	88	88
Number of Students Grade 7	88	88	88	88	88
Number of Students Grade 8	88	88	88	88	88
Number of Students Grade 9	74	74	75	75	75
Number of Students Grade 10	66	70	70	70	70
Number of Students Grade 11	55	62	64	65	65
Less Adjustment for Grade 11 PSEO	(9)	(7)	(11)	(11)	(7)
Adjusted ADM for Grade 11	46	55	53	54	59
Number of Students Grade 12	55	54	57	60	60
Less Adjustment for Grade 12 PSEO	(33)	(33)	(32)	(36)	(36)
Adjusted ADM for Grade 12	22	21	25	24	24
Total Enrollment/Headcount	514	524	530	534	534
Total ADM	471	484	487	486	492
Total Number of Current Year Pupil Units (WADM)	547.94	562.73	566.40	566.02	572.20

State Revenue Assumptions and Calculations					
General Education Revenue					
State Averages Per Pupil Unit	6,187.90	6,311.66	6,437.90	6,566.65	6,697.99
Inflation Rate Assumption-Basic only	2.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	\$5,899.92	\$6,017.92	\$6,138.28	\$6,261.04	\$6,386.26
Gifted and Talented	13.00	13.00	13.00	13.00	13.00
Sparsity	29.52	29.80	29.80	29.80	29.80
Operating Capital	226.41	226.59	226.59	226.59	226.59
Equity	120.95	117.35	117.35	117.35	117.35
Referendum	175.25	170.45	170.45	170.45	170.45
Transition Allowance	0.00	0.67	0.67	0.67	0.67
Extended Time	16.18	15.62	16.18	16.18	16.18
Per Pupil Unit State Revenue	6,481.23	6,591.40	6,712.32	6,835.08	6,960.30
Less Pension Adjustment	0.00	0.00	0.00	0.00	0.00
Total Per Pupil Unit State Revenue	\$6,481.23	\$6,591.40	\$6,712.32	\$6,835.08	\$6,960.30
Total General Education State Revenue	3,551,313	3,709,178	3,801,884	3,868,764	3,982,686

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual <u>2017-2018</u>	Working Budget <u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
	3%	3%	4%	4%	4%
Compensatory Revenue	<u>Per 1-4-17</u>	<u>Per 1/9/18</u>	<u>per 1-8-19</u>	<u>estimate</u>	<u>estimate</u>
A: Number of Students prior yr. (current year for 1st year)	508	512	524	530	534
B: Number of Free Lunch Students prior yr. (or current year for 1st yr.)	17	17	22	22	22
C: Number of Reduced Lunch Students prior yr. (current yr. for 1st yr.)	8	4	5	5	5
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	21.00	19.13	24.50	24.79	24.98
E: Concentration Portion	0.04	0.04	0.05	0.05	0.05
F: Concentration Factor (lesser of 1 or Conc. Portion/ .8)	0.05	0.05	0.06	0.06	0.06
G: PU = .6 * D * F	0.65	0.54	0.86	0.87	0.88
H: Initial Revenue	3,483	2,935	4,812	4,981	5,134
Miscellaneous Adjustment (Rounding)	(6)	(35)			
Calculated Compensatory State Revenue ((A) x (B))	3,476	2,900	4,812	4,981	5,134
Building Lease Aid: Lesser of line a or b below:					
ADM Including PSEO	514	524	530	534	534
WADM Including PSEO	599	643	618	623	623
Lease Aid Expense	<u>869,853</u>	<u>883,592</u>	<u>902,864</u>	<u>909,872</u>	<u>909,872</u>
a) Lease Aid Rev at \$1,314 per pupil unit	787,131	844,324	812,578	818,885	818,885
b) Lease Aid Rev at 90% of Lease Expense	782,868	795,233	812,578	818,885	818,885
Lesser of \$1,314/p.u. or 90% of lease payment	782,868	795,233	812,578	818,885	818,885
Estimated Proration of Lease Aid Revenue	<u>99.7%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
Total Prorated Building Lease Aid Revenue	780,519	795,233	812,578	818,885	818,885
Lease Aid Revenue per pupil unit (after proration)	<u>1303</u>	<u>1238</u>	<u>1314</u>	<u>1314</u>	<u>1314</u>
Long-Term Facilities Maintenance Revenue	<u>Prorated -.99</u>				
Revenue per Adjusted Pupil Unit	<u>85</u>	<u>132</u>	<u>132</u>	<u>132</u>	<u>132</u>
Total Long-Term Facilities Maintenance Revenue	46,109	74,280	74,765	74,714	75,530
	93%	93%	92%	93%	94%
Special Education Revenue	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
State Special Education Aid and Tuition Billing	<u>449,266</u>	<u>527,835</u>	<u>543,076</u>	<u>570,927</u>	<u>600,190</u>
	0%	0%	0%	0%	0%
EL Revenue	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
Prior Year EL Eligible ADM	3	1	9	1	1
Current Year EL Eligible ADM	1	9	1	1	1
ADM Served	471	484	487	486	492
Adjusted EL ADM	1	9	3	1	1
EL Marginal Cost Pupils	20	20	20	20	20
EL Revenue	14,080	14,080	14,080	14,080	14,080
Concentration Portion	0.0021	0.0186	0.0021	0.0021	0.0020
EL Concentration Revenue	5	364	4	4	4
Total EL Aid	14,085	14,444	14,084	14,084	14,084

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual <u>2017-2018</u>	Working Budget <u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Revenue Summary and Projections					
<u>State Aids</u>					
General Education Revenue	3,551,313	3,709,178	3,801,884	3,868,764	3,982,686
Pension Adjustment Revenue	0	3,777			
LEP Aid	14,085	14,444	14,084	14,084	14,084
Compensatory Revenue	<u>3,476</u>	<u>2,900</u>	<u>4,812</u>	<u>4,981</u>	<u>5,134</u>
Subtotal	3,568,874	3,730,299	3,820,780	3,887,830	4,001,905
Building Lease Aid	780,519	795,233	812,578	818,885	818,885
Long-Term Facilities Maintenance Revenue	46,109	74,280	74,765	74,714	75,530
Prior Year Over/Under accruals/Rounding Adjustment	22,960	(36)	0	0	0
Special Education Aid	449,266	527,835	543,076	570,927	600,190
Endowment Aid	18,115	19,637	18,653	18,771	18,758
Other Miscellaneous State Aid (Inc. Gov Wide Pension)	21,071	12,000	15,000	15,000	15,000
Total State Aids	4,906,915	5,159,249	5,284,853	5,386,127	5,530,268
<u>Federal Revenue</u>					
Federal Special Ed	68,154	64,153	65,400	66,700	68,000
Title II Funds	2,581	7,841	8,000	8,200	8,400
Total Federal Revenue	70,735	71,994	73,400	74,900	76,400
<u>Other Revenue</u>					
Fees from Patrons: Milk, Graduation Gear, AP Exam (005-050)	22,581	23,000	23,600	24,100	24,800
Fees From Patrons: Study Hall (920-050)	4,670	6,200	6,400	6,500	6,700
Fees from Students/ Field Trip (105-050)	59,435	62,200	63,900	65,100	67,100
Interest Revenue	888	14,250	14,250	14,250	14,250
Annual Fund (255)/Capital Campaign/Dragon Dinner	89,950	119,365	85,000	75,000	75,000
Donations and Miscellaneous Grants, Tech FR	5,596	775	0	0	0
Miscellaneous Income/Sale of Equipment	641	1,000	0	0	0
Year Book Revenues	3,536	3,600	3,700	3,800	3,900
Insurance Recovery (625)	0	3,305	0	0	0
Student Activity Revenue	117,983	120,000	123,200	125,600	129,500
Total Other Revenue	305,280	353,695	320,050	314,350	321,250
Total Revenue	5,282,930	5,584,938	5,678,303	5,775,377	5,927,918
	Formula Check	5,282,930	5,584,938	5,678,303	5,775,377
	Per Audit	5,282,930			5,927,918

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual <u>2017-2018</u>	Working Budget <u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Expenditure Calculations					
<u>Inflation Assumptions</u>					
Salaries			2.0%	2.0%	2.0%
Other costs	2.0%	2.0%	2.0%	2.0%	2.0%
<u>Budget Calculations</u>					
	32.2%	32.5%	33.4%	33.9%	34.4%
100 Salaries	1,920,697	2,043,210	2,121,058	2,163,500	2,251,800
200 Benefits	618,286	663,045	709,058	734,064	775,283
100 Extracurricular Stipends	53,040	62,044	74,064	75,500	77,000
305 Contracted Services	234,682	224,670	254,195	259,100	267,100
315 Repairs and Maintenance for Computers	33,533	36,000	39,400	40,582	41,799
320 Communications Services	20,490	21,970	22,620	23,100	23,800
329 Postage	4,155	4,150	4,300	4,400	4,500
330 Utilities	101,659	116,200	118,465	120,800	123,200
340 Insurance	27,687	34,200	36,400	37,100	37,800
350 Repairs and Maintenance	112,016	117,500	120,600	122,900	126,700
360 Field Trip Transportation	10,801	10,800	11,100	11,300	11,600
366/368 Travel and conferences (some moved to Stipends)	33,045	40,500	29,600	30,200	31,100
369 Field Trip Admissions	49,747	51,400	52,800	53,800	55,500
<u>Lease Payments per Amended Lease (Nov 2012)</u>					
8490 Woodbury Crossing (Bldg C)	686,562	707,002	707,625	708,344	707,606
8490 Woodbury Crossing Real Estate Taxes (Bldg C)	70,369	61,800	63,654	65,564	67,531
8500 Woodbury Crossing (Bldg D)	14,742	18,674	19,421	20,198	21,006
8500 Woodbury Crossing (Bldg D)		55,300	97,644	100,573	103,591
<i>Amount to Repair and Replacement Fund/Max Lease Aid</i>	<i>98,180</i>	<i>40,816</i>	<i>14,520</i>	<i>15,194</i>	<i>10,139</i>
370 Total Lease Expense	869,853	883,592	902,864	909,872	909,872
370 Other Rentals and Operating Leases	648	1,040	1,100	1,100	1,100
380 Computer and Tech Related Hardware Rental	24,157	24,496	35,300	36,000	37,100
389 Staff Tuition Reimbursement	1,000	0	0	0	0
401/455/465 General Supplies	38,753	40,000	31,000	31,600	32,600
401 Maintenance Supplies	24,709	28,000	28,700	29,300	30,200
405 Non-Instructional Computer Software & Licensing	18,279	18,936	19,400	19,800	20,400
406 Instructional Software Licensing	10,873	17,000	17,400	17,700	18,200
430/456/466 Instructional Supplies	48,944	35,900	36,800	37,500	38,700
460 Textbooks and Workbooks	39,250	44,800	34,800	35,500	36,600
461 Standardized Tests	22,185	23,000	23,600	24,100	24,800
490 Food	36	1,000	1,000	1,000	1,000
505/506 Capitalized Technology Software	0	5,500	5,600	5,700	5,900
520 Bldg Improvements	14,685	0	0	0	0

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual	Working Budget			
	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
530 Furniture and Other Equipment	22,806	50,400	15,000	15,300	15,800
555/556 Technology Hardware (Capitalized)	21,809	63,532	50,200	51,200	52,800
740 Interest Expense	0	0	0	0	0
820 Dues and memberships	37,559	37,566	38,200	38,900	40,100
898 Scholarships	0	0	500	500	500
Annual Fund (255)/Capital Campaign	75,158	119,365	40,000	75,000	75,000
State Special Ed Expenditures / ESY	483,082	567,565	590,300	613,900	638,500
Federal Special Ed Expenditures (Inc. ARRA)	68,154	64,153	65,400	66,700	68,000
Title II Funds	2,581	7,841	8,000	8,200	8,400
Student Activity Expenses	149,484	100,000	123,200	125,600	129,500
Pension Expense (Offset by Revenues)	11,957	12,000	15,000	15,000	15,000
Total Expenditures	5,205,800	5,571,375	5,677,025	5,835,819	6,027,255
Formula Check	5,205,800	5,571,375	5,677,025	5,835,818	6,027,254
Per Audit	5,205,800				
Annual Surplus	77,130	13,562	1,278	(60,442)	(99,336)
Per Audit	77,130				
Beginning fund Balance	2,021,092	2,098,222	2,111,784	2,113,062	2,052,620
Ending Fund Balance	2,098,222	2,111,784	2,113,062	2,052,620	1,953,284
Per Audit	2,098,222				
Fund Balance Percentage of Annual Expenditures	40.3%	37.9%	37.2%	35.2%	32.4%

Math and Science Academy 2017-20 Strategic Plan

Approved 3/21/17; Approved 4/15/19

Vision

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated curricula in all subjects, with an emphasis on math and science.

Core Values

- Honesty: MSA's community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.
- Community: MSA maintains small class sizes and a small school feel.
- Respect: MSA's community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.
- Teamwork: MSA encourages networking, collaboration, and open communication between all members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.
- Excellence: MSA continuously evaluates and improve programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

Math and Science Academy 3-Year Strategic Priorities

CORE INITIATIVES				
<ul style="list-style-type: none"> ● Maintain and enhance academic rigor ● Improve and increase STEM programming ● Explore and promote innovative opportunities in academic programming 	<ul style="list-style-type: none"> ● Recruitment ● Professional development ● Retention 	<ul style="list-style-type: none"> ● Cultivate small school ethos ● Cultivate diversity awareness ● Expand MSA community base 	<ul style="list-style-type: none"> ● Measured expansion ● Fundraising 	<ul style="list-style-type: none"> ● Administrative ● Communications ● Marketing

STRATEGIC PRIORITIES				
<p style="text-align: center;">INCREASE MISSION-DRIVEN ACADEMIC PROGRAMMING</p> <p style="text-align: center;"><i>Enhance MSA’s distinction for academic excellence through rigor and technology, and focus on academic mission.</i></p>	<p style="text-align: center;">ACHIEVE TEACHER AND STAFF EXCELLENCE</p> <p style="text-align: center;"><i>Build on MSA’s reputation for educational quality by recruiting, training and retaining quality teachers and staff.</i></p>	<p style="text-align: center;">MAINTAIN AND ENHANCE A ROBUST MSA COMMUNITY</p> <p style="text-align: center;"><i>Cultivate cohesiveness through communication and collaboration with parents, between teachers and staff, and through purposeful mixed-grade interactions.</i></p> <p style="text-align: center;"><i>Broaden MSA’s community base by increasing alumni connections, and establishing a Woodbury presence.</i></p>	<p style="text-align: center;">SUPPORT MEASURES TO MAKE MSA FINANCIALLY SUSTAINABLE</p> <p style="text-align: center;"><i>Create and monitor a plan for MSA’s financial sustainability through measured expansion (building, teacher, and student growth), and fundraising.</i></p>	<p style="text-align: center;">ENSURE OPERATIONAL EXCELLENCE</p> <p style="text-align: center;"><i>Focus on meeting stakeholder expectations by strengthening the operational effectiveness of MSA.</i></p>

PERFORMANCE INDICATORS

<p>1. Maximize enrollment in AP in core areas of the curriculum, possibly by alternating some courses every other year. Currently offering 10 AP courses; will review offerings to see what can be offered every other year.</p> <p>2. Review the math and science course offerings, compare to other schools who have an accelerated math and science curriculum, and note, and correct deficiencies, if any (revisit later)</p>	<p>1. Provide new and existing teachers and staff updated job descriptions and job performance review process</p> <p>2. Provide professional development opportunities on how technology and Skyward can be used in the classroom and how to use it.</p> <p>3. Review teacher induction (mentoring) program, note and correct any deficiencies, if any</p> <p>4. Make it a priority to engage teacher voice during decision making processes (<i>conduct meetings with director and teacher BOD members to share feedback/ideas</i>)</p> <p>5. Update, clarify, and communicate a clear evaluation system/ observation process for teachers and staff.</p> <p>6. Minimize teacher room changes during the class day.</p>	<p>1. Continue bridging opportunities between buildings and grades through a community building task force.</p> <p>2. Implement a student buddy system/mentoring program for all new students. (LINK is in place, but need another opportunity for new older students; possibly match up with student they shadowed (would need to be sure all have someone they are connected to-counselor driven)</p> <p>3. Provide opportunities for middle school students to connect with high school students ('fair' idea-highlight HS projects, MS students invited to see; advisory match student grades and have dual advisory and share HS experience - counselor driven; celebration time 8th and HS student group)</p> <p>4. Look for service opportunities for students to have an impact on school operations. (recycling, groundskeeping, TA, LINKS, mentor for new older students; school service learning?)</p>	<p>1. Choose and implement a smart growth option and review annually to ensure that each yearly budget does not result in a deficit. Options are reviewed annually to ensure the budget does not result in a deficit.</p> <p>2. Increase student capacity size by relocating or replication at another location by 2024. Expansion committee is currently looking at this.</p> <p>3. Target average student-to-teacher ratio of no more than 22:1.</p> <p>4. Ensure that building space is best utilized to provide adequate space for students to learn. There is adequate space for learning, and flexible study and group space in all buildings.</p> <p>5. Develop a strategic 3-5 year MSA fundraising plan. (Has not been addressed)</p> <p>6. Continue GTTM as the main fundraising vehicle to facilitate the AFC annual goal. GTTM is our main fundraising event. We met this year's goal of \$50,000. The AFC continues to work other</p>	<p>1. Continue to develop a cohesive and collaborative administration team.</p> <p>2. Continue to ensure clear roles and responsibilities for administrative staff.</p> <p>3. Continue to develop a communications plan which would include target audiences (teachers, support staff, parents, students, alumni, Woodbury community, other), messages for each audience, and a deliberate outreach plan.</p> <p>4. *Develop and communicate a "brand" for the school including marketing materials. <i>The Communications Task Force in tandem with the School Expansion Committee will explore areas such as school branding and an outreach plan.</i></p> <p>5. Enhance and update database of what scholarships MSA students received, what colleges MSA students attended and where MSA students volunteered.</p> <p>*We continue to create an alumni database for marketing and outreach interests.</p>
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		<p>5. Continue class specific celebrations for 6th and 9th grade (picnics, etc.)</p> <p>6. Celebrate student diversity and increase cultural competence. (Spanish/Asian/African clubs are planning a cultural event in 2019)</p> <p>7. *Develop an active MSA alumni network. (The network is being cultivated. A Facebook group is being created. And there is a database with Justin Gehring as the point person. Need to create a LinkedIn opportunity.</p> <p>8. Increase City of Woodbury community and business outreach and connections by joining Chamber of Commerce and other civic organizations. MSA has joined the Woodbury Chamber of Commerce.</p> <p>9. Increase MSA student volunteer opportunities in the Woodbury and surrounding communities (senior housing, library, YMCA, etc.) A student-run Cheers for Volunteers club offers opportunities for students.</p>	<p>fundraising events, such as the Dragon Dinner.</p> <p>7. Develop marketing piece for MSA that explains charter school funding and needs for the school community. (Has not been addressed)</p>	
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2020-21 World's Best Workforce (WBWF) Summary

District or Charter Name: Math and Science Academy

Grades Served: 6-12

WBWF Contact: Cecelia Dodge

Title: Interim Executive Director

Phone: 651-578-7507

Email: cdodge@mnmsa.org

World's Best Workforce

Annual Report Published on the district website 1/4/2022

Annual Public Meeting: This meeting was held in two parts on October 28th and November 11, 2021.

District Advisory Committee

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Hanan Bedru	student	
Iman Bedru	student	
Adenike Chon	parent	
Cecelia Dodge	Superintendent	
Debra Fleischhacker	Education Assistant	
Emily Graveen	counselor	
Kate Hinton	High School Principal	
Pauline Ho	parent	
Isaac Johnson	counselor	
Girish Jorapurkar	parent	
XuYing Lee	student	
Lela Olson	Middle School Principal	
Faiza Shabibi	student	
Tom Thiogs	parent	
Noah Yehalashet	student	
Raey Ayalew	student	

Equitable Access to Excellent and Diverse Educators

Our process for ensuring students of color, American Indian students, and students from low income is as follows: The district examined data on equitable access by first using our student information system to sort

students by race/ethnicity into their classes, with teachers labeled as in-field and out of field. In 2020-2021 we had 15 teachers who were fully licensed and working in-field, and four teachers with out-of-field permissions. We then did a similar analysis with students sorted by race/ethnicity into their classes with teachers sorted by their years of teaching experience. Finally, we did not have any teachers that were found to be ineffective in 2020-2021, or we would have done a similar analysis. This review has only been conducted once annually at MSA. The administrators and the WBWF advisory group were included in the conversation. And the Board was included in a conversation about this at our November 22 board meeting.

Our teachers go from first year teachers (2) to 32 years of experience (1) with an average of 10 years' experience and a median of 7 years' experience.

MSA is a charter school with just one middle school and one high school. We have approximately 550 students in any given year, almost 50 of whom attend Post-Secondary Enrollment Options part time. So, almost all of our students essentially have all of our teachers, regardless of years of experience or in-field licensure. Based on all students' access to MSA teachers there is not a significant equitable access gap. One exception has been that it was common for some of our special education teachers to be working out-of-field or on some kind of limited license. And we have a disproportionate number of students of color in special education. MSA has worked hard to hire fully licensed and experienced teachers whenever possible, and to retain the teachers we have. The board set a goal of conducting a salary study with the goal of getting our teachers' salaries more competitive. That work has now begun as of the writing of this report; and the administration will make recommendations to the board in the spring on steps to take to make progress on this goal.

MSA has a task force focused on recruiting and retaining a more diverse workforce, with consideration of racial, ethnic, cultural, and other diversity (LGBTQ, etc.) and specifically around hiring teachers of color. We have a goal of hiring teachers of color to align with student demographics. Our screening and interview committees look for opportunities to interview candidates of color for teaching jobs. Our administrators do direct outreach to recruit teachers of color. (See the goals from our authorizer contract on the next page.) Our students are 48% White; 25% Asian; 20% Black or African American; 4% two or more races; 2% Latin; and .4% American Indian or Alaskan. We have one Latina teacher and one African American teacher. The rest identify as White. We need Asian teachers, specifically with Indian and Chinese heritage. We would need about 9 Asian teachers, 6 more Black teachers, and less than one American Indian teacher.

In the past we have convened the task force for recruiting a diverse workforce, and we have asked the teachers of color on staff what support they need to make MSA their teaching home. Beginning in 2021-22 MSA is looking at the Association of Metropolitan School Districts' Reimagine Minnesota: Strategy D – Recruitment and Retention (of staff of color). <https://www.amsd.org/reimagine-d/> We are already doing 2 steps outlined in Phase 1: "A. encourage and recruit students to enter the profession;" and "C. Add questions related to cultural competence and racial consciousness in hiring interviews." The related goals we have in our authorizer contract are:

- The School will actively recruit and hire staff persons that reflect the school's racial demographics and hire licensed staff to make incremental progress towards matching the demographics of our school's student body, as publicly reported to MDE by July 1, 2022.

- 100% of MSA instructional staff will participate in training in inclusive practices, implicit bias and culturally responsive teaching by the end of the 2021-22 school year.

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

Goals and Results

All Students Ready for School

N/A. MSA is a public charter school serving students in grades 6-12.

All Students in Third Grade Achieving Grade-Level Literacy

N/A. MSA is a public charter school serving students in grades 6-12.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>By the conclusion of 2023, school-wide and student group reading proficiency on the MCA will be no greater than 3.5% for each student group publicly reported by MDE in 2021.</p> <p>By the conclusion of 2023, school-wide and student group math proficiency on the MCA will be no greater than 3.5% for each student group publicly reported by MDE in 2021.</p>	<p>MSA's 2020-21 data shows backsliding on MCA reading and math proficiency for students of color. Note, MCAs were not given in 2019-20 due to the pandemic. In reading proficiency, the gap widened for Black students. In math, proficiency rates for white and black students dropped significantly from 2018-19, but the gap widened for Black students. In 2018-19 the gap between white and black students' rates of proficiency was about 20 points. In 2020-21 it was 30 points.</p> <p>Met or exceeded proficiency, Reading:</p> <p>2020-21/2018-19</p> <p>White 89.2%/87.4%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

	Asian 85.7%/87.7% Black 57.3%/68% Met or exceeded proficiency, Math: 2020-21/2018-19 White 66.4%/80.2% Asian 80.5%/80.3% Black 42.9%/66%	
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The rate of MSA student participation in MCA testing was down from 100% in 2018-19 to 82% in 2020-21. Students were also on distance learning, and were not as engaged in learning as they were when they were in person. Teachers reported losing touch with many students over the pandemic including leading up to testing and during testing.

MSA has also used attendance data, benchmark assessment data (Fastbridge) and grades to identify needs in this area. For the 2021-22 school year a system of academic intervention is in place to address this goal area, as well as efforts to build staff capacity to engage in culturally responsive teaching. Culturally responsive pedagogy training was provided in 2019-20. Student support team, check and connect, and advisory group meetings are in place, as well as conferencing and extra help with teachers. There is a 9th grade seminar class to support 9th graders new to MSA. We have a system of Positive Behavioral Interventions and Supports implemented fully in middle school and partially in high school. Other interventions available:

- Math department implemented new curriculum for the 2020-2021 school year
- Professional development task force
- All Juniors, and Seniors are individually counseled on academic progress by academic counselor
- Tutor.com availability
- NHS Tutoring
- Recruiting Diverse Staff taskforce

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Each year 2021-2023, a minimum of 80% of 10 th grade students will take the PSAT , and a minimum of 80% will meet or exceed the benchmark for both ERW and Math. Each year, 2021-2023 a minimum of 85% of 11 th grade students will take the PSAT , and a minimum of	Each year, about 3.5 million students across the nation take the PSAT test. Its goal is to assess student’s readiness for college and those students who score exceptionally well may be considered for the National Merit Scholarship. MSA had two students qualify as Semifinalists	<i>Check one of the following:</i> <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)

<p>85% will meet or exceed the benchmark for both ERW and Math.</p> <p>Each year 2021-2023, a minimum of 90% percent of students taking the ACT will meet or exceed the college readiness benchmark for English and Biology.</p> <p>Each year 2021-2023, a minimum of 85% percent of students taking the ACT will meet or exceed the college readiness benchmark for Algebra and Social Studies.</p> <p>85% of MSA seniors are ready for college-level coursework in English, Science, Math, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA</p>	<p>for the National Merit Scholarships. MSA's results for the PSAT follow.</p> <p>11th grade students in the area of ERW: (Evidence-based Reading and Writing):</p> <ul style="list-style-type: none"> • The average score was 588 on a scale of 160 to 760. • 92% of MSA students met the ERW Benchmark. <p>11th grade students in the area of Math:</p> <ul style="list-style-type: none"> • The average score was 568 on a scale of 160 to 760. • 79% of MSA students met the Math Benchmark. <p>Selection Index for 11th grade students:</p> <ul style="list-style-type: none"> • The average score was 1156 on a scale of 320 to 1520. • 79% of MSA students met both Benchmarks. <p>10th grade students in the area of ERW: (Evidence-based Reading and Writing):</p> <ul style="list-style-type: none"> • The average score was 577 on a 	<p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p>Met all but one PSAT goal and fell short by only 1%. We fell short of our ACT benchmark for all subjects other than English.</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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	<p>scale of 160 to 760.</p> <ul style="list-style-type: none"> ● 91% of MSA students met the ERW Benchmark. <p>10th grade students in the area of Math:</p> <ul style="list-style-type: none"> ● The average score was 573 on a scale of 160 to 760. ● 84% of MSA students met the Math Benchmark. <p>Selection Index for 10th grade students:</p> <ul style="list-style-type: none"> ● The average score was 1150 on a scale of 320 to 1520. ● 84% of MSA students met both Benchmarks. <p>ACT College Readiness Results 51 students took the ACT test. Benchmarks: English Benchmark: 92% Math Benchmark: 80% Reading: 80% Science: 76% Met all 4 Benchmarks: 69%</p> <p>88% of students met at least 3 of 4 College Readiness Benchmarks by Core College Curriculum Status on the ACT.</p>	
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The COVID 19 pandemic had a slight impact on our PSAT scores. We had fewer students take the test in 2020-21; and the average PSAT score per grade was slightly lower than in previous years.

2021

11th grade - 38 test takers- average: 1156

10th grade - 43 test takers - average: 1150

2020

11th grade - 51 test takes - average: 1188

10th grade - 70 test takers - average: 1098

Based on the data we do not believe Covid had a noticeable impact on our ACT scores. About the same number of students tested; and while our average composite score dropped slightly it was not drastic and still fell within the average ACT score range for MSA over the last 5 years.

ACT MSA Average Composite Score

2019 MSA average: 27.1 - 54 test takes

2020 MSA average: 28.3 - 60 test takers

2021 MSA average: 27.1 - 51 test takers

All Students Graduate

Goal	Result	Goal Status
Each year 2020-2023, at least 95% of 12 th grade students will graduate.	Provide the result for the 2020-21 school year that directly ties back to the established goal.	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

MSA’s graduation rate has always been 90% or higher, but has been lower in pandemic school years: 92.9% in 2018-19, 91.9% in 2019-20. Our graduation rate for 2020-21 was 100%. The percentage of white students graduating is higher than our percentage of students of color graduating in recent years. Our numbers are too small to use the data on the MDE Report Card so we need to analyze our student data in-house.

Submitted by:

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