



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%	
--	---	--

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>___ Met All (multiple goals)</p> <p>_X_ 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>___ Met None (multiple goals)</p>
---	--	--

	<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>	
--	--	--

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.