2018-19 ANNUAL REPORT

Minnesota Math and Science Academy

169 Jenks Ave, St. Paul, MN 55117
www.mmsaweb.org

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Introduction

General School Information

Mission: We foster an environment of inquiry and a love of learning so students are prepared to thrive in STEM-focused high school, college, and the world.

Vision: Our students will enter high school ready to tackle any academic challenge and will excel in the STEM subjects.

Core Values: Minnesota Math and Science Academy promotes six core values to guide its interactions with all members of the school community:

- *Respect*: All members of the school community (students, parents, and staff) have equal worth and should be treated with respect.
- *Responsibility*: All people have choices, and teachers, parents, and students should be responsible for their actions.
- *Integrity*: Belonging to a community requires a commitment to the common good. The community is stronger when everyone can be counted upon to be honest and trustworthy.
- *Courage*: Having the courage to try new things expands minds and causes students, parents, and staff to reach beyond their own expectations.
- *Curiosity*: The ability to wonder and to create connections stimulates further learning. Inquiry will be fostered on the part of parents, staff, and students.
- *Effort*: Success is accomplished when students, family, and staff are willing to do what it takes to accomplish their vision of the future.

MMSA is a K-12 college prep, STEM-focused charter school located in Saint Paul Minnesota. We currently serve up to grade 11, and we continue to add one grade level every year. The MMSA mission, vision, and overarching values which are delineated above, are met through the school's challenging interdisciplinary curriculum that incorporates the Minnesota Standards and is implemented through the STEM educational model.

The school has a diverse group of learners and an individualized approach to best meet the needs of students. In addition to the master curricula provided by Concept Schools, its charter management company, the database has a curriculum library that contains an innumerable of curriculum materials from over 30 schools in Midwest managed by the same company. Curricula are reviewed annually by Concept Schools academic department in conjunction with the individual student goals and overall school goals to ensure it is aligned to each student needs.

Our mission at MMSA is to prepare our students for college completion by creating an effective learning environment of higher standards and expectations along with a rigorous college preparatory curriculum that focuses on science, technology, engineering, and math (STEM). Our vision is that MMSA will be an exemplary charter school: teachers, parents, administrators and students work together to develop young people who are confident and achieve academic excellence in an empowering college bound environment; students do not question "whether" they will go to college, but instead ask "when" and "where"; students understand that with hard work, grit and persistence, college completion is possible; students develop the skills in math, science, engineering, and technology necessary to become bold inquirers, inventors, analytical thinkers, and ethical leaders in the 21st century; and students are engaged in the local community and broader society as productive citizens of the world.

PUC- OPCS Vision, Mission & Values	School Vision & Practice Indicators
Vision	
Higher Education	We foster an environment of inquiry and a love of learning, so students are prepared to thrive in STEM-focused high school, college, and the world.
Citizenship	We embrace a vision of 21st century citizenship that encompasses civic, global and digital dimensions of citizenship and educate youth in areas of civic learning, global awareness, and digital literacy.
Self-sufficiency	We aim to be a self-sufficient school that generates enough income to cover the costs of providing a quality education to our students.
Personal Fulfillment	We provide an education model that empowers students to meet their need for self-actualization; achieving one's full potential including creative activities.
Mission	
Innovative Education Strategies	We encourage an environment of innovation and change culture to continue to stay abreast with changing needs and emerging research-based strategies.
Promotion of Respect	We believe that respectful learning environments allow all learners to do and be their best; hence promotion of mutual respect is paramount to school climate.
Engage students	The ability to wonder and to create connections stimulates further learning. We will foster curiosity and inquiry for all learners.
Service Learning	We encourage education strategies that integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
Personal Development	Success is accomplished when students, family, and staff are willing to do what it takes to accomplish their vision of the future.
Values	
Motivated by success of people we serve	We aim to build a school community whose intrinsic motivation stems from the meaningful educational experiences and take pride in the success of all stakeholders.
Open and honest communication	We believe that effective schools engage in communication which includes clear expectations, constructive feedback and supportive approach.
Collaboration	We strive to become a professional learning community through collaborative approach that focuses on shared leadership and teacher empowerment. This approach includes working together in teams, sharing responsibilities, providing feedback and building trust.
Transparency	A culture of trust needs transparency that involves stakeholders into decision-making, holding the school accountable, and providing substantial, accurate, and useful information about school programs.

Diversity	We promote respect for diversity and create a context in which teachers and students' experiences can be understood, appreciated, and connected to the curriculum.
Continuous Improvement	We focus on continuous improvement process in which we set short and long term goals, identify ways to improve, and evaluate outcomes regularly.
Fiscal Responsibility	We aim to maintain a healthy budget by maximizing the effective use of available resources and continue to grow our fund balance steadily.
Quality Board Training and Development	Successful Board governance depends on building capacity for a high-functioning and hardworking board which requires quality and continuous training.

Management Company Information

MMSA is modeled after the successful school design developed by Concept Schools, an Education Management Organization (EMO) which is the largest not-for-profit STEM charter network in the Midwest. Concept established its first school in Ohio in 1999, and has since expanded to 31 charter schools spread across the Midwest. In such a short time, Concept has earned a reputation for establishing high-performing school environments; a reputation substantiated in standardized test scores, graduation and college acceptance rates, attendance and retention rates, and parent/student satisfaction. Concept expanded its design to K-12 in order to better meet the needs of the student population that they serve and equipping students with the necessary academic and social skills in order to excel in a rigorous college preparatory curriculum in middle and high school. The high level of success attained by the K-12 schools within the Concept network has led to the recent expansion of its design. The EMO provides support to MMSA in the following areas:

- **Human Resources**: Supports MMSA to recruit highly qualified teachers and administrators; provides MMSA with necessary handbooks, policies, and forms.
- **Curriculum and School Design**: Provides MMSA with a curriculum that is aligned to the state standards. Concept also determines the organizational structure that best fits to realize the vision and mission of the school.
- **Student Information System**: Provides and maintains student information data system. This system provides data tracking, performance reports, grade keeping and online access to parents and students of such records. Concept also provides training on the student information system for staff.
- **Assessment**: Helps monitor student learning through interim assessments, developed and analyzed by Concept Schools. These assessments parallel state standardized tests and align to the school's curriculum.
- **Marketing**: Provides MMSA with web designing and marketing materials to recruit students and teachers. These materials include brochures, flyers, newsletters and posters;
- **Financial Services**: Budgeting, financial management, maintenance of internal control and reporting. For MMSA, Concept is contracting with local charter school services provider Designs for Learning, Inc. for financial, accounting, and bookkeeping functions including the payment of invoices, reconciling bank statements, SERVS reporting and reconciliation, debit and credit entries, procurement/purchasing, oversight of payroll, oversight of federal grants budget management, independent grants management, and state special education budgeting and reporting.
- **Professional Development**: Brings key administrative personnel from multiple schools together in monthly meetings to collaborate about best practices. Concept Schools provides staff with trainings on the Concept school model, expectations, standards, and educational philosophy.

Authorizer Information

The Authorizer of MMSA is the Pillsbury United Communities (PUC). PUC is responsible for authorizing and providing compliance oversight and monitoring academic achievement, financial, governance, operational strength and performance goals for each of its schools.

Contact: Larry McKenzie, Charter School Authorizer Liaison
Address: 1701 Oak Park Ave N Minneapolis, MN 55411
Phone: 612-302-3400
Fax: 612-302-3414

MMSA leadership believes the authorizer relationship with PUC is a good fit because both entities share the goal of providing excellent education to children and youth in St. Paul, a traditionally under-served area. PUC has been recognized for its commitment to uphold quality charter authorizing policies and practices, including the National Association of Charter School Authorizers Principles and Standards of Quality Charter School Authorizing.

PUC has identified specific criteria to evaluate the school's academic, financial and operational performance before charter renewal. In its role as a charter authorizer, PUC implements a Performance Framework.

Governance and Management

Board Governance

MMSA is governed by a Board of Directors (BOD) that is comprised of a membership in accord with Minnesota statute. The current board is an elected ongoing BOD which is comprised of 3 community members, 1 teacher member and 1 parent member.

The members of the interim Board of MMSA are listed below:

Name	Role	E-mail
Ozer Asdemir	Board President Community member	oasdemir@gmail.com
Mustafa Sir	Board Member Community member	mustafa.y.sir@gmail.com
Mustafa Igdelioglu	Board Member Community member	igdelimb@gmail.com
Jessica Cosgrove	Board Member Teacher member	j.cosgrove@mmsaweb.org
Safiyo Ali	Board Member Parent member	safiyo52@gmail.com
Murat Oguz*	Ex-officio Member Executive Director	oguz@mmsaweb.org

* The Executive Director sit on the board as ex-officio, non-voting members.

The BOD holds and is responsible for the charter with the Pillsbury United Communities (PUC). The BOD provides oversight and accountability in the management of the school, including financial oversight exercised by review of financial updates at each meeting.

School Leadership

To ensure effective and transparent management of the school's operations and provide vision and leadership to the school, the BOD hires and oversees the school director. The Director reports to the BOD.
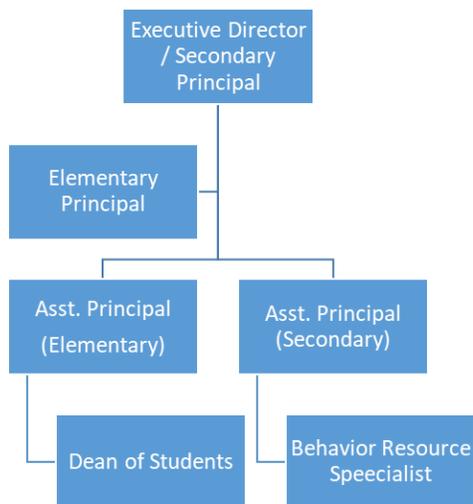
The admin structure at MMSA is outlined in the diagram. The executive director is responsible for oversight of all compliance matters and effective coordination of all departments to ensure effective student learning. Due to the vast needs of a K-12 school, the school has been divided into two sections; elementary (K-6) and secondary (7-12). The executive director is also the principal of the secondary and there is an elementary principal who is fully in charge of the academic, behavior and operational matters of elementary. In addition to administrators, there are other non-instructional support staff that include administrative assistant, social worker, and health associate.

Staff Management

Organizational Information

For the 2018-2019 school year, all teaching staff of MMSA were highly qualified and fully licensed. The teachers are selected through a rigorous hiring process: a screening interview, an online survey (Haberman Star Pre-Screener), a sample project-based lesson presentation and a final interview conducted by a panel composed of the Director, Principal and Assistant Principals. In advertising the positions, we use the Minnesota Association of Charter Schools website, EdPost, K-12 Job Spot, Indeed, and the Minnesota Association of School Administrators' website. We also participate in the Minnesota Education Job Fair.

The average class size is between 20-25 students, with a staff to student ratio of approximately 1:13.

The distribution of employees by their roles is as below:

Administrator	Licensed Teacher	Instructional Support	Office Personnel	Nurse	Non-Instructional Support
4	42	8	2	1	4

Professional Development Activities

MMSA offers an extensive menu of professional development opportunities to its teachers: school wide seminars; Concept network meetings, seminars, retreats; conference attendance; Summer Institute; "released time" in-school programs; school visitations of other Concept schools; visiting other classrooms in the school; mentoring new teachers; university coursework and tuition reimbursement; collaborative planning; workshops

by members of the faculty; Professional Learning Communities organized by the school; collaborative portfolios; school staff retreats; membership and participation in a professional organization; etc.

In our yearly network-wide Summer Institute, all staff spend two weeks together building teams, preparing for the year, finalizing curriculum, and learning new teaching and learning strategies. The Summer Institute ensures that all the staff members are familiar with the school design, expectations, goals, values, processes and procedures, school wide discipline policy, other policies, organizational structure, and more. MMSA also has regular weekly times for teacher-led professional learning communities. The local PD committee surveys and develops an annual plan for staff professional development.

Furthermore, current professional magazines, books, and films regarding innovative educational methods are made available to faculty and staff. Faculty and staff are also provided opportunities to attend workshops and conferences outside school. MMSA also partially reimburses teachers for tuition that furthers their development as teachers.

In addition to changing topics during our in-school PD days, there are some priority topics that remain the same every year; meeting needs of EL students, equitable and inclusive learning, improving school climate, rigor and relevance in instruction, and cultural responsiveness.

Student Enrollment

Total Enrollment

As of May 31, 2019

Grade level	KG	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade
Student counts	41	32	39	41	42	47	44	42	38	33	18

Within the Year Attrition

Between Oct 1, 2018 and May 31, 2019

Grade level	KG	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade
Student counts	7%	13%	13%	5%	14%	6%	5%	12%	5%	6%	6%

Year to Year Attrition

Between May 31, 2017 and Oct 1, 2018

Grade level	KG	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade
Student counts	n/a	36%	30%	40%	25%	24%	17%	12%	28%	47%	24%

- It is important to mention that due to changes in the grading structure, the administration decided to reduce the number of sections from 3 to 2 for each elementary grade (K-4) to allow room for growth for high school grades. Hence, the high student attrition rate was a calculated change.

Academic Performance & Assessment

High Level Learning for All Students

We identify our students' needs based on several indicators including but not limited to; EL status and score level, special education status and accommodations, tier placement per diagnostic, formative and summative assessments. Accordingly, all teachers are expected to know their students' academic levels and needs. The next step then is to develop a service/intervention/differentiation plan to meet those needs. General Ed teachers work closely with EL and SPED teachers in determining the right accommodations/interventions for all students.

We also believe the differentiation must go beyond developing Math and Reading skills. We strive to provide a variety of course offerings, especially at secondary level, that meet the needs of diverse learners. These course offerings usually provide the necessary connection for better engagement in the entire learning process.

In this regard, we offer various AP and Honors courses, career pathway courses in the areas of engineering, computer science, and medical careers (19-20 school year). We also offer clubs and enrichment during the school day.

Measures of Academic Progress

Teachers use both formative and summative assessment data to inform decisions regarding their instruction. Every fall, teachers are provided with assessment history of all their students in state mandated tests (MCA and ACCESS). In September, NWEA MAP tests are also administered to help set individual student growth goals. Within the same month, assistant principals hold their first data analysis meetings with individual teachers to determine RTI tiers, hence intervention strategies (whole group, targeted small group, or intensive individual) are determined. Teachers then continue to use formative assessments and monthly STAR assessments to measure student growths. Monthly data meetings continue to happen throughout the year.

INTERNAL ASSESSMENT	PURPOSE	FREQUENCY	MONTH ADMINISTERED
NWEA Map	Goal Setting / Monitor Growth	Fall and Spring	September and May
STAR Assessments	Goal Setting / Monitor Growth	Fall, Winter, and Spring	October, December, and March
District Assessments	Monitor Growth	Fall and Spring	October and May
End-Of-Course Assessments	Monitor Growth	Fall, Winter, and Spring	October, January, and May

Contractual Academic & Non-Academic Goals

ACADEMIC and NON ACADEMIC GOALS	REPORTED PROGRESS	NOTES
Accountability Goal #1 Percentage of all students who meet or exceed their RIT Growth Projection (from Fall to Spring) on the NWEA MAP and/or MAP Primary Grades (MPG) in Math will be ≥ 60%	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	60.5% of students in grades K-8 achieving end-of-year growth targets.
Accountability Goal #2: Percentage of all students who meet or exceed their RIT Growth Projection (from Fall to Spring) on the NWEA MAP	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	61.6% of students in grades K-8 achieving end-of-year growth targets.

and/or MAP Primary Grades (MPG) in Reading will be ≥ 60%		
Accountability Goal #3: Conditional Growth Percentiles (CGP)* of all students will be ≥ 60	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	The average of CPG for all subject and grades is 64.13%.
Accountability Goal #4: Math Proficiency: Percentage of all students, enrolled Oct 1, who are proficient (meet or exceed) on MCA will increase from the baseline scores/ percentage in spring 2015 (25.4% proficient), to 25.9% in spring 2016, 27.18% in spring 2017, 27.4% in spring 2018, 27.9% in spring 2019.	☐ Goal met ☒ Goal partially met ☐ Goal currently not met	27.8% of all students were proficient in Math.
Accountability Goal #5: Reading Proficiency: Percentage of all students, enrolled Oct 1, who are proficient (meet or exceed) on MCA will increase from the baseline scores/ percentage in spring 2015 (19.1% proficient), to 19.5% in spring 2016, 20.4% in spring 2017, 20.6% in spring 2018, 21.0% in spring 2019.	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	30.0% of all students were proficient in Reading.
Accountability Goal #6: Science Proficiency: Percentage of all students, enrolled Oct 1, who are proficient (meet or exceed) on MCA will increase from the baseline scores/ percentage in spring 2015 (17.1% proficient), to 17.4% in spring 2016, 18.3% in spring 2017, 18.5% in spring 2018, 18.7% in spring 2019.	☐ Goal met ☐ Goal partially met ☒ Goal currently not met	16.9% of all students were proficient in Science.
Accountability Goal #7: 30% of all students will be on-track (at grade level) each year of the contract.	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	41% of all students were on-track.
Accountability Goal #8: Less than 50% of students will make low growth each year of the contract.	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	30.07% of students made low-growth.
Non-Academic Goal #1: At least 50% all students will participate participation in district, state, regional or national STEM competitions	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	*At least* 70% of students participated in STEM competitions.
Non-Academic Goal #2: At least 50% of all students will participate in local, national and international trips.	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	More than 90% of students participated in school trips
Non-Academic Goal #3 At least 50% of all parents will receive home visits from teachers.	☐ Goal met ☐ Goal partially met ☒ Goal currently not met	(This year our focus has shifted on organizing parent events at school with the goal of having more than 50% of our parents attend at least one parent activity)

Non-Academic Goal #4 70% teacher retention rate for the first three years; 80% thereafter.	☐ Goal met ☒ Goal partially met ☐ Goal currently not met	75.5%
Non-Academic Goal #5 At least 70% student retention rate for the first three years; 80% thereafter.	☐ Goal met ☒ Goal partially met ☐ Goal currently not met	72.2%
Non-Academic Goal #6 Minimum 95% attendance rate for all students.	☐ Goal met ☒ Goal partially met ☐ Goal currently not met	*93.3%*

Performance Framework Data

- Subpopulation 1:   African-American students (Particularly of Somali descent)
- Subpopulation 2:   ESL students
- Subpopulation 3:   Free & Reduced Lunch students

Measure	Data Source	Metric	School Rate	Resident District Rate	State Rate
Overall State Assessment Progress- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	47.3	44.5	62.8
Overall State Assessment Progress- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	38.2	52.3	66.9
Subpopulation 1: MCA Growth- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	47.1	29.5	41.1
Subpopulation 1: MCA Growth- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	47.1	38.5	50.1
Subpopulation 2: MCA Growth- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	45.9	42.8	46
Subpopulation 2: MCA Growth- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	44.4	47.6	50.7
Subpopulation 3: MCA Growth- Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	47.1	36.6	48
Subpopulation 3: MCA Growth- Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	47.1	43.5	55
Overall Nationally Normed	NWEA	% of students meeting growth targets	60.5		

Localized Assessment Growth- Math					
Overall Nationally Normed Localized Assessment Growth- Reading	NWEA	% of students meeting growth targets	61.6		
Subpopulation 1: Nationally Normed Localized Assessment Growth- Math	NWEA	% of students meeting growth targets	60.7		
Subpopulation 1: Nationally Normed Localized Assessment Growth- Reading	NWEA	% of students meeting growth targets	60.8		
Subpopulation 2: Nationally Normed Localized Assessment Growth- Math	NWEA	% of students meeting growth targets	60.2		
Subpopulation 2: Nationally Normed Localized Assessment Growth- Reading	NWEA	% of students meeting growth targets	60.2		
Subpopulation 3: Nationally Normed Localized Assessment Growth- Math	NWEA	% of students meeting growth targets	60.5		
Subpopulation 3: Nationally Normed Localized Assessment Growth- Reading	NWEA	% of students meeting growth targets	61.6		
Overall State Assessment Proficiency (Met or Exceeded)- Math	MCA	Rate compared to resident district/state	26.4	30.9	53.8
Overall State Assessment Proficiency (Met or Exceeded- Reading	MCA	Rate compared to resident district/state	28.3	38.6	58.3
Subpopulation 1- State Assessment Proficiency (Met or Exceeded)- Math	MCA	Rate compared to resident district/state	25.9	16.0	27.0
Subpopulation 1 -State Assessment Proficiency (Met or Exceeded)- Reading	MCA	Rate compared to resident district/state	28.8	24.1	34.7
Subpopulation 2- State Assessment Proficiency (Met or Exceeded)- Math	MCA	Rate compared to resident district/state	19.1	10.0	16.8
Subpopulation 2 -State Assessment Proficiency (Met or Exceeded)- Reading	MCA	Rate compared to resident district/state	17.1	7.7	12.5

Subpopulation 3- State Assessment Proficiency (Met or Exceeded)- Math	MCA	Rate compared to resident district/state	27.1	20.1	33.5
Subpopulation 3 -State Assessment Proficiency (Met or Exceeded)- Reading	MCA	Rate compared to resident district/state	*28.4*	*25.4*	*39.3*
Overall State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state	46.6	38.3	40.1

World's Best Work Force Report

Annual Report Publishing

The annual report is published on the district website. It can be found in the reports section at
http://www.mmsaweb.org/wp-content/uploads/WBWF-Report-Summary-2018-19.pdf

Annual Public Meeting

The annual public meeting to review progress from the 2018-19 school year was held on Aug 15th, 2018.

District Advisory Committee

The District Advisory Committee members for the 2018-19 school year are:

Murat Oguz	Executive Director
Jousef Camizci	Principal of Elementary
Yunus Ogurlu	Assistant Principal of Academics
Elsa Prigge	Teacher
Michele Conners	Teacher
Honorine Kadima	Teacher
Emily Weber	Teacher
Safiyo Ali	Parent / Board member
Najmo Sheikh	Student Council representative
Dahabo Kullane	Community member

Equitable Access to Excellent Teachers

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers. *

- **How did the district examine equitable access data? What data did you look at? How frequently do you review the data?**
- **Who was included in conversations to review equitable access data?**

  We review MCA trend data as well as local norm-based monthly assessments to examine student growth and any deficiencies. We also have a comprehensive teacher evaluation system that comprises of formal observations, classroom walk-throughs, and measures of student progress. We also look at years of teaching experience and seniority within our district.

- **What equitable access gaps has the district found?**
- **What are the root causes contributing to your equitable access gaps?**

We have identified that the average years of teaching experience per elementary grade levels varied greatly. One of the root cause is the high turnover rate of elementary teachers in our district. An experienced teacher who leaves the district is usually replaced by teachers with less experience.

- **What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?**
- **What goal(s) do you have to reduce and eventually eliminate equitable access gaps?**

MMSA is a small school with 2 sections at each grade level. We teamed up grade level teachers to achieve a balance in the average years of teaching experience. We also provide mentoring for emerging teachers and teachers new to our district. As part of our continuous evaluation system, administration provides feedback to teachers in their areas of improvement throughout the year. Our hiring process prioritizes finding teachers who are licensed in their content areas as well as teachers who reflect the demographic makeup of our student body. All teachers at MMSA are highly qualified (properly licensed by the state of MN).

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. *

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

96% of our students are Somalis. Nonetheless, finding Somali licensed teachers proves to be very difficult. We currently have only 2 Somali teachers. However, 39.6% of our teachers are either teachers of color or have culturally diverse backgrounds (mostly immigrants). Furthermore, 94.4% of our instructional and non-instructional support staff are people of color.

- **What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?**

Teacher shortage is a huge problem. Even though MMSA employs affirmative action in the hiring process, finding licensed teachers of color is very challenging.

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

We have 8 Somali paraprofessionals in our district 5 of whom have at least associate degrees. We encourage them and financially support them (tuition reimbursement) if they pursue their bachelor's in education so as to grow our own teachers.

Goals and Results

All Students Ready for School		
Goal	**Result**	**Goal Status**
The percentage of all kindergarteners who have met their individual growth targets on the NWEA math and reading tests will increase from 67% in 2018 to 69% in 2019.	72%	☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☒ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)

Narrative:
MAP test and STAR assessment scores have been used. Students are also assessed in areas of social, motor, language skills as well as math and reading readiness. We implement a social-emotional learning program to meet the needs of the whole child. We have biweekly data team meetings to monitor student progress.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The percentage of all students enrolled in grade 3 who are proficient on MCA Reading tests will increase from 14.3% in 2018 to 18.0% in 2019.	26.3%	☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☒ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)

Narrative:
MAP test and STAR assessment scores have been used. Students who are not on-track are identified as Tier 2 (targeted small group) or Tier 3 (intensive individual) depending on the intervention needs. Our Literacy Committee and Reading Specialist oversee the implementation of reading intervention program. General Ed or Title I paraprofessionals and volunteer community readers assist with some of the intervention strategies. We also use leveled readers, benchmark assessment systems, and Accelerated Reader program to monitor progress. Student progress data is analyzed during biweekly data team meetings to monitor student progress.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
The percentage of all black students who have become proficient on the MCA/MTAS reading tests will increase from 25.3% in 2018 to 26.8% in 2019.	29.8%	☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☒ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)
The percentage of all black students who have become proficient on the MCA/MTAS math tests will increase from 18.9% in 2018 to 20.4% in 2019.	26.6% 28.1%	
The percentage of all students eligible for free and reduced lunch who have become proficient on the MCA/MTAS math tests will increase from 20.0% in 2018 to 21.5% in 2019.	29.8%	
The percentage of all students eligible for free and reduced lunch who have become proficient on the MCA/MTAS math tests will increase from 24.4% in 2018 to 25.9% in 2019.		

Narrative:
97% of our students are black and 98% of them qualify for free and reduced lunch; hence constituting the largest two student sub-groups. Due to the high percentages, all our instructional strategies are designed towards meeting the needs of these minority groups. We use multiple measures of student progress including MAP tests, STAR assessments, district assessments, end-of-course assessments, etc. We have a multi-tiered approach to support the academic needs of non-proficient students.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
The percentage of all 10th graders who have attended a college fair and a college readiness workshop (e.g. Junior Achievement program, Synergy program by St. Thomas University) will be more than 80%. The percentage of 10th graders who have earned college credit in articulated concurrent enrollment (dual credit and/or PSEO courses) or taken AP courses will be more than 30%.	92% %44	☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☒ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)

Narrative:
In 2018-19, MMSA enrolled students only in 10th grade. We didn't have any baseline data to compare, hence we developed goals to reflect a minimum target.

All Students Graduate		
Goal	**Result**	**Goal Status**
MMSA doesn't enroll students in grade 12 yet	n/a	☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)
Narrative: n/a		

Innovative Practices and Implementation

STEM Focus: Nationally recognized, application-based programs such as Project Lead the Way and Gateway to Technology are part of the MMSA design and have been offered starting in 7th grade. Hands-on science classes, science fairs, math competitions, robotics and engineering programs give our students a competitive edge and help them pursue college degrees and careers in STEM. We are currently in the process of becoming a STEM certified school through the certification process provided by AdvancEd.

Personalized Learning: We have small class sizes and low student-to-teacher ratio. This enables our highly qualified teaching staff to provide a personalized educational experience for our students. Using a multitude of data points, the performance of each student is analyzed and effective strategies are developed to ensure learning is fully mastered. Technology-assisted learning is widely used at MMSA. We use online programs such as Lexia, IXL, Mathletics, Accelerated Reader and Star Assessment.

Ongoing Assessment of Learning: Data analysis meetings is a common practice at MMSA after every standardized test. Instructional coordinators meet with individual teachers to go over student assessment data and determine improvement areas.

Student Engagement: MMSA offers various opportunities that many students may not have otherwise had in traditional public schools. These opportunities keep our students involved beyond the school day and include, but are not limited to clubs, special interest groups, competition teams, sports programs, trips, cultural events, summer and winter programs, and college mentorship. Our students get the chance to compete with 30+ schools within Concept Schools network. These competitions include: Spelling Bee, Writing Contest, Spoken Word, Robotics, Concept Schools Science and Engineering Fair (CONSEF), MathCON, Stem Expo, Art Gala. Furthermore, we have a student college mentorship program called Concept Young Scholars Program (CYSP) that is designed to prepare students in the 5th to 12th grade to become well-rounded individuals by actively following their interests, diversifying their experiences, and getting more education. Students who commit to CYSP program are engaged in a systematic process that guides, recognizes, and rewards their progress. The program encourages activities such as academic competitions, college trips, and excursions. Within the last two years, MMSA also started offering sports activities that include basketball, soccer, roller-skating, and swimming.

Parent Programs: MMSA has an active parental engagement committee that works towards creating a welcoming climate, developing trust and personal relationships with families, providing varied opportunities for volunteering, removing economic obstacles and language barriers to engagement, helping families understand how the school operates and their rights and responsibilities under federal and state laws, helping families connect with resources to resolve problems and conflicts at school and in the community, developing parent leadership, and supporting families in strengthening learning at home.

Financial Management

FY19 Audit was conducted, approved by School Management, and will be presented to the BOD at the January 2018 meeting. The audit results are as follows:

Statement of Revenue, Expenditures, and Changes in Fund Balances
Governmental Funds
as of June 30, 2019

Revenues

Federal sources	$	653,899
State sources		6,369,570
Local sources - Other		17,366
Total revenue		7,040,835

Expenditures

Administration	197,391
District support services	316,483
Elementary and secondary regular instruction	2,665,844
Special education instruction	475,317
Instructional support services	372,357
Pupil support services	909,639
Sites and buildings	1,391,291
Fiscal and other fixed cost programs	19,624
Food service	420,175
Total expenditures	6,768,121

Excess (deficiency) of revenue over expenditures	272,714

Other financing sources

Transfers in	72,335
Transfers out	(72,335)

Net change in fund balances	272,714

Fund balances (deficit)

Beginning of year		118,664
End of year	$	391,378

Future Plans

Strategic Plans and Goals

In collaboration with the admin team, teacher leaders, and parents, we have identified the below areas of improvement:

- **EL services:** This still remains as a high priority area due to the high EL population at our school. This is our second year of implementing the ELM (English Learners in the Mainstream) Initiative in partnership with Hamline University. All our EL teachers were trained to become trainers at school. The implementation process was supervised throughout the year. We will continue with our 2nd year of implementation.
- **Multi-tiered intervention structure:** We will improve the MTSS framework that incorporate PBIS and RTI systems at MMSA. In addition to academic and behavior interventions, we will also include social-emotional competencies to meet the needs of the whole child.
- **A rigorous college-prep high school program:** With our current 10th grade students, we will introduce a full-fledged high school program that focuses on key competencies of college and career readiness. We will offer PSEO programs, College in Schools, AP courses, online elective courses (Edgenuity). We also are in the process of developing a STEM career pathway for students in areas of engineering, computer science, and medical sciences.
- Relationship, Relevance, and Rigor: We believe that trusting relationships and relevant instruction make rigor possible. Therefore, cultural responsiveness, equity and inclusion are very essential to our educational program.
- **Data driven collaborative approach**: We aim to increase teacher leadership and collaboration in order to promote clarity in our shared goals and work on a collaborative action plan. A leadership committee will be formed and charged with the duty of listening to all stakeholders, assessing the priority needs, and creating specific plans such as Literacy, STEM, School Culture, etc. plans that inform the programming and implementation.

  We will continue to use a combination of diagnostic, authentic, norm-referenced, and state mandated standardized assessments to measure student learning outcomes such as NWEA MAP; Concept Schools district and end-of-year assessments; Renaissance Learning's STAR assessments; WIDA-ACCESS assessments (ELL students); and MCAs. These measures will be used during data analysis meetings with teachers.